

Education and Innovation Committee

From: Joan Alavi [REDACTED] >
Sent: Friday, 10 May 2013 10:00 PM
To: Education and Innovation Committee
Cc: Helen Stevens
Subject: External examinations

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To whom it may concern

I am a parent and Aunt of a two previous Hubbards students as well as a teacher currently working in the State system and request that you consider the following:

- **immediately** preserving the 100% external exam system (Hubbard's) because they are valid and reliable
- Implementing 30-50% external exams to scale internal school-based assessment – because that brings validity and reliability into all schools
- replace QSA method with transparent numerical marking guidelines for right and wrong answers (for internal and external assessment, i.e. including Hubbard's) – because that reduces subjectivity AND teacher time and students can easily see why they got a 'C', 'B' or 'A' because they got 60% or 70% or 90%
- Assignments stopped in Maths, optional in Chemistry and Physics – because they are not effective learning experiences for those subjects – lessons are.
- assignments in Chemistry and Physics to count for no more than 10% of overall senior assessment; assignments to become optional to count for zero to a maximum of 10% of senior assessment; no more long assignments and maximum word caps to enforced - because we want our students taught and not 'reading, writing then forgetting' key maths and science knowledge and skills.

I On a personal note I believe Hubbards offers a unique opportunity for students who are unable to handle the stress of the current Year 11/12 OP system in high schools. Often students are so burnt out after the conventional year 12 system they are highly likely to opt out of university or even leave after the first term. This is not only detrimental to their self esteem but costly in terms of loss of potential professionals and a waste of tertiary resources. Having had one child in Hubbards and one finishing year 12 in a conventional high school I have no doubt which system works better. I suggest you survey both students and teachers from both sides and believe your findings will confirm that The current system results in stress for students/teachers/parents from too much assessment or invalid or unreliable assessment.

I therefore urge you to keep the current external system of examinations used by Hubbards.

Yours faithfully,

Joan Alavi

