

INTRODUCTION

- Boys entering Year 11 (Form 5) at Auckland Grammar School must realise that for the majority this year is the start of a three year programme which will lead to university entrance and further study in the tertiary sector.
- Some boys will leave at the end of Year 12 (Form 6) for a variety of courses and reasons, but essentially the Senior School Programme at Auckland Grammar School should be viewed as a three year commitment.
- The success of Auckland Grammar School boys in external qualifications is well known and we regard it as our first priority to ensure all boys achieve the best qualifications of which they are capable.
- Boys entering Year 11 (Form 5) must be prepared to work hard and tackle the requirements of the rigorous, advanced courses on offer; in return we guarantee that we will give all boys the very best in teaching, guidance and support to ensure all boys achieve the highest level of success.
- It is important to understand that although Year 11 qualifications are useful signposts of student ability and achievement, they are seldom used by Auckland Grammar School students to gain entry to tertiary education or employment. Year 11 is an important foundation year for senior academic study. From the school's point of view Year 11 qualifications are important primarily as a formal, external measure of student performance and progress. Qualifications that can be used as "tickets" to tertiary education and employment are gained at Years 12 and 13.
- There is one important exception to the general point made above. If you intend to study at university after you leave you must achieve a D grade or better in IGCSE Mathematics or 14 credits in Level 1 in Mathematics.

THE DUAL QUALIFICATIONS PATHWAY

In 2011 NCEA and CIE qualifications are available from Years 11 to 13. They offer students two pathways to tertiary entrance.

- Pathway 1 IGCSE/NCEA (Year 11)
 NCEA Level 2 (Year 12)
 NCEA Level 3 (Year 13)
- Pathway 2 IGCSE (Year 11)
 AS (Year 12)
 AS and A2 (Year 13)
- Students commencing Year 12 study must decide which qualification pathway they will pursue through to tertiary entrance. Years 12 and 13 should be regarded as a two-year programme.

The Dual Qualification Pathway for Year 11 Students in 2011

In 2011 students will be prepared for the following qualifications:

- * 5A and 5B AS Level Mathematics, IGCSE in all subjects where available; NCEA Level 1 or 2 in all others.
- * 5C – 5I IGCSE in all subjects where available; NCEA Level 1 in all others.
- * 5J – 5Q NCEA Level 1 in English/ESOL, Career Studies, Japanese and Music; IGCSE in all other subjects.

INTERNATIONAL QUALIFICATIONS – CIE

Cambridge International Examinations (CIE) are administered by the University of Cambridge Local Examinations Syndicate (UCLES). UCLES is one of the world's leading examining bodies. Established in 1863 it provides examination services in over 160 countries around the world. Although CIE is based in the United Kingdom, and the structure of the CIE awards is the same as the UK awards, its courses are designed for the international community.

CIE offers three general secondary qualifications:

- International General Certificate of Secondary Education (IGCSE) - usually taken in Year 11.
- Advanced Subsidiary Level (AS) - usually taken in Year 12.
- Advanced Level (A Level) - usually taken in Year 13.

- CIE courses are generally assessed through external examinations. The different course components of each subject are assessed by separate examination papers, including practical work in the sciences. Students receive grades and percentage marks for each subject.

Examinations are held twice a year in May/June and in October/November. Students will generally sit their examinations in the October/November session. In a small number of courses the May/June session will be selected as the more appropriate.

IGCSE

- Provides a foundation for higher level courses, especially AS/A Levels.
- Subjects are generally studied at Form 5/Year 11. Some subjects are available at Form 6/Year 12.
- In some IGCSE subjects there are two course levels - Core Curriculum and Extended Curriculum. The extended curriculum offers a more challenging course.
- The following grades are available:
 - Extended Curriculum: A*, A, B, C, D, E
 - Core Curriculum: C, D, E, F, G, H
 A 'G' grade is regarded as a minimum satisfactory performance against the learning objectives of each subject.

AS Levels

- Are the first half of a full A Level (second half is known as A2) and are generally studied in Year 12. Some AS levels, developed by New Zealand schools in conjunction with CIE, are only available as Year 13 courses.
- Cover the core, foundation aspects of a subject at an advanced level.
- Are worthwhile, stand-alone qualifications that can be used for tertiary entrance.
- Five pass grades are awarded: A, B, C, D, E. Marks below these are ungraded.

A Levels (A2)

- An AS Level can be carried through to a full A Level by completing the second half of the syllabus known as A2.
- A2 courses are available as Year 13 courses and only to students who have already completed AS.
- A Level syllabuses offer challenging assessments to stretch the most able students.
- Students who have completed their AS course the previous year have the option of re-sitting the AS exam in their A2 year in order to improve their overall A Level grade.
- Six pass grades are awarded: A*, A, B, C, D, E. Marks below these are ungraded.

NATIONAL QUALIFICATIONS – NCEA

Important features of NCEA include:

- Each year long course of study of a subject is assessed against five to nine Achievement Standards. Each Achievement Standard assesses a separate skill or learning area.
- All assessment is standards based.
 - Standards describe what a student knows and can do.
 - Standards describe the level of work that students need to produce.
 - Assessment criteria establish the level of performance required for the award of Achieved, Merit and Excellence grades.
 - Achievement Standards generally have between 1 and 4 assessment criteria.
- Each Achievement Standard is assessed either internally or externally.
 - Internal assessment generally involves common tests or assignments.
 - External assessment usually takes the form of a three hour, end of year examination.
- Students may successfully meet the Achievement Standards at one of three levels:
 - Achieved
 - Achieved with Merit
 - Achieved with ExcellenceNo marks are allocated.
- Each Achievement Standard has a credit value. In most cases each subject will generate a maximum of 24 credits.
- Typically, a student studying five subjects will be able to gain a maximum of 120 credits.
- In January students receive an interim results notice. This detailed profile:
 - lists results for all external Achievement Standards entered;
 - lists pass results for internal standards;
 - indicates the total number of credits gained in each subject.
- NZQA maintains a Record of Achievement for each student throughout their time at secondary school which records the credits that they gain by passing Achievement Standards.
 - Students can download their Record of Achievement from the NZQA website.
 - When a student gains a total of 80 credits at a particular level he is awarded a National Certificate of Educational Achievement at that level.
 - These certificates show that you have achieved a general level of educational achievement. But your Record of Achievement shows exactly what you have achieved in detail.
- Unit Standards may also contribute credits towards NCEA. At Auckland Grammar School Unit Standard assessment is currently limited to Year 11-13 Career Studies, Year 12 Technology: Furniture Making, Year 12 and 13 ESOL, and Special English and Mathematics courses.

How to Approach NCEA Level 1 Courses

If students are to perform to their full potential under NCEA then they need to develop a clear understanding of the qualification and how it is assessed. In particular they should consider the following points:

- The assessment criteria for every standard describe the level of work that students need to produce.
 - Teachers are important guides who can explain what the assessment criteria mean.
 - Task instructions and assessment schedules for internal assessments let students know exactly what they have to aim for; how well they have to write, speak or do research to get Achieved, Merit or Excellence grades and gain credits.
 - The external examinations give you very specific task instructions but you are expected to know what the level of required performance is for Achieved, Merit and Excellence. So to do well in externally examined Achievement Standards you really do need to have a good understanding of the performance criteria.
 - Completing all tasks to at least an Achieved level is very important. Whereas in other systems of assessment failure to complete all or part of a task may only result in the loss of a few marks, under standards based assessment this may not be the case. As a general guideline your lowest level of performance (i.e. Not Achieved, Achieved, Merit or Excellence) for any one of the assessment criteria for an Achievement Standard will determine your overall grade for that standard.

- Many Achievement Standards (usually between one-third and one-half of the standards for a subject) and all Unit Standards are internally assessed.
 - This is an opportunity to gain a significant number of credits during the year before the end-of-year examinations are held.
 - However, students need to understand that the results that they receive during the year for internally assessed Achievement Standards are final results. Missed deadlines, failure to complete some sections etc can result in Not Achieved results that cannot be made up for in the end-of-year examinations which only assess the external standards.
 - Because all students will have a significant number of internal assessments during the year it is vital that they plan and organise their time effectively.

- Course Endorsement enables students with strong performances in individual courses (in most cases this means subjects) to gain Excellence or Merit endorsements in those courses. Students will receive an Excellence endorsement for a course if they gain 14 credits at Excellence level, while students gaining 14 credits at Merit (or Merit and Excellence) will gain a Merit endorsement. At least three of the 14 credits must be from internally assessed standards, and three from externally assessed standards.

PASSING FORM 5 AT AUCKLAND GRAMMAR SCHOOL

In New Zealand there is no official criterion for 'passing' Form 5. In fact, schools determine their own entry criteria to Form 6 and Form 7 courses.

Auckland Grammar School has never practised social promotion in the senior school. Instead it has set entrance criteria and has ranked student performance for class promotion-relegation purposes based on a combination of student performance in school examinations and external qualifications.

To earn **automatic** entry to Form 6 in 2012 students must gain the following marks in school examinations and/or IGCSE examinations:

Either 225 in 5 subjects

Or 200 in 4 subjects

Or 180 in 3 subjects

In order to study a CIE course (AS) students must gain a minimum of 4 C grades in IGCSE. (An aggregate mark of 60% or higher will be deemed the equivalent of a C grade for NCEA subjects).

Note:

The weighted aggregate is generated by their performance in the three examinations held during the year. The weighting is as follows:

Term 1 exam result = 15% of total

Term 2 exam result = 35% of total

Term 3 exam result = 50% of total.

Form 6 class placement will be based on weighted aggregate marks of all subjects.

ASSESSMENT POLICIES AND PROCEDURES 2011

The following is official school assessment policy, as approved by the Board of Trustees.

Appeals

1. This policy applies to work that contributes towards school marks *or* external qualifications.
2. Every student shall have the opportunity to
 - See his work after it has been marked
 - Learn why assessment decisions were made
 - Have the assessment decision re-considered upon written appeal
3. Any appeal must be submitted to the HOD in writing within 5 days of the return of marked work. (An assessment Result Appeal Form is included on the last page of this document).
4. The HOD will objectively consider the substance of the appeal and, where justified, reconsider the assessment decision.
5. A student may make final appeal for reconsideration of an assessment decision to the Director of Studies. This includes the right to appeal any HOD decision made in relation to assessment misconduct.

Late Submissions/Extensions

1. This policy applies only to work contributing towards external qualifications. Extensions for work contributing to school grades only, are determined by the departments concerned.
2. Grounds for an extension are
 - Legitimate absence from school within the two days before the due date of an assignment
 - Legitimate absence on the due date
 - Lengthy and legitimate absence from school within the fortnight before the due date of the assignment.
 - Extraordinary circumstances - at the discretion of the Director of Studies. These include lengthy and debilitating sickness, travel sanctioned by the school, and bereavement.
3. The aim of granting extensions is not to ensure that all students have equal time for completing an assignment, but that all students have a *reasonable* amount of time.
4. Extensions can only be granted by the Director of Studies (Mr Vella), after a parent has completed an application form. These are available from the notice-board outside the Deputy Headmasters' offices.

Extension Procedures

1. Students should apply for an extension immediately that it is clear that they will not be able to hand on an assignment on time. Students applying for an extension on medical grounds should produce a medical certificate whenever possible.
2. The process for applying for an extension is:
 - (a) Parent/Caregiver to complete the application form.
 - (b) Student to obtain signature of the subject teacher concerned.
 - (c) Student to submit completed form and the completed assignment (where appropriate) to Mr Vella.

(d) Mr Vella will then pass the form and assignment on to the teacher concerned, indicating whether or not an extension has been granted.

3. In the following instances -

- legitimately absent/ill for a week or more in the fortnight before the due date;
- legitimately absent/ill for three days or more in the week before the due date;
- legitimately absent/ill on the day or two days before the due date - the extension will not necessarily be of equal length to the absence, but will be:
- long enough for the student to be able to complete the assignment under reasonable (but not extreme) time pressure. The extension must take into account that the student may now be behind in all subjects and still recovering from illness;
- no longer than the absence.

4. When a student is legitimately absent on the due date (and maybe the previous and successive days):

- Extension until the day of return to school (plus extra days if the absence/illness pre-dated the deadline).

5. When a student forgot/misunderstood the deadline, or left the assignment at home:

- No extension: Will not accept parent's letter testifying that the work was completed by the due date. This may seem harsh and inflexible, but this is too easy a loophole for the devious student.
- However, if the student reports the error on the due date, he may be allowed to return home to retrieve the assignment, or arrange for someone else to bring it in that day.

6. Student suffering psychological/emotional problems:

- Extensions will always be considered, in liaison with Guidance Director/Dean.

Missed Assessment

1. Fair and consistent treatment across faculties and departments will be given to students who, because of absence, illness, bereavement or other circumstances beyond their control :
 - are unable to perform a school-based assessment task;
 - are unable to submit an assessment task in time to meet an extended deadline date;
 - perform or submit a task which does not meet the necessary standard.
 2. A student who is unable to complete a school-based assessment task for an internally assessed Standard because of absence, illness or other legitimate reason, may be awarded a grade if sufficient, actual evidence of performance of the standard exists.
 3. Grades:
 - can only be granted by the Director of Studies, after a parent has completed an application form
 - will be determined by the relevant HOD on the basis of student performance of the assessment criteria.
 4. When assessment has suffered or been missed because of absence, illness or other legitimate reason, and insufficient evidence exists to make a judgement, the student concerned will, where possible, be given another opportunity to provide evidence that the learning outcomes embodied in the Standard can be met.
 5. To distinguish between the late submission of student work and provision of another assessment opportunity for reason of absence, illness or other legitimate reason, the latter will be known as Delayed Assessment.
 6. The following guidelines for illness that qualifies for Delayed Assessment will be observed:
 - For a school-based assessment task*
 - illness for two or more of the four days immediately before the task, or
 - illness *during* the performance of the task
 - For a home-based assessment task*
 - illness for three or more of the five days immediately before the due date, or
 - Illness for six or more of the ten days immediately before the due date.
- In all cases a medical certificate of illness will be produced.** Even for medical conditions that are certifiable, every case will be different. Other circumstances (ie. bereavement) will require even more flexibility.
7. If it is possible to allow a student who qualifies for Delayed Assessment to undertake the original assessment task that was missed, this will be done. If it is now too late for the original assessment task to be used (e.g. the tasks of others have been marked and returned) a similar but different task will be used.
 8. In cases of Delayed Assessment, deadlines will be sympathetic towards students, who may be recovering from illness or bereavement and generally behind in their work. Immediate and undue pressure will be avoided.
 9. All cases of Delayed Assessment are to be processed by the Director of Studies (DOS).
 10. A student whose performance is significantly impaired or is prevented from attending particular external examinations due to a temporary sickness, non-permanent disability or another event close to or during the examinations, may apply to NZQA for compassionate consideration.

Delayed Assessment Procedures

1. Students meet with Mr Vella to discuss their situation. A medical certificate must be provided for an application on the grounds of illness. Students should apply for a Delayed Assessment immediately upon their return to school following the missed assessment.
2. The DOS will:
 - discuss the application with the relevant HOD regarding the administration of the Delayed Assessment.
 - indicate to the student whether or not the application has been approved and inform him of the arrangements that have been made.
3. The HOD will administer the Delayed Assessment.
4. If a student undergoing Delayed Assessment *did* submit an initial piece of assessment, the grade awarded will be the higher of the two grades gained.

Application Procedure of Compassionate Consideration (for external assessment only)

1. Student or his parent/caregiver to collect an application form from the DOS.
2. Student and/or caregiver to complete the application form and return it to the DOS by the return date stipulated by NZQA.
3. DOS processes the application and supplies information to NZQA so that grades can be determined.

Further Assessment Opportunities

1. A student who has not provided evidence of meeting the Standard(s) will have the opportunity to attempt the same course the following year.
2. Assessment tasks for internally assessed Standards will only be administered following:
 - completion of the relevant units of learning;
 - an opportunity for students to analyse, reflect on and improve their performance of the assessment criteria prior to the assessment task being administered.
3. Other evidence of student performance of the assessment criteria may be considered in conjunction with that gathered in the formal assessment task provided that this evidence is produced under conditions consistent with those outlined in the School's Qualifications Policies and Procedures Manual. This provision is limited to Level 1 students and Level 2 students who have not achieved the standard, and to Level 3 students.
4. Where failure to perform to the standard in a single element of an assessment task is the only thing preventing a student from achieving the whole standard, a student may be invited to re-submit that element. Re-submission of the element should take place within 72 hours. This opportunity is limited to Level 1 students and Level 2 students who have not achieved the standard, and to Level 3 students.

Authenticity of Student Work

While it is appropriate to learn from others and gather information from a variety of sources, all assessed work must be authentic, i.e. work processed and produced by the student. Any student who submits as his own, work that is directly or substantially produced by, or through the assistance of, another person will be considered guilty of assessment misconduct (see below).

Strategies that teachers use ensure the authenticity of student work may include:

- Changing the topic or context of assessment from year to year;
- Being familiar with or controlling the resources available;
- All plans and rough notes to be submitted with the completed work. (This also applies if the work is produced on computer);
- The teacher monitors student progress during the course of the assessment activity, through discussion and observation of work notes.
- Supervising the research process by including regular checkpoints;
- Keeping on-going work on-site;
- Oral questioning to confirm a student's understanding, or, requiring a repeat performance where there is doubt;
- A final piece of work is produced in the classroom under supervised conditions;
- Where applicable, students include a bibliography;
- Requiring parent and student signatures on an authenticity statement.

Assessment Misconduct

1. A student is considered to be guilty of assessment misconduct if he:
 - Makes use of any non-approved information source in a supervised assessment situation; that is, using notes in a test or examination;
 - Copies work from another student during a supervised assessment;
 - Submits as his own, work which is directly and substantially:
 - Produced by, or through the assistance of, another person
 - Derived from other, unacknowledged sources (Plagiarism)
2. Where a student is alleged to have breached the school's assessment misconduct policy the case will be referred to the HOD.
 - The HOD will determine what constitutes copied work or work "directly and substantially produced by, or through the assistance of, another person or derived from other, unacknowledged sources", as opposed to work "indirectly or partly derived".
 - Plagiarism is defined as copying from someone else's work without acknowledgment. The original could be a published source, a computer source or another student's work.
 - Two teachers, one of whom will be the HOD of the subject, will determine whether or not there has been plagiarism.
 - Plagiarism may be established without locating the original source.

3. Where a student is considered by the HOD and another teacher to be guilty of assessment misconduct:
 - The student will receive no marks or credit for the entire piece of work;
 - The student's parents will be notified;
 - Any recurrence of the offence will be considered a serious school disciplinary matter.
4. In cases where the HOD has found that work is only 'indirectly or partly derived' from other unacknowledged sources the student will be counselled, and that portion of the work so affected will not contribute to the final assessment result.
5. A student may appeal the decision of the HOD to the DOS who will make a final decision.

Group and Individual Assignments

1. Students should note the difference between *Individual* and *Group* Assignments
2. Individual assignments should represent the work of the student alone. It is not acceptable that students undertaking the same individual assignment copy or share work.
3. If similarities in individual assignments indicate copying or sharing, the students involved will either have to share the mark (i.e. if two students are involved the mark will be halved) or will receive no mark.
4. A person who allows his work to be copied is just as responsible as the person who copied it.

Special Assessment Conditions Provisions

1. Students with special needs shall receive appropriate support during assessments. Support offered shall conform to NZQA policy.
2. Disabilities that prevent learners from performing as specified in Standards will not be compensated for.

Procedures

1. Parents or teachers who identify students as having special needs shall refer their cases to the HOD Learning Support.
2. The Teacher in Charge of Special Needs will be responsible for ensuring that a student with special needs selects courses with Standards in which the student will be able to meet all the learning outcomes.
3. The Teacher in Charge of Special Needs shall furnish the DOS with an annual summary of assistance given to students with special needs.

ASSESSMENT RESULT APPEAL FORM

Complete the form below and submit it to the Head of Department of the subject within **5 days** of the return of the marked assessment.

Name:	Form:
Subject:	
Assessment & Result:	
Grounds for Appeal:	
Signed:	Date:

HOD to complete:

HOD Decision:
Signed:

2011 NCEA YEAR PLAN

Term 1 Week	Topic	Standard Being Assessed	Assessment Due Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Term 2 Week			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
Term 3 Week			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Term 4 Week			
1			
2			

Photocopy this page and prepare assessment plans for all of your NCEA subjects.

NCEA INTERNAL ASSESSMENT RESULTS - TRACKING SHEET 2011

Name:

Form:

SUBJECT:		
Standard Number & Title	Grade	Credits

SUBJECT:		
Standard Number & Title	Grade	Credits

SUBJECT:		
Standard Number & Title	Grade	Credits

SUBJECT:		
Standard Number & Title	Grade	Credits

SUBJECT:		
Standard Number & Title	Grade	Credits

TOTAL CREDITS	
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