

CAMBRIDGE HIGH SCHOOL



ACHIEVEMENT IN 2005
NCEA level 1, level 2, and Level 3

STUDENT GUIDELINES BOOKLET



Introduction

Welcome to Achievement 2005. This booklet is designed to help students achieve at NCEA Levels 1, 2 and 3. Its aim is to help you, the students, make the most of your year at school and avoid the pitfalls of a new system of assessment.

Read the booklet carefully. Take note of the rules and regulations.

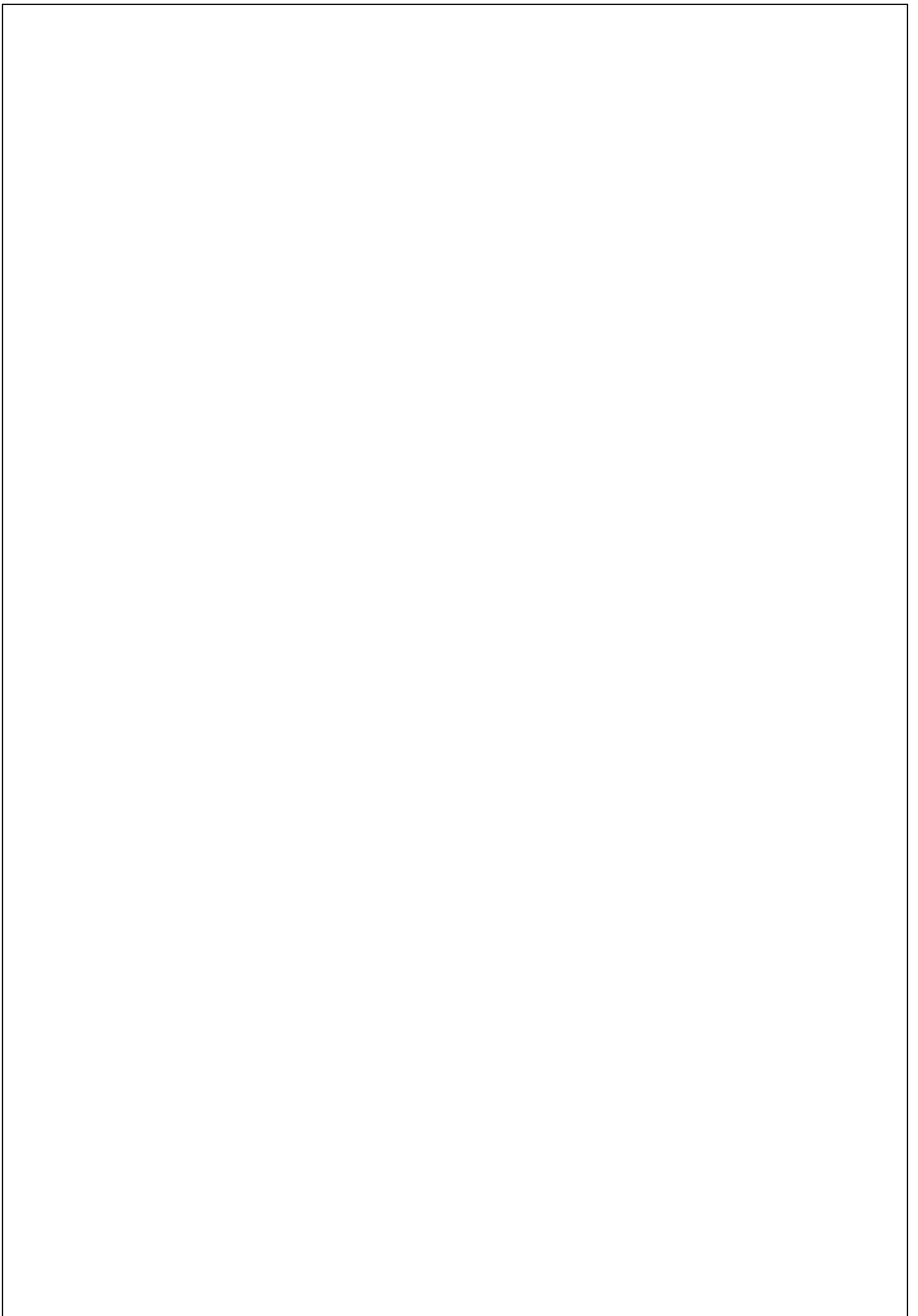
Have an enjoyable and successful year

Assessment Statements

At the start of the year, students will receive an assessment statement for each of their subjects. This statement will be based on the National Certificate of Educational Achievement (NCEA) level 1, 2 and 3 prescription and/or the National Qualifications Framework Unit Standards.

The assessment statement will contain important information such as:

- **Standards offered**
- **Number of credits**
- **Timing of Assessment**
- **Conditions of Assessment**
- **Whether a further assessment opportunity will be offered**
- **Information on the general content of the course**
- **Additional information specific to that particular subject**
- **A summary of the school policy and procedures document (assessment policy)**



ASSESSMENT

There is a lot you need to know.

Read the sections below, very, very carefully.

Procedures

- **Students will receive assessment dates and relevant information at a reasonable time prior to the due date.**
- **Students' work will be assessed and moderated according to school and faculty policies.**
- **Students who seek reconsideration of their results (appeals) must request this, with reasonable grounds within fourteen days of receiving the grade.**

- **The subject teacher will be the start of the process.**
- **If the matter is not resolved, an appeal form will be issued and the Head of Faculty will investigate – a decision must be made within fourteen days.**
- **If the student is still not satisfied, then the form passes to the Principal's Nominee who will make a decision within seven days of receipt of the appeal.**
- **The Principal's Nominees' decision is final.**

- **Students must complete all assessments under strict guidelines as outlined by their subject teacher. Internal standards must be treated in a similar way to external standards to ensure authenticity of students' work.**
- **Students' results will be retained and stored by the school until the start of the next year, and in some cases samples of student work must be retained for moderation purposes.**

Attendance and Work Completion

- **Students must attend class regularly and attempt all work set to be successful.**
- **If students miss the background knowledge or skills to undertake an assessment task due to poor attendance they may fail to meet the standard and therefore gain no credit.**

Deadlines, Lateness and Extensions

- **Assessed work is due at the time and date stated in the course assessment documentation given to the students. Work submitted after this time is deemed to be late and will not be accepted for marking unless a missed assessment form has been completed and accepted.**

Procedures for Missed Assessments

A student who has missed an assessment for a valid reason may be eligible for a further assessment opportunity or extension of time.

- An application for a missed assessment consideration should be filled out before the assessment is due. These forms are held by the subject teacher
- The subject teacher will pass the form to the HOF who will give it to the Principal's Nominee for consideration. Based on the information presented in the application, an extension may be granted, a new assessment date set, or the application denied and no credit for the standard awarded.
- The Principal's Nominees decision is final
- Valid reasons for requesting an extension are: sickness, family trauma, sporting/cultural activity
- In some cases a further assessment opportunity may not be able to be offered

Further Assessment Opportunities

- If a student does not achieve a standard on the first attempt a further assessment opportunity may be offered. This is not always possible and students will have been advised of this in the Assessment Statement handed out by the subject teacher at the start of the year.
- Examples of further assessment opportunities could be oral conferencing if the student is close to achieving the standard, or a completely new task.

Authenticity

- Student's assessments must be their own work (authentic) It must be completed in their own words and reflect their personal knowledge and skills
- The assessment must not be completed by any other person including parents, caregivers, other students etc
- Any direct use of someone else's words, graphics etc must be acknowledged as quotations and/or sourced.
- Students must sign the authenticity statement in the back of this booklet, in addition they will be asked to sign on the coversheet of any assessed task that the work is their own.
- Students must follow the guidelines and procedures that are set in place by their teachers. These are designed to ensure all work is the student's own work.
- Breaches of authenticity will result in NZQA/Parents and caregivers being notified. This will result in no credits for that assessment task
- If a student copies another student's work, or works together with another student on an assessment then that is misconduct. There will be an investigation by the subject teacher, HOF and Principal's Nominee. If the student is guilty, then NZQA/Parent/caregiver will be notified and no credits can be awarded for that standard.

Reporting of Assessment Results

- **Students will receive regular written and verbal feedback from their subject teachers**
- **Formal reports will be issued at mid year and end of year**
- **Two parent/caregiver interviews will take place during the year**
- **Grades will be regularly reported to NZQA throughout the year. In term four students will be asked by their subject teachers to check the year's results that are held for that student in that subject. The student will sign that the grades are accurate**

Special Assessment Conditions

- **Students with special learning needs are generally identified prior to Year 11 by the Special Needs Co-ordinator on enrolment at the school. Provision will be made for these students to have valid and fair assessment conditions, consistent with the assistance they would normally have as part of their learning environment and in accordance with the school's Special Needs policy. If the Special Needs Co-ordinator is unaware of the student's special learning needs he/she should be approached by the student/parent/caregiver**
- **For external exams, the Principal's Nominee will apply to NZQA for the appropriate assistance. The deadline for this is normally July 1. Late applications may not be accepted or may incur a penalty fee. In the first instance parents/caregivers should check with the Special Needs Co-ordinator that their student will qualify. To assist NZQA's acceptance of the student's application, it is important that the student has an ongoing history of special assistance at the school from enrolment.**

Compassionate Consideration

For internal assessments, this is covered under the Missed Assessment procedures. For external examinations, application should be made to the Principal's Nominee as soon as possible, preferably on the day of the examination. Normally NZQA sets a deadline early in December.

UNIVERSITY ENTRANCE STANDARD

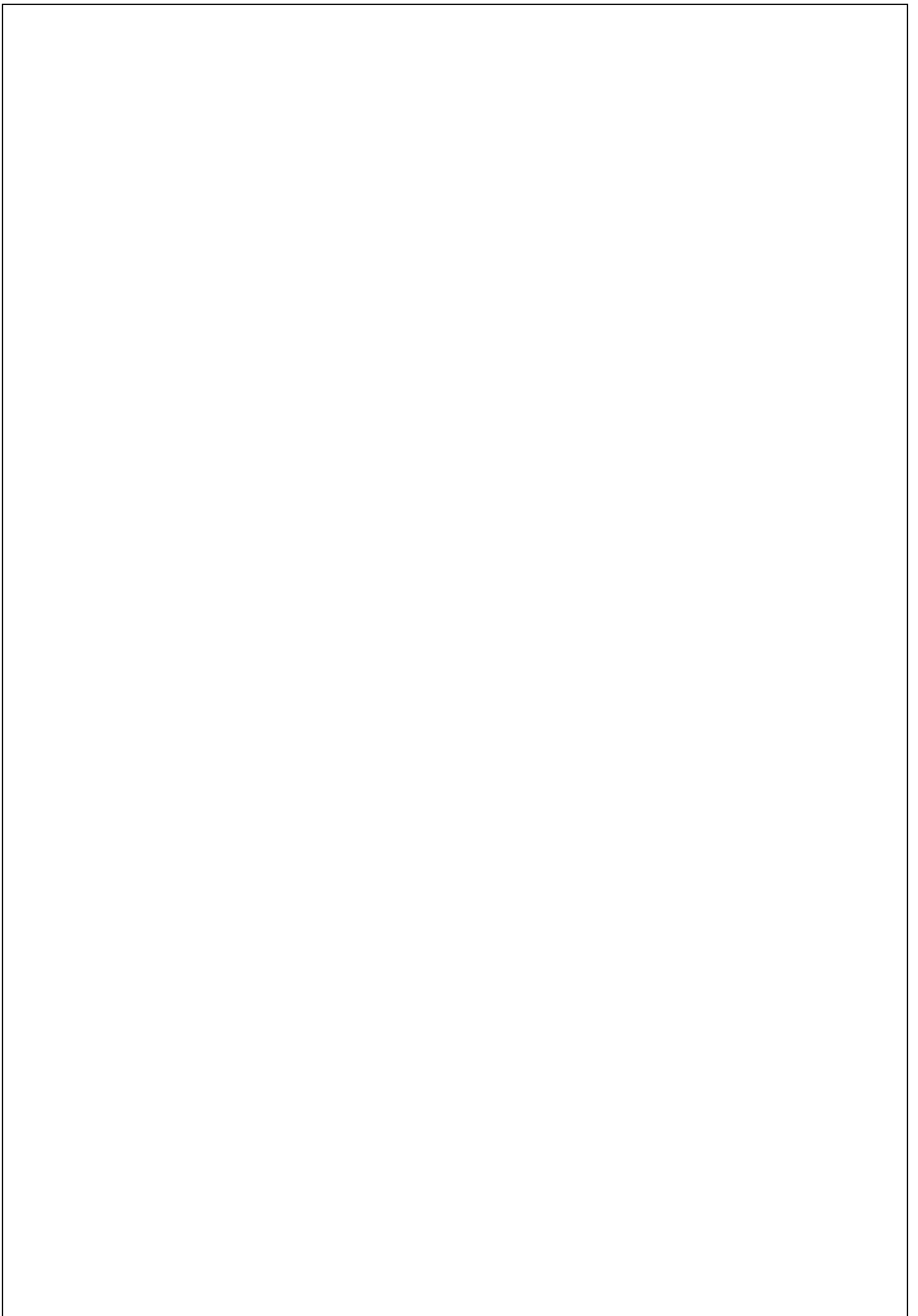
A person shall be qualified for entrance to a university in New Zealand if he or she has obtained:

- **A minimum of 42 credits at level 3 or higher on the National Qualifications Framework, including a minimum of 14 credits at level 3 or higher in each of two subjects from an approved subject lists, with a further 14 credits at level 3 or higher taken from no more than two additional domains on the National Qualifications framework or approved subjects.**

NOTE: refer to the Option Choice booklet issued last year for the approved list of University subjects.

- **A minimum of 14 credits at level 1 or higher in Mathematics or Pangarau on the National Qualifications Framework.**
- **A minimum of 8 credits at level 2 or higher in English or Te Reo Maori: 4 credits must be in Reading and 4 credits must be in Writing. The literacy credits will be selected from a schedule of approved achievement standards and unit standards.**

Student should check with the Careers Advisor and/or the University calendar to confirm specific requirements for University courses with limited entry eg medicine, law, engineering and architecture



AUTHENTICITY STATEMENT

I, (Name of student).....

Guarantee that the assessments

presented by me for the National Qualifications Framework are all my own work.

Date:

Signed.....