

THE UNIVERSITY OF HONG KONG
FACULTY OF ARTS

Board of Examiners for Taught Postgraduate Curricula

General expectations of student performance at the various grades for cohorts admitted in or after September 2016
(excluding curricula graded on a distinction/pass/fail basis)

Grade	Standard	Grade Point	General Expectations of Student Performance
A+ A A-	Excellent	4.3	Excellent result. A thorough grasp of the subject as demonstrated by original, creative or exceptionally astute analysis and synthesis of ideas or critical interpretation of texts/issues/other course content or reflection on learning experience. Ample evidence of familiarity with relevant reading and research as well as very effective organizational, rhetorical and presentation skills as appropriate to the assessment task. Students display excellent communication skills in areas such as grammar, vocabulary, oral and aural competencies.
		4.0	
		3.7	
B+ B B-	Good	3.3	Good to very good result. A good to very good grasp of the subject as demonstrated by generally persuasive analysis and synthesis of ideas or critical interpretation of texts/issues/other course content or reflection on learning experience. Some evidence of a generally sound understanding of relevant reading and research as well as effective organizational, rhetorical and presentation skills as appropriate to the assessment task. Students display good to very good communication skills in areas such as grammar, vocabulary, oral and aural competencies.
		3.0	
		2.7	
C+ C C-	Satisfactory	2.3	Satisfactory to reasonably good result. A reasonable grasp of the subject as demonstrated by some analysis of ideas or interpretation of texts/issues/other course content or reflection on learning experience. Familiarity with relevant reading and research is adequate but tends to be rather descriptive with little evidence of critical reflection but organizational, rhetorical and presentation skills, as appropriate to the assessment task, still contribute to overall coherence satisfactorily. Students display reasonable communication skills in areas such as grammar, vocabulary, oral and aural competencies.
		2.0	
		1.7	
D+ D	Pass	1.3	Barely satisfactory result. A minimal grasp of the subject with little analysis of ideas or critical interpretation of texts/issues/other course content or reflection on learning experience. Hardly any evidence of familiarity with relevant reading or research as required for the assessment task. Ideas presented are generally not well organized or well argued but still largely comprehensible. Students display minimal communication skills in areas such as grammar, vocabulary, oral and aural competencies.
		1.0	
F	Fail	0	Unsatisfactory result. A poor grasp of the subject with negligible or largely inaccurate analysis of ideas or interpretation of texts/issues/other course content or reflection on learning experience. A general lack of familiarity with relevant reading or research, as required for the assessment task. Work presented is poorly organized, largely irrelevant and incoherent. Work fails to reach the level expected for a master's curriculum. Students display poor communication skills in areas such as grammar, vocabulary, oral and aural competencies. Plagiarism or non-submission of coursework will also result in a Fail.

Examiners in individual curriculum may provide further details at curriculum and/or course levels in line with these general expectations as appropriate.

November 21, 2016

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FACULTY OF ARTS

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General expectations of student performance at various grades
for cohorts admitted in or after September 2016
in curricula graded on a distinction/pass/fail basis

Grade	General Expectations of Student Performance
Distinction	Excellent result. A thorough grasp of the subject as demonstrated by original, creative or exceptionally astute analysis and synthesis of ideas or critical interpretation of texts/issues/other course content or reflection on learning experience. Ample evidence of familiarity with relevant reading and research as well as very effective organizational, rhetorical and presentation skills as appropriate to the assessment task. Students display excellent communication skills in areas such as grammar, vocabulary, oral and aural competencies.
Pass	Satisfactory to reasonably good result. A good grasp of the subject as demonstrated by appropriate analysis and synthesis of ideas or interpretation of texts/issues/other course content or reflection on learning experience. Some evidence of an adequate to a generally sound understanding of relevant reading and research. Organizational, rhetorical and presentation skills are appropriate to the assessment task. In general, students display good communication skills in areas such as grammar, vocabulary, oral and aural competencies.
Fail	Unsatisfactory result. A poor grasp of the subject with negligible or largely inaccurate analysis of ideas or interpretation of texts/issues/other course content or reflection on learning experience. A general lack of familiarity with relevant reading or research, as required for the assessment task. Work presented is poorly organized, largely irrelevant and incoherent. Work fails to reach the level expected for a master's curriculum. Students display poor communication skills in areas such as grammar, vocabulary, oral and aural competencies. Plagiarism or non-submission of coursework will also result in a Fail.

This 3-tier system of “Distinction”, “Pass” or “Fail” is adopted by the Master of Arts in Applied Linguistics, the Master of Arts in Literary and Cultural Studies and the Master of Fine Arts in Creative Writing in English curricula. Grade Point Average (GPA) will not be applicable to these curricula as there are no letter grades and grade points for their courses.

Examiners in individual curriculum may provide further details at curriculum and/or course levels in line with these general expectations as appropriate.

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