

So, it would seem that there is a strange correlation between marks and absorbed information. A class this term by a professor who shall remain nameless could not teach. Now, this is said frequently, but I really mean it. He actually couldn't communicate in English. He also couldn't write course notes. He also couldn't explain the course notes in class. The whole course left something to be desired.

Now comes the examinations. Since the course has no coursework, everything rests on an exam and a midterm. Yes, the percentage of my tuition that went to this basically supported $4\frac{1}{2}$ hours of work. The real disappointment came with the exam. Most people had no clue what was going on, so the professor had to adjust the marks. Now, when I say adjust, I mean the way a black hole adjusts the structure of incoming matter. He used a root redistribution. The number that came out was only vaguely related to what went in and that number was only vaguely related to the amount of information one had absorbed and that number was very, very, very vaguely related to how well one understood the material.

In conclusion, I learnt that marks are truly meaningless (I knew the before, but now I believe that the symbols they are written in only look like Arabic numerals, but they probably aren't.) and that students really don't care what they learnt so long as they get a shiny number at the end. Thus, I recommend we replace marks with jelly beans which taste better.