

This document has been prepared by the Australasian Conference of Tertiary Admissions Centres (ACTAC) to explain the procedures used by tertiary admissions centres in Australia to determine tertiary entrance rankings for students who have completed the (hereafter referred to as the 'IB Diploma').

Background

Before 2004, separate methodologies were used across Australia for assigning tertiary entrance ranks to the completed IB Diploma scores.

The combined rank table is used to convert IB Diploma scores to tertiary entrance ranks for all jurisdictions in Australia.

Methodology used in each state

Until 2013 the NSW methodology converted Year 12 ranks to age cohort ranks using an observed score equating technique with the School Certificate Examination (SCE), which all NSW HSC and IB students completed in Year 10, used as the anchor variable. The purpose of the equating exercise was to determine the ranks of ATAR-eligible students with respect to their age cohort, which in NSW, is closely approximated by their Year 7 cohort.

From 2014, in the absence of School Certificate data, the conversion from Year 12 ranks to age cohort ranks utilised an equipercntile observed score equating method, using first year university achievement (GPA) as an anchor variable.

The underlying premise of the previous method was that students with similar SCE achievement would be expected to demonstrate a similar level of achievement two years later at the end of Year 12. The premise underpinning the new method is that students with similar levels of achievement in a university course would be expected to have achieved at a similar level in their Year 12 examinations. A 2011 cohort study demonstrated that the schedule determined by this method was very close to the schedule determined by the previous method.

The new method was phased in gradually from 2014 onwards, with the NSW contribution to the combined schedule being the average of the schedule based on the SCE and that based on GPA. Thus, the new method constituted 50% of the NSW schedule in 2014. In 2015, the new method constituted 75% (with the previous method based on SCE constituting 25%). Following this projection, the NSW contribution to the combined schedule will entirely be based on the new method in 2016. The NSW contribution to the combined schedule will be updated annually.

The approach used in South Australia is based on the following premise:

A fair and equitable conversion table will convert an IB result to an ATAR equivalent where the IB student (on average) will perform at the same level in higher education as a SACE student (on average) with a corresponding ATAR.

To create an equivalence table, a research database is maintained by SATAC. Every IB school leaver who has gained entry to a SA university via SATAC's university undergraduate admissions service in the last 10 years is added to the database.

In addition, as a control group, Year 12 SACE school leavers are included where:

- < they had gained entry to the same courses as the IB students in the database; and
- < they are within a 10 rank ATAR band surrounding the converted rank (using whatever has been the current conversion of the IB students in the course, providing a wide enough range of students in the control group to allow for data modelling).

The database typically includes in the order of 130 IB

