London Metropolitan University

School of Art, Architecture and Design

Design

**MA grade descriptions, with percentages, for all written coursework. Comments on assessment feedback forms should reflect the descriptions below.**

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| **Grade** | **%** | **Coursework submitted for assessment will show some or all of the following:** |
| **distinction** | **85+** | deep, near comprehensive understanding of the subject area; significant originality in the construction of its main research aims and questions; critical commentary on research methods; coherent structure (may show innovation in organisational form);intensive, detailed and critical reading beyond reading lists;high ability in interpretation or analysis of research and information;significant use of primary research;excellent use and critical understanding of images; professional presentation; perfect bibliography and referencing; incisive and fluent writing style; no or very minor errors of spelling, punctuation, grammar;qualities worthy of retention as sample work. |
| **70-84** | deep, detailed understanding of the subject area;some originality in the construction of its main research aims and questions;critical commentary on research methods;coherent structure;in-depth reading beyond suggested list or detailed, critical reading of suggested material; high ability in interpretation or analysis of research and information;excellent use of primary researchexcellent use and critical understanding of images; professional presentation; excellent bibliography and referencing; incisive and fluent writing style; no significant errors of spelling, punctuation, grammar. |
| **merit** | **60-69** | clear understanding and wide-ranging knowledge of subject area;clear and persuasive statement of research aims and questions;good commentary on research methods; good structure with direct focus on question; in-depth reading; effective ability in interpretation or analysis of research and information; good use and critical understanding of images; good presentation; properly formatted bibliography and acceptable referencing; fluent writing style; few errors of spelling, punctuation, grammar. |
| **pass** | **50-59** | sound understanding and knowledge of the subject area;clear statement of its main research aims and questions;basic account of research methods; adequate structure with clear focus on the question; good reading, but mainly from reading lists; basic but sound ability in interpretation and analysis of research and information (may be errors in application);adequate attempt to use and critically understand images; good presentation; short bibliography and limited referencing; straightforward writing style; some errors of spelling, punctuation, grammar. |
| **PASS MARK: 50% BELOW THIS ARE NON-PASSING MARKS** |

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| **FAIL** | **40-49** | limited understanding of the subject area, sketchy knowledge, errors in factual details;confused or vague statement of its main research aims and questions;vague or confused account of research methods; weak structure, lack of focus on question; very limited further reading; bare familiarity with need for interpretation and analysis of research/information (substantial errors in application)poor attempt to use and critically understand images; poor presentation; inadequate bibliography and little or inadequate referencing; lack of fluency in writing style; significant errors of spelling, punctuation, grammar. |
| **25-39** | very little understanding of the subject area, significant information erroneous, with little or no relevance to the question;no statement of its main research aims and questions;no account of research methods; inadequate structure, with no sense of logical argument;failure to address the question in a meaningful way; no further reading; significant confusion over need for interpretation and analysis of research and information (substantial errors in application)poor or no use of images; poor presentation; absent or inadequate bibliography and no referencing; inadequate writing style leading to reader confusion; significant errors of spelling, punctuation, grammar. |
| **1-24** | no meaningful understanding of the subject area, information erroneous, with little relevance to the question;no statement of its main research aims and questions;no account of research methods; incomplete, fragmentary or chaotic structure; failure to address the question in a meaningful way; no evidence of any further reading; substantial errors in interpretation and analysis of research/information (complete inability to analyse information);no or pointless use of images; very poor presentation; absent or inadequate bibliography and little or no referencing; inadequate writing style leading to reader confusion;  significant errors of spelling, punctuation, grammar. |
| **0** | no submission; incorrect submission;late work, where mitigating circumstances are not accepted;work has not answered the given brief. |
| HM |  | academic misconduct: clear, substantiated evidence of plagiarism. |
| HQ |  | other query. |