

To Committee Members:

I base my submission on my 25+ years of teaching experience of senior Mathematics in both public and private secondary schools in Queensland.

1. Ensuring assessment processes are supported by teachers.

My experiences as a teacher and panellist are mixed. It concerns me greatly that, at panel, little regard is given to assessment pieces of greater difficulty and that more emphasis is given to the points such as the strengths and limitations of models and the identification of assumptions and their associated effects. I have yet to see a student's results raised due to their solutions to difficult problems, but have seen results lowered due to not specifically addressing all of the points in each criterion, regardless of the difficulty of the problems.

I have personally seen Maths C submissions from my current school been downgraded, claiming that they do not address all criteria, with subsequent lowering of students' results, only to have me show the panel chair specifically where such points were met and to then have the students' results reinstated to where they were originally. No teacher or panel chair has the luxury of this much free time. Notably, in other years, an identical package was submitted with no issues raised. Crazy, time-wasting procedures for all. I cannot support this current system of assessment and the panel process.

The time spent by me in preparing assessment items, marking, and completing data sheets and profiles for my four senior Mathematics classes is ridiculous. So much so that I am writing this submission while on LSL!

I attended an in-service a couple years ago, hosted by the Maths A SAO from QSA. How crazy is it that this person did not even know what the trapezoidal rule was!! I have no confidence in any subject advice given by this person, the supposed authority for Maths A. While she was very good at 'QSA speak' her knowledge of Mathematics A was seriously limited.

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

Some panel observations:

- At my school there are no formula sheets allowed for Maths B, C exams. Some schools allow students to use their own "approved" formula sheets, without them being part of the students' submitted solutions. It is not unusual to 'come across' such formula sheets accidentally when reviewing for panel. And some schools give their students specific formulae to be used for some questions, while not downgrading the complexity of the same questions. The inequity between schools is obvious.
- The combining of results across three written criteria to achieve an overall result is highly subjective. Eg, is A+BA- above/below/equal to B+AA-? By how many rungs? Assessing a large cohort of students makes this process an extremely onerous task.

- There is no guarantee of what is routine/non-routine. At panel we are instructed to accept what the school judges as such; there are frequently instances where this is questionable.
- Panellists are restricted in having to move a folio a minimum of three rungs within a level of achievement. Many schools have their results shown with precisely this in mind, knowing full well that a folio is submitted above what it should be, but not high enough to have it placed anywhere else. Clever and good use of the system, but hardly a valid and reliable judgement.
- Only ten folios are sighted by panel, we are supposed to trust what the school does with all the others. Clearly there is much room for movement (and genuine error) with student results.
- All assessment items are treated equally. It is obvious that some students receive significant amounts of outside help with assignment tasks, thus enhancing their overall results. Again, not a valid way to assess a student's ability.

Most of these issues would be significantly overcome by some (but not necessarily all) external assessment. As with other Australian states, a combination of internal and external assessment would overcome the obvious problems that panellists and teachers face in Queensland with the current system.

In conclusion, I strongly support changes to the current tedious, time-consuming system imposed on us by the current syllabuses. The end result has been a lowering of our students' real standards, with scant regard for mathematical intelligence. Changes that support an honest, efficient method of assessment for all students in the state would be most welcome.