

Education and Innovation Committee

From: Blum, Kathleen [REDACTED]
Sent: Monday, 13 May 2013 3:31 PM
To: Education and Innovation Committee
Subject: Parliamentary Enquiry into assessment in Maths, Physics and Chemistry.

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Dear Committee Members,

I have been teaching mathematics and physics and 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 limited, and my stress levels are dangerously high. In fact, I am looking for other work. I know that most of my colleagues also hate QSA's approach.

Perhaps more important, is the damaging effect this assessment is having on the students. They have too many long written assignments, are staying up till very late and have no time for regular revision of mathematics.

Assessing mathematics/physics/chemistry through long written assignments is not valid for many reasons:

- (1) There is the issue of who actually does the assignments,
- (2) Students do not learn as much maths/physics/chemistry by doing them,
- (3) these assignments use up much time, which could be used in learning fundamental maths/physics/chemistry.

The criteria paragraphs which QSA call standards, are the most tedious and ineffective thing I have ever seen. They are subjective and unhelpful. It would be much more efficient to add up marks and award percentages, as has always been done.

I would also support state-wide externally-set exams set by teams of experienced and currently practicing teachers and discipline experts, in preference to the current system of social moderation.

Please help us. I am at my wits end and students' knowledge levels are dropping compared with many other states.

Sincerely,

Kathleen Mary Blum

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