

## Assessment in Mathematics

Grade	Mark	Interpretation
A+	≥ 80	The criteria for an A grade are all met. Additionally, exceptional quality has been demonstrated with respect to at least two of the following: understanding, insight, depth of analysis or clarity of discussion, with evidence (where appropriate) of relevant knowledge.
A	70-79	The criteria for a B grade are all met, along with one or more of the following: high quality answers in a wide range of questions, evidence of a very sound understanding, thoroughness of discussion and clarity of expression, evidence of insight, wide knowledge. There may be a small number of relatively minor errors or inconsistencies, but there should not be serious errors in knowledge or understanding.
B	60-69	Good understanding of the questions asked, good knowledge of the main aspects of the subject and good levels of appropriate skills (such as the ability to carry out calculations and manipulations, and to develop a logical argument). At the higher end of the range, one would expect to see clear expression and presentation. A few mistakes are allowable, providing they are not serious.
C	50-59	Reasonable understanding of the subject, and a reasonable level of ability in the appropriate skills. Work in this category may fail to reach Grade B either because it does not demonstrate a wide enough range of knowledge (e.g. some good answers, but too many questions or part questions either omitted or answered inappropriately), or because skill deficiencies lead to too many mistakes or badly presented answers.
D	40-49	Basic but limited understanding of the subject, together with some basic ability in the appropriate skills. There may be many mistakes, but there will be clear evidence of some relevant knowledge.
F	<39	Not of pass standard. At the higher end of the scale a very limited understanding may be present, but answers will present little evidence of relevant knowledge and contain many mistakes, irrelevancies or misunderstandings. At the lower end, answers will show little or no understanding of either the questions or the subject.

### CRITERIA FOR MARKING COURSEWORK

Coursework in the department of Mathematics has various forms:

#### 1. Problem sheets

Each is marked out of 10 points. Depending on the module, either the starred questions only are assessed, or all the questions are assessed.

The primary focus is on the correctness of the solutions. However, bad exposition or unjustified answers lead to reduced marks. Partial credit is given for progress towards a complete solution.

The demonstrators determine how significant or not the student's attempt is.

The students are advised that copying solutions from classmates or old solutions constitutes plagiarism and UCL has an explicit policy that will be enforced.

See: <http://www.ucl.ac.uk/current-students/guidelines/plagiarism/#whatis>

#### 2. Midsessional exams and other in-class-assessment (e.g. MATH2101)

These are marked the same way as final exams. The general guidelines for marking criteria apply.

#### 3. Tests (MATH1401)

These are quizzes for which only correctness of the final answer is checked.

Passing the test, possibly after multiple attempts, is required for completion of the module.

#### 4. Essays (MATH3802)

The essays test the ability of students to comprehend both primary and secondary sources, to set the mathematics in context and evaluate its significance, and to interpret evidence and justify any conclusions. All assertions should be supported with evidence and references.

While students are not penalised for grammatical errors or stylistic lapses, they are expected to structure their essays and to express themselves clearly.

### **5. Projects/reports with a computer component (e.g. MATH7601)**

The code/script should execute the intended algorithm when run and be free of bugs. It should produce accurate output for any input data necessary for the solution of the problem set in the exercise.

The platform or programming languages allowed may be explicitly determined by the lecturer on the syllabus.

### **6. Oral presentations (e.g. MATH3202)**

The students are judged on (a) the understanding of the material and difficulty of the content (b) the structure of the presentation, (c) the logical sequence in the presentation, (d) the conceptual context, (e) the clarity of the presentation, (f) the effective use of the board, projector or visualiser, (g) the effectiveness of the communication with the audience, (h) answering questions convincingly. A sample assessment form for presentations can be found in:

<https://www.ucl.ac.uk/maths/undergraduates/year4-project/y4-accordion/assessment-of-project>

## **MARKING CRITERIA FOR THESES/PROJECTS/DISSERTATIONS**

### **1. MSci projects**

The essential elements of a good project are

- understanding the material
- difficulty and complexity of the material
- length of the project
- standard of mathematical writing
- bibliography/literature review
- originality and correctness
- evidence of independence.

See the link below for the marking guidelines:

<https://www.ucl.ac.uk/maths/undergraduates/year4-project/guidelines-for-marking>

The presentation is marked according to point 6 above (oral presentations).

### **2. MSc theses**

(a) MSc in Mathematical Modelling

For assessment criteria for the MSc in Mathematical Modelling look at:

<https://moodle.ucl.ac.uk/enrol/index.php?id=19842>

(b) MSc in Financial Mathematics

For assessment criteria for the MSc in Financial Mathematics the essential elements of a good project are:

- Elements of originality
- critical thought and analysis
- mathematical sophistication
- scope and depth of literature review
- diligence and thoroughness
- presentation, style and elegance.