Examinations and Graduation Office

University of Reading

ON-LINE EXAMINATION QUESTION PAPERS 2020/21

Key Points for 2020/21

- Please refer to the '*Adapting exams to take-home assessments'* guidance provided by CQSD when writing exam questions.
- All question papers should be run through the check accessibility function in word before submitting as PDFs to the Exams Office.
- A Coversheet will be attached by the Exams Office to the front of all on-line exam question papers and has been provided alongside this guidance for your information.
- Please ensure all exam papers submitted to the Exams Office are in PDF format and NOT password protected

If you have any queries please contact the exams office on examinations@reading.ac.uk or ext, 5843.

Deadlines for submission of Exam Question Papers for the session 2020/21

The deadlines by which papers must be received by the Exams Office are:

For Summer Term exams	Friday 5 March	All in-person Summer Term exam papers
	Friday 12 March	All on-line Summer Term exam papers
	Monday 22 March	Foundation exam papers (October cohort)
	Friday 11 June	Foundation exam papers (January cohort)
For August/September exams	Friday 2 July	All resit papers

If you have any concerns about meeting these deadlines please contact Sal Rowland at examinations@reading.ac.uk as soon as possible.

Exam papers must be proof-read by at least two members of academic staff.

Contents (click to update)

Key Points for 2020/21

Submission of Examination Papers and question paper security

Question papers are to be made available to the Exams Office via a shared drive in time for the question paper deadlines stated above. Departments will have ownership of their own shared drive and allocate permission to the relevant person in the Exams Office. Please contact the Exams Office on Tel: 5843 or examinations@reading.ac.uk to confirm which permissions will be required.

Papers are to be saved in the shared drive as pdfs.

If any papers are uploaded or amended in the shared drive after the question paper deadlines please ensure that the Exams Office is notified immediately.

Question papers **must not** be sent either as paper copies or via email.

For more information on handling sensitive information confidentially, please consult the Information Management & Policy Services at
http://www.reading.ac.uk/internal/imps/policiesdocs/imps-policies.aspx

Exam paper / module codes

Each exam paper has a module/paper code. The codes for the modules taught within your Department/School are included in the Form 3A; in some cases these will need to be supplemented to provide for visiting students, etc.

The module/paper code is made up of the following elements:

Module Code   Year in which taught   Occurrence   Sequence number

Examples of 2020/21 modules	
HS2DHE 2020/1 A 800	Undergraduate and postgraduate modules for the main question paper.
HS2DHE 2020/1 A 800	Undergraduate and postgraduate modules for resit papers if the resit is being assessed the same as the first attempt
HS2DHE 2020/1 A 850	Undergraduate and postgraduate modules for resit papers if the resit is being assessed differently to the first attempt

The first three elements of the module/paper code (module code, year, and occurrence) are essentially the codes in RISIS which together represent a student's module registration. The sequence number distinguishes different elements of assessment. The key distinctions incorporated in the module/paper code are outlined below.

Year in which taught   For students who are taught and are being examined this year, the year in the module/paper code will be 2020/21

For students who were taught in a previous year, but are being examined for the first time this year, the year in the module/paper code will be the **year in which the students were taught** and **not** 2020/21. (This is now restricted to a few exceptional cases.)

For students who were taught in a previous year but are being **re-examined** this year, the year in the module/paper code will be the year in which they were taught e.g. HS2DHE 2019/0 A 850 for a resitter from last year.

Occurrence	The module occurrence distinguishes variants in the method or timing of assessment for a module. In most cases the occurrence will be A to indicate that the module is assessed in the same year as it is taught.

Visiting Students

If visiting students are assessed by the same paper as the main cohort of students, they will be attached to the A occurrence of the module.

If visiting students are assessed in a different way (either by coursework or by a variant version of the written examination), they will need to be attached to a different occurrence of the module (please refer to the Exams & Graduation Office website for a complete list). The International and Study Abroad Office will have registered students for the correct occurrence of the module.

Anomalous students

Other occurrences may need to be created for students who need a variant version of the examination paper (for example, a student who, having suspended, has resumed a module which has changed significantly in content). In the case of such students, you should create a paper with the appropriate module/paper code, which will use an occurrence of Q. Please contact the Exams Office (examinations@reading.ac.uk) as soon as possible if you have anomalous students who need a variant version of a paper, and you will be advised of the appropriate occurrence code.

Sequence number	This distinguishes between different elements of an assessment. If a module has two written examinations, the first examination at the first sitting will normally have a sequence number of 800 and the second 801 (if the module occurrence is A). For sequence numbers for the other occurrences please contact the Exams Office (examinations@reading.ac.uk) to discuss which sequence numbers should be used.
Resits	Most assessments at resit (**and an attempt following a previous deemed not to have sat result**) for modules with sub-modular assessment will have the same module/paper code as the first attempt paper eg EN2RD 2019/0 A 800, but are differentiated by adding the word (RESIT) after the paper title. Alternative re-assessment would be eg EN2RD 2019/0 A 850.

An examination paper may need to have more than one module/paper code. For example, the same paper may be sat by the main cohort of students and also by a resit student from the previous year. In this case, the examination paper would have two module/paper codes, for example:

EN2RD 2020/1 A 800   *which is the code for the main cohort taught this year*
EN2RD 2019/0 A 850   *which is the code for a resit candidate from last year*

Where a paper needs to have more than one module/paper code, the different codes should be listed underneath each other on the front cover of the paper, with the code for the main cohort of students (the "principal module/paper code") at the top of the list. The principal module/paper code will be the common means of identifying the paper.

The principal paper code only should be used at the bottom left of each page.

Exam paper specifications

Specimen exam papers are included at the end of this document.

Typeface

Font Arial is preferred, 14 pointsize is **essential**. If you are unclear about whether or not your typeface is acceptable, please send an example to Sal Rowland at examinations@reading.ac.uk for approval.

Layout on page

Please follow the layout as shown on the specimen question papers. It is essential that:
- there is a one inch margin on all sides
- the Module code appears at the bottom left on all pages (except front sheet)

Heading and Rubric

- Please include the standard instructions in bold at the top of each question paper. The standard text is provided on the specimen paper at the end of this document.

- Below the standard instructions include:
    - On the left, in bold - Month and year: April/May (for Masters/Part 3 and Finals); May/June (for Part 1, Part 2 and IFP); August/September (for resits).
    - On the right, in bold – Module Code: See Page 3 for information on module codes

      Please leave 3 blank lines below the last Module Paper Code, and then:

    - On the right in bold – 'Withs' and requirements: See Appendix 1 for more
      information

- Then "UNIVERSITY OF READING" centred on max line length and set in bold capitals

- Then the title of paper with module code in brackets and, where appropriate, 'RESIT' in further brackets to be centred and set in capitals. If more than one title, each to be on a separate line separated by the word 'or'.

- Timing of paper to be spelled out in **words**, in hours, and without 'time allowed' appearing: e.g. 'One hour', 'Two and a half hours'

- All expressions in rubric to be direct instruction e.g. 'Answer **THREE** questions' (not 'Candidates should answer…'), 'Use a separate answer book for each question' (not 'Candidates should use…')

- Rubric always to start with 'Answer (number) questions' then qualify this if appropriate. If the

rubric contains one short phrase only (i.e. 3-8 words) then centred, otherwise long lines ranged left.

- Use capitals (not italics) in bold in rubric to denote emphasis, e.g. 'Answer **AT LEAST ONE** question…'

Text

- Text ranged left, unjustified, with single line spacing.

- Section headings to be centred and set in capitals, different Sections denoted by capital letters A, B, C… etc. If question paper is divided into Parts (within which there are Sections), Part headings also in capitals with different Parts denoted by Roman numerals I, II, III… etc.

- Two blank lines to be left between questions.

- Text to range so that question numbers appear in left-hand margin.

Numbering of questions, and multi-level hierarchy

- For numbering and sub-division of questions, please follow specimen exactly.

- Further sub-divisions than those indicated on the specimen should be avoided as they are potentially confusing to candidates.

- In graphic lists, sentences to be terminated with a full stop. If linguistically necessary, sub-sections which have further sections to end with a colon; further sections to have a semi-colon except for the last where full stop is used.

- Prose lists to be set with semi-colons between each element.

'Either' 'Or' situations

- Please set as on specimen. As many ORs as wanted may be used, each preceded by a bullet point (see question 2 on specimen).

- Where either and or occur within the text of a question followed by a few words only, each to be set in lower case and underlined without punctuation (see question 3 on specimen). If they precede alternative phrases within a question, phrases to be separated by a semi-colon.

- Where marks are allocated to a question or part-question, they should be justified right, bracketed and set in numerals with lower case 'marks', e.g.:

(5 marks)

Tabular and Equation setting

- Axis containing most entries to be horizontal.

- Tables range left with the text they follow i.e. indented text if occurring within sub-sections.

- Numerals in columns all to range right with one another, or, if number of decimal places vary, to range with decimal point.

- Spacing between columns to be equal, heading centred above relevant column.

Abbreviations, Dates and Numbers

- Personal titles, initial letters, and capitalised abbreviations to be shown without full stops, e.g.

Names	Dr A B Smith
Degrees	BA, MA, BSc, MAgrSc

- Abbreviations for weights and measures to be without a full stop: e.g. 6mm, 10g

- Where dates occur in text, date (without 'st' or 'th' etc) to precede month to precede year, in form: 3 August 1944, 24 May 1983.

  In citations of era, BC, CE, BCE to follow the year, and AD to precede the year; all without full stops: 54 BC, AD 367

  In giving approximate dates, *circa* should be abbreviated as "*c.*" (as in *c.* 1380)

- Other numbers within text to be spelt out up to and including ten.

End of paper

At the end of the question paper, leave a few blank lines followed by '(End of Question Paper)'.

Resit papers

If a paper is for resits only the word 'resit' must appear in brackets at the end of the paper title.

Version numbering

The initial paper sent to the Exams Office should be labelled as version 1 on the front page footer. Any amended versions sent subsequently to the Exams Office must be clearly labelled as such to reduce any possibility of confusion in the printing process.

'Withs'

All 'withs' that are to be provided alongside the exam question paper will need to be submitted together with the exam paper by the deadline dates stated.

Please ensure that all 'withs' are clearly labelled as such and include the principal Module/Paper Code of the examination paper which they are to accompany. See example below.

With HS2DHE 2020/1 A 800

Accessibility

Please run all exam question papers through the Check Accessibility function in word before submitting to the exams office.

Past paper archive

Papers will be published on the past paper database towards the end of the Autumn Term. They can be found at http://www.reading.ac.uk/exams.

Multiple-choice and resit papers will not be published. If a department wishes for any other papers not to be published please inform the exams office before October 2021.

APPENDIX

SPECIMEN EXAM PAPERS

Please find the following specimen exam question papers at the end of this document.

1. Specimen standard front sheet

2. Specimen resit front sheet

Version control

VERSION	KEEPER	REVIEWED	APPROVED BY	APPROVAL DATE
1.0	ITS	Every four years	ISC	01/11/06
1.1	IMPS	Annually	IFSG	16/11/11

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
Row 1	Abcd	Your text here or two or more lines	Abcd	Abcd
Row 2	Abcd	More data	Abcd	Abcd
Row 3	Abcd	Extra info	Abcd	Abcd

Please read through this exam paper thoroughly before you start the exam

May/June 2021   EN2RD 2020/1 A 800

4 Answer Books
Treasury Tag

UNIVERSITY OF READING

RENAISSANCE LITERATURE (EN2RD)

Two and a half hours

Answer **FOUR** questions, **TWO** from each section.

SECTION A

1. Assess the proposition that one of the chief characteristics of shorter verse in this period is that it is often, explicitly or implicitly, fitted to an audience of friends, and that the modern reader is therefore drawn into the need to try to understand modes of intimate literary discourse. You should use the work of AT LEAST TWO poets.

2. • EITHER (a) How far is a knowledge of Shakespeare's historical context necessary to a later reader seeking to understand *Hamlet*? Discuss with reference to TWO OR MORE critical accounts of the play.

   • OR (b) 'A recurring feature of twentieth-century criticism of *Hamlet* is an emphasis on the play's problems, inconsistencies and contradictions.' Discuss with reference to the work of TWO OR MORE critics.

   • OR (c) 'Sonnet sequences produce neither tragedy nor comedy but only irresolution. Perhaps it is that the lyric voice can only contain a moment and not fulfil an action.' Discuss, in relation to TWO collections of sonnets.

3. To what extent did faction disrupt political life during the reign of either Henry VIII or Elizabeth I?

4. 'A critic must be able to *feel* the impact of a work of art in all its complexity and its force' (D H Lawrence). With reference to the work of TWO OR MORE critics discuss the implications of this view.

5. 'The seemingly concrete realities of history are, in fact, always made up of discursive forms and operations' (Steven Connor). Discuss in relation to the way ideas of history are used in literary criticism.

EN2RD 2020/1 A 800

SECTION B

6. (a) Discuss the determination of the rate of exchange under a system of:

   (i) fixed currencies;

   (ii) unstable currencies;

   (iii) floating currencies.

   (b) Demonstrate the likely effect on the rate of exchange when consumer price elasticity of demand for imported goods is:

   (i) elastic;

   (ii) unitary;

   (iii) inelastic.

7. Describe the path of a planning application for a modest housing development on private playing fields in a suburb of a metropolitan district council. Assume that there are local objections.

8. Discuss the view that the politics of 'Thatcherism' are incompatible with the aims and operation of town and country planning.

9. A number of government agencies are again calling for a regional scale of planning for rural areas. Drawing from your understanding of past regional planning and regional policies, outline what you consider to be the advantages and disadvantages of such an approach, particularly for rural areas, in the late 1980s.

10. 'Within the countryside, the single most important recreational facility is the rights of way network' (A Phillips, *Developing a Strategy for Leisure in the Countryside, 1985).* Discuss.

11. Outline the factors you consider to be of most relevance to farmers and landowners who are contemplating starting new enterprises on their land.

(End of Question Paper)

EN2RD 2020/1 A 800

Please read this exam paper through thoroughly before you start the exam

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August/September 2020   EN2RD 2019/0 A 800

4 Answer Books
Treasury Tag

UNIVERSITY OF READING

RENAISSANCE LITERATURE (EN2RD) (RESIT)

Two and a half hours

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Answer **FOUR** questions, **TWO** from each section.