

Student Self-Assessment & Check list

AST3310 Home Exam #2

This word-document is like the document used to grade your home exam. We want you to:

- Check that you have met the requirements you are graded on.
- Write where each point giving task is answered in your delivery (can in some cases be naturally split over multiple locations).
- Evaluate and write how many points you think you will score on each task.
- Export it as a pdf and submit it with the project.

#	Requirements	Where is it done?	Score	Max score
Ex	<i>Abstract</i> <i>To get all the points, you must ...</i>	<i>Page 1, col 1, line 1</i>	3	5
S1	Sanity check: <ul style="list-style-type: none"> • For the tables and ex 5.1: <ul style="list-style-type: none"> ○ Calculate numbers with your code. ○ Print given sanity values, calculated values, and relative errors to screen. ○ Check that rel. errors are smaller than a tolerance. If not, write a warning. • Plot cross section and temperature gradients. Check with eyes. 	lines 90-96, 297-326 for the sanity check definitions, ex 5.1 check line 529, other sanity checks 514-521	12	15
C1	Code readability: <ul style="list-style-type: none"> • Easy and clear how to run the code. • Not unnecessarily long (1000+ lines is too much) • Descriptive function and variable names (e.g. <code>f_con</code> for convective energy flux) • Well commented means neither 0 comments nor more comments than lines of code. <ul style="list-style-type: none"> ○ Fewer comments are needed in a well written code. 	whole code	10	10
R1	Report question 1: Governing equations <ul style="list-style-type: none"> • Write and describe all 5 governing equations correctly. <ul style="list-style-type: none"> ○ What are the parameters? ○ What does the equation say/mean? 	page 2 in the report	5	5
R2	Report question 2: Mean molecular weight <ul style="list-style-type: none"> • Describe how to get μ, preferably with an equation. <ul style="list-style-type: none"> ○ Do not do unnecessary simplifications (to metals). ○ Remember the difference between He-3 and He-4. • Calculate a number (close to 0.6) and put it in the report. 	page 1 in report	5	5
R3	Report question 3: Do exercises 5.11-5.13 <ul style="list-style-type: none"> • Derive the three equations. • Explain your steps, especially if you make assumptions, neglect terms, or omit unphysical solutions. 	page 3, column 2 in the report, with grounds in theory presented on page 2 column 2	10	10

#	Requirements	Where is it done?	Score	Max score
R4	Report question 4: Parameter scan <ul style="list-style-type: none"> Make all parameter scans ($R_0, T_0, \rho_0, P_0, L_0$). <ul style="list-style-type: none"> Minimum 3 sims per scan, incl. base condition Plot results and put them in the report Comment on impact of changing the different parameters, and if some give similar effects. 	code line 551 project2.py for parameter scan, results page 6 columns 1 and 2, as well as page 7 column 1. impact of changing parameters discussed on page 9 column 1 and 2.	10	10
R5	Report question 5: Best model <ul style="list-style-type: none"> Write clearly which parameters were changed in your best model. Give all the numbers $m_0, r_0, L_0, \rho_0, T_0$ in units of $M_\odot, R_\odot, L_\odot, \bar{\rho}, K$, respectively. Write clearly if the goals were met. They are: <ul style="list-style-type: none"> L, m, r all going down to within 5% of L_0, m_0, r_0. Core reaching out to at least 10% of r_0. Continuous convection zone of at least 15% of r_0, close to the surface 	variables presented on page 10 in the report line 1, code line 532	5	5
R6	Report question 6a: Plot main parameters <ul style="list-style-type: none"> Plot m, T, L, ρ, P as requested (normalized to relevant constants and with logarithmic y-scale for ρ and P). <ul style="list-style-type: none"> Make sure the legends and labels are readable. Describe the plots in the text. Comment if something looks unphysical. 	plots created by code line 541, explained in report pages 9 and 10	5	5
R7	Report question 6b: Plot relative energy fluxes <ul style="list-style-type: none"> Plot F_{CON}/F_{TOT} and F_{RAD}/F_{TOT} ($F_{TOT} = F_{CON} + F_{RAD}$). Describe the plot in the text. Discuss what the plots mean, e.g. which energy transport mechanism dominates where. 	plot created by code line 540, described on pages 9 and 10	5	5
R8	Report question 6c: Plot relative energy production <ul style="list-style-type: none"> Plot $\varepsilon_X/\varepsilon$ where X is PPI, PPII, PPIII, CNO and ε is the total energy produced at a given r. Include $\varepsilon(r)/\varepsilon_{max}$. Describe the plot in the text. Compare it to the temperature plot in project 1 and comment on which chain/cycle dominate at which T. 	plot created by code line 539, and explained on pages 9 and 10	5	5
R9	Report question 6d: Plot temperature gradients <ul style="list-style-type: none"> Plot $\nabla^*, \nabla_{stable}, \nabla_{ad}$ with logarithmic y-scale. Describe the plot in the text. Discuss the physics of the plot, e.g. where is the plasma convectively unstable? 	code line 538, explained on pages 8 and 10 in the report	5	5

#	Requirements	Where is it done?	Score	Max score
R10	Report question 6e: Plot cross-section <ul style="list-style-type: none"> Plot the cross-section of your best model. Discuss the plot in the text. Discuss differences/similarities to the real Sun, e.g. how correct is the width of the core and convection zone. <ul style="list-style-type: none"> This requires finding relevant number for the real Sun. 	code line 537, explained on page 10	4	5
R11	Report question 7: Report and reflection <ul style="list-style-type: none"> Make a well-written report of max 10 pages, that includes introduction, theory, results, discussion, conclusion, and reflection. <ul style="list-style-type: none"> The reflection on what you have learned should be a separate section after the conclusion. Fill in and hand in this check-list with the project. 	(everywhere)	15	15
Total score (sum of points)			95	100
Which grade do you think you deserve? (A-F)			B(?)	A

The following is meant for us to evaluate the effect of this self-assessment form:

Has this form given you a better understanding of what was required by the exam?

<input checked="" type="checkbox"/> Yes, a lot	<input type="checkbox"/> Yes, a little	<input type="checkbox"/> No	<input type="checkbox"/> Do not know/wish to answer
--	--	-----------------------------	---

Did this form remind you of something you had forgotten to do?

<input type="checkbox"/> Yes, a lot	<input checked="" type="checkbox"/> Yes, a little	<input type="checkbox"/> No	<input type="checkbox"/> Do not know/wish to answer
-------------------------------------	---	-----------------------------	---

Did this form make you rethink and change something you had already done?

<input type="checkbox"/> Yes, a lot	<input checked="" type="checkbox"/> Yes, a little	<input type="checkbox"/> No	<input type="checkbox"/> Do not know/wish to answer
-------------------------------------	---	-----------------------------	---

Any other comments about either the project or the home exam?

--

Any other comments about this self-assessment form?

I think it was a great way to overlook my work, and get control over all the contents that was supposed to be included and what I had missed out on. Honestly appreciated
