**Competition for high grades seriously limits the quality of learning at all levels of education.**

The writer of the issue states that having being exposed to a competitive atmosphere for high grades, pupils’ ability to learn will be drastically diminished. As far as I am concerned, such an atmosphere is conducive to quite a few student’s development and deep learning. At the same time, however, this policy may adversely affect students at primary levels.

Foremost, competition for high grades incentivized students to do their best so as to achieve a high mark. To delineate, human beings inherently crave to win any competition they are participating in, and students are not the exception to the fact. As a result, in order to acquire a high grade, pupils start enriching their knowledge through reading ample books, surfing the net, consulting with junior students, to name but a few. Because they are well aware of the fact that the more they put their strenuous efforts to consolidate their knowledge, the better they are able to fully grasp materials and obtain a profound understanding of them, and accordingly, the higher the grades will wait for them.

Another reason worthwhile mentioning is that students competing for high grades are less likely to do cheating in their schoolwork. To be more specific, under such a competitive atmosphere, students who expend a considerable amount of energy and time to surmount course of materials in an excellent manner will value their own attempts and endeavors to a great extent; therefore, while exams or handing in assignments, they are less likely to give their hard-gain knowledge and information to their peers readily. An example can drive the notion home. During my sophomore, I took a course with a professor who would pay painstaking attention to straight-A students. When he assigned us a project, each of us accomplished it by ourselves rather than getting a prepared project from our classmates, resulting in a deep comprehension of the subject. Had getting high grades not been so important to our professor, we might have learned the subject superficially as a result of the probable cheating we were prone to.

Nonetheless, the expectation of high grades from elementary school students will take some drastic toll on them, making them reluctant to attend school. To elucidate on, at their very first years of study, children are not properly acquainted with the academic atmosphere and also they are strange with the term competition, let alone having the inclination to compete with their classmates with whom they joyfully play during recess. Thus, forcing them to put a pile of time to study so as to get a high grade, merely leads them to experience a negative sense about the school since they have to study hard instead of spending some quality time with their peer, causing their performance dramatically decreases.

To sum up, providing students apart from those who are studying at primary stages with an atmosphere in which they should compete with each other over approaching high grades has some merits. Not only can they truly deepen their knowledge, but they also avoid cheating that again leads them to become more knowledgable. This policy, however, may give rise to the apathy of primary school pupils.