For unit 1 assignment, I made a fake final exam for class TRU 211, and the exam is called "The Right Answer Exam." I was inspired by the idea of the syllabus, and I would also like to make something that is related to my daily life, so this idea came up when I was preparing for the physics quiz last week.

The purpose of this exam is as its name suggests: the right answer exam – which is a question I've been thinking about for a long time: whether there is a right answer for each question. Before college, most questions I met had a certain and only answer, such as the addition or subtraction of mathematics problems. However, after college, as a statistical and data science major, a lot of questions I meet don't have only one answer. This is not only reflected in some of our homework questions, but also the general question SDS is answering: what story does the data tell you? Different people might have different answers to the question, but there's no wrong answer. I wanted to explore this shift through the test format itself, which usually assumes there's always one right answer.

The exam I made is composed of two parts: the cover and four questions. For the cover, I used content from two of my past exams: one is from my computer science exam and another one is from a math class. I kept most of what I could keep and only changed the information that I made up, such as the name of the class and the "new" department at Smith College called "Department of Truth." I also collaged each letter of my name from those two exams to spell out the instructor's name. I added a little mark "TRU211 Winter2026 Final" on the very bottom of the page and page numbers on each page. I also kept the typical exam instructions about note sheets and no calculators to make it feel like a real exam. The cover sets up the expectation that this will be a normal, legitimate test.

For the four-question part, I chose four different types of questions to deliver my point. The first question is a very simple addition and subtraction question, which we know has commonly accepted, certain answers regardless of the context. This is a question I got from an exam-generating website by searching primary school mathematics exams. The second question is a question I got from the SAT exam, which is an exam most students have experienced. This is a single-choice question, but we are choosing from multiple choices, which adds some interpretation. The third question is a problem I met in my recent homework. This is a multiple-choice question that asks what marks are used in the visualization, which means what kind of mark – points, lines, or areas – are used to make the visualization. The answer is either points or areas, because the visualization is composed of circles, which could be understood as points, but the various sizes could be interpreted as areas. So here, the answer depends on how you look at it. The last question is a philosophical question I got from a website with 101 philosophy questions from a lab at the University of Hong Kong. The question is "Do questions have right answers?" This question is very broad, and different people might have different answers to it. The ironic part is that many people may say "no" when they first see this question, but does that mean "no" is the right answer?

The way I arranged these questions creates a progression from certainty to uncertainty. Someone taking this exam would experience how the concept of "right answer" gradually breaks

down. By question four, the exam asks students to question the test itself. This arrangement actually mirrors my own experience from high school, where answers felt fixed, to college, where interpretation matters more.

After this project, I got a clearer understanding of plagiarism and how to "plagiarize" to make your own original work. Indeed, I used a lot of resources from outside. I even copied and pasted some of them directly. However, I used them to deliver a completely different idea than where they were before. None of my original sources were trying to ask "what does certainty mean across different subjects?" That question only comes from how I put them together. The exam format itself becomes ironic because tests are supposed to measure knowledge, but my test questions whether some types of knowledge can even be tested. An elementary math worksheet was never meant to comment on philosophy, but by placing it next to a question asking "do questions have right answers," it becomes part of that conversation. So I would say my work is original because the content is plagiarized, but the argument is my own.