

Malek Fahd Islamic School



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STAGE 6

Assessment Handbook

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1. PURPOSE OF THE ASSESSMENT POLICY

Assessment provides information for those involved in the teaching and learning process to compare what is known and can be demonstrated against standards as expressed in the Performance Bands.

In the Higher School Certificate year, the cumulative assessment marks in each subject are sent to the NESA as evidence of the level of achievement reached by each student through the internal assessment program.

This Assessment Policy Document indicates the general principles, purposes and rules of assessment at Malek Fahd Islamic School. This document also contains the guidelines and processes to support the formal assessment process.

All students throughout NSW are required to complete an assessment program designed by their school. Each course will provide students with a Year 11 and a Year 12 assessment schedule outlining the specific details of the assessments to be undertaken in each course.

HSC course assessments begin during Term 4 of Year 11 and are completed towards the end of term 3 of Year 12. The HSC course and Assessments will only commence if the Year 11 course has been completed.

Students should be aware of the assessment requirements in each course that they undertake. Students are not told the assessment mark submitted to the NESA at the end of Year 12 by the School. However, the subject teachers will provide students with an indication of where they are at upon the completion of the course. Students can access their rank via Students Online when released by the NESA after all HSC external examinations have been sat.

Students will be given the following information about each course:

- The components and weighting as specified by the NESA,
- The description of each assessment task, outcomes, marking criteria and a schedule of the timing in the task notification letter,
- The weighting for each task,
- Details of administrative arrangements associated with each task (e.g. absence/lateness)
- Details of the school's policy on malpractice,

The information that follows outlines the School's policies and procedures in relation to HSC Assessment. It is the student's responsibility to familiarise themselves with the detail of these procedures. Ignorance is no excuse for not correctly following these procedures.

2. STANDARDS-REFERENCED ASSESSMENT

The Higher School Certificate requires the study of a variety of courses with rich and varied learning experiences. Learning is enhanced when students have a clear understanding of what is expected of them. It is important that students understand what is to be learned and the level of achievement that they will need to demonstrate. A standards-referenced approach to assessment and reporting means that the achievements of a student are assessed and reported against specified standards that are established for each course.

In the Higher School Certificate these standards are:

- The knowledge, skills and understanding expected to be learned by students as a result of studying the course – the syllabus standards
- The levels of achievement of the knowledge, skills and understanding (reported in six bands) – the performance standards

Together, they specify what is to be learned and how well it is to be achieved.

A standards-referenced approach provides the means by which students know what they are expected to learn and the standards against which they will be assessed. Examination questions in the New Higher School Certificate will be linked to syllabus outcomes and clearly indicate what students are expected to demonstrate in their responses.

3. Preliminary and HSC Requirements

Year 11 courses are assumed knowledge for HSC courses and examinations and hence must be completed satisfactorily in order for the student to proceed to the HSC course.

Each Unit of study involves around 2 hours per week of study (60 hours per year) which results in 120 hours of study over one year and 240 hours of study over two years.

Each Unit has a value of 50 marks. A 2 Unit course has a value of 100 marks.

The following is a guide:

- | | |
|-------------------------|--|
| 1 Unit Course | 1 Unit equals about 2 hours of class time or 60 hours per year. These courses have a 50 mark value. |
| 2 Unit Course | This is the basic structure for all courses. It entails approximately 4 hours per week of lesson time. These courses have a value of 100 marks. |
| Extension Course | Extension courses are of 1 Unit in value. These courses are available in a number of subjects. They build on the coursework of the 2 Unit courses and carry an additional value of 1 Unit. They require that students work beyond the standard of the 2 Unit course. They have a value of 50 marks. Extension courses may be available in English, Mathematics, Science, History, Music, some Languages and VET courses. |

English and Mathematics Extension courses are available at Year 11 and HSC levels. Students must be studying English Advanced and Mathematics to be eligible for the extension course. The Year 11 Extension Course must be studied prior to studying HSC Extension. A second Extension Course is available for students who have studied Extension 1 in the Year 11 year. The Extension 2 course requires work beyond the

standard of Extension 1.

All other Extension courses, other than English and Mathematics, are offered in the HSC year only.

Students at Malek Fahd Islamic School will study a minimum of 10 units of HSC Board Developed courses to ensure that their patterns of study make them eligible for an ATAR at the end of Year 12. Of these 10 units, 8 units must be from Category A and only a maximum of 2 units can be from Category B.

In order to be awarded the HSC, candidates must satisfy the following requirements:

- Satisfactorily complete courses that meet the pattern of study required by the NESAs for the award of the Higher School Certificate. This includes the completion of practical, oral or project works for specific courses and the assessment requirements for each course.
- Sit for and make a serious attempt at all their Higher School Certificate examinations. A non-serious attempt includes frivolous or objectionable material. A student who provides answers to questions in a language other than English (unless specifically instructed to do so) will be awarded zero marks. A non-attempt is where students only complete the multiple choice questions of the HSC examination. Any student identified as making a non-attempt or non-serious attempt will be asked by NESAs to justify why they should receive a result in the course concerned. **Students must make a serious attempt when completing school-based internal assessments in all subjects.** Students who fail to do so will be awarded zero marks. This will be determined by the subject Coordinator in consultation with subject teachers.
- Study a minimum of 10 units in the HSC course. A minimum of 120 hours will be covered for each two unit HSC Course.
- Both the Year 11 and HSC courses must include:
 - at least 6 units from Board Developed Courses including at least 2 units of English
 - at least three courses of 2 units or greater
 - at least 4 subjects

Subjects offered in 2021 are

- ✓ Ancient History
- ✓ Arabic
- ✓ Biology
- ✓ Business Studies
- ✓ Chemistry
- ✓ Community and Family Studies
- ✓ Economics
- ✓ English Advanced
- ✓ English Standard
- ✓ Food Technology
- ✓ Geography
- ✓ Information Processes and Technology
- ✓ Legal Studies
- ✓ Mathematics Standard
- ✓ Mathematics Advanced
- ✓ Mathematics Extension 1
- ✓ Mathematics Extension 2

- ✓ Modern History
- ✓ PDHPE
- ✓ Physics
- ✓ Sport, Lifestyle & Recreation *
- ✓ Studies of Religion 1 Unit
- ✓ Studies of Religion 2 Unit
- ✓ VET – Business Administration
- ✓ VET – Construction
- ✓ VET – Early Childhood
- ✓ VET – Plumbing

*A non-ATAR course

The Subject and Assessment Information Booklet contains further details about each subject.

MFIS is committed to academic excellence and students are expected to complete all academic work to the best of their ability.

A Higher School Certificate Record of Achievement is issued each year to students who have satisfactorily completed any Year 11 or HSC course in that year.

The Higher School Certificate Record of Achievement is a cumulative record of all Year 11 and HSC courses satisfactorily completed.

No specific allocation of marks is required for any syllabus objective or outcome. The Higher School Certificate Record of Achievement contains a statement indicating whether the student is eligible for the award of the Higher School Certificate.

The purpose of the Internal Assessment program according to the NESA is:

- (i) to assess a wider range of syllabus **outcomes** than can be measured by the external examination; and
- (ii) to obtain Assessments throughout the course rather than at one examination.

Each subject has various components which have been prescribed by the NESA. Assessment tasks are designed to include a variety of ways to assess the different components.

In Year 11 students will sit 3 assessment tasks per course, one of which will be in an examination format. In Year 12 students will sit a maximum of 4 tasks per course, only one of which will be in an examination format.

At the conclusion of the Year 11 course teachers will make on-balance professional judgements on the basis of all assessment information to decide which grade best matches the standards their students achieved. This grade is then reported to NESA as part of the Record of Student Achievement (ROSA). The grade awarded indicated the overall achievement of the student in the course in relation to the NESA Common Scale for Preliminary course, more details on this are available at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades/monitoring-grades/common-grade-scale>.

HSC Minimum Standards

From 2020 students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the HSC. Students must meet the minimum standard in the domains of reading, writing and numeracy by achieving at least a Level 3 standard based on the Australian Core Skills Framework.

All Year 11 students will have opportunities to sit the Minimum Standards Test in order to demonstrate the standards. Students will have a maximum of 4 opportunities per year per test.

Further information on the HSC Minimum Standards is available at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

ACADEMIC WORK

Malek Fahd Islamic School is committed to academic excellence and students are expected to complete all academic work to the best of their ability.

In circumstances where a student does not demonstrate a commitment to their academic studies or their behaviour is inappropriate in the classroom situation, they may be placed on a weekly Progress Report Card. Parents will be notified if this occurs and a subsequent meeting will be arranged.

The following guidelines have been set down to assist students and parents in understanding the requirements for homework.

It is recommended that students keep diaries, as they are essential for recording of homework and the due date, as well as a method of organisation. The diary is the main means of communication between the School and the parents. Consistent monitoring of progress is essential and problems can be addressed quickly.

HOMEWORK

The purpose of homework may be to reinforce or consolidate learning that has taken place in class or it may be used to develop knowledge and skills beyond those of the normal classroom. Homework is only set when it is meaningful and serves the purpose of enhancing learning. Completing homework on a regular basis helps students to develop independence and good practices as a learner. In Secondary School, the homework given becomes more complex and can include research and the learning of new concepts independently to that of the classroom experience.

By Stage 6 all students should have developed good study and organisation skills and have become self-reliant and independent learners at home, as well as at school. Students are encouraged to use class time efficiently to reduce the amount of home study needed.

Students should spend a significant period of time at home involved in school studies each evening. The suggested guideline for a Year 12 student is between 3 and 4 hours per night (5 times per week). Additional study on weekends will be required.

Regular homework is an essential follow-up to the academic subjects studied at school. There is no such thing as "no homework".

The nature of homework varies from subject to subject and from year to year, but generally fits within these categories:

- **Set daily homework:** set by the teachers to consolidate the day's learning experiences. It is

vital to keep up-to-date with this type of homework. Regular attention to homework is the essential basis of all good study habits.

- Assignments: vary in length and nature. Many require library and/or internet research, while others may require experiments or collection of data or specimens at home. It is most important to prepare the assignment over the whole of the time allocated and not to leave it to the last night/s. Time management is vital in the development of independent study skills.
- Preparation for work to be done at the next lesson: e.g. preparing practical work by reading through the experimental method, preparing art/music exercises, organising books and other equipment needed, checking P.E. uniform is ready, etc.
- Revision of daily work: students are encouraged to review the day's work, especially to clarify areas of difficulty.
- Revision of past work: to review past work to consolidate knowledge and understanding.
- Preparation for new topics: all students are encouraged to read widely from diverse sources and to use local and school library resources.

All students should be developing good study and organisation skills and becoming self-reliant and independent learners at home, as well as at school. Students are encouraged to use class time efficiently to reduce the amount of home study needed.

Regular homework is essential follow-up to the academic subjects studied at school. There is no such thing as "no homework". On particular occasions, or in particular subjects, no formal homework may be set. However, there is always home study in the form of revision, preparation for future lessons, personal research work, consolidation of previous work, project/assignment work, reading novels, and preparation for class tests/examinations.

4. DAILY ROUTINE

Following is the current daily routine for students at Malek Fahd Islamic School.

1. Students are expected to arrive at 8.20am every day and be in their first period class by 8.30am.
2. It is the parents/student's responsibility to ensure that suitable travel arrangements are made.
3. Late students must report to the Front Office to obtain a late note and have their lateness recorded in the electronic roll. This also applies to students who are late for any lessons during the day.
4. Students who arrive late in the morning or for lessons during the day on a number of occasions without a satisfactory explanation will attend detention to make up lost class time.
5. It is expected that all students will move quickly between lessons and be properly equipped to participate fully in each lesson.
6. School books and other personal items must be placed in a locker. The locker may only be visited before school, at Recess, at Lunch and after school. All students will have access to their own lockers.
7. Mobile phones and electronic equipment are not permitted at school. They will be confiscated if used.
8. No student should be absent from any lesson. Failure to attend a lesson will result in a suspension.

9. It is expected that students will be co-operative and polite in their dealings with teachers. Rudeness will not be tolerated.
10. All students are encouraged to use a School Diary to record homework and assignments in all lessons.
11. Permission must be obtained from the Head of Campus before any student leaves the grounds during school hours.

Students must be present at school at all times, that is, students must be present from 8:30am to 3:30pm, inclusive of extra scheduled classes where necessary, excursions, before and after assessment tasks and all extra-curricular activities. Unless the school has granted the student study leave in writing signed by the Deputy Principal or Principal, under no circumstances are students allowed to be absent prior to an assessment task. Specialist appointments booked weeks or months in advance should not coincide with assessment task dates and examination periods.

It is important to be present for all formal and informal school-based tasks. This includes class tests, term exams, oral tasks, practical work and formal assessment tasks. In the event of illness or misadventure, the school must be notified immediately by phone on 87327800 (Greenacre), 87835190 (Hoxton Park) and 88145282 (Beaumont Hills). See Section 9 of the policy regarding absence from or failure to submit tasks for further information regarding this matter.

5. STUDENT SUPPORT SERVICES

The School's commitment to academic excellence extends to a range of support services for students with a view to helping students reach their full potential. This support extends beyond the classroom and includes a range of structures, staffing and facilities.

PARENT/TEACHER AFTERNOONS

Opportunities for discussion between the student, parent/guardians and teachers are provided following the issuing of written reports. This provides an opportunity to discuss all aspects of the report and to give constructive advice that assists in the ongoing development of learning.

If it is impossible for a parent/guardian to attend the planned Parent/Teacher Interviews then it may be possible for phone interviews to be arranged.

COMPUTER USE

Malek Fahd Islamic School provides access to various computer resources, our Local Area Network, Wireless Network and the Internet. These resources are available to enhance the learning process in a supportive school environment and to achieve quality learning outcomes for our students.

The School encourages students to become familiar with the use of Information Technology.

As responsible members of the School community, it is expected that all students follow and adhere to the School guidelines regarding computer use. These guidelines are based on commonsense, common decency, rules established by the School and laws established by the State Government and the Commonwealth of Australia. Accessing illicit or prohibited material online will result in suspension and /or expulsion

The School has endeavoured to ensure that all students' work can be saved, stored and accessed in a secure manner. It is expected that all students will respect the right of other students to use the network resources.

It is also expected that all students will respect that the information technology equipment with which they have been provided, and realise that using this equipment ***is a privilege, not a right. This privilege can be withdrawn if necessary.***

Please note:

- Secondary students are required to use only their own personal username and password.
- At all times preference on all School computer systems is given to students undertaking research and academic studies.
- Whilst the School takes every care to ensure the safety of students online, the primary responsibility (in the Secondary School) rests with the student.

HEALTH CARE

The School has a sick bay situated at the Greenacre Administration Office area. Parents will be contacted should the student require permission to go home/or to be collected from the School. The School has staff with Senior First Aid qualifications to attend to the needs of students.

MEDICATION

If your child needs to take medication while at school, you need to provide the Administration staff with a Student Medical Authority Form with written instructions, which includes the dosage, when it should be taken and the name of the child who needs to take the medication.

CANTEEN

Our School canteen provides a range of healthy recess and lunch foods for the students. The canteen menus are available on the School website and students are able to purchase during recess and lunch. Students are also able to make lunch orders at recess.

If your child suffers from any food allergies, you must let the canteen staff know and provide them with a photo of your child and a description of their allergies. Parents must go through the ingredients to check if their child can eat that product. Students with any allergies are advised to carefully check the ingredients of all foods purchased to ensure their own safety.

LIBRARY



The MFIS High School Library has a wide range of resources to support students' study needs. An extensive book stock which is regularly updated is supplemented by computers all having Internet, CD-ROM and network facilities. Students can photocopy at 20c /copy in the library.

Students are to ensure all borrowed items are taken care of and returned by the due date to the Library.

COUNSELLORS

The School provides counsellors for all students who are able to make appointments during the school day. All information is confidential.

CAREERS ADVISOR

As students move towards their HSC, it is time to consider the next phase in their education and transition to both the workplace and higher education. The School Careers Advisor is committed to assisting students to find out about their career options, vocational and tertiary preferences, skills and aptitudes.

To facilitate this, the School provides information and advice regarding further study, including tertiary study and the school-to-work transition. This will include direction and advice to students and parents on subject choice in the senior years at the School.

Students may experience:

- Some basic screening for future possibilities in careers
- Portfolios, including resumes, cover letters
- Skills in applications, completion of forms, letter writing, grooming and manners
- Interview preparation, including presentation skills
- Visiting workplace speakers, University representatives and experiences
- Seminars at the School
- Visits to various Expos and open days at Tertiary institutions

DISABILITY PROVISIONS

Disability provisions in the HSC are practical arrangements designed to assist students who would be unable to otherwise make a fair attempt to demonstrate their knowledge and skills.

Students may be granted disability provisions for internal school assessment by the Principal where suitable supporting documentation has been provided. It is important to note that these provisions will not apply to the HSC examination.

Disability Provisions for the HSC examinations may only be granted by NESAs. Students may receive disability provisions if they have a permanent or temporary disability that would, in a normal examination situation, prevent them from:

1. Reading the examination questions; and / or
2. Communicating their responses

The Head of Secondary Curriculum manages the Disability Provision process for Stage 6 students, including applications to NESAs. Students seeking assistance and advice on disability provisions are to contact the Head of Secondary Curriculum.

The Head of Secondary Curriculum is also responsible for the submission of applications for disability provisions to NESAs through *Schools Online* and providing information to students, parents and staff on the outcome of applications.

Applications for HSC examination disability provisions should be lodged no later than the last day of Term 1. Emergency applications may be made by the School on behalf of the student in extenuating circumstances. Where NESAs declines an application students may appeal the decision. Appeals must be lodged within 14 days of the School receiving information on the decision.

6. BEHAVIOUR

MOVEMENT BETWEEN CLASSES

Students are expected to move quickly and quietly between rooms to maximize learning time and be prepared for each lesson with all equipment. .



BEHAVIOUR IN THE MOSQUE

All students are to display the highest standard of behavior in the mosque and concentrate on prayer at all times. Upon conclusion of prayer students are to move quietly and quickly, put on their shoes and head straight to their Period 5 lesson.

Any student misbehaving in the Mosque will be referred to the Welfare Coordinators by SRC Prefects and may be placed on Afternoon Detention.

BULLYING

Malek Fahd Islamic School is committed to providing all students with an environment that is safe, supportive and caring. Positive interaction and co-operation are encouraged where the individual and personal property is respected. Students who feel they are being targeted have the right to seek and receive help from adults. It is important that they realise that seeking such assistance is an appropriate and acceptable response.

For students it means:

- Being prepared to report any bullying that is seen or at least to take action to stop it.
- Being a passive bystander only condones the action and bullies often look for crowd support.
- Seeking by words and actions to create an environment where bullying is unacceptable, ie: not siding with bullies and being prepared to tell them to stop or to report them.
- If one is a target of bullying it is essential that the individual does not assume that it is his or her own fault and that nothing will be done about it or that it cannot be prevented.

Bullying repeatedly and/or consciously hurting another individual or group or making them feel uncomfortable is unacceptable behaviour.

DRUGS/WEAPONS

The possession or use of any prohibited drugs or alcohol, or any dealing in such substances is forbidden. The carrying of any sort of weapon is also forbidden. Weapons or objects likely to cause injury must not be brought into the School or taken to any School activity.

The Principal of Malek Fahd Islamic School reserves the right to search the locker, bag or person of any student on reasonable grounds. The Principal will deal with offenders severely. In some instances, the Police may be contacted.

DISALLOWED ITEMS

Chewing gum is banned, along with white out, spray paint and dangerous items, such as knives, water pistols, metal rulers etc. Rough games, which place any student at risk of injury, are forbidden.

MOBILE PHONES

The School understands that mobile phones are given to students by their parents for valid reasons and therefore students may have them with them during school hours at the consent of their parents.

The School appreciates the practical implications of a zero tolerance approach as enforceability would be extremely difficult if not impossible.

The School has a **no visibility** policy whereby students are prohibited from using phones while on School premises during normal school hours. In a situation where students need to call parents, the front office is to be used.

The explicit use of mobile phones for invalid reasons during school hours is prohibited. **Invalid reasons** may constitute sending pictures or posting information on social media. Such actions may breach privacy laws, may infringe on the effective learning of students and may adversely impact on the effective running of the School.

The **valid** use of a mobile phone may constitute a student who uses the phone as they are walking home to reassure their parents as to their safety or calling parents to inform them the bus is running behind schedule.

The School will exercise discretion and be pragmatic in its approach in determining what constitute a valid or invalid use with the **Principal** having ultimate authority and discretion.

In a situation, where it's deemed that an invalid use has occurred and the student is in breach the following may apply:

- First offence-device is confiscated - parent notified
- Second offence-device is confiscated for a week - parent notified and after school detention issued

SCHOOL FUNCTIONS

The consumption of alcohol, the use of illicit drugs and tobacco is strictly prohibited at any function organised by the School for students.

IN SUMMARY

The staff at Malek Fahd Islamic School will always endeavour to encourage students to be responsible members of the school community.

7. ASSESSMENTS AND REPORTING

You will have three marks on your Higher School Certificate:

1. The HSC examination mark
2. A moderated Assessment mark
3. The HSC mark (i.e. the average of the HSC exam mark and moderated Assessment mark)

The purpose of the School Assessment according to the NESA is:

1. To test a wider range of syllabus **outcomes** than can be measured by the external examination; and
2. To obtain Assessments throughout the course rather than at one examination.

Each subject has various components, which are prescribed by the NESA. Your teacher will base any Assessment marks on these components, which may come from a variety of tasks.

Students will be provided with an assessment schedule for each HSC course they are studying. Clear and detailed information will be given to you at least two weeks before each assessment task. An assessment booklet can be found on the school website outlining all HSC assessment tasks for all HSC Courses offered at Malek Fahd Islamic School. This information will include the outcomes being assessed, the time and date of the task, the venue of the task, the weighting of the task and where applicable, a guide to the criteria used in marking the task. Teachers will provide guidance in class as to what is expected with the task. Each task will identify the outcomes being assessed and these will be given to the students and printed on the front page of the assessment task.

Together with the Course Performance Descriptors, these assessment results will be used to determine the final grade for Year 11 students. Teachers will provide more information about the grading system and how it works. The HSC assessment results will be used to determine the rank of each student in the course.

A student's HSC mark that is provided by NESA is a 50:50 combination of a student's examination mark and school-based assessment mark for each course. The examination mark for each course shows the student's performance in the HSC examination for that course, which is set and marked by the NESA. Each student's achievement and performance is assessed, measured and reported against set standards of performance ensuring students are rewarded for their performance with the mark they deserve, no matter how many other students performed at a similar, higher, or lower level. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The performance bands

and descriptions give meaning to the HSC mark. For a 2 unit course, Band 6 indicates the highest level of performance and the minimum standard expected is 50, which is a Band 2.

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

On satisfactory completion of your HSC, you will receive a portfolio containing:

- The HSC Testamur (The official certificate confirming your achievement of all requirements for the award.)
- The Record of Achievement (A document listing the courses you have studied showing the marks and bands you have achieved. This will show both the internal assessment result and the HSC exam result.)
- Course Reports (A list of your marks, the Performance Scale and the band descriptions for that course. Also provided is a graph showing the statewide distribution of marks for that particular course.)

Australian Tertiary Admission Rank (ATAR)

- The ATAR is a rank that allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions to rank and select school leavers for admission to tertiary courses. Other selection criteria may be used together with the ATAR.
- To be eligible for ATAR students must complete at least ten (10) Units of Board developed courses and two (2) Units of English. The Board developed courses must include at least three (3) courses of 2 Unit value or greater and at least four (4) subjects. No more than 2 Units of Category B courses can be counted toward the ATAR.

7.1 Assessments in the Conventional and Compression Models of Study

With the introduction of the Compression Model, some students will be selected to complete Year 11 and HSC subjects in a compressed mode. More details on the Compression Model of study can be found in the School's Gifted and Talented Students Policy. Students who complete these subjects using the School's Compression Model and the Conventional Model will complete the same HSC assessment tasks as outlined in the assessment schedules.

7.2 HSC: All My Own Work

It is a mandatory requirement of NESA that every student in NSW who aims to sit for the HSC must complete “All My Own Work”. This will take place in Term 4 of the calendar year, prior to the commencement of Year 11 courses. Any new students who join the School during the year will need to show verification that “All My Own Work” has been satisfactorily completed at their previous School or they will complete this at the commencement of Year 11.

Subject teachers will monitor student compliance with this booklet. The Curriculum Coordinator will keep a register of signatures to acknowledge that students have read and accepted the conditions in the booklet. The Curriculum Coordinator will archive the signed student declarations.

7.3 Submission of tasks

Tasks are to be submitted as hard copy, not on USB drives or via email. Exceptions to this may occur in some subjects (such as IPT) and students will be notified of this in the Assessment task outline. Students who are completing assessment tasks on computer are encouraged to make regular backup copies of their work, as computer or printer malfunction will not be accepted as a ground for misadventure. Students are encouraged to make copies of their work and keep these for the duration of the course. When completing an assignment on the computer, students are also encouraged to print a copy of their draft as in the case of computer malfunction. Subject teachers (in consultation with the subject Coordinator) will determine student progress and their level of knowledge and understanding from the draft.

Individual courses will set guidelines for the submission of drafts if appropriate. Where students have the option of a submission of drafts all students completing the course will have the opportunity to submit a draft.

If a teacher is absent on the day an Assessment task is due, students will be expected to submit their work either by arrangement with the teacher beforehand or via the subject Coordinator. Assessment tasks are not to be given to clerical or ancillary staff or to relief or visiting teachers. If a student is on an excursion on the day an Assessment task is due, it is the student's responsibility to make arrangements for the task to be submitted on time, or prior to the due date.

A student who has been suspended from school for disciplinary reasons will still be required to submit the task to the class teacher on the due date. If the task is an examination, the student will be required to attend the school in full school uniform only for the duration of the exam. It is also the responsibility of a student who has been suspended to ensure that he finds out any information about an assessment task that may have been set while the student is suspended from school. The student will also be required to submit the task by the due date.

Students must make a genuine attempt at all Assessment tasks that, taken together, contribute in excess of 50% of the available Assessment marks for the HSC course. If an attempt at a particular task scores zero, it is a matter for the teacher's professional judgment whether the attempt is a genuine one. Students who do not comply with the Assessment requirements in any HSC course will have neither a moderated Assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who fail to meet the Assessment requirements for the common part of the course will not receive a result in the course.

7.4 Late submissions of tasks

If an assessment task is submitted late, a penalty of 10% of the initially available marks per day will be applied. Weekends count as two days. If a task is scored zero because of late submission, the parents and students are informed in writing by the course teacher that the task has not been completed and of the consequences of this. Students are still required to submit a genuine attempt at the task in order to satisfactorily meet the course requirements.

Students seeking extensions without penalty must make this request on the Illness/Misadventure/Extension/Absence request form, found in this booklet. This form is to be handed to the class teacher as soon as possible who will discuss the situation with the relevant subject Coordinator. Trivial reasons for extensions will not be considered.

If a task is submitted late, and the lateness is deemed legitimate, then the task may be undertaken as usual. If not, penalties will be imposed. In cases of unauthorized absence/lateness (e.g. an acceptable medical certificate has not been provided) prior to any assessment task, a 10% penalty will be imposed for one day late for assignments, 20% for 2 days late, and 30% for 3 days late. Lateness after 3 days is not accepted. This is necessary for ensuring students do not gain an unfair advantage by using additional time for preparation.

In addition, in cases of prolonged absence, or where a substitute task is inappropriate, an estimate based on previous performance, may be given upon strict approval.

8. ABSENCE FROM OR FAILURE TO SUBMIT TASKS

If a student is absent from or does not submit an Assessment task for a valid reason, the following procedures will apply:

- The student must contact the teacher of the course **on or prior to** the morning of the task.
- The student must outline the circumstances on the form provided for this purpose. It is the student's responsibility to submit this form. A copy of this form is attached.
- In the event of illness, a medical certificate (See 7.1 Medical Certificates) must be presented with this form the next day. If the absence or late submission does not result from illness, other evidence documenting the reasons for absence or late submission must be provided when submitting the form. A medical certificate generally stating "is unfit for work" **will not** be accepted.
- In liaison with the class teacher and the subject Coordinator, the Deputy Principal will determine the validity of the situation. If this panel considers the absence was not for a legitimate reason, a zero mark will be scored for the task. For valid absences, the subject Coordinator will select an alternative task measuring similar outcomes to the task for which the student was absent. In exceptional circumstances, e.g. where the completion of the task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Deputy Principal may authorize the use of an estimate based on other appropriate evidence.

- If a student fails to sit for/submit an Assessment task, the teacher will inform the parents of the student in writing pointing out the possible consequences (e.g. “N” Determination can be applied if a student has failed to compile with the course completion criteria).
- If a student is absent on the day before a scheduled assessment task without a valid reason, the student may be penalized with a 10% deduction of his/her mark for the task. This will be determined by the subject Coordinator in correspondence with the Deputy Principal and Curriculum Coordinator.
- If a zero is awarded, a Warning letter addressed to the student’s parent or guardian if the student is under 18 years of age, should be issued. Only one warning letter will be issued for each task. The new due date is final.

Example scenario 1:

If you are sick on the day an assessment task is due to be handed in, try to arrange to get the task to your teacher on the due date by asking a friend or family member to bring it in. Ring the school to let them know you are doing this.

Example scenario 2:

Where you feel there is valid reason, such as serious illness, for missing the task or being unable to submit on the due date, you should:

1. Inform the school on the day of the task by phone or fax, explaining the reason for your absence and the relevant faculty and teacher. Failure to contact the school and present a medical certificate (See 7.1) upon return will incur a penalty subject to consultation between the relevant teacher, Head of Department and Deputy Principal.
2. Report to the relevant teacher or head teacher immediately upon return to school, with a medical certificate (See 10.1). You will need to discuss your case and find out what the outcome will be depending on the nature of the task. Please note that documentation submitted at a later date will not be accepted.
3. If the task was a take-home task, you must hand it in, completed, with your medical certificate immediately upon your return to school.

If the above procedures are followed, and the reason for your absence is accepted, depending on the nature of the task you have missed, you may be required to complete the original task (at the earliest time available), complete an alternative task (at the earliest time available) or you may be given an estimate, for example in an exam style task. You will do the exam in your own time and ask your teacher to provide feedback on your responses. However, there will be no marks awarded and an estimate will be used.

The parent/guardian will be notified in writing in the event of a student failing to complete set assessment tasks. Failure to complete tasks totaling more than 50% of the value of the total assessment schedule in that course will result in an ‘N’ award.



**ILLNESS / MISADVENTURE / EXTENSION/ABSENCE FORM
FOR HSC ASSESSMENT TASKS**

This form is to be used by students who have missed or will miss an Assessment task and have a valid reason. Complete this form and hand it to the course teacher who will discuss the situation with the Subject Coordinator, complete the section at the foot of the page and forward the page to the Deputy Principal.

NAME OF STUDENT: _____ CLASS: _____

SUBJECT: _____

NAME OF TEACHER: _____

TASK REQUIRING CONSIDERATION: _____

DATE TASK IS/WAS DUE: _____

DETAILS / REASONS FOR REQUEST:

.....

NAME OF PARENT
PARENT

SIGNATURE OF

MEDICAL CERTIFICATE ATTACHED: YES / NO

STUDENT'S SIGNATURE: _____ DATE: _____

SUGGESTED ACTION:

TEACHER'S SIGNATURE: _____ DATE: _____

SUBJECT COORDINATOR'S SIGNATURE: _____ DATE: _____

DEPUTY PRINCIPAL

_____ DATE: _____

(COPY TO SUBJECT COORDINATOR, TEACHER INVOLVED)

9. ILLNESS/MISADVENTURE IN OR DURING TASKS

In the event of illness or misadventure **during** a task, causing the performance of a student to be hindered, the student must:

- Report the circumstances to the supervising teacher **immediately**, not at the end of the task,
- Advise the subject Coordinator of the circumstances on the **same** day unless circumstances prevent this,
- Provide appropriate documentation to the school outlining the reasons for illness/misadventure,
- Complete an Illness/Misadventure/Extension/Absence request form.
- In liaison with the class teacher and the subject Coordinator, the Curriculum Coordinator will decide on appropriate procedures to follow. In general, the subject Coordinator will select an alternative task measuring similar outcomes to the affected task. In exceptional circumstances, e.g., where the completion of the task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Deputy Principal may authorize the use of an estimate based on other appropriate evidence.

It is important to note that the Board of Studies instructs schools that the final school Assessment mark is not able to be used to compensate for factors such as extended illness, misadventure or domestic problems which may have affected a student's overall achievement in that course.

If you fail to hand in an assessment task by the due date, you will receive a mark of zero. A mark may be awarded to you if you follow the procedures below.

9.1 Medical Certificates

- The medical certificate should give some **details** of the illness. This certificate must include a date and reason. It is your responsibility to bring this to the attention of the medical practitioner.
- This certificate will be given to the subject teacher the next day the student is at school.
- Overseas trips, extended holidays, dental appointments, meeting relatives or going to the airport to meet relatives etc. are not valid reasons for missing assessment tasks.
- In situations where you are required to be absent from school for extended periods of time, such as family reasons or severe illness, you must request leave from the Principal in advance. If the requested leave is granted, you need to negotiate the completion of your assessment tasks with the relevant Head Teachers for each course that you are studying.
- Students who habitually present doctors' certificates for assessment tasks will be deemed to be non-serious students unless the school is aware of a prior medical condition.
- Backdated medical certificates are **not** acceptable.
- Medical certificates issued by a family member or friend are not acceptable.

10. MALPRACTICE

Honesty in Assessment – The Standard

“Throughout the assessment process, the highest level of honesty is required.

Each student’s mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student’s work that has been written, created or developed by others must be acknowledged in accordance with NESAs’s subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice or cheating. Malpractice in any form, including plagiarism, is unacceptable”.

Extract drawn from the NESAs Assessment Certification Examination Manual (ACE 9022 – Honesty in HSC Assessment – the Standard

A student who submits material that has been copied from another source, including material from another student will be penalised. The teacher may only mark the sections of the task that are deemed the student’s own work. Plagiarism of any sort will result in either a reduction of marks or in serious cases, will be awarded zero for that task.

Any cheating or misconduct may result in zero marks, depending on the severity of the situation. The teacher will immediately bring this to the attention of the student(s) involved. Any student who is involved with malpractice will be reported to the Head Teacher of the faculty. The final decision regarding penalty will be made by the Principal. Parents will be notified in writing by the subject Coordinator when a zero mark is given.

Malpractice may also include providing false documentation in support of an Appeal, misbehavior/disruption in the Examination Hall, possession of mobile phone/electronic device, serious failure to follow supervisor’s instructions or cheating during examinations.

The usual penalty for malpractice (e.g. cheating, having all or part of a task performed by another person, including frivolous or objectionable material in a task or submitting material contrary to the ethos of the School) in Assessment tasks will be a mark of zero for that task. This also applies to students who assist others in any way whatsoever to engage in malpractice. With the increase in use of the internet as a source of information in the completion of assessment tasks, students must ensure that any work they submit has been adequately referenced. Plagiarism will be deemed as malpractice and students who plagiarise another person’s work will receive a mark of zero for that task.

11.1 Malpractice Register

NESA will maintain a malpractice register. The Register applies to all HSC students and will collect information on courses where malpractice has occurred, types of offence and the nature of any penalties applied. NESA will publish annually aggregated data in a similar way to the programs, which identify breaches of examination rules, applications for disability provisions and illness/misadventure appeals. The Head of Secondary Curriculum will maintain the register and submit to NESA each year.

REFERENCING – PREPARING STUDENTS

What is referencing?

Referencing is a method of acknowledging the sources of information and ideas you have used in any assignment. In order to reference all information and ideas you must include at the end of your essay a list of references or a bibliography of materials used in writing the assignment.

Why referencing is important

- To acknowledge the work of others and to avoid plagiarism (not acknowledging is the same as stealing another person's work).
- To allow the reader to verify quotations and use your sources to find further information.
- To enhance the credibility of your information.

What should be referenced

- Direct quotes
- Ideas you have summarized
- Diagrams, figures, graphs etc (except those that you have created yourself)
- Statistics
- Electronic sources such as web pages, emails, journal articles etc.

Referencing Style

There are numerous styles of referencing which ensure accuracy and consistency. At Malek Fahd Islamic School we use the Harvard author-date method. Students should be encouraged to use this.

Prepare references as you research

As you are researching and writing your paper it is a good idea to take down the full bibliographic details (Author, Date of Publication, Title, Publisher,) including the page numbers from which the information is taken. Remember to do this as you use each item (either electronic or print) – it can be very difficult and time consuming to follow up references later. You may like to create a

separate word document to store this bibliographic information, when it comes time to completing your Reference List you can simply copy and paste the details of each item.

The Harvard Reference System

The Harvard author-date style of referencing is widely accepted in academic and school publications, although you may see variations in the way it is used.

This style of referencing requires that you acknowledge the source of your information or ideas in these two ways:

1. In the text (known as in-text citation). You need to include the author and date of the publication referred to or cited within the body of your essay. Eg: (Dunk, 2006)
Plus
2. In a reference list or bibliography at the end of your essay, which gives the full details of the works you have referred to, or cited.

In-text Referencing

When using the Harvard system it is important to acknowledge sources within the text of your writing. Footnotes and endnotes are not used in the Harvard system. It is important to acknowledge another author when using a direct quote, paraphrasing their work or summarising their key ideas or arguments.

What is a direct quotation?

You may quote the author's exact words to support your argument. A direct quote is indicated by using inverted commas. For example, "The impact of the decision taken by the Prime Minister was greater than anyone had thought." (Harris, 2013, p.98). By using the inverted commas the reader understand this is a quote from the source, the in-text referencing includes the author's surname, the year the source was published and the page on which it appears. Remember that it is your work that is going to earn you marks so use direct quotes sparingly.

What is paraphrasing?

You may paraphrase an author's words or ideas – restating them in your own words, but without altering their meaning or providing your own interpretation. When doing it is still important to include the in-text referencing which will indicate that although you have altered the words the ideas are from another author.

What is a summary?

You may summarise – use your own words to present the key points of an author's argument or ideas, without altering the meaning. Again in-text referencing acknowledges that the original arguments come from another author.

Reference List and Bibliography

The reference list, normally headed 'References', should appear at the end of your work, and should include details of all the sources of information, which you have referred to, or cited, in your text. A Bibliography refers to all books you have read in preparation for your assignment. Whereas a Reference List refers only to the texts you have directly quoted from.

Each course will have different requirements as to whether you should include a bibliography or a reference list. It is important to check with your teacher if you are uncertain. If in doubt though it is better to include a full bibliography.

Constructing a reference lists and bibliography

Continue to use the Harvard method in constructing your reference list or bibliography. There are numerous guides available on the internet to assist – the library of the University of Western Australia has this very simple to use guide on the Harvard method available at the following link <https://guides.library.uwa.edu.au/c.php?g=380288&p=2575698>

Key Points

- Order your list un alphabetical order by the author's surname, if there are multiple sources from the same author place these in date order with the earliest first.
- The author's surname goes first, then their initials, eg, Brown, M.
- Where there are multiple authors, place them in the same order as they appear in the source, all authors should be included in the reference.

There are specific rules around different types of sources, for example books are referenced differently to websites or journal article. Use the link above to learn how each source is specifically referenced.

Plagiarism Quick Checklist

Remember to:

- Paraphrase correctly and included an in-text reference
- Used direct quotations sparingly and placed them in inverted commas and included an in-text reference
- Provided references for every image, diagram, graph, statistics etc (unless you created it)
- Included a reference list or bibliography
- NOT copied and pasted unless it is a direct quote and referenced correctly
- NOT used another student's work
- NOT copied from a previous assignment

11. COURSEWORK AND 'N' DETERMINATION

The minimum requirement is that students make a genuine attempt at assessment tasks which contribute in excess of 50% of available marks in that course. 'N' (Non-Completion) warning letters will be sent home if you do not complete a task, or if you are not satisfactorily completing course outcomes by not attending, participating or attempting homework. More than two of these may lead to Non-Completion of the course, which will not be listed on your HSC Record of Achievement. This could mean that you have failed to complete your HSC and hence you will not be eligible for an ATAR. 'N' (Non-Completion of Course Requirements) letters state what you have to do to be current with the rest of the cohort. Discuss any issues with your teacher as soon as any issues arise.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

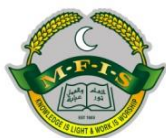
- followed the course developed or endorsed by NESAs; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the School; and
- achieved some or all of the course outcomes.

Students who do not satisfactorily complete the required class work, homework and assessment tasks will receive an 'N' Determination. Students will be advised in writing.

Coursework, not just assessment tasks, need to be completed for all subjects. All work set in a subject is part of the curriculum, regardless of whether it is assessable or not and it is examinable in the final exam. This includes all tasks such as class work and homework set by your teachers. Studies should not be restricted to assessment tasks only, and the Principal may declare that you have not satisfactorily completed the course, requiring you to repeat the course.

- Students who are heading towards an 'N' determination will be interviewed by the relevant subject Coordinator.
- If the student fails to improve in application and achievement, then a warning letter will be posted to the student's parent/guardian, and the parents will be contacted by phone to advise them of the letter.
- Act on this immediately if you wish to complete the course.
- If two such 'N' letters are sent and the issues are not rectified, then a parent interview will be organized.
- Following the parent interview with the teacher and subject Coordinator, the issues leading to the warning letters must be rectified. If the pattern of performance continues without improvement, this could be seen as sufficient basis to consider an 'N' determination.
- Some of these indicators which may lead to failure and warrant a warning letter include:
 - An excessive number of absences or lateness, especially if these are not explained
 - A recurring pattern of absences or lateness
 - Poor achievement in class tasks due to a lack of application
 - Failure to submit assessment tasks, homework or class-work – Failure to submit assessment tasks, homework or class-work on time
 - Proven case of copying, cheating or plagiarism

The following is a sample letter leading to the 'N' determination.



MFIS –Preliminary/HSC Course OFFICIAL WARNING

Dear Parents/Guardians,

Re: OFFICIAL WARNING – Non-completion of Preliminary/HSC Course

I am writing to advise that your daughter/son _____ is in danger of not meeting the Course Completion Criteria for the Preliminary/HSC Course, _____

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ **official warning** we have issued concerning _____ (**Name of Course**).

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the Board: and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's HSC Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met **b** and **c** of the Course Completion Criteria.

The table below lists those tasks, requirements or outcomes not yet completed or achieved, and / or for which a genuine attempt has not been made. In order for _____ to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes listed below need to be satisfactorily completed and/or achieved.

Task Name / Course Requirement / Course Outcome	Percentages Weighting (if applicable)	Date Task Initially Due (if applicable)	Action required by student	Revised date to be completed by (if applicable)

.....

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

Yours sincerely

Head Teacher

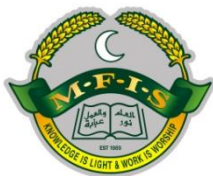
/ /

Principal

/ /

.....

Please detach this section and return to the school



Requirements for the Satisfactory Completion of Preliminary/HSC Course

- ❖ I have received the letter dated _____ indicating that _____ (Student name) is in danger of not having satisfactorily completed _____ (Course name)
- ❖ I am aware that this course may not appear on his / her HSC Record of Achievement.
- ❖ I am also aware that the 'N' determination may make him / her ineligible for the award of the Higher School Certificate.

Parent / Guardian's signature: _____

Date _____

Student's signature: _____

Date: _____

12. REVIEW - RIGHT OF APPEAL

All assessment tasks will be covered in class where students will be given the opportunity to go through all their answers and be clear on how marks were awarded and ensure that the recorded mark is correct. Only after the marks are finalized will students be allowed to take their assessment tasks home. Once the assessment tasks have been released, the marks can no longer be changed under any circumstances. Students will not be able to bring papers back for remarking once it has been taken home.

13.1 The Appeals Process

Once the assessment tasks are returned, students may appeal on the grounds of **process only**. This might include:

- Incorrect calculation or additions in parts of an assessment
- A physical disturbance during the task in the classroom such as a fire drill
- Incorrect timing of a task
- Incorrect notification of the content of a task

Students may not appeal an assessment mark on the basis that they feel they deserved more marks or that the marker/s of the task failed to discern their intellectual intent.

Students are encouraged to discuss concerns with the subject teacher. Identify the reasons you were awarded the grade so you may better understand how to move forward.

If the issues are still unresolved, or you are unable to understand, you may email the Head of Department personally and outline the issues.

If the issues are still unresolved, or you are unable to understand, you may email the Secondary Curriculum Coordinator personally and outline the issues.

No further avenue of appeal is possible.

13.2 HSC Rank Order Appeal

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In the case of a Rank Order Appeal, the Principal along with the Deputy Principal, Assistant Principal and Curriculum Coordinator will meet to discuss the issue. The School will then inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESAs.

Contact us

- Deputy Principal Teaching and Learning – dhamper@mfis.nsw.edu.au
- Secondary Curriculum Coordinator - bragg@mfis.nsw.edu.au
- Careers Advisor – careers@mfis.nsw.edu.au
- Arabic Coordinator – hdiab@mfis.nsw.edu.au
- Biology Coordinator – sofia@mfis.nsw.edu.au
- Chemistry Coordinator – fkhan@mfis.nsw.edu.au
- English Coordinator - rpalgan@mfis.nsw.edu.au
- Literacy Coordinator – snaser@mfis.nsw.edu.au
- History Coordinator – sibrahim@mfis.nsw.edu.au
- HSIE Coordinator – rali@mfis.nsw.edu.au
- Islamic Studies Coordinator – kbouchafaa@mfis.nsw.edu.au
- Mathematics Coordinator – nsidaw@mfis.nsw.edu.au
- PDHPE Coordinator – gspotswood@mfis.nsw.edu.au
- Physics Coordinator – arifali@mfis.nsw.edu.au
- TAS Coordinator – mnaidu@mfis.nsw.edu.au