GUIDANCE FOR THE PROOF CHECKING OF QUESTION PAPERS

FOR USE BY:

Qualifications Managers, Qualifications Officers,

Principal Assessors, Setters and Question Paper Operations Staff

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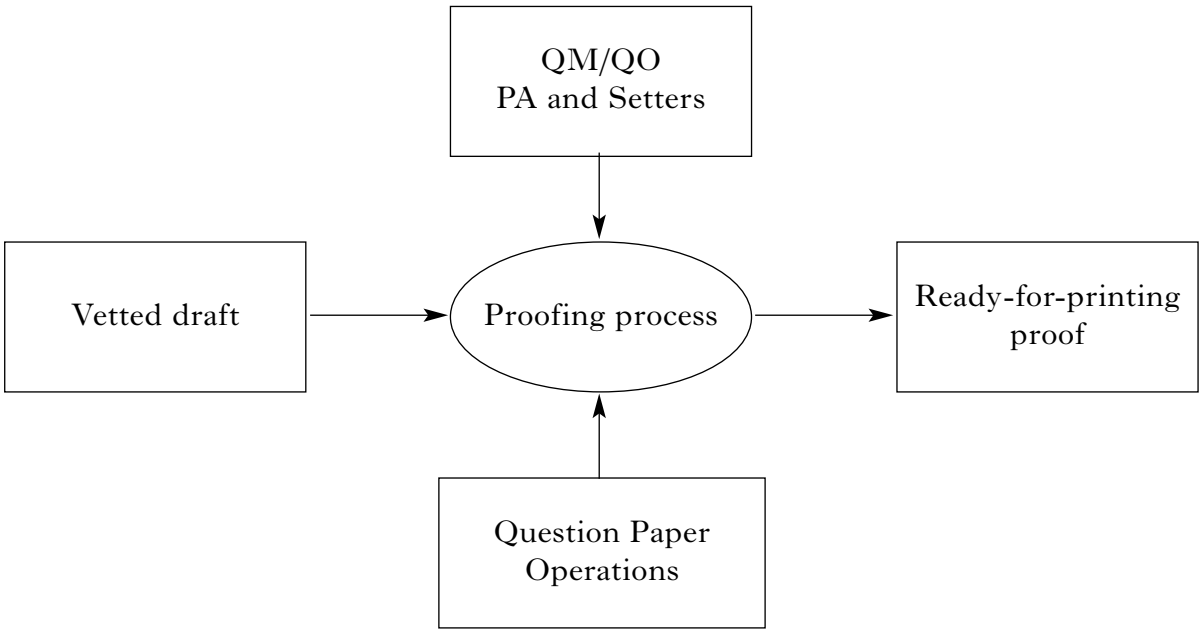
1. Introduction

The purpose of this guide is to provide details of the procedure to be followed in creating a "ready-for-printing" proof from the vetted draft of a question paper. The procedure involves the cooperative effort of Question Paper Operations (QPO) staff, the Qualifications Manager (QM), the Qualifications Officer (QO), the Principal Assessor (PA), and the Setter(s). The aim of the procedure is to produce a finalised proof that is an accurate transcription of the original vetted draft and ensure that the layout and presentation conform to SQA house style and quality standards.

The first stage of the procedure involves QPO producing a first proof from the vetted draft provided by the PA and Setter(s). This first proof will have undergone a number of checks by QPO to ensure that its presentation and layout are in line with SQA standards and that, as far as possible, the text and diagrams have been accurately typeset. The responsibility for ensuring that the proof is free of errors is a shared one. In the typesetting of the first proof stage, every effort is made to ensure that text and diagrams are accurately reproduced.

Notwithstanding the checks made by QPO, it is still likely that there will be some typographical errors in the proof. Some of these will emanate from the vetted draft itself, others may be introduced in the typesetting process. Whatever their source, the aim is to eradicate them.

Consequently, the first proof produced by QPO becomes the subject of scrutiny by QM/QO, PA and Setters. The first proof may contain queries identified by QPO for the attention of the QM/QO/PA. The QM/QO will add any comments they may have to the first proof. Amendments that are required are then indicated **clearly** on the proof by the PA (see Section 4 for guidance) and the annotated proof is returned to QPO. An amended proof is produced by QPO taking account of the corrections and instructions provided by the PA. This amended proof is returned to QM/QO and the PA (if requested) for further checking. The amended proof may also contain queries identified by QPO for the attention of the QM/QO and PA. When the QM/QO and the PA are fully satisfied that the amended proof is at the "ready-for-printing" stage, it is signed off by the QM/QO and returned to QPO. The output of the collaborative effort in the proofing process, as illustrated in the diagram below, should be a clean ready-for-printing version of the question paper.

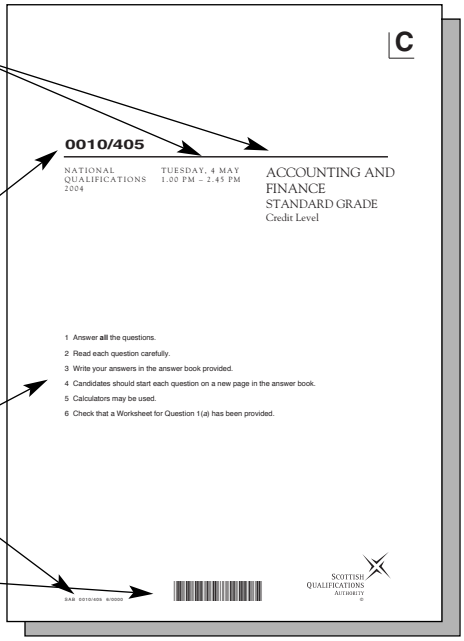


2. Proof Checks

Details of the checks to be carried out in proceeding from the first proof to the final ready-for-printing version of the question paper are as follows.

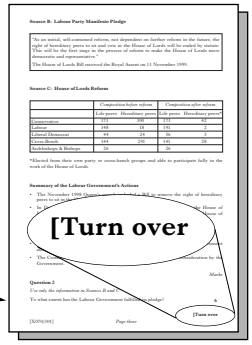
2.1 Cover page checks

Cover page checks are carried out by QPO. The QM/QO and PA should support these checks by ensuring that the date and duration of the examination are correct and that the instructions given in the rubric of the QP are relevant to the question paper.

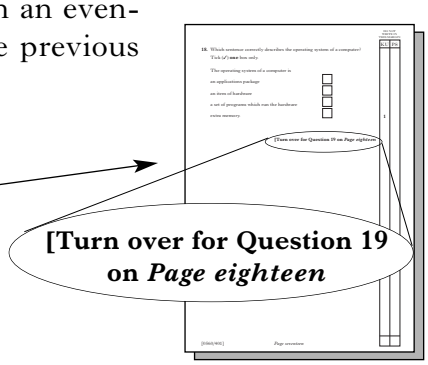


- ✓ Check that the title of the subject, level or grade, date and time are correct against the examination timetable.
- ✓ Use the Question Paper Requirements List (QPRL) to check that the correct QP reference number is used on the top left hand side of the cover and at the bottom left of the cover page (at the final proof stage the QPRL is used to check quantities).
- ✓ Check that the rubric on the cover page is carried through correctly in the question paper. For example, if the rubric states "Section A contains six questions" ensure that this is the case.
- ✓ Check that the bar code number is correct by scanning and confirming details (final check before printing).
- ✓ Check that the cover page of the question paper is appropriate to the Grade, Level and format of the examination (if question paper is used as an answer booklet) and is consistent with previous year's paper.

2.2 Page checks



- ✓ Ensure that the pages are numbered consecutively and that the page numbers are typed in italics, eg, *Page three*. Note that *Page* has an initial capital and the number *three* is expressed as a word (not a figure) in lower case.
- ✓ There should be a **[Turn over**, in bold, on each **odd-numbered** page on all booklets.

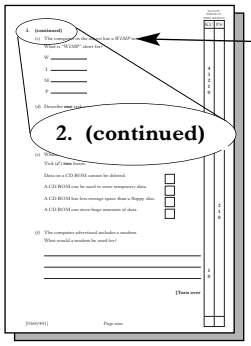


- ✓ Where the final question, or part of the final question, is on an even-numbered page or the back page of the question paper, the previous page should make reference to it, as follows.

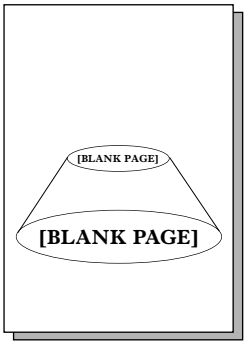
[Turn over for Question 19 on *Page eighteen*

or

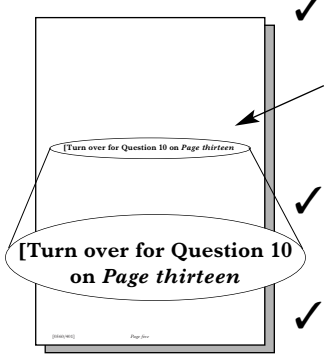
[Turn over for Question 19(*b*) on *Page eighteen*



✓ If a question, question 2 for example, runs to more than one page then **2. (continued)** is inserted at the top of the continuation page. If it is a part of the question that is continued, part (*b*) of question 2 for example, then **2. (*b*) (continued)** would appear in bold at the top left of the continuation page.



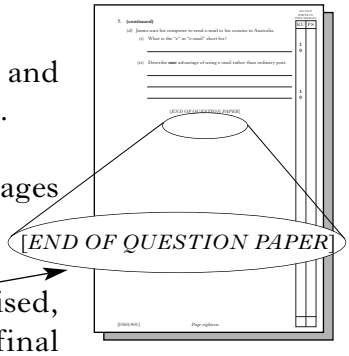
✓ Where blank pages occur at the end of a question paper the words **[BLANK PAGE]** should be shown in bold and in square brackets, in the centre of the page.



✓ If there is need for a blank page within the question paper, then, on an even page, the **[BLANK PAGE]** notification is used. On an odd page, the **[Turn over for Question 10 on *Page thirteen*** instruction is used.

✓ Check that all QP reference numbers, page numbers and marks columns are in the same position on each page.

✓ Check that QP reference number is correct on all pages and that page numbers run sequentially



✓ Check that [*END OF QUESTION PAPER*], italicised, upper case and bracketed, appears below the final question on the question paper.

2.3 Question numbering and layout/style checks

The SQA numbering system has a hierarchy which accommodates different types of questions with varying degrees of structure.

The levels of the hierarchy and style are as follows.

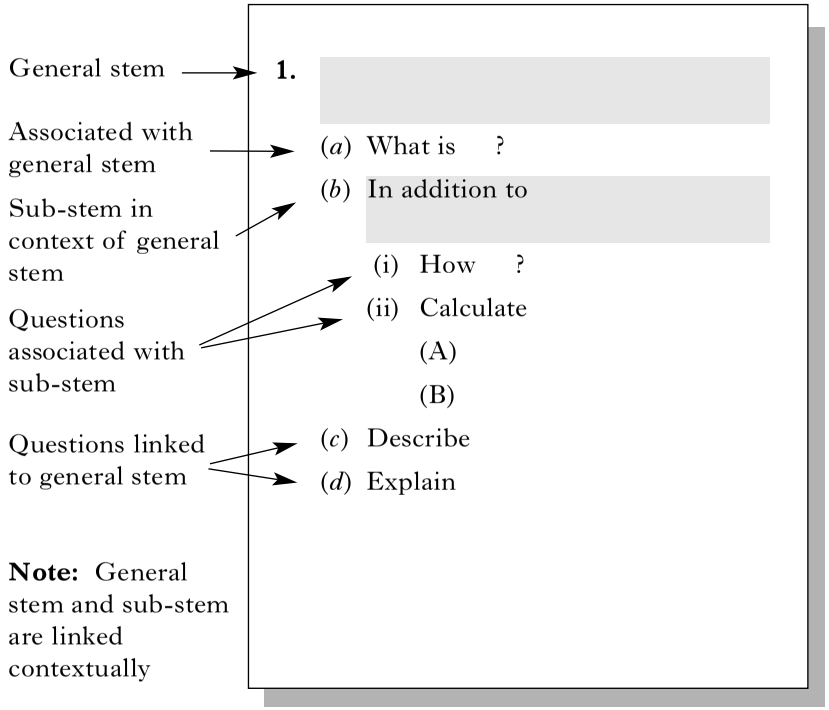
Level 1	**1.** Arabic number, in bold, followed by a full stop
Level 2	(*a*) lower case italic letter in non-italicised brackets
Level 3	(i) lower case roman numeral, right aligned
Level 4	(A) upper case letter or Arabic number

Some questions have a common stem, which describes the context of the question. A number of questions are included which link directly with the stem. Some of these questions may include a secondary stem (see Layout 1 on the following page).

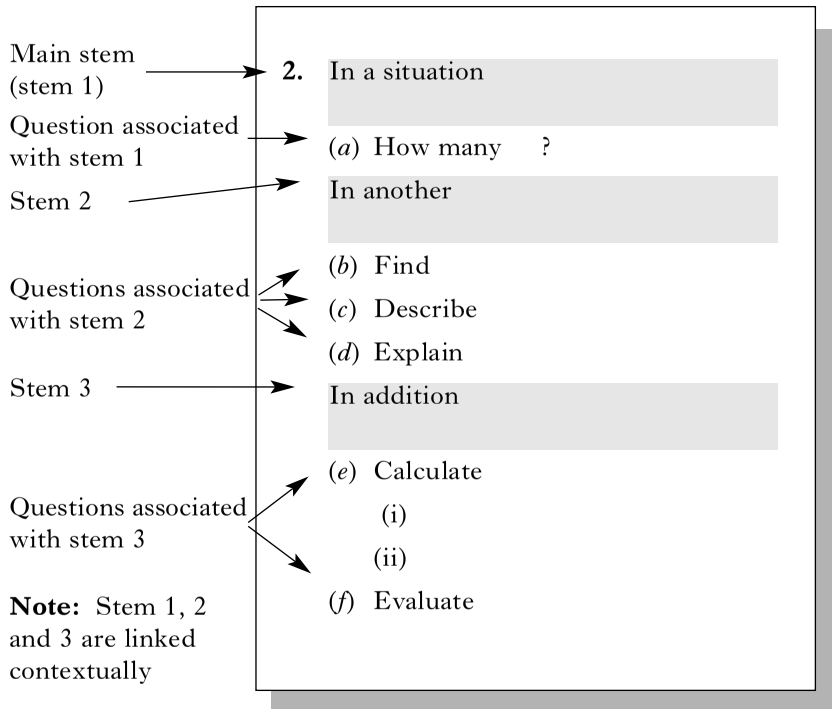
Other questions have a structure which includes a number of stems (see Layout 2 on the following page).

Other questions comprise a number of separate questions which do not have a common stem. The questions are stand alone (see Layout 3 on the following page).

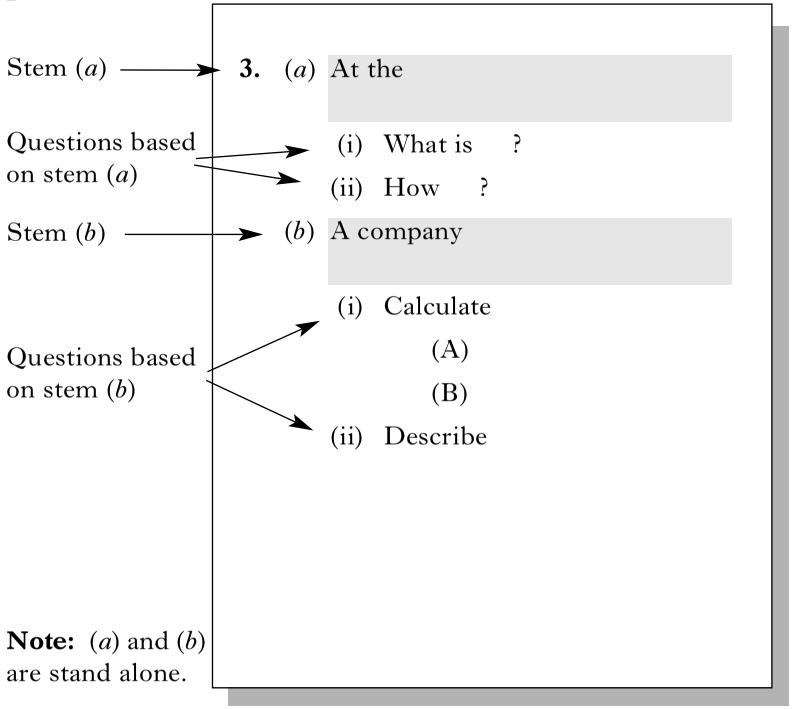
Whatever the question, it is important that it is numbered using SQA house style in a way that makes the structure and sequence of the question explicit and obvious to the candidate.



Layout 1



Layout 2



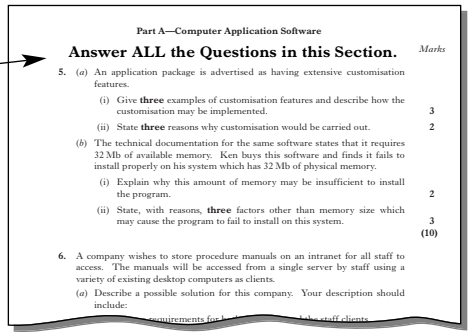
Layout 3

✓ Check that the SQA numbering style applies to questions as shown in Layouts 1, 2 and 3.

✓ Check that questions and parts of questions are numbered correctly and run in sequence.

✓ Where a question runs to more than one page, check that the sources (ie passages, graphs, charts, tables, etc) and related questions are on facing pages.

✓ Check that the rubric of the questions or Section is bold (eg **Answer ALL the Questions in this Section**).


Part A—Computer Application Software

Answer ALL the Questions in this Section. *Marks*

5. (*a*) An application package is advertised as having extensive customisation features.

(i) Give **three** examples of customisation features and describe how the customisation may be implemented. **3**

(ii) State **three** reasons why customisation would be carried out. **2**

(*b*) The technical documentation for the same software states that it requires 32 Mb of available memory. Ken buys this software and finds it fails to install properly on his system which has 32 Mb of physical memory.

(i) Explain why this amount of memory may be insufficient to install the program. **2**

(ii) State, with reasons, **three** factors other than memory size which may cause the program to fail to install on this system. **3**

(10)

6. A company wishes to store procedure manuals on an intranet for all staff to access. The manuals will be accessed from a single server by staff using a variety of existing desktop computers as clients.

(*a*) Describe a possible solution for this company. Your description should include:

✓ Where words or phrases that form part of the question require to be emphasised, bold should be used (eg Give **two** reasons....).

✓ Text should be fully justified throughout.

✓ Italics should be used for subject specific terminology, for titles of books, newspapers etc.

✓ Check that all Figures or Sources relating to the question are labelled and cross-referenced correctly with the text.

✓ Check that brand names are not used in text or in graphics and that there is no form of advertising in the question paper.

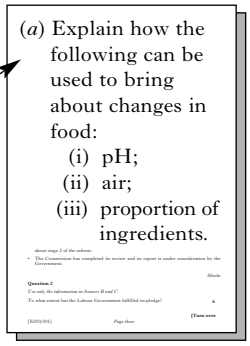
2.4 Punctuation

Colons, semicolons, full stops and question marks

A "question" in a question paper may be an actual question or it may be a task. For example, "What is the capital city of France?" is a question and "List the colours of the rainbow." is a task.

✓ Check that all questions are terminated by a question mark and tasks by a full stop.

✓ Where a colon is used to indicate the end of the stem of a question (ie the introductory part of the question), then the subsequent part of the question should run on from the stem and should be punctuated in the normal way (ie lower case letters, semicolons, and terminating in a full stop or question mark).


(*a*) Explain how the following can be used to bring about changes in food:

(i) pH;

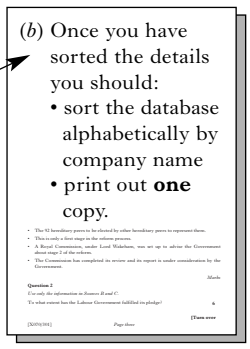
(ii) air;

(iii) proportion of ingredients.

✓ No punctuation is used in abbreviations, such as ie, eg, Mr/Mrs/Ms, except for the initial letter of a name.

Bullets

✓ Check that semicolons are **not** used in the punctuation of a bulleted list. If the bulleted list articulates with the stem of a question it is terminated by a full stop as shown.


(*b*) Once you have sorted the details you should:

- sort the database alphabetically by company name
- print out **one** copy.

Spaces

✓ Check that there is no more than one space between words, unless after a full stop or colon, where two spaces are used.

Dash, hyphens and decimal points

✓ There should be no space either side of dashes/hyphens.
✓ Long dashes are used for a break in text (eg . . . all carefully labelled—apart from . . .).
✓ Middle-sized dashes are used for dates/times (eg 1968–1972).
✓ Hyphens (not dashes) are used for hyphenating words (eg current-carrying conductor).
✓ Decimal points should be raised (ie, 2·5, not 2.5).

Quotes and apostrophes

✓ Double inverted commas should be used for quotations rather than single inverted commas, and should be smart quotes, ie, “” not " " .
✓ Quotes inside quotes should be shown by single inverted commas.
✓ Plurals for dates have no apostrophe, eg 1990s not 1990’s.

Sense checks

✓ Check for misspellings, incorrect grammar, and wrong and inconsistent punctuation.

2.5 Diagrams and artwork checks

✓ Check that diagrams are labelled to show the question to which they refer, and that they are placed appropriately in relation to the question with consistent space above and below.

✓ Check that the labelling on the diagram is the same size as the text of the Question Paper.

✓ Check that artwork is clearly presented.

✓ Check that graphs are clearly labelled with units of measurement displayed on both horizontal and vertical axes.

✓ Check background grid lines on graphs are distinct and that all points of graph lines are clearly readable on the grid.

2.6 Marks check

✓ Ensure there are marks allocated for each question or part of question, whatever is the style of previous years.

✓ Marks should be aligned with the question, either with the end of the text of the question or with the end of the space for the answer, following the previous year’s style.

✓ Ensure alignment of marks is checked at each stage of amendment.

✓ Marks should be typed in bold, aligned right, with the total for each question or section in brackets.

✓ Check marks add up to totals shown for each question, and overall total for Question Paper where this applies.

✓ Half marks must not be used in Question Papers.

3 Use of IT terms, mathematical notation and scientific symbols

There is a considerable variety in the way in which IT terms are spelled and in the usage of symbols to express quantities and their units. SQA has a house style in this regard. The following should be noted.

3.1 *Spelling of IT terms*

QM/QOs, PAs, Setters and QPO should ensure a consistency in the spelling of common IT terms and the usage of symbols. Below are some common examples that apply across a range of question papers.

> Internet (initial capital); software; World Wide Web (initial capitals); website (one word); e-mail (hyphenated); online (unhyphenated); download (one word); intranet (lower case); network (one word)

3.2 *Symbols, units and prefixes*

Use the appropriate symbols and abbreviations for the units of quantities. These apply across all subjects but mainly in mathematics/science/technology question papers.

Common examples are as follows.

Unit	*Symbols*
kilogram	kg (not Kg)
seconds	s (not secs or S)
metre	m (not M)
kilometre	km (not Km or KM)
watts	W
kilojoules	kJ (not KJ)
hour	h (not H or hr)

- ✓ Use a half space between the value of the quantity and its unit eg 5 km (5 kilometres); 20 s (20 seconds); 50 km/h (50 kilometres per hour).
- ✓ Use a half space between each symbol where the negative index notation is used in expressing the unit of the quantity eg 5 m s^{-1} (5 metres per second).
- ✓ Check that there are no spaces between units and their prefixes eg 5 ms (5 milliseconds).
- ✓ sin, cos, tan are normal type with a half space before the following number/value.
- ✓ All figures denoting values or quantities should be expressed in italics, eg, x degrees, v km/h.

3.3 *Tables*

Headings for tables are normally presented in italic font to distinguish the heading from the content of the table. Where the heading in the table includes a unit, this should be shown using Roman font.

Speed (km/h)	*Distance travelled* (km)
40	80

4 Annotating proofs

Amendments to a proof, as identified by the PA, need to be communicated clearly to QP section staff who are responsible for the typesetting of the amended proof. Various standard symbols may be used for communicating amendments. Commonly used symbols are given in the Appendix.

An example of the use of proof-correction symbols in amending a paragraph is shown below.

> The purpose of this Guide is to provide details of the proce dure to be followed in creating a "ready-for-printing proof from the vetted draft of a question paper. The procedure involves the co-operative effort of the Assessment Materials (QP) section staff, the Qualifications manager (QM), the Qualification s Officer (QO), the Principal Assessor (PA) and the Setter(s). The aim of the procedure is to produce a finlised proof that is an accurate transcription of the original vetted draft and ensure that the layout and presentation conform to SQA house style and quality standards.

The corrected version of the above text is shown in the first paragraph of Section 1.

Use of proof correction symbols is helpful but not essential. The important point is that clear guidance must be given to the typesetter as to how a proof is to be amended.

5 Subject specific checks

Subjects using worksheets

✓ Check that the worksheet refers to the correct question number in the Question Paper.

✓ Check that the wording of the rubric reflects the correct procedure for return of the Worksheet to SQA, eg, must be returned, if a compulsory option, or should be returned only if specific questions attempted.

Business Studies subjects

For all Business Studies subjects use figures to denote numbers, ie, "2" not "two" with the exception of the number one, which is written in full.

Science/Technology/Engineering subjects

Physical quantities should be expressed in italics eg *R* for resistance, *C* for capacitance. However the components associated with the quantities, eg, a resistor and a capacitor are represented by Roman R and C.

Modern Language Transcripts – Standard Grade only (including Gàidhlig)

Transcripts should be checked against the question paper to ensure that the wording of the questions is the same in both.

Subjects using objective questions

The following punctuation rules apply to objective questions. If the stem of the question is a sentence and ends with a full stop or question mark, then the options should begin with an upper case letter. If the options are sentences, a full stop is required, otherwise, no punctuation is used.

Example 1
Which of the following tasks would **not** be contracted out to a computer agency?

A Preparation of staff salaries
B Production of monthly salaries
C Analysis of sales statistics
D Updating of personnel records

Example 2
Which of the following statements does not apply to an offset litho machine?

A A master plate must be prepared.
B Operators require specialist training.
C Master plates can be either paper or metal.
D It is economical for short runs.

If the options run on from the stem of the question, they should begin with a lower case letter with a full stop after the final option. No other punctuation is used at the end of the options.

Example 3
A committee member believes that correct procedures at a meeting are not being followed. He should

A raise a point of order
B refer to standing orders
C call for a vote of no confidence
D propose an adjournment of the meeting.

Computing subjects

The following standard spellings apply to IT terms. Principal Assessors and their setting teams should use these standard spellings consistently in their question papers.

Spelling of Standard IT terms		
Term	*Common mis-spellings*	*Usage*
8-bit, 16-bit etc.	8 bit, 16 bit etc.	Use hyphenated form.
application software	applications software	Use singular form.
backup	back-up, back up	*the backup* (noun) but *to back up* (verb)
CD-ROM	CDROM, CD ROM	Use hyphenated form.
client-server	client server	Use hyphenated form.
data		Treat as collective singular noun, eg *this is the data* not *these are the data*.
disk	disc	Use disk in all computing contexts but disc in other contexts, eg *hard disk* but *audio disc*.
download	down load	Use one word.
e-mail	E-mail, email	Use hyphenated/lower case form.
floppy disk	floppy, floppy disc, floppydisc	Can also be described as a *diskette*.
hard copy	hardcopy	Use two words.
hardware	hardwear, hard ware	Use US spelling.
Internet	internet	Always use initial capital (proper noun).
intranet	Intranet	Never use initial capital. *intranet* is not a proper noun.
megabyte (abbrev. Mb) kilobyte (abbrev. Kb)	mega byte (mb) kilo byte (kb)	Use one word and initial cap in abbreviation.
network local-area network wide-area network	net work local area network wide area network	Use hyphenated form.
online	on-line, on line	Use unhyphenated form.
peer-to-peer	peer to peer	Use hyphenated form.
program	programme	Use US spelling.
software	softwear, soft ware	Use US spelling.
URL	url	Always use capital letters.
Web	web	Short for *World Wide Web*; web is acceptable in its generic sense when describing a web-like structure eg *a web of pages*.
website	Web site	When referring to pages on the World Wide Web.
World Wide Web	World wide web; world wide web.	Always capitalised since it is a proper noun.

Appendix

SYMBOLS FOR CORRECTING PROOFS

NOTE: The letters M and P in the notes column indicate marks for marking up copy and for correcting proofs respectively.

	Instruction	*Textual mark*	*Marginal mark*	*Notes*
1	Insert in text the matter indicated in margin		*new matter followed by* *or* ×2	MP Use circled number to indicate number of times same insert is repeated in the same line without interuption
2	Delete	through single character, rule or underline. or through all characters to be deleted	or ×2	MP Use for deletion at the beginning or end of a word and where no space is to be left in place of deletion. Use circled number to indicate number of deletions in the same line without interuption
3	Leave as printed	_ _ _ _ _ _ under characters to remain	✓ or *stet*	MP
4	Set in or change to italic	under character(s) to be set or changed		MP Where space does not permit textual marks, or for clarity, circle the affected area instead
5	Set in or change to bold type	under character(s) to be set or changed		MP Where space does not permit textual marks, or for clarity, circle the affected area instead
6	Change capital letters to lower case letters	Circle characters to be changed		P
7	Set in or change to capital letters	under character(s) to be set or changed		MP Where space does not permit textual marks, or for clarity, circle the affected area instead

	Instruction	*Textual mark*	*Marginal mark*	*Notes*
8	(i) Change to roman type (ii) Change to non-bold type (iii) Change to non-bold and non-italic type	Circle characters to be changed	(i) (ii) (iii)	MP
9	Wrong font. Replace by character(s) of correct font	Circle characters to be changed		P Use to indicate wrong typrface or size
10	Substitute or insert character in "superior" position	through character or where required	or under character e.g. or	P Do not use additional insert or substitute mark with these marks
11	Substitute or insert character in "inferior" position	through character or where required	over chaacter e.g.	
12	Insert underline	Circle characters/words	Circle horizontal line	MP
13	Close-up. Delete space between characters or words	linking characters		MP
14	Insert or substitute space between charcters or words	through character or where required		MP Give the size of the space to be inserted when necessary
15	Reduce space between characters or words	between characters or words affected		MP Give amount by which the space is to be reduced when necessary

	Instruction	*Textual mark*	*Marginal mark*	*Notes*
16	Insert space between lines or paragraphs	or		MP The mark extends between the lines of text. Give the size of the space to be inserted when necessary
17	Reduce space between lines or paragraphs	or		MP The mark extends between the lines of text. Give the amount by which the space is to be reduced when necessary
18	Transpose characters or words	between characters or words		MP
19	Centre	enclose matter to be centred		MP
20	Indent or move beginning of line(s) to the right			MP Draw vertical lines of mark to show position to which character(s) are moved
21	Cancel indent or moves end of line(s) to the left			
22	Take over character(s), word(s) or line to next line, column or page			P The textual mark surrounds the matter to be taken over and extends into the margin
23	Take back character(s), word(s) or line to previous line, column or page			

	Instruction	*Textual mark*	*Marginal mark*	*Notes*
24	Raise matter	over matter to be raised under matter to be raised		P Give the exact dimensions when necessary
25	Lower matter	over matter to be lowered under matter to be lowered		P Give the exact dimensions when necessary
26	Start new paragraph			MP
27	Run on (no new paragraph, no new line)			MP
28	Substitute or insert comma	through character or where required	,	MP
29	Substitute or insert semi-colon	through character or where required	;	MP
30	Substitute or insert full stop or decimal point	through character or where required		MP
30	Substitute or insert colon	through character or where required		MP

	Instruction	*Textual mark*	*Marginal mark*	*Notes*
32	Substitute or insert interrogation mark	through character or where required	?/	MP
33	Substitute or insert exclamation mark	through character or where required	!/	MP
34	Insert parentheses	or	(/)/	MP
35	Insert (square) brackets	or	[/]/	MP
36	Substitute or insert hyphen	through character or where required		MP
37	Substitute or insert apostrophe	through character or where required	or	MP Do not use additional insert or substitute mark with these marks
38	Substitute or insert single quotation marks	through character or where required	or	
39	Substitute or insert double quotation marks	through character or where required	or	
40	Substitute or insert ellipsis or leader dots	through character or where required		MP When used as a leader, give the measure