

**İZMİR INSTITUTE OF TECHNOLOGY**  
**SCHOOL OF FOREIGN LANGUAGES**  
**DEPARTMENT OF BASIC ENGLISH**  
**2024-2025 ACADEMIC YEAR**  
**SPRING TERM**  
**ERASMUS EXAM**  
**TEST SPECIFICATIONS & GUIDELINES / STUDENT'S COPY**

**GENERAL INFORMATION ABOUT THE EXAM**

- The Erasmus Exam will take place on the day and at the time determined by the School of Foreign Languages. Therefore, no change in date or time can be requested due to any excuse.
- The exam will be administered **face-to-face** on campus in the SFL buildings.
- Students must be in the classrooms **ten minutes before the start time of the exam**. The exam will be conducted in **one session without a break** consisting of several parts. Please see the details below:

Exam Date / Time	Test Components	Skills Assessed	Response Format	Number of Tasks / Questions	Total Mark
April 11, 2025 14:45-16:45 (120 minutes)	Use of English	Grammar Knowledge	Multiple Choice (4-option)	5 tasks 28 questions	40
	Vocabulary	Vocabulary Knowledge		1 task 10 questions	10
	Reading	Reading Comprehension		5 tasks 25 questions	50

## EXAM DESIGN

OVERALL DESIGN	
<i>Purpose</i>	To assess reading, knowledge of grammar, language functions and vocabulary in English in order to select the students who are eligible for the Erasmus Programme.
<i>Test type</i>	Proficiency Test
<i>Intended population</i>	<p>Undergraduate / Graduate students</p> <p>Age: 18+</p> <p>Nationality: Learners from Turkey in a majority</p> <p>Non-native speakers of the target language</p> <p>Mostly from similar educational / social background</p>
<i>Intended decisions</i>	The results will be used for proficiency purposes.
<i>Response format</i>	Multiple Choice
<i>Language Level</i>	B2 of Common European Framework (CEFR)
<i>Number of Test-takers</i>	~ 550
<i>Number of Test Components:</i>	3
<i>Number of Tasks</i>	11
<i>Number of items</i>	63
<i>Time Allocated</i>	120 minutes
<i>Order of items</i>	Use of English, vocabulary and reading items are in sequential order.
<i>Weighting of items</i>	<p>Error identification, dialogue completion, and sentence completion tasks are 2 points each while cloze test, grammar and vocabulary gap fill tasks are 1 point.</p> <p>All items in the reading tasks are equally weighted (2 points each).</p>

<i>Weighting of test components</i>	Use of English: 28 test items making a 40% contribution to the total score Vocabulary: 10 test items making a 10% contribution to the total score Reading: 25 test items making a 50% contribution to the total score
<i>Reporting type</i>	Single test score out of 100

### ASSUMPTIONS REGARDING THE TEST POPULATION

<i>Background Knowledge</i>	The input is aimed to be within learners' background knowledge but not totally given; learners should not be able to answer questions from background knowledge without recourse to the input.
<i>Language Knowledge</i>	Students are expected to be at B2 of Common European Framework (CEFR). [Item writer(s) will already specify the lexis, structures, and functions in accordance with the respective CEFR levels.]
<i>Lexical Range</i>	Appropriate to level B2 of the CEFR [Note: the input will NOT consist of more than 10% of words from the higher levels.]
<i>Structural Range</i>	Appropriate to level B2 of the CEFR
<i>Functional Range</i>	Appropriate to level B2 of the CEFR

### SCORING

<i>General Statement</i>	Automatically marked sheets
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### PART A: USE OF ENGLISH

#### TASK 1: Cloze Test

### TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognise the correct use of various grammatical forms and structures given in a connected text (cloze test structure)
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	6 items

#### Sample Test Item

**Choose the correct option to complete the missing parts 1-6 in the text below. (6x1=6 points)**

Malaria, like AIDS, is killing millions. However, (1) \_\_\_\_\_ AIDS, it can be cured. Why isn't that happening? (2) \_\_\_\_\_ current trends make clear, AIDS is surpassing the Black Death as the most devastating plague (3) \_\_\_\_\_ to afflict the human race. That helps explain the sense of desperation (4) \_\_\_\_\_ permeated the 15<sup>th</sup> International Conference (5) \_\_\_\_\_ HIV and AIDS in Bangkok last week. But in a cruel irony, all the well-deserved attention (6) \_\_\_\_\_ to AIDS over the past few years has overshadowed the rapid comeback of a second plague, malaria, which is nearly as deadly as the former.

1. a) similar	b) unlike	c) alike	d) just as
2. a) Since	b) While	c) As	d) Although
3. a) ever	b) never	c) also	d) too
4. a) what	b) where	c) whose	d) that
5. a) in	b) of	c) on	d) away
6. a) paid	b) paying	c) be paid	d) be paying

#### TASK 2: Error Identification

#### TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognise the error in various grammatical forms and structures given in discrete contexts
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)

<i>Number of items</i>	7 items
<i>Sample Test Item</i>	
<p><b>In questions 7-13, there are four <u>underlined</u> words / phrases. One of them contains a grammatical mistake. Choose the correct option that shows the mistake. (7x2=14 points)</b></p> <p>7. Last year, we a) GO to Antalya. My sister and I love b) SWIMMING. She is a good surfer. This year, I want c) TO SURF with d) HER.</p>	

### **TASK 3: Gap Fill**

#### **TASK SETTINGS**

<i>Purpose</i>	To test learners' ability to recognise the correct usage of various grammatical forms and structures given in discrete contexts
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	10 items

#### *Sample Test Item*

**Choose the correct option to complete the sentences in questions 14-23. (10x1=10 points)**

13. This is the \_\_\_\_\_ pizza I've ever had.  
 a) worst      b) worse      c) bad      d) badly

### **TASK 4: Dialogue Completion**

#### **TASK SETTINGS**

<i>Purpose</i>	To test learners' ability to recognise the correct use of functions given in a dialogue
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 2 point (0 for incorrect response)

<i>Number of items</i>	2 items
<i>Sample Test Item</i>	
<b>Choose the correct option to complete the dialogues in questions 24-25. (2x2=4 points)</b>	
24. Jenny: Can you give me some advice on choosing a program for my master's degree?  Sylvia: _____	
Jenny: What do you mean by that? Money?  Sylvia: Well, that too. But more important will be time, energy and effort.  a) Would you like some other things?  b) Yes, but I need to know how much you are ready to give.  c) Well, it depends on whether you can afford it or not.  d) Forget it! You're sufficiently well qualified as you are.	
<b>TASK 5: Sentence Completion</b>	
<b>TASK SETTINGS</b>	
<i>Purpose</i>	To test learners' ability to complete the given sentences grammatically and meaningfully.
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of items</i>	3 items
<i>Sample Test Item</i>	
<b>Choose the correct option to complete the dialogues in questions 26-28. (3x2=6 points)</b>	
26. Above all his many talents, Ray Charles, had the ability to interpret and sing songs in such a way _____.  a) of being the person most responsible for developing soul music b) that he became one of the most successful African-American artists of the 20 <sup>th</sup> century c) to be compared to his contemporaries d) when he was carrying the feelings in his words to the listeners	

## PART B: VOCABULARY

### TASK 6: Gap Fill

#### TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognise the correct use of vocabulary given in discrete contexts
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	10 items
<i>Sample Test Item</i>	

Choose the correct option to complete the sentences in questions 29-38. (10x1=10 points)

29. Don't worry about the homework. I can \_\_\_\_\_ you my notes.  
a) borrow      b) lend      c) take      d) help

## PART C: READING COMPREHENSION SKILLS

### TASK 7: Multiple Matching

#### TASK SETTINGS

<i>Response format</i>	Multiple choice (4-option)  [Matching the correct information for each paragraph (5 pieces of information + 5 paragraphs to match)]
<i>Known criteria</i>	Answer Key  [Note: Learners know there is an answer key with which their selections will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of items</i>	5
<i>Intended operations</i>	To test learners' ability to identify specific information in paragraphs

TASK DEMANDS	
Input	
<b>Discourse mode</b>	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	550-600 words
<i>Nature of information</i>	Semi- authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb
SAMPLE TASK	
<p>For questions 39-43, answer by choosing from the sections of the article (I-IV).</p> <p style="text-align: center;"><b>Your Beautiful Caribbean Holiday</b></p> <p>It is said that for every individual dream of faraway sands there is a perfectly matching Caribbean island. For centuries the Caribbean has enchanted and captivated the traveller with the combination of perfect beaches of dazzling white sands, palm trees shaking in the soft winds and a pace of life that is decidedly relaxed. We have selected four of the most popular islands: St. Lucia, Antigua, Jamaica and Barbados.</p> <p><b>I. St. Lucia</b></p> <p>A mystical island of volcanic mountains, St. Lucia is a charmed and charming place. Its scenic grandeur is second to none: secret bays of deep sand, sky-high mountain sides covered in dense forestry and whole valleys of banana groves make for dramatic scenery and yet they are upstaged for sheer rarity by its most famous landmark- the twin volcanic cones, called the Pitons. With a history as complex as its tropical greenery and perhaps the friendliest people in the Caribbean, it's difficult to know if they are a product of the island or the vital ingredient that makes it what it is. Either way, they welcome the visitor with a refreshing enthusiasm- and a spicy traditional cuisine. St. Lucia is undeveloped (as are its roads and services!) and while it remains unspoilt, it may spoil you for anywhere else.</p> <p><b>II. Antigua</b></p> <p>It's said that Antigua has a beach for every day of the year and its rocky coastline of deep inlets, long peninsulas and natural harbours certainly supports the theory. However, it's a legend that is difficult to prove, for visitors to the island are so quickly intoxicated with the gentle pace, infectious calm and general contentment, that no-one is inclined to do a count. One thing is certain, the coral island of Antigua has the finest shores of pink-white sand in all the Caribbean. Apart from the beach, there is plenty of sightseeing as Antigua's unsophisticated charm is spellbinding. In the capital, St. Johns, wooden balconies a century old overhang the street and the market is a battlefield where gossip is exchanged with goods.</p> <p><b>III. Jamaica</b></p> <p>As colourful as its history, as lively as its local reggae rhythm, and as scenic as any island you will find, Jamaica's magical magnet draws eager visitors to its shores in ever-increasing numbers. Woodland and waterfalls, history and tradition, sun and sports, modern Jamaica has it all. The sugar-white sands of the north coast resorts are legendary and bordered with offshore coral reefs, providing a wide choice of water-based activity, from snorkelling to jet skiing, scuba</p>	

diving to parasailing. The landscape too, more than simply beautiful, lends itself to recreation. You can climb the water-smoothed steps of Dunn's River Falls, play golf on a number of world class courses, go rafting on the Rio Grande. So much more than sun and sand, Jamaica is the Caribbean encapsulated, a rich reserve of holiday resorts.

#### IV. Barbados

As British as cricket and afternoon tea, as historic as piracy on the high seas, as exotic as calypso and coral reefs, as Caribbean as you could wish, Barbados is a matchless mix of sunshine, sport and sophistication. The sunniest in a sea of tropical treasures, Barbados is blessed with beautiful beaches, where, centuries ago, smugglers and pirates used to land. The fashionable west coast is caressed by the cool Caribbean, while the eastern shoreline is battered by the crashing Atlantic surf. Those who enjoy land sports are well looked after, with championship golf and floodlit tennis courts and on warm Barbados evenings the 'millionaires' playground' of the West Indies comes alive with the characteristic music of steel bands, the cool sound of jazz and the more relaxed Latin American rhythms. Yet the island preserves a certain charm, gentility and sophistication, in classical colonial plantation mansions, in old-world values of courtesy and dress code and the time-honoured tradition of taking life slowly, so it lasts longer... Decide that 'rushing' is just something they make baskets from and you're well on the way to discovering the Barbados spirit.

Which island would you recommend for a holiday maker who...

**39)** enjoys different kinds of music?

a) I      b) II      c) III      d) IV

**40)** enjoys eating peppery food?

a) I      b) II      c) III      d) IV

**41)** wants to meet the local population?

a) I      b) II      c) III      d) IV

**42)** wants to do a lot of water sports?

a) I      b) II      c) III      d) IV

**43)** wants to see the best pink-white sand?

a) I      b) II      c) III      d) IV

#### TASK 8: Heading

##### **TASK SETTINGS**

<b>Response format</b>	Multiple choice (4-option)  Matching the correct headings with the paragraphs.
<b>Known criteria</b>	Answer Key  [Note: Learners know there is an answer key with which their selections will be compared.]
<b>Weighting</b>	All items worth 2 points (0 for incorrect response)
<b>Number of items</b>	5
<b>Intended operations</b>	To test learners' ability to identify specific information in paragraphs

## TASK DEMANDS

### Input

<i>Discourse mode</i>	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	500-550 words
<i>Nature of information</i>	Semi-authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb

## SAMPLE TASK

**Read the text and choose the suitable heading for paragraphs A-E. (5x2=10 points)**

**A** \_\_\_\_\_

Although intelligence and the brain have been studied for a long time, there is little understanding of how the brain works to produce intelligence. This has something to do with the fact that the brain contains around 100 billion cells (about the number of stars in the Milky Way).

**B** \_\_\_\_\_

One of the continuing myths about the relationship between intelligence and the brain is that the brains of very clever people are somehow physically different from those of ordinary people. At the beginning of the century, an American scientist called E.A. Spitzka produced a list of the weights of the brains of important, well-known men. The heaviest brain on the list was that of Turgenev, the Russian novelist, at 2000 gr. However, the brain of another great genius, Walt Whitman, weighed only 1282 gr.

**C** \_\_\_\_\_

There are no significant differences between the intelligence levels of males and females. However, girls under seven score a little higher than boys in IQ tests and Marilyn vos Savant has the highest IQ recorded. Yet, men and women differ in the way they think. Generally, women are more skilled orally and men do tasks better after they see them.

**D** \_\_\_\_\_

Also, there are similarities between the brains of all people and computers. Computers can do complicated calculations at unbelievable speeds. But they work in a fixed way because they can't make memory connections. In fact, it is claimed that when it comes to seeing, moving and reacting, no computer can even compete with the brain power of a fly.

**E** \_\_\_\_\_

Most of our mental acts are deeply formed habits. Challenging your brain to do things differently helps it develop. Try changing routines as often as you can: take a bus instead of going by car, sit in a different chair. Exercise more. Good health and fitness levels gives you improved energy. Cooking is also good for mental exercise. It challenges memory and gives creative ability. Finally, don't forget to do puzzles and play games.

HEADINGS					
I.	A Shocking History	V.	Gender Discrimination		
II.	The Battle of the Sexes	VI.	Forming Routines		
III.	Which is More Important: IQ or EQ?	VII.	The Memory Problem		
IV.	How Much Do We Know?	VIII.	What Causes the Difference?		
44.	Which of the following is the correct heading for paragraph A?				
a) I	b) IV	c) III	d) VII		
TASK 9: Discourse					
TASK SETTINGS					
<i>Response format</i>	Multiple choice (4-option)  Inserting sentences into the suitable places in the text.				
<i>Known criteria</i>	Answer Key  [Note: Learners know there is an answer key with which their selections will be compared.]				
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)				
<i>Number of items</i>	5				
<i>Intended operations</i>	To test learners' ability to follow contextual cues in a text				
TASK DEMANDS					
Input					
<i>Discourse mode</i>	Articles / Short stories  Exposition / Narration / Description / Argumentation				
<i>Channel</i>	Written, paper-based				
<i>Text length</i>	200-250 words				
<i>Nature of information</i>	Semi- authentic text / concrete				
<i>Content knowledge</i>	Text types familiar to students  Familiar topics that interest learners but that do not overexcite or disturb				
SAMPLE TASK					

Five fragments have been removed from the text below. For each question (49-53), choose the correct answer (I-V). (5x2=10 pts.)

When a film is successful, it's usually the actors who get all the attention in the media, but at the Oscars this is different. The actors are just one part of what makes a film successful. Behind the scenes, there is a hard-working team that makes it all happen. 49) They are just as important as the big stars \_\_\_\_\_.

One of the most important people behind the scenes is the director. The director's job is to give directions to the actors and the film crew. 50) Directing a film \_\_\_\_\_.

A director needs to work closely with lots of other people behind the scenes.

All films need good photography to help develop the story. 51) The cinematographer is the person \_\_\_\_\_. He or she makes sure that the photography supports the story. He or she has a lot of responsibility and leads the teams in charge of lighting and cameras.

52) Another essential person \_\_\_\_\_. He or she is the person who needs to understand exactly what the director wants and design the most suitable costumes. The costumes have to be comfortable so the actors can move easily, but at the same time they need to match the characters the actors are playing. It's a job that requires imagination, research and you have to know how to make things!

It could be said that the most important person in the creation of a film is the producer. Without a producer there would be no film at all! The producer steers the film through all its stages. As the person who finds the money to finance the whole film, 53) \_\_\_\_\_. During the whole filming process, it is the producer's job to make sure that everything goes well.

- I. he or she also works closely with many other people behind the scenes
- II. and the Oscars recognise many of these people who we never usually consider
- III. is very stressful work
- IV. who is in charge of shooting the film
- V. that we often forget about is the costume designer – the person who designs what the actors wear.

49) Which sentence best completes the blank in question 49?

- a) I
- b) II
- c) III
- d) IV
- e) V

### TASKS 10 & 11: Reading Comprehension

#### TASK SETTINGS

<i>Response format</i>	Multiple-choice (4-option)
<i>Known criteria</i>	Answer Key [Note: Students know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 2 points (0 for incorrect response)
<i>Number of texts</i>	2

<i>Number of items</i>	10
<i>Intended operations</i>	To test learners' ability to: <ul style="list-style-type: none"> <li>• derive the probable meaning of unknown words from familiar contexts</li> <li>• understand straightforward factual texts on familiar topics</li> <li>• understand which word or phrase a pronoun refers to</li> <li>• identify key information in a simple academic text</li> <li>• identify the main topic and related ideas in a structured text</li> </ul>
<b>TASK DEMANDS</b>	
<b>Input</b>	
<i>Discourse mode</i>	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	600-750 words
<i>Nature of information</i>	Semi- authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb
<b>SAMPLE TASK</b>	
<b>Read the text and choose the correct option for questions 54-58. (5x2=10 points)</b>	
<p>200,000 miles from the earth, the crew of the third manned mission to the Moon faced an astronaut's worst nightmare: an explosion on the spacecraft. It is the plot of the Oscar-winning film Apollo 13, but it's also a true story of survival against the odds.</p> <p><b>A.</b> Was it doomed from the beginning? The scientists at Houston were in charge of getting the spacecraft to the Moon and back. They had scheduled for the April 1970 lift-off for 13 minutes after the 13th hour. They had also planned the moon landing itself for the 13th day of the month. For those who believe in bad luck, perhaps the only thing missing was a Friday. Scientists aren't supposed to be superstitious, though, and despite minor problems on lift-off, Apollo 13 started its journey.</p> <p><b>B.</b> Two days into the mission, the three-man crew faced catastrophe. They had been carrying out routine checks when there was a loud bang. Warning lights were starting to flash furiously. Looking out into space, they could see a trail of gass - the spacecraft was leaking oxygen. They sent out a short message to the scientists back on Earth: "Houston we've had a problem here!" At first, they thought that a meteor had hit them, but they later found out that a short-circuit had caused an oxygen tank to explode. Whatever the cause, they knew there was no time to lose. Their electricity supply in the command module depended on that oxygen and pretty soon they will run out of both.</p> <p><b>C.</b> The only solution was to conserve oxygen by moving from the command module into the lunar module - the section of the spacecraft that would have landed on the Moon. Now though, they were using it as a kind of lifeboat. With its</p>	

own power supply, oxygen and water, the three men could survive in the lunar module and return to Earth. There was another problem though. In an enclosed space like a lunar module, the carbon dioxide the crew was breathing out was dangerous. The equipment to clear the air of carbon dioxide was only built for two people. Now **it** had to cope with three. Amazingly, crew managed to put together an adapter that reduced the carbon dioxide to a safe level.

**D.** There was one final **obstacle**. The lunar module wasn't strong enough to re-enter the Earth's atmosphere, so the crew had to transfer back into the damaged command module. To everyone's relief, the crew of Apollo 13 splashed down safely in the South Pacific Ocean on April 17th. It was a space flight that would go down in history. Although the crew didn't land on the Moon, NASA still considers the mission a success. The Apollo 13 disaster was proof that their highly-trained astronauts could deal with anything that could go wrong.

54. The text is mainly about \_\_\_\_\_.

- a) the bad effect of the number 13
- b) an explosion on a spaceship
- c) the Oscar-winning film Apollo 13
- d) a journey to the Moon

55. The word '**it**' in paragraph **C** refers to \_\_\_\_\_.

- a) another problem
- b) the equipment
- c) carbon dioxide level
- d) the crew with a lifeboat

56. The word '**obstacle**' in paragraph **D** is closest in meaning to \_\_\_\_\_.

- a) responsibility
- b) similarity
- c) safety
- d) difficulty

57. The astronauts survived by \_\_\_\_\_.

- a) using the lunar module as a lifeboat
- b) adapting to less oxygen
- c) repairing the command module
- d) creating a new oxygen supply

## IMPORTANT REMINDERS FOR THE ERASMUS EXAM

1. Students are required to have ID cards to be able to take the exam. Without an ID card with a photograph on, it will not be possible for students to take the exam.
2. Students must be ready in the exam rooms 10 minutes before the exam session.
3. The exam will start and end at the time written on the board by the proctors (see the table above).
4. Latecomers will be admitted to the classes in the first 15 minutes after the exam starts, but no extra time will be given.
5. Students are not allowed to leave the classes in the first 15 minutes after the exam starts.
6. The exam booklet will include Use of English, Vocabulary and Reading components.
7. During the exam, students are required to leave their muted mobile devices (phones and smart watches) on the proctor's desk and get them back after submitting their exam papers before leaving the exam rooms.
8. It is the responsibility of students to bring stationery items such as pencils, erasers and sharpeners required for the exam. Students will not be allowed to exchange these materials during the exam.
9. Students must avoid any misbehaviors and talking loudly during the exam.
10. Students cannot walk around the exam rooms during the exam.
11. When students have something to ask, they should raise their hand and wait for the proctor to give them a word.

12. Students are required to provide and check all the necessary information on the exam booklets and optical forms (i.e., names, surnames, school numbers and exam classes).
13. It is the responsibility of students to follow the announcements about the exam entirely and comply with the warnings of the proctors during the sessions. Therefore, students who do not comply with the specified rules forfeit the right to take the exam.
14. Students are not allowed to use extra resources (dictionaries, printed materials, etc.) during the exam sessions.
15. Students cannot keep papers, notebooks, etc. on their desks for note-taking purposes.
16. If it is detected that a student has attempted to cheat in any way, his/her exam will be nullified. Additionally, disciplinary and legal actions will be taken for those students.
17. Students will receive full credit for correct answers, and no points will be deducted from the final mark for questions they have answered incorrectly.
18. Students themselves will be responsible for any errors in the answers (wrong marking of the answer, wrong marking of the student number, missing marking, not finishing or not being able to finish the exam within the specified time, etc.) Thus, they must check the accuracy of the markings before handing in their exam documents. It must be noted that it will not be possible to get back the exam documents after handing them in.
19. When there are 10 minutes left to finish the exam, the remaining time will be written on the board, and the proctor will remind the time verbally.
20. Students who have completed the exam can leave after handing in their exam documents without waiting until the end of the exam period.
21. Students will hand in their exam documents to the proctors one by one following the social distancing rules. There should be no queues during this process.
22. After handing in the exam papers, the students must leave the buildings and must not wait in the buildings.
23. Please note that there will not be a make-up for Erasmus exam.
24. Students have the right to object to their exam results only in suspicious cases of miscalculation. To exercise this right, students must submit a petition of objection to the SFL Student Affairs Office within 7 working days.