

I won't do Humanities subjects because they get **scaled down**

**THAT'S ILLOGICAL!**

This is all you need to know in three sentences:  
Jenny is good at History and average at maths. She would have safely got a study score of 35 in History, but when she chose her 2020 VCE subjects she chose to do Mathematical Methods "because it is scaled up". She got a study score of 25. Doing History would have given her a 34 on her ATAR, while her lower score for Mathematical Methods means she gets a 28.

It's that simple. If you want a good ATAR and you are strong in the humanities, you really should choose the humanities.

Myths about scaling:

Many students believe that to achieve their best possible ATAR they need to choose studies that have been scaled up in previous years. This is not true and can work against you.

Choosing a study that you are not very good at, or engaged in, simply because it may be scaled up would be a mistake. If you are concerned about your score, you need to be sure you are good at a study and that you are engaged in doing your best. It is most likely that a 'scaled down' score in a study you performed well in will be higher than a 'scaled up' study in which you didn't.

(2020 VTAC Guide)

The 2020 VTAC Guide says:  
Scaling allows for fair comparison of students' achievements across all their studies. Because of this, students should freely choose studies they like or are good at without worrying about their ATAR."





“If you're going to enjoy a subject, doesn't that mean you will engage more, read more, study more? Don't punish your creativity.”  
 (Laura Newman, Social Education Victoria)

Better student engagement—or doing what you will enjoy—leads to better outcomes at school and later in life:  
 The Grattan Institute put this simply: “When students are engaged in class, they learn more.”

(Goss & Sonnemann, 2017)

“Increased engagement positively impacts student outcomes and is reflected in students' positive relationships with their teachers and peers, improved academic performance and school completion, and higher levels of attendance and participation in school activities.”  
 (Centre for Education Statistics and Evaluation, 2020)

“Research shows that student engagement is not only an important outcome in itself, but it is also directly related to students' academic performance and future outcomes.”  
 (Centre for Education Statistics and Evaluation, 2020)

“Studies of student engagement have shown that increased student engagement has a flow-on effect in regard to educational and occupational success many years into the future.”  
 (Centre for Education Statistics and Evaluation, 2020)