

# HONOURS STUDENT PROGRESS REPORT 2015

STUDENT	SUPERVISOR	EXPERT EXAMINER	NON-EXPERT EXAMINER
Samuel Hinton	<p>Tamara Davis</p> <p><b>Grade: Pass</b></p> <p>Sam has done an excellent job with the analysis for his honours project so far and his progress report is a pass. In writing Sam should use less passive voice and less complex sentence structures to make clearer which parts of the analysis he has done himself and to make for easier reading. Care needs to be taken that the thesis is written for someone who is not an expert in the field, and Sam has a tendency to assume knowledge the reader won't have. I've given detailed comments and suggestions on the pdf document directly to Sam.</p>	<p>David Parkinson</p> <p><b>Grade: Pass</b></p> <p>Feedback: The literature review demonstrates an incredibly detailed understanding of the project and the field. Furthermore it is written in exactly the correct style to be found in a thesis or scientific publication. The progress report is very impressive, as the student has very quickly learnt and generated the necessary techniques for the project in a very short amount of time. I have no problems in judging this as a satisfactory and complete review and report.</p> <p>I would raise the minor point that the final chapter, "Plan for the rest of the thesis" is very ambitious, and I would suspect that not all of these objects can be completed in the available time. I would recommend that the student and supervisor get together to generate a more realistic work plan for the remainder of the semester, that prioritises the most most important aspects that will need to be included in the final thesis. In particular I would flag the fourth item "Determine significance of BAO peak by fitting without peak." as being one</p>	<p>Seth Olsen</p> <p><b>Grade: Pass</b></p> <p>Comments: I am impressed with the organization of the thesis document itself at this early stage. This is an excellent sign. The structure is good; the literature introduction seems of excellent quality for an undergraduate thesis and would be competitive with post-graduate work. The introduction for the non-specialist is not bad at all, but there is still room to improve the pedagogy in the text. There is ample time to do this. The overwhelming impression I came away with was of an awful lot of careful work and study.</p>

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		<p>which the examiners may be most interested in.</p> <p>Minor notes:</p> <ul style="list-style-type: none"> <li>• The title on the first page should not be in inverted commas</li> <li>• On pages 12 and 13 the student quotes the number and volume of Euclid and DESI. These surveys do not yet exist, and so should be considered as plans for the future, rather than existing data sets. The current phrasing of the growth of cosmological data is misleading.</li> <li>• At the bottom of page 14, the equation for the likelihood <math>Q(y \theta)</math> is missing the latex <math>\backslash</math> to make it the greek symbol theta</li> <li>• Page 18, second paragraph, 8th line: the word 'shows' in the sentence "Kazin et al. (2010b) showss the" has an excess 's'</li> <li>• Page 19, there is an red text TODO, meant for the student not the examiner</li> <li>• Page 21-22: what criteria did Xue et al (2012) use to select their final form of <math>A(s)</math> (given in equation 3.6)</li> <li>• The chapter 5, plan for the rest of the thesis is rather sparse, especially in</li> </ul>	
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		<p>comparison to the high level of detail provided for the previous chapter. Furthermore, the plan is rather (very!) ambitious, and I worry that the student may run out of time before completing all of these objectives. A more detailed and realistic plan is recommended.</p>	
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