

Lynfield College

NCEA Information Evening 2018



NCEA

National Certificate of Educational Achievement

- Main qualification for school students
- Study a number of courses or subjects
- Skills assessed against a number of standards
- Recognised by employers & universities

NCEA highlights from 2017

These figures are based on the provisional January results and are participation based.

Level 1: Achieved = 80.6%. 57.6% achieved at Merit or Excellence.

Level 2: Achieved = 87.7% . 47.1% achieved at Merit or Excellence.

Level 3: Achieved = 81.7% 47.2% achieved at Merit or Excellence

UE = 61% Scholarships = 36

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/video/>



Ms Feist

Faculty:

Languages and Language

English

STANDARDS in NCEA

These are topic or units work with an assessment at the end of it that earns credits.

What standard are you being assessed for in English?

ACHIEVEMENT CRITERIA: English 1.5

Achievement	Achievement with Merit	Achievement with Excellence
Develop and structure ideas in formal writing	Develop and structure ideas convincingly in formal writing	Develop and structure ideas effectively in formal writing
Use language features appropriate to audience and purpose in formal writing	Use language features appropriate to audience and purpose with control in formal writing	Use language features appropriate to audience and purpose with control to command attention in formal writing.

ACHIEVEMENT STANDARDS (Level 1)

ENGLISH 1.5 Produce formal writing

ENGLISH 1.4 Produce creative writing

ASSESSMENT: INTERNAL

- providing opportunities to draft, develop and craft several pieces (**language features**)
- individual topic choice (**ideas**)
- takes place over an extended period
- teacher-feedback and teaching of specific skills to work on

REQUIREMENTS

- **This achievement standard involves drafting, reworking and presenting of at least one piece of formal writing.**
- **Writing expresses ideas, information and/or opinions.**
- **May include reports, commentaries, text reviews, (auto) biographical profiles, articles, expository essays.**



THE PROCESS USED IN ENF

ENGLISH WITH FORMAL WRITING

- **Students use a writing folio**
- **A biographical task in term one**
- **An issues based essay in term two**
- **Students select best piece for further crafting and development and assessment in Term three**



Ms Clock

Faculty:



Courses –

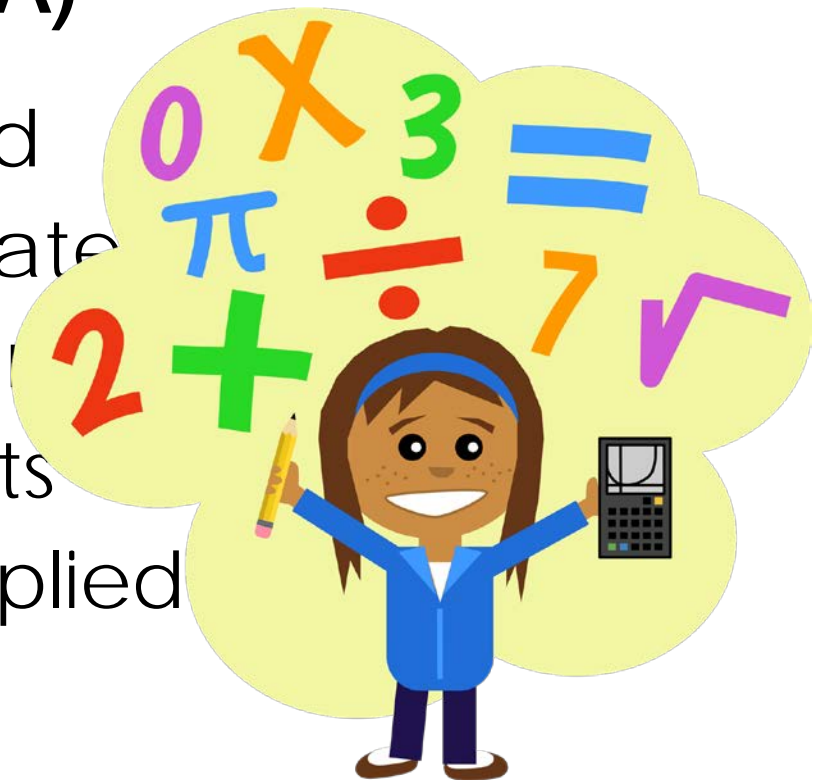
“different but the same”

Mathematics
&
Level 1 Numeracy

MATHEMATICS COURSES

Year 11 (Level One NCEA)

- 11 MAA Advanced
- 11 MAI Intermediate
- 11 MAX Mainstream
- 11 MAT Maths Units
- 11 MAP Maths Applied



SIMILARITIES BETWEEN COURSES

All Mathematics courses at Year 11 provide opportunity for:

- Numeracy Credits
- Advancement to Level Two

Maths Advanced r	L1/2	→	Maths Advanced r	L2	→→
Maths	L1	→→	Maths	L2	→→
Maths Units	L1	→→	Maths Units	L2	→
Maths Applied	L1	→→	Maths Applied	L1/2	☒

ALL SUBJECTS AT YEAR 11 HAVE THE OPPORTUNITY FOR ADVANCEMENT TO LEVEL 2

Eng creative writing	L1	→→	Eng crafted writing	L2	→→
Eng formal writing	L1	→→	English	L2	→
			Media Studies	L2	→
Com English	L1	→	Com English	L1/L2 U Std	→
English Academic	L1 U Std	→	English Academic	L2 U Std	→
EFS	L1 U Std	→→	EFS	L2 U Std	→→
ELS	L2 U Std	→→	ELS	L2/3 U Std	→→
ELIP		→→	ELIP		→
German	L1	→	German	L2 / (Cor)	→
Japanese	L1	→	Japanese	L2 / (Cor)	→
Chinese	L1	→	Chinese	L2 / (Cor)	→
Māori	L1	→	Māori	L2 / (Cor)	→
			Spanish	L1 / (Cor)	→
Maths Advanced r	L1/2	→	Maths Advanced r	L2	→→
Maths	L1	→→	Maths	L2	→→
Maths Units	L1	→→	Maths Units	L2	→
Maths Applied	L1	→→	Maths Applied	L1/2	→
Sci Biological Adv r	L1	→→	Biology Adv r	L2	→→
Science Foundation	L1	→→	Biology	L2	→→
Science Mainstream	L1	→→	Earth & Space Sci	L2	→→
			Chemistry	L2	→→
			Chemistry Adv r	L2	→→
Sci Physical Adv r	L1	→→	Physics Adv r	L2	→→
			Physics	L2	→→
History	L1	→	History	L2	→
Geography	L1	→	Geography	L2	→
			Classical St	L2	→
			Tourism	L2 U Std	→
Economics	L1	→→	Economics	L2	→
			Business	L2	→
Accounting	L1	→→	Accounting	L2	→→
			Commerce	L2	→

Phys Ed Advancing	L1	→→	Outdoor Education	L2	
Physical Ed & Health	L1	→→	Physical Ed	L2	→→
	L1	→	Sports Studies	L2+U Std	→
			Health Studies	L2	→
Drama	L1	→→	Drama	L2	→
			Dance	L2	→
Music	L1	→→	Music	L2	→→
Music Applied	L1/2/3	→	Music Applied	L1/2/3	→
Vis Arts Paint&Print	L1	→→	Vis Arts Paint	L2	→
Vis Arts Dig Media	L1	→→	Visual Arts Design	L2	→→
			Visual Arts Photo	L2	→→
Tech Materials	L1	→→	Tech Materials	L2	→
Tech Eng Prac	L1 U Std	→→	Tech Eng Practical	L2 U Std	→
Tech Electronics	L1	→→	Tech Electronics	L2	→
			Automotive	L2 U Std	→
Cabinetry	L1 U Std	→	Carpentry	L2 U Std	→→
Design&VisCom	L1	→	Design&VisCom	L2	→
Tech Fash & Des	L1	→	Tech Fash & Des	L2 + U Std	→
			Tech Fash Apparel	L2/3 U Std	→
Food & Nutrition	L1	→	Food & Nutrition	L2	→
			Early Childhood Education	L2 U Std	→
Hospitality Intro	L1 U Std	→	Hospitality	L2 U Std	→
			Personal&ComCare	L2 U Std	→
Digital Technologies	L1	→→	Digital Technologies	L2 + U Std	→
			Info Tech Web Programming	L2 U Std	→
			Design	L2	→
SPC	L1 U Std	→	SPC	L1/2 U Std	→
			Customer Service s	L2/3 U Std	→
			Gateway s	L1-3 U Std	→

DIFFERENCES BETWEEN COURSES

All Mathematics courses at Year 11 have varying:

- Difficulty levels
- Blends of internal and external assessments
- Assessment methods

Ms Allpress

Faculty: Art

**NCEA and Assessment
Using Portfolios**

PORTFOLIOS

The collection of evidence over time.

- Various Standards require students to demonstrate their ability to develop ideas and skills over **an extended period of time.**
- The process requires conceptualising, developing, refining, and producing a final body of work.
- This process occurs most typically within the **Visual Arts** and **Technology** Learning Areas.

Year 11 Courses using Portfolios for Assessment

ARTS

11ART	Drawing Painting Printmaking
11ADM	Digital Art Making
11MUS	Music Composition

MATHS

11MAP	Measurement / Number / Statistics
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TECHNOLOGY

11TFD	Fashion and Design
11TMH	Hard Materials
11DTG	Digital Technologies
11DVC	Design and Visual Communication
(Graphics)	



A YEAR LONG PROGRAM OF STUDY (Folio)

- ☐ All artworks are produced over time and used as evidence for their external folio (Term 4).
- ☐ Some of the work on the folio is also used as evidence for the two internal achievement standards.
- ☐ All work in progress is milestone assessed at different stages of the year.
- ☐ Student work must be informed by established practice (NZ and International artist models).
- ☐ Student's practical knowledge improves as the year progresses.
- ☐ All students working on a folio go through various cycles of learning (technical / conceptual / contextual).
- ☐ The final body of work is presented as a 2 panelled folio submission.

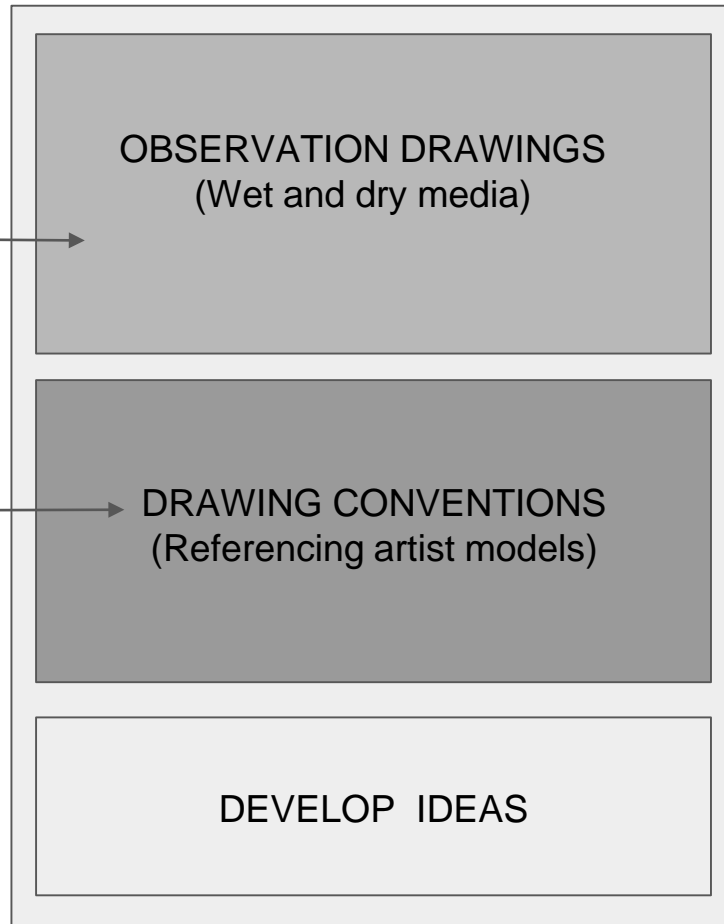
EXTERNAL FOLIO (12 CREDITS)

**All Visual Art students submit a folio for their external submission
(Level 1 and 2 = 2 panels / Level 3 = 3 panels)**

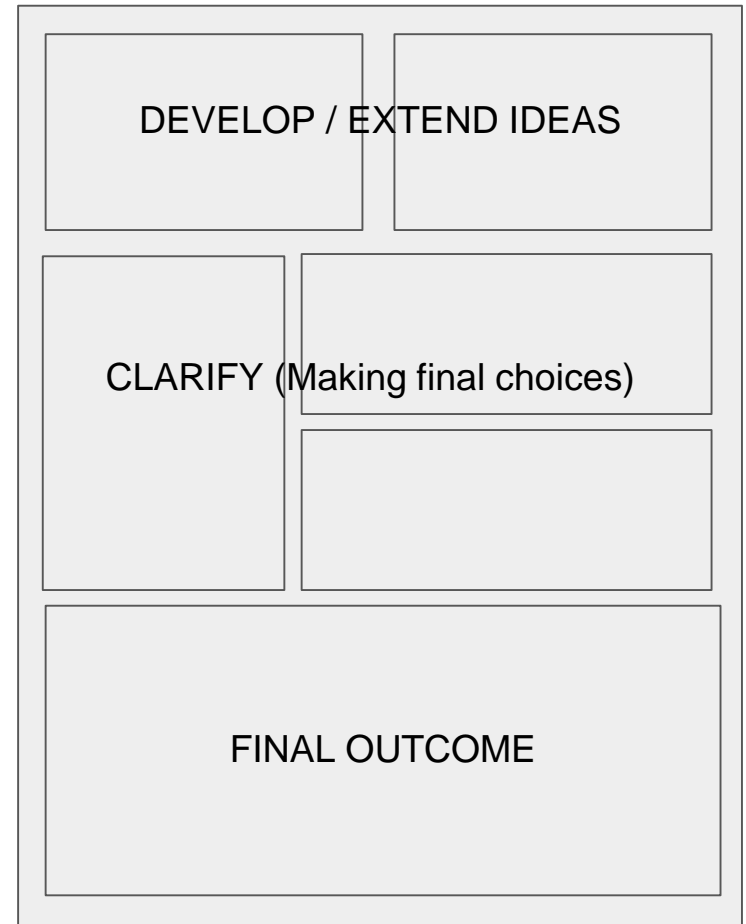
A TYPICAL LAYOUT OF A LEVEL 1 ART FOLIO

Also evidence
for AS 1.2
(4 Credits)
Term 1 and 2

Also evidence
for AS 1.3
(4 Credits)
Term 1 and 2



PANEL ONE



PANEL TWO

TOTAL CREDITS EARNED (20 CREDITS)

[illegible][illegible]

075132629077

Handwritten text on the left side of the collage:

Handwritten text on the right side of the collage:

Handwritten text at the bottom of the collage:

[illegible]

EXCELLENCE FOLIO

Mrs Marshall
Faculty: Social Science

Merit/Excellence

How teachers inform students of the requirements needed for Merit and Excellence

Achievement Criteria for each standard is clearly displayed to inform students:

Achievement	Achievement with Merit	Achievement with Excellence
Describe the causes and consequences of an historical event.	Describe in depth the causes and consequences of an historical event.	Comprehensively describe the causes and consequences of an historical event.

Teachers explain the meaning of the language used in the Achievement Criteria

Merit Criteria

- Describe in- depth shows a greater depth of understanding.

This means:

- A range & detailed to explain consequences

Excellence Criteria

- Describe comprehensively shows a thorough understanding.

This means:

- Greater depth & breadth.
- Range & integrate detail to explain consequences (eg making links to show insight).
- Justify

MARKING RUBRIC

Achieved

Merit

Excellence

- Has shown some understanding of sustainability by making a decision and backing it up with some valid reasoning

- Overall: Has described the sustainability, or otherwise, of the selected environment with continued use.

- Has shown a good understanding of sustainability by making a decision and clearly explaining the reasons for that decision.

Overall: Has explained the sustainability, or otherwise, of the selected environment with continued use.

Has used geographic terms and concepts to fully explain:

- the sustainability of the environment under dairy farming. A decision has been made and is backed up with insightful comment and detail.

Overall: Has shown insight in fully explaining the sustainability, or otherwise, of the selected environment with continued use.

Student exemplars at Merit and Excellence leveled examined

Exemplars are annotated explaining why received that grade

1. Addresses the question, using the terms from the question.
2. Link created between the first two bullet points which shows perception.
3. Primary source evidence of specific relevance to the context is used. Quotes are integrated into the explanation.
4. Shows perceptive understanding of the ideas and values of the classical world.
5. Responds to all part of the question with some perception and consistent detail.
6. Developed conclusion on the importance of leadership to the society of the time that shows some perception. With more detail could have shown thorough perception for Excellence 8

everyday life and family. Males leave a —
which at age 18 not went to military —
for 2 years. After this he would need —
to run the other which is all their family

key for —
that —

ev —

an example —

Telegraphs —

linked to —

if as —

the rest —

—————

—————

07

Other methods to

- The learning workbooks supply the required answers for M & E.
- Past students' work is photocopied and shared with students.
- Model answers are provided by teacher at Excellence level

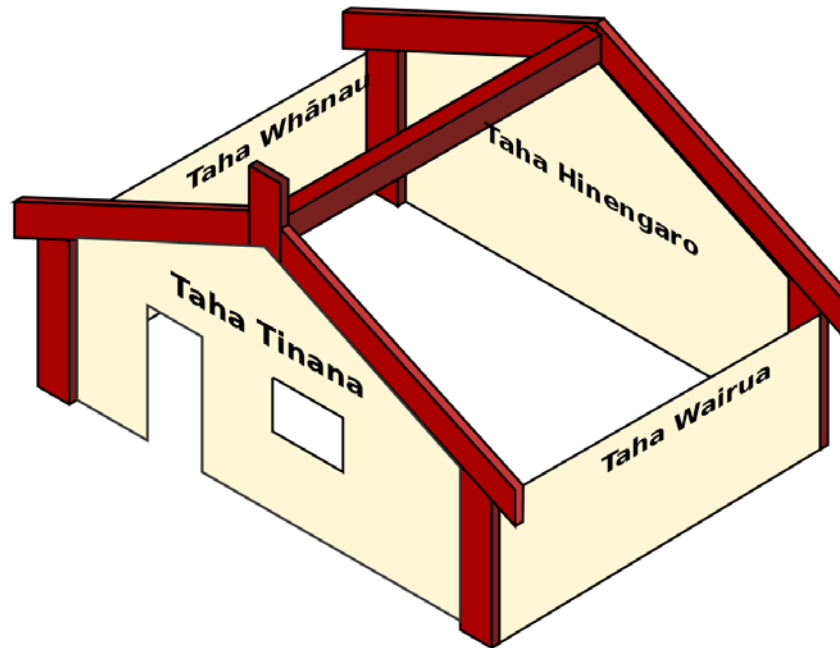
Peer Assessment Essay Marking Sheet

Student Name: _____

	Excellent		Competent		Needs Attention
Comprehension					
understanding of essay question/topic					
use of Greek terms and concepts					
information is accurate					
Argument					
answering the question					
information is relevant to the question					
detailed evidence to support key ideas					
no generalisations / personal opinion					
Structure and Organisation					
introduction and conclusion					
properly constructed paragraphs					
paragraphs link to the question					
logical development of ideas					
Style					
clarity of expression					
formal language					
spelling, grammar					
Referencing					
appropriate use of primary sources					
COMMENTS					

Mrs Wells

Faculty: Health & Physical Education



Endorsements

Endorsements

What do they mean?

How do I get them?

Course Endorsement and Certificate Endorsement



Course Endorsement

Course endorsement provides recognition for students who perform exceptionally well in individual courses



Students will gain an endorsement for a course if, in a single school year, they achieve:

14 or more credits at Merit or Excellence

(in most courses this must include at least 3 internal and 3 external credits)

11HRE = 21 credits available

11PEA = 17 credits available



Certificate Endorsement

Certificate endorsement provides recognition for students who perform exceptionally well across a whole level



**Must get 50 Merit credits or
50 Excellence credits**

**If you get 50 level 1 credits at Merit
level, you will have your Level 1
certificate endorsed with Merit.**

**If you get 50 level 1 credits at
Excellence level, you will have your
Level 1 certificate endorsed with
Excellence.**



Mr Eyre

Faculty: Science

Course Prerequisites

Prerequisites: What are they?

At the start of each course in the course information booklet is a section called 'prerequisites'.

BIOLOGY		(12BIO)
LEVEL:	NCEA Level 2 Achievement Standards: 22 credits	
PREREQUISITES:	Either: 8 credits from the Year 11 SCM course including the L1 Biology - Genetics Standard, OR: 8 credits from the Year 11 SCB course, AND A high level of English comprehension, both written and spoken, is required, as students need to read widely in order to write discussions using technical vocabulary. If these prerequisites are not met, students must get written permission from the HOD Biology.	

This is to advise students what they need to have accomplished before they can start that particular course.

Prerequisites: Why have them?

- They are there as a minimum target for students, to help motivate them throughout the year.
- They advise students what skills and understanding are required for the course so they can choose courses that meet their strengths.
- They help to ensure students are likely to be successful, by steering them away from courses that they may not be successful in.

Prerequisites: Simple or Complex

Some course prereqs are quite simple:

EARTH AND SPACE SCIENCE (12ESS)	
LEVEL:	NCEA Level 2 Achievement Standards: 20 credits
PREREQUISITES:	8 credits from a Level 1 Science course, including at least one externally assessed standard

Others are more complex:

PHYSICS (12PXM)	
LEVEL:	NCEA Level 2 Achievement Standards: 19 credits
PREREQUISITES:	<p>This course is designed for high achieving Science students who have a passion for Physical and/or Medical Sciences.</p> <p>Prerequisites:</p> <p>Either Achieved or higher in both 11SCP Physics standards; OR Achieved or higher in two 11SCM External Standards (Mechanics and one other Science) AND in the L1 Physics Practical Internal Standard (based initially on results from school assessments during the year).</p> <p>In addition, 14 Achieved or higher Achievement Standard credits in Level 1 Mathematics, and Level 1 Literacy.</p>

Class teachers will advise and guide students on how well they are doing to meet the prereqs for future courses throughout the year.



Faculty Leader Mrs Townsend



The faculty that wears
many different hats!





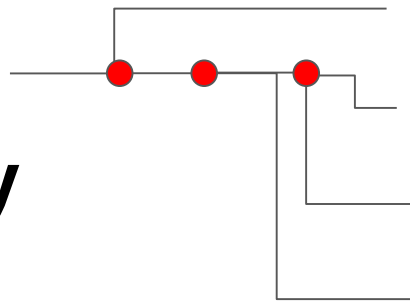
Technology Level 1 Courses

Providing the skills employers want!

Materials
Hospitality
Digital

Technologies
Food & Nutrition
Design & Visual
Communication

Fashion & Design
Hard Materials
Electronics
Cabinetry





Unit Standards & Achievement Standards

A pathway for every student!

QUALIFICATIONS



NCEA Level 1, 2 and 3



Vocational Pathways



University Entrance



Scholarship





The Vocational Pathways provide new ways to achieve NCEA Level 2.

NCEA Level 1

80 credits at any level including Literacy & Numeracy

NCEA Level 2

60 credits at Level 2 or above including Level 1 Literacy & Numeracy



These Pathways help students see how their learning and achievement is valued in the 'real world' by aligning Standards - including specific 'sector-related' standards - with six industry sectors.



Future-proofing your career

Vocational Pathways at NCEA Level 2 are the foundation for the journey to employment in this rapidly changing world.

INDUSTRY SECTORS

Service Industries

- Accountant
- Chef
- Sales Rep
- Hairdresser
- Journalist

Creative Industries

- Artist
- Graphic Designer
- Actor
- Screen Printer
- Set Designer
- Dancer

Primary Industries

- Vet
- Wine maker
- Farmer
- Food Technologist
- Production Manager
- Forestry

Manufacturing and Technology

- Architect
- Baker
- Engineer
- Jeweller
- Surveyor
- Electrician

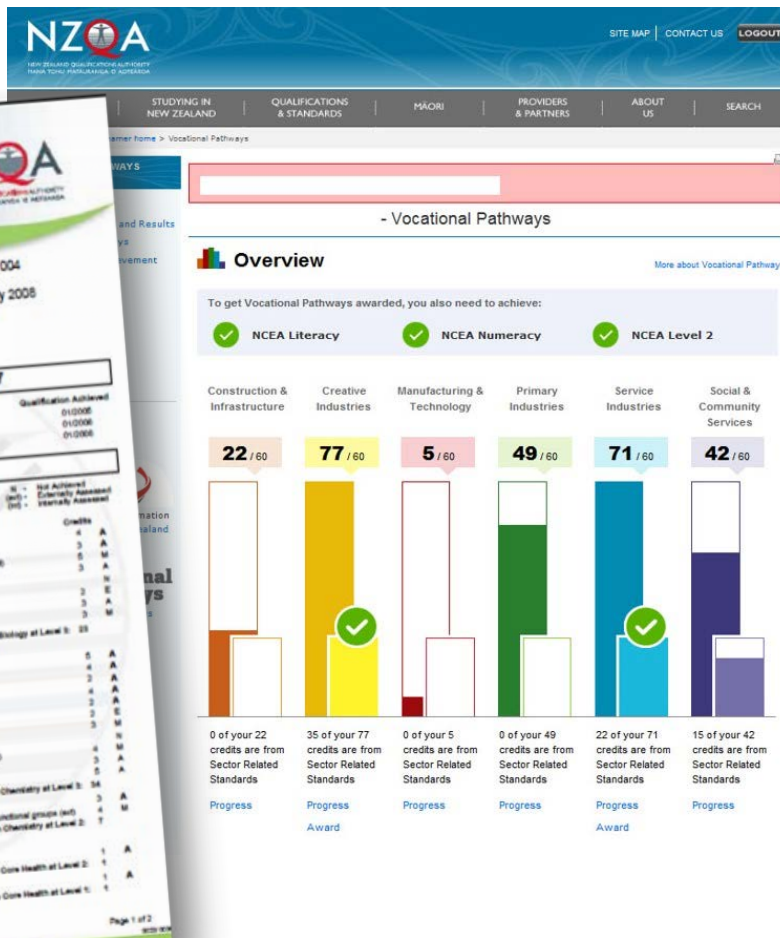
Social and Community Services

- Teacher
- Police Officer
- Midwife
- Doctor
- Health Services Manager
- Security Guard

Construction and Infrastructure

- Builder
- Civil Engineer
- Project Manager
- Interior Designer
- Welder

<http://youthguarantee.net.nz/vocational-pathways/>



Mrs Keir

Careers Advisor

Occupation Outlook from your APP store

Occupation Outlook is designed to help students make well-informed career choices. It provides vital information on over 100 occupations in New Zealand, covering around 90% of employment in the labour market.

Mr Waddington

Academic Advisor

Qualifications

Level 1 Literacy

10 credits –

Accounting, Art Design, Biology, Business Studies, Chemistry, Design and Visual Communication, Digital Technologies, Drama, Earth and Space Science, Economics, English, Geography, Health, History, Maths, Te Reo Maori, Music, Physical Education, Physics, Programming and Web, Science, Technology Electronics, Technology Engineering Materials.

The background is a dark green chalkboard. In the top left corner, there are several pieces of colorful chalk: purple, yellow, pink, and orange. On the right side of the board, there are several light-colored chalk scribbles, including a large 'X' and some curved lines. The title 'Numeracy' is written in white, bold, sans-serif font in the upper right area.

Numeracy

10 credits -

Maths

Science (except SCB)

Geography(4)

Design and Visual Communication(3)

Technology Materials Hard(3)

UE



Minimum: University Entrance

NCEA Level 3 (60 cr L3, + 20 cr L 2)

14 credits
approved
subject



14 credits
approved
subject



14 credits
approved
subject



5 Reading credits + 5 Writing credits - Level 2 or above



10 numeracy credits Level 1 or above

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Undergraduate entry requirements

Find out how to gain entry to the University, including standards you'll have to meet under NCEA, CIE and IB; and alternative entrance pathways.

Limited Entry University

Table A	Table B
Classical Studies, English, Geography, History, History of Art, Te Reo Māori (or Te Reo Rangatira)	Accounting, Biology, Calculus, Chemistry, Digital Technologies*, Economics, Mathematics†, Physics, Statistics

* Digital Technologies will be taken into consideration as a Table B subject from 2018 and specifically the Achievement Standards numbered 91632 through to 91642 (inclusive). There is no change for 2017 admission.

† Mathematics cannot be used in combination with Calculus and/or Statistics.

Bachelor of Commerce (BCom) ²	180 A minimum of 16 credits in each of three subjects from Table A and/or Table B.
Bachelor of Dance Studies (BDanceSt)	150 Subject to the qualitative evaluation of a CV, written statement and an audition/interview.
Bachelor of Education (Teaching) (BEd(Tchg)) ³	150 Subject to a satisfactory interview, police check, and referees' reports.

Bachelor of Health Sciences (BHSc)	250 A minimum of 18 credits in one subject from Table A and a minimum of 18 credits in one subject from Table B.
Bachelor of Science (BSc) - Biomedical Science	280
Bachelor of Engineering (Honours) (BE(Hons)) ⁴	260 17 external Level 3 credits in Calculus and 16 external Level 3 credits in Physics.

Where can I get past exam papers?





NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SITE

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& I

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Search Standards & Assessment

english

...Exams & exemplar ▼

Level 2

Your search found 10 [Achievement Standards](#)

Matched the following keywords:

[English Oral Language](#)
[English Visual Language](#)
[English Written Language](#)






91098

Analyse specified aspect(s) of studied written text(s),
supported by evidence

4 cr

Examination paper 2017



91222	Analyse inflation using economic concepts and models	4 credits	External
Assessment schedule 2016		 (198KB)	 (104KB)
Assessment report 2015		 (272KB)	
Assessment schedule 2015		 (158KB)	 (86KB)

Assessment schedule = Model answers, as used by teachers marking the exam

Assessment report = Guide to what students did well or badly in this assessment.

Evidence

Question ONE		Evidence
Achievement	(a)	<ul style="list-style-type: none"> Defines or describes inflation Explains why weaker oil prices may cause a change in inflation (e.g. firms, as oil is a source of energy for transport. Weaker oil prices will reduce the cost of production of many goods and services and, therefore, downward pressure on inflation. Explains why an increase in the price of cigarettes is unlikely to affect the price of other goods and, therefore, downward pressure on inflation.
	(b)	(i) Correctly draws on Graph One a shift to the right of the AS curve (ii) Correctly draws on Graph Two a shift to the right of the AD curve
	(c)	Explains the impact of the depreciation of the NZ\$ on inflation, using the AD/AS model. Depreciation may lead to higher NZ\$ returns to exporters. AD will tend to rise (AE shifts right).
Merit	(a) and (b) (i)	<ul style="list-style-type: none"> Fully explains why a change in the price of oil may result in changes in inflation. (Change made in the AD/AS model of Graph One shows a shift to the right of the AS curve, which results in higher inflation. This is because the production of many goods and services, as oil is a source of energy for transport, is affected. Weaker oil prices will reduce the cost of production of many goods and services and, therefore, downward pressure on inflation. An increase in the price of a single product is unlikely to affect the price of other goods and services, therefore, downward pressure on inflation.
	(c)	Explains the impact of the depreciation of the NZ\$ on inflation, using the AD/AS model. Depreciation may lead to higher NZ\$ returns to exporters. AD will tend to rise (AE shifts right).

Not Achieved

Candidates who were assessed as Not Achieved commonly:

- used statements and not an explanation
- answered questions without using economic variables or concepts
- applied the incorrect model or did not use an economic model in their answer
- identified or changed an incorrect variable in the economic model and/or explanation
- shifted curves in the wrong direction on the model or in their explanation
- omitted to answer all parts of each question.

NCEA Economics Level 2 Assessment Report, 2015 – page 2 of 3

Achieved with Excellence

Candidates who were assessed as Achieved with Excellence commonly:

- provided equally detailed explanations of different impacts on either an economic model, or a specific group in New Zealand society when comparing and contrasting
- specifically referenced evidence from the economic models and/or resource material to support their answer
- distinguished clearly between short run and long run impacts on inflation using the Quantity Theory of Money model.

Standard specific comments

Consistency within an explanation of what variables are being used to cause an event and of the impact of that change is necessary. In some cases, candidates had unstructured or lengthy answers that contradicted their conclusions over the question as a whole. In Question Three, some candidates correctly identified the types of inflation during the phases of the business cycle, then contradicted themselves when applying this to the impacts on either savers and/or the government operating balance.

NZQA administration costs PA

\$77.60

\$383.30 international students

\$30 per subject scholarship

\$102.20 per subject (international students)

\$20 per candidate or \$30 per family (financial assistance)

Ms Harris

How can you help your child with NCEA

Ask them:

- to show you their course leaflets
- if they have any practical assessments
- how many external exams they have
- how many credits they have achieved so far

- if they have any homework
- how you can help them achieve
- if they had a good day



- Log on to the NZQA website with them
<http://www.nzqa.govt.nz>



Thank you for coming this evening

**Please collect Student Assessment Guide
before you leave**

**Progress report Nights
April 5th (A-L) & 10th (M-Z)**