

From NCEA to NZCE and NZACE

Immediate Issues – claims/statements/perspective

- » **Catastrophising NCEA** while overselling the simplicity and certainty of what comes next. Replacing NCEA presented as a tidy, common-sense fix to a “broken” qualification system.
NCEA issues had been identified and were being addressed. There is a significant loss of flexibility in the changed qualification system and a loss of localisation. There is a lack of information on the resourcing for PLD and teacher time to make this change work.
- » **Backwards-looking** - Familiar subjects, grades, and language; return to rigour, clarity and credibility.
An increase in standardisation and a loss of ability to tailor learning programmes to students and communities' specific needs. Exam focus is unnecessary, doesn't suit all subjects and unnecessarily disadvantages many students, exams are not the only valid way to assess learning. In fact, exams are widely recognised as being problematic.
- » **Broad support for changes** to the qualifications.
The minister is conflating concerns with the old system, with support for the new. There is no widespread support from secondary educators for these changes. Some elements will be largely opposed. It is unacceptable to move forward with a system that over a third of submitters in the consultation said would negatively impact schools/kura and students.
- » **Achievement rates are likely to decline** under the proposals in the short-term, especially for Māori, Pacific and disabled learners and learners facing more socio-economic barriers.
There are side effects to this change; they are unacceptable and unnecessary, and every effort should be made to ensure the qualification system benefits all learners.
- » **This is a big shift for many kura**, as their subject-based approach will not align with current practices, which rely on local flexibility.
This is unacceptable; the Māori voice has been minimal in the consultation, and flexibility needs to be retained
- » **A subject-based approach** will be taken for the new senior secondary qualifications.
Cross-curricular learning is valuable, and opportunities for this should be retained.
- » **The knowledge-rich curriculum** has compelled the design of assessments
Whose knowledge is valued in this work? This curriculum approach is a move backwards to a colonised approach. We should be continuing to ensure the NZ curriculum works for and is valued by Māori and non-Māori.

Measures of the claims made for the new qualification system need clarification.

What measures will be used to show that:

- » The **whole-subject approach** will ensure coherent, sequenced learning
- » There is **equal credibility of industry-led subjects' integration**, either Ministry-led or Industry-led
- » **Foundational learning** sets students up for post-school success.
- » There are **improved students' post-school outcomes**
- » The **qualification has increased credibility** for employers, parents, and tertiary education providers in New Zealand and internationally.
- » We have **an internationally comparable, credible, and consistent** qualification system

Confirmed changes to our national qualifications

Current	Change
Students complete Common Assessment Activity (CAAs) predominantly in Year 10	Removed after transition period SMART tool or PATs year 9 and 10 not related to new qualifications.
Literacy and Numeracy – students can still progress in their NCEA journey; they must achieve the literacy and numeracy co-requisites to gain NCEA. These corequisites can: <ul style="list-style-type: none"> • be achieved at any time throughout NCEA • be tried many times <u>and</u> • only need to be achieved once Current options are the CAAs or attaining Level 1 Literacy (10 credits) and Level 1 Numeracy (10 credits) from specific approved standards.	Removed after transition period
Standards-based senior assessment – students gain credits across the range of standards	Subject-based assessment assessed across whole curriculum subjects
NCEA Level 1 (usually Year 11) Students complete NCEA Level 1 – <ul style="list-style-type: none"> • 60 credits at any Level (1, 2 or 3), • and achieve Level 1 Literacy/ Numeracy • No compulsory subjects at national level – some schools have compulsory subjects usually English and Maths 	Year 11 - NCEA Level 1 removed, and students complete the Foundational Award for literacy and numeracy benchmarked at Year 11 Compulsory for Year 11 students to take: <ul style="list-style-type: none"> • Mathematics Pāngarau • English Te Reo Rangatira • Science Pūtaiao
NCEA Level 2 (usually Y12) Students complete NCEA Level 2 – <ul style="list-style-type: none"> • 60 credits at Level 2 or above • And have Level 1 Literacy and Numeracy. 	NZCE at Y12 -New subject-based qualification - <ul style="list-style-type: none"> • Students will need to take at least five subjects • No subjects will be compulsory To achieve an NZCE: <ul style="list-style-type: none"> • pass a minimum of three subjects at that year level or above, • pass the Foundational Award benchmarked at Y11 curriculum level or pass year 12 English and Maths
NCEA level 3 (usually Y13) Students complete NCEA Level 3 – <ul style="list-style-type: none"> • 60 credits at Level 3 or above 	NZACE at Y13 - New subject-based qualification Students will need to take at least five subjects <ul style="list-style-type: none"> • No subjects will be compulsory

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<ul style="list-style-type: none"> and have Level 1 Literacy and Numeracy. 	<p>To achieve NZACE qualification:</p> <ul style="list-style-type: none"> pass a minimum of three subjects at that year level or above, pass the Foundational Award benchmarked at Y11 curriculum level or pass year 13 English and Maths
<p>Endorsements - Students can achieve at each level of NCEA</p> <ul style="list-style-type: none"> Merit endorsement (50 credits at merit or excellence) Excellence endorsement (50 credits at excellence) 	<p>Endorsements - new certificate endorsements.</p> <p>To gain an endorsement, students will need to:</p> <ul style="list-style-type: none"> pass at least five subjects, with a certain number of high grades to achieve each endorsement.
<p>At each level of NCEA, students can achieve a Course Endorsement</p> <ul style="list-style-type: none"> 14 credits at Merit or Excellence in a subject (regarded as a course by NZQA) and at a specific level) Credits needed from both internal and external assessments (minimum of 3 credits from both internal/external) 	<p>To recognise students who have achieved more subjects, the number of subjects a student has passed for each qualification will be stated on their Certificate (e.g. NZCE 4, NZACE 5).</p>
<p>Assessment - plan for each subject</p> <ul style="list-style-type: none"> may include achievement or unit standards internal assessments and assessments leading to external assessments (e.g. portfolios, practice exams, and tests). resubmission procedures 	<p>Assessment - for every subject will include:</p> <ul style="list-style-type: none"> a mix of coursework and at least one exam. weighting of each assessment type will vary across subjects and be dependent on the content of the subject curriculum. expect around three to four assessments per year for each subject Resubmission procedures to be confirmed
<p>Grading – Students achieve</p> <ul style="list-style-type: none"> a specified number of credits per assessment (internal or external) Credits contribute towards the overall number required to gain level 1, 2 or 3 Four grades for each assessment (Not achieved, Achieved, Merit, Excellence) 	<p>Grading - New six-point grading system introduced</p> <ul style="list-style-type: none"> Ranges from A+ to E (A+, A, B, C, D, E). Students must achieve a C or higher to pass a subject. Students will be encouraged to complete all assessments

	<ul style="list-style-type: none"> • Each mark counts towards their final grade
<p>Vocational Pathways divide the working world into 6 broad sectors -</p> <ol style="list-style-type: none"> 1) Construction and Infrastructure 2) Creative Industries 3) Manufacturing and Technology) 4) Primary Industries 5) Services Industries 6) Social and Community Services <p>The Vocational Pathways (VP) award can help move from NCEA Level 2 to work, and you need:</p> <ul style="list-style-type: none"> • NCEA Level 2 • 60 credits from the recommended assessment standards for a VP • 20 credits must be from sector-related standards for the same sector • can achieve more than one VP Award • appears on Record of Achievement 	<p>Industry-led subjects' integration</p> <p>Industry-led subjects will be integrated into the senior curriculum within a single qualification pathway</p> <p>Industry-led subjects are to be developed with Industry Skills Boards.</p> <p>Examples could cover – primary industries, health and well-being services, outdoor education, automotive engineering, building and construction, infrastructure engineering, mechanical engineering, tourism and hospitality.</p> <p>Subjects will be Ministry-led or Industry-led, with equal credibility.</p>
<p>Special Assessment Conditions are provided for students with identified needs for internal and external assessments as appropriate.</p>	<p>Unclear</p>
<p>University Entrance</p> <ul style="list-style-type: none"> • NCEA Level 3 • plus 10 UE literacy credits (5 reading and 5 writing) from a specified list of standards at NCEA Level 2 or above. <p>14 credits at NCEA Level 3 in 3 approved subjects.</p>	<p>To be confirmed</p>
<p>Scholarship is separate from NCEA and available in a number of NCEA Level 3 subjects.</p> <p>Financial rewards for recipients of Scholarships.</p>	<p>Unclear</p>