

From: [REDACTED]
To: [Education and Innovation Committee](#)
Subject: Submission to EIC
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SMC&PA Submission 17
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To: The Education and Innovation Committee eic@parliament.qld.gov.au

Dear Committee Members,

I have been teaching mathematics for many years. I feel gravely concerned about the QSA and their approach to assessment. The workload is horrendous. The effect of this is that my preparation and student contact time is very limited and my stress levels are increasing. In fact, I am looking for other kinds of work. I know that most of my colleagues also dislike QSA's approach.

Perhaps, more important is the damaging effect this assessment is having on the students. They have too many long written assignments and are staying up until 1 AM thereby missing days of school as a result.

Assessing mathematics/physics/chemistry through long written assignments is not valid for many reasons:

- (1) There is the issue of who actually does the assignments,
- (2) Students do learn much maths/chemistry/physics by doing them,
- (3) These assignments use up much time which could be used in learning fundamental maths/physics/chemistry.

The criteria paragraphs which QSA call standards, are the most ridiculous thing I have ever seen. They are subjective and unhelpful. It would be much better to add up marks and award percentages, as has always been done.

I would also support state-wide exams set by teams of experienced teachers and discipline experts, in preference to the current system of social moderation.

Please help us. I am at my wits end and students' knowledge levels are dropping dangerously low.

Sincerely,

William Leighton Moulds