



NCEA Student Handbook

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Overview

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

From Year 11 to 13 you will study courses and/or subjects at Sacred Heart Girls' College. These courses and/or subjects assess student through achievement and/or unit standards. When you achieve a standard, you gain credits. You must achieve a certain number of credits to gain NCEA.

At Sacred Heart Girls' College, students work through three levels of NCEA in years 11 to 13. It is important that you are aware of your rights and responsibilities for assessment. The guidelines in this booklet apply to all internal and external assessment that provide evidence towards reaching the achievement and unit standards.

All student data and work are covered by the Privacy Act. No data or work completed by any student will be shown to other students without the express permission of the student concerned.

Students, parents and caregivers are welcome to contact the Principal Nominee at any time to discuss issues with respect to assessment.

Contacts:

Principal Nominee: Kim Goodey (kgo@shgcnp.school.nz)

NCEA School Co-ordinator: Spencer Page (spa@shgcnp.school.nz)

Deputy Principal Curriculum: Holly Warner (hwa@shgcnp.school.nz)

SENCO: Emma McIntosh (emc@shgcnp.school.nz)

National Certificate of Education Achievement

What is NCEA?

2024 is the first year of the new NCEA for Level 1. All Level 1 subjects will be assessing the new standards.

Credits are earned through assessing Achievement Standards and Unit Standards.

For NCEA in 2026, you will need:

- 60 credits at the Level (or above) of the qualification you are working towards
- Literacy – 10 credits from Literacy co-requisite or standards
- Numeracy – 10 credits from Numeracy co-requisite or standards

You only need to meet the literacy and numeracy requirements once, and you do not need to attempt them again for other levels of NCEA.

NCEA Level 1

- 60 credits at Level 1

NCEA Level 2

- 60 credits at Level 2

NCEA Level 3

- 60 credits at Level 3

20 credit Co-requisite standards

- US32403: Read written texts to understand ideas and information (Literacy Reading)
- US32405: Write texts to communicate ideas and information (Literacy Writing)
- US32406: Use mathematics and statistics to meet the numeracy demands of a range of situations (Numeracy)

NCEA Endorsement, UE, Scholarship

NCEA Levels of Achievement

Level 1	60 credits at any level (1,2 or 3). 10 Literacy or Te Reo Matatini credits. 10 Numeracy or Te Pāngarau credits.
Level 2 ¹	60 credits at Level 2 or above. Meet the Level 1 Literacy and Numeracy requirements.
Level 3	60 credits at Level 3 or above. Meet the Level 1 Literacy and Numeracy requirements.
UE	14 credits in each of three approved Level 3 subjects. UE Literacy, 5 credits must be writing, and 5 credits must be reading. Achieved Level 3 NCEA.

Endorsement

Certificate Endorsement

NCEA endorsed with Excellence	50 or more credits at Excellence at the level of the certificate or above.
NCEA endorsed with Merit	50 or more credits at a mix of Merit and Excellence

Credits for an endorsed NCEA certificate (Levels 1, 2 and 3) can be gained over more than one year.

Course/Subject Endorsement

Course endorsement must be assessed within the same course within the same academic year

Course endorsed with Excellence	14 or more credits at Excellence at least 3 credits from internal and 3 credits from external assessment
NCEA endorsed with Merit	14 or more credits at Merit or Excellence at least 3 credits from internal and 3 credits from external assessment

Note: In most courses you need at least 3 credits from internal assessment and 3 credits from external assessment, with the exceptions of Level 2 and 3 Physical Education, Level 2 and 3 Religious Education, Level 3 Visual Arts.

Sacred Heart Girls' College Academic Bars

Gold Bar	Student who achieves NCEA Excellence endorsed for three years in a row
Silver Bar	Student who achieves NCEA Excellence endorsed for two years in a row

¹ From 2024 each NCEA level requires 60 credits at the level or above. The 'carry over' of 20 credits ceased end of 2023.

Scholarship

To be a candidate for New Zealand Scholarship, a student must be entered for each Scholarship subject by their school. Only students completing an NCEA Level 3 subject can be entered in the Scholarship for that subject, (e.g. to enter Scholarship Photography to must be enrolled in Level 3 Photography).

Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction, and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding, and ideas to complex situations.

New Zealand Scholarship provides recognition and a monetary reward to top students in each subject. See [Scholarship subjects](#) for a list of this year's Scholarship subjects.

Level 2 students are **not** to be entered into Scholarships.

For more information, please go to

[Course Endorsements](#)

[University Entrance](#)

[NZ Scholarship](#)

Literacy and Numeracy Standards

In 2024, the literacy and numeracy requirements of the NCEA are formally separated out from the certificate at Levels 1 – 3 and the 20-credit co-requisite becomes mandatory.

Co-requisite standards

- US32403: Read written texts to understand ideas and information (Literacy Reading)
- US32405: Write texts to communicate ideas and information (Literacy Writing)
- US32406: Use mathematics and statistics to meet the numeracy demands of a range of situations (Numeracy)

Additional standards in 2024 and 2025

Alongside the above 3 unit standards, additional standards can be used to achieve the NCEA co-requisite.

Additional assessment standards available to all students – Literacy and Numeracy		
Wāhanga Ako or Learning Area	Literacy	Numeracy
Learning Languages	Te Reo Māori (1.1 to 1.4; 2.1 to 2.5; 3.1 to 3.5)	
English	English (1.1 to 1.4; 2.1 to 2.10; 3.1 to 3.9)	
Social Sciences	Commerce (1.3, 1.4) Geography (1.1, 1.3, 1.4) History (1.2, 1.3, 1.4) Religious Studies (1.1 to 1.4) Social Studies (1.1, 1.3, 1.4)	Commerce (1.1) Geography (1.2)
Science	Agricultural and Horticultural (1.1) Science (1.1, 1.4) Chemistry and Biology (1.3) Science (1.1, 1.4)	Physics, Earth, and Space Science (1.4)
Mathematics and Statistics		Mathematics and Statistics (1.1 to 1.4; 2.1 to 2.14; 3.1 to 3.15)

Note:

- Credits from standards in the additional list cannot be counted twice. Credits achieved can only be used for either the 20-credit co-requisite or the 60-credit qualification.
- Where standards are used to meet the co-requisite, the associated credits can however be used in calculations for course endorsement and certificate endorsement.

Assessment Dates:

Year 11 **only**: 25th May to 29th May

Year 10 and 11: 14th September to 18th September

Special Assessment Conditions (SAC)

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

Submissions for SAC are made by schools to NZQA on your behalf. SAC support is available for both internal and external assessments (exams).

The SENCO will gather the appropriate information and make the application on the students behalf. Documentation may include:

- Appropriate documented evidence derived from testing undertaken by the school.
- A report from an appropriately qualified independent registered professional who recommends special assessment conditions to address the Candidate's specified assessment needs.

If SAC is approved, then it is up to the student and subject teacher to ensure the conditions are met for each assessment.

Extra time is only available for time bound internal assessment and external examinations. For external examinations, extra time is only available to students who are entered in all three externals for that subject.

For more information go to [SAC information for student](#).

Resubmission and Further assessment opportunities

Resubmission

A resubmission may be offered when a student has made a minor error stopping them from gaining an Achieved grade. The error must be able to be corrected by the student without the support of further learning or teacher support.

Resubmission:

- must be limited to specific aspects of the assessment and no more than one resubmission may be provided.
- must take place **before** the teacher gives any feedback to the whole class (or any student) on the work done. If more teaching has occurred after the first assessment opportunity, resubmission is not possible.
- should be closely supervised to manage authenticity.
- may be offered only where a teacher judges that a mistake has been made by the student, which the student must be capable of discovering and correcting themselves.

For more information go to [NZQA Resubmission](#)

Further assessment opportunities

It is the Head of Faculty decision whether a further assessment opportunity will be offered for any standard. Not all courses/subjects offer further assessment opportunities.

Students should be advised at the start of year if there is single assessment opportunity against a standard.

- A further assessment opportunity occurs when a new, quality-assured assessment is provided for students after their first opportunity and after further learning has taken place.
- A maximum of one further opportunity for assessment means none or one. It does not mean one must be offered.
- If a further opportunity for assessment is offered to any student, it must be made available to all students entered for that standard, including those who did not complete the original assessment for a reason acceptable under the school's policy on [missed and late assessment](#). This is regardless of their performance on the first opportunity. Therefore, further assessment opportunities need to be carefully planned.
- Any further opportunity conditions must be consistent with those for the first opportunity.

Students must be awarded the highest grade they have achieved over both opportunities.

For more information go to [NZQA Further assessment opportunity](#)

Accepting Grades and Appeal Process

Signing of Grade

When results are returned, the students should expect an explanation of the requirements for achievement of Achieved, Merit or Excellence.

Appealing process

If a student is not satisfied with the grade that had been awarded and with the explanation from the teacher, then the student should meet with the marker. This must be done within 2 school days of the working being returned.

If after consultation with the subject teacher, marker and/or the Head of Faculty, the student may wish to dispute the grade awarded then an appeal may be made. This must be done within 5 school days of the work being returned. The Appeal must be made to the Head of Faculty and the Principal's Nominee. The Principal's Nominee will conduct an investigation.

[Appeal Form](#)

Verification of Grades

Verification of Grades is completed through Empower Me lessons. Grades can be checked through the Kamar portal or NZQA.

Term 4

Students must complete one final check of their internal grades. It is the student's responsibility to ensure this check is done.

If the grades are not correct, then the student will contact the subject teacher. The assessment and signed authenticity grade sheet must be sighted to check the grade. If the grade needs to be changed it should be done immediately.

Extension, Lateness and Approved Leave

Missed deadlines and Assessments

If a student is unable to submit an assessment or not able to attend an in-class test or practical activity for unjustified reasons, then a Not Achieved grade will be awarded.

If a student is unable to submit an assessment or not able to attend an in-class test or practical activity on the day for valid reason, then the extension process will need to be followed.

In-class and practical assessments take priority over other school activities.

Extension

If a student cannot hand in an assessment on time or do an in-class test or practical activity on the day, then the student must contact the subject teacher and/or Principal Nominee as soon as possible.

Extensions that will be considered are:

Illness or sickness: The student is to contact the subject teacher and/or Principal Nominee as soon as possible. Medical certificate may be requested. The student is to complete “An Extension” Form. A new assessment date is to be negotiated with the subject teacher.

Family Trauma: The caregiver or student is to contact the subject teacher and/or Manaaki teacher as soon as possible. If this event affects multiple assessments, new due dates are to be discussed with each subject teacher. If the family trauma is over a long period of time, then the Manaaki teacher, and/or Dean will discuss with the Principal Nominee alternative options.

Sporting/cultural: Extensions will only be granted if the subject teacher has been consulted at least 1 week before departing on a sporting or cultural trip. This does not automatically guarantee an extension or another assessment opportunity.

Approved Leave During an Assessment

Approved leave must be applied for at least **two weeks** before the assessment date to the Principal Nominee. The student must contact the subject teacher and discuss the options for a new assessment date.

Family holiday during term time

Approved leave will not be granted or considered for a family holiday. The following will apply

- If a student is absent from school during an assessment because of a family holiday, and was there for the majority of the teaching, then a ‘Not Achieved’ grade will be awarded.
- If an in-class or practical assessment is over multiple days and a student misses one or more of these days because of a family holiday, no extra assessment time will be offered.
- A student may hand in an assessment early before going on a family holiday in term time. This does not include in-class assessments.

[Extension Form](#)

[NCEA Leave Form](#)

Authenticity

All work submitted must be the student's own work. There are four categories of authenticity challenges that need to be managed during the assessment process.

- Copy from another person or source (plagiarism)
- Over use of Generative AI (to develop pieces of work, develop ideas and/or rewrite pieces of work for assessments)
- Have too much guidance from the teacher or assessor or tutor
- Get specific answers from the assessment activity because it is publicly available (e.g. exemplars from NZQA, TKI)

It is the student's responsibility to:

- Keep all drafts and working document, and hand them in to your teacher if required.
- Keep a record of all resources that you used including handwritten plans and websites.
- Acknowledge the source of all material in your assessment, citing whether it is from text, electronic material or people.
- Be prepared to discuss your work further with your teacher if required.
- Sign the assessment cover sheet verifying that the work submitted is your work.

Levels of Breach of Assessment

Level 1	A first instance where a student's actions may be regarded as unintentional or naïve and contributed to by a lack of understanding of acceptable NCEA assessment practice.
Level 2	The student's actions are perceived to be intentional and where the student could reasonably be expected to understand correct NCEA assessment practice. Could be repeated behaviour of level 1. This can include Generative AI use to re-write part of the assessment. This will result in a Not Achieve grade being awarded.
Level 3	Student's actions intentional and of an extreme nature, eg Generative AI use for majority of the assessment, copying other students work, or purchased assessment. This will result in a Not Achieve grade being awarded.

Derived Grades

Derived grades are evidence-based grades that are awarded to students that can't attend an examination or external assessment or their performance is impaired.

Common reasons for derived grades

- Temporary acute illness or injury.
- Significantly disturbing or distressing experience
- A sudden and significant change to a chronic illness that happens not more than four weeks between the student's first affected assessment.
- National representation in a sport, academic or cultural event.

Evidence-based

Derived grades must be based on authentic, standard-specific evidence. This means evidence should come from the Practice Examinations and maybe classroom assessments (if under the same conditions as the external assessment).

School Practice Examination grades should be recorded on Kamar.

Portfolio subjects **must** have derived grades. These grades must be recorded in Kamar.

Derived Grade Process

Student should contact the Principal Nominee as soon as possible. The Principal Nominee will supply the student with the derived grade application form.

[Derived Grade Application](#)

Applications must be submitted no more than two weeks after a student's last affected external assessment.

[More information](#)

Not Entering Students into Achievement and Unit Standards

All students must be entered for the full set of achievement and/or unit standards offered in the course.

If a student is not entered for all achievement and/or unit standards can only be for the following circumstances and reasons:

- The student is not at the curriculum level
- The student Hauora and wellbeing is compromised
- The student is absent for over 50% of the teaching programme
- The student is doing Pathways or Gateway course and is away for more than 40% of the teaching programme

Withdrawal students from a standard

If a student wishes to withdrawal from an internal standard they should seek advice from the subject teacher, Head of Faculty and/or Manaaki teacher.

Once the decision that the student has decided to withdraw from a standard then the caregiver must email the subject teacher and/or Leader of Learning. The Head of Faculty reserves the right to make the final decision regarding withdrawing a student from a standard.

Students being withdrawn from achievement or unit standards can only be for the following:

- Student is not at curriculum level to complete assessment: eg learning support.
- Student wellbeing, this could include: illness, sickness, increased anxiety or depression.
- Students have been absent for over 50% of the teaching and learning. This could have been caused by prolong illness.

Procedure to withdraw a student from an achievement or unit standard:

1. Student to have a discussion with the subject teacher and/or Leader of Learning.
2. Caregiver will email subject teacher and/or Leader of Learning.
3. Subject teacher to reply with caregiver email (cc Principal Nominee in email).
4. Subject teacher removes student from standard on Kamar.

Note: The procedure to withdraw a student should be completed before the assessment is started. If a student decides to withdraw from a standard during an assessment, a not achieved grade will be awarded.

Breach of Assessment Procedure

Subject teacher	For all instances of potential breach of assessment, the subject teacher must report it to the Head of Faculty and Principal Nominee.
Leader of Learning	<p>The Head of Faculty and/or subject teacher will gather information and outline the potential assessment breach.</p> <ul style="list-style-type: none"> ○ Check version history ○ Compare assessment to other work by the student ○ Check if progress points met by the student <p>If there is evidence of a potential breach of assessment continue to next step.</p>
Subject Teacher or Leader of Learning	<p>Interview student to get an explanation of the possible breach. Suggested possible questions:</p> <ul style="list-style-type: none"> ○ Use of Generative AI: ask student to explain what they have written about. Ask the student to define words that the student would not commonly use. ○ Ask student when did they work on the assessment. ○ Ask the student to explain any concepts.
Subject Teacher, Head of Faculty	<p>The subject teacher and/or Head of Faculty will report findings to the Principal Nominee. The Principal Nominee will determine the level of the potential assessment breach, if it is level 1, then the student will be referred to the Principal Nominee for a conversation about appropriate assessment practice.</p> <p>If the assessment breach is level 2 or 3 continue to next step.</p>
Principal Nominee	<p>The student will have an opportunity to provide an explanation. If the Principal Nominee is satisfied with the explanation then the grade will be awarded.</p> <p>If the Principal Nominee is not satisfied with the explanation or the student admits to the breach of assessment, then a 'Not Achieve' grade will be reported.</p> <p>The student, caregivers and Head of Faculty will be notified in writing of the outcome including reason to explain the outcome.</p> <p>The student has the right to appeal any possible breach of assessment, this must be done through the Principal Nominee, Deputy Principal (Curriculum) or the Dean.</p>
Principal Nominee	A confidential report will be written on all breaches assessments. This will only be accessible to the Principal Nominee and data manager.

Level 1 NCEA Submitted External Assessments:

Level 1 Submitted External Assessments material will be available at the start of Term 3.

Student work must be submitted at the end of the assessment.

During the Assessment:

During the assessment external examinations conditions must be followed.

- Teachers must not provide templates, scaffolding for answers or feedback during the assessment period.
- Unless explicitly stated, teachers must ensure that students **do not** access the internet while they are completing the assessment.
- Teachers supervising the assessment must ensure the assessment conditions are followed.
- Teachers supervising the assessment must ensure authenticity of student work.

After the Assessment:

Students submit their completed assessment files through the NZQA learner portal as soon as they have completed each assessment.

How to use the [digital submission tool](#)

Absent during in the assessment:

If a student is absent the following will apply:

Unjustified Absent: If a student misses an assessment day due to an unjustified absence, then no further assessment opportunity will be given.

Justified Absent: If a student misses an assessment day due to a justified absence, then a catch up lesson can be offered or follow the extension process.

Key Dates 2026

Term 1

Week 2	Course outlines will be given to all NCEA subjects.
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Term 2

18 – 29 May	Literacy and Numeracy for Level 1 and above ²
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Term 3

21 Aug	Final day to enter and withdraw students from External exams
7 – 16 Sept	Literacy and Numeracy for Year 10, Level 1 and above ³
17 – 23 Sept	Practice Exams

Term 4

19 – 23 Oct	Students verify grades during Empower Me
27 Oct	Final day for submissions of Submitted External Assessments
10 Nov	NCEA External Exams Start
4 Dec	NCEA External Exams Finish

² Exact dates will be confirmed at the start of Term 2. This is due to special assessment conditions.

³ Exact dates will be confirmed at the start of Term 3. This is due to special assessment conditions.

Forms

[Extension Form](#)

[Approved Leave Form](#)

[Grade Appeal Form](#)

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NCEA Leave Form

Approved leave must be applied for at least **two weeks** before the assessment date to the Principal Nominee. The student must contact the subject teacher and discuss the options for a new assessment date.

Student Name:

Teacher:

Manaaki Teacher:

Subject:

Achievement Standard Number:

Reason for Leave:

Student Signature:

Date

Official Use

Leave Approved

Leave Denied

Comment:

Principal Nominee Signature:

Date:

Sacred Heart Girls' College



NCEA Assessment Extension Request

If this is for another reason please talk to your Dean, Manaaki or subject teacher or refer to the [student handbook](#) page 10

Student Name:			
NSN:			
Subject/s:			
Teacher/s:			
Achievement Standard Number:			
Select the reason for the extension: <ul style="list-style-type: none"> <input type="checkbox"/> Medical <input type="checkbox"/> School Trip <input type="checkbox"/> Sports Trip 		Details for the Trip or medical reason of the extension: <i>(Include dates that you were or will be absent from school)</i>	
Student sign:		Date:	
Parent email:			
Teacher endorsement:	<input type="checkbox"/> YES <input type="checkbox"/> NO	Teacher Sign: Date:	
<input type="checkbox"/> EXTENSION GRANTED <input type="checkbox"/> EXTENSION DENIED		New Due Date:	
Reason if extension denied: <i>to be filled out by teacher</i>			
PN sign:		Date:	

Note: The Principal's Nominee will notify the Student/Parents/Dean/Manaaki and Subject Teachers of the outcome.

This form must be attached to the assessment.
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NCEA Assessment Appeal
(Students disputing an allocated grade)

Any appeal must be lodged with the Principal's Nominee within 5 school days of the return of an assessment. The student must have discussed their grade with the subject teacher or Head of Faculty before completing this form. Email this form to kgo@shgcnp.school.nz

Student Name:	Teacher:
NSN:	Subject:
Achievement Standard Number:	
Reason for appeal:	
Student Signature:	Date

Step 1 Outcome:

<input type="checkbox"/> Appeal Granted <input type="checkbox"/> Appeal Denied	Grade Awarded: Reason:
Teacher signature:	Date:
Head of Faculty signature:	Date:
Student signature:	Date:

Step 2 Outcome: The Principal Nominee's decision is final.

<input type="checkbox"/> Appeal Granted <input type="checkbox"/> Appeal Denied	Grade Awarded: Reason:
PN signature:	Date:
Teacher signature:	Date:
Head of Faculty signature:	Date:
Student signature:	Date:

This form must be stored on the student's file and a copy attached to the assessment.