Appendix A: Item Writer and Checker Checklist

Content		**Y/N**
1	Does the content of the item match the requirements set out in the item specification?	
2	Does the item focus on mandatory skills, knowledge and understanding (see Course Specification)?	
Difficulty		
1	Is the type of task appropriate to the level of the paper?	
2	Is the overall standard of the item comparable to items in the previous year's paper and to past items (and any other benchmarks)?	
3	Is the context/focus of the item useful/appropriate?	
4	Is the mark allocation appropriate to the demands of the question?	
5	Is it clear from the question how much detail is required?	
6	Is the context/case study useful and appropriate, and does it contain only relevant information?	
7	Is any source material/artwork useful and appropriate?	
8	Does the item avoid questions that depend on the candidate answering a previous question correctly?	
9	Do the question and marking instructions match? (If a question is open-ended then the marking instructions must allow for a range of valid answers.)	
Accessibility — language		
1	Is the language clear and unambiguous?	
2	Are sentences as short and simple as possible?	
3	Is information presented in the correct sequence?	
4	Are questions separated from information/statements?	
5	Is the meaning of command words clear?	
6	Do sentences follow the usual subject – verb – object order?	
7	Is subject-specific language familiar to candidates?	
8	Has difficult vocabulary, abstract and metaphorical language been avoided?	
9	Does the item avoid using the passive structure?	
10	Does the item avoid language, context, and resources that may cause an emotional response with some candidates?	

Accessibility — layout		Y/N
1	Are the rubrics unambiguous, visually clear and repeated where necessary?	
2	Has the correct question numbering and style been used?	
3	Do questions end in a question mark and tasks in a full stop?	
4	Are spelling, grammar and punctuation correct and consistent?	
5	Are there clear and sufficient signposts/reading cues?	
6	Has any form of advertising in the item been avoided?	
7	Is the layout/presentation of the item appropriate/attractive?	
8	If questions are in the style of a question/answer booklet, is the answer space appropriate for all types of correct response?	
Artwork		
1	Is artwork helpful/appropriate?	
2	Is artwork of a high quality and clearly presented? (Note: Artwork with a Shutterstock watermark is acceptable at this stage.)	
3	Is artwork placed appropriately in relation to the question with consistent space above and below?	
4	Are diagrams clearly labelled to show the question(s) to which they refer?	
5	Are graphs clearly labelled with units of measurement displayed on both axes?	
6	Do graphs have distinct background grid lines with all points of graph lines clearly readable?	
Marks		
1	Is a single mark allocated to each question or part of a question?	
2	Have half marks been avoided?	
3	Are marks correctly displayed (with no brackets or other annotations)?	
Marking instructions		
1	Does the item elicit the response expected in the marking instructions?	
2	Are marking instructions as clear and unambiguous as possible (explaining clearly what should and should not be given a mark)?	
3	Are marking instructions consistent with the command word(s) used in the item?	
4	Do the marking instructions avoid giving credit for skills which are **not** specified as a key objective, eg reading, writing and numeracy?	

	Marking instructions contd	Y/N
5	*Where responses may be awarded more than one mark, is it clear how many marks will be awarded for which parts or for which qualities?*	
6	*Do marking instructions follow the format of 'Expected Answers' and 'Additional Guidance'?*	
Equality and inclusion		
1	*Do your questions and/ or associated images avoid stereotyping on the basis of any of the following protected characteristics: age, gender re-assignment, pregnancy and maternity, religion or belief, sexual orientation, race, disability and gender?*	
2	*Have you ensured that males and females are equally represented?*	
3	*Are the situations and contexts used equally within the experience of male and female candidates?*	
4	*Are females and males shown as having equal status, as playing an equal and active role and as being equally competent in both intellectual and practical activities?*	
5	*When people are described in terms of a role relationship (wife, father, mother, manager, teacher, etc), are both sexes treated in a balanced way, (ie females are not solely portrayed in passive, sensitive roles and males in more active roles)?*	
6	*Is the word order relating to gender varied, ie, not always 'men and women', 'boys and girls' and 'he or she'?*	
7	*Are occupations referred to in a gender-neutral way (eg, police officer rather than policeman; fire-fighter rather than fireman)?*	
8	*Do your questions avoid making unfair assumptions about disabled people?*	
9	*Are disabled and non-disabled people seen as having equal status?*	
10	*Are disabled people portrayed in a positive and active role?*	
11	*Where people are portrayed, do they reflect the diverse and changing nature of modern Scotland?*	
12	*Have ethnic stereotyping and/ or tokenism been avoided?*	
13	*Are people from diverse backgrounds seen to be participating in a realistic and positive way?*	
14	*Are the situations and contexts used within the experience of students from a variety of cultural backgrounds?*	
15	*Have you presented people's customs, culture and religion (wherever they come from) in a way that respects their value, meaning and role in life?*	