

UNDERSTANDING THE ATAR

CALCULATING THE AUSTRALIAN TERTIARY
ADMISSIONS RANK (ATAR) FOR SENIOR
SECONDARY STUDENTS IN TASMANIA



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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This document was published in September 2019.

Disclaimer: the information contained in this document is considered to be correct at the time of publication.

We thank the following schools for providing photos: Fahan School, Guilford Young College, The Hutchins School, New Norfolk High School, Rosny College, Scotch Oakburn College and St Marys District School.

INTRODUCTION

When developing your learning plan in Year 10, and working out what you would like to do in Years 11 and 12, you will have a lot of questions to think about: **What courses do you want to study? What are you good at? What career would you like to have? What do you want to do after Year 12? Do you want to go on to other formal training or university?**

Thinking through these questions can help you decide what education and training you want to complete in your senior secondary years to help you achieve your goals.

If you are planning to attend university after Year 12, or if you want to make sure that going to university straight after Year 12 is an option for you, it is important to understand the Australian Tertiary Admissions Rank (ATAR). The ATAR is one of many factors universities can take into account when deciding which school leavers they will offer places to.

Understanding the ATAR will help you understand:

- the purpose of the ATAR and what it means
- the eligibility requirements to receive an ATAR
- how your ATAR and Tertiary Entrance score are calculated
- the process for course scaling, and how course scores are assigned
- how to select courses that will give you the best chance of success
- what to do if you do not achieve the minimum ATAR for your preferred course.

Generally speaking, if you plan to undertake vocational education or training, professional training that is not provided at university, or if you secure full time employment after Year 12, then you may not need to receive an ATAR.

Speak with your school if you have further questions or would like help to plan your education and career pathway.

This document explains the ATAR and then provides information about Tertiary Entrance scores, course awards, scaling and course planning in an order that makes it easier to understand. The sequence of events you will experience as you progress through your senior secondary studies is shown in the side tabs.

You can navigate to specific sections of this document by clicking on the relevant side tab.

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THE ATAR



THE ATAR

The ATAR is a rank of the overall academic achievement of eligible students within a year group who finished their senior secondary schooling.

The ATAR is calculated the same way in each Australian state and territory, no matter where you live, based on an overall result that is determined for each student from the senior secondary courses they completed.

The Office of Tasmanian Assessment, Standards and Certification (TASC) calculates the ATAR each year based on students' Tertiary Entrance (TE) scores using the results from eligible courses. For more information about TE scores, see [page 8](#).

An ATAR received in Tasmania is equal to the same ATAR issued somewhere else in Australia. For example, an ATAR of 42.50 in Tasmania means the same as an ATAR of 42.50 in Victoria, in New South Wales and in every other state and territory in Australia.

The ATAR tells universities how a student's overall academic achievement compares with every other student in that year group. It helps universities decide who they will offer places to.

The ATAR is a rank between 0.00 and 99.95. It is not a 'mark' or grade. If you achieve an ATAR of 45.00, this means that your overall academic achievement is greater than 45% of people in your year group. An ATAR of 82.75 means that your overall academic achievement is greater than 82.75% of your year group, and so on.

Your 'overall academic achievement' is measured by your TE score. How well you rank in the ATAR therefore depends on your TE score, and how it compares to other students in your year group.

Your ATAR will depend on how your overall academic achievement compares with your peers

It is important to remember that the ATAR is a ranking, not a mark. By definition, only 1% of students can be in the top 1%. This means that only 1% of students can achieve an ATAR of 99.00 or above.

To receive an ATAR of 80.00 or above, you must be in the top 20%. In other words, your overall academic achievement must be higher than 80% of all other people in your year group: How you rank among your peers will depend on the TE scores achieved by others in your year group.

The ATAR provides a fair and equitable comparison of students' overall academic achievement with other students in the same year group.

Let's take a very simple example, based on just ten students. Their TE scores can be seen below.

- In Year A, a student with a TE score of 78.2 ranked in the top 20% of that year group, resulting in an ATAR of 80.00 or above.
- In Year B, the same TE score of 78.2 would not rank the student in the top 20%.



ELIGIBILITY

While the ATAR itself is calculated in the same way throughout Australia, the eligibility requirements to receive an ATAR may be different in each state and territory. The University of Tasmania is the Tertiary Admissions Centre for Tasmania and determines the eligibility for Tasmanian students to receive an ATAR.

In Tasmania, to be eligible to receive an ATAR you must complete two years of post-Year 10 study. During these two years, you must:

- achieve the Tasmanian Certificate of Education (TCE), and
- achieve a Satisfactory Achievement or better in at least four courses that are scaled (see below). At least three of these courses must be in your final year (either Year 12 or Year 13).

You must have completed Year 12 or Year 13 to be issued with an ATAR. Year 11 students are not issued with an ATAR. You won't be able to tell what your ATAR might be until you reach the end of Year 12.

Course scaling

The following courses are 'scaled' for the purpose of calculating the ATAR:

- TASC accredited Level 3 courses
- TASC accredited Level 4 courses
- Selected courses from the University of Tasmania's High Achiever Program (HAP) and University Connections Program (UCP)

For more information about course scaling, see **page 18**.

UNIVERSITY ENTRANCE

Universities take into account a range of factors when making the decision about who they will offer places to. The ATAR is most relevant for school leavers who want to go straight to university after Year 12 or 13.

Often, universities will set a minimum ATAR as a requirement for entry into a particular course. This is common when entry into a course is very competitive.

A university may also set other requirements for entry, such as:

- the outcome of an audition
- performance in the University Clinical Aptitude Test (UCAT) or other aptitude test
- submission of a portfolio
- completion of pre-requisite courses, or
- previous qualifications and work experience.

Each university determines the entry requirements for the courses it offers. If you intend to go to university, it is important to find out from the university what the specific requirements are for your preferred course.

If you don't achieve the minimum ATAR for your preferred course, this doesn't necessarily mean you can't achieve your goals. Many universities offer alternative entry pathways and have different requirements for students who are not school leavers. Speak with the university about options that may suit your circumstances.



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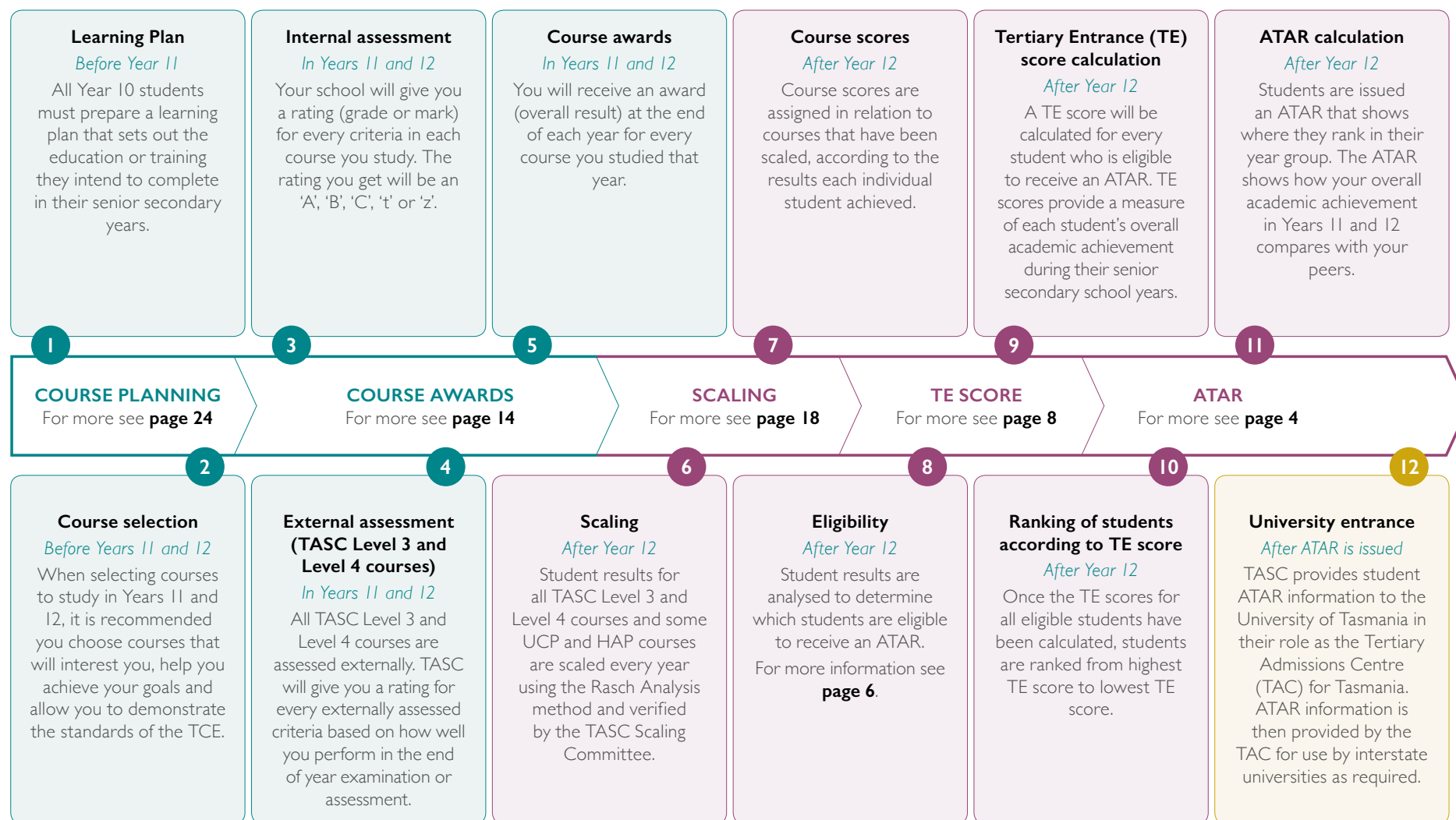
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YOUR JOURNEY TO ACHIEVING AN ATAR A SNAPSHOT



TERTIARY ENTRANCE SCORES



TERTIARY ENTRANCE SCORES

The ATAR is a rank of the overall academic performance of students who complete senior secondary school each year. In Tasmania, your overall academic achievement is measured by your Tertiary Entrance (TE) score, which is then used to determine your ATAR. This section outlines how your TE score is calculated.

TCE CREDIT POINTS

First, it is important to understand TCE credit points and how they are used to calculate your TE score.

To be eligible to receive an ATAR you must meet the standards to achieve the TCE. This includes a *participation and achievement* standard.

Every course recognised by TASC is assigned a TCE credit point value. To meet the participation and achievement standard for the TCE, you must complete courses that add up to at least 120 TCE credit points. Each credit point represents about ten hours of course content. This means that 120 credit points represents about 1200 hours of course work, or two years of study.

To achieve the TCE you need to make sure that at least 80 of the required 120 credit points are from courses at Level 2 or higher. Further information about the TCE is available at www.tasc.tas.gov.au

TCE credit points are also important when calculating your TE score.

TCE credit points and your TE score

When calculating your TE score, only courses that are scaled are used. This includes:

- TASC accredited Level 3 courses
- TASC accredited Level 4 courses
- Selected courses from the University of Tasmania's High Achiever Program (HAP) and University Connections Program (UCP).

Each of these courses is scaled to provide a course score, based on how well you did in the course. For more information about how course scores are calculated, see Scaling on **page 18**.

TCE credit points are different to course scores. The number of credit points you receive for completing a course does not depend on how well you do. All TASC accredited Level 3 and Level 4 courses are assigned a value of 15 credits points. Generally, HAP courses are assigned 8 credit points. UCP courses will be assigned either 8 or 15 credit points, depending on the length of the course (either one or two semesters).

A total of up to 75 credit points are required to calculate your TE score:

- First, 45 credit points must be taken from your final year of senior secondary education. For most students this will be Year 12. If you continue on to Year 13, the 45 credit points must be taken from Year 13.
- Then, 30 credit points will be taken from the next best courses in either your final year and/or one other year.

Courses that are counted towards your TE score can only be taken from two years. For most students their TE score is calculated from Year 11 and Year 12. If you continue on to Year 13, the 30 credit points can be taken from either Years 11 and 13 (only), or Years 12 and 13 (only).

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CALCULATING YOUR TERTIARY ENTRANCE SCORE

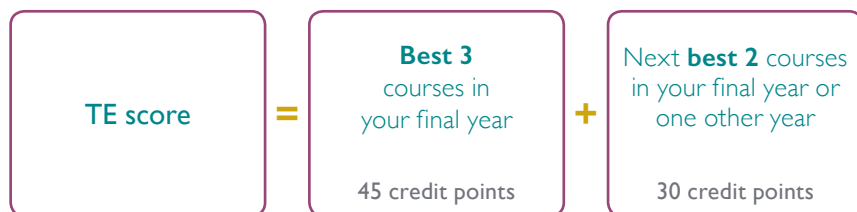
At the end of each year, course scores are calculated for every course that has been scaled. This is done after all examinations have been completed and student results have been finalised. Student results are analysed and course scores are assigned that accurately reflect how difficult it was for students to achieve a particular award in each course. More information about this process, called 'scaling', is provided on [page 18](#).

To receive a score for a scaled course, you must achieve at least a Satisfactory Achievement for that course. Course scores are not assigned to courses at Level 2 or below because these courses are not taken into account for the ATAR.

After course scores are assigned, a TE score is calculated for every Year 12 and Year 13 student.

Your TE score is made up of the course scores from your best courses that have a total value of up to 75 TCE credit points, over two years of senior secondary school. Most courses have a value of 15 credit points. This means that the 75 credit points will normally come from your best five courses over two years.

First, course scores from your best three courses or equivalent (45 credit points in total) are taken from your final year. **Then**, course scores for two other courses or equivalent (up to 30 credit points) will be added.



The ATAR will only take into account course scores from two years of senior secondary school (Years 11, 12 or 13). However, they do not need to be two consecutive years. If a student completes Year 13, course scores will be taken from courses completed during either Years 11 and 13, or Years 12 and 13, but not from all three years (Years 11, 12 and 13).

Example 1: Emily

Emily has just finished Year 12. She completed TASC accredited (or recognised) courses in both Years 11 and 12, adding up to a total of 120 TCE credit points (cp). She achieved the following results in courses that are scaled:

Year 11	Course score	Year 12	Course score
Biology (15cp)	19.8	Health Studies (15cp)	21.2
Sports Science (15cp)	12.2	Psychology (15cp)	11.1
Ancient History (15cp)	15.9	Food and Nutrition (15cp)	10.3
		Studies of Religion (15cp)	12.0

Emily's TE score is calculated by taking the top three (3) course scores from her final year (Year 12): Health Studies (**21.2**), Studies of Religion (**12.0**) and Psychology (**11.1**). Then, Emily's two best scores from other courses will be added: Biology (**19.8**) and Ancient History (**15.9**).

Emily's ATAR would be issued at the end of Year 12, based on a TE score of **80.0**.

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Example 2: Emily - Year 13

After finishing Year 12, Emily spoke to her school about the option of completing Year 13. After considering Emily's specific circumstances, her school agreed that it was the best option for her.

Emily's course scores now include scores from Year 13:

Year 11	Course score	Year 12	Course score	Year 13	Course score
Biology (15cp)	19.8	Health Studies (15cp)	21.2	Business Studies (15cp)	11.0
Sports Science (15cp)	12.2	Psychology (15cp)	11.1	Outdoor Leadership (15cp)	18.6
Ancient History (15cp)	15.9	Food and Nutrition (15cp)	10.3	Sociology (15cp)	14.9
		Studies of Religion (15cp)	12.0		

Emily's TE score is calculated by taking the top three (3) course scores from her final year (Year 13): Business Studies (**11.0**), Outdoor Leadership (**18.6**) and Sociology (**14.9**).

Then, the two best scores from other courses are added. Emily's next two highest course scores are for Health Studies (21.2) and Biology (19.8). However, course scores can only be taken from two years. Because Emily's final year must be counted (Year 13), the two additional courses must come either from Years 11 and 13 (only) or Year 12 and 13 (only). The most beneficial combination of courses will be used.

Emily's two best courses from Year 11 are Biology (**19.8**) and Ancient History (**15.9**). These scores add up to 35.7.

Emily's two best courses from Year 12 are Health Studies (21.2) and Studies of Religion (12.0). These scores add up to 33.2.

Even though Health Studies was a high scoring course for Emily, it is more beneficial for this course not to be included in her TE score. Instead, Emily's two best course scores from Year 11 will be used.

Emily's ATAR would be reissued at the end of Year 13, based on a TE score of **80.2**.

REPLACEMENT OR REPEATED COURSES

TASC accredited courses provide a range of meaningful pathways for students from Year 11 to Year 12 and beyond. Many courses build on, or complement, the knowledge gained in other courses. This ensures students can gain a deeper understanding of a particular subject area.

There is nothing to prevent scores for courses within the same field or subject area from being used in the calculation of your TE score, if the courses build on or complement one another.

For example, Physical Sciences (PSC315118) provides a pathway to Physics (PHY415115) and Chemistry (CHM415115). If a student studies Physical Sciences, Physics and Chemistry, all of these can be used to calculate their TE score.

Similarly, English Literature (ENL315114) complements English Writing (ENW315114). If a student completes both courses, both can be used to calculate their TE score.

This is because TASC courses are designed to complement and build on one another.

However, sometimes a course is designed to replace another course. The old course will finish when the replacement course becomes available. If a person who studies a replacement course has also completed the old course, then only one of these courses will be used when their TE score is calculated.

For example, English Communications (ENC315116) was a Level 3 course delivered in Tasmania until 2016. This course was then replaced in 2017 by English (ENG315117). English is not identical to English Communications, but the two courses were very similar, and a lot of the content was the same. If a student chose to study both English Communications and English, only one of these courses could be used to calculate their TE score.

The same rule applies if a person chooses to repeat a course. If a student has completed the same course twice, only one score for that course will be used in their TE score.

Depending on your circumstances, it may not necessarily be the higher of the two results that is taken into account. The best three courses (45 credit points) from your final year will always be used first (even if you achieved a higher score for one or more of these courses in Year 11).

Then, your two next best available course scores (30 credit points) will be used.

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Example 3: Leah

Leah studied both English Communications (when it was available) and English. She also repeated Dance. Leah achieved the following course scores during her studies:

Year 11	Course score	Year 12	Course score
English Communications (15cp)	10.7	English (15cp)	11.2
Business Studies (15cp)	9.3	Dance (15cp)	10.8
Dance (15cp)	11.4	Outdoor Leadership (15cp)	8.7
		Agricultural Systems (15cp)	9.6

First, Leah's scores from the top three courses in her final year (Year 12) will be taken into account. These are English (**11.2**), Dance (**10.8**) and Agricultural Systems (**9.6**).

Then, the two best scores from other courses are added. Leah's next two highest course scores are for Dance in Year 11 (11.4) and English Communications (10.7). However, Leah's score for Dance in Year 11 cannot be used because her score for Dance in Year 12 has already been taken into account. This is the case even though Leah's score in Year 11 is higher than her score in Year 12.

Further, Leah's score for English Communications (Year 11) cannot be used because her score for English (Year 12) has already been taken into account. English is a replacement course for English Communications and the content of the two courses are essentially the same, so only one of these two course scores can be used.

This means that Leah's next best scores will be used: Outdoor Leadership (**8.7**) and Business Studies (**9.3**). Leah's ATAR would be issued at the end of Year 12, based on a TE score of **49.6**.

Speak with your school if you think one of your courses may be a replacement course for a course you have already studied, or if you want to learn more about which courses can be counted towards the ATAR.

HIGH ACHIEVER PROGRAM AND UNIVERSITY CONNECTIONS PROGRAM COURSES

High Achiever Program (HAP) and some University Connections Program (UCP) courses are generally assigned 8 TCE credit points rather than 15 credit points. This is because HAP and UCP courses are generally shorter in length (only one semester instead of a full year).

This does not prevent them from being scaled and then taken into account in the calculation of your TE score. However, it does mean that the score you receive for these courses is weighted differently than courses that are assigned 15 credit points. If you complete a course that is assigned 8 credit points, only a proportion of your course score will be included in your TE score.

If a course with a value of 8 credit points is one of your best courses, then 8/15th of your score for that course will be included in your TE score.

For example, the HAP course 'Chemistry 1A' has been assigned 8 credit points. If you received a course score of 15.00 for Chemistry 1A, then a weighted score of 8.00 could be included in your TE score. If you achieved a course score of 22.9, then a weighted score of 12.2 (being 8/15th of 22.9) could be included.

Whenever an 8 credit point course is included in a TE score, further calculations are necessary to take the other 7 credit points from another course, to make sure the TE score is based on a total of (up to) 75 credit points.

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Example 4: Noah

Noah completed a HAP course for one semester in Year 12. He achieved the following course scores during his studies:

Year 11	Course score	Year 12	Course score
Physical Science (15cp)	11.0	English (15cp)	16.9
Biology (15cp)	20.1	Biology of Plants (HAP) (8cp)	12.2
General Mathematics (15cp)	11.5	Philosophy (15cp)	14.8
		Chemistry (15cp)	17.7

First, Noah's scores from the top three courses (45 credit points) in his final year (Year 12) will be taken into account.

These are Chemistry – 15 credit points (17.7), English – 15 credit points (16.9) and Philosophy – 15 credit points (14.8).

Then, Noah's next two best courses are considered: Biology – 15 credit points (20.1) and Biology of Plants – 8 credit points (12.2).

As Biology of Plants is an 8 credit point course, Noah's score for this course must be weighted before it is included in his TE score: 8/15th of 12.2 is 6.507.

Adding all these together, Noah's TE score would be 76.007. However, the courses that have been taken into account only add up to 68 credit points, when the TE score can be up to an equivalent of 75 credit points.

This means another 7 credit points from Noah's next best course will be used in the calculation: General Mathematics (11.5). Noah's course score for General Mathematics will be weighted and only 7/15th of the score will be used. 7/15th of 11.5 is 5.367.

The course scores used in Noah's TE score add up to 81.374. Although Noah was close to reaching 81.4, he did not quite meet that score. Noah's score of 81.374 will be rounded down to one decimal point when calculating his ATAR.

Noah's ATAR would be issued at the end of Year 12 based on a TE score of 81.3.

To ensure your best course scores are included in your TE score, these calculations can sometimes become quite complex.

Example 5: Leo

Leo's course scores for Years 11 and 12 are as follows:

Year 11	Course score	Year 12	Course score
Art Production (15cp)	18.0	English (15cp)	19.8
Ancient History (15cp)	20.1	Latin IB (HAP) (8cp)	20.2
Latin IA (HAP) (8cp)	18.4	Philosophy (15cp)	19.3
Drama (15cp)	18.1	Theatre Production (15cp)	18.7
		Student Directed Inquiry (15cp)	18.0

First, Leo's best course scores from his final year will be taken into account to an equivalent of 45 credit points. Leo's top three courses are Latin IB – 8 credit points (20.2), English – 15 credit points (19.8) and Philosophy – 15 credit points (19.3). Added together, these three courses only have a value of 38 credit points. To make up the required 45 credit points from Leo's final year, 7 credit points will be taken from Theatre Production (being Leo's next best course in his final year).

This means that Leo's scores for Latin IB and Theatre Production need to be weighted as follows:

- For Latin IB (8 credit points), 8/15th of 20.2 equals 10.773.
- For Theatre Production (7 credit points), 7/15th of 18.7 equals 8.727.

Leo's TE score so far from the best 45 credit points in his final year is 58.6.

Now, Leo's two next best courses (or an equivalent of 30 credit points), will be taken into account. Leo's two next best courses are Ancient History – 15 credit points (20.1) and Theatre Production – 15 credit points (18.7). However, 7 credit points from Theatre Production have already been used when calculating Leo's best 45 credit points from Year 12. This means that only 8 credit points from Theatre Production are left. To make up an equivalent of 30 credit points from Leo's next best courses, an extra 7 credit points will be taken from another course. Leo's next best course score is Latin IA (18.4).

Leo's scores for Theatre Production and Latin IA will be weighted, as follows:

- For Theatre Production (8 credit points), 8/15th of 18.7 equals 9.973
- For Latin IA (7 credit points), 7/15th of 18.4 equals 8.587.

The course scores used in Leo's TE score add up to 97.26. Leo's score of 97.26 will be rounded down to one decimal point when calculating his ATAR.

Leo's ATAR would be issued at the end of Year 12 based on a TE score of 97.2.

COURSE AWARDS



COURSE AWARDS

So far, we have looked at the ATAR and how your course scores will be used to calculate your TE score.

But how are course scores determined, and what are they based on? To understand this, we must first look at course awards.

AWARD REQUIREMENTS

For every TASC accredited course you undertake, you will be assessed against the range of criteria that has been specifically set for that course.

At the end of the year your school will give you a rating of either 'A', 'B', 'C', 't' or 'z' for each criterion.

Some criteria for TASC accredited Level 3 and 4 courses are also assessed by TASC. These criteria are assessed in external examinations held at the end of each year. Based on your performance during an external assessment, TASC will give you a rating of 'A', 'B', 'C', 't' or 'z' for each externally assessed criterion.

At the end of the year, you will receive one of the following awards for each course:

- Exceptional Achievement (EA)
- High Achievement (HA)
- Commendable Achievement (CA)
- Satisfactory Achievement (SA)
- Preliminary Achievement (PA)
- Failure (NN)

The award you receive for a course will depend on the number of 'A's, 'B's, 'C's, 't's and 'z's you achieved. In general, the higher your criterion ratings, the higher your award will be.

Assessment criteria

Each TASC accredited course will have different assessment criteria, depending on the subject area and complexity of the course.

For example, a student undertaking Practical English (ENGI10114) is assessed on three criteria:

1. read, understand content, and gain information from simple text
2. draft and write simple text for an audience and a purpose
3. speak clearly and engage in conversations and discussions with individuals and small groups.

As this is a Level 1 course, none of the criteria are assessed externally by TASC. The award achieved by the student is based on internal ratings only.

In contrast, a student undertaking the Level 3 course First Nations Studies (TAS315119) is assessed on nine criteria:

1. create texts using historical, anthropological and sociological ideas
2. use evidence and historical, anthropological and sociological terms, concepts and ideas to support interpretations

3. apply research and analytical skills to complete First Nations inquiry

4. utilise time management, planning and negotiation skills

5. explain issues of nations, states and relevant terms applicable to the study of First Nations in the contemporary period

6. analyse the nature of First Nations traditional culture in a comparative context

7. analyse the comparative experiences, perspectives and effects of colonisation on First Nations

8. analyse contemporary First Nations experiences of political advocacy, self-determination, global indigenous politics and truth-telling

9. explain the contemporary resurgence and significance of First Nations identity, community, culture and connection to place in a comparative context.

All nine criteria are assessed internally, however the highlighted criteria (criteria 1, 2, 3, 8 and 9) are also assessed externally by TASC. The award achieved by the student is based on both the internal and external ratings.

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There is a set number of 'A's, 'B's and 'C's that a student needs to achieve before they will receive each particular award. These are called the minimum requirements.

The minimum requirements will vary from one course to another. They are available on TASC's website:

www.tasc.tas.gov.au/students/courses/ and can be found under the 'Award Requirements' heading in each course.

For TASC Level 3 and Level 4 courses, the minimum requirements will specify the minimum results you must achieve in the external examination for each award. They also outline any other requirements that apply.

Minimum requirements: English example

Students undertaking the Level 3 course English (ENG315117) are assessed on seven criteria. The minimum requirements, set out in the course outline, are as follows:

- To be awarded an **Exceptional Achievement** you must achieve at least 10 'A' ratings and 2 'B' ratings. Of these, at least 4 'A' ratings and 1 'B' rating must come from the external assessment.
- To be awarded a **High Achievement**, you must achieve at least 5 'A' ratings, 4 'B' ratings and 3 'C' ratings. Of these, at least 2 'A' ratings, 2 'B' ratings and 1 'C' rating must come from the external assessment.
- To be awarded a **Commendable Achievement**, you must achieve at least 6 'B' ratings and 4 'C' ratings. Of these, at least 2 'B' ratings and 2 'C' ratings must come from the external assessment, including at least a 'C' rating on criterion 6.
- To be awarded a **Satisfactory Achievement**, you must achieve at least 10 'C' ratings. Of these, at least 3 'C' ratings must come from the external assessment, including at least a 'C' rating on criterion 6.
- To be awarded a **Preliminary Achievement**, you must achieve at least 6 'C' ratings.

Example 6: Chloe

Chloe achieved the following ratings for English:

	Internal rating	External rating	
Criterion 1	C	t	Chloe achieved 6 'B' ratings, 4 'C' ratings and 2 't' ratings.
Criterion 2	B	B	
Criterion 3	C	B	Of these, 2 'B' ratings and 2 'C' ratings come from her external assessment, including a 'C' for Criterion 6.
Criterion 4	t	C	
Criterion 5	B	(not externally assessed)	Chloe has therefore met the requirements to be awarded a Commendable Achievement .
Criterion 6	B	C	
Criterion 7	B	(not externally assessed)	

Example 7: Lucas

Lucas achieved the following ratings for English:

	Internal rating	External rating	
Criterion 1	A	A	Lucas achieved 6 'A' ratings, 4 'B' ratings and 2 'C' ratings, and achieved higher than a 'C' for criterion 6.
Criterion 2	C	B	
Criterion 3	A	C	It therefore might appear that Lucas has met the requirements to be awarded a High Achievement. However, the minimum requirements for a High Achievement state that at least 2 'A' ratings must come from the external assessment.
Criterion 4	A	B	
Criterion 5	A	(not externally assessed)	As Lucas achieved only one 'A' rating from the external assessment he does not meet the requirements to be awarded a High Achievement.
Criterion 6	B	B	
Criterion 7	A	(not externally assessed)	Lucas will therefore be awarded a Commendable Achievement .

Award requirements for HAP and UCP courses are determined by the University of Tasmania. Generally, the result you receive will depend on the total percentage mark you achieved:

University result	Percentage mark
High Distinction	80–100 %
Distinction	70–79 %
Credit	60–69 %
Pass	50–59 %
Failure	0–49 %

More information about University of Tasmania results, including a Legend of Results is available at: www.utas.edu.au/exams/results

COMPARING AWARDS

If you receive a particular award for a course, this means that you achieved at least the minimum requirements for that award. The same minimum requirements apply for all students in Tasmania who take the same course, irrespective of where the student lives or which school they attend. This means that awards within a single course can be directly compared with one another.

For example, a person who is awarded an EA in Media Production can be certain that their level of achievement in that course is higher than someone who is awarded a CA in the same course.

Awards from different courses cannot be compared in the same way.

Each course has different assessment criteria and minimum requirements. This means that achieving a certain award in one course is not necessarily

‘the same’ as achieving the matching award in another course.

It is also tempting to think that a person who completes a Level 4 course achieves more than someone who completes a Level 3 course. Or that a CA in a Level 3 course (for example) is ‘the same’ as an EA in a Level 2 course. This is not the case.

Given this, it is not appropriate to simply compare awards from different courses. Further, each student will choose to study a different combination of courses. This makes comparing students’ results complicated.

CONVERTING COURSE AWARDS INTO COURSE SCORES

As outlined on **page 5**, your ATAR will be calculated on the basis of your TE score. TE scores allow a fair comparison of students’ overall academic achievement and are used as the basis of the ATAR.

Your TE score is calculated on the basis of your best five (or equivalent) course scores over two years of study.

So how are course scores created? Why do awards for some courses score higher than others? And why do the scores for each course award change from year to year? To answer these questions, let’s now go through how courses are scaled.



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‘Scaling’ is the process used to convert course awards (or results) into course scores.

The scaling method used in Tasmania is called *Rasch Analysis*. Rasch Analysis is used across Australia and in other countries to fairly and accurately compare student performance.

Scaling is a complex mathematical process that takes into account the results for students in every course that will be scaled. Scaling allows results from different courses, with different requirements and different assessment criteria, to be fairly compared with each other. The scaling process is undertaken solely for the purpose of determining the best course results to use when calculating students’ TE scores and ATAR. Every state and territory in Australia scales senior secondary course results when calculating the ATAR.

Sometimes people think that scaling reflects the complexity of course content. This is not true. Scaling does not make a judgement about whether the content of a course is ‘harder’ or ‘easier’ than another course. It looks only at student results. Using this information, scaling works out how difficult it was for students to achieve a particular result in a course when compared to the results achieved in other courses that year.

TASC SCALING COMMITTEE

The TASC Scaling Committee is made up of representatives from:

- TASC
- University of Tasmania
- Independent Schools Tasmania
- Catholic Education Tasmania
- Tasmanian Government schools (Department of Education).

The TASC Scaling Committee has a critical role in determining the scores for each course. It verifies the outcomes of the Rasch Analysis to make sure course scores properly reflect student achievements.

Because scaling outcomes are based on the results students achieved that year, some fluctuation from year to year is expected. When verifying course scores, the Scaling Committee also looks at the scores from previous years to ensure there is no unexplained fluctuation from one year to the next.



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HOW IT WORKS

Completing scaling calculations and working out the score you will receive for each course is a four step process.

STEP 1 Student results are finalised



STEP 2 Preliminary course score ranges are determined



STEP 3 Preliminary course score ranges are confirmed



STEP 4 Specific course scores are assigned according to individual student results

STEP 1: STUDENT RESULTS ARE FINALISED

Scaling calculations are done at the end of each year, based on the award or results students received that year in relevant courses. This includes:

- TASC accredited Level 3 courses
- TASC accredited Level 4 courses
- Some courses from the High Achiever Program and University Connections Program.

Scaling does not take into account student names, what school they attended or where they live. It only takes into account the courses each student studied and the results achieved for each course. Student results across all courses for that year are combined into a single file ready for use in the next steps of the process.

STEP 2: PRELIMINARY COURSE SCORE RANGES ARE DETERMINED

Once all student results have been finalised, they are analysed to work out how course awards compare with one another.

This is the most complicated and technical part of the scaling process. In very simple terms, the results that every student achieved in all their courses are compared with every result achieved by every *other* student in all of *their* courses.

Students will often be better at some courses than others. Students will also find certain courses more interesting or enjoyable than others. This is natural.

The scaling process assumes that students tried their best in every course they completed.

Comparing how a student went in their various courses gives us an idea about how those courses compare with each other. For example, if a student achieved a higher result in Legal Studies than in Japanese this gives us an indication that Legal Studies may have been less challenging than Japanese.

Looking at how the results from different students compare with each other provides us with even more evidence about how challenging a course was for students that year.

It is not possible to accurately compare courses based on results of only one or two students. In the scaling process, there are thousands of calculations and comparisons made. This process is computerised so multiple calculations can be done at the same time.

Every calculation gives us evidence about how challenging each course was for students that year. All this evidence is analysed using the Rasch Analysis method to determine a preliminary course score range for each course award.

Analysing the evidence – A simplified illustration

One of the reasons Rasch Analysis works so well when comparing student results is that it takes so much information into account. Every little piece of evidence helps us understand more about how course awards compare with each other. After all the calculations have been completed and all the evidence has been analysed, we have a very clear and precise measure of what the score ranges for each course should be.

The following illustration provides a very simplified look at how results are analysed.

First, let's consider the results for just **three** students:

	<i>Maths Specialised</i>	<i>English</i>
Student 1	Exceptional Achievement (EA)	High Achievement (HA)
Student 2	Exceptional Achievement (EA)	Commendable Achievement (CA)
Student 3	Commendable Achievement (CA)	High Achievement (HA)

What evidence do these three students give us about how Maths Specialised and English compare?

Student 1 achieved an EA in Maths Specialised, and achieved a HA in English. This gives us some evidence that it was more challenging to achieve an EA in English than it was in Maths Specialised.

Student 2 also achieved an EA in Maths Specialised but only achieved a CA in English. This gives us further evidence that it was more challenging to achieve an EA in English than it was in Maths Specialised.

Student 3 achieved a CA in Maths Specialised, but achieved a HA in English. This gives us some evidence that it was less challenging to achieve a HA in English than it was in Maths Specialised.

The more students we have, the clearer the picture becomes.

Let's add in student **4** and student **5**:

	<i>Maths Specialised</i>	<i>English</i>	<i>Maths Methods</i>	<i>Economics</i>
Student 1	EA	HA		
Student 2	EA	CA		
Student 3	CA	HA		
Student 4		EA	CA	CA
Student 5			EA	HA

What new evidence do we have now?

Student 4 did not study Maths Specialised. Their results therefore give us no new information about how Maths Specialised and English compare. But we can see that Student 4 did very well in English, achieving an EA, and only achieved a CA in Maths Methods and Economics. This gives us some evidence that it was more challenging to achieve an EA in Maths Methods and Economics than it was in English.

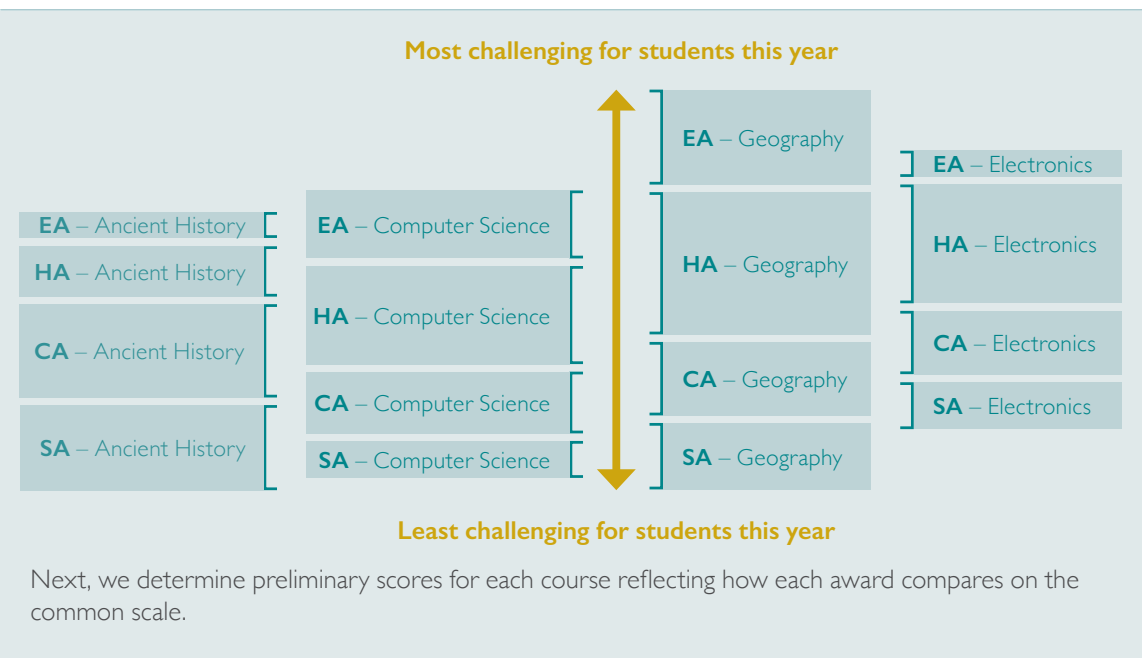
Student 5 gives us no information about Maths Specialised or English, but does give us some evidence that it was more challenging to achieve an EA in Economics than it was in Maths Methods.

This illustration looks at the results from only five students, so the analysis is not very comprehensive or robust. The scaling process uses results from every student in Tasmania, across every course, involving tens of thousands of calculations. This lets us more accurately determine how each award in each course compares with each award in every other course, all on a common scale.

Just as we can determine how one EA compares with other EAs, we can also calculate how an Exceptional Achievement in one course compares with a High Achievement in another, or a Commendable Achievement and so on. The scaling process allows every award across every course to be put on a common scale, according to how challenging it was for students that year to achieve each result.

Analysing the evidence – A simplified illustration continued

The comparison of courses on a common scale is demonstrated in the example below:



Scaling High Achiever Program and University Connections Program courses

High Achiever Program (HAP) and University Connections Program (UCP) courses are scaled using the same method using results issued by the University of Tasmania. The process is based on University results and marks instead of TASC course awards but, otherwise, an identical procedure is used.

Preliminary course score ranges

Course scores between 1.0 and 26.0 are assigned for each award in each course, from SA through to EA, taking into account where each award fits on the common scale. The range 1.0 to 26.0 does not have any special meaning or significance other than to provide a level of consistency in the way course scores are assigned each year.

While two people may both receive the same award in a course, there can be a 'range' of academic achievement within that award.

For example, one person may just meet the requirements for a HA in a particular course. Another student who receives a HA may have just missed out on an EA. The same applies for HAP and UCP courses. A student who achieves 82% and a student who achieves 97% will both be awarded a High Distinction.

This means that a range of preliminary scores is determined for each award or result. The exact score that is ultimately assigned to each student is worked out at a later stage (Step 4).

STEP 3: PRELIMINARY COURSE SCORE RANGES ARE CONFIRMED

The TASC Scaling Committee then reviews every preliminary score range for each course and verifies that the scores are appropriate before they are finalised. To do this, the TASC Scaling Committee convenes a meeting, inspects all the preliminary score ranges and individually examines each one.

TASC provides clear guidance for schools and teachers and has a robust program of quality assurance activities that ensure consistency in TASC course delivery and assessment. This means that scaling outcomes will generally be consistent from one year to the next.

However, as scaling calculations use only student results, the way courses compare to each other will change slightly from year to year. As a result, there will be small fluctuations in scaling outcomes.

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There are a several reasons why achieving a particular award in a course may be more challenging for students in a particular year:

For example:

- the course content may have changed, or
- students in a year group may generally find a particular subject area or course just a bit more difficult than other year groups, relative to other courses studied.

After all preliminary score ranges have been examined and verified, the scaled course score ranges are finalised.

STEP 4: SPECIFIC COURSE SCORES ARE ASSIGNED ACCORDING TO INDIVIDUAL STUDENT RESULTS

As described above, within each award or result, there will be a range of student achievement. Some students who were awarded a Commendable Achievement (CA) will have just met the minimum requirements for that award. Other students will achieve slightly higher results and still be awarded a CA.

In this final step of the scaling process, the final course score ranges are applied to individual student results. This ensures that a student's course scores reflect their specific level of achievement.

For example, in 2018, the course score ranges for Philosophy (PHL315118) were:

Award	Course score range
Exceptional Achievement (EA)	20.5 – 21.6
High Achievement (HA)	16.7 – 20.0
Commendable Achievement (CA)	6.6 – 16.2
Satisfactory Achievement (SA)	1.0 – 6.1

Two people may receive the same award because they both met the minimum number of 'A's, 'B's and 'C's required for that award. However, within each award there will be a range of achievement.

If a student achieved higher overall ratings for the assessment criteria – if they achieved more 'A's and 'B's, for example – they will get a higher course score, even if they achieved the same award.

For instance:

- A person who just met the minimum requirements for a CA in Philosophy might receive a course score of 6.6 (also see Example 6, Chloe, on [page 16](#)).
- A person who achieved a CA in Philosophy, but almost met the requirements for a HA, might receive a course score of 16.2 (also see Example 7, Lucas, on [page 16](#)).

These course scores will be used to determine the student's TE score. The TE score will then be used to determine their ATAR, if they are eligible to receive one.



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PLANNING YOUR SENIOR SECONDARY STUDIES



PLANNING YOUR SENIOR SECONDARY STUDIES

Planning your senior secondary studies is exciting, and there are lots of education and training options to consider. Your learning plan after Year 10 could include VET studies, TASC accredited courses, or a combination of both. It might also include courses from the University of Tasmania's High Achiever Program or University Connections Program, or other courses that are recognised by TASC. For more information about the different learning pathways that are available, go to www.anything.tas.gov.au

When considering the different TASC recognised courses to choose from, it can be hard to work out what courses will be best for you. Detailed information about every course accredited by TASC is available on TASC's website at www.tasc.tas.gov.au/students/courses

TASC's online course planner can help you consider different combinations of courses. It will also identify whether various course combinations will allow you to demonstrate the requirements of the TCE, including the everyday adult standards in reading and writing in English, mathematics and use of computers and the internet. Your school can also provide you with support and guidance.

When selecting your courses for Years 11 and 12, it can help to ask yourself the following questions:

What are my strengths and interests?

You are more likely to go well in a course if you enjoy the subject area, or if the course involves activities or subject areas that align with your strengths.

Think about what subjects you have enjoyed in the past. What have you been particularly good at? What do you like doing outside of school? Are there any courses that could build your skills in these areas? Is there something you haven't tried before but would like to learn?

What type of work would I like to do in the future?

Your senior secondary studies are a launch pad for your future career, training and education opportunities. The courses you study in Years 11 and 12 will equip you with valuable skills and experiences to help you to achieve your goals.

Think about your goals for the future. What courses will be most relevant and contribute the most to your preparedness to gain employment in the work you want to do?

What are the entry requirements for further education or training I want to do?

Universities and other training organisations will have different entry requirements for the various courses they offer.

What further education and training after Year 12 will help you achieve your career goals? If you plan to continue on to further study, find out from the university or training organisation what the entry requirements are (if any) for your preferred course. This will give you a clear understanding about what you need to achieve during Years 11 and 12.

If you don't have a clear plan for the future

If you are still thinking about what you might want to do in the future, that's okay. Years 11 and 12 are an excellent opportunity to try new things and to explore subject areas that you think could

interest you. Ideally, you will select a broad range of courses that allow you to demonstrate the standards required to achieve the TCE. This would include courses that equip you to meet the everyday adult standards in reading and writing in English, mathematics and use of computers and the internet.

Speak with your school about the range of courses that would be a good fit for you.

ADMISSION TO HIGHLY COMPETITIVE UNIVERSITY PROGRAMS

Places into some universities' programs will only be offered to students who achieve a very high ATAR.

If you want to be offered a place in a highly competitive university program, you will want to select courses in Years 11 and 12 that give you the best chance of success.

The best way to achieve a high ATAR is to select courses that match your strengths and interests, and to apply yourself well to these courses. Choosing courses simply because they generally 'scale high' may result in an ATAR that does not reach your best potential.

If a course 'scales high', this does not necessarily mean you will achieve a high score for that course. Scaling results will fluctuate from year to year, and the top scores are only assigned to the students who perform exceptionally well in each course. You will often achieve a higher score by choosing courses that you have an interest in.

Speak with your school for further support or guidance about what courses will suit you best.

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TASC course scaling information table

Each year, TASC publishes on its website the TASC course scaling information table. This table provides the finalised course score range for the relevant year, for each award across every TASC accredited course. As some fluctuation from year to year is expected, this table should not be used to try to predict scaling outcomes in future years.

The exact format of the table may change from year to year, however similar information is provided. Let's look at an extract of this table and what it tells us about each course:

Code	Course	NN/PA	SA			CA			HA			EA		
		Nos*	Min	Max	Nos	Min	Max	Nos	Min	Max	Nos	Min	Max	Nos
ECN315116	Economics	28	1.0	6.2	40	6.7	16.2	127	16.7	23.6	67	24.1	25.7	23
ENG315117	English	164	1.0	4.4	371	4.9	16.3	871	16.8	20.5	204	21.0	22.1	114
FDN315118	Food and Nutrition	72	1.0	4.2	132	4.7	12.4	227	12.9	17.7	104	18.2	19.5	58
HDS315118	Housing and Design	43	1.0	7.1	90	7.6	16.2	112	16.7	22.4	38	22.9	24.5	12

*Nos column indicates the total number of students that achieved each award

The table tells us the course score 'range' for each award, and how many students achieved a score within that range, in a specific year.

If you achieved a Satisfactory Achievement (SA) in Economics that year, then your score would have been within the range of 1.0 (minimum) and 6.2 (maximum). The table shows us that 40 people that year achieved an SA.

Similarly, if you achieved a High Achievement (HA) in Food and Nutrition, your course score will be between 12.9 and 17.7. There were 104 students who achieved that award.

If you refer to this table when selecting your courses, you must take care to have realistic expectations about what potential course scores you may achieve. Remember that the table shows only what the scores were in the relevant year and cannot be used as an accurate indicator for future years. You should also be mindful that not everyone who undertakes a course achieves the top score for that course.

If we look at Economics, we can see that an Exceptional Achievement (EA) attracted a high course score. If you went very well in Economics that year and achieved an EA, you would have received a score between 24.1 and 25.7. However, we can also see that only 23 students achieved this award. The vast majority of people who studied Economics achieved a Commendable Achievement (CA), receiving a maximum score of 16.2.

Housing and Design also shows high course scores for EA awards, but only 12 out of the 295 students who took that course, achieved an EA.

Selecting courses because you are interested in the course content, or because you have a particular strength in that area will give you the best opportunity to do well and achieve higher course scores. For example, let's say you selected Economics because of the possibility of a high course score, but you don't find it engaging and you don't really need Economics to achieve your future goals. It is likely to be more difficult for you to excel in the course. If you achieved a HA, you may have achieved a score of 16.7 for that course. In contrast, if you are particularly interested in Food and Nutrition and really excelled at your studies for this course, you may have achieved a score of up to 19.5 for that course, even though it is seen as a 'lower scoring' course. In these circumstances, it is more advantageous to study courses you want to study; courses that you find it easier to engage with, and that will more directly help you to succeed in your plans for the future.

WRAP UP



WRAP UP

Understanding how the ATAR and TE scores are calculated is not straightforward. It is a complex process, and working out how everything fits together can be confusing.

If you are planning to go to university straight after Year 12, having a good understanding about the ATAR will be useful. It can help you set study goals and choose courses that will give you the best chance of success.

If you intend to complete vocational education and training, or other professional training not provided by universities you may not need to receive an ATAR. Further, the ATAR is only one pathway into university. In fact, most people in Australia who receive admission into undergraduate university courses are offered their places through a pathway other than the ATAR.

Whatever pathway you choose, your senior secondary years are the first step to your future.

If you have any questions about the ATAR that have not been answered here, speak with your school, have a look at the TASC website:

www.tasc.tas.gov.au or email the University of Tasmania, as the Tertiary Admissions Centre for Tasmania: **ATAR.enquiries@utas.edu.au**



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FREQUENTLY ASKED QUESTIONS

I have just completed Year 11. How is my ATAR calculated?

Your ATAR cannot be calculated until you have finished Year 12. No Year 11 student will have an ATAR.

It is impossible to predict your ATAR based on the course scores you achieved in Year 11.

While the course scores you achieve in Year 11 may contribute to your TE score, the ranking of overall academic achievement for your cohort will not be calculated until you have completed Year 12.

If I repeat a course, can both course scores be used to calculate the ATAR?

No. The same course cannot be used twice in the calculation of your ATAR.

It is also important to note that, depending on your circumstances, it may not necessarily be the higher of the two results that is taken into account.

For example, let's say you repeated English, and achieved the following results:

Year 11 course score - 15.0

Year 12 course score - 14.6

To calculate your TE score, we will take the course scores from your best three courses in your final year (45 TCE credit points), and then add the course scores from your two next best courses (up to 30 credit points).

This means that, if English is one of your three best scores in Year 12, your course score from Year 12 will be used, even though your Year 11 score for English was higher.

For more information, see Calculating your TE score on **page 10**.

I was awarded a Preliminary Achievement for some of my courses. Will these courses count towards my Tertiary Entrance score?

No. You must achieve at least a Satisfactory Achievement award in a scaled course before that course can count towards your TE score.

What is a 'scaled course'?

A 'scaled course' is any course that can be used in the scaling process. These are sometimes referred to as 'pre-tertiary' courses.

The following courses are scaled courses:

- TASC accredited Level 3 courses
- TASC accredited Level 4 courses
- Some courses from the High Achiever Program and University Connections Program.

For more information, see Scaling on **page 18**.

I transferred to a Tasmanian school at the start of Year 12. Will my interstate Year 11 results be recognised in Tasmania?

You can apply to TASC to have senior secondary results from another State or Territory recognised for the purpose of the Tasmanian Qualifications Certificate, TCE and ATAR.

For more information go to **www.tasc.tas.gov.au**

What if I have completed only four scaled courses, will I still receive an ATAR?

Yes. You can receive an ATAR with only four scaled courses, as long as you have:

- successfully completed 45 credit points in courses that are scaled in your final year;
- successfully completed a total of at least 60 credit points in courses that are scaled, over two years; and
- met the requirements for the TCE.

'Successfully completed' a course means that you achieved at least a Satisfactory Achievement in that course. Calculations of TE scores can use up to 75 credit points, so it is recommended to complete at least five scaled courses for ATAR purposes.

My friend and I both received the same award in the same course. Why did we receive different course scores?

Each course is assessed on a range of criteria. Two people may receive the same award because they both met the minimum number of 'A's', 'B's and 'C's required for that award.

However, within each award there will be a range of achievement. If a student achieved higher overall ratings for the assessment criteria – if they achieved more 'A's and 'B's, for example – they will get a higher course score, even if they achieved the same award.

How can course scores from previous years help me choose what courses to study?

It is best to select courses based on your strengths, interests, career aspirations and further study goals. Course scores from previous years may give you an indication of the potential scores that may be achievable, but it is important to remember that some fluctuations from year to year are expected.

Just because one course scored higher than another course last year, doesn't necessarily mean the same scaling outcomes will occur this year.

I just finished Year 12 and my ATAR is not as high as I had hoped. Can I do Year 13 to try to achieve a higher ATAR?

The ATAR is only one way for students to gain admission to university. If you missed out on a place at university because your ATAR did not meet the admission requirements for your preferred course, speak with the university about whether there are other pathways that can help you achieve your goals.

Year 13 is available in certain circumstances to support students who need an additional year of senior secondary education before moving onto further education or the workplace.

If you believe completing Year 13 might be the best option for you in your particular circumstances, discuss this with your school.

I did two courses in Year 13 that were scaled. Will I get a new ATAR?

No. To be eligible for an ATAR you must have completed 45 TCE credit points in your final year, in courses that are scaled.

This means that a new ATAR will only be issued at the end of Year 13 if you completed at least 45 credit points in Year 13, from scaled courses. At least three scaled courses are required to make up the minimum 45 credit points.

Why do course scores for High Achiever Program and University Connections Program courses sometimes scale lower than TASC Level 3 and Level 4 courses?

The scores that are assigned to each course depend on the results that all students achieved in that course, and in every other scaled course, that year. Scaling does not take into account the type or level of a course, a student's previous knowledge or particular gifting, or how much work the student puts into achieving their results. Scaling is based only on results achieved by students in a given year, to determine how difficult it was *that year* for a student to achieve a particular result in each course.

If a student excelled in one course (such as Sociology), but achieved a moderate result in every other course, this provides some evidence that it may have been less challenging for students to achieve a higher result in Sociology that year. If a lot of students taking the same course also found it 'easier' to do well, then the scores for that course may be lower than other courses.

If a student achieves good results in all of their courses, but does not perform as well in one particular course, and if enough other students experience the same pattern of results, then the scores for that course may be higher. This is because it will appear that it was more challenging for students that year to achieve a high result in that course.

These outcomes are consistent with the purpose of scaling, which is to assist in the ranking of students' overall academic achievement (the ATAR).

For more information, see Scaling on **page 18**.

Why are scaling outcomes for High Achiever Program (HAP) and University Connections Program (UCP) courses not published?

Each year, the TASC Scaling Committee publishes on the TASC website, a report on the scaling of HAP and UCP courses. This report provides an overview of the outcomes and a summary of the range of scores for all courses (but not individual course scores).

The method of scaling HAP and UCP courses is the same as for TASC accredited courses. However, results for these courses are administered by the University of Tasmania and not by TASC. The release of information about these courses is therefore at the discretion of the University of Tasmania.

I have applied for admission to an interstate university. How and when will the university receive my ATAR?

The Australasian Conference of Tertiary Admissions Centres (ACTAC) facilitates communication between Tertiary Admissions Centres (TACs) throughout Australia and New Zealand. ACTAC members agree dates for when student data, including the ATAR, will be communicated each year. The University of Tasmania, as the TAC for Tasmania, will provide relevant student data to other TACs on the agreed date, as required. Each TAC will have its own schedule and process for incorporating this data into their selection processes.

If you have any questions about your university application, the timing of university offers or how your data will be used interstate, contact the relevant TAC. A list of TACs in Australia and New Zealand is available at **actac.edu.au**

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TEST YOUR ATAR KNOWLEDGE

Take our quiz to see how much you know about the ATAR.

1. What is 'ATAR' short for?

- a) Australian Tertiary Admissions Rank
- b) Academic Talent Appreciation Rating
- c) Authorised Tasmanian Achievement Record
- d) Australian Tally of Academic Results

2. How is your Year 11 ATAR calculated?

- a) By adding together your course scores in Year 11 and using the TE score to ATAR conversion table published by TASC.
- b) By taking an average of your course scores in Year 11 and multiplying this number by 5 to predict your final TE score.
- c) It isn't. There is no way of knowing what your ATAR is going to be until the end of Year 12.

3. Which of the following is NOT a benefit of completing a High Achiever Program (HAP) course?

- a) Subsidised course costs.
- b) Guaranteed high course scores.
- c) Guaranteed offer of a place in a University degree program.
- d) Credit towards a University of Tasmania degree.

4. If you achieved a Satisfactory Achievement or better in only two scaled courses in Year 12, will you receive an ATAR?

- a) Yes.
- b) Yes, so long as you successfully completed at least three scaled courses in Year 11.
- c) No.

5. If you repeat a course, will your highest score for that course always be used when calculating your TE score?

- a) Of course!
- b) Not necessarily, it will depend on your circumstances.

6. What information is taken into account during the scaling process?

- a) The area of Tasmania that a student comes from (regional or metropolitan).
- b) Whether a course is Level 3, Level 4, HAP or UCP.
- c) Results from all students that undertook scaled courses that year.
- d) All of the above.

7. True or false: All students who achieved a particular award for a course will receive the exact same course score.

- a) True. All that matters is your course award. After that, it doesn't matter how many 'A's, 'B's or 'C's you achieved.
- b) False. Course scores are assigned according to individual students' levels of achievement within each course award.

8. Which TWO of the following will give you the best chance of success in achieving your further education and career goals?

- a) Studying courses in Years 11 and 12 that align with your strengths and interests.
- b) Choosing the same courses as your friends and hoping for the best.
- c) Choosing courses in Year 11 and 12 because they have 'scaled high' in previous years.
- d) Finding out from the university or training organisation what the requirements are for admission into your preferred course/s.

9. What does the ATAR indicate?

- a) How hard a student worked during Years 11 and 12.
- b) How a student's overall academic achievement compares with their peers.
- c) The chances of a student achieving their future goals.
- d) All of the above.

10. Why do course scaling outcomes fluctuate from year to year?

- a) Scaling outcomes are based only on the results students achieved in the relevant year.
- b) TASC wants to make particular courses seem less or more attractive for students next year.
- c) Particularly high and low course scores from one year are balanced out the next year.

11. What does an ATAR of 35.00 mean?

- a) Your final overall mark for Years 11 and 12 is 35%.
- b) You achieved a grade point average of 35.00.
- c) There are 35 other students who achieved the same TE score as you.
- d) Your TE score is greater than 35% of people in your year group.

12. True or false: Achieving a high ATAR is the only way to get into university.

- a) True. Universities will only look at the ATAR when deciding who to offer places to.
- b) False. There are many different pathways to university.

ANSWERS

1. a 2. c 3. b 4. c 5. b 6. c 7. b
8. a and d 9. b 10. a 11. d 12. b

COURSE
PLANNING

COURSE
AWARDS

SCALING

TERTIARY
ENTRANCE
SCORES

ATAR

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