



**TE AO ŌHANGA
MĀORI.
OUR PLACE IN
THE ECONOMY.**

Rangatahi Futures Year 11
Teacher support

careers.govt.nz

Tertiary Education
Commission
Te Amorangi Mātauranga Matua



Rangatahi Futures is a youth careers-education programme that reflects the identity, language and culture of Māori learners and supports them to explore key careers understandings through culturally affirming contexts.

Te ao ōhanga Māori Our place in the economy is the Year 11 module of the Rangatahi Futures programme. During this module students find out about Māori businesses of the past and of today. They will find out how businesses are connected to the economy and their communities, and begin to explore the career opportunities that are available to them in the business sector.

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How to use Te ao ōhanga Māori Our place in the economy

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Te ao ōhanga Māori Our place in the economy is designed to be delivered as a three-hour programme or as five consecutive 40–50 minute lessons. Each lesson contains key messages which are aligned to the Careers Management Competencies for Year 11 from *Careers Education and Guidance in New Zealand Schools* (Ministry of Education, 2009). These key messages are delivered through a range of activities including small-group and class discussions, games, and short written exercises which culminate in the completion of a career plan.

The programme is organised into an introduction, followed by five lessons. The activity resources and the teacher presentation slides referred to in the lesson plans can be downloaded separately.

Key principles

While it is expected that teachers may want to select and adapt elements of the module to suit their students' learning needs and school situation, it is important that the module is underpinned by the following key principles.

1. Māori language, culture and heritage are a source of career potential.
2. Rangatahi's knowledge, understandings and experiences are the starting point.
3. Authentic discussion and opinion sharing is modelled and encouraged.
4. Rangatahi are developing the skills, qualities and values necessary to determine their own career journey.

Participation meter

It is intended that rangatahi are active participants in the lessons. This is expressed through the inclusion of a participation meter which describes a desired level of engagement by rangatahi and kaiako during the lesson. Rangatahi should also be encouraged to physically move around the room and be directed to a range of learning media throughout the module as appropriate.

Key questions

Each lesson includes key questions to encourage discussion about the key messages for the lesson. Teachers should consider the key questions and the development of the careers conversation prior to each lesson, to ensure they are able to guide the discussions and reinforce the key messages.

Career education in New Zealand schools

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Career Education and Guidance in New Zealand Schools (Ministry of Education, 2009) offers advice and support to schools about providing effective career education and guidance in Years 7–13. It provides the following description of the characteristics of career education programmes in Year 11:¹

- Students use their knowledge of themselves to weigh up possible pathways in the senior school and beyond.
- Students explore and begin to articulate career aspirations linked to a range of learning opportunities.
- Students continue to learn about senior school courses and how they relate to qualifications.
- Classroom teachers help students discover how their talents relate to work, and they learn to describe

and name their growing skills and abilities in conversations, plans and portfolios.

- Students understand how to keep open a range of options while pursuing their strengths, interests and aspirations.
- Learning and career planning will include setting goals for achievement in qualifications and for exploring career pathways.
- Career education events will raise and broaden students' awareness of options beyond school and teachers can highlight career concepts within regular classroom learning.
- Students experience more of the nature and language of work and employment, understanding the names and meanings of skills so that they can relate these to self, occupations and industries.
- Pastoral care systems can encourage students to become aware of their transferable skills and actively monitor their career and learning planning.

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¹ Ministry of Education, *Career Education and Guidance in New Zealand Schools*, 2009, p. 16.

Key messages and career management competencies

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Career Education and Guidance in New Zealand Schools identifies a range of understandings, skills and attitudes that are required to successfully manage life, learning and work. These form the basis for the career management competencies which schools can use to design careers learning programmes. The career-management competencies are grouped into three areas:

1. Developing self awareness – competencies that enable young people to understand themselves and the influences on them.
2. Exploring opportunities – competencies that enable young people to investigate opportunities in learning and work, and relate them to themselves.
3. Deciding and acting – competencies that enable young people to make and adjust their plans, to manage change and transition, and to take appropriate action.

Te ao ōhanga Māori Our place in the economy is primarily focused on supporting the development of career-management competencies in areas two and three, and provides a pathway for rangatahi to make decisions and to act on their own career plans in the future.

The career-management competencies form the basis for the suggested learning outcomes at each year level. The table on the next page identifies the Year 11 career-management competencies that relate to the key messages within each lesson.

Links to career management competencies

Lesson	Key messages	Career management competency
Lesson 1 Ngā pakihī o mua Early enterprise	<ol style="list-style-type: none"> 1. My tūpuna were successful business people who used the resources they had to help sustain their lives. 2. My tūpuna made the most of the opportunities available to them in their time. 3. A career action plan is a good tool to help me identify and make the most of my own career opportunities. 	Students can: <ol style="list-style-type: none"> 1. Demonstrate skills in maintaining a positive self-concept within the immediate environment. 2. Develop skills in career planning.
Lesson 2 Te ao ōhanga Our economy	<ol style="list-style-type: none"> 1. I am a part of the New Zealand economy. 2. Businesses have a significant impact on their communities and the economy. 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the concept of the marketplace.
Lesson 3 Ngā kaupakihi Māori Māori business owners	<ol style="list-style-type: none"> 1. There are many successful Māori businesses. 2. Businesses provide many career opportunities for me. 	<ol style="list-style-type: none"> 1. Investigate and explore possible career options and pathways.
Lesson 4 Te kimi tangata Find someone who ...	<ol style="list-style-type: none"> 1. Talking to others about my career aspirations helps to create opportunities for my future pathways. 2. It is important to find and connect with people who will have a positive influence on my life choices. 	<ol style="list-style-type: none"> 1. Establish a support network. 2. Demonstrate understanding of the importance of both independence and support from others in career decision-making and planning.
Lesson 5 Tōku maunga Climbing my mountain	<ol style="list-style-type: none"> 1. Gaining knowledge and qualifications helps me to have more career opportunities. 2. There are lots of different places to gain qualifications that are right for my learning style and career aspirations. 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the relationship between educational achievement and career planning. 2. Demonstrate understanding of learning pathways and skills in choosing senior school subjects.

Setting the scene

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Māori have always been active contributors to the economy. When they arrived in Aotearoa they brought with them the skills and knowledge of their ancestors, as well as their own resources such as the kurī (native dog), the kiore (Pacific rat) and the kūmara. Tribes were mostly self-sufficient and made the most of the new resources and opportunities that were available to them to establish a good standard of living for their whānau and hapū in Aotearoa. They recognised the unique skills and resources that each tribal area had and traded pounamu (greenstone), obsidian and argillite to make the tools they needed to thrive.

When the European settlers arrived Māori began trading food, flax and timber for European resources such as nails and muskets. Some Europeans relied very heavily on food supplied by the local tribe and would not have survived had it not been for the tribe's provisions. Māori owned whaling stations, flax mills and market gardens and traded vigorously with the settlers during the early years. The card sorting activity in lesson plan one called Ngā pakihi o mua Early enterprise provides some examples of the valuable skills Māori had and the types of businesses they were involved in which students may wish to explore further.

Māori businesses continue to make an important contribution to the New Zealand economy today in a diverse range of industries including farming, fishing, forestry, energy supply, tourism and digital technology. The vision and values of many iwi and individual businesses reflect their sense of connection and responsibility to the land and to their iwi and community. Māori continue to make the most of the opportunities available to them in the New Zealand economy today.

Te ao ōhanga Māori Our place in the economy is intended to support rangatahi to identify career opportunities that are available to them in the business sector, and to reflect on the impact their chosen career can have on their own whānau, hapū, iwi and community. They are encouraged to take action in order to forge their own careers in whatever field they choose so that they are able to find their place in Aotearoa New Zealand's economy.

1

**NGĀ PAKIHI
O MUA
EARLY
ENTERPRISE**

Ngā pakihī o mua

Early enterprise

Lesson plan

Duration



40 min

Participation



50% rangatahi
50% kaiako

Lesson

1

Key messages

1. My tūpuna were successful business people who used the resources they had to help sustain their lives.
2. My tūpuna made the most of the opportunities available to them in their time.
3. A career action plan is a good tool to help me identify and make the most of my own career opportunities.

Lesson sequence

1. Open with a karakia and invite rangatahi to introduce themselves (S1-S2). Tell the rangatahi that their maunga and their awa link them to particular places in Aotearoa that helped sustain their ancestors when they arrived here around 1000 years ago. Ask them to imagine what Aotearoa might have looked like when their ancestors arrived. Show them the illustration on slide 3 and discuss the following:

- What do you think their first impressions were?
- What kinds of activities would they have had to do first?
- Are these activities careers? (yes)
- Did people get paid for working? How did they pay for things? (trade, each person contributes their skills, communal living)
- Who were the bosses of these activities? Who were the workers?

Reinforce the importance of all the careers in traditional society (male/female, active/passive, planners, leaders, etc).

This discussion sets the scene for this programme. Revisit and reinforce the main ideas throughout all the lessons.

2. Introduce the whakataukī (S4). Tell students that their tūpuna often used the natural world to describe aspects of their lives. The whakataukī "Ka whati te tai ka pao te tōrea" is about the tōrea (pied oystercatcher) who seizes the opportunity to feed on shellfish exposed for the short period between low and high tide. This whakataukī is about making the most of opportunities when they present themselves. Discuss:
 - How does this whakataukī relate to making your own career choices?
 - What kinds of career opportunities are in your environment? (learning opportunities, obtaining qualifications, new experiences, networks)

Key questions

- How do businesses start?
- How do businesses benefit people?

Activity downloads

- Teacher presentation slides (S1-S5)
- Ngā pakihī o mua cards
- Whenua action plan

Teacher resources

- Whenua action plan teacher notes

Glossary

karakia - prayer

pakihī - business

rangatahi - young person

tūpuna - ancestor

whakataukī - proverb

S = slide

Main activity for this lesson:



Ngā pakihī o mua

Early enterprise

Lesson plan

3. Tell students that their tūpuna were successful business people who made the most of opportunities they had in their time. Give students a set of the Ngā pakihī o mua cards. In small groups, ask them to review the cards and identify as a group the five most successful businesses: before Pākehā arrived, after Pākehā arrived and then today. Discuss group responses as a class:
 - What were the early businesses? Were they still necessary when the settlers came?
 - How have careers changed over time? What careers are still needed today?
 - How have jobs changed over time?
4. Show the students the Whenua action plan (S5) and tell them that during this module they will be completing their own action plan that will help them to identify, and be prepared for, any opportunities that will help them along their career pathway. The Whenua action plan teacher notes that follow this lesson provide further explanation of the four areas of the Whenua action plan.
5. Download the Whenua action plan student resource and give one to each student. Discuss how their tūpuna took on the challenge of a new land and had the courage to leave Hawaiiki and experience new things. What new experiences would they like to try – it could be school-related or simply a new activity that interests them.

Ask them to complete the Te waonui a Tāne section of their plan. Tell the students that being open to new experiences and seeking new opportunities is going to open up exciting possibilities for their future.

Whenua action plan teacher notes

Te waonui a Tāne – being open to new experiences

When they arrived in Aotearoa your tūpuna had to experiment with new foods, new materials for making tools, clothes and buildings, and a change in climate which affected growing conditions and how their dwellings were constructed. They came across new bird-life and natural resources. To survive and make a home in Aotearoa they adapted and were open to new experiences and ways of doing things.

You are going to have opportunities to try out new things inside and outside of school over the next few years. Just because you, your friends or your whānau haven't done something before doesn't mean you shouldn't give it a go.

During this module I want you to think about new experiences you would like to have or activities you want to do that will help grow the skills, knowledge and qualities you have. You never know where these experiences can lead in the future.

Te awa – forging new pathways

When your tūpuna arrived in Aotearoa they forged new pathways that helped sustain their lives: trading many different resources, using new hunting techniques and growing new crops in different ways. They took control and did things their way. They kept persevering with the things they wanted to do and didn't give up.

Forging new pathways is about taking control and always moving forward following your own awa, your own river or pathway. It's also about accepting and trusting yourself and your own judgement and having the perseverance to make your dreams happen.

Whenua action plan teacher notes

Te waka – identifying support for my journey

Waka or canoes are vessels that carry people and goods from one place to another. They helped your tūpuna trade and helped them build relationships across Aotearoa and the Pacific. Your tūpuna knew the value of relationships and connections with others. The settlers quickly built relationships with them when they arrived in Aotearoa so they could establish themselves here.

Connecting with a range of different people can help you in your career journey. Whether it's talking to whānau or friends about job interests, contacting training organisations or employers about work experience or even telling your friend's uncle about your interest in fishing, although it can be scary at times, talking to a wide range of people about what you want to do in the future can help you clarify your own ideas, and you never know, they may just know someone, who knows someone, who needs someone like you on their team!

Te maunga – realising your potential

Your tūpuna arrived in Aotearoa with the skills and knowledge that served them well in Hawaiiki and on their voyage here to Aotearoa. When they got here they had to build on that knowledge and push themselves further to learn about the new land they had arrived at.

We use the metaphor of your maunga to describe the qualifications and knowledge you build up over time to help with your career journey. Each year you add to your own knowledge and experiences. These contribute to you reaching your own career goals.

During this module we will review what NCEA is and how it can help you. We will also have a look at the New Zealand Qualifications Framework which shows you how to keep on building your knowledge beyond school, so you can keep an eye out for other opportunities to realise your potential through further learning.

2

**TE AO
ŌHANGA
OUR
ECONOMY**

Te ao ōhanga

Our economy

Lesson plan

Duration



40 min

Participation



70% rangatahi
30% kaiako

Lesson

2

Key messages

1. I am a part of the New Zealand economy.
2. Businesses have a significant impact on their communities and the economy.

Lesson sequence

1. Show students the illustration on slide 3 again and ask them to identify things in the picture that were part of the economy in the times of their tūpuna (trading fish, birds, land, building houses, waka, greenstone).
2. Show rangatahi the picture of a busy inner city on slide 6. How is this related to the economy today? (people are going to work, building roads, paying rent for shops, buying goods)
3. List all the aspects of the economy the students identify. Ask them to come up with a definition of what "economy" means. Write up their definition if it works or show them the definition on slide 7.
4. Show students the diagram Business and the economy (S8) illustrating one way that businesses affect the economy. Explain each part of the cycle to students.
5. Show students the example of the Whale Watch Kaikōura business (S9). Discuss the benefits that businesses bring to communities and whānau.
6. Ask rangatahi to think of an example of a business from their own community. In pairs get them to discuss:
 - What jobs are there within that business?
 - Who do they know that works for that business?
 - What might they spend their money on?
 - Who buys the products from the business?
 - How does this business contribute to their community?
 - What would happen to the community if the business was to close down?
7. Recap ways that people contribute to the economy. Tell students that they too are an important contributor to the economy now and in the future.

Key questions

- How do you contribute to the economy now?
- How would you like to contribute in the future?

Activity downloads

- Teacher presentation slides 3, 6–9

Main activity for this lesson:



3

**NGĀ KAIPAKIHI
MĀORI
MĀORI
BUSINESS
OWNERS**

Business bullrush

Notes and Q & A for business bullrush

Teacher resources

Lesson

3

Q & A for business bullrush: part one

Cut out map signs below and place on a map of New Zealand. Use the list below to help you place each iwi on the map.

- Ngāi Tahu area extends from Kaikōura to Stewart Island
 - Ngāpuhi area extends from Hokianga Harbour to Bay of Islands
 - Ngāti Porou area extends from north of Hicks Bay to Gisborne.
 - Ngāti Kahungunu area extends from Wairarapa to northern Hawkes Bay.
 - Ngāti Toa Rangatira tribal area includes Porirua in Wellington.
 - Ātihaunui-a-Pāpārangī includes the Whanganui area.
 - Waikato-Tainui tribal area includes the Waikato area.
- 1.** What is the value of the asset base of Ngāi Tahu?
\$1.2 billion
 - 2.** Which is the largest iwi in Aotearoa?
Ngāpuhi
 - 3.** Name three areas that Ngāti Porou own businesses in.
Forestry, farming and fishing.
 - 4.** What is the name of the Ngāti Kahungunu farming station that runs farming training schools for 16-19 year olds?
Tautāne Station
 - 5.** Name three services provided by Ora Toa Health Services.
Students may choose from Tamariki Ora, Whānu Ora, Alcohol and Drug Service, Porirua Asthma Service, Diabetes Service, GP Clinic, Antenatal Education, Cervical Screening, Breast Screening Education, Cancer Support and Nutrition and Exercise.
 - 6.** What iwi are associated with AWHIWHENUA Farm School?
Ātihaunui-a-Pāpārangī and/or Whanganui iwi
 - 7.** What iwi-run business owns the largest shopping complex in Aotearoa New Zealand?
Tainui Group Holdings

Business bullrush quick-fire quiz: part two

This is the quiz for part two of the Business bullrush game. Read out the questions to the students. The first group to answer correctly AFTER the whole question has been read out receives a point. There may be more than one answer to the question. The aim of the quiz is for students to understand that there are many career opportunities available in businesses.

- 1.** Ngāi Tahu is building three residential communities in Christchurch. What services in Christchurch do you think will have an increase in business as a result of Ngāi Tahu building these communities?

There are many correct answers to this question. The types of services needed will include: supermarkets, restaurants, dairies, building suppliers, trades people and real estate people.
- 2.** Ngāti Kahungunu Incorporated and Taratahi Agricultural Training share a common vision that agriculture will be the backbone of the New Zealand economy. I will read out five jobs. Tell me which one is not connected to agriculture: truck driver, quality assurance officer, engineer, veterinarian, accountant, environmental scientist and basketball player.

A basketball player is probably least connected to agriculture.
- 3.** Ngāti Porou has businesses in forestry. Name five products that we use in everyday life that started off as trees:

Toilet paper, furniture, paper, pencils, houses, paper plates, christmas trees, newspaper etc.
- 4.** Te Rūnanga ā-Iwi o Ngāpuhi own and operate Ngāpuhi Iwi Social Services that provide essential services such as counselling and parenting programmes to Ngāpuhi by Ngāpuhi. What are the benefits of Ngāpuhi providing support services to their tribal members?

Answers could include but are not limited to: they are located in the same area, iwi staff will know the clients well, iwi staff know the area and the other types of support that are available, iwi staff feel a closer connection and empathy with iwi clients.
- 5.** Waikato-Tainui affiliated company Tainui Group Holdings own the biggest shopping mall in New Zealand. Name five different businesses you may find in a mall.

Food outlets, clothes stores, computer gaming shops, telephone stores, hairdressers, shoe shops, bookshops, chemists, sports shops, coffee shops etc



**TE KIMI
TANGATA
FIND SOMEONE
WHO...**

Te kimi tangata

Find someone who ...

Lesson plan

Duration	Participation	Lesson
		
40 min	70% rangatahi 30% kaiako	

Key messages

1. Talking to others about my career aspirations helps to create opportunities for my future pathways.
2. It is important to find and connect with people who will have a positive influence on my life choices.

Lesson sequence

1. Remind students about when their tūpuna were living in Aotearoa and the first settlers arrived (S3). What kinds of things did the settlers need to know? (how to find food, what materials were available for building, how to find tracks in the bush) How did they find these things out? (asked their tūpuna, trial and error, made friends with locals)
2. Discuss with students the importance of talking to others about their career aspirations or interests. Often someone we know will know someone who knows someone who may be able to help us. You may have an experience of this you can share in terms of an employment opportunity that came your way through a contact you had.
3. Tell students they are going to play a game. Give out the Find someone who activity sheet and explain that they have to talk to other students to find someone who matches the information they have on their sheet – but there is a twist.
 - Rangatahi must first try to complete their sheets while still sitting in their chairs.
 - The person who matches the description must sign their name in the space provided.
 - They must have their sheets with them at all times.
 - After two minutes signal to rangatahi that they are allowed to stand up and walk around the room to find someone who matches their list.
 - First three students to complete their lists are the winners.

Discuss:

- How many signatures did you get sitting down?
 - How many more did you get walking around?
 - How did the winners complete their sheets first?
4. Talk to students about what makes it easy or difficult to connect with people who can help them with their future pathways.
 - What kinds of conversations can you have to let others know about your career ideas?
 - What makes it hard or easy to connect to others?
 - What if others are not helpful?
 - What kind of attitude do you need to have?
 5. Ask rangatahi to complete the Te waka section of their Whenua action plan.

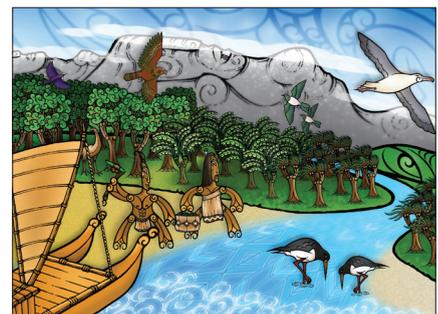
Key questions

- Who could you talk to about your future?
- Who are some positive role models you would like to connect with?

Activity downloads

- Teacher presentation slide 3
- Whenua action plan
- Find someone who activity sheet

Main activity for this lesson:



Te kimi tangata
Find someone who ...

Activity sheet

Agree the conditions with the sign to the left and write the description in the space provided.

• You must get three other people to sign the description and write their names in the space provided.

• You must have the activity sheet with you at all times.

• At least three other people must sign on the sheet.

• The first three students to find people to sign all the descriptions, sign.

 Play the game on the boat	 Walk the dog	 Be the person who is the family
 Read a book to the class	 Take a picture of the class	 Be the person who is the family
 Take a family picture	 Take a picture	 Take a picture of the class

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5

**TŌKU
MAUNGA
CLIMBING MY
MOUNTAIN**

Tōku maunga

Climbing my mountain

Lesson plan

Duration	Participation	Lesson
 40 min	 70% rangatahi 30% kaiako	

Key messages

1. Gaining knowledge and qualifications helps me to have more career opportunities.
2. There are lots of different places to gain qualifications that are right for my learning style and career aspirations.

Lesson sequence

1. Review with students what they have covered so far in this module about the economy and Māori business. In pairs ask students to discuss the question on slide 11:

- What does Māori business and the economy have to do with my career choices?

After a couple of minutes discuss their responses and the statements on slide 12.

- What does each statement mean?
- Are they true?
- How old will you be in 2040?
- What role will you have in in our economy?

2. Remind students of the introduction they did at the beginning of this module. Some of them may have identified their maunga or mountain. Whether they have seen it or not, their mountain is an actual place that represents them and who their ancestors were.

Tell the students this lesson is about obtaining skills and qualifications. They are climbing their own maunga and attaining skills and qualifications that will help them to forge their own pathway within their economy.

3. This year NCEA level 1 is one of the qualifications they are able to achieve. Revisit the NCEA quick quiz that follows this lesson plan to ensure rangatahi understand how NCEA works. Review slides 13–18 and answer any questions they have.

Tell students that NCEA level 1 is the first qualification on a qualifications stairway that goes up to level 10. Hand out the NZQF activity and ask students to recreate the framework correctly by cutting out the blocks on their activity sheet and placing them in the correct position on the template.

In the second part of the activity students make another pyramid by placing the qualifications in the right position on another blank template. Discuss the answers on slides 19 and 20.

Key questions

- What qualifications will help with your future career pathway?
- What kind of learning style do you have?

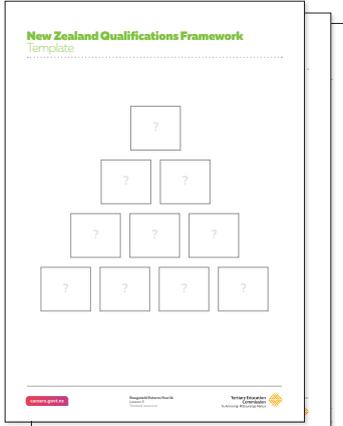
Activity downloads

- Teacher presentation slides (S11–S21)
- NZQF activity
- Whenua action plan
- Post-school pathways activity

Teacher resources

- NCEA quick quiz

Main activity for this lesson:

Tōku maunga

Climbing my mountain

Lesson plan

4. Ask students where they can go to gain further knowledge and qualifications to help them with their career pathway. What are the training institutions in their local area? What can they learn there?

Give out the Post-school pathways activity and ask students to match the training organisation to the right explanation. In pairs ask them to discuss:

- Who do they know that attends one of these institutions?
 - What are they studying?
 - What kind of institution would best suit their own learning style?
5. Ask rangatahi to complete the maunga section of their Whenua action plan. Reinforce that this is their maunga and that the choices they make are to help them follow their own individual pathways.
 6. Finally, read the whakataukī again on slide 21 and discuss the importance of being ready for the opportunities that lie ahead – trying new experiences, making your own choices, connecting with good people and building the skills and qualifications that will assist with career pathways. Revisit the Whenua action plan notes for teachers to help you consolidate the Whenua action plan again.

NCEA quick quiz

This quick quiz is intended to reinforce the discussion that rangatahi have had in lesson 5 about NCEA. Teachers may want to change questions to reinforce particular ideas about NCEA as appropriate.

- 1. What does NCEA stand for?**
National Certificate of Educational Achievement.
- 2. How many levels are there in NCEA?**
Three.
- 3. What are the two key ingredients of NCEA?**
Credits and standards.
- 4. What are the two types of assessment in NCEA?**
Internal and external.
- 5. What is the difference between the two types of assessment?**
Internal – set and marked in school.
External – set and marked out of school.
- 6. What does the acronym NAME stand for?**
Not achieved, achieved, merit, excellence.
- 7. How many NCEA credits do you need to get an excellence course endorsement and an excellence certificate endorsement?**
Course endorsement: excellence for 14 credits in one subject and at least 3 of those credits must come from externally assessed standards. Certificate endorsement: excellence for 50 credits.
- 8. Why is subject selection important when considering further training, study, or work after secondary school?**
Taking core subjects such as maths, science and English ensures you have core knowledge and skills that will help in a wide range of career pathways.
- 9. Does having University Entrance guarantee you entry into any university course? Why?**
No, you may need to have done prerequisite subjects for some courses.

