

**NATIONAL QUALIFICATIONS FRAMEWORK
HANDBOOK AND POLICY STATEMENT**



**Including
LEVELS 1-4 NCEA INFORMATION AND
PROCEDURES**

FOR ALL YEAR 11 12 & 13 STUDENTS

2011

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NCEA INFORMATION AND PROCEDURES FOR ALL YEAR 11, 12 & 13 STUDENTS 2011

NZQA requires that a school has clear procedures about how the system will operate. The following information is your guide to how NCEA will work at Craighead. You should keep this information in a safe place so that you can refer to it during the year.

Mr Pahl is the school **NCEA co-ordinator**. If you have questions or concerns about NCEA, you should talk to him. For matters regarding individual subjects, you should first talk to your subject teacher.

Mrs Julie McLean is the **NZQA Liaison Teacher** responsible for examination entries, reporting of Internal Assessment results to NZQA and the administration of the end of year external examinations. Enquiries regarding collection of fees and result notification should be directed through her

The **National Certificate in Educational Achievement (NCEA)** at Levels 1 to 3 is the principle academic qualification for which students at Craighead are prepared in Years 11 –13. Credits towards these Certificates can be gained from either Standards or Standards.

Some subjects also offer additional or alternative qualifications such as the National Certificate in Computing offered by the Digital Technologies Department in Years 12/13. Details about these are contained under the individual subject section of the School Subject Handbook.

The following are the points you must understand about the NCEA system:

- (a) All subjects will offer a number of Standards which will gain credit towards the Level 1, Level 2 or Level 3 NCEA Certificate.
- (b) Some of these standards will be assessed internally by classroom teachers and some will be assessed externally by examination at the end of the school year.
- (c) An NCEA Level 1 Certificate is gained when a student has achieved 80 credits at Level 1 or higher.
- (d) In order to gain a Level 1 Certificate your 80 credits must include at least 8 credits in both Numeracy and Literacy Standards. These can be gained from a number of standards in a range of subjects.

- (e) An NCEA Level 2 Certificate is gained when a student gains a total of 80 credits, 60 of which must be at level 2 or above. Twenty credits may be from any other level.
- (f) An NCEA Level 3 Certificate is gained when a student gains a total of 80 credits, 60 of which must be at Level 3 or above. Twenty credits may be from Level 2 or above.
- (g) This assessment system encourages all students to achieve their potential. NCEA certificates can be endorsed with Merit or Excellence. If a student gains 50 or more of the required 80 credits at excellence level, they will earn an NCEA certificate with Excellence. If a student gains 50 or more of the required 80 credits at merit level or a mix of merit and excellence, they will earn an NCEA certificate with Merit.
- (h) Course Endorsement - From 2011, NZQA is introducing Course Endorsement to provide recognition for students who perform exceptionally well in individual courses (or subjects).

The Course will be named by the School eg English Level 1.

Students will gain an endorsement for a course where they achieve both of the following criteria in a single school year:

- 14 or more credits at Excellence or Merit **and**
- At least 3 credits at Merit or Excellence from any externally assessed standards and 3 credits at Merit or Excellence from any internally assessed standards

Excluded from this rule are subjects that are fully internally assessed; Physical Education standards, Religious Education standards or Visual Arts Level 3 where 14 or more credits at Merit or Excellence in either the internally or externally assessed standards.

Credits gained in previous years are not eligible to be used for course endorsement. A multi level course that includes standards from more than one level will be awarded at the lower level that support the endorsement. NZQA will include the course endorsement information in their reports from 2012.

- (i) The following is the criteria for **University Entrance**:
 - 1 A minimum of 42 credits at Level 3 or higher on the National Qualifications Framework. There is a requirement that there must be at least 14 credits at level 3 or higher in each of TWO subjects and at least 14 credits at Level 3 or higher in no more than TWO additional domains on the National Qualifications Framework. These subjects must be from an approved list.
 - 2 ***A minimum of 14 credits in Mathematics or Pangarau at Level 1 or higher on the National Qualifications Framework.**

- 3 * **A minimum of 8 credits at Level 2 or higher in English or Te Reo Maori. Four credits must be in Writing and four credits must be in Reading.**

***Students MUST check that they have achieved these credits in Literacy and Numeracy at the end of Year 11 and in English in Year 12 to avoid difficulties over University Entrance in Year 13.**

Summary

For entry to University the minimum requirement is 42 credits at Level 3 or higher on the National Qualifications Framework made up of:



14 credits in Mathematics at Level 1 or higher

4 credits at Level 2 or above in Reading

4 credits at level 2 or above in Writing

The lists of specified Reading and Writing standards can be accessed from

<http://www.nzqa.govt.nz/ncea/ue/index.html>

Credits can be accumulated over more than one year. Where a Unit Standard and an Achievement Standard assess the same learning outcome they are mutually exclusive for the NCEA and University Entrance purposes.

Approved subjects

Accounting	Indonesian
Agriculture & Horticulture	Japanese
Biology	Korean
Chemistry	Latin
Chinese	Mathematics with Calculus
Classical Studies	Statistics and Modelling
Computing	Media Studies
Cook Islands Māori	Music Studies
Dance	Painting (Practical Art)
Design (Practical Art)	Photography (Practical Art)
Drama	Physical Education
Economics	Physics
English	Printmaking (Practical Art)
French	Samoan
Geography	Science
German	Sculpture (Practical Art)
Graphics	Spanish
Health Education	Social Studies
History	Technology
History of Art	Te Reo Rangatira or Te Reo Māori

N.B Entry to university courses with limited numbers may require a higher level of achievement than the minimum University Entrance requirements.

Scholarship

Students in a secondary school have the opportunity to gain a Scholarship.

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.

It replaces the previous Scholarship qualification and awards.

Scholarship Awards

There are 5 classes or levels of monetary awards. These range in value from \$500 per subject to \$10,000 each year for three years.

There are conditions which govern these awards:

- 1 Where a candidate meets the criteria for more than one award, he or she will receive only the award of the highest monetary value in most circumstances. However, if a candidate receives a Top Subject Scholar Award, and also gets Scholarship in other subjects he or she will also receive one \$500 Single Subject Award.
- 2 Eligible candidates can defer taking up the monetary awards for one year
- 3 Scholarship awards cannot be aggregated over a period of time. A candidate needs to attain Scholarship awards in the same year to be eligible for the top three monetary awards (Scholarship Award, Outstanding Scholar Award and Premier Award).
- 4 To be eligible for a monetary award a candidate must
 - be either a New Zealand citizen or a permanent resident
 - be enrolled in tertiary study in New Zealand in the years they receive monetary awards
 - maintain a 'B' grade average during their tertiary study in order for them to receive one of the monetary awards over a three year period.
- 5 International fee paying candidates are not eligible for the Scholarship monetary awards. However, they will have their Scholarship success recorded on their Record of Achievement.
- 6 All Scholarship awards will be recorded on the candidate's Record of Achievement.

Course Outlines and Assessment Programme Procedures

- (a) At the beginning of Term One students will be required to sign a sheet acknowledging that they have received a copy of this information and had the contents explained.
- (b) In each subject, students will be given:
- topics to be covered
 - Standards to be assessed, including standard number
 - number of credits to be obtained
 - forms of assessment
 - content of assessment
 - length of assessment
 - approximate dates for each assessment
 - student record template
- (c) At the beginning of each unit of work, information about the Assessment Standard/Standard giving specific detail will be given to each student: i.e.
- title and version of Standard
 - number of credits to be gained
 - internal/external classification
 - criteria of assessment
 - the length of the unit
 - the content of the unit
 - the form of assessment
 - further assessment opportunities
 - requirements for formative checking e.g. milestone check in research work

A copy of the assessment statement should be used as a personal record in the student's folder of work.

Subject teachers will keep a complete record of *Standards* gained during the year and another copy will be kept in the school safe room.

Notification of changes to the assessment schedule during the year:

When circumstances occur which require a deviation from the schedule, all students will be given written notification of the changes before the scheduled assessment event.

Course Completion Requirements

- (a) Craighead requires that students are required to take **whole** courses except in exceptional circumstances which require approval from Senior Management.

In Year 11 &12 we run a 6 subject structure but the following checks are established:

A list will be compiled of those students staff consider should not be taking 6 subjects in Year 11&12 and parents will be consulted.

NZQA suggests that we consider during the year whether all students have to enter all standards. i.e. For some students, 6 subjects are perhaps too many but, they could probably successfully complete some standards from all subjects. Consultation about this should occur in Term II & III.

- (b) A student must fulfil all reasonable homework and assignment requirements set down by the school.
- (c) Students will be reminded that failure to complete formative assessment tasks during the year may put in jeopardy a compassionate consideration.
- (d) If a student considers that she has too many assessments in several subjects in a short period (eg in one week) then she should discuss this with the NCEA Coordinator to see if a compromise is possible or appropriate.
- (e) This must be done at least **one week** before the assessment event.
- (f) Special cases will be considered individually on their merits.

Failure to achieve Standards –Early Warning System Procedure

If a student has an unsatisfactory work record, i.e. is not performing as expected, has failed to achieve/ complete/hand in on time, an assignment or did not sit a common test (without good reason), and/or has unsatisfactory attendance; then the following will apply:

- Subject teacher/Form Teacher will report concerns to Year Dean or NCEA Coordinator in first instance.
- The NCEA Coordinator or the Year Dean will interview the student, establish a plan of remedial action and “a” notification may be sent to parents/caregivers if this is considered appropriate.
- After **two** such interviews in a given subject, and no improvement, the Principal will meet with the student and her parents.

Internal Assessment Procedures:

- (a) Each assessment task will have clearly set out submission dates and requirements.
- (b) All work to be assessed for Standards **will be required to be handed in by 8.50am on the date specified on the Assessment Statement, unless an HOD has given a specific instruction of another submission time on the due date.** The cover sheet of each assessment will identify the procedure for this.
- (c) Subjects which have portfolio requirements which are collected during the year will have a series of ongoing submission dates arranged with their classroom teacher.
- (d) In some subjects assessment will be done in class and work will not be allowed to leave the classroom and must be completed in class time, often under test conditions.
- (e) There will be common assessment tasks & marking schedules for all classes at the same level to ensure equity.
- (f) All internal assessments will be completed by such time as gives enough time to meet NCEA return requirements for the end of the year.

- (g) If, in an assessment task, a student displays disruptive behaviour likely to hinder positive outcomes for other students, the student will be warned and, if the behaviour persists, may be asked to leave the assessment room. Depending on the situation and the standard, there may or may not be a further assessment opportunity.
- (h) Once an assessment activity has been completed, marked and signed off by the student the award of the Internal Standard process is complete and the work is the student's responsibility.
- (i) Student work will be required for the external Moderation process and teachers will require that some work be kept by the school for this purpose. This work can be collected by the student at the end of Term One of the following year.
- (j) Departments will have policies in which they require that student work is kept for security or monitoring processes.

External Assessment Procedures

- (a) External assessments for NCEA are scheduled to begin in November 2011.

Entry Fees are due by approx. the end of August. Financial assistance may be available on application for all or part of fees. This is available when parents hold a community services card and also when there are three or more students in a family sitting NCEA qualifications. The NZQA liaison teacher will administer this.

- (b) Students with disabilities, learning difficulties or long term consequences from injury can apply for special assessment conditions for external assessments. Assistance is only available if a student can show a history of support for their learning programme in previous years unless it is a new condition. This assistance must be applied for during Term 1. This should be discussed before the end of Term I with the NZQA Liaison Teacher, Mrs McLean. Reader/Writer assistance will be arranged by Mr Pahl and Mrs McLean, and the costs associated with this will be charged to the student's account. Applications for Financial Assistance for this service for school based assessments/examinations must be made through the Principal. NZQA will cover the cost of the assistance in the external examinations, if they accept the application for this.

- (c) (See Appendix 2 –Special Assessment Conditions)
- (d) Assessments during the year and at the practice examinations at the end of Term III will provide evidence for any Derived Grade Applications (compassionate consideration) during and at the end of the year.
- (e) Students will receive their answer booklets after marking and will be able to appeal the results of their external examinations.

Absence, Illness and the Submission of Late Work

- (a) Where a student's absence rate gives cause for concern the Year Dean will contact the parents/caregivers.
- (b) **Unavoidable absences** through illness, accident or bereavement must be covered by a note from a parent/caregiver when of one/two days duration and in the case of an illness of three days or more, by an approved medical certificate.
- (c) When a student is unable to present herself for an assessment task or item, the approved medical certificate or other appropriate evidence (e.g. a newspaper bereavement notice) **must** be provided.
- (d) The Medical Certificate is to be given to the NCEA coordinator who will ensure that all teachers of a student are informed.
- (e) On the return to school following a verified, legitimate absence, a student will be given, as soon as is practicable, any assessment test which she may have missed.
- (f) Where it is not practical for a student to sit the assessment task at a later date, an achievement level may be awarded (Derived Grade) **based on available evidence, previously gathered, across all criteria, for that standard.** A teacher is required to base this on previously collected data, not only on achievement of other similarly ranked students.
- (g) Where a student is ill on the due date of an assignment, it is the responsibility of the student to contact the school to discuss her situation. This must be done on the due date.

- (h) Students in this situation can expect to be required to present on the due date that amount of work which has been completed, even if the assignment task is unfinished. Teachers will take into consideration that a verified illness has prevented completion and award standards accordingly based on existing evidence of achievement.
- (i) Other late work is therefore not accepted unless covered by a medical certificate which explains why it was not possible for the work to be presented on the due date.
- (j) Special circumstances must be discussed immediately with the Deputy Principal or Principal.
- (k) **Brief absences for self-interest activities that have received prior approval from the Principal or Deputy Principal** may be accommodated, provided that evidence is given that the work missed has been made up and assessment issues are discussed well in advance. Otherwise a student may elect to withdraw from the standard in question, with approval.
- (l) Assignments due during the absence must be completed prior to departure or by the due date.
- (m) **Approved school activity of an extra-curricular nature** will be accommodated in a student's assessment programme.

Assessment Appeals

For each assessment:

- (a) Students will have clear documentation about the criteria for assessment for the award of Achieved, Merit and Excellence. Teachers will explain and discuss the assessment process with the students.
- (b) Every time an assessment is returned the teacher will ask students to check their task and ask if there are any queries once the assessment schedule has been explained. The teacher will amend any errors. It is the **responsibility of each student** to discuss with her subject teacher any result with which she is not satisfied and together they can usually resolve the problem. This must be done within 48 hours of the work being handed back. Students will sign off results with teachers at this point.
- (c) If the student is still dissatisfied she may discuss the matter, **within 5 school days of having the work returned to her**, with the Head of Department, the NCEA Co-ordinator or the Principal. A standard form for appeal is included as Appendix 1. Forms may be obtained from the NCEA Coordinator.
- (d) If an accusation of breaching the rules of assessment is proved unfounded, the student will retain her original grade.
- (e) Where appropriate, the school will involve an external third party with specialist subject knowledge to review/arbitrate the student's work.
- (f) The results of the Assessment will then be recorded for NZQA and forwarded to them by the due date.

Authenticity of Student Work

- (a) Students are encouraged to discuss their ideas and to seek advice as part of their preparation for an assessment task. This is a valuable part of the learning process. However, the School must be satisfied that work submitted is the student's own, and that it was completed without undue assistance from others.

By handing in a piece of work for assessment a student is claiming that the work is her own, just as the work completed in a class test is her own.

- (b) Teachers will keep an overview of student progress and the work they plan to submit by use of requirements such as consultation, milestone checkpoints and draft submissions.
- (c) When submitting work, a student must meet the following requirements:
- (d) Craighead Diocesan School requires that all assessments completed by a student be her own work.
- (e) Work that directly quotes or copies ideas, words or forms of another person must be properly acknowledged and attributed to that person.
- (f) For small group assessments the contribution of each group member should be stated.
- (g) Students found to be in breach of these requirements or suspected of cheating in assessments will be subject to disciplinary proceedings, which, in proven cases of a deliberate breach of authenticity, will result in the relevant Standard(s) not being awarded.
- (h) If, in an assessment task, a student displays disruptive behaviour likely to hinder positive outcomes for other students, the student will be warned and, if the behaviour persists, may be asked to leave the assessment room.
- (i) Students will be required to sign a common form acknowledging that they understand these requirements and are willing to abide by them.
- (j) Individual subject teachers will also require that students submit a signed authentication form for individual Standards.

Recording and Reporting

TO PARENTS:

- (a) Students and their parents will receive regular reports, both verbal and written during the course of the year.
- (b) By the end of June, reports will be issued giving final and/or progress grades and a comment based on assessments completed to that stage.
- (c) Staff hold regular meetings to appraise the progress of each student. Concerns are dealt with by form teachers and/or the Year Dean.
- (d) Parent-Teacher Interviews will follow on from formal reports.
- (e) In Term Four a final report will be issued.
- (f) Reports will indicate Achievement and/or Standards completed and the level of achievement gained for each Standard as well as an **indicative** achievement level for the External Examinations.

Privacy

- Information about a student's results should be made available only to that student, her parents and staff who need that information.
- **Permission will be gained from students to retain their work to use as annotated benchmark samples or exemplars. The students' names will be removed from this work, but in filmed/videoed assessments students will not be named but may be recognised. This is an additional clause in the generic Student Authentication Form signed by each student at the start of the year and held by the NCEA Coordinator. Student work which does not reach achievement standard will not be shown to other students in the case of film and video exemplars.**

Appendix 1:

CRAIGHEAD DIOCESAN SCHOOL

NCEA ASSESSMENT APPEAL FORM

This form is to be used only after a student has discussed disputed results with her teacher and the matter has not been resolved. It must be completed and handed to her teacher within 5 days of receiving her result.

Name: _____ **Form:** _____

Subject: _____ **Teacher:** _____

Standard: _____ **A/S Number:** _____

Date submitted: _____ **Date returned to student:** _____

I consider that the result notification that I have received for the above Standard to be inaccurate on the following grounds.

I therefore appeal this result.

Signature: _____ **Date:** _____

Please attach this form to your marked Standard with Cover Sheet attached and hand to your teacher. Your teacher will discuss the issue with the Head of Department, the NCEA Co-ordinator or the Principal who will investigate the issue and advise a resolution.

Result of Appeal: _____

Reason(s): _____

Signatures: **(Implies acceptance of resolution of appeal)**

Student: _____

Teacher: _____

NCEA Co-ordinator: _____

Date: _____

Special Assessment Conditions

- a. Candidates with permanent or long-term conditions or learning difficulties which they believe will significantly impair their performance in specified external assessments and in particular written examinations, may apply to The New Zealand Qualifications Authority for special assessment conditions in the current year (for example, a time allowance, modifications to question and answer booklets, or the use of an examination assistant such as a reader/writer).
- b. Special assessment conditions are not available for externally assessed achievement standards for Technology, Graphics, and Visual Arts, and those [standards for which special assessment conditions are specifically excluded](#).
- c. In approving applications for special assessment conditions in the current year The New Zealand Qualifications Authority uses two main criteria
 - i. Candidates identified as having permanent or long-term conditions such as
 - physical disability which impacts on their learning
 - sight impairment which impacts on their learning
 - hearing impairment which impacts on their learning
 - medical conditions which are long-term illnesses which impacts on their learning
 - significant proven specific learning difficulty which impacts on their reading and/or writing and their learning.
 - ii. Candidates who have
 - already been diagnosed as requiring special assessment conditions assistance by a suitably qualified and registered professional
 - an up-to date report by an independent registered professional which establishes that the candidate has the intellectual capacity to perform in assessments but is held back by a specific learning difficulty
 - received ongoing support from their schools.

Students must be receiving on-going support in both teaching and learning and assessment to manage their learning difficulties during their time at secondary school. Schools must be able to detail the specific on-going programmes of learning support they provide for students identified with significant learning difficulties. These must be provided in accordance with the school's policy for any internal assessments and school-based examinations and also for the Graphics, Technology and Visual Arts externally assessed standards. School policies are monitored by The New Zealand Qualifications Authority as part of the [Managing National Assessment systems check](#)

Glossary of terms:

assessment	Any activity for which results are collected either for formative or summative reasons. It may be held under test or assignment conditions.
authenticity	The evidence/proof that work submitted for marking is the student's own work.
common test	A test which all students at one level in one subject sit, even though they may be in different classes.
compassionate	The reasons justifying why a student may be given an aegrotat result. e.g. ill health, bereavement.
criteria	The set of tasks of an Standard in which a student must show competence.
formative assessment	An assessment task used as a practice in preparation for the final assessment. Results gained provide the evidence for any compassionately awarded assessment result.
milestone check	In assignment work a teacher may require that particular tasks are completed and checked off at different times before the final due date. Each of these is a Milestone check.
moderation	The process by which NZQA ensures that internal assessment work done in one school is at the same level as the same work in another school. This may be by checking student work, visits by experts etc.
NZQA	New Zealand Qualifications Authority – the government body responsible for administering educational qualifications in New Zealand
prerequisites	Work/ studies which must be successfully completed before the next stage/year level is begun.
reassessment	An opportunity for students to resit an Standard if they do not achieve it the first time around within one calendar year. Only available in some internally assessed Standards.