Using \LaTeX as a computing language

**Introduction**
It is possible to use \LaTeX as a primitive computing language to do some repetitive calculations, examples of which are

- calculation of dates for a timetable
- vector and scalar products
- solution of second-order constant coefficient linear differential equations
- cancelling common factors in a fraction
- adding up marks on a student’s script

My question is whether these are useful? If so, whether it is worth extending this?

**Dates on a timetable**

*Introduction.* I produce a timetable for the lecture course I give. The dates on the timetable are a constant number of days relative to the start date (e.g. if the start date is 8 January, then the first computing practical is on 22 January, a fortnight later).

I had done my own programming before I was aware of the \texttt{datenumber} and \texttt{ifthen} packages, and would use those instead now.

The material is used for a slide at the beginning of the course, and in \LaTeX 2.09 format—don’t change a winning formula.

**Coding.** The coding is within the actual input file, and not a separate package.

\begin{verbatim}
\makeatletter
\newcount{\@startdate}
\@startdate=0
\newcount{\@tempdate}
\newcount{\@dayplus}
\newcommand{\startdate}[1]{\advance \@startdate by #1}
\newcommand{\dayplus}[1]{\@tempdate = \@startdate \advance \@tempdate by #1\ifnum \@tempdate < 32 \the\@tempdate~January\else \advance \@tempdate by -31 \the\@tempdate~February\fi}
\makeatother

\begin{slide}{}
\begin{center} \bf Format of this component\end{center}
\begin{description}
\item[7 Formal lectures] on Tuesdays and Thursdays {\em start at 9 o’clock}
\startdate{15}
\end{description}
\end{slide}
\end{verbatim}
\item Informal Lectures on Saturdays, including this Saturday, \dayplus{2}
\item Examples classes on Thursday \dayplus{7} in Computing Room, 2.00 -- 3.15\,p.m., \3.30 -- 4.45\,p.m., 4.45 -- 6.00\,p.m.
\item Computer Practical Classes on Thursdays \dayplus{14} and \dayplus{21}, 2.00 -- 3.15\,p.m., 3.30 -- 4.45\,p.m., 4.45 -- 6.00\,p.m.
\item Assessed practical Thursday \dayplus{28}, 2.00 -- 3.15\,p.m., 3.30 -- 4.45\,p.m., 4.45 -- 6.00\,p.m.
\end{description}
\end{slide}

Example of output. This produces the output in Figure 1.

\begin{slide}
\begin{description}
\item Format of this component
\item 7 Formal lectures on Tuesdays and Thursdays start at 9 o’clock
\item 4 Informal Lectures on Saturdays, including this Saturday, 14 January
\item Examples classes on Thursday 19 January in Computing Room, 2.00 – 3.15 p.m., 3.30 – 4.45 p.m., 4.45 – 6.00 p.m.
\item Computer Practical Classes on Thursdays 26 January and 2 February, 2.00 – 3.15 p.m., 3.30 – 4.45 p.m., 4.45 – 6.00 p.m.
\item Assessed practical Thursday 9 February, 2.00 – 3.15 p.m., 3.30 – 4.45 p.m., 4.45 – 6.00 p.m.
\end{description}
\end{slide}

Figure 1. Example of dates on a timetable

Calculating cross- and dot-products of vectors

Definitions. Exercises involving the products, be they cross or dot, of vectors are invariably with integer coefficients, and so it is easy to calculate them using integer arithmetic.

If two vectors $\mathbf{a}$ and $\mathbf{b}$ have Cartesian components $a_1, a_2, a_3$ (or $a_1 \mathbf{i} + a_2 \mathbf{j} + a_3 \mathbf{k}$) and $b_1, b_2, b_3$ (or $b_1 \mathbf{i} + b_2 \mathbf{j} + b_3 \mathbf{k}$) respectively, then the dot (or scalar) product is defined\(^1\) by

$$\mathbf{a} \cdot \mathbf{b} = a_1 b_1 + a_2 b_2 + a_3 b_3$$

and the cross (or vector) product is defined by

$$\mathbf{a} \times \mathbf{b} = (a_2 b_3 - a_3 b_2) \mathbf{i} + (a_3 b_1 - a_1 b_3) \mathbf{j} + (a_1 b_2 - a_2 b_1) \mathbf{k}.$$

Although it is easy to do the arithmetic using the \texttt{calc} package, good style in mathematics dictates that $0 \mathbf{i} + 4 \mathbf{j} + 0 \mathbf{k}$ is not as elegant as $4 \mathbf{j}$ and that intermediate calculations that involve a negative number ought to have that negative number in brackets, e.g. $4 \times -3 - -3 \times 2$ should be replaced by $(4 \times (-3)) - ((-3) \times 2)$. 

\end{slide}
So in this package, I have tried to avoid these lapses of style.

**Coding of the package.** The package coding is:

```latex
\RequirePackage{calc, ifthen}
\renewcommand{\i}{{\textbf{i}}}
\renewcommand{\j}{{\textbf{j}}}
\renewcommand{\k}{{\textbf{k}}}
\newcommand{\bfcdot}{\mathbin{\text{\textbf{.}}}}
\newcommand{\bftimes}{\mathbin{\text{\textbf{x}}}}
\newcounter{@ai}\newcounter{@aj}\newcounter{@ak}
\newcounter{@bi}\newcounter{@bj}\newcounter{@bk}
\newcounter{@ci}\newcounter{@cj}\newcounter{@ck}
\newcounter{@temp}
\newcommand{\@negbrackets}[1]{\setcounter{@temp}{#1}
  \ifthenelse{\value{@temp}<0}{(\the@temp)}{\the@temp}}
\newcommand{\@firstcomponent}[2]{\setcounter{@temp}{#1}
  \ifthenelse{\value{@temp}=0}{\relax}{\setboolean{@previous}{true}
    \ifthenelse{\value{@temp}=1}{#2}{\the@temp,#2}}}
\newcommand{\@subsequentcomponent}[2]{\setcounter{@temp}{#1}
  \ifthenelse{\boolean{@previous}}{\ifthenelse{\value{@temp}=0}{\relax}{\ifthenelse{\value{@temp}=1}{+#2}{\ifthenelse{\value{@temp}=-1}{-#2}{\ifthenelse{\value{@temp}<0}{\the@temp,#2}{+\the@temp,#2}}}}}{#2}}}
```

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So in this package, I have tried to avoid these lapses of style.
with this package, the following produces the output in Figure 2.

\begin{eqnarray*}
\mathbf{p} \bftimes \mathbf{q} = & \crossproduct{-3}{-1}{6}{2}{-2}{4} \\
\end{eqnarray*}
A very similar package is written for calculating determinants of $2 \times 2$ and $3 \times 3$ matrices.

**Solution of second-order constant coefficient homogeneous linear differential equations**

**Definitions.** I shan’t be solving differential equations; but *reverse engineer* them from the solution.

If the solutions to the auxiliary equation are real, say $\lambda_1$ and $\lambda_2$, then the differential equation is

$$\frac{d^2y}{dx^2} - (\lambda_1 + \lambda_2) \frac{dy}{dx} + \lambda_1 \lambda_2 y = 0$$

and has solution

$$y = Ae^{\lambda_1 x} + Be^{\lambda_2 x}.$$  

So first choose $\lambda_1$ and $\lambda_2$ and then generate the question and solution from those two numbers.

If the solutions to the auxiliary equation are complex, say $\alpha \pm \beta i$, then the differential equation is

$$\frac{d^2y}{dx^2} - 2\alpha \frac{dy}{dx} + (\alpha^2 + \beta^2) y = 0$$

and has solution

$$y = e^{\alpha x} (A \cos(\beta x) + B \sin(\beta x)).$$

So first choose $\alpha$ and $\beta$ and generate the question and solution from those two numbers.

**Coding.**

\RequirePackage{ifthen, calc}
\parindent /zero.noslashpt
\newboolean{@positive} % to cater for negative sign
\[ p \times q = (-3i - j + 6k) \times (2i - 2j + 4k) \]
\[ = ((-1) \times 4 - 6 \times (-2))i + (6 \times 2 - (-3) \times 4)j + ((-3) \times (-2) - (-1) \times 2)k \]
\[ = 8i + 24j + 8k \]
\[ p \times q = (8i - j + 6k) \times (4k) \]
\[ = ((-1) \times 4 - 6 \times 0)i + (6 \times 0 - 8 \times 4)j + (8 \times 0 - (-1) \times 0)k \]
\[ = -4i - 32j \]
\[ q \times r = (-3i + 4k) \times (4k) \]
\[ = (0 \times 4 - 4 \times 0)i + (4 \times 0 - (-3) \times 4)j + ((-3) \times 0 - 0 \times 0)k \]
\[ = 12j \]
\[ q \times r = (0) \times (0) \]
\[ = (0 \times 0 - 0 \times 0)i + (0 \times 0 - 0 \times 0)j + (0 \times 0 - 0 \times 0)k \]
\[ = 0 \]
\[ p \cdot q = (-3i - j + 6k) \cdot (2i - 2j + 4k) \]
\[ = (-3) \times 2 + (-1) \times (-2) + 6 \times 4 \]
\[ = 20 \]
\[ p \cdot q = (8i - j + 6k) \cdot (4k) \]
\[ = 8 \times 0 + (-1) \times 0 + 6 \times 4 \]
\[ = 24 \]
\[ q \cdot r = (-3i + 4k) \cdot (4k) \]
\[ = (-3) \times 0 + 0 \times 0 + 4 \times 4 \]
\[ = 16 \]
\[ q \cdot r = (0) \cdot (0) \]
\[ = 0 \times 0 + 0 \times 0 + 0 \times 0 \]
\[ = 0 \]

Figure 2. Example of dot and cross products
\setcounter{@b}{4}
\newcommand{\sign}{\ifthenelse{\boolean{@positive}}{+}{-}}
\newcommand{\dequreal}{[2]%
  \setcounter{@a}{#1}\setcounter{@b}{#2}
  \setcounter{diffcoefficient}{-\value{@a}+\value{@b}}
  \setcounter{functioncoefficient}{\value{@a}\times\value{@b}}
  \frac{\frac{d^2y}{dx^2}}{\ifthenelse{\value{@x}=/zero.noslash}{\relax}{\ifthenelse{\value{@x}</zero.noslash}{\setcounter{@trace}{-\value{@x}}\setboolean{@positive}{true}}{\setboolean{@positive}{false}\setcounter{@trace}{\value{@x}}}}}
  \sign
  \ifthenelse{\value{@trace}=1}{\relax}{\the@trace}\sign
  \frac{\frac{dy}{dx}}{\ifthenelse{\value{@x}=/zero.noslash}{\relax}{\ifthenelse{\value{@x}</zero.noslash}{\setcounter{@det}{-\value{@x}}\setboolean{@positive}{false}}{\setcounter{@det}{\value{@x}}\setboolean{@positive}{true}}}}
  y=/zero.noslash % (arguments are #1,#2)
\auxiliaryreal}[2]{\lambda^2\ifthenelse{\value{@x}=/zero.noslash}{\relax}{\ifthenelse{\value{@x}</zero.noslash}{\setcounter{@trace}{-\value{@x}}\setboolean{@positive}{true}}{\setboolean{@positive}{false}\setcounter{@trace}{\value{@x}}}}}
\auxiliaryfactors}{(\lambda \setcounter{@x}{-#1}\ifthenelse{\value{@x}</zero.noslash}{\relax}{+}\the@x)(\lambda \setcounter{@x}{-#2}\ifthenelse{\value{@x}</zero.noslash}{\relax}{0})}
\newcommand{\cfreal}[2]{}
\newcommand{\dequcomplex}[2]{}
\newcommand{\auxiliarycomplex}[2]{}
\newcommand{\auxiliaryquadratic}[2]{}
\newcommand{\bsquared}{\relax}
\newcommand{\bsquaredd}[1]{\renewcommand{\bsquared}{#1}}
\setcounter{@det}{\value{@a}\times\value{@a}+\value{@b}\times\value{@b}}
\lambda = \frac{\the@x\pm\sqrt{\bsquared-4\times \the@det}}{2}
\setcounter{@det}{4\times\value{@b}\times\value{@b}}
= \frac{\the@x\pm\sqrt{-\the@det}}{2}
) % ends \auxiliaryquadratic
\newcommand{\desolreal}[2]\
{For the second-order differential equation, \dequreal{#1}{#2} the auxiliary function is \auxiliaryreal{#1}{#2} which factorizes to \auxiliaryfactors{#1}{#2} and has solutions \(\lambda= #1, #2\). The complementary function is \cfreal{#1}{#2}.}
\newcommand{\cfcomplex}[2]{\setcounter{@b}{#2}\ifthenelse{\value{@b}<0}{}{-\value{@b}}\relax}y=\begin{cases}y=\begin{cases}e^{#1 x}\left(A\cos(\the@b x) + B\sin(\the@b x)\right)\end{cases}\end{cases}\] % end \cfcomplex
\newcommand{\desolcomplex}[2]\
{For the second-order differential equation, \dequcomplex{#1}{#2} the auxiliary function is \auxiliarycomplex{#1}{#2} which does not factorize, and so, using the quadratic formula solution, the solutions are given by \auxiliaryquadratic{#1}{#2}; this gives the roots \(\lambda= #1\pm\frac{#2}{2}\mathrm{i}\). The complementary function is \cfcomplex{#1}{#2}.}
\begin{document}
\large Solve the following differential equation:\par
\dequreal{-3}{4}\par
\desolreal{-3}{2}\par
End of solution\par
\dequcomplex{-3}{4}\par
\desolcomplex{-3}{4}\par
End of solution
\end{document}
produces the output in Figure 3.
Solve the following differential equation:
\[ \frac{d^2y}{dx^2} - \frac{dy}{dx} - 12y = 0 \]

The solution is

For the second-order differential equation,
\[ \frac{d^2y}{dx^2} - \frac{dy}{dx} - 12y = 0 \]
the auxiliary function is
\[ \lambda^2 - \lambda - 12 = 0 \]
which factorizes to
\[ (\lambda + 3)(\lambda - 4) = 0 \]
and has solutions
\[ \lambda = -3, 4 \]
The complementary function is
\[ y = Ae^{-3x} + Be^{4x} \]
End of solution

Solve the following differential equation:
\[ \frac{d^2y}{dx^2} + 6 \frac{dy}{dx} + 25y = 0 \]

The solution is

For the second-order differential equation,
\[ \frac{d^2y}{dx^2} + 6 \frac{dy}{dx} + 25y = 0 \]
the auxiliary function is
\[ \lambda^2 + 6\lambda + 25 = 0 \]
which does not factorize, and so, using the quadratic formula, the solutions are given by
\[ \lambda = -3 \pm \sqrt{9 - 25} = -3 \pm \sqrt{-16} \]
this gives the roots
\[ \lambda = -3 \pm 4i \]
The complementary function is
\[ y = e^{-3x}(A\cos(4x) + B\sin(4x)) \]
End of solution

Figure 3. Example of second-order differential equations and their solutions

Cancelling fractions
Sometimes it is useful to write down the numerator and the denominator of a fraction, and for the common factors to be removed, so that the numerator and denominator are relatively prime.

In this package, the cancellation is done automatically, reducing the numerator and denominator to being relatively prime to each other. If the denominator is 1, then a whole number is printed; it also takes care of the signs.

The programming is semi-efficient; efficient in that it finds the minimum of the denominator and numerator, and finds factors up to the square root of this minimum; inefficient in that it tries every number between 2 and this minimum value, so there is some duplication (e.g. it tries 6 as a factor, after it has tried both 2 and 3).

Coding.
\NeedsTeXFormat{LaTeX2e}[1994/06/01]
\RequirePackage{ifthen,calc}
\newcounter{@a}\newcounter{@b}
\newcounter{@min}\newcounter{@i}
\newcounter{@c}\newcounter{@d}
\newcounter{@temp}
\newboolean{@minus}
\newboolean{@less}
\newboolean{@found}
\setboolean{@found}{false}
\newboolean{@factor}
\setboolean{@factor}{true}
\newboolean{cancellation} % flag to tell user whether
% a fraction has been simplified
\newcommand{\Isfactor}[2]%%
{\setcounter{@c}{#1}\setcounter{@d}{#2}
\setcounter{@temp}{(\value{@c}/\value{@d})*\value{@d}}
\ifthenelse{\value{@temp}=\value{@c}}%%
{\setboolean{@factor}{true}}%
{\setboolean{@factor}{false}}}
%% ends \Isfactor
\newcommand{\Fraction}[2]%%
{\setcounter{@a}{#1}\setcounter{@b}{#2}
\setboolean{cancellation}{false}
\setboolean{@found}{true}
\setboolean{@less}{true}
\setcounter{@i}{2} %% to start the first factor
\Findabsmin{\value{@a}}{\value{@b}}
\whiledo{\boolean{@less}}%}
{\whiledo{\boolean{@found}}%%
{\Isfactor{\value{@a}}{\value{@i}}
\ifthenelse{\boolean{@factor}}%%
{\Isfactor{\value{@b}}{\value{@i}}
\ifthenelse{\boolean{@factor}}%%
{\setcounter{@a}{\value{@a}/\value{@i}}
\setcounter{@b}{\value{@b}/\value{@i}}%%
\setboolean{cancellation}{true}}%
{\setboolean{@found}{false}}}
{\setboolean{@found}{false}}}
{\addtocounter{@i}{1}\setboolean{@found}{true}
\setcounter{@temp}%% check if less than square
{\value{@i}^2-\value{@min}-1}
\ifthenelse{\value{@temp}<0.0}%%
{\relax}%
{\setboolean{@less}{false}}}
{\ifthenelse{\boolean{@minus}}%% minus sign
{\setcounter{@a}{-\value{@a}}}%%}
{\setcounter{@b}=1}(\the@a/\the@b)
}\Fraction
\newcommand{\Findabsmin}[2]%% to find the minimum absolute value
%% of two numbers
{\setcounter{@a}{#1}\setcounter{@b}{#2}
\ifthenelse{\value{@a}<0.0}%%
Example of input and output. For this input:
\usepackage{fractioncancellation}
\begin{document}
\section{Textstyle}
$\frac{16}{24} = \text{Fraction}\{16\}{24}$, 
$\quad \frac{27}{-75} = \text{Fraction}\{27\}{-75}$, 
$\quad \frac{512}{64} = \text{Fraction}\{512\}{64}$, 
$\quad \frac{-48}{364} = \text{Fraction}\{-48\}{364}$
$\section{Displaystyle}$
\[
\frac{125}{-25} = \text{Fraction}\{125\}{-25}$, 
\quad \frac{-12}{-36} = \text{Fraction}\{-12\}{-36}$, 
\quad \frac{48}{364} = \text{Fraction}\{48\}{364}
\]
the output is shown in Figure 4.

\begin{figure}
\begin{tabular}{cccc}

Textstyle

& $\frac{16}{24} = \frac{2}{3}$ & $\frac{27}{-75} = -\frac{18}{5}$ & $\frac{512}{64} = 8$ & $\frac{-48}{364} = -\frac{1200}{91}$

\hline

Displaystyle

& $\frac{125}{-25} = -5$ & $\frac{-12}{-36} = 10$ & $\frac{48}{364} = \frac{1200}{91}$
\hline
\end{tabular}
\caption{Example of fraction cancellation}
\end{figure}

Giving marks and comments on a student's script
I wanted to create a style sheet for giving comments and marks on a student’s script. The marks for each section are known in advance, so the \LaTeXX package checks that the marks given do not exceed the maximum for that part, gives a comment if no marks have been given for a part, and adds up the marks for each section, and ultimately for the whole assignment.

Coding.

\NeedsTeXFormat{LaTeX2e}
\ProvidesClass{msxr2/zero.noslash9tma/zero.noslash2}[2/zero.noslash/zero.noslash7/12//zero.noslash8 v1.1 (John Trapp)]
\LoadClass[fleqn,12pt]{article}
\RequirePackage{fancyhdr}
\RequirePackage{graphicx}
\RequirePackage{amsmath}
\RequirePackage[a4paper]{geometry}
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\RequirePackage{calc}
\RequirePackage{pagestyle}
\RequirePackage{supertabular}
\RequirePackage{varioref}

\def\LastPage{\addtocounter{page}{-1}}%
\immediate\write\@auxout{\string\newlabel{LastPage}{{}{\thepage}}}%
\addtocounter{page}{1}

\AtEndDocument{\comments
\clearpage\lastpage@putlabel}

\newcommand{\firstname}{\relax}
\newcommand{\surname}{\relax}
\newcommand{\studentpin}{\relax}
\newcommand{\tutor}{\relax}
\newcommand{\signoff}{\relax}

%\addtolength{\parskip}{1ex}
\setlength{\headheight}{15pt}
\newcommand{\firstnameis}[1]{\renewcommand{\@firstname}{#1}}
\newcommand{\surnameis}[1]{\renewcommand{\@surname}{#1}}
\newcommand{\studentpinis}[1]{\renewcommand{\@studentpin}{#1}}
\newcommand{\tutoris}[1]{\renewcommand{\@tutor}{#1}}
\newcommand{\signoff}[1]{\renewcommand{\@signoff}{#1}}

%% set up the header and footer
\pagestyle{fancy}
\lfoot{}\rfoot{} %Empty header and footer boxes
\fancyheadoffset[L,R]{\marginparsep}
\fancyhead(){\fancyfoot{}}
\lhead{\@firstname\ \@surname\ \@studentpin}
\rfoot{\today}
\lfoot{\@tutor}
\rhead{\texttt{Page\ \thepage\ of\ \pageref{LastPage}}}
%\cfoot{\textsc{\name\ space\ pin}}
\renewcommand{\footrulewidth}{/zero.noslash.2pt}
\setcounter{secnumdepth}{3}
%% Set up text width and height.
\geometry{textwidth=160mm}
\geometry{textheight=250mm}
\geometry{marginparwidth=00mm}
\geometry{marginparwidth=20mm,marginparsep=0mm}
\geometry{includehead,reversemp,includeemp}
\raggedbottom
\setlength{\parindent}{0pt}
\renewcommand{\today}{\textcase{month}\ or
January\ or February\ or March\ or April\ or May\ or June\ or
July\ or August\ or September\ or October\ or November\ or December\ or
\space \number\year\ % to give the date in UK format
\def\commentdefault #1#2#3{
\begingroup
\expandafter\commentdefault@next
\csname #1@text\endcsname
\csname #1@marktotal\endcsname
\csname #1@mark\endcsname
\csname #1@error\endcsname
\csname #1@line\endcsname
(#2)(#3)(#1@@mark)}

\def\commentdefault@next #1#2#3#4#5#6#7#8{% 
def #1{No comment}% set comments for subsection from supplied parameter 
def #2{#6}% set total mark for subsection using parameter supplied 
def #3{/zero.noslash}% set default mark as /zero.noslash 
def #4{No mark}% set default comment if no mark has been entered 
def #5{#7 & \noexpand{#1} & \noexpand{#3}/#2 & \noexpand{#4}\} 
\newcounter{#8}\setcounter{#8}{/zero.noslash}% set default mark as /zero.noslash 
}\commentdefault{definition}{3}{Description} \commentdefault{aspect}{2}{Aspect} \commentdefault{outline}{5}{Outline} \commentdefault{assumptions}{5}{Assumptions} \commentdefault{variables}{5}{Variables} \commentdefault{formulation}{13}{Formulation} \commentdefault{solve}{6}{Solve the model} \commentdefault{drawgraphs}{2}{Draw graphs} \commentdefault{deriveresults}{2}{Derive results} \commentdefault{collectdata}{3}{Collect data} \commentdefault{describeinwords}{7}{Describe} \commentdefault{decisioncompare}{3}{Compare} \commentdefault{comparereality}{6}{Compare to reality} \commentdefault{criticizemodel}{11}{Criticize model} \commentdefault{describerevision}{3}{Description} \commentdefault{revision}{7}{Formulation} \commentdefault{conclusions}{5}{Conclusions} \commentdefault{basicpresentation}{5}{Basic} \commentdefault{discretionary}{5}{Discretionary} 

% Set up construct for comments 
def\comment #1#2#3% 
{\begingroup
\expandafter\comment@next
\csname #1@text\endcsname
\csname #1@marktotal\endcsname
\csname #1@mark\endcsname
\csname #1@error\endcsname
{#2}{#1@@mark}{#3}}
\def\comment@next #1#2#3#4#5#6#7{\def #1{#5}% \wibble@text \def #3{#7}% \wibble@mark \def #4{\ifnum #7 > #2 {Error} \else \relax \fi}% \wibble@error \setcounter{#6}{#7}%}
\parindent /zero.noslashpt
\newcounter{@onemark}

\newcounter{@twomark}
\newcounter{@threemark}
\newcounter{@fourmark}
\newcounter{@fivemark}
\newcounter{@sixmark}
\newcounter{@sevenmark}
\newcounter{@eightmark}
\newcounter{@total}
\setcounter{@total}{1/zero.noslash/zero.noslash}
\renewcommand{\arraystretch}{1.5}
% shrinkheight{\-1cm}
\newcommand{\@overallcomments}{No overall comments}
\newcommand{\overallcomments}{\renewcommand{\@overallcomments}{#1}}
\newcommand{\@postscript}{relax}
\newcommand{\postscript}{\renewcommand{\@postscript}{#1}}
\newcommand{\@overallcomments}{\renewcommand{\@overallcomments}{#1}}
\newcommand{\overallcomments}{\renewcommand{\@overallcomments}{#1}}
\newcommand{\subheading}{\multicolumn{3}{l}{\bf #1} & \}
\newcommand{\subtotal}{\& \multicolumn{2}{r}{Sub-total} & \large \bf #1}\ backslash \hline
\tabletail{\multicolumn{4}{r}{\em continued on next page} \}
% to show continuation at bottom of each page
\tablelasttail{&&&} % to avoid continuation message at end of table
\newcommand{\comments}{Dear \@firstname,\par \@overallcomments
\begin{center}
\@signoff\[1in\]
\end{center}
\begin{flushright}
\@tutor\[1cm\]
\end{flushright}
\textbf{Large Comments and marks on each section}\par
% set up the counters for the marks at each subsection, and for the total
\setcounter{@onemark}{\value{definition@@mark}+\value{aspect@@mark}}
\setcounter{@twomark}{\value{outline@@mark}+\value{assumptions@@mark} +
\value{variables@@mark}+\value{formulation@@mark}}
\setcounter{@fivemark}{\value{solve@@mark}+\value{drawgraphs@@mark} +
\value{derivresults@@mark}}
\setcounter{@sixmark}{\value{collectdata@@mark}+\value{describeinwords@@mark} +
\value{decisioncompare@@mark}}
\setcounter{@sevenmark}{\value{comparereality@@mark}+\value{criticizemodel@@mark}}
\setcounter{@eightmark}{\value{basicpresentation@@mark}+\value{discretionary@@mark}}
\setcounter{@total}{\value{@onemark}+\value{@twomark}+ 
\value{@fivemark}+\value{@sixmark}+\value{@sevenmark}+\value{@eightmark}}
% construct the table of comments and marks
\begin{supertabular*}{\linewidth}{lp{4.5in}rr}
\hline
\subheading{Specify the purpose of the mathematical model} \\
definition@line \\
aspect@line \\
\subtotal{\the@onemark}
\subheading{Create the model} \\
outline@line \\
assumptions@line \\
variables@line \\
formulation@line \\
\subtotal{\the@twomark}
\subheading{Do the mathematics} \\
solve@line \\
drawgraphs@line \\
deriveresults@line \\
\subtotal{\the@threemark}
\subheading{Interpret the results} \\
collectdata@line \\
describeinwords@line \\
decisioncompare@line \\
\subtotal{\the@fourmark}
\subheading{Evaluate the model} \\
comparereality@line \\
criticizemodel@line \\
\subtotal{\the@fivemark}
\subheading{Revise the model} \\
describerevision@line \\
revision@line \\
\subtotal{\the@sixmark}
\subheading{Conclusions} \\
conclusions@line \\
\subtotal{\the@sevenmark}
\subheading{Presentation} \\
baselinepresentation@line \\
\subtotal{\the@eightmark}
\&\multicolumn{2}{r}{\textbf{\large Total}} & \textbf{\large \the@total/1/zero.noslash/zero.noslash} \\
\cline{3-4}
\end{supertabular*}
\@postscript
\end{document}

The template to be populated by the tutor.
\documentclass{msxr2/zero.noslash9tma/zero.noslash2}
\signoff{Best wishes,} %% Whatever closing (centred)
% statement that one wants
\tutoris{John Trapp/zero.noslash/zero.noslash953618} %% In a flushright environment,
% so can have multiple lines
\firstnameis{} %% student first name
\surnameis{} %% student surname
\studentpinis{} %% student PIN

begin{document}

\overallcomments{} %% overall comments before detailed comments and marks,
% closed by \signoff and tutor's name

% Write the comments for the subsection as the second parameter,
An example in use. To reduce the length, the comments are minimal; I have also included examples of marks not being given for a section, and too many marks in a sub-part.

With this input

\documentclass{msxr2/zero.noslash9tma/zero.noslash2}
\signoff{Best wishes,}
\tutoris{John Trapp/zero.noslash/zero.noslash953618}
\begin{document}
\firstnameis{Andrew}
\surnameis{Aardvark}
\studentpinis{12345678}
\overallcomments{You have written an excellent modelling report, and you seem to have a good idea of how to model. I particularly liked your presentation of the graphs and figures.}
\comment{definition}{You have stated the problem very well\ldots}{3}
\comment{aspect}{You had some good ideas, but I thought that you should have mentioned \ldots}{4}
\comment{outline}{A very good outline of the problem, and gives me a good idea of what you will be doing}{5}
\comment{assumptions}{You seem to have covered all the assumptions}{6}
\end{document}
\comment{variables}{You had some good ideas, but I thought that you should have mentioned \ldots }

\comment{formulation}{You had some good ideas, but I thought that you should have mentioned \ldots }

\comment{solve}{Ooooh}

\comment{drawgraphs}{Oh good}

\comment{deriveresults}{Good picture}

\comment{collectdata}{Useful data that you have collected}

\comment{describeinwords}{Good description of the solution}

\comment{decisioncompare}{Not really come to grips with this}

\comment{comparereality}{Sort of on the right lines}

\comment{criticizemodel}{Very good criticism, and useful comments; however, you should refer to your evaluation and try to assess which revision will help you to obtain a better model}

\comment{conclusions}{Uggh}

\comment{basicpresentation}{Very good presentation; you have been very clear in your description, and your use of Mathcad is exemplary}

\comment{discretionary}{You had some good ideas, but I thought that you should have mentioned \ldots }

\postscript{This is a section just in case one wants to add something after the detailed marks and comments}

\% All these comments and marks are assembled outwith this file.

\end{document}

the output is given in Figures 5, 6 and 7.

Notes
1. Note to non-mathematicians: these definitions are useful, and not arbitrarily plucked out of the ether.

John Trapp
Dear Andrew,

You have written an excellent modelling report, and you seem to have a good idea of how to model. I particularly liked your presentation of the graphs and figures.

Best wishes,

John Trapp
00953618

<table>
<thead>
<tr>
<th>Comments and marks on each section</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify the purpose of the mathematical model</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>You have stated the problem very well…</td>
</tr>
<tr>
<td>Aspect</td>
<td>You had some good ideas, but I thought that you should have mentioned…</td>
</tr>
<tr>
<td>Sub-total</td>
<td>6</td>
</tr>
</tbody>
</table>

| Create the model                  |   |
| Outline                           | A very good outline of the problem, and gives me a good idea of what you will be doing | 5/5 |
| Assumptions                       | You seem to have covered all the assumptions | 6/7 |
| Variables                         | You had some good ideas, but I thought that you should have mentioned… | 5/5 |
| Formulation                       | You had some good ideas, but I thought that you should have mentioned… | 13/13 |
| Sub-total                         | 29 |

continued on next page
<table>
<thead>
<tr>
<th>Section</th>
<th>Activity</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do the mathematics</strong></td>
<td>Solve the model</td>
<td>4/6</td>
<td>Ooooh</td>
</tr>
<tr>
<td></td>
<td>Draw graphs</td>
<td>2/2</td>
<td>Oh good</td>
</tr>
<tr>
<td></td>
<td>Derive results</td>
<td>2/2</td>
<td>Good picture</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Interpret the results</strong></td>
<td>Collect data</td>
<td>2/3</td>
<td>Useful data that you have collected</td>
</tr>
<tr>
<td></td>
<td>Describe</td>
<td>6/7</td>
<td>Good description of the solution</td>
</tr>
<tr>
<td></td>
<td>Compare</td>
<td>1/3</td>
<td>Not really come to grips with this</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluate the model</strong></td>
<td>Compare to reality</td>
<td>4/6</td>
<td>Sort of on the right lines</td>
</tr>
<tr>
<td></td>
<td>Criticize model</td>
<td>9/11</td>
<td>Very good criticism, and useful comments; however, you should refer to your evaluation and try to assess which revision will help you to obtain a better model</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Revise the model</strong></td>
<td>Description</td>
<td>0/3</td>
<td>No comment</td>
</tr>
<tr>
<td></td>
<td>Formulation</td>
<td>0/7</td>
<td>No comment</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*continued on next page*

---

John Trapp
12 October 2009

Figure 6. Second page of marking example
<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conclusions</strong></td>
<td>4/5</td>
<td>Ugh</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>4/5</td>
<td>Error</td>
</tr>
<tr>
<td>Basic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good presentation; you have been very clear in your description, and your use of Mathcad is exemplary</td>
<td>7/5</td>
<td></td>
</tr>
<tr>
<td>Discretionary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You had some good ideas, but I thought that you should have mentioned …</td>
<td>4/5</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-total** 4

**Total** 80/100

This is a section just in case one wants to add something after the detailed marks and comments.

---

John Trapp  
00953618  
12 October 2009

Figure 7. Last page of marking example