

**UNIVERSITY OF GHANA**

**EXAM MODERATION CHECKLIST**

**BSC./B.A./BSC. ADMINISTRATION/MB.CHB/MPHIL/MSC/PHD**

**DEPARTMENT OF ………………**

**COURSE CODE: COURSE TITLE (Credits)**

***(For Example)* LING345: SOCIOLINGUISTICS (3 Credits)**

**SEMESTER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ACADEMIC YEAR: \_\_\_\_\_\_\_\_\_\_\_**

**EXAMINER’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# SECTION 1: FORMATTING THE QUESTION PAPER

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Y** | **N** | **N/A** |
|  | The cover page has all relevant details such as time allocation, name of the  subject, and instructions to candidates. |  |  |  |
|  | The instructions to candidates are clearly specified and explicit. |  |  |  |
|  | The layout of the paper can easily be understood by the student. |  |  |  |
|  | The paper has the correct page numbering. |  |  |  |
|  | Appropriate fonts are used throughout the paper. |  |  |  |
|  | Mark allocations are clearly specified and are the same as that on the Marking  Scheme. |  |  |  |
|  | The total marks in the question paper and the Marking Schemes are accurate. |  |  |  |
|  | The paper can be completed within the allocated time. |  |  |  |
|  | The paper adheres to UG examination rubrics. |  |  |  |

# SECTION 2: CONTENT COVERAGE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | The paper adequately covers the Learning Outcomes and the Assessment Criteria  as stated in the course syllabus. |  |  |  |
|  | The questions are within the broad scope of the curriculum as indicated by the  course syllabus. |  |  |  |
|  | The paper covers questions of various types e.g. multiple choice questions, data  response, essay, life experience scenarios and practical problem solving, etc. |  |  |  |
|  | The paper allows for creative responses from candidates. |  |  |  |
|  | The questions demonstrate the latest developments in the Learning Area. |  |  |  |
|  | The illustrations are suitable, appropriate, and relevant to the course. |  |  |  |
|  | There is a link between mark distribution, level of difficulty and time allocation. |  |  |  |
|  | The questions are set in sequential manner from simple to more challenging. |  |  |  |
|  | Subject vocabulary/terminology / data are used appropriately. |  |  |  |

# SECTION 3: SKILL AND COGNITIVE LEVELS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | There is an appropriate coverage in terms of the different cognitive levels  (Bloom’s taxonomy or any other taxonomy that may have been used). |  |  |  |
|  | Where there is a choice, questions are of an equal level of difficulty and  importance. |  |  |  |
|  | There is an appropriate allocation of marks according to the duration of paper and  the nature of subject. |  |  |  |
|  | There is an appropriate variety in the construction of questions, e.g factual, data-  response, critical evaluation, problem solving, oral, numerical and pictorial. |  |  |  |

# SECTION 4: MARKING GUIDELINE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | The Marking Scheme is accurate. |  |  |  |
|  | The Marking Scheme corresponds to questions in the question paper. |  |  |  |
|  | The Marking Scheme creates allowance for unconventional responses. |  |  |  |
|  | The Marking Scheme is presented clearly and coherently. |  |  |  |
|  | The mark distribution in the question paper matches with the allocated mark in  the Marking Scheme. |  |  |  |
|  | The mark allocation is accurate for subsections and the paper as a whole. |  |  |  |
|  | The UG examination rubrics are applied in the design of the Marking Scheme |  |  |  |

**COMMENTS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**HoD’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_**