

# Report on 209/309 Students

Thomas Forster

October 16, 2008

The method of assessment was two two-hour tests, done in a lecture slot

## Katheryn Daigneault

Made a bit of a hash of the first one but I encouraged her to resit and she put some work in and came to grips with—well, most of it.  $B^+$  in both tests. Not a genius but a serious-minded student with good work habits.

## Jing Fan

$D$ s in both tests. Neither piece of work was of a standard that makes upward massaging of marks possible.

## Yong Du

I found i could give him only a  $C$  for the first test and 26/90 for the second. I don't think he should get away with the idea that work of this standard merits a pass, but I suspect the official view will be that he should be given a  $C^-$  pass. I would be more sympathetic to this proposal had he ever stirred his stumps to actually ask questions in tutorials.

## Heather McAskill

A pig's ear of the first test, after which she was going to abandon the course. I managed to persuade her to resit, and she came back, put more work in and got 56/90 in the second test. I think we can give her a  $B$  on aggregate

## Oliver Grenfell

Needs a bomb under him. I think he could be quite good at this stuff but he hasn't applied himself, and he seems to think that the level of effort he has been

putting in is satisfactory—which it ain't. There are several elementary things that he hasn't properly mastered and it's only beco's he couldn't be bothered. 59/90 for second test which is much better than the first—over which we will draw a veil (a *C* of some sort). I offered him the change to resubmit some of the work for the first test and he clearly couldn't be bothered. Give him a *B* of some kind on aggregate but bear in mind that '*B*' stands for 'bollocking'. He seems to be a philosophy major, and he will need firm handling.

## Matthew Grice

*A*<sup>+</sup> both times.

## Shufeng Mao

Nice girl who has taken on too much. Far too much. And she has bad work habits: tries to memorise material that she doesn't understand rather than attempt to understand it. However she is not afraid of hard work and i think is possibly quite bright. Someone ought to take an interest in her. She got a *B*<sup>+</sup> for her first test but made a complete mess of the second: she really had no idea what is going on.

The decision of whether her aggregate mark should be massaged into a pass is basically a pastoral one. I think she should be allowed to continue to study—she has the makings of a good student—but only if she is properly looked after (which she won't be).

## Andrew Mulholland

He's got the hang of most of this stuff but makes careless mistakes. 41/90 in the second test is well below what he is capable of. Straight *A* in the first test.

## Shawn Poulsen

A dream student. 62/90 in the second test doesn't really reflect his understanding: he has a very good grasp of this stuff indeed. I think he must have been having an off day. He got an *A*<sup>+</sup> in the first test so clearly an *A* of some sort overall.

## Dave Skipper

Straight *A* for the first test; absent (with permission) for the second one. I am happy to give him an average for the second.

## Ryan Walker

He got a  $B^+$  for the first test which was well below his expectations, and it doesn't reflect his level of interest. He was quite upset by this result, but that reaction is nothing compared to how he will react to getting only 30/90 in the second test. I'm not entirely sure what is going on. He's probably not as good at this stuff as he thinks or would like to be. He's also a terrible examinee and finds the whole business stressful. I know he likes Logic and wants to do more and wants to do well. Needs a lot of TLC, encouragement and reassurance.