



### ***Literacy and Numeracy Requirements for NCEA Level 1***

This document defines the requirements for NCEA Level 1 from 2012 and transitional arrangements for 2011.

The Ministry of Education and NZQA are changing the literacy requirement for NCEA Level 1 from 8 credits to 10 credits and the numeracy requirement for NCEA Level 1 from 8 credits to 10 credits. The changed requirements will come into effect in 2011 in a transition arrangement, and be in full effect in 2012.

Students can meet the new requirements by achieving new unit standards in literacy and numeracy or by achieving specified achievement standards.

#### *New literacy requirement for 2012 onwards - Minimum of 10 credits through*

<b><i>Either</i></b>	Unit standards	Package of three literacy unit standards (total of 10 credits - <b>all</b> three required)
<b><i>Or</i></b>	Achievement standards	Specified achievement standards available through a range of subjects (minimum total of 10 credits)

#### *New numeracy requirement for 2012 onwards - Minimum of 10 credits through*

<b><i>Either</i></b>	Unit standards	Package of three numeracy unit standards (total of 10 credits – <b>all</b> three required)
<b><i>Or</i></b>	Achievement standards	Specified achievement standards available through a range of subjects - (minimum total of 10 credits)

### **Transition for 2011**

There will be a transition year in 2011 before moving totally to the new requirements from 2012. A transition year will give schools time to adjust to the new requirements and the two methods of achieving the requirements.

For the transition year in 2011 students can achieve the literacy and numeracy requirement for NCEA Level 1 by meeting the:

- literacy requirement using **either** the new 10 credit literacy requirement **or** the current 8 credit literacy requirement using current specified unit and internally assessed achievement standards
- numeracy requirements using **either** the new 10 credit numeracy requirement **or** the current 8 credit numeracy requirement using current specified unit and internally assessed achievement standards.

However, a student cannot mix and match between the new and current requirement within the literacy or within the numeracy requirement.

### **Literacy and Numeracy using Te Reo Māori**

The introduction of *Te Marautanga o Aotearoa* for Māori-medium schools from 2011 will identify any changes needed to provide standards aligned with this curriculum from 2012, and will consider literacy and numeracy requirements for NCEA Level 1. The aligned achievement standards have been designed for use in English-medium schools.

Except for standards that specifically require the use of a specified language, students can be assessed against all standards using Te Reo Māori or English as their language of use.

In 2011, current requirements continue with all existing Reo Māori subfield unit and achievement standards being eligible to count to the literacy requirement and Pāngarau domain standards being eligible to count to the numeracy requirement.

The new achievement standards developed for Te Reo Māori will be eligible to count to the literacy requirement for NCEA Level 1.

### **New Literacy and Numeracy Unit Standards**

These standards have been designed to be used in schools, tertiary and workplace programmes and support the principle of embedded literacy and numeracy.

The standards have been designed using the following definitions:

Literacy is the written and oral language people use in their everyday life and work. It includes reading, writing, speaking, and listening. Skills in this area are essential for good communication, active participation, critical thinking and problem solving.

Numeracy is the bridge between mathematics and daily life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, work and community tasks.

Appendix 1 lists the current draft titles for the new unit standards.

### **Literacy and Numeracy Achievement Standards**

A wide range of achievement standards have been identified as eligible to meet the requirements.

The standards have been selected using the following definitions:

Literacy to meet the demands of the New Zealand Curriculum at Level 6. These standards provide the scope for students to demonstrate reading, writing, speaking and listening skills.

Numeracy to meet the demands of the New Zealand Curriculum at Level 6. These standards provide the scope for students to demonstrate number, measurement and statistical skills.

Appendix 2 lists the current draft titles for the specified achievement standards.

### **Reporting achievement of the Literacy and Numeracy requirement**

The reports showing that students have achieved their literacy and their numeracy requirement will indicate how they were achieved, that is through achievement standards at level 6 of the curriculum or through the purpose built literacy and numeracy unit standards.

On the School Results Summary and the Results Notice a statement will say:

Either 'Literacy requirement met by achievement standards'

Or 'Literacy requirement met by unit standards'

Either 'Numeracy requirement met by achievement standards'

Or 'Numeracy requirement met by unit standards'

If a student has met the requirements through both the unit and achievement standards methods, the statement will show that the requirement was met by achievement standards.

## FAQs

1. *Can a student achieve the literacy requirement using both unit standards and achievement standards in 2011?*

Using the current literacy requirement, yes. A student can gain the specified 8 credits from standards that may include both unit and achievement standards.

Using the new literacy requirement, no. A student must gain the 10 credits from either the three specific unit standards or from the list of achievement standards.

*(NB: "numeracy" can be substituted for "literacy" here and the same answer applies)*

2. *Under the new arrangements can a student achieve the literacy and numeracy requirements using both unit and achievement standards?*

Yes, as long as the student does not mix and match within each separate requirement. A student could get the Literacy requirement through 10 credits from the list of achievement standards and the 10 numeracy credits from the three unit standards. The School Results Summary and the Results Notice will say:

'Literacy requirement met by achievement standards'

'Numeracy requirement met by unit standards'

3. *If a student has 4 credits from the current unit standards included in the current requirement and gains 4 credits from a new unit standard or specified achievement standard included in the new requirement, do they meet the requirement in 2011?*

No. Either the current standards must be used to achieve 8 credits from the current list, or the new standards must be used achieved to achieve 10 credits from the new list (either specified achievement standards or the package of new unit standards).

## **Appendix 1**

### **Literacy and Numeracy Unit Standards**

These are the current draft titles for the Literacy and Numeracy Unit Standards:

Interpret statistical information in context \*  
Use measurement to solve problems  
Use number to solve problems  
Write to communicate ideas for a purpose and audience  
Read text with understanding  
Actively participate in spoken interactions

\* Note that, following national consultation, this title has changed from previous draft title 'Use statistics and probability to solve problems'.

## Appendix 2

### Literacy and Numeracy Achievement Standards

These are the titles (or draft titles for standards yet to be registered) for the specified achievement standards that will meet Literacy and/or Numeracy requirements for NCEA Level 1. Standards yet to be registered have a "Matrix Id". Where a standard has a 'Y' in the column, achievement of the standard will contribute to that requirement.

Subject	Matrix Id./No.	Title	Int/Ext	Credits	Literacy	Numeracy	
<b>Accounting</b>	1.1	Demonstrate an understanding of accounting concepts for small entities.	Ext	3	Y		
	1.4	Prepare financial information for a community organisation's annual general meeting.	Int	4	Y		
	1.5	Interpret accounting information for sole proprietors.	Ext	4	Y		
	1.6	Make a financial decision for an individual or group.	Int	3	Y		
	1.7	Demonstrate an understanding of cash management for a small entity.	Int	4	Y		
<b>Agricultural and Horticultural Science</b>	1.1	Carry out a practical agricultural or horticultural investigation.	Int	4		Y	
	1.3	Demonstrate knowledge of soil management practices.	Ext	4	Y		
	1.4	Demonstrate knowledge of the geographic distribution of primary production in New Zealand.	Int	3	Y		
	1.5	Demonstrate knowledge of the impact of primary production management practices on the environment.	Int	3	Y		
	1.6	Demonstrate knowledge of livestock management practices.	Ext	5	Y		
	1.7	Demonstrate knowledge of pasture/crop management practices.	Int	4	Y		
	1.9	Demonstrate knowledge of basic plant propagation techniques.	Int	4	Y		
	1.10	Demonstrate knowledge of horticultural plant management practices.	Ext	5	Y		
	<b>Art History</b>	1.1	Demonstrate understanding of the formal elements of art works using art terminology	Ext	4	Y	
		1.2	Demonstrate understanding of the subject matter of art works	Int	4	Y	
1.3		Demonstrate understanding of links between context(s) and art works	Int	4	Y		
1.4		Demonstrate knowledge of media and methods used to produce art works	Int	4	Y		

Subject	Matrix Id./No.	Title	Int/Ext	Credits	Literacy	Numeracy
	1.5	Demonstrate understanding of developments in an artist's work	Int	4	Y	
	1.6	Explain why objects may be considered as art	Ext	4	Y	
<b>Biology</b>	1.1	Carry out a practical investigation in a biology context.	Int	4		Y
	1.2	Report on a biological issue.	Int	3	Y	
	1.3	Demonstrate understanding of biological ideas relating to micro-organisms.	Ext	4	Y	
	1.4	Demonstrate understanding of the life cycle of flowering plants.	Ext	4	Y	
	1.5	Demonstrate understanding of biological ideas relating to a mammal as a consumer.	Ext	3	Y	
<b>Business Studies</b>	90837	Demonstrate an understanding of internal features of a small business	Ext	4	Y	
	90838	Demonstrate an understanding of external factors influencing a small business	Ext	4	Y	
	90839	Apply business knowledge to an operational problem(s) in a given small business context	Ext	4	Y	
	90840	Apply the marketing mix to a new or existing product	Int	3	Y	
	90841	Investigate aspects of human resource processes in a business	Int	3	Y	
	90842	Carry out and review a product-based business activity within a classroom context with direction	Int	6	Y	
<b>Chemistry</b>	1.1	Carry out a practical chemistry investigation, with direction.	Int	4		Y
	1.2	Demonstrate understanding of the chemistry in a technological application, with direction.	Int	2	Y	
<b>Classical Studies</b>	1.1	Demonstrate understanding of ideas and values of the classical world.	Ext	4	Y	
	1.2	Demonstrate understanding of the significance of features of work(s) of art in the classical world.	Ext	4	Y	
	1.3	Demonstrate understanding of an important historical figure and/or event in the classical world.	Ext	4	Y	
	1.4	Demonstrate understanding of social relationships in the classical world.	Int	6	Y	
	1.5	Demonstrate understanding of links between aspects of the classical world and other cultures.	Int	6	Y	

Subject	Matrix Id./No.	Title	Int/Ext	Credits	Literacy	Numeracy
<b>Dance</b>	1.4	Demonstrate understanding of the elements of dance.	Int	4	Y	
	1.5	Demonstrate understanding of a dance performance.	Ext	4	Y	
	1.6	Demonstrate knowledge of a dance genre or style.	Ext	4	Y	
<b>Drama</b>	1.1	Apply drama techniques in a dramatic context.	Int	4	Y	
	1.2	Devise and perform a drama.	Int	5	Y	
	1.3	Demonstrate understanding of the history and features of a drama / theatre form.	Ext	4	Y	
	1.4	Select and use features of a drama/ theatre form in a performance.	Int	4	Y	
	1.5	Demonstrate understanding of a play that is significant in the development of theatre.	Int	4	Y	
	1.6	Perform an acting role in a scripted production.	Int	5	Y	
	1.7	Demonstrate understanding of the use of drama elements, conventions, techniques and technologies within live performance.	Ext	4	Y	
<b>Economics</b>	1.1	Demonstrate understanding of consumer choices using scarcity and demand	Ext	4	Y	
	1.2	Demonstrate understanding of decisions a producer makes about production	Int	5	Y	
	1.3	Demonstrate understanding of producer choices using supply	Ext	3	Y	
	1.4	Demonstrate understanding of how consumer, producer and/or government choices affect society using market equilibrium	Ext	5	Y	
	1.5	Demonstrate understanding of a government choice where affected groups have different viewpoints	Int	4	Y	
	1.6	Demonstrate understanding of the interdependence of sectors of the New Zealand economy	Int	3	Y	
<b>English</b>	1.1	Show understanding of specified aspect(s) of studied written text(s), with supporting evidence	Ext	4	Y	
	1.2	Show understanding of specified aspect(s) of studied visual or oral text(s), with supporting evidence	Ext	4	Y	

Subject	Matrix Id./No.	Title	Int/Ext	Credits	Literacy	Numeracy
	1.3	Show understanding of significant aspects of unfamiliar written texts through close reading, using supporting evidence	Ext	4	Y	
	1.4	Produce creative writing	Int	3	Y	
	1.5	Produce formal writing	Int	3	Y	
	1.6	Construct and deliver an oral text	Int	3	Y	
	1.7	Create a visual text	Int	3	Y	
	1.8	Explain significant connection(s) across texts, with supporting evidence	Int	4	Y	
	1.9	Use information literacy skills to form conclusion(s)	Int	4	Y	
	1.10	Form personal response to independently read texts, supported by evidence	Int	4	Y	
	1.11	Show understanding of significant aspects of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Int	3	Y	
<b>Geography</b>	1.1	Demonstrate a geographic understanding of an extreme natural event.	Ext	4	Y	
	1.2	Demonstrate an understanding of population geography concepts.	Ext	4	Y	
	1.3	Demonstrate a geographic understanding of sustainable resource use.	Int	3	Y	
	1.4	Apply geographic skills and ideas, with direction, to interpret a given context.	Ext	4		Y
	1.5	Conduct geographic research, with direction, and relate research findings to a geographic idea.	Int	4	Y	Y
	1.6	Describe viewpoints related to a contemporary geographic issue and evaluate courses of action.	Int	3	Y	
	1.7	Describe the causes of a global geographic pattern and examine its significance for people.	Int	3	Y	
<b>Health</b>	1.1	Take action to enhance an aspect of personal well-being.	Int	3	Y	
	1.2	Describe influences on adolescent eating patterns to make recommendations for health enhancing food choices.	Ext	4	Y	
	1.3	Describe ways in which well-being can change and strategies to support well-being during times of change.	Int	4	Y	
	1.4	Demonstrate understanding and application of interpersonal skills used to	Int	5	Y	

Subject	Matrix Id./No.	Title	Int/Ext	Credits	Literacy	Numeracy
		enhance relationships.				
	1.5	Describe strategies for promoting positive sexuality.	Int	4	Y	
	1.6	Describe strategies for making health-enhancing decisions in drug-related situations.	Ext	4	Y	
<b>History</b>	1.1	Carry out an investigation of an historical event, or place, of significance to New Zealanders.	Int	4	Y	
	1.2	Demonstrate understanding of an historical event, or place, of significance to New Zealanders.	Int	4	Y	
	1.3	Interpret sources of an historical event of significance to New Zealanders.	Ext	4	Y	
	1.4	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.	Int	4	Y	
	1.5	Describe the causes and consequences of an historical event.	Ext	4	Y	
	1.6	Describe how a significant historical event affected New Zealand society.	Ext	4	Y	
<b>Home Economics</b>	1.2	Describe how influences on an individual's food choices may affect their well-being.	Int	5	Y	
	1.3	Describe how cultural practices influence eating patterns in New Zealand.	Int	5	Y	
	1.4	Demonstrate knowledge of practices and strategies to address food handling issues.	Int	5	Y	
	1.5	Describe how the well-being of an individual/family can enhance the well-being of society.	Ext	4	Y	
	1.6	Describe how nutritional information and packaging can influence food choices and well-being.	Ext	4	Y	
<b>Latin</b>	1.1	Translate adapted Latin text into English	Ext	6	Y	
	1.2	Comprehend adapted Latin text	Ext	5	Y	
	1.3	Demonstrate understanding of studied Latin literary text(s)	Int	6	Y	
	1.4	Present a Roman viewpoint	Int	4	Y	
	1.5	Demonstrate understanding of Latin in current use	Int	3	Y	

Subject	Matrix Id./No.	Title	Int/Ext	Credits	Literacy	Numeracy
<b>Maths and Statistics</b>	1.1	Apply numeric reasoning in solving problems	Int	4		Y
	1.2	Apply algebraic procedures in solving problems	Ext	4		Y
	1.3	Investigate relationships between tables, equations or graphs	Ext	4		Y
	1.4	Apply linear algebra in solving problems	Int	3		Y
	1.5	Apply measurement in solving problems	Int	3		Y
	1.6	Apply geometric reasoning in solving problems	Ext	4		Y
	1.7	Apply right angled triangles in solving measurement problems	Int	3		Y
	1.8	Apply knowledge of geometric representations in solving problems	Int	3		Y
	1.9	Apply transformation geometry in solving problems	Int	2		Y
	1.10	Investigate a given multivariate data set using the statistical enquiry cycle	Int	4	Y	Y
	1.11	Use the statistical enquiry cycle to investigate bivariate measurement data	Int	3	Y	Y
	1.12	Demonstrate understanding of chance and data	Ext	4		Y
	1.13	Investigate a situation involving elements of chance	Int	3	Y	Y
<b>Media Studies</b>	1.1	Demonstrate understanding of how individuals interact with the media	Int	3	Y	Y
	1.2	Demonstrate understanding of selected elements of media text(s)	Int	3	Y	
	1.3	Demonstrate understanding of the media coverage of a current issue or event	Ext	4	Y	
	1.4	Demonstrate understanding of characteristics of a media genre	Ext	4	Y	
	1.7	Demonstrate understanding of rules that govern the media in New Zealand	Int	3	Y	
	1.8	Write media texts for a specific target audience	Int	3	Y	
<b>Music</b>	1.5	Demonstrate knowledge of conventions used in music scores.	Ext	4	Y	
	1.6	Demonstrate knowledge of two music works from contrasting contexts.	Int	6	Y	
<b>Physical Education</b>	1.2	Describe the function of the body as it relates to the performance of physical activity.	Int	5	Y	
	1.4	Describe the implications for self and others of societal influences on physical activity.	Int	4	Y	

Subject	Matrix Id./No.	Title	Int/Ext	Credits	Literacy	Numeracy
	1.5	Demonstrate interpersonal skills and use on-going reflection to explain the effects on the functioning of a group or team.	Int	4	Y	
	1.6	Demonstrate and describe the factors/strategies that influence performance of a physical activity.	Int	3	Y	
	1.7	Demonstrate and describe responsible behaviour for safety during outdoor education activities.	Int	3	Y	
	1.9	Demonstrate self management strategies and describe the effects on participation in physical activity.	Int	2	Y	
<b>Physics</b>	1.1	Carry out a practical investigation, with direction, that leads to a linear mathematical relationship.	Int	4		Y
	1.2	Demonstrate understanding of the physics of an application.	Int	2	Y	
	1.3	Demonstrate understanding of aspects of electricity and magnetism.	Ext	4		Y
	1.4	Demonstrate understanding of aspects of wave behaviour.	Ext	4		Y
	1.5	Demonstrate understanding of aspects of heat.	Ext	4		Y
<b>Religious Studies</b>	9081 6	Describe key features of a sacred text	Int	6	Y	
	9081 7	Describe a significant aspect within the development of a religious tradition	Int	6	Y	
	9081 8	Describe key ethical principles of a religious tradition and how they are applied to an issue	Int	6	Y	
	9081 9	Describe key beliefs of a religious tradition	Int	6	Y	
<b>Science</b>	1.1	Demonstrate understanding of aspects of mechanics.	Ext	4		Y
	1.2	Investigate the implication of electricity and magnetism in everyday life.	Int	4		Y
	1.3	Investigate the implication of wave behaviour in everyday life.	Int	4		Y
	1.4	Investigate the implication of heat in everyday life.	Int	4		Y
	1.9	Demonstrate understanding of genetic variation.	Ext	4	Y	
	1.13	Demonstrate understanding of the formation of surface features in New Zealand.	Int	4	Y	
	1.14	Demonstrate understanding of carbon cycling.	Int	4	Y	

Subject	Matrix Id./No.	Title	Int/Ext	Credits	Literacy	Numeracy
	1.15	Demonstrate understanding of the effect on planet Earth of astronomical cycles.	Int	4	Y	
	1.16	Investigate an astronomical or Earth science event.	Int	4	Y	
<b>Social Studies</b>	1.1	Describe how cultures change.	Ext	4	Y	
	1.2	Conduct a social inquiry.	Int	6	Y	
	1.3	Describe the consequences of cultural change(s).	Ext	4	Y	
	1.4	Describe personal involvement in a social justice and human rights action.	Int	5	Y	
	1.5	Describe a social justice and human rights action.	Int	4	Y	
<b>Technology (Generic)</b>	1.1	Undertake brief development to address a need or opportunity	Int	4	Y	
	1.5	Demonstrate understanding of how technological modelling supports decision making	Ext	4	Y	
	1.6	Demonstrate understanding of how materials enable technological products to function	Ext	4	Y	
	1.7	Demonstrate understanding of the role of subsystems in technological systems	Ext	4	Y	
	1.8	Demonstrate understanding of how the influence of a range of disciplines impacts on a technological development	Int	4	Y	
	1.9	Demonstrate understanding of the ways a technological outcome, people and social and physical environments interact	Int	4	Y	
	1.10	Demonstrate understanding of design	Int	3	Y	
	1.11	Demonstrate understanding of basic human factors in design	Int	4	Y	
	1.12	Demonstrate understanding of basic concepts used in manufacturing	Int	4	Y	
<b>Technology (Specialist Categories)</b>						
<b>Construction &amp; Mechanical Technologies</b>	1.16	Demonstrate understanding of basic concepts used to construct with building materials	Ext	4	Y	
	1.17	Demonstrate understanding of basic concepts used to construct with textiles	Ext	4	Y	
	1.18	Demonstrate understanding of basic concepts related to structures	Int	3	Y	

Subject	Matrix Id./No.	Title	Int/Ext	Credits	Literacy	Numeracy
	1.19	Demonstrate understanding of basic concepts related to machines	Int	3	Y	
<b>Design and Visual Communication</b>	1.21	Produce instrumental, multi-view orthographic drawings that communicate technical features of own design ideas	Ext	3		Y
	1.22	Produce instrumental paraline drawings to communicate own design ideas	Ext	3		Y
	1.26	Promote design work to an audience using visual communication techniques	Int	4	Y	
<b>Digital Technologies</b>	1.27	Demonstrate understanding of basic concepts of information management	Ext	3	Y	
	1.29	Demonstrate understanding of basic concepts of digital media	Ext	3	Y	
	1.31	Demonstrate understanding of basic concepts from computer science	Ext	3	Y	
	1.34	Demonstrate understanding of concepts and components used in the design and construction of electronic environments	Int	3	Y	
	1.37	Demonstrate understanding of the common components of digital infrastructures	Int	3	Y	
<b>Processing Technologies</b>	1.40	Demonstrate understanding of basic concepts used in processing living organisms	Int	4	Y	
	1.41	Demonstrate understanding of basic concepts used in processing ingredients	Int	4	Y	
	1.42	Demonstrate understanding of basic concepts used in preservation, packaging and storage of products	Int	4	Y	
<b>Te Reo Māori</b>	1.1	Whakarongo kia whai māramatanga i te reo o tōna ao mōhio	Int	6	Y	
	1.2	Whakaputa kōrero i te reo o tōna ao mōhio	Int	6	Y	
	1.3	Pānui kia whai māramatanga i te reo o tōna ao mōhio	Ext	6	Y	
	1.4	Tuhi kōrero i te reo o tōna ao mōhio	Ext	6	Y	
	1.5	Whakamahi rauemi hei hanga tuinga i te reo o tōna ao mōhio	Int	6	Y	
<b>Te Reo Rangatira</b>	90135	Whakarongo ki ngā kōrero o tōna ao	Ext	4	Y	

<b>Subject</b>	<b>Matrix Id./No.</b>	<b>Title</b>	<b>Int/Ext</b>	<b>Credits</b>	<b>Literacy</b>	<b>Numeracy</b>
	90137	Pānui i ngā tuhinga huhua noa	Ext	4	Y	
	90801	Kōrero i te reo ōkawa	Int	3	Y	
	90802	Kōrero i te reo ōpaki	Int	3	Y	
	90803	Āta hanga i tētahi tuhinga	Int	4	Y	
	90804	Tuhituhi kōrero e hāngai ana ki te kaupapa	Ext	3	Y	
	90805	Mātakitaki i te reo ataata	Int	3	Y	
<b>Visual Arts</b>	1.1	Demonstrate understanding of art and artworks from Māori and other cultural contexts using art terminology.	Int	4	Y	