

Name: _____

Form: _____



INFORMATION BOOKLET NZQF and NCEA

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During the year NZQA sends to the school information for each candidate.
Detailed information is available from the NZQA website <http://nzqa.govt.nz/>

At school ask your class teacher or the Head of Department for information relating to your subject or to your assessments. For other information contact Mrs N. O'Connor who is the Principal's Nominee.

NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT

The National Certificate of Educational Achievement (NCEA) is the main national qualification for secondary school students in New Zealand. There are three levels of NCEA Certificate. At each level, students must achieve a certain number of credits from achievement standards and/or unit standards. Credits can be gained over more than one year. Credits gained at one level can be used for more than one certificate.

National Certificate of Educational Achievement (Level 1)

80 credits are required at any level (level 1, 2 or 3) AND there is a literacy (reading and writing) and numeracy (maths) requirement.

New requirement from 2012: 10 credits must be gained for standards identified as “literacy” and 10 credits must be gained for standards identified as “numeracy”. “Literacy” standards occur in many subjects – check your course outlines.

Transition year 2011: literacy and/or numeracy requirements may be met from either achieving the 10 credits in specified new standards or by achieving 8 credits over specified unit and internally assessed achievement standards.

National Certificate of Educational Achievement (Level 2)

60 credits are required at level 2 or above and 20 credits from any level.

There is no literacy or numeracy requirement. You do not need to have NCEA L1 before gaining NCEA L2.

National Certificate of Educational Achievement (Level 3)

60 credits are required at level 3 or above and 20 credits from level 2 or above.

There is no literacy or numeracy requirement. You do not need to have other qualifications before gaining NCEA L3.

OTHER NATIONAL CERTIFICATES

Credits gained for the NCEA may be used towards meeting the requirements of other qualifications such as

- National Certificate in Design (Introductory Skills) (Level 2)
- National Certificate in Employment Skills (Level 1)
- National Certificate in Tourism and Travel (Introductory Skills) (Level 2)

These qualifications require 40 credits or more and there are both some compulsory standards and some restrictions. Some Certificates may take two years or more. They may be completed after leaving school. A fee of \$15.30 per qualification must be paid when applying for a National Certificate once the requirements have been met.

Further details about these National Certificates are on the NZQA website.

Certificate Endorsement

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit.

Credits can count towards an endorsement over more than one year and more than one level. However, they must be gained at the level of the certificate or above. Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.

In any one year a learner will be awarded an endorsed certificate only at the highest level of endorsement recognised that year except when a learner has achieved two or three NCEA qualifications in a single year. If you gain an endorsement for NCEA L3 you cannot have a change of endorsement on NCEA L2 gained in a previous year.

Once a certificate has been awarded a fee must be paid for any replacement (such as one to show an endorsement).

Endorsements will be shown on the Record of Achievement.

Course Endorsement

Students will gain an endorsement for a course if, in a single school year, they achieve 14 or more credits at Merit or Excellence at the lower level that supports the endorsement. Also, at least 3 of these credits must be from externally assessed standards and 3 from internally assessed standards. (Note that this does not apply to Physical Education and level 3 Visual Arts.)

CANDIDATE INFORMATION

Information sheets for candidates are published by NZQA in March, June and October. These are distributed at school. The Information from NZQA in June will contain instructions on how to access your personal candidate information on the web.

Schools send their first file of entries to NZQA at the beginning of May. Entries may be amended, but entries for externally assessed standards must be made before the end of August which is the final date for withdrawal from externally assessed standards. Entries for internally assessed standards may be made throughout the year. The final date for withdrawals from internally assessed standards is the end of September. Results for internally assessed standards are sent to NZQA with this first file in May and at regular intervals, usually at the beginning of each month, throughout the year.

In January NZQA sends out Results to students. Included with the results are instructions on how to apply for a Review or Reconsideration. When reviews and reconsiderations are completed results are transferred to a Record of Achievement. Candidates are entitled to one free copy of this each year. You can order one from your learner login. Details are on the NZQA website. This document is useful when making applications for tertiary courses etc later in the year. Additional copies cost \$15.30

NZ SCHOLARSHIP

Scholarship provides recognition and monetary reward to top students in their last year of schooling. Scholarship exams enable candidates to be assessed against challenging standards, and are demanding for the most able candidates in each subject.

Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge skills, understanding and ideas to complex situations.

In order to receive a monetary award, a candidate must

- be enrolled in tertiary study in New Zealand in the years they receive monetary awards
- maintain a 'B' grade average during their tertiary study in order for them to receive one of the monetary awards over a three year period.

Entry costs:

Domestic (New Zealand) candidates entered for NQF standards (cost: \$75)	no cost for up to 3 subjects; \$ 76.70 per additional subject
International fee paying candidates	\$ 102.20 per subject

Scholarship 2011 Subjects

Learning Area	Standard
Language and Languages	Chinese, English, French, German, Japanese, Latin, Samoan, Spanish, Te Reo Maori, Te Reo Rangitira
Sciences	Agricultural & Horticultural Science, Biology, Chemistry, Physics, Science
Mathematics	Statistics and Modelling, Mathematics with Calculus, Accounting
The Arts	Art History, Dance, Drama, Media Studies, Visual Arts – Design, Visual Arts – Painting, Visual Arts – Printmaking, Visual Arts – Photography, Visual Arts - Sculpture
Social Sciences	Economics, Geography, History, Classical Studies
Physical Education & Health	Physical Education
Technology	Technology (generic)*, Graphics

Technology (generic) will cover Biotechnology, Electronics and Control, Materials Technology, Production and Process, Food, Structures and Mechanisms, and Information and Communications Technology (ICT). Candidates will be able to submit a portfolio in one of those areas.

Entering Scholarship

Discuss Scholarship with your teacher/HOD and find out what is required. Collect a form in Term 2. Fill in the details and obtain the appropriate signatures. Hand in the completed form to Mrs O'Connor so that your entry may be put on file. Entries are due before the end of Term 2.

UNIVERSITY ENTRANCE

Students are qualified for entrance to a university in New Zealand if they have obtained:

- a minimum of 42 credits at level 3 or higher on the National Qualifications Framework, including a minimum of 14 credits at level 3 or higher in each of two subjects from the ['approved subject'](#) list, with a further 14 credits at level 3 or higher taken from no more than two additional domains or approved subjects
- a minimum of 14 numeracy credits at level 1 or higher in Mathematics or Statistics and Probability or Pangarau
- a minimum of 8 [literacy](#) credits at level 2 or higher in English or Te Reo Māori; 4 credits must be in Reading and 4 credits must be in Writing.

Credits can be accumulated over more than one year. If a unit standard and an achievement standard assess the same learning outcome only the credits for ONE standard can be counted. (In other words they are 'mutually exclusive')



- 14 credits in Mathematics at level one or higher
- 4 credits at level two or above in Reading
- 4 credits at level two or above in Writing

Discretionary and provisional entrance

For information about discretionary and provisional entrance to New Zealand universities, follow the link on the NZQA website

Approved subjects for University Entrance

Approved Subject	Field/Subfield/Domain/Standards
Accounting	Domain Accounting - Generic
Agriculture & Horticulture	Domain Agricultural & Horticultural Science
Biology	Domain Biology
Chemistry	Domain Chemistry
Chinese	Domain Chinese
Classical Studies	Domain Classical Studies
Computing	Domain Generic Computing US18741 and US18749
Cook Islands Māori	Domain Cook Islands Māori
Design (Practical Art)	AS90515, AS90516, AS90517 US9072, US9073
Dance	Domains Dance Choreography, Dance Performance, Dance Perspectives
Drama	Subfield Drama
Economics	Domain Economics
English	Subfield English
French	Domain French
Geography	Domain Geography
German	Domain German
Graphics	Subfield Design
Health Education	Domain Health Education
History	Domain History
History of Art	Domain Art History
Indonesian	Domain Indonesian
Japanese	Domain Japanese
Korean	Domain Korean
Latin	Domain Latin
Mathematics with Calculus	Domains Trigonometry, Geometry, Calculus AS90638, AS90639, US5267, US11102, US12344
Statistics and Modelling	Subfield Statistics and Probability AS90644, AS90647 US5256, US5264, US5262, US5272
Media Studies	Domain Media Studies
Music Studies	Domain Music Studies or Making Music
Painting (Practical Art)	AS90659, AS90663, AS90667 US9066, US9067
Photography (Practical Art)	AS90660, AS90664, AS90668 US9064, US9065
Physical Education	Domain Physical Education
Physics	Domain Physics
Printmaking (Practical Art)	AS90661, AS90665, AS90669 US9069, US9068
Samoan	Domain Samoan
Science	Domain Core Science Domain Earth Science
Sculpture (Practical Art)	AS90662, AS90666, AS90670 US9070, US9071
Spanish	Domain Spanish
Social Studies	Domain Social Studies
Technology	Domain Technology – General Education
Te Reo Rangatira or Te Reo Māori	Subfield Reo Māori

Domestic Candidates

Entry	Fee
Entry for all NQF standards and up to 3 Scholarship subjects	\$76.70
Additional Scholarship entries	\$76.70 per subject

International Fee Paying Candidates

Entry	Fee
Entry for all NQF standards	\$383.30
All Scholarship entries	\$102.20 per subject

Supplementary Fees Schedule

Service	Fee
Search and Confirmation for Past Result	\$25.60 (per statement)
Reconsideration - NCEA (per standard)	\$20.40
Reconsideration - Scholarship (per subject)	\$30.70
Individual requests for the printing of NZQF certificates	\$15.30
Return of assessment material to overseas addresses (per candidate regardless of the number of booklets)	\$30.70
Return of level 3 Visual Arts portfolios to overseas addresses	\$102.20 (per folio)
Late entry (per candidate)	\$50
Record of Achievement (one free copy per year)	\$15.30 (per extra copy)

Schools are required to collect fees and set their own deadline for this. At Wellington Girls' College NCEA fees are due **Friday 8 July 2011**. All fees collected are then sent in one bulk payment to NZQA by the due date.

FINANCIAL ASSISTANCE

To apply for financial assistance, the applicant (normally the parent or caregiver of the candidate) must meet at least one of the following criteria:-

Be receiving a Work and Income or Study Link benefit.

Have a joint family income below the threshold for receipt of a Community Services Card.

Have more than one child in the family paying fees in 2011 AND total fees are more than \$200.

Applicants cannot claim financial assistance for international fee paying students.

Family – parents or legal guardians and children living together. The children may be at different schools. Apply at **one** school including the names of all candidates and schools.

Further information and application forms will be available on the NZQA website in Term 2.

The completed form must be returned to Mrs O'Connor before **Friday 8 July 2011**.

RULES AND PROCEDURES (listed alphabetically)

Absence (missed assessment)

1 Tests

All assessment tasks are conducted at pre-arranged times. When a student is unexpectedly absent for an acceptable reason on the date of an assessment she may request that she sit the assessment on her return. When a student knows in advance of an absence she must inform her teacher prior to the set date to determine whether alternative arrangements can be made.

The request will be considered by the subject teacher or Head of Department on the following grounds:

- The absence is supported by an acceptable written explanation from their parent or caregiver. An acceptable written explanation would show that the parent or caregiver knows that the absence was from an assessment. When ringing the school on the day of the absence it is helpful to include information (subject and teacher) about the assessment that is scheduled.
- Where the absence is on a school based activity the student arranged the alternative assessment procedure ***prior to her departure***.
- Where the absence is for a non-school-based reason ***prior approval*** has been obtained by presenting the case in writing to the Principal or Assessment Coordinator.
- Granting the request does not advantage the applicant and is fair to all other students as well as the applicant.
- Holding an assessment opportunity after the pre-arranged time is feasible and practicable.

2 Submitted work

When a student is unexpectedly absent for an acceptable reason on the date an assessment is due she should contact her teacher as soon as possible to make an arrangement to hand it in. Every effort should be made to hand in the assessment by the deadline. Work handed in to the School Office must be clearly identified.

When a student knows in advance of an absence she must inform her teacher prior to the set date to determine whether alternative arrangements can be made. (See also the section on Extension.)

The subject teacher or Head of Department would consider the following:

- The absence is supported by an acceptable written explanation from their parent or caregiver. **An acceptable written explanation would show that the parent or caregiver knows that the absence was from an assessment.**
- Where the absence is on a school based activity the student arranged the alternative assessment procedure ***prior to her departure***.
- Where the absence is for a non-school-based reason ***prior approval*** has been obtained by presenting the case in writing to the Principal or Assessment Coordinator.
- Granting the request does not advantage the applicant and is fair to all other students as well as the applicant.

Appeals

Students or staff may apply to have an assessment result reviewed or reconsidered.

Grounds for review are:

- Incorrect transfer of grades
- A section of work not assessed.

Grounds for reconsideration include:

- Impaired performance at an assessment*
- Late work or Extension*
- Student misconduct including doubts about authenticity*
- Assessment fairness, consistency, reliability or validity.

* see these separate sections.

Should a student have a complaint about any aspect of assessment or reporting, she should speak immediately with her subject teacher. Staff complaints should be lodged with subject Head of Department (HOD). Where agreement cannot be reached, application for a review or reconsideration should be lodged with the HOD or Assessment coordinator.

An application must be initiated within one school week from the return of assessment result to the students. If resolution is not forthcoming the student or staff member should make a complaint under the College complaint process. All reconsiderations will be recorded by the HOD and a copy given to the Assessment coordinator.

To request a review or reconsideration of an external standard a candidate must apply to NZQA. Information is supplied to candidates by NZQA.

Assessment information

At the beginning of the year students are given a course outline for each of their subjects. Students in Years 11, 12 and 13 receive information of the assessment and programme requirements for NZQF standards in each of their subjects where this form of assessment applies and are informed in writing of school guidelines and procedures.

Authenticity

All work submitted must genuinely be students' own work, i.e. they must not accept or give undue assistance. It must be fully undertaken during the time frame of the assessment. If it is legitimate to source information to support ideas, it is vital to acknowledge that information in the appropriate manner. (See the section on Bibliographies.)

Students must comply with the Authenticity requirements detailed by their individual subjects. Some subjects require an Authenticity form to be signed. Student misconduct procedures apply where authenticity issues arise.

Authenticity requirements may include a combination of:

- Submission of draft notes/research notes/sketches etc
- Supervision/monitoring/check pointing of in-class work towards an assessment
- Completion of assessment work in class
- Completion of assessment under test conditions
- Staff/students conferences to establish a student's understanding of content and process relating to an assessment activity
- Acknowledgement of all sources used in a bibliography
- Teacher knowledge of individual student strengths and weaknesses

Bibliographies

Whenever you use resources for assessments, it is important to acknowledge your sources. Usually this means giving a list of references or a bibliography at the end of your work. For some assessments specific instructions will be given for the format to follow. The Library produced a general guide called "Writing Bibliographies" which describes the conventions that are used to list information sources.

Derived grade

Candidates who have been prevented from sitting NCEA examinations or who consider that their performance has been seriously impaired because of exceptional circumstances beyond their control may apply to NZQA through the school for a derived grade. School practice assessments may be used to generate a derived grade. The evidence must be specific to the standard i.e. from actual performance and not 'expected' performance. Further details are on the NZQA website. NZQA distributes information to candidates in Term 4.

Extension (see also sections on ***Absence*** and ***Late Work***)

Some assessment tasks have due dates for completion. When a student is unable to meet a deadline for some valid reason she may request an extension to the due date. Use the form headed by Extension to make this request. This request should be made to the subject teacher or Head of Department and would normally be made at least three school days prior to the set date. An extension, if granted, would not normally exceed three days beyond the original deadline and would not extend beyond the end of a term. Evidence of work completed to date must be available either at the date of application for extension or before the due deadline.

The request will be considered by the subject teacher or Head of Department on the following grounds:

- The reason for an extension is supported by an acceptable written explanation from their parent or caregiver. An acceptable written explanation could be on medical grounds, or a family bereavement or some other situation beyond the student's control.
- Where the extension is because of a school based activity the student arranged the extension procedure ***prior to her departure***.
- Where the extension is for a non-school-based reason ***prior approval*** has been obtained by presenting the case in writing to the Principal or Assessment Coordinator.
- Granting the request does not advantage the applicant and is fair to all other students as well as the applicant.
- Granting an extension is feasible and practicable.

Further assessment opportunities

The provision of further assessment opportunities is not always practical or feasible. Course outlines indicate whether one may be available for a standard. Only one such opportunity may be offered each year. If a further opportunity is offered it is available to all students entered for that standard regardless of their performance on the first opportunity. It is only appropriate after additional teaching and learning has taken place. Students who have chosen for unacceptable reasons (wilful absence) not to take the first opportunity are not allowed a further assessment opportunity.

Impaired performance at an Assessment

A student may make written application on an assessment reconsideration form to the Head of Department (HOD) of the subject/s concerned. This should occur within one school week of the assessment or the student's return to school. The application should

- describe the reasons for the alleged impact on performance,
- provide evidence in support of this description e.g. medical certificate, bereavement notice,
- be signed by the subject teacher to indicate he/she has alternative evidence that the student has achieved the standard.

The application will be considered by the subject HOD and Assessment coordinator on the following grounds:

- fairness to the applicant and all other students,
- alternative evidence that the student had achieved the standard

Absence to attend school-based or non-school based activities is not grounds for granting a reconsideration. Nor is a physical disability, on-going personal trauma, long term or chronic relapsing conditions such as glandular fever, except in circumstances where an unexpected change has led to impaired performance.

Late Work

Assessment tasks must be presented directly to the subject teacher or Head of Department at the time specified on the due date. Work that is submitted for marking after the stated deadline will not be included in the body of evidence used to make an assessment condition. ***Prior arrangements*** must be made for a student to have an alternative deadline. (See the section on Extension.)

Under extenuating circumstances each case would be considered separately.

Records

All students should receive the results of any assessment task they do.

Subject teachers will have a written copy of all students' results. For results contributing to the New Zealand Qualifications Framework students will be asked to verify that subject teachers have recorded these results accurately before they are transferred to NZQA. The College has procedures in place to ensure that collection and transfer of result records to NZQA are accurate.

Students are able to access details about their own assessment achievement by asking their subject teacher in the first instance. The Privacy of Information Act precludes individual student achievement being released to unauthorised personnel without

individual student permission. Authorised personnel are: the individual student, their parent/caregiver, all teaching staff. The Principal is the only person authorised to release student data including statistics.

In the middle of the year NZQA sends out information cards to schools for distribution to students. These inform students of their NSN's (personal identification numbers) and give instructions how a student may register on the NZQA website in order to check entries and results directly. Files are sent to NZQA at regular intervals – generally at the beginning of the month.

Resubmission

A resubmission involves the student improving her already submitted work. It is limited to specific aspects of the assessment and no more than one resubmission would be provided. A resubmission can be offered when students have made mistakes which they should be capable of discovering and correcting on their own. If a resubmission is offered, it must take place **before** the teacher gives any feedback to the whole class (or any student) on the work done. Feedback to students prior to a resubmission must be general and not compromise the authenticity of the student's work and responses. The resubmission must be completed under the same conditions (e.g. supervised classroom) and must take place in a timely fashion.

Further details are available on the NZQA website.

Special assessment assistance

Students may make application to receive special assessment conditions. The grounds for providing these conditions are that the student

- has a significant learning difficulty that has been supported by medical diagnosis or professional testing since the student arrived at secondary school,
- has received on-going school support for the learning difficulty,
- does not receive unfair advantage over other students,

Special assessment conditions may include

- a time allowance
- modification to question and answer books e.g. enlarged print
- use of computers and other equipment if this is the usual method of communication
- assistance by a reader, writer or both. Where this assistance is requested up to 30 minutes extra time and separate accommodation may also be available.

Special assessment assistance cannot be provided to students where

- the issue underlying a difficulty such being a "slow reader", "poor speller" or "slow processor" has not been professionally identified,
- they have difficulty with reading and writing English when this is their second language,
- they have a short term disability e.g. broken arm,
- an achievement standard is excluded from eligibility by NZQA.

Applications for special assessment assistance must be made to the Assessment coordinator through the Head of Learning Support. Where special conditions are granted the HOD Learning Support will liaise with subject HODs to ensure appropriate conditions are available for assessment for qualifications.

Student misconduct

Student misconduct for assessment includes:

- Impersonation or submitting material that is not a student's own work, including failure to establish authenticity.
- Assisting, influencing or hindering the performance of other students.
- Accessing information or materials not permitted in an assessment. This includes cell phones and other electronic equipment.

All allegations of misconduct will be investigated. The subject teacher, Head of Department or Dean dealing with the allegation will inform the student of the allegation, and give her the opportunity to comment.

Following the investigation, if the staff member considers there is substance to the allegation they will pass all information they have gathered to the Assessment Coordinator and subject HOD. The student will be asked for an explanation.

Where a student has been found guilty of misconduct they will be disciplined and their parents' informed. Plagiarism and serious forms of misconduct will result in Not Achieved for the assessment. A record of the misconduct will be kept for one calendar year.

Transfer to another school or leaving school

On the leaving form there is a space to fill in the name of your new school. Any results from this year which have not yet been sent to NZQA will be forwarded directly to your new school. If sufficient notice is given to both your subject teachers and to Mrs O'Connor a list of your results for the year may be printed for you when you leave.

If you leave school any results you have achieved before then will be forwarded to NZQA and will be available provided the fee for the year has been paid.

Writing Bibliographies

Acknowledging Information Sources

Whenever you use resources to prepare projects, essays or written answers, it is important to acknowledge your sources. Usually this means giving a list of references or a bibliography at the end of your work.

There are particular ways to set out your list of references. You should begin to use these conventions so that they become a habit. To help you learn the correct way to note your information sources use this guide.

All entries are put in *alphabetical order* by the first word EXCEPT the electronic sources which should be listed separately at the end of the alphabetical list.

Imagine that you have completed a project on *HORSES*. Information sources covered, include:

Book	Magazine/Newspaper articles
Book by more than one author	CD ROM
Referring to a book with an editor	CD ROM Database
No author listed	Internet site
Interview	E-mail

1. A Book

**Author, Surname
first**

McNaughton, Iona.
Publisher
Scholastic,

Title

Summer of Shadows.

Date of Publication

1997

Place of Publication

Auckland:

eg: McNaughton, Iona. *Summer of Shadows*. Auckland: Scholastic, 1997.

*Tip: Use both sides of the title page to find all these points.

2. Noting a book by *more than one author*

Authors*	Title - the whole lot!	Place of Publication	Publisher	Date of Publication
Kidd, Jane and Roberts, Owen.	<i>The Horse: the complete guide to horses and breeding..</i>	London:	Tiger Books International,	1985.

eg: Kidd, Jane and Roberts, Owen. *The Horse: the complete guide to horses and breeding*. London: Tiger Books International, 1985.

* Tip: Only the first author listed has her name reversed. Get names in the order they appear on the title page.

3. Referring to a book with *an editor**

Editor	Title - the whole lot!	Place of Publication	Publisher	Date of Publication
Kidd, Jane, ed.	<i>An illustrated guide to horse and pony care.</i>	Auckland:	Landsdowne,	1981.

eg: Kidd, Jane, ed. *An illustrated guide to horse and pony care*. Auckland: Landsdowne, 1981.

*Tip: Editors can sometimes be called compilers.

4. Sometimes books have no author listed, so you list these under the title

Title*	Place of Publication	Publisher	Date of Publication
<i>The* All Colour World of Horses.</i>	London:	Octopus,	1978

eg: *The All Colour World of Horses*. London: Octopus, 1978.

*Tip: The 'The' is not used to put the book into alphabetical order.

5. If you *interview* someone, say Blythe Tait, and quote his ideas, note it like this

Name of person interviewed	Type	Date of Interview
Tait, Blythe.	Personal Interview.	15 October 2000.

eg: Tait, Blythe. Personal Interview. 15 October 2000.

6. To refer to an article in a *magazine or newspaper**

Author	Title of Article	Title of Magazine	Date of Issue	Pages
Todd, Mark.	'Charisma and Me.'	<i>N.Z. Listener</i>	26 Jan 1999:	73-74.

eg: Todd, Mark. 'Charisma and Me.' *N.Z. Listener* 26 Jan 1999: 73-74.

* Magazines may be called periodicals or journals.

7. If you use information from a *CD ROM**

Title of Article	Title of CD ROM	Publisher and Date of Publication
'Dressage'.	<i>Microsoft Encarta '97 Encyclopaedia.</i>	1998 Microsoft Corporation

eg: 'Dressage'. *Microsoft Encarta '97 Encyclopaedia.* 1998 Microsoft Corporation.

*Tip: This information often appears at the bottom of your printout.

8. If you find information from a *CD ROM database* (such as World Magazine Bank)

Author	Title of Article	Title of Magazine	Date of Magazine
Pullein, Christine,	"What to Feed Your Pony."	<i>Horse and Pony</i>	September 1998:
	Pages	Title of CD ROM Publisher	Date of Publication
	53-60.	World Magazine Bank CD ROM.	July 1988-July 1999.

eg: Pullein, Christine, "What to Feed Your Pony." *Horse and Pony.*

September 1998: 53-60. World Magazine Bank CD ROM. July 1988-July 1999.

9. If you use an *Internet site*

Author(s)	Title	online
Vinbrux, Richard and Kristel.	<i>Icelandic Horses in N.Z</i>	[online]
Full web address	Date of Access	
Available: http://www.waitaki.net.nz/icelandic .	[14/12/99]	

eg: Vinbrux, Richard and Kristel. *Icelandic Horses in N.Z.* [online] Available: <http://www.waitaki.net.nz/icelandic> [14/12/99].

10. If you use *E-mail*

Sender	Subject of E-mail
Smith, Gaye (Gayes@xtra.co.nz)	"Horse Query". E-mail
Receiver	Date of E-mail
to Jane Jones (jones@wellington-girls.school.nz)	30 July 1999

eg: Smith, Gaye (Gayes@xtra.co.nz) "Horse Query". E-mail to Jane Jones (jones@wellington-girls.school.nz) 30 July 1999.