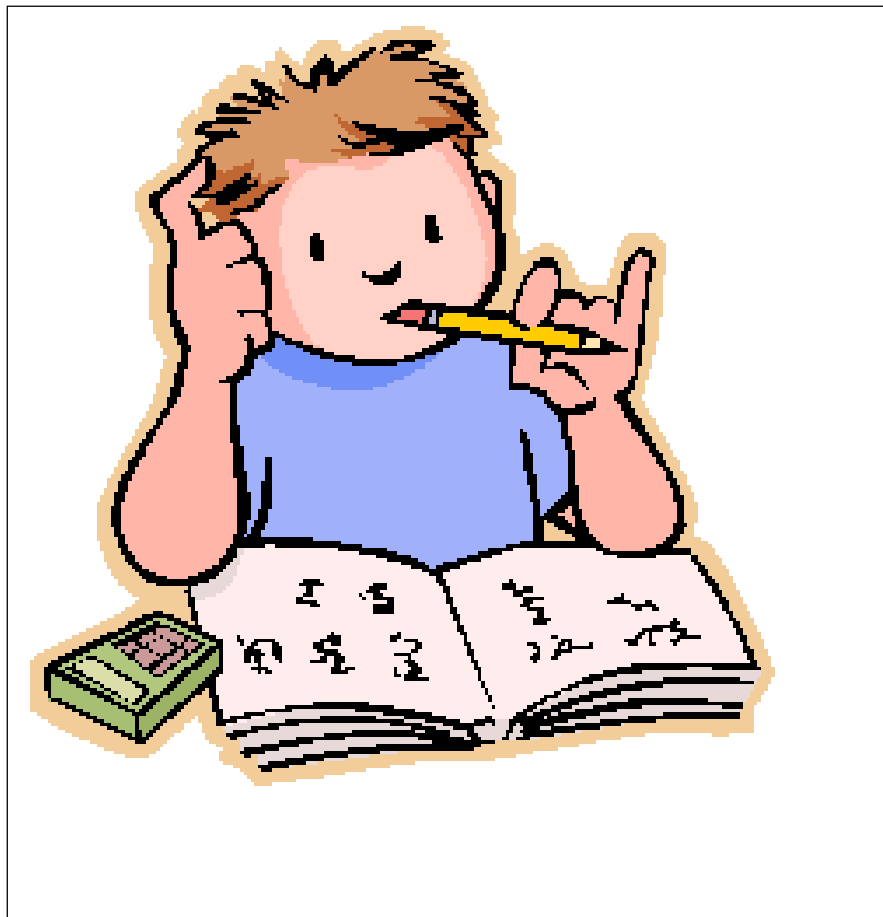


PAEROA

COLLEGE



Student NCEA Handbook



1. COURSE INFORMATION

(a) Course Documentation

You will be provided with information about each of your courses.

The course documentation given to students must contain the following:

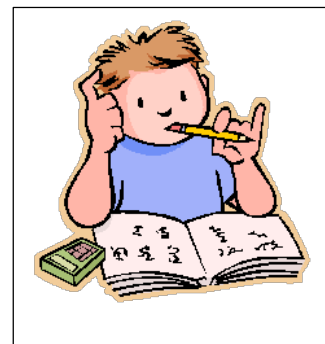
1. Course outline - this will include:

- subject name, level and year
- course aims
- course description
- course requirements
- for each standard offered in the course:
 - the registration number and version
 - full title
 - number of credits
 - mode of assessment – internal or external
 - the form of assessment – eg. test, practical, seminar, speech, open book, a process of completing a portfolio of work etc.
 - approximate timing of assessment
 - whether a further assessment opportunity is available.
 - a statement informing students that the school's assessment policies will apply in the course and that a copy of these can be found in the student handbook.

2. Literacy/Numeracy:

These must be identified so you can keep track of them.

- Identification of standards that contribute towards
 - NCEA Level 1 Numeracy
 - NCEA Level 1 Literacy
 - UE Numeracy
 - UE Literacy – reading
 - UE Literacy – writing.
- For Level 3 standards, identification of the subject or domain, so that students can monitor their own progress towards University Entrance.



You can monitor your progress on the NZQA website following the log on instructions. You will need your NSI number to do this. Your Tutor Teachers and Deans will also mentor you on your progress through-out the Year with a real focus at the HSP (Home School Partnership) meetings.

(b). Assessment Information

You will be provided with information about each individual assessment. This will include:

- The due date. All “due dates” should be a Monday where possible. The location of handing in such material will be widely advertised to the students by the HOD of the learning area.
- The mechanism used by the teacher to ensure that students submit work that is authentic.
- Any other relevant assessment conditions for example, if the assessment involves a field trip.
- Whether a further assessment opportunity is available.

2. MISSED AND LATE ASSESSMENTS

Work that is submitted for marking after the stated deadline will not be included in the body of evidence used to make an assessment decision.

If valid, authentic standard specific evidence of achievement is not available credit for the standard cannot be awarded.

If you are absent for an assessment the following options may be available:

- A consideration of whether any other authentic and standard specific evidence is available on which a valid assessment decision could be based. This evidence must be documented so that the teacher’s assessment decision can be verified by another subject specialist, or submitted for external moderation if required
- A further assessment opportunity if one is available, it is fair to do so and the work submitted is authentic
- Award no grade, or if you had an adequate assessment opportunity, award Not Achieved

Willful absence

A willful absence will be considered as intent to avoid assessment. A further assessment opportunity will not be provided to anyone who willfully misses an assessment. If other valid, authentic standard specific evidence is not available a result of Not Achieved will be reported.

Extensions

1. When an assignment has been set on a subject it must be handed to the teacher of the class period or in at the Student Centre on the due date.
2. If you envisage being unable to complete an assignment on time through circumstances beyond your control (sickness, family trauma) you should request an extension of time from your teacher.
3. An application for an extension must be made at least three school days before the due deadline.
4. At the time of the request, work done to date must be displayed along with a signed explanation for the request from a parent/caregiver.
5. Failure to submit sufficient and satisfactory evidence of work done so far will result in no extension being granted.
6. Any extension will not normally exceed three days beyond the original deadline and you will be given full credit for this completed work.
 - This means work due on a Friday, with an extension, becomes due the next school day.

- Care should be given to accommodate the three day period prior to a holiday e.g. Tuesday would be a suitable due date before a Friday end of term.
7. If the extension is approved, the assignment should not be returned to the remaining students until after the extension date.

3. DERIVED GRADE PROCESS

Candidates who have been prevented from sitting examinations or otherwise presenting materials for external assessment, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply to the New Zealand Qualifications Authority for a derived grade. Refer to SecQual 2009/038 <http://www.nzqa.govt.nz/ncea/acrp/secondary/docs/derived-grade-app.doc> for further information.

1. Advice to candidates:

- Impairments must be of a serious nature. This excludes claims on the basis of stress due to examinations, family disturbances, and minor illness.
- Medical certificates supporting the claim must be provided if the impaired performance is for a medical reason.
- The impairment must have affected the student during the examination period or have occurred within the month preceding exams
- Impairment candidates **should sit the external exam** wherever reasonable and practical.

2. A derived grade is possible where:

- The school has recorded a grade in its Student Management System from a valid end-of topic-test or practice exam
- The schools quality assurance process for internal assessment has been applied to the assessment materials (including completion of an *Internal Moderation Cover Sheet*)
- The school retains a copy of the assessment used to generate the evidence.

3. A derived grade cannot be awarded **if there is no grade from practice assessments for an external standard** because a student was absent, did not complete an assessment, or because the timing of the teaching has meant no practice assessment was given.

4. Other

- You need to be aware that practice assessments may be used to generate a derived grade. Therefore, greater consideration may need to be given by you to achieve to the best of your ability in all school based assessment.
- NZQA will conduct audits of the school's processes for recording evidence of your achievement in practice assessments, including records of any quality assurance processes.

4. FURTHER ASSESSMENT OPPORTUNITIES

A key feature of school-based internal assessment is that opportunity for further assessment can be provided to students who wish to improve their grade. Further assessment opportunities are not mandatory and they may not always be practical or feasible to provide.

Resubmission involves the student improving their already submitted work

1. A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided.
2. Students should be capable of discovering and correcting their work themselves immediately.
3. Any resubmission must not compromise the authenticity or of validity of the work
4. A resubmission can be offered after either the first or the further assessment opportunity or after both.

Further assessment or **Reassessment** involves the student completing a new task or the same task in a different context

1. One further opportunity for assessment of a standard can be provided each year. This **doesn't** mean one must be offered, but if it is offered, it must be offered to all students, and all assessment grades must be available.
2. A further assessment opportunity is only appropriate after additional teaching and learning has taken place.
3. The highest grade you gain will be reported to NZQA.

5. APPEALS

You have the right to appeal any assessment decision. These include, but are not limited to an awarded grade, an allegation that you have breached the rules or a decision affecting your access to an assessment.

In the first instance you should try to resolve the issue directly with the teacher concerned. If this does not produce a satisfactory outcome for you, you should lodge a formal appeal. This should be lodged within five days of being notified of the initial assessment decision.

You do not forfeit your right to appeal by acknowledging the return of their work or by sighting their grade.

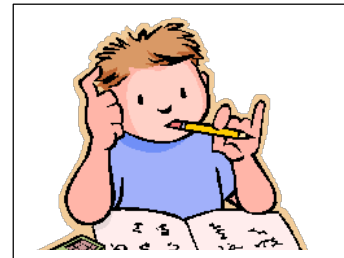
Procedure

- Submit a completed [NQF School Appeals Form](#) available from and handed to the Principal's Nominee, Mr Coe.
- He will investigate the issue. The investigation could involve the school receiving input from a subject specialist outside the school. The initial marker of the student's work will not be involved in the appeal.
- The decisions of the Mr Coe are final and he will communicate the outcome to the student in writing. Under normal circumstances this should be done within 10 working days of the appeal being lodged.
- If the reason for the appeal relates to an initial assessment decision made by the Principal's Nominee, the Principal will nominate another staff member to investigate the issue. The decision of this person is final.

6. AUTHENTICITY OF STUDENT WORK

Appropriate conditions for assessment can include:

- completing work outside of class time
- receiving feedback from others about their work
- open book assessment
- students working as a group.



In all situations, however, students must be able to attest to the authenticity of their work and teachers must employ appropriate strategies to ensure that work presented for assessment is authentic. Work presented for assessment that is not authentic should not be considered as part of the body of evidence on which an assessment decision is based.

Internal assessment

Students must submit your own authentic work along with an **Authenticity Statement**

- you need to understand that plagiarism is a breach of the rules and that you are guilty of it when you use the work of another student or published author (includes the use of maps and diagrams or succinct quotations) to support your own statements without acknowledging the other persons work or ideas in either footnote or bibliography.
- you are required to acknowledge resources they used, usually as a bibliography.
- you need to include the names of people you consulted about your assessment and briefly described how the person assisted you
- you are required to sign a declaration of authenticity when you hand your work in

Teachers are entitled to verify the authenticity of submitted work by:

- asking students questions about their assessment to determine their understanding
- requiring students to make an oral presentation of their topic to the class
- Oral presentations of topic to class.
- Asking other students about the contribution made by each group member

If a teacher knows or suspects that a student's work is not authentic they will make a detailed description of what has occurred to cause the suspicion along with any evidence, and submit it to the Principals Nominee. The situation will be investigated as a Breach of the Rules.

7. BREACHES OF THE RULES

Examples of a breach of the rules include, but are not limited to, the following:

- Plagiarism (submitting work that is not the student's)
- Impersonation
- False declarations of authenticity
- Using notes in a test or exam
- Collusion (communicating with others, disruption or dishonestly assisting or hindering others during a test or exam)
- Dishonesty (lying about reasons for submitting late work)
- Altering answers prior to seeking an appeal
- Copying from another student, or deliberately allowing work to be copied by others

If a breach of the rules is suspected

- Your teacher will retain the evidence of the breach and discuss the situation with the Principal's Nominee
- Your teacher will notify a parent/guardian of the alleged breach of the rules
- The Principal's Nominee, Mr Coe, will investigate the matter, keep a written record of the investigation and consult with other relevant specialists as required. He will make the final decision and notify you and your parent/guardian in writing of the outcome of the investigation
- The school will report a '**Not Achieved**' grade_ if the breach is proven.



8. SPECIAL ASSESSMENT CONDITIONS

Procedure

1. Students with special learning needs are, in most cases, identified prior to Year 11 by the SENCO Teacher (Mrs Hooper). Unless a student is new to the school, it would be unlikely that a student requiring Special Assessment Condition would be identified for the first time in Year 11, 12 or 13.
2. Referrals may come from teachers, parents or outside agencies. Students may not self-refer.
3. On receipt of a referral, the SENCO will contact the parents and assist them to arrange for the student to be assessed by a Level C assessor or other suitably qualified assessor. The assessment should be undertaken towards the end of Year 10.
4. Once the assessors report is received, the school will decide and approve the level of assistance required, if any.
5. In February, the relevant teachers will be notified of the approved special assessment conditions. Parents will also be informed.
6. The approved conditions will be made available for all internal assessment. The subject teacher is responsible for notifying the Special Needs Learning Department of upcoming assessments.
7. The Principals Nominee will apply to NZQA for special assistance for External Assessment before the end of March each year or by whichever date NZQA designates. The application must be for the same conditions as were approved by the school for internal assessment. NZQA hold the final say on eligibility for Externals.
8. Application must be made each year and supporting documentation must be renewed every three years.

Special assessment conditions must not be provided for students who are not approved for special assessment conditions. If this occurred, the assessment is invalid and the student work cannot be included in the body of evidence used by the teacher to make an assessment decision.

9. VERIFYING AND REPORTING STUDENT RESULTS

The school is required to submit to NZQA accurate results of student achievement.

The following steps will enable students to check their results for accuracy.

1. Teachers must keep detailed records of all assessments. A paper copy of assessment results must be kept and assessment results must also be promptly recorded electronically in the school's student management software. Students can request to view their own records.
2. Return work to student promptly and so that they can see clearly the outcome of the assessment.
3. Require students to record their assessment results in their Student Diary or on a course tracking sheet if one is provided.
4. The Principals Nominee should remind teachers and students whenever a results file is submitted to NZQA (usually at the beginning of the month, April– December) so that they can use their respective log-in facility on the NZQA website to check entries and reported results.
5. Remind students to regularly use their learner log-in facility on the NZQA website to check entries and reported results and to inform their teacher if there are omissions or errors.
6. As near to the end of the year as possible, students should be given the opportunity to sign a printout of their results as they have been recorded in the school's student management software. Errors or omissions should be reported to the Principals Nominee.

