

Mission Heights Junior College



NCEA Assessment & Course Booklet

This booklet is designed to provide you with information to help you succeed in the national qualifications (Achievement Standards) that you will get the opportunity to be assessed against.

Take time to read this information, as knowledge of the requirements could prevent many problems from developing later in the year.

Students, parents and caregivers are welcome to contact:

Ms Kate Lambert - Assistant Principal - NZQA Principal's Nominee

..... to discuss any matter raised by this information or the application of policies and procedures throughout the year.

PLEASE NOTE: You have been provided with a paper copy of Appendix 1 at the end of the document. This needs to be signed by students and parents/caregivers and returned to your Whanau Assistant Principal before you start your first assessment.

**THIS FORM MUST BE STORED BY THE PN AND BE AVAILABLE FOR AUDIT
MHJC NCEA COURSE BOOKLET**

The National Certificate of Educational Achievement (NCEA) is New Zealand's national school leaver qualification. It is a qualification on New Zealand's National Qualifications Framework (NQF) that sits alongside more than 900 other national qualifications used throughout tertiary education and industry training.

The aim of this booklet is to provide an overview of NCEA Level 1 and what you will be doing this year at MHJC for NCEA.

In 2022, you will have the opportunity in your 5 core subjects and 2 Option subjects to complete an Achievement Standard.

How will I be assessed?

The skills and knowledge you gain when you study in subject areas are made up of components called "standards". Qualifications are gained by building up credits, awarded for each standard you achieve.

The standards offered this year in each course (or subject) are listed later in this booklet. Under NCEA students can be assessed through both **externally** assessed standards and **internally** assessed standards. At MHJC you will only be assessed **internally**.

How many credits are needed to earn NCEA?

To gain NCEA Level 1:

Achieve 80 credits at any level (Level 1, 2 or 3).

This must include a minimum of 10 credits in literacy and 10 in numeracy (Level 1 Literacy and Numeracy).

To gain NCEA Level 2:

Achieve a minimum of 60 credits at Level 2 or above; and
20 credits at any level

The Level 1 literacy and numeracy requirements must also be met.

To gain NCEA Level 3:

Achieve a minimum of 60 credits at Level 3 or above; and
20 credits at Level 2 or above.

The Level 1 literacy and numeracy requirements must be met to achieve NCEA Level 3 from 2014. There are also literacy requirements for University entry (UE).

Please note the forthcoming literacy and numeracy requirement changes: A package of Literacy and Numeracy standards will be worth 20 credits in total to be introduced and be externally assessed. From 2024, learners will be required to meet the standards to attain NCEA at any level. The standards will assess foundational literacy and numeracy. This is at approximately Level 4/5 of the Curriculum where students have control over Level 4 and are ready to work at Level 5. The new co-requisite aims to ensure that young people have the foundational skills they need to be successful in further learning, life and work.

For further information on NCEA levels go to:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/ncea-levels-and-certificates/>

Course Endorsements and Certificate Endorsements

How will I achieve in my subjects with Merit or Excellence endorsement?

Students will be able to have their strengths in individual subjects recognised with a course endorsement at Merit or Excellence.

Students will gain an endorsement for a course where they achieve:

1. **14 or more credits at Merit or Excellence** at the lower level that supports the endorsement

For example:

- Endorsement with Merit in English with 4 merit credits and 10 excellence credits in English
- Endorsement with Merit in Mathematics with 14 merit credits in English
- Endorsement with Excellence in Science with 14 excellence credits in Science

2. At least **3 credits from externally assessed** standards and **3 credits from internally assessed** standards
3. Sufficient credits **in a single school year**. This means that any standard gained while at MHJC will **not** be assigned to your Y11 course(s) in 2023 and will not contribute to a course endorsement.

How will I achieve NCEA Level 1 or NCEA Level 2 with Merit or Excellence endorsement?

1. **Merit endorsement** = 50 credits at Merit (or Excellence) at the same level, or higher.
2. **Excellence endorsement** = 50 credits at Excellence at the same level, or higher.

Credits can be accumulated **over more than one year** for the purposes of certificate endorsement. Therefore, any standard gained while at MHJC in 2023 **will go** towards overall level 1 certificate endorsement in 2023 or thereafter.

General Assessment Procedures for NQF - Student Information

The procedures set out below are designed to meet the requirements for the award of NCEA and other NQF qualifications and to ensure fair, valid and consistent assessment. The information contained in this statement is important. Read it carefully and show your parents or caregivers so that they are also aware of the procedures. File this information in a safe place for future reference.

1. INFORMATION TO STUDENTS

(a) As well as this information on procedures students will have access to an assessment statement further on in this booklet. This assessment statement will set out

- internally assessed achievement standards and unit standards
- the credit value of each standard
- version number of the standards and domain

The approximate dates for internally assessed achievement standards will be notified to students by PLC/classroom teachers and recorded on MHOL

(b) Students will receive the following written notification of tasks on MHOL

- for extended tasks requiring homework time and for completion out of school time a due date will be given when the task is issued
- for tasks completed in class, students will receive at least one week's notice before the commencement of the task

2. ENTRY AND RECORDING OF ACHIEVEMENT STANDARD RESULTS

- (a) Students will enter Achievement Standards in consultation with their subject teacher. Entry is by each Achievement Standard.
- (b) Students will sign to verify their entry into the Achievement Standard.
- (c) Withdrawal from an Achievement Standard is a process completed by the Principal's Nominee only. Requests for withdrawal must be made before the assessment is started and with the support of your subject teacher.
- (d) When work is returned after moderation, students will sign alongside the recorded result, to signify that they accept the result as fair. If they do not accept the result as fair they should go through the appeals procedure
- (e) Students will have an opportunity to cross check the data entry at the end of the year, before final results are sent to NZQA by the Principal's Nominee (Ms Lambert).
- (f) All grades will be reported in NZQA, including Not Achieve grades
- (g) Student privacy is a priority and governed by the Privacy Act 1993. Teachers will actively protect student privacy with regard to entry into Standards and results.

3. AUTHENTICITY

- (a) All students will sign an authenticity declaration at the beginning of the year. Authenticity Form available at the end of this booklet or MHO.
- (b) It is acceptable for students to draw on knowledge from other sources but these must be acknowledged by bibliography or reference list with their assessment submission.
- (c) Exceptions to this must be clearly stated in the assessment instructions.
- (d) **Consequence** – If work is found not to be authentic or authenticity issue remain unresolved and compromise the student work; the student will receive no credit. Any unauthorised collaboration that is discovered is likely to result in no credit for the assessment for all students involved. Incidents will be documented and filed with the Principal's Nominee.
- (e) Any of the following methods can be used to establish authenticity. Teachers will indicate which of the following they require as part of the assessment instructions.
 - drafts may be required to be submitted
 - checkpoints of work in progress
 - logbook of extended project work
 - use of Google Classroom – document revisions available
 - changing the context from year to year to prevent copying of earlier students' work
 - supervision of the research process by including regular conferencing at certain checkpoints or requiring plans and rough drafts to be handed in
 - being familiar with the resources that are available
 - oral questioning to confirm a student's understanding or requiring a repeat performance where there is doubt
 - controlling group work by breaking the task into group and individual components or requiring group attestations of contribution
 - requiring a signature on an authenticity statement, to highlight the issue for both parents and students

4. FURTHER ASSESSMENT OPPORTUNITIES

- (a) Students are unlikely to be offered a further assessment opportunity. If an opportunity for further assessment is available, this will be signalled in advance.
- (b) If further assessment will not be available this should be notified **prior to the assessment being issued** with the NZQA Principal's Nominee and this should be clearly signalled to students, e.g. field trip that can't be repeated.
- (c) Where students choose not to complete or attend an assessment with no valid reason another opportunity may not be offered.
- (d) For those students who did not achieve at the final assessment opportunity, time within the school day, such as a DEEP session, could be used for a further assessment. It is expected that further teaching and learning will take place prior to another assessment opportunity. This should be discussed with the NZQA Principal's Nominee.

5. LATENESS

- (a) Work is to be handed in on the due date: in the timetabled session for that class or the time stipulated in the upload assignment on MHOL or prior to that date.
- (b) If a student is absent on the due date, work can be delivered to reception or uploaded on MHOL.
- (c) Late work may not be assessed.

6. MISSED ASSESSMENTS (in class assessment dates)

- (a) Where possible students need to complete a Missed Assessment form (which can be found on MHOL/and in the Appendix of this document) prior to the day of absence. Students who are absent from an in class assessment must have completed the Missed Assessment form and provided supporting documentation or have provided a signed absence note, giving a reason for their absence and a supporting medical certificate where appropriate, on their return to school. After the form is completed it needs to be scanned along with supporting documentation and the copy forwarded to the NZQA Principal's Nominee (Ms Lambert) by the student/classroom teacher. The original should be submitted with your assessment evidence to your classroom teacher.
- (b) Approval will be given for sickness, bereavement, serious family reason or on other compassionate grounds. **Prior** approval should be sought for sporting and cultural representation using the Missed Assessment Opportunity form. Students should not be penalised when they are representing the school in a school sanctioned event. Family holidays are not normally considered a reason for missing an assessment or assignment deadline.
- (c) An opportunity for rescheduling the missed assessments may be available during the assessment period.
- (d) In exceptional circumstances assessments may be scheduled at alternative times. These circumstances will be considered by the assessment committee. The assessment committee may consist of the Principal, the Learning Area Liaison (if applicable) and the NZQA Principal's Nominee.

7. EXTENSIONS (due dates)

- (a) Extensions of time may be granted on compassionate grounds or for illness as in (b) above. All extensions should be made on the approved Extension Request form available in the Appendix of this document and also available on MHOL.
- (b) Family holidays are not normally considered a reason for missing an assessment or assignment deadline.
- (c) Where possible, application should be made in writing as soon as possible in advance of the hand in date. The Extension request form should be used
- (d) Staff should carefully consider major school events interruptions such as examinations and camps and not schedule internal assessments near to that time.
- (e) Where a class has been given written notification of an assessment date extension to this on a whole class basis are to be approved by the NZQA Principal's Nominee

8. APPEALS

- (a) Where a student believes the result given in an assessment is unfair he/she should initially discuss the matter with their teacher who may consult with the Learning Area Liaison teacher. These conversations and the results should be recorded and attached to the students' evidence/marking feedback.
- (b) If the student feels that after this consultation the result is still unfair he/she can make an appeal in writing to the NZQA Principal's Nominee within **five** school days of the work being returned. The student should use the approved Appeal form available in the Appendix of this document and also available on MHOL.
- (c) Where a student is unhappy with any other aspect of their assessment, e.g denial of an extension, an appeal should be made immediately to the NZQA Principal's Nominee using the approved Appeal form available in the Appendix of this document and also available on MHOL.
- (d) All appeals should be on the approved form available on MHOL. Appeal forms will go initially to the NZQA Principal's Nominee who will pass them onto the relevant Assistant Principal.
- (e) Any appeal that cannot be resolved between the student, the Assistant Principal and the Principal's Nominee will go to the Appeals Committee which consists of the Principal's Nominee, the Principal and the Associate Principal.

9. SPECIAL ASSESSMENT CONDITIONS

- (a) Students who have been identified as requiring special assistance will be provided with assistance when appropriate.
- (b) This assistance could take the form of reader/writer, writer only, reader only or time extension.
- (c) Students who think they may qualify for special assistance should contact the NZQA Principal's Nominee as soon as possible.

10. RESUBMISSION

- (a) Schools may offer a resubmission opportunity to students only when a minor error prevents them from reaching an 'Achieved' grade.
- (b) The **only** change in grade boundary available for resubmissions is from 'Not Achieved' to 'Achieved.'
- (c) On this basis, the highest grade that can be awarded as a result of a resubmission of an internal assessment is limited to 'Achieved'.
- (d) If there are a lot of changes, or they are significant, or the student has already been awarded an Achieved or Merit grade - no resubmission can be offered
- (e) This rule has been applied since the beginning of the 2021 academic year.
- (f) Schools may only offer one resubmission for each assessment event against an Assessment Standard.
- (g) Teachers can only provide general advice and must not over-direct the student
- (h) No further teaching and specific feedback can occur prior to resubmission
- (i) If an assessment is checkpointed/milestoned with teacher feedback, a resubmission may be inappropriate

11. MODERATION

- (a) Moderation of student evidence occurs **before** results are released to students. Moderation; moderation between classes, between whanau and with colleagues from other schools.
- (b) The Principal's Nominee monitors moderation processes.

LISTING SOURCES

1. For all internal assessment work where reference material (books, magazines, journals, internet sites) has been used, appropriate referencing and a bibliography must be produced that identifies all sources.
2. Here are the standard ways of listing your sources. These are guidelines only.
3. Helpful website: <http://www.cite.auckland.ac.nz/index.php?p=quickcite>

Books:

Single Authors Example:

Green, A. Working the New Zealand waterfront, Dunedin, University of Otago Press, 2001.

Two Authors Example:

Grost, J., & Barron, R. The Maori King ,London, Macmillan, 1864 **Joint Publication Example:** Janes Publishing. Janes Fighting Ships (100th ed.), London, Janes Publishing, 1983.

Articles or Chapter Example:

Gurman, A.S.,and Kriskern, D.P. *Family therapy outcome research: Knowns and Unknowns*. In Faculty of Business Studies. Assignment Writing Guides for Business Students. , Palmerston North, Massey University, 1981.

Newspapers, Magazines And Periodicals:

Journal Article, one author:

Avery, M. *The History of Jurisprudence before 1460*, Bulletin of the Institute of Historical Research, Vol. 42, 1969, pp. 129-44.

Newspaper article, no author:

Study finds free care used more, APA Monitor, 1982, April.

Electronic Sources CD-ROMS:

Name of CD-ROM , Name of producer, Date of Publication

Internet:

Author. Title of item. [Online] Available <http://address/filename>, date of document or download.

DiStefano, V. Guidelines for better writing. [Online] Available <http://www.usa.net/vinced/home/better-writing.html>, January 9, 1996.

COURSE OUTLINE

Student Course Outline NCEA

This year you will have the opportunity to work on some NCEA assessments in your core subjects and some option subjects. There will be two rubrics provided for one of your normal MHJC Assessments.

With your parent/caregiver permission, your decision as to whether to attempt the individual Achievement Standards will be made in consultation with your relevant teacher. Entry into the standard must be confirmed before the start of the assessment and you will confirm your decision to enter by signing a grade entry class list.

Parental/Caregiver permission to make individual decisions is granted through Appendix 1 - Authenticity form - hard copy provided.

Core Subjects:	Achievement Standard
Maths	91026 Apply numeric reasoning in solving problems V3 C4 (Numeracy)
English	90857 English – Oral Text Construct and deliver an oral text. V2 C3 (Literacy)
Science	Physics - 90935 Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction. V4 C4 (Numeracy)
Global Studies	Social Studies - 91042 Report on personal involvement in a social justice and human rights action. V3 C4 (Literacy)
Health & PE	90968 Demonstrate and show understanding of responsible behaviour for safety during outdoor education activities. V3 C3 (Literacy)

Year 10 Options:	Achievement Standard
Business Studies	90840 Apply the marketing mix to a new or existing product. V3 C3 (Literacy)
Spanish	90909 Give a spoken presentation in Spanish that communicates a personal response. V2 C4
History	TBC
Chinese - by application through DEEP	90869 Give a spoken presentation in Chinese that communicates a personal response. V2 C4 90872 Write a variety of text types in Chinese on areas of most immediate relevance. V2 C5

NB: Some of the above standards will provide the opportunity to gain your Numeracy & Literacy credits.

APPENDIX 1 – Authenticity Form

NCEA

Authenticity Declaration

At Mission Heights Junior College there will be internal assessment activities that will contribute credits towards the National Certificate of Educational Achievement (NCEA). This declaration covers all assessments undertaken in courses studied in the current year.

Student Name: _____

Parent/Caregivers, please tick the ONE that is applicable

- I/We support the above named student to attempt NCEA Achievement Standards on a subject by subject basis
- The above named student will not be attempting any NCEA Achievement Standards this year

Signature (Parent/Caregiver): _____ **Date:** _____

ONLY STUDENTS attempting NCEA this year - please tick each below:

- I understand that the work I submit for all assessments must be my own.
- I understand that if it was appropriate to source information then that information must be acknowledged in the appropriate manner.
- I understand that I may be required to identify my sources, if there is any question about the authenticity of my work.
- I understand that I must acknowledge all direct quotes and references.
- I understand that plagiarism and/or collusion will result in disciplinary action which may make me ineligible for a grade or credits that contribute to an NCEA qualification.
- I understand that all checkpoint deadlines or milestones must be met as requested during the preparation of an assessment activity.
- I understand that resubmission is only available for Not Achieved grades where a small change/addition may change the grade outcome to Achieved.
- I have read the statements above and understand that all work, including planning and production for assessment purposes, must be my own. I have read and understood the NCEA Student Handbook.**

Date: _____ **Signature (Student):** _____

**PLEASE Return the completed form to your Whanau Admin Assistant
THIS FORM MUST BE STORED BY THE PN AND BE AVAILABLE FOR AUDIT**

APPENDIX 2 - Missed Assessment Opportunity Form

MISSED ASSESSMENT OPPORTUNITY

TO BE COMPLETED AND HANDED IN AT LEAST ONE FULL DAY BEFORE DUE DATE OR ON DAY OF ASSESSMENT IF ABSENCE NOT FORESEEABLE. *To be filled in prior to a known absence e.g sports trip, cultural trip, medical appointment etc*

STUDENT NAME: _____ Class: _____

SUBJECT: _____ TEACHER: _____

ASSESSMENT: _____

DATE OF MISSED ASSESSMENT: _____

REASON FOR MISSED ASSESSMENT:



Supporting documentation/evidence attached

SIGNED: _____ (student) DATE: _____

REASON FOR MISSED ASSESSMENT – ACCEPTABLE?

REASON: _____

SIGNED: _____ (*Subject Teacher*) DATE: _____

SIGNED: _____ (*AP or Learning Area Liaison*) DATE: _____

SIGNED: _____ (*NZQA PN*) DATE: _____

**THIS FORM MUST BE STORED BY THE PN AND BE AVAILABLE FOR AUDIT.
File with the students Assessment work**

APPENDIX 3 – Appeals Form

ASSESSMENT APPEAL

The student completes the top section:

NAME: _____ Class: _____

SUBJECT: _____ TEACHER: _____

ASSESSMENT: _____

REASON FOR APPEAL: _____

SIGNED: _____ (student) _____ DATE _____

Hand this form to your Whanau Admin Assistant. This form is to be scanned and sent to the NZQA - Principal's Nominee (PN). Submit the original form to your subject teacher with your assessment work.

APPEAL GRANTED / DENIED

REASON: _____

SIGNED: _____ (Subject Teacher) DATE: _____

SIGNED: _____ (AP or Learning Area Liaison) DATE: _____

A copy of this form is to be returned to the student. If your appeal is denied you have the right to appeal to the NZQA Principal's Nominee (PN)

APPEAL GRANTED / DENIED

REASON: _____

SIGNED: _____ (NZQA PN) DATE: _____

SIGNED: _____ (Associate Principal on behalf of Appeal committee) DATE: _____

A copy of this form is to be returned to the student.

THIS FORM MUST BE RETAINED BY THE PRINCIPAL'S NOMINEE AND BE AVAILABLE FOR AUDIT

APPENDIX 4 Extension Form

ASSIGNMENT EXTENSION REQUEST

The student is to complete the top box and give the form to their subject teacher at least one full day before the due date.

NAME: _____ Class: _____

SUBJECT: _____ TEACHER: _____

ASSESSMENT: _____

REASON for Extension Request: _____



Supporting documentation attached (medical certificate, parent letter etc)

SIGNED: _____ DATE: _____

Student

EXTENSION GRANTED / DENIED

REASON: _____

SIGNED: _____ (*Subject Teacher*) DATE: _____

SIGNED: _____ (*AP or Learning Area Liaison*) DATE: _____

SIGNED: _____ (*NZQA PN*) DATE: _____

**THIS FORM MUST BE STORED BY THE PN AND BE AVAILABLE FOR AUDIT.
File with the students Assessment work**