



NCEA Information for Students and Whānau

A summary of key information



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NCEA credit requirements

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WHAT IS NCEA?

**NATIONAL CERTIFICATE OF EDUCATIONAL
ACHIEVEMENT**

Level One

Level Two

Level Three

NCEA Level 1

60 credits at Level 1

NCEA Level 2

60 credits at Level 2

NCEA Level 3

60 credits at Level 3

Numeracy or
Te Pāngarau

10 credits from the new Numeracy or Te Pāngarau standards,
or from a list of other approved standards

Literacy or
Te Reo Matatini

10 credits from the new Literacy or Te Reo Matatini standards,
or from a list of other approved standards

NCEA Level 1, 2 and 3

To gain NCEA at each level you must get

- 60 credits at each Level (or higher).
- 20 credits from Co requisites - Literacy 10 credits and Numeracy 10 credits (gained once only)

Each subject that you study will be made up of a combination of achievement standards and unit standards.

Subject offer 15 to 20 credits.

To pass in the subject you need to gain a minimum of 14 credits in the subject

Unit Standards and Achievement Standards

Unit Standard - Skills based often practical based units , for example Hard Materials, Hospitality

They are either a pass (achieved) or fail (not achieved) - No ability to gain Merit or Excellence in Unit Standards

They count towards your NCEA credits - but a full unit standard course is not endorsable as there are no exams to sit.

Achievement Standard - is an academic standard which allows students to achieve with Merit or excellence,

To gain University Entrance students need to have Achievement Standard qualifications

Literacy and Numeracy Co-requisites

- To be awarded NCEA, students need to achieve 10 credits in Literacy and 10 credits in Numeracy. Called Common Assessment Activity (CAA)
- Credits are known as 'co-requisites', they are required alongside other credits for NCEA.
- 2 opportunities a year to sit co-requisite exams - May and September
- Sit exam in year 10
- There is no time constraint on the CAA exam
- Once passed, credit gained. (Have met the requirements of NCEA)

Literacy and Numeracy Co-requisites

Numeracy or
Te Pāngarau

10 credits from the new Numeracy or Te Pāngarau standards,
or from a list of other approved standards

Literacy or
Te Reo Matatini

10 credits from the new Literacy or Te Reo Matatini standards,
or from a list of other approved standards

Currently, can gain Co-Requisites (Literacy and Numeracy) two ways:

- Through the Common Assessment Activities (CAA)
- Through their normal school subjects - as above

Students cannot be awarded an NCEA certificate without achieving their Literacy and Numeracy CAA in 2028 and beyond.

- If unsuccessful, students can continue taking the CAA exams until Year 13.

Assessment

Assessment is continuous throughout the year, meaning that everything a student does counts towards their qualification and gaining the 60 credits needed to gain their NCEA qualification.

This means that they have to work hard all year.

Assessments fall into 2 categories

- ★ Internal assessment
- ★ External assessment

Internal Assessment

Completed throughout the year and are marked by the classroom teacher. Could be a portfolio, written assessment/report/essay, seminar/ presentation.

These are then verified by another teacher (normally in our case from another school) to ensure accurate marking and consistency with the standard.

NZQA moderate Internal assessments selecting assessments across all NZ schools, undertaking an audit of consistency.

External Assessment

Most often, this is an exam, sat by the whole country at the same time. Marked externally, not by the classroom teacher. Results for exams are released mid January of the following year.

External assessments can also be in the form of a portfolio (for example Visual Arts)

Grades

There are four possible grades for Achievement Standards:

- **Not achieved (N)** for not meeting the criteria of the standard
- **Achieved (A)** for meeting the criteria of the standard
- **Merit (M)** for meeting the criteria to a very good level
- **Excellence (E)** for meeting the criteria to an extremely high level.

Most Unit Standards and skill standards you either achieve (A) them or not achieve (N).

Course Endorsements

Course endorsements recognise achievement in a particular course.

To be awarded an endorsement in most courses, you need 14 credits at Merit or Excellence in a course in a single year, with at least three credits to come from internal assessment and at least three from external assessment.

- For example, to get an Excellence endorsement in your English course, you will need at least 14 Excellence credits, with at least 3 gained from internal assessment and 3 from the end-of-year exam.

Excellence or Merit credits can count towards Merit endorsements.

Not all courses may have endorsements available.

Certificate Endorsements

- Certificate endorsement shows high achievement across the courses you have studied.
- 50 or more credits at Excellence at Level 1, NCEA Level 1 certificate endorsed with Excellence.
- 50 or more credits at Merit (or higher) at Level 1, NCEA Level 1 certificate endorsed with Merit.

- The same applies if you are working towards Level 2 or Level 3.

Subject Choices at TAS

	Level 1 NCEA	Level 2 NCEA	Level 3 NCEA
Compulsory Subjects	English Maths Science	English	None
Students choose	THREE (3) other subjects to make up a course	FIVE (5) other subjects to make up a course	FIVE (5) other subjects to make up a course They have one study line (5 periods a week) to ensure they are keepin up with their works

Level 3 Subject Choices for UNIVERSITY ENTRY

If you are looking at going to University:

- Recommended that you take FOUR (4) subjects that are UE entry courses. For example; English, all Maths, all Sciences, PE, Drama, Music, Art, Home Economics, Health...
- For UE you need to gain a minimum of 14 credits in each of 3 achievement standard subjects.
- Subjects that offer Unit Standards such as Construction, Engineering, Hospitality and Gateway DO NOT count towards UE.

Distance Learning

Option to engage is a wider range of subjects through distance learning. We provide extra teacher support at TAS with Mrs Nelson and study supervision in the Library

What skills do I need to have to undertake Distance Learning

- High literacy levels
- Ability to work independently and strong time management skills
- High IT skills and conversant in google docs and other on-line forums
- Motivated, focused and disciplined
- Proactive learner with high level of communication skills
- Commitment to other subjects

Distance Learning

[NetNZ](#) and Te Kura are the two main organisations TAS uses for online courses.

1) NetNZ

This is an online network made up of schools from around the South Island who have formed this organisation and which TAS is a member.

Students attend an online zoom session with the teacher and other students around the South Island once a week and work independently on tasks the teacher has set for the rest of the time

2) Te Kura

The NZ Correspondence school - students work independently through tasks and assessments set up by Te Kura staff, they have a teacher they can contact about their course.

Gateway Purpose - to provide a transition from school to workplace

Each year the school is allocated 'Gateway placements'

- Student must gain a minimum of 20 credits
- Student are placed with provider in area of their focus e.g. local builder, plumber, Tourism operator, Childcare
- Attend this placement one day per week for the year
- Have theory that allow them to gain the 20 credits
- A Gateway student must be a motivated, reliable, self-directed learner who upholds the values of our school as they are representing the school in the community.

- Contract will be signed between the School, Home and Provider
- Student expected to catch up on missed work.
- Gateway is one selected subject - so students may be doing 4 other subjects

Subject Specialist Teacher

English - Ms Melissa Neill

Year 11 - We are building the foundational tools of literary interpretation, moving beyond *what* happens in a text to explaining *how* authors use specific techniques to shape meaning and craft their own original voices.

Year 12 - The focus shifts to describe and analysis, where students learn to deconstruct complex societal themes, evaluate the reliability of diverse information sources, and exercise high-level control over their written and oral delivery.

Year 13 - We are cultivating voice through critical evaluation. Students are challenged to apply complex 'lenses' to literature and independently research connections across multiple texts to form sophisticated, original conclusions.



NCEA Level One
Describe and Explain



NCEA Level Two
Analyse

Anzac Day
Lest We Forget



NCEA Level 3
Critically Respond

Subject Specialist Teacher

Science, Biology & Chemistry - Miss Heather Dixon

LEVEL 1

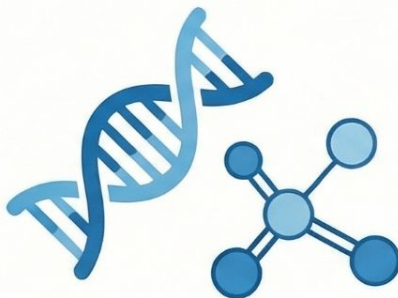
Building Scientific Foundations



Focus on describing life processes of microorganisms and identifying basic chemical reaction types in context.

LEVEL 2

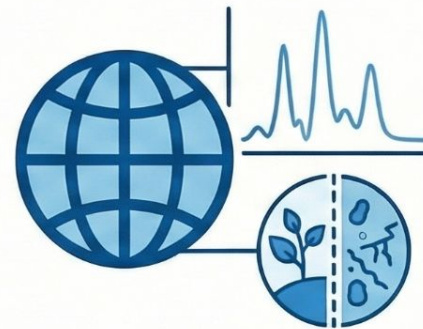
Explaining Biological and Chemical Systems



Link structures to functions in biology or bonding to properties in chemistry using specific scientific vocabulary.

LEVEL 3

Analyzing Complex Interactions and Impacts



Integrate spectroscopic data or evaluate the biological implications of human manipulations and homeostatic breakdowns.

Subject Specialist Teacher

Mathematics and Statistics - Ms Dorothy Torrenueva

- In NCEA Level 1 Mathematics and Statistics, students develop mathematical literacy and critical reasoning. This course transitions students from general numeracy to specialized mathematical thinking
 - Explore statistical data through the PPDAC enquiry cycle (Internal Achievement Standards), a
 - Apply algebraic and geometric methods to real-world problems in Aotearoa New Zealand and the Pacific (Internal Achievement Standards), and
 - Critically interpret mathematical and statistical information in context (External Achievement Standard).

Subject Specialist Teacher

Mathematics and Statistics - Ms Dorothy Torrenueva

- In NCEA Level 2 Mathematics and Statistics, designed to bridge the gap between foundational numeracy and specialized mathematical modeling, focusing on high-level abstraction and analytical precision. This course offers 4 Internal Achievement Standards and 2 External Achievement standards.
 - Using statistical methods to make an inference, investigating a situation involving elements of chance using a simulation, applying graphical methods and co-ordinate geometry methods in solving problems(Internal Achievement Standards)
 - Applying algebraic methods and probability methods in solving problems (External Achievement Standards).

NCEA Level 2 Mathematics and Statistics is crucial in NZ because it serves as key pathways for accessing tertiary study, apprenticeships, and specialized career fields.

Subject Specialist Teacher

Mathematics and Statistics - Ms Dorothy Torrenueva

- In NCEA Level 3 Statistics, students develop as critical thinkers who can navigate a data-rich world through sophisticated analytical techniques and evidence-based reasoning. In this course, the students will have the chance to gain 4 Achievement Standards, which are **University Entrance (UE) approved subjects**.
 - Making formal population inferences and investigating time-series (Internal Achievement Standards)
 - Applying probability concepts and probability distributions in solving problems. (External Achievement Standards).

Subject Specialist Teacher

Physical Education - Ms JK Baterna

- ❖ **In Level 1 PE**, students learn how to move smarter, work as a team, and improve their performance in games and activities. They will practise strategies, make decisions in group situations, and reflect on how physical activity supports their **hauora** and overall wellbeing.
- ❖ **In Level 2 PE**, students get hands-on with physical activities while learning what makes performance and skill development work. They'll explore how their body moves and train smarter using **biophysical principles**. Students will also practise leadership skills, helping their team work better together. Plus, they'll think about why sporting events, physical activities, and festivals matter for themselves, their community, and society.
- ❖ **In Level 3 PE**, students dive deep into analyzing skills both their own and others', to see what works best. They'll evaluate physical activity experiences and come up with strategies to stay active and healthy for life. Students will also show quality performance in real-world activity settings and explore how **health promotion** can inspire people to get involved in physical activity.

Subject Specialist Teacher

Physical Education - Ms JK Baterna

- ❖ **NCEA PE is a University Entrance (UE) Approved Subject.** This means the credits earned in PE count exactly the same as credits in English, History, or Statistics toward getting into university.

Career Goal	Helpful NCEA PE Unit
Doctor / Physio	Anatomy, Physiology, and Biomechanics
Business Owner	Event Management and Leadership Units
Psychologist	Hauora and Mental Skills Units
Police / Fire Service	Training Programs and Fitness Testing
Teaching / Education	Analyzing Movement

Subject Specialist Teacher - Digital Technology

Ms Cia Winter

Level 1 - (Media) Students will create a body of evidence in portfolio format which incorporates 1 Internal standard and 2 External standards. (Programming) Students will work with Python Programming for 2 Internal Standards and 1 External Standard (exam in Term 4)

Level 2 - (Media) As above students will create a body of evidence in portfolio format which incorporates 4 Internal standards and 1 External standard. Advanced skills with Digital Technologies is required for this course. (Programming) The purpose of this course is to further the students' skills & knowledge in Digital Technologies specifically Computer Science & Programming.

Level 3 - DTO (Digital Technologies Outcome) The students will create a digital outcome for a real stakeholder/end-user using all their digital skills and knowledge gained from NCEA Level 1 & 2. It is portfolio based and depending on their skills (either programming or media) they will apply complex techniques to develop a digital outcome.

Please Note: Scholarship Technology is available at Yr13, although Yr12 can also sit this.

Subject Specialist Teacher - Yr 12 Business Studies

Ms Cia Winter

This course aims to provide students with a basic knowledge of the principles, processes and systems involved in setting up a small business. To enable students to perform tasks involved in running a small business and to provide them with an increased awareness of career opportunities in business.

Through completion of this course students will have credits and knowledge that can lead to university entrance and a career in business.

Please Note:

As well as NCEA Credits, students can sit a Scholarship in Business Studies.

Subject Specialist Teacher

Visual Arts - Mrs Clare Frost

Level 1: Foundations

Focuses on **thinking creatively, recording and responding to a context, whilst building core visual art skills.**

One large, high-quality artwork.

A Workbook

A 1 Folio Board

Goal: Move from drawing and recording to finished, resolved works with a context.

Level 2: Development

Students specialise in **Painting, Photography, Printmaking, or Sculpture, building on the understanding of artistic conventions.**

Develop a theme through a series of works.

Produce a 2-panel board showing a creative journey.

Goal: Developing a personal artistic voice and style.

Level 3: Mastery

Students focus on high-level **independent research** following a chosen theme.

Develop and use advanced technical skills and complex, creative ideas.

Produce a 3-panel board showing critically analysed and resolved works.

Goal: A portfolio for university or creative careers.

Subject Specialist Teacher

Engineering - Mr Dave Buys

NCEA Level 1 - Hands-on introduction to mechanical engineering, focusing on foundational workshop skills, safety, and metalwork techniques using Competenz unit standards. It is a practical, year-long course covering fabrication, welding, and technical drawing, culminating in a student-led project.

NCEA Level 2 Introduces students to fundamental workshop skills, safety, and theoretical knowledge essential for trades and engineering careers. It is a practical, hands-on course that often involves building a major project.

NCEA Level 3 Engineering provides 18–22 credits focusing on practical skills, design, and manufacturing, preparing students for trade or tertiary study. Key areas include mechanical engineering, fabrication, and technology, covering CAD design, project management, and workshop skills.

Subject Teacher Construction - Mr Dave Buys

The BCATS Level 1 qualification is designed for individuals seeking an introduction to basic skills relevant to the building, construction, and allied trades sectors.

The BCATS Level 2 qualification provides foundational skills and knowledge for entry-level jobs in the construction industry.

- It includes practical training and project-based learning, allowing students to apply theoretical knowledge in real-world scenarios.
- Covers various skills, such as selecting materials, using tools, and applying construction methods.
- Students can gain hands on experience through workshops

Subject Teacher Construction - Mr Dave Buys

The Level 3 BCATS (Building, Construction, and Allied Trades Skills)

designed to prepare students for further study in the construction industry. Students will learn about health and safety, materials, plans, communication, and practical skills necessary for successful project execution

- It focuses on project-based learning, allowing students to explore, negotiate, interpret, and create quality products.
- Includes eight unit standards that can be achieved through various projects, workshops, or industry placements.
- Aims to develop the skills and knowledge required for entry-level roles in the construction sector.

Subject Specialist Teacher - Health Studies (Food) Home Economics & Hospitality - Mrs Nyree Schaar

- ❑ **At Level 1** students are offered a taster course which is a mix of Health studies (Food related) and Hospitality standards.
- ❑ **At Level 2** they can branch out into Home Economics which is an achievement standard course which puts them on track to gain UE in this subject at level 3.
And / Or the Unit standard Hospitality course which is a hands on practical subject where students are assessed on their ability to provide hospitality foods and service in a replicated commercial setting.
- ❑ **At Level 3** - the same 2 options are offered - students wanting a UE subject should opt for Home Economics
- ❑ Students should have some interest in practical cooking and the ability to work independently to keep up with the learning in both these areas.

ATTENDANCE MATTERS

If your child is missing...	This Equals ... Missed per week	Which is... Missed per year	Attendance % drops to	And over 13 Years...
10 minutes per day	50 minutes per week (1 period)	Almost 1 ½ weeks of school per year	96%	Almost ½ a year of school
20 minutes per day	1 hour and 40 minutes per week (2 periods)	Over 2 ½ weeks per year	93%	Almost 1 year of school
½ hour per day	Half a day per week (3 periods)	4 weeks per year	90%	Almost 1 ½ years of school
1 hour per day	1 day per week (6 periods)	8 weeks per year (nearly a whole term)	80%	Over 2 ½ years of school

ATTENDANCE MATTERS

We have a clear Board of Trustees policy that states:

- Students must meet minimum attendance requirement of 80% to gain approval to attend co-curricular activities, extra-curricular activities, clubs, or external events.
- Senior students may be allowed to leave school grounds (e.g. during lunch time or study periods). This is at the discretion of the Principal and permission may be withdrawn if students do not return on time or do not meet our behaviour expectations while away from the school.

SENIOR STUDENTS OUT AT LUNCH

This year senior students are allowed out to the market place to buy their lunches as follows:

- Year 11 - Friday only
- Year 12 - Wednesday and Friday only
- Year 13 - Every Day

They must be in correct uniform, be back in school no later than 1pm and conduct themselves in public respectfully as they are representing the school.

DEAN INTERVENTION

Pastoral role includes nurturing our students - wellbeing, social, emotional and academic. Dean is our students touch stone at school. Addresses needs of students, concerns and monitors attendance and conduct.

- Behavioural issues are logged on our school system and are monitored by the Year 7-13 Dean, Ms Neill.
- Any students who have 3 entries over a period of 10 days will be deemed 'At Dean Level'
- Privileges such as class trips etc will be withdrawn for 10 consecutive school days (absences will not be included in the 10 days) and they may be required to attend the lunchtime korero club at the Deans discretion.
- If no further entries are recorded in that time they are no longer at 'Deans level'

How can you support from Home?

- **Create a Supportive Study Environment** - a quiet space they can study free from distractions
- **Help Them Build a Routine** - encourage a regular study schedule, a visible weekly planner that maps out assessment dates and deadlines.
- **Understand Their NCEA Programme** - Parents don't need to know every detail, but having a general sense of what they are working on, what assessments are due and how they are getting on with gaining their credits
- **Talk About Their Learning** - Ask open questions like "What are you working on today" or "What's your next assessment about".

Celebrate progress, not just results.

How can you support from Home?

- **Encourage Good Study Habits** - Promote active study: practice questions, flashcards, summarising notes, teaching someone else. Support regular breaks and encourage sleep, hydration and movement. Tired Brains don't learn well!
- **Support Healthy Device Use** - Help them manage distractions by setting boundaries around social media during study time. Encourage using digital tools intentionally: Google Classroom, revision apps, online notes, past papers.
- **Stay Connected With School** - Read school emails and notices so you know what's coming up. Reach out to teachers early if your child is feeling overwhelmed or falling behind. Encourage your child to ask teachers for clarification—they don't need to struggle alone.

How can you support from Home?

➤ Support Their Wellbeing

Noticing when their child is tired or anxious and encouraging breaks, hobbies, and time with friends

➤ Focus on Balance and Confidence

The most powerful support parents can give is reassurance. Students thrive when they feel believed in, supported, and understood.



Questions?