

**From:** [REDACTED]  
**To:** [Kevin Hoar](#)  
**Subject:** Marking team  
**Date:** Friday, 8 March 2024 9:55:33 AM

---

Hi Kevin

I have fielded a few inquiries from people wanting to mark this year who did so last year. It might be a good idea to send out a quick email letting people know that we haven't forgotten them, and letting them know the process for Term 2.

All the best

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**From:** [REDACTED]  
**To:** [Kevin Hoar](#)  
**Subject:** Re: Email with link for markers to apply for LitNum, NCEA and Scholarship.  
**Date:** Monday, 22 April 2024 11:38:08 AM  
**Attachments:** [Outlook-2wrkcohh.png](#)  
[Outlook-2wrkcohh.png](#)

---

Thanks Kevin

A bit cold so far but warm today. Go figure.

Cheers

[REDACTED]

On Mon, 22 Apr 2024, 9:17 am Kevin Hoar, <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)> wrote:

Hi [REDACTED]

No rush. I have invited 77 already and I have about 20 newbies still on applied (many of which will not be suitable - I will be declining them).

Send it when you get back from Melbourne. I hope the weather over there is not too cold.

Cheers.

Kevin

PS: Bozenka should have the final lot of MC materials (from 4 MoE staff that looked at the second assessment last Thursday) up on EAD Hub by the end of the week.

All MC feedback will be uploaded into folder 3.1 for you to review when you return to sunny Taupō.

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**



[REDACTED]  
[Kevin.hoar@nzqa.govt.nz](mailto:Kevin.hoar@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

125 The Terrace, PO Box 160, Wellington, 6140

*He rerekē tatou katoa – awhi i te oranga ki te katoa*

*We are all different – embrace life to the fullest*

---

**From:** [REDACTED]  
**Sent:** Monday, 22 April 2024 11:04  
**To:** Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>  
**Subject:** Re: Email with link for markers to apply for LitNum, NCEA and Scholarship.

Hi Kevin

I'm still in Melbourne. I will email this to the team tonight.

Regards

On Mon, 22 Apr 2024, 6:42 am Kevin Hoar, <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)> wrote:

Hi [REDACTED]

Below is an email with a link for markers to apply for Numeracy.

Feel free to forward this email onto the team from last year. Many have already applied and I have invited them to mark. **Please add a statement at the beginning of your email stating that anyone who has already applied has been invited to mark and can ignore this email.**

Kia ora

Thank you for marking in 2023. We appreciate your professionalism as we worked through full implementation of the new system. Ākonga of literacy, numeracy, te Reo Matatini me te Pāngarau assessments can be confident that their results accurately reflect the extent to which they met the unit standards.

We invite you to apply for a marking role for the first Assessment Event 20-31 May. Marking will take place in the month of July. Following the first event we will then check your availability to mark event 2, marking to take place in the Term 3 holiday period. You will find these subjects under 'Core Generic' in the application form.

You can access the application form by logging into your [marking home page](#).

If you have any concerns or questions, please do not hesitate to either contact our support team at [examinations@nzqa.govt.nz](mailto:examinations@nzqa.govt.nz) or call the Marker Helpline on 0800 697 296.

Please ensure that your personal contact information, including your cell phone number, is accurate when you apply.

Please note, this email is not an offer of a contract, offers will be made in the appointment process.

Once again thank you for your contribution to assessment at a national level.

Ngā mihi

External Assessment Team

Cheers.

Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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[REDACTED]  
[Kevin.hoar@nzqa.govt.nz](mailto:Kevin.hoar@nzqa.govt.nz)



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**From:** [Kevin Hoar](#)  
**To:** [REDACTED]  
**Subject:** Re: Term 2 CAA Marking Dates  
**Date:** Wednesday, 22 May 2024 3:46:22 PM  
**Attachments:** [Outlook-ycfsuj5f.png](#)

---

Hi [REDACTED]

Great email.

Only issue is the wrong dates for the two benchmarking meetings.

Should be Saturday 15 June and Sunday 16 June (not 16 and 17). Hopefully, all will realise this, but you may need to let them know just in case someone looks at the date and not the day.

Everything else is good.

Cheers.

Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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Mana Tohu Mātauranga o Aotearoa  
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[REDACTED]  
[Kevin.hoar@nzqa.govt.nz](mailto:Kevin.hoar@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

125 The Terrace, PO Box 160, Wellington, 6140

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---

**From:** [REDACTED]

**Sent:** Wednesday, 22 May 2024 14:32

**To:** Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>; [REDACTED]

Alison.Price@nzqa.govt.nz. <[Alison.Price@nzqa.govt.nz](mailto:Alison.Price@nzqa.govt.nz)>; [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
**Subject:** Term 2 CAA Marking Dates

Kia ora Senior Markers

Welcome to another round of Numeracy marking. Thank you for again accepting the role of Senior Marker.

There are 66,000 students enrolled to sit the CAA in Term 2, 2024. The actual number won't be known until Monday 3 June. However, there will be a lot of scripts to mark!

Here are some dates to add to your diary:

Saturday 16 June and Sunday 17 June (Starting at 9:00am each day)

In those two days we will confirm the Marking Scheme by collaboratively marking a 200+ scripts from a representative set of schools. This time the event will happen virtually using Zoom because no travel budget is available for a face to face meeting. I anticipate we will work together on Zoom for periods of time then go away to apply the Scheme to other student's scripts. We'll continue that 'sandwich model' supported by phone and email, until the scheme is sound and our judgments are consistent.

1. Sunday 23 June Starting at 7:00pm

We will have a Zoom meeting to tidy up matters related to marking teams, procedures for check marking and providing feedback, and target dates for completion. It will also be our final chance to make minor changes to the Marking Schedule. The meeting should take 1-2 hours.

2. Monday 24 June Starting at 7:00pm

Experienced marker webinar by Zoom. As usual we will run through the marking schedule using several scripts, introduce the marker allocation document, and assign markers to teams. I expect that 90 minutes will be the maximum time for this webinar.

3. Tuesday 25 June Starting at 7:00pm

New markers webinar by Zoom. The process will be as above but proceed at a slower pace. I will try to provide a video of marking to support the new markers post this session.

As a senior marker you can choose to go to whichever webinar works for you. My preference would be the new markers as it would be nice to introduce them to the person who will be providing feedback.

4. Marking begins as soon as markers have attended their training webinar. However, they are expected to only mark 20 scripts before asking you to check mark those scripts. You are free to set up whatever system works for you to provide feedback. Most of us now use a combination of email and Google docs.

5. The first 24-28 June is still term time so we can expect marking will proceed slowly at first. Target date to all complete marking is Sunday 21 July. So markers have two full weeks of "holidays" to complete. They all did so in the last round.

6. Paper marking will fall on a group of us, yet to be confirmed. We hope that the numbers are restricted to SAC students but last time we also had some innovative schools as well. More about that later.

Please get back to me with any queries.

I am looking forward to working with you all again.

Nga mihi





**From:** [REDACTED]  
**To:** [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)  
**Subject:** Re: email  
**Date:** Thursday, 23 May 2024 5:28:52 PM  
**Attachments:** [Outlook-4vhj4dkl.png](#)  
[Outlook-f0bvuu3z.png](#)

---

Hi

Got her that time.

Cheers

[REDACTED]

On Thu, May 23, 2024 at 5:10 PM Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)> wrote:

Hi [REDACTED]

Try that email and see if you have any luck.

Cheers.

Kevin

**Kevin Hoar** | National Assessment Facilitator  
External Assessment Team  
Assessment Division | Wāhanga Aromatawai  
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[REDACTED]  
[Kevin.hoar@nzqa.govt.nz](mailto:Kevin.hoar@nzqa.govt.nz)  
[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

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*We are all different – embrace life to the fullest*

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**From:** [REDACTED]  
**Sent:** Thursday, 23 May 2024 16:52  
**To:** Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>  
**Subject:** Re: email

Hi Kevin

According to my list she should be [REDACTED] so I might try that.  
She may have used a previous email and got confused.

Spreadsheet is now ready to roll but a lot of cross-checking.

Regards

[REDACTED]

On Thu, May 23, 2024 at 1:56 PM Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)> wrote:

Thanks [REDACTED]

I will look into her application.

Cheers.  
Kevin

**Kevin Hoar** | National Assessment Facilitator  
External Assessment Team  
Assessment Division | Wāhanga Aromatawai  
**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**



[Redacted]  
[Kevin.hoar@nzqa.govt.nz](mailto:Kevin.hoar@nzqa.govt.nz)  
[www.nzqa.govt.nz](http://www.nzqa.govt.nz)  
125 The Terrace, PO Box 160, Wellington, 6140

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---

**From:** [Redacted]  
**Sent:** Thursday, 23 May 2024 13:25  
**To:** Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>  
**Subject:** email

Hi Kevin

So far the only bounce back from my email is [Redacted]

Can you please check [Redacted]  
Thanks

[Redacted]

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[Redacted]

[Redacted]

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[Redacted]

[Redacted]

**From:** [Kevin Hoar](#)  
**To:** [REDACTED]  
**Subject:** Fwd: Completions for Numeracy  
**Date:** Friday, 7 June 2024 12:27:11 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[NUME\\_T2\\_2024\\_Completions.xlsx](#)

---

Get [Outlook for Android](#)

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**From:** Jackie Ryan <Jackie.Ryan@nzqa.govt.nz>  
**Sent:** Tuesday, June 4, 2024 8:28:16 AM  
**To:** Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>  
**Subject:** Completions for Numeracy

Hi

Numbers attached

Cheers  
Jackie

Jackie Ryan  
Senior Business Analyst | Kaitātari Matua Umanga  
Assessment Cycle Production Team  
Assessment Division | Wāhanga Aromatawai  
[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)



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[Jackie.Ryan@nzqa.govt.nz](mailto:Jackie.Ryan@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

125 The Terrace, PO Box 160, Wellington 6011

## Numeracy Term 2, 2024 Completions

School ID	Completed
2	84
3	122
4	42
5	121
6	35
7	78
8	155
9	71
10	6
11	15
12	10
13	183
14	91
15	363
16	302
17	114
18	15
19	137
20	100
21	161
22	7
23	83
24	260
25	138
26	48
27	513
28	182
29	203
30	195
31	177
32	278
35	22
36	480
37	657
38	159
39	34
40	375
41	227
42	498
43	414
44	246
45	293
46	148
47	39
48	223
49	375



50	42
51	61
53	247
54	71
57	16
58	114
59	377
61	25
62	50
63	80
64	542
65	24
66	10
67	185
68	195
69	867
70	130
74	240
75	276
77	263
78	218
79	208
80	388
81	443
83	162
84	137
85	251
86	346
87	626
88	168
89	292
90	158
91	31
93	60
94	56
95	295
96	324
97	18
99	47
100	58
102	383
103	225
104	47
105	207
106	245
108	60
109	32
110	74

111	94
112	253
113	121
114	106
115	94
116	56
117	145
118	474
119	17
120	491
121	475
122	416
123	334
124	99
125	34
126	250
127	39
129	93
130	138
131	442
132	342
134	122
135	323
136	200
138	366
139	67
140	187
141	45
142	478
143	122
144	310
145	33
146	423
148	25
151	211
152	211
153	110
154	62
157	10
158	69
159	121
160	26
162	39
164	54
166	144
167	205
169	42
170	49

171	416
172	401
173	330
174	37
175	90
177	59
179	106
180	17
181	104
183	67
185	36
187	40
188	111
189	267
190	72
191	73
192	93
195	54
197	182
198	77
200	91
201	29
202	462
203	301
204	78
205	54
206	36
208	108
209	278
210	78
211	103
212	11
214	69
215	88
216	137
217	294
218	46
219	18
220	25
221	21
223	291
224	60
225	71
227	103
228	218
229	77
230	73
232	11

233	169
234	34
235	35
236	81
237	137
240	120
241	131
242	46
243	6
244	29
245	79
246	59
247	380
248	89
249	95
250	230
251	227
252	204
253	240
254	58
256	85
257	83
258	90
259	159
260	125
261	457
262	173
263	9
265	76
268	103
269	300
272	235
273	410
274	172
276	165
277	182
278	98
280	2
281	10
284	35
286	148
287	51
288	249
289	210
290	10
291	8
292	46
293	145

294	241
295	276
296	358
297	11
298	201
299	18
300	12
301	24
303	64
304	73
305	72
306	16
307	62
308	42
309	15
310	38
311	26
312	431
314	275
315	132
316	475
317	30
318	245
319	186
320	45
321	160
324	63
326	127
327	106
328	53
330	88
331	157
333	128
334	178
335	235
336	221
337	70
338	219
339	132
340	153
343	24
346	161
347	136
348	88
349	59
350	15
351	84
353	35

354	55
357	59
358	131
359	21
360	195
361	125
362	39
365	131
366	83
369	74
370	28
371	36
372	100
373	124
374	322
375	4
376	212
377	53
378	104
380	23
381	75
382	122
383	148
384	101
386	72
387	93
391	42
392	56
393	53
394	6
395	40
397	45
399	153
400	52
401	50
402	4
404	61
405	225
408	183
409	32
418	21
419	27
421	38
424	19
428	60
429	17
432	228
435	35

439	8
443	42
451	135
452	14
471	35
472	158
476	17
478	123
482	11
487	108
491	41
494	75
495	259
498	215
527	7
528	13
530	74
531	133
532	174
533	215
536	134
546	52
548	97
549	37
551	33
552	277
553	43
563	62
564	360
608	37
615	135
630	43
632	16
654	434
658	11
661	37
683	42
704	46
706	14
708	230
739	48
847	6
854	51
874	19
903	1
949	8
958	13
961	186

1138	18
1139	8
1149	23
1156	22
1172	56
1189	20
1190	106
1210	18
1748	15
1798	16
1865	7
2085	16
2384	5
2445	8
3113	19
3625	88
3630	58
4158	98
4227	3
4228	18
6229	19
6231	46
6232	143
6233	19
6763	363
6929	303
6930	85
6962	39
6963	345
6975	147
6977	3



**From:** [REDACTED]  
**To:** [Jackie Ryan](#); [Kevin Hoar](#)  
**Subject:** Numeracy Term 2 CAA  
**Date:** Friday, 7 June 2024 10:26:47 AM

---

Hello Jackie

How are things going with the Term 2 CAA?  
Kevin returns Monday from leave. I've copied him into this email.

Do you have anything you can share about total numbers of students and numbers by school?  
I have a big job allocating markers to schools next week and if I can get a run at that earlier it would be great.

Thanks and regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**From:** [REDACTED]  
**To:** [Kevin Hoar](#)  
**Subject:** List of school numbers and names  
**Date:** Tuesday, 11 June 2024 10:50:57 AM

---

Hi Kevin

Can you please send the list of school numbers and names.  
The odd one is not on your list of submissions.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**From:** [Kevin Hoar](#)  
**To:** [REDACTED]  
**Subject:** Re: Marking Allocations  
**Date:** Tuesday, 11 June 2024 4:43:03 PM  
**Attachments:** [Outlook-wervfzk.png](#)

---

Thanks so much for this [REDACTED]

Same as last year - let them all know that I will send an email to each marker with their username and temporary password to get onto the system.  
Hopefully, tomorrow for the senior marking team but not until about the training day for the team of markers.

Cheers.

Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**



[REDACTED]  
[Kevin.hoar@nzqa.govt.nz](mailto:Kevin.hoar@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

125 The Terrace, PO Box 160, Wellington, 6140

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---

**From:** [REDACTED]

**Sent:** Tuesday, 11 June 2024 15:02

**To:** Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

**Subject:** Marking Allocations

Hi Kevin

Here are two documents to stash somewhere:

- a. Breakdown of marker allocations by schools and the Senior Marker Teams.
- b. A spreadsheet of marker loads that has their total number of students.

I'll send an email out to everyone on Thursday.

Is there anything you want said?

Regards

[REDACTED]

--

[REDACTED]

[REDACTED]

[REDACTED]

**From:** [REDACTED]  
**To:** [Kevin Hoar](#); [REDACTED]; [Alison.Price@nzqa.govt.nz](mailto:Alison.Price@nzqa.govt.nz); [REDACTED]  
**Subject:** This weekend  
**Date:** Wednesday, 12 June 2024 5:44:05 PM  
**Attachments:** [Credentials NUME Senior Markers Term 2 2024.docx](#)

---

Hello Numerate Ones

Welcome to another cycle of marking the Numeracy CAA. Personally, you may not fully embrace the title of 'senior marker' but rest assured that what we do matters. With nearly 56,000 student entries this is the largest single assessment NZQA has attempted, so we break our record from last year.

Here are some brief notes for our upcoming weekend.  
We will meet virtually via Zoom on the following links:

**Saturday June 15, 9:00am - 4:00pm**

Join Zoom Meeting

<https://us02web.zoom.us/j/85623277052>

**Sunday June 16, 9:00am - 3:00pm**

Join Zoom Meeting

<https://us02web.zoom.us/j/83242443080>

In preparation, it is important that you use the attached document to access Assessment Master (<https://am.nzqa.sonet.com.au/marker>) so you are good to mark on Saturday. Please try changing your password tomorrow to see it works. It is hard to get digital support on the weekend. Just let me know if things don't work.

That's enough information for a start. I look forward to seeing you all on Saturday.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

**From:** [REDACTED]  
**To:** [Jackie Ryan](#); [Kevin Hoar](#)  
**Subject:** Re: Am setup  
**Date:** Thursday, 13 June 2024 1:49:01 PM

---

Hi Jackie

It's okay. I see that a student can be complete marked before the next.  
All good

[REDACTED]

On Thu, Jun 13, 2024 at 1:44 PM [REDACTED] wrote:

Hello Jackie

Just a query about the AM marking setup.

Does a marker have to complete all students on Q1 before moving to Q2?  
That looks to be the case.

or is it set up so a student can be completed before moving to the next?

We have some large schools that need to be shared among several markers.

Thanks and regards

[REDACTED]

[REDACTED]

--  
[REDACTED]

[REDACTED]

**From:** [REDACTED]  
**To:** Kevin Hoar; [REDACTED]  
**Subject:** Tomorrow  
**Date:** Friday, 14 June 2024 10:41:55 AM  
**Attachments:** [32406A-ass-2024\\_final\\_marking\\_scheme\\_pre\\_seniors.docx](#)  
[Marking Allocations by School.docx](#)  
[Marking weekend.pptx](#)

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Warning 0x80010053, Encrypted content could not be scanned

Documents containing potential threats:

- Encrypted: 32406A-ass-2024\_final\_marking\_scheme\_pre\_seniors.docx

see [REDACTED] for more information

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Kia ora Senior Markers

I hope all is well. Given the weather I am grateful we are meeting virtually tomorrow.

Here are a few things to check:

1. Have you logged on to AM and changed your password?
2. Please have a printed copy of the marking schedule (attached). Password is [REDACTED]
3. Check you can access this folder on Google Drive [REDACTED]  
I may need to enact permissions so you can.
4. I will use a PowerPoint (attached) to drive our agenda. It has links to the Google Drive documents.
5. School allocations (attached) shows which school/s each marker is allocated and the team you will check-mark.

I look forward to seeing you all at 9:00am tomorrow. There is a competition to find different spellings of Achieved again on AM.

See you all on <https://us02web.zoom.us/j/85623277052>

Nga mihi

[REDACTED]

[REDACTED]

[REDACTED]

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**Assessment Schedule – Term 2, 2024****Subject: Numeracy (32406)****Outcomes**

Outcome 1	Outcome 2	Outcome 3
Formulate mathematical and statistical approaches to solving problems in a range of meaningful situations.	Use mathematics and statistics to meet the numeracy demands of a range of meaningful situations.	Explain the reasonableness of mathematical and statistical responses to situations.

**Evidence**

Question 1	Answer / Judgement	Outcome		
		1	2	3
1a	Fifth arrow from the LHS / third arrow from the RHS.	✓		
1b	40 times heavier.		✓	
1c	12 (min) to 30 (max) hatched tuatara if supported by a reasonable calculation. Examples: 2 clutches x 6 eggs per clutch = 12 baby turtles 3 clutches x 10 eggs per clutch = 30 baby turtles (assumes first clutch laid in first year) 2 x 8 eggs per clutch = 16 baby turtles (using average eggs per clutch)		✓	
1d	200 (accept between 180 and 220)	✓		
1e	It is highly likely that young are included on the graph. Three of the 31 tuatara have body lengths that are less than 180 mm. The median of 220 mm and the central clustering suggests adults are mostly between 190mm and 260mm long. <i>Tiritiri Matangi is an island sanctuary without predators, so after 10 years from release on the island, eggs would have hatched and young born.</i>			✓
1f	D.		✓	



Question 2	Answer / Judgement	Outcome		
		1	2	3
2a	31 squares.	✓		
2b	Middle vertical axis (2) AND only horizontal axis (5). Both needed.	✓		
2c	<p>Disagree. The diagram on the left has the bottom of the nose two thirds down the face or one third up the face. The bottom of Richie's nose is <math>7\frac{1}{2}</math> out of twelve spaces down. Two thirds is eight twelfths so the bottom of the nose is too high. Student may use a similar argument for not one third up the face.</p> <p>Agree. There are 12 horizontal divisions. The bottom of the nose is about 4 spaces up from the chin. Since <math>4/12 = 1/3</math> that approximately matches the diagram. Student may use a similar argument for down the face.</p> <p><i>Other suitable answers considered if fractions are used to justify the position. For example, Disagree. The top of Richie's mouth should be one quarter up the face, but it is four twelfths up which is one third. That's why the bottom of the nose is too high.</i></p>			✓
2d	E.		✓	
2e	2,600		✓	
2f	6 hours. (Watch for 5 hours, as some students may forget that time is base 60).		✓	

Question 3	Answer / Judgement	Outcome		
		1	2	3
3a	352 g.	✓		
3b	<p><math>1.5 \times 3 = 4.5</math> L or 4,500 mL. <math>4,500 / 300 = 15</math> glasses (or <math>4.5 / 0.3 = 15</math> glasses).</p> <p>Accept also if student gives an answer of 5 glasses, inferring that all 3 bottle fill the same number of glasses.</p>		✓	
3c	<p>54 kg or 54 L. <math>75\% \times 8 = 6</math>kg. <math>50\% \times 120 = 60</math>kg. <math>60 - 6 = 54</math>kg or 54L (since 1 kg of water has a volume of 1 L). <i>Unit not required.</i></p> <p>Also accepted is "ten times more" since <math>10 \times 6 = 60</math>.</p> <p><b>Do we accept rounded answers like 53.5 kg?</b></p>		✓	
3d	<b>\$1.45</b> ( $\$35.96 \div 24.8$ ) Accept sensible rounding, e.g. \$1.50.	✓		
3e	<p>Students will need to use a common time period to compare the options (required).</p> <p>Over 2 days:</p> <ul style="list-style-type: none"> <li>Shower of 2 minutes gives <math>6 \times 2 \times 24 = 288</math> litres saving (2-minute shower uses 24 L)</li> <li>Washing machine every two days saves 60 litres over those 2 days</li> </ul> <p>In this scenario cutting shower time save 228 more litres of water over 2 days.</p> <p><i>Other reasonable responses are acceptable.</i></p>			✓
3f	Winter (JJA).	✓		

Question 4	Answer / Judgement	Outcome		
		1	2	3
4a	$85,000 - 45,000 = 40,000$ people. (Accept between 35,000 to 45,000)	✓		
4b	Agree – the numbers are trending upwards from 2023 and should return to pre-COVID levels of about 100,000. Disagree – removing the 2019 to 2022 numbers (due to issues), there is a relatively constant trend from 2014 to 2024. Cannot tell – an external factor, e.g., online / hardcopy advertisements, other unforeseen happenings may occur in 2025.			✓
4c	$6 \text{ adults} \times \$6.00 \times \text{two days} = \$72$ . $15\% \text{ of } \$72 = \$10.8$ . Online discounted total cost for 6 adults for two days is <b>\$61.20</b>	✓		
4d	<b>Second arrow</b> from the LHS. (5 out of 11 acts are from South Auckland. $5/11$ or $0.4545$ or $45\%$ ( $45.5\%$ ) accepted).		✓	
4e	<b>8 minutes longer</b> . Consider the first hour (9:00 – 10:00am). Tongan performances are <b>15 minutes</b> since $(60 - 3 \times 5) = 45$ minutes of performance. $45 \div 3 = 15$ minutes per performance. Samoan performances are <b>7 minutes</b> since $60 - (5 \times 5) = 35$ minutes of performance. $35 \div 5 = 7$ minutes per performance.	✓		
4f	<b>8 performers</b> .		✓	

Question 5	Answer / Judgement	Outcome		
		1	2	3
5a	$68 \times 106 = 7,208 \text{ m}^2$	✓		
5b	Josh and Caleb. (both needed in either order)		✓	
5c	$1,540 \text{ metres} / 14 \text{ minutes} = 110 \text{ m} / \text{min}$ . Ani's claim is correct as Michaela runs over $100 \text{ m} / \text{min}$ . The calculated value is close to the claim. Ani's claim is incorrect as Michaela ran on <b>average</b> $110 \text{ m} / \text{min}$ . There may be some minutes in which she ran more than others. We cannot know for certain that she ran over $100 \text{ m}$ in <b>every</b> minute of the game.			✓
5d	Accept in range $15 - 30^\circ$ .	✓		
5e	It won't matter what she chooses – she could choose H or T. This is because each coin toss is an independent event and there is no influence from previous events. Do <b>not</b> accept answers based on misconceptions, such as Sarah should choose heads since the last 3 tosses have been tails and the run won't continue.			✓
5f	Agree. New Zealand has been first or second in five of the eight world cups. $5/8 = 62.5\%$ which is greater than $60\%$ .			✓

## Marking Allocations by School

### Numeracy Term 2, 2024 Completions

School ID	Name	Student Numbers	Marker
2	Taipa Area School	84	
3	Kaitaia College	122	
4	Whangaroa College	42	
5	Kerikeri High School	121	
6	Broadwood Area School	35	
7	Okaihau College	78	
8	Bay of Islands College	155	
9	Northland College	71	
10	Te Kura Taumata o Panguru	6	
11	Opononi Area School	15	
12	Tauraroa Area School	10	
13	Kamo High School	183	
14	Tikipunga High School	91	
15	Whangarei Boys' HS	363	
16	Whangarei Girls' HS	302	
17	Pompallier Cath College	114	
18	Mangakahia Area School	15	
19	Dargaville High School	137	
20	Bream Bay College	100	
21	Otamatea High School	161	
22	Ruawai College	7	
23	Rodney College	83	
24	Mahurangi College	260	
25	Orewa College	138	
26	Kaipara College	48	
27	Long Bay College	513	
28	Rangitoto College	182	
29	Kristin School	203	
30	Glenfield College	195	
31	Birkenhead College	177	
32	Northcote College	278	
35	Carmel College	22	
36	Takapuna Grammar School	480	
37	Westlake Boys' High School	657	
38	Westlake Girls' High School	159	
39	Rosmini College	34	

40	Rutherford College	375
41	Macleans College	227
42	Green Bay High School	498
43	Massey High School	414
44	Waitakere College	246
45	Henderson High School	293
46	Liston School	148
47	St Dominic's Catholic Coll	39
48	Western Springs College]	223
49	Selwyn College	375
50	St Mary's College (Auck)	42
51	St Paul's College (Auck)	61
53	Auckland Girls' Grammar	247
54	Auckland Grammar School	71
57	Tamaki College	16
58	Tangaroa College	114
59	Sacred Heart Coll (Auck)	377
61	Baradene College of the SH	25
62	St Peter's College (Epsom)	50
63	Marcellin College	80
64	Epsom Girls' Grammar Sch	542
65	Glendowie College	24
66	Dilworth School	10
67	Diocesan School 4 Girls	185
68	St Cuthbert's College	195
69	Mt Albert Grammar School	867
70	Marist College	130
74	Mt Roskill Grammar School	240
75	Lynfield College	276
77	Bethlehem College (BOP)	263
78	Avondale College	218
79	Edgewater College	208
80	Pakuranga College	388
81	St Kentigern College	443
83	Kelston Boys' High School	162
84	Kelston Girls' College	137
85	One Tree Hill College	251
86	Onehunga High School	346
87	Howick College	626

88	Otahuhu College	168
89	King's College	292
90	McAuley High School	158
91	Mangere College	31
93	Auck 7 <sup>th</sup> -day Adventist High	60
94	De La Salle College	56
95	Papatoetoe High School	295
96	Aorere College	324
97	Sir Edmund Hillary Sen Coll	18
99	Manurewa High School	47
100	James Cook High School	58
102	Rosehill College	383
103	Pukekohe High School	225
104	Wesley College	47
105	Waiuku College	207
106	Tuakau College	245
108	Onewhero Area School	60
109	Coromandel Area School	32
110	Mercury Bay Area School	74
111	Thames High School	94
112	Hauraki Plains College	253
113	Paeroa College	121
114	Waihi College	106
115	Te Kauwhata College	94
116	Te Aroha College	56
117	Katikati College	145
118	Mount Maunganui College	474
119	Huntly College	17
120	Ōtūmoetai College	491
121	Tauranga Boys' College	475
122	Tauranga Girls' College	416
123	Te Puke High School	334
124	Matamata College	99
125	Raglan Area School	34
126	Morrinsville College	250
127	Ngaruawahia High School	39
129	Fairfield College	93
130	St Paul's Collegiate (Ham)	138
131	Hamilton Boys' High School	442
132	Hamilton Girls' High School	342
134	Flaxmere College (HB)	122
135	Fraser High School	323
136	St John's College (Hillcrest)	200

138	Hillcrest High School	366
139	Sacred Heart Girls' Coll (Ham)	67
140	Waikato Diocesan S4 Girls	187
141	St Peter's School (Cambridge)	45
142	Cambridge High School	478
143	Trident High School	122
144	Whakatane High School	310
145	Edgecumbe College	33
146	Te Awamutu College	423
148	Opotiki College	25
151	Western Heights High Sch	211
152	Rotorua Boys' High School	211
153	Rotorua Girls' High School	110
154	Rotorua Lakes High School	62
157	Ōtorohanga College	10
158	Tokoroa High School	69
159	Forest View High School	121
160	Te Kuiti High School	26
162	Piopio College	39
164	Reporoa College	54
166	Tauhara College	144
167	Taupō-Nui-A-Tia College	205
169	Taumarunui High School	42
170	Waitara High School	49
171	New Plymouth Boys' HS	416
172	New Plymouth Girls' HS	401
173	Spotswood College	330
174	Sacred Hearts Girls' Coll (NP)	37
175	Francis Douglas Mem Coll	90
177	Inglewood High School	59
179	Stratford High School	106
180	Taranaki Diocesan S4 Girls	17
181	Opunake High School	104
183	Ruapehu College	67
185	Patea Area School	36
187	Whanganui City College	40
188	Whanganui Girls' College	111
189	Whanganui High School	267
190	Cullinane College	72
191	Longburn Adventist College	73
192	Whanganui Collegiate Sch	93
195	Rangitikei College	54
197	Feilding High School	182

198	Awatapu College	77
200	Freyberg High School	91
201	Queen Elizabeth College	29
202	Palmerston Nth Boys' HS	462
203	Palmerston Nth Girls' HS	301
204	St Peter's College (PNorth)	78
205	Manawatū College	54
206	Ngata Memorial College	36
208	Lytton High School	108
209	Gisborne Boys' High School	278
210	Gisborne Girls' High School	78
211	Campion College	103
212	Tolaga Bay Area School	11
214	Wairoa College	69
215	Taradale High School	88
216	Napier Boys' High School	137
217	Napier Girls' High School	294
218	Tamatea High School	46
219	Sacred Heart College (Napier)	18
220	William Colenso College	25
221	Te Wharekura o Ruatoki	21
223	Havelock North High School	291
224	Iona College	60
225	Woodford House	71
227	Hastings Boys' High School	103
228	Hastings Girls' High School	218
229	Karamu High School	77
230	Lindisfarne College	73
232	Te Aute College	11
233	Central Hawkes Bay College	169
234	Dannevirke High School	34
235	Tararua College	35
236	Horowhenua College	81
237	Waiopahu College	137
240	Ōtaki College	120
241	Wairarapa College	131
242	Solway College	46
243	Makoura College	6
244	Chanel College	29
245	Rathkeale College	79
246	St Matthew's Collegiate (Mstn)	59
247	Kapiti College	380
248	Paraparaumu College	89

249	Kuranui College	95
250	Upper Hutt College	230
251	Heretaunga College	227
252	St Pat's Coll (Silverstream)	204
253	Aotea College	240
254	Mana College	58
256	Bishop Viard College	85
257	Tawa College	83
258	Taita College	90
259	Naenae College	159
260	St Bernard's College	125
261	Hutt Valley High School	457
262	Sacred Heart Coll (Lower Hutt)	173
263	Chilton Saint James School	9
265	St Oran's College	76
268	Newlands College	103
269	Onslow College	300
272	Wellington Girls' College	235
273	Wellington High School	410
274	Wellington East Girls' College	172
276	St Pat's College (Kilbirnie)	165
277	Rongotai College	182
278	Queen Margaret College	98
280	Samuel Marsden Collegiate	2
281	Scots College	10
284	St Catherines College	35
286	St Mary's College (Wellington)	148
287	Queen Charlotte College	51
288	Marlborough Boys' College	249
289	Marlborough Girls' College	210
290	Collingwood Area School	10
291	Rai Valley Area School	8
292	Golden Bay High School	46
293	Nayland College	145
294	Nelson College	241
295	Nelson College for Girls	276
296	Waimea College	358
297	Tapawera Area School	11
298	Motueka High School	201
299	Murchison Area School	18



300	Karamea Area School	12
301	Buller High School	24
303	Greymouth High School	64
304	John Paul II High School	73
305	Westland High School	72
306	South Westland Area School	16
307	Kaikoura High School	62
308	Amuri Area School	42
309	Cheviot Area School	15
310	Oxford Area School	38
311	Hurunui College	26
312	Rangiora High School	431
314	Kaiapoi High School	275
315	St Bede's College	132
316	Papanui High School	475
317	Christchurch Adventist Sch	30
318	St Andrew's College (Chch)	245
319	Burnside High School	186
320	Mairehau High School	45
321	Shirley Boys' High School	160
324	Avonside Girls' High School	63
326	Villa Maria College	127
327	Christchurch Boys' HS	106
328	Christchurch Girls' HS	53
330	Christ's College	88
331	St Thomas of Canterbury Coll	157
333	St Margaret's College	128
334	Riccarton High School	178
335	Middleton Grange School	235
336	Hagley Community College	221
337	Te Aratai College	70
338	Hornby High School	219
339	Hillmorton High School	132
340	Cashmere High School	153
343	Marian College	24
346	Darfield High School	161
347	Lincoln High School	136
348	Mount Hutt College	88
349	Ellesmere College	59
350	Akaroa Area School	15
351	Ashburton College	84
353	Mackenzie College	35
354	Opihi College	55

357	Craighead Diocesan School	59
358	Roncalli College	131
359	Mountainview High School	21
360	Timaru Boys' High School	195
361	Timaru Girls' High School	125
362	Waimate High School	39
365	Waitaki Boys' High School	131
366	Waitaki Girls' High School	83
369	St Kevin's College (Oamaru)	74
370	Maniototo Area School	28
371	East Otago High School	36
372	Dunstan High School	100
373	Cromwell College	124
374	Wakatipu High School	322
375	Roxburgh Area School	4
376	Logan Park High School	212
377	Otago Boys' High School	53
378	Otago Girls' High School	104
380	St Hildas Collegiate	23
381	Kaikorai Valley College	75
382	Bayfield High School	122
383	Kings High School	148
384	Queens High School	101
386	Columba College	72
387	John McGlashan College	93
391	Blue Mountain College	42
392	Tokomairiro High School	56
393	South Otago High School	53
394	The Catlins Area School	6
395	Northern Southland College	40
397	St Peter's College (Gore)	45
399	Central Southland College	153
400	Fiordland College	52
401	Menzies College	50
402	Waiau Area School	4
404	Southland Boys' High Sch	61
405	Southland Girls' High Sch	225
408	Verdon College	183
409	Aparima College	32
418	Rangiora New Life School	21
419	Rudolf Steiner Sch (Chch)	27
421	Richmond View School	38
424	Michael Park School	19

428	Whangamatā Area School	60
429	Excellere College	17
432	KingsWay School	228
435	Hukarere Girls' College	35
439	Totara Coll of Accelerated Learnng	8
443	Hastings Christian School	42
451	Hamilton Christian School	135
452	Southern Cross Campus	14
471	Zayed College for Girls	35
472	OneSchool Global (NZ)	158
476	Tongariro School	17
478	Wainuiomata High School	123
482	Aquinas College	11
487	Mt Hobson Academy	108
491	Sancta Maria College	41
494	Putāruru College	75
495	Taieri College	259
498	Te Aho o Te Kura Pounamu	215
527	Twizel Area School	7
528	Ponatahi Christian School	13
530	Waiheke High School	74
531	Catholic Cathedral College	133
532	John Paul College (Rotorua)	174
533	Mt Aspiring College	215
536	Trinity Catholic College	134
546	Whitby Collegiate	52
548	Aurora College	97
549	Taihape Area School	37
551	Coastal Taranaki School	33
552	James Hargest College	277
553	Mission Heights Junior Col	43
563	Albany Senior High School	62
564	Ormiston Senior College	360
608	Ashburton Christian School	37
615	Rototuna Senior High Sch	135
630	Te Kura Māori o Nga Tapuwae	43
632	Tai Wananga	16
654	Rolleston College	434
658	Murupara Area School	11
661	Tarawera High School	37
683	Ao Tawhiti Unlimited Discovery	42

704	Haeata Community Campus	46
706	Te Pa o Rakaihautu	14
708	Rototuna Junior High School	230
739	Manukura	48
847	AGE School	6
854	Vanguard Military School	51
874	Pacific Advance Secondary	19
903	Ko Taku Reo – Deaf Edn NZ	1
949	St Ignatius of Loyola Cath Coll	8
958	Liger Leadership Academy	13
961	Te Paepae o Aotea	186
1138	Renew School	18
1139	Lake Taupō Christian School	8
1149	Sonrise Christian School	23
1156	Horizon School	22
1172	Cornerstone Christian Sch	56
1189	Wā Ora Montessori	20
1190	Elim Christian College	106
1210	Northern Health School	18
1748	TKKM o Huiarau	15
1798	Te Wharekura o Manaia	16
1865	Te Wharekura o Maniapoto	7
2085	ACG Parnell College	16
2384	Te Kura o Kokohuia	5
2445	TKKM o Ngati Kahungunu Ki Heretaunga	8
3113	Te Wharekura o Manurewa	19
3625	Māruawai College	88
3630	Elim Christian Coll (Mt Albert)	58
4158	Hutt International Boys' Sch	98
4227	TKKM o Kaikohe	3
4228	TKKM o Puau Te Moananui-a-Kiwa	18
6229	Mangaia School (CI)	19
6231	Nukutere College (CI)	46
6232	Tereora College (CI)	143
6233	Titikaveka College (CI)	19
6763	Whangaparaoa College	363
6929	Alfriston College	303
6930	Botany Downs Secondary Sch	85
6962	Te Wharekura o Mauao	39
6963	Papamoia College	345
6975	Garin College	147

6977	Hobsonville Point Sec School	3	
1630	Central Regional Health Sch	1	
1631	Southern Health School	23	

Senior Marking Teams

<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>

<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>

<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>



# Senior Marker Meeting – Numeracy Term 2, 2024

15-16 June



1. Share logistics, including:
  - Key dates
  - Check-marking of your team members, when and how often.
  - Feedback systems for on-going monitoring.
  - Your personal marking load.
  - Attendance at one of the marker training Zoom meetings.
  
2. Mark at least 50 scripts each, to:
  - Confirm the marking scheme, especially for Outcome 3 items.
  - Gather examples of Outcome 3 answers, that exemplify borderline judgments.
  - Schools 37 (Westlake Boys), 69 (Mt Albert Grammar), 87 (Howick College) as these have student numbers exceeding 580 (Standard marker load).
  
3. Carry out the Angoff procedure (Sunday morning) to estimate the cut-score. Note that in last two years we have slightly over-estimated the actual cut-score but been 'in the ballpark.'



## Key dates:

15-16 June Senior Markers

23 June Senior Markers (Pre-training Zooms)

24 June, 7:00-8:30pm Zoom for experienced markers

25 June, 7:00-8:30pm Zoom for new markers

26 June on, marking starts but not too fast

6-21 June, School Holidays (key marking time)

21 June, Final day for marking complete.

Check-marking of your team members, when and how often.

1. You have either 7 or 8 markers to monitor. The list of allocations is found [here](#).
2. You are allocated the equivalent of 40 scripts to check per marker. Some will need more support than others.
3. However, you must check the first 20 scripts each person marks and another 10 or more after that.
4. Set up a system that works for you to provide feedback to your team. That might be emails or a Google Doc to share judgements.
5. Be aware that disorganised requests from markers to “find item k for student x in school y” are time-wasting. Better for markers to screen grab the student work and add it to a Google Doc.
6. I check-mark your marking, so let me know when you have done about 30 scripts.

Your personal marking load.

- If you have 7 markers allocated your load is about 300 students.
- If you have 8 markers allocated your load is about 260 students.
- I have given us 'split schools' which we will mark a lot of this weekend. (Watch the numbers)
- [REDACTED] have the paper copies to deal with (730 of them).
- [REDACTED] has the 'ragtails' as his name is last alphabetically.

Attendance at one of the marker training Zoom meetings.

- You choose which meeting you want to go to.
- We will stay as a whole group.
- I will produce an 'examples' marking video to share.

Angoff Document is available on [here](#):

Working pairs this weekend:

[REDACTED] School 37 (411-657)]

[REDACTED] [School 37 (1-410)]

[REDACTED] [School 261 (1-160, 420 – 457)]

[REDACTED] [School 69 (301 – 867)]

[REDACTED] [School 87 (1-600)]

[REDACTED] [School 261 (161-340) ]



The marking scheme is found [here](#):

The password is [REDACTED]

As you find good examples of Outcome 3 responses, screengrab the response, and add it to [this document](#) along with your judgment and justification.

**From:** [REDACTED]  
**To:** [Kevin Hoar](#)  
**Subject:** Link to Google Drive for Markers and Spreadsheet update  
**Date:** Saturday, 15 June 2024 3:43:31 PM  
**Attachments:** [32406 Term 2 2024 Marker list with allocated numbers.xlsx](#)

---

Hi Kevin

The updated marker allocation document is on this drive:

[REDACTED]

I've attached the revised spreadsheet that includes Michelle W.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Name	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Actual Load	Modelled load	
Paper	200																		0	220	
Paper	230		1631	23		2384	5												258	260	
37 (1-180)	180		214	69															249	260	
37 (181-410)	230		658	11		1138	18	4228	18	6229	19								296	300	
37 (411-657)	247	261 (420 - 457)			37	6233	19												303	300	
Paper	100				261 (1-160)	160													260	260	
69 (1-300)	300																		300	260	
69 (301-600)	300																		300	300	
69 (600-867)	267	87 (600-626)		26															293	300	
87 (1-300)	300																		300	300	
87 (301-600)	300																		300	300	
261 (161-340)	180		119	17		219	18	528	13	632	16	205	54					298	300		
234	34		235	35		299	18	306	16	309	15	359	21	158	69	18	15	261 (341-420)	80	303	
88	168		85	251		90	158	4227	3										580	580	
122	416		139	67		249	95	1865	7										585	580	
131	442		130	138															580	580	
86	346		105	107		65	24	210	78	220	25								580	580	
75	276		93	106		166	144	164	54										580	580	
40	375		39	34		51	61	50	42	54	71								583	580	
29	203		38	159		23	83	26	48	47	39	401	50						582	580	
36	480		9	71		35	22	22	7										580	580	
27	513		4	42		11	15	66	10										580	580	
19	137		21	161		30	195	7	78	12	10								581	580	
25	138		31	177		14	91	46	148	61	25								579	580	
8	155		17	114		24	260	62	50										579	580	
2	84		3	122		5	121	53	247	243	6								580	580	
69	363		13	183		6	35												581	580	
16	302		28	182		20	100												584	580	
42	498		63	80		375	4												582	580	
41	227		48	223		57	16	58	114										580	580	
533	215		530	74		546	52	1189	20	608	37	551	33	198	77	174	37	206	36	581	580
32	278		67	185		94	56	93	60											579	580
43	414		70	130		125	34	280	2											580	580
64	542		109	32		10	6													580	580
44	246		45	293		127	39	402	4											582	580
49	375		68	195		157	10													580	580
59	377		84	137		97	18	99	47											579	580
80	388		99	113		110	74	527	7											582	580
102	383		83	162		91	31	394	6											582	580
95	295		104	106		115	94	141	45	169	42									582	580
126	250		144	310		148	25													585	580
77	263		96	324																587	580
89	292		250	230		224	60													582	580
81	443		117	145																588	580
103	225		112	253		104	47	116	56											581	580
74	240		79	208		307	62	304	73											583	580
118	474		124	99		212	11													584	580
120	491		129	93																584	580
121	475		175	90		180	17													582	580
138	366		228	218																584	580
132	342		167	205		145	33													580	580
123	334		118	111		216	137													582	580
78	218		135	323		162	39													580	580
142	478		179	106																584	580
171	415		208	108		177	59													583	580
172	401		197	182																583	580
146	423		259	159																582	580
151	211		152	211		153	110	170	49											581	580
189	267		203	301		232	11													579	580
173	330		288	249																579	580
273	410		260	125		218	46													581	580
202	462		159	121																583	580
209	278		227	103		298	201													582	580
269	300		272	235		281	10	284	35											580	580
247	380		240	120		236	81													581	580
223	291		225	71		289	210	291	8											580	580
252	204		253	240		372	100	371	36											580	580
217	294		233	169		200	91	201	29											583	580
136	200		140	187		160	26													413	580
251	227		237	137		245	79	248	89	242	46									578	580
296	358		305	72		333	128	310	24											582	580
312	431		303	64		369	74	482	11											580	580
241	131		274	172		162	173	278	98	263	9									583	580
134	122		143	122		111	94	211	103	204	78	246	59							578	580
316	475		308	42		310	38	221	21	847	6									582	580
552	277		536	134		553	43	563	62	1172	56	1139	8							580	580
654	434		739	48		548	97													579	580
564	360		3625	88		4158	98	3113	19	2085	16									581	580
6963	345		6930	85		6962	39	6231	46	404	61									576	580
432	228		451	135		399	153	395	40	418	21									577	580
314	275		315	132		324	63	330	88	343	24									582	580
318	245		319	186		317	30	320	45	381	75									581	580
276	165		277	182		286	148	256	85											580	580
192	93		190	72		191	173	195	54	215	88	268	103							583	580
295	276		231	160		311	26	265	76	362	39									577	580
246	161		347	136		340	153	339	132											582	580
338	219		348	88		337	70	331	157											579	580
382	122		383	148		384	101	386	72	387	93	391	42							578	580
374	322		377	53		378	104	380	23	424	19	428	60							581	580
405	225		408	183		409	32	491	41	494	75	300	12	297	11					579	580
181	104		183	67		185	36	187	40	335	235	392	56	421	38					576	580
6763	363		854	51		874	19	958	13	615	135									581	580
6929	303		1190	106		1210	18	1748	15	1798	16	661	37	351	84					579	580
336	221		358	131		353	35	354	55	357	59	349	59	350	15					575	580
360	195		452																		



**From:** [redacted]  
**To:** "Kevin Hoar"; [redacted]  
**Subject:** RE: Google Drive Marking  
**Date:** Monday, 24 June 2024 8:52:14 AM  
**Attachments:** [image002.png](#)  
[image003.png](#)

Ok. Thanks

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**From:** Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>  
**Sent:** Monday, June 24, 2024 8:50 AM  
**To:** ali-dave@xtra.co.nz; vince.wright.3.14 <vince.wright.3.14@gmail.com>  
**Subject:** Re: Google Drive Marking

Hi [redacted]

The three blank lines is deliberate.  
The ones above are from students who sat Numeracy in Week 1, while the ones below are students who sat Numeracy in Week 2.

They were segregated as we want to do some testing at NZQA to see if the Week 2 responses overall were better than the Week 1 responses.

Cheers.  
Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)



[redacted]  
@ [Kevin.hoar@nzqa.govt.nz](mailto:Kevin.hoar@nzqa.govt.nz)  
[www.nzqa.govt.nz](http://www.nzqa.govt.nz)  
125 The Terrace, PO Box 160, Wellington, 6140

*He rerekē tatou katoa – awhi i te oranga ki te katoa*

*We are all different – embrace life to the fullest*

---

**From:** [redacted]  
**Sent:** Sunday, 23 June 2024 15:22  
**To:** [redacted]; Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>  
**Subject:** RE: Google Drive Marking

Hi

Nothing in rows 248 – 250??

247	6228	171593098	32406	Yes	6228-171593098-32406.pdf	<a href="#">6228-171593098-32406.pdf</a>
248						
249						
250						
251	3	143850523	32406	No	0003-143850523-32406.pdf	<a href="#">0003-143850523-32406.pdf</a>

---

**From:** [redacted]  
**Sent:** Monday, June 17, 2024 12:15 PM  
**To:** [redacted] Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>  
**Subject:** Google Drive Marking

Hello [redacted]

Using the spreadsheet is the best way to allocate scripts on Sharepoint.

Please mark the following:

█ - Rows 6-205

█ - Rows 206 - 435

█ - 436 - 635

That will leave a few more than 100 to finish up at the end.

Regards

█

█

█

█

█

█

█

\*\*\*\*\*

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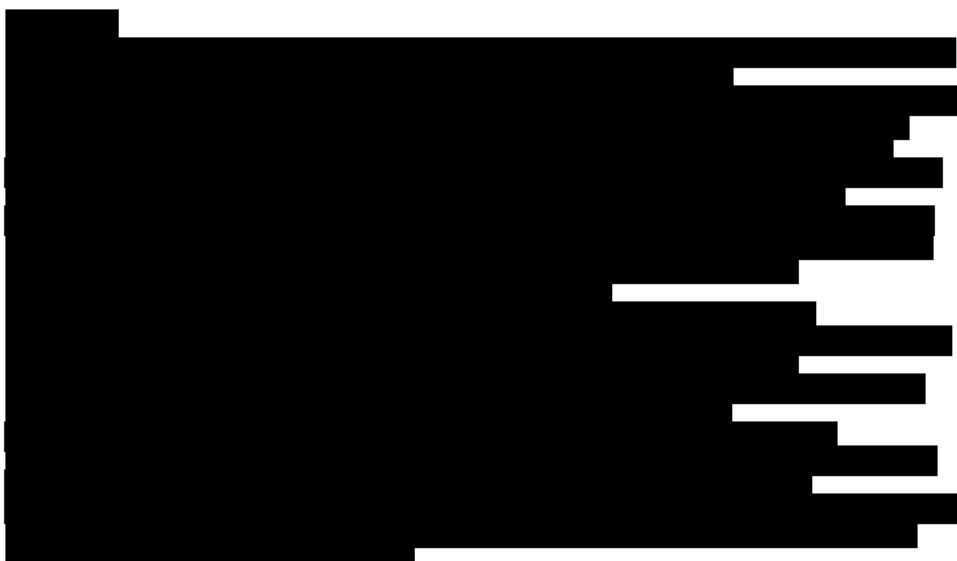
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**From:**  
**To:**



**Subject:** Details for Numeracy Marking  
**Date:** Thursday, 20 June 2024 11:35:06 AM  
**Attachments:** [Marking Allocations by School\\_170624.docx](#)  
[Step by step marking process June July 2024.docx](#)  
[32406A-ass-2024\\_final\\_marking\\_scheme\\_Final\\_200624.docx](#)

---

Warning 0x80010053, Encrypted content could not be scanned

Documents containing potential threats:

- Encrypted: 32406A-ass-2024\_final\_marking\_scheme\_Final\_200624.docx

see  for more information

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Kia ora Numeracy Markers

Marking time is approaching fast. This email provides important information for you and several documents that you will need. I am trying to limit the number of messages you get from me. Please save this email to a place you can easily retrieve it.

1. Reminder of Zoom details for Monday and Tuesday evenings. If you can't attend a session for some reason please attend the other session.

### **Experience Markers Zoom**

Time: Monday, June 24, 2024 19:00 (7:00 pm.) NZ time.

Join Zoom Meeting

<https://us02web.zoom.us/j/89362530290>

### **New Markers Zoom**

Time: Tuesday, June 25, 2024 19:00 (7:00 pm.) NZ time.

Join on this link:

<https://us02web.zoom.us/j/81889313537>

2. In the next few days you will get an email from your Senior Marker introducing themselves and providing you with login details to Assessment Master. It is important that you set up your password prior to the Zoom meeting. It is an easy process.

3. Attached is a document called "Marker Allocation by School" dated 19 June. Use the Find function on Word and type in your Christian Name and first letter of your surname, e.g., Vince W. That will identify the schools allocated to you for marking. Your load should be around 580 students.

4. When you first log on to Assessment Master you will **not** see the schools allocated to you. You will need to 'Pool' your schools. That means making them visible for marking. Attached is a document called "Step by Step Marking Process" that discusses how to access Assessment Master, Pool schools, and mark scripts. As soon as you log on, please pool your schools for marking.

5. The marking schedule is also attached. You will need to use the password [REDACTED] to open it. It is confidential to members of the marking team until MOE releases it. Please do not share the marking schedule with anyone else. There are two parts to the schedule:

- A table with answers and decision guidelines.
- Exemplars explaining why Achieved or Non-Achieved was awarded for specific responses. The aim of this section is to get consistency around open items, mostly related to Outcome 3.

You will need a printed copy of the marking schedule for the Zoom meeting on Monday or Tuesday.

6. Normally we do not provide a paper copy of the exam to markers as it is restricted by copyright law. If you are at a school, your assessment coordinator may be able to provide a copy to you. Once you log on the Assessment Master you can see all the items anyway.

Finally, please curb your enthusiasm and **don't do any marking until after the Zoom meeting**. Your senior marker will establish a system for you to share queries with them. It is important that reliability is set in your early marking.

I am looking forward to seeing you all on Monday or Tuesday evening.

Nga mihi

[REDACTED]

[REDACTED]

[REDACTED]

Actual load Modelled load

Name

Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Sch No	n	Actual load	Modelled load	
Paper	200																			0	200	
Paper	230	1631	23	2354	5	49	60													200	220	
37 [1-180]	180	214	69			8	155	49	60											318	260	
37 [181-410]	230	658	11	1138	18	4228	18	6229	19	49	60									464	260	
37 [411-637]	247	261 (420 - 457)	37	6233	19															356	300	
Paper	200			261 [1-70]	70															303	300	
69 [1-300]	300	49	60																	270	260	
69 [301-600]	300																			360	260	
69 [600-867]	267	87 (600-626)	26																	300	300	
87 [1-300]	300																			293	300	
87 [301-600]	300																			300	300	
261 [161-340]	180	119	17	219	18	528	13	632	16	205	54	24	260	49	60				300	300		
234	34			299	18	306	16	309	15	359	21	62 [14-50]	37	18	13	261 [341-420]	80		618	300		
88	168	85	251	90	158	4227	5													236	300	
122	416	139	67	249	95	1865	7													350	350	
131	442	130	138																	352	350	
86	346	105	207	65	24	210	78	220	23											350	350	
75	276	93	106	166	144	164	54													580	580	
40	375	39	34	51	61	50	42	54	71											583	580	
29	203	38	159	23	83	26	48	47	39	401	50									582	580	
36	480	9	71	35	22	22	7													580	580	
27	513	4	42	11	15	66	10													580	580	
19	137	21	161	30	195	7	78	12	10											581	580	
25	138	31	177	14	91	46	148	61	25	140 [125-1	63									642	580	
62	14																			14	580	
2	84	3	122	5	121	53	247	243	6	112	63									643	580	
69	368	13	183	6	35																581	580
16	302	18	182	20	100																584	580
42	498	63	80	375	4																582	580
41	227	48	223	57	16	58	114														580	580
533	215	530	74	546	52	1189	20	608	37	351	33	198	77	174	37	206	36			581	580	
32	278	67	185	94	56	93	60														579	580
43	414	70	130	125	34	280	2														580	580
64	542	109	32	10	6																580	580
44	246	45	293	127	39	402	4														582	580
49	20	68	195	157	10																225	580
59	377	84	137	97	18	99	47	167 [1-61	68												647	580
80	388	99	113	110	74	527	7														582	580
102	383	83	162	91	31	394	6	103	68												650	580
95	295	104	106	115	94	141	45	169	42												582	580
126	250	144	310	148	25	112	63														648	580
77	263	96	324																		587	580
89	292	250	230	224	60	112	63														645	580
81	443	117	145																		588	580
103 [1-20]	20																				20	580
74	240	79	208	307	62	304	73														583	580
118	474	124	99	212	11																584	580
120	491	129	93	167 [137-205]	69																633	580
121	475	175	90	180	17																582	580
138	366	228	218																		584	580
132	342			145	33																375	580
123	334	118	111	216	137																582	580
78	218	135	323	162	39																580	580
142	478	179	106	103	68																632	580
171	416	208	108	177	59																583	580
172	401	197	182																		583	580
146	423	259	159																		582	580
151	211	152	211	153	110	170	49														581	580
189	267	203	301	232	11																579	580
173	330	288	249																		579	580
273	410	260	125	218	46																581	580
202	462	159	121																		583	580
209	278	227	103	298	201																582	580
269	300	272	235	261	10	284	35														580	580
247	380	340	120	236	81																581	580
223	291	225	71	289	210	291	8														580	580
252	204	253	240	384	101	371	36														581	580
217	294	233	169	200	91	201	29														583	580
136	200			160	26	261 [71-160]	90	17	144												460	580
251	227	237	137	245	79	248	89	242	46												578	580
296	358	305	72	333	128	310	24	140 [1-61	62												644	580
312	431	303	64	369	74	482	11														580	580
241	131	274	172	162	173	278	98	263	9												583	580
134	122	143	122	111	94	211	103	204	78	246	59										578	580
316	475	308	42	310	38	221	21	847	6	294	241										823	580
352	277	536	134	553	43	563	62	1172	56	1139	8	140 [63-12	62								642	580
634	434	739	48	348	97																579	580
564	360	3625	88	4158	98	3113	19	2085	16												581	580
6963	345	6930	85	6962	39	6231	46	404	61												576	580
432	228	451	135	399	153	395	40	418	21												577	580
314	275	315	132	324	63	330	88	343	24	104	47	116	56								685	580
318	245	319	186	317	30	320	45	381	75												581	580
276	165	277	182	286	148	236	85														580	580
192	93	190	72	191	73	195	54	215	88	268	103	158	69	235	35						587	580
295	276	231	160	311	26	265	76	362	39												577	580
246	161	347	136	340	153	339	132	167 [69-1	68												650	580
338	219	348	88	337	70	331	157	397	45												579	580
382	122	383	148	372	100	386	72	387	93	391	42										577	580
374	322	377	53	378	104	380	23	424	19	428	60	103	69								650	580
405	225	408	183	409	32	491	41	494	75	300	12	297	11								579	580
181	104	183	67	185	36	1																

## STEP BY STEP MARKING PROCESS JUNE / JULY 2024.

### Set up

**Step 1.** Copy and paste the Assessment Master (AM) weblink <https://am.nzqa.sonet.com.au/marker> into your Chrome or Safari search engine. Save this into your favourites for future reference.

**Step 2.** Once AM opens, enter your username (to be provided in the email from Kevin Hoar) and your changed password (as instructed in the email from Kevin Hoar). Click enter. Wait for the AM rubber bands to wind up (it may take 10-20 seconds – please be patient).

**WARNING:** *You only get 3 shots at entering the username and password before it 'locks you out'* Click out of AM after the second go, click back in and try again. If you have no luck, you will need to contact NZQA on 0800 697 296 (weekdays only) and ask for Assessment Master access for Numeracy marking.

A list of allocated schools (between one and 12) that you will be marking will appear. The list is in numeric order by school number (4-digit MoE code), e.g., 0005 / 0238 / 1147.

**Step 3.** Click on “Scoring” for one of the listed schools. No candidate work will show at this point. This is deliberate.

Before you can see candidate work for the school, you will need to ‘pool’ them. That means adding the school’s data to the marking ‘pool’. No marking can occur until you ‘pool’ each of your allocated schools.

Go through the list of schools and ‘pool’ each one. Once that is done go back to “Home”.  
SEE THE POOLING INSTRUCTIONS AT THE END OF THIS DOCUMENT.

**Step 4.** To mark, click the **scoring** button of the school you will mark.



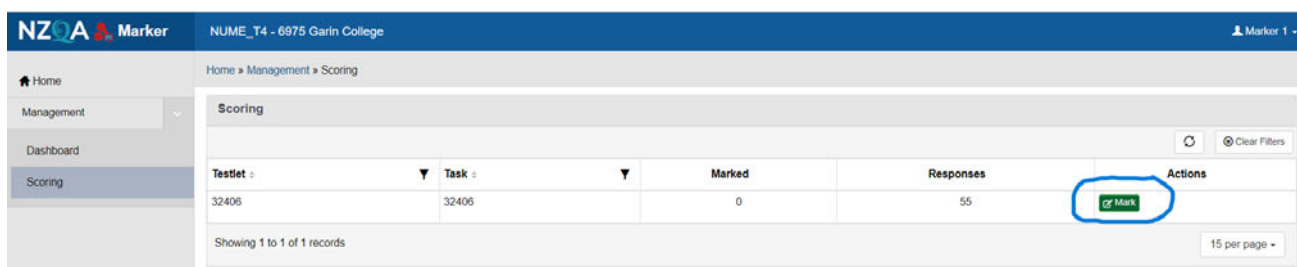
ID	Name	Action
22226	NUME_T2 - 0003 Kaitiaki College	Scoring

Showing 1 to 1 of 1 records

15 per page

**Step 5.** You will see a chart titled ‘scoring’.

Click on the **mark** button for one of the pooled schools.



Testlet	Task	Marked	Responses	Actions
32406	32406	0	55	Mark

Showing 1 to 1 of 1 records

15 per page

**YOU ARE NOW READY TO MARK!**

**NOTE:** You will mark ALL five questions (30 question items) for each candidate response *before* moving to the next candidate response.

## Marking

You will now be looking at candidate response 1 for that school.

Points to be aware of:

- The top right-hand corner shows the code number (e.g., 104211). This is the response code.
- To navigate to the question two for that candidate response, CLICK ON THE '2' button at the top left of the image below (see the orange arrow →).
- Repeat for Q3, Q4 and Q5.

There are five questions in the whole CAA. Each question has **six** question items. There is a total of 30 items. Each item gets either an achieved (passed) or not achieved (failed) judgement as outlined by the marking schedule created by the Panel Leader.

**Step 1.** To mark each question item, e.g., 1a / 2b / 5d, click on either the 'Not Achieved' or 'Achieved' button in the right-hand column. When you click on either button it will go dark grey in colour.

NB: It is the dark grey button, once clicked, that is picked up by the digital system.

You must click on either Not Achieved or Achieved for EACH and every question item. Do not leave any blank. If there is no answer for any question item, click on 'Not Achieved'.

Page: 1 2 3 4 5

NCEA Numeracy, Term 2 2024 Standard 32406

104211


**Page 1**

**QUESTION ONE: Tuatara**

New Zealand is home to the last surviving dinosaur – the tuatara.

Tuatara first lived about 225 million years ago.

The oldest rocks show New Zealand is at least 500 million years old.



A tuatara on a log

(a) On the timeline below, **which arrow** shows 225 million years ago?

1 2 3 4 5 6 7

Q1a Not Achieved Achieved

Q1b Not Achieved Achieved

Q1c Not Achieved Achieved

Q1d Not Achieved Achieved

Q1e Not Achieved Achieved

Q1f Not Achieved Achieved

Next

1 of 867


**Step 2.** Once you have marked all items in Question 1, click number '2' (page 2) at the top of the screen.

Do NOT click "Next" until you have marked ALL 5 questions for that candidate response.

(h) Is the following statement true?

The percentage of Year 13 students with part-time jobs is greater than the percentage of Year 11 students with part-time jobs.

Explain your answer using numbers from the graph.



Q2f Not Achieved Achieved

Q2g Not Achieved Achieved

Q2h Not Achieved Achieved

Previous Next

**Step 3.** Click **Next** to move to the next candidate response.

**Step 4.** Repeat Steps 1 and 2 until you have completed the marking for that school.

**Step 5.** To move to the next school, click on “back” (top RHS – it has a little white house showing).

**Step 6.** Then click on “Home” (top LHS). NB: This could take up to one minute or two to execute – please wait for this to happen (get a cup of tea or coffee). Do NOT keep clicking.

**Step 7.** Choose your next allocated school and repeat until all your allocated schools have been marked.

**Step 8.** Let your senior marker (check marker) know that you have finished your marking.

**NOTE:**

1. If a candidate has written a statement in an answer box that does not show all their answer (see example below):

Qn 4c

\$ \$25.50 per day for the whol

Place the cursor (arrow) between two words and double click. A blue vertical bar should show.

\$ \$25.50 per day for the whol

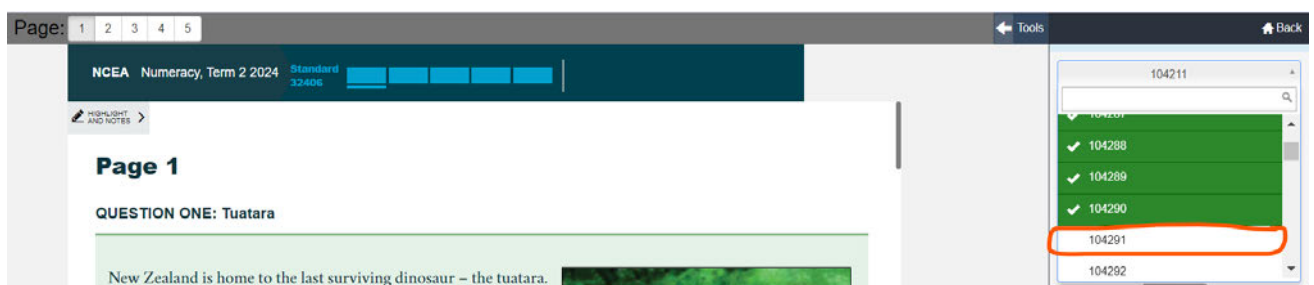
Use the > and < arrows on your keyboard to scroll along the rest of the answer.

2. *Please check that you actually DID ‘pool’ **all your schools** at the beginning of the marking process. In past years, some schools did not have their responses marked because they were not ‘pooled’ by the marker.  
Unfortunately, we cannot see if all schools have been pooled, unless the NAF checks all 400+ schools who have submitted their work. This would take about 4 days to do this check and he is NOT willing to do this!*

**[To return to a school to continue marking do this:](#)**

Login and find the school you were marking.

Click ‘Mark’ for the last candidate response you got up to. Then use the scroll down to find the next candidate response to be marked.





Green = marked and submitted.

Amber = started, but marking not complete.

White = not clicked on yet (still to be marked).

All bars will be green when all responses for that school have been marked.

## Pooling School Responses on Assessment Master

These instructions outline how you can 'pool' the responses for the schools that you are marking. All schools MUST be 'pooled' **before any marking is done!**

- STEP ONE** Log onto Assessment Master (AM) – see details in the 'Set up' section above.
- STEP TWO** Click on the green 'scoring' button (RHS of screen) for one of the schools you have been allocated.
- STEP THREE** Click 'Dashboard' (LHS of screen)
- STEP FOUR** Click 'Add to pool' (do **NOT** click on 'add to pool by task'). Click on the next 'Add to pool'. Wait for about 20 seconds. Check to see that "pooled responses" is an actual number and it states '100%'.
- STEP FIVE** To 'pool' the remaining schools, click on "Home" (LHS) and repeat Steps 2 to 4.

### NOTES:

1. The pooling process takes about 20 seconds for each school, so it should not take too long to pool all of your allocated schools. Larger cohort numbers take a little longer to pool.
2. Sometimes (if the AM system is on a 'go-slow') then it will take longer to pool each school. Please wait patiently for each screenshot to load – it can take up to a minute or two in some cases.  
Do not keep re-clicking.

\*\*\*\*\*

## Assessment Schedule – Term 2, 2024

### Subject: Numeracy (32406)

#### Outcomes

Outcome 1	Outcome 2	Outcome 3
Formulate mathematical and statistical approaches to solving problems in a range of meaningful situations.	Use mathematics and statistics to meet the numeracy demands of a range of meaningful situations.	Explain the reasonableness of mathematical and statistical responses to situations.

#### Evidence

Question 1	Answer / Judgement	Outcome		
		1	2	3
1a	Arrow 5	✓		
1b	40 times heavier.		✓	
1c	<p>12 (min) to 30 (max) hatched tuatara <b>and supported</b> by a reasonable calculation. The answer may be a single number, e.g., 25 tuatara, or a range (both values within accepted values), e.g., 15-25 tuatara.</p> <p>Examples (not exhaustive):</p> <ul style="list-style-type: none"> <li>a. 2 clutches x 6 eggs per clutch = 12 baby tuatara 3 clutches x 10 eggs per clutch = 30 baby tuatara (assumes first clutch laid in first year)</li> <li>b. 2 x 8 eggs per clutch = 16 baby tuatara (using average eggs per clutch)</li> <li>c. <math>6 \div 4 = 1.5</math> eggs per year, <math>1.5 \times 10 = 15</math> tuatara <math>10 \div 4 = 2.5</math> eggs per year, <math>2.5 \times 10 = 25</math> tuatara</li> </ul>		✓	
1d	200 (accept between 180 and 220)	✓		
1e	<p>Answer should note some lengths appear to belong to young tuatara based on the main clustering of lengths. The student should reference <b>at least one</b> length of the shorter tuatara from the graph in mm.</p> <p>Not essential for Achieved but evidence of strong reasoning: Students might add that the median of 220 mm and the central clustering suggests adults are mostly between 190mm and 260mm long.</p> <p>Not achieved: Reference to any length less than the median of 220mm indicating a young tuatara. Reference only to the number of 3 or 6 lower lengths, without at least one of the three measurements associated with those data points.</p>			✓
1f	D.		✓	

Question 2	Answer / Judgement	Outcome		
		1	2	3
2a	31 squares.	✓		
2b	Middle vertical axis (2) AND only horizontal axis (5). Both needed but no extras.	✓		
2c	<p>Position is taken (agree or disagree) or can be reasonably inferred from the answer. There should be reference to fractions and comparison of the two diagrams is clear or can be inferred.</p> <p>Disagree. The diagram on the left has the bottom of the nose two thirds down the face or one third up the face. The bottom of Richie's nose is <math>7\frac{1}{2}</math> out of twelve spaces down. Two thirds is eight twelfths so the bottom of the nose is too high. Student may use a similar argument for not one third up the face.</p> <p>Agree. There are 12 horizontal divisions. The bottom of the nose is about 4 spaces up from the chin. Since <math>4/12 = 1/3</math> that approximately matches the diagram. Student may use a similar argument for down the face.</p> <p><i>Other suitable answers considered if fractions are used to justify the position. For example, Disagree. The top of Richie's mouth should be one quarter up the face, but it is four twelfths up which is one third. That's why the bottom of the nose is too high.</i></p>			✓
2d	E.		✓	
2e	2,600		✓	
2f	6 hours. (Watch for 5 hours, as some students may forget that time is base 60).		✓	

Question 3	Answer / Judgement	Outcome		
		1	2	3
3a	352 g.	✓		
3b	<p><math>1.5 \times 3 = 4.5</math> L or 4,500 mL. <math>4,500 / 300 = 15</math> glasses (or <math>4.5 / 0.3 = 15</math> glasses).</p> <p>Accept also if student gives an answer of 5 glasses, inferring that all 3 bottle fill the same number of glasses.</p>		✓	
3c	<p>54 kg or 54 L. <math>75\% \times 8 = 6</math>kg. <math>50\% \times 120 = 60</math>kg. <math>60 - 6 = 54</math>kg or 54L (since 1 kg of water has a volume of 1 L). <i>Unit not required.</i></p> <p>Also accepted is "ten times more" since <math>10 \times 6 = 60</math>.</p>		✓	
3d	\$1.45 ( $\$35.96 \div 24.8$ )	✓		
3e	<p>Students must include information about the savings from reducing shower times, as this is the best option. They need not include a direct comparison with reducing washing. They should use a consistent time period, such as:</p> <p>Over 2 days:</p> <ul style="list-style-type: none"> <li>Shower of 2 minutes gives <math>6 \times 2 \times 24 = 288</math> litres saving (2-minute shower uses 24 L)</li> </ul> <p>Over 1 day:</p> <ul style="list-style-type: none"> <li>Shower of 2 minutes gives <math>6 \times 1 \times 24 = 144</math> litres saving per day</li> </ul> <p>Also accept a calculation based on the usual shower time being 8 minutes. In that case the saving is <math>6 \times 2 \times 72 = 864</math> L every 2 days or 432 L every day.</p> <p><i>Other reasonable responses are acceptable.</i></p> <p><b>Exception:</b> Some students may assume each person uses the washing machine each day. In that case, using the machine once every two days saves <math>6 \times 60 = 360</math>L every two days. Accept this scenario.</p>			✓
3f	Winter (JJA).	✓		

Question 4	Answer / Judgement	Outcome		
		1	2	3
4a	$85,000 - 45,000 = 40,000$ people. (Accept between 35,000 to 45,000)	✓		
4b	Accept answers based on a trend of rising attendance or an uncertainty argument based of unpredictable events. For example: Agree – the numbers are trending upwards 2023-2024 and should return to pre-COVID levels of about 100,000. Disagree – removing the 2019 to 2022 numbers (due to issues), there is a relatively constant trend from 2014 to 2018 of attendance mostly under 100,000. Cannot tell – an external factor, e.g., online / hardcopy advertisements, other unforeseen happenings may occur in 2025.			✓
4c	$6 \text{ adults} \times \$6.00 \times \text{two days} = \$72$ . $15\% \text{ of } \$72 = \$10.8$ . Online discounted total cost for 6 adults for two days is <b>\$61.20</b> (may be left as \$61.2) <b>Exceptions:</b> Accept $2 \times 6 \times 7 = \$84$ (Assumes flexi-passes) or $2 \times 6 \times 8.5 = \$102$ (assumes gate entry).	✓		
4d	<b>Arrow 2</b> 5 out of 11 acts are from South Auckland. $5/11$ or 0.4545 or 45% (45.5%)		✓	
4e	<b>8 minutes longer.</b> (Number only needed) Consider the first hour (9:00 – 10:00am). Tongan performances are <b>15 minutes</b> since $(60 - 3 \times 5) = 45$ minutes of performance. $45 \div 3 = 15$ minutes per performance. Samoan performances are <b>7 minutes</b> since $60 - (5 \times 5) = 35$ minutes of performance. $35 \div 5 = 7$ minutes per performance.	✓		
4f	<b>8 performers.</b> Accept also 9 performers if leader is also included.		✓	

Question 5	Answer / Judgement	Outcome		
		1	2	3
5a	$68 \times 106 = 7,208 \text{ m}^2$	✓		
5b	Josh and Caleb. (both needed in either order) Student may use measures 1.77m and 1.9m.		✓	
5c	Position must be taken and supported by measurement-based calculations. Ani's claim is correct as Michaela runs faster than 100 m / min. $540 \text{ metres} / 14 \text{ minutes} = 110 \text{ m} / \text{min}.$ Ani's claim is correct as $14 \times 100\text{m} = 1400\text{m}$ . Michaela ran 1540m so ran faster than 100m per minute. Ani's claim is incorrect as $540 \text{ metres} / 14 \text{ minutes} = 110 \text{ m} / \text{min}$ and that is much faster than 100 m/ min.			✓
5d	Accept in range 15 - 40 °.	✓		
5e	It won't matter what she chooses – she could choose H or T. She has a 50% chance of success with either choice. Student need not explain that each toss of independent of previous tosses. Do <b>not</b> accept answers based on misconceptions about non-independence, such as Sarah should choose heads since the last 3 tosses have been tails and the run won't continue.			✓
5f	Agree. New Zealand has been first or second in five of the eight world cups. $5/8 = 62.5\%$ which is greater than 60%. If 62.5% is stated, is it reasonable to assume 5/8 has been used, even if not stated. If student states $5/8 > 60\%$ assume conversion to percentage was done, in some way.			✓

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Exemplar Document for Outcome 3 Items

Numeracy CAA T2 2024

Item 1c Laying eggs

**Achieved**

- Accept answers in the range of 12-30 with at least one supporting calculation.
- Accept written word equivalents of calculations, accept partial calculations.
- Accept a single answer or a range within accepted tolerance, 12-30.
- Inclusion of hatching time not required for achieved. Students can assume hatching time overlaps periods of 4 years between laying.

**Not Achieved**

- Ranges with values outside of 12-30.
- No calculation.
- Lacking clarity around how numbers have been calculated. It should be easy to infer how the numbers relate to the context.

**Examples**

**High quality Achieved.**

You would expect to get around 16 Tuatara in 10 years. An example is if a female Tuatara laid 8 eggs every 4 years and they took 12 months to hatch. The Tuatara would lay 8 eggs after 4 years. The 8 eggs take 12 months to hatch. 4 years have passed and another 8 eggs are laid they take 12 months (1 year) to hatch. So to conclude you would expect approximately 16 Tuataras' from a single female in 10 years. 4 years ( years for Tuatara eggs to be laid) + 1 ( time it takes to hatch) + 4+1 = 10 years.

6-10 average is 8. 10 years divided by 4 = 2.5 but they lay eggs every 4 years so they will lay 16 eggs in 8 years and it will have just enough time to hatch before the 10 year mark making them have 16 tuataras alive

Both students clearly explain the assumptions they make in estimating the number of hatched tuatara. The assumptions are appropriate to the context and all calculations are sound.

**Achieved**

12-20 eggs is 8 years in total and there is 2 years left so half 6 and 10 will give 3-5.

15-25 eggs in 10 years.

The initial calculations are correct, but the student has incorrectly assumed that laying periods and egg counts can be halved, "half of 6 and 10 will give 3-5." Borderline achieved.

20 beacuse i just went in the middle of the number witch was 8 so 8 years is 16 and 2 years is 4

Achieved as answer is within tolerances, calculation is easily inferred, though incorrect assumption as above is present.

You would expect 20 eggs because because every year you would get 2 eggs until the 10th year there will be 20.

Achieved as it is inferred the student means two layings by the words "would get 2 eggs" at a rate of 10 eggs per laying.



**Not Achieved**

B I U ☰ ▾ ☰ ▾ ↶ ↷

10+10=20  
20+2=22

You would get 22 tuataras in 10 years

Unclear where  $20 + 2 = 22$  comes from despite the answer being within tolerance.

**Item 1e Young tuatara**

**Achieved:**

Answers must reference the length of **at least one** of the smaller tuatara, in relation to either the centre of the distribution (median) or the majority of the data. Must have at least one length measurement from the graph though missing mm measure is permitted.

Link to centre or main cluster may have to be inferred - e.g. describing the three smaller tuatara as 'outliers', or saying there are three tuatara who 'aren't as long', implies that student thinks those data points are away from the main cluster.

**Not achieved:**

- Implying that any length less than the median indicates a young tuatara.
- No numeric evidence.
- No link to centre or majority cluster (e.g. giving the values for the three smallest tuatara only).

**Examples**

**High Quality Achieved**

I think the graph suggest that there are some young Tutuara on the island, but I think majority are older Tuatara. This is because most of the measurements are further up on the graph meaning they are larger in size and are older. Whilst there are only a few dots at the lower end of the graph on the lower measurements, meaning there are some younger Tutaras on the island but not many. Out of the 31 Tuatara on the island 25 of them are larger than 200mm while 6 of they are less that 200mm. This is why I think there are some younger Tuataras still on the island but most of them are adults.

**Achieved**

No, there is not enough information to determine if it suggests young Tuatara's are now on the island. The smallest Tuatara is between 100-120mm in length, being a pretty big outlier. Though just because it is small does not mean it is young.

Student uses 'outlier' to describe the smallest tuatara, indicating attention to the main cluster and centre. They make good contextual links to conclude the short does not necessarily mean young.

**Achieved with just enough evidence**

(e) Does the graph suggest that there are now young tuatara on the island?  
Explain your answer using numbers from the graph. Type your answer in the box.

B I U ☰ ▾ ☰ ▾ ↶ ↷

Yes because there are some tuatara that aren't as long, for example there are tuatara that are about 115mm, 149mm and 174mm.

Student uses “aren’t as long” so it can be inferred that they reference the main cluster of lengths, and they provide length measurements from the graph.

Yes. Most of the tuatara are over 190 mm but there are a few below that length which i would assume are young tuatara.

Student uses “Most of the” so it can be inferred that they reference the main cluster of lengths, and they provide one length measurement from the graph.

**Not Achieved**

Yes, Tuataras who has body length of 115mm,150mm and 175mm might be young Tuataras.

Length measures are present but there is no evidence of attending to centre or the main cluster of lengths in making the judgement.

Yes, the graph suggests that there are now young tuatara on the island. The data is split into two equal parts by the median. That means that there is young tuatara because half the population of the tuatara caught is less than 220mm. Which is a length for a young tuatara. Whereas older tuatara tend to be longer in length than 220 mm.

The student incorrectly uses the median (measure of centre) as the dividing line between young and old tuatara.

(e) Does the graph suggest that there are now young tuatara on the island?

Explain your answer using numbers from the graph. Type your answer in the box.

B I U

I think that this graph suggests that there are more young tuatara on the graph. This is because the graoh is showing us that there are 3 tuatara lengths that are much smaller then the length of the other tuatara's which suggests there are younger tuatara's on the island.

Not achieved as there is no use of length measures. The student does appear to reference the main clustering by the phrase “much smaller.” If at least one length was present, Achieved would be awarded.



Item 2c Richie's nose

**Requirements:**

- Position taken (accept or reject).
- Use of fractions in some way.
- Inferred that student references both graphics.

**Achieved**

yes because the nose needs to be above 1/3 and it is the correct potion for Richie Macaw's cartoon drawing

Accepts the location. Student uses fraction, "above 1/3" and compares the two graphics.

Yes, it is in the right place. The bottom of the nose should be in the 1/3 mark, seen in the normal human face. And the lines match up on the cartoon of Richie.

Accepts location of nose. Student uses fraction, "above 1/3" and compares the two graphics.

the bottom of his nose should be 2/3 of his whole face, but it's a little bit less than that, so no it is not in the right place, if we are using the lines on richies faces, 8/12, and 9/12 line but its too high.

Student rejects. Student takes fraction measurements from the top, hence use of 2/3. Use the 12 bars in Richie's image to show the nose is higher than on the left graphic. Applies equivalence in doing so,  $2/3 = 8/12$ .

**Not Achieved**

(c) In the cartoon, is the bottom of Richie's nose in the right place?

Use fractions from both the diagram and the cartoon to explain your answer. Type your answer in the box.

B I U  $\frac{\square}{\square}$   $\frac{\square}{\square}$   $\frac{\square}{\square}$   $\frac{\square}{\square}$   $\frac{\square}{\square}$   $\frac{\square}{\square}$

Richies face is in the right spot with his nose being in the middle third and so as the ther correct face.but the gap between the mouth and the nose is very short.

Student's use of fraction is imprecise. "Middle third" is a range of possible locations.

No, the bottom of Richie's nose is not in the right place because in the diagram of the human face, the nose is just above the 1/2 fraction line of the image while in the cartoon the nose is more above the 1/2 fraction line. This suggests that the bottom of Richie's nose is not in the right place.

Student incorrectly reads the left-hand diagram, believing that the nose is located at the 1/2 mark.

no its moved up a bit. the human nose was from 1.8-2.8cm and the cartoons nose is from 2.2-3cm

The student measures off the screen using a ruler, assuming the lengths in both diagrams should be the same. Answer has no use of fraction.

Item 3e Saving water

Requirements

- Position taken, usually in favour of cutting shower time as best option.
- Correct assumptions and calculations with rates.
- Common unit of time for comparison is explicit or can be inferred. Note that students can be granted achieved if they only detail the shower option.

High Quality Achieved

Assuming that Tala's family take a shower everyday, that is 24 litres per person perday. This equates to  $24 \times 6 = 144$  litres per day. Meaning they will be saving  $48 \times 6 - 144 = 144$  litres per day. Where as if they only use a washing machine every 2 days, they would only save an average of 30 litres perday. This mean by cutting the daily shower time to 2 minutes, they would be saving the most water.

Student clarifies the assumptions that make and take a position (Showers save more). They use one day as a common time-period for comparison and correctly calculate the savings, controlling the rates as they go.

Achieved

estimating that all 6 people shower once a day and only have 4 minute showers then cutting down two 2 minutes would mean they would save 1008 leters of water every week so I think cutting the showers down would be a better bet than only turning on the washing machine once every two days.





Student selects showers as saving the most water. They use one week as the time unit and calculate the saving correctly. It can be inferred that they correctly compare that saving with reducing the use of the washing machine.

Cutting the daily shower time to two minutes, because there are six people in Tala's household. If 6 people are using the shower for four minutes each, it will use 288 litres of water. However, if they cut down to two minutes each, they will only be using 144 litres. This will save mean they are using half of what they were using before.

Student takes a position that cutting shower time is best. They correctly calculate the daily saving. Comparison to reducing washing is not explicitly stated.

Not Achieved

(e) Which of Tala's two ideas would save the most water? Explain your answer using information from the table.





B I U    

Running a washing machine saves water the most by 12 liters because I did  $48L$  divided-by  $2 = 24 \times 6$  people = 72 litres and I did the same thing with Having a shower in 8 minutes which was 72 litres. Running a washing machine for a day is 60 litres so that mean Running a washinh machine uses less liters by a margin of **12 litres**.

Answer = **Running the washing machine uses less water by 12 litres.**

Student argues for washing as the best option based on incorrect calculations, confusing amount of water used with savings.

(e) Which of Tala's two ideas would save the most water? Explain your answer using information from the table.

B I U    

Out of the 2 ideas tala has come up with the smartest idea would be to run the washing machine evry 2 days. Although you are saving 48L a day on cutting down the shower time, if you run the dishwashes once every 2 days you are saving 60L of water each day. Therefore if we use the information shown on the table it would be smartest to run the washing machine every 2 days.

Student argues for washing based on incorrect calculations. Saving 48L per day is based on reducing shower time for one person, not six. The use of time for comparison is not consistent, one day for shower time and 2 days for washing.

running a washing machine once every two days saves up more than having a daily shower time of two minutes. Having a shower for two minutes would use up 24 litres of water (48/2). If we do this daily, after three days the amount of water used would already be at 72 litres, whereas since we are using the washing machine once every two days, after three days, we have spent 60 litres, which saves more water than the shower.

Student takes a position in favour of the washing machine option. However, they make incorrect assumptions and calculations. The shower saving of 24 L per day is based on one person, not six, and using 3 days as the common time unit means the rate of 1 washing every two days is incorrectly applied.

**Exception:** Some students may assume each person uses the washing machine

each day. In that case, using the machine once every two days saves  $6 \times 60 = 360\text{L}$

every two days. Accept this scenario as shown in the example below

If they cut down to only two minutes per person shower it would drop from 288 litres to 144 litres. If they only use the washing machine every second day it will drop from 360 litres to 180 litres. Tala's idea of the washing machine will save the most amount of water.

#### Item 4b Polyfest numbers

##### Requirements

Answers must clearly state either agree or disagree (can be reasonably inferred) with information (years or estimated numbers) from the graph.

For Agree, student needs to

- state there is an increasing trend in the recent years with either year or number of attendees stated from the graph

For Disagree

- discuss pre-COVID was mainly sitting below 100 000 and while slight increasing trends since COVID no reason to expect it to rise above 100 000

For Uncertain, student needs to

- state an external factor

##### Achieved

I agree, because all the drops in numbers of people attending Polyfest were due large disruptions, such as COVID-19. After 2022, the amount of attendees started to rise again, with roughly 70,000 -73,000 people coming in 2023 and roughly 85,000 - 90,000 people attending in 2024. There is a high chance that at 100,000 people could attend Polyfest in 2025.

Student takes a position and uses correct information from the graph to explain that the trend is increasing from 2022.

i agree because the numbers were low during the pandemic and looking at the graph in 2024 it was around 80-90 thousand and it is at a constant rate line on the graph so next year will reach 100,000 people.

Student explains their agreement using correct numbers from the graph with reference to a constant rate of increase and acknowledgement that numbers were previously low due COVID.

(b) Do you agree or disagree with the organisers' comment? Explain your answer using information from the graph above. Type your answer in the box.

B I U ☰ ▼ ☰ ▼ ↶ ↷

I agree with it because in 2024 the number of people attending is increasingly going up. And throughout the years the numbers dropped because of it being cancelled, pandemic etc.. So in 2025 I do think it will hit around 100,000 throughout the four days of polyfest.

Students takes a position and explains that 2024 numbers are greater than 2023 and addresses the low numbers during COVID affected years.

Yes, I do agree. Even though the graph's numbers have been low recently, there are temporary reasons as to why. Before COVID, the festival had about 100,000 attendees per year. Since there isn't a reason for low attendance, I agree that in 2025 there will be around 100,000 attendees.

Student uses the pre-COVID numbers as an indication of long-term trend. They explain the low numbers are due to COVID and that this reason is no longer present.

(b) Do you agree or disagree with the organisers' comment? Explain your answer using information from the graph above. Type your answer in the box.

B I U ☰ ▼ ☰ ▼ ↶ ↷

Cannot tell, this is because the attendees might go down because of another pandemic or weather condition as seen in 2019 and 2020 because of covid the polyfest had been cancelled.

Student explains the uncertainty of a prediction due to unforeseen circumstances, as had occurred previously.

Not Achieved

I agree with the organisers comment because the poly fest attendents rate is rising and is near the number of 100000.

Student states a trend but makes no reference to years or attendee numbers from the graph.



Item 5c Michaela

**Required:**

- Accept Ani's claim.
- Use correct calculations to explain their position.

**Achieved**

I think that it is responsible but not exact she would run 110m every min

It is reasonable to infer the student calculates  $1540 \div 14 = 110$  and knows that translates to 110 metres per minute. They refer to Ani's claim as not being exact so accept the speed estimation as reasonable.

B I U

Ani's claim is resonable because if Michaela ran 100m each minute she would run 1400m but if she ran over 100m she would be close to Ani's estimate. Ani's claim is resonable.

yes  
because  $100 \times 14 = 1400$  and she ran 1540 metres

Both students take an agreement position. They calculate that at 100 metre per minute, Michaela runs 1400 metres in 14 minutes. It can be reasonably inferred that they know because Michaela ran further, she ran faster than 100m/min.

**Not Achieved**

No because if Michaela ran for 14 minutes at 100 metres a minute it would only equal 1400 metres. But Michaela ran 1540 metres instead so Ani is wrong.

No,if she ran 100 metres for every minute she played,the total would be about 1400 metres.

Both students incorrectly reject the claim. The first student confuses the  $14 \times 100 = 1400$  metres calculation to mean that Micheala ran slower than 100 metres per minute. The second student rejects Ani's claim as not exact, missing the meaning of "ran over."

this is incorrect, because  
distance=1540 meters  
time = 14 minutes  
 $1540/14=110$   
average=110 meter/min  
therefore, 100 is not the average.

While the calculations are correct, the student incorrectly rejects Ani's claim as not being 110 metres per minute. They do not correctly interpret "ran over" as meaning faster.

Item 5e Heads or tails?

Requirements

- Position stated, that might be either, heads or tails.
- Statement of theoretical probability, e.g., 50-50, half, 50%.

If heads or tails is chosen, there must be no suggestion that either outcome is more likely to occur than the other.

Must **not** have any decision based on previous results which shows misunderstanding of independence of a coin toss.

**Achieved**

There is no way to tell what way it will land so it doesn't matter what one she picks because its always going to be 50 50

I think either choice heads or tails is acceptable as they both have a 0.5% chance of each happening.

Position stated (either), and justified using equally likely outcomes. No sign of considering previous outcomes.

Sarah should choose heads. This is because each time the coin is tossed it is totally random. It is just lucky that it was landing tails 3 times in a row so changing your choice to tails is pointless.

Position stated (heads), and independence of each toss is acknowledged. Student explains that changing her preferred option will make no difference to Sarah's chances.

**Not Achieved.**

either choice is acceptable because a coin is unpredictable because is a 1/2 odds it lands on either , the last three have been tails so I think she should choose tails because tails is 3 of 3

Initial position stated (either), probability concept used is equally like outcomes. But the student's final position is based on previous results so fails to accept independence of each toss.

Sarah should go heads because it is not likely to be tails four times in a row

Students thinks that previous results affect the outcome of the fourth coin toss.

She should pick heads.  
The probability of tails coming up thrice is  $0.5 \times 0.5 \times 0.5$  (12.5%) and the chances of it being tails for a fourth time is 6.25% making the chances of the next flip being heads 93.75%

Justification is based on previous results, using the probability of getting four tails in a row. Student incorrectly uses the compliment of four tails in a row to calculate the probability of the next throw being heads.

It will always be a 50-50

No clear position stated.

### Item 5f World Cup finals

#### Requirements

- Accept the claim.
- Clearly state 5 out of 8 or  $5/8$ .
- Convert to percentage or reasonable inference they have done so.

#### High Quality Achieved

this statement is true, because  $5/8=0.625$   
 $0.625$  can be converted into  $62.5\%$  so therefore it is correct.

Student accepts the statement and uses calculations to show the exact percentage for 5 out of 8.

#### Achieved

This statement is true New Zealand has been in over 60% of the rugby 7s world cup finals being in 5 of the 8 from 1993 to 2022

Position of agree is correct. Student recognises that the correct fraction,  $\frac{5}{8}$ , is bigger than 60%.

Yes, as there have been 8 world cups (meaning 8 finals) and NZ has been in 5 finals.

Yes that is correct because 60% of 8 is 4.8 and they won 5 games not 4.8 games.

Position of agree is correct. Student recognises that if 60% of 8 is 4.8 then  $5/8$  must be greater than 60%.

#### Not achieved

Yes because they have made it to finals 5 times out of 8 games played.

yes beacause they have been 5 of the 8 world cup 7's finals

Correct position but no connection of 5 out of 8 as a percentage.

**From:** [Kevin Hoar](#)  
**To:** [REDACTED]  
**Subject:** Pooling and other important stuff markers need to know for next week.  
**Date:** Thursday, 20 June 2024 9:45:58 AM  
**Attachments:** [Outlook-efikwmqv.png](#)  
[Step by step marking process June July 2024.docx](#)

---

Hi [REDACTED]

Attached is the doc you can send out to the markers in prep for next week.

Cheers.

Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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*We are all different – embrace life to the fullest*



**From:** [REDACTED] z  
**To:** [REDACTED]  
**Cc:** "Kevin Hoar"  
**Subject:** RE: 32406 marking  
**Date:** Thursday, 20 June 2024 2:46:32 PM

---

Ok. Thanks

---

**From:** [REDACTED]  
**Sent:** Thursday, June 20, 2024 2:33 PM  
**To:** [REDACTED]  
**Cc:** Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>  
**Subject:** Re: 32406 marking

Hi [REDACTED]

We are waiting for [REDACTED] to set you up using your Google password.  
Sorry for the delay.

Regards

[REDACTED]

On Thu, Jun 20, 2024 at 1:28 PM [REDACTED] wrote:

Hi Kevin  
Any update on access to google drive?

[REDACTED]

--

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**From:** [Jordan Wall](#)  
**To:** [Lachlan Price](#)  
**Cc:** [Kevin Hoar](#); [Susan Henry](#); [Melissa Mead](#); [Katy Yung](#)  
**Subject:** Fwd: Exceptions Form  
**Date:** Friday, 21 June 2024 6:25:42 PM

---

Hey Lachlan, when you're back can you look into this. We can work to incorporate the form into the entire process if you'd like, so it can communicate with the Marker Dashboard/sheet.

I know this form was made before we changed the process so I think it may have been something we should have connected beforehand, but Melissa also shared in today's meeting that her markers commented on not having clarity on when the papers had been rescanned. If I can work with you to find a solution for this to automatically update a column it could cut down some manual work/comms for you :)

Talk more about it next week.

Get [Outlook for Android](#)

---

**From:** [REDACTED]  
**Sent:** Friday, June 21, 2024 6:18:17 PM  
**To:** Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>; Jordan Wall <Jordan.Wall@nzqa.govt.nz>  
**Subject:** Exceptions Form

Hi Kevin

Can you please get Jordan to take a look at the Exceptions form. It is unintelligible and doesn't seem to allow text where it should. It is also not clear what you do with it when you complete it.

Already have one script with only odd numbered pages.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**From:** [Kevin Hoar](#)  
**To:** [REDACTED]  
**Subject:** Re: AM  
**Date:** Friday, 21 June 2024 8:51:04 AM  
**Attachments:** [Outlook-p4igwdoa.png](#)

---

Thanks Vince.

I will check with them shortly.

Cheers.

Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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New Zealand Qualifications Authority



[REDACTED]  
[Kevin.hoar@nzqa.govt.nz](mailto:Kevin.hoar@nzqa.govt.nz)

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*We are all different – embrace life to the fullest*

---

**From:** [REDACTED]  
**Sent:** Friday, 21 June 2024 08:49  
**To:** Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>  
**Subject:** AM

Hi Kevin

I see this morning that I can now only access the 3 schools you put my name against in the marking allocation document.

I assume the systems people will give me access to the whole lot shortly, and give senior markers access to schools for their team.

It might pay to check.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

On Tue, 25 Jun 2024, 2:00 pm [Redacted] > wrote:

Kia ora markers

Thanks to several markers for suggesting changes to the exemplars that are on pages 5-14 of the Marking Schedule.

The attached version includes those suggestions.

To save paper you only need to replace pages 8, 10, 11, 13 and 14. The other pages remain as is.

Nga mihi

[Redacted]

--

[REDACTED]

**From:** [Kevin Hoar](#)  
**To:** [REDACTED]  
**Subject:** Re: Answers in Te Reo  
**Date:** Wednesday, 3 July 2024 1:55:14 PM  
**Attachments:** [Outlook-5uyppy2p.png](#)

---

Hi [REDACTED].

I have spoken to Sue Chalmers about what to do with candidate work that is in a different language.

The general response is that we will mark any response that is written/typed in English, te reo Māori, or in our realm country languages (Niuean and Tokelauan).

**All other languages will not be marked.** The marking team are *not* expected to translate any language into English. Again, this is a general comment - some exceptions may apply....

So, what do markers do if they come across responses written in a language other than English?

Firstly, if there are just a couple of words in a foreign language, and the language is te reo Māori, then use a computer translation app to translate the couple of words.

Secondly, if the couple of words are in a foreign language, and the language is Niuean or Tokelauan, then use a computer translation app to translate the couple of words. Contact NZQA if there is no translation app that can translate the couple of words.

Thirdly, if the couple of words are in a foreign language, and the language is something other than te reo Māori, Niuean or Tokelauan, then ignore the word(s) and mark the question item without those words. This may probably mean that the candidate gets a '0' for that question item. If there is enough information written (ignoring the foreign language) to get a '1', then give the candidate a '1'.

Fourthly, if the majority of the question item / assessment is in the language of te reo Māori, Niuean or Tokelauan, then complete an exception form and submit the exception form to NZQA **AND** email the Panel Leader (cc Kevin Hoar) with the school number and code (NSN if it is a paper on Google Drive). NZQA will organise to get the assessment translated. The marker will not need to be involved from that point.

Lastly, if the majority of the question item / assessment is in the language **other than** te reo Māori, Niuean or Tokelauan, give each question item containing the foreign language a score of '0'.

Please keep a tally of school numbers and codes (NSNs if they are papers on Google Drive) and forward that to the Panel Leader (cc Kevin Hoar) at the end of marking.

Please email ALL markers the five paragraphs indicated in purple above.

I think that covers everything regarding 'answers in a foreign language'.

Happy to hear your thoughts on all of this. Note - the emails to you (cc me) are more for statistical analysis. Also, they will make my job easier if I need to check them if a school contacts us after the fact.

Cheers.

Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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*We are all different – embrace life to the fullest*

---

**From:** [REDACTED]

**Sent:** Wednesday, 3 July 2024 11:39

**To:** Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>

**Subject:** Fwd: Answers in Te Reo

Hi Kevin

Can you give us a steer on answers in te Reo.

Thanks

[REDACTED]

----- Forwarded message -----

**From:** [REDACTED]

**Date:** Wed, Jul 3, 2024 at 11:38 AM

**Subject:** Re: Answers in Te Reo

**To:** [REDACTED]

Hi [REDACTED]

Since Maori is an official language it will need to be marked as such.

I'll just confirm if using Google Translate is an approved way to do that.

Regards

[Redacted]

On Wed, Jul 3, 2024 at 10:26 AM [Redacted] wrote:

Kia ora [Redacted]

One of my markers [Redacted] has come across a script (172079 from 0630 Te Kura Maori o Nga Tapuwae) which has it's written responses in Te Reo. Can you please let me know what we should do about this one?

Thanks!

[Redacted]

--

[Redacted]

[Redacted]

[Redacted]

[Redacted]



**From:** [Assessment Cycle Production Team](#)  
**To:** [REDACTED]  
**Cc:** [Kevin Hoar](#); [Jackie Ryan](#)  
**Subject:** FW: School Allocations  
**Date:** Thursday, 4 July 2024 3:58:13 PM  
**Attachments:** [image001.png](#)

---

Hi [REDACTED],

Have allocated as requested, do I need to remove the original Marker and CM from these schools also?

Ngā mihi

[Victoria Black](#)

Senior Logistics Expert

Assessment Cycle Production Team

[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)



**Mana Tohu Mātauranga o Aotearoa**  
New Zealand Qualifications Authority

---

**From:** Jackie Ryan <[Jackie.Ryan@nzqa.govt.nz](mailto:Jackie.Ryan@nzqa.govt.nz)>  
**Sent:** Thursday, July 4, 2024 3:01 PM  
**To:** Assessment Cycle Production Team <[acpt@nzqa.govt.nz](mailto:acpt@nzqa.govt.nz)>  
**Subject:** FW: School Allocations

Jackie

[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)  
125 The Terrace | PO Box 160 | Wellington 6140 | <http://www.nzqa.govt.nz>

---

**From:** [REDACTED]  
**Sent:** Thursday, July 4, 2024 2:21 PM  
**To:** Jackie Ryan <[Jackie.Ryan@nzqa.govt.nz](mailto:Jackie.Ryan@nzqa.govt.nz)>; Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>  
**Subject:** School Allocations

Hello Jackie

A marker withdrew due to ill-health, so we need to allocate some schools to other markers. The details are below:

School 24 (Mahurangi College) needs to be allocated to [REDACTED] and [REDACTED]  
[REDACTED]

School 62 (St Peters College) needs to be allocated to [REDACTED]

School 8 (Bay of Islands College) needs to be allocated to [REDACTED].

School 17 (Pompallier) needs to be allocated to [REDACTED]

Thanks for your help

Regards

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED] [REDACTED]

**From:** [Kevin Hoar](#)

**To:**



**Subject:** Re: Assessment Marker Outage  
**Date:** Thursday, 4 July 2024 3:03:49 PM  
**Attachments:** [Outlook-arxanpt5.png](#)

---

Hello Numeracy Marking Team.

Thank you so much for all the work you have done so far.

We just received an email about 5 minutes ago saying that the AM outage is now delayed by two hours! See the comment in italics below:

*An outage to allow for Datafix changes to Assessment Master has been DELAYED originally to occur today, Thursday July 4 from 4pm to 7pm. It will now occur today from 6pm to 9pm.*

I apologise for this change so late in the process and I apologise if you intended to mark this evening after 7 pm.

I understand the frustration that may arise from this message.  
Hopefully all will be up and running for tomorrow!

Kind regards.

Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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[Redacted]

**Subject:** Assessment Marker Outage

Kia ora markers

It's fantastic to hear of your progress in marking the Term 2 CAA.  
This message is just to let you know that Assessment Master will be unavailable between 4 and 7 pm today (Thursday 4 July).

Thanks for your understanding.

Regards

[Redacted]

**From:** [REDACTED]  
**To:** [Kevin Hoar](#)  
**Subject:** Issues with Google Drive scripts  
**Date:** Tuesday, 9 July 2024 10:21:35 AM

---

Hi Kevin

We are almost done with the Google Drive scripts. [REDACTED] and I have cleaned up most of them now and [REDACTED] has a few to finish.

All of school 339 scripts were scanned upside down. You might like to contact them about the issue as there were a lot from that school to mark.

Below are issues related to scripts we cannot currently mark.

Row (Spreadsheet)	Student	Issue
498	143455551	Only odd numbered pages showing
501	168899051	Missing pages 11 on
535	171613392	Marking not showing as complete even when submitted
665	143771543	No even pages
669	145458223	Writing cannot be read in places
674	169538320	Writing cannot be read in places
700	171562106	PDF missing - I accidentally deleted it

I know [REDACTED] has given you a couple of others.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From:  
To:

[Redacted]

Subject: Re: Update  
Date: Friday, 12 July 2024 9:07:07 AM

---

Kia ora Markers

Thank you to all of you who volunteered to do extra marking. It was much appreciated. I have allocated the extra marking on a 'first in first served' basis and I will be in touch if more is available.

All the best

[Redacted]

On Thu, Jul 11, 2024 at 3:01 PM [Redacted] wrote:  
Kia ora Markers

I thought it was time for a quick update regarding progress on Numeracy marking. At this stage we look on track for completion of marking by Sunday 21 July. **There is a small amount of extra marking available for early finishers.** Please let me know if you have capacity to mark an extra 100 or so papers.

There have been a very small number of answers provided by students in languages other than English, e.g. Te reo, Chinese. Here is what to do in those circumstances:

1. If you feel confident in interpreting the answers then do so. You might use Google Translate if there are only a few words in the other language. We are only officially obliged to translate Te reo, Niuean, Cook Island Māori and Tokelauan.
2. If you are not confident about being fair to the student, please let me know the School and Student NSN and I will complete an "exceptions" form.

The process for claiming remuneration will be open from Monday 22 July. Kevin will put out a guide before then as there are some allowances you are entitled to. The number of scripts claimed for should align with the marking allocation document, unless you have marked extra scripts.

All the best for the remainder of marking.  
Thank you for all your hard work.

Regards

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]



**From:** [Kevin Hoar](#)  
**To:** [REDACTED]  
**Subject:** Re: Marker Survey  
**Date:** Monday, 15 July 2024 3:57:31 PM  
**Attachments:** [Outlook-voeqo1xl.png](#)  
[Outlook-cwxw02m3.png](#)  
[Outlook-dp2k31qt.png](#)

---

Cool - no problems.

As long as we get the info.

Cheers.

Kevin

**Kevin Hoar** | National Assessment Facilitator  
External Assessment Team  
Assessment Division | Wāhanga Aromatawai  
**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**



[REDACTED]  
[Kevin.hoar@nzqa.govt.nz](mailto:Kevin.hoar@nzqa.govt.nz)  
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*We are all different – embrace life to the fullest*

---

**From:** [REDACTED]  
**Sent:** Monday, 15 July 2024 15:52  
**To:** Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>  
**Subject:** Re: Marker Survey

Hi Kevin

We might do that in a different way. I created a spreadsheet last time and markers just checked if they wanted to mark again.  
That worked pretty well.  
I also have a short list of previous markers who want to return for Round 2. That includes Helen Smythe who has been a check marker. She was overseas this round.

Regards

[REDACTED]

On Mon, Jul 15, 2024 at 3:45 PM Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)> wrote:

Thanks [REDACTED]

The only extra question I would add is 'Would you like to mark Numeracy for the second assessment round in October?'

This question could be the second to last question.

Cheers.

Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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---

**From:** [REDACTED]

**Sent:** Monday, 15 July 2024 15:30

**To:** Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>

**Subject:** Re: Marker Survey

Hi Kevin

This link should still work.

<https://docs.google.com/forms/d/1Zeiiy5UpusZU6TuE5AVv0x-IR1MOE1LndvOKes08FyQ/edit>

Cheers

On Mon, Jul 15, 2024 at 2:39 PM Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)> wrote:

Hi [REDACTED]

Do you have a copy of last year's survey? I can't remember what was asked.

Nothing comes to mind from my end (but that could just be me - with a very blank mind!!!)

I sure I will think of something....

Cheers.

Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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---

**From:** [REDACTED]  
**Sent:** Monday, 15 July 2024 14:24  
**To:** Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>  
**Subject:** Marker Survey

Hello Kevin

I intend to survey the markers again this round.  
Is there anything you would like me to ask them?

I will develop the form this week to share with them.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

\*\*\*\*\*

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\*\*\*\*\*

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**From:** [MaryJane Parker](#)  
**To:** [Kevin Hoar](#)  
**Subject:** RE: Survey and availability for Numeracy next term  
**Date:** Tuesday, 30 July 2024 1:55:25 PM  
**Attachments:** [image001.png](#)

---

Thanks.

Mary Jane

---

**From:** Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>  
**Sent:** Tuesday, July 30, 2024 1:52 PM  
**To:** MaryJane Parker <MaryJane.Parker@nzqa.govt.nz>  
**Subject:** Fw: Survey and availability for Numeracy next term

Hi MaryJane.

This is an email from [REDACTED] to the whole Numeracy team. It has the email addresses.  
Can you use this?

Cheers.  
Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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[REDACTED]



[Kevin.hoar@nzqa.govt.nz](mailto:Kevin.hoar@nzqa.govt.nz)



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---

**From:** [REDACTED]

Sent: Thursday, 18 July 2024 10:34

To:

[Redacted]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

**Subject:** Re: Survey and availability for Numeracy next term

Kia ora again

Hopefully I have fixed the access problems to the spreadsheet now.

Regards

[REDACTED]

On Thu, Jul 18, 2024 at 9:36 AM Vince Wright <[vince.wright.3.14@gmail.com](mailto:vince.wright.3.14@gmail.com)> wrote:

Kia ora Markers

Our Herculean task of marking 66,000 papers is almost done. As usual you have been a wonderful team to work with.

I am looking forward to analysing the data next week to see how the students performed. It is very hard to get an overall picture from marking individual schools.

I have two short tasks for you to complete your work.

1. Please complete the marker survey which is available on this link: [REDACTED]

[REDACTED]

We value your views on the marking process and the Numeracy Standard. Your comments are collated and reported in the Lead Marker's report to the Ministry of Education.

2. Indicate your availability for marking the Term 3 CAA, 2024, using this shared document: [\[REDACTED\]](#)

[REDACTED]

Select the appropriate response from the menu opposite your name and, only if necessary, add a comment.

Your contract for marking extends to the Term 3 CAA so this is the only notice you need to give us. Be aware that the marking period is during the next school holiday break (28 Sept-13 Oct).

Once again, thanks for your hard work and commitment.

Nga mihi

[REDACTED]

--

[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED] [REDACTED]

|

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[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED] [REDACTED]



**From:** [REDACTED]  
**To:** [Kevin Hoar](#)  
**Subject:** Allocation Spreadsheets  
**Date:** Wednesday, 24 July 2024 10:00:44 AM  
**Attachments:** [32406 Term 2 2024 Marker list with allocated numbers 24072024.xlsx](#)

---

Hi Kevin

Can you please update your allocation spreadsheet as attached.  
The reallocation of [REDACTED] has changed things a bit.

Thanks

[REDACTED]

[REDACTED]

**From:** [REDACTED]  
**To:** [Kevin Hoar](#)  
**Subject:** Marker Report  
**Date:** Thursday, 25 July 2024 11:40:52 AM  
**Attachments:** [Lead Marker Report on Numeracy Pilot Term 2 2024.docx](#)

---

Hi Kevin

I am not sure when this report is due but here it is.

Can you please give me dates for the writing weekend?

Thanks

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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## 2023 Term 2 NCEA Assessment Report



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### Standard number: US 32406: Use mathematics and statistics to meet the numeracy demands of a range of situations.

---

Candidates who were awarded **Achievement** commonly:

Met all outcomes of the standard to the required level. This included:

- Formulating mathematical and statistical approaches to solve problems in a range of everyday situations. (Outcome 1).
- Using mathematical and statistical procedures accurately to meet the numeracy demands of a range of situations (Outcome 2).
- Explaining mathematical and statistical responses to situations (Outcome 3).

Candidates whose work was assessed as **Not Achieved** commonly:

- did not meet the minimum requirement for a total from all 30 items, AND
- did not meet the minimum requirements of **all three** Outcomes above.

## Standard specific comments

### Outcome 1

The requirement of this outcome, as stated in the standard, is to formulate mathematical and statistical approaches that meet the demands of a given situation. This includes:

- making sense of the mathematical and statistical demands.
- selecting an appropriate operation, representation, variable and/or method to solve the problem.

### Marker comments (specific)

Students who met this outcome were able to:

- Locate the position of 225 million years ago on a timeline.
- Read a line graph to determine the number of tuatara present, for a given year.
- Extend a visual growth pattern (1, 3, 7, 15, ...) to find the total number of squares in the next term.
- Locate all the lines of reflection symmetry for a headband design.
- Apply the mass of one litre of water to find the mass of an empty water container.
- Given the total cost and amount used, find the unit rate charge.
- Establish which season had the highest rainfall, from a time series graph.

- Read a line graph to determine the difference in attendance at Polyfest, for two given years.
- Use a timetable to compare the duration of two different types of performance.

Students who did not meet this outcome:

- selected mathematical and statistical approaches that did not meet the demands of the situation.

## Outcome 2

The requirement of this outcome, as stated in the standard, is to use mathematical and statistical procedures accurately in the situations. In general, the procedures required are achieved at the end of Level Four or beginning of Level Five of the New Zealand Curriculum. Note that students have access to a calculator, as an assessment condition. Therefore, greater importance is attached to choosing a correct calculation than to the specific method a student uses.

### Markers comments (specific):

Students who met this outcome were able to:

- Given the mass of a tuatara and a wētā, calculate how many times heavier the tuatara is than the wētā.
- Model how many tuatara will be born in 10 years, given the frequency of egg laying and the number of eggs per clutch.
- Interpret the scale on a map to find the location of Stephen's Island.
- Select the top view that matches pictures of a sculpture.
- Calculate how many amounts of \$1000 are in \$2,600,000.
- Interpret a time in hours and minutes and round it to the nearest hour.
- Calculate the number of 250 mL glasses that can be filled from three 1.5 L bottles.
- Use percentages to compare the amount of water in an adult pig with the amount in a piglet.
- Locate a probability of  $\frac{2}{5}$  on a scale from impossible to certain.
- Use two visual displays to work out how many performers needed to move to change one formation into another.
- Organise heights, expressed as decimals, in descending order.

Students who did not meet this outcome:

- misinterpreted the question.
- provided no answer.
- calculated or reasoned incorrectly.
- selected an incorrect procedure.

## Outcome 3

The requirement of this outcome, as stated in the standard, is to describe whether the method selected and/or calculation used is reasonable and meets the demands of the situation. In the assessment students were required to interpret the mathematics and statistics used by others, take a position in terms of the appropriateness of the response, and justify that position using evidence from the situation, and from their own experience.

## Markers comments (specific):

Students who met this outcome were able to:

- Explain whether, or not, a dot plot of lengths in mm provides evidence for the presence of young tuatara.
- Compare a cartoon of Richie McCaw with normal proportions of human faces, using fractions.
- Interpret a graphic about water usage to decide which measure saves the most water.
- Evaluate a claim about future numbers of attendees using evidence from a time series graph.
- Use rate (speed) to evaluate a claim about a Michaela Blyde's average speed during a game.
- Explain whether a captain should choose heads or tails for a future coin toss, given a record of three previous tosses.
- Use a data table to explain the correctness, or incorrectness, of a claim about the percentage of times NZ Sevens teams made Olympic finals.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not take a position (Usually any position is accepted if it is justified).
- left open response sections blank.
- restated the claim without justifying their position using the available information.

## Standard specific comments about candidates' performance

Over 55,000 students sat the Numeracy CAA in Term 2, 2024. That represents an increase of about 67% on the number from the Term 2 CAA in 2023. Given that the number of students in Year 10 is about 65,000 the group of students from Term 2, 2024, is representative of the population of New Zealand students.

In previous years students have tended to be stronger at calculating with whole numbers, than working with decimals, percentages, rates/ratios and fractions. Students attempting this CAA showed improved skills with solving percentage problems, comparing amounts multiplicatively, recognising the independence of probabilistic events, rounding time measures, and ordering decimals. Calculating a unit rate was well done by most students. Strength in reading time series graphs continued and working with capacity was stronger than with previous measurement related items. A simple modelling task with rates was well answered.

Interpreting rates for water saving from a diagram, identifying reflective symmetry, locating numbers on scales, and interpreting dot plots were areas of comparative weakness. Diagram literacy needs attention with a significant proportion of students. Another surprising result was that 60% of students had difficulty with identifying the number of thousands in 2,600,000. Place value with large whole numbers was an area of concern.

Outcome three required candidates to explain their position regarding a mathematical or statistical claim or method. With schools that entered students in the numeracy CAAs in previous years, markers felt that students exhibited improved capacity in taking a position and writing an evidenced-based argument. For schools with limited previous involvement, responses from students were variable. A significant proportion of students were ill-prepared to explain their mathematical and statistical thinking. Students will need continued support

about taking a mathematical or statistical position and use evidence to explain their position. The standard requires this aspect of critical numeracy.

**From:** [REDACTED]  
**To:** [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)  
**Subject:** Re: Check markers  
**Date:** Sunday, 28 July 2024 12:40:34 PM

---

Hi Kevin

Thanks for clarifying..

Regards

[REDACTED]

On Sun, 28 Jul 2024, 11:53 am Kevin Hoar, <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)> wrote:

Hi [REDACTED].

Yes, they can claim both. The first is for check marking the actual responses and the second is for talking/emailing the markers about the responses.

Cheers

Kevin

Get [Outlook for Android](#)

---

**From:** [REDACTED]  
**Sent:** Saturday, July 27, 2024 9:49:16 PM  
**To:** Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>  
**Subject:** Check markers

Hi Kevin

Just had a query about the Check Marker form.

Can they claim 40 scripts per marker in line and \$220 per marker in the last line?  
That looks like double counting.

Regards

[REDACTED]

[REDACTED]

\*\*\*\*\*

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\*\*\*\*\*

**From:** [Kevin Hoar](#)  
**To:** [REDACTED]  
**Subject:** Re: Trial of Outcome 3  
**Date:** Monday, 29 July 2024 9:23:51 AM  
**Attachments:** [Outlook-ozffdzxq.png](#)

---

Hi [REDACTED].

With respect to Alana's analysis of year levels - was I asking her to do this, or were you? Let me know. BTW - I'm in a meeting from 9.30 to 10.15 and 11.00 to 11.30 am today.

[REDACTED]

I will also see about transferring a copy of the 'unused' items across to the 2025 folder on the EAD Hub.

Cheers.

Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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[REDACTED]  
[Kevin.hoar@nzqa.govt.nz](mailto:Kevin.hoar@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

125 The Terrace, PO Box 160, Wellington, 6140

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*We are all different – embrace life to the fullest*

---

**From:** [REDACTED]  
**Sent:** Monday, 29 July 2024 08:37  
**To:** Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>  
**Subject:** Trial of Outcome 3

Hi Kevin

I hope you had a good weekend.

Given we are writing assessments for next year shortly we need to progress the trial of Outcome 3 items.

I am not sure when that is supposed to happen.

Can you please follow that up with Sue.

I will check the items that were not used this year to see which ones might be reincarnated. Some were rejected because they didn't balance the outcomes within the blueprint. Those are the ones we want.



I will be interested in what Alana finds in her analysis by year for the latest CAA. If 54% Year 10 is correct we might have some disturbing news about how the sector is responding to this assessment. Please hold my marker report until I've had a chance to review the data.

Regards

[Redacted]

[Redacted]

[Redacted]

[Redacted]

**From:** [REDACTED]  
**To:** [Kevin Hoar](#)  
**Subject:** FYI  
**Date:** Friday, 2 August 2024 3:45:08 PM  
**Attachments:** [Survey results from Markers of Term 2.docx](#)

---

Hi Kevin

Here is a collation of the main themes from marker feedback.  
Interesting perspectives.

Cheers

[REDACTED]

[REDACTED]

[REDACTED]

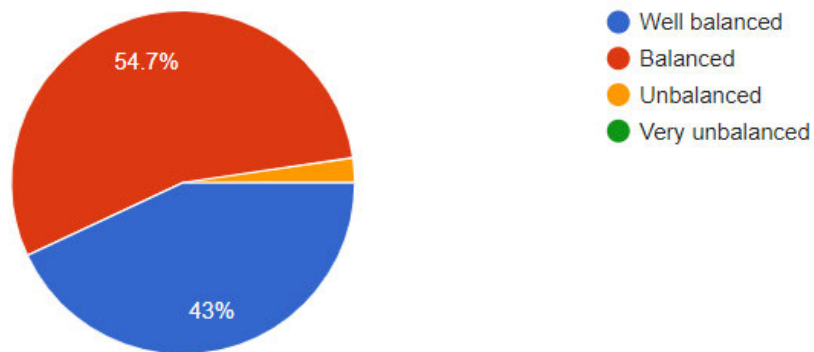
[REDACTED]

## Survey results from Markers of Term 2, 2024 CAA

86 of 89 markers responded. 3 withdrew due to [REDACTED]

In your opinion, was the CAA a balanced sampling of the content and outcomes of the Numeracy Standard?

86 responses



Contexts – Verbal responses

Quite variable experiences depending on the schools marked.

### **Generally supportive of contexts used.**

I thought the contexts were both realistic and relevant and catered for elements of our diverse communities.

Questions were appropriate and weren't too wordy, which makes it accessible for students to understand.

Overall, generally felt easy to understand and real-world

### **Hard to get contexts that were meaningful for all students. Example comments:**

Good variety. For my Cook Island school with the water saving question some commented that they have shower over bath and the shower water is saved to bath the younger children, so were confused.

I had a comment from a couple of students that they didn't know about sport so this question was unfair (final question in paper).

Not so sure the tuatara was engaging. Some students thought they were birds?! The other contexts were good.

Yes. Although some students didn't understand sevens, and there were difficulties interpreting aspects of the contexts such as with 1e and 3e.

### **Some contexts worked well:**

I thought Tuatara, and Poly fest were perfect examples, but I was surprised at the Rugby 7s. I found some students got sidetracked on this example either explaining their team preference for rugby or commenting on rugby teams performances. As this was the last question I wonder whether we should have a multi choice and put this explanation question further up the paper

**Some contexts were not so accessible:**

I feel Question 4 (Polyfest) had the most poor responses across this assessment activity. However, it is difficult to tell from an unrepresentative, non-random sample of student responses.

I think the Tuatara question confused many students. Especially the question of 'if there are young Tuatara on the island'.

Most seemed fine with them. The water savings questions was difficult for students to access.

I think the conexts were good. The tutara age/length question was not answered as well as I expected. I felt students struggled to explain the position of Ritchie's nose using fractions. Students also seemed to confuse water usage and water saved a lot.

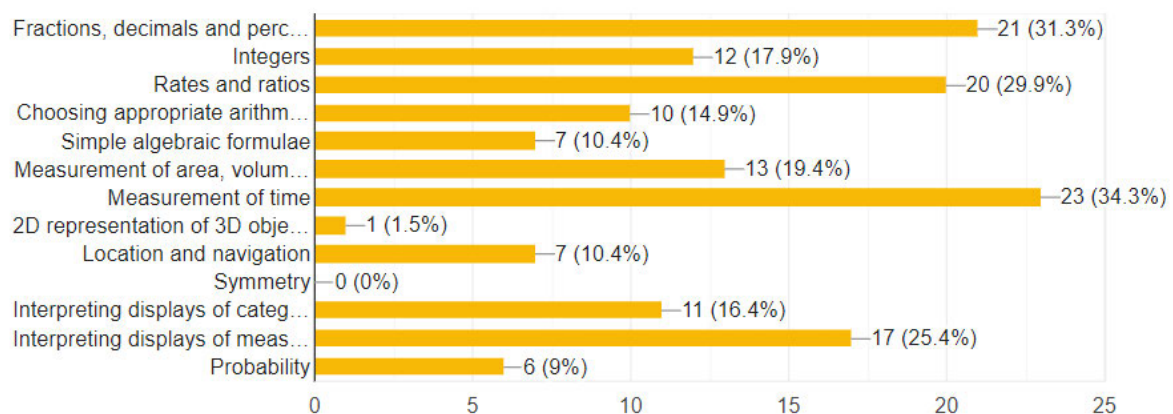
**Students sometimes answer based on personal experience of the context, rather than from the information given.**

There were quite a number of cases where students ended up writing about the context rather than the actual Numeracy involved eg in the Polyfest question about attendance, quite a few students discussed lockdown, covid 19 etc but did not actually answer the question.

Which of the following topics do you think need more emphasis in future assessments? (Optional)



67 responses



Preparedness of students to attempt the CAA

### **Variable preparation**

I certainly felt like I was clicking Not Achieved more often than Achieved, so perhaps the students were ill-prepared for the assessment or at least not 'ready' in line with the intention of the CAA.

From the marking I have done, I would say some were prepared.

My expectation was high but clearly it was not after doing the marking

### **Many students were ill-prepared, in some cases whole schools**

It varied between schools. There were a large number of students in my marking allocation that were clearly not ready to sit the assessment.

I certainly felt like I was clicking Not Achieved more often than Achieved, so perhaps the students were ill-prepared for the assessment or at least not 'ready' in line with the intention of the CAA.

Some of the schools I marked obviously had entered students who were not prepared. I found some of their comments saddening as they wrote about their distress in their assessments.

I did at points feel very sorry for students who were put through the assessment despite clearly being a long way off being ready for it.

This time around, students didn't seem very prepared at all. Shorter responses and a lot more sporadic in terms of quality from the schools I saw

### **Outcome 3 explanations still problematic**

Students are really not good at explaining their reasoning for the more complex problems. They did not seem prepared for this. I also felt that many students did not read the questions properly that led to them not getting achieved.

My cohort of scripts seemed to do poorly overall with outcome 3. They needed more explicit teaching and practice about how to answer them questions.

93% of my marking was from a single school, so I can only comment for them specifically. Students were well prepared for Outcomes 1 and 2. For Outcome 3, students are still struggling to a) read the question and b) answer the actual question. Literacy is, as expected, a driving factor in their ability to answer O3.

### **Test of reading comprehension not numeracy?**

I still think the 'language of questions' could be a lot clearer and easy to read. A lot of people still view numeracy test as a bunch of reading comprehension assessment.

Poorly. Of the schools I marked, the success rate would be very low. Literacy appeared to be an issue in many cases as they clearly didn't understand the questions, making it difficult to gauge what their numeracy skills were like.

Very obvious which schools were well prepared and which were not. Still a huge literacy component in this assessment and the wording of questions is not always clear, which I think is a huge stumbling block for a lot of students. I'm not sure their numeracy knowledge is always accurately demonstrated due to misunderstanding of questions.

For the majority of the schools I marked, I would say they were not prepared. Basic reading skills let many down, it was very obvious when multiple choice answers were just randomly picked - would like to see less of these. Many blank questions, and answers that were not even close or made sense.

In the two schools I marked, students in one school seemed better prepared than in the other. Overall I would say students are unprepared for the literacy requirements of this assessment. Many of the questions require a high level of reading comprehension and I am unsure that it is a true measure of their Numeracy ability.

I sometimes wonder with Outcome 3, if you could test the student orally, whether they would do better. I felt that if you could probe them with 'why?' type questions, they'd give you a far deeper answer. I guess that is the downside of a purely written test. Some students need more practice asking themselves 'why am I saying that' to encourage deeper written answers.

### **Decile rating of school (1 response)**

Fair. I think this assessment was not appropriate for lower decile school students. The language and literacy levels needed were extremely high. This disadvantaged students from lower decile schools.

### **Language Barriers**

There were a number of students who couldn't quite articulate their answers for outcome 3 as it looks like English is not their first language. How do schools equip these students and will there be provisions for students to use a translation device or some sort? It is a tricky one...

### **Variability of the difficulty of questions**

Put it this way, I think the assessment could get better in terms of being achievable for those who are at the requisite level, and not achievable for those who are not. There were some questions that felt very easy (1d, 2c, 2d, 3f, 4f) and others that felt very challenging (4d, 4e). So some students appeared to be well prepared, but would be not achieved for details, whereas others did not feel prepared but would pass on what felt like very straightforward responses.

2C is an obvious case where the bar was set quite low and students could pass without doing much with the fractions, whereas students trying to do more would often be penalised for that effort and those mistakes. In other words, the schedule seemed to incentivise a shorter response than one that engaged with the key material ( $\frac{1}{3}$  of 12 is 4). A similar example would be question 5e where students would be achieved for the false assumption (which could be tested in the future) that two outcomes = 50/50 without maybe understanding that they needed

to be equally likely. Or 5f where students stating  $5/8$  is greater than 60% when we were assuming that they can calculate percentages without actually testing this.

**From:** [Catherine Edser](#)  
**To:** [Kevin Hoar](#)  
**Subject:** RE: Analysis of data  
**Date:** Wednesday, 21 August 2024 4:45:45 PM  
**Attachments:** [image001.png](#)

---

I didn't know about that last caveat!  
That might explain a lot ...

Thanks heaps

---

**From:** Kevin Hoar <Kevin.Hoar@nzqa.govt.nz>  
**Sent:** Wednesday, August 21, 2024 4:41 PM  
**To:** Catherine Edser <Catherine.Edser@nzqa.govt.nz>  
**Subject:** Re: Analysis of data

Thanks so much for this Catherine.

██████████ will be most interested in this data, especially looking at the differences in achievement rates for Years 10 versus 11 and 12.

I will pass it onto ██████████ (with the usual caveats - do not sell / no media releases / make fun of NZQA, etc. )

Cheers.  
Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**



██████████

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**From:** Catherine Edser <[Catherine.Edser@nzqa.govt.nz](mailto:Catherine.Edser@nzqa.govt.nz)>  
**Sent:** Wednesday, 21 August 2024 16:33  
**To:** Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)>



**Cc:** Eldon Paki <[Eldon.Paki@nzqa.govt.nz](mailto:Eldon.Paki@nzqa.govt.nz)>; Alana Saunders <[Alana.Saunders@nzqa.govt.nz](mailto:Alana.Saunders@nzqa.govt.nz)>

**Subject:** RE: Analysis of data

Hi Kevin,

Just addressing this email now that the flurry of activity re results has subsided. Assuming this has not already been resolved, here's the information [REDACTED] was asking for:

By Year Level:

Standard	Year Level	Participating students	Achieved students	Achievement rate
Numeracy	7	4	0	0.0%
	8	11	4	36.4%
	9	1,500	753	50.2%
	10	29,750	16,893	56.8%
	11	20,406	6,277	30.8%
	12	2,648	861	32.5%
	13	1,119	469	41.9%
	14	21	12	57.1%
	15	3	2	66.7%

By SES (I can probably go back to previous years, but this is what I have immediately to hand; if that's enough, great, if not, let us know ):

Standard	Socio-economic Barriers to Achievement (EQI Group)	Participating students	Achieved students	Achievement rate
Numeracy	Fewer	12,805	7,948	62.1%
	Moderate	31,596	13,521	42.8%
	More	7,938	1,567	19.7%
	Unassigned	3,136	2,244	71.6%

Feel free to pass this on to him, with whatever notes/caveats you would like to add.

Cheers,  
Catherine.

**Catherine Edser (She/Her)**

Acting Director Data, Evaluation and System Performance

Data, Evaluation and System Performance

DDI: [REDACTED]

---

**From:** Alana Saunders <[Alana.Saunders@nzqa.govt.nz](mailto:Alana.Saunders@nzqa.govt.nz)>

**Sent:** Saturday, August 17, 2024 8:14 PM

**To:** Catherine Edser <[Catherine.Edser@nzqa.govt.nz](mailto:Catherine.Edser@nzqa.govt.nz)>

**Cc:** Eldon Paki <[Eldon.Paki@nzqa.govt.nz](mailto:Eldon.Paki@nzqa.govt.nz)>

**Subject:** Re: Analysis of data

Hi Catherine,



[REDACTED]  
[REDACTED]

[REDACTED] [REDACTED]

--

[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED] [REDACTED]

**From:** [Kevin Hoar](#)  
**To:** [REDACTED]  
**Subject:** Possible Outcome 3 exemplars for Term 2 2024.  
**Date:** Saturday, 24 August 2024 4:26:26 PM  
**Attachments:** [Outlook-4blwihii.png](#)  
[Exemplars Term 2 2024.docx](#)

---

Hi [REDACTED].

Attached is my attempt of choosing the 'just achieved' exemplar from your examples in the marking schedule.

Please have a look and if you are okay with my choices, I will get Bozenka to format them into a document ready for our website.

NB: I haven't corrected the student responses in any way.

Cheers

Kevin

**Kevin Hoar** | National Assessment Facilitator

External Assessment Team

Assessment Division | Wāhanga Aromatawai

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Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority



[REDACTED]  
[Kevin.hoar@nzqa.govt.nz](mailto:Kevin.hoar@nzqa.govt.nz)

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**Numeracy 2024 – Term 2**  
**32406 Apply mathematics and statistics in a  
range of everyday situations**

**EXEMPLARS**

**Sample exemplars of acceptable candidate responses  
to Outcome 3 questions**

## Outcome 3 Exemplar Responses Term 2 2024

Question item 1(c)

*Insert question from assessment master (AM) here.*

*Insert the following answer into an AM textbox:*

12-20 eggs is 8 years in total and there is 2 years left so half 6 and 10 will give 3-5.

15-25 eggs in 10 years.

The initial calculations are correct, but the student has incorrectly assumed that laying periods and egg counts can be halved, “half of 6 and 10 will give you 3-5.”

Borderline achieved.

Question item 1(e)

*Insert question from assessment master (AM) here.*

*Insert the following answer into an AM textbox:*

Yes. Most of the tuatara are over 190 mm but there are a few below that length which I would assume are young tuatara.

Student uses “Most of the...” so it can be inferred that they reference the main cluster of lengths, and they provide one length measurement from the graph.

Question item 2(c)

*Insert question from assessment master (AM) here.*

*Insert the following answer into an AM textbox:*

Yes, it is in the right place. The bottom of the nose should be in the  $\frac{1}{3}$  mark, seen in the normal human face. And the lines match up on the cartoon of Richie.

Accepts location of the nose. Student uses fraction, “in the  $\frac{1}{3}$  mark” and compares the two graphics.

Question item 3(e)

*Insert question from assessment master (AM) here.*

*Insert the following answer into an AM textbox:*

Cutting the daily shower time to two minutes because there are six people in Tala's household. If 6 people are using the shower for four minutes each, it will use 288 litres of water. However, if they cut down to 2 minutes each they will only be using 144 litres each. This will save mean they are using half of what they were using before.

Student takes a position that cutting shower time is best. They correctly calculate the daily saving. Comparison to reducing washing is not explicitly stated.

Question item 4(b)

*Insert question from assessment master (AM) here.*

*Insert the following answer into an AM textbox:*

Yes, I do agree. Even though the graph's numbers have been low recently, there are temporary reasons as to why. Before COVID, the festival had about 100,000 attendees per year. Since there isn't a reason for low attendance, I agree that in 2025 there will be about 100,000 attendees.

Student uses the pre-COVID numbers as an indication of long-term trend. They explain the low numbers are due to COVID and that this reason is no longer present.

AND:

*Insert the following answer into an AM textbox:*

Cannot tell, this is because the attendee numbers might go down because of another pandemic or weather condition as seen in 2019 and 2020 because of covid the polyfest had been cancelled.

Student explains the uncertainty of a prediction due to unforeseen circumstances, as had occurred previously.

Question item 5(c)

*Insert question from assessment master (AM) here.*

*Insert the following answer into an AM textbox:*

I think that it is reasonable but not exact she would run 110m every min.

It is reasonable to infer the student calculates  $1540 \div 40 = 110$  and knows that translates to 110 metres per minute. They refer to Ani's claim as not being exact so accept the speed estimation as reasonable.

Question item 5(e)

*Insert question from assessment master (AM) here.*

*Insert the following answer into an AM textbox:*

There is no way to tell what way it will land so it doesn't matter what one she picks because its always going to be 50 50. I think either choice heads or tails is acceptable as they both have a 0.5% chance of each happening.

Position stated (either) and justified using equally likely outcomes. No sign of considering previous outcomes.

Question item 5(f)

*Insert question from assessment master (AM) here.*

*Insert the following answer into an AM textbox:*

Yes, that is correct because 60% of 8 is 4.8 and they won 5 games, not 4.8.

Position of agreement is correct. Student recognises that if 60% of 8 is 4.8 then 5/8 must be greater than 60%.



**From:** [Redacted]  
**To:** [Kevin Hoar](mailto:Kevin.Hoar@nzqa.govt.nz)  
**Subject:** Re: Eldon's report on the first assessment round for 2024.  
**Date:** Monday, 2 September 2024 9:20:33 AM  
**Attachments:** [Outlook-fwxqeimf.png](#)

---

Hi Kevin

Please give me a ring when you can.

Regards

[Redacted]

On Mon, Sep 2, 2024 at 8:58 AM Kevin Hoar <[Kevin.Hoar@nzqa.govt.nz](mailto:Kevin.Hoar@nzqa.govt.nz)> wrote:

Hi Vince.

To be honest, things are heating up here regarding Lit/Num.

Attached is Eldon's report for the Term 2 Numeracy assessment for your edification. Hopefully, there is information in this report that would inform the development of the 2025 assessments.

Cheers.

Kevin

**Kevin Hoar** | National Assessment Facilitator  
Co-Requisite Team  
Assessment Division | Wāhanga Aromatawai  
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*He rerekē tatou katoa – awahi i te oranga ki te katoa*  
*We are all different – embrace life to the fullest*

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Angoff Standard Setting

Please rate each item by the percentage of minimally competent student

Item No.														
Judge	1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e	2f	3a	
	65	70	65	90	65	55	65	85	65	85	65	85	75	
	65	65	70	90	60	70	60	80	65	90	85	95	70	
	65	70	50	85	50	60	65	70	70	85	80	95	85	
	60	70	60	85	40	50	75	60	50	85	75	90	75	
	60	65	75	88	40	50	60	80	40	85	70	96	76	
	65	75	65	80	65	65	70	75	55	70	75	85	70	
	65	65	65	85	60	65	70	75	60	90	90	90	75	
	65	50	70	85	55	70	70	75	60	80	80	90	75	
	70	75	65	90	65	65	65	75	60	80	85	90	75	
	60	70	60	90	40	50	60	65	50	90	80	80	70	
	60	75	60	80	70	75	65	70	50	60	75	90	75	
	70	60	60	80	50	60	75	80	70	80	75	75	80	
	70	70	50	70	40	60	50	60	60	80	70	90	60	
Mean	65	70	65	85	55	60	65	75	60	85	75	90	75	
Actual														
Difference	65	70	65	85	55	60	65	75	60	85	75	90	75	

60

Max	70	75	75	90	70	75	75	85	70	90	90	96	85
Min	60	50	50	70	40	50	50	60	40	60	65	75	60
Difference	10	25	25	20	30	25	25	25	30	30	25	21	25

80%

60%

79%

nts that you estimate will achieve that item.

3b	3c	3d	3e	3f	4a	4b	4c	4d	4e	4f	5a	5b	5c	5d
75	75	80	50	90	85	75	60	50	50	90	80	75	75	50
70	65	60	50	95	85	70	50	50	35	75	75	95	70	50
75	75	75	50	90	85	85	60	70	40	80	85	90	70	55
80	70	65	45	80	75	75	60	50	50	80	85	85	75	65
68	50	80	75	90	72	77	65	68	35	80	90	80	70	70
80	65	75	55	85	85	70	65	65	50	75	80	80	75	60
80	70	70	60	90	80	75	50	55	45	60	75	95	70	50
70	70	65	60	85	85	70	50	60	55	70	85	80	75	50
75	60	70	60	90	70	65	60	55	40	85	80	90	70	60
80	70	70	60	90	75	70	65	50	40	70	80	90	70	70
75	60	65	50	90	75	55	65	70	60	65	80	75	60	70
70	50	60	60	80	75	70	65	70	40	80	70	70	60	70
50	60	60	50	70	70	80	70	50	40	90	90	70	80	65
75	65	70	55	90	75	70	60	55	40	80	80	80	70	60
75	65	70	55	90	75	70	60	55	40	80	80	80	70	60
80	75	80	75	95	85	85	70	70	60	90	90	95	80	70
50	50	60	45	70	70	55	50	50	35	60	70	70	60	50
30	25	20	30	25	15	30	20	20	25	30	20	25	20	20

5e	5f	Average Rating
60	65	70.66666667
70	65	69.83333333
70	75	72
70	65	68.33333333
60	60	69.16666667
70	70	70.66666667
75	75	71
75	70	70
70	65	70.83333333
60	60	67.83333333
60	55	67.83333333
70	65	68
70	60	65.16666667
		#DIV/0!
70	65	69.5
		#DIV/0!
70	65	

Overall Rating 70.83333333  
Overall Rating 69.5  
Cut score 21.25

75 75  
60 55  
15 20

Angoff Standard Setting Please rate each item by the percentage of minimally competent students that you estimate will achieve that item.

Judge	1b	1c	2a	2c	3a	3b	3c	4a	4b	4c	5a	5b	5c	6a	6b	7a	7b	7c	8a
	65	50	50	55	75	90	65	75	70	95	80	75	45	55	50	65	75	55	40
	80	60	70	60	70	80	70	60	90	80	70	50	40	50	50	70	60	60	80
	70	70	60	65	80	85	60	75	80	75	70	75	60	75	50	75	80	65	70
	70	60	70	60	60	80	75	70	70	80	70	55	50	60	50	50	60	50	70

8b	8c	10a	10b	10c	Average Rating
50	75	75	50	40	63.33333
60	60	70	60	70	65.41667
60	80	75	70	60	70.20833
60	70	60	60	60	63.33333
Overall Rating					65.57292
Cut score					16.85



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