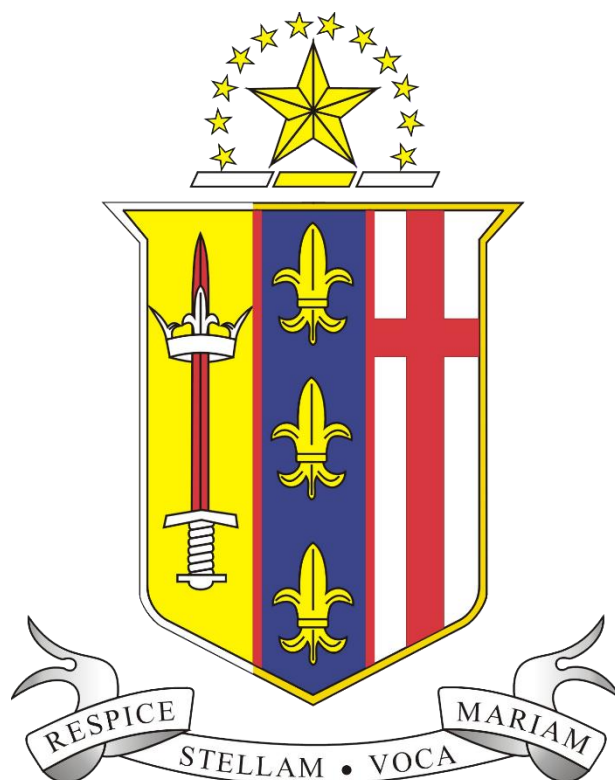


St Bernard's College

2026



Senior School

Qualification

Student Handbook

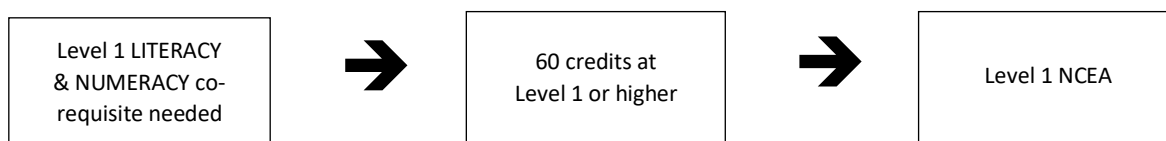
St Bernard's College

Senior School Qualifications

Certificates able to be completed in years 11 - 13 include:

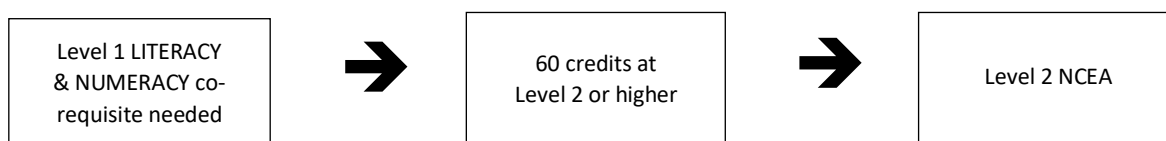
National Certificate of Educational Achievement Level 1

For a student to be awarded the NCEA Level 1 he must achieve 60 credits. Additionally, he must achieve ten credits in literacy and ten credits in numeracy. These co-requisite credits are usually achieved in a Common Assessment Activity run by NZQA.



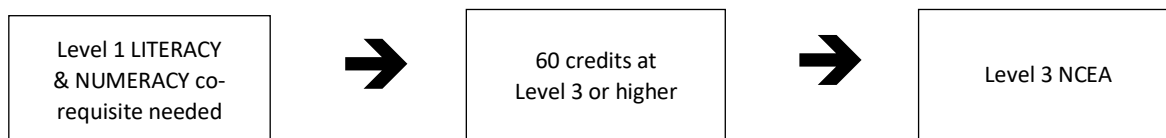
National Certificate of Educational Achievement Level 2

For a student to be awarded NCEA Level 2 he must achieve 60 credits (at level two or above). Students much have achieved the literacy and numeracy co-requisite.



National Certificate of Educational Achievement Level 3

For a student to be awarded NCEA Level 3 he must achieved 60 credits, 60 of which must be from Level 3, or higher standards. Students much have achieved Level 1 literacy and Numeracy.



Endorsement

When students perform consistently above the 'Achieved' level, their result(s) can be 'endorsed' to reflect that higher achievement.

Students are able to achieve their NCEA certificate at Levels 1, 2 and 3 with a Merit or Excellence Endorsement. It is also possible to gain Course Endorsement.

Certificate endorsement

A student must gain 50 credits at Excellence at the level of the certificate or above. So, if a student has 50 credits at Excellence their NCEA certificate may be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence) their NCEA certificate may be endorsed with Merit.

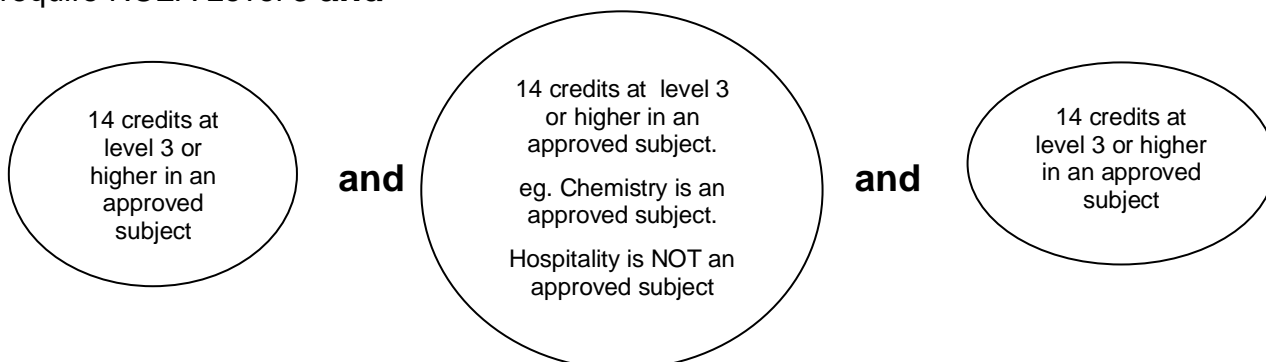
Course endorsement

Course endorsement provides recognition for a student who has performed well in an individual course.

Students will gain an endorsement for a course if, in a single school year, they achieve: 14 or more credits, and at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. Note, this does not apply to Level 2 and 3 Physical Education, Level 2 and 3 Religious Studies and level 3 Visual Arts. Course endorsement can be awarded at achieved, merit and excellence levels.

Year 13 University Entrance Qualification Summary

You require NCEA Level 3 **and**



and

- 10 credits in Numeracy at level 1 or higher
- 5 credits in Literacy at level 2 or above in Reading
- 5 credits in Literacy at level 2 or above in Writing

APPROVED SUBJECTS (at Level 3 NCEA) – (subjects offered at St Bernard's College)

| | | |
|-----------------|-------------------------------------|---------------------------------|
| • Biology | • Calculus | • Chemistry |
| • Drama | • Digital Technologies | • Design & Visual Communication |
| • Economics | • English | • Geography |
| • History | • Japanese | • Mathematics |
| • Media Studies | • Music | • Physical Education |
| • Physics | • Religious Studies | • Samoan |
| • Science | • Statistics | |
| • Te Reo Māori | • Visual Art (painting, design etc) | |

KEY IDEAS

- The National Certificate of Educational Achievement is the main qualification for year 11 to year 13 students at St Bernard's College.
- It does not matter whether credits come from unit standards or achievement standards. They count the same.
- Each standard achieved gives you credits, usually 4 or 5 credits however some standards have as many as 14 credits.
- Most subjects have between 15 and 20 credits available.
- Your teacher will tell you exactly what you need to know to achieve credits in each standard and when the assessment will be. You should keep this information in a secure place. Also check on the school website for assessment details.
- Some of the standards will be assessed in class during the year by your class teacher. To achieve others you will need to sit an examination or digital assessment usually later in Term 3 or 4. Your teacher will explain which standards are assessed in school and which by exam. In some subjects such as Art and Design and Visual Communication you will need to present your work in folios at the end of the year for marking.
- Merit and excellence can be obtained in achievement standards and some unit standards. Merit and excellence do not give you more credits. They do however give you a higher 'grade average' and will increase the value of your certificate of learning.
- By gaining 14 credits at achieved, merit or excellence you can gain endorsement in a particular subject. You can also gain endorsement at merit and excellence level across your entire qualification. e.g. Mathematics with Merit at Level 1 or NCEA Level 3 with Excellence.
- Note that to gain University Entrance you require a large number of credits at level 3 and some lower level English and mathematics credits – see earlier for specific details.

General NCEA Assessment Guidelines and Procedures

- To make sure that all subjects apply the same fair, valid, and consistent assessment practices in evaluating students' work against standards, common procedural guidelines are followed by your teachers for:
 - Derived Grade determination
 - Review of Grades/appeals
 - Authentication of work
 - Missed assessments
 - Extensions and late work
 - Reporting and recording student achievement
- The individual subject class teacher does not have authority to make changes to these procedures.
- Below is a summary of the important points regarding absence, late work, extensions, and reviews or appeals - it should be read carefully. Class teachers will remind you of the procedures when advising you of assessments and when returning marked work to you.
- **If you have any problems such as absence from school, lost work, bereavement, or personal problems it is important that you ask advice from your subject teacher or dean as soon as possible. Sometimes special arrangements can be made by the Principal's Nominee if they know beforehand - telling them afterwards when the assessment has been done or the deadline has passed is usually too late.**
- Special assessment conditions are provided for students with identified needs. Contact the Principal's Nominee to discuss.

ASSESSMENT of STANDARDS NCEA levels 1 to 3

Subject Information

- your teacher will tell you at the beginning of each section of work:

- the level and credits available to you for each standard and what work you have to do.
- what standard you have to reach and when each assessment will take place
- what kind of assessment it is eg. test, assignment, practical, etc
- how long each assessment is approximately, or when it must be completed by
- whether there is a second assessment opportunity (reassessment) available

Keep this information in a safe place and check it regularly. It will often also be provided online. In some subjects an outline of the year's course or a course handbook will have all this information. This information is also on the school website.

Assessment Information

- Each assessment tells you what standards are being tested
- Your teacher gives you a record of what you have achieved
- Your teacher tells you what opportunities for assessment are available
- When a standard is completed it gets registered with NZQA once the appropriate school processes have occurred.

Late Work and Extensions

- All work must be handed in on the due date and all tests and in-class assessments must be done on the given date. Late work for assessment will not be accepted. In cases of illness or family/personal trauma, follow the 'Missed Assessment' procedure (see below).
- Extensions to the due date for submitted work will only be granted in **exceptional circumstances**. An application for an extension must be made **at least two days** before the due date. Follow the 'Missed Assessment' procedure (see below).

Sickness and Absence (missed assessment procedure)

- You cannot get an aegrotat or average grade in internal NZQA assessment.
- You may get an opportunity to do a second assessment if the absence is justified.
- If you miss field trips or musical performances or other special assessment activities, it may be very difficult to provide assessment opportunities again that year for that section of work.
- A list of standards which do not have reassessment opportunities will be provided.

If you cannot hand in an assignment on time, or do an in-class test or practical activity on the day, then you must apply to the Principal's Nominee as soon as you know you will be late with an assignment or will be absent, or as soon as you return to school. **The teacher cannot grant an extension – this can only be granted by the Principal's Nominee.** Valid reasons for requesting an extension of time, or a new assessment date, are:

- Sickness: supply a medical certificate or a note from a parent/caregiver
- Family trauma: supply a note from a parent/caregiver or from the Guidance Counsellor, your Dean, or tutor teacher
- School-related sporting/cultural activity: The teacher/adult in charge of the activity must be identified on the 'Missed Assessment' form. (Note: this reason is only valid if you inform the Principal's Nominee in advance of the test or assessment.)

In all cases, fill in a Missed Assessment Application online at <https://www.sbc.school.nz/course-structure/>. A copy of the digital form is attached at the end of this booklet. In 2026 all students will need to complete the form online using their SBC Google account. That form will be automatically sent to the Principal's Nominee. Please also tell your teacher that you are applying. **Note that a request for extension of time must be made before the due date, when a student is aware prior to the due date that they will not be able to complete an assessment. Completion of the form is not an indication that an extension will be granted. All cases are judged on their individual merits. If a student is unhappy with the decision then an appeal can lodged.**

In all cases if a student has had an adequate opportunity to achieve but fails to achieve, a Not Achieved result will be reported.

If you are due to sit an external examination (usually in Nov/Dec) and you become sick/injured or suffer some form of trauma you can potentially apply for a derived grade. The Principal's Nominee needs to be informed immediately and you will be supplied with the appropriate forms. For a derived grade to be awarded the College will need evidence (usually from our internal examinations) in order to provide the necessary data to NZQA. In all cases students should ensure they sit all practice examinations and tests offered during the school year. If there is no evidence then no derived grade can be awarded.

Reviews - Appeals

- If you think the teacher has made a mistake marking your work or has missed seeing an answer or missed marking something you must tell them as soon as possible. If a mistake has been made it will be put right. Make sure you talk to your teacher within two days of receiving your assessed work.

- If you do not know why you did not achieve the standard you should ask the teacher to explain how the task was marked and why you did not achieve the standard. You may be able to have a second chance if another assessment of the standard is offered.
- If you think your work has not been fairly considered you may ask the Principal's Nominee for a review. This must be done within two days of discussing the assessment with your teacher and you must have discussed the marking with your teacher before seeing the Principal's Nominee. The Principal's Nominee will investigate the matter and let you know the result within five school days (assuming normal circumstances). Your work may be sent to a teacher at another school for checking.
When you ask the Principal's Nominee to investigate it he will ask you to fill out a digital request form (found online at <https://www.sbc.school.nz/course-structure/>) which will then be treated as a formal appeal (a copy of the digital form is given at the end of this booklet). You may also just ask him for advice or another opportunity to go through the teacher's explanation again because you did not understand it. In all cases, the decision of the Principal's Nominee will be final.
- If you consider that you have been unfairly treated by the teacher in relation to your assessment e.g. not awarded a reassessment opportunity when it was indicated you would receive one or your assessment has been ruled invalid on the grounds that you broke school rules i.e. cheating, copying, behaviour that may have jeopardised the integrity of the assessment, plagiarizing, using AI inappropriately or you feel you have been treated unfairly etc you are entitled to appeal to the Principal's Nominee using the aforementioned form.

REASSESSMENT FOR THE ATTAINMENT OF CREDIT IN THE NCEA

Whenever it is feasible, provision will be made for at least one reassessment opportunity for all students.

Students will be informed in writing at the start of the year, which internally assessed standards are and are not available for reassessment.

On return of student work, the teacher will explain the process for reassessment.

All students will be able to:

- use the further opportunity to improve their original grade
- access the further opportunity, if they wish, including those who did not complete the original assessment for an acceptable reason, as determined by the school's policy on missed and late assessment.

It is not the intention to allow students a further assessment opportunity where they have chosen for unacceptable reasons not to take the first opportunity.

Students must be awarded the highest grade they have achieved over both opportunities:

RESUBMISSION

A resubmission can be offered to an individual student who is at the Not Achieved / Achieved grade boundary to confirm the grade. It is not available to all students only those who meet the requirements for resubmission.

Resubmissions may be permitted when students make minor errors or omissions which they must discover and correct on their own in a timely fashion. For example, the student may have handed in the assessment, but may not have made a particular calculation correctly. The teacher can only give general advice to the student.

Resubmissions will be offered before feedback is given to students on the assessment and before any further teaching has taken place.

AUTHENTICATION OF WORK

Academic integrity involves showing deep respect to other people's ideas, words, images, and more by ensuring you acknowledge who and what has influenced your thinking or the work you have produced. When you hand in work to your teacher for assessment it must be your own work. If it is not entirely your own work you may lose all credits available for that assessment. Serious or continued infringements may result in withdrawal from all NZQA qualifications. Your teacher will incorporate checking procedures to ensure that work submitted is the work of the student concerned and has been undertaken within the course of study. You are not permitted to use work done in previous years' courses except in special circumstances.

The following principles will be maintained:

1. All work for assessment must be genuinely completed by the student within the course of study.
2. You must not have received undue assistance. Parents or friends may give general advice about improvements but detailed adjustments such as editing, directing or correcting of your work would constitute undue assistance.
3. The class teacher will not set assessment tasks whose authenticity cannot reasonably be assured. Downloading material from the internet should always be identified as coming from the net and the websites used should be named in your work.

To avoid problems with authenticating work teachers may carry out the following procedures.

1. Class time may be given at regular intervals so that the teacher can check on your progress. You may be requested to bring and discuss partially completed assignments. If your work is not seen in the process of being completed you may be asked to have an authentication check with the HoD or Principal's Nominee.
2. Opportunities for copying of work or other misconduct will be reduced as far as possible. You may be penalised for making your work available to others to copy.
3. Plans, drafts, worksheets, and raw survey data are to be retained and presented at the time of the final assessment as evidence of the work done by you.
4. Interviews with students may be held from time to time or as part of the final assessment to measure your understanding and check the authenticity of the work.
5. Students may be requested to acknowledge resources and assistance, the books, websites and names of people who helped them.
6. Students will be advised by their teacher of how much of the work has to be done without assistance and may be required to sign a declaration that the work is their own.
7. Where undue assistance has been given through genuine error or misunderstanding, an opportunity for reassessment may be offered. This may not always be possible in some courses.

Use of Generative-AI (Gen-AI)

All content you submit for assessment must be your own work, reflecting your independent learning, skills and understanding. Using Gen-AI tools without acknowledgement is plagiarism and is a breach of the rules.

It is your responsibility to ensure that:

Using Gen-AI is allowed for the particular assessment you are using it for. Check this with your teacher.

The final work submitted is your own work, reflecting your learning and understanding. You correctly acknowledge your use of Gen-AI software.

OTHER INFORMATION

- The College computer system will have your name against a subject and will enter you for all the standards in that course.
- By the end of Term 1 you will be told exactly what standards you are being assessed against. You may wish not to enter for all the standards listed against your name after discussion with your parents or subject teachers.
- If you are uncertain about whether you should enter in a standard you need to discuss this with your subject teacher, dean, and parents.
- You cannot enter directly with NZQA and there are no late entries after the date set by the College.
- You will be reminded of these things on the daily notices and by your tutor teacher and dean. These instructions are very important. After mid August you will not be able to change your entry for external standards assessed in the November exam period.
- Several times during the year you will be asked to check that the information which the College has given to NZQA is correct. You must check it carefully. Computer printouts need to be checked word by word. Ask your tutor teacher to explain anything that you do not understand. You should also use any digital systems provided by the College and NZQA to check the information about the assessments you are doing.
- You will be given a national student index number (NSI). This number will be yours forever and all exam papers, qualifications and results will use this code number. You will need it to enrol at Universities and Tertiary providers and for most business or workplace training programmes.

COSTS

| Fee structure for domestic students | |
|--|---|
| Entry | Fee |
| Student entry for all NCEA standards / Scholarship | Free |
| Fee structure for foreign fee paying students | |
| Entry | Fee |
| All NQF entry candidates | \$383.30 per candidate |
| Scholarship subject entry | \$102.20 per subject (additional to NQF fee) |

Please note that these fees are set by NZQA and St Bernard's College has no control over the amounts set.

STUDY GUIDELINES

- Set up a regular study schedule early in the year.
- Organize a good study environment; quiet room; no distractions; desk or table.
- Make sure you keep all your notes neatly in a folder or file cover.
- Listen to the teacher's suggestions on what to study; they know what the examiners want.
- Set yourself realistic goals and try to keep headed towards them.
- Ask your teachers and friends for assistance with difficult sections.
- Avoid interruptions such as social media, internet, gaming and TV.
- Be honest with yourself - are you working or creating the image? Once you sit down to study get into the work as quickly as possible - rearranging your books, pens or other items can seem like work but you know that this is not true - don't let yourself be fooled.
- Take regular breaks but be strict with yourself - earn the breaks by really concentrated sessions.
- If something is really difficult take it slowly - and persevere with it, if it is important - if it is not important, do not get hung up on one thing you cannot do, come back to it later.
- Check with your teacher what the time allocation to topics or questions is in the external examination - it is not much use spending a lot of time on something worth very little.
- Go through previous examination papers so that you know the layout and what sort of questions are asked. If there are problems that need solving you need to practise solving problems; if there are essays you need to practise writing essays; practice will not always make it perfect but it will always make it better than it was.
- Manage your study time - give yourself time for homework and time for revising previous work -and time for all your subjects - not just the one you like best or the easiest.
- Try to do one task at a time and make progress with it rather than jumping from one thing to another.
- Making written summaries or listing key facts is often more effective than just reading through the work and helps you to remain focussed.
- Keep checking yourself -- the important things in a study programme are
 - memorising key facts
 - knowing key skills such as essay writing or graph drawing
 - summarising notes
 - understanding what the exam questions want you to do - you need to learn the important words for each subject eg. define, compare, factorise, explain, illustrate, give an example, contrast.
- Take control of your own study programme; you will be less stressed and more successful.

Sample – Please complete online at <https://www.sbc.school.nz/course-structure/>

Fill in the top section and hand in to the Principal's Nominee within two days of discussing your assessment with your teacher (if in relation to appeal for a change of grade).

| | |
|--|--------------|
| Name: | Tutor Class: |
| Date of application: | |
| Subject: | |
| Name of teacher: | |
| Standard number and title: | |
| Grade awarded (if applicable): | |
| Date assessment returned to student (if applicable): | |
| Reason for appeal: | |
| <input type="checkbox"/> Where appropriate I have discussed my grade with my subject teacher in the first instance. | |
| <input type="checkbox"/> I would like the Principal's Nominee to reconsider my grade. My reasons for this request are: <i>(please explain, using an extra sheet if needed)</i> | |

Principal's Nominee's Decision:

☐ The grade awarded by the teacher stands.

☐ The grade awarded has been changed to _____.

☐ Other action as stated _____

The reason for this decision has been explained to me and I accept the decision.

Signed: _____ **(student)**

Principal's Nominee's Comment:

Signed:_____ **(PN)** **Date:**_____

Sample – Please complete online at <https://www.sbc.school.nz/course-structure/>
St Bernard's College
Missed Assessment Application Form

Fill in the top section, attach appropriate letters or certificates and hand in to the teacher concerned.

| | |
|---|--------------|
| Name: | Tutor Class: |
| Date of application: | |
| Missed assessment details: | |
| Subject: | |
| Name of teacher: | |
| Standard number and title: | |
| Type of assessment (<i>practical, assignment, test, etc</i>) | |
| Date of assessment or due date: | |
| Reason for missing assessment: (please tick one) <input type="checkbox"/> Illness: <i>medical certificate must be attached or other evidence</i> <input type="checkbox"/> Family/personal trauma: <i>documentation must be attached (eg letter from parent, counsellor, or tutor teacher/dean)</i> <input type="checkbox"/> School-related sporting/cultural activity: _____ Signature of teacher-in-charge of activity: _____ | |

| |
|---|
| Decision by Principal's Nominee: <input type="checkbox"/> Extension granted. New due date: _____ <input type="checkbox"/> New assessment date granted. New date: _____ <input type="checkbox"/> Application denied. Comment: _____ <i>The reason for this decision has been explained to me and I accept the decision</i> Signed: _____ (student) |
| Signed: _____ (PN) Date: _____ |

Key Staff 2026

| | | |
|--------------|---------------------|---------------------|
| Deans | Year 13 Dean | Mrs Emma Bull |
| | Year 12 Dean | Mr Anthony Kleinjan |
| | Year 11 Dean | Mr Mark Harrison |
| | Year 10 Dean | Mr John Pesefea |

| | | |
|-----------------|---|---------------------|
| Guidance | Careers Advisor | Mrs Emma Bull |
| | Support Staff based in the Main Office | Mrs Karen McAuliffe |

| | |
|---------------------------------|------------------|
| NZQA Information | |
| NZQA Principal's Nominee | Mr David Housden |

My NSN is _____

| Qualifications aimed for this year | Subjects |
|---|----------|
| NCEA level 1 (60 credits) While 60 credits is the minimum for award of NCEA, most students should be aiming for as many credits as possible. Those being assessed by achievement standards need to aim for as many excellence and merit grades as possible. | |
| NCEA level 2 (60 credits) | |
| NCEA level 3 (60 credits) | |
| National (NZ) Certificate in | |

National Secondary Examination Timetable 2026

| 2026 EXAMINATION TIMETABLE | | | | | |
|--|---------|--------------------------------------|--|---|--------------------------------------|
| Examinations available digitally shown in blue | | | | | |
| Date | Session | Level 1 | Level 2 | Level 3 | Scholarship |
| Tue 10 Nov | AM | Mathematics and Statistics | Geography Latin | Dance | Classical Studies |
| | PM | Te Ao Haka | Japanese | Digital Technologies Samoan | Media Studies |
| Wed 11 Nov | AM | | | English | |
| | PM | Gagana Tokelau Korean | Te Ao Haka | Cook Islands Māori | Geography |
| Thu 12 Nov | AM | | English | | Chemistry |
| | PM | Physics Earth & Space Science | Chinese | Physics Te Ao Haka | French |
| CANTERBURY ANNIVERSARY DAY (Fri 13 Nov) | | | | | |
| WEEKEND | | | | | |
| Mon 16 Nov | AM | French | Lea Faka-Tonga Te Reo Māori | Calculus | Samoan |
| | PM | Te Reo Māori | Chemistry | German History | Statistics |
| Tue 17 Nov | AM | English | | | Accounting |
| | PM | Geography | Dance Korean | Biology | Art History |
| Wed 18 Nov | AM | History | Art History | Health Japanese | Physics |
| | PM | | Physics | Economics | Psychology |
| Thu 19 Nov | AM | | Mathematics & Statistics | Making Music Spanish | Economics |
| | PM | Chemistry & Biology | Accounting | | Biology |
| Fri 20 Nov | AM | | Biology | Chinese Drama | |
| | PM | Religious Studies | Cook Islands Māori Drama | Chemistry | Agricultural & Horticultural Science |
| WEEKEND | | | | | |
| Mon 23 Nov | AM | Japanese | French | Latin Psychology Te Reo Rangatira | English |
| | PM | Spanish | Business Studies | Agricultural & Horticultural Science | Earth & Space Science |
| Tue 24 Nov | AM | Commerce | Agricultural & Horticultural Science | Statistics | Te Reo Rangatira |
| | PM | | History | Geography | |
| Wed 25 Nov | AM | Health Studies | Te Reo Rangatira | Lea Faka-Tonga | Calculus |
| | PM | Science | Classical Studies | Accounting | Drama |
| Thu 26 Nov | AM | Digital Technologies | Media Studies | Te Reo Māori | |
| | PM | Vagahau Niue | Health | Media Studies | Chinese |
| Fri 27 Nov | AM | Reo Māori Kūki 'Āirani | Economics | Music Studies | Spanish |
| | PM | | Digital Technologies | Art History | History |
| WEEKEND | | | | | |
| WESTLAND AND CHATHAM ISLANDS ANNIVERSARY DAYS (Mon 30 Nov) | | | | | |
| Tue 1 Dec | AM | Social Studies | Earth & Space Science | Classical Studies | Te Reo Māori |
| | PM | Lea Faka-Tonga | Music | Home Economics | Digital Technologies |
| Wed 2 Dec | AM | Agricultural & Horticultural Science | German Social Studies | French | Japanese |
| | PM | Gagana Sāmoa | | Earth & Space Science | Religious Studies |
| Thu 3 Dec | AM | German | Home Economics | Korean | |
| | PM | Chinese | Education for Sustainability Samoan | Business Studies | |
| Fri 4 Dec | AM | | Spanish | Social Studies | German |