



Raglan Area School Senior Student NCEA Information Booklet 2016



Raglan Area School 2016 Senior Course Booklet

“Me ata whiriwhiri koe te huarahi, hei tikitiki mo to mahunga”

“Choose your course wisely as you set out on the pathway to your future”

“A rewarding journey starts with a clear understanding of where you are going. That way, the steps you take are in the right direction.”

You have got some important decisions to make for 2016 and beyond!

- This book will guide you through the decisions.
- You will need to talk to other people about these decisions.
- You will need to do some research to be sure that you have made decisions that you and your family are happy with.

When the book has done its job, you will be able to answer **two key questions**



Getting Advice and Looking Ahead

There are many staff members you can see to get help with your course choices.

- Your whanau teacher will assist you.
- Your subject teacher and Head of Department can offer information about different courses within their curriculum area.
- Advice and guidance about choosing subjects for both next year and future years is available from our careers adviser, Mrs Sweetman.
- Mrs Sweetman, can also assist with advice about careers and tertiary training programmes.
- Kiwi Careers website [www.kiwicareers.govt.nz] will provide you with information on careers, required courses of study and institutions that provide such courses.

Introduction

In **Year 11 (Level 1 NCEA)** every student takes English or Te Reo Maori, Mathematics and Science or Horticulture.

Year 12 (Level 2 NCEA) take English or Te Reo Maori, Science (branches into Chemistry, Physics, Biology and Horticulture) and Mathematics (branches into Statistics and Calculus). It is expected that students will choose a Science and a Maths programme particularly if they intend to go on to tertiary study. Accordingly they are able to select from the other options on offer including Te Kura Correspondence School. Further specialisation takes place at **Year 13 (Level 3 NCEA)** enabling students to move confidently into tertiary education and the world outside.

We offer a range of subjects within the constraints imposed by the timetable. We cannot guarantee that a particular combination of choices is possible but we do endeavour to accommodate the wishes of the majority. Classes will only run if there are a sufficient number of students who have selected the subject.

Qualifications

National Certificates of Educational Achievement (NCEA)

Level 1 (Year 11 Courses)

To gain Level 1 NCEA Certificate students need to accumulate 80 credits. These may be at any level. Credits are gained when students achieve assessments either throughout the year at school through internal standards or when they sit external standards in the end of year examinations. Credits may also be achieved by students attending courses run by outside providers eg: Red Cross, Wintec, etc. In addition there is a minimum literacy and numeracy requirement. Each student's total **must** include 10 credits in English, Te Reo or Te Reo Rangatira and 10 credits in Mathematics.

Level 2

NCEA Level 2 requires a minimum of 60 credits at level 2 or above **and** 20 credits at any other level. Credits can be used for more than one qualification so some of NCEA Level 1 credits can count towards NCEA level 2. At Level 2 you must have achieved Literacy and Numeracy at Level 1.

Level 3

For NCEA Level 3 students will need to achieve 80 credits, of which 60 must be at Level 3 or above and 20 at Level 2 or above.

There are a number of other National Certificates available when a student achieves the required number of credits in that particular subject eg. National Certificate of Computing.

New University Entrance Requirements(See *web link*)

Students applying for University straight from school, in 2015 and beyond will need to achieve; University Entrance AND NCEA Level 3, the Guaranteed Entry Score (GES) for their chosen degree, fulfil and degree-specific requirements, e.g. folio board for media art, and apply by the due date.

Information on-line, go to www.nzqa.govt.nz/ue

There are a number of other National Certificates available when a student achieves the required number of credits in that particular subject e.g. National Certificate of Computing

NCEA Certificate Endorsement

NCEA Certificate Endorsement

- a. Each year the standards achieved by a learner to date will be used to calculate the highest certificate endorsement for which they are eligible.
- b. For a **merit endorsement** an endorsed certificate can be issued to learners who have achieved 50 credits at Merit or Excellence at the same level, or higher, on the National Qualifications Framework (NQF) as the certificate being awarded.
- c. For an **excellence endorsement** an endorsed certificate can be issued to learners who have achieved 50 credits at Excellence at the same level, or higher, on the National Qualifications Framework (NQF) as the certificate being awarded.
- d. Credits can be accumulated over more than one year for the purposes of certificate endorsement.
- e. In any one year a learner will be awarded an endorsed certificate only at the highest level of endorsement recognised that year except when a learner has achieved two or three NCEA qualifications in a single year.

Course Endorsement to add further motivation for students

Students are able to gain further recognition of their achievements with the introduction of Merit and Excellence endorsement in curriculum areas.

With Course Endorsement, previously referred to as 'Subject Endorsement', students will receive an Excellence endorsement if they gain 14 or more credits at Excellence level, while students gaining 14 or more credits at Merit (or Merit and Excellence) will gain a Merit endorsement.

For Course Endorsement, at least three of the 14 credits must be from internally assessed standards, and three from external assessment (national examinations), to demonstrate students are competent in both forms of assessment. (This does not apply to Physical Education, Religious studies and Level 3 Visual Arts)

Course Endorsement was introduced across all three NCEA levels in 2011. Credits from different levels can contribute to Course Endorsement but can only be used for one endorsement per standard per year. Students will be able to study at different levels in any one year and receive recognition for high achievement.

Scholarship

Scholarship is an external examination for top secondary students. Candidates usually enter in Year 13, which is their last year of schooling. Scholarship examines course material related to Level 3 standards derived from up to Level 8 of the New Zealand

Curriculum that students study in year 13. However, the skills and understanding required to meet Scholarship criteria are considerably more advanced. Scholarship requires students to demonstrate high-level critical thinking.

- Scholarship requires high-level abstract thinking and the application of knowledge and ideas to complex situations. It is for the most able students in each of the 27 Scholarship subjects.
- The intention is that 3 per cent of the total number of Year 13 Level 3 students in each subject studying for 14 credits or more will get Scholarship, as long as Scholarship standards are met.
- Scholarship results are released in February.

Monetary awards

New Zealand students who do well in Scholarship gain substantial monetary awards. A Scholarship in just one subject receives \$500, as a single payment. All the other awards result in payments spanning three years of successful tertiary study. Specifically:

- top in a subject is worth \$2000 a year for three years
- three Scholarships together are worth \$2000 a year for three years
- outstanding scholars receive \$5000 a year for three years
- five to ten students receive premier awards of \$10,000 a year for three years.

Financial Assistance for National Secondary School Qualifications

If you are a secondary school candidate and are entering standards on the National Qualifications Framework, and Scholarship you may be eligible for financial assistance. The purpose of this assistance is to ensure that fees are not a barrier to entering for qualifications for candidates in low to middle income families.

Note that financial assistance is **not** available to foreign fee paying candidates.

Eligibility for financial assistance

To be eligible for financial assistance the person applying (normally the parent or guardian of the candidate but may be the candidate themselves if they are a beneficiary) must be the fee payer and meet at least ONE of the following criteria:

- For a **benefit-based application** you must be receiving a Work and Income (WINZ) or Study Link benefit, or have a Community Services Card.
- For an **income-based application** you must be eligible for a Community Services Card (but do not currently have one).
- For a **multiple candidate application** you must have two or more children taking these qualifications in the same year, regardless of your income.

How much will I need to pay?

	Beneficiary-based assistance	Income-based assistance	Not eligible for beneficiary or income-based assistance
One child who is a candidate	\$20.00	\$20.00	\$76.70 per domestic entry for all NCEA standards. \$30:00 per domestic entry for each scholarship subject
Two or more children who are candidates	A maximum of \$30.00 per family	A maximum of \$30.00 per family	A maximum of \$100.00 per child and \$200.00 per fee payer (where fees are payable for more than one candidate)

Most fee payers with two candidates entering for NQF standards this year **are not** eligible for multiple candidate financial assistance. The fee for most candidates will be \$76.70 unless they:

- enter for more than three Scholarship subjects
- are international candidates

How do I apply for financial assistance?

You will need to complete and submit an **Application for Financial Assistance** form (available from the school office or download <http://www.nzqa.govt.nz/assets/ncea/Application-For-Financial-Assistance.pdf>) before 01 September:

The completed application must be **sent to the first school** you list on the form.

Course Completion and Policy Procedures

Course completion: The student must be able to demonstrate evidence in a recorded assessment event of having achieved a particular standard. If they cannot demonstrate this evidence, then no credit can be awarded. An estimated grade is unable to be given for a missed assessment.

Balanced Courses

The schools courses of study have been chosen in response to student choices in an attempt to keep the student options as flexible as possible at this level, and where viable to prepare best for further education and other training needs and, equally importantly, prepare them for life.

To meet the needs of a diverse range of student choices, Raglan Area School is using a two semester structure in 2016.

The only requirement is that students choose and complete courses to achieve their basic 10 Literacy and 10 Numeracy credits needed for NCEA Level 1.

If a student was unable to achieve these requirements in the first semester they would have to repeat the course in the second semester.

Every opportunity will be provided through the two semesters (within the constraints of the timetable and course availability) to satisfy student choice.

School Policy for Operating Courses

- At Year 11 level at least 8 pupils must opt for the subject before a class is established.
- The school has the right to delete any subjects which are chosen by an insufficient number of pupils. These pupils will then need to select another subject or;
- In some cases smaller classes may still proceed with two levels learning together

Choosing Options

WHAT TO CHOOSE

This guide provides students and their parents with information about the curriculum available at the senior level. It is hoped that this information will assist students and parents as they seek to make the right decisions about their course of study.

Students' progress from one year to the next automatically. However, entry requirements need to be met to study at a new assessment level. These are included in the subject information. A very small number have open entry.

If you are undecided on a career path then choose subjects that challenge you, which you enjoy and in which you can succeed.

Help with Choices

Your curriculum teacher can tell you how well you are doing in a subject. The careers advisor can help you identify which subject leads to certain careers.

The careers database:

- www.careersnz.govt.nz is a very helpful site
- www.myfuture.edu.au
- Pathfinder – this can be accessed through the 'careersnz' website.
- Vocational Pathways – accessed through careersnz website

Distance Learning



- Students studying, through distance Learning, need to be independent, self-motivated learners. Many students have been successful.
- Students are well supervised and supported.
- Students must have good time management skills to meet deadlines.
- All students and parents must sign a work contract before courses are applied for.
- To complete the courses it is advised that students spend. Year 12 – 6.5 hours on Correspondence school subjects. Year 13 – 7 hours per week, on Correspondence School subjects.
- This means students are required to work hard at school and regular homework is an important part of the schedule.
- Students have the assistance of on-line tutors for the subject chosen and are encouraged to avail themselves of this facility.

Pre-requisites

- Excellent work habits
- Ability and willingness to learn from reading the set materials
- Students must discuss their subject choice with Mrs Sweetman.

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.

When a student is absent from an assessment the following options may be available to the teacher and the student:

- Consider 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
- Provide the student with a further assessment opportunity if one is available
- Award no grade, or if the student had an adequate assessment opportunity, award Not Achieved

Wilful absence

A wilful absence will be considered as intent to avoid assessment. A further assessment opportunity will not be provided to a student who wilfully 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 in a subject it must be handed to the teacher during the class period of the due date.
2. Any student who envisages being unable to complete an assignment on time through circumstances beyond her/his control (sickness, family trauma) should request an extension of time from the teacher.
3. An application for an extension must be made on the *Extension Form* 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 the student 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 the extension time it has reached.

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

www.nzqa.govt.nz/.../managing-national-assessment-in-schools/derived-grade/derived-grade-guidelines/ 33k - 2016-03-07

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.

1. 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 2016*)
- the school retains a copy of the assessment used to generate the evidence.

2. 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.

3. Other

- Students need to be made aware that practice assessments may be used to generate a derived grade. Therefore, greater consideration may need to be given by students to achieve to the best of their ability in all school based assessment.

- NZQA will conduct audits of the school's processes for recording evidence of student achievement in practice assessments, including records of any quality assurance processes.
- A full explanation of the derived grade process is available on the NZQA website, under derived grade guide lines

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

Further assessment 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 does not mean one must be offered, but if it is offered, it will be offered to all students, and all assessment grades will be available.
2. A further assessment opportunity is only appropriate after additional teaching and learning has taken place.
3. The highest grade gained by a student will be reported to NZQA.

www.nzqa.govt.nz/.../our-role/legislation/nzqa-rules/assessment-including-examination-rules-2016/6/7/ - 30k - 2016-03-08

for further information

Appeals

A student has the right to appeal any assessment decision. These include, but are not limited to their awarded grade, an allegation that they have Breach of the Rules or a decision affecting their access to assessment.

In the first instance the student should try to resolve the issue directly with the teacher concerned. If this does not produce a satisfactory outcome for the student they should lodge a formal appeal. The student should lodge this within **five** days of being notified of the initial assessment decision.

A student does not forfeit their right to appeal by acknowledging the return of their work or by sighting their grade.

Procedure

- Submit a completed School Appeals Form to the Principal's Nominee. (available from the subject teacher)
- The Principal's Nominee will investigate the issue.
- The decision of the Principal's Nominee is final and they 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.
- Information can be found online www.nzqa.govt.nz/appealsprocess

Authenticity of Student Work

Appropriate conditions for assessment can include:

- students completing work outside of class time
- students receiving feedback from others about their work
- open book assessment
- student's 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 will not be considered as part of the body of evidence on which an assessment decision is based.

Internal assessment

Students are more likely to submit authentic work if:

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

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, submit it to the Principals Nominee. The situation will be investigated as a Breach of the Rules.

Authenticity Statements

The use of authenticity statements alerts students and parents/caregivers to the issue of authenticity. Authentication sheets must be signed by parents/caregivers to attest that the work is their child's own in the following situation:-

- external achievement standards where a project, workbook or similar is compiled and submitted for assessment
- internal achievement/unit standard where the work is submitted for assessment that has not been completed in front of the teacher

Breaches of the Rules

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

- the teacher will retain the evidence of the breach and discuss the situation with the Principal's Nominee
- the teacher will notify the parent/guardian of the alleged breach of the rules
- the Principal's Nominee will investigate the matter, keep a written record of the investigation and consult with other relevant specialists as required.
- The Principal's Nominee will make the final decision and notify the student and the parent/guardian in writing of the outcome of the investigation
- The school will report Not Achieved if the breach is proven.
- Information can be found online www.nzqa.govt.nz/breaches

Privacy Act 1993

Schools are required to comply with the Privacy Act 1993.

Teachers can comply by

- Keeping student information confidential. No student is entitled to view the results of another student without their permission. Teachers should take care when handing back assessments or when getting students to check final results.

Seeking permission from student before using their work as an exemplar.

Special Assessment Conditions

Procedure

1. Students with special learning needs are, in most cases, identified prior to Year 11 by the SENCO Teacher. 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 Special Needs Learning Department will contact the parents 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 Principal's Nominee will apply to NZQA for special assistance for external assessment before 31st July 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.
8. Application must be made each year and supporting documentation must be renewed every three years.
9. Further indepth information can be found online www.nzqa.govt.nz/specialassessmentconditions

Special assessment conditions can not be provided for students who are not approved for special assessment conditions. If this occurs, 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

NZQA Learner Log In

How to register and Log on to the NZQA site to access your NZQA results.

#To register

Follow the steps below: (be sure to have your National Student Number)

Go to www.nzqa.govt.nz/learner-login

#Click [register](#)

#Complete your details online

- Register online to check that your information and results are correct

Admission to University Study

To be automatically accepted into the major universities in New Zealand, domestic students will need to:

Achieve University Entrance **and** NCEA Level 3

Achieve the Guaranteed Entry Score (GES) for their chosen degree

Fulfil any degree-specific requirements, e.g. folio board for media art

Apply by the due date

The rank score for NCEA is calculated as follows:

Based on 80 best credits in all approved subjects at Level 3 or higher

A maximum of 24 credits in each subject may be counted

Achievement or unit standards may be counted.

Rank Scores for NCEA are worked out by giving points values to credits achieved as follows:

Every Excellence credit = 4 points

Every Merit credit = 3 points

Every Achieved credit = 2 points

Approved subject (best 24 credits per subject)	Excellence Credits (x4)	Merit Credits (x3)	Achieved Credits (x2)	Total	
English	8	6	6	20	
History		6	10	16	
Stats & Modelling	4	4	16	24	
Geography		10	10	20	
Samoan			24	24	
Subtotal	12	26	66	104	Rank Score 210
Best 80 credits	12	26	42	80	
Calculate score	(x4) 48	(x3) 78	(x2) 78		

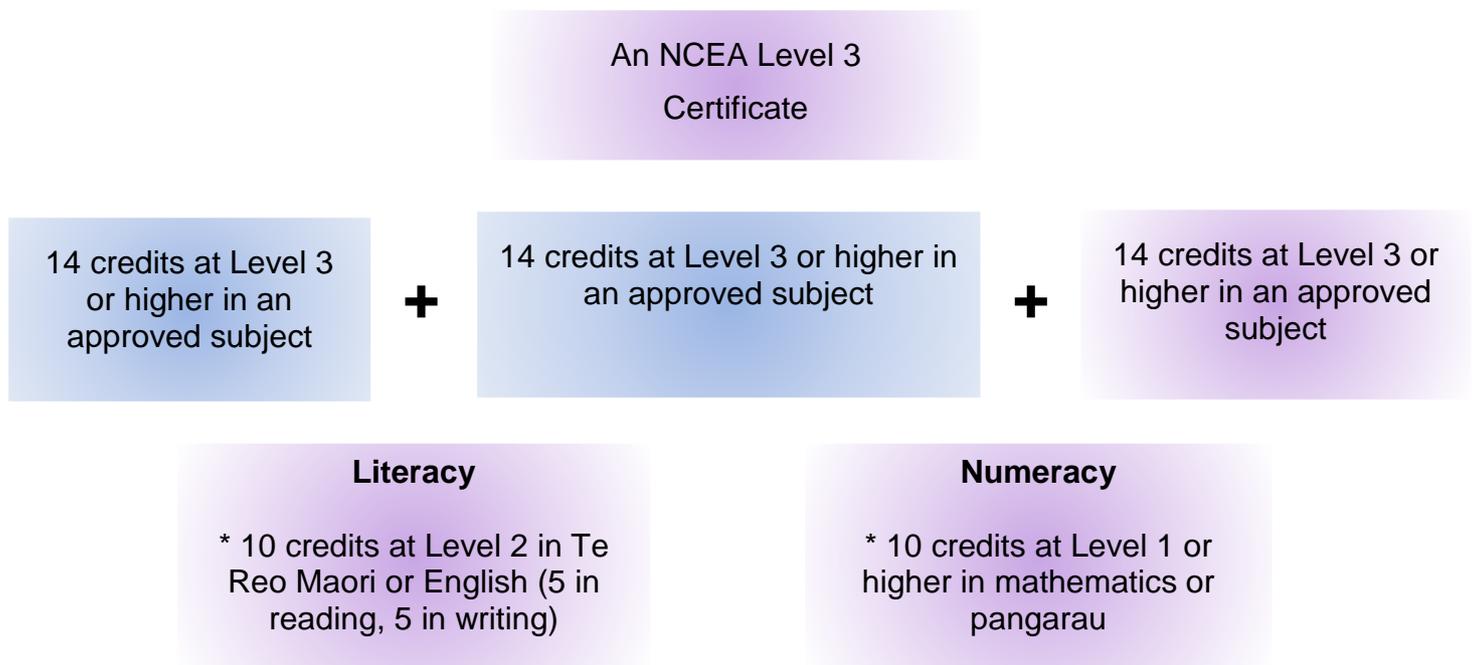
Admission requirements may vary from year to year and are set, approximately, by June of each year for the following year. Up-to-date details about University admission are found on individual University websites.

Admission to University Study

From 2015 the majority of New Zealand Universities will introduce a new entrance requirement for domestic students. This requirement is particularly relevant to those students currently studying at Years 11 and 12.

Students applying for University straight from school, in 2015, will need to achieve UE Literacy, University Entrance **and** NCEA Level 3 (see graphic below).

For students in Year 12 in 2013 and beyond (new requirements in mauve)



* From the specified lists of standards

The Guaranteed Entry Score (GES) from NCEA is 120 points for most undergraduate degrees.

A student's rank score will be based on their 80 credits in University Entrance.

Vocational Pathways

For some young people it has not been clear that they need to take certain standards in order to pursue their desired career, and they have found themselves having collected credits but with no meaningful pathways to further learning and jobs.

Vocational Pathways is a tool that provides a framework for vocational options, and improve the links between education and employment.

They have been developed through a partnership between government agencies, the industry training sector, secondary and tertiary training representatives and industry employer representatives.

These pathways, enable students to see how their learning and achievement will be valued in the 'real world' and is relevant for a wide range of jobs and study options in six broad sectors of industry:

- Primary Industries
- Service Industries
- Social and Community Services
- Manufacture and Technology
- Construction and Infrastructure
- Creative Industries



Vocational Pathways Awards

To receive a Vocational Pathways Award, students must first gain NCEA Level 2, of which 10 of the 80 credits must satisfy the literacy requirement and 10 must satisfy the numeracy requirement.

The remaining 60 Level 2 credits must be from the recommended standards in one or more pathways, of which 20 credits must be sector related standards.

The following diagram shows this relationship.



The Vocational Pathways Award(s) will be awarded to students on their NZQA Record of Achievement. This will be a real advantage when they look for work and training opportunities in the sector.

This new initiative will support students to plan their journey from “learning to earning”.