Exam Paper Call

Level 1: PH 167, PH 181, PH 182, PH 183, PH 184

Level 2: PH 281, PH 282, PH 283, PH 284

Level 3: PH 384, PH 386, PH 387, PH 389

Level 4: PH 452, PH 456, PH 457, PH 459

Level 5: PH 552, PH 553, PH 554, PH 557, PH 560

PGT: PH 955, PH 956, PH 960, PH 963

We will provide advice about Level 2 and Level 3 classes offered under the old degree curriculum, once we know the number of students who had attempts discounted in August due to the Covid-19 pandemic.

For level 1 and Level 2 assessments you can use the paper that was set for Session 2019/20, if the questions have not been used for any other assessment this semester and **the questions are appropriate for open book and online MyPlace type assessment**.

**Please note that all assessments will be delivered online, through MyPlace. You should set your assessment with this in mind. See guidance at the end of this document.**

**For core physics modules PH 18x, 28x, 38x and all Level 4 and 5 modules the volume of content of the paper should be such that an average student can complete in 2 hrs but a student will be given 3 hrs to complete so as to allow them time to check and upload final solutions allowing for any internet issues.**

The timeline for the 2nd Semester examinations is:

Papers from staff – 1st February 2021

Sent to externals – 8th February 2021

Externals comments received – 22nd February 2021

Papers to be finalised and MyPlace ready – 1st April 2021

NOTE ALSO: Please supply us with a MS Word version or equivalent of the paper. The deadline is VERY tight to allow us to receive earlier feedback from the Externals, giving you more time to prepare for MyPlace delivery (See the Physics Playground on MyPlace for example questions). As such, there is no flexibility in this schedule, if you cannot meet with the 1st February 2021 deadline then please discuss with Dr McNeil and then let me know.

All exam papers should now be “no choice” and have an equation sheet.

PLEASE NOTE

1. All exam papers will now comprise compulsory questions. The exam paper should be broken down into two parts – Part A which will correspond to 40 % of the mark for the paper should contain questions that test a student’s basic understanding of the key concepts of your module and Part B which will contribute the remaining 60 % of the mark and will contain questions that are designed to stretch a student. There is no need for further subdivision.
2. If you are teaching a module for the first time and there is a significant change in module content you must provide the students with a mock paper.
3. If the format of your exam has changed you will need to provide the students with a mock paper.
4. In both cases the mock paper can, with suitable modification, become the re-sit paper.

Completed papers together with the checklist (attached to the calendar invitation) should be uploaded to the relevant folder on the iDrive

<https://webdrive.strath.ac.uk/idrive/Science/Physics> (Mac Users)

<https://webdrive.strath.ac.uk\idrive\Science\Physics> (non Mac Users)

Many thanks

Audrey

Exam Paper Guidance

Setting an online assessment does not mean posting a copy of your question paper to MyPlace and then asking the students to upload copies of the solutions. The assessment needs to be set with an understanding that the students will have access to your lecture material and other sources.

Different topics require different question-types. Here are some things to consider when setting online assessments:

1. Avoid derivations of standard expressions – consider giving the students an expression and ask them to explain the physical significance of the terms in the equation.
2. Consider how multiple choice questions could be used (and use of graphics in them)
3. Avoid reproduction of standard descriptions of a process.
4. If you routinely set “start with expression A and end up with expression B” type questions, consider asking the students to explain the physical significance of the steps that they take to get from A to B.
5. Avoid explain, with the aid of sketches, phenomenon x … - ask the students to explain phenomenon x, better still consider asking what happens if a perturbation is made to phenomenon x?
6. If setting calculation questions, use the MyPlace system allow for a reasonable margin of numerical error so that a ‘wrong’ answer is not heavily penalised.
7. If setting a question where the response from a student is a numerical value set this to have a low mark value so that an incorrect value is not heavily penalised
8. If setting calculation questions then use the facility on MyPlace to set random numbers in a question so that different students see different values.

There are a variety of example questions on the MyPlace Staff Playground page.

If you cannot modify your exam paper in accordance with the above guidance then please contact Dr McNeil.