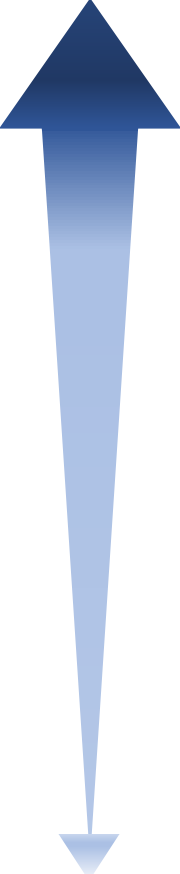


### Grading descriptors for essays and coursework 2020/21

Quality	Generic	Technical question	Essay or non-technical question
 <p><b>Top grade</b></p>	Exceeds expectations. Additional relevant information provided. Incisive remarks. Exceptional depth of discussion.	Evidence of clear understanding of underlying theory, together with insight into assumptions implicit in standard analysis.	Use of relevant evidence and examples from wide range of sources to provide new perspectives.
	Meets all expectations of an excellent answer. All required information provided. Material well-organised and presented clearly. Full and competent discussion of all relevant main issues. Good use of diagrams, sketches.	Calculations correct, right equations used, with appropriate number of significant figures. Appropriate use of diagrams and plots, which are correctly labeled. Evidence of correct understanding of technical aspects.	Arguments follow a logical structure. Good use of examples with reference to source material.
	Minor weaknesses. Minor omissions in information provided. Answer lacks some clarity. Discussion doesn't fully cover all points.	Correct analytical methods but some minor errors in calculations, or in choice of equations. Minor omissions or inaccuracies in diagrams or plots.	Major aspects addressed but answers lack depth.
	Significant gaps in information provided. Discussion unfocused, too wordy or too brief.	Some inaccurate, incomplete or inappropriately chosen diagrams or plots. Some substantial errors in analysis.	Incomplete coverage of topics. Weak supporting evidence and examples.
	Omission of substantial sections of required information. Discussion and conclusions weak, muddled or incorrect. Evidence of lack of knowledge and understanding.	Numerous omissions and technical errors in calculations and supporting graphics.	Incomplete coverage of secondary aspects. Few or inappropriate examples. Inconsistent structures and information flow in answers.
	Major areas missed. Misunderstanding of fundamental aspects.	Incorrect analysis, e.g. wrong equations, inappropriate theory.	Failure to address basic aspects of topic.
<b>Fail</b>			

*The rationale behind our grading process is described in the Departmental statement on Tripos transparency (<http://teaching.eng.cam.ac.uk/content/statement-tripos-transparency>)*