

# How Levels Cheat Your Child

“Levels” are being phased-in under the “OBE Compromise Scheme”: within two years, all Year 11 and 12 work will receive Levels instead of traditional marks.

**Levels are subjective descriptors that describe a standard of work. They are unclear, written in “edu-babble”, open to many different interpretations and difficult to apply.**

## Here is what can happen:

**Three teachers examine the same assignment:**

Teacher 1 (at an “academic” high school, such as Rossmoyne): “That looks like a **Level 6** to me.”

Teacher 2 (at the same school): “Hmmm, I think it’s only a **Level 5**.”

Teacher 3 (at a high school with low academic standards): “That’s lovely, Sally, the best in the class – I gave it a **Level 7**.”

**Sadly, a Level 6 will get your child a university place, but a Level 5 won’t. YOUR CHILD might well miss out.**

## Why will that happen?

**The Levels aren’t really “numbers” like percentages – they can be ordered and ranked (that is, we can say “5 is higher than 4”), but not added or multiplied.**

Instead of calling them Level 1, 2, 3... try calling them:

**“very cold – cold – cool – warm – very warm – hot – very hot – extremely hot” (that’s 8 of them).**

What I call “cool”, you call “cold”, and your neighbour from Darwin might even call “very cold” – what one teacher calls Level 3, another calls Level 4, or if the student is top of her class in a weak school, maybe even Level 6 or 7.

The Curriculum Council is trying to **AVERAGE them**, so we get results like “**WARM.2**”, “**COOL.5**” and “**HOT.8**”. **It’s nonsense ! Why not just say “the temperature is 32 degrees C” ?**

**Leveling is subjective at best, and academic fraud at worse.**

**STOP LEVELING !**

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