



NAPIER BOYS' HIGH SCHOOL

NQF QUALITY ASSURANCE GUIDELINES

For students

The communication of student results on the National Qualifications Framework will be made in a manner consistent with all aspects of the Privacy Act 1993. All student work used as exemplars must also comply with this act and student permission must be obtained.

Quality Assurance is important for all internally assessed standards. All subjects require clear policies with regards to:

1. Work Authenticity (It is the students work)
2. Missed Assessments
3. Assessment opportunities
4. Breaches of the Rules
5. Appeals
6. Special assessment conditions
7. Course and Assessment Information
8. Policy for reporting not achieved.

It should be noted that students must be given due notice of the requirements and due dates of all assignments, projects, tests and practical activities. To ensure fairness and uniformity between and within departments, the following policies will be adhered to.

1. WORK AUTHENTICITY

All work for internal assessment must be your own. Students must complete the Work Authenticity Form on SchoolBridge before results can be reported. You cannot copy the work of other students or plagiarize or copy and paste from any other source or get another person to complete work for you. You cannot use artificial intelligence to generate content for any assessed standard. If your work is suspected to be that of another person or artificial intelligence, the following procedure will take place.

- i) You will be interviewed by the class teacher or Head of Department.
- ii) If you cannot convince the teacher that the work is yours, you will be interviewed by the Principal's Nominee. If at this point you are still unable to convince the Principal's Nominee, your work will be rejected, and you will receive no credit.

Appeals

You can appeal this decision by seeking an interview with the Headmaster, Deputy Headmaster or Senior Masters. Your class teacher can arrange this interview for you. At this interview, your parents may be present if you wish.

It is school policy that where internally assessed assignments/projects are not considered a student's own work, the student will receive not achieved for the assessment.

2. MISSED ASSESSMENTS.

A time extension will be given for an assignment or project or assessment for any of the following reasons provided an application for time extension form is completed. This form can be found on the school's website.

- i) Illness within the two days before the due date of an assignment or project, if it is serious enough to prevent the student from attending school or working on the assignment at home. One day of extension will be granted for each day of verifiable illness. In the case of an in-class assessment (test), the assessment may be sat at the first available opportunity. In both cases a doctor's certificate **must be produced**.
- ii) Illness on or within the two days **after** the due date of the assignment, providing the assignment has already been completed. The illness is now a reason for the assignment being submitted late, rather than completed late. A doctor's certificate **must be produced**.
- iii) Where a student is representing the school in a recognized activity on or before the due date, **or taking part in an authorised activity**, a timely application is made prior to the event.
- iv) Lengthy or long term illness within two weeks of the due date. An extension may be given after consultation between the subject HOD and the Principal's Nominee in the case of assignments and projects. A doctor's certificate **must be produced** and the student and his parents must complete an **application form for time extension**. This form is accessible on the school's website. The length of extension is at the discretion of the Principal's Nominee.
- v) A practical activity may be sat late at the discretion of the subject teacher provided the student has had a **legitimate absence** (a doctor's certificate must be produced for illness), and is not advantaged by sitting the practical late. If the logistics of sitting the practical late prove too difficult, an assessed mark may be awarded.
- vi) From time to time reasons other than those mentioned above may be accepted as suitable for the late sitting of an assessment. An extension may be given after consultation between the subject HOD and the Principal's Nominee. The student and his parents must complete an **application form for time extension**. The length of extension is at the discretion of the Principal's Nominee.

It is school policy that unless there are extenuating circumstances, internally assessed assignments/projects submitted after a due date will not be marked and a not achieved awarded grade awarded. This policy is in line with quality management practices required by NZQA. No late assignment will be accepted or test/practical activity sat after other assignments/test/practical activities have been marked and returned to students.

3 FURTHER ASSESSMENT OPPORTUNITIES

1. A maximum of one further opportunity for assessment of a standard can be provided within a year.

A maximum of one further opportunity for assessment means none or one. It does not mean one must be offered. Individual departments will decide if a further assessment opportunity will be offered. This may not be possible due to being impractical or feasible to provide. A further assessment opportunity will not be available if a student has chosen for unacceptable reasons not to take the first opportunity.

2. A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided.

- A resubmission opportunity 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 must not compromise the assessment. If the original assessment was completed in a supervised classroom, the resubmission must be completed under the same conditions.
- A resubmission does not constitute a further opportunity for assessment because it does not involve a new assessment being set after further learning.

3 Approaches to assessment that involve collection of evidence must be documented.

It may be appropriate, in some standards, for the teacher to gather achievement evidence over time. In this case there is no specific “assessment event.”

4. When assessing aspects of a standard separately, teachers must be confident that students can demonstrate competency for the standard.

- In the case of a standard that has separate elements, if it is acceptable to assess each element through a different task and submit an overall result, the assessor must be satisfied that the student can demonstrate an understanding of or competency against the standard as a whole.

4 BREACHES OF THE RULES - INTERNAL ASSESSMENT

It is school policy that any breaches of the following rules during an internal assessment will result in penalties as outlined at the end of this document.

1. **assisting/hindering candidates** - a candidate who is found to have influenced, assisted or **hindered** candidates, whether dishonestly, fraudulently or unwittingly
2. **dishonest practice by a candidate** - a candidate who is found to have attempted to dishonestly or fraudulently access information or materials not permitted in the assessment, or access information or materials or other help from another person, or in the case of performance based assessment, submitted material for assessment that is not their own. This includes artificially produced content.

The penalty for any of the above is not achieved for the assessment in question.

Appeals against Decisions Relating to Breaches of the Rules

Students have the opportunity to appeal a penalty received as a result of any 'breaches of the rules'. The procedure is as outlined in the 'Appeals Policy'. Briefly this is as follows:

- Student approaches and discusses penalty with teacher
- If not resolved students applies, in writing, to HOD. HOD to discuss with teacher.
- If not resolved HOD presents details to the Headmaster. The Headmaster's decision is final.

Any appeal must be lodged within 5 school days of the assessment result or penalty being received by the student (whichever is the later).

5 SPECIAL ASSESSMENT CONDITIONS

There are two main criteria used by the Qualifications Authority in approving special assessment conditions applications for internally/externally examined achievement standards and Scholarship subjects.

1. Candidates identified as having permanent or long-term conditions such as a:
 - a. physical disability
 - b. sensory condition or disability
 - c. medical condition
 - d. **specific learning** difficulty.

Medical conditions cover **long-term illnesses** such as eating disorders, depression, diabetes and epilepsy.

2. Candidates who have already been diagnosed as requiring special assessment conditions assistance and receive ongoing support from the school.

Those students who receive special assessment conditions from NZQA for external achievement standards are eligible for similar assessment conditions for internal achievement standards provided the assessment activity allows this. **Reader/writers and extra time for candidates will be provided for the Benchmark school examinations.**

NB Special assessment conditions are not available in NCEA level 1-3 and Scholarship Design and Visual Communication, Visual Arts as well as some language standards.

6 COURSE AND ASSESSMENT INFORMATION

At the start of the year, all students will be given information regarding NCEA.

Students will also be given information from each department, including:

- Standards offered in the course
- Credits available
- Assessment dates
- Assessment opportunities
- Authenticity policies

This material must be on the subject/class' MS Teams page (or similar learning platform).

7 POLICY FOR REPORTING NOT ACHIEVED

It is school policy that all students in the first year of a course will attempt all standards that are offered in that course.

Where a student has presented work or evidence for assessment OR has been given an adequate opportunity to achieve the standard (consistent with school internal assessment procedures), the outcome of that assessment must be reported to NZQA as N, A, M or E.

Where no result is reported, Standard Not Assessed (SNA) will be automatically recorded for internal entries on the SMS and NZQA will record as 'no result' as it is for externals that are not attempted.

Important points:

1. If a student partially completes work in class but doesn't hand in on the day this is an N not a SNA.
2. Each assessment opportunity must have a result recorded.
3. If a student has had a prolonged absence from school then a withdraw of entry is appropriate.
4. A student who arrives at NBHS after an assessment has been completed should have SNA.
5. Students who have passed internals the previous year may seek an exemption from that standard. An alternative standard may be substituted in its place. Students wishing to do so must let their subject teacher know who will enter them for a similar weighted subject standard. This standard will then be loaded onto that student's record of learning.

Bibliography format for Napier Boys' High School and all research.

This format for a **bibliography** is to be used in any subject area where you have to do a research assignment.

A **bibliography** is always part of research. It is important to acknowledge all your sources of information as these resources show the extent of your research and make your conclusions credible.

If a bibliography is required for a standard, sufficient teaching time will be given to you. Using MS Word, the **Citation and Bibliography** tool should be used to produce citations and bibliographies. This will generate a bibliography in the APA format.

Your **bibliography** should include all resources: books, articles, documents, websites and so on used in your assignment. It is best to record the details of sources as you use them rather than after the research is finished.

Bibliography notes:

- Begin on a new page at the back of the research.
- Put your references in alphabetical order according to author's surname and complete entry with a full stop.
- Use author's last name first, followed by initials of first names, eg Blake, P. L.
- When no author is named list the source by its title, eg. The Influenza Epidemic.
- Put the publication date in brackets, followed by a full stop, eg. (2007, January 17).
- Give full titles of sources with subtitles, eg. Pharoah, the Boy who Conquered The Nile.

- Use full stops and one space to separate author, date, title, publication information (eg. London, England: Dorling Kindersley) or retrieval statement, (eg. Retrieved from <http://www.timesonline.co.uk>)
- If your reference goes onto the next line you must indent it five spaces. (Called hanging indent)

Turn over for examples of how to set out your bibliography but note that you do not include the type of example, eg. **Multiple authors**.

Examples of Books/Periodicals/Online Articles/Other media

- Single author:** Forest, J. (2000). *Jack and Patch*. Wellington, New Zealand: Learning Media.
- Single author, later edition:** Knowles, M. S. (1990) *The adult learner: A neglected species* (4th ed.). Houston, TX: Gulf.
- Multiple authors:** Monnery, S., & Herman, G. (1991). *Rock'n'Roll chronicles - 1955-1963*. Stamford, Connecticut: Longmeadow.
- Edited book:** Clutton-Brock, J. (Ed.). (2002). *Mammals*. London, England: Dorling Kindersley
- Dictionary or Encyclopaedia:** Hanks, P., et al. (Eds.). (1990). *Collins pocket English dictionary*. London: Collins.
- Online Encyclopaedia:** Children in foster care. (2000). *Encarta*. Retrieved January 19, 2007 from <http://school.ebonline.co.nz>
- Television series:** Miller, R. (Producer). (2007). *Shortland Street*[Television series]. Auckland, New Zealand: TV1.
- Video:** Howe, D. (Producer). & Newman, G (Director). (1988). *Sensitive communication*. [Video]. Auckland: Society for the Intellectually Disabled.
- Magazine article:** Coddington, D. (2007, August). Homesteading in Hawke's Bay. *North and South*, 113-117.
- Newspaper article (no author):** New drug appears to sharply cut heart risk. (2006, July 31). *The Dominion*, p.6
- Online newspaper article (no author):** On this day. (2007, February 30). *The Times*. Retrieved from <http://www.timesonline.co.uk>
- Website (no author or date):** *National aeronautics and space administration*. (n.d.). Retrieved August 2, 2007 from <http://www.nasa.gov>
- Website (full details):** Parliamentary Commissioner for the Environment. (2002). *Creating our future: Sustainable development for New Zealand*. Wellington, New Zealand: Author. Retrieved March 3, 2004 from <http://www.pce.govt.nz>

**Permission Slip****NBHS NCEA Authenticity Form**

Event Date	Friday, 10 Mar, 2023
Slip Return Date	Friday, 10 Mar, 2023 5:00 PM
Description	This form is a student declaration that all assessment work submitted will adhere to the Napier Boys' High School Assessment Policy

NAPIER BOYS' HIGH SCHOOL - WORK AUTHENTICITY FORM

I understand that if I submit work in this subject at any time during the year that is not entirely my own:-

- I will • automatically receive a Not Achieved
- My • parents will be informed
- A • second or serious breach of the Authenticity Policy will result in disciplinary action.

I understand that all books, Internet sites, people who have any way assisted me must be named in the bibliography attached to my work.

I understand that copying chunks of work from books or Internet sites without clearly identifying the passage and naming the author of it, as outlined by my teacher, is plagiarism and as such will be regarded as cheating.

I understand that I cannot use any Artificial Intelligence or websites (such as chatGPT) to produce my work.

I understand that I must meet Milestones for each standard as this will be used to ensure my work is on track and also that it is my own work.

In portfolio subjects I understand my teacher must sign off each milestone, as milestones are on-going evidence of Authenticity. Failure to have milestones signed off means the school cannot verify the work is my own therefore it will not be able to be submitted to NZQA.

You can appeal this decision as outlined in the 'Appeals Policy'.

STUDENT DECLARATION: Please tick to indicate that you agree/acknowledge *

I have read the above and by submitting this form I declare that I will follow the rules around NCEA Assessments