



WAITAKI GIRLS' HIGH SCHOOL

2020

Information to STUDENTS and PARENTS

POLICY AND PROCEDURES RELATING TO

**THE NEW ZEALAND QUALIFICATIONS
FRAMEWORK:**

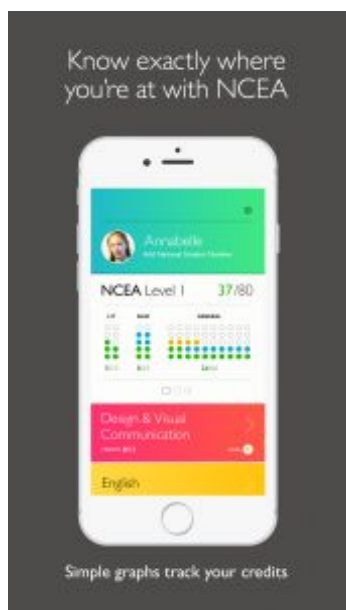
The purpose of this booklet is to provide NCEA information at all levels to students of Waitaki Girls' High School and their parents. It is advisable for students to discuss what is contained inside this booklet with their parents.

It contains general information about NZQA qualifications and outlines Waitaki Girls' High School's procedures surrounding the study towards NCEA.



Contained in this booklet are Google search engine descriptions that will take you to handy documents.

Look for the  sign.

Simply go to a Google search engine on the internet and type in the description given – then choose the top listed google listing given.



The NCEA Guide App is free to download - get it now from:

 or  Google play

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Introduction

Year 11 Students

In Year 11 the main purpose of study is to gain a National Certificate of Educational Achievement Level One. The NCEA Level One is just one of the qualifications available on the New Zealand Qualifications Framework (NZQF).

NCEA Level One requires a minimum of **80 credits**. Each subject that studied this year provides the opportunity to obtain between 18 and 24 credits. Potentially a student could gain as many as 140 credits. Credits can be earned from both **unit** and **achievement** standards, and can be gained at **Merit** or **Excellence** from achievement standards.

Even if the required 80 credits are not gained this year, credits are accumulated and can be added to until a sufficient number have been gained to reach NCEA Level One.

There is a literacy and numeracy requirement in order to gain NCEA Level One. At least 10 credits in Literacy or in Te Reo are required to meet the literacy requirement, and at least 10 credits in Numeracy to meet the numeracy requirement. There are two avenues through which these literacy and numeracy requirements can be gained. The first way is through Achievement Standards which are offered in a variety of subjects and the second way is through Unit Standards in which there will be a special 'package' of three Unit Standards in each of Literacy and Numeracy. All three of the Unit Standards in the package must be passed in order to gain the Literacy or Numeracy requirement.

Some standards will be internally assessed. This means that the school will set the assessment tasks during the course of the year and award credits to those students who meet the required standard. Some subjects are fully assessed with internally assessed standards. Most subjects have at least half of the credits externally assessed at the end of the year when you will sit national examinations.

A **Record of Achievement** (only on request from NZQA – requested through your Learner Log-In) is available early next year that will show all the credits obtained from both internal and external assessment. Not Achieved results will **NOT** be shown on this record (although Not Achieved results for Internal and External Assessments **WILL** be shown on Result Notices).

NCEA Level One may not be the only certificate available in Year 11– some subjects may offer further certificates. Credits that are gained towards NCEA Level One may be re-used for these other National Certificates. An example of another National Certificate is the National Certificate in Mathematics Level One.



UNDERSTANDING NCEA

Year 12 Students

In Year 12 most students will be studying towards NCEA Level Two, which is on the NZQF. Other certificates could be made available to you as well that are on the NZQF. If so, your teacher will explain to you the requirements.

To gain NCEA Level Two, requires a minimum of **80 credits** of which **60 credits must be Level 2 credits**. Level One credits gained can be used towards the other 20 credits required. Credits can be earned from both **unit** and **achievement** standards, and can be gained at **Achieved, Merit** or **Excellence** from achievement standards. Again there will be a mixture of internal and external assessments.

A **Record of Achievement** (only on request from NZQA – requested through your Learner Log-In) is available early next year that will show all the credits obtained from both internal and external assessment. Not Achieved results will **NOT** be shown on this record (although Not Achieved results for Internal and External Assessments **WILL** be shown on Result Notices).

The NCEA Level 1 Literacy and Numeracy requirement must be met to achieve Level 2 NCEA qualification.

Year 13 Students

In Year 13 most students will be studying for NCEA Level Three, which is on the NZQF. Other certificates could be made available to you as well that are on the NZQF. If so, your teacher will explain to you the requirements.

As with the previous two NCEA Certificates, both achievement and unit standards can contribute credits towards the Level 3 NCEA, and you can gain **Merit** or **Excellence** in your achievement standards. There will again be a mixture of internal and external assessments. Credits can be earned from both **unit** and **achievement** standards, and can be gained at **Achieved, Merit** or **Excellence** from achievement standards. Again there will be a mixture of internal and external assessments.

To gain NCEA Level Three, requires a minimum of **80 credits at Level 2 or above**, of which a minimum of **60 credits is at Level Three**. Level Two credits can be used towards the other 20 credits required.

A **Record of Achievement** (only on request from NZQA – requested through your Learner Log-In) is available early next year that will show all the credits obtained from both internal and external assessment. Not Achieved results will **NOT** be shown on this record (although Not Achieved results for Internal and External Assessments **WILL** be shown on Result Notices).

The NCEA Level 1 Literacy and Numeracy requirement must be met to achieve the Level 3 NCEA qualification.

University Entrance:

University Entrance (UE) is the **minimum** requirement to go to a New Zealand university. Students will need all of the following to be awarded UE:

- NCEA Level 3
- Three subjects - at **Level 3 or above**, made up of:
 - 14 credits each, in three approved subjects
- Literacy - 10 credits at **Level 2 or above**, made up of:
 - 5 credits in reading
 - 5 credits in writing

These Literacy credits can be gained from a variety of NZQA specified standards from different subjects.
- 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).

NB: Students are expected to discuss with their individual teachers or Dean which standards are required to gain UE in approved subjects.

The list of approved NZQA subjects, and specified Literacy and Numeracy standards can be found on the NZQA website.



Scholarship:

All students undertaking a Level Three course at Waitaki Girls' High School have the opportunity to gain a scholarship in most subjects.

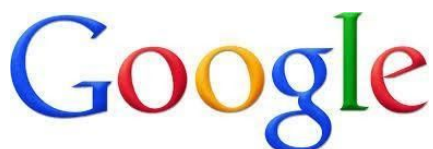
Scholarship is a monetary award to recognise top students. It does not attract credits nor contribute towards a qualification but the fact that a student has gained a scholarship appears on the Record of Achievement.

The scholarship exams enable students to be assessed against challenging standards, and are demanding for the most able students in each subject. Scholarship students are expected to demonstrate high-level critical thinking, abstraction and generalization, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Approach your teacher in the first instance if you think you would like to attempt a scholarship in any particular subject. Mentoring of scholarship subjects may well be available for Scholarship students from expert teachers around the country.

Technology (generic) covers Biotechnology, Electronics and Control, Materials Technology, Production and Process, Food, Structures and Mechanisms, and Information and Communications Technology (ICT). Candidates will be able to submit a portfolio in one of those areas.

For those students interested in Scholarship in any particular subject, please discuss initially with your teacher/s and also inform Ms Sinclair (Year 13 Dean) and Ms Williams (Principal's Nominee) by the end of Term One.



NZQA NEW ZEALAND SCHOLARSHIP

Rewarding Achievement-Endorsements

Achievement standards don't just set out expectations for achieving the standard. They also recognise performance that meets merit or excellence criteria. Students can gain NCEA certificates endorsed with merit or excellence; 50 credits at excellence level will earn an NCEA certificate endorsed with excellence; 50 credits at merit level will earn an NCEA certificate endorsed with merit. (50 credits with a mix of merit and excellence will earn an NCEA certificate endorsed with merit). Certificate endorsements can be gained over more than one year.

Excellence criteria are demanding and students who achieve with excellence for all or most of their standards will demonstrate higher-level thinking skills.

Also available are Course Endorsements. Course Endorsement enables students with strong performances in individual courses to gain Excellence or Merit endorsements in those courses. Students will receive an Excellence endorsement for a course if they gain 14 credits at Excellence level, while students gaining 14 credits at Merit (or Merit and Excellence) will gain a Merit endorsement. To ensure students are capable of performing well in both modes of assessment, in most courses at least three of the 14 credits achieved at Merit or Excellence must be from internally assessed standards, and three from externally assessed standards. A course endorsement must be gained within one academic year.

A course endorsement can be awarded even if a qualification for that level is not achieved. For example, a student may achieve a Merit endorsement in Level 2 Geography course regardless of whether they achieve NCEA Level 2.

Start the year the way you intend to finish.



Special Assessment Conditions (SACs)

Some students will have the need for special assessment conditions.

Generally, students requiring SACs are identified in Year 9 and 10, but any student diagnosed for the first time irrespective of year level should contact Mrs Ballantyne to activate the next steps.

Please note, NZQA requires the school to hold current, documented evidence. This evidence is to be supplied by the student's parents/guardian and come from a suitably qualified, independent and registered professional. When the SACs are approved they are offered in the school's practice assessments, internal assessments and external examinations. In addition to cognitive evidence reports, school-based evidence is also used to support special assessment applications. This evidence may include junior exam results where reader/writer assistance has been used compared with evidence where reader/writer assistance has not been used.

At the start of each year the Mrs Ballantyne will notify subject teachers of any student who requires SACs. Students are encouraged to speak with their teacher prior to any assessment to confirm that the SAC has been arranged and where it will take place.



SPECIAL ASSESSMENT CONDITIONS

The importance of rules

Because this is a national qualification, it is important that each school has rules for its internally assessed achievement standards. These rules are intended to make sure that all students throughout New Zealand are treated fairly and equally. Our rules are based on recommendations from the New Zealand Qualifications Authority, which is responsible for running qualifications on the NZQF. It is important that students and parents read and understand the rules and procedures that are set out on the following pages. They tell you your rights as well as your obligations.

Assessment opportunities

- Our policy is that where practicable and manageable, a second assessment opportunity may be offered at each internally assessed standard. Your best result will count. Note that the second opportunity will be a completely new assessment – not an opportunity for you to sit the exact same previous assessment again. The second attempt will also be sat under the same conditions as the first attempt. So for example, you will not be allowed to do a second attempt at home if the first attempt was done in class.
- A further assessment opportunity will not be offered when you have chosen for an unacceptable reason not to take the first opportunity.
- Be aware of standards that will only be offered once-this information will be on the assessment statement given at the beginning of the year.

A re-submission opportunity will only be given to you if your teacher judges that a mistake that has been made by you can be discovered and corrected by yourself and your initial result is on a grade boundary. If an assessment task is handed in incomplete then a resubmission is not possible.

- A re-submission can be offered when students have made mistakes which they should be capable of discovering and correcting on their own. By definition, the problem should be capable of rapid resolution. In other cases, a further assessment opportunity may be more appropriate.
- If a re-submission is offered, it 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, re-submission is not possible.
- Feedback to students prior to a re-submission must be general and not compromise the authenticity of the student's work and responses. Teachers should give only general advice. A student may be told, for example, "you need to fix your referencing up" or "there are grammar issues here".

- A re-submission must not compromise the assessment. For example, if the original assessment was completed in a supervised classroom, the re-submission will be completed under the same conditions. It is not appropriate for students to complete their re-submission at home when the original assessment was done in class. Teachers will also ensure the re-submission takes place in a timely fashion.
- A re-submission does not constitute a further opportunity for assessment because it does not involve a new assessment being set after further learning.
- A re-submission can be offered after either the first or the second assessment opportunity or after both.

Re-submissions may be written, verbal, or by demonstration, as deemed appropriate by the assessor, and will be offered in accordance with procedures which ensure the work is genuinely the student's own.

Students' Rights

1. In each subject students have a right to expect:

- An assessment statement which will give the programme of study, the achievement or unit standards and how many credits each one is worth, and approximately when internal assessments will take place.
- that for each assessment task, they will be clearly informed of the requirements to gain Achieved Merit and Excellence.
- that they will be given prior notice of when the assessment task is to take place or when it is to be completed.
- that sufficient time will be given in which to complete the task.

N.B. It is students' responsibility to ensure they have essential information relating to the nature and timing of an assessment task.

2. If a student is dissatisfied with an assessment outcome, they are able to approach the relevant teacher first as he/she will be able to explain in detail the reasoning behind their marking decision/s. If still dissatisfied, a student may approach the Principal's Nominee (Ms Williams) to request a review. This must be done within **5 days** of the assessment result being returned. This approach must be in writing (use an Appeals Form available from Ms Williams, OR the office). Once a decision has been reached by the Principal's Nominee this decision is final, and must be signed off by yourself.

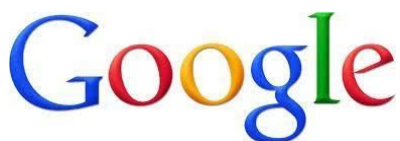
3. Students have the right to check that the school reports results correctly. At the completion of the assessment process for each of the internal standards, students will be asked to sign off their result and are also encouraged to retain a copy of this result for their own records. If results have not been correctly recorded, students are able to follow the same procedures as for point (2) above.

4. Students are strongly recommended to regularly check NCEA details on NZQA website. On the NZQA site, students can check their Record of Achievement details (contains all standards earned in previous years), and standards that you have been entered for in the current year. Follow these instructions:

- Get into www.nzqa.govt.nz
- Select "login" on the HOME Page – TOP RIGHT HAND CORNER.
- Select Students and Learners Login at the top.
- Enter NSN number and password. First time users will need to register. Ms Williams will provide your NSN Number
- Check that the current year's standard entries are correct and if not inform the Principal's Nominee

If at any time during the year you have difficulty in assessing the NZQA site, please see Ms Williams

USE THE FOLLOWING GOOGLE SEARCH PAGE – THEN CHOOSE ‘REGISTER NOW’



LEARNER LOGIN NZQA

5. Results are also reported on Kamar portal available via WGHS website. These results become available as soon as an entry has been made by a teacher. Students are encouraged to check the portal regularly. Feedback on individual assessments is also available through this portal. This also allows students and their parents to be aware of the total number of credits gained in any one year. It is the responsibility of the PN to ensure that parents are made aware of this information as part of the reporting process.

Students' Obligations

1. Assessment Deadlines

- All assessed work is to be completed and handed in by the due date. Late work may not be marked.
- Work must be handed in directly to the teacher.
- No allowance is given if work is stored on a computer, but not backed up and is unable to be retrieved or downloaded.
- If a student has been given an adequate amount of time in which to complete an NCEA Internal assessment, and chooses not to take up that opportunity of assessment, then performance in that standard is recorded as Not Achieved.
- The final date for internal standards to be completed is 27 November.
- All students will be entered into a course which will offer them sufficient credits to gain NCEA at their level. Individual students who do not meet this criteria will be made aware of this by their level Dean. It is the responsibility of the student to prepare themselves for and complete all assessments (both internal and external). If students choose not to attempt assessments, this is their choice and staff are not required to offer alternative standards.

2. Extension Application

- An extension form application must be completed by everyone who wishes to apply for an extension on an NCEA assessment prior to the due date.
- An extension form can be collected from the Head of Learning of the subject of the assessment OR from Ms Williams OR from the school office
- Please ensure this form is thoroughly completed. ALL applications require evidence such as a medical certificate, parental note etc. The application must be signed off by the teacher of the assessment (this signature does NOT approve the application at this stage)

The only reasons that could be acceptable for an extension are:

- ✓ Illness
- ✓ Family/Personal trauma
- ✓ School sports / cultural activity

Other reasons could be considered but complete and accurate information would be required.

- If a student is absent **ON THE DAY** of an assessment hand in:
 - ✓ Contact the teacher in charge of the assessment (via email) OR leave a message at the school office indicating the absence plus the fact that an assessment is due OR have the work delivered to the school.
 - ✓ If the assessment is in electronic form, this could be emailed to the teacher concerned or work can be submitted into Google classroom folder.
 - ✓ If submitting the assessment is not possible then an extension application form will need to be completed as described in 2) above. Hand in the assessment to the relevant teacher on your immediate return to school. Remember to organise documentation to support your application (eg doctor's certificate).
- If you are absent **ON THE DAY** of an NCEA assessment
 - ✓ The BEST thing to do is to see a doctor and obtain a medical certificate from them. On your return to school you will then need to complete an extension application form (see 2) above) and produce this medical certificate as evidence. A visit to the doctor may not necessarily need to happen on the day of the test (an appointment the day after for example would be deemed acceptable). If the reason for the absence is because of family or personal trauma, then on your return to school an extension application form will need to be completed with a suitable explanation note from a parent or counsellor.
 - ✓ Contact the teacher in charge of the assessment (via email) OR leave a message at the school office indicating the absence plus the fact that an assessment is being missed.

For all extension applications – if illness is the reason for the application, then a doctor's certificate is the strongest form of documentation evidence possible. A parental note is weaker, and may not necessarily be automatically acceptable – but a parental note will be considered.

Other reasons could be considered but complete and accurate information would be required.

3. Communication

At all times please communicate clearly and as early as possible if you are absent on the day an assessment is due – or if you are absent on the day of an assessment. The best way to do this is to send an email to your teacher explaining the situation.

Staff email format:

First letter of first name followed by surname @waitakigirlshigh.school.nz

e.g. mwilliams@[waitakigirlshigh.school.nz](mailto:mwilliams@waitakigirlshigh.school.nz)

If in doubt email the assessment to Ms Williams with instructions and she will on-send it to the teacher concerned. Emailing has the advantage of time and date stamping the hand in as proof.

If you are unable to email then please ring the school office and leave a message to be passed on to the teacher concerned. Clear communication will help your case for an extension to be successfully granted.

Some advice about externally assessed standards

It is possible that at the end of the year some unavoidable circumstances may arise that will either prevent you from sitting the external examinations, or will affect performance in one or more examination. Students can apply for one or more **Derived Grade considerations**. If this should happen, the New Zealand Qualifications Authority will ask the school to provide indicative grades for each of the standards being applied for. These indicative grades must strictly be based on standard-specific evidence. A teacher's hunch is not used.

For this reason, it is very important that all the practice exercises and tests on the externally assessed achievement standards that are offered are completed during the year. Especially important are the school examinations that are held in September as these provide specific evidence for the school to provide to NZQA.

In 2020 school exams will be held 14-17 September and there will be **NO** exams sat out of line (unless there is a timetable clash).

Derived Grade applications are **NOT AVAILABLE** in Scholarship external assessments.

Misconduct in an assessment

All breaches of the rules will be investigated and held on file with the Principal's Nominee.

Students who misbehave in an assessment task may, at the teacher's discretion, be removed from the room, and may fail that assessment after consultation with the HOL and Principal Nominee.

This includes, but is not limited to, the following:

- a. copying other learners' work, e.g. working together and giving the same answers
- b. cheating in an exam or test, e.g. notes taken into exam
- c. giving a false declaration for authenticity, e.g. parents giving answers
- d. not following instructions during a formal assessment activity, e.g. talking in a test
- e. impersonating a candidate, e.g. writing someone else's name on a test
- f. dishonestly assisting or hindering others, e.g. letting others read your answers
- g. other dishonest practice, e.g. concealing a mobile phone in an exam room or giving false or misleading information when requesting an extension.

When reported by staff this will be investigated by the Principal Nominee. After the learner has been given the opportunity to explain the situation the Principal Nominee will decide on disciplinary action and may result in a Not Achieved grade. Misconduct may also result in the loss of any further opportunity in sitting the standard. Any misconduct incident is to be fully documented and held securely by the Principal's Nominee. A full report will be given to the Principal. A letter will be sent to the student's parents/caregivers explaining the situation.

Authenticity

- All work that is submitted for assessment must be genuinely your own. You will be required to sign a statement to this effect for each assignment you complete.
- You may obtain help from any person (but not another student) to find information, but not in processing or presenting information. The processing and presentation of the information must be entirely your own work.
- In submitting work for assessment, you must acknowledge all resources used, including the name and status of any person who gave assistance and the nature of that assistance.
- All assessment work will be retained by the school for moderation purposes.

The authenticity of student work for internally assessed standards will be checked. This means that teachers will use a method that is appropriate for the type of assessment to establish that the work has been the student's own development. If students have used material from another source (eg. a website) to help them with their research it must be acknowledged in their bibliography. Quotations must be stated as such. Students may be questioned orally about their work and/or asked to produce development stages. If the work is not found to be completely your own development then:

- parts of the assessment may not be marked.
- parts of the assessment may have to be rewritten.
- a 'Not Achieved' result may be awarded and a letter sent home.
- disciplinary action may be taken and a letter sent home.

Any dispute will be dealt with under the appeal process.

The school and NZQA examinations allow you to take an emergency pack into your examinations, which can include a switched off cell phone, wallet, car and/or house keys. The emergency items must be placed on the floor, under their desk, in a clear resealable plastic bag.

If you have any concerns or questions regarding information in this booklet, please contact the Principal's Nominee (Ms Williams) mwilliams@waitakigirlshigh.school.nz