



Rutherford College

Tohea - To strive for personal excellence

STUDENT HANDBOOK 2023

National Certificate of Educational Achievement, Vocational Pathway Awards and Other National Certificates

NAME: _____

PARENT SIGNATURE: _____

This document for Years 11, 12 and 13 students must be taken home and shared with Parents/Caregivers.
It should return to the tutor class and be shown to your tutor.

NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA)

The NCEA (National Certificate of Educational Achievement) is New Zealand's national qualification for all Year 11, 12 & 13 students.

NCEA uses standards (achievement standards and unit standards) to show what students know and can do.

For each achievement standard you can gain either

- Not achieved
- Achieved
- Achieved with merit
- Achieved with excellence

For each unit standard you can gain

- * Not achieved
- * Achieved

Every standard is worth a set number of credits – the grade at which the standard is achieved does not alter the number of credits gained eg. A student gaining a standard with Excellence gains the same number of credits as a student gaining the same standard with Achieved.

What you need for NCEA certificates:

Level 1: 80 credits at level 1 or above, including 10 credits in literacy and 10 credits in numeracy.

Level 2: 80 credits – a minimum of 60 credits at level 2 or above and 20 credits at any level.

Level 3: 80 credits – a minimum of 60 credits at level 3 or above and 20 credits at level 2 or above.

CERTIFICATE ENDORSEMENT

When you achieve the appropriate number of credits you are awarded a certificate at that level. Your certificate at each level can also come with an endorsement.

Merit Endorsement: If you achieve at least 50 credits at a merit or excellence level, then your certificate will be endorsed as a Merit Certificate.

Excellence Endorsement: If you achieve at least 50 credits at an excellence level, then your certificate will be endorsed as an Excellence Certificate.

SUBJECT ENDORSEMENT

Achieved Endorsement: If you achieved 14 credits* at an achieved level in any one subject then that subject will be endorsed with Achieved.

Merit Endorsement: If you achieve 14 credits* at a merit level in any one subject then that subject will be endorsed with Merit.

Excellence Endorsement: If you achieve 14 credits* at an excellence level in any one subject then that subject will be endorsed with Excellence.

**The 14 credits must be a combination of both internal and external assessment with a minimum of three internal or external credits – with the exception of Physical Education.*

INTERNAL AND EXTERNAL ASSESSMENTS

Assessments can be internal or external.

Internal Assessment means that the assessment is carried out in school

- Internal assessments are marked by teachers at this school and the marking standard is checked by NZQA's external moderation process

External assessments can be carried out in two ways:

- An examination is sat at the end of the year, along with other students in NZ – the exams are set and marked by external examiners and markers employed by NZQA eg Mathematics and English
- Work carried out during the year is submitted in a portfolio at the end of the year to NZQA for marking eg Technology and Visual Arts

DERIVED GRADES – EXTERNAL ASSESSMENT ONLY

If illness means you are unable to sit the external exams at the end of the year, or impairs your performance, you may be eligible for a **Derived grade**. However, for this to happen you must have provided evidence of your ability during the course of the year for each of the external standards you have entered. Usually this evidence is the result you get for your practice assessments. For this reason school practice/derived grade exams, topic tests and even coursework could become hugely important in the grade you are given.

YOUR SUBJECTS

At the beginning of the course your subject teacher will give you an information sheet that will tell you:

- The course outline which will tell you what you will study.
- The standards you will be assessed against and whether these are unit standards or achievement standards. For the achievement standards you will be told which are assessed internally and which externally.
- For each internally assessed standard, it will include the time of the year when the assessment will be done and whether there will be a further opportunity (re-sit) or not.

VOCATIONAL PATHWAY AWARDS

At Level 2 it is also possible to achieve Vocational Pathway Awards – there are six awards:

Manufacturing and Technology	Construction and Infrastructure
Creative Industries	Primary Industries
Social and Community Services	Services Industries

To achieve a Vocational Pathways Award a learner must achieve: NCEA Level 2 and 60 recommended standards, including at least 20 sector related standards from the same sector pathway.

The following subjects offer at least 20 Level 2 credits from sector-related standards:

Electronics, Engineering, Computer Programming: **Manufacturing and Technology**

Building: **Construction and Infrastructure**

Early Childhood: **Social and Community Services**

Travel and Tourism, Hospitality: **Service Industries**

Art, Art Design, Art Photography, Dance, Drama, Music, Media Studies, Classical Studies, Graphics: **Creative Industries**.

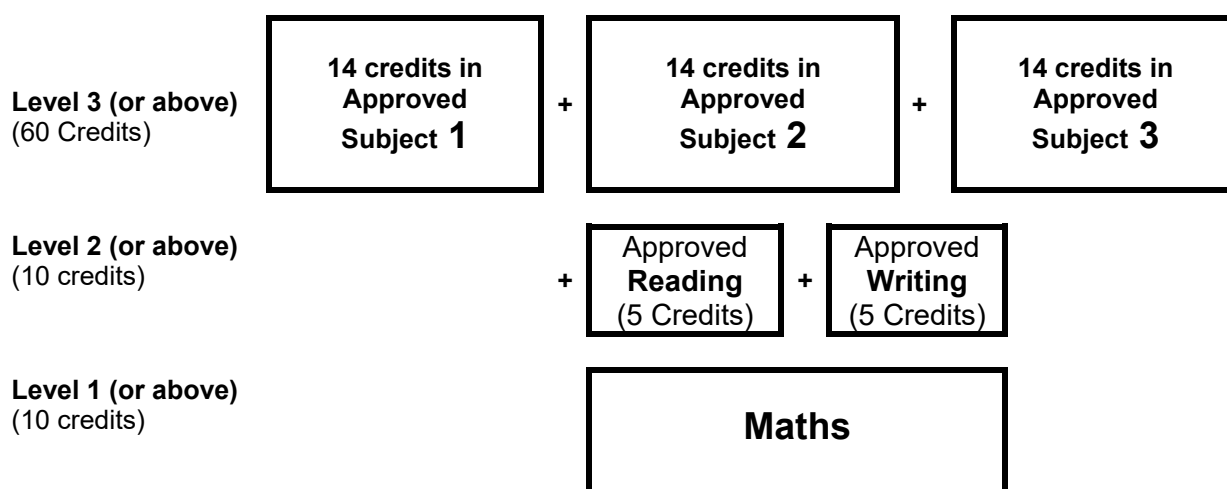
OTHER NATIONAL CERTIFICATES

NCEA Levels 1, 2 and 3 are just three of the 900+ national qualifications on the National Qualification Framework. Some qualifications can be completed at school eg. National Certificate in Employment Skills, National Certificate in Mathematics, etc. Others may be started at school and then finished in the workplace or at a tertiary provider eg National Certificates in Hospitality, Tourism, Computing, Maori (Te Waharoa), etc.

UNIVERSITY ENTRANCE

NCEA Minimum requirements for University Entrance

- Achievement of NCEA Level 3 – 60 credits at Level 3 or higher (and 20 credits at Level 2 or higher)
- 14 credits in each of the three subjects from the list of approved subjects
- The remaining credits to achieve NCEA Level 3 may come from either achievement or unit standards
- UE numeracy – 10 credits at Level 1 or higher from specified achievement standards or three specific numeracy unit standards
- UE literacy – 10 credits (five in reading and five in writing) from specific Level 2 and 3 Achievement Standards – refer to the NZQA website for the 9 page list of standards by searching for *UE literacy* or check the Senior Courses Student Handbook



APPROVED SUBJECTS

Accounting	Earth and Space Science	Music Studies
Agriculture & Horticulture	Economics	Painting (Practical Art)
Biology	Education for Sustainability	Photography (Practical Art)
Business Studies	English	Physical Education
Calculus	French	Physics
Chemistry	Geography	Printmaking (Practical Art)
Chinese	German	Processing Technologies
Classical Studies	Health Education	Religious Studies
Construction and Mechanical Technologies	History	Samoan
Cook Islands Maori	History of Art	Science
Dance	Home Economics	Sculpture (Practical Art)
Design (Practical Art)	Indonesian	Social Studies
Design and Visual Communication	Japanese	Spanish
Digital Technologies	Korean	Statistics
Drama	Latin	Technology
	Mathematics	Te Reo Maori
	Media Studies	Te Ao Haka

* Non-approved subjects are: TRV, OED, ECE, TBD, TEM, CAW, ITM, SKP, PAL, AAA, ATM, TMT, AHA

Entrance to Qualifications with Limited Entry

Some programmes have limited entry and higher entry requirements; others may require an interview, a portfolio or an audition. All applicants must gain the Common Entrance Standard, and in addition:

- All applications will be **ranked** according to their best 80 credits at Level 3 or higher over a maximum of five approved subjects, weighted by the level of achievement attained in each set of credits.
- Credits obtained in required subjects do not have to be amongst the best 80 credits required for ranking purposes.
- NCEA Level 3 credits achieved in Year 12 may be counted towards the 80 best credits required for ranking purposes.
- Level 3 unit standards will be weighted the same as “achieved” in Level 3 achievement standards.
- It is possible for students with fewer than 80 credits to apply for limited entry programmes and they may be successful. All applicants will be ranked. (Note: it is possible for a student with fewer than 80 credits but with a number of ‘excellences’ or ‘merits’ to be ranked above a student with 80 credits, who has not achieved as well in terms of ‘excellence’ or ‘merit’.)
- Applicants for some limited entry qualifications may be required to have taken specific subjects and gained a specific number of credits in those subjects.
- Faculties may consider applicants who do not reach the standards required.

University of Auckland

- In addition to achieving UE some of the programmes at Auckland University require you to have taken specific subjects and gained minimum credits in certain subjects eg. Engineering requires 17 external Level 3 credits in Calculus and 16 external credits in Physics. Some have other requirements such as a portfolio, audition and/or interview.

International students and entry to University with NCEA

- For all programmes International students must meet the Numeracy and Literacy requirements. Those applying at University of Auckland for all programmes will be ranked accordingly to their best 80 credits at Level 3 or higher, from up to five subjects on the approved list, weighted by the level of achievement attained in each set of credits. Entry requirements will continue to be higher for International students than New Zealand citizens or Permanent Residents, as has always been the case.

Conjoint programmes

- Applicants for conjoint qualifications will need to meet the subject requirements for both degrees and gain a sufficiently high rank order for selection. Students applying at University of Auckland will be ranked by their 80 best credits at Level 3 or higher over a maximum of five subjects weighted by the level of achievement attained in each set of credits.

Students who are intending to study at University are advised to check with staff in the Careers Department for entry requirements to specific programmes.

RUTHERFORD COLLEGE ASSESSMENT POLICIES

HANDING IN ASSESSMENT MATERIAL

Assessment material that is produced over a number of lessons/weeks must be handed in on the due date that has been set by the subject teacher.

MISSED INTERNAL ASSESSMENT

If you know you will be absent on an assessment day, or if you are unexpectedly absent on the day of the assessment, you can apply to Ms Farrar for one of the following forms:

- **BEFORE: Pre-Assessment Extension Application Form.** If you know in advance that you will be absent for an assessment you can make an application for another opportunity, or an extension of the assessment date (if it is an on-going assessment such as research) using the *Pre-Assessment Extension Application Form*.
- **AFTER: Post-Assessment Extension Application Form.** If you are not able to attend an assessment opportunity or hand in an assessment on the due date, because of illness or another unexpected event (eg. family circumstance such as a death in the family) you can make an application for another opportunity or an extension of the assessment date using the *Post-Assessment Extension Application Form*. A Medical Certificate, **or** written confirmation of illness/family circumstance from parent/caregiver, must be supplied with the form.

Students who miss an assessment but do not apply for an extension or a further assessment opportunity using one of the two forms available are not automatically able to take part in any assessment re-opportunity.

EXCEPTION: If you miss an assessment because of a **school trip** you do not need to complete one of the above forms but you must make sure your subject teacher is informed, **at least a WEEK IN ADVANCE**, about your school trip so they can negotiate an extension or further opportunity for you.

AUTHENTICITY

All assessment material (other than tests/examinations) being submitted must have a cover sheet attached, with the Authenticity Declaration signed by the student to ensure all work is their own. When authenticity is in doubt, the assessor has the right to check this by means of an oral test and/or an in-class demonstration.

Where work is not authentic, the standard will be assessed as a Not Achieved.

ASSESSMENT RESUBMISSIONS

NZQA has made an important change to the rules and regulations for resubmissions in 2021

- 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.

ASSESSMENT RE-OPPORTUNITIES

Re-opportunity is not automatically available but **may be provided at the discretion of the HOD**.

A re-opportunity may take the form of:

- an immediate resubmission (only offered where a teacher judges that a mistake has been made which the student should be capable of discovering and correcting themselves – if there's a lot to be fixed then it's not a resubmission)
- a submission of further naturally occurring evidence eg in Art and Technology portfolios, Literacy and Numeracy portfolios
- or a whole new opportunity eg Maths, Sciences
- Your course outlines will clarify which is available and when.

APPEALS

A student can appeal the result of an assessment. The following process must be followed

- Student first approaches the class teacher or teacher in charge (TIC) of the subject within 5 school days of the assessment being returned.
- An appeal form must be completed by the teacher.
- If the situation cannot be resolved by the teacher, the case is taken to the TIC or HOD (if not already involved) and then to the Associate Principal for a final decision.

MISCONDUCT

Misconduct may take the form of the following:

- *Sharing Information*
- *Copying another student's work*
- *Talking during an assessment*
- *Interfering with another student's learning*
- *Refusal to follow instructions*
- *Cheating*
- *Cell phone use*
- *Other to be specified*

Students not meeting requirements regarding appropriate conduct are to be referred to Ms Farrar. Misconduct can result in the student receiving a Not Achieved grade.

SPECIAL ASSESSMENT CONDITIONS

Students with significant physical or learning difficulties who require special assessment conditions for external assessments must be provided with the same assistance during internal assessments and examinations. Please ensure your subject teacher is informed as early as possible in the school year, BEFORE any assessments occur.

- This also applies to students who have a **recent and short term injury** (eg broken arm) that prevents them from taking part fully in an internal assessment or an internal school exam. Please ensure your subject teacher is informed, as soon as possible before the assessment, so they can arrange for the special conditions with Ms Farrar.

REPORTING OF RESULTS

Departments must notify students of Assessment results in written form on the cover sheet when work is returned to student.

RECORDING OF RESULTS

A record of results must be kept by the department and the student.

All results are recorded in KAMAR – parents can access results through the Parent Portal.

Students must confirm that the mark kept on central file is correct. This is done by signature acknowledgement.

Keep a summary of your credits on the Tracking Sheet at the end of this booklet and regularly check KAMAR and/or My Mahi.

WHAT STUDENTS MAY BRING INTO AN EXAMINATION OR TEST ROOM

1. School bags are to be left at the front of the classroom.
2. Pens, pencils, rulers, erasers etc required for the examination or test are to be loose on the desk or kept in a **clear plastic bag** on the desk in full view of the supervisor. No pencil cases are to be used.
3. No material or information, which may be of assistance, can be within a student's reach; this includes a dictionary or any other reference material, be it printed or digital, unless specifically permitted by the HOD responsible for that exam.
4. **NO CELL PHONE or WATCH IS TO BE PRESENT IN A ROOM DURING AN ASSESSMENT. THIS MAY RESULT IN A NOT ACHIEVED RESULT.**
5. **Electronic Equipment:** A calculator or any other electronic equipment such as electronic dictionaries may be taken into the examination room only if the need for it is specified by NZQA.

FEES

National Qualification Framework (NQF) fees (including NCEA)

These only apply to International Fee Paying Candidates.

Entry	Fee
Entry for all NQF standards	\$383.30
All Scholarship entries	\$102.20 per subject

CHECK THESE

My NSN number is

The NZQA Website is

I have chosen my password

I know how to log in and monitor my results

Ms Farrar is located in

TRACKING your NCEA progress.

THINGS TO DO	√
1. Collect a Course Outline from each of your teachers. That's <u>all</u> of them, no exceptions.	
2. Check how many Standards are assessed in each course. Add them up. That's how many different assessments (assignments, tests, essays and exams) you've got this year.	
3. Check which are Internal and which are External assessments.	
4. Check the end of year external Examination Timetable for when your exams are on.	
5. Transfer all the Dates that all assessments are due on onto your own personal Assessment Calendar. Refer to it regularly for what's coming up.	
6. Check which ones are "one-offs" with no further-opportunity. Highlight them. Put the known re-opportunity dates on your calendar too.	
7. Highlight your "busy times". Any in the same week? Any on the same day?	
8. Check for clashes with other commitments as they arise. Do this often, at least weekly.	
9. Regularly check with your Teachers for changes to the Assessment calendar.	
10. Check the Course Outlines and your Assessment Handbook for what to do if you miss an assessment.	
11. Check what to do if you want to be withdrawn from attempting an assessment. There are strict procedures.	
12. In the back of your Assessment Handbook, fill in the assessments done and the credits achieved as you do them. Keep a running total yourself. Update this each week.	
13. Highlight any Literacy or Numeracy sub-totals too.	
14. Check the NZQA website, but not until after May. The NZQA website won't be as up to date as you are, but check that their list of your subjects and Standards matches yours.	
15. Check it with your teachers for the correct Standards (especially if you did any extra Standards that the whole class didn't do).	
16. Check it for any Standards you did previously that have been "rolled over" to this year's entry, especially from Y10 work and/or if you have changed schools this year.	
17. Check the Tracking Data that will be recorded on KAMAR and My Mahi.	
18. Report all errors and bring any questions about conflicting information to Ms Farrar.	

