**1st & 2nd year assessment structure 2019/20**

Under the new framework the core 1st and 2nd year classes (PH181-PH184 & PH281-PH284), 40% of the assessment is based on continuous assessment and 60% on an end of year exam.

The continuous assessment marks are is broken down as follows:

* 10%: 5 Multiple Choice Questions (MCQ) per semester (4 questions, marked by Photo-Copier, answer sheets to be provided) randomly allocated throughout lectures to encourage attendance. Marks should follow the rubric: 0-1 correct 40%, 2 correct 60%, 3 correct 80%, 4 correct 100%, so that the students understand that there is benefit in attending. Questions should be conceptual, such as "which of the following is a conservative force", "what is the correct equation"... rather than formulaic.
* 10%: Longer (10 questions) MCQ class test in December to consolidate 1st semester material
* 10%: Longer (10 questions) MCQ class test in week 6/7 to consolidate 2nd semester material
* 10%: Attendance at tutorial and completion of tutorial questions. Students are asked to indicate which questions they have completed and they may be picked at random to present their solution to the class.

Note that PH185 and PH285 are 100% continuous assessment.

[*Note to staff: Those with disabilities should have the option at the start of the year to choose not to have the marks for the 5 x class MCQs contribute to their assessment - they could participate with the rest of the class, of course. Instead, their 2 x longer MCQ would count as 15% each instead of 10% each, and could be evaluated in separate rooms etc, according to their needs.*]

**Tutorial Approach (Description for students)**

Tutorials will be held throughout the term at ........... The class will be divided into *X* tutorial classes and each class will be divided into *Y* groups, as detailed on Myplace. You should work with your tutorial group throughout the year. If you have any issues with your group then please let the class lecturer or the Adviser of Studies for your year know.

Tutorial Problems will be posted on Myplace, usually one week before the tutorial session, and you should attempt to solve these problems before the tutorial. You are encouraged to discuss with your groups and use the lecture material and course textbook to help you to complete the problems. Some of the problems will be easier and others more challenging. You don’t have to solve every problem (see below for more details), but it is to your advantage if you at least attempt each problem.

*[Note to staff: Chemists/Maths & Physics students with tutorials at different times may require different question sets to avoid cheating –* ***At this time this is thought not to be the case****. As Maths & Physics will be following PH183/184 then they must be assessed in the same way but with different question sets used to avoid cheating.]*

At the beginning of each tutorial session, you will be asked to complete a list in which you can tick boxes to indicate which problems you have solved and understood. **You must have the solutions with you for the boxes you tick**. We will then go through the problems, choosing students at random, who have indicated that they have solved and understood the problems, to present their solutions to the rest of the class. We will then discuss any remaining questions people have about each problem. **Please do not tick the box for a particular problem unless you have attempted the question and have a solution.**

Please note: This is not a test, and there will be no penalties for people making a genuine attempt at a problem who make some mistakes while presenting. There is no intention that anyone should be uncomfortable or embarrassed at any point – mistakes usually involve something that is confusing for many people. A mistake offers an opportunity for everyone to learn from it together. Tutorials are for discussion and learning – exams are for assessment.

To encourage participation, the tutorials will be worth 10% of the overall mark. This will be calculated based on the number of problems that you have attempted and understood during the term. The total available tick boxes will be added together, and the number of ticked examples will be determined as a percentage of the total. If you have 80% or more of the problems ticked, you will receive the full 10% of the grade for the tutorials. If you have less than 80% of the problems ticked, you will receive the same proportion of marks as you have out of 80% (e.g., 60% of the problems ticked means you get 60%/80% x 10% = 7.5% credit for tutorials etc). Marks will not be taken away for small mistakes during presentation – the goal in the tutorials is that you attempt the problem and develop an understanding of it. If you demonstrate this, then that is sufficient. However, to be fair to everyone, **it is important that you only tick those problems where you have made a genuine attempt**.

*[Note: Staff are encouraged to offer weekly drop-in sessions:]*

To help with the tutorial problems, weekly drop-in sessions will be arranged by course tutors, who will answer questions about the lectures and especially about the tutorial problems. If you find the problems difficult in a particular week, it is strongly recommended that you make use of this opportunity.

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***Staff tips for running the tutorials***:

- First and foremost, try to set the students at ease, as many will be a little uncomfortable at first presenting to the class. Ask for a volunteer for the first problem, then pick at random after that, in order to ease the students into each tutorial.

- For 1st year students it is recommended that the tutor acts as the scribe for the first couple of weeks so that the students see how to set out their working properly. The student should tell the tutor what they have done and the tutor lay it out appropriately, as per the model solution – ***encouraging the use of diagrams and only substituting numerical values at the end***. As the semester progress the students can become more independent.

- Be encouraging, especially if the student doesn't give the right answer and you have to correct them.

- The only exception to this is if you suspect the student genuinely knows they don't have the right answer, and has ticked the box anyway. It normally only takes one person to do this, and for the tutor to clearly say that this is not acceptable, for people to stop trying it. At this point, you can make it clear that they're not engaging properly with the system, and that ticking boxes when you can't present the solution is unfair on the tutor and on the other students.

- Full model solutions should be provided to the tutors and made available on Myplace after the tutorial.

***Students with disabilities***:

- Some students registered with a disability may choose to participate fully.

- Some students with registered difficulties presenting in front of an audience or similar may ask to be excused from presenting. Students be asked to show their attempts briefly to the class tutor as the register of attempted questions is taken.

- A very small number with registered difficulties may not turn up to tutorials. This should be followed up with the Director of Teaching, and they may be excused where advised.