

**Education and Innovation Committee**

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**From:** Mitch Comben [REDACTED]  
**Sent:** Sunday, 12 May 2013 8:19 PM  
**To:** Education and Innovation Committee  
**Subject:** Submission

Dear Committee Members,

I am a high school student currently studying maths B in year 11 at school.

I'd like to address the following:

The ability of assessment processes to support valid and reliable judgements of student outcomes.

The OP system is not valid or reliable. It is unfair because student results are determined by school based exams and assignments, and an external QCS test which is not subject specific, as in other states of Australia.

Assignment based assessment places constant stress on me and my friends and I believe the assignments get worse in year 12. I am often doing four assignments at any one time. The assignments are so time consuming, I often don't have time to do my every day homework which I need to do to pass my exams. Assignments use up too much class and homework time. Many of my friends get help with the assignments because the questions asked are too complicated for us to understand. Some students cheat by copying assignments, giving themselves an unfair advantage. This makes the results they achieve questionable.

The pressure placed on my friends in year 12 due to the QCS exam adds to their overall stress. I and many of my friends disapprove of having to participate in such an unjust system. Why should our results be affected by the whole year 12 cohort? I can't see how this is a fair and just system, and we are already studying for QCS in year 11.

The exams set by the schools are unfair because some teachers give more hints about the exams to their own students, because they know what's on the exam. This is unfair!

Please consider my submission as I'm sure I speak for a substantial number of senior students who are put under constant stress due to this ridiculous system.

Sincerely,

Mitchell Comben

[REDACTED]