

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

Dear Committee Members,

I have been teaching chemistry for many years. I feel gravely concerned about the QSA and their approach to assessment. The workload is horrendous. The effect of this is that my preparation and student contact time is very limited, and my stress levels are very high. In fact, I have given serious thought to taking up other kinds of work.

Perhaps more important, is the damaging effect this assessment is having on the students. They have too many long, written assignments that are seriously affecting their school work/life balance and hence their health (in some cases).

The criteria I am expected to create to determine student achievement takes longer to write than the actual assessment and it has taken years for teachers to get their heads around some semblance of consistent expectations. This is also due to the continual change of expectations of QSA, which I get to hear every year at panel meetings. Using marks would simplify our job and the awarding of percentages limits subjectivity and creates more clarity for parents and students.

I would support some state-wide exams, set by teams of experienced teachers and discipline experts, in preference to the current system of creation and social moderation of ALL of our school assessment.

Please help us. Teachers and students alike are struggling within the current system – which does not link to university expectations, which haven't changed at all since the syllabus changes were made... but I digress.

I would love to see discipline specific educators, not just university academics (particularly social scientists) helping to create the next syllabus for us. There has to be a meaningful connection between what we do in our schools with what is done in our universities if we are to give the best to our kids.

Sincerely,

Daryl Bathe