

To: The Education and Innovation Committee eic@parliament.qld.gov.au

From: [REDACTED]

Dear Committee Members,

I have been teaching chemistry for 36 years. I feel frustrated about the QSA and their approach to assessment.

I am concerned that the QSA will be unhappy that I have made a submission to the Education and Innovation Committee and deal with my submission of work to panel prejudicially as a result. I therefore request that all names be removed from my submission. To make this task easier, I have written all names in red.

My submission is set out under three headings.

Ensuring assessment processes are supported by teachers.

- The 2012 QIEU survey shows that this is not so. Roughly 50% of maths/science teachers have great reservations about QSA's assessment process
- Assessment is inconsistent from school to school
- QSA's guidelines change regularly and advice is contradictory

Student participation levels.

- Workloads have increased dramatically
- Students are not coping and are having breakdowns
- Students choose subjects other than science, because they are easier

The ability of assessment to support valid and reliable judgments of student outcomes.

- Standards vary from school to school, district to district and year to year
- Grading with letters means that students with different marks get the same grade
- Large amounts of the course are assessed by assignments and these can be copied
- Time taken in assignments takes away from teaching time and students put so much time into doing them that their revision time on other parts of the course are limited
- The assessment is inequitable. Students who can afford tutors, those with better writing skills and with family working in maths and science do better. Some assessment tasks do not allow good students to get the grade they deserve
- The use of long writing tasks discriminates against students from non English speaking backgrounds and boys
- The *Evaluating and Concluding* category shows that the criteria were designed with too much emphasis on the writing skills of the students. Get rid of the EC category.
- The criteria paragraphs which the QSA call standards, are highly subjective

I support state-wide exams set by teams of experienced teachers. The assessment could be [ 50% external exam, 50% internal of which an Experimental Investigation is no more than one fifth (10% of the final total.)]. Those who make decisions on curriculum in our schools should spend at least 6 months in the classroom every 4 years. Educational theorists without substantial classroom experience should not be employed in decision making positions.

Kind regards

A solid black rectangular box used to redact the signature of the sender.