

From: [REDACTED]
To: [Education and Innovation Committee](#)
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To whom it may concern,

I have been in communication with the Education Dept. re Assessment in Maths, Chemistry and Physics in Queensland, since last year.

As regards the three topics in this letter, the aims of the topics will not be achieved because of the corrupt assessment system in the schools.

The students are not to blame, it is the QSA and its' failure to enforce a secure assessment system. I have been trying for the past 10 years, to get them to do something about the corrupted system.

Why should students actively attend classes, do homework and make the effort to understand processes in Maths and Physics, when all they need to do is to get a 'revision paper' 2 weeks before the exam, in order to achieve a satisfactory result? Students no longer struggle with concepts by taking work home, thereby learning from their own mistakes. They simply do not do any homework. Classrooms in these subjects are no longer WORKROOMS, they are SOCIAL GATHERINGS.

It is not surprising that when the students get to University, the lecturers find that they know little about the subject. They also plagiarize assignments, as stated by Prof Ridd, of James Cook University.

The University of Qld had to introduce a 'bridging course' in Algebra, for first year Engineering students, because they found that Students coming straight from Secondary Schools had insufficient grounding in Algebraic processes. This highlights the corrupted assessment system and the lack of standards.

Students are not learning about the processes of Maths and Physics at Secondary School level, as this requires time and effort by both Students and Teachers.

Human nature as it is, will always look for the short-cuts (cheating) and this is disasterous for the standards of Maths and Science in Secondary school. The Radford Report in the early '70s, required that 'internal exams' were NOT passed around willy nilly, to Teachers and Students. This was a bone of contention at the time, with the Qld. Teachers' Union and the Educations Dept. They wanted all teachers in the cohort to have access to the internal exams. They got their way and look at the RESULT!

Suggested solutions which will not cost the Government anything other than effort, by the Department, would be;

- Stop teachers passing around internal exams in their cohort
- Make sure the 'harder' topics in the curriculum are not left out by the Heads of Dept.
- Internal tutoring of new teachers by more competent, experienced staff members. A passion for teaching and knowledge of the subject, is what is important in new teachers.

There is no point in making new regulations, if the Education Dept (QSA) is

not going to police them!

Thank you for reading my submission.

Yours Faithfully,
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