

Section 1:

#1 Strengths: Your introduction effectively outlines the main argument and previews your supporting points. The thesis statement is clear and concise.

Weakness: Overgeneralisation → Your opening sentence makes a broad claim about "traditional exams" without acknowledging any potential benefits or nuance. Phrases like "no longer enough" and "traditional exams fail to foster" present a one-sided view that weakens your argument's credibility.

Exemplar: *In today's rapidly evolving world, while traditional exams measure certain academic abilities, they often fall short in developing the full range of skills needed for success, including creativity, critical thinking, communication, and collaboration.*

#2 Strengths: Your fourth paragraph effectively addresses counter-arguments about exam objectivity. You acknowledge the partial truth in the opposing view before presenting your rebuttal.

Weakness: Limited evidence → When discussing project assessment fairness, you mention "clear rubrics and checkpoints" but don't provide specific examples of how these work in practice. The claim that projects "can be just as fair" lacks concrete support that would strengthen your argument.

Exemplar: *Projects, when structured with clear rubrics that outline specific criteria for each component, regular checkpoints such as draft submissions, and standardised presentation formats, can achieve comparable fairness while representing a broader range of skills.*

#3 Strengths: Your concluding paragraph effectively uses imagery to contrast traditional and project-based classrooms, creating a memorable final impression. The closing question about preparing for "a test, or for life" reinforces your main argument.

Weakness: Incomplete conclusion → Your final paragraph makes strong assertions like "it's the only choice that makes sense" without fully summarising the key evidence you've presented throughout the essay. This missed opportunity to reinforce your main supporting points weakens the conclusion's impact.

Exemplar: *The time has come to move beyond traditional exams and embrace project-based assessment, which promotes deeper understanding, develops essential life skills such as collaboration and creativity, and supports student wellbeing—truly preparing learners for the challenges they will face beyond school.*

■ Your piece presents a compelling argument with a clear structure and strong transitions between paragraphs. You've done well addressing counter-arguments, showing you've thought about different perspectives. To improve the substance of your work, consider incorporating specific examples of

successful project-based assessments from real schools. For instance, in paragraph two, instead of just mentioning "a model roller coaster," describe a specific project that produced measurable learning outcomes. Also, your discussion of student stress in paragraph three could be strengthened by mentioning actual student experiences or simple statistics about exam anxiety. Additionally, when discussing implementation challenges in paragraph five, you could suggest one or two practical steps schools might take during the transition period from exams to projects. This would show you've thought about how your proposal could work in practice, not just in theory.

Score: 44/50

Section 2:

In today's rapidly evolving world, the ability to memorize and regurgitate facts is no longer enough. Success requires creativity, critical thinking, communication, and collaboration, skills that traditional exams fail to foster. Schools should replace traditional exams with project-based assessments because they promote deeper understanding, support essential life skills, and reduce student stress, thereby better preparing learners for life beyond the classroom while addressing concerns around academic fairness and logistics.

#1 To begin with, project-based assessments show long-term understanding and meaningful learning, unlike traditional exams that often reward short-term ~~memorization~~ [memorisation]. Exams tend to encourage ~~forcing~~ [cramming], where students absorb information for a short period of time just to forget it days later. A student may remember the formula for velocity during a physics test, but forget it the next week. ~~On the other side~~ [Conversely], a project that asks students to design a model roller coaster using principles of physics demands sustained engagement, research, trial and error, and application. This kind of active learning cements knowledge far more deeply than passive test-taking ever could.

Furthermore, project-based assessments develop critical life skills that exams simply cannot measure. In real-world scenarios, success depends on teamwork, time management, creativity, and adaptability, none of which are tested by filling in bubbles on a sheet. A group tasked with developing a public health campaign or engineering a water filtration device must communicate, divide responsibilities, and solve problems collaboratively. These are the very abilities demanded by future employers, university programs, and global challenges. By emphasizing projects, schools prepare students not just to score well, but to live well.

Most importantly, project-based assessments significantly reduce exam-related stress and support mental health. Traditional exams create high-pressure environments where a single mistake or a bad day can destroy months of work. Anxiety, panic attacks, and burnout are common—especially among high-achieving students. In contrast, projects span weeks, allowing time for reflection, revisions, and

teacher feedback. Students can work at their own pace, express themselves creatively, and learn from mistakes. The shift isn't just academic, it's human. It values the student as a whole person, not just a test score.

#2 However, some argue that exams are more objective and standardized, ensuring fairness across different students and schools. While this is partially true, exams can be easily marked with minimal bias, they are also limited in what they measure. They assess how well a student performs under pressure, in silence, often within narrow constraints. Projects, when structured with clear rubrics and checkpoints, can be just as fair, while also representing a broader and more authentic range of skills. Tools like presentations and concise feedback add layers of accountability, helping teachers assess individual contributions and understanding.

Critics also claim that project-based assessments are harder to manage and time-consuming for both students and teachers. It's true that designing, guiding, and grading projects requires more initial effort. But the payoff is far greater; student engagement increases, disciplinary issues decrease, and the learning is richer. Moreover, as educators grow more familiar with project-based methods and access digital tools like shared documents and rubrics, efficiency improves. Education should not be about what's easiest, it should be about what's most effective.

Another frequent objection is that projects allow students to receive too much help from parents, tutors, or online sources, leading to unfair advantages. This concern can be mitigated by incorporating process-focused evaluation: requiring students to submit drafts, progress logs, and self-reflections. Teachers can also hold short individual interviews to ensure each student understands their own work. Academic integrity can be protected without resorting to high-stakes, high-stress exams.

Additionally, some argue that exams are necessary to prepare students for university and ~~standardized~~ [standardised] testing environments. While it's true that many post-secondary institutions still rely on exams, this is rapidly changing. Portfolios, interviews, and extended essays are becoming more common in college admissions. Moreover, by teaching students to think deeply, manage time, and communicate clearly through projects, schools indirectly improve their ability to handle timed tests when they arise. The goal should be a balanced preparation, not an obsession with outdated formats.

Still, others worry that without exams, students won't take their studies seriously. But when students know their projects will be showcased, presented, or graded through in-depth rubrics, their investment often increases. They are not just studying to pass, they're creating something that reflects their abilities. For example, designing a business plan or solving a local community issue becomes a source of pride. When students see purpose in their work, motivation follows naturally.

#3 Imagine two classrooms. In one, students sit in rigid rows, heads down, hearts racing, surrounded by silence and ticking clocks. In the other, students are sketching designs, debating ideas, building prototypes, rehearsing presentations. There is noise, yes, but it's the sound of learning in motion. Frustration becomes curiosity. Deadlines become goals. This is not chaos, it is creation and it's exactly what education should be.

In conclusion, replacing traditional exams with project-based assessments is not only possible ~~it~~ [it's] essential. Projects allow for deeper learning, skill development, and emotional support in a way exams never could. Yes, there are logistical and fairness concerns, but these can be addressed with thoughtful planning and transparent structures. Ultimately, we must ask ourselves: Are we preparing students for a test, or for life? Because in the real world, success isn't measured by how fast you can answer multiple-choice questions, it's measured by how well you solve real problems, work with others, and rise to challenges. The time has come to leave behind the test and embrace the project. For our students' future, it's the only choice that makes sense.