



# Business & Computing Examinations (BCE) LONDON (UK)

## Reviser/Scrutiniser Examination Questions Review

Name of Exam Reviser/Scrutiniser: .....

Qualifications Titles	

Year: .....

For BCE Assessments to be valid, the examination paper must reflect the aims, objectives and content of the syllabus. The following questions will assist in reviewing and amending:

- i. the marking scheme;
- ii. content/meaningfulness of questions or parts thereof
- iii. relevance of specification (Intended Learning Outcomes and Assessment Criteria)
- iv. if recommended assessment materials were used
- v. parity of standard level

and thereby help to improve the quality of the examination paper.

<b>Examination Questions Quality and Validity</b>		<b>Response [Where detailed information is required, identify the Question Number]</b>
1.	Does the marking scheme adhere to the syllabus and the specified weightings of content and objectives?	
2.	Is the marking scheme accurate, consistent and unbiased?	
3.	Does the marking scheme reflect the specific objective-related target on which the question is focused?	
4.	Do the answers that attract full marks correspond to the question asked? If not, is it the question or the answer that needs to be changed?	
5.	Are the supplied assessment questions solutions (if applicable) in the scheme correct?	
6.	Does the marking scheme minimise the amount of subjective judgement that the marker has to exercise?	
7.	Does the marking scheme encourage examiners to use the whole range of marks available, so that full marks do not correspond to unattainable theoretical perfection, but rather to the level of achievement anticipated?	
8.	Where marking schemes are expressed as a series of levels: <ul style="list-style-type: none"> <li>i. do the levels relate to the target identified for the question?</li> <li>ii. do the levels reflect a clear qualitative progression?</li> <li>iii. do the levels reflect, in positive terms, how candidates may respond?</li> <li>iv. does the marking scheme reflect the number of levels likely to be generated by the question?</li> <li>v. does the marking scheme avoid mark ranges that are too narrow to enable examiners to clearly differentiate between the levels described?</li> </ul>	
9.	Can the question paper be answered in allowed time?	
10.	Comment on qualification standard level of questions?	
11.	What are suggestions, improvements, adjustments or alternatives to assessment papers?	