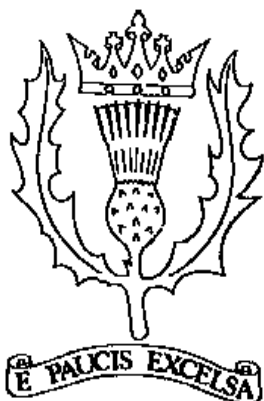


GLENDOWIE COLLEGE



“It is all about Excellence”

Quality Education

Preparation for Life

**Assessment Guidelines and Information
for Students enrolled in the
National Certificate of Educational
Achievement
(NCEA) Levels 1, 2 and 3**

2010

Contents

	Page No
The National Certificate of Educational Achievement (NCEA)	1
Requirements	7
Attendance Requirements	7
Procedures for Overdue and Missed Student Assessments	8
Authentication of Internally Assessed Work	8
Non Entry of a Candidate in External Examinations	10
Further Assessment Opportunities	10
Appeals Procedures	13
Special Assessment Conditions	13
School Examination Requirements	15
Subject Selection	17
Financial Assistance for National Secondary School Qualifications	17
Twitter Service for Exam Candidates	20
Additional Information for University Bound Students	20

List of Approved Subjects for University Entrance

Auckland University School Leaver Admission Requirements

2010 Undergraduate Admission Requirements for School Leavers

Conjoint Programmes

THE NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA)

From 2002, New Zealand's national qualification for school learners is the National Certificate of Educational Achievement - NCEA. NCEA will replace School Certificate in 2002, Sixth Form Certificate in 2003, and University Bursaries in 2004. NCEA is a qualification on the New Zealand's National Qualifications Framework (NQF). It sits alongside more than 700 other national qualifications used throughout tertiary education and industry training. Students at school will be able to attain many of these specialist qualifications as they complete NCEA.

Under NCEA students will be assessed through a combination of national exams and internal assessment - much like they are now. More than 60% of the usual school subjects in Years 11, 12 and 13 will be assessed by exam.

The most noticeable difference will be the way results are reported.

NCEA will report how well a student does in each of the separate skills and knowledge in a course. There will also be a grade average to show a student's overall performance. Results will show how a particular student compared with others nationally.

HOW DOES NCEA WORK?

NCEA is achievement based. Students will receive their certificates when they have achieved a range of standards. Consequently, national standards have been set in each area of learning. When students achieve these standards they earn credits toward their NCEA qualification. In school curriculum subjects, they can do more than achieve a standard, they can achieve with merit or excellence grades.

In each area of learning, different aspects of skills, knowledge and understanding are assessed separately. Each aspect can earn a different number of credits. So results about each student's efforts are detailed, giving a profile of their achievements.

The assessments are designed to suit the skill or knowledge being assessed. In school curriculum subjects, at least half of the assessment is by end of year examinations run by the New Zealand Qualifications Authority (NZQA).

Standards

There are two types of standards – 'unit standards' and 'achievement standards'. Both are used in programmes taught at schools.

For achievement standards you reach 'achieved', 'achieved with merit' or 'achieved with excellence'. For unit standards, you either get 'achieved' (pass) or 'not achieved' (fail).

The standards assessed in schools are usually at levels 1, 2 and 3. Most students will start at level 1 in year 11, though students often study at a mix of levels depending on their ability in particular subject areas. For example, in year 11 you can attempt studies at level 2, 3 or higher, if your school has a suitable programme.

When you study a programme or course you don't have to be assessed against every standard at every level in that subject area. Schools prepare a programme and use a mix of standards to assess students as they progress. Not all students will be assessed against the same standards. Your school will tell you what assessments you will be attempting.

Credits

Each standard is worth a certain number of credits. When you achieve a standard, these credits count towards your NCEA and may also contribute towards other National certificates, such as the National Certificate in Mathematics.

NCEAs are the national school qualifications typically assessed in Years 11 to 13. NCEAs are just three of the many qualifications on the National Qualifications Framework (NQF). The New Zealand Qualifications Authority (NZQA) manages the NQF, which comprises over a thousand national qualifications. You may be able to start studying towards other qualifications while still at school. You can see what is available, and the standards on which they are based, at www.nzqa.govt.nz/framework/

HOW DO I GET THESE QUALIFICATIONS?

NCEA level 1

When you have achieved 80 credits from level 1 or higher; you have gained NCEA level 1. Eight of these credits must be from numeracy standards and eight other credits must be from literacy standards. These skills can be assessed in English or in te reo Maori. Your teachers can tell you which standards provide the required numeracy and literacy skills.

NCEA level 2

NCEA level 2 requires a minimum of 60 credits at level 2 or above and 20 credits at any other level. Credits can be used for more than one qualification; so some of your NCEA level 1 credits can count towards NCEA level 2. At level 2 there are no specific literacy or numeracy requirements.

NCEA level 3

For NCEA level 3 you will need to achieve 80 credits, of which 60 must be at level 3 or above, and 20 at level 2 or above.

Rewarding achievement

Achievement standards don't just set out expectations for achieving the standard. They also recognise performance that meets 'merit' or 'excellence' criteria. You can now gain NCEA certificates endorsed with merit or excellence. If you get 50 credits at excellence level you will earn an NCEA certificate endorsed with excellence. If you get 50 credits at merit level you will earn an NCEA certificate endorsed with merit. (If you get 50 credits with a mix of merit and excellence you will earn an NCEA certificate endorsed with merit.)

From 2008, students will be able to gain merit or excellence in particular subject areas. This means that if you are doing very well in one particular area, that will be recognised in your results.

Excellence criteria are demanding and students who achieve with excellence for all or more of their standards, will demonstrate higher-level thinking skills.

OTHER AWARDS

University Entrance

To gain entry into a New Zealand University, you will need to have 42 credits at level 3 or above. At least 28 of these credits must come from standards on an NZQA approved list (available at www.nzqa.govt.nz/ncea/ue). As well as these level 3 credits, you will need some credits at level 2 or 3 which show that you have reading (4 credits) and writing skills (4 credits), and credits (14) showing numeracy skills at level 1 or higher. Your teachers will be able to tell you about this requirement.

Universities and other tertiary providers in New Zealand sometimes have other specific requirements for entry to particular programmes or courses. If you have a particular university programme in mind, check entry criteria as soon as possible, to ensure that you are entering for the right standards at level 3.

Scholarship

Scholarship is externally assessed. It is designed to extend the very best students and to financially reward very able students who are going on to tertiary study. It is **not** a qualification.

Students sitting scholarship will be assessed on their ability to think laterally and in the abstract. The exams cover the same knowledge and skills as level 3 achievement standards, but the standard of performance required is much higher.

You can discuss scholarship requirements with your teachers.

Scholarship Subjects For 2010

Accounting, Art History, Biology, Chemistry, Chinese, Classical Studies, Drama, Economics, English, French, Geography, German, Graphics, History, Japanese, Latin, Mathematics with Calculus, Media Studies, Music Studies, Physical Education, Physics, Science, Spanish, Statistics and Modelling, Te Reo Maori, Technology (generic*), Visual Arts (one option**).

* You can enter Biotechnology, Electronics and Control Technology, Materials Technology, Production and Process Technology, Food Technology, Structures and Mechanisms, and Information or communications Technology (ICT).

** You can enter Painting, Printmaking, Design, Photography or Sculpture.

WHAT ELSE SHOULD I KNOW?

Flexible, personalised learning

Today's assessment systems mean schools can run shorter courses, combine different levels, and link with industry and local business to run courses in a broader range of subjects. This means that all schools can offer programmes to suit particular students and everyone is encouraged to achieve and be successful at school.

How do I enter?

All students must enter for assessment through an 'accredited provider', usually a secondary school or area school, or wharekura. If you're not enrolled at a school – for example, if you are home-schooled – you will need to find a school which will make your entry.

Your school will be asked to send entries to NZQA during the year. You will be able to make changes to your entries, if necessary, later on. Your school will tell you when you need to finalise your entries and pay your fees to them.

During the year you can log on to the NZQA website www.nzqa.govt.nz and check your entries and personal details.

How will my work be assessed?

Each standard is either internally assessed by your school during the year, or externally assessed. Most external assessments are by exam at the end of the year, although for some subjects you will submit a portfolio.

How will I know what to do to achieve a standard/

As you learn a new skill or topic your teachers will explain to you what is going to be assessed and how well you'll need to perform.

Your teachers can provide feedback while you are learning to tell you if you are on the right track or advise on how to improve your work.

The 'For Learners' area on the NZQA website www.nzqa.govt.nz is a useful gateway to information including:

- The exam timetable
- Past exam papers
- Study tips, etc.

There's also a secure part of the website where you use your National Student Number (NSN) **and** password to log in. If you have **not** logged in before, you must first **register** to generate a password. This enables you to access information NZQA holds about you including your Record of Learning.

How will I know that my internal work is marked at the same standard as other schools?

During the year, all schools have samples of their internal assessments in each subject area checked by NZQA's independent moderators.

The information is returned to your teachers and principal, so they know they are applying the national standard correctly.

What happens if I don't achieve a standard?

For externally assessed standards, there is only one assessment opportunity each year – the exam or other external assessment at the end of the year. If you do not achieve a standard, your school may allow you to repeat the course the next year.

For internal assessment, your school may allow you to be assessed again later during the year. For some standards, your school may delay your assessment until the final term, taking into account most of your year's work.

Remember that your teachers will be working hard to help you achieve each standard. They'll tell you what you need to do, how far you are from achieving each standard, and give you feedback on how to improve your work.

Can I use te reo Maori for assessments in other subjects?

You can take most external assessments in te reo Maori. Talk to your school about this when you first make your entries, so NZQA can arrange to provide you with an examination paper in te reo Maori.

If I did not get the NCEA qualification I was aiming for last year; what are my options this year?

You do not have to achieve a level 1 or level 2 qualification before you study at the next level. Any credits you earn this year can be used toward your level 1 or level 2 qualification. At the same time you can begin work that will count for the next level up. This means the credits you earn may contribute to more than one qualification at the same time. You may study some courses at a higher level than others, or you may even attempt some standards within a course at a higher level. Your school will discuss what courses of study will best suit you and your situation.

Is NCEA the only qualification I can aim for at school?

No. NCEA levels 1, 2 and 3 are just three of the 1000 national qualifications on the NQF. Your school may offer tuition for some of these other qualifications. Examples are areas like childcare, sport, tourism, computing, electrical engineering, and business management. Some qualifications can be completed at school, such as the National Certificates in Computing, Employment Skills, Hospitality, Mathematics, retail and Travel & Tourism. Others you may have to start at school, and then finish in the workplace or at a tertiary provider.

Any courses you take this year with a tertiary provider and any time you spend in workplace training may also lead to credits. Any specialist unit standards that you achieve from these assessments also contribute to your NCEA qualifications. Your work might count for more than one certificate at the same time. Talk to your teachers about this.

RESULTS

How and when will I get my results?

In October; you will be able to log on to the NZQA website and see what internally assessed results your school has sent to NZQA.

In late January, you'll get provisional results, an NQF Results Notice from this year for both internal and external assessment. This will include standards achieved and standards not achieved.

If you sat Scholarship exams your results will be sent to you in February.

When you leave school, you'll also receive a School Results Summary, listing all the standards you've attempted and the results, including not achieved results.

Record of Achievement

Each year around April, you'll be sent a record of Achievement (formerly called the record of Learning). This records all standards achieved during your time at school.

A summary of your qualifications and achievement will be listed at the top of your Record of Achievement. Standards are then grouped according to related areas of study.

The standards you achieve each year will be added to your Record of Achievement. You can continue to add to it once you leave school and complete new qualifications or undertake workplace training.

You can access your Record of Achievement on the NZQA website and also order a paper copy.

Can I appeal my results?

If you have a question about your internal assessments, your school has a process for sorting this out. You'll get this information in writing, so keep it handy. Your teacher can tell you how the result was reached. If not, your school will tell you who to talk to next.

You can ask NZQA to review results from most external assessments after you get your results next year. You will be given detailed information about how to do this by NZQA.

How will my results be recognised when I leave school?

NCEA and other national certificates are recognised by employers, and used as the benchmark for selection by universities and polytechnics. There are requirements for University Entrance (see page 4) based on a common standard. Independent research has shown that performance in NCEA is a good indicator of success at first-year university.

Your Record of Achievement details your achievements in a way that should be readily understood by employers and tertiary education providers.

Will an NCEA be useful if I go overseas?

NCEA is New Zealand's national school-leaver qualification, readily accepted overseas, including by universities.

New Zealand has qualification recognition agreements with Australia and the United Kingdom and New Zealand qualifications are accepted for most purposes in the United States. NCEA is included in the publication International Qualifications for Entry into Higher Education, which is used in the UK and internationally for tertiary entrance and selection. Level 3 NCEA is broadly equivalent to English A Levels and Australia's Higher School Certificate.

NCEA Level 3 results are used in the Interstate Tertiary Index used for entrance to all Australian Universities. If you give permission on your entry form, NZQA will electronically send your results to Australian authorities in early January.

If you are an international student studying in New Zealand you should discuss your tertiary education plans with your teachers. They will help you plan the appropriate study at school.

REQUIREMENTS

Absences for Tests: Notes from parents explaining a student's absence on an assessment day must be given directly to the **Dean** by the student. The Dean will then consult with the subject head of department. If the absence may be excused on medical or compassionate grounds either the student will sit a test of comparable difficulty or be awarded a grade based on the performance of the other students with similar achievement ratings. If the absence cannot be satisfactorily explained, a Not Achieved grade will be given.

Absences for Examinations: A parent should telephone the office on the day of the examination to leave a message for the Dean. A medical certificate from a Doctor should be produced as soon as practical and given to the Dean.

"Late" Assessments: It is important that work is handed in on the due date. If a student requires an extension of time for an assignment (for medical or compassionate reasons) then they must consult with the appropriate HOD/FM prior to the due date. (See School Procedures on Overdue and Missed Student Assessment).

Attendance: Students must attend school up to and including the sign out date. Any absences other than those beyond students' control must have the prior approval of the Principal.

ATTENDANCE REQUIREMENTS

The school emphasises that regular attendance is critical to student achievement.

When a student is absent for a cumulative 20 half days or more the Level Dean in liaison with the relevant senior leader will investigate the student's absences. Should they for any reason be concerned then appropriate steps will be taken. This might include an interview with the parents/caregivers and students, medical certificates being required for all absences.

A student will not be excused from school to work on or complete assignments at home.

PROCEDURES FOR OVERDUE AND MISSED STUDENT ASSESSMENTS

1. Students are expected to submit assessments on time. Students unable to do so must liaise with the relevant HOD/FM prior to the deadlines to determine whether an extension will be granted.
2. Any extension for assignments can only be for a maximum of two weeks. After this time if no extension has been granted, a no grade (or no credit given) award will be given unless there is a further assessment opportunity for that achievement or Unit Standard using different content.
3. All in-class based assessments must be completed on the specified day. Otherwise, a Not Achieved grade must be awarded unless:
 - a) the teacher has evidence that the student has achieved the particular standard
 - b) a further assessment opportunity for that particular standard is provided
4. If a student is absent on the day an assessment is due then it is the responsibility of the student to arrange for the assessment to be handed in to the school office on the due date, and clearly marked to the attention of the appropriate staff member. A student unable to fulfil this requirement must provide a medical certificate together with the assessment on the day of return to school and give this to the Deputy Principal (Curriculum).
5. If a student fails to submit or participate in two or more assessments on time in a subject, then the HOD/FM will inform the parents/caregivers.
6. If a student wishes to have a decision on an overdue or missed assessment reviewed, the student must liaise with the Assistant Principal (Curriculum) who will make a decision in consultation with the relevant HOD/FM.

AUTHENTICATION OF INTERNALLY ASSESSED WORK

The following will apply to **ALL** work presented for internal assessment for national qualifications:

1. All work submitted by students for assessment must genuinely be their own work.
2. Work submitted for internal assessment must be fully undertaken mainly during the year of assessment and in some cases, over two years.

3. Students must not accept undue assistance from any person in the preparation of work for submission. As an example, undue assistance would include providing actual adjustments, or dictating or directing the student to insert particular text or other aspects of the work. Students may, however, be given general advice about the nature of adjustments or improvements that could be made to their work.
4. Teachers should not set work for internal assessment which cannot be authenticated.
5. In submitting work for assessment, students must acknowledge all resources used. This includes texts, electronic sources and other source material, and the name and status of any person who provided assistance, together with the type of and extent of assistance received.
6. Each student must be asked at the time of submitting a piece of work to sign a declaration on the approved form stating that the work is the student's own
7. Where a breach of rules is suspected when a student submits a piece of work for internal assessment then the teacher in consultation with the appropriate HOD/FM and the Deputy Principal (Curriculum) should establish if such misconduct e.g. cheating, disturbance, etc has taken place.

If this is the case the people above will decide if one of the following actions will be taken:

- (a) a grade of no grade will be awarded for that piece of work
- (b) a grade of no grade will be awarded for that component of the particular assignment.
- (c) write formally to NZQA recommending disqualification of the student from that subject, after prior consultation with the Principal, the student and his/her parents or caregivers.

In all cases parents/caregivers will be informed of the concerns and the subsequent decision.

N.B.

The last option will be used for serious or repeated cases of misconduct, as per the procedures set out in Section 4.4 (breaches of rules – external assessment) and 4.5 (breaches of rules – internal assessments) of NZQA's Assessment and Certification: Rules and Procedures for Secondary Schools.

NON ENTRY OF A CANDIDATE IN EXTERNAL EXAMINATIONS

- All second year candidates at a particular NCEA level will enter for the external Achievement standard assessment in their subjects. There should be no exceptions.
- In consultation with the subject Head of Department/Faculty Manager, each subject teacher will determine the most serious under-achievers in their subject classes. The students will be identified according to mid-year (June) examination performance and grades received from class work to date. (Category A).
The subject teacher will also determine the most serious cases where candidates are not achieving and are not likely to achieve any success at all. (Category B).
- The HOD/FM will collate the responses from subject teachers and give the finalised list of most serious cases (ranked order) to the Deputy Principal (Curriculum).
- The forwarding of identified student names (Categories A and B) to the Deputy Principal (Curriculum) should be within ten days of exams finishing.
- The Deputy Principal (Curriculum) in consultation with the relevant HOD/FM will determine which students should not enter in which subject(s) and/or externally assessed achievement standards.
- Identified students will be informed (teacher and HOD/FM), and the parents contacted by the Deputy Principal (Curriculum). This parent communication will initially be via a standard form that requires student, subject teacher and parental consent. There may be an interview for discussion with the student, HOD/FM and or subject teacher if necessary.
- If the parents after consultation wish for the examination entry to proceed then this can occur. The position of the school is to advise and recommend, not to prevent.
- All work requirements and regular attendance must be fulfilled in subjects not entered.

FURTHER ASSESSMENT OPPORTUNITIES

A key feature of school-based internal assessment is that further opportunities to be assessed can be provided for students who initially fail to achieve their potential at any level, where this is appropriate.

1. A maximum of one further opportunity for assessment of a standard can be provided within a year.

Students' learning is not increased by repeated summative assessment, but by extensive feed forward and feedback. 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.

A maximum of one further opportunity for assessment means none or one. It does not mean one must be offered.

The need for further assessment can be minimised when teachers:

- ensure students understand the standard and the test, brief or assignment (the performance
- criteria or achievement criteria, the range statement and link with the curriculum)
- discuss exemplars of successful work in different contexts with students
- give students adequate practice opportunities, including whole-class brainstorming

- assess students when they are ready and
- provide templates to guide students.

Eligibility for a further opportunity

If a further opportunity for assessment is offered to any student, it must be made **available** to all students entered for that standard. This is regardless of their performance on the first opportunity. Therefore, further assessment opportunities need to be carefully planned.

All students must be able to:

- use the further opportunity to improve their original grade
- access the further opportunity, if they wish, including those who did not complete the original assessment for an acceptable reason, as determined by the school's policy on missed and late assessment.

It is not the intention to allow students a further assessment opportunity where they have chosen for unacceptable reasons not to take the first opportunity.

Results of a further opportunity

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

- If a student does not achieve the standard on the first attempt, they must have access to any grade from Not Achieved to Excellence on their second attempt.
- 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. 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. It should occur after further learning has taken place.

Conditions of assessment during further opportunities

It is essential that conditions of assessment during a further opportunity be consistent with those for the first opportunity. For example, students cannot be allowed to work at home for the second opportunity when this was not allowed for the first opportunity. Inability to provide the same conditions for the second opportunity would be a reason to make only one opportunity available in the year.

2. A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided (refer to the glossary for definition of resubmission).

- A resubmission can be offered when students have made mistakes which they should be capable of discovering and correcting on their own. By definition, the problem should be capable of rapid resolution. In other cases, a further assessment opportunity may be more appropriate.
- If a resubmission is offered, it 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.
- Feedback to students prior to a resubmission must be general and not compromise the authenticity of the student's work and responses.

Teachers should give only general advice. A student may be told, for example, “you need to fix your referencing up” or “there are grammar issues here”.

- A resubmission must not compromise the assessment. For example, if the original assessment was completed in a supervised classroom, the resubmission must be completed under the same conditions. It is not appropriate to allow a student to complete their resubmission at home when the original assessment was done in class. The teacher should also ensure the resubmission takes place in a timely fashion.
- A resubmission does not constitute a further opportunity for assessment because it does not involve a new assessment being set after further learning.
- A resubmission can be offered after either the first or the second assessment opportunity or after both.

3. Approaches to assessment that involve collection of evidence must be documented (refer to the glossary for definition of collecting evidence over time).

- Care must be taken to ensure that teachers do not assist students to complete an assessment. The work must be the work of the student.
- Evidence used to make a grade decision must be recorded and verifiable. For example if no video of a performance is practicable or the evidence has come from conferencing with students, teachers need to provide a checklist or an annotated file note with a standard-specific description of the evidence which the teacher viewed to justify the judgements made. This annotated file note could be added to the mark sheet/results notice which is returned to the students. A copy must be retained by the teacher for moderation purposes and for future reference.

4. When assessing aspects of a standard separately, teachers must be confident that students can demonstrate competency for the standard as a whole.

- In the case of a standard that has separate elements, if it is acceptable to assess each element through a different task and submit an overall result, the assessor must be satisfied that the student can demonstrate an understanding of or competency against the standard as a whole.

Glossary of terms used

There has been considerable debate about assessment terms used in schools by teachers, students, and parents. These rules and procedures use terms defined as follows:

Further assessment opportunity

A further assessment opportunity occurs when a new, quality-assured assessment is provided for students after their first opportunity, **and after additional teaching and learning has taken place**. This could be a new test, a new writing topic or a new research topic. For some tasks offering a further assessment opportunity will not be possible for manageability and practical reasons.

Resubmission

A resubmission opportunity should only be offered 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.”

Collecting evidence over time

It may be appropriate, in some standards, for the teacher to gather achievement evidence over time. In this case there is no specific “assessment event.”

This would apply when the standard assesses a skill or piece of knowledge that students could demonstrate over the course of their normal class work or outside the classroom in controlled contexts for example, safe practice in a workshop, public speaking, performing arts, or appropriate use of technical equipment.

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.

APPEALS PROCEDURES

1. Assessment appeals shall be directed in the first instance to the subject teacher between one and four school days after the task is returned. A standard form is to be used to lodge the appeal in writing.
2. In the event of non-resolution of an appeal to the subject teacher, the student may take the appeal to the HOD/FM. If the appeal is still unresolved, the student may appeal to the Deputy Principal (Curriculum) whose decision will be final.
3. Students will be provided with clear information about the grounds for appeal and appeal procedures in the relevant course handouts.

Student results and the use of student work will at all times comply with the Privacy Act.

SPECIAL ASSESSMENT CONDITIONS

- a. Candidates with permanent or long-term conditions or learning difficulties which they believe will significantly impair their performance in specified external assessments and in particular written examinations, may apply to The New Zealand Qualifications Authority for special assessment conditions in the current year (for example, a time allowance, modifications to question and answer booklets, or the use of an examination assistant such as a reader/writer).
- b. Applications must be supported by documentary evidence of the need for special assessment conditions, be from a suitably qualified, independent registered professional, be no more than three years old and have been reported during the candidate's time at secondary school.

- c. Where schools are unable to provide evidence from an appropriate source (such as a registered NZCER level C assessor) The New Zealand Qualifications Authority must be notified before applications for Special Assessment Conditions open. In extenuating circumstances alternative documentary evidence held by the school may be submitted to the Qualifications for consideration before applications close. Applications made under these circumstances will be considered against the same criteria as those relating to an appeal.
- d. Special assessment conditions are not available for externally assessed achievement standards for Technology, Graphics, and Visual Arts, and those [standards for which special assessment conditions are specifically excluded](#).
- e. In approving applications for special assessment conditions in the current year The New Zealand Qualifications Authority uses two main criteria
- i. Candidates identified as having permanent or long-term conditions such as
 - physical disability which impacts on their learning
 - sight impairment which impacts on their learning
 - hearing impairment which impacts on their learning
 - medical conditions which are long-term illnesses which impacts on their learning
 - significant proven specific learning difficulty which impacts on their reading and/or writing and their learning.
 - ii. Candidates who have
 - already been diagnosed as requiring special assessment conditions assistance by a suitably qualified and registered professional
 - an up-to date report by an independent registered professional which establishes that the candidate has the intellectual capacity to perform in assessments but is held back by a specific learning difficulty
 - received ongoing support from their schools.
- f. Students must be receiving on-going support in both teaching and learning and assessment to manage their learning difficulties during their time at secondary school. Schools must be able to detail the specific on-going programmes of learning support they provide for students identified with significant learning difficulties. These must be provided in accordance with the school's policy for any internal assessments and school-based examinations and also for the Graphics, Technology and Visual Arts externally assessed standards. School policies are monitored by The New Zealand Qualifications Authority as part of the [Managing National Assessment systems check](#).
- g. Schools are not to apply for special assessment conditions in situations where there is an exclusion of assistance (see below) or where the integrity of assessment would be compromised by reducing the validity and reliability of assessment.
- h. Before making an application for special assessment conditions, the school should consider the candidate's record.

- i. An annual needs analysis is to be conducted at the beginning of each school year to determine whether the candidate should continue with the assessment conditions previously offered, or whether changes should be made. Schools are to review annually the efficacy of the support provided and make appropriate decisions about the number and nature of standards to be assessed.
- j. Schools must make online applications for special assessment conditions each year by the date notified.
- k. The New Zealand Qualifications Authority reserves the right to amend and/or decline applications which do not meet these criteria.
- l. Approval of special assessment conditions in one year does not necessarily mean that approval will be given in subsequent years.
- m. A school may appeal in writing to the Chief Executive against a decision made by The New Zealand Qualifications Authority relating to Special Assessment Conditions within 14 days of the date of the notification of the decision.
- n. The Chief Executive may allow or dismiss the appeal or vary the conditions approved, and that decision will be final.
- o. Each year a selection of schools will have their special assessment policies and procedures audited by The New Zealand Qualifications Authority.

SCHOOL EXAMINATION REQUIREMENTS

1. All students are expected to carefully note the **days and times** of each subject examination. They should arrive at school **at least 15 minutes prior to the starting time** of the scheduled examination. A student **may not leave** the examination until the examination is completed.
A student may only **leave the examination room** temporarily during the examination with the prior permission of the supervisor.
2. Each student is responsible for providing her/his own **equipment** and standard student ID card for each examination. This should be brought in a clear plastic bag. **Borrowing** during an examination is **not** permitted. Students may not bring into the examination room reading matter, food, sweets or chewing gum. Water may be permitted, provided it is in an approved non-spill container with the permission of the Supervisor.

3. **No student may bring into the examination room any item of information** related to the subject being examined, including programmed calculators, **translators and/or electronic dictionaries**. This also includes texts, folders, assignments, notes or any jottings. Any student infringing this requirement will have their examination paper confiscated by the supervisor and be awarded a Not Achieved grade. Parents/Caregivers will be informed.
4. Students are required to sit the school mid-year and end-of-year examination **in each subject they are currently studying, regardless of whether they are entered for the external qualification** in that subject or not. The school examination is part of the year's assessment programme and is a school requirement for all students. In some cases (e.g. Design Technology) students are required to work on projects in lieu of the examination.
5. **Failure to attend an examination** is very serious. Medical or personal reasons must be verified in writing **within 24 hours to the relevant Dean**. Medical reasons require a **medical certificate** from a doctor. It is vital to see a doctor **on the day** of sickness or injury. Unexcused absences are regarded as deliberate **truancy** and result in a Not Achieved grade for the examination and for that component of the year's overall work. An unexcused absence from an examination may result in further action taken by the Principal.
6. Cases of suspected cheating will be thoroughly investigated by the Deputy Principal (Curriculum) and may result in a no grade award.
7. A student who has been excused from an examination for a medical or other reason accepted by the Principal may be **required to take the examination on their return to school** at a time/date determined between the Dean and subject teacher.
8. At the end of an examination students are requested to **promptly leave the school**, unless they have another examination that day or wish to quietly study in an approved area. Students may **not** remain on the school premises or grounds for recreational or leisure reasons.
9. **Full school uniform** is required for all students. Failure to adhere to school dress code uniform regulations for any examination will result in the student being sent home to change and loss of actual examination time to do this.
10. **Each subject teacher** will on receiving their class examination papers **immediately check for absences** and within 24 hours inform the relevant Dean in writing of any absentee. The Dean will follow the matter up and then inform the Deputy Principal of each case requiring attention.

SUBJECT SELECTION

- All Year 11 and 12 students are required to select **SIX** subjects (these may be at any level provided the appropriate Head of Department or Faculty Manager approval is obtained).
- Subject selection is made in September for the following year and confirmed at the Subject Confirmation Days at the beginning of the school year.

FINANCIAL ASSISTANCE FOR NATIONAL SECONDARY SCHOOL QUALIFICATIONS

Who can apply for financial assistance?

Financial assistance is available to assist with the payment of entry fees for national secondary schools qualifications. To be eligible to apply you must be the fee-payer and meet at least one of the following criteria:

- be receiving a Work and Income or Study Link benefit (**benefit-based applications**)
- have a joint family¹ income that would entitle you to receive a Community Services Card (**income-based applications**)
- be a fee-payer with two or more children who are candidates, irrespective of family income (**multiple candidate applications**), where the total fees you would have to pay would otherwise be more than the \$200 multiple candidate maximum.

You cannot claim financial assistance for international fee-paying students.

How do I apply for financial assistance?

Complete one application form for all members of your family² for whom you are seeking financial assistance. Forms are available from schools or from the “For Learners” section of the NZQA website: www.nzqa.govt.nz/for-learners

Send the completed form to the school that you have listed on the form. If your application covers more than one candidate, send the form to the school of the first candidate you have listed. That school will process your application. If you are the fee-payer for candidates attending different schools the first school will send it on to those schools for you. Your school will tell you the date to return the form to them for processing.

¹ “Family” is defined as parents (or legal guardians) and children living together.

² Candidates will pay \$75 except if they enter for more than three Scholarship subjects or are international students. This means that most fee payers with two candidates assessed against NQF standards this year will not be eligible for multiple candidate financial assistance.

Which sections do I complete on the form?

You must complete Section A and B giving full details of both you and the members of your family¹ for whom you are seeking financial assistance. It is important to write the candidate's National Student Number (NSN) in the space provided and to sign the declaration at the bottom of the form.

Complete only **one** of sections C, D or E depending on your circumstance as follows:

Section C – Complete this section if you are receiving a Work and Income or Study Link benefit. Enter your benefit number in the space provided.

Section D – Complete this section if you are not receiving a benefit but you have a gross family income that would entitle you to receive a Community Services Card. Indicate in the space provided that you are eligible to receive financial assistance or enter your Community Services Card number. You must sign the declaration at the bottom of the form and be prepared to provide evidence of your income to support your application.

Section E – Complete this section if you do not qualify in the above categories but have two or more children² studying for National Secondary School qualifications and would otherwise be paying more than \$200 in fees.

What if I don't know the National Student Number (NSN)?

All secondary candidates for national qualifications will be notified of their NSN in June. You must write the NSN in the space provided on the application form. If candidates have been assessed against NQF standards in the past their NSN will be on their Result Notice, Record of Achievement or Certificates issued by NZQA. If you can not find your child's NSN please contact the school.

What are the income thresholds for entitlement to a Community Services Card?

Family Size ¹	Income Limits (Before tax) From 1 April 2009
2 person family (1 parent with 1 child)	\$44,211
3 person family	\$53,539
4 person family	\$60,959
5 person family	\$68,225
6 person family	\$76,346

¹ "Family" is defined as parents (or legal guardians) and children living together.

² Candidates will pay \$75 except if they enter for more than three Scholarship subjects or are international students. This means that most fee payers with two candidates assessed against NQF standards this year will not be eligible for multiple candidate financial assistance.

For families of 7 or more, the income limits increase by \$7,154 for each additional person

When are applications due from fee-payers?

Your completed application must be sent to the first school listed on your application form. Contact this school to find out when they require the completed form for processing. Schools must send all applications to NZQA by 18 September. If you miss your school’s deadline for processing applications, you risk having to pay full fees and the \$50 late fee.

When will I know if my application has been approved?

Your school is responsible for approving your application. You can assume it has been approved unless your school contacts you advising you otherwise.

How much will I need to pay?

	I am eligible for beneficiary or income based assistance	I am not eligible for beneficiary or income based assistance
I am paying for one child who is a candidate	\$20.00	Full fees (\$75.00 for NQF and 3 Scholarship subjects)
I am paying for two or more children who are candidates	A maximum of \$30.00 per family. ¹	Where fees are payable for more than one candidate, a maximum of \$100.00 per child and \$200.00 per fee payer. ²

Need more information?

If you need more information on how to apply for financial assistance please contact your school.

¹ Refer to the information sheet for the definition of a “family” for the purposes of claiming beneficiary or income based financial assistance. ² You must provide the National Student Number (NSN) for each candidate before financial assistance can be approved. Refer to the information sheet for details on how to obtain this number. ³ Refer to the information sheet for clarification.

TWITTER SERVICE FOR EXAM CANDIDATES

Candidates in this year's NCEA and Scholarship senior secondary school examinations can sign up to receive reminders and updates from NZQA through the social networking site, Twitter. Twitter messaging is being added to existing communications methods (via the NZQA website, schools and news media), and will allow reminders of examination times and examination rules, and alerts about issues such as localised traffic problems, to be passed on quickly to candidates.

Messages will be sent in plain English, not text language, and will not be sent during exam sessions.

Students wanting to receive messages must first sign up as followers of NCEA examinations, at: www.twitter.com

Information on examination rules is available at:

<http://www.nzqa.govt.nz/ncea/acrp/secondary/index.html>

ADDITIONAL INFORMATION FOR UNIVERSITY BOUND STUDENTS

Guidelines for Entry into Tertiary Education Programmes

In general, minimum entry requirements are as follows:-

Certificate Courses: Open Entry or NCEA Level 1

Diploma Courses: Successful completion of a Certificate Course or NCEA Level 2.

Degree Courses: **Common Entrance Standard for all NZ universities**

A minimum of 42 credits at Level 3 or higher, including a minimum of 14 credits at Level 3 or higher in each of 2 subjects from the approved subject list, with a further 14 credits at Level 3 or higher taken from no more than 2 additional approved subjects or domains on the National Qualifications Framework. Plus 14 Level 1 credits in Maths, and 8 Level 2 credits in English (4 in Reading and 4 in Writing).

Entrance to University Courses under Unit Standards Qualifications

Although Universities will recognise credits in subjects offering Level 3 Unit Standards, such recognition will be limited, and students intending to study for any Degree at University Level are **strongly recommended** to take 5 subjects in Achievement Standards at Level 3 in Year 13.

LIST OF APPROVED SUBJECTS FOR UNIVERSITY ENTRANCE

Initial list of approved subjects for the entrance to university as approved by NZQA.

(* Offered at Glendowie College)

<ul style="list-style-type: none">• Accounting *• Agriculture and Horticulture• Biology *• Chemistry *• Chinese (Second Language)• Classical Studies *• Computing*• Cook Island/ Maori• Design (Practical Art)• Drama *• Economics *• English *• French (Second Language) *• Geography *• German (Second Language) *• Graphics *• History *• History of Art *• Indonesian	<ul style="list-style-type: none">• Japanese (Second Language) *• Korean• Latin• Mathematics with Calculus *• Mathematics with Statistics *• Media Studies *• Music / Music Studies *• Painting (Practical Art) *• Photography (Practical Art) *• Physical Education *• Physics *• Printmaking (Practical Art)• Samoan• Science *• Sculpture (Practical Art)• Spanish (Second Language)• Social Studies• Technology *• Te Reo Rangatira or Te Reo Maori
---	---

AUCKLAND UNIVERSITY SCHOOL LEAVER ADMISSION REQUIREMENTS

National Certificate of Educational Achievement (NCEA) Level 3

To be admitted to The University of Auckland you must gain the University Entrance Standard and be selected into a programme. You will be allocated a rank score based on your 80 best credits at Level 3 or higher over a maximum of five approved subjects, weighted by the level of achievement attained in each set of credits. If you achieve fewer than 80 credits, the rank score will be based on those credits you have gained at Level 3 over a maximum of five approved subjects and weighted by the level of achievement. The approved subjects are determined by NZQA and a list is available at www.nzqa.govt.nz/ncea. You are strongly encouraged to take achievement standards as preparation for University studies.

The rank score will be calculated by awarding four points for Excellence, three for Merit and two for Achieved for up to 24 credits in each approved subject taken at Level 3 in the last two years. The maximum available score is 320.

Example of how a rank score for NCEA Level 3 is calculated				
Subject	Standard type	Results	Calculate	Rank Score
Economics	Achievement	6 Achieved	No counted	Nil*
English	Achievement and Unit	6 Excellence 6 Merit 16 Achieved **	6 x 4 points 6 x 3 points 12 x 2 points	66**
History	Achievement	8 Excellence 10 Achieved	8 x 4 points 10 x 2 points	52
Mathematics with Calculus	Achievement	4 Excellence 3 Merit 8 Achieved ***	4 x 4 points 3 x 3 points	25
Physics	Achievement	24 Merit	24 x 3 points	72
Statistics and Modelling	Achievement	7 Merit 10 Achieved ***	7 x 3 points	21
Rank score				236
<p>* Only five subjects are included in the calculation ** Maximum 24 credits per subject. Any points above this limit are excluded *** Not included as only best 80 credits used in calculation of rank score</p>				

2010 Undergraduate admission requirements for school leavers who are New Zealand and Australian citizens and permanent residents.

This table must be read in conjunction with the other information. This table indicates the rank score that will gain you admission to your programme. Refer to the above to see how rank scores are calculated.

Programme	NCEA (Level 3)	Other requirements
Bachelor of Architectural Studies (BAS)	Students who meet the University Entrance Standard will be selected on the basis of their academic performance and portfolio of creative work. Note the subject requirements below	Portfolio An interview may be required
	A minimum of 16 credits in one subject from Table A and minimum 16 credits in one subject from Table B	
Bachelor of Arts (BA) ¹ Certificate in Arts (CertArts)	120	Nil
Bachelor of Business and Information Management (BBIM)	165 with a minimum of 16 credits in each of three subjects from Table A and/or Table B	Nil
Bachelor of Commerce (Bcom)	165 with a minimum of 16 credits in each of three subjects from Table A and/or Table B	Nil
Bachelor of Engineering (Honours) (BE(Hons))	240 with a minimum of 18 credits in each of Maths with Calculus and Physics from Table B	Nil
Bachelor of Education (Teaching) (BEd(Tchg)) ² Diploma of Teaching (DipTchg(ECE)) ²	120	Interview and referees' reports. Applicants must be capable of meeting the requirements of the NZ Teachers Council
Bachelor of Fine Arts (BFA)	Students who meet the University Entrance Standard will be selected on the basis of their portfolio of creative work	Portfolio. An interview may be required
Bachelor of Health Sciences (BHSc)	200 with a minimum of 18 credits in one subject from Table A and minimum 18 credits in one subject from Table B	Nil
Bachelor of Human Services (BHumServ) ²	120	Interview, referees' reports and other checks on suitability are required
Bachelor Laws (LLB (Part 1))	Students must be offered a place in another bachelors degree. Entry will be based on the guaranteed scores for the other bachelors degree	Students will be selected into Part II on the basis of their results in Part I
Bachelor of Music (BMus) - Jazz, Performance and Popular Music - all other majors	Students who meet the University Entrance Standard will be selected on the basis of an audition	An audition is required for applicants taking the major in Jazz, Performance and Popular Music
	120	

Programme	NCEA (Level 3)	Other requirements
Bachelor of Nursing (BNurs)	180 with a minimum of 16 credits in one subject from Table A and minimum 16 credits from one of Biology, Chemistry, Physics from Table B	Nil
Bachelor of Dance Studies (BDanceSt)	Students who meet the University Entrance Standard will be selected on the basis of their CV and an interview. An audition may also be required	Applicants may be asked to demonstrate performance skills at an audition. A CV plus interview will be required
Bachelor of Pharmacy (BPharm)	210 with a minimum of 18 credits in each of Biology and Chemistry from Table B	Interview
Bachelor of Physical Education (BPE) ²	120	Interview and referees' reports. Applicants must be capable of meeting the requirements of the NZ Teachers Council
Bachelor of Planning (BPlan)	210	Nil
Bachelor of Property (BProp)	165 with a minimum of 16 credits in each of three subjects from Table A and/or Table B	Nil
Bachelor of Science (BSc) ³ - Biomedical Science - Sport & Exercise Science - all other majors/specialisations Certificate in Science (CertSci)	230 190 150 150	Nil
Bachelor of Social Work (BSW) ²	120	Interview and referees' reports. Applicants must be capable of meeting the requirements of the Social Workers' registration Act
Bachelor of Technology (BTech) - Biotechnology & Medical Physics and Imaging - Information Technology and Optoelectronics	230 150	Nil
Bachelor of Theology (BTheol) ⁴	120	Nil
Bachelor of Visual Arts (BVA)	Students who meet the University Entrance Standard will be selected on the basis of their portfolio of creative work and an interview	Portfolio and interview

Conjoint programmes

Not all degree programmes have conjoint options. See www.auckland.ac.nz/conjoints for a list of options.

Applicants must achieve the greater of the two rank scores for their selected programmes

Bachelor of Arts conjoints	210	Nil
Bachelor of Commerce conjoints	210 with a minimum of 16 credits in each of three subjects from Table A and/or Table B	Nil
Bachelor of Engineering (Honours) conjoints	260 with a minimum of 18 credits in each of Maths with Calculus, and Physics from Table B	Nil
Bachelor of Fine Arts conjoints	210	Portfolio. An interview may be required
Bachelor of Health Sciences conjoints	230 with a minimum of 18 credits in one subject from Table A and minimum 18 credits in one subject from Table B	Nil
Bachelor of Laws (Part 1) conjoints	Admission will be based on the conjoint score for the other degree	Students will be selected into Part II on the basis of their results in Part I
Bachelor of Music conjoints	Admission will be based on the conjoint score for the other degree	An audition is required for applicants taking the major in Jazz, Performance and Popular Music
Bachelor of Nursing conjoints	230 with a minimum of 16 credits in one subject from Table A and minimum 16 credits from one of Biology, Chemistry, Physics from Table B	Nil
Bachelor of Property conjoints	210 with a minimum of 16 credits in each of three subjects from Table A and/or Table B	Nil
Bachelor of Science conjoints	230	Nil
Bachelor of Theology conjoints	210	Nil
<p>1. Maori school leaver applicants who achieve the University Entrance (UE) Standard will be admitted to the Bachelor of Arts (BA)</p> <p>2. Maori and Pacific school leaver applicants who achieve the UE Standard and meet other requirements will be admitted to the programmes in the Faculty of Education</p> <p>3. Maori and Pacific school leaver applicants who achieve the UE Standard will be admitted to the Bachelor of Science (BSc). Higher admission standards are required for the majors in Biomedical Science and Sport and Exercise Science.</p> <p>4. Maori and Pacific school leaver applicants who achieve the UE Standard will be admitted to the Bachelor of Theology (BTheol)</p>		
<p>Applicants for the Bachelor of Medicine and Bachelor of Surgery (MBChB) must first complete Year 1 of either the BHSc or the BSc in Biomedical Science, or have completed another degree approved by the Faculty of Medical and Health Sciences.</p> <p>Applicants for the Bachelor of Optometry (BOptom) must first complete the common year of the BSc in Biomedical Science involving set courses in Biology, Chemistry, Physics and Health Sciences (or equivalent) or have completed another degree approved by the Faculty of Science.</p> <p>International students will be required to achieve higher rank scores</p>		