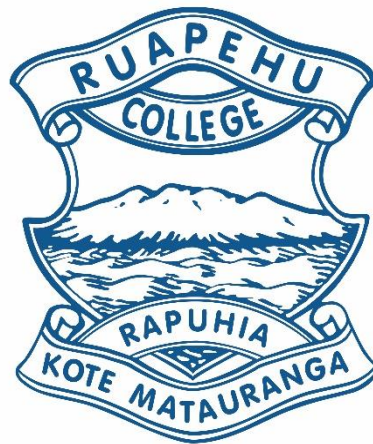


NCEA

Student Guide

HANDBOOK



**RAPUHIA KOTE MATAURANGA
SEEK FURTHER KNOWLEDGE**

2022



GATEWAY



Course outlines

All students following an NCEA course (Level 1, Level 2, or Level 3) will be emailed a course outline by each subject teacher at the beginning of the year, this will be sent to students school email address. The course outline will contain a brief description of the course, a list of the standards and an approximate date for assessment among other information. Note that assessment dates are only guidelines as assessment takes place when the students are ready.

Assessment opportunities

The course outline, mentioned above, will also detail the type of assessment and the number of opportunities offered. The maximum number of opportunities offered on any NCEA assessment is 2. Although due to the nature of the assessment or timing students may only be offered one opportunity, the subject teacher should also let them know this before they begin the assessment. If students are unsure they are should ask for clarification from the teacher.

Special assessment conditions (SAC)

Some students are entitled to special assessment conditions (SAC) when they are doing assessments. Special assessment conditions are authorised by NZQA and are about ensuring all students have equitable access to the curriculum and assessment. Conditions might include things like additional time, a reader or writer, coloured paper or larger font size for printed material. The Special educational needs coordinator (Mrs Burns) will work with identified students to apply to NZQA for special assessment conditions.

Deadlines

When the assessment is being set students will also be informed of the deadline, that is the date it must be submitted (handed in) to the teacher. Or they may be told the number of periods they will be given to complete the work, they may also be told the format it is to be submitted in.

Deadlines are important and are in place to make sure that all students get the same opportunity and to ensure fairness.

If a student has a problem with an upcoming deadline or has missed some of the allocated time given to complete the assessment they should approach their teacher and discuss this with them. If a student has been absent due to sickness, a school-based activity or a whanau commitment then it may be possible to allow them more time.

The subject teacher will remind all students of due dates and check in with individuals to monitor progress throughout the assessment window. If a student does not submit a piece of work they will be awarded a “*Not Achieved*” grade for the assessment.

Marking and moderating

Once a student submits work to the subject teacher it should be marked promptly and a **provisional** grade returned to the student. The time this takes will depend on a number of factors including the number of students in the class, the size of the assessment and the level of the assessment. But as a rough guide should not exceed 3 weeks.

The reason the initial grade is provisional is because all assessments need to undergo a moderation process and depending on who is carrying out this process it may take some time.

Once the internal moderation process is completed students will be informed of their final grade and this will be loaded onto Kamar, the school management system, and in time will be uploaded to the NZQA website.

Resubmissions

A resubmission is an opportunity to correct work that has been graded as *“Not Achieved”*. On a resubmission the **ONLY** grade available is an *“Achieve”* grade. To qualify for a resubmission the error must be small and be something the student can identify and correct themselves without direction. No further teaching on the subject is allowed between the receipt of the *“Not Achieved”* mark and the resubmission opportunity.

Appeals

Once marked work is returned students are entitled to ask how the judgement decisions are made. If a student does not feel that the grade they have received is correct they can ask the subject teacher to reconsider the result. The subject teacher will look at the work and may or may not change the grade.

If after this first step a student is still unhappy with the assigned grade they will need to request a Assessment Appeal Form from the subject teacher, or if they are uncomfortable doing this from the principals nominee (Mr Mackrell) to whom the form is to be submitted upon completion.

The work will then be looked at by another teacher who is a subject specialist. Again, the grade may, or may not change.

If a student is unhappy with this outcome they may approach the principals nominee to review the check marking process that has taken place and ensure impartiality. The Principals Nominee will make a decision on the findings and report the grade to the student.

If a student is unhappy with this decision they may refer the decision to the principal who will review the whole process and make a final decision.

Breach of NCEA Rules

When students are set an NCEA assessment the conditions of the assessment will be explained to them. The assessment may, for example, require students to work in a group, individually, or be carried out like an examination. If a student is unsure if they are allowed to carry out a certain activity in the assessment they should ask the teacher to clarify.

Breaches of rules could include things like:

Dishonest practices could include things like: copying, seeking help outside of the stated assessment conditions, submitting work which is not their own (plagiarism), disrupting other candidates.

The consequence will depend on the severity of the breach, ranging from detentions and home contact to the involvement of the principal and principals nominee and ultimately, at the more extreme end, the assessment being graded as *“Not Achieve”*

Derived Grades

Derived grades are available to students who have missed an assessment opportunity that they have completed the work for, due to an unforeseen event, such as the death of a close family member or a sickness requiring a doctors note. They are a grade “derived” from evidence other than the formal assessment, and may include practice assessment or other work completed during the build up to or the assessment period.

The practice examinations at the end of term 3 provide evidence for derived grades for external assessments and as such are an important part of the academic year.

If a student feels that they may be eligible for a derived grade they should speak to their subject teacher or the principals nominee (Mr Mackrell.)

Finding out how you are progressing

Throughout the year there will be a number of opportunities for students to check on their NCEA progress face to face weekly with academic mentors or by asking their subject teachers of their year level dean.

Students have also got access to 3 online tools where they can check their NCEA progress: The kamar app, the NZQA portal and the MyMahi app.

Further information

Further information for students, whanau and carers can be found in the following places:

<https://parents.education.govt.nz/secondary-school/learning-at-school/ncea/>

<https://www.nzqa.govt.nz/about-us/publications/nzqa-brochures/#heading2-0>

<https://www.nzqa.govt.nz/assets/About-us/Publications/Brochures/A-Guide-to-NCEA-ENGLISH-March-2018.pdf>