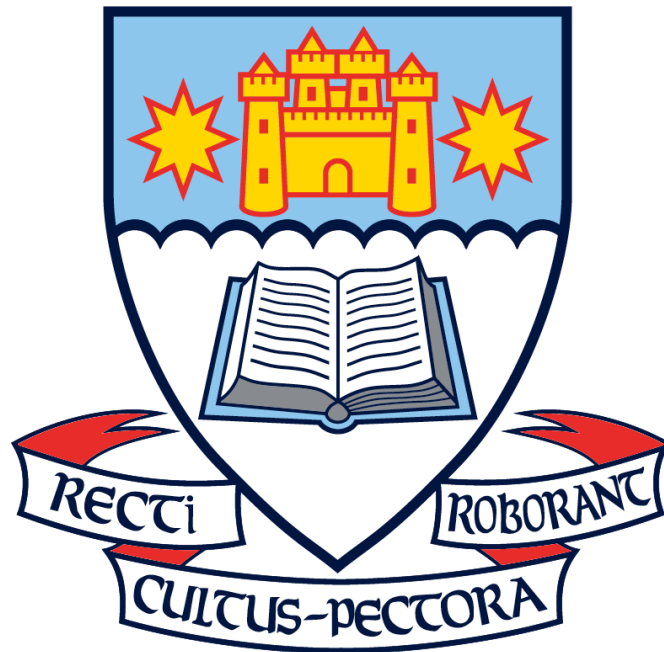


OTAGO BOYS' HIGH SCHOOL



Qualifications & Assessment Policy 2018

Parent / caregiver information

RATIONALE

There is a system for ensuring that assessment is fair, valid and consistent.

POLICY

Assessment procedures will be consistent with the conditions attached to achievement/ unit standards and national prescribed exams. Teachers will capture broad principles in assessment to reflect current best practice for the effective gathering of evidence to recognise students' best performances. Evidence of proficiency can include portfolios of work, student in class work and holistic judgements as to proficiency. Examples of good practice include using assessment in the teaching and learning phase and resubmission as tools for identifying valid and authentic evidence of achievement to supplement information gathered in a more formal setting. – all in line with NZQA rules and guidelines.

Each department will follow school and national moderation procedures consistent with school policy.

Each department will provide an opportunity (if manageable) for the reassessment of students who do not meet the specific standards of a programme. If a reassessment is not possible then students will be informed before the assessment task and ideally at the start of the academic year.

Students will provide evidence of having undertaken further study towards meeting programme standards in order to be able to be reassessed.

Reasonable costs associated with reassessment will be met by the student.

PROCEDURES

Each assessment activity will be stated in terms of learning outcomes. Heads of Department (HoDs) will state the conditions and criteria for each Achievement / Unit Standard.

Each student will be informed of internal and external assessment procedures by the subject teacher for upcoming assessments.

Assessment of student performance will be undertaken by the subject teacher to allow on-going consultation between the school (subject teacher, HOD, Dean), the student and the parents. HoDs will ensure that students will be given internal assessment statements, at the start of the year (by the end of week 2). Included will be the:

- number and type of assessments
- credit value
- approximate timing of each assessment
- reassessment procedures

Formative and summative assessments will be explained to students by the teacher. Assessment work can be held **for up to 2 years**.

Assignments and assessment tasks handed in after the due date may incur a penalty, no grade or a delay in marking as decided and published by the department and in accordance with school policy. Late assessment approval must be negotiated through the class teacher. Class teachers are entitled to say no to an extension for an internal assessment in which case the student will be advised to apply for an extension, via Google Docs, sent to all senior students early in Term One.

Where a student misses an assessment, eligibility to take an equivalent assessment or receive an assessed grade will be considered by the HoD/Principal's Nominee and will depend on the circumstances provided.

Each department should require a student to declare the authenticity of work not undertaken with direct teacher supervision.

A student will be required to declare references, bibliography and any other resource for all work submitted.

The special needs co-ordinator, with literacy coordinator, with Deans, teachers and counsellor will request knowledge of special assistance conditions (SAC) for applicable students, based on the categories accepted currently by NZQA, by the end of Term One in any given year. A published list of students will be available to all staff. Teachers are required to give 1 weeks' notice of upcoming assessment timings on the shared Google Document so that appropriate supervision and guidance can be arranged.

The SAC will be confirmed by the special needs co-ordinator with NZQA. Your point of contact at school in 2018 regarding SAC is Mrs Marr (lindy.marr@obhs.school.nz) or Mr Hooper (mark.hooper@obhs.school.nz).

Where appropriate the requirements of that special need will be met by employing the appropriate support (i.e. reader/writer, size of script etc.).

OBHS POLICY ON MODERATION

RATIONALE

Assessment judgements must be fair to all students. Moderation processes are required to ensure that consistent and nationally comparable assessment decisions are made.

POLICY

1. Assessment material is fair, valid, consistent, and set at an appropriate level.
2. Where more than one class is assessed within a subject there are procedures in place to ensure fairness between the classes.
3. The policy is designed so that moderated assessment grades will be available to view through the KAMAR portal approximately 2 weeks after the assessment deadline. For some subjects, especially subjects with only one specialist teacher or large portfolio based assessments this 2 weeks turnaround will be longer.

OBHS POLICY ON BREACHES OF THE RULES

RATIONALE

Work handed in for assessment purposes must be the student's own work.

POLICY

1. Departments will put strategies in place to ensure that the work submitted by students is their own.
2. Students must submit their own work or reference where the source has come from if they quote other works.
3. Students who are found to have submitted work that is not their own will receive no grade in that assessment, and may be excluded from all NCEA assessments. NZQA may need to be informed.
4. Student behaviour will be such that it does not impinge on the performance of other students.

IMPLEMENTATION

Strategies that could be used are:

- changing the context of the assessment from year to year
- supervising the research process by including regular checkpoints
- requiring plans, resource material and draft work to be submitted with the final product
- keeping on-going work on site
- oral questioning to confirm a student's understanding or requiring a repeat performance where there is doubt
- being familiar with or controlling the resources available
- controlling group work by breaking the task into group and individual components
- retaining student material where the same activity is to be used the following year
- monitoring the development of a project-dossier
- informally questioning students to ratify their understanding of the work they are producing.

2. Where a student is suspected of submitting work that is not their own, where a student supplies material to others, the classroom teacher or HoD will investigate the issue. All irregularities must be reported to the Principal's Nominee.
3. Where a student conducts himself in a manner that disrupts others or uses information or technology that is not allowed during an assessment, the classroom teacher and/or HoD will investigate the issue. All disruptions must be reported to the Principal's Nominee
4. If suspicions are founded, the Principal's Nominee will notify the student and their parents/guardians.
5. A student who infringes in any of the above ways will not be awarded a grade for that assessment and may be excluded from all NCEA assessments if a repeat occurrence happens.

OBHS POLICY ON RECORDING ASSESSMENT INFORMATION

RATIONALE

All student progress and assessment results must be kept accurately and safely.

POLICY

1. Teachers need to keep accurate records of both final outcomes and significant milestones of all student assessment events.
2. Students may be asked to sign off data that is recorded against their name.
3. Records will be kept centrally at school for at least two years and also at NZQA in Wellington.

OBHS POLICY ON PRIVACY

RATIONALE

Students have the right to keep assessment information private between themselves and staff at the school.

POLICY

Students' assessment information is to be kept both secure and private.

IMPLEMENTATION

1. Departments need to have secure areas where students' work and results can be kept.
2. When student data is being checked lists must not be shown to students that have other people's results on them.
3. Staff must not make a student's results available, in any form, to other students

OBHS COURSE OUTLINES

RATIONALE

To ensure that all students are fully informed of the all of the assessment requirements.

POLICY

Full assessment statements, dates and course information is available to all students by the end of Week 2 of Term 1.

IMPLEMENTATION

1. Subject Teachers must give all students a full assessment statement and course information at the beginning of the year
2. The statement must include the Title, Standard Number (including version number), credit value, indicative assessment date and the type of each assessment to be used during the course.
3. The statement must indicate which standards will have further assessment opportunities.
4. Any assessment statement changes should be communicated to students well in advance and changed on the Google Doc that outlines your son's assessments for the course.
5. All Course Outlines must be submitted to the Principal's Nominee at the start of the year (by the end of week 2 term 1). These will be publically viewable via a weblink shared with all students and parents.

OBHS POLICY ON APPEALS REVIEWS

RATIONALE

Students and/or parents have a right to question judgements made, about evidence provided by students in an assessment activity or about their misconduct during an assessment.

POLICY

1. Any investigation into an appeal will take no longer than one week from the time the appeal is initiated.
2. The appeal needs to be made within three (3) days of the return of the assessment result in writing or by e-mail.
3. The order of personnel involved in any appeal is the classroom teacher, the Head of Department and finally the Principal's Nominee.
4. Should the matter need to be referred to the Rector then their decision is final.

OBHS POLICY ON SPECIAL ASSESSMENT CONDITIONS

RATIONALE

All Students should have equal opportunity to achieve

POLICY

Students with specific learning difficulties (SLD) which will impair their performance significantly may receive help in the form of extra time allowance, reader-writer etc. The school will ensure that reasonable steps and support are put in place for the student in anticipation of an application for Special Assessment Conditions (SAC) to NZQA.

IMPLEMENTATION

1. The student should have been receiving on-going help in earlier years. The guidance counsellor /Special Needs co-ordinator will have identified help needed.
2. The Guidance counsellor/Special Needs co-ordinator will make the application for special assessment conditions for externally by the due date (usually the end of Term 1)

FROM NZQA

Special assessment conditions guidelines

These guidelines do not constitute further rules and procedures but seek to clarify in greater detail those requirements to help schools make appropriate applications. For due dates please consult the [Special Assessment Conditions timeline](#).

Entitlement

1. Candidates with a permanent or long-term
 - a. medical, physical or sensory condition and/or
 - b. specific learning disability that directly impacts on their ability to be assessed fairly in assessments for National Qualifications may apply for entitlement to Special Assessment Conditions.
2. NZQA grants entitlement to Special Assessment Conditions so that approved candidates may be fairly assessed and have access to assessment for National Qualifications. Special Assessment Conditions are approved so that entitled candidates can demonstrate their knowledge, skills and understanding, without providing unfair advantage over other candidates.
3. Special assessment conditions will only be granted for candidates with a specific learning disability who can access the curriculum at the appropriate level of assessment.
4. Candidates identified and funded as speakers of English as a Second Language are not entitled to Special Assessment Conditions even in conjunction with a specific learning disability.

Supporting Documentation

5. Where the need for Special Assessment Conditions arises from:
 - a. a **permanent or long-term medical or physical or sensory condition or disability**, a report from an appropriate registered medical professional providing evidence of need based on the functional impact of the condition or disability is required. The report should be completed in the year of the application, detail exactly how the candidate's access to assessment is impaired by their medical or physical or sensory condition and detail any suitable assessment conditions. This could be a physical inability to write for themselves or to see an examination paper

- b. **specific learning difficulties/disabilities**, a current report on an assessment carried out by an appropriately qualified registered professional, (such as an NZCER level C assessor, speech/language therapist or a medical professional) providing evidence of need based on the functional impact of the condition or disability is required. The report should be completed in time for the first year of assessment for national qualifications, and remains valid for four years. The report must explain exactly how the candidate's access to assessments is impaired by the functional impact of their specific learning disability and detail suitable assessment conditions. Screening Checklist for Identification of a Possible Specific Learning Difficulty for Special Assessment Conditions (DOC, 75KB) and 2014 SAC Data Summary Sheet (DOC, 107KB) and Mandatory Data Summary Sheet for Registered Assessors (DOC, 56KB).
6. Where schools do not have evidence from a suitable independent professional (as outlined above) but have **appropriate alternative documented evidence**, this should be submitted annually to NZQA with the application for approval of entitlement. Contact your SRM for further guidance if required. Applications made under these circumstances will be considered against the same criteria as those relating to an appeal against a decision to deny the entitlement to Special Assessment Conditions.
7. Schools are responsible for retaining current copies of the documented evidence of need, to be available to send to NZQA on request.

Application Process

8. Before making an Application for Entitlement to Special Assessment Conditions schools are recommended to:
- a. review the list of candidates and conditions from the previous year to:
- i. establish whether the arrangement is still required
 - ii. check that any report on record is valid for the current year
 - iii. obtain new reports on evidence of need based on functional impact where the previous report has expired
 - iv. review the efficacy of the support provided to date by carrying out an annual needs analysis. This includes determining whether:
 - the candidate should continue with the assessment conditions previously offered
 - modifications to the assessment conditions are required
 - whether changes should be made to the number and nature of standards to be assessed.
- b. check present reading/writing scores. Repeat with in-school testing when independent assessment reports are over 2 years old. Suitable tests are Neale, PROBE, Patoss, Burt, Schonell, SAST and Peters.

Documentation of this review and the decisions made must be kept as part of the evidence of need and made available to NZQA in the case of an audit.

- c. screen new applicants to identify:

- i. a medical or physical or sensory condition or disability or possible specific learning difficulty (See the [SLD screening checklist \(DOC, 75KB\)](#)) and establish the appropriate conditions to apply for
 - d. obtain evidence of need for candidates new to assessment for National Qualifications or new to the school.
9. Schools must obtain the candidate's consent to provide personal information to NZQA.
10. Schools and NZQA can offer appropriate Special Assessment Conditions from the list below:

Assessment Conditions	Note
Reader assistance (in separate accommodation)	<u>See exclusions</u>
Computer/Writer assistance (in separate accommodation)	<u>See exclusions</u> Application for a writer automatically includes computer use. However using a computer for time bound assessment should only occur when this is the student's normal means of working. No extra time is provided to students using a computer. Candidates approved to use a computer must complete the Use of a Computer in Examinations (PDF, 12KB) form for every external examination . Students using computers may share their separate accommodation.
Separate accommodation	This is provided only for a candidate who has a specific reason not to be with other candidates.
Extra time	The usual length is 10 minutes for any hour long assessment or 30 minutes for a three hour examination. Any time beyond that needs to be discussed with NZQA. Extra time is not available when the time allowed for external standards entered is 150 minutes or less.
Enlarged papers	Enlarged to A3 only.
Rest breaks	The usual maximum length is 10 minutes on top of any hour long assessment or 30 minutes for a three hour examination. For candidates with physical and medical conditions, such as chronic fatigue or diabetes.
Braille papers	
Exceptional Conditions	Note
Special papers	For candidates with special vision issues or where a coloured plastic overlay cannot be used to mitigate their vision problem.
Supervisor who is capable of signing	For deaf candidates.
Reader using sign-assisted English (in separate accommodation)	For deaf candidates.
Home supervision	For candidates whose disability prevents them from attending their scheduled examination session. This must be requested and approved before 10 August, except in exceptional circumstances.

11. Schools make an Application for Entitlement to Special Assessment Conditions on behalf of their candidates. The application form must be made in the year the conditions are required. When approval is granted, this establishes entitlement for Special Assessment Conditions for both internally and externally assessed standards except those on the exclusions of assistance list. There are four application types:
 - a. Initial applications.
 - b. Updated applications for candidates requiring additional or changed conditions or for whom NZQA previously approved conditions for one year only. Computer use is now automatically included with Writer for existing entitlements, and does not require updating.
 - c. Year 13/14 rollover for applicants in Y13 or Y14 whose entitlement has expired.
 - d. Alternative Evidence for applicants who cannot provide independent assessment evidence.
12. Applications must be made through the Application tool provided by NZQA and contain:
 - a. the candidate's first name, last name, date of birth and NSN
 - b. conditions required (refer to list above), confirmation that the needs analysis supports the application
 - c. results of recent testing, whether by the independent registered professional or the school
 - d. the name and qualifications of the independent registered professional and date of report providing the supporting evidence and/or the list of tests, etc. used to generate alternative evidence, and the date/s on which the tests were administered.
13. Schools can anticipate NZQA approval to provide appropriate special assessment conditions for **internally assessed standards** that might be assessed before applications are processed.
14. Entries into **externally assessed standards** for candidates approved as entitled to Special Assessment Conditions can be made from 1 May in the school's data file submission. Schools must then enter and confirm Special Assessment Conditions sought for specific externally assessed standards through their school's high security facility on the NZQA website in July and August before final entries for externally assessed standards are due at NZQA (1 September).
15. The New Zealand Qualifications Authority reserves the right to amend and/or decline Special Assessment Conditions applications for externally assessed standards which do not meet its criteria. Approval in one year does not necessarily mean that approval will be given in subsequent years. An updated application may be required for these applicants.
16. Late notification of an application for Special Assessment Conditions is possible for a candidate who has a newly-identified physical, medical or sensory condition or arrives from another school:
 - a. A candidate with a newly-identified condition must provide a copy of the report from the appropriate registered professional used to support their application.
 - b. A newly enrolled candidate from another New Zealand school must, on enrolment, provide a copy of the report from the appropriate registered professional or the alternative evidence used to support their application at their former school. The new school must contact NZQA to advise of the change of enrolment and seek approval for conditions if this has not already occurred.
 - c. A newly enrolled candidate arriving from overseas must, on enrolment, provide the school with existing documented evidence of need, to be sent to NZQA to be considered as alternative evidence to support their application.

17. All applications must be made by the school and be endorsed by the Principal's Nominee and processed by the due date(s).
18. NZQA will consider each candidate's application for entitlement to Special Assessment Conditions. All inquiries should be directed to the School Relationship Manager - Special Assessment Conditions.

Valid assessment

19. Although a candidate may be entitled to Special Assessment Conditions, these may not be offered for **each** standard entry, as schools must first ensure the validity of assessment, taking into account the relevant explanatory notes and any exclusions of assistance.
20. Special Assessment Conditions must not be offered where they compromise the assessment objectives of the standard in question.
 - a. Candidates need to be aware when they are choosing a course that they may not be able to demonstrate attainment in all standards assessed in that course (e.g. a deaf candidate would not be able to achieve a listening standard or a colour blind student may not be able to read the maps in a geography paper).
 - b. Schools must ensure that Special Assessment Conditions are appropriate before they undertake to enter candidates for standards requiring skills to be demonstrated that are beyond the physical or learning capacity of the candidate (e.g. a physically disabled candidate may not be able to achieve some performance-based standards in Physical Education).
21. Special Assessment Conditions are not available for those standards for which Special Assessment Conditions are specifically excluded.

Record Keeping

22. Throughout the year schools must keep detailed records of Special Assessment Conditions provided to entitled candidates, including any feedback from candidates or their teachers about the appropriateness and usefulness of these conditions, and make them available to NZQA on request.
23. Each year a selection of schools will have their special assessment policies and procedures audited by the New Zealand Qualifications Authority to determine if they are complying with these guidelines.

Appeals

24. A school may appeal the decision made about Special Assessment Conditions within 15 business days of the notification of the decision. Extra information pertaining to the application must be provided.
25. If not satisfied with the outcome of the appeal the school or candidate may write to the Chief Executive within 15 business days of the date of the notification of the decision. The Chief Executive will make a judgement and that decision will be final.

OBHS POLICY ON ASSESSMENT RATIONALE

Where it is manageable students should be given two opportunities (assessment and reassessment) to be assessed against a standard for qualifications purposes.

POLICY

1. Students will be given a maximum of two opportunities (assessment and reassessment) in each internally assessed standard where this is manageable.
2. Departments will predetermine which standards can be reassessed, if any. This is not student specific but standard specific and a further assessment opportunity will only occur where it is manageable. This is at the discretion of the HoD on a subject-by-subject basis.
3. Teachers may talk with students to elicit evidence that may not have been provided in the initial activity, further written evidence could be provided to support the initial answers, or **valid** evidence from the teaching programme may be appropriate such as a checklist of observed behaviours, seminars, workbooks, performances
4. On the first assessment, a complete range of grades is obtainable.

OBHS POLICY ON REASSESSMENT OPPORTUNITIES

RATIONALE

Where it is manageable students should be given one further opportunity to be reassessed against a standard for qualifications purposes after further teaching and learning opportunities have been engaged in.

POLICY

1. Students will be given further opportunities for assessment in each internally assessed standard where this is manageable. This is at the discretion of the HOD-TIC on a subject-by-subject basis.
2. Departments will predetermine which standards can be reassessed, if any. This is not student specific, but standards specific and further assessment opportunities will only occur where it is manageable.
3. Upon further assessment, a complete range of grades is obtainable.
4. If a reassessment opportunity is offered, it must be offered to all students.

OBHS NQF POLICY ON RESUBMISSION OPPORTUNITIES RATIONALE

Students can be offered a resubmission (the opportunity to touch up/clarify understanding or provide further evidence on an assessment or reassessment)

POLICY

- A resubmission can be offered after either the first or the re-assessment opportunity.
- A resubmission should only be offered where a teacher judges that a mistake has been made by the student, which the student should be capable of discovering and correcting themselves.
- A resubmission is offered to an individual student on a case-by-case basis depending on whether points need further clarification or if a re assessment is needed instead.
- A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided [per assessment event].
- A resubmission can be offered after either the first or the second assessment opportunity or after both.
- If a resubmission is offered, it must take place before the teacher gives any feedback to the whole class (or any student) on the work done.
- If more teaching has occurred, resubmission is not possible.

OBHS NQF POLICY ON MISSED ASSESSMENTS

RATIONALE

Situations arise which make the handing in of assessment work on time unrealistic for some students. Assessment requires evidence of performance by a student in order that judgements can be made about the student's level of attainment

POLICY

- Assessment work must be handed in on the due dates unless prior arrangements have been made with the class teacher. The teacher has every right to say no to an extension, in order that all their students are being treated in the same way. They will remind the student to apply for an extension through the Google Doc that was sent to students in early Term One. The Principal's Nominee will make a decision based on the information in this form and in consultation with the teacher(s) involved. This decision will be final. Students are encouraged to communicate often and early with their teacher.
- For situations that are known about (e.g. school camps), extensions from the class teacher must be applied for **before** the due date. Common sense should prevail here. The student should communicate well in advance with the teacher. If an extension is asked for the first time when returning to school the student will be asked to submit an extension request through Google Docs, which will only increase the time further.
- For situations such as illness, written documentation (eg. Medical certificate, note from home etc) should be presented with an application for extension within three (3) school days of the student's **return**. This should be shown to the class teacher the note who will arrange a reasonable extension to the original deadline.

- A student who has missed an assessment will be given the opportunity to be assessed, where it is manageable and reasonable to do so. If the student is given another opportunity to be assessed this must be done in such a way that he is neither advantaged nor disadvantaged in relation to other students.
- Late work that has not been covered by statements earlier in this document and has not been subject to an extension agreement will receive a Not Achieved grade.

OBHS NQF POLICY ON DERIVED GRADES RATIONALE:

All Students should have equal opportunity to achieve if they are unable to attend external exams due to circumstances that meet NZQA requirements. (who has been clearly disadvantaged through illness or misadventure, or who considers that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control)

POLICY

The process for a derived grade is to be given to a candidate who has been clearly disadvantaged through illness or misadventure, or who considers that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control. This includes a natural disaster, the death of a family member or close acquaintance, and national representative duties which have prevented them from sitting examinations or otherwise presenting materials for external assessment.

IMPLEMENTATION

1. Distribute information and application forms to likely applicants.
2. Collect completed applications from the candidate. Confirm that the documented evidence meets NZQA guidelines.
3. Gather valid, standard-specific evidence of achievement from your teachers' markbooks for each standard applied for derived from assessment prior to the NZQA managed external examination. Collect relevant materials and evidence from HoDs that demonstrate performance at the level of assessment for filing.(this includes the moderation process and authenticity of work). No application can be processed in the absence of evidence, or where the evidence may not be authentic.
4. All derived grade applications must be completed by the 3rd working day after the final NCEA external examination to ensure they are processed by NZQA.

Guidelines for consideration for derived grades - from NZQA

1. The overriding principles for the derived grade process are:
 - fairness to the applicant and to all other candidates
 - whether the candidate was able to perform on the day of the examination to the level of actual measured performance during the school year based exclusively on pre-existing standard-specific evidence held by the school.
2. Applications must refer to events of a medical or non-medical nature that have clearly had an effect on the candidate during the examination or prevented the candidate from attending the examination.
3. Significant conditions or events in the month prior to the start of the examination period that interfere with preparation for the examination might be accepted, as well as temporary illness or trauma occurring during the actual examinations.

4. Candidates suffering a temporary illness, trauma or other serious event should be encouraged to sit the examination and apply for a derived grade if they consider their performance was compromised. If the application is approved, the best result will be awarded.
5. Where a candidate suffering a temporary illness, trauma or other serious event does not sit the examination, a derived grade may be applied for where independent professional evidence is produced showing that a serious situation on the day of the examination, and beyond the candidate's control, made it impossible for them to sit the examination.
6. The temporary illness, trauma or other serious event must be of a significant nature. Applications will not be granted on grounds such as minor ailments, stress due to examinations, parents being on holiday, or day-to-day family disturbances. Contact your School Relationship Manager if you have any questions.
7. Where a candidate does sit the examination but believes that some temporary illness, trauma or other serious event occurred to impair their examination performance, a derived grade may be applied for.

Events occurring on the day of the examination must be independently verified and reasons for their alleged impact on performance clearly described.

Events occurring in the period immediately prior to the examination may be relevant if they impaired the candidate's ability to prepare adequately or has a **significant residual effect** on the day of the examination. The applicant must clearly demonstrate that effective preparation was not possible in the week before the examinations and **provide evidence that they were under continuous and well-documented care by a registered professional**. Discuss with SRM, if necessary.

Unique circumstances as approved by NZQA, such as selection for national representation preventing attendance at an examination(s) must be supported by appropriate documentation (eg. copy of letter from the national body sent to SRM for approval.)

8. Candidates applying for a derived grade for a portfolio submission must submit their portfolio of work for assessment in the usual way, by the due date. Some aspect of the portfolio must provide evidence of the candidate's actual level of performance.
9. The following conditions **alone** are **not** acceptable grounds (except as outlined below) for a derived grade application:
 - long-term and ongoing illnesses and conditions (e.g., physical disability, epilepsy, depression, anorexia nervosa and other eating disorders)
 - chronic relapsing conditions (e.g., glandular fever, ME)
 - ongoing personal trauma.

These are usually managed through SAC. However, an application might be appropriate if there is **a sudden change in a managed chronic condition/illness** which impairs a candidate's ability to perform **on the day of the examination** to the level they have been able to perform in that standard during the year. For example, a change in medication might cause a **documented and observable change in the way that a chronic condition/illness is managed and have a clear and observable effect upon the candidate**. In this case, the impairment is deemed to be temporary and can be dealt with through the derived grade process in the normal way with an appropriate detailed report by a registered professional.

Candidates suffering from long-term or recurring conditions will have to accept that their results will be affected because the ongoing effects of their condition may have compromised their performance throughout the year.

Key contacts in school for 2018

Deans, form teachers, subject teachers and Heads of Department are key people too. Please speak with them regarding any questions you may have.

Mr Hooper - Principal's Nominee

All contact with NZQA Exam Fees

Special Assessment Conditions Derived grades

Numeracy qualifications School exams Extension applications

Internal grade appeals

Ms Gorman

Literacy qualifications

University entrance

Mrs Marr

Special Needs

Coordinator

(SENCO)

Senior practice exams 2018

Last week of Term 3 – Thursday 20th Sept to Friday 28th Sept

Actual NCEA Exams

Wednesday 7th November to Friday 30th November 2018

2018 EXAMINATION TIMETABLE					
DATE	TIME	LEVEL 1	LEVEL 2	LEVEL 3	SCHOLARSHIP
Wed 7 Nov	9.30 am	Social Studies	Dance	Art History	Earth & Space Science
	2.00 pm		French		Drama
Thurs 8 Nov	9.30 am	Media Studies	Earth & Space Science	Drama	Chemistry
	2.00 pm	Sāmoan / Spanish	Japanese	Te Reo Rangatira / Social Studies / Psychology	Sāmoan
Fri 9 Nov	9.30 am		Physics	Business Studies	Calculus
	2.00 pm	Geography	German	Dance	Agricultural & Horticultural Science
WEEKEND					
Mon 12 Nov	9.30 am	English			
	2.00 pm		Media Studies	Home Economics	Statistics
Tue 13 Nov	9.30 am	French	Business Studies	Calculus	English
	2.00 pm	Economics		Accounting	Media Studies
Wed 14 Nov	9.30 am		Mathematics & Statistics		Classical Studies
	2.00 pm	Music	Accounting	History	French
Thurs 15 Nov	9.30 am	Science		Making Music	History
	2.00 pm	Chemistry	Geography	Chemistry	Te Reo Rangatira
CANTERBURY ANNIVERSARY DAY					
WEEKEND					
Mon 19 Nov	9.30 am		English		
	2.00 pm	History	Te Reo Māori	Biology	Economics
Tue 20 Nov	9.30 am	Mathematics & Statistics			Biology
	2.00 pm		Drama	Physics	Art History
Wed 21 Nov	9.30 am	Japanese		English	
	2.00 pm	Home Economics	Economics		Geography
Thurs 22 Nov	9.30 am	Agricultural & Horticultural Science	Art History	Statistics	
	2.00 pm	Chinese	Spanish / Health	Earth & Space Science	
Fri 23 Nov	9.30 am	German	Biology	Geography	Physics
	2.00 pm	Physics	Home Economics	Classical Studies	Japanese
WEEKEND					
Mon 26 Nov	9.30 am	Drama	Chemistry	Music Studies	Spanish
	2.00 pm	Health	Sāmoan / Education for Sustainability	Te Reo Māori / Latin	Chinese
Tue 27 Nov	9.30 am	Biology	Music	Media Studies	Accounting
	2.00 pm	Business Studies	Social Studies	Agricultural & Horticultural Science / German / Chinese	
Wed 28 Nov	9.30 am	Te Reo Rangatira / Latin	Agricultural & Horticultural Science	Sāmoan	Te Reo Māori / Latin
	2.00 pm		History	Health	Music
Thurs 29 Nov	9.30 am	Accounting	Te Reo Rangatira / Latin	Japanese	German
	2.00 pm	Dance	Classical Studies	Spanish	
Fri 30 Nov	9.30 am	Te Reo Māori / Art History	Chinese	French	
	2.00 pm	Classical Studies		Economics	