



KINGSGATE SCHOOL

To know, to love, to serve. Kia mohio, ki te aroha, ki te mahi.

NCEA

STUDENT HANDBOOK

NAME:

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KINGSGATE SCHOOL INFORMATION

KingsGate School is a non-denominational Christian state-integrated area school. It is accredited by the NZQA to assess courses in conventional school subjects at New Zealand Qualifications and Credentials Framework (NZQCF) levels 1 to 3. Following the school's accreditations, students can gain national qualifications administered by the NZQA.

At KingsGate, students are encouraged to consider their academic and vocational pathways as they plan the final years of their schooling. From Year 11, KingsGate offers a concise curriculum.

Students will focus on developing an understanding of NCEA and refining their study skills. At KingsGate, students can study academic NCEA Achievement Standards. In Year 11, students are encouraged to maintain a broad range of academic subjects as they focus on understanding NCEA and refining their study skills.

KingsGate's Year 11 to 13 NCEA Level 1 to 3 pathway offers NZQA Standards.

STUDENT CANDIDATES

Students studying NCEA Level 1, 2, and 3 standards are also referred to as candidates. The word 'candidate' is used interchangeably or alongside the word 'student' to indicate the student's intent to be entered and assessed according to the New Zealand Qualifications Framework (NZQF).

COURSE TEACHERS OR ASSESSORS

The terms 'teachers' and 'assessors' are used interchangeably to indicate that teachers teach course content, but may or may not assess the candidate's final assessment submission.

YEARS 9 - 10

During Years 9 and 10, learning pathways are developed in collaboration with our SLT and Learning Support and can include deans, careers, guidance, SENCO, the Principal's Nominee, and NCEA Coordinator.

Students who determine their academic and vocational pathway, with the support of whaanau, can evaluate their choices and consider the courses offered at KingsGate from Year 11 onwards.

YEAR 11 -13

In Year 11 at KingsGate, students aim to refine their study skills and earn the NCEA Level One certificate endorsement through compulsory, interest, and career pathway subject credits. NCEA Level One courses will be planned and delivered via various NCEA Level 1 subject achievement standards, with some emphasis on external exam assessments. The focus of NCEA Level 1 is on ensuring that all learning content is covered in the curriculum areas, rather than acquiring as many credits as possible.

The intention is to create, where possible, connected learning experiences that refine study skills through a multidisciplinary approach, providing broader opportunities for NCEA 2 and 3 choices. The Year 11 student pathway offers a mixed range of NCEA curriculum standards, with credits from various NCEA Level 1 subjects.



NCEA candidates aim to achieve at least 60 credits and 20 Literacy and Numeracy credits, focusing on quality learning and assessment rather than a high quantity of credits and assessment. Their courses will predominantly comprise content and opportunities for assessment against internal and external standards, with credits awarded upon successful completion of each standard.

These credits can contribute to achieving certificate endorsement in the National Certificate of Educational Achievement (NCEA) Levels 1, 2 or 3.

Students enrolled in NCEA standards will complete assignments that their course teachers will collect as evidence for assessment. Therefore, assessment systems must be consistent and fair. NCEA student candidates must also be aware of their rights and responsibilities regarding assessment. The guidelines in this booklet apply to all external and internal assessments of achievement standards.

The NZ Privacy Act applies to NZQA results. Students can share their results with parents or caregivers and contact the school at any time about NCEA entries and results.

Below are the KingsGate School NCEA courses and their corresponding NZQA curriculum subject areas. During each academic year, KingsGate School determines the upcoming Year 11, 12 and 13 NCEA Courses based on student consultations, staff qualifications and availability, and Ministry of Education Funding.

FINDING SUCCESS - S.C.O.P.E

Set goals for your immediate and long-term future. Pray, and reflect on what you enjoy. Your whaanau teacher, dean, course teacher, guidance teacher, Head of High and Principal's Nominee are here to help. They can listen and advise you on subjects that give you the greatest opportunity for success and to gain knowledge, skills, and qualifications.

Come prepared. Bring the right equipment and books to school, including a diary for your assessment dates. That way, your work and notes will be tidy and organised.

Organise your time. Sometimes, keeping on top of your work is difficult, so start assignments early rather than leaving them to the last minute. When you have scheduled time to work at home, study leave, study blocks, or spare class time, use it wisely! Don't waste the time you are given.

Procedures. Read this book. Be aware of what you need to do to achieve your goals. What is your plan if you can not hand in your work or attend an assessment? Know in advance what to do if you are sick or there is an emergency.

Enjoy a balanced life. Study and a job should be balanced with time for self-care, and relaxation with God, whaanau and friends.



THE NCEA AWARD

NCEA (National Certificate of Educational Achievement) is administered by the New Zealand Qualifications Authority (NZQA) as part of the National Qualifications Framework. NCEA Level 1-3 are among the first certifications NZQA offers as part of the NZQF.

To complete the National Certificate of Educational Achievement, students must earn credits. Most full-year courses offer about 14-20 credits.

- Year 11-12 students take six NCEA Level 1 or 2 courses, covering a variety of subject standards. They will enter about 80-90 credits.
- Year 13 students take five or six Level 3 courses in a specific subject domain, as required for University Entrance. They will enter approximately 80-100 credits.

THE STANDARDS

A standard describes what a candidate must know and be able to do to achieve. When the candidate meets the standard requirements, credits are awarded. Two standards are offered at KingsGate for NCEA:

Unit Standards have two grades:

Not achieved (N) | Achieved (A)

Achievement Standards have four grades:

Not Achieved (N) | Achieved (A) |
Merit (M) | Excellence (E)

THE QUALIFICATIONS

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

NCEA Level 1	60 credits	10 credits in approved Numeracy standards	10 credits in approved Literacy standards
NCEA Level 2	60 credits		
NCEA Level 3	60 credits		

CERTIFICATE ENDORSEMENT

NCEA student candidates will gain an NCEA certificate endorsement with Excellence if they achieve 50 credits at Excellence at the certificate level or above.

NCEA student candidates will gain an NCEA certificate endorsement with Merit, where they achieve 50 credits at Merit (or Excellence) at the level of the certificate or above.

NCEA student candidates will gain an NCEA certificate endorsement with Achieved, where they achieve 60 credits at the level of the certificate or above.

COURSE ENDORSEMENT

Course Endorsement recognises candidates who perform exceptionally well in individual subjects that award Achievement Standards. Students will gain an endorsement for an individual course where they achieve, in a single school year:



1. 14 or more credits at Achieved, Merit or Excellence at the lower level that supports the endorsement.
2. At least three credits from externally assessed standards and three credits from internally assessed standards.
3. A course endorsement can be awarded even if a qualification for that level is not achieved.

Note: Level 2 and 3 Physical Education and Religious Studies will be exempt from (2) above.

UNIVERSITY ENTRANCE (UE) MINIMUM REQUIREMENTS

To gain UE admission to a New Zealand university, the minimum requirement is:

- NCEA Level 3; and
- 10 UE Literacy Credits at Level 2 or above, made up of at least 5 credits in reading and 5 credits in writing.
- 10 numeracy credits at Level 1 or above, made up of either the co-requisite Level 1 numeracy unit standards 32406 or 32412; or 10 Credits from the alternative NZQA published numeracy standards.
- Three subjects - at Level 3, made up of 14 credits in each of the NZQA approved subjects (three subjects, each with 14 credits).

University Entrance is usually awarded in January. Universities have their own admission requirements for programmes. Universities often consider Level 2 results when making acceptance decisions before Level 3 NCEA results are released. Students must check the requirements of the university they wish to attend.

SCHOLARSHIP AWARDS

New Zealand Scholarship assessments enable student candidates to be assessed against challenging standards in the final year of school. They are designed for the most capable candidates in each subject. Assessment is done either by a written or spoken examination, or by submitting a portfolio or report of work produced throughout the year.

If students gain a scholarship pass, they will be acknowledged on their record of achievement. It is not a qualification and is in addition to the credits required for NCEA. For more information on the NZ Scholarship monetary awards, visit:

<https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-including-examination-rules/7/2/1/>



KINGSGATE NCEA SUBJECTS & COURSES

compulsory courses - taught by KingsGate; assessed by KingsGate

option courses - taught by KingsGate; planned & assessed by KingsGate

option courses - taught by KingsGate; planned & assessed by Te Kura

eLearning option courses - supervised and supported by KingsGate; taught, planned & assessed by Te Kura*

additional eLearning - subject to staffing, timetabling and students individual learning pathways

NCEA Level 1 <i>Standards</i>	NCEA Level 2 <i>Standards</i>	NCEA Level 3 <i>Standards</i>	UEAS (University Entrance NCEA Achievement Standards available)	Subject Pathways
Faith & Life <i>Religious Studies</i>	Faith & Life <i>Religious Studies</i>	Faith & Life <i>Religious Studies</i>	✓	Religious Studies
English <i>English</i>	English <i>English</i>	English <i>English</i>	✓	English
Mathematics & Statistics <i>Mathematics & Statistics</i>	Mathematics & Statistics <i>Mathematics Statistics Calculus</i>	Mathematics & Statistics <i>Mathematics Statistics Calculus</i>	✓	Mathematics & Statistics
			✓	
			✓	
General Science <i>Science</i> Science Ext <i>Chem, Bio, Physics</i>	Biology	Biology	✓	Biology Chemistry Physics
	Chemistry	Chemistry	✓	
	Physics	Physics	✓	
Earth & Space Science	Earth & Space Science	Earth & Space Science	✓	Earth & Space Science
Health Studies <i>Health Studies</i>	Health Studies <i>Health Home Economics</i>	Health Studies <i>Health Home Economics</i>	✓ ✓	Health Food Technology
Commerce <i>Commerce</i>	Commerce <i>Economics & Business Studies</i>	Economics <i>Economics</i>	✓	Business Studies Economics
Legal Studies	Legal Studies	Legal Studies	✗ Unit Standards available	Level 3 credits can contribute towards NCEA Level 3 certificate endorsement
	Accounting	Accounting	✓	Accounting
Performing Arts <i>Music Dance</i>	Performing Arts <i>Music Dance</i>	Performing Arts <i>Music Dance</i>	✓ ✓	Music Dance
Geography	Geography	Geography	✓	Geography / Social Sciences
Agricultura &	Primary	Primary	✓	Agricultural &



Horticultural Science <i>Agricultural & Horticultural Science</i>	Industries <i>Agricultural & Horticultural Science</i>	Industries <i>Agricultural & Horticultural Science</i>		Horticultural Science
History	History	History	✓	History
	Media Studies	Media Studies	✓	Social Sciences
	Art History	Art History	✓	Art History
	Classical Studies	Classical Studies	✓	Classical Studies
Te Reo Maaori	Te Reo Maaori	Te Reo Maaori	✓	Languages Te Reo Māori
Japanese	Japanese	Japanese	✓	
Spanish	Spanish	Spanish	✓	
Visual Art	Visual Art	Design	✓	Visual Arts
		Painting	✓	
		Photography	✓	
		Printmaking	✓	
		Sculpture	✓	
Physical Education	Physical Education	Physical Education	✓	Physical Education
Social Studies	Social Studies	Social Studies	✓	Social Studies
Drama	Drama	Drama	✓	Drama
Kaupapa Maaori	Kaupapa Maaori	Kaupapa Maaori	✗ Unit Standards available	Level 3 credits can contribute towards NCEA Level 3 certificate endorsement
compulsory courses - taught by KingsGate; assessed by KingsGate				
option courses - taught by KingsGate; planned & assessed by KingsGate				
option courses - taught by KingsGate; planned & assessed by Te Kura				
eLearning option courses - supervised and supported by KingsGate; taught, planned & assessed by Te Kura				
additional eLearning - subject to staffing, timetabling and students individual learning pathways				

- Courses and standards offered are subject to change every year
- Individual Learning Pathways involving distance eLearning and/or assessment outside of KingsGate School can be discussed with the PN and HOH.



COURSES

COURSE INFORMATION

A range of NCEA Curriculum subject standards can be offered together in one 'course'. Therefore, when students enter Years 11-13, the word 'course' is used instead of 'subject'. They may have traditional names or names that suit the subject standards offered in the course.

Once courses are finalised at the beginning of the year, students will be provided with information about each NCEA subject standard in the course.

This information includes, but is not limited to:

- Details about the course topics
- Standards being assessed (including version), the assessment provider, available credits, and whether the course offers UE literacy standards or alternative Literacy/Numeracy co-requisite standards
- The type of assessment (external or internal) and its approximate due date (subject to student assessment readiness)
- The NZQA explanatory notes for each standard and version
- Relevant NCEA subject glossary
- Additional crucial information and tips relevant to the specific course and standards, e.g. field trips, practice tests, and off-site tasks

Students are responsible for recording the standards they achieve, tracking their total credits, and discussing any queries with their course teachers. It is recommended that they write them in this booklet, keep the information secure, and regularly log in to their student MyNZQA portal. This will help students monitor their NCEA certificate completion (60 credits, 10 Literacy Credits, and 10 Numeracy Credits), course endorsement, NZQA NZ University Entrance minimum requirements, and their individual subject requirements.

COURSE COMPLETION

- Assignments, tests and examinations are an integral part of any course. Students who are assessment-ready must meet the course completion requirements described in the individual subject assessment information.
- Students who have had sufficient teaching time and are deemed assessment-ready but fail to submit internal assessments, submit external assessments or sit examinations may not satisfy course completion requirements, which may impact further study in this subject area.
- Students and caregivers are required to track course completion requirements and credits.

MONITORING COMPLETION

- A. It is the student's responsibility to manage themselves and to respond and relate positively to staff.
- B. KingsGate staff monitor course completion by providing students with opportunities for independence and communication with teachers and assessors.



- C. Students, teachers, and whaanau should all be aware of the course requirements, including timetabling, internal and external assessment expectations, and due dates.
- D. Candidates, teachers and whaanau should all monitor the student's credits.
- E. Students are encouraged to discuss queries with their course teachers and schedule appointments with specific course teachers or Deans.
- F. The course teachers will regularly monitor student engagement and academic achievement.
- G. Course teachers will inform Deans, SENCO, and pastoral staff (via email for record-keeping purposes) when a student is at risk of not meeting course requirements. These staff members will communicate and decide on appropriate support measures.
- H. Course teachers will verbally encourage students not meeting course requirements to 'catch up', attend Study Hall, or seek guidance and support. Any second or subsequent encouragement will also be emailed for record-keeping purposes.
- I. **Ongoing course completion concerns:** Course teachers will inform students, caregivers, deans, the head of the high school, and the Principal's Nominee of the risk to course completion and encourage the student to 'catch up' (via email for record-keeping purposes).
- J. **Continued course completion concerns:** If the student fails to complete the necessary work to 'catch up,' the Dean or Head of High School will draft a letter or e-mail expressing this concern. This will be sent to the student, the student's caregivers, the subject teacher, and the dean. The Principal's Nominee will also be informed who will liaise with the NCEA Coordinator and course teachers.

The letter will be shared digitally, and should advise the student of concern that they may not be sufficiently prepared to undertake the associated subject standard assessments. It will also state that continuation in the subject area and the standard is under review, and the student may be withdrawn, without further notification from the relevant NCEA standards, in order to focus on alternative pathways.

ASSESS WHEN READY

KingsGate School's NCEA assessment procedures include a requirement to 'assess when ready,' per NZQA guidelines and consent-to-assess requirements.

KingsGate School prepares students for NZQA NCEA assessment readiness by:

- Preparing students for NZQA NCEA assessment practice
- Collecting evidence of assessment readiness, e.g. referring to KGS assessment readiness guidelines, monitoring student attendance, and providing NCEA practice and real assessment opportunities for Year 10-13 students.

It is important to acknowledge that over-assessment occurs in NZ education, and both NZQA and NCEA promote a 'less is more' approach to assessment. A large amount of credits at the expense of quality grades does not occur at KingsGate.

At KingsGate, candidates are expected to track their credits, course endorsement, standards entry and university entry requirements. Students contribute to determining whether they are 'assessment ready', and, with Learning Area Kaiaarahi and PN permission, can enter and then withdraw from optional internal and external assessment opportunities to prioritise study, e.g. for literacy and numeracy, trades courses, and UE requirements.

Before the final graded NCEA external exams, practice NCEA assessments are conducted to support NCEA NZQA assessment readiness, for diagnostic, developmental, and practice exam purposes. They can act as tools for high-stakes selection or final grading.

** NZQA NCEA 1-3 derived grades move into 'high-stakes grading' as they are for the purpose of an unexpected event during external end-of-year NCEA exams, require the same quality assurance processes per NZQA guidelines for external exams, and where necessary are referred to for final end of year grading purposes.*



COLLECTION OF EVIDENCE

Evidence is collected to show that the student candidate has achieved Unit or Achievement Standards. Assessment evidence for standards may be gathered in different ways, such as assignments, group tasks, tests and projects. This evidence is collected over the year and marked by KingsGate School teachers (internally assessed).

Other evidence may be assessed through end-of-year exams, portfolio submissions or Common Assessment Activities (CAA) throughout the year or examinations at the end of the year and marked by NZQA (externally assessed).

VERIFICATION OF RESULTS

- When submitting each internal assessment, candidates must sign an [Assessment Cover Sheet and Authenticity Declaration](#)
- After each marked assessment, candidates will be asked to acknowledge receipt and acceptance of their assessment results on their [Assessment Cover Sheet and Authenticity Declaration](#)
- If candidates believe they have not been awarded the correct result, they can appeal using the KingsGate School NCEA Appeals Procedure and an [Appeal Application Form](#).
- Students should check results regularly via their NZQA login.
- After assessments, teachers will record results for the KingsGate PN and the PN delegated Data Manager, who will submit the grades to NZQA.

AUTHENTICITY

All work submitted as evidence for the assessment of achievement or unit standards must be the student's own.

It is the student's responsibility to:

- Be able to prove that their assignment is all of their own work
- Keep all drafts and working documents, and hand them in to teachers if required.
- Keep a record of all resources used, including handwritten plans and websites.
- Acknowledge the source of all material in assignments, citing whether it is from text, electronic material or people.
- Ensure data is accurate.
- Be prepared to discuss their work further with teachers if required.
- Sign their [Assessment Cover Sheet and Authenticity Declaration](#) to verify that the evidence for the assessment is their own work.



ASSESSMENT INFORMATION

Each course standard is assessed against criteria decided by NZQA. The exact number of standards offered in a course can vary. Types of assessment include internal and external assessments.

INTERNAL ASSESSMENT

Teachers assess Achievement Standards and some Unit Standards and check assessments against NZQA moderation criteria. Internal assessment work is moderated by course teachers and teachers from other secondary schools. They are also submitted to NZQA for external moderation. Students must diligently ensure they are aware of assessment opportunities and deadlines and prepare adequately for these. Attendance at tests and examinations is compulsory.

Internal assessment will depend on the course being studied and could include an examination, a speech, individual research, an experiment, a project, or a portfolio. At the start of the year, students will be given a course/assessment plan that outlines the assessments and their timing. Any changes to the plan must be signalled to students with at least a week's warning.

EXTERNAL ASSESSMENT

Some Achievement Standards are assessed outside the school. These include the co-requisite assessments, CAAs, portfolios sent to external examiners, or end-of-year examinations sat at another local secondary school.

CONDITIONS OF ASSESSMENT

Conditions of assessment vary for each standard. They are available on the NCEA and NZQA websites and must be carried out at the time of the assessment.

EVIDENCE FOR ASSESSMENT

Evidence for assessment can include, but is not restricted to:

- candidates completing work inside and outside of class time,
- open book assessment
- candidates working as a group
- class time internal assessment completion
- portfolio collection
- examination conditions

In all situations:

- Candidates must be able to prove the authenticity of their work.
- Work presented for assessment must be the student's own work.
- Submissions that can not be verified as authentic (the student's own work) cannot be considered as part of the body of evidence for an assessment decision.
- Work that is not the student's own work may result in an investigation by the Principal's Nominee, escalation and consequences from NZQA.

AUTHENTICITY

All work submitted by NCEA candidates as evidence for assessment must be their own. Assessors must be confident that the submission is the student's own work.

ASSESSMENT COVER SHEET

For each standard being assessed, an [assessment cover sheet](#) is completed.

CONDITIONS OF ASSESSMENT

The Conditions of Assessment for each standard are available on the NCEA, NZQA and TKI websites. For each standard being assessed, the conditions of assessment must be adhered to for each assessment opportunity and provided by the assessor to their Learning Area Kaiaarahi, candidates and SENCO.

AUTHENTICITY

Each assessment opportunity requires the completion of the student [Assessment Cover Sheet & Authenticity Declaration](#). Non-completion, including lack of check-ins or insufficient evidence, risks a non-achieved grade. Students are expected to prove that their evidence for assessment is their own work. If they cannot, a grade of not achieved must be awarded.

EVIDENCE OF RESEARCH

It is essential that the student has sufficient evidence of research BEFORE the assessor permits them to work on their assessment during and outside class time.

Evidence of research allows for:

- The assessor to be sure that there is sufficient evidence for authenticity.
- Authenticity to be checked
- Completion of the assessment according to the conditions of assessment
- The completion of the student [Assessment Cover Sheet and Authenticity Declaration](#) check-ins as required for each standard.
- Assessor confidence that there is sufficient evidence to grant individual candidates permission to complete final editing outside of class time (where the conditions of assessment permit this option).

TYPES OF AUTHENTICITY AND EVIDENCE

All internal assessment submissions should include a KGS Assessment Authenticity cover sheet completed by the student, which records assessor evidence check-ins, a signed authenticity declaration, and a signed acceptance of the grade awarded.

Field trips, practical assessments, and research-based work

1. Learning departments should aim to change the context or content for assessment from one year to the next. This ensures that no breach can occur, e.g. the sharing of



assignments from past years, the authentic use of anonymous internal assessment exemplars for assessors

2. Teachers should ensure that practical-based assessments are authentic and that individual student participation meets the standard.

3. The assessment submission should include sufficient referenced research material for authentication.

4. All checkpoints must be noted on the [Assessment Coversheet & Authenticity Declaration](#).

Incomplete Authenticity Declaration check-ins risk a non-achieved grade, as a lack of evidence can not prove that the evidence for assessment is the student's own work.

Group work

1. Assessment of students working in groups is appropriate when this is a purpose in the unit of work and meets the conditions of assessment for the individual standard.

2. In other cases, group work is acceptable provided that authenticity is managed to ensure that an individual's contribution can be clearly identified and assessed.

3. The assessor will identify the aspects of an assessment that apply to a group and the aspects that apply to an individual. This includes specific identification of students in group videos, e.g. 'Student A is wearing the red t-shirt'

4. The assessor must be able to authenticate the contribution of individuals within the group.

5. The assessor must have evidence that each individual has met the required standard.

6. All checkpoints must be noted on the [Assessment Coversheet & Authenticity Declaration](#).

Assignment work

1. The teacher will conduct the assessment as an Assignment on Google Classroom, using Google applications (Docs, Sheets, Slides, etc).

2. The teacher will monitor the research process, setting regular milestone dates. When the conditions of assessment permit class-based and out-of-class completion, the research and planning phase may be conducted out of class time, with the student drafting their assignment during class time.

3. The student will participate in teacher check-ins by reviewing plans, research, drafts, and reports and presenting these to the teacher.

4. In the research and collection phase, the course teacher will require students to turn in their assessments at the end of each lesson, return them at the start of the next, or ask them to complete paper-based evidence collection.

5. All checkpoints must be noted on the [Assessment Cover Sheet and Authenticity Declaration](#)

6. When the teacher determines that the conditions of assessment meet check-in milestones indicating sufficient evidence of planning and research, they may permit the student to complete editing of their assessment out of class time. If check-in milestones are not met, permission for completion outside of class time can not be granted. If granted with insufficient evidence and checkpoint completion, the authenticity of the work may be in question.



7. Students must be advised when check-in milestones have not been met and that the authenticity of their work may be called into question. This includes documenting that the student has been informed that continuing with their current approach to research or draft work may result in a Not Achieved grade. The candidate will be advised to review their approach to planning, notes, evidence, and drafts, and complete all evidence check-points.

Single assessment & 'one-off' assessment events

This involves conducting an assessment under examination or test conditions in a single timetable period or over a set of timetabled lessons.

The conditions of assessment for each standard must be adhered to, and they should include all of the following:

- The assessor ensures that the environment for the assessment is appropriate to the conditions of assessment, e.g. wall displays, and appropriate access to resources that could breach authenticity
- Active supervision of separated students by the assessor.
- Not permitting talking or sharing of equipment.
- No additional materials permitted in the assessment location, or reference to other materials, unless expressly permitted as part of the conditions of assessment for the standard, e.g. open book permitted for the standard
- When the assessment occurs over a recommended time period that may span several lessons, students will be notified of the dates of the assessment event as part of the course outline or the assessment plan for the standard. Where appropriate, e.g., for rescheduling, assessors should discuss and plan the assessment dates to ensure candidates are present.
- When required, external end-of-year standardised conditions must be met, including timetabling around break times.

Additional requirements for 'one-off' assessment events

- All candidates required to complete one uninterrupted period of assessment using the same task should do so simultaneously.
- Share the assessment date well in advance and ensure that school events and other assessments do not clash.
- Discuss the rescheduling of assessment dates with candidates, agree and document the new assessment event date.
- Multiple 'one-off' assessment events should occur on the same day.
- Candidates must not have the opportunity to complete their assessment and disclose its contents to the next group of candidates who will complete it. e.g., co-requisite events for the same standard should be held on the same day each assessment week, with no students from one group interacting with those from the other.
- Authenticity declarations with check-ins may not be required for single assessment events that are not scheduled to occur over a set period of timetabled lessons.

For students affected by short-notice, genuine reasons, please refer to [Lated/Missed Assessments](#)

BEFORE EVIDENCE OF RESEARCH IS AVAILABLE

To ensure authenticity, these internal assessment practices should be applied to assessments completed over time, according to each standard's conditions of assessment.



Physical Hard Copy Internal Assessments

- Use exercise books, or dated and named paper,
- Keeping name paperwork in a folder,
- Ensuring that research documentation can be accessed and referred to
- Ensure that hard copies, e.g. paper assessments that students are drafting, remain in class with the teacher.

Digital Internal Assessments

- Use Google Classroom for the sharing of the assessment
- Ensure drafting the assessment in Google Classroom
- Linking research folders
- Release of research assessment instructions
- Opening the assessment for candidates at the start of a lesson
- Candidates are responsible for turning in their assessments at the end of each lesson.

When assessors are confident that the individual student has collected sufficient research evidence, is meeting assessment conditions, and that authenticity checkpoints are in place, students can complete surface features (e.g., spelling, grammar, referencing) or specific parts per the conditions of assessment, independently outside of class time.

Student or Teacher Absence (for assessments over time)

- Teachers can arrange for their students to catch up by holding classes outside of the allocated class time to open assignments and work on assessments. e.g. study breaks.
- If absent, assessors can arrange for their Learning Area Kaiaarahi, HOH, AP, or PN to share hard-copy assessments or release an assessment via Google Classroom for the student to work on. The Learning Area Kaiaarahi, HOH, AP, or PN must be present, or ensure that the relieving teacher and students understand and comply with the conditions of assessment.
- The Learning Area Kaiaarahi, HOH, AP, or PN are also responsible for ensuring that the assessment is returned at the end of the timetabled lesson.



BREACH OF THE EVIDENCE COLLECTION & ASSESSMENT RULES

A breach of the evidence collection rules includes willful or accidental non-completion of the [Assessment Cover Sheet & Authenticity Declaration](#)

A breach of the assessment rules includes willful or accidental breach of internal or external assessment standards. Each standard has conditions of assessment shared with candidates at the beginning of the standard's topic. As these conditions vary, a breach of the assessment rules may differ for each assessment.

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

- Non-completion of the [Assessment Cover Sheet & Authenticity Declaration](#), including checkpoints.
- When a candidate cannot provide evidence that their assessment submission is their own work.
- Plagiarism (submitting work that is not the student's own)
- Copying material from written or electronic sources without acknowledging the source (plagiarism).
- Non-disclosure of permitted use of AI or GenAI.
- The misuse of GenAI to create pieces of work submitted as evidence
- False declarations of authenticity, including impersonation
- Using notes in a test or exam
- Collusion (communicating with others, disrupting, assisting or hindering others during a test or exam)
- Dishonesty (e.g. lying about reasons for submitting late work)
- Altering answers before seeking an appeal
- Incorrectly following the KingsGate resubmission procedure.
- Copying another student's work
- Copying from another student
- Deliberately allowing work to be copied by other students
- Allowing someone else to copy your work
- Inappropriately helping another student with any part of their work
- Allowing someone else to do your work for you
- Using forbidden technology in a test or exam (e.g. non-designated printer, non-standard calculator, cell phone)
- Distracting other students in any way during a test or exam.
- Passing on your work for another student to use (who is now entered in the Standard)
- Using work from another student who was previously entered in the Standard

PLAGIARISM, AI AND GENERATIVE AI

- Candidates must be able to prove that all work submitted as evidence for assessment is their own.
- Candidates must ensure that they have adequately referenced where necessary. Failure to do so is plagiarism and a breach of the assessment rules.



- Copying, rewording or paraphrasing someone else's work or an exemplar without credit is plagiarism and considered cheating.
- Acceptable uses of AI include spell-checking, punctuation and basic grammar support, researching for ideas and sources, and locating information, all of which should be referenced.
- Using GenAI to write answers to course questions, summarise information for assessment submission or submitting GenAI work without referencing (therefore declared as their own work) is cheating.
- Refer to the KGS AI Policy for further information.

If a breach of the evidence collection or assessment rules is suspected, the following procedure will be followed:

- At all times, NZQA expects candidates to verify that their assessment submission is their own work.
- The teacher or supervisor will inform the candidate about the suspected misconduct, but allow them to continue their assessment.
- The course teacher will monitor candidates and collect and retain evidence of the breach. They will report the case to their Learning Area Kaiaarahi, who will undertake an investigation.
- Following the assessment submission, the candidate is informed that a breach of the assessment rules is suspected and that they must provide evidence to verify the authenticity of their assessment.
- The investigation may include, but is not limited to:
 - Non-completion of evidence check-ins, or the candidate's inability to sign the authenticity coversheet.
 - The use of GenAI is not in keeping with the standards conditions of assessment.
 - Moderation with the use of GenAI detection for plagiarism or to query the use of GenAI (e.g. CopyLeaks, Turnitin, Draftback) by the Principal's Nominee at the request of the assessor or Learning Area Kaiaarahi.
 - Conducting any required candidate interviews (including the candidate's peers) to prove authenticity.
 - Collecting evidence to prove authenticity (drafts, history, plans and other evidence)
- The Learning Area Kaiaarahi will discuss the situation with the Principal's Nominee and email the candidate with the investigation results and notes documented for reference.
- If the Learning Area Kaiaarahi determines a breach has occurred, a Not Achieved result will be awarded.
- The breach will be recorded on the candidate's pastoral notes, and the candidate's caregiver will be contacted via email.
- The Learning Area Kaiaarahi will document the incident and its consequences and share them with the Principal's Nominee.
- The Principal's Nominee can be asked to provide further assistance.
- In the event of an appeal relating to the incident or consequence, the Principal's Nominee will review the case, conduct any further investigation and determine and document the outcome. The candidate and the appropriate teaching staff will be informed of the decision.
- In the case of repeat or serious offences, the Principal's Nominee will refer the candidate and breach information to NZQA.

- If a breach is proven, or there is insufficient evidence to prove authenticity, a 'Not Achieved' grade must be awarded for the standard being assessed.

Plagiarism & GenAI

- KingsGate and Te Kura utilise AI detectors to identify plagiarism and, if required, provide an indication of Generative AI.
- Assessors can request PN support if student authenticity is unclear by:
 - Emailing a PDF of any assessments requiring checking to the PN, and provide a brief explanation of the request.
 - Requesting an artificial intelligence plagiarism or Gen AI detection screening of an assessment
 - Providing the PN with access to the students' course assessments in order to review document history.

Cheating

- Be vigilant with assessment practices and equity for all NCEA students.
- KGS will document and follow up on ALL student disclosures of cheating.



LATE | MISSED ASSESSMENTS

MISSED DEADLINES

After the standard's stated deadline, work submitted for marking without a valid reason cannot be included in the evidence used to make an assessment decision.

Occasions where an [Assignment Extension](#)/[Missed Assessment Application](#) can be submitted include:

Any student who anticipates being unable to complete an assignment on time due to circumstances beyond their control (e.g., illness, family trauma) should request an extension from the course teacher.

Requests for an extension of time must be made as early as possible to the course teacher/assessor, at least 5 days before the assignment due date, or on the assessment date for single assessment events.

Upon application, the course teacher may decide to:

- Grant an extension
- Set a new assessment opportunity date
- Deny the application and award 'Not Achieved' for the standard(s) concerned.

WILFUL ABSENCE

A wilful absence or non-submission will be considered as an intent to avoid assessment. Truancy or deliberate absence, **including family holidays**, is a wilful absence. If any wilful absence occurs during an internal assessment, a Not Achieved grade is awarded. For external assessments, the candidate is recorded as absent. A further reassessment opportunity is not available for a wilful absence.

VALID ABSENCE

For short-event or 'one-off' achievement-standard internal assessments, if a candidate is sick or has a valid excuse, they must notify the school office and provide evidence of the illness, e.g., a medical certificate or in-person verification.

The candidate should then complete and submit an [Assignment Extension | Missed Assessment Application](#) within 5 days of the absence, or as soon as they return to school, whichever comes first.

The candidate cannot be withdrawn from the standard if they are 'assessment ready' or if assessment has begun and prior approval was not obtained for an extension or exemption. A not-achieved grade should be awarded.

A valid absence does not guarantee an achieved grade or extension of time. If an alternative valid, authentic standard-specific evidence or an extension time is unavailable or cannot be accommodated, a result of Not Achieved will be reported.

NOT ACHIEVED GRADE

A 'Not Achieved' grade must be awarded when a candidate is assessment-ready, and does not complete and submit an assessment task.



ASSESSMENT EXTENSION

When an assessment is set for a course, the assignment must be handed to the assessor during the class period on or before the due date. Any candidate who anticipates being unable to complete an assignment on time due to circumstances beyond their control (e.g., illness, family trauma) should request an extension from the course teacher.

Family holidays and 'forgetting' are not a "valid reason" for requesting an extension.

Valid reasons for requesting an extension of time or a new assessment date are:

- **Sickness:** Evidence must be supplied. Preferably, a medical certificate from a medical professional or an accredited pharmacist is required. Caregiver evidence or in-person verification from school staff may be sufficient.
- **Family trauma:** For record-keeping purposes, a signed, verified note from the parent/caregiver, Guidance Counsellor, Dean, or whaanau teacher must be supplied.
- **School sporting/cultural activity:** The teacher in charge of the activity signs the 'Missed Assessment' form. Note: this reason must be negotiated and is only valid if the candidate informs the teacher well before the assessment or due date and submits their extension application.

Requests for an extension of time must be made as early as possible to the Course teacher before the assignment due date, and the course teacher may decide to:

- Grant an extension,
- Set a new assessment date
- If necessary, deny the application and award 'Not Achieved' for the standard(s) concerned. The course teacher assessor's decision is final.

ASSESSMENT EXTENSION PROCESS

- When the candidate is aware in advance that an extension is required, they must apply for an extension using the [Assignment Extension | Missed Assessment Application](#) form at least 5 school days before the assignment deadline.
- When the extension has a short notice reason and valid grounds for a 'short notice extension', they must apply for an extension using the [Assignment Extension|Missed Assessment Application](#) as soon as possible, before or on the assignment due date.



EXEMPTION | WITHDRAWAL

Under certain conditions, a candidate may, after discussion with learning support staff, subject teachers, deans and whaanau, before an assessment start date, choose to apply for an exemption (withdrawal) from an individual standard.

Examples of valid/non-valid exemption or withdrawal from standards include:

- ✓ Where the candidate requested additional internal standard entries that were not part of the course-specific standards
- ✓ Where the candidate was entered for additional course-specific standards as a 'back-up' option, and internal credits are no longer required
- ✓ The candidate is not assessment ready, per the [Assess when ready procedure](#), e.g. high absence
- ✓ The withdrawal is for external assessments, and the candidate is not seeking course endorsement
- ✓ The candidate required early entry into external standards and has now decided which external standard they will sit.
- ✓ The candidate's Individual Learning Pathway requires an exemption from specific assessments to facilitate a reduction in course assessment, study load, or focus on external pathways such as MIT or Gateway.
- ✓ The PN agrees that there are valid reasons that the candidate is not assessment-ready.

✗ The candidate has not been studying or attending, and the assessment content has been taught.

✗ The standard is part of the core course requirements

✗ Withdrawal places the candidate at risk of insufficient credits, including those required for course endorsement and University Entrance.

✗ To avoid a likely 'Not Achieved' grade.

For withdrawal or exemption, candidates must complete the process outlined in the [Application for Withdrawal or Exemption from an NCEA Assessment](#) and submit it to the Principal's Nominee. If approved:

- The candidate will be withdrawn from the standard and will not have the opportunity to gain the credits later in the academic year.
- Withdrawal from the standard will not show on the student's record of achievement.

Exemption or withdrawal CANNOT be used to avoid a likely 'Not Achieved' grade. And the candidate will receive a 'Not Achieved' grade. This includes when they:

- Have had ample opportunity but fail to follow authenticity guidelines
- Do not submit or complete an assessment on time
- Do not submit assessment tasks to an adequate level for an achieved grade

Approval for withdrawal or exemption does not result in withdrawal from the course. The student must attend and participate in all course activities, meet all other course standard requirements, and complete all course assessments.



APPEALS

Candidates have the right to appeal grade decisions regarding the outcome of their assessments, judgments made, grades, and misconduct during an assessment. The appeals process is in place to ensure fairness and accuracy in assessments. If students have genuine concerns about their results, they can contact the Principal's Nominee to utilise these procedures.

Internal assessments

The internal assessment appeals pathway, in order of personnel, is:

the course teacher assessor, the internal moderation verifier, the Learning Area Kaiaarahi, and the Principal's Nominee. The initial query begins between the candidate and the assessor. If the matter is referred to the Principal's Nominee, then the PN decision is final.

The appeals process can be initiated by the candidate within 5 school days of the internal assessment being handed back. The appeals process begins when the candidate files the appeal. The final decision of an appeal should be communicated to the student as soon as possible, within a suitable timeframe for the appeals process. The assessor will keep students informed throughout the appeals process.

1. The course teacher allows candidates to check that they agree with the results by explaining the criteria for each grade when an assessment is handed back to the student.
2. If the candidate believes an assessment has been marked incorrectly, they should approach their course teacher and ask them to reconsider the grade.
3. The course teacher should listen to the candidate, explain why the candidate received this grade, or make any necessary alterations. If the grading was conducted by another teacher at the school, the course teacher must consult with that teacher and inform the student or include the student.
4. If the issue remains unresolved after this discussion and the candidate disagrees with the assessor's decision, they may complete the [Appeal Application Form](#), requesting that the internal moderator assessor, followed by the Learning Area Kaiaarahi, review their assessment evidence and reconsider their grade. These assessors should listen to the student, explain why the student received their grade, and make any necessary judgments or grade adjustments.
5. If the candidate disagrees with the Learning Area Kaiaarahi's decision, they may ask the Principal's Nominee to consider the case. An assessment [Appeal Application Form](#) must be submitted by the student.
 - The Principal's Nominee may consult with the course teacher, marking teacher, subject advisor, the Head of Department or any other person with subject and standard knowledge.
 - The Principal's Nominee may source an independent verifier, consider all requirements of the standard and re-mark the student's work based on all verifications. They record the result, along with an explanation, on the appeals form.
6. The Principal's Nominee will meet or email the student with the unchanged or new result and explain the reason for this.



7. The student and Principal's Nominee must sign the assessment [Appeal Application Form](#) with the judgment result.
8. If the Principal's Nominee was involved in the initial assessment or appeals process, the Principal's Nominee will nominate the Head of High School to carry out the investigation on their behalf, who may approach an out-of-school moderator for re-marking.
9. In extenuating circumstances, the Principal's Nominee may, at their discretion, accept appeals after the 5 school days appeal interval.
10. At the end of any step in the appeal process, the final outcome must be signed off by the student and relevant personnel using the Appeals Form.

External assessments

The external assessment appeals pathway order is directed by NZQA. Candidates must contact NZQA directly when end-of-year external assessment appeals are required. External assessments conducted by the New Zealand Qualifications Authority (NZQA), such as end-of-year exams, offer two pathways for candidates who believe their results are inaccurate. They are:

Review: This process checks for clerical errors, ensuring that all parts of the exam have been marked, that marks have been totalled correctly, and that the correct grade has been recorded. Reviews do not involve re-marking the answers and are free of charge.

Reconsideration: This involves a thorough re-marking of the candidate's exam paper by a different assessor. If students believe their external assessment deserves a higher grade based on the marking criteria, they can apply for reconsideration. There is a fee for this service, which is refunded if the grade is changed in the candidate's favour.

Key Points to Remember:

Deadlines: Strict deadlines apply for both reviews and reconsiderations. For instance, applications typically open in late January after results are released and close in mid-February. It's crucial to check the exact dates each year on the NZQA website.

Application Process: Applications for reviews and reconsiderations can be made through the student's MyNZQA learner portal. Students must ensure that they follow all instructions carefully and provide any required documentation.

Outcome: If a review or reconsideration results in a change to a grade, NZQA will update records and notify students accordingly.

For comprehensive details and the most current information, refer to the NZQA's official guidelines on reviews and reconsiderations at:

<https://www2.nzqa.govt.nz/ncea/student-assessment-hub/ncea-results/reviews-and-reconsiderations/>

RESUBMISSION

Candidates may be offered a resubmission opportunity for internally assessed NCEA Achievement Standards. A resubmission opportunity allows candidates to correct a minor error in their assessment to reach the achieved grade. It is not a complete reassessment and must adhere to NZQA's resubmission conditions.

CONDITIONS FOR RESUBMISSION

Appropriate availability

- Resubmission is offered when the course teacher and school can provide the opportunity.
- The manageability of a resubmission must be considered and include, but are not limited to, the timing of the original assessment, resource availability, calendar dates, and the period assigned for gathering and collecting assessment evidence.
- Resubmission is appropriately and consistently managed for each situation..
- Resubmission opportunities are case-by-case and should not be compared with other opportunities, such as drafts or further reassessment.

'Not Achieved' Only

- Resubmission is only offered if the student's assessment evidence is at the Not Achieved and Achieved grade boundary.
- A resubmission can only improve a 'Not Achieved' to 'Achieved'. It cannot raise a Not Achieved grade to Merit or Excellence.
- A resubmission is unavailable if a student did not submit their assessment.

Minor Errors

- Resubmission can be offered to individual students to correct a minor error.
- Resubmission may be offered when the assessor determines that the student is capable of identifying and correcting the minor error independently, without additional teaching or guidance.

One Opportunity

- Only one resubmission is allowed for each assessment of a standard. It includes the initial assessment and, where offered, the one further resubmission opportunity.

Timing

- The resubmission should be made as soon as possible after the assessment is completed.
- The resubmission opportunity should be offered as soon as possible after the student receives the work back from the teacher.
- The time available to complete the resubmission depends on the nature of the assessment, and teachers must be able to confidently ensure authenticity.
- The time permitted should reflect the nature of the task and the time needed to correct the error.
- The resubmission opportunity must be offered before grades are finalised and reported to NZQA.
- The resubmission opportunity must be offered before NZQA closes their internal reporting.
- To ensure authenticity, the resubmission must be supervised by a teacher who did not teach the student's assessment at a time determined by the school.



- To avoid a perceived conflict of interest, whaanau of students sitting a resubmission must not provide sole supervision of the event if there are two or fewer candidates present.

Student-led

- No further teaching or learning can take place. Non-specific feedback can be given to ensure authenticity, without over-directing the student. Further teaching, prompting, or detailed feedback is not permitted.
- Teachers must ensure that the student's work is authentic.
- During the resubmission opportunity, the student must work independently.

Eligibility Decision

- The course assessor (teacher) decides which students at the not achieved and achieved grade boundaries meet the criteria for resubmission.
- If a student's submission is too far from the achieved grade boundary, they can not be offered a resubmission.
- Students cannot be offered a resubmission if a substantive or significant change would be required in their work.

PROCESS FOR RESUBMISSION

- i) The teacher assesses the student's work and identifies whether a minor error prevents the student from attaining the grade Achieved.
- ii) The assessor notifies their Learning Area Kaiaarahi and Principal's Nominee that a resubmission opportunity has been identified.
- iii) The Learning Area Kaiaarahi or Principal's Nominee confirms that the school can offer a resubmission opportunity.
- iv) The student is notified in writing of the resubmission opportunity and given clear instructions on the conditions.
- v) Within the specified time frame, the student confirms if they will partake in the resubmission and affirms this in writing to the assessor.
- vi) The resubmission event occurs in a supervised setting, without teacher/assessor guidance and assistance.
- vii) The standard assessor reviews the resubmitted work and awards the appropriate grade. Either Not Achieved or Achieved.
- viii) The final grade is recorded and reported to NZQA.

FURTHER ASSESSMENT OPPORTUNITY

Candidates may be offered a further assessment opportunity for internally assessed NCEA Achievement Standards. A further assessment opportunity permits students to be retaught and reassessed for a standard. It is a complete reassessment and must adhere to NZQA's teaching and assessment conditions.

CONDITIONS FOR A FURTHER ASSESSMENT OPPORTUNITY

One opportunity

- Only one further assessment opportunity for each standard may be offered in a year.

Appropriate Standard Availability

- KingsGate School must decide whether to offer a further assessment opportunity.
- KingsGate School may offer further assessment opportunities per standard.

Manageability

- Further assessment opportunities must be manageable by KingsGate School. The manageability of offering a further assessment opportunity to all course students must be considered.
- Manageability considerations include, but are not limited to: teacher availability, course timetabling, the timing of the original assessment, the availability of resources, calendar dates, the period assigned to delivering further learning and new content for the further assessment opportunity, and the requirements for gathering, collecting, marking, and moderating further assessment opportunity evidence.

New content

- KingsGate School can only offer a further assessment opportunity after additional learning has occurred, and if a different activity or task is provided for further assessment.

Equity

- The further assessment opportunity must be offered to all students who were entered for that standard in that course, regardless of the grade that they achieved.
- Students do not need to take up the further assessment opportunity.

Grading

- The further assessment opportunity must provide students with access to learning that covers all grades - Not Achieved, Achieved, Merit or Excellence.
- The highest grade is reported to NZQA.
- The highest grade may be from the first (original) assessment opportunity or the further assessment opportunity.

Resubmission

- The further assessment opportunity may include one resubmission.

Considerations

- The further assessment opportunity should consider:
 - whether students have already provided other authentic evidence elsewhere.
 - KingsGate Schools NCEA assessment policy.
 - validity, fairness.
 - student and teacher workload.



QUALITY ASSURANCE

When results are reported to NZQA, KingsGate is confirming that all assessments for all standards have been moderated. KingsGate MUST undertake quality assurance to ensure that the standards awarded by KingsGate School are fair and of equal value to other schools. The quality assurance system is established to ensure that:

- All assessment material is critiqued and modified as necessary before use.
- Assessor judgments are consistent with the standard.
- For each standard, each teacher's grade judgement is verified.
- For each standard, to confirm accuracy of results, the following is retained for the purpose of selected external moderation - assessment materials, and student examples
- All advice from external moderation is actioned before the standard is assessed, and the materials are used again.

The quality assurance process requires internal moderation by verifiers for all standards being assessed by KingsGate School, followed by NZQA external moderation of selected standards.

The timeline for the return of assessment results is dependent on this moderation. This quality assurance process ensures that all internal standard assessments are accurate and consistent. Therefore, reporting of results back to candidates will take some time.

Return of Assessment

With quality assurance and moderation requirements in mind, the process for the return of assessment is as follows:

- A. After the quality assurance process and moderation, all assessment results will be returned to candidates as soon as possible, within a suitable time of the assessment due date. Course teachers will keep students informed of the assessment return timeline; any extenuating circumstances will be communicated.
- B. When the assessment is returned to students, the teacher will explain the criteria for each grade. Candidates will also have the opportunity to ask for an explanation of any judgment statements and how the judgment decision was made.
- C. Candidates should compare their responses with the judgment decisions and schedules, and ask for clarification on any decisions regarding their responses.
- D. Candidates sign the assessment cover sheet, indicating they accept the judgment decision or grade awarded.
- E. A student does not forfeit their right to appeal, resubmit or attempt a further assessment opportunity by acknowledging the return of their work or by sighting their grade. An appeal should be logged within seven days of grade acceptance.



SPECIAL ASSESSMENT CONDITIONS | SAC

All student NCEA candidates should have valid and fair internal and external assessment conditions consistent with the assistance they would typically have as part of their usual learning environment. 'The purpose of the Special Assessment Conditions (SAC) process is to ensure that NCEA student candidates with recognised learning, medical or behavioural needs, capable of attaining a national qualification, receive approved NZQA entitlements for assessment.'

Whaanau and students can enquire about special assessment conditions, and they should contact the KingsGate School SENCo and PN SAC Coordinator as early as possible in the year. Learning Support, pastoral staff and deans can help students identify whether they may qualify for SAC. This can occur as a student progresses through school, upon enrolment, or when they reach secondary school.

SAC may be available for student NCEA candidates with permanent or long-term medical conditions, physical disabilities, sensory adjustments, neurodivergent diagnoses, or specific learning needs (e.g., dyslexia).

SAC is available for all NCEA internal and external assessments and may include larger text, a different exam location, extra time, reader/writer assistance, audio support, separate accommodation, reader/writer/typer assistance, or rest breaks.

Evidence must be collected to apply for special assessment conditions. KingsGate School applies for SAC conditions, which NZQA grants. Permission is relatively early in the year and must be obtained each year. SAC entitlements are granted by NZQA early in the year. Therefore, students should consult as soon as possible with the KingsGate SENCo if they believe they are eligible.

If students think they may be eligible for SAC, they can investigate Special Assessment Conditions on the NZQA website with whaanau, contact our KingsGate School SAC Coordinator or submit an application using the [STUDENT SAC application form](#).

CO-REQUISITE ASSESSMENTS

NCEA Certification relies on candidates achieving Literacy and Numeracy credits. NZQA has designed the Literacy and Numeracy co-requisite assessments for NCEA 1-3 candidates, and they must be assessed in accordance with the NZQA Assessment Rules for Schools. Achieving co-requisite standards is a priority for Year 11-13 NCEA candidates, and NZQA permits non-NCEA candidates to sit the assessments.

Year 11-13 NCEA candidate Co-Requisite entry

At KingsGate School, the Principal's Nominee enters all NCEA 1-3 candidates requiring their co-requisite standards into Assessment Event Opportunities.

Withdrawal from a co-requisite assessment

- Under certain conditions, an NCEA candidate may, after discussing the matter with learning support staff (e.g., guidance), subject teachers, deans, and whanau, choose to apply to the Principal's Nominee for withdrawal.
- The withdrawal process begins when the candidate fills out an [Application for Withdrawal or Exemption from an NCEA Assessment](#) form and submits it to the Principal's Nominee.
- If approved, the Principal's Nominee will withdraw the candidate, and the candidate will forfeit the opportunity to earn the co-requisite credits.
- Withdrawal from the standard will not be reflected on the student's record of achievement; however, if the student is deemed 'assessment ready,' the exemption cannot be used to avoid sitting the assessment or being awarded a likely 'Not Achieved' grade.

Year 10 student Co-Requisite entry

Year 10 students who meet 'assessment ready' requirements for the Literacy and Numeracy Assessments, prepare for the opportunity to sit the co-requisite standards in the Assessment Opportunity 2 event. Year 10 co-requisite entry is neither automatic nor required at KingsGate School.

Missed Co-Requisite assessments

Co-requisite assessments are unit standards and a 'one-off' assessment. If a candidate misses an assessment date, they can not apply for a derived grade. However, opportunities to attempt the same assessments are available twice a year.



DERIVED GRADES

KINGSGATE DERIVED GRADE WEEKS

26 August - 2 September, 2026 AND 14 October - 22 October, 2026

ADVICE TO CANDIDATES

Derived grade practice exams are used as evidence to generate a derived grade. Therefore, students must give greater consideration to achieving their best in all school-based derived grade practice exams.

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 NZQA for a derived grade.

Students should still try to sit their end-of-year exams whenever possible. If NZQA approves an application for a derived grade, but the student still sits the exam, the student will receive the higher of the two grades.

Situations that may allow for a derived grade

Impaired candidates should endeavour to sit the external exam wherever reasonable and practical, and submit a derived grade appeal after the event. Impairments requiring a derived grade appeal must be serious. NZQA declines some derived grade applications, including claims based on forgetting to attend, family disturbances, and minor illnesses. Some situations are also credible impairments; they can include, but are not limited to:

- A medical reason where evidence that supports the claim can be provided. Evidence includes medical certificates or in-person verification by the ECM or a staff member.
- Affecting the student during the examination period, or will STILL have an impact on the candidate's exam performance.
- Events that affect the exam centre, e.g., earthquakes, internet outages, weather events, damage to assessments, or lockdowns.
- National representation in a sport, cultural or academic event pre-approved by NZQA.

When a derived grade is possible

It is possible to apply for a derived grade if the derived grade assessment task

- Result has been recorded for an authentic, moderated assessment.
- Was completed for the assessed standard under examination conditions
- Accurately reflects what it would encompass in the final exam for the standard.

A derived grade cannot be awarded if:

- No grade for the derived grade was awarded because a student was absent or did not complete the assessment.
- The timing of the course teaching prevented a practice assessment from being given
- Practice assessments were not conducted under exam conditions or split across multiple sessions.

Please contact the Principal's Nominee as soon as possible if an application for a derived grade is required



UNIVERSITY ENTRANCE | NCEA CERTIFICATE | ENDORSEMENT CATCH-UP

In the event of non-completion of required University Entrance, NCEA certificate or endorsement requirements, including specific standards, the following solutions may be available for individual students:

- Students may apply to NZQA for a review or reconsideration of the external result (exam grades).
- Eligible state and state-integrated students can apply for 'non-fee' Summer School through Te Aho o Te Kura Pounamu (Te Kura). Te Kura Summer School is a formal short-term online programme for students who need up to 12 credits to complete an NCEA certificate, University Entrance or an endorsement. Registrations usually open in November and close in January.
- Completion of a planned late assessment opportunity (or further assessment opportunity where applicable) and reporting for a KGS internally assessed standard, in line with NZQA requirements and KGS NCEA procedures. These requirements include ensuring validity, authenticity, quality assurance, and reporting within NZQA timeframes.
- Possibly individual Term 1 student enrolment with Te Kura, subject to Te Kura eligibility criteria
- Apply to KingsGate for continued enrolment, including a possible Year 14 pathway, subject to the school's approval.
- Where appropriate, Year 14 students may consider exploring a KingsGate|Te Kura dual enrolment arrangement. Year 14 options are subject to Te Kura availability, KGS availability and approval, and any potential fee payment requirements.



NATIONAL SECONDARY ASSESSMENT DATES

CO-REQUISITE ASSESSMENTS

NZQA offers co-requisite assessments twice a year, which can be sat at KingsGate School. They allow NCEA candidates to achieve the 20 Literacy and Numeracy (LitNum) unit standard credits.

The assessments are usually digital, can be sat more than once, and delivered under the same conditions as the end-of-year NCEA and Scholarship external exams.

CO-REQ ASSESSMENT EVENT 1: Term 2, 18-29 May, 2026

CO-REQ ASSESSMENT EVENT 2: Term 3, 07-18 September, 2026

EXTERNAL PORTFOLIOS AND REPORTS

Schools must submit materials to NZQA by these final dates. Submissions can be made at any time before then.

L1 VISUAL ARTS Due: 21 October 2025

L1 DVC, DANCE, DRAMA & MUSIC & L2 VISUAL ARTS Due: 28 October 2025

NCEA EXTERNAL EXAMINATIONS

KingsGate School aims for students to enter their NCEA Level 1 external examination period confidently. The goal is for students to see external examinations as an opportunity to gain further experience and practice in the NCEA Level 2 and Level 3 academic course endorsement pathways. KingsGate School encourages all students to take external examinations and regards them as a positive opportunity to build assessment skills and resilience.

Every NZQA NCEA external examination candidate must have photographic identification available for the Examination Centre Manager and exam supervisors to see. Students will receive more external assessment information closer to the examination dates, including candidate information sheets and entry slips.

The end-of-year examination timetable for the NCEA and New Zealand Scholarship runs from **Tuesday, November 10th, to Friday, December 4th**. The exam sessions last up to three hours and are held in the morning or the afternoon.

Paper-based and digital examinations are available based on the candidate's learning experience and needs. However, NZQA determines which specific subjects are paper-based only, with no digital exam available.



NATIONAL SECONDARY EXAM TIMETABLE

2026 EXAMINATION TIMETABLE					
Examinations available digitally shown in blue					
Date	Session	Level 1	Level 2	Level 3	Scholarship
Tue 10 Nov	AM	Mathematics and Statistics	Geography Latin	Dance	Classical Studies
	PM	Te Ao Haka	Japanese	Digital Technologies Samoan	Media Studies
Wed 11 Nov	AM			English	
	PM	Gagana Tokelau Korean	Te Ao Haka	Cook Islands Māori	Geography
Thu 12 Nov	AM		English		Chemistry
	PM	Physics Earth & Space Science	Chinese	Physics Te Ao Haka	French
CANTERBURY ANNIVERSARY DAY (Fri 13 Nov)					
WEEKEND					
Mon 16 Nov	AM	French	Lea Faka-Tonga Te Reo Māori	Calculus	Samoan
	PM	Te Reo Māori	Chemistry	German History	Statistics
Tue 17 Nov	AM	English			Accounting
	PM	Geography	Dance Korean	Biology	Art History
Wed 18 Nov	AM	History	Art History	Health Japanese	Physics
	PM		Physics	Economics	Psychology
Thu 19 Nov	AM		Mathematics & Statistics	Making Music Spanish	Economics
	PM	Chemistry & Biology	Accounting		Biology
Fri 20 Nov	AM		Biology	Chinese Drama	
	PM	Religious Studies	Cook Islands Māori Drama	Chemistry	Agricultural & Horticultural Science
WEEKEND					
Mon 23 Nov	AM	Japanese	French	Latin Psychology Te Reo Rangatira	English
	PM	Spanish	Business Studies	Agricultural & Horticultural Science	Earth & Space Science
Tue 24 Nov	AM	Commerce	Agricultural & Horticultural Science	Statistics	Te Reo Rangatira
	PM		History	Geography	
Wed 25 Nov	AM	Health Studies	Te Reo Rangatira	Lea Faka-Tonga	Calculus
	PM	Science	Classical Studies	Accounting	Drama
Thu 26 Nov	AM	Digital Technologies	Media Studies	Te Reo Māori	
	PM	Vagahau Niue	Health	Media Studies	Chinese
Fri 27 Nov	AM	Reo Māori Kōki 'Āirani	Economics	Music Studies	Spanish
	PM		Digital Technologies	Art History	History
WEEKEND					
WESTLAND AND CHATHAM ISLANDS ANNIVERSARY DAYS (Mon 30 Nov)					
Tue 1 Dec	AM	Social Studies	Earth & Space Science	Classical Studies	Te Reo Māori
	PM	Lea Faka-Tonga	Music	Home Economics	Digital Technologies
Wed 2 Dec	AM	Agricultural & Horticultural Science	German Social Studies	French	Japanese
	PM	Gagana Samoa		Earth & Space Science	Religious Studies
Thu 3 Dec	AM	German	Home Economics	Korean	
	PM	Chinese	Education for Sustainability Samoan	Business Studies	
Fri 4 Dec	AM		Spanish	Social Studies	German

<https://www2.nzqa.govt.nz/assets/NCEA/2026-Exam-Timetable.pdf>



STUDENT RECORD OF ACHIEVEMENT

[illegible]

APPENDICES - reference only

KINGSGATE SCHOOL NZQA NCEA Assessment Policy

Adopted: 6th October 2025

Next Review Date: October 2027 (Then Reviewed Biennially)

Rationale:

Students achieve and improve when the assessment is valid, consistent, fair and accurate.

Purpose:

- To ensure fairness of assessment for all students.
- To ensure school-wide consistency of internal assessment procedures.
- To define the roles and responsibilities of staff and students.
- To satisfy NZQA requirements for NCEA assessment.
- To minimise student workload peaks.
- To allow students to achieve to their potential.

Guiding Principles:

1. Each assessment activity must feature the following attributes:

Valid – the assessment must stand alone and be able to gather evidence of the coursework being assessed, consistent with both the standard and curriculum. A valid assessment should measure what it is supposed to measure, i.e., NZQA assessment specifications, standard-specific, as detailed in the achievement criteria. Note: An assessment that is not valid cannot be used to provide evidence for derived grade purposes.

Fair – the assessment must be presented in such a way that no student is advantaged or disadvantaged by the nature or content of the assessment.

1. Sufficient – The Achievement Standard assessment must provide enough opportunity for a student to show competence at the Achieved, Merit or Excellence level. Unit Standard assessment must provide sufficient opportunities for a student to demonstrate competence at Achieved.

Authentic – the assessment must be sufficiently different from practice assessments to ensure that each student's own knowledge is assessed in a way that preserves the authenticity of their response, which must be in the learner's own words.

2. Assessment conditions must be appropriate for the outcome being assessed.
3. For all NCEA Levels, KingsGate School will give priority to the following order of assessment:
 - 3.1. NCEA Literacy and Numeracy standards.
 - 3.2. NCEA Level 1 Certificate Endorsement - Achieved, Merit or Excellence
 - 3.3. For students planning further study of NCEA Level 2: the delivery of all relevant NCEA Level 1 subject curriculum content;
 - 3.4. NCEA Level 2 Certificate Endorsement - Achieved, Merit or Excellence and/or relevant NCEA Level 2 subject course endorsement with Achieved, Merit or



Excellence. v) For students planning further study of NCEA Level 3 subjects: delivering all relevant NCEA Level 2 subject curriculum content.

3.5. NCEA Level 3 Certificate Endorsement - Achieved, Merit or Excellence and/or relevant NCEA Level 3 subject course endorsement with Achieved, Merit or Excellence. iii) Relevant UE Literacy and Numeracy achievement standards.

3.6. iv) NZQA Level 3 Scholarship exams.

4. Procedures will be transparent and well-publicised to ensure all students and staff know their responsibilities.
5. Each assessment will be conducted, critiqued, moderated, and supervised, as appropriate, by experienced and qualified teachers. No inexperienced teacher will be solely responsible for critiquing or moderating an assessment. Every teacher will have their work moderated.
6. Assessment results are only reported to students after moderation.
7. All assessment dates, including practice external assessments, will be spread over the year to minimise clashes and facilitate student workload.
8. In anticipation of the next NCEA level, courses will offer all relevant content in their NCEA course level across the previous academic year.
9. Every NCEA course is required to offer at least 10 credits for internal Achievement Standards by mid-term 3, where practicable, and at least the content of two standards by the end of Term 2.
10. In time for Term 4 NZQA external assessments, every NCEA Level course is required to offer the content of at least one external Achievement Standard by the end of Term 3.
11. The content of the relevant subject's additional external Achievement Standards will be offered in NCEA courses. When deemed 'assessment ready,' students will participate in the course subject's additional external Achievement Standards.
12. Kaihautuu|Head of Learning will ensure that all assessment activities and schedules are internally moderated and that samples of assessor judgements are verified in keeping with NZQA requirements.
13. Kaihautuu|Head of Learning will determine suitable strategies for collecting evidence of student achievement and ensure that they are used consistently within each subject department.
14. Copies of internally moderated student assessments and results will be stored securely and readily retrievable. The location will be specified in the moderation process. The required number of NZQA selected samples for external moderation will be stored digitally in the NCEA Assessment folders in the KingsGate School High School Faculty NCEA Drive for the following year, along with the assessment tasks and marking schedules.
15. When a student has gained Not Achieved in an assessment, teachers are required to review any valid, authentic, and naturally occurring evidence that the student has already provided before necessarily considering the need for further resubmission or reassessment.
16. A further opportunity to demonstrate achievement may be offered unless deemed impractical and/or unmanageable.
17. In keeping with KingsGate School Special Assessment procedures, students who have approved Special Assessment Conditions (SAC) will be offered the same conditions for NCEA internal assessments as they would for an NCEA external assessment.
18. Consistent with this policy, subject faculties will determine suitable specific procedures to ensure authenticity for each internal assessment under their authority, including monitoring plagiarism and external AI monitoring apps.
19. The NCEA appeals procedures will be well-publicised on the KingsGate School Google Classroom NCEA Hub, KingsGate School NCEA student handbook and during course teaching time.
20. Moderated grades only will be reported to NZQA and delegated for NZQA web entry by the Principal's Nominee.
21. The Principal's Nominee will maintain regular communication with NZQA to ensure the school's policy and procedures comply with their requirements.



22. The procedures defined in NCEA handbooks must apply to all students sitting NCEA or any other NZQA-approved assessments.
23. In Term One, students will receive a paper copy of the KingsGate School NCEA student handbook and be invited to the Google Classroom NCEA Learning Hub.
24. Digital copies of the student handbook, the NZQA NCEA Assessment Policy and its procedures will be posted on the Google Classroom NCEA Learning Hub. The NCEA Learning Hub will contain NCEA policies, guidelines, and procedures. It will store the relevant application forms for NCEA procedures mentioned in the KingsGate School NCEA Student Handbook.
25. Digital copies of the NCEA Student Handbook and the NZQA NCEA Assessment Policy and Procedures will be posted on the Google Classroom NCEA Learning Hub
26. Formative or diagnostic assessments should aid teaching and learning, curriculum delivery and review, and evidence collection.
27. This policy will be shared with all NCEA teachers, including new teachers to KingsGate School, during their induction.
28. All teachers will receive an explanation of these practices through department meetings.
29. Departments using within-school moderation are expected to source and identify their within-school moderators. They will return marked assessments with moderated, recorded grades to students within three school weeks of the assessment.
30. Departments will retain copies of selected scripts for external moderation and upload these to the NCEA Assessment and Policy moderation folder in the KGS High School NCEA Policy and Procedures Drive.
31. Departments using out-of-school moderators are expected to source and identify their moderators. Following the assessment, they will immediately communicate any moderator sourcing concerns, requesting moderator support from the Head of High School, Kaihautuu|Head of Learning, and the Principal's Nominee.
32. Departments will agree on a realistic out-of-school moderation turnaround time with the Principal's Nominee to a maximum of six school weeks. Once approved, course teachers will clearly communicate this agreed turnaround time to students, both digitally and during class time.
33. This policy will be reviewed in 2026, while its corresponding procedures and appendices will be developed, reviewed, updated and communicated to students and NCEA teachers throughout 2025.



Assessment Cover Sheet & Authenticity Declaration

This form must be completed by the student/aakonga with their KingsGate School Course teacher for authenticity check-ins and grade acceptance.

Student Name:		Whaanau Class:	
Course Teacher:	Teacher in charge of assessment:	Department/Subject/Course:	
Standard Number:	Version:	Level:	Credits:
Standard Title:			
Assessment Title:			
Conditions of Assessment for the standard have been sighted: Y/N			
Assessment duration:	Due Date:	Further assessment opportunity: Y/N	Further assessment opportunity Date:

Check Point:	Date:	Teacher signature and comment (e.g. feedback/comment location) - <i>where required, continue check points on attached papers or insert new rows</i>
1		
2		
3		
4		
AI use (e.g. Grammarly for SPAG - spelling & grammar)		- Delete and explain the use of AI support for spelling and minor grammar. - Any AI rewriting suggestions should not be used in the assessment, as this is now moving toward using Generative AI to write content for the candidate.
GenAI use (e.g. Chat GPT for research, referencing, checklists)		- Attach and explain all prompts, specifying what the GenAI was used for. - ANY GenAI content creation being submitted as student work, e.g. creative AI such as images, art, music, performance, must be declared, and their use may be a breach of the standard's conditions of assessment. - Any use of GenAI content, such as submitting GenAI writing as the student's own work, breaches NZQA authenticity guidelines.



By signing below, I am saying that I have personally prepared, researched, written, and created the material for the above internal assessment. I understand and accept that this means that:

• If required, I must be able to provide evidence that my assessment submission is my own work. • My submitted assignment, which is presented under the cover of this sheet or with this Authenticity Statement, is my own original work. • I have processed all the information I researched and put it into my own words to the best of my ability. • No other person/source has written any part of my submitted assignment (including preparation work). • I have not used any other source, in any form, to <u>copy</u> any part of my assignment and submit it as my own work. e.g. plagiarism or GenAI. • If I have used work from another person or source (including, but not limited to, direct quotes, diagrams, or text), I have done so appropriately and have acknowledged it in my references. • I can clearly show my course teacher/assessor where all my learning and research information has come from. • If, during assignment preparation, my course teacher <u>queries</u> or believes that I have copied from any source that has not been <u>correctly</u> referenced, I will be warned to reference it correctly or delete it. • If I do not delete the words that are not my own or submit an assignment that I have copied from any source that has not been correctly referenced, all my work will be graded as 'Not Achieved'. • I understand that assessment misconduct (e.g., plagiarism) is a serious breach. The matter will be referred to the Head of Learning Department or Head of High School and then to the Principal's Nominee for further investigation as per the KingsGate School Assessment Policy and NZQA NCEA Assessment Policy. • If I cannot provide evidence that my assessment submission is my own work or that no academic misconduct has occurred, my grade will be Not Achieved, with further action likely. This includes, but is not limited to, my caregivers being informed in writing, referral to the Principal's Nominee for further investigation, investigation by NZQA, and my academic misconduct breach being recorded on my NZQA and school NCEA record.	
Aakonga/Student Signature:	Date:

Initial Assessment Grade:	Resubmission: Y / N
Grade with resubmission:	Resubmission date and time:
Aakonga/Student signature acknowledging (sighting) the assessment grade:	Teacher Signature:

Assignment Extension | Missed Assessment Application

This form must be filled out by the student and handed to their KingsGate School Course teacher

Student Name:		Whaanau Class:	
Course Teacher:	Teacher in charge of assessment:		Department/Subject/Course:
Standard Number:	Version:	Level:	Credits:
Standard Title:			
Type of Assessment:			
Date of Assessment OR Assessment Due Date:			

Reason for extension application (please tick one):	
☐	Illness: evidence is attached, e.g. medical/pharmacist certificate, discussion with caregiver, note from home to follow up
☐	Family/Personal Trauma: documentation must be attached (e.g. letter from caregiver, counsellor, school guidance, Dean, SLT)
☐	School Sporting / Cultural Activity: documentation is required from the sporting/cultural Head of Learning area .
☐	A late addition to the course: e.g., a student new to school - documentation required
☐	Other Genuine Reason: e.g. Special Assessment Conditions support has been applied for, intervention required, 'assess when ready', processes and procedures.

KGS NCEA STUDENT HANDBOOK ASSIGNMENT EXTENSION / MISSED ASSESSMENT PROCEDURE

Any student who envisages being unable to complete an assignment on time through circumstances beyond their control (sickness, family trauma) should request an extension of time from the course teacher. Requests for an extension of time must be made as early as possible to the Course teacher before the assignment due date, and the course teacher may decide to:

- grant an extension
- set a new assessment opportunity date
- If necessary, deny the application and award 'Not Achieved' for the standard(s) concerned.



The decision of the course teacher is final.	
Decision by Course Teacher (please tick one):	
	Assessment extension granted. <i>The student has shared with me the assignment work that they have completed so far Y/N.</i> New due date:
	New Assessment date/opportunity <u>Granted</u>. <i>The student would benefit from an exemption for this assessment and will be offered a further assessment opportunity. Y/N</i> New further assessment opportunity date:
	Application denied Date:
Course Teacher comment: Signature:	
<i>The reason for this decision has been explained to me, and I accept the decision:</i> Signed by student: Signed by course teacher: Date:	

Application for Withdrawal or Exemption from a NCEA Internal/External Assessment

This form must be filled out by the student, signed by whaanau and handed to the Principal's Nominee

Student Name:			
Whaanau Class:		Date	
I am applying to withdraw from the following standard/s:			
Course Code	Standard number	Standard name	Credit value
Student's reason for withdrawal application:			
Signature: _____			
Other recommendations for the application , e.g. course teacher, whaanau, learning support.			
Signature: _____			
I consent to the named student withdrawing from the standards identified in the table above.			
Course Teacher: _____		Signature: _____	
HOLA/HOH: _____		Signature: _____	
Parent/Caregiver: _____		Signature: _____	
Additional information:			



Note: Withdrawal from a standard does not mean a student can withdraw from a course. Students must still attend their regular timetabled classes, even if they have no standards to attempt. In those cases, students will be able to study towards other subjects in that timetabled class.

Forms not signed by all parties may not be approved. Approval will not be granted for students to withdraw from an entire course.

Principal's Nominee Decision:

PN Comment: e.g. assessment withdrawal was approved, not supported, or not approved, anticipated consequences of withdrawal

Date:

PN Signature: _____

Candidate's Final Decision:

I have met with the Principal's Nominee or their Designate _____ and I have been informed of and discussed the anticipated consequences of my withdrawal from the standard/s.

I would like to continue with my application to withdraw from the assessment. I accept that my withdrawal from the standard/s will reduce the number of credits I am entered in, and I might not have enough credits at the end of the year to achieve the NCEA Level I am enrolled in.

Date:

Candidate Signature: _____



Appeal Application Form

The student/parent must complete this form and hand it to their KingsGate School Course teacher within 5 school days of receiving their assessment and grade.

Student Name:		Whaanau Class:	
Date of Application:			
Course Name:			
Course Teacher:			
Standard Number:	Version:	Level:	Credits:
Standard Title:			
Grade Awarded:			
Date when assessment was returned to student:			
Reason for appeal: I would like the course teacher, Head of Learning Area, or Principal's Nominee (highlight as appropriate) to reconsider my grade. My reasons for this request are (explain why you think the incorrect assessment decision has been made, using the reverse of this application form, if needed):			

Reviewers Notes/Comments:

☐ The grade awarded by the course teacher stands.

☐ The grade awarded has been changed to:

Reviewer's Decision:

Outcome of the appeal communicated to the student by (please name):

The reason for this appeal decision has been explained to the student and any other parties (please name):

Aakonga/Student signature:

Teacher Signature:

Date:

Date:

