

I request anonymity , and do not wish my name to be published.

To the Education and Innovation Committee

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Employment: Senior teacher – Chemistry / Yr8-10 science / Yr 8-10 Maths

Experience: **39 years**

I am concerned about the changes in the assessment methods in our education system.

The following remarks relate to the current Inquiry into Senior Mathematics, Chemistry and Physics Assessment.

Ensuring assessment processes are supported by teachers:

- I am now teaching under a fourth different Chemistry Syllabus, so feel qualified to compare the present system to past systems. I served as a Chemistry Panellist from 1986 to 2008 (continuously), when I resigned because I felt unable to do that job with the new assessment method.
- For Supervised Assessment tasks, there is no requirement for the composition of such tests (how many A,B or C standard questions ?)– hence little comparability between schools. Previously, a table of standards (using %s) had been used which I believe worked very well and helped to justify results and levels of achievements for students. The use of letters for reporting results/outcomes has caused me considerable stress over the past 4 years. Now with a “mish-mash” of As, Bs Cs on a profile, one is expected to grade a student without “adding”. It must be a nightmare for the schools with large cohorts.
- The introduction of EEIs and ERTs has not increased students’ enjoyment of Chemistry and has reduced the time to do a variety of “mini” experiments that were more valuable. In order for students to complete these EEIs and ERTs successfully, they need to be taught and understand basic concepts – hence these assignments cannot be adequately written up until later in the term. This results in those students who do Maths B, and 2 or 3 of Chemistry, Physics, Biology having 3+ assignments due close to the time for written tests. They have little time to actually enjoy learning!
- The reason for the introduction of letters for grading eludes me. At the end of Year 12, students are allotted SAs from 200-400, and receive an OP (1-25). The 4 QCS tests use marks!

I hope this inquiry will result in the abolition of lengthy assignments and allows the re-use of marking for assessment.