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Before you get started

This book is in Easy Read but it is long.

Here are some things you can do to make it easier to read:

- read a few pages at a time
- have someone assist you to understand it.
What is this booklet about?

This booklet is about changes the Ministry of Education is making to the National Certificate of Educational Achievement (NCEA).

NCEA is the main qualification for students at school in:

- Year 11
- Year 12
- Year 13.

A qualification shows people:

- what you have learned
- what you can do.
A qualification can be used for:

- getting a job
- going to other learning places like university.

In 2018 the Ministry of Education talked to New Zealanders to find out what they thought of NCEA.

We wanted to hear about:

- what is working well
- what we can do better.

The things people told us about NCEA helped us plan what changes to make.
The National Certificate of Educational Achievement (NCEA)

There are 3 levels of NCEA:

1. Level 1
2. Level 2
3. Level 3.

Most students start Level 1 when they are in Year 11.
At each level students choose **subjects** to study.

**Subjects** are the things that students want to learn like:

- maths
- science
- drama
- te reo Māori
- cooking.
In each subject students will do a number of **standards**.

A **standard** says what the student needs to know about 1 part of the subject.

For example in cooking there are **standards** to do with:

- making different kinds of food
- serving food to people
- understanding the words used in restaurants.

Each **standard** says what students need to be able to do.
Students have to do **assessments** to show what they know about each standard.

**Assessments** are things that students do to show what they know about a topic.

For example an **assessment** might be:

- sitting a test
- talking about what they have learned
- making something from the things they have learnt.
There are 2 kinds of standards:

1. Unit Standards

2. Achievement Standards.

1. Unit Standards are mostly for subjects where students learn about a kind of work.

For example students who want to work in a restaurant might choose to study hospitality.

Hospitality is things like learning to:

- cook
- take orders for food
- give people their food.
When students do an assessment for a Unit Standard they get:

- **achieved** if they *can* do what the standard says

- **not achieved** if they *cannot* do all the things in the standard.

2. **Achievement Standards** are based on the **New Zealand Curriculum**.

The New Zealand Curriculum says what students should learn at high school.

Things like:

- Maths
- English.
When students do an assessment for an **Achievement Standard** they get:

- **achieved** if they **can** do what the standard says

- **achieved with merit** if they do a good job of doing what the standard says

- **achieved with excellence** if they do a **very** good job of doing what the standard says

- **not achieved** if they **cannot** do all the things that the standard says
Each standard is worth a number of credits.

Credits are like points that students get when they meet the standard.

Students need 80 credits to pass each level of NCEA.
Making changes to NCEA

There will be more information from the Ministry of Education coming out later in 2019.

We will tell you:

- how all the changes will work
- when changes will happen.

Some changes will start in 2020.

Some changes will take more time.
We need to:

- look carefully at all the Achievement Standards
- write new Achievement Standards
- try out the new Achievement Standards to see how they work for students.

The new Achievement Standards might be ready for Level 1 in 2022.

The standards for Level 2 and Level 3 will be ready after that.

This next part of the booklet looks at the changes we want to make to NCEA.
1. Making NCEA easier for everyone to use

Some students find it hard to do NCEA so we are working to make it accessible.

**Accessible** means that all students can have a go doing NCEA with the support they need.

1. Some students find it hard to get the **money** to pay for NCEA.

   We are going to **make it free** to do NCEA.

   This means it will not cost students any money to do NCEA.
2. Some students find it hard to do the NCEA assessments.

These may be students with

- disabilities.
- learning support needs.

These students can ask for Special Assessment Conditions.

Special Assessment Conditions are changes to the way that students do an assessment.

Special Assessment Conditions do not change what is in the assessment.
Special Assessment Conditions are things like:

- having someone to read out the questions
- having rest breaks in a test or exam
- having assessments in large print so it is easy to read.

It can be hard for students to ask for Special Assessment Conditions with lots of paperwork to fill in.

We will look at the paperwork to make it easier to ask for Special Assessment Conditions.
2. Mātauranga Māori

Mātauranga Māori can mean:

• a Māori way of being

• Māori ways of looking at the world

• Māori ways of teaching and learning.

Mātauranga Māori could include things like:

• stories of Māori history

• the way things are done by Māori

• knowing how people are related to each other.
In NCEA we want mātauranga Māori to be as important as other ways of knowing about the world.

We will make sure Māori students are supported in a way that is right for them.

We will work with Māori to decide the best ways to include mātauranga Māori in NCEA.
We will also:

- make sure that mātauranga Māori is part of the new Achievement Standards
- use examples of mātauranga Māori in assessments for all subjects
- support teachers to teach mātauranga Māori.
3. Reading, writing and numbers

We think it is important that students leave school with literacy and numeracy skills.

**Literacy** is about being able to:
- read
- write
- speak
- listen.

**Numeracy** is things like:
- knowing how to add up numbers
- using numbers for measuring.
We found out that students are leaving school **without** the literacy and numeracy skills they need:

- for work
- for life in their community
- to keep studying.

We need to have a way of checking that students have the literacy and numeracy skills they need.

Teachers need to know if students are finding literacy and numeracy hard so they can support them.

We will make new **resources** to help teachers see how well students are doing with literacy and numeracy.
Resources are things like:

- work sheets
- checklists.

We will also have new standards for literacy and numeracy.

Students will need to:

- pass the literacy and numeracy standards

and

- pass each level of NCEA.
Students will be able to pass literacy and numeracy standards:

- from Year 7 on
- when their teacher sees that they are ready.

Literacy and numeracy standards will be marked by people from outside the school so that it:

- does not make more work for the teacher
- will be the same for every student at every school.
4. Changing the standards

Some subjects at school have a lot of standards.

Sometimes it is hard to see what are the most important things to learn.

We are going to make it so there are less standards.

Students will be able to learn more but they will be tested less.

Each standard will:

- have more things to learn
- be worth more credits.
There will be a limit on how many credits a school can offer for each subject.

About half of the assessments will be **internally assessed**

**Internally assessed** means it is marked by:

- the class teacher
- another teacher from the same school.
About half of the assessments will be externally assessed.

Externally assessed means it is marked by someone who is not from the same school.

We also think that students should learn more about:

- different cultures
- different abilities and needs
- the different communities that people live in.
Records of Achievement will have more information on them so people can understand what the student has learned.

A Record of Achievement is a list of all the standards that a student has passed.
5. Changing how NCEA is organised

The way NCEA is organised can be hard to understand.

For example students carry over 20 credits from 1 level to the next.

To make NCEA easier to understand we will stop this.

Credits will only be used at 1 level.

The way NCEA is organised can make too much work for:

- teachers
- students.
To make NCEA better for the wellbeing of students they will only take:

- 120 credits at Level 1
- 120 credits at Level 2
- 100 credits at Level 3

Students will need to pass 60 credits for each level of NCEA.
Another thing that makes more work for teachers is when students **resubmit** assessments.

To **resubmit** means:
- the student makes changes to their work
- then they ask the teacher to check it again for a new mark.

We will change the rules so that students can only resubmit **if there is a small mistake that stops them getting achieved**.

Students will **not** be able to resubmit to get a higher mark than **achieved**.
6. Getting ready for life after NCEA

To work out what they want to do students need to know:

- what NCEA subjects will help them get ready for what they want to do next

- what choices they have after they finish NCEA.

Sometimes it is hard to find the information to make these choices.
We will change the information so that for each level of NCEA a student will know:

- what a student with that level of qualification will know

- what a student with that level of qualification can do next.

A **qualification** shows people:

- what you have learned

- what you can do.
For students who want to carry on with vocational learning it can be even harder to understand.

Vocational learning is learning about a kind of work.

For example students who want to work in a restaurant might choose to study hospitality.

We want vocational learning to be a good choice for students.

We want it to be easy to go from NCEA:

- to a workplace

or

- to do more vocational learning.
We will make a thing called a Vocational Entrance Award.

Students will be able to get a Vocational Entrance Award at the same time as they work to get NCEA Level 3.

A Vocational Entrance Award will show that a student has skills that are good:

- in the workplace
- for carrying on with vocational learning.
7. NCEA Level 1

NCEA Level 1 is helpful because:

- it gives students something to work for
- it helps students know how NCEA works
- for some students it will be their highest level of achievement.

We have decided to keep NCEA Level 1.
Schools will be able to choose:

- if they want to use NCEA Level 1
- or
- if they want to organise Year 11 in a different way.

We will change NCEA Level 1 to include more ways to learn.

Students may be able to get credits for:

- work experience
- extracurricular activities.

Work experience is when you go to a workplace to see what working there is like.
Extracurricular activities are things you do with your school but not for a class.

Extracurricular activities are things like:

- sports
- computer club
- kapa haka.
Last words

We believe that the changes we have told you about in this document will make NCEA better for students.

We also think the changes will make NCEA easier for:

- teachers

- school principals.

We will keep working with the people who know about NCEA to make sure these changes happen.