SMC&PA Submission 257
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I graduated from high school in 2012. Since then I have been enrolled at James Cook University, studying for a Bachelor of Dental Surgery.

I am making this submission because I do not support current assessment methods in employ by high school Chemistry, Physics, and Maths curriculums in Queensland.

Connor Emmanuel Smith

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I found the change to university somewhat confusing, but quite refreshing. In the first week of the study period, we were presented with a breakdown of our total grade for each subject, and the percentage of this that each individual component is worth. I found this reassuring.

Of even more benefit then this is the numerical assignment of grades within each assessment piece. Even before the date of the exam or quiz, we are told how many marks each question will be worth. This, I find, really allows students to schedule their answer times within an exam, and is of further assistance in knowing how much depth is required for a particular answer to more general questions.

Following the grading of the exam or quiz, each student's assessment script is returned to them for their review. I find that the numerical marking system provides a very transparent and understandable reason for the assignment of the grade I received for that piece. During secondary school, I didn't always understand why I received a particular grade. I found that even the teachers struggled to interpret the wordy criteria, yet alone my fellow students and I.

Beyond the marking system, I believe the type of assessment prescribed in high school failed to prepare me for the assessment employed by university. My course consists of four subjects, three of which are science based. In the time I have been at university, I have received only one written assignment, which happened to come from my one non-science subject. The massive majority of work I put into my senior years of high school science (Chemistry and Physics) consisted of writing lengthy EEIs and ERTs, and I spent proportionally equal time writing longwinded Maths B projects. The recommended lengths for these assignments were wildly inaccurate, and I found it impossible to address the topic or experiment within 1500-2000 words- my own EEIs often exceeding 4000 words. The only assessment types employed by my university course have been short answer and multiple choice exams and quizzes for all science subjects; and short weekly lab reports for my Chemistry subject. It is very different to high school, and I am still growing accustomed to this.

In summary, it is my strong belief that the current high school Science and Maths assessment should be altered in order to be more concurrent with university science and math subjects.

I believe that high school Chemistry, Physics and Maths utterly failed to prepare me for university, and sacrificed teaching of essential knowledge to allow for countless hours of assignment work, which does not, in the slightest, reflect how universities work. I recall high school being a constant scrabble to finish overtly longwinded EEIs and ERTs, with little focus on conceptual understanding, and this is entirely in discordance with the nature of university assessment and study.