**Survey Questions For L1SCI NCEA Review:**

# Respondent Information

The following information will enable us to understand the number of respondents and range of organisations providing feedback. The information you provide will not be linked to or reported in any way with your responses.

Number of respondents:

Designation(s) of respondents:

◯ Lecturer ◯ Teacher ◯ Tutor ◯ Parent ◯ Student Other (please specify)

Name(s) of person (optional), school, institution, or organisation:

Institution/Organisation Type: (please tick your personal primary affiliation if you are responding as an individual or the primary affiliation of the group is this is a group response.)

◯ State/Integrated ◯ SecondaryState/Integrated Area/Composite ◯ Wharekura ◯ Independent ◯

Unversity/Tertiary organisation Other (please specify)

# Section 1: Draft Level 1 Science Rationale

Purpose

The purpose of the Rationale is two-fold. Firstly, it will assist in explaining the process and the thinking behind the development of the draft materials. This includes new terms and documents introduced for the first time as part of this review. Secondly, it outlines the importance of the Big Ideas and Significant Learning in the subject area.

This information will also be included as part of the Teaching, Learning, and Assessment Guide (TLAG).

At this stage of the process, the TLAG is an evolving document and will be further developed in 2020. It is important the [Rationale document](https://consultation.education.govt.nz/ncea/sector-feedback-science/user_uploads/science---phase-1-products-1.pdf) is read first, to set the scene, before responding to the following sections.

The Science Rationale provides enough background information for readers to understand how the Significant Learning was identified by the Subject Expert Group (SEG) for NZC Level 6 / NCEA Level 1 Science.

◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments

SPACE FOR ANSWER

The relationship with te ao Māori section makes it clear how Science and mātauranga Pūtaiao are related.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

# Section 2: Draft Science Learning Matrix

Purpose of document

The purpose of the Science Learning Matrix is to identify and describe the Significant Learning that teachers can use to guide and develop robust teaching and learning programmes at Year 11 (Level 6). The Learning Matrix is an opportunity to revisit the way the most Significant Learning in Science, at Level 6, can be woven together to achieve a coherent learning experience for young people. It is intended to:

* Align to the New Zealand Curriculum
* Value te ao Māori
* Assist and guide teachers to identify critical learning that should not be left to chance
* Be broad and flexible
* Allow for choice and local contexts

The following questions refer to the [Draft Science Learning Matrix.](https://consultation.education.govt.nz/ncea/sector-feedback-science/user_uploads/science---phase-1-products.pdf)

# Science Big Ideas and Significant Learning

The four Big Ideas reflect the Nature of Science and of mātauranga Pūtaiao and the key competencies from the NZC. They sit across all strands of Science and mātauranga Pūtaiao.

The [Significant Learning](https://consultation.education.govt.nz/ncea/sector-feedback-science/user_uploads/science---phase-1-products.pdf) identifies what students need to learn about this big idea at NZC Level 6. This is learning that cannot be left to chance. This should be taught and learned in a variety of ways and contexts but would form the basis of a Science teaching and learning programme at NZC Level 6.

As you respond, consider:

* Whether the content of the Learning Matrix clearly connects and aligns with the NZC and is level appropriate?
* Whether the language used is appropriate for NZC Level 6 Science?
* Are there any gaps in the Significant Learning for NZC Level 6 Science that would be important to include?

The introduction to the Learning Matrix explains its structure **and** how it can be used. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

**Big Idea 1** - Investigating in Science reflects a Big Idea of Science at Level 6 of the New Zealand Curriculum.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

**Big Idea 2** - Use Science to engage in real world issues reflects a Big Idea of Science at Level 6 of the New Zealand Curriculum.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

**Big Idea 3** - Science as a Human Endeavour reflects a Big Idea of Science at Level 6 of the New Zealand Curriculum.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

**Big Idea 4** - Communicating in Science reflects a Big Idea of Science at Level 6 of the New Zealand Curriculum.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Knowledge Big Ideas from the contextual strands (in the column on the left of the Learning Matrix) reflects the important "content" of Science at Level 6 of the New Zealand Curriculum. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The language used in each Big Idea is appropriate for Level 6 of the New Zealand Curriculum. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Learning Matrix clearly shows connection and alignment with Science at Level 6 of the New Zealand Curriculum (in particular the Learning Area Statement p28-29).

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

Please comment on how the Learning Matrix could be improved. Where relevant, please indicate which part of the Matrix your comment relates to.

SPACE FOR ANSWER

# Section 3: Draft Science Assessment Matrix

Purpose of document

The purpose of the Draft NCEA Level 1 Science Assessment Matrix is to identify and describe the Significant Learning that will be assessed and credentialed. It outlines the titles of the achievement standards, the credit value and the mode of assessment. The Matrix is not designed to describe all student learning at this level – only those outcomes that should be assessed for NCEA. We do not assess everything we teach.

The following questions refer to the [Draft Science Assessment Matrix.](https://consultation.education.govt.nz/ncea/sector-feedback-science/user_uploads/science---phase-1-products.pdf)

There is alignment between the Draft NZC Level 6 Science Learning Matrix with the Draft NCEA Level 1 Science Assessment Matrix.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The internal and external modes allocated to each standard are appropriate for the key outcomes in that standard.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Assessment Matrix as a whole assesses the most important learning outcomes for Level 1 Science.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

**Section 4**: **Draft Science Achievement Standards and possible activities**

These standards are early drafts and they will be updated and refined using this and other feedback. If you notice specific aspects of the standards that you want to comment on, please include these in the comment section underneath.

The achievement standard template has only a few explanatory notes. More guidance and definitions for standards will be provided in the Teaching, Learning and Assessment Guide. At this draft stage we are focusing on whether the right information is being credentialed and the step ups within the standard are appropriate.

Possible assessment activities have been drafted for both internal and external standards. These will be developed further in the next phase.

The following questions refer to the [Draft Science Assessment Matrix.](https://consultation.education.govt.nz/ncea/sector-feedback-science/user_uploads/science---phase-1-products.pdf)

# Science Achievement Standard 1.1 – Use a range of scientific investigative approaches

The Title provides a general summary of the requirements for this standard. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Achievement Criteria sufficiently specify the requirements for the award of each grade. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Explanatory Notes clarify and explain the standard.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Mode of Assessment (internal/external) suggested for this achievement standard is appropriate. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree

Comments (optional) SPACE FOR ANSWER

The possible contexts and activities for teaching and assessment are appropriate for exemplifying this standard.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

Please provide some suggestions that might be useful for the Subject Expert Group (SEG) in further developing internal assessment activities for this standard.

SPACE FOR ANSWER

# Science Achievement Standard 1.2 – Explore a real-world issue and devise a local, science- informed action.

The Title provides a general summary of the requirements for this standard. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Achievement Criteria sufficiently specify the requirements for the award of each grade. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Explanatory Notes clarify and explain the standard.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Mode of Assessment (internal/external) suggested for this achievement standard is appropriate. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree

Comments (optional) SPACE FOR ANSWER

The possible contexts and activities for teaching and assessment are appropriate for exemplifying this standard.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

Please provide some suggestions that might be useful for the SEG in further developing internal assessment activities for this standard.

SPACE FOR ANSWER

# Science Achievement Standard 1.3 - Describe attributes of Science that contribute to the development of scientific ideas and processes.

The Title provides a general summary of the requirements for this standard. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Achievement Criteria sufficiently specify the requirements for the award of each grade. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Explanatory Notes clarify and explain the standard.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Mode of Assessment (internal/external) suggested for this standard is appropriate. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The External Assessment Brief meets the requirements of the standard.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree

Please provide some suggestions that might be useful for the SEG and NZQA in further developing external assessment activities for this standard.

SPACE FOR ANSWER

# Science Achievement Standard 1.4 - Interpret scientific claims in publicly communicated information.

The Title provides a general summary of the requirements for this standard. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Achievement Criteria sufficiently specify the requirements for the award of each grade. (Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Explanatory Notes clarify and explain the standard.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

The Mode of Assessment (internal/external) suggested for this achievement standard is appropriate for the standard.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

Please provide some suggestions that might be useful for the SEG and NZQA in further developing external assessment activities for this standard.

SPACE FOR ANSWER

# Section 5: Mātauranga Pūtaiao and Science at curriculum Level 6

The set of [Draft Level 1 Science products](https://consultation.education.govt.nz/ncea/sector-feedback-science/user_uploads/science---phase-1-products.pdf) has attempted to reflect key aspects of mātauranga Pūtaiao in all products.

These products provide the opportunity for all learners to see their language, culture and identify in their learning and assessment in Level 1 Science.

(Required) ◯ Strongly Disagree ◯ Disagree ◯ Neither ◯ Agree ◯ Strongly Agree Comments (optional)

SPACE FOR ANSWER

# Almost Done…

We can confirm that your survey response has been received by sending you an email. If you would like us to send a confirmation, please enter your email in the box below.

We will not keep your email address.

If you provide an email address you will be sent a receipt and a link to a PDF copy of your response.