

# TERTIARY INSTITUTIONS SERVICE CENTRE

(Incorporated in Western Australia)

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## FACTS CONCERNING STAGE 2

Some concerns have been expressed about 2009 students doing courses at stage 2 being disadvantaged by the marks adjustment process. The following are a few facts which may help in understanding the issues concerning courses undertaken at stage 2.

- The purpose of scaling is to rank students for university admissions. It ensures that students are not advantaged or disadvantaged on the basis of the subjects/courses they do in Year 12
- Within each course, stage 2 is less academically demanding than stage 3
- Students who complete courses at stage 3 will have been involved in higher order academic skills more suitable for coping with university studies
- Universities have encouraged students seeking university admission to undertake studies at stage 3 and have provided a 15 mark incentive
- Universities agreed to recognise stage 2 results because the school sectors indicated that, because of timetabling and resource requirements, they would not be able to offer all courses at stage 3 in Year 12. Hence, in some schools, students capable of university studies would be required to do one or more courses at stage 2
- In the final scaling, stage 2 and stage 3 were not scaled separately. For example, an English stage 2 or stage 3 final combined mark of 58.68 scaled to 50
- Achieving a stage 2 scaled score greater than 50
  - 9 courses at stage 2 had 20% to 30% of students achieving a scaled score greater than 50 (Applied Information Technology, Career and Enterprise, Drama, Engineering Studies, English, Media Production and Analysis, Outdoor Education, Physical Education Studies, Psychology)
  - 3 courses at stage 2 had more than 30% of students achieving a scaled score greater than 50 (Dance 38%, English as an Additional Language/Dialect 35%, Materials Design and Technology 43%)
  - 1 course at stage 2 had less than 20% of students achieving a scaled score greater than 50 (Computer Science 18%)
  - 6 courses at stage 2 had an insufficient number of students to provide meaningful statistics.
- English at stage 2 and University competence in English requirement
  - 24% of English stage 2 students achieved a scaled score of at least 50, the normal requirement.
  - However, for a number of years the universities have also considered students' standardised exam or standardised moderated school assessments in determining competence in English, for those students whose scaled score is less than 50. Currently the standardised mark required is at least 55 for Curtin, ECU and Murdoch and 60 for UWA. From the standardisation parameters (mean 60, s.d.15) this means at least 65% (50% for UWA) of English stage 2 students achieved university competence in English.
  - Overall 84% or 9272 (8685 for UWA) students who sat English achieved university competence in English: 3149 from stage 2; 6123 from stage 3. In 2008 the figures were 7391 (82%).
- TER (ATAR)
  - 5% of students achieved a TER (ATAR) greater than 80 using at least one stage 2 scaled score
  - 12% of students achieved a TER (ATAR) greater than 70 using at least one stage 2 scaled score
  - 23% of students achieved a TER (ATAR) greater than 55 using at least one stage 2 scaled score
- Offers to Year 12 students

	2009	2010	% increase
Applications	10,105	10,848	7.4%
Offers	9,168	9,883	7.8%

More facts on the marks adjustment process, 2009 scaled scores and TER (ATAR) distributions and courses/subjects used are at [www.tisc.edu.au](http://www.tisc.edu.au).