

Marking system-look before leaping to conclusions

The pros and cons of the new marking system at UNB have been hashed over and over for the past year. It has appeared so confusing to the average student who is used to pulling for his 50 per cent, and like anything new, people are usually hesitant to accept the change.

We must give credit to Dugald Blue for giving the students, any students, a chance to get their questions answered at a meeting held in residence concerning the so-called Kepros marking system which went into effect for all faculties and all years this fall.

The administration deserves to be congratulated for their efforts in trying to help students get acquainted with the "A,B,C..." method.

However, there has been a great deal of controversy on just how successful the marking system will be at UNB. Probably the most popular complaint is that the "A, B, C..." method will no longer give the student an accurate assessment of his work. For example, what does an A or a B mean and what's the difference between them? On the other hand, a similar argument could be voiced concerning the number system. Is it that accurate? What is the difference if the professor gives a student a 65 or a 66? (Okay, the answer is one mark.) But what is that mark? Can a person really be graded accurately? The point is, that no marking system can tell a student the quality or for that matter quantity of his works. The question now at many institutions of higher learning is the possibility of no marking at all, for how many professors really know how much a student has done?

However, the possibility of no grades is probably in the future if an efficient and sensible

scheme can be formulated at all. At present the question lies in which type of marking system will be the best for our institution.

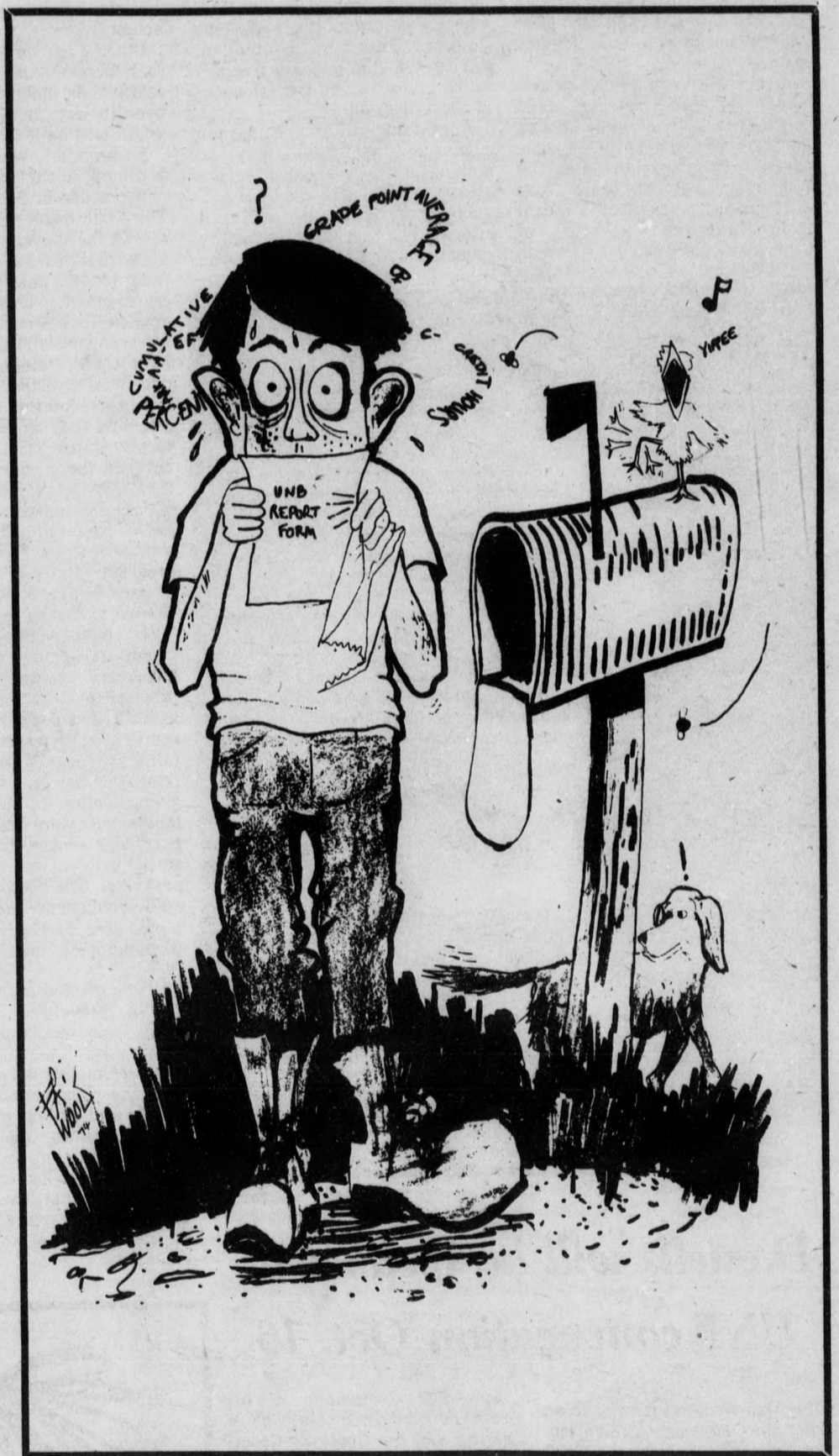
Under the new system students lose the right to write supplemental exams but as has been explained by members of the administration, people most likely to pass a supp will get a "D" and be able to keep the credit.

It is going to make it difficult for people who like to just barely get through each year since the minimum does edge up each year, but can students who are supposedly here to learn and get a degree really complain about that?

On the other hand, a difficult required course may not be so nerve-racking in regard to passing since a "D" will probably meet the requirement. Several provisions have been made for first year students getting off to a bad start, as well as such measures as academic probation.

Another point to consider is that it may ease the pressure on those students who are unfortunately bothered by a sense of competition. At least there is not the dramatic drop from an 80 to a 35. We are here to excel on our own basis not to compete with classmates so the student who does excel will still do so, although he will be "missing out" on the prestige of a 90 compared to someone else's lower mark, instead of comparing an A to a C.

A lot of work has gone into the study of the new system and it apparently has met the approval of the administration. We feel that the new marking system is quite acceptable and it should not be condemned or for that matter praised to any great extent before we have had a chance to see the results. Only after a reasonable period of time will the success or "failure" be evident.



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