



**Rolleston
College**

Horoeka Haemata

2025

NCEA HANDBOOK

**A GUIDE FOR STAFF, LEARNERS AND
CAREGIVERS FOR NCEA PROCESSES AT
ROLLESTON COLLEGE**

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Note: Please read the contents of this booklet thoroughly.
Ask your Ako/Advisory Coach for clarification and advice if required.
Please keep this booklet in a safe place in your Digital Files so you can refer to it if required.
The Principal's Nominee (PN) for NZQA matters is Rob Lay

Purpose: To ensure there is a fair system for school internal assessment which has the confidence of both students and staff. If students are absent, late or their performances are impaired at times of assessment the procedure followed must be objective, consistent, and in accordance with the requirements of the New Zealand Qualifications Authority for national awards registered on the National Qualifications Framework (NQF).

Guidelines: This policy applies to all internal standard-based assessments on the National Qualifications Framework (NQF) including the National Certificate of Educational Achievement (NCEA) at Level One, Two and Three. It is reviewed and amended, if necessary, on an annual basis by the Senior Leadership Team (SLT) and Learning Area Leaders (LaL).

At the beginning of the school year all students being assessed for NQF internal assessment should refer to this handbook to find all information and documents regarding NCEA assessment.

NCEA INFORMATION AND PROCEDURES FOR ALL SENIOR STUDENTS

Most senior students at Rolleston College work towards NCEA Level 1, 2 or 3 and University Entrance by gaining credits from standards. All NCEA courses will offer a number of standards which will generate credits towards a Level 1, Level 2, or Level 3 NCEA Certificate. Some of these standards will be assessed internally by subject teachers, portfolio assessments, digital submissions and some will be assessed externally by NZQA examinations in November and December.

A standard describes particular skills or knowledge within an area of study. Each standard is worth a certain number of credits. When a student achieves a standard with an Achieved, Merit or Excellence grade, they earn the amount of credits that the standard is worth.

A student will gain no credits if they receive a Not Achieved grade

NCEA Qualification Requirements

There are 3 levels of NCEA certificate, depending on the difficulty of the standards achieved. At each level, you must achieve a certain number of credits to gain an NCEA certificate. Credits can be gained over a duration of more than 1 year.

[Approved Standards for NCEA Co-requisite 2024-2025](#)

For Level 1 you need:

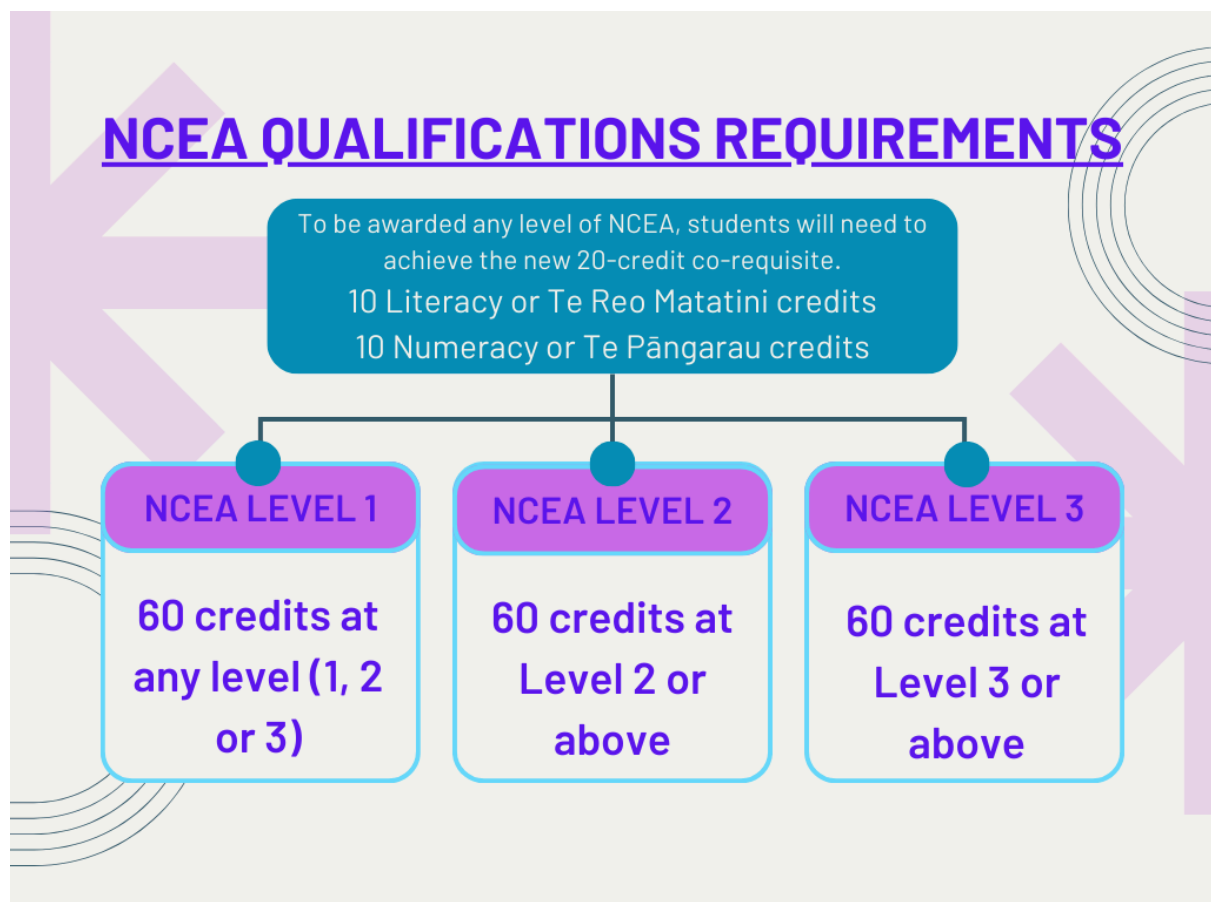
- 60 credits at any level (1, 2 or 3)
- 10 Literacy or [Te Reo Matatini](#) credits
- 10 Numeracy or Te Pāngarau credits.

For Level 2 you need:

- 60 credits at Level 2 or above
- 10 Literacy or Te Reo Matatini credits
- 10 Numeracy or Te Pāngarau credits.

For Level 3 you need:

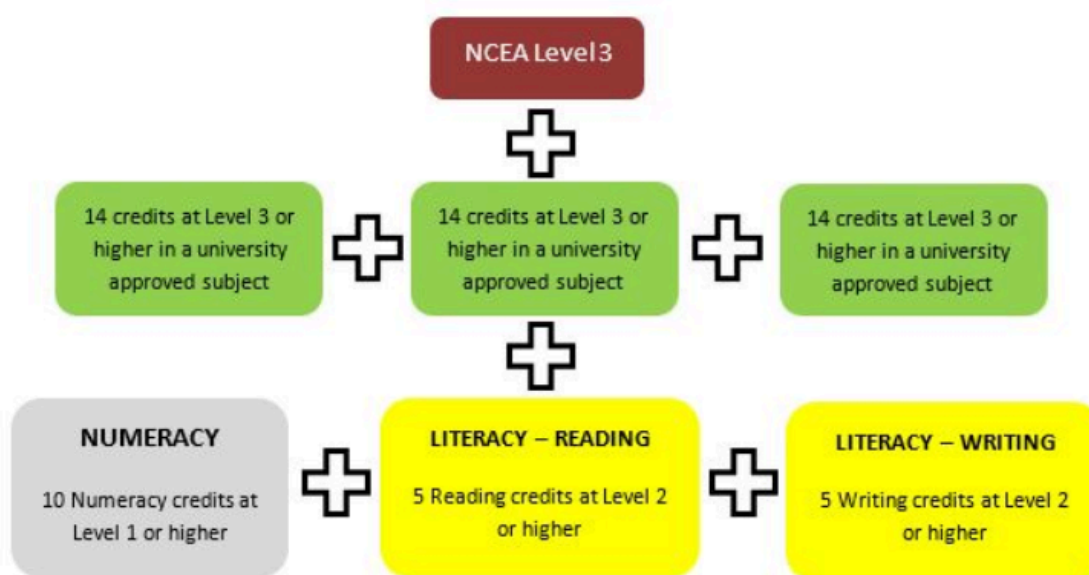
- 60 credits at Level 3 or above
- 10 Literacy or Te Reo Matatini credits
- 10 Numeracy or Te Pāngarau credits.



University Entrance

University Entrance, or UE, is the minimum qualification required to study at a New Zealand university.

- To gain University Entrance you must:
 1. Achieve NCEA Level 3, including 14 Level 3 credits in the three Approved Subjects. (Note: we encourage more than three UE approved subjects to be taken at level 3)
[NZQA Approved Subject list for University Entrance](#)
 2. Achieve UE Literacy by gaining 5 reading and 5 writing credits at Level 2 or above.
 3. Achieve Numeracy by gaining 10 numeracy credits at Level 1 or above.



Scholarship

Scholarships are designed to challenge and financially reward exceptional students who are going to pursue Tertiary study and are available in most Year 13 subjects. NZQA runs separate NCEA Scholarship examinations at the end of the year. Teachers of Year 13 subjects where Scholarship examinations are available will advise students on details. Students can be entered in one or more Scholarship standards as well as their full Level 3 programme in consultation with their subject teachers. All assessments for Scholarship are external. Two levels of achievement can be gained; Scholarship or Outstanding performance.

[New Zealand Scholarships](#)

NCEA in 2025

For NCEA 2025, you will need:

- 60 credits at the Level (or above) of the qualification you are working towards
- Literacy or Te Reo Matatini – 10 credits from Literacy or Te Reo Matatini standards, or from a list of specified standards in a range of subjects
- Numeracy or Pāngarau – 10 credits from Numeracy or Pāngarau standards, or from a list of specified standards in a range of subjects.

Learners have the opportunity to gain their Literacy and Numeracy credits via the 'Common Assessment Activities' (CAA exams) when they are ready to attempt them.

You only need to meet the literacy or te reo matatini and numeracy or pāngarau requirements once, and you do not need to attempt them again for other levels of NCEA. If you haven't quite finished your NCEA at the end of the year you can still start working towards the next level.

Course Endorsements: Acknowledging Exceptional Performance in Individual Subjects

Course endorsements serve as a commendation for outstanding achievement in a specific subject. To qualify for this recognition, students must attain 14 or more credits in a single course at the Achieved, Merit, or Excellence levels. Notably, a minimum of 3 credits must be from externally assessed standards, and an additional 3 credits from internally assessed standards, with the exception of Physical Education, Religious Studies, and Level 3 Visual Arts. It's essential to note that not all courses are eligible for a course endorsement. For instance, Level 1 or 2 Outdoor Education, offering only internal standards, may not qualify. To ascertain eligibility, students are advised to consult with their teachers.

Certificate Endorsements: Recognizing Excellence or Merit Across Subjects

Certificate endorsements signify commendable performance across various subjects. To secure a certificate endorsement, students need to accumulate 50 or more credits at either Merit or Excellence level within a single school year. For example, achieving 50 Level 1 (or above) credits at the Excellence level will result in the Level 1 certificate being endorsed with Excellence. Similarly, if a student acquires 50 credits at the Merit level (or a combination of Merit and Excellence) at Level 3 in one academic year, their NCEA Level 3 certificate will be endorsed with Merit. This prestigious recognition is a testament to a student's dedication and success across various academic disciplines.

SOLO Grades Relating to NCEA Grades

Throughout your junior years we encouraged you to reflect on your learning using the SOLO taxonomy rubric. This continues to be the case throughout NCEA.

- Multistructural requires you to show your learning by including knowledge or skills in a few different ways. In NCEA, this is reflected as an Achieved grade.
- Relational requires the ability to link, compare or support ideas or skills. In NCEA, this is reflected as a Merit grade.
- Extended Abstract requires you to demonstrate through your learning an ability to synthesise, evaluate, improve and create opinions as well as decisions around acquired knowledge and skills. In NCEA this is reflected as an Excellence grade.

Types of Assessment

Internal Assessments: Most assessments are carried out throughout the school year during class time. These may be formal tests, assignments or projects. They are marked by teachers within Rolleston College and moderated by specialists outside of the college.

External Assessments - These assessments will occur throughout the year and could be in examination or portfolio format. Dates for these assessments are indicated on assessment statements issued by the classroom teacher.

End of Year External Examinations: Some Achievement Standards are set and run as external examinations in a more formal setting at the end of the year. Most external assessments are by examination at the end of the year. For some subjects, e.g. Technology or Visual Arts, students submit a portfolio of their work at the end of year.

INTERNAL ASSESSMENT PRACTICES

Assessment Conditions – Rules

1. Each assessment task will have a submission date, conditions and requirements clearly outlined and provided to students.
2. In group performances, each learner must be identified and assessed individually.
3. When a standard comprises a large piece of work or portfolio which extends over one term or longer, students must meet formative milestone deadlines set by the teacher. These formative deadlines are subject to the same conditions as summative assessment deadlines.
4. All internal assessments must be completed within a specified time frame. It is expected that courses that have external standards will aim to complete all internal standards by the last day of term 3 (unless it is a fully internal course) to allow students to adequately prepare for external examinations. Resubmissions, where applicable, will be completed by the end of week 1, Term 4.
5. The final date for teachers accepting work for courses which are wholly internally assessed is 20 November 2025. This includes any resubmission or further assessment opportunity.
6. All internal assessment tasks undergo an internal moderation process to ensure consistency between classes to ensure marking is at the national standard and all NZQA processes are adhered to.

Special Assessment Conditions

Some students are entitled to special assessment conditions based upon identified needs.

1. These conditions may take the form of assistance from a reader and/or writer, extra time, the use of a computer or a combination of any/all of these.
2. All students applying for special assessment conditions must have a current independent assessment report lodged with the Learning Support Department.
3. The Learning Support Coordinator (LSC) will work with staff and whānau regarding the process for Special Assessment Conditions processes in both the Junior and Senior School. Please contact Tanya Prout (LSC) for further information tanya.prout@rollestoncollege.nz
4. The Special Assessment Conditions granted will apply to both school-based assessment/exams and the external exams at the end of the year.

Resubmission

1. Resubmissions are only available for students who have a provisional grade of Not Achieved.
2. Students may only gain a grade of Not Achieved OR Achieved for resubmitted assessments.
3. At the discretion of the Learning Area Leader or subject teacher, students may have an opportunity to resubmit part of an internal achievement standard if the teacher believes the error is a minor error which the student is easily able to identify and correct without any further teaching.
4. Some practical assessments (eg. those based on field trips) and those which are spread over a long period of time cannot be practically resubmitted.
5. For resubmission, some important points to note are:
 - a. The problem must be able to be resolved rapidly;
 - b. Students must be capable of finding and correcting the mistakes on their own;
 - c. Teacher feedback to students re-submitting work must be general and must not compromise the authenticity of the student's work and responses. A student may be told, for example, "you need to fix your referencing up" or "there are grammar issues here";
 - d. It must take place before the teacher gives any feedback to the whole class (or any student) on the work done;
 - e. It must be given before any more teaching has occurred.
6. A resubmission must not compromise the assessment. For example, if the original assessment was completed in a supervised classroom, the resubmission must be completed in a supervised classroom.
7. A resubmission does not constitute a further assessment opportunity because it does not involve a new assessment being set after further learning.
8. A resubmission can be offered after either the first or the second assessment opportunity or after both.
9. Unit Standards only - At the discretion of the Learning Area Leader/subject teacher students may be offered more than one resubmission opportunities for internally assessed Unit Standards depending on the nature of the assessment.

Further Assessment Opportunities

1. At the discretion of Learning Area Leader students may be offered further assessment opportunities for internally assessed achievement standards, depending on the nature of the assessment.
2. Further teaching must take place before students are able to attempt a different assessment task.
3. If a further assessment opportunity is offered, it must be offered to all students, regardless of their previous grade.
4. Students are not entitled to a further assessment opportunity if they chose, for unacceptable reasons, not to undertake the first opportunity.
5. Students will be awarded the highest grade they achieved over both opportunities.
6. For any further assessment opportunity, the conditions must be consistent with those for the first opportunity. For example, students cannot be allowed to work at home for the second opportunity when this was not allowed for the first opportunity. Inability to provide the same conditions for the second opportunity would be a reason to make only one opportunity available in the year.
7. There will be no further assessment opportunities for any external standards unless students wish to re-enter for these standards in the following year.

Grading of Assessments

Achievement Standards are awarded grades Not Achieved (NA), Achieved (A), Merit (M) and Excellence (E).

Unit Standards - all grades may be available but usually there are just two grades: Not Achieved (NA) or Achieved (A)

Accepting Assessment Grades And Appeals

1. Students will have clear documentation about the requirements for achievement of an Achieved, Merit and Excellence grade. Teachers will explain and discuss the criteria for the assessment process with the students.
2. Every time an assessment is returned and the marking schedule explained, the student should check the marking and discuss it with their subject teacher if there are any concerns.
3. It is the responsibility of each student to discuss with the subject teacher any result with which they are not satisfied with and together they can usually resolve the problem. This must be done within 5 days of the work being returned.

4. If after consultation with the subject teacher, the student wishes to dispute the grade awarded, an appeal may be made. This must be done within **5 school days** of the work being returned and through an Appeal form (*see Grade Appeal section*). Appeals must be made in the first instance to the subject teacher who will forward the appeal to the Learning Area Leader and the Principal's Nominee. The Principal's Nominee/senior academic staff will conduct an investigation. The final decision on all appeals will be made by the Principal Nominee and will be binding (See Grade Appeal Section).
5. You must sign the grade recording sheet for each assessed internal standard result if you are not filing a Grade Appeal.
6. Once you have signed a result, your right to appeal ends.
7. The results of the assessment will then be reported to NZQA through the student management system, KAMAR.
8. You should keep your own separate record of results.
9. It is student's responsibility to check your results in Kamar and on the NZQA website on a regular basis.

Leave / Absences

Unplanned / Emergency Leave

1. Unplanned/ emergency leave includes family bereavement, accident or illness. Where a student is ill on the due date of an assessment, it is the responsibility of the student to contact their subject teacher to discuss their situation. The subject teachers will make a decision in conjunction with their Learning Area Leader. This must be done on the due date.
2. When a student is unable to present themselves for an assessment task or item, the approved medical certificate or other appropriate evidence (e.g. a newspaper bereavement notice) must be provided.
3. Students may be required to present on the due date the amount of work which has been completed, even if the assessment task is unfinished.
4. Teachers will take into consideration that a verified illness/absence has prevented completion and may be able to accept the extension request or award grades based on existing evidence of achievement.
5. In special circumstances extensions to the due date of assessed work may be granted for individual students or a group of students. (See Extension Section)

Planned Leave

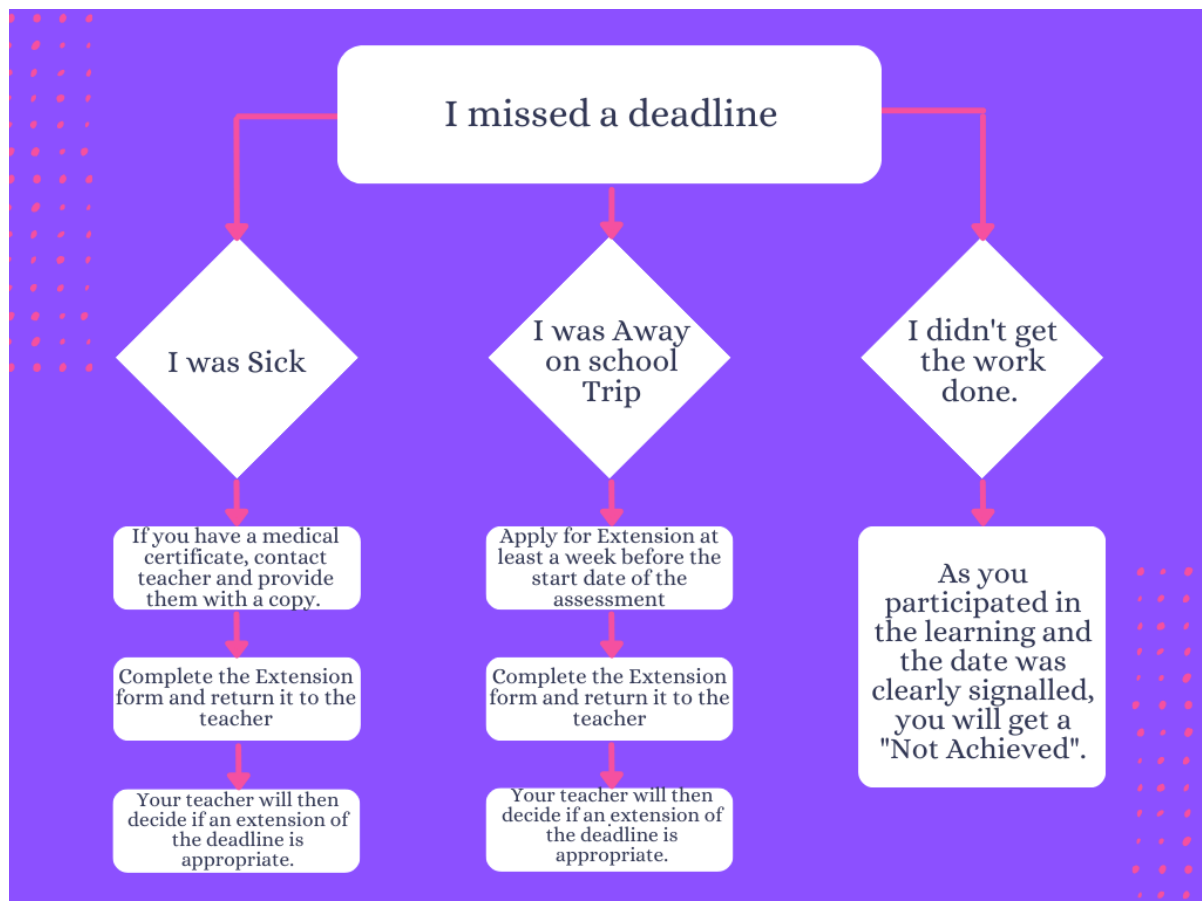
1. All students intending to take planned leave on individual and/or out of school events, must complete a Senior Student Leave Application Form (available from the College Office) at least five days prior to departure and complete an Extension form for that Standard.

2. Brief absences for self-interest activities. Students must complete a Senior Student Leave Application Form and advise their teacher/s. Students need to submit any assessment due prior to departure. If the required teaching has not taken place and in situations where an assessment which requires a student to be physically present, this may not be possible. At the discretion of the Learning Area Leader, the student may be withdrawn from the standard if within the appropriate time frame.
3. If your extension request was approved, on their return to school following a verified, legitimate approved absence, a student will be given, as soon as practicable, realistic and timely any assessment which may have been missed. Approved leave accommodates the missed assessment, not the missed teaching time. It is the student's responsibility to cover the missed learning and sit the assessment.

Extensions for Internal Assessments

1. Contact your teacher as far in advance as possible to discuss with them any reason you are aware of which could warrant a reason for an extension, or an alternative time to complete your assessment.
2. Complete the extension request form and submit it to your teacher for consideration. When making the decision about granting an extension, your teacher must consider fairness to both you and all the other learners in your class to ensure that all learners are given equal opportunity to complete the assessment. The following will be taken into consideration:
 - The reason for the extension request and the supporting evidence provided.
 - The date and time the extension request was submitted.
 - The amount of work already completed on the assessment by the learner and how the learner has used class time provided to complete the assessment task.
 - Please note that family holidays and part time work responsibilities are NOT acceptable reasons for extensions.
3. Your teacher will inform you of the outcome of the extension request and if appropriate will provide the new due date.
4. In special circumstances extensions to the due date of assessed work may be granted for individual students or a group of students. You must fill in the extension request form (See Appendix). Unless your reason for an extension is due to unforeseen circumstances (*e.g. a sudden medical event or a bereavement*), you should apply for an extension at least **FIVE days in advance or as soon as you are aware of extenuating circumstances** (*e.g. if you know you are going to be away on a school trip*).

5. A medical certificate or other satisfactory documentation must be provided. If you do not provide satisfactory documentation explaining your absence/reason for an extension request you may not be given an extension or the further assessment opportunity.
6. Your teacher will discuss your application with their Learning Area Leader and/or the Principal's Nominee.
7. Unless there are exceptional circumstances, work which is submitted late will be awarded a Not Achieved.
8. If you are absent on the day of an internal assessment event (*e.g. a test, practical performance*) and have satisfactory documentation (*medical certificate or other supporting evidence*) at the discretion of your teacher, Learning Area Leader and/or the Principal's Nominee, you may be allowed to attempt the assessment at another time or you will have the further assessment opportunity if available.
9. If you are absent for a non-school reason, (*e.g. family holiday*), but your teacher considers you have studied the learning that is assessed, you may be awarded a Not Achieved grade. Alternatively, if you have been absent for an amount of the course, but are at school when the assessment takes place, the teacher may withdraw you from the assessment.
10. Where a further assessment opportunity is provided, it will be offered to all students, irrespective of the result obtained in the original assessment. If you choose to take the further assessment opportunity, the best result attained over both assessments will be reported.

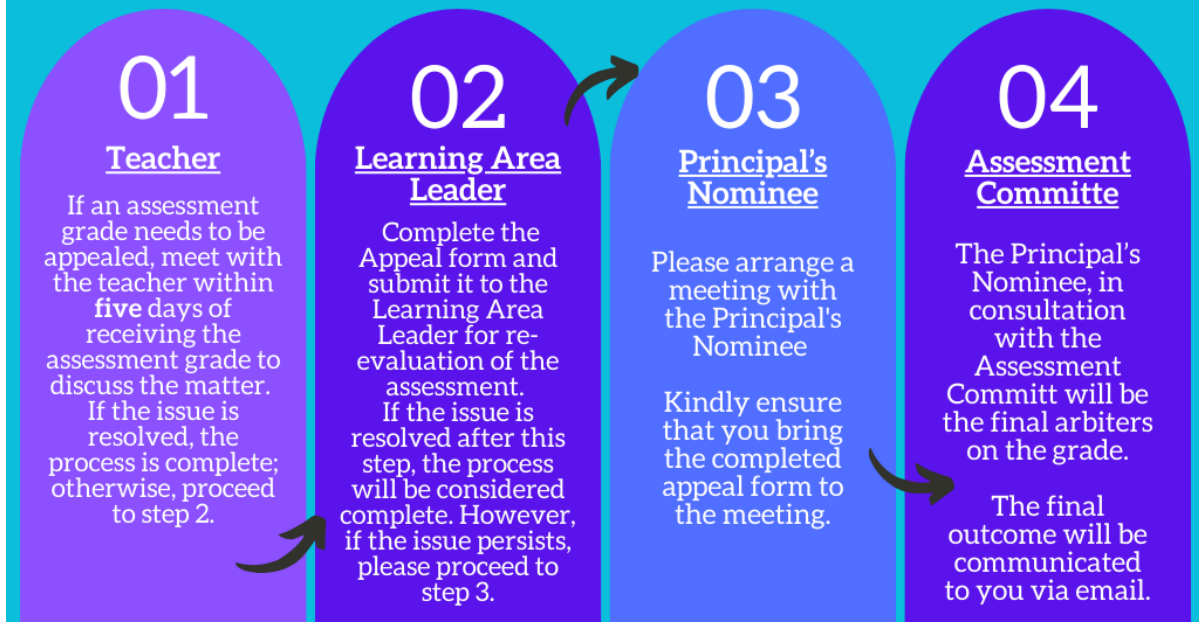


Grade Appeals

1. You are able to lodge an appeal if:
 - a. a) You feel the assessed/recorded result is unfair or inaccurate.
 - b. b) You have not been given a further assessment opportunity (where applicable).
 - c. c) You feel the marking is inconsistent.
 - d. d) You disagree with the decision relating to assessment misconduct.
2. Your teacher will explain the marking criteria when your work is returned. You must NOT add any further notes to your work.
3. You have 5 school days from the date on which the work was returned in which to make an appeal to your subject teacher. You must not alter your work in any way during this period. Altered work will not be reconsidered.
4. If you don't agree with the teacher's explanation about the grade, you can then use the appeal form and meet with the Learning area Leader.
5. If the matter cannot be resolved, the Principal's Nominee and senior academic staff will investigate the issue and make a decision which will be final.
6. You will be informed in writing of the decision.

Important Notice:
Please note that if TWINK or PENCIL was used for your assessment, you are not eligible to appeal the awarded grade. Do keep in mind that modified work will not be reevaluated.

GRADE APPEAL PROCESS



BREACH OF ASSESSMENT CONDITIONS

Purpose

The purpose of these procedures is to:

- set out a clear and consistent process for investigating suspected breach of assessment conditions
- clarify the authority to deal with alleged breach of assessment incidents
- ensure that reporting, recording, confidentiality and appeals in the case of confirmed breach of assessments are handled effectively and consistently.

Breach of Assessment conditions

- any breach of assessment conditions;
- submission of assessment work that is not wholly the students own;
- copying of others assessment work;
- impersonation of another person;
- a false declaration of authenticity;

- taking notes of any form into a test unless specifically allowed under the conditions of the assessment;
- collusion with any other person in completing the assessment (unless specifically allowed under the conditions of the assessment);
- disruption of or interference with another student's assessment or their opportunity to complete the assessment.
- knowingly allowing assessment work to be copied by others.
- lying about the reasons for submitting late work.
- altering answers before seeking an appeal against grade results.
- The use of a cell phone or other messaging device during an assessment (except where specifically allowed by the assessment conditions).
- The use of an AI during an assessment (except where specifically allowed by the assessment conditions).
- Any suspected breach of the rules will be investigated. If a serious breach of the rules has occurred, no credits will be awarded for the standard and a result of "Not Achieved" will be reported to NZQA.

Process

1. Initially, any suspected cases of academic misconduct should be reported to the Learning Area Leader.
2. The Learning Area Leader will engage in a discussion with the staff member and learner regarding the incident and determine next steps based on the seriousness of the situation. For instance, where a student's actions may be seen as unintentional or naive, influenced by a lack of understanding of acceptable academic practice can be resolved by giving feedback on work and allowed to resubmit the work for 'Achieved' Grade.
3. If the breach of assessment conditions is considered severe, involving intentional academic misconduct where the student is expected to be aware of the Rolleston College NCEA guidelines and rules, clear feedback was given by the teacher, and plagiarism and its consequences were addressed in class, or in instances of repeated academic misconduct, the Learning Area Leader can elevate the matter by completing the Internal Assessment Incident Form (See Appendix) and emailing the form to the Principal's Nominee.
4. The Principal's Nominee will then inform Whanau of the incident.
5. The Principal's Nominee will arrange an interview for the learner to discuss the reported breach of the Breach of Assessment Conditions and the details of the report. - Student Form (See Appendix) -Can be completed by the learner or PN
6. The learner gets a chance to share their side of the story and present any evidence, for the Principal's Nominee to consider.

7. After reviewing all the information, the Rolleston College Assessment Committee will determine if there was a Breach of Assessment Conditions, based on the available evidence.
8. If a breach is found, the assessment result will be marked as "Not Achieved," and this information will be recorded in KAMAR by the Principal's Nominee.
9. The learner, staff members involved, and the learner's Whanau will receive notification of the result through email from the Principal's Nominee.

Assessment Behaviour

1. Breaches of conditions or conduct during assessment sessions and/or school examinations may lead to a grade of Not Achieved.
2. Similarly, disruptive behaviour that impacts upon the performance of other students, may lead to the withdrawal of the assessment result(s).
3. Please note that the same approach is taken in the external examinations, where the Exam Centre Manager reports any misconduct to NZQA officials who then make the final decisions on whether or not results will be withheld.

BREACH OF ASSESSMENT CONDITIONS

1. START

Any suspected cases of academic misconduct are reported to the Learning Area Leader

2. DISCUSSION WITH STAFF AND LEARNER

- The Learning Area Leader engages in a discussion with the staff member and learner regarding the incident
- Determines next steps based on the seriousness of the situation

3. MINOR ACADEMIC MISCONDUCT

- If it's a minor and seen as unintentional or naive, influenced by a lack of understanding, the issue can be resolved before final submission by giving feedback
- In this case, if the misconduct is identified after submission the learner is allowed to resubmit the work for an 'Achieved' grade

4. SEVERE BREACH OF ASSESSMENT CONDITIONS:

- If the breach is severe (intentional misconduct or repeated offense), the Learning Area Leader completes the Internal Assessment Incident Form and emails it to the Principal's Nominee.
- The Principal's Nominee informs the Whānau of the incident
- The Principal's Nominee arranges an interview for the learner to discuss the reported breach. Learners can complete the Student Form to share their side of the story and present evidence.
- Principal's Nominee and Senior Academic Staff review all information and determine if there was a breach of assessment conditions based on the available evidence

5. OUTCOME

If a breach is found, the assessment result is marked as 'Not Achieved'.

The Principal's Nominee records the information in Kamar. Learner, Staff members involved and the learner's whānau receive notification of the result through email from the Principal's nominee

NCEA RESULTS AND WHAT THEY SHOW

1. NZQA administers NCEA and holds a database of all results. Students can access results by logging in to the learner homepage on the NZQA website, www.nzqa.govt.nz/learner-login by using a unique National Student Number (NSN) and a password. It is the responsibility of the student to log in and check their results on a regular basis and to report any issues or concerns promptly to the Principal's Nominee. Students can view their NSN through the KAMAR portal.
2. Students will be able to access:
 - a. Results of internal assessments as they are completed and uploaded to NZQA;
 - b. Results of external assessment available from late January;
 - c. New Zealand Scholarship examinations results in February;
 - d. University Entrance, if achieved.
3. Students will receive their external examination and answer booklets after marking and are able to appeal the results of their external examinations directly to NZQA. (Information on how to do this and the cost involved will accompany the answer booklets)
4. There are a number of NZQA documents available that record student results:
 - a. NCEA Certificates include certificate endorsement (with Merit or Excellence). These certificates are printed on request and sent to students. Students are entitled to one free certificate;
 - b. The School Results Summary (SRS) lists all standards for which students have been assessed with the results grouped by year, course and level. It also shows any national qualifications and endorsements, University Entrance and New Zealand Scholarship;
 - c. The Record of Achievement (NZROA) is an official transcript of standards and qualifications achieved, including the award of University Entrance. The NZROA grows as students gain new standards through tertiary studies and industry training;
 - d. Further information regarding fees and payments for student records is available on the NZQA website.
 - e. Privacy - Information about a student's results will be made available only to that student, their parents and staff who need that information. Individual results will not be made available to other students.
 - f. If a teacher requests to keep a specific individual piece of student work to use as a general non identifiable exemplar for teaching purposes in the following years, a signed permission form must be obtained from the student to allow this.

Student Responsibilities

1. Keep your NSN (National Student Number) and your password to the NZQA website in a safe place.
2. Sign the Grade Sign off sheet after every internal assessment to acknowledge your acceptance of results.
3. Keep a running record of your results each year.
4. Keep your Results Notice (issued in January) and your Record of Achievement (issued in April) in a safe place.
5. Check that you meet the Literacy/Numeracy and University Entry requirements.

PREPARING FOR EXTERNAL ASSESSMENTS (EXAMINATIONS)

1. Examination practice for end-of-year external assessments is essential. Students need to learn how to organise their time when preparing for external exams and to sit for up to 3 hours writing under exam conditions.
2. Senior students will learn study skills and be able to practise them throughout the year in their classes
3. Formal derived grade examinations will be held in week 8 & 9 of Term 3.
4. Students are encouraged to prepare for their end-of-year exams by starting their revision programme before the October school holidays. Teachers will help students draft their plan and practise revision skills.
5. Many Faculties run lunchtime study sessions throughout the year.
6. In Term 4, a tutorial timetable will also be created.

End of Year Examinations

1. External assessments are held in November each year. A copy of the exam timetable is available [here](#).
2. In the week before students go on exam leave, an NCEA assembly is held where students are given their Exam Admission Slip. They are also reminded of the exam rules and regulations (outlined in a handout from NZQA) and what to do if they are suddenly affected by illness, injury or bereavement.
3. The student must bring their Exam Admission Slip to every exam they are sitting. Do not write anything on the exam slip.
4. Students have the full exam time of three hours for each exam, whether the student is doing one or all of the external achievement standards in that subject. Each standard takes about one hour to complete.
5. External assessments are either written or a digital exam. In addition to this, there are portfolio assessments in some learning areas. Some have an aural component, eg Music or listening, eg Languages.
6. Students who have two exams scheduled for the same time are able to sit both on the same day. The Principal's Nominee will give students a letter to explain at which time each exam will be sat.

Missed External Assessments (Exams) - Applying for a Derived Grade

Students can apply for a Derived Grade if they miss an end of year examination or other external assessment for an approved reason:

1. They have been unable to attend an examination or are unable to submit a portfolio.
2. They believe their performance has been significantly affected and they have attended an NZQA examination session
3. They have been selected for national representation in a sport or approved activities. (this has a pre-approval process - separate form)
4. They need to collect the forms from the NZQA Principal's Nominee, or the school office, as soon as possible. The form is to be completed by a medical professional and must be included. A medical certificate on its own is unacceptable.
5. Whenever possible, students are encouraged to sit their exam and also apply for a Derived Grade on the grounds that their performance was impaired.
6. The forms must be returned as soon as possible after the first missed examination.
7. If a student misses an examination as a result of getting the date wrong, the only recourse is to sit the examination in November the following year.

If you have any questions you are encouraged to email the Principal's Nominee for NZQA.

rob.lay@rollestoncollege.nz - Principal's Nominee

julie.kilbride@rollestoncollege.nz - Assistant Principal's Nominee

The role of Principal's Nominee is to maintain and monitor the quality assurance practices within our school to ensure the validity and credibility of assessment for qualifications in line with NZQA standards and requirements.

APPENDIX

Glossary:

NCEA	National Certificate of Educational Achievement
NZQA	New Zealand Qualifications Authority
NA	Not Achieved
A	Achieved
M	Achieved with Merit
E	Achieved with Excellence
Credits	The number of points awarded to an individual standard
Achievement Standard	Assessments offering grades NA to E
Unit Standard	Assessments offering grades NA and A mainly, with some exceptions that also offer M & E
NSN	National Student Number
Internal Assessment	An assessment carried out within the normal school year. They are marked by teachers within the school, and moderated by people not connected with the school.
External Assessment	Mostly examinations, but may be coursework for Art, Design and Technology, marked by examiners off site.

NCEA Appeal Form 2025

Name:

Date:

Ako/Advisory:

Course:

Level:

Class Teacher:

Date result returned:

Standard Title:

Standard No.:

Type of assessment activity (e.g. test, essay, laboratory experiment):

Reason for appeal - please include *specific evidence*:

Student Signature:

Outcome:

This form must be submitted to the subject teacher within **5 school days of receiving your assessment result.**

Teacher only - outcome entered on kamar (please tick and cypher when done)

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Application for Extension to Internal Assessment submission date

Name:	
Date:	
Ako/AdvisoryGroup:	
Course:	
Level:	
Class Teacher:	
Standard Title and number:	
Due Date:	
Requested Due Date:	

Reason for Application:

Supporting Evidence (please attach): Yes/No What is the evidence?

Student Signature:

Class Teacher Signature:

Class Teacher Recommendation (optional):

Outcome:

Learning Area Leader Signature:

Teacher only - outcome entered on kamar (please tick and cypher when done)

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Application for Exemption from a NCEA Internal/External Assessment

Name:	Class Teacher:
Date:	Standard Title and number:
Ako/Advisory Group:	Credit
Course:	Internal/ External

Reason for Application:

I understand that with this exemption, the number of credits offered to me will reduce and I might not have enough credits to pass the year.

Student Signature:

Class Teacher Recommendation (optional):

Class teacher Signature:

Learning Area Leader Signature:

Parents/Caregivers Signature:

Ako/Advisory Coach/Whānau Leader
signature:

Outcome:

Teacher only - outcome entered on kamar (please tick and cypher when done)

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Breach of Assessment Conditions - Report Form

Student Name:	Teacher Name:
Date of Incident:	Course/Subject:
Standard Number:	Date of Assessment:

Description of Suspected Breach: Please provide a detailed description of the suspected breach, including any relevant observations, concerns, or evidence.

Evidence: Attach any relevant evidence (Pdf's), such as:

- Copies of the student's work
- Any additional materials or sources used by the student
- Notes or observations made during the assessment

Previous Incidents:

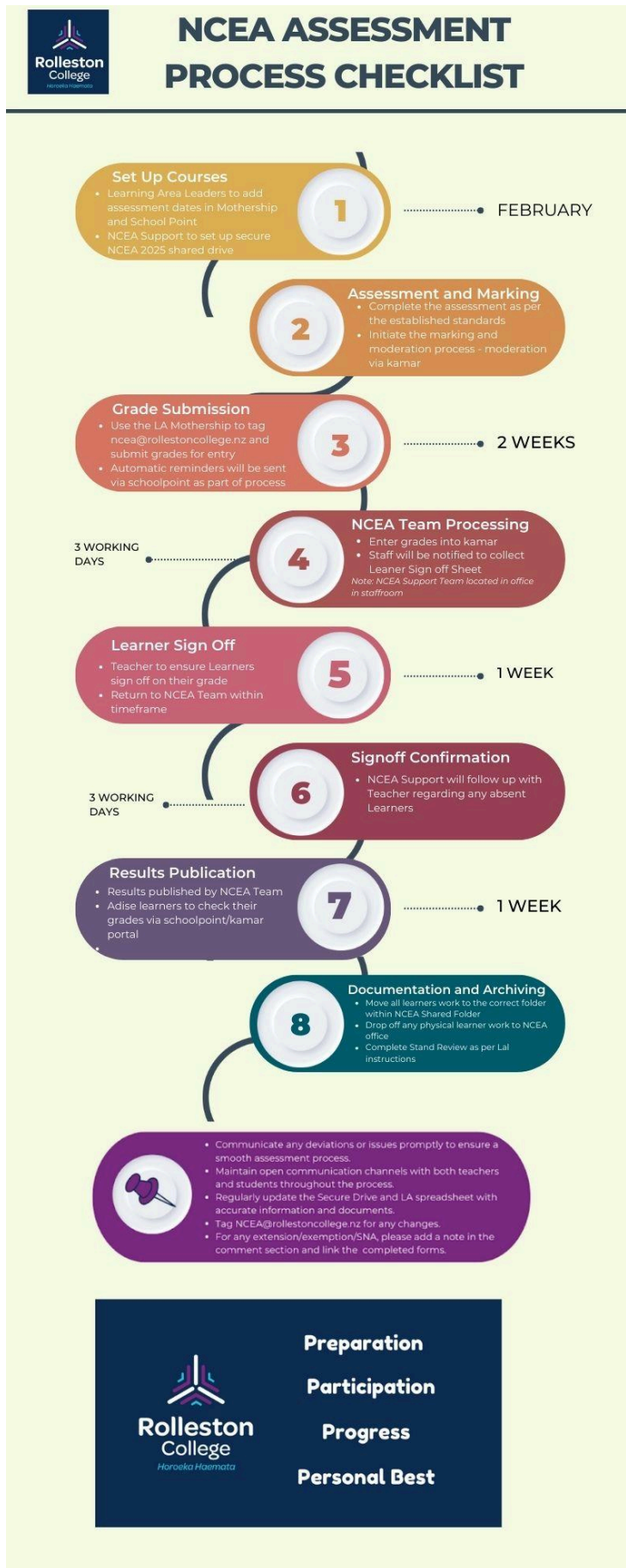
- Is this the first instance of suspected breach involving this student?

- Have there been any previous incidents of academic misconduct with this student?

Additional Comments: Please add any further comments or context that may assist in understanding the situation.

Teacher only - outcome entered on kamar (please tick and cypher when done)

Rolleston College Assessment Process



Application for Senior Student Special Leave

(required for leave of 3 or more days)

Student Name: _____ Ako/Advisory Class: _____ Year Level: _____

I wish to apply for leave from _____ to _____ (inclusive)

Reason for Leave Application: _____

Please note that the Ministry of Education deems holidays during Term time as unjustified leave. A parent's approval does NOT provide justification.

Subject	Class Name	Work to be Completed	Assessments missed during leave <i>(learner must fill in extension form if applicable)</i>	Teacher's Signature
Ako/ Advisory				

Signature of Parent/Guardian: _____ Name of Parent/Guardian: _____

Please return the completed form to the school reception as ALL special leave must be approved by the Principal or a Senior Leader.

The application for Special Leave for _____ has been approved.

Signed: _____ Principal/Senior Leader

Date: _____