

# **Kaikohe Christian School**



**2019**

**Parent/Student**

**NCEA CURRICULUM**

**Handbook**

# Introduction



This handbook has important information about NCEA. This is summarised just below.

At the back are various forms that will be useful to students who think they are not going to get their internal assessment work in on time and they want an extension or if they think the mark they have got is unfair for some reason, and they want to appeal their grade.

## REALLY IMPORTANT



1. If you do not get your internal assessment work in by the due date, unless an extension has been granted beforehand, then you will receive a Not Achieved grade.
2. If you copy work (plagiarise) and pretend it is your own, you will not receive a grade as your assessment is invalid.
3. All work you hand in must be your own and sources of information or direct quotes must be referenced.
4. If you want to get into university or other tertiary study places you have to meet the university entrance requirements.
5. To get NCEA Level One you must have 10 literacy credits and 10 numeracy credits.

## General Information



### What is NCEA?

NCEA means National Certificate of Educational Achievement.

NCEA is like a wall made up of lots of bricks. Each 'brick' is a unit of learning that is assessed using either Unit Standards or Achievement Standards. These Standards are worth a certain number of credits (usually between 2 to 6). The more standards you achieve the more learning you have done and the bigger your 'wall' of achievement grows. A credit is worth approximately 10 hours of learning. This number includes both school and home learning. A year's course for a core subject (such as English or Maths) is worth about 18 credits. Five to six core subjects should get you approximately 90 - 100 credits.

Level one is usually linked to level 6 of the New Zealand curriculum and is normally done in year 11. Level two is linked to level 7 of the curriculum (year 12) and, Level three is linked to level 8 (year 13).

Each Achievement Standard gives four grades; Achieved, Merit, Excellence or Not Achieved.

<b>Not Achieved</b> means the student has not sufficiently met the standard required to Achieve.
An <b>Achieved</b> grade means the student can do straight forward work in that topic.
<b>Merit</b> means the student has a good comprehension of the topic.
<b>Excellence</b> means the student understands the subject really well.

## **ENDORSEMENTS:** Quality grades

All students should be aiming for quality grades (e.g. merit or excellence) rather than “just passing”. Quality grades have special recognition on student’s NCEA **Record of Achievement**, as an overall **NCEA Certificate Endorsement** or a **Subject Course Endorsement**.

This means, these students show a strong knowledge and understanding of their subjects and are more likely to do well in the next level up in subsequent years. Employers also look for quality grades. This usually shows employers and universities that you have had a good hard working attitude to your learning at school. So it is worth aiming high.

### **NCEA Certificate endorsement**

If a student gains 50 credits at Excellence at a particular level, their NCEA at that level will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or a combination of Merit and Excellence) their NCEA will be endorsed with Merit. The Record of Achievement lists these endorsement awards.

### **Course endorsement**

Students will gain an endorsement for a subject course (e.g. L2 English) 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.
- Physical Education is endorsed from Internal Assessments only. There are no NCEA external assessments in this subject.
- Level 1, Level 2 and Level 3 Design and Visual Communications and Visual Arts are assessed from internally assessed standards and portfolios. Portfolios are prepared throughout the year and sent away to be externally assessed towards the end of the school year.

## **Moving ahead with NCEA**

A student will get their Level One Certificate when they have 80 credits or more. At least 10 of these credits must come from literacy (reading and writing in English or Te Reo) and 10 from numeracy. Literacy and Numeracy at Level One can be gained by sitting achievement standards or your subject teachers will tell you which standards also count for Literacy and Numeracy requirements at Level One.

Numeracy at Level One can also be gained by students doing a unit standard course, which consists of a package of three numeracy unit standards (26623, 26626, 26627). Students need to carefully file and manage a portfolio of evidence for each of these three standards to achieve a total of 10 Numeracy credits, usually by the end of the year.

Literacy at Level One can also be gained by students doing a unit standard course, which consists of a package of three literacy unit standards (26622, 26624, 26625)

Students need to carefully file and manage a portfolio of evidence throughout the whole year for each of these three standards, to achieve a total of 10 Literacy credits, usually by the end of the year.

Before a student moves on to a subject at Level Two they will need to have successfully gained several standards at Level One in that subject or they will find the work too difficult. Each Level Two course will have their own criteria for entrance.

To gain a NCEA Level Two students need 80 credits with at least 60 of these coming from Level Two or above. Similarly, Level Three requires 80 credits with 60 of them from Level Three or above.

# Entrance to University

University Entrance (UE) will continue to be the minimum requirement to go to a New Zealand university. To be awarded UE you will need:

- NCEA Level 3
- Three subjects - at **Level 3 or above**, 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' achievement standards and 5 credits in 'writing' achievement standards.
- Numeracy - 10 credits at **Level 1 or above**, made up of achievement standards – specified achievement standards available through a range of subjects, *or* unit standards - a package of three numeracy unit standards (26623, 26626, 26627- **all three** unit standards are required to achieve Numeracy Level One).

Once you have met the requirements for **University Entrance** it will appear on your Record of Achievement.

Some universities have additional requirements for limited entry programmes that involve ranking the students based on their best 80 Achievements Standard credits. Students should ensure they know the requirements needed for entering the Tertiary courses they are aiming for at the start of the year and preferably from Year 11.

Having a clear career and subject pathway from Year 11 is the best way to go. If a student needs help with finding their career and subject pathway, they should first talk to their form teacher. Further assistance and guidance is also available from the Head of Secondary (Yvonne Vujcich), the Gateway Coordinators (Matua Te Rangi) and the Principal (David Rogers).

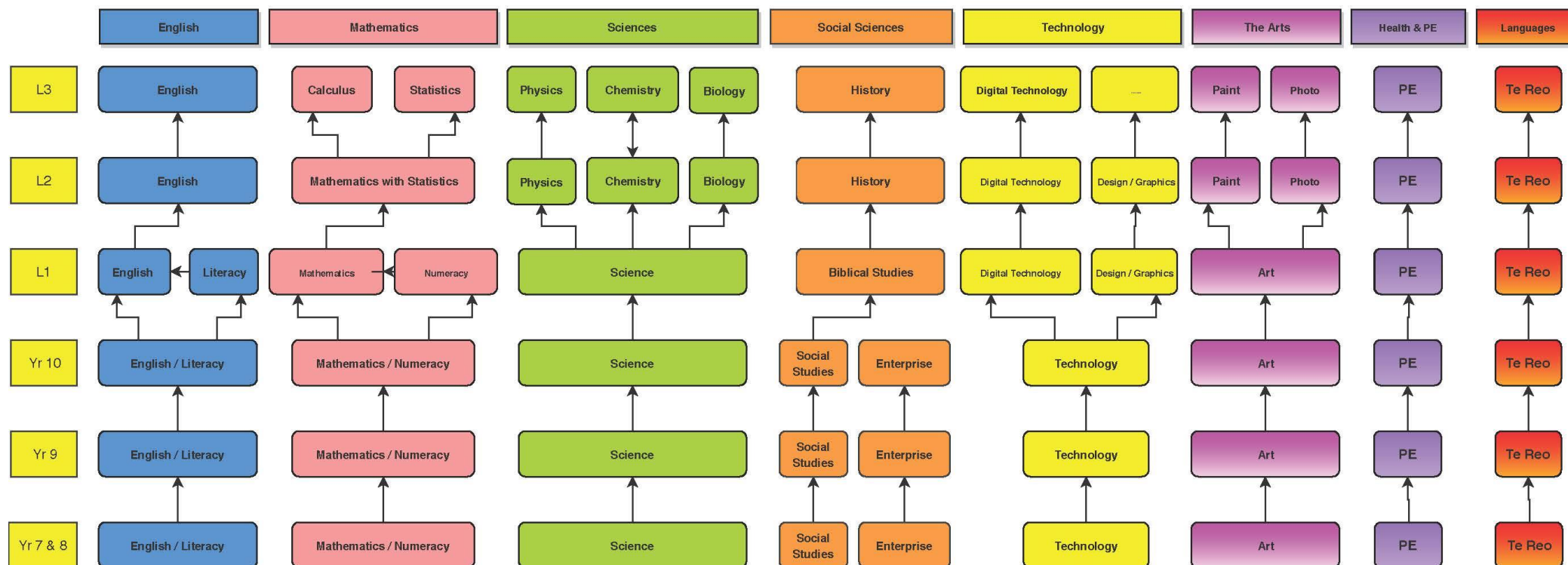
# Subect Pathways and Pre-requisites



The following diagram shows the subjects we offer at Kaikohe Christian School.

You will notice the arrows that go up from the NCEA Level One subjects to the Level Two and Level Three subjects. This means that if you are wanting to do a subject at a higher level you need to have adequately passed that subject – or an equivalent subject - at a lower NCEA level. The teachers of each subject will be able to say what the requirements are for moving up successfully to the next level in their subject.

The following diagram can help you track from Year 11 to Year 13, the courses you can take in order to help you to reach your goals, and entry into the jobs and careers you are interested in.





## When are the Assessments

Teachers will give student's course information outlines, including progress dates and final assessment due dates. It is very important that students manage their time well to complete the work outlined by the progress and final assessment due dates. Students who are present for learning, but submit work late without an extension granted, or do not submit work by the deadline date, will Not Achieve in that standard and will miss out on the credits possible.

## Absence

Students must be present at internal assessment dates unless something has happened outside of the student's control. For example, if a student becomes suddenly very unwell on the assessment date or there is a sudden bereavement in the family. If this occurs, the parents or caregivers must contact the Principal's Nominee (Yvonne Vujcich) that same day to explain the absence of their son or daughter. If the student is absent from the assessment without a valid reason, the student will not receive a grade or any credits for that assessment. There will be no further opportunity given to sit the assessment.

## Late work and Extensions

Handing in an assignment late will mean student's work will not be considered unless they have received an extension BEFORE the work is due. Extensions may be granted if a student has been absent because of illness for several days, bereavement or other circumstances that have impacted their ability to complete their work.

To apply for an extension fill in an **Assignment Extension Request Form** and hand it to your teacher or Ms Vujcich at least **three school days before your assessment is due**. A copy of the form is at the end of this booklet. You **must** also include work done to date, along with an explanation from a parent or caregiver. Any extension will not normally exceed three days beyond the original due date. Ms Vujcich will then decide to either accept or reject your request. If you meet these conditions and the extension request is granted the student will be able to gain full credit for their work.

## Appeals Process for Students

A student may appeal a grade if they think the verified grade awarded does not reflect the standard of the work they did for the assessment, or they think the assessment process was not fair or valid in some way. A verified grade means another teacher has checked the grade awarded.

- |            |   |
|------------|---|
| STEP ONE   | The student must discuss their concerns and reasons with their subject teacher.   |
| STEP TWO   | If the student is not satisfied with the outcome of this discussion they need to fill in an <b>Assessment Appeal Form</b> (see the end of this booklet) and hand this to the Principal's Nominee (Yvonne Vujcich) within five days of receiving their verified grade. |
| STEP THREE | If the student does not agree with the decision made at step two, the student has a further two days to appeal to the Principal (David Rogers). His decision will be final.   |

# Assessment Authenticity

All work that a student hands in for assessment must be their own work.

Subject teachers will regularly check the progress of student's work. This will show the teacher the ideas the student is developing, and checkpoint drafts toward the final assessment will be kept by the teacher as evidence of student authenticity.

If a student uses other's work and pretends it is their own it is called plagiarism. This is a serious Breach of the Assessment Rules and a student will be formally warned and will Not Achieve for that assessment. There will be no further assessment opportunity given for that standard.

At the beginning of the year, every student will complete an **Authenticity Declaration Form** which will apply for all their assessments for the year. This form needs to be signed by the student and a parent or caregiver, and returned to the school to be filed.

## Conduct in Assessments/Breach of Rules

When doing a test or exam, a student must not attempt to communicate with others, disrupt, cheat or allow their work to be copied by others. The teacher will explain these conditions and rules at the beginning of the assessment so everyone clearly understands what is expected. If a student does not follow these rules the student will be told to leave the assessment and the student will Not Achieve in that standard. The student will have no further assessment opportunity for that standard, and parents or caregivers will be notified of the breach by the Principal's Nominee.

## Further assessment opportunities

Sometimes students may have an opportunity to correct minor errors on an assessment when it is first given back after an assessment. This is called "resubmission" and can only be done once after an assessment or further assessment opportunity.

If a student has not achieved in an assessment, the teacher *may* give one further opportunity to gain that standard by doing another new task/assignment *or* the same task in a different context. (This will depend on the availability of assessment material and whether there is course time to do further learning required). If the standard relies on conditions that cannot be easily replicated (like a field trip or big assignment) it is not likely the teacher can give a further assessment opportunity. Therefore, it is obviously best that all students aim to work hard from the outset of the learning and to be well prepared for their first assessment date.

## Special Assessment conditions

Students who have physical or learning special needs (e.g. dyslexia) may be entitled to *special assessment conditions* so that these students have a more equal opportunity to demonstrate their understanding and learning. Special conditions may be given to assist the student, such as having extra time to complete an assessment task, or computer use, or having a reader or writer, or both, or separate accommodation.

If a student thinks they may be eligible for special assessment conditions, then they need to talk to the Principal's Nominee, Yvonne Vujcich, at the *beginning of the year*.

## Costs

From 2019, the Government abolished all NCEA and Scholarship fees. There is no NCEA fee to pay.

## Tracking your results on the NCEA Website

Students can closely monitor their results throughout the year by logging into the NZQA web-site <http://www.nzqa.govt.nz/login/> or the Student/Parent Portal on the main menu of the school website [www.kcs.school.nz](http://www.kcs.school.nz). Year 11 students beginning NCEA, will receive their personal log in details during Term One of the school year.

NZQA website and KAMAR also have a student and parent login app that can be downloaded for free to mobile phones for even easier monitoring of their results. We highly recommend students use this and we will send instructions out at the beginning of the year on how to log into this.

## External Examinations and Derived Grade Process

During Term 4, around the beginning of Week 5, students entered into external examinations will begin sitting their exams. Northland College is our Examination Centre. For each examination, our students walk across as a group to Northland College, accompanied by a Kaikohe Christian School teacher.

Candidates are to sit all examinations.

Candidates who sit the examination but believe that their preparation or performance was impaired or were unable to sit the examination should apply for a **derived grade** and see the Principal's Nominee (Yvonne Vujcich) straight after the examination.

Derived grades from practice exams are for exam candidates who, just before or during the external examinations, suffer a temporary illness, trauma (i.e. a deeply distressing or disturbing experience) or misadventure (i.e. and event beyond their control) or another serious event.

Derived grade practice exams are held in late term 3. These practice exams are not worth credits but the grade gives an indication of student progress and understanding.

Applications must refer to events of a medical or non-medical nature that:

- have **clearly** had an **effect** on the candidate during the examination
- **stopped** the candidate from **attending** the examination.
- A Doctor's certificate will be required for sudden sickness.

Please note: Students need to have gained an achieved or higher grade in the practice Derived Grade Assessments held during the school year, to be able to apply for a derived grade.

## Tracking your results yourself

On the next sheet is a table you can fill in as you are getting your internal results throughout the year. In this way you can easily see how many credits you have and how many more are needed to achieve the Level you are working on.







On the following planner students can plan their topics and assessments due dates.

## 2019 KCS Student Planner

Term 1		Term 2		Term 3		Term 4	
29 Jan - 1 Feb 1		29 Apr - 3 May 1/12		22 July - 26 July 1/22		14 Oct - 18 Oct 1/32	
4 Feb - 8 Feb 2		6 May - 10 May 2/13		29 July - 2 Aug 2/23		21 Oct - 25 Oct 2/33	
11 Feb - 15 Feb 3		13 May - 17 May 3/14		5 Aug - 9 Aug 3/24		29 Oct - 1 Nov 3/34	
18 Feb - 22 Feb 4		20 May - 24 May 4/15		12 Aug - 16 Aug 4/25		4 Nov - 8 Nov 4/35	
25 Feb - 1 Mar 5		27 May - 31 June 5/16		19 Aug - 23 Aug 5/26		11 Nov - 15 Nov 5/36	
4 Mar - 8 Mar 6		4 June - 7 June 6/17		26 Aug - 30 Aug 6/27		18 Nov - 22 Nov 6/37	
11 Mar - 15 Mar 7		10 June - 14 June 7/18		2 Sep - 6 Sep 7/28		25 Nov - 29 Nov 7/38	
18 Mar - 22 Mar 8		17 June - 21 June 8/19		9 Sep - 13 Sep 8/29		2 Dec - 6 Dec 8/39	
25 Mar - 29 Mar 9		24 June - 28 June 9/20		16 Sep - 20 Sep 9/30		9 Dec - 13 Dec * 9/40	
1 Apr - 5 Apr 10		1 July - 5 July 10/21		23 Sep - 27 Sep 10/31			
8 Apr - 12 Apr 11							
<b>School Holidays</b>	13 <sup>th</sup> April - 28 <sup>th</sup> April	<b>School Holidays</b>	6 <sup>th</sup> July - 21 <sup>st</sup> July	<b>School Holidays</b>	28 <sup>th</sup> September - 13 <sup>th</sup> October	<b>School Holidays</b>	14 <sup>th</sup> December
<b>Public Holidays</b>	Tuesday 6 <sup>th</sup> February	<b>Public Holidays</b>	Monday 3 <sup>rd</sup> June	<b>Public Holidays</b>		<b>Public Holidays</b>	Monday 28 <sup>th</sup> October

\*The last day of school is likely to change throughout the year depending on school closure and teacher only days.



This one will be given to students each time an assessment is returned to students.

Student assessment cover sheet				
<b>NAME</b>	_____			
<b>GRADE:</b>	<b>Not Achieved</b>	<b>Achieved</b>	<b>Merit</b>	<b>Excellence</b>
<b>ACCEPT:</b>	Sign here if you accept this grade _____			Date _____
<b>APPEAL:</b> If you do not accept this grade due to reasons such as . . .				
<ul style="list-style-type: none"><li>▪ You think the assessment process was flawed in some way.</li><li>▪ Your grade does not reflect the quality of your work</li><li>▪ A question has been marked incorrectly,</li></ul>				
. . . you may appeal.				
<ol style="list-style-type: none"><li>1. Talk to your teacher. S/he may be able to correct the situation immediately.</li><li>2. If the situation is not resolved fill in an appeal form and give this to Ms Vujcich within three days.</li><li>3. If you disagree with the decision Ms Vujcich makes you may take your appeal to Mr Rogers. This must be done within three days of receiving your decision from Ms Vujcich.</li></ol>				

This is the form students are most likely to use. After using it the school will keep a copy of it on file so that we remember the decision and so other students in similar situations will get a similar decision. Students should attach all the work they have done so far to an extension/absence request.

<b>ASSIGNMENT EXTENSION/ABSENCE REQUEST</b> <i>(To be completed and handed in at least <u>three full days</u> before due date)</i>	
Name: _____	Year: _____
Subject: _____	Teacher: _____
Achievement Standard/Unit Standard: _____	
Reason for absence/extension: _____ _____ _____	
Signed: _____ <small>Student</small>	Date: _____
<b>Extension/Absence: GRANTED / DENIED</b>	
Reason for decision: _____ _____ _____	
Signed: _____ <small>Subject Teacher</small>	Date: _____
Signed: _____ <small>Head of Secondary</small>	Date: _____

If students believe they have been marked unfairly for an assessment they can complete an assessment appeal form and give it to Ms Vujcich within 5 days of receiving the result.

## ASSESSMENT APPEAL

***To be given to Ms Vujcich within five days of receiving the result of an assessment***

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assessment name or number: \_\_\_\_\_

Reason for appeal: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Student

- APPEAL UPHeld**
- APPEAL REJECTED**

Reasons for the decision: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Subject Teacher

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Head of Secondary

A further appeal is possible to the student if they are unable to accept the above decision. They must appeal to Mr Rogers within three days of receiving the above decision.