

# National Qualifications Framework



**St Peter's College**

Policies and Procedures

**Student Handbook**

## **The National Qualifications Framework**

These guidelines are put in place for your benefit to ensure that St Peter's College assessment procedures are fair and consistent for all students. Your teachers will support you in working to these guidelines in order for you to achieve your personal best in all your standards. You should talk to them at any time regarding any aspect of your programme.

### **GENERAL INFORMATION**

#### **NCEA gained at 3 different levels**

- Year 11 – NCEA Level 1 qualification
- Year 12 – NCEA Level 2 qualification
- Year 13 – NCEA Level 3 qualification

Students study 6-7 subjects each year. Each subject has a number of Achievement Standards and/or Unit Standards.

#### **Achievement – Measured in Credits**

- Every standard is worth a number of credits
- Most courses offer 10-20 credits per year

#### **Achievement Standards awarded at 4 grades**

- N – Not Achieved
- A – Achieved
- M – Merit
- E – Excellence

Most Unit Standards are awarded N - Not Achieved or A - Achieved

#### **Assessment**

- Internal Assessments – including, research, speech, experiments, etc. Set by school and moderated by NZQA. For Achievement and Unit Standards.
- External Assessments – end of year exams, set and marked by NZQA. For Achievement Standards only.

#### **NCEA L1 Certificate (from 2024)**

NCEA Level 1

- 60 credits at any level
- 10 Literacy credits
- 10 Numeracy credits

(These credits come from co-requisite Unit Standards or selected Achievement Standards)

## NCEA L2 & 3 Certificates (from 2024)

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| NCEA Level 2 = 60 credits at Level 2 or above and the Literacy and Numeracy credits (20) also needed for Level 1 (you only need to Achieve these once) | NCEA Level 3 = 60 credits at Level 3 or above and the Literacy and Numeracy credits (20) also needed for Level 1 and Level 2 (you only need to Achieve these once) |
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## UNIVERSITY ENTRANCE REQUIREMENT

University Entrance (UE) continues to be the minimum requirement to go to a New Zealand university.

- NCEA Level 3
- Three subjects - at **Level 3 or above**, made up of:
  - 14 credits each, in three approved subjects (list in Subject Information Booklet)
- Literacy - [10 credits at Level 2 or above](#), made up of:
  - 5 credits in reading and 5 credits in writing (can come from a range of subjects not just English)
- Numeracy - [10 credits at Level 1 or above](#), made up of:
  - specified Achievement Standards available through a range of subjects, or Unit Standard 32406 (NCEA co-requisite)

Once you have met the requirements for University Entrance it will appear on your Record of Achievement. NB: This is the minimum requirement.

## SUBJECT ENDORSEMENT

- Designed to acknowledge able students in specific subjects
- 14 credits in Achievement Standards. Of those 14 credits, at least 3 must be internal and 3 external.
- Achieved Course Endorsement available

### Example:

*Level 1 English offers 15 credits. A student gains 10 credits at Excellence from internal assessments and 5 credits at Excellence from an external examination. They have achieved 15 credits at Excellence. This student would gain L1 English endorsed with Excellence.*

\*Exempted from this rule are courses that include 14 or more credits in Physical Education or Religious Education or Level 3 Visual Arts.

## CERTIFICATES OF ENDORSEMENT

Designed to motivate academically able students

- 50 credits at Merit or Excellence = Merit Endorsement
- 50 credits at Excellence = Excellence Endorsement

**Example:** *A student studying in Year 13 achieves 45 credits at Merit and 10 at Excellence level. This student would get a L3 Certificate endorsed with Merit.*

## NZQA SCHOLARSHIP

- Externally assessed at end of year by NZQA but not part of NCEA level 3
- Designed to extend academically able students in individual subjects and to financially reward those who are going onto Tertiary study. Scholarship can be sat in as many subjects as you choose.
- Three Scholarship awards in ONE year = \$2000 per year for 3 years of Tertiary study.

## RESULTS & DIGITAL ASSESSMENT

- NSN Number is a 9-digit number which stays the same for the entire time a student is studying for NCEA regardless of the school. This number can be used to access your results on the NZQA website anytime: <https://www2.nzqa.govt.nz/login/>
- Year 10s are shown how to log into the website with their NSN in Term 2 or 3 depending on when they are scheduled to sit the Literacy and Numeracy co-requisite assessments. Year 11/12/13 use login from previous years. Parents and students are encouraged to check updated results every month.
- All students need to **write down and remember their NSN, password, and email address used for NZQA purposes** for the learner login on the NZQA website. Students should use their school email address to create their login for NZQA and change this over to their personal email address at the end of Year 13 (after external examinations).
- At any stage, students can log into their [MyNZQA](#) account.
- Internal results are uploaded by the school on a monthly basis.
- From **mid-January** provisional external and internal results are online. **They will not be sent by post.**
- Students must have their browser language set to **English** for any NCEA assessments and for logging in to NZQA.

## RECORD OF ACHIEVEMENT (ROA)

Record of Achievement (ROA) is an official transcript of all qualifications and national standards ever achieved, including endorsements.

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| <b>Record of Achievement (ROA)</b>               | You are entitled to one free RoA each year. Additional copies have a cost.                               |
| <b>NCEA and University Entrance Certificates</b> | Certificates for NCEA and University Entrance are printed on request and will be available from January. |
| <b>Certificate reprints</b>                      | There is a charge for each certificate reprint.  |

- All candidates are responsible for ordering their own Certificates online. Details are in your MyNZQA account or phone 0800 697 296.

## FEES

At the time of publishing:

- There are no NCEA or Scholarship fees for domestic students.
- **International students** pay **\$383.30** NCEA fee and **\$102.20** per Scholarship subject (GST inclusive).

## NZQA INFORMATION FOR STUDENTS AND PARENTS

1. <https://www.nzqa.govt.nz/ncea/>
2. <https://www.nzqa.govt.nz/qualifications-standards/understanding-nzqf/secondary-school-and-ncea/>
3. <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/>

## ST PETER'S COLLEGE ASSESSMENT PROCEDURES

The following policies and procedures will operate in 2025:

### Course Information

You are given a Course Outline at the start of the year for **each** course you study. This can usually be found in your OneNote/class TEAM.

The outline will give you:

- A general outline of all topics/units taught
- A list of all external and internal Standards being assessed
- The credit value of each Standard and the total number of credits for the course of study for the year
- A date for each assessment

Later in the year, you will be asked to go online to the NZQA website to check the accuracy of your entries and your grades against this sheet. It is important that you do this and take responsibility for your learning.

### Assessment Opportunities

Type of Assessment will be different for different standards and will vary between subjects.

Assessment may involve:

- A single event e.g. a test, a task to be completed under test conditions in class, an assignment to be submitted on a specific date
- Assessment over time e.g. a portfolio of work
- Work completed outside the classroom e.g. performance in music or drama, geography field trip

### Further opportunities for gathering evidence

When it is practicable, each subject may provide one further assessment opportunity. Further opportunities may not be provided for standards which are difficult to repeat e.g. field trips, off-site assessments, practical work (e.g. science experiments), assessments that require more than one period of class time or provide heavy marking loads for a single teacher.

*Note: Some standards may not have a further assessment opportunity.*

1. Where a further assessment opportunity is provided, all students (not just those who received Not Achieved grades) will be eligible and may be awarded the highest grade based on all the evidence collected. This grade is reported to NZQA.

## 2. Every subject area

- Will decide which Standards may have further opportunities for collecting evidence and what strategies are most appropriate for providing them
- Will inform students of further assessment opportunities in their course outline prior to any assessment taking place

## Resubmission

Under some limited circumstances you may have the opportunity to make a re-submission of your assessment.

A resubmission may be allowed if:

- you did not achieve the standard
- your teacher judges that you have made a minor error that you should be able to find and correct yourself in a short period of time

In any resubmission you will be given only very general guidance. For example: “There is an error in your calculations” or “This section needs more detail”.

Any resubmission must occur promptly and before the class gets any feedback on the assessment. The resubmission does not involve complete rewriting of large parts of the assessment. It does not involve any further teaching. Only one resubmission is allowed.

The highest grade that can be awarded to a resubmission is Achieved.

*Students who fail to meet assessment deadlines without good reason will not be offered further assessment opportunities or resubmissions.*

## Authenticity

The teachers at St Peter’s College must be confident that the work produced by a student is their own. To ensure this **students must sign an authenticity statement**. Each assessment has **Conditions of Assessment** outlined by NZQA and the school which must be followed.

Students whose work does not follow the authenticity guidelines and/ or Conditions of Assessment will not be awarded the Standard. For example, failure to complete formative checkpoints will result in a Not Achieved grade for all NCEA Standards that require checkpoints as part of the Conditions of Assessment, feedback and authenticity process.

Students must acknowledge all sources as stated. This is to avoid plagiarism. Teachers will give clear instructions on how to do this. Not acknowledging sources is an example

of assessment misconduct. Students may be asked to justify the process involved in the completion of an assessment.

## **Artificial Intelligence and Authenticity**

St Peter's College works to ensure that students always act with integrity and honesty, with a deep sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We firmly believe that the learning, attainment, and qualification outcomes of our students are of utmost importance. Therefore, the use of AI applications such as ChatGPT to **produce** schoolwork and assessments which you then submit as your own work is **not permitted**. This includes both written, oral and visual work.

Submitting work as your own that has been **produced** by ChatGPT or other AI applications constitutes a violation of the principles of academic integrity. Academic integrity includes producing work that expresses your own thoughts and ideas and showing respect for the work of others by acknowledging their contributions. Plagiarism, whether intentional or unintentional, is a serious offense that is regarded as a breach of academic integrity not only by our school but also by external assessment authorities, such as NZQA, and universities.

It is important to understand that use of ChatGPT or other AI applications for schoolwork and assessments that you submit as your own work is considered plagiarism. Furthermore, allowing others to copy your work is also considered academic misconduct. Breaches of the St Peter's College Assessment Procedures and the rules on academic integrity are taken seriously by our teachers, and consistent procedures will be followed to address such breaches.

## **Use of AI in Assessment**

There are many types of Artificial Intelligence (AI) that have become available in recent years. The most widely known is the Large Language Model (LLM) ChatGPT, but there are many others that generate content that goes well beyond text. Effective users of AI know how to:

- Identify strengths and weaknesses of AI
- Use AI to enhance, rather than replace, their own learning
- Recognise the risks and limitations (including inaccuracy and bias).

For your work to be *authentic* there are restrictions about how you may use AI in assessment.

- For most assessments, you **MUST NOT USE** *any* form of AI (including paraphrasing tools)
- You may only use AI if you have been given *written approval* by the person in charge of the subject
- If AI is permitted at any stage of an assessment, you must document how it was used, for example:



- a. accurately reference it (according to APA referencing guidelines)
- b. identify the AI tool used
- c. retain all prompts entered into AI.

More information about how AI may be used to support your learning is included at the back of this booklet. Your teacher/s may also go over this with you.

### **Failure to Comply with Assessment Rules and/or Guidelines**

Conditions of the Assessment will be clearly stated in assessment instructions. Conditions of Assessment are set by NZQA and the school. Failure to comply with these conditions will be deemed **misconduct**. The teacher marking the assessment, the Faculty Leader, Academic Dean, and/or the Deputy Headmaster Curriculum will investigate any claims of misconduct. Examples of misconduct include:

- Cheating in a test
- Using other students' work in assignments
- Sharing your work with other students who could potentially copy it
- Having outside help in the creation of your assessment work (e.g. from tutors, parents, friends, or AI tools/assistive technology)
- Disruptive behavior in an assessment
- Failing to acknowledge sources of information for research assignments

If you are unsure if something constitutes misconduct, please ask.

Teachers will use a combination of the following strategies to ensure authenticity:

- Change the context of the assessment from year to year
- Supervision of in-class assessments
- For project, research, or extended investigation, students are required to submit plans, drafts, worksheets, and logbooks as requested
- Checkpoints of work are made at various stages of the development process
- Date stamping/signing work in progress
- Being familiar with and controlling the resources available
- Oral questioning of students to explain the process of developing the required work
- Keeping ongoing work on site
- Providing reasonable class time for an assessment activity
- Students signing that the work they have submitted is their own
- Ensuring that Conditions of Assessment are met
- Oral questioning of students to explain the content of the submitted assessment
- Requiring a repeat performance if in doubt
- Referencing and bibliographies

Use of tools such as Turnitin through TEAMs, Microsoft Similarity Checker (Office 365 online), and AI detection tools to prevent plagiarism. Students should also be running their work through these tools before they hand in their work.

If a breach of assessment rules is proven, the Achievement Standard will not be awarded. In cases of misconduct, the reason for the non-award of a grade for any

assessment will be communicated to Parents/Caregivers. A student can appeal this decision. See the Appeals section for an explanation of the process.

## **Appeals**

Students can appeal any grade given by the teacher for a particular assessment activity. However, this is rare at SPC as the teachers have a high degree of expertise in grading work. This expertise is based on our yearly external moderation feedback provided by NZQA. Student assessments also go through a robust check marking and internal moderation process before grades are awarded.

Teachers will clarify judgments when work is returned, but if you still have queries about the grade you have received, on the day that the work is returned to you, discuss it further with the teacher. Teachers welcome discussion of the grades awarded, and many issues can be easily settled by these informal discussions. Teachers may also discuss this with their Head of Faculty.

If you still have queries about your grade, you should discuss concerns with the Faculty Leader. You may want to fill in an Appeal Form (provided to you by the Head of Faculty or your teacher). This must be done within **5 school days** of the return of assessed work. You must clearly explain how your work meets the criteria of the assessment for the appeal to be considered. Once completed, the form must be given to the Subject Teacher. This will then be discussed with the Faculty Leader and Deputy Headmaster Curriculum (Principal's Nominee) for further consideration. A process will be put in place to decide the awarded grade. This may involve internal or external moderation processes. If still unresolved, the Headmaster will make the final decision.

Where an appeal is likely, a student may not take the original work from the classroom. The teacher may arrange for a copy to be taken home.

## **Missed Assessments/Late Work**

**Legitimate missed assessment** could be for medical reasons, bereavement, \*school commitments, or any other significant explained absence at the discretion of the Headmaster's Nominee (and in consultation with the Faculty).

*\*Note – this is not missing one lesson for reasons such as Open Day*

This might cover in-class assessments/assessment trips/assignments that will not be attended or handed in due to future absence or that have already been missed.

**No extension is available for Special-interest Leave** (e.g. family trips overseas during term time). If you plan to take self-interest leave, your parent(s) or guardian(s) must write to the Headmaster requesting leave before the leave is taken. This is a Ministry of Education requirement. You will need to check the assessment calendar on the website and discuss with your subject teachers if any assessments are due during the self-interest leave. If you are unable to complete the assessment before you leave (due to the Conditions of Assessment – e.g. an in-class only assessment), then your absence

from an assessment will result in you being unable to complete the assessment and forfeiting the internal assessment credits.

**No extension is available for computer/technology malfunctions.** Problems with your computer or other technology are no excuse for not submitting your work on time. Always save your work regularly and ensure you have a copy on the Cloud. You are expected to keep all materials you have used to complete your assignment so you can demonstrate that you had been working on it. Often teachers will require you to submit work at various times during longer assignments. These milestones/checkpoints help you manage your workload and assist you in completing large assignments on time. If you fail to hand in an assessment on time due to computer/technology issues, the grade of **Not Achieved** will be reported.

No extension is available for **any unexplained absence from in-class assessments, trips, or hand-ins of assessments.** The grade of **Not Achieved** will be reported.

Students who miss school time must ensure that they complete all set work from their learning programmes. It is the responsibility of a student to ensure that they obtain any work (including handouts) that are given out by the teacher during their time away.

#### **Guidelines:**

1. Absence beyond student's control, e.g. accident, family trauma, or illness

- Notify the subject teacher on the day of, or if possible before, the assessment or assessment due date.
- If the work is a project, work completed up to this point must be submitted by you or a parent/caregiver on the due date even if not finished. This will be used to support any extension given. No extension will be allowed if the work is not sent in.
- The student/caregiver must complete an 'NCEA Assessment Absence/Extension Application' form if wanting an extension. These are available via the school website or in hardcopy at the Student Academic Centre in G18. **Unless it is an emergency situation, it is expected that extension forms are completed 48 hours before the assessment is due.**
- The student/caregiver must provide written evidence of a valid reason for an absence (signed and dated). In the case of **illness**, a medical note should be obtained that specifies the assessment date missed and the likely date that the student will return to school. Please let your Academic Dean know if this is not possible.

Approval will be given by the teacher or Head of Faculty (after consultation with the Teacher). The extension will then be signed off by the Principal's Nominee. The student will be informed of the outcome, and parents/caregivers may also be contacted.

## 2. Participation in activities sanctioned by the school

Activities sanctioned by the school include representing a sporting or cultural code at a Regional, National, or International Level. Students who know they will be absent for such sanctioned activities must notify the Headmaster and the teacher of their pending absence from a planned assessment in enough time beforehand to make other arrangements. Where practicable (e.g., written assessments), assessments must be handed in before you go. An in-class test opportunity may be given on your return.

## 3. Late Work

Assessments must be handed/submitted to the teacher on the day and time the assessment is due. If not, the following procedure must be adhered to:

- A request for an extension form must be completed. Form available via the school website or in hardcopy at the Student Academic Centre in G18 – Please do this 48 hours before the assessment is due.
- Requests for acceptance of late work must be supported by a dated, written, and signed communication from a parent or guardian.
- Late work will only be accepted for assessment in situations beyond a student's control (see Point 1 above).
- Computer/technology failure will not constitute a reason for an extension to be granted.
- Special Leave (e.g., holidays during school term) will not constitute a reason for an extension to be granted.

Approval will be given by the Deputy Headmaster Curriculum/Principal's Nominee after consultation with the teacher.

*Remember: If you are having problems meeting deadlines, discuss with teachers or your Dean well in advance of the due date so they can support you.*

### **SPC student extension application process for NCEA assessments**

For an extension to be granted, students & caregivers/parents need to:

- Notify the subject teacher on the day of, or if possible before, the assessment or assessment due date (emergency absence).
- Complete a extension request form 48 hours before the assessment is due (unless it is an emergency situation).
- Provide a Medical Certificate/other valid documentation (signed and dated). In the case of illness, a medical certificate should be obtained that specifies the assessment date missed and the likely date that the student will return to school.
- If the work is a project/ongoing assessment, show sufficient prior evidence that assessment has been worked on commensurate with the amount of time already given. **Work completed must be handed in** by you or a parent/caregiver on the due date even if not finished. This will be used to support any extension given. No extension will be allowed if the work completed at that point is not submitted.

If the work is unable to be considered for assessment (because it is late without an extension being granted), a Not Achieved grade will be reported, but the work should still be handed in.

Extension requests will not be processed over school holidays, so if an assessment is due on the last few days of term, extensions need to be applied for before the holiday break begins. See your teacher or the Head of Faculty for further clarification.

Catch-up sessions should occur as close as possible to a student's return to school. Some catch-up sessions for extensions may be run outside of school time. Students will need to be available for these sessions if they have an extension approved.

Other considerations:

1. External art and technology subjects have a due date in October/November for handing in external boards/portfolios for sending to NZQA. Students who do not meet school deadlines will be expected to do all the arrangements for sending their work to NZQA instead of the school.
2. If a student is stood down for misconduct, the school should be informed of any assessments. The same guidelines apply as for an explained absence.
3. It is at the discretion of the Faculty as to whether an extension is granted. Some assessments are unable to be offered outside the original assessment window.
4. If the extension or another assessment opportunity has been approved or not approved, then the student concerned is informed of the arrangement by the subject teacher/Principal's Nominee.

5. If the extension is not approved, the student may clarify the reason with their subject teacher or Head of Faculty but the student cannot appeal the decision.
6. Parents/Caregivers are informed when a student is to be awarded no credits through late work or work not handed in.

### **Attendance Guidelines:**

The school requires:

1. That all students attend a full year's course of study to cover the teaching and learning programmes necessary for the external and internal standard assessment.
2. All absences must be explained by letters/emails/communication from parents/caregivers.

### **Students with Diverse Needs**

Our Learning Support Department is responsible for identifying those students who have specific learning needs and who require extra assistance with assessment tasks.

Provision is made for individual students in consultation with Parents/Caregivers, our Learning Support Team, Principal's Nominee, Faculty Leaders, and NZQA.

### **Verifying Grades**

Students are required to verify the sighting and acknowledgment of the NCEA grade awarded by signing a printed copy of the result.

In compliance with the Privacy Act, students will not have access to information relating to other students in the class unless their express permission has been given. It is the responsibility of the student to ensure that the correct mark is recorded in the Kamar markbook for the assessment. Students are also able to check their result entries via the NZQA website. The school has internal procedures to ensure the accuracy of the final results entry.

Grades are sent to NZQA at the start of each month. Depending on when work is marked and recorded in Kamar (our school database), there can be a delay between grades being finalised and being recorded on the NZQA website.

### **Retention of Student Work**

Teachers are required to keep student work for two years. After this time, the work may be returned to the student or disposed of securely.

## Derived Grades for External Assessment

[NZQA has detailed procedures](#) to be followed if a student considers their performance is impaired in selected external assessments and examinations throughout the year. The process will be outlined to the students in a briefing before they begin their external examinations in November.

The school sends NZQA a grade which is **based on the College Examinations**. Therefore, it is important that students perform well at this time. In all cases involving derived grades, the NZQA procedures should be consulted.

The expectation is that students sit their College Examinations during the advertised examination period at the end of Term 3. If a student is on leave during College Examinations (for self-interest, pastoral, or medical reasons), they may not be able to sit Derived Grade examinations. In these situations, the subject may provide an exam paper for the student to sit for progress and feedback. The teacher or Faculty Leader can arrange this with the student. Students will not receive a grade in Kamar (Absent will be recorded) but will be given feedback to help them prepare for the external examination.

All information about NCEA can be accessed from the NZQA website [www.nzqa.govt.nz](http://www.nzqa.govt.nz)

## Artificial Intelligence and Authenticity @ SPC 2025

Artificial intelligence (AI) brings both challenges and opportunities regarding academic integrity.

AI tools are being developed to make our lives easier; however, they do not replace the need to learn how to think, create, and write. They also should not be considered knowledge bases/creators.

At St Peter's College, we firmly believe that the learning, attainment, and qualification outcomes of our students are of utmost importance. Therefore, the use of AI applications such as ChatGPT to produce schoolwork and assessments that you submit as your own work is not permitted. AI applications are not a substitute for learning. The purpose of education and our teaching and learning programmes is to develop values, attitudes, creative and critical thinking skills, metacognitive skills, and subject expertise through active engagement in learning. Relying on AI applications as a shortcut hinders the development of these crucial skills which empower you to lead meaningful and productive lives, contribute to society, and thrive in an ever-changing world.

Plagiarism means presenting someone else's work (words, ideas, or information) as your own. It includes:

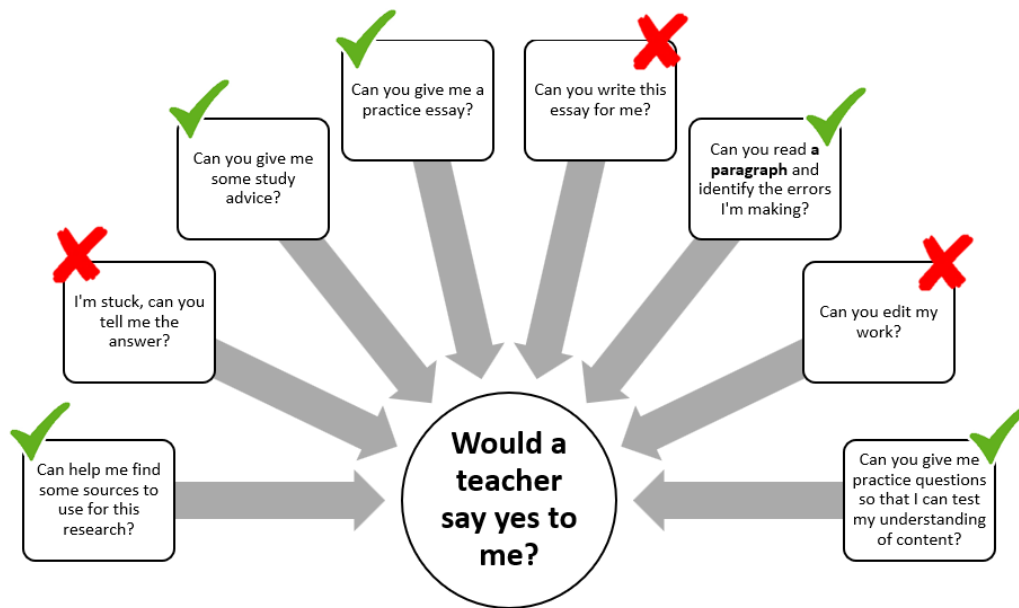
- Copying off the internet or a friend (even if you then put it in your own words)
- Taking passages from multiple sources, piecing them together, and turning in the work as your own
- Getting too much help from a teacher, parent, tutor, or friend
- Using AI and/or assistive technologies to generate your work

Plagiarism, whether intentional or unintentional, is a serious offense that is regarded as a breach of academic integrity not only by our school but also by external assessment authorities, such as NZQA, and universities. Breaches of the SPC Assessment Procedures and the rules on academic integrity are taken seriously by our teachers, and consistent procedures will be followed to address such breaches.

We are not saying "don't use AI tools/ ChatGPT." We would like you to consider ChatGPT and similar AI models as tutors. They can help you, for example, by summarising content, giving general feedback, suggesting next steps but not by writing your assessment for you, telling you the answer, or editing your work.



When using AI tools, ask yourself: **Would a teacher say yes to me?**



Obviously, this looks different in each subject and your teacher can clarify for you how you can and can't use AI tools. For example, for an English writing assessment you would not be able to use AI to come up with ideas, check a paragraph of your work and identify errors. For most assessments you **should not be using AI tools at all** so that your work is authentically yours.

For your work to be *authentic* there are restrictions about how you may use AI in assessment.

- For most assessments, you **MUST NOT USE** *any* form of AI (including paraphrasing tools)
- You may only use AI if you have been given *written approval* by the person in charge of the subject
- If AI is permitted at any stage of an assessment, you must document how it was used, for example:
  - a. accurately reference it (according to APA referencing guidelines)
  - b. identify the AI tool used
  - c. retain all prompts entered into AI.

If you ask AI to give you feedback on your work, your teacher should always see your authentic work first. If you are unsure whether you should use ChatGPT or another AI tool to support you in your work, you should check with your subject teacher or assume the answer is no.

## **Age Restrictions**

You may not realise this, but most AI models have age restrictions. For example, you should not be using ChatGPT unless you are over 18 or for 13-17 year-olds if you have parent permission.

## **Privacy**

Be careful about the information you provide to AI models. Any information you give to the AI tool, including personal or confidential information, might be retained or disclosed.

Experiment with AI tools yourself to understand the strengths and limitations of their capabilities, but do not use them to produce your assessments, and do not assume they are always right.

If a teacher would say yes I can help you with that, you can probably ask AI to do the same.

Sources:

<https://www.theconfidentteacher.com/2023/05/why-might-chatgpt-damage-learning/>  
ChatGPT@School, version 1.2 – Kit Willett (2023)

<https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/managing-national-assessment-in-schools/ai-guidance/>