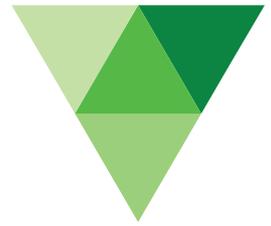


NCEA | Taumata Mātauranga ā-Motu Kua Taea

NCEA Review 2018

A brief history of NCEA

- ▶ **1. A brief history of NCEA**
- 2. Themes in NCEA literature
- 3. Purpose and outcome statements for NCEA
- 4. Trends in NCEA
- 5. Levels of NCEA
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NZQA requires each qualification registered on the New Zealand Qualifications Framework to be regularly reviewed so that the qualification remains useful and relevant and continues to meet the needs of the learners, industry and stakeholders for which it was developed. NCEA is scheduled to be reviewed by December 2018.

This paper describes the precursors, developments and ongoing improvements to NCEA | Taumata Mātauranga ā-Motu Kua Taea.¹ It is a critical starting point for the review.

Focusing question

How has the landscape changed since NCEA was implemented?

Background and environment

During the mid-1970s, with increasing numbers of young people aged 16 to 19 years staying in education, the role of senior secondary schools began changing from preparing students for university/wānanga to meeting the needs of students going on to seek jobs or tertiary study in both polytechnics and universities/wānanga. Despite the school leaving age being raised from 15 to 16 years old and an impetus for a reform of the senior secondary school/kura, the development of secondary qualifications was slow.

Climate for change

By the mid-1990s, many people and organisations considered that senior secondary school qualifications were inadequate because they failed to meet the certification needs of all students and due to changes in the economy and society. Meetings were organised and many papers were written regarding the type of qualifications necessary to meet students' needs in the future.

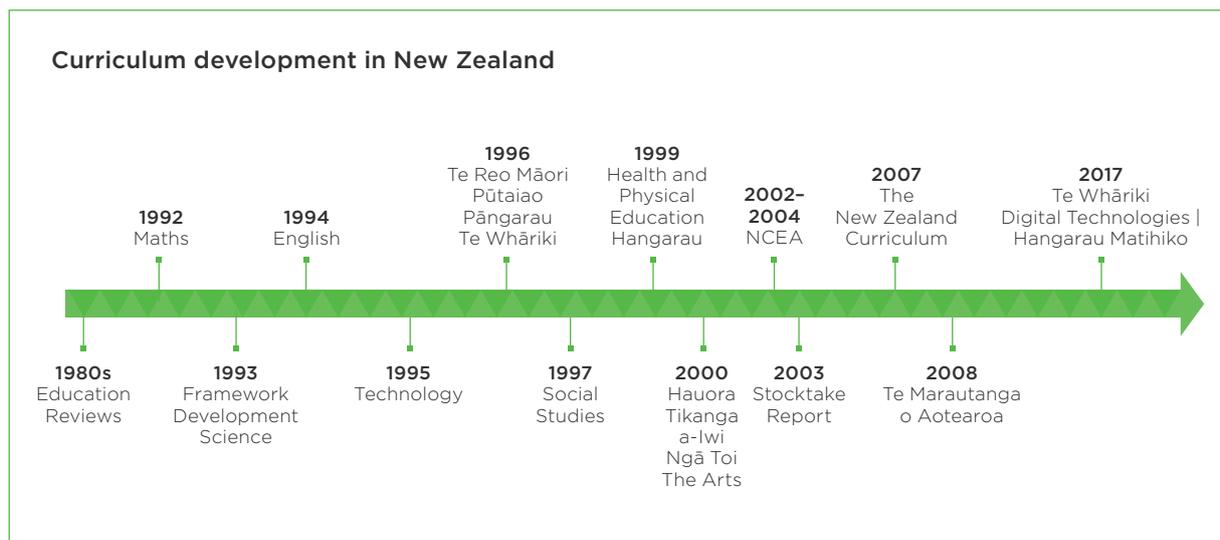
Development of the New Zealand Curriculum Framework

During the 1990s, the Ministry of Education developed the New Zealand Curriculum Framework and curriculum statements for seven learning areas. Learning Languages was added as the eighth learning area in 2007. The diagram on the next page shows the timeline for this development.

¹ Taumata Mātauranga ā-Motu Kua Taea is the Māori name for NCEA. "NCEA" is inclusive of both Māori and English medium.



The New Zealand Curriculum (2007) is a framework that sets the direction for student learning and provides guidance for schools as they design and review their curriculum. This was a change from earlier curriculum documents. Prior to the curriculum development in the 1990s, the examination prescriptions were often used as the senior secondary curriculum. A series of curriculum documents were developed in the 1990s for some subjects and learning areas, but it wasn't until the NZC was launched that all learning areas were put together in one document.

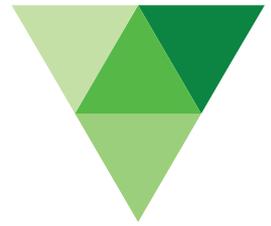


A new qualification system

In 1997, the Government's Green Paper on the National Qualifications Framework and Te Tiro Hou, a report commissioned by PPTA, recommended changes to the qualifications system.

Then in 1998, the Government agreed to a new qualifications system for 16- to 19-year-olds, with the following features:

- a single coherent system of national qualifications
- improved coherence between curriculum and qualifications
- national assessments (including examinations and portfolios) generating credits for a National Certificate of Educational Achievement (NCEA)
- internal (school-based) and external (including examinations) assessment taking place in each conventional subject for levels 1 to 3
- Excellence and Merit recognised through the grading of achievement against standards.



NCEA is implemented from 2002–2004

Development of NCEA

A qualifications development group was set up in early 1999 to develop the achievement standards and assessment resources for NCEA levels 1 to 3, and NZQA established a secondary education group to develop moderation systems for internal assessment and procedures for external assessment.

In 1999, a leaders' forum was established and included secondary school principals, PPTA and representatives from the tertiary sector, business and industry. Its purpose was to debate proposals, gain ownership for decisions, finalise policy and deal with implementation issues.



Developments

<p>2007</p>	<ul style="list-style-type: none"> • NCEA certificate endorsement is designed to recognise student achievement with Merit or Excellence across all learning areas. • Managing National Assessment (MNA) reports are made available online. • Full-time moderators are appointed to increase the amount of internally assessed student work undergoing moderation (approximately 10%). • Reporting of Not Achieved results is introduced for internally assessed standards.
<p>2007</p>	<p>The New Zealand Curriculum (NZC) is published for implementation in schools/kura from 2010. It includes a new Learning Languages learning area.</p>
<p>2008</p>	<p>Te Marautanga o Aotearoa (TMOA) is published, along with achievement standards and supporting resources for use in Māori medium education.</p>
<p>2009</p>	<p>The review and alignment of all achievement standards with outcomes from the NZC begins, as well as addressing issues such as credit parity and duplication. The newly aligned standards are introduced progressively from 2011.</p>
<p>2011</p>	<p>Course endorsement is introduced, allowing students with strong performances in individual courses to gain Merit and Excellence.</p>
<p>2010</p>	<p>The Youth Guarantee policy is progressively implemented from 2010. The first part of the policy to be introduced is Fees-free places. This provides opportunities for 15- to 19-year-olds to re-engage with education and attain level 1–3 qualifications through a tertiary provider rather than a school/kura based setting.</p>
<p>2011</p>	<p>The secondary-tertiary programmes are the second part of the Youth Guarantee policy to be implemented. These allow students to remain enrolled in a secondary school/kura, while taking part in education programmes delivered by tertiary education organisations such as trades academies.</p>
<p>2012</p>	<p>The Government Better Public Services target is set in 2012, focusing on ensuring that 85% of 18-year-olds achieve NCEA level 2 or an equivalent qualification in 2017.</p>
<p>2013</p>	<p>A requirement for students to gain 10 literacy and 10 numeracy credits from specified literacy and numeracy standards for any NCEA qualification is introduced. Before 2013, to achieve NCEA level 1, students needed to gain eight credits each from the specified literacy and numeracy standards as part of their 80 credits.</p>