Grade % #DIV/0!																					
100	We are using QUB's standard Mark Schemes And Classifications: www.qub.ac.uk					directorates/AcademicStudentAffairs/AcademicAffairs/E				irs/Examir	aminationsandAssessment/MarkSchemesa					ndClassifications/					
	Exceptional 1st			1st			2.1			2.2		3rd			Marginal Fail			Fail			
	·Has carefully the lectures an	Exceptional and exemplary work:			Very good, comprehensive answer showing: Has met the requirements of the lish document and module knowledge from the lecture. Very good knowledge and understanding of module content. Well-sigued answer. Well-sigued answer. Content. Sound methodology. Coltosi judgement and some grasp of complex issues.			Good answer showing: -Good knowledge and understanding of the module content. -Reasonably well argued. -Largely descriptive or narrative in focus. -Wethodological application is not consistent or thorough.			Adequate answer: -Lacking methodological application. -Adequately argued. -Basic understanding and knowledge. -Gaps or inaccuracies but not damaging.			Failing answer: -Little relevant material and/or inaccurate answer or incompleteDisorganisedLargely irrelevant material and misunderstandingNo evidence of methodologyMinimal or no relevant material			Nil Submission; or, answer meeting none of the necessary requirements with: "No material of value to the question asked." No recognition of the question.				
Weight	(100% – 80%) (79%			(79% – 70	0%)	(69% – 60%)		(59% – 50%)			(49% – 40%)			(39% – 35%)			(34% – 0%)				
5	Introducti	on section	n																		
2	Reporting	defect stati	stics in the report Defects four	nd in each to	est approac	ch, and reported	I by students in Z	oho													
3	Screensho	ts from def	ects filed in Zoho. They should b	e readable	, not too sn	nall, etc.															
				L			L			l					L			L			
15			und: Note that not all (the injecte defects are found, marks will be		need to be t	round. Recall: v	re have intentiona	illy injected	a number of dete	ects in the s	ystem, and	their numb	er obvious	ly cannot b	e disclose	d. If it appea	ars that not	enough et	fort was m	ade in findin	g defects
							1														
	Almost the	same as th	e total number of injected defects													Very	few bugs f	ound	1	lo bugs found	1
			ty of bug reports: Do the defe		contain th	ne detailed de	ect information	? Does the	e report contain	all the def	ects in the	same lev	el of detai	I? Does it	contain tl	ne input, tl	he steps to	reprodu	ce the def	ect/bug, the	•
	expected	output, an	nd the faulty output for each of	lefect?																	
	Clarity an	d adheren	ce to defect reporting guideli	nes: Is it o	bvious wh	nere to start (v	vhat state to bri	ng the pro	gram to) to repl	icate the d	efect? Is i	t obvious	what input	ts one has	to provid	le to dupli	cate the d	efect? Is i	obvious	what files to	o use (if
25	any)?																				
	Explorator	y testing pl	lan																		
	Overall ex	perience							•	•					•	•		•	•		
	Peer revie	ws of defe	ect reports						_												
	Discussio	n of dupli	cate bug reports	-							-	-						-			
	Manual so	ripted tes	sting																		
<u> </u>										1											
	0				41					1											
10	Comparison of exploratory testing and manual scripted testing																				
	Exceptiona	l compariso	n, using explicit examples from lab work									Explicit examples from lab work are missing									
	<u> </u>		WOIK									1		are missing	<u>'</u>			1			
_																					
5	How the p	air testing	g was managed and team wor	k/effort wa	as divided					1											
5	Difficulties	encounter	ed, challenges overcome, and te	chnical less	ons learne	d															
5	Using the	provided	template Word file, writing qu	uality, and	general fo	rmatting of th	e report														