



Education Report: **Advice on the list of standards to recognise towards the NCEA Literacy and Numeracy | Te Reo Matatini me te Pāngarau Co-requisite in 2024 and 2025**

To:	Hon Jan Tinetti, Minister of Education		
Cc:	Hon Kelvin Davis, Associate Minister of Education (Māori)		
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Purpose of Report

- This paper requests your decision on which essential literacy and numeracy-rich assessment standards should be recognised towards the NCEA literacy and numeracy | te reo matatini me te pāngarau co-requisite ("the co-requisite") for the duration of 2024 and 2025 ("the transitional period").
- It provides you with analysis of three possible lists of standards to support your decision-making and updates you on key changes to the NCEA qualification that will come into effect on 1 January 2024. These changes include the introduction of the mandatory 20-credit co-requisite as a condition for being awarded any level of NCEA, the credit requirements for all three levels of the qualification changing from 80 to 60, and the upcoming listing of the new versions of the qualification on the New Zealand Qualifications and Credentials Framework (NZQCF).

Summary

- From 2026, only the new literacy and numeracy | te reo matatini me te pāngarau unit standards ("the co-requisite standards") will be recognised towards the co-requisite.¹ These standards were designed specifically for the purpose of assessing the 20-credit co-requisite, and will be the first compulsory standards in NCEA's history. As agreed by Cabinet, the co-requisite standards must be assessed externally and, over the last two years of piloting, this has been done mainly via Common Assessment Activities (CAAs). We do not foresee any change to this approach.
- The CAAs take the form of online tests (with the exception of Māori-medium settings where a portfolio approach can be used), which must be completed during fixed date windows. Although the tests are not conventional end-of-year examinations, the CAAs are set and marked by NZQA, and represent a notable change for the sector – particularly for schools, kura, and other NCEA providers who have relied on the flexible timing and methods of internally assessed standards. A key objective of the transitional period, to which you agreed, is to bridge the gap between the current state of NCEA literacy and numeracy and the future state of the co-requisite. The current state allows for a wide range of standards and high levels of flexibility as to when and how students are assessed towards these. The future state provides for greater consistency and robustness by involving minimal variation in how students are assessed, and reduced flexibility in when students are assessed.

¹ Prior attainment of the co-requisite, including during the transitional period, will continue to be recognised until at least the end of 2026, as previously announced.

- Most students completing an NCEA qualification in a school or kura setting currently fulfil the literacy and numeracy requirements through the achievement of a small subset of standards from English, Te Reo Māori, Te Reo Rangatira, Pāngarau, and Mathematics and Statistics. Since most of these students also complete the literacy and numeracy requirements in Year 11, the essential literacy- and numeracy-rich assessment standards from the curriculum areas you referenced in your announcement on 19 April 2023 align with the existing practices of much of the senior secondary school sector. You could choose not to add any further standards and still address some of the sector's concerns about the scale and pace of change. This would mean students could be assessed during the transitional period using either the CAAs, or the achievement standards from the new NCEA Level 1 English, Mathematics and Statistics, Te Reo Māori, and Pāngarau subjects (Option A).
- We do not however recommend this approach due to the equity and accessibility issues it would present. For instance, we know that students completing an NCEA through tertiary education organisations (TEOs) and alternative education providers² tend to rely on the packages of internally assessed literacy and numeracy unit standards ("the 266 series").³ The 266 series feature on our recommended list as a restricted usage option for TEOs and alternative education providers (Option B). For the benefit of students completing an NCEA in school and kura settings, we also recommend including a small selection of new Level 1 achievement standards from the Science, Social Sciences, Pūtaiao and Tikanga-a-lwi curriculum areas. This will increase the number of pathways by which students can achieve the co-requisite and help reduce the inequities in terms of both access and achievement that may otherwise be experienced if the list was limited to the new achievement standards from Level 1 English, Mathematics and Statistics, Te Reo Māori, and Pāngarau. These additional standards can be used to support contextualised assessments of literacy and numeracy and also reinforce our previous communications that literacy and numeracy | te reo matatini me te pāngarau are taught across the Curriculum and are the responsibility of all teachers. These achievement standards will create opportunities for students to demonstrate the capabilities we are seeking in the co-requisite unit standards. As such, the recommended list is a little more expansive than Option A because it aims to reduce inequities in terms of both access and achievement, which may otherwise be experienced during the transitional period (e.g., completing an NCEA in a non-school setting, lacking the digital literacy to complete the CAAs).
- This paper also provides a third, more expansive list of assessment standards (Option C), which we do not recommend as it risks reducing the considerable momentum towards the future state that the sector has built over the last two years of piloting. It would also exert only minimal positive pressure on the sector to alter teaching and learning practices and anchors us to the status quo as opposed to propelling us toward the future state of the co-requisite.
- In forming our advice to you we are mindful of the trade-off between the risk of a considerable number of students not achieving the co-requisite, and therefore an NCEA, and the risk of not maintaining the positive pressure on the sector to make the necessary pedagogical shifts, which could lead to lower student achievement in 2026 once the transitional period has ended. Option A represents the strongest and most challenging approach but risks a considerable drop in attainment from 2024. Option C is the closest to the status quo with its wide variety of assessment standards and would provide limited positive pressure for the changes we are seeking. For these reasons Option B is our recommended approach as it strikes a balance between managing these two risks by supporting student attainment and placing positive pressure on the sector to continue making the necessary shifts to support student success in the future state of the co-requisite.

² For the purposes of this report, 'alternative education providers' also include Teen Parent Units and Activity Centres.

³ The internally assessed package for literacy is made up of standard reference numbers #26622, #26624, and #26625; the internally assessed package for numeracy is made up of standard reference numbers #26623, #26626, #26627. Throughout this report, these packages are referred to as the '266 series.'

- Finally, this report summarises the changes to the NCEA qualification that will come into effect next year to reflect the introduction of the 20-credit co-requisite.

Recommended Actions

1. The Ministry of Education recommends you:

- a. **Agree** that, for the duration of the transitional period (2024-25), one of the following lists be recognised towards the co-requisite

- i. 'Option A,' which includes only the standards you referenced on 19 April 2023.

Agree / Disagree

OR

- ii. 'Option B,' which includes a curated list of essential standards that most directly assess literacy and numeracy | te reo matatini me te pāngarau skills.
(**Recommended option**)

OR

- iii. 'Option C,' which includes a much wider variety of standards.

Agree / Disagree

Agree / Disagree

- b. **Note** that your NCEA Professional Advisory Group (PAG) is in favour of recognising a curated list of essential standards (Option B) towards the co-requisite.

Noted

- c. **Note** the suggested eligibility criteria for 'restricted usage standards' (paras 24-27 refer):

- i. for students domiciled in Realm nations
- ii. for deaf and hard-of-hearing students
- iii. for ESL students
- iv. for tertiary and alternative education students.

Noted

- d. **Note** the changes to NCEA that will come into effect in 2024:

- i. the change in size of all three levels of NCEA from 80 to 60 credits
- ii. the formal separation of the qualification's literacy and numeracy requirements into the 20-credit co-requisite
- iii. the removal of 'carry over' credits.

Noted

- e. **Note** that we will be running targeted engagements with key stakeholders, and an online public engagement, on the strategic purpose, graduate profile, and pathways outcome statements for the new NCEA Level 1 between June and July this year.

Noted

- f. **Note** that the Ministry must submit an application to list new versions of NCEA Levels 1-3 to NZQA by September ready for listing by December 2023.

Noted

- g. **Indicate** if you would like to arrange briefings on these decisions arranged for the spokespeople for Education from opposition parties.

Yes / No

- h. **Agree** that the Ministry of Education release this paper, with appropriate redactions, once you have considered its contents and any resulting announcements have been made.

Agree / Disagree



Rob Mill
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18/05/2023



Hon Jan Tinetti
Minister of Education

26/06/2023

Background

1. In 2020 Cabinet agreed that changes to NCEA were needed to ensure all graduates of the qualification had the level of literacy and numeracy required to engage in life beyond school – particularly employment and further education [SWC-20-MIN-0001 refers]. To strengthen the literacy and numeracy requirements of NCEA, we developed a 20-credit co-requisite, which students can complete in English (literacy and numeracy) or te reo Māori (te reo matatini me te pāngarau). The new unit standards for the co-requisite are set against a clear benchmark derived from the National Curriculum and require external assessment. Common Assessment Activities (CAAs) were chosen as the main assessment method for the standards because these could be delivered at scale and would maximise consistency and credibility. Students completing the co-requisite in te reo Māori also have the option of a portfolio but uptake of this over the last two years of piloting has been low.
2. On 14 April 2023, the Prime Minister and you jointly agreed that the co-requisite will become mandatory in 2024. This decision, which was delegated to you both by Cabinet on 11 April 2023, means that from next year, students will only be awarded an NCEA qualification once they have successfully completed the co-requisite [CAB-23-MIN-0141 refers].
3. As part of your recent decision, you also agreed to a two-year transitional period, which allows students in both English and Māori medium to meet the co-requisite through either the CAAs or by achieving 20 credits from a curated list of other essential assessment standards.⁴ At the time, we noted that we will need to evaluate the arrangements made available for the transitional period, and that we will provide you with further advice on the fitness for purpose of these ahead of 2026, when they would otherwise expire [METIS 1308525 refers].
4. The transitional period responds directly to insights gained from two years of piloting the CAAs across a range of schools, kura, alternative education providers and TEOs. The independent evaluations of these pilots, and other sector feedback and data collected by the Ministry, suggest that there will be students in the early cohorts engaging with the mandatory co-requisite who may be unfairly impacted if we make the CAAs the only assessment option from 2024. This is because the sector needs more time to adopt and embed the pedagogical shifts that will help them to prepare students for success in the CAAs, including the new 'test' environment.
5. In particular, the transitional period will allow the senior secondary sector to implement the Common Practice Model and Ako Framework, which are being developed as priority actions under Hei Raukura Mō te Mokopuna (strategy for te reo matatini and pāngarau) and the Literacy & Communication and Maths Strategy. A transitional period also helps to reduce the otherwise considerable risk that inequitable outcomes for groups who already experience lower NCEA attainment rates (e.g., Pacific learners, students with disabilities) persist or worsen.

Alternative assessment standards that have already been confirmed

6. You have already indicated in your announcement on 19 April 2023 that the new NCEA Level 1 achievement standards for English, Mathematics and Statistics, Te Reo Māori, and Pāngarau will be on the list of assessment standards for the transitional period. These new achievement standards, which are being piloted again this year, will replace the current achievement standards for their respective subjects from next year. They will be new to most of the sector, and it is too early to say whether this will have an impact on NCEA Level 1 attainment in 2024.
7. As of 8 May 2023, NZQA has received over 35,000 entries for the June CAAs for each of the English-medium standards. This suggests that significant momentum is building in the sector, noting that NZQA expects around 80,000 entries per year when the co-requisite standards become the only assessment option for the co-requisite.
8. The Ministry and NZQA will continue encouraging schools and kura to treat the co-requisite standards as the preferred method by which to credential their students with the co-requisite,

⁴ Students in Māori medium continue to have the additional choice of an externally set and marked portfolio, but uptake of this method has been very low so far.

both this year and throughout the transitional period. We are already offering targeted support and PLD to schools and kura through the Ministry's regional offices, and have funding allocated for this until mid-2025.

9. Currently there are 20 specialists working directly with schools and kura throughout the motu, and we are looking at expanding this model to provide support to other NCEA providers, including alternative education and TEOs. More support for TEOs and alternative education providers to use the CAAs, both during the transitional period and from 2026 onwards, is essential and will be focused on addressing the logistical and timing barriers these stakeholders have identified in their feedback to us.

Determining the recommended list of assessment standards for the transitional period

10. This section provides further detail on three possible lists of standards for the transitional period, Options A, B, and C (see *Table 1* below). Each list is in addition to the co-requisite standards, which will be available to all students irrespective of the option you choose.
11. We suggest that the final list of standards be both easy to understand and implement, thereby minimising the perceived level of further change. This would be helped by keeping the list as short as possible and minimising the inclusion of any standards from outside the curriculum areas upon which you have indicated you wish to maintain a focus – English, Mathematics and Statistics, Te Reo Māori, and Pāngarau. On the surface, Option A best fits these criteria, but it presents some equity and accessibility issues, as discussed below.
12. In arriving at our recommendations, we analysed the options against principles reflective of the NCEA Changes (see Annex 1). A key criterion from these was whether a given standard could be seen as a significant and coherent step towards the assessment settings of the new co-requisite standards. If the transitional period is to achieve its objective of moving the sector towards the future state, most, if not all, standards made available in 2024 and 2025 should reflect the assessment parameters of the co-requisite standards, particularly in terms of requiring candidates to demonstrate literacy and/or numeracy | te reo matatini and/or te pāngarau skills at Level 4/5 (or a non-curriculum equivalent). Where possible, standards that are externally set and marked should also be preferred to any that are internally assessed.
13. The inclusion of some internally assessed standards, which all three options below share to varying degrees, may lessen the perceived robustness and validity of the co-requisite during the transitional period. However, making available a limited number of these assessments, as exemplified by Option B, will help to increase the equitability and accessibility of the co-requisite by providing paper-based and flexible options across a wider range of curriculum areas. These achievement standards will create opportunities for students to demonstrate the capabilities we are seeking in the co-requisite unit standards.
14. A further source that informed our analysis of the Options was the independent evaluation of the pilots published in March this year. This report included the finding that the Ministry and NZQA need to explore assessment options for the co-requisite that can be:
 - a. paper based or digital.
 - b. sat at multiple and flexible times throughout the year.
 - c. delivered in non-school or kura (e.g., tertiary) settings.
15. The evaluation also recommended that we should try to offer assessments of literacy in languages that are important to the student groups we have committed to uplifting through the change programme (e.g., NZSL, Gagana Tokelau).

Table 1 – High-level comparison of standards available through Options A, B, and C

	Option A	Option B (recommended)	Option C
Achievement Standards	English (L1) Mathematics and Statistics (L1) Te Reo Māori (L1) Pāngarau (L1)	English (L1-3) Mathematics and Statistics (L1-3) Te Reo Māori (L1-3) Pāngarau (L1-3) Te Reo Rangatira (L1-3) A small selection of the new Level 1 standards from the Science (x5), Social Sciences (x17), Pūtaiao (x4), and Tikanga a-lwi (x4) curriculum areas	English (L1-3) Mathematics and Statistics (L1-3) Te Reo Māori (L1-3) Pāngarau (L1-3) Te Reo Rangatira (L1-3) A small selection of the new Level 1 standards from the Science, Social Sciences, Pūtaiao, and Tikanga a-lwi curriculum areas External standards from all other NCEA Level 1 subjects (x48)
Unit Standards	N/A	N/A	266 series for literacy (Standard reference numbers #26622, #26624, #26625) 266 series for numeracy (Standard reference numbers #26623, #26626, #26627)
<i>Subtotal</i>	16 Level 1 standards	55 Level 1 standards (plus 43 Level 2 standards and 37 Level 3 standards from English, Mathematics and Statistics, Te Reo Rangatira, Te Reo Māori, and Pāngarau)	109 Level 1 standards (plus 43 Level 2 standards and 37 Level 3 standards from English, Mathematics and Statistics, Te Reo Rangatira, Te Reo Māori, and Pāngarau)
Total	16 standards	130 standards	184 standards
Restricted usage (paras 25-28 refer)	N/A	<ul style="list-style-type: none"> • Cook Islands Māori (x4) • Niuean (x4) • Tokelauan (x4) • New Zealand Sign Language (x4) • English for Academic Purposes (Standard reference numbers #30507 and #30511) • 266 series for literacy (x3) • 266 series for numeracy (x3) 	<ul style="list-style-type: none"> • Cook Islands Māori • Niuean • Tokelauan • New Zealand Sign Language • English for Academic Purposes
Total	-	24 standards	18 standards

Option A – Short list of standards from curriculum areas you announced on 19 April 2023

16. As shown in Table 1, this option has 16 essential standards, all of which are from new NCEA Level 1 subjects. This means it would provide schools and kura with 16 assessment standards in addition to the CAAs for the duration of the transitional period (8 for literacy, 4 for te reo matatini, and 8 for numeracy | pāngarau).⁵ But these would be exclusively in the English or Te Reo Māori, and Mathematics and Statistics or Pāngarau curriculum areas. Option A does not include any unit standards other than the co-requisite standards themselves.

17. While the focus on the Mathematics and Statistics and English learning areas (for English-medium settings) and the Pāngarau and Te Reo Māori wāhanga ako (for Māori-medium) under

⁵ Te Reo Māori can be used towards either te reo matatini or literacy, so its four assessment standards actually create eight possible options for students (see Annexes 2-3).

this option could suggest that literacy and numeracy | te reo matatini me te pāngarau teaching and learning only occur in these learning areas | wāhanga ako, our messaging to the sector has been clear that these foundational skills should be taught throughout the curriculum.

18. These curriculum areas do have the strongest demonstrable links to the skills we want to assess through the co-requisite, and teachers of English or Te Reo Māori, and Mathematics and Statistics or Pāngarau may be best placed to support their colleagues to adopt the necessary pedagogical shifts. Yet these teachers could also rightly observe that the changes should not fall to them alone. Soon after your announcement on 19 April, NZATE, the subject association for English teachers, expressed this very concern about being seen as solely responsible for literacy.

Risks

19. Option A provides a limited number of additional opportunities for students to achieve the co-requisite during the transitional period and would restrict those opportunities to 4 subjects (2 for English medium, 2 for Māori medium). While many students will take these subjects for NCEA Level 1, this is not the case for all. Unintended consequences of Option A would include placing a considerable number of students at risk of not meeting the co-requisite in 2024 and 2025 and exerting disproportionate pressure on high equity index schools and kura, whose inequitable results in last year's pilot assessments underpinned your decision to have a transitional period. It is for these reasons that we do not recommend Option A

Option B – Recommended approach

20. By contrast, Option B provides some flexibility to cater to the diverse needs of students while still maintaining positive pressure on the sector to use the CAAs, and a focus on the English, Te Reo Māori, Mathematics and Statistics, and Pāngarau curriculum areas. It includes 130 core standards, and 24 restricted usage standards, which we recommend recognising towards the co-requisite for the duration of the transitional period.
21. In addition to the new co-requisite unit standards, this gives all schools and kura a further 50 assessment standards at Level 1, which is when most students will be completing the co-requisite (see Annex 2 for the full list). These are balanced between internal (23 standards) and external (27 standards) assessment, and provide 28 options for literacy, 16 for te reo matatini, and 10 for numeracy | pāngarau.
22. The inclusion of a small number of standards from the Science, Social Sciences, Pūtaiao and Tikanga-ā-lwi curriculum areas aims to mitigate the perception that literacy and numeracy | te reo matatini me te pāngarau teaching and learning only occur within discrete areas of the curriculum (e.g., numeracy in Mathematics). It is important to note that, just like the standards for English, Mathematics and Statistics, Te Reo Māori and Pāngarau, these additional standards do not explicitly assess literacy, te reo matatini, numeracy or pāngarau.. They will however provide contextualised assessment opportunities within local curricula for the transitional period, which may further support some of our most vulnerable students, in comparison with Option A, where contextualised assessment options would be more restricted.
23. As part of Option B, we also recommend that credits from the current NCEA Level 2 and 3 English, Mathematics, Statistics, Te Reo Māori, Te Reo Rangatira, and Pāngarau achievement standards are recognised towards the co-requisite for the duration of the transitional period (see Annex 3). These standards are more demanding than those in their respective subjects at Level 1 and may be important for the small group of students who are in Year 11 or 12 and are yet to complete the literacy and numeracy requirements of NCEA. Students new to the country and/or beginning the qualification at Level 2 will also benefit from this flexibility.

Restricted usage standards for NCEA students whose first language and/or language of instruction is neither te reo Māori nor English

24. NCEA is currently delivered in three locations outside of Aotearoa New Zealand: Niue, the Cook Islands and, as of this year, Tokelau. The average achievement rate across the three English-medium standards (reading, writing, and numeracy) for all students in the 2022 pilot was 51.3%. For students domiciled in Realm countries, this average dropped to a 16.6% achievement rate across the pilot CAAs. This rate comes with several caveats, including that none of these students were screened for 'readiness' and many were in Years 9 and 10. Still, Realm countries

- have told us that they would prefer assessment to be accessed in their home language, which reflects existing policy settings for the Cook Islands and could be extended to Niue and Tokelau.
25. For the duration of the transitional period, we recommend allowing students domiciled in any of these three countries to have the additional option of using achievement standards in their 'home' language (Te Reo Māori Kūi 'Airani; Vagahau Niue; and Gagana Tokelau respectively) to meet the literacy component of the co-requisite. As English is not always the primary language of instruction in these countries, more time is needed to support Pacific NCEA students living outside of Aotearoa New Zealand to be ready for the CAA requirements. Realm countries have told us that they would prefer assessment to be accessed in their home language, which reflects existing policy settings for the Cook Islands and could be extended to Niue and Tokelau. NZQA already offers translation of the numeracy assessment and, as noted, there is a precedent in the Cook Islands with using Te Reo Māori Kūi 'Airani achievement standards to meet the current NCEA literacy and numeracy requirements.
 26. For similar reasons, we recommend providing a restricted usage option for deaf and hard-of-hearing students. The results from a survey that we ran with a small group of stakeholders last year suggested that New Zealand Sign Language (NZSL) will be either the first or preferred language for many if not all deaf and hard-of-hearing students. Providing the option to attain the literacy component of the co-requisite through the new Level 1 NZSL achievement standards supports equitable access for these students and may also reduce or remove the need for access an NZSL interpreter, while noting that students who are not fluent in NZSL would continue to access 'sign-supported English' through Special Assessment Conditions.
 27. Two English for Academic Purposes unit standards are proposed to support students domiciled in Aotearoa New Zealand whose first language is neither English, Te Reo Māori, nor NZSL through the inclusion of. These are slightly more demanding than the new co-requisite standards but allow for assessment design that better meets the needs of migrant, refugee, and other ESL students. Eligibility to use this pathway could be based on whether a student has current or historic ESOL funding. One of the two standards included is conducted under test conditions, which we believe will help ensure this pathway is robust and credible (see Annex 4 for the list of restricted usage standards).

Restricted usage standards for tertiary and alternative education providers

28. Finally, for Option B we also recommend recognising the 266 series towards the co-requisite for students completing an NCEA through a TEO or an alternative education provider. This will minimise the level of change these provider types face during the transitional period, and thereby reduce any disruption to students. A strength of these internally assessed standards is that, unlike some of the achievement standards on the lists for Options A, B, and C, they do explicitly assess literacy and numeracy, and draw on evidence from across the curriculum.
29. To give a sense of whom the recognition of the 266 series during the transitional period will affect, in 2021 there were 2,575 students enrolled in foundation literacy and numeracy courses through TEOs, with around 70 percent of these students being Māori or Pacific. Most are school leavers with low or no formal qualifications. Throughout the development and piloting of the literacy and numeracy | te reo matatini me te pāngarau standards, TEOs and alternative education providers have continued to provide feedback that the CAAs place design and delivery limitations on their NCEA programmes. For example, NZQA only offered schools, kura, and alternative education providers and TEOs using these standards towards an NCEA to assess students during two set date-windows in 2022. The frequency and timing of the CAAs will be similar for 2023. These providers often run a lot of short courses, including some with rolling enrolments, and tend not to follow the school year.
30. Even where an assessment window aligns with the timing of a course, students would need to wait several weeks for their results to determine whether they have gained their qualification. This will delay their ability to use their qualification to seek employment or, in the case where they do not achieve the standard, to seek further support to develop their foundational literacy and numeracy skills.

Risks

31. Even though the inclusion of some current Level 2 and 3 achievement standards for English, Mathematics and Statistics, Te Reo Māori, Te Reo Rangatira, and Pāngarau significantly lengthens the recommended list, we expect usage of these standards towards the co-requisite to be extremely low, given that most students will have achieved the co-requisite requirements by the end of Year 11. As these standards are at a higher curriculum level, they are also more demanding than the Level 1 standards, which you have already indicated will be recognised towards the co-requisite. Their inclusion therefore poses little additional risk to the credibility of either the co-requisite or NCEA qualification. If, on the other hand, we do not recognise these standards in 2024 and 2025 (Option A), students would need to use either the new Level 1 achievement standards or the CAAs to meet the co-requisite in Year 12 or 13, which could impact on their ability to undertake the NCEA Level 2 and 3 subjects they need for their pathways.
32. There is a considerable risk that schools and kura will respond negatively to a decision to restrict recognition of the 266 series to TEOs and alternative education providers, and some may perceive this as unfair. However, the 266 series are the main assessment option that TEOs and alternative education providers use for NCEA literacy and numeracy, in the same way that achievement standards are the main assessment option for schools and kura. Moreover, this measure is temporary, and subject to review, as are all the assessment standards that will be recognised during the transitional period. If we are allowing schools and kura to use some achievement standards for the transitional period, we need to provide an equivalent option to TEOs and alternative education providers – namely, the 266 series.
33. It will however be important to monitor NCEA programmes and enrolment data for TEOs and alternative education providers. One risk we cannot rule out is that schools and kura may send more of their students to these providers in order to give them access to the 266 series. We know from anecdotal evidence that at least some schools currently place groups of students into literacy and numeracy 'catch up' classes that are focused on achieving the 266 series. Data on the usage of these standards suggests that these classes include disproportionate numbers of Māori and Pacific students. This risk is, again, somewhat mitigated by the fact that the transitional period is timebound. Over the transitional period the Ministry and NZQA will work together to create assessment options for the new standards that can be delivered in tertiary and alternative education settings.
34. We endorse Option B as it constitutes a significant and coherent step towards the desired future state, supports access and equitable outcomes for all students, and will help to ensure that a greater proportion of NCEA graduates credentialled during the transitional period have the foundational literacy and numeracy skills required to experience success in training, tertiary education, and the workplace.

Option C – Expansive list of assessment standards

35. As shown in *Table 1* above, Option C would include all the standards from Option B as well as a much wider range of externally assessed achievement standards from other NCEA subjects across Levels 1-3. This may help to address any perception that the curriculum is being narrowed (Option A especially and Option B to some degree). The 266 series would also be available to schools and kura under this Option – not just TEOs and alternative education providers (Option B).
36. The standards and assessments derived from curriculum areas outside of those identified in Option B tend not to require students to demonstrate explicitly that they are literate or numerate, even though they are abundant in literacy | te reo matatini and pāngarau | numeracy teaching and learning opportunities. If you wished to explore the inclusion of any achievement standards from other NCEA subjects, we would strongly recommend that you consider only those which are assessed externally. Recognising other internally assessed achievement standards that do not explicitly assess literacy and numeracy towards the co-requisite would move us too close to the current state.
37. For NZQA and the sector (schools and kura in particular), Option C would be easier to operationalise than Option B. This is because it includes unrestricted recognition of the 266 series, so providers would not need to evidence a student's eligibility, and NZQA would not need

to perform an additional manual qualification check step using this information to determine whether a candidate had fulfilled the requirements of the co-requisite. That said, retaining the 266 series for schools and kura would be difficult to justify. According to an independent report by the TEOs Education Commission in 2014, assessments against the 266 series are not robust and lack credibility.⁶ This is backed up by NZQA's moderation agreement rate for these standards, which across the last three years, 2020-2022 inclusive was between 63.2% and 81.3% for literacy and between 43.0% and 75.8% for numeracy. Such fluctuation means that students credentialled through this assessment pathway may not in fact be foundationally literate and/or numerate.

38. Many stakeholders acknowledge that there are issues with these standards, particularly in terms of how current assessment practice negatively impacts both the real and perceived robustness and credibility of the NCEA literacy and numeracy requirements. However, as noted above, we believe that allowing these standards to be used towards the co-requisite is a necessary compromise to help minimise any negative impacts on students in tertiary and alternative education settings, at least in the short term (Option B). Recognising the 266 series towards the co-requisite without any restrictions (Option C) on the other hand would increase the likelihood that ineffective literacy and numeracy | te reo matatini me te pāngarau practices in schools and kura persist, rather than encouraging the pedagogical shifts required to support students to develop literacy and numeracy | te reo matatini me te pāngarau across the curriculum.
39. In summary, we do not endorse Option C due to the general lack of alignment between it and the co-requisite's future orientation, particularly the direct assessment of literacy and/or numeracy | te reo matatini and/or te pāngarau skills at Level 4/5 (or non-curriculum equivalent).

Risk profile of and trade-offs between the three options

40. The new NCEA Level 1 standards which feature under all three options focus on the most significant learning for each subject and form a coherent learning programme. Throughout the development process we have focussed on credentialling the most important learning and in doing so we have removed the less robust aspects of the current Level 1 standards. This means that some students are likely to find these new standards challenging.
41. The key trade-off to take into consideration when making your decision, then, is between the risk of a decrease in NCEA attainment from 2024 (in which regard Option A is the riskiest) and not keeping the pressure on the sector to make the necessary pedagogical shifts to support literacy and numeracy achievement going forward (in which regard Option C is the riskiest).
42. While Option A would represent the strongest and most challenging list for the sector during the transitional period, it is also the most likely to expose our priority learners to the risk of missing out on both the co-requisite and an NCEA qualification due to the narrowness of its assessment opportunities. Since minimising this risk to priority learners, including Māori, Pacific, low socioeconomic, and disabled students, forms part of the rationale for having a transitional period in the first place, this aspect of Option A does not appear to support the objectives of the transitional period. In contrast, Option C would provide the widest breadth of opportunities for students to achieve the co-requisite, and is quite similar to the status quo. But agreeing to this option would exert limited positive pressure on the sector.
43. Option B strikes a balance between these two risks. First, it provides additional assessment standards for students to complete the co-requisite. This purely numerical increase in assessment choices means students will have more opportunities to achieve the co-requisite, thereby helping to decrease the likelihood that vulnerable students will miss out on an NCEA qualification during the transitional period. Second, because it is a tighter list than Option C, it mitigates the risk of not placing enough positive pressure on the sector.

Other considerations

44. Since the numeracy | pāngarau and literacy | te reo matatini components of the co-requisite are separable, students will be able to complete each component using the standard(s) that best

⁶ <https://www.tec.govt.nz/assets/Reports/3198200d93/Alignment-research-paper-Summary.pdf>

suit their needs (e.g., 10 credits from mathematics and statistics achievement standards, and the te reo matatini unit standard [10 credits]). Students must, however, complete each component using only one method (e.g., the new reading and writing CAAs for literacy, not the reading CAA and 5 credits from assessments for English achievement standards). For students using the 266 series with TEOs and alternative education providers, achievement of all three literacy and/or all three numeracy standards will likewise be required where the student is using this method to meet the literacy and/or numeracy components of the co-requisite.

45. Whichever standards they use, students will still need to gain 10 literacy | te reo matatini credits and 10 numeracy | pāngarau credits. Under the new NCEA Level 1, this equals half of the 20 credits that will be available in a subject (e.g., English, Pāngarau) and, where credits are used towards the co-requisite, these cannot also be used towards the 60-credit NCEA qualification.

Changes to the NCEA qualification for 2024

46. Alongside the formal separation of the literacy and numeracy | te reo matatini me te pāngarau requirements from the 60-credit NCEA qualification into the standalone 20-credit co-requisite, other key changes to NCEA, agreed by Cabinet [SWC-20-MIN-0001 and SWC-19-MIN-0045 refer], must occur simultaneously. First, all three levels of the qualification will require 60 rather than 80 credits, reflecting the introduction of the 20-credit co-requisite as a co-condition for the awarding of any level of NCEA. Second, the provision for using 20 credits from the level below the certificate level – ‘carry over’ credits – will be removed. This change will help to make the qualification more coherent and easier to understand for the sector and wider public.
47. Ahead of 2024, the new NCEA Level 1 qualification will need to be listed on the NZQCF. The Ministry, with NZQA’s support, is currently drafting new strategic purpose, graduate profile, and pathways outcome statements for this to reflect the seven overarching changes to the qualification. We plan to engage publicly on these drafts in June. We will also need to list new interim versions of NCEA Levels 2 and 3 at the same time as the final new version of NCEA Level 1 to reflect the change in size of these qualifications (from 80 to 60 credits) and the implementation of the co-requisite. These versions will not include new strategic purpose or outcome statements, which will still be under development in 2024.

The number of credits required to achieve an NCEA and course endorsement

48. Since the transitional period aims to help the sector move towards the future state, we believe that it is important to incentivise uptake of the new co-requisite standards. To maintain positive pressure on the sector, we need to make it clear that no “double dipping” will be allowed. As noted above, this means that where a student relies on credits from achievement standards to meet the 20-credit co-requisite, NZQA cannot also apply these to the 60-credit NCEA qualification. Students who are working towards their first 60-credit NCEA qualification will need a minimum total of 80 credits once we factor in the mandatory co-requisite. However, this will not affect certificate or course endorsements.
49. We have received some feedback suggesting that we reconsider the number of credits required for certificate and course endorsements (50 credits at Merit or Excellence; and 14 credits from a course at Achieved or higher, respectively). However, we do not believe that this is necessary because NCEA Levels 2 and 3 are already functionally 60-credit qualifications (20 credits from Level 1 and then Level 2 can be counted towards the higher certificate), and 60 credits will remain the minimum student attainment to be awarded an NCEA.
50. To support the continued robustness of the qualification, it is important that we retain a high threshold, where achievement with Merit or Excellence continues to meaningfully distinguish a candidate’s performance. Any change to course endorsement thresholds could encourage the creation of courses that only assess, and teach the significant learning from, two achievement standards as there will be fewer standards (4 per subject per level) and credits (20 per subject per level).

Engagement

51. Your NCEA Professional Advisory Group (PAG) is supportive of Option B and the rationale for the inclusion and exclusion of high-profile standards. They indicated that they would prefer a list of standards that includes achievement standards from outside English, Te Reo Māori, Te Reo

Rangatira, Mathematics and Statistics, and Pāngarau. Their rationale was to provide more options for students and to emphasise to the sector that literacy and numeracy | te reo matatini me te pāngarau skills should be taught across the whole curriculum. This advice has informed our decision to include a small number of achievement standards from curriculum areas with close connections to literacy and numeracy | te reo matatini me te pāngarau in Option B.

52. Between your announcement on 19 April and the present advice, we have also engaged with special stakeholder groups including the NCEA Disability and Learning Support and NCEA Pacific Panels, TEC and the TEO peak body ITENZ, and the Secretaries for Education in the Cook Islands and Niue.
53. The Pacific Panel were supportive of similar standards to those recommended by the PAG and stressed the importance of contextualised assessment opportunities for Pacific students. The Secretary for Education in the Cook Islands is supportive of the inclusion of Te Reo Māori Kūki 'Āirani achievement standards (Options B and C) but suggested that these standards should be considered as a permanent option for students in the Cook Islands.
54. The recommendation not to universally recognise the 266 series, which are of particular interest to TEOs and alternative education providers, was unpopular with the Disability and Learning Support Panel. TEC and ITENZ also expressed strong reservations about the equity implications of not recognising these standards for students completing an NCEA with a TEO. The exclusion of 266 series from the co-requisite until such time as we can provide TEOs with a viable alternative to the CAAs would make it especially difficult for students in tertiary settings to fulfil the co-requisite, which could in turn prevent these students from attaining an NCEA qualification. It is important to note that the Disability and Learning Support Panel's feedback was based on their review of the list of standards in Option A, and we believe that the subsequent inclusion of standards from more curriculum areas, under Option B, will help to address any their concerns about Option A, such as its potential to narrow the curriculum or engender streaming.

Risks

Internal assessment standards (Options A, B, and C)

55. Through the Review of Achievement Standards, the Ministry has encouraged Subject Expert Groups to design internal achievement standards and corresponding assessment tasks that allow for a variety of response media beyond the more traditional written report. While this is a positive step in terms of accessibility and embracing cultural traditions that prize oral language, it does mean that there may be more variability in the ways students present their evidence towards a given new Level 1 internal achievement standard. This consideration also applies to external standards that are assessed through methods other than the traditional examination.
56. During the transitional period, this raises the possibility that a student could, for example, be awarded literacy through a new Level 1 English achievement standard without being assessed on their writing (or reading). Though the Ministry's definition of literacy encompasses "oral language, speaking, listening, viewing, presenting, and digital literacy,"⁷ these facets are presented as complementing reading and writing – not as substitutes for them. We know from last year's mini pilot, however, that most students continue to submit written evidence for assessments and, on balance, some internally assessed standards need to be included if we are to use the transitional period to support equitable outcomes for all students.

Restricted usage standards for NCEA students whose first language and/or language of instruction is neither te reo Māori nor English (Options B and C)

57. It is highly likely some Pacific stakeholders will be disappointed that we have included only Te Reo Māori Kūki 'Āirani, Vagahau Niue, and Gagana Tokelau on the restricted usage list and that only students domiciled in the Cook Islands, Niue, or Tokelau will be able to use these towards the co-requisite. We believe this approach is justified as:

⁷ *Literacy & Communication and Maths Strategy*, Ministry of Education, 2022, p.15.

- a. at present, there is no Pacific language pathway through the Curriculum, which means that for Pacific students in Aotearoa New Zealand, there are no teaching and learning guidelines to support instruction in languages other than English and Te Reo Māori;⁸ and
 - b. from a pathways' perspective, this approach is also unlikely to reflect the language context of most Pacific students in Aotearoa New Zealand, where English and Te Reo Māori are important for everyday engagement in community, work, life, and further study.
58. Even with the proposed restrictions in place, a related risk is that schools in the Realm nations may become reliant on this arrangement rather than using it to transition their students towards the future state of the CAAs. We will mitigate this risk through clear communications about the intent and purpose of making these standards available in the short term and use any feedback to inform the design and delivery of the CAAs in these locations going forward.

Next steps

59. We have recently received a significant volume of correspondence from teachers, school leaders, and other stakeholders asking which standards will be recognised towards the co-requisite during the transitional period. Indicating your preferred list of recognised standards now will provide clarity to the sector and allow schools, kura, and other NCEA providers to plan their courses and programmes for 2024.
60. Once we receive confirmation of your preferred approach, we will work with your office to confirm how you wish to communicate your decisions to the sector and, if you wish, to arrange briefings for the spokespeople for Education from the Green, National, Act, and Māori Parties. We will also work to support the sector to understand what the option you agree to entails and the rationale for including or excluding high-profile standards.

⁸ The curriculum refresh (NZC) will create guidance for delivering Te Mātaiaho through selected Pacific languages.

Annexes

The following are annexed to this paper:

- Annex 1: Transition Option Principles
- Annex 2: List of Level 1 assessment standards to be recognised towards the co-requisite for the duration of the transitional period (for Option B)
- Annex 3: List of Level 2 and 3 assessment standards to be recognised towards the co-requisite for the duration of the transitional period (for Option B)
- Annex 4: List of restricted usage assessment standards for literacy (for Option B)

Annex 1: Transition Option Principles

The following principles for determining transition options – and by extension the standards included in these – were agreed by Ministry of Education and NZQA. The list of standards must:

- 1) represent a significant and coherent step toward the intended future state of strengthened literacy and numeracy assessment.
 - i) This includes taking into account the workload and logistical implications of implementing a standard, or package of standards, in addition to the new co-requisite assessments.
- 2) maintain the credibility of the NCEA qualification and its literacy and numeracy requirements by
 - i) demanding and credentialling a similar level of literacy and numeracy | te reo matatini me te pāngarau achievement as any other pathway; and
 - ii) aligning with agreed scores on other equivalent measures of foundational literacy and numeracy (e.g., LNAAT, e-asTTle).
- 3) enable equitable assessment opportunities for all ākonga
 - i) across English- and Māori-medium settings; and
 - ii) not disadvantaging underserved groups such as Māori, Pacific, and disabled students in all settings.
- 4) support kaiako wellbeing by minimising workload and logistical challenges associated with implementation.
- 5) support ākonga wellbeing by providing clarity and minimising disruption.
- 6) strike a balance between placing positive pressure on the system to improve teaching and learning of literacy and numeracy and ensuring ākonga pathways are not compromised.
- 7) be feasible to deliver in all NCEA settings, contexts, and curricula (e.g., Realm countries, tertiary and alternative education, Māori medium, Corrections, and no-digital-access contexts).

Annex 2 – List of Level 1 assessment standards to be recognised towards the co-requisite for the duration of the transitional period (*Recommended option*)

Subject	Title	Internal / External	Credits	Literacy	Te Reo Matatini	Numeracy / Pāngarau	Reference
<i>Level 1</i>							
N/A	Read written texts to understand ideas and information	External	5	Yes	No	No	32403
N/A	Write texts to communicate ideas and information	External	5	Yes	No	No	32405
N/A	Use mathematics and statistics to meet the numeracy demands of a range of situations	External	10	No	No	Yes	32406
N/A	Ka mārama, ka whakamahi i te reo kia tutuki ai tētahi pūtakenga whakawhiti kōrero	External	10	No	Yes	No	32414
N/A	Te whakamahi pāngarau me te tauanga hei whakatutuki i ngā hiahia pāngarau o ngā pūāhua whai take	External	10	No	No	No	32412
English	Demonstrate understanding of how context shapes verbal language use	Internal	5	Yes	No	No	91924
	Demonstrate understanding of specific aspects of studied text	Internal	5	Yes	No	No	91925
	Develop ideas in writing using stylistic and written conventions	External	5	Yes	No	No	91926
	Demonstrate understanding of significant aspects of unfamiliar texts	External	5	Yes	No	No	91927
Mathematics and Statistics	Explore data using a statistical enquiry process	Internal	5	No	No	Yes	91944
	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific	Internal	5	No	No	Yes	91945
	Interpret and apply mathematical and statistical information in context	External	5	No	No	Yes	91946
	Demonstrate mathematical reasoning	External	5	No	No	Yes	91947
Te Reo Māori ¹	Te tautohu i ētahi pānga o mua ki te mauri ora o te reo	Internal	6	Yes	Yes	No	92092
	Te whakamahi i ngā momo āhuatanga o te reo e rere ai te reo	Internal	4	Yes	Yes	No	92093
	Te tautohu i ētahi mātāpono Māori kei roto i te reo	External	4	Yes	Yes	No	92094
	Te whakaatu i te māramatanga ki te tika o te reo	External	6	Yes	Yes	No	92095
Te Reo Rangatira	Te whakamārama i tētahi kaupapa kua ākona	Internal	6	No	Yes	No	92073
	Te whakamārama i te pānga o te horopaki ki te reo	Internal	6	No	Yes	No	92074
	Te whakamārama i ngā āhuatanga motuhake o tētahi momo reo kua ākona	External	4	No	Yes	No	92076
	Te whakamahi i tētahi rautaki reo	External	4	No	Yes	No	92075
Pāngarau	Te whakamahi whakaaro tau whaitake hei whakaoti rapanga	Internal	5	No	No	Yes	92065
	Te tūhura pūāhua tauanga, pūāhua tūpono	Internal	5	No	No	Yes	92066
	Te whakamahi tikanga taurangi hei whakaoti rapanga	External	5	No	No	Yes	92067
	Te whakamahi whakaaro āhuahanga me te ine hei whakaoti rapanga	External	5	No	No	Yes	92068
Physics, Earth, and Space Science	Demonstrate understanding of energy in a physical system	External	5	No	No	Yes	92047
Chemistry and Biology	Demonstrate understanding of genetic variation in relation to an identified characteristic	External	5	Yes	No	No	92022

¹ Te Reo Māori can be used towards either te reo matatini or literacy.

Science	Demonstrate understanding of a science-informed response to a local issue	Internal	5	Yes	No	No	91920
	Demonstrate understanding of science-related claims in communicated information	External	5	Yes	No	No	91923
Agricultural and Horticultural Science	Demonstrate understanding of a life process and how it is managed in a primary production system	Internal	6	Yes	No	No	91928
Commerce	Demonstrate understanding of an organisation's financial decision making	Internal	5	No	No	Yes	92028
	Demonstrate understanding of how interdependent financial relationships are affected by an event	External	5	Yes	No	No	92030
	Demonstrate understanding of how an organisation's financial viability is affected by an event	External	5	Yes	No	No	92031
Geography	Explore te taiao using data	Internal	5	No	No	Yes	91933
	Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao	Internal	5	Yes	No	No	91932
	Demonstrate understanding of how natural processes operate within te taiao	External	5	Yes	No	No	91934
	Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific	External	5	Yes	No	No	91935
History	Demonstrate understanding of the significance of a historical context	Internal	5	Yes			92025
	Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand	External	5	Yes			92026
	Demonstrate understanding of perspectives on a historical context	External	5	Yes			92027
Religious Studies	Demonstrate understanding of the development of a community that shares religious or spiritual beliefs	Internal	5	Yes			91916
	Demonstrate understanding of how a significant narrative relates to a religious or spiritual tradition	Internal	5	Yes			91917
	Demonstrate understanding of a characteristic of religious or spiritual traditions	External	5	Yes			91918
	Demonstrate understanding of a religious or spiritual community's perspective on an issue	External	5	Yes			91919
Social Studies	Demonstrate understanding of findings of a Social Studies inquiry	Internal	5	Yes			92048
	Demonstrate understanding of decisions made in relation to a contemporary social issue	External	5	Yes			92050
	Describe a social action undertaken to support or challenge a system	External	5	Yes			92051
Tikanga-ā-lwi	Te whakaatu māramatanga ki ngā take e pāpā ana ki te reo Māori	Internal	6	No	Yes	No	92077
	Te whakaatu māramatanga ki ngā take tuakiri tangata	Internal	6	No	Yes	No	92079
	Te whakaatu māramatanga ki ngā tikanga Māori e pā ana ki te pupuri me te tuku mātauranga	External	4	No	Yes	No	92080
	Te whakaatu māramatanga ki ngā tirohanga kē ki tētahi kaupapa Tikanga ā-lwi	External	4	No	Yes	No	92081
Pūtaiao	Te torotoro i te mātauranga pūtaiao e hāngai ana ki te ao tūroa	Internal	5	No	Yes	No	92069
	Te torotoro i te mātauranga pūtaiao o onamata, hei oranga mō inamata me anamata	Internal	5	No	Yes	No	92070
	Te tūhura i ngā kōrero tuku iho e pā ana ki tētahi kaupapa taiao ā-iwi	External	5	No	Yes	No	92071
	Te whakahāngai i te mātauranga e pā ana ki ngā atua ki tētahi kaupapa taiao	External	5	No	Yes	No	92072
Totals	55	23 / 32	291	29	17	12	--

Annex 3 - List of Level 2 and 3 assessment standards to be recognised towards the co-requisite for the duration of the transitional period (*Recommended option*)

Subject	Title	Internal / External	Credits	Literacy	Te Reo Matatini	Numeracy / Pāngarau	Reference
Level 2							
English	Analyse specified aspect(s) of studied written text(s), supported by evidence	External	4	Yes	No	No	91098
	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	External	4	Yes	No	No	91099
	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	External	4	Yes	No	No	91100
	Produce a selection of crafted and controlled writing	Internal	6	Yes	No	No	91101
	Construct and deliver a crafted and controlled oral text	Internal	3	Yes	No	No	91102
	Create a crafted and controlled visual and verbal text	Internal	3	Yes	No	No	91103
	Analyse significant connections across texts, supported by evidence	Internal	4	Yes	No	No	91104
	Use information literacy skills to form developed conclusion(s)	Internal	4	Yes	No	No	91105
	Form developed personal responses to independently read texts, supported by evidence	Internal	4	Yes	No	No	91106
	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	Internal	3	Yes	No	No	91107
Mathematics and Statistics	Apply coordinate geometry methods in solving problems	Internal	2	No	No	Yes	91256
	Apply graphical models in solving problems	Internal	4	No	No	Yes	91257
	Apply sequences and series in solving problems	Internal	2	No	No	Yes	91258
	Apply trigonometric relationships in solving problems	Internal	3	No	No	Yes	91259
	Use networks in solving problems	Internal	2	No	No	Yes	91260
	Apply algebraic methods in solving problems	External	4	No	No	Yes	91261
	Apply calculus methods in solving problems	External	5	No	No	Yes	91262
	Design a questionnaire	Internal	3	No	No	Yes	91263
	Use statistical methods to make an inference	Internal	4	No	No	Yes	91264
	Conduct an experiment to investigate a situation using statistical methods	Internal	3	No	No	Yes	91265
	Evaluate a statistically based report	Internal	2	No	No	Yes	91266
	Apply probability methods in solving problems	External	4	No	No	Yes	91267
	Investigate a situation using a simulation	Internal	2	No	No	Yes	91268
	Apply systems of equations in solving problems	Internal	2	No	No	Yes	91269
Te Reo Māori ²	Whakarongo kia mōhio ki te reo o te ao torotoro	Internal	4	Yes	Yes	No	91284
	Kōrero kia whakamahi i te reo o te ao torotoro	Internal	6	Yes	Yes	No	91285
	Pānui kia mōhio ki te reo o te ao torotoro	External	6	Yes	Yes	No	91286

² Te Reo Māori can be used towards either te reo matatini or literacy.

	Tuhi i te reo o te ao torotoro	External	6	Yes	Yes	No	91287
	Waihanga tuhinga i te reo o te ao torotoro	Internal	6	Yes	Yes	No	91288
Te Reo Rangatira	Te whakarongo ki ngā tohunga reo	External	3	No	Yes	No	92073
	Te wetewete i ngā tuhinga tuatahi	Internal	3	No	Yes	No	
	Te pānui i ngā tuhinga tawhito	External	3	No	Yes	No	
	Te tuhi kōrero whakaae rānei, whakahē rānei	External	3	No	Yes	No	
	Te tito i te whakaari	Internal	4	No	Yes	No	
	Te tito i tētahi pakiwaitara poto	Internal	5	No	Yes	No	
	Te whakarite i te whaituhi roa mō te takenga o te reo Māori	Internal	5	No	Yes	No	
	Te kōrero i te pakiwaitara	Internal	4	No	Yes	No	
	Te whakahāngai i ngā kōrero o nehe ki te ao hou hei kōrero ōhia	Internal	3	No	Yes	No	
	Te wetewete kaupapa	Internal	3	No	Yes	No	92074
	Te tūhura me te pūrongo i te reo peha	Internal	4	No	Yes	No	92076
	Te Tūhura i ngā tikanga o te reo	Internal	4	No	Yes	No	92075
Pāngarau	Te whakahaere rangahau pāngarau	Internal	3	No	No	Yes	91765
	Te tātari i te reo motuhake o tētahi kōrero pāngarau	Internal	3	No	No	Yes	91581
Totals	43	32 / 11	159	15	17	16	--

Subject	Title	Internal / External	Credits	Literacy	Te Reo Matatini	Numeracy / Pāngarau	Reference
Level 3							
English	Respond critically to specified aspect(s) of studied written text(s), supported by evidence	External	4	Yes	No	No	91472
	Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	External	4	Yes	No	No	91473
	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	External	4	Yes	No	No	91474
	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	Internal	6	Yes	No	No	91475
	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	Internal	3	Yes	No	No	91476
	Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language	Internal	3	Yes	No	No	91477
	Respond critically to significant connections across texts, supported by evidence	Internal	4	Yes	No	No	91478
	Develop an informed understanding of literature and/or language using critical texts	Internal	4	Yes	No	No	91479
	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	Internal	3	Yes	No	No	91480
Mathematics and Statistics	Apply the geometry of conic sections in solving problems	Internal	2	No	No	Yes	91573
	Apply linear programming methods in solving problems	Internal	4	No	No	Yes	91574

	Apply trigonometric methods in solving problems	Internal	2	No	No	Yes	91575
	Use critical path analysis in solving problems	Internal	3	No	No	Yes	91576
	Apply the algebra of complex numbers in solving problems	External	2	No	No	Yes	91577
	Apply differentiation methods in solving problems	External	4	No	No	Yes	91578
	Apply integration methods in solving problems	External	5	No	No	Yes	91579
	Investigate times series data	Internal	3	No	No	Yes	91580
	Investigate bivariate measurement data	Internal	4	No	No	Yes	91581
	Use statistical methods to make a formal inference	Internal	3	No	No	Yes	91582
	Conduct an experiment to investigate a situation using experimental design principles	Internal	2	No	No	Yes	91583
	Evaluate statistically based reports	External	4	No	No	Yes	91584
	Apply probability concepts in solving problems	External	2	No	No	Yes	91585
	Apply probability distributions in solving problems	External	2	No	No	Yes	91586
	Apply systems of simultaneous equations in solving problems	Internal	3	No	No	Yes	91587
Te Reo Māori ³	Whakarongo kia mōhio ki te reo Māori o te ao whānui	Internal	4	Yes	Yes	No	91650
	Kōrero kia whakamahi i te reo Māori o te ao whānui	Internal	6	Yes	Yes	No	91651
	Pānui kia mōhio ki te reo Māori o te ao whānui	External	6	Yes	Yes	No	91652
	Tuhi i te reo Māori o te ao whānui	External	6	Yes	Yes	No	91653
	Waihanga tuhinga whai take i te reo Māori o te ao whānui	Internal	6	Yes	Yes	No	91654
Te Reo Rangatira	Te tātari i te kōrero ohorere hei whakaputa i te kōrero tene	Internal	3	No	Yes	No	91650
	Te tātari i te ahunga o te reo	External	3	No	Yes	No	91803
	Te whakatairite i ngā putanga pūrākau	Internal	4	No	Yes	No	91804
	Te tūhura i ngā tuhinga raupeka	External	4	No	Yes	No	91805
	Te whakarite i te whaikōrero rangatira	Internal	5	No	Yes	No	91806
	Te whakaoti tuhinga	External	3	No	Yes	No	91807
	Te tito i te upoko pukapuka	Internal	6	No	Yes	No	91808
	Te tūhura i te reo takitaki	Internal	4	No	Yes	No	91809
	Te whakarite i te rautaki whakawhanake reo	Internal	4	No	Yes	No	91810
Totals	37	23 / 14	144	14	14	15	--

³ Te Reo Māori can be used towards either te reo matatini or literacy.

Annex 4 - List of restricted usage assessment standards for literacy

Subject	Title	Internal / External	Credits
NZSL	Interact in New Zealand Sign Language to share and respond to information, ideas, and opinions	Internal	5
	Communicate in New Zealand Sign Language in relation to a cultural context	Internal	5
	Demonstrate understanding of New Zealand Sign Language related to everyday contexts	External	5
	Respond in New Zealand Sign Language related to everyday contexts	External	5
Vagahau Niue	Interact in spoken Vagahau Niue to share and respond to information, ideas, and opinions	Internal	5
	Communicate in Vagahau Niue in relation to a cultural context	Internal	5
	Demonstrate understanding of written Vagahau Niue related to everyday contexts	External	5
	Demonstrate understanding of spoken Vagahau Niue related to everyday contexts	External	5
Gagana Tokelau	Interact in spoken Gagana Tokelau to share and respond to information, ideas, and opinions	Internal	5
	Communicate in Gagana Tokelau in relation to a cultural context	Internal	5
	Demonstrate understanding of written Gagana Tokelau related to everyday contexts	External	5
	Demonstrate understanding of spoken Gagana Tokelau related to everyday contexts	External	5
Te Reo Māori Kūki 'Āirani	Interact in spoken Te Reo Māori Kūki 'Āirani to share and respond to information, ideas, and opinions	Internal	5
	Communicate in Te Reo Māori Kūki 'Āirani in relation to a cultural context	Internal	5
	Demonstrate understanding of written Te Reo Māori Kūki 'Āirani related to everyday contexts	External	5
	Demonstrate understanding of spoken Te Reo Māori Kūki 'Āirani related to everyday contexts	External	5
English for Academic Purposes	Write a short text under test conditions in English for an academic purpose	Internal	5
N/A	Read and apply understanding in English for academic purposes	Internal	6
	Write to communicate ideas for a purpose and audience	Internal	4

	Read texts with understanding	Internal	3
	Actively participate in spoken interactions	Internal	3
	Use number to solve problems	Internal	4
	Interpret statistical information for a purpose	Internal	3
	Use measurement to solve problems	Internal	3
<i>Totals</i>	24	16 / 8	111