

Australian Islamic College of Sydney

RoSA and HSC

Curriculum Policy and Assessment Guidelines



Australian Islamic College of Sydney policies commit to Islamic ethos and values and should be read in conjunction with other policies and procedures and relevant legislation.

POLICY REVIEW

The policy will be reviewed not less frequently than once every three years or as changes are made in the curriculum by NESA.

POLICY DATES			
Implemented	August 2013	Reviewed	1/2/2023 24/2/2025 21/7/2025 17/10/2025
Next Review Due	As needed		
POLICY OWNER		POLICY APPROVER	
Mohammed Riaaz Ali Principal		AICS Board	

ASSESSMENT POLICY & PROCEDURES – PRELIMINARY & HSC

1. POLICY DESCRIPTION

The Stage 6 Assessment Policy and Procedures are required to maintain NSW Education Standards Authority (NESA) Registration and Accreditation. Teachers, parents and students need to be informed of the Preliminary and HSC requirements.

2. PURPOSE

The purpose of the Stage 6 Assessment Policy and Procedures is to ensure that NESA requirements are met, for students to be eligible for the RoSA or HSC award.

2.1 What is Assessment

- a) The assessments submitted by schools for a particular course are intended to measure their students' achievements relative to a pre-determined set of standards issued by NESA for each course offered in the Preliminary and HSC. The final assessment result will be based on a student's achievement measured by assessment tasks undertaken during the course.
- b) The use of achievement measures at points during the course is seen as serving three purposes:
 - (i) It enables consideration to be given to those aspects of the course, the attainment of which can be best demonstrated over time in situations other than formal examinations, e.g. practical skills.
 - (ii) It caters for any "self-contained" elements such as fieldwork, which occur as an isolated part of the course.
 - (iii) It increases the accuracy of the final assessment of the students' achievement by utilising multiple measures.
- c) The assessment is to encompass all syllabus outcomes other than those relating to the affective domain (interests, attitudes). It will also include that content, and those outcomes that are currently measured by the external examination. It should be stressed that the assessment will not take account of conduct.

3. OBJECTIVES

The objectives of the Stage 6 Assessment Policy and Procedures are to:

- Outline the NESA HSC assessment requirements
- Communicate and inform teachers, parents and students of the requirements
- Ensure good practice procedures are in place to facilitate meeting the requirements

4. PROCEDURE

- i. Teaching and Learning Programs are designed to cater for differing levels of need within a class and grade group to ensure each student is able to achieve at their own academic level.
- ii. When developing programs, teachers must be aware that they must not organise activities that include the use of peanuts, tree nuts or any nut products in curriculum or extracurricular activities.
- iii. Student Profiles are kept for each student. These are updated regularly to include a summary of information regarding a student's academic and behavioural progress. Student Profiles are stored in the SEQTA portal and copies of academic report are filed at Administration office and used by teachers to review and track each student's progress.

- iv. Teachers will assess students regularly in keeping with the College Assessing and Reporting policy.
- v. Names of students who are experiencing academic concern are forwarded to the Head of Departments and Year Advisors for further review and assessment. Advice may be sought from other personnel such as the Head of School, Head of Discipline, College Psychologist, Specialist teachers.
- vi. Teachers make anecdotal comments to programs indicating achievement of outcomes by specific students.
- vii. Student performance is recognised via merits and awards.
- viii. Outstanding student performance is recognised at Academic assemblies.
- ix. **K-12 Criteria for identifying the ESL learner**
 - i. New Arrival students who have little or no English skills are deemed ESL students
 - ii. Students who do not have English as the primary language of communication at home and have their learning impacted in the classroom because of this are deemed ESL students.

5. STRATEGIES / PROCEDURES

5.1 Nature and purpose of Stage 6 Assessment.

- a. Each student's achievement in each course will be measured through formal assessment. This assessment will determine what a student knows, understands and is able to do. There will be a variety of assessment tasks in each course. The assessment plan in each course is designed to measure the extent to which each student achieves the defined outcomes of the course. In HSC courses the formal assessments all contribute to the assessment mark which is reported to NESA as part of the student's HSC results.
- b. It is a requirement that the student must make a genuine attempt in all their assessment tasks in the course. Failure to do so, in any course, will result in neither a moderated assessment mark nor an examination mark being awarded. Students should keep all completed assessment tasks until after the HSC examinations. At the end of the course the marks for each task are aggregated to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to the NSW Education Standards Authority (NESA), provide a rank order of students and show relative differences between students' performances.

5.2 Student responsibilities regarding assessment tasks.

- a. The assessments listed will contribute to the achievement recorded in the College reports issued at the end of each Semester.
- b. The principal may determine that, as a result of absence, a course completion criterion has not been met. It is the responsibility of any student whose attendance is called into question to prove that they are meeting all of the requirements for their course.
- c. In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence and the Illness Misadventure form (IMASS) (obtain from Head of school Academic) must be completed.
- d. Extensions of time may be granted only in exceptional circumstances by the College Principal or delegate. Students are not to consider that extensions of time will be granted

automatically for assessment tasks. Written approval must be obtained in advance (more than two days) by emailing the school (communication@aics.nsw.edu.au). This approval may involve independent documentary evidence e.g. a medical certificate. *A medical certificate from a doctor who is related to the student in any manner is not sufficient.*

- e. If it is not possible to submit an assignment on the due date (as may be the case with sudden illness where there is a need to go to the doctor immediately) Head of school must be informed no later than 8.50 a.m. on the set day and the Head of School will determine alternative arrangements. An Illness/Misadventure form (IMASS) must also be completed that outlines the reason with supporting documentation. This must be completed on first day of student returning to the College.
- f. School work may be undertaken while at home or in hospital. The principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.
- g. If a student does not make a genuine attempt at an assessment task a zero mark may be recorded. The penalty is at discretion of Head of School in consultation with Head of Departments.
- h. Failure to submit an assessment task on the due date because of truancy (unauthorised absence) will automatically result in a zero mark being awarded for that task.
- i. Failure to complete an Assessment Task within the allocated time provided, either as an in-class period task or for an element of a larger task will result in a zero mark being awarded.
- j. Although zero marks may result due to lateness, students must continue to submit the task, unless stated otherwise. Failure to submit or complete assessment tasks will result in an 'N' determination for that task. The College uses standard warning letters guided by NESA that inform parents about 'Non-Completion' for a HSC task. Non-completion of a task may put the student's HSC in jeopardy.

5.3 Details of procedures relating to assessment tasks.

- a. Teachers classes will be given a task notification sheet relating to a specific task, at least ten school days before the completion date for an assessment task. In some instances, a longer period of notice may be required by the nature of the task (e.g. large research projects). Subjects that have major projects where NESA comes to mark are given notice right at the beginning of the year. An Assessment information/notification sheet will provide the following details:
 - i. the date the task is due and any relevant procedures (e.g. use of hand-in box). the weighting of the task;
 - ii. the nature of the task; e.g. research or practical;
 - iii. the content of the task;
 - iv. the outcomes to be assessed; and
 - v. a marking criteria where applicable;
 - vi. instructions for the submission of the task
- vii. The Assessment Information/notification sheet will also be posted on Microsoft Teams by subject teachers.

- b. If an assessment involves handing in a project or assignment completed out of class, this must be done by 8.50 am on the day the assessment is due. Subject teacher will inform students in advanced where to submit the assignment.
- c. Students are permitted to submit their assessment tasks with one of the following methods:
 - To the subject teacher – *a box will be placed in the High School Library in the morning on the day of task submission by subject teacher and will be removed at 8:50 am on the same day.*
 - Online (if possible) via the subject teacher's email, or Microsoft Teams *by 8:50 am on the day of the assessment is due – except for large documents and items that can't be submitted via an online environment.*
- d. Computer hardware or software failure will not be accepted as an excuse for late submission. When working on assessments, students are advised to always have a backup copy of all tasks on their computer as well as draft printed copies for proof.
- e. Misadventure/illness is an event immediately prior or during an assessment that is beyond the student's control and which allegedly affected the student's performance in that assessment (ACE Manual p. 218). Students can write an application for Misadventure/Illness using a 'Illness/Misadventure form' obtained from Assessment Handbook and Course Outline or the Head of school. Details include a written statement and documentation from a medical professional supporting the student's case. This documentation must be presented to the Head of Department of the missed subject assessment on the first day of the student's return to College and then this is passed on and completed by the subject teacher and finally to the Head of Secondary (Academic Leadership). A medical certificate will be required for any assessment task missed or submitted late because of illness. A medical certificate from a doctor who is related to the student in any manner is not sufficient.
- f. Without a Medical Certificate, the assessment will be penalised with a deduction of 20% each day (including weekends), unless an IMASC Application has been approved for other circumstances by Head of Department and Head of Secondary (Academic Leadership).
- g. All evidence including the IMASC form are uploaded onto SEQTA for record keeping, along with detailed information on circumstances around the application.

5.4 Malpractice.

- a. Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.
- b. AICS has a zero-tolerance policy to plagiarism and malpractice. Students who are found to have plagiarised will receive a zero for their assessment mark, as well as be required to resubmit the task
- c. Malpractice in any assessment task will result in a penalty. A Review Panel, consisting of the Head of Secondary (Academic Leadership) and Heads of Departments will review claims/accusations of malpractice or plagiarism. The consequence of cheating or plagiarism during any class tests or exams, if students are found to be communicating, cheating, possessing a phone in the room or other inappropriate actions, this may result in a mark of 0 for that examination and disciplinary repercussions.

5.5 Invalid or Unreliable Assessment Tasks

- a. The College is committed to maintaining valid, reliable and equitable assessment practices in accordance with NESA guidelines.
- b. An assessment task may be deemed invalid or unreliable if it:
 - i. Does not validly assess the intended syllabus outcomes,
 - ii. Includes content or requirements beyond the scope of the syllabus,
 - iii. Is compromised by inequitable conditions (e.g. disruption, technology failure, ambiguity),
 - iv. Contains systemic marking or design errors that undermine reliability.
- c. Where a task is identified as invalid or unreliable before or after administration, the Head of Secondary (Academic Leadership), in consultation with the Head of Department and relevant staff, will determine appropriate remedial action. This may include:
 - i. Modifying the task before delivery,
 - ii. Replacing the task entirely,
 - iii. Adjusting the weighting of the task,
 - iv. Removing the task from the assessment schedule and redistributing its weighting among remaining tasks,
 - v. Re-administering an amended version, where feasible and equitable.
- d. Students and parents will be notified in writing of any changes to scheduled assessment tasks resulting from such decisions.
- e. All decisions will be documented and retained in accordance with College and NESA record-keeping procedures to ensure transparency and procedural fairness.

5.6 Students travelling overseas/holidays during Examination Periods.

- a. Any student in Years 11 & 12 that travels overseas or interstate during formally assessed examinations without being granted approved leave from College Principal will receive a zero mark for the Examination that they have missed. Estimate marks will no longer be granted.
- b. Any student in Years 11 & 12 that travels overseas or interstate during formally assessed examinations on genuine reasons and the leave has been approved by College Principal. Head of Secondary (Academic Leadership) is to consult with Head of Department regarding alternative task (where appropriate) or decide on an alternate examination where practicable.

5.7 Calculation of DUX.

The College Dux will be decided upon students' marks. Overall student with highest mark will receive College DUX award. For example; students doing 5 subjects will have their final assessment marks (total of all assessments per subject); added and then converted to percentage by dividing by the number of subjects they do.

a. Applicable Units of Study

For the purpose of determining the DUX recipient, only the student's best ten (10) units will be considered. English is a mandatory inclusion within these ten (10) units.

b. Calculation Framework

The calculation will therefore comprise English (2 units) and the best four (4) additional subjects amounting to eight (8) units, for a total of ten (10) units.

c. Treatment of Extension Subjects

- i. To ensure equitable comparison in cases where students undertake Extension courses, the following provisions apply:
- ii. Where a student completes both Extension 1 and Extension 2 in a subject, the average of both Extension marks will be used, as each Extension course is a 1-unit course (out of 50 marks).
- iii. Where a student completes only Extension 1, the Extension 1 mark (out of 50) will be counted, and the next best 1-unit component (half of the student's sixth 2-unit subject) will be included to complete the ten (10) units total.

5.8 Feedback.

Teachers are expected to submit a Marking Criteria (Guide) with all Assessment Tasks that are produced. The Marking Criteria should be categorised as a percentage (or mark) according to various abilities. Each category should entail an explanation for the student.

Students should be provided meaningful feedback on each assessment task.

5.9 Appeals against marks, grades and ranking.

- a. Student will need to discuss with the Subject teacher against the result/ mark awarded first before applying for an appeal.
- b. A student may submit an appeal to the Head of Secondary (Academic Leadership) against the result/mark of any assessment task. This appeal must be submitted, in writing, within a week of a problem occurring and will be considered by an appeals committee comprising of the relevant Head of Department and the Head of Secondary.
- c. An assessment review should focus on the College's procedures for determining the final assessment mark. Students are not entitled to seek a review of another teacher's judgements of the worth of individual performance in assessment tasks. The marks/grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time a task is returned.

Assessment at the end of a Stage 5 and Preliminary course

The principal or his delegate would submit grades via schoolsonline for all students completing any Year 10 course and Stage 6 Preliminary Board Developed or Board Endorsed Course. The grade awarded to each student at the completion of a course should indicate the student's overall achievement in relation to the course performance descriptors for each course for Year 10 and the Preliminary common grade scale for Year 11 courses. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

NESA grading system is intended to describe the student's achievement at the end of each Year 10 and Stage 6 Preliminary course.

Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the course performance descriptors for Year 10 and common grade scale for Preliminary Courses and other material produced by NESA to support the consistent awarding of grades. In applying the course performance descriptors for Year 10 and Common Grade Scale for Preliminary Courses, teachers should interpret them in terms of standards that can be achieved by Year 10 and Stage 6 Preliminary students within the bounds of the course.

Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade should be made on the basis that it provides the best overall description of the student's achievement of the Year 10 and Stage 6 Preliminary syllabus outcomes. Students should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors (Year 10) and Common Grade Scale for Preliminary courses.

Year 10 and Preliminary courses – Allocation and submission of grades

Our school will allocate grades to all students for any Year 10 course and Stage 6 Preliminary course completed and the grades would be submitted using Schools Online by the due date published by NESA.

Year 10 grades and Year 11 grades record are maintained by the Head of Secondary signed and dated by Heads of department in a folder at the office.

Internal assessment of HSC NESA Developed Courses

For each NESA Developed Course schools are required to submit an internal assessment mark to NESA for every student including those who are studying the course with an outside tutor. Assessment marks for NESA Developed Courses are moderated, and the moderated marks are reported on the Record of School Achievement. In the event of a successful illness/misadventure appeal, the examination mark may be derived from the moderated assessment mark or unaffected components of the examination. Moderation of assessment marks allows comparison across the entire candidature for any course.

Year 12 school assessment marks record are maintained by the Head of Secondary signed and dated by Heads of department in a folder at the office.

Record of School Achievement and Higher School Certificate appeals

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of School Achievement on a number of bases. These may be summarised as follows:

- a. student appeals on the grounds of illness/misadventure in a Higher School Certificate examination(s)
- b. student appeals against 'N' determinations in particular courses
- c. student appeals against assessment rankings in HSC courses
- d. student appeals against the withholding of Higher School Certificate and Record of School Achievement credentials by NESA.

School review of HSC internal assessments

Internal review procedures

1. As the final submitted assessment marks are not available to students, any assessment review students request will be based on their rank order placement and feedback on their performance during the course. That is, students who think that their placement in the rank order for a course is incorrect, given the feedback on their performance during the course, might seek a school review.

2. An assessment review would focus on our school's procedures for determining the final assessment mark. 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 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.

The principal or his delegate would return to the Office of NESA an Assessment Review Schedule detailing all reviews sought by students by the date shown in the Higher School Certificate Events Timetable.

The principal or his delegate would inform the student of the outcome of the review and would advise the student of the provision for a subsequent appeal to NESA, including information about grounds for appeal.

Student's evidence and reasons for appeal

Relevant evidence might include information about:

- a. the school's stated assessment policy
- b. the assessment policy as actually implemented
- c. feedback given to the student about his or her performance in assessment tasks
- d. the adequacy of the procedures used in the school review
- e. the propriety with which it was conducted.

Guidelines for student appeals against assessment rankings in HSC courses: student evidence and principal's report on appeal

Relevant evidence might include:

- a. whether the review panel considered that the weightings specified by the school in its assessment program conformed with the NESA's requirements as detailed in the syllabus packages
- b. whether the panel considered that the procedures used by the school for determining the final assessment mark conformed with its stated assessment program and, in particular, whether the weightings used for the various assessment tasks are consistent with those specified in the assessment program
- c. whether the panel considered that no computational or other clerical errors occurred in the determination of the assessment mark
- d. the number of members of the review panel who:
 - i) were directly involved with the course, including the preparation of the assessments
 - ii) were not directly involved
- e. the information given to students about the required assessment tasks including a copy of the weightings given to each task in the course
- f. the information given to the student about his or her performance in assessment tasks in this course
- g. the written and/or verbal information given to the student about the school review of the assessment
- h. the written and/or verbal information given to the student about the outcome of the school review:
 - i) a copy of the relevant parts of the school assessment policy

School review of HSC internal assessments: Appeals to NESA

Where possible, reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There are no appeals against the marks awarded for individual assessment tasks. NESA will consider only whether:

- a. the school review process was adequate for determining whether:
 - i) the weightings specified by the school in its assessment policy conform with NESA requirements as detailed in the syllabus packages
 - ii) the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment policy
 - iii) there are no computational or other clerical errors in the determination of the assessment mark.
- b. the conduct of the review was proper in all respects.

Since the appeal is directed to the assessment process, NESA itself will not revise the assessment marks or rank order. If the appeal is upheld, NESA will direct the school to conduct a further review. The appeal to NESA should be submitted by the date stipulated in the Higher School Certificate Events Timetable. The appeal should be submitted through the school on the appropriate form obtained from the Principal. Appeals submitted after the release of results will not be considered by NESA.

5.10 Repeating a Year

- In rare occasions where a student may not have fulfilled much of the outcomes stated by NESA at any given stage, at the discretion of the Principal, a request that a student repeats a year may be founded.
- Examples of where students might repeat are: Alarming number of absences from College; Academic results are extremely poor due to laziness, inconsideration or purposefully and hence has been “N” determination awarded.
- A meeting will be held with the Principal, Head of Secondary and the parents of the student advising them of the intent to repeat their child.

5.11 N-Determinations

- Students are expected to attend every lesson with diligence and sustained effort. If a student’s attendance / attitude is considered unsatisfactory, he/she is in jeopardy of receiving an ‘N’ Award; as they would not have fulfilled the required outcomes successfully as set by NESA for a subject.
- The College Principal (via the Head of Secondary) follows the appropriate protocol as set by the NESA:
 - advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an ‘N’ determination;
 - advise the parent or guardian in writing (if the student is under the age of 18);
 - request from the student/parent/guardian a written acknowledgement of the warning;
 - retain copies of all relevant documents
- Warning letters may be issued to the student informing parents of the expectations of the subject and the teacher. These warning letters are formal documents that can be used as evidence when an ‘N’ Award is issued. Two warning letters are initially sent, followed by a third warning letter which confirms the ‘N’ Award. (documents are found on Schools Online via the NESA website)
- Prior to a student receiving their third warning letter for an ‘N’ Award, the parents/guardians are contacted, and a meeting is held with the student, the parents/guardians, Relevant Head of Department and Head of Secondary. This is initiated to explain the seriousness of the ‘N’ Award and to ensure that the student is given an opportunity to fulfil the requirements for the course involved.

Refer to the flow chart in Appendix to obtain a guideline of how to appeal against N- determination.

5.12 Plagiarism and Collusion.

Plagiarism breaches the principles of academic honesty. It may take many forms and whether intentional or unintentional it is unacceptable in any assessment task or piece of class work. Collusion is when a student allows another student to copy their work for the purposes of assessment, or where students work together to submit identical work or work with large parts in common. An assessment task written or contributed to by parents or another person is also regarded as collusion.

Transcribing information from any source (eg book, web site etc) without acknowledging the sources or the author is plagiarism and is regarded as dishonest conduct. Examples of plagiarism include:

- An assessment task that is almost entirely copied from another source such as a published article, library book or textbook, Internet site or another student’s work.
- An assessment task that is constructed of segments from a number of sources without acknowledgement and link by comments produced by the student.
- Summarisation of another person’s work without acknowledging a source.

- An assessment task that fails to acknowledge references from books, articles textbooks or the Internet.
- Referring to sources or evidence, which the student has not read.
- Creating and using false survey responses, data or experiment results.
- When working as part of a group activity, the submission of identical work to another student. Students will be required to cite all sources. All research work submitted by a student must be properly referenced as determined by subject teachers prior to task submission.
- Any assessment task which is proven to contain plagiarized material, or which is incorrectly referenced will render the student liable for a zero mark.
- Any assessment task, which is proven to have been produced through collusion with other students, parent/guardian or any other person, will render the student liable for a zero mark.

6. RoSA (Record of School Achievement)

- If a student leaves school without doing the HSC examination, he/she may be eligible for RoSA.
- Students follow NESA pattern of study in Year 11 that make up the mandatory hours and at least 12 units required by NESA to satisfy the completion of the preliminary course.
- In each course, a number of assessment tasks are completed by the students and marked by the teachers according to the Assessment Grids which are set for that year.
- Teachers accumulate the marks collected from the various assessment tasks throughout the year. Examples of Assessment Tasks include:
 - Examinations
 - Research Tasks
 - Oral Presentations
 - Practical Tasks (performances etc.)
 - Observations
- Students receive marks as a percentage which is reflective of their performance in the assessment task or examination.
- The marks are sent to the Head of Department to be checked and they are placed on to SEQTA Mark book and reporting system.
- Head of Secondary (Academic Leadership) and Relevant Heads of Department in consultation with subject teachers make a professional on-balance judgement to decide which grade best matches the standard that the student have achieved, based on assessment information they have collected. The grade awarded to each student at the completion of a Stage 6 Preliminary course should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary courses. *See Table Below, as per NESA grading scale*

Common grade scale for preliminary courses End of Year 11)
The Common Grade Scale will be used to report student achievement in the Preliminary Stage 6

A	The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates a thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates a sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas

- Grades are given for individual achievement.
- The Final grades are submitted to the Head of Secondary, who enters the grade into the schools online via NESA and approved by the College Principal.
- Samples of student work and corresponding assessment tasks in Stage 6 courses are kept by subject teachers.

RoSA Eligibility requirements

To be eligible for the RoSA, a student who leaves school at or after the completion of Year 10, but before completing the HSC, must have:

- attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- participated in, and satisfactorily completed the mandatory curriculum requirements for Years 7–10, and
- complied with any other regulations or requirements mandated by the Minister or NESA.

Eligibility for the RoSA while undertaking Stage 6 courses

Principal may determine a student, who was ineligible for the RoSA at the end of Year 10 to be retrospectively eligible for the RoSA in Year 11 or Year 12 if the student has satisfactorily completed the outstanding requirements for its award.

Students completing outstanding requirements for the award of the RoSA may accumulate courses while undertaking Stage 6 courses or until the date they leave school.

Principal must:

- inform Student Records if a student becomes eligible for the RoSA while undertaking Stage 6 courses by emailing records@nesa.nsw.edu.au, and
- provide all outstanding data to NESA.

Students not eligible for the RoSA

Schools may nominate students leaving school after Year 10 who are ineligible for the award of the RoSA, for a Transcript of Study.

Nominated students may download a Transcript of Study in Students Online from the end of Year 10.

The Transcript of Study outlines a student's:

- completed 7–10 mandatory curriculum requirements
- results for completed Stage 5 and/or Stage 6 courses, and
- current enrolments in courses not yet completed.

Eligibility requirements for a Transcript of Study

To be eligible for a Transcript of Study, a student must:

- have completed a minimum of one course of study, and
- be nominated as a school leaver after Year 10.

6.1 Allocation of Marks for the HSC

- Students who complete the RoSA – Preliminary are eligible to begin their HSC course.
- Students follow NESA pattern of study for the HSC that make up the mandatory hours and at least 10 units required by NESA to satisfy the completion of HSC.
- In each course, a number of assessment tasks are completed by the students and marked by the teachers according to the Assessment Schedule which are set for that year.
- Teachers accumulate the marks collected from the various assessment tasks throughout the year. Examples of Assessment Tasks include:
 - Examinations
 - Research Tasks
 - Oral Presentations
 - Practical Tasks (performances etc)
 - Observations
- Students receive marks that relate to performance bands, where each band is described in a statement summarising the knowledge, skills and understanding typically demonstrated by students who have achieved that standard.
- The marks are sent to the relevant Head of Department to be checked and they are placed on to SEQTA mark book and reporting system.
- The final assessment mark is based on the marks assigned to the various assessment tasks. This final assessment mark is usually best reached by the straightforward aggregation of the assessment task marks for each student.
- Marks submitted to NESA should establish the rank order and reflect the relative differences between students' achievement in the course. This is also reflected in the academic reports that HSC students receive at the end of each semester.
- Only student rank in each subject is told to the student and not the overall mark as this gets moderated by NESA for HSC
- Samples of student work and corresponding assessment tasks in Stage 6 courses are kept by the subject teachers.

6.2 RoSA - Transferring Students / Arrivals

- Where a student wishes to enrol at AICS for the Preliminary or HSC course from another NSW School, the Head of Secondary School reactivates the student's entry for the Record of School Achievement, confirms the Stage 6 Preliminary program of study undertaken by the student, and confirms the NESA unique student number. Students transferring from another NSW school retain the student number allocated by NESA from the previous school's entry record.
- If the transfer occurs before the end of Term 2, Year 11, AICS must submit the grades. The Head of secondary school will consult the previous school about the validity of the grades. If the transfer takes effect in Term 3, Year 11, the previous school is responsible for submitting grades to NESA.
- Where a student arrives from overseas and wishes to be enrolled into Year 11 or Year 12, the Principal (via the Head of Secondary School) determines whether the student satisfies the requirements to complete the course successfully and courses are entered via Schools Online in consultation with AIS and NESA and International Student Enrolment policy and procedure.

6.3 NESA's pattern of study

To be eligible for the award of the HSC credential, students must satisfactorily complete:

- a. Preliminary pattern of study comprising at least 12 units, and
- b. an HSC pattern of study comprising at least 10 units.

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- 2 units of a Board Developed course in English
- at least 4 more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- at least 4 subjects.

Students may study a maximum of 6 units of Preliminary Science courses, and 7 units of HSC Science courses.

For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.

Students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential.

Students may accumulate HSC courses towards the award of the HSC credential within a consecutive five-year period.

DISABILITY PROVISIONS POLICY

The Disability Provisions Policy contains the College's provisions for students with disabilities during major internal examinations and assessment tasks, consistent with NESA provisions for external examinations.

1. PURPOSE

Disability provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected.

Provisions may include, use of a reader and/or writer, extra time or rest breaks, isolated examination room.

2. OBJECTIVES

Applications are made for students with special needs sitting for the Higher School Certificate examinations, who comply with all requirements regarding testing and documentation as stipulated by the NESA. Provisions granted by NESA for Higher School Certificate exams for qualifying students in Year 12 are similarly implemented in all major College-based examinations and assessments.

The College also recognises the need to provide disability provisions for major College-based examinations and assessments for students in other grades, i.e. Years 7 - 11. Major examinations and assessments refer to half yearly, yearly or end of course examinations and assessment tasks which contribute significantly to course marks. A student who has been identified as a likely candidate for disability provisions in their Higher School Certificate year will receive disability provisions for most major exams, as the College recognises the need for these students to be trained in the use of special provisions so they are familiar with the processes involved, enabling them to use such provisions most efficiently and effectively. Practising provisions, such as learning how to use a reader and/or writer is essential for equipping students with the necessary skills to express what they have learnt under exam conditions.

Allowing disability provisions to be available in all years assists the College in achieving the aim of providing equal educational opportunities and access for all students.

3. STRATEGIES / PROCEDURES

3.1 Determination of Eligibility

Applications for special provisions are made for students who have:

- An identified learning difficulty.
- A medical condition or difficulty that may compromise their ability to complete an examination or assessment.
- A vision or hearing impairment.

All students currently enrolled at College who have an Individual plan and have qualified for NCCD disability funding through the Non-government Schools NSW automatically meet the criteria for eligibility for disability examination provisions. This forms part of the strategy to assist these students to meet the requirements to be eligible for the credential of Higher School Certificate when they reach Year 12. Eligible students can be identified by the College Counsellor/ Psychiatrists, members of staff, Year Advisor, Head of Departments and Head of Discipline and Wellbeing. Individual students and parents may approach the College to apply for disability provisions but they must be able to provide the documentation necessary to support an application in one of the categories listed above. The Head of Discipline and Wellbeing is responsible for undertaking the testing necessary to accompany and support an application. They are also responsible for compiling all the documentation received.

There are some conditions or situations which are not covered by disability provisions. They include:

- Any difficulties experienced in undertaking a course and preparing for the Higher School Certificate Examination.

- The lack of familiarity with the English language. The use of English/foreign language dictionaries is therefore not permitted.
- A condition that may or may not manifest during an examination session e.g. asthma, epilepsy as it will be covered by an illness/misadventure provision, should it occur.

The College does not assume that once all documentation is collected, appropriate provisions for the Year 12 student requested and the application submitted, that provisions will automatically be granted. It is for this reason that students in any grade, who are given disability provisions for College-based exams and assessments, are considered by the Head of Discipline and Wellbeing and College Counsellor/ Psychologists to meet the criteria for application as described in <https://ace.nesa.nsw.edu.au/disability-provisions> in the Assessment Certification and Examination (ACE) Online.

While it is important to train students to use provisions properly and to be familiar with processes involved, a balance must be achieved between preparing the student and receiving a successful application when time comes for an application to be submitted. The College would not be providing equal educational opportunities and outcomes by supporting a student during an examination with disability provisions if it was clear that the student did not meet the criteria for application.

3.2 College-based special provisions

- Students with diagnosed learning difficulties meet the criteria for disability provisions. The need for provisions and the provisions to be requested will be discussed with parents/caregivers during meetings with parents and the Head of Discipline and Wellbeing early in term one of the new school year.
- Other enrolled students who are deemed to be candidates for disability provisions qualify if they meet the criteria for receiving special provisions and appropriate evidence to support an application can be supplied.
- There are occasions where disability provisions can be granted to students at short notice due to an emergency e.g. a broken arm.

3.3 Communication with Parents and Students

- At all times, it is made clear to students and parents that the College does not decide the provisions granted for the Higher School Certificate Examinations. The College completes the application with a set of requested provisions but it is the NESA who decides which of these are approved or declined.
- Information regarding the categories of disability provisions, testing, the disability provisions available and the documentation required is sent home with the student.
- A date for the return of the disability documentation is given to allow the information to be collated on the application, to be submitted by the due date set by NESA.
- Information regarding documentation for students applying for various medical provisions is given to students. It is the responsibility of the student and parents/caregivers to approach relevant doctors and specialists to obtain the medical information needed to support their application.

3.4 Collation of Applications for Special Provisions for External Examinations

- Where possible, the subject teachers begin collecting relevant information for Year 12 applications when the students are in Year 11. The application requires a timed written response from students under examination conditions. Collecting a written extended response produced by students in their end of year exams or an in-class assessment task satisfies this requirement.
- The Head of Secondary or the delegate is required to collect College-based information to support a student's application. This includes:
 - Collecting comments from teachers for each student.
 - Providing additional documentation, such as a letter to explain a request for a specific provision to support an application.
 - Testing students as part of the application process. Students requesting a reader and/or writer under 'Learning Difficulty' or requesting a reader and/or writer under 'Medical Difficulty' must be tested and results presented on their application. All testing is conducted within NESA specifications.
 - Collecting medical documentation from students as it is supplied.
 - Obtaining information to complete the application from College records i.e. student number, date of birth, special provisions given to the student in the past etc.
 - Discussing with each student, the special provisions available to them that should be included on the application.
 - Obtaining the signatures of the student and Principal (or Deputy).
 - Keeping a copy of all completed applications and documentation.
 - Submitting applications by the due date.

3.5 Notification of Applications

- Students are notified of the results of their application as they are received at College.
- Students are given their written notification from NESA, along with any additional explanatory information to take home and discuss with their parents/caregiver.
- Copies of the disability outcome are given to the Presiding officer as well.
- Organising Disability Provisions for Major College-Based Examinations and Assessments.
- Notices asking parents and the general College community to act as volunteer readers and/or writers for special provisions students are communicated to them.
- Students using a reader and/or writer are given separate supervision and extra time to compensate for the writing/editing process. Extra time allowed for major exams is 5 minutes per half hour of exams.
- Students may have a different reader and/or writer for different exams.
- Students using diabetic provisions or rest breaks due to anxiety conditions in major College based exams are allowed timed breaks and other provisions they would be entitled to in the Higher School Certificate Examinations.
- Rooms available for use during exams are determined by the Head of secondary School.
- Readers and/or writers are organised from another year cohort to assist.
- All students assisting with disability provisions are acknowledged.
- Timetables are produced by the Head of secondary School that specify the student, the exam (subject), time allowed, other special provisions allowed, the room in which the exam will be completed and the name of the reader and/or writer.
- Copies of the timetable are given to all teachers involved in special provisions, year advisors and a copy on the main hall or main exam room and copies for all teachers involved in special provisions.

- Students acting as readers and/or writers are informed of the date and time of the exam, the subject of the exam, and whom they are assisting with disability provisions.
- Students acting as readers and/or writers are given initial oral instructions to explain procedures and written instructions to refer to and view in their own time. These instructions, taken from those issued by the NESA, explain what is required of them as a reader and/or writer and the importance of confidentiality.
- No consideration i.e. allocating extra marks when papers are marked are to be given to a student on the basis of a student's disability.

3.6 Special Provisions for Other In-Class Assessments

- Parents/caregivers and students are informed that it is not always possible to provide disability provisions (readers and/or writers, extra time, separate supervision etc.) to students for all in-class assessments. The focus for special provisions is on all major assessments and examinations.
- The student's mainstream teacher approaches Head of Secondary School to determine the possibility of organising special provisions for a student.

3.7 Use of Computers / Laptops:

- There have been occasions where a student has been granted the provision of the use of an iPad, PC/laptop in a test/assessment task.
- A College computer and other equipment e.g. a mouse and a USB, need to be booked from the IT Department to be used for the test/assessment task. By using the College computer, it can be assured that devices used to assist such as spell check and grammar check can be disabled. Only the programs needed for the student to be able to respond are loaded on to the computer so cheating is avoided.
- The relevant Head of Department is responsible for liaising between teachers and the IT Department
- The student is given a hard copy of the exam paper as well as having access to the paper on the computer.
- The student saves responses to the hard drive of the computer and the USB as per instructions from subject teacher.

EXTENSION POLICY DESCRIPTION

Australian Islamic College of Sydney is committed to cater for the varied individual needs of all students so that they may grow in “knowledge, love and service.” It is understood that some children may have exceptional learning talents that require program modification in order for them to develop their full potential.

1. PURPOSE

In accordance with the definition of extended students adopted by the Department of Education, Employment and Workplace Relations, the NSW Department of Education and Training and the NSW Education Standards Authority (NESA), Australian Islamic College of Sydney define:

- i. students who are ‘gifted’ are those who have potential distinctly beyond the average for the student’s age. This giftedness can be seen in one or more of a range of domains – intellectual, creative, socio-emotional and physical.
- ii. Students who are ‘talented’ are those who show achievement distinctly beyond the average for the student’s age as a result of training and practice in any of the range of domains. Gifted and talented students are found in all communities and include those students who are underachieving and who have disabilities.

In-class provision will be the main focus for the education of extended students. This will be supplemented / complemented by appropriate withdrawal programs and one-off projects or activities.

2. OBJECTIVES

The objectives of the Education of the Extended Student Guidelines are to:

- Raise awareness of the concept of giftedness and the needs of gifted students;
- Develop increased understanding of the educational implications for giftedness;
- Expose teachers to teaching strategies, central to gifted education, in order to enhance learning outcomes for students;
- Offer a range of strategies in curriculum design to meet the needs of students at all levels of abilities;
- Develop understandings of ICT and skills appropriate for gifted learners.

3. STRATEGIES / PROCEDURES

Because each student has different abilities, different learning needs and different learning styles, teachers need to be skilled to cater for this diversity. The (class) program will involve teachers’ identifying and acknowledging the diversity of needs within their classes, reviewing their existing teaching strategies and expanding their repertoire. It will also involve a review of existing teaching programs to ensure that they are relevant to each learner.

3.1 Identification of extended students.

When extended students are identified, strategies should:

- be early and ongoing;
- be school-wide;
- use multiple criteria;
- be culturally fair;
- ensure that all domains of giftedness and talent are identified;
- recognise degrees of giftedness and talent;
- be organised and linked to differentiation;

- involve input from all stakeholders;
- include specialised strategies that will identify underachievers; students with disabilities; and, students from minority groups.

3.2 Developing the gifted and talented students.

This will be done through:

- Creating a flexible curriculum to meet individual needs;
- Developing differentiated programs across the Key Learning Areas;
- Developing Learning Profiles for students and tracking the students across the year and from year to year;
- Providing opportunities for students to develop specific skills and talents;
- Extending and challenging students at levels appropriate to their ability;
- Providing opportunities for students to advance through school stages at rates, suited to ability, personal maturity and learning outcomes;
- Providing equity in accessing opportunities and resources;
- Providing the opportunity for contact with similarly talented or gifted peers;
- Promoting links within and across the College and other schools.

3.3 Supporting teachers to cater for the needs of the diversity of students

This will be done by:

- Providing training and professional development opportunities for teachers and appropriate personnel;
- Providing ongoing support for students, teachers and parents;
- Providing resources to meet the needs of gifted students.

REFERENCING GUIDELINES

Understanding and using correct referencing is part of the “*All My Own Work*” program. This program is designed to strengthen the capacity of students to follow the principles and practices of good scholarship, including understanding and valuing ethical practices related to locating and using information as part of their HSC program. The following guidelines reinforce some of the important features of good work practices and are designed to help our students become better scholars.

THE ‘RULES’ OF REFERENCING

There are **two** main rules of referencing:

1. A reference must be included every time you use someone else’s ideas or information.

This includes when you:

- I. **paraphrase** (express someone else’s idea in your own words)
- II. **summarise** (express someone else’s idea in a reduced form in your own words)
- III. **quote** (express someone else’s idea in their exact words)
- IV. **copy** (reproduce a diagram, graph or table from someone else’s work)

2. A full Bibliography of all materials used must be given at the end of the work.

When writing an assignment, it is usual to include ideas from other people as well as your own views. It is important to use “quotation marks” when using another author's words and acknowledge the source. Ideas borrowed (but not quoted) from another source should also be acknowledged. This helps anyone reading and marking your work to locate the original source of your information for validity. If the source of information is not acknowledged plagiarism has occurred.

REFERENCING

Two different methods are given. Ask your teacher which to use EITHER

A. In text

When you cite (identify) references in the text of your assignment include:

- **author’s or editor’s family name.**
- **year of publication**
- **page numbers** if appropriate and where available

Examples

i) If the author’s name occurs naturally in the sentence, the year is given in parentheses:-
e.g. In a popular study Harvey (1992) argued that we have to teach good practices...(p21

OR

e.g. As Harvey (1992, p.21) said, “good practices must be taught” and so we...

ii) If the name does not occur naturally in the sentence, both name and year are given in parentheses: e.g. A more recent study (Harvey, 1998) has shown the way theory and practical work interact....

B. Footnotes

Books etc. referred to for the first time in footnotes must be cited in the following way:

Number each reference in the text sequentially¹. At the bottom of the page record the number, surname of author, short title of book (underlined or italicised), page number.

1. Kiddle, *People of Yesterday*, p64.

(Use dropdown menu, insert, reference – footnote)

For all other formats, like journals, web sites etc. use the format as for the bibliography.

HOW TO COMPILE A BIBLIOGRAPHY?

A **Bibliography** is a list of books, articles, or other sources including web sites that have been used in the assignment. It should be placed on a new sheet of paper at the end of every assessment.

Your Bibliography will need to be arranged in alphabetical order; the author's surname is placed first, followed by initials or first name, and then the year of publication that is given. Where a reference does not have an author, arrange it alphabetically using its title. Follow the same order for citing online sources as you do for citing printed sources, e.g. surname of the author followed by the year of publication.

Use the following examples as a guide.

Book Entry – Single Author

Author or editor and initial, date, name of book underlined or italics, place of publication, publishing company, page numbers.

Example: Arnheim, R. (1971). *Art and Visual Perception*. Berkeley: University of NSW, Press.

Multiple Authors

When a work has up to, and including, 6 authors, cite all authors. When a work has more than 6 authors cite the first 6 followed by "et al".

Citing Chapters in an Edited Book.

Author, initial, date, year, title; *cited in*, initials, author, date, title, pages, place of publication, publisher.

Example: Rubenstein, J.P. (1967). The effect of television violence on small children. In B.F.Kane (Ed.), *Television and juvenile psychological development* (pp.112-134). New York. American Psychological Society.

Journal Article in Electronic Database

Author, initials, year, 'Article title', *Journal Title*, volume, issue, paging (if given), viewed day month year, name of database service, name of database, item number (if given).

Example: Rasid, ZM & Parish, TS 1998, 'The effects of training students' levels of adherence', *Adolescence*, vol. 33, no. 129, p. 99, viewed 23 September 2007, EBSCOhost MegaFILE Premier, Academic Search Premier, item: AN589758

Internet / World Wide Web Sources

Author's surname, initial, title (*italicised*), date of Internet publication, date of access <URL>. GENERAL WEBSITE.

Example: Brenner, A., (1995). *The Murder Trial*. Accessed on 23/10/09 from <http://englishserver>

Citing Interviews

Published interview

Archer, N. (1993). [Interview with Helen Burns, author of *Sense and Perception*].

Unpublished interview

(N. Archer, personal interview with Helen Burns, October 11, 1993).

Citing DVD/ Films or Videotapes

The main people responsible for the videotape, their roles identified in parentheses, the medium is identified (here, a motion picture), the distributor's name and location.

Weir, P. B. (Producer), & Harrison, B. F. (Director). (1992). *Levels of consciousness* [Motion picture]. Boston, MA: Filmways.

Newspaper articles (paper, online)

Condren, P 1999, 'Swiss prepare charges', *Weekend Australian*, 30–31 July, p. 1. Davies, P 1996,

'Key mistake wreaks havoc', *Australian*, 18 June, p. 1, viewed 12 August 1997,

<http://www.australian.aust.com/hied/columns/dav18>

Online Images

Figure captions should be directly under the image and then followed by an in-text citation.

Figure 1: Consumer confidence, concerns, spending and attitudes to recession: a global Nielsen consumer report (AC Nielsen 2008).

Table captions should be above the table.

Less frequently used reference materials

Article in an Electronic Magazine (E-zine)

Adler, J. (1999, May 17). Ghost of Everest. *Newsweek*. Retrieved May 19, 1999, from li,Ltp'//newsweek.com/nw-srv/issue/20-99a/printed/int/socu/soO1 20-11.1-itm

Web document

Author/editor or compiler Year of the most recent version, *Title*, version number (if applicable), description of document (if applicable), name and place of the sponsor of the source, viewed Day Month Year, <URL either full location details or just the main site details>.

Example: AWB Limited 2006a, *AWB and the single desk*, AWB Limited, Melbourne, Victoria, viewed 1 June 2006, <<http://www.awb.com.au/aboutawb/factsandindustryinformation/singledeskbenefits/AWBandTheSingleDesk.htm>>.

Web document (no author)

As above but start with the *Title*

Standards

Standards Australia 2003, *Installation of security screen doors and window grilles*, AS 5040-2003, Standards Australia, Sydney, viewed 16 September 2008, <<http://www.saiglobal.com/online/autologin.asp>>.

Personal communications like Emails, blogs, bulletin boards (these are less reliable and should not be used unless specifically required by the task.)

Please note: Email addresses should never be cited without the permission of the owner of the address. Sender's name followed by year of posting, email, Day and Month of posting, <email address>.

Example: Davis, A 2002, email, 24 April, <davis@unitc.edu.au>.

Wiki

Title of Wiki Year (of article), 'Article title', format, Day Month (of article), viewed Day Month Year, <URL>. *Quantitative Archaeology Wiki* 2007, 'Contingency tables', wiki article, 26 March, viewed 17 September 2009, <http://wiki.iosa.it/dokuwiki/contingency_tables>.

Podcasts

Title of podcast Year, format, name and place of the sponsor of the source, Day Month (of podcast), viewed Day Month Year, <URL>. *Pandi River expedition* 2008, podcast, National Geographic Society, Washington, D.C., 15 August, viewed 19 September 2009, <<http://www.nationalgeographic.com/podcasts/shorts.html>>.

For audio podcasts, use "accessed" rather than "viewed".

Jane Hutchison reflects on life in London 2008, podcast, ABC Radio National, 15 June, accessed 18 September 2009, <<http://www.abc.net.au/correspondents/content/2008/s2274772.htm>>.

Databases

Title, Producer, Vendor, frequency of updating.

Example: AGRIS database, United Nations Food and Agriculture Organization, Silver Platter (vendor), annual updating.

Digital Maps and Spatial Science Collection

Example: Department of Natural Resources and Water 2004, *Declared catchments of dams 2004*, Department of Natural Resources and Water, Queensland, viewed 18 September 2008, <<http://ereserveweb-prod.usq.edu.au:8089/services/spatial.php>>. *The Year of living Dangerously. (1985)*. (Videorecording). Road show.

Song

Include the following items of information:

- a. artist's surname and initial(s) followed by a full stop;
- b. year of recording, in round brackets, followed by a full stop;
- c. title of the song in italics, followed by a full stop;
- d. recording company followed by a full stop;
- e. place of recording followed by a full stop

Example

Bowie, D. (1979). *Heroes*. EMI. United Kingdom.

Legal Cases

Civil: The defendant v the plaintiff (year) journal (or website)

E.g. Gilroy v Angelov (2000) FCA 1775

Criminal: The crown v the defendant (year) journal (or website)

E.g. R v Blau (1975) WLR 1411

Source Reference:

Deakin University 2009, referencing using the author-date (Harvard) system Melbourne, Victoria, viewed 1st June 2009, <<http://www.deakin.edu.au/current-students/studysupport/study-skills/handouts/authordate-harvard.php#authordatesystem>>.