

NCEA Policies and Procedures Student Information Booklet



Wellington East Girls' College

Te Kura Kōhine o te Rāwhiti o Te Upoko o Te Ika



NCEA Policies And Procedures - Contents

[A. Introduction](#)

- [1. The National Certificate Of Educational Achievement \(NCEA\)](#)
- [2. Entry to university](#)
- [3. Student course books](#)

[B. School Assessment Policies And Procedures](#)

- [1. Handing in Assignments](#)
- [2. Authenticity](#)
- [3. Breach of Rules](#)
- [4. Marking of Assessments](#)
- [5. Extensions](#)
- [6. Late Work](#)
- [7. Absence from Assessments](#)
- [8. Withdrawal from Assessment](#)
- [9. Guidelines For Resubmissions](#)
- [10. Further Assessment Opportunities](#)
- [11. Appeals](#)
- [12. Records of results](#)
- [13. Benchmarking / Academic Tracking](#)
- [14. Storage of work](#)
- [15. Special Assessment Conditions](#)
- [16. Derived Grade For external assessments](#)
- [17. Transfers](#)
- [18. Digital work policy](#)

[C. Prerequisites For Senior Courses At WEGC](#)

[D. NCEA Endorsement](#)

- [1. Course endorsement](#)
- [2. NCEA certificate endorsement](#)

[E. Scholarship](#)

[F. Moderation Policies and Procedures](#)

- [1. Internal Moderation](#)
- [2. External Moderation](#)
- [3. Reviewing The School's System](#)

[G. Glossary of Terms](#)

[Appendix A: How to be strategic with NCEA](#)

[Appendix B: How to change subjects during the year](#)



A. Introduction

This booklet sets out the policies and procedures that will be followed at Wellington East Girls' College to ensure that the assessments carried out by the school can be confidently trusted by students, their parents and by the New Zealand Qualifications Authority (NZQA).

The National Qualifications Framework includes Unit Standards and Achievement Standards. When attempting a standard you know exactly what you have to aim for, how well you have to write, speak or do research to get credits.

Standards describe the level of work you need to produce.

Achievement Standards let you aim for Merit or Excellence. Unit Standards usually have just one level of achievement.

1. The National Certificate Of Educational Achievement (NCEA)

There are three levels of NCEA qualification: Level 1, Level 2, and Level 3. These are the first three levels of the National Qualifications Framework's (NQF) 10 levels.

From 2024 Year 11 students at WEGC will no longer work towards a Level 1 NCEA certificate. Instead, Year 11 courses will provide a broad foundation of learning for achievement at higher levels, and an introduction to NCEA assessment by offering 1 or 2 Achievement Standard based assessments, alongside other in-school assessments.

For **Level 2** you need:

- ☒ 60 credits at Level 2 or above
- ☒ 10 Literacy or Te Reo Matatini credits
- ☒ 10 Numeracy or Te Pāngarau credits.

For **Level 3** you need:

- ☒ 60 credits at Level 3 or above
- ☒ 10 Literacy or Te Reo Matatini credits
- ☒ 10 Numeracy or Te Pāngarau credits.

Credits can come from both Achievement Standards and Unit Standards. Each subject Information Booklet details which Standards are assessed, together with their credit value.

The 10 Numeracy or Te Pāngarau credits and the 10 Literacy or Te Reo Matatini credits only need to be Achieved once but are required to achieve an NCEA at any level.

2. Entry to university

The University Entrance standard

This a minimum requirement for entry to degree courses at a tertiary provider (e.g. University, Polytechnic, Wananga). To be awarded UE you will need ALL of the following:

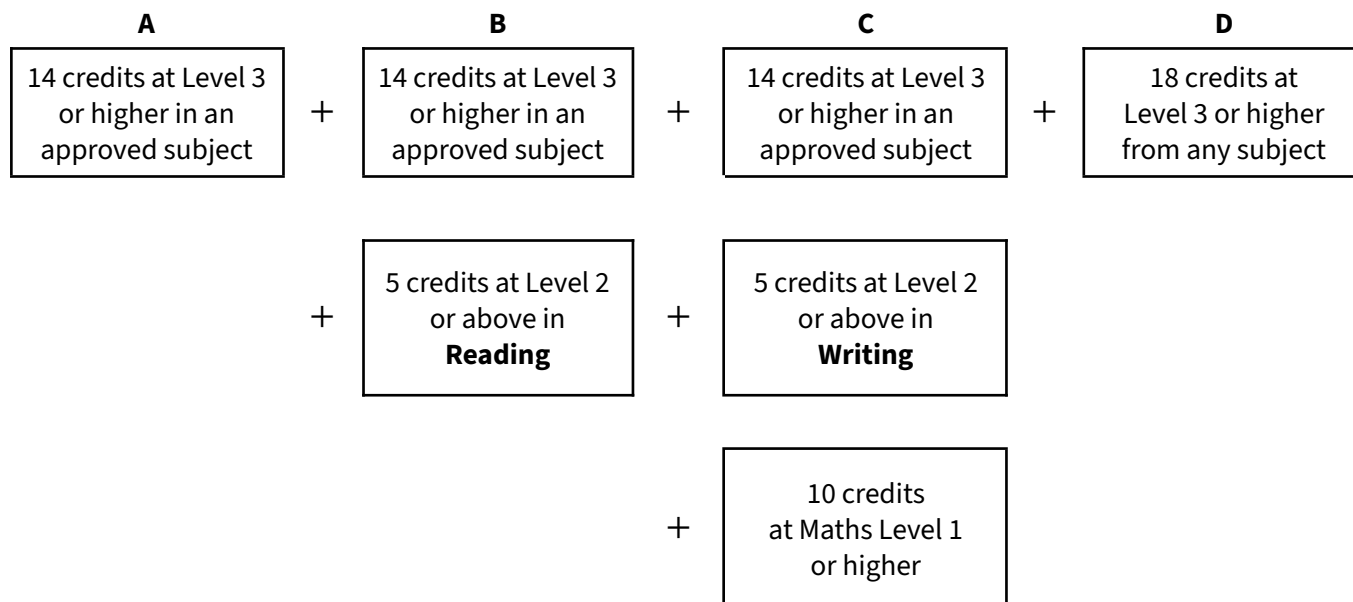
NCEA Level 3 that includes 14 credits each in three subjects at Level 3 or above that are on the “approved list” for university entrance

- AND** Literacy – 10 credits at Level 2 or above. Made up of
 - o 5 credits in reading
 - o 5 credits in writing

**AND Numeracy** – 10 credits at Level 1 or above made up of

- o Achievement standards – specified achievement standards available through a range of subjects;
OR
- o co-requisite Level 1 numeracy unit standard (US 32406) or te pāngarau unit standard (US 32412)

Once the requirements for University Entrance have been met, it will appear on your Record of Achievement.

**Guaranteed Entry to University**

Many New Zealand Universities require a higher level of achievement than university entrance standard for students to have a guaranteed entry to a course. It is important that students check for this information either from the school Career Advisers or with the University itself.

For this reason, the school recommends any student considering a degree level of tertiary study should select at least **4** “Approved” subjects at Level 3. This may also affect your subject choice in Year 12 to ensure you have enough subjects to follow on into Year 13.

The entry to degree level study at tertiary is complex as it differs between universities and even within universities depending on what you want to study. It may impact the subjects you choose to include in your course at Level 3. It is important you get good advice on what the entry criteria are for your chosen area of future study.

Many universities have set guaranteed entry criteria (G.E.S.) which require a higher level of achievement than the minimum standard of University Entrance.

In addition to gaining the credits towards the NCEA, each Achievement Standard can be gained at three levels of success: Achieved, Merit or Excellence. Although no additional credits are gained for Merit or Excellence, all NCEA certificates can be gained with Merit or Excellence endorsements (see page 11 for details).

3. Student course books

Our aim is to have an open system where teachers, students and parents can freely discuss teaching, learning and assessment procedures related to the National Certificate of Educational Achievement (NCEA) and other framework qualifications. Throughout the year, students should feel encouraged to talk to their teachers about individual assessments and progress.

As well as being given this NCEA Policies and Procedures booklet, at the beginning of the year each student will be given a clear course outline and assessment information in each subject. Students must make sure they have



received a copy of the course outline / assessment information for each subject. All subject booklets and year planners will be available electronically.

Each booklet will contain:

- Some details of topics to be covered
- A year planner for topics and assessments including school examination dates.
- A statement of any expenses related to the course
- A statement about any prerequisites (requirements) needed for entry to the next level of the subject.

B. School Assessment Policies And Procedures

It is important that the student understands the following policies and procedures. These will be strictly enforced in all Learning Areas. Failure to comply with these policies could mean that the student will not receive credit for internally assessed Achievement Standards or Unit Standards. **These policies and procedures apply to all internal assessments that are part of the National Qualifications.**

1. Handing in Assignments

Policy: Each Learning Area will have a policy for the collection of assignments that seeks to ensure that all students have fair and equitable conditions and that collection is acknowledged by the student and teacher/LAL.

Procedures laid down by Learning Areas may include:

- An Assignment Post set up with a due date on Google Classroom.
- A physical hand in, to an agreed location (e.g. handed to the teacher, a box in an office etc.).

2. Authenticity

Policy: All work handed in must be the student's own work.

Procedures: There will be a variety of authentication procedures carried out as appropriate for each assessment in each Learning Area. These may include:

- The assessment being carried out under test conditions
- All work being written on the assigned doc on Google Classroom
- Some part of the assessment being carried out in class
- The student having to meet milestones
- The student handing in a diary / log with their assessment
- The student being prepared to answer questions about their work
- Plans, resource material and draft work being required to be submitted with the final product
- Teachers keeping on-going work stored at the school
- The student may have to repeat a performance
- Some subjects may have their own authenticity requirements in addition to this.
- Subject teachers are responsible for ensuring that students are taught how to reference appropriately in their subject.

In addition to these, students are required to sign and return the authenticity agreement. This will be collected by Kaimanaaki at the start of the year and kept in a central file by the Principal's Nominee.



3. Breach of Rules

Policy: Any student who is involved in cheating, plagiarism, misconduct, or behavioural disturbance in any assessment will receive 'Not Achieved' for that assessment. The Principal's Nominee will be informed of all instances of suspected breach of rules and will handle all correspondence about it.

Procedures for assessments held under test conditions: School assessment procedures are the same as for outside examinations. During assessments, measures will be taken by teachers to prevent any breach of the rules. These are in keeping with procedures carried out in national examinations. Students MUST be responsible for carrying out these procedures. They must ensure:

- There is no material on the desks apart from that directly needed for the assessment
- Pens, pencils etc. are in a clear plastic bag
- Bags are placed at the front (or back) of the room, away from the desks
- Desks are separated into single rows as far as is possible
- Students do not communicate in any way with each other during the assessment.
- There is no behavioural disturbance.
- There is no cheating or any behaviour that could be seen as cheating
- There are no devices on the student's person (and cell phones in bags are switched off).

Procedures for other assessments: See section on Authenticity for procedures to avoid cheating/plagiarism in assessments. Please note that students who help another student more than is allowed for the assessment will also be penalised for breach of the rules.

Authenticity: In the first instance the teacher is to contact the Learning Area Lead (LAL) who will in turn alert the Principal's Nominee (PN) who will contact home, interview the student/s and teacher involved. When all evidence is gathered a decision will be made and all parties informed. Students who are involved in plagiarism will gain a 'Not Achieved' grade for the entire Achievement Standard.

Sharing of information: When a task is to be completed individually students who share their work will gain a 'Not Achieved' grade. The PN will keep a record of all incidents and LALs/Deans will be notified.

Sourcing of information: Each Learning Area should make it clear what is allowed for each standard. Examples may include:

- All information in assessment must be the students' own work and so must not be sourced from the internet.
- Students may research but all research must be referenced.
- No paraphrasing programmes can be used.

Appeals: Appeals against decisions involving breach of rules will be made to the NZQA Principal's Nominee, who will follow procedures set out by NZQA.

4. Marking of Assessments

Policy: Assessments should be marked and given back to students with feedback within 4 weeks of the due date.



5. Extensions

Policy: Extensions to due dates for assessments will only be granted for genuine reasons such as sickness or injury, bereavement or family crisis, school trip, or other reasons granted at the discretion of the LAL. All students must be treated fairly. Extensions for the whole class will be granted only in exceptional circumstances and must not disadvantage any student/s.

Procedures:

- Applications for extensions should be made by filling out the '[Extension or Missed Assessment](#)' form available on the student intranet under the NCEA Information button or in the Forms section of the staff intranet.
- Once the application has been approved or denied by the LAL, the LAL will email the student informing them of the result, and their new due date if relevant.
- A sickness or injury reason must be accompanied by a doctor's certificate or a note from parent/caregiver.
- Evidence should be given if there is a bereavement or family crisis.
- Extensions should be asked for 3 days in advance of the due date (unless the situation is completely unexpected).
- If a student is away representing the school then any extension must be negotiated with the teacher prior to going away.
- In most cases family holidays will not be considered as an acceptable "genuine reason" for extensions. The student should get the work in ahead of time. Requests must be made in advance as with other circumstances.
- Other circumstances may be considered at the discretion of the LAL. Evidence must be provided.
- Whole class extensions must be agreed on by the teacher and all class members at least three days in advance

6. Late Work

Policy: Late work for internally assessed standards will receive a 'Not Achieved', unless the Missed Assessment or Extension form has been approved.

Procedures:

- Absence will generally not be accepted as a valid excuse for late work unless the Missed Assessment or Extension form has been filled out.
- Cases where matters concerning late work are in dispute or unresolved, will be referred to the Principal's Nominee or Member of SLT in Charge of Assessment who will make the final decision.
- In cases where some work can be shown to have been completed before the due date, while some work is late, the non-late work may still be marked. No late work may contribute to the final grade.

7. Absence from Assessments

Policy: Students may not gain advantage in assessments through an unacceptable or unexplained absence.

Procedures:

- A doctor's certificate or a note from parent/caregiver must be provided as evidence of absence through illness on the day that a summative assessment is due or carried out.



- An unacceptable or unexplained absence on the day of a test or on the day that an internal assessment is due, may result in 'Not Achieved'.
- Students may not be eligible for a further assessment opportunity of a Standard if the first opportunity was missed through an unacceptable or unexplained absence.
- An unacceptable or unexplained absence from a formative assessment may mean that a student is not offered an opportunity to sit that formative assessment. This could have implications if the student later applies for Derived Grade for an external assessment in that Standard.
- Remember: If a student has had an opportunity to complete an internal assessment and then chooses not to complete it, does not hand it in or hands it in late, they must be given "Not Achieved". This is in keeping with NZQA's policy of reporting Not Achieved.

8. Withdrawal from Assessment

Policy: Internally assessed standards that have not been completed by choice will receive a 'Not Achieved', unless the Withdrawal form has been completed.

Procedures:

- Withdrawals from assessments must be made by filling out the '[Withdrawal from an Internal Assessment](#)' form available on the student intranet under the NCEA Information button or in the Forms section of the staff intranet, unless the student was not present for the majority of the learning for a legitimate reason.
- Withdrawal forms should be handed in to the LAL in advance of the assessment being released.
- If the student only has one signature from either home or the Kaimanaaki, the classroom teacher should inform the other of the decision.
- Teacher discretion may be exercised in the case of a student being away for the majority of the learning due to a legitimate reason, such as illness or bereavement. In this situation the teacher may decide that it would put unnecessary pressure on the student to fill out the form and they may withdraw them from the internal without the form, if this is what the student wishes. If this is done the teacher must inform home and the Kaimanaaki.

9. Guidelines For Resubmissions

Policy: A resubmission is only offered to students when a minor error prevents them from reaching an "Achieved" grade

Procedures:

- A resubmission can be offered to individual students to correct a minor error to gain the grade of Achieved, not Merit or Excellence.
- Resubmission does not allow students to gain Merit or Excellence grades.
- The resubmission should take place as soon as possible after the assessment has been completed.
- Only one resubmission can be provided for each assessment of a standard.
- Teachers may give only general advice – further teaching or feedback cannot occur between the submission date and the resubmission.
- The length of the resubmission depends on the context of the assessment but as a general guide not longer than 60 minutes for most assessments and conducted under NCEA exam conditions.
- Students are to write additions or corrections in a way that clearly differentiates the resubmission work from original material.
- Students may be conferenced orally and the teacher will record student answers.
- For a research/resource based assessment, students may have access to their original research information but not to any new material.



- Students will be informed of the resubmission opportunity at least one day prior to the event taking place. If they miss the opportunities provided for resubmission without consultation with their teacher or without reasonable grounds (e.g. illness) then their grade stands as awarded.
- If students have not been offered an opportunity for resubmission but believe they should be, they should talk with their teacher in the first instance. If they still think they should be offered a resubmission opportunity, then they follow the appeal process.
- Resubmission rules for Industry Training Organisation owned unit standards may differ. Teachers must follow the rules of the standard-setting body.

10. Further Assessment Opportunities

Policy: One further assessment opportunity for internally assessed standards may be offered where practical and manageable. It will occur after further learning has taken place.

Procedures: The Learning Area Lead will determine suitable assessment strategies and will ensure that they are used consistently within each subject area in their Learning Area. Students must be given clear information in course outlines about how they will be assessed and the available opportunities.

A further opportunity for assessment may be provided for a student who:

- has a genuine explained absence / reason recorded for the first assessment; OR
- where a further assessment opportunity is required by the subject Learning Area; OR
- where practical and manageable, and with the agreement of the LAL, a student wishes to improve the level of achievement.

Students seeking further assessment opportunities must apply to the LAL of the subject. Holiday travel is not grounds for a further assessment opportunity.

If a formative assessment is missed for either an external or internal Standard, it is the student's responsibility to ensure that an assessment which has been missed is completed. The LAL will decide if it is practical and manageable to give the student the opportunity to sit a formative assessment missed through absence. (The 'Missed Assessment' application form can be used by the student to indicate that they wish to have a catch-up formative assessment).

Note: The opportunity for a further assessment opportunity will vary slightly from subject to subject and from assessment to assessment. It is essential that each student checks each of her subjects' assessment statements to see which Standards will or will not have a further assessment opportunity. This information is available in the student's course booklet.

11. Appeals

Policy: Students have the right to appeal against marking decisions in assessments. The appeals process will be fair and transparent.

Procedures:

- If dissatisfied with a grade awarded or the assessment process for an assessment, a student may appeal within 3 days after the return of that assessment.
- An appeal must be in writing, on a [form](#) available from the student intranet under the ncea@wegc button.
- The Principal's Nominee will investigate by speaking first to the teacher, and the Learning Area Lead
- The Learning Area Lead will organise with the Principal's Nominee someone to relook at the assessment
- A decision will be made in consultation with the Principal's Nominee and Learning Area Lead. The Principal's Nominee and Learning Area Lead will discuss the result of the appeal with the student.



- If still dissatisfied, the student may appeal to the Principal's Nominee, who may consult with the Deputy Principal in charge of assessment and the Principal.
- If a student is appealing a grade, they should defer signing acceptance of the grade until the appeal is resolved (However, an appeal will still be considered even if signed, if it is within the 3 day time frame).
- The school will keep clear records of the appeal process in each case and all forms and evidence will be retained by the Principal's Nominee.

12. Records of results

Policy: The school and individual students will keep records of assessment grades in each subject. There will be reports published to parents on an ongoing basis.

Procedures:

- At stages during the year, students will be shown copies of the grades held on record and asked to verify that these are correct.
- At regular intervals students should log into NZQA and KAMAR portal to check their results. If they have any concerns, they should contact their subject teacher, the relevant Learning Area Lead, and / or Principal's Nominee.

13. Benchmarking / Academic Tracking

Policy: Students and parents will be regularly informed if there is any cause for concern regarding student progress.

Procedures:

- Students will be counselled by their teacher and / or dean where poor attendance and / or lack of assessed work is a concern
- If necessary, a letter and / or phone call will go to parents informing them of the situation and inviting them to discuss the problem.

14. Storage of work

Policy: Student assessment material may be stored by each Learning Area until it is no longer required for moderation or other purposes.

Procedures:

- Student work, or images of student work (for work that must be handed back promptly), is stored within Learning Areas until it is no longer needed for moderation purposes.
- In some subjects, work will not be returned to the students.
- Exemplars of student work for each standard are kept for future reference. If the teacher wants your work as an exemplar, your permission will be sought and your work will remain anonymous.

15. Special Assessment Conditions

Policy: Students who qualify for special assessment conditions will be provided for in accordance with NZQA guidelines. Confirm with the Learning Support Lead or see link below to check student eligibility.

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/special-assessment-conditions/>

Procedures:

- Students needing this assistance will be identified by the Learning Support Lead



- Students who think they may qualify for such support should approach the Learning Support Lead in Term 1.
- Evidence must be provided to support the application for these conditions.
- NZQA will determine which students are eligible for special assessment conditions and parents and teachers will be informed by the Learning Support Lead
- The same conditions are to be used for all internal and external assessments.

16. Derived Grade For external assessments

Policy: Derived grades will be provided for students who have missed external assessments and meet the NZQA criteria. For further information on these criteria please refer to the NZQA website:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/derived-grades>

Procedures:

- Sickness or injury: A Doctor's completion of the derived grade application, covering the actual period of absence, and showing why the student could not do the assessment, must be given to the Principal's Nominee by the specified date.
- Bereavement or family crisis: A request for Derived Grade can be made if this occurs within a week of the date of the assessment. Evidence should be provided by the family.
- Unexpected events: When an unexpected event happens which prevents students from attending their external assessment the school is able to do individual applications or school wide applications. Examples of an unexpected event could be an earthquake, fire, car accident.
- At the discretion of the Principal: Other circumstances will be considered. Evidence should be provided.
- It is most important for all students to do their best in their formative assessments as in the situation of Derived or Unexpected Event Grade, a grade will be based on evidence from formative assessments which have been carried out and recorded.
- If a student does not have a formative grade for the specific external assessment affected then we are unable to apply for derived grades. Students seeking Derived Grade must apply to the Principal's Nominee and complete the form provided by NZQA.

Note: Holiday travel is not grounds for Derived Grade. There are grounds for derived grades if a student is representing at a national level for sports - this is done through pre-approval and communication should be done with the Principal's Nominee about this.

17. Transfers

Policy: Students transferring from other schools or students wishing to change from another subject within the school, will not be offered assessment opportunities for Standards that have already been covered in the course programme.

18. Digital work policy

Policy: When digital work is required for evidence of an assessment, students need to be clear as to:

- The ways in which they are allowed to use devices or online tools (such as AI or paraphrasing technologies);
- Whether or not collaboration is appropriate;
- How to make a digital submission; and
- When to hand over ownership of their assessment task.



NCEA Policies and Procedures | Student Information Booklet

Students should ensure that they have backed their work up and have copies of final assessment tasks in more than one location. Student work must meet authenticity requirements. Once work is submitted teachers will store student work either in digital or paper format in a way that meets moderation requirements and is easy to retrieve.

Sharing your work is a breach of assessment conditions. This involves sharing with friends, classmates or family members. The school will look through the history of digital work as part of the authenticity process to ensure this has not happened.



C. Prerequisites For Senior Courses At WEGC

Some subjects have recommended pre-requisites to go into senior level courses. This is due to the essential prior knowledge which sometimes needs to occur in order to be successful in the subject. These are in place but sometimes can be negotiated on an individual level between the student and the relevant Learning Area Lead.

D. NCEA Endorsement

When students perform consistently above the Achieved level, their results can be 'endorsed' to reflect that high achievement. Students can achieve an endorsement at the course or certificate level.

1. Course endorsement

A course endorsement provides recognition for a student who has performed exceptionally well in an individual course.

The key objective of a course endorsement is to motivate students to achieve their potential in one or more courses.

Students will gain an endorsement for a course if, in a single school year, they achieve:

- 14 or more credits at any level for Achievement Endorsement
- 14 or more credits at Merit or Excellence for Merit Endorsement
- 14 or more credits at Excellence for Excellence Endorsement
- at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. *(Note: this does not apply to Physical Education, Level 3 Visual Arts and Level 3 Understanding Religion.)*

2. NCEA certificate endorsement

Each Level NCEA Certificate can be endorsed with Merit or Excellence. To gain a certificate endorsed with Merit, 50 credits are needed at Merit level (or higher). For a certificate endorsed with Excellence, 50 credits are needed at Excellence level.

These endorsed certificates will look better on your Record of Learning and in your Curriculum Vitae.

E. Scholarship

Scholarship is not a qualification but an award that can be entered for when studying a Level 3 subject. Although the content of Scholarship in each subject is based on the content of the Level 3 Standards, it requires a greater depth of knowledge and understanding and an ability to draw together content from different Standards within a subject.

If you are considering entering for Scholarship it is a good idea to start thinking about it when studying Level 2 Standards and asking your teachers for additional work to broaden your knowledge within a subject.

More information about Scholarship is available on the NZQA website, www.nzqa.govt.nz.

F. Moderation Policies and Procedures

Moderation involves checking the school's assessment policies and procedures to make sure that everything related to assessment is being done properly.

Policy: The school will cooperate with NZQA to ensure that assessments are fair and accurate. There are three parts to the moderation system.



1. Internal Moderation

Internal moderation (within the school) ensures that assessment items are high quality and that assessment judgements are accurate and fair. WEGC uses a centralised platform to document this process and monitor the progress of moderation within each Learning Area.

Teachers use colleagues within their own Learning Areas or other Learning Areas in the school or from other schools to assure the quality of assessment items before they are used. This is called pre-moderation or 'critiquing'.

Learning Areas also have a range of strategies to check the quality of marking. All assessments go through post moderation (or 'verification') before results are released to students. This is where samples are checked marked by another subject expert within the school, or from another school where a suitable expert is not available.

2. External Moderation

External moderation of a selection of internally assessed work is carried out in each subject by NZQA each year. This is where samples are sent to NZQA and check marked by an external moderator.

3. Reviewing The School's System

A team from NZQA comes into Wellington East Girls' College to check that the correct procedures and practices are being followed, and to see that the school has the necessary documentation to show this. They look at the policies in place and check to make sure that all Learning Areas are following these.

Remember

Do the best you can, attend all classes and hand work in on time. Good work habits are the key to success.



G. Glossary of Terms

Achievement Standard	<i>describes the standard to be reached for a specific learning outcome in a subject</i>
Achieved / Merit / Excellence	<i>the three levels that can be gained in an assessment of an Achievement Standard</i>
assessment	<i>judging whether and how well the quality of a student's work meets the standard prescribed</i>
assignment	<i>a set task which will be assessed against the standard prescribed</i>
authenticity	<i>ensuring work submitted for assessment is the student's own original work</i>
credits	<i>'points' that can be gained by getting at least an Achievement in each Standard, and which add up to a National Certificate in Educational Achievement (Level 1, 2 or 3)</i>
Derived Grade	<i>if a student's performance in an external assessment was affected by certain circumstances, they can apply for a grade based on evidence held by the school</i>
discretion (principal's)	<i>special circumstances can be considered</i>
evidence of achievement	<i>grades gained in formative assessments are considered to give an indication of how a student would have been expected to do in an external assessment (used for Derived Grade)</i>
extension	<i>allowing more time before an assignment is due in (only in particular circumstances)</i>
external assessment	<i>an Achievement Standard is set and marked by NZQA (usually an examination) not by the school</i>
formative assessment	<i>a 'practice' assessment which does not lead to credits but gives feedback to assists in student learning and may be used as evidence for Derived Grade.</i>
further assessment opportunity	<i>there will sometimes be a second opportunity to be assessed for that Standard</i>
internal assessment	<i>a Standard that is assessed by a task that is set and marked at school and results are passed on to NZQA to go on the student's Record of Learning</i>
moderation	<i>systems to ensure tasks and the marking of tasks are fair and accurate across the school and across New Zealand</i>
multiple assessment opportunities	<i>the judgement about whether a student has achieved a standard is made over more than one performance or assignment</i>
NCEA	<i>National Certificate of Educational Achievement</i>
NZQA	<i>New Zealand Qualifications Authority</i>
NZQA Principal's Nominee	<i>The teacher responsible for all communications and procedures at the school relating to NZQA qualifications</i>
prerequisites	<i>the number of, or in which particular Standards, a student has to achieve to be automatically permitted to do that subject at the next level in the following year</i>
Record of Learning (ROL)	<i>issued by NZQA and shows all the credits earned by a student towards the NCEA. It is updated each year</i>
summative assessment	<i>an assessment that counts for gaining credits in a standard.</i>
Standard	<i>describes the level of work you need to produce.</i>
Unit Standards	<i>Standards which are awarded Achieve or Not Achieved only. You cannot gain Merit or Excellence.</i>



Appendix A: How to be strategic with NCEA

Chances are you have more credits available to you than you really need to achieve your goal of gaining an NCEA, or University Entrance. However, you need to be careful and well-informed before you decide to 'drop' a standard. Here are some simple steps to ensure you reach the best outcome:

STEP 1 Map out credits offered

If you are aiming for UE or endorsement, work out how you can best achieve 14 credits in 3 UE-approved subjects. Consider endorsement requirements, always allowing for some wriggle room (this means ensuring that you can get OVER 14 credits in case something doesn't go to plan).



STEP 2 Talk to your subject teacher

They are your ally in formulating the best plan for you!
They know the 'ins and outs' of each standard and so will know if dropping a standard is a good or bad idea. They will also know if you are jeopardizing your chances of getting 14 credits in their course for UE.



STEP 3 Involve whānau

If you choose to not sit a standard (not doing an internal or withdrawing from an external) then your subject teacher will inform your parents. This is so that your family is involved in decisions that impact your learning.



STEP 4 Stay on top!

Stay ahead of the game and keep track of key assessment dates. Start preparing for external assessments ahead of time to avoid stress, and work with subject teachers to get feedback on your learning.



STEP 5 Success!

Done! Time to celebrate and think about the next stage of your learning!



Appendix B: How to change subjects during the year

There are often times during the year when we can feel overwhelmed by our study, and think that changing subjects will fix all our problems. However, this rarely works, and it is important that decisions are well thought through and communicated.

Here's a process that you need to follow:

