



# Lynfield College

## NCEA Information Evening 2020



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

**He aha te mea nui o te ao. He tāngata, he tāngata,  
he tāngata**

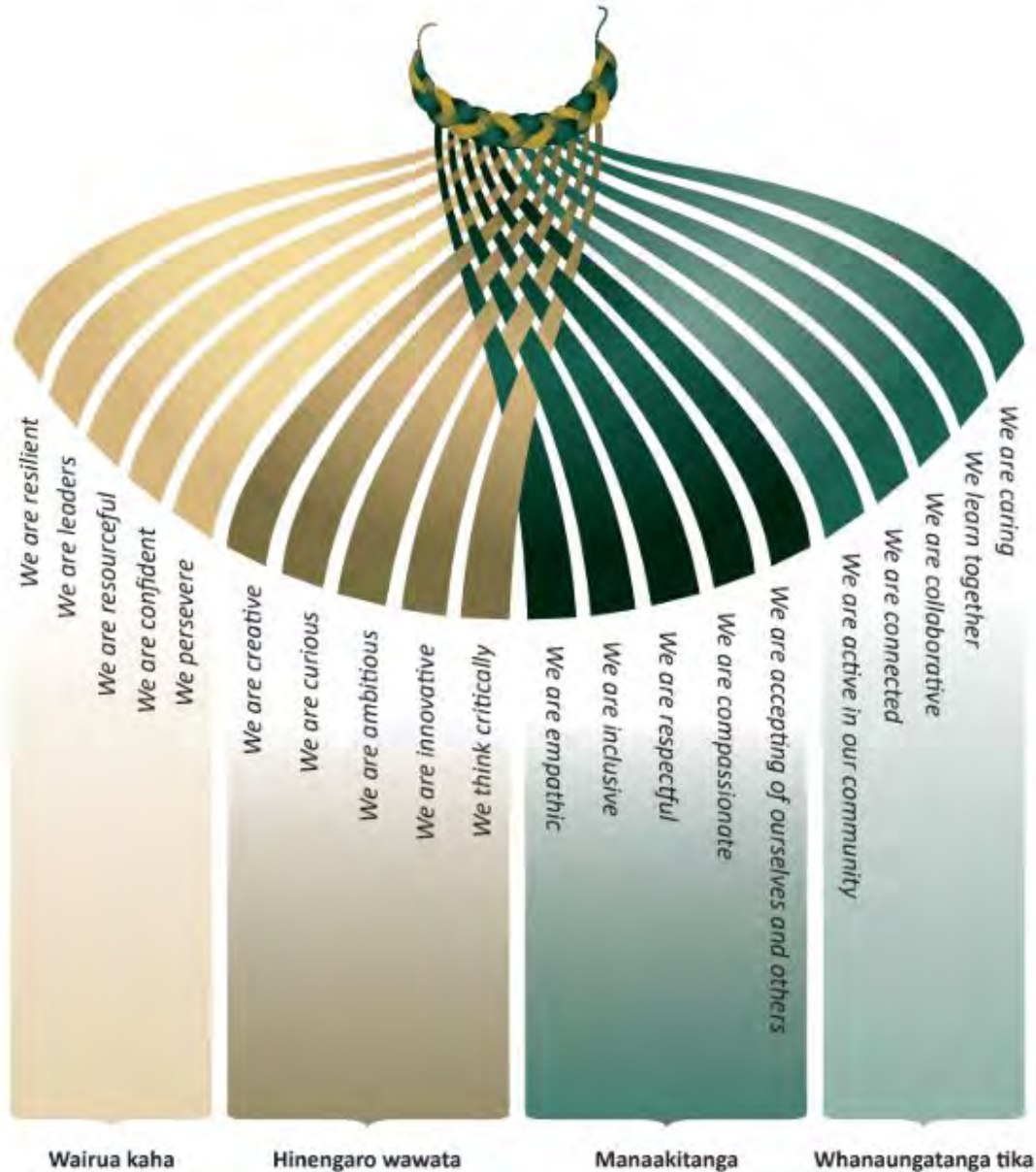
*What is the most important thing in the world? It is  
people, it is people, it is people.*





# LYNFIELD LEARNER KOROWAI *of* VALUES

These values underpin the Lynfield Learning Charter. They have been developed through consultancy with students, staff, whanau and the community.



**Wairua Kaha:** Strong in spirit

**Hinengaro wawata:** Really wanting to develop our minds

**Manaakitanga:** Respect, care and generosity

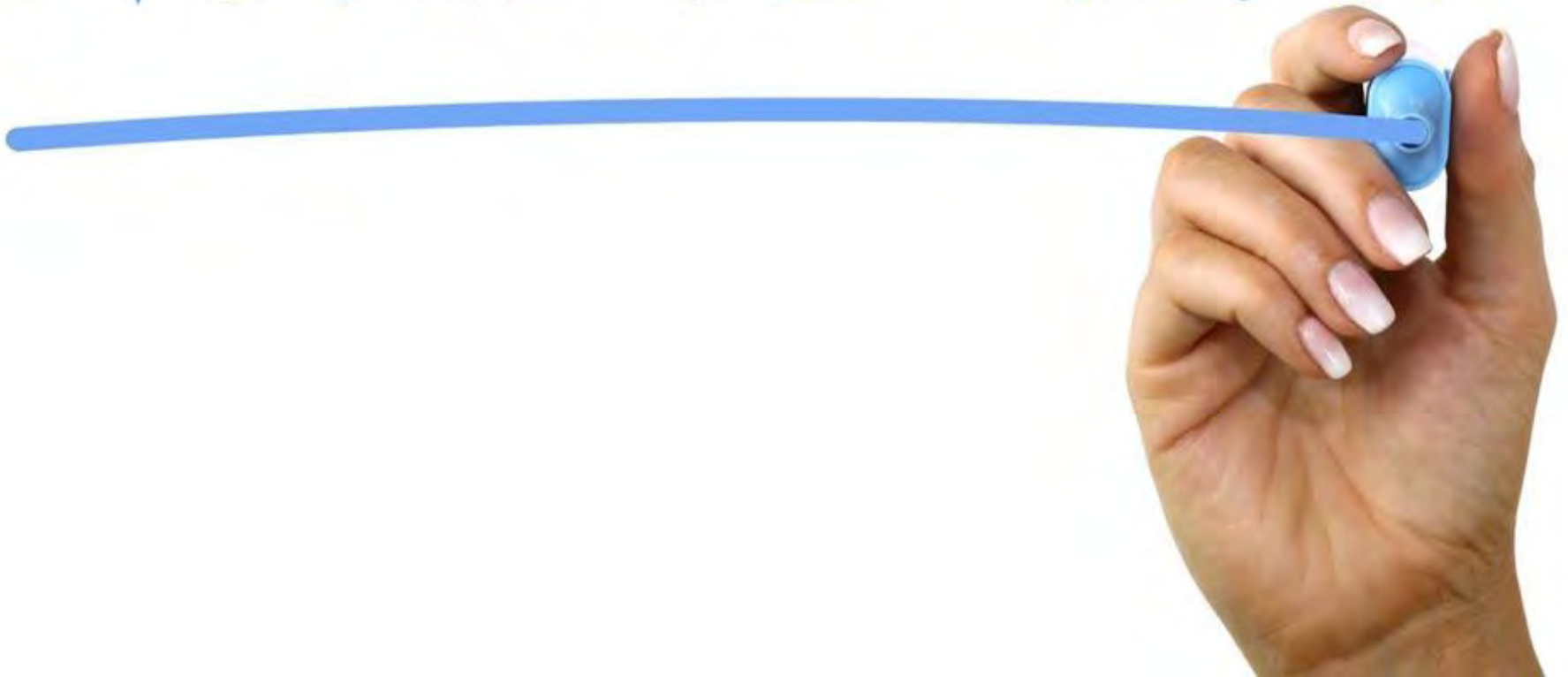
**Whanaungatanga tika:** A strong and robust family connection





**How do we measure students'**

**ACHIEVEMENT**



# **NCEA results from 2019**

Level 1: Achieved = 70.3%.

***57.9% of these endorsed with Merit or Excellence***

Level 2: Achieved = 81.9% .

***55.9% of these endorsed with Merit or Excellence***

Level 3: Achieved = 76.9%

***54.3% of these endorsed with Merit or Excellence***

**UE = 60.0%**

**Scholarships = 27**



?

# Proposed changes:

- More broad, foundational Level 1
- Changes in some courses
- Not much detail released yet

Consultation link:

<https://consultation.education.govt.nz/ncea/ras-provisional-subject-list/>



*Quiz Time!!*

**What does the “N”  
of “NCEA” stand for?**



*Quiz Time!!*

**What's a standard?**



# **STANDARDS**

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

## Differing standards in English

- **Understanding by reading**
- **Writing, involving creating a portfolio, revisiting and editing best work.**
- **oral presentation/  
spoken interactions**

***Ms Moss***



# **DIFFERENT WRITING STANDARDS**

ENGLISH 1.5 Produce formal writing

**(11ENF)**

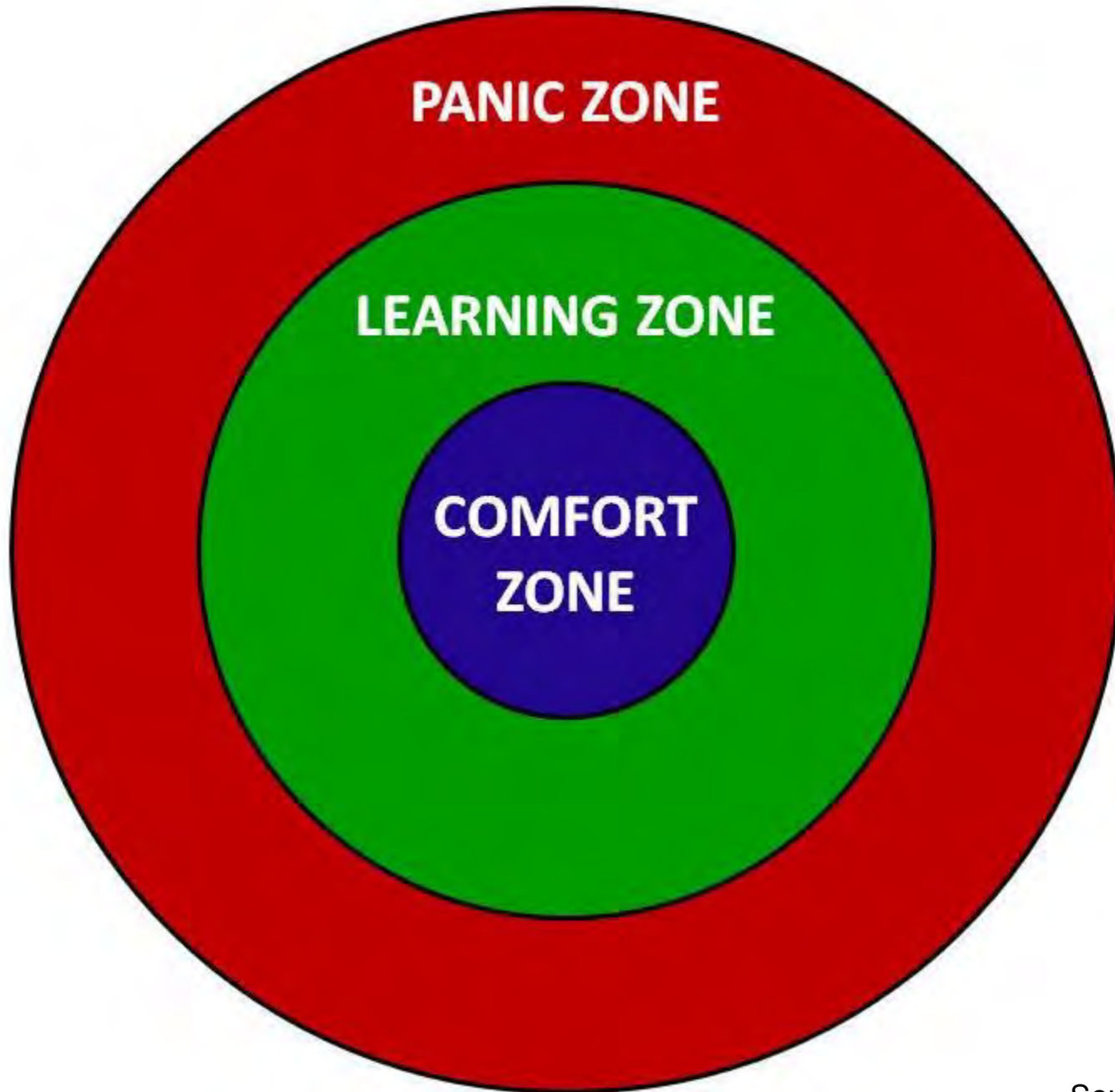
ENGLISH 1.4 Produce creative writing

**(11ENC)**

US10792 - Write a formal personal  
correspondance

**(11CEN)**







(RYAN, A. AND MARKOVA, D.,  
2006)

# 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.



*Quiz Time!!*

**How many  
numeracy credits are  
required for NCEA  
L1?**

*Quiz Time!!*

**Do these need to be  
additional to the 80  
credits required for  
NCEA L1?**

# Numeracy

Science (8 or 12 - none in SCB)

Geography (8)

Design and Visual Communication(3)

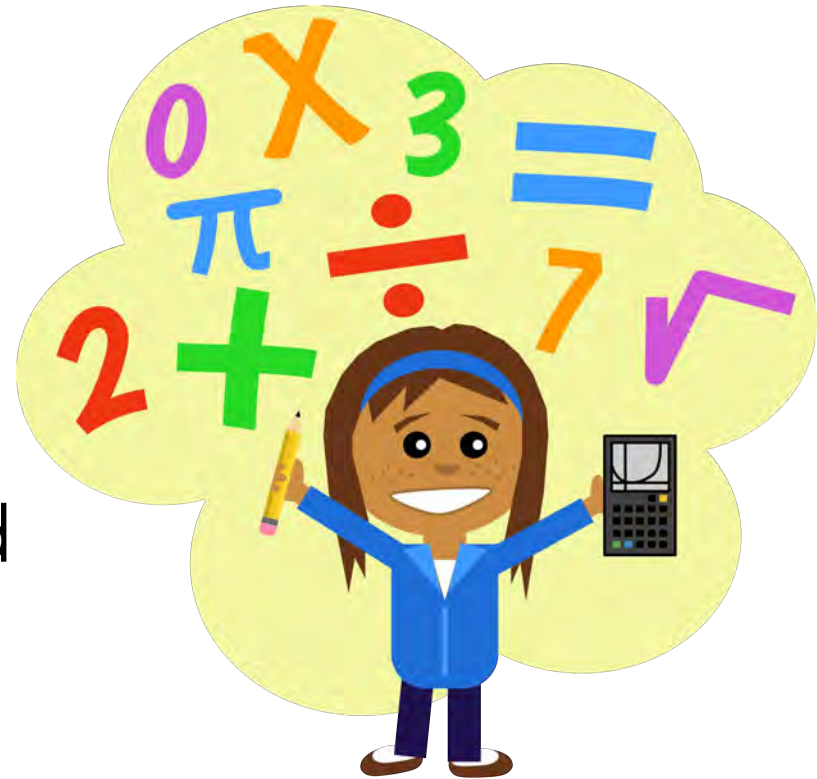
Maths

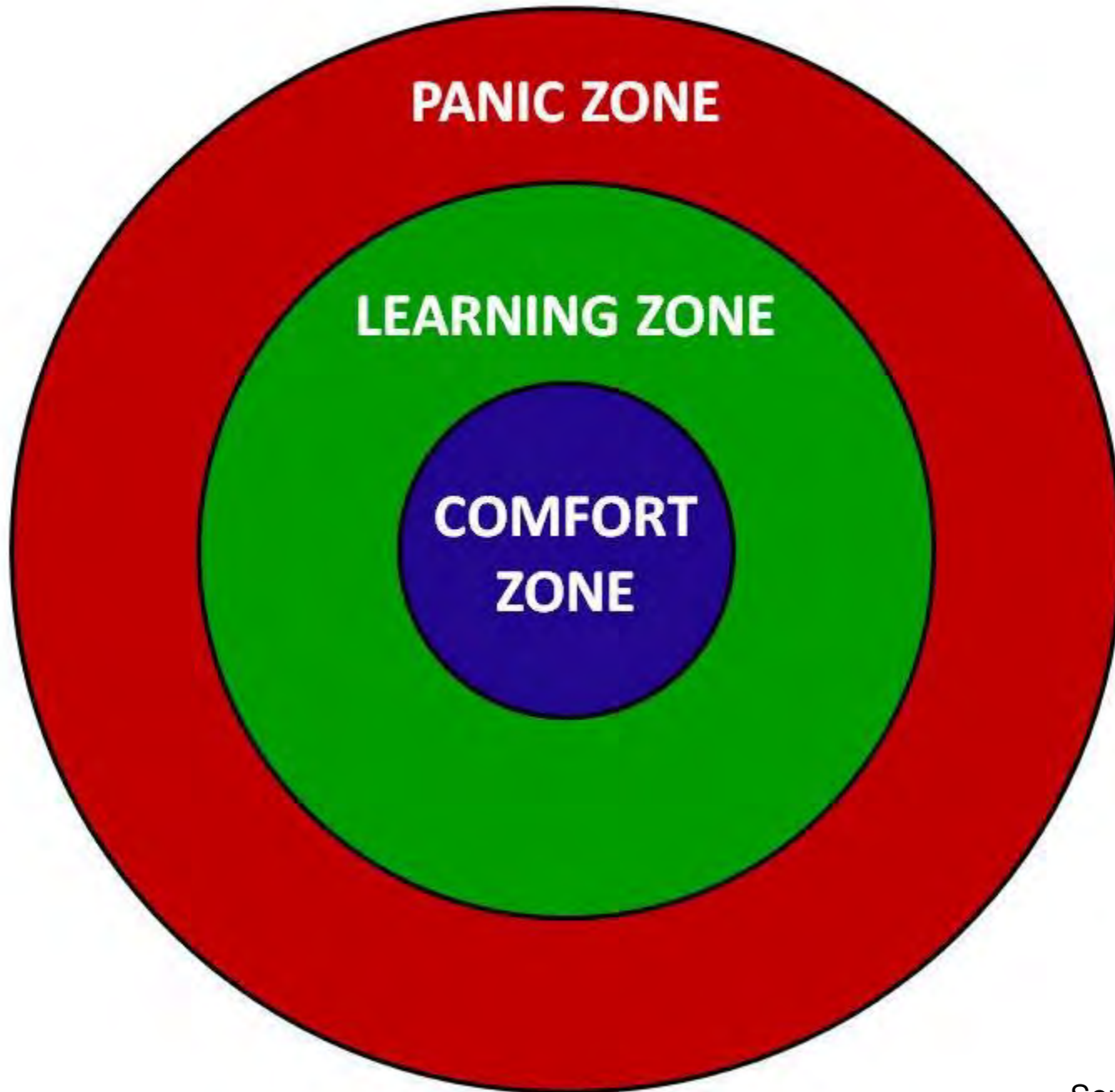


# MATHEMATICS COURSES

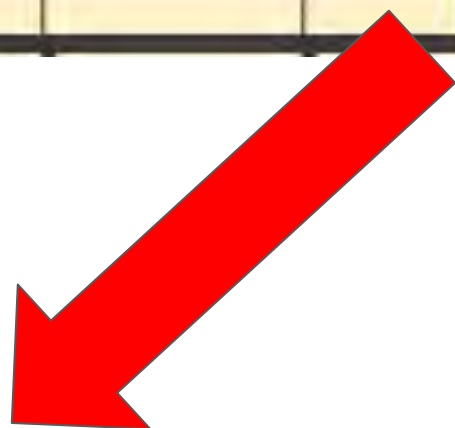
## Year 11 (Level One NCEA)

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





Maths Advanced	L1	→	Maths Advanced	L2
Maths	L1	↗	Maths with Calculus	L2
Maths Units	L1	↘	Maths with Statistics	L2
Maths Applied	L1	↘	Maths Units	L2
			Maths Applied	L1/2



Maths Advanced	L2	↘		
Maths with Calculus	L2	→	Maths - Calculus	L3
Maths with Statistics	L2	→	Maths - Statistics	L3
Maths Units	L2	↗	Maths	L3
Maths Applied	L1/2			

Table A subjects	Table B subjects
Classical Studies	Accounting
English	Biology
Geography	Calculus
History	Chemistry
History of Art	Digital Technologies (There are only 11 Level 3 achievement standards that will count taken from this domain, numbered 91632 – 91642)
Te Reo Māori <b>OR</b>	Economics
Te Reo Rangatira	Mathematics (Mathematics cannot be used in combination with Calculus and/or Statistics.)
	Physics
	Statistics





**OH, NO. I'M NOT GOING.**

## Candidate checklist

- A minimum 8 NCEA credits (or equivalent) in level 2 or higher in English, or Level 2 Literacy.
- A minimum 8 NCEA credits (or equivalent) in level 2 Maths, i.e. Algebra, Pythagoras & Trigonometry.
- A minimum 8 NCEA credits (or equivalent) in level 2 Science: preferably an industry related science.

***Mrs Keir*** Gateway Programme

# DIFFERENCES BETWEEN COURSES

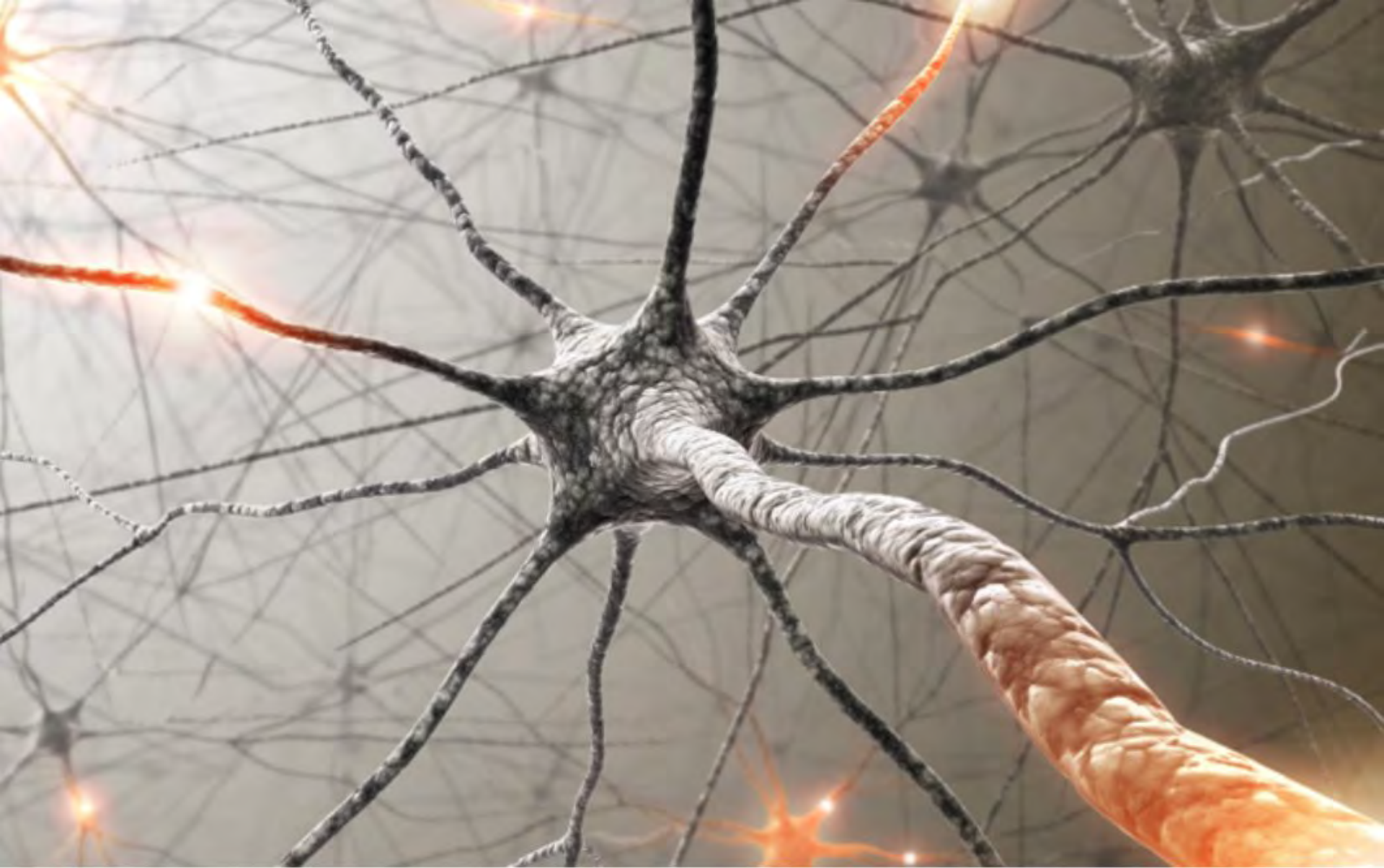
All Mathematics courses at Year 11 have varying:

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

***Ms Clock***







**Cells that wire together, fire together!**

*Quiz Time!!*

**How many credits do  
you get for  
understanding an  
idea?**

# SOLO TAXONOMY (after Biggs and Collis 1982)

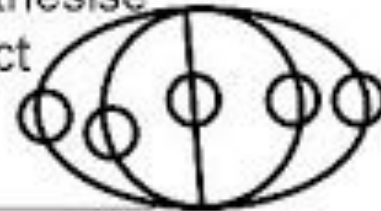
Structure of Observed Learning  
Outcomes

Define  
Identify  
Do simple  
procedure

Define  
Describe  
List  
Do algorithm  
Combine

Compare/contrast  
Explain causes  
Sequence  
Classify  
Analyse  
Part/whole  
Relate  
Analogy  
Apply  
Formulate questions

Evaluate  
Theorise  
Generalise  
Predict  
Create  
Imagine  
Hypothesise  
Reflect



Unistructural

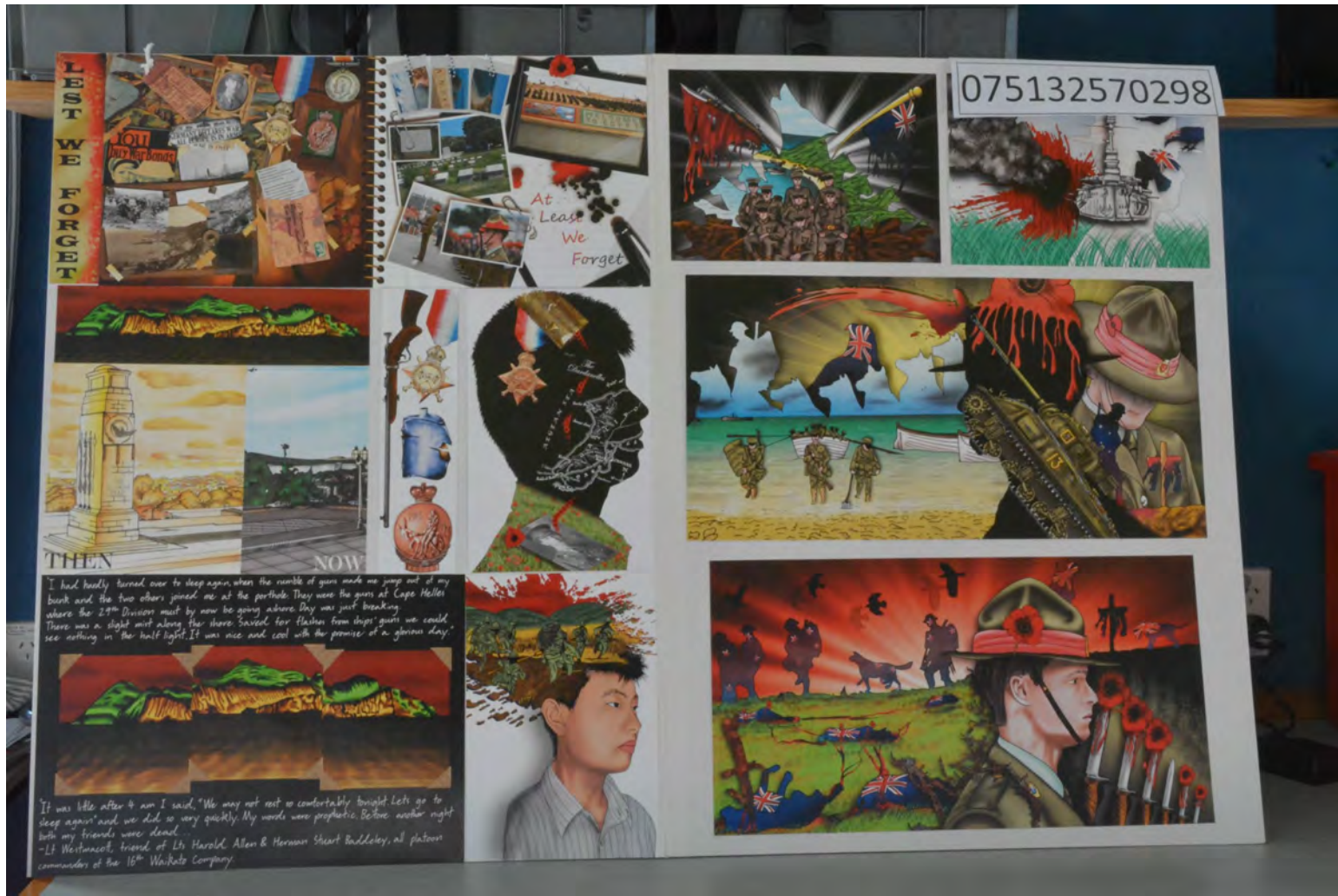
Multistructural

Relational

Extended abstract

# NCEA and Assessment Using Portfolios

The collection of evidence over time



# Year 11 Courses using Portfolios for Assessment

## ARTS

11ART Drawing Painting Printmaking

11ADM Digital Art Making

11MUS Music Composition

## MATHEMATICS AND STATISTICS

11MAP Measurement / Number / Statistics

## TECHNOLOGY

11TFD Fashion and Design

11TMH Hard Materials

11DTG Digital Technologies

11DVC Design and Visual Communication (Graphics)

***Mrs Norman and Ms Wensor***



*Quiz Time!!*

**How many Grade  
Points do students  
get for an Excellence  
credit?**

How do I achieve  
with Excellence?



# ACHIEVEMENT CRITERIA: English 1.5

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

# Examples from Social Science

## 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

# Check Student exemplars at Merit and Excellence level

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.

Ms Marshall

everyday life and family. Moses became a  
whiten at age 18 and went to military  
for 2 years. After this he would need  
to run the other which is all their family  
and property. Leadership skills are key for  
this as they are dealing with issues that

good example  
e. Telemachs  
started to  
self as  
the rest

at the rest.



# A Growth Mindset Drives Motivation and Achievement



# FOCUS

F

F



FOCUS

*Schoology*

FEEDBACK

*Text books*

*Model answers*

*Exemplars*

F

*Group work*

*Marking Rubrics*

*50:50*

*Ask the audience*

*Ask Jeremy*

**FOCUS**

*Schoology*

**FEEDBACK**

*Text books*

*Model answers*

*Exemplars*

**F**

*Group work*

*Marking Rubrics*

*NZQA online*

FOCUS

FEEDBACK

FIX





A 3D puzzle piece with the word "SUCCESS" on it, placed on a white puzzle board. The puzzle piece is orange and has a white shadow. The word "SUCCESS" is written in white, bold, uppercase letters on the orange piece. The puzzle board is white and has a grid of puzzle pieces. One piece is missing, and the orange piece is placed in its place. The puzzle board is slightly tilted, and the orange piece is in the foreground.

**SUCCESS**

## The key elements and attributes of Deliberate Practice

- ▶ 1 Designed specifically to improve performance
- ▶ 2 Repeated a lot
- ▶ 3 Feedback is continuously available
- ▶ 4 Highly demanding mentally
- ▶ 5 Not much fun

---

*“Talent is overrated”* Geoff Colvin

**What can my son or daughter practice?**





NEW ZEALAND Qualifications Authority AUTHORITY  
MANA TOHU MĀTAURANGĀ O AOTEAROA

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

SITE

Search

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STUDYING IN  
NEW ZEALAND

QUALIFICATIONS  
& STANDARDS

NCEA

MĀORI  
& PASIFIKA

PP  
& I

Home > Search results

### SEARCH RESULTS

## Search results

### 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"> <li>Defines or describes inflation</li> <li>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 price of many goods and services and, therefore, downward pressure on inflation.</li> <li>Explains why an increase in the price of cigarettes is unlikely to affect the price of a single product. It is unlikely to affect the price of other goods and,</li> </ul>
	(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 (AD
Merit	(a) and (b) (i)	<ul style="list-style-type: none"> <li>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 rightward shift of the AS curve, which results in an increase in the price 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,</li> </ul>

**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.

# *Quiz Time!!*

**I got 10 Merit and 4  
Excellence credits in  
Science. What is my  
course *endorsed* with?**



**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)

**11HPR = 17 credits available**

**11PHE = 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.**



*Quiz Time!!*

**What is a prerequisite?**

# Examples from the Science Faculty

## ***Ms Parker***

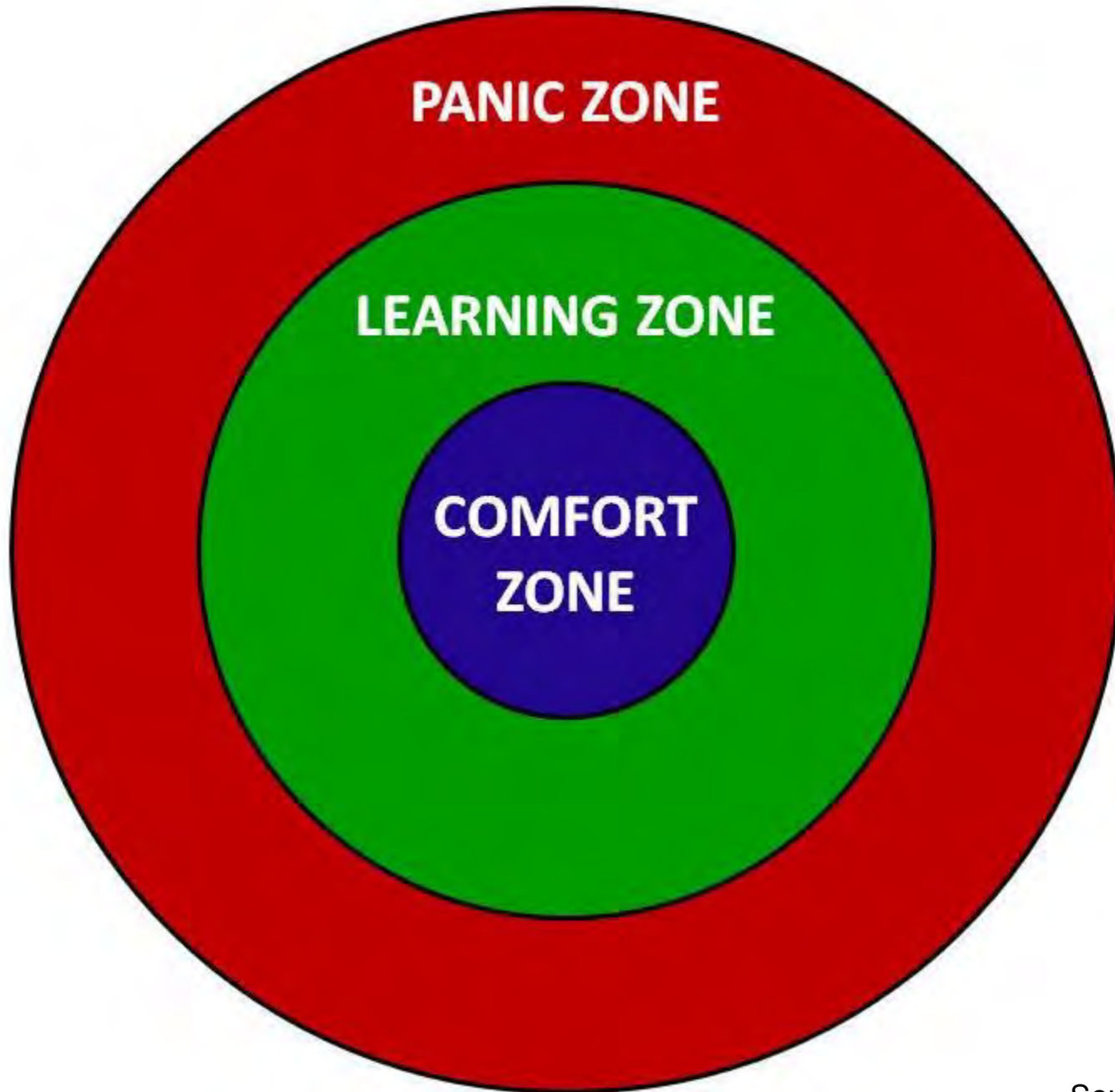
12ESS: PREREQUISITES: 8 credits from a Level 1 Science course, including at least one externally assessed standard.

**12BIO: PREREQUISITES: Either:** 8 credits from the Year 11 SCM course including AS90925 Practical Investigation in a Biological context, AND AS90948 Biological ideas relating to Genetic Variation **OR:** 8 credits from the Year 11 SCB course, **OR:** 8 credits from the Year 11 SCF course including AS90925 Practical Investigation in a Biological context, **AND** AS90929 Biological ideas relating to a Mammal(s) as a Consumer(s) **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.

# Prerequisites: Why have them?

- A target for students, to help motivate them throughout the year and show them which standards are essential to succeed in if they wish to continue with this subject.
- They advise students what skills and understanding are required for the course so they can choose courses that meet their strengths.





*Quiz Time!!*

**How do I know what the  
prerequisites are for  
courses at Lynfield  
College?**

# Unit Standards & Achievement Standards

*A pathway for every student!*



NCEA Level 1, 2 and 3



Vocational Pathways

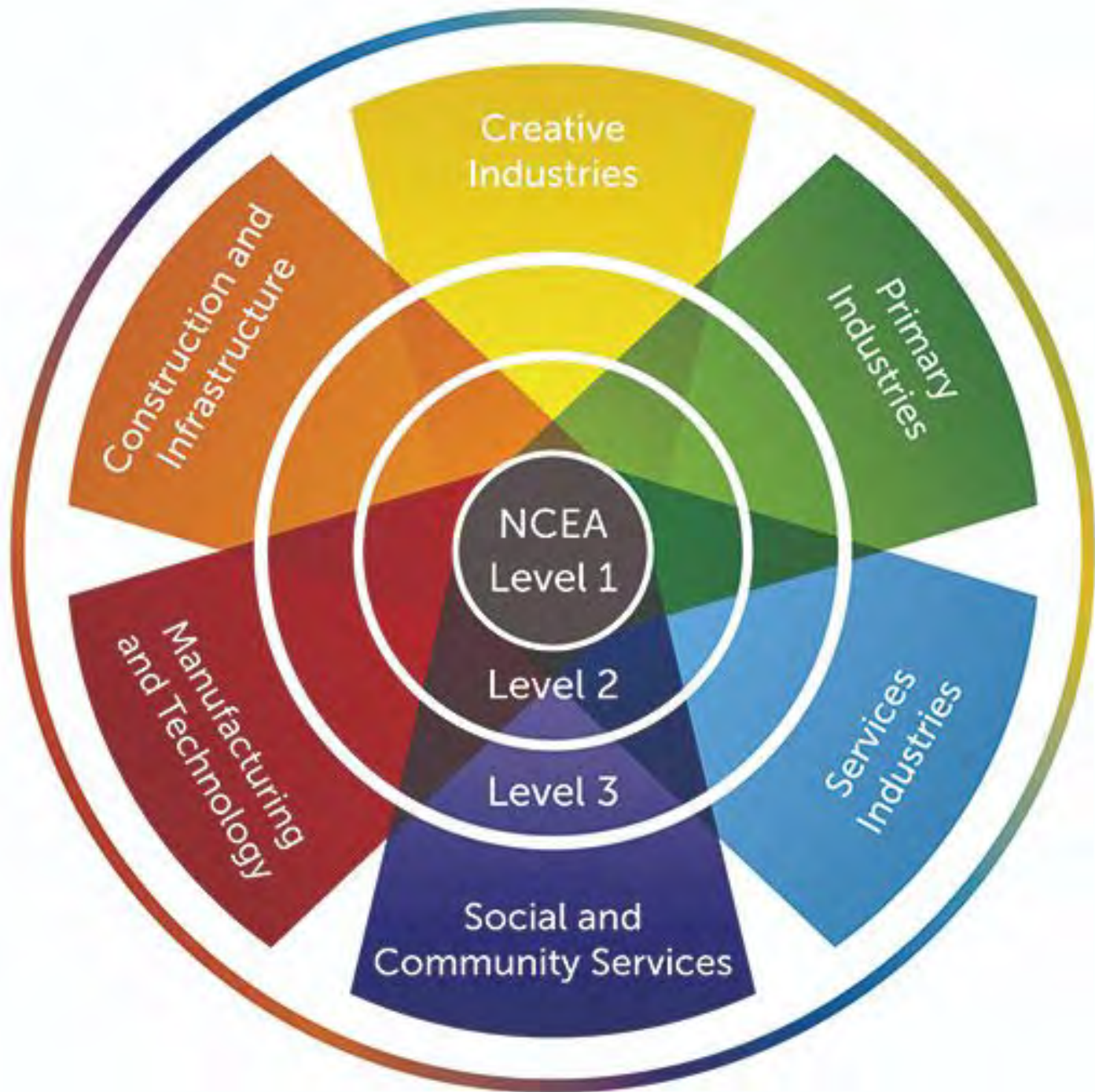


University Entrance



Scholarship





Home > Students > Learner home > Vocational Pathways

VOCATIONAL PATHWAYS

Learner home

- My School Entries and Results
- Vocational Pathways
- My Record of Achievement
- My Admission Slip
- My Details
- My Enrolments
- Order Documents
- My Orders
- Fees Payment
- Logout



For career planning information go to the Careers New Zealand website.



About Vocational Pathways

- Vocational Pathways

**Overview**

[More about Vocational Pathways](#)

To get Vocational Pathways awarded, you also need to achieve:



NCEA Literacy



NCEA Numeracy



NCEA Level 2

Construction & Infrastructure

Creative Industries

Manufacturing & Technology

Primary Industries

Service Industries

Social & Community Services

22 / 60

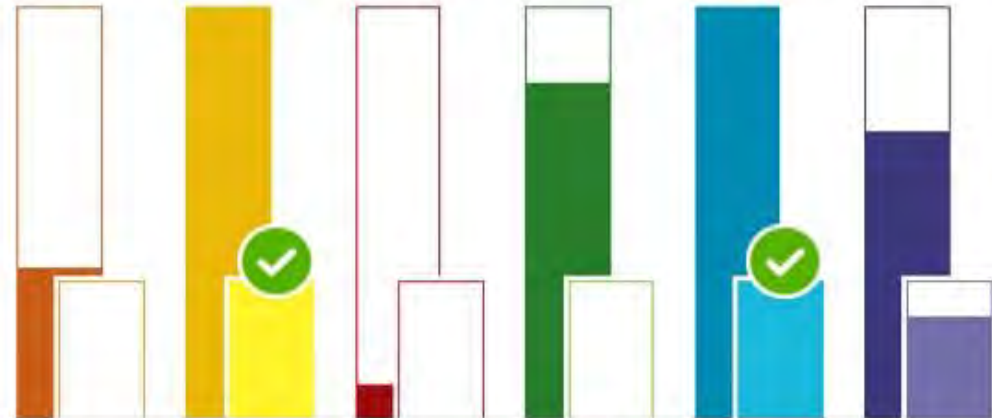
77 / 60

5 / 60

49 / 60

71 / 60

42 / 60



0 of your 22 credits are from Sector Related Standards

Progress

35 of your 77 credits are from Sector Related Standards

Progress

Award

0 of your 5 credits are from Sector Related Standards

Progress

0 of your 49 credits are from Sector Related Standards

Progress

22 of your 71 credits are from Sector Related Standards

Progress

Award

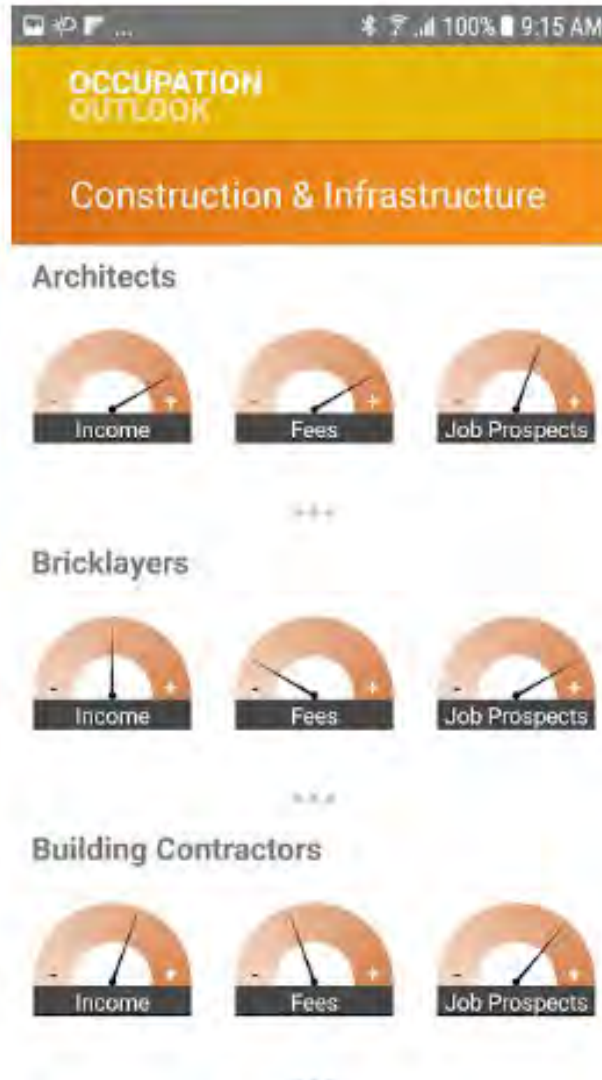
15 of your 42 credits are from Sector Related Standards

Progress



# OCCUPATION OUTLOOK

Mrs Keir





To achieve the Vocational Pathways Award, a learner must:

**NCEA Level 2**

*80 credits*

**Vocational Pathways Award**

*60 Level 2 credits from the recommended pathway(s)*

*Of which*

**20 credits**

*must be sector related standards*

***Ms Wensor***

**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.

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# 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) <sup>2</sup>	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)) <sup>3</sup>	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)) <sup>4</sup>	260 17 external Level 3 credits in Calculus and 16 external Level 3 credits in Physics.



WHAT DOES IT

**COST?**



# NZQA costs per year

- **domestic students:**



# NZQA costs per year

## **International students:**

- **\$383.30 international students NCEA**
- **\$102.20 per subject Scholarship.**

# Useful Websites

Log on to the NZQA website with them

<http://www.nzqa.govt.nz>

School website – Assessment & NCEA section

<https://www.lynfield.school.nz/Curriculum/Assessment+and+NCEA.html>

Parent Portal - due dates for assessments and results

<https://lynfield.mystudent.school.nz/>





# Lynfield College

Learn to Live

Change Student ▾

You are logged with **Caregiver 1 (Residence A)**

Student ID: 17271

[Home](#) [Calendar](#) [Details](#) [Attendance](#) [Groups](#) [Reports](#) [Assessment Plan](#) [Fees ▾](#) [Results ▾](#) [Careers ▾](#)

Below is an estimated timeline for your assessments. Please note these may change and the exact dates will be communicated by your teacher.

Year 9 option subjects, your assessments will occur during the term you are taking your options.

If you have any queries about any assessment dates please make contact with the relevant class teacher in the first instance.

Date	Course	Assessment	Level	Credits	Method	Opportunities
Personalised Programme	12HTH	Health 2.3 - Take action to enhance an aspect of people's well-being within the school or wider community	2	5	Assignment	1
Personalised Programme	12HTH	Health 2.5 - Analyse issues related to sexuality and gender to develop strategies for addressing the issues	2	5	Assignment	1
Term 1 Week 04	12AUT	Demonstrate knowledge of safe working practices in an automotive workshop	2	2	Test	1
Term 1 Week 08	12MED	Media Studies 2.3 - Demonstrate understanding of representation in the media	2	3	Assignment	1

# How you can help your child with NCEA

## Ask them

- to show you their assessment plan (on the school portal)
- 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
- read through the student assessment guide with them (on the school website)
- if they had a good day



Believe in yourself, even  
when no one else will.

– *Sasquatch*