

**PHY3138/3147 REPORT  
MARKS AND FEEDBACK**

**STUDENT'S NAME:**  
**DATE:**

**ASSESSOR:**

**Report**

COMMENTS (What improvements could the student have made to improve their mark?):

\_\_\_\_\_ **(50 max)**

**Scientific and Technical Attainment**

COMMENTS (What improvements could the student have made to improve their mark?):

\_\_\_\_\_ **(50 max)**

**TOTAL AGREED MARKS for REPORT**

\_\_\_\_\_ **(100 max)**

**Signed** .....

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## PHY3138/3147 REPORT MARKS AND FEEDBACK

### Report

Marks (maximum 50) are given for the coverage, content, presentation of the report. The expected components in the report include: introduction, aims, background; theory; design, planning; description of project work; discussion of results; conclusions; suggestions for future work; and references and bibliography. Material that has already been assessed (*e.g.* from the introductory report) should not be reproduced in its entirety in the final report, although a brief summary of such material may be included if appropriate.

<b>(a) Report</b>	
<b>Mark Range</b>	<i>Assessors look for: completeness of all expected components; logical coherence and structure of material; high-quality and scientific and literary accuracy of the text and figures; consistent and thorough referencing; skilled use of diagrams to enhance the clarity of the text and provide evidence for the conclusions.</i>
43-50	Exceptional. A report that is difficult to fault. This work is of publishable quality, with only very minor amendments, and would be likely to receive that judgement if submitted to a high-quality peer-reviewed journal.
35-42	Excellent. No significant deficiencies, but a number of minor errors. Clear text and diagrams with a well defined focus, reflecting a thorough knowledge of material and a very high-level of competence in its critical assessment.
31-34	Very good. Consistently very good level of knowledge or ability, with no more than one significant deficiency. The report components demonstrate consistently good knowledge of material and a generally high level of competence in its critical assessment.
27-30	Focal level. Only one or two significant deficiencies. Expected components present, with good content, structure and presentation.
23-26	No major flaws, but a number of significant deficiencies. Expected components present in an acceptable form.
20-22	Threshold level. Only one or two major flaws. Expected components present in a recognisable form.
10-19	A number of major flaws. Lacking in overall structure. Evidence of a lack of basic knowledge and critical ability.
0-9	Nothing approaching an acceptable report.

## PHY3138/3147 REPORT MARKS AND FEEDBACK

### Technical and Scientific Attainment

Marks (maximum 50) are given to reflect the student's attainment, as demonstrated by the scientific quality of aspects of the project over which the student has some ownership.

<b>(b) SCIENTIFIC AND TECHNICAL ATTAINMENT</b>	
<b>Mark Range</b>	<i>Assessors look for evidence in the report of: advanced practical / technical skills; finesse; consistency checks and validation of results; independent input to the project; innovative creative approach; self-detection and self-correction of errors; identification and follow-up of interesting results; independent use of the literature; refinement / optimisation / adaptation of existing methods; a well-judged and strategic approach.</i>
43-50	Exceptional. A command of all relevant aspects that is difficult to fault. The project makes a novel contribution to its research field and is at the level expected of work reported in a high-quality peer-reviewed journal.
35-42	Excellent. A command of most relevant aspects that is difficult to fault. Some minor deficiencies. The report will be a useful technical reference for others working in the field.
31-34	Very good. A consistently very good command of most relevant aspects. The student has the ability to produce experiments (or software, etc.) that consistently produce reliable results.
27-30	Focal level. A command of most relevant aspects in some depth. The student has the ability to produce experiments (or software, etc.) that work well.
23-26	An adequate command of most relevant aspects. The student has the ability to produce experiments (or software, etc.) that work adequately.
20-22	Threshold level. A command of most relevant aspects at a relatively superficial level. The student has the ability to produce experiments (or software, etc.) that work to some extent.
10-19	Little evidence of technical ability or relevant skills. Experiments (or software, etc.) unlikely to work.
0-9	No evidence of technical ability or relevant skills.