



**Botany Downs  
Secondary College**

# **NQF Levels 1 – 4 Assessment Procedures**

**Student Handbook  
2011**

**Version 1**

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## THE NATIONAL CERTIFICATE OF EDUCATION ACHIEVEMENT

NCEA is the national qualification for senior secondary school students in New Zealand.

It is an assessment system that assesses students against standards based on the knowledge and skills they have learned in courses of study. Each standard clearly identifies what a student must do to in order to achieve the standard. Subjects are subdivided into standards some of which are assessed internally and some externally through NZQA national examinations. Some courses may also be assessed against unit standards, which are all internally assessed.

Each assessment generates credits that contribute to a certificate at Level 1, 2 or 3 of the NQF. These credits are achieved through:-

- (1) **Internally Assessed Standards** – these standards assess knowledge and skills developed through the school year which are best assessed in a way other than by examination. They are assessed as part of the learning programme e.g. research assignments, portfolios, practical work
- (2) **Externally Assessed Standards** – these standards assess knowledge and skills through a national external examination or portfolio submission. During the year students will gain knowledge and practise the skills needed for the end of year examination. Examinations will be held at school but will be assessed by a nationally appointed panel of assessors. The results achieved both internally and externally are listed on the Results Notice and Record of Learning.
- (3) **Unit Standards** – These are internally assessed standards that are assessed at the school during the year as learning takes place and also contribute credits to the NCEA. They do not however contribute towards a merit or excellence endorsement of the NCEA certificate at any level.
- (4) **Supplementary Courses developed by external providers** – These are courses that students can complete alongside their selected subjects. Some of these courses also contribute credits or credit equivalents to the NCEA.

There are four different grades for Achievement Standards:

- **Not Achieved** – students have not met the required standard
- **Achieved** – students have met the required standard
- **Merit** – students have achieved the standard with merit
- **Excellence** – students have achieved the standard with excellence

Unit Standard grades are Not Achieved and Achieved.

Students at the start of each academic year will receive a course outline in each subject giving an overview of school policy on assessment and resubmission as well as specific subject details relating to assessment.

Students at Botany Downs Secondary College in Years 11 and 12 will generally take **6 subjects** and in Year 13 - **5 subjects**. Any departure from the standard student timetable allocation must be approved by one of the Deputy Principals or the Director of Academic Studies. Each subject may generate between **15-21** credits at Level 1-2 and **24** credits at Level 3. Students will therefore have the opportunity to achieve up to 120 credits each year.

## HOW DO STUDENTS GAIN NCEA LEVEL 1, 2 or 3 QUALIFICATIONS?

In order to be awarded **NCEA Level 1** the student must achieve at **least 80 credits** at Level 1, or above.

### Literacy and Numeracy Requirements for NCEA Level 1

The Ministry of Education and NZQA are changing the **literacy** requirement for NCEA Level 1 from **8 credits to 10 credits** and the **numeracy** requirement for NCEA Level 1 from **8 credits to 10 credits**.

The changed requirements will come into effect in 2011 in a transition arrangement, and be in full effect in 2012.

Students can meet the new requirements by achieving new unit standards in literacy and numeracy **or** by achieving specified achievement standards.

#### ***New literacy requirement for 2012 onwards - Minimum of 10 credits through:***

<b><i>Either</i></b>	Unit standards	Package of three literacy unit standards (total of 10 credits - <b>all</b> three required)
<b><i>Or</i></b>	Achievement standards	Specified achievement standards available through a range of subjects (minimum total of 10 credits)

#### ***New numeracy requirement for 2012 onwards - Minimum of 10 credits through:***

<b><i>Either</i></b>	Unit standards	Package of three numeracy unit standards (total of 10 credits – <b>all</b> three required)
<b><i>Or</i></b>	Achievement standards	Specified achievement standards available through a range of subjects - (minimum total of 10 credits)

### Transition for 2011

There will be a transition year in 2011 before moving totally to the new requirements from 2012. A transition year will give schools time to adjust to the new requirements and the two methods of achieving the requirements.

For the transition year in 2011 students can achieve the literacy and numeracy requirement for NCEA Level 1 by meeting the:

- **literacy** requirement using **either** the new literacy requirement **or** the current literacy requirement using current specified unit and internally assessed achievement standards
- **numeracy** requirements using **either** the new numeracy requirement **or** the current numeracy requirement using current specified unit and internally assessed achievement standards.

However, a student cannot mix and match between the new and current requirement within the literacy or within the numeracy requirement.

### **New Literacy and Numeracy Unit Standards**

These standards have been designed to be used in schools, tertiary and workplace programmes and support the principle of embedded literacy and numeracy.

The standards have been designed using the following definitions:

- Literacy is the written and oral language people use in their everyday life and work. It includes reading, writing, speaking, and listening. Skills in this area are essential for good communication, active participation, critical thinking and problem solving.
- Numeracy is the bridge between mathematics and daily life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, work and community tasks.

### **Literacy and Numeracy Achievement Standards**

A wide range of achievement standards have been identified as eligible to meet the requirements. The standards have been selected using the following definitions:

- Literacy to meet the demands of the New Zealand Curriculum at Level 6. These standards provide the scope for students to demonstrate reading, writing, speaking and listening skills.
- Numeracy to meet the demands of the New Zealand Curriculum at Level 6. These standards provide the scope for students to demonstrate number, measurement and statistical skills.

### **Reporting achievement of the Literacy and Numeracy requirement**

The reports showing that students have achieved their literacy and their numeracy requirement will indicate how they were achieved, that is through achievement standards at level 6 of the curriculum or through the purpose built literacy and numeracy unit standards.

On the School Results Summary and the Results Notice a statement will say:

- Either 'Literacy requirement met by achievement standards'
- Or 'Literacy requirement met by unit standards'
  
- Either 'Numeracy requirement met by achievement standards'
- Or 'Numeracy requirement met by unit standards'

If a student has met the requirements through both the unit and achievement standards methods, the statement will show that the requirement was met by achievement standards.

For a full list of the standards that contribute to literacy and numeracy refer to **Appendix 9**

To be awarded **NCEA Level 2**, the student must achieve 80 credits of which 60 need to be at level 2 or above. The other 20 can be from any level of the NQF. The student may reuse Level 1 credits.

To be awarded **NCEA Level 3**, the student must achieve 80 credits of which 60 need to be at level 3 or above. The other 20 credits need to be at level 2 or above of the NQF. The student may reuse Level 2 credits.

### **Endorsement of Certificates**

All successful students receive NCEA certificates at the end of each year of study (Level 1, Level 2 and Level 3). These certificates show that a student has achieved the required number of credits at a particular level (including specified literacy and numeracy requirements at Level 1). Each standard carries a specific number of credits which count towards certificates.

To encourage students to do their best, those who gain sufficient credits at merit (50 credits at merit or above) or excellence (50 credits at excellence level) will have this recognised on their certificates, for example a student can receive an NCEA Level 1 certificate with merit or NCEA Level 1 with excellence.

## Course endorsements on NCEA certificates

Course endorsement will provide recognition for students who perform exceptionally well in individual courses. A course is defined by NZQA as a coherent programme of learning in a given year. Schools will determine the standards that make up each course, reflecting current practice. Students will be able to have their strengths in individual courses recognised with a course endorsement at Merit or Excellence from 2011. The key objective of course endorsement is to motivate students to achieve their potential in one or more courses.

Students will gain an endorsement for a course where they achieve:

1. 14 or more credits at Merit or Excellence at the lower level that supports the endorsement
2. At least 3 credits from externally assessed standards and 3 credits from internally assessed standards
3. Sufficient credits in a single school year.

### Note:

Physical Education, Religious Studies and level 3 Visual Arts will be exempt from (2) above.

## HOW DO STUDENTS GAIN UNIVERSITY ENTRANCE?

Students will be qualified for entrance to a university in New Zealand if they have obtained all of the following:

- A minimum of **42 credits at level 3 or higher** on the NQF. At least **14 credits** must come from **level 3 or higher in each of two approved subjects**. The remaining 14 credits from level 3 or higher can come from no more than two additional domains on the NQF or “approved subjects”
- **A minimum of 14 credits at level 1 or higher in Mathematics** or Pangarau on the NQF
- **A minimum of 8 credits at level 2 or higher in English or Te Reo Māori**; 4 credits must be in Reading and 4 credits must be in Writing.

Once enrolled students will receive a unique identification number from NZQA. This will enable them to access personal details in the Learner Login area of the NZQA website.

There is a great deal of additional information available from the NZQA website: [www.nzqa.govt.nz](http://www.nzqa.govt.nz)

## HOW DO STUDENTS GAIN A SCHOLARSHIP?

Scholarship is an external assessment for top secondary students. Scholarship examines course material related to Level 3 standards derived from up to Level 8 of the New Zealand Curriculum that students study in Year 13. It does not attract credits nor contribute towards a qualification but the fact that a student has gained a Scholarship appears on the Record of Achievement. Scholarship assessments are demanding and require students to demonstrate high-level critical thinking and analytical skills, a comprehensive understanding of key content, skills and ideas as well as advanced written language skills. About 3 per cent of Year 13 students studying each subject at Level 3 will get Scholarship, if they reach the standard that has been set.

Successful Scholarship students gain substantial monetary awards. A Scholarship in just one subject receives \$500, as a single payment. All the other awards result in payments spanning three years of successful tertiary study.

These awards are outlined in the following table on the following page.

## HOW DO STUDENTS GAIN A SCHOLARSHIP? (*Continued*)

To be eligible to receive a Scholarship award a student must be a New Zealand citizen or a permanent resident and be enrolled full-time at a New Zealand secondary school in the year of the examination. To be eligible for the top awards a student must attain Scholarship in three subjects in the same year. For candidates sitting up to three Scholarship assessments there will be no cost other than the usual \$76.70 NCEA examination entry fee.

### Fee Structure for 2011

Fee structure for domestic candidates	Fee
Entry for all NQF standards (includes NCEA) and up to 3 Scholarship subjects	<b>\$76.70</b>
Additional Scholarship entries	<b>\$76.70 per subject</b>

#### Premier Award

For the very top 5 to 10 candidates. The minimum eligibility requirement to be considered for this award is at least three Scholarships at "Outstanding" level. The number of recipients for this award is restricted and achieving the minimum requirement will not guarantee an award. \$10,000 each year for up to three years as long as candidates maintain at least a 'B' grade average in tertiary study

#### Outstanding Scholar Award

For the next 40-60 top candidates. The minimum eligibility requirement to be considered for this award is three Scholarships with at least two at "Outstanding" level or more than three Scholarships with at least one at "Outstanding". The number of recipients for this award is restricted and achieving the minimum requirement will not guarantee an award. \$5,000 each year for three years as long as candidates maintain a 'B' grade average in tertiary study

#### Scholarship Award

For candidates who get Scholarship in three or more subjects. \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study

#### Top Subject Scholar Award

For the top candidate in each one of the 33 Scholarship subjects. \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study

#### Single Subject Awards

For candidates who get Scholarship in one or two subjects. A 'one-off' award of \$500 per subject (maximum payment \$1000)

Fee structure for international fee paying candidates	Fee
Entry for all NQF standards	<b>\$383.30</b>
Entry for <b>each</b> Scholarship subject	<b>\$102.20 per subject</b>

*Financial assistance applications must be made to NZQA by **1 September 2011** and the final due date for payment of all NZQA fees to the BDSC Finance Centre is **3 September 2011 (as at March 2011)**.*

The New Zealand Qualifications Authority has collated useful resources to support Scholarship candidates including past examination papers. These can be accessed at the following web site:

<http://www.nzqa.govt.nz/scholarship/subjects/resources.html> Teachers in each subject area will endeavour to offer support to Scholarship students. This could take the form of providing supplementary resources, such

as additional reading and study materials, as well as tutorials outside class time. The onus however remains on the student to complete the necessary work to prepare them effectively for this level of assessment. A final

commitment to the Scholarship assessment is not required till the entry deadline in Term 3.

Scholarship subjects supported at Botany Downs Secondary College include:

- ◆ English
- ◆ French
- ◆ Japanese
- ◆ Biology
- ◆ Chemistry
- ◆ Physics
- ◆ Statistics and Modelling
- ◆ Mathematics with Calculus
- ◆ Accounting
- ◆ Art History
- ◆ Drama
- ◆ Media Studies
- ◆ Music Studies
- ◆ Visual Arts
- ◆ Economics
- ◆ Geography
- ◆ History
- ◆ Classical Studies
- ◆ Physical Education
- ◆ Technology
- ◆ Graphics

Prospective Scholarship students will either be invited to join Scholarship subject tutorials or students will be invited to give an expression of their interest during Term 2 of the school year.

## GENERAL ASSESSMENT PROCEDURES:

### INTERNALLY ASSESSED STANDARDS:

Students complete assessments which are marked by their teachers. Each school's assessment design and marking are moderated by the New Zealand Qualification Authority to ensure fair, valid and consistent assessment.

### INTERNAL QUALITY ASSURANCE:

1. Where assessment work is carried out under 'extended controlled conditions' (i.e. a continuous assessment in class over several days), the details of the hand-in time are given in the instructions for the assessment. Regular progress checks will be made by the subject teacher to ensure that work is completed by the due date.
2. Learning Areas ensure that students have information relevant to each Standard and assessment before the assessment is undertaken.
3. All assessment materials are critiqued to ensure that they are appropriate and comply with NZQA requirements.
4. Learning Areas moderate samples of completed student work to ensure marking standards across an assessment task are consistent. These are kept as benchmark samples of student work.
5. Teachers document their networking with colleagues in and outside the school to maintain their understanding of the national standard

### RECOGNISING ACHIEVEMENT/ASSESSMENT OPPORTUNITIES:

1. All teachers of senior courses must provide students with a **course outline** at the beginning of the academic year. The outline should include a **calendar of key dates** including the date for each assessment activity, an outline of **fieldwork** to be undertaken, the standards assessed in the course, their **levels, credit values** and whether they are **internally** or **externally assessed**, assessment methods including any additional assessment opportunity, NZQA rules and regulations as well as a brief **overview** of the course.
2. The date of each internal assessment deadline or submission will be notified to students at least **one month** in advance of the assessment taking place.
3. All internal assessment should follow on from learning opportunities/trial/practice assessments.
4. Evidence of authentic achievement must be recorded and stored securely to provide evidence should compassionate consideration be required for an externally assessed standard. Such evidence will be called upon if absence or impairment was unavoidable.

**STUDENT PROCEDURES:**

1. Course assessment statements will be available to students in each subject.
2. Students will record internally assessed results on the Student Internal Assessment Record Sheet.

**SCHOOL PROCEDURES**

1. To help students to understand marking practice and codes all teachers should use a standardised marking code such as the example outlined in Appendix 2.
2. Teachers must make the standards transparent for students. They must clearly explain the terms, the outcome statement and the grade criteria. They must also link the assessment to the course and scaffold instruction to prepare students for the assessment.
3. Each assessment must be accompanied with a detailed assessment schedule including evidence statements where appropriate.
4. If a student's work contains pencil or correction fluid, that section will not be eligible for reconsideration, except where the assessment instructions specifically allow pencil.

**MISSED AND LATE ASSESSMENTS:****Absences due to Illness, Bereavement or Trauma:**

1. **Work will NOT be accepted for assessment after the designated collection time unless excused by illness, bereavement or trauma.** No grade will be awarded.
2. When a student has missed an assessment or deadline due to illness a medical certificate signed by a New Zealand registered medical practitioner must be brought to the relevant subject teacher(s). The subject teacher concerned will complete an "Explanation of Missed or Incomplete Assessment" form and make a recommendation to the HOLA. The HOLA will determine the appropriate action to be taken as outlined in the staff NQF handbook.
3. Where a student is legitimately absent, and if practicable, the student will complete the assessment within **one** week of the original date provided that the student is not advantaged or disadvantaged by the delay.
4. If a another assessment opportunity is offered for the standard, the student will use that opportunity.
5. Where practicable, recorded standard-specific evidence from other authentic work may be used to demonstrate achievement of the standard.
6. If a student is absent for a significant period of time prior to an internal assessment as a result of the reasons above then the student may apply for an extension if appropriate. This application must be made **before** the day of the assessment taking place.

7. The Principal's Nominee or the Director, Academic Studies will consider special cases, such as a lengthy illness.
8. In the case of bereavement or other trauma a letter is to be taken to the Principal or Principal's Nominee outlining the nature of the trauma.

### **Absences for Approved Activities**

- Absences due to official school activities/representative commitments sanctioned by the school will be treated as for Absence due to bereavement. A Deputy Principal will notify teachers through the request for leave form.
- For any school trip that necessitates a student missing a period from another subject the student must gain permission for their absence from that class on the permission slip provided. Students should anticipate assessment clashes and notify the subject teachers concerned immediately.

### **Absences for other reasons**

- When a student is absent from an assessment for any other reason, special leave can only be given by the Deputy Principal. In cases of absence for self-interest leave students will either:
  - Complete internal assessments due during the period prior to the leave date;
  - Undertake the same assessment at a later date or another assessment if it is offered;
  - Have no grade awarded.

### **All other Absences**

- **Any absence not covered by a medical certificate or by special leave permission is 'non legitimate' and will result in "Not Achieved" being awarded for that assessment.**

### **LATE SUBMISSION OF ASSESSMENT WORK:**

Students will submit work on the due date to be considered for the awarding of internally assessed Standards

1. If students word process their assignment it is important that they plan their assessment time-line to allow for the possibility of computer problems. These could include computer/drive/printer problems and students must understand **that these are their responsibility and will not be considered legitimate grounds for compassionate consideration.**

2. If computer problems do occur, in the first instance the teacher must be contacted immediately. If the teacher is not available, the HOLA must be contacted immediately. It may be possible by arrangement with the HOLA to hand in an electronic copy of the assessment at the due time. It is compulsory to bring supporting material (e.g. a draft or working notes) in case the files are non-recoverable. A letter from the Parent/Caregiver giving detailed verification of the computer problem experienced and a daytime contact phone number must accompany the file. The only files that the school will attempt to process are those using Microsoft Office (Word, Excel, PowerPoint, Access) or an application on the school server that is used by students.

### **Student Procedures**

1. Students should keep and update the assessment result sheet for each subject and record key dates in their student diary
2. Students should manage the available time to complete assessments in all subjects.
3. Students should where applicable meet checkpoint deadlines during the preparation of an assessment activity
4. **Failure to submit assessment work by the due date will result in non achievement of the standard**

### **EXTENSIONS:**

Students may apply for an extension in limited circumstances.

1. If a student has been prevented from working towards an internally assessed standard for valid reasons such as illness or a family bereavement an extension may be applied for
  - Students must discuss the issue with their class teacher at the earliest opportunity
  - Students will be granted an extension where the reasons are deemed valid
  - Where an extension involves checkpoints during the preparation period, an extension is unlikely to be granted if prior checkpoint deadlines for the task have not been met
2. Extensions sought less than one day before the due date will be considered only in exceptional circumstances.

## **ASSESSMENT OPPORTUNITIES**

For all internally assessed standards the teacher in conjunction with the Head of Learning decides how evidence can be collected and judged against the standard.

**in 2009 NZQA implemented rules and procedures to standardise assessment practices across all schools particularly with respect to the number of assessment opportunities and resubmissions available to students.**

### **Further assessment opportunity**

- A further assessment opportunity occurs when a new, assessment is provided after your first opportunity **and after additional teaching and learning has taken place**. This could be a new test, a new writing topic or a new research topic.
- There will be a maximum of **one** further opportunity for assessment of a standard **where this is practical and manageable**. For some standards this will not be possible.
- If a further assessment opportunity is offered it will be available to all eligible students
- All students have the potential to gain “Not Achieved, Achieved, Merit, or Excellence in the second assessment opportunity.
- It is the school’s decision whether a further opportunity will be offered for any standard. You will be advised at the beginning of each assessment whether or not there will be one further assessment opportunity.

### **Resubmission**

- A resubmission opportunity will only be offered where a teacher judges that a mistake has been made by the student, **which the student should be capable of discovering and correcting themselves**.
- You may be asked to resubmit assessment work but this will be limited to specific aspects of the assessment that can be rapidly resolved without specific teacher feedback or guidance. There will only be one resubmission for any given piece of work.
- A further assessment opportunity or a resubmission will always be completed under the same assessment conditions as the original assessment.
- The time and place for a further assessment opportunity will be set by the teacher and can be in the student’s own time (interval /lunch time/after school). If a student fails to take advantage of the further assessment opportunity at the specified time the original grade will stand.

## AUTHENTICITY/BREACHES OF THE RULES:

All Learning Areas will have valid strategies for ensuring authenticity in assessment work.

### **School Procedures**

1. All work submitted for assessment must be genuinely the student's own work. If it is legitimate to source information to support ideas, then it is vital to acknowledge that information in the appropriate manner (see notes on bibliography on page 10 of this document).
2. Students must complete and sign an Authenticity Form at the commencement of the course or at each assessment opportunity. Each subject will have its own authenticity procedures.
3. Authenticity requirements may include a combination of:
  - Submission of draft notes/research notes/sketches etc
  - Supervision/monitoring/check pointing of in-class work towards an assessment
  - Completion of assessment work in class
  - Completion of assessment under test conditions
  - Staff/student conferences to establish a student's understanding of content and process relating to an assessment activity
  - Acknowledgement of all sources used in a bibliography
  - Teacher knowledge of individual student strengths and weaknesses
  - Change the context of assessments from year to year
  - Develop assessment banks of activities that are alternated
4. If there are any concerns about the authenticity of any or all of the work submitted the matter will be investigated by the classroom teacher, the HOLA, the Director of Academic Studies and the Principal's Nominee.
5. It is the student's responsibility to ensure that all work submitted is their own work. Using information or material without acknowledgement is **plagiarism**, a serious form of cheating, and will result in:
  - No grade for the assessment or the section/s of the work affected
  - No other assessment opportunity
  - School disciplinary procedures

## **BREACHES OF ASSESSMENT PROTOCOLS NCEA LEVELS 1 - 4**

All allegations of breaches must be immediately reported to the following personnel:

- HOLA
- Director of Academic Studies
- Deputy Principal (Assessment)

Each allegation will be investigated under the leadership of the Director of Academic Studies. Documentation will be retained by the Director of Academic Studies.

### **LISTING SOURCES:**

Botany Downs Secondary College use the APA (American Psychological Association) style for referencing. This style for referencing is widely used at Auckland University and at most schools in New Zealand.

It is important to show where you found your information; others must be able to find the same sources of information as you did.

If you do not cite the sources you used, you leave yourself open to allegations of plagiarism (stealing someone else's work).

Details on how to correctly reference

1. For all internal assessment work where reference material (books, magazines, journals, internet sites) has been used a bibliography must be produced that identifies all sources.
2. The BDSC Library web site on the school learning management system has detailed instructions on how to electronically cite your sources. This site will also give you access to an APA style citation maker that will assist you in producing an accurate bibliography. Ask the library staff for assistance if you are having difficulties referencing your work.
3. For examples of how to use the APA style of referencing refer to the document [APACitationexamprt&non8-07.pdf](#) on the Library page of the learning management system.

### **SPECIAL ASSESSMENT CONDITIONS:**

1. A student with permanent or long-term physical conditions or learning disabilities which they believe will significantly impair their performance in assessments may apply to NZQA for special assessment conditions in the current year.
2. If a student requires special assessment conditions the Principal's Nominee must be notified as early in the year as possible. Parents need to be aware that appropriate documentation must be supplied to support such an application. This documentation must be provided on enrolment or early in the year to allow time for the application process to NZQA.
3. When approval is granted this establishes entitlement for special assessment conditions for both internally and externally assessed standards except those on the exclusions of assistance list.
4. Special assessment conditions commonly approved for external assessment include:
  - Extra time allowance
  - Modifications to examination question and answer booklets
  - Use of computers and other equipment
  - Examination assistance by reader/writer/reader-writer
  - Special assessment conditions for the hearing impaired
  - Separate accommodation
5. The College will make application to NZQA on behalf of the student using the *Application for Entitlement to Special Assessment Conditions* form. This will be submitted to NZQA prior to May 1 of the current year.
6. Rules and procedures for special assessment conditions are published at <http://www.nzqa.govt.nz/ncea/acrp/secondary/6/613.html>

### **DERIVED GRADE PROCESS FOR EXTERNAL ASSESSMENT:**

1. A student sitting externally assessed standards may apply for a derived grade if they have been clearly disadvantaged through illness, family bereavement or misadventure, or if their performance in an external assessment has been seriously impaired because of **exceptional circumstances beyond their control**.
2. A student suffering a **significant** temporary illness, trauma or other serious event should sit the examination and apply for a derived grade if they consider their performance was compromised. If the application is approved, the best result will be awarded.
3. A student seeking to apply for a derived grade is to approach the Principal's Nominee for information and application forms. Where possible this should be done **before** consulting a medical practitioner.
4. In 2010 the stipulated date for application forms to be returned to the Principal's Nominee was **Monday, 7 December**.

5. The Principal's Nominee will inform the student as to which grounds are acceptable for a derived grade application. The Principal's Nominee has the right to decline to forward any application which does not meet NZQA guidelines.
6. The Principal's Nominee will follow NZQA regulations in gathering valid, standard specific evidence of achievement for each standard applied for and forwarding this evidence to NZQA. The school will retain all relevant documentation for one year after the application.
7. The school must retain any declined applications with all associated documentation for one year in case of an appeal by the candidate.

Scholarship is not eligible for a derived grade application

### **APPEAL PROCEDURES:**

Students may appeal an internally assessed result

#### **School Procedures**

1. Any student may request to check their marked assessments. Teachers will make every effort to justify the marking before the appeal system is invoked. If a clerical error is discovered, the classroom teacher will correct it at this stage and initial the correction.
2. Any student may request a review of the marking, **within five school days of the return of the assessment**. The HOLA MUST be informed by the classroom teacher and the assessment paper handed to the HOLA. When the marking review has been completed, the HOLA will then document the outcome;
  - a. If there is a change to the result, the corrected result will be entered on the Kamar mark book.
  - b. If the student is still not satisfied with the explanation an appeal may be lodged with the Director of Academic Studies. The appeal is to be made on the BDSC appeal form.
3. If the student is not in class at the time that the assessment is checked, it is the student's responsibility to make an appointment to check the results of their assessment.
4. Detailed assessment schedules will be available to the student for all summative assessments
5. The school may call in an outside expert to verify a grade under appeal.
6. The appeal process may also be used to appeal a ruling on a breach of assessment rules.

## **DOCUMENTATION AND RECORDING OF RESULTS:**

### **School Procedures**

1. At the completion of each internal assessment activity each HOLA is responsible for ensuring that students have **verified** the assessment data as being accurate. HOLA should print a copy of the assessment data which students will sign to verify accuracy (see Privacy section below). HOLA should keep the signed printouts in event of an appeal.
2. Students need to be aware that work handed in for assessment will be retained by the Learning Area concerned for the remainder of the academic year or until the moderation process has been completed.
3. Benchmark samples of assessment, annotated where necessary, are held by each Learning Area. Where work needs to be passed back to students the following year, photocopies are made.

### **Student Procedures**

1. Each student will check and sign as correct the printout of their results.
2. Students will maintain their own records of results on their Internal Assessment Record Sheet (see Appendix 5).

## **PRIVACY OF STUDENT INFORMATION:**

In keeping with the school's policy on confidentiality of student information, student confidentiality will be respected throughout all assessment procedures. Students will see only their own details, work and results, unless they have the express permission of the other student concerned.

## **ACCESSING RECORD OF LEARNING:**

Students may access their Record of Learning through the NZQA website

1. Students can access [www.nzqa.govt.nz](http://www.nzqa.govt.nz)
2. Click on "Learner – Login – Learners – etc"

## **EXAMINATIONS:**

Each candidate will receive information from NZQA before the examinations. At the end of the year students sit exams administered by New Zealand Qualification Authority. The school will run preparatory examinations during the academic year to allow students to become familiar with the exam process.

### **BEFORE THE EXAMINATIONS OR TESTS:**

1. It is recommended that all students use the toilets before reporting to their examination room. Under normal circumstances, students will not be permitted to leave the examination room.
2. No student is to pass on to or request from another student any information about the content or structure of examinations or tests. Both the provider(s) of information and the recipient(s) potentially face penalties for such action.

### **WHAT STUDENTS MAY BRING INTO AN EXAMINATION OR TEST ROOM:**

- School bags are to be left at the front of the classroom.
- The student ID card must be clearly displayed on the desk during school examinations.
- Pens, pencils, rulers, erasers etc required for the examination or test are to be loose on the desk or kept in a clear plastic bag on the desk in full view of the supervisor.
- No material or information, which may be of assistance, can be within a student's reach; this includes a dictionary or any other reference material, be it printed or digital, unless specifically permitted by the HOLA responsible for that exam. No information may be written on refill paper, on a student's body or on any object hidden on a student's body. **Cell phones must be switched off and left in a schoolbag in the front of the classroom.**
- **Electronic Equipment:** A calculator or any other electronic equipment may be taken into the examination room only if the need for it is specified by the HOLA.

### **IN THE EXAMINATION OR TEST ROOM:**

- Examination/test procedures apply from the moment the student enters the examination/test room.
- A student may not communicate in any way with other students once the examination room is entered. All communications must be through the supervisor.
- A student may not share equipment. Students must contact the supervisor if there is a problem.
- Students may not look at another student's work **or make it possible for another student to see or copy their work.**
- If a student's work contains pencil or correction fluid (twink), that section will not be considered for re-marking, except where the examination instructions specifically allow pencil.

- Five minutes before the end of the assessment the supervisor will remind students that scripts must be named and additional pages numbered before the completion time. NO ONE MAY WRITE ANYTHING AFTER THE SUPERVISOR HAS INSTRUCTED “PENS DOWN”.

#### **AT THE END OF THE ASSESSMENT:**

- After the supervisor has said “Pens down”, this must be obeyed immediately. All students are to remain seated in silence until the supervisor collects in:
  - all assessment answers
  - all assessment papers
  - any other paper/material
- Only when the supervisor gives permission may students speak and/or leave the room.
- Students need to be aware that the penalties for breaking the rules may be severe and may result in the assessment not being achieved and/or a disciplinary response from the School.
- Any alleged breach of assessment procedures **must** immediately be reported to the HOLA who will consult with the Director of Academic Studies where necessary.

#### **Overview of Student Responsibilities**

Students must:

- Familiarise themselves with the course assessment statements issued by each subject at the beginning of the year.
- Revise all learning thoroughly prior to assessments – revise, reflect, review.
- Understand exactly what is required in the formal assessment situation.
- Record all assessment results on the subject assessment record sheet.
- Check and sign to verify that grades are correct and have been accurately recorded.
- Appeal assessment decisions that they disagree with.
- Meet all deadlines.
- Produce a medical certificate if an assessment or deadline is missed due to illness.
- Ensure that all work produced for assessment is genuinely their own work.
- Ensure that all sources used have been properly acknowledged.
- Ensure that formal assessment work is not shared with other students prior to submission where this is inappropriate.
- Complete all enrolment documents accurately.
- Take full advantage of the resubmission and/or further assessment opportunity if offered.
- Follow all school assessment rules and regulations.

## The Qualifications Fee in 2011:

### The fee structure for 2011 outlined.

A flat fee of \$76.70 will be applicable. In most circumstances it covers entry into all NQF standards and up to 3 Scholarship subjects.

#### **Fee Structure for Domestic Candidates**

Enrolment	Fee
Any NQF standards and up to 3 Scholarship subjects	\$76.70 per candidate
Additional Scholarship subjects (over 3 subjects)	\$76.70 per candidate

**Note:** For entry into NQF standards a maximum fee of \$76.70 will apply, regardless of how many levels or credits you enter.

If you are an international fee paying student (generally a non-resident of New Zealand), a different fee structure applies.

#### **Fee Structure for International Fee Paying Candidates**

Enrolment	Fee \$(NZ)
Any NQF standards	\$383.30 per candidate
All Scholarship subjects (additional to NQF fees)	\$102.20 per subject

**Note:** For entry into NQF standards a maximum fee of \$383.30 will apply, regardless of how many levels or credits you enter.

#### **HOW DO I PAY THE FEES?**

Your school will collect the fees. **Do not** pay NZQA directly.

You must pay all of your fees to the school by the date given by your school. If you have any questions about the payment of fees you should contact your school.

#### **WHO IS ELIGIBLE FOR FINANCIAL ASSISTANCE?**

To apply for financial assistance, the applicant (normally the parent or caregiver of the candidate) must meet at least one of the following criteria:-

- Be receiving a Work and Income or Study Link benefit.
- Have a joint family income below the threshold for receipt of a Community Services Card.
- Have more than one child in the family paying fees in 2011.

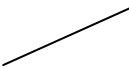

Applicants cannot claim financial assistance for international fee paying students.

If you think you may be eligible to receive financial assistance, a form needs to be completed. This form is available on the NZQA website, or you can get it from your school. The completed form must be returned to your school, which will submit your application to NZQA.

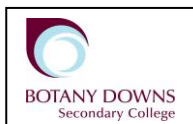
When you enter for qualifications, you agree to abide by the rules and procedures for these qualifications. The rules and procedures are available on the NZQA web site.

## Appendix 2

**Botany Downs Secondary College**  
School Wide Marking Code

<b>Symbol</b>	<b>Definition</b>
√	Correct answer/good point
<b>X</b>	Incorrect answer
	A diagonal line is used to fill empty space beneath an answer
<b>IR</b>	Irrelevant to the question or not applicable
<b>PJ</b>	Professional Judgement
<b>CE</b>	Consequential Error – Students gain credit for the component of the answer that is correct even if the final answer is incorrect
<b><u>Word</u></b>	Marker identifies key word or idea in a paragraph by underlining it
<b>Concept</b>	Essential concept/idea/case study asked for in the question
	End of a paragraph or answer
<b>P</b>	Pencil has been used
<b>T</b>	Twink/Correction fluid or tape has been used
<b>SP</b>	Spelling error
<b>E</b>	Meets the criteria for excellence
<b>M</b>	Meets the criteria for merit
<b>A</b>	Meets the criteria for achieved
<b>N</b>	Not achieved
<b>NA</b>	Not assessed

## Appendix 3

**BOTANY DOWNS SECONDARY COLLEGE****ASSESSMENT APPEAL FORM**

Student Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Achievement Standard Number: \_\_\_\_\_

Reason for the Appeal:

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Staff Approached:

Learning Area Teacher \_\_\_\_\_ (Signed)

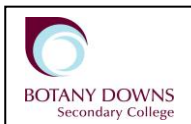
Head of Learning Area \_\_\_\_\_ (Signed)

Principal's Nominee \_\_\_\_\_ (Signed)

Resolution Achieved \_\_\_\_\_



## Appendix 6:



## Botany Downs Secondary College

### Authenticity Statement

Throughout the school year you will complete internally assessed standards in class that will contribute credits towards the National Certificate of Educational Achievement.

**Student Name:** \_\_\_\_\_

**Whānau House:** \_\_\_\_\_

**Whānau Administration Class:** \_\_\_\_\_

**Student:**

I understand that the work I submit for all assessment must be my own.

I understand that if it was appropriate to source information then that information must be acknowledged in the appropriate manner.

I understand that I may be required to identify my sources if there is any question about the authenticity of my work.

I understand that I must acknowledge all direct quotes and references.

I understand that plagiarism and/or collusion will result in disciplinary action which may make me ineligible for a grade.

**I have read the statements above and understand that the work I hand in for assessment purposes must be my own.**

**Signature (Student):** \_\_\_\_\_

**Signature (Parent/Caregiver):** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Subject</b>	<b>Registered</b>	<b>Title (Appendix 9: A/S that contribute to literacy and numeracy at Level 1)</b>	<b>Int/Ext</b>	<b>Credits</b>	<b>Literacy</b>	<b>Numeracy</b>
<b>Accounting</b>	90976	Demonstrate an understanding of accounting concepts for small entities. (1.1)	Ext	3	Y	
	90979	Prepare financial information for a community organisation's annual general meeting. (1.4)	Int	4	Y	
	90980	Interpret accounting information for sole proprietors. (1.5)	Ext	4	Y	
	90981	Make a financial decision for an individual or group.(1.6)	Int	3	Y	
	90982	Demonstrate an understanding of cash management for a small entity. (1.7)	Int	4	Y	
<b>Agricultural and Horticultural Science</b>	90918	Carry out a practical agricultural or horticultural investigation. (1.1)	Int	4		Y
	90919	Demonstrate knowledge of soil management practices.(1.3)	Ext	4	Y	
	90920	Demonstrate knowledge of the geographic distribution of agricultural and horticultural primary production in New Zealand. (1.4)	Int	3	Y	
	90160	Demonstrate knowledge of the impact on the environment of primary production management practices. (1.5)	Int	3	Y	
	90921	Demonstrate knowledge of livestock management practices. (1.6)	Ext	5	Y	
	90155	Demonstrate knowledge of pasture/crop management practices. (1.7)	Int	4	Y	
	90923	Demonstrate knowledge of basic plant propagation techniques. (1.9)	Int	4	Y	
90924	Demonstrate knowledge of horticultural plant management practices and related plant physiology. (1.10)	Ext	5	Y		
<b>Art History</b>	91015	Demonstrate understanding of the formal elements of art works using art terminology. (1.1)	Ext	4	Y	
	91016	Demonstrate understanding of the subject matter of art works. (1.2)	Int	4	Y	
	91017	Demonstrate understanding of links between context(s) and art works. (1.3)	Int	4	Y	
	91018	Demonstrate knowledge of media and methods used to produce art works. (1.4)	Int	4	Y	
	91019	Demonstrate understanding of developments in an artist's work. (1.5)	Int	4	Y	
	91020	Explain why objects may be considered as art. (1.6)	Ext	4	Y	
<b>Biology</b>	90925	Carry out a practical investigation in a biological context, with direction. (1.1)	Int	4		Y
	90926	Report on a biological issue. (1.2)	Int	3	Y	
	90927	Demonstrate understanding of biological ideas relating to micro-organisms. (1.3)	Ext	4	Y	
	90928	Demonstrate understanding of biological ideas relating to the life cycle of flowering plants. (1.4)	Ext	4	Y	
	90929	Demonstrate understanding of biological ideas relating to a mammal as a consumer. (1.5)	Ext	3	Y	

<b>Business Studies</b>	90837	Demonstrate an understanding of internal features of a small business. (1.1)	Ext	4	Y	
	90838	Demonstrate an understanding of external factors influencing a small business. (1.2)	Ext	4	Y	
	90839	Apply business knowledge to an operational problem(s) in a given small business context. (1.3)	Ext	4	Y	
	90840	Apply the marketing mix to a new or existing product. (1.4)	Int	3	Y	
	90841	Investigate aspects of human resource processes in a business. (1.5)	Int	3	Y	
	90842	Carry out and review a product-based business activity within a classroom context with direction. (1.6)	Int	6	Y	
<b>Chemistry</b>	90930	Carry out a practical chemistry investigation, with direction. (1.)	Int	4		Y
	90931	Demonstrate understanding of the chemistry in a technological application, with direction. (1.2)	Int	2	Y	
<b>Classical Studies</b>	91021	Demonstrate understanding of ideas and values of the classical world. (1.1)	Ext	4	Y	
	91022	Demonstrate understanding of the significance of features of work(s) of art in the classical world. (1.2)	Ext	4	Y	
	91023	Demonstrate understanding of an important historical figure and/or event in the classical world. (1.3)	Ext	4	Y	
	91024	Demonstrate understanding of social relationships in the classical world. (1.4)	Int	6	Y	
	91025	Demonstrate understanding of links between aspects of the classical world and other cultures. (1.5)	Int	6	Y	
<b>Dance</b>	90860	Demonstrate understanding of the elements of dance. (1.4)	Int	4	Y	
	90861	Demonstrate understanding of a dance performance. (1.5)	Ext	4	Y	
	90005	Demonstrate knowledge of a dance genre or style. (1.6)	Ext	4	Y	
<b>Drama</b>	90997	Devise and perform a drama. (1.2)	Int	5	Y	
	90998	Demonstrate understanding of the history and features of a drama / theatre form. (1.3)	Ext	4	Y	
	90999	Select and use features of a drama/ theatre form in a performance. (1.4)	Int	4	Y	
	91000	Demonstrate understanding of a significant play. (1.5)	Int	4	Y	
	90009	Perform an acting role in a scripted production. (1.6)	Int	5	Y	
	90011	Demonstrate understanding of the use of drama aspects within live performance. (1.7)	Ext	4	Y	
<b>Economics</b>	90983	Demonstrate understanding of consumer choices using scarcity and demand. (1.1)	Ext	4	Y	
	90984	Demonstrate understanding of decisions a producer makes about production. (1.2)	Int	5	Y	
	90985	Demonstrate understanding of producer choices using supply. (1.3)	Ext	3	Y	
	90986	Demonstrate understanding of how consumer, producer and/or government	Ext	5	Y	

		choices affect society, using market equilibrium. (1.4)				
<b>Economics</b>	90987	Demonstrate understanding of a government choice where affected groups have different viewpoints. (1.5)	Int	4	Y	
	90988	Demonstrate understanding of the interdependence of sectors of the New Zealand economy. (1.6)	Int	3	Y	
<b>English</b>	90849	Show understanding of specified aspect(s) of studied written text(s), using supporting evidence. (1.1)	Ext	4	Y	
	90850	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence. (1.2)	Ext	4	Y	
	90851	Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence. (1.3)	Ext	4	Y	
	90052	Produce creative writing. (1.4)	Int	3	Y	
	90053	Produce formal writing. (1.5)	Int	3	Y	
	90857	Construct and deliver an oral text. (1.6)	Int	3	Y	
	90855	Create a visual text. (1.7)	Int	3	Y	
	90852	Explain significant connection(s) across texts, using supporting evidence. (1.8)	Int	4	Y	
	90853	Use information literacy skills to form conclusion(s). (1.9)	Int	4	Y	
	90854	Form personal response to independently read texts, supported by evidence. (1.10)	Int	4	Y	
	90856	Show understanding of significant aspects of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence. (1.11)	Int	3	Y	
<b>Geography</b>	91007	Demonstrate a geographic understanding of environments that have been shaped by extreme natural event(s). (1.1)	Ext	4	Y	
	91008	Demonstrate geographic understanding of population concepts. (1.2)	Ext	4	Y	
	91009	Demonstrate geographic understanding of the sustainable use of an environment. (1.3)	Int	3	Y	
	91010	Apply concepts and basic geographic skills to demonstrate understanding of a given environment. (1.4)	Ext	4		Y
	91011	Conduct geographic research, with direction. (1.5)	Int	4	Y	Y
	91012	Describe aspects of a contemporary New Zealand geographic issue. (1.6)	Int	3	Y	
	91013	Describe aspects of a geographic topic at a global scale. (1.7)	Int	3	Y	
<b>Health</b>	90971	Take action to enhance an aspect of personal well-being. (1.1)	Int	3	Y	
	90972	Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations. (1.2)	Ext	4	Y	
	91097	Demonstrate understanding of ways in which well-being can change and strategies to support well-being. (1.3)	Int	4	Y	

<b>Health</b>	90973	Demonstrate understanding and application of interpersonal skills used to enhance relationships. (1.4)	Int	5	Y
	90974	Demonstrate understanding of strategies for promoting positive sexuality. (1.5)	Int	4	Y
	90975	Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations. (1.6)	Ext	4	Y
<b>History</b>	91001	Carry out an investigation of an historical event, or place, of significance to New Zealanders. (1.1)	Int	4	Y
	91002	Demonstrate understanding of an historical event, or place, of significance to New Zealanders. (1.2)	Int	4	Y
	91003	Interpret sources of an historical event of significance to New Zealanders. (1.3)	Ext	4	Y
	91004	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders. (1.4)	Int	4	Y
	91005	Describe the causes and consequences of an historical event. (1.5)	Ext	4	Y
<b>Home</b>	91006	Describe how a significant historical event affected New Zealand society. (1.6)	Ext	4	Y
	90957	Demonstrate understanding of societal influences on an individual's food choices and well-being. (1.2)	Int	5	Y
<b>Economics</b>	90958	Demonstrate understanding of how cultural practices influence eating patterns in New Zealand. (1.3)	Int	5	Y
	90959	Demonstrate knowledge of practices and strategies to address food handling issues. (1.4)	Int	5	Y
	90960	Demonstrate understanding of how an individual, the family and society can enhance each other's well-being. (1.5)	Ext	4	Y
	90961	Demonstrate understanding of how packaging information can influence an individual's food choices and well-being. (1.6)	Ext	4	Y
<b>Latin</b>	90862	Translate adapted Latin text into English, demonstrating understanding. (1.1)	Ext	6	Y
	90863	Demonstrate understanding of adapted Latin text. (1.2)	Ext	5	Y
	90864	Demonstrate understanding of studied Latin literary text(s). (1.3)	Int	6	Y
	90865	Present a Roman viewpoint. (1.4)	Int	4	Y
	90866	Demonstrate understanding of Latin in current use. (1.5)	Int	3	Y
<b>Maths and Statistics</b>	91026	Apply numeric reasoning in solving problems. (1.1)	Int	4	Y
	91027	Apply algebraic procedures in solving problems. (1.2)	Ext	4	Y
	91028	Investigate relationships between tables, equations or graphs. (1.3)	Ext	4	Y
	91029	Apply linear algebra in solving problems. (1.4)	Int	3	Y
	91030	Apply measurement in solving problems. (1.5)	Int	3	Y
	91031	Apply geometric reasoning in solving problems. (1.6)	Ext	4	Y

	91032	Apply right angled triangles in solving measurement problems. (1.7)	Int	3		Y
	91033	Apply knowledge of geometric representations in solving problems. (1.8)	Int	3		Y
	91034	Apply transformation geometry in solving problems. (1.9)	Int	2		Y
	91035	Investigate a given multivariate data set using the statistical enquiry cycle. (1.10)	Int	4	Y	Y
	91036	Use the statistical enquiry cycle to investigate bivariate measurement data. (1.11)	Int	3	Y	Y
	91037	Demonstrate understanding of chance and data. (1.12)	Ext	4		Y
	91038	Investigate a situation involving elements of chance. (1.13)	Int	3	Y	Y
<b>Media Studies</b>	90989	Demonstrate understanding of how individuals interact with the media. (1.1)	Int	3	Y	Y
	90990	Demonstrate understanding of selected elements of media text(s). (1.2)	Int	3	Y	
	90991	Demonstrate understanding of the media coverage of a current issue or event. (1.3)	Ext	4	Y	
	90992	Demonstrate understanding of characteristics of a media genre. (1.4)	Ext	4	Y	
	90995	Demonstrate understanding of rules that govern the media in New Zealand. (1.7)	Int	3	Y	
	90996	Write media texts for a specific target audience. (1.8)	Int	3	Y	
<b>Music</b>	91094	Demonstrate knowledge of conventions used in music scores. (1.5)	Ext	4	Y	
	91095	Demonstrate knowledge of two music works from contrasting contexts. (1.6)	Int	6	Y	
<b>Physical Education</b>	90963	Describe the function of the body as it relates to the performance of physical activity. (1.2)	Int	5	Y	
	90965	Demonstrate understanding of societal influences on physical activity and the implications for self and others. (1.4)	Int	4	Y	
	90966	Demonstrate interpersonal skills in a group and explain how these skills impact on others. (1.5)	Int	4	Y	
	90967	Demonstrate strategies to improve the performance of a physical activity and describe the outcomes. (1.6)	Int	3	Y	
	90968	Demonstrate and show responsible behaviour for safety during outdoor education activities. (1.7)	Int	3	Y	
	90970	Demonstrate self management strategies and describe the effects on participation in physical activity. (1.9)	Int	3	Y	
<b>Physics</b>	90935	Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction. (1.1)	Int	4		Y
	90936	Demonstrate understanding of the physics of an application. (1.2)	Int	2	Y	
	90937	Demonstrate understanding of aspects of electricity and magnetism. (1.3)	Ext	4		Y
	90938	Demonstrate understanding of aspects of wave behaviour. (1.4)	Ext	4		Y
	90939	Demonstrate understanding of aspects of heat. (1.5)	Ext	4		Y
<b>Religious Studies</b>	90816	Describe key features of a sacred text. (1.1)	Int	6	Y	
	90817	Describe a significant aspect within the development of a religious tradition. (1.2)	Int	6	Y	

	90818	Describe key ethical principles of a religious tradition and how they are applied to an issue. (1.3)	Int	6	Y	
	90819	Describe key beliefs of a religious tradition. (1.4)	Int	6	Y	
<b>Science</b>	90940	Demonstrate understanding of aspects of mechanics. (1.1)	Ext	4		Y
	90941	Investigate the implication of electricity and magnetism in everyday life. (1.2)	Int	4		Y
	90942	Investigate the implication of wave behaviour in everyday life. (1.3)	Int	4		Y
	90943	Investigate the implication of heat in everyday life. (1.4)	Int	4		Y
	90948	Demonstrate understanding of biological ideas relating to genetic variation. (1.9)	Ext	4	Y	
	90952	Demonstrate understanding of the formation of surface features in New Zealand. (1.13)	Int	4	Y	
	90953	Demonstrate understanding of carbon cycling. (1.14)	Int	4	Y	
	90954	Demonstrate understanding of the effects of astronomical cycles on planet Earth. (1.15)	Int	4	Y	
	90955	Investigate an astronomical or Earth science event. (1.16)	Int	4	Y	
<b>Social Studies</b>	91039	Describe how cultures change. (1.1)	Ext	4	Y	
	91040	Conduct a social inquiry. (1.2)	Int	4	Y	
	91041	Describe the consequences of cultural change(s). (1.3)	Ext	4	Y	
	91042	Report on personal involvement in a social justice and human rights action. (1.4)	Int	4	Y	
	91043	Describe a social justice and human rights action. (1.5)	Int	4	Y	
<b>Technology (Generic)</b>	91044	Undertake brief development to address a need or opportunity. (1.1)	Int	4	Y	
	91048	Demonstrate understanding of how technological modelling supports decision making. (1.5)	Ext	4	Y	
	91049	Demonstrate understanding of how materials enable technological products to function. (1.6)	Ext	4	Y	
	91050	Demonstrate understanding of the role of subsystems in technological systems. (1.7)	Ext	4	Y	
	91051	Demonstrate understanding of how different disciplines influence a technological development. (1.8)	Int	4	Y	
	91052	Demonstrate understanding of the ways a technological outcome, people and social and physical environments interact. (1.9)	Int	4	Y	
	91053	Demonstrate understanding of design. (1.10)	Ext	3	Y	
	91054	Demonstrate understanding of basic human factors in design. (1.11)	Int	4	Y	
	91055	Demonstrate understanding of basic concepts used in manufacturing. (1.12)	Int	4	Y	
<b>Construction &amp; Mechanical</b>	91059	Demonstrate understanding of basic concepts used to make products from resistant materials. (1.22)	Int	4	Y	

	91060	Demonstrate understanding of basic concepts used to make products from textile materials. (1.23)	Int	4	Y
<b>Technologies</b>	91061	Demonstrate understanding of basic concepts related to structures. (1.24)	Int	3	Y
	91062	Demonstrate understanding of basic concepts related to machines. (1.25)	Int	3	Y
<b>Design and Visual</b>	91064	Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas. (1.31)	Ext	3	Y
	91065	Produce instrumental paraline drawings to communicate design ideas. (1.32)	Ext	3	Y
<b>Communication Digital Technologies</b>	91069	Promote design work to an audience using visual communication techniques. (1.36)	Int	4	Y
	91070	Demonstrate understanding of basic concepts of information management. (1.40)	Ext	3	Y
	91072	Demonstrate understanding of basic concepts of digital media.(1.42)	Int	3	Y
	91074	Demonstrate understanding of basic concepts from computer science. (1.44)	Ext	3	Y
	91077	Demonstrate understanding of concepts and components used in the design and construction of electronic environments. (1.47)	Int	3	Y
	91080	Demonstrate understanding of the common components of basic digital infrastructures. (1.50)	Int	3	Y
<b>Processing Technologies</b>	91083	Demonstrate understanding of basic concepts used in processing. (1.61)	Int	4	Y
	91084	Demonstrate understanding of basic concepts used in preservation and packaging techniques for product storage. (1.62)	Int	4	Y
<b>Te Reo Māori</b>	91085	Whakarongo kia ki mōhio te reo o tōna ao. (1.1)	Int	6	Y
	91086	Kōrero kia whakamahi i te reo o tōna ao. (1.2)	Int	6	Y
	91087	Pānui kia mōhio ki te reo o tōna ao. (1.3)	Ext	6	Y
	91088	Tuhi i te reo o tōna ao. (1.4)	Ext	6	Y
	91089	Waihanga tuhinga i te reo o tōna ao. (1.5)	Int	6	Y
<b>Te Reo Rangatira</b>	90135	Whakarongo ki ngā kōrero o tōna ao. (1.1)	Ext	4	Y
	90137	Pānui i ngā tuhinga huhua noa. (1.3)	Ext	4	Y
	90801	Kōrero i te reo ōkawa. (1.2)	Int	3	Y
	90802	Kōrero i te reo ōpaki.(1.7)	Int	3	Y
	90803	Āta hanga i tētahi tuhinga. (1.4)	Int	4	Y
	90804	Tuhituhi kōrero e hāngai ana ki te kaupapa. (1.8)	Ext	3	Y
	90805	Mātakitaki i te reo ataata. (1.5)	Int	3	Y
<b>Visual Arts</b>	90913	Demonstrate understanding of art works from Māori and other cultural contexts using art terminology. (1.1)	Int	4	Y