



Riccarton High School

# **ASSESSMENT PROCEDURES**

**NCEA – Levels 1, 2, 3  
& New Zealand Scholarship**

**2023**

# **Student Handbook**

# National Certificate of Educational Achievement Level 1, 2 and 3, and New Zealand Scholarship

## Introduction

- To be awarded any **NCEA** qualification, you must gain 10 Literacy and 10 Numeracy credits at Level 1 or above. These may be obtained across the curriculum either by achieving specified achievement standards or by completing a portfolio of evidence for unit standard packages.
- To be awarded the **NCEA Level 1** qualification, you must gain 80 credits at Level 1 or above.
- To be awarded the **NCEA Level 2** qualification, you must gain 60 credits at Level 2 or above and 20 credits from any level – 80 credits in total.
- To be awarded the **NCEA Level 3** qualification, you must gain 60 credits at Level 3 or above and 20 credits from Level 2 or above – 80 credits in total.
- The same credits may be used towards more than one NCEA qualification.

## NCEA Endorsements

- **NCEA Certificate endorsement:** If a student gains 50 credits at Merit or higher, their NCEA will be endorsed with Merit. If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. 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.
- **NCEA Course Endorsement:** Students gaining 14 or more credits at Merit or higher in a subject will gain a Merit endorsement. Students will receive an Excellence endorsement if they gain 14 or more credits at Excellence level within a subject. For Course Endorsement at least 3 of the 14 credits must be from internally assessed standards and at least 3 must be from external assessment, to demonstrate students are competent in both forms of assessment. Note that Physical Education and Level 3 Visual Arts do not require both internal and external credits for Course Endorsement.

**New Zealand Scholarship** is an independent qualification designed to identify and acknowledge top scholars. Scholarship examinations are separate to Level 3 NCEA exams and do not contribute credits to NCEA qualifications or contribute to University Entrance. They test a student's ability to apply higher level thinking based on in-school, Level 3 courses, and independent learning. Single Subject Awards (\$500) are awarded to students who achieve the scholarship standard in a single subject. To gain the Scholarship Award (\$2,000 each year for three years), you are required to gain scholarship in at least 3 subjects. Further monetary awards are available for top students in single subjects and for those who achieve outstanding results overall.

## University Entrance

UE requirements
Achievement of NCEA Level 3
14 credits in each of three subjects from the list of approved subjects

Further credits to achieve NCEA Level 3 from either achievement or unit standards
Level 1 Numeracy
UE literacy – 10 credits (five in reading and five in writing) from one of the following: <ul style="list-style-type: none"><li>▪ specific Level 2 and higher achievement standards</li><li>▪ specific Level 4 English for Academic Purposes unit standards</li></ul>



### Notes to the Introduction:

- (a) At each year level a full course will typically offer a maximum of either 18 credits or four standards. Some courses may offer choices of standards within their assessment programme.
- (b) Credits are earned because of being assessed against Achievement Standards or Unit Standards.
- (c) All Unit Standards and some Achievement Standards are assessed internally.
- (d) Internally assessed subjects have very clear requirements in terms of completing work. Each subject will inform you of these requirements.
- (e) Numeracy credits can be earned from any standards offered in a senior Mathematics course at Riccarton High School.
- (f) Level 1 Literacy credits can be earned from any standards offered in any senior English, Te Reo Māori, or Te Reo Rangatira course at Riccarton High School.
- (g) Some standards from other courses also contribute to literacy and numeracy. These will be indicated in the assessment statement.
- (h) As a full-time student you are expected to attend all classes and undertake all parts of the course.
- (i) You are expected to complete all class work, homework, and assessment opportunities in line with departmental and school policy.  
  
If you fail to attempt or complete an assessment task, then your parents/caregivers may be notified.

Further information is available on the NZQA website.

## Requirements for NCEA

### 1. Absences

- (a) When an absence is due to important family reasons or illness or school events, you will be allowed to attempt the assessment task where feasible. If another assessment opportunity is not available, you will be withdrawn from the standard. If there is authentic standard-specific evidence held by the teacher which can be used to assess against the standard, this may occur.

A note must be provided to explain the absence within two days of returning to school. A medical certificate is expected for any medical conditions which require a further assessment opportunity.

- (b) When you are absent because of a planned absence, such as a family holiday or a non-school event, or your absence is unexplained, no assessment opportunity will be provided if a task is missed. The absence is likely to exclude you from achieving credits in this section of work unless there is a further opportunity to do those credits during the year.

It is strongly recommended that planned absences be avoided.

## **2. Assessment Due Dates**

- (a) The deadline for all work will be advised when the assessment task is set. Unless otherwise stated by the teacher, the deadline will be 1.00pm on the due date.
- (b) Assignment work is to be clearly named.
- (c) It is your responsibility to ensure that the class teacher receives the work. The best method is you give your work personally to the teacher.

Late work will result in the awarding of a Not Achieved grade unless prior arrangements have been made with the teacher.

If there is a valid reason for not meeting the deadline, such as illness or important family reasons, then you may apply for an extension of time or a further assessment opportunity or an assessment of the level of attainment if there is authentic pre-existing evidence for achievement.

- (d) If there is a dispute in the granting of an extension, an appeal can be made to the Principal's Nominee, who will make a final decision based on the evidence provided by all parties and following the principles of natural justice.
- (e) If you have presented any evidence for assessment of the standard and do not complete the work by the due date you will receive a grade of Not Achieved.
- (f) If you would like to be withdrawn from a standard, you must negotiate with your teacher to do this before you begin working on an assessment task.

## **3. Assessment Opportunities**

- 1. Each department will publish their programme for assessment. Assessment statements will indicate where and when assessment opportunities are available.
- 2. Some internally assessed standards will be offered once, and some will offer one further assessment opportunity. This is called a "further assessment opportunity".
- 3. Where a Standard is offered more than once:
  - a. if you have not already achieved, you must attempt the Standard.
  - b. if you have already achieved, you may attempt the Standard again to gain an improved grade.
- 4. When an assessment opportunity is offered and a student who is entered for the standard does not attend, the rules for absence apply.
- 5. When an assessment opportunity is offered and a student who is entered for the standard does not attempt it (e.g., leaves a test paper blank) a Not Achieved grade will be recorded.
- 6. A resubmission is different to a "further assessment opportunity". A resubmission may be offered to individual students who have been awarded a Not Achieved. In this case the student corrects the original piece of work after it has been marked and hands it in again. Teachers cannot provide specific guidance on what needs to be corrected. A resubmission may be offered when students have made mistakes that they should be capable of discovering and correcting on their own and should be limited to specific aspects of the assessment. Not all assessment tasks are suitable for resubmission. No more than one resubmission will be provided per assessment opportunity.
- 7. Resubmission and further assessment opportunities are offered at the discretion of each subject department.

#### **4. Breaches of the rules**

- (a) Breaches of the rules include failure to follow instructions, influencing, assisting, or hindering other students or disrupting an assessment opportunity, dishonest practice, or issues of authenticity.
- (b) The Dean will investigate any report of a possible breach of the rules by a candidate in an internal assessment. The principles of natural justice will be followed during the investigation. You will receive a written copy of the investigation and the resulting decision.
- (c) If you are found to have breached the rules to gain an advantage in the assessment, the Principal's Nominee will be informed, a Not Achieved grade will be awarded for that standard, and no other assessment opportunity will be given. You have the right to appeal any decision made relating to possible breaches of the rules through the school's Appeal Procedures. At the conclusion of the Appeals Procedure, the Deputy Principal with responsibility for the NZQA portfolio's decision will be final.

#### **5. Authenticity**

Authenticity means that the work you present for assessment must be your own work. It must not be copied from information such as books, other students, from information downloaded from the internet or generated by Artificial Intelligence (AI).

It is quite acceptable for you to discuss all aspects of your work with friends, parents etc. and to access any information from the internet, books, or other resources, if, when it comes to writing the assignment, it is all your own work.

Material sourced from reference books, or the internet must be appropriately acknowledged as instructed by the teacher.

Parents and tutors should realise that your work must remain your own and offer only advice on assignments.

- (a) For each assessment task you may be required to complete an assessment cover sheet provided by the teacher indicating that the work is your own. This cover sheet must be completed and attached to submitted work. You will confirm on this sheet that the assignment is your own work. A cover sheet is not necessary in a test. For digital submissions, this may mean acknowledging a statement that submission confirms the work is your own.
- (b) If work is found to have been copied or plagiarised, your work will be held by the department, and you will be awarded Not Achieved. No other assessment opportunity will be given for that Standard.
- (c) If your work has been copied or plagiarised from another student with their co-operation, both submissions will be held by the department and a grade of Not Achieved will be awarded for that assignment for each student. No other assessment opportunity will be given for that Standard.
- (d) If you copy work or allow your work to be copied, you will be referred to the Dean who will inform parents/caregivers.
- (e) Written work should not be done in pencil, red ink, green ink, and no correcting fluid should be used.
- (f) For items of work which are produced over an extended period, students must keep any plans, drafts, worksheets, or logbooks used in the preparation of the work.
- (g) Whenever possible, assessment tasks will be completed in controlled and supervised conditions.
- (h) Teachers may monitor the development of the work by sighting from time to time the material used by you in your preparation or by discussion of the work with you.

- (i) If the authenticity of your work is not accepted, you may appeal the process and you should refer to the Appeals Procedures in this document. At the conclusion of the Appeals Procedure, the Deputy Principal with responsibility for the NZQA portfolio's decision will be final.

## **6. Return of Marked Work**

- (a) Test scripts/assessment activities will normally be marked and available within three weeks after the deadline for submission.
- (b) They will be accompanied by sufficient oral and/or written information to allow students to see how well they have completed the aims of the assessment.
- (c) The department will retain your assessment material until such time as it is no longer required for moderation purposes.
- (d) Departments may wish to retain all student work for authenticity and benchmarking. This is to ensure the security and integrity of assessment tasks used within the school. Students' privacy, including identity, will be protected by removal of name from all work before being used for bench marking or similar.
- (e) At the end of the year, you will verify the internal assessment grades that are submitted to NZQA by signing the printout from KAMAR.

## **7. Internal moderation**

- (a) All departments are to have written internal moderation procedures to ensure that assessment is fair, valid, and consistent.
- (b) In subjects which have more than one class at the same level (such as English, Mathematics, Geography, Science) teachers will ensure that there is consistency in assessments and their marking across all classes.

## **8. External Assessment**

- (a) External assessments for NCEA will be held from the 6<sup>th</sup> of November through to the 30<sup>th</sup> of November 2023. New Zealand Scholarship exams are separate from NCEA exams. Scholarship will take place over the same period.
- (b) If you have a disability, learning difficulties or injuries you can apply for special assessment conditions for external assessments. Application for this assistance must be completed before the end of Term 1 each year.
- (c) You will receive your answer booklets after marking and will be able to appeal the results of their external assessments.
- (d) If you are eligible for a Derived Grade you should apply to the Principal's Nominee. When generating Derived Grades for externally assessed achievement standards, NZQA guidelines will be followed. The appropriate forms are available from the school's Student Services office or through the school's digital platforms.
- (e) Subjects will provide the evidence they have recorded during the year for a Derived Grade. Not all subjects will be able to provide suitable Derived Grade evidence for all standards.
- (f) In the event of NZQA declaring an "Unexpected Event" (e.g., if a major earthquake occurs during the external exam season) the school will take responsibility for ensuring derived-grade qualifying grades are entered via KAMAR.

## **9. Appeal Procedures**

- (a) You can lodge an appeal if:
  - you are unhappy about an assessed or recorded result,
  - you have concerns about any alleged moderation inconsistency or alleged breach of authenticity, or
  - you have not been given a further assessment opportunity where applicable.
- (b) You should initially discuss any assessment problems with your classroom teacher.
- (c) If you are still unhappy you may refer it on to the Head of Department or the Deputy Principal with responsibility for the NZQA portfolio. To lodge an appeal, you must send an email detailing the subject, the standard and outlining your concerns.
- (d) If the appeal reaches the Deputy Principal, they will make a written record of the investigation and the resulting decision. Copies are circulated to you, the subject teacher, and the Head of Department. This decision will be final.
- (e) No appeal of grades will be considered after a one-week period dating from when the script/activity was handed back. During this period, if you wish to appeal your results you may not take the material out of the classroom.
- (f) No appeal will be considered for written work which contains correction fluid or work done in pencil. In external exams, work should not contain correction fluid, pencil, red ink, or green ink.

## **10. Early Warning System: Count Me In**

- (a) Subject teachers will note any concerns on academic progress for learners in their courses in KAMAR to align with published dates for doing so.
- (b) Whānau teachers will then complete interviews with students around their academic progress and goals for the year. All senior students will be interviewed, even if there are no concerns regarding their achievement this year. Summaries of these interviews will be published on KAMAR for the student and whānau to access.
- (c) Deans will also complete follow-up interviews and with students whose CMI information indicates that there are significant concerns around their progress.

## **11. Reporting**

You will receive assessment reports in Terms Two and Three.

## **12. Recording of Assessment Results**

You should regularly check your results by accessing your account on the NZQA website. This can be accessed using your National Student Number (NSN).

## **13. Special Assessment Conditions**

Special conditions for assessment are such things as extra time, providing a reader writer, coping with a physical disability. These are provided for people with chronic conditions such as poor reading, slow writing, poor eyesight, or physical disabilities, or those who have had last minute accidents such as a broken arm.

The Learning Support Coordinator will identify such students.

There will be a notice placed in the Riccarton High School Newsletter each year informing parents and students of the availability of Special Assistance for assessments. Applications for assistance must be made by the end of February.

If teachers have concerns about students' learning assessment conditions, they should see the Learning Support Coordinator.

Teachers will be informed of students' assessment needs. Provision will be made for these students to have valid and fair assessment conditions consistent with the assistance they would normally have as part of their learning environment.

#### **14. Financial Assistance and Payment of Fees**

Domestic New Zealand students, and those from the Cook Islands and Niue, do not have to pay any fees to NZQA for their NCEA or Scholarship qualifications. International students must pay a fee of \$383.30 to NZQA for NCEA subjects and \$102.20 per Scholarship entry.

The fees structure for international students and qualifications will be advertised in the newsletter and is available on the NZQA web site.

International students must make payment for their entry to NCEA. If you do not pay, then you will have no entry and will not receive recognition for any credits completed. Fees paid after 1 September may incur a late fee of \$50.

#### **15. On-line Information**

You can use your NSN number assigned to you by NZQA to check what standards you have gained during the year by visiting <http://www.nzqa.govt.nz/>

#### **16. The Scholarship Examination**

- (a) The New Zealand Scholarship is a stand-alone qualification designed to extend very high achieving Level 3 students. Riccarton High School defines a 'high achieving' Level 3 student as one who gained predominantly Excellences at Level 2 and is achieving Excellence at Level 3, and / or demonstrates the ability to apply their skills creatively in different contexts.
- (b) A Scholarship Standard has been developed for each Scholarship subject. Scholarship examinations will assess the students' 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 is much higher.
- (c) A Scholarship is also acknowledged in individual subjects on your record of learning.
- (d) Students who attempt Scholarship will sit a 3-hour exam for this subject as well as the normal assessment programme for their Level 3 subject.
- (e) Information about Scholarship will be distributed in Term One.
- (f) Students who are interested in sitting Scholarship are encouraged to firstly talk to their subject teachers and / or the subject Head of Department as regards the appropriateness of their potential application.
- (g) Subjects will produce subject specific information about the course for Scholarship and the requirements students need to complete and will also outline the level of support the school will be able to give students sitting Scholarship.



- (h) While staff may be able to help, Scholarship is ultimately the responsibility of the students themselves.
- (i) The process for formalising Scholarship entries will be outlined to prospective candidates in Term 3.
- (j) International students must pay the full subject fee \$102.20 (GST incl.) per Scholarship.
- (k) There can be no withdrawals after 1 September.

## **17. Equity in assessment**

Staff must ensure that access to assessment is fair and equal for all students. This may include provisions to accommodate students with diverse learning needs, disabilities, or any other circumstances that may affect their performance. This will usually include liaison with the Learning Support Coordinator.

## **18. Timing of Assessments**

During the year, there will be times when assessments are set in more than one subject. You will need to plan how you will complete these before the due date. To help balance your assessment load, staff have been asked –

- (a) to set no assessments in the week prior to or during the prelim exams. They will also not have deadlines for completion set earlier than the weekend after the exams.
- (b) to set no specific work to be completed in your holiday. You will be given plenty of time to complete the work before or after the holidays.
- (c) to ensure that no assignments be due in the first week of a term.
- (d) to ensure that 7:00pm be the deadline for submission of digital assessment material.

## **19. Preliminary Exams**

School based exams will be held in Term 3 each year. You must attend all your exams and assessments.

These are designed to give you practice at external standards. They may also provide reassessment opportunities. They are important to provide evidence in the case a Derived Grade or Unexpected Event Grade is needed.

## **20. Privacy**

Information about any student's results should be made available only to that student and to staff who need that information.

**Mr J Hammond**  
**Deputy Principal**

**Mr E Campbell**  
**Principal's Nominee**