

Mark Scheme Guidance

Accessibility and Formatting

Contents

Accessibility barriers.....	2
Making data tables accessible in assessment materials	2
Inserting a table	3
Table Headers	3
Create a Table Header row	3
Adding white space to a table	5
Adjusting cell margins in a table.....	5
Add a Caption to a table.....	6
Add Alt Text to a table.....	7
Formatting a Mark Scheme	9
OCR House Style	9
Bullet Points.....	11
En-Dash.....	11
Em-Dash.....	12
Hyphenation.....	12
Front Cover Layout.....	13
Marking Instructions	13
Annotations and Abbreviations	14
Headers / Footers.....	14
Table header rows.....	14
Question Number Column	14
Marks Column	15
Answer Column	16
Splitting answers	16
Guidance Column.....	16
Levels of response.....	17
Tick Boxes examples (mainly used in Science).....	17
Question/Paper Totals.....	18

Accessibility barriers

There are several accessibility barriers when using tables:

- When using a screen reader or Text-to-Speech (TTS), the user **must** switch to table reading and navigation keyboard commands to access the content a table. The Headings used in a word document which act as navigational points **cannot** be used in a table.
- When a word document is converted to tagged PDF, the table structure for the document is also converted requiring manual amending to remove it. If the table structure is not removed, someone using a screen reader and TTS tools will be forced to use table navigation and reading commands to access the content.
- If a table is nested within a table, the information in the table is even less accessible to the user because adaptive technology only looks at the table the focus is in, not the document as a whole. This means that cell coordinates are repeated, e.g. the user will hear "Table 3 cell A1" and they will realise they are in a second table, however the table they are in is only stated when the table is entered and not for every cell.

Making data tables accessible in assessment materials

Consider the following before creating the table:

- What is the table header for this table?
- What is the caption for this table? e.g. "Boiling points of the first five Group 0 elements"
- What is the Alt text for this table? e.g. what is the description of the table to give the individual using adaptive technology that describes the structure of the table.

If you can't answer the above and implement Table Header rows, a caption and Alt-text, then you need to reconsider if a table is the best way to represent the information.

In assessment materials, tables are to be used for data representation and **NOT** to be used for design layout.

Inserting a table

Use the Insert Ribbon to add a table to a document.

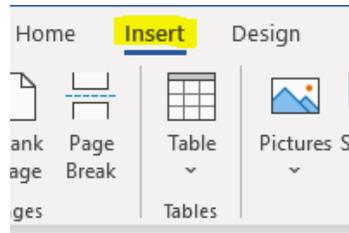
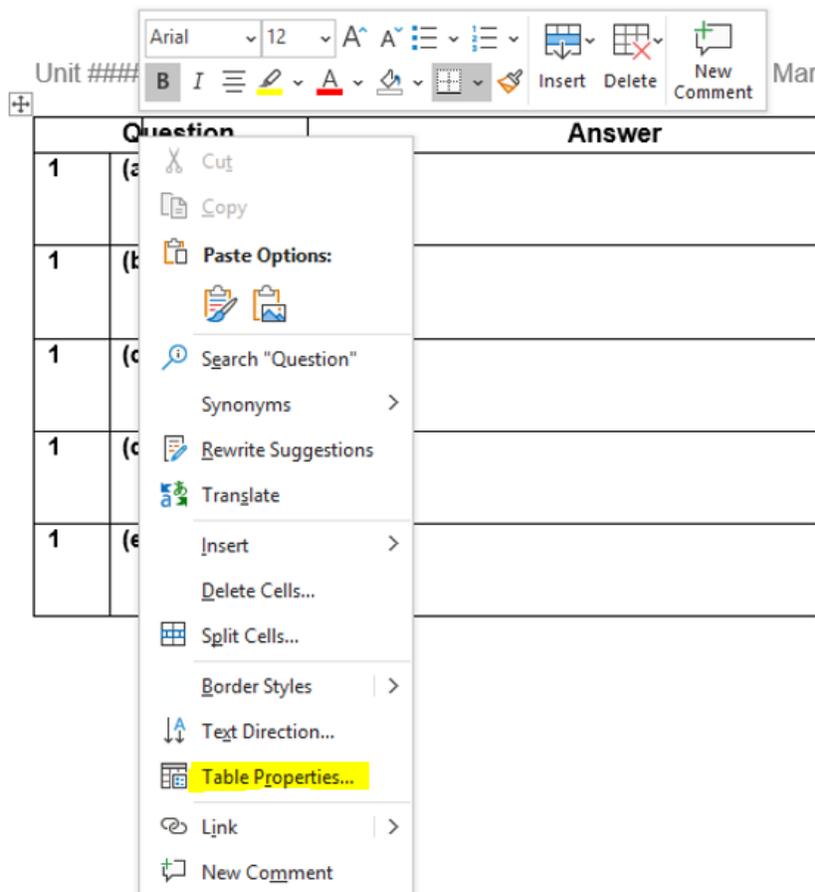


Table Headers

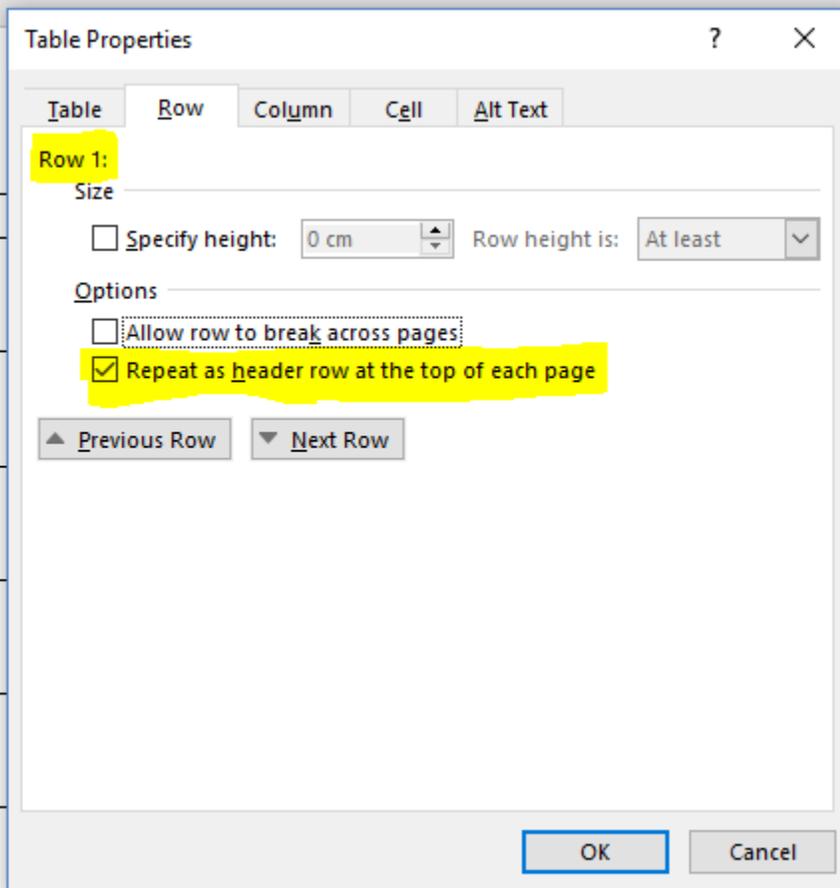
When adding a Table Header row, this means that when the document is converted to a tagged PDF it converts to the right Tags in the PDF document and that is a table is across more than one page the information in the header is repeated so users don't have to keep moving to the start of the table.

Create a Table Header row

1. Right click on the table and select Table Properties from the menu.



2. Select the row that is to be the Table Header row (you can use previous and next row to navigate to the right row) and tick the “Repeat as header row at the top of each page” button and click OK.



Generally, you should **not** let rows break across pages. Due to the content of Mark Schemes, we understand that this is not always possible and the mark scheme template does allow for breaks across pages to let information flow freely.

Rows should **never** break across pages mid paragraph or sentence as this causes readability issues. It is best practice to start these paragraphs and sentences on new pages.

Adding white space to a table

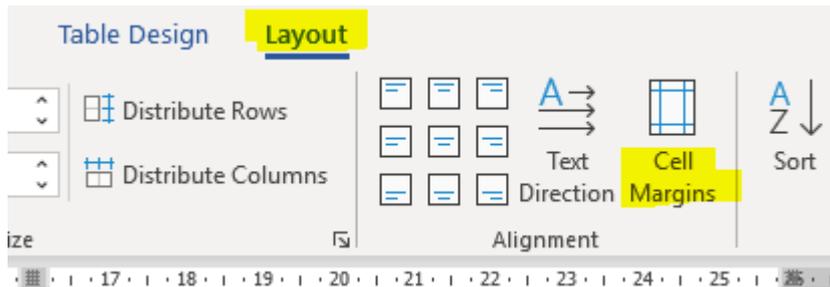
Do not create space above and below content in a cell by pressing the Enter key.

This creates blank lines in the cell and users will have to listen to those blank lines.

Adjusting cell margins in a table

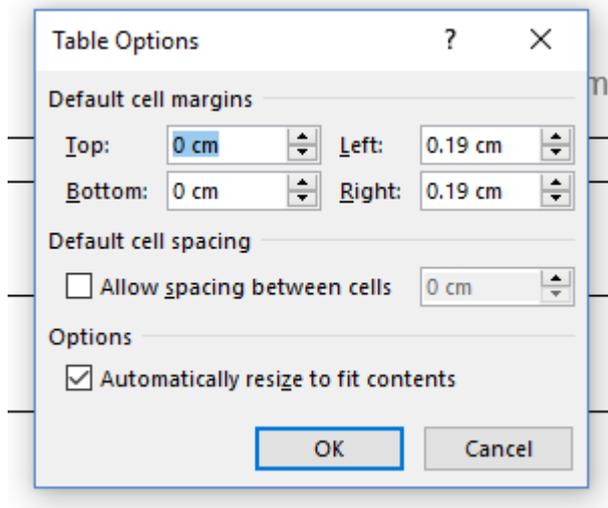
To create a consistent look to the table:

1. Highlight the whole table
2. Go to Table Layout, Cell Margins



Set margins as required to create the desired space and click OK.

Top and bottom margins we'd recommend no more than 0.15



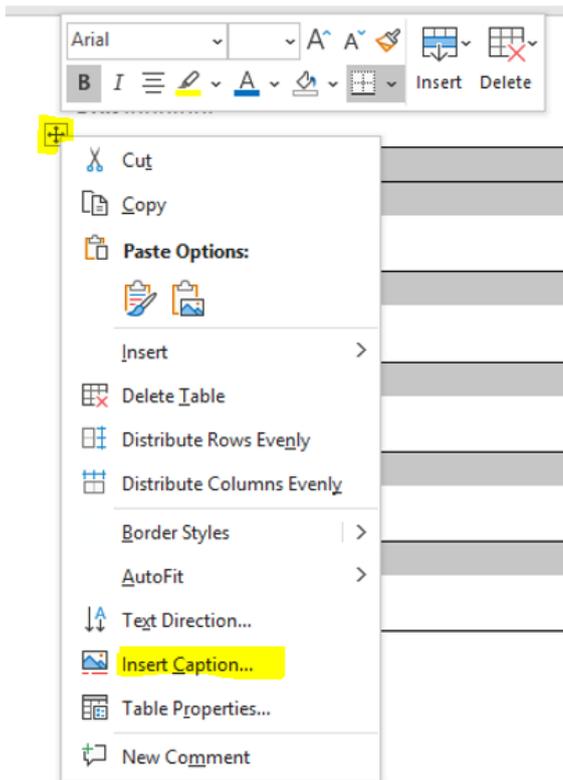
Add a Caption to a table

A caption gives a summary of what information is contained in the table who are using a screen reader so that they know what to expect once they enter the Table.

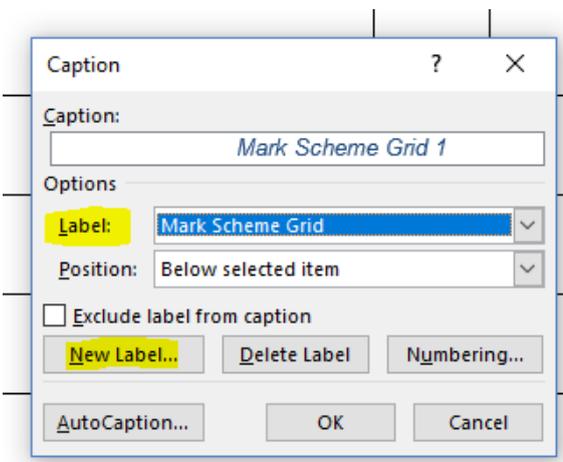
Do not add captions to tables that are in Assessment Materials or in Mark scheme documents.

To add a Caption to a data table:

1. Right click on the selection cross to bring up the menu and select Insert Caption



2. Select a Caption using Label or add a new Label, click OK

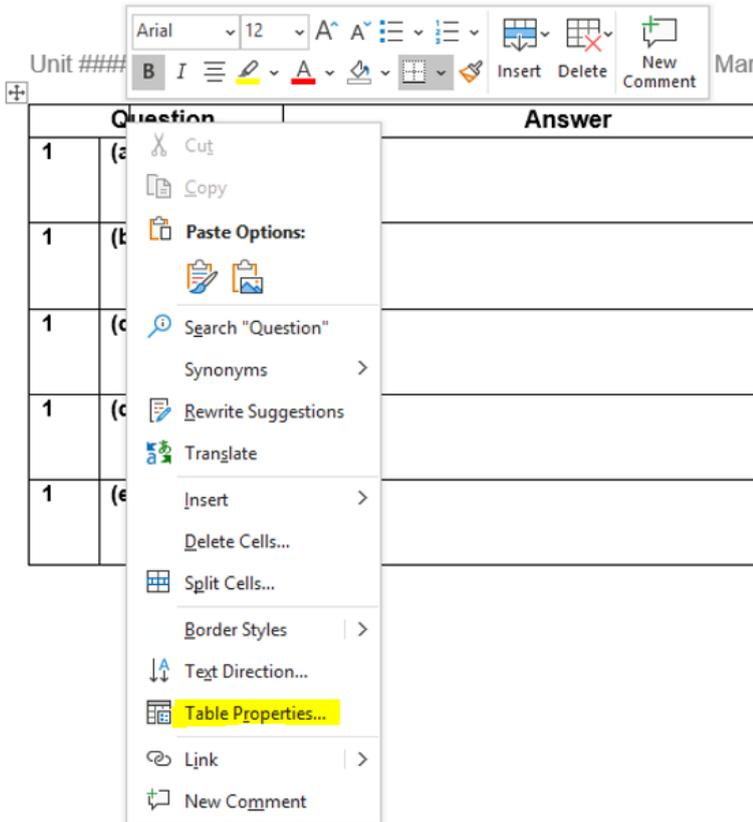


Add Alt Text to a table

Alt Text should be used to describe the table in terms of columns and rows and to flag any merged or split cells. The information is primarily available to those using screen readers and Text-to-Speech tools. It helps in determining which table reading and navigation keyboard commands someone will use to work their way through the table content.

To add Alt-Text to a table:

1. Right click on the table and select Table Properties from the menu.



2. Select the Alt-Text tab and add in a title and description, click OK.

Unit #####

Question			
1	(a)		
1	(b)		
1	(c)		
1	(d)		
1	(e)		

Guidance

Table Properties

Table Row Column Cell **Alt Text**

Title
Question 1 Mark Scheme Grid

Description
This table has 6 columns and 5 rows. it has no split or merged cells. It contains the mark scheme information for Questions 1a to 1e.

Alternative Text
Titles and descriptions provide alternative, text-based representations of the information contained in tables, diagrams, images, and other objects. This information is useful for people with vision or cognitive impairments who may not be able to see or understand the object.
A title can be read to a person with a disability and is used to determine whether they wish to hear the description of the content.

OK Cancel

Formatting a Mark Scheme

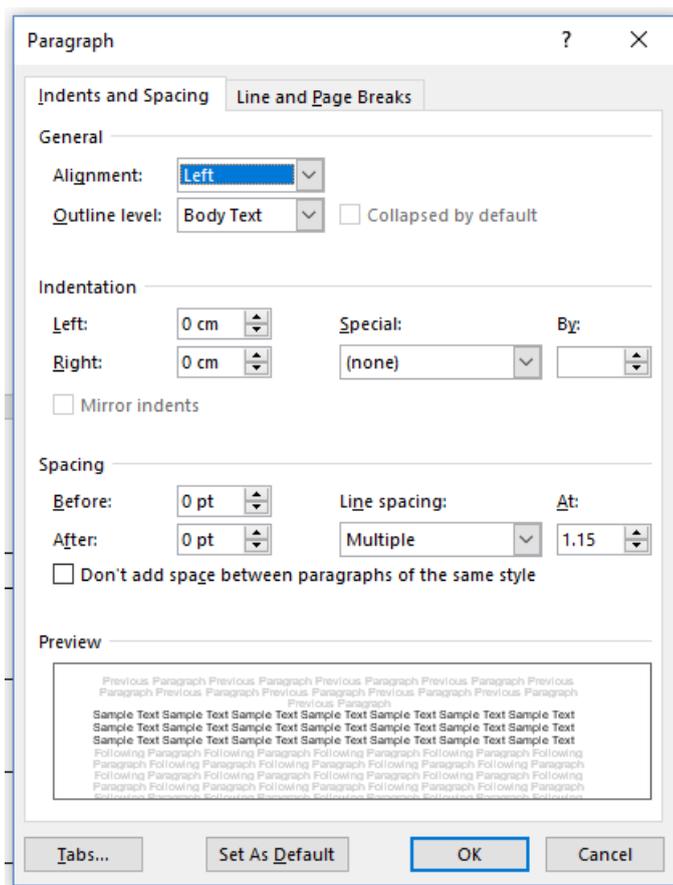
There are some elements of a mark scheme that are crucial to ensure consistency when we publish the document and to ensure accessibility.

OCR House Style

The default font settings for a Mark Scheme are:

Font: Arial 11pt

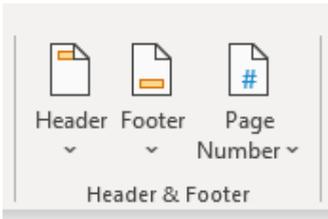
Paragraph: as below



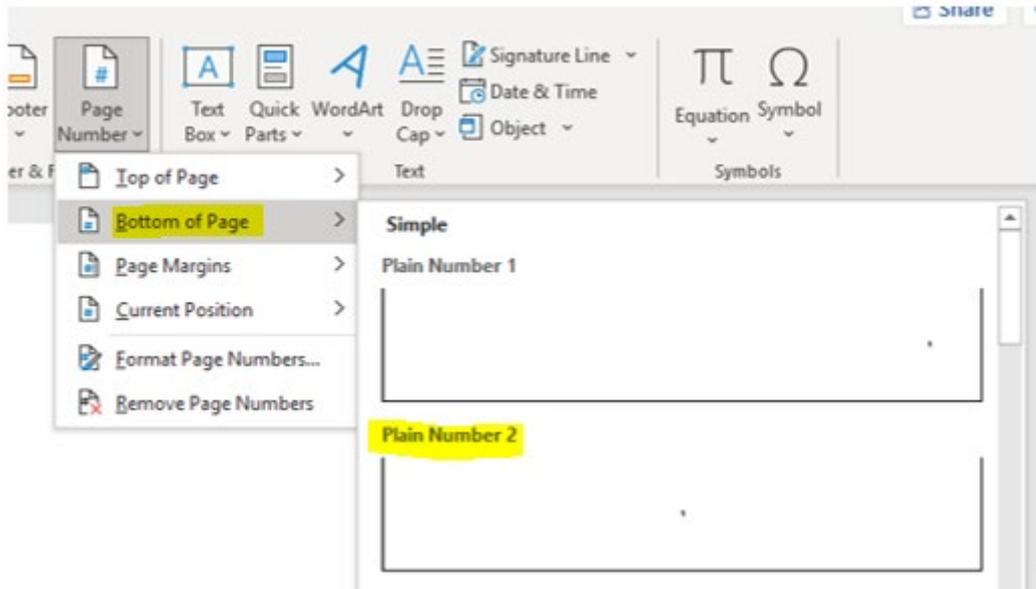
Full stops: only **one** space after full stops.

Numbers and measurements: use half a space in between, e.g. 1 cm, 10000.

Page numbers: these should be inserted using the Page Number icon under the **Insert** tab



Page numbers should appear as **Bottom of Page, Plain Number 2**.



Bullet Points

Bullet points should **not** be indented. The leading paragraph should have a colon and a full stop at the end of the list.

There should be **no** line spaces between bullets.

Example: One level bulleted list

Two marks for accurate description of any example and **two more marks** for picking an example that establishes naturalism/realism:

- the acting
- what is missing from the soundtrack
- the way the camera is used
- the lighting.

Second level bullet points should use a dash (-).

Example: Two level bulleted list

Two marks for accurate description of any example and **two more marks** for picking an example that establishes naturalism/realism;

- the acting
 - natural/improvised
 - scripted/rehearsed
- what is missing from the soundtrack
 - diegetic sound
 - non-diegetic sound

Numbered lists - as per bulleted lists

En-Dash

The en-dash is longer than a hyphen and is commonly used to indicate a closed range of values, e.g.

- Date 1990–1994 (meaning 1990 to 1994)
- Time 13:00–14:30
- Numbers Levels 1–4 (meaning 1 to 4)
- Ranges January–March

Insert an En dash using AutoFormat

1. Type a word, with a space after it.
2. Type a single hyphen, with a space after it.
3. Type another word.
4. Type a space.

For example, typing: 1993(space)-(space)1995(space)

Automatically formats the line to: 1993 – 1995

When you press the spacebar after typing the example text above.

Em-Dash

The em-dash may be used to replace commas, semicolons, colons, and parentheses to indicate added emphasis, and interruption, or an abrupt change of thought.

Dashes should generally not be used as punctuation marks within running text; it is preferable to use parentheses.

Insert an Em dash using AutoFormat

1. Type a word, with a space after it.
2. Type a single hyphen, with a space after it.
3. Type another word.
4. Type a space.

For example, typing: 1993(space)-(space)1995(space)

Automatically formats the line to: 1993 – 1995

When you press the spacebar after typing the example text above.

Hyphenation

Hyphens are used to connect parts of a compound word to clarify sense. Also used where an absence of one could cause ambiguity.

It can also be used where a word (usually in column text) runs over onto a new line. Where this occurs, the hyphen must come in between completed syllables in word e.g.

- Low-cost
- Short-term
- Mother-in-law
- Pink dog-blanket ('pink dog blanket' could be a blanket for pink dogs).

Front Cover Layout

Below is the new front cover template introduced for 2023 production onwards. It has been changed for digital accessibility.

Unit #####	Mark Scheme	Paper #
 Oxford Cambridge and RSA		
Paper D/E/F/G/H/I 2022 – Morning/Afternoon		
Qualification Unit Code/Component Title		
MARK SCHEME		
		Duration: # hour # minutes
MAXIMUM MARK #		
Version: Last updated: (FOR OFFICE USE ONLY)		
This document has XX pages		

The front cover should be populated with the same details as the Question Paper and the layout should not change from the above.

The version number on the front cover should be updated every time the mark scheme is revised.

Draft and Version details - Please update the version number each time the mark scheme is revised.

Marking Instructions

There are generic marking instructions on the template which are usually the same for all subjects.

Subject specific marking instruction should be added to the section 12. Subject Specific Marking Instructions.

Unit #####	Mark Scheme	Paper #
12. Subject Specific Marking Instructions		

Note: All content up to and including point 10. will be removed before being published to the OCR website.

Annotations and Abbreviations

The table should be presented so that the Annotation is **centred** and the Meaning is **left aligned**. Below is an example of how the RM Assessor mark symbols should appear.

Annotation	Meaning
✓	Correct point
✗	Incorrect Point
?	Unclear
1	Award 1 Mark
2	Award 2 Mark
3	Award 3 Mark

Traditionally marked units must include information on the approved annotations to be used by examiners. This is vital information for centres who request access to scripts.

Headers / Footers

The Unit Code and Paper variant should be reflected. The series will be added when we know which series it has been selected for.

Unit #####	Mark Scheme	Paper #
------------	-------------	---------

Table header rows

The various table layouts have been set up to ensure that the first row will repeat on every page. Please do **not** merge or split cells in the table header as this makes it difficult for a screen reader or screen-to-text.

We recommend the use of borders to achieve the desired layout look. e.g.

Question		
1	(a)	

Without Borders

	Question	
1	(a)	

With Borders

Question Number Column

This column is split into three, this is to accommodate questions that split into sections and sub

sections.

The first column is for the number (i.e. **1**) the second column is for sections (i.e. **a**) and the third is for sub section parts (i.e. **i**). The section parts are always written in Roman numerals (**i** = one, **v** = five, **x** = ten etc.).

For example:

Question		
1	(a)	(i)

Note: the question numbers are in bold, and both the section and the sub section are in parentheses. These column widths are set to accommodate most numerical eventualities and will rarely have to change size.

Marks Column

This column contains the marks should be **centred**.

swer	Marks	Guida
	3	

Mark allocation example:

Question		Answer	Marks	Guidance
4	(a)	L tuff (1) M pahoehoe lava (1) N agglomerate (1) P pillow lava (1) Q ignimbrite (1)	5	

Science uses a tick (✓) in some mark schemes instead of (1).

There should be consistency in any one mark scheme and across suites of mark schemes (e.g. groups of subjects or specifications).

Answer Column

For some mark schemes 'Answer' is replaced with 'Indicative Content'.

on	Answer	Marks	Gui
(i)	Answers may include: <ul style="list-style-type: none"> • Chlorophyll • Photosynthesis • Sunlight • Photoautotroph. ONE mark for each correct response	3	

There will also be occasions when the mark will appear at the end of the answer, e.g.

on	Answer	Marks	Gui
(i)	Grass is green because it contains a pigment (1) called Chlorophyll (1). The chlorophyll is used in a process called photosynthesis (1) where plants	3	

The parentheses around marks should be round (no square brackets) and should **not** be bold. The main mark should still appear in the 'Marks' column.

Splitting answers

Answers should **not** be split were possible.

Long answers should be split at an appropriate point – please use your professional judgement; try to avoid 'Widows/Orphans'. For example do **not** leave 1 line on its own at the bottom or top of a page.

Guidance Column

The text in this column must be aligned with the question number. However, each part and section should be in separate rows. When the table's gridlines are shown, it should look like this.

Example: Short answer mark schemes layout

	Marks	Guidance
	1	Accept answers for d (i) and (ii) in any order.
	1	X copying out of text without showing understanding: die Wohnung sondern.
	1	X Interessen und Gewohnheiten.

The second type of guidance column is split into two sub-columns. The first is for 'Content', and the second is for 'Levels of Response'. This type of table will be used mainly for longer answers.

Example: Long answer mark schemes layout

	Marks	Guidance	
		Content	Levels of response
	10	<p>Candidates should receive credit for a particular issue identified in the resource or a broader generic issue. However, this latter issue must originate from the resource, such as secondary impacts of hazards.</p> <p>Strategies must be appropriate to the particular issue identified for Levels 2 and 3.</p> <p>Balance between issue and strategies – given that ONE issue is required but STRATEGIES are to be included, most responses</p>	<p>For each question in Section A:</p> <p>AO1 Knowledge and understanding accounts for 4 marks.</p> <p>AO2 Analysis, interpretation and evaluation accounts for 4 marks.</p> <p>AO3 Investigate, conclude and communicate accounts for 2 marks.</p> <p>Level 3 (9–10 marks) Substantial knowledge and authoritative understanding of the appropriate issue. Clear</p>

Notice that in the level of response column the assessment objectives (AO#) and response levels (Level #) are in bold.

Note: there is no colon, also brackets and en-dash used with no spaces

Levels of response

Should be bold, e.g.

Level 3 (9–10 marks)
Substantial knowledge and authoritative ...

Tick Boxes examples (mainly used in Science)

Use the following tables as example of tick boxes used in mark schemes (left aligned).

Question	Answer	Marks	AO element	Guidance		
10 (a)	Substance	Plasma	Red blood cells	2	1.1	All four correct = 2 marks Any two correct = 1 mark
	Carbon dioxide	✓				
	Dissolved food	✓				
	Oxygen		✓			
	Water	✓				
(b)	<p>Any four from:</p> <p>Small size / curved shape ✓</p> <p>allows them to fit through capillaries ✓</p> <p>Biconcave disc ✓</p> <p>Large surface area to volume ratio / rapid diffusion of oxygen in and or out of cell ✓</p> <p>Flexible ✓</p>	4	1.1			
(c)	0.0078 mm ✓	1	1.2			

Question/Paper Totals

When a total mark appears, it should be in a row below the question it relates to, or at the end if it is a paper total.

The word “Total” appears in the answer column, is Arial 11pt bold and right justified.

The mark that appears in the ‘marks’ column is centre justified and Arial 11pt bold.

Example:

on	Answer	Marks	Gui
(i)	Answers may include: <ul style="list-style-type: none">• Chlorophyll• Photosynthesis• Sunlight• Photoautotroph. ONE mark for each correct response.	3	
(ii)	Candidates should receive credit for a particular issue identified in the resource or a broader generic issue. However, this latter issue must originate from the resource, such as secondary impacts of hazards.	6	
	Total	9	