

Information for Students about the Second MATH 104 Midterm Examination

October 31, 2017

1. The MATH 104 midterm exams will be held on Wednesday, November 8, 2017 for MWF sections and Thursday, November 9, 2017 for T Th sections.. You will write the midterm in your regular classroom.
2. Students should bring their UBC student card to the exam as identification. Students without any photo ID may be photographed and then required to produce their student cards after the exam is completed.
3. This is a closed-book exam. No formula sheets are allowed, nor will one be provided.
4. **No calculators will be allowed and having one constitutes academic misconduct.**
5. Students may NOT have a pencil case on or around them during this exam. Students may have a reasonable number (≤ 4) of pens and/or pencils on the exam. **No eraser tape or fluid (e.g. whiteout) may be used on the exam.**
6. **Students may not have any personal belongings on or near them during the exam.** If a student chooses to bring items such as a backpack to the midterm, they will be asked to place them at the front of the room. Invigilators will not be responsible for these items and students are encouraged not to bring them to the exam room.
7. Students who choose to write the exam in pencil may not submit their exams for re-grading.
8. Students may NOT have cell phones, or other electronic devices on or near them during this exam. **A cell phone that goes off during the exam will be treated as an attempt by the student to disrupt the exam.**
9. Students may not wear ball caps or “hoodies” or other head coverings that obscure the face during the exam. Head or face coverings worn for religious reasons are acceptable, of course.
10. THERE WILL BE questions on: (1) price elasticity of demand word problems, (2) related rates word problems, and (3) optimization word problems.

11. About 40% of the exam will be short answer questions. These questions are worth 2 to 5 marks each, with part marks possible. The only possible grades for each short answer question will be whole number values.
12. About 60% of the exam will be long answer questions. Not all questions need be of equal value or equal difficulty. Part marks are possible, but all grades will be whole number values.
13. The second midterm exam is based on the MATH 104 syllabus, as published in the form of the Course Outline on the main MATH 104 website. Hence, you should know all of the topics in this posted syllabus up to the end of Week 8. The exam will stress those topics since the last midterm.
14. There are various formulae that are a natural part of this course. For example, you should know the product rule, the quotient rule, and the chain rule. No formula sheet will be given.
15. The following comments give some guidance on expectations for the midterm exam concerning grading.
 - In a single question, once a student makes an error, the student can only get AT MOST 50% of the credit for subsequent portions of the question. For example, if a student incorrectly computes a derivative and then correctly finds the zero of this incorrect derivative, the student can get at most half the marks allocated to finding the zero.
 - Put your answers into calculator-ready forms, which are formed of numbers and standard functions (e.g. e^x , $\sin(x)$, etc.), need not be simplified. For example, both $\arcsin(1/2)$ and $1000e^{-0.05}$ are in calculator-ready form.
 - The grader should not have to decipher an answer. An answer in which it is unclear if there there a + or - sign, for example, will be deemed one way or the other by the best guess of the grader. An example is a - sign that has been erased but is still visible; the assumption is a + sign in that case.
 - Erased or crossed out work will not be counted against a student. Multiple solutions where one answer is wrong normally will be counted as wrong even if one of the answers is correct.

- Incorrect mathematics included in a solution, even if the overall solution reaches the correct answer, will be marked down. An example would be if a student were to use correctly the quadratic formula to find the roots of a quadratic equation that appears in their solution, but include in the space given for their solution an incorrect calculation based on factoring the given quadratic as part of another attempt at solving the quadratic equation.