



Cambridge High School

Aakonga Guidelines for
National Assessment
2024



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Aakonga Guidelines for National Assessment 2024

Welcome to NCEA 2024. This document is designed to help you understand how NCEA works. The NCEA qualification is undergoing significant change from 2024 onwards so it is important aakonga and their whaanau are clear on whether they fall within the existing or new NCEA regime.

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Aakonga – student / learner

Kaiako – teacher / subject teacher

Pou aarahi – form teacher

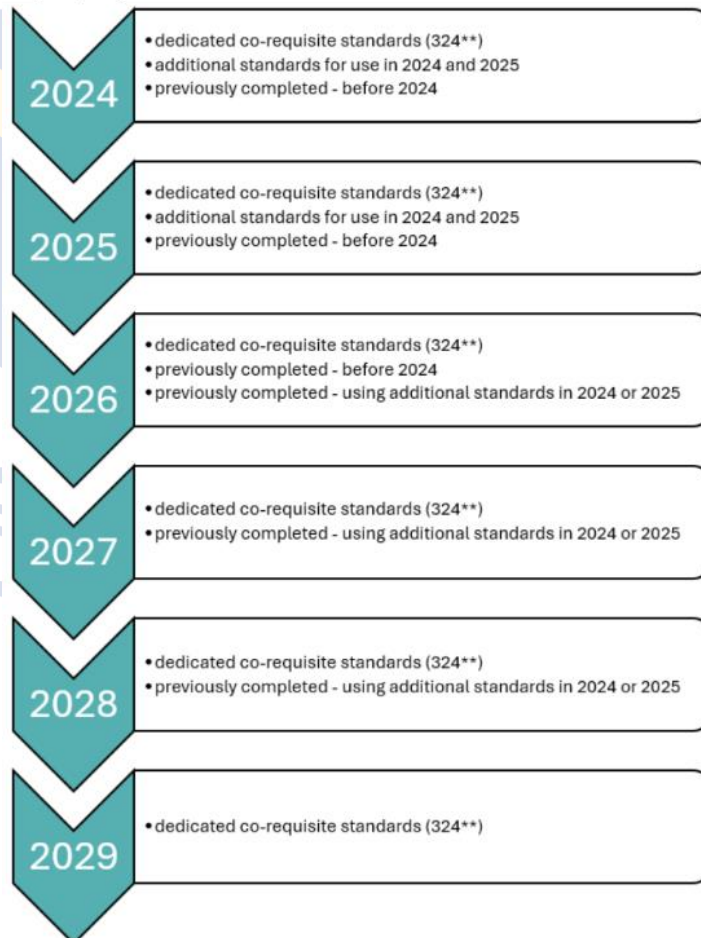
FORTITER ET RECTE

So what is NCEA? Watch this video to help you with your understanding of NCEA.



Source: NZQA

Timeline Students will be sitting NCEA Level 1 with the new Achievement Standards from 2024 onwards. The new Level 2 Achievement Standards will be rolled out in 2028 and the new Level 3 Achievement Standards in 2029. Detail on how the Numeracy and Literacy co-requisite will be implemented is given below:



Source: NZQA

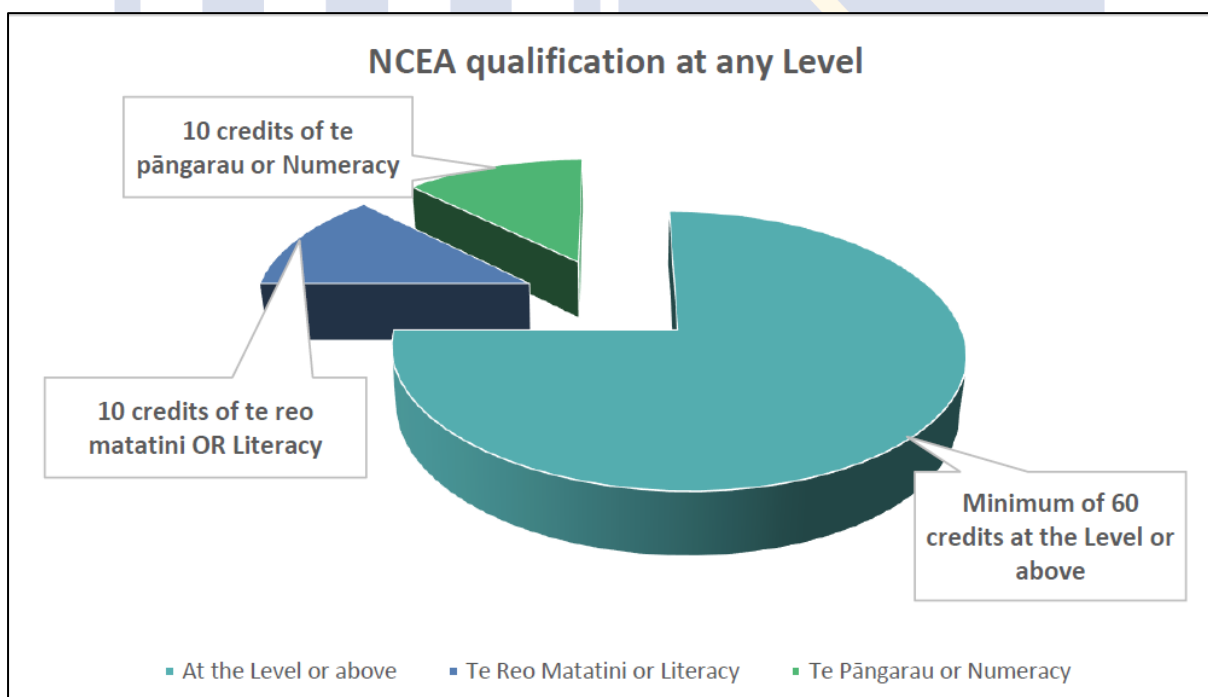
NCEA is split in to the three separate qualifications of NCEA Level 1, 2 and 3. NCEA enables aakonga to prepare for a wide range of pathways that lead to further study, training and employment. **NCEA Level 2 is recognised as the key foundation level qualification.**

The NCEA qualifications are based on credits. NCEA is structured so aakonga need the following credits to gain NCEA Level 1, 2 and 3 qualifications for 2024:

Minimum of 80 credits for each Certificate, including

- 60 credits at the level or above
- 10 credit te reo matatini or literacy co-requisite required for any level
- 10 credit te pāngarau I numeracy co-requisite required for any level

Note: Each qualification can include credits from a higher level.



Source: NZQA

So how do I gain these credits?

NCEA has two types of assessment standards – Achievement Standards and Unit Standards.

- Existing NCEA Level 1, 2 and 3 Unit Standards, the new NCEA Level 1 Achievement Standards and old NCEA Level 2 and 3 Achievement Standards can be used to meet the 60 credits needed for NCEA Level 1.
- Existing NCEA Level 2 and 3 Unit and Achievement Standards can be used to meet the 60 credits needed for NCEA Level 2.
- Existing NCEA Level 3 Unit and Achievement standards can be used to meet the 60 credits needed for NCEA Level 3.

Note: If the Numeracy or Literacy Co-requisites are gained through achieving 10 credits from the additional standards discussed below, these 10 credits will **not** be used towards the minimum 60 credits required to meet the overall NCEA qualification.

- Every subject offers a number of assessment standards and each assessment standard is worth a specified number of credits.
- Credits can be gained through a combination of Internal and External assessment standards. What assessment standards you sit will depend on your course.
- Internal assessment is carried out throughout the year and is marked by kaiako in the school. Aakonga earn credits from Internal assessments throughout the year.
- External assessment under the new NCEA Level 1 achievement standards will either be completed throughout the year or sat in the November end of year examinations. The NCEA Level 1 external assessments are marked by NZQA and results are released in mid-January the following year.
- External assessment for NCEA Level 2 and 3 is all carried out in November and the examinations are marked by NZQA, with results released in mid-January the following year.
- There is no time limit on completing NCEA. If aakonga gain part of their qualification, they can return to study to complete their qualification at any time.

NCEA Co-requisite Literacy and Numeracy Requirements

In 2024 and onwards, meeting the 20 credit co-requisite is mandatory. During 2024 and 2025 there is a transition period where aakonga are able to achieve the 20 credit co-requisite by:

Literacy	Numeracy
Meeting the full 10 credit Literacy requirement in 2023 and earlier years; or	Meeting the full 10 credit Numeracy requirement in 2023 and earlier years; or
Passing the new Dedicated Literacy Standards – Both of US32403 (Literacy – Writing) and US30405 (Literacy – Reading) or Te Reo Matatini US32414; or	Passing the new Dedicated Numeracy Standard US32406 or Te Pāngarau US32412; or
Gaining 10 credits in the additional standards for Te Reo Matatini or Literacy.	Gaining 10 credits in the additional standards for Te Pāngarau or Numeracy.

Different methods of gaining Numeracy and Literacy can be used – for example Literacy can be gained by passing the co-requisite dedicated standards and Numeracy can be gained by achieving 10 credits in the additional Te Pāngarau or Numeracy standards. However, there is

no mixing of methods permitted for how aakonga can gain Numeracy or Literacy – for example aakonga must pass both US32403 **and** US32405 **or** gain 10 credits from the additional standards in Te Reo Matatini or Literacy.

NZQA offer two opportunities for aakonga to sit the Literacy and Numeracy Dedicated Standards (US32403, US32405 and US32406) each year. CHS will run these two opportunities:

- 28 to 31 May 2024 and
- 9 to 11 September 2024

The Dedicated Standards are set at high Curriculum Level 4/low Curriculum Level 5 and there is no limit on the number of times an individual can sit them. NZQA state aakonga should only be entered for the Dedicated Standards when they are ready. Aakonga who are involved in sitting one or more of the Dedicated Standards in 2024 will be communicated with in advance of these dates with more specific information.

Recognising high achievement

In Achievement Standards aakonga can gain one of four grades – Not Achieved, Achieved, Merit or Excellence. Merit represents very good performance and Excellence represents outstanding performance. Unit Standards normally offer Not Achieved or Achieved grades.

NCEA acknowledges high achievement in a number of ways. You can gain a Certificate Endorsement, a Subject Endorsement or Scholarship.

Certificate Endorsement – encourages aakonga to achieve Merit and Excellence grades in their assessments. Certificate endorsements can be gained at NCEA Level 1, 2 and 3. Certificate Endorsements are recognised on your New Zealand Record of Achievement, showing your overall commitment and success. There are two grades of endorsement:

NCEA endorsed with Merit is gained by achieving 50 or more credits with Merit or higher at the level of the certificate or above. This can be a mix of Merit and Excellence credits.

NCEA endorsed with Excellence is gained by achieving 50 or more Excellence credits at the level of the certificate or above.

Subject Endorsements – Subject endorsements are shown on aakonga Record of Achievement and they indicate consistently high levels of performance in a particular area of learning. Subject Endorsements are gained by achieving 14 credits at Achieved, Merit or Excellence level in a subject with at least three of these credits coming from externally assessed standards and three credits from internally assessed standards in one calendar year.

Employers and Tertiary organisations (such as Universities) value higher NCEA grades. They find the detailed NCEA results helpful in selecting school leavers for their courses and jobs.

Scholarship – is a prestigious part of the New Zealand education system. Results do not contribute to NCEA certificates; instead high achieving aakonga are recognised and financially rewarded. Scholarship is gained through sitting and achieving in a separate examination.

Aakonga doing NCEA Level 3 courses have the opportunity to enter for a Scholarship in a variety of university approved subjects.

University Entrance – is the minimum requirement to go to a New Zealand university.

To gain University Entrance you will need **all** of the following:

- NCEA Level 3
- 14 credits each, in three different NCEA Level 3 [approved subjects](#)
- Literacy - [10 credits at NCEA Level 2 or above](#), made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy – met through the Co-requisite requirements discussed above

Note: Most universities have specific entry requirements. You should ensure you know what these are for your intended university and course. Talk to the Careers Faculty if you have any questions. University Entrance Literacy is different and separate from the Co-requisite standards.

Other qualifications

National Certificates

There are many national certificates available through the New Zealand Qualifications Framework. These include Business Administration, Tourism, and Computing. Some aakonga often have credits that count toward these that they are not aware of. If you are interested, ask your kaiako or go on the NZQA website for further information.

Practical things

Official NZQA information

All NZQA information is available through the NZQA website: www.nzqa.govt.nz. There is also an NCEA app which can be downloaded through iTunes or Google Play.

Learner log in

You need to log in through the [learner log in section of the NZQA site](#).

Important information is found through the learner log in including your examination results which are released in January. You need to have your NSN number to set up your learner log in. You can see this on KAMAR or ask your pou aarahi or the Student office.

Fees

NZQA fees are now only payable by international students.

Assessment statements

At the start of the year you will be given access to an assessment statement for each of your courses by your kaiako. The assessment statement will show:

- A statement about the course
- The assessment standards offered
- The number of credits the assessment standards are worth
- Whether the standard counts for Literacy or Numeracy credits
- The week of the assessment
- The number of opportunities you have to attempt that standard. Note that one further assessment opportunity MAY be offered if practicable. Further assessment opportunities are with a new task or context. You can achieve any grade range with a further assessment opportunity.
- Reference to the school policy and procedures document, the *Cambridge High School Referencing of Work* document, and authenticity procedures.

You should also have other important course information available, which includes

- Subject specific assessment practice
- Vocational pathways information
- Endorsement information
- If the course is University Entrance approved and what standards count for University Entrance reading and writing literacy

Assessment guidelines

Procedures

All work completed must be your own original work. If other sources of information have been used they must be acknowledged in accordance with the Cambridge High School Referencing of Work document referred to earlier.

You will receive relevant information such as the specific task and due dates at a reasonable time prior to the due date of any assessment. The task may be given to you in hard copy or electronically.

Your work will be assessed and moderated according to school and faculty policies.

You must complete all assessments under strict guidelines as outlined by your kaiako. Internal standards must be treated in a similar way to external standards to ensure authenticity of your work. If an assessment has been set up in Teams, all work on that assessment must be completed in the document set up by your kaiako. Working in external documents and then cutting and pasting this work into your Teams assessment is not permitted.

Once marking is complete your kaiako will return your work to you with a grade. This should normally be within three weeks of the due date. Whilst kaiako will endeavour to return NCEA Level 1 internal assessments within the three week timeframe, this may not always be possible due to the marking and moderation requirements of the new NCEA Level 1 standards.

You are not allowed to keep your internal assessments as your work must be retained and stored by the school usually for one year, and in some cases samples of aakonga work will be retained for moderation purposes.

If you fail to submit an assessment before the final deadline or are absent for an unjustified reason and have not been granted an extension to the deadline, you will not have achieved the standard and in addition, will be ineligible for a resubmission. If no further assessment opportunity is available your final grade will be Not Achieved.

You cannot be withdrawn from an internal assessment if you have been present for the teaching and learning of that standard but have chosen not to submit your work. In this instance you will be awarded Not Achieved. See also the section of this booklet on ***School expectations, deadlines, lateness and extensions.***

The Privacy Act 2020

Schools are required to comply with the Privacy Act 2020. In informing aakonga about their grades, and making decisions regarding exemplars, please remember the following:

- Kaiako must keep aakonga information confidential. For example, you are not allowed to see other aakonga results without their permission; and
- Kaiako must get your permission before using your work as an exemplar.

Special Assessment Conditions (SACs)

If you have a diagnosed learning need, this should have been raised prior to Year 11 with Mrs Boyd, Head of Faculty Whare Tautoko. Provision will be made for you to have valid and fair assessment conditions, consistent with the assistance you would normally have as part of your learning environment and in accordance with the school's policies.

If Mrs Boyd, Head of Faculty Whare Tautoko is unaware of your special learning needs she should be approached by you or your parent/caregiver.

You need to take responsibility for reminding kaiako about your SACs. You also need to be aware that if you choose not to use your SACs, you may lose them.

For external examinations, the Principal's Nominee will apply to NZQA for the appropriate assistance. In the first instance, parents/caregivers should check with Mrs Boyd, Head of Faculty Whare Tautoko that you will qualify. To assist NZQA's acceptance of your application, it is important that you have an ongoing history of special assistance at the school.

School expectations, deadlines, lateness and extensions

Internal assessment standards

CHS expectation is that aakonga will be entered for and will complete all internal assessment standards that are offered in their timetabled subjects. Where aakonga are offered a number of internal assessment standards to choose from, CHS expectation is that they will sit enough internal assessment standards to meet the required number of credits offered in that course.

A Not Achieved grade will be awarded where aakonga are in class for the teaching and learning of a standard but they choose not to sit the assessment or hand in the work by the deadline date.

In special circumstances aakonga may choose to submit an application for withdrawal from an internal assessment. This application must be submitted before the internal assessment takes place/the hand in date and must be approved by your kaiako, the HoF, your Dean and the Principal's Nominee.

See Appendix A for the Application for Withdrawal From an Internal Assessment form. The form is also [linked here](#).

Deadlines and lateness

Assessed work is due at the time and date stated in the assessment statement that has been made available to you at the start of the year or, on the rearranged date provided by your kaiako. All submission dates for assessments will be recorded by your kaiako in the class Teams.

Work submitted after this time is deemed to be late and will not be accepted for marking unless an extension to an internal assessment (see below) has been granted. If no extension to an internal assessment has been granted, Not Achieved will be awarded for any work not handed in by the deadline. Examples of reasons that may not be regarded as valid for not sitting an assessment or granting an extension are:

- Stress or anxiety due to having to sit examinations
- Minor ailments such as minor cough, cold or headache
- Self - interest absence or parents being on holiday
- Day to day family or school based disturbances

If you miss assessment periods due to being on a school related trip, where practicable, you will automatically be granted an extension to the deadline with no formal Application for an

Extension to an Internal Assessment required. **However, you must liaise with your kaiako/the Principal's Nominee to agree a revised submission date prior to your absence.**

In some instances, extensions to deadlines may not be possible due to the nature of the assessment. Your kaiako will discuss this with you and you will need to make a decision on whether to proceed with the absence and forego the credits or remain in school to complete the assessment.

Extension applications

If you require an extension to an assessment or deadline, you must complete the Application for an Extension to an Internal Assessment form, discuss it with your kaiako and submit it to the Principal's Nominee **before the assessment is due** (except in exceptional circumstances). Your kaiako is not able to grant an extension to an assessment or give extra days to complete the assessment.

Based on the information presented in the application, an extension to the deadline may be granted, a new assessment date set, or the application denied and no credits for the standard awarded. Applications for an extension to a deadline for an assessment are unlikely to be granted if kaiako set draft deadlines or check points have not already been met.

Note the following situations where **you MUST provide a medical certificate** to gain an extension to an NCEA assessment:

- For a Drama, Dance, Music or other performance-based assessment
- If you have missed three or more periods of an assessment, when the assessment is being completed in class

See Appendix B for the Application for an Extension to an Internal Assessment form or [follow this link](#).

The Principal's Nominee's decision on requests for an Extension to an Internal Assessment is final.

In some cases a further assessment opportunity may not be able to be offered. In this instance it may be possible, if authentic accumulated evidence for that particular standard can be provided, for you to still achieve the standard.

The Education Act (1989) allows the school to exempt students from attending school for up to 5 days. The circumstances in which the school can grant this exemption are:

- If you are a National/local representative in a sporting or cultural event in New Zealand or overseas;
- Bereavement leave or exceptional family circumstances, at the Principal's discretion.

If you are on a family trip for which the Principal, Mr Thornton has not granted an exemption from attending school under The Education Act (1989), the deadlines for assessments will not

be extended and you will not be able to sit any assessments that you have missed during your absence. The leave will be marked as holiday during term time and the responsibility for the impact of this absence rests with your parents/caregivers. Whilst kaiako will attempt to support aakonga during this period, no special arrangements for aakonga to catch up on missed work or assessment opportunities will be made.

Resubmissions

You are not automatically entitled to a resubmission opportunity.

Resubmissions can only be offered if you are at the Not Achieved/Achieved grade boundary. The highest grade you can be awarded after a successful resubmission is an Achieved. You should be able to discover and correct errors yourself with no further teaching taking place.

Resubmissions must be completed within a specified time frame, usually ranging between 30 minutes and 24 hours.

Kaiako will not accept any late resubmissions. However, make sure you tell your kaiako about any relevant circumstances (e.g. work commitments that night) before they set the due date.

Results appeals process

If you have queries about your results, in the first instance you should speak with your kaiako who may be able to answer your questions. If the matter is not resolved, you must complete an Appeal Form and submit it to the Head of Faculty **within seven days of receiving your result**. If you are still not satisfied, the Appeal Form will be passed to the Principal's Nominee who will make a decision within seven days of the appeal being submitted to them. The Principal's Nominee decision on the grade awarded is final.

See Appendix C for the Application for the Appeal of an Internal Assessment Grade or the [link here](#).

Assessment Rules and Authenticity

A breach of assessment rules includes:

- Handing in assignment/assessment material that cannot be shown to be your own work. When you submit your work for an assessment, kaiako must be confident that the work was done by you, not your parents, another aakonga or another source. To ensure authenticity, you must follow the guidelines and procedures set in place by your kaiako. You may be asked to hand in all your research materials with the completed task, meet regular deadlines to show how your assessment is progressing, bring other evidence to class such as a USB, and / or keep a journal or log.

- The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate content is not permitted and material generated by these tools must not be submitted as part of aakonga work (refer to the Authenticity of Aakonga Work Guidelines) in Appendix D for further information around the use of AI.
- Copying from the internet without using a referencing system (use the CHS referencing system which is detailed earlier in this booklet).
- Claiming kaiako notes as your own.
- Knowingly allowing another aakonga to copy your work and submit it for their assessment. This includes when you become aware that your work may have been compromised and you do not report it. This will affect all aakonga who allow this to happen, with everyone involved losing the credits for that assessment.
- Failing to follow instructions during an assessment.
- Cheating in an assessment/test, including using a cell phone, taking notes into an assessment, communicating with another aakonga during the assessment.
- Behaving in such a way that the integrity of the lesson or assessment is compromised.
- Providing information that is incorrect, eg on the authenticity statement, extension application or withdrawal application.

Where there is a breach of assessment rules the kaiako/Head of Faculty will investigate the possible misconduct and discuss this with the Principal's Nominee.

Some possible consequences are:

- A Not Achieved grade being awarded for your work
- Any further assessment opportunity for the standard may be withheld
- Other sanctions as determined by the school behaviour policy

A record of those who are in breach of assessment rules is kept by the Principal's Nominee. Parents may be informed of the situation. Aakonga have the right of appeal against the grade awarded. Any appeal must be made within seven days of receipt of the notification of the outcome of the Breach of Assessment rules process. The Principal's Nominee decision on the appeal is final.

Derived grades

Derived grades are only available for external assessments. If you cannot sit your external assessment due to medical or trauma-related reasons, you need to contact the Principal's Nominee immediately. They will give you the appropriate form which must be completed by a medical professional or a counsellor/ psychologist or similar. You must see one of these professionals as soon as possible, as a delay may compromise your chance of your application being successful.

This form must also be returned as soon as possible (ideally within days of receiving it; if the exam missed is on the last day of the examinations, it must be returned to school in the next working day) as the deadline for making the online submission for derived grades closes within days of the examinations being complete.

Note: Kaiako will provide a grade for the examination missed based on standard specific authentic evidence. This means your performance in the Term 3 examinations is likely to be used. It is therefore very important that you try your best in these examinations.



Appendix A



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APPLICATION FOR WITHDRAWAL FROM AN INTERNAL ASSESSMENT

To be completed by aakonga:

<i>Aakonga Name</i>	<i>Subject/Course</i>
<i>Kaiako name</i>	<i>Achievement /Unit Standard Number</i>
<i>Assessment date/hand in date</i>	<i>Explain the assessment conditions for this standard (practical assessment, report in class/homework, single period exam etc).</i>
<i>Evidence in support of the request (medical certificate etc)</i>	<i>Reason for requesting to be withdrawn from an internal assessment</i>

Aakonga signature _____ Date _____

To be completed by kaiako and HoF:

<p><i>Is there a further assessment opportunity available for this standard?</i></p> <p><input type="checkbox"/> Yes (state possible date)</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Maybe (give details)</p>	<p><i>Will withdrawing from this standard have any adverse impact on the aakonga future pathway?</i></p> <p><input type="checkbox"/> Yes (please give details below)</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Maybe (please give details below)</p>
<p><i>Kaiako approval, signature and date</i></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Maybe (give details)</p>	<p><i>HoF approval, signature and date</i></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Maybe (give details)</p>

To be completed by the House Dean:

<p><i>Is this aakonga on track to achieve their NCEA Certificate this year?</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe (give details)</p>	<p><i>Will withdrawing from this standard have an adverse impact on this aakonga gaining any of the following:</i></p> <p><input type="checkbox"/> Level 1 Numeracy <input type="checkbox"/> Level 1 Literacy <input type="checkbox"/> UE Literacy <input type="checkbox"/> University entrance</p>
<p><i>Dean approval, signature and date</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe (give details)</p>	<p><i>Any other comments?</i></p>

To be completed by the Principal's Nominee:

<p><i>Principal's Nominee approval, signature and date</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><i>Any other comments?</i></p>
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Appendix B



APPLICATION FOR AN EXTENSION TO AN INTERNAL ASSESSMENT

To be completed by aakonga:

<i>Aakonga Name</i>	<i>Subject/Course</i>
<i>Kaiako name</i>	<i>Achievement /Unit Standard Number</i>
<i>Assessment date/hand in date</i>	<i>Explain the assessment conditions for this standard (practical assessment, report in class/homework, single period exam etc).</i>
<i>Evidence in support of the request (medical certificate, explained absences etc)</i>	<i>Reason for requesting an extension to the deadline for an internal assessment</i>
<i>Proposed new hand in date:</i>	

Aakonga signature _____ Date _____

To be completed by Kaiako:

<i>Kaiako approval, signature and date</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe (give details)	<i>If Kaiako approval is not given, detail the reasons below:</i>
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Principal’s Nominee approval Yes / No

Principal’s Nominee signature _____ Date _____

Note: In accordance with CHS policy in the Aakonga Guidelines for National Assessment 2024, Extension to an assessment or deadline applications must be submitted to the Principal’s Nominee before the assessment date (except in exceptional circumstances).



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APPLICATION FOR THE APPEAL OF AN INTERNAL ASSESSMENT GRADE

To be completed by aakonga:

<i>Aakonga Name</i>	<i>Subject/Course</i>
<i>Kaiako name</i>	<i>Achievement /Unit Standard Number</i>
<i>Assessment date/hand in date</i>	<i>Explain the assessment conditions for this standard (practical assessment, report in class/homework, single period exam etc).</i>
<i>Date grade returned to aakonga</i>	<i>Have you discussed your grade with your kaiako and if yes, what were their comments?</i>
<i>Tick the relevant box below to show what assessment decision you are appealing:</i> <input type="checkbox"/> The grade awarded <input type="checkbox"/> A breach of the assessment rules (misconduct, plagiarism, cheating etc) <input type="checkbox"/> Other (give details)	
<i>Explain why you think the incorrect assessment decision has been made:</i>	
<i>Explain what you think the correct assessment decision should be and why you think this. State or attach any evidence that you have to support this:</i>	
<i>Set out here any other information you think may be relevant to your appeal:</i>	

Aakonga signature _____ Date _____

Head of Faculty Decision:

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Head of Faculty signature _____ Date _____

Principal's Nominee Decision:

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Final grade awarded for this NCEA assessment

<p><i>Grade awarded</i></p> <p><input type="checkbox"/> Not Achieved</p> <p><input type="checkbox"/> Achieved</p> <p><input type="checkbox"/> Merit</p> <p><input type="checkbox"/> Excellence</p>	<p><i>Any other comments?</i></p>
<p><i>Date outcome of the appeal communicated to the student:</i></p>	<p><i>Date outcome of the appeal communicated to the student's parents/caregivers:</i></p>

Principal's Nominee signature _____ Date _____



Cambridge High School

AUTHENTICITY OF AAKONGA WORK GUIDELINES

NZQA define authenticity as “*the assurance that evidence of achievement produced by a learner is their own.*” Schools must manage authenticity of aakonga work and have written procedures in place to follow where possible breaches of assessment rules are identified. Written procedures must be based on the principles of natural justice; aakonga who are identified as breaching assessment rules have the right to:

- A fair process and decision-making
- Be informed
- Participate and be heard
- Privacy

These guidelines relate to possible breaches of assessment rules by the use of Artificial Intelligence (AI) tools. These Authenticity of Aakonga Work Guidelines apply to all work produced by CHS aakonga from Year 9 to Year 13, regardless of whether or not their work is being used for NCEA assessment purposes.

a) Use of AI tools in the classroom

AI generators such as ChatGPT, Google Bard and Bing Chat are powerful tools that are coming into common use in education and industry, as many professions engage with the ways this tool can assist with their work. Rather than totally blocking the use of these tools, we aim to educate aakonga on their appropriate use. CHS acknowledge that they are easily accessible and can be potentially useful in supplementing learning. Valid uses could include providing an introductory level of understanding of a topic, producing basic research results on themes or ideas or producing answers to questions when studying in the way you would otherwise use an online tutor.

In the event an AI generator has terms of use, these terms of use must be followed by all CHS staff. For example, OpenAI [terms of use](#) state “You must be at least 13 years old or the minimum age required in your country to consent to use the Service. If you are under 18 you must have parent or legal guardian’s permission to use the Services.”

CHS policy is that kaiako and aakonga may use AI generators as part of the teaching and learning process if their use is in accordance with the AI generator’s terms of use. Any parental consents for use of AI generators must be approved by the Principal’s Nominee. If all terms of use are met, and AI generators are to be used, clear instructions for student use must be approved through consultation with the Head of Faculty and Principal’s Nominee.

b) Use of AI tools in assessments

The use of chatbots, generative AI, paraphrasing tools that can automatically generate content is not permitted and material generated by these tools must not be submitted as part of aakonga work.

Kaiako will closely supervise the process of evidence collection for assessments to ensure aakonga work is authentic. Where kaiako cannot verify that the assessment submitted is authentic aakonga work, they will follow the Breach of Authenticity Procedures set out below. As overall professional judgement will underpin decisions around authenticity, it is important kaiako keep evidence of each student's own work prior to completed assessments as this will be used as a baseline measure.

c) Nature of assessments

To help manage authenticity of aakonga work, kaiako may vary the way in which assessments are run. Examples could be:

- Provide tasks which require aakonga to write more about their own personal reflections on a topic;
- Use a variety of assessment methods which do not solely rely on written text. For example, classroom participation, oral presentations, group work, ongoing projects / tasks completed within the classroom;
- Establish set checkpoints where aakonga progress can be monitored and feedback given. It is recommended that copies of checkpoint submissions are retained by kaiako so that comparisons between the checkpoint(s) and final submission document can be made where there are concerns over authenticity of aakonga work; and
- Where written work is required, limit the opportunities for aakonga to complete their work to within the class time provided.

For any assessments, research topics or questions requiring longer responses (for all Years 9 to 13), changing / updating the tasks regularly is required so that previous aakonga responses and NCEA exemplars cannot be used or integrated into current aakonga responses.

All aakonga work must be produced solely through their CHS accounts on OneDrive / Teams. This protects aakonga in the event of work being lost and allows CHS the ability to electronically monitor the progress of aakonga work. Work may not be accepted for an assessment if it is completed by aakonga outside of Teams before being copied and pasted in to their CHS document.

d) Breach of Authenticity Procedures

Where possible breaches of assessment rules relating to authenticity are identified, the following process must be followed:

1. Apply kaiako judgement in the first instance. Where there are concerns work submitted is not a student's own work:
 - a. The classroom teacher should review the work submitted and compare it to the baseline evidence collected on the individual student's performance. Sources used could include classwork, checkpoint submissions, class participation and / or the student's prior year work from within the subject area. Prior years' work can include checkpoints and submitted work for measuring consistency and likely progression over the timeframe. The submitted work of concern can also be compared to work that would be

expected of a student working at that level, for example measuring against NZQA exemplars and subject association resources;

- b. The submitted work is peer reviewed by another subject specialist who is confident in assessing students at the required level;
- c. The Head of Faculty is notified of the investigation by the kaiako and its outcome is recorded by the HoF on the Faculty Breach of Authenticity Investigation Document.

Under the principles of natural justice, aakonga have the right to privacy. Therefore, any investigation of aakonga work is confidential and must not be discussed outside of those teachers who are part of the investigation. **Aakonga must not be approached by kaiako about any authenticity concerns at this stage.**

2. If further investigation is deemed necessary by the Head of Faculty:
 - a. The HoF may source baseline work from other subject areas to compare the submitted aakonga work against;
 - b. Aakonga work can be run through AI checking tools deemed appropriate by CHS. The outcome may form part of the evidence gathered and could be used to help determine whether it is likely that authenticity has or has not been breached.
3. Where the HoF has concluded, based on the evidence gathered, that a breach of authenticity by a student is likely to have occurred, their concerns must be raised with the Principal's Nominee for consideration.
4. If the HoF and Principal's Nominee deem that it is likely there has been a breach of authenticity in aakonga work, the aakonga will be interviewed by the HoF / Teacher in Charge (TIC) and Principal's Nominee to discuss the concerns.
5. Following a full and fair investigation, the Principal's Nominee will notify the aakonga of the outcome. The following steps will then be taken:
 - a. If authenticity is deemed not to be breached – the appropriate grade will be awarded, a note of the investigation outcome plus all supporting evidence will be retained by the Principal's Nominee but no record of the investigation will be made on KAMAR.
 - b. If authenticity is deemed to have been breached – Not Achieved may be awarded, a note of the investigation outcome plus all supporting evidence will be retained by the Principal's Nominee and an entry will be made on KAMAR. Parents may be informed of the situation.

Aakonga have the right of appeal against the grade awarded. Any appeal must be made using the Application for the Appeal of an Internal Assessment Grade Form within seven days of receipt of the notification of the outcome of the Breach of Assessment rules process.

The CHS Concerns and Complaints Process should be followed in the event the student or their caregivers wish to further question the outcome.

Appendix E

2024 EXAMINATION TIMETABLE					
Examinations available digitally shown in blue.					
Date	Session	Level 1	Level 2	Level 3	Scholarship
Tue 5 Nov	AM	Lea Faka-Tonga	Mathematics & Statistics	Dance	Classical Studies
	PM	Gagana Sāmoa Spanish	Biology	Japanese Making Music Spanish English	Statistics
Wed 6 Nov	AM				
	PM	Geography	Spanish	Cook Islands Māori Social Studies	German
Thu 7 Nov	AM		English		Latin
	PM	Reo Māori Kūki 'Āirani	Accounting	History	French
Fri 8 Nov	AM	Mathematics & Statistics		Chemistry	Accounting
	PM		Music		History
WEEKEND					
Mon 11 Nov	AM	French	Lea Faka-Tonga Te Reo Māori	Calculus	Samoan
	PM	Commerce	Korean	Agricultural & Horticultural Science Chinese German	Media Studies
Tue 12 Nov	AM	English			Physics
	PM	Korean	Drama	Samoan	
Wed 13 Nov	AM	Science	Chemistry	Drama	Geography
	PM	Gagana Tokelau Vagahau Niue	Geography	Biology	Art History
Thu 14 Nov	AM	Agricultural & Horticultural Science	Art History	Statistics	Drama
	PM	History	Chinese	Accounting	Agricultural & Horticultural Science
CANTERBURY ANNIVERSARY DAY (Fri 15 Nov)					
WEEKEND					
Mon 18 Nov	AM	Te Reo Māori	French	Latin Psychology Te Reo Rangatira	Chemistry
	PM	Japanese	Health	Economics	
Tue 19 Nov	AM	Chemistry & Biology	History	Physics	Te Reo Rangatira
	PM	Health Studies	Business Studies Cook Islands Māori	Health	
Wed 20 Nov	AM	Chinese (Mandarin)	Te Reo Rangatira	Lea Faka-Tonga	English
	PM	Social Studies	Classical Studies	Art History	Economics
Thu 21 Nov	AM	Physics Earth & Space Science	Latin	Te Reo Māori	Calculus
	PM		Economics	Korean	
Fri 22 Nov	AM	Religious Studies	Physics	Business Studies	
	PM	German	Media Studies		Biology
WEEKEND					
Mon 25 Nov	AM	Digital Technologies	Japanese	Geography	
	PM		Earth & Space Science		Religious Studies
Tue 26 Nov	AM		Home Economics	Classical Studies	Te Reo Māori
	PM		German	Home Economics	
Wed 27 Nov	AM		Social Studies	French	Japanese
	PM		Agricultural & Horticultural Science	Media Studies	
Thu 28 Nov	AM		Education for Sustainability Samoan	Earth & Space Science	Chinese
	PM			Music Studies	Spanish
Fri 29 Nov	AM		Dance		Earth & Space Science