



- x Construct plausible distracters e.g. likely errors and using an appropriate part of speech so that the correct answer does not draw attention to itself.
- x Do not use 'all of the above' or 'none of the above' as possible answers.
- x From question to question, distribute the correct answer among the lettered responses.
- x Negative marking, i.e. trying to penalise guessing, is a contentious matter with divided evidence; on balance (and fashion) the evidence appears to be against using negative marking.
- x Consider asking students to indicate their level of confidence in each answer. This gives them very useful formative information. (The School of Medicine has collaborated with UCL in using this approach and may be able to advise further.)
- x Consider subject matter, level of module

x

x