

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

I am concerned about the deterioration of our education system in Queensland. The following points especially relate to the current Inquiry into Senior Mathematics, Physics and Chemistry Assessment:

- For years I've felt frustrated by the flowery words on report cards. This edu-speak doesn't give a good indication of how children are going. I would like to see percentage scores from their tests.
- The extended research assignments are as big as anything done at third year uni. They are very stressful. The time these assignments take up, stops students from doing their other homework. It's also very hard for them to do enough hours and be awake for school the next day. They are HUGE.
- It's not right for students' grades to be based on these assignments, as they can be done by tutors or anyone. Senior assessment and university entrance are competitive, so the grading ought to be fair for students.
- There are too many assignments. Kids are spending all their time sitting at the computer doing assignments. They don't seem to be learning much - just getting the assignments done. Sitting at the computer for so long is not healthy, especially for young people.
- Mathematics, chemistry and physics are based on equations and so are best learned through homework practice. Writing assignments is better suited to other subjects like English or History.
- Calculators are overused. I want my children to be able to do basic maths without having to use a calculator.
- The teachers I know, are very stressed and short of time. Their paperwork demands are much more than they used to be. Our schools would be healthier if education was streamlined, and teachers had more time to prepare interesting lessons or coach a team.
- The whole education process currently seems nebulous and subjective. If schools used the same senior maths exam across the state, then this would provide a benchmark for employers and ensure consistency and fairness across the state.