

2024

*Students NCEA  
Handbook*



**Maniototo Area School**

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## Purpose

The purpose of this Student NCEA Handbook is to document the policies and procedures which ensure that assessment for NCEA is fair, valid, consistent and at the national standard.

It is the responsibility of all students involved in assessment for their NCEA to understand these procedures.

They have been developed from good practice and are monitored and reviewed annually by departments and management with a view to making continuous improvement as necessary.

## NCEA INFORMATION

The NCEA (National Certificate of Educational Achievement) comes in three levels on the New Zealand Qualifications Framework; Level 1, Level 2, and Level 3. The NCEA is achievement-based. In each area of learning, national standards have been set. When students achieve those standards they earn credits toward their NCEA qualification. In school curriculum subjects, they can also achieve merit or excellence grades.

### How do students complete a qualification?

The requirement for achieving each of the three levels of NCEA is as follows:

#### Level 1

60 credits at any Level (1, 2 or 3)

#### Plus

10 Literacy or Te Reo Matatini credits, and

10 Numeracy or Te Pāngarau credits

#### Level 2

60 credits at Level 2 or above

#### Plus

10 Literacy or Te Reo Matatini credits, and

10 Numeracy or Te Pāngarau credits.

**Level 3**

60 credits at Level 3 or above

**Plus**

10 Literacy or Te Reo Matatini credits, and

10 Numeracy or Te Pāngarau credits.

There are also specific Level 1 standards that are tagged for Literacy and Numeracy but if you use these towards your 10 credits needed you can't use them for your 60 credit total for Level 1.

Each student's NCEA qualifications show their overall level of achievement. Their more detailed results are shown on their annual Record of Learning.

**How do students know what standards have been offered to them?**

At the beginning of Term 1, the following will be circulated to the students:

- A course outline for the year – listing the standards (internal & external) to be assessed
- A year planner showing due dates for various assignments
- Dates for Further Assessment Opportunities for re-assessments
- A cover sheet for each internal assessment, where students can 'sign off' on their results

It is understood that the School expects every student to complete all requirements for each course in which he/ she is entered. The student is expected to achieve all obligations relating to homework and assignments that may be given to them. Each student is expected to attend and participate in any pre-assessment teaching that a teacher may offer.

Students beginning Level 2 and Level 3 courses are expected to attain a reasonable number of credits in a particular curriculum area in the previous year if they are to be considered for admission to that course at Level 2 or Level 3.

**What do students need in order to qualify for entrance to University?**

To qualify for entrance to University, a student must attain the following:

- NCEA Level 3
- Three subjects - at **Level 3**, made up of:
  - 14 credits each, in three, approved subjects
- Literacy – 10 credits at Level 2 or above, made up of:
  - 5 credits in reading
  - 5 credits in writing

- iv. Numeracy – 10 credits at Level 1 or above, made up of:
- the numeracy test standards - done online twice a year

Once they have met the requirements for University Entrance, it will appear on their Record of Achievement.

## What are Endorsements?

### Recognising High Achievement

#### - Certificate Endorsement

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit. Students can also get an Achieved Endorsement.

Credits earned can count towards an endorsement over more than one year and more than one level. However, they must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.

#### - Course Endorsement

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

- 14 or more credits at Achieved, Merit or Excellence, and
- At least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. This does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

A course endorsement is not a qualification.

## Are there any attendance requirements in NCEA?

Students must attend their classes unless they have a legitimate reason for being absent. Their absence must be explained either by written note (e.g. letter from home, medical certificate) or by parent/caregiver's phone call or through the school website (<http://www.maniototo.school.nz/>) under 'absences'.

If students, who are over the school leaving age, are repeatedly absent without explanation, they may be removed from a course(s) of study.

Attendance at school is seen as a pastoral care issue and not an assessment issue. There are no attendance requirements in relation to attempting standards-based assessments, although individual requirements may exist for the assessment of A/S (Achievement Standard) subjects.

It is the responsibility of the School's absence and pastoral care systems to track the attendance of students.

When students opt for a course of study, they are entered for all the standards in the assessment programme that each student chooses for that course. They have the right to withdraw from a standard(s) if they wish until the end of the date specified by NZQA. The procedure for this is given on page 9 'Withdrawing from a Standard'.

Students are made aware that Subject teachers keep accurate attendance records for students in their classes and inform the Curriculum Head if significant attendance issues are noticed.

The Deputy Principal will investigate the attendance problem for students referred by the absence system, taking whatever action is appropriate. This is likely to involve discussion with parents/caregivers. Any action taken will be documented, with copies circulated to parents/caregivers, subject teachers, form teachers as necessary.

### How are students assessed?

Students attempt standards in the different curriculum/ subject areas.

**Achievement Standards** can be assessed by internal assessment, which takes place throughout the year. Achievement Standards can also be assessed by external assessments which are assessed at the end of the year through formal exams. Each standard offers a certain number of credits. Students can gain Achieved, Merit, or Excellence credits in Achievement Standards.

**Unit Standards** are assessed internally in school. Students can only gain Achieved credits through these assessments.

Students are expected to:

- Complete all requirements for each course in which they have been enrolled.
- Participate in all pre-assessment teaching/learning activities as the teacher may provide
- Attend classes regularly, as set out by the School Policy.
- Fulfil all reasonable homework and assignment requirements of their courses.

Students are given the following information for each subject at the beginning of the academic year:

- Course outline for the year for each curriculum area, showing the standards being offered, the version numbers and their credit values
- Year planner showing the learning areas to be covered and an approximate time frame
- Assessment outline showing deadlines and due dates; any further assessment opportunities that



- may be offered
- Assessment Cover Sheets to attach in front of any internal assessment being handed in to the teacher for credits.

Some subject areas may require a portfolio system to be followed by the students.

The due dates for internal assessment are indicated well in advance; students are required to manage their time effectively.

**What happens if students miss due dates and deadlines?**

Due dates and deadlines MUST be kept. Late work will not be accepted for assessment unless exceptional circumstances can be shown as a reason for the late submission.

An extension will only be granted if the reason for the extension is out of the students' control and has unfairly prevented the work being completed.

REASON	<b>UNJUSTIFIED</b>
Unjustified sickness (3 days absence or more without doctor's certificate)	
Working	
Deliberately staying away from school	
Being late to school due to having slept in	
Non-urgent travel	
Shopping days	
Non-major family occasions or visiting relatives	
Family holidays during school time	
Appointments that can be transferable to out of school time	
Non-school planned trips	
Heavy workload in school	
Baby-sitting younger family members	
Being away from class to help out at school events without teacher's permission	
Unsanctioned poor attendance	

REASON	<b>JUSTIFIED</b>
Serious illness	
Physical injury	
Family distress	
School Organised Trips	

The above list is indicative only. The final decision rests with the Deputy Principal.



### What must students do in case of absences from Internal Assessments?

There may be occasions when a student may be absent for an internal assessment due to reasons beyond the student's control. Legitimate absences include illness, family distress (e.g. bereavement), and school-approved trips.

*Illness / physical injury: where a student is ill on the day of an assessment, it is the responsibility of the student/ caregiver to ensure the School has been advised.*

*Family distress: In this case, a phone call or note from the parent/ caregiver to the Deputy Principal, explaining the problem, is required. Such information will be confidential.*

*l' School Trips: If a student is aware that he/ she is going to be away on a field trip, sports trip or other school approved outing when an assessment is due, he/ she should notify the teacher in advance. Normally the work should be handed in before the departure date. Alternatives can be negotiated with the teacher concerned.*

### What happens if students miss assessments without proper permission?

Students who fail to complete a task for internal assessment without evidence of a legitimate absence, are not eligible to be awarded a grade for the missed standard.

Students who miss the due date for an assessment, without prior permission from the teacher concerned, will have to make a special case to the Deputy Principal to have their work considered.

### What opportunities will students have to catch up on missed assessments?

Students shall be given, where possible and practicable, an opportunity to attempt any test/ assessment they may have missed due to a legitimate absence.

The Deputy Principal must be made aware of all assessment that takes place outside the set dates.

In special circumstances, extensions to the due date of assessed work may be granted. This may be for either, a group of students or individual students. In such cases, specific authenticity issues need to be addressed.

Students may apply to their teachers for an extension. This must happen before the due date, not after.

In exceptional circumstances, extensions can be granted after the due date, for work submitted late.

Extensions to the due date of assessments must be discussed and approved by the subject teacher. Medical certificates and/or other supporting evidence (e.g. note from home) may be requested from students who are applying for extensions.

If a student has requested an extension, he or she must approach the subject teacher who will make the decision in consultation with the Deputy Principal

The Deputy Principal will either approve or turn down the extension. This is done in writing with a copy going to the subject teacher and student

If the extension has been approved, then the students concerned are informed of the new due date in writing, by the subject teacher.

Students need to be aware that electronic mishaps are not a legitimate excuse for missed deadlines. It is the responsibility of the student to ensure that there is sufficient evidence of their progress by various methods such as back-up copies, printouts of work in progress and email.

### **How do students show authenticity of work?**

The assessed work must be the work of the learner including when performance is in a group context or conditions allow for open book assessment. For example, whole-class brainstorming cannot include the answers to specific questions in an assessment but could include topics that learners then go on to research individually.

By handing in a piece of work for assessment, a student is claiming that the work is their own. Students must ensure they have attached and filled in the cover sheet wherein they have indicated that the work they have submitted is their own.

The use of AI is becoming increasingly popular for students, it is a great tool for getting started and ideas for assessment but students need to be very clear that submitting work from here will breach authenticity and make the students work invalid for assessment.

### **What are serious forms of misconduct with regard to Internal Assessments?**

In NZQA assessments, the following are serious forms of misconduct:

- Impersonation – where work has been done by someone other than the person being assessed.
- Failure to accurately declare any significant assistance you received with an assessment.
- False declarations of authenticity
- Using notes; copying others' work / plagiarism; other forms of cheating in exam/test situations;

A student who submits work for assessment that they have not written or produced themselves is guilty of plagiarism. This is a serious offence in any academic or publishing environment.

If a teacher is in doubt of the authenticity of a student's submitted work, the matter is to be referred to the Principal's Nominee who will then take it on to the Deputy Principal

If students are found to submit work which is not their own, or which cannot be verified as their own or has not been completed by them or they have been cheating in an exam or test, they will not receive any credit for the assessment.

The school will verify, as accurately as possible, that work submitted for assessment purposes has been produced and processed by the student who submits it.

The student(s) involved and their parents will be informed in writing of the action taken by the teacher concerned and, the Principal's Nominee

Students must take note of the no cell phone policy.

If during the course of an Internal Assessment, there are breaches of rules such as:

- Suspected cheating or copying of work / sharing answers
- Disruption during an assessment or behaviour which could hinder the performance of others
- Use of non-approved information sources or devices: the student(s) concerned should be awarded a 'Not Achieved' grade.

Teachers will be open to discussion with students about the marking processes or decisions made and will make a written submission using the Misconduct Report Form which will be available to you and your family

### What is plagiarism?

Plagiarism is when another person's work, whether in writing or conversation or even ideas is taken and passed off as one's own work.

Plagiarism (Copying) is considered cheating and is dealt with as a Breach of the Rules (refer to section: **What are serious forms of misconduct with regard to Internal Assessments?**). Plagiarised work will be ineligible for a grade.

Many subjects require you to hand in your assessment drafts as you complete it and as it is being reviewed, or for you to submit working drafts and complete "checkpoints" so your progress can be observed.

Please be aware that these checkpoints help evidence that your work is indeed your own. Failure to submit checkpoint work may result in a Not Achieved result being given to you.

Some subjects may keep work onsite, and use oral questioning to ensure you have knowledge of your submitted work and make the assessment a test under NZQA test conditions.

### How can students avoid plagiarism?

All resources used by the student are to be copied and attached to submitted assignments or fully referenced. Sections of those resources used are to be highlighted.

Use of other people's work must be attributed.

Referencing: You are to acknowledge your sources and use the referencing procedures below (unless otherwise directed to do so by your teacher):

All primary (i.e., information you collect directly, e.g. surveys) surveys and secondary sources of written information/material/data (e.g., from books, magazines, the internet) must be referenced so they are able to be checked by another person. As a guide:

For written material: Listing the author, the date of publishing, publication name, publisher, and page numbers. This applies to all materials, such as books, magazines, newspapers, the internet, teachers' notes, other students' work, etc.

For surveys: A copy of the survey with, either the names or contact details of the people surveyed or the survey conditions used. Where you quote/ paraphrase written material:

Use quotation marks at the beginning and at end of the quoted information/material

Use a series of dots to indicate that some of the material has been removed (e.g., She said to Joan ..... that)

Use brackets when extra information is added (e.g., She said to Joan [her sister])

Cite the author and where this information can be checked by another person. In most cases, a student will not be assessed for any work that is not their own.

Keep plans, drafts, worksheets or log books used when items of work are produced over an extended period.

When more than one person is involved in group assignments, state the contribution of all group members.

Group work will be assessed with stipulated conditions to ensure authenticity. Ensure that the subject teacher makes the rules around group work assessment clear from the start.

You are entitled to seek help from friends, parents, caregivers, peers etc. Please be aware that their help must not be undue. They should not be doing your work for you. The work you submit for assessment is to be your own.

Subject teachers have procedures to gauge if too much help has been given to you.

If in doubt, check with a teacher before the task is completed whether an intended form of assistance is appropriate for a particular assessment task.

Where evidence indicates work presented is not a student's own work, the teacher may give a "Not Achieved" grade. The student may not get another opportunity to re-submit or have a re-assessment in that standard because of a breach .

Check the NZQA website for further information

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>

- *If in doubt, check with a teacher before the task is completed whether an intended form of assistance is appropriate for a particular assessment task.*
- *When more than one person is involved in group assignments, state the contribution of all group members.*
- *Check your work on the internet using sites such as:*  
<http://smallseotools.com/plagiarism-checker/> *and others.*

### Can students appeal a grade given to them?

Students should sign to confirm their acceptance of each internal assessment result. This is indicated on the same cover sheet the students attach to all internally assessed standards submitted.

If a student disputes any grade, or the assessment process it is their right to:

- Discuss it with the teacher and query the grade at the time the work is returned
- Formally appeal to the Principal's Nominee
- Request that their work be reassessed.

Appeals should be lodged within 10 days (including Saturday and Sunday) of the work being returned to the student.

Students can also appeal any stage of the assessment process. The appeal process is the same as for a grade.

The Deputy Principal will facilitate further investigation and the final decision will be given to the Principal's Nominee.

### What are Special Assessment Conditions ?

Assistance is available for students who need special conditions for internal and external assessment, and who have been identified as meeting the necessary criteria.

Students who wish to request for SAC (Special Assessment Conditions), need to approach the Deputy Principal.

### What are resubmissions?

Resubmission can be used for students who have not gained credit in some elements of a standard. From 2021 a resubmission can be for Achieved only.

A resubmission can be offered when a student could achieve if they correct errors or omissions in their work in a short period of time. The resubmission should be limited to specific aspects of the assessment. No more than ONE resubmission should be provided.

The resubmission must take place before the teacher gives any feedback to the whole class (or to any student) on the work done.

A resubmission is only offered where a teacher judges that a mistake has been made by the student, which the student should be capable of discovering and correcting the errors on their own.

If a student has not passed large portions of the original assessment, it will be necessary to give an entirely new assessment activity (Further Assessment Opportunity).

### Can students be given a reassessment opportunity for an internal standard

Reassessment for achievement standards means that students are reassessed for the whole standard and not just parts of the assessment criteria. This will generally mean that students will be given an entirely new assessment activity for reassessment opportunities.

A maximum of ONE reassessment or Further Assessment Opportunity (FAO) may be offered to a student who has not achieved a particular internally assessed standard. This will be a new assessment task and will take place after further learning has been completed.

If a FAO has been offered to one student, then it shall be offered to all students regardless of their performance on the first opportunity.

Students who have not gained Achieved or higher in an assessment may be given reassessment

opportunity if feasible.

The full range of grades is available in a reassessment opportunity.

It is the responsibility of subject teachers to decide what reassessment opportunities are feasible for their assessment programmes.

### **Can students withdraw from standards during the year?**

Students have the right to withdraw from a standard(s) if they wish until the end of the date specified by NZQA.

Their judgement will be based on:

- Time absent from class
- Any pre-task work student has attempted
- Extent of understanding the student has demonstrated during class time or in earlier units related to the unit
- Goals set by students in their Strategic Planners, indicating overall picture

Students who wish to withdraw from a standard must have parental/caregivers' written permission.

Students who withdraw from a standard must still attend classes and meet course requirements.

Students who wish to withdraw from a standard must firstly discuss the situation with their subject/course teacher and the Deputy Principal.

The Deputy Principal shall inform the subject/ course teacher of any final decision reached.

Once appropriate consultation has taken place student is withdrawn from the standard

### **What are externally assessed standards?**

Apart from internally assessed Achievement standards, students can be assessed through external Achievement standards.

Most curriculum areas offer students a combination of internally and externally assessed standards. Externally assessed standards are assessed at the end of the academic year under a formal examination setting. Students shall be given ample practice opportunities through pre-mock and mock exams, to prepare for the end of year exams.

Examinations will be held at such times and places as determined by NZQA. The time table for the exams is circulated early in the year.

Students should make informed entry choices for examinations, in consultation with their respective subject teachers.



### Why should students check their final exam time table carefully?

Students must ensure there are no examination clashes on the time table. Should any such clash arise, the students must bring it to the notice of the Form Teacher, who will then inform the Principal's Nominee.

### What is a Derived Grade?

Where a student is unable to sit an external examination or his /her performance is adversely affected because of illness, injury, family bereavement, trauma or any other unforeseen circumstances or other personal misfortune, he/she may be eligible for a derived grade.

A student may also apply for a derived grade if they are unable to sit an exam due to representation at a sporting event at a national or international level. A **pre-approval form** will need to be submitted for this.

### How is a Derived Grade calculated?

In this case, the school is asked to provide evidence of that student's achievement based on practice assessment towards the standard. Where students have not completed those practice standards, a derived grade may not be possible.

Students need to be aware that NZQA will ask the school to provide evidence for students applying for a derived grade and that this evidence will come from practice exams. Teachers must undertake and record results of formative assessments towards all A/S the students are attempting, such that they can be used as evidence.

For the externally assessed standards, students may apply for derived grades to NZQA if they miss the external assessment or believe their performance has been impaired because of special circumstances, as mentioned above.

### How do students apply for a Derived Grade ?

The student is to make their request to the Deputy Principal who might want to also involve the Syndicate Leader and subject teacher. This request is made in writing by filling in a form that the Deputy Principal shall provide.

Derived grades shall be based on the mock exams held at the end of Term 3. If students are unable to do the mock exams for genuine reasons, the pre-mock exams, held at the end of Term 2, shall be considered for derived grades.

For internally assessed standards, students may be granted extensions or special assessment opportunities if they are unable to meet assessment requirements. (*Authenticity issues will be carefully considered*)

**What are some of the rules regarding Final Exams and other exam settings ?****BEFORE THE EXAM:**

- No iPods, cell phones, watches, or other electronic devices allowed in the exam room. (Approved calculators are allowed). Correcting fluid is not permitted.
- Students are responsible for taking the correct equipment to the exam and making sure that it is working
- Writing materials such as pens (black and blue), pencils and an eraser, and approved calculator are to be placed in a clear plastic bag
- All students must be on time
- Students arriving more than 30 minutes after the exam has started will not be able to sit the exam or enter an exam room.
- No food is allowed in the exam room

**IN THE EXAM ROOM:**

- Students must sit at the desk allocated.
- Students must check all the answer booklets on their desk to ensure the NSN and Examination Code on them are as listed on their Admission Slip
- If a student has any problem they should put their hand up.
- Students cannot leave in the first 45 minutes or the last 15 minutes of the examination, even to use the toilet.
- If a student needs to leave the room they must put their hand up. Students are not allowed to call out to the exam supervisor

**DURING THE EXAM:**

- Students are not permitted to borrow equipment from someone else
- Students are not to talk to, communicate with, or do anything to disturb other students
- Students may not read or copy another student's work.

**WRITING ANSWERS:**

- Students must read and follow all the instructions on the front cover of the exam booklet
- Students must use only black or blue pen
- They must not write in pencil unless instructed to do so. Work in pencil or erasable pen will not be accepted if a student applies for review or reconsideration.
- Students must take care that they write neatly so the marker can read the answers
- Students should not write or draw anything that may be regarded as offensive
- Students must fill in their details at the top of any additional sheets of paper they may use, and put them inside the answer booklet.

Grade Score Marking allows for an aggregation of assessment evidence from across an examination paper.

Each question is awarded a single N, A, M, or E grade. The grade is based on the whole response to the question. Possible grade scores for a question could be as follows:

Not Achieved			Achieved		Merit		Excellence	
N0	N1	N2	A3	A4	M5	M6	E7	E8

This allows the quality of evidence to be reflected in each question. For example, lower Merit = M5, and upper Merit = M6.

The overall result for a standard is found by aggregating the scores from the question. So  $M5+A3+M6 = 14$ . This score will be written in the ‘Total’ box on the front cover of the candidate’s answer booklet.

The score ranges will then indicate what the student achieves overall. Each year a new grade score range will be set using marked examination papers of the standard being assessed.

NZQA also annually publishes full examination guidelines these can be found at

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

**How can students keep track of their progress and record of credits ?**

During the year, students should keep their own record of all assessment grades.

This is done through their Strategic Planners on google drive, which is shared with all NCEA teachers.

Students are also required to check their record of learning, online, at regular intervals. This is done by logging in to <http://www.nzqa.govt.nz/login/> . First-time students (usually Yr.11) need to register first.

These grades and your work are confidential to you and the school.

**How can parents/ caregivers keep track of their ward’s progress and record of**

Parents/ caregivers receive regular reports, both verbal and written, during the course of the year. Comments will acknowledge successes and identify any areas of concern. Students are welcome to discuss their goals or any concerns about their academic progress with their Form Teacher, subject teacher, Mentor, or the Deputy Principal.



### Can students attend Te Kura (Correspondence) and NetNZ Courses?

As a general rule, only Yr.12 and Yr. 13 students shall be offered subjects through Te Kura (Correspondence School) or NetNZ. Exceptions to this shall be considered on a case by case basis by the Principal and Deputy Principal.

Languages and DVC learning shall be one of the exceptions that will be considered for Yr.11.

Selection for distance education courses is based on the following – learning habits, realistic parent support, behaviour, attitude, and success at correspondence in the previous year if applicable.

Yr. 12 students should not consider more than one subject to be studied through distance education.

Yr. 13 students, in consultation with the Course Coordinator, have the option of studying more than one subject by correspondence.

A trial period till the end of Term 1 shall be in place to monitor the progress of students enrolled in distance education.

Students studying subjects through distance education must sign a contract with MAS. The contract outlines conditions and expectations required of students enrolled in NetNZ/ Correspondence School. The contract is to be signed by each student and their parent/caregiver.

The school reserves the right to withdraw students from such courses if they breach the contract in any way.





**Maniototo Area School**

**ASSESSMENT COVER SHEET**

*To be completed by the student and handed in with their assessment work.*

Student Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Standard Name: \_\_\_\_\_ Standard Number: \_\_\_\_\_

Date Assessment Work handed in: \_\_\_\_\_

**Student Declaration:** I hereby declare that:

- This material which I have submitted for internal assessment is entirely my own, and I have not received undue assistance or unauthorised help in the preparation of my work.
- I have read and understand the School's assessment requirements and the consequences of submitting material that is not genuinely my own work.
- I have met all the School's assessment requirements, including the acknowledgment of sources of information and assistance.

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

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

*Student*

*To be filled in by the teacher.*

<input type="checkbox"/> Low Not Achieved	<input type="checkbox"/> Not Achieved	<input type="checkbox"/> High Not Achieved
<input type="checkbox"/> Low Achieved	<input type="checkbox"/> Achieved	<input type="checkbox"/> High Achieved
<input type="checkbox"/> Low Merit	<input type="checkbox"/> Merit	<input type="checkbox"/> High Merit
<input type="checkbox"/> Low Excellence	<input type="checkbox"/> Excellence	<input type="checkbox"/> High Excellence

*To be completed by the student after the marked assessment work is returned.*

I am aware of the grade that I have been given.

I agree with the grade given

I wish to appeal the grade given

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

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

*Student*

Final Grade: \_\_\_\_\_

Deputy Principal: \_\_\_\_\_

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

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

*Student*







**Maniototo Area School**

15 Caulfeild Street, Ranfurly

## APPLICATION FORM (withdrawing from a Standard/ Course)

Name of Course: \_\_\_\_\_

Teacher in Charge: \_\_\_\_\_

Name of student: \_\_\_\_\_

NZQA Level: \_\_\_\_\_ Year Level: \_\_\_\_\_

Name of Standard/Course being withdrawn from:

\_\_\_\_\_  
\_\_\_\_\_

Standard Number(s):

\_\_\_\_\_

Reason for withdrawing: (to be filled in by student & signed by parent/ caregiver)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_  
(Student)

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

Signed: \_\_\_\_\_  
(Parent/ Caregiver)

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

### APPLICATION APPROVED

Signed: \_\_\_\_\_  
(Curriculum Head)

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

Signed: \_\_\_\_\_  
(Deputy Principal)

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

*Copy sent to Office Administrator for changes to student's entry file*



**Maniototo Area School**  
15 Caulfeild Street, Ranfurly

**APPLICATION FORM** (entry to a Standard/ Course during the year)

Name of Course: \_\_\_\_\_ Teacher in Charge: \_\_\_\_\_  
Name of student: \_\_\_\_\_ NZQA Level: \_\_\_\_\_ Year Level: \_\_\_\_\_

Name of Standard/Course being entered into:  
\_\_\_\_\_  
\_\_\_\_\_

Standard Number(s):  
\_\_\_\_\_

Reason for entrance: *(to be filled in by student & signed by parent/caregiver)*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Student)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Parent/ Caregiver)

**APPLICATION APPROVED**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Curriculum Head)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Deputy Principal)

*Copy sent to Office Administrator for changes to student's entry file*







**Maniototo Area School**

15 Caulfeild Street, Ranfurly

## Application for Distance Education courses (Te Kura/ NetNZ)

This is a contract between the student (mentioned below) and Maniototo Area School. By signing this contract, the student and parent/ caregiver agree to the conditions given below.

Name of student: \_\_\_\_\_ NZQA Level: \_\_\_\_\_ Year Level: \_\_\_\_\_

Name of Course: \_\_\_\_\_

I agree to the following conditions for permission to undertake a course of distance learning:

1. I understand that my selection will depend on my learning habits, behaviour, attitude, and realistic parental support.
2. As a Te Kura student, I will make an honest attempt to complete each booklet thoroughly and hand it in on or before the due date.
3. As a NetNZ student, I will attend all taught lessons if online.
4. If there is a problem with the supply of materials from the distance learning provider, I will inform the MAS coordinator as soon as possible and carry on with other work in the meantime.
5. I will report any reason for delay to submit work, immediately to the MAS coordinator.
6. I will complete my work honestly. I will not copy from others or copy answers from the back of the book.
7. I will seek help with my work when I have a problem or concern.
8. I will complete at least 80% of the work assigned by the end of each Term.
9. I understand that failure to comply with any of these conditions could result in my status as a distance education student being reviewed and that the school reserves the right to withdraw me from the course.

Signed: \_\_\_\_\_  
(Student)

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

Signed: \_\_\_\_\_  
(Parent/ Caregiver)

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

### APPLICATION APPROVED

Signed: \_\_\_\_\_  
(Te Kura Coordinator - MAS)

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

Signed: \_\_\_\_\_  
(Deputy Principal)

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

*Copy sent to Office Administrator*