

Comments Please see the attached report.

COMP61021 Modelling and Visualization of High Dimensional Data

Examination Performance Feedback (2015)

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All students attempted questions in two sections. Their marks are roughly subject to a normal distribution.

For multiple choice questions in Sect. A, the averaging mark of this section is around 61.6% with standard deviation of 10.4% overall. Apart from a few easy questions, the mistakes made seem diversified across the remaining questions and no question stood out to be extremely hard. For the exactly same set of 25 questions, the average this year is over 10% lower than that performed by students last year. This reflects that a quite few of essential concepts were not understood well.

For questions in Sect. B, most of students generally performed well in B.1, a question regarding the book knowledge. A common mistake spotted is that a number of students did not know what are the hyper-parameter in this manifold learning and the parameters in the cost function for reconstructing an object via its neighbours. Regarding the question B.2, most of students did not give an answer to what is asked; while the question is asking to address all the issues when LDA is applied to face recognition, they simply ignored the application context and instead described the LDA in a generic sense. In particular, their answers lacked sufficient justification and failed to address the crucial issues in establishing an operable face recognition system. Regarding the formal analysis question in B.3, a number of students made an attempt. Unfortunately, none of them gave a correct answer, which seems to be one of main reasons responsible for the poor overall performance this year. It is particularly disappointing as this is the first time that none can give a proper answer to this type of questions in last six years.

In summary, the overall performance this year appears to be the worst since this course unit started in 2010 (possibly due to a much larger population of students who have more diverse background?). It is worth mentioning that the distribution of examination marks looks quite consistent with that of the lab coursework assessment although the performance in examination is much poorer than that in coursework.