



# The Learners' and Whānau AC Way Guide to NCEA Assessment in Year 11 for 2021

Remember, up to date assessment progress information is always available through:

- Conversations with your Learning Leaders, Whānau Leaders and NZ Curriculum Area Leaders
- Parent Portal <http://parent.alfristoncollege.school.nz/index.php>  
See Student Services if you have lost or forgotten your password
- NZQA Learner Login  
<https://secure.nzqa.govt.nz/for-learners/records/login.do>

All learners should register to create their own login. Follow the link on the login page to register.

## **Introduction to Learning and Assessment in Year 11**

For Year 11 learners, the school year is split into two 18-week blocks called semesters. Learners choose different classes in each semester. Most classes are semester classes i.e. 18 weeks long however some, including the languages, are for the full year.

Most learners will choose 5 classes each semester although some will be preselected for our BLS classes, and learners who choose a full-year class will only choose 4 new classes for semester 2.

Year 11 is the first year of NCEA assessment for learners at Alfriston College. Most learners in Year 11 will be working towards NCEA Level 1. To achieve NCEA Level 1, a learner will need to gain 60 or more credits at Level 1 or above, plus 10 Level 1 Literacy credits and 10 Numeracy credits (80 credits in total).

Credits are gained throughout the year by successfully completing assessment activities that are based around standards. If the learner demonstrates that they have met the criteria for the standard, then the credits are awarded. Some standards are assessed internally and others externally.

Internal assessment is usually completed in class or independently at home and is marked by Learning Leaders at school, whereas external assessment is usually in the form of an examination or portfolio which is sent away to be marked by NZQA.

Each class offers its own package of learning and assessment opportunities and some classes allow learners to personalise their learning and assessment through a choice of standards, contexts for learning and methods of assessment.

One important role of all Year 11 Learning Leaders is the tracking and monitoring of learning and progress towards NCEA Level 1. This is done through conversations with the learner at key points during the year. In Year 11 we also expect learners to start to take the lead in their own tracking, monitoring and goal setting. We will keep you informed of progress and achievement through Learning Progress Conversation opportunities and formal reports each semester.

At Alfriston College, we want all our learners to belong, learn and succeed and we are always mindful that success in NCEA is just one way that a learner can be successful. We want our Year 11 learners to achieve the best 80 credits that they can which is why we place importance on the quality of achievement over and above the total number of credits that a learner gains.

## Essential Information about the Assessment Process

Each class in Year 11 has a different set of assessment opportunities available to learners. This information is available before learners select their classes by downloading the Year 11 Class Directory from the school website.

In addition to the class directory, more detailed information on the assessment opportunities in each class is available through the class outline document and assessment statements which are shared with learners once classes have started.

- **Assessment tasks.** Each assessment opportunity starts with a set of instructions given to learners which outlines what they need to do. These instructions are called the assessment task and could be printed or shared electronically. The task also states the standard number, credit value, submission date and other important information. Learners should keep track of this information.
- **Authenticity.** All evidence (learners' work) that is submitted for assessment must be authentic. At Alfriston College, we require all learners and their Whaanau to read and sign a *Declaration of Authenticity* at the start of each assessment year. The Declaration of Authenticity explains in detail what authenticity means in the context of assessment. It is a breach of the rules if the evidence that a learner submits for assessment is not authentic (see section on breaches of the rules later in this document).
- **Submission of evidence.** The assessment task will state either a due date for submitting (handing in) evidence, or a recommended submission date. Due dates are deadlines and learners must make sure that their evidence is finished and submitted by this date. Recommended submission dates are more flexible and learners may be able to arrange a different date with their learning leaders for submitting their work. In all cases, for semester classes,

learners must submit their evidence for assessment by the last day of the semester.

- **Marking or grading the evidence.** For internally assessed standards, the evidence for assessment is marked by the Learning Leader. There should be no more than 4 school weeks between the date that evidence is submitted and the result being published. When a grade is published it is available for learners to see by logging in to the parent portal through the school website. It may take up to a month for the grade to be uploaded to NZQA and for it to be available through the NZQA learner login.
- **Resubmissions.** Sometimes, when marking a learner's evidence, a Learning Leader may find small omissions or errors in the evidence which would prevent the learner from achieving that standard. If the Learning Leader believes that the learner could correct these errors or omissions on their own, with just some general advice, then a resubmission opportunity may be offered to the learner for them to improve their grade. No further teaching or specific guidance is allowed before a resubmission and resubmissions are not offered to all learners as an automatic right. Not all resubmissions will result in an improved grade. Resubmissions are only offered where a learner may move from N to A if the errors or omissions are corrected.
- **Further assessment opportunities.** Some classes may offer a further assessment opportunity after the original assessment. A further assessment opportunity is a completely new assessment task and must be offered to all learners who took the original assessment. If a further assessment opportunity is planned it will be clear from the outset because the assessment statement and class outline will show two opportunities for assessment instead of one. A maximum of two assessment opportunities can be offered for each standard in one year. The best grade from both assessment opportunities will count.
- **Moderation of learners' assessment evidence.** To ensure consistent high quality assessment decisions between different learning leaders, different classes and different schools there is a quality assurance process called moderation that takes place. Internal moderation happens within and between schools and starts with the critiquing of assessment tasks to ensure that they are fit for purpose and that the Learning Leaders have the required understanding to assess the standard. Once learners have submitted evidence and it has been marked, Learning Leaders are required to select a

sample of the evidence and share it with another Learning Leader to check that there has been correct and consistent assessment judgements made. Only after this process has been completed can grades be published. Once a year NZQA also checks a random sample of learners' evidence to ensure that there is national consistency in assessment judgements between schools. This is the external moderation process.

- **Special assessment conditions (SAC).** Some learners may have special assessment conditions which are applied to all assessments, both internal and external. The school will apply to NZQA on behalf of the learner to have special assessment conditions applied.
- **Grades.** After the marking and moderation processes have been completed, learners will be awarded one of four grades according to how their evidence met the achievement criteria of the standard.
  - **N (not achieved)**- is awarded when the evidence submitted did not meet the standard.
  - **A (achieved)** - is awarded when the evidence meets the standard at the minimum level required.
  - **M (merit)** - is awarded when the evidence meets the standard at a higher level than required for achieved.
  - **E (excellence)** - is awarded when the evidence meets the standard at the highest level of achievement.

All achievement standards and some unit standards offer the three levels of achievement, A, M and E. However most unit standards only offer A.

Reasons why N may be awarded also include if the learner did not submit any evidence, was absent from school or the evidence they submitted was not authentic (see section on breaches of the rules).

## Achieving NCEA Level 1

The results from each assessment opportunity in all the classes that learner takes during the year are collated by NZQA, and in January following the assessment year, learners will be awarded NCEA Level 1 provided that the requirements have been fully met.

- **Requirements for NCEA Level 1 certification.** To be awarded the NCEA Level 1 certificate, all of the following requirements must be met:

- A minimum of 60 credits at Level 1 or above from any combination of classes which can include a mixture of achievement standards and unit standards, and a mixture of Achieved, Merit and Excellence grades.
- A minimum of 10 Level 1 literacy credits at any level of achievement (A, M or E) which must be either all from achievement standards or all from unit standards.
- A minimum of 10 numeracy credits at any level of achievement (A, M or E) which must be either all from achievement standards or all from unit standards.

Sometimes a learner may take longer than a year to reach these requirements in which case NCEA Level 1 may be awarded in Year 12 or 13 either instead of, or in addition to NCEA Level 2 or Level 3. Please note that 'certification' refers to the awarding process and that no actual paper certificate is produced or given unless one is specifically requested directly from NZQA.

- **Certificate endorsements.** NZQA recognizes high overall achievement at each level of NCEA by awarding certificate endorsements at either merit or excellence levels.
  - To achieve the NCEA Level 1 certificate endorsed with Merit, a learner requires at least 50 credits towards Level 1 at Merit or Excellence.
  - To achieve the NCEA Level 1 certificate endorsed with Excellence, a learner requires at least 50 credits towards level 1 at Excellence.
- **Course endorsements.** NZQA recognizes high achievement in individual school courses by awarding course endorsements at either Merit or Excellence level.
  - To achieve a Merit course endorsement, a learner requires 14 or more credits from the course at Merit or Excellence which must include at least 3 credits from internal assessment and 3 credits from external assessment.
  - For an Excellence course endorsement, a learner must achieve 14 or more credits from the course at Excellence which also must include at least 3 credits from internal assessment and 3 credits from external assessment.

Note that for Level 1 courses that consist entirely of standards from Religious Studies or Physical Education that the requirement for at least 3 credits from external assessment does not apply. **Please also note that because most**

classes in Year 11 at Alfriston College are semester classes, very few offer 14 or more credits so we do not actively promote course endorsement in Year 11 but we do recognise it when course endorsement is achieved.

## What to do if things go wrong with assessment

At Alfriston College we understand that things sometimes go wrong for learners, especially when undertaking NCEA assessment for the first time. When things do go wrong, there are processes in place to make sure that all learners are treated fairly. There are processes to cover the situations in the following paragraphs. The forms that are referred to are all available from Student Services.

- **A learner cannot meet the stated deadline.** A learner may apply for an extension to the stated deadline by completing *Assessment Form 1* and submitting it to the learning leader of the course. Supporting evidence such as medical certificates should always be provided if they are available. Any application for an extension must be made before the deadline is reached. Completing and submitting the form does not guarantee that an extension will be granted.
- **A learner has missed the deadline and did not have an extension.** A learner can request permission to submit assessment evidence late, even without an extension, by completing *Assessment Form 1* and submitting it to the learning leader of the course. Supporting evidence such as medical certificates should always be provided if they are available. Completing and submitting the form does not guarantee that the late evidence will be accepted.
- **A learner has missed the assessment altogether.** If a learner has been absent and has missed the entire assessment (especially if the assessment was a test or other one-time event), the learner can apply to be allowed to take the assessment by completing and submitting *Assessment Form 1* to the learning leader. Supporting evidence such as medical certificates should always be provided if they are available. Completing and submitting the form does not guarantee that the assessment can be taken.
- **A learner is suspected of breaching the rules for internal assessment.** When a learner is suspected of breaching the rules for internal assessment, the Learning Leader will report this to the relevant NZ Curriculum Area Leader. The learner will be given an opportunity to explain the situation and an

investigation will be carried out by the NZ Curriculum Area Leader. If a breach is found to have occurred then an N grade will be reported for that assessment. A further assessment opportunity will only be available if it was originally planned for that class. Each learner involved in a breach that includes plagiarism or collusion will be dealt with individually and other disciplinary processes may also be applied.

Any learner who is given an extended deadline or permission to submit assessment evidence late, or who is investigated for a possible breach where none is found to have occurred, will have their submitted evidence treated in exactly the same way as any other learner. Their work and grade will be indistinguishable from that of all other learners.

## Appealing an assessment decision

A learner has the right to appeal any assessment decision. This process should only be started after conversations with the learning leader and NZ Curriculum Area leader have failed to resolve the issue. To start this process, *Assessment Form 2* should be completed and submitted to the Principal's Nominee (PN), Mr Alastair Caine. The PN will decide on the most appropriate course of action and follow this course. In all assessment matters, including appeals, the decision of the PN is final.

## Privacy act

All learner data and submitted assessment evidence is covered by the Privacy Act. Information will not be shared with anyone outside of school, NZQA and the Ministry of Education without prior permission from individual learners.

The Assessment Rules for Schools with Consent to Assess 2021 can be found [here](#). For information regarding specific learners' assessment at Alfriston College please contact the appropriate learning leader or the Curriculum Area Leader in the first instance. For other matters please contact Mr Alastair Caine [a.caine@alfristoncollege.school.nz](mailto:a.caine@alfristoncollege.school.nz).