

Te Kauwhata College

NCEA

Information and Policies

Contents

	<i>Links to NZQA Website</i>			
<u><i>The NCEA Award</i></u>				
<i>How it works</i>	<u>NZQA</u>
<i>Standards</i>	
<i>The Qualifications</i>	<u>NZQA</u>
<i>Scholarship Awards</i>	<u>NZQA</u>	<u>NZQA</u>
<i>Assessments</i>
<u><i>Policy and Procedures</i></u>
<i>Course Information</i>
<i>Authenticity of Student Work</i>				
<i>Carrying Out Assessment</i>
<i>Return of Student Work</i>
<i>Missed and Late Assessments</i>
<i>Withdrawing Students from a Standard</i>				
<i>Appeals</i>
<i>Verifying and Reporting Student Results</i>		
<i>Storage of Assessed Work</i>
<i>Derived Grade Process</i>
<i>Special Assessment Conditions</i>
<i>Resubmission of work</i>				
<i>Further Assessment Opportunities</i>	
<i>Moderation</i>
<i>Privacy Act</i>
<i>Practice Examinations</i>
<i>Reporting to Students and Parents</i>	
<i>Breaches of Assessment Rules</i>
<u><i>NZQA Examination Fees</i></u>	<u>NZQA</u>
<u><i>National Examination Timetable</i></u>	<u>NZQA</u>
Appendix 1: <u><i>Assignment Extension – Application Form</i></u>				...
Appendix 2: <u><i>Missed Assessment – Application Form</i></u>				...
Appendix 3: <u><i>Appeal Application Form</i></u>

Please note: NZQA – means that the link is to various pages within the NZQA website

THE NCEA AWARD ([return to contents](#))

1 HOW IT WORKS ([click here](#))

NCEA (National Certificate of Educational Achievement) is administered by the New Zealand Qualifications Authority (NZQA) as part of the National Qualifications Framework. To complete the National Certificate of Educational Achievement students must earn credits. Most full year courses offer about 20 credits. Year 11 and 12 students taking six subjects will probably be entering for about 120 credits. Year 13 students taking five subjects at Level 3 will be entering for about 100 credits.

2. STANDARDS

A standard describes what a student must know and be able to do. When the student meets all the requirements of the standard, credits are awarded. There are two types of standards: **Unit standards and Achievement standards.**

For unit standards the credits are awarded when the student reaches the standard.

The result is reported as:

Not Achieved	Achieved
--------------	----------

For achievement standards, and a few unit standards, the credits can be achieved at three levels and the results are reported as:

Not Achieved	Achieved	Achieved with Merit	Achieved with Excellence
--------------	----------	---------------------	--------------------------

3. THE QUALIFICATIONS

NCEA qualifications are offered at three levels. The criteria for these qualifications at the different levels are summarised in the table below:

Level	Credits Required	Must Include
1	<ul style="list-style-type: none"> 80 credits at Level 1 or higher. 	<ul style="list-style-type: none"> 10 credits for literacy. 10 credits for numeracy. (click here)
2	<ul style="list-style-type: none"> 60 credits at Level 2 or higher. Another 20 credits at any other level. (These may include credits already counted toward Level 1) 	<ul style="list-style-type: none"> 10 credits for literacy. 10 credits for numeracy.
3	<ul style="list-style-type: none"> 60 credits at Level 3 or higher. Another 20 credits at Level 2 or higher. 	<ul style="list-style-type: none"> 10 credits for literacy. 10 credits for numeracy.
University Entrance click here	<ul style="list-style-type: none"> 14 credits at Level 3 or higher in each of two subjects. Another 14 credits at Level 3 or higher from no more than two subjects. (click here for list of approved subjects for University Entrance). 	<ul style="list-style-type: none"> 10 credits for numeracy as for Level 1. 5 credits at Level 2 or above in Reading. 5 credits at Level 2 or above in Writing. (click here)
Scholarship	Scholarship is a monetary award to recognise top students. It does not attract credits nor contribute towards a qualification.	For details click here . Awards are found here .

	The Scholarship exams enable students to be assessed against challenging standards, and are demanding for the most able students in each subject.	
--	---	--

Certificate Endorsement – ([here](#))

The purpose of the endorsement is to encourage students to strive to produce work of a high quality and to recognise that achievement when it occurs. This will provide students of above average ability with challenging but achievable goals. Candidates studying for NCEA are able to achieve qualifications with Merit or Excellence endorsements.

Endorsement with Merit

For a certificate to be endorsed with Merit, 50 credits at Merit or Excellence will be required at the same level, or higher, on the National Qualifications Framework (NQF) as the certificate being awarded.

Endorsement with Excellence

For a certificate to be endorsed with Excellence, 50 credits at Excellence will be required at the same level, or higher, on the NQF as the certificate being awarded.

Course Endorsement – ([here](#))

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

- 14 or more credits at Merit or Excellence, and
- at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. Note, this does not apply to Physical Education, Religious Studies and level 3 Visual Arts.

A course endorsement is not a qualification.

4 ASSESSMENTS

Students are assessed against standards on the National Qualifications Framework (NQF) for NCEA by a combination of external and internal assessments. External assessments are usually done by examinations at the end of the year. Standards for speeches, research projects, performances etc. cannot be assessed by examinations and are assessed by internal assessments.

Policy and Procedures for Assessment for National Qualifications

[\(return to contents\)](#)

Rationale

Systems for assessment for National Qualifications will be valid, consistent, fair and accurate. They will result in assessment outcomes for Te Kauwhata College students that will be highly regarded by the community.

Purpose

- To ensure fairness of assessment for all students.
- To ensure school-wide consistency of internal assessment procedures.
- To define roles and responsibilities of staff and students.
- To meet NZQA requirements for internal assessment.

Assessment Principles

- Procedures are transparent and well publicised so that all students and staff are aware of their responsibilities. Students receive assessment guidelines and course information at the beginning of the year.
- Departments ensure that all assessment activities and schedules are moderated and that samples of assessor judgements are verified.
- Programmes of learning and assessment allow for and assist students to reach their potential. Departments determine suitable strategies for collecting evidence of student achievement and ensure that they are used consistently within the Department. When a student has not reached their potential in an assessment, teachers should review evidence the student has already provided before necessarily considering the need for further assessment as a future event. If deemed necessary, practical and manageable, **only one** reassessment opportunity should be provided within a year.
- Record keeping allows for regular feedback to students and caregivers about progress and will provide data for NZQA. The Privacy Act is observed.
- Students with special needs are provided with valid and fair, special assessment conditions. (See page for details)
- Departments determine suitable procedures to ensure authenticity for each internal assessment.
- Completed student assessments and results are stored in a secure and readily retrievable way.
- Appeals procedures are well publicised and allow students to be assured that assessment outcomes and procedures are fair. (See page for details)
- The Principal's Nominee maintains regular communication with NZQA to ensure that the school's policy and procedures comply with requirements.
- School assessment policy and procedures together with departmental implementation are subject to the school's annual quality assurance audit.

[\(return to contents\)](#)

Procedures

Course Information ([return to contents](#))

Within two weeks of the start of the year teachers provide students with a course outline and assessment plan.

These include:

- subject name and level
- course description
- course requirements
- for each standard offered in the course:
 - the registration number and version (91577 not MATS3.5)
 - full title
 - number of credits
 - mode of assessment – internal or external
 - form of assessment - eg test, practical, seminar, speech, open book, a process of completing a portfolio of work etc.
 - approximate timing of assessment
 - whether a further assessment opportunity is available.
 - does standard contribute toward Level 1 Literacy or Numeracy
 - does standard contribute toward UE Reading or Writing
 - for Level 3 standards, identification of the subject or domain, so that students can monitor their own progress towards University Entrance.
 - Name and code of External provider, if applicable.
- A statement informing students that the school’s assessment policies will apply in the course and that a copy of these can be found in the Information Booklet.
- For specific courses:
 - Identification of standards that contribute towards
 - NCEA Level 1 and UE Numeracy
 - NCEA Level 1 Literacy
 - UE Literacy – reading
 - UE Literacy – writing.

Heads of Faculty submit a copy, electronically, of the course outline and assessment plan for each subject to the Principal’s Nominee (and post them on the school’s intranet/shared drive).

Authenticity of Student Work ([Return to contents](#))

All work submitted by students for assessment as evidence of achievement is to be authentic and genuinely their own.

In all situations students must be able to attest to the authenticity of their work and teachers must employ appropriate strategies to ensure that work presented for assessment is authentic. Work presented for assessment that is not authentic should not be considered as part of the body of evidence on which an assessment decision is based.

To ensure this the following strategies should be employed where appropriate:

1. Students are made well aware of the requirement for authenticity.
2. Where required, see below, an Assignment Authentication handed in with the assessment.
3. Appropriate assessment conditions are to take place. In many instances this will mean examination conditions with no communication between students.
4. Any assessments from a public source (where students could access) need to be modified significantly (the level of modification depends on the nature of the assessment).
5. Assessments should be changed from year to year. Develop a bank of assessments and use alternately from year to year.
6. Students retain plans, draft notes, worksheets and log books for ongoing assessments.
7. Supervise the research process by including regular checkpoints / milestones and regular discussion with student. At checkpoints work can be signed off, photographed etc.
8. Plans, resource material and draft work is to be submitted along with the final product.
9. Keep on-going work on site.
10. Control group work by having the task broken into group and individual work.
11. Understand the student style and ability.
12. Carefully examine any unreferenced work that contains language that is not appropriate for the student.
13. Internal moderation includes checking for authenticity and possible breaches of authenticity.
14. For good practise with non-examination external assessment follow this link, [click here](#).

Authenticity Statements

The use of authenticity statements, see sample below, alerts students and parents/caregivers to the issue of authenticity. Authentication sheets must be signed by the student or parents/caregivers to attest that the work is the student's own in the following situation:-

- external achievement standards where a project, workbook or similar is compiled and submitted for assessment
- internal achievement/unit standard where the work is submitted for assessment that has not been completed in front of the teacher.

Example of an Authenticity Statement

Assignment Authentication	
Name: _____	Class: _____
Subject: _____ _____	Teacher: _____
Assignment Topic: _____	
<p>I certify that this assessment item is the result of my own work except where otherwise acknowledged and has not been submitted, in part or in full, for any other courses for which credit has been granted. I understand that if the school is satisfied that there has been a breach of this rule then it will award a grade of 'Not Achieved' for this piece of work.</p>	
Signed: _____ (Student)	
Date: _____	

Carrying Out Assessment – Recommended Practices ([return to contents](#))

These practices can be varied according to the nature of the assessment.

Before the assessment:

- All internal moderation is carried out for the activity/brief/event and assessment schedule.
- Students are given a minimum of two weeks notice of their assessment date.
- Teacher follows procedure for arranging special assessment conditions for eligible students. (*Refer to Special Assessment Conditions*)
- Teacher reminds students of the school assessment procedures (ie for missed assessments, appeals, etc). This reinforces the importance of the assessment and encourages students to follow correct procedure eg in the case of illness.
- Each assessment activity/brief/event includes full information about due dates and requirements, including milestone information. The teacher brings these to the students' attention when the assignment or assessment notification is handed out.

During the assessment:

Follow school-wide and departmental authenticity strategies.

For assignments

- Students requiring assignment extensions follow extension request procedures (Appendix 2)
- Give feedback to students at milestones or checkpoints. This encourages students to focus on the assessment criteria and also allows teachers to check for authenticity of work in progress.

For an in-class assessment

- Teacher immediately checks collected assessments against the roll to ensure all are handed in. Teacher keeps a list of students who were absent.

After the assessment:

Return of student work

- All assessment results will be returned to the students within **ten school days** of the assessment.
- When the assessment is handed back students must have the opportunity to hear an explanation of the judgement statements and how judgement decisions were made. They should compare their responses with the judgement decisions and ask for clarification of decisions about their responses. They can seek reconsideration of a judgement decision (Appendix 4).
- Teacher takes any requests for reconsideration of judgement decisions to the moderator/ assessor/Head of Department/Principal's Nominee.
- Students sign (eg on assessment coversheet) to indicate that they accept the grade awarded.
- Student work must be retained until they can be replaced by student work in the following year. These must be stored required according to departmental procedures.
- Student permission must be sought if their work is retained for benchmarking purposes.

Missed and Late Assessments ([return to contents](#))

Work that is submitted for marking after the stated deadline will not be included in the body of evidence used to make an assessment decision.

If valid, authentic standard specific evidence of achievement is not available credit for the standard cannot be awarded.

When a student is absent from an assessment the following options may be available to the teacher and the student:

- Assess the student upon their return to school
- Consider whether any other authentic and standard specific evidence is available on which a valid assessment decision could be based. This evidence must be documented so that that the teacher's assessment decision can be verified by another subject specialist, or submitted for external moderation if required
- Provide the student with a further assessment opportunity if one is available, it is fair to do so and the work submitted is authentic
- Withdraw the student from the standard, or if the student had an adequate assessment opportunity, award Not Achieved

Please Note:

Student Present but did not complete the assessment

If the student was present but did not complete the assessment it is treated under this policy.

This could include legitimate reason for non-completion eg. broken bone in hand.

Willful absence

A willful absence will be considered as intent to avoid assessment. A further assessment opportunity will not be provided to a student who willfully misses an assessment. If other valid, authentic standard specific evidence is not available a result of Not Achieved will be reported.

Extensions

1. When an assignment has been set on a subject it must be handed to the teacher during the class period of the due date.
2. Any student who envisages being unable to complete an assignment on time through circumstances beyond her/his control (sickness, family trauma) should request an extension of time from the teacher. Valid reasons for requesting an extension of time or a new assessment date are:
 - Sickness: a medical certificate or a note from a parent/caregiver must be supplied
 - Family trauma: a note from the parent/caregiver, Guidance Counsellor, Dean, or tutor group teacher must be supplied
 - School sporting/cultural activity: the teacher in charge of the activity signs the 'Missed Assessment' form. (Note: this reason is only valid if the student informs the teacher in advance of the assessment or due date.)
3. An application for an extension must be made on the *Extension Form* (Appendix 2) at least three school days before the due deadline.
4. At that time of the request, work done to date must be displayed along with a signed explanation for the request from a parent/caregiver.

5. Failure to submit sufficient and satisfactory evidence of work done so far will result in no extension being granted unless the student was absent for valid reasons (see 2 above)
6. Any extension will not normally exceed three days beyond the original deadline and the student will be given full credit for this completed work.
 - This means work due on a Friday, with an extension, becomes due the next school day.
 - Care should be given to accommodate the three day period prior to a holiday e.g. Tuesday would be a suitable due date before a Friday end of term.
7. If the extension is approved, the assignment should not be returned to the remaining students until after the extension date.

Teachers keep records of student progress toward externally assessed standards. Candidates for externally assessed achievement standards who have suffered from a temporary illness, non-permanent disability or other event close to or during the external assessment, and which they believe has significantly impaired their performance, may apply to NZQA for derived grades in those external assessments.

Withdrawing Students from a Standard ([return to contents](#))

- Te Kauwhata College accepts its obligation to place students in courses that are appropriate to their needs and abilities.
- The school will enter students into appropriate standards and will communicate those standards to students and parents.
- If the mix of standards requires change, the school will consult with students and parents concerned. A written explanation of the change and the reason for change will be produced for the students' and parents' benefit.

Appeals ([return to contents](#))

- Good assessment practice reduces the volume of appeals.
- Students may appeal decisions regarding the outcomes of internal assessment.
- The appeals pathway is from students to their class teacher, to the Head of Department, and then to the Principal's Nominee.
- If an appeal results in any change to the judgment criteria for the standard, the change needs to be applied to all student work.
- A student does not forfeit their right to appeal by acknowledging the return of their work or by sighting their grade.
- Appeal application forms are in the Student Guidelines and are available from the Students Centre.

Appeals Procedure

- Teacher allows students to check that they agree with the results given. If a student thinks that work has been incorrectly assessed they can ask the teacher to reconsider.

- The teacher should explain the result and make any necessary alterations. If the assessing was done by another teacher in the department, that teacher must be consulted.
- If a student is unhappy with the teacher's explanation, they may ask the Head of Department for a decision, using an appeals form (Appendix 4). This must be done within five school days of the work being handed back.
- If the student disagrees with the Head of Department's decision, they may ask the Principal's Nominee to consider the case. The Principal's Nominee may consult with the Head of Department or a subject specialist outside the school.
- The decision of the Principal's Nominee is final and they will communicate the outcome to the student in writing. Under normal circumstances this should be done within 10 working days of the appeal being lodged.
- If the reason for the appeal relates to an initial assessment decision made by the Principal's Nominee, the Principal will nominate another staff member to investigate the issue. The decision of this person is final.

Verifying and Reporting Student Results ([return to contents](#))

The school is required to submit to NZQA accurate results of student achievement. The following steps will assist teachers to do this and will also enable students to check their results for accuracy.

1. Once students have verified their results teacher must enter the grades in the student management software within ten school days of the students receiving the final grade.
2. PN must use this data to select students' work for internal moderation.
3. When the internal moderation is completed and any required changes are made the final grades must be recorded in columns 50 – 70 of the markbook.
4. Require students to record their assessment results in their Student Diary or in the Internal Assessment Result Summary in the NCEA Information Booklet pages 26-27.
5. The PN should remind teachers and students whenever a results file is submitted to NZQA (usually at the beginning of the month, May – December) so that they can use their respective log-in facility on the NZQA website to check entries and reported results.
6. Remind students to regularly use their learner log-in facility on the NZQA website to check entries and reported results and to inform their teacher if there are omissions or errors.
7. Remind teachers to regularly use their schools log-in facility on the NZQA website to check entries and reported results and to inform the PN if there are omissions or errors. NOTE: Staff should be reminded that the schools' student management software cannot be used to accurately check the entries made and results reported to, NZQA.
8. As near to the end of the year as possible, students should be given the opportunity to sign a printout of their results as they have been recorded in the school's student management software. Errors or omissions should be reported to the PN.

Storage of Assessed Work ([return to contents](#))

Completed assessments should be stored by departments to refer to in the case of an appeal (note appeal time limit) or for external moderation purposes. If departments store completed assessments, it should be done in a secure and readily retrievable way. Where storage of student work is

impractical or unnecessary, student signatures on feedback sheets or coversheets showing acceptance of the final assessment grade is adequate.

There is to be one storage location for each Faculty. The Principal's Nominee needs to be aware of this location.

It is recommended that departments keep and annotate samples of assessed student work as benchmarks to assist with maintaining consistency from one year to the next.

Derived Grade Process ([return to contents](#))

Candidates who have been prevented from sitting examinations or otherwise presenting materials for external assessment, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply to the New Zealand Qualifications Authority for a derived grade.

1. Advice to candidates:

- impairments must be of a serious nature. This excludes claims on the basis of stress due to examinations, family disturbances, and minor illness.
- medical certificates supporting the claim must be provided if the impaired performance is for a medical reason.
- The impairment must have affected the student during the examination period or have occurred within the month preceding exams.
- impairment candidates should sit the external exam wherever reasonable and practical.

2. A derived grade is possible where:

- the school has recorded a grade in its Student Management System from a valid end-of topic-test or practice exam (please see below – [click here](#)).
- the school retains a copy of the assessment used to generate the evidence.

A derived grade cannot be awarded if there is no grade from practice assessments for an external standard because a student was absent, did not complete an assessment, or because the timing of the teaching has meant no practice assessment was given.

3. Other

- students need to be made aware that practice assessments may be used to generate a derived grade. Therefore, greater consideration may need to be given by students to achieve to the best of their ability in all school based assessment.
- NZQA will conduct audits of the school's processes for recording evidence of student achievement in practice assessments, including records of any quality assurance processes.

Special Assessment Conditions ([return to contents](#))

Procedure

1. Students with special learning needs are, in most cases, identified prior to Year 11 by the SENCO Teacher. Unless a student is new to the school, it would be unlikely that a student requiring Special Assessment Condition would be identified for the first time in Year 11, 12 or 13.
2. Referrals may come from teachers, parents or outside agencies. Students may not self refer.
3. On receipt of a referral, the Special Needs Learning Department will contact the parents assist them to arrange for the student to be assessed by a Level C assessor or other suitably qualified assessor. The assessment should be undertaken towards the end of Year 10.
4. Once the assessors report is received, the school will decide and approve the level of assistance required, if any.
5. In February, the relevant teachers will be notified of the approved special assessment conditions. Parents will also be informed.
6. The approved conditions will be made available for all internal assessment. The subject teacher is responsible for notifying the Special Needs Learning Department of upcoming assessments.
7. The PN will apply to NZQA for special assistance for external assessment before 31 July each year or by whichever date NZQA designates. The application must be for the same conditions as were approved by the school for internal assessment.
8. Application must be made each year and supporting documentation must be renewed every three years.

Special assessment conditions must not be provided for students who are not approved for special assessment conditions. If this occurred, the assessment is invalid and the student work cannot be included in the body of evidence used by the teacher to make an assessment decision.

Resubmission ([return to contents](#))

Resubmission involves the student improving their already submitted work

Some facts about Resubmissions can be found [here](#). These have been adopted as our policies.

Care is needed when allowing a student to resubmit their work.

A resubmission is offered to an individual student on a case-by-case basis.

- A resubmission should only be offered where a teacher judges that a mistake has been made by the student, which the student should be capable of discovering and correcting themselves.
- A resubmission should only be offered if fixing errors means the student may achieve a higher grade.
- A resubmission should be limited to specific aspects of the assessment and no more than one resubmission is to be provided [per assessment event].
- A resubmission can be offered after either the first or the second assessment opportunity or after both.
- Teachers should give only general advice...[and] ensure the resubmission takes place in a timely fashion.
- If a resubmission is offered, it must take place before the teacher gives any feedback on the work done.
- If more teaching has occurred...resubmission is not possible.
- Any resubmission must not compromise the authenticity or of validity of the work.

Further Assessment Opportunities ([return to contents](#))

A key feature of school-based internal assessment is that opportunity for **one** further assessment can be provided to students who wish to improve their grade. Further assessment opportunities are not mandatory and they may not always be practical or feasible to provide.

Further assessment involves the student completing a new task or the same task in a different context.

1. One further opportunity for assessment of a standard can be provided each year. This does not mean one must be offered, but if it is offered, it must be offered to all students, and all assessment grades must be available.
2. A further assessment opportunity is only appropriate after additional teaching has taken place.
3. The highest grade gained by a student will be reported to NZQA.

Moderation

Moderation is a quality management system designed to achieve valid, fair and consistent assessment.

Internal Moderation

Ongoing communication between all participants is necessary to ensure consistency. Moderation should be workable, realistic and practical for all involved. For each assessment the activity, schedule and assessment judgements need to be moderated. Departments keep records of the moderation processes used and decisions made.

External Moderation

External moderation follows NZQA procedures. All documentation for external moderation is kept within departments. The Principal's Nominee liaises with Heads of Department regarding matters of concern raised in moderation reports and the course of action to be taken to remedy the concern.

In 2014 all material to be moderated externally needs to be handed to the Principal's Nominee by the end of Term 3. Standards to be moderated can be seen by logging into our school's home page on the NZQA website.

Privacy Act 1993 ([return to contents](#))

Schools are required to comply with the Privacy Act 1993.

Teachers can comply by

1. Keeping student information confidential. No student is entitled to view the results of another student without their permission. Teachers should take care when handing back assessments or when getting students to check final results.
2. Seeking permission from student before using their work as an exemplar.

Practice Examinations ([return to contents](#)) ([return to Derived Grades](#))

Practice examinations are held week 6 of Term Three for NCEA candidates. These examinations give the students experience in sitting most of the external standard assessments similar to the assessments at the end of the year. The assessments are also marked using marking schedules similar to the external examination marking schedules.

These practice examinations are important because the results can be used to generate derived grades when a candidate is unable to attend the external examinations at the end of the year or the candidate's performance is impaired due to illness or other reasons beyond the candidate's control. Please note: **The results cannot be used as a basis for derived grades if an assessment is used that a student could have viewed earlier, eg a previous year's NZQA assessment.**

The results are reported to the parents/caregivers at the end of the term and will give them a good indication of their students' progress.

Reporting to Students and Parents ([return to contents](#))

Reports will be issued in Mid Year and November. A Progress Grade Summary is also issued in September following the practice examinations. However, parents and students will have the right to seek some indication of progress at any time during the year.

Students are also able to monitor their progress by logging into the NZQA website. From April onward the school will send all finalized results to NZQA.

Breaches of Assessment Rules ([return to contents](#))

Examples of a breach of the rules include, but are not limited to, the following:

- Plagiarism (submitting work that is not the students)
- Impersonation
- False declarations of authenticity
- Using notes in a test or exam
- collusion (communicating with others, disruption or dishonestly assisting or hindering others during a test or exam)
- Dishonesty (lying about reasons for submitting late work)
- Altering answers prior to seeking an appeal
- Copying from another student, or deliberately allowing work to be copied by others

If a breach of the rules is suspected

- the teacher will retain the evidence of the breach and discuss the situation with the Principal's Nominee
- the PN will investigate the matter, keep a written record of the investigation and consult with other relevant specialists as required.
- the PN will make the final decision and notify the student and the parent/guardian in writing of the outcome of the investigation
- the school will report 'Not Achieved' if the breach is proven.

FEES FOR NATIONAL QUALIFICATION FRAMEWORK ([return to contents](#))

See the NZQA website ([here](#)) for a full explanation of fees. Fees must be paid before students will be accredited with any results / awards.

Unlike 2014, there is an extra cost of \$30 for each scholarship subject entered.

Fees must be paid to the school by 1 September, 2015. Any later than that and parents will need to pay direct to NZQA, or pay the school along with a \$50 late fee per candidate.

Financial Assistance

This is available to any student whose parents / caregivers have a Community Services Card or have 3 or more children who are NCEA candidates. Application for financial assistance must be handed in to the office by 1 September, 2015.

NATIONAL SECONDARY SCHOOL EXAMINATIONS TIMETABLE 2015

([return to contents](#))

Follow this link: [2015 National secondary examination timetable](#)

The NCEA (levels 1-3) and New Zealand Scholarship examination sessions are all three hours.

The exam sessions all start at either 9.30 am or 2 pm.

Appendix 1:**Assignment Extension** ([return to contents](#))**Application Form**

Fill in the top section, attach appropriate letters or certificates and hand in to the Student Centre or your teacher **at least three school days before the due deadline.**

Name:
Date of application:
Assignment details:
Subject:
Name of teacher:
Standard number and title:
Assignment due date:
Reason for applying for extension: (please tick one)
<input type="checkbox"/> Illness: <i>medical certificate or a note from parent/caregiver must be attached</i>
<input type="checkbox"/> Family/personal trauma: <i>documentation must be attached (eg letter from parent, counselor, or tutor group teacher/dean)</i>
<input type="checkbox"/> School sporting/cultural activity: _____
Signature of teacher-in-charge of activity: _____

Decision by Principal's Nominee:
<input type="checkbox"/> Extension granted. New due date: _____
<input type="checkbox"/> Application denied. Comment: _____
<i>The reason for this decision has been explained to me and I accept the decision.</i>
Signed: _____ (student) Date: _____
Signed: _____ (Principal's Nominee) Date: _____

Appendix 2:**Missed Assessment** ([return to contents](#))**Application Form**

Fill in the top section, attach appropriate letters or certificates and hand in to the Student Centre or your teacher.

Name:
Date of application:
Missed assessment details:
Subject:
Name of teacher:
Standard number and title:
Type of assessment (<i>practical, assignment, test, etc</i>)
Date of assessment or due date:
Reason for missing assessment: (please tick one)
<input type="checkbox"/> Illness: <i>medical certificate must be attached</i>
<input type="checkbox"/> Family/personal trauma: <i>documentation must be attached (eg letter from parent, counselor, or tutor group teacher/dean)</i>
<input type="checkbox"/> School sporting/cultural activity: _____
Signature of teacher-in-charge of activity: _____

Decision by Principal's Nominee:

- Extension granted. New due date: _____
- New assessment date granted. New date: _____
- Application denied. Comment: _____

The reason for this decision has been explained to me and I accept the decision.

Signed: _____ (student) **Date:** _____

Signed: _____ (Principal's Nominee) **Date:** _____

Appendix 3:**Appeal Application Form** ([return to contents](#))

Fill in the top section and hand in to the Student Centre or to your teacher/HOD/Principal's Nominee within 5 school days of getting your assessment back.

Name:	Tutor Group:
Date of application:	
Subject:	
Name of teacher:	
Standard number and title:	
Grade awarded:	
Date assessment returned to student:	
Reason for appeal: <ul style="list-style-type: none"> <input type="checkbox"/> I have discussed my grade with my subject teacher in the first instance. <input type="checkbox"/> I would like the HOD/Principal's Nominee to reconsider my grade. My reasons for this request are: <i>(please explain, using an extra sheet if needed)</i> 	

HODs Decision: <ul style="list-style-type: none"> <input type="checkbox"/> The grade awarded by the teacher stands. <input type="checkbox"/> The grade awarded has been changed to _____. <p><i>The reason for this decision has been explained to me and I accept the decision.</i></p> <p>Signed: _____ <i>(student)</i></p>
<p>Signed: _____ <i>(HOD)</i> Date: _____</p>

Principal's Nominee's Decision/Comment:
<p>Signed: _____ <i>(PN)</i> Date: _____</p>