

Bayfield High School



NCEA Rules and Procedures

Student Handbook

Contents

Qualifications

Course Requirements

Specific Course Requirements

Course Structure

General Rules

- a) Acceptance of Grades
- b) Appeals
- c) Attendance
- d) Authenticity of Work
- e) Derived Grade Process
- f) Course and Assessment Information
- g) Late Work and Extensions
- h) Recognising Achievement (Including re-assessment) for internally assessed standards
- i) Reporting
- j) Results
- k) Special Assessment Conditions
- l) School Promotion Policy
- m) Course Fees
- n) NZQA Entry and Fees
- o) NCEA Examination and Assessment Timetable Link

Referencing Guide

Application for Extension of Due Date for NCEA Assessment

Qualifications Available in Years 11 - 13

Courses available are NCEA Levels 1 – 3 and Scholarship.

The National Certificate of Computing – Level 2

In addition you may take Standards for the following National and New Zealand Certificates. These will need to be completed beyond school:

Outdoor Recreation

Engineering and Safety

Tourism

Hospitality and Catering

General Course Requirements

The following are the general course requirements:

For all subjects you must:

- attend all classes
- complete all assignments or set work by the due date

Specific Course Requirements

English, Mathematics and Science are compulsory at Level 1.

English is compulsory at Level 2.

NCEA in 2024 and 2025

For Level 1:

- 60 credits at any level (1, 2 or 3)
- 10 Literacy or Te Reo Matatini credits
- 10 Numeracy or Te Pāngarau credits.

For Level 2:

- 60 credits at Level 2 or above
- 10 Literacy or Te Reo Matatini credits
- 10 Numeracy or Te Pāngarau credits.

For Level 3 :

- 60 credits at Level 3 or above
- 10 Literacy or Te Reo Matatini credits
- 10 Numeracy or Te Pāngarau credits.

Literacy or Te Reo Matatini credit options

- Literacy unit standards 32403 and 32405, or
- Te Reo Matatini unit standard 32414, or
- Assessment standards – specified achievement and unit standards available through a range of subjects.

[Specified assessment standards for Literacy, Te Reo Matatini, Numeracy and Te Pāngarau\(external link\)](http://ncea.education.govt.nz) - ncea.education.govt.nz

Numeracy or Te Pāngarau credit options

- Numeracy unit standard 32406, or
- Te Pāngarau unit standard 32412, or
- Assessment standards – specified achievement and unit standards available through a range of subjects.

[Specified assessment standards for Literacy, Te Reo Matatini, Numeracy and Te Pāngarau\(external link\)](http://ncea.education.govt.nz) - ncea.education.govt.nz

New Zealand Scholarship is achieved by the successful completion of the external examination in the approved subject in November/December or the completion of a folio in some subjects.

Scholarship is a monetary award to recognise top students. It does not attract credits nor contribute towards a qualification but the fact that a student has gained a Scholarship appears on their Record of Achievement.

The Scholarship examinations enable students to be assessed against challenging standards, and are demanding for the most able students in each subject. Scholarship students are expected to demonstrate high-level critical thinking, abstraction and generalization, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations. It is strongly recommended that Scholarship candidates attend the tutorials offered for their subject(s).

University Entrance

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

NCEA Level 3 - including

Three subjects - at **Level 3 or above**, made up of 14 credits each, in three approved subjects

<http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects/>

Literacy - 10 credits at **Level 2 or above**, made up of:

5 credits in reading

5 credits in writing

<http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements/>

Numeracy - 10 credits at **Level 1 or above** as outlined above for Level 1.

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

Endorsement of Certificates

National Certificates can be awarded at achieved, merit or excellence level. For example NCEA Level 1 endorsed with Excellence.

To gain an endorsement with Excellence you will require 50 credits at Excellence. To gain NCEA endorsed with Merit requires 50 credits at Merit or above.

Credits counting towards endorsement may be gained over more than one year and more than one level but must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.

Endorsement of Courses

Students are able to gain endorsement in individual subjects to gain further recognition of their achievements. For example it is possible to pass Level 1 English with Achieved, Merit or Excellence

With course endorsement, students will receive an excellence endorsement if they gain 14 or more credits at excellence level in that subject, while students gaining 14 or more credits at Merit (or Merit and Excellence) will gain a merit endorsement and a student who gains 14 credits at Achieved (or Merit and Achieved) will gain an achieved endorsement.

For course endorsement, at least 3 of the 14 credits must be from internally assessed standards, and 3 from external assessment (national examinations), to demonstrate that students are competent in both forms of assessment.

Schools determine which standards make up each course, reflecting current practice. This allows schools to create innovative courses which encourage student learning.

Credits from different levels can contribute to course endorsement but can only be used for endorsement in the year the standard is completed.

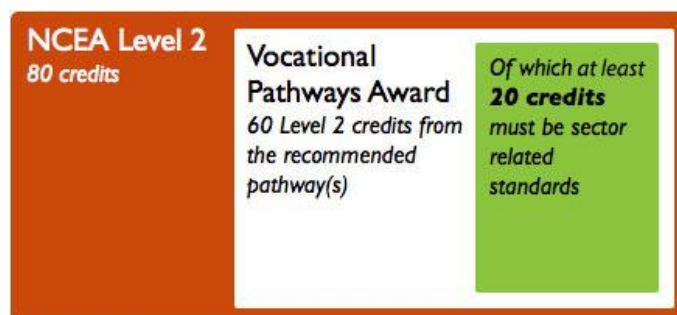
Vocational Pathways Award

The award enables employers to assess whether potential employees' skills align with their industry requirements more easily.

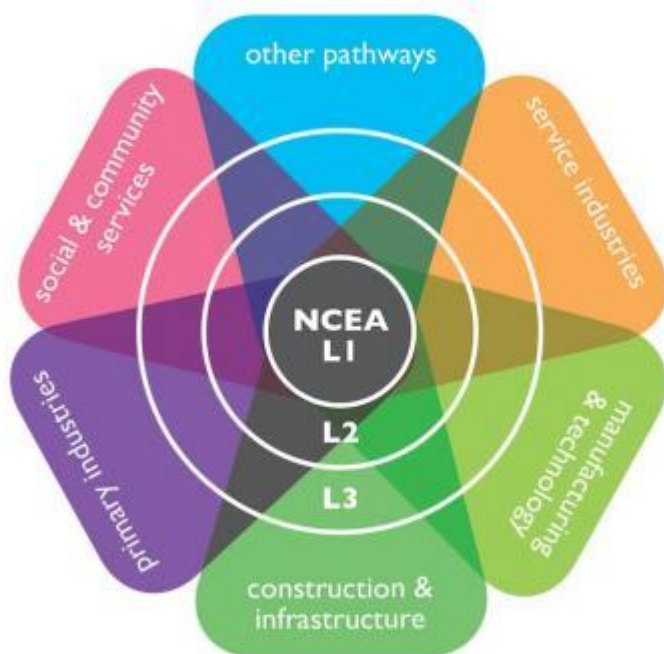
To receive a Vocational Pathways Award, students must first gain NCEA Level 2, which is 60 credits from Level 2 and 20 credits from any other level; 80 credits in total. 10 of these 80 credits must satisfy

the literacy requirements, and 10 of these 80 credits must satisfy the numeracy requirements. To get a Vocational Pathways Award, **a minimum of 20 Level 2 credits** must be from sector related standards, with the remaining from the recommended standards in one or more pathways to make up 60 pathway credits in total. Please note the 20 sector related credit component is a minimum requirement; it is possible to have all 60 credits from 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.



The pathways are:

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

General Rules which apply to all Levels

a. Acceptance of Grades

All students will be required to sign their internally assessed work to indicate their acceptance of the grade. The signature should be put on the actual piece of work near the logged grade or on a place specified by the teacher. All work is stored by the teacher.

Students will sign each marked assessment upon its return and/or following an appeal.

Students will maintain their own copy of assessed standards results. They will be given their own tracking sheet in each subject at the beginning of the year and this facility is available in the student diary or on the NCEA app downloadable to a personal device.

b. Appeals

Students may, if they are concerned, appeal the grade they receive for an internal assessment.

To appeal, a student must approach the teacher within five days of receiving the grade and prior to signing to indicate acceptance of the grade. The teacher will attempt to address the appeal by explaining the marking process and the grade awarded.

If the student still feels the grade is inaccurate, an appeals form should be obtained from the NCEA Coordinator, completed by the student and forwarded to the appropriate HOD.

The HOD will action the following steps as appropriate and will inform the student of the outcome.

- (i) get another teacher to mark the work
- (ii) HOD marks the work
- (iii) ask another teacher in another school if necessary.

If the result of that is unsatisfactory to the student, the student may appeal to the Principal. The Principal's ruling will be final.

c. Attendance

Students are expected to attend all classes at all times. Subject teachers will maintain an accurate record of student attendance.

Justified absence for illness or other reasons must be supported by a note. Justified absences from assessments must be supported by notes, parental contact and a doctor's certificate or letter as appropriate.

Unjustified absence (i.e. not accepted by the school) or absence not supported by a note will not be accepted. Such absences will mean a student will gain no grade for that assessment.

Persistent unjustified absences will result in the Dean and Senior Coordinator liaising with parents and the student to discuss the ongoing feasibility of the student's course.

d. Authenticity and Misconduct

From time to time students will be required to authenticate their work. Teachers will use some or all of the following methods to ensure a students' work is their own:

- require students to report progress at set milestones
- change content or topic annually
- provide the resources to be used, including web-based resources
- seek oral presentation
- avoid easily down-loaded topics
- require detailed references – including web page references
- require a draft to be handed in
- supervised assessment
- no access to other student's files
- controlling group work by breaking the task into individual and group components
- requirement to provide sources of assistance.
- Putting work through an AI checking programme

If a student is found or suspected of submitting work for assessment which is not their own, the Principal's Nominee (PN) - Mr Beagley will be informed. In consultation with the teacher and HOD, the action to be taken will be decided and the student and parent/caregiver will be informed in writing. The Principal will be informed prior to the letters being sent.

Students are informed of behaviours classed as misconduct in the NCEA seminars at the start of each school year and the examination briefing assemblies. These behaviours include impersonation, false declarations of authenticity, using notes or other forms of cheating in exam or test situations, communicating with others during testing, disruption, dishonestly assisting or hindering others, or any other similar practices. Students involved in such behaviour will be referred to the PN who will, in consultation with the Principal, decide upon the action required.

e. Derived Grade Process

The Derived Grade Process applies to the **external** assessments. This is for students who have suffered from a temporary illness, non-permanent disability or other event close to or during the examinations and which they believe has significantly impaired their performance in particular examinations. This is administered by NZQA and by the Principal's Nominee.

Applications for a derived grade are made on the approved NZQA form which is held by the Principal's Nominee. These must be accompanied by the appropriate supporting evidence as outlined on the form.

The PN will assess the extent to which the applicant is likely to have been affected and whether the application is valid.

The PN will collect information from subject teachers for each achievement standard being applied for. This must be based on valid evidence collected during the year relevant to the standards involved such as practice exam results and formative class tests. This information will be submitted electronically to NZQA by the due date.

f. Course and Assessment Information

All students have been given access to the School Point site for Years 11 - 13 which contains details of the senior courses. Care in selecting courses should be taken as subject changes during the school year are discouraged.

Staff will give each student, at the start of every course, details of the course, including achievement standards, credit ranges, time of assessment, type of assessment, information on methods used for the recognition of achievement and further assessment opportunities. It will also contain a student tracking sheet to enable the student to track the standards they have achieved and the number of credits they have gained. Students are expected to store this in their book. Course information is also available on class Teams.

Students will be given written notification of changes to the standards being assessed during the course, should any change occur.

Prior to assessments students will be issued with a copy of the assessment / performance criteria which will indicate the standard required for achieved, and where applicable, merit and excellence.

If a student is submitting computer generated assessment it is their responsibility to keep a backup or copy which can be submitted in case of technical problems.

Students should personally hand assignments or digitally submit these to the subject teacher on or before the due date.

g. Late Work and Extensions

Late assessment work is not tolerated. A student who attempts to pass in late work for assessment without a clear excuse which is acceptable to the teacher, will not gain a passing grade. The teacher will consult the Principal's Nominee for a decision over any entitlement to a further assessment opportunity.

Students will apply for an extension in writing, on the Extension Form available from Mr Beagley, at least one full day prior to the due date. The subject teacher will approve this or pass it onto the HOD for a decision. A new date will be negotiated with the student and the extension will be short in duration (i.e. one day). No student will be granted more than one per course a year without compelling reason.

Students will be given extensions of deadlines only on the basis of compassion or because there are factors beyond their control for not getting work in. Staff will note the reason for the extension.

Medical certificates and/or other supporting evidence (e.g. a note from caregivers) may be requested from students who are applying for an extension.

h. Recognising Achievement (Including Re-Assessment Opportunities and Resubmission) for Internally Assessed Standards

Students who have not gained credit in an assessment may be given one further assessment opportunity or evidence of achievement sought in some other way where practicable to do so.

A further assessment opportunity is only possible in those assessments where this is available and if the student has met the conditions of the course. The parts of the course eligible for further assessment

opportunities will be detailed on the course information given to students at the start of the course.

Further assessment opportunities may be used to enhance a grade already achieved where it is practicable to do so.

Students should be aware that while not all parts of a course will be available for further assessment opportunities, parts within an assessment may be eligible.

Further assessment opportunities will only be available when in the opinion of the teacher the initial work was of a reasonable standard and effort.

Only one further assessment opportunity for each standard can be offered in a year.

The further assessment opportunity can only be offered after further learning has taken place.

The further assessment opportunity must be offered to all students entered for that standard in that course, regardless of the grade that they achieved. Students do not need to take up the opportunity.

A student must have access to all grades – Not Achieved, Achieved, Merit or Excellence whether it is their first or subsequent attempt at the standard.

The highest grade from either assessment opportunity is reported.

Further assessment opportunities may take several forms such as:

- Students presented with a new task
- Students repeat a part of a task
- Teacher interview and verbal reassessment to gain clarification of understanding. (This will be recorded by the teacher on the student's original work and dated and signed by both teacher and student)
- Student repeats a practical task

Resubmission

A student has access to an Achieved grade only from a resubmission.

A resubmission:

- can be offered to individually identified students to correct a minor error and gain the grade of Achieved, not Merit or Excellence
- does not allow students to gain Merit or Excellence grades
- should take place as soon as possible after the assessment has been completed
- can be offered where the teacher judges the student should be capable of discovering and correcting the minor error by themselves.

A resubmission can be offered after each assessment opportunity for a standard, whether it be the initial assessment, or where offered, the one further assessment opportunity allowed.

Only one resubmission can be provided for each assessment of a standard.

Teachers decide which students at the Not Achieved grade boundary meet the criteria for a resubmission.

No further teaching or learning can take place.

Teachers must ensure that the student's work is authentic, by only giving non-specific feedback and taking care not to over-direct them.

The amount of time provided for a resubmission depends on the nature of the assessment and should ensure teachers can confidently assure authenticity.

If there is a substantive or significant change to be made to the student work, a resubmission cannot be offered.

Resubmission rules for Industry Training Organisation owned unit standards may differ. You must follow the rules of the standard-setting body.

i. Reporting

Each year students will receive two reports. The first report will be a progress report. Report two will contain the standards passed and to what level (i.e. achieved, merit, excellence). During the year students will also be able to access their results via the KAMAR portal. Students can also ask for a printout of their results at any time.

j. Results

Printed NCEA results notices will not be distributed to all learners automatically. Learners who require a printed result notice must login and order one **before 31 December** each year to receive it in mid-January. Later orders will take longer to process. There is no charge.

Students can access their results from NZQA online by logging in using their National Student Number (NSN) to set up their personal login. This shows results for all assessed standards entered by the student in the previous year. They also show endorsements gained either for an NCEA Certificate or a school course.

All students must set up a personal NZQA Login. This is used to access all digital assessments.

k. Special Assessment Conditions

These may be applied for by students who have a permanent or long term condition or learning impairment. If approved they will be made available for all internal and external assessments for which they are approved

The school's Literacy Coordinator and staff identify students who have learning needs who would benefit from special assessment conditions. Students who feel they qualify for special assessment conditions (or their caregivers) should contact the NCEA Coordinator at the beginning of the year.

Once the necessary data is collected a decision is made by the school about the special conditions that may be applied for and an application will be made to NZQA.

Students will receive written notice of the special conditions they will receive.

I. Schools Promotion Policy

The school reserves the right to remove any student from an NCEA qualification class if the student is not meeting course requirements. Students do not have the automatic right to take a course or an assessment or to be part of a class if they do not meet the requirements of that class. All classes carry prerequisites, and these must be met before entry can be obtained.

m. Course Fees

Some subjects charge a fee for their course. Details of all charges will be issued at the start of the year as part of the course information.

A student should consider these carefully when making your choice as the fees **must** be paid for all 'take-home' work.

Students need to be aware that fees are updated annually. Students will be informed of all fees as the school becomes aware of them.

n. NZQA Entry and Fees

Indication entries are due by 1st April; confirmed entries 1st July; finalised entries Term 3.

Students cannot be excluded from entering an external standard, if they indicate they wish to sit it and they have not previously gained a credit in it.

NZQA Fees Structure for 2024

Fees	GST exclusive	GST inclusive
Domestic student entry for all NCEA standards	No Charge	No Charge
Domestic student entry for each Scholarship subject	No Charge	No Charge
International student entry to NCEA standards	\$333.30 per year	\$383.30 per year
International student entry to Scholarship subjects	\$88.87 per subject	\$102.20 per subject

o. Examination and Assessment Timetable

This can be accessed at [NCEA exam timetable :: NZQA](#)

For general information about NCEA see Mr Beagley (the NCEA Coordinator/Principals Nominee).

For specific subject information see the Head of Department of the subject.

Bayfield High School Referencing Guide

WHAT IS IT?

- Referencing is a way of acknowledging where the information you are using has come from.
- It is the easiest way to avoid issues surrounding plagiarism.

HOW TO REFERENCE WHAT YOU HAVE WRITTEN:

- You can put a small number directly after what you have written.

e.g. Zonation refers to the division of an ecosystem into distinct zones that experience similar abiotic conditions.¹

- The ¹ allows the reader to then look up where that information came from, in your reference list at the end of your report (It will have come from the source listed as 1. in your list).

MAKING YOUR REFERENCE LIST:

- To ensure all data/quotes/pictures/diagrams/maps, etc. that you used can be checked and authenticated, any references used as information sources for the final essay or speech must be acknowledged in a reference list.
- It is recommended that you use the American Psychological Association (APA) referencing system. This is described below.

For Books:

This is written in the form: author, date of publication, title, and publication information.

- **Author(s)** Write the family name then initials for all authors. Use commas to separate authors. Finish with a full stop, e.g. Selinger, B.
- **Date of publication.** Give the year the work was published in brackets, e.g. (1989).
- **Title.** This is in *italics* with additional information in brackets to enable identification, e.g. *Chemistry in the Marketplace* (4th ed.).
- **Publication information.** Give the name of the city, then a colon followed by the name of the publisher written as briefly as possible, e.g. leave out terms like *publishers, Co.* e.g. Sydney: Heinemann.

This goes together as follows:

Selinger, B. (1989). *Chemistry in the Marketplace* (4th ed.). Sydney: Heinemann

To quote what someone has said to you (a personal communication):

This is written in the form: person, year, pers comm., date of conversation/interview

- **Person(s)** Write the family name then initial. Finish with a full stop, e.g. Daly, B.
- **Year.** The year that the conversation/interview was held, e.g 1994.
- **Date of conversation/interview.** Give the exact date of the conversation/interview, e.g. 7 Aug

This goes together as follows:

Daly, B. 1994, pers. comm., 7 Aug

For Periodicals (Journals):

This is written in the form: author, date of publication, article title, journal title, and publication information.

- **Author(s) and date of publication.** This is the same as for books, e.g. Becker, L.J. & Seligman, C. (1981).
- **Article title.** This is in normal type, e.g. Welcome to the Energy Crisis.
- **Journal title and publication information.** Give the journal title in full in *italics*. Next give the volume number but do not use "Vol." before the number. Finally give the page numbers. Use "pp" before the page numbers in newspapers and magazines but not in references to journal articles, e.g. *Journal of Social Issues*, 37, 1-7.

This goes together as follows:

Becker, L.J. & Seligman, C. (1981). Welcome to the Energy Crisis. *Journal of Social Issues*. 37, 1-7

For the Internet:

- Where you use information from the Internet e.g. text, photographs, maps or anything else you should provide three pieces of information. These are:
 - the web address
 - what organisation or person is in charge of the web site. This gives some idea of how authoritative the site is
 - the date you accessed the web page

This is written in the form:

www.usgs.com/catastrophism/asaro (United States Geological Society, 12.02.02)

Authenticity of Quotes:

- To ensure all quotes can be checked and authenticated, any quoted (copied) material in your essay or speech must be acknowledged.

This is written in the form:

Author's surname, date of publication, page numbers, all in brackets

REFERENCE LIST: (AN EXAMPLE)

1. Greenwood, T., Allan, R. & Shepherd, L. (2005) *Year 12 Biology 2005, Student Resource and Activity Manual* (12th ed.). New Zealand: Biozone International Ltd
2. Selinger, B. (1989). *Chemistry in the Marketplace* (4th ed.). Sydney: Heinemann
3. Becker, L.J. & Seligman, C. (1981). Welcome to the Energy Crisis. *Journal of Social Issues*. 37, 1-7
4. www.usgs.com/catastrophism/asaro (United States Geological Society, 12.02.02)

Application for Extension of Due Date for NCEA Assessment

Student Name		Tutor Group	
Subject	Year Level:		Teacher
Assessment:	Standard:	Credit Value:	
	Title:	Due Date:	
Reason for Request: Please attach any supporting evidence.			
Student Signature:		Parents Signature:	
Outcome of Request:			
Teacher/ HOD Signature:			