General Style Guide

VERSION 1.0: August 2014

Document owner:
olwen.turchetta@pearson.com

PEARSON

Contents

Foreword

Welcome to the Pearson Education Style Guide and Glossary. Please take a few minutes to familiarise yourself with these documents, so that you know what they contain and how they can help you in your day-to-day work.

Consistent and accurate style is relevant to our content in all its formats – whether digital or print. It ensures that our customers see that at Pearson we care about quality and standards in all aspects of what we do. I'm sure you will find these documents useful – please ensure you use them, and ensure your suppliers use them too.

Mark Anderson
Managing Director
Pearson UK

I   Introduction

The **Pearson Education Style Guide** is designed to ensure that our written communications are as clear, correct, user-friendly and consistent as possible. It doesn't discuss tone of voice in detail; please refer to the Pearson UK voice guidelines to find out more about this.

This Style Guide sets out the house style and conventions you must follow when you are writing and editing publications, documents and web content for:

- Pearson Qualification Development and Assessment

- Pearson Primary, Secondary, Vocational and work-based learning publications

- The Pearson qualifications website

- www.edexcel.com and related sites

- www.pearsonschoolsandfecolleges.co.uk and related sites

- The Pearson UK corporate site (uk.pearson.com)

- Pearson UK corporate communications and customer services.

This Style Guide replaces all previous style guides used by Edexcel and Pearson Schools and Colleges.

Why do we need a Style Guide?

Our reputation as the world's leading education company is founded on setting and maintaining the highest standards. These high standards should be reflected in every aspect of our business, from the products we publish to the letters we write. Our image is harmed if we publish content that is inconsistent or incorrect.

We are a large and complex organisation composed of many brands and internal divisions, all with different ways of doing things. We need a consistent approach across the business so that everything we produce for our customers looks as though it comes from the same place.

I   Introduction

A house style:

1. **Contributes to the professional image of Pearson**

2. **Reassures our customers that we know what we're doing**

3. **Helps individuals working on the same publication, product or type of communication to work together more efficiently**

4. **Means that decisions about points of detail are made just once, saving time**

5. **Contributes to the quality of the product**

How do I use the Style Guide?

Many of the rules of writing are non-negotiable. For example, you must:

- spell correctly

- use full stops, apostrophes and other punctuation correctly

- use plain language and make your meaning clear

- spell out any acronyms and abbreviations the first time you use them.

The Style Guide will **help you stick to the rules** by clarifying areas of potential confusion in spelling, grammar and punctuation. But there are also many 'grey areas' that are a matter of style or opinion: things such as variant spellings, how to express dates, and so on. The Style Guide **provides a steer** on these things to help us all write in the same style.

We recommend that you flick through the Guide to familiarise yourself with its content and how it is organised, and then refer back to it as often as you need.

- In the main part of the Guide, entries are organised by topic – for example, 'apostrophes' or 'capitals'. If you're not sure where to look, try searching by keyword.

- Complementing the Guide is a Glossary that clarifies some points of spelling and grammar and lists common abbreviations, acronyms, educational terms and Pearson-specific terminology.

- There's also a Web Style Guide, which is an edited version of this Guide, with additional information on web content.

If you have any comments, suggestions or queries, please contact:

Pearson Education Style Guide/general queries:

olwen.turchetta@pearson.com

Glossary:

dee.evans@pearson.com

Web Style Guide:

annemarie.berggreen@pearson.com

2   General House Style

Abbreviations, contractions and acronyms

Standard, familiar abbreviations can be used, but avoid unnecessary abbreviations. Make sure that any that may be unfamiliar to the reader are explained where they first occur. If abbreviations are used, ensure they are used consistently throughout the manuscript. For titles with abbreviations, mention the abbreviation the first time in brackets after the full name and use the abbreviation from then on, for example World Health Organization (WHO).

Avoid less common Latin abbreviations such as cf or v supra and use the English 'compare' and 'see above' instead. (Although cf may occasionally be used in lists or references.)

Common Latin abbreviations such as e.g., etc., i.e., c. are set in roman, not italic. Avoid them altogether if you can, and replace with: for example, and so on, that is, around. If they are used in products, use with full points, but in exam papers and on the web (if they are unavoidable) use them without. Do not confuse i.e. (that is) and e.g. (for example).

Use page and pages written in full rather than p. or pp. for primary products, most learner/student-facing products and question papers.

It is OK to use p., pp. in teacher/tutor-facing products or if space is limited. Always use a full point with p. and pp. (and leave a space before the number that follows: e.g. 'on pp. 10–12').

Always spell out Mount and River in text. Mt and R. are OK in maps.

Use television not TV, except in student-facing copy.

Avoid using & except for trade names, such as City & Guilds, or where space is limited.

Use per cent not % in text, except on the web, some exam papers such as MFL where the symbol is preferable for brevity. Use the symbol, with no space before it, for example 5%, in tables, equations and graphs and for general mathematical purposes. You can also use the symbol % in products such as Maths teachers' guides. (Please note that it is: per cent but percentage.)

The plural is the same as the singular: so lb, not lbs; cm, not cms. Do not use ' and '' for feet and inches (although this is acceptable for the web).

Use a full space in 10 mm etc. (Except for Maths and Science, where a thin space is used. See Numbers. We normally give metric measures: X mm; Y km, but occasionally we may need to use imperial as well.

Full points are used after abbreviations in print, but not in web copy. Full points are not used for contractions if the last letter of the word is included.

Here are some examples of contractions and other occasions, such as upper case abbreviations, where full points would not be used:

EXAMPLES

After abbreviations of measurements: mm, lb (but use after in. to avoid ambiguity). If l (litre) is ambiguous it should be spelt in full. It is set in serif italic where possible, for clarity, or it is also possible to use a capital.

Dr, Mr, St (street or saint), Ltd, Mt (Mount)

In acronyms (words consisting of sets of initials, some of which are pronounced as a word) NATO, OPEC BBC, MP, NB, UK, TUC, TV, MS, MSS, USA, EU, USSR) that have become generally accepted

close up, no space between letters PhD, DLitt, OK

Degrees, e.g. BSc, MA, DPhil

Points of the compass: NE, NNW

In AD 37 and 48 BC (note order: AD before, BC after)

2   General House Style

Abbreviations, contractions and acronyms (continued)

Here are some examples of where full points would be used:

EXAMPLES

Keep full points and use lower case for a.m., p.m. (except for Primary products – they use am and pm with no full points), i.e., e.g. (follow OED – but not for web copy)

Use full points for people's initials, for example. H.G. Wells. (NB No space between initials.)

p., pp., if used

Where the last letter of the word is not included, e.g. Ave.

Many of our products use acronyms or abbreviations for government bodies and specific terms. In these cases refer to the awarding organisation specifications and acronym lists. In our maths titles non-essential full points are sometimes omitted to avoid possible confusion with decimal points.

Addresses

No punctuation if written line by line, so:

Pearson
One90 High Holborn
London
WC1V 7BH

However, use commas to break up each section if written along the line:

Pearson Education, Halley Court, Jordan Hill, Oxford OX2 8EJ

Always include a postcode with a complete address – you can find it on the Royal Mail website.

Do not abbreviate - so use 'Road' not 'Rd.',
'Street' not 'St'.

2   General House Style

Apostrophes

Apostrophes are used to indicate abbreviation, possession or contraction.

Don't put an apostrophe before common abbreviations, e.g. bus, phone, flu, fridge.

To form the possessive of most singular nouns add 's:

EXAMPLES

Tom's son

Charles's book

The exceptions are Jesus', Moses', and Demosthenes' and other names or words ending in the sound 'eez', e.g. Aristophanes'

A beautiful summer's day

An hour's wait.

Add only the apostrophe to form the possessive of most plural nouns:

EXAMPLES

the Johnsons' marriage

I had five minutes' start

However, if the plural does not end in s, add 's:

EXAMPLE

the children's shoes

For the title of a component use: Students' book and Teacher's book.

When marking possession an apostrophe should not be in any of the following: his, hers, its, ours, or theirs.

Plurals never have an apostrophe before the s:

EXAMPLES

CDs

dos and don'ts

1980s, 1960s

Use apostrophes in phrases such as 'in two days' time' and 'six weeks' holiday' but no apostrophe where it is adverbial, for example, 'nine months pregnant' or 'three weeks old'. If in doubt, test with the singular such as 'one day's time' or 'one month pregnant'.

Use apostrophes where letters have been deleted, for example 'it is' becomes 'it's' and 'do not' becomes 'don't'.

Be careful not to confuse 'it's' with 'its', which is possessive, 'The dog lost its collar'.

When a noun ending in 's' is used adjectivally the apostrophe may be omitted, for example, The Thirty Years War, a United Nations meeting.

Remove all apostrophes from document filenames for the web, as they cause broken links.

dos and don'ts

2   General House Style

Bibliography

Normally list alphabetically by author surname, and set out as follows.

- Argyle, M. (1998) Bodily Communication, London: Routledge.

If you're compiling a very simple list you could use this form:

- Swanwick, K., Music, Mind and Education, London, Routledge, 1988.

If there are more than three authors put: et al. (i.e. the first author et al.)

The publisher's name and the place of publication are needed. Ensure the information as possible.

Do not use op.cit. or short titles referring to other entries in the bibliography.

Check publication dates carefully for consistency with text references.

The order of entries for one author should be as follows.

1. Books and articles by a single author in date order. There is no need to repeat the author's name. Instead use a double em rule (see example below).

2. Titles by the author written with one other person, arranged alphabetically by second author

3. Titles by the author with two or more others in order or date, as these will all be cited as, for example: Argyle et al. (1988) in the text. Check whether any of the entries need to be distinguished by using 1988a, 1988b, etc., for when two or more articles were published in the same year.

Example of bibliography using Harvard system

Bannan, N. (1981) 'Anglo-Scandinavian structures in northern England', unpublished MPhil. thesis, University of Cambridge.

Beast, J. (1989) 'The roman theatre at Colchester', in E. Willis (ed.) Roman Colchester, London: Routledge.

Bickley, A.R. (1999) Septimus Severus, London: Hutchinson.

—— (1990) 'Septimus Severus: the later years', Antiquity 24, 2:12–19.

—— (forthcoming) The Roman Town of Calleva, London: Routledge.

Bickley, A.R. and Cobb, S.L. (eds) (1987) Roman Exeter, Newton Abbot: David & Charles.

Bickley, A.R. and Gibbs, L.J. (1987) Life in Roman York, Cambridge: Cambridge University Press.

Bickley, A.R., et al. (1984) The Roman City, London: Routledge & Keegan Paul.

Full details of the Harvard Reference system are available in the *Oxford Style Guide*.

2 General House Style

Bold

Use bold:

- emphasis in exam papers, e.g. in rubric and questions: 'Give one answer.'

- emphasis in Primary infant material

- emphasising key words and phrases in web copy – but take care not to overuse or it loses its impact

- key words or words to be found in glossaries, the first time they appear

- headings, sub-headings and hyperlinks on web pages

- highlighting terms that are not necessarily in key term boxes, or to clarify main items in bullet lists – but see also Italics.

Brackets/Parentheses

Generally, use round brackets.

A bracketed sentence that is within a sentence does not begin with a capital letter (unless it starts with a word like Pearson) and does not end with a full point. It may end with a question mark or exclamation point:

EXAMPLES

I heard about the programme from my friend (but I forgot to ask when she had seen it).

My cat (have I told you about him?) likes watching football on TV.

If the sentence stands alone it should start with a capital letter and end with a full stop. Compare the following:

- He brought an umbrella to work. (It was raining heavily.)

- He brought an umbrella to work (it was raining heavily).

Material added into a quotation that was not there originally should be enclosed in square brackets, so:

- [Gary] must ring his parents weekly from Japan; they miss him so much.

Use square brackets for an author's interpolation or for an aside within round brackets

(**Bold**)

2   General House Style

Bullets

See **Lists**

Capitals

Generally speaking it is best to avoid too many capitals, so use sparingly, and only where necessary, as an over-use of capitals makes the text hard to read. This is especially true online, where best practice dictates we avoid them. If there is a choice or if in doubt, use lower case. Whole titles or chunks of text written in capitals should always be avoided as it looks as though YOU ARE SHOUTING at the reader. However, this is sometimes required for emphasis in exam papers.

The first letter of the first word in a sentence should always be capitalised.

For emphasis in products, italics are preferable to capitals or bold (although for Primary products bold is preferred as it is easier for younger children to read than italics or capitals) – but in web copy, bold should be used for emphasis. (See also **Bold**)

Do not use capitals for tenses, e.g. past continuous, unless used as a heading, when only the initial word should be capitalised, e.g. Past continuous (unless design demands otherwise).

In English language products, accents are not needed on capital letters in French, Spanish or Italian but do use an umlaut on capital letters in German.

Do not capitalise 'centre', 'awarding organisation' or 'university' unless you are referring to a specific centre, awarding organisation or university, e.g.:

EXAMPLES

> The centre's name is City College.

> After A levels you may choose to progress to university.

> Oxford University is renowned for its research in this field. That's why the University attracts researchers from all over the world.

We use capital letters for:

names of people, places and organisations (proper nouns); months and days of the week; the first word of a heading.

Words and phrases based on popular names are lower case if they have lost connection with their origins: champagne, french windows, yorkshire pudding).

Proprietary names, should be capitalised, e.g. Plasticine, (but these should be avoided wherever possible and a generic term used instead)

Pronouns relating to the Deity should be printed without capitals, so we refer to God as 'him' not 'Him'.

Subjects should be capitalised only when they are part of a qualification title or job title, not in general use. So:

EXAMPLES

> BTEC Firsts in Business

> We have a wide range of resources to support our business qualifications.

> GCE History is one of our most popular history qualifications. It is supported by our History Subject Advisor.

2 General House Style

Capitals (continued)

Capitalisation in headings

Don't put titles, headings or names all in capitals unless part of design. Capitalise only the significant words.

For the last word (and first word!) in product titles always use a capital letter however short or insignificant the word is,

EXAMPLE

The Way We Are

Use capitals for all verbs (except 'is'), nouns and other significant words.

For headings within products or exam papers usually the first word only is capitalised.

Use sentence case for headings on the web – don't capitalise every word. So, 'Pearson sponsors first ever World Literacy Summit', not, 'Pearson Sponsors First Ever World Literacy Summit'.

Lower case

a

and

are

as

at

but

by

for

from

in/into

is

its/it's

like (not verb)

of

on/onto

or

the

to

with

Upper case

About

After

All

Also

Although

Am

Be

Before

Both

Can

Concerning

Do

Down

Ever

Go

His/Her

How

Like (verb)

More

Me/My

Never

No

Not

Only

Other

Out

Own

Some

Than

Their

There

Through

Too

Up

Us

Very

Was

We

Were

What

When/Where/Why

Whether

Which

Who

Yes

You

2 General House Style

Capitals (continued)
Geographical names

Use capitals where north, south, east, or west is part of a title (the title of an area or a political division): Northern Ireland, Western Australia, South-East Asia, the West – but not for 'the north-east' or 'southern Scotland' or 'in the north'.

West, East/Western, Eastern are capitalised where the meaning is the western world or eastern bloc, and, e.g., in the East (where East refers to collection of lands or great divisions of the church). 'Eastern Europe' as bloc but 'eastern Europe' as the area, east end not East End. (NB except the area of London known as the East End.)

However, there should be no capitalisation when saying '… to the west and to the east was…'

Use capitals for compass points when abbreviated (NE, SW) but not when printed in full (north-east, south-west).

Use capitals for Earth, Sun, Moon, the planets, countries, rivers, lakes and mountains, e.g. River Thames, Thames Valley, Lake Garda, Mount Zion.

Capitals – political parties, denominations, government, agencies, Acts of Parliament, names of institutions, periods of history

Use Church when referring to the body of the Catholic Church, but church when referring to a parish church building. Similarly use capitals for Protestant, Roman Catholic, Anglican and so on.

For political parties, use capitals, e.g. Labour, Liberal Democrat, Communist, Conservative.

Use lower case where the meaning is general: He's fairly conservative in his views.

Commons, Lords, House have capitals to avoid ambiguity.

Departments of state are capitalised as follows: initial capitals, for example: Home Office, Foreign Office, Ministry of Defence (MOD on second mention)

Agencies, commissions, public bodies, quangos, etc:

Initial capitals: QCDA – Qualifications and Curriculum Development Agency, Crown Prosecution Service, HM Revenue and Customs, Heritage Lottery Fund.

Acts of Parliament:

Initial capitals: Official Secrets Act, Criminal Justice Act 1992, but just 'the act' after first mention or if talking about acts in a generic sense. The word bill in 'Bills' is written in lower case: Criminal Justice bill.

Institutions:

British Museum, Alton Towers, Tate Modern, Leeds Castle.

Use lower case for government (though this can vary depending on exact usage), state, parliament, white paper, green paper.

Proper names of periods of time or natural phenomena, historical eras should have capitals: Neolithic period, Dark Ages, Iron Age, Renaissance.

Capitals – publications and trademarks

Do not capitalise (or italicise, in the case of publications) 'the' in front of the name of an organisation, newspaper or magazine, unless it is part of the title. Also be sure the names of publications are accurate, and check whether or not the article (the) is actually part of the title: the Friends of the Earth; The Daily Telegraph; Cosmopolitan; The Artist; the Leisure Painter.

Capitalise terms such as Coke, Mac, Hoover, Post-it Note. (But avoid using them altogether if you can and replace with generic alternatives.)

Capitals – racial distinctions

Capitalise racial distinctions in the formal sense (e.g. Native American, Asian, Oriental) but use lower case for less formal references (e.g. black, white).

Capitals – seasons

The seasons use lower case, e.g. winter, spring.

General House Style

Capitals (continued)

Titles and rank

Job titles should also be capitalised, e.g. Administrator, but not in a sentence where they describe a person's job, such as 'He is an administrator.'

Use capitals where they accompany a personal name, so:

EXAMPLE

King John, Pope Paul, General McClosky, President Bush

Use lower case for:'the king', 'he was an emperor', 'a general', 'the president'.

Use common sense over other titles. Be consistent, and avoid a spate of capital letters:

EXAMPLE

Foreign Secretary/foreign secretary; the Governor/governor; the Ambassador/ambassador.

Captions

Ensure consistency of style within the product. Captions are not absolutely necessary if the title gives a description (e.g. for a table) or the image is very simple, but either all images should have them or none should. (The exception to this is Primary Literacy, where some images may have captions, and others may not.) More commonly, captions should be used to add to the learning, rather than merely describing the content of the image.

On the web, captions are not usually needed, but all images must have alternative text, and captions must be used if acknowledgement is necessary (e.g. to credit an image of student work).

If directionals (arrows) are used, they should appear before the caption title not after, e.g.

Δ **Table 4.2**

All written source, artwork and picture captions must start with a capital. Captions that are two or more sentences should have normal sentence punctuation.

Captions that are a single sentence start with a capital letter on the first word and end with a full stop. If it is not a full sentence, then do not have a full stop.

Check your individual product for whether figure numbers are required or just captions.

Tables may or may not have figure numbers, and they may be numbered separately.

2   General House Style

Colons/semi-colons

See **Lists**, **bulleted lists**

A colon is at the transition point of the sentence.

The colon is used regularly to introduce examples, a list of items or a quotation. (This is its only use in question papers.)

You can also use a colon to mark a step forward (from introduction to theme, from cause to effect, from premise to conclusion, to elaborate or explain

EXAMPLES

There is only one gift greater than that of understanding: the gift of laughter.
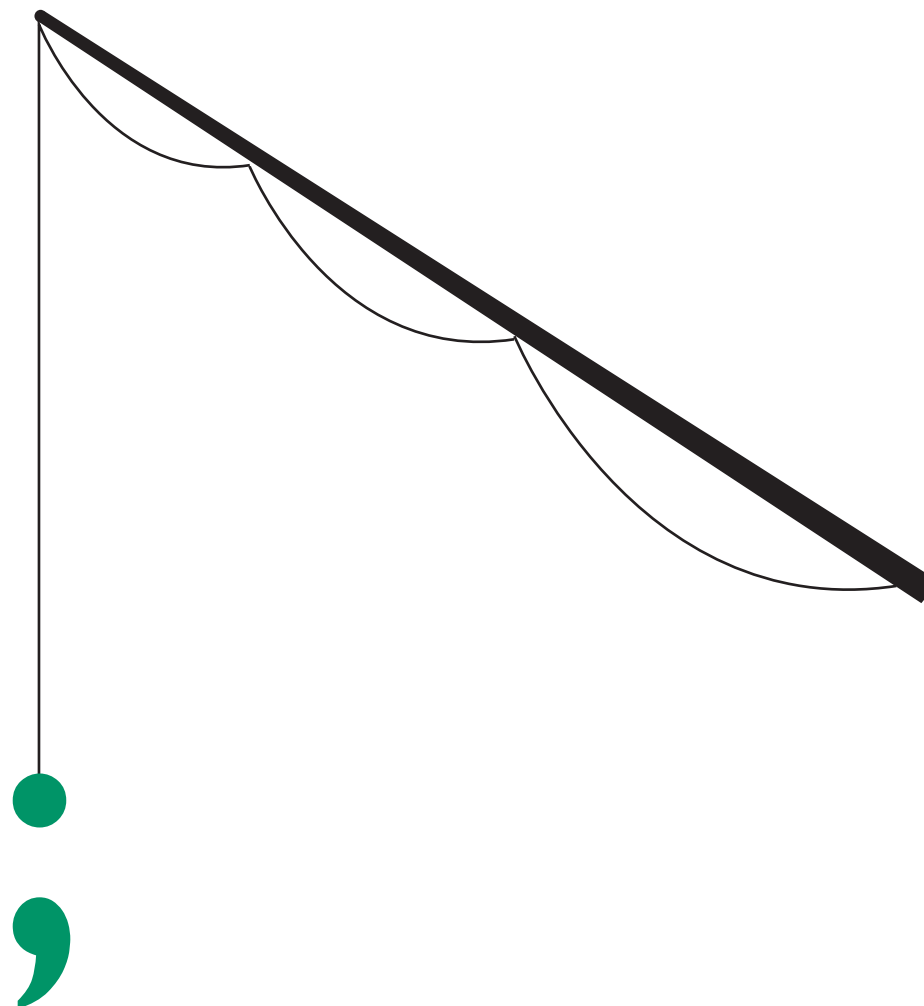
You can get there by one of two means: bus or tube.

Colons that fall at the bottom of a page should be edited to be a full point.

Never use a colon and a dash together like this :—

Use a semi-colon to separate two or more clauses that are of equal importance.

EXAMPLE

The village was small; its one main street contained a post office, a grocer's and a pub.

2 General House Style

Commas

Use of commas is often a matter of personal taste. However, the principle should be to use punctuation to make the meaning as clear as possible for the reader. This suggests that commas generally should be used between clauses in multi-clause sentences. In question papers the aim is to use as little punctuation as possible, while ensuring the meaning is clear.

Commas are used in pairs around clauses – remember if you are using one to use the second, or use no commas at all.

A comma separates clauses, phrases and adjectives (we don't normally use them before 'and' and 'but'; but see below, and do use to avoid awkwardness or ambiguity).

We normally don't use serial (or Oxford) commas. Use the final comma in serial (or Oxford) commas only if it is necessary for clarity.

EXAMPLES

In the restaurant there were men, women and children.

He asked for milk, sugar, and jam for his toast.

Use a comma before the conjunction introducing a dependent clause:

EXAMPLES

I wanted to phone him, but I didn't have any credit.

I like coffee but not tea.

Don't put a comma between a subject and its verb:

EXAMPLE

The girl who showed me around the school was very polite.

COMPARE

The girl who showed me around the school, was very polite.

Add a comma before 'and' where the subject changes:

EXAMPLE

The visitors came inside to look around, and the MD came down to meet them.

No comma where subject doesn't change (unless phrases are very complex and a comma helps avoid confusion):

EXAMPLE

James got up and walked over to where Mary was sitting.

Use commas where you are adding a name to a relative where there is only one of that relative:

EXAMPLE

He saw his father, Ian, and ran to meet him.

No comma where there is more than one type of that relative:

EXAMPLE

He saw his brother Joe and said to him that his brother Ben had already gone away.

A comma follows the county (or country) in a town-and-country phrase:

EXAMPLE

The two beaches in St Ives, Cornwall, are used for different things.

2   General House Style

Commas (continued)

Double commas are used to separate words that interrupt the progression of a sentence, e.g. my father, however, did not agree.

Generally, a list of adjectives qualifying a noun will have commas between them: 'A big, hairy beast', or 'Wild, surging landscapes'.

But there are many examples that do not fit this rule – 'A good little boy', 'A great big balloon', 'A strong phonological similarity'.

Examples of commas around names:

EXAMPLES

'Excuse me, James, but where are you going?'

'Thank you, young man.'

Examples of commas around parenthetical words or phrases:

EXAMPLES

'Shared reading, even in Year 6 classes, is popular with teachers and children alike.'

'What we should do, I think, is go home.'

'For the majority of children, then, mental arithmetic can be fun.'

Don't leave commas hanging at the end of a line before speech; use a full stop or a colon, or run on.

Do not use a comma after e.g. and i.e. or before parentheses.

Punctuation around clauses. If there is a comma at the end of a clause, there should be one at the beginning, or no commas at all:

James, my grandfather, was not a Welshman... not James my grandfather, was not a Welshman…

Commas are often added after time clauses, or after an introductory word. Make sure that the usage is consistent.

Butcher is good on the usage of commas in tricky situations.

2 General House Style

Computer/new media terms

CD-ROM, CD-ROMs (plural)	ecommerce	internet	RAM (random-access memory)
cybercrime	e-learning	iPod	RGB (red, green, blue)
database	eportfolio	laptop	ROM (read-only memory)
desktop	ePen	life cycle	search engine (n)
disk (computer).	e-Spec (Pearson GCSE product)	login (noun – but verb is 'to log in')	the web
dot com	feedback	mailshot	upload
download	helpdesk	multimedia	webmaster
DVD, DVD-ROM, DVD-ROMs	homepage	multimillion	web page
eBook	hyperlinks	offline	website
ebusiness	hypertext	online	URL, URLs (plural) – Web addresses
email	ink-jet (adj)	onscreen	
	interactive	PC (personal computer)	
	intranet	PC-compatible	

2 General House Style

Computer/new media terms (continued)

Avoid breaking email addresses.

Electronic addresses are normally lower case.

All filenames should be in bold.

All website addresses should be roman and not underlined. They should start with www – http is not required.

On the web, unless there is a short and memorable URL that you're deliberately trying to get your audience to recognise (e.g. www.edexcel.com/international), URLs should not be given in full. Use **descriptive link text** instead (that is, the link should not be 'click here', but should describe where the link will take you). For example:

Wrong

Click the link below for a podcast on Henry VIII from the British Library:

http://www.bl.uk/whatson/ podcasts/exhibition/henry/ index.html

Wrong

Click here for a British Library podcast on Henry VIII

Right

The British Library has produced a podcast on Henry VIII to support its exhibition. Download the Henry VIII podcast

Link text should be emboldened but not underlined.

All commands, such as **File**, **Save**, **OK**, **Edit**, **Draw**, within a list of step-by-step instructions should be in bold.

Use 'select' (or 'click on') in step-by-step instructions.

In Excel 3+4=7, or 3*4=12 are formulae, SUM, MAX, MIN, COUNT are all functions.
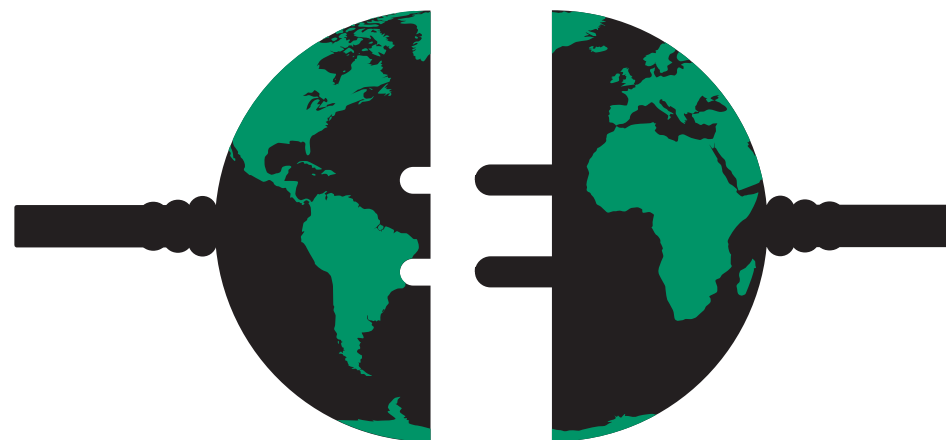
2 General House Style

Content guidance – discriminatory language

Choose words that are accurate, clear and free from bias.

Instead of man or mankind write people, humanity, human beings, humankind, the human species or some other neutral term.

Rewrite in the plural 'the child is naturally curious' as 'children are naturally curious' to make non-gender-specific language flow easier.

Use they/them for singular where gender isn't specified unless this is not appropriate for your subject area, e.g. 'the interviewer and their adviser' rather than 'the interviewer and his or her adviser'. (But check in particular Early Years and English lists.)

Replace the pronoun completely where it won't affect the sentence, e.g. 'the participant competed his tasks' becomes 'the participant completed the tasks'.

Rephrase sentences to avoid bias, e.g. 'when the participant arrives he is asked' becomes 'on arrival the participant is asked'.

Avoid specifying gender unless relevant. If relevant, avoid stereotypes.

Where gender is specified make sure terms are balanced, e.g. men and women not boys and women.

All above comments also apply to ethnic or cultural bias.

Avoid stereotypes in relation to gender, race, disability, age or sexual preference, in illustrative as well as textual matter.

For ethnicity use black and white (with no initial capitals).

Disability: say 'wheelchair user' not 'confined to a wheelchair'; 'person with a disability' not 'disabled person'.

Content guidance – racism

Avoid racism by stereotype (e.g. West Indian bus driver/cleaner).

Avoid racism by omission (e.g. in lists of children's names).

Avoid tokenism (e.g. one black person in a crowd of white faces).

Be careful when picking an artwork style – avoid cartoon styles that exaggerate racial characteristics. Ensure features are 'true' and appropriately differentiated.. Avoid 'shaded-in' black faces.

We must aim to get a mix of characters from different racial backgrounds within every product. It is important that across a series or group of products there should be a good, even ethnic mix, with children and adults from a variety of races in prominent roles.

For International products, check carefully what the intended market is for the product.

Content guidance – sexism

Avoid sexist stereotypes, e.g. 'research scientists often neglect their wives and children' should be 'research scientists often neglect their families'. Mothering should be parenting. Chairman should be chair. The client's behaviour was typically female should be the client's behaviour was (describe)

Do not use terms such as businessmen, lady doctor, authoress etc.

Ensure women are depicted in professional roles (e.g. scientist, doctor) as well as domestic ones. Ensure men are depicted in domestic roles (e.g. childminder) as well as in professional roles.

Ensure women and girls are portrayed in active roles (e.g. in maths activities avoid showing girls handing boys building blocks, show women involved in sport etc.). Ensure men and boys are portrayed in passive roles as well as in active ones.

Check contexts are varied, e.g. when analysing data, don't always use cricket statistics or football league tables.

The aim should be to portray adults and children of both sexes in a variety of active roles – it's important to provide active role models for boys as well as girls.

2   General House Style

Content guidance – taboos and things to avoid

It is important to consider the likely markets for a product when deciding whether particular aspects of content and artwork are acceptable. The following list gives examples of things that may cause offence and that are therefore best avoided or treated with caution.

Avoid

pigs (particularly in artwork)

guns (particularly in artwork)

representations of the Prophet Mohammed

animals as pets – though this may sometimes be acceptable. e.g. in Primary products

smoking/drinking

Treat with caution

witches

ghosts

angels and devils

vampires

children engaged in potentially dangerous activities

If a story is about ghosts, witches or other supernatural beings, choose an artwork style with care. It's best to avoid anything too graphic or frightening in products intended for KS1.

Avoid any statement that may be considered libellous, e.g. describing a company or person in an unfairly negative way, or inappropriate.

Contractions

Contractions (can't, won't, and so on) can be used with care because of the informal tone of our published resources. (But check the English list, as there may be exceptions depending on the intended use of the product.)

They're encouraged for web use, as they aid brevity and readability. They're also useful in helping customer communications sound less formal and stilted and more conversational, in keeping with the Pearson tone of voice guidelines.

NB Contractions cannot be used in specs or in question papers unless the text is informal (e.g in unit introductions of specs that are addressed to the learner).

Contractions

2 General House Style

Copyright lines

Check Neo for current copyright line and imprint pages for print and electronic products and photocopiable sheets as these are updated regularly.

Copyright material

See also separate guidance sheet on copyright and permissions

Material is usually out of copyright 70 years after the author's death. (This also applies to music but only with regards to the mechanical rights. Permissions still need to be cleared for the recording rights.)

Permission must be sought for all illustrations, screenshots, logos, text from other people's websites, newspaper articles, prose material (regardless of extent) and student work.

Permission must be sought for all poems, even where just one line is used.

It is the author's responsibility to create a list and provide clear sources for all permissions, but editors should also check to ensure that any copyright material has been flagged for clearance.

Certain companies such as Microsoft have standard acknowledgement lines that should be included. These can be found on their websites.

A disclaimer should always be used on either the copyright page or acknowledgements page: Every effort has been made to contact copyright holders of material reproduced in this product. Any omissions will be rectified in subsequent printings if notice is given to the publishers.

Cross-references in the text

See also abbreviations, bibliography, and copyright and permissions

There is a moral obligation to acknowledge the use of others' words or ideas.

Please use the Harvard (author–date) system of reference.

In the author-date system, all published works referred to in the text must be included in one alphabetical list. Occasionally in contributory volumes a separate list may be included at the end of each chapter.

All the references in the reference list should be cited in the text.

All the references cited in the text should have a corresponding entry in the reference list.

References not cited in the text should be removed from the reference list to a separate section and called 'Further reading'.

The textual reference should give the author's or editor's name and the date of publication, e.g. 'according to Lintern (1935)…' For two authors list both names every time, do not use &, e.g. 'Lintern and Jones (1935) said…' Et al can be used for products written by three or more authors, e.g. 'Smith et al (1950) claim…'

Where authors have published more than one product in a year these should be cited as 1970a, 1970b, etc.

Work by single authors should be listed before products written in collaboration.

Using the author–date system (Harvard System) means that the reference is given in short form in the text, so footnotes and endnotes may not be needed.

'Figure' should be spelled in full within text, but can be abbreviated in references within parentheses and footnotes.

As material should be designed for use in a number of formats, such as web/mobile, it is better to reference the material without referring to page numbers as these may change.

Use lower case in general text references to the following: exercise, figure, page, part, question, section, unit. However, if the reference is specific, e.g. Part 2, Unit 4, upper case is preferred.

Note that 'cf' means 'compare', not 'see'; but, along with other Latin abbreviations, avoid wherever possible.

2 General House Style

Dates and times

The date format we use is:

Sunday 1 January 2012

Avoid using figures alone: this could cause problems because of different usages in the US, i.e. don't use the pattern 5.1.91 at all..

Don't use st, nd, rd and th after figures in dates, except in Primary products (and then, not superscript).

•   10 April not 10th April.

The period 4–5 August 1982; the period August–December 1982

When referring to decades, it is the 1960s not the '60s or the 1960's

For the academic or financial year: 2003/04

For pairs of date: 1982–96; 1979–2002; 1971–75 (not 1971–1975 or 1971–5); 1890–1910

A complete date to be written as follows:

•   A reception was held on 8 July 1980 in honour of John Smith.

Where several dates in one month are given, say 'on the 12th'. (NB Do not use superscript)

•   … unless we go on holiday on the 3rd and don't return until the 20th.

Adjectivally used dates are hyphenated: a 19th-century painting

Use either 1914–18 or from 1914 to 1918: don't mix from and –; the same goes for 'between 1914 and 1918' (not 'between 1914–18')

It is the 21st century not the twenty-first (NB No superscript for st, th etc.)

Use the abbreviations CE, BC and BCE after the year and AD before the year.

•   Britain was invaded successfully in 55 BC, 1066 CE and AD 64.

Give BC dates in full to avoid ambiguity: 44–41 BC (not 44–1 BC).

No hair space or comma for thousands in dates (except in question papers – which do have hair spaces): so, 3000 BC, not 3,000 BC; 1750 BC not 1,750 BC

For some educational or international/ multi-faith products BCE (before Common era) and CE (Common era) may be preferred. Check with the relevant awarding organisation if in doubt.

AD/BC/BCE/CE should all be in small caps (typeface permitting).

Use figures with months, days, weeks and years (e.g. 6 weeks) but three decades, two centuries.

Say '2012' not 'the year 2012'.

Avoid typing a date at the beginning of a sentence. Start 'The year …'

Times (12-hour clock): use a baseline full point (not a colon) and add a space before a.m. and p.m., e.g. 0.31 a.m., 10.15 p.m. (but Primary Literacy 10.15pm and Primary Maths 10:15 pm.

) Times (24-hour clock): as above but omit the a.m. and p.m., e.g. 0.31, 22.15, except in Maths, where a colon should be used, e.g. 22:15

First World War not World War I

Second World War not World War II

2 General House Style

Diagrams/artwork

See also Tables/boxes/lists/labels

Bars on graphs/diagrams should be of equal width unless they are specifically meant to be different.

Axes should have small marks to show their divisions, preferably on the outside of the graph.

Water/precipitation graphs should be in blue and temperature graphs should be red.

Annotations/labels should not be italic.

There should be a box around maps and diagrams for geography. Check for usage in other subjects.

Spell out and capitalise Figure for diagrams (this applies also when figures are referred to in the text).

Captions are not absolutely necessary if the title gives a description (e.g. for a table) or if the image is very simple.

Pie graphs should start at 12 o'clock and read clockwise in order of increasing value.

All maps should have N point, scale bar, title and key where relevant.

If any of Equator, Tropic of Cancer/Capricorn are included all the others should be too.

Lines of latitude and longitude should break around their numbers.

International boundaries should have different weight from county boundaries.

Country names should have different weight from city/town names.

Highest concentration, e.g. of population, should be marked with the strongest colour.

Ordnance Survey maps should be reproduced at 100% and have grid numbers shown at the edge with the copyright line nearby.

In Maths titles, check to see if there are specific guidelines for figures and graphs.

Ellipsis

Use the true ellipsis character of three dots.

There is no space before an ellipsis but there should be a space after.

EXAMPLES

… a stunning achievement!

He walked away…

No full point afterwards if the ellipsis is the end of the sentence.
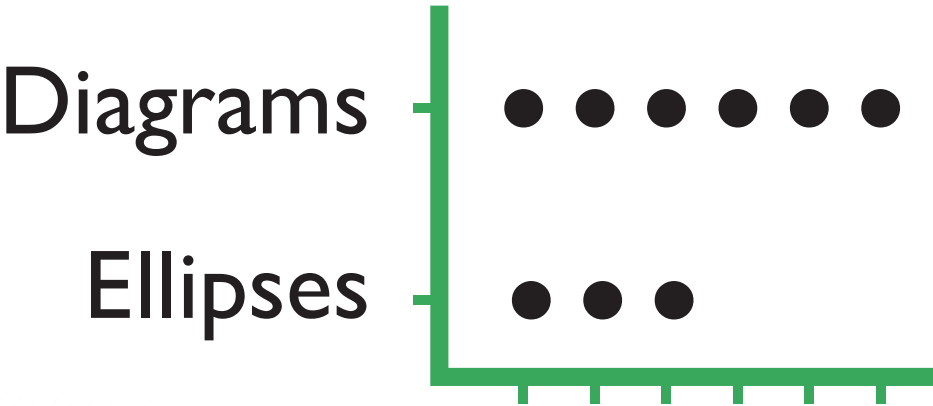
There is a problem… not There is a problem….

Use a question mark or exclamation mark if necessary.

EXAMPLE

Is there a problem...?

Try to avoid having more than one ellipsis in a sentence.

Diagrams

Ellipses

2 General House Style

Emphasis

Use bold to highlight key words and new terms or concepts in the text for print products; italic for general emphasis, except on the web, where italics should never be used as a rule. This does not apply to documents, such as exam papers, that are uploaded to the web. Do not use underlining even for web addresses.

Do not use capitals for emphasis.

In electronic products, bold should be avoided. Key words are emphasised frequently through colour (target language = green / English = purple), or through underlining. Italics should also be avoided on screen.

Check what is required for your individual product.

Words are often put in bold for emphasis in exam rubrics or questions.

EXAMPLE

Choose **two** answers.

Specs? Exams?

En rules (dashes)

- a hyphen
— an en rule

A spaced en rule can mark abruptness or irregularity. Have a space either side.

- He slipped – but luckily she caught him.

A pair of en rules works a bit like brackets. If you introduce a bracketed element with an en rule, you must finish with an en rule, not a comma. Have a space either side of the en rule.

- Mrs Jones – have you met her? – is the oldest woman in the village.

They can be overused, so don't use an en rule to do a comma's work:

POOR

Dickens – who wrote many books – is one of the great English novelists.

BETTTER

Dickens, who wrote many books, is one of the great English novelists.

Use en rules in the following situations:

- For ranges of numbers, e.g. '1–50'. (NB No spaces either side of the en rule.)

- For linking distinct items or names for contrast or comparison, e.g. 'Oxford–London road', 'north–south divide', 'parent–child relationship'. In these cases, the en rule is closed up (that is, it has no spaces either side).

- Where it replaces 'and', e.g. the Matthews–Davies treaty, Myers–Briggs. (Again it is closed up.)

To insert an en dash in a question paper, use the ANSI code Alt + 0150 in Times New Roman.

Exclamation marks

Use exclamation marks sparingly (let the words do the emphasising). However, ensure you are not changing the author's voice or emphasis when eliminating exclamation marks. Excessive use of exclamation marks is patronising and they also lose their impact.

En rules – rule!

2   General House Style

Extracts

Fewer than 40 words should be treated as a quote. Put them in single quotation marks with the source (publisher, date) in round brackets and a full point after the brackets.

- As Swan points out, 'there are few differences between British and American English grammar' (CUP, 1987).

For paragraph extracts: use a colon before; line space; no quotation marks; start full out and whole quote is indented; square brackets to denote text inserted by present author; end by ellipsis or full point; then source in brackets with no full point; line space; restart text full out.

Extracts of song lyrics are treated slightly differently in music. The lyrics are often set on a score, in which case no quote marks are needed, and it is fine to break up words into syllables (using hyphens) to match the lyrics to the notation.

A verse quotation of more than one complete line should be separated from the main text and a note made in the margin that it should be indented. Individual line indents should be the same as those in the original poem or verse. No 'quotation' marks are required. One line or less than a whole line should run on with the text and be 'quoted'.

Fonts

Ensure the font is suitable for the target market, and take into account any special needs issues. For example, in Primary products use infant characters for a, g, l, 1, 4, 9. Use Myriad pro for question papers.

Glossary

Put the term to be defined in bold type.

Use lower-case initials for all terms to be defined, except proper nouns.

Don't use punctuation between the term and its definition – just type two character spaces or use a colon.

Begin the definition with an upper-case initial and end with a full stop. If possible ensure that all definitions are full sentences. If it is not a full sentence there should be no initial cap and no full stop.

- **call order menu** Where customers are able to ask for dishes on the menu to be prepared, cooked or finished to meet their own specific tastes.

2 General House Style

Grammar and general writing style

Sometimes people use words that sound or look convincing, but are wrong. Be on the lookout for them.

A and an

Words with a silent 'h' such as 'honest' take 'an' instead of 'a'. An honest child. A hypothetical question.

Words with a sounded 'h' do not take 'an' as this is now archaic usage. So, for example, it is 'a hotel' **not** 'an hotel'.

Between and among

 Use 'between' with two things or people, and 'among' with three or more things or people. Between can also be used to show a relationship between one thing/person and several others.

EXAMPLES

Fiona and her sister shared the sweets between them, but Jenny shared the sweets among her friends.

This is between me and my friends.

This is how things are between me and my family but we always share things among us.

Fewer and less

'Fewer' means 'not so great a number', e.g. 'we need 10 fewer wine glasses' – you can count the number of wine glasses.

'Less' means 'not as great a quantity', e.g. 'make sure you put less wine in each glass' – you cannot count the amount of wine: it is a quantity, not a number.

 If you think it doesn't matter, think of 'many' and 'much'. Would you say, 'How much people turned up to your wine party?' or 'How many wine did you put in each glass?'?

From and to

Always follow 'from' with 'to': The review took place from 2000 to 2003 (not The review took place from 2000–2003.)

See **Dates and times**

May and might

These don't have different meanings – they are different tenses of the same verb. 'The operation may have saved her' suggests that she had an operation and we don't yet know if she will survive. 'The operation might have saved her' suggests that she didn't have an operation but if she had, it is possible that she would have survived.

Split infinitives

A split infinitive is a structure in which 'to' is separated from the verb by an adverb, e.g. To boldly go where no man has gone before. These should generally be avoided, but they are acceptable in marketing copy or where rearranging makes the sentence sound too awkward and clunky.

2 General House Style

Grammar and general writing style - Commonly misused prepositions

affinity between (not to)

agree on (a point), to (a proposal), with (a person or opinion)

arise from (not out of)

bored with (not of)

centre on/in (not around)

comprise: no preposition (so 'comprises', not 'comprises of' – but you can say 'is comprised of')

consider: no preposition (do not use as)

correspond with (a person), to (a thing)

differ from (in comparisons, not to or than), with (a person when disagreeing)

different from (not to or than)

dissent from (not to)

enamoured of (not with)

focus on (not around)

glad at (a piece of news), of (a possession)

independent of (not from)

martyr for (a cause), to (a disease)

oblivious of/to (not from)

owing to (not due to)

part from (a person), with (a thing)

protest at/against

reconcile to (a thing), with (a person)

taste of (food), for (the arts and other things)

'To try and keep', etc. should be 'to try to keep'.

Avoid sentences that are not proper sentences, i.e. have no verb or are incomplete. This is acceptable only where the style is very popular – and even then not too often. Fiction is a law unto its authors in this respect! In most of our products, incomplete sentences may be used only as captions (in which case they should not have a full stop at the end of them). This style is also used for distractors in question papers or in multiple choice questions.

'While' should introduce a clause that has a time relationship to the previous one: 'He was humming a song while he was tying his shoelaces.' Watch out for places where the correct word should be not 'while', but 'although', 'whereas', or even 'and'.

'So far as I am concerned...' should be 'As far as...'; 'not quite so good' should be 'not quite as good'

'In contrast to' not 'with'.

In/into: Verbs of motion take into. He dived into the lake. He threw his hat into the ring.

Compared with/to. Use 'with' when comparing things that are equal and 'to' when comparing things that are different from each other:

- This year's results are slightly better compared with the previous year's.
- Shall I compare thee to a summer's day?

Generally, except where it would be pedantic, change 'like' to the correct 'such as' in contexts such as the following: 'third-century saints, such as Gregory the Great...'

Confusion of singular and plural:

- neither Jane nor Sally was (not were)
- the rest were
- the group of children was
- Pearson is
- the government was

2 General House Style

Grammar and general writing style (continued)

An incorrect mix of singular and plural: e.g. 'anyone can change their minds' should be 'anyone can change their mind'.

That/which: that defines and which describes. 'Which' is often incorrectly used instead of 'that'. If the wrong one of these is used, it can alter the sense of the sentence. A good rule of thumb (though not infallible) is that if you can put a comma before the clause it should be 'which' if you can't it should be 'that'.

'Hopefully': This should be avoided if possible. The correct form is 'I hope.'

Leave one space only following each full stop.

Long and complex sentences are not desirable, especially for the web. What is acceptable will vary with the type of product/readership, but generally work to shorten and simplify wherever you find a sentence difficult to follow. Direct expression is infinitely preferable to indirect. Keep paragraphs short.

Change punctuation, e.g. making em dashes and hyphens into en dashes where necessary, e.g. in number spans.

People often make errors when typing in quotes, so double check with the original source if possible.

Watch for wordiness: if you can cut redundancies without losing the author's voice, do so. Verbs ending in –ing can signal wordiness. Often the simple form is more concise. In 'I am planning to visit my dentist soon' change the verb to plan.

Watch for verbs whose meanings are evident without the preposition, such as *lift up* and *hurry up.*

Keep instructions active rather than passive: *do this* rather than *this should be done.*

Dangling prepositions (i.e. when there is a preposition at the end of a sentence): The rules against them may apply to highly formal writing, but in our products it's far better to dangle a preposition than to twist a sentence just to avoid it. So do **not** change: 'This is something I will not put up with.' to 'This is something up with which I will not put.'

When using technical terms introduce the explanation ahead of the technical word as this will help the reader – 'the Jewish supreme council, the Sanhedrin' 'non-Jewish, Gentile' and so on.

When quoting from another product or any other third-party source, don't put the quote into house style.

Headings are normally upper case for first letter of first word only (plus any proper names).

Countries, ships, etc. should not be referred to as 'she', 'her'.

Eliminate *possibly* in *could possibly* (could implies possibility).

Intensifiers, in general, can go (*very, really, so*).

You should can often go in giving advice; just give the advice.

'Then' in *if/then* constructions is understood and can usually be deleted.

Upon is rarely needed; *on* will suffice.

Never use 'outside of' or 'inside of', so: *outside* the house; *inside* the box.

Do not use the future tense if the present is correct.

Hyphenation

Use common sense when considering the amount of time spent checking possible hyphenation, but it is important that hyphens are used where needed, especially with compound adjectives. Be consistent throughout. Avoid word division at the end of the line where possible.

Dos:

- Use hyphens in compound adjectival phrases: a hard-working woman, up-to-date records, ice-cream cones, a five-minute start. A twelve-hour journey; a five-pound note.

- A good rule of thumb for hyphenation is to use a hyphen for two-word adjectives when followed by the noun, e.g. fast-flowing river, but not if it comes after the noun, e.g. 'the river is fast flowing'

- When there is another adjective or adverb preceding the hyphenated word there doesn't need to be another hyphen, e.g. a well thought-out plan.

- Hyphens are used in compounds that are used attributively (e.g. a long-term drought) rather than predicatively (e.g. in the long term)

- Hyphens are used in collocations (two or more words frequently used together) attributively before a noun (e.g. common-sense argument, an in-depth interview, the longed-for results).

- Use hyphens with compound numbers or fractions: five-eighths, forty-fifth, twenty-five.

- Use hyphens to avoid confusion either with another word or with sense, e.g. six-foot soldiers, to re-create a scene, the deep-blue sea.

- Be careful with 'no one'. It is not 'no-one' or 'noone'.

- Use hyphens with the following affixes: ex-, self-, all-, semi-, multi-, sub-, un-, non- (when combined with a proper noun).

- Use a hyphen where the first part of a word is repeated: re-release.

- Use hyphens for forms before a capitalised name, e.g. 'anti-Darwinism'.

- Use a hyphen where there is a collision of vowels or consonants, e.g. 'anti-intellectual'.

- Use a hyphen when an 'ex' denotes a previous state, e.g. 'ex-husband', 'ex-teacher'.

- Compass points: north-east, north-north-east, north-east by east.

Don'ts:

- Do not use a hyphen in adverbial phrases: He always looks well dressed. She is badly paid. Compare 'These are the most up-to-date records' with 'These records are not up to date' and 'An eight-year-old boy' and 'This boy was an eight year old.'

- Do not use a hyphen with modifiers with –ly: a highly educated person.

- Do not use a hyphen with parts of hour (half past, quarter to) or with the article (half an hour).

- Do not use a hyphen where it is possible to avoid, e.g. 'antisocial' not 'anti-social'.

Follow the OED. See also Butcher.

See **Reference guides**

Index

Use lower-case initials for all index entries, except proper nouns.

Don't use any punctuation between the index entry and the first page reference¬ – please just type two character spaces.

Leave an extra line space between letter blocks.

Indent subentries by one tab stop.

When cross-referencing to other terms italicise *see*.

Italics

Italics can add emphasis to particular words within text but excessive use of italics can detract from its impact. Use italics rather than bold for emphasis in KS3 and above or teachers' material.

Do not use italic at all in web copy.

Use for:

- foreign or Latin words and phrases that are not anglicised e.g. *hors de combat*; *coup d'état*. (If a foreign word is italicised it should have correct accents.) (NB Anglicised words such as via, et al, cafe are not italicised.)

- cross-references within a publication, e.g. '*see Annexe B*'

- variables (*x, y* etc.)

- law cases (*Bloggs* v *Smith*) (but not the v between the names)

- genera and species in biological names

- words representing words, for clarity: *upon* is often unnecessary; *on* will do. Identification of letters or words referred to should be roman in quotation marks: e.g. The word 'evangelist' translates euangelion in Greek

- titles of books, journals (but not articles or the Bible or Qur'an,), newspapers, etc.

- film, television and play titles

- titles of long poems (*Beowulf, Iliad*) But titles of poems, stories, articles within a book are roman, not italic, and in quotes

- long musical compositions such as operas and ballets

- works of art such as paintings, sculptures and photographs

- titles of albums/CDs: *We Can't Dance*; individual tracks should be in quotation marks: 'Since I Lost You'. Need to also account for song titles that include foreign or Latin words. In these cases, the style is to italicise and put within quotation marks: e.g. '*Raga Bhariav*', track 5 on *The Raga Guide*. '*Simfonijsko Kolo*'' from *Folk Music of the Balkans*.

- names of means of transportation, e.g. ships (the *Mary Rose*, *HMS Dreadnought*) NB HMS is roman.

If the whole sentence is italic then the punctuation accompanying it (except for speech marks) should also be italic. Punctuation following italics is italicised only if it is part of the italicised phrase:

- He was reading, *Do Androids Dream of Electric Sheep?*

- Have you read *Gone With the Wind*?

Do not use italics for:

- v, e.g., etc., i.e., c., vice versa, et al., in vitro, in vivo, per capita, per se, status quo, ad hoc

- acts of parliament, hotels, theatres, pubs – or for the possessive 's' following an italic word: '*the Discovery'*s home port'.

- general names – use roman, e.g. Ford Escort, B52 Bomber, Quark Xpress, Pupil's Book

- titles of chapters in books, articles in papers and magazines, shorter poems, short extracts from texts – use roman and quotation marks instead

- house names, pubs, etc. – use roman without quotation marks

2 General House Style

Legislation

Legislation to appear in full at first mention in each chapter/unit (key words capitalised) followed by acronym, comma, year in brackets; e.g.:

- Control of Substances Hazardous to Health Regulations (COSHH, 1999).

Thereafter legislation can be referred to by acronym with the year in brackets, e.g.:

- COSHH (1999). (NB The year for legislation must be included.)

Please check that legislation is correctly and consistently referred to, and that the date is correct.

Lists

Lists may be numbered or bulleted. Use numbers where things need to be done in a certain order, if it is a step-by-step process or the items are referred back to, otherwise use bullets.

Use a full point to introduce the list if the sentence ends '... in the following cases.' or '... as follows.'

Use a colon to introduce a list if the words 'as follows' are omitted.

Very occasionally, use (a), (b) etc. in body text followed by semicolons.

Lists – bulleted lists

Bullets are very useful for breaking up text (especially online) to make it easier to scan. A paragraph covering a long list of points should be broken up into a bulleted list. Keep each bullet as short as possible.

There are two styles of bulleted list; which you use depends on the content of the bullet points.

If each bullet point is not a full sentence in itself, bullets should be introduced with a colon, begin with the lower case unless referring to a proper noun, book/chapter title or beginning a new sentence, and have a full stop only at the end of the last bullet. Ensure bulleted items follow grammatically from the lead-in phrase.

EXAMPLE

This book contains:

- lots of interesting diagrams
- a range of colour photos
- contributions from international experts.

If, however, the bullets are full sentences within themselves, they should begin with capital letters and end with a full stop. The list is then usually introduced by a full stop not a colon.

- New modular style takes students through each topic in turn.
- Clear, full-colour layout means that information is easy to find.
- Simple, easy-to-understand explanations aid students in their understanding.

Semi-colons are used in lists within bulleted lists. The list is introduced by a colon:

- In the future we will be recruiting freelancers for the following areas:
- Modern Foreign Languages
- Mathematics
- Vocational areas, such as: Business; Childcare; Construction; and IT.

In lists do not put commas before 'and'.

Do put a comma before 'etc.' when it is preceded by three or more items.

Where there is a large chunk of text in each bullet point, text should be hanging, i.e. indented, all the way down.

Lists - numbered lists

There should be no full stop after numbers in a list.

Numbered lists should be set out as follows.

1 a)
   b) (i)
       (ii)
2

2   General House Style

Manuscript/copy preparation

See also Grammar and general writing guidelines

When preparing a text for press, the style must be:

• suitable for the product

• consistent.

Settle beforehand how popular or academic the style is to be, and what level the language should be to ensure that it is suitable for the reading ability of the target reader.

Then, as you read the text, note the system used (assuming the author is consistent) to make sure spellings and capitalisation are the same throughout. Use spell-check, but use it with care.

Don't change the style or punctuation unnecessarily. Check if you think there may be a particular reason for non-standard usage: e.g. check whether an author's use of commas is carefully thought out or arbitrary. If, in your editing, you decide to allow particular variations from the standard house style, keep a list for the benefit of others checking through or proofreading later.

The Oxford English Dictionary is the main guide on spellings. (NB: Do not use Oxford Dictionary of English, as this gives usage rather than preferred spellings.) The new edition of Fowler is also a very valuable guide on language usage.

Numbers

See also Dates and Lists – bulleted lists

There is one basic rule when dealing with numbers: be consistent. Be prepared to make exceptions to accepted style if a product is full of numbers. In these cases, numerals are preferred throughout for ease of reading.

Generally spell out numbers up to and including ten, except for exact measurements, cross-references, charts and tabulations etc. After ten use figures. (In Fiction, however, we write out numbers up to ninety-nine.)

In music this is true except where you are referring to track numbers on a CD, in which case always use figures:

• Track 1 on the CD is a track by Mozart…

In maths use digits where the numbers are key information in a pupil book question.

• If 10 sweets are shared between 5 children, how many sweets does each child have?

• Use digits in, e.g. 2-digit number.

Do not add full stops to sentences that end with numbers, in case they are interpreted as decimal points.

Spell numbers out when used in direct speech in teacher guides (however, this rule can be broken if space is an issue).

• Chant with the class: Twenty-four, twenty-five, twenty-six.

Spell numbers out when describing multiples.

Partition the number into hundreds, tens and units.

Choose a number in the nineties.

Spell out numbers where it will help to avoid confusion.

Where possible in MFL, numbers will be written out in the target language, especially where they first occur. Thereafter numerals are fine.

For numbers above a million, use the numeral followed by the word million, e.g. 25 million *not* 25,000,000. Avoid the ambiguous billion (UK a million million; US, and increasingly UK also, a thousand million). If it is important, use figures.

2 General House Style

Numbers (continued)

If you are using 'k' and 'm', use lower case so, e.g. 25k.

There should always be a zero before a decimal point if no other digit has been given, e.g. 0.06 not .06.

Check for your individual subject whether decimal points should be medial.

- Add 3·6 to 6·02

In geography, for example, decimal points are on the line, not medial.

Always use numerals to express sums of money. Use the following examples as a guide when expressing sums of money:

- 10 pence, 10 euros, 2 rupees, US $3000
- 60p, £1.50
- £10, £5,000, £9,999, £2 million, £3.4 million. NB A comma is used in thousands for money
- £19 but if there is an amount that follows in the same sentence or flow of thought that has figures after the decimal point use £19.00… £19.56

Levels 1–4 (meaning Levels 1 to 4).

For calculations that continue over several lines, align = signs where possible.

- $42 \times 5 = (40 \times 5) + (2 \times 5)$

    $= 200 + 10$

    $= 210$

For multiplication, use a multiplication sign (×), not an x.

For subtraction, use an en rule (–), not a hyphen. In an array, the number of rows is written before the number of columns.

- Draw a 3×4 grid (i.e. draw a grid with 3 rows and 4 columns)

When numbering exercises do not put full stops after the numbers.

For relative weighting of numbering use: 1 numbers, 2 letters, 3 roman numbers (lower case).

Brackets may or may not be needed after (or before and after) letters or roman numerals depending on design.

In exam-based material, 3 marks not three marks.

Thin space between numbers and units, and between different parts of units (10 m s-1).

Use a closed-up en rule in ranges.

Numbering may be by double-page spread for younger age groups.

Every text extract or graphic (document) in a paper must be labelled with a name and number.

This should be centred underneath the document, and in upper and lower case, bold.

Name documents consistently: Figure 1a, Figure 1b not Figure 1(b). Be coherent in naming the documents: a text is a text and not a figure. You can use: Text, Figure, Graph, Extract, Illustration, Map, Photograph, Table. Check the references: If the question instructs: 'Study Figure 4', check that the question refers to Figure 4 and not to Figure 3 or 5.

Numbers – Measurements

Use numerals for measurements, e.g. 12 km, 2 per cent; 8 × 11in paper; 9 × 4 cm; page 6; chapter 6 and ages, e.g. 10 years old.

Use metric distances/weights/etc. (or at least give metric equivalent in brackets.) 25 × 40 cm (10 × 16 in).

Use figures to express per cent, e.g. 2 per cent (text or caption), 2% (table, box, list or label).

Spell out and hyphenate fractions unless the product uses fractions frequently, so: one-third; one-half; one and a half. However, if using the numeral and fraction would make the sentence clearer, do so. A good rule of thumb here is to write out fractions in text, including captions, and

to use numerals in tables, boxes, lists and labels. Fractions should be set vertically with a horizontal bar (case fractions).

Remove the point and plural 's' after abbreviated units (e.g. 1 mol, 6 mol; not 1 mol., 6 mols).

Use figures (with discretion) to avoid an extra hyphen in e.g. '62-year-old man' (not 'sixty-two-year-old').

Use common sense. Don't change something to words that should be written as numerals, e.g. Louis XV furniture, *not* Louis the Fifteenth furniture.

Never start a sentence with a figure – it must always be written out: 'Nineteen ninety-two was The Queen's *annus horriblilis*.' Try to reword anyway in this situation!

For ratios, a thin space should be used before and after the colon.

- The ratio is 5 : 1.

For negative numbers, use a superscript en dash, but check specific style for Maths products.

- The temperature fell from –5°C to –10°C.

2 General House Style

Numbers (continued)
Time

Times of the day are usually spelled out:

He left the office at four.

The family ate dinner at seven o'clock.

Use figures when the exact time must be emphasised:

I want to catch the 6.20 train.

The eclipse can be seen at 11.36 a.m. on Tuesday.

In maths: 24-hour times should be written with four digits, and a colon.

The train will leave at 09:56.

Use figures with months, days, weeks and years (e.g. 6 weeks) but three decades, two centuries.

Wherever possible (except for kings etc., e.g. Henry VII) use arabic, not roman numerals.

Always use figures before abbreviations: 5 kg, 6 mm.

Use SI units and abbreviations where possible (e.g. h not hr).

For page numbers etc.: 96–98 (not 96–8): for figures over 100: 100–109 in full, 110 onwards, omit the 'hundred' unit in the second reference: e.g. 113–15, 113–21.

Avoid numbered paragraphs if possible, e.g. by using bullets. See Lists and Bullets

Use 4318 not 4,318. unless your subject particularly requires the comma. In non-technical subjects use commas in numbers of five or more figures so 1000, 10,000

For science subjects and geography, use thin space in numbers of five or more figures e.g. 10 000; 1 234 567 not 1,234,567 (NB should be a thin space).

Always check if there is a particular convention that is required for your subject.


Numbers- Line numbers (on text extracts)

Line numbers can be added left or right justified, 12 pt or smaller to suit the font size used in the body of the text. Line numbering should not include headings and sub-headings.

10/10th upwards should be in figures (**except** on front cover instructions detailing the number of questions/pages etc. in a question paper).

Numbers of five figures or more should be written with a comma i.e. 23,400 (**except** in mathematical workings in maths and sciences papers, where a thin space is used).

Numbers followed by a unit of measurement should be given in figures; this includes numbers preceding 'per cent' in text, but not numbers before 'million'. There should also be a space between numbers and their unit of measurement, which should ideally be a thin space (as above) rather than a word space.
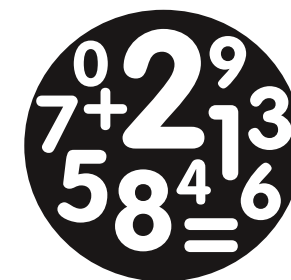
2 General House Style

Parochialisms and future-proofing

Alter:

- This country *to* the UK

- Recently *to* in 2012

- Avoid making too many references to petrol, pubs, British money, if there is a possibility that your product will be sold overseas.

- Avoid dates and references to popular culture that will need to be changed later – or that will date the product.

- On the web, avoid time references that will need updating unless you are prepared to maintain that web page on a regular basis. For example, instead of stating the age of a director, give their date of birth; say that a new publication will be available 'from autumn 2013', not 'this autumn'.

- Avoid abbreviations, slang or heavy colloquialisms that may be unintelligible outside the UK.

- Avoid such words as 'tube' (for London underground).

In subjects such as health and social care, the editor needs to be aware of different standards/qualifications, e.g. Scotland vs. England on NVQ/SVQ, etc.

Plurals

See also Apostrophes

- Pearson is a leading educational publisher. It is singular – so 'Pearson are' should never appear in any copy. The same rule applies to UCLES, the QCDA, the Government, committee, and group.

- Use the singular for companies and organisations, e.g. McDonald's made its new promotion.

- There is no apostrophe in the plurals of letters and numbers: the VIPs; the three Rs; the 1970s; fours and fives.

- Do not mix singular and plural references in the same sentence – data always takes the plural, as do phenomena and media.

As far as possible use anglicised plurals rather than original plural forms of 'foreign' words, except within quotations or where such usage has become established, e.g.:

atriums	not atria
stadiums	not stadia
tempos	not tempi
terminuses	not termini

Punctuation

See Commas for more detailed explanations.

As a general rule add the minimum of punctuation to make the author's meaning clear. Be sensitive to the author's style – simply ensure consistency within this. If the subject of the sentence changes or the reader would be likely to read through an 'and', the addition of a comma aids clarity; use the minimum punctuation necessary to clarify ambiguous or misleading interpretation. Punctuation of quoted extracts should be exactly as in the original.

- Avoid putting URLs at the end of sentences, but if you have to don't use a terminal full stop.

- Headings at all levels have minimal punctuation.

- After a full stop always put a single letter space not two spaces.

- Avoid excessive use of exclamation marks.

- Avoid double punctuation. Quotations that end with a question mark or exclamation mark should not be followed by a full stop outside the quote.

- If a sentence ends with a quotation, put the full stop before the closing quotation mark if the quotation is a full sentence.

- If a quotation starts within a text sentence, the full point at the end should be after the closing quotation mark, e.g. the book was apparently 'a good read'.

- Equations if displayed omit all punctuation. For equations in words, lower case initial letter throughout.

- Do not use the Oxford comma, unless required for sense.

Punctuation in conversation

Generally begin a new paragraph where conversation starts, and for each new speaker.

Punctuate breaks with a comma if the sentence continues, a full stop and capital letter if a new one begins:

'I must say this,' he added. 'If only I had not...'

'What I was going to say', he interjected, 'was that...'

Speech bubbles

Use a capital letter to start a sentence and a full stop to end it. Or neither of those if just a fragment. No quote marks are needed.

Quotes

See also extracts

- Any changes made by the author (e.g. italicising words for emphasis) must be explicitly indicated.

- Cite the source of quotations in full on a separate line, i.e. author, year and page number(s).

- Use single quotation marks for quoted material and reserve double quotations for quotes within quotes e.g. 'Happy Birthday!' I shouted. But 'Didn't you hear me? I said ''Happy Birthday!'' to you,' I yelled.

MFL have their own rules for quotation marks depending on the language.

- Spelling in quotes should not be changed.

- Punctuation within a quotation: at the end of a quotation, the quotation mark comes outside the full stop if the quote is a sentence on its own; inside if it is preceded by 'that', or is a phrase that does not stand on its own:

- He complained that 'he was feeling very tired'.

- He said, 'I'm feeling very tired.'

Keep the original punctuation.

Omitted passages are indicated by an ellipsis '…'. Do not add a fourth point at the end of an incomplete sentence, but for a complete sentence a (fourth) closing point is used close up, followed by the ellipsis:

EXAMPLE

'That's what happened. …
Later, I found out more.'

Ellipses should have a space after but not before if they occur in the middle of a sentence.

EXAMPLE

'This is what I heard… but later someone said something else.'

Reference guides

Follow the Oxford English Dictionary, latest edition. (NB: Do not use Oxford Dictionary of English, as this gives usage rather than preferred spellings.) Copy Editing by Judith Butcher (CUP), Hart's Rules (OUP) and Fowler's Modern English Usage (OUP) new edition should also be consulted, New Oxford Style Manual (OUP)

'quotes'

2 General House Style

Spelling

The spelling within quoted material should normally be left as it is – unless obviously inconsistent or carelessly quoted.

Learner work should not be corrected but should contain the original errors.

Question papers should follow the spelling in the spec.

English spelling throughout (not American), with the exception of standardised scientific words (e.g. sulfur, fetus).

Use the OED latest edition as your reference – but the exception is that we use –ise spellings instead of –ize.

For publishing resources outside the UK:

Malaysia and Singapore: British English (both in terms of vocabulary and spelling of words)

The Caribbean: Most of the Caribbean islands use the British spelling. The US Virgin Islands and the Bahamas use American spelling and vocabulary. DO check with the International team.

Africa: British English is used.

Spellings etc. to note

accommodate

adviser **not** advisor (despite the fact that we have to keep the job title Subject Advisor for historical reasons)

among **not** amongst

battalion

centred, centring (NB you centre 'on', not 'around')

dependant (noun); dependent (adj.)

ecstasy

forbear (abstain); forebear (ancestor)

forgo (do without); forego (precede)

learned **not** learnt

license (verb); licence (noun)

macroeconomic (one word)

meteorological

microeconomic (one word)

millennium

per cent **not** percent

practise (verb, except US); practice (noun)

principal (chief); principle (rule)

sacrilegious

siege **but** seize

St **not** St.

trade union (but Trades Union Congress)

trades unions (not trade unions)

unmistakable **but** unshakeable

while **not** whilst

World Trade Organization (has a 'z')

worker/hour **not** worker-hour

These words are often confused:

complementary and complimentary

stationary and stationery

affect and effect

its and it's

2   General House Style

Tables/boxes/lists/labels

- Number tables consecutively within chapters, using the chapter number first (use '0' for tables in an introduction and 'A' for any in an appendix). Table 0.1, Table 0.2, Table 1.1, Table 1.2.

- No brackets around figure and table numbers. Figure 1a and b; Figures 2a and 3c; Figures 2c–f. Figure should be written Figure, not figure.

- Please make sure table titles are short and to the point. Readers should be able to see at a glance what a table shows.

- Table titles should include the table number, begin with an upper-case initial and have no terminal punctuation. For example Table 1.1 This is a table title

- Labels that are a single word or a short phrase – initial letters lower case only, no full stop.

- Labels that are a whole sentence – begin first word with a capital letter, with full stop.

- Align figures in tables relative to decimal point

Telephone numbers

Set as follows, with space between the std code and number:

01837 851279

For London numbers write:

020 7825 5648

For international numbers use:

+44 (0) 1873 …

In question papers, and where possible in products, ensure that the telephone numbers are fictitious.

Titles

See also capitals

Titles of people to be written with no punctuation: Prime Minister David Cameron, Mr T.S. Eliot.

NOTE: no spaces, but full points, between the initials of a person's name.

2   General House Style

Trade names

See also **Capitals**

Check whether a trademark symbol ® is required after the trademark name. It is used (for the first occurrence at least) with Microsoft products, Adobe and other software. It is better to include it every time the trademark appears, but if this is very cumbersome, the first time it appears in a section will suffice. You should always check the company's website (for example, Microsoft) to see if they have any particular stipulations.

NB: ™ is an assertion of trademark and does not mean that the product has been registered as a trademark.

However, use generic terms where possible instead: facial tissue, sticky tape, soft drink or cola, vacuum cleaner. An exception is in hair and beauty where 'Barbicide' should be used rather than the generic 'disinfectant'.

If trade names have to be used, ensure they are spelled correctly:

Blu-tack®
Velcro®
LEGO®
LEGO DUPLO
Logo
Cellophane
Playmobil®
Post-it®
Plasticine®
Polydron

Typesetting rules for page proofs

In general, watch for the following typesetting irregularities when proofreading:

- Get rid of widows or orphans. (A widow is when the last line of a paragraph falls at the top of a page/column. Or when the final line of a paragraph is just one word. An orphan is when the first line of a paragraph falls on its own at the bottom of a page/column.) A line at the top or bottom of pages needs to be over half a column wide.

- Headings at the top of columns must have either no text above or at least two lines above. Headings at the bottom of columns must have at least two lines of text below.

- Don't have the last page in a chapter with fewer than five lines of text.

- Broken words can NOT be left on a line alone. Avoid breaking words where possible.

- No more than three hyphens in a row on top of each other in a paragraph.

- Where a table runs over more than one page, make sure column headings are included on all pages.

- Where possible, avoid breaking a table across a turn over page (i.e. recto to verso).

- Lines shouldn't start with a numeral.