Report on the Scaling of the 2021 NSW Higher School Certificate

UAC

Contents

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 2021.

Assoc Prof Rod Yager
Chair, Technical Committee on Scaling
Macquarie University
May 2022

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).

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:
– six units of Board Developed courses
– two units of a Board Developed course in English
– three courses of two 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
– 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

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 assessments reported on a student's Record of Achievement are the aligned assessments.

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 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. 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 2021, for example, have performed well enough in the HSC to place them 20 per cent 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 two units of English requirement for ATAR-eligibility.

The Category B courses in 2021 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
- Mathematics Standard 1 Examination
- Primary Industries Examination
- Retail Services Examination
- Tourism, Travel and Events Examination

2.3 Eligibility for an ATAR in 2021

To be eligible for an ATAR a student must have satisfactorily completed at least 10 units of ATAR courses, which included at least:
- eight units of Category A courses
- two units of English
- three courses of two 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 two units of English
- the best eight units from the remaining units, provided that no more than two units of Category B courses are included.

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 receive an ATAR Advice Notice from UAC.

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.
2021 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
English Standard	A	2021	2	2
Geography	A	2021	2	2
Legal Studies	A	2021	2	1
Mathematics Advanced	A	2021	2	2
Studies of Religion I	A	2021	1	1
Hospitality Examination	B	2021	2	2

Dr David Christie
Managing Director
14 December 2021

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/2021/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 2021

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 2021 there were 25,625 different enrolment patterns for ATAR eligible students; only 226 of these 25,625 combinations were completed by 20 or more students and 18,492 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 2021

Despite the disruptions experienced in 2021 and the consequent changes to the examination arrangements in some subjects, the scaling procedure used to produce the aggregates in 2021 was unchanged from that used in 2019 and 2020.

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

All marks are provided on a one-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 one-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. 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 being undertaken 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 one-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 2-unit Mathematics Advanced 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 one-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 2021 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, which in 2021 was 2.47, is calculated afresh each year using the scaled mean and initial scaled standard deviation in English.

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 2021 there were 4,458 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 with who have received an aggregate mark less than or equal to a given aggregate) corresponding to selected aggregates for the 2021 ATAR cohort. From the table, it can be seen that, for example, 77.1 per cent of the 2021 ATAR cohort received an aggregate mark of 350 or less.

Table 3.1   ATAR-eligible percentiles corresponding to selected aggregates in 2021

Aggregate	ATAR-eligible percentile
450.0	98.5
400.0	90.4
350.0	77.3
300.0	61.5
250.0	44.8
200.0	28.3
150.0	14.5

3.2.9 Calculating the ATAR

Since 2017, a one-parameter cubic spline model has been used in NSW 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 depends 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 2021 the ACT and NSW combined participation rate, determined using ABS data, was 57.2 per cent, down from 57.8 per cent in 2020. 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 2021.

For jurisdictions with participation rates between 25 percent and 75 percent, 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

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

where α is 1.5 – 2*(participation rate). In 2021, the value of α in NSW was 0.36.

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 2021 this target frequency for an ATAR of 99.95 was N = 50 for ACT and NSW combined, meaning that the number of students from these two jurisdictions receiving 99.95 should not exceed 50.

With the 2021 ACT and NSW combined participation rate, the model expects that 93.5% 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 93.5% 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 2021, the 99.95 ATAR category consisted of 48 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 and ACT ATAR-eligible students
in each ATAR truncated category in 2021
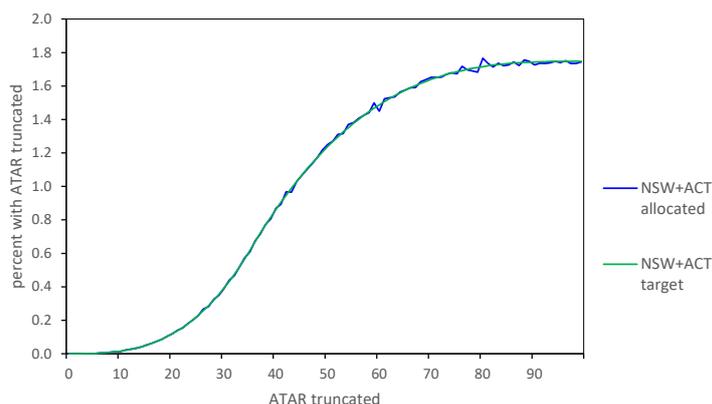
The relationship between the NSW ATAR and ATAR-eligible percentile in 2021 is shown in Figure 3.2.

Figure 3.2 The relationship between NSW ATAR and ATAR-eligible percentile in 2021
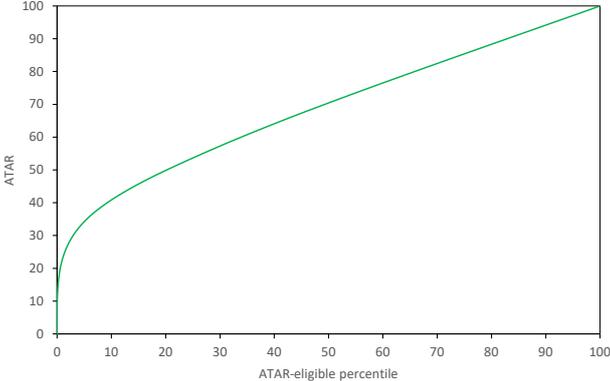
The relationship between aggregates and ATARs in 2021 is shown graphically in Figure 3.3.

Figure 3.3   Relationship between aggregate and NSW ATAR in 2021
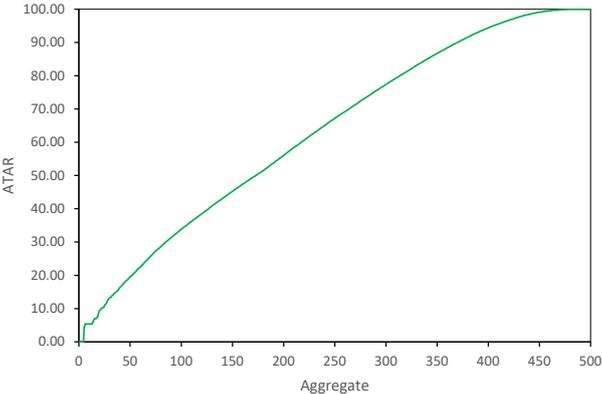
Each ATAR corresponds to a range of aggregate marks. The range of aggregates corresponding to one ATAR is greatest in the extremes of the distribution of aggregates and smallest near the middle of the distribution of aggregates. Table 3.2 gives ATARs for selected aggregates based on the 2021 data.

Table 3.2   Relationship between NSW aggregate and ATAR in 2021

Aggregate	ATAR
450.0	99.10
400.0	94.40
350.0	86.70
300.0	77.35
250.0	67.15
200.0	56.05
150.0	45.25

4 The HSC and ATAR in 2021 – some results

4.1 Overview

A total of 75,186 students completed at least one HSC course in 2021, but 4,770 were removed from the database as they completed no ATAR course. Of the remaining pool of 70,416 students, 89.5 per cent received an HSC and 77.9 per cent received an ATAR. There were 218 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 as introduced by NESA in 2020. While courses contributing to the underlying aggregate may be accumulated over a five-year period, 92.6 per cent of those receiving an ATAR in 2021 included only 2021 courses in their aggregate.

The percentage of students enrolled in at least one ATAR course who were female was 52.8 per cent (same in 2020), and 54.3 per cent of students who received an ATAR were female (slightly down from 54.4 per cent in 2020).

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 six or eight units of Board Developed courses, and choose the remaining units from Board Endorsed courses. They receive an HSC but not an ATAR. In 2021 there were 8,420 such students.

Table 4.1   Proportion of students receiving an ATAR, 2017–2021

Year	HSC candidature	Students receiving an ATAR	
		Number	%
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
2021	70,416	54,841	77.9

4.3 Number of units of ATAR courses completed

The pattern in 2021 was similar to that observed in 2020, with 50.1 per cent completing exactly 10 ATAR units and 28.3 per cent 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, 2018–2021

Number of units	2018 %	2019 %	2020 %	2021	
				%	Number
1	0.6	0.7	0.7	0.9	606
2	7.4	7.3	8.0	7.7	5,454
3	0.6	0.5	0.6	0.6	419
4	4.7	4.2	4.4	4.4	3,108
5	0.1	0.2	0.1	0.1	86
6	4.8	4.3	4.6	4.5	3,190
7	0.1	0.1	0.1	0.2	107
8	2.8	3.0	3.1	3.1	2,186
9	0.1	0.1	0.1	0.1	104
10	48.3	49.0	49.3	50.1	35,271
11	16.8	17.5	16.8	16.7	11,728
12	12.1	11.3	10.7	10.2	7,177
13	1.3	1.3	1.2	1.1	765
14	0.2	0.3	0.3	0.2	171
15+	0.0	0.1	0.0	0.1	44
HSC cohort	71,401	69,560	70,466		70,416

[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 2021, the number who received an ATAR in 2021, 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 2021 as well as those who completed the course in previous years and completed at least one ATAR course in 2021. 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 15,630 students enrolled in at least one VET course, of which 11,630 students enrolled in a VET examination course. The proportion taking a VET examination course was 74.4%.

Overall, 77.9 per cent of the 2021 HSC cohort received ATARs but the percentage varied across courses, from 54.2 per cent to 99.7 per cent for Category A courses with candidatures exceeding 100. For students enrolled in any VET courses, the overall figure was 59.0 per cent but was higher, at 78.5 per cent, 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 2021. 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 2020 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 one-unit basis) whereas the average scaled mark for the total HSC candidature is approximately 25.

In the table, marks are shown on a one-unit basis, so the range is 0 to 50. The percentiles in a course are based on all students completing that course in 2021 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 grades 45.0 to 50.0. 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 47.0. Students with a History Extension HSC mark of 47.0 in fact corresponded to the scaled mark percentile range 86.6 to 95.0.

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 42.8 but there was a range of scaled marks achieved by those with an HSC mark of 47.0.

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 47.9. 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, Earth & Environmental Science and Visual Arts.

Table 4.3   Scaled marks for selected percentiles

Course	Scaled mean	Scaled mark for	
		P_{90}	P_{50}
English Extension 1	36.6	44.1	37.5
Earth & Environmental Science	22.5	37.4	22.3
Visual Arts	22.1	37.8	21.5

Earth & Environmental Science 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 Earth & Environmental Science 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 per cent of the ATAR cohort; 1.7 per cent of the 2021 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 per cent if all HSC aged people in NSW had completed studies that made them ATAR eligible in 2021. From Table 4.4 we see that in 2021 17.1 per cent of the ATAR-eligible students received an ATAR of 90.00 or above and 34.2 per cent gained an ATAR of 80.00 and above.

Table 4.4   Percentage of ATAR students receiving specific ATARs and above, 2017–2021

ATAR	2017 %	2018 %	2019 %	2020 %	2021 %
99.00	1.6	1.7	1.7	1.7	1.7
95.00	8.2	8.3	8.4	8.5	8.6
90.00	16.4	16.7	16.8	17.0	17.1
80.00	32.7	33.3	33.4	33.9	34.2
70.00	48.5	49.5	49.6	50.3	50.7
60.00	63.5	64.6	64.8	65.6	66.1
50.00	77.0	78.2	78.6	79.2	79.8

Table 4.5 shows the median ATAR and the median ATAR for male and female candidates for the years 2017–2021.

Table 4.5   Median ATAR, 2017–2021

Year	Median ATAR all students	Median ATAR female	Median ATAR male
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
2021	70.40	71.80	68.70

In 2021, 48 students received the top ATAR of 99.95. They comprised 34 males and 14 females from a mix of government and independent schools.

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 per cent of the ATAR cohort in 2021 received an ATAR of 94.15 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, 2021

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	84%
	Mathematics Extension 1	E4	83%
	Mathematics Extension 2	E4	60%
	Chemistry	6	54%
	Physics	6	41%
	Mathematics Advanced	6	27%
	Economics	6	20%
	Biology	6	16%
	English Extension 1	E4	16%
	Modern History	6	13%
90.00 – 90.95	English Advanced	5	64%
	Biology	5	25%
	Mathematics Advanced	5	25%
	Mathematics Extension 1	E3	22%
	Chemistry	5	18%
	Mathematics Standard 2	5	17%
	Mathematics Advanced	5	17%
	English Standard	6	17%
	Business Studies	5	16%
	Physics	5	15%
70.00 – 70.95	English Standard	4	41%
	Mathematics Standard 2	4	29%
	Biology	4	27%
	English Advanced	4	25%
	Business Studies	4	22%
	PDH&PE	4	20%
	English Advanced	5	16%
	Modern History	4	15%
	Mathematics Advanced	4	15%
	Mathematics Standard 2	5	15%
50.00 – 50.95	English Standard	3	42%
	Mathematics Standard 2	3	40%
	English Standard	4	34%
	Biology	3	26%
	PDH&PE	3	22%
	Business Studies	3	21%
	Community & Family Studies	4	16%
	Mathematics Standard 2	4	14%
	Business Studies	4	13%
	Mathematics Standard 2	2	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
on or above specified values who were female, 2017–2021

ATAR	% female 2017	% female 2018	% female 2019	% female 2020	% female 2021
99.00	44.2	45.9	47.2	45.1	47.3
98.00	46.6	51.0	52.6	47.9	49.5
95.00	51.1	55.4	55.8	51.7	52.8
90.00	53.6	58.0	57.7	54.3	55.5
80.00	55.5	58.5	56.9	56.1	57.1
70.00	55.7	53.2	57.2	56.4	56.8
60.00	55.4	53.5	53.0	56.1	56.1
50.00	55.0	48.0	54.8	55.4	55.4
40.00	54.5	50.4	48.4	55.0	54.8
30.00	54.0	47.6	46.5	54.5	54.5
Total cohort	53.7	53.7	54.1	54.4	54.3

In 2021, the HSC-aged population of NSW was 95,291, of whom 46,128 (48.4%) were female. If there were no gender-based difference in HSC participation and performance, one would therefore expect 48.4% 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 (48.4% 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 455 (ATAR 99.30) and below 91 (ATAR 31.60), 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 91 and 455, 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
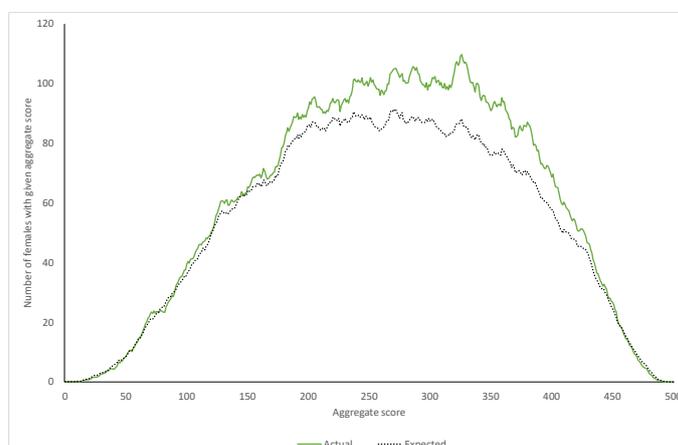
4.11 University offers

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 54,841 students who received an ATAR in 2021, 77.5 per cent 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

ATAR band	Total number of students	Applicants	
		Number	Percentage[1]
90.00 – 99.95	9,387	9,199	98.0
80.00 – 89.95	9,371	8,779	93.7
70.00 – 79.95	9,050	7,929	87.6
60.00 – 69.95	8,431	6,689	79.3
50.00 – 59.95	7,522	5,034	66.9
Below 50.00	11,080	4,863	43.9
Total	54,841	42,493	77.5

[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, 94.3 per cent were made at least one offer of a place. Of these applicants receiving at least one offer, 63.6 per cent had an ATAR of 70 and above, and 90.2 per cent 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 2021 and 2020. 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 2021 and 2020. 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.

Food Technology is an example of a course where the candidature was comparable between 2020 and 2021 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
Food Technology, 2020 and 2021, on a one-unit basis

Mark	Year	Number	Percentage of students with mark less than:				
			45	40	35	30	25
HSC mark	2021	3,623	89.1	63.5	37.3	13.3	2.9
	2020	3,376	91.1	69.8	40.2	15.7	2.3
Scaled mark	2021	3,623	99.8	96.5	89.4	78.6	67.9
	2020	3,376	99.9	96.6	89.1	80.3	68.5

Taken together, the data indicate that the 2021 candidature in Food Technology performed better than the corresponding cohort in 2020 in terms of the performance standards for Food Technology. However, their overall performance as judged by their scaled marks is almost the same.

5.2 Distributions of English and mathematics marks: 2018–2021

Because all students study English, and most study Mathematics, comparative data is shown for English and Mathematics courses for the four years, 2018 to 2021. Table 5.4 shows the distributions of HSC marks and Table 5.5 shows the distributions of scaled marks.

Compared to 2020, there were small decreases in the number of students completing English Extension 1 and English Extension 2 in 2021. 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 1,357 students completed this course in 2021, up from 1,274 in 2020. English Advanced had fewer students in 2021 than in 2020, whereas English Standard had more.

In 2021, 13.4 per cent of ATAR eligible students did not complete a mathematics course and 20.5 per cent 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 2021, English Studies Examination, English Standard and English Advanced all shared common questions worth 20 marks. In addition, English Studies Examination shared two additional questions worth 10 marks with English Standard, and English Advanced shared three additional questions worth 10 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, 70% of the English Advanced Examination papers and 60% 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 are 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 marks 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 2021, the Mathematics Standard 2 paper shared 9 items worth 21 marks with the Mathematics Standard 1 paper and an additional 10 items worth 28 marks with the Mathematics Advanced paper. There were no items common to all three papers. However NESA does not use this information to calibrate the marks on the remaining 74% of the Mathematics Standard 1 paper, the remaining 51% of the Mathematics Standard 2 paper or the remaining 72% 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, 2021

Course	Number	Median HSC mark	Median band	Percentage of students in Performance Band				
				6	5	4	3	2
Mathematics Advanced – 2 unit only	11,566	76	4	13	24	34	20	6

Table 5.3   Descriptive statistics for of HSC and scaled marks for Mathematics 2 unit only candidates, 2021

Course	Number	Type of mark	Mean	SD	Max.mark	P_{99}	P_{90}	P_{75}	P_{50}	P_{25}
Mathematics Advanced – 2 unit only	11,566	HSC	37.6	6.2	50.0	48.5	45.5	42.0	38.0	34.0
		Scaled	28.7	9.2	50.0	47.1	40.4	35.4	29.3	22.6

Table 5.4   Distributions of HSC marks for English and Mathematics courses, 2018–2021

	Year	Enrolment	Percentage of students with HSC mark less than:				
			45	40	35	30	25
English Studies Examination	2021	1,357	100.0	99.0	91.7	55.8	16.1
	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	2021	31,341	99.4	83.4	42.2	9.5	1.6
	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
English Advanced	2021	24,409	83.7	31.2	6.1	0.7	0.1
	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
English Extension 1	2021	3,415	58.9	20.8	6.1	1.7	0.4
	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
English Extension 2	2021	1,308	74.8	40.7	15.8	4.0	0.9
	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
English EAL/D (2019–2021)	2021	1,879	97.6	76.6	41.6	13.8	3.3
ESL (2018)	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
	2018	2,311	96.9	74.4	43.1	15.3	3.9
Mathematics Standard 1 Examination	2021	1,461	95.8	80.7	49.1	16.6	3.8
	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 (2019–2021)	2021	30,035	94.4	75.2	48.7	21.4	6.2
Mathematics General 2 (2018)	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
	2018	30,824	93.4	73.1	46.9	20.1	5.4
Mathematics Advanced (2020–2021)	2021	16,769	76.8	49.8	21.2	6.2	1.9
Mathematics (2018–2019)	2020	16,771	76.9	47.4	19.0	4.2	1.5
	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
Mathematics Extension 1	2021	8,547	62.7	42.0	25.7	13.0	5.8
	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
Mathematics Extension 2	2021	3,193	57.2	30.0	13.4	4.7	1.4
	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

Table 5.5 Distributions of scaled marks for English and Mathematics courses, 2018–2021

	Year	Enrolment	Percentage of students with scaled mark less than:					
			45	40	35	30	25	20
English Studies Examination	2021	1,357	100.0	100.0	99.9	99.4	98.0	94.0
	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	2021	31,341	99.9	99.3	95.7	87.0	71.4	50.5
	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
English Advanced	2021	24,409	96.8	81.4	58.1	36.2	19.3	8.8
	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
English Extension 1	2021	3,415	93.3	66.0	34.8	14.1	5.9	2.5
	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
English Extension 2	2021	1,308	92.0	66.5	36.3	15.4	5.2	1.3
	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
English EAL/D (2019–2021) ESL (2018)	2021	1,879	99.0	95.1	85.6	74.2	62.7	47.2
	2020	2,022	98.7	94.9	86.1	74.9	64.5	49.9
	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
Mathematics Standard 1 Examination	2021	1,461	100.0	100.0	100.0	95.8	88.2	77.7
	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 (2019–2021) Mathematics General 2 (2018)	2021	30,035	99.9	96.4	87.5	75.2	61.0	44.5
	2020	30,026	100.0	97.5	88.5	74.5	58.6	42.5
	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
Mathematics Advanced (2020–2021) Mathematics (2018–2019)	2021	16,769	95.1	79.6	60.0	40.9	24.8	13.2
	2020	16,771	94.6	78.5	59.4	42.0	26.4	14.2
	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
Mathematics Extension 1	2021	8,547	71.3	39.5	21.2	11.4	6.2	2.5
	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
Mathematics Extension 2	2021	3,193	45.0	15.2	6.0	2.5	0.8	0.4
	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

5.3 Impact of COVID-19 on 2021 ATAR

Once again, the extraordinary events of 2021 undoubtedly impacted the preparation of every HSC student. While some students achieved more relative to their peers than they would have in a more usual year because of these events, the achievement of a similar number of students declined relative to their peers. While it is not possible to quantify the impact of these events on an individual student, the Technical Committee on Scaling followed the methodology established in 2020 and examined the distribution of results grouped by geographical region, school type and gender to ascertain whether there were any systematic departures from the usual distribution for the same geographical region/school type/gender observed in the period from 2016-2019. Additionally, we performed similar analyses on students grouped by whether or not they resided in or attended a school in an LGA of concern[1].

Our methodology was to determine where students at the 99th, 90th, 75th, 50th and 25th percentile of each geographical region/school type/gender/LGA were placed within the ATAR-eligible cohort for each of the years 2016 to 2019 and 2021. The placement of a particular percentile from a particular group within the approximately 55,000 strong ATAR-eligible cohort varies from year to year, but only within a small range. While the four years of data from 2016 to 2019 is unlikely to cover the full range of natural variability, we regarded the placement of students at these percentiles as being normal only if their relative placement in the entire ATAR-eligible cohort was within that range.

Almost all the data for 2021 were either normal or, if not, were sufficiently close to the range so that the ATAR of the student exceeded or fell short of the normal range by 0.50 or less. Consequently, the Technical Committee on Scaling was satisfied that, by and large, the disruption associated with COVID-19 did not differentially affect the 12 regions into which the state was divided for our analysis or the five school systems into which schools were classified for this purpose to an extent sufficient to raise concerns about the validity of using the 2021 ATAR for its intended purpose of merit-based selection of students for entry into university courses. No evidence was found of a differential impact based on gender.

The most significant differential impact was in relation to the LGAs of concern. Students with ATARs below 85.00 who attended schools located in these LGAs were awarded ATARs typically 0.75 – 1.80 higher than would be expected from the historical data, with the effect being greatest for ATARs around 50.00. The consequent depression of ATARs for students with ATARs below 85.00 whose schools were located outside the LGAs of concern was much smaller as the changes in rankings are spread over a much larger population. The most significant impact on the ATARs of students attending schools outside the LGAs of concern was for students with an ATAR around 55.00. These ATARs were up to 0.70 lower than would be expected from the historical data.

Students residing in an LGA of concern with an ATAR below 55.00 may have had their ATAR boosted by at most 1.35.

Students not residing in an LGA of concern with an ATAR below 55.00 may have had their ATAR depressed by at most 0.60.

These effects are not cumulative, so the impact on a student with an ATAR below 50.00 residing in an LGA of concern and whose school is also in an LGA of concern may have been an ATAR boost of at most 1.80 — the greater of the two potential impacts.

It should be emphasised that these shifts are small, and that their impact on university selection is insignificant when compared to the effect of the adjustment factors that are routinely applied in the selection of students for entry into courses.

---

[1] *The LGAs of concern were Bayside, Blacktown, Burwood, Campbelltown, Canterbury-Bankstown, Cumberland, Fairfield, Georges River, Liverpool, Parramatta, Penrith, and Strathfield.*

In summary, the Technical Committee on Scaling is satisfied that the impacts of COVID-19, while keenly felt by students, has not undermined the validity of the ATAR as a tool for university selection in 2022. The shifts in ATARs that have occurred are relatively small, and there are no identifiable groups for which it has a significant impact on students' overall selection ranks for entry into specific courses.

5.4   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 one unit will be omitted. In 2021 34,963 students out of the 54,841 ATAR eligible students (63.8%) 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 2021.
– 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 109 courses listed in Table A6, 67 have 70 per cent 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 70.40 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 39.6, but their ATARs are quite different, 60.00 and 82.00 respectivelyy.

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
Design & Technology	81	40.5
English Standard	71	35.5
Music 1	83	41.5
Society & Culture	78	39.0
Korean Beginners	83	41.5

Kellie — ATAR: 82.00

Course	HSC mark per course	HSC mark per unit
Chemistry	76	38.0
Economics	80	40.0
English Advanced	83	41.5
Mathematics Advanced	80	40.0
Physics	77	38.5

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 22.6, whereas the average scaled mean for Kellie's courses was 31.5. Since the mean scaled mark and the median scaled mark are generally very similar, Kellie's aggregate is around 324, while Liam's aggregate is around 217, 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, 66.10 and 76.10 respectively.

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

James ATAR: 66.10		
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: 76.10		
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 22.3, whereas for the average scaled mean for the courses taken by Amy is 30.9.

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	37	Biology	40.0	72
35.0	36	Business Studies	40.0	67
35.0	7	English Advanced	40.0	35
35.0	24	Mathematics Advanced	40.0	52
35.0	37	Modern History	40.0	65
35.0	11	Visual Arts	40.0	41

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 2020. 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. However, because these changes are small, the ATARs for Fred and Laura turned out to be the same in 2021 as in 2020. Table 6.4 presents the ATARs for 2010 to 2021.

Table 6.4   ATARs for Fred and Laura: 2010–2021

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
2021	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

Course	Number	Scaled mean	Scaled SD	P_{90}	
				HSC mark per unit	Scaled mark
Chemistry	9,884	31.5	9.9	45.0	43.6
Modern History	10,890	25.3	10.9	45.0	39.6
Physics	7,922	30.6	10.0	45.0	42.8
Society & Culture	4,739	23.4	10.6	45.5	37.9
Study of Religion II	6,132	27.5	10.0	45.0	40.2

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 Chemistry, which has the highest scaled mean. The lowest scaled mark is for Society & Culture, which has the lowest scaled mean.

Example 2 – Position

Consider students with HSC marks of 47.0 per unit in Geography and German Continuers. The student in Geography is at the 99th percentile and gains a scaled mark of 46.2, whereas the student in German Continuers is at the 90th percentile and gets a scaled mark of 44.3. Therefore, even though the scaled mean for German Continuers (33.3) is higher than the scaled mean for Geography (25.3), the difference in position compensates for this and the Geography 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
Geography	25.3	10.9	P_{99}	47.0	46.2
German Continuers	33.3	10.3	P_{90}	47.0	44.3

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

Course	Scaled mean	Scaled SD	P_{90}	
			HSC mark per unit	Scaled mark
Engineering Studies	26.1	9.5	45.0	38.7
Dance	23.7	11.3	45.0	39.5

Consider students at the 90th percentile of Engineering Studies with a HSC mark of 45.0 per unit and scaled mark of 38.7 per unit and at the 90th percentile of Dance with a HSC mark of 45.0 and scaled mark of 39.5. Engineering Studies has a scaled mean of 26.1 whereas Dance has a scaled mean of 23.7.

The course with the lower scaled mean (Dance) has the higher scaled mark corresponding to the HSC mark of 45.0 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). Dance has SD 11.3 but Engineering Studies has lower SD at 9.5. Dance has a candidature with more varied academic ability than Engineering 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 German Beginners received scaled marks from 50.0 to 49.2. 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 2021:
– Classical Greek Extension
– Croatian Continuers
– Dutch Continuers
– Filipino Continuers
– Hungarian Continuers
– Khmer Continuers
– 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: 2020 and 2021
Excludes courses with less than 40 students in either year.

Table A5   Distributions of scaled marks by course: 2020 and 2021
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: 2017–2021

Table A9   Relationship between the ATAR and aggregates: 2017–2021

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 2021 or in a previous year (and who have done at least one ATAR course in 2021).

(ii) The **Number HSC** column shows the number of students who completed the course in 2021 or in a previous year and received an HSC award in 2021.

(iii) The **Number ATAR** column shows the number of students who completed the course in 2021 or in a previous year and who were eligible for an ATAR in 2021.

(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 2021.

(vi) The % **ATAR eligible** column shows the percentage of students in the course who were eligible for an ATAR in 2021.

(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	775	632	420	76.3	81.5	54.2	99.55
Agriculture	1,560	1,480	1,118	54.2	94.9	71.7	99.95
Ancient History	6,527	6,302	5,768	55.0	96.6	88.4	99.85
Biology	19,124	18,569	17,949	63.6	97.1	93.9	99.95
Business Studies	18,115	17,456	16,381	46.5	96.4	90.4	99.95
Chemistry	10,091	9,835	9,800	47.3	97.5	97.1	99.95
Community & Family Studies	9,015	8,682	7,237	90.3	96.3	80.3	99.50
Dance	946	882	802	95.6	93.2	84.8	99.90
Design & Technology	3,536	3,347	3,026	43.6	94.7	85.6	99.80
Drama	4,012	3,848	3,452	66.5	95.9	86.0	99.90
Earth & Environmental Science	2,361	2,321	2,101	52.1	98.3	89.0	99.40
Economics	5,088	5,021	5,009	36.1	98.7	98.4	99.95
Engineering Studies	2,445	2,357	2,288	9.5	96.4	93.6	99.95
English Studies Exam	1,416	1,228	559	39.4	86.7	39.5	84.20
English Standard	31,714	30,747	28,391	50.9	97.0	89.5	99.65
English Advanced	24,594	24,317	24,203	58.9	98.9	98.4	99.95
English EAL/D	1,893	1,768	1,688	52.7	93.4	89.2	99.90
English Extension 1	3,423	3,404	3,400	67.8	99.4	99.3	99.95
English Extension 2	1,313	1,308	1,309	70.9	99.6	99.7	99.95
Food Technology	3,694	3,523	2,918	71.3	95.4	79.0	99.30
Geography	4,511	4,361	4,087	48.7	96.7	90.6	99.95
Industrial Technology	5,739	5,384	3,799	16.7	93.8	66.2	97.85
Information Processes & Technology	2,073	1,901	1,738	19.7	91.7	83.8	99.95
Investigating Science	2,978	2,752	2,413	43.3	92.4	81.0	99.75
Legal Studies	10,884	10,584	10,158	63.7	97.2	93.3	99.95
Mathematics Standard 1 Exam	1,495	1,389	873	51.2	92.9	58.4	93.10
Mathematics Standard 2	30,410	29,607	27,544	52.4	97.4	90.6	99.95
Mathematics Advanced	17,552	15,956	15,920	47.4	90.9	90.7	99.95
Mathematics Extension 1	8,939	8,466	8,466	40.5	94.7	94.7	99.95
Mathematics Extension 2	3,252	3,158	3,160	34.6	97.1	97.2	99.95
Modern History	11,021	10,694	10,065	51.4	97.0	91.3	99.95
History Extension	1,746	1,734	1,733	60.7	99.3	99.3	99.95
Music 1	4,803	4,590	3,893	49.4	95.6	81.1	99.90
Music 2	767	723	722	51.4	94.3	94.1	99.95
Music Extension	384	380	380	53.9	99.0	99.0	99.95
PDH&PE	16,716	16,272	14,883	55.6	97.3	89.0	99.90
Physics	8,003	7,874	7,835	21.9	98.4	97.9	99.95

Course	Number all	Number HSC	Number ATAR	% Female	% HSC	% ATAR eligible	Maximum ATAR
Science Extension	718	712	712	55.2	99.2	99.2	99.95
Society & Culture	4,821	4,621	4,357	81.2	95.9	90.4	99.60
Software Design & Development	1,775	1,702	1,612	10.9	95.9	90.8	99.95
Studies of Religion I	8,926	8,214	8,008	54.4	92.0	89.7	99.95
Studies of Religion II	6,307	6,057	5,949	64.3	96.0	94.3	99.85
Textiles & Design	1,203	1,164	1,019	94.8	96.8	84.7	99.40
Visual Arts	8,582	8,197	7,134	73.9	95.5	83.1	99.90
Arabic Continuers	277	250	227	70.8	90.3	81.9	98.15
Arabic Extension	69	67	58	76.8	97.1	84.1	95.25
Armenian Continuers	35	19	23	57.1	54.3	65.7	97.70
Chinese Beginners	79	75	70	67.1	94.9	88.6	96.80
Chinese Continuers	214	207	206	55.1	96.7	96.3	99.95
Chinese Extension	49	48	48	67.3	98.0	98.0	99.95
Chinese & Literature	374	353	364	54.5	94.4	97.3	99.80
Chinese in Context	131	125	124	66.4	95.4	94.7	99.75
Classical Greek Continuers	14	12	12	28.6	85.7	85.7	99.95
Classical Hebrew Continuers	29	29	29	58.6	100.0	100.0	98.95
Classical Hebrew Extension	15	15	15	66.7	100.0	100.0	98.95
French Beginners	388	372	342	77.6	95.9	88.1	99.95
French Continuers	628	607	600	73.4	96.7	95.5	99.95
French Extension	135	134	134	71.1	99.3	99.3	99.95
German Beginners	106	98	96	66.0	92.5	90.6	99.25
German Continuers	177	168	168	55.9	94.9	94.9	99.95
German Extension	46	46	46	56.5	100.0	100.0	99.95
Hindi Continuers	26	15	15	42.3	57.7	57.7	99.20
Indonesian Beginners	19	19	19	63.2	100.0	100.0	82.95
Indonesian Continuers	62	61	58	64.5	98.4	93.5	99.45
Indonesian Extension	17	17	17	52.9	100.0	100.0	99.45
Indonesian & Literature	13	13	12	92.3	100.0	92.3	95.95
Italian Beginners	325	318	284	69.8	97.8	87.4	99.85
Italian Continuers	224	192	187	66.1	85.7	83.5	99.95
Italian Extension	37	33	33	59.5	89.2	89.2	99.95
Japanese Beginners	563	542	506	54.5	96.3	89.9	99.90
Japanese Continuers	678	660	654	62.1	97.3	96.5	99.80
Japanese Extension	170	169	169	61.2	99.4	99.4	99.55
Japanese & Literature	10	10	10	80.0	100.0	100.0	98.15
Japanese in Context	33	32	32	66.7	97.0	97.0	99.10
Korean Beginners	110	107	107	87.3	97.3	97.3	99.80
Korean Continuers	19	18	18	94.7	94.7	94.7	96.30
Korean & Literature	25	23	24	52.0	92.0	96.0	98.00
Korean in Context	42	41	42	71.4	97.6	100.0	97.65
Latin Continuers	155	151	151	45.2	97.4	97.4	99.95
Latin Extension	101	100	100	48.5	99.0	99.0	99.95
Macedonian Continuers	26	26	25	61.5	100.0	96.2	98.00
Modern Greek Beginners	70	69	65	50.0	98.6	92.9	99.50
Modern Greek Continuers	67	56	53	67.2	83.6	79.1	99.35
Modern Greek Extension	22	16	16	68.2	72.7	72.7	98.00
Modern Hebrew Continuers	42	32	32	54.8	76.2	76.2	98.95
Persian Continuers	27	27	26	70.4	100.0	96.3	88.25

Course	Number all	Number HSC	Number ATAR	% Female	% HSC	% ATAR eligible	Maximum ATAR
Polish Continuers	17	15	15	64.7	88.2	88.2	92.60
Portuguese Continuers	15	15	15	73.3	100.0	100.0	92.85
Punjabi Continuers	26	26	26	50.0	100.0	100.0	99.20
Russian Continuers	20	17	16	70.0	85.0	80.0	98.70
Serbian Continuers	13	12	12	53.8	92.3	92.3	99.20
Spanish Beginners	276	268	248	73.2	97.1	89.9	99.70
Spanish Continuers	158	158	151	67.7	100.0	95.6	99.85
Spanish Extension	52	52	51	75.0	100.0	98.1	99.50
Swedish Continuers	17	8	8	58.8	47.1	47.1	97.65
Tamil Continuers	73	35	36	63.0	47.9	49.3	98.70
Turkish Continuers	46	34	34	67.4	73.9	73.9	91.65
Vietnamese Continuers	218	198	205	62.8	90.8	94.0	99.85
Automotive Exam	260	214	117	7.7	82.3	45.0	86.00
Business Services Exam	1,362	1,204	1,000	68.7	88.4	73.4	98.25
Construction Exam	1,661	1,561	1,170	4.5	94.0	70.4	94.00
Electrotechnology Exam	240	228	161	7.1	95.0	67.1	94.35
Entertainment Industry Exam	847	787	708	50.8	92.9	83.6	98.30
Financial Services Exam	128	89	85	43.8	69.5	66.4	99.00
Hospitality Exam	4,704	4,335	3,895	72.3	92.2	82.8	99.55
Human Services Exam	682	658	605	91.9	96.5	88.7	96.90
Information & Digital Technology Exam	476	424	375	17.2	89.1	78.8	98.00
Primary Industries Exam	575	514	400	52.0	89.4	69.6	95.45
Retail Services Exam	888	758	613	67.2	85.4	69.0	99.40
Tourism, Travel & Events Exam	143	130	116	95.8	90.9	81.1	96.35
Total	70,416	63,043	54,841	52.8	89.5	77.9	99.95

Table A2 Distributions of 2021 HSC marks by course

Notes: (i)   The **Number** column shows the number of students who completed the course in 2021.

(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.

Course	Number	Median HSC mark	Median Band	Percentage students in Performance Band				
				6	5	4	3	2
Aboriginal Studies	704	69	3	12	17	20	27	16
Agriculture	1,496	72	4	11	24	21	24	15
Ancient History	6,375	74	4	10	25	28	17	13
Biology	18,708	74	4	7	24	35	25	7
Business Studies	17,662	75	4	9	27	30	21	9
Chemistry	9,884	76	4	11	29	26	22	9
Community & Family Studies	8,913	75	4	6	27	40	21	6
Dance	905	81	5	13	42	30	13	1
Design & Technology	3,429	81	5	17	38	28	14	2
Drama	3,938	78	4	18	27	37	16	1
Earth & Environmental Science	2,328	74	4	5	23	34	24	11
Economics	5,043	80	5	15	35	27	17	5
Engineering Studies	2,400	75	4	11	25	35	21	6
English Studies Exam	1,357	58	2		1	7	36	40
English Standard	31,341	71	4	1	16	41	33	8
English Advanced	24,409	83	5	16	52	25	5	1
English EAL/D	1,879	72	4	2	21	35	28	11
English Extension 1	3,415	44	E3			41	53	6
English Extension 2	1,308	41	E3			25	59	15
Food Technology	3,623	75	4	11	26	26	24	10
Geography	4,438	78	4	9	35	30	18	6
Industrial Technology	5,667	70	4	7	18	28	27	16
Information Processes & Technology	1,897	72	4	8	24	25	23	14
Investigating Science	2,852	77	4	8	32	34	18	5
Legal Studies	10,693	77	4	15	28	27	17	10
Mathematics Standard 1 Exam	1,461	70	4	4	15	32	32	13
Mathematics Standard 2	30,035	70	4	6	19	27	27	15
Mathematics Advanced	16,769	80	5	23	27	29	15	4
Mathematics Extension 1	8,547	42	E3			37	37	20
Mathematics Extension 2	3,193	88	E3			43	44	12
Modern History	10,890	75	4	11	27	27	19	10
History Extension	1,742	40	E3			23	54	21
Music 1	4,697	83	5	20	44	25	9	1
Music 2	710	89	5	45	43	11	<1	
Music Extension	381	46	E4			64	31	4
PDH&PE	16,482	73	4	7	24	29	26	11
Physics	7,922	77	4	12	28	31	20	7
Science Extension	715	37	E3			10	62	27

Course	Number	Median HSC mark	Median Band	Percentage students in Performance Band				
				6	5	4	3	2
Society & Culture	4,739	78	4	13	33	34	14	4
Software Design & Development	1,714	75	4	12	24	31	22	9
Studies of Religion I	8,389	38	4	13	29	27	23	7
Studies of Religion II	6,132	78	4	13	34	26	19	7
Textiles & Design	1,189	81	5	17	40	24	12	5
Visual Arts	8,417	83	5	17	46	28	8	1
Arabic Continuers	275	83	5	19	48	29	1	1
Arabic Extension	68	45	E4			50	46	4
Armenian Continuers	22	80	5	23	41	36		
Chinese Beginners	67	84	5	37	16	19	18	7
Chinese Continuers	209	86	5	43	28	18	9	2
Chinese Extension	49	46	E4			67	31	2
Chinese & Literature	373	84	5	21	48	23	5	2
Chinese in Context	130	92	6	62	22	11	4	1
Classical Greek Continuers	14	94	6	79	21			
Classical Hebrew Continuers	28	88	5	46	36	4	7	
Classical Hebrew Extension	15	46	E4			60	40	
French Beginners	380	80	5	25	26	24	12	9
French Continuers	598	84	5	33	30	25	10	2
French Extension	132	40	E3			24	55	19
German Beginners	104	84	5	33	24	20	13	9
German Continuers	152	84	5	37	31	17	11	4
German Extension	45	46	E4			73	24	2
Hindi Continuers	23	85	5	35	35	30		
Indonesian Beginners	19	80	5	11	42	21	21	5
Indonesian Continuers	62	80	5	29	21	21	21	6
Indonesian Extension	17	43	E3			41	41	18
Indonesian & Literature	13	83	5	15	46	15	23	
Italian Beginners	321	79	4	21	27	26	20	5
Italian Continuers	198	87	5	39	33	20	6	3
Italian Extension	36	46	E4			53	47	
Japanese Beginners	545	73	4	13	22	22	20	14
Japanese Continuers	632	82	5	27	31	20	14	7
Japanese Extension	166	46	E4			60	31	7
Japanese & Literature	10	81	5	10	40	40	10	
Japanese in Context	33	86	5	18	70	12		
Korean Beginners	110	83	5	25	36	28	7	4
Korean Continuers	19	92	6	68	16	11	5	
Korean & Literature	25	88	5	32	52	12	4	
Korean in Context	42	92	6	71	19	7	2	
Latin Continuers	154	89	5	47	30	15	5	3
Latin Extension	101	48	E4			78	17	5
Macedonian Continuers	26	77	4	12	31	23	19	15
Modern Greek Beginners	69	92	6	61	23	6	6	4
Modern Greek Continuers	53	85	5	38	45	17		

Course	Number	Median HSC mark	Median Band	Percentage students in Performance Band				
				6	5	4	3	2
Modern Greek Extension	16	42	E3			44	19	38
Modern Hebrew Continuers	31	93	6	71	26	3		
Persian Continuers	27	86	5	41	44	15		
Polish Continuers	16	86	5	31	44	25		
Portuguese Continuers	13	90	6	54	23	8	15	
Punjabi Continuers	26	91	6	58	35	4	4	
Russian Continuers	18	86	5	33	50	11	6	
Serbian Continuers	12	92	6	67	33			
Spanish Beginners	275	81	5	22	32	23	14	6
Spanish Continuers	155	79	4	9	39	32	19	1
Spanish Extension	51	44	E3			47	51	2
Tamil Continuers	36	93	6	83	17			
Turkish Continuers	38	86	5	24	50	26		
Vietnamese Continuers	217	83	5	15	54	26	4	1
Automotive Exam	219	68	3	2	11	32	32	22
Business Services Exam	1,276	74	4	5	29	31	23	11
Construction Exam	1,607	77	4	6	35	31	21	6
Electrotechnology Exam	231	66	3	3	8	24	48	15
Entertainment Industry Exam	827	80	5	13	41	32	11	2
Financial Services Exam	111	72	4	6	22	38	29	5
Hospitality Exam	4,467	74	4	4	26	35	24	9
Human Services Exam	673	71	4		11	47	34	7
Information & Digital Technology Exam	418	74	4	2	22	44	24	6
Primary Industries Exam	526	74	4	5	22	46	22	3
Retail Services Exam	776	69	3	1	8	40	32	15
Tourism, Travel & Events Exam	133	75	4	2	18	59	15	5

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 2021.
(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	704	HSC	34.8	7.7	49.0	48.0	45.0	41.0	34.5	30.0
		scaled	15.2	12.8	46.4	44.7	36.5	24.2	10.6	4.9
Agriculture	1,496	HSC	35.7	7.3	49.0	48.0	45.0	41.5	36.0	30.5
		scaled	19.0	11.1	45.5	43.5	36.2	27.2	17.6	10.0
Ancient History	6,375	HSC	35.8	7.8	50.0	47.5	44.5	41.5	37.0	31.0
		scaled	23.2	10.9	49.4	44.7	38.1	31.9	23.3	14.8
Biology	18,708	HSC	36.9	5.5	49.0	47.0	44.0	41.0	37.0	33.5
		scaled	25.9	10.1	50.0	45.5	39.3	33.8	26.2	18.3
Business Studies	17,662	HSC	36.9	6.4	49.5	47.5	44.5	41.5	37.5	33.0
		scaled	23.9	10.7	49.4	45.0	38.4	32.3	23.9	15.5
Chemistry	9,884	HSC	37.4	6.2	50.0	48.0	45.0	42.5	38.0	33.0
		scaled	31.5	9.9	50.0	47.6	43.6	39.7	33.0	24.5
Community & Family Studies	8,913	HSC	37.3	4.9	50.0	47.0	43.5	40.5	37.5	34.0
		scaled	18.9	10.4	44.2	40.9	34.0	26.8	18.0	10.3
Dance	905	HSC	39.9	4.8	50.0	49.0	45.0	43.5	40.5	37.0
		scaled	23.7	11.3	48.4	46.8	39.5	32.6	23.3	15.0
Design & Technology	3,429	HSC	39.8	5.1	49.5	48.5	46.0	43.5	40.5	36.5
		scaled	22.6	10.6	48.2	45.1	37.5	30.8	22.1	14.2
Drama	3,938	HSC	39.5	5.0	50.0	49.5	46.5	43.5	39.0	36.0
		scaled	23.8	10.9	49.5	47.6	39.0	31.9	23.1	15.3
Earth & Environmental Science	2,328	HSC	36.3	5.7	47.5	46.0	43.5	40.5	37.0	32.5
		scaled	22.5	10.6	47.8	44.1	37.4	30.2	22.3	14.0
Economics	5,043	HSC	39.0	5.4	49.5	48.0	45.5	43.0	40.0	35.5
		scaled	31.9	9.4	50.0	46.8	43.0	39.2	33.3	25.7
Engineering Studies	2,400	HSC	37.7	5.4	50.0	48.0	45.0	41.5	37.5	34.0
		scaled	26.1	9.5	48.7	44.7	38.7	33.2	26.1	19.2
English Studies Exam	1,357	HSC	28.1	6.4	42.5	39.5	34.0	32.0	29.0	26.0
		scaled	9.3	6.1	35.3	28.9	17.3	12.9	8.2	4.7
English Standard	31,341	HSC	35.4	4.5	48.5	44.0	41.0	38.5	35.5	33.0
		scaled	20.2	8.3	47.9	39.4	31.4	26.0	19.9	14.2
English Advanced	24,409	HSC	41.2	3.8	49.5	48.0	45.5	44.0	41.5	39.0
		scaled	32.2	8.3	50.0	46.5	42.3	38.5	33.2	26.9
English EAL/D	1,879	HSC	35.4	5.7	50.0	46.0	42.0	39.5	36.0	32.0
		scaled	21.9	10.8	48.2	44.8	37.1	30.4	21.0	13.2
English Extension 1	3,415	HSC	42.6	4.6	50.0	49.0	47.0	46.0	44.0	40.0
		scaled	36.6	6.7	50.0	47.5	44.1	41.5	37.5	33.2
English Extension 2	1,308	HSC	40.2	5.7	50.0	49.0	47.0	45.0	41.0	37.0
		scaled	36.6	6.5	50.0	48.4	44.5	41.4	37.2	32.7
Food Technology	3,623	HSC	36.9	6.4	49.5	48.5	45.0	42.0	37.5	32.5
		scaled	19.0	11.4	45.4	43.3	35.4	28.3	18.0	9.0

Course	Number	Type of mark	Mean	SD	Max. mark	P_{99}	P_{90}	P_{75}	P_{50}	P_{25}
Geography	4,438	HSC	38.1	5.6	49.0	47.0	44.5	42.5	39.0	34.5
		scaled	25.3	10.9	50.0	46.2	39.7	33.8	25.8	17.1
Industrial Technology	5,667	HSC	35.0	6.9	49.5	47.5	43.5	40.0	35.0	30.5
		scaled	17.2	10.1	41.6	38.8	31.9	25.0	15.9	8.9
Information Processes & Technology	1,897	HSC	35.7	6.9	49.0	47.5	44.5	41.0	36.0	31.0
		scaled	22.7	11.0	48.8	45.0	37.8	31.2	22.5	14.5
Investigating Science	2,852	HSC	38.0	5.4	48.0	47.0	44.5	42.0	38.5	35.0
		scaled	20.3	10.6	45.8	42.5	34.8	28.4	19.9	11.8
Legal Studies	10,693	HSC	37.6	6.7	49.0	48.0	45.5	43.0	38.5	33.5
		scaled	25.0	11.0	50.0	45.9	39.8	33.9	25.3	16.3
Mathematics Standard 1 Exam	1,461	HSC	34.7	6.1	49.0	46.5	42.5	38.5	35.0	31.0
		scaled	13.0	8.8	34.7	32.9	26.2	19.1	11.7	5.1
Mathematics Standard 2	30,035	HSC	34.8	6.8	50.0	47.5	43.5	39.5	35.0	30.5
		scaled	22.1	10.0	45.9	42.6	36.2	29.9	21.6	14.1
Mathematics Advanced	16,769	HSC	39.4	6.2	50.0	49.0	47.0	44.5	40.0	35.5
		scaled	31.4	9.4	50.0	47.7	43.1	38.8	32.3	25.1
Mathematics Extension 1	8,547	HSC	39.4	8.3	50.0	49.5	48.0	46.0	42.0	34.0
		scaled	39.9	7.7	50.0	49.3	47.5	45.5	42.0	36.4
Mathematics Extension 2	3,193	HSC	41.8	6.0	49.5	49.0	47.5	46.5	44.0	38.5
		scaled	44.0	5.0	50.0	49.6	48.5	47.3	45.4	42.3
Modern History	10,890	HSC	36.6	7.2	49.5	47.5	45.0	42.0	37.5	32.5
		scaled	25.3	10.9	50.0	45.7	39.6	33.9	25.9	17.1
History Extension	1,742	HSC	39.1	6.4	50.0	49.0	47.0	44.0	40.0	35.0
		scaled	33.4	7.5	50.0	46.9	42.8	38.7	33.8	28.7
Music 1	4,697	HSC	40.9	4.6	50.0	49.0	46.5	44.0	41.5	38.0
		scaled	21.1	10.8	47.0	44.5	36.5	28.9	20.3	12.5
Music 2	710	HSC	43.9	3.3	49.5	49.5	48.0	46.5	44.5	42.0
		scaled	33.5	8.9	50.0	49.4	44.9	40.4	34.2	27.2
Music Extension	381	HSC	44.8	5.0	50.0	50.0	50.0	49.0	46.0	42.0
		scaled	35.2	9.6	50.0	50.0	47.9	42.9	35.9	27.5
PDH&PE	16,482	HSC	36.3	5.9	49.5	47.0	44.0	41.0	36.5	32.5
		scaled	23.1	10.5	48.5	44.3	37.9	31.3	22.6	14.9
Physics	7,922	HSC	37.9	5.9	49.5	48.0	45.0	42.5	38.5	34.0
		scaled	30.6	10.0	50.0	47.1	42.8	38.8	31.8	23.6
Science Extension	715	HSC	37.5	5.1	49.0	47.0	45.0	41.0	37.0	34.0
		scaled	33.5	7.4	50.0	47.7	43.8	38.9	33.6	28.8
Society & Culture	4,739	HSC	38.7	5.6	49.5	48.0	45.5	43.0	39.0	35.5
		scaled	23.4	10.6	48.5	44.9	37.9	31.6	23.1	15.1
Software Design & Development	1,714	HSC	37.3	6.1	49.5	48.5	45.5	42.0	37.5	33.0
		scaled	25.6	10.9	50.0	47.4	40.6	34.0	25.2	17.1
Studies of Religion I	8,389	HSC	37.8	5.7	50.0	48.0	45.0	42.0	38.0	33.0
		scaled	27.6	9.1	48.8	45.0	39.5	34.6	27.8	20.8
Studies of Religion II	6,132	HSC	38.2	5.9	49.5	47.5	45.0	43.0	39.0	34.0
		scaled	27.5	10.0	50.0	45.7	40.2	35.3	28.3	20.4
Textiles & Design	1,189	HSC	39.5	5.9	49.0	48.0	46.0	44.0	40.5	36.5
		scaled	23.1	11.6	49.0	47.0	39.3	32.2	22.5	13.8

Course	Number	Type of mark	Mean	SD	Max. mark	P_{99}	P_{90}	P_{75}	P_{50}	P_{25}
Visual Arts	8,417	HSC	40.7	4.3	50.0	48.0	45.5	44.0	41.5	38.0
		scaled	22.1	11.1	48.8	45.1	37.8	30.5	21.5	13.2
Arabic Continuers	275	HSC	41.0	4.5	49.0	48.0	46.0	44.0	41.5	39.0
		scaled	19.2	11.4	46.8	44.7	36.8	27.6	16.7	10.1
Arabic Extension	68	HSC	43.7	3.8	50.0	50.0	48.0	46.0	44.0	42.0
		scaled	27.8	6.6	43.6	43.6	37.2	31.8	26.9	23.4
Armenian Continuers	22	HSC	41.6	3.2	47.5					
		scaled	27.4	10.2	50.0					
Chinese Beginners	67	HSC	40.0	7.0	49.5	49.5	48.0	46.0	42.0	34.5
		scaled	26.3	10.6	47.6	47.6	40.4	34.1	27.7	18.0
Chinese Continuers	209	HSC	42.3	5.3	49.5	49.0	48.0	46.5	43.0	39.0
		scaled	31.3	10.1	50.0	47.3	44.5	38.5	31.4	24.7
Chinese Extension	49	HSC	44.2	4.4	49.0	49.0	48.0	47.0	46.0	42.0
		scaled	37.7	8.1	50.0	50.0	47.2	43.1	40.1	31.8
Chinese & Literature	373	HSC	41.3	4.3	48.0	47.5	46.0	44.5	42.0	39.0
		scaled	24.8	10.4	49.7	47.6	38.8	32.3	25.0	17.1
Chinese in Context	130	HSC	44.5	4.1	49.5	49.0	48.5	47.5	46.0	43.0
		scaled	30.7	10.3	50.0	48.4	43.5	38.3	31.9	24.0
Classical Greek Continuers	14	HSC	46.6	2.3	49.0					
		scaled	41.4	8.1	50.0					
Classical Hebrew Continuers	28	HSC	41.9	8.7	49.5					
		scaled	32.1	9.7	47.8					
Classical Hebrew Extension	15	HSC	44.5	3.1	49.0					
		scaled	36.3	5.9	50.0					
French Beginners	380	HSC	38.9	7.5	50.0	49.5	47.0	44.5	40.0	35.0
		scaled	24.2	11.4	50.0	48.0	39.0	32.5	24.3	16.1
French Continuers	598	HSC	41.2	5.4	49.5	49.0	47.5	46.0	41.5	37.5
		scaled	34.0	9.0	50.0	49.1	45.0	41.6	34.5	27.7
French Extension	132	HSC	39.2	6.1	49.0	49.0	46.0	44.0	40.0	35.0
		scaled	39.7	6.2	50.0	49.9	46.8	44.3	40.1	36.0
German Beginners	104	HSC	40.1	6.6	49.0	49.0	47.5	46.5	42.0	35.5
		scaled	28.0	11.3	50.0	49.2	42.0	39.3	28.1	20.1
German Continuers	152	HSC	41.3	5.6	49.5	49.5	47.0	46.0	42.0	37.5
		scaled	33.3	10.3	50.0	49.6	44.3	41.3	35.1	25.9
German Extension	45	HSC	45.6	3.3	49.0	49.0	49.0	48.0	46.0	44.0
		scaled	39.5	6.0	50.0	50.0	46.7	44.4	40.0	35.7
Hindi Continuers	23	HSC	42.0	3.8	47.5					
		scaled	30.2	11.0	50.0					
Indonesian Beginners	19	HSC	38.6	5.4	48.0					
		scaled	24.5	7.7	41.3					
Indonesian Continuers	62	HSC	39.2	6.8	49.0	49.0	47.5	45.5	39.5	33.0
		scaled	31.0	10.3	50.0	50.0	45.2	39.5	31.3	21.7
Indonesian Extension	17	HSC	41.3	5.2	48.0					
		scaled	33.5	5.9	48.3					
Indonesian & Literature	13	HSC	39.7	4.6	45.5					
		scaled	25.0	11.4	44.6					

Course	Number	Type of mark	Mean	SD	Max. mark	P_{99}	P_{90}	P_{75}	P_{50}	P_{25}
Italian Beginners	321	HSC	38.9	6.3	49.5	49.0	46.5	44.5	39.5	34.5
		scaled	25.3	10.9	50.0	47.2	40.3	34.0	25.0	17.3
Italian Continuers	198	HSC	42.2	4.9	50.0	49.5	47.0	46.0	43.5	39.0
		scaled	31.5	9.2	50.0	48.4	41.4	38.3	33.1	25.1
Italian Extension	36	HSC	43.9	4.1	50.0					
		scaled	38.0	5.4	50.0					
Japanese Beginners	545	HSC	35.3	9.0	50.0	49.0	46.0	42.0	36.5	30.5
		scaled	23.0	11.4	47.4	44.3	38.3	32.2	23.9	14.5
Japanese Continuers	632	HSC	39.9	6.4	50.0	49.0	47.5	45.0	41.0	35.5
		scaled	30.8	9.4	50.0	47.5	42.8	38.3	31.8	24.6
Japanese Extension	166	HSC	43.4	5.6	50.0	49.0	48.0	47.0	46.0	41.0
		scaled	36.3	6.3	50.0	48.0	43.6	41.3	36.9	32.3
Japanese & Literature	10	HSC	40.2	3.9	45.0					
		scaled	26.7	12.0	47.4					
Japanese in Context	33	HSC	42.9	2.7	49.5					
		scaled	29.0	8.5	48.8					
Korean Beginners	110	HSC	41.0	5.0	49.5	49.0	47.5	44.5	41.5	38.0
		scaled	25.7	10.2	48.4	46.7	40.2	32.6	25.5	18.0
Korean Continuers	19	HSC	44.3	4.2	49.0					
		scaled	29.6	9.9	50.0					
Korean & Literature	25	HSC	43.4	3.1	47.5					
		scaled	23.7	12.6	50.0					
Korean in Context	42	HSC	45.3	3.6	49.0	49.0	49.0	47.5	46.0	44.5
		scaled	27.2	10.5	47.4	47.4	43.2	34.6	25.6	20.8
Latin Continuers	154	HSC	42.9	4.7	49.0	49.0	47.5	46.5	44.5	40.0
		scaled	40.8	7.5	50.0	49.9	47.7	46.0	43.1	37.8
Latin Extension	101	HSC	45.8	4.8	50.0	50.0	50.0	49.0	48.0	45.0
		scaled	41.4	7.5	50.0	50.0	48.1	46.2	44.0	38.9
Macedonian Continuers	26	HSC	37.5	6.5	50.0					
		scaled	24.7	10.2	47.8					
Modern Greek Beginners	69	HSC	43.9	5.8	49.5	49.5	49.0	48.0	46.0	41.5
		scaled	28.4	12.2	50.0	50.0	43.3	37.3	29.5	19.1
Modern Greek Continuers	53	HSC	43.0	3.8	49.5	49.5	48.0	46.0	42.5	40.0
		scaled	28.5	11.1	50.0	50.0	44.2	37.7	26.5	20.0
Modern Greek Extension	16	HSC	40.2	7.0	49.0					
		scaled	34.8	8.5	50.0					
Modern Hebrew Continuers	31	HSC	46.0	2.5	50.0					
		scaled	34.3	8.3	50.0					
Persian Continuers	27	HSC	43.4	3.2	50.0					
		scaled	18.4	9.1	40.4					
Polish Continuers	16	HSC	43.0	3.8	49.0					
		scaled	27.5	10.7	49.2					
Portuguese Continuers	13	HSC	43.0	5.4	49.0					
		scaled	31.5	10.9	45.5					
Punjabi Continuers	26	HSC	44.9	3.3	49.5					
		scaled	28.8	10.3	49.3					

Course	Number	Type of mark	Mean	SD	Max. mark	P_{99}	P_{90}	P_{75}	P_{50}	P_{25}
Russian Continuers	18	HSC	43.0	3.5	48.5					
		scaled	27.8	10.4	50.0					
Serbian Continuers	12	HSC	45.6	2.2	49.5					
		scaled	27.8	11.8	50.0					
Spanish Beginners	275	HSC	39.1	6.7	49.5	48.5	46.5	44.5	40.5	35.5
		scaled	24.3	11.4	49.7	46.3	39.7	33.8	24.7	15.5
Spanish Continuers	155	HSC	39.1	4.3	47.5	46.5	44.5	42.5	39.5	36.5
		scaled	25.7	10.8	50.0	47.1	40.4	33.8	25.9	19.8
Spanish Extension	51	HSC	44.1	3.5	50.0	50.0	48.0	47.0	44.0	41.0
		scaled	31.0	6.2	45.8	45.8	38.4	35.1	29.3	25.6
Turkish Continuers	38	HSC	42.5	3.3	50.0					
		scaled	25.4	10.4	50.0					
Vietnamese Continuers	217	HSC	40.9	3.7	48.5	48.0	45.0	44.0	41.5	38.5
		scaled	22.7	9.9	46.9	45.6	36.0	30.6	22.2	14.8
Automotive Exam	219	HSC	34.0	5.2	47.5	46.0	40.5	38.0	34.0	30.5
		scaled	14.0	8.8	35.7	34.8	27.2	21.3	11.9	6.8
Business Services Exam	1,276	HSC	36.6	5.8	48.0	46.5	43.5	40.5	37.0	33.0
		scaled	19.3	10.6	44.7	42.5	34.6	26.3	18.2	11.1
Construction Exam	1,607	HSC	37.8	5.2	48.5	47.0	44.0	41.5	38.5	34.5
		scaled	15.8	9.4	38.8	37.1	30.0	22.4	14.6	7.6
Electrotechnology Exam	231	HSC	34.0	4.6	47.0	46.5	40.0	36.5	33.0	31.0
		scaled	18.3	7.9	37.6	37.2	29.3	23.1	17.2	12.8
Entertainment Industry Exam	827	HSC	39.6	4.8	49.0	47.0	45.0	43.0	40.0	37.0
		scaled	20.8	9.5	44.1	40.7	33.1	27.3	20.2	13.1
Financial Services Exam	111	HSC	36.7	4.9	48.0	47.5	44.5	40.5	36.0	33.0
		scaled	26.8	9.7	50.0	49.4	42.8	34.1	25.3	19.0
Hospitality Exam	4,467	HSC	36.5	5.6	48.5	46.5	43.0	40.5	37.0	32.5
		scaled	19.1	10.0	43.7	40.6	33.0	26.1	18.2	10.6
Human Services Exam	673	HSC	35.4	3.8	44.5	43.5	40.0	38.0	35.5	33.0
		scaled	20.4	9.7	43.8	42.5	34.0	27.3	19.7	12.6
Information & Digital Technology Exam	418	HSC	36.7	4.7	48.5	45.5	42.5	39.5	37.0	34.0
		scaled	21.5	9.5	44.7	41.7	35.1	27.9	20.8	14.0
Primary Industries Exam	526	HSC	37.1	4.7	47.0	46.5	42.5	40.0	37.0	34.5
		scaled	18.0	9.8	41.8	40.4	31.5	25.3	16.5	10.1
Retail Services Exam	776	HSC	33.8	5.4	46.0	44.5	39.5	37.5	34.5	31.0
		scaled	16.4	10.8	43.0	41.9	33.1	24.6	14.4	7.8
Tourism, Travel & Events Exam	133	HSC	37.2	3.7	45.5	45.0	41.0	39.5	37.5	35.5
		scaled	21.5	9.9	44.7	43.6	33.6	27.9	20.7	14.0

Table A4   Distributions of HSC marks by course: 2020 and 2021

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.

Course	Year	Number	Percentage of students with HSC mark less than:				
			45	40	35	30	25
Aboriginal Studies	2021	704	88.5	71.2	50.9	24.3	8.1
	2020	653	86.8	71.2	43.2	21.9	9.3
Agriculture	2021	1,496	89.3	65.6	44.9	20.7	5.7
	2020	1,470	89.7	61.4	38.3	16.5	4.1
Ancient History	2021	6,375	90.4	65.6	37.7	20.9	8.4
	2020	7,164	91.1	66.6	37.1	15.6	5.3
Biology	2021	18,708	92.8	68.7	33.9	8.8	2.1
	2020	18,633	93.5	69.3	37.3	13.1	2.4
Business Studies	2021	17,662	90.5	63.9	33.5	13.0	3.9
	2020	17,877	90.6	64.7	37.6	17.0	6.2
Chemistry	2021	9,884	89.0	59.6	33.7	11.3	2.1
	2020	10,137	86.6	56.9	30.5	9.4	1.4
Community & Family Studies	2021	8,913	94.5	67.9	27.9	6.9	1.0
	2020	8,774	95.0	66.0	30.3	8.9	0.6
Dance	2021	905	87.3	45.3	14.8	2.0	0.6
	2020	914	90.8	42.5	12.7	1.4	0.4
Design & Technology	2021	3,429	82.9	45.4	17.3	3.0	0.7
	2020	3,484	84.3	52.7	16.8	2.1	0.2
Drama	2021	3,938	81.7	54.4	17.2	1.5	0.2
	2020	3,902	80.8	52.6	9.7	2.0	0.6
Earth & Environmental Science	2021	2,328	94.8	71.9	37.6	13.1	2.4
	2020	2,117	93.5	70.4	38.7	14.5	4.1
Economics	2021	5,043	85.1	49.8	22.3	5.7	0.6
	2020	5,010	86.5	48.5	22.4	8.7	2.5
Engineering Studies	2021	2,400	89.1	63.8	28.8	7.5	1.1
	2020	2,313	88.2	66.3	31.6	8.3	2.0
English Studies Exam	2021	1,357	100.0	99.0	91.7	55.8	16.1
	2020	1,274		100.0	97.9	68.8	22.8
English Standard	2021	31,341	99.4	83.4	42.2	9.5	1.6
	2020	30,914	99.5	88.4	42.4	10.8	0.5
English Advanced	2021	24,409	83.7	31.2	6.1	0.7	0.1
	2020	24,773	85.8	36.6	5.2	0.6	
English EAL/D	2021	1,879	97.6	76.6	41.6	13.8	3.3
	2020	2,022	96.6	73.9	42.8	15.5	4.5
English Extension 1	2021	3,415	58.9	20.8	6.1	1.7	0.4
	2020	3,551	61.2	24.0	7.3	2.2	0.7
English Extension 2	2021	1,308	74.8	40.7	15.8	4.0	0.9
	2020	1,380	74.1	41.4	17.5	5.1	0.7
Food Technology	2021	3,623	89.1	63.5	37.3	13.3	2.9
	2020	3,376	91.1	69.8	40.2	15.7	2.3

Course	Year	Number	Percentage of students with HSC mark less than:				
			45	40	35	30	25
Geography	2021	4,438	90.7	55.6	25.8	8.1	1.8
	2020	4,396	87.5	58.2	29.1	12.8	4.3
Industrial Technology	2021	5,667	93.0	74.7	47.2	20.6	4.7
	2020	5,856	91.9	76.2	47.5	19.2	5.9
Information Processes & Technology	2021	1,897	91.7	67.9	42.8	19.5	5.2
	2020	2,024	92.3	67.5	41.3	17.9	5.8
Investigating Science	2021	2,852	91.5	59.2	25.0	7.0	1.7
	2020	2,589	95.3	71.7	41.8	16.1	4.8
Legal Studies	2021	10,693	85.2	57.6	30.8	13.6	3.9
	2020	10,651	84.8	60.1	31.8	10.8	2.5
Mathematics Standard 1 Exam	2021	1,461	95.8	80.7	49.1	16.6	3.8
	2020	1,340	97.4	83.7	45.1	18.0	4.9
Mathematics Standard 2	2021	30,035	94.4	75.2	48.7	21.4	6.2
	2020	30,026	94.6	75.3	49.6	24.5	7.1
Mathematics Advanced	2021	16,769	76.8	49.8	21.2	6.2	1.9
	2020	16,771	76.9	47.4	19.0	4.2	1.5
Mathematics Extension 1	2021	8,547	62.7	42.0	25.7	13.0	5.8
	2020	8,804	62.1	42.0	25.5	12.4	5.5
Mathematics Extension 2	2021	3,193	57.2	30.0	13.4	4.7	1.4
	2020	3,372	63.6	34.0	16.0	7.0	2.8
Modern History	2021	10,890	89.3	62.0	34.9	15.8	5.5
	2020	10,860	89.8	62.6	33.8	15.5	6.5
History Extension	2021	1,742	76.6	48.9	22.6	7.3	2.1
	2020	1,746	79.4	50.2	23.9	6.6	1.8
Music 1	2021	4,697	80.0	35.7	10.6	1.7	0.3
	2020	4,500	78.1	35.5	9.3	1.8	0.4
Music 2	2021	710	54.8	11.5	0.4		
	2020	688	61.6	12.2	0.3		
Music Extension	2021	381	36.0	17.1	4.7	1.0	0.3
	2020	400	31.5	11.3	2.8	0.8	0.8
PDH&PE	2021	16,482	93.1	69.1	39.6	13.5	2.7
	2020	16,183	90.8	65.5	38.6	14.4	4.1
Physics	2021	7,922	87.6	59.4	28.7	9.2	1.8
	2020	7,991	87.4	59.4	32.8	13.9	4.1
Science Extension	2021	715	89.5	64.8	27.8	5.9	0.7
	2020	608	93.1	65.6	26.2	3.3	1.3
Society & Culture	2021	4,739	87.0	54.5	20.1	6.2	2.2
	2020	4,566	89.0	56.1	19.8	5.8	1.2
Software Design & Development	2021	1,714	87.5	63.8	32.8	11.0	1.9
	2020	1,737	87.1	62.2	34.3	11.7	3.8
Studies of Religion I	2021	8,389	87.0	58.0	30.6	8.1	0.9
	2020	8,129	92.3	56.1	22.9	5.9	1.3
Studies of Religion II	2021	6,132	87.3	53.7	28.1	9.3	1.8
	2020	6,133	93.4	56.2	25.7	7.8	2.1
Textiles & Design	2021	1,189	83.1	43.3	19.0	6.7	2.1
	2020	1,323	82.5	43.2	15.0	3.8	0.5

Course	Year	Number	Percentage of students with HSC mark less than:				
			45	40	35	30	25
Visual Arts	2021	8,417	83.0	36.8	9.3	1.6	0.2
	2020	8,580	83.1	35.0	9.9	1.8	0.3
Arabic Continuers	2021	275	81.1	33.5	4.0	2.9	1.5
	2020	299	91.0	50.2	19.1	4.3	1.3
Arabic Extension	2021	68	50.0	11.8	4.4		
	2020	101	68.3	47.5	23.8		
Chinese Beginners	2021	67	62.7	46.3	26.9	9.0	1.5
	2020	80	76.3	52.5	40.0	25.0	15.0
Chinese Continuers	2021	209	56.9	28.7	10.5	1.9	
	2020	187	56.7	24.1	11.2	4.3	2.1
Chinese Extension	2021	49	32.7	16.3	2.0	2.0	
	2020	40	30.0	10.0	2.5		
Chinese & Literature	2021	373	78.6	30.3	7.2	2.1	0.3
	2020	461	83.1	31.5	7.4	3.5	1.5
Chinese in Context	2021	130	37.7	15.4	4.6	0.8	
	2020	137	44.5	10.9	0.7		
French Beginners	2021	380	75.0	48.9	24.5	12.9	3.9
	2020	507	75.0	48.3	29.2	14.4	5.3
French Continuers	2021	598	67.1	37.0	12.4	2.5	0.5
	2020	593	69.5	36.4	14.7	3.2	0.3
French Extension	2021	132	75.8	49.2	20.5	7.6	1.5
	2020	133	72.9	41.4	18.8	2.3	
German Beginners	2021	104	67.3	43.3	23.1	9.6	1.0
	2020	89	69.7	48.3	28.1	6.7	2.2
German Continuers	2021	152	63.2	32.2	15.1	3.9	
	2020	212	75.0	35.4	13.7	5.2	0.5
German Extension	2021	45	26.7	6.7	2.2		
	2020	55	47.3	9.1			
Indonesian Continuers	2021	62	71.0	50.0	29.0	8.1	1.6
	2020	78	74.4	37.2	17.9	2.6	
Italian Beginners	2021	321	79.1	52.0	25.9	6.2	1.6
	2020	306	84.0	53.9	26.1	10.5	3.6
Italian Continuers	2021	198	61.1	27.8	8.1	2.5	
	2020	210	72.9	41.9	12.9	3.3	1.4
Japanese Beginners	2021	545	87.2	65.1	43.3	23.1	9.4
	2020	635	82.8	64.7	40.8	19.7	6.3
Japanese Continuers	2021	632	73.4	42.1	21.7	8.1	1.4
	2020	671	71.1	43.7	21.0	5.2	1.3
Japanese Extension	2021	166	39.8	21.7	8.4	3.0	1.2
	2020	163	55.8	28.2	11.0	0.6	0.6
Korean Beginners	2021	110	75.5	39.1	10.9	3.6	
	2020	127	81.9	46.5	11.8	5.5	1.6
Latin Continuers	2021	154	52.6	22.7	7.8	2.6	
	2020	142	50.0	11.3	4.2		
Latin Extension	2021	101	21.8	9.9	5.0	3.0	
	2020	104	13.5	2.9			

Course	Year	Number	Percentage of students with HSC mark less than:				
			45	40	35	30	25
Modern Greek Beginners	2021	69	39.1	15.9	10.1	4.3	
	2020	70	60.0	20.0	10.0	1.4	
Modern Greek Continuers	2021	53	62.3	17.0			
	2020	72	55.6	19.4	4.2		
Spanish Beginners	2021	275	78.2	46.2	22.9	9.1	3.3
	2020	328	86.0	58.8	32.0	12.8	2.4
Spanish Continuers	2021	155	91.0	51.6	20.0	1.3	
	2020	164	90.2	48.8	19.5	1.8	0.6
Spanish Extension	2021	51	52.9	5.9	2.0		
	2020	53	71.7	24.5	1.9	1.9	1.9
Vietnamese Continuers	2021	217	85.3	31.3	5.1	1.4	
	2020	190	89.5	36.3	5.8	1.1	0.5
Automotive Exam	2021	219	98.2	87.7	56.2	23.7	1.8
	2020	237	97.5	86.1	54.9	21.1	4.6
Business Services Exam	2021	1,276	95.2	66.7	35.9	12.9	1.5
	2020	1,155	95.6	69.5	38.0	13.0	2.9
Construction Exam	2021	1,607	94.0	58.6	27.4	6.3	0.7
	2020	1,741	94.5	57.9	22.2	7.0	1.0
Electrotechnology Exam	2021	231	97.0	89.2	64.9	16.5	1.3
	2020	223	97.3	81.6	41.3	4.5	0.4
Entertainment Industry Exam	2021	827	87.1	45.9	13.9	3.0	1.0
	2020	713	87.0	51.3	15.3	3.2	0.4
Financial Services Exam	2021	111	93.7	72.1	34.2	5.4	0.9
	2020	80	96.3	71.3	32.5	1.3	
Hospitality Exam	2021	4,467	95.7	70.0	34.7	11.1	1.8
	2020	4,337	96.4	69.2	32.5	7.0	1.0
Human Services Exam	2021	673	100.0	88.6	41.5	7.6	0.4
	2020	705	99.3	86.8	53.3	8.8	0.4
Information & Digital Technology Exam	2021	418	97.6	75.4	30.9	6.9	1.2
	2020	466	96.1	70.0	19.5	3.9	1.3
Primary Industries Exam	2021	526	94.9	72.6	26.6	4.6	1.7
	2020	520	97.5	78.8	29.2	5.4	1.3
Retail Services Exam	2021	776	99.2	91.6	51.4	19.3	4.0
	2020	825	99.5	91.6	47.2	16.5	1.5
Tourism, Travel & Events Exam	2021	133	97.7	79.7	20.3	5.3	
	2020	161	97.5	80.1	23.6	0.6	

Table A5 Distributions of scaled marks by course: 2020 and 2021

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.

Course	Year	Number	Percentage of students with scaled mark less than:						
			45	40	35	30	25	20	15
Aboriginal Studies	2021	704	99.4	94.6	88.5	81.8	76.3	70.0	60.1
	2020	653	100.0	96.8	89.6	84.4	79.0	72.7	60.0
Agriculture	2021	1,496	99.8	96.3	88.2	81.1	70.3	57.6	40.8
	2020	1,470	99.7	95.9	90.1	81.6	68.6	55.8	42.1
Ancient History	2021	6,375	99.3	93.4	83.0	70.1	55.3	39.8	25.8
	2020	7,164	98.7	93.0	83.4	70.7	55.5	40.4	26.2
Biology	2021	18,708	98.7	91.3	78.5	62.8	46.2	30.3	16.5
	2020	18,633	98.7	91.9	79.6	62.8	45.4	29.0	15.5
Business Studies	2021	17,662	99.0	93.1	82.2	68.6	53.4	37.8	23.6
	2020	17,877	99.1	93.0	81.0	67.2	53.2	38.6	24.8
Chemistry	2021	9,884	94.2	76.5	57.4	40.4	26.4	14.9	6.9
	2020	10,137	95.1	77.8	58.5	41.0	25.4	13.9	5.8
Community & Family Studies	2021	8,913	100.0	98.4	91.8	82.6	70.2	56.4	40.9
	2020	8,774	100.0	98.6	92.4	81.9	69.5	55.1	39.7
Dance	2021	905	97.8	90.8	80.8	68.4	54.4	40.3	25.5
	2020	914	98.7	94.6	83.6	71.0	57.5	42.0	28.4
Design & Technology	2021	3,429	99.0	94.4	85.0	73.3	59.2	43.6	28.1
	2020	3,484	98.8	93.9	86.0	74.1	61.0	45.2	29.4
Drama	2021	3,938	97.0	91.7	82.0	70.3	56.0	40.3	24.3
	2020	3,902	97.3	90.6	81.0	69.8	55.9	40.1	24.3
Earth & Environmental Science	2021	2,328	99.4	94.8	84.7	74.1	59.0	43.0	27.7
	2020	2,117	99.2	94.7	84.6	71.8	55.8	40.2	26.2
Economics	2021	5,043	96.0	78.3	56.6	38.2	23.3	12.3	6.0
	2020	5,010	96.0	78.0	55.3	35.0	21.7	13.1	6.7
Engineering Studies	2021	2,400	99.2	92.8	80.1	63.3	45.8	27.9	14.3
	2020	2,313	99.5	93.4	80.6	64.2	46.5	28.1	14.9
English Studies Exam	2021	1,357		100.0	99.9	99.4	98.0	94.0	83.3
	2020	1,274				100.0	99.8	98.7	89.6
English Standard	2021	31,341	99.9	99.3	95.7	87.0	71.4	50.5	28.4
	2020	30,914	99.9	99.3	96.3	87.6	71.9	49.8	28.7
English Advanced	2021	24,409	96.8	81.4	58.1	36.2	19.3	8.8	3.2
	2020	24,773	97.4	82.1	58.7	34.9	17.4	7.2	2.5
English EAL/D	2021	1,879	99.0	95.1	85.6	74.2	62.7	47.2	30.6
	2020	2,022	98.7	94.9	86.1	74.9	64.5	49.9	33.4
English Extension 1	2021	3,415	93.3	66.0	34.8	14.1	5.9	2.5	0.8
	2020	3,551	94.3	68.0	35.9	14.6	5.4	2.1	0.7
English Extension 2	2021	1,308	92.0	66.5	36.3	15.4	5.2	1.3	0.5
	2020	1,380	91.4	68.3	37.2	16.3	5.5	1.2	
Food Technology	2021	3,623	99.8	96.5	89.4	78.6	67.9	55.9	41.5
	2020	3,376	99.9	96.6	89.1	80.3	68.5	54.9	42.1

Course	Year	Number	Percentage of students with scaled mark less than:						
			45	40	35	30	25	20	15
Geography	2021	4,438	98.1	90.7	78.5	63.8	47.2	32.3	20.0
	2020	4,396	98.2	90.1	77.4	61.6	46.4	32.8	21.1
Industrial Technology	2021	5,667	100.0	99.7	94.8	86.1	75.1	62.5	46.6
	2020	5,856	100.0	99.6	94.9	86.0	74.9	62.3	46.5
Information Processes & Technology	2021	1,897	98.9	94.4	83.9	71.1	58.2	42.6	26.7
	2020	2,024	99.0	93.9	84.8	72.6	57.9	41.9	27.7
Investigating Science	2021	2,852	99.8	96.9	90.4	79.1	65.1	50.0	35.0
	2020	2,589	100.0	98.7	93.8	84.1	69.8	54.8	40.0
Legal Studies	2021	10,693	98.3	90.3	78.0	64.4	49.1	35.0	21.9
	2020	10,651	98.4	90.7	78.6	65.4	50.2	35.2	21.6
Mathematics Standard 1 Exam	2021	1,461			100.0	95.8	88.2	77.7	62.1
	2020	1,340			100.0	96.1	88.6	76.0	62.3
Mathematics Standard 2	2021	30,035	99.9	96.4	87.5	75.2	61.0	44.5	27.9
	2020	30,026	100.0	97.5	88.5	74.5	58.6	42.5	27.2
Mathematics Advanced	2021	16,769	95.1	79.6	60.0	40.9	24.8	13.2	6.0
	2020	16,771	94.6	78.5	59.4	42.0	26.4	14.2	6.3
Mathematics Extension 1	2021	8,547	71.3	39.5	21.2	11.4	6.2	2.5	1.1
	2020	8,804	74.9	43.3	21.9	11.4	5.6	2.3	0.9
Mathematics Extension 2	2021	3,193	45.0	15.2	6.0	2.5	0.8	0.4	0.2
	2020	3,372	48.1	15.5	5.8	2.5	1.1	0.7	0.3
Modern History	2021	10,890	98.6	90.9	78.3	63.2	47.2	32.5	20.1
	2020	10,860	98.5	91.2	78.1	62.1	45.3	31.3	20.1
History Extension	2021	1,742	96.5	79.6	55.3	30.6	12.9	4.9	1.6
	2020	1,746	96.2	80.3	53.7	28.9	12.0	3.9	1.6
Music 1	2021	4,697	99.2	95.4	86.8	76.9	64.2	49.1	33.0
	2020	4,500	99.2	95.1	87.4	75.9	61.9	47.9	32.1
Music 2	2021	710	90.0	74.4	53.5	34.4	18.9	8.2	2.3
	2020	688	90.3	74.4	53.3	29.8	16.9	5.8	0.9
Music Extension	2021	381	82.9	62.5	46.2	32.3	18.9	5.8	1.0
	2020	400	74.5	60.0	43.8	28.3	16.3	8.5	2.8
PDH&PE	2021	16,482	99.3	93.9	84.1	72.0	57.2	41.1	25.2
	2020	16,183	99.5	94.4	84.3	71.4	56.9	41.3	26.1
Physics	2021	7,922	95.8	79.6	60.9	43.9	29.0	16.9	8.3
	2020	7,991	97.0	80.8	59.5	41.1	26.9	16.2	7.9
Science Extension	2021	715	93.3	78.6	58.3	31.0	13.6	3.1	1.0
	2020	608	96.1	82.1	57.7	30.1	10.5	3.5	1.5
Society & Culture	2021	4,739	99.2	93.7	83.8	71.5	56.4	40.5	24.5
	2020	4,566	99.1	94.2	84.2	71.9	57.4	41.4	25.3
Software Design & Development	2021	1,714	96.7	88.5	77.1	64.4	49.2	33.3	19.3
	2020	1,737	97.5	88.7	76.6	62.7	47.3	33.5	20.4
Studies of Religion I	2021	8,389	98.9	91.3	76.4	58.5	39.4	22.6	9.5
	2020	8,129	99.4	91.9	75.3	55.2	36.1	20.0	9.0
Studies of Religion II	2021	6,132	98.5	89.4	74.0	56.5	38.7	24.2	12.9
	2020	6,133	98.0	90.1	73.9	55.4	38.3	24.6	13.7

Course	Year	Number	Percentage of students with scaled mark less than:						
			45	40	35	30	25	20	15
Textiles & Design	2021	1,189	97.7	91.0	81.8	70.0	56.4	42.4	28.2
	2020	1,323	98.4	92.4	82.4	71.0	56.4	42.3	28.3
Visual Arts	2021	8,417	98.9	93.5	84.5	73.9	60.5	45.6	30.1
	2020	8,580	98.9	93.3	84.6	73.9	60.9	46.4	30.5
Arabic Continuers	2021	275	99.3	94.5	86.2	78.9	70.2	58.5	45.8
	2020	299	100.0	98.7	92.6	87.0	76.6	66.2	55.2
Arabic Extension	2021	68	100.0	95.6	83.8	60.3	39.7	8.8	1.5
	2020	101		100.0	94.1	85.1	66.3	42.6	17.8
Chinese Beginners	2021	67	95.5	89.6	80.6	59.7	46.3	32.8	13.4
	2020	80	98.8	97.5	85.0	67.5	52.5	45.0	38.8
Chinese Continuers	2021	209	93.3	77.5	58.9	44.0	25.4	12.4	8.6
	2020	187	96.8	72.7	54.5	31.6	20.3	13.4	5.3
Chinese Extension	2021	49	85.7	49.0	30.6	22.4	6.1	2.0	2.0
	2020	40	85.0	55.0	32.5	15.0	5.0	2.5	
Chinese & Literature	2021	373	97.1	92.2	83.4	68.9	49.6	33.5	19.8
	2020	461	97.2	92.4	82.4	65.1	51.8	37.7	22.3
Chinese in Context	2021	130	94.6	79.2	61.5	42.3	27.7	16.9	10.0
	2020	137	90.5	77.4	64.2	47.4	29.9	18.2	8.8
French Beginners	2021	380	95.3	91.6	82.1	66.8	52.9	37.6	21.8
	2020	507	97.6	90.9	81.5	64.3	49.3	33.9	23.5
French Continuers	2021	598	90.1	69.2	52.5	32.3	16.2	8.0	2.8
	2020	593	89.5	70.3	48.4	30.0	17.4	8.8	2.9
French Extension	2021	132	79.5	49.2	20.5	7.6	2.3	1.5	
	2020	133	85.0	45.1	25.6	6.8	2.3	0.8	
German Beginners	2021	104	97.1	77.9	67.3	56.7	44.2	24.0	15.4
	2020	89	97.8	86.5	70.8	59.6	48.3	31.5	13.5
German Continuers	2021	152	92.1	68.4	49.3	30.3	21.1	13.2	7.2
	2020	212	91.5	73.1	44.8	22.6	14.6	9.0	5.7
German Extension	2021	45	75.6	51.1	22.2	6.7	2.2		
	2020	55	89.1	49.1	10.9				
Indonesian Continuers	2021	62	88.7	80.6	54.8	43.5	30.6	21.0	6.5
	2020	78	92.3	82.1	71.8	50.0	34.6	21.8	7.7
Italian Beginners	2021	321	97.2	89.1	77.9	65.7	49.8	34.9	18.4
	2020	306	95.8	87.9	75.5	58.2	46.1	32.4	19.0
Italian Continuers	2021	198	96.0	83.3	57.6	40.4	24.7	11.1	7.6
	2020	210	91.9	74.8	63.3	43.3	26.7	11.4	6.7
Japanese Beginners	2021	545	99.3	93.9	83.1	68.6	54.3	39.1	26.2
	2020	635	98.9	92.9	78.9	67.1	54.2	38.9	26.3
Japanese Continuers	2021	632	95.9	82.1	64.2	43.2	25.8	14.2	6.2
	2020	671	93.3	79.6	63.3	46.3	30.3	16.4	7.2
Japanese Extension	2021	166	93.4	68.1	39.8	18.1	3.0	1.2	0.6
	2020	163	84.7	62.0	32.5	12.3	1.2	0.6	
Korean Beginners	2021	110	96.4	89.1	84.5	65.5	47.3	29.1	15.5
	2020	127	96.9	89.8	77.2	63.8	49.6	34.6	17.3
Latin Continuers	2021	154	65.6	30.5	19.5	8.4	4.5	3.9	1.3
	2020	142	64.8	31.7	19.0	6.3	4.2	2.1	

Course	Year	Number	Percentage of students with scaled mark less than:						
			45	40	35	30	25	20	15
Latin Extension	2021	101	58.4	30.7	16.8	6.9	5.0	3.0	
	2020	104	59.6	28.8	12.5	7.7	2.9	1.0	
Modern Greek Beginners	2021	69	94.2	79.7	69.6	52.2	37.7	26.1	14.5
	2020	70	95.7	82.9	65.7	54.3	40.0	22.9	15.7
Modern Greek Continuers	2021	53	92.5	81.1	64.2	58.5	45.3	26.4	11.3
	2020	72	97.2	90.3	69.4	55.6	38.9	25.0	12.5
Spanish Beginners	2021	275	97.8	90.9	78.5	66.5	50.5	37.5	23.6
	2020	328	96.3	89.3	79.9	67.4	53.4	37.8	24.4
Spanish Continuers	2021	155	98.1	88.4	80.0	66.5	43.9	26.5	17.4
	2020	164	98.8	90.9	80.5	62.2	43.3	27.4	15.2
Spanish Extension	2021	51	98.0	92.2	74.5	52.9	15.7	2.0	2.0
	2020	53	96.2	90.6	71.7	43.4	18.9	1.9	1.9
Vietnamese Continuers	2021	217	98.6	94.5	87.6	74.2	59.4	43.3	25.3
	2020	190	98.9	93.7	88.9	80.0	71.6	57.4	37.4
Automotive Exam	2021	219		100.0	99.1	96.3	85.4	72.1	59.4
	2020	237		100.0	98.7	92.4	84.8	75.5	62.0
Business Services Exam	2021	1,276	100.0	96.7	91.5	81.7	70.1	55.2	38.5
	2020	1,155	100.0	98.4	92.8	82.6	72.1	57.0	41.7
Construction Exam	2021	1,607		100.0	97.4	89.7	80.5	67.5	50.5
	2020	1,741		100.0	96.9	90.4	81.2	67.2	52.0
Electrotechnology Exam	2021	231		100.0	97.0	90.0	81.0	61.9	37.2
	2020	223		100.0	96.4	87.9	77.1	62.8	41.3
Entertainment Industry Exam	2021	827	100.0	98.5	92.0	81.7	67.2	45.9	27.8
	2020	713	100.0	98.2	92.0	81.1	65.2	47.7	28.5
Financial Services Exam	2021	111	97.3	88.3	80.2	66.7	49.5	26.1	10.8
	2020	80	96.3	87.5	73.8	62.5	42.5	26.3	6.3
Hospitality Exam	2021	4,467	100.0	98.9	93.2	83.3	70.0	53.7	37.5
	2020	4,337	100.0	98.9	92.5	82.4	69.2	53.5	36.2
Human Services Exam	2021	673	100.0	97.2	90.2	82.9	68.1	50.4	34.2
	2020	705	100.0	98.4	92.9	82.3	68.8	50.2	33.3
Information & Digital Technology Exam	2021	418	100.0	97.4	90.0	80.6	66.0	46.7	27.8
	2020	466	100.0	98.1	92.3	82.0	70.0	52.1	36.3
Primary Industries Exam	2021	526	100.0	98.5	93.9	85.2	72.6	62.4	42.4
	2020	520	100.0	99.8	97.5	87.7	75.8	57.3	44.4
Retail Services Exam	2021	776	100.0	98.5	93.0	85.6	76.8	65.6	51.4
	2020	825	100.0	97.6	92.6	86.4	76.6	65.7	47.2
Tourism, Travel & Events Exam	2021	133	100.0	95.5	91.0	79.7	63.2	46.6	28.6
	2020	161	99.4	93.2	85.1	74.5	60.2	46.0	28.0

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 2021 or a previous year, and received an ATAR in 2021.

(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.

Course	Number receiving ATAR	ATAR students with > 10 units		Percentage who counted course	Maximum ATAR including the course
		Number	Percentage		
Aboriginal Studies	420	122	29	76	98.35
Agriculture	1,118	407	36	72	99.70
Ancient History	5,768	2,156	37	84	99.85
Biology	17,949	7,315	41	81	99.95
Business Studies	16,381	5,506	34	85	99.95
Chemistry	9,800	5,632	57	74	99.95
Community & Family Studies	7,237	2,075	29	87	99.10
Dance	802	223	28	64	99.90
Design & Technology	3,026	1,068	35	73	99.80
Drama	3,452	1,191	35	75	99.90
Earth & Environmental Science	2,101	668	32	83	99.40
Economics	5,009	2,527	50	77	99.95
Engineering Studies	2,288	1,126	49	72	99.70
English Studies Exam	559	107	19	100	84.20
English Standard	28,391	7,682	27	100	99.65
English Advanced	24,203	11,577	48	99	99.95
English EAL/D	1,688	510	30	100	99.90
English Extension 1	3,400	2,310	68	89	99.95
English Extension 2	1,309	794	61	84	99.95
Food Technology	2,918	859	29	85	99.30
Geography	4,087	1,634	40	81	99.95
Industrial Technology	3,799	1,111	29	78	96.55
Information Processes & Technology	1,738	706	41	75	99.90
Investigating Science	2,413	803	33	84	99.75
Legal Studies	10,158	3,649	36	85	99.95
Mathematics Standard 1 Exam	873	191	22	52	91.65
Mathematics Standard 2	27,544	7,775	28	71	99.80
Mathematics Advanced	15,920	8,595	54	73	99.95
Mathematics Extension 1	8,466	6,026	71	90	99.95
Mathematics Extension 2	3,160	1,691	54	98	99.95
Modern History	10,065	4,085	41	84	99.95
History Extension	1,733	1,366	79	83	99.95
Music 1	3,893	1,374	35	67	99.65
Music 2	722	506	70	71	99.95

Course	Number receiving ATAR	ATAR students with > 10 units		Percentage who counted course	Maximum ATAR including the course
		Number	Percentage		
Music Extension	380	312	82	67	99.95
PDH&PE	14,883	4,698	32	82	99.85
Physics	7,835	4,359	56	75	99.95
Science Extension	712	582	82	79	99.90
Society & Culture	4,357	1,249	29	86	99.60
Software Design & Development	1,612	762	47	72	99.95
Studies of Religion I	8,008	6,922	86	81	99.95
Studies of Religion II	5,949	1,616	27	83	99.85
Textiles & Design	1,019	277	27	82	99.40
Visual Arts	7,134	2,241	31	76	99.90
Arabic Continuers	227	83	37	75	98.15
Arabic Extension	58	48	83	83	95.25
Armenian Continuers	23	13	57	85	95.65
Chinese Beginners	70	31	44	61	96.80
Chinese Continuers	206	120	58	66	99.95
Chinese Extension	48	40	83	78	99.95
Chinese & Literature	364	133	37	63	99.60
Chinese in Context	124	66	53	56	99.75
Classical Greek Continuers	12	10	83	80	99.95
Classical Hebrew Continuers	29	17	59	88	98.95
Classical Hebrew Extension	15	15	100	73	98.95
French Beginners	342	123	36	72	99.95
French Continuers	600	389	65	67	99.95
French Extension	134	115	86	82	99.95
German Beginners	96	42	44	71	99.25
German Continuers	168	105	63	68	99.95
German Extension	46	41	89	85	99.95
Hindi Continuers	15	12	80	50	99.20
Indonesian Beginners	19	3	16	67	82.95
Indonesian Continuers	58	38	66	71	99.45
Indonesian Extension	17	15	88	60	99.45
Indonesian & Literature	12	3	25	33	95.95
Italian Beginners	284	127	45	66	99.85
Italian Continuers	187	112	60	56	99.95
Italian Extension	33	27	82	89	99.95
Japanese Beginners	506	161	32	65	99.80
Japanese Continuers	654	361	55	64	99.75
Japanese Extension	169	110	65	88	99.55
Japanese & Literature	10	3	30	33	98.15
Japanese in Context	32	13	41	62	99.10
Korean Beginners	107	39	36	72	99.80
Korean Continuers	18	9	50	67	96.30
Korean & Literature	24	7	29	43	98.00
Korean in Context	42	14	33	57	94.20

Course	Number receiving ATAR	ATAR students with > 10 units		Percentage who counted course	Maximum ATAR including the course
		Number	Percentage		
Latin Continuers	151	133	88	62	99.95
Latin Extension	100	88	88	65	99.95
Macedonian Continuers	25	18	72	50	98.00
Modern Greek Beginners	65	35	54	63	99.50
Modern Greek Continuers	53	38	72	53	99.35
Modern Greek Extension	16	14	88	71	97.70
Modern Hebrew Continuers	32	19	59	58	97.45
Persian Continuers	26	10	38	60	88.25
Polish Continuers	15	9	60	56	86.70
Portuguese Continuers	15	4	27	50	92.85
Punjabi Continuers	26	20	77	60	99.20
Russian Continuers	16	5	31	80	98.70
Serbian Continuers	12	7	58	57	97.85
Spanish Beginners	248	78	31	71	99.70
Spanish Continuers	151	74	49	74	99.50
Spanish Extension	51	43	84	86	96.55
Tamil Continuers	36	22	61	45	98.70
Turkish Continuers	34	11	32	45	91.65
Vietnamese Continuers	205	77	38	70	99.85
Automotive Exam	117	41	35	61	86.00
Business Services Exam	1,000	376	38	76	98.25
Construction Exam	1,170	357	31	79	94.00
Electrotechnology Exam	161	47	29	72	93.00
Entertainment Industry Exam	708	233	33	73	98.30
Financial Services Exam	85	24	28	67	99.00
Hospitality Exam	3,895	1,186	30	76	99.00
Human Services Exam	605	239	40	72	96.35
Information & Digital Technology Exam	375	150	40	69	97.35
Primary Industries Exam	400	140	35	69	95.45
Retail Services Exam	613	219	36	62	97.25
Tourism, Travel & Events Exam	116	34	29	68	96.35

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 2021 was 70.40.

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	45	231	0.4
99.70	47	278	0.5
99.65	49	327	0.6
99.60	46	373	0.7
99.55	47	420	0.8
99.50	48	468	0.9
99.45	43	511	0.9
99.40	48	559	1.0
99.35	50	609	1.1
99.30	42	651	1.2
99.25	48	699	1.3
99.20	49	748	1.4
99.15	45	793	1.4
99.10	45	838	1.5
99.05	51	889	1.6
99.00	52	941	1.7
99.00 - 99.95	941	941	1.7
98.00 - 98.95	937	1,878	3.4
97.00 - 97.95	938	2,816	5.1
96.00 - 96.95	944	3,760	6.9
95.00 - 95.95	939	4,699	8.6
94.00 - 94.95	945	5,644	10.3
93.00 - 93.95	937	6,581	12.0
92.00 - 92.95	937	7,518	13.7
91.00 - 91.95	938	8,456	15.4
90.00 - 90.95	931	9,387	17.1
89.00 - 89.95	943	10,330	18.8
88.00 - 88.95	948	11,278	20.6
87.00 - 87.95	929	12,207	22.3
86.00 - 86.95	944	13,151	24.0
85.00 - 85.95	931	14,082	25.7
84.00 - 84.95	927	15,009	27.4
83.00 - 83.95	939	15,948	29.1
82.00 - 82.95	925	16,873	30.8
81.00 - 81.95	934	17,807	32.5
80.00 - 80.95	951	18,758	34.2
79.00 - 79.95	908	19,666	35.9
78.00 - 78.95	913	20,579	37.5
77.00 - 77.95	916	21,495	39.2

ATAR	Number	Number on or above	Percentage on or above
76.00 - 76.95	925	22,420	40.9
75.00 - 75.95	904	23,324	42.5
74.00 - 74.95	906	24,230	44.2
73.00 - 73.95	906	25,136	45.8
72.00 - 72.95	889	26,025	47.5
71.00 - 71.95	892	26,917	49.1
70.00 - 70.95	891	27,808	50.7
69.00 - 69.95	880	28,688	52.3
68.00 - 68.95	881	29,569	53.9
67.00 - 67.95	858	30,427	55.5
66.00 - 66.95	859	31,286	57.0
65.00 - 65.95	850	32,136	58.6
64.00 - 64.95	844	32,980	60.1
63.00 - 63.95	827	33,807	61.6
62.00 - 62.95	828	34,635	63.2
61.00 - 61.95	820	35,455	64.7
60.00 - 60.95	784	36,239	66.1
59.00 - 59.95	811	37,050	67.6
58.00 - 58.95	789	37,839	69.0
57.00 - 57.95	769	38,608	70.4
56.00 - 56.95	764	39,372	71.8
55.00 - 55.95	753	40,125	73.2
54.00 - 54.95	749	40,874	74.5
53.00 - 53.95	728	41,602	75.9
52.00 - 52.95	729	42,331	77.2
51.00 - 51.95	716	43,047	78.5
50.00 - 50.95	714	43,761	79.8
49.00 - 49.95	701	44,462	81.1
48.00 - 48.95	677	45,139	82.3
47.00 - 47.95	656	45,795	83.5
46.00 - 46.95	636	46,431	84.7
45.00 - 45.95	615	47,046	85.8
44.00 - 44.95	594	47,640	86.9
43.00 - 43.95	558	48,198	87.9
42.00 - 42.95	559	48,757	88.9
41.00 - 41.95	516	49,273	89.8
40.00 - 40.95	502	49,775	90.8
39.00 - 39.95	465	50,240	91.6
38.00 - 38.95	446	50,686	92.4
37.00 - 37.95	413	51,099	93.2
36.00 - 36.95	390	51,489	93.9
35.00 - 35.95	352	51,841	94.5
34.00 - 34.95	331	52,172	95.1
33.00 - 33.95	301	52,473	95.7
32.00 - 32.95	270	52,743	96.2
31.00 - 31.95	254	52,997	96.6
30.00 - 30.95	225	53,222	97.0

Table A8   ATAR percentiles: 2017–2021

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

Percentile	ATAR 2017	ATAR 2018	ATAR 2019	ATAR 2020	ATAR 2021
100	99.95	99.95	99.95	99.95	99.95
99	99.35	99.40	99.40	99.40	99.40
98	98.75	98.80	98.80	98.80	98.80
95	96.90	97.00	97.00	97.05	97.05
90	93.85	94.00	94.00	94.10	94.15
85	90.80	91.00	91.05	91.15	91.20
80	87.75	88.00	88.05	88.25	88.30
75	84.70	85.00	85.05	85.30	85.35
70	81.60	82.00	82.05	82.30	82.40
60	75.40	75.85	75.95	76.30	76.50
50	69.00	69.65	69.75	70.15	70.40
40	62.40	63.15	63.25	63.75	64.05
30	55.35	56.20	56.35	56.90	57.25

Table A9   Relationship between the ATAR and aggregates: 2017–2021

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

ATAR	Lowest aggregate				
	2017	2018	2019	2020	2021
99.95	477.1	476.3	476.7	478.1	478.8
99.50	457.1	455.5	454.5	458.8	458.7
99.00	446.6	444.5	443.8	447.8	448.0
98.00	432.2	429.9	429.6	433.8	433.7
95.00	404.1	402.8	402.0	404.2	404.8
90.00	372.4	371.1	370.0	370.1	369.8
85.00	344.8	343.1	342.2	341.8	340.2
80.00	319.9	318.2	316.3	315.8	313.5
75.00	296.2	294.5	291.7	290.8	288.0
70.00	273.3	271.1	268.6	267.2	263.8
65.00	249.4	248.1	245.9	244.1	239.8
60.00	226.6	224.1	223.5	221.1	217.2
55.00	204.2	201.0	200.2	198.3	195.4
50.00	182.0	178.0	176.8	175.5	172.8

About this publication

This report contains information on the calculation of the Australian Tertiary Admission Rank (ATAR) in 2021. 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.

UAC disclaimer

While UAC and the authors of this publication have used their best endeavours to ensure that information and analyses of information contained in this publication are correct, any use or reliance whatsoever on the publication by any person is that person's responsibility and UAC and the authors of this publication disclaim any responsibility or liability in relation to that use or reliance.

Your privacy

When you apply to the Universities Admissions Centre (NSW & ACT) (UAC) you provide a lot of personal information, sometimes including health information.

UAC values the privacy of your personal information and recognises the importance of protecting it. UAC is bound by the following legislation:

– *Privacy and Personal Information Protection Act 1998* (NSW)
– *Privacy Act 1988* (Cth)
– *Health Records and Information Privacy Act 2002* (NSW).

This means that UAC must uphold the NSW State Information Protection Principles, the Australian Privacy Principles and the NSW Health Privacy Principles. UAC is committed to upholding these principles and has implemented policies and procedures to ensure they are met.

You can view UAC's Privacy Policy and applicant declarations at uac.edu.au/privacy.

ACCESS YOUR POTENTIAL.

UAC