

**Review of Vocational Subjects**

**Examination Papers and Marking Schemes**

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| --- | --- | --- | --- |
| **Date of Final Review** | **Level and Subject** | **Paper** | **Unit** |
| Click to enter a date. | Choose Award Choose Subject | Choose Session | Choose 1/2/3 |

# INSTRUCTIONS

* This form is to be completed by the subject paper setting Chairperson.
* The Chairperson is to attend to items marked ‘No’ in this form and any other comments made by the Reviewer.
* This form is to submitted with the reviewed examination papers, marking schemes, reviewer’s checklist, and specification grid to MATSEC.

# SECTION A: THE RUBRIC

|  |  |  |
| --- | --- | --- |
| Criteria | Yes | No |
| A1. | Rubric is clear and unambiguous. |  |  |
| A2. | Structure of examination paper matches the latest syllabus version for the specific cohort. |  |  |
| A3. | Rubric covers content required by syllabus (highlighted criteria in the controlled; covering all unit learning outcomes) |  |  |
| A4. | Rubric targets all MQF levels of every criterion.  |  |  |
| A5. | Rubric indicates the correct duration of the paper. |  |  |
| A6. | Rubric matches the syllabus for the language to be used in answers. |  |  |
| A7. | Rubric addresses the number of items expected as per criteria’s wording. |  |  |
| A8. | Scenario is included. |  |  |
| A9. | Wording is consistent throughout different sections. |  |  |
| A10. | Examination paper format is similar to last year’s paper. |  |  |
| A11. | Correct style of numbering is used. |  |  |

# SECTION B: LANGUAGE

|  |  |  |
| --- | --- | --- |
| Criteria | Yes | No |
| B1. | The language used is clear and unambiguous.  |  |  |
| B2. | Wherever possible, simple sentences are used. |  |  |
| B3. | The order of events is as presented in the questions. |  |  |
| B4. | Scenarios are written in bullet form. |  |  |
| B5. | The number of answers requested in a question is emphasised in bold and capitalised. |  |  |
| B6. | Negative and partly negative sentences are avoided. When ‘not’ and ‘only’ are used these are in bold. |  |  |
| B7. | Impersonal questions are used wherever possible (avoiding ‘you’). |  |  |
| B8. | Questions are neutral and objective in terms of gender, culture, and religious beliefs.  |  |  |
| B9. | The use of the active verb at each MQF level reflects what is expected by the criterion and MATSEC’s glossary of terms. |  |  |

# SECTION C: CONTENT

|  |  |  |
| --- | --- | --- |
| Criteria | Yes | No |
| C1. | Questions have been worked out.  |  |  |
| C2. | All the information needed for scenario-based questions or calculations is given.  |  |  |
| C3. | Any constants and data given HAVE the correct units.  |  |  |
| C4. | Technical terms and symbols conform to current usage.  |  |  |
| C5. | The length of the paper is appropriate for the time available.  |  |  |
| C6. | The number of lines provided to answer MQF1 and MQF2 questions corresponds to the depth/length required in the responses. |  |  |
| C7. | The number of lines provided to answer MQF3 questions offers more autonomy in responding. |  |  |
| C8. | The marks allocated to every criterion at each MQF level are strictly in line with the syllabus specifications and assessment panel guidelines. |  |  |
| C9. | Any non-original content (quotations,pictures,diagrams) is referenced. |  |  |
| C10. | Answers to questions are not provided in the wording of other questions. |  |  |

# SECTION D: MARKING SCHEME

|  |  |  |
| --- | --- | --- |
| Criteria | Yes | No |
| D1. | The Marking scheme is clear, unambiguous and can be followed easily by markers. |  |  |
| D2. | An example of the minimum acceptable answer to each question is provided in line with the active verb of the criterion being targeted.  |  |  |
| D3. | Answers provided for each question are in line with the syllabus content and within the scope of each criterion at all levels. |  |  |
| D4. | Additional comments are included where necessary, such as accepting any other valid answers, indicating foreseeable unacceptable answers, and applying ‘follow through’.  |  |  |
| D5. | The allocation of marks to each question is strictly in line with the syllabus specifications and assessment panel guidelines. |  |  |
| D6. | Any sub-division of marks is strictly based on the syllabus content, while still keeping in line with each criterion’s active verb. |  |  |

# SECTION E: ADDITIONAL CHECKS

|  |  |  |
| --- | --- | --- |
| Criteria | Yes | No |
| E1. | All tabs indicated as “No” and any comments submitted by the Reviewer have been attended to. |  |  |
| E2. | Questions set by different setters have been harmonized in style.  |  |  |

# SECTION F: OTHER COMMENTS

Click here to enter text.

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**Chairperson’s Name Signature**