

TERTIARY INSTITUTIONS SERVICE CENTRE LTD

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2020 SCALING and ATAR INFORMATION

The purpose of this document is to help you understand some of the outcomes from the 2020 marks adjustment (scaling) process.

In 2020 there were 82 courses examined, including 30 language courses using interstate syllabi.

The Marks Adjustment Process

The main steps in the marks adjustment process are:

- The School Curriculum & Standards Authority moderates school assessments against exam results, then combines the moderated school assessment and exam results to produce combined marks for each course studied.
- The combined marks are standardised before the scaling process.
- TISC and the School Curriculum & Standards Authority jointly scale the course results.

Full details of the marks adjustment process are at

<http://www.tisc.edu.au/static-fixed/statistics/misc/marks-adjustment-process.pdf>

Once the scaling process has been completed, the average of all scaled scores across all courses is 60.

A comparison of average scaled scores from 2020 and 2019 courses shows this year's averages are similar to last year's.

The Australian Tertiary Admission Rank (ATAR)

10,677 school leavers achieved an ATAR in 2020 compared to 11,156 in 2019.

Fourteen school leavers achieved the maximum ATAR of 99.95.

Methodology

The ATAR reports students' rank position relative to all other students. It takes into account the number of students who sit the WACE examinations in any year and also the number of people of Year 12 school leaving age in the total population.

Students' best four scaled scores are added together to form a Tertiary Entrance Aggregate. Students who have scaled scores in a Language Other Than English (LOTE), Mathematics Methods or Mathematics Specialist have 10% of those scaled scores added to their aggregate.

The highest aggregate possible in 2020 was 430.

Once aggregates for all eligible students have been calculated, a formula based on the proportion of students taking at least four ATAR courses within the total school-leaving age population in Western Australia determines how many students are assigned to each ATAR band.

The median ATAR in 2020 is 81.85 (81.05 in 2019).

A technical explanation of how the ATAR is calculated is available at:

<http://www.tisc.edu.au/static-fixed/statistics/ter-frequency/atar-technical-specification.pdf>

University Competence in English Requirement

Competence in English for university admission achieved for most WA universities by a scaled score of 50 in an English course.

The following is the percentage of students achieving a scaled score of 50.

Literature ATAR	90.0%
English ATAR	74.0%
EALD ATAR	69.2%

For students whose scaled score is less than 50, universities will also consider their examination mark or moderated school assessment in determining competence in English. The threshold required for this concession is 55 for Murdoch and Curtin and 60 for UWA.

Murdoch recently announced that successful completion of senior secondary study in English would also satisfy the Competence in English requirement.

Students who have sat the WACE examination in one of the three English ATAR courses (English, Literature or EALD), and have satisfied other admission requirements for a particular university but have not achieved competence in English for that university, are usually invited via their Universities Admission Advice Letter (UAAL) to sit the Special Tertiary Admissions Test (STAT) as a further chance to demonstrate their competence in English for university entry in Semester 1, 2021.

Mathematics

The scaling process producing the following means for Mathematics subjects in 2020

Mathematics Applications	55.4
Mathematics Methods	65.2
Mathematics Specialist	68.3

These means are consistent with those for these courses over the past few years.

Further information

More information on the marks adjustment process, 2020 scaled scores and ATAR distributions and courses used is available at www.tisc.edu.au, under *Resources>Statistics*