



Cambridge High School

Aakonga Guidelines for
National Assessment
2026



Cambridge High School

Aakonga Guidelines for National Assessment 2026

Welcome to NCEA 2026. This document is guide you around running and implementing NCEA at Cambridge High School. The NCEA qualification is undergoing significant change so it is important kaiako are clear on its new requirements in order to provide aakonga and whaanau the correct guidance and support in order to be successful in the qualification.

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



Source: NZQA

Timeline Aakonga 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

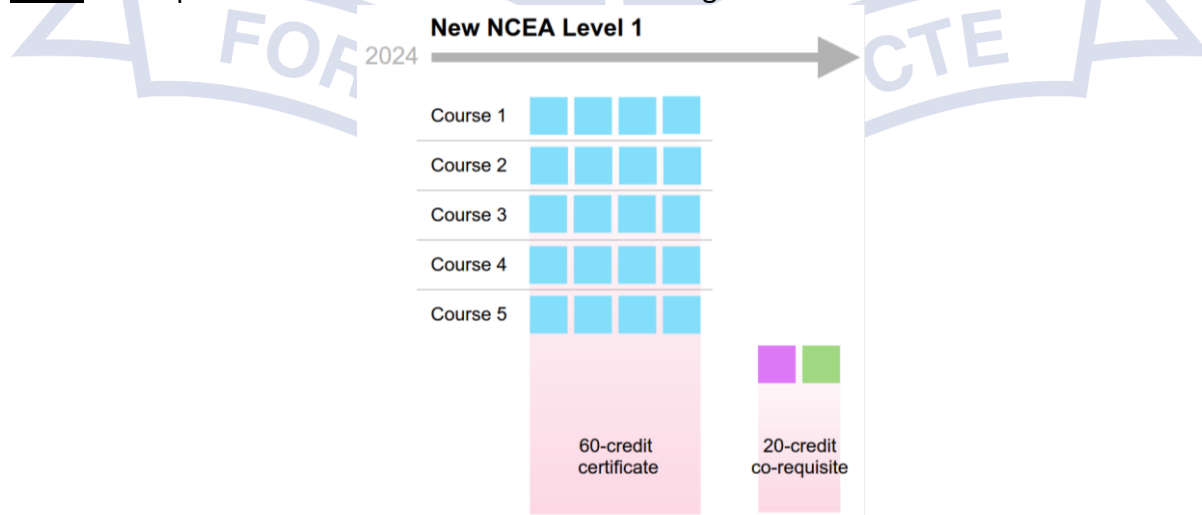
NCEA is split in to the three separate qualifications of NCEA Level 1, 2 and 3. NCEA enables aakonga to prepare for a wide range of pathways that lead to further study, training and employment. **NCEA Level 2 is recognised as the key foundation level qualification.**

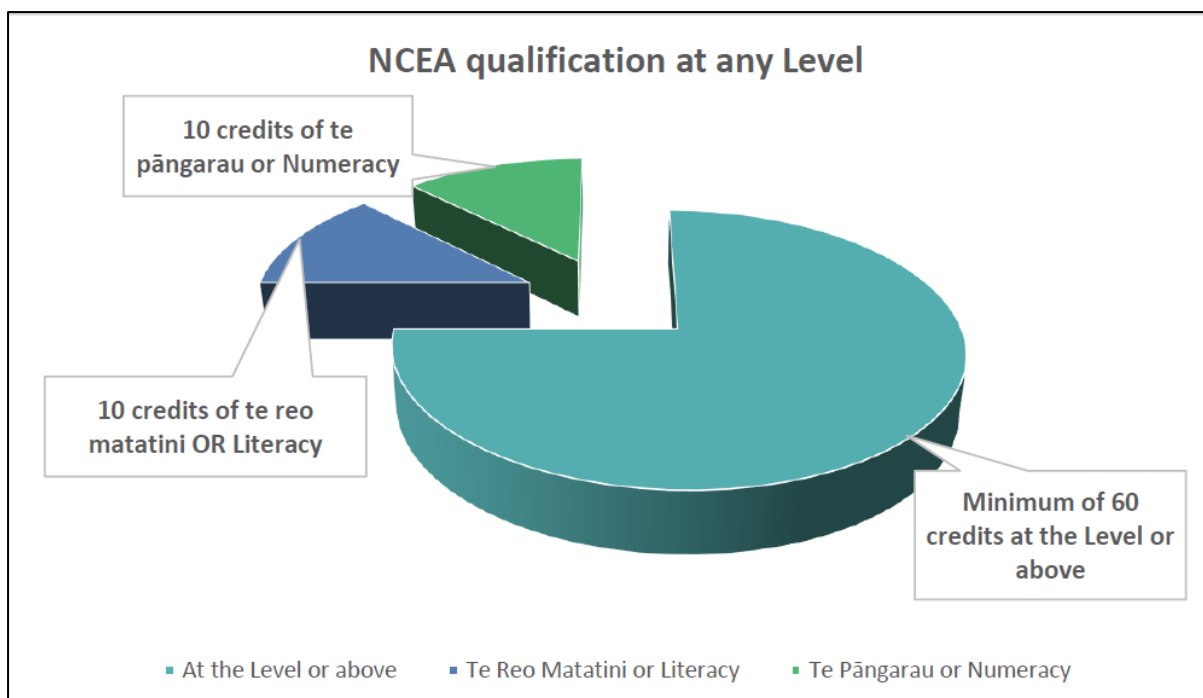
The NCEA qualifications are based on credits. NCEA is structured so aakonga need the following credits to gain NCEA Level 1, 2 and 3 qualifications for 2026:

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 aakonga 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 offer will depend on each 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 and submitted digitally 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 2026 and 2027 there is a transition period where aakonga are able to achieve the 20 credit co-requisite by:

Literacy

Meeting the full 10 credit Literacy 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

Gaining 10 credits in the additional standards for Te Reo Matatini or Literacy.

Numeracy

Meeting the full 10 credit Numeracy requirement in 2023 and earlier years; or

Passing the new Dedicated Numeracy Standard US32406 or Te Pāngarau US32412; or

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 Corequisite Standards (US32403, US32405 and US32406) each year. CHS will run these two opportunities:

- 25 to 28 May 2026 and
- 7 to 10 September 2024

The Dedicated Standards are set at high Curriculum Phase 3/low Curriculum Phase 4 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 2026 will be communicated with in advance of these dates with more specific information.

Recognising high achievement

With 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 only offer Not Achieved or Achieved grades.

NCEA acknowledges high achievement in a number of ways. Aakonga 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 aakonga 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 encourage aakonga to find out what these are for their intended university and course. You can also recommend aakonga speak with the Pathways and Careers Faculty who can provide further support and guidance. Note: 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. Information on these results are found on our KAMAR database or the NZQA website via their MyNZQA login.

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 which aakonga may choose to use.

Learner log in

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

Important information is found through the learner log in including examination results which are released in January. Aakonga need to have their NSN number to set up their learner log in. This can be found on KAMAR under student details.

Fees

NZQA fees are now only payable by international aakonga.

Assessment statements

At the start of the year kaiako will give access to an assessment statement for each course sat by aakonga. 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.

Aakonga should also have other important course information available to them, 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

Class Teams and Teams assignments

All subject classes will have a class Team set up at the beginning of the year. Accessible through the class Team will be the course calendar, including the standards being assessed and when. It will also include the assessment statement for the course and will be the location where key communication will occur between kaiako and aakonga.

All assessments that are being run digitally will be run through Teams Assignments. This gives kaiako control over the assessment and allows authenticity of the assessment to be upheld via the use of Insights and document activity. Aakonga are expected to follow the assessment requirements, which should include working directly on the document posted by kaiako on Teams.

Procedures

All work completed must be the original work of aakonga. 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.

Kaiako will provide 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 in hard copy or electronically via Teams Assignments. All assessments will also include the Cambridge High School statement of authenticity and will include the specific conditions of assessment that may vary from assessment to assessment.

Kaiako will assess aakonga work and moderate according to school and faculty policies.

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

Once marking is complete kaiako will return work to aakonga 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 but should be rectified as kaiako become more familiar with the changes.

Aakonga are not allowed to keep internal assessments as their 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 aakonga 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, they will not have achieved the standard and in addition, will be ineligible for a resubmission. If no further assessment opportunity is available their final grade will be Not Achieved.

Aakonga cannot be withdrawn from an internal assessment if they have been present for the teaching and learning of that standard but have chosen not to submit their 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, aakonga are not allowed to see other aakonga results without their permission; and
- Kaiako must get aakonga permission before using their work as an exemplar.

Special Assessment Conditions (SACs)

If aakonga have a diagnosed learning need, this should have been raised prior to Year 11 with Lee Boyd, Head of Faculty Whare Tautoko. Kaiako are encouraged to get in touch with Lee Boyd where aakonga may have been missed or where further learning needs are raised, but generally aakonga and their whaanau will make direct contact with her. Provision will be made for aakonga to have valid and fair assessment conditions, consistent with the assistance they would normally have as part of their learning environment and in accordance with the school's policies.

Aakonga are encouraged to take responsibility for reminding kaiako about their SACs but Kaiako have a level of responsibility to ensure these SACs are provided.

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 to check that they qualify.

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 kaiako, the HoF, 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 aakonga at the start of the year or, on the rearranged date provided by kaiako. All submission dates for assessments will be recorded by kaiako in their 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 aakonga miss assessment periods due to being on a school related trip, where practicable, they will automatically be granted an extension to the deadline with no formal Application for an Extension to an Internal Assessment required. **However, aakonga must liaise with their kaiako/the Principal's Nominee to agree a revised submission date prior to their absence.**

In some instances, extensions to deadlines may not be possible due to the nature of the assessment. Kaiako will discuss this with aakonga and aakonga 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.

Please note: Internal assessments that run for long periods of in class time (28 school days or longer) will generally not be eligible for extension as they have built-in-time for typical absences such as medical or school based events. In exceptional circumstances they may be approved under the discretion of the Principals Nominee or Principal.

Extension applications

If aakonga require an extension to an assessment or deadline, they must complete the digital Application for an Extension to an Internal Assessment form, discuss it with their kaiako and submit it to the Principal's Nominee **before the assessment is due** (except in exceptional circumstances).

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 **aakonga MUST provide a medical certificate** to gain an extension to an NCEA assessment:

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

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

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 aakonga 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 they will not be able to sit any assessments that they have missed during their absence. The leave will be marked as holiday during term time and the responsibility for the impact of this absence rests their 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.

Where aakonga are travelling overseas, and wish to continue their school work, they will need to make contact with IT Support in order to ensure they have been granted international access to Teams.

Resubmissions

Aakonga are not automatically entitled to a resubmission opportunity.

Resubmissions can only be offered if they are at the Not Achieved/Achieved grade boundary. The highest grade they can be awarded after a successful resubmission is an Achieved. Aakonga should be able to discover and correct errors themselves 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 and aakonga should tell kaiako about any relevant circumstances (e.g. work commitments that night) before they set the due date.

Results appeals process

If aakonga have queries about their results, in the first instance they should speak with kaiako who may be able to answer their questions. If the matter is not resolved, aakonga must complete an Appeal Form and submit it to the Head of Faculty **within seven days of receiving your result**. If they 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](#).

Opportunities for further assessment

Kaiako are able to offer further assessment opportunities for students who have not achieved in the first instance (and are not eligible for a resubmission) or for any students who wish to attempt to improve their grade.

A further assessment opportunity occurs when kaiako provide a new, quality-assured assessment after their first opportunity and following further learning taking place. The maximum number of opportunities is one (but doesn't mean one must be offered).

Further opportunities for assessment must be offered to all aakonga who are entered for that standard, regardless of their performance on the first opportunity. As such, further assessment opportunities need to be carefully planned and in some cases will not be feasible. Students should be told if there will be an opportunity for further assessment when they carry out the initial assessment.

Assessment Rules and Authenticity

A breach of assessment rules includes:

- Handing in assignment/assessment material that cannot be shown to be the original work of the aakonga. When aakonga submit their work for an assessment, kaiako must be confident that the work was done by them, not their parents, another aakonga, or another source. To ensure authenticity, aakonga must follow the guidelines and procedures set in place by their kaiako. Aakonga may be asked to hand in all their research materials with the completed task, meet regular deadlines to show how their 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 will be outlined in the assessment specifications. In cases where it is permitted clear guidance around how it must be used, including a clear referencing process or system, will be given on the assessment task and be explained fully to, and followed by, aakonga. In cases where it is not permitted, 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.
- Aakonga claiming kaiako notes as their own.
- Knowingly allowing another aakonga to copy their work and submit it for their assessment, including across multiple years and year groups. This includes when aakonga become aware that their work may have been compromised and they do not report it. This will affect all aakonga who allow this to happen, with everyone involved losing the credits for that assessment.
- Aakonga failing to follow instructions during an assessment.
- Aakonga cheating in an assessment/test, including using a cell phone, taking notes into an assessment, communicating with another aakonga during the assessment.
- Aakonga behaving in such a way that the integrity of the lesson or assessment is compromised.
- Aakonga 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

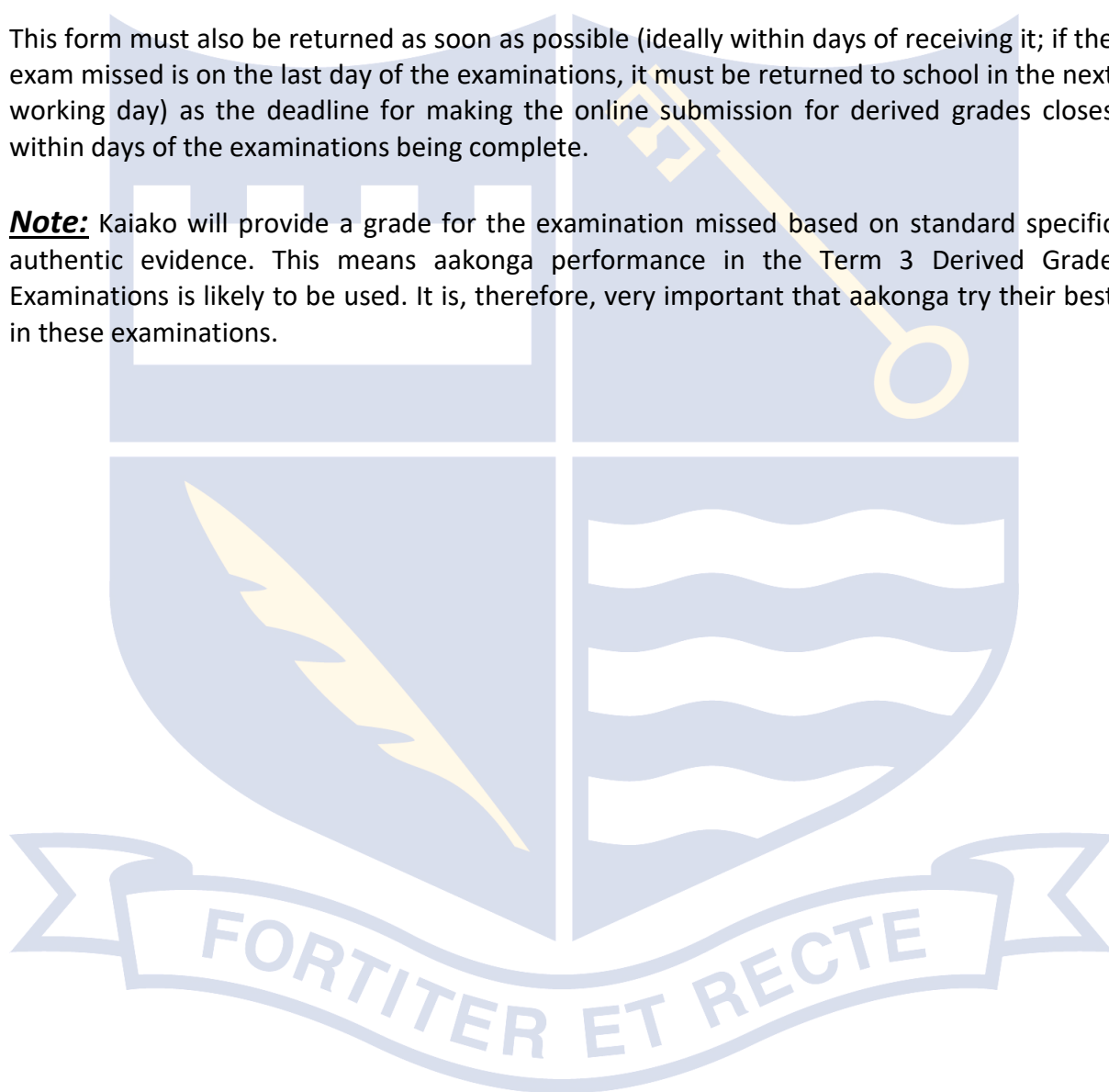
A record of those who are in breach of assessment rules is kept by the Principal's Nominee. Parents may be informed of the situation. Aakonga have the right of appeal against the grade awarded. Any appeal must be made within seven days of receipt of the notification of the outcome of the Breach of Assessment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

Derived grades

Derived grades are only available for external assessments. If aakonga cannot sit their external assessment due to medical or trauma-related reasons, they need to contact the Principal's Nominee immediately. The Principal's Nominee 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 aakonga performance in the Term 3 Derived Grade Examinations is likely to be used. It is, therefore, very important that aakonga try their best in these examinations.



Appendix A



**Cambridge High School
APPLICATION FOR WITHDRAWAL FROM
AN INTERNAL ASSESSMENT**

To be completed by aakonga:

Aakonga Name

Subject/Course

Kaiako name

Achievement /Unit Standard Number

Assessment date/hand in date

Explain the assessment conditions for this standard (practical assessment, report in class/homework, single period exam etc).

Evidence in support of the request (medical certificate etc)

Reason for requesting to be withdrawn from an internal assessment

Aakonga signature _____ Date _____

To be completed by kaiako and HoF:

Is there a further assessment opportunity available for this standard?

- Yes (state possible date)
- No
- Maybe (give details)

Will withdrawing from this standard have any adverse impact on the aakonga future pathway?

- Yes (please give details below)
- No
- Maybe (please give details below)

Kaiako approval, signature and date

- Yes
- No
- Maybe (give details)

HoF approval, signature and date

- Yes
- No
- Maybe (give details)

To be completed by the House Dean:

Is this aakonga on track to achieve their NCEA Certificate this year?

- Yes
- No
- Maybe (give details)

Dean approval, signature and date

- Yes
- No
- Maybe (give details)

Will withdrawing from this standard have an adverse impact on this aakonga gaining any of the following:

- Level 1 Numeracy
- Level 1 Literacy
- UE Literacy
- University entrance

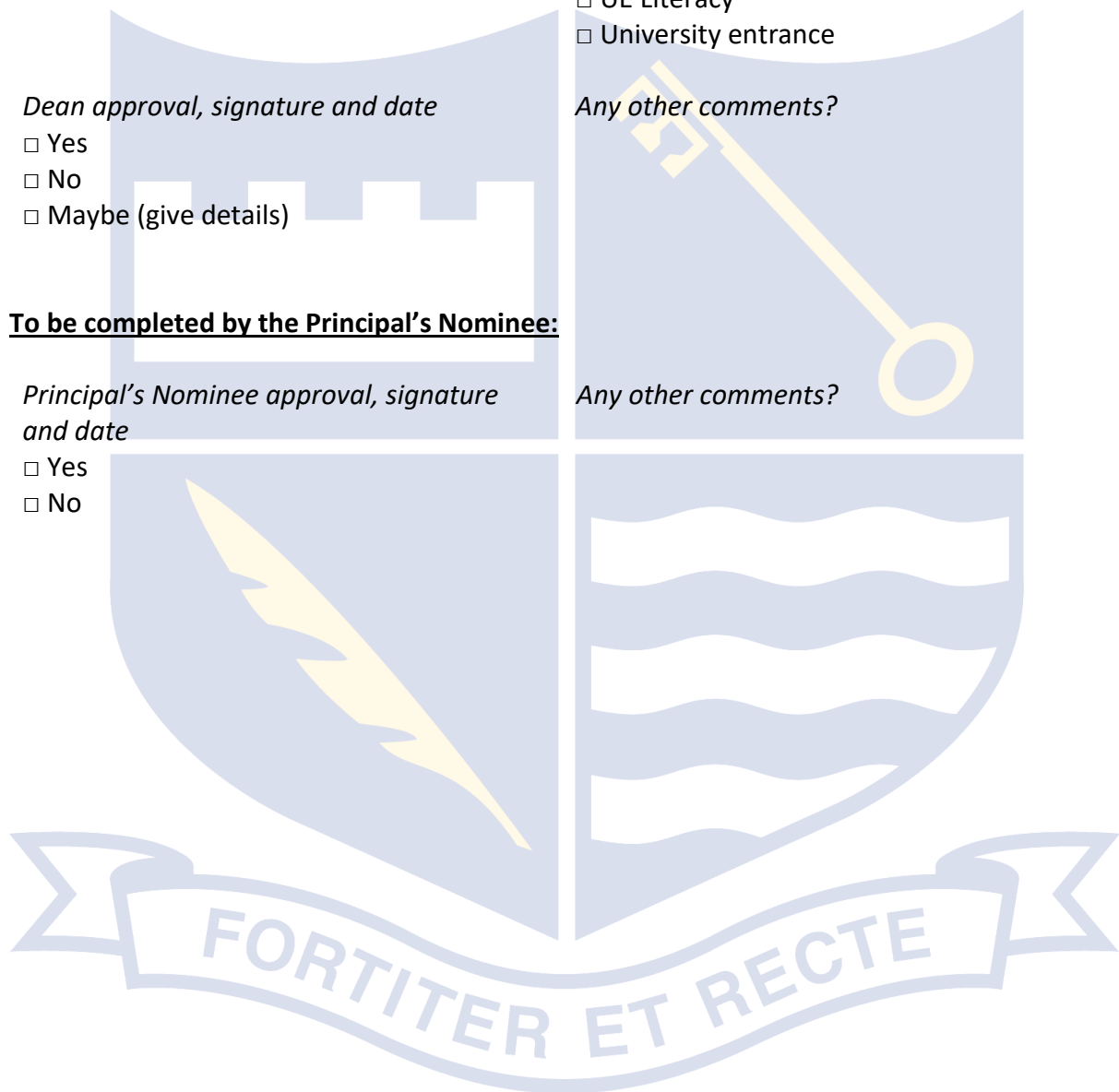
Any other comments?

To be completed by the Principal's Nominee:

Principal's Nominee approval, signature and date

- Yes
- No

Any other comments?



Appendix B



Cambridge High School

APPLICATION FOR THE APPEAL OF AN INTERNAL ASSESSMENT GRADE

To be completed by aakonga:

Aakonga Name

Subject/Course

Kaiako name

Achievement /Unit Standard Number

Assessment date/hand in date

Explain the assessment conditions for this standard (practical assessment, report in class/homework, single period exam etc).

Date grade returned to aakonga

Have you discussed your grade with your kaiako and if yes, what were their comments?

Tick the relevant box below to show what assessment decision you are appealing:

- The grade awarded
- A breach of the assessment rules (misconduct, plagiarism, cheating etc)
- Other (give details)

Explain why you think the incorrect assessment decision has been made:

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:

Set out here any other information you think may be relevant to your appeal:

Aakonga signature _____ Date _____

Head of Faculty Decision:

Head of Faculty signature _____ Date _____

Principal's Nominee Decision:

Final grade awarded for this NCEA assessment

Grade awarded

Any other comments?

- Not Achieved
- Achieved
- Merit
- Excellence

Date outcome of the appeal communicated to the student:

Date outcome of the appeal communicated to the student's parents/caregivers:

Appendix C

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 Gemini, Microsoft CoPilot 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 aakonga 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 will be noted in all assessment conditions and will be fully explained by Kaiako. Where

AI tools are not permitted any 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 aakonga'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 an aakonga'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 aakonga 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 aakonga 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 an aakonga 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 aakonga or their caregivers wish to further question the outcome.

Appendix D

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 Kūki '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 Sāmoa		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