

Education and Innovation Committee

From: Jacqueline Easthope [REDACTED]
Sent: Friday, 12 April 2013 11:40 PM
To: Education and Innovation Committee
Subject: Inquiry into assessment methods for senior maths, chemistry and physics

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Categories: Green Category

Grade: 12, 2012

subjects: Math B, Physics, Chemistry

My Responses to the inquiry:

The committee is seeking submissions from students who have recently completed studies in senior maths, chemistry and physics. In particular, the committee is keen to hear your views on:

a) Whether you believe assessing against defined standards, rather than numerical grades, provided a valid indicator of your achievements and knowledge of maths, chemistry or physics

I believe it would have been less complicated if we got marks for our writing as in 2/6 because then we would at least know to what extent we covered the answer. I also didn't understand how every question needed explanation. It made exam very long because no one ever finished exams in the time frame, which meant all the exams were extended.

b) how well you understood how your grades were assessed (individual assessment tasks and/or overall achievement in the subject), and how helpful your teacher or school were in explaining it to you

I believe I got the grade that I had been given throughout senior, not depending on a certain piece. I found it very difficult in physics because my grades went down greatly in between year 11 and year 12. I changed teachers and the new teacher gave me marks that were alot lower than my standard because they didn't like the way I wrote. I found this very frustrating as nothing had been said about my writing in any other subject and all of a sudden I was worrying if I would even pass the subject.

c) whether the assessment process allowed you to prioritise your workload

My priority was normally my worst subject. In year 12 I had a very bad teacher for physics. It was one of his first years teaching and he would only ever run a proper class that I felt I learnt something when he had to prove himself to the teacher/principle that had come to supervise after multiple complaints. This meant that I was putting a lot of effort in for very little reward and a number of my other subjects suffered because of this.

d) how adequate the timeframe for completing EEI or ERT tasks was

The timeframes where short and normally the EEI's seemed to have a lot less write up time after actually finishing the prac work. Even when the writing was done whilst the assignment was happening. I finished prac with a week to spare at most over the whole of senior school.

e) whether the recommended word limit for EEIs (1500 words) is reasonable and/or achievable

I found it difficult to write to the word limit, yet I thought it was reasonable. A number of students wrote way beyond the limit yet didn't get penalised. These were normally the high A students. I found it very annoying that someone who regularly doubled the word count would always get better marks without getting penalised.

f) how the assessment workload in senior maths, chemistry and physics compares to other subjects

The workload in these three subjects where the only subjects I actually had to constantly focus on during senior, besides the assignments for the other subjects these were the ones that needed constant work. My German teacher would get very angry that we would do EEI's and ERT's in class because German took less time and concentration. For me at least.

g) ways to improve the maths, chemistry and physics assessment process

h) any other comments you may wish to make.

I hope this was what you needed, If I can answer any more questions feel free to email me.