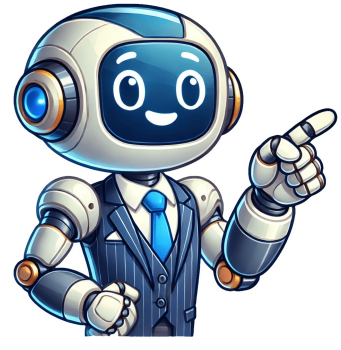


I'm not a robot



















## What is ncea level 1

The National Certificate of Educational Achievement (NCEA) is the primary school leaving qualification in New Zealand. Approximately 150,000 students study each year towards NCEA. Introduced in 2002, NCEA is considered credible and robust both domestically and internationally. Employers recognize it as a stepping stone to employment, apprenticeships, or higher education. NCEA has three levels: Level 1 (Year 11), Level 2 (Year 12), and Level 3 (Year 13). To receive an NCEA qualification at each level, students must accumulate a total of 80 credits. Credits are earned by meeting standards, which describe what students need to know or achieve. Standards can be internally or externally assessed. Internally, teachers assess standards during the year, while NZQA evaluates them at the end of the year (e.g., through exams or portfolios). NCEA has two types of standards: Achievement Standards and Unit Standards. Achievement Standards focus on learning from National Curriculum subjects, with students earning grades such as Achieved with Excellence or Not Achieved. Unit Standards recognize vocational learning and Te Ao Maori skills, typically offering pass/fail assessments. The Vocational Pathways provide alternative pathways to achieve NCEA Levels 1-3, promoting further education and employment opportunities. The New Zealand Qualifications Authority (NZQA) administers NCEA and offers various resources for students and educators. These assessments focus on learning beyond the traditional academic areas, including vocational training and Māori knowledge. The results are often presented as achieved or not achieved, with no intermediate grades. The Vocational Pathways provide new pathways to earn NCEA Levels 1, 2, and 3, as well as develop routes that lead to further education, training, and employment. NZQA oversees NCEA and offers resources like videos to help understand the system. In New Zealand, students must attend school until they are 16 years old. Secondary school typically begins at age 12 or 13 and lasts for five years, from Year 9 to Year 13. Most secondary schools are government-owned and follow a nationally set curriculum. Privately owned schools often have specific educational or religious focuses. New Zealand's secondary schools offer national qualifications recognized by institutions domestically and internationally. All national secondary qualifications are monitored and checked by government agencies. NCEA Standards Explained NCEA standards are specified achievements and unit standards available through a range of subjects. Your school can explain the Literacy, Numeracy, Te Reo Matatini, and Pāngarau standards it's using. The NCEA qualification has four main levels: Level 1 in Year 11, Level 2 in Year 12, and Level 3 in Year 13. Each level requires students to gain a total of 80 credits. Achievement Standards: These are particular skills or knowledge within a subject. There are two types of standards: achievement standards and unit standards. Achievement standards are graded using the 'NAME' system: 'N' for not achieved, 'A' for achieved, 'M' for achieved with merit, and 'E' for achieved with excellence. Unit Standards: These are also particular skills or knowledge within a subject. They are graded as 'A' for achieved and 'N' for not achieved. Each standard is worth a certain number of credits, and students need to gain the required number of credits to pass each subject. Literacy and Numeracy Credits: These credits show that a learner can demonstrate reading, writing, speaking, and listening skills (literacy credits) or number, measurement, and statistical skills (numeracy credits). The NCEA website provides guidelines for literacy and numeracy credits. To achieve NCEA levels, students must meet specific credit requirements. For Level 1, a minimum of 10 literacy and 10 numeracy credits are required. Level 2 requires at least 60 credits at Level 2 or above, plus 20 credits at any level, with prior completion of Level 1 literacy and numeracy requirements. Level 3 demands a minimum of 60 credits at Level 3 or above and 20 credits at Level 2 or above, also requiring prior fulfillment of Level 1 literacy and numeracy standards. Merit and excellence grades are awarded for outstanding performance in individual achievement standards, subjects, or NCEA level certificates. These grades signify intermediate or highly developed skills and knowledge. University Entrance, necessary for enrollment in New Zealand universities, requires at least 14 credits in three approved subjects, including specific numeracy and literacy credits. To obtain merit or excellence grades for subjects or NCEA certificates, students must achieve a certain number of credits at those levels within a single year. In comparison to the UK system, where GCSEs are typically a 2-year course starting at age 15, followed by optional 2-year A-level courses, NCEA levels are year-long courses categorized into Levels 1, 2, and 3, offering a different structure and duration than the UK's 4-year pathway for GCSEs and A-levels. Does this system work well? It seems to be based on credits, which determine whether students meet the requirements for a subject like NCEA History or not. Credits also affect the grade achieved. Some courses require previous courses, which might limit students' choices early on. The NCEA system uses pass marks and merits instead of grades A-E, with a pass being similar to a C-grade in GCSEs or A-levels. In New Zealand, the last compulsory school year is when students are 16 years old. The Ministry of Education and NZQA websites offer general information about NCEAs. The 'Understanding NCEA' PDF provides details on credits and grades. Students typically complete NCEAs in Year 11 (equivalent to UK 5th form), which includes some compulsory units in Literacy & Maths, along with other chosen units. The system does not award NCEAs for specific subjects like GCSEs, but rather awards passes, merits, and excellence based on the overall performance. To progress, students must complete NCEA Level 1 in Year 11, followed by NCEA Level 2 in Year 12 (similar to lower 6th form) and finally NCEA Level 3 in Year 13 (upper 6th form). Completing NCEA Level 3 is necessary for university entry. Students can use units from previous years or bank them to apply towards passing the year. It's essential for students to research potential university courses early on, as some require specific subjects or prerequisites. The debate between A/S levels and A-levels (CIE programme) versus NCEAs centers around the approach to learning, with A-levels allowing for more specialization and NCEAs providing a broader education. Students at GCSE, Level 3 to A-Level follow a range of subjects for one year, requiring 80 credits to pass Level 1. The credit mix includes maths and English-based standards. There are two exam types: Achievement Standards, assessed as Not Achieved, Achieved, Merit, or Excellence; and Unit Standards, which are vocational and graded as pass or fail. Both carry a credit value contributing to the 80-credit pass mark. At Level 2 and 3, credits needed are 60 and 80 respectively, although not all must be at those levels. This system allows students to "cherry-pick" subjects, potentially completing requirements early and skipping end-of-year work. To combat this, endorsements indicate Merit or Excellence level credits gained. Although introduced to motivate students, it may not benefit all. Having worked in both systems, the author notes flaws but prefers GCSEs over NCEA due to concerns about external marking quality and cost-cutting. The post concludes with discussion on alternatives, including CIE and IB, which seem to be gaining popularity. Looking for that special answer for their child and automatically assuming standard paths won't be good enough can also lead to school hopping due to numerous options. Many people may be spoiled by the abundance of choices, making it difficult to make a decision. I'm unconvinced about CIE, IB, and IGCSE as they're not widely recognized here outside of expat communities. However, kids who will attend university or get jobs in New Zealand might benefit from studying NCEA due to its widespread acceptance. If my own kids were offered it, I'd want them to do the equivalent exams for caution. Although there's a perceived 'snob' value attached to CIE, I prefer the syllabus-led system of GCSE/A-Level over the NCEA approach. My family and I considered CIE but the high costs and lack of support were significant drawbacks. Since my son started secondary school, he was doing well under the NZ system and wouldn't have needed CIE if we stayed. I understand that parents want the best for their children, but each child is unique, and education goes beyond exams. We're leaving because our next move will provide a wider experience for our boys, who'll study the UK curriculum, an added bonus in my eyes. I'm not convinced it's teachers driving the push for CIE; rather, I think it's driven by expat communities and employers who benefit from these exams. Many international students live in this area, including those from the UK, Europe, South Africa, America, Japan, and China. Some Kiwis also migrate here from other parts of New Zealand, making it a transient community. While not as diverse as some cities, it is becoming more multicultural due to its proximity to major cities. This diversity may influence parents' preferences for education systems that feel familiar, particularly if they have ties to their home country and plan to return. Additionally, the area's high socio-economic status means there is significant parental involvement in local schools - a double-edged sword. I got the impression that Auckland Grammar's reaction to NCEAs was driven by a traditional educational perspective, whereas others may be seeking inclusivity. The IB seems appealing to those aiming for academic excellence, as it is more expensive than other options. Offering both NCEAs and CIEs may inadvertently favor students taking CIEs. I'm unsure about the relative value of these systems when applying to NZ universities. Do readers have experience with NCEAs, CIEs, or IBs?