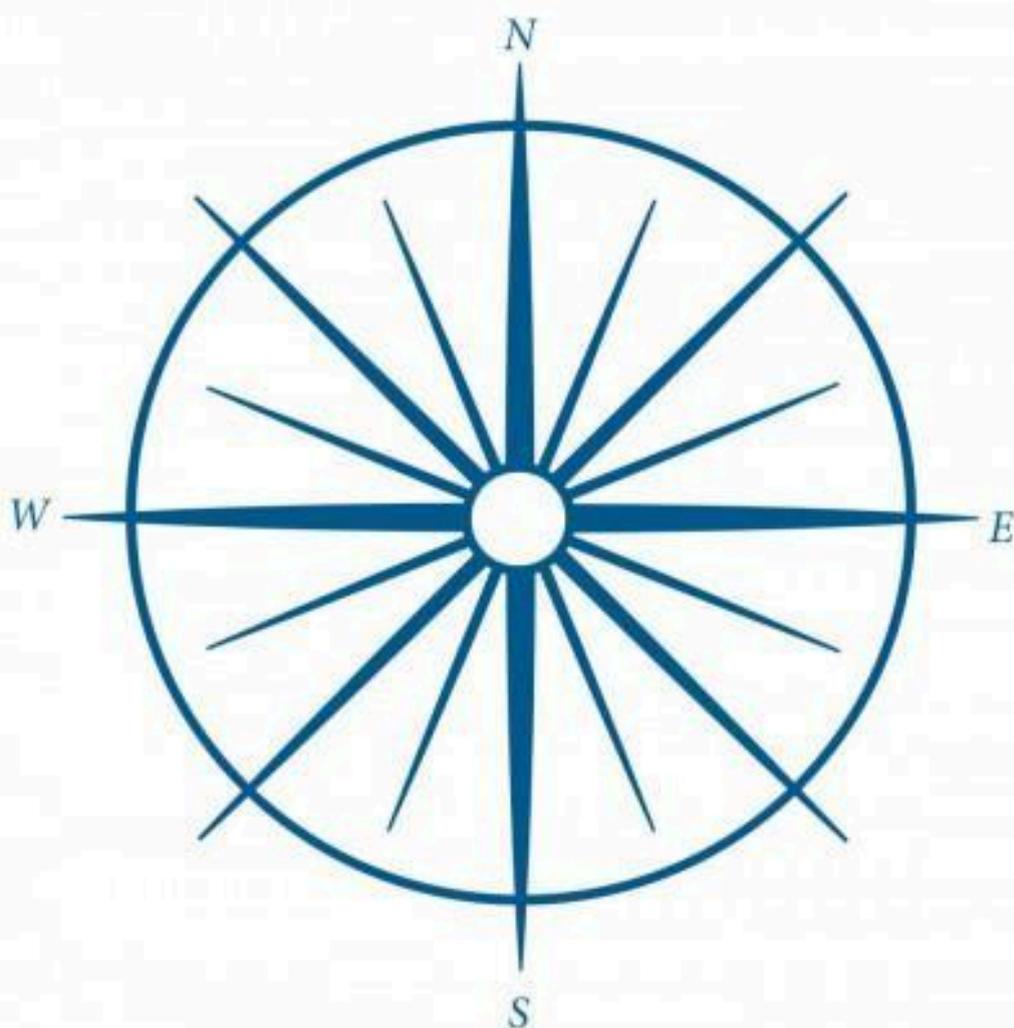


Whanau and akonga NCEA Handbook 2025



TE KĀPEHU WHETŪ

The purpose of this handbook is to inform akonga and whanau about NCEA and the assessment procedures and rules at Te Kapehu Whetu with the main outcome being to give akonga the best chance for success.

These assessment rules have been developed by Te Kapehu Whetu to ensure that all akonga are treated fairly and consistently, and apply to all New Zealand Qualifications Framework assessments, including NCEA. It is essential that akonga and whanau are familiar with the contents of this handbook. Keep it in a handy place as you may need to refer to it during the year.

If you have any questions or concerns about assessment matters you should talk to the appropriate subject pouako, or the Principal's nominee for NZQA.

Akonga Privacy (Privacy Act 2020)

Pouako will

- maintain the privacy of individual akonga's personal data at all times
- Ensure akonga grades are not communicated to other parties without their consent
- Seek permission from the akonga before their work is used as an exemplar or shown to others (besides the verifying pouako and moderators)
- Not publicly display your grades and achievement (eg a list on a wall) without your permission)

NZQA Student Login

All akonga have a National Student Number (NSN), which is used by the school and NZQA to create the akonga's Record of Achievement. Akonga will need this NSN to create and access their results through their Learner Login on the NZQA website. Akonga should register and use their NZQA Learner Login on the NZQA website: <http://www.nzqa.govt.nz/> Checking this regularly for the accuracy of their entries and results.

Te Kapehu Whetu can provide akonga with their NSN if they don't know it or have forgotten it. Akonga can also contact NZQA to get their NSN.

NCEA – the basics

The National Certificate of Educational Achievement (NCEA) is the main national qualification for secondary school students in New Zealand.

Learning from both the New Zealand Curriculum and Te Marautanga o Aotearoa contribute to NCEA and the University Entrance award.

NCEA is for everyone, whether you want to do an apprenticeship, go to university or polytechnic, or be ready to get a job when you leave school.

The link below takes you to the NCEA Guide from NZQA

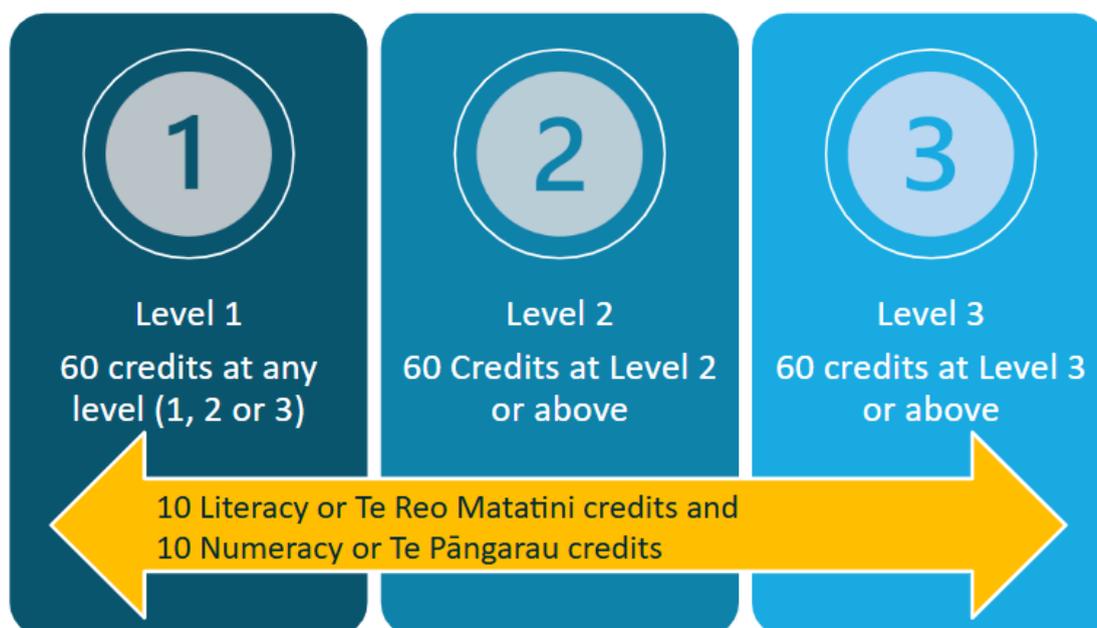
[NCEA Guide](#)

NCEA levels and certificates

There are three levels of NCEA certificate. At each level, students must achieve a certain number of credits to be awarded the NCEA certificate. Credits can be gained over more than one year.

In general, at Te Kapehu Whetu Tamaki akonga work towards Level 1 NCEA in Year 11, Level 2 NCEA in Year 12 and Level 3 NCEA in Year 13.

Requirements



Literacy, Numeracy

Literacy is the ability to read, write and speak. Numeracy is the ability to use mathematics in daily life. They are important skills for almost everything we do in life.

You need to earn 10 Literacy credits and 10 Numeracy credits to achieve NCEA.

You only need to meet the Literacy and Numeracy requirement once. After you've met the requirement, it counts for every level of NCEA.

Literacy credit options

- Literacy unit standards 32403 and 32405, or
- assessment standards – specified achievement and unit standards available through a range of subjects.

Numeracy credit options

- Numeracy unit standard 32406, or
- assessment standards – specified achievement and unit standards available through a range of subjects.

New Zealand Scholarship assessments

New Zealand Scholarship assessments enable ākonga to be assessed against challenging standards and are demanding for the most able akonga in each subject. Assessment is by either a written/spoken examination or by the submission of a portfolio of work produced throughout the year, depending on the subject.

New Zealand Scholarship Awards provide recognition and monetary reward to top students in their last year of secondary schooling.

Endorsements

To reflect higher achievement, you should aim to earn endorsements for your NCEA courses and qualifications. There are two types of endorsement.

Level certificate Endorsements

An **Excellence endorsement** is awarded to akonga who have achieved **50 or more credits** with Excellence at the same or higher level as the NCEA Certificate being endorsed.

A **Merit endorsement** is awarded to akonga who have achieved **50 or more credits** with either Merit or Excellence at the same or higher level as the NCEA Certificate being endorsed

Subject endorsements

To gain a course endorsement akonga are required to gain 14 credits minimum from that course. 3 of these credits must come from an external assessment and 3 from an internal assessment.

An Excellence Endorsement The akonga achieves 14 or more credits from standards within the course with a grade of Excellence.

A Merit Endorsement The akonga achieves 14 or more credits from the assessment within the Course at Merit or Excellence

An Achieved Endorsement The akonga achieves 14 or more credits from the assessment within the Course at Achieved, Merit or Excellence.

*There are exemptions for Levels 2 and 3 Physical Education as there are no externally assessed standards

University Entrance

University Entrance (UE) is the minimum requirement to attend to a New Zealand University.

To gain UE akonga must achieve

14 credits in each of three approved Level 3 subjects. All Level 3 subjects at Te Kapehu Whetu are approved subjects

10 literacy credits from Level 2 or above. 5 must be reading credits and 5 writing. Literacy for UE can be achieved in either English or Te Reo

10 Numeracy credits from Level 1 or higher

Once the requirements of University Entrance are met it will appear to the akonga's Record of Learning

Universities and other tertiary providers in New Zealand and overseas sometimes have other specific requirements for entry to particular programmes or courses. If you have a particular university programme in mind, check the entry criteria as soon possible.

For more information about requirements for certain universities and courses please see the Principal's nominee.

Vocational Pathways

The Vocational Pathways divide the working world into 6 broad sectors which are linked to standards and qualifications. They can help you to see how your strengths, interests and achievements relate to future study options and job opportunities.

Vocational Pathways provide clear study options that are valued by employers and show you what employers expect you to achieve in your learning. [Read more about Vocational Pathways](#)

The 6 pathways are:

- [Construction and Infrastructure\(external link\)](#)
- [Creative Industries\(external link\)](#)
- [Manufacturing and Technology\(external link\)](#)
- [Primary Industries\(external link\)](#)
- [Services Industries\(external link\)](#)
- [Social and Community Services](#)

The links above take you to the Ministry of Education site where you can learn more about each vocational pathway.

The Vocational Pathways award

To receive a Vocational Pathways Award, you need:

- NCEA Level 2
- 60 credits from the recommended assessment standards for a Vocational Pathway. Of these, 20 credits must be from sector-related standards for the same sector.

You can achieve more than one Vocational Pathways Award if you complete the requirements for more than one Vocational Pathway.

Vocational Pathways Awards will appear on your Record of Achievement. This can be an advantage when you look for work or training opportunities in the sector highlighted in your award or awards.

Assessment protocols

To view Te Kapehu Whetu's policies around assessment please go to our School Docs site.

Username: tkw

Password: kiamaori

Akonga are given course outlines at the start of the year with all their assessments for the subject for the year on them. These include the standard numbers and credit worth for each assessment. They also have the assessment due dates. If the assessment dates are missing the teacher will give students at least 4 weeks' notice as to when an assessment will occur.

An example of a course outline is below

Standards Assessed in English Level 2				
Focus	Achievement Standard	Credits Int/Ext	Assessment Date	UE Literacy
Reading	91106 Form developed personal responses to independently read texts, supported by evidence	4 credits Internal	Term 4 Week 4	4 reading
Writing	91101 Produce a selection of crafted and controlled writing (2 pieces of writing)	6 credits Internal	Term 3 Week 10	6 writing
Visual	91107 Analyse aspects of studied visual or oral texts, through close viewing and/or listening supported by evidence.	3 credits Internal	Term 1 Week 10	-
Reading	91104 Analyse significant connections across texts supported by evidence	4 credits Internal	Term 3 Week 3	-
Speech	91102 Construct and deliver a crafted and controlled oral text	3 credits Internal	Term 2 Week 6	
TOTAL CREDITS		20		UE Literacy 4 Reading 6 Writing

Assessment Dates: Dates provided are the **expected date** of completion. They indicate when an assessment **should be completed**. However, due to unforeseen circumstances, at times submission of work, including deadlines, can be negotiated with the pouako and communicated directly to the class.

The following assessment policy applies.

Assessment Policy:

- To qualify for reassessment, students must submit assessment work on or before the due date.
- To qualify for an exception due to illness or extreme circumstances students must apply to their pouako providing medical certificates or documentation of the circumstances.
- You may be asked to resubmit work when your pouako thinks that you have made a minor error that can be corrected **WITHOUT** further teaching. If further teaching or revision is required, then you will need to complete a reassessment. Grades from resubmissions are only allowed to be awarded at Achieved.
- Reassessment opportunities may not always be practical. When offered it allows a second opportunity to achieve the standard with a **NEW** task and must be made available to all akonga. Reassessment opportunities might take place outside normal class times.

Authenticity: Authenticity is the assurance that evidence of achievement produced by a learner is their own. Students must take care to ensure that their work is their own. If the pouako and Principal's Nominee are not satisfied that a student's work is original a Not Achieved grade may be awarded.

Resubmissions and Reassessments

- To qualify for **reassessment**, students must submit assessment work on or before the due date.
- You may be asked to **resubmit** work when your pouako thinks that you have made a minor error that can be corrected **WITHOUT** further teaching. If further teaching or revision

is required, then you will need to complete a reassessment. Grades from resubmissions are only allowed to be awarded at Achieved.

- **Reassessment** opportunities may not always be practical. When offered it allows a second opportunity to achieve the standard with a NEW task and must be made available to all akonga. Reassessment opportunities might take place outside normal class times.

Further Assessment Opportunities (Reassessment)

A further assessment opportunity may occur when a new assessment task is provided for akonga after their first assessment opportunity and after further teaching and learning has taken place.

The pouako of each subject will determine whether an opportunity for further assessment is practical. If a further assessment opportunity is provided, all akonga in the class must be offered the opportunity.

Only 1 further opportunity for assessment against an assessment standard may be offered within a year, regardless of the grade obtained.

Missed or late assessments

At times there can be valid reasons for akonga to miss an assessment or need to hand it in late.

When deciding whether the reason for a missed assessment or late submission is acceptable or not, the principles we consider are:

- equity
- fairness to other students and to the individual
- assuring the authenticity of the work submitted
- what proof the school requires as evidence.

Examples of acceptable reasons

- illness, accident, bereavement, or family crisis
- timetabled school activities, such as, school camps, field trips, etc.
- sporting or other fixtures where a student is required to represent the school
- national or regional representation in sport or other activities
- at the school's discretion where approval is sought and given at an appropriate time prior to the due date.

Possible responses if there's an acceptable reason

- extend the due date, or negotiate an earlier date for submitting the work
- provide the student with a further assessment opportunity where practicable
- withdraw the entry

- consider other student evidence that could inform a grade.
- If you would like an **exemption** from an assessment due to illness or extreme circumstances students must apply to their pouako providing medical certificates or documentation of the circumstances.

Reporting Not Achieved results

Schools must report a "Not Achieved" result to NZQA if a student had an adequate opportunity to be assessed for an internal standard but did not achieve it.

There are a various number of reasons a student may receive a not achieved including:

Quality of work is not at the required level

Absence on the assessment days without a reasonable reason but present for the learning beforehand.

Not completing the assessment in time and extension not requested or granted

Choosing to not participate in the assessment even though the student was present for the learning and was given plenty of opportunities to complete the assessment.

Evidence of plagiarism is found

Appeals

A student has the right to appeal any assessment decision. This includes, but is not limited to, their awarded grade, an allegation that they have made a Breach of the Rules or a decision affecting their access to assessment.

In the first instance you should try to resolve the issue directly with the teacher concerned. If this does not produce a satisfactory outcome for the student, they should lodge a formal appeal. The student should lodge this within five school days of being notified of the initial assessment decision. A student does not forfeit their right to appeal by acknowledging the return of their work or by sighting their grade. You can collect an Assessment Appeal form from either your subject Kaiako or the PN.

Breaches of Assessment rules

Please refer to our Academic Authenticity policy for more information

All mahi submitted for assessment must be the akonga's own work and must not be copied from other akonga or any other source. It is good practise to acknowledge the source of facts and information, especially when using quotes or paraphrasing someone else's words. Also if one akonga copies another akonga's work, both students will be investigated.

Generative Artificial Intelligence

Use of AI apps such as Chat GPT, Co-Pilot, Grammarly, Mid-Journey etc must be carefully thought through. If you chose to do so for an assessment, it is important that you understand what you can and can't use AI for in that assessment, as different standards and subjects may have different rules.

You cannot reference AI outputs as a "source" like a book, or webpage – there are special rules for this including citing outputs as "personal communication" and providing the prompts used.

Remember though, that information generated AI can often be inaccurate, biased, or made up.

Apps such as Grammarly that "improve" your writing cannot be used some circumstances, especially in subjects such as English, that assess your writing skills. Any use of AI must be carefully considered and is at your own risk.

If in doubt, always talk to your teacher first who will help you understand what you can and cannot do.

Responding to possible academic misconduct including the use of AI

If an assessor suspects academic misconduct, they may:

- speak with the ākonga
- speak with the parents/whānau of the ākonga
- check other samples of work by the ākonga (e.g. to compare grammar, tone, punctuation, accuracy)
- ask the ākonga to provide evidence or examples of their work (e.g. planning/research notes, raw data, drafts)
- use notes from observing ākonga progress
- use text-matching software to aid in the detection of plagiarism (alongside other evidence).

When responding to possible misconduct, we act according to the principles of natural justice and protect the privacy, safety, and wellbeing of all involved.

The kura may seek external advice or support as needed (e.g. independent investigator, IT support, qualification authority/providers).

Consequences of academic misconduct

If the kura concludes that academic misconduct has occurred, we may:

- issue a warning to the ākonga
- further educate the ākonga about academic authenticity
- follow our behaviour management processes (if appropriate)
- review kura assessment practices
- review how the kura promotes academic authenticity (see above)

- report the misconduct to the relevant qualifications authority
- withdraw the assessment (i.e. remove grade/credit/unit standards).

In very serious cases, an ākonga may be stood-down, suspended, or prevented from entering further assessments by the relevant qualifications authority. If criminal activity is suspected, the matter may be referred to the police.

If the ākonga or their parent/whānau is unhappy with the outcome, they can follow our concerns and complaints processes. Please refer to our policy on concerns and complaints for more information.

Unexpected Event Grades (Derived Grades) for external assessments

Akonga who are unable to attend an NZQA examination, or present material for external assessment or consider their performance in an NZQA external examination has been impaired by exceptional circumstances beyond their control can apply for a derived grade.

In order to provide a derived grade for an external there must be a valid reason (similar to those listed for missed assessments)

To provide an authentic derived grade for an external assessment the student must have completed a practise assessment during the year under similar conditions to that of the external assessment.

Grades from school-based evidence for externally assessed standards must be:

- derived from actual authentic evidence
- specific to and covering all criteria of the standard
- collected in a way that mirrors the format and conditions of the externally assessed standard
- subject to a quality assurance process
- collected prior to the external assessment.

Schools must use processes and evidence for derived grades that assure NZQA that the reported grade is based on pre-existing authentic, standard-specific evidence which meets the requirements of the standard.

Quality assuring school-based grades

To ensure that the assessment provides authentic, valid, standard-specific evidence from which a grade can be derived schools must:

- ensure that all grades they submit for externally examined standards have undergone a quality assurance process and
- hold evidence of this.

If schools cannot ensure this, grades should not be reported until any issues have been resolved.

Contact the Principal's Nominee if you feel you might need to apply for a derived grade.

Special Assessment Conditions (SAC)

Special Assessment Conditions (SAC) can provide extra help for otherwise capable akonga in addressing various barriers to achievement in assessments for NCEA or New Zealand Scholarship

SAC helps akonga fairly demonstrate their knowledge, skills and understanding when being assessed without providing an unfair advantage over other akonga.

Submissions for SAC are made by kura to NZQA on behalf of akonga. SAC support is available for both internal and external assessments.

Some examples of SAC are:

- Special papers for vision-impaired akonga
- Writers or readers for akonga with learning disorders, such as dyslexia
- Rest breaks and separate rooms for akonga with diabetes
- Separate space for akonga with anxiety disorders

NZQA's rules about the provision of Special Assessment Conditions are published annually.

If you think you may qualify for Special Assessment Conditions, please speak with the Principal's Nominee to discuss.

People to contact

Mathematics	Stanko Susnjar	s.susnjar@mokonkz.co.nz
English	Brenda Meyer	b.meyer@mokonkz.co.nz
Te Reo Maori	Ropata Mahanga	r.mahanga@mokonkz.co.nz
Physical Education	Rua Paki	r.paki@mokonkz.co.nz
All other subjects	Brenda Meyer	b.meyer@mokonkz.co.nz
NCEA/NZQA Enquires	Brenda Meyer	b.meyer@mokonkz.co.nz
Special Assessment Conditions	Petina Stone	p.stone@mokonkz.co.nz
Future pathways/university	Brenda Meyer	b.meyer@mokonkz.co.nz