



**Samford Valley
Steiner School**

**New Zealand
Certificate of Steiner Education
(NZCSE)**

Student Handbook

Samford Valley Steiner School

Level 1 - Level 2 – Level 3

2025

Edition 1



Steiner Education Development Trust

*“We want to work with all material things
in the light of the Spirit,
And we want to seek the light of the Spirit
in such a way that it will create warmth
within us for our practical work.”*

Rudolph Steiner

Acknowledgement

The Steiner Education Development Trust (SEDТ) appreciates the contributions and assistance of high school educators from New Zealand Steiner / Waldorf Schools who assisted compiling the original Learning Outcomes in this handbook and continue to support the ongoing development of the New Zealand Certificate of Steiner Education.

Thank you.

Foreword

New Zealand Certificate of Steiner Education

Student Handbook

This *Student Handbook* includes the:

- qualification requirements,
- assessment regulations, and
- information about your programme of study

to achieve the *New Zealand Certificate of Steiner Education* (NZCSE).

New Zealand Certificate of Steiner Education (NZCSE) is approved by the *New Zealand Qualifications Authority* (NZQA) comparable to the *National Certificate of Educational Achievement* (NCEA).

Our school is accountable to NZQA for upholding the standards associated with the qualification.

Your responsibility (as a student) is to satisfy the requirements for each course, including the due dates for each assessment.

You must commit fully and do your very best to achieve success in each learning activity.

This handbook will assist you, and we recommend you refer to it during the academic year.

Your specialist subject teachers are committed to creating a positive learning environment and supporting you to achieve this qualification. We hope you enjoy the learning journey.

Our expectation is that you also participate fully in all *Special Character Activities* which are an essential part of the learning journey at this school. This includes cultural and social activities including festivals, plays, camps, outdoor activities, and work weeks.

These are essential elements of the Steiner / Waldorf curriculum of our school.

If you have any questions whatsoever, please contact the *CSE Coordinator* or your class guardian.

Our *CSE Coordinator* is: Melanie Allan

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1. Overview of the NZCSE

1.1 Qualification

The *New Zealand Certificates of Steiner Education* (NZCSE) are a series of three national secondary school qualifications (Levels 1,2 and 3) accredited by the *New Zealand Qualifications Authority* (NZQA) and listed on the *New Zealand Qualifications and Credentials Framework* (NZQCF).

NZCSE Level 3 endorsed with University Entrance was awarded “ad eundem statum” (equivalent status) by *Universities New Zealand – Te Pokai Tara* in 2011, meaning students with this award qualify for entry to New Zealand Universities.

Here in Australia, the Queensland Curriculum and Assessment Authority (QCAA) have endorsed the NZCSE program as an equivalent senior qualification. Queensland Tertiary Admission Centre (QTAC) recognises the NZCSE qualification and award students who graduate NZCSE Level 3 with University Entrance with an independent selection rank to apply directly to Queensland Universities. See 2.3, University Entrance, page 10, for more information.

The NZCSE is administered by the *Steiner Education Development Trust* (SEDТ) which monitors and moderates the quality and consistency of assessments. An independent academic committee (the *Qualifications Committee*) is responsible for ensuring the academic and educational integrity of the qualification.

A *CSE Coordinator* has been appointed to facilitate NZCSE at our school.

Our school offers:

- a. NZCSE Level 1 in Class 10
- b. NZCSE Level 2 in Class 11
- c. NZCSE Level 3 in Class 12

Some students may need to work toward Level 1 or Level 2 over two years, in which case the *CSE Coordinator* will need to approve their course of study.

1.2 Graduate Outcome Statement

Students who successfully achieve NZCSE at Level 3 will be able to:

- a. be independent life-long learners who can self-reflect and take initiative when required,
- b. apply well-developed moral, ethical and personal standards to a range of life situations,
- c. apply comprehensive knowledge, skills, and understandings from a defined range of compulsory core disciplines in a wide range of educational contexts,

- d. apply comprehensive knowledge, skills, and understandings from a range of elective subjects across a broad range of educational contexts,
- e. apply public presentation and display skills in a wide range of contexts,
- f. research and analyse new and / or abstract data and situations with minimal guidance, using a range of techniques appropriate to a subject area.

NZCSE graduates:

- are clear and creative thinkers and problem-solvers who can apply learning across a broad range of contexts,
- are effective communicators,
- persevere towards deeper thinking and understanding, and
- take actions to follow through to a conclusion.

1.3 Standard Entry Requirements

To be awarded a NZCSE a student must be at least 16 years of age by 31st December in the year enrolled. NZCSE cannot be awarded to a student under the age of 16.

To enrol for the NZCSE, each student must:

- a. be enrolled in the school no later than 1st March of the current academic year,
- b. agree to abide by the school regulations and the NZCSE requirements,

At NZCSE Level 2 the following additional entry criteria apply:

- achievement of NZCSE Level 1 or equivalent, and
- demonstrate a connection to the Special Character of Steiner education.

At NZCSE Level 3 the following additional entry criteria apply:

- achievement of NZCSE Level 2 or equivalent,
- Level 1 Numeracy or higher is a prerequisite for the following Electives:
 - Level 3 Maths, or
 - Level 3 Physics
- demonstrate a connection to the Special Character of Steiner education.

1.4 Discretionary Entry

Discretionary entry to NZCSE Level 2 or Level 3 may be available to students who do not meet the standard entry criteria above.

Consideration for discretionary entry will require evidence of the following:

- a qualification at an equivalent level (e.g. NCEA Level 1 to move into NZCSE Level 2);
- Literacy and Numeracy achievements at an equivalent level as the NZCSE Level being entered (usually in the form of approved test results, or similar);
- capacity to participate and achieve in the Special Character Activities.

An application for discretionary entry must be made to the school's *CSE Coordinator*, and then approved by the *Steiner Education Development Trust (SEDT)*.

1.5 The CSE Coordinator

The *CSE Coordinator* is responsible for:

- a. assisting and supervising the school's implementation of the qualification,
- b. administering the school's use of the qualification, and
- c. reporting results to SEDT.

1.6 Exchange Students

Students travelling abroad on a student exchange may achieve the level required for the year if they are absent for less than two academic terms.

If the student is absent for more than two terms, this achievement is unlikely.

Prior to leaving on exchange, special arrangements may be made with teachers to fulfil Learning Outcomes required.

Students will receive a *Record of Achievement* for the *Learning Outcomes* completed at the end of each term.

Students exchanging to schools overseas that also offer the NZCSE may be able to continue achieving LOs while on exchange. Speak to the CSE Coordinator about this if you are interested.

2. NZCSE Course Structure

2.1 Subjects and Learning Outcomes

Each level of NZCSE comprises *subjects* (an area of learning).

Each *subject* has a series of associated *learning outcomes*.

Each *learning outcome* accumulates points throughout the year. The points associated with each *learning outcome* reflects the challenge and workload demanded.

Each *learning outcome* includes:

- *assessment criteria* which describe what students are expected to do or demonstrate to achieve each grade (Achieved, Merit or Excellence), and
- the requirements against which the student's performance is assessed.

Core learning outcomes are considered foundations of the curriculum. These comprise *main lessons*, which are approximately two-hour classes during which academic subjects are taught, and *practice lessons*, where students have an opportunity to practice particular skills.

Some core *subject areas* are compulsory.

At Level 2 *core learning outcomes* and *additional learning outcomes* are offered.

Additional learning outcomes allow students to select additional subject areas to accumulate the points required to complete the Level 2 qualification.

At Level 3 *core learning outcomes* and *elective learning outcomes* are offered.

Elective learning outcomes provide opportunities for students to accumulate additional points toward University Entrance subject areas, which are not compulsory.

Student Assessment Instructions which will be distributed to students at the start of each course of study, provide details of the assessment methods and assessment criteria that will be used for that course.

Appendix 2 of this handbook provides details of the *subjects* and *learning outcomes* being offered during the current academic year. The table also shows the assessment dates and the points associated with each *learning outcome*.

Each *learning outcome* number has a four (4) digit number associated with it. The first digit represents the course level (Level 1 - Level 4), plus a version number (e.g. v1, v2, v3 etc).

2.2 New Zealand Certificate of Steiner Education

Each *learning outcome* has an NZCSE points value.

The points associated with each *learning outcome* reflects the challenge and workload demanded.

To qualify for NZCSE at each Level (1, 2 or 3) the total points value of *learning outcomes* successfully achieved during the academic year must be in accordance with the *Subject and Learning Outcome Schedules* in Appendix 2.

Students may achieve more than the minimum number of points required.

2.3 University Entrance

Students qualify for *NZCSE with University Entrance* when they:

1. achieve NZCSE Level 3 Certificate, and
2. satisfy the UE points requirements including the *Subject and Learning Outcome Schedules* in Appendix 2.

UE Numeracy and UE Literacy points can be achieved in Levels 1, 2 and 3.

All Numeracy points must be achieved in Levels 1 and 2, while UE Literacy points may be achieved at Levels 2 and/or 3.

The entry requirements differ between universities and specific courses. Because of this achieving NZCSE With University Entrance does not automatically provide access to all tertiary courses.

Please note that requirements for entry and pre-requisite subject equivalences vary between universities and different courses. Achievement of NZCSE with University Entrance does not necessarily allow entry into all tertiary courses.

*For universities in Queensland, QTAC will use the Level 3 NZCSE Certificate with University Entrance to award an **independent selection rank** of up to 80. For those wishing to study degrees with a higher selection rank or ATAR of 80 the option to sit the US Scholastic Aptitude Test (SAT) is available at the school.*

Please discuss the entry requirements with our schools CSE & Pathways Coordinator, Mel Allan or the University directly.

2.4 Special Character Activities

Students are also expected to participate fully in *Special Character Activities*, which are part of the culture of Steiner / Waldorf schools.

Absences during these occasions are recorded and addressed as school absences.

Special Character Activities include:

at Level 1

- Festivals
- Class Play
- Class 10 camps
- Work Experience

at Level 2

- Festivals
- Class 11 camps
- Community Service

at Level 3

- Festivals
- Class 12 camps
- Class Play

2.5 Class 12 Project Guidelines

The Class 12 Project is an integral part of the Class 12 year.

During Term 4 of the Class 11 year, each senior student will select their project topic.

The *Class 12 Project Guidelines for Students* provides comprehensive information about what is required.

Class 12 Projects are supervised, and generally consists of four integrated components:

1. a substantial theoretical study document,
2. a long-term practical or artistic activity,
3. a public display, and
4. a speech presentation.

This work demands that students are self-motivated and undertake much of the work outside school hours.

2.6 NZCSE Grades

Grades for each *learning outcome* are awarded based on Achieved, Merit and Excellence criteria.

- **Achieved** (A) indicates the student has appropriately and adequately satisfied the requirements of a *learning outcome*.
- **Merit** (M) indicates the student has demonstrate a commendable level of achievement in satisfying the requirements of a *learning outcome*.
- **Excellence** (E) indicates the student has shown an exemplary degree of achievement in satisfying the requirements of a *learning outcome*.
- **Not Achieved** (NA) indicates that a student has not met the requirements of a *learning outcome*.

Student Assessment Instructions distributed to students at the start of each course of study, provide details of the assessment requirements and criteria for each of these grades.

2.7 NZCSE Endorsements

At each Level NZCSE certificates awarded to students may be endorsed *Highly Commended* or *With Distinction*.

Students qualify for a *Highly Commended* endorsement when they achieve:

- at least 30 points at Merit or Excellence for Level 1
- at least 30 points at Merit or Excellence for Level 2
- at least 35 points at Merit or Excellence for Level 3

Students qualify for a *With Distinction* endorsement when they achieve:

- at least 30 points at Excellence for Level 1
- at least 30 points at Excellence for Level 2
- at least 35 points at Excellence for Level 3

To achieve *University Entrance* endorsement at Level 3 students must achieve:

- a minimum of 4 NZCSE points in approved **University Entrance Literacy (Writing)** *learning outcomes* at Level 2 or higher.
- a minimum of 4 NZCSE points in approved **University Entrance Literacy (Reading)** *learning outcomes* at Level 2 or higher.
- a minimum of 9 NZCSE points in approved **University Entrance Numeracy** *learning outcomes* at Level 1 or Level 2.

2.8 End of Year Certificate and Final Report

By December of the current academic year student results will be confirmed by the independent *Qualification Committee (QC)*.

Once confirmed by the *Qualifications Committee*, SEDT will create the following documents for Class 10, 11 and 12 students:

- a. **Record of Achievement** which provides a schedule of a student's achievement for each Learning Outcome, grouped by subject.
- b. **New Zealand Certificate of Steiner Education (NZCSE) at Level 1, 2 or 3** (respectively) when this has been achieved, including any applicable endorsement.

These are important documents, which you are likely to require for applications for tertiary study.

Please keep these documents safe (like your passport and birth certificate).

Level 3 documents are given as a hard copy for students to collect and also a PDF that is emailed to students and parents to upload to QTAC, if required. Level 1 and 2 documents are sent in bulk to the school and will be handed out the following year.

If these documents are lost or damaged, copies may be requested from SEDT via the school *CSE Coordinator*. However, there is an administrative charge of \$30 for each replacement document requested.

3. Assessment Regulations

3.1 Assessment

Assessments are the methods used to determine whether a student has met the requirements of a learning outcomes.

Assessment methods is the name given to the different types of assessments used.

Common *assessment methods* include:

- written assignments, essays, or reports,
- tests or examinations,
- oral presentations or performances,
- portfolios or completed works.

Assessment methods vary within a course, and between courses.

Assessment instructions describe the tasks a student must complete to demonstrate the achievement of a learning outcome.

Students are advised to read *assessment instructions* carefully and ask the teacher if there are any instructions that are unclear.

It is also important that you are aware of *assessment deadlines*.

We recommend that students add these dates to their diary:

- due dates for assessments
- examination dates
- scheduled time for preparation

3.2 Moderation

Moderation is the process that ensures:

- a. assessment instructions in a learning outcome are appropriately designed (*pre-assessment moderation*), and
- b. an assessor's judgement of a learner's achievement is appropriate (*post-assessment moderation*).

All *Learning Outcomes* are moderated before they are used.

New Level 3 Learning Outcomes are also moderated by independent subject moderators.

Moderation of completed assessments, including assessment samples which are externally moderated, are concluded before results are given to the student.

3.3 Authenticity

All work submitted for assessment must be the student's own work, unless attributed to another source in writing provided with your work.

An assessment which meets the school's authenticity requirements is one which is:

- predominantly written in the student's own words or (if a foreign language assessment) in the language required by the task,
- acknowledges assistance from other sources (words, ideas, images etc.) by footnotes, quotation marks and bibliography,
- fulfils the assessment's instructions regarding permissible input from other people.

A signed *Assessment Authenticity Cover Page* (refer Appendix 1) which includes an *Authenticity Declaration* must be provided, when required by the teacher. This is a legally enforceable statement that the work submitted is the student's own work, and when the words, ideas, images, etc of others have been included, this is appropriately acknowledged.

An *Authenticity Declaration* may also be required to accompany the work submitted, or when specifically requested (particularly if the teacher has authenticity concerns).

Failure to complete the *Authenticity Declaration* when requested will result in the submission will not be assessed and will not contribute toward the assessment grade.

3.4 Extension

Assessment work is not accepted after the due date unless exceptional circumstances apply. The only reasons a student will qualify for an assessment date extension, are if the student has:

- a. been unwell – evidenced with a medical certificate,
- b. experienced family trauma – supported by a letter from a parent / caregiver, Dean or guidance counsellor.
- c. another important school commitment conflicts with the assessment date – in which case the student must make arrangements with the teacher in charge of the assessment well BEFORE the due date.

If these criteria are met and an extension is required, the student must complete an *Assessment Extension Application* (refer Appendix 1) and submit this to the *CSE Coordinator* with the appropriate evidence (medical certificate or other written testimony):

- a. at least 3 school days BEFORE the assessment date, or
- b. if the cause is sudden and serious, not more than 3 school days AFTER the assessment date.

The *CSE Coordinator* may request additional written evidence.

Absence from a scheduled one-off examination, test or performance date will normally incur a Not Achieved.

Arrangement for an alternative date may be available if:

- a. the absence is appropriately substantiated, and
- b. an extension is applied for and approved by the CSE Coordinator, and
- c. an alternative date can be arranged, and
- d. the student is not given an unfair advantage,

If an alternative date is approved, the student must not receive any assistance from other students who have already completed the examination, test, or performance.

Failure to meet the extension date or attend the alternative date will result in a Not Achieved.

No further extension is possible.

3.5 Re-Submission

A re-submission may be available to a student who has narrowly missed an Achieved grade for a particular Learning Outcome. A resubmission is not available for all *Learning Outcomes*.

The decision to allow a re-submission will take the following into consideration:

- a. circumstances which may have affected the result,
- b. the student's attendance and performance over the rest of the course,
- c. how practicable it is to arrange a resubmission,
- d. whether fair and authentic assessment conditions are available for resubmission.

The resubmission must be made to the teacher as soon as possible after the assessment has been completed. The amount of time provided for a resubmission depends on the nature of the assessment and must confidently assure authenticity.

No further teaching or learning can take place.

A student only has access to an Achieved grade from a resubmission. A resubmission does not allow students to gain Merit or Excellence grades.

A student wanting to resubmit work must contact their teacher promptly (within 2 school days) after receiving their result, to find out whether resubmission is available.

After receiving the result of a resubmission, the appeals process is available to the student, however the appeal will consider the originally assessed work, not the resubmitted work.

3.6 Appeal

If a student believes their work has not been assessed fairly, or they dispute the result of an assessment, the student may appeal the assessment decision by completing and submitting an *Assessment Appeal Application* (refer Appendix 1) to the *CSE Coordinator*.

Before submitting an appeal, we recommend students first discuss their concerns with their teacher.

An *Assessment Appeal Application* must be received by the *CSE Coordinator* within five (5) school days of the results being issued.

After receiving the outcome of the appeal, if the student is still not satisfied with the assessment decision, we recommend the student discuss their concerns with:

- Class Teacher
- CSE Coordinator
- CSE National Moderator

If the student continues to be unsatisfied with the assessment decision, the student may apply to the *CSE National Moderator* to have the assessment result independently reviewed.

3.7 Aegrotat Assessment

When a student has been absent from an assessment which cannot be re-offered or is unable to perform to the best of their ability through critical circumstances beyond their control, they may apply for Aegrotat Assessment.

An Aegrotat Assessment is an appraisal of how a student is likely to have achieved had the assessment been attempted or performance unimpaired.

While Aegrotat Assessments are rare, they may be considered when a student has been prevented from attending an assessment due to sudden illness, injury, trauma, or personal bereavement.

An *Aegrotat Assessment Application* for (refer Appendix 1) must be made to the *CSE Coordinator* within ten (10) school days of the assessment date supported by appropriate documentary evidence.

The *CSE Coordinator* and *CSE National Moderator* will assess the application, considering:

- a. The student's class work and attendance,
- b. Past achievement during the course of study,
- c. Likelihood of achieving successfully, and
- d. Participation in Special Character Activities.

3.8 Special Assessment Conditions

Special assessment conditions provide extra help for approved learners so they can complete NZCSE Learning Outcomes. Such assistance could include the use of a writer or reader, computer access, rest breaks, or enlarged font size.

When a student wants to access special assessment conditions due to impairment, illness, injury or learning disability, the student must provide:

- a current medical certificate (no more than 12-months old), or
- other appropriate documentation which clearly establishes the nature of the barrier impacting the student's ability to complete assessments without the Special Assessment Conditions.

Applications for special assessment conditions must be made by the school's *Special Education Needs Coordinator* (SENCO) to SEDT on behalf of the student using the *Special Assessment Conditions Application* (refer Appendix 1).

Applications must be made within the first two (2) weeks of the start of the unit of learning, unless the impairment arises from a subsequent event (e.g. accident).

Special assessment conditions may include:

- **A Time Allowance:** additional time may be granted for assessments events and, under exceptional circumstances, assignment deadlines.
- **Modifications to Assessment Requirements:** written assessment instructions may be modified, such as enlarging the font size, provision for oral responses, etc.
- **Use of Equipment or Resources:** use of computers, dictionaries, or other aids may be permitted for students who have difficulty reading or writing, if this is the usual method of communication. Approval will not be granted if the request is made on the grounds that a student has untidy writing.
- **Examination or Test Assistant:** the assistance of a Reader, Writer or Reader/Writer may be provided. Extra time and a separate examination room may also be required to accommodate the reading/writing assistance.

When *special assessment conditions* have been approved, there must be effective communication between the SENCO Co-ordinator, teacher, parents, and student prior to the assessment to ensure that the assistance required is available.

If a student, parent or caregiver has questions about the *special assessment conditions*, they should first approach their teacher. If further clarification is required approaches can be made to the school's:

- a. Learning Enrichment Coordinator
- b. CSE Coordinator
- c. High School Director

3.9 Assessment Misconduct

Dishonest or improper practices in formal assessments include:

- a. copying from another student,
- b. plagiarising work without acknowledging the source,
- c. cheating in controlled formal assessments (tests, quizzes, examinations),
- d. extensive and inappropriate collaboration on assignments.

Our School has procedures for dealing with such practices by students in formal assessments, which also protects student rights.

When dishonest or improper practice is suspected, this is referred to the *CSE Coordinator* who will investigate the claim.

If dishonest or improper practice is proven, the student will be graded at Not Achieved and there will be no opportunity to re-sit the assessment.

Instances of gross dishonesty or improper practice will also be referred on to the School Principal, and further consequences may apply.

3.10 Copies of Student Work

Before work is submitted for marking, each student must ensure they retain a separate copy of their work in case their work is accidentally lost, damaged, or destroyed.

3.11 Digital Submissions

While digital submissions of work may be acceptable, it is recommended that students also provide a hard copy by the due date, because digital transmission is sometimes unreliable.

3.12 Feedback and Reporting

Feedback on progress and results will generally be provided to students during classroom time when the grades for a particular block are given out to the class.

However, students may also request additional feedback from individual teachers directly.

As results are available, a student's Record of Achievement is updated by the school and students are supplied with a login to the SEDT results database where they can view and print their interim results.

However, these "raw" or "interim" results are not final until they have been confirmed by the *Qualifications Committee* and the SEDT final *Record of Achievement* is available after the end of the academic year.

3.13 Questions and Concerns

If a student has questions or concerns about assessment regulations, they should first approach their teacher.

If further clarification is required, the student, parent or caregiver should contact the:

- a. Class Teacher
- b. CSE Coordinator
- c. High School Director

Appendix 1 - Forms

- **Assessment Authenticity Cover Page**
- **Assessment Extension Application**
- **Assessment Appeal Application**
- **Special Assessment Conditions Application**

Assessment Authenticity Cover Page

This document is to be completed and attached to the front of the assessment.

DETAILS	Student Name			
	Subject			
	Learning Outcome			
	Assessment Task			
	Due Date		Word Count	

DECLARATION			
<ul style="list-style-type: none"> ✓ I declare that this is an original assignment and is entirely my own work. ✓ Where I have made use of the ideas, words, or work of others, I have acknowledged the source in every instance. ✓ Where I have used any diagrams (including modifications) prepared by others, I have acknowledged the source in every instance. ✓ I am aware of what constitutes cheating, and the penalties for plagiarism and cheating as described in NZCSE Regulations on Assessment Misconduct. ✓ I am aware that the content of this written work may be checked against an electronic database. ✓ I have supplied the correct word count and have taken no steps to cause disclosure of an incorrect word count for the assessment. ✓ I have made and retained a copy of this original assignment. 			

STUDENT SIGNATURE	
--------------------------	--

OFFICE USE	Date Received		Time Received	
	Assessor Name			
	Assessor Comments			Grade

ASSESSOR SIGNATURE	
---------------------------	--

Assessment Extension Application

Complete and submit to the CSE Coordinator at least 3 days before the due date.

DETAILS	Student Name			
	Subject			
	Learning Outcome			
	Assessment Task			
	Due Date		Today's Date	

EXPLANATION – why is an extension being requested, and how many days are requested?
SUPPORTING EVIDENCE ATTACHED – e.g. medical certificate, counsellor or parent letter etc.

STUDENT SIGNATURE	
--------------------------	--

OFFICE USE	Extension Approved (tick)		Extended Date	
	Extension Declined (tick)		Due Date	
	Reasons			

CSE COORDINATOR SIGNATURE	
----------------------------------	--

Completed copies to student, teacher and CSE Coordinator file.

Assessment Appeal Application

Complete & submit this application to the CSE Coordinator within 3 days of receiving your results.

DETAILS	Student Name			
	Subject			
	Learning Outcome			
	Assessment Task			
	Due Date		Today's Date	

EXPLANATION – explain why you believe this result should be reviewed

STUDENT SIGNATURE	
--------------------------	--

OFFICE USE	Reviewer's Name		
	Reviewer's Comments		Reviewer's Grade

REVIEWER'S SIGNATURE	
-----------------------------	--

Completed copies to student, teacher and CSE Coordinator file.

Special Assessment Conditions Application

Completed and submit this form to the CSE Coordinator for approval by the Qualifications Committee.

DETAILS	Student Name				
	EVIDENCE that special assessment conditions are required – please describe source <i>e.g. school specialize assessment, doctor's certificate, health specialist report</i>				
	<i>The school must retain the original source documents – these are not required to accompany this application.</i>				
	Date of latest evidence				
	EVIDENCE related to medical condition – please describe the condition				
	Special Assessment Conditions that have been recommended:				
	Reader			Writer	
Reader / Writer			Extra Time		
Other		<i>Specify</i>			

DESCRIBE each assessment activity, subject or learning outcome for which assistance is required <i>e.g. examinations, tests, assignment deadlines, performance activities.</i>

STUDENT SIGNATURE	
--------------------------	--

OFFICE USE	Application Approved (tick)		Application Declined (tick)	
	Assessor Name			
	Assessor Comments			

ASSESSOR SIGNATURE	
---------------------------	--

Completed copies to student, teacher and CSE Coordinator file.

Appendix 2 – NZCSE Level 1 Learning Outcomes

Core Learning Outcomes

Students must achieve a **minimum total of 50 NZCSE points**, comprising any of the following Core Learning Outcomes, **with at least ONE learning outcome from each** of the following subjects:

1. English (Level 1)
2. Social Sciences (Level 1)
3. Sciences (Level 1)
4. Mathematics (Level 1)
5. Practical Art & Technology (Level 1)
6. Drama / Music / Movement (Level 1)

At least 5 NZCSE points from the **Literacy (L)** and **5 NZCSE points** from the **Numeracy (N)** learning outcomes.

Any number Level 2 and Level 3 learning outcomes can count towards to the required 50 Level 1 NZCSE points, provided the Core requirements (above) are met.

For evidence of numeracy to University Entrance standard, the student enrolled for the NZCSE Level 1 can achieve 9 NZCSE points in approved numeracy (UE Numeracy) Learning Outcomes at Level 1, or Level 2.

Optional Learning Outcomes

7. Second Languages (Level 1)
8. Digital Technologies (Level 1)

Endorsement Awards

Highly Commended is awarded to students who achieve at least 30 points at **Merit** or higher.

Distinction is awarded to students who achieve at least 30 points at **Excellence**.

Appendix 3 – NZCSE Level 2 Learning Outcomes

- A. Students must achieve *at least 18 NZCSE points* (out of a total of 50 NZCSE points) from the **Core Learning Outcomes**, with at least ONE (1) Learning Outcome from EACH of the SIX (6) **Core Learning Outcomes**:

Core Learning Outcomes

1. English (Level 2 - Core)
2. Social Sciences (Level 2 - Core)
3. Sciences (Level 2 - Core)
4. Mathematics (Level 2 - Core)
5. Practical Art & Technology (Level 2 - Core)
6. Drama / Music / Movement (Level 2 - Core)

- B. Students must also achieve *at least 32 NZCSE points* (out of a total of 50 NZCSE points) from EITHER the:

- Level 2 **Core Learning Outcomes** or
- Level 2 **Additional Learning Outcomes**

in a combination which may include:

- *up to 10 NZCSE points* from either Level 1 Learning Outcomes and / or any number of Level 3 Learning Outcomes,
- *up to 5 NZCSE points* (i.e. 8 NZQCF credits) from approved NZQA standards.)

Additional Learning Outcomes

7. English (Level 2 - Additional)
8. Social Sciences (Level 2 - Additional)
9. Sciences (Level 2 - Additional)
10. Mathematics (Level 2 - Additional)
11. Practical Art & Technology (Level 2 - Additional)
12. Drama / Music / Movement (Level 2 - Additional)
13. Creative Response (Level 2 - Additional)
14. Second Languages (Level 2 - Additional)
15. Digital Technologies (Level 2 - Additional)
16. Applied Learning (Level 2 - Additional)

C. For evidence of **Literacy** and **Numeracy to University Entrance** standard, the student enrolled for the NZCSE Level 2 must achieve:

- *at least 4 NZCSE points in approved UE Literacy (Writing) Learning Outcomes at Level 2 or higher,*
- *at least 4 NZCSE points in approved UE Literacy (Reading) Learning Outcomes at Level 2 or higher,*

NOTE: The *total of 8 UE Literacy NZCSE points* is equivalent to *13 NZQCF credits*.

- *9 NZCSE points in approved UE Numeracy Learning Outcomes at Level 1 or higher.*

NOTE: The *total of 9 UE Numeracy NZCSE points* is equivalent to *14 NZQCF credits*.

Endorsement Awards

Highly Commended is awarded to students who achieve at least 30 points at **Merit** or higher.

Distinction is awarded to students who achieve at least 30 points at **Excellence**.

Appendix 4 – NZCSE Level 3 Learning Outcomes

A. Students must achieve *at least 18 NZCSE points* (out of a total of 50 NZCSE points) from the **Core Learning Outcomes**, with at least ONE (1) Learning Outcome from EACH of the FOUR (4) **Core Subject areas**:

1. Class 12 Project (Level 3 - Core)
2. Humanities (Level 3 - Core)
3. Sciences (Level 3 - Core)
4. Arts (Level 3 - Core)

B. Students must also achieve *at least 32 NZCSE points* (out of a total of 50 NZCSE points) from a selection from the following **UE Subject areas**:

Elective Subjects

5. English (Level 3 - Elective)
6. Mathematics (Level 3 - Elective)
7. Biology (Level 3 - Elective)
8. Practical Art & Technology – Visual Arts (Level 3 – Elective)
9. Practical Art & Technology – Hard Materials (Level 3 – Elective)
10. Practical Art & Technology – Soft Materials (Level 3 – Elective)
11. Drama (Level 3 - Elective)
12. Music Studies (Level 3 - Elective)
13. Applied Learning (Level 3 - Elective)

C. To achieve University Entrance, the student enrolled for the NZCSE Level 3 must achieve:

- NZCSE at Level 3,
- *9 NZCSE points* in each of **three** approved University Entrance subjects,
- *at least 4 NZCSE points* in approved UE Literacy (Writing) Learning Outcomes at *Level 2 or higher*,
- *at least 4 NZCSE points* in approved UE Literacy (Reading) Learning Outcomes at *Level 2 or higher*,
- *9 NZCSE points* in approved UE Numeracy Learning Outcomes at *Level 1 or higher*.

Endorsement Awards

- **Highly Commended** is awarded to students who achieve at least 35 points at **Merit** or higher.
- **Distinction** is awarded to students who achieve at least 35 points at **Excellence**.