



PAPAMOA
COLLEGE

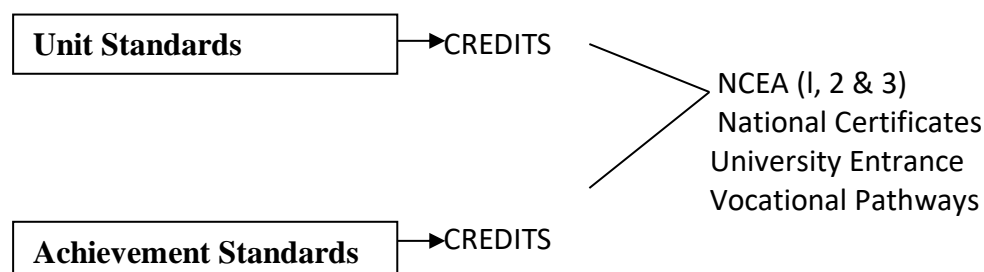
NCEA Handbook for Students 2018

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INTRODUCTION

Students at Papamoa College will be assessed against Achievement Standards to generate credits towards a Level 1, 2 or 3 **National Certificate of Educational Achievement (NCEA)**. Some students may also be assessed against selected Unit Standards.



QUALIFICATIONS AVAILABLE

NCEA level 1

When students have achieved 80 credits at Level 1 or higher, they will qualify for a Level 1 Certificate. Ten of these credits must be from **numeracy** standards and ten other credits must be from **literacy** standards. The skills for literacy can be assessed either in English OR in Te Reo Maori (or a combination of these). Generally, the literacy credits come from an English course and numeracy credits are gained through Mathematics but they may come from a range of courses. The NCEA Level 1 Literacy and Numeracy requirement **must** be met to achieve the Level 2 and Level 3 NCEA qualification.

Literacy requirement

Minimum of 10 credits through either:

- Specified assessment standards - specified achievement standards available through a range of subjects and English for Academic Purposes unit standards (minimum total of 10 credits), or
- Unit standards - package of three specific literacy unit standards (total of 10 credits -all three required).

Numeracy requirement

Minimum of 10 credits through either:

- Achievement standards - specified achievement standards available through a range of subjects - (minimum total of 10 credits), or
- Unit standards - package of three numeracy unit standards (total of 10 credits - all three required).

NOTE: If students are awarded a Level 1 Certificate (80 credits) they will generally be able to study all of their subjects at a higher level the following year. Students need to check out individual courses for entry requirements (See the Senior Curriculum Guide).

NCEA Level 2

To gain a Level 2 Certificate, students need 80 credits, 60 of which must be at Level 2 or above, **PLUS** 20 credits at any other level (ie Level 1 or 3). Credits can be used for more than one qualification; so some of the Level 1 credits can count towards a Level 2 certificate.

NOTE: Entry to Year 13 courses is usually dependent on a student achieving a Level 2 Certificate but again, students need to check out individual subject requirements. (See the Senior Curriculum Guide)

NCEA Level 3

To achieve a Level 3 Certificate students need to achieve 80 credits, 60 of which must be at Level 3 (or above), and 20 at level 2 or above. As well as achieving a Level 3 Certificate, students have a chance of gaining University Entrance.

OTHER AWARDS OR ENDORSEMENTS

University Entrance

To be awarded University Entrance, students will need :

- NCEA Level 3
- Three subjects-at Level 3 or above, made up of:
 - 14 Credits each, in three approved subjects (see Senior Curriculum Booklet for a list of approved subjects)
- Literacy – 10 credits at Level 2 or above, made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy – 10 credits at Level 1 or above, made up of:
 - Achievement Standards – specified achievement standards available through a range of subjects, or
 - Unit Standards – package of three numeracy unit standards (26623, 26626, 26627 –all three required).

Once students have met the requirements of University Entrance, it will appear on their Record of Achievement.

Scholarship

Scholarship is not part of NCEA and is designed to extend top-level students. The subjects are externally examined and successful candidates are rewarded financially. Scholarship is an **award** rather than a qualification.

Certificate Endorsements

NCEA can be endorsed with overall Merit or Excellence:

- Merit endorsement – fifty or more credits at Merit or Excellence
- Excellence endorsement - fifty or more credits at Excellence

Course Endorsements

Students will gain an endorsement for a course if, in a single school year, they achieve:

- 14 or more credits at Merit or Excellence, where
- at least 3 of these credits are from externally assessed standards and 3 credits from internally assessed standards. Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

Vocational Pathways Award

To achieve the Vocational Pathways Award, a learner must:

- achieve NCEA Level 2 which includes literacy (10 credits) and numeracy (10 credits) at Level 1 or above, and
- achieve 60 x Level 2 credits from the Recommended Assessment Standards for a Vocational Pathways, including 20 x Level 2 credits from Sector-Related Standards for the same sector. *Credits from the Recommended Assessment Standards and Sector-Related Standards must come from the same Vocational Pathway e.g Primary Industries.*

A learner can achieve more than one Vocational Pathways Award if they complete more than one Vocational Pathway.

A learner can see any Vocational Pathways Award they have achieved through the learner login on the NZQA website. Achievement is recorded on the learner's Record of Achievement.

ASSESSMENT INFORMATION GIVEN TO STUDENTS

In addition to this Student Assessment Handbook for school-wide procedures, students will also receive an Assessment Plan for the year and learning guides for each area of study.

1. Assessment Plan

The course assessment plan provides an overview of the NCEA assessment for the year and is developed by the Curriculum Leader in consultation with other staff. The assessment plan should be provided to students at the very start of the course, generally this would be at the beginning of the academic year.

For each standard used in the course, the assessment plan will identify the:

- Standard registration number and version
- Standard title
- Number of credits
- Mode of assessment as either internal or external
- Date of submission or assessment
- Opportunity for reassessment

2. The Learning Guide

The Learning Guide is specific to each course and is provided to students at the beginning of each term. Staff should ensure that students are familiar with the information available on the learning plan and ensure that students use it as a constant guide to their learning.

The learning guide will provide information such as the:

- Intention for learning each week
- Standard registration number and version number
- Learning Intention
- Resources available
- Success Criteria
- Date of assessment submission
- Opportunity for staff to sign off on student milestones

AUTHENTICATION OF STUDENT WORK

It is extremely important that any work submitted for assessment is a student's own effort because copying is in actual fact cheating. This does not mean that quotes can never be used, but when anything is quoted, the source must be acknowledged and the quote clearly identified. It is recommended that students use reference formatting as described below to record sources. To ensure that the work submitted is a student's own effort an **"Authenticity Statement"** must be attached to each assessment that has a component that is completed outside of the classroom. (See *Appendix*) The Authenticity Statement can also be downloaded from Wave.

Bibliography Conventions

Students should acknowledge ideas gained from other sources, even if not directly quoted, preferably following APA guidelines, or at a minimum:

1. Show material quoted using quotation marks at the start and finish of the quote. Also, it is advisable to show the material that is quoted in italics.

eg. *"Papamoa students demonstrate incredible intellect"*

2. Immediately follow the quote, or the information used, with the author(s) name(s) and year of publication of the quote or information and page number (if appropriate), in brackets.

eg. *"Papamoa students demonstrate incredible intellect"* (Ballard, 2011, p.188).

3. The final page of your assessment should be headed Bibliography – this should contain information on authors/books used or quoted in the assessment.

Last Name, Initial. (Year Published). Book Title. Publisher City: Publisher Name.

eg Ballard, D. (2011). *The New Students*. New York: Scholastic.

APPEALS

This is a process when a student feels that an injustice has been done by a teacher in the application of an assessment procedure eg marking, resubmissions, late policy etc.

Such an appeal should not be made for frivolous reasons and all genuine appeals will be treated seriously. An appeal could be lodged for a number of reasons:

This is a process undertaken when a student feels that school assessment policy has not been followed. Appeals should not be accepted from students for frivolous reasons but they need to be assured that all genuine appeals will be treated seriously. An appeal could be lodged for a number of reasons:

- Parts or sections of an assessment were not marked.
- When the success criteria were collated an error was made.
- Conflict over a teacher's interpretation of the marking schedule.
- Work that has been judged as not authentic.
- Application of the school's missed or late assessment policy.
- Application of the school's further assessment policy.

Is there a time limit for an appeal to be lodged?

Yes – an appeal must be lodged **in writing within 7 school days** of the event under appeal (*See Appendix*). The appeal form is also available on Wave.

Who do students hand the appeal to?

This should be initially submitted to the teacher concerned for consideration. Generally, appeals are resolved at this level but if students are still not satisfied students may approach the Curriculum Leader to investigate and make a decision. If still not satisfied, students may appeal to the Principal's Nominee, to investigate and make a decision. There is further provision to make a request for an independent expert to verify a grade.

SPECIAL ASSESSMENT CONDITIONS

NZQA make special provision for those with permanent or long-term conditions such as physical disabilities, sight or hearing problems, certain medical conditions and reading/writing difficulties. There are a number of different categories under which students can make application for assistance:

- A reader
- Use of a computer or writer
- Additional time

What do I do if I think that I qualify for assistance?

You should talk your teacher or to staff in the Learning Support Centre and make sure that an application has been lodged.

NOTE: These applications need to be made as soon as possible and certainly no later than the end of Term 1 each year.

What else do I need to do?

Students eligible will generally have been identified during Year 9 or 10 and currently be working with the Additional Support Centre. The only additional requirement before Special Assistance is granted is that during school tests or exams, the same help is provided before application is made for the external exams. The SENCO (Mrs West), will advise you further.

DISHONESTY & MISCONDUCT

The following information relates to **internal assessment** only. (External assessments are controlled by NZQA and separate regulations are detailed in exam packs issued to all students later in the year). If students are found to have cheated in a formal assessment situation they may expect to:

- be called to provide an explanation to the Principal's Nominee' be awarded "Not Achieved" and no further assessment opportunities allowed
- have their parents advised in writing by the Principal's Nominee

NOTE: Students who are found to have been dishonest AND who have signed an authenticity statement are guilty of gross misconduct. Such dishonesty may well result in action by NZQA.

Plagiarism

Plagiarism or copying work and not acknowledging the source is another serious breach of rules and may result in:

- a reduction or removal of a grade depending on the extent of copied work
- no further assessment opportunities
- being called to provide an explanation to the Principal's Nominee
- have their parents advised in writing. The appeal process may also be used when any breach of the rules has taken place. (*See Appendix*)

PRIVACY AND ACCESS

You have certain rights of access to and privacy over your grades and these include:

- Results/grades will be reported individually to students
- Your work and recorded grades will be stored securely
- You will have reasonable access to view your assessed work during the current year

Completed assessments, once the time limit for appeals has elapsed, will be returned to you. Assessments that will be used for moderation will be photocopied and stored by the school.

APPENDICES

Appendix 1

Papamoa College NCEA POLICY STATEMENT Level 1, 2 and 3

For the attention of all students doing NCEA courses.

The following is a summary of our school's policy on the management of NCEA. Our goal is for our students to gain the best possible qualification before they leave school. We will achieve this by:

- i. Having well structured programmes of work.
- ii. Providing high quality teaching.
- iii. Providing high quality resources.
- iv. Providing suitable pathways for students of all abilities.
- v. Keeping good records on individual students' progress.
- vi. Giving good advice and guidance to students in their subject choices.
- vii. Identifying students who require special assessment conditions and making provision for them.

Moderation

Each department in the school will ensure that all students are being assessed with fairness and consistency and that assessments are at an appropriate level.

Recording of Results

- Students are to verify and check the grades they receive by signing a computer printout of the final assessment for each standard.
- Students are encouraged to keep a record of their own internally assessed standard results.

Authenticity of Work

- Students must sign statements verifying that work for assessment is their own.
- Long term research type assignments will be checked off at regular intervals by the teacher.

Further Assessment Opportunities

- Subjects do offer further assessment opportunities for most standards. It is therefore very important that all assessment deadlines are met. Assessments must take priority over any out-of-school activities, eg, sporting fixtures, trips, etc).
- Students should check with the curriculum area concerned and consult their teachers for information on curriculum area policies. Each curriculum area has different procedures for further assessment opportunities and these should be carefully noted.

Appeals

- Any student who feels that an injustice has been done in the award of a grade must approach the teacher as soon as possible.
- Students may appeal results. The following are possible grounds:
 - a. Parts or sections of an assessment were not marked.
 - b. When the success criteria were collated an error was made.
 - c. Conflict over a teacher's interpretation of the marking schedule.
 - d. Work that has been judged as not authentic.
 - e. Application of the school's missed or late assessment policy.
 - f. Application of the school's further assessment policy.
- Appeals must be in writing, clearly stating the reason for an appeal.
- Appeals must be lodged within seven days of the event being appealed. After this seven day period any appeal will be considered on an individual basis.
- Work that is in pencil or has twinkled-out sections or other alterations not signed off by the teacher will not be considered for appeals.
- Appeals are to be initially directed to the teacher concerned, but if not resolved satisfactorily they may be referred to the Curriculum Leader and/or NZQA Principal's Nominee.
- If any student is dissatisfied with the school's decision they may make an approach to the school for an independent expert to verify the grade.

Assignment due dates/Assessment dates

i. Assignment due dates

Achievement Standards or Unit Standards assignments completed at home MUST be handed in either on or before the due date. If sickness or injury prevents this, students should consult with their teacher preferably before the due date

ii. Assessment dates

Students must present themselves for all assessments that count towards final NCEA grades. Failure to be present for such assessments may well mean that students receive "Not Achieved" unless a legitimate reason for absence is given.

Legitimate reasons are situations such as:

1. Family bereavement
 2. Sickness supported by a medical certificate (or a note from parents/guardians)
- Appointments or taking part in sport or cultural activities are not legitimate excuses. Students who have a legitimate excuse for absence may be offered an opportunity to complete the assessment.

Assessment Plan

All students will receive an Assessment Plan for each subject that will provide a course outline and details of all assessment dates.

S Lindsey
PRINCIPAL

ASSESSMENT POLICY

Rationale

Assessment is an integral part of the teaching and learning programme. Its main purpose is to improve teaching and learning by diagnosing learning strengths and weaknesses, measuring students' progress against defined achievement objectives, and reviewing the effectiveness of teaching programmes. Effective assessment procedures will identify specific learning needs and barriers to learning and achievement. Such diagnostic or formative assessment may be formal or informal. The school requires curriculum areas to set clear learning objectives at each level, based on curriculum statements and to assess the achievements of students by regular testing. Curriculum areas will use a variety of assessment strategies to ensure that their overall assessment programme caters for all students. Data collected from assessment tasks will be recorded. It will also contribute to the monitoring of student progress and will provide the basis of reporting to students and parents. Each curriculum area will have in place procedures for collating, recording and storing relevant data for all students and, where necessary, storing student work.

Purposes

1. To promote a consistent approach to assessment across all subjects and levels.
2. To ensure that assessment of students' work complies with the NEGS, NAGS, National Curriculum statements and relevant course outlines.

Guidelines

1. The Senior Leadership Team has the responsibility for maintaining, reviewing and developing assessment policy in the school.
2. Each year the NZQA Principal's Nominee will coordinate school wide NCEA matters, including the management of the school's NCEA policy statement that is provided to all NCEA candidates in the school.
3. On starting a course all students are to receive an assessment plan from their teachers that details how and when their work will be assessed throughout the course of study.
4. Teachers will use a range of assessment strategies to fit a range of assessment purposes.
5. Assessment will be fair, valid and consistent. It should be on-going and as accurate, objective and appropriate as possible.
6. Assessment will form the basis for objective reporting on student progress and attainment.
7. Curriculum Leaders are responsible for overseeing the preparation of assessment tasks and for NZQA requirements for their subject areas. Assessment statements are to be included in Course Outlines.
8. Confirmation and extension of the Consent to Assess is the responsibility of the Senior Leadership Team, in particular the Principal's Nominee should keep the team informed of requirements.

PAPAMOA COLLEGE**AUTHENTICITY STATEMENT**

Student name: _____ **Form:** _____

Student: Work that I have submitted for this assessment is my own.

I also understand that any material used and/or quoted must be acknowledged in the appropriate manner using the bibliography conventions specified on page 4 of the Student Assessment Handbook.

- I have acknowledged all direct quotes and references used in this assessment.
- I understand that plagiarism and/or collusion with other students may result in disciplinary action that may result in a grade being withdrawn.

Student's signature: _____ **Date:** _____

PAPAMOA COLLEGE**ASSESSMENT APPEAL FORM**

Appeals policy: If a student feels that an injustice has been done in the marking of an assessment by a teacher an opportunity is provided to make an appeal. Such an appeal should not be made for frivolous reasons but all genuine appeals will be treated seriously. An appeal could be lodged for a number of reasons:

1. Parts or sections of an assessment were not marked.
2. When the success criteria were collated an error was made.
3. Conflict over a teacher's interpretation of the marking schedule.
4. Work that has been judged as not being authentic.
5. Application of the school's missed or late assessment policy.
6. Application of the school's further assessment policy.

An appeal must be lodged **in writing within 7 days** of the event being appealed using this form and be initially submitted to the teacher concerned. Generally, appeals are resolved at this level but if students are still not satisfied they may approach the LAC and/or the Principal's Nominee. There is further provision to make a request for an independent expert to verify a grade.

(Student to complete this section)

Student name: _____ **Form:** _____

Subject/course: _____ **Level:** _____

Achievement/Unit No: _____ **Date of assessment:** _____

Date results returned: _____

Reason for appeal: _____

Signed (by student): _____ **Date:** _____

(Teacher to complete this section)

Appeal lodged in time: Yes/No **Marker consulted: Yes/No**

Adjustment to grade: Yes/No **Records amended: Yes/No**

Actions taken: _____

Signed (by teacher) _____ **Date:** _____