Specify official title of the course

|  |  |  |  |
| --- | --- | --- | --- |
| *Category* | Go to „Offered in“ on the VVZ website | | |
| *Session* | XS 20XX | *Duration* | X Hours XX Minutes |
| *Lecturer* | First Name Surname 1, other lecturers | | |
| *Author* | First Name Surname 1, other authors | | |

# Description of the examination procedure

Here you can describe what the atmosphere was like during the exam. For example, what aids were allowed, how long the reading time was, how you experienced the time pressure, where the exam took place and how the space was, etc. In fact, everything that could help future students imagine the exam situation as precisely as possible. You should add the most important points as bullet points so that they are clear for everyone. You can add further details as text. Example:

* Permitted aids: 10-page (5 A4 sheets) digital or handwritten summary, simple calculator.
* Reading-in/preparation time: 10 minutes, after which questions were clarified

Further information: Great time pressure, otherwise pleasant atmosphere in the examination room with enough space on the tables for the aids.

# Task list 1

## **Task 1**: Template for Text or Arithmetic Exercises.

Give as precise a task description as possible, along with point distribution and intermediate results. If the task consists of several sub-questions, they should be listed below. If a diagram or a relevant figure/drawing was given, please add it as a picture (draw it yourself or use a picture from the examination) at the end of the task description or relevant sub-question.

### Sub-question 1

### Sup-question 2

## **Aufgabe 2**: Template for Multiple/Single Choice/Correct-False Exercises.

Always note if wrong answer gives negative points. Create a separate table with the possible answers for each question. This is so that "cuts" can be inserted more clearly and easily on Community Solutions.

Template Multiple/Single Choice Exercises

|  |  |
| --- | --- |
| **Question** | |
| Statement 1 |  |
| Statement 2 |  |
| Statement 3 |  |
| Statement 4 |  |

### Template Correct-False Exercises

|  |  |  |
| --- | --- | --- |
| **Frage** | **Correct** | **False** |
| Statement 1 |  |  |
| Statement 2 |  |  |
| Statement 3 |  |  |
| Statement 4 |  |  |

On the next page you will find an example from an old oral examination.

Geotechnical Engineering

|  |  |  |  |
| --- | --- | --- | --- |
| *Category* | Examination Block 4 | | |
| *Session* | HS 1998 | *Duration* | 1 hour |
| *Lecturers* | P. Amann, K. Kovari | | |
| *Author* | Max Mustermann | | |

# Description of the examination procedure

Amann is friendly and helps out. You just have to remind him from time to time that as a 2nd or 3rd candidate you did not hear what the other candidates said before you, because you were busy with the written question.

Kovari wants to hear the exact term. He can torture you until it comes to your mind. But as soon as you have said his word, the next question will come, and you can safely forget the rest of your sentence.

# Part I: Written – 30 Minutes

## **Exercise**

Pile with prescribed bearing load in given subsoil: sea clay and below two different variants of soils, A with and B without cohesion.

### Installation of driven pile or bored pile, why?

### What is the required embedment depth in the lower layer?

### Special instructions for the construction?

# Teil II: Oral – 30 Minutes

## **Exercise 1**: Kovari 15 minutes on the board

Standard tasks ranging from "Draw a column through the superstructure" to "Load-bearing capacity / abrasion resistance / skid resistance / evenness / sound insulation" to "Micro and macro texture with countless details".

## **Exercise 2**: Amann 15 minutes on the board

Parking garage in Rapperswil, 30 x 60 m rectangle, 4 lower ground floors under a green field.

### What can be expected?

### How do you gather the relevant information?

### Explain possible construction methods.

### Requirements for excavation shoring in this case.