

Candidate 4 evidence

The times we live in are filled to the brim with formality. Schools, colleges and universities are not an exception at this point. Exams are thought to be the only proper way of evaluating students' knowledge. I found it rather common but still fairly awkward truth that should be fought against.

Let me begin with the obviousness: the academic year lasts more less ten months. This is the time of intensive work, gaining knowledge and experience which requires a significant involvement. Without any doubt it is a whole advanced process. With this in mind, the idea of assessing just one performance seems ridiculous. Not only can pupils be affected by stress and anxiety, but also have simply no luck for a particular, one-day task.

In addition, not every subject is suitable for being examined that way. Now and again, these are continuous assessments and practical projects that are able to reveal learning results. In order to discover the complexity of the world, a human child is equipped with five senses, a cheeky mind and nearly bottomless imagination. Could they all be tested out by an exam?

Nevertheless, there is no coin with just one side. To balance the toss, overall fairness and usefulness of school assessments should be considered as well. I tend to think that exams are a kind of a uniform needed to follow one unique score pattern. The only way to decide if someone is tall or small is drawing a zero line. This is how objects become comparable and this is what any existing systems are built on.

I am not going to beat about a bush: personally, I do not trust in exams. May I be biased, I am a greatest fan of learning for useful skills, everyday life and personal growth. May I be absurd, I have written this essay for my ESOL higher exam. Somewhere in between I strongly believe in natural, gradual development which does not ask for any exams score.

two or three hours ^{with little flexibility.} This would be a limitation to students who ~~are~~ have difficulty reading and writing. Although additional time are given in most cases, some still struggle to go through the whole paper within this limited time. Continuous assessments will be useful by then as these ^{tasks} provide the students with more ^{and flexibility} time, allowing them to perform their best, rather than ~~having~~ being marked ^{down} ~~low~~ due to a lack of time.

However, ~~course~~ continuous assessments like projects are usually considered unfair ~~as~~ because they could be done at home ^{with others help}. To solve this problem, the teacher might want to ^{find ways to} ensure the work are done in class, ~~to with ways~~ for example, asking the students to leave their work in the classroom.

In conclusion, I believe both formal examinations and continuous assessments should be used to assess a student's performance, and are both satisfactory ways to do so, with ~~some~~ methods to ensure fairness.