**Parent survey**

1. Are there aspects of the NCEA that have supported the learning and achievement of members of your family or whānau? What are these aspects and what were the benefits? Do you think there are aspects that need improvement?

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*Explanatory note for question 2*

The Government has said that the NCEA is difficult for people to understand, especially:

* the grades allocated to outcomes (Achieved, Merit and Excellence, for instance)
* what needs to be internally assessed or externally assessed
* the number of credits needed to achieve the NCEA at each level.
1. Has your family or whānau found the NCEA difficult to understand? In what ways?

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*Explanatory note for question 3*

Currently the NCEA does not require set areas of study or types of learning. Instead there is a very wide range of possible areas of study and no restriction on where or how they are learned. The credits achieved are recorded on the qualifications framework and contribute to the NCEA certificates. This means that learners can accumulate credits from across a wide range of subjects and part-subjects.

The Government proposes new certificates that recognise only entire subjects that have been approved. Some subjects may be compulsory. Only subjects that learners have “passed” would contribute to the certificate at each level. This would mean that learners who have achieved some standards towards a subject, but not “passed” the subject would not have credit counted towards the new certificates.

The Government also proposes that learners would need to “pass” four subjects at Year 12 in order to be eligible to try for the Year 13 certificate. (A “passing grade” has not yet been defined.)

1. Do you think that assessment for qualifications at Years 12 and 13 should require complete subjects (as defined by the national curriculum)? Do you think passing four subjects would be a reasonable requirement for your learners to gain a secondary qualification?

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*Explanatory note for question 4*

Currently, areas of vocational education and training (VET) such as hospitality, tourism and carpentry form part of many schools’ programmes, and learners can accumulate credits for their NCEA certificates by being assessed against vocational unit standards. The Government proposes that some VET areas (but not others) would be identified as approved “subjects” alongside existing subjects such as Mathematics. In the proposal, learners taking these VET “subjects” could then have them count towards the new certificates. Learners would not be able to get credits from as wide a range of vocational areas as they can now. The proposed vocational “subjects” are not yet known. The Government’s proposal refers to building and construction, tourism and automotive.

1. What do you think about the Government’s proposal to approve some vocational education and training (VET) areas as subjects?

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*Explanatory note for question 5*

The Government proposes to replace NCEA Level 1 with a new Foundational Award. This would be based on literacy and numeracy requirements that are similar to the current ‘co-requisite’ requirements for NCEA. However the Government proposes that the requirements would be made more difficult “over time and gradually” to align with the Year 11 curriculum. Learners could not be awarded the proposed Year 12 or Year 13 certificates if they haven’t already got the Foundational Award.

1. Do you think that replacing NCEA Level 1 with a Foundational Award covering literacy and numeracy would be a good way to prepare learners with the basic skills they need to successfully participate in learning in Years 12 and 13?

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*Explanatory note for question 6*

The Government also asks for your views on whether other “areas of learning or achievement” should be considered as part of the Foundational Award as well as literacy and numeracy. The only suggestion the Government has for these other areas is whether learners’ attendance records should be taken into account. How do you think an attendance requirement would affect your learners? Can you think of other compulsory core requirements that would be relevant to you and your family or whānau?

1. Should any other areas of learning or achievement (other than literacy and numeracy) be considered as part of the Foundational Award? For example, should a certain level of student attendance be required?

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*Explanatory note for question 7*

Question 7 isn’t strictly about the NCEA or the proposed changes to qualifications. It’s about the curriculum, and the programmes and courses that schools offer. It is connected to the previous questions in that it reflects the proposal to increase the difficulty of literacy and numeracy hurdles for the Foundational Award “over time” to align with the Year 11 curriculum. It also relates indirectly to whether the Foundational Award should include areas of learning other than literacy and numeracy.

1. Do you think some subjects should be compulsory as part of the Year 11 curriculum? (For example, English and Mathematics or, in Māori-medium settings, Te Reo Rangatira and Pāngarau.)

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1. Most students would complete the proposed New Zealand Certificate of Education in Year 12. Do you think that the Government should consider ways to ensure more learners stay at school until the end of Year 12? An example would be raising the school leaving age from 16 to 17.

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*Explanatory note for question 9*

A number of changes are proposed to the way that learner achievement is recognised and reported. The NCEA relies on grades achieved in standards (Not Achieved and Achieved, Merit and Excellence) and the number of credits achieved. The Government has stated openly that it finds these “difficult to understand”. Changes they propose include:

* marks on a 0-100 scale
* grades of A-E
* the requirement that the Foundational Award is achieved before a higher-level certificate can be awarded
* the requirement to achieve a passing grade in at least 4 subjects to achieve one of the new certificates. (A “passing grade” has not yet been defined.)
1. Do you think that the proposed achievement requirements for the new certificates are easy to understand? How well do you think they would recognise the achievements of the learners in your family or whānau?

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1. What other changes or support (if any) do you think would be helpful to make sure members of your family or whānau could successfully complete the new certificates?

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1. Is there anything else you would like to say about the proposals?

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