



Ministry of Education

**POLICY IN
FIJI JUNIOR CERTIFICATE ASSESSMENT**

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1.0 POLICY OBJECTIVE

The Fiji Junior Certificate Assessment Policy 2007 provides the framework, procedures and guidelines for the conduct of Internal Assessment (IA) and Examination for the Fiji Junior Certificate to ensure that they contribute appropriate, quality information about each student's achievement of learning outcomes of the subjects they have studied.

2.0 POLICY

- 2.1 The Fiji Junior Certificate (FJC) Assessment policy shall be based on a two-year programme of study which begins in Form 3 and is completed in Form 4.
- 2.2 At the Form 3 level the course work will be internally assessed by teachers and curriculum advisors using common, practical tasks and this will comprise the first part of the Fiji Junior Certificate course assessment requirement.
- 2.3 At the Form 4 level the course work will be externally examined and this will comprise the second part of the Fiji Junior Certificate course assessment requirements.
- 2.4 A student's achievement in the Form 3 Internal Assessment subjects will be reported on the FJCE Result Notice as a mark out of 100. Schools will report each student's achievement on the IA tasks to their parents progressively during the student's Form 3 year.
- 2.5 A student's achievement in the Fiji Junior Certificate Examination will be reported on a student's FJCE Result Notice as a mark out of 100.

3.0 BACKGROUND

This Policy replaces the draft Fiji Junior Certificate Examination and Assessment Regulation 2003. The Policy should be read and implemented in conjunction with the Policy on External Examinations and Assessment (especially Section 5.1.12).

The Suva Declaration – 2005 provides direction to this Policy declaring that education should support the holistic development of the child through the “introduction of assessment and reporting tools that will effectively measure children's learning including children with disabilities”. The Ministry of Education Strategic Plan 2006 - 2008 states that Fiji “needs to review its assessment methods with the view to incorporating more school-based assessment at all levels” as is being done in the FJC Internal Assessment.

Both the Suva Declaration and the Strategic Plan propose the development of a National Curriculum Framework that will enable students to achieve a wide range of learning outcomes that will need to be assessed in different ways for different purposes. The introduction of the IA to Form 3 through this policy is a significant action supporting school-based assessment in Fiji and is consistent with the Strategic Plan.

Internal Assessment is a process where the assessment tasks are part of the normal teaching and learning. In some instances the tasks may be modified by the teacher to suit the context and content of learning, within the guidelines of an

externally defined framework. The IA is focused on a broad range of **learning outcomes** from the subject syllabuses. The IA supports students' holistic development by encouraging learning of a range of knowledge, skills, values and attitudes that are important for responsible citizens in life, employment and further study. It is a flexible approach that enables teachers to assess important outcomes that are not readily assessed through a written examination. The IA tasks support authentic, relevant, purposeful learning by students providing reliable and valid information to be communicated to the teachers, students and their parents.

The IA process is managed by the IA Advisors from CDU and TVET for subjects offered at Form 3 level. The Advisors, assisted by experienced teachers, design the IA tasks and the corresponding marking scheme from the subjects' syllabuses. Three or four tasks are set for each subject and these are administered progressively during the school year according to a set timeline. Tasks set for TVET subjects assess the competencies addressed in those subjects. All of the IA tasks are moderated according to the MOE requirements.

This policy is intended to be consistent with the parallel development of the National Curriculum Framework and consequently the development of IA tasks and school-based reporting of a student's IA achievement is to be focused on the learning outcomes.

Definitions

Term	Definition
Internal assessment	School-based assessment activities that assess students' achievements as part of the normal teaching and learning based on specified achievement criteria.
School-based assessment	Assessment done in school on a continuous basis to determine students' achievements of learning outcomes.
Moderation	The adjusting of students' assessment task scores/ratings to address inconsistencies in marking and to bring about comparability.
Exemplar	An example of a student's completed work that illustrates a desired standard of student achievement.
Validity	The extent to which an assessment task is able to achieve the purpose for which it is set.
Fairness	The extent to which an assessment task is free of bias, for example cultural differences, gender, school location influences.
Reliability	An assessment method is reliable when the procedures used are consistently interpreted over time with different people and situations.
Competence	Achievement of a mixture of attributes (knowledge, skills, attitudes and values) needed to be performed on a particular task in a particular situation.

Competency-based assessment	The process of gathering evidence about students' performances judged against a required standard using performance criteria.
Performance criteria	Describes the performance required for each level of competency.
Extramural	Studying privately
Acceptable level	A situation which is recognised or meets the required standard.
Learning outcomes	Qualities and abilities that are developed during a program of learning and are the focus of teaching and assessment.
Key Learning Area	A distinct area of study within which the learning outcomes are common.
Major Learning Outcomes	Qualities and abilities that are developed holistically through learning experiences across different subjects or learning areas.

4.0 RELEVANT LEGISLATION AND OTHER LINKS

Education Act 1966 cap 262

Examinations Act 1978, cap 262A

Public Service Act, 1999

Part 2, Section 6(1) – (14) Public Service Code of Conduct
Legislative programmes in education and training

Report of the Fiji Islands Education Commission Panel: 2000

Suva Declaration – 2005

Policy on Examinations and Assessment 2006

Ministry of Education Strategic Plan 2006 – 2008

5.0 PROCEDURES

5.1 Subjects

A student will study seven subjects in Form 3. In any one year, a full-time student will be internally assessed in a maximum of seven subjects or a minimum of six subjects from the subject categories listed in the table below.

Subjects	
Compulsory Subjects:	
1. English 2. Basic Science, 3. Commercial Studies 4. Mathematics 5. Social Science 6. Either Home Economics or •Woodwork & Technical Drawing or •Metalwork & Technical Drawing or •Graphic Design & Technical Drawing 7. Either Agricultural Science or • Office Technology or • A Vernacular: Fijian, Hindi, Urdu, Rotuman, French	
Compulsory Core Subjects:	
8. Physical Education 9. Art and Craft 10 Music	
Optional Core Subjects:	
11. Family Life or 12. Religious/ Virtues/values Education	

5.2 Form 3 Internal Assessment

The IA will be collaboratively administered by CDU, TVET, Examination & Assessment Unit (EAU) and all secondary schools. The IA is the main method of assessment during Form 3.

Schools must set only one internal examination in each subject towards the end of the Form 3 year. Other forms of assessment shall only be used to complement the IA in assessing students' achievement of the learning outcomes.

5.2.1 Process summary

To undertake the Internal Assessment, schools will be provided with:

- Directions for the administration of the tasks;
- Timelines for the submission of students' work and information;
- Form 3 subject syllabuses
- Assessment tasks, marking schemes and school reporting expectations;
- Training for teachers and
- School visits as needed.

5.2.2 Development of the tasks

The Form 3 subject Advisers will select, train and lead a subject assessment panel. Tasks will be revised when necessary as part of a planning, development, administration, moderation, report and review cycle. All tasks will be vetted by the curriculum advisors and submitted to the CEO for approval before being implemented.

5.2.3 Assessment tasks and marking schemes

The tasks will **assess the learning outcomes** of a subject in ways other than a written examination. They will be activity/practical-based and assess knowledge, skills, values and attitudes.

Three or four tasks will be specified for each IA subject. One or two of the tasks will be nationally moderated and a minimum of one task will be school moderated. All tasks and marking scheme will be set centrally but they will have a flexible design to enable the teachers to contextualise the tasks to the local setting.

The **marking scheme** of each task will specify a range of achievements in relation to the learning of the subject. In some tasks both process and product will be assessed using the subject marking scheme.

Internal assessment tasks will also be progressively **introduced to other Form 3 subjects** such as Music, Physical Education and Visual Arts. Tasks set in these subjects will be assessed and moderated according to their assessment scheme by schools within their district.

5.2.4 Mark allocation

The total weighting for the three or four tasks will be 50%. The subject assessment panel will determine the weighting of the tasks.

5.2.5 Completion

Students are to complete all of the tasks required for a subject. Marks can be awarded where a student completes only part of a task, and the teacher has evidence that the student has shown some achievement according to the marking scheme.

5.2.6 Timing

Schools will be advised by the subject Advisor when to undertake the tasks. The national moderation of the tasks will be undertaken in Terms 2 and 3. A task should not occupy the entire teaching time so that teachers have sufficient time to cover the syllabus.

5.2.7 School Responsibilities

- a) The **Principal** will:
- be responsible for the overall monitoring of the IA programme. He/she must ensure that submissions of students' registration information, tasks, task samples, FJC 1 Forms and other moderation requirements are completed and submitted by the due dates;

- appoint an IA Coordinator to supervise and coordinate the overall administration and management of internal assessment work;
- ensure that a school list is compiled in alphabetic order according to surnames;
- establish an **IA Management Committee**. The IA Committee would consist of the Principal, the IA Coordinator and the HOD;
- ensure that the IA Management Committee meets at least twice per term. In this regard he/she must plan and set meeting dates for the whole year at the start of each year;
- ensure at the beginning of each year that each IA teacher has the ability and necessary skills to teach Form 3
- ensure that each Form 3 class size is sufficient for effective IA learning. The recommended class size is **35 students and 20 students for TVET subjects**;
- evaluate the school's FJC performance;
- raise community awareness with parents and guardians about the purpose and nature of IA
- organise for the timely reporting of students' achievements from the IA to parents during the Form 3 year;
- ensure that the appropriate resources are available for the students and staff and
- inform the curriculum officers of students with special needs

b) The **Heads of Department** will:

- provide advice and assistance to the subject teacher;
- ensure that subject teachers maintain accurate records of students' achievements
- monitor each teacher's marking to ensure that marking schemes are applied correctly and consistently;
- ensure that tasks are completed according to the procedures and requirements as stipulated and
- make copies of task exemplars each year for future staff professional development and moderation;

c) The **Subject Teacher** will:

- plan the assessment programme for their students;
- issue a copy of the learning programme to each student, including relevant task information and marking criteria;
- explain each task fully before students commence their work;
- mark students' tasks and have them returned to students before the commencement of the next task,
- ensure marking is carried out according to the marking scheme;
- ensure that marks awarded are supported by appropriate comments for feedback;
- create a data base of all students' IA marks
- submit IA Mark Records and students' work samples to the HOD on the due dates; and
- spend quality time with students needing special attention to help undertake the task and support their participation in the assessment process.

d) The **Internal Assessment Coordinator** will:

- provide an induction for the IA programme at the beginning of each year for the relevant staff.
- assist the Principal with the monitoring and management of the IA programme. He/she will ensure that task due dates are met;
- ensure that each student's name is entered according to the names registered on the birth certificate;
- ensure that the names entered in the **FJC 1 Forms** are in alphabetical order, according to surnames and
- convene a sub-committee of IA teachers to look after the interests of students with special needs.

5.2.8 Students with special needs

Some students with disabilities will be provided with a modified assessment task(s) designed by curriculum officers to enable them to be included in the Internal Assessment programme. The modified task must assess the same learning outcomes. The School Principal will notify the National Moderator about the name of each student who has special needs.

5.2.9 Moderation

The subject advisor, as National Moderator, will be responsible for managing and assuring the quality of the assessment and moderation process.

National moderation of two tasks will take place each year according to the IA timeline (from CDU and TVET) circulated to schools at the start of that year.

Moderation Process:

1. School-based moderation

School-based moderation will be conducted in each department by IA teachers to ensure that students' marks are consistent with the IA marking scheme for the task. The Principal will ensure that appropriate school-based moderation is undertaken for all IA tasks. The school based moderation must be conducted according to the guidelines set by MOE.

2. District & National Moderation

The Moderation will be conducted by the National Moderator assisted by the panel of district moderators. District moderators are selected by the National Moderator. District and National Moderation must be conducted according to the guidelines set by MOE. A moderation report will be prepared for each school in a district by the District Moderators.

5.3.0 Monitoring and Evaluation

The efficiency and effectiveness of the Internal Assessment programme will be monitored and evaluated through:

- analysis of the results and recommendations from the moderation;
- school visits;
- feedback from schools and
- analysis of IA students' results

Monitoring and evaluation will be carried out according to the school's IA Calendar of Activities.

5.3.1 Professional development

The professional development of teachers will be the responsibility of CDU and TVET, subject to the availability of resources.

5.4 The Fiji Junior Certificate Examination

5.4.1 Examination

Examination will be prepared and conducted according to the procedures of the Policy on External Examinations and Assessment, Section 5.1, External Examinations.

5.4.2 Notification of results

Schools will formally report students' marks on the Internal Assessment task(s) at the end of each term.

Schools will use the school report sample provided in Appendix (1) to develop their own report format for Form 3.

5.4.3 FJC Certificate reporting

The Fiji Junior Certificate Results Notice will report a student's moderated IA score, exam scaled score and the combined scaled mark. These **three** marks are reported separately on the Result Notice.

A student's Result Notice provides a profile of the student's achievement of different subject outcomes across both Form 3 and Form 4.

5.4.4 Certificates

Every candidate is awarded a Fiji Junior Certificate which shows their grade for every subject sat. The grades are from 1 to 9 with Grade 1 as the highest and Grade 9 the lowest. A student's grade is determined from the combination of the IA and FJC Examination scores. The EAU is responsible for this process.

5.4.5 Eligibility

A student is eligible to sit for the **FJC Examination** if he/she:

1. Has in the opinion of the Principal satisfactorily achieved all the Internal Assessment tasks; or
2. Has in the opinion of the CEO (Education), on the advice of the Principal, has attained an equivalent standard or has exceptional experiences/circumstances requiring special recognition.

5.4.6 Registration

Schools will register Form 4 students for the examination with the EAU by last day of Term 1. Students must be registered by their **birth certificate name only**.

Schools will advise the EAU if a student changes his/her school or does not undertake the learning programme. Only registered students will receive an Internal Assessment mark on their Fiji Junior Certificate.

Form 4: FJC Examination

Every candidate must complete a Fiji Junior Certificate Examination entry form and return it to the EAU by the due date. The school principal will ensure that birth certificate names are used and the entry forms are complete and transferred to the EAU.

The Chief Executive Officer (Education) will only accept a late entry if he/she determines that the circumstances are warranted or exceptional.

5.4.7 Student Category

There are two types of students; full time and extramural.

- A full-time student is one who is enrolled in a Form 3 or Form 4 of a school approved by the Ministry and who is studying a maximum of seven subjects.
- An extramural student is one who is not enrolled as a full-time student of a school approved by the Ministry.

There will be no extramural students at Form 3 level. Students wishing to study extramurally will only be considered for the external examination at Form 4.

5.4.8 Repeating students

There will be no repeating student at Form 3 level. A repeating student at Form 4 level is required to study all the required subjects as a full-time student.

A repeating student studying extramurally is required to study all the subjects he/she attempted the previous year.

5.4.9 Compassionate Assessment and Aegrotat Assessment

Policy regarding Compassionate Assessment and Aegrotat Assessment is described in the Policy on External Examinations and Assessment, Sections 5.1.21 and 5.1.22.

5.5.0 Mal-practice

Policy regarding malpractice during the FJC examination is described in the Policy on External Examinations and Assessment, Sections 5.1.20.

5.5.1 Confidentiality

Policy regarding Security and Confidentiality of Examination Papers is described in the Policy on External Examinations and Assessment, Section 5.1.25.

A student's results from the Internal Assessment and the FJC Examination are the student's private information. A student's results will only be available for public release with the approval of the parent/guardian. Students FJC results may be confidentially provided to schools for selection purposes as approved by the Director (EAU).

5.5.2 Records

A student's Internal Assessment results will be kept in school for at least five years. A student's Fiji Junior Certificate Internal Assessment and Examination results will be kept by the EAU.

6.0 EFFECTIVE DATE 1 January 2007

7.0 REVIEW DATE 1 January 2009

8.0 KEY SEARCH WORD

Internal assessment, examination, learning outcomes, Fiji Junior Certificate, FJC, FJCE policy, regulation, national, district, moderation.

12.0 APPROVED BY CEO

SIGNATURE

DATE

APPENDIX 1: EXAMPLE OF A FORM 3 SCHOOL REPORT TEMPLATE

The following example of a Form 3 student report is provided as an interim example until an encompassing approach to assessment and reporting is outlined through the implementation of the National Curriculum Framework, which is under development.

Schools are encouraged to adapt the template to suit local needs.

The report is designed to provide, in a straight forward manner, a profile of a student's achievement across the different subjects. The learning outcomes described in the Form 3 subject prescription are the basis for rating and describing each student's achievement in a subject.

The student's score on each IA task, as determined by the school's IA assessment and moderation activity, is recorded on the Term Report. Students will need to understand that this mark might be adjusted through the District/National moderation process.

A comment should be written for each subject. This should provide information about areas where the student has achieved highly and areas to be improved. The statements should relate a student's achievement to the learning outcomes that have been the focus of teaching during the term.

Examples of suitable **outcomes-focused comments** corresponding to different levels of achievement (Low - **L**, Satisfactory - **S**, High - **H**) may be obtained from the subject advisors and will be available for all teachers to adapt.

The report has been restricted to one page to minimize production costs but could be expanded to provide more room for detailed comments and information about other student attributes in relation to major or cross-curriculum learning outcomes.

SUVA CENTRAL SECONDARY SCHOOL
Report for **Anjanie Singh**
Year 2006: Form 3 - Term 1

Form 3 Teacher: Romani Jone
Luciana Ranaldi

School Principal:

Achievement of Subject Outcomes:

LANGUAGE: ENGLISH

ND

L	S	H
25		

Internal Assessment Task 1 (30)

Comment example: Anjanie has developed sound reading and writing skills and is using grammar appropriate to her class standard. She is a confident speaker and clearly conveys her ideas. To improve she should concentrate on her sentence structure and use of paragraphs in her writing.

LANGUAGE: XXXXX

ND

L	S	H
15		

Internal Assessment task 1 (20)

.....

ARTS - Music

ND

L	S	H
12		

Internal Assessment task (20)

Comment example: Anjanie is highly creative with her ideas in music. She makes good choices in selecting and using different resources and materials. She should practice her drawing and fine motor skills to improve the quality of her good craft pieces.

COMMERCIAL STUDIES

ND

L	S	H
23		

Internal Assessment Task 1 (40)

YYYYYYYYYYYYYYY

MATHEMATICS

ND

L	S	H
15		

Internal Assessment Task (20)

ZZZZZZZZZZZZZZ

BASIC SCIENCE

ND

L	S	H
20		

Internal Assessment Task 1 (30)

SSSSSSSSSSSSSS

STUDIES OF SOCIETY

ND

L	S	H
30		

Internal Assessment Task 1 (40)

JJJJJJJJJJJJJJJJ

TECHNOLOGY (Woodwork & Technical Drawing)

ND

L	S	H
30		

Internal Assessment Task 1 (40)

TTTTTTTTTTTTT

GENERAL COMMENTS

RRRRRRRRRRRRRRRRRRRR

(L= Limited achievement; S = Satisfactory achievement; H = High achievement;
 ND = Achievement of learning outcomes not demonstrated)
APPENDIX 1: LIST OF ACRONYMS

IA	Internal Assessment
TVET	Technical and Vocational Education and Training
EAU	Examinations and Assessment Unit
CDU	Curriculum Development Unit
FJC	Fiji Junior Certificate
FJCE	Fiji Junior Certificate Examination
MOE	Ministry of Education
CEO	Chief Executive Officer
HOD	Head of Department