SUPERVISION AND VERIFICATION OF STUDENT WORK

All work that students submit for school assessment and external assessment must be their own, produced without undue assistance from other people or sources. All changes made in the various stages of development of written or other materials that are submitted for assessment must represent students’ own work. Work that has been subjected to detailed editing, correction, or alteration by the teacher or any other person may not be further developed or copied by students for resubmission.

Teachers’ practices for supervising student activity and providing feedback at various stages and in various ways should be planned to minimise opportunities for plagiarism. For instance, it is recommended that longer assignments should be developed according to a schedule that has deadlines at several stages. The monitoring of progress at each stage will give teachers the opportunity to ensure that the final product represents students’ own work.

Teachers should incorporate in their classroom activities practices that provide an adequate level of supervision, to ensure that they can verify that all materials submitted for assessment are the students’ own work. Some of these practices are listed below:

* Closely monitoring what students are doing, talking to them, and giving advice. As well as helping students to learn, this shows up discrepancies in performances.
* When extended assignments are given, requiring students to undertake parts of the assessment task in the classroom, studio, or laboratory, and expecting students to make oral and written progress reports.
* Ensuring that students keep quotations from materials by others *to a minimum*, so that the material submitted for assessment represents their own work.
* Ensuring that students give their own ideas and opinions on the content of any quotations they use.
* Ensuring that students clearly identify and acknowledge quotations or ideas from any other source.
* Regularly developing new tests, assignments, and projects, and discarding ones from former years. If a school has more than one class for a subject, varying the tests from one class to another.
* Encouraging students who work collaboratively on tasks to develop and present unique, individual evidence of their learning (unless specified in the subject outline).
* Maintaining deadlines for assessments and keeping submitted work secure.

For some school assessments, teachers and students should use the record sheet for supervision and verification (see page 2), according to advice in the subject operational information on the minisites.

For external assessments that involve an investigation process, teachers and students must use the record sheet for supervision and verification to record and authenticate each student’s work.

For advice on using the record sheet, refer to the subject operational information.

For more information, refer to the SACE Board’s [policy on the supervision and verification of students’ work](http://www.sace.sa.edu.au/documents/652891/91d6c2ae-1e6d-4d07-8c03-6abd619f1070?v=1).

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| **STAGE 2** | ­SOCIETY AND CULTURE | **2015 STUDENT RECORD SHEET FOR SUPERVISION AND VERIFICATION** |

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| School | 265 | Student |  | Teacher | E. GRANT |

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| --- | --- |
| Task | INVESTIGATION |

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| --- | --- | --- | --- |
| Stages of Development and Activity | Details/Comments on Specific Tasks | Date | Teacher’s Initials |
| Stage 1:Preparation  Deciding on the scope of the investigation (e.g. choosing which issue, topic, or aspect to focus on; designing a hypothesis; approaching a problem).  Ensuring that the decision is in line with the requirements of the subject outline. | Checkpoint #1Thursday Week 10 T1 |  |  |
| Stage 2: Planning   |  |  |  | | --- | --- | --- | | Supervision and Verification of Student Work — record sheet | 2 | www.sace.sa.edu.au |   *May include:*  identifying possible focus questions, context, and/or outcomes  identifying resources, sources of primary or secondary information, and/or data  identifying the method of investigation  identifying the skills, activity, and/or processes required  choosing the mode of presentation and/or the format.  *Must include:*  communicating progress of work to the teacher. | Checkpoint #2 Friday Week 4 T2 |  |  |
| Stage 3: Development/Activities  *May include:*  developing and gathering notes and/or references  analysing and/or explaining information from source material **in student’s own words**  drafting the report and/or design  conducting the activity or experiment  evaluating and/or validating sources of information and/or results.  *Must include:*  discussing progress and/or results with the teacher. | Checkpoint #3 Friday Week 8 T2  Checkpoint #4 Monday Week 1 T3 |  |  |
| Stage 4: Draft Presentation (Report)  Presenting for comment a draft product that includes all relevant support material and references.\*  Verifying that the draft meets the requirements of the subject outline (e.g. word count).  Undertaking any required revision. | Checkpoint #5 Friday Week 4 T3 |  |  |
| Stage 5: Final Presentation (Report)  Presenting the final product with appropriate support material and references. | Checkpoint #6 Friday Week 8 T3 |  |  |

\*Only one complete draft should be presented for feedback. Teachers who are unable to verify that the final piece of work submitted for this student’s task is the student’s own work must initiate a breach of rules action, through the SACE coordinator.

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| Date |  | Signature of student |  | Signature of teacher |  |