

To: The Education and Innovation Committee [eic@parliament.qld.gov.au](mailto:eic@parliament.qld.gov.au)

Dear Committee Members,

I have been teaching mathematics for 15 years. I feel concerned about the QSA and their approach to assessment. The workload has become immense. The effect of this is that my preparation and student contact time is greatly reduced, and my stress levels, at times, are extreme.

Perhaps more important, is the damaging effect this assessment is having on the students. They have too many long written assignments, causing them stress which leads to illness and days off school, putting them even further behind and in turn, causing more stress.

Assessing mathematics through long written assignments is unsuitable for many reasons:

- (1) There is the issue of who actually does the assignments,
- (2) Students may not learn much maths by doing them,
- (3) these assignments use up much time by the students, which could be used in learning fundamental maths.
- (4) they take several weeks to mark, cross mark and moderate to ensure equity across classes.

The criteria paragraphs which QSA call standards, are very difficult to work with. They are subjective and unhelpful. It would be much better to add up marks and award percentages, as has always been done and is still being done in maths faculties at universities.

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. I worked in the UK for 6 years and they have great success with having external boards which set and mark the assessment.

sincerely,

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