

RONGOTAI COLLEGE



STUDENT NCEA HANDBOOK 2022

The purpose of this handbook is to inform students and parents/caregivers about the internal assessment practices and rules at Rongotai College, and hence help to achieve the most successful outcomes for students.

These internal assessment rules have been developed by Rongotai College to ensure that all students are treated fairly and consistently, and apply to all New Zealand Qualifications Framework assessments, including NCEA. It is essential that students and parents make themselves familiar with the contents of this book. Keep it in a handy place, as you may need to refer to it during the year. It can also be downloaded from the school website.

If you have any questions or concerns about assessment matters you should talk to the appropriate subject teacher, the Year level Dean or the Academic Mentor as soon as possible.

National Certificate of Educational Achievement (NCEA).

The National Certificates of Educational Achievement (NCEA) are the national secondary school qualification of New Zealand, and are controlled by the New Zealand Qualifications Authority (NZQA). Rongotai College offers courses at all three levels of NCEA.

You will have achieved an NCEA qualification when you meet the following requirements:

- Level 1:** 80 credits required at any level (Level 1, 2 or 3), including **10 literacy credits** (reading and writing) and **10 numeracy credits** - *numeracy and literacy credits do not have to come from English and Maths, but can come from a range of subjects.*
- Level 2:** A minimum of 80 credits, of which a minimum of 60 credits are at level 2 or above, and you must have the Level 1 Numeracy and Literacy requirements
- Level 3:** At least 80 credits, of which a minimum of 60 credits are at level 3 or above and a maximum of 20 at Level 2, and you must have the Level 1 Numeracy and Literacy requirements

Note that the credits required for each level can be gained over more than one year, and credits gained at one level can be used for (or count towards) more than one Certificate.

Because NCEA is based on accumulating credits through internal assessment over a period of time as well as external assessment, **you need to keep track of where you are towards achieving your qualification.** This can be done through the student and parent portal, or by asking your Form Teacher to see your Record of Learning. Records of Learning will also be published with your Term 3 and Term 4 school reports.

University Entrance

The requirements for gaining University Entrance are:

- **NCEA Level 3**, including 14 credits in each of 3 approved subjects (see page 4), **AND**
 - **Literacy** – 10 credits at Level 2 or above, made up of 5 credits reading, 5 credits writing AND
 - **Numeracy** – 10 credits at Level 1 or above, made up of either Achievement Standards OR the following package of three Unit Standards: 26623, 26626, 26627 (all three required).

NB: *This is the minimum standard required for entrance to a New Zealand University. Entrance to some university courses is restricted, and entry to these courses requires a higher level of achievement at NCEA Level 3. Full details can be obtained from the Careers Office.*

Endorsed Certificates - Aim High!

Your NCEA certificate can be 'endorsed' if your overall results are at a high level. For example, you could gain "**NCEA Level 1 with Excellence**".

If you gain **50 credits at Excellence**, your NCEA certificate will be endorsed with **Excellence**. Likewise, if you gain **50 credits at Merit** (or a combination of **50 Merit and Excellence credits**) your NCEA will be endorsed with **Merit**.

You can earn credits counting towards endorsement over more than one year and more than one level. However, they 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.

You can also gain a **Course Endorsement** if you gain 14 or more credits at Merit or Excellence in a single year in a subject. At least three of these credits must come from externally assessed Standards and three from internally assessed Standards, except P.E. and Level 3 Visual Arts subjects. You do not have to pass the NCEA level to gain a course endorsement.

NCEA Fees and Financial Assistance (International Students only)

Fees for international students are \$383.30 (incl. GST) in 2022, with an additional \$102.20 (incl. GST) being charged for each Scholarship entry. No financial assistance is available to international students.

NZQA Student Login

Students can access their results through their [Learner Login](#) on the NZQA website. Students should register and use their NZQA Learner Login on the NZQA website: <http://www.nzqa.govt.nz/> This facility should be checked regularly for the accuracy of their entries and results.

All students have a National Student Number (NSN), which is used by the school and NZQA to create the Record of Achievement. This is a transcript of results held by NZQA.

Any documents a student may need are ordered online in the Learner login area. These include results, *Record of Achievement*, *School Results Summary*, and any *Certificates* they may have been awarded.

Level 3 University Entrance Approved Subjects at Rongotai College

The following Level 3 courses offered at Rongotai College have at least 14 credits from approved University Entrance subjects:

Course	Course Code
Accounting	3AC
Biology	3BI
Calculus	3MC
Chemistry	3CH
Classical Studies	3CS
Computer Science	3AD
Design (Practical Art)	3PR
Design & Visual Communication	3DC
Digital Technologies	3DT
Drama	3DR
Economics	3EC
English	3EN and 3EQ
Geography	3GE
History	3HI
Materials Technology	3MT
Hospitality Year 2	2HSb ¹
Media Studies	3MD
Music Studies	3MU
Outdoor Education ²	3OE
Painting	3AR
Photography	3AP
Physical Education ²	3PE
Physics	3PH
Printmaking	3AM
Samoan	3SA
Spanish	3SP
Statistics	3MS
Te Reo Maori	3MR

- ² Please note Outdoor Education and Physical Education assess a number of the same standards and only ONE counts as a University Entrance subject if both are studied as part of the same programme of study.

¹ 2HSb is available for students in Year 13 who have successfully completed 2HS in Year 12. 14 credits from the Home Economics domain (which is University Entrance approved) may be offered in the course.



COURSE INFORMATION

At the start of each course, your subject teacher will give you details of what is required for that subject. This will contain the following information.

1. General course information and description
2. Course requirements
3. Course calendar
4. An Assessment Statement for the course, including
 - *the total number of credits available in the course*
 - *the title, registration number, version and the number of credits of each standard offered in the course.*
 - *an identification of standards that contribute to literacy and numeracy*
 - *an approximate Assessment Timetable*

All of your subject teachers will give you an Assessment Statement by the end of Week 3.

Fill in the table below to check that you have all of your Assessment Statements.

SUBJECT	ASSESSMENT STATEMENT (TICK)



RONGOTAI COLLEGE



NEW ZEALAND QUALIFICATIONS FRAMEWORK POLICIES

These policies and operational procedures relating to Internal Assessment are contained in the “Rongotai College Guidelines for Managing and Administering NZQF Assessment”.

The policies relating to External Assessment and the overall administration of NCEA and other NZQF qualifications are contained in the New Zealand Qualifications Authority document “Assessment and Certification Rules and Procedures for Secondary Schools”. A copy of this document can be viewed at the NZQA website (www.ncea.govt.nz).

Guidelines for Students

1. FURTHER ASSESSMENT OPPORTUNITIES

Provisions for re-submission and re-assessment will be available where practicable. This may include teachers collecting further evidence of achievement.

A further assessment opportunity occurs when a new, quality-assured assessment is provided for students after their first opportunity, **and after additional teaching and learning has taken place**. This could be a new test, a new writing topic or new research topic. For some tasks offering a further assessment opportunity will not be possible for manageability and practical reasons.

For more formal re-assessments, the conditions (e.g. time and place) for re-assessment for each Standard will be made known to the students by the subject teacher.

2. MISSED OR LATE ASSESSMENTS

Assessments missed or handed in late will be considered under the following categories:

- (a) where this is for reasons beyond the students’ control (e.g. sickness or bereavement), teachers will do whatever is manageable to find evidence that the student has achieved the standard, for example granting extensions, providing for work to be handed in early, providing an assessment opportunity at a negotiated time, using existing evidence to award a grade;
- (b) where this is because of a school trip or activity (e.g. field trips, sports or cultural events), teachers will inform the student and his parents / caregivers what will be missed and the potential impact of not achieving those credits and of what can be handed in before the intended absence (other provisions pertaining to (a) above will also be considered);
- (c) where this is because of “self-interest” (e.g. family holidays, appointments), teachers will inform the student and his parents / caregivers of what will be missed and the potential impact of not achieving those credits and of what can be handed in before the intended absence (other provisions pertaining to (a) above will also be considered);



- (d) where this is because of “wilful absence” and/or a “refusal to hand in work for assessment”, if the student has been given adequate opportunity to achieve the standard, the student should NOT be withdrawn from the standard and a NOT ACHIEVED grade will be reported to NZQA.

3. BREACHES OF ASSESSMENT RULES

All work submitted for marking must be the student’s own work and must not be copied from other students or any other source. All sources of information including any downloading from the computer must be acknowledged. If it is proven that a student has used work other than his own in a section of an assessment, then that section will be disregarded for the purpose of achieving a grade. The procedures for investigating such a case are as follows:

- (a) the teacher must prepare a statement of possible breach of assessment rules and submit it in writing to the HOD or the Principal;
- (b) the student must be shown the accusation and be given the opportunity to respond; the situation may be resolved at this level; if not . . .
- (c) the Principal (or his nominee) and the HOD will call a meeting of both parties to address the situation;
- (d) it will be the Principal’s responsibility to come to a decision;
- (e) if the Principal finds there is insufficient evidence of the accusation, an assessed mark will be awarded and the teacher who made the accusation will write a letter of apology to the student concerned; a copy of this letter must be given to the Principal.

The above procedures will also be used for a student who has been found to give undue assistance to another student or students and the same consequences may result.

Misconduct during an assessment may result in the student being removed from that assessment. If the student wishes to appeal against this removal, the same procedures as listed above will apply.

4. SPECIAL ASSESSMENT CONDITIONS

Students who qualify for assistance (e.g. reader / writer) or special assessment conditions will be provided with this special assistance for all assessments. Guidelines and criteria for Special Assessment Conditions and related assistance are available from the HOD Learning Support (Mr Nichols).

5. APPEALS

A student has the right to appeal

- The grade he has received for a piece of internal assessment
- The loss of credits or grades because of an accusation of assessment conduct
- The non-acceptance of late work by subject department
- Head of department declining an application for an extension of time

The appeals process works this way:



Internal Assessment Grade

You will be given the reason for your grade in the marking criteria of the assessment task handout and in the marker's comments on your work.

- ☛ In the first instance talk to your teacher.
- ☛ If you are not satisfied, discuss your concerns at home.
- ☛ If you have decided to appeal, apply on the Appeal Form and give it to your subject head of department no later than three school days after you get the marked mark back.
- ☛ The head of department will arrange for the work to be remarked.
- ☛ The decisions and reasons will be given to you in writing.
- ☛ You may appeal the decision by writing to the Principal no later than two days after you get the letter from the subject head of department. The Principal will give you his decision with reasons as soon as possible.

Assessment Misconduct Allegation

- ☛ You will be given reasons verbally by the subject head of department, followed by a letter if your explanations are not accepted.
- ☛ Your appeal form challenging the decision must reach the Principal no later than three school days after you get the letter.
- ☛ The Principal will reconsider the allegation and give you a written decision as soon as possible.

Non-Acceptance of Late Work

- ☛ You will be given the reason verbally by your teacher. Your appeal form challenging the decision must reach the subject head of department no later than 3 school days after your work is not accepted. The subject head of department will make a decision and let you know by letter.
- ☛ You may appeal the decision by writing to the Principal no later than two days after you get the letter from the subject head of department. The Principal will give you his decision with reasons as soon as possible.

Declining of an Extension of Time Application

- ☛ You will be given the reason in writing on your written application which was signed by a parent and given to the subject teacher at least four school days before the due date.
- ☛ Your appeal form challenging the decision must reach the subject head of department no later than three days after you get the written refusal. The subject HOD will make a decision and let you know by letter as soon as possible.
- ☛ You may appeal the decision, by writing to the Principal no later than two days after you get the letter from the subject head of department. The Principal will give you his decision with reasons as soon as possible.



Copies of the Appeal Form are available from Mr Tile or Mr Bhindi.

6. DERIVED GRADES

If you are unable to sit an **External Assessment** for any reason you may wish to apply for a derived grade for that standard. Valid reasons for applying for a derived grade include short term illness, injury or other circumstance. During the year you will sit practice examinations, formative assessments or practice tests for your externally assessed standards. The grade that you get as a result of consideration of a derived grade will be



based on the grades you have achieved in these practice examinations and practice tests. **It is therefore vital you do your best in these practice runs.**

7. PRIVACY

All data about your achievement will be guarded from unauthorised parties, according to privacy legislation. This includes using your work as examples for other students, for which your permission must be gained. Your grades and name should not be publicly displayed (e.g. a list on a classroom wall) without your permission.


Frequently Asked Questions

1. What happens if I feel I didn't do as well as I could have in an assessment? = *Further Assessment Opportunities Policy*
2. What happens if I am unhappy with my mark? = *Appeals Policy*
3. What happens if the teacher feels that the work I hand in is not my own? = *Breaches of Assessment Rules Policy*
4. What happens if I can't get my work finished in time? = *Missed and Late Assessments Policy*
5. What happens if I hand my work in late? = *Missed and Late Assessments Policy*
6. What happens if I am away for an assessment or if I fail my assessment and want to sit it again? = *Missed and Late Assessments Policy and Re-assessment Policy*
7. What happens if I break the rules for an assessment? = *Breaches of Assessment Rules Policy*
8. What do I do if I believe I qualify for special assistance? = *Special Assistance Policy*
9. How many credits do I have? – *Log on to Rongotai College Student/Parent Portal*
10. What happens if I am not able to attend an external assessment? – *talk to Mr Bhindi as soon as possible and get a Derived Grade pack from Miss Honeyman. If the reason for non-attendance is a medical reason, visit a Doctor so they can sign-off to say you are unfit to sit the exam(s).*



RONGOTAI COLLEGE APA REFERENCING SYSTEM

Type:	What you need:	Examples:
Book	Author/s or Editor/s name/s Year of publication Title of work Place of publication Publisher's name	Smith, F.J. (1989) <i>One Cell Organisms</i> , Sydney: Biol Pty. Ltd (One author) Jones, Frederick M.; and Smith, Frances J. (1996) <i>Living Plants</i> Towoomba: Flora Press (Two authors) Mc. Mahon, G. (1996). <i>Europe in the Nineteenth Century</i> . (2 nd ed.) Ocford: University Publications. (Book with more than one edition) <i>Pollution in Australia</i> (1989) Sydney: Spinney (Unknown author) Barry, P. (Ed) (1999) <i>The Federation of Australia</i> . Brisbane: Gregory Terrace. (Booklet prepared by one of your teachers) Jones, Frederick M. (Ed) (1993) <i>Flora of South East Queensland</i> Ipswich: Reigh-Barker Ltd. (A whole book) Walker, E. (1999). "The culture of rugby union in Australian boys' schools", In M. Stower & B. McManus (Eds), <i>The Teaching of Boys</i> (pp.52-67). Brisbane: Gregory Terrace (Article or chapter within a book)
Encyclopedia	Authors name Year of publication Name of the article Name of journal / encyclopedia Volume number	Gargery, Henry. (1992) "Ancient Greece – Language" <i>The Book of Knowledge</i> . Vol 1. pp 145-147 (Author unknown) New South Wales: (1992) <i>The Universe Year Book</i> p 534 (Author unknown)
Newspaper	Year Title of article Name of source and where published Month and day Page number	Smith, J.E. (1996) "Hero dog saves family in fire". Brisbane: <i>Courier Mail</i> November 15, p1 (Author unknown) "Earthquake hits: thousands die". (1995) New York: <i>New York Herald</i> September 23, p27 (Author unknown)
Journals / Magazines	Author/s name Year Title of article Name of source Volume number or month, year if no volume number Page number/s	Chapman, P. (1999). "Learning Mathematics : A new way of teacher". <i>Journal of Teacher Education</i> 37, 76-78.

Type:	What you need:	Examples:
Graphs/Pictures Photos/Advertisement	Details according to the source from which material originates	 <p>Fig 1. Sharks in Byron Bay</p> <p>Source: Cohen, William. (1994) <i>Sharks on the East Coast</i> Melbourne: Heineford.</p>
CD Rom	Authors name Date of Production Title of article in quotation marks Name of the CD Rom What version it is Publication information	<p>Smith, J.R. "<i>Dinosaurs</i>", The Electronic Encyclopedia of Prehistory (Version 2.1) (CD – ROM) (1994) Dubbo: Steggorsors Software Pty. Ltd.</p>
Web Pages	Author's last name, first name / name of webmaster if no author is available Date of document creation / last update of site if this is not available "Title of work" Title of complete work Date of message or visit URL	<p>Burke, Laura P. (May, 1997) "A Hypertext history of the Renaissance" Renaissance History. Retrieved 23 September, 1999 from the World Wide Web: http://www.caf.new.edu/home/lbs/renhist.html</p> <p>Rosenbaum, J. (1990, November). Contentious or cozy?: Community and county radio in the Republic of Ireland. Paper presented to the Roy H. Park School of Communications Faculty Colloquium, Ithaca College, Ithaca, NY. Retrieved March 17, 1997 from the World Wide Web: http://www/ithaca.edu/johnrosenbaum</p>
Non Print Materials	Slides Video Films Audio/Tape Recording	<p>Montcrieff, Samuel M. (1989) <i>Industrialising Japan</i> (Slide). Hobart: Friemann, Hobbs Pty Ltd. 24 slides, col.</p> <p><i>The Story of the Olympics</i> (1992) (Videorecording) Pickwick Video, Melbour. 17 min. sd. col.</p> <p>Dezuanni, M. (Director & Producer). (1999) <i>The Winners</i> (Film). Brisbane: Pilms Pty. Ltd</p> <p>Twomey, M. (Speaker). (1987). <i>The Importance of School Librarians</i> (Cassette Recordin). Brisbane: Audio Tape Recording Pty. Ltd.</p>
Other Electronic Sources	Article from an Online Journal Article from an Online Newspaper	<p>Jacobson, J. W., Mulick, J.A., & Schwartz, A.A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience: Science working group on facilitated communication, <i>American Psychologist</i>, 50, 750-765. Retrieved January 25, 1996 from the World Wide Web: http://www/apa/journals/jacobsen.html</p> <p>Sleek,S. (1996, January). Psychologists build a culture of peace. APA Monitor, pp.1,33 (Newspaper, selected stories on line). Retrieved January 25, 1996 from the World Wide Web: http://www/apa/org/monotor/peacea/html</p>

