

2022

Te Kura o Rudolf Steiner i Ōtautahi
Christchurch Rudolf Steiner School

PARENT AND STUDENT HANDBOOK



NCEA Assessment
Requirements and Guidelines

“Receive the children in reverence; educate them in love;
let them go forth in freedom.”

The need for imagination, a sense of truth, and a feeling of responsibility -
these three forces are the very nerve of education. ‘Rudolf Steiner’

“Our highest endeavour must be to develop free human beings who are
able of themselves to impart purpose and direction to their lives. The need
for imagination, a sense of truth, and a feeling of responsibility—these
three forces are the very nerve of education.”

— Rudolf Steiner

“Our task is to educate the human being in such a way that he or she can bring to expression in
the right way that which is living in the whole human being, and on the other side that which puts
him/her into the world in the right way.” RUDOLF STEINER

You will not be good teachers if you focus only on what you do and not
upon who you are. (Rudolf Steiner)

“Waldorf Education places the development of the individual child in the focal point,
convinced that the healthy individual is a prerequisite for a healthy society.”

- The International Conference on Education of the United Nations Educational and Scientific Cultural
Organization

By the time they reach us at the college and university level, these students
are grounded broadly and deeply and have a remarkable enthusiasm for
learning. Such students possess the eye of the discoverer, and the
compassionate heart of the reformer which, when joined to a task, can
change the planet.”

- Arthur Zajonc, Ph.D., Associate Professor of Physics, Amherst College

“Waldorf students are encouraged to live with self-assurance,
a reverence for life and a sense of service.”

- Ernest Boyer, President, Carnegie Institute for the Advancement of Teaching, Former U.S. Commissioner of
Education

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Te Kura o Rudolf Steiner i Ōtautahi Christchurch Rudolf Steiner School

Contact The School:

Office Hours 8.30am - 4.15pm

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Postal Address:

P.O Box 19944, Christchurch

Phone:

03 337 0514

Email: admin@ch.steiner.school.nz

Web: www.ch.steiner.school.nz

INTRODUCTION

Read the information in this handbook and keep it in a safe place. Refer to it during the year, if any questions arise. It's written to help you understand the requirements and procedures of our Schools Qualifications (CSC and NCEA and is intended for Class10, 11 and 12 students and the parent community.

The NCEA Assessment Coordinator (Principal's Nominee PN) is Maxine Ude Shankar.

GUIDANCE AND COMMUNICATIONS NETWORK

Student Issues: Student representative on the Board of Trustees:
Ethan Green

Sponsors:

Class 8 Peter Oliver
Class 9 Petrina Thomas-Chisholm
Class 10 Katrina Burns
Class 11 Rebecca Henderson and Rosalie Rogers
Class 12 Neville Campbell

ROLE	TEACHER IN CHARGE	CONTACT DETAIL
Counsellor	Kate Hamilton	kateh@ch.steiner.school.nz
Careers/Work Experience	Rebecca Henderson	rebeccah@ch.steiner.school.nz
NCEA Qualifications Coordinator Principals Nominee	Maxine Ude Shankar	maxineu@ch.steiner.school.nz
Upper School Dean	Katrina Burns Graham Crawford	katrinab@ch.steiner.school.nz grahamc@ch.steiner.school.nz
Upper School Co-ordinator	Katrina Burns	katrinab@ch.steiner.school.nz
EOTC Coordinator	Peter Oliver	petero@ch.steiner.school.nz
SENCO	Rosalie Rogers	rosalier@ch.steiner.school.nz
Academic Dean	Rebecca Henderson	rebeccah@ch.steiner.school.nz
Christchurch Steiner Certificate	Sarah Mackintosh	sarahm@ch.steiner.school.nz
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International Students	Rachel Conway Rosalie Rogers	rachelc@ch.steiner.school.nz rosalier@ch.steiner.school.nz
Gateway and STAR	Rachel Conway	rachelc@ch.steiner.school.nz

REQUIREMENTS OF STUDENTS

Positive student behaviour enhances teaching and learning in the classroom and creates a safe learning environment for all. Successful students take pride in themselves and model the spirit of excellence in their academic and social decision-making.

To enhance the learning of all students it is expected that you will:

- 1) Come to school ready to learn.
- 2) Arrive at school before the 9.00 am bell and be on time for all classes.
- 3) Be properly equipped with bags, pens, books and any other materials needed for class work.
- 4) Do your best, in class, at all times.
- 5) Put real effort into your homework. The recommended times for homework per day are:
Class 8, 9 and 10 : 1-2 hours
Class 11 and 12 : 2-3 hours
- 6) Act in a way that supports a climate of learning in the classroom.
- 7) Show respect at all times to staff members, fellow students and school property.
- 8) Follow all school routines and teacher instructions.
- 9) Participate in activities outside the classroom such as sports, clubs and cultural events.
- 10) Seek to bring credit to yourself and the school at all times.
- 11) Complete ALL work assignments.
- 12) Make good use of study periods.
- 13) Follow digital free zones requirement i.e. no mobile phones or digital devices to be used between 9.00 -3:00 pm, without teacher permission and only for educational purposes or emergencies.

STUDENTS FAILING TO MEET THE ABOVE REQUIREMENTS PUT THEMSELVES AT RISK OF NOT ACHIEVING NCEA OR CSC AND PROGRESSING ON TO THE FOLLOWING YEAR'S WORK.

Rights & Responsibilities . . .

ASSESSMENT REQUIREMENTS:

- Learners can select subjects from **course statements** that are published in course information booklets.
- Detailed **course assessment plans** and booklets will be given to each learner in each class at the start of each year. They provide information on course aims, objectives, structure, department policy, types and date of assessment, the number of credits available for each standard, and vocational pathways credits.
- Special requirements of that subject will also be explained e.g., resit, resubmit and the use of evidence gathered during the teaching and learning of standards.
- Information of Literacy and Numeracy Credits (L1 and University Entrance Literacy - Reading and Writing) available within a course are provided in course assessment plans.
- Learners will be given the opportunity to evaluate each course that they take. This will be used to provide feedback to teaching staff on how to improve courses.
- It may be necessary to adjust assessment schedules by up to 20%. This means that some standards may be changed. Notification of any change in an assessment date will be given to students, in writing, by their teacher.

ATTENDANCE:

- Each learner must attend at least 80- 90% of all classes in each course if they are to have a reasonable chance of success.
- Failure to attend enough classes may mean that you are withdrawn from entering qualifications in that course by the school. An interview for the student and parents will be arranged before this step is taken.
- **Sickness** A student who needs medical attention while at school should report to the school office after obtaining permission from the teacher in the class and their class sponsor.
- **Arriving and or Leaving the School Grounds (outside of usual school times)** All students must sign in and out of the office when they are:
 - a. Late to school
 - b. Need to leave the school grounds during the day, e.g., dental medical.
- Students must have a note signed by their parents/guardians and their sponsor before signing out from the office.

KEEPING TRACK OF NCEA RESULTS

Students can access their results through their NZQA student login, Academic Dean or School Website (KAMAR Logon) as soon as their grades are uploaded to NZQA on the 1st of each month. If there are discrepancies, the student should talk to their teacher in the first instance. The Academic Dean will also follow the issue with the teacher. If the problem is not resolved, contact the PN.

NZQA will send students their National Student Number (NSN) and instructions for accessing their entries at www.nzqa.govt.nz by the end of June so they can use the internet to review their entry information on their Entries and Results page and access their results throughout the year to check their progress. Students log on to the NZQA website with their NSN and Date of Birth to register, and then they create a password to log in. Their page details:

- The internally assessed achievement standards they are entered for and have achieved in each subject during the academic year, their grade: N, A, M or E for each measure and how many credits they have achieved.
- The externally assessed achievement standards they are entered for.
- In mid-January the following year, their achievement grade is N, A, M or E for each external achievement standard and any subject/ certificate endorsements.
- Once appeals have been completed and results are finalised, students can order their certificates and their Record of Achievement online, or from January when results are released, if their results are accurate.

HOW PARENTS CAN HELP.

- Monitor performance
 - Regularly view their results.
 - Learner login - NZQA website.
- Talk about learning and assessments
 - Ask them to show you and
 - Explain what they are doing.
- Help maintain regular attendance (80-90%) and homework/assignment completion.

PRIVACY

Information about an individual student's results should be made available only to that student, their parents/caregivers and staff who need that information, as the Privacy Act, 2020. Such information must not be shared with other students. If teachers wish to use student work as exemplars, they must have the student's written permission, and they should not use the student's name on the work.

ASSESSMENTS AND QUALIFICATIONS



CHRISTCHURCH STEINER CERTIFICATE

The Christchurch Steiner Certificate (CSC) is a qualification that recognises the broad scope of education and the special character of the Steiner School. It is flexible, inclusive, and provides for different learning pathways for students. The Certificate is awarded on successful completion of the years work in classes 10, 11 and 12 which are designated as levels 1, 2 and 3 respectively. It includes a comprehensive record of all work undertaken by the student throughout each of the last three years of school

To gain the certificate the student must successfully complete the following aspects:

- complete to an Achievement level or above in all main lessons
- gain Achieved, Merit or Excellence in all subject classes (all subjects in class 10, and 4-5 specialist subjects in Class 11 and 12)
- Satisfactorily engage in the NZ curriculum key competencies - managing self, relating to others, thinking, participating and contributing, using language symbols and texts
- adequately participate in school camps, peer support programme, leadership programme, the annual school play in Class 11 and 12, and other extra school events.
- present a significant year project on a subject of their choice (Class 12)

* Note - Students may be withdrawn from subjects or given special consideration to the above requirements in negotiated circumstances.

In this way, the certificate encompasses the work done by the student towards NCEA (as below) and the school's Rudolf Steiner Special Character. This validates the pupils' participation in the rounded holistic education that Rudolf Steiner/Waldorf schools aim to provide.

The Steiner certificate will be issued with an endorsement of Merit or Excellence if the requirements are met (see relevant appendix). It will also be accompanied by a transcript listing the grade issued for each activity (main lesson, subject course, camp etc.).

The unique character elements of the NSC are quality assured through the school's internal procedures (e.g. the school's charter, annual goals, school schemes, peer appraisal).

Assessment for the NCEA component is moderated by the New Zealand Qualifications Authority (NZQA)

Christchurch Steiner Certificate CSC

This certificate (CSC) will be issued on satisfactory completion of each year of education at the Christchurch Rudolf Steiner School in Class 10, 11 and 12 (Year 11, 12, 13). The certificate will be issued as a Level 1 in Class 10, Level 2 in Class 11, Level 3 Class 12. At Class 10 the certificate will be referred to as the Christchurch Steiner Certificate (CSC).

Requirements:

- Satisfactory completion of:
 - All Main Lessons
 - All subject lesson requirements
 - Year/Term Projects
 - Work Experience Week
 - Drama Week
 - Camp Week
 - Red Cross Certificate week (Class 10)
 - Any other activities that arise as part of the year's work
 - Each activity involves several elements on which it will be assessed. For example, most main lessons involve three main elements:
 - i. Classroom participation/activity
 - ii. Creation of a workbook/folder
 - iii. A summative assessment activity (usually a test)
 - Each of these three elements will have minimum criteria, which **must** be met. Usually the achievements in each element will be combined into an overall grade which must meet a set standard for the Main Lesson to be 'passed'.
 - Opportunities will be provided to catch up on activities not passed, where practicable.
 - Each activity may be passed with one of three grades:
 - A - achieved
 - M - achieved with merit
 - E - achieved with excellence
 - Where the overall assessment of an activity is below the level of achieved, it **may** still meet the requirements for 'minimally acceptable performance', (MAP) if it is the student's best effort.
 - The certificate will be issued in three grades
 - Excellence At least 70% excellences across all subjects, no MAPs or Ns
 - Merit At least 70% merits or excellences across all subjects, no Ns
 - Achieved At least 70% achieved or better across all subjects, no Ns
- To progress to the following years, student must complete and achieve all activities/tasks. Completion of all main lessons is a requirement. An Individual Education Plan (IEP) may describe MAPs where appropriate. Extended absence for illness, injury or other acceptable reason will not automatically disqualify from the attainment of the certificate, or progression to the following year's work.

The National Certificate of Educational Achievement (NCEA)

Teachers will gather evidence that shows students have reached the standards described in achievement or unit standards. Evidence about your achievement may be collected in a variety of ways: seminars, group tasks, tests, projects and exams. Some standards are assessed during the year (internally assessed) and others through exams held at the end of the year (externally assessed).

EVERY ASSESSMENT IS IMPORTANT

Aim to gain the highest grade possible: Achieved, Merit or Excellence

Level 1 NCEA

80 credits at level 1 or higher
10 of these credits from literacy standards
and 10 credits from numeracy credits

Level 2 NCEA

80 credits, of which 60 must be at level 2 or above
and 20 credits at any other level and you must have
passed L1 numeracy and literacy requirements

Level 3 NCEA

80 credits, of which 60 must be at Level 3
and 20 credits at Level 2 or above and you must have
passed L1 numeracy and literacy requirements

CERTIFICATE ENDORSEMENTS

Gaining NCEA with Merit or Excellence

**If you gain 50 or more of the required 80 credits at excellence level,
you will have achieved NCEA with excellence.**

**If you gain 50 or more credits at merit level (or a mixture of merit and
excellence), you will have achieved NCEA with merit.**

COURSE ENDORSEMENTS

To gain an endorsement in a course you are doing this year you require:

- ❖ 14 or more credits at Merit or Excellence in that course (in one year).
- ❖ at least 3 credits from an external exam (apart from PE, Visual Art).
- ❖ at least 3 credits from an internal assessment.



Aim for
Excellence

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

Entrance to University and Tertiary Institutions

The **minimum** standard for entrance to degree courses is:

Numeracy: 10 credits in mathematics at level 1 or higher

Literacy: 10 credits from UE literacy standards at level 2 or higher.

(5 reading and 5 writing).

Academic: Achievement of NCEA level 3 (60 L3 and 20 L2 Credits)



14 L3 Credits
one
Approved
Subject



14 L3 Credits
one
Approved
Subject



14 L3 Credits
one
Approved
Subject

The requirements above are commonly referred to as University Entrance. However, you must have gained NCEA L3 (i.e. 20 L2 Credits and 60 L3 credits)

Most universities will rank you on your best 80 credits at level 3 or higher over a maximum of five approved subjects and a maximum of 24 credits per subject.

Excellence = 4 points Merit = 3 points Achieved = 2 points.

- **Check the specific criteria for the degree course you want to study. Talk to the Academic Dean and Careers Advisor.**
- Aim for at least 80 credits in approved subjects at level three with the best possible grades.
- **Note: Students should check individual subject pages to see whether the subject carries UE Literacy credits. All teachers will indicate on their course outlines, which standards include UE literacy or numeracy credits.**
- **Note** also that for unconditional entry to Auckland University students will need 17 credits in Level 2 or Level 3 English. Students without these credits will need to include a specific English paper in their first year of university.

UE APPROVED SUBJECTS

Accounting	Home Economics
Agriculture and Horticulture	Indonesian
Biology	Japanese
Business Studies	Korean
Calculus	Latin
Chemistry	Mathematics
Chinese	Media Studies
Classical Studies	Music
Construction & Mechanical Technologies	Painting (Practical Art)
Cook Islands Māori	Photography (Practical Art)
Dance	Physical Education
Design (Practical Art)	Physics
Design & Visual Communication	Printmaking (Practical Art)
Digital Technologies	Processing Technologies
Drama	Religious Studies
Earth and Space Science	Samoan
Economics	Science
Education for Sustainability	Sculpture (Practical Art)
English	Social Studies
French	Spanish
Geography	Statistics
German	Technology
Health Education	Te Reo Māori
History	Te Reo Rangatira

See the Careers Department for further information

The following contact details will give access to particular entry requirements for each institution, or contact our Careers Adviser, Rebecca Henderson.

AUCKLAND UNIVERSITY	www.auckland.ac.nz/admissions	0800 616 263
AUT UNIVERSITY	www.aut.ac.nz	0800 288 864
CANTERBURY UNIVERSITY	www.canterbury.ac.nz	03 364 2993
LINCOLN UNIVERSITY	www.lincoln.ac.nz	03 325 2811
MASSEY UNIVERSITY	www.massey.ac.nz	09 443 9700
WAIKATO UNIVERSITY	www.waikato.ac.nz	0800 924 5286
OTAGO UNIVERSITY	www.otago.ac.nz	09 373 9704
VICTORIA UNIVERSITY	www.victoria.ac.nz	0800 842 864

INTERNAL ASSESSMENT

- Internal assessments are used to assess skills and knowledge that cannot be tested in an exam, e.g., speeches, research projects and performances, and science Investigations.
- Work is assessed by the classroom teacher with internal national quality checks (moderation).
- Approximate dates for internal assessments can be found in the NCEA internal standards course assessment plans provided to students in Term 1.

AUTHENTICITY

All work submitted for achievement or unit standards must be your own. Students will sign authenticity statements on assessment coversheets.

It is your responsibility to:

- Keep all drafts and working documents, and hand them to your teacher if required.
- Keep a record of all resources that you use, including handwritten plans and websites.
- Acknowledge the source of all material in your assignment, citing whether it is from text, electronic material or people.
- Ensure your data is accurate.
- Be prepared to discuss your work further with your teacher if required.

You must not

- Copy another student's work.
- Copy material from written or electronic sources without acknowledging the source (plagiarism).
- Inappropriately help another student with any part of their work.
- Allow someone else to copy your work.
- Allow someone else to do your work.
- Use forbidden technology in a test or exam (e.g. non-designated printer, non-standard calculator, cell phone, electronic translator/dictionary) where it impacts on getting a better answer than you could on your own.

This is the process that is followed when the authenticity of work is an issue.

- ❖ The Head of Department will interview the student and teacher and review the evidence.
- ❖ The Head of Department will give the evidence to the PN.
- ❖ The PN will carry out further investigation, if required, and make a decision.
- ❖ If students or teachers are unhappy with the decision, the case may be redirected to the Principal's Nominee, who may get further advice from NZQA.
- ❖ The Principal's Nominee will make a final decision. The penalties for cheating are severe and will result in you losing all the credits for that particular achievement standard.

Please keep your individual computer password private. If other students have your password and thus access to assessment information this is a breach of assessment protocol both for you and the other student

BREACHES OF RULES (MISCONDUCT/CHEATING)

If a student's behaviour has disrupted an assessment, the Head of Department and/or Principal's Nominee must be informed and will determine the course of action to be taken and what penalties will apply.

1. If there is a question about authenticity, the class teacher should fill a 'Breach of NCEA Rules form' which should be passed along with the suspect work to the Head of the Department who will make a decision or refer the matter to the Principal's Nominee. The student may be asked to offer proof of authenticity (drafts etc.). Students suspected of having offered inappropriate help to their peers are also interviewed.
2. Students will be provided with an opportunity to discuss the alleged misconduct before a decision is made. If the Head of the Department judges that cheating has occurred, the student will gain Not achieved for that standard. The 'Breach of NCEA Rules form' (see Appendix) will be signed and a copy retained by the Head of the Department and the Principal Nominee.
3. In the case of the student who permits or provides the opportunity to have their work copied by another student - both students will not achieve the standard because the other student will have broken the rule related to authenticity.
4. Students are entitled to appeal the judgment that they breached the rules.
5. The parents/caregivers will be contacted.

Further penalties may be imposed by senior management. The seriousness of the penalty will be dependent on the seriousness of the cheating. In all cases regarding breaches of the rules, the Principal Nominee will determine the final outcome.

CALCULATORS AND WATCHES IN FORMAL NZQA ASSESSMENTS

Only approved calculators may be used for any assessment including external examinations. No notes or routines may be kept in the calculator's memory, that is, the calculator's memory must be cleared before entering the assessment room. Check with the HOD of Maths or the PN for a list of approved calculators.

Candidate's watches brought into an NZQA administered examination must be placed in an emergency evacuation pack under the candidate's chair. Situations in which candidates fail to do this will be treated as a possible breach of the external examination rules.

DEADLINES

If you cannot meet a deadline because of illness, family trauma or a school commitment, you must complete the **Missed Assessment Application Form within three days of the missed assessment.**

(See Appendix of this booklet). If you have been sick, the **Christchurch Rudolf Steiner School Medical Form** (available from the Office or PN), **must also** be completed by your doctor and handed to your teacher on the day you return to school, **along with your Missed Assessment Application Form.**

a) Late Work

- All assignment work must be handed into the teacher nominated on the assessment

instructions or their delegated agent by 4:00 pm on the due date.

- No NQF assignment that is late will be assessed unless the student's parent or caregiver makes a written request to the Teacher in Charge (TIC) of the assessment. The request must be accompanied by appropriate documentation such as a medical certificate. The TIC must provide the "**Late or Extended Absence Consideration**" form (see Appendix) for the student to complete. The form and documentation will be passed to the PN for a final decision on the application. The Principal's Nominee will inform the teacher, student and parent of the decision and file the document for future auditing.

b) Absence from an Assessment due to Illness or Extended Leave

- Illness: a medical certificate explaining the absence and **issued during the period of the absence** must be shown to the subject teacher and given to the Principal's Nominee (to keep on file) within 24 hours of returning to school.
- Extended Absence: a request from a student to be excused from a test or other short-term assessment, due to an extended absence, must be made on a "**Late or Extended Leave Consideration**" form (see Appendix) which should be provided by the PN.
- If an assessment is missed because of illness or extended leave the student may provide other evidence of having achieved a particular standard, provided the evidence is authentic, standard specific and verifiable by a subject specialist. If so, they can be awarded the achieved, merit or excellence grade for that assessment. This evidence may be found in, for example, a parallel assessment or activity, a planned "further assessment opportunity" offered to all students or, in some cases, earlier assignments or classwork like mathematic quizzes done under formal test conditions. It is unlikely that a student will be allowed to complete a short-term assessment after the time allowed for all classes to complete it. Students should therefore take all assessment activities seriously because any assessment may be required later for evidence of achievement.
- Each department will provide students with the details for use and type of evidence needed to grant a student a grade.

RESUBMISSION AND REASSESSMENT

- **Resubmission:** A resubmission may be offered when students have made mistakes that they are capable of discovering and correcting on their own. Where this is not possible, however, a further assessment opportunity may be more appropriate.
 - i. Schools may offer a resubmission opportunity to students only when a minor error prevents them from reaching an 'Achieved' grade.
 - ii. The **only** change in grade boundary available for resubmissions is from 'Not Achieved' to 'Achieved.'
 - iii. On this basis, the highest grade that can be awarded as a result of resubmission of an internal assessment **is limited to 'Achieved'**.
- **Reassessment:**
 - When manageable, and after further learning has taken place, candidates may be offered a **maximum of one further opportunity for assessment** against an assessment standard within a year.

- All students, including those who did not complete the original assessment for a reason acceptable under the school's policy on missed and late assessment, must be able to:
 - access the further opportunity, if they wish, and
 - use the further opportunity to improve their original grade.
 - Students will be awarded the higher grade achieved over both opportunities.

MULTI-LEVEL STUDY

Christchurch Rudolf Steiner School allows students to study a mix of standards at different levels, depending on their ability. For example, in Year 12 (Class 11), a student may study most subjects at L2, but add a new subject at L3. In addition, students may study multi-level courses with standards assessed at more than one level, e.g. a Biology course at L2 may contain both L2 and L1 or L3 standards. This is only at the discretion of the teacher and HOD

WITHDRAWING STUDENTS FROM NCEA STANDARDS

One of the benefits of NCEA is the opportunity to tailor courses to individual students' needs. If a teacher decides that it may benefit the student to be removed from a standard, they should discuss this decision with the student and family before the teaching of the topic begins or any changes to the assessment program are made.

When your teachers will report Not Achieved grades:

3 commonly asked questions

1. Can teachers withdraw students who fail to achieve, record 'N' against their names?

No. Where a student has presented work or evidence for assessment or been given adequate opportunity to achieve the standard, the outcome of that assessment must be reported to NZQA as an N, A, M or E.

2. If a student partially completes the work in class but fails to hand it in on the day of submission is this an SNA?

No. By completing some of the work or providing some evidence during the assessment period they have presented some work or evidence for assessment. If they fail to achieve by not handing in the completed work or evidence, then they must receive N.

3. If a student is in a course and decides on their own that they do not want to do the assessment, as they would rather get an SNA than an N do we report an SNA?

No. If they have been given an adequate assessment opportunity they must be awarded an N and not an SNA

APPEALS

- ❖ If you think an assessment has been incorrectly marked, you can ask the teacher to reconsider. If you are unhappy with the teacher's explanation, you may ask the Head of Department for a decision, using the **Appeal Application Form** (See *Appendix of this booklet*).
- ❖ This must be done **within three school days of the work being handed back**.
- ❖ If you disagree with the Head of Department's decision, or any other assessment related decision, the Principal's Nominee, will be asked to consider the case and he will make the final decision
- ❖ To appeal a grade, **do not** sign off your returned work but rather speak with the NCEA

Qualifications coordinator, Maxine Ude Shankar, who will give you appeals form which must be filled in and returned to the PN within 5 days.

- ❖ An informed decision will be made by the PN, as to whether the grade remains or is changed, within 3 school days of receiving the completed appeals form. The decision of the coordinator is final.
- ❖ All forms can be obtained from the Principal Nominee.

DERIVED GRADES (DUE TO ILLNESS ETC.)

A derived grade is a grade reported by a school based on pre-existing evidence. Students can apply for a derived grade if:

- they believe their preparation for, or performance in, an external exam was impaired, or
- they were unable to sit an exam for reasons beyond their control.

It is based on (or *derived* from) pre-existing authentic, standard specific evidence (such as practice exams) produced during the year by the student.

Information for Students and Parents

You can apply for a derived grade if for an approved reason you:

- have been unable to attend an examination
- attended an NZQA external examination session and believe your performance was significantly affected
- are unable to submit a completed portfolio (Design and Visual Communication, Technology, Level 3 Education for Sustainability or Level 3 Visual Arts)
- have been selected for national representation in a sport or approved activity. This must be pre-approved by NZQA. A completed form must be submitted to NZQA by 4 November 2022. See <https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/MNA-in-schools/2022-Derived-Grade-national-selection-pre-approval-application-writeable.pdf>

What will you need to do?

You will need to:

- Download a copy from <https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/MNA-in-schools/2022-Derived-Grade-application-form.writeablepdf.pdf> or download a copy from the school's website.
- You will need to get your doctor, counsellor or relevant agency to fill in their part of your application form. (The school can't process your application without the appropriate sections being completed.)
- Take your application to your school's Principal's Nominee. The completed application forms must be given to your Principal's Nominee **before 5.00pm on Friday 2nd December 2022**
- The online application tool closes **5pm on Tuesday 6 December 2022.**
- External Examinations (portfolio subjects, paper and digital) - **before 12:00 midday on Tuesday 6th December 2022**
- Pre-approval for National Representation - **before 04 November 2022**
- Apply for a derived grade **by 12 noon 6 December 2022** for standards assessed in NZQA external examination sessions. Check the examination Timetable <https://www.nzqa.govt.nz/ncea/ncea-exams-and-portfolios/external/national-secondary-examinations-timetable/>

The school can only submit a grade for you if it holds authentic, standard-specific evidence. The school will use your results from work such as school practice exams or end-of-topic tests.

For Design and Visual Communication, Technology, Level 3 Education for Sustainability, or Level 3 Visual Arts you must submit the evidence you have produced through the year as instructed in the submission instructions. Check with your school's Principal's Nominee if you are unsure about this.

In the case of illness, bereavement etc. during external examinations, students may be eligible for a derived grade. In this case, they should contact the PN (Maxine Ude Shankar), on the day of the examination, for an application form which must be taken to the doctor (a doctor's certificate is not sufficient). **Note also that Derived Grades are not available for any internally assessed standards.** The temporary illness, trauma or other serious events must be of a **significant nature**. Applications will not be granted on grounds such as:

- minor ailments e.g. minor coughs or cold
- stress or anxiety due to having to sit examinations
- parents being on holiday
- day-to-day family disturbances or school-based disturbances
- death or euthanasia of a pet
- minor traffic incidents.

NZQA makes the final decision in awarding derived grades.

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

NATIONAL REPRESENTATION

National Representation

1. Applications for national representation require NZQA pre-approval and will confirm for the candidate:
 - that the activity meets the national selection eligibility criteria
 - the dates that the candidate is eligible for a derived grade.

The following evidence is required with the pre-approval application form:

- the letter from the national body verifying national selection for the event or team
- the dates of the competition/event
- a copy of the planned travel arrangements.

Note: Invitational Teams do not meet the criteria for national selection.

NZQA will allow for reasonable travelling time to and from the event. However, if a candidate chooses to go early or stay on for additional touring or a holiday, the examinations missed in this time do not meet the criteria for a derived grade.

The school needs to hold evidence of actual participation (e.g. photo, result notice). The Principal's Nominee should collect this evidence as soon as possible after the activity.

Applications cannot be approved after the event has taken place - pre-approval is required

<https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/MNA-in-schools/2022-Derived-Grade-national-selection-pre-approval-application-writeable.pdf>.

Applications for national representation require the completion of an assessment and submission before the start of a national representation event. NZQA approves derived grades for National Representation. You may apply for a derived grade if you have been selected, by a registered National Body, to represent your country in a nationally selected team in a sport or approved activity. Derived grades are available for attendance, and travel to and from the event. You should request pre-approval, as soon as you have confirmation of selection and before 4 November 2022. exams. If pre-approval is granted, an see [Candidates selected for national representation](#) which

explains the application process.

UNEXPECTED GRADE EVENT (UEG)

On approval, NZQA may invoke the unexpected event grade (previously called the emergency grade) process, in line with the [Assessment \(including Examination\) Rules for Schools, 7.1.6](#): "NZQA reserves the right to apply an emergency grade where a group of candidates is significantly disadvantaged by extraordinary circumstances beyond their control."

Unexpected event grades will generally be applied to groups of students affected in a similar way by a common single event. The UEGs are awarded at the discretion of NZQA.

An exceptional event is one that stops students:

- from attending an examination, or
- impairs their performance in an examination, or
- prevents them from completing an examination.

Principles used in the awarding of unexpected event grades:

1. Unexpected event grades can only be applied with the approval of the NZQA Chief Executive.
2. The school can apply for unexpected event grades where a valid entry exists for a student on the date of the external examination.
3. The unexpected event grade is based on standard-specific evidence collected by the school prior to the start of the external examination period.
4. An unexpected event grade of Not Achieved must be reported where the student has had an adequate opportunity for assessment. However, NZQA will record the grade as a 'Void' result as in the actual examination, the student has the option to leave the paper blank.
5. Where the student attends the examination, the better of the unexpected event grade or examination grade will be awarded.
6. The unexpected event grade can be applied irrespective of examination attendance.
7. Students can appeal an unexpected event grade using the school's appeal process.

SPECIAL ASSESSMENT CONDITIONS (E.G. READER - WRITER)

NZQA grants entitlement to Special Assessment Conditions (SAC) so that approved candidates may be fairly assessed and have access to assessment for National Qualifications. Special Assessment Conditions are approved so that entitled candidates can demonstrate their knowledge, skills and understanding, without providing an unfair advantage over other candidates. Schools on the behalf of candidates make applications. Entitlement for SAC is required for both internal and external NCEA assessments.

The management of special assessment conditions is the responsibility of the Special Education Co-ordinator (Rosalie Rogers).

Special Assessment Conditions (SAC) provide extra help for approved students when they are being assessed for their NCEA so that barriers to achievement can be removed and they then have a fair opportunity to achieve credits. The support is used for internal standards and external (exams) standards.

Examples of SAC are the use of a writer or computer, rest breaks, Braille or enlarged papers, or reader.

If a person is providing support with reading or writing, they may not guide the student or explain the assessment.

A SAC may be discussed at an enrolment interview and contacts set up for you, or there are various people you can talk to who will direct you to the person responsible:

- the school office
- the Special Education Needs Coordinator (Rosalie Rogers)
- Sponsor Teacher
- Principal's Nominee (Maxine Ude Shankar)

The contact person will ask you for background information and reports. The learning support team will want to know about diagnoses, treatments or remedial actions that may have taken place already. Fill in the form at <https://www.nzqa.govt.nz/audience-pages/secondary-schools-and-teachers/forms/> . Take or email the form to the school at enrolment time or to the person identified later who will be working out a plan for your child.

Take copies of any medical reports or learning assessments that you have to the school for their file of professional diagnoses, or email a PDF copy to the school.

Only students approved by NZQA can use SAC for assessment for NCEA.

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

MARKED ASSESSMENT TASKS

- Each department is required to keep all student work until at least one week after the date of first handing the work back in class. (This is to cover the one-week appeal provision.)
- Original student assessments must be kept for one year or until it is replaced by student evidence in the following year. See internal moderation requirements.
- Once the assessment is marked each student will be asked to sign alongside his or her own grade on a computer printout to verify the result recorded is correct.
- Students should record their result for each standard on the Course Outline to track their progress towards a qualification and keep a record of their results in their diary.
- Students should keep their record of results /Grade acceptance forms to help clarify any problems arising on their NZQA Record of Achievement.
- No student's personal details or results will be made available to anyone without the student's permission.

CHECKING RESULTS

- Students are expected to record his or her result on their grade acceptance form. The subject teacher, to verify accuracy, will initial this record.
- Students will periodically be required to sign alongside their own grade for each standard on a KAMAR computer printout to verify that it is correct.
- A Results Progress Sheet will be periodically provided for students and will be included with the Half Year School Report to enable students to check grade progress within each subject.
- Students are encouraged to check their NZQA results on the NZQA website: www.nzqa.govt.nz periodically using their Learner Log in.
- Time will be given, during Sponsor Classes, to assist students to access their results from their NZQA websites.
- If a student finds that a grade appears to be incorrect, they should talk to the subject teacher. Evidence of the grade will be on the assessed work. If there is any dispute over the accuracy of the grade recorded this must be referred to Maxine Ude Shankar (PN) or Rebecca Henderson (Academic Dean).

NZQA FEES

Currently, *Secondary Education Fees* are:

Fees	GST exclusive	GST inclusive
Secondary Education Fees		
Domestic student entry for all NCEA standards	No Charge	No Charge
Domestic student entry for a Scholarship subject	No Charge	No Charge
International student entry to NCEA standards	\$333.30 per year	\$383.30 per year
International student entry to Scholarship subjects	\$88.87 per subject	\$102.20 per subject
Application for reconsideration of:		
NCEA	\$17.74 per standard	\$20.40 per standard
Scholarship	\$26.70 per subject	\$30.70 per subject
Return of NCEA level 3 Art portfolios to overseas addresses	\$88.87 per portfolio	\$102.20 per portfolio
Reprint of certificates for NCEA levels 1,2 or 3	\$13.30	\$15.30
Return of assessment material to overseas addresses	\$26.70	\$30.70
Administration fee for the processing of late NCEA and Scholarship fee payments for International Students	\$43.48	\$50.00

- If a student enrolls in a scholarship course but does not pay their fees, no grades will be recorded for any subject until the fees are paid.

INTERNAL MODERATION PROCESS

The quality of national assessment relies on quality assurance systems operating in every institution where assessment takes place. The Christchurch Rudolf Steiner School has in place assessment policies and procedures to ensure that internal assessment is accurate, consistent, and to the national standard.

Our School has adopted internal moderation systems to ensure:

- all assessment material is reviewed and modified where necessary prior to use
- consistency of assessment across classes
- samples of assessor judgments are verified for all standards
- benchmark samples of student work, are identified and retained
- assessment materials, randomly selected student work, are retained for external moderation.
- advice from external moderation is followed up as required
- some staff are using external collegial links to maintain a current understanding of the national standard.

No grades are reported to NZQA without going through the internal moderation process.

A Senior Management group oversees the Internal Moderation Process to ensure all requirements of NZQA's Consent to Assess is maintained.

EXTERNAL MODERATION PROCESS

National external moderation provides assurance that assessment decisions are made at the national standard.

- Assessment judgments (marking of students' work) are at the national standard.
- The assessment materials used (tasks, activities or tests) are at the national standard.
- A moderation plan of the standards required to be externally assessed are sent to the school in term one.
- Assessment evidence for 6 randomly selected students which provide a spread of grades, are sent to NZQA for the standards required to be externally moderated.

EXTERNAL EXAM TIMETABLE

The 2021 External exam timetable is available from the following address:

<https://www.nzqa.govt.nz/ncea/ncea-exams-and-portfolios/external/national-secondary-examinations-timetable>

Each year the examination timetable is developed, with reference to previous entry data, to minimise potential clashes. However, some candidates may still be faced with potential clashes. Subject teachers, form teachers, and deans are made aware of the impact of individual standard entries upon the examination timetables of their candidates. Several steps are taken to minimize exam clashes:

- Principal Nominees check to see if careful management can remove or minimise an examination timetable clash. For example, where a timetable clash is identified, because of the number of standards being assessed it may be possible for the candidate to sit the standards involved within the examination sessions they are scheduled to attend. In this way, a two-way clash may be eliminated, or a three-way clash may be reduced to a two-way clash.
- When there is a two- or three-way clash, the Principal's Nominee must provide each candidate with a letter outlining their timetable clash, how it is to be resolved and their respective responsibilities. Each candidate must sign a copy of this letter and return it to the Principal's Nominee. Candidates must understand that failure to follow all procedures for a timetable clash, such as those related to supervision over lunchtime, remaining in the examination room for the duration of any morning examination until taken to lunchtime supervision and use of the toilet under the direct supervision of a member of the school staff will be regarded as a breach of the exam. See <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-including-examination-rules/7/1/9/>. An investigation will occur, and the possible outcome may be loss of results.

Mathematics Common Assessment Task (MCAT)

In 2022, the dates for MCAT are **Tuesday 13th** and **Thursday 15th of September**. Confirmation and information about this Level 1 Examination can be obtained from HOD Mathematics (Gritt Enevold).

The Unexpected Grade Exam Timetable

The Unexpected Grade Examination will be held in the last week of Term 3. Information and Timetable for these important Practice Exams will be sent given to students in the first week of Term 3. These exams provide students with authentic and valid subject-specific grades which may be used as a derived under specific circumstances - See Derived Grade section of this handbook.

Submission dates for portfolios and reports

Date	NCEA Level 1	NCEA Level 2	NCEA Level 3	Scholarship
Wed 26 Oct	Design and Visual Communication / Technology / Visual Arts	Design and Visual Communication / Technology	Design and Visual Communication / Education for Sustainability / Technology	Dance / Design and Visual Communication / Music / Health and Physical Education / Technology
Wed 2 Nov		Visual Arts		
Thu 10 Nov			Visual Arts	

Note: These are the deadlines for schools to submit materials to NZQA. Students should confirm dates for submission within their schools.

SCHOLARSHIP AWARDS

The scholarship is externally assessed. It is designed to extend the very best students and to financially reward very able students going on to tertiary study. It is not a qualification and does not contribute credits to NCEA but the fact that a student has gained a Scholarship appears on the Record of Achievement.

The Scholarship exams enable students to be assessed against challenging standards and are demanding even for the ablest students in each subject. Scholarship students are expected to demonstrate high-level critical thinking, abstraction and generalization, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations

Ask your subject teacher if you think that you may wish to sit for a scholarship this year.

Premier Award	\$10,000 each year for up to three years for as long as the recipient maintains at least a 'B' grade average in their tertiary study.	For the very top 7 to 12 candidates. The minimum eligibility requirement to be considered for this award is achievement of at least three Scholarships at "Outstanding" level in the same year
Outstanding Scholar Award	\$5,000 each year for three years for as long as the recipient maintains at least a 'B' grade average in their tertiary study.	For the next 40-60 top candidates. The minimum eligibility requirement to be considered for this award is achievement of three Scholarships with at least two at "Outstanding" level or more than three Scholarships with at least one at "Outstanding" level in the same year. The number of recipients for this award is restricted and achieving the minimum requirement will not guarantee an award.

Scholarship Award	\$2,000 each year for up to three years for as long as the recipient maintains at least a 'B' grade average in their tertiary study.	For candidates who achieve Scholarship in three or more subjects in the same year.
Top Subject Scholar Award	\$2,000 each year for up to three years for as long as the recipient maintains at least a 'B' grade average in their tertiary study.	For the top candidate in each one of the Scholarship subjects.
Single Subject Awards	A 'one-off' award of \$500 per subject (maximum payment \$1000).	For candidates who get Scholarship in one or two subjects.

New Zealand Scholarship: Monetary Awards for 2022

THE CHRISTCHURCH RUDOLF STEINER DUX AWARD

The School Dux is selected based on its NCEA and CSC results. Many NZ Universities provide a monetary reward for Dux students enrolling in their university. Otago University offers a \$5,000 award to be used towards the cost of a hall of residence and/or fees. It also guarantees the recipient a place in a residential college or hall of residence. The University of Canterbury also offers a \$5,000 Scholarship, as well as, a \$4,000 leadership grant. For further information please contact your Academic Dean or Careers Advisor (Rebecca Henderson)

THE CHRISTCHURCH RUDOLF STEINER EMERGING LEADER AWARD

This award recognises high academic achievement, as well as leadership potential, cultural, and community involvement, amongst students in the Christchurch Rudolf Steiner School. See the Academic Dean for details.

OTHER NEW ZEALAND SCHOLARSHIPS:

BREAKOUT. 'BreakOut' lists over 4000 **scholarships** and grants. Check 'BreakOut' regularly as around 10 new funds are added each week. Information is available through most Public Libraries. <http://www.fis.org.nz/products/breakout/>

Ngai Tahu Scholarships: <http://ngaitahu.iwi.nz/whanau/opportunities/>

OTHER PATHWAYS TO SUCCESS

VOCATIONAL PATHWAYS

Vocational Pathways provide a tool for learners and parents to easily plan what they want to achieve and how they will achieve it, so they can make more informed decisions on their higher education or future work possibilities.

The Vocational Pathways are designed to provide a clearer framework for vocational options, support better program design and careers advice, and improve the linkages between education and employment.

They provide a flexible road map that provides easy to understand pathways that lead to 5 industries, which represent the workplace, including:

- Manufacturing and Technology
- Construction and Infrastructure
- Primary Industries
- Social and Community Services; and
- Service Industries.



The pathways will enable students to understand what courses and subjects they need to take to achieve their goal; or identify the type of job they would like to obtain and develop a road map to get there. They will also build on the vocational learning and achievement already in the secondary and tertiary education system by providing a coherent and consistent framework for students and schools.

The Vocational Pathways work towards achieving the foundational level education and training (Levels 1-3) and a roadmap for students to progress to higher education and achieve Levels 4-7.

For more information on the Vocational Pathways visit www.youthguarantee.net.nz to create a personalised vocational profile and find out more about the pathways.

NZQA has specific NCEA L1 and L2 standards covering a range of subjects that are connected to the Vocational Pathways program. These are reported on your Record of Learning. To assist in putting a specific Vocational Pathways program together see your Academic Dean.

STAR COURSES/GATEWAY

The Secondary Tertiary Alignment Resource - or STAR - program gives Year 11-13 students the chance to attend tertiary courses. Students can get a taste of a subject or job area that interests them and learn new skills that can help them move into study or work. Find out more about what's involved by talking with Rachel Conway

- The STAR program is designed to help Year 11-13 students move smoothly from school into tertiary study or work. Schools are given a certain amount of funding for STAR, so the program and what courses are offered can vary.
- Schools may provide courses at the school itself, or through external providers.
- STAR can be a good option if you're thinking of leaving school early, because you may be able to pick up skills that will help you into a job or further study.

What are the benefits? You can:

- Try out tertiary education while still at school.
- Get practical, hands-on, work-based experience.
- Try out a possible career, so that you can decide if it's something you want to do in the future.

There are many STAR courses available and include diving, defensive driving, DOC leadership, outdoor education, construction, hospitality and University Courses. If you want more information on STAR courses, talk to the school STAR coordinator, careers adviser or Academic Dean.

GATEWAY

The purpose of Gateway is to enable schools to provide senior students (year 11 to year 13+) with opportunities to access structured workplace learning that has:

- A formalised learning arrangement set in the workplace (1 day /week for several weeks)
- Specified knowledge and skills that a student will attain
- Specified assessment methods (workplace learning)

GETTING MORE HELP AND INFORMATION . . .

Your teachers and sponsors are the first people whom you should get help or direction from.

- Classroom Teacher - details of assessment activities, feedback on marking and explanation of courses /career choices that follow on from this subject.
- Academic Dean or Head of Department (HOD) - concerns about courses or further details and learning opportunities.
- NZQA Principals Nominee - Assessment rules, exam entry, compassionate consideration, misconduct
- Academic Dean- Course entry requirements, balanced course of study, course & class changes, literacy and numeracy requirements.
- Careers Advisor - careers, tertiary study, work experience, transition to work, outside agencies.
- NZQA - more information about rules, regulations, entries etc. You can download copies of standards and previous exams and answers <http://www.nzqa.govt.nz/ncea/subjects/>



USEFUL WEBSITES

- NCEA on NZQA: Find out all you need to know about the NCEA by visiting the NZQA website: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/>
- NCEA the Facts: <http://www.nzqa.govt.nz/about-us/publications/nzqa-brochures/>
- STUDYIT for NCEA Students: <http://www.studyit.org.nz>
- Special Education scholarships and study awards: <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/CareersAndProfessionalDevelopment/SpecialEducationScholarshipsAndStudyAwards.aspx>
- Any Questions: <http://anyquestions.co.nz>
- NCEA Entry Score Calculator: <http://www.otago.ac.nz/study/enrolment/otago013543.html>
- Careers NZ: <http://www.careers.govt.nz>
- Study Link: <http://www.studylink.govt.nz>
- Understanding the NCEA <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/>
- Course Endorsements: <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/managing-national-assessment-in-schools/course-endorsement/>
- NCEA Rules and Procedures <https://www.nzqa.govt.nz/ncea/ncea-rules-and-procedures/>
- Results Publication: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-results/results-publication/>
- Reviews and Consideration: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-results/reviews-and-reconsiderations>
- University Entrance: <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/>
- Review of University Entrance: <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/review-of-university-entrance/>
- Scholarship: <http://www.nzqa.govt.nz/qualifications-standards/awards/scholarship>
- University Entrance to Australian Universities: <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/entrance-to-australian-universities/>
- Entrance to Overseas Universities: <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance//entrance-to-overseas-tertiary-courses/>
- Literacy Requirements for University: <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements/>

GLOSSARY

Authenticity - the evidence submitted must be the actual work and effort of the learner

Appeals - the right to get your grades checked by the teacher or a third party

Assessor - the teacher conducting the assessment activity

Assurer - a College staff members who checks up on internal assessments

Benchmark evidence - samples of suitable work at each level kept on file

Course - a program of learning at any year level. It replaces the idea of a subject. It may be multi-level and involve learning from more than one subject.

Compassionate Consideration - application for extra time, a reader or a writer

Conditions - details about time, dates, format of assessment e.g. closed book test

Credits - the points awarded for gaining achieved or above in an assessment activity

Exclusions - standards which cannot be both counted together for any one qualification

Extensions - *request for more time*

External assessments - *those set and marked by NZQA staff, usually exams*

Evidence - *the work learners produce for assessment*

Fairness - *considered for all OTHER learners*

Internal assessments - *those prepared and marked by School staff*

Misconduct - *cheating or misbehaving in a test or with an assignment*

Moderator - *an NZQA person who checks up on internal assessments*

NCEA - *National Certificate in Educational Achievement*

NCES - *National Certificate in Employment Skills*

CSC - *Christchurch Rudolf Steiner Certificate*

NZQA - *New Zealand Qualifications Authority (sometimes also called QA)*

Principal's Nominee - *a College staff member who acts on behalf of the school and deals with NZQA*

Qualifications - *national certificates e.g. NCEA, NCBS, NCES, NCCS*

Reassessment - *sitting another assessment activity for the same standard.*

Resubmissions - *being allowed to fix up any minor errors to get achieved.*

Verification - *the right to check your marks have been recorded and submitted accurately*

APPENDIX

CHRISTCHURCH RUDOLF STEINER SCHOOL LEARNER AUTHENTICITY STATEMENT

Student Name		Class	
--------------	--	-------	--

Subject & level		Teacher	
-----------------	--	---------	--

Assessment Title	
------------------	--

- I declare that material submitted for the above assessment activity is entirely my own work, with the exception of sources or assistance acknowledged in the submission.
- I understand that if I am suspected of having submitted work that is copied (not my own work) or have given my work to another student I will be investigated for a breach of the school's and NZQA's rules, my family informed, and that I may receive a Not Achieved for the assessment with no chance to resubmit or be offered a second assessment opportunity in the standard.
- If I have been found to breached the rules and knowingly, fraudulently or unwittingly gained an advantage a "Not achieved grade" must be reported for an assessment of the standard.
- I have the right to an appeal to Maxine Ude Shankar (Principal's Nominee), of any decision made relating to a possible breach of the rules under the school's appeal process.

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

Student signature	
-------------------	--

Parent/caregiver signature	
----------------------------	--

Date	
------	--

I give the School permission to use my assessment as an exemplar Yes/No
To protect your privacy, the school will remove your name from the exemplar.
Agree/Disagree

CHRISTCHURCH RUDOLF STEINER SCHOOL
MISSED ASSESSMENT APPLICATION FORM

Instructions:

Fill in the top section, Attach appropriate letters or certificates and hand in to your teacher, Academic Dean or PN.

Name:	CLASS:
Date of Application	
Missed assessment details:	
Subject:	
Name of teacher:	
Standard number and title:	
Type of assessment (practical, assignment, test, etc)	
Date of assessment or due date:	
<p>Reason for missing assessment: (please tick one)</p> <p><input type="checkbox"/> Illness: <i>medical certificate or a note from a parent/caregiver must be attached.</i></p> <p><input type="checkbox"/> Family/ personal trauma: <i>documentation must be attached (e.g. letter from parent, counsellor, or sponsor teacher/dean)</i></p> <p><input type="checkbox"/> School sporting/cultural activity: _____</p> <p>Signature of teacher in charge of activity: _____</p>	
<p>Decision by HOD/Principal's Nominee</p> <p><input type="radio"/> Existing authentic standard specific evidence that can be verified by a subject specialist, is available and will be used to award a grade _____</p> <p><input type="radio"/> Extension granted. New due date: _____</p> <p><input type="radio"/> New assessment date granted. New date: _____</p> <p><input type="radio"/> Application denied. Comment _____</p> <p><i>The reason for this decision has been explained to me and I accept the decision.</i></p> <p>Signed: _____(student)</p>	
<p>Signed _____ (staff member) Date: _____</p>	

CHRISTCHURCH RUDOLF STEINER SCHOOL
STUDENT ASSESSMENT APPEAL FORM

Instructions:

This form is to be used by students to appeal any assessment-related decision made by a teacher assessor, or any aspect of the internal assessment process, including 'Breach of the Rules' and Assessment Extension decisions.

PART I (Student to complete)

Student Name: _____

Subject / Class / Level: _____ Teacher Name: _____

Department: _____ HOD/ TIC: _____

Standard Number: _____ Version: _____ Level: _____
(If applicable)

Standard Name: _____

Assessment Title: _____
(If applicable)

Type of Assessment: _____

Date of Assessment or due date (if applicable): _____

What is the assessment decision that you are appealing? _____

Reason for the Appeal: _____

What do you think is the correct decision? _____

Evidence to support Appeal: _____

Supporting information attached, includes: _____

Signed: _____

Student

Date

Part II (HOD/TIC to complete)

I have reviewed the above Appeal and have made the following decision.

Signed: _____
HOD/TIC Date

Decision discussed with student: _____ (date)

Part III (Student to complete)

I am satisfied with the review of my Appeal.

Signed: _____
Student Date

OR

I am not satisfied with the review of my Appeal and hereby formally request that it be reviewed by the Principal's Nominee.

Part IV (Principal's Nominee to complete if applicable)

I have reviewed the above Appeal and after consultation with an independent third party have made the following decision.

PN to check the process and the communication of the outcome:

HOD/TIC advised Date: _____

Teacher Assessor advised Date: _____

Student advised Date: _____

Caregiver advised Date: _____

Mark book adjusted Yes Not applicable

Signed: _____
Principal's Nominee Date

CHANGE OF COURSE REQUEST

PROCEDURE:

If you are requesting a change of option class / subject, the following procedure must be completed before you stop attending class:

1. Meet with Academic Dean.

DATE: _

	Academic Dean Comment/Signature
Change in Course possible (No option line clash)	
Record of Achievement Checked.	
Reason for Change	
Possible consequences of change	

2. Request to make an appointment with the Careers Advisor (Rebecca Henderson).

Would you like to discuss your course choices with the Careers Advisor?	

3. Request made to teacher of class you wish to be accepted into. Please note: you may be declined entry if the class is full or you do not have the necessary prerequisites for the course.

Subject	
Teacher Comment/Signature	

4. Parent Notification

Please indicate your approval or concern over this course change. If you feel you need further information please contact the Academic Dean (rebeccah@ch.steiner.school.nz.) to discuss your concern or arrange an interview. If you are happy to support your daughter/son with this request please sign below. Thank You.
 Parents Signature_____

5. Notify Teacher of your intention to withdraw from subject

Subject	
Teacher Comment/Signature	

6. Return to Academic Dean Signed off. _____

OFFICE:

1. Teacher notified to withdraw student from option. Yes Completed.
2. Office notified that student has been X out of mark book by Teacher before they remove student from the course.
3. Return form to Academic Dean.

Tēnei ka hikitia, tēnei ka hāpainga
Ki te tihi o te rangi
i kakea ai e tāne kia riro mai ai
Ko te whakaaronui, ko te wānanga

Tēnei ka hikitia, tēnei ka hāpainga
Ko te koha nui mōu, mō te tangata
He mātauranga ka eke
He manaakitanga ka tau

Tēnei ka hikitia, tēnei ka hāpainga
te kete nui o te ako
tīkina, horahia ki te motu
Hei oranga mōu, hei oranga mo tātau
Ki te aotūroa

Haramai te toki, haumi e!
Hui e! tāiki e!

*Be uplifted and raised on high
To the heavens above
Where Tane sought and received
Understanding and knowledge*

*Be uplifted and raised on high
This gift is presented thus
'Tis knowledge to help achieve
And care for the future*

*Be uplifted and raised on high
This kit of learning
Take it and spread the good word throughout the land
For what will be of benefit for one will benefit the many
in the days, ahead...*