

INTRODUCTION

- Year 13 (Form 7) is the final year of secondary school. The main academic objective of Year 13 students is to ensure that they achieve the qualifications necessary, in the appropriate subjects, to gain entrance to tertiary courses or employment in their chosen field.
- 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 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.

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)

The Dual Qualification Pathway for Year 13 Students in 2011

In 2011 students will be prepared for the following qualifications:

- * 7A – 7H AS and A Levels
- * 7C1 – 7G1 NCEA Level 3

In addition, high ability students from both pathways may be invited to sit the New Zealand Scholarship examinations.

NATIONAL QUALIFICATIONS – NCEA

- Currently the New Zealand Qualifications Authority (NZQA) provides four senior secondary qualifications: NCEA Level 1, NCEA Level 2, NCEA Level 3 and New Zealand Scholarship.

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 11 and 12 Technology: Furniture Making, Year 12 ESOL, and Special English and Mathematics courses.

NCEA Level 3

To be awarded an NCEA Level 3 Certificate students must achieve at least 80 credits, of which a minimum of 60 credits are at Level 3.

- This means that you can use 20 of your Level 2 credits towards your Level 3 Certificate.
- There are no numeracy or literacy requirements.
- Certificates can be achieved with Merit or Excellence endorsements: for a certificate to be endorsed with Merit, 50 credits at Merit or Excellence are required; for a certificate to be endorsed with Excellence, 50 credits at Excellence are required.
- 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.

How to Approach NCEA Level 3 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 which 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.

UNIVERSITY ENTRANCE

To qualify for university entrance, students must meet three requirements:

1. A numeracy standard
2. A literacy standard
3. A general subject standard.

These requirements can be met through either NCEA or CIE qualifications. While students are advised to pursue one qualification pathway or the other, in practice students will be able to qualify for tertiary entrance with a mix of the standards listed above.

The requirements for both NCEA and CIE qualifications are shown below:

Standard	NCEA	CIE
Numeracy	<ul style="list-style-type: none"> • Minimum of 14 credits at Level 1 or higher in Mathematics 	<ul style="list-style-type: none"> • Minimum of grade D in IGCSE Mathematics
Literacy	<ul style="list-style-type: none"> • Minimum of 8 credits at Level 2 or higher in English: <ul style="list-style-type: none"> - 4 credits must be in Reading; - 4 credits must be in Writing. 	<ul style="list-style-type: none"> • Minimum grade of E in AS English
General Subjects	<ul style="list-style-type: none"> • Minimum of 42 credits at Level 3 or higher on the NQF*, including: <ul style="list-style-type: none"> - minimum of 14 credits at Level 3 or higher in each of two subjects from the approved list; - a further 14 credits at Level 3 or higher from no more than two additional domains on the NQF or approved subjects. 	<ul style="list-style-type: none"> • Minimum of 120 points on the UCAS Tariff** • Minimum grade of D in at least 3 subjects from the approved list.

* NQF = National Qualifications Framework/ NCEA accounts for Levels 1-3 on the NQF.

** UCAS Tariff = System which converts AS and A Level grades into points.

UCAS Tariff:			
Grade	Marks	A Level	AS Level
A	80-100	120	60
B	70-79	100	50
C	60-69	80	40
D	50-59	60	30
E	40-49	40	20

Meeting the Numeracy and Literacy Requirements

A small number of students who gained entry to Year 13/Form 7 this year have not yet achieved the numeracy or literacy requirements for university entrance.

- Special English short-courses are being held on Wednesday afternoons in the English Department. These culminate in Unit Standard assessment (i.e. internal assessment) against appropriate Reading and Writing standards. Any student who has not achieved the literacy standard and who is not identified for the special English short-courses should report to Mr Vella.
- A Wednesday afternoon Mathematics programme culminating in Unit Standard assessment will be held in Term 3. Any student who has not yet met the numeracy standard, is not studying a Mathematics course this year, and who is not approached by Mr Vella in Term 1 should report to him.

Other Points of Note:

Students intending to study at universities outside of Auckland or overseas should find out what the entrance criteria are for selective entry courses, in terms of the levels of qualifications and subjects that are required.

Maori and Pacific Island students should note that they may be eligible for the admissions schemes established for them in many facilities and departments.

The University of Auckland has additional requirements for selection into many of its programmes for International Students.

Admission to Limited Entry Courses

The University of Auckland limits entry to all degree courses. Other universities, including Massey, Otago and Victoria are also introducing limited entry criteria. Entry scores can change from year to year. Applicants for all undergraduate programmes will be ranked for selection purposes. Students are encouraged to do their best in their studies to ensure that their application is as competitive as possible.

Your rank score will be based on your best 80 Level 3 credits in five subjects. If you achieve fewer than 80 credits the rank score will be based on those credits you have gained. The rank score is calculated by awarding 4 points for Excellence, 3 points for Merit and 2 points for Achieved for up to 24 credits in each Level 3 subject.

NEW ZEALAND SCHOLARSHIP

- New Zealand Scholarship is a stand-alone NZQA award. Scholarship is not a qualification. It does not generate NQF credits, although attainment of Scholarship will appear on a student's Record of Achievement.
- The Scholarship examinations are based on the content of NCEA Level 3 Achievement standards, derived from Level 8 of the NZ curriculum (or its equivalent).
- An outcome statement has been developed for each Scholarship subject. The examinations require candidates to demonstrate high level critical thinking, abstraction and generalisation and the ability to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations. Depending on the subject, candidates will also be required to display:
 - comprehensive content knowledge;
 - effective communication;
 - original or sophisticated solutions, performances or approaches;
 - critical evaluation;
 - flexible thinking in unfamiliar/unexpected contexts.
- Scholarship candidates need to be enrolled full-time at a New Zealand secondary school in the year of examination, undertaking a course in the applicable areas of learning.
- Candidates will be assessed against assessment schedules that produce a rank order of candidates.
- Scholarships will be awarded to 2 – 3% of the number of students entered in each Level 3 subject ($\pm 1\%$ and/or ± 5 candidates in subjects with small cohorts).

Scholarship Awards

Scholarships carry significant monetary awards:

- The major monetary awards are based on results in at least 3 Scholarship subjects taken in the same year. They are awarded over a period of 3 years provided that students:
 1. are enrolled at a New Zealand tertiary institution
 2. maintain a B average.
- **Premier Awards**, worth \$10,000 each year for 3 years, will be awarded to the very top 5-10 scholars who demonstrate "Outstanding" performance in at least 3 subjects. The number of recipients is restricted and therefore achieving the minimum requirement will not guarantee an award.
- **Outstanding Scholar Awards**, worth \$5000 each year for 3 years, will be awarded to the top 40-60 candidates who achieve 3 Scholarship subjects with at least two outstanding performances or more than 3 Scholarships with at least one "Outstanding" performance. The number of recipients is restricted and therefore achieving the minimum requirement will not guarantee an award.
- **Scholarship Awards**, worth \$2000 each year for 3 years, will be awarded to candidates who achieve Scholarship in 3 subjects.

- **Top Subject Scholar Awards**, worth \$2000 each year for 3 years, will be awarded to the top subject achiever in each of the 33 Scholarship subjects
- **Single Subject Awards:** all candidates who achieve the Scholarship standard in one or two subjects will receive a one-off payment of \$500 per subject, with a maximum of \$1000.

Where a candidate meets the criteria for more than one award, he or she will receive only the award with the highest monetary value in most circumstances. However, if a candidate receives a Top Subject Scholar Award, and also gets Scholarship in other subjects, he or she will also receive one \$500 Single Subject Award.

Entering Scholarship

- Students wishing to enter NZ Scholarship should carefully consider whether they are suitable candidates. To achieve a subject Scholarship candidates will need to perform at a very high level, typically achieving Excellence in most, if not all, Achievement standards.
- Students would be best advised not to enter unless they are genuine contenders to achieve one of the monetary awards listed above.
- High ability students studying CIE courses are able to enter Scholarship in all but the following subjects: US History, Practical Art (Design, Painting, and Photography). While it is possible to enter for Accounting and Biology students will need to complete additional work to cover the required subject content and should discuss this with the respective Heads of Department.
- Entry costs are as follows:
 - CIE students: \$75 for entry in up to three subjects; \$75 for each additional subject entry;
 - NCEA students: 3 subjects covered by Level 3 entry; \$75 for each additional subject entry.
- HODs have been asked to identify suitable entrants in their subjects during the first half of the year.
- If you are considering entering for Scholarship, in Term 2 you will be required to:
 1. Collect and fill out an application form (from outside Mr Vella's office).
 2. Return the completed form to Mr Vella.

Honours Board Criteria for 2011

- A maximum of 10% of the entire Form 7 plus 6A and 6B are eligible for admittance on the School's Honours Board if students achieve at least a best six-credit mean mark of 87% in CIE examinations presented for in the same year. In addition, students who gain three Scholarships in the same year in the NZ Scholarship examination are eligible for the Honours Board.

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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