



Scaling in the Higher School Certificate

How are HSC scores
and
ATARs determined?



Scaling in the Higher School Certificate

The school's website is www.sydneyboyshigh.com

Register on the website for the **Parent Portal**. This will give access to timetables, attendance information, past reports, examination timetables, assessment information etc.

High Notes is issued each Friday and has an up to date calendar on the back page. The calendar on the school website is updated at least hourly.

High Notes is also available on the web site. You can register to receive an email reminder about *High Notes*. When *High Notes* is placed on the website, you receive an email with a link to the appropriate page.



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The Board of Studies web site has the official information about anything to do with the HSC - syllabi, past papers, policies etc

www.boardofstudies.nsw.edu.au

This Charles Sturt University site has specific information about HSC courses - tutorials, past papers etc

www.hsc.csu.edu.au



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- Most subjects studied for the HSC are 2 Unit subjects.
- A 2 Unit subject is normally allocated 9 periods per fortnight.
- There are 56 periods available on the timetable per fortnight.
- 12 Units use 54 of these periods.
- Year 11 boys are required to study 12 Units.
- Year 12 boys must study at least 10 Units.
- Most boys at SBHS study 10 Units in Year 12.



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Subject choices

- **English** is the only compulsory subject for the HSC
- Students at SBHS will make up their 12 Preliminary Course units with:
 - **English Advanced and English Extension**
 - **Four 2 unit subjects**
 - and one of
 - **Mathematics Extension**
 - **Studies of Religion**
- **4 subjects** must be studied for the HSC



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Some school-imposed limits on subject numbers:

- Year 11 Mathematics Extension – 7 classes (168 boys)
- Year 12 Mathematics Extension 2 – 5 classes (120 boys)
- Year 12 English Extension 1 – 3 classes (72 boys)



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The HSC is based on a Standards approach. There are no preconceived ideas about how many students should be placed in a band of scores.

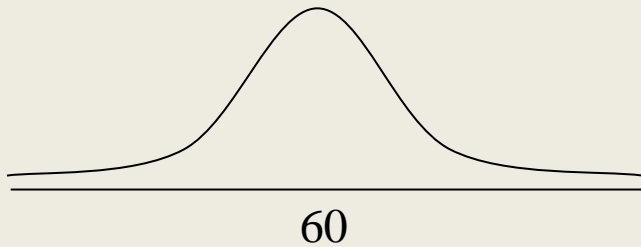
Before 2001, the HSC was norm-based: the number of students who would receive a particular range of scores was known before the exam was sat.



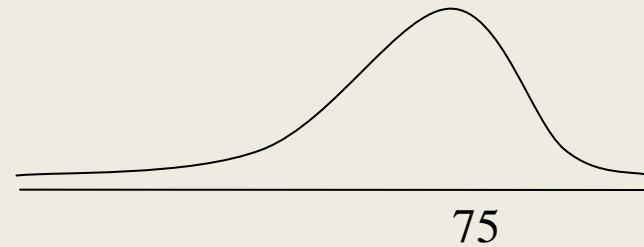
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The quality of the candidature did not improve in 2001 with the start of the New HSC. Their marks were better but their relative positions remained unchanged. Therefore ATARs, which are a rank rather than a score, were unchanged.

Old HSC



New HSC





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The HSC course

The HSC course commences in Term 4 of Year 11

HSC results are based on

- internal assessment - formal tasks (50% of final result)
- external assessment - HSC examinations (including performance and practical components) (50% of final result)

HSC examinations will take place in October and November with results available in December



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Each subject publishes their Assessment Program – you can find it on the **Parent Portal**

HSC Course Assessment Schedule 2012

Syllabus Components	Syllabus Weightings	Task 1a	Task 1b	Task 2	Task 3a & 3b	Task 4
		2011 Term 4	2012 Term 2	2012 Term 2	2012 Term 3	2012 Term 3
9.2 Core 1	25%	Skills 1a (10 %)		Written exam (5 %)		Written exam (10 %)
9.3 Core 2	25%		Skills 1b (10 %)	Written exam (5 %)		Written exam (10 %)
9.4 Core 3	25%				Skills 3a (15 %)	Written exam (10 %)
9.5 Option	25%				Skills 3b (15 %)	Written exam (10 %)
	100%	10 %	10 %	10 %	30 %	40 %

This schedule has 30 % of marks completed by the mid – course exams, with balance of marks by end of Trial exam period.



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Assessment scores:

The school sends assessment scores to the Board of Studies for each student for each subject studied. In the example, the submitted scores range from 65● to 93●.

After the HSC examination has been sat, the submitted scores are adjusted to match the results obtained in the HSC. The HSC exam marks ranged from 71 to 92. The submitted scores are adjusted to range from 71 to 92.

Total Moderated Assessment = Total Exam Marks
 Mean Moderated Assessment = Mean Exam Marks

The average of the Moderated Assessment score and the Exam mark for each student becomes the final HSC mark.

School Assessment	Moderated Assessment	Exam Mark	HSC Mark
75	79	75	77
75	79	72	76
80	83	90	87
86	88	88	88
73	78	79	79
66	72	71●	72
85	87	90	89
68	73	88	81
93●	92●	88	90
91	91	92●	92
78	82	90	86
89	90	90	90
68	73	79	76
90	91	84	88
67	73	76	75
77	81	81	81
88	90	88	89
65●	71●	75	73
88	90	88	89
77	81	87	84
85	87	85	86
70	75	77	76
86	88	85	87
85	87	82	85
85	87	79	83
86	88	88	88
81	84	79	82
86	88	85	87
82	85	82	84
78	82	82	82



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School Assessment

Student's HSC Mark

Mark Range
0 - 100

Graph showing how all students performed

HIGHER SCHOOL CERTIFICATE
2001 Course Report

BOARD OF STUDIES
NEW SOUTH WALES

Personal Development, Health and Physical Education

Sample Student

Assessment Mark 86 Examination Mark 88

State Distribution

A typical performance in this band is demonstrated when a student:

Band 6	100	Demonstrates extensive knowledge and understanding of the range of concepts related to health and physical performance. Comprehensively applies theoretical principles to design and evaluates specific strategies for improving health. Demonstrates a superior understanding of the interrelated roles and responsibilities of individuals, groups and governments in the management and promotion of health. Critically analyses movement and the range of factors that affect physical performance and participation. Provides relevant and accurate examples to justify complex arguments.
Band 5	90	Clearly expresses ideas that demonstrate a thorough understanding of health and physical performance concepts. Identifies strategies for improving health and discusses the links between individual health behaviour, social issues and community health status.
Band 4	80	Demonstrates a detailed understanding of the interrelated roles of individuals, groups and governments in the management and promotion of health. Demonstrates an understanding of the interrelationships between the various factors that impact on physical performance. Supports arguments thoroughly by using relevant examples and current information.
Band 3	70	Demonstrates a clear understanding of the broad concepts that impact on personal health and physical performance. Relates strategies for managing the major causes of illness and death to the contributing risk factors. Demonstrates a sound understanding of the roles of individuals, groups and governments in promoting health. Describes a range of factors that affect the quality of physical performance. Communicates information in a clear and logical way, providing some examples.
Band 2	60	Uses basic definitions and facts when explaining health and physical performance concepts. Identifies the major causes of sickness and death and establishes that a healthy lifestyle is a desirable goal. Demonstrates an understanding of the need for government and community action in relation to promoting health. Identifies some relevant factors that influence physical performance. Provides basic support for the arguments presented.
Band 1	50	Recalls some simple facts and writes brief descriptions. Demonstrates an understanding of elementary terms and recognises simple cause and effect relationships as they apply to health and movement. Outlines some factors affecting health and identifies relevant illness prevention measures. Demonstrates an understanding of general movement principles. Provides limited support for the arguments presented.
Band 0	0	

Student Number: G5487965

2660 180

Issued by the Board of Studies without alteration or erasure.

Jonathan Stanley
President

Examination mark

Minimum standard expected (50)

Descriptions in bands: summary of what students know and can do



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Band 6	100	Demonstrates extensive knowledge and understanding of the range of concepts related to health and physical performance. Comprehensively applies theoretical principles to design and evaluates specific strategies for improving health. Demonstrates a superior understanding of the interrelated roles and responsibilities of individuals, groups and governments in the management and promotion of health. Critically analyses movement and the range of factors that affect physical performance and participation. Provides relevant and accurate examples to justify complex arguments.
HSC Mark 87	90	Clearly expresses ideas that demonstrate a thorough understanding of health and physical performance concepts. Identifies strategies for improving health and discusses the links between individual health behaviour, social issues and community health status. Demonstrates a detailed understanding of the interrelated roles of individuals, groups and governments in the management and promotion of health. Demonstrates an understanding of the interrelationships between the various factors that impact on physical performance. Supports arguments thoroughly by using relevant examples and current information.
Band 5	80	Demonstrates a clear understanding of the broad concepts that impact on personal health and physical performance. Relates strategies for managing the major causes of sickness and death to the contributing risk factors. Demonstrates a sound understanding of the roles of individuals, groups and governments in promoting health. Describes a range of factors that affect the quality of physical performance. Communicates information in a clear and logical way, providing some examples.
Band 4	70	Uses basic definitions and facts when explaining health and physical performance concepts. Identifies the major causes of sickness and death and establishes that a healthy lifestyle is a desirable goal. Demonstrates an understanding of the need for government and community action in relation to promoting health. Identifies some relevant factors that influence physical performance. Provides basic support for the arguments presented.
Band 3	60	Recalls some simple facts and writes brief descriptions. Demonstrates an understanding of elementary terms and recognises simple cause and effect relationships as they apply to health and movement. Outlines some factors affecting health and identifies relevant illness prevention measures. Demonstrates an understanding of general movement principles. Provides limited support for the arguments presented.
Band 2	50	
Band 1	0	



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The UAC website has the official information about calculation of ATAR and course selection at universities

www.uac.edu.au

(You can download a discussion paper on the 2011 HSC at www.uac.edu.au/publications/undergraduate/index.shtml)



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Australian Tertiary Admission Rank (ATAR)

The Board of Studies supplies information to the University Admissions Centre (UAC) to allow the ATAR to be calculated.

The ATAR is a rank. An ATAR of 99.95 **suggests** that a student beat 99.95% of the state.

A student's scores in each subject are converted to a common scale to allow the scores to be compared and added. This conversion involves comparing the performance of each student in a subject with their performance in other subjects to determine the “quality” of the candidature of each subject.



Scaling in the Higher School Certificate

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

Course	Number	Type of mark	Mean	SD	Max. mark	P99	P90	P75	P50	P25
Industrial Technology	4,582	HSC	36.0	7.2	50.0	48.5	45.0	41.0	36.5	32.0
		scaled	17.1	9.7	40.6	38.2	31.4	24.3	15.8	9.3
Information Processes & Technology	4,140	HSC	35.8	7.3	48.5	47.0	45.0	41.0	36.5	31.5
		scaled	21.5	10.6	46.9	43.1	35.7	29.6	21.4	13.2
Legal Studies	9,087	HSC	37.3	6.1	49.5	47.5	44.5	42.0	38.0	33.5
		scaled	25.4	10.7	50.0	45.6	39.3	33.9	25.7	17.2
General Mathematics	31,631	HSC	34.9	6.8	49.5	47.5	44.0	39.5	35.0	31.0
		scaled	21.2	10.1	45.4	41.7	35.4	29.1	20.7	13.1
Mathematics	16,564	HSC	38.7	7.1	50.0	48.5	46.0	43.5	40.0	35.5
		scaled	30.9	9.5	50.0	46.8	42.3	38.3	32.2	24.9
Mathematics Extension 1	8,823	HSC	40.8	6.6	50.0	49.0	47.5	46.0	42.0	37.0
		scaled	39.5	6.8	50.0	48.8	46.6	44.4	40.9	36.3
Mathematics Extension 2	3,439	HSC	41.9	5.4	49.5	48.5	47.0	45.5	43.5	39.5
		scaled	43.2	4.8	50.0	49.1	47.4	46.2	44.3	41.5

The scaled scores are different each year – there are no preconceived values assigned



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Subjects should not be chosen because they are “scaled up”:

If a boy scores 90 in Subject A and this is “scaled down” to 80, this is still better than scoring 60 in Subject B which is “scaled up” to 70

Boys should select subjects based on interest or plans for the future

Boys are able to achieve a high ATAR score in subjects which are “scaled down”



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A student's ATAR score is determined by taking the 2 best units of English and then adding the best 8 units remaining.

A student receives the following scaled scores in his HSC:

English Advanced 84

English Extension 1 44

Mathematics 87

Mathematics Extension 1 46

Physics 91

Chemistry 88

Economics 86



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The scores are considered on a per unit basis:

English Advanced 42

English Advanced 42

English Extension 1 44

Mathematics 43.5

Mathematics 43.5

Mathematics Extension 1 46

Physics 45.5

Physics 45.5

Chemistry 44

Chemistry 44

Economics 43

Economics 43



Scaling in the Higher School Certificate

The scores are grouped as English and other:

English Extension 1 44

English Advanced 42

English Advanced 42

Mathematics Extension 1 46

Physics 45.5

Physics 45.5

Chemistry 44

Chemistry 44

Mathematics 43.5

Mathematics 43.5

Economics 43

Economics 43



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The two highest scores for English are used:

English Extension 1 44

English Advanced 42

Any additional English scores join the other subjects:

Mathematics Extension 1 46

Physics 45.5

Physics 45.5

Chemistry 44

Chemistry 44

Mathematics 43.5

Mathematics 43.5

Economics 43

Economics 43

English Advanced 42



Scaling in the Higher School Certificate

These scores are used to calculate the boy's ATAR score :

English Extension 1 44

English Advanced 42

Mathematics Extension 1 46

Physics 45.5

Physics 45.5

Chemistry 44

Chemistry 44

Mathematics 43.5

Mathematics 43.5

Economics 43

Economics 43

English Advanced 42

This student's ATAR score
would be **441** (out of 500)



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ATAR	Lowest aggregate		
	2009	2010	2011
99.95	478.9	476.2	476.5
99.50	457.7	455.2	456.2
99.00	446.6	444.8	445.6
98.00	431.3	430.0	432.2
95.00	401.5	403.0	403.7
90.00	367.4	369.6	371.2
85.00	340.0	341.5	343.7
80.00	315.1	317.6	318.9
75.00	292.4	295.5	295.7
70.00	271.0	273.4	274.1
65.00	250.4	252.5	252.9
60.00	231.1	231.7	233.1
55.00	212.1	211.6	213.0
50.00	193.1	192.4	193.5

The cut-off scores are different each year – there are no preconceived values assigned