

Report on the Scaling of the 2025 NSW Higher School Certificate

UAC





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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 2025.

Assoc Prof Rod Yager

Chair, Technical Committee on Scaling

Macquarie University

May 2026

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:

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

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

1.2 Reporting student achievement in the HSC

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

- an examination mark
- a school assessment
- 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, 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 access their ATAR Advice Notice by logging in to UAC's website. ATARs are also made available to institutions for selection purposes. Students who apply for university through UAC can agree to allow UAC to share their ATAR with their school.

2.2 Removal of 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.

Prior to 2025, ATAR courses were classified as either Category A or Category B courses. All VET course examinations, along with English Studies Examination and Mathematics Standard 1 Examination were classed as Category B, with the remaining ATAR courses belonging to Category A.

The categorisation of ATAR courses was removed in 2025.

2.3 Eligibility for an ATAR in 2025

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

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

As noted above, the categorisation of ATAR courses was removed in 2025. Hence, the previous requirement for having at least 8 units of Category A courses to be ATAR-eligible no longer applied in 2025.

2.4 Calculation of the ATAR

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

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

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.



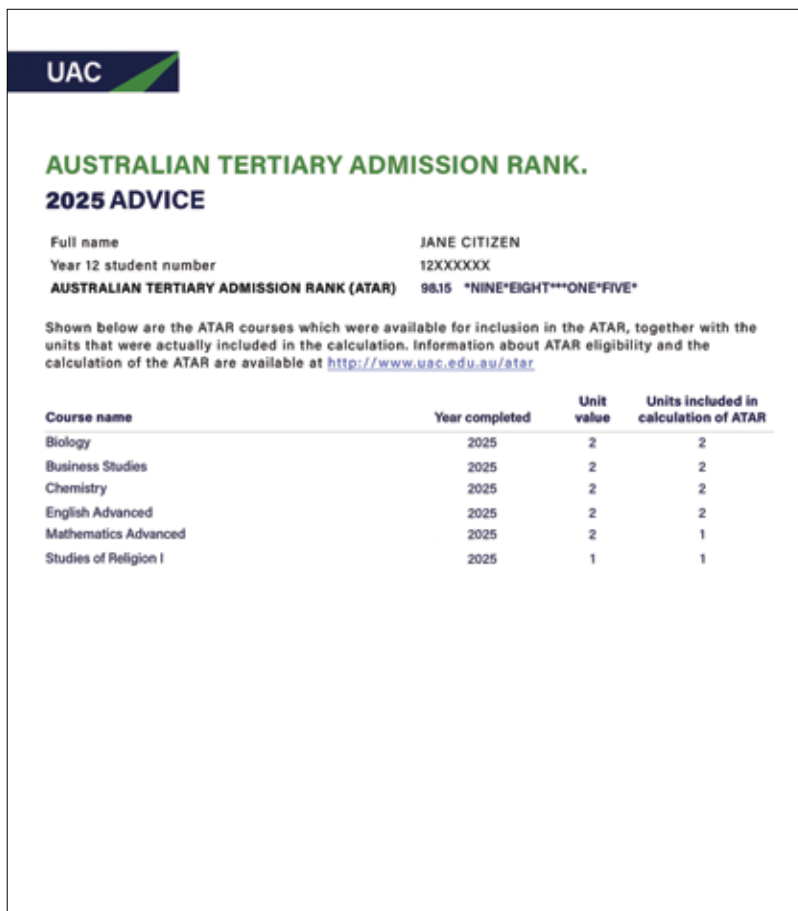
2.5 The ATAR Advice Notice

The ATAR Advice Notice includes:

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

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.
2025 ADVICE**

Full name JANE CITIZEN
Year 12 student number 12XXXXXX
AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) 98.15 *NINE*EIGHT***ONE*FIVE*

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	Year completed	Unit value	Units included in calculation of ATAR
Biology	2025	2	2
Business Studies	2025	2	2
Chemistry	2025	2	2
English Advanced	2025	2	2
Mathematics Advanced	2025	2	1
Studies of Religion I	2025	1	1

3 Calculating the ATAR in 2025

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 2025 there were 27,767 different enrolment patterns for ATAR-eligible students; only 257 of these combinations were completed by 20 or more students and 20,127 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 determines 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 2025

The scaling procedure used to produce ATARs in 2025 was unchanged from that used in 2024.

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 assessment¹
- 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 1-unit basis to one decimal place. In the description of the scaling process that follows, to cater for both 2-unit and extension courses, marks are described on a 1-unit basis.

3.2.2 Raw HSC marks

Raw HSC marks, rather than NESA's reported HSC marks, are used in the scaling process. A student's raw HSC mark in a course is the average of their raw examination mark and their raw moderated school assessment. 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 makes 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 1-unit basis.

¹ These are school assessment marks that have been moderated using the raw examination marks.

3.2.5 Calculating scaled means and standard deviations

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

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

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

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

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

Scaled means and standard deviations for English and Mathematics Extension 1 courses are calculated as described above. The scaled mean and standard deviation for the Mathematics Extension 2 course are then determined by the performance of the Extension 2 students in the Mathematics Extension 1 course.

For English Extension 2, the scaled mean and standard deviation are determined by the performance of the Extension 2 students in English Advanced. (This option is not available for Mathematics as the Extension 2 students do not complete the 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 1-unit basis. With the introduction of English Studies Examination in 2019, the combined 2-unit English candidature consists of students who have taken English Studies Examination, English Standard and English Advanced.

In 2025 the maximum scaled mark in a course was given by the smaller of 50 and the scaled mean + 2.46 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 2025 was 2.46, 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

In 2025, aggregates of scaled marks were calculated according to the rules described in section 2.4, and then rounded to two decimal places. Prior to 2025, the aggregate was rounded to one decimal place. This resulted in 30,881 distinct aggregates, compared with 4,518 in 2024. With greater precision in the aggregate, fewer students were tied on the same aggregate. The largest number of students tied on the same aggregate was 10, whereas in 2024, some aggregates were shared by 30 or more students.

Table 3.1 shows the ATAR-eligible percentiles (the percentage of the ATAR cohort who have received an aggregate mark less than or equal to a given aggregate) corresponding to selected aggregates for the 2025 ATAR cohort. From the table, it can be seen that, for example, 76.5 per cent of the 2025 ATAR cohort received an aggregate mark of 350 or less.

Table 3.1 ATAR-eligible percentiles corresponding to selected aggregates in 2025

Aggregate	ATAR-eligible percentile
450.0	98.4
400.0	90.3
350.0	76.5
300.0	61.1
250.0	44.8
200.0	29.3
150.0	15.7

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 2025 the ACT and NSW combined participation rate, determined using ABS data, was 56.6 per cent, up from 55.1 per cent in 2024. 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 to 20 on 30 June 2025.

For jurisdictions with participation rates between 25 per cent and 75 per cent, 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

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

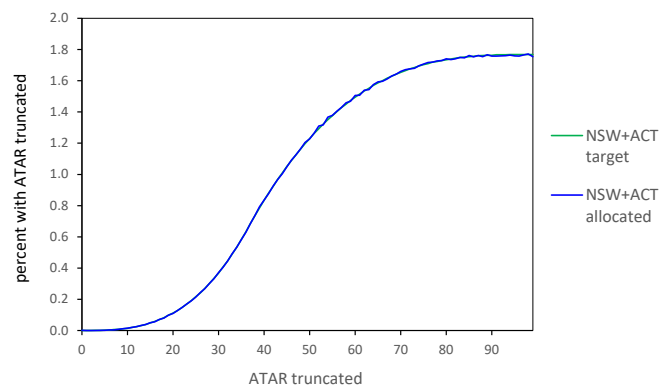
where α is $1.5 - 2 * (\text{participation rate})$. In 2025, the value of α in NSW and ACT was 0.37.

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 2025 this target frequency for an ATAR of 99.95 was $N = 55$ for ACT and NSW combined, meaning that the number of students from these two jurisdictions receiving 99.95 should not exceed 55.

With the 2025 ACT and NSW combined participation rate, the model expects that 93.2 per cent 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 93.2% of 1/2000th of the target population, which was 52 students.

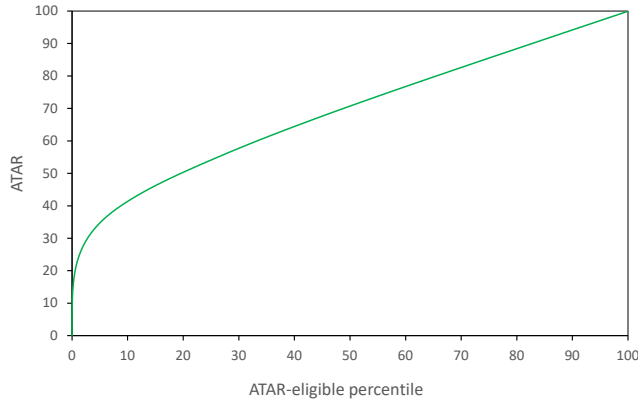
In order to implement this model, each ACT student is allocated a notional aggregate using the process to equate NSW HSC and ACT Board of Senior Studies results in use since 2006. (Annual studies are undertaken to ensure that this process continues to be valid.) Starting with the highest aggregate, the candidates are progressively allocated to ATAR bands to achieve the cumulative target frequencies, with the aim of not exceeding them. In 2025, the 99.95 ATAR category consisted of 53 NSW students and 3 ACT students, which meant the total of 56 exceeded the cumulative constraint by 1. This was as close as could be achieved given the separate productions of ACT and NSW ATARs. With very few exceptions, the number of students allocated in each ATAR band was within the band constraint. Figure 3.1 shows how the actual percentage of students allocated to each ATAR band tracks closely against the target percentage.

Figure 3.1 Percentage of NSW and ACT ATAR-eligible students in each ATAR truncated category in 2025



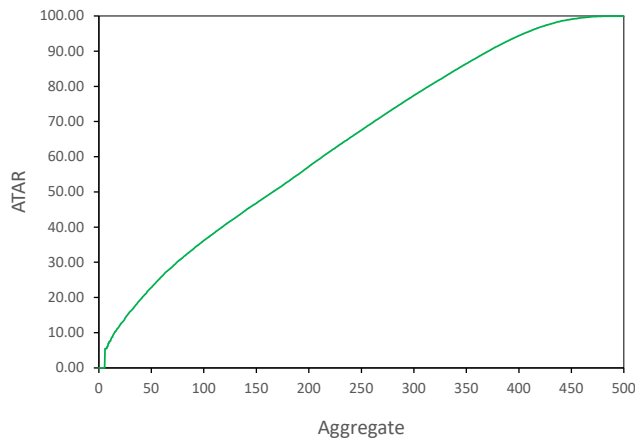
The relationship between the NSW ATAR and ATAR-eligible percentile in 2025 is shown in Figure 3.2.

Figure 3.2 The relationship between NSW ATAR and ATAR-eligible percentile in 2025



The relationship between aggregates and ATARs in 2025 is shown graphically in Figure 3.3.

Figure 3.3 Relationship between aggregate and NSW ATAR in 2025



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 2025 data.

Table 3.2 Relationship between NSW aggregate and ATAR in 2025

Aggregate	ATAR
450.0	99.10
400.0	94.40
350.0	86.45
300.0	77.40
250.0	67.55
200.0	57.20
150.0	46.80

4 The HSC and ATAR in 2025 – some results

4.1 Overview

A total of 82,860 students completed at least one HSC course in 2025, but 5,167 were removed from the database as they completed no ATAR course. Of the remaining pool of 77,693 students, 88.7 per cent received an HSC and 77.8 per cent received an ATAR. There were 307 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, 91.8 per cent of those receiving an ATAR in 2025 included only 2025 courses in their aggregate.

The percentage of students enrolled in at least one ATAR course who were female was 52.5 per cent (same as 2024), and 53.6 per cent of students who received an ATAR were female (again same as 2024).

4.2 Percentage of students receiving an ATAR

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

- Those who are studying less than 10 units. These include private study students who enrol in one or two courses, mature age students who are studying a limited HSC program and students who are accumulating their HSC over two or more years.
- Those who enrol in a full HSC program which does not satisfy the requirements for an ATAR. These students normally complete 6 or 8 units of Board Developed courses, and choose the remaining units from Board Endorsed courses. They receive an HSC but not an ATAR. In 2025 there were 8,771 such students.

Table 4.1 Proportion of students receiving an ATAR, 2021–2025

Year	HSC candidature	Students receiving an ATAR	
		Number	%
2021	70,416	54,841	77.9
2022	69,518	54,308	78.1
2023	71,199	55,523	78.0
2024	74,291	57,194	77.0
2025	77,693	60,432	77.8

4.3 Number of units of ATAR courses completed

The pattern in 2025 was similar to that observed in 2024, with 53.0 per cent completing exactly 10 ATAR units and 24.8 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 units¹ of ATAR courses, 2022–2025

Number of units	2022 %	2023 %	2024 %	2025	
				%	Number
1	0.9	0.8	0.9	0.9	662
2	8.4	8.5	8.6	9.3	7,223
3	0.8	0.8	0.8	0.9	661
4	4.7	4.2	4.1	4.4	3,405
5	0.1	0.1	0.1	0.1	72
6	5.1	4.2	4.0	3.9	3,043
7	0.3	0.1	0.1	0.1	70
8	4.4	2.8	2.7	2.6	2,014
9	1.2	0.1	0.1	0.1	102
10	49.5	51.1	48.8	53.0	41,205
11	15.6	16.3	15.1	15.1	11,757
12	8.3	9.7	9.0	8.4	6,540
13	0.7	1.1	0.9	1.0	763
14	0.1	0.2	0.2	0.2	140
15+	0.0	0.0	0.0	0.0	36
HSC cohort	69,518	71,199	74,291		77,693

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 2025, the number who received an ATAR in 2025, 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 2025 as well as those who completed the course in previous years and completed at least one ATAR course in 2025. 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 17,045 students enrolled in at least one VET course, of which 13,078 students enrolled in a VET examination course. The proportion taking a VET examination course was 76.7 per cent.

Overall, 77.8 per cent of the 2025 HSC cohort received ATARs but the percentage varied across courses, from 42.0 per cent to 100.0 per cent for non-VET courses with candidatures exceeding 100. For students enrolled in any VET courses, the overall figure was 64.0 per cent but was higher, at 82.8 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 2025. 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 shows 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 2024 shows that distributions of HSC marks have changed for some courses (see section 5.1.).

4.6 Descriptive statistics of HSC and scaled marks – Table A3

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

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

In the table, marks are shown on a 1-unit basis, so the range is 0 to 50. The percentiles in a course are based on all students completing that course in 2025 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. A History Extension HSC mark of 47.0 in fact corresponded to scaled marks at percentiles ranging from 87.2 to 96.2.

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

Looking at Chinese Continuers in Table A3 we see that the maximum mark and 99th percentiles of the HSC distribution are both 49.5 whereas the scaled marks at maximum is 50 and for the 99th percentiles is 48.6. 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 Italian Extension, Business Studies and Chinese Beginners.

Table 4.3 Scaled marks for selected percentiles

Course	Scaled mean	Scaled mark for	
		P ₉₀	P ₅₀
Italian Extension	39.5	47.1	39.3
Business Studies	23.9	39.2	23.4
Chinese Beginners	23.8	39.0	23.3

Business Studies and Chinese Beginners have similar scaled means and similar scaled marks corresponding to the 90th percentile. Italian Extension 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 Business Studies and Chinese Beginners candidatures have similar scaled marks for those courses to the middle candidate in Italian Extension.

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; 1.8 per cent of the 2025 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 2025. From Table 4.4 we see that in 2025 17.3 per cent of the ATAR-eligible students received an ATAR of 90.00 or above and 34.6 per cent gained an ATAR of 80.00 and above.

Table 4.4 Percentage of ATAR students receiving specific ATARs and above, 2021–2025

ATAR	2021 %	2022 %	2023 %	2024 %	2025 %
99.00	1.7	1.8	1.8	1.8	1.7
95.00	8.6	8.8	8.8	8.9	8.7
90.00	17.1	17.7	17.5	17.8	17.3
80.00	34.2	35.2	35.0	35.5	34.6
70.00	50.7	52.1	51.8	52.6	51.3
60.00	66.1	67.8	67.4	68.4	66.8
50.00	79.8	81.5	81.1	82.0	80.5

Table 4.5 shows the median ATAR and the median ATAR for male and female candidates for the years 2021–2025.

Table 4.5 Median ATAR, 2021–2025

Year	Median ATAR all students	Median ATAR female	Median ATAR male
2021	70.40	71.80	68.70
2022	71.25	72.45	69.85
2023	71.05	71.90	70.00
2024	71.55	72.40	70.40
2025	70.75	71.60	69.80

In 2025, 53 students received the top ATAR of 99.95. They comprised 34 males and 19 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 2025 received an ATAR of 94.20 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, 2025

ATAR range	HSC course	HSC band	Percentage of students in this ATAR range with this result contributing to their ATAR
99.00 – 99.95	Mathematics Extension 1	E4	86
	English Advanced	6	82
	Mathematics Extension 2	E4	67
	Chemistry	6	56
	Physics	6	46
	Economics	6	21
	Mathematics Advanced	6	21
	Biology	6	16
	English Advanced	5	15
	English Extension 1	E4	13
90.00 – 90.95	English Advanced	5	67
	Biology	5	30
	Mathematics Advanced	5	27
	Mathematics Extension 1	E3	26
	English Standard	5	16
	Mathematics Standard 2	5	16
	Economics	5	15
	Modern History	5	14
	Chemistry	5	14
	Mathematics Advanced	6	14
70.00 – 70.95	English Standard	4	53
	Mathematics Standard 2	4	31
	Biology	4	28
	English Advanced	4	28
	Business Studies	4	22
	Mathematics Standard 2	5	17
	PDH&PE	4	16
	Modern History	4	16
	Mathematics Advanced	4	14
	Visual Arts	5	12
50.00 – 50.95	English Standard	4	50
	Mathematics Standard 2	3	35
	English Standard	3	29
	Business Studies	3	24
	Biology	3	23
	Community & Family Studies	4	20
	PDH&PE	3	18
	Mathematics Standard 2	4	16
	PDH&PE	4	14
	English Advanced	4	12

4.10 Gender differences

While there has been some decline at the very top, female students continue to outperform 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 4.7.

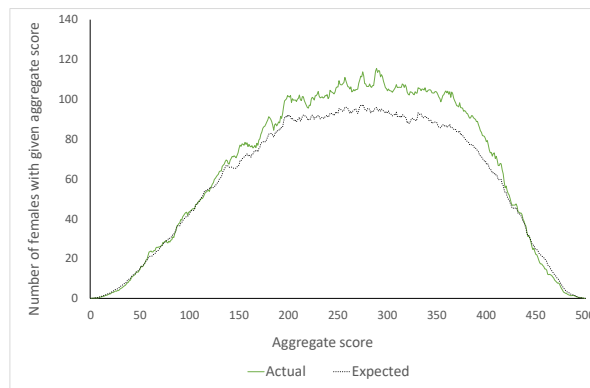
Table 4.7 Percentage of students receiving ATARs on or above specified values who were female, 2021–2025

ATAR	% female 2021	% female 2022	% female 2023	% female 2024	% female 2025
99.00	47.3	41.8	40.6	38.5	38.5
98.00	49.5	46.2	42.3	44.7	43.6
95.00	52.8	51.2	49.2	50.1	49.0
90.00	55.5	54.8	52.6	53.4	53.0
80.00	57.1	56.2	55.0	55.1	54.8
70.00	56.8	56.1	55.3	55.4	55.0
60.00	56.1	55.4	54.9	54.8	54.8
50.00	55.4	54.7	54.5	54.3	54.4
40.00	54.8	54.3	54.2	54.0	54.1
30.00	54.5	54.2	53.9	53.7	53.7
Total cohort	54.3	54.0	53.8	53.6	53.6

In 2025, the HSC-aged population of NSW was 106,367, of whom 51,657 (48.6%) were female. If there were no gender-based difference in HSC participation and performance, one would therefore expect 48.6% 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 (48.6% 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 below 120 (ATAR 40.60), indicating that participation and performance at the 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 120 and 440 (ATAR 98.55), reflecting higher retention rates and better performance for females in this range. Above the aggregate of 440, there are slightly fewer females than expected, but this difference is small compared with the gap (in the other direction) observed in the mid-range of the aggregate distribution.

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 60,432 students who received an ATAR in 2025, 73.1 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	10,478	10,237	97.7
80.00 – 89.95	10,410	9,631	92.5
70.00 – 79.95	10,092	8,375	83.0
60.00 – 69.95	9,377	6,694	71.4
50.00 – 59.95	8,278	4,838	58.4
Below 50.00	11,797	4,376	37.1
Total	60,432	44,151	73.1

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, 93.5 per cent were made at least one offer of a place. Of these applicants receiving at least one offer, 66.9 per cent had an ATAR of 70 and above, and 91.7 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 affect 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 2025 and 2024. 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 2025 and 2024. 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.

Aboriginal Studies is an example of a course where the candidature was comparable between 2024 and 2025 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 Aboriginal Studies, 2024 and 2025, on a 1-unit basis

Mark	Year	Number	Percentage of students with mark less than				
			45	40	35	30	25
HSC mark	2025	827	88.8	65.2	42.6	24.3	11.0
	2024	759	89.1	62.7	39.3	20.0	5.3
Scaled mark	2025	827	100.0	96.4	91.8	83.4	77.0
	2024	759	100.0	96.7	91.3	84.3	77.7

Taken together, the data indicate that the 2025 candidature in Aboriginal Studies performed less well than the corresponding cohort in 2024 in terms of the performance standards for Aboriginal Studies. However, their overall performance as judged by their scaled marks is almost the same.

5.2 Distributions of English and mathematics marks: 2022–2025

Because all students study English, and most study Mathematics, comparative data is shown for English and Mathematics courses for the four years, 2022 to 2025. Table 5.4 shows the distributions of HSC marks and Table 5.5 shows the distributions of scaled marks.

Compared with 2024, there were more students completing English EAL/D, English Standard and English Advanced in 2025, while the numbers for English Extension 1 and English Extension 2 remained stable. In contrast, the number of students sitting the English Studies Examination jumped from 1,491 in 2024 to 2,717 in 2025. This was likely a consequence of the removal of categorisation of courses in ATAR eligibility requirements, as previously, taking English Studies, a Category B subject, would preclude further Category B courses from contributing towards the ATAR.

Similarly, there was an increase in students taking Mathematics Standard 1 Examination, from 2,139 in 2024 to 3,737 in 2025. To a lesser extent, all other mathematics courses also saw increases in their candidature from 2024 to 2025. In 2025, 13.4 per cent of ATAR-eligible students did not complete a mathematics course and 20.9 per cent of those awarded an HSC did not include an ATAR 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 2025, 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 9 marks with English Standard, and English Advanced shared three additional questions worth 11 marks with English Standard. These shared elements provide sufficient information for NESAs to calibrate the marks on the remaining 59% of the English Studies Examination paper, 69% 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. NESAs then moderates school assessments for English Studies Examination, English Standard and English Advanced using these calibrated raw marks, and the usual NESAs 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 mark yields the same scaled mark for English Studies Examination, English Standard and English Advanced students.

By contrast, the courses Mathematics Standard 1, Mathematics Standard 2 and Mathematics Advanced are distinct 2-unit courses. In 2025, the Mathematics Standard 2 paper shared 9 items worth 20 marks with the Mathematics Standard 1 paper and another 7 items worth 20 marks with the Mathematics Advanced paper. There were no items common to all three papers. However NESAs does not use this information to calibrate the marks on the remaining 75% of the Mathematics Standard 1 paper, the remaining 60% of the Mathematics Standard 2 paper or the remaining 80% 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, NESAs 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, 2025

Course	Number	Median HSC mark	Median band	Percentage of students in performance band				
				6	5	4	3	2
Mathematics Advanced – 2-unit-only	11,521	77	4	14	25	35	19	6

Table 5.3 Descriptive statistics for of HSC and scaled marks (per unit) for Mathematics Advanced 2-unit-only candidates, 2025

Course	Number	Type of mark	Mean	SD	Max. mark	P ₉₉	P ₉₀	P ₇₅	P ₅₀	P ₂₅
Mathematics Advanced – 2-unit-only	11,521	HSC	38.0	6.1	50.0	49.0	46.0	42.5	38.5	34.5
		Scaled	29.4	9.4	50.0	47.3	40.9	36.3	30.4	23.3

Table 5.4 Distributions of HSC marks for English and Mathematics courses, 2022–2025

	Year	Enrolment	Percentage of students with HSC mark less than				
			45	40	35	30	25
English Studies Examination	2025	2,717	100.0	99.8	88.9	48.6	7.3
	2024	1,491	99.9	99.6	88.6	53.9	14.3
	2023	1,230	100.0	99.6	90.4	54.2	14.9
	2022	1,273	100.0	99.6	92.5	65.4	11.0
English Standard	2025	33,651	99.6	87.1	32.1	5.8	0.5
	2024	32,992	99.4	86.6	32.7	7.6	0.7
	2023	31,696	99.7	86.8	40.3	10.3	1.6
	2022	30,643	99.4	84.5	44.3	12.0	1.3
English Advanced	2025	26,292	86.5	34.8	3.3	0.3	0.0
	2024	25,397	84.9	32.4	3.5	0.5	0.1
	2023	25,102	86.2	32.8	4.7	0.6	0.1
	2022	24,661	85.5	32.8	6.8	0.9	0.0
English Extension 1	2025	3,691	57.8	19.6	4.8	1.2	0.4
	2024	3,782	58.0	19.1	4.5	0.9	0.5
	2023	3,671	59.1	21.0	5.6	1.3	0.3
	2022	3,427	60.4	25.5	7.4	1.6	0.3
English Extension 2	2025	1,423	65.4	33.0	11.6	2.3	0.2
	2024	1,479	66.1	32.4	12.6	3.6	0.7
	2023	1,408	71.2	35.7	14.3	4.5	0.7
	2022	1,242	70.5	39.9	15.0	4.5	1.0
English EAL/D	2025	1,504	95.5	76.6	43.3	14.0	3.7
	2024	1,246	94.0	75.1	46.7	17.3	5.3
	2023	1,204	95.0	78.2	46.5	22.0	6.6
	2022	1,487	96.4	81.2	53.9	26.2	8.7
Mathematics Standard 1 Examination	2025	3,737	96.8	80.9	42.0	9.7	2.5
	2024	2,139	96.5	76.9	42.4	10.3	1.5
	2023	1,608	96.7	78.5	38.1	8.4	1.7
	2022	1,410	96.1	73.5	35.1	12.2	2.4
Mathematics Standard 2	2025	31,762	91.5	70.2	40.0	16.6	4.2
	2024	31,140	90.6	71.2	40.9	16.8	3.4
	2023	30,805	90.8	68.4	42.1	17.7	3.5
	2022	29,874	92.6	70.9	45.9	18.2	3.5
Mathematics Advanced	2025	16,809	76.8	48.5	19.5	5.6	1.7
	2024	16,559	77.7	50.0	22.6	5.2	0.5
	2023	16,428	77.7	50.2	24.6	6.9	1.3
	2022	16,865	77.4	51.0	23.6	5.5	0.9
Mathematics Extension 1	2025	9,279	65.3	40.8	22.7	10.4	4.6
	2024	8,846	65.0	39.3	19.7	7.3	2.5
	2023	8,390	65.7	45.7	28.1	11.2	4.1
	2022	8,679	65.2	44.1	26.4	13.0	6.0
Mathematics Extension 2	2025	3,844	58.5	33.6	15.6	4.8	1.3
	2024	3,544	59.8	30.4	13.6	5.8	1.7
	2023	3,273	62.2	31.9	14.2	5.4	1.4
	2022	3,271	60.4	32.7	14.9	8.1	3.9

Table 5.5 Distributions of scaled marks for English and Mathematics courses, 2022–2025

	Year	Enrolment	Percentage of students with scaled mark less than					
			45	40	35	30	25	20
English Studies Examination	2025	2,717	100.0	100.0	99.9	99.7	99.2	95.7
	2024	1,491	100.0	99.9	99.9	99.5	98.5	95.8
	2023	1,230	100.0	100.0	99.8	99.6	98.9	95.9
	2022	1,273	100.0	100.0	99.8	99.6	99.1	94.5
English Standard	2025	33,651	99.9	99.1	95.6	86.6	71.2	50.0
	2024	32,992	99.9	99.2	95.8	87.3	72.0	51.5
	2023	31,696	100.0	99.4	96.2	87.9	72.9	52.2
	2022	30,643	100.0	99.1	95.7	87.0	72.3	51.3
English Advanced	2025	26,292	96.4	80.0	56.4	33.9	17.2	7.3
	2024	25,397	96.8	80.2	56.0	33.6	17.3	7.8
	2023	25,102	96.8	80.8	57.1	34.5	17.7	7.8
	2022	24,661	97.1	81.9	58.8	36.6	19.8	9.0
English Extension 1	2025	3,691	93.9	70.4	38.9	16.9	6.3	2.2
	2024	3,782	95.9	70.9	38.3	15.7	5.1	1.7
	2023	3,671	94.7	69.2	36.3	14.9	5.5	2.0
	2022	3,427	93.5	67.9	37.9	16.5	6.4	2.5
English Extension 2	2025	1,423	92.8	71.4	41.6	18.1	6.8	1.7
	2024	1,479	92.6	71.2	43.2	19.0	5.9	1.6
	2023	1,408	90.7	70.0	38.9	17.6	6.0	1.4
	2022	1,242	91.9	69.4	42.7	18.6	7.3	2.4
English EAL/D	2025	1,504	98.9	93.6	85.4	74.3	63.7	50.0
	2024	1,246	97.9	92.3	84.8	74.9	64.5	51.6
	2023	1,204	98.2	93.6	85.5	77.7	63.8	52.3
	2022	1,487	98.5	93.5	86.1	78.1	65.8	53.1
Mathematics Standard 1 Examination	2025	3,737	100.0	100.0	99.2	93.2	85.0	74.4
	2024	2,139	100.0	100.0	99.7	94.2	85.6	75.1
	2023	1,608	100.0	100.0	99.9	95.5	86.5	74.4
	2022	1,410	100.0	100.0	100.0	95.2	87.9	76.9
Mathematics Standard 2	2025	31,762	99.9	95.5	84.6	70.6	55.6	40.0
	2024	31,140	99.8	95.4	85.1	72.8	59.0	44.4
	2023	30,805	99.8	95.0	85.1	72.8	59.0	44.4
	2022	29,874	99.9	96.4	87.0	74.3	60.2	44.9
Mathematics Advanced	2025	16,809	95.4	79.4	57.4	37.0	22.5	12.5
	2024	16,559	97.1	79.8	56.8	36.2	21.4	11.7
	2023	16,428	93.7	77.8	58.5	39.8	24.0	12.4
	2022	16,865	93.7	77.8	59.1	40.6	24.9	13.1
Mathematics Extension 1	2025	9,279	75.6	40.3	20.2	10.1	5.1	2.8
	2024	8,846	76.8	41.7	19.8	9.9	5.1	2.3
	2023	8,390	69.7	38.0	19.5	9.9	5.5	2.8
	2022	8,679	69.9	38.3	20.3	11.4	6.3	2.9
Mathematics Extension 2	2025	3,844	52.7	18.1	6.7	3.0	1.5	0.7
	2024	3,544	53.5	16.3	6.7	2.6	0.9	0.4
	2023	3,273	41.1	13.8	5.6	2.5	0.9	0.3
	2022	3,271	42.7	13.4	5.3	2.8	1.3	0.7

5.3 Courses that contribute to the ATAR – Table A6

If students complete only 10 units all courses must be counted in the calculation of the ATAR, whereas if students complete more than 10 units at least 1 unit will be omitted. In 2025 41,194 students out of the 60,432 ATAR-eligible students (68.2 per cent) 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 2025.
- 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 110 courses listed in Table A6, 76 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

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 70.75, 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 40.0, but their ATARs are quite different, 60.00 and 80.00 respectively.



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

Liam ATAR: 60.00			Kellie ATAR: 80.00		
Course	HSC mark per course	HSC mark per unit	Course	HSC mark per course	HSC mark per unit
Chinese Beginners	84	42.0	Biology	92	37.5
Drama	82	41.0	Economics	80	40.0
English Standard	73	36.5	English Advanced	82	41.0
Information & Digital Technology Exam	77	38.5	French Continuers	83	41.5
Music 1	84	42.0	Mathematics Advanced	80	40.0

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 21.9, whereas the average scaled mean for Kellie's courses was 31.3. Since the mean scaled mark and the median scaled mark are generally very similar, Kellie's aggregate is around 314, while Liam's aggregate is around 213, 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, Amy and James, 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, 59.70 and 76.55 respectively.

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

Amy ATAR: 59.70			James ATAR: 76.55		
Course	HSC mark per course	HSC mark per unit	Course	HSC mark per course	HSC mark per unit
Agriculture	77	38.5	Chemistry	76	38.0
Community & Family Studies	78	39.0	English Advanced	76	38.0
English Standard	75	37.5	German Continuers	74	37.0
Industrial Technology	79	39.5	Mathematics Advanced	77	38.5
PDH&PE	73	36.5	Physics	79	39.5

James has an ATAR that is almost the same as his average HSC course score (76.4) whereas Amy's ATAR is much lower than her average HSC course score (76.4). If we look at Table A3, the average of the scaled means of the courses taken by Amy is 19.7, whereas the average scaled mean for the courses taken by James is 32.3.

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: 58.10		Course	Laura ATAR: 78.10	
HSC mark per unit	Percentile		HSC mark per unit	Percentile
35.0	37	Biology	40.0	67
35.0	36	Business Studies	40.0	65
35.0	4	English Advanced	40.0	41
35.0	22	Mathematics Advanced	40.0	52
35.0	33	Modern History	40.0	67
35.0	9	Visual Arts	40.0	40

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 2024. While their HSC marks are the same, the percentiles (their positions in their courses) have changed because of the changes in the distributions of HSC marks, so their ATARs are different.

Table 6.4 ATARs for Fred and Laura: 2015–2025

Year	Fred	Laura
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
2022	61.00	80.00
2023	59.90	79.90
2024	57.60	78.30
2025	58.10	78.10

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	10,369	32.0	9.9	45.0	43.6
Design & Technology	4,124	23.1	10.2	45.0	37.1
Economics	5,741	31.4	9.9	45.5	43.0
Physics	8,817	31.0	9.9	45.5	43.0
Study of Religion II	6,731	27.3	10.3	45.0	40.5

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 Design & Technology, which has the lowest scaled mean.

Example 2 – Position

Consider students with HSC marks of 48.0 per unit in Food Technology and Korean Beginners. The student in Food Technology is at the 99th percentile and gains a scaled mark of 43.3, whereas the student in Korean Beginners is at the 90th percentile and gets a scaled mark of 42.8. Therefore, even though the scaled mean for Korean Beginners (27.7) is higher than the scaled mean for Food Technology (18.9), the difference in position compensates for this and the Food Technology 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
Food Technology	18.9	11.3	P ₉₉	48.0	43.3
Korean Beginners	27.7	11.1	P ₉₀	48.0	42.8

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
Chinese Extension	37.3	5.4	48.0	44.4
Music 2	34.1	8.5	48.0	44.9

Consider students at the 90th percentile of Chinese Extension with an HSC mark of 48.0 per unit and scaled mark of 44.4 per unit, and at the 90th percentile of Music 2 with an HSC mark of 48.0 and scaled mark of 44.9. Chinese Extension has a scaled mean of 37.3 whereas Music 2 has a scaled mean of 34.1.

The course with the lower scaled mean (Music 2) has the higher scaled mark corresponding to the HSC mark of 48.0 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). Music 2 has SD 8.5 but Chinese Extension has lower SD at 5.4. Music 2 has a candidature with more varied academic ability than Chinese Extension.

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 49.5 in Chinese Continuers received scaled marks from 50.0 to 48.6. 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 five 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 five years ago will be ineligible for inclusion in your new aggregate.

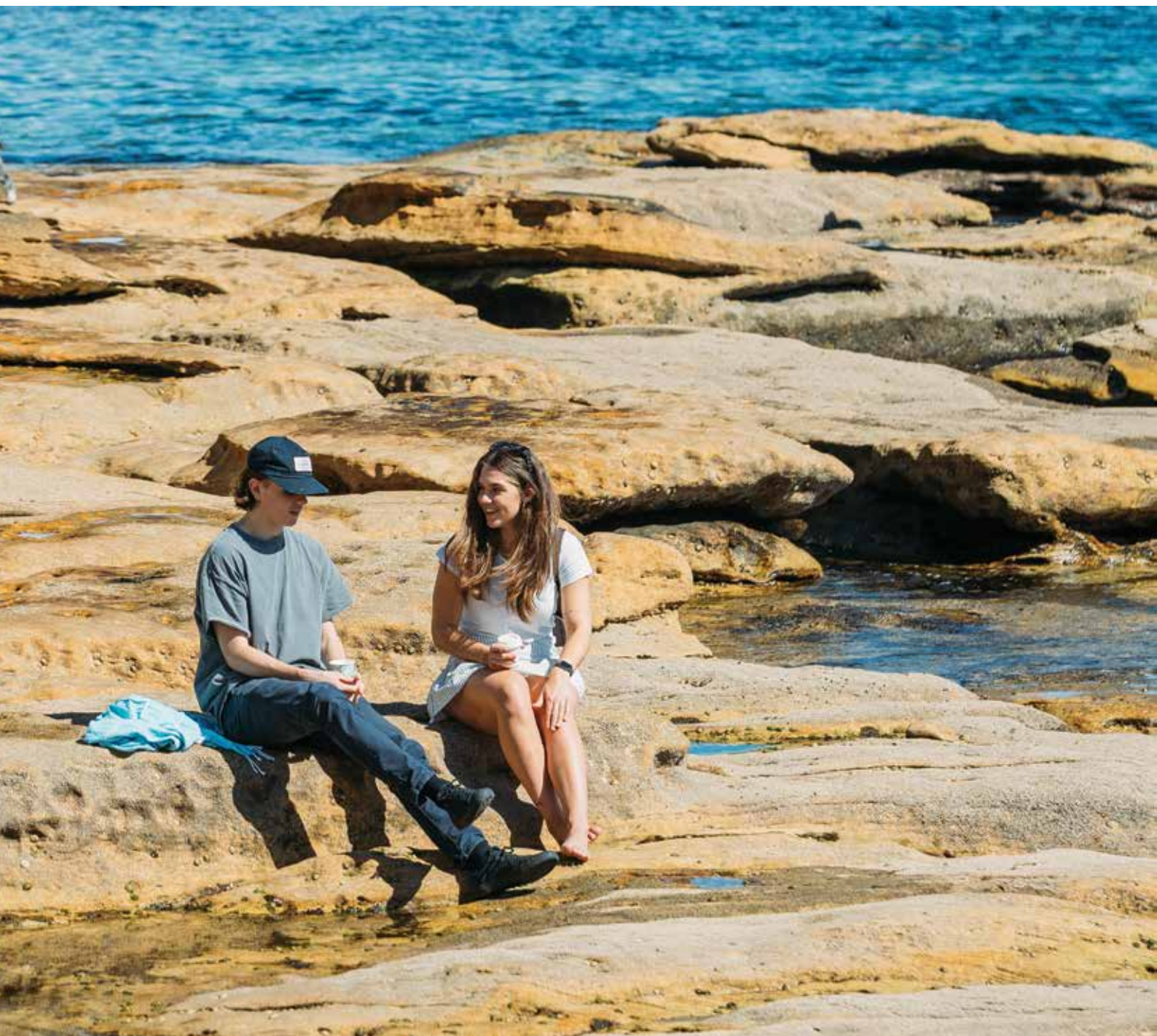
If I'm eligible to get selection rank adjustments, does my ATAR change?

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 the Educational Access Scheme.

As the selection rank adjustment schemes for each university, and often each course at the same university, are different, 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 2025:

- Classical Greek Continuers
- Classical Greek Extension
- Dutch Continuers
- Filipino Continuers
- Hungarian 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 <i>Excludes courses with less than 10 students.</i>
Table A2	Distributions of 2025 HSC marks by course <i>Excludes courses with less than 10 students.</i>
Table A3	Descriptive statistics and selected percentiles for HSC marks and scaled marks by course <i>Excludes courses with less than 10 students completing the course in the current year and course in which 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.</i>
Table A4	Distributions of HSC marks by course: 2024 and 2025 <i>Excludes courses with less than 40 students in either year.</i>
Table A5	Distributions of scaled marks by course: 2024 and 2025 <i>Excludes courses with less than 40 students in either year.</i>
Table A6	Courses that contribute to the ATAR (more than 10 units) <i>Excludes courses with less than 10 students.</i>
Table A7	ATAR distribution
Table A8	ATAR percentiles: 2021–2025
Table A9	Relationship between the ATAR and aggregates: 2021–2025

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 2025 or in a previous year (and who have done at least one ATAR course in 2025).
- (ii) The **Number HSC** column shows the number of students who completed the course in 2025 or in a previous year and received an HSC award in 2025.
- (iii) The **Number ATAR** column shows the number of students who completed the course in 2025 or in a previous year and who were eligible for an ATAR in 2025.
- (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 2025.
- (vi) The **% ATAR-eligible** column shows the percentage of students in the course who were eligible for an ATAR in 2025.
- (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	915	758	506	71.9	82.8	55.3	99.90
Agriculture	1,578	1,496	1,150	51.7	94.8	72.9	99.95
Ancient History	7,710	7,476	6,779	55.7	97.0	87.9	99.85
Biology	21,192	20,467	19,902	64.0	96.6	93.9	99.95
Business Studies	20,817	20,075	18,846	44.5	96.4	90.5	99.95
Chemistry	10,552	10,318	10,293	48.6	97.8	97.5	99.95
Community & Family Studies	9,992	9,635	8,125	89.9	96.4	81.3	99.00
Dance	884	849	776	96.2	96.0	87.8	98.50
Design & Technology	4,274	4,086	3,805	47.2	95.6	89.0	99.90
Drama	3,258	3,157	2,853	68.8	96.9	87.6	99.80
Earth & Environmental Science	2,733	2,670	2,417	49.5	97.7	88.4	99.85
Economics	5,776	5,709	5,679	33.8	98.8	98.3	99.95
Engineering Studies	2,616	2,528	2,476	11.9	96.6	94.6	99.80
English Studies Exam	2,763	2,453	1,880	42.5	88.8	68.0	98.85
English Standard	33,973	33,187	31,062	49.7	97.7	91.4	99.80
English Advanced	26,444	26,281	26,139	59.5	99.4	98.8	99.95
English EAL/D	1,514	1,387	1,351	54.4	91.6	89.2	99.90
English Extension 1	3,702	3,687	3,678	73.1	99.6	99.4	99.95
English Extension 2	1,427	1,423	1,418	76.9	99.7	99.4	99.90
Enterprise Computing ¹	2,010	1,847	1,786	22.4	91.9	88.9	99.95
Food Technology	4,323	4,103	3,460	66.5	94.9	80.0	99.15
Geography	4,488	4,392	4,156	45.4	97.9	92.6	99.95
Industrial Technology	6,084	5,815	4,337	18.3	95.6	71.3	98.90
Investigating Science	3,564	3,181	2,866	44.3	89.3	80.4	99.70
Legal Studies	10,289	10,048	9,652	63.1	97.7	93.8	99.95
Mathematics Standard 1 Exam	3,823	3,624	3,122	54.8	94.8	81.7	95.05
Mathematics Standard 2	32,080	31,462	29,820	51.6	98.1	93.0	99.85
Mathematics Advanced	17,832	15,599	15,579	46.9	87.5	87.4	99.95
Mathematics Extension 1	9,821	9,185	9,189	39.5	93.5	93.6	99.95
Mathematics Extension 2	3,923	3,812	3,813	32.9	97.2	97.2	99.95
Modern History	11,056	10,752	10,055	49.4	97.3	90.9	99.95
History Extension	1,782	1,778	1,770	61.6	99.8	99.3	99.95
Music 1	4,747	4,536	3,829	47.5	95.6	80.7	99.90

¹ Enterprise Computing includes students who completed Information Processes & Technology in previous years.

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

Course	Number all	Number HSC	Number ATAR	% Female	% HSC	% ATAR-eligible	Maximum ATAR
Music 2	821	755	753	47.9	92.0	91.7	99.95
Music Extension	448	441	440	50.0	98.4	98.2	99.95
PDH&PE	18,085	17,670	16,225	54.8	97.7	89.7	99.95
Physics	8,900	8,782	8,742	23.7	98.7	98.2	99.95
Science Extension	862	857	856	58.8	99.4	99.3	99.75
Society & Culture	5,037	4,892	4,583	81.0	97.1	91.0	99.80
Software Engineering ²	1,844	1,734	1,705	12.9	94.0	92.5	99.95
Studies of Religion I	9,056	8,180	8,022	56.4	90.3	88.6	99.95
Studies of Religion II	6,929	6,554	6,453	64.0	94.6	93.1	99.85
Textiles & Design	1,494	1,454	1,300	94.7	97.3	87.0	99.80
Visual Arts	9,166	8,781	7,573	74.7	95.8	82.6	99.90
Arabic Continuers	232	216	191	59.9	93.1	82.3	99.20
Arabic Extension	53	48	41	66.0	90.6	77.4	94.35
Armenian Continuers	37	23	24	43.2	62.2	64.9	97.85
Chinese Beginners	58	58	57	69.0	100.0	98.3	99.80
Chinese Continuers	336	335	335	58.9	99.7	99.7	99.95
Chinese Extension	106	106	106	60.4	100.0	100.0	99.95
Chinese & Literature	306	287	295	55.9	93.8	96.4	99.90
Chinese in Context	111	109	111	63.1	98.2	100.0	99.90
Classical Greek Continuers	10	10	10	10.0	100.0	100.0	99.95
Classical Hebrew Continuers	25	25	25	48.0	100.0	100.0	99.10
Classical Hebrew Extension	12	12	12	58.3	100.0	100.0	99.10
Croatian Continuers	14	14	13	85.7	100.0	92.9	95.15
Dutch Continuers	11	6	6	81.8	54.5	54.5	98.25
French Beginners	345	340	313	78.8	98.6	90.7	99.35
French Continuers	547	518	515	68.7	94.7	94.1	99.95
French Extension	104	102	102	64.4	98.1	98.1	99.95
German Beginners	103	103	97	58.3	100.0	94.2	99.70
German Continuers	185	171	171	48.1	92.4	92.4	99.95
German Extension	55	53	53	41.8	96.4	96.4	99.95
Hindi Continuers	42	20	19	76.2	47.6	45.2	98.25
Hungarian Continuers	12	5	3	66.7	41.7	25.0	95.90
Indonesian Beginners	38	38	36	71.1	100.0	94.7	97.10
Indonesian Continuers	50	50	49	84.0	100.0	98.0	99.10
Indonesian Extension	24	24	24	91.7	100.0	100.0	99.10
Italian Beginners	294	283	264	66.3	96.3	89.8	99.75
Italian Continuers	223	201	195	69.5	90.1	87.4	99.95
Italian Extension	54	52	52	75.9	96.3	96.3	99.95
Japanese Beginners	359	346	337	53.5	96.4	93.9	99.30
Japanese Continuers	830	778	767	62.0	93.7	92.4	99.95
Japanese Extension	139	137	137	65.5	98.6	98.6	99.65
Japanese in Context	35	34	34	62.9	97.1	97.1	99.85
Khmer Continuers	14	13	14	57.1	92.9	100.0	63.20

² Software Engineering includes students who completed Software Design & Development in previous years

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

Course	Number all	Number HSC	Number ATAR	% Female	% HSC	% ATAR-eligible	Maximum ATAR
Korean Beginners	110	108	105	74.5	98.2	95.5	99.20
Korean Continuers	84	84	82	66.7	100.0	97.6	98.90
Korean & Literature	18	18	18	44.4	100.0	100.0	95.65
Korean in Context	19	18	18	73.7	94.7	94.7	95.05
Latin Continuers	144	144	144	52.1	100.0	100.0	99.95
Latin Extension	80	80	80	45.0	100.0	100.0	99.95
Macedonian Continuers	15	15	13	60.0	100.0	86.7	91.85
Modern Greek Beginners	103	103	101	51.5	100.0	98.1	99.85
Modern Greek Continuers	70	63	62	55.7	90.0	88.6	99.55
Modern Greek Extension	21	18	18	66.7	85.7	85.7	96.70
Modern Hebrew Continuers	37	26	26	62.2	70.3	70.3	97.20
Persian Continuers	28	26	24	67.9	92.9	85.7	91.65
Polish Continuers	25	24	24	72.0	96.0	96.0	95.55
Portuguese Continuers	15	13	13	53.3	86.7	86.7	90.30
Punjabi Continuers	30	30	30	56.7	100.0	100.0	97.10
Russian Continuers	20	20	20	50.0	100.0	100.0	96.50
Serbian Continuers	27	27	23	51.9	100.0	85.2	90.65
Spanish Beginners	287	280	261	74.2	97.6	90.9	99.65
Spanish Continuers	183	179	172	59.6	97.8	94.0	98.55
Spanish Extension	58	58	57	62.1	100.0	98.3	96.80
Swedish Continuers	28	12	12	53.6	42.9	42.9	95.30
Tamil Continuers	112	47	47	63.4	42.0	42.0	99.80
Turkish Continuers	46	36	35	78.3	78.3	76.1	96.15
Vietnamese Continuers	218	188	201	53.2	86.2	92.2	99.10
Automotive Exam	300	237	158	14.0	79.0	52.7	88.65
Business Services Exam	1,604	1,442	1,380	66.0	89.9	86.0	98.95
Construction Exam	2,004	1,840	1,556	8.2	91.8	77.6	97.45
Electrotechnology Exam	334	300	248	9.3	89.8	74.3	89.00
Entertainment Industry Exam	999	952	869	54.8	95.3	87.0	98.10
Financial Services Exam	131	102	102	38.9	77.9	77.9	98.10
Hospitality Exam	5,975	5,501	5,140	70.0	92.1	86.0	99.15
Human Services Exam	794	785	729	88.9	98.9	91.8	95.60
Information & Digital Technology Exam	400	381	356	17.8	95.3	89.0	95.60
Primary Industries Exam	707	640	537	53.2	90.5	76.0	90.75
Retail Services Exam	1,030	878	828	66.2	85.2	80.4	96.85
Tourism, Travel & Events Exam	96	95	91	81.3	99.0	94.8	92.20
Total	77,693	68,896	60,432	52.5	88.7	77.8	99.95



Table A2 Distributions of 2025 HSC marks by course

- Notes: (i) The **Number** column shows the number of students who completed the course in 2025.
(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	827	73	4	11	24	23	18	13
Agriculture	1,509	75	4	11	23	28	22	11
Ancient History	7,495	75	4	9	27	30	17	12
Biology	20,710	75	4	7	28	30	21	10
Business Studies	20,452	75	4	12	26	29	22	9
Chemistry	10,369	76	4	11	27	33	19	9
Community & Family Studies	9,838	75	4	5	28	38	21	7
Dance	845	85	5	22	48	22	7	1
Design & Technology	4,124	79	4	11	38	36	13	2
Drama	3,191	82	5	23	35	31	9	2
Earth & Environmental Science	2,678	76	4	8	30	32	19	8
Economics	5,741	80	5	14	38	25	15	6
Engineering Studies	2,558	74	4	9	20	36	27	6
English Studies Exam	2,717	60	3	<1	<1	11	40	41
English Standard	33,651	73	4	<1	12	55	26	5
English Advanced	26,292	82	5	13	52	31	3	<1
English EAL/D	1,504	71	4	5	19	33	29	10
English Extension 1	3,691	44	E3			42	53	4
English Extension 2	1,423	42	E3			35	54	11
Enterprise Computing	1,869	75	4	5	25	41	20	6
Food Technology	4,187	74	4	9	24	31	25	10
Geography	4,419	77	4	12	30	30	17	8
Industrial Technology	5,999	71	4	8	15	31	31	13
Investigating Science	3,292	76	4	8	31	33	22	5
Legal Studies	10,080	78	4	15	29	24	19	10
Mathematics Standard 1 Exam	3,737	71	4	3	16	39	32	7
Mathematics Standard 2	31,762	73	4	9	21	30	23	12
Mathematics Advanced	16,809	80	5	23	28	29	14	4
Mathematics Extension 1	9,279	84	E3			35	43	18
Mathematics Extension 2	3,844	87	E3			41	43	14
Modern History	10,953	76	4	10	26	34	18	9
History Extension	1,777	41	E3			26	62	12
Music 1	4,681	84	5	22	45	20	8	4
Music 2	762	88	5	40	46	14	<1	
Music Extension	447	47	E4			76	22	2
PDH&PE	17,852	75	4	9	27	33	22	8
Physics	8,817	75	4	13	25	26	21	14

Table A2 Distributions of 2025 HSC marks by course

Course	Number	Median HSC mark	Median band	Percentage students in performance band				
				6	5	4	3	2
Science Extension	855	38	E3			7	69	22
Society & Culture	4,957	79	4	12	35	35	13	4
Software Engineering	1,768	76	4	8	28	37	19	6
Studies of Religion I	8,169	39	4	16	31	34	15	4
Studies of Religion II	6,731	79	4	13	36	31	14	5
Textiles & Design	1,482	79	4	16	32	29	16	5
Visual Arts	9,047	83	5	16	48	28	7	1
Arabic Continuers	232	83	5	20	44	25	7	3
Arabic Extension	53	43	E3			42	55	4
Armenian Continuers	17	86	5	6	71	24		
Chinese Beginners	56	85	5	46	9	5	18	16
Chinese Continuers	334	91	6	55	24	13	7	1
Chinese Extension	106	46	E4			64	36	
Chinese & Literature	305	85	5	20	59	17	3	<1
Chinese in Context	110	91	6	67	27	5	1	
Classical Hebrew Continuers	25	92	6	64	8	20		8
Classical Hebrew Extension	12	44	E4			50	50	
Croatian Continuers	14	70	4		29	21	36	14
French Beginners	341	78	4	19	26	28	17	7
French Continuers	520	83	5	28	35	28	8	1
French Extension	104	40	E3			24	63	13
German Beginners	102	82	5	31	25	33	9	1
German Continuers	173	82	5	32	28	29	10	1
German Extension	55	45	E4			65	33	2
Hindi Continuers	29	88	5	48	28	10	10	3
Indonesian Beginners	38	82	5	18	37	16	26	3
Indonesian Continuers	50	90	6	56	34	4	4	2
Indonesian Extension	24	45	E4			54	46	
Italian Beginners	294	79	4	25	24	19	19	9
Italian Continuers	191	86	5	23	49	19	6	2
Italian Extension	48	45	E4			54	46	
Japanese Beginners	357	74	4	13	22	24	18	13
Japanese Continuers	794	81	5	23	33	24	14	5
Japanese Extension	134	45	E4			51	44	4
Japanese in Context	34	87	5	35	47	18		
Khmer Continuers	14	89	5	43	50	7		
Korean Beginners	110	83	5	32	33	24	8	4
Korean Continuers	84	91	6	56	29	8	4	4
Korean & Literature	18	89	5	44	50		6	
Korean in Context	19	92	6	53	32	5	11	
Latin Continuers	140	91	6	57	24	16	2	
Latin Extension	80	47	E4			80	18	3
Macedonian Continuers	15	72	4	27	13	20	40	

Table A2 Distributions of 2025 HSC marks by course

Course	Number	Median HSC mark	Median band	Percentage students in performance band				
				6	5	4	3	2
Modern Greek Beginners	102	89	5	48	27	15	5	5
Modern Greek Continuers	55	87	5	47	22	18	11	
Modern Greek Extension	16	43	E3			44	50	6
Modern Hebrew Continuers	32	93	6	81	9	3	6	
Persian Continuers	27	90	6	56	19	22	4	
Polish Continuers	22	94	6	86	14			
Portuguese Continuers	14	84	5	21	50	21	7	
Punjabi Continuers	30	86	5	30	30	30	10	
Russian Continuers	19	89	5	47	37	16		
Serbian Continuers	27	83	5	26	30	26	7	11
Spanish Beginners	286	83	5	30	28	19	18	3
Spanish Continuers	180	84	5	23	39	19	16	2
Spanish Extension	57	45	E4			53	46	2
Swedish Continuers	16	91	6	63	31	6		
Tamil Continuers	65	92	6	78	14	6	2	
Turkish Continuers	36	89	5	47	31	14	8	
Vietnamese Continuers	218	80	5	5	46	42	6	<1
Automotive Exam	264	74	4	5	28	36	26	5
Business Services Exam	1,515	74	4	4	24	38	25	7
Construction Exam	1,951	78	4	7	37	31	15	9
Electrotechnology Exam	328	73	4	2	20	40	31	6
Entertainment Industry Exam	979	78	4	12	33	38	14	2
Financial Services Exam	101	73	4	3	25	37	32	4
Hospitality Exam	5,642	76	4	5	29	41	20	4
Human Services Exam	790	72	4	4	17	43	33	3
Information & Digital Technology Exam	385	77	4	6	31	40	19	2
Primary Industries Exam	663	75	4	2	24	51	19	3
Retail Services Exam	909	71	4	2	12	44	33	7
Tourism, Travel & Events Exam	94	76	4	2	31	46	20	1



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

- Notes: (i) The **Number** column shows the number of students who completed the course in 2025.
(ii) The **P₉₉, P₉₀, P₇₅, P₅₀, P₂₅** 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 and courses in which the group of students completing the course in the current year are collectively 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	827	HSC	35.3	8.4	49.5	49.0	45.0	41.5	36.5	30.0
		Scaled	14.8	12.4	44.3	42.6	33.8	23.6	11.0	4.0
Agriculture	1,509	HSC	36.7	6.7	50.0	48.0	45.5	41.5	37.5	32.0
		Scaled	19.1	11.1	45.2	41.6	35.4	27.8	18.7	9.6
Ancient History	7,495	HSC	36.4	7.1	50.0	47.5	44.5	41.5	37.5	32.0
		Scaled	22.4	11.0	48.8	44.4	37.4	30.9	22.5	13.7
Biology	20,710	HSC	36.7	6.3	49.5	47.0	44.0	41.5	37.5	33.0
		Scaled	26.2	10.5	50.0	45.3	39.9	34.8	26.7	18.0
Business Studies	20,452	HSC	37.4	6.0	49.5	48.0	45.0	42.0	37.5	33.0
		Scaled	23.9	11.0	50.0	45.6	39.2	32.6	23.4	15.1
Chemistry	10,369	HSC	37.6	5.8	49.0	47.5	45.0	42.0	38.0	34.0
		Scaled	32.0	9.9	50.0	47.6	43.6	39.8	33.9	25.8
Community & Family Studies	9,838	HSC	37.2	5.1	48.5	46.5	43.5	41.0	37.5	34.0
		Scaled	18.5	10.5	44.0	40.4	33.3	26.7	17.8	9.7
Dance	845	HSC	41.7	4.2	50.0	49.0	47.0	44.5	42.5	39.0
		Scaled	23.9	11.2	46.6	44.4	39.6	32.5	24.3	15.2
Design & Technology	4,124	HSC	39.4	4.5	49.5	48.0	45.0	42.5	39.5	36.5
		Scaled	23.1	10.2	47.8	45.1	37.1	30.8	22.7	15.1
Drama	3,191	HSC	40.8	4.9	50.0	49.0	47.0	44.5	41.0	37.5
		Scaled	24.0	11.6	50.0	47.2	40.7	33.0	23.4	14.6
Earth & Environmental Science	2,678	HSC	37.3	6.0	50.0	47.5	44.0	41.5	38.0	33.5
		Scaled	22.8	10.9	48.3	43.4	37.1	31.5	23.2	13.9
Economics	5,741	HSC	39.0	5.8	50.0	48.0	45.5	43.5	40.0	35.5
		Scaled	31.4	9.9	50.0	47.1	43.0	38.9	33.0	25.0
Engineering Studies	2,558	HSC	36.8	5.6	49.5	47.5	44.5	40.5	37.0	33.5
		Scaled	26.2	10.0	49.5	45.9	39.6	33.6	26.4	18.6
English Studies Exam	2,717	HSC	29.4	5.2	46.5	38.0	35.0	33.0	30.0	26.5
		Scaled	9.0	5.8	44.7	25.0	16.4	12.9	8.3	3.6
English Standard	33,651	HSC	36.0	3.7	49.0	44.0	40.0	38.5	36.5	34.0
		Scaled	20.4	8.2	49.3	39.7	31.5	26.1	20.0	14.5
English Advanced	26,292	HSC	41.1	3.3	49.5	47.5	45.5	43.5	41.0	39.0
		Scaled	32.8	8.0	50.0	46.9	42.6	38.9	33.7	27.7
English EAL/D	1,504	HSC	35.4	6.1	49.5	47.0	43.0	39.5	35.5	32.0
		Scaled	21.3	11.3	48.6	45.3	37.6	30.3	20.0	12.1
English Extension 1	3,691	HSC	42.8	4.5	50.0	49.0	47.0	46.0	44.0	41.0
		Scaled	36.1	6.7	50.0	48.3	43.9	40.9	36.9	32.2
English Extension 2	1,423	HSC	41.5	5.3	50.0	49.0	48.0	46.0	42.0	38.0
		Scaled	35.8	6.6	50.0	48.1	44.0	40.5	36.5	31.9

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

Course	Number	Type of mark	Mean	SD	Max. mark	P ₉₉	P ₉₀	P ₇₅	P ₅₀	P ₂₅
Enterprise Computing	1,869	HSC	37.0	5.3	49.5	46.5	43.5	40.5	37.5	34.0
		Scaled	23.8	10.9	50.0	46.1	39.1	31.7	23.7	15.6
Food Technology	4,187	HSC	36.8	5.8	49.5	48.0	44.5	41.0	37.0	32.5
		Scaled	18.9	11.3	45.9	43.3	35.6	27.3	17.6	9.3
Geography	4,419	HSC	38.0	6.0	49.5	48.0	45.5	42.5	38.5	34.0
		Scaled	25.2	11.4	50.0	47.3	40.5	34.1	25.4	16.5
Industrial Technology	5,999	HSC	35.6	5.8	50.0	48.0	44.0	39.5	35.5	31.5
		Scaled	17.7	10.2	42.3	39.6	32.7	25.4	16.6	9.1
Investigating Science	3,292	HSC	37.8	5.3	49.0	47.0	44.5	41.5	38.0	34.0
		Scaled	20.5	10.9	46.9	42.8	35.5	28.9	20.0	11.5
Legal Studies	10,080	HSC	37.8	6.6	49.5	48.0	45.5	43.0	39.0	33.0
		Scaled	25.3	11.2	50.0	45.7	39.9	34.4	25.9	16.5
Mathematics Standard 1 Exam	3,737	HSC	35.5	5.5	49.0	47.0	42.0	39.0	35.5	32.5
		Scaled	13.9	9.0	36.0	34.7	27.7	20.2	12.5	6.6
Mathematics Standard 2	31,762	HSC	36.0	6.6	49.5	47.5	44.5	40.5	36.5	32.0
		Scaled	23.3	10.2	47.1	42.9	37.3	31.5	23.2	15.1
Mathematics Advanced	16,809	HSC	39.6	6.1	50.0	49.0	47.0	44.5	40.0	36.0
		Scaled	31.9	9.4	50.0	47.5	42.9	38.9	33.2	25.9
Mathematics Extension 1	9,279	HSC	39.7	8.0	50.0	49.5	48.0	46.0	42.0	35.0
		Scaled	39.7	7.5	50.0	49.5	47.2	44.9	41.5	36.6
Mathematics Extension 2	3,844	HSC	41.5	6.3	50.0	49.5	48.0	46.5	43.5	37.5
		Scaled	43.4	5.3	50.0	49.6	48.3	46.9	44.7	41.5
Modern History	10,953	HSC	37.1	6.5	49.5	47.5	45.0	41.5	38.0	33.5
		Scaled	25.0	11.1	50.0	46.0	39.2	33.7	25.8	16.6
History Extension	1,777	HSC	40.5	5.2	49.0	48.0	47.0	45.0	41.0	37.0
		Scaled	32.7	7.7	50.0	47.0	42.7	38.1	32.9	27.6
Music 1	4,681	HSC	40.9	5.1	49.5	48.5	46.5	44.5	42.0	38.5
		Scaled	20.8	11.0	46.7	43.8	36.4	29.0	20.4	12.0
Music 2	762	HSC	43.7	3.2	50.0	49.5	48.0	46.0	44.0	41.0
		Scaled	34.1	8.5	50.0	48.7	44.9	40.8	35.1	27.6
Music Extension	447	HSC	46.2	4.1	50.0	50.0	50.0	49.0	47.0	45.0
		Scaled	35.9	10.3	50.0	50.0	49.6	45.2	36.3	29.4
PDH&PE	17,852	HSC	37.3	5.5	49.0	47.0	44.5	41.5	37.5	33.5
		Scaled	22.8	10.8	48.6	43.5	37.3	31.3	22.8	14.2
Physics	8,817	HSC	37.0	6.4	49.0	47.5	45.5	42.0	37.5	32.0
		Scaled	31.0	9.9	50.0	47.2	43.0	38.8	32.2	24.0
Science Extension	855	HSC	37.6	5.0	49.0	47.0	44.0	41.0	38.0	35.0
		Scaled	32.0	7.2	49.3	46.4	41.0	37.1	32.5	27.2
Society & Culture	4,957	HSC	38.9	5.2	49.5	48.0	45.5	42.5	39.5	36.0
		Scaled	23.1	10.7	48.2	44.9	37.7	31.3	23.1	14.7
Software Engineering	1,768	HSC	37.6	5.6	49.0	48.0	44.5	41.5	38.0	34.5
		Scaled	26.7	10.3	50.0	47.3	40.5	34.6	27.2	19.0
Studies of Religion I	8,169	HSC	38.8	5.4	50.0	48.0	46.0	43.0	39.0	35.0
		Scaled	27.7	9.3	48.8	45.2	39.9	34.8	28.1	20.8

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

Course	Number	Type of mark	Mean	SD	Max. mark	P ₉₉	P ₉₀	P ₇₅	P ₅₀	P ₂₅
Studies of Religion II	6,731	HSC	38.9	5.4	49.5	48.0	45.0	43.0	39.5	36.0
		Scaled	27.3	10.3	50.0	46.0	40.5	35.4	28.1	19.7
Textiles & Design	1,482	HSC	38.9	5.6	49.0	48.0	46.0	43.5	39.5	35.0
		Scaled	22.8	11.2	48.5	45.6	38.3	31.5	22.4	13.8
Visual Arts	9,047	HSC	40.9	3.9	50.0	48.0	45.5	44.0	41.5	38.5
		Scaled	21.7	11.2	48.7	45.3	37.4	30.1	21.1	12.6
Arabic Continuers	232	HSC	40.6	5.0	49.0	48.0	46.0	44.0	41.0	38.5
		Scaled	17.5	11.3	44.9	42.6	34.4	25.0	15.5	8.8
Arabic Extension	53	HSC	42.9	3.7	49.0	49.0	47.0	46.0	43.0	41.0
		Scaled	25.7	6.8	41.6	41.6	33.7	32.1	25.3	21.3
Chinese Beginners	56	HSC	39.3	8.7	49.5	49.5	48.5	47.5	42.0	32.0
		Scaled	23.8	12.2	48.1	48.1	39.0	34.7	23.3	14.2
Chinese Continuers	334	HSC	43.5	5.0	49.5	49.5	48.5	47.5	45.5	40.5
		Scaled	32.8	9.6	50.0	48.6	43.5	40.2	35.0	26.0
Chinese Extension	106	HSC	44.6	3.5	49.0	49.0	48.0	47.0	46.0	43.0
		Scaled	37.3	5.4	50.0	48.3	44.4	41.2	37.5	33.6
Chinese & Literature	305	HSC	42.2	3.3	48.5	47.5	46.0	44.5	42.5	40.5
		Scaled	24.0	10.6	49.2	45.5	38.6	31.7	24.0	15.5
Chinese in Context	110	HSC	45.2	2.9	49.5	49.5	48.0	47.0	45.5	44.5
		Scaled	31.5	9.7	50.0	49.3	42.7	38.5	31.9	25.9
Classical Hebrew Continuers	25	HSC	43.3	6.1	49.5					
		Scaled	30.0	10.5	50.0					
Classical Hebrew Extension	12	HSC	44.2	2.9	48.0					
		Scaled	33.3	7.8	48.1					
Croatian Continuers	14	HSC	35.6	4.7	43.5					
		Scaled	23.9	12.0	50.0					
French Beginners	341	HSC	38.2	7.0	48.5	48.0	46.5	44.0	39.0	34.5
		Scaled	24.7	11.0	49.2	47.0	40.1	33.2	24.0	16.8
French Continuers	520	HSC	41.2	4.6	49.5	49.0	47.0	45.0	41.5	38.0
		Scaled	34.4	8.0	50.0	48.0	44.2	40.5	35.4	29.7
French Extension	104	HSC	40.3	4.7	48.0	48.0	46.0	44.0	40.0	37.0
		Scaled	38.9	6.2	50.0	50.0	47.0	43.3	38.5	34.5
German Beginners	102	HSC	41.1	5.1	50.0	49.5	48.0	45.5	41.0	37.5
		Scaled	29.2	9.9	50.0	49.2	42.5	35.9	29.0	21.9
German Continuers	173	HSC	41.1	4.8	49.5	49.0	47.5	45.5	41.0	38.0
		Scaled	33.7	9.0	50.0	48.9	45.1	41.1	34.2	28.5
German Extension	55	HSC	44.7	3.6	50.0	50.0	49.0	48.0	45.0	43.0
		Scaled	38.4	6.9	50.0	50.0	46.7	44.7	37.9	34.9
Hindi Continuers	29	HSC	42.3	4.9	47.5					
		Scaled	20.5	13.0	48.2					
Indonesian Beginners	38	HSC	39.3	6.1	49.0					
		Scaled	25.1	10.2	45.2					
Indonesian Continuers	50	HSC	43.9	4.4	49.0	49.0	48.5	47.0	45.0	42.0
		Scaled	30.9	10.2	50.0	50.0	46.3	36.9	29.9	23.8

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

Course	Number	Type of mark	Mean	SD	Max. mark	P ₉₉	P ₉₀	P ₇₅	P ₅₀	P ₂₅
Indonesian Extension	24	HSC	44.1	3.2	49.0					
		Scaled	35.5	7.2	50.0					
Italian Beginners	294	HSC	38.8	7.2	50.0	49.5	47.5	45.0	39.5	33.5
		Scaled	28.3	10.5	50.0	48.1	41.9	36.4	28.9	19.9
Italian Continuers	191	HSC	41.7	4.7	49.0	49.0	47.0	44.5	43.0	39.0
		Scaled	32.2	9.9	50.0	49.6	45.0	38.8	33.9	24.9
Italian Extension	48	HSC	44.1	3.2	49.0	49.0	48.0	46.0	45.0	41.0
		Scaled	39.5	4.6	50.0	50.0	47.1	41.4	39.3	36.0
Japanese Beginners	357	HSC	35.6	8.8	49.5	47.5	45.5	42.5	37.0	31.0
		Scaled	24.1	11.7	48.8	44.2	40.1	33.5	24.8	14.9
Japanese Continuers	794	HSC	39.7	6.2	50.0	49.0	47.0	44.5	40.5	36.0
		Scaled	30.8	9.6	50.0	47.6	42.4	38.1	32.1	25.1
Japanese Extension	134	HSC	43.6	4.1	49.0	49.0	48.0	47.0	45.0	42.0
		Scaled	38.0	5.2	50.0	48.3	45.0	41.2	38.0	34.7
Japanese in Context	34	HSC	43.0	3.2	48.5					
		Scaled	27.6	11.0	50.0					
Khmer Continuers	14	HSC	44.1	2.1	46.5					
		Scaled	17.8	6.7	31.5					
Korean Beginners	110	HSC	41.4	5.6	49.5	49.5	48.0	46.0	41.5	38.0
		Scaled	27.7	11.1	49.2	49.0	42.8	36.1	26.1	19.8
Korean Continuers	84	HSC	43.5	4.9	49.0	49.0	47.5	46.5	45.5	41.5
		Scaled	27.2	10.7	48.6	48.6	39.4	34.1	28.0	20.5
Korean & Literature	18	HSC	44.4	3.8	49.5					
		Scaled	28.6	10.2	50.0					
Korean in Context	19	HSC	44.2	4.4	50.0					
		Scaled	30.5	8.9	50.0					
Latin Continuers	140	HSC	44.1	4.4	50.0	49.5	48.5	47.5	45.5	42.0
		Scaled	40.5	7.3	50.0	49.0	47.7	46.1	42.6	37.3
Latin Extension	80	HSC	46.0	4.2	50.0	50.0	49.0	49.0	47.0	45.0
		Scaled	42.3	6.4	50.0	50.0	48.4	47.0	43.7	39.4
Macedonian Continuers	15	HSC	38.6	6.1	48.0					
		Scaled	24.3	10.5	44.2					
Modern Greek Beginners	102	HSC	43.0	6.0	50.0	50.0	49.0	48.0	44.5	40.0
		Scaled	26.0	10.5	47.0	45.2	39.0	34.8	25.5	18.7
Modern Greek Continuers	55	HSC	42.6	5.9	49.5	49.5	49.0	47.5	43.5	38.5
		Scaled	25.2	13.9	50.0	50.0	45.6	35.3	21.4	13.9
Modern Greek Extension	16	HSC	42.2	4.7	49.0					
		Scaled	33.9	6.6	48.7					
Modern Hebrew Continuers	32	HSC	45.4	3.8	49.5					
		Scaled	30.7	9.8	50.0					
Persian Continuers	27	HSC	43.4	4.8	49.0					
		Scaled	21.6	13.2	46.9					
Polish Continuers	22	HSC	46.8	1.6	49.0					
		Scaled	28.5	12.1	50.0					

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

Course	Number	Type of mark	Mean	SD	Max. mark	P ₉₉	P ₉₀	P ₇₅	P ₅₀	P ₂₅
Portuguese Continuers	14	HSC	41.0	4.1	47.0					
		Scaled	26.6	9.1	45.3					
Punjabi Continuers	30	HSC	41.8	4.8	48.5					
		Scaled	26.0	10.9	48.7					
Russian Continuers	19	HSC	44.1	3.0	48.0					
		Scaled	24.8	10.2	44.3					
Serbian Continuers	27	HSC	39.7	6.4	48.0					
		Scaled	20.9	10.7	44.7					
Spanish Beginners	286	HSC	40.3	6.3	49.5	49.0	48.0	45.5	41.5	36.0
		Scaled	25.7	12.2	50.0	47.9	42.3	35.5	26.0	16.6
Spanish Continuers	180	HSC	40.6	5.1	49.0	49.0	47.0	44.5	41.5	36.5
		Scaled	26.6	9.8	47.4	46.8	39.0	33.3	28.0	19.8
Spanish Extension	57	HSC	44.3	3.4	49.0	49.0	48.0	47.0	45.0	42.0
		Scaled	32.4	5.8	47.2	47.2	40.3	36.5	31.6	28.0
Turkish Continuers	36	HSC	42.9	4.6	48.5					
		Scaled	20.9	13.4	49.1					
Vietnamese Continuers	218	HSC	39.8	3.5	47.5	46.5	43.5	42.5	40.0	37.5
		Scaled	17.9	9.5	41.1	40.3	30.7	25.1	16.3	10.2
Automotive Exam	264	HSC	37.3	4.6	47.5	47.0	43.5	41.0	37.0	33.5
		Scaled	14.1	9.8	38.2	37.7	28.8	21.2	11.5	5.7
Business Services Exam	1,515	HSC	36.8	5.2	50.0	46.5	43.0	40.5	37.0	33.5
		Scaled	18.7	9.8	42.4	39.1	32.9	26.1	17.8	10.8
Construction Exam	1,951	HSC	38.0	5.5	48.0	47.0	44.0	42.0	39.0	35.0
		Scaled	16.5	10.3	41.4	39.5	31.4	24.7	15.0	8.3
Electrotechnology Exam	328	HSC	36.1	4.6	46.5	45.0	42.5	39.5	36.5	32.5
		Scaled	17.6	9.1	39.5	36.7	31.1	24.0	17.2	9.5
Entertainment Industry Exam	979	HSC	39.0	4.6	48.0	47.5	45.0	43.0	39.0	36.0
		Scaled	20.8	9.9	44.3	43.5	34.4	28.6	19.9	13.2
Financial Services Exam	101	HSC	36.8	4.4	45.5	45.5	43.0	40.5	36.5	34.0
		Scaled	24.6	9.7	46.6	46.6	39.2	32.0	22.9	17.5
Hospitality Exam	5,642	HSC	37.7	4.8	48.5	46.5	43.5	41.0	38.0	34.5
		Scaled	18.7	10.2	43.6	41.2	33.6	25.9	17.5	10.1
Human Services Exam	790	HSC	36.5	4.1	47.5	46.5	42.5	39.0	36.0	33.5
		Scaled	18.7	9.0	40.6	39.1	32.1	25.1	18.1	11.5
Information & Digital Technology Exam	385	HSC	38.3	4.3	47.5	47.0	43.5	41.5	38.5	35.5
		Scaled	20.5	9.0	42.1	40.6	32.3	27.0	19.9	13.9
Primary Industries Exam	663	HSC	37.3	3.9	48.5	45.5	42.5	40.0	37.5	35.0
		Scaled	16.2	9.1	38.7	36.2	29.9	23.5	15.2	8.7
Retail Services Exam	909	HSC	35.5	4.6	47.5	46.0	41.5	38.0	35.5	33.0
		Scaled	16.1	10.2	41.0	39.3	31.9	22.9	14.7	7.4
Tourism, Travel & Events Exam	94	HSC	37.9	3.7	45.5	45.5	42.5	40.5	38.0	36.0
		Scaled	20.4	9.6	43.1	43.1	34.4	26.4	19.4	13.9

Table A4 Distributions of HSC marks by course: 2024 and 2025

- 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	2025	827	88.8	65.2	42.6	24.3	11.0
	2024	759	89.1	62.7	39.3	20.0	5.3
Agriculture	2025	1,509	88.6	65.3	37.6	15.1	3.6
	2024	1,586	88.9	68.9	41.7	16.5	2.7
Ancient History	2025	7,495	91.2	64.5	34.4	17.5	5.2
	2024	7,755	90.4	62.7	34.6	15.4	4.8
Biology	2025	20,710	92.6	64.3	34.6	13.3	3.7
	2024	19,044	93.3	64.4	29.9	11.8	2.2
Business Studies	2025	20,452	88.2	62.4	32.9	11.2	1.8
	2024	19,570	89.5	62.5	35.6	12.8	4.0
Chemistry	2025	10,369	88.8	62.0	28.8	10.2	1.6
	2024	9,722	88.6	61.2	32.7	12.7	2.1
Community & Family Studies	2025	9,838	94.6	67.0	29.0	8.3	1.4
	2024	9,772	93.8	64.2	28.0	7.3	1.4
Dance	2025	845	78.1	29.7	7.6	0.6	
	2024	849	81.2	32.6	10.4	0.8	0.5
Design & Technology	2025	4,124	88.9	51.1	15.6	2.5	0.4
	2024	4,078	87.9	52.0	22.5	4.1	0.6
Drama	2025	3,191	76.7	41.2	10.5	1.8	0.3
	2024	3,481	77.0	38.1	7.8	1.1	0.1
Earth & Environmental Science	2025	2,678	92.3	62.2	30.2	11.4	3.0
	2024	2,571	94.3	67.3	36.3	11.6	1.6
Economics	2025	5,741	85.7	47.3	21.9	7.4	1.3
	2024	5,598	86.2	48.4	21.9	7.6	2.1
Engineering Studies	2025	2,558	91.1	71.4	35.4	8.2	1.8
	2024	2,508	90.2	67.9	32.0	6.1	1.0
English Studies Exam	2025	2,717	100.0	99.8	88.9	48.6	7.3
	2024	1,491	99.9	99.6	88.6	53.9	14.3
English Standard	2025	33,651	99.6	87.1	32.1	5.8	0.5
	2024	32,992	99.4	86.6	32.7	7.6	0.7
English Advanced	2025	26,292	86.5	34.8	3.3	0.3	
	2024	25,397	84.9	32.4	3.5	0.5	0.1
English EAL/D	2025	1,504	95.5	76.6	43.3	14.0	3.7
	2024	1,246	94.0	75.1	46.7	17.3	5.3
English Extension 1	2025	3,691	57.8	19.6	4.8	1.2	0.4
	2024	3,782	58.0	19.1	4.5	0.9	0.5
English Extension 2	2025	1,423	65.4	33.0	11.6	2.3	0.2
	2024	1,479	66.1	32.4	12.6	3.6	0.7

Table A4 Distributions of HSC marks by course: 2024 and 2025

Course	Year	Number	Percentage of students with HSC mark less than				
			45	40	35	30	25
Enterprise Computing	2025	1,869	95.2	70.3	28.8	8.3	2.5
Information Processes & Technology	2024	1,715	92.7	69.0	36.9	14.8	5.5
Food Technology	2025	4,187	91.2	67.7	36.7	12.1	1.8
	2024	4,262	90.4	67.6	38.4	11.9	2.2
Geography	2025	4,419	87.5	57.5	27.1	9.7	1.9
	2024	4,661	89.8	62.0	26.5	8.6	2.6
Industrial Technology	2025	5,999	92.1	77.3	46.2	15.4	2.1
	2024	5,959	93.3	76.9	45.0	13.1	2.4
Investigating Science	2025	3,292	91.9	61.2	27.8	6.2	1.1
	2024	3,240	92.6	64.0	30.6	7.0	0.6
Legal Studies	2025	10,080	84.6	55.3	31.6	12.7	2.9
	2024	10,209	84.6	56.4	30.5	10.5	1.9
Mathematics Standard 1 Exam	2025	3,737	96.8	80.9	42.0	9.7	2.5
	2024	2,139	96.5	76.9	42.4	10.3	1.5
Mathematics Standard 2	2025	31,762	91.5	70.2	40.0	16.6	4.2
	2024	31,140	90.6	71.2	40.9	16.8	3.4
Mathematics Advanced	2025	16,809	76.8	48.5	19.5	5.6	1.7
	2024	16,559	77.7	50.0	22.6	5.2	0.5
Mathematics Extension 1	2025	9,279	65.3	40.8	22.7	10.4	4.6
	2024	8,846	65.0	39.3	19.7	7.3	2.5
Mathematics Extension 2	2025	3,844	58.5	33.6	15.6	4.8	1.3
	2024	3,544	59.8	30.4	13.6	5.8	1.7
Modern History	2025	10,953	89.8	64.1	30.2	12.6	3.5
	2024	10,590	89.6	60.8	28.5	9.5	1.3
History Extension	2025	1,777	74.4	39.4	12.5	3.4	1.0
	2024	1,761	71.9	34.2	13.6	4.5	1.4
Music 1	2025	4,681	78.1	33.1	12.6	4.2	0.5
	2024	4,554	79.8	32.4	10.4	2.9	0.4
Music 2	2025	762	59.7	13.9	0.3		
	2024	659	63.9	15.8	2.3		
Music Extension	2025	447	23.7	8.3	1.8	0.2	
	2024	390	30.3	10.8	2.8	0.5	
PDH&PE	2025	17,852	91.4	64.7	32.0	9.5	1.0
	2024	17,258	91.5	65.0	32.7	8.9	1.1
Physics	2025	8,817	87.5	62.3	36.5	15.3	1.5
	2024	8,215	87.6	61.7	34.9	13.9	2.9
Science Extension	2025	855	93.0	64.6	23.5	5.4	1.4
	2024	753	91.1	56.7	18.3	3.5	0.9
Society & Culture	2025	4,957	87.8	53.2	17.9	5.1	1.3
	2024	5,181	87.9	54.6	21.2	5.1	1.1
Software Engineering	2025	1,768	91.8	64.2	27.1	8.0	2.1
Software Design & Development	2024	1,708	87.4	61.5	31.7	12.7	3.0
Studies of Religion I	2025	8,169	84.5	53.7	20.0	5.0	0.9
	2024	8,475	86.0	56.2	19.8	3.7	0.7

Table A4 Distributions of HSC marks by course: 2024 and 2025

Course	Year	Number	Percentage of students with HSC mark less than				
			45	40	35	30	25
Studies of Religion II	2025	6,731	87.3	51.5	20.1	6.5	1.2
	2024	6,169	87.2	53.2	18.8	5.1	0.9
Textiles & Design	2025	1,482	83.9	51.5	22.5	6.3	0.9
	2024	1,694	83.6	50.5	24.0	8.3	2.5
Visual Arts	2025	9,047	83.7	35.8	7.6	0.7	
	2024	8,832	82.9	33.1	6.1	0.6	
Arabic Continuers	2025	232	80.2	36.2	10.8	3.9	0.9
	2024	240	83.3	40.8	8.3	0.8	
Arabic Extension	2025	53	58.5	18.9	3.8		
	2024	47	63.8	38.3	4.3	2.1	
Chinese Beginners	2025	56	53.6	44.6	39.3	21.4	5.4
	2024	68	50.0	33.8	26.5	19.1	10.3
Chinese Continuers	2025	334	45.2	21.3	8.4	1.2	0.3
	2024	283	53.4	21.2	6.0	0.7	
Chinese Extension	2025	106	35.8	12.3			
	2024	73	37.0	9.6	4.1		
Chinese & Literature	2025	305	79.7	20.3	3.6	0.3	
	2024	252	80.6	24.2	3.2	1.2	
Chinese in Context	2025	110	32.7	5.5	0.9		
	2024	97	32.0	6.2	1.0	1.0	1.0
French Beginners	2025	341	80.6	55.1	26.7	10.0	3.2
	2024	356	80.3	56.2	29.2	9.3	4.5
French Continuers	2025	520	71.9	37.1	9.4	1.3	
	2024	544	74.8	36.9	8.8	2.0	0.4
French Extension	2025	104	76.0	45.2	12.5		
	2024	121	74.4	37.2	10.7	0.8	
German Beginners	2025	102	68.6	43.1	9.8	1.0	
	2024	68	67.6	47.1	16.2	4.4	
German Continuers	2025	173	68.2	40.5	11.0	0.6	
	2024	178	74.2	39.3	9.0	0.6	
German Extension	2025	55	34.5	12.7	1.8		
	2024	49	28.6	4.1			
Italian Beginners	2025	294	74.8	50.3	31.0	11.9	3.1
	2024	292	74.7	47.3	26.4	8.2	2.4
Italian Continuers	2025	191	77.0	27.7	8.9	3.1	1.0
	2024	167	76.6	33.5	5.4		
Japanese Beginners	2025	357	86.6	64.1	39.8	21.6	9.0
	2024	430	88.1	60.2	32.1	15.8	5.8
Japanese Continuers	2025	794	76.8	44.2	20.5	6.8	1.4
	2024	731	77.4	39.9	18.2	6.7	1.5
Japanese Extension	2025	134	48.5	14.2	4.5	0.7	
	2024	146	54.1	17.8	4.8	1.4	
Korean Beginners	2025	110	68.2	35.5	11.8	3.6	
	2024	144	75.0	48.6	16.0	6.9	2.8

Table A4 Distributions of HSC marks by course: 2024 and 2025

Course	Year	Number	Percentage of students with HSC mark less than				
			45	40	35	30	25
Korean Continuers	2025	84	44.0	15.5	7.1	3.6	
	2024	50	12.0	4.0			
Latin Continuers	2025	140	42.9	19.3	2.9	0.7	0.7
	2024	113	45.1	8.8	2.7		
Latin Extension	2025	80	20.0	7.5	2.5	1.3	
	2024	62	21.0	3.2			
Modern Greek Beginners	2025	102	52.0	24.5	9.8	4.9	
	2024	85	55.3	28.2	10.6	1.2	
Modern Greek Continuers	2025	55	52.7	30.9	12.7	1.8	1.8
	2024	71	57.7	26.8	7.0	1.4	1.4
Spanish Beginners	2025	286	69.6	41.3	22.4	4.2	1.4
	2024	241	75.9	42.7	17.0	3.7	0.8
Spanish Continuers	2025	180	77.2	37.8	18.3	2.2	
	2024	174	78.7	34.5	13.2	3.4	
Spanish Extension	2025	57	47.4	8.8	1.8		
	2024	50	56.0	18.0	4.0		
Tamil Continuers	2025	65	21.5	7.7	1.5		
	2024	51	21.6	3.9			
Vietnamese Continuers	2025	218	95.0	48.6	6.4	0.9	0.5
	2024	135	88.1	51.9	8.1	0.7	
Automotive Exam	2025	264	94.7	67.0	31.1	4.9	
	2024	203	96.6	82.3	55.2	12.8	1.0
Business Services Exam	2025	1,515	96.0	71.6	33.2	8.2	1.1
	2024	1,082	95.6	71.4	26.8	8.1	1.2
Construction Exam	2025	1,951	93.3	56.1	24.8	9.9	0.8
	2024	1,529	92.7	53.3	19.6	2.9	0.7
Electrotechnology Exam	2025	328	98.5	78.0	38.4	7.0	0.9
	2024	258	97.3	79.5	43.0	10.5	
Entertainment Industry Exam	2025	979	87.5	54.7	16.8	2.3	0.7
	2024	844	84.4	55.2	23.1	5.1	1.4
Financial Services Exam	2025	101	97.0	72.3	35.6	4.0	
	2024	87	96.6	75.9	27.6	9.2	3.4
Hospitality Exam	2025	5,642	94.5	65.9	25.1	4.9	0.9
	2024	4,759	94.9	61.4	20.4	3.7	0.6
Human Services Exam	2025	790	95.9	79.4	36.1	3.4	
	2024	630	96.2	80.8	37.3	4.0	
Information & Digital Technology Exam	2025	385	93.5	62.1	21.8	2.6	0.5
	2024	355	94.6	62.8	19.2	2.5	0.6
Primary Industries Exam	2025	663	98.0	73.8	22.9	3.6	0.3
	2024	555	96.9	70.1	25.8	3.1	0.2
Retail Services Exam	2025	909	97.7	85.5	41.7	8.7	1.2
	2024	725	96.7	81.7	41.8	10.2	1.5
Tourism, Travel & Events Exam	2025	94	97.9	67.0	21.3	1.1	
	2024	49	98.0	77.6	34.7	6.1	

Table A5 Distributions of scaled marks by course: 2024 and 2025

- 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	2025	827	100.0	96.4	91.8	83.4	77.0	67.0	56.7
	2024	759	100.0	96.7	91.3	84.3	77.7	65.9	57.2
Agriculture	2025	1,509	99.9	97.7	89.7	80.5	67.8	54.6	40.4
	2024	1,586	99.9	97.4	89.8	80.1	68.7	57.1	43.3
Ancient History	2025	7,495	99.3	94.4	84.7	72.6	58.0	43.3	28.7
	2024	7,755	99.0	93.3	83.9	71.2	56.3	42.2	28.4
Biology	2025	20,710	98.8	90.3	75.8	59.8	44.9	30.5	17.5
	2024	19,044	98.8	90.8	77.6	61.0	44.7	29.7	17.4
Business Studies	2025	20,452	98.6	91.5	80.8	68.3	54.7	39.8	24.8
	2024	19,570	98.7	91.9	80.7	67.7	54.3	40.4	27.1
Chemistry	2025	10,369	94.5	75.8	54.3	36.6	23.3	14.2	7.5
	2024	9,722	94.8	75.5	54.8	38.1	25.3	14.8	6.9
Community & Family Studies	2025	9,838	100.0	98.7	92.6	82.8	70.4	56.5	41.3
	2024	9,772	100.0	98.4	92.1	82.8	70.4	57.2	42.6
Dance	2025	845	99.2	90.7	80.8	68.4	52.3	39.4	24.1
	2024	849	97.5	90.0	80.7	68.8	54.3	40.9	27.0
Design & Technology	2025	4,124	99.0	94.5	85.7	72.7	57.2	40.7	24.6
	2024	4,078	98.9	94.5	85.4	72.2	56.9	41.6	26.5
Drama	2025	3,191	96.8	88.4	78.8	68.2	55.2	40.8	25.9
	2024	3,481	97.1	90.7	80.1	67.0	53.4	38.6	23.7
Earth & Environmental Science	2025	2,678	99.7	95.8	84.6	70.4	55.3	41.2	28.4
	2024	2,571	99.2	94.4	84.9	71.3	57.0	41.9	28.7
Economics	2025	5,741	95.6	78.9	57.1	39.3	25.0	15.1	7.5
	2024	5,598	97.1	79.9	56.7	37.7	23.5	13.9	7.4
Engineering Studies	2025	2,558	98.2	91.1	78.9	62.6	45.0	29.0	15.1
	2024	2,508	98.4	90.9	78.8	62.3	45.9	29.6	15.7
English Studies Exam	2025	2,717		100.0	99.9	99.7	99.2	95.7	85.8
	2024	1,491	100.0	99.9	99.9	99.5	98.5	95.8	86.3
English Standard	2025	33,651	99.9	99.1	95.6	86.6	71.2	50.0	27.3
	2024	32,992	99.9	99.2	95.8	87.3	72.0	51.5	29.1
English Advanced	2025	26,292	96.4	80.0	56.4	33.9	17.2	7.3	2.5
	2024	25,397	96.8	80.2	56.0	33.6	17.3	7.8	2.8
English EAL/D	2025	1,504	98.9	93.6	85.4	74.3	63.7	50.0	34.2
	2024	1,246	97.9	92.3	84.8	74.9	64.5	51.6	35.2
English Extension 1	2025	3,691	93.9	70.4	38.9	16.9	6.3	2.2	0.6
	2024	3,782	95.9	70.9	38.3	15.7	5.1	1.7	0.6
English Extension 2	2025	1,423	92.8	71.4	41.6	18.1	6.8	1.7	0.2
	2024	1,479	92.6	71.2	43.2	19.0	5.9	1.6	0.2

Table A5 Distributions of scaled marks by course: 2024 and 2025

Course	Year	Number	Percentage of students with scaled mark less than						
			45	40	35	30	25	20	15
Enterprise Computing	2025	1,869	98.0	91.3	82.7	70.6	54.5	37.4	23.3
Information Processes & Technology	2024	1,715	99.1	93.5	81.2	67.3	52.9	38.5	25.5
Food Technology	2025	4,187	99.8	95.9	89.2	80.1	69.9	57.2	42.2
	2024	4,262	99.9	95.8	88.5	79.6	69.5	58.9	44.2
Geography	2025	4,419	97.2	89.0	77.4	63.3	48.7	34.0	21.7
	2024	4,661	98.3	90.3	77.0	62.1	46.9	32.6	20.1
Industrial Technology	2025	5,999	100.0	99.2	93.6	84.9	73.8	60.3	44.5
	2024	5,959	100.0	99.0	93.2	84.7	73.7	60.9	45.5
Investigating Science	2025	3,292	99.9	96.6	89.1	77.9	63.8	49.7	35.0
	2024	3,240	99.5	96.5	88.8	77.4	64.6	51.2	35.7
Legal Studies	2025	10,080	98.5	90.3	76.9	61.8	47.3	33.9	21.4
	2024	10,209	98.2	90.3	77.8	63.2	48.4	35.0	22.2
Mathematics Standard 1 Exam	2025	3,737		100.0	99.2	93.2	85.0	74.4	59.2
	2024	2,139		100.0	99.7	94.2	85.6	75.1	62.6
Mathematics Standard 2	2025	31,762	99.9	95.5	84.6	70.6	55.6	40.0	24.6
	2024	31,140	99.8	95.4	85.2	72.4	58.0	42.7	26.7
Mathematics Advanced	2025	16,809	95.4	79.4	57.4	37.0	22.5	12.5	5.9
	2024	16,559	97.1	79.8	56.8	36.2	21.4	11.7	5.6
Mathematics Extension 1	2025	9,279	75.6	40.3	20.2	10.1	5.1	2.8	1.4
	2024	8,846	76.8	41.7	19.8	9.9	5.1	2.3	1.1
Mathematics Extension 2	2025	3,844	52.7	18.1	6.7	3.0	1.5	0.7	0.3
	2024	3,544	53.5	16.3	6.7	2.6	0.9	0.4	0.1
Modern History	2025	10,953	98.5	91.5	79.2	63.4	47.5	33.2	21.7
	2024	10,590	98.3	91.1	78.6	63.1	47.5	33.3	20.5
History Extension	2025	1,777	95.0	81.2	59.0	35.9	16.7	5.0	1.7
	2024	1,761	98.8	83.1	57.6	31.2	14.3	4.6	1.4
Music 1	2025	4,681	99.6	95.4	88.0	77.2	64.0	48.7	34.0
	2024	4,554	99.7	95.8	87.9	76.7	62.4	48.2	32.9
Music 2	2025	762	90.3	70.5	49.7	33.2	16.3	6.2	1.0
	2024	659	90.7	72.5	47.6	26.9	15.5	6.8	1.1
Music Extension	2025	447	74.7	61.1	45.9	28.4	16.1	8.3	2.9
	2024	390	77.7	62.3	45.4	29.7	14.4	7.2	2.1
PDH&PE	2025	17,852	99.6	95.0	84.8	71.2	56.7	41.8	27.2
	2024	17,258	99.4	94.5	84.6	72.1	57.9	43.6	28.0
Physics	2025	8,817	95.2	79.2	60.2	42.3	27.8	15.4	7.8
	2024	8,215	96.3	80.0	58.9	40.4	26.0	15.2	7.9
Science Extension	2025	855	98.6	86.9	65.4	36.3	16.1	5.4	1.8
	2024	753	96.9	88.6	63.1	35.5	16.9	5.2	1.6
Society & Culture	2025	4,957	99.0	93.6	84.8	71.5	56.5	40.7	25.8
	2024	5,181	98.9	93.7	83.9	71.5	56.6	41.3	26.5
Software Engineering	2025	1,768	97.4	89.3	76.4	59.4	43.4	27.5	14.2
Software Design & Development	2024	1,708	98.8	89.8	74.8	57.7	41.7	26.7	17.1
Studies of Religion I	2025	8,169	98.9	90.4	75.5	57.1	39.0	22.2	10.1
	2024	8,475	98.0	90.1	75.6	59.1	40.6	22.9	9.4

Table A5 Distributions of scaled marks by course: 2024 and 2025

Course	Year	Number	Percentage of students with scaled mark less than						
			45	40	35	30	25	20	15
Studies of Religion II	2025	6,731	98.2	88.7	73.6	56.0	40.5	25.8	13.8
	2024	6,169	97.7	88.9	74.5	57.5	39.6	24.9	13.3
Textiles & Design	2025	1,482	98.9	92.4	82.7	71.1	57.4	43.1	29.0
	2024	1,694	98.7	92.9	82.5	68.9	55.5	41.6	26.1
Visual Arts	2025	9,047	98.9	94.0	85.5	74.8	61.6	46.9	32.2
	2024	8,832	98.7	93.5	85.0	74.0	60.8	46.6	31.0
Arabic Continuers	2025	232	100.0	96.6	90.5	82.3	75.9	61.6	47.0
	2024	240	100.0	96.3	91.7	83.8	75.0	62.9	51.3
Arabic Extension	2025	53	100.0	98.1	94.3	66.0	49.1	18.9	5.7
	2024	47	100.0	91.5	83.0	76.6	53.2	36.2	4.3
Chinese Beginners	2025	56	96.4	92.9	76.8	62.5	51.8	42.9	26.8
	2024	68	94.1	86.8	66.2	55.9	48.5	36.8	29.4
Chinese Continuers	2025	334	93.1	71.9	49.1	33.8	22.8	12.9	5.1
	2024	283	95.1	73.1	52.7	34.3	20.1	7.8	3.2
Chinese Extension	2025	106	91.5	67.0	35.8	11.3			
	2024	73	95.9	58.9	23.3	5.5	1.4		
Chinese & Literature	2025	305	98.4	91.8	83.0	69.5	53.8	37.0	23.6
	2024	252	97.6	89.3	79.0	65.9	49.2	32.5	15.1
Chinese in Context	2025	110	94.5	80.0	60.9	39.1	20.9	12.7	6.4
	2024	97	90.7	76.3	58.8	49.5	33.0	18.6	9.3
French Beginners	2025	341	97.4	89.4	80.4	68.0	54.0	33.7	19.9
	2024	356	96.9	91.6	82.9	69.9	54.2	38.5	21.3
French Continuers	2025	520	92.3	73.1	48.7	26.7	14.6	6.0	1.0
	2024	544	92.8	74.4	47.6	26.7	13.2	6.3	2.0
French Extension	2025	104	77.9	55.8	28.8	8.7	1.0		
	2024	121	86.0	57.0	21.5	1.7			
German Beginners	2025	102	92.2	86.3	69.6	54.9	33.3	19.6	8.8
	2024	68	97.1	86.8	73.5	64.7	47.1	26.5	8.8
German Continuers	2025	173	89.6	68.2	52.6	34.7	17.3	10.4	2.3
	2024	178	92.7	73.0	49.4	28.7	12.4	5.6	2.8
German Extension	2025	55	81.8	58.2	27.3	12.7	5.5		
	2024	49	81.6	49.0	18.4	2.0			
Italian Beginners	2025	294	94.9	85.0	68.4	53.1	39.5	25.9	11.9
	2024	292	95.5	90.8	79.5	65.1	47.6	32.5	18.2
Italian Continuers	2025	191	89.5	77.5	56.5	36.6	25.1	11.5	5.2
	2024	167	95.8	82.6	61.1	43.7	24.6	7.2	3.6
Japanese Beginners	2025	357	99.4	89.9	79.0	66.1	50.7	38.9	25.2
	2024	430	98.6	93.0	79.3	64.9	50.9	33.5	21.6
Japanese Continuers	2025	794	95.7	81.6	63.9	40.7	24.7	14.6	7.1
	2024	731	96.4	79.1	58.0	36.9	22.8	13.7	7.8
Japanese Extension	2025	134	90.3	64.9	27.6	6.7	0.7		
	2024	146	91.8	64.4	30.1	6.2	2.1		
Korean Beginners	2025	110	93.6	83.6	71.8	55.5	42.7	25.5	11.8
	2024	144	96.5	90.3	81.3	63.2	48.6	29.2	15.3

Table A5 Distributions of scaled marks by course: 2024 and 2025

Course	Year	Number	Percentage of students with scaled mark less than						
			45	40	35	30	25	20	15
Korean Continuers	2025	84	94.0	90.5	77.4	58.3	40.5	22.6	11.9
	2024	50	96.0	78.0	60.0	36.0	20.0	8.0	4.0
Latin Continuers	2025	140	66.4	37.1	19.3	9.3	2.9	1.4	0.7
	2024	113	61.9	32.7	17.7	6.2	2.7	1.8	
Latin Extension	2025	80	55.0	27.5	12.5	6.3	2.5	1.3	
	2024	62	54.8	25.8	9.7	3.2	1.6		
Modern Greek Beginners	2025	102	98.0	91.2	76.5	60.8	48.0	30.4	13.7
	2024	85	98.8	85.9	74.1	62.4	42.4	29.4	12.9
Modern Greek Continuers	2025	55	83.6	78.2	72.7	61.8	52.7	45.5	29.1
	2024	71	91.5	81.7	70.4	60.6	42.3	26.8	12.7
Spanish Beginners	2025	286	95.5	85.3	73.4	62.6	46.5	32.5	23.1
	2024	241	95.9	85.1	75.1	60.6	45.6	34.4	22.0
Spanish Continuers	2025	180	98.9	92.2	79.4	60.6	37.8	25.0	15.0
	2024	174	97.1	88.5	78.7	62.1	43.1	28.2	13.8
Spanish Extension	2025	57	96.5	89.5	64.9	35.1	8.8	1.8	
	2024	50	98.0	92.0	72.0	50.0	16.0	4.0	
Tamil Continuers	2025	65	76.9	69.2	44.6	35.4	21.5	13.8	10.8
	2024	51	82.4	68.6	47.1	39.2	27.5	21.6	13.7
Vietnamese Continuers	2025	218	100.0	98.6	95.4	88.1	74.3	57.3	44.0
	2024	135	99.3	95.6	86.7	74.1	65.9	48.1	27.4
Automotive Exam	2025	264		100.0	95.8	92.0	83.0	72.7	62.5
	2024	203		100.0	98.0	92.1	83.7	73.4	61.1
Business Services Exam	2025	1,515	100.0	99.3	92.9	84.4	71.6	58.0	38.7
	2024	1,082	100.0	98.2	92.7	83.2	71.4	57.0	40.7
Construction Exam	2025	1,951	100.0	99.2	95.1	86.6	77.1	63.4	51.1
	2024	1,529	100.0	99.3	95.7	87.8	77.1	63.6	47.2
Electrotechnology Exam	2025	328		100.0	96.6	87.5	78.0	63.7	43.0
	2024	258		100.0	95.3	88.0	77.1	60.5	39.1
Entertainment Industry Exam	2025	979	100.0	97.8	90.5	78.7	68.5	50.3	33.5
	2024	844	99.5	96.9	88.2	76.7	62.0	45.1	26.8
Financial Services Exam	2025	101	97.0	90.1	83.2	71.3	58.4	36.6	15.8
	2024	87	100.0	96.6	92.0	80.5	71.3	41.4	27.6
Hospitality Exam	2025	5,642	100.0	98.2	93.1	85.1	73.4	58.2	39.4
	2024	4,759	100.0	98.1	93.5	84.1	69.8	53.6	38.5
Human Services Exam	2025	790	100.0	99.5	95.1	87.2	74.7	58.5	36.1
	2024	630	100.0	98.7	94.4	82.9	74.0	58.4	41.1
Information & Digital Technology Exam	2025	385	100.0	98.7	93.5	83.1	69.6	50.1	32.7
	2024	355	100.0	98.6	92.7	82.8	67.6	48.5	29.9
Primary Industries Exam	2025	663		100.0	98.0	91.1	81.6	67.9	47.8
	2024	555		100.0	96.0	89.9	78.6	63.6	42.9
Retail Services Exam	2025	909	100.0	99.3	94.8	87.8	78.3	65.8	52.0
	2024	725	100.0	97.9	92.4	86.8	77.2	63.6	46.5
Tourism, Travel & Events Exam	2025	94	100.0	97.9	91.5	83.0	67.0	53.2	28.7
	2024	49	100.0	95.9	87.8	81.6	77.6	57.1	36.7

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 2025 or a previous year, and received an ATAR in 2025.
- (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			Maximum ATAR including the course
		Number	Percentage	Percentage who counted course	
Aboriginal Studies	506	139	27	76	97.95
Agriculture	1,150	335	29	73	99.20
Ancient History	6,779	2,232	33	84	99.85
Biology	19,902	7,280	37	83	99.95
Business Studies	18,846	5,174	27	84	99.95
Chemistry	10,293	5,398	52	74	99.95
Community & Family Studies	8,125	1,949	24	88	98.90
Dance	776	175	23	67	98.45
Design & Technology	3,805	1,162	31	74	99.70
Drama	2,853	905	32	75	99.80
Earth & Environmental Science	2,417	686	28	84	99.85
Economics	5,679	2,476	44	76	99.95
Engineering Studies	2,476	1,091	44	76	99.80
English Studies Exam	1,880	199	11	100	98.85
English Standard	31,062	7,134	23	100	99.80
English Advanced	26,139	11,584	44	99	99.95
English EAL/D	1,351	319	24	100	99.90
English Extension 1	3,678	2,412	66	87	99.95
English Extension 2	1,418	814	57	79	99.90
Enterprise Computing ¹	1,786	573	32	79	99.95
Food Technology	3,460	752	22	86	99.15
Geography	4,156	1,392	33	84	99.95
Industrial Technology	4,337	1,068	25	72	98.75
Investigating Science	2,866	956	33	85	99.20
Legal Studies	9,652	3,191	33	84	99.95
Mathematics Standard 1 Exam	3,122	557	18	67	91.90
Mathematics Standard 2	29,820	7,446	25	70	99.55
Mathematics Advanced	15,579	7,965	51	73	99.95
Mathematics Extension 1	9,189	6,072	66	90	99.95
Mathematics Extension 2	3,813	1,839	48	97	99.95

¹ Enterprise Computing includes students who completed Information Processes & Technology in previous years.

Table A6 Courses that contribute to the ATAR (more than 10 units) and 2025

Course	Number receiving ATAR	ATAR students with > 10 units			Maximum ATAR including the course
		Number	Percentage	Percentage who counted course	
Modern History	10,055	3,672	37	85	99.95
History Extension	1,770	1,435	81	80	99.90
Music 1	3,829	1,161	30	58	99.80
Music 2	753	534	71	69	99.95
Music Extension	440	350	80	69	99.95
PDH&PE	16,225	4,329	27	85	99.80
Physics	8,742	4,485	51	75	99.95
Science Extension	856	672	79	75	99.55
Society & Culture	4,583	1,277	28	84	99.80
Software Engineering ²	1,705	740	43	71	99.95
Studies of Religion I	8,022	6,715	84	80	99.90
Studies of Religion II	6,453	1,334	21	82	99.85
Textiles & Design	1,300	301	23	80	99.75
Visual Arts	7,573	2,106	28	73	99.80
Arabic Continuers	191	64	34	83	99.20
Arabic Extension	41	38	93	84	93.55
Armenian Continuers	24	12	50	83	97.85
Chinese Beginners	57	15	26	73	99.80
Chinese Continuers	335	197	59	66	99.95
Chinese Extension	106	86	81	80	99.80
Chinese & Literature	295	90	31	49	99.90
Chinese in Context	111	55	50	55	99.90
Classical Greek Continuers	10	9	90	56	99.95
Classical Hebrew Continuers	25	14	56	100	99.10
Classical Hebrew Extension	12	11	92	91	99.10
Croatian Continuers	13	6	46	50	95.15
French Beginners	313	108	35	76	99.35
French Continuers	515	332	64	63	99.95
French Extension	102	84	82	85	99.95
German Beginners	97	36	37	67	99.70
German Continuers	171	104	61	62	99.95
German Extension	53	45	85	93	99.95
Hindi Continuers	19	14	74	29	98.20
Indonesian Beginners	36	13	36	77	97.10
Indonesian Continuers	49	38	78	63	99.10
Indonesian Extension	24	21	88	81	99.05
Italian Beginners	264	109	41	69	99.75
Italian Continuers	195	119	61	71	99.95
Italian Extension	52	43	83	93	99.95
Japanese Beginners	337	107	32	74	99.30
Japanese Continuers	767	402	52	64	99.95

² Software Engineering includes students who completed Software Design & Development in previous years.

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

Course	Number receiving ATAR	ATAR students with > 10 units			Maximum ATAR including the course
		Number	Percentage	Percentage who counted course	
Japanese Extension	137	105	77	82	99.65
Japanese in Context	34	9	26	56	99.85
Khmer Continuers	14	1	7	100	63.20
Korean Beginners	105	26	25	62	99.20
Korean Continuers	82	29	35	72	98.90
Korean & Literature	18	7	39	57	95.65
Korean in Context	18	11	61	45	95.05
Latin Continuers	144	122	85	59	99.95
Latin Extension	80	71	89	65	99.95
Macedonian Continuers	13	7	54	71	91.85
Modern Greek Beginners	101	24	24	54	99.85
Modern Greek Continuers	62	31	50	65	99.55
Modern Greek Extension	18	16	89	75	95.75
Modern Hebrew Continuers	26	5	19	80	97.20
Persian Continuers	24	4	17	50	91.65
Polish Continuers	24	12	50	92	95.55
Portuguese Continuers	13	7	54	43	82.90
Punjabi Continuers	30	20	67	50	94.85
Russian Continuers	20	6	30	17	96.50
Serbian Continuers	23	8	35	50	90.65
Spanish Beginners	261	68	26	82	99.65
Spanish Continuers	172	95	55	78	98.10
Spanish Extension	57	43	75	88	96.80
Swedish Continuers	12	4	33	25	94.90
Tamil Continuers	47	40	85	60	99.80
Turkish Continuers	35	8	23	38	96.15
Vietnamese Continuers	201	47	23	70	99.10
Automotive Exam	158	36	23	75	88.65
Business Services Exam	1,380	375	27	85	98.95
Construction Exam	1,556	380	24	71	97.45
Electrotechnology Exam	248	64	26	83	89.00
Entertainment Industry Exam	869	252	29	77	98.10
Financial Services Exam	102	46	45	74	96.10
Hospitality Exam	5,140	1,306	25	77	98.95
Human Services Exam	729	229	31	77	95.60
Information & Digital Technology Exam	356	106	30	73	94.40
Primary Industries Exam	537	160	30	83	90.75
Retail Services Exam	828	184	22	63	96.85
Tourism, Travel & Events Exam	91	18	20	94	92.20

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 2025 was 70.75.

ATAR	Number	Number on or above	Percentage on or above
99.95	53	53	0.1
99.90	54	107	0.2
99.85	50	157	0.3
99.80	52	209	0.3
99.75	52	261	0.4
99.70	53	314	0.5
99.65	51	365	0.6
99.60	54	419	0.7
99.55	52	471	0.8
99.50	52	523	0.9
99.45	53	576	1.0
99.40	52	628	1.0
99.35	52	680	1.1
99.30	54	734	1.2
99.25	51	785	1.3
99.20	53	838	1.4
99.15	52	890	1.5
99.10	51	941	1.6
99.05	53	994	1.6
99.00	51	1,045	1.7
99.00 – 99.95	1,045	1,045	1.7
98.00 – 98.95	1,053	2,098	3.5
97.00 – 97.95	1,050	3,148	5.2
96.00 – 96.95	1,048	4,196	6.9
95.00 – 95.95	1,045	5,241	8.7
94.00 – 94.95	1,050	6,291	10.4
93.00 – 93.95	1,050	7,341	12.1
92.00 – 92.95	1,044	8,385	13.9
91.00 – 91.95	1,046	9,431	15.6
90.00 – 90.95	1,047	10,478	17.3
89.00 – 89.95	1,049	11,527	19.1
88.00 – 88.95	1,044	12,571	20.8
87.00 – 87.95	1,049	13,620	22.5
86.00 – 86.95	1,044	14,664	24.3
85.00 – 85.95	1,046	15,710	26.0
84.00 – 84.95	1,037	16,747	27.7
83.00 – 83.95	1,040	17,787	29.4

Table A7 ATAR distribution

ATAR	Number	Number on or above	Percentage on or above
82.00 – 82.95	1,035	18,822	31.1
81.00 – 81.95	1,030	19,852	32.9
80.00 – 80.95	1,036	20,888	34.6
79.00 – 79.95	1,027	21,915	36.3
78.00 – 78.95	1,025	22,940	38.0
77.00 – 77.95	1,023	23,963	39.7
76.00 – 76.95	1,019	24,982	41.3
75.00 – 75.95	1,011	25,993	43.0
74.00 – 74.95	1,009	27,002	44.7
73.00 – 73.95	999	28,001	46.3
72.00 – 72.95	999	29,000	48.0
71.00 – 71.95	993	29,993	49.6
70.00 – 70.95	987	30,980	51.3
69.00 – 69.95	975	31,955	52.9
68.00 – 68.95	970	32,925	54.5
67.00 – 67.95	958	33,883	56.1
66.00 – 66.95	950	34,833	57.6
65.00 – 65.95	947	35,780	59.2
64.00 – 64.95	936	36,716	60.8
63.00 – 63.95	922	37,638	62.3
62.00 – 62.95	919	38,557	63.8
61.00 – 61.95	904	39,461	65.3
60.00 – 60.95	896	40,357	66.8
59.00 – 59.95	875	41,232	68.2
58.00 – 58.95	870	42,102	69.7
57.00 – 57.95	857	42,959	71.1
56.00 – 56.95	843	43,802	72.5
55.00 – 55.95	826	44,628	73.8
54.00 – 54.95	821	45,449	75.2
53.00 – 53.95	811	46,260	76.5
52.00 – 52.95	805	47,065	77.9
51.00 – 51.95	791	47,856	79.2
50.00 – 50.95	779	48,635	80.5
49.00 – 49.95	764	49,399	81.7
48.00 – 48.95	740	50,139	83.0
47.00 – 47.95	716	50,855	84.2
46.00 – 46.95	694	51,549	85.3
45.00 – 45.95	667	52,216	86.4
44.00 – 44.95	639	52,855	87.5
43.00 – 43.95	615	53,470	88.5
42.00 – 42.95	589	54,059	89.5
41.00 – 41.95	558	54,617	90.4

Table A7 ATAR distribution

ATAR	Number	Number on or above	Percentage on or above
40.00 – 40.95	532	55,149	91.3
39.00 – 39.95	504	55,653	92.1
38.00 – 38.95	469	56,122	92.9
37.00 – 37.95	435	56,557	93.6
36.00 – 36.95	401	56,958	94.3
35.00 – 35.95	370	57,328	94.9
34.00 – 34.95	340	57,668	95.4
33.00 – 33.95	313	57,981	95.9
32.00 – 32.95	284	58,265	96.4
31.00 – 31.95	258	58,523	96.8
30.00 – 30.95	236	58,759	97.2



Table A8 ATAR percentiles: 2021–2025

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

Percentile	ATAR 2021	ATAR 2022	ATAR 2023	ATAR 2024	ATAR 2025
100	99.95	99.95	99.95	99.95	99.95
99	99.40	99.40	99.40	99.40	99.40
98	98.80	98.85	98.85	98.85	98.80
95	97.05	97.15	97.10	97.15	97.10
90	94.15	94.30	94.25	94.35	94.20
85	91.20	91.50	91.40	91.55	91.35
80	88.30	88.65	88.55	88.75	88.45
75	85.35	85.80	85.70	85.95	85.55
70	82.40	82.95	82.85	83.10	82.65
60	76.50	77.20	77.00	77.40	76.75
50	70.40	71.25	71.05	71.55	70.75
40	64.05	65.10	64.85	65.40	64.45
30	57.25	58.50	58.20	58.85	57.75

Table A9 Relationship between the ATAR and aggregates: 2021–2025

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

ATAR	Lowest aggregate				
	2021	2022	2023	2024	2025
99.95	478.8	478.1	479.8	477.4	479.4
99.50	458.7	459.9	459.3	455.9	459.4
99.00	448.0	449.1	449.5	445.6	447.8
98.00	433.7	434.3	435.0	431.6	433.2
95.00	404.8	404.6	405.5	403.5	404.6
90.00	369.8	368.9	370.0	369.2	370.7
85.00	340.2	338.9	340.2	340.2	341.6
80.00	313.5	310.9	313.0	312.6	313.8
75.00	288.0	285.2	287.4	286.2	287.5
70.00	263.8	259.5	261.8	260.6	262.0
65.00	239.8	234.4	236.8	235.4	237.2
60.00	217.2	210.4	212.5	210.1	212.9
55.00	195.4	186.4	188.2	185.3	190.0
50.00	172.8	162.8	164.3	160.6	165.7

Report on the Scaling of the 2025 NSW Higher School Certificate

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About this publication

This report contains information on the calculation of the Australian Tertiary Admission Rank (ATAR) in 2025. 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.

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