



Assessment Procedures Manual 2017

***Parent and
Student Edition***



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Staff

Role	2017
Day to Day Organisation	Anne Kabalin (Ka)
Reports	Graeme King (Ki)
Results Analysis/KAMAR	Allan Wayper (Wp)
Curriculum Manager	Anne Kabalin (Ka)
External Data Co-ordinator	Maria King (zMk)
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External Examinations	Maria King (zMk)
Data Manager	Gillian Hayward (zGhw)
Senco (Special Assessment)	Chrissy Jones-Major (Jm)
Principal's Nominee	Graeme King (Ki)

Assessment

Introduction

- Teachers assess how well students understand different aspects of a course against national standards. Assessment can be external, through examination at the end of the year, portfolio based, as in Technology and Visual Arts, or internal during the year at school.
- When Unit Standards are assessed, in most cases you receive one of two 'grades': Not Achieved or Achieved. When Achievement Standards are assessed, you receive one of four 'grades': Not Achieved, Achieved, Merit, Excellence.
- When you meet the standard you earn credits towards your National Certificate of Educational Achievement or other National Qualifications as part of the National Qualification Framework.

Purpose

- To meet NZQA requirements for assessment.
- To ensure fairness of assessment for all students.
- To ensure school-wide consistency of internal assessment procedures.
- To define roles and responsibilities of staff (Curriculum Deputy Principal, Principals Nominee, Data Manager, HODs, Teachers) and students.
- To meet NZQA requirements for managing internal assessment and entries in external assessment.

Guidelines

- Procedures are transparent and well-publicised so that all students, parents and staff are aware of their responsibilities.
- Internal assessments are spread over the year to minimise clashes but for subjects with external standards, the internals must be completed by the end of Term 3.
- HODs must be able to show how the procedures they have selected ensure authenticity for each internal assessment.
- Offering more than one opportunity for assessment is required (see page 11)
- Completed student assessments and assessment outcomes are stored in a readily retrievable way.
- Appeal procedures are well-publicised and allow students to be assured that assessment outcomes and procedures are fair.
- Students must have reasonable access to view their stored work.
- Accurate records of student achievement must be kept (in accordance with the Privacy Act) to provide data for NZQA and to provide regular feedback to students and caregivers about progress.
- The Principal's Nominee will maintain regular communications with NZQA to ensure that the school's procedures comply with requirements.
- Department implementation of the assessment procedures will be part of the school's Annual Quality Assurance Audit.
- When further assessment opportunities are offered, the impact on teacher workload must be considered.
- For students to have a result recorded for each standard, they must be eligible. Eligibility is 70% attendance (or more) of the time taken for the standard and sufficient engagement to reach the appropriate outcome. A student who has 30% or more non-attendance may have standards withdrawn from them. However, if the

student shows sufficient readiness and sufficient engagement to be assessed to the standard, they may remain entered, despite 30% non-attendance, on a case-by-case basis.

- Students may also be withdrawn on the basis of professional judgment determined by consideration of:
 - Health and well-being issues
 - School co-curricular commitments
 - Other valid reasons

The withdrawal will involve a process in which the student, parent and teacher “sign off” the withdrawal from a standard. The withdrawal process may be activated by the student, parent or teacher.

Assessment procedures with departments are audited annually as part of the school Quality Assurance Audits.

Course Choices

- After the Academic Interviews and having looked at the Curriculum Hand Book, students need to complete and hand in a signed option form at the correct time in order to be considered for a course. HOD/TIC check option lists carefully to make sure students opting for their course are placed at the correct level and meet any prerequisites.
- Wherever possible departments try to run multi level courses to cope with students’ differing ability levels.
- Departments have the right to set the level the student studies at, in consultation with the student, parent and Dean of that year level.
- Note:- Courses will only run if sufficient numbers of students opt for a course, and rooming and staffing are possible. Timetable clashes may also limit a student’s ability to select a particular course.

Entry and Eligibility Requirements

- Only students enrolled in the current year in a course of study at Glenfield College are eligible to enter for an internally assessed standard in that course, unless special dispensation is granted by the Principal’s NZQA Nominee (Ki).

Course Summary

This is given to students at the start of the year. It lists all the units of learning for the year's programme and the standards assessed. It must include the following:

- the level of the standard (e.g. Level 1)
- the standard number (e.g. AS90234)
- the descriptor (e.g. B2.6 Describe diversity in the structure and function of animals)
- the types of tasks (e.g. in-class test, assignment)
- when the assessment and further assessment will happen (week and term) within an assessment period prior to deadline
- the number of credits available
- whether the standard is internal or external
- a place for the students to record the grade obtained for the standard

In addition to the above, students must be given the following information about the assessment of each standard:

- any particular methods that will be used to increase authenticity of student work (e.g. milestones, signing authenticity declarations)
- the achievement criteria for the standard
- the assessment rubric which is to be used for marking
- excerpts from this booklet regarding management of assessment
- information about credit tracing processes
- written explanation detailing the process regarding signing a record sheet, verifying that the recorded grade is accurate and that an appeal can no longer be made once the student has signed (point 2, page 28)

This information may be given to students closer to the time of the assessment. Many departments include a list of the specific learning outcomes for each unit of learning with this information.

Checking the Information

- Students can check their entry details and internal and external results online on the NZQA website. They can apply to have a Results Notice posted to them early the following year.
- Students who do not pay their NZQA fees still have their grades recorded and sent to NZQA but will not receive a Record of Achievement or Certificates until all fees have been paid.
- Once students have completed a qualification, they can also apply using the application form available from the NZQA website for NZQA to send them their NCEA or NQF Certificates.

NZQA Website Student Portal

- Students can access their results at any time using their login and password on the Kamar student portal.
- Information for students instructing them how to log onto the NZQA website will be forwarded to students by NZQA in June.

Qualifications

Course Endorsement

Course endorsements provide recognition for a student who has performed exceptionally well in an individual course.

- Students can gain an endorsement for a course if, in a single school year, they achieve:
- 14 or more credits at Merit or Excellence
- at least 3 of these credits are from externally assessed standards and 3 credits from internally assessed standards.
- Note, this does not apply to Physical Education, Religious Studies and Level Three Visual Arts.
- A course endorsement is not a qualification; it can be gained independently of a qualification. For example, a student may achieve a Merit endorsement for their Level Two Mathematics course regardless of whether they achieve NCEA Level Two.

National Certificate of Educational Achievement

- **To gain a Level One** National Certificate of Educational Achievement students need 80 credits from Level One or above, including 10 credits showing numeracy skills and 10 showing literacy skills.
- **To gain a Level Two** National Certificate of Educational Achievement students need 80 credits. These can be made up of 60 at Level Two or above and 20 from any level. (These may be credits they have already gained towards their Level One Certificate.)
- **To gain a Level Three** National Certificate of Educational Achievement students need 80 credits. These can be made up of 60 at Level Three or above and 20 from Level Two or above. (These may be credits they have already gained towards their Level Two Certificate.)
- **To gain an Endorsement Certificate for Levels One, Two & Three** Students need to have gained 50 credits at Merit or Excellence level to get a Certificate with Merit and 50 credits at Excellence level to get a Certificate with Excellence. These endorsements have been awarded retrospectively to students gaining these awards in previous years and show on their Record of Learning. If students from previous years want a copy of their Level One, Two or Three Endorsed Certificates they need to apply and pay for a reprint of their certificate to NZQA.
- **To Gain a Subject (Course) Endorsement** Students need to have gained 14 credits or more at Excellence level in one year in that course to be awarded an Excellence Endorsement. If a student gains a mixture of 14 Merit and Excellence level credits, they will be awarded a Merit Endorsement. At least three credits must be from external standards.

Standards Fulfilling the Literacy and Numeracy Requirements for Level One

Level One literacy requirements can be met from a range of language rich subjects.

Numeracy can also be gained not only from Mathematics but from a range of other subjects like Technology. To see the list of standards please go to:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/literacy-and-numeracy/literacy-and-numeracy-unit-standards/>

University Entrance

To gain entrance to university in New Zealand students require a minimum of Level Three including a minimum of 14 credits in each of three subjects from the approved subject list.

- They also need UE literacy-10 credits (5 in reading and 5 in writing) these can be obtained from our Level Two or Three English courses and can also be obtained in some standards from other language rich subjects.
- It is also possible to gain these credits in Level Two or Three Te Reo.
- It may also be possible to achieve them by sitting an academic literacy common assessment tool (CAT) or by achieving two specific Level Four English for academic purposes unit standards.
- Literacy can be gained for university entrance in a range of Level Two and Three standards.

In brief:

- * 5 credits at Level Two or higher are required in Reading and 5 credits in Writing at Level Two or higher from the standards listed below
- * The literacy requirement can be fulfilled in either English or Te Reo Maori, but not a combination of both and from some other language rich subjects.

To see the list of standards that count towards the Literacy Requirements for University Entrance go to:

<http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements-2/>

Students must also have UE numeracy-10 credits at Level One or higher from specified achievement standards or three specific numeracy unit standards.

Note: Where standards count for either Reading or Writing, an individual student may not count credits for both

These are the approved subjects at Glenfield College taught at Year 13.

Biology	Business Studies	Calculus
Chemistry	Dance	Design & Visual Communication
Drama	English	French
Geography	History	Japanese
Media Studies	Music Studies	Painting
Photography	Physical Education	Physics
Sociology (Social Studies)	Statistics	Technology (Fabric)
Te Reo Maori		

Students will not be given study as an option in year 13 if they do not have numeracy and literacy requirements).

See below.

Summary of what you must have for University Entrance

Level 3	plus	14 credits or higher in 3 approved Level 3 subject
	plus	10 Numeracy credits (In Mathematics at Level One or higher from specified achievement standards or the three specific Numeracy unit standards.)
	plus	10 Literacy credits (5 credits at Level Two or above in Reading and 5 credits at Level Two or above in Writing)

Please note that this is the minimum entry standard and that many courses will have additional requirements. Some courses specify 'Limited Entry' qualifications that are greater than the minimum entry standard.

For this reason it is essential students aim to get as many merit and excellent grades as possible to ensure their choice of university and course.

Scholarship

- Scholarship is an award rather than a qualification and is used for allocating money and recognizing excellence. It does not earn credits but results are recorded on the student's Record of Learning.
- New Zealand Scholarship is designed to extend our best secondary students and enable top scholars to be identified and acknowledged. Students will be able to enter one or more scholarship subjects as well as their Level Three assessments.
- The aim is to assess a student's ability to synthesis and integrate concepts – to apply higher level critical thinking, abstraction and generalization based on in-school and independent learning.
- As well as having comprehensive content knowledge, students will also be required to communicate these original or sophisticated solutions effectively and be able to apply the knowledge in unfamiliar/unexpected contexts.
- The content assessed for Scholarship will be the same as that covered for Level Three achievement standards.
- Student performance will be assessed against an assessment schedule that ensures a ranking of candidates is produced. All assessments will be external either by examination or portfolio submission.
- Scholarship will be awarded to the best students in each of the Scholarship subjects. In most subjects 2-3% of the number of students entering in Level Three of that subject will be awarded a scholarship.
- Note in order to gain the monetary award that goes with these awards, students must be a permanent resident of New Zealand.
- The following monetary awards are available to provide study at a New Zealand tertiary institution for three years providing a B grade average is maintained.

Premier Award. Established to reward the very top student who demonstrates outstanding performance in three subjects.

Outstanding Scholar Award. Awarded to the top 40-60 students who have achieved the scholarship standard in three or more subjects.

Scholarship Award. Awarded to students achieving scholarship in three or more subjects.

Top Subject Scholar Award. Awarded to the top achiever in each subject.

Scholar Award. Awarded to all students who achieve the scholarship standard in one or two subjects

The list of subjects for New Zealand Scholarship for assessment includes the following subjects available in Year 13 at Glenfield College.

Biology	Calculus	Chemistry
Dance	Design & Visual Communication	Drama
English	French	Geography
History	Japanese	Media Studies
Music Studies	Painting	Photography
Physical Education	Physics	Statistics
Te Reo Maori		

- Students will be asked to signal their intention to enter for scholarship at the start of Term Two and will need to confirm their entries after the internal exams in Term Three. HOD/TIC will be informed of possible entries so extra help can be offered where possible. Students will need to demonstrate strong self motivation to achieve at this higher level.
- Note: Scholarship examination scripts are returned to students electronically therefore an up to date home email address is required.

Other National Certificates

- Credits may also be collected towards other National Certificates (e.g. computing, electro-technology, travel and tourism, retail, employment skills). Some of these may be completed while the student is still at school, while others can be started and completed at work or tertiary education.
- Students should look at the requirements of these National Certificates when choosing courses.

Vocational Pathways

- Provide new ways to achieve NCEA Level 2. The Vocational Pathways show students how learning and achievement will be valued in the workplace. They also suggest the type of study options and job opportunities available to learners. These are a tool that provides a clear framework for vocational options, linking education decisions and future employment aspirations to six broad sector industries: Manufacturing and Technology, Construction and Infrastructure, Primary Industries, Social and Community Services, Service Industries and Creative Industries.
- Learners can view a visual graph that shows their progress and can check that their course selection provides the pathway they need to achieve their goals. Students should visit:
- www.nzqa.govt.nz/learner-login www.careers.govt.nz or www.youthguarantee.net.nz

As a Year 10 student what happens to my credits?

- Year 10 students are expected to attempt Standards in each of their core subjects.
- Some year 10 option subjects may also offer a standard.
- The results from this year will be “banked” and sent in with next year’s results. This is to avoid paying the NZQA administration fee.

School Procedures

Managing Assessment and Reassessment Strategies

It is important that learning and assessment are linked and that each student, wherever possible, has the opportunity to have their best achievement recognized.

It is important that wherever possible assessment should not be restricted to a one-off formal event but as wide a range of strategies as appropriate be used. There is no obligation to offer more than one assessment opportunity but no more than two should be offered. When a student does not gain an achieved grade it may be possible for the teacher to use the following ways to gain evidence on the level of achievement:

- Talk to the student to elicit evidence that they have not provided in the activity.
- Have a student provide further written evidence.
- Use evidence from other work where it is valid and authentic.

It is important that the evidence is documented and attached to the original assessment activity. Teachers may also be able to provide a new assessment activity once further learning has occurred, and where it is feasible and/or practicable to offer another assessment opportunity. This will be at the discretion of the HOD/TIC and the assessment may well have to take place outside normal teaching hours.

Students who miss an assessment through illness (with a medical certificate) or other special circumstances granted by the Principal's NZQA Nominee (Ki) may be assessed in other ways.

Further Assessment Opportunity

"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". "Additional teaching" is targeted teaching of discrete, selected aspects of the unit as required to prepare for further assessment. It may be additional instruction such as issuing of new notes or other types of supplementary information." (NZQA assessment – advice documents)

- "A maximum of one further opportunity for assessment of a standard can be provided within a year" (this means one or none).
- Further opportunity for assessment must be available to all students, including those who did not complete the original assessment for an acceptable reason, as per our missed and late assessment policy.
- All grades must be available in a further assessment opportunity and the highest grade achieved is reported.
- Different conditions can be offered for the standard when further assessed.

(Taken from NZQA assessment advice documents):

Students' learning is not increased by repeated summative assessment, but by extensive feed-forward and feedback. Students should not be assessed for a standard until the teacher is confident that achievement of the standard is within their reach, or until the final deadline for assessment, if there is one.

A maximum of one further opportunity for assessment means none or one. It does not mean one must be offered.

The need for further assessment can be minimized when teachers:

- *Ensure students understand the standard and the test, brief or assignment (the performance criteria or achievement criteria, the range statement and link with the curriculum)*
- *Discuss exemplars of successful work in different context with students*
- *Give students adequate practice opportunities, including whole-class brainstorming*
- *Assess students when they are ready; and*
- *Provide templates to guide students*

Eligibility for further opportunity

If a further opportunity for assessment is offered to any student, it must be made available to all students entered for that standard. This is regardless of their performance on the first opportunity. Therefore, further assessment opportunities need to be carefully planned.

All students must be able to:

- Use the further opportunity to improve their original grade
- Access the further opportunity, if they wish, including those who did not complete the original assessment for an acceptable reason, as determined by the school's policy on missed and late assessment.

Resubmissions

A resubmission is offered to an individual student on a case-by-case basis (straight from NZQA)

A resubmission is limited to specific aspects (mistakes or omissions) of the assessment that the student is capable of discovering and correcting on their own.

Teachers should give helpful general advice with a marking rubric with areas in need of attention circled. For example, “your method is fine but there is a problem with your calculations...” The teacher would not, however, say “there is a problem with your use of brackets in this calculation” (NZQA assessment advice documents)

No more than one resubmission for a final assessment task should be provided (multiple draft submissions or collections of evidence are however permissible). They can be identified as the summative submission once the required standard is achieved at any stage in the redrafting or collection process.

If a submission is offered, it must take place before the teacher does any teaching or gives any feedback pertinent to the standard to be resubmitted to the whole class.

The resubmission should be closely supervised to manage authenticity

A student must have access to any grade from Not Achieved to Excellence.

“A resubmission can be offered after the first or second assessment opportunity or after both”.

A resubmission should be offered as soon as possible following the return of marking to all students who markers have identified as having mistakes that the student should be able to identify and quickly correct. A resubmission should only be offered if fixing errors means the student may achieve a higher grade.

The teacher must monitor the resubmission for authenticity.

The teacher must use their professional judgment about what would be a reasonable time to offer, bearing in mind that no further teaching or learning should take place prior to resubmission. If there is a lot to be fixed, then it is not a resubmission.

Documentation of Evidence

“Evidence used to reach a grade decision must be recordable and verifiable.”

“If no video or a performance is practicable or the evidence has come from conferencing with students, teachers need to provide a checklist or an annotated file note with a standard-specific description of the evidence which the teacher viewed to justify the judgments made.”

(Taken from NZQA assessment advice documents):

Collecting evidence over time

It may be appropriate, in some standards, to gather achievement evidence over time. In this case, there is no specific “assessment event”. There is an assessment period.

This would apply when the standard assesses a skill or piece of knowledge that students could demonstrate over the course of their normal class work or outside the classroom in controlled contexts, for example, safe practice in a workshop, public speaking, performing arts, or appropriate use of technical equipment.

Feed-forward and Feedback

Some assessments build over a period of time up to a final submission. For example, a teacher will provide feedback over a period of time in the case of a performance task, a writing assessment or a portfolio of a year’s work. In general, feedback (comments on progress) and feed-forward (suggestions for next steps) should become less specific the closer the student is to the submission date, in order to avoid the teacher effectively doing the assessment for the student.

**Overall, these guidelines for further assessment opportunities
are to enhance student achievement, not to be applied to constrain it.
This is the “spirit and intent” of NCEA**

Privacy and Access

It is recognized that students have certain rights of access to and privacy over their personal data, grades and work they have produced.

Glenfield College Policy is:

- Results/Grades are reported individually to students.
- Student work and recorded grades are stored securely.
- Students have reasonable opportunity to view their assessed work during their current year of study.

Note: While students will have the opportunity to view their assessed work, the College upholds its right to retain that work for the purposes of:

- External moderation (at least 8 samples must be retained for the next moderation cycle). This may mean retaining work for more than twelve months in some cases.
- Security of an Assessment Task (often if there are multiple classes the assessment tasks may not all occur at the same time).
- Exemplars of student work (every effort will be made to remove names and anything that would identify who had produced the work, or written permission will be obtained from the student to use their work as an exemplar).

Assessment Procedures

Assessment

1. Students are to be given an assessment calendar so they are aware in advance of the assessment dates.
2. The teacher reminds students of the school assessment procedures. The importance of the task and encourages them to follow correct procedure, due dates, the assessment rubrics and any milestone information included for the task.
3. Where possible multiple tasks should be offered for each standard (ie, different ways for students to demonstrate knowledge, understanding and skills).
4. Students who miss an in-class assessment or know they have a school activity that will clash with an assessment date(s) follow assessment extension request procedures (page 23)
5. Students in different classes must have the same opportunity to attempt an assessment.
6. Student work can be handed back to students once the marking has been moderated, teacher conferencing is completed (Teacher – Student), all submissions have been completed.
7. When the assessment is handed back students must have the opportunity to:
 - Receive written feedback
 - Hear the judgment statements explained and how judgment decisions were made
 - Compare their responses with the judgment decisions
 - Ask for clarification of decisions about their responses
 - Seek reconsideration of a judgment decision (*see Appeal Process Page 27*)
8. Student must sign a record sheet from the Markbook verifying that the grade recorded is the grade given for the task. Once the student has signed the record sheet, they can no longer make an appeal.
9. Final results should be entered into the Markbook within **three** weeks of the scheduled assessment date.

Student Obligations

- To follow the rules and procedures for assessment as signed in the Rules, Procedures and Authenticity Agreement.
- Be present for all assessments, hand in out of class assessments on time and seek extensions before the due date.
- Discuss problems/concerns with the teacher/HOD.
- Bring a medical certificate to your Dean or a letter to the Principal for a family crisis.
- Acknowledge all sources used to produce an assessment.
- Make any appeal over an assessment decision within a week of learning of it.
- Expect a “Not Achieved” grade for an unjustified absence from a test, a late out-of-class assessment, cheating, copying any part of an assessment or allowing anyone to copy any part of an assessment.
- Always do your best especially in the trial assessments as these would generate the grade you receive if you require a Derived Grade.

Improving your Performance

Mentoring:

- Student's, progress will be monitored by the Dean and their appointed Mentor. It is important that parents and students attend mentoring meetings held approximately once a term.
- Homework/study gives students the opportunity to work on their own without supervision or help, and to reinforce class learning through:
 - Making a written record of work done
 - Working out examples and applying the principles which have been learnt
 - Reading further on a given topic
 - Testing understanding of a topic, by answering or by drawing diagrams.

In order to study effectively you should:

- Try to have a special quiet place in which to work and always work there.
- See that you have good facilities such as a desk or suitable table, good lighting, warmth and quiet conditions.
- Organize your own programme of study based on your homework timetable.
- Remember, if no specific task is set you are expected to revise.
- Keep strictly to your programme.
- As far as possible, start work at the same time each day. Homework should become a habit.
- When you sit down start working right away. Do not daydream but work to the clock.
- Make sure all your homework is entered in your School Diary as it is set and tick it off as it is done.
- Arrange your work in spells of 20 to 30 minutes with a five minute break each spell.
- Some stretching and breathing exercises can help.
- Do your most difficult subject first followed by one requiring less mental effort and so on.
- Notes should be brief, and maps and diagrams should be clear, simple and concerned only with the matter being illustrated.

To test your learning it is a good idea to:

- Jot down on a pad all the points you can remember of an assignment. Correct and fill in the gaps. Then repeat until you are 100% accurate.
- Put your book away and try to reproduce the map or diagram you have been doing.
- Repeat this until you get it right.
- Ask a member of your family to 'quiz' you on what you have learnt.
- Keep a special notebook for definitions, formulae and brief summaries

Things you should not do:

- Do not fool yourself that you work better with the radio on or in front of the TV. You don't.
- Do not fall into the trap of spending the whole of one evening on one subject.
- Do not waste time unnecessarily on maps, diagrams or decorating books.
- Never sit in front of a textbook or set book just reading. Have a pencil and paper in front of you always and make notes – even if it is just the main point of each paragraph.

Useful Recourses:

- Standard Assessment Specifications – for each externally assessed standard. They can be accessed from the Subject-Specific Resources pages on the NZQA website. They inform students of conditions, topics or themes that have been set by the subject examiner for external assessment in the current year.
- Exam documents (including old exams and assessment schedules)
- Student exemplars (for some standards)

Refer to the Subject-Specific Resources pages – these can be found at
<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>

All students should be trying to achieve at an excellence or merit level as this is what entry to university or polytechnic courses will be based upon and also on what employers will base their decisions.

Verifying Entries

Students will be given a printout to verify they have been entered in the correct standards. Entry into extra standards may occur as the year progresses.

This process will be repeated regularly throughout the year. If students are withdrawn from any standard by their teacher due to a lack of performance, or there is a change in the standards to be assessed, they will be given an updated printout and the reason for the recommended withdrawal will be explained to them. A letter will also be sent to parents. It is also the student's responsibility to inform their parents/caregivers of their results or any recommended changes to their entries.

After September 1 students cannot be withdrawn from any standards. Students must sit all exams showing as Externals on their entry printout.

Parents and students can view their results by using the Kamar portal. Parents can get a login by Emailing the Principal's P.A. d.shim@glenfieldcollege.school.nz

Students should check on the NZQA web site (www.nzqa.govt.nz), using their National Student Number and password, their personal details, results and entries as well as checking the print out. If any of the details are incorrect, see Mrs King in the Student Centre.

Students will be asked to sign a copy of their last entry/result slip in Term Four and return it on the Study Release Day in exchange for their Exam Entry/Admission Slip, this will be retained by the school to verify all results have been correctly recorded.

Authenticating Work

Authentication of Student Work

All work submitted by students for assessment must be their own work. Students must acknowledge all resources used for any assessment including:

- Text and source material (bibliography, quotes, references, footnotes).
- Names and status of any person who provided assistance and the extent and nature of
- any assistance received where appropriate.
-

Teachers reserve the right to question students verbally about their work to ensure that it is their own and may require a repeated performance where there is doubt.

A range of strategies and practices that can be used are listed below:

For in class assessments

- Changing the context of the assessment
- Active invigilation of group by assessor
- Separating students
- Talking not permitted
- No reference to other materials unless permitted
- No undue teacher help

For Assignment Work

- Regular checking/conferencing with students as part of regular teaching and noting progress made so that later atypical or unexpected performance can be checked.
- Monitoring the research process by setting dates for regular checkpoints (milestones), for example, handing in a work plan at an early stage, first draft completed, final product. These dates should be listed on the assignment task given to student.
- Where possible, teachers keep copies of drafts before final piece of work is submitted.
- Requiring plan, resource material and draft work to be submitted with the final product. Students acknowledge all resources used
- Authentication sheets accompanying each assignment to assert that the work submitted is the student's own.

Field Trips and Researched Based Work

- Changing the context or content for assessment from one year to the next so that students cannot use material from a previous year.
- Retaining student work for at least a full calendar year so that work cannot be copied if the context/content is not changed.
- Collecting notes taken at the end of a field trip and redistributing these for writing up to ensure the write-up is the student's own.
- Keeping on-going work on site.
- Specifying and being familiar with the resources from which the research will be done.
- Restricting use of reference material to class time.
- Verification of research carried out by authorised off-site person (eg librarian).
- Authentication sheets accompanying each assignment to assert that the work submitted is the student's own.

Group Work

Assessment of students working in groups should only be carried out when no other method is practicable. The following practices will increase authenticity when group work is necessary:

- Breaking the task down into its component parts and separating the group aspects from individual written parts, for example, conduct an experiment in groups of three, write up independently under test conditions.
- Each student independently signing an attestation sheet that all members of a group did or did not contribute to the activity.
- Measures are taken to prevent and to detect plagiarism (see page 36). Respond to suspected plagiarism using the school's assessment misconduct process.
- Authentication sheets accompanying each assignment to assert that the work submitted is the student's own.

Wherever possible a proportion of any assessed task should be done under teacher supervision. When a teacher has concerns about authenticity of work, the matter will be referred to the Principal's NZQA Nominee (Ki).

An example of a Authentication sheets is given in the appendix and is used to attest that the work submitted is the student's own.

Authenticity Agreement

Student and parents will be asked to sign a copy of the "Rules, Procedures and Authenticity Agreement" in Term 1. A copy of this Agreement is included in the Appendix. Please note the legal name of the student, as it appears in KAMAR, is the name NZQA recognizes for all results at this time, not the preferred name.

Breaches of the Rules

Absences

Students who are absent for Internal Achievement/Unit Standards will receive a 'Not Achieved Grade' unless the absence is legitimate.

An absent student will need to present documentation to justify the absence.

Acceptable reasons and suitable documentation will be:

- For illness: a doctor's certificate, presented to the Dean, who will organize copies to the Head of Department (HOD)/Teacher in Charge (TIC) concerned.
- If an assessment is occurring over a longer period of time and the absence is for only a short part of the total time allocated for the assessment, a medical certificate may not be required. Instead, a detailed note from home explaining the absence presented to the teacher may be sufficient. This is at the discretion of the TIC or HOD. This would not be granted for reasons like going on holiday, seeing some one off at the airport etc.
- Representing New Zealand for sport or culture: A letter from the governing organization presented to the Principal's Nominee (Ki)
- Bereavement or a family crisis: a note from a parent/guardian approved by the Principal's Nominee (Ki) and supported by other relevant documentation.

If the student is absent for a legitimate reason then the teacher may choose to assess the absent student on the basis of previous class work, or use a parallel task or a future reassessment activity. (Also see Managing Assessment and Assessment Strategies.)

When unavoidable school activities clash, such as a field trip and an assessment, one off activities that can't be repeated should take priority. In some situations the student may have to be prepared to choose and accept a 'Not Achieved' grade for one of the activities. 'Not Achieved' grades are not reported by NZQA on a Students Record of Learning.

Deadlines

Deadlines wherever possible should be reasonable and changes made to due dates should be given to students in writing. Benchmarking and other techniques are used to avoid the situation of late work becoming a problem in large, ongoing assessments like portfolios.

Late work will receive a 'Not Achieved' grade, unless the student has had an extension granted. Written applications to the Principal's NZQA Nominee (Ki) for an extension should be made a week prior to the due date and should include the work completed so far. It is the responsibility of the Principal's Nominee (Ki) to judge whether an application for an extension is reasonable and appropriate in consultation with the HOD/TIC. The length of an extension, if granted, needs to reflect fairness, not only to the applicant but also to other students.

Extensions will normally not be given for:

- Family holidays/travel
- Part time employment
- Star courses/work experience
- Non approved sports or cultural events.

Examination Rules

These rules apply for both internal and external examinations

All normal school rules apply and students must be in correct school uniform or, if a Year 13 student, in correct dress code.

Students are asked to follow the instructions of the supervisors and follow the following rules:

- Students must not be dishonest or break the rules in any way.
- Bags must be stored at the front of the room or the place indicated by the supervisor.
- Do not take any blank or refill paper, correcting fluid, books or written notes or electronic notes into the exam room.
- Do not take English dictionaries or foreign dictionaries or translators into exams.
- Do not talk to, or communicate with, or do anything to disturb other candidates during the exam.
- Do not copy from another candidate's work.
- Do not write to the marker or write in the part of the answer booklet 'For assessor's use only'.
- Cellphones preferably should be left at home, but for emergency situations, if they have to be brought, they must be turned off placed in a clear plastic bag and placed on the floor under their chair in the examination room.
- Use only blue or black pens and write neatly so the marker can read the answer. Pencils, pens etc. should be in a clear plastic bag and left on the desk top along with their photo identification and examination entry slip.
- Use pencil only if specifically told to.
- No food is to be consumed during exams but students may have a clear plastic water bottle.
- Calculators must be silent, hand held and of an approved type. The memory of programmable calculators must be cleared before entering the exam room.
- For some subjects students will need special materials, details of which can be found on the NZQA web site www.nzqa.govt.nz/ncea/assessment/specifications/index.html.

If students break any rules the Qualification Authority may cancel their results.

- Exams will be held in the Theatre and surrounding rooms unless specialty rooms are required.
- Rooms that candidates will be in will be listed on the Theatre window facing the quad 30 minutes prior to the start of the exams.
- Students must arrive at least 30 minutes before the exam is due to start. Students cannot enter the exam room once the first 30 minutes have passed.
- Students must bring their Exam Entry/Admission slips and photographic ID to all exams. Students must sit at the desk allocated to them. They should check carefully that their exam answer booklets have the correct NSN ID number printed on them and they have been given all the correct standards as indicated on their Exam Entry/Admission slip.
- If students do not have their Examination/Admission entry slips they must see the Principal's Nominee (Ki) urgently, who can print another copy.
- For internal examinations students may not leave early.
- For external examinations students cannot leave the exam in the first 45 minutes or in the last 15 minutes.
- When they have completed their examination and checked all their answers carefully they can put their hand up and wait for a supervisor to collect their answer booklet. If they leave the exam room they are not allowed to return.

Dishonesty/Misconduct

Suspensions of cheating or copying another student's work will be investigated by the HOD/TIC and reported to the Principal's NZQA Nominee (Ki).

If the matter is proven, the student doing the cheating will receive a 'Not Achieved' grade for that standard.

If it is shown that another student willingly provided the material, both students will receive a 'Not Achieved' and there will not be a further opportunity for assessment of that standard. The reason for the 'not achieved' may be recorded on the school report. Cheating may result in a student being ineligible for assessment in other standards within the course in that year. The penalty will be dependent on the seriousness of the offence.

The school will notify the parents/caregivers if cheating occurs.

Extension Requests

1. Students who do not complete a task (test or assignment) on the due date for a valid reason can still apply to have their achievement for that standard assessed.
2. Students can apply to be assessed against the standard using a “Assessment Extension Request” a copy of this form is available in the Appendix, forms are also available from the Student Centre. The form should go to the HOD, together with verification of the reason for missing the assessment. The table shows the reasons that may be acceptable.

Reason for request	Student supplies
Medical	Medical certificate or letter from parent/caregiver together with a contact phone number
Guidance issues	Guidance note
School co-curricular activities	TIC of activity signs form
Other	Letter from home to Principal

3. The HOD makes a recommendation. The decision to grant a request will depend on authenticity issues and the need to support and recognise student achievement.
4. There are four responses to a request:
 - The same task may be submitted/offered at a later specified date (eg extension of assignment deadline, sit test in the following days).
 - A further opportunity for assessment using a different task may be available.
 - A “Not Achieved” grade is given because none of the above is possible.
 - The standard is withdrawn if there was no attempt for a valid reason.
5. If the task is an assignment and the student is unable to attend school on the due date, a phone call must be made to request an extension. Requests for extensions should be made in a timely manner given the circumstances.

Missed In-School Examinations

In-school exams are important because they:

- Provide practice for NZQA external exams
- Can be used to generate evidence necessary for a Derived Grade application if a student misses an NZQA external exam
- May assess achievement for internal standards

If a student misses an in-school exam, the teacher is to complete the missed exam form (page 38) as soon as possible and a letter will be sent home. If there is a valid reason for the absence the student should follow the “Assessment Extension” procedures. If a valid reason is not provided, the absence will be regarded as truancy.

Derived Grades

External Assessment

Students can apply for derived grades/special consideration for any external assessment when they believe their performance has been hampered by ill health or family trauma.

Long-term medical conditions such as eating disorders, depression, etc. are not covered by compassionate consideration but may be eligible for special assessment conditions assistance.

Consideration must be based on specific robust evidence and not on a general impression of the student's ability. The school is asked to use evidence gained during the year in practice exams etc. to make a decision on the grade the student will achieve. For this reason, it is of the utmost importance that students prepare well and do their best so suitable evidence of achievement can be collected in practice tests and exams.

Consideration is carried out by the Principal's Nominee using evidence from in-school assessments.

Departments will be required to submit standard-specific results for this purpose ideally from the student's most recent school exam grade, based on:

- valid, authentic standard – specific evidence
- the national standard
- critiques and secure practice assessment(s)
- verifiable authentic evidence from a range of activities

Grade verification by another subject expert should be undertaken.

Procedure

- Student collects a form from the Principal's Nominee (printed from the NZQA website) during the examination period;
- The form has three sections:
 - Section A to be completed by the applicant.
 - Section B by the medical practitioner or other professional involved.
 - Section C to be completed by the applicant's school.
- Student returns completed form with attached medical/guidance certificate to the Principal's Nominee prior to the end of the exam cycle.

Internal Assessment

There are no derived grades/special compassionate consideration for internal assessments. Students hampered by ill-health or family trauma follow the assessment request procedures.

Special Assessment Conditions

Some students will be eligible for Special Assessment Conditions for any internal and external assessments if “significant physical or learning difficulties require special assessment conditions to allow them to demonstrate their knowledge in assessments”.

An individual student’s needs must be assessed by an independent registered educational psychologist or medical practitioner in the case of injury or medical condition.

Standardised testing is used to establish learning potential against current academic performance.

What are “Special Assessment Conditions”

“Special assessment conditions” usually means having a reader, a writer – or both – to help a student in presenting formal assessment work.

Some students may also qualify a) for extra time and b) to use a computer to word-process work, on medical grounds.

How are students identified?

Students can be identified in a variety of ways, including:

- Parental request
- Recommendation from previous school (in New Zealand or overseas)
- Recommendation by teachers at Glenfield College

How does the process work?

All applications must be made through the SENCO. Students wanting to discuss any aspect of this process need to contact the SENCO or the Dean of their year level. The student must present any reports or recommendations they have on paper, about their particular needs.

Special assessment conditions will not be granted to candidates with short-term disabilities such as an illness or an accident suffered just prior to the external assessment. The option available to these candidates is to apply for a Derived Grade, either on the grounds of impaired performance or because they were unable to sit the examination at all. For example, a writer will not be provided for a candidate who breaks an arm in an accident. Working with a writer is a skill that candidates need to develop. The main reason for NZQA not approving such applications is that a candidate may in fact be disadvantaged by not having previously worked under special assessment conditions.

Glenfield College will not approve special assessment conditions in situations where the validity of assessment would be compromised.

Some standards are excluded from specific special assessment conditions. The full list is available on the NZQA web site or available from the Principal’s Nominee.

The responsibility for the payment of personnel to provide the assessment assistance will be determined on a case-by-case basis.

Appeals

Procedures

Students may appeal decisions regarding the outcomes of internal assessment. The appeals pathway is from students to their class teacher, to the HOD, then to the Principal's Nominee. Students can collect appeals form from the Principal's NZQA Nominee (Ki) a copy of which is included at the back of this booklet.

Students can appeal up until the time grades are signed off. Departments are expected to get grades signed off within two weeks of returning the graded assessment.

Appeal decision roles for:

Teachers

- The classroom teacher can explain the judgment decision to satisfy student queries
- Only the marker can alter a judgment decision. If the student wants to continue with their appeal the teacher takes the student's script to the TIC of that assessment. This must be done within one week of the work being handed back.

HOD/TIC of Assessment

- HOD/TIC of assessment is to follow school decision procedures accurately
- TIC may change the judgment decision (in consultation with the moderator)
- Any change to judgment criteria will need to be applied to all student work for that assessment

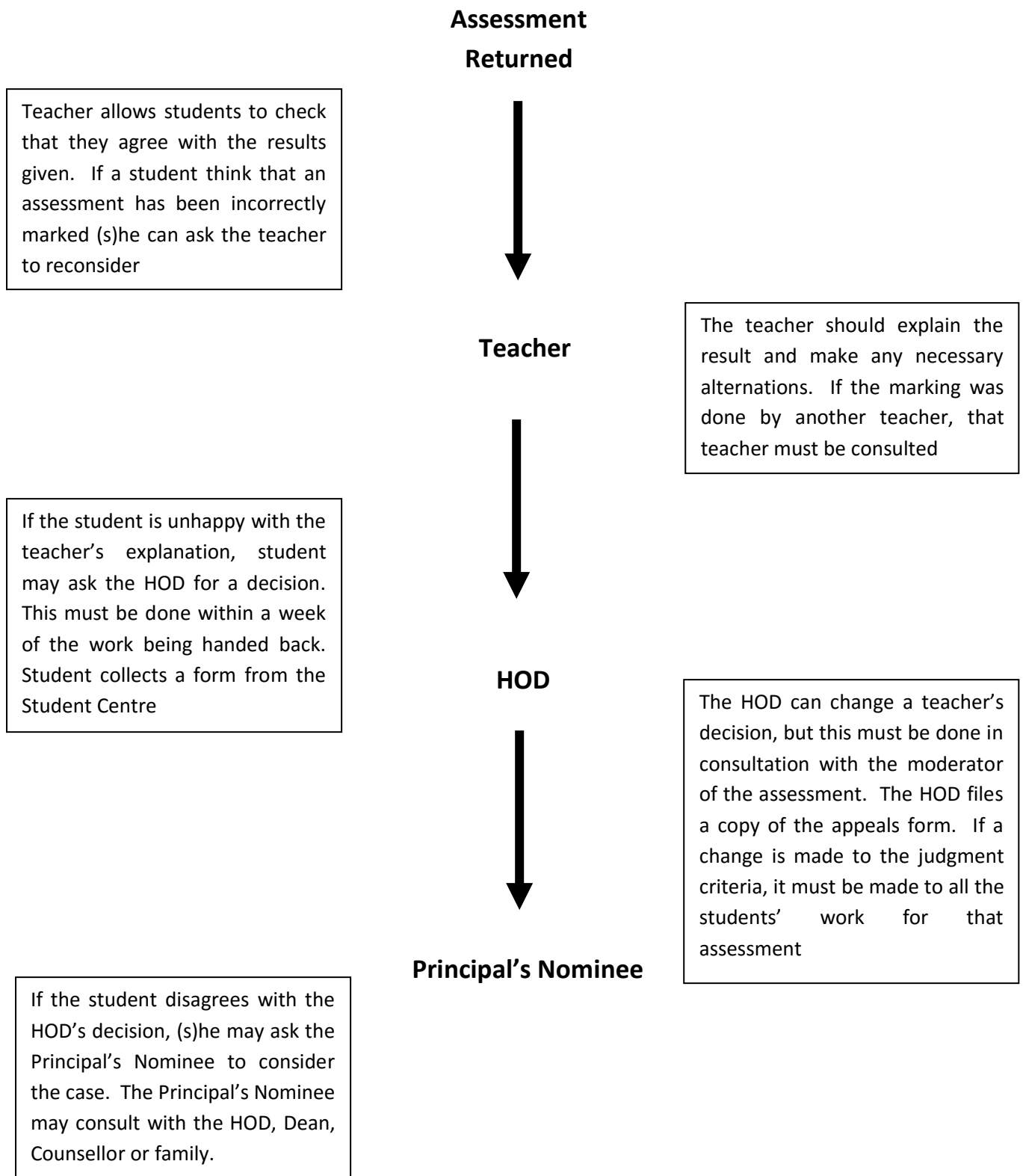
Principal's Nominee

The Principal's Nominee has flexibility to make decisions on a case by case basis and may also request the assistance of other staff to help resolve appeals.

The same appeal process is used when a student has been accused of breaching the rules and procedures section outlined in the previous sections such as for work being judged not authentic.

Appeals Process

Students may appeal the result of an internal assessment



Assessment Support

Frequently Asked Questions:

What happens if I miss a deadline?

If you miss an internal assessment deadline or do not complete a task (test or assignment) and have a valid reason (refer to page 23 of this manual), make an Assessment Extension Request. This involves collecting a green form from the Student Centre. The form should go to the HOD of the subject, together with proof of the reason for missing the assessment.

What happens if I miss an “In School Examination”

The timetable of exams is posted well before the first exam session. All students should be in attendance.

Refer to Page 23.

Assessment Misconduct

Refer to Page 22.

Can I appeal an assessment result?

You may appeal the result of an internal assessment. See page 26 for the correct procedure.

What is a “Derived Grade”?

Refer to Page 24.

What is “Special Assessment”?

Refer to Page 25.

Standard Withdrawal

You may withdraw from an internal or external standard if it is unfair to expect you to be able to achieve it. Complete a form from the appendices to request to be removed from selected standards.

Fees

NZQA Fees for 2017

Year 10 Students

- Year 10 students who are not entering any external standards this year, will have their results “banked” and sent in with next year’s results. This is to avoid paying the NZQA administration fee.

Year 11,12 and 13 Students

- Must pay the NZQA administration fee to have their credits registered by NZQA in order to receive their National Certificates of Educational Achievement. This is not just a fee for external examinations.

Invoices and Instructions

- These will be posted home at the start of Term 2.

Financial Assistance

- Financial Assistance information and application forms are available from Mrs King in the Student Centre. These must be completed and returned indicating eligibility such as low income, community services cardholder, beneficiary etc. Applications must be completed and returned to Mrs King before 11 August 2017.

Payments by Installments

- If you need to spread the load, you can start payments earlier in the year to cover NZQA Fees. Automatic payments need to have covered the full NZQA fee by 11 August. Payments can be arranged with the Payment Centre on either a weekly or monthly basis.
- Payments can be made to Ms Kilroy, or directly credited if you would prefer.

Payment due no later than the week 7-11 August 2017 to the Payment Centre

A late fee will apply (Date to be advised)

Please check your personal details, results and entries carefully both on the print out and on the NZQA web site.

- Please note the legal name as it appears on KAMAR is the name NZQA recognises for all results at this time, not the preferred name.
- If your personal details are incorrect see Mrs King in the Student Centre.
- If you have missing entries, or incorrect grades recorded see your class teacher.
- Once alterations have been made to any incorrect information. Mrs King in the Student Centre will print a new invoice.
- Students who do not pay their NZQA fees still have their grades recorded and sent to NZQA by the College. Late payments including the penalty fee must be made direct to NZQA.

NQF Fees

Entry	Fee
Entry for all NQF standards	\$76.70 per candidate
All Scholarship entries	\$30.00 per subject

Financial assistance

	Eligible for beneficiary or income-based assistance	Not eligible for beneficiary or income based assistance (Family based assistance)
One child entering qualifications	\$20.00	Full fees
Two or more children entering qualifications	A maximum of \$30.00 per family	\$100 per child with a maximum of \$200.00 per family

NQF Fees for national qualifications for foreign fee payers.

A separate fee structure for national qualifications for foreign fee paying students enrolled in New Zealand secondary schools applies.

Entry	Fee
Entry for all NQF Standards	\$383.30 per candidate
All Scholarship entries	\$102.20 per subject

Supplementary Fees schedule

Service	Fee
Search and Confirmation for Past Results	\$25.60 (per statement)
Reconsideration -NCEA (per Booklet or Portfolio)	\$20.40
Reconsideration -Scholarship (per subject)	\$30.70
Individual requests for the printing of NZQA certificates	\$15.30
Return of assessment material to overseas addresses (per candidate regardless of the number of booklets)	\$30.70
Return of folios to overseas addresses	\$102.20 (per folio)
Late entry (per candidate)	\$50
Calculation of tertiary selection score for Australian Universities	\$50
Special processing fee for special examination arrangements	Actual and Reasonable
Record of Achievement (one free copy per year)	\$15.30 (per copy)

Appendices

Rules, Procedures and Authenticity Agreement (Copy)

Assessment Extension Request Form 2017

Student Withdrawal Request Form 2017

Appeals Form 2017

Cover Sheet (Example)

Examination Timetable 2017

Rules, Procedures and Authenticity Agreement (To be completed and returned to Tutor Group Teacher)



Rules, Procedures and Authenticity Agreement

Student Name: _____

Student: I agree to abide by the rules and procedures outlined in the Assessment Procedure Manual for assessment. I understand that the work I submit for internal assessment must be my own. I understand that if it was appropriate to source information then that information must be acknowledged in the appropriate manner. I understand that I may be required to identify my sources if there is any question about the authenticity of this work. I understand that plagiarism and/or collusion or any other form of dishonesty will result in disciplinary action which may make me ineligible for a grade.

Parent/Caregiver: I have read the requirements set out above and in the Assessment Procedure Manual and will encourage the abovenamed student to act in an honest way. I will also, to the best of my knowledge, ensure that all work presented will be authentic and completed according to these requirements. I am aware that NZQA fees need to be paid by the stated date in order for my child to get a Record of Learning.

Signatures

Student

Parent

Date

Copy



Assessment Extension Request Form

Subject	Level	1	2	3
Student Name & TG				
Teacher				
Standard Title & Code				
Date				
Reason For Missing Assessment				
<p><i>Tick as appropriate</i> <i>Supporting documentation provided?</i></p> <p><input type="checkbox"/> Attendance (30% or more of the preparation time was missed) <input type="checkbox"/></p> <p>OR</p> <p><input type="checkbox"/> Assessment time for this standard was missed <input type="checkbox"/> (A note from your teacher confirming your absence is required)</p> <p><input type="checkbox"/> Health and Wellbeing Issues <input type="checkbox"/> (A letter from a medical practitioner or a note from home or Guidance is required)</p> <p><input type="checkbox"/> School Co-curricular Activities <input type="checkbox"/> (The signature of the Teacher-In-Charge of the activity is also required)</p> <p><input type="checkbox"/> Other Valid Reason <input type="checkbox"/> (A letter to the Principal is required)</p>				
HOD to complete (tick appropriate box)				
<p>Extension</p> <p><input type="checkbox"/> An extension is granted for this task. The new due date is (HOD please copy this form, retain for your files and give a copy to the student)</p> <p>Not Achieved</p> <p><input type="checkbox"/> "Not Achieved" is given for this task, but there will be a further opportunity to be assessed against this standard using a different task later in the year</p> <p><input type="checkbox"/> "Not Achieved" for this standard (HOD please copy this form, retain for your files and give a copy to Principal's Nominee)</p>				
Signatures				
Student _____				
Principal's Nominee _____				



Student Withdrawal Request Form 2017

You may experience changes in your life that make it unfair to expect you to be able to achieve an NCEA standard. It may, as a result, be better for you to withdraw from a standard. Personal matters relating to attendance, health and well-being, school co-curricular activities, or other influential factors may cause difficulties that prevent you from reaching the standard. Each of these factors can be the basis for a valid withdrawal request.

Attendance: If you have been absent for 30% or more of the preparation time for a standard or missed assessment time, you may lack the opportunity to reach the standard. Unless there is a further assessment opportunity available for the standard it may be best to remove the standard because absence has caused insufficient readiness or engagement.

Health and Well-being Issues: If you suffer from a temporary illness, trauma or other serious event in preparation or assessment time which impairs your ability to perform an assessment, withdrawal may be advisable. If you suffer an injury or undergo an operation, withdrawal may be advisable.

School Co-Curricular: If you are representing the school, region or nation, you are encouraged to organise yourself to balance different academic, cultural and sporting commitments. It may, however, be the case that co-curricular activity has still impaired your readiness and engagement in a standard and so it is best to remove the standard to consolidate achievement in other areas of your NCEA programme.

Other Valid Reasons: Sometimes serious and exceptional circumstances can occur that make it unreasonable to expect you to be able to succeed in a standard if the circumstances coincide with a preparation period or assessment. This can also be a sound basis for withdrawal from a standard.

Please complete this form with a parent/caregiver if you wish to withdraw from one or more standards and return it to the Student Centre. Clearly identify the reason(s) for the withdrawal on the table on the reverse side.

All withdrawals from external standards must be made BEFORE 18 August 2017

All withdrawals from internal standards must be made BEFORE 17 November 2017

Name: _____ TG: _____

Standards to be withdrawn from (use more than one form if required)

Teacher		Course Code	
Standard Code & Level		Internal/External (circle)	
Assessment Deadline			

Teacher		Course Code	
Standard Code & Level		Internal/External (circle)	
Assessment Deadline			

Teacher		Course Code	
Standard Code & Level		Internal/External (circle)	
Assessment Deadline			

Points to Consider

- Have you considered the effect/impact of this withdrawal on your ability to reach the credit total needed for your 2017 NCEA certificate, UE and further qualifications? Yes/No (circle one)
- Have you considered requesting an extension instead of withdrawing from this standard? Yes/No (circle one)

Reason for Withdrawal	Write the number of each standard to be withdrawn beside its category
Attendance (30% or more of the preparation missed)	
Attendance (assessment time for this standard missed)	
Health & Wellbeing Issues	
School Co-Curricular Activities	
Other Valid Reason	

If you have any queries, please contact Graeme King (Principal's Nominee) ph 444 9066 ext 732 or g.king@gc.ac.nz

Student Signature: _____

Date: _____

Parent/Caregiver Signature: _____

Date: _____



Appeals Form 2017

Student to Complete			
Subject	Level 1 2 3		
Student Name & TG			
Teacher			
Standard Title & Code			
Date of Assessment			
Reason for Appeal			
<i>Now hand this form to your subject teacher</i>			
HOD to complete			
Decision			
Reason for Decision			
Signatures			
Student			
HOD			
Date			

If you are unhappy with the HOD's decision, take this form to the Principal's Nominee

COVER SHEET Example

Standard Number: AS90769 B2.2

Standard Title: Research a contemporary biological issue

Name:

Teacher's Code:

The work submitted in this report is written solely by me (student named above) and has not been copied from other sources of information.

Student's signature:

Parent/Caregiver's signature:

Grade attained:

Achieved	Merit	Excellence
Research & describe the interaction between humans and an aspect of biology <input type="checkbox"/>	Research and explain the interaction between humans and an aspect of biology <input type="checkbox"/>	Research and discuss the interaction between humans and an aspect of biology. <input type="checkbox"/>

2017 Examination Timetable						
Day	Date/Time		Level 1	Level 2	Level 3	Scholarship
Day 1	Thurs 9 Nov	9.30am				Drama
		2.00pm	Drama	Japanese	Te Reo Rangatira	Chinese
Day 2	Fri 10 Nov	9.30am	Economics	Media Studies	Business Studies	Calculus
		2.00pm	Music	Health / Physics	Accounting	Te Reo Rangatira
Weekend						
Day 3	Mon 13 Nov	9.30am	English		French / Te Reo Māori	
		2.00pm		Business Studies	Health / Japanese	English
Day 4	Tues 14 Nov	9.30am	Chemistry	Dance / Latin	Making Music	Geography
		2.00pm	Japanese	History	English	
Day 5	Wed 15 Nov	9.30am	Science		Media Studies	Music
		2.00pm	Chinese	Geography	Chemistry	History
Day 6	Thurs 16 Nov	9.30am	Biology	Music	Biology	Art History
		2.00pm	Social Studies	Chemistry	Home Economics	Media Studies
Canterbury Anniversary Day						
Weekend						
Day 7	Mon 20 Nov	9.30am	Mathematics and Statistics			Biology
		2.00pm		Economics	Physics	Te Reo Māori
Day 8	Tues 21 Nov	9.30am	Accounting	Te Reo Māori	Music Studies	Economics
		2.00pm	Home Economics	English		Statistics
Day 9	Wed 22 Nov	9.30am	Agricultural and Horticultural Science	Home Economics	Classical Studies	Physics
		2.00pm	German	Biology	Geography	French
Day 10	Thurs 23 Nov	9.30am	Geography	Accounting / German	Calculus	
		2.00pm	Dance	Classical Studies	Spanish	Classical Studies
Day 11	Fri 24 Nov	9.30am	History	Education for Sustainability	History	Chemistry
		2.00pm	Business Studies	Mathematics and Statistics	Social Studies	Spanish
Weekend						
Day 12	Mon 27 Nov	9.30am	Sāmoan / Te Reo Rangatira	Drama	Statistics	
		2.00pm	French	Chinese	Earth and Space Science	Accounting
Day 13	Tues 28 Nov	9.30am	Physics	Art History	Drama	Agricultural and Horticultural Science
		2.00pm	Latin	Spanish	Art History	
Day 14	Wed 29 Nov	9.30am	Health	Agricultural and Horticultural Science	Agricultural and Horticultural Science	Latin
		2.00pm	Art History	French	Economics	
Day 15	Thurs 30 Nov	9.30am	Te Reo Māori	Earth and Space Science	Sāmoan	Earth and Space Science
		2.00pm	Classical Studies	Social Studies	Chinese	Sāmoan
Day 16	Fri 1 Dec	9.30am	Media Studies	Sāmoan / Te Reo Rangatira	Dance / Latin	German
		2.00pm	Spanish		German	Japanese

L1 MCAT: 19 and 21 September

Please remove this page and return completed to you Tutor Group Teacher



Rules, Procedures and Authenticity Agreement

Student Name: _____

Student: I agree to abide by the rules and procedures outlined in the Assessment Procedure Manual for assessment. I understand that the work I submit for internal assessment must be my own. I understand that if it was appropriate to source information then that information must be acknowledged in the appropriate manner. I understand that I may be required to identify my sources if there is any question about the authenticity of this work. I understand that plagiarism and/or collusion or any other form of dishonesty will result in disciplinary action which may make me ineligible for a grade.

Parent/Caregiver: I have read the requirements set out above and in the Assessment Procedure Manual and will encourage the abovenamed student to act in an honest way. I will also, to the best of my knowledge, ensure that all work presented will be authentic and completed according to these requirements. I am aware that NZQA fees need to be paid by the stated date in order for my child to get a Record of Learning.

Signatures

Student

Parent

Date

Please remove this page and return completed to you Tutor Group Teacher