



Wakatipu  
HIGH SCHOOL

# COREQUISITE INFORMATION EVENING

2nd May 2024

# Introductions

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- [Craig Morrison](#) - Deputy Principal
- [Craig Jack](#) - Head of English
- [Juliet Jones](#) - Teacher in Charge of Numeracy
- [Katie Tomkins](#) - Teacher in Charge of Literacy & Kāhui Ako  
Across School Lead
- [Jackie Rodgers](#) - English Teacher and Kāhui Ako Across School  
Lead
- [Penny Hearn](#) - Special Assessment Conditions Coordinator
- [Dax Richards](#) - NZQA Principal's Nominee (available by email)

# Overview of what will be covered this evening

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Locate in your emails from WHS an email titled:  
“Coreq letter 2024”

## WHAT

- Introduction to the new NCEA Literacy and Numeracy corequisite standards as part of NCEA Change programme
- Explanation of the purpose behind their creation
- When the corequisites are assessed

## LITERACY and NUMERACY COREQUISITE:

- Detailed examination of the corequisite standards
- Practical insights into supporting your child's literacy and numeracy development at home

## NZQA & SACS:

- Overview of the role of NZQA (New Zealand Qualifications Authority) and SACS (School Assessment and Certification Services) in relation to **the corequisites**

**Closing Remarks, Q&A, and Contact Information**



# NCEA Change programme

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# Changes to strengthen NCEA



Informed by a year-long public engagement, the NCEA Change Package paves the way for the most significant reform of senior secondary schooling in almost two decades.

- 1**

**Make NCEA more accessible**  
– zero fees, fewer barriers for learners with disabilities and learning support needs, and learners are able to see their culture, identity and language reflected in their learning
- 2**

**Mana ōrite mō te mātauranga Māori (equal status for mātauranga Māori in NCEA)**  
– ensure mātauranga Māori is equitably valued and resourced in NCEA, broadening access to mātauranga Māori pathways and increasing teacher capability
- 3**

**Strengthen literacy and numeracy | te reo matatini me te pāngarau standards and assessments**  
– ensure students with an NCEA have functional literacy and numeracy skills that will ready them to transition into tertiary education or the workplace
- 4**

**Fewer, larger standards**  
– new achievement standards and resources will be developed to replace all existing achievement standards and ensure that the most significant learning in each subject is credentialled
- 5**

**Simplify NCEA's structure**  
– credits can no longer be carried over to the next level. Sixty credits are required to pass each NCEA level along with Te Reo Matatini me te Pāngarau | Literacy and Numeracy co-requisite
- 6**

**Clearer pathways to further education or work**  
– develop a Vocational Entrance Award to clearly signal when a student is ready to transition into higher level vocational education and strengthen vocational pathways through NCEA
- 7**

**Keep NCEA Level 1 optional**  
– ensure Level 1 provides students with the broad, foundational learning needed to support further study at Levels 2 and 3 where there will be opportunities for greater specialisation





# NCEA Change Programme

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**New Zealand Qualifications Authority (NZQA)** runs the assessment framework in New Zealand called the **National Certificate of Educational Achievement (NCEA)**.

As part of these changes new, **compulsory common assessment activities for numeracy and literacy** were introduced in 2024 which are corequisites to achieving a NCEA qualification at any level

# Why are the requirements changing?

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- New Zealanders lacked confidence that previous NCEA's requirements for literacy and numeracy were robust and valid.
- Having NCEA foundational reading, writing and numeracy skills to gain an NCEA qualification will support students to succeed in further study, employment, and life.



**Literacy** is being able to read, write and understand language.

**Numeracy** is the ability to understand and use mathematics and statistics.

FOR EXAMPLE:



When measuring, you are using numeracy skills.



When reading and filling out a form you are using literacy skills.



When shopping, reading labels and handling money, you are using literacy and numeracy.





## All NCEA subjects use literacy and numeracy

### There is literacy...



In Mathematics and Statistics,  
when making sense of word  
problems and explaining answers.



In Science, when using  
formal and technical  
language in a lab report.



In Drama, when reading and  
rehearsing lines from a script  
for a performance.

### There is numeracy...



In Visual Arts, when using  
reflections, rotations, and  
enlargements to create a design.



In English, when  
understanding statistics  
in a piece of reading.



In PE, when measuring out  
distances for races, estimating and  
calculating speed of the runner.



# WHAT are the COREQUISITES?

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## Years and Curriculum Levels





## Literacy and numeracy in the NCEA journey

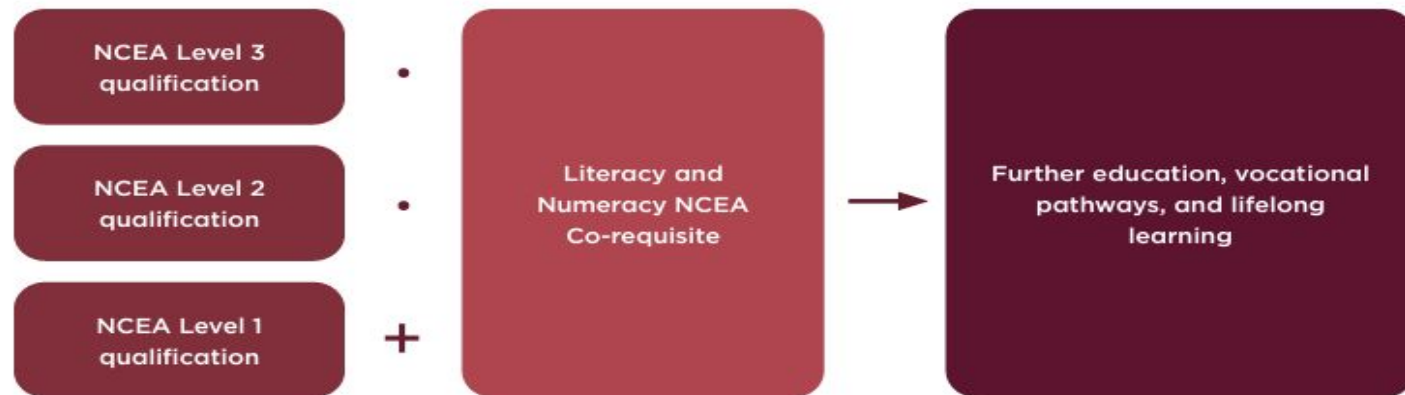
Students need to show that they have foundational reading, writing and numeracy skills to gain an NCEA qualification. This is also known as the NCEA Co-requisite.

While students can still progress through their NCEA journey, they must achieve the literacy and numeracy co-requisite to gain NCEA.

Students can achieve the requirements **any time** throughout their NCEA journey.

Students can try to achieve the requirements **many times** throughout their NCEA journey.

Students need to meet literacy and numeracy requirements **once only**.





# Nut and Bolts

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# Corequisites are online common assessment tests



- The assessments are currently carried out by NZQA, **twice** a year, as **THREE online** common assessment tests during school time.
- Making sure learners are entered for the assessment when they are **ready to be assessed** is important. Anytime from Year 10.
- If students do not pass a test, they are **able to re-attempt** the test in the next testing window (there are two windows a year).
- Repeated assessment attempts when a learner is not ready may negatively affect their confidence.

# Corequisites

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- Credits achieved through the CAAs can only be counted in support of the NCEA Corequisite.
- It cannot be counted as part of the 60 course credits required towards an NCEA qualification.
- The standards are achieved/not achieved.

# Corequisites

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- Tests are done on the NZQA assessment platform found at <https://www2.nzqa.govt.nz/>
- Practice tests are also available to try. See email sent last week for links on both NZQA and through school.
- Students can access these using their NSN - these have been issued and tested in Ako time.
- If a student misses a test (ie through illness) they can sit at the next testing period. There are no derived grades available from class work
- Tests are supervised and under exam conditions.

# Corequisites

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- Students can use **Polly** (text to speech) for the writing and numeracy tests).
- Students can use **calculators** for the numeracy test. Paper and pens available for any note taking or workings. These are not submitted.
- These are **online** tests so it essential that laptops are fully charged and functional, clear of VPNs, and have Chrome loaded as a browser.
- Each test takes about an hour to complete, but there is no time limit.

# When are the corequisite examinations sat?

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- The **writing** standard - Friday 24th May
- The **numeracy** standard - Monday 27th May
- The **reading** standard - Wednesday 29th May

**Year 10s in AM (9:00am)**

**Year 11 - 13 in PM (12:15pm)**

# Corequisites and other options in Year 11 to 13



During the transitional period, 2024-2025, the NCEA Literacy and Numeracy Co-requisite can be achieved by:

## COMMON ASSESSMENT ACTIVITIES (CAAs)

- › Teachers will organise these online assessments for students.
- › Students can sit these reading, writing and numeracy assessments in any year **from Year 9 onwards, at a time when they are ready.**

Or

## ACHIEVING 10 LITERACY CREDITS AND 10 NUMERACY CREDITS FROM A LIST OF APPROVED STANDARDS.

- › Talk to your school about what choices of literacy and numeracy standards are available.

- › *Credits achieved towards the co-requisite cannot be used to count toward another subject area.*
- › *From 2026, the Common Assessment Activities will be the only English-medium co-requisite option.*





# NCEA CHANGES

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Reading and Writing corequisites



## **Understanding the Reading Corequisite and Supporting Your Child For Success**

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## Understanding the Reading Corequisite:

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- **Exam Format:** This online assessment evaluates your child's reading comprehension skills, aligned with Levels 4 and 5 of the New Zealand curriculum.
- **Expectations:** Questions cover various text types and lengths, requiring your child to:
  - Select appropriate vocabulary
  - Describe who, what, when, where and how.
  - Identify main ideas and supporting details.
  - Infer meaning from context.
  - Analyse the writer's purpose or point of view.
  - Make connections between different parts of the text.
  - Distinguish fact from opinion.
  - Organise information.
  - Summarise information.
  - Evaluate arguments and evidence presented in the text.
  - Compare and contrast texts.
- **Question Format:** The questions may include multiple-choice, short answer, and extended response formats.
- **Feedback Insights:** Successful students demonstrated strengths in their ability to understand what they read, identifying the writer's purpose and audience, and applying reading strategies effectively.
- **Retake Option:** If needed, your child can retake the exam for mastery.

## How Parents Can Support Reading at Home:

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- **Utilise Resources:** Access past papers and workbook for practice, aiding familiarity with exam structure, question styles and text types.
- **Early Preparation:** Start now to alleviate stress and promote effective learning.
- **Encourage Daily Reading:** Provide diverse reading materials and engage in discussions to improve comprehension. This will support your child to build reading fluency and comprehension.
- **Model Effective Strategies:** Demonstrate good reading habits, like annotating texts, reading aloud to your child, pausing to reflect on the meaning of the text or asking questions about unfamiliar words.
- **Build Vocabulary:** Introduce new words in everyday conversations and employ word games for enrichment.
- **Practise Active Reading:** Teach previewing techniques by skimming headings, subheadings, and the first sentences of paragraphs to get an overview before reading in depth. Encourage questioning for deeper engagement.
- **Create Supportive Environment:** Establish a conducive study space and celebrate progress and achievements.
- **Manage Test Anxiety:** Equip your child with coping mechanisms to alleviate stress and enhance performance.



## Understanding the Writing Corequisite

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# Understanding the Writing co-requisite

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- Students are being assessed on their ability to write for a specific purpose.
- To achieve success in the test the students must demonstrate an ability to:
  - Write complete sentences
  - Write in a consistent tense throughout the piece of writing (past, present or future)
  - Use subject-verb agreement - eg. “The **child becomes** happier”.
  - Use pronouns appropriately
  - Use correct word forms - eg. “ing” or “ed”
  - Start sentences with capital letters
  - Use full stops and question marks to end sentences correctly
  - Spell everyday high frequency words accurately
  - Recognise that different words, and different sentence constructions, may work better in different contexts and for different audiences.
  - Recognise that different sentence constructions may work better in different contexts and for different audiences.



# What the Writing co-requisite looks like: Section 1



## QUESTION ONE – YOUR ADVICE IS NEEDED!

You belong to an online support forum where young people write in to ask for advice.



Charlie

My two best friends have had an argument and aren't speaking to each other. I feel caught in the middle. What should I do?



Tia

I can't fall asleep at night until it's really late, then I have trouble getting up in the morning to be on time. Any advice on how I can sleep better?



Ali

We moved to a new town and I'm going to start a new school next week. I won't know anyone and feel really nervous. Any advice?

Write a respectful response to ONE of these people. This could include acknowledging the problem, giving some guidance, and finishing positively.

Plan your writing, and check and edit your writing so it is clear for your reader.

Write between 150 and 250 words.

### You will be marked on:

- length: writing a minimum of 150 words
- ideas: providing information and details that are appropriate for your audience and purpose
- structure: organising your ideas clearly and appropriately, with a clear beginning, middle, and ending
- language choices: choosing words and sentences that are appropriate for your audience and purpose
- accuracy: using correct spelling, punctuation, and grammar.

# What the Writing co-requisite looks like: Section 2



## QUESTION TWO – NOMINATE YOUR EVERYDAY HERO



Your local community is hosting the Everyday Hero Awards.

A hero is someone you admire and respect. Choose someone who you think deserves an Everyday Hero award. The person you choose could be someone from your family, community, or school.

Write to the awards committee to convince them that the person you have chosen is special and should be given an award.

Plan your writing, and check and edit your writing so it is clear for your reader.

Write between 250 and 350 words.

### You will be marked on:

- length: writing a minimum of 250 words
- ideas: providing information and details that are appropriate for your audience and purpose
- structure: organising your ideas clearly and appropriately, with a clear beginning, middle, and ending
- language choices: choosing words and sentences that are appropriate for your audience and purpose
- accuracy: using correct spelling, punctuation, and grammar.

# What the Writing co-requisite looks like: Section 3



## QUESTION THREE

Select (✓) the correct answer to all parts of the question.

(a) What punctuation should end the following sentence?

“How quickly can you finish your homework

”.

.”

?”

“?

(d) Which sentence is correct?

Pari and Janey are competing to see who is the best goal shooter.

Pari and Janey is competing to see who are the best goal shooter.

Pari and Janey was competing to see who is the best goal shooter.

Pari and Janey were competing to see who were the best goal shooter.

(j) Where is the best place in the sentence for the following words?

, especially the visit to Mt Ruapehu,

Everything, especially the visit to Mt Ruapehu, that happened on the trip meant that it was the best week of the whole year.

Everything that happened on the trip, especially the visit to Mt Ruapehu, meant that it was the best week of the whole year.

Everything that happened on the trip meant that it was the best week, especially the visit to Mt Ruapehu, of the whole year.

Everything that happened on the trip meant that it was the best week of the whole year, especially the visit to Mt Ruapehu.

# Understanding what it takes “to pass” the Writing co-requisite



## Literacy Writing (32405)

### **Students whose writing was clearly at or above the standard demonstrated strengths in:**

- making sure their writing directly addressed the purpose and audience as required by the task
- adding appropriate details to develop and support their ideas
- adopting an appropriate and convincing writer ‘position’
- structuring their writing clearly and appropriately
- selecting and using language that showed a clear understanding of the intended reader
- using writing conventions accurately.

### **Students whose writing was below the standard demonstrated that they had difficulty in:**

- responding to the task(s) (e.g., some students went ‘off topic’, or did not follow the instructions
- selecting appropriate ideas
- choosing relevant / appropriate details to support their idea(s)
- structuring their writing clearly for reader understanding
- making appropriate language choices (e.g., sentence structures; tone, register and word choices) for the purpose and audience
- using writing conventions accurately
- editing and proofreading their writing.



# ROLE OF PARENTS AND WHĀNAU

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Supporting literacy at home





## The scientific links between reading and writing:

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- Reading and writing are ‘intimately’ connected. Instruction appears to be effective when they are combined. Both, we are aware now, must be taught explicitly. Supporting these skills at home is vital. (Practice papers are available [here](#).)
- According to recent research, no matter the age, several factors influence their reading and writing growth:
  - attitude / motivation
  - access / exposure
- The evidence is clear: [writing can be a vehicle for improving reading](#) and parents are vital in supporting these skills.
- So what can you do with a teenager who would rather not ‘read’ or ‘write’?
  - Model good habits
  - Find materials in a topic they are interested in
  - Talk with your teen ... a lot
  - Find some authentic writing tasks to help them find their voice
- A final word: Teachers and parents need to work together to make reading and writing a powerful experience. You are a huge influence in this.



# NCEA CHANGES

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Numeracy Corequisite





# Understanding the Content

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Numeracy Corequisite

# The Numeracy Standard

To successfully show numeracy, learners must demonstrate competency in **Three Outcomes** through assessment tasks that sample the **Seven Content Ideas**.

## Three Outcomes

1. Select an appropriate operation, representation, variable, and/or method to solve the problem(s).
2. Apply mathematical and statistical procedures correctly in the situations.
3. Use evidence to explain the selection of the method and/or calculation.

## Seven Content Ideas

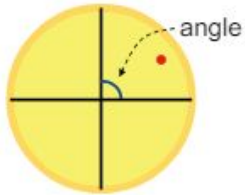
1. Fluently and flexibly solve problems that require operations on numbers, understanding the relative size of those numbers, and making sense of the answer in context.
2. Recognise and work with mathematical relationships.
3. Understand and use the spatial properties and representations of objects.
4. Understand and use systems to locate and navigate.
5. Use numbers and units to measure and express attributes of objects and events as quantities, to a degree of precision appropriate to the context.
6. Understand and reason with statistics and data.
7. Use probability to interpret situations that involve elements of chance.

## EXAMPLE ONE: June 2023 Exam



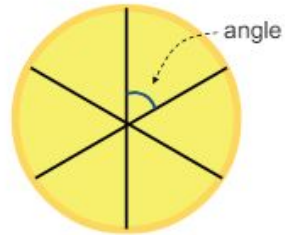
Lilly cuts pizzas so that each pizza has slices of equal size.

(e) Calculate the angle that is marked on each pizza.



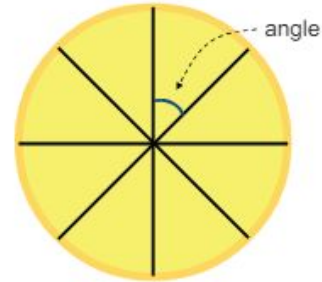
Small pizza

Angle =  °



Medium pizza

Angle =  °



Large pizza

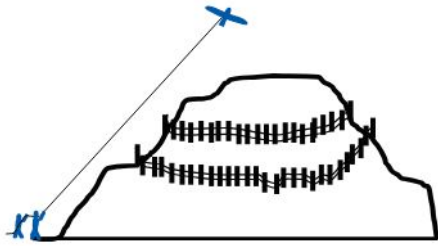
Angle =  °

**Outcome 1:** Select an appropriate operation, representation, variable, and/or method to solve the problem(s).

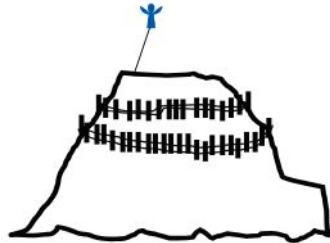
**Explanation:** Learners are not explicitly told what mathematical approach to undertake.

They must 1) know there are  $360^\circ$  in a circle, and 2) realise division (or use of fractions) is required to answer the problem

Here are two views of a manu tukutuku flying over a pā. One view is from the south, one view is from the east.



View from south



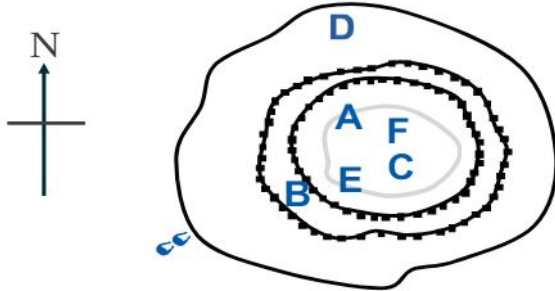
View from east

## EXAMPLE TWO: June 2023 Exam

**Outcome 2:** Apply mathematical and statistical procedures correctly in the situations.

**Explanation:** Learners have been explicitly told what to do, and it is required that they do this correctly.

(c) Here is the view from above the pā.



View from above

Use the south and east views to work out which letter best shows the position of the manu tukutuku in the view from above.

Select (✓) the letter:  A  B  C  D  E  F

Tui is helping her dad to build a rectangular deck. The deck will be 8 metres long and 2 metres

A 1-metre-long strip of wood is called a linear metre.

Each square metre ( $\text{m}^2$ ) of deck takes 11.5 linear metres of wood.

Tui says that about 190 linear metres are needed to build the deck.



Deck measuring 8 metres  $\times$  2 metres



Linear metres of decking wood

### EXAMPLE THREE: June 2023 Exam

**Outcome 3:** Use evidence to explain the selection of the method and/or calculation.

**Explanation:** Outcome 3 always requires a written explanation with included supporting calculations.

- (f) Is she right? Use measurements to explain your answer.



# Calculators ARE allowed



# The Numeracy Standard

To successfully show numeracy, learners must demonstrate competency in **Three Outcomes** through assessment tasks that sample the **Seven Content Ideas**.

## Three Outcomes

1. Select an appropriate operation, representation, variable, and/or method to solve the problem(s).
2. Apply mathematical and statistical procedures correctly in the situations.
3. Use evidence to explain the selection of the method and/or calculation.

## Seven Content Ideas

1. Fluently and flexibly solve problems that require operations on numbers, understanding the relative size of those numbers, and making sense of the answer in context.
2. Recognise and work with mathematical relationships.
3. Understand and use the spatial properties and representations of objects.
4. Understand and use systems to locate and navigate.
5. Use numbers and units to measure and express attributes of objects and events as quantities, to a degree of precision appropriate to the context.
6. Understand and reason with statistics and data.
7. Use probability to interpret situations that involve elements of chance.

## More Information

- Details on the numeracy standard including elaborations on what the seven content ideas include <https://tinyurl.com/2cpf292m>
- Copy of the 2023 June exam paper <https://tinyurl.com/msuhp4zc>
- Copy of the marking schedule for the June 2023 paper that includes which outcome each question was assessing <https://tinyurl.com/4vyc2c2w>

From what we can tell, students need roughly **50% of each outcome correct** to pass the Numeracy Standard





# Readiness for Success

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Numeracy Corequisite

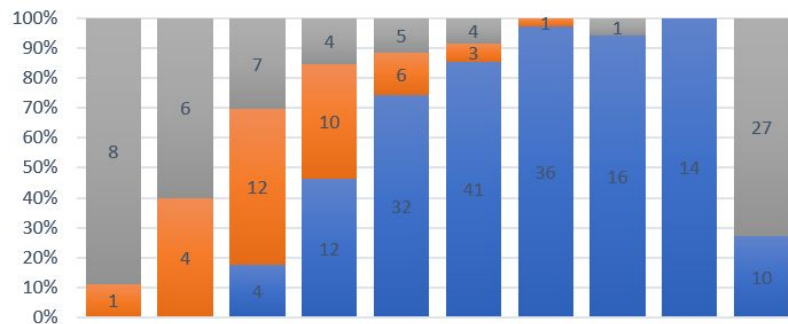
# Readiness

We primarily use Mathematics P.A.T ([Progressive Achievement Tests](#)) results to determine readiness for the Numeracy Standard.

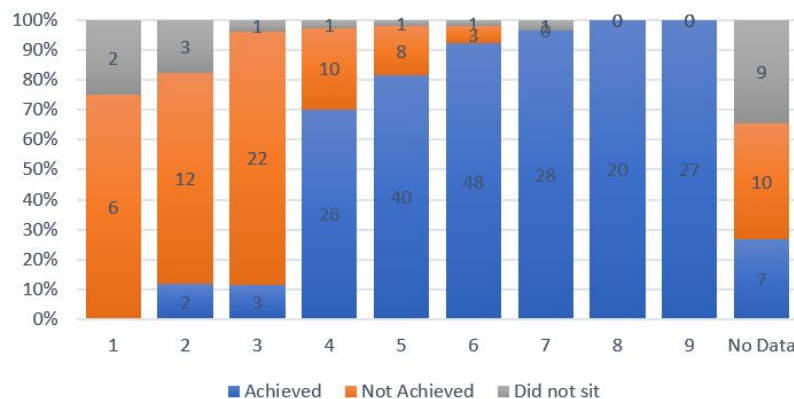
*PATs provide a comparative score known as a stanine. Scale scores at each year level nationally are divided into nine levels of achievement, called stanines, with the lowest performance level being stanine one and the highest stanine nine.*

An ākonga with Stanine 5 or higher at the end of Year 9, will be working at or above the higher end of Curriculum Level 4, and will be ready for the Numeracy Standard

**2022 Results by Year 9 PAT**



**2023 Results by Year 9 PAT**





# ROLE OF PARENTS AND WHĀNAU

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Supporting Numeracy at home

## How Parents Can Support at Home:

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- **Utilise Resources:** Access past papers and workbook for practice, aiding familiarity with exam structure and question styles
- **Early Preparation:** Start now to alleviate stress and promote effective learning.
- **Encourage Problem Solving & Explaining thinking:** by asking questions such as, ‘so what made you come to that conclusion?’, ‘show me how you worked that out?’
- **Model Effective Strategies:** Math problems are not always solved through knowing what to calculate. Model other strategies such as drawing diagrams, pictures, or using series of lines/dots.
- **Build Vocabulary:** Use math language where possible. There are many common math concepts that with repeated exposure will commonplace in the mind of your student: area, volume and perimeter, probability, right-angle, east direction, discount, G.S.T, scale, commission, parallel, perpendicular, net, rotate, enlarge, deposit, withdrawal ....
- **Create a Supportive Environment:** Establish a conducive study space and celebrate progress and achievements.
- **Manage Test Anxiety:** Equip your child with coping mechanisms to alleviate stress and enhance performance.



# NZQA & SACs

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# Special Assessment Conditions (SACs)

All SAC provisions currently available to ākonga are applicable, as appropriate, for the assessment of the Literacy and Numeracy co-requisites.

## Ākonga requiring Reader support

- The preferred support for students requiring reader assistance is assistive technology. This is provided through the use of the Polly text-to-speech tool that is included as part of the online assessment platform.
- The use of assistive technology most closely aligns with how students with reading difficulties may interact with text in their day-to-day lives in order to confirm meaning.
- NB. 'Polly' is not available for the Reading exam, therefore a Reader will be offered where appropriate.

## Ākonga requiring Writer/Typist support

- Students who are not confident typists will be provided with ample time to complete the assessments.
- If using a typist, students will need to demonstrate the following: specify words that need a capital letter, where punctuation is required both within and at the end of a sentence, signal the start of new paragraphs etc.

*SAC Coordinator will meet with all SAC students prior to the co-requisites to discuss the best level of support required.*

[Literacy and Numeracy SAC provisions : NZQA](#)

# Key Take Home Messages

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- There are three tests that need to be passed (reading, writing, numeracy) to achieve a NCEA qualification over the course of Year 10 to 13. These are not one-chance tests.
- Literacy and numeracy are subject-wide and school-wide not just English and Maths. Helping your child put context to these is important.
- Students need to be prepared. Laptops ready (no VPNs, browsers and caches cleared), practice the exemplars, seek help in areas they are unsure, be on time to the test.
- School routines are as normal - there is no time off before or after the test. It is business as usual.





# Q & A + Poll

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Anything you want to know / we  
haven't covered and a quick  
feedback question