



JAMES HARGEST COLLEGE **KEEP FAITH**

# Student Handbook for NQF Assessment Year 11, Year 12 and Year 13 2024

The information in this handbook gives a simple explanation of the official school policies which must be followed by students and staff to make sure that our assessments are **FAIR, ACCURATE** and **VALID**.

- Read this information carefully.
- Ask questions if you are unsure.
- Sign the declaration sheet to show that you understand and will follow the rules.
- Take this home and discuss it with your parents.
- Keep it for further reference.

For a successful year, you must know your **RIGHTS** and your **RESPONSIBILITIES** and **EXERCISE** them.

## DEFINITIONS

**INTERNAL ASSESSMENT** is when activities are assessed within the school - usually by your subject teacher.

**EXTERNAL ASSESSMENT** is when activities are assessed outside the school, either by external exams in November, or by forwarding work to assessors. Your teachers will prepare you for these during the year with **FORMATIVE** assessments which are practices for the real thing. These formative assessments are an extremely important part of your learning. Formative assessment includes Evidence Exams which can be used to support a derived grade if you miss an external assessment.

**MODERATION** means that assessments in the same subject are set and marked consistently. It is our **responsibility** to make sure this happens.

**SUMMATIVE** assessments are the final assessments.

**NZQA** means **New Zealand Qualifications Authority** who set the standards, the procedures and monitor what schools do.

**HOD** means Head of Department. These people are in charge of individual subjects.

**NCEA** is the **National Certificate of Educational Achievement** which is the qualification Year 11, Year 12 and Year 13 students are studying towards this year.

**NQF** means **National Qualifications Framework**.

## COURSE OUTLINES

Your subject teachers will supply you with a course outline and assessment plans that include topics / units, standards to be assessed, timing and nature of assessment activities.

## STORING YOUR WORK

Your teachers will collect and file your assessments for moderation.

<b>DO IT ONCE, DO IT RIGHT.</b>
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## RECORDING YOUR GRADES

We have the responsibility to record your grades **CLEARLY, ACCURATELY** and **SECURELY**. You will be asked to sign off to accept the assessment judgement within one week of it being returned. We advise you to keep a personal record as well. You will be asked to check and sign off the accuracy of all your grades, near the end of the year, to verify internal Achievement Standards are correct prior to sending them to NZQA.

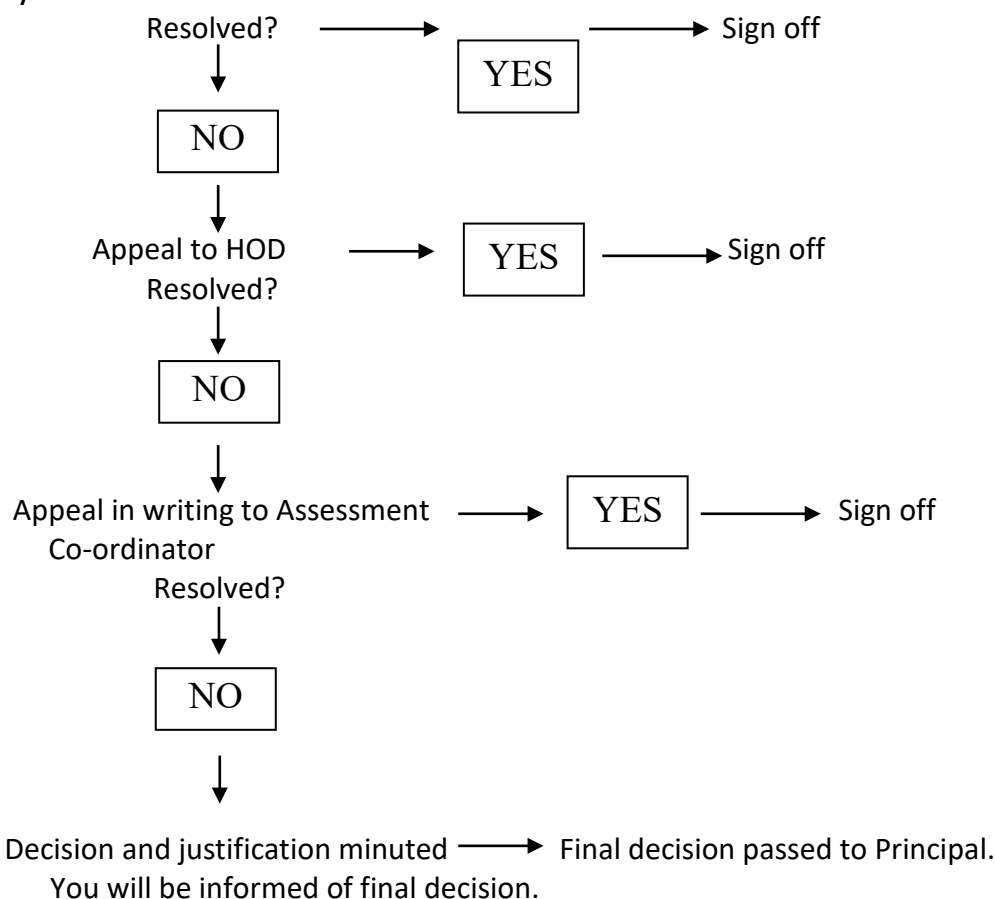
If you do not achieve a standard by refusing to attempt it, then it will be recorded as as Not Achieved which will show on your school report and academic transcript.

## APPEALS

**Why?:** If you feel you have been allocated a grade that you dispute or believe you have been treated unfairly.

**When?:** Before you sign off your grade and within one week of assessment being returned.

**How?:** Ask your teacher.



## YOUR PRIVACY

Grades are **CONFIDENTIAL** between you and your teacher and all efforts are made to keep the information private.

## RESUBMISSION (CLARIFICATION) / FURTHER ASSESSMENT OPPORTUNITIES

One resubmission **may** be offered if you need to correct a minor error that can be identified independently from the teacher and you are close to the Not Achieved/Achieved grade boundary only.

NQF states students **may** be offered **one** further assessment opportunity for an assessment if it is feasible and practicable and they have made a genuine effort in the first assessment. This may take place out of class time.

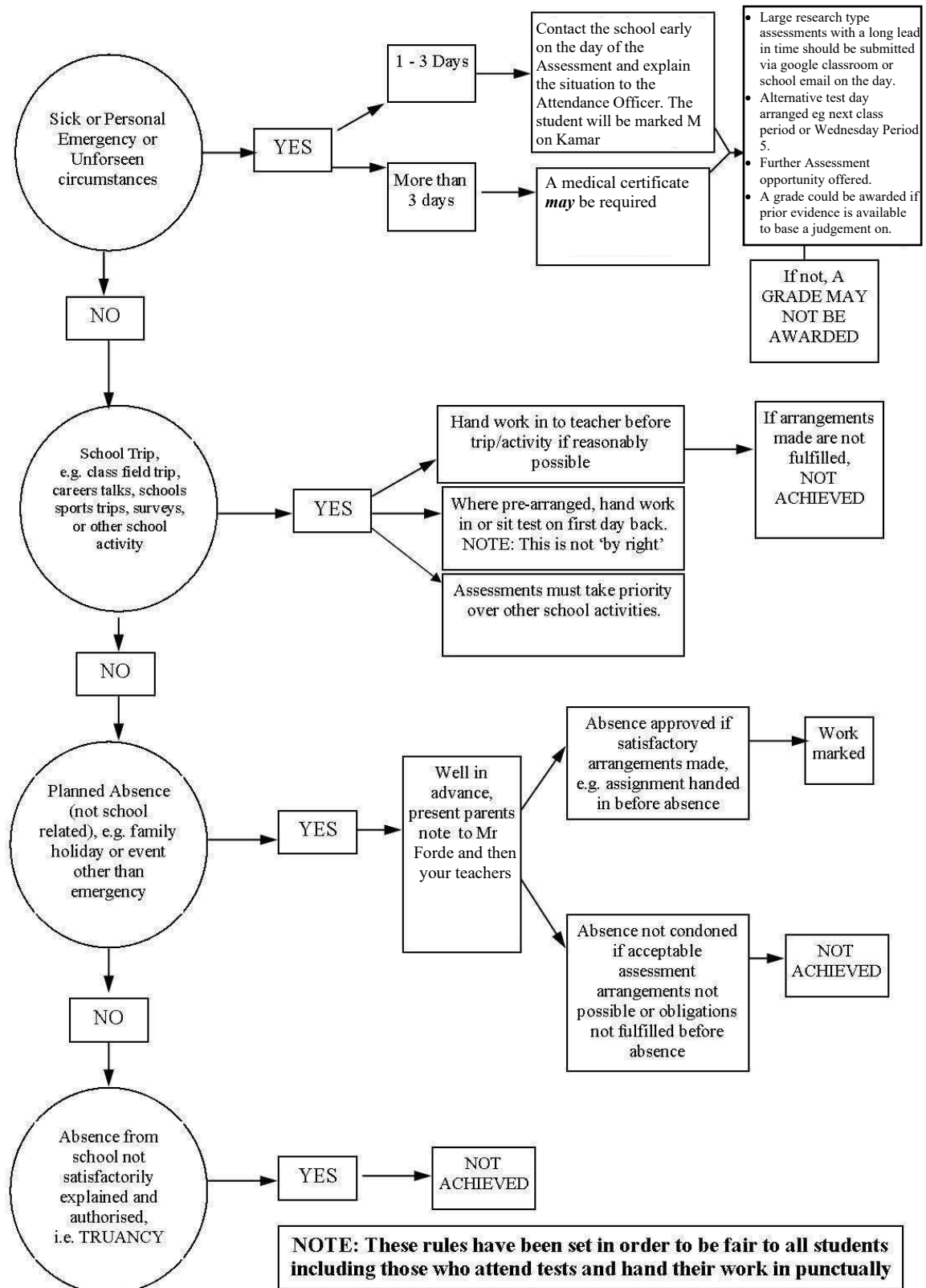
The full range of grades from (Not Achieved to Excellence) shall be available. Further assessment opportunities **may** not be available for all subjects and standards so refer to your subject course handbook for more details.

Students who miss NQF assessments due to a stand down from school may be offered an opportunity to be assessed, where appropriate, at a later date.

## COMPUTER ACCESS

Students who have access to computers revoked can have their passwords reinstated during the period of assessment. It is the responsibility of the students to inform their class teacher in advance.

### FLOWCHART FOR ABSENCE FROM A TEST or ABSENCE FOR AN ASSESSMENT DEADLINE



## MEETING DEADLINES: MISSED TESTS, LATE WORK AND EXTENSIONS

This is one of your most important responsibilities. Failure to follow procedures could cost you success. If you are ill or have circumstances that are beyond your control you will not be disadvantaged. However, you must follow these rules:

- Contact the school early on the day of the assessment and explain the situation to the Attendance Officer.
- Apply in writing to Mr Forde if the absence is known in advance.
- Large research type assessments with a long lead in time should be submitted via google classroom or your school email address.
- Hand in your assessment before you go on a school trip, unless other arrangements have been made.
- A medical certificate or similar document may be requested if the absence is more than three days.
- Extensions are dependent on Departmental Policy and formative work completed.

NCEA students who **DO NOT** follow these procedures face the penalty of **NOT** having their work accepted, and being awarded Not Achieved. *Refer to the flow diagram for more detail.*

## AUTHENTICITY

For assessment to be fair to all students, you must be able to demonstrate that the work you submit is your own.

We encourage you to have guidance during the learning process - family, tutors inside and outside the school, peers. **However**, the final product must be your own. It is important that you avoid plagiarism. Plagiarism occurs when you deliberately use (or closely imitate) someone else's language, ideas, or other original material without acknowledging its source. Rewording another person's work without acknowledging its source, is also plagiarism. The use of AI can be classed as plagiarism.

Ensuring work can be authenticated as your own can be achieved by meeting checkpoints set by the teacher, careful note taking, using the correct referencing style for the subject, and by understanding how to summarise and paraphrase. Ask your teacher for assistance.

You will be asked to sign a declaration that your work is authentic.

If your teachers suspect work is not authentic, that is it has been plagiarised, they can:

- Check your plans, drafts and workings (so keep them in case).
- Ask you questions.
- Notify your parents.
- Ask you to repeat part or all of the assessment under supervised conditions.
- Use of online plagiarism checkers to generate a report eg Google Authenticity Checker.
- Check your Google Document History.

**GRADES can only be awarded for authentic work. Submitting work that you cannot authenticate will result in a grade of Not Achieved being awarded.**

**Collaboration:** Allowing another student to copy your work and/or sharing documents is complicit with cheating and may attract the same penalty as above.

## **BREACH OF RULES/MISCONDUCT**

This could include:

- **Not** following instructions.
- Influencing, hindering or assisting another student.
- Attempting to access information or materials not permitted in assessments including using electronic devices.
- Submitting material for the assessment that you cannot authenticate.
- Accessing computer based assessments outside class time.

Students will be given the opportunity to explain anything that is considered a breach. Following an investigation, a decision on appropriate actions will be made. This could include 'Not Achieved' awarded for the assessment, withdrawal of further assessment opportunities, Parents/Caregivers/Whānau informed, documented on Academic/Pastoral system. Should students wish to appeal, the Appeal Policy should be enacted.

## **SPECIAL ASSESSMENT CONDITIONS**

Some students may be eligible for special assessment conditions. This would generally be due to physical injuries, learning disabilities or medical conditions and students with difficulties in reading or writing which places limitations on their ability to express themselves. If you think this may apply to you, see the SENCO, Mrs Shaw as early in the year as possible.

## **DERIVED GRADE**

If a candidate has been clearly disadvantaged through illness or misadventure or considers their performance to be severely impaired in the NZQA exams, they should see Mr Forde about the procedure to apply for a derived grade.

## QUALIFICATIONS

### Level 1

National Certificate of Educational Achievement Level 1

For a student to be awarded NCEA Level 1, they must achieve 60 Credits at Level 1 or higher. Additionally, students must attain the 20-credit corequisite for Literacy and Numeracy (10 credits each). This can be attained in Year 10.

### Level 2

National Certificate of Educational Achievement Level 2

For a student to be awarded NCEA Level 2, they must achieve 60 Credits at Level 2 or higher. Additionally, the Level 1 corequisite requirement for Literacy and Numeracy must be met. This may have been met by attaining 10 Literacy and Numeracy credits in approved standards prior to 2024.

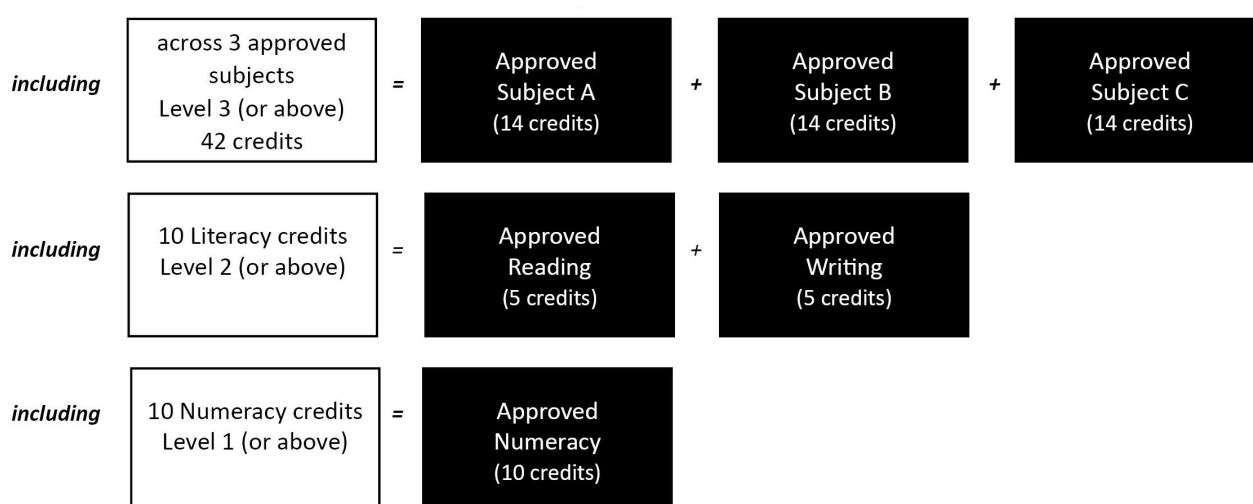
### Level 3

National Certificate of Educational Achievement Level 3

For a student to be awarded NCEA Level 3, they must achieve 60 Credits at Level 3 or higher. Additionally, the Level 1 corequisite for Literacy and Numeracy must be met. This may have been met by attaining 10 Literacy and Numeracy credits in approved standards prior to 2024.

## MINIMUM UNIVERSITY ENTRANCE 2024

National Certificate of Educational Achievement Level 3 (60 credits). 14 Credits at Level 3 in each of three approved subjects. (Must achieve 60 credits at Level 3 and have attained Literacy (Level 2) and Numeracy (Level 1)).



Each university may choose to rank students according to their Level 2 and Level 3 results depending on the numbers they have applying.

Please check the university websites for their latest updates. Some universities have additional criteria for specific courses.

NB: If a reader/writer is used, the credits obtained do not count for literacy writing.

## TERTIARY STUDY AT SCHOOL

It may be possible for a limited number of students to undertake tertiary study to enhance their school programme.

Interested students should consult Mrs McDowall for details of the relevant school procedures.

### SOUTHERN INSTITUTE OF TECHNOLOGY ENTRY REQUIREMENTS

**Diploma Courses:** NCEA Level 2 achieved including at least 12 credits in each of 4 subjects. You may also have to pass an aptitude test set by SIT. Some diplomas also include recommended subjects which can be viewed in the SIT prospectus or by enquiring with the school Careers Department.

**Degree Courses:** 10 Maths Level 1 credits, 10 English Level 2 credits including 5 Reading and 5 Writing, 14 credits in each of 3 approved University Entrance approved subjects. Level 3 must be gained as well.

In some cases if there are unfilled places on SIT courses they may accept you if you almost meet their criteria and pass their aptitude test.

Students are expected to enter all the achievement standards/unit standards the class is covering during the year's work. This includes sitting the school exams for those subjects.

## SCHOOL LEAVERS

Before you leave, please ask all your teachers to load your grades onto the computer system. If possible do this at least a week before you leave. When you take the green "Clearance for School Leaver" form around your subject teachers, ensure that they initial the column to confirm that all grades have been entered. Mr Forde will check these credits are accurate when you sign out with him.

If you are going to a new school, take a print out of your credits with you and hand them to your new school on arrival.