

LOAGKAW SLW =



MARKING CRITERIA AND STUDENT FEEDBACK

MODULE: Major Project	ASSIGNMENT: Dissertation Report
STUDENT:	DATE:

This section details the assessment criteria. The extent to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Mark available	Mark awarded	%
1. Research-Informed Literature (Extent of research underpinning reading, selection of credible sources to support the aims of the project) Extent of research underpinning reading, selection of credible sources to support the aims of the project			
YOU HAVE INCLUDED RESEARCH BUT YOUR WORK HAS NOT BENEFITED FROM RELEVANT RESEARCH	0	57.5	
2. Knowledge and Understanding of Subject (Ability to identify problems within and beyond the boundaries of the project) Extent of knowledge and understanding of concepts and underlying principles associated with the discipline			
YOU SHOW A NUMBER OF AREAS OF POOR UNDERSTANDING (PTO)	0	55	
3. Analysis (Technical ability, analytical content and ability) Analysis, evaluation and synthesis (logic, argument and judgement, analytical reflection, organisation of ideas and evidence)			
A NUMBER OF MISTAKES HAS DAMAGED THE VALIDITY OF YOUR WORK AND COMPARISONS	35	52.5	
4. Practical Application and Deployment (Application of knowledge, ability to draw conclusions and understand results) Deployment of methods, materials, tools and techniques, application of concepts, translation of concepts and evidence to solve problems			
THE CAP IS NOT SUFFICIENTLY DETAILED AND THE FEASIBILITY FACTS. THE HARD CALCULATIONS	35	52.5	
5. Skills for Professional Practice (Quality of presentation, communication, and professional conduct) Adherence to professional practice, individual and collaborative working, communication, presentation and professional conduct			
THESE MISTAKES AND ARE TOO SIMILAR TO ASSIGNMENT 1. THIS IS WELL WRITTEN BUT A NUMBER OF MISTAKES	10	60	
Assignment Mark (Assignment marks are subject to verification at the Exam Board. When necessary and marks are to give feedback on suitable work and are the guidelines only will they be considered.)	0	54	

DIMINISHED ITS TECHNICAL VALUE.

General comments:

- Hand altered corrections are not acceptable at this level.
- Proof read and spell check your report before you hand it in
- No Introduction
- No Conclusion
- Make it clear which task you are talking about throughout
- Whilst I can understand what you are trying to say, some
- Make sure that you discuss the relevant information in it
- Do not use colloquial language

TABLE 2,1

FOLD ROD LENGTH IS
INCORRECT (0,137m)
R/L IS INCORRECT
R/L IS INCORRECT FROM
YOUR VALUES.

TABLE 2,2

- Q5. POOR DIAGRAM
P6. $1 \text{ BAR} = 10^5 \text{ N/m}^2$
- Q11. COMBINED FORCE GRAPH INCORRECT
- P11. $PV = nRT$ DOES NOT MEAN
PROCESS IS POLYTROPIC
- P14. ~~QUESTION 33~~ INCORRECT (FRICTION WORK,
NOT FRICTION
FREE)
- P12. ~~QUESTION 25~~ INCORRECT.
- Q15, 16. (2) MODS NOT
FULLY DEVELOPED.
- P19. FOLD ROD STRESS = 750 N/mm^2 .
FOR CLASH IS SPHERICAL GRAPHITE
IRON.
- P22. Q19, 20. WOULD YOU
EXPECT ENDS TO DEFLECT LIKE
THIS?
- P43. ONWARDS. WHY DO YOU USE
SAME KIT VALUES FOR BOTH
FOLD & TRIUMPH AT ALL 3 PLACES?
- P49. THERE IS NO COMPRESSIVE
FORCE AT C.
- P53. UNITS FOR YOUR'S MODULUS MISSING.
AND CAP IS CATCHED. NOT WORKS -
CAP -



MARKING CRITERIA AND STUDENT FEEDBACK

MODULE: Major Project

ASSIGNMENT: Viva (Questions & Poster)

STUDENT:

DATE:

This section details the assessment criteria. The extent to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available	Marks awarded	%
1. Understanding and Analysis: Balance of work through technical questioning			
IT IS GOOD YOU WERE ABLE TO CORRECT SOME THINGS BUT STILL COUPLE OF CONCERNS			58,8
2. Transferable Skills for Life and Professional Practice (Summary Poster)			
THIS REFLECTS PROJECT BUT LACKS PROJECT DEPTH.	10	0	58,8
Assignment Mark (Assessment marks are subject to validation at the Exam Board. These comments and marks are to give feedback on candidate work and are for guidance only and may not be confirmed.)			
Late Submission Penalties (tick if appropriate)			
0-10 min mark loss			
Over one week loss			
	0	%	58,8

Q1. AND YET THE LENGTHS ARE INCORRECT UNFORTUNATELY

Q2. GOOD. NOW CORRECT.

Q3. UNFORTUNATELY THE GRAPH IS STILL INCORRECT, FOR COMBINED FORCE.

Q4. OH. AND YOU AGREE IT WAS AN ERROR.

Q5. OH. I UNDERSTAND WHAT YOU DID. GOOD.

General comments

- Hand altered corrections are not acceptable at all

- Proof read and spell check your report before you

- No Introduction.

- No Conclusion.

- Make it clear which task you are talking about

- Whilst I can understand what you are trying to

- Make sure that you discuss the relevant information

- Do not use colloquial language

- Consider the amount of effort that you put into

- Make sure that you discuss the correct topics in

- Consider the amount of marks versus the amount

- Don't make bold sweeping statements unless you

- Personal commentary about how you wrote the

- Overly simplistic language is used in places

- Some of your statements are misleading or incorrect

- Whilst I can understand what you are trying to

- If you are going to use word features such as

- Watch your word count. You need to be concise

- Any statements that you make must be explained

- Any figures that you assert from the internet need

- If you are going to use figures that rely on color

black and white

- Any figures must be relevant and add information

- Figures and illustrations would have added information

- Figures and illustrations would have added information

- Consider using diagrams to help explain technical