**CS4525/CS4526 – Single/Joint Honours Project Report Marking Form**

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| **Student:** |  | | | | | | |
| **Project:** |  | | | | | | |
| **Marker:** |  | 1st Marker |  | 2nd Marker |  | Moderator |  |

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| INDIVIDUAL MARKS | **Mark copied from Excel spreadsheet** |  |
| **OVERALL MARK** |  | (out of 100) |

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| The marker may adjust the final mark from the spreadsheet if they feel any component was not given the appropriate weight. Explain why here: |

# FINAL MARKS (agreed between 1st and 2nd marker, OR moderator’s marks)

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| **OVERALL MARK** |  | (out of 100) |

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| Comments: | | | |
| 1st Marker Signature: |  | Date: |
|  | | |
| 2nd Marker Signature: |  | Date: |
|  | | |
| Moderator Signature: |  | Date: |

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| 1. The first and second markers must complete this form individually and **independently**, and return it to the undergraduate teaching secretary by the deadline. The first and second markers should add appropriate comments for the criteria listed below, and indicate a band for each section (or N/A), as well as a percentage mark. Once all individual marks have been returned and recorded, the markers will then be asked to meet to agree a final mark.  2. The weighting given to individual components of the mark (apart from “Presentation”) can be changed if a marker feels that a particular project warrants it. The weightings can be tweaked in the Excel file.)  3. If the individual marks (OVERALL MARK) **span a critical CAS boundary** (i.e. the CAS 5/6, 8/9, 11/12, 14/15, or 17/18 boundaries), then the markers must use the box provided to comment on how they reached an agreement. Markers should argue their case and try to determine if one needs to change their position.   **DO NOT ASSUME THAT A MODERATOR IS NEEDED JUST BECAUSE MARKS ARE FAR APART.** A moderator should only be called if individual markers absolutely refuse to change their positions.  4. If the markers refuse to agree on a mark, then a moderator shall be called in. The moderator must not have been involved in supervising the student. The moderator will look at the project materials and the original marking sheets, and may discuss the project with the two markers but not the student’s supervisor. The moderator’s mark, which must fall within the original two marks, is the mark that will be presented to the exam board. |

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| 1. **Presentation of the dissertation (Weight = 10/100)** | **Poor Average Excellent** | | | | | **N/A** |
| **fail** | **3rd** | **2.2** | **2.1** | **1** |
| Is the writing clear, concise, and with good English and no typos? Is it easy to understand the student’s explanation? |  |  |  |  |  |  |
| Is the dissertation sensibly structured into chapters and sections? |  |  |  |  |  |  |
| Is the dissertation of an appropriate length? |  |  |  |  |  |  |
| Are diagrams and tables useful and used adequately (referred to in the text and explained)? |  |  |  |  |  |  |
| Do references to literature and URL’s follow a standard? Are they consistent? |  |  |  |  |  |  |
| Overall: Is the dissertation as a document of a high standard, appropriate for a first/second/third class degree? |  |  |  |  |  |  |
| **Comments (this box cannot be left blank):** | | | | | | |
| **Mark out of 100 (for example if this is excellent you might write 90/100 here)** | **/100** | | | | | |

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| 1. **Analysis of the Problem Domain (Weight = 15/100)** | **Poor Average Excellent** | | | | | **N/A** |
| **fail** | **3rd** | **2.2** | **2.1** | **1** |
| Is there evidence of sufficient background reading and knowledge of relevant literature? |  |  |  |  |  |  |
| Is there evidence of a clear understanding of the project area/research topic and the relevant concepts? |  |  |  |  |  |  |
| Is the literature study up to date and critically evaluated? |  |  |  |  |  |  |
| Has the student appropriately reviewed competing technologies and/or products in the marketplace? |  |  |  |  |  |  |
| Has the student appropriately consulted users of the proposed system? |  |  |  |  |  |  |
| **Comments (this box cannot be left blank):** | | | | | | |
| **Mark** | **/100** | | | | | |

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| 1. **Requirements (Weight = 5/100)** | **Poor Average Excellent** | | | | | **N/A** |
| **fail** | **3rd** | **2.2** | **2.1** | **1** |
| Has the student appropriately analysed and defined the requirements for the project and presented them clearly? |  |  |  |  |  |  |
| **Comments (this box cannot be left blank):** | | | | | | |
| **Mark** | **/100** | | | | | |

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| 1. **Design (Weight = 10/100)** | **Poor Average Excellent** | | | | | **N/A** |
| **fail** | **3rd** | **2.2** | **2.1** | **1** |
| Has the student clearly described the design of their system? Is it described in sufficient detail to make it easy for someone else to replicate the system? |  |  |  |  |  |  |
| Has the student justified the design decisions, and discussed alternatives that were considered? |  |  |  |  |  |  |
| **Comments (this box cannot be left blank):** | | | | | | |
| **Mark** | **/100** | | | | | |

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| 1. **Implementation (Weight = 15/100)**   **NOTE: this could be a software implementation or a conceptual model** | **Poor Average Excellent** | | | | | **N/A** |
| **fail** | **3rd** | **2.2** | **2.1** | **1** |
| How well does the implementation work? (as judged from the description in the dissertation, and the demo) |  |  |  |  |  |  |
| What is the quality, sophistication and difficulty of the software (or conceptual) implementation as judged from the description in the dissertation, and the demo? |  |  |  |  |  |  |
| Is the programming (or modelling) style adequate and of good quality (efficient, reusable, modular, clear code)? |  |  |  |  |  |  |
| Is the documentation in the code appropriate and useful? |  |  |  |  |  |  |
| **Comments (this box cannot be left blank):** | | | | | | |
| **Mark** | **/100** | | | | | |

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| 1. **Testing (Weight = 10/100)** | **Poor Average Excellent** | | | | | **N/A** |
| **fail** | **3rd** | **2.2** | **2.1** | **1** |
| How thorough was the software testing as judged from the description in the dissertation (e.g. was the software tested for exceptions, scalability, etc.)? |  |  |  |  |  |  |
| **Comments (this box cannot be left blank):** | | | | | | |
| **Mark** | **/100** | | | | | |

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| 1. **Maintenance manual (Weight = 5/100)** | **Poor Average Excellent** | | | | | **N/A** |
| **fail** | **3rd** | **2.2** | **2.1** | **1** |
| Is there a description of the system and any third-party software required including where to get it from? |  |  |  |  |  |  |
| Are there installation instructions and how good are they? |  |  |  |  |  |  |
| Is there a list of packages and files and what they are for? |  |  |  |  |  |  |
| Is there a description of how the system can be changed for most likely future adaptations and extensions? |  |  |  |  |  |  |
| **Comments (this box cannot be left blank):** | | | | | | |
| **Mark** | **/100** | | | | | |

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| 1. **User manual (Weight = 5/100)** | **Poor Average Excellent** | | | | | **N/A** |
| **fail** | **3rd** | **2.2** | **2.1** | **1** |
| Is the manual written in a direct and easy to understand language? |  |  |  |  |  |  |
| Does the manual use task-oriented descriptions (e.g. “to open a file you click on …”)? |  |  |  |  |  |  |
| Are there walk-through descriptions using detailed examples (e.g. “to enter customer Joe Bloggs with Address …”) |  |  |  |  |  |  |
| What is the overall structure, layout, and use of pictures (where appropriate)? |  |  |  |  |  |  |
| **Comments (this box cannot be left blank):** | | | | | | |
| **Mark** | **/100** | | | | | |

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| 1. **Evaluation (Weight = 15/100)** | **Poor Average Excellent** | | | | | **N/A** |
| **fail** | **3rd** | **2.2** | **2.1** | **1** |
| Has the student carried out an evaluation? |  |  |  |  |  |  |
| Does the student present the results of the evaluation clearly and in a logical manner? |  |  |  |  |  |  |
| Does the student explain the problems and difficulties found? |  |  |  |  |  |  |
| Does the student demonstrate an understanding and interpretation of results and their significance? |  |  |  |  |  |  |
| Is there any critical evaluation of the project relative to the achievements of related works? |  |  |  |  |  |  |
| Does the student present a personal reflection of what has been achieved and not achieved in the project? |  |  |  |  |  |  |
| Has the student suggested future work? |  |  |  |  |  |  |
| **Comments (this box cannot be left blank):** | | | | | | |
| **Mark** | **/100** | | | | | |

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| 1. **Amount of Practical Work and Skill Demonstrated  (Weight = 10/100)** | **Poor Average Excellent** | | | | | **N/A** |
| **fail** | **3rd** | **2.2** | **2.1** | **1** |
| Is there evidence that the student has undertaken a significant amount of work? |  |  |  |  |  |  |
| If the student was required to master new technologies or knowledge to enable them to undertake the project, how hard or complex was this? |  |  |  |  |  |  |
| Is the topic investigated to an appropriate depth? |  |  |  |  |  |  |
| Does the student show a deep understanding of the topic? |  |  |  |  |  |  |
| What was the quality of the presentation/demo?  (this component counts for 5% of the project overall as indicated in the Registry course entry, therefore it makes up half of the “Amount of Practical Work and Skill Demonstrated”) |  |  |  |  |  |  |
| **Comments (this box cannot be left blank):** | | | | | | |
| **Mark** | **/100** | | | | | |