

Appendix C: Question Paper Reviewer Checklist

Validity — Course coverage		Y/N
1	Does the question paper adhere to the structure and coverage criteria specified in the Course Assessment Specification and the Assessment Overview?	
2	Have questions/tasks been included which will generate the evidence of attainment required to measure against the Course grade descriptions?	
3	Where appropriate, are there sufficient opportunities to assess integration, breadth, challenge and application?	
4	Does the weight given to a particular part of the mandatory skills, knowledge and understanding in the question paper reflect its relative importance in the Course Specification?	
5	Does the question paper avoid overlap with any other Course assessment method being used (suggesting over-assessment)?	
6	If general skills (such as literacy, numeracy, health and wellbeing) are included in the Course Assessment Specification/Assessment Overview, are they being appropriately assessed in the question paper and are marks explicitly awarded for these skills?	
Validity — Sampling		
1	Is the sampling of the syllabus systematic but unpredictable (to avoid question 'spotting')?	
2	Does the question paper look like an 'unseen' paper (ie it does not resemble a specimen question paper or a past paper too closely)?	
3	Does the question paper focus on mandatory content (rather than marginal content)?	
Validity — Other		
1	Is the range of types of questions/tasks (eg which assess knowledge, understanding, interpretation, evaluation, analysis or synthesis) in accordance with the Course Assessment Specification/Assessment Overview?	
2	Is the question paper and marking instructions, where appropriate, consistent with practice in similar subjects and across Courses with similar aims and purposes?	
Level		
1	Is the level of difficulty of the overall paper comparable with previous years?	
2	Is the level of demand of the question paper consistent with the SCQF level descriptors?	
3	Where there is question choice, do the various options have the same level of difficulty?	
4	Is there the right amount of discriminating questions throughout the paper?	
5	Is the amount of writing required of the candidate appropriate to the skills, knowledge and understanding being assessed?	

Accessibility		Y/N
1	Using your professional judgement, can the question paper be completed by moderately prepared candidates in the allocated time?	
2	Does the paper flow in an appropriate way?	
3	Is the amount of reading in the question paper appropriate for the level?	
4	Are the questions sequenced by degree of difficulty (if appropriate)?	
5	Is there correct and consistent use of command words?	
6	Does the rubric of the sections make the purpose of the task clear?	
7	Are the questions and parts of questions numbered correctly and do they run in sequence?	
8	Are 'signposts' (headings, sub-headings, indentations, boxing of text, underlining, bold type, capitals, and italics) used appropriately and consistently?	
9	Is there enough space for answers to be written on the question paper (where appropriate)?	
10	Where a question runs to more than one page, is all the information required to answer the question, or each part of the question contained on facing pages (to avoid candidates having to turn over to access information)?	
11	Is the layout of the paper as attractive and as uncluttered as possible?	
12	Are sources (textual, pictorial or graphical) positioned and sized appropriately in relation to the question to which they refer?	
13	Are sources (textual, pictorial or graphical) referred to correctly and consistently between the source and the question to which they refer?	
Marks check		
1	Does the total number of marks available in the paper match the total specified in the Course Assessment Specification?	
2	Are marks allocated for each question or part of question based on the Course Assessment Specification/Assessment Overview?	
3	Is a single mark allocated to each question or part of a question?	
Marking instructions		
1	Are general marking instructions: helpful to Markers, appropriate for present and subsequent diets, phrased in a positive way to avoid any suggestion of 'deducting marks', clear and precise?	
Equality and inclusion		
1	Does the question paper and marking instructions comply with SQA guidelines on equality and inclusion? (See current guidance on equality and inclusion.)	