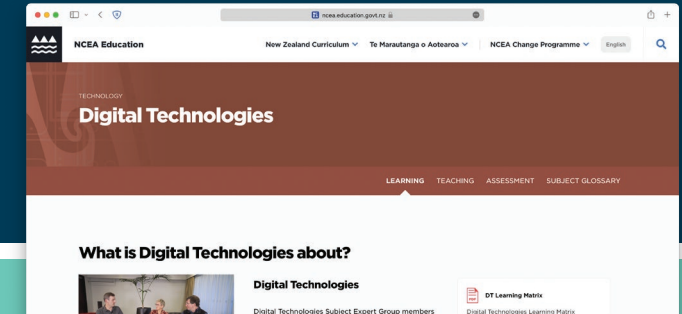


# NZC NCEA Materials: Definitions and Purpose

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To find these materials for your own subject, visit the [NZC subjects page](#), select your subject and click on the relevant tab.

## LEARNING TAB

### What the Subject is About

- » Explains the subject's broad context and direction of learning.
- » Unpacks, outlines the meaning of, and connection between, the Big Ideas and Significant Learning, which together form the Learning Matrix.
- » Includes connections to the Key Competencies and other subjects and learning areas.
- » Describes the capabilities and knowledge the subject develops to support future pathways for ākonga.

### Learning Matrix

- » Describes the learning that matters for the subject.
- » Contains the relevant Learning Area's whakataukī or whakataukī, a subject's Big Ideas, and Significant Learning. *'Whakataukī' is similar to a whakataukī, except that for whakataukī the author, place of origin, and intended audience is known.*
- » Informs the learning that can be assessed by Achievement Standards.
- » Aims to include all the Significant Learning in a course, however, some learning will be explored in more depth than others.
- » Clarifies progressions in the key subject-specific concepts, content and capabilities across applicable NCEA Levels 1, 2 and 3.

## TEACHING TAB

### Sample Course Outlines

- » Outlines how a year-long course could be developed using the subject's Significant Learning, aligned to how the learning contributes to Achievement Standards.
- » Indicative only and do not mandate any particular context, sequence or approach.

## ASSESSMENT TAB

### Achievement Standards

- » Describes what ākonga need to know or be able to do in order to gain credits towards certification.
- » Provides the criteria against which ākonga evidence is assessed to determine whether the standard has been met.

### Unpacking the Standard

- » Describes the purpose and intent of, and provides further depth and detail, on the Achievement Standard.
- » Describes how courses might include opportunities for assessment.

## INTERNAL ASSESSMENT

### Conditions of Assessment

- » Outline the general parameters and requirements for assessment against internal Achievement Standards.

### Assessment Activities and Schedules

- » Provided for each internal Achievement Standard, to exemplify what the assessment may look like in practice.
- » Includes activity instructions and guidance for ākonga. May include additional teacher resources and guidance.
- » Exemplify what the assessment of the Standard may look like at Achieved, Merit and Excellence.

## EXTERNAL ASSESSMENT

### External Assessment Specifications

- » Describes how external assessments are implemented, including timing, credits, format, and conditions.
- » Include other additional information relevant to implementation.

### Supporting Information

- » External assessment activities and other exemplars from previous pilot years.