

# Massey High School



# National Qualifications Framework and NCEA

Student Manual

2018

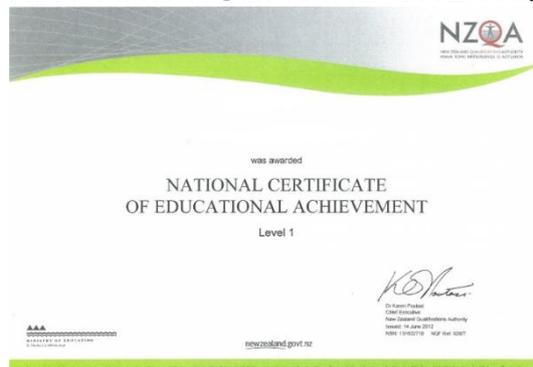
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# INTRODUCTION

This manual includes general information about NCEA procedures including fees and financial assistance details for 2018.

In addition to this manual students will receive a Course Assessment Statement for each of their courses of study from the Learning Leader or Teacher-in-Charge of the course. This statement will include a detailed listing of the standards offered to be assessed, the general time allocations for the course, and the dates, times and locations for sitting or handing in of assessments.

## WHAT ARE NCEA AND THE NQF?



NCEA (National Certificate of Educational Achievement) is New Zealand's main national qualification for secondary school students and is part of the National Qualifications Framework (NQF). Within the NQF candidates are assessed against achievement standards or unit standards from the DAS (Directory of Assessment Standards). Each standard is designed to measure a particular part of the subject curriculum and can carry a number of credits.

Most subjects at school offer 20 or more credits involving a variety of unit standards or achievement standards. Students can gain these credits through a combination of internal assessment (tests, assignments and internal examinations throughout the year) and external examinations. Some subjects are fully internally assessed, while more than half of other subjects may be assessed by external examinations.

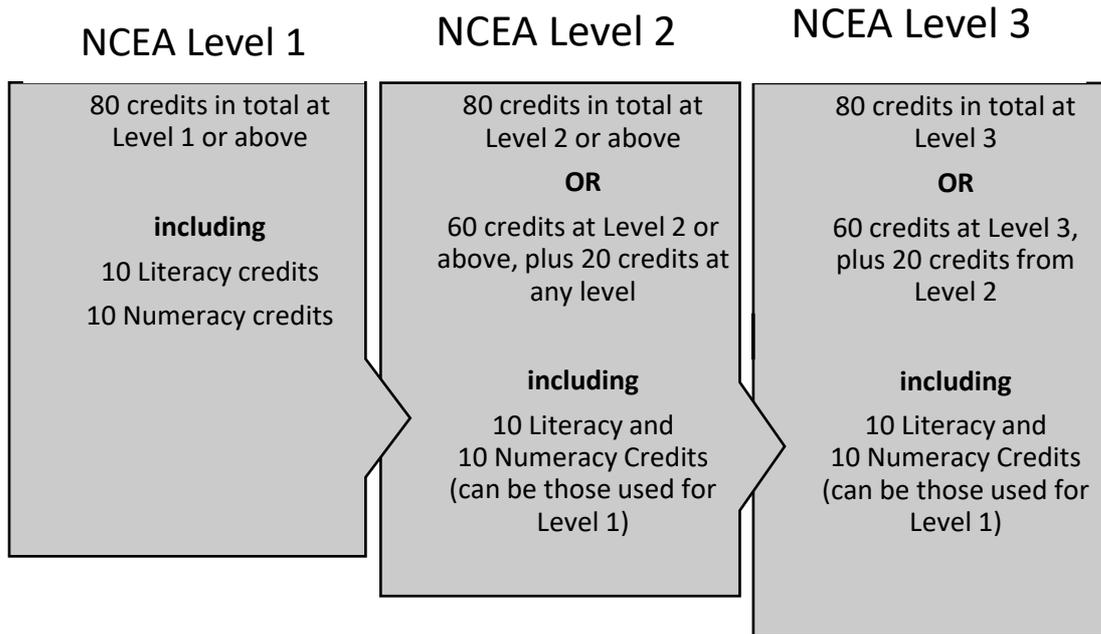
### Achievement Standards

For every achievement standard, students will earn a result of Achieved, Merit, Excellence, or Not Achieved. If a student receives Achieved, Merit or Excellence they will gain the credits for that achievement standard, i.e. the same number of credits regardless of the result.

### Unit Standards

Some subjects use unit standards for assessment in addition to or in place of achievement standards. The credits for unit standards count on the NQF in the same way that credits for achievement standards do. However, there is generally no Merit or Excellence result for unit standards and students will receive either Achieved or Not Achieved. Unit standards are assessed internally. They are not necessarily an easier option than achievement standards but in some courses they can be a more appropriate means of assessment for certain topics.

# CERTIFICATES



## Certificate Endorsement

Level 1, 2 or 3 NCEA certificates can be endorsed with Merit or Excellence according to the following criteria:

### Endorsement with Merit:

- requires 50 credits at merit or excellence at the level of the certificate or above.

### Endorsement with Excellence:

- requires 50 credits at excellence at the level of the certificate or above.

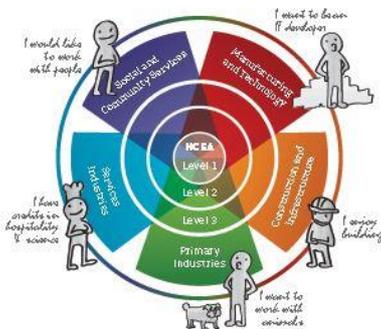
## Course Endorsement

An Endorsement of Merit or Excellence for a course of study can be gained by achieving 14 credits at Merit or Excellence in the course with at least 3 of the Merit (or Excellence) credits gained from internal standards and at least 3 of the Merit (or Excellence) credits from external standards. Course endorsement applies only within the year of study of the course.



## Vocational Pathways

The Ministry of Education has defined six Vocational Pathway sectors. The six are: Primary Industries, Services Industries, Social and Community Services, Manufacturing and Technology, Construction and Infrastructure, and Creative Industries. Within each of these sectors at Level 2 there are 'recommended' standards and 'sector-related' standards. If a student's NZQA qualification includes 60 or more credits from within one sector of which 20 or more are 'sector-related', and the rest of the 60 'recommended', then that student will receive a Vocational Pathway Award on their NZQA Record of Achievement, along with their NCEA Level 2 certificate.



## Other National Certificates

Students can also make progress towards other National Certificates at Massey High School, such as the National Certificates in Travel & Tourism, Science, Mathematics and Computing, and Certificates in Carpentry, Electrotechnology and Hospitality.

## New Zealand Scholarship

Students can also enter subjects for New Zealand Scholarship which can result in monetary awards. Scholarship is awarded to approximately the top 3% of Level 3 candidates.

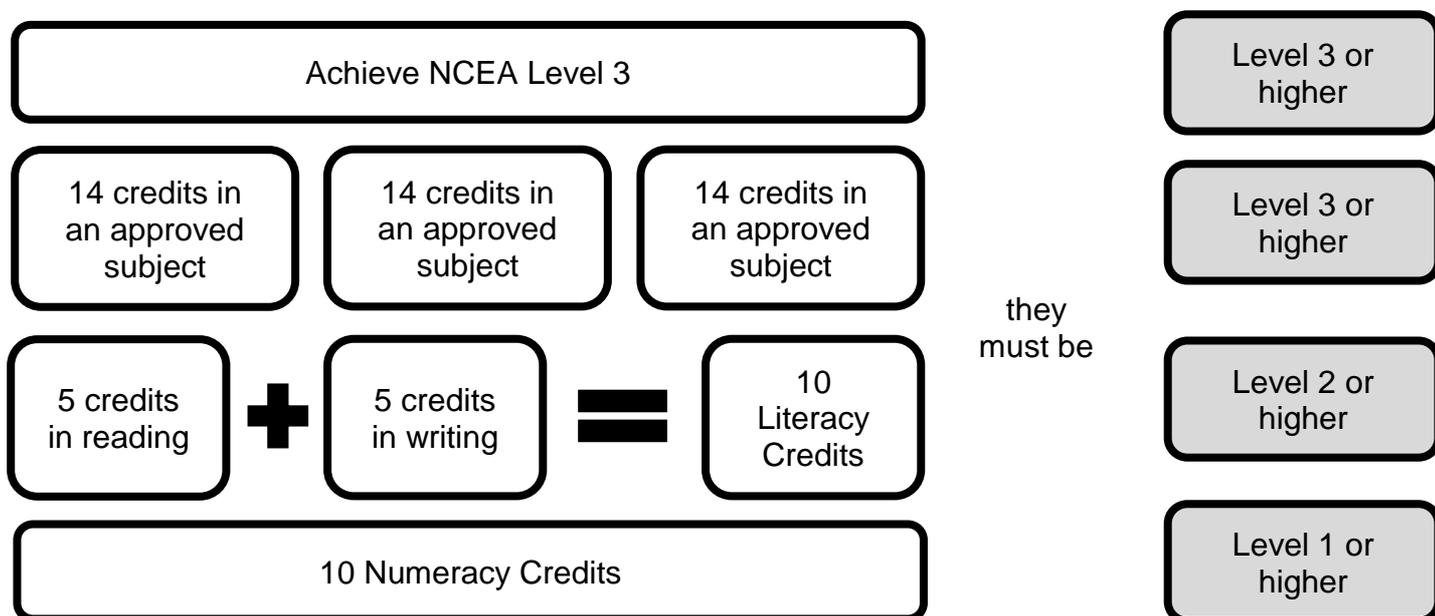
New Zealand Scholarship is not part of the NCEA structure but it provides a substantial challenge for advanced students. Entry to New Zealand Scholarship should only be considered by such students after careful guidance about choices relating to NZ Scholarship with particular reference to external examination scheduling.



## University Entrance

University Entrance (UE) is the minimum requirement to go to a New Zealand university.

To gain UE from 2014 a student will need at a minimum:



Note 1: Literacy and numeracy credits can be obtained from certain other subjects, as well as English and Mathematics.

Note 2: The above are minimum requirements and universities such as the University of Auckland may have more stringent requirements for many courses. Details can be obtained from the various university websites or from the school Careers Advisors.

## Results

During the year parents and caregivers will be able to keep informed of each student's progress from their results in the internally assessed achievement standards and unit standards. These results are updated monthly on the NZQA website from May onwards.

All these results and Record of Achievement will be available on the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). Students are required to register their login so that entries and results can be checked throughout the year as well as ordering of certificates once the results for the previous year are confirmed.

# COURSE ASSESSMENT STATEMENT

Maceo High School

MAT101 Assessment Statement 2016

Year: 11 Course: Mathematics 101 MAT101 Total Credits: 25

No.	Standard Number	Level	Unit	Class	QTY	Full Title	Method of Assessment	Assessment Opportunity Offered	Assessment Date	Credits	Teacher Signature
1	91026	3	1	4	1	Mathematics and Statistics 1.1 - Apply numeric reasoning in solving problems	Exam	1	14 April		
2	91029	3	1	3	1	Mathematics and Statistics 1.4 - Apply linear algebra in solving problems	Exam	1	14 April		
3	91030	3	1	3	1	Mathematics and Statistics 1.8 - Apply measurement in solving problems	Exam	1	27 May		
4	91032	3	1	3	1	Mathematics and Statistics 1.7 - Apply right-angled triangles in solving measurement problems	Exam	1	27 May		
5	91027	3	1	4	1	Mathematics and Statistics 1.2 - Apply algebraic procedures in solving problems	Exam	External			
6	91028	3	1	4	1	Mathematics and Statistics 1.3 - Investigate relationships between tables, equations and graphs	Exam	External			
7	91033	4	1	4	1	Mathematics and Statistics 1.10 - Demonstrate understanding of chance and data	Exam	External			

School Assessment Procedures - You can view your rights and obligations under the school's assessment procedures on the school intranet. Qualifications - You can see what qualifications the school offers and other qualifications the course leads towards on the school intranet. Also see the course handbook, requirements for certificate endorsements, a complete list of standards, and details on CREST activities. NQF - For a full list of information on the National Certificate of Educational Achievement, University Entrance, and Scholarship go to <http://www.nzqa.govt.nz/nqf/index.html>. Assessment Opportunities Offered - In addition to what is listed above, other authentic standard specific evidence may be used instead of a formal assessment event. See your teacher for details. Record your internal grades on this sheet and ask your teacher to sign it off as correct. You can then use this as evidence of your achievement.

Students can expect to receive a handout in the form of a one-page assessment statement for each course of study near the beginning of each course. This will be issued to each candidate by the teacher, Teacher-in-Charge, or Head of Department near the beginning of each course, possibly included with a booklet containing other information about the course.

Each Course Assessment Statement will contain the following:

1. Course name, level and duration.
2. Course prescription.
3. Standards to be assessed, including each registered standard number, the full title of each standard, the version number, the level and the number of credits available. (It is the responsibility of each Head of Department or Teacher-in-Charge of a subject to check the assessment specifications of each standard each year as refinement of specifications is an ongoing process.)
4. Expected assessment dates or deadlines and locations for submission of work.
5. Details of any assessments which include non-replicable tasks, or where further assessment opportunities may not be practicable.
6. A space for the student to record grades.

Students are advised to keep their Course Assessment Statements in a safe place, possibly pasted into a workbook that they will have all year, and to record results of assessments as the year progresses.

## ASSESSMENT DATES

While assessment can involve a process of “gathering of evidence” of a student’s work over a period of time during the year, practicability in a large secondary school necessitates the setting of specific dates for assessment opportunities and completion of assessment tasks. Dates of assessments will appear in individual subject NQF Course Assessment Statements for each learning area.

Any internal standard work that is produced outside the classroom must be presented for assessment by the time stated on the due date. The work must have a cover sheet attached to properly identify the work submitted as well as to validate the date and time that the student work is handed in. The location for handing in such material will be advertised to the student(s) by the HOD or Teacher-in-Charge of the learning area. Work submitted after the due date (and time) will not be eligible for assessment without valid reason (such as a medical certificate) and even then only if assessment of the work is practicable. (See notes below under “Missed Assessment”.)



For external achievement standards requiring the student to submit work for assessment by a particular date, the student will be provided with the date.

## ASSESSMENT OPPORTUNITIES



Students need to be aware that their efforts in class work as well as in formal assessments may be recognised. Valid evidence of achievement from any authentic standard-specific work may accrue to a student's result especially if they unavoidably miss an assessment or deadline. (See the later section headed "Missed Assessment".) However, for some standards, a further assessment opportunity may be offered, as below.

### Notes on Further Assessment Opportunities:

- A maximum of one further opportunity for assessment of a standard can be provided within one year.
- It is not compulsory for a further assessment opportunity to be offered.
- Whether a further assessment opportunity is available for a particular standard depends on manageability and practicability, such as in the case of non-replicable assessment tasks, e.g. field trips.
- If a further assessment opportunity is offered it must be offered to all students who attempted the first assessment opportunity, regardless of their performance on the first opportunity.
- Conditions of assessment during a further opportunity must be consistent with those for the first opportunity. Inability to provide the same conditions for the second opportunity would be a reason to make only one opportunity available in the year.
- All grades are available as a result of any assessment opportunity, whether it is a first assessment opportunity or a further assessment opportunity. For example, for an achievement standard it is possible for a student to gain Excellence, Merit, Achieved or Not Achieved from a further assessment opportunity.
- A further assessment opportunity is appropriate only if additional teaching has taken place since the first assessment opportunity.
- A further assessment opportunity involves a student being required to complete a different task from the first attempt, or the same task with a different context, except in the case of re-submission of a task (see below).
- A student who has made no attempt to complete a task on the first opportunity offered is not entitled to a further assessment opportunity, unless the circumstances are beyond the control of the student.
- In the case of missed assessment for a valid reason a student may have a further assessment opportunity if practicable.

- If a further assessment opportunity is not to be offered for a particular standard then students will be informed at the outset that there is only one opportunity to achieve the standard. Standards in which further assessment opportunities will or will not be offered are to be clearly specified.
- Where a further assessment opportunity is not practicable but where standard-specific evidence of the student's work is available, it may be possible for such evidence to be used to provide an assessment grade, or to complement part-evidence from an assessment.
- Involvement in a further assessment opportunity must not take either the teacher or the student away from another class. An exception to this rule may occur in the case of assessments for Gateway students.

## RESUBMISSION

### FACTS

A resubmission:

- **is offered to an individual student who is at a grade boundary to confirm the grade**
- can only be offered after final submission of a grade awarded (feedback can be given before the grade is awarded)
- **should only be offered where a teacher judges the student should be capable of discovering and correcting a mistake themselves in a timely fashion**
- should be limited to specific aspects of the assessment
- can be offered after either the first or further assessment opportunity, or after both.
- Teachers may give only general advice.
- Further teaching and feedback cannot occur between the final submission date and the resubmission.
- A student must have access to any grade - Not Achieved, Achieved, Merit, and Excellence.
- No more than one resubmission can be provided per assessment event.
- The length of time provided for a resubmission depends on the context of the assessment.

### SOME THINGS TO THINK ABOUT:

- A resubmission gathers further evidence to confirm a grade judgement that is borderline.
- When conferencing with a student, take notes to form part of the assessment evidence.
- Monitor the resubmission for authenticity.
- Use professional judgement to decide on a reasonable timeframe, bearing in mind that no further teaching or learning can take place prior to a resubmission.
- If there is a lot to be fixed, then it is not a resubmission.

## “NOT ACHIEVED” RESULTS

Not Achieved results are entered only when the student has been given an adequate opportunity to achieve the standard and either has not attended the assessment test, has not submitted the work for the assessment, or has presented work or evidence for assessment which has not met all the criteria.



## WITHDRAWAL OF ENTRY FROM A STANDARD

Students may elect to withdraw from a standard at some stage during the year prior to attempting the standard. This should be done only with written notification from a parent/caregiver to the subject teacher (kept on file) and after proper consultation regarding the implications of the decision. It may not be done at the end of the year for standards in which a Not Achieved result has been entered. In other words, withdrawal from a standard is possible only prior to a full and adequate opportunity being given to achieve the standard. Withdrawal from a standard may also occur for a student who is absent from classes during the instruction relating to that standard.

## MISSED ASSESSMENT

Valid reasons for missed assessment (where no work was submitted by a student on the published assessment date) include illness and other special circumstances beyond the control of the student.



examples – family bereavement, participation in a sanctioned school activity, including field trips, cultural activities, tournaments.

\*note – family trips are not generally an acceptable reason.

A further assessment opportunity for certain standards may be available for circumstances with valid reasons. Requirements are a medical certificate or supporting evidence returned promptly to the Form Teacher or Attendance Administrator with a copy to the teacher in charge of the assessment.

(Note that a medical certificate is guaranteed to meet the school's requirements for missed assessment due to illness or injury. A simple note may not be enough, depending on the circumstances.)

As noted above under the section headed “Assessment Opportunities” it may be possible for earlier efforts in class work to provide a valid assessment result when students miss an assessment deadline unavoidably. This necessitates the recording of evidence from earlier authentic work to show that all criteria of the standard have been met. Otherwise an extension or an authorised late or different assessment opportunity may be offered.

# AUTHENTICITY

Ensuring the validity, consistency, accuracy and fairness of all assessments and ensuring that any work submitted by a student is his/her own work.

Authenticity is the assurance that evidence of achievement produced by a learner is their own work. There is an expectation that the following three broad categories of authenticity challenges will be monitored during the assessment process.

- Copying from another person or source (plagiarism)
- Having too much guidance from another person
- Getting specific answers for the assessment activity because it is publicly available on the internet.

The assessed work must be the work of the learner including when performance is in a group context or conditions allow for open book assessment. For example, whole-class brainstorming cannot include the answers to specific questions in an assessment, but could include topics that learners then go on to research individually.

## Authenticating Student Work

Massey High School uses a range of practices to assure the authenticity of student work. Any involvement by students in submission of an assignment or examination script that breaches the assessment conditions or is not a student's own work will result in a grade of "Not Achieved" for each student involved.

One way we guarantee authenticity is on the front of assessments, you may see the

This is to certify that all of the work submitted for this achievement standard / unit standard assessment is my own.

I have acknowledged all sources of information where relevant, including:

- Internet Web sites
- Books
- Magazines / periodicals
- Photographs / diagrams
- Interviews
- CD Rom based material

Signed: \_\_\_\_\_ (Student)                      Date: \_\_\_\_\_

*Parents/Caregivers signature (for assessment work completed at home)*

To the best of my knowledge the work submitted by my child is his/her own work.

Signed: \_\_\_\_\_ Parent(s)/Caregiver(s)

## APPEALS



Appeals can occur when a student believes his/her submitted work has been incorrectly assessed or the rules of assessment have been unfairly applied.

- A student is entitled to appeal his/her grade(s) for work submitted for an achievement standard, or to appeal a decision on a breach of assessment rules or plagiarism. Such an appeal is to be lodged by a student **within five school days** of receiving the assessment result or decision.
- If a student does not action the appeal process within the specified time limit then it will be deemed that the student has agreed with the achievement grade or decision and its accuracy.
- Students and staff are to use the Massey High School internal assessment appeal procedure when there is an appeal. All appeals must be documented irrespective of the stage when closure is reached.
- All teachers must be open to discussion with students about marking processes and the appeals process.

### Procedure For Appeals

1. Initial consultation should take place with the subject teacher.
2. The subject teacher and the student discuss the work submitted against the assessment schedule.
3. If the student wishes to proceed with the appeal, the student collects an Appeal Sheet from the Principal's Nominee and completes the appropriate section. (The Appeal Sheet accompanies the Appeal Process and is returned by the Learning Leader to the Principal's Nominee at the conclusion of the appeal.)
4. If the student wishes to proceed with the appeal the Learning Leader is informed through the subject teacher.
5. The student passes the Appeal Sheet to the Learning Leader.
6. The Learning Leader arranges a meeting with the subject teacher, the marker and the Learning Leader to consider the work for remarking.
7. The work is remarked by the marker and the student is informed of the outcome by the Learning Leader.
8. If the student at this point does not agree with the outcome of the appeal, then he/she may appeal, via the Principal's Nominee, to the Principal or his/her nominee within 5 school days. The Principal's decision is final.
9. If the subject teacher, the marker and the Learning Leader are one and the same person, then the appeal is passed on to the Principal's Nominee for consideration. The Principal's Nominee then meets with the Learning Leader to consider the work for remarking.
10. The school reserves the right to call in an independent expert to verify a grade or decision under appeal.
11. The completed Appeal Sheet is returned to the Principal's Nominee.

## APPEAL SHEET

Student to complete this section and pass on to the Learning Leader.

Student's Name \_\_\_\_\_

Subject \_\_\_\_\_

Standard Code \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Received: Date \_\_\_\_\_ Time \_\_\_\_\_

### Appeal Steps

- Subject teacher / student discussion
- Appeal Sheet passed to Learning Leader
- Learning Leader / assessor meeting
- Student informed of outcome
- Principal appeal

### Final outcome

Original Grade \_\_\_\_\_

Appeal Grade \_\_\_\_\_

Student signed off \_\_\_\_\_ Date \_\_\_\_\_

- Appeal Sheet returned to Principal's Nominee

## FEES INFORMATION



The fees set by the New Zealand Qualifications Authority (NZQA) for the 2018 National Secondary School Qualifications are as follows:

- \$76.70 per candidate (including GST) for entry for all NQF standards
- \$30 per candidate (including GST) for each NZ Scholarship subject entry
- For International Fee Paying students the fees are \$383.30 for entry for all NQF standards (not including Scholarship entries) and \$102.20 for each Scholarship subject.

NZQA fees at Massey High School should be paid by **Friday August 31<sup>st</sup>**.

Payments can be made directly to the bursar's office at school.

A late fee (\$50) will apply for students who do not pay their NZQA fees for the current year.

Students will not have access to their results unless they have paid the NZQA fees.

## FINANCIAL ASSISTANCE

Candidates may qualify for NZQA financial assistance in the following cases:

- if there is more than one candidate per family living at the same address and the total fees would exceed \$200. (The maximum payable is \$100 per child or \$200 per fee payer.)
- if the student or caregiver is eligible for a community services card.
- if the student or caregiver receives a Work and Income or Study Link benefit.

Financial assistance application forms are available from the school office or via the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).

To ensure that financial assistance applications and payments are processed in time, all financial assistance applications should be submitted to Massey High School by **Friday August 24<sup>th</sup>**, one week earlier than the due date for NZQA fee payments.

## DERIVED GRADES

(N.B: Derived Grades was formerly referred to as Compassionate Consideration.)

The provision of results based on derived grades applies to external examinations only.

When certain circumstances either prevent a student sitting an examination or affect the performance of a student in an examination, it may be possible for the student to be awarded a derived grade based exclusively on pre-existing standard-specific evidence held by the school from the student's class work and examination results during the year.

In most cases, the standard-specific evidence for the external standards is obtained from the end-of-year school practice examinations. For that reason it is important that students achieve as highly as possible in those school practice examinations.

Such circumstances which are beyond the control of the student include sickness, injury, family bereavement, or certain other circumstances at the time of or immediately prior to an examination. Proper documentation is required in such cases and further details are provided in information handouts issued by NZQA during the year or available on the NZQA website.

Candidates in these circumstances who need to make application to the school for derived grades should do so immediately at the time of external examinations to allow time for their earlier work to be properly considered. Application forms for derived grades will be available from the school office.

Applications for derived grades by students for courses they are enrolled in through the Correspondence School will be referred to the Correspondence School.

## SPECIAL ASSESSMENT CONDITIONS

The school submits applications to NZQA each year through the Focus Learning Department for Special Assessment Conditions in external examinations as well as in school-based assessments on behalf of eligible candidates.

For candidates new to assessment for qualifications in 2017 and those with newly diagnosed conditions an application for special assessment conditions must be sent to NZQA in Term 1 prior to the **April 12<sup>th</sup>** closing date for such candidates.

These applications apply to students identified with a permanent or long-term medical, physical or specific learning disability that directly impacts on their ability to be fairly assessed. Such students are to be identified through the Focus Learning Department in February each year. Eligibility must be established by a current report from an independent, registered professional recommending special assessment conditions to address the candidate's specified needs. The report should be completed in time for the first year of assessment for national qualifications, and remains valid for three years. Students must be receiving on-going support to manage their learning difficulties during their time at secondary school, and teachers will be notified of the eligibility of these students for special conditions during assessments at school.

Where schools do not have evidence from an independent, registered professional, but have **appropriate alternative documented evidence**, this should be submitted annually to NZQA with the application for approval.

In these cases an approved application for special assessment conditions in one year does not necessarily mean that they will be automatically provided in the next year.

Further information about applications for special assessment conditions may be obtained from the Focus Learning Department at Massey High School, or from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).



## HOW PARENTS/CAREGIVERS CAN HELP

There are several ways parents and caregivers can help students achieve.

1. Ask your son/daughter to bring home the course assessment statement from each of his/her teachers which will show when assignments are due and tests/examinations will be undertaken. It would be good to keep copies of these at home. Make sure he/she prepares in plenty of time for tests/examinations and puts in the required effort for assignments in enough time to meet deadlines.
2. Regularly check books to make sure that they are up-to-date, neat and tidy. Work in a student's folder should be organized and divided according to the unit/achievement standards studied. Students will have difficulty studying effectively for examinations or tests if they do not have the information they need to learn.
3. Each student is expected to note assessment dates, credits gained and homework. Students should be tracking their own credits. Students should have homework every night during the week. Even if they say that they do not have homework, students should review each night the material they have covered in class that day. Steady progress towards a successful year will be made with each hour of work including revision for coming tests, general reading, additional mathematics exercises etc.
4. If you would like to discuss your son/daughter's progress with their teachers, parent-teacher interview meetings are important to get a fuller picture of how a student is doing. Please do not hesitate to call the Dean if you need to discuss study or progress issues at other times of the year.
5. The Monday Newsletter, which is issued to students for them to take home at the beginning of most weeks, frequently has information relevant to the NQF and NCEA, assessments, examinations, reports and parents' meetings which can keep parents informed and therefore more equipped to help their sons/daughters achieve. The school's website: [www.masseyhigh.school.nz](http://www.masseyhigh.school.nz) also has the Monday newsletter available.
6. Encourage your son/daughter to register via learner login in the NZQA website so that entries and results can be checked throughout the year.

## PERSONNEL 2018

As well as subject teachers and Heads of Departments, the following personnel may be of assistance to you with regard to concerns or questions you may have about any aspect of the NQF or the National Certificate of Educational Achievement or other National Certificates.

### Progress Leaders:

Mrs T Mitchell	Year 9
Mrs C Dower-Crudon	Year 10
Mr K Goddard	Year 11
Mrs M Latu	Year 12
Miss C Field	Year 13

**Special Assessment Conditions:** Mrs A Whyte

### Deans of Houses:

Hiranga	Mr R Van Niekerk	Mrs K Ashford
Karearea	Mr C Farrington	
Matauranga	Mr K Allington	Mrs B Death
Turama	Mr J Pace	Mrs R Moore

### Entries and Appeals:

Mr C Riseborough (Principal's Nominee, Director of Studies, Deputy Principal)

### Results:

Dr S Smith (Student Achievement Manager, Associate Principal)

### Principal:

Mr G Denham