

NCEA Handbook

For students, staff, & parents

October 2020

# Welcome to Peace Experiment.

Our work alongside the students means that each student has an individual work plan.

Students may work toward Qualifications including NCEA on the National Qualifications Framework (NZQF).

Students may opt to work simply toward individual standards to evidence their own learning, and provide a framework for their own cycle of learning.

Students may choose not to be limited by the NCEA framework and continue to explore their world in a meaningful way.

All preferences are supported. Each student has the opportunity to work toward Qualifications, but not the obligation.

Students can create their own portfolio including choosing from internal and external assessments.

We value the students learning and start with their own interests.

What about getting ready for life? When they have to engage in external requirements?

Well the story goes like this.

Learning to Drive

1. When a student has an interest, need or opportunity to learn to drive then they would assess themselves to see which skills are needed. They might arrange to have lessons, and then as they get ready, prepare to choose a time and place for an examination. They would make sure of their own readiness to be successful by calculating backwards from that time and place and ensure that their skill set is ready.

This is how we see our students in choosing their own NCEA Assessment timetables. [We acknowledge that the external assessment dates are fixed].

CHANGES TO NCEA are occurring as part of a review and restructuring process, students will be advised how and when it affects them until the changes are complete.

Learning to Drive

1. When you first learn to drive you don’t go downtown on a Friday night in the rain. You start off in a quiet cul-de-sac or carpark, where you can develop your confidence and skill set. It is not true that you will stay in the cul-de-sac forever, You then incrementally increase the exposure to risk as the skillsets and confidence grow. Ultimately you will be comfortable driving in any conditions.

This is how we see the freedom and responsibility approach to education. The students develop skills and confidence in the early years of adolescence so that they can apply those skills later on.

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## Peace Experiment approach to NCEA

NCEA is not compulsory, and students can opt to study for it. If a student intends further study beyond school, then it is highly recommended. Our belief is that school is about learning about yourself and the world and is not simply a gradation of assessments.

### *Preparation for standard*

Students and staff are discussing learning pathways all the time; including interests, careers, qualifications, expectations, employment, general life skills and so on.

When the student indicates interest in a field of study, a career, a specific qualification or the knowledge within a specific standard then the relevant standards are explored on the NZQA NCEA standards website (both Unit and Achievement Standards are available)

The prerequisites for tertiary study (University Entrance is one example) are examined, to develop potential pathways of learning.

The student and staff visit TKI (Te Kete Ipurangi) to discover if relevant work units are available – which will be adapted by the school.

If there are no relevant units of work, the staff member can create a task, as long as it is moderated to meet the requirements of the standard.

The Principal nominee, or other staff member will ensure adaptations still allow for full completion of possible grades within the standard – all decisions and alterations are recorded.

At Peace Experiment we wrap the curriculum and assessment around the student’s work.

### *Standard selection Process (Steps are not compulsory and may not be linear)*

1. A student indicates readiness to study a standard
2. The staff and student discuss the expectations of that standard
3. When the staff are convinced of the capacity, ability and commitment to complete the standard students use the GREEN SHEET to formalise their intent to study, and record all of the relevant data. Their signature with the staff’s approval indicates the start of the process.
4. completed, and signed by both parties.
5. This covers the title, number, version and expiry date
6. The proposed start date, and date of assessment
7. A plan of activity, with milestones pointed out
8. The assessment conditions, including - internal or external
9. The specific requirements of the standard itself.
10. Students may choose to work on any Standard
11. Provided There is a strong likelihood of their completion in terms of experience, ability, commitment

## Tips for students

* Hand in assignments early (to avoid being late, and risk of not achieved)
* Keep a copy of your work, for your own records.
* GREEN SHEETs include the assessment standards, their credit weighting, how much time is available for each assessment, other assessment conditions, due dates and so on. Keep this safe and refer to it often
* NCEA Questions ask the staff, or refer to NZQA Webpage https://www.nzqa.govt.nz
* You can work toward any standard at any time, as long as you meet the pre-requisites and you have shown that you are likely to pass the standard. Age level or year level is not relevant to choice of standard level. Externals are offered at the end of the academic year.

## How NCEA works

The National Certificate of Educational Achievement (NCEA) is the main national qualification for secondary school students in New Zealand.

NCEA is recognised by employers, and used for selection by universities and polytechnics, both in New Zealand and overseas.

Each year, students may study a number of Standards (both unit standards and achievement standards).

A student can have their skills and knowledge assessed against a number of standards. For example, a Mathematics [standard](https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/standards/) could be:Apply numeric reasoning in solving problems.

Schools use a range of internal and external [assessments](https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/standards/) to measure how well students meet these standards.

When a student achieves a standard, they gain a number of credits. Students must achieve a certain number of credits to gain an NCEA certificate.

There are three [levels of NCEA certificate](https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/ncea-levels-and-certificates/), depending on the difficulty of the standards achieved. In general, students work through levels 1 to 3 in years 11 to 13 at school.

Students are recognised for high achievement in achievement standards at each level by gaining NCEA with Merit or NCEA with Excellence. In Unit standards, only achievement is available. High achievement in a series of standards from one learning area is also recognised.  For more information, read about [Endorsements](https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/).

<https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/>

see also the video: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/video/>

## Standards

Standards sit at a specified level on the Directory of Assessment Standards (DAS). Each standard describes what a student needs to know, or what they must be able to achieve, in order to meet the standard. Having met it, they will gain credits towards national qualifications.

Each standard has a defined credit value. Credits may be accumulated from different learning institutions or workplaces towards a single qualification. All organisations with consent to assess against standards recognise credits awarded by others.

Students can achieve two types of standard - unit standards and achievement standards.

* Unit standards are competency based
* Achievement standards are New Zealand curriculum based

How standards are achieved

As students study new topics, their teachers will explain what will be assessed and how. Teachers ensure that students are prepared for assessment. If students pass the assessment, the standard is achieved. See [Assessment of standards](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/) for more information.

Assessments measure what a student knows or can do against the registered criteria of a standard in courses they study. If they meet the criteria, they achieve the standard, and gain credits towards a qualification.

Some standards are internally assessed by teachers during the year. Other standards are assessed externally by NZQA at the end of the year e.g. in an exam or by a portfolio of work.

### Internal assessment

Internal assessments are used to assess skills and knowledge that cannot be tested in an exam, e.g. speeches, research projects and performances. See [NCEA subject resources](https://www.nzqa.govt.nz/ncea/subjects/) for assessment information and criteria for a particular standard or subject.

To find assessment resources that have been developed by the Ministry of Education for use with the internally assessed achievement standards, see [Te Kete Ipurangi (TKI)](http://www.tki.org.nz/%22%20%5Ct%20%22_blank).

### External assessment

Most external assessments are by examination at the end of the year. For some subjects, e.g. Technology or Visual Arts, students submit a portfolio of their work at the end of year. See [NCEA exams and portfolios](https://www.nzqa.govt.nz/ncea/ncea-exams-and-portfolios/) for detailed information.

### Assessment grades

The grades that a student can earn depend on the type of standard being assessed.

For **unit standards** all grades may be available, but usually there are just two grades:

* Achieved (A) for meeting the criteria of the standard
* Not achieved (N) if a student does not meet the criteria of the standard

For **achievement standards,** there are four grades:

* Achieved (A) for a satisfactory performance
* Merit (M) for very good performance
* Excellence (E) for outstanding performance
* Not achieved (N) if students do not meet the criteria of the standard

### What happens if a student doesn't achieve a standard?

Schools may allow students to have further assessment opportunities for internally assessed standards later in the year. Students can have up to one further assessment per task per year.

There is only one opportunity each year to achieve an externally assessed standard. If a student fails to achieve externally assessed standards, they may repeat the assessment the following year. Students who were sick at the time of the exams may apply for a derived grade for individual standards.

<https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/standards/>

## Choosing standards

As you work through NCEA Levels 1–3, you will need to make decisions about what standards to study.

When you begin, NCEA, you may choose to do Level 1 (this is optional) you could take a broad range of standards that may lead on to more specialised areas. In later years, start thinking about what areas you need to focus on for your future study or career.

Level 2, NCEA results are important, as these are often used as part of the selection process by universities, polytechnics and employers.

You may need to take particular Level 3 standards as an entry requirement for some tertiary courses.

### Compulsory Standards

At Peace Experiment there are no subjects and no compulsory standards. Some other schools require students to study English or another language-rich subject, to meet university entrance literacy requirements. The University sets their entrance standard, however not all students intend studying at University.

### Choosing standards to meet University Entrance requirements

If you are planning to go to university in New Zealand, or just want to keep it as an option, you will need to meet the New Zealand university entrance requirements. This means you will need to choose courses that will help you achieve literacy and numeracy credits.

However, if you are planning to go to university overseas, you will also need to meet requirements for the country you wish to study in. Some countries have their own specific requirements that you must achieve.

New Zealand has arrangements with some countries for NCEA to be recognised for university entrance. For more information about other requirements for university entrance around the world, see [International recognition of NCEA](https://www.nzqa.govt.nz/studying-in-new-zealand/secondary-school-and-ncea/international-recognition-of-ncea/#http:/www.nzqa.govt.nz/studying-in-new-zealand/secondary-school-and-ncea/international-ncea-recognition/).

Choosing Learning pathways

Below are some key things for you to consider when making decisions about what other courses to take.

Choose standards you enjoy and are good at

Your chances of doing well and achieving the standards assessed in your courses are better when you enjoy the standards, or have a natural talent for them. These are the standards you should look at first when choosing your course.

We provide opportunities to sample a variety of subjects areas. Doing this gives you some experience of the subjects, to see if it suits you.

If you are thinking of taking a standard, but you don't know much about it, talk to a teacher.

Choose subjects that support what you want do after school

It is sensible to choose subjects and courses that relate to what you want to do after you leave school. Many careers or qualifications have special requirements.

For example, if you want to be a motor mechanic it makes sense to consider some technology standards. Or, if a career in medicine appeals to you, you should do science sstandards like chemistry and physics.

If you don't know what you want to do, the best path is to do as broad a range of standards as possible across all your courses, to keep your options open.

### Get more advice

Whatever stage you're at, ask people for advice and think carefully about what you hear. Ask parents, friends, teachers and careers advisors.

Careers New Zealand is a reliable, comprehensive source of information. For their help, see [Careers New Zealand](http://www.careers.govt.nz/).

You may also like to read and download the [Where to from School (PDF, 1.2MB)](https://www.nzqa.govt.nz/assets/Studying-in-NZ/Secondary-school-and-NCEA/Where-to-from-school.pdf) brochure.

## Gaining A Level 1, 2 Or 3 NCEA Certificate

### NCEA levels and certificates

There are three levels of NCEA certificate, depending on the difficulty of the standards achieved. At each level, students must achieve a certain number of credits to gain an NCEA certificate. Credits can be gained over more than one year.

|  |  |
| --- | --- |
| NCEA level | Requirements |
| Level 1 | 80 credits are required at any level (level 1, 2 or 3) including [literacy and numeracy.](https://www.nzqa.govt.nz/ncea/subjects/literacy-and-numeracy/level-1-requirements/) Schools can explain the literacy and numeracy standard pathways they are using. |
| Level 2 | 60 credits at level 2 or above+ 20 credits from any levelThe Level 1 [literacy and numeracy](https://www.nzqa.govt.nz/ncea/subjects/literacy-and-numeracy/level-1-requirements/) requirements must also be met. |
| Level 3 | 60 credits at level 3 or above+ 20 credits from level 2 or aboveLevel 1 [literacy and numeracy](https://www.nzqa.govt.nz/ncea/subjects/literacy-and-numeracy/level-1-requirements/) requirements must also be met. |

Credits gained at one level can be used for (or count towards) more than one certificate. They may also be used towards other qualifications. For example, unit standards in the domain 'generic computing' might be used towards a Level 2 NCEA certificate, as well as towards a National Certificate in Computing (Level 2); or 20 credits gained at Level 1 can also count towards a Level 2 NCEA certificate.

### Multi-level study

We allow students to study a mix of standards at different levels, depending on their ability. For example, in year 12, a student may study most standards at level 2, but add a new standard at level 1 and another advanced standard at level 3. In addition, students may study multi-level courses with standards assessed at more than one level, e.g. an English course at year 11 may contain both level 1 and level 2 standards.

#### Recognising high achievement

Certificates can be 'endorsed' to reflect high achievement in a significant number of standards. Course endorsements will show that students have performed well in an individual set of standards, limited to study in one calendar year.

For more information, please refer to [NCEA endorsements](https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/).

<https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/ncea-levels-and-certificates/>

### Endorsement of NCEA Certificates

LEVEL

– if you have 50 credits at MERIT grade on one level you can get endorsed with MERIT at that level

– if you have 50 credits at EXCELLENCE grade on one level you can get endorsed with EXCELLENCE at that level

SUBJECT AREA

– if you have 14 credits at MERIT grade in one subject level you can get endorsed with MERIT at that level

– if you have 14 credits at EXCELLENCE grade on one subject level you can get endorsed with EXCELLENCE at that level

## ASSESSMENT

### Internal and External Assessment

Some standards are internal and are graded at school such as written tests, practical tasks and performances, assignments and portfolios. Re-assessment is a possibility.

Some standards are external which are assessed by outside markers at the end of the year (external), either as portfolios (Technology and Visual Arts) or more commonly as exam papers in November or December. Re-assessment is not available for external standards.

#### Assessment specifications

<https://www.nzqa.govt.nz/ncea/subjects/assessment-specifications/>

### Assessment opportunities in schools

Students should not be assessed for a standard until the teacher is confident that achievement of the standard is within their reach, or until the final deadline for assessment, if there is one.

The need for further assessment can be minimised when everyone:

* ensure students understand the standard and the test, brief or assignment (the performance criteria or achievement criteria, the range statement and, if applicable, link with the curriculum)
* discuss exemplars of successful work in different contexts with students
* give students adequate practice opportunities
* give students extensive feed forward and feedback
* assess students when they are ready.

See [Gathering evidence of achievement](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/)

#### Feed forward and feedback

Some assessments build over a period of time up to a final submission.  For example, a teacher will provide feedback over a period of time in the case of a performance task, a writing assessment or a portfolio of a year’s work.  In general, feedback (comment on progress) and feed forward (suggestions for next steps) should become less specific the closer the student is to the submission date, in order to avoid the teacher effectively doing the assessment for the student.

#### Further assessment opportunities

When a student has not provided evidence of achievement for any grade from previously assessed work, schools can offer a maximum of one further opportunity for assessment of a standard within a year. See [Assessment and Examination Rules and Procedures](https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-including-examination-rules-2018/6/7/).

* A **further assessment opportunity** occurs when a new, quality-assured assessment is provided for students after their first opportunity and after further learning has taken place.
* A maximum of one further opportunity for assessment means none or one.  It does not mean one must be offered. It is the school’s decision whether a further opportunity will be offered for any standard.  If it is not manageable to offer a further opportunity, then students should be advised from the outset that there is only one opportunity to be assessed against that standard.
* If a further opportunity for assessment is offered to any student, it must be made available to all students entered for that standard, including those who did not complete the original assessment for a reason acceptable under the School's policy on missed and late assessment.  This is regardless of their performance on the first opportunity.  Therefore, further assessment opportunities need to be carefully planned
* Any further opportunity conditions must be consistent with those for the first opportunity.

**All students must be able to use the further opportunity to improve their original grade**

Results of a further opportunity

Students must be awarded the highest grade they have achieved over both opportunities:

* If a student has not achieved the standard, they have access to Not Achieved or Achieved ONLY when further evidence is gathered.
* If a student achieves a lower grade on the second attempt, the higher grade achieved on the first attempt is the result that must be reported to NZQA.

Manageability of a further opportunity

It is the school’s decision whether a further opportunity will be offered for any standard.  Students should be advised from the outset that there is a single opportunity to be assessed against that standard if it is not manageable to offer a further opportunity.

### Resubmission

A **resubmission** can be offered when the student could achieve a grade if they correct errors or omissions in their work in a short period of time.

Resubmission:

* should be limited to specific aspects of the assessment and no more than one resubmission should be provided
* must take place **before** the teacher gives any feedback to the whole class (or any student) on the work done.  If more teaching has occurred after the first assessment opportunity, resubmission is not possible.
* should be closely supervised to manage authenticity
* should be offered only where a teacher judges that a mistake has been made by the student, which the student should be capable of discovering and correcting themselves.  For example, the student may have handed in the assessment, but may not have made a particular calculation correctly.  In such cases, the teacher may consider it appropriate to allow a student to resubmit a specific part of the assessment.  The amount of information a teacher provides to a student in identifying the error is important in this context. In the case above, the teacher might say “your method is fine but there is a problem with your calculations….”  The teacher would not, however, say “there is a problem with your use of brackets in this calculation.”

See [Authenticity](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/)

For rules about further assessment opportunities, see [Assessment and Examination Rules and Procedures](https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-including-examination-rules-2018/1/).

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/>

### Gathering evidence of achievement

Standards-based assessment is about recognising learner achievement. For internally assessed standards the teacher or assessor decides how evidence can best be collected and judged against the standard. Assessors use innovative, valid and fair ways of recognising achievement without overburdening themselves or the learner with too much assessment.

"Evidence" of achievement is the learner's work which demonstrates achievement of the assessment criteria. It needs to be recorded in ways that can be verified by another subject specialist or a moderator. Forms of evidence include written assignments, portfolios, tests, videos of performances, detailed checklists of observed performance, photographs, transcripts of oral explanations, audio-visual recordings. If no video of a performance is practicable or the evidence has come from conferencing with learners, assessors need to provide a checklist or an annotated file note with a standard-specific description of the evidence viewed to justify the judgements made.  This annotated file note could be added to the mark sheet/results notice which is returned to the learner.  A copy must be retained by the assessor for moderation purposes and for future reference.

In group performances, the learners must be identified and assessed individually.

Building close links between the learning process and assessment allows teachers or assessors to engage in assessment for better learning. Sometimes this is called formative assessment. It has been traditional to draw 'final' conclusions about achievement from what has been called summative assessment. This approach may overlook some existing evidence of achievement or not show learners how to close the gap in their learning because it provides no explanation of where they went wrong and how to improve. The organisation's assessment policy should assist assessors with strategies for gathering evidence and to report results for a learner's best performance where standard-specific, authentic, verifiable documented evidence exists.

Assessment expert, Dr Anne Davies, says her research in schools has shown the importance of teachers employing "a process to create and articulate their assessment criteria and to clarify curriculum expectations through the development of (their own) exemplars" in collaboration with their students. It is important that students understand what she calls their 'learning destination' because it is they who have to show evidence of having reached it. "The teacher has to be able to look at the evidence of learning a student provides and say 'this is adequate proof, you have accounted for your learning, and I know this because you have shown me the evidence and I have observed you engaged in this type of work and I have talked with you and you have been able to articulate your understanding over the course of this unit'." (NCEA Update 21, July 2004, NZQA.)

If we think more broadly about assessment, it is clear that assessors are free to use any valid evidence of achievement they have recorded. Assessment for qualifications does not have to be by a separate event. In fact a 'one off' assessment is likely to be less reliable than a range of assessments.

#### Assessment over time

Many teachers or assessors of performance-based subjects are familiar with building a picture of learner achievement over a period of time. They do this by accumulating (or asking learners to accumulate) evidence of achievement in a portfolio of work. The evidence may come from a range of activities (observation checklists, practice activities, home and classwork, workplace activity) completed by learners during the course of the training or teaching and learning process in the lead up to a final reporting date. Where evidence is accumulated over time, assessors will provide feedback at regular intervals during the preparation of a final version for assessment, thus building their knowledge of learner competence.

In some cases learner performances in formal assessments fall short of their previous work. Assessors are encouraged to supplement evidence of achievement from formal assessment activities with standard-specific evidence drawn from authenticated classwork, assignments or practical activity. Learner entries in their workbooks or elsewhere, verified by the assessor, can provide valid evidence.

#### Assessment opportunities

Learning is not increased by repeated summative assessment, but by extensive feed forward and feedback.  Learners should not be assessed for a standard until the assessor is confident that achievement of the standard is within their reach, or until the final deadline for assessment, if there is one.

The need for further assessment can be minimised when assessors:

* ensure learners understand the standard and the test, brief or assignment (evidence requirements, the range statement and, where applicable, link with the curriculum)
* discuss exemplars of successful work in different contexts with learners
* give learners adequate practice opportunities
* assess learners when they are ready.

A **further assessment opportunity** occurs when a new assessment is provided after the first opportunity and after further learning has taken place.

**Schools** may offer a **maximum of one further opportunity** for assessment of a standard within a year.

See [Assessment opportunites in schools](https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) and [Assessment and Examination Rules and Procedures](https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-including-examination-rules-2018/6/7/).

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/>

## Special Admission

### Students over 20 (without UE)

If you are over 20 years old and a New Zealand or Australian citizen (or permanent resident) and don’t have a University Entrance qualification, you can apply for Special Admission.
Check the university websites for Special Admission application deadlines and what you’ll need to provide with your application. See each University website (this is from AUCKLAND UNIVERSITY WEBSITE). No formal qualifications? You may still be eligible for admission to study here.

#### Who can apply

To apply for Special Admission, you must be 20 years old on or before the first day of the semester you apply for. You must have no formal university entrance qualification, and be a New Zealand or Australian citizen or permanent resident.

We consider a number of factors when assessing applications, including your previous education, training and work experience, English language skills and motivation to study.

A number of programmes are available for Special Admission applicants.

|  |  |  |
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| Special Admission Programmes 2019 |  |  |
| Bachelor of Arts | Bachelor of Sport, Health and Physical Education | Master of Business Administration |
| Bachelor of Commerce | Bachelor of Property | Master of Commercialisation and Entrepreneurship |
| Bachelor of Dance Studies | Bachelor of ScienceThe following majors are not available for applicants applying through SpecialAdmission: Biomedical Science, Exercise Sciences and Food Science and Nutrition. | Postgraduate Certificate in Commercialisation and Entrepreneurship |
| Bachelor of Education (Teaching) | Bachelor of Social Work | Postgraduate Diploma in Business |
| Bachelor of Fine Arts | Certificate of ProficiencyThe Certificate of Proficiency for Arts is not available for applicants applying through Special Admission. | Postgraduate Diploma in Dance Studies |
| Bachelor of Global Studies | Certificate in Health Science | Postgraduate Diploma in Māori and Indigenous Business |
| Bachelor of Laws (Part 1) | Foundation Certificate Education | Postgraduate Diploma in Music |
| Bachelor of Music | Graduate Diploma in Music | Tertiary Foundation Certificate |

### Discretionary Entrance

If you are a New Zealand or Australian citizen (or permanent resident) who hasn’t continued secondary education beyond Year 12 you can apply for discretionary entrance based on your Year 12 results.
You’ll need to have met certain requirements in your Year 12 results, including a reference from your school principal (or another suitable person) and you may need to do an interview. Discretionary Entrance is only for admission into a specific course of study, not general admission into a university.

Check the university website for more information.

They have completed any prerequisites

There is no age requirement.

#### How to apply

You must complete the Application for Admission (maximum of two pending applications at any one time). You will be asked to provide details of your prior study and work experience. Some programmes may require an interview.

There is a $60.00 non-refundable application fee.

## NZQA

### Moderation

As per mandated practice, a random sample of the internal assessment tasks and the way they have been marked will be checked by outside markers. If there is a major problem with the marking, your achievement standards may alter in your favour; your grade will not become lower. Unit standards are checked in the same way. Within the school, all standards are checked amongst staff (or external teachers) for consistency.

NCEA INTERNAL ASSESSMENT (See NCEA QMS 2.6ii)

The management of the internal assessment is delegated to the Principal. The rules for which will be adhered to, to promote best practice for students entering for the internal standards.

**Managing Student information**

Once signed the GREEN SHEET is photocopied, and one copy is retained by the staff, in the NCEA filing cabinet. The other stays with the student. As student material is gathered and the Staff keep evidence in the student file in the filing cabinet. This material is available to students on request, but is otherwise securely locked in the office (NCEA filing cabinet).

**Recording and Reporting on Student Information**

Recording student entry, progress on achievement, assessment information and results in an electronic database, which is regularly backed up; and verified. As well as entered online in the NZQA database.

**Moderation**

Internal assessment materials for external purposes (eg NCEA) will be moderated by

1. another staff member
2. the Principal
3. In conjunction with staff from another school, or subject group

**Process**

Students are aware of the process by which they will be assessed: discussed in the original signing of the GREEN SHEET, through exemplars online, and by direct reference to the standard being assessed.

**Authenticity**

Students will affirm authenticity, or internal processes such as: holding material overnight if necessary, or photocopying notes in development will be used.

**Assessment**

Will follow the guidelines specified in the Standard itself, by trained assessors, or experienced personnel with support by the Principal’s nominee. See also notes on Assessment at Peace Experiment (from NZ Curriculum)

NCEA EXTERNAL ASSEESSMENT

The management of the external assessment is delegated to the Principal. The rules for which will be adhered to, to promote best practice for students entering the exams for the external standards.

NCEA INTERNAL ASSESSMENT

Where possible each assessment will be moderated by a teaching professional who was not involved in the teaching. If we can do this internally, or we will use external providers (Other schools) or in some cases members of the community with relevant expertise. The Principal’s Nominee will oversee moderation, and ensure decisions are logged and monitored.

### NEW ZEALAND SCHOLARSHIP EXAMS AND AWARDS / GRANTS

Specific and extension Independent exams that can earn a scholarship. <https://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/> (retrieved August 2018)

REPORTING OF PROGRESS AND RESULTS

The internal results will be updated periodically onto the NZQA database. You can log in with your own NSN.

NCEA EXAMS AND PAPERWORK
NCEA Admission Slip
You will receive an admission slip and instruction booklet for the exams in Term 4. Bring your admission slip to the NCEA exams with ID. Student ID is fine (Photographic ID is best).

National Student Number (NSN)

You will have a NSN for the NCEA Exams in November and December. Your exam papers will be personalised (have the NSN on them, not your name) when you go into the exam room.

Take your NSN with you to the exams (it is on your Admission Slip) because it will help you locate the exam room and is needed on the rare occasion when exams are not personalised. The NSN also allows you to view your results on the NZQA website.

If you are more than 30 minutes late to your exam you will not be permitted entry. There are no alternative times for NCEA external exams – you have one chance only. You cannot leave the exams until after 45 minutes. If you finish early, put your papers in order and put your hand up to see the supervisor. Do not talk until you are outside and away from the exam rooms. You cannot go to the toilet until after 1 hour. You cannot leave the exams if there is less than 15 minutes to go.

Phones, all watches and electronic devices must be turned off and left in bags, and bags are to be left at the front of the room

* Teachers will actively supervise the assessment/exam
* Pencil cases are not to be used in assessments. Any necessary equipment can be stored in a clear plastic bag
* Write in blue or black pen only. Only use pencils if needed and do not use white out
* Water is the only drink permitted and there is to be no eating. Water is to be in a transparent container.
* In the official NCEA exams you will not need to bring in any paper.
* Do not talk or communicate at any time in the assessments, unless spoken to by your teacher

Scholarship Exams

Entries for Scholarship exams will be called for in Term 2/3. At the NCEA Scholarship Exams bring photo ID and your admission slip. If you have entered for the scholarship exams and plan not to sit them please let staff know ASAP. This information is important for the Exam Supervisor when setting up rooms. There is an extra NCEA fee for each scholarship paper you sit.

Standard Not Assessed

If you do not write on your exam paper the grade will be recorded as Standard Not Assessed. If you put your name on the paper and nothing else it will count as a Not Achieved. Take this into consideration if you run out of time in the exam to answer all of the standards.

OFFICIAL DOCUMENTS FROM THE NEW ZEALAND QUALIFICATIONS AUTHORITY

Transcript of External Assessment results

Result Notice can be downloaded from website. It will record all internally assessed results and not completed standards.

Record of Achievement

In addition, the New Zealand Qualifications Authority allows you to access your own Record of Achievement. It will show all the credits from all the senior school courses you have studied over the year. It will not record N results or SNA codes. NZQA will send you a copy of your Record of Achievement. You can also purchase an additional copy from NZQA.

National Certificates of Educational Achievement

In April you will be able to download your actual National Certificate of Educational Achievement if you achieved 80 or more credits for the standards you achieved, and met the literacy and numeracy requirements where appropriate.

Sample Results Notice

Examples of these NCEA results notices can be viewed on the NZQA website: <http://www.nzqa.govt.nz/ncea/results>

TOPPING UP A NATIONAL CERTIFICATE

What if you get fewer than the 80 credits needed for one of the NCEA certificates?

* If you are close to 80 credits you will complete that national certificate very quickly by adding the first few credits gained the following year.
* Remember that although a national certificate must have 80 credits, only 60 credits at the particular level or higher are required. The other twenty credits may come from the level below. In effect, twenty credits from each certificate may be counted twice.
* If you are short of literacy or numeracy credits at level 1, attend to that promptly to ensure you can gain more. This also applies if you want to go to university but have not reached the literacy requirements from level 2 English or Maori.
* You can repeat a course as often as you like.

PAYMENT OF NCEA FEES

You are responsible for paying the NCEA fees which are due each year. The fees pay for entry into all standards (internal and external). The school will issue you with an invoice in Term Two and will give you a deadline for payment at that stage. Schools agree to collect this fee on behalf of NZQA. Late payments incur a penalty from NZQA and non-payment means credits do not get credited to your NZQA qualification. Late payments are made directly to NZQA – you will need to see the Principal’s Nominee for a form.

Financial assistance is available under certain circumstances – reduces the cost to approximately $30. Details about application forms will be sent out in the invoice, and forms can be obtained online. All fees are to be paid on time, except if you miss the deadline.

NCEA Fees

Fees for Domestic Candidates

Fees for International Fee Paying Students

Entry for all National Qualifications – does not include Scholarship Exams $383.30 per candidate

Additional Scholarship Exams $102.20 per subject

## Assessment Of Internal Standards

### GETTING WORK IN ON TIME

Late Work and Extensions

Internal assessment work at school operates under strict conditions just as the external examinations do. This is so that the assessment conditions are fair for everyone.

There are two main types of internal assessment for NCEA.

Supervised and completed in school time

Unsupervised and completed over a longer period using both school and home time - for these you have to hand in the finished work on a specified day, at a specified time and place

Late work is not accepted nor is absence tolerated unless exceptional circumstances exist and an extension granted. If extensions are required, they need to be applied for at least seven days before the due date. Be aware that extensions are not automatically granted. You know in advance what your other commitments are and it is your responsibility to get assessments in.

Reasons for reconsideration of a hand in date

* Ill health or accident (medical certificate or other acceptable medical evidence is required from a non-family member)
* Family emergency, e.g. bereavement, major medical or other emergency (documentation might be required)
* A curriculum activity (e.g. field trip) or sport / cultural representation at national or regional level
* A school activity (e.g. a major production), other sport or cultural activities, work overload, a religious festival

If any of these circumstances happens on the day the piece of assessment was to be handed in, the completed assessment work could be delivered to the your teacher by a family member, courier or friend, or the teacher can be notified by phone or email, or in serious cases if need be notified a few days after a family emergency if possible. A phone call is required so that your teacher is aware that the work is coming in to school.

If any of these circumstances listed above happen before the due date and the work is incomplete, or if the assessment was to be done at school, we may offer you a suitable alternative:

a reassessment opportunity later in the year

an extension of time

an opportunity to sit the test or do the practical work on another specified day.

Students should be aware that it is not always possible to offer practical work at other times as these involve considerable planning, resources and preparation time. Any requests for a change of due date for assessment work may be granted at the staff discretion and consider each application on its merits. These requests are not automatically granted, either because good time management is your responsibility or because reassessment or extensions are not possible.

You may ask for decisions about late work or extensions to be reconsidered. See the appeal process.

Note: Externally assessed portfolio work (Technology and Visual Arts) must be handed in on the set date – no extensions are granted under any circumstances.

### Voluntary absence and assessments

By law, any family absence from school requires you to notify the Principal in writing. Voluntary absence on or before a due date may mean the credits are not achieved.

### Group Assessment

Check the procedures for the sciences, drama and other courses which have group assessments. Rescheduling of dates may need to be agreed to by the whole group and the teacher if a group member is absent. If a group member truants class to prevent the assessment taking place on the specified date that person will receive a Not Achieved for the assessment task.

### WHAT TO DO WHEN YOU MISS AN ASSESSMENT

Parents/Caregivers phone the school

If practicable, an alternative assessment time will be arranged. If this is not practicable, the student will be withdrawn from that standard

(a) Grant extension -Set new assessment date

(b) Deny application and award no credit for standards concerned

### SUBMITTING WORK THAT IS YOUR OWN

Breaching academic integrity is the submission by a student of a piece of work that is not original (not your own work).

Breaching takes many forms (some are listed below):

* plagiarism (copying out material from a source like a book or the internet without acknowledging that the words or ideas are someone else's)
* Using a cell phone during a test
* Help from home, or from a tutor, or from a reader-writer
* Copying or handing in all or part of another student’s work
* Giving work to another student which allows that student to use it or copy it
* Using written or recorded material in a test or examination
* Getting another student to sit an external assessment (examination) for you
* Using language dictionaries, electronic spell checkers or unauthorised calculators in external assessments

Involving Other Students

Where a second student has participated in the braching process, that person will be penalised also.

It is very important that you don’t lend your assessment work to other students. It is okay to discuss the topic you are doing with someone else, but the final piece of work must be your own ideas and in your own words.

Penalties

A range of penalties may occur depending on the seriousness of the incident.

* The lightest penalty will be a Not Achieved grade for the task, or part of the task, for all those involved
* Repeated incidents of breaching may mean you are withdrawn from sitting NCEA standards
* The most severe penalty is withdrawal from the qualification by the New Zealand Qualifications Authority. (Part 1 Section 8(f) of the regulations is applied)

You may ask for the breaching allegation to be considered again. See appeal processes

Authenticity Techniques

There are a number of methods the school will use to limit the amount of breaching. This is called checking the authenticity of your work:

* ask you to complete the task in class
* provide all the resources you need for the assessment
* collect work in at the end of each spell and hand it back to you for the next spell
* ask to see the draft copies of the work as you do it
* ask you to hand in all your photocopies or downloaded resources
* expect you to meet checkpoints before the final deadline
* discuss your ideas and findings with you or ask you to do a different written task to check your grasp of the material

MANAGING COMPUTER PROBLEMS

These problems fall into two categories.

Home Computer Problems

These are NOT acceptable reasons for late work. If you are relying heavily on computer technology, take these precautions:

* make frequent backups
* print frequent drafts with a dated footer (as protection if you lose all or some of a file)
* complete your assessment at least two nights before it is due
* manage your time so that printing is not done on the due day
* make arrangements to print your work at school if the home printer is broken
* submit the assessment on time on a disk/stick/email attachment to the teacher and organise the printed copy by the end of the due day.

School Network and Hardware Failure

This is not your fault so the teacher will make equivalent time available to you. This may have to be in the lunch breaks or during study spells.

However, you are responsible for:

* making effective use of class time when the system is operating well
* remembering your password
* ensure regular backups are made on disks/sticks
* printing regular drafts with the date in the footer
* topping up your print and internet account balances well in advance of the assessment spells

#### ASSESSMENT CLASHES WITH TRIPS

NCEA Assessments take priority over school trips, unless the trip is for an internal assessment and has been signalled well in advance. Students are to notify teachers of clashes. In some circumstances alternatives could be negotiated, however a teacher does not need to make an alternative for a clash with a non NCEA assessment activity.

### APPEALS PROCESS

You have the right to appeal these things:

* The grade you receive for a piece of internal assessment
* The loss of credits or grades because of an accusation by the school of breaching.
* The non-acceptance of late work by the Principal,
* Head of Department declining an application for an extension of time
* External principal nominee (From another school) may be used if necessary (as negotiated at the time)

None of these decisions is made lightly by the school but you may be unhappy about something. This is how the process works:

First you need to talk to the teacher about your concern within three days of receiving a result or judgement If the matter is not resolved then Complete an Appeal Application Form

### ADDITIONAL THINGS YOU NEED TO KNOW

Your written concerns must reach the Principal nominee no later than five school days after the initial concern was raised (i.e. You have five school days to complete the first two steps.)

The School will arrange for the work to be remarked or for a decision to be reconsidered and will inform the student of their decision.

If you still have a concern, the next step in the appeals process is to contact NZQA

The Principal’s Nominee will keep the Principal informed.
You will be given a decision as soon as possible. This decision is final.

### REASSESSMENTS AND RESUBMISSIONS

#### Reassessments

Further opportunities for assessment of a standard may be provided within a year. Reassessment, if offered, must be offered to all students. You can decline a second opportunity. It should occur after further learning has taken place. You complete a different task assessing the same standard. You are awarded the higher of your two grades for that standard.

#### Resubmissions

A resubmission should be limited to specific aspects of the assessment. You should note this in assessment details.

If a resubmission is offered, it must take place before the teacher gives any feedback to any other student. on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible. Feedback prior to a resubmission must be general.

A resubmission must be completed under the same conditions. The teacher should also ensure the resubmission takes place in a timely fashion. A resubmission can be offered after either the first or the second assessment opportunity or after both.

Some assessments take place over a longer period of time and there are a number of opportunities to reach the standard. You may do a portfolio of work and select the best pieces of work for submission towards the end of the course. The teachers give you feedback and you have the opportunity to improve your performance before the final submission date. This is different from a formal resubmission opportunity. It is part of the normal teaching and learning process.

### DERIVED GRADES FOR EXTERNAL STANDARDS

If you miss the external examinations because of ill-health, an accident or family bereavement you are able to apply for grades for the external achievement standards that you missed.

It is likely that your previous work and practice examinations will be used to estimate these grades. The school exams are therefore your ‘insurance policy’ should a Derived Grade be needed. It is important that you have completed a practice of every external standard under exam conditions before the NCEA exams. This is because if the school cannot use your exam grades we will look for completed work. If there are still no grades you will receive a SNA grade.

You will have to take them to your doctor to complete if you are ill and then hand them in before the last day of the examination period. If you are representing NZ at an international event you may also apply for a Derived Grade.

Be aware that Derived Grades are not always granted.

#### SPECIAL ASSESSMENT CONDITIONS (SAC)

For a handful of students with special needs, adults are available to help read and/or write their internal assessment tasks and examinations, extra time may be given; computers may be used, as well as other special conditions.

There are strict guidelines and sometimes outside professional evidence is required. Normally you will have been identified and have received this support at primary school as well as in years 7 - 10. The school is able however to use internal evidence to support your application.

It is very rare for students to gain special assessment assistance for the first time in the senior school. Strong outside evidence is needed. You also have to show clearly that you have the potential to achieve much higher grades. Breaking your arm just before the examinations is not grounds for having a writer. (See Derived Grades above)

Applications are finalised in Term One.

NZQA’s policy is available on their website, http://www.nzqa.govt.nz/ncea/acrp/secondary/index.html, in Section 6.

Qualification Authority based Assessment Rules and Procedures.

Examples of conditions that qualify for SAC are:

* Physical disability
* Hearing and visual impairment
* Learning difficulties such as dyslexia, diabetes, epilepsy

### TIMING OF ASSESSMENTS

Each standard you selected should be added to an assessment timetable which shows when assessments will occur. Usually these dates will not change.

Handing in an assessment after the due date, without an extension being given, or without an application for extension pending, will result in a Not Achieved grade.

Students should use a year planner to try and avoid clashes of dates. However, there are always some weeks that have a lot of assessment and some weeks that have very little. You need to manage your time.

### KEEPING YOUR WORK SAFE

You should hand in your own work. You should give it to the teacher in person at the time specified. The teacher is not responsible if work left on a desk or in a pigeonhole goes missing. When handing in work the teacher should record the time your work was handed in and you should sign against a roll to say it was handed in on time. You are advised to make copies and backups of all of your work.

The only exception to this is if you are absent when a piece of work is due (see the section on late work). You may phone the school and then get a friend, parent or courier to hand the work to the person in the school office. The office will sign it in and put a time and date on it to protect you.

Your internal assessment material is likely to be retained by the department especially if other classes have not yet completed the task. In addition, schools may have to hold assessment work for two years so the standard of marking can be checked by NZQA. The school is responsible for the safe storage of all your internal assessment work.

### CHECKING YOUR ASSESSMENT DATA

You have the right to check all the internal assessment data held on computer before it is submitted to the New Zealand Qualifications Authority.

This usually happens when all the internal assessment is completed early in Term Four.

You are asked to sign that the data is correct.

Before you sign, you have the right:

* to ask your teacher to show you the assessment work if held at the school so you can check the original marks
* to show the teacher that a grade was changed because of an appeal by providing evidence
* to view the corrected computer printout

It is your responsibility to keep in a safe place all the internal assessment grade sheets as you get them. You should also keep any appeal letters.

It is not possible to challenge a grade once the appeal period has passed unless you are away from school legitimately.

### PRIVACY ACT

Your assessment information is held on computer. It is not available to unauthorised people. You have the right to view your own data on request. Your information is used only for school reports, decisions on classes and moving on to the next level, and for NZQA purposes.

### University GES – Guaranteed Entry Score (GES)

Approved Subject list:

Accounting Biology Business Studies Chemistry Chinese Classical Studies Computing Cook Island Maori Dance Design(Practical Art) Drama Economics English French Geography German Graphics Health Education History History of Art Horticulture Indonesian Japanese Korean Latin Maths with Calculus Statistics and Modeling Media Studies Music Studies Painting (Practical Art) Physical Education Physics Photography(Practical Art)

Students will be ranked by most NZ Universities to see who will get entry. Entry spaces are limited and rankings will be based on Level 3 scores over a maximum of 5 approved subjects only. Credits will be awarded points. E.g. Excellence =4 points, Merit =3 points, Achieved =2.

For example a student will need to achieve 150 points minimum for Victoria University and Auckland University for a Bachelor of Arts Degree. You check with the Universities to see what the entry score is for specific courses.

The points will come from your 80 best credits. E.g. in a Level 3 Chemistry practical worth 4 credits where the student scored a Merit they will get 12 points.

You can only us a maximum of 24 credits per subject. You are advised to keep a running record of your Level 3 courses if you intend to go to a NZ University.

It is important that students are taking University approved subjects to help score the minimum GES.

Keep as a running total of your GES throughout the year

* Based on 80 best credits in all approved subjects, at level 3
* Maximum of 24 credits per subject
* Can include Achievement and Unit Standards (where they are offered in approved subjects)
* Excellence = 4 points, Merit = 3 points, Achieved = 2 points