

NCEA

INFORMATION BOOKLET



2023

- CERTIFICATES & LEVELS
- SCHOLARS TIE AWARD
- STUDENT ASSESSMENT POLICIES

(please keep in a safe place for reference)

NCEA levels and certificates

There are three levels of NCEA certificate, depending on the difficulty of the standards achieved. At each level, students must achieve a certain number of credits to gain an NCEA certificate. Credits can be gained over more than one year.

NCEA level	Requirements
Level 1	80 credits are required at any level including literacy and numeracy .
Level 2	60 credits at level 2 or above, + 20 credits from any level The Level 1 literacy and numeracy requirements must also be met.
Level 3	60 credits at level 3 or above, + 20 credits from level 2 or above The Level 1 literacy and numeracy requirements must also be met.

Credits gained at one level can be used for (or count towards) more than one certificate. They may also be used towards other qualifications. For example, unit standards in the domain 'generic computing' might be used towards a Level 2 NCEA certificate, as well as towards a National Certificate in Computing (Level 2); or 20 credits gained at Level 1 can also count towards a Level 2 NCEA certificate.

Certificate endorsement

For an NCEA certificate to be endorsed with Excellence a student must gain 50 credits at Excellence at the level of the certificate or above. So, if a student has 50 Level 1 credits at Excellence they may have their Level 1 certificate endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence) at Level 1 their NCEA Level 1 certificate may be endorsed with Merit. Endorsement awards show on the [Record of Achievement](#).

Course endorsement

Course endorsement provides recognition for a student who has performed exceptionally well in an individual course.

Students will gain an endorsement for a course if, in a single school year, they achieve:

- 14 or more credits at Merit or Excellence, and
- at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. NB: doesn't apply to Phys Ed, & level 3 Visual Arts.

University Entrance

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

To qualify you will need:

- NCEA Level 3 as well as:
- Three subjects - at Level 3, made up of:
 - 14 credits each, in three approved subjects
- Literacy - 10 credits at Level 2 or above, made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy - 10 credits at Level 1 or above,

Any remaining credits from Level 3 or higher that you need in order to gain Level 3 NCEA can come from any field, subfield or domain.

Universities and other tertiary providers in New Zealand sometimes have other specific requirements for entry to particular programmes or courses. If you have a particular university programme in mind, check the entry criteria as soon as possible, to ensure that you are entering for the right Standards at Level 3.

Recognition of Academic Achievement at JMC

In addition to the NCEA certificates, Certificate endorsements, and subject endorsements that NZQA award, John McGlashan College has a further range of awards that recognise even higher levels of achievement.

The underlying principle of these awards is that students must prove themselves in individual subjects and in the external exams, not just an accumulated total of internal Excellences across all their subjects.

Scholars Tie

This is awarded to boys who have gained a minimum of 3 Excellence subject endorsements at any level.

(Please note that unlike certificate endorsements, subject endorsements must be completed in the academic year and are not cumulative across multiple years. The rule for all NCEA subjects as to what constitutes a subject endorsement is taken from the NZQA requirements and is not set by the school.)

100 Club / 200 Club

This is awarded to boys who have gained a minimum of 4 Excellence subject endorsements (3 E & 2 M would also qualify) at the appropriate level.

For boys undertaking the IB Diploma in Year 12, a total score above 35 would be expected to be in contention for either award. Excellence would usually be considered a Grade 6-7, while Merit would be 5-6)

(For boys completing subjects at a higher level than their academic year, a Merit or Excellence endorsement in that will count toward the requirement. Specifically a Merit at Lvl 2 counts as an Excellence at Level 1, while an Excellence at Level 2 would count as an Excellence AND a Merit at Level 1.)

NB: Students must be aware that gaining Excellence in the external examinations must occur to be eligible for these awards.





John McGlashan College - NCEA Policies

STUDENT ASSESSMENT INFORMATION

Introduction

- This Student Assessment Information Sheet outlines the school-wide assessment procedures.
- It explains how assessment is administered within the School and also your responsibilities as a student in meeting completion requirements.

Information to Students

The following information will be provided to students:

- (i) Introduction to Course Letter
- (ii) Course Outline
- (iii) Year Plan Sheet
- (iv) Assessment Statement which outlines the details of the various Standards.
- (v) Student Record – Students are to record the results of their internal assessment on this sheet during the year the sheet can then be used at the end of the year to confirm students final results.
- (vi) Assessment Cover Sheet

Assessment Cover Sheet

- Section I Student Declaration must be completed, signed and handed in with student work such as assignments that have been completed outside a supervised classroom situation.
- Section II Student Verification is completed by the student and signed / dated when the marked student work is returned by the teacher assessor.
- Section III Student Receipt (at the bottom of the sheet) is to be signed by the teacher and the slip retained by the student.

Assessment Extensions for Missed and Late Assessments

- Under normal circumstances, all internal assessment work is to be completed and handed in before or on the due date
- Students who are unable to complete an Assessment or Further Assessment by the due date, for genuine valid reasons or due to circumstances beyond their control, may apply for an Assessment Extension from their teacher
- Assessment Extensions comprise either:
 - An Extension of Time for ongoing assessments, such as assignments or
 - A New Assessment Occasion for assessments held at a particular time / date.
- The following are considered to be valid reasons for an Assessment Extension:
 - (a) sickness – supported by a medical certificate or signed note from parent / caregiver
 - (b) family trauma or bereavement supported by a signed note from parent / caregiver or Guidance Counsellor
 - (c) other genuine valid unforeseen circumstances supported by a signed note from parent / caregiver or other evidence

- In the case of a genuine, valid **planned absence** or foreseen circumstances, such as genuine family reasons or School commitments, students may be granted an Assessment Extension. Students must apply to the teacher concerned using the Student Assessment Extension Application Form. The application must be lodged at least 2 days before the due date of the Assessment or Further Assessment. The Student Assessment Extension Application form must be supported by appropriate documentation such as a signed note from the parent / caregiver or an appointment slip.
- In the case of an **unplanned absence** or unforeseen circumstances that results in a missed or late Assessment or Further Assessment, a student can apply for an Assessment Extension using the Student Assessment Extension Application Form. Extensions for unplanned absences will only be granted for genuine valid reasons and if adequate documented evidence is provided. Extension Applications for unplanned absences must be lodged no later than 5 days after the due date of the Assessment or Further Assessment.
- It is the responsibility of the student to approach the teacher assessor, apply for the Assessment Extension, provide the necessary documentation and obtain formal approval.
- Students should plan flexible absences such as non-urgent dental or medical appointments to avoid clashes with assessments.
- If student's have any problems or concerns regarding an assessment it is important that they discuss it with their teacher as soon as possible.
- If a student is absent from class for any reason, it is important that they check with their teacher when they return to see what work or assessments have been missed.
- **Not Achieved Grades** If a student is given adequate opportunity to complete an assessment but fails to do so without a valid / acceptable reason or justification, then the student will be given a Not Achieved grade for the Standard. Wilful or deliberate absence from an assessment by a student will result in a Not Achieved grade and the loss of the Further Assessment Opportunity, if one is available.

Resubmission and Further Assessment Opportunities

Resubmission may be available to students who have gained Not Achieved due to a small number of minor mistakes or omissions in an assessment and is given the opportunity to make corrections or provide more information. This must take place immediately after the marked assessment scripts have been handed back to the student. It could take the form of verbal questioning or conferencing of the student by the teacher, or the student providing further written information / making corrections on the assessment script. This information should be written by the student in a different coloured pen, and be signed and dated by the student.

The decision to offer a Resubmission Opportunity to a student is entirely up to the teacher assessor and will depend on the type of mistake or omission, the nature of the assessment and the particular circumstances. The highest grade possible via a resubmission is Achieved.

Students may be given one Resubmission Opportunity, after either the original Assessment, the Further Assessment opportunity, or after both.

A Further Assessment Opportunity involves a student being given a second separate new assessment opportunity to achieve a Standard or improve their grade. Further Assessment Opportunities are sometimes referred to as a reassessment or re-sit. A maximum of one Further Assessment Opportunity may be available to students depending on the subject, the Standard and the nature of the Assessment. Students should check their subject year plan sheets to determine if and when Further Assessment Opportunities are offered for particular Standards, and discuss this with their teacher.

If a Further Assessment Opportunity is available to a class, it will be offered to all students in the class, including students who failed to pass the standard on their first attempt and those who wish to improve their original A or M grades. Students will be awarded the highest grade achieved in either the original assessment or the Further Assessment Opportunity.

Students who breach the assessment rules or who choose for unacceptable reasons not to take the first assessment opportunity, or are deliberately or wilfully absent from the first assessment, are not entitled to a Further Assessment Opportunity

Special Assessment Conditions

- Students who have been identified as requiring and qualifying for Special Assessment Conditions (such as reader-writers) may be eligible for special assistance to complete both internal and external assessment work.
- Any student who wishes to be considered for Special Assessment Conditions should first discuss this with the teacher in charge of the Learning Support Centre.

Authenticity / Breach of Rules

(i) Authenticity Requirements

- Students must not accept undue assistance or unauthorised help from any person in the preparation or submission of their work, and all work submitted by students must be genuinely their own.
- All students and their caregivers are required to sign a school-wide Assessment Authenticity Statement at the beginning of the year to confirm the authenticity of their work.
- For assessments such as assignments that are completed over an extended period of time, students should keep plans, drafts or log books used in the preparation of that work. In order to verify that work which has been completed out of class is in fact that of the student concerned, teachers may require students to provide material such as drafts and log books.
- Students will also be required to sign the Assessment Cover Sheet Student Declaration to affirm the authenticity of their work.

(ii) Rules of Assessment / Breach of the Rules

- (c) Any serious breach of the assessment rules, such as failure to follow instructions, dishonest practice, serious misconduct or failure to meet the authenticity requirements outlined above, will be investigated by the School. If a Breach of the Rules is proven, it will result in the student's assessment result being declared invalid, a Not Achieved grade awarded and disciplinary action being taken. No Further Assessment Opportunity is to be offered to the student. Should a further incident occur in the same year that results in this level of action, then the student may be completely withdrawn from the subject in question. This may only occur if this warning has been made in writing after the prior incident.

Appeal Procedures

- If there is an issue or problem with any aspect associated with an internal assessment decision made by a teacher assessor, students have the right to lodge an Appeal.
- Before lodging an Appeal, students should first informally discuss the assessment decision and the issue involved with the teacher assessor concerned.
- The Appeal must be lodged with the assessor teacher within five (5) days of the date that the marked assessed work was returned to the student or the student being made aware of the decision.
- To lodge an appeal, a student must obtain a Student Assessment Appeal Form from their teacher or the Kamar portal. This form must then be completed and returned to the teacher concerned. The sheet clearly outlines the procedures that a student must follow if they are not satisfied with the result of an Appeal.

Derived Grade Process

Candidates who are prevented from sitting external examinations or 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 for a 'Derived Grade'.

Impairment must be of a serious nature such as illness or misadventure including bereavement of a family member or exceptional circumstances beyond the control of the student.

Derived grades will be based on the student's performance in practice assessments such as school practice examinations and tests. It is important that students achieve to the best of their ability in all school-based assessments in case this assessment is needed to generate a derived grade.

At any time if you are uncertain about your rights or responsibilities regarding assessment, please discuss with the NZQA Principals' Nominee, Mr Knopp.