



An Introduction to NCEA

2018

About NCEA - key points

- NCEA is designed to challenge students of all abilities, in all learning areas
- NCEA uses exams as well as internal assessment
- NCEA is used to report clear details about a what a student can do

- NCEA is officially recognised in New Zealand and internationally
- NCEA uses credits from traditional school curriculum areas and alternative school curriculum programmes including links with tertiary and industry qualifications
- NCEA Level 1 Certificate requires 80 credits including at least 10 in literacy and 10 in numeracy
- Employers, universities and polytechnics may use the results for selection

How does it work?

The NCEA approach provides a fuller picture from lots of angles.

Under NCEA, assessments from all learning can count towards national qualifications.

NCEA reports more details:

- Each subject is divided into separate Standards that focus on different aspects of the course
- Instead of just one mark, your Record of Achievement will show how well you did in each of the Standards in every subject

A fair picture using Standards

NCEA uses Standards to describe what students need to know and do. Your teacher will be able to explain what you must do to achieve each standard.

This means you'll know exactly what you must aim for, how well you have to write, speak, or do research to get credits (credits are explained later).

Some Standards let you aim for merit or excellence. These are called Achievement Standards. Other Standards, called Unit Standards, have just one level of achievement.

A currency called credit

Every standard is worth a set number of credits. Credits are like points towards your qualification. You require 80 credits to gain NCEA at level 1. As well as this you have to prove that you have a good level of reading and writing skills and that you can deal with numbers. Ten of your 80 credits must be for numeracy Standards and ten for literacy Standards. For the level 2 and 3 qualifications you do not need literacy or numeracy credits.

In summary, when you have a total of **80 credits (including literacy and numeracy)**, you have your NCEA.

Fair and sensible assessment

NCEA utilises both internal and external forms of assessment. This means you will be working towards credits during the year in the internal Standards. This will often include practical work. NCEA does not do away with exams. At the end of the year, there are exams or other forms of external assessment in some Achievement Standards.

A full and useful profile

Each subject will generate a profile of student performance such as the one below:

The Record of Achievement (RoA) will show any certificates that you may have gained, endorsements (for certificates and subjects), University Entrance, and any awards you may have received (scholarships).

It also has a full transcript of all standards that have been achieved in your learning.

You must request your RoA from NZQA – they do not send it out automatically.

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Qualification and Achievement Summary

New Zealand Qualification Framework Registered Qualifications	Date
National Certificate of Educational Achievement (Level 3)	31 Dec 2016
National Certificate of Educational Achievement (Level 2) achieved with merit	31 Dec 2015
National Certificate of Educational Achievement (Level 1) achieved with merit	31 Dec 2014
Vocational Pathways	
Service Industries	08 Jan 2016
Course Endorsements	
Reo Maori 2	Endorsed with merit at level 2 12 Dec 2016

Standards Achieved

Each standard can have a range of results including "A" for Achieved, "M" for Achieved with Merit or "E" for Achieved with Excellence. As some standards cannot be awarded all of those results, the result code is shown in bold where a candidate has reached the maximum possible result for that standard.

Communication Skills

Level	Standard	Credits	Result	Date
Level 3	1307 Speak to a known audience in a predictable situation	3	A	06 Jul 2016
	1312 Give oral instructions in the workplace	3	A	06 Jul 2016

The same picture, nationwide

Teachers are skilled at managing internal assessment.

They have been assessing speeches, research and performances in class for many years. Schools/Heads of Department check that teachers are marking fairly and consistently.

How can you be sure that the school is assessing at the same standard as other schools?

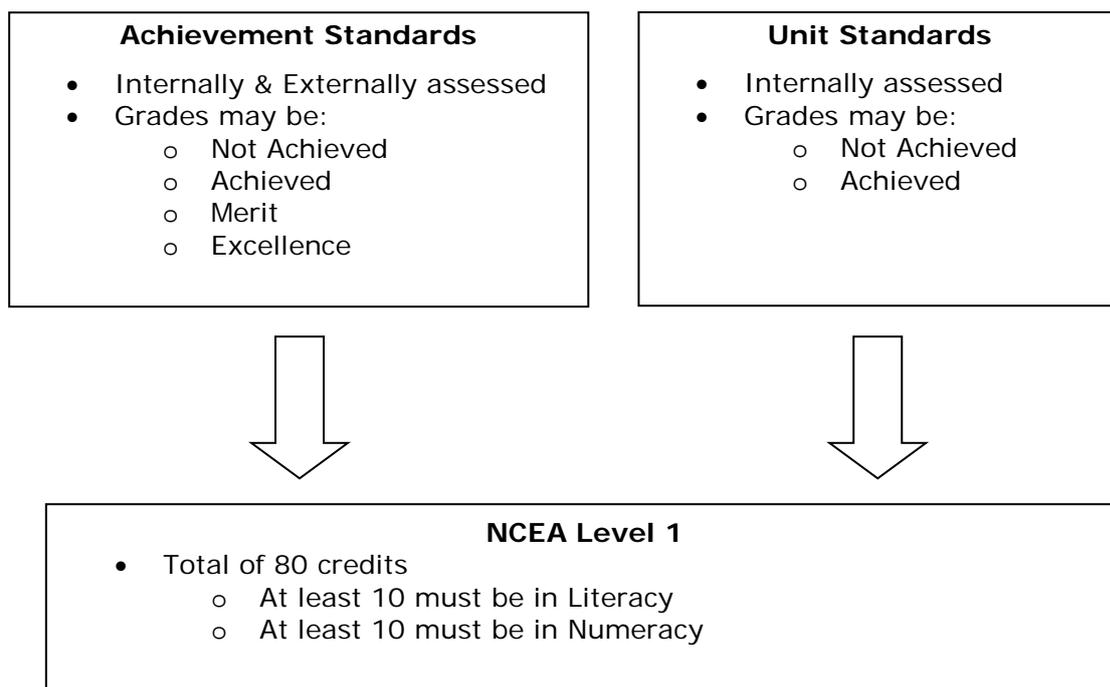
Each school's assessments are checked to make sure everything is fair and consistent across the nation.

How is this done?

1. First of all, the Standards, explaining what students have to do to earn credits, are on the NCEA website. All Teachers around the country are assessing to the same requirements.
2. Moderators check a sample of the student work marked in every subject in every school. This ensures that the Standards in your school and the school down the road are equal and fair.
3. Finally, NZQA has a team of school relationship managers who visit each school to monitor and advise.

All of this ensures that no matter which school you go to, your NCEA will be nationally recognised.

So, to sum it all up . . .



Information students should receive from their Subject Teachers early in the year:

You should receive a course outline and assessment procedures that will include:

- details of the assessment programme
- method of assessment
- approximate dates when tasks are due
- length/amount of time for the task
- the standard number and version, the standard level and credit value
- details about opportunities for further assessment

Information students will receive from their Subject Teachers during the year:

At the beginning of each new unit, the subject teacher will give you:

- An outline of the assessed task
- A date for that assessment to be handed in or the time for the in-class assessment
- The criteria for gaining Achieved, Achieved with Merit, Achieved with Excellence

Moderation:

Where there is more than one class doing the same assessment, teachers will use moderation to ensure that the marking is consistent across all classes. This could include:

- common, clear marking schemes
- common assessment tasks
- one teacher marking all the assessments
- panel marking – where all teachers mark the assessment together as a panel
- random check marking for verification of assessment judgements

Recording of Marks:

- You should track and record your marks for each subject
- You will have an opportunity to sign off your final grades before they are submitted to NZQA

Reassessment:

Subject course outlines will include statements in regard to reassessment opportunities

Fees:

There is an entry fee of \$76.70 for NCEA this year. Scholarship entry costs \$30 per subject. Note that international students have different fee rates than these.

Financial assistance may be available to students to cover these fees. Application forms will be available during the year from Mrs Walton.

Authenticity of student work:

All work that is handed in for assessment must be your own work. Students are expected to guarantee the authenticity of their submitted work. Teachers will be checking that work is authentic. Such checks may involve:

- Comparisons of student work (this includes current as well as past students)
- Checking for plagiarism by using online tools
- Questioning students about their responses and answers

Misconduct or cheating on assessments:

- MISCONDUCT or CHEATING is gaining an unfair advantage by deceit, during an assessment. *An example of this would be looking at someone else's work or taking unauthorized notes into a test.*
- Another form of cheating is called PLAGIARISM. This is using other people's ideas or words as your own without acknowledgement. *An example would be copying work out of a book or from a web site and pretending you wrote it.*

If there is clear evidence of cheating, misconduct or plagiarism after the matter has been investigated by the relevant HOF and the Director of Curriculum, NO GRADE will be awarded for that assessment and parents will be notified in writing. The student cannot assume that a further opportunity to gain the standard will be provided.

Missed Assessments:

If you miss an assessment task for a valid reason, for example illness, it must be supported by **verifiable evidence and, in the case of illness, a medical certificate will be required.** If practicable and manageable, another assessment opportunity will be provided.

If you miss an assessment, YOU MUST:

- Notify the school that you are unable to complete or sit the assessment **prior to the assessment being sat or before the due deadline.**
- Obtain an INTERNAL STANDARDS ASSESSMENT FORM from the front office
AND
- Supply both a note from home and a medical certificate.

This documentation must be completed by you and returned to the subject teacher within 3 days of returning to school.

- If you miss an assessment task for a non-valid reason, then you will not be eligible to receive credit for that task. You cannot expect a further assessment opportunity to be provided and you will be awarded a NOT ACHIEVED grade.

Late Assessments:

If an assessment is submitted late, for a valid reason, for example illness, it will be accepted if no unfair advantage is to be gained.

If you miss/are late with an assessment, YOU MUST:

- Complete an INTERNAL STANDARDS ASSESSMENT APPEAL FORM from the front office

AND

- Supply supporting evidence such as a note from home and a medical certificate.

This documentation must be completed by you and returned to the subject teacher within 3 days of returning to school.

- If an assessment is submitted late, for a non-valid reason, it will not be accepted towards credit to the standard to which it relates and you will be awarded a NOT ACHIEVED grade.

Derived Grades Process:

You may apply for derived grades of external assessments if you are unable to sit the examinations due to legitimate circumstances beyond your control – eg bereavement, illness, etc.

Grounds for Appeals:

You may appeal the result of an assessment.

The grounds for your appeal could be:

- Failing to receive an opportunity for further assessment
- Alleged moderation inconsistencies
- Perceiving you are disadvantaged by things outside your control or feeling you have been treated unjustly.
- Invalid assessment
- Inconsistent marking
- Disagreement over late submission of assignments.

How to lodge an Appeal:

- a) Discussion on results of student assessment should occur, in the first instance, with the class teacher within 3 school days of receiving the grade. If no agreement is reached the student must approach the HOF within the next 3 days. The appeal should be completed on the Aquinas College Internal Assessment Form. If the student is still dissatisfied, s/he must request that the appeal be directed to the Principal's Nominee within 3 days of receiving the written reply from the HOF. The Principal's Nominee will consult with the Assessment Committee, whose decision is final.
 - b) It may be that the subject teacher is also the HOF. In such cases, students approach this teacher in the first instance within 3 days. Then if necessary the Principal's Nominee is consulted within the next 3 days.
 - c) In rare cases, the Principal's Nominee may be the student's teacher and HOF. In such cases, this teacher is to be approached within the first 3 days. The Principal is to be approached within the next 3 days if no satisfactory written result has been reached.
 - d) If an appeal is successful, the necessary amendments to the student's results will be made to documentation by the Principal's Nominee.
- **For all appeals, you will be notified, in writing, of the decision that has been reached.** *(Note that all appeals should be accompanied by the completed Aquinas College Internal Assessment Appeal Form)*

AQUINAS COLLEGE
INTERNAL ASSESSMENT APPEAL FORM



To be completed by the student:

Today's date: _____

Instructions for the procedures to follow in completing this form are on the back of this document

Please tick the appropriate box

- Absence from an assessment explained (medical certificate/evidence must be provided)**
- Extension request**
- Compassionate consideration requested/Appeal of assessment result**

Student Name: _____ Year Level: _____

Subject: _____ Teacher: _____ Date of Assessment: _____

Achievement Standard Missed: _____

Reason assessment missed or why extension / compassionate consideration is required:

Note from home/other documentation or Medical Certificate attached:

I verify that all details supplied are true and accurate. Student's signature: _____

Subject Teacher's Signature: _____ **Date received:** _____

To be completed by the HoF:

1. Reassessment date given [if applicable] Yes Date _____ No

2. Extension /compassionate consideration given Yes Date _____ No

Other action to be taken: _____

HOF's Signature: _____

Director of Curriculum: _____

I accept the decision that has been made with regard to my assessment.

Student's Signature: _____ **Date:** _____

Instructions for Students:

- ❑ You are to fill out all the relevant details up to where you sign that the material supplied is true and accurate.
- ❑ All accompanying documents must be stapled to the back of this form.
- ❑ You must get this form to your subject teacher within 3 days of the assessment date / or your return to school.
- ❑ When a decision has been made about this assessment, the subject teacher will return this form, and a photocopy of it, for you to sign both to acknowledge that you understand and accept the decision that has been made. You may keep the signed photocopy.

Instructions for Subject Teachers:

- ❑ You must check this form to make sure that it has been filled in correctly and the relevant document/s are attached.
- ❑ Sign the form and date it to show that it was received within 3 days.
- ❑ You must hand this form on to your HOF within 2 days of receiving it.
- ❑ When a decision has been made, the HOF will return the completed form to you, with a photocopied form as well. The student is to sign the bottom section of both the original and the copy.
- ❑ The original is to be returned to the HOF to be filed. The student may retain the photocopied version.

Instructions for HOFs:

- ❑ You must assess all the relevant documentation and decide on what action (if any) is to be taken. You may need to consult with the subject teacher and / or the Director of Curriculum
- ❑ When you have made your decision, get the Director of Curriculum to sign the form.
- ❑ Photocopy the original and then return the both copies to the subject teacher for the student to sign.
- ❑ The original is to be returned to you for filing. The student will retain the copy.