

# Marking Coordinator & Marker Handbook



MARCH 2021

- All Marking Coordinators and Markers employed by TASC **MUST** follow the instructions in this handbook, as required by the Statement of Duties for these roles.
- **If you have questions** or are unsure about any aspect of your role:
  - speak with your Marking Coordinator, in the first instance
  - questions that cannot be resolved can be sent to the TASC Assessment Team at [tasc.assessment.team@tasc.tas.gov.au](mailto:tasc.assessment.team@tasc.tas.gov.au)
  - Questions about payment, Human Resource matters and relief payments can be sent directly to [jobs@tasc.tas.gov.au](mailto:jobs@tasc.tas.gov.au).

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## INTRODUCTION

Congratulations on your appointment as a Marking Coordinator or Marker for the Office of Tasmanian Assessment, Standards and Certification (TASC).

Our markers play an essential role in marking Year 11 and 12 external assessments, including exams, folios, exhibitions and performances.

External assessment is a key part of all Level 3 and 4 courses for Tasmania's senior secondary students.

Thank you for your enthusiasm to deliver fair and consistent external student assessments. We look forward to working with you in making this year's external assessments the best yet.

## SECTION 1 – ROLES AND RESPONSIBILITIES

### SELECTION

TASC employs Marking Coordinators and Markers to assist with the external assessment process for each externally assessed course. Marking Coordinators and Markers are employed in accordance with the [State Service Act 2000](#).

Applicants are selected on their ability to meet the following criteria:

#### Marking Coordinators:

- superior knowledge of the relevant course
- understanding of criterion-based assessment
- high level written and oral communication skills
- capacity to provide team leadership to achieve outcomes by specified deadlines
- capacity to adhere to marking procedures and policies
- commitment to meet confidentiality and security requirements
- receptiveness to receiving feedback, and ability to apply any feedback
- high level professional standing within the teaching community.

#### Markers:

- demonstrated subject knowledge
- capacity to adhere to marking procedures and guidelines
- capacity to meet deadlines
- capacity to work effectively in a team and follow instructions
- commitment to meet confidentiality and security requirements
- receptiveness to receiving feedback, and ability to apply any feedback
- high level professional standing within the teaching community.

## DUTIES

TASC expects Marking Coordinators and Markers to act with high standards of accuracy and integrity.

**Your duties as a Marking Coordinator are to:**

- Manage and monitor a team of markers to complete complex assessment marking tasks in compliance with TASC external assessment policies and procedures, within specified timeframes, and participate in marking as required.
- Create or assist to create solutions/markings guide/assessment matrix/markings rubric or tool that aid markers in consistently applying the standards to student work
- Plan, implement and deliver appropriate information/training for the marking team to:
  - clarify the nature of the evidence to be evaluated for external assessment
  - explain the use of solutions/markings guide/assessment matrix/markings rubric or tool
  - explain TASC external assessment policies and procedures.
- Allocate tasks and timeframes for completion, and provide guidance, constructive feedback and support to the marking team.
- Apply TASC processes to determine the minimum values for externally assessed criteria for a course.
- Facilitate assessment panel considerations to review, on a case by case basis, all those awards that are identified by TASC as:
  - displaying a lack of consistency (are discrepant)
  - being one external rating away from the next higher award (borderline), or
  - have a pattern of results that is significantly inconsistent (anomalous).
- Provide advice to TASC on specific queries arising from the marking process.
- Provide reports on the overall marking process and the external assessment process.
- Provide reports on the performance of individual markers when requested.
- Plan and implement appropriate information/training for the marking team to:
  - ensure consistent understanding of the current course criteria and standards are applied
  - clarify the nature of the evidence to be evaluated for external assessment and the standards being addressed
  - explain the use of tools/schemes/guidelines
  - explain TASC external assessment policies and procedures
- Allocate tasks and provide guidance, constructive feedback and support to the marking team
- Monitor the progress of marking to ensure deadlines are met, check for systemic problems, and, where possible use data to monitor consistency across the marking team
- Provide opportunities for support and development of newer markers
- Apply TASC processes to determine the minimum values for externally assessed criteria for a course
- Provide to TASC a report that includes:

- an assessment report (including solutions/marketing guide/assessment matrix/marketing rubric or tool where relevant) for publication to inform students and teachers
- feedback on the exam for Setting Examiners
- feedback for TASC on external assessment marking logistics
- a brief report on the marking team

The Marking Coordinator title is only relevant to your role in the external marking process.

**Your duties as a Marker are to:**

- Marking of exams/materials in compliance with external assessment policies and procedures within specified timeframes.
- Ensure that solutions/marketing guide/assessment matrix/marketing rubric or tool provided are used for marking purposes.
- Advise the Marking Coordinator on specific issues arising from the marking process.

## APPOINTMENT

Marking Coordinator and Marker applicants need to submit their application for approval. The application must include a curriculum vitae (2 pages maximum) and a 500-700-word summary which addresses the selection criteria and specifically outlines:

- length of time and dates teaching specific TASC Level 3 and 4 courses
- previous and current places of employment
- experience in marking TASC external assessments and other related curriculum or assessment roles with TASC or similar roles in other jurisdictions
- professional development in TASC level 3 and 4 courses
- suitable referees
- educational background and qualifications.

Each year:

- TASC advertises the opening of Marking Coordinator and Marker applications via:
  - emails to previous sessional staff and/or applicants
  - the TASC website
  - the TASC Fortnightly update
  - Social Media, including Facebook, Instagram, Twitter and LinkedIn.
- TASC employs certain principles to the process of employment of Marking Coordinators and Markers. The principles of practice TASC employs when configuring teams are suitability and experienced for the role, cross-regional representation, cross-sector representation, equitable access for schools and teachers on a two-yearly cycle. These principles aim to ensure equitable access for all teachers to the marking process.
- The approved applicant must indicate their interest for a specific course(s) and for types of assessment i.e. oral/practical/folio/written exam.
  - Markers can apply to mark a combination of different courses and assessment types.
  - Markers can undertake part loads or, when a marking team does not have a full complement of Markers, more than a full load, in consultation with the Marking Coordinator.
- TASC works with Marking Coordinators to select a marking team from the pool of approved Markers with a balance of new and experienced Markers, with representation from different sectors and regions. The initial marking team structure is recommended by TASC for the consideration of the Marking Coordinator.
- Markers must be appointed by TASC and will be notified by TASC of their inclusion on a marking team.

If you have not previously worked with the Office of TASC, you must complete a [new employee starter pack](#) available on the [TASC Employment page](#).

It is a legislative requirement that all employees hold a current Registration to Work with Vulnerable People card (RWWVP) with the **Registration Status – Employment**.

In accordance with the [State Service Act 2000](#) all employees working for TASC must carry out duties in accordance with the [State Service Code of Conduct](#).

All sessional employees must complete the [Confidentiality and Conflict of Interest Declaration Form](#) to disclose any real or potential conflict of interest **before** commencing work. Markers must also notify Marking Coordinators of any conflict of interest.

## CONFIDENTIALITY OF INFORMATION

Marking Coordinators and Markers will have access to privileged information relating to TASC assessment practices and procedures, assessment instruments such as exam papers, or to results, on an individual, school or state wide basis.

- All information about the marking process must remain strictly confidential. Under **no circumstances** should you discuss any results, or the method used to arrive at results with anyone not directly involved in the process. Only the Executive Officer of TASC, or their nominee, can make public comments about assessment practices, procedures and results.
- You might become aware of the identity of candidates and the external assessment processes may require knowledge of the school a candidate has attended. Under no circumstances should anyone involved in the marking process make any form of comment about the results of a particular candidate or school, or about the processes, be they usual or atypical, that have been employed in determining the results of a particular candidate.
- You must direct anyone with queries or concerns about results to TASC.
- You must advise TASC and your Marking Coordinator of any conflict of interest, real or potential, which might arise due to your involvement in any part of the external assessment process.
- Under **no circumstances** can Marking Coordinators and Markers either retain or make copies of candidate's external assessment material, including de-identified sample bodies of work to use for training meetings. Samples need to be handed back into TASC staff at the end of the marking process.

## ACADEMIC INTEGRITY AND AUTHENTICITY

TASC requires schools and colleges delivering TASC Level 3 or Level 4 courses with an external assessment component to have processes for ensuring the authenticity and academic integrity of work submitted by candidates for assessment.

The TASC [External Assessment Rule](#) 3(a) states:

*Any material submitted by a candidate for external assessment must, except where the source of the information, images, ideas or words is explicitly acknowledged, be the work of the candidate.*

If you suspect the TASC External Assessment rule has been breached, refer to TASC's [Authenticity and Academic Integrity Guide](#) to check if it is a case of poor referencing by the candidate. If so, apply the course specific guidelines about how to deal with poor referencing.



If, in consultation with the Marking Coordinator, after fully reviewing the courses specific guidelines, this is a case of more than poor referencing then the Marking Coordinator will:

- ensure that the material is marked as though it were the candidate's own work
- complete the Authenticity and Academic Integrity Report
- immediately return the completed report and, if paper-based, the folio and marking sheet to TASC.

TASC will investigate and determine appropriate action. You have no further responsibility in this process.

## SECTION 2 – MARKING PROCESS

### KEY DATES

Important dates for external assessment are available on the TASC website at <https://www.tasc.tas.gov.au/events/>

### PLANNING FOR MARKING

Marking Coordinators may need to liaise with TASC to plan the processes that will be used when marking the external assessment of their course. If required, TASC will identify forms that will be required, clarify the use of ratings, consider the need for double marking of some sections, etc.

TASC will provide suggested solutions/markings guide/assessment matrix/markings rubric or tool from the Setting Examiners for Marking Coordinators to refine as required.

### MARKER TRAINING MEETING

Before any marking can commence, Marking Coordinators **must** meet with their marking team to:

- explain TASC external assessment policies and procedures
- clarify the nature of the evidence to be evaluated for external assessment
- explain the use of solutions/markings guide/assessment matrix/markings rubric or tool
- identify a consistent application of the course standards
- agree on a consistent approach to marking

Markers **must** attend the Marker training meeting led by their Marking Coordinator to:

- understand the use of solutions/markings guide/assessment matrix/markings rubric or tool. The marking must be based on the criterion standards in the course document indicated for external assessment. You must ensure that you are fully up to date with the documented standards for your course
- understand how to apply consistent application of the course standards
- understand TASC external assessment policies and procedures
- understand recording of marks including:
  - **Terminology to be used when making assessments:** One of either A, B, C, D, Z or A+, A, A-, ... D, D-, Z or numbers from 0 to an upper limit will be used. It is allowable to mix these alternatives. It should be noted that the exam instrument will often require Markers to use a particular method, as outlined in the External Assessment Specifications (EAS).
  - **Combining results:** The two main method(s) to be used when combining results to form a particular rating are:
    - 'averaging ratings' i.e. B+ and C+ equates to B- which is a final rating of B, and
    - 'using cut-offs' e.g. C=13 points, B=20 points etc.

The format of the Markers' meeting will vary depending on the size of the marking team and the number and nature of the assessments. Generally, samples of actual candidate work will be marked in the marking meeting as part of training and to ensure the true and fair results are being attained.

## WHEN AND WHERE

For 2021, centralised marking centres will again not be used and wherever possible marking meetings will be conducted online. As well as being a sensible approach to use during times of COVID-19 restrictions, online meetings improve access for staff located across the state. Increased use of technology also reduces the need for travel, which takes additional time and takes teachers away from school sites.

If the Marking Coordinator believes that an in-person meeting is necessary, they can either

- Arrange their own choice of venue for the meeting. Travel and meal allowances / reimbursements would not be available.
- Submit to TASC a business case detailing why the marking team must meet together in-person at an identified venue for TASC endorsement. If this is approved, travel and meal allowances would apply as per any compulsory meeting for in-person attendance.

TASC can provide information and support on the secure use of Microsoft Teams through the Assessment Team, if you would like any additional help on how to conduct online meetings.

When a course has two discrete components to its assessment program there may be a need for two distinct marking meetings (for example, a course with a written exam and a folio).

Courses with written exams will generally hold their Marker training meeting on the first day of their marking block. Except in the case of Markers visiting schools, all Marker meetings will be held online through Microsoft Teams, in the event that meetings cannot be held online due to physical requirements the Marking Coordinator must contact TASC to submit a business case to the Executive Officer identifying the need to meet/mark at a TASC endorsed venue.

Courses that involve marking panels visiting schools will hold their meeting at the first school being visited, or the Marking Coordinator may wish to hold their meeting prior to the commencement of marking, which is to be organised and approved by TASC. Courses with external assessment that is solely folio-based may hold their meetings at times to suit the Marking Coordinator and Markers.

The schedule of meetings and venues is published in February/March for folios, orals and practicals and September for written exams.

## MARKING

TASC is responsible for all results issued as a result of the external assessment process.

- Marking needs to be completed at the time specified by TASC.
- The Marking Coordinator is responsible for managing the evidence that has been collected during the assessment process. The materials (exam booklets, folios or records of performances) must be returned to TASC once all marking processes have been completed.
- If you become aware of a problem during the marking process you must contact your Marking Coordinator who will work with TASC to determine a strategy to deal with the issue to ensure the fairest possible outcome for all candidates.
- If TASC becomes aware of an issue with an assessment task (including a written paper) which impacts on the marking of that task, we will inform the Marking Coordinator on how it is to be managed.

## OBSERVERS

Observers are not permitted at any Marker meeting without the explicit written permission of the Office of TASC.

In general, TASC's policy is that observers are not allowed during the marking process. Observers at Marker training meetings are present by invitation only and with the consent of the Marking Coordinator and the Office of TASC. It is expected that an approved observer would be a teacher new to the course who intends to mark in the following year, benefitting from the professional learning at the Marker training day.

TASC does not pay relief, allowances or catering for observers. Before the start of the meeting observers must identify themselves to the Marking Coordinator as an invited observer and complete the [Confidentiality and Conflict of Interest Form](#).

## PROFESSIONAL LEARNING RECOGNITION

The Marker training meeting and marking provide a valuable professional learning opportunity for educators. TASC will provide formal recognition of your learning aligned with the Australian Professional Standards for Teachers. Specifically:

- 5.3 Make consistent and comparable judgements
- 6.3 Engage with colleagues and improve practice
- 7.4 Engage with professional teaching networks and broader communities.

## SECTION 3 – ASSESSMENT PANEL RESPONSIBILITIES

The Marking Coordinator may ask Markers to be a member of the Assessment Panel. Assessment Panel meetings, in general, will commence the week following completion of marking and are held in the Hobart area.

### DETERMINING MINIMUM VALUES

Panel members will assist TASC to determine the minimum values for awards. TASC will provide a report showing the past and current distributions of awards and minimum ratings or numeric values for each criterion.

The panel must adjust the minimum values for each rating until satisfied that the criterion ratings awarded to candidate work are consistent with the standards expected for external assessment. TASC will check that the relative variation between internal and external rating per criterion, is acceptable and there is year-to-year comparability.

- **Numeric marks:** the panel will adjust the numeric value for each rating for each criterion e.g. A=25/30, B=20/30, C=13/30.
- **Extended ratings:** a combination of evidence may receive extended ratings which are then turned into numbers for example:
  - A+ = (12), A = (11), A- = (10)
  - B+ = (9), B = (8), B- = (7)
  - C+ = (6), C = (5), C- = (4)
  - D+ = (3), D = (2), D- = (1).

These values are added when more than one piece of evidence is used to determine the rating. The initial (default) minimum values when using:

- one piece of evidence are A=10 B=7 C=4
- two pieces of evidence are A=20 B=13 C=7
- three pieces of evidence are A=30 B=20 C=11.

### BORDERLINE AND ANOMALY REVIEWS

The panel will be asked to reconsider the results for candidates who are identified by TASC as:

1. One rating away on only one externally assessed criterion from gaining a higher award (borderline candidates):
  - consider these on a case-by-case basis and determine whether an upgrade is warranted. This may require externally assessed material to be reconsidered. Marks are not changed in this process.
2. Having a pattern of results that is significantly inconsistent, either between the internal and the external ratings or between external ratings (anomalous results).

## ASSESSMENT REPORTS AND FEEDBACK

The Marking Coordinator is required to produce a public report on the external assessment, an Assessment Report, as well as providing feedback. Markers are expected to contribute comments to this Assessment Report and participate in providing feedback.

This has three parts below:

### 1. PUBLISHED ASSESSMENT REPORT

This is a report on the external assessment, which is published on the TASC website as a supporting document for each course with external assessment. The report should be targeted to inform and assist future candidates and course teachers.

This report is to be in the template provided by TASC and will include:

- the exam paper solutions/marking guide/assessment matrix/marking rubric or tools, where applicable
- general comments on candidates' answers, including what should or should not have been included in an answer
- comments on particular criteria/questions, Markers' expectations or standards used for ratings.

TASC may supplement your report with additional information.

Individual Marker comments must be sent directly to the Marking Coordinator to collate and revise, not to TASC. The final report must be provided to TASC by the Marking Coordinator, no later than 24 December 2021 so that reports are available at the start of the 2022 academic year.

### 2. FEEDBACK TO THE SETTING EXAMINER AND CRITICS

In addition to (but separate from) the Assessment Report for publication, the marking team provides to TASC constructive feedback for the Setting Examiner and Critics.

This might include:

- patterns the marking team saw in candidate responses to certain questions
- questions that seemed disproportionate to the number of marks
- questions that would have benefitted from additional information, different format, etc
- questions that seemed beyond the scope of the course.

### 3. FEEDBACK TO TASC

- comments about the process and logistics
- exam paper issues encountered
- folio/oral/practical issues encountered
- any suggested improvements for the following year for consideration by TASC
- feedback on External Assessment Specifications.

## SECTION 4 – PAYMENTS

The Department of Education (the Department) undertakes all payroll functions on behalf of TASC, including all payroll and expense related payments. TASC must first approve all claims before payment can be made by the Department. All payments are deposited directly into nominated bank accounts.

See the [Employment](#) information under the heading 'Sessional staff payments' for the schedule of TASC fees.

### PAYROLL

You will need to complete a suite of payroll forms before the Department will be able to correctly process your payments. Not all forms need to be completed every year.

- **Department of Education – *Employee Details form***
  - Payroll payments are deposited directly into bank accounts. This is the only payment method available. It is important, therefore, that full bank account details are provided on this form. Not providing the necessary details will delay payment. (If you are a current employee of the Department of Education or have previously completed this form and do not wish to advise any changes, you do not need to complete this form again.)
- ***Choice of superannuation fund – Standard choice form***
  - If this form is not completed employer contributions will be paid into the Department of Education's default fund (TasPlan). (If you have already provided this form to the Department of Education and do not wish to advise any changes, you do not need to complete the form again.)
- ***Tax File Number Declaration***
  - If a completed *Tax File Number Declaration* is not returned to TASC, the Department may deduct tax at the top marginal rate. (If you have already provided this form to the Department of Education and do not wish to advise any changes, you do not need to complete the form again.)

See the [Employment](#) information under the heading 'Employment requirements for sessional staff' for the links to these forms.

### TRAVEL AND ACCOMMODATION

If you are required to travel or stay away from home overnight for TASC related work, you will be entitled to payment for reimbursement of the cost of travel in accordance with TASC's *Travel and Accommodation Guidelines*.

Prior approval by TASC is required for **all** travel and accommodation arrangements. See the [Employment](#) information under the heading 'Travel and accommodation claims' about what TASC can and cannot reimburse, and what to do before travel, when you travel, and making your travel claim. To claim this allowance, a completed *Travel Advance / Reimbursement of Expenses Claim Form* must be provided to [accounts@tasc.tas.gov.au](mailto:accounts@tasc.tas.gov.au).

## REIMBURSEMENT OF EXPENSES TO ATTEND TASC MEETINGS

TASC will endeavour to minimise costs you will incur when attending TASC meetings.

To claim for reimbursement of any reasonable costs incurred, please complete and return to TASC *Travel Advance / Reimbursement of Expenses Claim Form*. Please note, no claims for meeting expenses will be approved for payment unless meetings have been approved to be held at a TASC endorsed venue by the Executive Officer.

## HIRE CARS OR PRIVATE CARS

Marking Coordinators and Markers are expected to use share cars or corporate fleet cars where possible. Where this is not feasible, TASC can arrange for the use of hire cars to enable travel to meetings. Prior approval for the use of a hire car must be sought from the appropriate TASC Officer.

If the use of a hire car is not possible, for example in more remote areas, TASC will pay a 'per kilometre occasional user' allowance consistent with the *Department of Education's Travel Policy*.

Further information is available in TASC's *Travel and Accommodation Guidelines*.

## RELIEF

TASC will pay relief claims when a school employs a relief teacher to cover timetabled classes that Marking Coordinators and Markers would otherwise be teaching while they are working for TASC. This includes:

- formal compulsory training sessions
- discrepancy (for folio/oral/practical meeting), discrepancy and assessment panels (for written) meetings
- panel marking for practicals, orals, and panel folio marking
- External Assessment Advisory Specifications panel.

TASC does not pay relief:

- for sessional staff while they are marking written exams or individual folios (whether at an official marking centre or not)
- directly to individuals (e.g. to cover travel time or to attend compulsory meetings on scheduled days off teaching).

If you are unsure whether a relief payment will be made, contact TASC via email [enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au). Relief payments will be made in accordance with the amount set by the Department of Education at the beginning of each school year.

See the [Employment](#) information under the heading 'Relief reimbursements' for relief rates.



## APPENDICES

### APPENDIX I: CHARACTERISTICS OF EXTERNAL ASSESSMENT

All TASC courses designed at Senior Secondary Level 3 or Level 4 difficulty will have an externally assessed component.

The external assessment for a course should have all the following characteristics:

1. Candidates are given common tasks that are:
  - 1.1. designed by people other than the candidates' own teachers
  - 1.2. designed so that all candidates are assessed against the same criteria
  - 1.3. performed under specified conditions, which guarantee, as far as possible, that the work presented by each candidate is indeed his or her own
  - 1.4. assessed using common procedures
  - 1.5. assessed by a common group of assessors who are predominantly from outside the candidate's own institution.
2. Each candidate's results on the external assessment tasks have a direct input into the candidate's final award.

An overall award will be derived from both the internal and external ratings for each Level 3 or Level 4 course successfully completed according to a rule documented in the course.

## APPENDIX 2: CONDITIONS FOR EXTERNAL ASSESSMENT

TASC will use one or more forms of external assessment to determine a rating for each externally assessed criterion for each candidate.

The standards applied when determining external ratings for a criterion will be the same as those used by teachers when determining internal ratings on the same criterion.

All course documents will specify the forms of external assessment to be used and specify which criteria they will assess. Where a course requires more than one set of tasks to be undertaken, the course needs to specify which of the criteria will be assessed in each of the tasks.

Setting Examiners design the externally assessed tasks, consistent with the current course document, External Assessment Specifications (EAS), in accordance with the following five criteria:

1. Candidates are given common tasks which are designed by the people other than the candidates' own teachers.  
Each type of task will require candidates to undertake some activities. In some instances, these activities will be identical for all candidates; in other cases, they will be selected from a list of possible activities all of which will fall within specified guidelines.
2. Candidates are given common tasks that are designed so that all candidates are assessed against the same criteria.  
Where candidates have a choice of activities, all allowable combinations of activities must have the potential to provide sufficient equivalent evidence for each criterion.  
Where alternatives are offered to candidates, the same criteria must be assessed in each of the alternatives.  
Individual activities within tasks will need to specify which criteria are being assessed.
3. Candidates are given common tasks that are performed under specified conditions which guarantee, as far as possible, that the work presented by each candidate is indeed his or her own.
4. Candidates are given common tasks that are assessed using common procedures.  
All Markers will have available to them the same documentation as is available to the teachers of the course. It will be the responsibility of the Marking Coordinator to ensure that all Markers are adequately briefed with regard to the standards for each criterion.
5. Candidates are given common tasks which are assessed by a common group of Markers who are predominantly from outside the candidate's own institution.  
There are three broad types of conditions under which candidates can undertake externally assessed tasks.
  - 5.1. All candidates undertake the set activities at the same time under supervision (for example, written exams).
    - Candidates and teachers have no knowledge of the specific tasks until the commencement of the specified time allocated to the tasks.
    - All candidates are supervised to ensure that:
      - there is no communication between candidates relating to the tasks
      - candidates use no resources other than those specified. The course document lists all resources that candidates may use to help them

- o all resources that are to be provided to the candidates are indeed available to each candidate as required.

TASC is responsible for the provision of appropriately qualified supervisors. For efficiency of supervisions TASC has organised several examination centres to be established. All candidates will attend one of the centres to undertake the set of activities.

5.2. All candidates undertake the set activities, one after another, with the time between the assessments of the first and the last candidate being minimised (for example, oral exams, music performances).

- This is appropriate where candidates are required to produce evidence which involves them saying or doing something which cannot be reasonably 'captured' and transported to a single central location for subsequent assessment. They relate to oral, performance and display oriented criteria.
- The Marking Panel will travel to schools and colleges to undertake this form of assessment. The timetable will be made available to candidates and teachers as early as is possible.

5.3. All candidates undertake the set activities, each candidate being required to complete the tasks by a specified date (for example, folios of work, research projects, art displays).

- Some tasks can be categorised under two types. In these cases, they would need to meet the requirements of both types. Displayed or performed work could be considered to display aspects of both 5.2 and 5.3.

To ensure that the above requirement is met there are different conditions and procedures for each of the three types.

- Due to the inherent lack of external supervision of candidate work it is essential that there is a process of verification as to the authenticity of the material submitted for assessment. TASC requires schools and colleges that deliver TASC Level 3 or Level 4 courses with an external assessment component that involves folio or other project work to have processes for ensuring the authenticity and academic integrity of work submitted by candidates for assessment.
- Candidates will be required to sign a declaration that asks them to verify that the work submitted is their own and contains no unacknowledged material.
- Teachers will be required to verify that the work presented is the candidate's own work that they have sighted the work in progress and that it was submitted by the due date when submitting the work to TASC via TRACS.
- Where Markers have doubts or concerns about the authenticity of a candidate's work, they must contact TASC immediately. TASC will determine what action will be taken based on the information provided by the Marker and subsequent investigation.