

Excellere College

Whaia te Maramatanga o Te Karaiti

Excellence in Learning - Christianity in Living



NCEA Student Handbook 2022

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Who to ask for Help

Senior Team Leader (Year 10-13)

Mrs Danielle Smith

Learning Area Leaders

If you have questions about our current subjects taught at Excellere College, the teacher are able to advice you.

Listed below are the Teacher Staff at Excellere College.

Art	Miss Julie Hale
Music/Te Reo Maori	Mrs Danielle Smith
English/Literacy	Mrs Gretchen Dainty
Digital Technologies	MrWayne Caroll
Mathematics and Statistics, Physics	Mr. Phil Buchanan
Physical Education and Health	Mr Ben Keyte
Science, Biology, Chemistry	Ms Medrzad Sinclair
Food Technology and Hospitality	Miss Helena Lamason
Careers Advisor / S.T.A.R. / Gateway Co Ordinator / Academics	Mrs Linda Auton or Mrs Chantel Minnaar
E-Dean	Mr Wayne Caroll
Prinipal's Nominee	Mrs Danielle Smith
Timetabling	Mrs Danielle Smith



Christian Education Aims

**Excellence in Learning; Christianity in living
Confident, connected, actively involved lifelong learners (NZC)**

The Promise

That each student would recognise their unique value and worth, which includes their God-given talents, and abilities, whole pursuing God's unique purpose for their life, the goal to begin the implementation of the Kingdom of God.

That each student be 'transformed by the renewing of the mind' through developing the Biblical Worldview, and learning how to implement these Biblical principles into all aspects of their life.

Relationship

To see each student with an intimate, daily relationship with God.

That each student would have developed respect for others and property.



Guidance

To encourage parents in their role of leading, guiding, training and moulding their children's lives.

That each student will recognise that the development of character is the most important pursuit in life, which comes from a heart of service and faithfulness.

Wisdom

That each student would have maximised their academic ability through:

- A desire to learn
- An emphasis on academic excellence
- Having a teachable spirit, responding to correction
- Encouraging diligence as an ongoing character trait

That each student on the bases of their relationship with Jesus Christ, and through an understanding of Biblical principles, would be able to clearly communicate with others, through both oral and written means, using high standards of presentation.

“Three things will last forever - faith, hope and love - and the greatest of these is **love**”. **1 Corinthians 13:13**

Na, tenei te mai nei te Whakapono, te Tumanako, te Aroha, enei e toru; ko te mea nui rawa ia o enei ko te Aroha.

At Excellere College we show this **love** by living out these **Core Values (Nga Uara)**.

Compassion Aroha

This means that we are:

- Considerate
- Responsible
- Hospitable



Integrity Mana

This means that we are:

- Honest
- Peace-makers
- Respectful

“The LORD is gracious and righteous; our God is full of compassion” Psalm 116: 5

“May integrity and uprightness protect me, because my hope, LORD, is in you” Psalm 25: 21

Honour Honore

This means that we are:

- Grateful
- Humble
- Servant leaders

*“My victory and honour come from God alone”
Psalm 62: 7*

Student Graduate Profile

Excellence in Learning; Christianity in living
Confident, connected, actively involved lifelong learners (NZC)

Manaakitanga (T) The Promise

A sense of God's purpose for our lives
Responsibilities toward God

Excellere College graduates strive to be obedient to God's Word, displaying character traits of a developing relationship with Christ.

Excellere College graduates understand that God has a purpose for their lives and are excited about life, with hope for the future.

Maori potential approach (KH)

Whanaungatanga (T) Relationship

A sense of God's love
Responsibilities toward others
(Whakawhanaungatanga)

Excellere College graduates demonstrate servant leadership and cooperate positively by contributing to the community, and loving others.

Productive partnership (KH)(KH)



Wananga (T) Guidance

A sense of God's Grace
Responsibilities toward Environment / World
(Kaitiakitanga)

Excellere College graduate display a wonder for God's Creation, taking responsibility and caring for the environment.

Identity, language and culture count (KH)

Tangata Whenuatanga (T) Ako (T) Wisdom

A sense of God's plan through history
Responsibilities toward Self (Tino Rangatiratanga)

Excellere College graduate have high aspirations, embrace change with confidence and are equipped with skills and qualifications.

Excellere College Graduates have an enquiring mind and teachable spirit, and take responsibility for their own learning.

Excellere College graduates value who they are, understanding their identity, language, culture and heritage.

Treaty of Waitangi (KH)

Ako - a two-way learning and teaching process (KH)

T = Tataiako

KH = Ka Hikitia

National Certificate of Education Achievement

Students at Excellere College study towards achieving the National Certificate of Educational Achievement (NCEA) from Year 9. Courses may comprise of Unit or/and Achievement Standards depending on the pathway students wish to follow. NCEA is currently under review with new rules, subject content and structure to be implemented in 2023.

How NCEA works

NCEA stand for the National Certificate of Educaitonal Achievement. It is New Zealand's national secondary school qualification. NCEA was introduced in 2002 and re[l]aced School Certificate, Sixth Form Certificate, and Bursary. NCEA allows students to study for three levels of certificate - usually in Year 11 to 13 (previously known as fifth, sixth and seventh form).

NCEA is a standards-based qualification. This means that standards of performance have been established for all work done by students that needs to be assessed or tested. Generally, a traditional school subject (English for example) is divided into 5 to 7 standards, representing particular topics, skills or pieces of knowledge. These standards were developed after extensive consultation with teachers, and are linked to areas of learning identified in the New Zealand Curriculum.

Students may be tested in several ways: they may sit an examination that covers a set of standards, they may be assessed internally in a series of tests covering individual standards, or, they may be tested using a combination of these approaches. This means that students, parents, and employers know what parts of a subject have been passed - and students don't just get a single mark for the entire subject.

At Excellere College, students are timetabled for four hours per subject for NCEA per week. During the course of the year, students may opt out to do a course which strengthens skills for vocational pathways. These courses are offered through Gateway/STAR funding and are available for credits (unit standards only). Unit Standards are skill-based so assessments are usually more practical and is a collection of evidence to support learning.

ACHIEVEMENT STANDARDS (AS) AND UNIT STANDARDS (US)

There are two types of standards – Unit standards and Achievement standards.

Unit standards are assessed at school by teachers called internal assessment and students either **Achieve** the standard (and get an achieved grade in their results), or they gain a **Not Achieve** in the required standard.

Currently Achievement standards are either assessed Internally by the subject's teacher or at the end of year - Externally in national exams. Commonly, students will be assessed using both these methods. For achievement standards, students could gain a **Not Achieve** grade if they do not meet the standard requirements, but if they pass they can be awarded **Achieved** (for a satisfactory performance), **Merit** (for very good performance) or **Excellence** (for outstanding performance). Standards are worth a set number of credits – generally between 2 and 12 credits. To gain NCEA certificates, students must reach a set total number of credits at each level, made up from achievement or unit standards or a mix of both. This is similar to the way university degrees are awarded. Records of learning are used to keep track of what has been achieved and will show progress.

Summary: Unit Standards are graded as: Not Achieved OR Achieved. Achievement Standards are graded as: Not Achieved, Achieved, Merit or Excellence.

NCEA Qualifications

There are three levels of NCEA qualifications available at secondary school level.

They are:

Level 1

- Achievement or higher in 80 or more credits at Level 1.
- This must **include** 10 Literacy credits and 10 Numeracy credits

Level 2

- For a student to be awarded their NCEA Level 2 Certificate they must achieve 80 credits or more, 60 of which must come from level 2 standards.

Level 3

- For a student to be awarded their NCEA Level 3 Certificate they must achieve 80 credits, 60 of which must be from Level 3 standards and the other 20 from Level 2 or higher.

COURSE ENDORSEMENT

Course Endorsement provides recognition for students who perform exceptionally well in individual courses.

1. To gain Merit endorsement in a course, students must gain 14 credits in that course at Merit or above.
2. To gain Excellence endorsement in a course, students must gain 14 credits in that course at Excellence.
3. At least 3 credits from externally assessed standards and 3 credits from internally assessed standards.

Note: Physical Education, Religious Studies and Level 3 Visual Arts will be exempt from (3) above. Course endorsement may only be gained within a particular calendar year. **Only** Achievement Standards can contribute to endorsement.

NCEA CERTIFICATE ENDORSEMENT

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit. The Record of Achievement shows endorsement awards.

Credits earned can count towards an endorsement over more than one year and more than one level. However, they must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.

UNIVERSITY ENTRANCE

To qualify for entrance to university in New Zealand, candidates must have obtained:

- A minimum of 42 credits at Level 3 or higher on the National Qualifications Framework (NQF), including a minimum of 14 credits at Level 3 or higher

in each of three subjects from the approved list. The approved list can be seen at <http://www.nzqa.govt.nz>

- a minimum of 10 credits at Level 1 or higher in Mathematics or Pāngarau on the NQF.
- a minimum of 10 credits at Level 2 or higher in Literacy; five credits must be in Reading and five credits must be in Writing. The literacy credits are gained from a schedule of approved Achievement standards and Unit standards.

SPECIALIST CERTIFICATES:

A number of specialist National Certificates are available for students who excel in a specific field of interest.

These subject areas as listed on the NZQA website. <http://www.nzqa.govt.nz>

As the use of computers is so widespread in modern society. We currently offer students the opportunity to complete the National Certificate in Computing (Level 2).

ACADEMIC SUBJECTS OFFERED IN 2023:

Level 1 Subjects:

- Art
- Digital Technology (Computing)
- English
- Health
- Hospitality
- Mathematics
- Music
- Physical Education
- Science
- Business Studied (with sufficient interest)

Level 2 Subjects:

Art (Painting, Photography)
Digital Technology (Computing)
English
Health
Hospitality
Mathematics
Music
Physical Education
Sciences: Biology, Chemistry, Physics (as 3 different subjects)

Level 3 Subjects:

Art (Painting, Photography, Design)
Digital Technology (Computing)
English
Health
Mathematics (Calculus, Statistics)
Music
Physical Education
Sciences: Biology, Chemistry, Physics (as 3 different subjects)

DISTANCE LEARNING***Video Conferencing***

Students at Year 11, 12 and 13 will have the opportunity to do other subjects through Video Conferencing in the Farnet Online Learning Community.

Correspondence School (Te Kura Pounamu)

Students at Year 10, 11 and 12 will have the opportunity to do other subjects through the Correspondence School.

Students at Y12 and Y13 will also have the opportunity to do STAR funded courses from various Tertiary organisations and Gateway and the Yes Programme.

Courses will have internal assessments, completed at school over several terms. External assessments, through examinations in November make up the balance.

Internal Assessment

Internal Assessment will be dependent upon the course being studied, and could be an examination, a speech, individual research, experimentation, a project, or portfolio. Students will be given at the start of the year a course/assessment outline. This will stipulate the assessments and the weeks they will take place. Any changes to this must be clearly signalled with at least a week's warning. It is necessary that students are diligent in ensuring they know of assessment opportunities and prepare adequately for these. Attendance at tests and examinations is compulsory.

Extensions

If a student cannot hand in an assignment on time, or do an in-class test or practical activity on the day, then he / she must apply to the teacher as soon as they know they will be late with an assignment or will be absent, or as soon as they return to school. Valid reasons for requesting an extension of time or a new assessment date are:

- sickness or impairment: a medical certificate must be supplied
- Family trauma: a note from the parent / caregiver, Guidance Counsellor, Dean, or from the subject teacher must be supplied.
- School sporting / cultural activity: the teacher in charge of the activity signs the appropriate form. (Note: this reason is only valid if the student informs the teacher in advance of the assessment or due date.)

An Assignment Extension Request form is available from the Senior Team Leader.

Late Work

Late work will not be accepted for assessment without an Assignment Extension Request.

Missed Assessments

Reassessment will not be given for missed assessments except in exceptional circumstances. A Missed Assessment Opportunity form must be filled in.

Authenticity

Teachers need to be able to guarantee that work presented for assessment by a student is genuinely their own. For this reason students are required to follow the assessment guidelines, and may be asked to account for the content of their work, be expected to hand in their work at various stages to demonstrate progress, or may be asked to keep a diary or log of the work and the times spent on it. Whatever means is used it will be deemed to be the most appropriate by the teacher concerned and must be followed.

Verification of Authenticity may be required for work which is not completed in the school environment.

- For written work all assessments will be screened for plagiarism.
- Students will be reminded of the authenticity requirements prior to work being assessed.
- Where a teacher is not convinced of the authenticity of a student's work it will not be assessed.

External assessment by examinations

All candidates receive a booklet from NZQA outlining expected examination procedure and conduct. Candidates must ensure that they attend their examinations at the time stated on their admission slip. No provision is made for a student to sit a missed examination.

Derived Grades

Where a student misses an external examination or has their performance affected in an external examination a **Derived Grade** can be applied for.

The basis for applying for a derived grade are:

- sickness or impairment: a medical certificate must be supplied
- Family trauma: evidence must be provided to verify this.

The college is required to supply evidence for the derived grade. This consists of an assessment sat under conditions which are basically the same as NZQA

examinations and marked to national standards. This may be in mid or end of year internal examinations or an in-class test.

What you need to do:

1. See your school's Principal's Nominee, they will:
 - Help you apply and what to apply for
 - Ensure all required information is provided in your application
 - Make the application to NZQA on your behalf
2. Return this completed form to your school's Principal's Nominee as soon as possible or **before 5.00 pm on Wednesday 14 December 2022**

***NZQA approves** a derived grade based on the evidence you provide. Your Principal's Nominee **must submit** your application even if they do not consider you are eligible. If your application is approved, your derived grades will appear on your results notice in January. NZQA will only write to you if your application is declined*

Learner Login to NZQA

This is used to:

- Get your results - internal updates and exams
- Update your details
- Request a copy of your record of achievement

If you have not logged in before, you need to register via [NZQA Login page](#)

Results

All results are reported on a Record of Learning which will record all Achievement Standards and Unit Standards successfully completed. Students must apply for copies of their certificates via their NZQA learner login. You receive one copy at no cost any further copies must be paid for.

Course Completion

Students are expected to meet course completion requirements as described in individual subject statements. Assignments, tests and examinations are an integral part of any course. Students who fail to complete assignments or sit tests and examinations may not satisfy course completion requirements, which may impact on further study in this subject area.

Where students are not meeting course requirements, caregivers will be informed as soon as possible so as to encourage 'catch up'. If the student fails to do the

necessary work in order to catch up, a letter will be sent advising that their child may not be sufficiently prepared to undertake the associated subject assessment. Continuation in the subject area may be reviewed.

College staff and their responses to such situations are aimed at giving students opportunities to achieve. The student's responsibility is to manage themselves, respond, and relate positively to staff.

Assessment Opportunities for Internal Assessments

To make allowance for the fact that circumstance can work against a student meeting a Standard on their first attempt there is scope to give a further assessment opportunity.

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.

- 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. 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
- access the further opportunity, if they wish, including those who did not complete the original assessment for an acceptable reason.

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 must have access to any grade from Not Achieved to Excellence 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:

- is limited to specific aspects of the assessment and no more than one resubmission will 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.
- will be closely supervised to manage authenticity
- will 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."*

- Where another assessment opportunity is granted due insufficient evidence and the student was awarded a **'not achieved'** a resubmission would only warrant an **'achieved'**.

Breaches of Rules: Misconduct, Cheating, Plagiarism

Any student behaving in a manner that is in any way disruptive during formal assessments (Internal or External) is liable to be removed from the examination. The College may cancel results if this occurs during Internal Assessments, and in External Assessments they may be cancelled by NZQA. Other disciplinary actions may be taken by the College.

Student's misconduct includes copying other students' work, allowing work to be copied, plagiarism, cheating in an exam or test, giving a false declaration for authenticity, not following instructions during an assessment, impersonating another candidate, dishonestly assisting or hindering others, or other dishonest practice. When reported by staff, this will be investigated by the Head of Department and reported to the Principal's Nominee.

If the Head of Department judges that a breach of rules has occurred, the student will gain no credit for that item of work. After the student has explained the situation, disciplinary action in accordance with the College and NZQA procedures may be imposed by the Senior Management. The seriousness of the penalty will be dependent on the seriousness of the misconduct, since this activity is against the school's ethos and character. The parents / caregivers will also be informed about the incident.

Appeals

Where students believe their work has not been assessed accurately, they should initially communicate with the teacher concerned. If there is still concern, students must lodge a formal appeal, in writing, within a week (five school days) of the assessment being handed back to the student. The chain of appeal is course teacher, Principal's Nominee, who will inform the Dean and/or Principal. The Principal may decide to invite an outside expert (Team Solutions or Professional Associations) for independent grade verification.

NZQA can be approached through the school. The result of any misconduct proceeding may also be appealed.

Forms

Assignment Extension Request, Missed Assessment Opportunity, and Assessment Appeal forms are available in the appendix attached.

Ministry

Psalms 139:13-16 tells us that God has created every person. That includes you. You are unique – with your own special talents and gifts given by God. God also has a plan for your life – Jer 29:11.

Your choice of subjects and career paths are important. You need to choose subjects prayerfully and thoughtfully. Talk with your parents and teachers about your talents, gifts and future plans. Before making final choices you need to ask yourself whether the subjects you are choosing will help you fulfil God's plan for your life.

Courses have to be planned in advance, to allow time for the school to develop an efficient timetable. For this reason, there will be limited opportunity for changing subjects. Final choices will be confirmed by the end of term 4 and changes will not be accepted unless there is a subject clash, subjects are unavailable, prerequisites are not met or insufficient students opt for a subject.

KEEPING YOUR OPTIONS OPEN

For those of you who have clear, or some, idea of your possible career options, check that you are completing the right subjects to allow you to proceed in these careers. Make your wishes known to the senior dean for the purpose of planning work experience.

Those of you who are unsure of possible career will need to think through the notes below. Your choices now will have an impact on possible career choice in the future and it is important not to limit these options. All advanced scientific and technical occupations require Mathematics to NCEA Level 2. This includes such careers as Accountancy, Physical Education, Psychology, Medicine, Home Science, Health and Physical Sciences.

If you want to keep a scientific or engineering career open as a possibility, you should take Mathematics, Chemistry and Physics from Year 12. Most science careers require Biology with Chemistry or Physics with Chemistry. If you are definitely not interested in any of the above careers, the choice of subjects for you is less critical. However the inclusion of Mathematics and Computer Studies in your course increases the range of career options which may be open to you. Attaining high standards in English and communication skills is essential for all career areas.

CAREER GUIDANCE

The college offers career guidance as a service to the students, always respecting the biblical mandate that it is from within the family that young people should receive career guidance in seeking God's will. When choosing a career there are usually suggested school subject minimum requirements. Where there is competition for training in a particular career then higher qualifications, plus selection interviews will determine the successful applicant. (Remember though that man cannot shut a door for a career option where it is a God ordained ministry – there may be other avenues into the career.),

KiwiCareers Website (www.kiwicareers.govt.nz) will provide you with information (and a printout if you wish) on various careers, courses of study, and institutions that provide those courses.

Careers Information Leaflets are available through the school.

MODERATION

10%, about 250,000 samples of student work will be checked via external moderation by NZQA.

Staff also carry out internal moderation with peers and other colleagues in their respective fields to ensure balance, authenticity and validity of their subject delivery.

If you have any questions or comments with regards to NCEA please contact Danielle Smith (Principal's Nominee).

Assessment Terms:

The following are terms you will encounter during the year in relation to assessment:

- **Standards-based:** Any student who reaches a given standard will achieve a credit. Students are given guidance about what is required to achieve this standard.
- **Assessment:** Assignments, tasks, performances, portfolios that can be marked as evidence towards a final grade. These are recorded by your teacher and will contribute towards your results received through NZQA. Marks and grades are given to indicate the level of achievement.
- **Exemplars:** Examples of the kind of work and difficulty required to achieve at an expected level. These may be specially prepared by the teacher or be examples of work produced by previous students.
- **Benchmarks:** These are special examples that indicate the grade boundaries (e.g between a Merit and Excellence for achievement standards).
- **Grades:** There are four basic grades awarded to students for every achievement standard: **N**- Not Achieved, **M**- Achieved with Merit, **E**- Achieved with Excellence. For unit standards two grades are awarded: **N**- Not Achieved or **A** -Achieved - see your teacher for exceptions.
- **Further assessment opportunities may be offered:** Where a Not Achieved was awarded, a second opportunity will be given for you to resit another assessment. This is only offered if you gained a Not Achieved and the highest grade awarded is an Achieved.

NZQA provides the following definitions:

Accreditation means the status awarded when an organisation has shown it is capable of delivering an approved course or assess against standards on the National Qualifications Framework.

Assessment means collecting and evaluating evidence to establish the level of an individual's performance, whether carried out by external methods, internal methods or a combination of external and internal methods or any other approved method.

Candidate means a learner entering for a qualification.

Certification means the documentary evidence (including a diploma, certificate or other documented recognition of attainment) that a qualification has been awarded.

Credit means a numerical value assigned to a standard on the National Qualifications Framework or a qualification on the register that represents the estimated time needed for a typical learner to demonstrate that all specified outcomes have been met.

Exclusions list means the list maintained and published by the Qualifications Authority of achievement standards and unit standards that have been identified as having the same learning outcomes, with the consequence that if a candidate enters for both standards, only the one with more credits will count for the purposes of attaining credits for the NCEA.

Externally assessed performance-based means an achievement or scholarship standard that involves the submission of materials (other than a written examination paper) to an external assessor.

Interim Result Notice means the official document sent to learners advising them of the provisional outcomes of assessments entered in a specific year. Listed outcomes may be subject to appeal and review processes. Finalised outcomes, with the exception of New Zealand scholarship will be added to the Record of Learning.

Managing National Assessment means the processes or systems whereby a school is able to achieve valid, fair, accurate and consistent internal assessment to the national standard.

Moderation means the process used for assuring the consistency of assessment with the required standard across a number of assessors or assessing organisations.

National Qualifications Framework means collectively, all nationally registered qualifications, unit standards and achievement standards, together with the relationships among these.

Non-NQF Qualifications means the non-standard based assessment qualifications for New Zealand Scholarship.

Principal's Nominee means a staff member nominated by the Principal of a school, who carries out duties and responsibilities on behalf of the school, and liaises with the Qualifications Authority for the purpose of the administration of the *Rules and Procedures*.

A Qualification means the requirements for certification established by a recognised standards-setting body or an education provider. For the purposes of these *Rules and Procedures* a qualification is any of the National Certificates of Educational Achievement or

other NQF qualification and the New Zealand Scholarship, and “Qualifications” means of all them.

Record of Learning means an individual learner’s transcript of unit standards and achievement standards credited and national qualifications completed, provided by NZQA from a national database.

Standard means defined learning outcomes, together with performance or assessment criteria examples of their interpretation and application, and associated quality assurance processes. For the purposes of these *Rules and Procedures* a standard is either a unit standard or an achievement standard, or both, or a New Zealand Scholarship standard.

Achievement Criteria Terms

- **Produce** indicates that the learners will have to make or create something.
- **Demonstrate** makes it obvious that the learners will have to show you that they can do something - a practical task or a chance for you to observe them in action.
- **Identify** can indicate that a test of knowledge is needed.
- **Analyse** indicates that the evidence will be a presentation of ideas and conclusions - probably written or spoken.

Appeal Application FORM



APPEAL APPLICATION

(Internal achievement and unit standard)

Use this form when appealing an assessment decision for an internal unit standard or an internal achievement standard.

Student name: _____

Subject: _____ Standard no: _____

Version: _____ Level: _____ Date: _____

Reasons for appealing the moderation decision:

Please detail reasons below (attach a separate sheet if necessary).

Attach:

- The assessment materials provided to you
- Completed assessment work
- Assessment results
- Other material to support your application

N.B. An appeal **MUST** be lodged with the Principal's Nominee within **FIVE** days of receiving your grade.

Student name: _____

Student Signature: _____ Date: _____



REQUEST FOR RE-SUBMISSION APPLICATION

(Internal achievement and unit standard)

Use this form when you request a re-submission for an internal unit standard or an internal achievement standard.

Student name: _____

Subject: _____ Standard no: _____

Version: _____ Level: _____ Date: _____

Teacher: _____ Marker: _____

Moderator: _____ Student name: _____

Reason why re-submission is necessary:

Learning Leader name/signature:

Principal's Nominee Signature: _____ Date: _____

Once the re-submission process has been completed please attache this sheet to the students work. Please attach the NZQA cover sheet (with annotations from your discussion) along with the student(s) work that you wish to have considered, marking grid and Marking Schedule.

Request for Extension for an Internal Standard Form



Request for an Extension (Internal Standard) APPLICATION

(Internal achievement and unit standard)

Use this form when you request an extension for an internal unit standard or an internal achievement standard.

Student name: _____

Subject: _____ Standard no: _____

Version: _____ Level: _____ Date: _____

Teacher: _____

Student name: _____

NOTE: an extension must be requested **prior** to the missed time, **post** requests will only be considered in exceptional circumstances.

Reason why an Extension is necessary:

Teacher completes below section, with student discussion:

Start of standard: Date: _____ Period: _____

Standard Due: Date: _____ Period: _____

Periods/hours missed: _____ Extension requested for periods/hours: _____

Learning leader name/signature: _____

Your application for an extension has been: **APPROVED / DECLINED**

Principal's Nominee Signature: _____ Date: _____

Please attach any notes from Parent/Guardian/Medical certificate to back your request.

Derived Grade Application Form



Derived Grade APPLICATION

(Internal achievement and unit standard)

Use this form when you request a derived grade for an internal unit standard or an achievement standard.

YOU MUST:

- **Complete Section A** - your details, the reason for applying and the subjects and standards you are applying for
- **Provide evidence** in Section B **OR** Section C to support your application.

Ensure evidence to support your application from a health professional:

- is collected at the **time you are unwell**
- includes a **diagnosis** and the **impact on your preparation for, or performance in, an examination or completion of a portfolio.**

Note: A medical certificate is not enough unless it contains ALL the information required in Section B.

If your reason for applying involves a very private matter, please contact your school's Principal's Nominee to discuss the application.

COMPLETE THE APPLICATION AS FOLLOWS

Section A: Student details and the subject/s and standard/s that you are applying for:

MEDICAL and TRAUMA APPLICATIONS you must:

- Arrange **for Section B to be completed by a registered health professional** eg doctor, physiotherapist, surgeon, practice nurse, school nurse. You need to visit the health professional **at the time of the examinations** so that the nature, extent, and timing of the illness or impairment can be confirmed to.

EVENTS and MISADVENTURE you must:

- Complete **Section C and attach supporting evidence.** Use this section where a registered health professional's report is not appropriate. (eg. Police Report, order of service for bereavement, etc) .

Note: evidence from a health professional is required when an event results in ongoing trauma.

Give your application to your school's Principal's Nominee as soon as possible before the due date, in case the school or NZQA may require additional information before a decision can be made.

Section A: To be completed by the student (or a parent/ guardian)

Student Name:

Student email address to notify you if your application is declined

School:

NSN:

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Type of Application	Medical / Trauma	Event / Misadventure
Date(s) applied for	From	to
Subjects applied for (<i>You should not apply for a standard where a Not Achieved derived grade will be reported.</i>)		
Reason for application		
<p>Authorisation to Disclose Information: I authorise the school and NZQA to discuss this application with anyone who has signed this form or any attachment.</p>		
Signature of student <i>(or parent/guardian)</i>	Date	

Section A: Subjects and Standards Applied for

Student completes the first 4 columns

Name:
.....

NSN

Subject and level (eg. English L1)		
Exam date and time: (am or pm)	I attended the exam YES / NO	Standard number for this application:
Grade and Notes (school only)		

Subject and level (eg. English L1)		
Exam date and time: (am or pm)	I attended the exam YES / NO	Standard number for this application:
Grade and Notes (school only)		

Subject and level (eg. English L1)		
Exam date and time: (am or pm)	I attended the exam YES / NO	Standard number for this application:
Grade and Notes (school only)		

* Copy this page if the application covers more than three subjects or levels.

Attestation

The above grades have been quality assured.

Signed:
(Principal's Nominee)

Section B: Medical and Trauma - Supported by an independent Registered Professional (eg, medical doctor, psychologist, physiotherapist, practice nurse, school nurse, counselor)

Please read the following **before completing this derived grade application.**

1. To complete this form you need to be an **independent registered professional** and have:
 - carried out a clinical examination(s) at the time of the examination(s)
 - specific knowledge of personal trauma or a serious and unfortunate event, suffered by the candidate **immediately leading up to, or during** the examination period.
2. **NZQA approves entitlement** to a derived grade. The information you provide allows NZQA to fairly assess your patient's application.
3. **Approved reasons for a derived grade include:**
 - a. A **temporary** acute illness, condition, injury, OR a traumatic event,
 - that occurs **immediately prior (within 1 week) to a candidate's examination session**
 - the impairment **MUST** be **significant, that is, have an observable detrimental effect** on the student's ability to attend and/or perform in the examination
 - may include acute emotional upsets through the bereavement of a close relative or friend, or serious illness in the family that has had an **ongoing impact**.

A **significant** condition, injury, or event **after 15 October 2021.**

- the condition, injury, or event will need to have a **significant, observable detrimental** effect on the student's ability to attend and/or perform in the examination.
- Candidates with a **long-term illness or disability (eg concussion, depression, anxiety)**
- can be approved if there is a **documented current** and **significant change** to their condition
- the change must occur **immediately prior** to the examination.

NOTE: Impairment **does not** include emotional upsets such as stress due to the examinations. **A medical certificate is not sufficient unless it provides a diagnosis and the information requested here.**

Information provided must be from clinical examination(s)/consultation and be timely.

Patient/Student name:

- 1) Date of onset condition/illness OR trauma/event/...../.....
- 2) Date of this consultation/...../.....

3) Dates of previous consultation(s) in regard to this condition/illness OR trauma
...../...../.....

Complete either medical or trauma depending on application

For Medical Applications (Illness, Condition or Injury)

Clinical diagnosis – briefly describe the patient’s illness/condition/injury at the time of this consultation and its functional impact on the candidate’s ability to sit/perform in the exam

FOR TRAUMA APPLICATIONS

Briefly describe:

- the nature of the personal trauma /event
- the impact on the candidate’s functional ability to complete/perform in their examination

***Please Note:** A candidate who attends and attempts the examination is still eligible for a derived grade if their derived grade application is approved by NZQA.*

INDEPENDENT REGISTERED HEALTH PROFESSIONAL ATTESTATION

The above student was seen and examined by me and in my opinion, has been medically unfit to sit examinations from/...../..... to/...../.....

I am a registered health professional and hold a current practicing certificate.

Name: Registration No
.....

Name of hospital/clinic/surgery/practice

Town/City

Signature

Date / / Contact no:

PRINCIPAL'S NOMINEE

Ensure the following information is included in this student's online application:

- *date of onset/event*
- *date of visit(s) to medical professional*
- *diagnosis by medical professional and impact*
- *dates the evidence identifies the student has been impacted*

Section C: An Event/Misadventure supported with relevant documentary evidence (eg order of service, police report, accident, and emergency report, etc)

Please read the following **before completing this derived grade application.**

1. Use this section where a student is unable to attend and/or perform an examination due to an event/misadventure, and that does not require an attestation from a registered medical professional.

Note: where an event/misadventure results in trauma/ongoing trauma /illness evidence from a health professional is required.

2. The event/misadventure will need to have a **significant detrimental effect** on the student's ability to attend and/or perform in an examination.

Examples of events and supporting evidence are provided below

Supporting evidence/information, as appropriate, must be attached

Student name:
Date(s) of event/misadventure

Briefly describe the:

- *nature of the event/ / misadventure (a serious unexpected/unfortunate event)*
- *impact of the event/misadventure on the candidate*
- *any information or comment which you consider would assist in assessing this student's application.*

Please Note: A candidate who attends and attempts the examination is still eligible for a derived grade if their performance is deemed to be **significantly impaired**

Supporting evidence provided

	Order of Service/Funeral Notice to attend a funeral/tangi hanga of a relative/friend
	Report from Social Worker/Police/Traffic/ Court Registrar of an event

	Attestation from Principal's Nominee confirming the death of a candidate's parent or sibling
	Accident and Emergency report/ discharge for accident
	Other - please specify

Section D: Principal's Nominee Checklist 2022

Student name:

Checklist to support online application completion

	The student application form is completed and signed
	Section B or C is complete, with appropriate supporting evidence
	Evidence covers the date(s) of the exam session(s) involved
	The grades submitted have been confirmed to be valid, quality assured and accurate

Principal's Nominee evaluation of application

	The school supports this application as meeting NZQA guidelines.
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The school should guide the student/family on the extent to which the application meets NZQA eligibility criteria and guidelines **but should not prevent a candidate** from making the application.

	The school does not support this application (indicate and explain this in the online application).
	The school believes the application does not meet the eligibility criteria and has advised the candidate of this
	The school has advised the candidate they should choose not to apply for a derived grade where Not Achieved will be reported
	The school does not hold a valid grade for the standards(s) involved

ONLINE APPLICATION

The online application tool closes at **5 pm on Thursday 14 December 2022.**

The application was completed online by:

Name Designation (eg. PN, DP).....

Date ____ / ____ /20__

In managing this application, please:

1. Check that all sections relevant to the application are complete. Contact your School Relationship Manager if you need any clarification
2. Check that the school (or Te Aho o Te Kura Pounamu 498) holds a valid grade for the standard(s) involved
3. Ensure you include the following information in the student's online application:
 - *date of onset/event*
 - *date of visit(s) to medical professional (where relevant)*
 - *diagnosis by medical professional or description of event*
 - *dates the evidence identifies the student has been impacted*
 - *evidence provided to support the application*
4. Each application must include the relevant forms and any supporting documents.
5. Retain all documentation relating to a derived grade application for one year for audit purposes.