Report on the Scaling of the 2020 NSW Higher School Certificate

UAC

Contents

Preface

In New South Wales student achievement in Stage 6 (Years 11 and 12) is reported in two ways: through the Higher School Certificate Record of Achievement and through the Australian Tertiary Admission Rank (ATAR).

A student's Higher School Certificate Record of Achievement presents a profile of their achievement in the courses they have completed, both academic and vocational. Their achievement is reported in terms of the standards they have reached in the courses they have completed.

In contrast, the Australian Tertiary Admission Rank (ATAR) is a numerical measure of a student's overall academic achievement in the HSC in relation to that of other students. This measure allows the comparison of students who have completed different combinations of HSC courses and indicates the position of a student in relation to other students. The ATAR is calculated solely for use by universities, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to university.

Calculation of the ATAR is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors' Committee. The NSW Education Standards Authority (NESA) provides the HSC data from which the ATARs are calculated and the Universities Admissions Centre (UAC) advises individual students of their ATARs.

This report contains information on the calculation of the ATAR in 2020.

Assoc Prof Rod Yager
Chair, Technical Committee on Scaling
Macquarie University
March 2021

Acknowledgements

Calculating individual ATARs each year and distributing them to the students who requested them is a major task. It requires a high degree of expertise, commitment and co-operation between the staff of several agencies:

- staff of the NSW Education Standards Authority (NESA) who supply the HSC data from which the ATARs are calculated
- staff of UAC who distribute the ATARs to individual students, handle enquiries from students following the release of the results and distribute information about the ATAR to schools during the year
- members of the Technical Committee on Scaling who play a central role with responsibility for translating policy decisions into processes, and for developing and maintaining programs that ensure the integrity of the data and the accuracy of the individual ATARs
- those members of the Technical Committee on Scaling who work closely with the Chair of the Committee when the ATARs are calculated, and at other times during the year.

Without the skill and commitment of these people, the calculation and distribution of the ATARs would not be possible.

Definitions

ABS

The ABS is the Australian Bureau of Statistics.

ATAR cohort

ATAR cohort is used to refer to those students who received an ATAR in a particular year. The students may have accumulated courses over a five-year period.

ATAR courses

ATAR courses are Board Developed courses for which there are examinations conducted by NESA that yield graded assessments. Life Skills courses and Board Endorsed courses are not ATAR courses. If students wish to have English Studies, Mathematics Standard 1 or a VET course contribute to their ATAR eligibility requirements and calculation, they must enrol in the appropriate additional examination course and complete the examination.

Board Developed courses

Board Developed courses are courses whose syllabuses have been developed by NESA.

Board Endorsed courses

Board Endorsed courses are courses whose syllabuses have been approved by NESA but which do not have formal examinations conducted by NESA.

HSC cohort

HSC cohort refers to students who have completed at least one ATAR course in a particular year.

NESA

NESA refers to the NSW Education Standards Authority (NESA). Prior to 1 January 2017, NESA was known as the Board of Studies, Teaching and Education Standards (BOSTES).

VET examination courses

The VET Curriculum Frameworks are based on training packages where the assessment is competency based. As competency-based assessment does not yield a mark that can be used in the ATAR calculations, NESA introduced an additional course for each VET Curriculum Framework that includes an examination. If students wish to have a VET course contribute to their ATAR eligibility requirements and calculation, they must enrol in the appropriate additional course and complete the examination. These additional courses are termed VET examination courses. Students who do not want their VET courses to contribute towards their ATARs are not required to complete these optional examinations.

1 The Higher School Certificate (HSC)

The Higher School Certificate (HSC) is an exit certificate awarded and issued by NESA. It marks the completion of 13 years of schooling, is the gateway to further study and employment, and presents a profile of student achievement in a set of courses.

1.1 Eligibility for an HSC

To qualify for an HSC, students must complete a pattern of Preliminary and HSC courses containing at least 12 units of Preliminary courses and at least 10 units of HSC courses.

These HSC courses must include at least:

- 6 units of Board Developed courses
- 2 units of a Board Developed course in English
- three courses of 2-unit value or greater (either Board Developed or Board Endorsed courses)
- four subjects.

Further details about HSC eligibility and HSC courses can be found on NESA's website.

1.2 Reporting student achievement in the HSC

For most ATAR courses, NESA reports student achievement against published standards by:

- an examination mark
- a school assessment mark
- an HSC mark
- a performance band.

These results are shown on a student's Record of Achievement. A Course Report is also provided for most Board Developed courses. The report describes the standard achieved in the course using performance bands and provides a graph indicating the student's position in the course candidature.

1.2.1 Defining standards by performance bands

Standards in a course are described in terms of the content, skills, concepts and principles relevant to the course and represent the range of achievement expected of students completing the course. Performance band descriptors, which describe typical achievement at different standards (bands), have been developed for each course. There are six performance bands for 2-unit courses and four performance bands for Extension courses.

The percentage of students in any performance band depends only on how many students enrolled in that course perform at the standard specified by the performance band descriptor. There are no predetermined percentages of students to be placed in the performance bands.

It follows that, although the standards described by the performance bands in a course will be the same from year to year, standards in different courses are not the same as they are based on different criteria. Because of this, it should not be expected that the percentages of students in the six bands will be the same across courses. For any course, the percentages will also vary from year to year if the performance of the cohort choosing that subject changes.

The ranges of marks for the bands are as follows:

2-unit courses

Band	1	2	3	4	5	6
Mark range	0–49	50–59	60–69	70–79	80–89	90–100

Extension courses (except Mathematics Extension 2)

Band	E1	E2	E3	E4
Mark range	0–24	25–34	35–44	45–50

Mathematics Extension 2*

Band	E1	E2	E3	E4
Mark range	0–49	50–69	70–89	90–100

**Mathematics Extension 2 students have their achievement for both Mathematics Extension 1 and Mathematics Extension 2 reported using four bands but the mark range is out of 100 rather than 50.*

1.2.2 Examination marks

The examination mark reported on a student's Record of Achievement indicates the standard a student has attained in that examination. If, for example, a student's performance in the Society and Culture examination is at the standard described for Performance Band 3, the examination mark reported on their Record of Achievement for that course will lie between 60 and 69. In general, this mark, termed the aligned examination mark, will differ from the mark the student actually gained on the examination (the raw examination mark).

The aligned mark indicates the standard reached by a student and their position in the performance band. For example, a mark of 62 means that, while the student has performed at a Performance Band 3 standard, their achievement is towards the bottom of this band.

1.2.3 School assessments marks

To enable school assessments from different schools to be compared, marks submitted by schools (raw assessments) are first moderated using the raw examination marks gained by their students and then aligned to course standards. The school assessment marks reported on a student's Record of Achievement are the aligned school assessment marks.

The process used for the moderation of school assessments and subsequent alignment with standards ensures that the rank order of a school's students in a course is maintained.

1.2.4 HSC marks

For each course, students receive three marks — an examination mark, a school assessment mark and an HSC mark — all of which have been aligned to NESA's published standards and rounded to whole numbers. The HSC mark is the average of the examination mark and the school assessment mark. It is the HSC mark that determines a student's performance band for the course.

Further details about NESA's processes can be found on NESA's website.

2 The Australian Tertiary Admission Rank (ATAR) – an overview

2.1 Background

The Australasian Conference of Tertiary Admission Centres (ACTAC) agreed that, as of 2010, all states and territories would adopt a common name for the ranking index used to rank students for university admission. The agreed name was the Australian Tertiary Admission Rank (ATAR). The name change was to emphasise the common scale used for reporting student ranks. NSW and the ACT adopted the new name in 2009.

The ATAR is a numerical measure of a student's overall academic achievement in the HSC in relation to that of other students. This measure allows the overall achievement of students who have completed different combinations of HSC courses to be compared. The ATAR is calculated solely for use by tertiary institutions, either on its own or in conjunction with other criteria, to rank and select school leavers for admission. Calculation of the ATAR is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors' Committee.

The ATAR, which aims to provide a fair and equitable method of ranking applicants from all states, is based on the assumption that the age cohorts from which the states' Year 12 cohorts are drawn are equally able to undertake tertiary study. That is, if everyone in the age group completed Year 12, it would be fair to consider the same proportion of each state's students as admissible to any particular university course.

The result of this procedure in NSW is a number which represents the position of a student in the appropriate age cohort, based on their overall academic achievement in the HSC.

From 1998 until 2013 NSW used data from the School Certificate tests administered by NESA as the link that enabled the positions of HSC students relative to their Year 10 group to be estimated from their positions relative to their Year 12 group. With the move to the ATAR in 2009, the School Certificate group was augmented to more accurately reflect the entire HSC aged population of the state. The last School Certificate tests were held in 2011 so that procedure is no longer available.

From 2014 to 2016, a two-parameter logistic function was used to translate the HSC students' positions based on their scaled aggregate marks into ATARs. This was consistent with the procedure that had been used in most other jurisdictions without Year 10 examinations.

In 2016, all jurisdictions agreed to transition to a consistent process using a one-parameter cubic spline function, depending only on the proportion of the age cohort that is ATAR eligible, as the means for converting student aggregates into ATARs. This was implemented in NSW in 2017, and with Queensland adopting the same methodology in 2020, all jurisdictions across Australia are now using the one-parameter cubic spline function. It should be emphasised that these changes do not alter the rank order of students, and that the changes in methodology outlined above are sufficiently small to permit valid comparisons of ATARs obtained in different years.

The ATAR is calculated as a **number** between 0 and 99.95 with increments of 0.05. The ATAR is not a mark. Specifically, a student's ATAR indicates the position of that student relative to the entire HSC aged population of the state. Students who receive an ATAR of 80.00 in 2020, for example, have performed well enough in the HSC to place them 20% from the top if every HSC aged person in the state had been ATAR eligible.

Students who indicate on their HSC entry forms that they wish to be notified of their ATARs will receive an ATAR Advice Notice from UAC. ATARs are also made available to institutions for selection purposes.

2.2 Categorisation of ATAR courses

ATAR courses are assessed by formal examinations conducted by NESA and have sufficient academic rigour to be regarded as suitable preparation for university study.

ATAR courses are classified as either Category A or Category B courses. The criteria for Category A courses are academic rigour, depth of knowledge, the degree to which the course contributes to assumed knowledge for tertiary studies, and the coherence with other courses included in the ATAR calculations. Category B courses are those whose level of cognitive and performance demands are not regarded as satisfactory in themselves, but their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more academically demanding. Note that English Studies Examination, a Category B course introduced in 2019, can be used by students to satisfy the 2 units of English requirement for ATAR eligibility.

The Category B courses in 2020 were:

- Automotive Examination
- Business Services Examination
- Construction Examination
- Electrotechnology Examination
- English Studies Examination
- Entertainment Industry Examination
- Financial Services Examination
- Hospitality Examination
- Human Services Examination
- Information and Digital Technology Examination
- Mathematics Standard 1 Examination
- Metal and Engineering Examination
- Primary Industries Examination
- Retail Services Examination
- Tourism, Travel and Events Examination

2.3 Eligibility for an ATAR in 2020

To be eligible for an ATAR a student must have satisfactorily completed at least 10 units of ATAR courses, which included at least:

- 8 units of Category A courses
- 2 units of English
- three courses of 2 units or greater
- four subjects.

2.4 Calculation of the ATAR

The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- the best 2 units of English
- the best 8 units from the remaining units

provided that no more than two units of Category B courses are included in the aggregate.

Marks to be included in the ATAR calculations can be accumulated over a five-year period but if a course is repeated only the last satisfactory attempt is used in the calculation of the ATAR.

For students accumulating courses towards their HSC, scaled marks are calculated in the year the courses are completed.

2.5 The ATAR Advice Notice

The ATAR Advice Notice includes:

- the student's ATAR
- a list of the ATAR courses which the student studied and the categorisation of each course
- the number of units of each ATAR course that were actually included in the calculation of the ATAR.

While ATARs are calculated for all ATAR-eligible students, only those students who indicate on their HSC entry forms that they wish to be notified of their ATAR will have access to a digital ATAR Advice Notice.

There are two circumstances where an ATAR will not be shown on the ATAR Advice Notice. The first is when a student receives an ATAR between 0.00 and 30.00, in which case the ATAR will be indicated as '30 or less'. The second is when the student has not met the requirements for an ATAR, in which case the statement 'Not Eligible' will appear.

An example of an ATAR Advice Notice is given below.

UAC

AUSTRALIAN TERTIARY ADMISSION RANK.

2020 ADVICE

Full name	JANE CITIZEN
Year 12 student number	12XXXXXX
AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)	**75.80 *SEVEN*FIVE***EIGHT*ZERO***

Shown below are the ATAR courses which were available for inclusion in the ATAR, together with the units that were actually included in the calculation. Information about ATAR eligibility and the calculation of the ATAR are available at http://www.uac.edu.au/atar

Course name	Category	Year completed	Unit value	Units included in calculation of ATAR
Business Studies	A	2020	2	2
Economics	A	2020	2	2
English Advanced	A	2020	2	2
Mathematics Advanced	A	2020	2	2
Textiles and Design	A	2020	2	2

Dr David Christie
Managing Director
14 December 2020

This notice is **digitally signed** by Universities Admissions Centre and registered on the **Ethereum Blockchain** network.

To verify the validity of this notice, scan the QR code using a compatible mobile phone, or visit the link below and enter the Year 12 student number and date of birth.

https://verify.uac.edu.au/digital-atar/2018/XXXXXXXX-xxxx-XXXX-xxxx-XXXXXXXXX

Universities Admissions Centre (NSW & ACT) Pty Ltd
Quad 2, 6 Parkview Drive, Sydney Olympic Park NSW
post: Locked Bag 112, Silverwater NSW 2128
website: www.uac.edu.au

ACN 070 055 935 | ABN 19 070 055 935

3 Calculating the ATAR in 2020

3.1 Overview

Tertiary institutions are concerned with ranking school leaver applicants. From their perspective, the importance of HSC marks is that they convey information about a student's position in relation to other students.

With the exception of English, which is compulsory, students are free to choose their courses of study. Consequently, individual course candidatures vary in size and nature, and there are many different enrolment patterns. In 2020 there were 25,917 different enrolment patterns for ATAR eligible students; only 218 of these 25,917 combinations were completed by 20 or more students and 18,845 were taken by only one student. Given the choice available, it follows that a student's rank in different courses will not necessarily have the same meaning, as good rankings are more difficult to obtain when the student is competing against students of high academic ability.

Because of the lack of comparability of HSC marks achieved in different courses, either when reported against standards or in terms of ranking, marks of individual students are scaled before they are added to give the aggregates from which the ATARs are determined.

The scaling process is designed to encourage students to take the courses for which they are best suited and which best prepare them for their future studies. The underlying principle is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another. The scaling algorithm estimates what students' marks would have been if all courses had been studied by all students and all courses had the same distribution of marks.

The scaling model assumes that a student's position in a course depends on the student's developed ability in that course and the 'strength of the competition'. Since the ATAR is a rank that reflects academic achievement, 'strength of the competition' is defined in terms of the demonstrated overall academic attainment of a course candidature.

Scaling first modifies the mean, the standard deviation (SD) and the maximum mark in each course. Adjustments are then made to the marks of individual students to produce scaled marks, which are the marks the students would have received if all courses had the same candidature and the same mark distribution.

Although scaled marks are generally different from the raw marks from which they are derived, the ranking of students within a course is not changed.

Once the raw marks have been scaled, aggregates are calculated for ATAR-eligible students. In most cases, the ranking or order of merit based on these aggregates is quite different from the order of merit using aggregates based on HSC marks.

The penultimate step is to determine what the percentiles would have been if all HSC aged persons in the state were eligible for an ATAR. The last step is to truncate these percentiles to the nearest 0.05. These are the ATARs.

Each ATAR corresponds to a range of aggregates. The target for the number of students with each ATAR varies and is calculated using the cubic spline function referred to in section 2.1. The presence of candidates tied on the same aggregate means that the actual number of students with each ATAR may differ slightly from the calculated target.

The scaling process is carried out afresh each year. It does not assume that one course is intrinsically more difficult than another or that the quality of the course candidature is always the same. All students who complete at least one ATAR course in a given year are included in the scaling process for that year. Students who are accumulating courses towards their HSC have their scaled mark for each course calculated in the year that the course is completed.

3.2 The scaling process in 2020

Despite the disruptions experienced in 2020 and the consequent changes to the examination arrangements in some subjects, the scaling procedure used to produce the aggregates in 2020 was unchanged from that used in 2019.

3.2.1 Marks used in the ATAR calculations

For each course a student completes, NESA provides the following marks:

- a raw examination mark
- a raw moderated school assessment mark[1]
- an examination mark, which has been aligned to course standards
- a moderated school assessment mark, which has been aligned to course standards
- an HSC mark.

All marks are provided on a 1-unit basis to one decimal place. In the description of the scaling process that follows, to cater for both 2-unit and Extension courses, marks are described on a 1-unit basis.

3.2.2 Raw HSC marks

Raw HSC marks, rather than NESA's reported HSC marks, are used in the scaling process. A student's raw HSC mark in a course is the average of their raw examination mark and their raw moderated school assessment mark. These marks are not reported to students.

3.2.3 Combined courses

As NESA places English Studies, English Standard and English Advanced raw marks on a common scale, these courses are combined and scaled as a single course but are reported as separate courses in order to be consistent with NESA's reporting practice.

Similarly, while the examinations for the Automotive, Information and Digital Technology, and Hospitality VET Frameworks are separated into two or more streams, NESA places the raw examination marks for the various streams in each framework on a common scale. Consequently, the Automotive Exam, Information and Digital Technology Exam and Hospitality Exam are each scaled as a single course.

In 2020, NESA implemented changes to the examination arrangements for Mathematics Standard 1, Mathematics Standard 2 and Mathematics Advanced which enables them to provide additional information which could be used as the basis for placing the raw marks of these three subjects on a common scale. Currently, neither NESA, nor the ATAR calculation process make any use of this data. While studies are underway to evaluate its usefulness and reliability for ATAR calculation, there are no current plans to change the scaling procedures used for these courses. If it is determined that changes are desirable, they will be announced before the first cohort affected begins their Year 11 studies.

3.2.4 Initial standardisation

Before the scaling algorithm is implemented, a linear transformation is applied to the raw HSC marks in each course to set the top mark to a common value. The marks in each course are then standardised to a mean of 25 and standard deviation of 12 on a 1-unit basis.

[1] *These are school assessment marks that have been moderated using the raw examination marks*

3.2.5 Calculating scaled means and standard deviations

The model underpinning the scaling algorithm specifies that the scaled mean in a course is equal to the average academic achievement of the course candidature where, for individual students, the measure of academic achievement is taken as the average scaled mark in all courses completed. The model specification leads to a set of simultaneous equations from which the scaled means of 2-unit courses are calculated.

The scaled standard deviation for a 2-unit course is the standard deviation of the measure of overall academic achievement of the candidature of that course.

For Extension courses, the scaled means and standard deviations are determined by the performance of the Extension students on the corresponding 2-unit courses. The exceptions are History Extension which can be completed by both Modern History and Ancient History students, Science Extension which can be taken by students doing up to three 2-unit science courses (out of Biology, Chemistry, Earth and Environmental Science, Investigating Science and Physics), and the second Extension courses in English and Mathematics: English Extension 2 and Mathematics Extension 2.

A scaled mean is determined for the Modern History students in History Extension on the basis of their performance in the 2-unit Modern History course. A scaled mean for the Ancient History students in History Extension is found in a similar manner. The scaled mean for History Extension is then set equal to the weighted average of these two scaled means. The scaled standard deviation is found in a similar manner.

In the same way, the scaled mean and standard deviation of Science Extension are the weighted average of the scaled means and standard deviations of five groups of students, with each of the scaled mean and standard deviation calculated for students in Science Extension on the basis of their separate performances in 2-unit Biology, Chemistry, Earth and Environmental Science, Investigating Science and Physics.

Scaled means and standard deviations for English and Mathematics Extension 1 courses are calculated as described above. The scaled mean and standard deviation for the Mathematics Extension 2 course are then determined by the performance of the Extension 2 students in the Mathematics Extension 1 course. For English Extension 2, the scaled mean and standard deviation are determined by the performance of the Extension 2 students in English Advanced. (This option is not available for Mathematics as the Extension 2 students do not complete the Mathematics 2-unit paper.)

3.2.6 Setting maximum marks

The maximum scaled mark in a course is determined according to the academic quality of the course candidature in such a way that the maximum scaled mark for the combined 2-unit English candidature is 50 on a 1-unit basis. With the introduction of English Studies Examination in 2019, the combined 2-unit English candidature consists of students who have taken English Studies Examination, English Standard and English Advanced.

In 2020 the maximum scaled mark in a course was given by the smaller of 50 and the scaled mean + 2.47 times the initial scaled standard deviation, where the scaled mean and initial scaled standard deviation of the course are determined using the scaling algorithm.

The multiple used here to determine the maximum scaled mark in a course, which in 2020 was 2.47, is calculated afresh each year.

3.2.7 Scaling individual marks

Once the scaled means and standard deviations are determined, individual raw marks are scaled using a non-linear transformation which preserves the scaled mean and standard deviation of a course and restricts the scaled marks to the range (0–50).

If this transformation results in a maximum scaled mark which is less than the maximum scaled mark described in 3.2.6, a further linear transformation is applied. The effect of this linear transformation is to increase the standard deviation so that the actual maximum scaled mark in the course is changed to be the same as the maximum scaled mark described in 3.2.6. This further transformation does not affect the scaled mean. In all tables presented in this report, the modified scaled standard deviations rather than the initial scaled standard deviations are shown.

For some courses with very small candidatures the non-linear transformation is not always appropriate, in which case alternative transformations, which are consistent with the principles of the scaling algorithm, are used.

3.2.8 Calculating aggregates and ATAR-eligible percentiles

Aggregates of scaled marks are calculated to one decimal place according to the rules described in section 2.4. In 2020 there were 4,512 distinct aggregates. There are a large number of tied results with some aggregates shared by 30 or more students.

Table 3.1 shows the ATAR-eligible percentiles (the percentage of the ATAR cohort who have received an aggregate mark less than or equal to a given aggregate) corresponding to selected aggregates for the 2020 ATAR cohort. From the table, it can be seen that, for example, 77.1% of the 2020 ATAR cohort received an aggregate mark of 350 or less.

Table 3.1 ATAR-eligible percentiles corresponding to selected aggregates in 2020

Aggregate	ATAR-eligible percentile
450.0	98.5
400.0	90.6
350.0	77.1
300.0	60.9
250.0	43.9
200.0	27.9
150.0	14.5

3.2.9 Calculating the ATAR

In 2020 a one-parameter cubic spline model was used to translate the ATAR-eligible percentiles into ATARs. This model was adopted by some jurisdictions in 2016, was used in all jurisdictions except Queensland from 2017, and was adopted by Queensland in 2020. The model depends only on the participation rate observed in the jurisdiction.

The specific form of the cubic spline function will depend on the proportion of students in the target population who are ATAR-eligible. This proportion is called the participation rate. The target population served by UAC consists of students from the ACT and NSW. In 2020 the ACT and NSW combined participation rate, determined using ABS data, was 57.8%, down from 58.5% in 2019. To avoid distortions to the model that might impact the comparability of ATARs obtained in different jurisdictions, the processes described in this section are implemented with reference only to the results of students whose studies took place in NSW or the ACT and who were aged 16-20 on 30 June 2020.

For jurisdictions with participation rates between 25% and 75%, the model expects that the proportion of people whose percentile rank within the target population is x who will be ATAR eligible is given by

$$\frac{x^3}{(1000\alpha)^2} \text{ if } 0 \le x \le 100\alpha \text{ and } 1 - \frac{(100-x)^3}{(1000-1000\alpha)^2} \text{ if } 100\alpha \le x \le 100$$

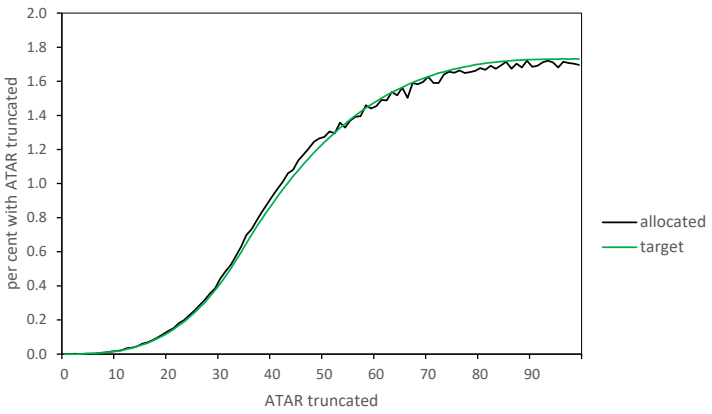
where α is 1.5 – 2*(participation rate). In 2020, the value of α in NSW was 0.34.

In particular, the model expects all the most able candidates to complete Year 12 and be eligible for an ATAR, and so the top category should contain 1/2000th of the target population. In 2020 this target frequency for an ATAR of 99.95 was N = 49 for ACT and NSW combined, meaning that the number of students from these two jurisdictions receiving 99.95 should not exceed 49.

With the 2020 ACT and NSW combined participation rate, the model expects that 93.7% of candidates who are at the 70th percentile in the target population will complete Year 12 and be eligible for an ATAR. Accordingly, the target frequency for an ATAR of 70.00 is 93.7% of 1/2000th of the target population, which was 46 students.

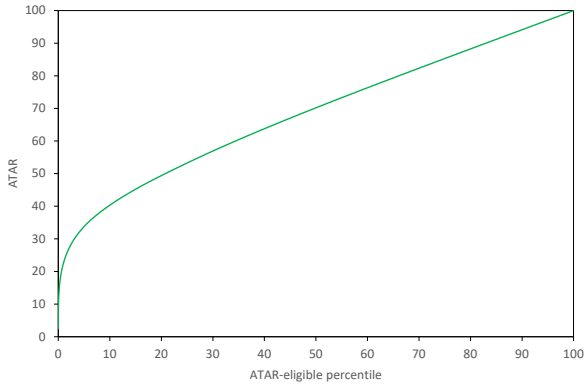
In order to implement this model, each ACT student is allocated a notional aggregate using the process to equate NSW HSC and ACT Board of Senior Studies results in use since 2006. (Annual studies are undertaken to ensure that this process continues to be valid). Starting with the highest aggregate, the candidates are progressively allocated to ATAR bands to achieve the cumulative target frequencies, without exceeding them. (In 2020, the 99.95 ATAR band consisted of 47 NSW students and 2 ACT students.) There is noise in the allocation due to ties in the aggregates. The resulting pattern is shown in Figure 3.1.

Figure 3.1 Percentage of NSW ATAR-eligible students in each ATAR truncated band in 2020



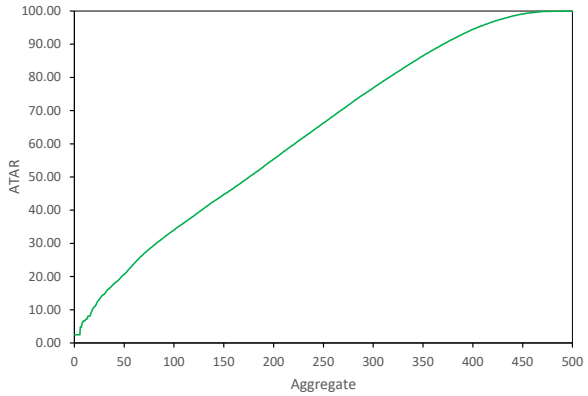
The relationship between the NSW ATAR and ATAR-eligible percentile in 2020 is shown in Figure 3.2.

Figure 3.2 The relationship between NSW ATAR and ATAR-eligible percentile in 2020



The relationship between aggregates and ATARs in 2020 is shown graphically in Figure 3.3.

Figure 3.3 Relationship between aggregate and NSW ATAR in 2020



Each ATAR corresponds to a range of aggregate marks. The range of aggregates corresponding to one ATAR is greatest in the extremes of the distribution of aggregates and smallest near the middle of the distribution of aggregates. Table 3.2 gives ATARs for selected aggregates based on the 2020 data.

Table 3.2 Relationship between NSW aggregate and ATAR in 2020

Aggregate	ATAR
450.0	99.10
400.0	94.50
350.0	86.50
300.0	76.85
250.0	66.25
200.0	55.35
150.0	44.70

4 The HSC and ATAR in 2020 – some results

4.1 Overview

A total of 75,040 students completed at least one HSC course in 2020, but 4,574 were removed from the database as they completed no ATAR course. Of the remaining pool of 70,466 students, 89.6% received an HSC and 77.9% received an ATAR. There were 345 students who received an ATAR but did not receive the HSC award, primarily because they had not yet provided evidence of meeting the minimum standards in literacy and numeracy, a requirement for the HSC award introduced by NESA for the 2020 Year 12 cohort. While courses contributing to the underlying aggregate may be accumulated over a five-year period, 93.1% of those receiving an ATAR in 2020 included only 2020 courses in their aggregate.

The percentage of students enrolled in at least one ATAR course who were female was 52.8% (up from 52.3% in 2019), and 54.4% of students who received an ATAR were female (also up from 53.7% in 2019).

4.2 Percentage of students receiving an ATAR

HSC students who do not receive an ATAR fall into one of two broad groups:

- Those who are studying less than 10 units. These include private study students who enrol in one or two courses, mature age students who are studying a limited HSC program and students who are accumulating their HSC over two or more years.
- Those who enrol in a full HSC program which does not satisfy the requirements for an ATAR. These students normally complete 6 or 8 units of Board Developed courses, and choose the remaining units from Board Endorsed courses. They receive an HSC but not an ATAR. In 2020 there were 8,605 such students.

Table 4.1 Proportion of students receiving an ATAR, 2016–2020

		Students receiving an ATAR	
Year	HSC candidature	Number	%
2016	72,014	55,956	77.7
2017	72,708	57,061	78.5
2018	71,407	56,127	78.6
2019	69,560	55,031	79.1
2020	70,466	54,894	77.9

4.3 Number of units of ATAR courses completed

The pattern in 2020 was similar to that observed in 2019, with 49.3% completing exactly 10 ATAR units and 29.0% completing more than the required minimum number of ATAR units (Table 4.2).

Table 4.2 Percentage of students completing specified numbers of units[1] of ATAR courses, 2016–2020

				2020	
Number of units	2017 %	2018 %	2019 %	%	Number
1	0.5	0.6	0.7	0.7	466
2	7.4	7.4	7.3	8.0	5,656
3	0.6	0.6	0.5	0.6	409
4	4.9	4.7	4.2	4.4	3,070
5	0.1	0.1	0.2	0.1	69
6	4.8	4.8	4.3	4.6	3,257
7	0.1	0.1	0.1	0.1	96
8	2.8	2.8	3.0	3.1	2,168
9	0.1	0.1	0.1	0.1	104
10	47.1	48.3	49.0	49.3	34,749
11	17.2	16.8	17.5	16.8	11,852
12	12.7	12.1	11.3	10.7	7,535
13	1.3	1.3	1.3	1.2	811
14	0.3	0.2	0.3	0.3	195
15+	0.1	0.0	0.1	0.0	29
HSC cohort	**72,708**	**71,401**	**69,560**		**70,466**

[1] *The units include current year units and units accumulated in previous years.*

4.4 Course enrolments – Table A1

Table A1 in the Appendix provides for each course the size of the candidature, the number who received an HSC in 2020, the number who received an ATAR in 2020, the percentage of females and the maximum ATAR gained by a student enrolled in that course. The table includes students who completed the course in 2020 as well as those who completed the course in previous years and completed at least one ATAR course in 2020. The table excludes courses where there were less than 10 students.

What is clear is that in almost all courses some students gained an ATAR in excess of 95.00, and for the majority of courses the maximum ATAR is higher.

In Table A6 we have included a column showing for each course the maximum ATAR of any student doing the course in any year and including all units from that course in the ATAR calculation. For the vast majority of courses, the values for the maximum ATAR in Tables A1 and A6 agree.

The pattern of 'male-dominated' and 'female-dominated' courses was similar to the pattern exhibited previously. Female students were in the majority in languages, creative arts and the humanities, while males were in the majority in technology and computing courses.

A total of 20,045 students enrolled in at least one VET course, of which 11,680 students enrolled in a VET examination course. The proportion taking a VET examination course (58.3%) is lower than the corresponding proportion for 2019 (61.2%).

Overall, 77.9% of the 2020 HSC cohort received ATARs but the percentage varied across courses, from 51.9% to 99.7% for Category A courses with candidatures exceeding 100. For students enrolled in any VET courses, the overall figure was 52.5% but was higher, at 78.3%, for students enrolled in VET examination courses.

4.5 Distributions of HSC marks – Table A2

Table A2 in the Appendix shows the distributions of HSC marks in 2020. For each course the percentage of students in Bands 2 to 6 are given, together with the median HSC mark and the Band in which the median lies. Data are not provided for courses with less than 10 students.

Since the introduction of standards referenced reporting in 2001, marks reported to students have not been constrained to a set distribution. Students demonstrating the highest level of achievement in a 2-unit course are placed in Band 6 and receive HSC marks of 90 and above. The data show clearly that patterns of HSC marks vary across courses.

There are few students in Band 1. For most 2-unit courses the median HSC mark lies in Band 4.

Comparison of Table A2 with the corresponding table in 2019 shows that distributions of HSC marks have changed for some courses (see section 5.1).

4.6 Descriptive statistics of HSC and scaled marks – Table A3

Table A3 in the Appendix presents, for each course, descriptive statistics and the 99th, 90th, 75th, 50th and 25th percentiles for HSC and scaled marks. Data is not provided for courses with less than 10 students or courses in which all the students have a total of less than 25 results from other current year scaling courses. Percentiles are not included for courses with less than 40 students.

Although HSC marks are not used as the basis for scaling they are shown in Table A3 because raw marks are not released to students or teachers and hence cannot be presented in this report. Scaled marks are generally lower than HSC marks: few students receive HSC marks less than 25 (on a 1-unit basis) whereas the average scaled mark for the total HSC candidature is approximately 25.

In the table, marks are shown on a 1-unit basis, so the range is 0 to 50. The percentiles in a course are based on all students completing that course in 2020 irrespective of whether they were eligible for an ATAR or not.

When reading the table, it must be remembered that an HSC mark indicates a standard reached whereas a scaled mark reflects the position a student would have obtained in the course candidature had all students completed that course. Because HSC marks and scaled marks serve different purposes, comparing HSC and scaled marks is of little value and can lead to misinterpretations that may adversely affect student choices of courses to study.

Table A3 should not be used as a simple HSC to scaled mark conversion table for reasons explained below.

NESA reports HSC marks rounded to the nearest integer whereas raw marks are calculated to one decimal place. NESA aligns the raw marks to bands that best describe the standards that the students achieve. This can compress a range of raw marks to a smaller number of HSC marks. For example, all Band E4 performances in an Extension course (except for Mathematics Extension 2) are allocated one of the six integer marks 45 to 50. Thus after aligning and rounding, for each HSC mark there can be a range of raw marks and hence a range of scaled marks. There is, in general, no unique scaled mark for an HSC mark.

A given HSC mark often corresponds to a range of raw and scaled marks and hence to a range of percentiles. Table A3 gives the HSC mark at the specified percentile. Not all students with that HSC mark will be at that percentile when the raw marks are considered. For example, in History Extension the HSC mark at the 90th percentile was 46.0. Students with a History Extension HSC mark of 46.0 in fact corresponded to the scaled mark percentile range 83.3 to 93.0.

The scaled marks reported in Table A3 are the scaled marks at the specified percentiles. The 90th percentile of the scaled mark distribution in History Extension was 42.2 but there was a range of scaled marks achieved by those with an HSC mark of 46.0.

Looking at Music Extension in Table A3 we see that the 99th and 90th percentiles of the HSC distribution are both 50.0 whereas the scaled marks at the corresponding percentiles are 50.0 and 49.5. This illustrates that there is not a unique scaled mark corresponding to a given HSC mark.

The primary purpose of Table A3 is to show the relativities between courses. For example, Table 4.3 shows the scaled marks corresponding to the 90th and 50th percentiles for English Extension 1, Design & Technology and Visual Arts.

Table 4.3 Scaled marks for selected percentiles

		Scaled mark for	
Course	Scaled mean	P90	P50
English Extension 1	36.4	43.8	37.4
Design & Technology	22.2	37.2	21.7
Visual Arts	21.9	37.8	21.2

Design & Technology and Visual Arts have similar scaled means and similar scaled marks corresponding to the 90th percentile. English Extension 1 has a higher scaled mean and higher scaled marks at corresponding percentiles. The table shows that the students who are at the 90th percentile of the Design & Technology and Visual Arts candidatures have similar scaled marks for those courses to the middle candidate in English Extension 1.

4.7 Distribution of ATARs – Table A7

Table A7 in the Appendix shows the distribution of ATARs. ATARs are not evenly distributed. For most ATARs the number of students on that ATAR lies between 20 and 50. The number of students on an ATAR is less for lower ATARs.

An ATAR of 99.00 does not represent the top 1% of the ATAR cohort; 1.7% of the 2020 ATAR cohort actually gained an ATAR of 99.00 or above. It does, however, represent the level of achievement necessary to be in the top 1% if all HSC aged people in NSW had completed studies that made them ATAR eligible in 2020. From Table 4.4 we see that in 2020 17.0% of the ATAR-eligible students received an ATAR of 90.00 or above and 33.9% gained an ATAR of 80.00 and above.

Table 4.4 Percentage of ATAR students receiving specific ATARs and above, 2016–2020

ATAR	2016 %	2017 %	2018 %	2019 %	2020 %
99.00	1.7	1.6	1.7	1.7	1.7
95.00	8.3	8.2	8.3	8.4	8.5
90.00	16.5	16.4	16.7	16.8	17.0
80.00	32.6	32.7	33.3	33.4	33.9
70.00	48.0	48.5	49.5	49.6	50.3
60.00	62.3	63.5	64.6	64.8	65.6
50.00	74.7	77.0	78.2	78.6	79.2

Table 4.5 shows the median ATAR and the median ATAR for male and female candidates for the years 2016–2020.

Table 4.5 Median ATAR, 2016–2020

Year	Median ATAR all students	Median ATAR female	Median ATAR male
2016	68.65	70.45	66.55
2017	69.00	70.15	67.65
2018	69.65	71.10	67.80
2019	69.75	71.10	68.05
2020	70.15	71.30	68.70

In 2020, 48 students received the top ATAR of 99.95. They comprised 33 males and 15 females from a mix of government and independent schools. (The apparent discrepancy with the information in 3.2.9 is due to the fact that one of these students studied offshore.)

4.8 ATAR percentiles and relationship between ATAR and aggregates – Tables A8, A9

Table A8 in the Appendix shows the ATAR corresponding to selected ATAR-eligible percentiles. For example, 10% of the ATAR cohort in 2020 received an ATAR of 94.10 or above.

Each ATAR corresponds to a range of aggregates and the figures provided in Table A9 in the Appendix show the minimum aggregate corresponding to selected ATARs.

4.9 Relationship between subject choice, band and ATAR

There is considerable interest in the relationship between student's selection of HSC courses and ATAR. As mentioned in 3.1, students present an extraordinarily large range of HSC course combinations, and so it is not possible to describe a typical HSC result associated with a particular ATAR. However, some insight can be gained from Table 4.6 which lists the 10 most common HSC course/band combinations for students in selected ATAR ranges. The patterns illustrate that the most able students generally choose the more demanding courses in subjects where choice is available, and that the reported HSC performance bands, at least for the most common courses, are reasonably consistent at most points in the ATAR spectrum.

Table 4.6 The 10 most common HSC courses and results achieved by students at selected ATAR ranges, 2020

ATAR range	HSC Course	HSC Band	Percentage of students in this ATAR range with this result contributing to their ATAR
99.00 – 99.95	English Advanced	6	83%
	Mathematics Extension 1	E4	83%
	Mathematics Extension 2	E4	60%
	Chemistry	6	58%
	Physics	6	36%
	Mathematics Advanced	6	20%
	Economics	6	19%
	Biology	6	18%
	English Extension 1	E4	15%
	Modern History	6	15%
90.00 – 90.95	English Advanced	5	67%
	Biology	5	28%
	Mathematics Advanced	5	27%
	Mathematics Extension 1	E3	23%
	Chemistry	5	18%
	Business Studies	5	18%
	Modern History	5	17%
	Mathematics Advanced	6	16%
	English Standard	5	15%
	Mathematics Standard 2	5	14%
70.00 – 70.95	English Standard	4	46%
	English Advanced	4	32%
	Mathematics Standard 2	4	29%
	Biology	4	29%
	Business Studies	4	24%
	Mathematics Advanced	4	18%
	Mathematics Standard 2	5	16%
	PDH&PE	4	16%
	Modern History	4	14%
	English Advanced	5	12%
50.00 – 50.95	English Standard	3	44%
	Mathematics Standard 2	3	39%
	English Standard	4	37%
	Business Studies	3	23%
	Biology	3	23%
	PDH&PE	3	21%
	Community & Family Studies	4	17%
	Mathematics Standard 2	2	14%
	Mathematics Standard 2	4	14%
	Modern History	3	13%

4.10 Gender differences

As in previous years, female students outperformed male students in the majority of courses and had a higher median ATAR. The percentages of students receiving ATARs on or above specified values who were female are given in Table 4.6.

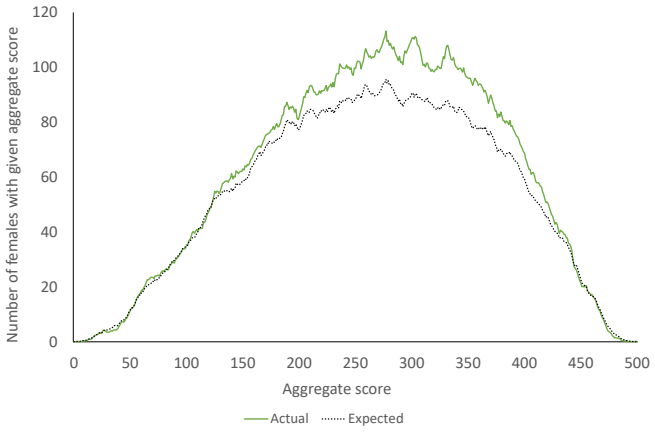
Table 4.7 Percentage of students receiving ATARs on or above specified values who were female, 2016–2020

ATAR	% female 2016	% female 2017	% female 2018	% female 2019	% female 2020
99.00	45.9	44.2	45.9	47.2	45.1
98.00	47.2	46.6	51.0	52.6	47.9
95.00	52.2	51.1	55.4	55.8	51.7
90.00	54.4	53.6	58.0	57.7	54.3
80.00	56.7	55.5	58.5	56.9	56.1
70.00	56.3	55.7	53.2	57.2	56.4
60.00	55.5	55.4	53.5	53.0	56.1
50.00	54.8	55.0	48.0	54.8	55.4
40.00	54.3	54.5	50.4	48.4	55.0
30.00	53.9	54.0	47.6	46.5	54.5
Total cohort	53.3	53.7	53.7	54.1	54.4

In 2020, the HSC-aged population of NSW was 94,309, of whom 45,890 (48.7%) were female. If there were no gender-based difference in HSC participation and performance, one would therefore expect 48.7% of the candidates with a particular aggregate score to be female. The solid line in Figure 4.1 shows the number of female students on each aggregate score (smoothed by taking a moving average), while the dotted line shows the expected number (48.7% of the total number of students with that aggregate score.)

It is evident from Figure 4.1 that the number female students on a particular aggregate score is in very close agreement with this expected number for aggregate scores above 444 (ATAR 98.75) and below 123 (ATAR 39.00), indicating that participation and performance at the top and bottom of the aggregate range is not significantly influenced by gender. However, there are considerably more females than would be expected given their proportion in the HSC-aged population on almost every aggregate score between 123 and 444, reflecting higher retention rates and better performance for females in this range.

Figure 4.1 Number of females on each aggregate score compared with the expected number if there were no gender-based differences in participation or performance



4.11 University offers

UAC makes several rounds of offers for semester 1 courses, starting from August and going through to February. The majority of offers to Year 12 students are made in December and January.

Of the 54,894 students who received an ATAR in 2020, 78.8% applied through UAC for a university course. The table below shows that the higher the ATAR, the greater the percentage of students applying for university through UAC.

Table 4.8 Applicants for university places by ATAR – domestic and international

		Applicants	
ATAR band	Total number of students	Number	Percentage[1]
90.00 – 99.95	9,343	9,132	97.7
80.00 – 89.95	9,276	8,774	94.6
70.00 – 79.95	8,992	8,023	89.2
60.00 – 69.95	8,411	6,761	80.4
50.00 – 59.95	7,475	5,183	69.3
Below 50.00	11,397	5,380	47.2
Total	54,894	43,253	78.8

[1] *These are percentages of the total number of students in the given ATAR band.*

Of those domestic students applying through UAC for undergraduate courses in semester 1, 92.5% were made at least one offer of a place. Of these applicants receiving at least one offer, 64.2% had an ATAR of 70 and above, and 91.0% had an ATAR of 50 and above.

It is important to note that not all applicants are made an offer solely on the basis of their ATAR. For some courses, alternative criteria are used and ATARs are not considered at all, and for other courses ATARs are supplemented by additional criteria.

5 Trends and other issues

5.1 Variation in patterns of HSC marks – Tables A4, A5

As noted in Chapter 3, the scaling process uses the raw marks, not the HSC marks that NESA uses to report student achievement. Further, the raw marks for each course undergo an initial standardisation to a common mean and standard deviation before the scaling algorithm is implemented. The HSC marks that NESA uses to report student achievement are not used in the scaling process so any variation in the distribution of these marks across courses does not impact on the ATAR calculation.

A common question is whether changes in the pattern of HSC marks from one year to the next affects the pattern of scaled marks and hence the pattern of ATARs. For the reason given above, the answer is no. It is to be expected that the patterns of HSC marks may change from year to year, reflecting differences in student achievement against the published standards in individual courses. In contrast, one would expect to see differences in the patterns of scaled marks only if the overall academic quality of a course candidature changed.

Tables A4 and A5 in the Appendix show the distributions of HSC and scaled marks, respectively, in 2020 and 2019. The marks are on a per-unit basis (0–50) and courses with less than 40 students in either year are not included. Table A4 shows the percentages of each course candidature with an HSC mark less than 45, 40, 35, 30 and 25 for 2020 and 2019. Table A5 provides similar information for scaled marks. The data show that while the distributions of HSC marks have changed for some courses, the distributions of scaled marks were generally the same.

Legal Studies is an example of a course where the candidature was comparable between 2019 and 2020 but there is a change in the distributions of HSC marks (Table 5.1). The distributions of scaled marks in the two years were, however, similar.

Table 5.1 Distributions of HSC and scaled marks for Legal Studies, 2019 and 2020, on a 1-unit basis

			Percentage of students with mark less than:				
Mark	Year	Number	45	40	35	30	25
HSC mark	2020	10,651	84.8	60.1	31.8	10.8	2.5
	2019	10,516	86.4	58.4	34.3	15.7	5.7
Scaled mark	2020	10,651	98.4	90.7	78.6	65.4	50.2
	2019	10,516	98.7	91.4	78.2	62.6	47.7

Taken together, the data indicate that the 2020 candidature in Legal Studies performed less well than the corresponding cohort in 2019 in terms of the performance standards for Legal Studies. However, their overall performance as judged by their scaled marks is almost the same.

5.2 Distributions of English and mathematics marks: 2017–2020

Because all students study English, and most study Mathematics, comparative data are shown for English and Mathematics courses for the four years, 2017 to 2020. Table 5.4 shows the distributions of HSC marks and Table 5.5 shows the distributions of scaled marks.

Compared to 2019, there were small increases in the number of students completing English Extension 1 and English Extension 2 in 2020. English Studies Examination was offered as a Category B for the first time in 2019 and could be used to meet ATAR eligibility requirements, and 1,274 students completed this course in 2020, up from 993 in 2019. English Advanced had fewer students in 2020 than in 2019, whereas English Standard had more.

In 2020, 13.5% of ATAR eligible students did not complete a mathematics course and 20.5% of those awarded an HSC did not include a Board developed mathematics course in their Year 12 HSC subjects.

When considering the English marks, recall English Studies Examination, English Standard and English Advanced are scaled as a single group. In 2020, English Studies Examination, English Standard and English Advanced all shared common questions worth 26 marks. In addition, English Studies Examination shared an additional question worth 4 marks with English Standard, and English Advanced shared three additional questions worth 30 marks with English Standard. These shared elements provide sufficient information for NESA to calibrate the marks on the remaining 57% of the English Studies Examination paper, 44% of the English Advanced Examination papers and 40% of the English Standard Examination papers so that they are all on the same calibrated raw mark scale. NESA then moderates school assessments for English Studies Examination, English Standard and English Advanced using these calibrated raw marks, and the usual NESA Standard Setting process is applied to transform these calibrated marks into HSC marks aligned to the common standard shared by all three courses, and these aligned marks are reported to students.

It is the calibrated raw marks for English Standard Examination, English Standard and English Advanced which are used for scaling. These marks are all combined and scaled as a single course. Thus, a given calibrated raw HSC mark yields the same scaled mark for English Studies Examination, English Standard and English Advanced students.

By contrast, the courses Mathematics Standard 1, Mathematics Standard 2 and Mathematics Advanced are distinct 2-unit courses. In 2020, all three papers shared 3 items in common worth a total of 4 marks. In addition, the Mathematics Standard 2 paper shared an additional 8 items worth 15 marks with the Mathematics Standard 1 paper and an additional 8 items worth 19 marks with the Mathematics Advanced paper. However NESA does not use this information to calibrate the marks on the remaining 76% of the Mathematics Standard 1 paper, the remaining 62% of the Mathematics Standard 2 paper or the remaining 77% of the Mathematics Advanced paper. Consequently, the total raw examination marks used in scaling obtained by Mathematics Standard 1 students are on a different scale to those obtained by Mathematics Standard 2 papers, and these two scales in turn are different to the raw mark scale for Mathematics Advanced.

For these reasons, Mathematics Standard 1, Mathematics Standard 2 and Mathematics Advanced are scaled as separate courses. As mentioned in 3.2.3, NESA has provided information derived from these common items which could form the basis of a process to align the raw marks in these three courses. While studies are being undertaken to determine whether such a process should be adopted at some point in the future, no change is currently anticipated.

The performance band information for 2 unit only students on the Mathematics Advanced course, corresponding to Table A2, is given in Table 5.2, and the information captured in Table A3 is provided in Table 5.3 for this group of candidates.

Table 5.2 Distributions of HSC marks for Mathematics Advanced 2 unit only candidates, 2020

				Percentage of students in Performance Band				
Course	Number	Median HSC mark	Median band	6	5	4	3	2
Mathematics Advanced – 2 unit only	11,389	76	4	13	27	34	20	4

Table 5.3 Descriptive statistics for of HSC and scaled marks for Mathematics 2 unit only candidates, 2020

Course	Number	Type of mark	Mean	SD	Max.mark	P99	P90	P75	P50	P25
Mathematics Advanced – 2 unit only	11,389	HSC	38.1	5.8	50.0	49.0	45.5	42.0	38.0	34.5
		Scaled	28.4	9.4	50.0	46.8	40.7	35.5	28.9	21.8

Table 5.4 Distributions of HSC marks for English and mathematics courses, 2017–2020

			Percentage of students with HSC mark less than:				
	Year	Enrolment	45	40	35	30	25
English Studies Examination	2020	1,274	100.0	100.0	97.9	68.8	22.8
	2019	993	100.0	99.9	96.2	64.5	23.2
English Standard	2020	30,914	99.5	88.4	42.4	10.8	0.5
	2019	30,228	99.3	88.2	47.9	12.3	1.4
	2018	30,558	99.1	84.8	49.4	15.1	3.1
	2017	30,913	99.1	84.0	44.9	13.7	4.2
English Advanced	2020	24,773	85.8	36.6	5.2	0.6	0.0
	2019	25,251	86.5	38.1	8.1	1.0	0.1
	2018	26,127	86.2	37.3	9.5	1.4	0.2
	2017	26,779	84.8	36.3	8.2	1.4	0.4
English Extension 1	2020	3,551	61.2	24.0	7.3	2.2	0.7
	2019	3,490	65.8	24.6	5.8	1.2	0.2
	2018	4,064	62.1	21.6	4.3	0.7	0.2
	2017	4,333	70.0	26.3	6.5	1.6	0.7
English Extension 2	2020	1,380	74.1	41.4	17.5	5.1	0.7
	2019	1,326	73.8	48.0	19.8	3.3	0.4
	2018	1,525	83.3	59.9	28.6	6.3	1.0
	2017	1,672	79.4	51.9	22.4	3.9	0.4
English EAL/D (2019–2020)	2020	2,022	96.6	73.9	42.8	15.5	4.5
ESL (2017–2018)	2019	2,138	96.1	76.3	41.2	13.8	3.6
	2018	2,311	96.9	74.4	43.1	15.3	3.9
	2017	2,336	94.7	74.5	44.0	17.5	6.9
Mathematics Standard 1 Examination	2020	1,340	97.4	83.7	45.1	18.0	4.9
	2019	1,139	96.9	82.4	43.2	15.6	2.8
Mathematics Standard 2 (2019–2020)	2020	30,026	94.6	75.3	49.6	24.5	7.1
Mathematics General 2 (2017–2018)	2019	29,656	94.8	75.7	43.3	16.4	2.9
	2018	30,824	93.4	73.1	46.9	20.1	5.4
	2017	31,543	93.1	74.2	49.3	25.4	8.4
Mathematics Advanced (2020)	2020	16,771	76.9	47.4	19.0	4.2	1.5
Mathematics (2017–2019)	2019	17,311	76.4	50.7	21.5	7.6	2.6
	2018	17,825	77.5	48.1	22.1	7.4	2.0
	2017	17,060	76.4	46.3	24.8	9.1	2.9
Mathematics Extension 1	2020	8,804	62.1	42.0	25.5	12.4	5.5
	2019	8,830	60.9	36.6	19.7	9.6	4.4
	2018	9,021	67.1	40.4	20.1	9.5	3.6
	2017	8,770	61.8	36.3	18.1	8.2	2.6
Mathematics Extension 2	2020	3,372	63.6	34.0	16.0	7.0	2.8
	2019	3,134	64.2	32.5	14.1	7.0	3.0
	2018	3,164	66.8	34.3	14.4	5.9	2.1
	2017	3,223	66.4	36.1	15.9	6.2	2.4

Table 5.5 Distributions of scaled marks for English and Mathematics courses, 2017–2020

			Percentage of students with scaled mark less than:					
	Year	Enrolment	45	40	35	30	25	**20**
English Studies Examination	2020	1,274	100.0	100.0	100.0	100.0	99.8	98.7
	2019	993	100.0	100.0	100.0	99.9	99.1	96.2
English Standard	2020	30,914	99.9	99.3	96.3	87.6	71.9	49.8
	2019	30,228	99.9	99.1	95.7	87.5	71.8	50.6
	2018	30,558	99.9	98.9	95.1	85.9	70.0	50.4
	2017	30,913	99.9	99.0	94.8	86.0	71.1	50.8
English Advanced	2020	24,773	97.4	82.1	58.7	34.9	17.4	7.2
	2019	25,251	97.5	83.6	60.1	37.1	19.4	9.0
	2018	26,127	98.0	84.2	61.2	38.6	21.3	9.8
	2017	26,779	97.4	83.3	61.6	39.7	22.1	10.5
English Extension 1	2020	3,551	94.3	68.0	35.9	14.6	5.4	2.1
	2019	3,490	93.6	68.5	37.5	15.2	5.2	1.5
	2018	4,064	95.2	71.8	39.6	18.5	6.0	2.0
	2017	4,333	95.5	71.4	38.6	17.1	5.7	2.1
English Extension 2	2020	1,380	91.4	68.3	37.2	16.3	5.5	1.2
	2019	1,326	89.7	66.7	42.4	18.3	5.5	1.3
	2018	1,525	91.2	72.4	48.0	23.7	7.5	2.2
	2017	1,672	90.7	71.0	45.5	24.0	7.1	1.3
English EAL/D (2019–2020)	2020	2,022	98.7	94.9	86.1	74.9	64.5	49.9
ESL (2017–2018)	2019	2,138	98.6	94.0	85.9	74.2	59.3	44.6
	2018	2,311	99.0	93.8	84.0	71.6	56.0	42.3
	2017	2,336	98.4	92.8	84.5	72.5	58.9	44.2
Mathematics Standard 1 Examination	2020	1,340	100.0	100.0	100.0	96.1	88.6	76.0
	2019	1,139	100.0	100.0	100.0	96.0	89.6	80.2
Mathematics Standard 2 (2019–2020)	2020	30,026	100.0	97.5	88.5	74.5	58.6	42.5
Mathematics General 2 (2017–2018)	2019	29,656	100.0	97.2	88.1	75.4	60.8	45.1
	2018	30,824	99.8	95.5	86.6	75.0	61.8	47.2
	2017	31,543	99.9	96.4	87.4	74.8	60.9	45.8
Mathematics Advanced (2020)	2020	16,771	94.6	78.5	59.4	42.0	26.4	14.2
Mathematics (2017–2019)	2019	17,311	95.9	81.3	61.3	40.7	24.3	13.5
	2018	17,825	96.4	81.5	60.5	40.5	24.0	13.2
	2017	17,060	94.0	78.7	60.0	41.1	25.3	14.6
Mathematics Extension 1	2020	8,804	74.9	43.3	21.9	11.4	5.6	2.3
	2019	8,830	82.0	45.5	21.7	10.2	4.8	1.9
	2018	9,021	78.8	45.6	21.4	9.9	3.9	1.5
	2017	8,770	77.5	48.6	24.0	10.1	3.4	1.0
Mathematics Extension 2	2020	3,372	48.1	15.5	5.8	2.5	1.1	0.7
	2019	3,134	64.5	18.6	6.3	2.4	0.8	0.1
	2018	3,164	52.5	13.7	4.6	1.5	0.7	0.3
	2017	3,223	60.1	17.4	5.2	2.0	1.0	0.4

5.3 Courses that contribute to the ATAR – Table A6

If students complete only 10 units all courses must be counted in the calculation of the ATAR, whereas if students complete more than 10 units at least 1 unit will be omitted. In 2020 34,492 students out of the 54,894 ATAR eligible students (62.8%) presented exactly 10 units.

Table A6 in the Appendix provides some information about students who completed more than 10 units. Data are not provided for courses with less than 10 students.

For each course:

- The first column shows the total number of students who did the course in any year and received an ATAR in 2020.
- The second column shows the number of these students who completed more than 10 units.
- The third column expresses this number as a percentage.
- The fourth column gives the percentage of these students who counted all units of that course towards their ATAR. The percentage is based on the number of students in the course who had completed more than 10 units.
- The final column shows the maximum ATAR of any student doing the course in any year and including all units of that course in the ATAR calculation.

Of the 111 courses listed in Table A6, 77 have 70% or more of their students counting the course. The data also show that, while there are differences in the percentages of students who count a particular course towards their ATARs, there is no evidence of systematic differences across Key Learning Areas.

6 Frequently asked questions

in recent years most of the enquiries from students received by the ATAR Enquiry Centre at UAC concerned the relationship between their HSC marks and their ATARs, and the reason why one course contributed to their ATAR and not another. These two major enquiries will be discussed below, followed by a summary of some of the other frequently asked questions.

6.1 Why is my ATAR low in comparison to my HSC marks?

The ATAR is a rank, not a mark, and so there is no reason why the scores should be close. From Table A2 we can see that the median HSC mark for most 2-unit courses is between 70 and 80. The median ATAR is 70.15 which is lower than the median score for almost all courses. So for students in the middle of the candidature, the ATAR will typically be lower than their average HSC mark.

There is, however, no simple rule to convert HSC marks to ATARs. Courses are unlikely to have the same scaled means from year to year and the pattern of HSC marks varies across courses so that the same HSC mark does not necessarily indicate the same position across courses. The following examples illustrate the complexity of the relationship between HSC marks and ATARs.

Example 1

Consider the following two students, Liam and Kellie, whose HSC marks are shown in Table 6.1. These students are middle students (the 50th percentile) in all of their courses. Their average HSC marks per unit are exactly the same, at 39.5, but their ATARs are quite different, 60.00 and 82.30 respectively.

Table 6.1 Two examples of student achievement to show the effect of different scaled means

Liam ATAR: 60.00		
Course	HSC mark per course	HSC mark per unit
Dance	81	40.5
English Standard	71	35.5
Society & Culture	78	39
Textiles & Design	82	41
Visual Arts	83	41.5

Kellie ATAR: 82.30		
Course	HSC mark per course	HSC mark per unit
Chemistry	77	38.5
Economics	80	40
English Advanced	82	41
Mathematics Advanced	80	40
Physics	76	38

Both Liam and Kellie are at the 50th percentile in all of their courses, so the reason for the difference in their ATARs is the difference in the strength of the competition in the courses they have chosen. The average scaled mean for Liam's courses was 22.2, whereas the average scaled mean for Kellie's courses was 31.6. Since the mean scaled mark and the median scaled mark are generally very similar, Kellie's aggregate is close to 328, while Liam's aggregate is close to 221, reflecting the difference in the academic achievement of the students they have competed against. Consequently, Kellie's ATAR is significantly higher than Liam's ATAR.

Example 2

Consider the following two students, James and Amy, whose HSC marks are shown in Table 6.2. Their average HSC marks per unit are identical at 38.2, but their ATARs are quite different, 65.60 and 75.60 respectively.

Table 6.2 Two examples of student achievement to show the effect of different scaled means

James ATAR: 65.60		
Course	HSC mark per course	HSC mark per unit
English Standard	79	39.5
Info Processes & Tech	79	39.5
Mathematics Standard 2	71	35.5
PDH&PE	75	37.5
Society & Culture	78	39.0

Amy ATAR: 75.60		
Course	HSC mark per course	HSC mark per unit
Biology	79	39.5
Chemistry	76	38.0
English Advanced	76	38.0
Mathematics Advanced	77	38.5
German Continuers	74	37.0

Amy has an ATAR that is almost the same as her average HSC course score (76.4) whereas James's ATAR is much lower than his average HSC course score (76.4). If we look at Table A3, the average of the scaled means of the courses taken by James is 22.2, whereas for the average scaled mean for the courses taken by Amy is 31.1.

Example 3

Consider the following two students who completed the same courses. The first student, Fred, receives an HSC mark of 35.0 per unit in each course, while the second student, Laura, receives an HSC mark of 40.0 per unit in each course (Table 6.3).

Table 6.3 Two examples of student achievement: Fred and Laura

Fred ATAR: 58.00			Laura ATAR: 78.00	
HSC mark per unit	Percentile	Course	HSC mark per unit	Percentile
35.0	40	Biology	40.0	72
35.0	40	Business Studies	40.0	67
35.0	6	English Advanced	40.0	42
35.0	21	Mathematics Advanced	40.0	50
35.0	36	Modern History	40.0	65
35.0	12	Visual Arts	40.0	39

Their HSC marks per unit in each course differ by only 5, yet their ATARs differ by 20.00. Laura's ATAR is similar to her HSC course marks (80 per course), while Fred's ATAR is much lower than his HSC course marks (70 per course).

The reason for the large difference in the ATARs can be found in the differences in the percentiles shown in Table 6.3. The percentiles are much higher for Laura than for Fred. Given these large differences, it is not surprising that their ATARs are very different.

The courses and HSC marks shown for Fred and Laura are the same as in 2019. While their HSC marks are the same, the percentiles (their positions in their courses) have changed because of the changes in the distributions of HSC marks, so their ATARs are different. Table 6.4 presents the ATARs for 2010 to 2020.

Table 6.4 ATARs for Fred and Laura: 2010–2020

Year	Fred	Laura
2010	57.05	80.15
2011	58.20	79.80
2012	57.45	79.65
2013	57.55	80.00
2014	55.95	79.45
2015	57.50	79.65
2016	57.10	78.50
2017	57.55	78.05
2018	57.90	78.15
2019	58.70	78.70
2020	58.00	78.00

The ATAR is about position, whereas HSC marks indicate levels of achievement in individual courses.

6.2 Why does this course contribute to my ATAR when another course where I received a higher mark does not count?

As in previous years, this question arose after the results were released because each student is advised which units contribute to their ATAR. The question is not always easy to answer, especially as students are only aware of their HSC marks, which provide little information as to their rankings in their courses.

The question can often be answered by reference to data on the distributions of HSC and scaled marks in Table A3 in the Appendix. Some examples are presented to illustrate the principles involved.

The examples illustrate the general principle that a student's position in their course and the scaled means and standard deviations of their courses are all important in determining which of their courses contribute towards their ATAR.

Also, it must be remembered that a given HSC mark usually corresponds to a range of raw and scaled marks.

Example 1 – Scaled means

The first example (Table 6.5) shows a set of HSC and scaled marks corresponding to results at the 90th percentile of the various course distributions.

Table 6.5 HSC and scaled marks – example 1

				P_{90}	
Course	Number	Scaled mean	Scaled SD	HSC mark per unit	Scaled mark
Ancient History	7,164	23.2	11.0	44.5	38.2
Biology	18,633	26.0	9.9	44.0	39.1
Business Studies	17,877	23.9	10.9	44.5	38.6
PDH&PE	16,183	23.0	10.6	44.5	37.7
Study of Religion II	6,133	27.4	10.2	44.0	40.0

These HSC marks are similar and each is at the 90th percentile of a large course with comparable standard deviations. Since the position within the course candidature is the same for each course the scaled mark will depend on the academic quality of the candidature of the course concerned. The highest scaled mark is for Study of Religion II, which has the highest scaled mean. The lowest scaled mark is for PDH&PE, which has the lowest scaled mean.

Example 2 – Position

Consider students with HSC marks of 46.5 per unit in Earth & Environmental Science and Italian Beginners. The student in Earth & Environmental Science is at the 99th percentile and gains a scaled mark of 44.2, whereas the student in Italian Beginners is at the 90th percentile and gets a scaled mark of 41.5. Therefore, even though the scaled mean for Italian Beginners (26.2) is higher than the scaled mean for Earth & Environmental Science (22.9), the difference in position compensates for this and the Earth & Environmental Science student gets the higher scaled mark.

Table 6.6 HSC and scaled marks – example 2

	Scaled mean	Scaled SD	Percentile	HSC mark per unit	Scaled mark
Earth & Environmental Science	22.9	10.7	P99	46.5	44.2
Italian Beginners	26.2	11.3	P90	46.5	41.5

Example 3 – Standard deviations

In some situations, particularly in courses with smaller candidatures, the difference in the distribution spread is also a factor in deciding which course contributes towards the ATAR.

Table 6.7 HSC and scaled marks – example 3

			P_{90}	
Course	Scaled mean	Scaled SD	HSC mark per unit	Scaled mark
Legal Studies	24.9	10.9	45.5	39.6
Spanish Beginners	24.3	11.4	45.5	40.5

Consider students at the 90th percentile of Legal Studies with a HSC mark of 45.5 per unit and scaled mark of 39.6 per unit and at the 90th percentile of Spanish Beginners with a HSC mark of 45.5 and scaled mark of 40.5. Legal Studies has a scaled mean of 24.9 whereas Spanish Beginners has a scaled mean of 24.3.

The course with the lower scaled mean (Spanish Beginners) has the higher scaled mark corresponding to the HSC mark of 45.5 even though the position is the same in both courses. The reason the scaled marks differ is the spread in the distribution as measured by the standard deviation (SD). Spanish Beginners has SD 11.4 but Legal Studies has SD 10.9. Spanish Beginners has a candidature with more varied academic ability than Legal Studies.

Example 4 – Raw versus HSC marks

As noted in section 4.6, there is not necessarily a unique scaled mark for each HSC mark. From Table A3, by focusing on the maximum mark and the 99th percentile, we see that candidates receiving the top HSC mark of 49.0 in Japanese Extension received scaled marks from 50.0 to 49.5. The top HSC mark in a course does not necessarily reflect the top raw mark in a course and so a candidate with the top HSC mark in the course may not receive the top scaled mark.

The pattern of several scaled marks corresponding to a given HSC mark can occur across the distribution, not just at the top of the range.

6.3 Other frequently asked questions

Does the school I attend matter?
No. The school attended does not feature in the ATAR calculation. The ATAR calculation is based only on marks provided by NESA; no other information is used.

Does my postcode matter?
No.

Are certain courses always 'scaled down'?
No. Scaling is carried out afresh each year: if the quality of the candidature changes, the scaled mean will also change.

Is it true that if I study this course I can't get a high ATAR?
No. As Table A1 in the Appendix shows, there are students in every course who achieve high ATARs.

What impact did the variation in patterns of HSC marks have on the ATAR calculations?
None. It is the raw HSC marks rather than the aligned HSC marks that are scaled. The fact that the percentage of students who are placed in Performance Band 6 differs across courses has no effect on the calculation of the ATAR.

Why can't I use my HSC marks to check the calculation of my ATAR?
There are two reasons. The first is the ATAR is a rank that indicates your position in relation to other students, it is not an average mark. Secondly, raw marks are used in the calculation of the ATAR, not the aligned HSC marks.

Can I find out what my scaled marks are?
No. Scaled marks are not reported to students. They are determined during an interim phase in the ATAR calculation.

I have similar HSC marks to my friend, but we don't have similar ATARs. Why not?
Your ATARs would be similar if your courses were the same.

Which courses should I study?
Do not choose courses on the basis of what you believe are the likely effects of scaling. Choice of which courses to study should be determined only by your interests, your demonstrated abilities and the value of courses for your future career plans. The scaling process is designed to allow students to choose according to these principles and not, as far as university selection is concerned, be disadvantaged by their choice. It treats all students on their merits.

Do I get a better ATAR if I study more units?
This is a common question. While the data show that students who study more units tend to gain higher ATARs, determining causality is difficult. The relationship between the number of units studied and ATAR might result from personal attributes including interest, motivation, effort and time management. You cannot assume that simply by studying more units your ATAR will be increased.

What happens if I repeat a course?
If a course is repeated only the last satisfactory attempt is used towards the calculation of the ATAR. Your aggregate will be re-calculated using your new mark. Your aggregate may increase, remain the same or decrease; it depends on your new mark. Since you are being compared with a different cohort your ATAR may increase, remain the same or decrease, even if your aggregate remains the same.

What happens if I accumulate the HSC?
Students who accumulate courses towards their HSC have their scaled marks calculated the year they complete the courses.

What happens if I already have an ATAR and add a new ATAR course the following year?
Your aggregate will be re-calculated using your new course and your previous courses. Provided all your previous courses were taken within the last 5 years, your aggregate may increase or stay the same but it will not go down. However, since you are being compared with a different cohort your ATAR may increase, remain the same or decrease.

Any courses taken more than 5 years ago will be ineligible for inclusion in your new aggregate.

If I'm eligible to get selection rank adjustments, does my ATAR change?
No. Selection rank adjustments do not change your ATAR. They change your selection rank for a particular preference or course.

If selection rank adjustments don't increase my ATAR, then how do they work?
Universities allocate selection rank adjustments for different reasons. Examples include students with a strong performance in specific HSC courses, students who live in or attend school in an area defined by the university and students who have applied for consideration through Educational Access Schemes.

As the selection rank adjustments schemes for each university, and often each course at the same university, are different then your selection rank can be different for each course you list in your course preferences. For some Year 12 applicants, their selection rank for each preference is their ATAR. However, if a university allocates adjustments to you for a particular course then your selection rank for that preference is your ATAR plus adjustments.

7 Appendix

The following courses are not included in tables A2 to A5 in the appendix as they had less than 10 students in 2020:

- Classical Greek Extension
- Croatian Continuers
- Dutch Continuers
- Filipino Continuers
- Hungarian Continuers
- Indonesian & Literature
- Maltese Continuers
- Swedish Continuers

Some other courses do not appear in all tables if they have less than the minimum number of candidates required for a particular table.

Table A1 **Course enrolments, gender, ATAR eligibility and maximum ATAR by course**
Excludes courses with less than 10 students.

Table A2 **Distributions of HSC marks by course**
Excludes courses with less than 10 students.

Table A3 **Descriptive statistics and selected percentiles for HSC marks and scaled marks by course**
Excludes courses with less than 10 students completing the course in the current year, or if the students completing the course in the current year are undertaking less than 25 other ATAR courses in the same year, and no percentile data are given for courses with less than 40 students.

Table A4 **Distributions of HSC marks by course: 2019 and 2020**
Excludes courses with less than 40 students in either year.

Table A5 **Distributions of scaled marks by course: 2019 and 2020**
Excludes courses with less than 40 students in either year.

Table A6 **Courses that contribute to the ATAR (more than 10 units)**
Excludes courses with less than 10 students.

Table A7 **ATAR distribution**

Table A8 **ATAR percentiles: 2016–2020**

Table A9 **Relationship between the ATAR and aggregates: 2016–2020**

Table A1 Course enrolments, gender, ATAR eligibility and maximum ATAR by course

Notes: (i) The **Number all** column includes students who have completed the course in 2020 or in a previous year (and who have done at least one ATAR course in 2020).

(ii) The **Number HSC** column shows the number of students who completed the course in 2020 or in a previous year and received an HSC award in 2020.

(iii) The **Number ATAR** column shows the number of students who completed the course in 2020 or in a previous year and who were eligible for an ATAR in 2020.

(iv) The % **Female** column shows the percentage of students in the course who were Female.

(v) The % **HSC** column shows the percentage of students in the course who received an HSC award in 2020.

(vi) The % **ATAR eligible** column shows the percentage of students in the course who were eligible for an ATAR in 2020.

(vii) The **Maximum ATAR** column shows the maximum ATAR achieved by a student doing the course.

(viii) The table excludes courses with less than 10 students.

Course	Number all	Number HSC	Number ATAR	% Female	% HSC	% ATAR eligible	Maximum ATAR
Aboriginal Studies	749	625	389	74.0	83.4	51.9	99.35
Agriculture	1,520	1,424	1,073	52.4	93.7	70.6	99.95
Ancient History	7,276	6,989	6,437	57.2	96.1	88.5	99.95
Biology	18,995	18,389	17,856	63.6	96.8	94.0	99.95
Business Studies	18,251	17,588	16,512	46.1	96.4	90.5	99.95
Chemistry	10,322	10,040	10,029	46.7	97.3	97.2	99.95
Community & Family Studies	8,884	8,575	7,140	91.2	96.5	80.4	99.85
Dance	959	901	795	96.0	94.0	82.9	99.05
Design & Technology	3,575	3,388	3,021	44.3	94.8	84.5	99.65
Drama	3,994	3,846	3,440	65.9	96.3	86.1	99.80
Earth & Environmental Science	2,166	2,105	1,903	49.0	97.2	87.9	99.55
Economics	5,040	4,981	4,965	35.0	98.8	98.5	99.95
Engineering Studies	2,357	2,291	2,225	9.2	97.2	94.4	99.95
English Studies Exam	1,320	1,112	516	41.8	84.2	39.1	80.30
English Standard	31,270	30,366	28,008	50.7	97.1	89.6	99.35
English Advanced	24,914	24,639	24,547	59.2	98.9	98.5	99.95
English EAL/D	2,045	1,807	1,823	53.8	88.4	89.1	99.95
English Extension 1	3,558	3,540	3,543	69.3	99.5	99.6	99.95
English Extension 2	1,383	1,369	1,372	70.6	99.0	99.2	99.95
Food Technology	3,426	3,252	2,654	71.6	94.9	77.5	99.50
Geography	4,454	4,332	4,043	47.7	97.3	90.8	99.90
Industrial Technology	5,949	5,649	4,074	16.5	95.0	68.5	99.25
Information Processes & Technology	2,238	1,998	1,858	17.6	89.3	83.0	99.95
Investigating Science	2,658	2,442	2,100	42.9	91.9	79.0	99.85
Legal Studies	10,834	10,512	10,065	64.2	97.0	92.9	99.95
Mathematics Standard 1 Exam	1,372	1,259	838	54.1	91.8	61.1	88.25
Mathematics Standard 2	30,494	29,666	27,399	52.4	97.3	89.9	99.85
Mathematics Advanced	17,503	15,901	15,897	47.8	90.8	90.8	99.95
Mathematics Extension 1	9,218	8,750	8,769	41.1	94.9	95.1	99.95
Mathematics Extension 2	3,433	3,353	3,363	34.2	97.7	98.0	99.95
Modern History	11,028	10,775	10,161	51.0	97.7	92.1	99.95
History Extension	1,755	1,747	1,747	61.5	99.5	99.5	99.95
Music 1	4,565	4,321	3,691	51.9	94.7	80.9	99.75
Music 2	735	678	676	49.4	92.2	92.0	99.95
Music Extension	405	402	402	49.9	99.3	99.3	99.95
PDH&PE	16,377	15,936	14,628	56.3	97.3	89.3	99.95
Physics	8,110	7,988	7,964	23.2	98.5	98.2	99.95

Course	Number all	Number HSC	Number ATAR	% Female	% HSC	% ATAR eligible	Maximum ATAR
Science Extension	608	606	606	54.9	99.7	99.7	99.95
Society & Culture	4,667	4,491	4,256	81.0	96.2	91.2	99.90
Software Design & Development	1,826	1,733	1,654	13.6	94.9	90.6	99.95
Studies of Religion I	8,676	8,097	7,927	54.0	93.3	91.4	99.95
Studies of Religion II	6,296	6,059	5,987	64.3	96.2	95.1	99.95
Textiles & Design	1,346	1,305	1,125	96.9	97.0	83.6	99.15
Visual Arts	8,721	8,278	7,176	73.7	94.9	82.3	99.95
Arabic Continuers	323	294	247	64.4	91.0	76.5	97.85
Arabic Extension	106	102	82	69.8	96.2	77.4	95.60
Armenian Continuers	40	27	26	52.5	67.5	65.0	93.05
Chinese Beginners	80	58	56	62.5	72.5	70.0	99.75
Chinese Continuers	192	187	187	53.6	97.4	97.4	99.95
Chinese Extension	40	40	40	55.0	100.0	100.0	99.95
Chinese & Literature	462	421	443	52.2	91.1	95.9	99.95
Chinese in Context	138	133	136	55.8	96.4	98.6	99.95
Classical Greek Continuers	15	14	14	53.3	93.3	93.3	99.95
Classical Greek Extension	11	10	10	54.5	90.9	90.9	99.95
Classical Hebrew Continuers	25	24	24	44.0	96.0	96.0	98.15
Classical Hebrew Extension	15	15	15	46.7	100.0	100.0	98.15
French Beginners	513	495	463	76.0	96.5	90.3	97.55
French Continuers	637	603	602	69.1	94.7	94.5	99.95
French Extension	135	130	130	71.9	96.3	96.3	99.95
German Beginners	92	88	81	59.8	95.7	88.0	99.80
German Continuers	231	203	202	52.8	87.9	87.4	99.95
German Extension	57	56	56	45.6	98.2	98.2	99.95
Hindi Continuers	14	12	12	42.9	85.7	85.7	98.90
Indonesian Beginners	44	44	41	61.4	100.0	93.2	89.70
Indonesian Continuers	78	78	76	55.1	100.0	97.4	98.75
Indonesian Extension	16	16	16	50.0	100.0	100.0	98.70
Italian Beginners	307	301	277	75.9	98.0	90.2	99.90
Italian Continuers	235	206	200	70.6	87.7	85.1	99.75
Italian Extension	45	44	44	62.2	97.8	97.8	99.70
Japanese Beginners	644	601	582	54.0	93.3	90.4	99.55
Japanese Continuers	701	645	632	65.8	92.0	90.2	99.95
Japanese Extension	166	162	162	73.5	97.6	97.6	99.85
Japanese & Literature	11	11	11	63.6	100.0	100.0	98.55
Japanese in Context	31	31	31	51.6	100.0	100.0	98.70
Khmer Continuers	21	17	20	57.1	81.0	95.2	87.25
Korean Beginners	128	127	124	85.2	99.2	96.9	99.75
Korean Continuers	16	16	16	93.8	100.0	100.0	97.10
Korean & Literature	43	40	42	48.8	93.0	97.7	98.05
Korean in Context	40	40	40	77.5	100.0	100.0	99.75
Latin Continuers	145	143	143	53.8	98.6	98.6	99.95
Latin Extension	105	104	104	51.4	99.0	99.0	99.95
Macedonian Continuers	21	21	20	47.6	100.0	95.2	89.95
Modern Greek Beginners	70	69	65	57.1	98.6	92.9	99.00
Modern Greek Continuers	89	76	75	68.5	85.4	84.3	99.70
Modern Greek Extension	32	27	27	65.6	84.4	84.4	99.70
Modern Hebrew Continuers	41	30	30	51.2	73.2	73.2	98.50

Course	Number all	Number HSC	Number ATAR	% Female	% HSC	% ATAR eligible	Maximum ATAR
Persian Continuers	21	19	18	71.4	90.5	85.7	96.85
Polish Continuers	18	17	16	55.6	94.4	88.9	95.60
Portuguese Continuers	31	29	26	74.2	93.5	83.9	93.35
Punjabi Continuers	15	15	15	53.3	100.0	100.0	92.85
Russian Continuers	27	25	25	59.3	92.6	92.6	97.90
Serbian Continuers	30	29	29	60.0	96.7	96.7	94.95
Spanish Beginners	330	324	301	73.9	98.2	91.2	99.90
Spanish Continuers	169	160	156	70.4	94.7	92.3	99.85
Spanish Extension	55	52	51	74.5	94.5	92.7	99.85
Swedish Continuers	18	9	9	50.0	50.0	50.0	98.30
Tamil Continuers	57	20	21	68.4	35.1	36.8	98.40
Turkish Continuers	37	26	26	59.5	70.3	70.3	91.25
Vietnamese Continuers	191	151	171	64.9	79.1	89.5	99.95
Automotive Exam	265	198	127	8.7	74.7	47.9	96.30
Business Services Exam	1,232	1,086	926	71.8	88.1	75.2	99.30
Construction Exam	1,778	1,646	1,226	5.5	92.6	69.0	93.30
Electrotechnology Exam	231	215	153	3.9	93.1	66.2	89.90
Entertainment Industry Exam	733	703	606	55.1	95.9	82.7	97.25
Financial Services Exam	87	64	63	28.7	73.6	72.4	99.65
Hospitality Exam	4,616	4,253	3,861	72.5	92.1	83.6	98.55
Human Services Exam	711	700	637	91.8	98.5	89.6	97.60
Information & Digital Technology Exam	497	423	384	14.3	85.1	77.3	96.30
Metal & Engineering Exam	286	255	165	7.0	89.2	57.7	91.65
Primary Industries Exam	567	500	366	53.3	88.2	64.6	98.10
Retail Services Exam	906	756	660	67.8	83.4	72.8	98.50
Tourism, Travel & Events Exam	168	158	145	90.5	94.0	86.3	96.70
Total	70,466	63,154	54,894	52.8	89.6	77.9	99.95

Table A2 Distributions of 2020 HSC marks by course

Notes: (i) The **Number** column shows the number of students who completed the course in 2020.

(ii) The **Median HSC mark** column shows the median HSC mark per course.

(iii) The **Median Band** column indicates the Performance Band in which the median HSC mark lies.

(iv) The **Percentage of Students in Performance Band** columns show the percentage of a course candidature in each of the Performance Bands 6 to 2. Extension courses show only Bands 4 to 2 as they have four Bands only: E1 to E4.

(v) This table excludes courses with less than 10 students.

				Percentage students in Performance Band				
Course	Number	Median HSC mark	Median Band	6	5	4	3	2
Aboriginal Studies	653	72	4	13	16	28	21	13
Agriculture	1,470	74	4	10	28	23	22	12
Ancient History	7,164	74	4	9	25	30	22	10
Biology	18,633	74	4	7	24	32	24	11
Business Studies	17,877	74	4	9	26	27	21	11
Chemistry	10,137	77	4	13	30	26	21	8
Community & Family Studies	8,774	75	4	5	29	36	21	8
Dance	914	81	5	9	48	30	11	1
Design & Technology	3,484	79	4	16	32	36	15	2
Drama	3,902	79	4	19	28	43	8	1
Earth & Environmental Science	2,117	73	4	6	23	32	24	10
Economics	5,010	80	5	13	38	26	14	6
Engineering Studies	2,313	75	4	12	22	35	23	6
English Studies Exam	1,274	55	2	0	0	2	29	46
English Standard	30,914	71	4	1	11	46	32	10
English Advanced	24,773	82	5	14	49	31	5	1
English EAL/D	2,022	72	4	3	23	31	27	11
English Extension 1	3,551	43	E3			39	54	7
English Extension 2	1,380	41	E3			26	57	17
Food Technology	3,376	73	4	9	21	30	24	13
Geography	4,396	77	4	13	29	29	16	8
Industrial Technology	5,856	70	4	8	16	29	28	13
Information Processes & Technology	2,024	73	4	8	25	26	23	12
Investigating Science	2,589	73	4	5	24	30	26	11
Legal Studies	10,651	76	4	15	25	28	21	8
Mathematics Standard 1 Exam	1,340	71	4	3	14	39	27	13
Mathematics Standard 2	30,026	70	4	5	19	26	25	17
Mathematics Advanced	16,771	80	5	23	29	28	15	3
Mathematics Extension 1	8,804	84	E3			38	37	20
Mathematics Extension 2	3,372	86	E3			36	48	13
Modern History	10,860	76	4	10	27	29	18	9
History Extension	1,746	39	E3			21	56	22
Music 1	4,500	83	5	22	43	26	7	1
Music 2	688	88	5	38	49	12	<1	
Music Extension	400	47	E4			69	29	2
PDH&PE	16,183	74	4	9	25	27	24	10
Physics	7,991	76	4	13	28	27	19	10
Science Extension	608	37	E3			7	67	25

Course	Number	Median HSC mark	Median Band	Percentage students in Performance Band				
				6	5	4	3	2
Society & Culture	4,566	78	4	11	33	36	14	5
Software Design & Development	1,737	75	4	13	25	28	23	8
Studies of Religion I	8,129	39	4	8	36	33	17	5
Studies of Religion II	6,133	78	4	7	37	30	18	6
Textiles & Design	1,323	82	5	17	39	28	11	3
Visual Arts	8,580	83	5	17	48	25	8	2
Arabic Continuers	299	79	4	9	41	31	15	3
Arabic Extension	101	40	E3			32	45	24
Armenian Continuers	26	87	5	38	46	15		
Chinese Beginners	80	77	4	24	24	13	15	10
Chinese Continuers	187	88	5	43	33	13	7	2
Chinese Extension	40	46	E4			70	28	3
Chinese & Literature	461	84	5	17	52	24	4	2
Chinese in Context	137	90	6	55	34	10	1	
Classical Greek Continuers	10	90	6	50	20	20	10	
Classical Hebrew Continuers	25	90	6	52	32	16		
Classical Hebrew Extension	15	48	E4			80	20	
French Beginners	507	80	5	25	27	19	15	9
French Continuers	593	84	5	31	33	22	11	3
French Extension	133	41	E3			27	54	19
German Beginners	89	80	5	30	21	20	21	4
German Continuers	212	83	5	25	40	22	8	5
German Extension	55	45	E4			53	47	
Hindi Continuers	12	87	5	42	17	42		
Indonesian Beginners	44	82	5	27	30	25	11	7
Indonesian Continuers	78	83	5	26	37	19	15	3
Indonesian Extension	16	41	E3			25	69	6
Italian Beginners	306	78	4	16	30	28	16	7
Italian Continuers	210	82	5	27	31	29	10	2
Italian Extension	42	45	E4			57	36	7
Japanese Beginners	635	73	4	17	18	24	21	13
Japanese Continuers	671	82	5	29	27	23	16	4
Japanese Extension	163	44	E3			44	45	10
Japanese & Literature	11	83	5	18	45	18	18	
Japanese in Context	30	85	5	10	63	20	7	
Khmer Continuers	21	85	5	19	67	10	5	
Korean Beginners	127	81	5	18	35	35	6	4
Korean Continuers	16	92	6	56	38	6		
Korean & Literature	43	86	5	33	51	14	2	
Korean in Context	39	93	6	69	26	5		
Latin Continuers	142	90	6	50	39	7	4	
Latin Extension	104	48	E4			87	13	
Macedonian Continuers	21	82	5	5	62	19	5	10
Modern Greek Beginners	70	88	5	40	40	10	9	1
Modern Greek Continuers	72	88	5	44	36	15	4	

Course	Number	Median HSC mark	Median Band	Percentage students in Performance Band				
				6	5	4	3	2
Modern Greek Extension	25	44	E3			48	48	4
Modern Hebrew Continuers	31	93	6	81	13	6		
Persian Continuers	21	91	6	52	29	19		
Polish Continuers	16	93	6	75	19	6		
Portuguese Continuers	29	86	5	28	59	10	3	
Punjabi Continuers	15	84	5	27	47	20	7	
Russian Continuers	20	92	6	60	30	10		
Serbian Continuers	30	87	5	37	50	10	3	
Spanish Beginners	328	77	4	14	27	27	19	10
Spanish Continuers	164	80	5	10	41	29	18	1
Spanish Extension	53	43	E3			28	70	
Tamil Continuers	37	91	6	70	27	3		
Turkish Continuers	26	86	5	15	62	19	4	
Vietnamese Continuers	190	82	5	11	53	31	5	1
Automotive Exam	237	68	3	3	11	31	34	16
Business Services Exam	1,155	73	4	4	26	32	25	10
Construction Exam	1,741	77	4	5	37	36	15	6
Electrotechnology Exam	223	72	4	3	16	40	37	4
Entertainment Industry Exam	713	79	4	13	36	36	12	3
Financial Services Exam	80	74	4	4	25	39	31	1
Hospitality Exam	4,337	74	4	4	27	37	26	6
Human Services Exam	705	69	3	1	12	33	45	8
Information & Digital Technology Exam	466	76	4	4	26	50	16	3
Metal & Engineering Exam	255	67	3	1	12	29	32	21
Primary Industries Exam	520	74	4	3	19	50	24	4
Retail Services Exam	825	71	4	<1	8	44	31	15
Tourism, Travel & Events Exam	161	74	4	2	17	57	23	1

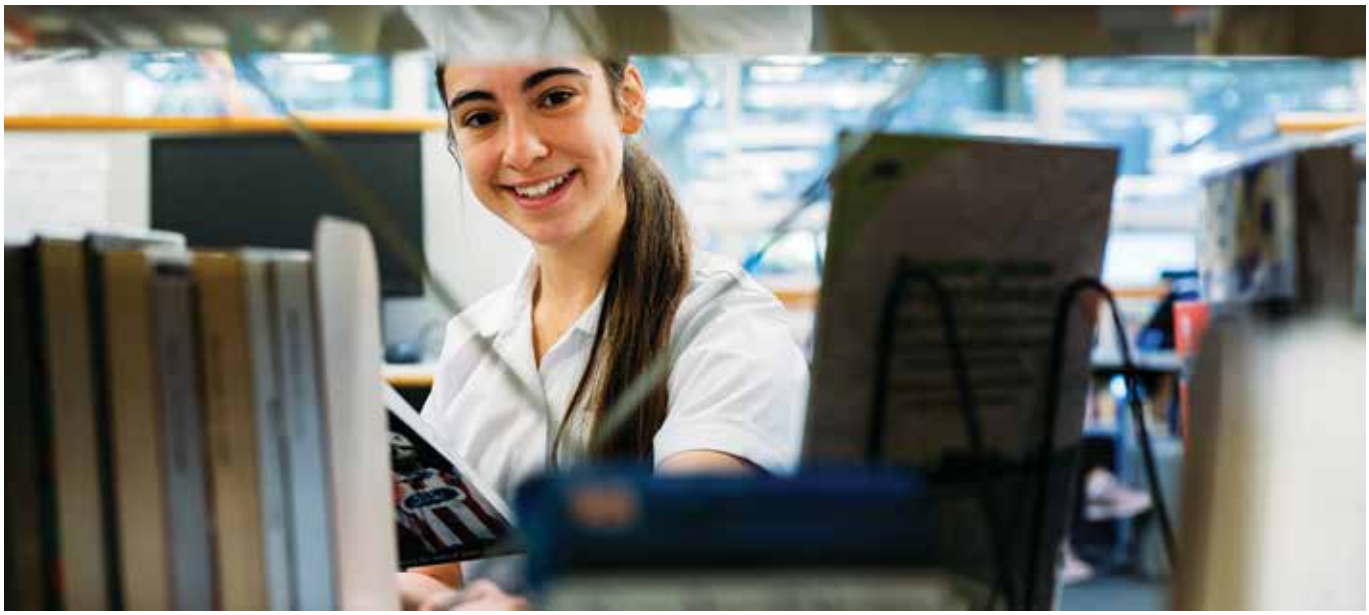


Table A3 Descriptive statistics and selected percentiles for HSC marks and scaled marks by course

Notes: (i) The **Number** column shows the number of students who completed the course in 2020.
(ii) The P_{99}, P_{90}, P_{75}, P_{50}, P_{25} columns refer to the 99th, 90th, 75th, 50th and 25th percentiles respectively.
(iii) The table excludes courses with less than 10 students completing the course in the current year, or if the students completing the course in the current year are undertaking less than 25 other ATAR courses in the same year. No percentile data are given for courses with less than 40 students.
(iv) This table should not be used as a simple HSC to scaled mark conversion table. For each HSC mark there can be a range of raw marks and therefore a range of scaled marks.

Course	Number	Type of mark	Mean	SD	Max. mark	P_{99}	P_{90}	P_{75}	P_{50}	P_{25}
Aboriginal Studies	653	HSC	35.2	7.9	49.0	48.0	45.5	40.5	36.0	30.5
		scaled	14.5	12.1	43.7	42.1	35.4	21.7	11.1	4.3
Agriculture	1,470	HSC	36.6	6.9	49.0	48.0	45.0	42.0	37.0	32.0
		scaled	18.9	11.3	45.5	43.6	35.0	27.4	17.5	9.2
Ancient History	7,164	HSC	36.3	6.9	49.5	47.5	44.5	41.5	37.0	32.5
		scaled	23.2	11.0	49.5	45.5	38.2	31.6	23.2	14.6
Biology	18,633	HSC	36.4	5.8	48.5	46.5	44.0	41.0	37.0	32.5
		scaled	26.0	9.9	50.0	45.5	39.1	33.5	26.3	18.7
Business Studies	17,877	HSC	36.2	7.1	49.5	47.5	44.5	41.5	37.0	32.0
		scaled	23.9	10.9	49.5	44.7	38.6	32.8	24.0	15.1
Chemistry	10,137	HSC	38.0	6.0	50.0	48.0	45.5	43.0	38.5	33.5
		scaled	31.6	9.5	50.0	47.6	43.3	39.2	32.8	24.8
Community & Family Studies	8,774	HSC	37.2	5.0	49.0	46.5	43.5	41.0	37.5	34.0
		scaled	18.9	10.5	44.6	40.7	33.7	27.1	18.3	10.1
Dance	914	HSC	40.0	4.4	50.0	49.0	44.5	43.5	40.5	37.5
		scaled	22.8	11.1	47.2	45.7	37.9	31.8	22.7	14.0
Design & Technology	3,484	HSC	39.5	4.7	49.5	48.5	46.0	43.0	39.5	36.0
		scaled	22.2	10.8	47.9	45.3	37.2	30.3	21.7	13.4
Drama	3,902	HSC	40.0	4.8	50.0	49.0	46.5	43.5	39.5	37.5
		scaled	23.7	11.2	50.0	46.9	39.8	32.0	23.1	15.2
Earth & Environmental Science	2,117	HSC	36.1	6.2	48.0	46.5	44.0	40.5	36.5	32.0
		scaled	22.9	10.7	48.0	44.2	37.5	31.1	23.2	14.4
Economics	5,010	HSC	38.7	6.1	49.5	47.5	45.5	43.0	40.0	35.5
		scaled	32.0	9.6	50.0	47.1	43.0	39.4	33.9	26.3
Engineering Studies	2,313	HSC	37.3	5.8	49.5	47.5	45.0	41.5	37.5	34.0
		scaled	25.8	9.6	48.6	44.1	38.4	32.9	25.9	18.9
English Studies Exam	1,274	HSC	25.1	8.5	39.0	36.0	33.0	30.5	27.5	25.0
		scaled	6.8	5.8	28.8	20.8	15.2	11.5	5.7	1.7
English Standard	30,914	HSC	35.1	4.1	49.0	44.0	40.0	38.0	35.5	32.5
		scaled	20.1	8.2	48.6	39.1	31.1	25.9	20.0	14.0
English Advanced	24,773	HSC	40.8	3.6	49.5	47.5	45.5	43.5	41.0	38.5
		scaled	32.4	7.8	50.0	46.3	42.0	38.3	33.2	27.5
English EAL/D	2,022	HSC	35.4	6.5	49.5	47.0	42.5	40.0	36.0	32.0
		scaled	21.0	11.3	48.5	45.7	36.6	30.0	20.0	12.3
English Extension 1	3,551	HSC	42.1	4.9	50.0	49.0	47.0	46.0	43.0	40.0
		scaled	36.4	6.5	50.0	47.2	43.8	41.0	37.4	32.9
English Extension 2	1,380	HSC	40.1	5.8	50.0	49.0	47.0	45.0	41.0	36.0
		scaled	36.5	6.6	50.0	48.5	44.6	41.4	37.2	32.2
Food Technology	3,376	HSC	36.3	6.2	50.0	48.0	44.5	41.0	36.5	32.0
		scaled	19.0	11.2	45.7	42.0	35.5	27.6	18.0	9.4

Course	Number	Type of mark	Mean	SD	Max. mark	P_{99}	P_{90}	P_{75}	P_{50}	P_{25}
Geography	4,396	HSC	37.5	6.8	49.0	47.5	45.0	42.5	38.5	33.5
		scaled	25.4	11.3	50.0	46.0	40.0	34.3	26.1	16.6
Industrial Technology	5,856	HSC	35.0	6.8	50.0	48.0	44.0	39.5	35.0	31.0
		scaled	17.2	10.1	41.7	39.1	32.0	25.0	16.1	8.9
Information Processes & Technology	2,024	HSC	35.8	6.9	49.0	47.5	44.0	41.0	36.5	31.5
		scaled	22.6	11.0	49.0	44.9	37.4	30.8	22.4	14.0
Investigating Science	2,589	HSC	35.6	6.3	48.5	47.0	43.0	40.5	36.5	31.5
		scaled	18.7	10.2	43.5	40.8	32.7	26.8	18.6	10.1
Legal Studies	10,651	HSC	37.7	6.3	49.5	48.0	45.5	43.0	38.0	33.5
		scaled	24.9	10.9	50.0	45.8	39.6	33.6	25.0	16.2
Mathematics Standard 1 Exam	1,340	HSC	34.5	6.5	48.5	46.5	41.5	38.5	35.5	31.0
		scaled	12.6	9.0	34.7	33.5	26.0	19.3	11.4	4.7
Mathematics Standard 2	30,026	HSC	34.4	7.1	49.5	47.0	43.0	39.5	35.0	30.0
		scaled	22.2	10.0	46.1	41.6	35.6	30.1	22.4	14.2
Mathematics Advanced	16,771	HSC	39.8	5.9	50.0	49.0	47.0	44.5	40.0	36.0
		scaled	31.3	9.7	50.0	47.6	43.4	39.1	32.3	24.5
Mathematics Extension 1	8,804	HSC	39.6	8.3	50.0	49.5	48.0	46.0	42.0	34.0
		scaled	39.5	7.4	50.0	49.3	47.5	45.0	41.1	35.9
Mathematics Extension 2	3,372	HSC	40.9	6.9	50.0	49.5	47.5	46.0	43.0	37.5
		scaled	43.8	5.1	50.0	49.5	48.3	47.1	45.1	42.0
Modern History	10,860	HSC	36.5	7.4	49.5	47.5	45.0	41.5	38.0	32.5
		scaled	25.5	11.0	50.0	45.8	39.5	33.9	26.5	17.4
History Extension	1,746	HSC	38.8	6.1	50.0	49.0	46.0	44.0	39.0	35.0
		scaled	33.7	7.1	50.0	46.8	42.2	38.9	34.3	29.1
Music 1	4,500	HSC	41.0	4.6	50.0	49.0	46.5	44.5	41.5	38.5
		scaled	21.3	10.9	47.3	44.6	36.5	29.6	20.6	12.7
Music 2	688	HSC	43.7	3.0	49.5	49.0	47.5	46.0	44.0	42.0
		scaled	33.9	8.4	50.0	49.5	45.0	40.0	34.4	28.3
Music Extension	400	HSC	45.5	5.1	50.0	50.0	50.0	49.0	47.0	43.0
		scaled	36.0	10.5	50.0	50.0	49.5	45.2	37.4	28.7
PDH&PE	16,183	HSC	36.4	6.5	48.5	47.0	44.5	41.5	37.0	32.0
		scaled	23.0	10.6	48.4	44.3	37.7	31.4	22.7	14.6
Physics	7,991	HSC	37.2	6.8	49.5	47.5	45.0	42.5	38.0	33.0
		scaled	30.9	9.8	50.0	46.5	42.5	38.8	32.6	24.3
Science Extension	608	HSC	37.5	4.7	49.0	47.0	44.0	41.0	37.0	34.0
		scaled	33.4	7.1	50.0	47.7	42.3	38.2	33.3	29.2
Society & Culture	4,566	HSC	38.6	5.2	49.5	48.0	45.0	42.5	39.0	35.5
		scaled	23.0	10.6	48.3	44.7	37.8	31.2	22.7	14.9
Software Design & Development	1,737	HSC	37.1	6.6	49.0	48.0	45.5	42.5	37.5	33.0
		scaled	25.6	11.1	50.0	46.5	40.8	34.5	25.8	16.7
Studies of Religion I	8,129	HSC	38.0	5.1	50.0	47.0	44.0	42.0	39.0	35.0
		scaled	28.0	8.9	49.0	44.3	39.3	34.9	28.6	21.8
Studies of Religion II	6,133	HSC	38.0	5.6	48.5	46.5	44.0	42.0	39.0	34.5
		scaled	27.4	10.2	50.0	46.0	40.0	35.3	28.5	20.2
Textiles & Design	1,323	HSC	40.1	5.0	49.5	48.5	46.0	44.0	41.0	37.0
		scaled	23.0	11.3	49.0	45.9	38.6	31.8	22.8	13.9

Course	Number	Type of mark	Mean	SD	Max. mark	P_{99}	P_{90}	P_{75}	P_{50}	P_{25}
Visual Arts	8,580	HSC	40.7	4.4	50.0	48.5	46.0	44.0	41.5	38.5
		scaled	21.9	11.2	48.9	45.4	37.8	30.6	21.2	13.0
Arabic Continuers	299	HSC	38.9	5.5	47.5	47.0	44.5	43.0	39.5	36.0
		scaled	15.6	11.1	42.5	41.2	32.2	24.2	13.3	6.0
Arabic Extension	101	HSC	39.8	5.7	49.0	49.0	48.0	45.0	40.0	35.0
		scaled	22.5	7.4	39.3	39.1	33.4	27.4	22.4	17.1
Armenian Continuers	26	HSC	43.3	3.0	48.0					
		scaled	32.5	8.4	50.0					
Chinese Beginners	80	HSC	35.6	10.5	50.0	50.0	46.5	44.5	38.0	27.0
		scaled	20.6	12.9	47.3	47.3	36.0	31.9	22.0	7.4
Chinese Continuers	187	HSC	42.4	6.2	50.0	50.0	48.0	47.0	44.0	40.0
		scaled	32.7	9.5	50.0	49.9	42.9	40.7	34.1	26.5
Chinese Extension	40	HSC	44.8	3.9	48.0	48.0	48.0	47.0	46.0	43.0
		scaled	37.8	7.3	50.0	50.0	45.9	43.5	39.3	32.2
Chinese & Literature	461	HSC	41.1	4.5	47.5	47.0	45.5	44.0	42.0	39.5
		scaled	24.2	11.1	50.0	48.2	38.6	32.6	24.3	15.8
Chinese in Context	137	HSC	44.4	3.3	49.0	48.5	48.0	47.0	45.0	42.5
		scaled	30.6	10.7	50.0	49.0	44.6	39.7	30.6	22.6
Classical Greek Continuers	10	HSC	43.5	4.7	49.0					
		scaled	37.8	9.0	50.0					
Classical Hebrew Continuers	25	HSC	43.9	3.2	48.0					
		scaled	34.0	8.2	49.0					
Classical Hebrew Extension	15	HSC	46.4	3.3	49.0					
		scaled	36.1	8.9	50.0					
French Beginners	507	HSC	38.4	8.4	50.0	49.0	47.5	45.0	40.0	33.5
		scaled	24.4	11.5	49.9	46.4	39.6	32.8	25.3	15.7
French Continuers	593	HSC	41.1	5.4	49.5	49.0	47.5	45.5	42.0	38.0
		scaled	34.1	9.0	50.0	48.8	45.2	41.1	35.6	28.4
French Extension	133	HSC	40.0	5.2	48.0	47.0	46.0	45.0	41.0	35.0
		scaled	39.6	6.1	50.0	49.1	46.7	44.3	41.1	34.7
German Beginners	89	HSC	39.5	6.7	50.0	50.0	47.5	45.5	40.0	33.5
		scaled	27.0	10.8	50.0	50.0	42.5	36.0	26.3	17.1
German Continuers	212	HSC	40.8	5.3	49.0	48.5	47.0	44.5	41.5	38.5
		scaled	34.4	9.0	50.0	48.8	44.4	40.1	35.9	31.0
German Extension	55	HSC	44.0	3.5	49.0	49.0	48.0	47.0	45.0	42.0
		scaled	40.0	4.5	50.0	50.0	45.7	43.5	40.6	37.3
Hindi Continuers	12	HSC	41.2	4.6	46.5					
		scaled	31.0	9.4	47.1					
Indonesian Beginners	44	HSC	40.3	5.3	48.5	48.5	46.0	45.0	41.0	36.5
		scaled	23.3	9.5	44.3	44.3	34.5	31.7	22.9	15.6
Indonesian Continuers	78	HSC	40.9	5.3	49.0	49.0	47.5	45.0	41.5	37.5
		scaled	29.6	10.2	50.0	50.0	44.0	36.0	29.9	22.1
Indonesian Extension	16	HSC	41.1	4.3	48.0					
		scaled	36.1	8.1	50.0					
Italian Beginners	306	HSC	38.3	6.8	50.0	49.0	46.5	43.5	39.0	34.5
		scaled	26.2	11.3	50.0	47.2	41.5	34.9	26.1	17.8

Course	Number	Type of mark	Mean	SD	Max. mark	P_{99}	P_{90}	P_{75}	P_{50}	P_{25}
Italian Continuers	210	HSC	40.4	5.8	49.0	48.5	46.5	45.0	41.0	37.0
		scaled	31.7	10.1	50.0	48.7	44.2	40.2	32.1	24.4
Italian Extension	42	HSC	43.6	4.5	49.0	49.0	48.0	47.0	45.0	43.0
		scaled	38.3	6.7	50.0	50.0	46.3	43.3	38.9	36.0
Japanese Beginners	635	HSC	36.1	8.2	49.5	48.5	46.0	42.5	36.5	31.0
		scaled	23.8	11.4	48.5	45.5	39.2	33.3	23.8	14.8
Japanese Continuers	671	HSC	40.2	6.3	50.0	49.5	48.0	45.0	41.0	36.0
		scaled	30.6	10.1	50.0	48.2	43.9	38.3	31.1	23.4
Japanese Extension	163	HSC	42.1	5.3	49.0	49.0	48.0	46.0	44.0	38.0
		scaled	37.7	6.2	50.0	49.5	45.8	42.8	37.6	33.2
Japanese & Literature	11	HSC	40.4	4.7	46.5					
		scaled	28.5	11.3	47.4					
Japanese in Context	30	HSC	41.7	3.6	49.0					
		scaled	30.2	7.7	48.1					
Khmer Continuers	21	HSC	42.7	2.9	47.5					
		scaled	17.6	9.7	38.5					
Korean Beginners	127	HSC	40.0	5.3	49.0	48.5	46.5	44.0	40.5	37.0
		scaled	25.2	11.3	50.0	48.0	40.5	33.5	25.2	16.7
Korean Continuers	16	HSC	44.8	2.6	48.0					
		scaled	32.8	9.0	47.2					
Korean & Literature	43	HSC	42.9	3.6	48.5	48.5	47.5	46.0	43.0	41.0
		scaled	25.0	10.5	47.6	47.6	40.0	33.8	23.6	17.9
Korean in Context	39	HSC	45.7	2.5	49.5					
		scaled	26.6	9.6	48.7					
Latin Continuers	142	HSC	43.9	3.7	48.5	48.5	47.5	46.5	44.5	42.5
		scaled	41.1	7.1	50.0	50.0	48.4	45.9	42.9	38.1
Latin Extension	104	HSC	47.0	2.6	50.0	50.0	49.0	49.0	48.0	46.0
		scaled	42.1	6.3	50.0	50.0	48.5	46.2	43.9	39.2
Macedonian Continuers	21	HSC	39.8	5.0	48.5					
		scaled	25.2	8.9	45.5					
Modern Greek Beginners	70	HSC	42.8	5.0	50.0	50.0	48.0	46.5	43.5	41.0
		scaled	28.2	11.5	50.0	50.0	42.6	37.7	28.7	21.0
Modern Greek Continuers	72	HSC	43.2	4.2	49.5	49.5	48.0	46.5	43.5	40.5
		scaled	27.5	10.2	48.5	48.5	39.7	35.4	27.3	18.8
Modern Greek Extension	25	HSC	43.0	5.1	49.0					
		scaled	32.7	8.4	47.5					
Modern Hebrew Continuers	31	HSC	45.9	2.8	49.0					
		scaled	35.6	7.6	50.0					
Persian Continuers	21	HSC	44.3	3.8	49.0					
		scaled	20.4	12.5	45.7					
Polish Continuers	16	HSC	45.9	2.9	49.5					
		scaled	32.2	9.1	50.0					
Portuguese Continuers	29	HSC	42.6	3.2	48.5					
		scaled	25.0	8.2	45.6					
Punjabi Continuers	15	HSC	41.8	3.6	47.0					
		scaled	27.0	9.5	45.8					

Course	Number	Type of mark	Mean	SD	Max. mark	P_{99}	P_{90}	P_{75}	P_{50}	P_{25}
Russian Continuers	20	HSC	45.0	2.8	48.5					
		scaled	26.1	8.8	42.6					
Serbian Continuers	30	HSC	43.4	3.2	49.0					
		scaled	21.8	9.0	42.8					
Spanish Beginners	328	HSC	37.5	6.6	49.5	49.0	45.5	42.5	38.5	33.0
		scaled	24.3	11.4	50.0	47.9	40.5	32.9	23.7	15.3
Spanish Continuers	164	HSC	39.1	4.6	49.5	47.5	44.5	42.5	40.0	35.5
		scaled	26.2	10.0	49.6	45.7	38.5	33.2	27.1	19.4
Spanish Extension	53	HSC	41.3	6.9	49.0	49.0	46.0	45.0	43.0	40.0
		scaled	31.0	7.8	48.6	48.6	38.9	36.0	31.6	27.3
Turkish Continuers	26	HSC	42.1	3.0	48.5					
		scaled	23.0	8.7	45.6					
Vietnamese Continuers	190	HSC	40.6	3.7	47.5	47.0	45.0	43.0	41.0	38.5
		scaled	19.7	11.0	46.4	45.5	36.3	26.9	18.4	10.9
Automotive Exam	237	HSC	33.7	6.0	47.5	46.5	41.0	37.5	34.0	30.5
		scaled	13.9	9.2	36.6	35.8	28.7	19.9	11.8	6.7
Business Services Exam	1,155	HSC	36.1	6.2	49.0	46.5	43.5	40.5	36.5	33.0
		scaled	18.5	10.5	44.1	41.3	33.9	26.1	16.9	10.3
Construction Exam	1,741	HSC	37.9	5.1	48.5	46.5	43.5	41.5	38.5	35.0
		scaled	15.7	9.7	39.5	37.4	29.2	22.8	14.7	7.5
Electrotechnology Exam	223	HSC	36.0	4.3	46.5	45.5	41.5	39.0	36.0	33.0
		scaled	18.1	8.4	38.2	37.0	30.1	24.3	17.5	11.1
Entertainment Industry Exam	713	HSC	39.3	4.7	48.0	47.5	45.5	42.5	39.5	36.0
		scaled	21.0	9.3	43.6	42.7	34.0	27.3	20.2	13.5
Financial Services Exam	80	HSC	37.1	4.0	46.5	46.5	42.5	40.0	36.5	34.0
		scaled	27.7	9.5	50.0	50.0	41.2	35.5	25.9	19.9
Hospitality Exam	4,337	HSC	36.8	5.0	49.5	46.0	43.0	40.5	37.0	34.0
		scaled	19.4	10.0	44.1	40.5	33.6	27.6	18.1	11.8
Human Services Exam	705	HSC	34.9	4.1	46.5	44.0	40.5	38.0	34.5	32.0
		scaled	20.3	9.4	42.8	40.1	33.6	27.6	19.4	12.5
Information & Digital Technology Exam	466	HSC	37.8	4.7	48.5	46.5	43.0	40.5	38.0	35.5
		scaled	20.1	9.8	43.9	41.1	33.9	26.7	19.8	12.7
Metal & Engineering Exam	255	HSC	33.3	5.9	47.0	45.0	40.5	37.0	33.5	29.0
		scaled	15.8	9.2	38.3	36.0	29.1	22.1	14.7	7.6
Primary Industries Exam	520	HSC	36.6	4.2	48.5	45.5	41.5	39.0	37.0	34.0
		scaled	17.4	9.5	40.8	37.3	30.1	24.5	16.9	9.1
Retail Services Exam	825	HSC	34.4	4.6	45.5	44.0	39.5	37.5	35.5	31.5
		scaled	17.1	10.6	43.2	42.2	32.5	24.7	16.1	8.1
Tourism, Travel & Events Exam	161	HSC	37.4	3.4	45.5	45.0	42.0	39.5	37.0	35.0
		scaled	22.7	10.2	46.2	44.7	37.6	30.7	20.9	14.5

Table A4 Distributions of HSC marks by course: 2019 and 2020

Notes: (i) The **Number** column shows the number of students who completed the course in the given year.

(ii) **Columns 45, 40, 35, 30 and 25** show the percentage of the course candidature with an HSC mark less than the specified mark.

(iii) The table excludes courses with less than 40 students in either year.

			Percentage of students with HSC mark less than:				
Course	Year	Number	45	40	35	30	25
Aboriginal Studies	2020	653	86.8	71.2	43.2	21.9	9.3
	2019	699	89.0	71.0	53.8	27.9	8.3
Agriculture	2020	1,470	89.7	61.4	38.3	16.5	4.1
	2019	1,579	90.2	68.6	39.8	16.5	4.6
Ancient History	2020	7,164	91.1	66.6	37.1	15.6	5.3
	2019	7,233	90.7	64.0	34.3	15.0	5.5
Biology	2020	18,633	93.5	69.3	37.3	13.1	2.4
	2019	18,667	92.6	68.5	39.6	15.4	3.3
Business Studies	2020	17,877	90.6	64.7	37.6	17.0	6.2
	2019	17,586	90.6	66.6	37.9	16.2	4.8
Chemistry	2020	10,137	86.6	56.9	30.5	9.4	1.4
	2019	10,277	83.9	53.8	32.6	11.9	2.9
Community & Family Studies	2020	8,774	95.0	66.0	30.3	8.9	0.6
	2019	8,406	95.1	63.0	30.0	10.5	1.5
Dance	2020	914	90.8	42.5	12.7	1.4	0.4
	2019	969	86.9	45.9	17.5	3.5	1.0
Design & Technology	2020	3,484	84.3	52.7	16.8	2.1	0.2
	2019	3,221	85.6	53.3	17.8	4.7	1.0
Drama	2020	3,902	80.8	52.6	9.7	2.0	0.6
	2019	4,080	84.9	56.3	15.8	1.7	0.1
Earth & Environmental Science	2020	2,117	93.5	70.4	38.7	14.5	4.1
	2019	2,033	94.3	68.7	33.2	13.8	3.9
Economics	2020	5,010	86.5	48.5	22.4	8.7	2.5
	2019	5,100	84.7	48.1	25.3	7.5	1.4
Engineering Studies	2020	2,313	88.2	66.3	31.6	8.3	2.0
	2019	2,257	90.7	68.1	30.1	7.8	0.7
English Studies Exam	2020	1,274		100.0	97.9	68.8	22.8
	2019	993	100.0	99.9	96.2	64.5	23.2
English Standard	2020	30,914	99.5	88.4	42.4	10.8	0.5
	2019	30,228	99.3	88.2	47.9	12.3	1.4
English Advanced	2020	24,773	85.8	36.6	5.2	0.6	
	2019	25,251	86.5	38.1	8.1	1.0	0.1
English EAL/D	2020	2,022	96.6	73.9	42.8	15.5	4.5
	2019	2,138	96.1	76.3	41.2	13.8	3.6
English Extension 1	2020	3,551	61.2	24.0	7.3	2.2	0.7
	2019	3,490	65.8	24.6	5.8	1.2	0.2
English Extension 2	2020	1,380	74.1	41.4	17.5	5.1	0.7
	2019	1,326	73.8	48.0	19.8	3.3	0.4
Food Technology	2020	3,376	91.1	69.8	40.2	15.7	2.3
	2019	3,068	91.5	66.3	32.3	9.6	1.6

			Percentage of students with HSC mark less than:				
Course	Year	Number	45	40	35	30	25
Geography	2020	4,396	87.5	58.2	29.1	12.8	4.3
	2019	4,188	89.6	56.4	27.4	12.5	4.2
Industrial Technology	2020	5,856	91.9	76.2	47.5	19.2	5.9
	2019	5,702	94.4	78.5	50.4	20.2	4.9
Information Processes & Technology	2020	2,024	92.3	67.5	41.3	17.9	5.8
	2019	2,098	89.3	65.1	36.8	14.6	5.6
Investigating Science	2020	2,589	95.3	71.7	41.8	16.1	4.8
	2019	2,770	97.5	76.5	45.8	20.9	7.2
Legal Studies	2020	10,651	84.8	60.1	31.8	10.8	2.5
	2019	10,516	86.4	58.4	34.3	15.7	5.7
Mathematics Standard 1 Exam	2020	1,340	97.4	83.7	45.1	18.0	4.9
	2019	1,139	96.9	82.4	43.2	15.6	2.8
Mathematics Standard 2	2020	30,026	94.6	75.3	49.6	24.5	7.1
	2019	29,656	94.8	75.7	43.3	16.4	2.9
Mathematics Advanced	2020	16,771	76.9	47.4	19.0	4.2	1.5
Mathematics	2019	17,311	76.4	50.7	21.5	7.6	2.6
Mathematics Extension 1	2020	8,804	62.1	42.0	25.5	12.4	5.5
	2019	8,830	60.9	36.6	19.7	9.6	4.4
Mathematics Extension 2	2020	3,372	63.6	34.0	16.0	7.0	2.8
	2019	3,134	64.2	32.5	14.1	7.0	3.0
Modern History	2020	10,860	89.8	62.6	33.8	15.5	6.5
	2019	11,329	90.2	60.3	33.4	13.6	4.4
History Extension	2020	1,746	79.4	50.2	23.9	6.6	1.8
	2019	1,825	72.3	45.7	23.2	7.1	1.5
Music 1	2020	4,500	78.1	35.5	9.3	1.8	0.4
	2019	4,676	77.8	33.7	9.0	1.8	0.4
Music 2	2020	688	61.6	12.2	0.3		
	2019	730	58.8	9.0	0.1		
Music Extension	2020	400	31.5	11.3	2.8	0.8	0.8
	2019	417	33.6	11.0	2.2	0.5	
PDH&PE	2020	16,183	90.8	65.5	38.6	14.4	4.1
	2019	15,545	93.7	68.5	37.7	11.5	2.4
Physics	2020	7,991	87.4	59.4	32.8	13.9	4.1
	2019	8,404	87.6	63.0	35.6	14.3	4.0
Science Extension	2020	608	93.1	65.6	26.2	3.3	1.3
	2019	668	93.4	71.3	31.6	7.0	0.4
Society & Culture	2020	4,566	89.0	56.1	19.8	5.8	1.2
	2019	4,769	87.6	55.5	21.4	6.2	1.5
Software Design & Development	2020	1,737	87.1	62.2	34.3	11.7	3.8
	2019	1,796	84.9	55.5	28.8	12.9	3.5
Studies of Religion I	2020	8,129	92.3	56.1	22.9	5.9	1.3
	2019	8,475	89.1	53.7	20.7	4.0	0.6
Studies of Religion II	2020	6,133	93.4	56.2	25.7	7.8	2.1
	2019	6,046	92.6	55.2	20.3	6.4	1.2
Textiles & Design	2020	1,323	82.5	43.2	15.0	3.8	0.5
	2019	1,274	83.5	46.3	18.5	6.0	1.1

			Percentage of students with HSC mark less than:				
Course	Year	Number	45	40	35	30	25
Visual Arts	2020	8,580	83.1	35.0	9.9	1.8	0.3
	2019	8,526	84.2	37.3	10.1	2.0	0.1
Arabic Continuers	2020	299	91.0	50.2	19.1	4.3	1.3
	2019	322	85.1	38.2	11.8	4.0	2.2
Arabic Extension	2020	101	68.3	47.5	23.8		
	2019	113	77.9	51.3	30.1		
Chinese Continuers	2020	187	56.7	24.1	11.2	4.3	2.1
	2019	178	59.6	20.8	7.3	2.2	
Chinese & Literature	2020	461	83.1	31.5	7.4	3.5	1.5
	2019	576	80.7	29.3	2.6	0.5	
Chinese in Context	2020	137	44.5	10.9	0.7		
	2019	107	50.5	10.3			
French Beginners	2020	507	75.0	48.3	29.2	14.4	5.3
	2019	479	76.2	52.6	32.6	15.9	6.1
French Continuers	2020	593	69.5	36.4	14.7	3.2	0.3
	2019	648	69.1	35.3	12.5	2.9	0.2
French Extension	2020	133	72.9	41.4	18.8	2.3	
	2019	177	71.2	38.4	11.9	3.4	
German Beginners	2020	89	69.7	48.3	28.1	6.7	2.2
	2019	95	75.8	57.9	27.4	4.2	
German Continuers	2020	212	75.0	35.4	13.7	5.2	0.5
	2019	209	78.0	44.0	11.5	1.4	0.5
German Extension	2020	55	47.3	9.1			
	2019	47	57.4	12.8			
Indonesian Continuers	2020	78	74.4	37.2	17.9	2.6	
	2019	72	86.1	48.6	22.2	1.4	
Italian Beginners	2020	306	84.0	53.9	26.1	10.5	3.6
	2019	274	85.4	67.2	34.3	10.9	3.6
Italian Continuers	2020	210	72.9	41.9	12.9	3.3	1.4
	2019	265	75.5	41.1	17.0	6.4	3.4
Italian Extension	2020	42	42.9	19.0	7.1		
	2019	52	44.2	11.5			
Japanese Beginners	2020	635	82.8	64.7	40.8	19.7	6.3
	2019	677	85.7	57.0	34.4	19.2	7.5
Japanese Continuers	2020	671	71.1	43.7	21.0	5.2	1.3
	2019	617	72.3	39.7	17.8	3.7	0.8
Japanese Extension	2020	163	55.8	28.2	11.0	0.6	0.6
	2019	138	53.6	31.2	10.1	0.7	
Korean Beginners	2020	127	81.9	46.5	11.8	5.5	1.6
	2019	116	75.9	42.2	19.0	4.3	1.7
Latin Continuers	2020	142	50.0	11.3	4.2		
	2019	131	48.9	10.7	2.3		
Latin Extension	2020	104	13.5	2.9			
	2019	83	22.9	3.6			
Modern Greek Beginners	2020	70	60.0	20.0	10.0	1.4	
	2019	87	63.2	25.3	10.3	3.4	

			Percentage of students with HSC mark less than:				
Course	Year	Number	45	40	35	30	25
Modern Greek Continuers	2020	72	55.6	19.4	4.2		
	2019	80	52.5	21.3	3.8	1.3	
Spanish Beginners	2020	328	86.0	58.8	32.0	12.8	2.4
	2019	259	82.2	63.7	36.3	16.2	4.6
Spanish Continuers	2020	164	90.2	48.8	19.5	1.8	0.6
	2019	172	93.0	52.9	18.6	2.3	1.2
Spanish Extension	2020	53	71.7	24.5	1.9	1.9	1.9
	2019	48	75.0	25.0	6.3		
Vietnamese Continuers	2020	190	89.5	36.3	5.8	1.1	0.5
	2019	175	92.0	30.9	8.0	2.3	1.7
Automotive Exam	2020	237	97.5	86.1	54.9	21.1	4.6
	2019	259	96.1	80.7	56.8	18.5	2.7
Business Services Exam	2020	1,155	95.6	69.5	38.0	13.0	2.9
	2019	1,119	94.2	62.4	22.5	4.8	1.3
Construction Exam	2020	1,741	94.5	57.9	22.2	7.0	1.0
	2019	1,614	98.6	74.1	32.5	9.3	0.6
Electrotechnology Exam	2020	223	97.3	81.6	41.3	4.5	0.4
	2019	239	98.3	84.5	44.8	16.7	
Entertainment Industry Exam	2020	713	87.0	51.3	15.3	3.2	0.4
	2019	735	90.9	58.0	22.0	5.3	0.4
Financial Services Exam	2020	80	96.3	71.3	32.5	1.3	
	2019	62	98.4	67.7	46.8	4.8	3.2
Hospitality Exam	2020	4,337	96.4	69.2	32.5	7.0	1.0
	2019	4,518	96.3	66.7	35.5	11.2	2.3
Human Services Exam	2020	705	99.3	86.8	53.3	8.8	0.4
	2019	735	99.5	92.5	53.6	12.8	1.6
Information & Digital Technology Exam	2020	466	96.1	70.0	19.5	3.9	1.3
	2019	483	98.3	74.3	20.7	3.1	0.6
Metal & Engineering Exam	2020	255	98.8	86.7	58.0	26.3	5.1
	2019	276	99.6	94.9	66.3	32.2	7.6
Primary Industries Exam	2020	520	97.5	78.8	29.2	5.4	1.3
	2019	567	94.9	74.8	25.6	2.5	0.4
Retail Services Exam	2020	825	99.5	91.6	47.2	16.5	1.5
	2019	841	99.2	87.3	47.7	15.1	1.5
Tourism, Travel & Events Exam	2020	161	97.5	80.1	23.6	0.6	
	2019	188	98.4	82.4	34.6	3.2	

Table A5 Distributions of scaled marks by course: 2019 and 2020

Notes: (i) The **Number** column shows the number of students who completed the course in the given year.

(ii) **Columns 45, 40, 35, 30, 25, 20 and 15** show the percentage of the course candidature with a scaled mark less than the specified mark.

(iii) The table excludes courses with less than 40 students in either year.

			Percentage of students with scaled mark less than:						
Course	Year	Number	45	40	35	30	25	20	15
Aboriginal Studies	2020	653	100.0	96.8	89.6	84.4	79.0	72.7	60.0
	2019	699	100.0	95.4	89.6	84.5	77.1	69.8	61.9
Agriculture	2020	1,470	99.7	95.9	90.1	81.6	68.6	55.8	42.1
	2019	1,579	99.9	95.3	88.9	80.2	70.9	57.8	43.4
Ancient History	2020	7,164	98.7	93.0	83.4	70.7	55.5	40.4	26.2
	2019	7,233	98.8	92.8	82.5	68.1	52.6	36.7	23.9
Biology	2020	18,633	98.7	91.9	79.6	62.8	45.4	29.0	15.5
	2019	18,667	98.9	92.4	79.8	62.8	45.9	29.5	16.0
Business Studies	2020	17,877	99.1	93.0	81.0	67.2	53.2	38.6	24.8
	2019	17,586	99.3	92.7	81.0	67.2	52.7	38.2	24.1
Chemistry	2020	10,137	95.1	77.8	58.5	41.0	25.4	13.9	5.8
	2019	10,277	95.8	77.9	57.1	39.7	26.4	15.7	7.6
Community & Family Studies	2020	8,774	100.0	98.6	92.4	81.9	69.5	55.1	39.7
	2019	8,406	100.0	98.3	92.1	82.2	69.7	55.4	40.4
Dance	2020	914	98.7	94.6	83.6	71.0	57.5	42.0	28.4
	2019	969	99.3	92.8	83.1	70.5	55.4	40.6	24.9
Design & Technology	2020	3,484	98.8	93.9	86.0	74.1	61.0	45.2	29.4
	2019	3,221	99.3	94.7	86.6	74.1	59.8	43.4	27.2
Drama	2020	3,902	97.3	90.6	81.0	69.8	55.9	40.1	24.3
	2019	4,080	97.7	91.6	82.2	70.2	56.4	40.7	24.9
Earth & Environmental Science	2020	2,117	99.2	94.7	84.6	71.8	55.8	40.2	26.2
	2019	2,033	99.3	95.1	85.1	71.7	55.4	39.7	25.7
Economics	2020	5,010	96.0	78.0	55.3	35.0	21.7	13.1	6.7
	2019	5,100	96.7	78.6	56.0	36.8	22.7	13.5	6.6
Engineering Studies	2020	2,313	99.5	93.4	80.6	64.2	46.5	28.1	14.9
	2019	2,257	98.5	92.9	80.0	65.5	46.8	29.1	14.5
English Studies Exam	2020	1,274				100.0	99.8	98.7	89.6
	2019	993			100.0	99.9	99.1	96.2	86.8
English Standard	2020	30,914	99.9	99.3	96.3	87.6	71.9	49.8	28.7
	2019	30,228	99.9	99.1	95.7	87.5	71.8	50.6	28.7
English Advanced	2020	24,773	97.4	82.1	58.7	34.9	17.4	7.2	2.5
	2019	25,251	97.5	83.6	60.1	37.1	19.4	9.0	3.4
English EAL/D	2020	2,022	98.7	94.9	86.1	74.9	64.5	49.9	33.4
	2019	2,138	98.6	94.0	85.9	74.2	59.3	44.6	29.9
English Extension 1	2020	3,551	94.3	68.0	35.9	14.6	5.4	2.1	0.7
	2019	3,490	93.6	68.5	37.5	15.2	5.2	1.5	0.5
English Extension 2	2020	1,380	91.4	68.3	37.2	16.3	5.5	1.2	
	2019	1,326	89.7	66.7	42.4	18.3	5.5	1.3	0.2
Food Technology	2020	3,376	99.9	96.6	89.1	80.3	68.5	54.9	42.1
	2019	3,068	99.5	95.7	88.0	78.5	66.2	52.6	38.3

			Percentage of students with scaled mark less than:						
Course	Year	Number	45	40	35	30	25	20	15
Geography	2020	4,396	98.2	90.1	77.4	61.6	46.4	32.8	21.1
	2019	4,188	98.4	91.1	77.7	62.9	47.3	32.8	20.9
Industrial Technology	2020	5,856	100.0	99.6	94.9	86.0	74.9	62.3	46.5
	2019	5,702	100.0	99.7	95.2	87.2	76.0	62.2	45.8
Information Processes & Technology	2020	2,024	99.0	93.9	84.8	72.6	57.9	41.9	27.7
	2019	2,098	99.1	94.7	86.7	75.1	61.6	45.2	31.2
Investigating Science	2020	2,589	100.0	98.7	93.8	84.1	69.8	54.8	40.0
	2019	2,770	100.0	99.6	94.2	84.0	70.8	54.4	39.0
Legal Studies	2020	10,651	98.4	90.7	78.6	65.4	50.2	35.2	21.6
	2019	10,516	98.7	91.4	78.2	62.6	47.7	33.2	20.7
Mathematics Standard 1 Exam	2020	1,340			100.0	96.1	88.6	76.0	62.3
	2019	1,139			100.0	96.0	89.6	80.2	68.7
Mathematics Standard 2	2020	30,026	100.0	97.5	88.5	74.5	58.6	42.5	27.2
	2019	29,656	100.0	97.2	88.1	75.4	60.8	45.1	29.1
Mathematics Advanced	2020	16,771	94.6	78.5	59.4	42.0	26.4	14.2	6.3
Mathematics	2019	17,311	95.9	81.3	61.3	40.7	24.3	13.5	7.2
Mathematics Extension 1	2020	8,804	74.9	43.3	21.9	11.4	5.6	2.3	0.9
	2019	8,830	82.0	45.5	21.7	10.2	4.8	1.9	1.0
Mathematics Extension 2	2020	3,372	48.1	15.5	5.8	2.5	1.1	0.7	0.3
	2019	3,134	64.5	18.6	6.3	2.4	0.8	0.1	
Modern History	2020	10,860	98.5	91.2	78.1	62.1	45.3	31.3	20.1
	2019	11,329	98.3	90.3	77.2	61.5	46.1	31.6	19.9
History Extension	2020	1,746	96.2	80.3	53.7	28.9	12.0	3.9	1.6
	2019	1,825	96.6	81.6	53.3	28.0	11.1	4.0	0.8
Music 1	2020	4,500	99.2	95.1	87.4	75.9	61.9	47.9	32.1
	2019	4,676	99.7	96.0	88.1	76.7	63.0	47.3	32.1
Music 2	2020	688	90.3	74.4	53.3	29.8	16.9	5.8	0.9
	2019	730	91.6	74.5	54.8	36.7	18.6	6.7	1.1
Music Extension	2020	400	74.5	60.0	43.8	28.3	16.3	8.5	2.8
	2019	417	78.9	68.3	48.9	30.2	13.4	6.5	1.4
PDH&PE	2020	16,183	99.5	94.4	84.3	71.4	56.9	41.3	26.1
	2019	15,545	99.7	95.5	85.8	71.8	56.2	40.8	25.6
Physics	2020	7,991	97.0	80.8	59.5	41.1	26.9	16.2	7.9
	2019	8,404	96.9	82.3	62.0	43.2	28.1	16.3	7.7
Science Extension	2020	608	96.1	82.1	57.7	30.1	10.5	3.5	1.5
	2019	668	96.0	83.7	56.6	29.8	12.7	4.6	0.3
Society & Culture	2020	4,566	99.1	94.2	84.2	71.9	57.4	41.4	25.3
	2019	4,769	98.6	93.2	83.2	71.2	57.1	42.0	25.6
Software Design & Development	2020	1,737	97.5	88.7	76.6	62.7	47.3	33.5	20.4
	2019	1,796	98.5	91.6	77.9	61.2	45.2	30.6	19.4
Studies of Religion I	2020	8,129	99.4	91.9	75.3	55.2	36.1	20.0	9.0
	2019	8,475	99.1	91.5	75.9	56.5	37.1	20.5	8.5
Studies of Religion II	2020	6,133	98.0	90.1	73.9	55.4	38.3	24.6	13.7
	2019	6,046	98.5	89.9	74.1	55.9	37.2	22.9	12.5

			Percentage of students with scaled mark less than:						
Course	Year	Number	45	40	35	30	25	20	15
Textiles & Design	2020	1,323	98.4	92.4	82.4	71.0	56.4	42.3	28.3
	2019	1,274	98.4	93.3	83.2	69.6	56.9	42.4	27.6
Visual Arts	2020	8,580	98.9	93.3	84.6	73.9	60.9	46.4	30.5
	2019	8,526	98.5	93.1	84.6	73.0	59.6	45.2	30.2
Arabic Continuers	2020	299	100.0	98.7	92.6	87.0	76.6	66.2	55.2
	2019	322	100.0	97.8	91.3	83.5	75.8	64.6	50.6
Arabic Extension	2020	101		100.0	94.1	85.1	66.3	42.6	17.8
	2019	113	100.0	98.2	92.9	84.1	69.9	52.2	34.5
Chinese Continuers	2020	187	96.8	72.7	54.5	31.6	20.3	13.4	5.3
	2019	178	90.4	73.6	57.3	39.9	17.4	11.2	5.1
Chinese & Literature	2020	461	97.2	92.4	82.4	65.1	51.8	37.7	22.3
	2019	576	96.7	91.5	79.9	67.2	51.6	35.8	20.7
Chinese in Context	2020	137	90.5	77.4	64.2	47.4	29.9	18.2	8.8
	2019	107	96.3	80.4	64.5	47.7	30.8	16.8	10.3
French Beginners	2020	507	97.6	90.9	81.5	64.3	49.3	33.9	23.5
	2019	479	98.1	92.3	82.0	68.9	51.6	38.0	25.9
French Continuers	2020	593	89.5	70.3	48.4	30.0	17.4	8.8	2.9
	2019	648	91.2	72.1	46.5	26.2	14.5	5.9	1.2
French Extension	2020	133	85.0	45.1	25.6	6.8	2.3	0.8	
	2019	177	82.5	41.8	12.4	5.1	1.7		
German Beginners	2020	89	97.8	86.5	70.8	59.6	48.3	31.5	13.5
	2019	95	95.8	90.5	78.9	62.1	46.3	31.6	16.8
German Continuers	2020	212	91.5	73.1	44.8	22.6	14.6	9.0	5.7
	2019	209	91.9	74.2	49.8	31.1	17.2	6.7	2.4
German Extension	2020	55	89.1	49.1	10.9				
	2019	47	87.2	51.1	21.3	2.1			
Indonesian Continuers	2020	78	92.3	82.1	71.8	50.0	34.6	21.8	7.7
	2019	72	93.1	87.5	56.9	48.6	33.3	16.7	4.2
Italian Beginners	2020	306	95.8	87.9	75.5	58.2	46.1	32.4	19.0
	2019	274	97.8	88.3	77.4	65.7	48.2	32.8	19.0
Italian Continuers	2020	210	91.9	74.8	63.3	43.3	26.7	11.4	6.7
	2019	265	95.1	83.0	61.5	44.5	29.1	13.6	6.8
Italian Extension	2020	42	81.0	66.7	23.8	16.7	4.8		
	2019	52	90.4	61.5	28.8	5.8			
Japanese Beginners	2020	635	98.9	92.9	78.9	67.1	54.2	38.9	26.3
	2019	677	99.0	93.8	83.2	68.8	52.7	36.8	22.9
Japanese Continuers	2020	671	93.3	79.6	63.3	46.3	30.3	16.4	7.2
	2019	617	91.7	78.1	60.5	41.8	28.2	15.9	6.8
Japanese Extension	2020	163	84.7	62.0	32.5	12.3	1.2	0.6	
	2019	138	92.8	59.4	26.8	6.5	0.7		
Korean Beginners	2020	127	96.9	89.8	77.2	63.8	49.6	34.6	17.3
	2019	116	99.1	90.5	75.9	62.9	40.5	23.3	14.7
Latin Continuers	2020	142	64.8	31.7	19.0	6.3	4.2	2.1	
	2019	131	67.2	37.4	16.8	9.2	3.1	1.5	
Latin Extension	2020	104	59.6	28.8	12.5	7.7	2.9	1.0	
	2019	83	57.8	32.5	14.5	3.6	1.2	1.2	

			Percentage of students with scaled mark less than:						
Course	Year	Number	45	40	35	30	25	20	15
Modern Greek Beginners	2020	70	95.7	82.9	65.7	54.3	40.0	22.9	15.7
	2019	87	97.7	88.5	72.4	50.6	37.9	26.4	16.1
Modern Greek Continuers	2020	72	97.2	90.3	69.4	55.6	38.9	25.0	12.5
	2019	80	100.0	92.5	83.8	71.3	52.5	33.8	20.0
Spanish Beginners	2020	328	96.3	89.3	79.9	67.4	53.4	37.8	24.4
	2019	259	96.9	84.6	74.5	64.5	49.8	35.5	22.8
Spanish Continuers	2020	164	98.8	90.9	80.5	62.2	43.3	27.4	15.2
	2019	172	97.7	89.0	74.4	64.5	46.5	29.7	15.7
Spanish Extension	2020	53	96.2	90.6	71.7	43.4	18.9	1.9	1.9
	2019	48	91.7	85.4	60.4	37.5	12.5	4.2	
Vietnamese Continuers	2020	190	98.9	93.7	88.9	80.0	71.6	57.4	37.4
	2019	175	98.9	96.0	93.1	82.9	70.9	52.0	36.6
Automotive Exam	2020	237		100.0	98.7	92.4	84.8	75.5	62.0
	2019	259		100.0	97.7	94.2	84.6	74.1	61.0
Business Services Exam	2020	1,155	100.0	98.4	92.8	82.6	72.1	57.0	41.7
	2019	1,119	100.0	96.8	92.9	84.1	71.9	55.6	39.6
Construction Exam	2020	1,741		100.0	96.9	90.4	81.2	67.2	52.0
	2019	1,614		100.0	97.7	90.7	79.4	64.5	49.1
Electrotechnology Exam	2020	223		100.0	96.4	87.9	77.1	62.8	41.3
	2019	239		100.0	95.4	90.0	79.9	61.1	44.8
Entertainment Industry Exam	2020	713	100.0	98.2	92.0	81.1	65.2	47.7	28.5
	2019	735	100.0	98.5	94.4	82.4	64.9	47.9	31.3
Financial Services Exam	2020	80	96.3	87.5	73.8	62.5	42.5	26.3	6.3
	2019	62	98.4	93.5	87.1	75.8	59.7	46.8	22.6
Hospitality Exam	2020	4,337	100.0	98.9	92.5	82.4	69.2	53.5	36.2
	2019	4,518	100.0	98.6	93.0	84.6	70.0	55.5	38.6
Human Services Exam	2020	705	100.0	98.4	92.9	82.3	68.8	50.2	33.3
	2019	735	100.0	98.8	92.5	82.4	69.9	57.1	37.7
Information & Digital Technology Exam	2020	466	100.0	98.1	92.3	82.0	70.0	52.1	36.3
	2019	483		100.0	96.5	88.2	74.3	57.3	40.8
Metal & Engineering Exam	2020	255		100.0	98.4	92.5	79.2	67.8	52.2
	2019	276		100.0	96.4	91.3	82.2	68.8	51.8
Primary Industries Exam	2020	520	100.0	99.8	97.5	87.7	75.8	57.3	44.4
	2019	567	100.0	99.5	94.9	88.4	77.2	63.5	47.8
Retail Services Exam	2020	825	100.0	97.6	92.6	86.4	76.6	65.7	47.2
	2019	841	100.0	98.8	94.2	85.4	75.0	62.9	44.9
Tourism, Travel & Events Exam	2020	161	99.4	93.2	85.1	74.5	60.2	46.0	28.0
	2019	188	100.0	98.4	89.4	80.3	68.6	44.7	25.0

Table A6 Courses that contribute to the ATAR (more than 10 units)

Notes: (i) This table shows the percentage of the course candidature who completed more than 10 units of ATAR courses and for whom *all* units of that course contributed to their ATAR.

(ii) The Number receiving ATAR column shows the number of students who did the course in 2020 or a previous year, and received an ATAR in 2020.

(iii) The ATAR students with > 10 units columns show the number and percentage of ATAR students who completed more than 10 units of ATAR courses.

(iv) The Percentage who counted course column shows the percentage of the ATAR students who completed more than 10 units of ATAR courses for whom all units of that course contributed towards their ATAR.

(v) The Maximum ATAR including the course column shows the maximum ATAR of any student doing the course in any year and including all units from that course in their ATAR calculation.

(vi) The table excludes courses with less than 10 students.

		ATAR students with > 10 units			
Course	Number receiving ATAR	Number	Percentage	Percentage who counted course	Maximum ATAR including the course
Aboriginal Studies	389	103	26	77	98.40
Agriculture	1,073	406	38	79	99.70
Ancient History	6,437	2,438	38	85	99.95
Biology	17,856	7,440	42	82	99.95
Business Studies	16,512	5,689	34	85	99.95
Chemistry	10,029	5,829	58	75	99.95
Community & Family Studies	7,140	2,065	29	88	98.20
Dance	795	227	29	65	99.05
Design & Technology	3,021	1,092	36	75	99.20
Drama	3,440	1,281	37	77	99.80
Earth & Environmental Science	1,903	634	33	83	99.55
Economics	4,965	2,567	52	76	99.95
Engineering Studies	2,225	1,095	49	71	99.85
English Studies Exam	516	103	20	100	80.30
English Standard	28,008	7,823	28	100	99.35
English Advanced	24,547	11,906	49	99	99.95
English EAL/D	1,823	570	31	100	99.95
English Extension 1	3,543	2,341	66	88	99.95
English Extension 2	1,372	820	60	86	99.95
Food Technology	2,654	824	31	87	98.35
Geography	4,043	1,606	40	84	99.90
Industrial Technology	4,074	1,254	31	74	96.90
Information Processes & Technology	1,858	770	41	73	99.95
Investigating Science	2,100	723	34	84	98.85
Legal Studies	10,065	3,762	37	85	99.95
Mathematics Standard 1 Exam	838	217	26	53	83.75
Mathematics Standard 2	27,399	8,013	29	72	99.50
Mathematics Advanced	15,897	8,739	55	72	99.95
Mathematics Extension 1	8,769	6,236	71	89	99.95
Mathematics Extension 2	3,363	1,798	53	98	99.95
Modern History	10,161	4,266	42	84	99.95
History Extension	1,747	1,400	80	83	99.95
Music 1	3,691	1,297	35	65	99.75
Music 2	676	474	70	66	99.95

		ATAR students with > 10 units			
Course	Number receiving ATAR	Number	Percentage	Percentage who counted course	Maximum ATAR including the course
Music Extension	402	311	77	67	99.90
PDH&PE	14,628	4,662	32	84	99.90
Physics	7,964	4,595	58	74	99.95
Science Extension	606	494	82	78	99.90
Society & Culture	4,256	1,289	30	83	99.90
Software Design & Development	1,654	808	49	70	99.95
Studies of Religion I	7,927	6,829	86	80	99.90
Studies of Religion II	5,987	1,616	27	84	99.95
Textiles & Design	1,125	355	32	76	99.15
Visual Arts	7,176	2,339	33	75	99.95
Arabic Continuers	247	121	49	84	97.85
Arabic Extension	82	63	77	84	93.55
Armenian Continuers	26	18	69	72	93.05
Chinese Beginners	56	25	45	72	99.75
Chinese Continuers	187	119	64	63	99.95
Chinese Extension	40	36	90	86	99.95
Chinese & Literature	443	154	35	73	99.95
Chinese in Context	136	75	55	59	99.65
Classical Greek Continuers	14	14	100	64	99.95
Classical Greek Extension	10	10	100	60	99.95
Classical Hebrew Continuers	24	13	54	77	98.15
Classical Hebrew Extension	15	11	73	82	98.15
French Beginners	463	182	39	76	97.55
French Continuers	602	398	66	67	99.95
French Extension	130	117	90	85	99.95
German Beginners	81	32	40	63	99.80
German Continuers	202	134	66	68	99.95
German Extension	56	51	91	90	99.95
Hindi Continuers	12	8	67	50	98.90
Indonesian Beginners	41	14	34	86	89.70
Indonesian Continuers	76	46	61	70	98.75
Indonesian Extension	16	14	88	57	98.65
Italian Beginners	277	140	51	70	99.90
Italian Continuers	200	139	70	67	99.75
Italian Extension	44	35	80	86	99.70
Japanese Beginners	582	194	33	64	99.55
Japanese Continuers	632	364	58	66	99.95
Japanese Extension	162	130	80	85	99.85
Japanese & Literature	11	1	9	100	98.55
Japanese in Context	31	13	42	54	96.50
Khmer Continuers	20	8	40	63	87.25
Korean Beginners	124	39	31	82	99.75
Korean Continuers	16	7	44	71	97.10
Korean & Literature	42	16	38	69	98.05

		ATAR students with > 10 units			
Course	Number receiving ATAR	Number	Percentage	Percentage who counted course	Maximum ATAR including the course
Korean in Context	40	11	28	73	99.75
Latin Continuers	143	123	86	66	99.95
Latin Extension	104	88	85	73	99.95
Macedonian Continuers	20	10	50	90	89.95
Modern Greek Beginners	65	28	43	75	99.00
Modern Greek Continuers	75	48	64	58	99.70
Modern Greek Extension	27	26	96	92	99.70
Modern Hebrew Continuers	30	17	57	59	98.50
Persian Continuers	18	8	44	38	89.95
Polish Continuers	16	11	69	73	95.60
Portuguese Continuers	26	10	38	80	93.35
Punjabi Continuers	15	10	67	60	92.85
Russian Continuers	25	14	56	43	97.15
Serbian Continuers	29	14	48	79	94.95
Spanish Beginners	301	98	33	80	99.90
Spanish Continuers	156	77	49	71	99.85
Spanish Extension	51	34	67	94	99.85
Tamil Continuers	21	12	57	42	98.40
Turkish Continuers	26	5	19	80	91.25
Vietnamese Continuers	171	59	35	69	99.95
Automotive Exam	127	42	33	50	84.50
Business Services Exam	926	340	37	76	99.30
Construction Exam	1,226	373	30	77	93.30
Electrotechnology Exam	153	52	34	60	89.90
Entertainment Industry Exam	606	211	35	73	97.25
Financial Services Exam	63	18	29	72	99.65
Hospitality Exam	3,861	1,272	33	76	98.35
Human Services Exam	637	222	35	74	97.60
Information & Digital Technology Exam	384	149	39	66	96.30
Metal & Engineering Exam	165	70	42	69	91.65
Primary Industries Exam	366	148	40	63	90.15
Retail Services Exam	660	256	39	64	97.35
Tourism, Travel & Events Exam	145	42	29	71	96.70

Table A7 ATAR distribution

Note: (i) This table shows the number of students receiving each ATAR from 99.95 to 99.00 and the number corresponding to the stated ATAR ranges down to 30.00–30.95.

(ii) The median ATAR in 2020 was 70.15.

ATAR	Number	Number on or above	Percentage on or above
99.95	48	48	0.1
99.90	44	92	0.2
99.85	48	140	0.3
99.80	46	186	0.3
99.75	47	233	0.4
99.70	47	280	0.5
99.65	46	326	0.6
99.60	46	372	0.7
99.55	45	417	0.8
99.50	51	468	0.9
99.45	45	513	0.9
99.40	47	560	1.0
99.35	41	601	1.1
99.30	55	656	1.2
99.25	44	700	1.3
99.20	47	747	1.4
99.15	43	790	1.4
99.10	46	836	1.5
99.05	50	886	1.6
99.00	45	931	1.7
99.00 - 99.95	931	931	1.7
98.00 - 98.95	935	1,866	3.4
97.00 - 97.95	937	2,803	5.1
96.00 - 96.95	941	3,744	6.8
95.00 - 95.95	923	4,667	8.5
94.00 - 94.95	939	5,606	10.2
93.00 - 93.95	945	6,551	11.9
92.00 - 92.95	939	7,490	13.6
91.00 - 91.95	928	8,418	15.3
90.00 - 90.95	925	9,343	17.0
89.00 - 89.95	945	10,288	18.7
88.00 - 88.95	923	11,211	20.4
87.00 - 87.95	935	12,146	22.1
86.00 - 86.95	919	13,065	23.8
85.00 - 85.95	941	14,006	25.5
84.00 - 84.95	930	14,936	27.2
83.00 - 83.95	919	15,855	28.9
82.00 - 82.95	928	16,783	30.6
81.00 - 81.95	915	17,698	32.2
80.00 - 80.95	921	18,619	33.9
79.00 - 79.95	912	19,531	35.6
78.00 - 78.95	908	20,439	37.2
77.00 - 77.95	905	21,344	38.9

ATAR	Number	Number on or above	Percentage on or above
76.00 - 76.95	913	22,257	40.5
75.00 - 75.95	906	23,163	42.2
74.00 - 74.95	909	24,072	43.9
73.00 - 73.95	900	24,972	45.5
72.00 - 72.95	873	25,845	47.1
71.00 - 71.95	873	26,718	48.7
70.00 - 70.95	893	27,611	50.3
69.00 - 69.95	876	28,487	51.9
68.00 - 68.95	869	29,356	53.5
67.00 - 67.95	873	30,229	55.1
66.00 - 66.95	825	31,054	56.6
65.00 - 65.95	858	31,912	58.1
64.00 - 64.95	833	32,745	59.7
63.00 - 63.95	844	33,589	61.2
62.00 - 62.95	817	34,406	62.7
61.00 - 61.95	818	35,224	64.2
60.00 - 60.95	798	36,022	65.6
59.00 - 59.95	791	36,813	67.1
58.00 - 58.95	801	37,614	68.5
57.00 - 57.95	766	38,380	69.9
56.00 - 56.95	764	39,144	71.3
55.00 - 55.95	752	39,896	72.7
54.00 - 54.95	729	40,625	74.0
53.00 - 53.95	745	41,370	75.4
52.00 - 52.95	711	42,081	76.7
51.00 - 51.95	717	42,798	78.0
50.00 - 50.95	699	43,497	79.2
49.00 - 49.95	694	44,191	80.5
48.00 - 48.95	683	44,874	81.7
47.00 - 47.95	662	45,536	83.0
46.00 - 46.95	642	46,178	84.1
45.00 - 45.95	624	46,802	85.3
44.00 - 44.95	593	47,395	86.3
43.00 - 43.95	582	47,977	87.4
42.00 - 42.95	554	48,531	88.4
41.00 - 41.95	532	49,063	89.4
40.00 - 40.95	509	49,572	90.3
39.00 - 39.95	483	50,055	91.2
38.00 - 38.95	458	50,513	92.0
37.00 - 37.95	430	50,943	92.8
36.00 - 36.95	402	51,345	93.5
35.00 - 35.95	383	51,728	94.2
34.00 - 34.95	346	52,074	94.9
33.00 - 33.95	316	52,390	95.4
32.00 - 32.95	287	52,677	96.0
31.00 - 31.95	266	52,943	96.4
30.00 - 30.95	243	53,186	96.9

Table A8 ATAR percentiles: 2016–2020

Note: This table shows the ATAR at selected percentiles of the ATAR cohort.

Percentile	ATAR 2016	ATAR 2017	ATAR 2018	ATAR 2019	ATAR 2020
100	99.95	99.95	99.95	99.95	99.95
99	99.40	99.35	99.40	99.40	99.40
98	98.75	98.75	98.8	98.80	98.80
95	96.95	96.90	97.00	97.00	97.05
90	93.95	93.85	94.00	94.00	94.10
85	90.90	90.80	91.00	91.05	91.15
80	87.85	87.75	88.00	88.05	88.25
75	84.75	84.70	85.00	85.05	85.30
70	81.60	81.60	82.00	82.05	82.30
60	75.25	75.40	75.85	75.95	76.30
50	68.65	69.00	69.65	69.75	70.15
40	61.65	62.40	63.15	63.25	63.75
30	53.95	55.35	56.20	56.35	56.90

Table A9 Relationship between the ATAR and aggregates: 2016–2020

Note: This table shows the lowest aggregate of scaled marks corresponding to each of the selected ATARs.

	Lowest aggregate				
ATAR	2016	2017	2018	2019	2020
99.95	476.6	477.1	476.3	476.7	478.1
99.50	455.8	457.1	455.5	454.5	458.8
99.00	446.0	446.6	444.5	443.8	447.8
98.00	431.2	432.2	429.9	429.6	433.8
95.00	403.8	404.1	402.8	402.0	404.2
90.00	371.7	372.4	371.1	370.0	370.1
85.00	345.3	344.8	343.1	342.2	341.8
80.00	320.6	319.9	318.2	316.3	315.8
75.00	297.5	296.2	294.5	291.7	290.8
70.00	275.1	273.3	271.1	268.6	267.2
65.00	253.4	249.4	248.1	245.9	244.1
60.00	231.4	226.6	224.1	223.5	221.1
55.00	210.9	204.2	201.0	200.2	198.3
50.00	191.4	182.0	178.0	176.8	175.5

Report on the Scaling of the 2020 NSW Higher School Certificate

ISSN 1449-8723

Published May 2021
Printer: IVE Print, Silverwater NSW

About this publication

This report contains information on the calculation of the Australian Tertiary Admission Rank (ATAR) in 2020. It includes an overview of the HSC and the ATAR, a breakdown of the scaling process, analysis of HSC and ATAR statistics and notes on trends for the year.

Images

Good. Thanks. Media.

ACCESS YOUR POTENTIAL.

UAC

Universities Admissions Centre
(NSW & ACT) Pty Ltd

ABN 19 070 055 935
ACN 070 055 935

Quad 2, 6 Parkview Drive,
Sydney Olympic Park NSW
Locked Bag 112, Silverwater NSW 2128

T (+61 2) 9752 0200

uac.edu.au
uacinfo
uacinfo
uacinfo