

2025 NCEA Interim Assessment Report

Subject: Numeracy

Unit standard: 32406

General commentary

The purpose of this report is to provide a high-level snapshot of areas of strength and weakness following the first assessment event of the NCEA Literacy and Numeracy standards, which took place during the weeks 19–30 May 2025. The assessment involved two parallel online Common Assessment Activities, for weeks one and two, each of which learners completed in a single sitting with no time limit.

Careful consideration must be given to simply re-entering students for the second assessment because they didn't Achieve in the first one. Ensure students have undergone sufficient additional targeted teaching to address areas of weakness, and that they are well prepared before they attempt the assessment again. The following guidance has been provided by the markers of the assessments – an experienced group of teachers with insights from marking numerous student responses.

Report on individual unit standard

Unit standard 32406: Apply mathematics and statistics in a range of everyday situations

Summary

Areas of strength demonstrated by candidates who were clearly at, or above, the required standard:

- Performing calculations with units of time, including seconds, minutes, hours, days, weeks, and years.
- Applying whole number and decimal multipliers (scalars) to everyday situations, including finding missing multipliers, where needed.
- Using fractions as numbers and operators, such as combining fractions of objects or measurements and finding a non-unit fraction of an amount expressed in metric measurements.
- Working with decimals, including ordering decimals and performing operations, usually in conjunction with measurements and rates.
- Calculating percentage discounts, including the amount of the discount or the discounted price.
- Applying rates and ratios to make decisions about cost, best value for money, and to find unknown amounts.
- Applying the concepts of minimum, maximum, and range in everyday situations, usually in measurement contexts.
- Noticing and applying linear relationships in everyday situations, presented in tables, diagrams, and graphs, to find unknown values or the difference between terms.

- Calculating metric measures, including finding areas of rectangles, and volumes of rectangular prisms (cuboids), working with common units of mass and capacity, and including converting between metric units.
- Interpreting tables of measures, such as timetables and sizing charts, to make decisions in everyday situations.
- Reading and interpreting scales such as thermometers, rulers, protractors, and other measurement tools, including calculations such as finding a difference.
- Comparing measures to make or evaluate statements about objects, such as comparing price and mass simultaneously.
- Measuring angles using a protractor and estimating angles using benchmarks such as 45° , 90° , and 180° .
- Interpreting and applying a scale on a map to estimate distance, coordinates to locate or describe location, and cardinal compass directions to describe paths between points.
- Applying spatial visualisation to test the correctness of nets, to interpret 2-dimensional diagrams and 3-dimensional objects, and to anticipate the results of simple transformations (reflections, rotations, enlargements).
- Interpreting time series graphs from realistic situations to critique given statements or to make statements about trends and other patterns in the data.
- Interpreting bar charts and proportional representations of categorical data, to combine or compare categories, or critique a claim made from the data display.

Areas requiring improvement for candidates who were not at, or were borderline in meeting, the required standard:

- Learning the mathematical and statistical concepts above.
- Selecting mathematical and statistical approaches that meet the demands of the situation (Outcome 1).
- Interpreting questions correctly and checking to see that the answers generated address the questions and provide reference to the information provided.
- Calculating or reasoning correctly, including recorded working on paper to organise numbers and reason with problems, using calculators efficiently, and verifying the accuracy of answers (Outcome 2).
- Explaining their position for a given situation using information provided in the problem (e.g. if percentages are required, there must be percentages included in the answer) (Outcome 3).
- Persevering with the CAA, even if some problems seem difficult, to give answers to all questions.
- Using assessment techniques effectively, such as monitoring and managing time, taking very short breaks, and returning to difficult question items.

Commentary

Marker reflections across the assessment that may support next steps:

- Experiencing a wide range of realistic contexts from everyday life, and connecting the mathematics and statistics used across a range of contexts.
- Interpreting and making decisions from infographic representations, particularly numeric scales and graphs.
- Reflecting on the accuracy of calculated answers and measurements, to consider whether the answers make sense within the given context. This is particularly true of measurement items where the answers need to be realistic.
- Considering the relative size of large whole numbers, integers, and decimals.

- Working with rates and ratios, particularly using ratio tables, finding the scalars (multipliers and divisors) between quantities, and the part-whole relationships in ratios as fractions and percentages.
 - Understanding and using basic metric units of measurement, especially conversions between units of area, capacity, and volume.
 - Working with scale drawings, 2-D representations of objects, and maps.
 - Identifying reflective and rotational symmetry and anticipating the results of transformations on shapes.
 - Interpreting different data displays, especially bar graphs with percentages, dot plots, including the meaning of median, and time series graphs to identify trends.
 - Anticipating the viability of nets for given solids.
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