EXAMINATIONS & GRADING SYSTEM

Examinations serve to demonstrate the knowledge and competencies acquired within a module. Different types of examinations are carried out with students in order to better determine what information was retained and which competencies were acquired.

THE VARIOUS FORMS OF EXAMINATION

In Germany, the following forms of examination are the most common. Their content and objectives are explained in greater detail below:

➔ Exam
➔ Term paper
➔ Project /Seminar paper
➔ Exercises
➔ Presentation

Exam	A written exam serves the more or less standardized inquiry of **basic knowledge,** which is why it is mainly used in introductory courses. The aim is to answer either **openly formulated questions in essay form** or closed questions in a **multiple-choice test** within a fixed time frame. The exact design and level of difficulty is determined by the lecturers. Sometimes several questions are asked, of which only one or some need to be worked on. Whether **aids** are allowed and which aids are allowed is often announced before the exam. *(technical and methodical competence)*

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Term paper	The term paper is one of the most common forms of examination. According to academic methodology, a topic is to be worked on, that is limited in focus and directly related to the subject matter of the course. The term paper requires a preliminary survey of the state of research: research of relevant secondary literature using subject-specific aids (bibliographies), a review of the secondary literature, and correct excerpting. The aim is to develop a line of argumentation with respect to a central question, using methodological tools and supported by references. The term paper does not require the development of 'new' knowledge, but implementing a **methodically guided process of the state of knowledge on the topic in question**. The special value of the term paper results from the fact that the state of knowledge on the subject is adequately prepared and presented and meets professional requirements. Term papers that are longer in scope require good self-organisation and work discipline *(technical, methodological and self-organisational competence).*
Project / Seminar paper	Through project work and presentations, students are expected to demonstrate their ability to **work in a team, and to develop and present different concepts**. They should show that they are able to **define goals, develop solutions and concepts, and implement these within the framework of a larger task**. If the work takes place as group work, the contribution of the individual must be clearly outlined and assessable.
Tutorials	Tutorials often accompany a lecture or take place on their own. They can require the completion of practical exercises as a **form of preliminary, examination work**. Once completed, the student acquires **admission to the written exam.** Some tutorials are designed as group or home exercises. Group exercises are created to promote interactions as a group so that participants arrive at solutions together, whereas home exercises are designed for individuals to develop solutions on one's own. *(technical competence, social competence)*
Presentation	Presentations focus on a specific work **topic** that is then **presented in the course,** either alone or together with other students. The criteria for evaluation should be announced in advance, e.g. the grading of clarity, structure, and content, etc. *(technical, methodological, social and self-competence).*

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THE GERMAN GRADING SYSTEM

The following chart shows the German grading system as it is applied at universities. For the subjects law and dissertations (doctorates) other grading systems apply.
It should be noted that in the German system, the lower the number, the better the grade!

Note	Bewertung
1,0 - 1,3	outstanding
1,7 - 2,3	good
2,7 - 3,3	satisfactory
3,7 - 4,0	sufficient
4,3 - 5,0	insufficient (no pass)

FEEDBACK ON EXAMINATION RESULTS

Often lecturers do not have time to give all students personal feedback on their examination results. You can, however, ask to see your exam or the evaluation sheet for your term paper in order to receive written or oral feedback. This is especially useful if you have questions regarding the grading of your exam or if you want to use the feedback to improve your future performance.

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CONTENT-RELATED TASKS FOR THE VARIOUS EXAMINATION FORMS AND THE GRADING SYSTEM:

1. What forms of examination are used in your courses?
2. Which knowledge and competencies are tested for? Do you understand the criteria for evaluation? How do you proceed if you still have questions?
3. How much time will you need to prepare for the exam?
4. Different subjects may apply a different grading culture. What is the grading culture of your subject area and what is considered a good or bad grade?

INTERCULTURAL TASKS FOR THE VARIOUS EXAMINATION FORMS AND THE GRADING SYSTEM:

1. With which type of examination do you have the most experience? Which examination is particularly easy for you? Why?
2. Which examination method is more difficult for you? How could you improve your skills for this examination format?
3. A comparison of countries and cultures of origin: Which forms of examination are used in your home country? Is the grading system in your country similar or is it structured differently? How are these differences to be explained?
4. What grades are you expecting on your exams? How will you deal with the situation if during the first semesters your grades are worse than you had hoped for?

EXERCISE SHEET: Edit the exercise sheet according to the scheme of the given example. Use the concepts presented above.

Type of lecture	Type of Examination	Knowledge	Evaluation criteria	Tasks
1. **Seminar** **Academic work**	term paper (deadline 15.2.)	1. Research 2. Literatur choice 3. Technical and methodological competencies	• Structure of the academic argumentation • References • Citation • Presentation of technical and methodological competencies	1. Develope academic issue and topic.... 2. Research... 3. Narrow down and set a topic ... 4. Set up a timetable. ... 5. Create a structure ... 6. Structure and study references
2.				
3.				

Type of lecture	Type of Examination	Knowledge	Evaluation criteria	Tasks
4.				**4.**
5.				**5.**
6.				**6.**

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