

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

Dear Committee Members,

I have been a teacher of Science and Mathematics for 33 years. In this time the syllabus for mathematics has remained strong but unfortunately the marking procedure has been “hijacked” (in my opinion) by non-mathematicians. On the other hand Science has been completely decimated, not only is the marking procedure a problem the syllabus has been changed to such a degree that Universities feel obligated to teach all new Science students as if they have had no previous experience in the sciences.

The criteria paragraphs which QSA call standards, are the most tedious and ineffective thing I have ever seen. They are subjective and impossible to apply in a consistent and effective manner. Are marks and percentages “old hat” well maybe they are but the accuracy and consistency they provide cannot be achieved using any other system.

In particular I would like to know why, when the Chemistry syllabus/curriculum was being restructured, in about 2000, that a Chemistry teacher was not selected. I was told and I quote “A chemistry teacher was never going to get the job as we knew you wouldn’t change things”. Then a PE/Geography teacher was put in charge of the process. I will let you make your own decision about the implications of this information.

Does it now take me significantly longer to mark assessment item, YES. Is this going to stress me to a level where I will be unable to continue work NO. Is it all but impossible to mark assessment items consistently, YES. Is this going to stop me being a teacher, the answer is NO. However, are the students being disadvantaged, the answer to that one is a resounding, YES. If that is not a good reason for reviewing a dysfunctional system I really don’t know what argument I can put forward.

I am hopeful that this committee will finally ask and listen to teachers from the relevant teaching areas. Then establish a platform for future development of a syllabus that allows for effective learning and an assessment system that provides teachers with a chance to return to sound and consistent marking of all student work.

Sincerely,

Lawrence Kenneth KNAPMAN [REDACTED]