Examinations are not fair.

Making judgments about the ability of the students based in examinations that take place once or perhaps twice a year is simply not fair. So many students fail to show their true ability due to anxiety, stress and a number of other factors. Many students who do well in exams do so simply by cramming facts into their heads the week before the exam, to be forgotten by the following weekend. Surely assessment of the work done in class and at home throughout the school year would be a fairer system.

Classroom assessment is idealistic.

It’s all very well to talk about teachers judging their students work in the classroom, and students working alone at home on their projects, but everyone knows that continuous assessment doesn’t work like that. Teachers are only human and tend to be softer on their students than an examiner would be (or, in a worse case scenario, harder on a student they don’t like). Parents or other siblings help students with the projects they have to do at home, even if it’s just coming up with ideas for them. Exams may not be fun but at least we get to see what each individual student is capable of.

PLAN

Introduction: What the texts are about
Body §A : Summarize text 1 + make a comment
Body §B : Summarize text 2 + make a comments
Conclusion : Your own original idea
The two extracts above discuss the thorny issue of students’ assessment. The authors seem to adopt contrasting views.

According to the first passage judging a student’s performance via written exams is unfair for several reasons. First and foremost this sort of testing is carried out only once or twice a year so the candidates are filled with debilitating anxiety and as a result they underperform. To make matters worse, even the ones who perform well they do so through a parrot-fashion memorization of the lessons a few days before the exams and thus a little later it is all forgotten. Naturally, the author promotes the idea of continuous assessment throughout the year taking into account not only classwork but also homework.

(103 words: What the first extract says + comment)

The second extract takes has an opposite approach and denounces the continuous assessment as ineffective. When it comes to classroom evaluation we run the risk of prejudice. In other words, the teachers can not be objective. They can not have the detached approach of an impersonal examiner. Therefore, a teacher may either inflate the marks of a student they like or just be excessively harsh if they are not in favour of some pupils. Regarding homework things are even worse because other members of the family may step in and do the job instead of the student himself / herself. Obviously, the author sees the written exams as a necessary evil that at least guarantees objectivity.

(115 words: What the second extract says + comment)

Personally, I feel that we can reap the benefits of both approaches if we work systematically throughout the year with a view to eventually taking the final exams. Projects at home can provide students with hands on experience on several subjects and classroom work should offer ample simulation exams so that the candidates are completely stress-free when the actual exam day comes.

(61 words: Your original idea)

(Total: 299 words)