



## National Qualification Framework Assessment Procedures

### Student Information 2013

#### Introduction

Gaining National Qualifications is the main focus for students in Years 11, 12 and 13. It is important that you and your parents/caregivers understand the qualifications systems in the different years and what is expected of you to be eligible for these qualifications. Part A goes through the different qualifications being offered at each level and Part B goes through your requirements and responsibilities with the assessment towards National Qualifications. You need to read this information to ensure that you meet all the requirements for the qualifications linked to each of your courses.

**Read both sections and sign the declaration below, then please return the front page to your Form Teacher.**

- I have read the student guidelines on assessment for qualifications.
- I agree that I will abide by these guidelines and acknowledge that all work I submit for assessment must be my own work.
- I also give permission for my work to be stored by the teacher for moderation purposes and possible use as a benchmark.

Signed: \_\_\_\_\_

Name: \_\_\_\_\_ Form Class: \_\_\_\_\_

Parent/Caregiver: \_\_\_\_\_

# **Part A -THE QUALIFICATION**

## **National Certificate of Educational Achievement**

Students gain credits by successfully completing standards. Many courses have a mix of internally and externally assessed standards. Internal assessment is work that is set and assessed within the School by the student's teachers. External assessment is usually by an examination run nationally by the New Zealand Qualifications Authority at the end of the year.

### **NCEA Level 1**

80 credits at Level 1 or above are required including both the literacy and numeracy credits which from 2013 are as follows:

Minimum of 10 credits in both literacy and numeracy through either:

- Achievement standards - <http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/secondary-schools-supporting-information/level-1-literacy-and-numeracy-requirements/lit-num-subjects/> available through a range of subjects - (minimum total of 10 credits), or
- Or Unit standards - package of three unit standards (total of 10 credits) - **all** three required for both literacy and numeracy.

All courses in Year 11 offer opportunity for students to gain credits towards NCEA Level 1.

### **NCEA Level 2**

Most Year 12 subjects will be assessed by Level 2 standards. 80 Credits in total are required. At least 60 credits must be at level two or above. (20 credits from the level one total can count toward NCEA level two)

Student need to have literacy and numeracy standards mentioned above to be awarded Level 2.

### **NCEA level 3**

Most Year 13 subjects will be assessed by Level 3 standards. These can be used to gain NCEA Level 3 and are also important for gaining entrance to university.

To gain NCEA Level 3 students will need 60 credits at Level 3 or above and have 20 credits at Level 1 or 2. Student need to have literacy and numeracy standards mentioned above to be awarded Level 3.

However there are numeracy and literacy requirements to gain University Entrance.

## University Entrance

<http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/>

To gain University Entrance a student needs to have been awarded the following over his/her time at school:-

### Sufficient Level 3 Credits

- 14 Level 3 credits in two approved subject
- **Plus** a total of 14 Level 3 credits in another two subjects or domains
- **Plus** 4 credits in reading and 4 credits in writing from approved standards.
- <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements-2012-2013/>
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- **Plus** numeracy by having 14 credits at Level 1 or higher in Mathematics or Pangarau.

## New Zealand Scholarships

This is an award which students can opt to enter in consultation with their teachers.

New Zealand Scholarship is designed to extend very high achieving students in each subject. The content for the examination in each subject is the same as for the Level 3 course but the examination tests the ability of the student to link ideas and show higher order thinking skills.

All scholarship students are assessed externally by either an extra examination at the end of the year or by submitting a portfolio of work where applicable. Scholarship is worth no credits towards NCEA Level 3. Scholarships are monetary awards which can be gained in one or more subjects.

## **Other Qualifications**

Other qualifications on the New Zealand Qualifications Framework are available through various ITO's eg.SFRITO (Outdoor Education), BCITO (Building), ATTTO (Tourism)

Gateway and STAR courses are also in operation offering many opportunities to the students at this School to gain credits towards National Certificates.

## **Part B Student Guidelines**

### **Entry to Courses**

1. Students select and enter a full time courses, unless special permission has been gained from the Principal. The Dean will consult with the Principal and the subject teachers/HOLA before any course change can be allowed.
2. At the start of each course all students are to receive a course outline for the subjects and a full assessment statement which details the full title, NQF number, credit value, timing and type of each assessment that will be used during the course. The exact dates may not be given at this stage.

### **Assessments**

1. Students will be given at least seven days' notice of the specific date and time of assessments.
2. To be eligible for assessment work must be handed in or carried out on the date set. Students must take assessment dates into consideration when arranging work exploration, doctor and dentist appointments etc. Avoidable absence is not acceptable. What is acceptable is
  - sickness with a doctor's note
  - personal/family issues, eg bereavement with a note from parent/caregiver
  - School sporting or cultural activities with a note from the teacher in charge before the activity.
3. If students realise they will have difficulty meeting the due date they must discuss this with their teacher before the due date. In special circumstances, extensions to the due date of assessed work may be granted.
4. If a student is absent on the day work is to be handed in, then they should arrange for it to be brought into school and have it delivered to the main office.
5. Students who miss the assessment or are unable to hand in an assignment by the due date for a legitimate reason must provide medical certificates. The student may be assessed, if possible, at another time.
6. Students may apply for compassionate consideration for any external assessment that has been missed, following NZQA procedures. The student must make an application to the Deputy Principal. The grade awarded will be based on standard specific evidence from the school year, eg school exams.
7. All students (except in exceptional circumstances) should be given at least one further opportunity to produce further evidence. Further evidence can be

used to improve all student levels of achievement, eg Not Achieved to Achieved, Achieved to Merit and Merit to Excellence.

## **Missing an Assessment**

Missing an assessment falls into four categories:

1. Beyond the student's control (eg. Sickness or bereavement)

When an absence is due to sickness reasons or school events, where feasible, students will be allowed to attempt the assessment task or be granted an extension. A note must be written to the subject teacher from a parent/caregiver stating date of absence and reasons for absence. This note will be passed on to the Deputy Principal for consideration. A medical certificate may be asked for.

2. School trips (field trips, sports or music events)

The student must endeavour to inform the subject teacher as early as possible before the date of the assessment.

3. Self-interest (Family holidays, appointments in town) The student's result will be recorded as not achieved no further opportunity for assessment will be given

4. Wilful absence, eg truancy or deliberately not handing work in. The student's result will be recorded as not achieved no further opportunity for assessment will be given

**Note:** If an absence can be foreseen, the teacher must be informed as early as possible. An absence may exclude a student from attempting some credits if there is no further assessment opportunity for that section of the course.

## **Late Work**

1. The deadline for all work must be advised when the exercise is set.

2. Assignment work is to be clearly named and secured.

3. It is the student's responsibility to ensure that the class teacher receives the work.

4. Late work will be recorded as not achieved.

## **Compassionate Consideration is available for External Assessments**

1. Students who consider their performance in an External assessment for any qualifications has been seriously impaired may seek compassionate consideration by applying to the Principal's Nominee. The candidate will be provided with the appropriate application form.
2. A medical report, in the case of illness or injury, and documentary evidence, in the case of other compassionate applications, must be produced by the candidate for the Principal's Nominee.
3. The Principal's Nominee will decide whether a compassionate consideration application to NZQA will be made.
4. If compassionate consideration is granted an assessment will be made of the level of attainment. The Principal's Nominee shall take advice from the subject teacher/HOLA who will judge the quality of any work actually completed by the applicant for the assessment or any work related to the learning outcomes. The grade suggested must be based on evidence. If there is insufficient evidence, no grade will be awarded.

## **Breaches of Assessment Rules**

1. All work handed in for assessment must be the student's own work, that is, it must be authentic. All reference material or sources of information should be acknowledged appropriately in the form of a bibliography.
2. Students are required to sign an authenticity declaration that the work they submit is their own.
3. Students may be required to reproduce work of a similar standard to validate the authenticity of the initial assessment.
4. Students must not disrupt assessment or hinder other students in any way.
5. If students are found to submit work which is not their own, disrupt assessment or hinder others, they will not receive any credits or grades for the assessment. If students knowingly allow other students to copy their work and submit it for assessment their work will also be ruled ineligible for credit or a grade.
6. Alleged breaches of assessment rules will be investigated by the Dean who in turn will report to the Deputy Principal who will make the decision about the action to be taken. The appeal process operates in relation to outcomes of breaches of assessment rules.

## **Appeals and Procedure**

1. Students are able to lodge an appeal if they are unhappy about
  - an assessed or recorded result,
  - not being given a further assessment opportunity (if applicable),
  - the outcome relating to a breach of rules investigation.
2. The students must first approach the teacher conducting the assessment (normally the subject teacher) and discuss the problem. The appeal must be made within three school days, of the assessment result being given to the students. By mutual agreement, a satisfactory solution can usually be worked out at this stage. Work that has been altered will not be considered for appeal.
3. If the problem still exists, the student can approach the Head of Learning Area (HOLA) who is responsible for overseeing the assessment policies and recording of marks and appeal the decision of the marker or recorder. At this point the student will need to complete the appeal form which will be made available by the HOLA. If the teacher is the HOLA, then the Deputy Principal is to be approached.
4. The HOLA/Deputy Principal will investigate the appeal and make the decision. The student will be informed of the result in writing.
5. A further appeal can be made to the Principal whose decision is final.

## **Acknowledgment and Recording of Assessment Results**

1. Subject teachers keep a record of student assessments in their teacher's planner mark book and on the KAMAR computer system. Students are able to check the record of their own results.
2. Students are to be encouraged to keep a record of their own assessments for each subject in their student planner.
3. Students who are unhappy with the assessment or recording of their results are to follow the appeals procedure.
4. Students work and results will be treated with due regard to privacy.



## **Keeping Student Work**

The School may be required to keep student work for the purpose of moderation or during the time frame for any appeal. Students will always be informed of this and will be given the opportunity to look at the marked work to check assessments.

## **Special Assessment Conditions**

Candidates who qualify for special assessment conditions will need to have been identified by either the Learning Support Teacher or Guidance Counsellor after being advised by TICs or HOLAs.

Applications for reader/writer assistance for a particular year will be made on line by the Learning Support Teacher on behalf of the candidate.

## **Financial Assistance**

The Deputy Principal will issue every candidate with an application form for financial assistance and information when they are made available by NZQA. Reminders will be circulated in the School newsletter. Each return will be dealt with confidentially and the Deputy Principal will apply online before the due date.