

***WESTLAKE GIRLS HIGH SCHOOL***



***NEW ZEALAND QUALIFICATIONS FRAMEWORK***

***ASSESSMENT POLICIES and DOCUMENTATION***

***2022***

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## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

*Assessment – Course assessment plans- Entry and Withdrawal from Standards*

*Revised January 2022*

**Scope:** Covering all assessed courses for **NZQF** subjects and processes for student entry to and withdrawal from Standards.

**Objectives:** To submit an assessment plan of proposed Standards for each course that departments plan to offer to students. To ensure all students are entered into the appropriate standards and not removed from standards without adequate consultation and approved grounds.

#### **Procedures:**

- Identify courses to be run.
- Design an appropriate package of AS and/or US combinations for each course using 16-20 credits as a guide.
- Discuss with SLT member for approval.
- Prepare this information for publication in the course information booklet for the following year. Information must include pre-requisites, the level of standard, name, number and version of each AS or US with the number of credits, whether the assessment is external or internal and Literacy/Numeracy entitlements.
- Each course should be named so that it is distinct from all others.
- Produce course information outlines and assessment timeline to be given to each student.
- Course information to students should include all information specified in '*Course outline checklist*' (see under 'Forms')
- Courses may offer a choice of standards within their 18-22 credit framework.
- Late enrolments - Students who enrol late will have a course tailored appropriately.
- Students will not be withdrawn from standards unless exceptional circumstances arise. If a student's course needs to be tailored, withdrawal on 'Approved Grounds' may be negotiated – e.g. long term illness, national sporting commitments or bereavement or as part of a student's Individual Education Plan in consultation with the student, Learning Enhancement, parent/caregivers and the Deans.
- A request for withdrawal form '*Request for withdrawal of students from NZQF assessment*' (see under 'Forms') must be completed by the student, teacher and signed off by the HOD, House Dean and Principals Nominee to ensure the above guidelines are met.
- House Deans, International and Learning Enhancement may request withdrawal due to an IEP for individual students. They need to complete the form '*Request for withdrawal of students from NZQF assessment*'.

#### **Responsibilities:**

HODs and department unit holders in charge of various courses.

House Deans, International and Learning Enhancement due to an IEP.

# WESTLAKE GIRLS HIGH SCHOOL

## NZQF POLICY

*Assessment – Meeting the National Standard*

*Revised January 2022*

**Scope:** Covering all assessment work for NZQF subjects.

**Objectives:** To ensure that assessment tasks used meet the national standard to ensure that assessments are consistently marked to the national standard.

### **Procedures:**

- Use NZQA tasks if appropriate or modified NZQA tasks.
- Write own tasks using NZQA tasks or task moderated previously as a guide.
- Match assessment schedule to AS or US.
- Internal moderation of self-written tasks by at least one other teacher of the subject preferably at the appropriate level.
- Moderation of the task by teachers at another school if internal moderation of task is not possible.
- Folders of benchmark material need to be kept from year to year. Individual subjects may need to keep video and photographic records of benchmark material. Borderline examples with annotated reasons for the decision that was taken will enhance future outcomes.
- Attend cluster meetings with other schools to share assessment experiences and resources.
- Departments must ensure that for each assessment event all items on the Internal Moderation Cover Sheet (IMCS - see under 'Forms') are included in the file.
- Where it is not possible to store samples of student work on the file, a description of where benchmark material is kept should be noted.
- Instructions where to find all student work if called on for moderation (Random Sampling) must be noted on the IMCS.

### **Responsibilities:**

HODs and subject heads responsible for NZQF courses. SLT member to review.

HOD/TIC in charge of NZQF subjects must adhere to requirements as listed on the IMCS.

HOD/TIC must review procedures and ensure these procedures are followed.

The SLT member who oversees the department will meet annually with the HOD/TIC to discuss internal moderation processes and monitor compliance.

The SLT member who oversees the department of each area must make a random selection of courses to audit. The IMCS should form the basis of the checklist compliance.

# WESTLAKE GIRLS HIGH SCHOOL

## NZQF POLICY

### *Assessment – Internal Moderation procedures*

*Revised January 2022*

**Scope:** Covering all assessment work for NZQF subjects that are internally assessed.

**Objectives:** To ensure all student work for each assessment task is moderated and marked to a consistent standard.

#### **Procedures:**

- All internally assessed tasks need to go through an internal moderation process. This involves critiquing the task before it is used; then benchmarking (with emphasis at grade boundaries) of a sufficient number of scripts to be confident the grades are consistent with the standard, including comments when necessary. Verification of grades must be undertaken by a suitably qualified person. Evidence for these must be entered on the Internal Moderation Cover Sheet.
- There is a random selection of scripts to be stored for external moderation purposes. The random selection should be done via KAMAR, including all students who have been entered for the standard.
- All departments are to have drafted a procedure that fulfils their specific needs and requirements. It should reflect the best practice for marking in their subject area. This may involve strip marking, a small marking panel for each standard for instance and **must** include **benchmarking** before (e.g via guinea-pig scripts) as well as a **check marking process** by a 'panel leader' after, as is used with NZQA external marking.
- This procedure will need to be discussed with the SLT member with overview of the department to ensure internal moderation procedures are fair and robust.

#### **Responsibilities:**

All departments and subjects involved in NZQF assessment are responsible for ensuring that student work has been marked fairly and consistently.

HOD/TIC must follow all steps on the IMCS from setting the task right through to publishing the grades on KAMAR i.e. it is a guide and needs to be filled in throughout the internal assessment process.

# WESTLAKE GIRLS HIGH SCHOOL

## NZQF POLICY

### *Assessment – Further Assessment Opportunities*

*Revised January 2022*

**Scope:** Across all NZQF subjects which have unit standards and internally assessed achievement standards. This policy concerns all candidates presenting themselves for internal assessment. The parent community need to be aware of this policy also.

To be read in conjunction with the 'Missed Assessment' and 'Resubmission of Assessment' policies.

**Objectives:** This policy provides guidelines for **any** further assessment opportunities offered at this school.

This policy is derived from the NZQA '**Assessment (including examination) Rules for Schools with Consent to Assess 2020**' .

#### **Procedures:**

- There is no automatic right to a further assessment opportunity.
- Most courses **will not offer** further assessment opportunities. Assessment times are scheduled when students are 'ready to be assessed'.
- Each course outline provided to students at the start of the course will give details as to the availability or non-availability of further assessment opportunities for each standard. Where a further assessment opportunity is offered, it must be offered to all students entered for the standard. (*see note below regarding any student who did not present herself for first assessment opportunity*)
- Additional teaching must have taken place for any further assessment opportunity to be offered.
- Students must avail themselves of the opportunities provided for further learning in order to qualify for any further assessment opportunities that are offered.
- If a student refuses to attempt or does not attempt or submit an assessment task at the scheduled time of the first assessment opportunity she will not be eligible for any further assessment opportunity. A '**Not Achieved**' grade will be recorded on KAMAR for this standard.
- The task provided for the further assessment opportunity must be a quality assured task that is different from the task provided on the first occasion. The conditions of the further assessment opportunity must replicate those provided during the initial assessment.
- Students who are legitimately absent during the first assessment opportunity (see 'Missed Assessment' policy) may be eligible for an assessment opportunity during this time.
- The higher of the two grades for the first and any further assessment opportunity will be awarded.

#### **Responsibilities:**

HOD/TIC are to set approximate dates of assessment for each AS or US within assessment policy guidelines. Each course outline must signal clearly whether a further assessment opportunity will be offered for any standard. Course outlines must be issued to students upon entry into the course (This will usually be at the start of the school year)

# WESTLAKE GIRLS HIGH SCHOOL

## NZQF POLICY

### *Assessment - Resubmission*

*Revised January 2022*

**Scope:** Across all NZQF subjects which have unit standards and internally assessed achievement standards. Involving all assessed student work that has not met the standard for achievement.

**Objectives:** To ensure all students have the opportunity to meet the standard at the relevant level when the work has a minor error/omission/misinterpretation.

This policy is derived from the NZQA '**Assessment (including examination) Rules for Schools with Consent to Assess 2020**' as well as the NCEA review.

**Procedures:** All departments are to follow school policy. There may be some individual department requirements/procedures (e.g. in digital assessments) which may be slightly different but **MUST** follow the intention of the school policy.

- A resubmission opportunity should only be **offered where a teacher judges that a minor mistake has been made by a student, which the student should be capable of discovering and correcting themselves.**
- Resubmissions will only be available for students who have minor errors to correct that will take them from a **Not Achieved to Achieved.**
- A resubmission is to be offered **ONLY to students with 'Not Achieved' in the Standard** for an assessment task, because one of the achievement criteria has not been met (usually due to one minor error/omission/misinterpretation). These students are given an opportunity to make **one resubmission** on the **single issue** causing the completed assessment task to not meet the standard for **Achievement.**
- Teachers **must not** use this as an opportunity to make formative feedback to the student.
- This **must** be completed in class under teacher supervision.
- Resubmission **may** take the form of an interview by the HOD or Teacher in charge of the assessment for that standard.
- **Consistency of practice** within department for each standard to ensure fairness to all students within NZQA guidelines.

Notes: The idea of resubmission is not to allow students to redo large parts of the assessment again – just for a **single minor issue.** For example, a student may have handed in an assessment, but may not have made a particular calculation correctly. In such cases, the teacher may consider it appropriate to allow a student to resubmit a specific part of the assessment. The amount of information a teacher provides to a student in identifying the error is important in this context. In the case above, the teacher might say “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”.

**Responsibilities:** All HOD/TIC of departments and subjects involved in NZQF assessment are responsible for ensuring that student work has been assessed fairly and consistently.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

#### *Assessment - External Moderation Requirements, Random Selection of Student Work & Storage of Assessment Tasks*

*Revised January 2022*

**Scope:** Covering all assessment tasks to be internally assessed. This includes storage of material before the assessment is conducted and the storage of student work after assessment is completed and marked.

**Objectives:** To ensure security of material before and after the task is undertaken and to have student work accessible subsequently for possible NZQA moderation and/or appeals by students.

#### **Procedures:**

- Storage of tasks before assessment should be in a secure location.
- All student work and assessment material from all standards must be kept by the department from any given year until replaced by the following years work or for **2 years** after assessment if the Standard is discontinued.
- The *Internal Moderation Cover Sheet* (IMCS, see under 'Forms') should describe where assessment material is kept.
- Sampling of assessment material for external moderation is to be undertaken. The HOD/TIC responsible for collecting material for external moderation must select 6 samples of assessed student work for achievement standards and 4 samples of assessed student work for unit standards, according to NZQA guidelines - see <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/secondary-moderation/external-moderation/>
- All departments are to submit material on tasks to be moderated. This can be done digitally or in hard copy, including the task, assessment schedule, cover sheet to accompany it and appropriate student work.
- Where the school has accreditation to offer standards owned by an Industry Training Organisation (ITO), the department concerned must comply with the moderation and reporting requirements of that organization.
- External Moderation reports will be discussed with each HOD/TIC and the outcome of these discussions will be documented on the '*Response to External Moderation*' form (see under 'Forms') .
- Internal Moderation cover sheets will be randomly checked and discussed by SLT and HOD at least once a year. A '*Review of Internal Moderation*' (see under 'Forms') checklist to be completed and signed by SLT and HOD with any adjustments noted.

#### **Responsibilities:**

All HODs, TICs & teachers involved with internal NZQF and ITO assessment. HODs will be given a refresher course each year by the NZQA Principals' Nominee during a regular HOD meeting on how to select randomly from the whole population of students who are entered for each standard required for external moderation. The Senior Manager with responsibility for the department will meet with the HOD/TIC to discuss NZQA moderation report and document the agreed outcome of the meeting. This must be done as soon as possible after the External Moderation Report is made available.

# WESTLAKE GIRLS HIGH SCHOOL

## NZQF POLICY

### *Assessment-Special Assessment Conditions*

*Revised January 2022*

**Scope:** Across all NZQF subjects which have internal assessment components. Involving candidates identified as requiring special assessment conditions presenting themselves for assessment.

**Objectives:** To ensure that students identified as requiring special assessment conditions for external examinations receive appropriate assistance for internal assessments.

#### **Procedures:**

- Provision must be made for these students to have valid and fair assessment conditions for internal standards consistent with the assistance they would normally have as part of their learning environment.
- This should be a feature of their assessment commencing after their special assessment conditions have been identified.
- In some situations, special conditions will not be available. Students concerned will need to discuss their courses with the Dean or senior manager in charge of their level.
- Applications for special assessment conditions for **all** NCEA assessment need to be made in Term 1 of the year of assessment.
- Details and instructions regarding the assessment must be filled in on the '*Special Assessment Conditions Sheet*' (see under 'Forms') and stored with the assessment.

#### **Responsibilities:**

Students requiring special assessment conditions will be identified by the Head of Learning Enhancement and the SENCO. This identification may

It is the responsibility of the SENCO to inform departments and teachers concerned of the names of students who are eligible for special conditions and their requirements at the beginning of each year. Documentation is to be kept and updated so that applications can be made for special assistance for NZQF examinations.

HODs and Subject teachers will need to arrange for appropriate resources (e.g. large print papers/reader-writer assistance, separate accommodation etc) for all internal NCEA assessments.

The SENCO will make applications for special assistance for NZQF examinations at the appropriate time.

Up to date documentation is required for any students who may be eligible to apply for special assessment conditions. This may take the form of an Educational Psychologist's report which must be updated every 3 years, or a current medical report from a registered medical specialist or it may involve a process of gathering school-based evidence through the SENCO. If an outside professional is supplying the evidence, it is the responsibility of the parent/guardian to supply the relevant report to the Principal's Nominee or Head of Learning Enhancement or SENCO.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

*Communication - Student*

*Revised January 2022*

**Scope:** Covering all NZQF related courses.

**Objectives:** To ensure that all students are fully informed of relevant policies and procedures at the start of the school year.

**Procedures:**

- All students to be given the course information sheet at the beginning of Term 1 for each subject they are studying, with details of the course, its assessment schedule and conditions of assessment for each standard.
- Students that arrive during the year are to be given the sheets upon arrival.
- All students are to be given a general information booklet conveying the school's policies on the following:
  1. attendance
  2. appeal rights (students should query grades in writing, if necessary, within 5 school days of when marked scripts are handed back and discussed)
  3. conditions for extension of assignment deadlines
  4. approved Conditions for extension/rescheduling of assessment
  5. assessment (how many, in what circumstances)
  6. authenticity requirements
  7. missed assessments
  8. special assessment conditions

**Responsibilities:**

The HOD will ensure that subject specific information is handed to students and that the HOD/TIC submit:

1. a copy of the course and assessment information for each subject area to be kept on file and in the HOD TEAM DRIVE.
2. an alphabetical class list signed by each student as evidence that this subject specific information has been received to be kept on file within the department.

The SLT member at each level (Level 1, level 2 and Level 3) will ensure that General Information booklet is issued to each student by form teachers. The Principals Nominee (via the form teacher) is to keep an alphabetical class list signed by each student as evidence that this information has been received.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

#### *Communication – Parents/Caregivers*

*Revised January 2022*

**Scope:** Covering all internal assessments of NZQF standards and preliminary external assessment examinations

**Objectives:** To make parents/caregivers aware when their daughter misses an assessment.

**Procedures:**

- The **subject teacher** in charge of the assessment will, within 5 school days after the assessment date, complete a form (see under 'Forms') advising the Dean of any students who have not completed the assessment.
- A copy of this form is to be kept in department files.
- The **Dean** will notify parents/caregivers of the non-completion of assessment in writing within 5 school days of receipt of the form.
- The Dean will keep on file:
  1. a copy of the letter sent to the parents.
  2. any written reply received from the parents.
  3. a record of the non-completion will also be recorded on KAMAR.
- The Dean will notify the subject teacher, in writing, of the content of any relevant information received from the parents.

**Responsibilities:** The House Dean and each subject teacher at that level.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

#### *Communication - Reports*

*Revised January 2022*

**Scope:** All courses at all levels

**Objectives:** To give accurate, comprehensible and useful reports to parents/caregivers on the progress of their daughter as the school year progresses.

**Procedures:**

- Two comprehensive formal written reports will be issued during each year. This report will be accompanied by an NCEA Interim Results sheet for years 11-13.
- An interim report signaling the student's attitude to study and academic progress will be issued at the end of Term 1.
- A report evening will be held each year at end of Term 1 and Term 2 to provide the opportunity for parent/teacher discussions.
- Parents are encouraged to call for discussion, regarding areas of concern with student progress.
- An individual attendance summary will be sent out with each report. Student progress and attendance will be monitored by teachers and any serious deterioration in performance will be brought to the attention of parents/caregivers.
- Subject Teachers will inform Deans at appropriate level of non-completion of NZQF internal assessments. Deans will then inform parents in writing of the non-completion. (see Communication – Parents/Caregivers policy)
- Reports are available via the KAMAR Parent Portal or a hard copy given if requested.

**Responsibilities:**

Report guidelines to be provided by the SLT member in charge of reports.

Every subject teacher to write an accurate report and meet specified guidelines.

Deans/SLT to proofread and cross check all reports.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

*Communication - NZQA*

*Revised January 2022*

**Scope:** Across all teaching staff and senior management. The policy applies to informing staff members of NZQA updates and communicating staff queries to NZQA.

**Objectives:** To have one liaison person and/or SLT member who can keep staff up-to-date with relevant NCEA policies supplied by NZQA and be the contact person for NZQA

**Procedures:** The liaison person(s) is/are to

- attend NZQF/NZQA related meetings and report back to the staff.
- pass on NZQA newsletters and NCEA newsletters to all staff.
- pass on staff queries and concerns to the relevant representatives in NZQA.
- coordinate the external moderation process.
- file student entries with NZQA.
- work with the school Exam Centre Manager to run the external examinations within the school over the time period that the NCEA external examination takes place

**Responsibilities:** One staff member and/or SLT member to be liaison officer(s) available to staff throughout the school day and perform duties as outlined above.

**WESTLAKE GIRLS HIGH SCHOOL**  
**NZQF POLICY**

*Fairness – Missed Assessments*

*Revised January 2022*

**Scope:** Covering all assessment work for NZQF subjects and Candidates presenting themselves for assessment.

**Objectives:** To ensure that students are not disadvantaged by unforeseen circumstances.

**Procedures:**

- An assessment opportunity will be granted at another time to a student who has missed an assessment opportunity on Approved Grounds at a convenient time negotiated with the HOD.
- **Approved Grounds** may include: family bereavement, accident, illness or serious unforeseen circumstances/events. Holidays taken during term time do not constitute grounds for rescheduling of assessments. Therefore, should a student miss an assessment because she is away on holiday, she will not be granted an assessment opportunity at another time.
- **Bereavement** circumstances need to be authenticated.
- **Short term medical circumstances** need to be authenticated by a medical certificate from a New Zealand registered medical practitioner which is dated on or immediately prior to the date or dates of assessment and must cover the date(s) of the assessment.
- **Serious unforeseen** circumstances/events will need to be **evidence-based** and an **authentication process** will be required.
- **Computer or printing issues** are not an acceptable reason for an extension/failure to submit on the day the assessment was due.
- To request rescheduling of or extension for an assessment, students will need to complete a *'Request for Extension/Rescheduling of Assessment'* form (see under 'Forms') with appropriate supporting documents.
- Rescheduling of short-term assessment opportunities, 1-3 days, may be granted without a formal medical certificate where the student's absence has been limited to a minority of the assessment period and the assessment is able to be rescheduled, **within the assessment period**. In this circumstance an email or phone call on the day of the assessment from the caregiver, followed by a signed note will suffice. This is at the discretion of the HOD.
- Documents need to be submitted to the HOD via the class teacher responsible for that assessment.
- Where it is not appropriate nor practical to offer an alternative time for assessment it may be possible for teachers to collect **standard-specific evidence** of achievement in that standard, for students who meet the requirements set out above. This is at the discretion of the HOD after discussion with the PN, for exceptional circumstances.
- Copies of relevant documentation must be stored with assessment material.
- Students who fail to submit adequate documentation and have their *'Request for Extension/Rescheduling of Assessment'* denied will have **'Not Achieved'** recorded for that particular standard.
- Students who have been absent from the teaching of the coursework for the standard through illness or for other legitimate reasons and are not able to cover the missed coursework and assessment will be issued with the *'Failure to complete sufficient course work to complete an assessment task'* (see under 'Forms') and may request withdrawal on the *'Request for withdrawal of students from NZQF assessment'* (see under 'Forms'). **Students are responsible** for negotiating an extension with their teachers, providing evidence and gaining written permission. Extensions are unlikely to be granted for computer/printer faults.
- Students who fail to hand in assessments will have **'Not Achieved'** recorded for that standard.

- **LONG TERM ILLNESS:** If a student has an illness that prevents her from attending school for a considerable period of time, then it is unlikely that she will have completed the required course of study for the particular achievement standard(s) she has missed. Therefore, it is unlikely that she will be assessed for a ***derived grade*** in the external standards. Any student in this situation is advised to contact her Dean or the NZQA nominee to discuss her particular circumstances.
- This policy is to be printed in the general student information sheet.

**Responsibilities:**

Decisions regarding missed assessment and the granting of Extensions or Withdrawal applications for internal assessment will be made by the NZQA nominee in consultation with the Deans, other members of the SLT, HODs/TICs and only after all the relevant and appropriate documents have been supplied by the student.

HOD/TIC will have responsibility for the assessment of the final grade. Consultation with the classroom teacher may be undertaken. HOD/TIC to store copies of relevant documentation with the assessment material.

The Dean is responsible for ensuring that relevant information is stored on the student's file in KAMAR.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

*Fairness - Extensions, Lateness*

*Revised January 2022*

**Scope:** Covering all assessment work for NZQF subjects and the students presenting the assessments.

**Objectives:** To ensure that students are not disadvantaged by unforeseen or foreseen circumstances. To ensure circumstances are treated fairly in all subjects and that there is seen to be consistent policy.

#### **Procedures:**

- Assessments handed in late will not be accepted unless an extension has been granted.
- Extensions must be made by written application on the 'Request for Extension/Rescheduling of Assessment' form (see under 'Forms') to the HOD/TIC, via the class teacher responsible for that assessment.
- Extensions may be granted only on **Approved Grounds** or when the student is representing the school.
- Extensions are unlikely to be granted where significant time has been given for completion of the assessment.
- Arrangement for all extensions should be made at least 48 hours before the due date of the assessment. If this is not possible due to an emergency situation, then the request must be made as soon as possible.
- All extensions must be approved by the HOD in consultation with the NZQA nominee based on school policy and must comply with the Assessment Policies of the school.
- Students who fail to hand in assessments will have '**Not Achieved**' recorded for that Standard unless approved grounds apply for withdrawal or 'SNA' to be recorded.
- This policy is to be printed in the general student information sheet.

#### **Responsibilities:**

Subject HOD to set guidelines for assessment dates in their course information.

NZQA nominee in consultation with HOD, SLT member and Deans, has overall responsibility for granting of extension.

Teachers in charge of school activities have responsibility to provide evidence of school activities which affect assessments.

Students representing school, region or NZ in sporting or cultural events must supply relevant documentation.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

#### *Fairness - Appeals*

*Revised January 2022*

**Scope:** Covering all assessment work for NZQF subjects and candidates presenting themselves for assessment.

**Objectives:** To ensure that students are given an opportunity to appeal the grade that they have been awarded should the circumstances warrant that.

**Procedures:**

- When marked work is returned, students will sign on the assessment cover sheet to indicate acceptance of the grade or request for reconsideration.
- The request for reconsideration will need to be submitted on the generic form that is designed for this purpose.
- Students who have had their work marked and returned will have 5 school days from the date of return to appeal their grade.
- The student will need to make a written submission on the '*Request for appeal of assessment judgement*' (see under 'Forms') stating the grounds upon which they believe the appeal to be justified.
- The assessment along with the written submission will be given to the class teacher who will pass it to the TIC/HOD responsible for the assessment, to ensure that the appeal is addressed.
- This re-consideration needs to be completed, where possible, within 10 school days of the written submission being made.
- Result of appeal to grade will be recorded on the appeal form and any adjustment to electronic record of grade will be made in the KAMAR markbook.

**Responsibilities:**

All teachers and administrative staff in charge of NZQF assessment have responsibilities to ensure that students have confidence in the grade that they have received and that their concerns have been addressed.

HOD/TIC are responsible for ensuring that all appeals, along with the outcome, are recorded and kept on file with the IMCS.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

*Fairness – Conditions of assessment/Authenticity of Student work/Misconduct*

*Revised January 2022*

**Scope:** Covering all assessment work for NZQF subjects, students undertaking the assessments, teachers conducting assessment and parents/caregivers.

**Objectives:** To ensure that students submit material for NZQF assessments that is authentic and that sound, clear guidelines for the assessment have been followed. To design clear sets of guidelines as to how to deal with misconduct.

#### **Procedures:**

- The conditions of the assessment activity will be clearly stated in the task instructions, including authenticity and word counts where appropriate.
- For assessments where written submissions have a word limit, substantially exceeding the word limit may result in a reduced grade being awarded due to lack of conciseness.
- Failure to comply with authenticity requirements will be deemed to be misconduct.
- Students must be informed of the consequences of submitting copied work, plagiarism or photocopied and downloaded material.
- Students must acknowledge all resources used. e.g. supply a bibliography, copies of original documents, websites visited etc.
- For research work and long projects, regular checkpoints should be set. Plans/resource material/logbooks/draft work must be seen or submitted with the final product.
- For long individual assessments such as research assignments etc, students will be asked to sign a declaration stating that all submitted material is their own.
- Attendance is a requirement for authenticity.
- Where assessment is not fully completed under teacher supervision, oral questions or other appropriate checks may be used in a one-on-one situation to check authenticity.
- Teachers conducting assessments will endeavor to avoid situations where misconduct can occur.
- Sharing of work to undermine the authenticity of the assessment is deemed to be misconduct.
- If misconduct is suspected the initial investigation will be undertaken by the HOD/TIC of the subject and recorded on the *'Misconduct incident form'* (see under *'Forms'*). This may be followed up with a further investigation by senior management. This form must be filed with the NZQA nominee.
- If misconduct is found to have occurred, then the student will be awarded a *'Not Achieved'* grade for the assessment and a letter sent to the parents or caregivers.

#### **Responsibilities:**

Students have a responsibility to follow the assessment instructions as laid out in the task. Students must sign to verify the authenticity of work completed outside teacher supervision.

All teachers in charge of assessment have responsibilities to take measures to ensure that the student receiving the grade has earned it. Where assessment is conducted in groups, teachers must monitor progress to ensure that each group member make her full contribution to the final product.

If an investigation into suspected misconduct is initiated the HOD/TIC must inform the Head of Level and SLT member in charge of NZQF matters and the parent/caregiver of this investigation. Upon completion of the investigation either the HOD or SLT member with responsibility for NZQF will inform the parent/caregiver of the outcome of the investigation. The Dean will record this on KAMAR.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

#### *Fairness - Managing the School Calendar*

*Revised January 2022*

**Scope:** Covering all assessments for NZQF.

**Objectives:** To ensure that students are not disadvantaged by a scheduling of assessments that makes it difficult for them to achieve a fair grade. To ensure that students that choose to represent the school nationally and internationally are able to sit assessments at the same time as their peers whenever possible.

**Procedures:**

- HODs and TICs will need to submit a proposed assessment schedule, via SchoolPoint, at the beginning of each school year.
- This assessment schedule should outline the nature of the assessments, their credits, the time needed and the preferred timing (ie school week).
- An overall assessment calendar will be developed (in consultation with the HODs and Senior Leaders) that ensures that the assessments are distributed in such a way that fairness is balanced with practical solutions.
- When students are representing the school and there is a scheduled further assessment opportunity, then they may forego the opportunity to sit the assessment on the first occasion if it coincides with their representative events. An opportunity to complete the assessment during a scheduled further assessment will be available.

**Responsibilities:**

All teachers and administrative staff in charge of NZQF assessment have responsibilities to ensure that the timing of assessments are submitted when requested. The SLT member in charge of the assessment calendar will liaise with the NZQA nominee and HODs to ensure that the assessment calendar is manageable for students and teachers concerned.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

*Recording Results – Mode, Accuracy and Privacy*

*Revised January 2022*

**Scope:** Covering all assessment work for NZQF subjects and teaching staff involved with administering the assessments.

**Objectives:** To ensure that all grades for NZQF assessment are recorded accurately. To ensure that student privacy of grades is preserved.

#### **Procedures:**

- Graded assessments must be returned directly to the student concerned and not publicly disclosed.
- Electronic mark books will be set up on KAMAR for each subject with clearly labelled columns for each standard offered for assessment in each subject.
- The format of the electronic mark book shall be consistent with that necessary to forward results to NZQA.
- All assessment results must be recorded in the appropriate KAMAR electronic mark book. Network backup procedures will ensure data can be retrieved if lost.
- Students should be encouraged to keep their own records of their assessment grades.
- All assessment tasks which have been completed and graded must be collected in and stored securely in department areas for a determined length of time – up to **TWO YEARS** for the dual purpose of external moderation requirements and in case students query a recorded grade.
- A printout of results from the electronic mark book will be prepared for students to sign that grades have been recorded accurately. As far as possible, students should see only their own grades when checking and signing for their grades.
- Each department must keep the signing sheet of student grades for a minimum of 12 months.
- HOD/TIC to publish results on KAMAR only when the results have been finalised.

#### **Responsibilities:**

HOD/TIC is responsible for setting up the mark books and appropriate columns for recording results.

HOD/TIC to organise printing of sheets to be signed and for ensuring that students get the opportunity to check and sign for their grades.

HOD/TIC have responsibilities for ensuring that all recording and checking procedures are carried out.

The subject teacher has responsibility for timely and accurate entry of grades.

All teachers are responsible for respecting and protecting confidentiality of students' grades.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

*Filing Entries and Results - Transfer to and from NZQA*

*Revised January 2022*

**Scope:** Covering entries and results for all NZQF standards.

**Objectives:** To ensure that all entries and grades for NZQF assessments are submitted as accurately as possible to NZQA in a timely manner.

**Procedures:**

- Data Files should be created from KAMAR and uploaded onto the NZQA website at the regular scheduled times throughout the year – once a month from April to Sept, then twice a month or more often as required.
- Data files of external results should be created from the NZQA website and uploaded into KAMAR after they have been released by NZQA in April.

**Responsibilities:**

The NZQA nominee is responsible for ensuring that internal assessment grades are forwarded to NZQA, and student external results are uploaded into KAMAR, according to deadlines set down by NZQA at the start of each year.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

#### *Attendance Requirements*

*Revised January 2022*

**Scope:** Covering all courses that assess students using internally assessed Standards from the NZQF.

**Objectives:** To ensure that students attend sufficient classes so that the teaching staff can be assured of the authenticity of any results that the student achieves for internally assessed Standards. To ensure that students/parents/caregivers are notified when poor attendance is compromising achievement.

#### **Procedures:**

- Students are required to attend classes and participate in the learning programme for those courses in which they are enrolled.
- Attendance is required to verify authenticity.
- Students will be notified if their attendance is causing concern and preventing them from achieving to the required standard. The form '*Failure to complete sufficient course work to complete an assessment task*' (see under 'Forms') may be used to warn a student/parent/caregiver of this likelihood.
- All class teachers are to record attendance in class on the electronic attendance register in KAMAR in a timely manner.
- A copy of each student's individual attendance summary will be included in bi-annual reports to parents.

#### **Responsibilities:**

All teachers of classes that have NZQF assessments have responsibilities to ensure accurate records of attendance are maintained and that the Deans and Head of Level are given names of any student whose attendance is causing concern.

The Dean or SLT member in charge of Level must notify parents/caregivers where attendance issues compromise students' academic progress and the resulting potential impact on their ability to achieve in NZQF assessments.

## WESTLAKE GIRLS HIGH SCHOOL

### NZQF POLICY

#### *Pre-requisites for Courses*

*Revised January 2022*

**Scope:** Across all NZQF subjects and involving all candidates presenting themselves for assessment.

**Objectives:** To ensure that all candidates beginning a course of study have a reasonable chance of achieving sufficient credits in each course to get a combined total that gives them a NZQF qualification at that level.

**Procedures:**

- HODs and TICs will need to determine appropriate pre-requisites for their course of study in consultation with the senior manager responsible for their area.
- These pre-requisites should be as inclusive as possible but also recognise that some courses require prior learning and the admittance of students without this consideration could jeopardise the learning of themselves and others.
- The SLT, in consultation with the HODs, will ensure that a degree of consistency is attained and that teaching loads are not unfairly affected.
- HODs and TICs will complete information when requested, regarding the ability of students who choose particular courses for the following year to cope with the course at the higher level.
- Students will be counselled at years 10-12 regarding their course selection and given appropriate advice with outcomes recorded on SchoolPoint.

**Responsibilities:**

HOD/TIC of subject areas need to ensure that the pre-requisites are realistic.

The Timetablers will supply lists to HODs and TICs of students proposing to take each course in the following year.

HOD/TIC will give feedback when requested to the Subject Counselling team on students' ability to cope with each course. In turn the Subject Counselling team are responsible for counselling students on their courses during Terms 3 or 4 each year.

**WESTLAKE GIRLS HIGH SCHOOL**

**NZQF POLICY**

*Staff Compliance*

*Revised January 2022*

**Scope:** Covering all departments offering assessment in **NZQF** standards

**Objectives:** To ensure that all staff have a clear understanding of policies relating to **NZQF** assessment.

**Procedures:**

- These policies and requirements for all assessment are available on HOD TEAM DRIVE
- Mentoring and professional development may be necessary to ensure all staff fully understand what is required of them with regard to school **NZQF** policies.
- A paper copy of the 'New Zealand Qualifications Framework Assessment Policies and Documentation' is to be given to every Department HOD, each House office and each SLT office.
- The NZQA nominee will have a conversation with each Department HOD in term 1 to clarify understanding of the policies and processes.

**Responsibilities:**

Senior Leadership must ensure that HODs understand and comply with NZQF assessment policy.

All HOD/TICs are to ensure that staff understand and comply with NZQF departmental and school policies for their subject.

The Deans must ensure they read and comply with these policies.

**Date:** (Policy Effective from) February 2022

**Review Date:** December 2022

**Signature:** \_\_\_\_\_

## Course Outline Guidelines

All TIC/HOD's must ensure that course outlines are explained to each student and signed for by the student. They should include the following information.

.....

### Course Outline Information for (Timetabled subject)

- **Course Preamble** – include here any general information about your course eg what the students will study, prerequisites and if you wish, or if appropriate, what course it leads to at a higher level (probably only relevant for Level 1 and Level 2 courses).
- **Achievement/Unit Standards to be offered in this course** – These should be set out in table format with all the headings as shown below:

**For Level 1** courses include a column that refers to both NCEA literacy and numeracy at the end of your usual table. Example below: *You should refer to the UE literacy spread sheet located in HOD 2022 folder in Team Drive*

Subject Reference	Domain	Title	Level	Registration Number	Version	Credits	External/Internal	Literacy	Numeracy
Mathematics and Statistics 1.1	Algebra	Apply co-ordinate geometry methods in solving problems	2	AS91256	1	2	Internal	No	Yes
Mathematics and Statistics 1.2	Algebra	Apply graphical methods in solving problems	2	AS91257	1	4	Internal	No	Yes

**For Level 2 and 3 courses** – The focus is on UE literacy and specifying whether any literacy standards offered are reading, writing or both. Therefore, alter your table for level 2 and 3 to reflect this. No need to report on UE numeracy as almost all students will already have this from level one or have been identified by the SLT member of the Year level. *You should refer to the UE literacy spread sheet located in HOD 2021 folder in Team Drive*

An example of how your Level 2 & 3 tables may look:

Subject Reference	Domain	Title	Level	Registration Number	Version	Credits	External/Internal	UE literacy Reading	UE Literacy Writing
Mathematics and Statistics 1.1	Algebra	Apply co-ordinate geometry methods in solving problems	2	AS91256	1	2	Internal	No	Yes
Mathematics and Statistics 1.2	Algebra	Apply graphical methods in solving problems	2	AS91257	1	4	Internal	yes	no

*Note that the **subfield/domain** is very important – particularly for Level 3 Standards as this relates to the 'approved subject list'. You can see this on the copy of the Achievement Standard.*

- **External Examinations in November** - You will need to attend the \_\_\_\_\_ exam on \_\_\_\_ November AND the \_\_\_\_\_ exam on the \_\_\_\_ November.

- **Timeline for Internal Assessments** – It is good to include a calendar for the year which includes the approximate date that you will be covering each topic and also when the Internal Assessments will be held. Also include when the preliminary examinations will be held (Weeks 8 and 9 in Term 3). Include a statement in here of the importance of the students sitting these examinations – not only for feedback to them on progress but also for gathering subject specific evidence in case the student is unable to sit NCEA examinations in November.
- **Further Assessment Opportunities** – Communicate to students if you have any and if so when and for which Standards.
- **Resubmission Opportunities** – Again under what circumstances (refer to the WGHS/NZQA/NZQF Policy)
- **Authenticity** – Explain how this will be managed eg checkpoints, work to be done in class, conferencing with the students etc (we should never have a case where a student appears with an assessment/assignment which has not been discussed with the teacher or seen during the writing or creation process).
- **Conditions of Assessment** – Include this in your information. State whether the assessment is closed book test, assignment to be completed over several weeks with check points at times A, B and C or an open book test or..... Include authenticity and word counts as appropriate.
- **Misconduct** – Remind students what constitutes misconduct and of the penalties associated with this – refer to WGHS/NZQF Policy document.
- **Extensions/Lateness** – State under what circumstances this is permitted – must be in line with Approved Grounds.
- **Appeals** – Describe how a student can appeal a grade.
- **Missed Assessments** – Explain how this is managed. Please remove any reference to “COMPASSIONATE CONSIDERATION” as NZQA do not use this terminology anymore. If a student misses an assessment and is not present during the assessment period (this applies mainly to “in class” assessments) then they **must bring a Medical Certificate** to be able to sit the assessment at another time. If they are absent for reasons of bereavement or other unavoidable absence (school business etc) then make arrangements as appropriate. As noted in WGHS/NZQF Policy, students **cannot reschedule assessments because they go on holiday.**
- **Attendance** – This has a bearing on authenticity requirements so include the importance of this for valid assessment.
- **Technology Failure** – Please stress that this is not an acceptable reason for an extension/failure to submit on the day the assessment was due – Refer to WGHS/NZQF Policy.

You may have other information you want to include but remember that all information included in your Student Course Outline must reflect the WGHS/NZQF General Policy Information which is available on TEAM DRIVE called ‘HOD folder’.





# INTERNAL MODERATION COVER SHEET

NZQA [Assessment Rules](#) require that schools must establish an [internal moderation process](#) that meets NZQA's requirements and which is applied each year to every internally assessed standard being assessed, to ensure that judgements are consistent with the Assessment Standard.

Faculty/Department: \_\_\_\_\_ Teacher in Charge of Assessment: \_\_\_\_\_

Assessors: \_\_\_\_\_

## Section A: Complete information on the assessment *before any teaching*

Course Title:	Standard Number:	Version:		
Standard Title:				
Credits:	NZQF Level:	The school has consent to assess this standard	Yes	No
Source of Materials: Commercial / Own / TKI / NZQA / Subject Association / Other (specify):_				

## Section B: Critique assessment materials *before any assessing*

The critiquing process is to ensure that the assessment materials meet the requirements specified in the standard and provide the opportunity for students to present authentic evidence at all grades.

**Before use the assessment materials have been checked against:**

The current moderator report and clarification of the standard document	Yes	No
The conditions of assessment	Yes	No
Any external moderation feedback	Yes	No
The standard is unchanged and the task has been previously critiqued,	Yes	No

*If yes, no further critiquing required.*

The assessment is consistent with the explanatory notes/learning/context/curriculum level	Yes	No
The assessment allows students to achieve <b>all</b> requirements and grades of the standard	Yes	No
Assessment schedule is consistent with the standard and clarifications documents	Yes	No
Instructions are consistent with the standard explanatory notes/range statements	Yes	No
Judgement/sufficiency statements clearly describe performance levels for each grade, e.g. quality & length	Yes	No
Evidence statements allow for a range of acceptable answers with specific examples for each grade (A/M/E)	Yes	No
Student instructions are clear and language is appropriate	Yes	No
Registered standard number, version, title, level and credits are given.	Yes	No

Critiquers' Name:	School:	Date:
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## Section C: Verify sufficient teacher judgements *before reporting results* PTO

The verification process is to ensure that any teacher judgements are consistent with the standard before they are reported to NZQA.

Verifier Name:	School:	Position:	Date:
Evidence of verification is available overleaf, attached or at location (specify):			

I have sighted evidence of the critiquing and verification processes completed for this standard.

Signed:	Position:	Date:
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## Section D: Retain samples and review assessment materials *after results are reported*

Results loaded into student management system:	Date:	
Assessment materials and student work are stored ready for external moderation	Yes	No
<b>Location or file path:</b>		
The school's random selection procedure has been used to select work for external moderation (if required).	Yes	No
Assessment materials have been reviewed in response to feedback.	Yes	No
New benchmark samples have been annotated and/or existing examples of grade boundary decisions have been updated.	Yes	No

Has a **Special Assessment Conditions Sheet** being filled in and stored with this assessment? Y/N

## SECTION C: VERIFICATION OF EVIDENCE USING STRATEGIC SELECTION

Strategic selection of samples of work is based on the experience of the assessor(s), external moderation history, and the previous use of the task. The sample size can be sufficient, purposeful (at grade boundaries) or minimal.

Student's Name	Marker's Grade	Reason selected for verification	Verifier's Grade	Summary of discussion comments (or location of these comments)	Final Grade

**Briefly justify the total number of pieces in this sample:**

*Complete all columns. Add extra rows as required. Where appropriate, it is good practice to indicate a grade's proximity to a boundary.*

## NZQF ASSESSMENT COVERSHEET CHECKLIST

Each Internal assessment handed in by students should have attached to the front of it a **coversheet** that has the following details included:

1. Student name, subject class and subject teacher
2. The full title of the Achievement/Unit Standard, version number and the number of credits
3. Whether any further assessment opportunity is available or not
4. Assessment date/s for in-class assessments and/or submission time and date of out-of-class assessments
5. A word count for the assessment if appropriate.
6. An authenticity statement that is to be signed by the student and dated **if appropriate**:-  
  
“I verify that the work contained in this assessment is my own unless otherwise stated. I also accept that the unacknowledged use of the work of others can result in no grade being awarded”
7. A space for the student to sign for “acceptance of the grade” as well as a space for the date of signing.



# WESTLAKE GIRLS HIGH SCHOOL



## FAILURE TO COMPLETE SUFFICIENT COURSE WORK TO COMPLETE AN ASSESSMENT TASK

**SUBJECT:**

**LEVEL:**

**ASSESSMENT DATE:**

**MILESTONE DATES (If Applicable):**

**STUDENT NAME:**

**FORM CLASS:**

**ASSESSMENT:**

**NO. OF CREDITS:**

**SUBJECT TEACHER:**

**DETAILS OF COURSE WORK MISSED:**

If there are approved grounds for consideration such as bereavement, accident or illness

\_\_\_\_\_ can apply for an extension from the HOD of the subject (\_\_\_\_\_) and they will need to complete the appropriate form and include supporting evidence.

SIGNED: \_\_\_\_\_ (Head of Department)

DATE ISSUED: \_\_\_\_\_



## REQUEST FOR APPEAL OF ASSESSMENT JUDGEMENT



Complete this form and hand to your subject teacher within five school days of the return of the assessment task.

<b>SUBJECT:</b>	<b>LEVEL:</b>	
<b>STUDENT NAME:</b>	<b>DATE:</b>	<b>FORM CLASS:</b>
<b>STANDARD:</b>	<b>GRADE RECEIVED:</b>	
<b>SUBJECT TEACHER:</b>		

**REASON FOR APPEAL: (Please refer specifically to the assessments marking schedule)**

**STUDENT SIGNATURE** \_\_\_\_\_

Official Use Only		
<b>Reviewed by:</b>	<b>Signature:</b>	<b>Final grade:</b>
<b>Explanation:</b>		



## REQUEST FOR EXTENSION/RESCHEDULING FOR NZQF INTERNAL ASSESSMENT



Complete this form and hand to your *subject teacher*. This must be completed and handed in *at least 48 hours before the assessment is due* to be submitted or as soon as practicable after an unexpected and unforeseen event.

**(to be filed in subject department by HOD)**

<b>SUBJECT and LEVEL:</b>		<b>APPROVED / NON-APPROVED</b>	
<b>SCHOOL LEAVE: (circle)</b>			
<b>STUDENT NAME:</b>		<b>DATE:</b>	
<b>FORM CLASS:</b>			
<b>STANDARD TITLE:</b>			
<b>SUBJECT TEACHER:</b>			
<b>DATE(S) OF ABSENCE:</b>			
<b>DATE ASSESSMENT ISSUED:</b>		<b>DATE ASSESSMENT DUE:</b>	
<b>IN-CLASS ASSESSMENT DATE(S):</b>			
<b>SPECIFIC REASON(S) FOR REQUEST</b>			
<b>DOCUMENTS ATTACHED: (circle)</b>		<b>YES / NO</b>	
<b>STUDENT SIGNATURE</b> _____			
<b>HOD/Teacher SIGNATURE (prior to event)</b> _____			
<b>DEANS SIGNATURE (post event)</b> _____			
<b>OFFICIAL USE ONLY</b>			
<b>Policy Guidelines checked &amp; request for extension is within Policy Guidelines: YES / NO</b>			
<b>Request:</b>		<b>APPROVED / DECLINED</b>	
<b>Signed: Principals Nominee:</b> _____			



## REQUEST FOR WITHDRAWAL OF STUDENTS FROM NZQF ASSESSMENT



Students should complete this form with their *subject teacher/Dean*.  
**(to be filed with Principal's Nominee)**

<b>SUBJECT:</b>	<b>LEVEL:</b>
<b>STUDENT NAME:</b>	<b>DATE:</b>
<b>FORM CLASS:</b>	
<b>STANDARD TITLE:</b>	
<b>SUBJECT TEACHER:</b>	
<b>DATE(S) OF ABSENCE:</b>	
<b>DATE ASSESSMENT(S) DUE:</b>	
<b>SPECIFIC REASON(S) FOR REQUEST</b>	
<b>EVIDENCE/DOCUMENTS ATTACHED: (circle)</b>	<b>YES / NO</b>
<b>STUDENT SIGNATURE:</b> _____	
<b>TEACHER SIGNATURE:</b> _____	
<b>HOD SIGNATURE:</b> _____	
<b>Teachers to include the following:</b>	
Copy of emails from ALL stakeholders related to this request: HOD, Deans and Parents.	
<b>OFFICIAL USE ONLY</b>	
<b>Policy Guidelines checked &amp; request for withdrawal is within Policy Guidelines</b>	
<b>YES / NO</b>	
<b>Request:</b>	<b>APPROVED / DECLINED</b>
<b>Principal's Nominee Signature:</b>	<b>DATE:</b>



## Misconduct incident form (to be filed with Principal's Nominee)



Standard number, Version and Title.	
Student Name and Form class	
What happened?	
What process was followed?	
What was the outcome?	
Was a letter sent to caregivers?	
Any further comments? e.g. is this conduct preventable by redesigning the assessment?	



To the Parents/Caregivers of \*\*\*\*\*

Form Class \*\*\*\*\*

Your daughter has been reported for Misconduct in an NCEA Assessment.

\*\*\*\*\* Standard Number \*\*\*\*\*

Level \*

This assessment was worth \*\*\* credits out of the \*\*\* total credits offered in this subject this year. In accordance with school policy this matter has been now been investigated and verified by her teacher and Head of Department. A Not Achieved grade has been recorded for this assessment Standard only. Your daughter has also been advised and counselled.

Please refer to the NZQF Information Sheet for Students, regarding 'Assessment Misconduct' for further information.

HOD: \_\_\_\_\_

Principals Nominee: \_\_\_\_\_

House Dean: \_\_\_\_\_

DATE : \_\_\_\_\_



To the Parents/Caregivers of **XXXXXX**

Form Class: **13 WCR**

Your daughter has not completed a National Qualification Framework (NQF) Internal Assessment in **Level 12 Chemistry (12CHEM)**

Standard Number: **A.S 91106** Level: **2**

This assessment was worth **4 (four)** credits out of the **22** total credits offered in this subject this year.

Please refer to the NZQF Information Booklet for Students, regarding '*Extensions*', '*Missed Assessments*' and any further information.

Teacher: **Name** \_\_\_\_\_

SIGNED: \_\_\_\_\_

Dean: **Name** \_\_\_\_\_

SIGNED: \_\_\_\_\_

DATE: **31<sup>st</sup> March, 20XX**



## Review of internal moderation and assessment material 2022

A random selection to be completed by HOD and SLT to ensure quality control.  
Please file completed copies with Principal's Nominee by end of term 3.

Department & Subject/Domain \_\_\_\_\_

Standard Number	Level	Internal Moderation Cover sheet completed correctly? Y/N	All grades have been published and signed for by students.	Causes of concern (where appropriate)	Action Plan to address concern (include who, how and when)	Checked

Standard Number	Level	Internal Moderation Cover sheet completed correctly? Y/N	All grades have been published and signed for by students.	Causes of concern (where appropriate)	Action Plan to address concern (include who, how and when)	Checked

Further Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed HOD: \_\_\_\_\_

Signed SLT: \_\_\_\_\_

Date: \_\_\_\_\_



## Response to External Moderation 2022

Please file completed copies with Principal's Nominee by end of term 3

Department & Subject/Domain \_\_\_\_\_

Standard Number	Level	Materials (Approved(A), Modify (M) or Invalid (X))	Verification of decisions (x of y)	Causes of concern (where appropriate)	Action Plan to address concern (include who, how and when)	Checked

Standard Number	Level	Materials (Approved(A), Modify (M) or Invalid (X))	Verification of decisions (x of y)	Causes of concern (where appropriate)	Action Plan to address concern (include who, how and when)	Checked

Further Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed HOD: \_\_\_\_\_

Signed SLT: \_\_\_\_\_

Date: \_\_\_\_\_

# Westlake Girls High School

## National Qualifications Framework & NCEA



### POLICY INFORMATION TO STUDENTS

# 2022

## **NCEA LEVEL REQUIREMENTS**

To gain a **Level 1 NCEA** students will need to earn 80 credits as well as Level 1 Literacy and Numeracy. Literacy and Numeracy can be met through a variety of courses and each course will have defined which standards contribute to Literacy and Numeracy. The Ministry of Education and the New Zealand Qualifications Authority have stated which standards meet Literacy and Numeracy requirements. Ten credits each in Literacy and Numeracy is the minimum required.

Students will be offered approximately 18-22 credits from each course although this will vary between subjects. In five subjects students could gain up to 110 credits and in six subjects they could gain up to 132 credits. Course specific information is given to students by teachers of each course.

To gain a **Level 2 NCEA**, a student must achieve 80 credits, of which 60 must be at Level 2 or above with the remaining 20 from Level 1 or higher. Level 1 Literacy and Numeracy requirements must also be met to gain the Level 2 certificate.

To gain a **Level 3 NCEA** a student must achieve 80 credits with a minimum of 60 credits at Level 3 or above. Level 1 Literacy and Numeracy requirements must also have been met.

## **CERTIFICATE ENDORSEMENTS**

To gain a **Merit endorsement** on her NCEA qualification a student must gain at least 50 credits at Merit level or higher. To gain an **Excellence endorsement** on her NCEA qualification a student must gain at least 50 credits at Excellence level.

## **COURSE ENDORSEMENTS**

Certificates can be endorsed to reflect high achievement in a number of standards from a particular course. Course endorsements will show that students have performed well in an individual course.

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

- 14 or more credits at Merit or Excellence at the lower level that supports the endorsement
- At least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. The externally assessed requirement does not apply to Physical Education, and Level 3 Visual Arts.

## **FURTHER INFORMATION**

Credits are gained by meeting national standards. These credits can be gained from **Achievement Standards (AS)** and **Unit Standards (US)**. Each subject will supply a Course Information Sheet detailing the AS and/or US offered in a course for 2021 and the number of credits that each AS or US is worth.

Achievement Standards will be awarded as *'Not Achieved'*, *'Achieved'*, *'Merit'* or *'Excellence'* level and most Unit Standards are awarded as *'Achieved'* or *'Not Achieved'*, unless *'Merit'* or *'Excellence'* apply. The level at which a standard is achieved will not affect the number of credits gained. If the standard is not met then the AS or US is not achieved and no credits will be gained.

Assessment for Achievement Standards will be **either** internal or external depending upon its registration. Assessment for Unit Standards will be **internal**. Further information is available on the NZQA website <http://www.nzqa.govt.nz/>

The mode of assessment for internal AS and US will vary. It may be by way of written test, research assignment, speaking test, practical task etc. Each course will state the style of assessment in its course outline.

NZQA (New Zealand Qualifications Authority) will administer examinations for all external Achievement Standards. These will take place at the end of the school year (in November and early December).

NZQA will list credits gained for all AS and US on a student's Record of Achievement. When 80 credits have been obtained, (including the required number of Numeracy and Literacy credits) the student can be awarded NCEA at Level 1. The same will happen for Level 2 and 3.

## **UNIVERSITY ENTRY**

### **University Entrance (UE) requirement.**

*This UE requirement is the **minimum** requirement for entry to university.*

*Students will need all of the following to be awarded UE:*

- *attain NCEA Level 3*
- *achieve 14 credits at level 3 in **each of three subjects from the list of approved subjects.***

*The list of approved subjects will consist of subjects derived from the New Zealand Curriculum with achievement standards at Level 3.*

- *achieve UE numeracy - 10 credits at Level 1 or above from specific achievement standards, or three specific numeracy unit standards*
- *achieve UE literacy - 10 credits (five in reading and five in writing) at Level 2 or above from specific standards.*

*Credits can be accumulated over more than one year.*

### **Numeracy**

*The change to UE numeracy makes the new requirement the same as the NCEA Level 1 numeracy requirement. This means that students who achieve NCEA Level 1 will have also met the UE numeracy requirement.*

### **Literacy**

*Students may meet their UE literacy requirement through a range of Level 2 standards or Level 3 standards that are available on the NZQA website and on the school website.*

### **UNIVERSITY RESTRICTED ENTRY COURSES:**

*For courses with a large number of applicants the entry criteria will be higher. Students will need to check either with the university concerned or with a careers' guidance counsellor for the entry criteria.*

**The following information outlines the main points from all NZQF/NZQA policies and procedures relevant to students at Westlake Girls High School. A copy of the Westlake Girls High School National Qualifications Framework Policy Handbook is available on the school's website.**

## ASSESSMENT

### Course information and Schedule of Achievement Standards and Unit Standards:

- At the commencement of the course each student will receive course information which includes a schedule of AS/US to be offered in the subject area she is studying with approximate dates for assessment. This may be made available in hard copy or accessed from Google.
- Students will not be withdrawn from standards unless exceptional circumstances arise. If a student's course needs to be tailored, withdrawal on 'Approved Grounds' may be negotiated – e.g. long term illness, national sporting commitments or bereavement or as part of a student's Individual Education Plan in consultation with the student, Learning Enhancement, caregivers and the Deans.
- A request for withdrawal form *'Request for withdrawal of students from NZQF assessment'* must be completed by the student, teacher and signed off by the HOD, House Dean and Principals Nominee to ensure the above guidelines are met.

### Standard of Internal Assessment Tasks:

- Departments will set assessment tasks that meet the national standard.

### Consistency of Marking:

- Each department will use marking and moderation procedures that will ensure that student work is marked consistently to the national standard.

### Storage of Assessment Tasks:

- Student work will be stored in a secure location by each department. All assessment material will be kept for at least one full previous calendar year. This will ensure that material is readily accessible if called on for moderation purposes or if a grade is questioned.

### Further Assessment Opportunities:

- There is no automatic right to a further assessment opportunity.
- Most courses will not offer further assessment opportunities. Assessment times are scheduled when students are 'ready to be assessed'.
- Each course outline provided to students at the start of the course will give details as to the availability or non-availability of further assessment opportunities for each standard. Where a further assessment opportunity is offered, it must be offered to all students entered for the standard. *(see note below regarding any student who did not present herself for first assessment opportunity)*
- Additional teaching must have taken place for any further assessment opportunity to be offered. Students must avail themselves of the opportunities provided for further learning in order to qualify for any further assessment opportunities that are offered.
- If a student refuses to attempt or does not attempt or submit an assessment task at the scheduled time of the first assessment opportunity she will not be eligible for any further assessment opportunity. A 'Not Achieved' grade will be recorded on KAMAR for this standard
- The task provided for the further assessment opportunity must be a quality assured task that is different from the task provided on the first occasion. The conditions of the further assessment opportunity must replicate those provided during the initial assessment.
- Students who are legitimately absent during the first assessment opportunity (see 'Missed Assessment' policy) may be eligible for an assessment opportunity during this time. The higher of the two grades for the first and further assessment opportunity will be awarded.

## Resubmission

- A resubmission opportunity should only be offered where a teacher judges that a minor mistake has been made by a student, which the student should be capable of discovering and correcting themselves.
- Resubmissions will only be available for students who have minor errors to correct that will take them from a Not Achieved to Achieved.
- A resubmission is to be offered ONLY to students with 'Not Achieved' in the Standard for an assessment task, because one of the achievement criteria has not been met (usually due to one minor error *or* omission *or* misinterpretation). These students are given an opportunity to make one resubmission on the single issue causing the completed assessment task to not meet the standard for Achievement.
- Teachers must not use this as an opportunity to make formative feedback to the student.
- This must be completed in class under teacher supervision.
- Resubmission may take the form of an interview by the HOD or Teacher in charge of the assessment for that standard.
- Consistency of practice within department for each standard to ensure fairness to all students within NZQA guidelines.

## Special Assessment Conditions

- Students requiring special assessment conditions will be identified by the Head of Learning Enhancement.
- Provision is made for these students to have valid and fair assessment conditions for internal standards consistent with the assistance they would normally have as part of their learning environment. However, in some situations special conditions will not be available. Students concerned will need to discuss their courses with the Dean or SLT member in charge of their level.
- Applications for special assessment conditions for external standards need to be made as soon as possible in Term 1
- Up to date documentation is required for any students who may be eligible to apply for special assessment conditions. This may take the form of an Educational Psychologist's report which must be updated every 3 years, or a current medical report from a registered medical specialist. It is the responsibility of the parent/guardian to supply the relevant report to the Principal's Nominee or the Head of Learning Enhancement.

## COMMUNICATION

### Student:

- All departments will give course outline information to each student when they join the class. This will include information on standards offered as well as all other key information related to assessment and the course itself.

### Parent:

- Parents will be informed if a student misses an assessment.
- Reports on student progress will be issued twice a year.

## FAIRNESS

### Conditions of assessment/Authenticity of Student Work/ Misconduct:

- The conditions of the assessment activity will be clearly stated in the task instructions, including authenticity and word counts where appropriate.
- For assessments where written submissions have a word limit, substantially exceeding the word limit may result in a reduced grade being awarded due to lack of conciseness.
- Failure to comply with authenticity requirements will be deemed to be misconduct.
- Students must be informed of the consequences of submitting copied work, plagiarism or photocopied and downloaded material.
- Students must acknowledge all resources used. e.g. supply a bibliography, copies of original documents, websites visited etc.
- For research work and long projects, regular checkpoints should be set. Plans/resource material/logbooks/draft work must be seen or submitted with the final product.
- For long individual assessments such as research assignments etc, students will be asked to sign a declaration stating that all submitted material is their own.
- Attendance is a requirement for authenticity.

- Where assessment is not fully completed under teacher supervision, oral questions or other appropriate checks may be used in a one-on-one situation to check authenticity.
- Teachers conducting assessments will endeavor to avoid situations where misconduct can occur.
- Sharing of work to undermine the authenticity of the assessment is deemed to be misconduct.
- If misconduct is suspected the initial investigation will be undertaken by the HOD/TIC of the subject and recorded on the *'Misconduct incident form'* (see under 'Forms'). This may be followed up with a further investigation by senior management. This form must be filed with the NZQA nominee.
- If misconduct is found to have occurred, then the student will be awarded a *'Not Achieved'* grade for the assessment and a letter sent to the parents or caregivers.
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#### Appeals:

- Students will be given an opportunity to appeal a grade awarded, where a valid reason is given.
- When marked work is returned, students will sign on the assessment cover sheet to indicate acceptance of the grade or request for reconsideration of the assessment judgement.
- Students who have had their work marked and returned will have 5 school days from the date of return to appeal.
- The student will need to make a written submission using a *'Request for Appeal of Assessment Judgement'* form (available from the class teacher or Head of the Department) stating the grounds upon which they believe the appeal to be justified.
- The assessment task and request form must be given to the class teacher who will (in consultation with the subject review team) ensure that the appeal is addressed.
- This reconsideration will normally need to be completed within 10 school days of the written submission being made.

#### Checking that the results are recorded accurately:

- The classroom teacher will record assessment results in mark books in the school's Student Management System, on the school network. This is backed up regularly.
- Students must keep their own records of assessment grades.
- A printout of results from Student Management system will be prepared in Term 4 for students to sign that grades have been recorded correctly.
- Students must check results are recorded regularly from their "Learner Login" on the NZQA website. They must advise their Deans immediately of any errors or omissions they detect.

#### Missed Assessments

- An assessment opportunity will be granted at another time to a student who has missed an assessment opportunity on Approved Grounds at a convenient time negotiated with the HOD.
- **Approved Grounds** may include: family bereavement, accident, illness or serious unforeseen circumstances/events. Holidays taken during term time do not constitute grounds for rescheduling of assessments. Therefore, should a student miss an assessment because she is away on holiday, she will not be granted an assessment opportunity at another time.
- **Bereavement** circumstances need to be authenticated.
- **Short term medical circumstances** need to be authenticated by a medical certificate from a New Zealand registered medical practitioner which is dated on or immediately prior to the date or dates of assessment and must cover the date(s) of the assessment.
- **Serious unforeseen** circumstances/events will need to be **evidence-based** and an **authentication process** will be required.
- **Computer or printing issues** are not an acceptable reason for an extension/failure to submit on the day the assessment was due.
- To request rescheduling of or extension for an assessment, students will need to complete a *'Request for Extension/Rescheduling of Assessment'* form (see under 'Forms') with appropriate supporting documents.
- Rescheduling of short-term assessment opportunities, 1-3 days, may be granted without a formal medical certificate where the student's absence has been limited to a minority of the assessment period and the assessment is able to be rescheduled, **within the assessment period**. In this circumstance an email or phone

call on the day of the assessment from the caregiver, followed by a signed note will suffice. This is at the discretion of the HOD.

- Documents need to be submitted to the HOD via the class teacher responsible for that assessment.
- Where it is not appropriate nor practical to offer an alternative time for assessment it may be possible for teachers to determine a **derived grade** from **standard-specific evidence** of achievement in that standard for students who meet the requirements set out above. This is at the discretion of the HOD after discussion with the PN, for exceptional circumstances.
- Copies of relevant documentation must be stored with assessment material.
- Students who fail to submit adequate documentation and have their *'Request for Extension/Rescheduling of Assessment'* denied will have **'Not Achieved'** recorded for that particular standard.
- Students who have been absent from the teaching of the coursework for the standard through illness or for other legitimate reasons and are not able to cover the missed coursework and assessment will be issued with the *'Failure to complete sufficient course work to complete an assessment task'* (see under 'Forms') and may request withdrawal on the *'Request for withdrawal of students from NZQF assessment'* (see under 'Forms'). **Students are responsible** for negotiating an extension with their teachers, providing evidence and gaining written permission. Extensions are unlikely to be granted for computer/printer faults.
- Students who fail to hand in assessments will have **'Not Achieved'** recorded for that standard.
- **LONG TERM ILLNESS:** If a student has an illness that prevents her from attending school for a considerable period of time, then it is unlikely that she will have completed the required course of study for the particular achievement standard(s) she has missed. Therefore, it is unlikely that she will be eligible to be assessed for a **derived grade** for those internal or external standards. Any student in this situation is advised to contact her Dean or the NZQA nominee to discuss her particular circumstances.

#### Extensions to NCEA Assessment Tasks

- Assessments handed in late will not be accepted unless an extension has been granted.
- Extensions must be made by written application on the *'Request for Extension/Rescheduling of Assessment'* form to the HOD/TIC, via the class teacher responsible for the assessment. Students are responsible for negotiating an extension with their teachers, providing evidence and gaining written permission. Extensions are unlikely to be granted for computer/printer faults.
- Extensions may be granted only on Approved Grounds or when the student is representing the school.
- Extensions are unlikely to be granted where significant time has been given for completion of the assessment.
- Arrangement for all extensions should be made at least 48 hours before the due date of the assessment. If this is not possible due to an emergency situation, then the request must be made as soon as possible.
- All extensions must be approved by the HOD in consultation with the NZQA Liaison based on school policy and must comply with the Assessment Policies of the school.
- Students who fail to hand in assessments will have *'Not Achieved'* recorded for that Standard unless approved grounds apply for withdrawal or *'SNA'* to be recorded.

#### ATTENDANCE

- Students are required to attend classes and participate in the learning programme for those courses in which they are enrolled.
- Attendance may be required to verify authenticity of student work.
- Students and parents/caregivers will be notified if attendance is causing concern and preventing students from achieving to the required standard. The form *'Failure to complete sufficient course work to complete an assessment task'* may be used to warn a student/parent/caregiver of this likelihood.

#### PRE-REQUISITES FOR COURSES

Some courses of study will require pre-requisites for entry to the course, particularly at Level 2 and 3. Under special circumstances, a student may be allowed to take a course of study without the necessary pre-requisites. Permission from the Head of the Department of that subject area must be obtained before entry to the course will be granted.

Further information on NZQA qualifications is available from <http://www.nzqa.govt.nz/>

Students are advised to check university websites for further information on prerequisites for university courses that they are interested in pursuing.

## **Key Dates 2022**

**NZQA fees** - International students to be advised of costs by the International Department.

**NZ Scholarship Entries** – Students studying a subject at Level 3 who are achieving results at a very high level may enter for NZ Scholarship. Entries will be taken during June and students will be informed of the entry process in specific year level assemblies.

**Checking Entries** – Students need to log onto the NZQA website and check entries **regularly** - if any anomalies appear the student **MUST see Mrs Hamling**, the NZQA Nominee, as soon as possible (office in Administration building)

A very Important date is **1<sup>st</sup> August** – **ALL STUDENTS MUST CHECK** their entries into the external STANDARDS, including SCHOLARSHIP entries (i.e. the exams you will be writing in November)

**School Examinations** – These examinations are held in Term 3, weeks 8 to 10. Students should be aware that these examinations are important preparation for the external examinations to be held in November. These examinations also provide essential data for the *derived grade* process should a student be unable to sit NCEA examinations in November due to sudden illness or an unforeseen emergency.

**NCEA Examinations** – Examinations start on Monday 7 November. A timetable is provided on the following pages for your convenience.

# NCEA Outline

Minimum requirements - 10 Level 1 Literacy + 10 Level 1 Numeracy + 60 other Level 1 (or higher) credits = **80 credits in total**

**NCEA Level 1**  
**NCEA Level 1 with Merit** ( $\geq 50$  Merit)  
**NCEA Level 1 with Excellence** ( $\geq 50$  Excellence)  
**Course Endorsements with Merit or Excellence** ( $\geq 14$  Merit and/or Excellence credits, must include 3 internal, 3 external – exemption for PE and Visual Arts)

**Course Pre-requisites for NCEA Level 2 apply**  
 Entry into each course is subject to meeting academic pre-requisites – refer to the curriculum handbook for details.

Minimum requirements - 60 Level 2 (or higher) credits + 20 credits from any level = **80 credits**  
**Must have Literacy and Numeracy**

**NCEA Level 2**  
**NCEA Level 2 with Merit** ( $\geq 50$  Merit)  
**NCEA Level 2 with Excellence** ( $\geq 50$  Excellence)  
**Course Endorsements with Merit or Excellence** ( $\geq 14$  Merit credits including 3 internal, 3 external – exemption for PE and Visual Arts)

**Course Pre-Requisites for NCEA Level 3 apply**  
 Entry into each course is subject to meeting academic pre-requisites – refer to the curriculum handbook.

Minimum requirements - 60 Level 3 credits + 20 credits from Level 2 or higher = **80 credits**

**NCEA Level 3**  
**NCEA Level 3 with Merit** ( $\geq 50$  Merit)  
**NCEA Level 3 with Excellence** ( $\geq 50$  Excellence)  
**Course Endorsements with Merit or Excellence** (14 Merit and/or Excellence credits, 3 internal, 3 external, plus 8 others in a designated course exemption for PE and Visual Arts) **Must have Literacy and Numeracy**

## University Entrance

### NCEA Level 3 and

**10 credits Numeracy**  
 In Level 1 or higher

**10 credits Literacy**  
 In Level 2 or higher being  
 5 credits writing  
 5 credits reading

**14 credits**  
 in each of three approved subjects

## 2022 EXAMINATION TIMETABLE

Exams available digitally shown in blue

Date	Time	Level 1	Level 2	Level 3	Scholarship
Mon 7 Nov	9.30 am	Te Reo Rangatira	Physics	Business Studies	Agricultural & Horticultural Science
	2.00 pm	Chinese Chinese (Mandarin)	Media Studies	Dance	Calculus
Tue 8 Nov	9.30 am	Agricultural & Horticultural Science	Art History	Statistics	
	2.00 pm	Geography	Spanish	Te Reo Rangatira Cook Islands Māori	Drama
Wed 9 Nov	9.30 am	Lea Faka-Tonga	Mathematics & Statistics		Biology
	2.00 pm	Music	Accounting	History	French
Thu 10 Nov	9.30 am	Mathematics & Statistics		Making Music Japanese	Classical Studies
	2.00 pm	Korean	Drama	Samoan	Statistics
<b>CANTERBURY ANNIVERSARY DAY (Fri 11 Nov)</b>					
<b>WEEKEND</b>					
Mon 14 Nov	9.30 am	French	Te Reo Māori	Calculus	Samoan
	2.00 pm	Economics	Korean	Agricultural & Horticultural Science Chinese German	
Tue 15 Nov	9.30 am	Science	Social Studies		History
	2.00 pm	Samoan Gagana Sāmoa Spanish	Geography	Accounting	
Wed 16 Nov	9.30 am	Cook Islands Māori Reo Māori Kūki 'Āirani	English		Religious Studies
	2.00 pm	History	Chinese	Biology	German
Thu 17 Nov	9.30 am	English	Lea Faka-Tonga Cook Islands Māori		English
	2.00 pm	Drama	Chemistry	Health	Physics
Fri 18 Nov	9.30 am	Business Studies	History	Chemistry	Te Reo Rangatira
	2.00 pm	Biology	Music	Media Studies	Accounting
<b>WEEKEND</b>					
Mon 21 Nov	9.30 am	Art History Te Reo Māori	Japanese	Latin Social Studies Psychology	Chemistry
	2.00 pm	Classical Studies	Health	Economics	
Tue 22 Nov	9.30 am	Media Studies	Earth & Space Science	Drama Lea Faka-Tonga	Geography
	2.00 pm	Chemistry Chemistry & Biology	Classical Studies		Economics
Wed 23 Nov	9.30 am	Accounting		English	
	2.00 pm	Home Economics	Economics	Korean	Media Studies
Thu 24 Nov	9.30 am	German	Biology	Geography	
	2.00 pm	Dance	Te Reo Rangatira	Physics	
Fri 25 Nov	9.30 am	Physics Physics Earth & Space Science	Home Economics	Classical Studies	Te Reo Māori
	2.00 pm		German	Home Economics	Art History
<b>WEEKEND</b>					
<b>WESTLAND ANNIVERSARY DAY (Mon 28 Nov)</b>					
Tue 29 Nov	9.30 am	Japanese	Latin	Te Reo Māori	
	2.00 pm		French	Spanish	Latin
Wed 30 Nov	9.30 am	Religious Studies	Business Studies	French	Japanese
	2.00 pm	Latin	Agricultural & Horticultural Science		
Thu 1 Dec	9.30 am	Health	Education for Sustainability Samoan	Earth & Space Science	Chinese
	2.00 pm			Music Studies	Spanish
Fri 2 Dec	9:30 am	Social Studies	Dance	Art History	Earth & Space Science