Examination paper authoring		
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Examination paper authoring

Revision History

Revision	Date	Revision Description DCRT#	Originator
01	25 August 2003	Conversion of OP108	Lisa Whelan
02	29 October 2003	Inclusion of content of workshop 22 Oct 2003 by Geraldine O'Neill	Diarmuid O'Callaghan
03	30 November 2007	Update of Examination Paper Template	Michael Keane
04	16 October 2014	Update of Timetabling for authoring and amending of examination papers. Replacement of HETAC, FETAC references with QQI.	Registrar
05	11 September 2019	Removal of ITB logo – TU Dublin logo	Michael Keane
06	8 March 2021	Insert TU Dublin Logo	Registrar

1. Purpose

The purpose of this document is to identify policy and procedure relating to method and timing of authoring of examination papers. This document refers to all examination papers for QQI accredited courses conducted by, or on behalf of TU Dublin Blanchardstown. It also includes some guidelines relating to effective authoring of examination papers.

2. Scope

This document is relevant to all academic staff of the Institute.

3. Reference

− Approved Course Schedules (4RCD02)

4. Timetable for authoring and amending of examination papers

The procedure for production of examination papers by week of semester is as follows:

Week 5:	− List of numbers of candidates for each examination session is generated by the examinations officer. This list is sent to Heads of Schools for confirmation.
Week 5:	− Call for papers from Heads of Schools to all academic staff
Friday of Week 7 by 4pm	− Paper received by Heads of School from internal examiner. For each examination paper required, the following must be provided − Examination paper of agreed duration and layout − Repeat examination paper − Marking scheme for each examination paper (marking schemes must be submitted as separate documents and must be clearly labelled.
Week 8	− Paper sent to external examiner. − Include repeat papers with main papers. − Include marking schemes with all papers − Send to extern examiner via secure means (courier or registered post) − Ensure reinforced mailing envelopes are used
Week 9	− Paper received from external examiner
Week 9	− Paper forwarded to internal examiner for changes
Week 10	− Final copy received from internal examiner by School secretary
Week 11	− Sign-off of approved examination papers by the Head of School. − Final paper copy forwarded to examinations officer. − A main paper and repeat paper must be submitted simultaneously. − Include contact number for academic responsible on the day of the examination.
After examination	− Final electronic copy of examination forwarded to student services for publication on Intranet

5. Examination paper editorial style

A template will be made available from the examinations office to all lecturers detailing the editing format to be used on the preparation of examination papers. This should include:

− Module code, title, course code,

− instructions

− headings

− mark sub totals/totals for each question

It is the course boards/lecturers in consultation with the extern examiners who determine the content, style and choice of paper.

The style of the template provided should be followed where possible. For mathematical formulae, it may be necessary to use an alternative, more appropriate font type.

The date and time of examination will be inserted by the examinations office before photocopying.

6. Drafting of examination papers

It is generally accepted that all forms of assessment should adhere to a number of key principles these include:

− Tests should measure clearly defined learning outcomes

− Test should measure a representative sample of what has been taught

− Tests should fit their use

− Tests should be as reliable as possible

− Test should improve student learning

− Test should be fair

In general consider the following ideas before constructing tests:

- **What are your reasons for testing?** These may include: (i) to aid student motivation (ii) to aid retention (iii) to help student understanding or (iv) to provide feedback on instructional effectiveness

- **Clarify course goals** (skills and knowledge) for students and tell students what to expect on each test.

- **Use consistent language** to describe expected learning outcomes. Make sure students understand what YOU mean by discuss, describe and explain. If possible use more specific terms such as define or list.

- **Include various levels of difficulty.** Using a variety of question types can allow you to take students beyond memorising and defining facts. Difficulty of questions should be appropriate to the level of the course.

- **Use a variety of testing methods**. If you know what you want to test and why – then the task of deciding on the most appropriate method is easier. Typical methods include: (i) multiple choice (ii) short answer (iii) problem solving (iv) essay type

It is also important that results of the examination process are considered to assess how effective a testing approach has been. The questions to consider in a pre-test evaluation are:

− Did I test for what I thought I was testing for?

− Did I test what I taught?

− Did I test for what I emphasised in class?

− Is the material I tested for really what I wanted the students to learn?

− Did I use the appropriate format?

Question Design for Traditional Examinations

Writing an examination paper is one the most important tasks required of any academic.

− Ask colleagues for feedback on your questions. Does the question mean what you think it does?

− Keep your sentences short

− Work out what is really being tested

− Set questions that seek to discover what has been learned rather than what has been taught

− Keep the language simple

− Keep the examination paper instructions unambiguous

− Avoid trick questions

− Don't measure the same things using different question types

− Include information that will assist the student and reduce the emphasis on memory e.g. formulae

− Make the question layout easy to follow

− Use the question to show how marks will be allocated

− Try your questions out

- Don't expect students to write too much
- Be creative
- Proof read your entire paper slowly for accuracy of grammar, sentence structure and paper layout
- Make sure any attachments or supplementary tables are correct and attached

7. Peer review of examination papers

It is important to ensure that examination papers are reviewed by at least one other lecturer. The purpose of this procedure is to provide for a quality checklist relating to general issues such as mark allocation per question and typographical errors.

It is important that authors are satisfied with the standard of our examination papers prior to sending to the external examiners. A successful peer review process will certainly assist in this regard.

8. The Role of the External Examiner in examination paper authoring

The Institute appoints an external examiner usually for a period of three years. It is important to develop a good working relationship with your extern as they can provide useful and valued advice and guidance on the assessment of a student's performance. The role of an extern is to review the examination papers and offer any comments on them. They will usually attend the summer examination board and will take this opportunity to review student assignments. It is important that academic staff are available to meet with the extern prior to the examination board for this process to be successful.

To allow the extern to get some appreciation of the context in which a module is set the academic staff member should provide the following information:

- A marking scheme and model answers – these allow the extern to assess the level of difficulty of the questions. Also include a copy of the module syllabus – however ensure that the syllabus description accurately reflects what is covered on the examination paper.

- Where relevant, sample scripts to be sent on completion of the examination – these should include a sample of poor, average and good performances. It is also useful to include a short summary of the scripts being sent i.e. a written comment regarding the script.

When the above process is completed all examination papers should be submitted to the school secretary who forwards them to the external examiners for comment and approval. The individual lecturer concerned should incorporate relevant amendments or corrections as a result of external examiner's comments into the paper if considered necessary.

If suggested amendments or queries are not received from the extern, the academic staff member can seek clarification if they feel it is necessary. The extern sends an annual report after the autumn examination board outlining their impressions of the quality and standard of the examination papers reviewed. They also comment on how well the standard at the Institute compares with other institutions.

9. Final submission of examination papers

Revised examination papers should be submitted by the relevant school secretary to the examinations office by the agreed closing date (week 12 of semester).

Please ensure the final version of the paper being submitted to the examinations office

− is correct in all details,

− that marking schemes are not attached,

− that no editorial or computational errors remain

− that any attachments required to complete the examination are attached

10. Appendix: Extract from workshop on examination paper authoring

This workshop was presented on 22nd October 2003 to academic staff of the Institute by Dr. Geraldine O'Neill. Centre for Teaching and Learning, University College Dublin (www.ucd.ie/teaching/).

<u>Reliability and Validity</u>

– <u>Validity</u> is the most important aspect, as validity is the extent to which the assessment measures what it meant to measure.

- o Validity can be improved by

  - Carefully matching assessment with learning outcomes, content and teaching methods

  - Increasing the sample of objectives and content areas included in assessment

  - Using assessment methods that are appropriate for objectives specified

  - Employing a range of assessment methods

  - Ensuring adequate security and supervision to avoid cheating in examinations

– <u>Reliability</u> is the consistency and precision of the assessment.

- o Reliability can be improved by

  - Ensuring the questions are clear and suitable for the level of the students

  - Ensuring time limits are realistic

  - Ensuring instructions are simple, clear and unambiguous

  - Use of high-quality marking scheme

<u>Criterion-referenced and norm-referenced assessment</u>

– A criterion-referenced assessment has set criteria to be achieved and therefore the pass-fail aspect of the assessment is the most important aspect. In theory, all students should pass the assessment. Examples include much of the assessments currently used in apprentice programme examination

– A norm-referenced assessment expresses the candidates score in rank order, based on a distribution of scores. It is comparative, telling us that one student is better than another student.

Norm-referenced assessment	Criterion-referenced assessment
Student rated against each other	Measured against a criterion
Marks and grades	Pass or fail
Must discriminate between students	Identifies what learners need to cover
Issues around reliability, standardising	Criteria set
Assumptions of a bell-shaped curve	

– For details see www.ltsn.ac.uk/genericcentre/projects/assessment/assess_series.asp

Becoming aware of levels of effective questioning

– Literal-level questions are typically overused. Questions requiring higher order thinking are more effective. Student responses to critical thinking questions reveal the extent of their literal understanding of the facts. A student's ability to apply and transfer knowledge in different contexts can be assessed. Student interest and motivation is enhanced by questions that help students to relate what they are learning to their own background knowledge, experience, and values. Higher order questions are important for modelling different ways students can interpret, apply, evaluate, reflect on what they are learning.

– Classify questions according to the kinds of thinking required for students to respond. Use Bloom's taxonomy to assist in this process. The first two levels reflect literal-level thinking (knowledge or comprehension) and should be avoided. Questions should normally be in the area of application, analysis, synthesis or evaluation.

– Use verbs in questions associated with higher-order thinking tasks (see below).

Bloom's Taxonomy

- Learning Outcomes can be classified in increasing order of complexity by looking at Bloom's Taxonomy. Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings.

Competence	Skills Demonstrated
Knowledge	- Observation and recall of information - Knowledge of dates, events, places - Knowledge of major ideas - Mastery of subject matter Verbs Used to Test this Competence: - List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	- Understanding information - Grasp meaning - Translate knowledge into new context - Interpret facts, compare, contrast - Order, group, infer courses - Predict consequences Verbs Used to Test this Competence: - Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	- Use information - Use methods, concepts, theories in new situations - Solve problems using required skills or knowledge Verbs Used to Test this Competence: - Apply, demonstrate, calculate, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	- Seeing patterns - Organization of parts - Recognition of hidden meanings - Identification of components Verbs Used to Test this Competence: - Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.
Synthesis	- Use old ideas to create new ones - Generalize from given facts - Relate knowledge from several areas - Predict, draw conclusions Verbs Used to Test this Competence: - Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if? Compose, formulate, prepare, generalise, rewrite
Evaluation	- Compare and discriminate between ideas - Assess value of theories, presentations - Make choices based on reasoned argument - Verify value of evidence - Recognise subjectivity Verbs Used to Test this Competence: - Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise.

Bloom's Taxonomy: Examples of Questions at Each Level

Knowledge

Exhibits previously learned material by recalling facts, terms, basic concepts and answers. Typical Knowledge Questions:

– What is…..?	– How would you explain….?
– How is……?	– Why did….?
– Where is…..?	– How would you describe….?
– When did happen?	– When did…..?
– How did happen?	– Can you recall….?
– How would you show….?	– Can you select…?
– Who were the main…?	– Can you list three….?
– Which one….?	– Who was….?

Comprehension

Demonstrating understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas. Typical Comprehension Questions

– How would you classify the type of ….?	– How would you compare…..? contrast…..?
– Will you state or interpret in your own words….?	– How would you rephrase the meaning…..?
– What facts or ideas show…..?	– What is the main idea of ….?
– Which statements support….?	– Can you explain what is happening … what is meant…?
– What can you say about ….?	– Which is the best answer…?
– How would you summarise….?	–

Application

Solving problems by applying acquired knowledge, facts, techniques and rules in a different way. Typical Application Questions

– How would you use…?	– What examples can you find to…?
– How would you solve..using what you have learned…?	– How would you organise to show….?
– How would you show your understanding of ….?	– What approach would you use to ……?
– How would you apply what you learned to develop…?	– What other way would you plan to ….?
– What would result if…?	– Can you make use of the facts to….?
– What elements would you choose to change….?	– What facts would you select to show….?
– What questions would you ask in an interview with….?	–

Analysis

Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations. Typical Analysis Questions:

–	What are the parts or features of …..?	– How is related to ….?
–	Why do you think……?	– What is the theme….?
–	What motive is there…..?	– Can you list the parts…..?
–	What inference can you make…?	– What conclusions can you draw….?
–	How would you classify…..?	– How would you categorise…?
–	Can you identify the difference parts…..?	– What evidence can you find…..?
–	What is the relationship between…..?	– Can you make a distinction between….?
–	What is the function of….?	– What ideas justify…?

Synthesis

Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Typical Synthesis Questions:

–	What changes would you make to solve…?	– How would you improve….?
–	What would happen if….?	– Can you propose an alternative…?
–	Can you invent…?	– How would you adapt to create a different….?
–	How could you change (modify) the plot (plan)….?	– What could be done to minimise (maximise)….?
–	What way would you design…?	– What could be combined to improve (change)….?
–	Suppose you could what would you do ….?	– How would you test….?
–	Can you formulate a theory for…..?	– Can you predict the outcome if….?
–	How would you estimate the results for….?	– What facts can you compile….?
–	Can you construct a model that would change…?	–

Evaluation

Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria. Typical Evaluation Questions:

–	Do you agree with the actions…?	– Do you agree with the outcomes…?
–	What is your opinion of …..?	– How would you prove…? Disprove…?
–	Can you assess the value or importance of …..?	– Would it be better if ….?
–	Why did they (the character) choose….?	– What would you recommend….?
–	What would you rate the ….?	– What would you cite to defend the actions….?
–	How would you evaluate….?	– How could you determine….?
–	What choice would you have made….?	– How would you prioritise….?

–	What judgement would you make about…?	–	Based on what you know, how would you explain….?
–	What information would you use to support the view….?	–	How would you justify….?
–	What data was used to make the conclusion ….?	–	Why was it better that…..?
–	How would you prioritise the facts….?	–	How would you compare the ideas….?people…..?

- Beware of questions that can be answered with a single yes or no answer

Tips on setting exam questions

- Don't do it on your own. Get feedback from colleagues
- Ask colleague "what would you say this question really means?"
- Keep your sentences short.
- Work out what you are really testing (Bloom's taxonomy)
- Check that your question relates to the published learning outcomes of the programme
- Don't measure the same things again and again
- Liaise with your extern examiner
- Include data or information in question to reduce emphasis on memory
- Make the question layout easy to follow
- Don't overdo the standards (questions can get harder year on year..)
- Write out an answer to your question
- Decide on what the assessment criteria will be
- Work out a tight marking scheme (imagine you are delegating marking to somebody else)
- Use the question to show how marks are to be allocated
- Try out your questions
- Proof-read your exam questions carefully (beware of seeing what you meant rather than what you wrote).
- Read each question sentence by sentence, starting at the end of paper and working backwards. This ensures each sentence makes sense on its own and is grammatically correct.

Assessment of learning outcomes

This section is based on the section on "Learning Outcomes" in the "Guidelines for Programme Specification and Curriculum Design" from Heriot Watt University Edinburgh. Contributions are from Dr. Maggie King and Roni Bamber. (See www.hw.ac.uk/registry/acadev-prog.php).

Consider what the assessment is designed to assess. Assessors should ask themselves What is to be measured? In this context, the alignment between assessment methods and learning outcomes is critical. The method of assessment must be appropriate to the particular outcomes which are being assessed. Therefore, a range of assessment methods should be used, particularly in the case of subject themes or placement learning, where a variety of learning outcomes are being measured.

The assessment strategy for the course should provide an appropriate balance between knowledge-based assessment and assessment designed to measure more complex abilities such as analysis and evaluation. The assessment strategy should be designed in such a way that the knowledge-based assessment is progressively underpinned by assessment of more complex abilities over the duration of the course (and indeed the module).

In order to match assessment methods to learning outcomes, the following brief table is offered for guidance purposes. The pairings of outcomes and methods are by no means mutually exclusive, for example laboratory work could be used to measure understanding as well as cognitive skills such as evaluation and core skills such as teamworking.

Outcome	Formative/Continuous	Summative
Understanding	Assignments, Design Projects	Written Exam
Knowledge	Multiple Choice, Short Answer Tests	Multiple Choice
Skills (subject specific/cognitive)	Short Answer Questions, Laboratory work, Reports, Peer/Self-Assessment	Projects, Presentations
Core and Professional Awareness Skills	Essay, Projects	Oral Exam

Careful consideration should be given to the balance between formative, continuous and summative assessment, and the range of assessment methods used, in order to achieve the intended approach to and quality of learning.

In selecting methods of assessment appropriate to learning outcomes, careful consideration should be given to the common practice of offering a choice of questions in assessments, particularly in exams. Can it be accurately said that students have achieved all outcomes if they are able to avoid certain topics? In such cases, more than one method of assessment should be introduced.

Assessment of Personal Abilities

The assessment of subject mastery has traditionally been the principal focus of assessment in higher education. The assessment of personal abilities is a relatively recent addition and reflects the current focus on making the provision of skills much more explicit in order to meet the requirements of students and employers.

There are various ways of assessing skills related to personal abilities, but the assessment should be governed by the same fundamental principles as apply to subject-based assessment. Skills related to personal abilities should be specified as part of the learning outcomes of the course and, where appropriate, modules. The Module Descriptor should outline the means by which the abilities will be acquired and developed and the methods of assessing them.

A range of different methods can be used to gather evidence which will enable students to demonstrate the extent to which they have achieved the specified skills-related learning outcomes, such as design projects, group projects, work placements, presentations, problem-solving activities, interviews. Self-assessment, in the form of a log/journal or portfolio, can be used by students to gather evidence and determine their progress in achieving and developing skills which are not specified as learning outcomes.

Assessment Criteria

Assessment criteria "indicate which aspects of the student's work will be judged, in relation to the learning outcomes". Assessment criteria may be explicitly linked to, and developed from, learning outcomes in order to:

- communicate clearly to students how their work will be judged

- help students understand what is expected at differing levels of achievement

- assist in providing students with informative and constructive feedback

- ensure that marking is open, fair and consistent

- enable the assessor to determine whether a student has achieved the outcomes

Assessment criteria are closely linked to learning outcomes, but are quite different. Learning outcomes are expressed in terms of what is required to pass the module; assessment criteria describe level of performance required for each grade and use more evaluative words such as "thorough, clear, accurate, wide ranging, rigorous".

The relationship between learning outcomes and assessment criteria is usually expressed in one of the following ways:

1. Each learning outcome states on what students will be judged and gives an indication of what is required at pass level.

Learning Outcome:

The student should be able to explain and justify their chosen research method.

Assessment criteria:

Students will be judged on the appropriateness of the explanation, and the clarity and relevance of the justification.

Pass level descriptor:

For a typical pass, the student will provide an appropriate explanation with clear and relevant justification of the chosen research method.

2. Each learning outcome has five broad bandings related to different level of performance which indicate what the student has to do to achieve a certain grade/mark.

Learning Outcome:

The student should be able to explain and justify their chosen research method.

Assessment criteria:

Students will be judged on the appropriateness of the explanation, and the clarity and relevance of the justification.

Below 39%	40-49%	50-59%	60-69%	70%+
Brief, inaccurate and ambiguous description with unclear explanation and limited justification	Appropriate explanation with clear and relevant justification of the chosen research method	Relevant, clear and logical explanation and justification. Strengths and weaknesses of the chosen method are considered	Relevant, clear and logical explanation and justification. Chosen method is fully evaluated	Relevant, clear and logical and detailed explanation, which shows insight. Alternative methods are considered and evaluated

Developing Assessment Criteria

The development and use of assessment criteria is worth undertaking for the sound educational reasons outlined above. The following steps can help with the process:

– Go back to the learning outcomes specified in your Module Descriptor: are they expressed in terms of what is required to pass the module?

- Identify implicit criteria which influence your judgement of student achievement of the specified outcomes. Look at a range of work which you have assessed and describe what aspects of each helped you determine a mark/grade.

- Look at examples of other assessment criteria. Adapt these to your own use.

- Identify the differences between marks/grades. A grid approach is helpful.

Tips on marking exam questions

- Be realistic about what you can do (tiring work)
- Avoid halo effects (mark dispassionately)
- Watch out for prejudices (give benefit of doubt)
- Recognise that your mood will change (mark all questions 1 followed by all questions 2, rather than full script from one student before progressing to the next)
- Remind yourself of the importance of what you are doing (critical determinations for student)
- Take account of needs of second markers (don't write comments on script; use post-it notes)
- Write notes for feedback to students
- Provide feedback for yourself and course board
- Set aside time for review (changes for next year..)

Tips on designing marking schemes

- Write a model answer for each question
- Make each decision to allocate a mark as simple as possible (associated with something that is present or absent, right or wrong)
- Aim to make marking scheme usable by non-expert in subject (useful for students next year)
- Aim to make it so that anybody can mark answers and agree scores to within a mark or two
- Allow for consequential marks (for example where error in calculation early on but subsequent process correct)
- Pilot marking scheme by showing to others (even non-experts)
- Make yourself think about honourable exceptions (excellent answer but not what you were looking for..)
- Consider having more than 20 marks for a 20 mark question (cannot expect students to include everything you think of, especially in essay-type questions)
- Look at what others have done in the past
- Learn from your own mistakes (review..)

Essays

Essays can help assess deeper levels of learning and encourage students to make arguments about specific concepts. Although quick to set, they are often time-consuming to assess. Terms commonly used in examination using essays.

Analyse	Break something down into parts in order to understand its workings better by exploring relations between the parts or between the parts and the whole
Compare	Explore similarities
Contrast	Explain differences
Criticise	Give a reasoned judgement about the nature of the subject under discussion; might (or might not) involve evaluation of the accuracy or merit of the subject
Define	Give a clear meaning of the word or concept, setting out its limits in a given context
Describe	Characterise without critical judgement
Discuss	Examine an issue critically; sometimes involves responding to a given perspective, (dis)agreeing in whole or in part
Enumerate	List concisely
Evaluate	Appraise carefully, looking at strengths and weaknesses, advantages and limitations
Explain	Account for, clarify the "how" and "why"
Illustrate	Make clear by means of concrete examples or specific instances
Interpret	Offer a perspective on a subject
Justify	Show grounds for conclusions; present convincing evidence
Outline	Arrange the main points and essential supporting points concisely and systematically; omit minor details
Prove	Using evidence and logical reasoning, verify a claim or hypothesis
Relate	Show connections and associations
Review	Survey something, often a book, and comment critically on it
State	Express the main point(s) clearly and succinctly
Summarise	Present the main points in condensed form, omitting most details, illustrations and elaborations
Trace	Describe in narrative sequence, the development of an event or instance beginning at a specific point, often the point of origin

To deter plagiarism let students know you might run suspect text through software that tells you if it is unlikely that a piece of writing is in the same style as the student usually uses. See www.coastal.edu/library/mills3.htm for a review of plagiarism detection sites.

<u>Assessing Essays</u>

Subjects vary considerably, so descriptions here should be adapted to suit

1	Gets to the heart of the matter. Evidence of wide reading, analysed at depth to support arguments. All major points covered. Outstanding organisation and presentation for an undergraduate. Substantial evidence of personal interpretation. No irrelevant material. Correct referencing
2.1	Wide reading. Issues understood and interpreted intelligently. Major points covered. Well organized and presented. Evidence of personal interpretation and a coherent argument. Material relevant. Correct referencing. Appraises critically each segment of the evidence and links them in a coherent informed argument. Hints at his or her personal interpretation
2.2	Evidence of reading. Issues understood. Presentation and organisation clear. Most major points covered. Provides the evidence and reports views on it. In so doing provides a fairly coherent answer to the question. Correct referencing
3	Provides evidence and reports views but does not relate them clearly to the question. A few major points not covered. Some evidence of organisation. Errors in referencing
Pass	Some major points not covered. Contains much irrelevant material. Little evidence of organization. The question almost ignored
Fail	Very little evidence of reading or of understanding of issues. Insufficient or misinterpreted evidence and views. Jumbled. No or little attempt to answer question

10. References:

–	2000 tips for lecturers. Phil Race (Ed) Kogan Page. 2001
–	Computer-Aided Assessment in Higher Education. Sally Brown, Phil Race, Joanna Bull. Kogan Page 1999
–	Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook 1, cognitive domain. New York; Toronto: Longmans., Green
–	The Lecturer's Toolkit A practical guide to learning, teaching and assessment. Phil Race. Kogan press 2001
–	Assessment matters in higher education. Choosing and using diverse approaches. Eds. Sally Brown and Angela Glasner
–	Assessing student learning in higher education. George Brown with Joanna Bull and Malcolm Pendlebury. Routledge Press
–	http://www.lboro.ac.uk/service/fli/flicaa/index.html
–	http://ctl.unc.edu/fyc7.html Writing and grading essay questions
–	http://ctl.unc.edu/fyc8.html Improving multiple choice questions
–	http://ctl.unc.edu/fyc8.html Evaluating student projects

11. Appendix: Examination paper template

Please refer to the next pages for template and working example.

Year	[i.e. Year 1 / Year 2]
Semester	[i.e. Semester 1 / Semester 2 / Semester 1 Repeat etc. - Any doubt contact School Admin]
Date of Examination	[To be completed by the School Administrator]
Time of Examination	[To be completed by the School Administrator]

Prog Code	[BN???]	**Prog Title**	[As on Approved Course Schedule]	**Module Code**	[See ACS]

NB: If a common paper please <u>duplicate</u> the above table for all relevant programmes/modules.

Module Title	[As on Approved Course Schedule]

Internal Examiner(s): *[List names here]*
External Examiner(s): *[Please refer to 4RAS10 on DMS]*

Instructions to candidates:

1) **To ensure that you take the correct examination, please check that the module and programme which you are following is listed in the tables above.**
2) List sequentially any specific instructions to candidates here.
3) Indicate how many marks each question is worth.

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO

NB – If the above line "DO NOT TURN OVER…" runs to a second page please amend as necessary (Font Size, Left/Right/Top/Bottom Margins) to ensure that all information is presented on one page.

An example is provided for your attention on the following page.

Please delete all RED/GREY text from this page prior to submission.

BLANCHARDSTOWN

Year	Year 2
Semester	Semester 2
Date of Examination	[To be completed by the School Administrator]
Time of Examination	[To be completed by the School Administrator]

Prog Code	BN002	**Prog Title**	Higher Certificate in Computing in Information Technology	**Module Code**	Comp H2030
Prog Code	BN013	**Prog Title**	Bachelor of Science in Computing in Information Technology	**Module Code**	Comp H2030
Prog Code	BN104	**Prog Title**	Bachelor of Science (Honours) in Computing in Information Technology	**Module Code**	Comp H2030

Module Title	Advanced Programming

Internal Examiner(s): *Dr Xxx Xxxxxx*
External Examiner(s): *Dr Xxxxx Xxxxxxx, Dr Xxxx Xxxxxxxxxxxx*

Instructions to candidates:

1) **To ensure that you take the correct examination, please check that the module and programme which you are following is listed in the tables above.**
2) List sequentially any specific instructions to candidates here.
3) Indicate how many marks each question is worth.

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO

Question 1:   Type instructions here

a) Type the text of the question here, with the number of marks for that section in parentheses at the end
    of the question and aligned to the right.

(*show marks for each section here*)

b) Text here

(*show marks for each section here*)

c) Text here

(*show marks for each section here*)

d) etc

Question 2: Type instructions here

a) Continue using appropriate format given style of question being presented

b) Text here

//ends