Authenticity of Work - Background Information

There will be a number of assessment activities that will contribute credits towards the National Certificate of Educational Achievement (NCEA) while a student at Awatapu College.

The work submitted for these assessments must be students’ own. If a student is found to have submitted work that is not their own, then the student will receive no grade for that assessment.

Students understand that if they wish to appeal any assessment decision they must discuss it first with their teacher and then with the Head of Department or Senior Management. Under normal circumstances, any appeal must be made within three school days of the return of an assessment on the form available from the Principal’s Nominee.

Work must be kept on file in case it is required for moderation by NZQA. Students work from previous years may be used by teachers to assist students.

Missed and Late Assessments
Work that is submitted for marking after the stated deadline may not be included in the body of evidence used to make an assessment decision. If valid, authentic, task-specific evidence of achievement is not available, then credit for the assessment cannot be awarded.

When a student is absent from an assessment the following options may be available to the teacher and the student:

- Consider whether any other authentic and standard specific evidence, on which a valid assessment decision could be based exists. This evidence must be documented so that the teacher’s assessment decision can be verified by another subject specialist, or submitted for external moderation if required.
- Provide the student with a further assessment opportunity if one is available.
- Award no grade, or if the student had an adequate assessment opportunity, award Not Achieved.

Wilful Absence
A wilful absence will be considered as intent to avoid assessment. A further assessment opportunity will not be provided to a student who wilfully misses an assessment. If other valid, authentic standard specific evidence is not available, a result of Not Achieved will be reported.

Extensions
1. When an assignment has been set on a subject it must be handed to the teacher during the class period on the due date.
2. Any student who envisages being unable to complete an assignment on time, through circumstances beyond her/his control (sickness, family trauma) should request an extension of time from the teacher.
3. An application for an extension must be made by written request in the logbook at least three school days before the due deadline if practicable.
4. At the time of the request, work done to date must be displayed along with a signed explanation for the request from a parent/caregiver.
5. Failure to submit sufficient and satisfactory evidence of work done so far will result in no extension being granted.
6. Any extension will not normally exceed three days beyond the original deadline and the student will be given full credit for this completed work.
   - This means work due on a Friday, with an extension, becomes due the next school day.
   - Care should be given to accommodate the three day period prior to a holiday e.g. Tuesday would be a suitable due date before a Friday end of term.
7. If the extension is approved, the assignment should not be returned to the remaining students until the extension time has been reached.
Other
1. Students who feel they may need special assistance should contact Teacher in Charge Learning Support early in the year.
2. Students who think they may wish to attempt scholarship exams in a specific subject should alert their teacher as soon as possible.

Further Assessment Opportunities
A key feature of school-based internal assessment is that opportunity for further assessment can be provided to students who wish to improve their grade. Further assessment opportunities are not mandatory and their provision may not always be practical or feasible.

Resubmission involves the student improving their already submitted work.
1. A resubmission should be limited to specific aspects of assessment and no more than one resubmission should be provided.
2. Students should be capable of discovering and correcting immediately, without specific guidance or further teaching and learning.
3. Any resubmission must not compromise the authenticity or validity of the work.
4. A resubmission can be offered after either the first or the further assessment opportunity or after both.

Further assessment involves the student completing a new task or the same task in a different context.
1. One further opportunity for assessment of a standard can be provided each year. If one is offered, it must be offered to all students, and all assessment grades must be available.
2. A further assessment opportunity is only appropriate after additional teaching and learning has taken place.
3. The highest grade gained by a student will be reported to NZQA.

Derived Grade Process
Candidates who have been prevented from sitting examinations or otherwise presenting materials for external assessment, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply to the New Zealand Qualification Authority for a derived grade.

Advice to candidates
• Impairments must be of a serious nature. Excludes claims on the basis of stress due to examinations, family disturbance, and minor illnesses.
• Medical certificates supporting the claim must be provided if the impaired performance is for a medical reason.
• The impairment must have affected the student during the examination period or have occurred within the month preceding exams (or a longer period may apply in some circumstances).
• Impairment candidates should sit in the external exam wherever reasonable and practical.

A derived grade is possible where:
• The school has a grade recorded in its Student Management System which is based on standard specific evidence from a valid assessment(s) in the current year.
• The school’s quality assurance process for internal assessment has been applied to the assessment materials (including the use of an Internal Moderation Cover Sheet).
• The school retains a copy of the assessment used to generate the evidence.

Other
• Students need to be made aware that practice assessments may be used to generate a derived grade. Therefore, greater consideration may need to be given by students to achieve to the best of their ability in all school based assessment.
• As with internal assessment grades, a derived grade must be based on standard specific evidence i.e. from actual performance and not ‘expected’ performance.