



Curriculum Council

Secondary

Education

Statistics

(Years 11 and 12)

2001

Secondary Education Statistics (Years 11 and 12) 2001

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SECONDARY EDUCATION STATISTICS

(Years 11 and 12)

2001

SECTION 1

GENERAL

Certification of Post-compulsory Student Achievement in 2001

Upper Secondary Schools and Student Information

Certification and Secondary Graduation

Full Fee Paying Overseas Students

Aboriginal and Torres Strait Islander Students

Abbreviations used in section:

- * TAFE refers to Technical and Further Education.
- * TEE refers to Tertiary Entrance Examination.
- * TER refers to Tertiary Entrance Rank.

SECTION 2

YEAR 11 SUBJECT STATISTICS

Abbreviations used in section:

- * **Introduction to SWL - Generic Skills refers to Introduction to Structured Workplace Learning - Generic Skills.**
- * **CCAFL refers to Collaborative Curriculum and Assessment Framework for Languages.**
- * **TAFE refers to Technical and Further Education.**

SECTION 3

YEAR 12 SUBJECT STATISTICS

Abbreviations used in section:

- * **CCAFL refers to Collaborative Curriculum and Assessment Framework for Languages.**
- * **SWL refers to Structured Workplace Learning.**
- * **TAFE refers to Technical and Further Education.**
- * **TEE refers to Tertiary Entrance Examination.**

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Abbreviations used in section:

- * **ESL refers to English as a Second Language.**
- * **LOTE refers to Languages other than English.**
- * **TEE refers to Tertiary Entrance Examination.**

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VOCATIONAL EDUCATION AND TRAINING (VET)

This section contains data relating to Year 11 and Year 12 students who successfully completed Units of Competency/National Training Modules and/or studied Structured Workplace Learning Subjects.

Data relating to students who studied Vocational Subjects can be found in Sections 2 and 3.

Abbreviations used in this section:

- * ANTA refers Australian National Training Authority.**
- * SWL refers to Structured Workplace Learning.**
- * TAFE refers to Technical and Further Education.**

SECTION 6

SECONDARY STUDENT PROGRESSION AND RETENTION RATES

SELECTED YEARS

This section contains the number of full-time students in Years 7 to 12 and the full-time secondary student progression and retention rates for Years 8 to 12, for selected years.

The figures were provided by the Information Services Branch of the Department of Education.

Secondary Education Statistics (Years 11 and 12) 2001

Information is provided on the participation and achievement of students in Curriculum Council approved subjects in 2001.

The statistics presented are based upon information provided by government and non-government schools. Students who completed at least one approved Curriculum Council subject and who were awarded a grade of achievement in that subject are included in the statistics. Students who successfully completed Units of Competency/National Training Modules are also included in the statistics.

The information may be viewed below by clicking on the appropriate table or figure.

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Curriculum Council

Summary Statistics on Tertiary Entrance Examination Papers, 2001

Candidates

The number of students who sat one or more Tertiary Entrance Examinations increased slightly to 12058 in 2001 from 11986 in 2000. Slightly fewer examinations were sat (54686 in 2001 compared with 54461 in 2000), reflecting the trend for individual students to sit very slightly fewer subjects.

The following comments on specific TEE subjects and their examinations are based on statistics presented in Table 4.11.

There were substantial increases (greater than 10 percent) in the proportions of candidates who sat the TEE in Chinese: Second Language, Drama Studies, Indonesian: Second Language and Political & Legal Studies. Drama Studies (commenced in 1999) and Political & Legal Studies (commenced in 1997) are relatively new subjects that are still increasing in popularity. Another relatively new subject, Information Systems (commenced in 1997), made a smaller amount of growth.

Conspicuous decreases (more than 10 percent) were observed in Geology, German, Indonesian: Advanced and Malay: Advanced.

Full use of the marking scale

Examiners are expected to make full use of the marking scale. A restricted range of marks increases the risk of mis-ranking candidates. In 14 subjects (13 in 2000) the marks spanned 90 or more percentage points, and in a further 10 (7 in 2000) subjects the range was 80–89. The subjects with a range less than 80 were Chinese: Second Language, ESL, Geology, German, Indonesian: Advanced, Malay: Advanced and Music. With the exception of ESL, the examinations in these subjects usually have a restricted range of marks.

Level of difficulty

TEE examiners were asked to set examinations that would result in mean raw marks of 55–60 percent. Sixteen examining panels (13 in 2000) achieved the desired level of difficulty. The only examination with a mean mark below 50 percent was Physical Science. Four subjects had comparatively easy papers with mean marks above 65: Chinese: Second Language, Geology, German and Italian.

In German, it is usually claimed that the high number of background speakers gives the impression that the examination is easier than it is; however, since the mean raw TEE mark was 66.97 with background speakers excluded the 2001 paper was still too easy. The Chief Examiner judged the level of difficulty of the paper in Chinese: Second Language to be appropriate for totally second language candidates. According to the Chief Examiner eligibility for this subject remains problematic because there is a wide spectrum of language background amongst candidates. In Geology the Chief Examiner reported that a “smaller number of candidates sitting, coupled with the stronger performance across the entire paper, has resulted in a much higher overall mean mark”. Examiners of German and Italian will be asked to make their papers for 2002 more difficult.

Raw TEE marks were subjected to standardisation, which adjusted them to the same distribution in every subject. Thus, if examiners did not achieve a mean mark in the desired range (55–60), candidates who sat the examination to the best of their ability experienced no disadvantage. However, their raw examination marks may have been adjusted by a considerable amount during standardisation.

Reliability

Overall, the reliabilities of all of the examinations were high in 2001, considering that they were untrials tests. They ranged from 0.62 to 0.93 (0.73 to 0.97 in 2000). Sixteen subjects had a higher reliability in 2001 than in 2000, while fourteen had lower reliabilities. A conspicuous increase was seen in Music, and conspicuous decreases were seen in Art and ESL. These changes did not coincide with any changes in syllabus or examination format, and therefore reflect the success of the examiners in ranking candidates.

Concurrent evidence for validity

The Pearson correlation coefficients between TEE marks and school marks, after adjustment to a common scale, provide concurrent evidence of validity for the examinations. They represent the extent to which the two measures—the external assessment and the internal assessment—measure the same construct. If the TEE measures something markedly different from what teachers measure with their assessments, the correlation will be substantially lower than 1.00.

It can be seen in the table that the correlations between school-based marks and the TEE are generally high, ranging from 0.71 to 0.96 (0.62 to 0.94 in 2000). An overall judgment that the TEE assessed the same achievements as the school-based assessments seems reasonable.

Conclusions

The statistical evidence from the 2001 TEE papers indicates that the overall quality of the examinations remains at least as high as we have grown accustomed to in recent years. The high reliability statistics would not be possible without a high level of comparability in the marking process. In a few cases, the statistics can be used to point out to examiners specific areas for improvement in the future.

Strong evidence for validity comes from:

- The methodology of content control;
- The statistical evidence for concurrent validity;
- The evidence of internal consistency implied by the generally high reliability statistics;
- The overall public acceptability of the examinations.

It may be concluded from this that the 2001 TEE papers provided valid and credible assessment of the appropriate Year 12 subjects.

Notes on Table 4.11

Table 4.11 displays statistical data relating to the effectiveness of the 2001 Tertiary Entrance Examinations as assessment instruments for the purpose of university entrance. Statistics in parentheses are for the 2000 papers, and are included for comparison. The notes provided below should be read in conjunction with the table.

Since these statistics are intended to allow the reader to evaluate the TEE papers, rather than the candidates, summary statistics for papers set in other states (ie Japanese: Advanced and Modern Greek) are not stated. For these examinations some of the summary statistics are unavailable because only a limited set of marks was available to the Curriculum Council.

Column 2:	The number of candidates in WA in 2001 (2000 in parentheses).
Column 3:	The mean is the average percentage score achieved by candidates on the paper and acts as a rough measure of difficulty. Examining panels are instructed by the Curriculum Council to try to set a paper with a mean in the range 55-60. When the mean is outside this range, standardisation may change students' marks considerably.
Column 4:	The range is one plus the difference between the maximum and minimum percentage scores achieved by candidates. It is a measure of the spread of scores and use of the measurement scale. Examining panels are instructed to try to use the full measurement scale of 1 to 99 as this allows greater discrimination between students.
Column 5:	The reliability indicates how internally consistent the examination is. A high reliability is needed for candidates to be ranked accurately. A perfectly reliable examination would be completely free of errors of measurement and would produce the same candidate scores each time it was set and marked. A perfectly reliable examination would have all items measuring in the same dimension and would result in a reliability of 1.0. Where papers allow students a choice of questions between sections, or throughout the entire paper, it is not appropriate to calculate the reliability. The reliability is given for the paper as a whole and for the multiple-choice section where appropriate.
Column 6:	The Pearson correlation coefficient between the standardised examination marks and the standardised moderated school assessments measures the concurrent evidence for validity of the paper. A perfectly linear relationship between candidates' standardised examination marks and standardised moderated school assessments would result in a correlation of 1.0 and would indicate that the examination measured the same achievements as were assessed in class by teachers.

Certification of Post-compulsory Student Achievement in 2001

In 2001, the Curriculum Council continued to issue the *Statement of Results* to all Year 11 and Year 12 students who completed either an upper school Curriculum Council subject or a Unit of Competency/National Training Module. In addition, those Year 12 students who met Secondary Graduation requirements were issued with the *Western Australian Certificate of Education (WACE)*.

Statement of Results for Year 12 Students

Statements of Results were issued to all Year 12 students whether or not they had met the requirements for the WACE. The *Statement of Results* was issued to 19111 (9000 males and 10111 females) 2001 Year 12 students.

The *Statement of Results* recorded the following:

- (a) Grades achieved in Year 11 and Year 12 Curriculum Council subjects (A, B, C, D or E).
- (b) Achievement of Units of Competency/National Training Modules and the name of the relevant Registered Training Organisation. The number of Vocational Education and Training (VET) subject equivalents were also indicated.
- (c) Achievement of Secondary Graduation.
- (d) Achievement of Curriculum Council English language competence.
- (e) Results in Tertiary Entrance Examination subjects.
- (f) Achievement of Exhibitions and Awards.

Details relating to each item which appears on the *Statement of Results* are given below.

Grades in Curriculum Council Subjects

Curriculum Council subjects were certificated on the *Statement of Results*. Full year Curriculum Council subjects typically have been studied for at least 110 hours. In order to provide a sound basis for standards-referenced assessment, materials for Curriculum Council subjects included a syllabus statement with:

- either objectives or outcomes stated in behavioural terms;
- either an Assessment Structure or a Common Assessment Framework; and
- either a set of grade-related descriptors or performance criteria.

The Curriculum Council moderated the grades in its subjects (eg by visitation or consensus) to ensure comparability of grades from school to school.

The grades awarded at the conclusion of a subject were based on each student's performance as judged by reference to the grade-related descriptors or grading algorithm. The grades may be interpreted as follows:

- Grade A indicates 'Very High Achievement'
- Grade B indicates 'High Achievement'
- Grade C indicates 'Satisfactory Achievement'
- Grade D indicates 'Limited Achievement'
- Grade E indicates 'Inadequate Achievement'.

Structured Workplace Learning

Structured Workplace Learning subjects provided students the opportunity to develop skills in the workplace and obtain grades contributing to the *Western Australian Certificate of Education*.

For Secondary Graduation, students could only obtain recognition for one Stage 1 Introduction to Workplace Learning subject and one Stage 2 Industry-specific Workplace Learning subject.

Units of Competency (competencies)/National Training Modules (modules)

Units of Competency (competencies)/National Training Modules (modules) were available for a range of industry areas. These competencies/modules were included in schools' Year 11 and Year 12 programs. Students who demonstrated or met the required outcomes for the competencies/modules, through a school which was accredited to run them, had the achievement recorded on their *Statements of Results*. From 2000, the name and code of the Registered Training Organisation (RTO) responsible for assessing the competency/module has also been recorded.

The achievement of competencies/modules was recognised by the Curriculum Council for the Statement of Results and Secondary Graduation in two categories. The first category includes those which were studied as part of a Curriculum Council subject (ie embedded competencies/modules). The second category is where a student studied a competency/module in addition to Curriculum Council subjects (ie stand alone/non-embedded competency/module).

Stand alone/non-embedded competencies/modules successfully completed by students were grouped by the Curriculum Council into 55 hour or 110 hour blocks (using approved notional hours) to form half and full subject equivalents respectively. Competencies/modules from any industry area were grouped by the Curriculum Council to form Vocational Education and Training (VET) subject equivalents. These VET subject equivalents contributed towards Secondary Graduation. Students who successfully completed competencies/modules that represented subject equivalents had the number of subject equivalents indicated on their *Statement of Results*.

In 2001, Units of Competency/National Training Modules were completed in accord with the Australian Recognition Framework (ARF) and the Australian Qualifications Framework (AQF).

Secondary Graduation

To achieve Secondary Graduation a student must have met the following requirements:

- complete at least ten full year (or equivalent) Curriculum Council subjects;#
- obtain an average grade of C or better in at least eight full year (or equivalent) Curriculum Council subjects.## At least four of these subjects must be at Year 12 level; and
- achieve Curriculum Council English language competence.

Up to 40% of a student's program of study (ie 4 out of 10 full year subjects) for meeting the subject completion requirement may comprise Vocational Education and Training (VET) subject equivalents.

Up to 25% (ie 2 out of 8 full year subjects) for meeting the C grade or better requirement may comprise VET subject equivalents. The inclusion of the VET subject equivalents for Secondary Graduation applies to Units of Competency/National Training Modules successfully completed by Year 11 and Year 12 students from 1999 studied in addition to Curriculum Council subjects.

English Language Competence

To achieve Curriculum Council English language competence students must have received a grade C or better in one of the following Year 12 Curriculum Council subjects:

- English
- English Literature
- English as a Second Language
- Senior English
- Vocational English.

Alternatively, students who were enrolled in one of the above subjects may have sat the Curriculum Council English Language Competence Test. A pass satisfied the English language competence requirement.

Tertiary Entrance Examination Results

The following information was listed for each Tertiary Entrance Examination subject:

- school assessment
- raw examination mark
- scaled mark (except in the case of English as a Second Language)
- decile place (except in the case of English as a Second Language).

Exhibitions and Awards

The Curriculum Council granted the following awards:

- Beazley Medal: TEE
- Beazley Medal: VET
- General Exhibitions
- Subject Exhibitions
- Certificates of Distinction
- Certificates of Excellence
- Special General Awards
- Special Subject Awards
- Special Certificates of Distinction.

Western Australian Certificate of Education

Students who completed Year 12 and achieved Secondary Graduation were issued with the *Western Australian Certificate of Education (WACE)*. The certificate indicated that the student had satisfied the requirements for Secondary Graduation. *Western Australian Certificates of Education* were issued to 16537 (7604 males and 8933 females) 2001 Year 12 students.

Statement of Results for Year 11 Students

Statements of Results were issued to 22033 (10824 males and 11209 females) Year 11 students who completed either at least one Curriculum Council subject or at least one competency/module in 2001. The *Statements of Results* were sent to schools in March 2002 and staff at these schools were asked to distribute them to their students.

Tertiary Entrance Examination - Explanation of Marks

The steps by which a scaled mark is reached for a Year 12 Tertiary Entrance Rank Subject are detailed below. The scaled mark is the one that appears on the Statement of Results sent to examination candidates and is the mark which is used to calculate a Tertiary Entrance Rank.

1. SCHOOL-BASED MARKS

At the end of the year teachers use information based upon such things as semester examinations, classroom tests, class work, research assignments and practical work to summarise each student's performance.

(i) Grades

Grades of A, B, C, D or E are awarded by schools in accordance with procedures established by the Curriculum Council. These procedures help ensure that the grades are comparable between schools.

(ii) School Assessment/School Marks

School Assessments are numerical marks in the range of 0 to 100 awarded to students and are submitted by teachers for each Tertiary Entrance Examination subject.

Moderation of School Assessments

It is likely that there will be some differences in the ways that teachers in different schools award school assessments. To adjust for these differences, the standardised examination marks are used to moderate school assessments so that marks given by different teachers are comparable.

After the moderation process has been carried out students can be confident that the resulting mark (called the moderated school assessment) can be directly compared with the moderated school assessments of students from other schools in the same subject.

It is to be expected that assessment marks awarded by a school will change as a consequence of moderation; however, moderation never alters a student's relative position in the school/subject group.

The moderated school assessments are standardised using the same procedure which is used to standardise the raw examination marks.

2. EXAMINATION MARKS

Raw Examination Mark

Each student enrolled in a Tertiary Entrance Examination subject is eligible to sit for the Tertiary Entrance Examination (TEE) in that subject.

Students' answers to examination questions are marked by two qualified markers independently under the supervision of a Chief Marker. The overall mark obtained by the student on the examination is recorded as a mark out of 100. It is referred to as the *Raw Examination Mark*.

Standardisation of Examination Marks

The raw examination marks for each subject are adjusted so that they indicate students' relative positions in the whole group taking the examination. For example, after standardisation a mark, say 75, in any examination has the same (standard) meaning as the same mark in any other examination. A standardised mark of 75 means that the student's performance in the examination is better than 90% of the students attempting the examination.

3. COMBINED MARK

The Curriculum Council believes that a better indicator of a student's past performance and potential for future success is provided by a mark which represents a combination of the examination mark and the moderated school assessment.

The combined mark is obtained by taking the average of the standardised examination mark and the standardised moderated school assessment.

4. DECILE PLACE

The decile place of a student's combined mark is indicated by a number from 1 to 10 and gives an indication of how well the student performed in comparison to all students in the subject. For example:

1 indicates the student is in the top 10% of students in the subject.

2 indicates the student is in the second 10% of students in the subject.

5. SCALING

(i) Method of Scaling

Scaling adjusts for differences in difficulty between subjects and aims to ensure that students are not disadvantaged by their subject choice. The Average Marks Scaling (AMS) method is used jointly by the Curriculum Council and the Tertiary Institutions Service Centre to adjust combined marks onto a common scale.

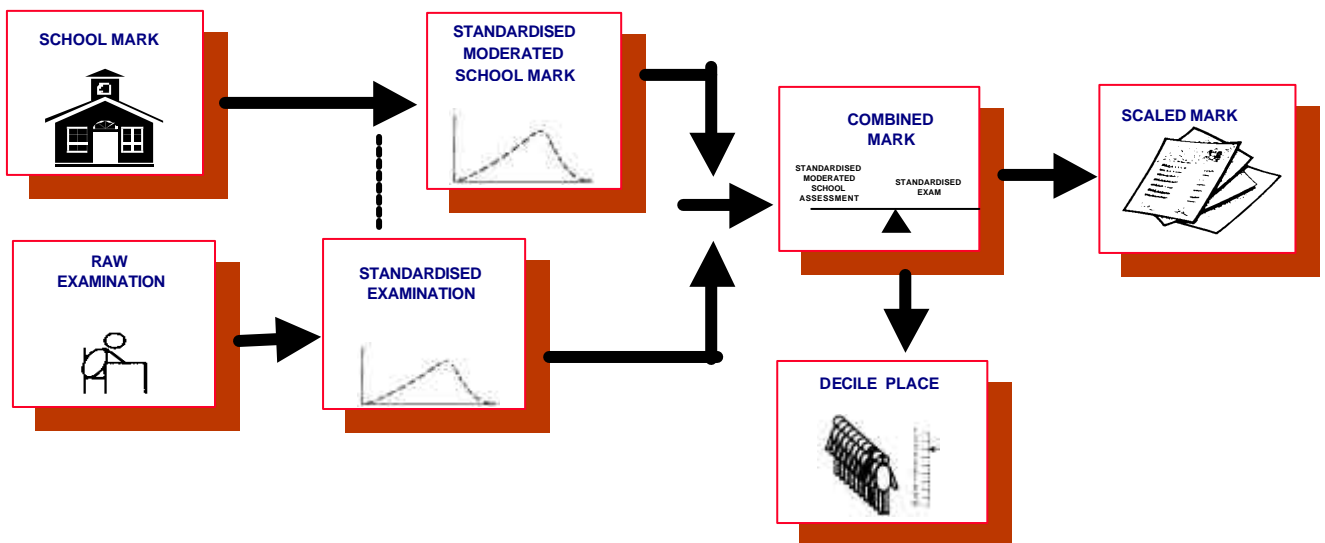
The AMS method uses the information provided by students' combined marks to compare the abilities of groups of students studying each subject. This information is used to scale the marks of all subjects.

(ii) Scaled Marks

Marks for Tertiary Entrance Rank Subjects are scaled so that marks in different subjects can be compared with each other, and can be added together to calculate Tertiary Entrance Ranks.

Scaled marks are obtained by using the information obtained from the Average Marks Scaling (AMS) method to adjust the combined marks for a subject according to the ability of the students sitting the examination.

The diagram below summarises the steps involved in obtaining scaled marks in a subject.



Correlations

		CHSL	ENGL	ELIT	FREN	GERM	INSL	ITAL	JAPSL
CHSL	Pearson	1.00	0.58	0.78	.	.	.	.	.
	Sig. (2-t.		0.23	0.12	.	.	.	.	.
	N	13.00	6.00	5.00	0.00	0.00	0.00	0.00	0.00
ENGL	Pearson	0.58	1.00	0.71	0.49	0.29	0.43	0.49	0.38
	Sig. (2-t.	0.23	.	0.00	0.00	0.02	0.00	0.00	0.00
	N	6.00	7568.00	104.00	163.00	69.00	64.00	125.00	168.00
ELIT	Pearson	0.78	0.71	1.00	0.66	0.31	0.47	0.46	0.61
	Sig. (2-t.	0.12	0.00	.	0.00	0.02	0.00	0.00	0.00
	N	5.00	104.00	2579.00	161.00	55.00	44.00	62.00	104.00
FREN	Pearson	.	0.49	0.66	1.00	-0.30	1.00	0.99	0.25
	Sig. (2-t.	.	0.00	0.00	.	0.30	.	0.01	0.75
	N	0.00	163.00	161.00	328.00	14.00	2.00	4.00	4.00
GERM	Pearson	.	0.29	0.31	-0.30	1.00	.	-1.00	.
	Sig. (2-t.	.	0.02	0.02	0.30	.	.	.	.
	N	0.00	69.00	55.00	14.00	143.00	0.00	2.00	0.00
INSL	Pearson	.	0.43	0.47	1.00	.	1.00	.	1.00
	Sig. (2-t.	.	0.00	0.00	.	.	.	.	.
	N	0.00	64.00	44.00	2.00	0.00	109.00	0.00	2.00
ITAL	Pearson	.	0.49	0.46	0.99	-1.00	.	1.00	.
	Sig. (2-t.	.	0.00	0.00	0.01	.	.	.	.
	N	0.00	125.00	62.00	4.00	2.00	0.00	184.00	1.00
JAPSL	Pearson	.	0.38	0.61	0.25	.	1.00	.	1.00
	Sig. (2-t.	.	0.00	0.00	0.75	.	.	.	.
	N	0.00	168.00	104.00	4.00	0.00	2.00	1.00	276.00
JAPAD	Pearson	.	.	.	.	.	.	.	.
	Sig. (2-t.	.	.	.	.	.	.	.	.
	N	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ESL	Pearson	.	.	.	.	.	.	.	.
	Sig. (2-t.	.	.	.	.	.	.	.	.
	N	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CHAD	Pearson	.	0.17	1.00	.	.	.	.	.
	Sig. (2-t.	.	0.51	.	.	.	.	.	.
	N	0.00	17.00	2.00	1.00	0.00	0.00	0.00	1.00
INAD	Pearson	.	0.89	.	.	.	.	.	.
	Sig. (2-t.	.	0.02	.	.	.	.	.	.
	N	0.00	6.00	0.00	0.00	1.00	0.00	1.00	1.00
GREEK	Pearson	.	.	.	.	.	.	.	.
	Sig. (2-t.	.	.	.	.	.	.	.	.
	N	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MALAY	Pearson	.	0.80	.	.	.	.	.	.
	Sig. (2-t.	.	0.00	.	.	.	.	.	.
	N	0.00	35.00	0.00	0.00	0.00	0.00	0.00	0.00
ACC	Pearson	0.74	0.55	0.51	0.25	-0.49	0.66	0.12	0.24
	Sig. (2-t.	0.47	0.00	0.00	0.25	0.22	0.08	0.67	0.34
	N	3.00	797.00	140.00	22.00	8.00	8.00	15.00	18.00
INFOS	Pearson	.	0.47	0.32	0.46	0.41	.	0.30	0.50
	Sig. (2-t.	.	0.00	0.01	0.25	0.31	.	0.81	0.14
	N	0.00	386.00	74.00	8.00	8.00	1.00	3.00	10.00
ANCH	Pearson	.	0.62	0.78	0.66	1.00	.	0.35	0.69
	Sig. (2-t.	.	0.00	0.00	0.00	.	.	0.32	0.13
	N	0.00	172.00	90.00	17.00	2.00	1.00	10.00	6.00
ECON	Pearson	-0.19	0.62	0.64	0.34	0.11	-0.07	0.41	0.69
	Sig. (2-t.	0.88	0.00	0.00	0.05	0.66	0.81	0.07	0.00
	N	3.00	2083.00	549.00	35.00	19.00	13.00	20.00	26.00
GEOG	Pearson	.	0.59	0.63	0.51	-0.17	0.71	0.63	0.49
	Sig. (2-t.	.	0.00	0.00	0.00	0.48	0.01	0.00	0.01
	N	1.00	3294.00	446.00	45.00	20.00	13.00	25.00	30.00
HIST	Pearson	.	0.72	0.76	0.61	0.37	0.41	0.46	0.61
	Sig. (2-t.	.	0.00	0.00	0.00	0.02	0.04	0.01	0.00
	N	1.00	1892.00	881.00	73.00	37.00	25.00	34.00	44.00

PALS	Pearson		0.70	0.76	0.68	-0.43	0.56	0.72	0.35
	Sig. (2-t.		0.00	0.00	0.00	0.19	0.25	0.05	0.13
	N	0.00	571.00	273.00	28.00	11.00	6.00	8.00	20.00
BIOL	Pearson		0.54	0.58	0.57	0.22	0.71	0.51	0.35
	Sig. (2-t.		0.00	0.00	0.00	0.26	0.00	0.01	0.03
	N	0.00	1402.00	467.00	55.00	28.00	16.00	26.00	36.00
CHEM	Pearson	-0.05	0.44	0.53	0.57	0.59	0.55	0.59	0.50
	Sig. (2-t.	0.92	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	N	6.00	1938.00	1350.00	140.00	52.00	45.00	55.00	118.00
GEOL	Pearson		0.50	0.19	1.00				
	Sig. (2-t.		0.00	0.76					
	N	0.00	61.00	5.00	2.00	1.00	0.00	0.00	1.00
HBIOL	Pearson	-0.47	0.60	0.60	0.72	0.03	0.66	0.54	0.54
	Sig. (2-t.	0.53	0.00	0.00	0.00	0.88	0.00	0.00	0.00
	N	4.00	2823.00	729.00	94.00	37.00	31.00	80.00	84.00
PSCI	Pearson		0.49	0.72	-0.79	1.00			-0.96
	Sig. (2-t.		0.00	0.00	0.42				0.01
	N	0.00	201.00	38.00	3.00	2.00	0.00	1.00	5.00
PHYS	Pearson	-0.34	0.47	0.52	0.62	0.30	0.44	0.55	0.28
	Sig. (2-t.	0.45	0.00	0.00	0.00	0.08	0.02	0.00	0.01
	N	7.00	1842.00	1060.00	80.00	35.00	29.00	29.00	89.00
DISCM	Pearson	0.95	0.36	0.41	0.45	-0.21	0.35	0.25	0.51
	Sig. (2-t.	0.01	0.00	0.00	0.00	0.06	0.00	0.01	0.00
	N	5.00	4979.00	1132.00	178.00	83.00	72.00	121.00	138.00
APPM	Pearson	-0.18	0.42	0.43	0.42	0.30	0.62	0.52	0.37
	Sig. (2-t.	0.64	0.00	0.00	0.00	0.02	0.00	0.00	0.00
	N	9.00	2619.00	1578.00	169.00	63.00	53.00	67.00	152.00
CALC	Pearson	0.26	0.46	0.55	0.50	0.55	0.39	0.72	0.37
	Sig. (2-t.	0.62	0.00	0.00	0.00	0.04	0.15	0.01	0.00
	N	6.00	925.00	678.00	55.00	15.00	15.00	13.00	66.00
ART	Pearson		0.64	0.64	0.59	0.48		0.68	0.54
	Sig. (2-t.		0.00	0.00	0.01	0.28		0.01	0.02
	N	1.00	718.00	207.00	19.00	7.00	0.00	15.00	17.00
MUSIC	Pearson		0.43	0.51	0.76	0.16	0.79		0.71
	Sig. (2-t.		0.00	0.00	0.00	0.62	0.03		0.12
	N	0.00	165.00	144.00	14.00	12.00	7.00	1.00	6.00
DRAMA	Pearson		0.62	0.60	0.12	0.51	-0.63	0.61	0.44
	Sig. (2-t.		0.00	0.00	0.61	0.31	0.57	0.08	0.07
	N	0.00	579.00	286.00	22.00	6.00	3.00	9.00	17.00

a Cannot be computed because at least one of the variables is constant.

JAPAD	ESL	CHAD	INAD	GREEK	MALAY	ACC	INFOS	ANCH	ECON
						0.74			-0.19
						0.47			0.88
0.00	0.00	0.00	0.00	0.00	0.00	3.00	0.00	0.00	3.00
		0.17	0.89			0.80	0.55	0.47	0.62
		0.51	0.02			0.00	0.00	0.00	0.00
0.00	0.00	17.00	6.00	0.00	35.00	797.00	386.00	172.00	2083.00
		1.00				0.51	0.32	0.78	0.64
						0.00	0.01	0.00	0.00
0.00	0.00	2.00	0.00	0.00	0.00	140.00	74.00	90.00	549.00
						0.25	0.46	0.66	0.34
						0.25	0.25	0.00	0.05
0.00	0.00	1.00	0.00	0.00	0.00	22.00	8.00	17.00	35.00
						-0.49	0.41	1.00	0.11
						0.22	0.31		0.66
0.00	0.00	0.00	1.00	0.00	0.00	8.00	8.00	2.00	19.00
						0.66			-0.07
						0.08			0.81
0.00	0.00	0.00	0.00	0.00	0.00	8.00	1.00	1.00	13.00
						0.12	0.30	0.35	0.41
						0.67	0.81	0.32	0.07
0.00	0.00	0.00	1.00	0.00	0.00	15.00	3.00	10.00	20.00
						0.24	0.50	0.69	0.69
						0.34	0.14	0.13	0.00
0.00	0.00	1.00	1.00	0.00	0.00	18.00	10.00	6.00	26.00
1.00						-1.00			1.00
3.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	0.00	2.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		1.00				0.45			0.49
						0.01			0.00
0.00	0.00	68.00	0.00	0.00	0.00	33.00	2.00	0.00	32.00
			1.00			0.89	0.47	0.53	0.62
						0.02	0.00	0.00	0.00
0.00	0.00	0.00	213.00	0.00	6.00	77.00	108.00	0.00	92.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						0.89	1.00		0.53
						0.02			0.00
0.00	0.00	0.00	6.00	0.00	86.00	41.00	0.00	0.00	42.00
-1.00		0.45	0.47			0.54	1.00	0.75	0.79
		0.01	0.00			0.00		0.41	0.00
2.00	0.00	33.00	77.00	0.00	41.00	1146.00	98.00	6.00	721.00
			0.53			0.75	1.00	0.71	0.70
			0.00			0.00		0.00	0.00
0.00	0.00	2.00	108.00	0.00	0.00	98.00	623.00	16.00	226.00
						0.42	0.71	1.00	0.80
						0.41	0.00		0.00
0.00	0.00	0.00	0.00	0.00	0.00	6.00	16.00	265.00	21.00
1.00		0.49	0.62			0.53	0.79	0.70	1.00
		0.00	0.00			0.00	0.00	0.00	0.00
2.00	0.00	32.00	92.00	0.00	42.00	721.00	226.00	21.00	2965.00
		1.00	0.58			0.74	0.59	0.63	0.75
			0.13			0.00	0.00	0.00	0.00
1.00	0.00	2.00	8.00	0.00	0.00	238.00	143.00	37.00	355.00
						0.67	0.59	0.89	0.74
						0.00	0.00	0.00	0.00
0.00	0.00	1.00	1.00	0.00	1.00	174.00	79.00	37.00	388.00

.	.	.	.	.	.	0.63	0.71	0.86	0.81
.	.	.	.	.	.	0.00	0.00	0.00	0.00
0.00	0.00	0.00	1.00	0.00	1.00	96.00	46.00	25.00	151.00
.	.	.	1.00	0.61	.	0.63	0.82	0.65	0.73
.	.	.	0.00	0.00	.	0.00	0.00	0.00	0.00
0.00	0.00	2.00	21.00	0.00	0.00	76.00	64.00	47.00	321.00
.	.	.	0.66	0.55	0.59	0.82	0.79	0.72	0.75
.	.	.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	27.00	91.00	0.00	26.00	92.00	96.00	57.00	981.00
.	.	.	.	.	.	.	0.43	1.00	0.90
.	.	.	.	.	.	.	0.47	.	0.10
0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00	2.00	4.00
.	.	.	0.82	0.46	0.72	0.73	0.66	0.58	0.82
.	.	.	0.01	0.07	0.00	0.00	0.00	0.00	0.00
1.00	0.00	9.00	16.00	0.00	15.00	223.00	85.00	86.00	708.00
.	.	.	.	.	.	0.82	0.61	0.52	0.68
.	.	.	.	.	.	0.00	0.05	0.24	0.00
0.00	0.00	1.00	1.00	0.00	0.00	13.00	11.00	7.00	42.00
.	.	.	0.62	0.45	0.64	0.72	0.77	0.70	0.75
.	.	.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	21.00	76.00	0.00	32.00	62.00	144.00	34.00	987.00
-1.00	.	0.11	0.48	0.49	0.69	0.59	0.45	0.45	0.63
.	.	0.66	0.00	0.01	0.00	0.00	0.00	0.00	0.00
2.00	0.00	20.00	80.00	0.00	25.00	762.00	355.00	155.00	1570.00
.	.	0.39	0.42	0.60	0.80	0.73	0.53	0.74	0.00
.	.	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.00	0.00	48.00	145.00	0.00	54.00	433.00	283.00	78.00	1604.00
.	.	0.54	0.31	0.48	0.71	0.59	0.68	0.72	0.00
.	.	0.00	0.02	0.01	0.00	0.00	0.00	0.00	0.00
1.00	0.00	31.00	60.00	0.00	30.00	81.00	63.00	18.00	669.00
.	.	1.00	0.52	0.66	0.76	0.67	0.68	0.68	0.00
.	.	.	0.01	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	2.00	27.00	0.00	0.00	33.00	47.00	30.00	52.00
.	.	.	.	0.91	0.74	-0.54	0.68	0.01	0.00
.	.	.	.	0.00	0.00	0.46	0.01	0.00	0.00
0.00	0.00	0.00	1.00	0.00	0.00	9.00	13.00	4.00	15.00
.	.	.	0.94	0.22	0.67	0.27	0.50	0.00	0.00
.	.	.	0.00	0.23	0.00	0.12	0.00	0.00	0.00
0.00	0.00	0.00	15.00	0.00	1.00	32.00	36.00	34.00	63.00

GEOG	HIST	PALS	BIOL	CHEM	GEOL	HBIOL	PSCI	PHYS	DISCM
				-0.05		-0.47		-0.34	0.95
				0.92		0.53		0.45	0.01
1.00	1.00	0.00	0.00	6.00	0.00	4.00	0.00	7.00	5.00
0.59	0.72	0.70	0.54	0.44	0.50	0.60	0.49	0.47	0.36
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3294.00	1892.00	571.00	1402.00	1938.00	61.00	2823.00	201.00	1842.00	4979.00
0.63	0.76	0.76	0.58	0.53	0.19	0.60	0.72	0.52	0.41
0.00	0.00	0.00	0.00	0.00	0.76	0.00	0.00	0.00	0.00
446.00	881.00	273.00	467.00	1350.00	5.00	729.00	38.00	1060.00	1132.00
0.51	0.61	0.68	0.57	0.57	1.00	0.72	-0.79	0.62	0.45
0.00	0.00	0.00	0.00	0.00		0.00	0.42	0.00	0.00
45.00	73.00	28.00	55.00	140.00	2.00	94.00	3.00	80.00	178.00
-0.17	0.37	-0.43	0.22	0.59		0.03	1.00	0.30	-0.21
0.48	0.02	0.19	0.26	0.00		0.88		0.08	0.06
20.00	37.00	11.00	28.00	52.00	1.00	37.00	2.00	35.00	83.00
0.71	0.41	0.56	0.71	0.55		0.66		0.44	0.35
0.01	0.04	0.25	0.00	0.00		0.00		0.02	0.00
13.00	25.00	6.00	16.00	45.00	0.00	31.00	0.00	29.00	72.00
0.63	0.46	0.72	0.51	0.59		0.54		0.55	0.25
0.00	0.01	0.05	0.01	0.00		0.00		0.00	0.01
25.00	34.00	8.00	26.00	55.00	0.00	80.00	1.00	29.00	121.00
0.49	0.61	0.35	0.35	0.50		0.54	-0.96	0.28	0.51
0.01	0.00	0.13	0.03	0.00		0.00	0.01	0.01	0.00
30.00	44.00	20.00	36.00	118.00	1.00	84.00	5.00	89.00	138.00
									-1.00
1.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	2.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.00			1.00	0.66		0.82		0.62	0.11
				0.00		0.01		0.00	0.66
2.00	1.00	0.00	2.00	27.00	0.00	9.00	1.00	21.00	20.00
0.58			0.61	0.55		0.46		0.45	0.48
0.13			0.00	0.00		0.07		0.00	0.00
8.00	1.00	1.00	21.00	91.00	0.00	16.00	1.00	76.00	80.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
				0.59		0.72		0.64	0.49
				0.00		0.00		0.00	0.01
0.00	1.00	1.00	0.00	26.00	0.00	15.00	0.00	32.00	25.00
0.74	0.67	0.63	0.63	0.82		0.73	0.82	0.72	0.69
0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
238.00	174.00	96.00	76.00	92.00	0.00	223.00	13.00	62.00	762.00
0.59	0.59	0.71	0.82	0.79	0.43	0.66	0.61	0.77	0.59
0.00	0.00	0.00	0.00	0.00	0.47	0.00	0.05	0.00	0.00
143.00	79.00	46.00	64.00	96.00	5.00	85.00	11.00	144.00	355.00
0.63	0.89	0.86	0.65	0.72	1.00	0.58	0.52	0.70	0.45
0.00	0.00	0.00	0.00	0.00		0.00	0.24	0.00	0.00
37.00	37.00	25.00	47.00	57.00	2.00	86.00	7.00	34.00	155.00
0.75	0.74	0.81	0.73	0.75	0.90	0.82	0.68	0.75	0.63
0.00	0.00	0.00	0.00	0.00	0.10	0.00	0.00	0.00	0.00
355.00	388.00	151.00	321.00	981.00	4.00	708.00	42.00	987.00	1570.00
1.00	0.73	0.82	0.75	0.64	0.73	0.77	0.70	0.68	0.62
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3846.00	539.00	100.00	882.00	987.00	46.00	1433.00	134.00	902.00	2592.00
0.73	1.00	0.80	0.74	0.55	0.07	0.71	0.74	0.56	0.54
0.00		0.00	0.00	0.00	0.85	0.00	0.00	0.00	0.00
539.00	2762.00	294.00	533.00	476.00	9.00	1190.00	40.00	346.00	1802.00

0.82	0.80	1.00	0.75	0.67		0.75	0.77	0.69	0.53
0.00	0.00		0.00	0.00		0.00	0.00	0.00	0.00
100.00	294.00	858.00	117.00	168.00	1.00	308.00	12.00	118.00	543.00
0.75	0.74	0.75	1.00	0.74	0.43	0.87	0.75	0.74	0.66
0.00	0.00	0.00		0.00	0.05	0.00	0.00	0.00	0.00
882.00	533.00	117.00	1907.00	533.00	21.00	35.00	37.00	100.00	1360.00
0.64	0.55	0.67	0.74	1.00	0.67	0.67	0.65	0.83	0.58
0.00	0.00	0.00	0.00		0.01	0.00	0.11	0.00	0.00
987.00	476.00	168.00	533.00	3552.00	13.00	498.00	7.00	2128.00	1011.00
0.73	0.07		0.43	0.67	1.00	0.80		-0.67	0.63
0.00	0.85		0.05	0.01		0.02		0.21	0.00
46.00	9.00	1.00	21.00	13.00	67.00	8.00	1.00	5.00	48.00
0.77	0.71	0.75	0.87	0.67	0.80	1.00	0.78	0.69	0.64
0.00	0.00	0.00	0.00	0.00	0.02		0.00	0.00	0.00
1433.00	1190.00	308.00	35.00	498.00	8.00	3653.00	93.00	276.00	2647.00
0.70	0.74	0.77	0.75	0.65		0.78	1.00	0.81	0.64
0.00	0.00	0.00	0.00	0.11		0.00		0.01	0.00
134.00	40.00	12.00	37.00	7.00	1.00	93.00	244.00	8.00	189.00
0.68	0.56	0.69	0.74	0.83	-0.67	0.69	0.81	1.00	0.64
0.00	0.00	0.00	0.00	0.00	0.21	0.00	0.01		0.00
902.00	346.00	118.00	100.00	2128.00	5.00	276.00	8.00	3173.00	745.00
0.62	0.54	0.53	0.66	0.58	0.63	0.64	0.64	0.64	1.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
2592.00	1802.00	543.00	1360.00	1011.00	48.00	2647.00	189.00	745.00	6280.00
0.59	0.55	0.57	0.73	0.80	0.50	0.69	0.67	0.84	0.69
0.00	0.00	0.00	0.00	0.00	0.09	0.00	0.00	0.00	0.00
1291.00	710.00	267.00	527.00	2923.00	12.00	732.00	56.00	2795.00	811.00
0.58	0.54	0.64	0.77	0.77		0.68	0.65	0.81	0.50
0.00	0.00	0.00	0.00	0.00		0.00	0.35	0.00	0.00
414.00	125.00	49.00	25.00	1341.00	0.00	45.00	4.00	1557.00	118.00
0.68	0.70	0.77	0.53	0.41	1.00	0.66	0.74	0.57	0.46
0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
168.00	233.00	25.00	219.00	146.00	2.00	333.00	14.00	93.00	658.00
0.67	0.45	0.72	0.26	0.63		0.27		0.55	0.42
0.00	0.00	0.02	0.14	0.00		0.04		0.00	0.00
28.00	62.00	10.00	33.00	131.00	1.00	60.00	1.00	133.00	154.00
0.50	0.69	0.67	0.59	0.37	0.54	0.56	0.61	0.55	0.42
0.00	0.00	0.00	0.00	0.00	0.27	0.00	0.14	0.00	0.00
122.00	265.00	79.00	151.00	111.00	6.00	379.00	7.00	82.00	575.00

APPM	CALC	ART	MUSIC	DRAMA
-0.18	0.26	.	.	.
0.64	0.62	.	.	.
9.00	6.00	1.00	0.00	0.00
0.42	0.46	0.64	0.43	0.62
0.00	0.00	0.00	0.00	0.00
2619.00	925.00	718.00	165.00	579.00
0.43	0.55	0.64	0.51	0.60
0.00	0.00	0.00	0.00	0.00
1578.00	678.00	207.00	144.00	286.00
0.42	0.50	0.59	0.76	0.12
0.00	0.00	0.01	0.00	0.61
169.00	55.00	19.00	14.00	22.00
0.30	0.55	0.48	0.16	0.51
0.02	0.04	0.28	0.62	0.31
63.00	15.00	7.00	12.00	6.00
0.62	0.39	.	0.79	-0.63
0.00	0.15	.	0.03	0.57
53.00	15.00	0.00	7.00	3.00
0.52	0.72	0.68	.	0.61
0.00	0.01	0.01	.	0.08
67.00	13.00	15.00	1.00	9.00
0.37	0.37	0.54	0.71	0.44
0.00	0.00	0.02	0.12	0.07
152.00	66.00	17.00	6.00	17.00
.
1.00	1.00	0.00	0.00	0.00
.
0.00	0.00	0.00	0.00	0.00
0.39	0.54	1.00	.	.
0.01	0.00	.	.	.
48.00	31.00	2.00	0.00	0.00
0.42	0.31	0.52	.	0.94
0.00	0.02	0.01	.	0.00
145.00	60.00	27.00	1.00	15.00
.
0.00	0.00	0.00	0.00	0.00
0.60	0.48	.	.	.
0.00	0.01	.	.	.
54.00	30.00	0.00	0.00	1.00
0.80	0.71	0.66	0.91	0.22
0.00	0.00	0.00	0.00	0.23
433.00	81.00	33.00	9.00	32.00
0.73	0.59	0.76	0.74	0.67
0.00	0.00	0.00	0.00	0.00
283.00	63.00	47.00	13.00	36.00
0.53	0.68	0.67	-0.54	0.27
0.00	0.00	0.00	0.46	0.12
78.00	18.00	30.00	4.00	34.00
0.74	0.72	0.68	0.68	0.50
0.00	0.00	0.00	0.01	0.00
1604.00	669.00	52.00	15.00	63.00
0.59	0.58	0.68	0.67	0.50
0.00	0.00	0.00	0.00	0.00
1291.00	414.00	168.00	28.00	122.00
0.55	0.54	0.70	0.45	0.69
0.00	0.00	0.00	0.00	0.00
710.00	125.00	233.00	62.00	265.00

0.57	0.64	0.77	0.72	0.67
0.00	0.00	0.00	0.02	0.00
267.00	49.00	25.00	10.00	79.00
0.73	0.77	0.53	0.26	0.59
0.00	0.00	0.00	0.14	0.00
527.00	25.00	219.00	33.00	151.00
0.80	0.77	0.41	0.63	0.37
0.00	0.00	0.00	0.00	0.00
2923.00	1341.00	146.00	131.00	111.00
0.50		1.00		0.54
0.09				0.27
12.00	0.00	2.00	1.00	6.00
0.69	0.68	0.66	0.27	0.56
0.00	0.00	0.00	0.04	0.00
732.00	45.00	333.00	60.00	379.00
0.67	0.65	0.74		0.61
0.00	0.35	0.00		0.14
56.00	4.00	14.00	1.00	7.00
0.84	0.81	0.57	0.55	0.55
0.00	0.00	0.00	0.00	0.00
2795.00	1557.00	93.00	133.00	82.00
0.69	0.50	0.46	0.42	0.42
0.00	0.00	0.00	0.00	0.00
811.00	118.00	658.00	154.00	575.00
1.00	0.87	0.41	0.54	0.27
	0.00	0.00	0.00	0.00
4647.00	1826.00	196.00	163.00	144.00
0.87	1.00	0.06	0.47	0.30
0.00		0.71	0.00	0.10
1826.00	1858.00	40.00	84.00	31.00
0.41	0.06	1.00	0.27	0.71
0.00	0.71		0.25	0.00
196.00	40.00	955.00	19.00	109.00
0.54	0.47	0.27	1.00	0.41
0.00	0.00	0.25		0.05
163.00	84.00	19.00	313.00	24.00
0.27	0.30	0.71	0.41	1.00
0.00	0.10	0.00	0.05	
144.00	31.00	109.00	24.00	866.00

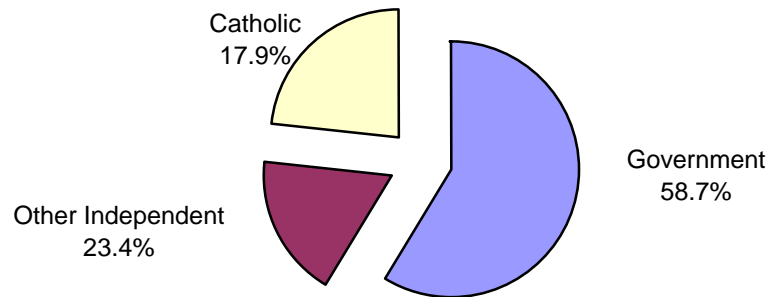
Curriculum Council

Table 1.1 Number of Schools with Students Enrolled in Upper Secondary Subjects, by School Sector, 2001

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government*	109	114	118
Catholic	36	36	36
Other Independent	43	43	47
Total	188	193	201

* This category includes secondary students studying at TAFE institutions.

Figure 1.1 Percentage of Upper Secondary Schools in each School Sector, 2001



Curriculum Council

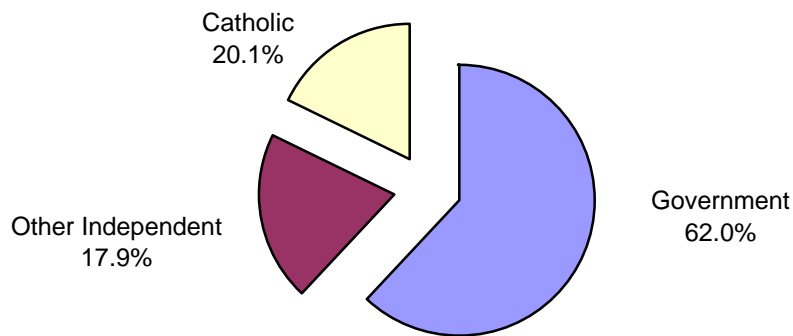
Table 1.2 Number of Students* in Year 11 and Year 12 by School Sector, 2001

School Sector	Year 11 Students	Year 12 Students	All Students
Government**	13667	11767	25434
Catholic	4401	3861	8262
Other Independent	3896	3467	7363
Total	21964	19095	41059

* Number of students who completed at least one Curriculum Council subject.

** This category includes secondary students studying at TAFE institutions.

Figure 1.2 Percentage of Year 11 and Year 12 Students by School Sector, 2001



Curriculum Council

Table 1.3 Number of Year 12 Students who Completed Wholly School-assessed Subjects only, 1-3 TEE Subjects and 4 or more TEE Subjects, by School Sector, by Sex, 2001

School Sector	Sex of Student	Wholly School-assessed Subjects Only	1 - 3 TEE Subjects	4+ TEE Subjects	Total
Government*	Male	2073	985	2483	5541
	Female	1956	984	3286	6226
	Persons	4029	1969	5769	11767
Catholic	Male	482	251	1094	1827
	Female	384	217	1433	2034
	Persons	866	468	2527	3861
Other Independent	Male	227	155	1242	1624
	Female	180	135	1528	1843
	Persons	407	290	2770	3467
All Schools	Male	2782	1391	4819	8992
	Female	2520	1336	6247	10103
	Persons	5302	2727	11066	19095
	Persons Percentage	27.8%	14.3%	57.9%	

* This category includes secondary students studying at TAFE institutions.

Curriculum Council

Table 1.4 Composition of Year 12 Cohorts, 2000 - 2001

Category of Students	Year							
	2000				2001			
	Male	Female	Persons	%*	Male	Female	Persons	%
"Repeating" Students**	330	307	637	3.4	368	304	672	3.5
"Re-Entry" Students***	98	110	208	1.1	346	343	689	3.6
Mature-Age Students****	225	286	511	2.7	216	325	541	2.8
Students who sat for four or more Tertiary Entrance Rank (TER) subjects*****	4565	5742	10307	54.7	4380	5810	10190	53.4
Students who sat for three or fewer TER subjects*****	3707	3598	7305	38.8	3936	3547	7483	39.2
Number of Year 12 Students completing approved Year 12 Subjects	8862	9975	18837		8992	10103	19095	

* The percentage of the number of Year 12 students who completed approved Year 12 subjects. For a given year, the addition of the percentages is greater than 100 per cent as the categories used are not independent. That is, some "re-entry" students could also be classified as mature-age students. These students would have been counted in both categories.

** "Repeating" students are Year 12 students who repeat at least one Curriculum Council approved Year 12 subject in which they had received a grade in the previous year. For example a student who repeated Year 12 Chemistry in 2001 received a grade in it in 2000.

*** "Re-entry" students are Year 12 students who received a grade in at least one Curriculum Council approved Year 12 subject and had not been enrolled in a Curriculum Council approved Year 12 subject for at least one year. Students re-entering enrolled do not have to enrol in the Year 12 subjects completed previously.

**** Mature-age students are students aged 19 years or more on 1 March of the year they received grade(s) in at least one Curriculum Council approved Year 12 subject.

***** These categories of students do not include "repeating", "re-entry" or mature-age students.

Curriculum Council

Table 1.5 Combinations of Year 11 and Year 12 Subjects* Completed in 2001

		Sex of Student	Number of Year 12 Subjects Completed							
			0	1	2	3	4	5	6	7 or More
Number of Year 11 Subjects Completed	0	Male	0	124	126	148	474	2616	3765	670
		Female	0	164	211	119	453	3576	3655	575
		Persons	0	288	337	267	927	6192	7420	1245
	1	Male	258	12	12	33	151	443	199	62
		Female	222	22	5	24	228	552	260	40
		Persons	480	34	17	57	379	995	459	102
	2	Male	131	17	9	13	58	24	6	0
		Female	123	10	12	15	77	42	7	1
		Persons	254	27	21	28	135	66	13	1
	3	Male	168	27	19	19	5	3	0	0
		Female	142	22	21	26	17	1	0	0
		Persons	310	49	40	45	22	4	0	0
	4	Male	367	91	52	7	0	0	0	0
		Female	250	139	56	9	2	0	0	0
		Persons	617	230	108	16	2	0	0	0
	5	Male	1300	456	19	0	0	1	0	0
		Female	1371	717	38	1	0	0	0	0
		Persons	2671	1173	57	1	0	1	0	0
	6	Male	7206	82	0	0	0	0	0	0
		Female	7555	102	0	0	0	0	0	0
		Persons	14761	184	0	0	0	0	0	0
	7 or More	Male	580	15	0	0	0	0	0	0
		Female	420	10	0	0	0	0	0	0
		Persons	1000	25	0	0	0	0	0	0

Population is all Year 11 and Year 12 students who completed at least one full year subject or equivalent.

* A completed subject means a full year subject or equivalent. For example two half year subjects is equivalent to one full year subject.

Curriculum Council

Table 1.6 'Typical' School Students* Achieving Secondary Graduation in 2001

Category of Students	Male	Female	Persons	Percentage of Eligible Cohort
Eligible for Secondary Graduation	7770	8680	16450	100.0%
Achieving Secondary Graduation	7084	8301	15385	93.5%
Not Achieving Secondary Graduation only on the English Language Competence Criterion	61	28	89	0.6%
Not Achieving Secondary Graduation on the Grade Criterion	625	351	976	5.9%

* A 'typical' school student is defined as a student who is less than 19 years old, has completed 10 or more subjects with at least 5 of the subjects completed in Year 12. This does not include repeating or overseas students.

Curriculum Council

Table 1.7 Number of Exhibitions and Awards Granted in 2001

Type of Award	Male	Female	Persons
Beazley Medal : TEE	1	0	1
Beazley Medal : VET	0	1	1
General Exhibition	22	18	40
Subject Exhibition: TER Subject	12	13	25*
Subject Exhibition: Wholly School-assessed Subject	7	12	19
Special Subject Award: TER Subject	0	1	1
Special Subject Award: Wholly School-assessed Subject	1	1	2
Certificate of Distinction: TER Subject	95	114	209*
Certificate of Distinction: Wholly School-assessed Subject	28	59	87*
Special Certificate of Distinction: TER Subject	5	15	20*
Special Certificate of Distinction: Wholly School-assessed Subject	2	3	5
Certificate of Excellence	246	334	580

* The number of persons does not equal the addition of the number of male and female award recipients. This is because a student may have received more than one award.

Beazley Medal:TEE was awarded to the eligible student with the highest Curriculum Council Award Score based on the average of five Tertiary Entrance Examination scaled marks.

Beazley Medal:VET was awarded to the eligible student who had demonstrated the best results in a vocational program.

General Exhibitions were awarded to the top 40 eligible students based on the Curriculum Council Award

Subject Exhibitions: TER Subjects were awarded to the eligible student who obtained the highest raw examination mark in each Tertiary Entrance Rank Subject.

Subject Exhibitions: Wholly School-assessed Subjects were awarded to the eligible student who was the top student in the subject for the award of the Certificate of Distinction for wholly school-assessed subjects.

Certificates of Distinction: TER Subjects were awarded to the eligible students in the top 0.5% of the candidates or the top two candidates (whichever was the greater) Tertiary Entrance Rank Subject.

Certificates of Distinction: Wholly School-assessed Subjects were awarded to the eligible students in the top 0.5% of students in Year 12 wholly school-assessed subjects with an enrolment greater than 100. Selection was by panels appointed by Curriculum Council from nominations by schools.

Certificates of Excellence were awarded to students who obtained at least ten letter grades of A in year-long or equivalent subjects in their last two consecutive years of secondary education in Western Australia.

Special Awards are given to students who meet the award conditions but fail to meet the eligibility criteria such as residency, for example.

Further details concerning Exhibitions and Awards are available from the Curriculum Council.

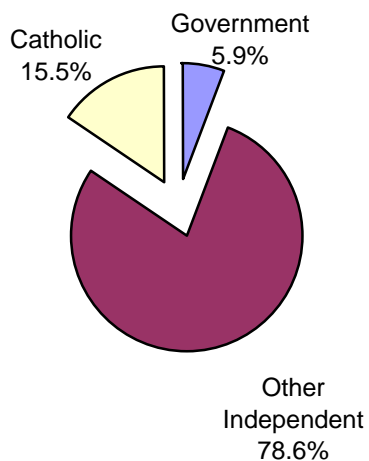
Curriculum Council

Table 1.8 Number of Full Fee Paying Overseas Students* in Year 11 and Year 12 by School Sector, 2001

School Sector	Year 11 Students	Year 12 Students	All Students
Government*	4	53	57
Catholic	82	67	149
Other Independent	329	426	755
Total	415	546	961

* Number of full fee paying overseas students who completed at least one Curriculum Council subject.

Figure 1.3 Percentage of Year 11 and Year 12 Full Fee Paying Overseas Students* by School Sector, 2001



Curriculum Council

Table 1.9 Number of Full Fee Paying Overseas Students* Achieving Secondary Graduation in 2001

Category of Students	Male	Female	Persons	Percentage of Eligible Cohort
Eligible for Secondary Graduation	134	148	282	100.0%
Achieving Secondary Graduation	111	141	252	89.4%
Not Achieving Secondary Graduation only on the English Language Competence Criterion	1	0	1	0.3%
Not Achieving Secondary Graduation only on the Grade Criterion	22	7	29	10.3%

* These students are identified through the enrolment process as per their entry visa category. Non-Australian citizens attending Sunway College (Malaysia), Methodist College (Malaysia), Bina Nusantara High School (Indonesia) or St Francis Methodist School (Singapore) were also classified as full fee paying overseas students.

Curriculum Council

Table 1.10 Number of Aboriginal and Torres Strait Islander Students* Achieving Secondary Graduation, 2000 - 2001

School Sector	Year	
	2000	2001
Government	116	126
Catholic	24	41
Other Independent	16	21
Total	156	188

* Aboriginal or Torres Strait Islander students are those who identify themselves to be Aboriginal or Torres Strait Islander origin.

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Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2001

Subjects within Learning Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
ENGLISH							
English	4	71	3	3	30	38	149
English (Part A)	0	3	1	0	4	0	8
English (Part B)	0	3	1	0	3	0	7
English as a Second Language	0	13	1	0	14	14	42
English as a Second Language (Part A)	0	0	0	0	1	0	1
English Literature	0	65	4	2	31	33	135
Media Studies	1	35	2	2	3	12	55
Media Studies (Part A)	0	0	1	0	0	0	1
Media Studies (Part B)	0	0	1	0	0	0	1
Senior English	5	74	3	3	30	30	145
Senior English (Part A)	0	3	1	0	2	0	6
Senior English (Part B)	0	3	1	0	2	0	6
Vocational English	7	60	3	5	11	7	93
HEALTH AND PHYSICAL EDUCATION							
Early Childhood Studies	0	49	1	2	17	15	84
Early Childhood Studies (Part A)	0	5	1	0	1	0	7
Early Childhood Studies (Part B)	0	6	1	0	1	0	8
Fabrics, Design and Technology	0	5	1	0	2	0	8
Food Technology	0	3	2	0	0	2	7
Health Studies	0	23	1	3	0	1	28
Health Studies (Part A)	0	2	2	0	0	0	4
Health Studies (Part B)	0	2	2	0	0	0	4
Independent Living	2	34	2	1	10	12	61
Independent Living (Part A)	0	1	1	0	0	0	2
Independent Living (Part B)	0	2	1	0	0	0	3
Outdoor Education	2	44	3	1	11	9	70
Outdoor Education (Part A)	0	0	1	0	0	0	1
Outdoor Education (Part B)	0	0	1	0	0	0	1
Physical Education Studies	1	66	2	2	27	25	123
Physical Education Studies (Part A)	1	1	2	0	1	1	6
Physical Education Studies (Part B)	0	2	2	0	1	0	5
LANGUAGES OTHER THAN ENGLISH							
Arabic (CCAFL)	0	0	0	0	0	1	1
Australian Indigenous Languages (Part A)	0	1	0	0	0	0	1
Chinese: Second Language	0	3	0	0	0	2	5
French	0	15	0	2	8	20	45
French for Beginners	0	2	0	1	0	0	3
German	0	5	0	0	0	5	10
Hebrew (CCAFL)	0	0	0	0	0	1	1
Indonesian for Beginners	0	0	2	0	0	1	3
Indonesian: Second Language	0	4	1	1	11	14	31
Italian	0	15	0	1	16	5	37
Italian (Part A)	0	1	0	0	0	0	1
Italian for Beginners	0	5	0	0	1	0	6
Japanese for Beginners	0	3	1	0	1	1	6

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2001 (Cont)

Subjects within Learning Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
LANGUAGES OTHER THAN ENGLISH (Cont)							
Japanese: Second Language	0	23	0	1	13	13	50
Vietnamese	0	1	0	0	0	0	1
MATHEMATICS							
Foundations of Mathematics	4	71	1	3	28	39	146
Foundations of Mathematics (Part A)	0	6	3	0	5	1	15
Foundations of Mathematics (Part B)	0	6	3	0	5	1	15
Geometry and Trigonometry	0	67	4	3	31	36	141
Introductory Calculus	0	74	4	3	32	40	153
Mathematics in Practice	8	72	1	3	30	35	149
Mathematics in Practice (Part A)	0	8	3	0	4	2	17
Mathematics in Practice (Part B)	0	8	3	0	4	1	16
Vocational Mathematics	5	43	2	4	7	3	64
SCIENCE							
Biology	1	61	4	2	25	30	123
Biology (Part A)	0	1	0	0	0	0	1
Chemistry	0	73	4	3	32	40	152
Geology	0	2	0	0	0	1	3
Human Biology	2	74	4	3	33	35	151
Physical Science	0	12	1	0	2	3	18
Physics	0	69	2	3	31	40	145
Physics (Part A)	0	4	2	0	1	0	7
Physics (Part B)	0	3	2	0	1	0	6
Senior Science	1	58	2	2	24	18	105
Senior Science (Part A)	0	2	2	0	1	0	5
Senior Science (Part B)	0	3	2	0	1	0	6
SOCIETY AND ENVIRONMENT							
Ancient History	0	5	0	1	0	4	10
Australian Studies	0	0	1	0	1	3	5
Beliefs and Values	0	0	0	0	0	1	1
Economics	0	64	4	3	31	33	135
Geography	3	73	2	3	30	37	148
Geography (Part A)	0	2	2	0	3	0	7
Geography (Part B)	0	1	2	0	3	0	6
History	1	70	4	3	31	34	143
History (Part A)	0	0	1	0	0	1	2
Law	0	3	1	1	1	0	6
Political and Legal Studies	0	27	4	1	12	16	60
Practical Geography	0	4	0	0	3	1	8
TECHNOLOGY AND ENTERPRISE							
Accounting	0	51	3	3	22	26	105
Accounting (Part A)	0	1	0	0	0	0	1
Administrative Systems	0	7	1	0	1	0	9
Aeronautics	0	6	0	0	0	1	7

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2001 (Cont)

Subjects within Learning Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
TECHNOLOGY AND ENTERPRISE (Cont)							
Animal Production and Marketing	0	8	0	0	1	0	9
Animal Production and Marketing (Part A)	0	2	0	0	0	0	2
Applied Technology	0	2	0	1	3	4	10
Automotive Workshop	1	31	3	1	1	1	38
Automotive Workshop (Part A)	0	3	1	0	0	0	4
Building and Construction	0	20	2	1	0	1	24
Building and Construction (Part A)	0	4	2	0	1	0	7
Business Information Technology	2	55	2	2	21	7	89
Digital Media	1	52	4	2	23	19	101
Farm Practice	0	7	0	0	1	0	8
Furniture Design and Technology	2	54	1	1	21	16	95
Furniture Design and Technology (Part A)	0	1	0	0	0	1	2
Graphics Technology	0	3	1	0	0	3	7
Information Systems	0	27	3	1	11	14	56
Management and Marketing	0	8	0	0	4	4	16
Metals Technology	0	33	1	0	8	7	49
Metals Technology (Part A)	0	2	0	0	1	0	3
Nautical Studies	1	5	1	0	0	1	8
Personal Information Technology	2	52	3	1	12	14	84
Plant Production and Marketing	0	7	0	0	1	0	8
Plant Production and Marketing (Part A)	0	3	0	0	0	0	3
Small Business Management and Enterprise	2	31	3	0	6	4	46
Small Business Management and Enterprise	0	1	0	0	0	0	1
Systems Technology	0	14	2	1	3	3	23
Technical Graphics	0	49	2	2	16	10	79
Technical Graphics (Part A)	0	1	0	0	0	0	1
Visual Communication - Photography	1	52	4	2	3	8	70
THE ARTS							
Art	0	63	4	3	30	28	128
Art and Design	6	72	4	3	32	35	152
Art and Design (Part A)	0	1	1	0	0	0	2
Ballet Studies	0	1	0	0	0	0	1
Dance Studies	0	36	2	1	2	3	44
Drama	0	54	3	2	22	24	105
Drama (Part A)	0	1	1	0	0	0	2
Drama Studies	0	52	4	2	22	24	104
Music	0	31	1	1	18	17	68
Music in Society	0	33	2	1	14	8	58
Music in Society (Part A)	0	9	1	1	0	0	11

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2001 (Cont)

Subjects within Industry Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
VOCATIONAL EDUCATION							
ACROSS INDUSTRY STUDIES							
Career and Industry Awareness	2	35	3	3	4	9	56
Introduction to SWL - Generic Skills	12	80	4	14	35	29	174
Work Studies	4	59	2	2	23	12	102
Work Studies (Part A)	0	2	1	0	0	0	3
Work Studies (Part B)	0	3	0	0	0	0	3
ARTS AND RELATED TECHNOLOGIES							
Audio Visual Production - Radio	0	4	1	0	0	0	5
Audio Visual Production - Video	0	6	1	0	0	0	7
Video Production - TV Studio	0	6	1	0	0	0	7
Video Production - Video Location	0	5	1	0	0	0	6
BUILDING AND CONSTRUCTION							
Workplace Communication and Organisation	0	1	0	0	0	0	1
BUSINESS AND CLERICAL							
Business Financial Management	0	9	2	1	1	0	13
Computer Fundamentals	7	31	3	1	4	2	48
Computerised Accounting	0	8	0	0	1	0	9
Financial Procedures and Records Management	0	17	1	2	2	0	22
Introduction to Workplace Skills	0	2	0	0	0	0	2
Keyboard Operations - Application	0	10	1	1	1	2	15
Keyboard Operations - Technique	0	9	2	2	2	2	17
Office Administration	0	11	2	1	2	0	16
Politics, Law and the Workplace	0	0	1	0	0	1	2
ELECTRICAL/ELECTRONICS							
Electrical Foundations	0	2	0	0	1	0	3
Workshop Practice and Electrical Fabrication	0	1	0	0	0	0	1
HEALTH AND COMMUNITY SERVICES							
Child Care	0	9	0	0	0	0	9
The Study of Teaching	0	1	0	0	0	0	1
Vocational Community Networking 1	0	4	0	0	0	0	4
Vocational Community Networking 2	0	4	0	0	0	1	5
HOSPITALITY TRAVEL AND TOURISM							
Aspects of the Tourism Industry (Part A)	3	31	3	1	2	1	41
Aspects of the Tourism Industry (Part B)	3	23	2	2	2	1	33
Catering	1	31	3	1	4	2	42
Computer Fundamentals for Hospitality & Tourism	0	9	1	1	1	0	12
Food Production	5	51	3	2	14	11	86
Food Science and Nutrition	0	4	0	0	0	0	4
Workplace and Health Issues	0	7	2	0	1	0	10

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2001 (Cont)

Subjects within Industry Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
VOCATIONAL EDUCATION (Cont)							
LIGHT MANUFACTURING							
Composite Materials	0	2	1	0	0	0	3
Wood Fabrication	0	18	3	0	2	0	23
Wood Fabrication - Introduction	1	4	1	1	0	0	7
METALS AND ENGINEERING (INCLUDING AUTOMOTIVE)							
Computer Assisted Drawing and Design	0	3	2	1	1	0	7
Computer Assisted Drawing and Design - Intro	0	0	1	0	0	0	1
General Workshop	1	23	3	0	1	0	28
General Workshop - Introduction	1	1	1	0	0	0	3
Metal Machinery and Fabrication - Introduction	0	3	0	1	0	0	4
Metal Machining and Fabrication	0	21	2	0	2	0	25
Trade Drawing	0	12	2	1	0	0	15
MINING							
Computer Fundamentals in Mining Industry	0	1	0	0	0	0	1
Introduction to Mining	0	1	0	0	0	0	1
O H & S in the Mineral Industry	0	2	0	0	0	0	2
Working in the Outdoors	0	1	0	0	0	0	1
PRIMARY INDUSTRIES							
Animal Husbandry and Enterprise - Equine	0	1	0	0	1	1	3
Animal Production and Enterprise	0	2	0	0	0	0	2
Animal Production and Enterprise - Introduction	0	2	0	0	0	1	3
Applied Equine Vocation	0	0	0	0	1	0	1
Applied Land & Resource Management - Intro	0	2	0	0	1	0	3
Facilities Development	0	2	0	0	0	0	2
Facilities Development and Maintenance	0	2	0	0	0	1	3
Plant Production and Enterprise	0	1	0	0	0	0	1
Plant Production and Enterprise - Introduction	0	2	0	0	0	1	3
Plant Prod. and Enterprise - Viticulture	0	1	0	0	0	1	2
RETAIL							
Presentation for Retail	0	0	0	1	0	0	1
SPORT AND RECREATION							
Recreation and Leisure Industry Studies 1	0	3	0	0	0	0	3
Recreation and Leisure Industry Studies 2	0	3	0	0	0	0	3
Sport Specific Skills and Training	0	2	0	1	0	0	3
TRANSPORT AND STORAGE							
Aquaculture	0	2	0	0	0	1	3
Seamanship	0	1	0	0	0	0	1

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2001 (Cont)

Subjects within Learning Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
LANGUAGES OTHER THAN ENGLISH (Cont)							
Japanese: Second Language	0	23	0	1	13	13	50
Vietnamese	0	1	0	0	0	0	1
MATHEMATICS							
Foundations of Mathematics	4	71	1	3	28	39	146
Foundations of Mathematics (Part A)	0	6	3	0	5	1	15
Foundations of Mathematics (Part B)	0	6	3	0	5	1	15
Geometry and Trigonometry	0	67	4	3	31	36	141
Introductory Calculus	0	74	4	3	32	40	153
Mathematics in Practice	8	72	1	3	30	35	149
Mathematics in Practice (Part A)	0	8	3	0	4	2	17
Mathematics in Practice (Part B)	0	8	3	0	4	1	16
Vocational Mathematics	5	43	2	4	7	3	64
SCIENCE							
Biology	1	61	4	2	25	30	123
Biology (Part A)	0	1	0	0	0	0	1
Chemistry	0	73	4	3	32	40	152
Geology	0	2	0	0	0	1	3
Human Biology	2	74	4	3	33	35	151
Physical Science	0	12	1	0	2	3	18
Physics	0	69	2	3	31	40	145
Physics (Part A)	0	4	2	0	1	0	7
Physics (Part B)	0	3	2	0	1	0	6
Senior Science	1	58	2	2	24	18	105
Senior Science (Part A)	0	2	2	0	1	0	5
Senior Science (Part B)	0	3	2	0	1	0	6
SOCIETY AND ENVIRONMENT							
Ancient History	0	5	0	1	0	4	10
Australian Studies	0	0	1	0	1	3	5
Beliefs and Values	0	0	0	0	0	1	1
Economics	0	64	4	3	31	33	135
Geography	3	73	2	3	30	37	148
Geography (Part A)	0	2	2	0	3	0	7
Geography (Part B)	0	1	2	0	3	0	6
History	1	70	4	3	31	34	143
History (Part A)	0	0	1	0	0	1	2
Law	0	3	1	1	1	0	6
Political and Legal Studies	0	27	4	1	12	16	60
Practical Geography	0	4	0	0	3	1	8
TECHNOLOGY AND ENTERPRISE							
Accounting	0	51	3	3	22	26	105
Accounting (Part A)	0	1	0	0	0	0	1
Administrative Systems	0	7	1	0	1	0	9
Aeronautics	0	6	0	0	0	1	7

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2001 (Cont)

Subjects within Learning Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
TECHNOLOGY AND ENTERPRISE (Cont)							
Animal Production and Marketing	0	8	0	0	1	0	9
Animal Production and Marketing (Part A)	0	2	0	0	0	0	2
Applied Technology	0	2	0	1	3	4	10
Automotive Workshop	1	31	3	1	1	1	38
Automotive Workshop (Part A)	0	3	1	0	0	0	4
Building and Construction	0	20	2	1	0	1	24
Building and Construction (Part A)	0	4	2	0	1	0	7
Business Information Technology	2	55	2	2	21	7	89
Digital Media	1	52	4	2	23	19	101
Farm Practice	0	7	0	0	1	0	8
Furniture Design and Technology	2	54	1	1	21	16	95
Furniture Design and Technology (Part A)	0	1	0	0	0	1	2
Graphics Technology	0	3	1	0	0	3	7
Information Systems	0	27	3	1	11	14	56
Management and Marketing	0	8	0	0	4	4	16
Metals Technology	0	33	1	0	8	7	49
Metals Technology (Part A)	0	2	0	0	1	0	3
Nautical Studies	1	5	1	0	0	1	8
Personal Information Technology	2	52	3	1	12	14	84
Plant Production and Marketing	0	7	0	0	1	0	8
Plant Production and Marketing (Part A)	0	3	0	0	0	0	3
Small Business Management and Enterprise	2	31	3	0	6	4	46
Small Business Management and Enterprise	0	1	0	0	0	0	1
Systems Technology	0	14	2	1	3	3	23
Technical Graphics	0	49	2	2	16	10	79
Technical Graphics (Part A)	0	1	0	0	0	0	1
Visual Communication - Photography	1	52	4	2	3	8	70
THE ARTS							
Art	0	63	4	3	30	28	128
Art and Design	6	72	4	3	32	35	152
Art and Design (Part A)	0	1	1	0	0	0	2
Ballet Studies	0	1	0	0	0	0	1
Dance Studies	0	36	2	1	2	3	44
Drama	0	54	3	2	22	24	105
Drama (Part A)	0	1	1	0	0	0	2
Drama Studies	0	52	4	2	22	24	104
Music	0	31	1	1	18	17	68
Music in Society	0	33	2	1	14	8	58
Music in Society (Part A)	0	9	1	1	0	0	11

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

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Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2001 (Cont)

Subjects within Industry Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
VOCATIONAL EDUCATION							
ACROSS INDUSTRY STUDIES							
Career and Industry Awareness	2	35	3	3	4	9	56
Introduction to SWL - Generic Skills	12	80	4	14	35	29	174
Work Studies	4	59	2	2	23	12	102
Work Studies (Part A)	0	2	1	0	0	0	3
Work Studies (Part B)	0	3	0	0	0	0	3
ARTS AND RELATED TECHNOLOGIES							
Audio Visual Production - Radio	0	4	1	0	0	0	5
Audio Visual Production - Video	0	6	1	0	0	0	7
Video Production - TV Studio	0	6	1	0	0	0	7
Video Production - Video Location	0	5	1	0	0	0	6
BUILDING AND CONSTRUCTION							
Workplace Communication and Organisation	0	1	0	0	0	0	1
BUSINESS AND CLERICAL							
Business Financial Management	0	9	2	1	1	0	13
Computer Fundamentals	7	31	3	1	4	2	48
Computerised Accounting	0	8	0	0	1	0	9
Financial Procedures and Records Management	0	17	1	2	2	0	22
Introduction to Workplace Skills	0	2	0	0	0	0	2
Keyboard Operations - Application	0	10	1	1	1	2	15
Keyboard Operations - Technique	0	9	2	2	2	2	17
Office Administration	0	11	2	1	2	0	16
Politics, Law and the Workplace	0	0	1	0	0	1	2
ELECTRICAL/ELECTRONICS							
Electrical Foundations	0	2	0	0	1	0	3
Workshop Practice and Electrical Fabrication	0	1	0	0	0	0	1
HEALTH AND COMMUNITY SERVICES							
Child Care	0	9	0	0	0	0	9
The Study of Teaching	0	1	0	0	0	0	1
Vocational Community Networking 1	0	4	0	0	0	0	4
Vocational Community Networking 2	0	4	0	0	0	1	5
HOSPITALITY TRAVEL AND TOURISM							
Aspects of the Tourism Industry (Part A)	3	31	3	1	2	1	41
Aspects of the Tourism Industry (Part B)	3	23	2	2	2	1	33
Catering	1	31	3	1	4	2	42
Computer Fundamentals for Hospitality & Tourism	0	9	1	1	1	0	12
Food Production	5	51	3	2	14	11	86
Food Science and Nutrition	0	4	0	0	0	0	4
Workplace and Health Issues	0	7	2	0	1	0	10

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

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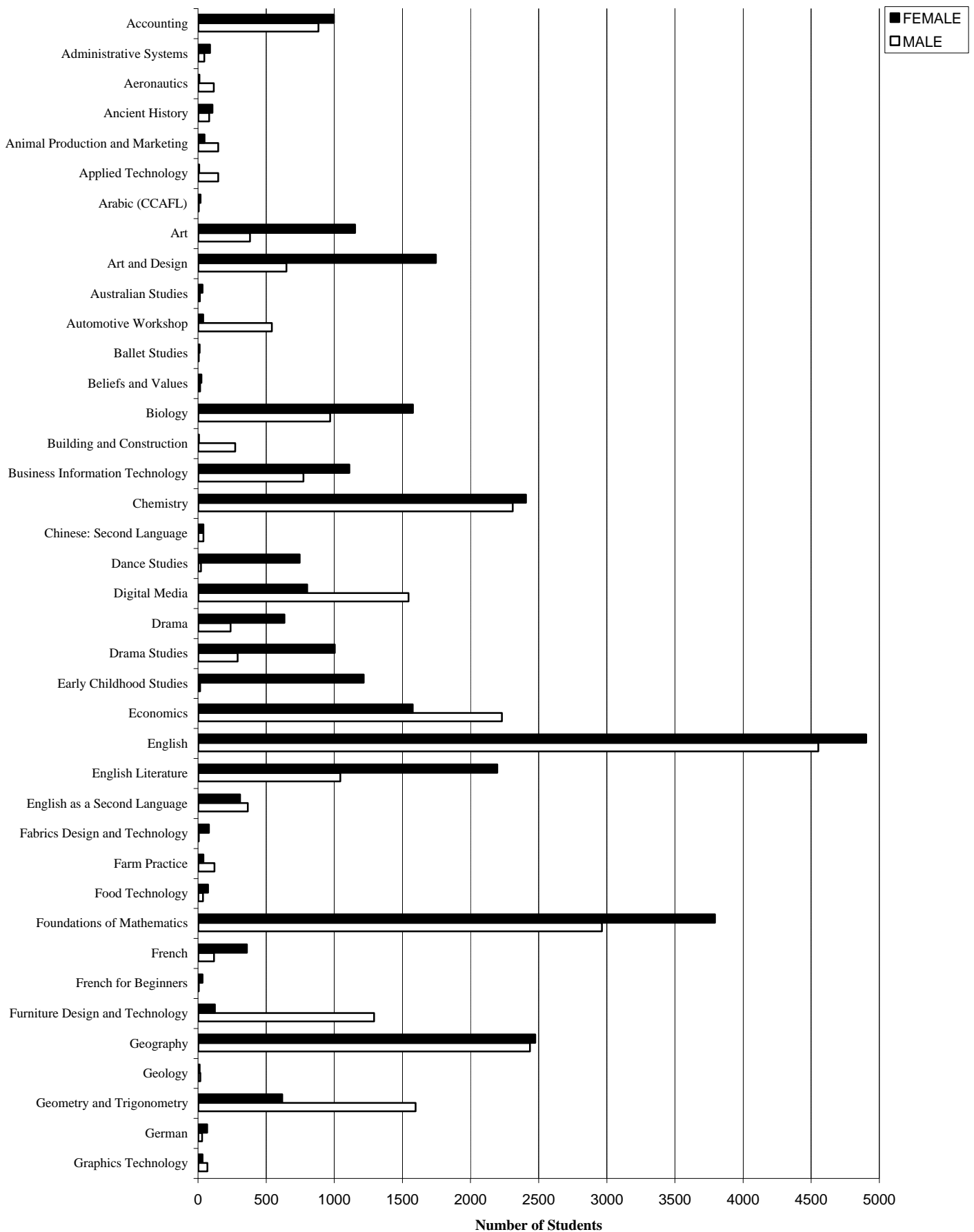
Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2001 (Cont)

Subjects within Industry Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
VOCATIONAL EDUCATION (Cont)							
LIGHT MANUFACTURING							
Composite Materials	0	2	1	0	0	0	3
Wood Fabrication	0	18	3	0	2	0	23
Wood Fabrication - Introduction	1	4	1	1	0	0	7
METALS AND ENGINEERING (INCLUDING AUTOMOTIVE)							
Computer Assisted Drawing and Design	0	3	2	1	1	0	7
Computer Assisted Drawing and Design - Intro	0	0	1	0	0	0	1
General Workshop	1	23	3	0	1	0	28
General Workshop - Introduction	1	1	1	0	0	0	3
Metal Machinery and Fabrication - Introduction	0	3	0	1	0	0	4
Metal Machining and Fabrication	0	21	2	0	2	0	25
Trade Drawing	0	12	2	1	0	0	15
MINING							
Computer Fundamentals in Mining Industry	0	1	0	0	0	0	1
Introduction to Mining	0	1	0	0	0	0	1
O H & S in the Mineral Industry	0	2	0	0	0	0	2
Working in the Outdoors	0	1	0	0	0	0	1
PRIMARY INDUSTRIES							
Animal Husbandry and Enterprise - Equine	0	1	0	0	1	1	3
Animal Production and Enterprise	0	2	0	0	0	0	2
Animal Production and Enterprise - Introduction	0	2	0	0	0	1	3
Applied Equine Vocation	0	0	0	0	1	0	1
Applied Land & Resource Management - Intro	0	2	0	0	1	0	3
Facilities Development	0	2	0	0	0	0	2
Facilities Development and Maintenance	0	2	0	0	0	1	3
Plant Production and Enterprise	0	1	0	0	0	0	1
Plant Production and Enterprise - Introduction	0	2	0	0	0	1	3
Plant Prod. and Enterprise - Viticulture	0	1	0	0	0	1	2
RETAIL							
Presentation for Retail	0	0	0	1	0	0	1
SPORT AND RECREATION							
Recreation and Leisure Industry Studies 1	0	3	0	0	0	0	3
Recreation and Leisure Industry Studies 2	0	3	0	0	0	0	3
Sport Specific Skills and Training	0	2	0	1	0	0	3
TRANSPORT AND STORAGE							
Aquaculture	0	2	0	0	0	1	3
Seamanship	0	1	0	0	0	0	1

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

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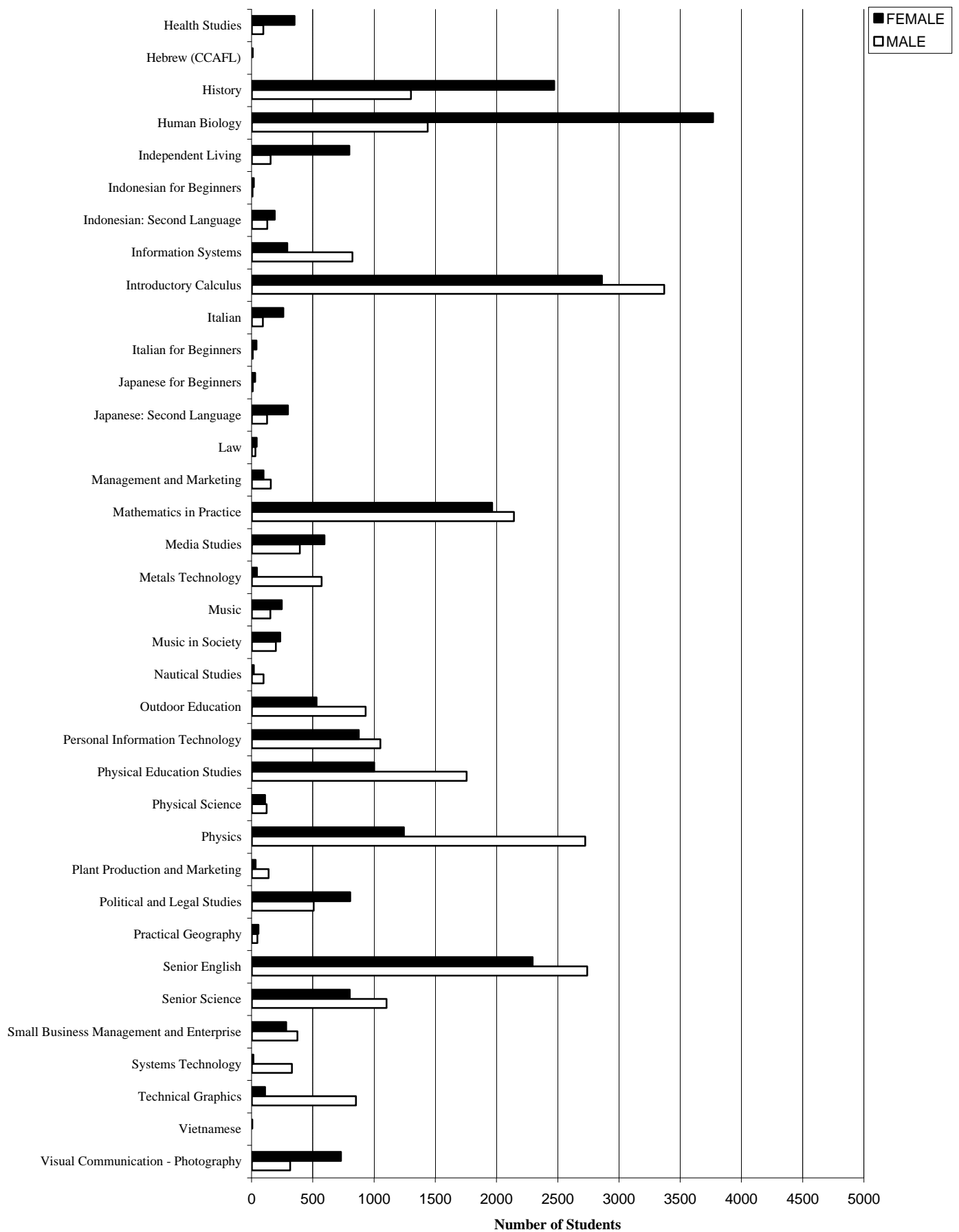
Figure 2.1 Number of Students Who Completed Year 11 Subjects*, by Sex, 2001



* Does not include Semesterised or Vocational Subjects.

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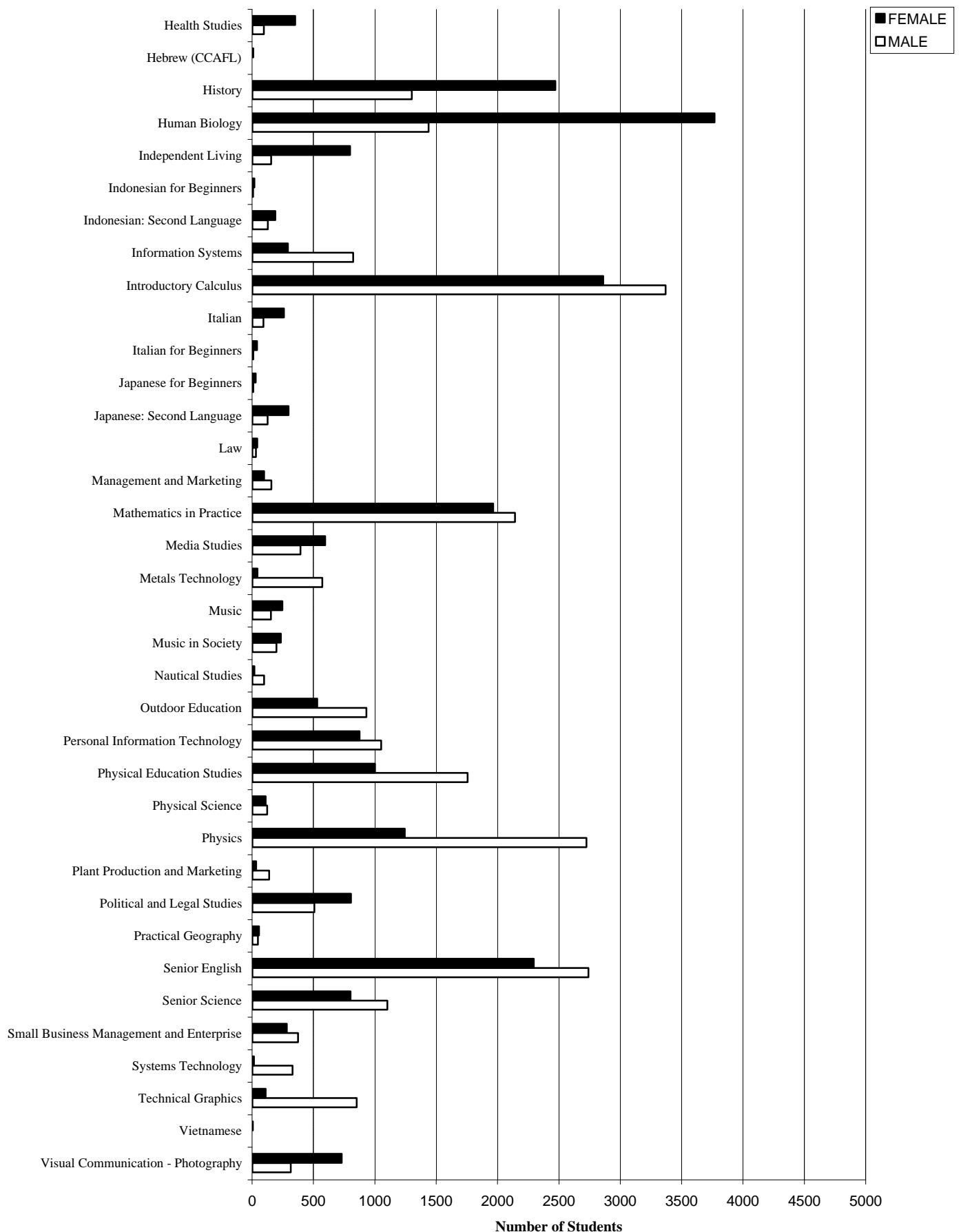
Figure 2.1 Number of Students Who Completed Year 11 Subjects*, by Sex, 2001 (Cont)



* Does not include Semesterised or Vocational Subjects.

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Figure 2.1 Number of Students Who Completed Year 11 Subjects*, by Sex, 2001 (Cont)



* Does not include Semesterised or Vocational Subjects.

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population			
			A	B	C	D			E		
ENGLISH	English	Male	NO. 245	967	2481	736	120	4549			
			% 5.39	21.26	54.54	16.18	2.64				
		Female	NO. 447	1549	2434	403	68			4901	
			% 9.12	31.61	49.66	8.22	1.39				
		Persons	NO. 692	2516	4915	1139	188				9450
			% 7.32	26.62	52.01	12.05	1.99				
	English (Part A)	Male	NO. 13	41	74	22	12	162			
		% 8.02	25.31	45.68	13.58	7.41					
	Female	NO. 16	49	88	19	2	174				
		% 9.2	28.16	50.57	10.92	1.15					
	Persons	NO. 29	90	162	41	14			336		
		% 8.63	26.79	48.21	12.2	4.17					
	English (Part B)	Male	NO. 7	42	81	19		6		155	
		% 4.52	27.1	52.26	12.26	3.87					
	Female	NO. 20	44	81	17	6	168				
		% 11.9	26.19	48.21	10.12	3.57					
	Persons	NO. 27	86	162	36	12		323			
		% 8.36	26.63	50.15	11.15	3.72					
English as a Second Language	Male	NO. 34	103	180	34	12			363		
	% 9.37	28.37	49.59	9.37	3.31						
Female	NO. 40	119	122	22	3	306					
	% 13.07	38.89	39.87	7.19	0.98						
Persons	NO. 74	222	302	56	15		669				
	% 11.06	33.18	45.14	8.37	2.24						
English as a Second Language (Part A)	Male	NO. 1	0	0	0			0	1		
	% 100	0	0	0	0						
Female	NO. 0	0	0	0	0	0					
	% 0	0	0	0	0						
Persons	NO. 1	0	0	0	0		1				
	% 100	0	0	0	0						
English Literature	Male	NO. 164	334	453	80			11	1042		
	% 15.74	32.05	43.47	7.68	1.06						
Female	NO. 469	824	792	98	10	2193					
	% 21.39	37.57	36.11	4.47	0.46						
Persons	NO. 633	1158	1245	178	21		3235				
	% 19.57	35.8	38.49	5.5	0.65						
Media Studies	Male	NO. 38	157	143	42			11	391		
	% 9.72	40.15	36.57	10.74	2.81						
Female	NO. 107	274	171	37	4	593					
	% 18.04	46.21	28.84	6.24	0.67						
Persons	NO. 145	431	314	79	15		984				
	% 14.74	43.8	31.91	8.03	1.52						
Media Studies (Part A)	Male	NO. 0	1	0	0			0	1		
	% 0	100	0	0	0						
Female	NO. 0	0	1	0	0	1					
	% 0	0	100	0	0						
Persons	NO. 0	1	1	0	0		2				
	% 0	50	50	0	0						

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
ENGLISH (Cont)									
Media Studies (Part B)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	2	0	0	1	4	
		%	25	50	0	0	25		
	Persons	NO.	1	2	0	0	1	4	
		%	25	50	0	0	25		0.01
Senior English	Male	NO.	97	829	1468	258	86	2738	
		%	3.54	30.28	53.62	9.42	3.14		
	Female	NO.	267	1033	841	118	33	2292	
		%	11.65	45.07	36.69	5.15	1.44		
	Persons	NO.	364	1862	2309	376	119	5030	
		%	7.24	37.02	45.9	7.48	2.37		22.9
Senior English (Part A)	Male	NO.	8	31	58	10	10	117	
		%	6.84	26.5	49.57	8.55	8.55		
	Female	NO.	4	58	34	7	2	105	
		%	3.81	55.24	32.38	6.67	1.9		
	Persons	NO.	12	89	92	17	12	222	
		%	5.41	40.09	41.44	7.66	5.41		1.01
Senior English (Part B)	Male	NO.	6	48	50	14	2	120	
		%	5	40	41.67	11.67	1.67		
	Female	NO.	23	53	31	10	4	121	
		%	19.01	43.8	25.62	8.26	3.31		
	Persons	NO.	29	101	81	24	6	241	
		%	12.03	41.91	33.61	9.96	2.49		1.09
Vocational English	Male	NO.	66	407	656	112	39	1280	
		%	5.16	31.8	51.25	8.75	3.05		
	Female	NO.	116	412	288	41	17	874	
		%	13.27	47.14	32.95	4.69	1.95		
	Persons	NO.	182	819	944	153	56	2154	
		%	8.45	38.02	43.83	7.1	2.6		9.80
HEALTH AND PHYSICAL EDUCATION									
Early Childhood Studies	Male	NO.	0	6	4	3	0	13	
		%	0	46.15	30.77	23.08	0		
	Female	NO.	218	533	361	81	21	1214	
		%	17.96	43.9	29.74	6.67	1.73		
	Persons	NO.	218	539	365	84	21	1227	
		%	17.77	43.93	29.75	6.85	1.71		5.58
Early Childhood Studies (Part A)	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	19	33	34	0	4	90	
		%	21.11	36.67	37.78	0	4.44		
	Persons	NO.	19	34	35	0	4	92	
		%	20.65	36.96	38.04	0	4.35		0.41
Early Childhood Studies (Part B)	Male	NO.	0	0	3	0	1	4	
		%	0	0	75	0	25		
	Female	NO.	17	51	19	5	4	96	
		%	17.71	53.13	19.79	5.21	4.17		
	Persons	NO.	17	51	22	5	5	100	
		%	17	51	22	5	5		0.45

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
HEALTH AND PHYSICAL EDUCATION (Cont)									
Fabrics, Design and Technology	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	16	32	22	3	4	77	
Food Technology	Male	NO.	3	6	16	6	3	34	
		%	8.82	17.65	47.06	17.65	8.82		
	Female	NO.	5	34	24	9	0	72	
Health Studies	Male	NO.	7	35	36	14	2	94	
		%	7.45	37.23	38.3	14.89	2.13		
	Female	NO.	93	146	71	34	4	348	
Health Studies (Part A)	Male	NO.	0	3	1	0	2	6	
		%	0	50	16.67	0	33.33		
	Female	NO.	3	19	5	2	0	29	
Health Studies (Part B)	Male	NO.	0	2	2	3	4	11	
		%	0	18.18	18.18	27.27	36.36		
	Female	NO.	5	12	15	0	6	38	
Independent Living	Male	NO.	8	34	66	32	13	153	
		%	5.23	22.22	43.14	20.92	8.5		
	Female	NO.	96	330	256	76	38	796	
Independent Living (Part A)	Male	NO.	0	5	3	0	0	8	
		%	0	62.5	37.5	0	0		
	Female	NO.	7	10	4	0	2	23	
Independent Living (Part B)	Male	NO.	0	2	7	3	0	12	
		%	0	16.67	58.33	25	0		
	Female	NO.	6	16	6	1	2	31	
Independent Living (Part B)	Male	NO.	6	18	13	4	2	43	
		%	13.95	41.86	30.23	9.3	4.65		0.19

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
HEALTH AND PHYSICAL EDUCATION (Cont)									
Outdoor Education	Male	NO.	129	437	240	111	12	929	
		%	13.89	47.04	25.83	11.95	1.29		
	Female	NO.	113	267	92	50	7	529	
		%	21.36	50.47	17.39	9.45	1.32		
	Persons	NO.	242	704	332	161	19	1458	
		%	16.6	48.29	22.77	11.04	1.3		6.63
Outdoor Education (Part A)	Male	NO.	0	3	1	0	0	4	
		%	0	75	25	0	0		
	Female	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Persons	NO.	1	3	2	0	0	6	
		%	16.67	50	33.33	0	0		0.02
Outdoor Education (Part B)	Male	NO.	0	2	2	3	1	8	
		%	0	25	25	37.5	12.5		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	3	2	3	1	9	
		%	0	33.33	22.22	33.33	11.11		0.04
Physical Education Studies	Male	NO.	372	794	325	246	16	1753	
		%	21.22	45.29	18.54	14.03	0.91		
	Female	NO.	201	527	195	71	5	999	
		%	20.12	52.75	19.52	7.11	0.5		
	Persons	NO.	573	1321	520	317	21	2752	
		%	20.82	48	18.9	11.52	0.76		12.52
Physical Education Studies (Part A)	Male	NO.	11	18	10	1	0	40	
		%	27.5	45	25	2.5	0		
	Female	NO.	3	5	3	0	0	11	
		%	27.27	45.45	27.27	0	0		
	Persons	NO.	14	23	13	1	0	51	
		%	27.45	45.1	25.49	1.96	0		0.23
Physical Education Studies (Part B)	Male	NO.	5	25	9	1	6	46	
		%	10.87	54.35	19.57	2.17	13.04		
	Female	NO.	4	3	8	1	0	16	
		%	25	18.75	50	6.25	0		
	Persons	NO.	9	28	17	2	6	62	
		%	14.52	45.16	27.42	3.23	9.68		0.28
LANGUAGES OTHER THAN ENGLISH									
Arabic (CCAFL)	Male	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		
	Female	NO.	4	3	5	0	4	16	
		%	25	18.75	31.25	0	25		
	Persons	NO.	4	4	7	0	4	19	
		%	21.05	21.05	36.84	0	21.05		0.08
Australian Indigenous Languages (Part A)	Male	NO.	0	0	1	0	1	2	
		%	0	0	50	0	50		
	Female	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Persons	NO.	0	1	2	0	1	4	
		%	0	25	50	0	25		0.01

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
LANGUAGES OTHER THAN ENGLISH (Cont)									
Chinese: Second Language	Male	NO.	17	13	6	1	0	37	
		%	45.95	35.14	16.22	2.7	0		
	Female	NO.	25	6	5	1	0	37	
		%	67.57	16.22	13.51	2.7	0		
	Persons	NO.	42	19	11	2	0	74	
		%	56.76	25.68	14.86	2.7	0		0.33
French	Male	NO.	26	39	40	9	1	115	
		%	22.61	33.91	34.78	7.83	0.87		
	Female	NO.	89	114	134	18	1	356	
		%	25	32.02	37.64	5.06	0.28		
	Persons	NO.	115	153	174	27	2	471	
		%	24.42	32.48	36.94	5.73	0.42		2.14
French for Beginners	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	11	13	5	1	0	30	
		%	36.67	43.33	16.67	3.33	0		
	Persons	NO.	11	14	5	1	0	31	
		%	35.48	45.16	16.13	3.23	0		0.14
German	Male	NO.	9	8	10	1	0	28	
		%	32.14	28.57	35.71	3.57	0		
	Female	NO.	21	12	31	0	0	64	
		%	32.81	18.75	48.44	0	0		
	Persons	NO.	30	20	41	1	0	92	
		%	32.61	21.74	44.57	1.09	0		0.41
Hebrew (CCAFL)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	6	0	0	0	7	
		%	14.29	85.71	0	0	0		
	Persons	NO.	1	6	0	0	0	7	
		%	14.29	85.71	0	0	0		0.03
Indonesian for Beginners	Male	NO.	0	3	0	1	1	5	
		%	0	60	0	20	20		
	Female	NO.	2	6	7	2	0	17	
		%	11.76	35.29	41.18	11.76	0		
	Persons	NO.	2	9	7	3	1	22	
		%	9.09	40.91	31.82	13.64	4.55		0.10
Indonesian: Second Language	Male	NO.	25	38	50	10	3	126	
		%	19.84	30.16	39.68	7.94	2.38		
	Female	NO.	54	67	58	7	0	186	
		%	29.03	36.02	31.18	3.76	0		
	Persons	NO.	79	105	108	17	3	312	
		%	25.32	33.65	34.62	5.45	0.96		1.42
Italian	Male	NO.	14	21	36	16	3	90	
		%	15.56	23.33	40	17.78	3.33		
	Female	NO.	40	61	130	21	5	257	
		%	15.56	23.74	50.58	8.17	1.95		
	Persons	NO.	54	82	166	37	8	347	
		%	15.56	23.63	47.84	10.66	2.31		1.57

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
LANGUAGES OTHER THAN ENGLISH (Cont)									
Italian (Part A)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	1	0	0	1	
Italian for Beginners	Male	NO.	0	3	2	1	1	7	
		%	0	42.86	28.57	14.29	14.29		
	Female	NO.	3	12	11	4	7	37	
Japanese for Beginners	Male	NO.	1	0	3	2	2	8	
		%	12.5	0	37.5	25	25		
	Female	NO.	5	5	12	5	0	27	
Japanese: Second Language	Male	NO.	26	30	46	20	2	124	
		%	20.97	24.19	37.1	16.13	1.61		
	Female	NO.	64	76	106	39	10	295	
Vietnamese	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	3	1	0	0	0	4	
MATHEMATICS	Male	NO.	351	683	1170	539	219	2962	
		%	11.85	23.06	39.5	18.2	7.39		
	Female	NO.	536	889	1530	618	218	3791	
Foundations of Mathematics (Part A)	Male	NO.	887	1572	2700	1157	437	6753	
		%	13.13	23.45	40.36	16.3	5.75		
	Female	NO.	32	66	138	71	26	333	
Foundations of Mathematics (Part B)	Male	NO.	32	66	138	71	26	333	
		%	9.61	19.82	41.44	21.32	7.81		
	Female	NO.	48	83	143	70	31	375	
Foundations of Mathematics (Part B)	Male	NO.	80	149	281	141	57	708	
		%	11.3	21.05	39.69	19.92	8.05		
	Female	NO.	37	78	113	64	33	325	
Foundations of Mathematics (Part B)	Male	NO.	37	78	113	64	33	325	
		%	11.38	24	34.77	19.69	10.15		
	Female	NO.	40	77	144	75	31	367	
Foundations of Mathematics (Part B)	Male	NO.	40	77	144	75	31	367	
		%	10.9	20.98	39.24	20.44	8.45		
	Female	NO.	77	155	257	139	64	692	
Foundations of Mathematics (Part B)	Male	NO.	77	155	257	139	64	692	
		%	11.13	22.4	37.14	20.09	9.25		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
MATHEMATICS (Cont)									
Geometry and Trigonometry	Male	NO.	379	400	522	213	81	1595	
		%	23.76	25.08	32.73	13.35	5.08		
	Female	NO.	216	161	183	45	11	616	
		%	35.06	26.14	29.71	7.31	1.79		
	Persons	NO.	595	561	705	258	92	2211	
		%	26.91	25.37	31.89	11.67	4.16		10.06
Introductory Calculus	Male	NO.	730	729	1157	545	205	3366	
		%	21.69	21.66	34.37	16.19	6.09		
	Female	NO.	586	649	1026	463	134	2858	
		%	20.5	22.71	35.9	16.2	4.69		
	Persons	NO.	1316	1378	2183	1008	339	6224	
		%	21.14	22.14	35.07	16.2	5.45		28.33
Mathematics in Practice	Male	NO.	146	793	889	212	100	2140	
		%	6.82	37.06	41.54	9.91	4.67		
	Female	NO.	267	849	662	124	60	1962	
		%	13.61	43.27	33.74	6.32	3.06		
	Persons	NO.	413	1642	1551	336	160	4102	
		%	10.07	40.03	37.81	8.19	3.9		18.67
Mathematics in Practice (Part A)	Male	NO.	22	87	133	21	27	290	
		%	7.59	30	45.86	7.24	9.31		
	Female	NO.	28	98	83	22	11	242	
		%	11.57	40.5	34.3	9.09	4.55		
	Persons	NO.	50	185	216	43	38	532	
		%	9.4	34.77	40.6	8.08	7.14		2.42
Mathematics in Practice (Part B)	Male	NO.	27	138	106	24	12	307	
		%	8.79	44.95	34.53	7.82	3.91		
	Female	NO.	37	125	61	14	8	245	
		%	15.1	51.02	24.9	5.71	3.27		
	Persons	NO.	64	263	167	38	20	552	
		%	11.59	47.64	30.25	6.88	3.62		2.51
Vocational Mathematics	Male	NO.	84	286	327	60	33	790	
		%	10.63	36.2	41.39	7.59	4.18		
	Female	NO.	96	178	188	38	12	512	
		%	18.75	34.77	36.72	7.42	2.34		
	Persons	NO.	180	464	515	98	45	1302	
		%	13.82	35.64	39.55	7.53	3.46		5.92
SCIENCE									
Biology	Male	NO.	111	285	415	126	30	967	
		%	11.48	29.47	42.92	13.03	3.1		
	Female	NO.	341	484	570	152	28	1575	
		%	21.65	30.73	36.19	9.65	1.78		
	Persons	NO.	452	769	985	278	58	2542	
		%	17.78	30.25	38.75	10.94	2.28		11.57
Biology (Part A)	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		0.01

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
SCIENCE (Cont)									
Chemistry	Male	NO.	557	477	753	391	129	2307	
		%	24.14	20.68	32.64	16.95	5.59		
	Female	NO.	532	525	835	399	114	2405	
		%	22.12	21.83	34.72	16.59	4.74		
	Persons	NO.	1089	1002	1588	790	243	4712	21.45
		%	23.11	21.26	33.7	16.77	5.16		
Geology	Male	NO.	3	2	6	3	0	14	
		%	21.43	14.29	42.86	21.43	0		
	Female	NO.	2	2	3	2	0	9	
		%	22.22	22.22	33.33	22.22	0		
	Persons	NO.	5	4	9	5	0	23	0.10
		%	21.74	17.39	39.13	21.74	0		
Human Biology	Male	NO.	174	298	655	255	53	1435	
		%	12.13	20.77	45.64	17.77	3.69		
	Female	NO.	710	947	1469	538	102	3766	
		%	18.85	23.15	39.01	14.29	2.71		
	Persons	NO.	884	1245	2124	793	155	5201	23.67
		%	17	23.94	40.84	15.25	2.98		
Physical Science	Male	NO.	15	23	50	26	6	120	
		%	12.5	19.17	41.67	21.67	5		
	Female	NO.	25	31	39	11	2	108	
		%	23.15	28.7	36.11	10.19	1.85		
	Persons	NO.	40	54	89	37	8	228	1.03
		%	17.54	23.68	39.04	16.23	3.51		
Physics	Male	NO.	525	607	983	472	135	2722	
		%	19.29	22.3	36.11	17.34	4.96		
	Female	NO.	305	352	404	148	32	1241	
		%	24.58	28.36	32.55	11.93	2.58		
	Persons	NO.	830	959	1387	620	167	3963	18.04
		%	20.94	24.2	35	15.64	4.21		
Physics (Part A)	Male	NO.	10	15	41	10	2	78	
		%	12.82	19.23	52.56	12.82	2.56		
	Female	NO.	6	9	15	5	1	36	
		%	16.67	25	41.67	13.89	2.78		
	Persons	NO.	16	24	56	15	3	114	0.51
		%	14.04	21.05	49.12	13.16	2.63		
Physics (Part B)	Male	NO.	12	18	36	11	4	81	
		%	14.81	22.22	44.44	13.58	4.94		
	Female	NO.	8	6	11	4	0	29	
		%	27.59	20.69	37.93	13.79	0		
	Persons	NO.	20	24	47	15	4	110	0.50
		%	18.18	21.82	42.73	13.64	3.64		
Senior Science	Male	NO.	80	378	447	138	56	1099	
		%	7.28	34.39	40.67	12.56	5.1		
	Female	NO.	122	328	263	63	24	800	
		%	15.25	41	32.88	7.88	3		
	Persons	NO.	202	706	710	201	80	1899	8.64
		%	10.64	37.18	37.39	10.58	4.21		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
SCIENCE (Cont)									
Senior Science (Part A)	Male	NO.	4	13	8	1	1	27	
		%	14.81	48.15	29.63	3.7	3.7		
	Female	NO.	2	11	6	1	0	20	
		%	10	55	30	5	0		
	Persons	NO.	6	24	14	2	1	47	
		%	12.77	51.06	29.79	4.26	2.13		0.21
Senior Science (Part B)	Male	NO.	4	11	7	5	3	30	
		%	13.33	36.67	23.33	16.67	10		
	Female	NO.	2	10	9	1	0	22	
		%	9.09	45.45	40.91	4.55	0		
	Persons	NO.	6	21	16	6	3	52	
		%	11.54	40.38	30.77	11.54	5.77		0.23
SOCIETY AND ENVIRONMENT									
Ancient History	Male	NO.	21	19	34	4	1	79	
		%	26.58	24.05	43.04	5.06	1.27		
	Female	NO.	33	32	30	7	1	103	
		%	32.04	31.07	29.13	6.8	0.97		
	Persons	NO.	54	51	64	11	2	182	
		%	29.67	28.02	35.16	6.04	1.1		0.82
Australian Studies	Male	NO.	0	5	7	0	0	12	
		%	0	41.67	58.33	0	0		
	Female	NO.	8	16	7	0	0	31	
		%	25.81	51.61	22.58	0	0		
	Persons	NO.	8	21	14	0	0	43	
		%	18.6	48.84	32.56	0	0		0.19
Beliefs and Values	Male	NO.	2	4	7	0	0	13	
		%	15.38	30.77	53.85	0	0		
	Female	NO.	4	7	11	0	0	22	
		%	18.18	31.82	50	0	0		
	Persons	NO.	6	11	18	0	0	35	
		%	17.14	31.43	51.43	0	0		0.15
Economics	Male	NO.	419	587	880	285	57	2228	
		%	18.81	26.35	39.5	12.79	2.56		
	Female	NO.	343	434	587	174	36	1574	
		%	21.79	27.57	37.29	11.05	2.29		
	Persons	NO.	762	1021	1467	459	93	3802	
		%	20.04	26.85	38.58	12.07	2.45		17.30
Geography	Male	NO.	283	561	1056	439	95	2434	
		%	11.63	23.05	43.39	18.04	3.9		
	Female	NO.	396	694	1008	298	76	2472	
		%	16.02	28.07	40.78	12.06	3.07		
	Persons	NO.	679	1255	2064	737	171	4906	
		%	13.84	25.58	42.07	15.02	3.49		22.33
Geography (Part A)	Male	NO.	3	16	27	13	1	60	
		%	5	26.67	45	21.67	1.67		
	Female	NO.	9	18	29	14	5	75	
		%	12	24	38.67	18.67	6.67		
	Persons	NO.	12	34	56	27	6	135	
		%	8.89	25.19	41.48	20	4.44		0.61

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
SOCIETY AND ENVIRONMENT (Cont)									
Geography (Part B)	Male	NO.	3	14	23	14	3	57	
		%	5.26	24.56	40.35	24.56	5.26		
	Female	NO.	13	18	29	8	2	70	
		%	18.57	25.71	41.43	11.43	2.86		
	Persons	NO.	16	32	52	22	5	127	
		%	12.6	25.2	40.94	17.32	3.94		0.57
History	Male	NO.	191	348	587	149	24	1299	
		%	14.7	26.79	45.19	11.47	1.85		
	Female	NO.	487	746	993	208	34	2468	
		%	19.73	30.23	40.24	8.43	1.38		
	Persons	NO.	678	1094	1580	357	58	3767	
		%	18	29.04	41.94	9.48	1.54		17.15
History (Part A)	Male	NO.	0	0	1	1	0	2	
		%	0	0	50	50	0		
	Female	NO.	1	2	1	0	1	5	
		%	20	40	20	0	20		
	Persons	NO.	1	2	2	1	1	7	
		%	14.29	28.57	28.57	14.29	14.29		0.03
Law	Male	NO.	1	10	13	3	2	29	
		%	3.45	34.48	44.83	10.34	6.9		
	Female	NO.	1	17	19	0	3	40	
		%	2.5	42.5	47.5	0	7.5		
	Persons	NO.	2	27	32	3	5	69	
		%	2.9	39.13	46.38	4.35	7.25		0.31
Political and Legal Studies	Male	NO.	102	116	201	61	25	505	
		%	20.2	22.97	39.8	12.08	4.95		
	Female	NO.	174	231	292	80	26	803	
		%	21.67	28.77	36.36	9.96	3.24		
	Persons	NO.	276	347	493	141	51	1308	
		%	21.1	26.53	37.69	10.78	3.9		5.95
Practical Geography	Male	NO.	3	11	27	2	2	45	
		%	6.67	24.44	60	4.44	4.44		
	Female	NO.	11	17	25	1	0	54	
		%	20.37	31.48	46.3	1.85	0		
	Persons	NO.	14	28	52	3	2	99	
		%	14.14	28.28	52.53	3.03	2.02		0.45
TECHNOLOGY AND ENTERPRISE									
Accounting	Male	NO.	163	199	277	170	73	882	
		%	18.48	22.56	31.41	19.27	8.28		
	Female	NO.	223	224	335	163	50	995	
		%	22.41	22.51	33.67	16.38	5.03		
	Persons	NO.	386	423	612	333	123	1877	
		%	20.56	22.54	32.61	17.74	6.55		8.54
Accounting (Part A)	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Persons	NO.	0	0	0	2	0	2	
		%	0	0	0	100	0		0.01

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Administrative Systems	Male	NO.	5	15	18	4	1	43	
		%	11.63	34.88	41.86	9.3	2.33		
	Female	NO.	20	42	19	4	1	86	
		%	23.26	48.84	22.09	4.65	1.16		
	Persons	NO.	25	57	37	8	2	129	
		%	19.38	44.19	28.68	6.2	1.55		0.58
Aeronautics	Male	NO.	9	30	51	19	4	113	
		%	7.96	26.55	45.13	16.81	3.54		
	Female	NO.	0	2	5	1	0	8	
		%	0	25	62.5	12.5	0		
	Persons	NO.	9	32	56	20	4	121	
		%	7.44	26.45	46.28	16.53	3.31		0.55
Animal Production and Marketing	Male	NO.	6	68	62	6	4	146	
		%	4.11	46.58	42.47	4.11	2.74		
	Female	NO.	6	19	17	4	0	46	
		%	13.04	41.3	36.96	8.7	0		
	Persons	NO.	12	87	79	10	4	192	
		%	6.25	45.31	41.15	5.21	2.08		0.87
Animal Production and Marketing (Part A)	Male	NO.	0	4	6	9	0	19	
		%	0	21.05	31.58	47.37	0		
	Female	NO.	0	2	2	1	0	5	
		%	0	40	40	20	0		
	Persons	NO.	0	6	8	10	0	24	
		%	0	25	33.33	41.67	0		0.10
Applied Technology	Male	NO.	13	64	50	18	1	146	
		%	8.9	43.84	34.25	12.33	0.68		
	Female	NO.	0	2	4	0	0	6	
		%	0	33.33	66.67	0	0		
	Persons	NO.	13	66	54	18	1	152	
		%	8.55	43.42	35.53	11.84	0.66		0.69
Automotive Workshop	Male	NO.	75	181	196	65	23	540	
		%	13.89	33.52	36.3	12.04	4.26		
	Female	NO.	6	14	13	2	1	36	
		%	16.67	38.89	36.11	5.56	2.78		
	Persons	NO.	81	195	209	67	24	576	
		%	14.06	33.85	36.28	11.63	4.17		2.62
Automotive Workshop (Part A)	Male	NO.	4	12	25	6	1	48	
		%	8.33	25	52.08	12.5	2.08		
	Female	NO.	0	0	3	0	1	4	
		%	0	0	75	0	25		
	Persons	NO.	4	12	28	6	2	52	
		%	7.69	23.08	53.85	11.54	3.85		0.23
Building and Construction	Male	NO.	22	76	128	35	9	270	
		%	8.15	28.15	47.41	12.96	3.33		
	Female	NO.	1	1	3	0	0	5	
		%	20	20	60	0	0		
	Persons	NO.	23	77	131	35	9	275	
		%	8.36	28	47.64	12.73	3.27		1.25

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Building and Construction (Part A)	Male	NO.	1	30	45	6	5	87	
		%	1.15	34.48	51.72	6.9	5.75		
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Persons	NO.	1	30	47	6	5	89	
		%	1.12	33.71	52.81	6.74	5.62		0.40
Business Information Technology	Male	NO.	65	224	313	133	36	771	
		%	8.43	29.05	40.6	17.25	4.67		
	Female	NO.	207	469	309	96	27	1108	
		%	18.68	42.33	27.89	8.66	2.44		
	Persons	NO.	272	693	622	229	63	1879	
		%	14.48	36.88	33.1	12.19	3.35		8.55
Digital Media	Male	NO.	192	521	574	199	57	1543	
		%	12.44	33.77	37.2	12.9	3.69		
	Female	NO.	153	331	234	56	24	798	
		%	19.17	41.48	29.32	7.02	3.01		
	Persons	NO.	345	852	808	255	81	2341	
		%	14.74	36.39	34.52	10.89	3.46		10.65
Farm Practice	Male	NO.	10	61	39	6	3	119	
		%	8.4	51.26	32.77	5.04	2.52		
	Female	NO.	5	20	10	2	0	37	
		%	13.51	54.05	27.03	5.41	0		
	Persons	NO.	15	81	49	8	3	156	
		%	9.62	51.92	31.41	5.13	1.92		0.71
Furniture Design and Technology	Male	NO.	160	480	459	150	40	1289	
		%	12.41	37.24	35.61	11.64	3.1		
	Female	NO.	20	56	37	7	1	121	
		%	16.53	46.28	30.58	5.79	0.83		
	Persons	NO.	180	536	496	157	41	1410	
		%	12.77	38.01	35.18	11.13	2.91		6.41
Furniture Design and Technology (Part A)	Male	NO.	0	6	9	0	0	15	
		%	0	40	60	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	7	9	0	0	16	
		%	0	43.75	56.25	0	0		0.07
Graphics Technology	Male	NO.	4	28	25	8	2	67	
		%	5.97	41.79	37.31	11.94	2.99		
	Female	NO.	4	14	6	3	3	30	
		%	13.33	46.67	20	10	10		
	Persons	NO.	8	42	31	11	5	97	
		%	8.25	43.3	31.96	11.34	5.15		0.44
Information Systems	Male	NO.	150	213	317	107	34	821	
		%	18.27	25.94	38.61	13.03	4.14		
	Female	NO.	67	88	94	30	11	290	
		%	23.1	30.34	32.41	10.34	3.79		
	Persons	NO.	217	301	411	137	45	1111	
		%	19.53	27.09	36.99	12.33	4.05		5.05

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Management and Marketing	Male	NO.	11	61	56	23	4	155	
		%	7.1	39.35	36.13	14.84	2.58		
	Female	NO.	11	48	33	3	0	95	
		%	11.58	50.53	34.74	3.16	0		
	Persons	NO.	22	109	89	26	4	250	
		%	8.8	43.6	35.6	10.4	1.6			1.13
Metals Technology	Male	NO.	69	233	192	58	17	569	
		%	12.13	40.95	33.74	10.19	2.99		
	Female	NO.	8	14	9	4	7	42	
		%	19.05	33.33	21.43	9.52	16.67		
	Persons	NO.	77	247	201	62	24	611	
		%	12.6	40.43	32.9	10.15	3.93			2.78
Metals Technology (Part A)	Male	NO.	1	9	30	1	0	41	
		%	2.44	21.95	73.17	2.44	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	1	10	30	1	0	42	
		%	2.38	23.81	71.43	2.38	0			0.19
Nautical Studies	Male	NO.	19	35	32	9	0	95	
		%	20	36.84	33.68	9.47	0		
	Female	NO.	3	6	6	2	0	17	
		%	17.65	35.29	35.29	11.76	0		
	Persons	NO.	22	41	38	11	0	112	
		%	19.64	36.61	33.93	9.82	0			0.50
Personal Information Technology	Male	NO.	106	402	376	141	25	1050	
		%	10.1	38.29	35.81	13.43	2.38		
	Female	NO.	149	383	261	65	16	874	
		%	17.05	43.82	29.86	7.44	1.83		
	Persons	NO.	255	785	637	206	41	1924	
		%	13.25	40.8	33.11	10.71	2.13			8.75
Plant Production and Marketing	Male	NO.	14	81	35	5	1	136	
		%	10.29	59.56	25.74	3.68	0.74		
	Female	NO.	3	23	5	0	0	31	
		%	9.68	74.19	16.13	0	0		
	Persons	NO.	17	104	40	5	1	167	
		%	10.18	62.28	23.95	2.99	0.6			0.76
Plant Production and Marketing (Part A)	Male	NO.	0	4	4	0	0	8	
		%	0	50	50	0	0		
	Female	NO.	1	3	1	0	1	6	
		%	16.67	50	16.67	0	16.67		
	Persons	NO.	1	7	5	0	1	14	
		%	7.14	50	35.71	0	7.14			0.06
Small Business Management and Enterprise	Male	NO.	24	128	160	44	16	372	
		%	6.45	34.41	43.01	11.83	4.3		
	Female	NO.	49	108	101	17	5	280	
		%	17.5	38.57	36.07	6.07	1.79		
	Persons	NO.	73	236	261	61	21	652	
		%	11.2	36.2	40.03	9.36	3.22			2.96

Curriculum Council

Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Small Business Management and Enterprise (Part A)	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	1	6	2	0	0	9	
		%	11.11	66.67	22.22	0	0		
	Persons	NO.	1	7	3	0	0	11	
		%	9.09	63.64	27.27	0	0		0.05
Systems Technology	Male	NO.	46	94	130	53	4	327	
		%	14.07	28.75	39.76	16.21	1.22		
	Female	NO.	1	6	6	0	0	13	
		%	7.69	46.15	46.15	0	0		
	Persons	NO.	47	100	136	53	4	340	
		%	13.82	29.41	40	15.59	1.18		1.54
Technical Graphics	Male	NO.	115	271	329	99	35	849	
		%	13.55	31.92	38.75	11.66	4.12		
	Female	NO.	28	50	23	6	0	107	
		%	26.17	46.73	21.5	5.61	0		
	Persons	NO.	143	321	352	105	35	956	
		%	14.96	33.58	36.82	10.98	3.66		4.35
Technical Graphics (Part A)	Male	NO.	1	2	2	3	0	8	
		%	12.5	25	25	37.5	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	2	2	3	0	8	
		%	12.5	25	25	37.5	0		0.03
Visual Communication - Photography	Male	NO.	21	65	124	56	47	313	
		%	6.71	20.77	39.62	17.89	15.02		
	Female	NO.	186	268	173	56	44	727	
		%	25.58	36.86	23.8	7.7	6.05		
	Persons	NO.	207	333	297	112	91	1040	
		%	19.9	32.02	28.56	10.77	8.75		4.73
THE ARTS									
Art	Male	NO.	34	104	166	63	12	379	
		%	8.97	27.44	43.8	16.62	3.17		
	Female	NO.	160	468	413	87	23	1151	
		%	13.9	40.66	35.88	7.56	2		
	Persons	NO.	194	572	579	150	35	1530	
		%	12.68	37.39	37.84	9.8	2.29		6.96
Art and Design	Male	NO.	39	139	287	137	45	647	
		%	6.03	21.48	44.36	21.17	6.96		
	Female	NO.	289	677	558	173	47	1744	
		%	16.57	38.82	32	9.92	2.69		
	Persons	NO.	328	816	845	310	92	2391	
		%	13.72	34.13	35.34	12.97	3.85		10.88
Art and Design (Part A)	Male	NO.	0	1	3	1	0	5	
		%	0	20	60	20	0		
	Female	NO.	1	2	2	1	2	8	
		%	12.5	25	25	12.5	25		
	Persons	NO.	1	3	5	2	2	13	
		%	7.69	23.08	38.46	15.38	15.38		0.05

Curriculum Council

Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
THE ARTS (Cont)									
Ballet Studies	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	8	2	0	0	0	10	
		%	80	20	0	0	0		
	Persons	NO.	9	2	0	0	0	11	
		%	81.82	18.18	0	0	0		0.05
Dance Studies	Male	NO.	5	5	4	4	2	20	
		%	25	25	20	20	10		
	Female	NO.	177	340	175	42	9	743	
		%	23.82	45.76	23.55	5.65	1.21		
	Persons	NO.	182	345	179	46	11	763	
		%	23.85	45.22	23.46	6.03	1.44		3.47
Drama	Male	NO.	8	61	82	77	9	237	
		%	3.38	25.74	34.6	32.49	3.8		
	Female	NO.	65	266	217	74	10	632	
		%	10.28	42.09	34.34	11.71	1.58		
	Persons	NO.	73	327	299	151	19	869	
		%	8.4	37.63	34.41	17.38	2.19		3.95
Drama (Part A)	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		0.01
Drama Studies	Male	NO.	36	127	80	44	2	289	
		%	12.46	43.94	27.68	15.22	0.69		
	Female	NO.	177	577	191	53	3	1001	
		%	17.68	57.64	19.08	5.29	0.3		
	Persons	NO.	213	704	271	97	5	1290	
		%	16.51	54.57	21.01	7.52	0.39		5.87
Music	Male	NO.	37	50	46	13	5	151	
		%	24.5	33.11	30.46	8.61	3.31		
	Female	NO.	65	97	72	9	2	245	
		%	26.53	39.59	29.39	3.67	0.82		
	Persons	NO.	102	147	118	22	7	396	
		%	25.76	37.12	29.8	5.56	1.77		1.80
Music in Society	Male	NO.	37	79	49	26	5	196	
		%	18.88	40.31	25	13.27	2.55		
	Female	NO.	56	89	62	20	5	232	
		%	24.14	38.36	26.72	8.62	2.16		
	Persons	NO.	93	168	111	46	10	428	
		%	21.73	39.25	25.93	10.75	2.34		1.94
Music in Society (Part A)	Male	NO.	5	8	4	2	1	20	
		%	25	40	20	10	5		
	Female	NO.	9	10	5	6	0	30	
		%	30	33.33	16.67	20	0		
	Persons	NO.	14	18	9	8	1	50	
		%	28	36	18	16	2		0.22

Curriculum Council

Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION									
ACROSS INDUSTRY STUDIES									
Career and Industry Awareness	Male	NO.	45	219	269	79	37	649	
		%	6.93	33.74	41.45	12.17	5.7		
	Female	NO.	109	244	149	29	12	543	
		%	20.07	44.94	27.44	5.34	2.21		
	Persons	NO.	154	463	418	108	49	1192	
		%	12.92	38.84	35.07	9.06	4.11			5.42
Introduction to SWL - Generic Skills	Male	NO.	942	932	517	101	115	2607	
		%	36.13	35.75	19.83	3.87	4.41		
	Female	NO.	1047	760	317	66	60	2250	
		%	46.53	33.78	14.09	2.93	2.67		
	Persons	NO.	1989	1692	834	167	175	4857	
		%	40.95	34.84	17.17	3.44	3.6			22.11
Work Studies	Male	NO.	87	444	601	220	132	1484	
		%	5.86	29.92	40.5	14.82	8.89		
	Female	NO.	286	695	378	132	58	1549	
		%	18.46	44.87	24.4	8.52	3.74		
	Persons	NO.	373	1139	979	352	190	3033	
		%	12.3	37.55	32.28	11.61	6.26			13.8
Work Studies (Part A)	Male	NO.	0	2	10	0	0	12	
		%	0	16.67	83.33	0	0		
	Female	NO.	1	11	7	2	0	21	
		%	4.76	52.38	33.33	9.52	0		
	Persons	NO.	1	13	17	2	0	33	
		%	3.03	39.39	51.52	6.06	0			0.15
Work Studies (Part B)	Male	NO.	2	11	11	5	1	30	
		%	6.67	36.67	36.67	16.67	3.33		
	Female	NO.	4	12	5	0	0	21	
		%	19.05	57.14	23.81	0	0		
	Persons	NO.	6	23	16	5	1	51	
		%	11.76	45.1	31.37	9.8	1.96			0.23
ARTS AND RELATED TECHNOLOGIES									
Audio Visual Production - Radio	Male	NO.	15	18	19	1	2	55	
		%	27.27	32.73	34.55	1.82	3.64		
	Female	NO.	9	17	9	3	0	38	
		%	23.68	44.74	23.68	7.89	0		
	Persons	NO.	24	35	28	4	2	93	
		%	25.81	37.63	30.11	4.3	2.15			0.42
Audio Visual Production - Video	Male	NO.	16	24	30	8	0	78	
		%	20.51	30.77	38.46	10.26	0		
	Female	NO.	12	12	9	12	1	46	
		%	26.09	26.09	19.57	26.09	2.17		
	Persons	NO.	28	36	39	20	1	124	
		%	22.58	29.03	31.45	16.13	0.81		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
ARTS AND RELATED TECHNOLOGIES (Cont)									
Video Production - TV Studio	Male	NO.	10	24	27	7	1	69	
		%	14.49	34.78	39.13	10.14	1.45		
	Female	NO.	6	22	16	3	1	48	
		%	12.5	45.83	33.33	6.25	2.08		
	Persons	NO.	16	46	43	10	2	117	
		%	13.68	39.32	56.75	8.55	1.71		0.53
Video Production - Video Location	Male	NO.	6	21	14	14	1	56	
		%	10.71	37.5	25	25	1.79		
	Female	NO.	10	12	14	5	0	41	
		%	24.39	29.27	34.15	12.2	0		
	Persons	NO.	16	33	28	19	1	97	
		%	16.49	34.02	28.87	19.59	1.03		0.44
BUILDING AND CONSTRUCTION									
Workplace Communication and Organisation	Male	NO.	1	3	1	1	0	6	
		%	16.67	50	16.67	16.67	0		
	Female	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Persons	NO.	1	4	2	1	0	8	
		%	12.5	50	25	12.5	0		0.03
BUSINESS AND CLERICAL									
Business Financial Management	Male	NO.	4	8	22	10	0	44	
		%	9.09	18.18	50	22.73	0		
	Female	NO.	23	56	41	0	2	122	
		%	18.85	45.9	33.61	0	1.64		
	Persons	NO.	27	64	63	10	2	166	
		%	16.27	38.55	37.95	6.02	1.2		0.75
Computer Fundamentals	Male	NO.	30	128	170	32	9	369	
		%	8.13	34.69	46.07	8.67	2.44		
	Female	NO.	82	163	157	18	10	430	
		%	19.07	37.91	36.51	4.19	2.33		
	Persons	NO.	112	291	327	50	19	799	
		%	14.02	36.42	40.93	6.26	2.38		3.63
Computerised Accounting	Male	NO.	0	6	19	2	0	27	
		%	0	22.22	70.37	7.41	0		
	Female	NO.	14	26	19	4	1	64	
		%	21.88	40.63	29.69	6.25	1.56		
	Persons	NO.	14	32	38	6	1	91	
		%	15.38	35.16	41.76	6.59	1.1		0.41
Financial Procedures and Records Management	Male	NO.	4	26	18	8	1	57	
		%	7.02	45.61	31.58	14.04	1.75		
	Female	NO.	37	88	71	7	3	206	
		%	17.96	42.72	34.47	3.4	1.46		
	Persons	NO.	41	114	89	15	4	263	
		%	15.59	43.35	33.84	5.7	1.52		1.19

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
BUSINESS AND CLERICAL (Cont)									
Introduction to Workplace Skills	Male	NO.	3	2	2	0	0	7	
		%	42.86	28.57	28.57	0	0		
	Female	NO.	5	8	3	0	1	17	
		%	29.41	47.06	17.65	0	5.88		
	Persons	NO.	8	10	5	0	1	24	
		%	33.33	41.67	20.83	0	4.17		0.10
Keyboard Operations - Application	Male	NO.	5	5	21	3	3	37	
		%	13.51	13.51	56.76	8.11	8.11		
	Female	NO.	37	69	31	23	2	162	
		%	22.84	42.59	19.14	14.2	1.23		
	Persons	NO.	42	74	52	26	5	199	
		%	21.11	37.19	26.13	13.07	2.51		0.90
Keyboard Operations - Technique	Male	NO.	7	19	24	2	0	52	
		%	13.46	36.54	46.15	3.85	0		
	Female	NO.	48	104	43	8	0	203	
		%	23.65	51.23	21.18	3.94	0		
	Persons	NO.	55	123	67	10	0	255	
		%	21.37	48.24	26.27	3.92	0		1.16
Office Administration	Male	NO.	3	8	24	2	2	39	
		%	7.69	20.51	61.54	5.13	5.13		
	Female	NO.	29	59	44	9	2	143	
		%	20.28	41.26	30.77	6.29	1.4		
	Persons	NO.	32	67	68	11	4	182	
		%	17.38	36.81	37.36	6.04	2.2		0.82
Politics, Law and the Workplace	Male	NO.	0	3	1	2	0	6	
		%	0	50	16.67	33.33	0		
	Female	NO.	3	3	5	0	1	12	
		%	25	25	41.67	0	8.33		
	Persons	NO.	3	6	6	2	1	18	
		%	16.67	33.33	33.33	11.11	5.56		0.08
ELECTRICAL/ELECTRONICS									
Electrical Foundations	Male	NO.	11	15	20	4	4	54	
		%	20.37	27.78	37.04	7.41	7.41		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	11	15	21	4	4	55	
		%	20	27.27	38.18	7.27	7.27		0.25
Workshop Practice and Electrical Fabrication	Male	NO.	5	2	4	1	1	13	
		%	38.46	15.38	30.77	7.69	7.69		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	5	2	4	1	1	13	
		%	38.46	15.38	30.77	7.69	7.69		0.05

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
HEALTH AND COMMUNITY SERVICES									
Child Care	Male	NO.	0	0	0	2	0	2	
		%	0	0	0	100	0		
	Female	NO.	26	52	38	17	8	141	
		%	18.44	36.88	26.95	12.06	5.67		
	Persons	NO.	26	52	38	19	8	143	
		%	18.18	36.36	26.57	13.29	5.59		0.65
The Study of Teaching	Male	NO.	0	1	0	0	1	2	
		%	0	50	0	0	50		
	Female	NO.	5	0	1	1	0	7	
		%	71.43	0	14.29	14.29	0		
	Persons	NO.	5	1	1	1	1	9	
		%	55.56	11.11	11.11	11.11	11.11		0.04
Vocational Community Networking 1	Male	NO.	0	2	2	1	0	5	
		%	0	40	40	20	0		
	Female	NO.	3	18	17	1	2	41	
		%	7.32	43.9	41.46	2.44	4.88		
	Persons	NO.	3	20	19	2	2	46	
		%	6.52	43.48	41.3	4.35	4.35		0.20
Vocational Community Networking 2	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	3	23	14	8	4	52	
		%	5.77	44.23	26.92	15.38	7.69		
	Persons	NO.	3	23	14	9	4	53	
		%	5.66	43.4	26.42	16.98	7.55		0.24
HOSPITALITY TRAVEL AND TOURISM									
Aspects of the Tourism Industry (Part A)	Male	NO.	8	41	62	20	8	139	
		%	5.76	29.5	44.6	14.39	5.76		
	Female	NO.	94	214	149	48	16	521	
		%	18.04	41.07	28.6	9.21	3.07		
	Persons	NO.	102	255	211	68	24	660	
		%	15.45	38.64	31.97	10.3	3.64		3.00
Aspects of the Tourism Industry (Part B)	Male	NO.	9	30	42	16	9	106	
		%	8.49	28.3	39.62	15.09	8.49		
	Female	NO.	92	166	115	14	14	401	
		%	22.94	41.4	28.68	3.49	3.49		
	Persons	NO.	101	196	157	30	23	507	
		%	19.92	38.66	30.97	5.92	4.54		2.30
Catering	Male	NO.	21	58	61	13	5	158	
		%	13.29	36.71	38.61	8.23	3.16		
	Female	NO.	97	195	88	11	5	396	
		%	24.49	49.24	22.22	2.78	1.26		
	Persons	NO.	118	253	149	24	10	554	
		%	21.3	45.67	26.9	4.33	1.81		2.52

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
HOSPITALITY TRAVEL AND TOURISM (Cont)									
Computer Fundamentals for Hospitality and Tourism	Male	NO.	3	19	8	6	2	38	
		%	7.89	50	21.05	15.79	5.26		
	Female	NO.	9	42	30	4	4	89	
		%	10.11	47.19	33.71	4.49	4.49		
	Persons	NO.	12	61	38	10	6	127	0.57
		%	9.45	48.03	29.92	7.87	4.72		
Food Production	Male	NO.	40	140	150	43	12	385	
		%	10.39	36.36	38.96	11.17	3.12		
	Female	NO.	217	486	263	78	13	1057	
		%	20.53	45.98	24.88	7.38	1.23		
	Persons	NO.	257	626	413	121	25	1442	6.56
		%	17.82	43.41	28.64	8.39	1.73		
Food Science and Nutrition	Male	NO.	0	1	7	0	2	10	
		%	0	10	70	0	20		
	Female	NO.	1	21	24	12	2	60	
		%	1.67	35	40	20	3.33		
	Persons	NO.	1	22	31	12	4	70	0.31
		%	1.43	31.43	44.29	17.14	5.71		
Workplace and Health Issues	Male	NO.	10	24	8	3	0	45	
		%	22.22	53.33	17.78	6.67	0		
	Female	NO.	15	35	24	4	0	78	
		%	19.23	44.87	30.77	5.13	0		
	Persons	NO.	25	59	32	7	0	123	0.55
		%	20.33	47.97	26.02	5.69	0		
LIGHT MANUFACTURING									
Composite Materials	Male	NO.	0	15	18	2	0	35	
		%	0	42.86	51.43	5.71	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	15	18	2	0	35	0.15
		%	0	42.86	51.43	5.71	0		
Wood Fabrication	Male	NO.	33	121	150	39	4	347	
		%	9.51	34.87	43.23	11.24	1.15		
	Female	NO.	0	8	9	1	0	18	
		%	0	44.44	50	5.56	0		
	Persons	NO.	33	129	159	40	4	365	1.66
		%	9.04	35.34	43.56	10.96	1.1		
Wood Fabrication - Introduction	Male	NO.	12	15	27	2	3	59	
		%	20.34	25.42	45.76	3.39	5.08		
	Female	NO.	1	1	1	1	0	4	
		%	25	25	25	25	0		
	Persons	NO.	13	16	28	3	3	63	0.28
		%	20.63	25.4	44.44	4.76	4.76		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
LIGHT MANUFACTURING (Cont)									
Computer Assisted Drawing and Design	Male	NO.	11	38	46	5	1	101	
		%	10.89	37.62	45.54	4.95	0.99		
	Female	NO.	0	5	6	0	0	11	
		%	0	45.45	54.55	0	0		
	Persons	NO.	11	43	52	5	1	112	0.50
		%	9.82	38.39	46.43	4.46	0.89		
METALS AND ENGINEERING (INCLUDING AUTOMOTIVE)									
Computer Assisted Drawing and Design - Introduction	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	1	0	0	1	0.00
		%	0	0	100	0	0		
General Workshop	Male	NO.	50	167	135	22	4	378	
		%	13.23	44.18	35.71	5.82	1.06		
	Female	NO.	0	1	2	3	0	6	
		%	0	16.67	33.33	50	0		
	Persons	NO.	50	168	137	25	4	384	1.74
		%	13.02	43.75	35.68	6.51	1.04		
General Workshop - Introduction	Male	NO.	6	12	1	3	0	22	
		%	27.27	54.55	4.55	13.64	0		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Persons	NO.	6	14	2	3	0	25	0.11
		%	24	56	8	12	0		
Metal Machinery and Fabrication - Introduction	Male	NO.	6	17	29	8	2	62	
		%	9.68	27.42	46.77	12.9	3.23		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	6	17	29	8	2	62	0.28
		%	9.68	27.42	46.77	12.9	3.23		
Metal Machining and Fabrication	Male	NO.	39	136	129	40	13	357	
		%	10.92	38.1	36.13	11.2	3.64		
	Female	NO.	0	0	3	1	0	4	
		%	0	0	75	25	0		
	Persons	NO.	39	136	132	41	13	361	1.64
		%	10.8	37.67	36.57	11.36	3.6		
Trade Drawing	Male	NO.	23	71	86	29	9	218	
		%	10.55	32.57	39.45	13.3	4.13		
	Female	NO.	1	2	2	0	0	5	
		%	20	40	40	0	0		
	Persons	NO.	24	73	88	29	9	223	1.01
		%	10.76	32.74	39.46	13	4.04		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
MINING									
Computer Fundamentals in the Mining Industry	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		0.01
Introduction to Mining	Male	NO.	0	0	7	5	1	13	
		%	0	0	53.85	38.46	7.69		
	Female	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Persons	NO.	0	0	10	5	1	16	
		%	0	0	62.5	31.25	6.25		0.07
Occupational Health & Safety in the Mining Industry	Male	NO.	1	9	11	1	1	23	
		%	4.35	39.13	47.83	4.35	4.35		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	1	10	11	1	1	24	
		%	4.17	41.67	45.83	4.17	4.17		0.10
Working in the Outdoors	Male	NO.	2	1	2	1	0	6	
		%	33.33	16.67	33.33	16.67	0		
	Female	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Persons	NO.	2	2	3	1	0	8	
		%	25	25	37.5	12.5	0		0.03
PRIMARY INDUSTRIES									
Animal Husbandry and Enterprise - Equine	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	2	2	3	0	0	7	
		%	28.57	28.57	42.86	0	0		
	Persons	NO.	2	2	3	1	0	8	
		%	25	25	37.5	12.5	0		0.03
Animal Production and Enterprise	Male	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Female	NO.	2	3	1	0	0	6	
		%	33.33	50	16.67	0	0		
	Persons	NO.	2	3	4	0	0	9	
		%	22.22	33.33	44.44	0	0		0.04
Animal Production and Enterprise - Introduction	Male	NO.	0	3	2	2	0	7	
		%	0	42.86	28.57	28.57	0		
	Female	NO.	2	3	5	4	0	14	
		%	14.29	21.43	35.71	28.57	0		
	Persons	NO.	2	6	7	6	0	21	
		%	9.52	28.57	33.33	28.57	0		0.09

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
PRIMARY INDUSTRIES (Cont)									
Applied Equine Vocation	Male	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Female	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Persons	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		0.01
Applied Land and Resource Management - Introduction	Male	NO.	2	7	5	8	4	26	
		%	7.69	26.92	19.23	30.77	15.38		
	Female	NO.	6	5	3	4	0	18	
		%	33.33	27.78	16.67	22.22	0		
	Persons	NO.	8	12	8	12	4	44	
		%	18.18	27.27	18.18	27.27	9.09		0.20
Facilities Development	Male	NO.	2	6	6	1	0	15	
		%	13.33	40	40	6.67	0		
	Female	NO.	1	2	3	0	0	6	
		%	16.67	33.33	50	0	0		
	Persons	NO.	3	8	9	1	0	21	
		%	14.29	38.1	42.86	4.76	0		0.09
Facilities Development and Maintenance	Male	NO.	1	13	2	2	0	18	
		%	5.56	72.22	11.11	11.11	0		
	Female	NO.	1	4	2	1	0	8	
		%	12.5	50	25	12.5	0		
	Persons	NO.	2	17	4	3	0	26	
		%	7.69	65.38	15.38	11.54	0		0.11
Plant Production and Enterprise	Male	NO.	2	2	7	0	0	11	
		%	18.18	18.18	63.64	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	2	2	8	0	0	12	
		%	16.67	16.67	66.67	0	0		0.05
Plant Production and Enterprise - Introduction	Male	NO.	1	5	6	2	0	14	
		%	7.14	35.71	42.86	14.29	0		
	Female	NO.	1	1	1	2	0	5	
		%	20	20	20	40	0		
	Persons	NO.	2	6	7	4	0	19	
		%	10.53	31.58	36.84	21.05	0		0.08
Plant Production and Enterprise - Viticulture	Male	NO.	2	6	2	0	0	10	
		%	20	60	20	0	0		
	Female	NO.	0	3	1	0	0	4	
		%	0	75	25	0	0		
	Persons	NO.	2	9	3	0	0	14	
		%	14.29	64.29	21.43	0	0		0.06

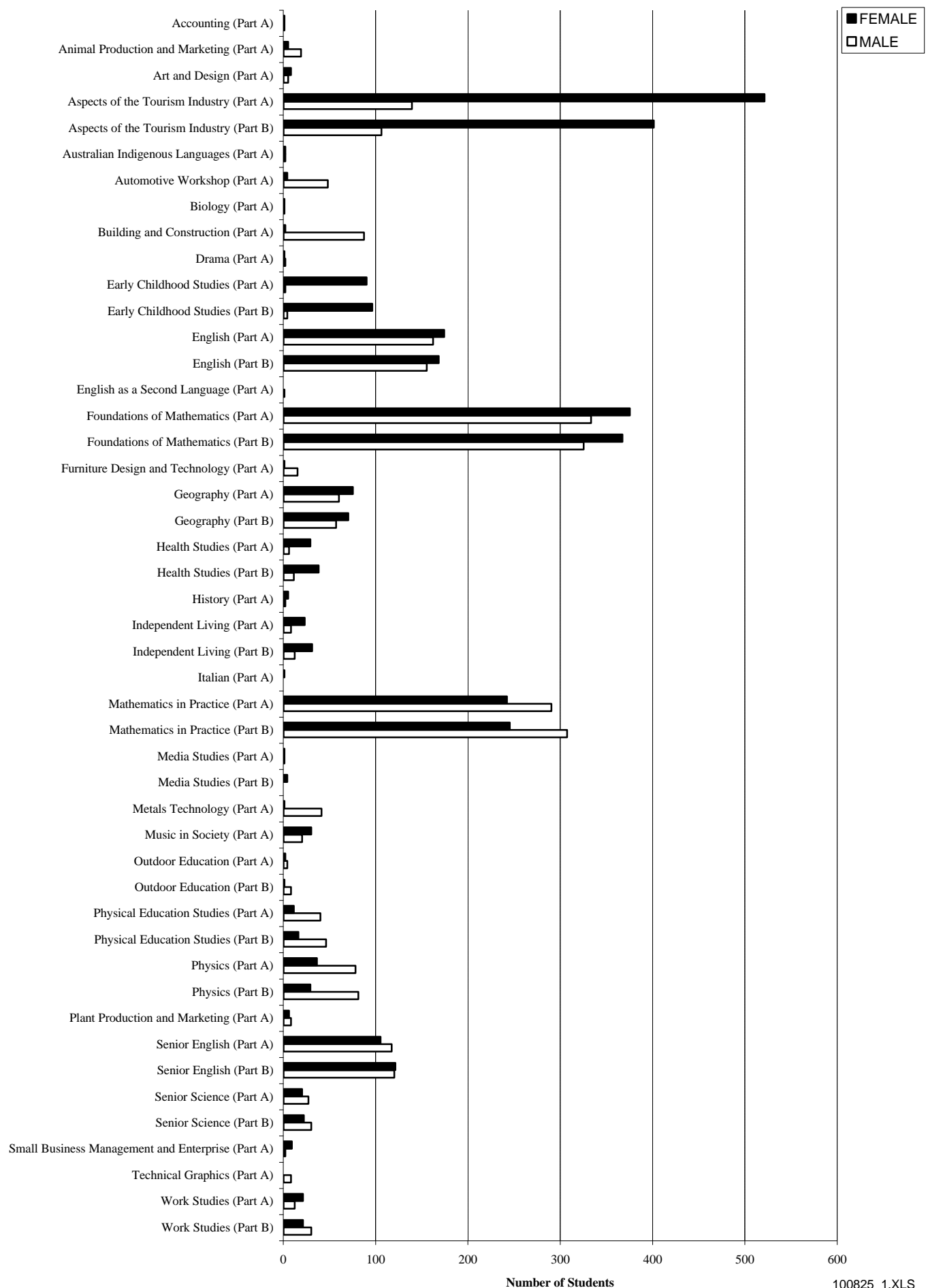
Curriculum Council

Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
RETAIL									
Presentation for Retail	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	1	3	0	0	0	4	
		%	25	75	0	0	0		
	Persons	NO.	1	3	1	0	0	5	
		%	20	60	20	0	0		0.02
SPORT AND RECREATION									
Recreation and Leisure Industry Studies 1	Male	NO.	5	2	12	0	1	20	
		%	25	10	60	0	5		
	Female	NO.	4	9	11	1	0	25	
		%	16	36	44	4	0		
	Persons	NO.	9	11	23	1	1	45	
		%	20	24.44	51.11	2.22	2.22		0.20
Recreation and Leisure Industry Studies 2	Male	NO.	2	5	5	1	0	13	
		%	15.38	38.46	38.46	7.69	0		
	Female	NO.	2	6	8	3	0	19	
		%	10.53	31.58	42.11	15.79	0		
	Persons	NO.	4	11	13	4	0	32	
		%	12.5	34.38	40.63	12.5	0		0.14
Sport, Specific Skills and Training	Male	NO.	7	24	12	6	3	52	
		%	13.46	46.15	23.08	11.54	5.77		
	Female	NO.	2	7	1	1	0	11	
		%	18.18	63.64	9.09	9.09	0		
	Persons	NO.	9	31	13	7	3	63	
		%	14.29	49.21	20.63	11.11	4.76		0.28
TRANSPORT AND STORAGE									
Aquaculture	Male	NO.	2	7	7	5	1	22	
		%	9.09	31.82	31.82	22.73	4.55		
	Female	NO.	1	2	2	0	0	5	
		%	20	40	40	0	0		
	Persons	NO.	3	9	9	5	1	27	
		%	11.11	33.33	33.33	18.52	3.7		0.12
Seamanship	Male	NO.	4	7	4	0	0	15	
		%	26.67	46.67	26.67	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	4	7	4	0	0	15	
		%	26.67	46.67	26.67	0	0		0.06

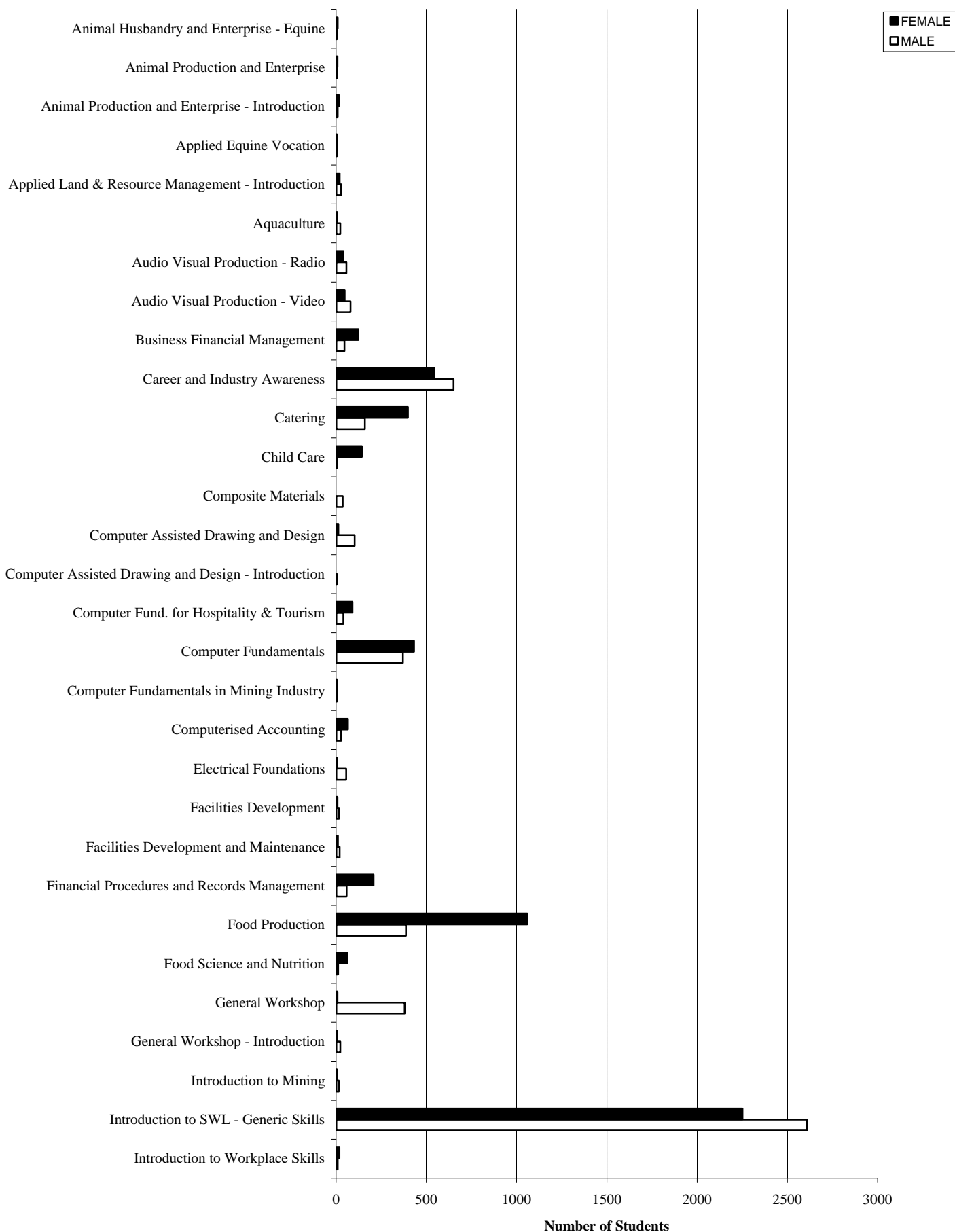
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Figure 2.2 Number of Students Who Completed Year 11 Semesterised Subjects, by Sex, 2001



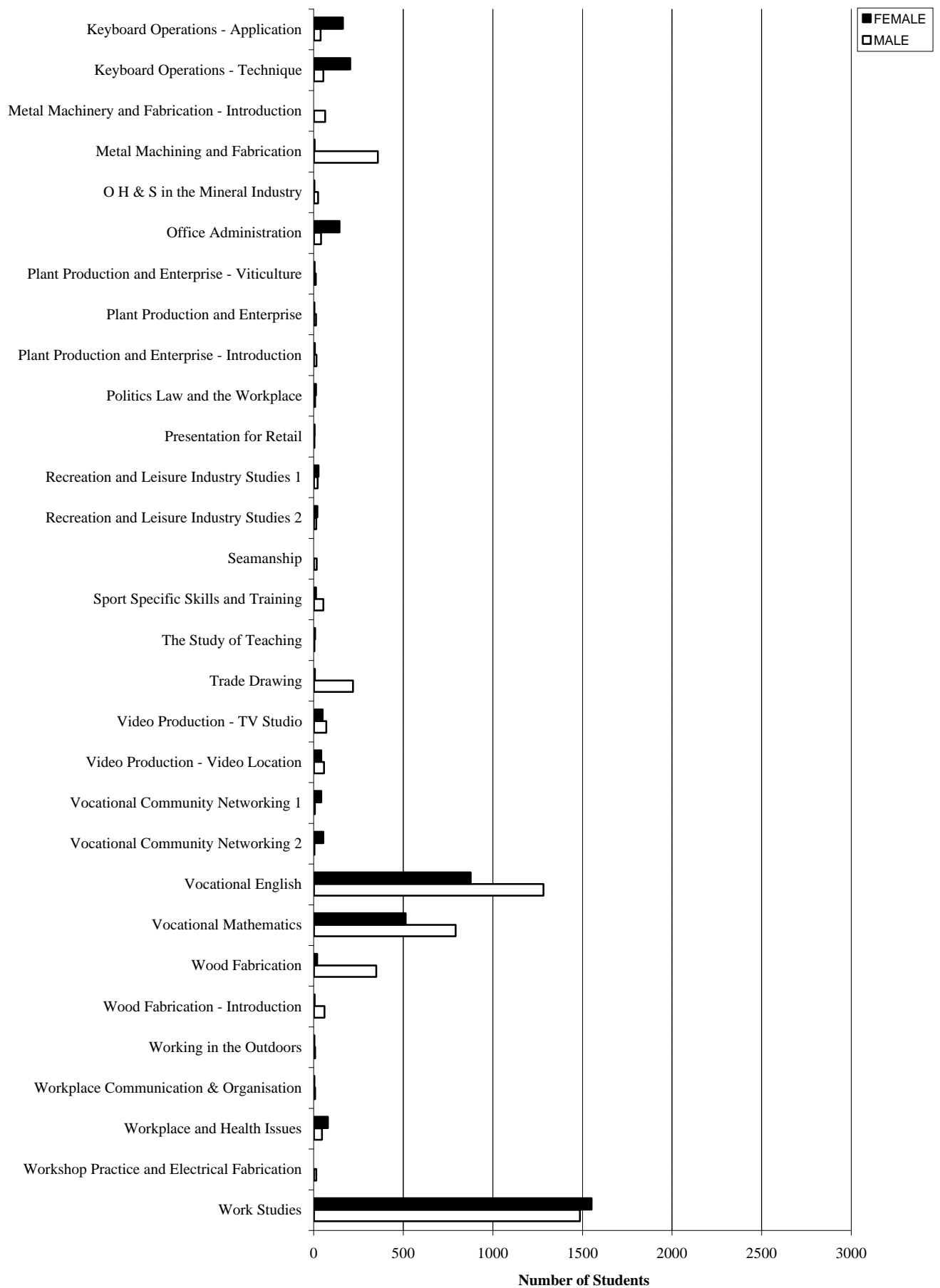
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Figure 2.3 Number of Students Who Completed Year 11 Vocational Subjects, by Sex, 2001



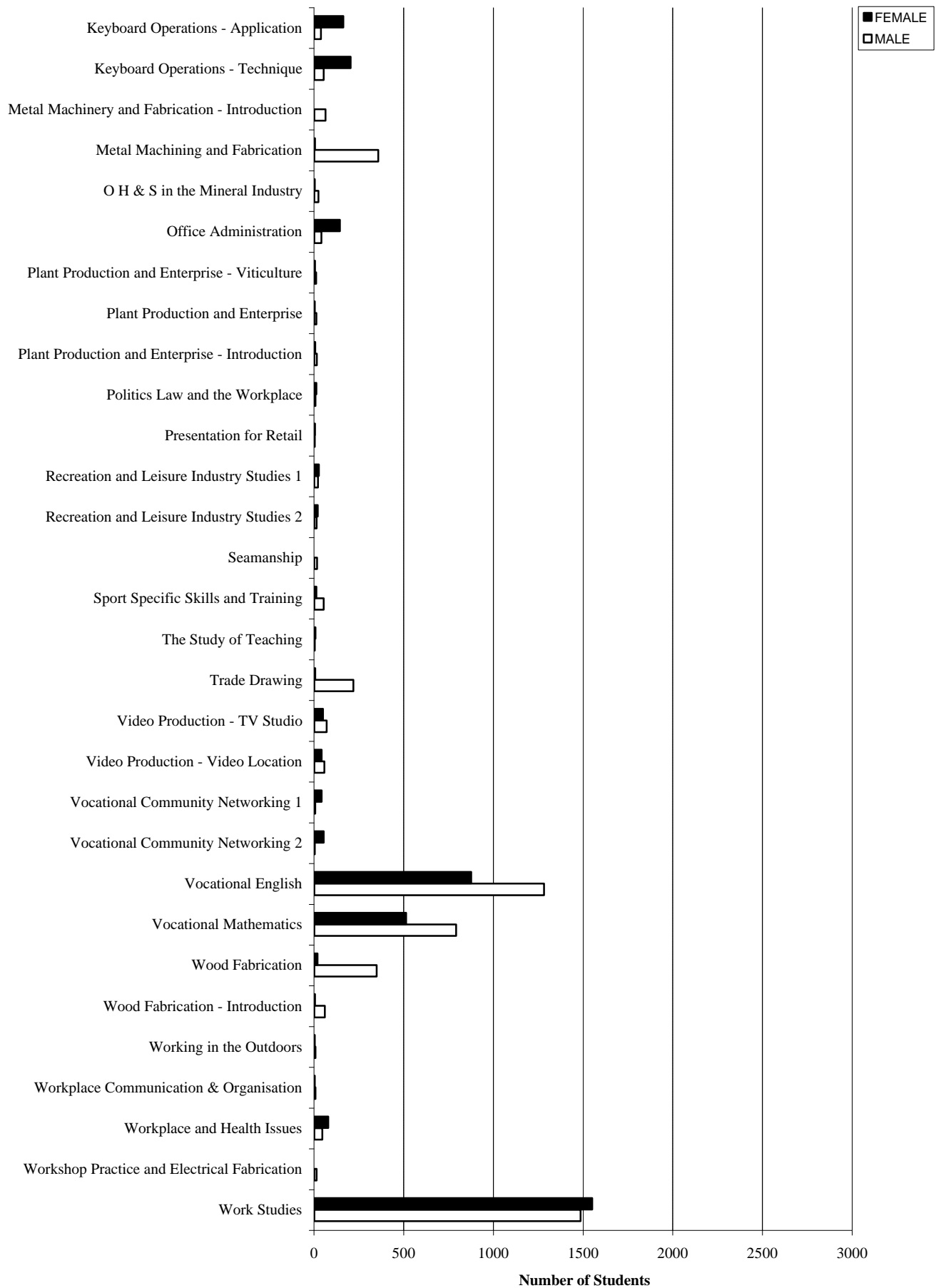
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Figure 2.3 Number of Students Who Completed Year 11 Vocational Subjects, by Sex, 2001 (Cont)



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Figure 2.3 Number of Students Who Completed Year 11 Vocational Subjects, by Sex, 2001 (Cont)



Curriculum Council

Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2001

Subjects within Learning Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
ENGLISH							
English **	3	74	6	5	34	40	162
English as a Second Language **	0	14	4	0	13	18	49
English Literature **	0	65	6	3	31	30	135
Media Studies	1	34	5	2	3	10	55
Senior English	5	78	6	3	32	31	155
Vocational English	7	52	3	3	12	3	80
HEALTH AND PHYSICAL EDUCATION							
Early Childhood Studies	3	48	3	2	20	13	89
Health Studies	1	21	3	3	0	0	28
Independent Living	1	34	2	1	14	12	64
Outdoor Education	0	41	4	1	9	7	62
Physical Education Studies	1	63	5	2	25	22	118
LANGUAGES OTHER THAN ENGLISH							
Arabic (CCAFL)	0	0	0	0	0	1	1
Chinese: Advanced **	0	2	2	0	0	4	8
Chinese: Second Language **	0	3	0	0	0	0	3
French **	0	14	1	2	8	18	43
French for Beginners	0	5	0	1	0	2	8
German **	0	5	1	1	1	6	14
Hebrew (CCAFL)	0	0	0	0	0	1	1
Indonesian for Beginners	0	0	0	0	0	1	1
Indonesian: Advanced **	0	1	2	0	5	6	14
Indonesian: Second Language **	0	6	1	1	8	9	25
Italian **	0	9	1	1	17	4	32
Italian for Beginners	0	1	0	0	1	0	2
Japanese for Beginners	0	0	1	0	1	1	3
Japanese: Advanced **	0	0	1	0	1	1	3
Japanese: Second Language **	0	23	1	2	12	13	51
Malay: Advanced **	0	1	0	0	0	1	2
Modern Greek (SSABSA) **	0	1	0	0	2	1	4
Spanish (SSABSA)	0	0	0	0	1	2	3
MATHEMATICS							
Applicable Mathematics **	0	72	6	3	32	39	152
Calculus **	0	62	6	3	31	34	136
Discrete Mathematics **	1	75	6	4	32	38	156
Modelling with Mathematics	7	78	5	3	34	33	160

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

** These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2001 (Cont)

Subjects within Learning Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
SCIENCE							
Biology **	0	61	6	2	26	30	125
Chemistry **	0	72	6	3	32	37	150
Geology **	0	3	0	0	0	2	5
Human Biology **	0	72	6	5	34	34	151
Physical Science **	0	15	3	0	3	3	24
Physics **	0	71	6	3	32	38	150
Senior Science	0	58	5	3	24	23	113
SOCIETY AND ENVIRONMENT							
Ancient History **	0	6	3	1	1	4	15
Australian Studies	0	0	0	0	0	3	3
Beliefs and Values	0	0	0	0	18	3	21
Economics **	0	62	5	3	30	31	131
Geography **	2	73	6	3	34	34	152
History **	1	70	6	4	31	33	145
Law	0	5	1	0	1	0	7
Political and Legal Studies **	0	26	5	1	12	17	61
Practical Geography	0	4	0	0	1	1	6
TECHNOLOGY AND ENTERPRISE							
Accounting **	0	47	5	3	24	25	104
Administrative Systems	0	7	2	0	1	0	10
Aeronautics	0	4	0	0	0	0	4
Animal Production and Marketing	0	10	0	0	1	0	11
Applied Technology	0	2	0	0	1	5	8
Automotive Workshop	1	26	1	0	1	2	31
Building and Construction	0	16	0	0	1	0	17
Business Information Technology	1	55	3	2	23	7	91
Fabrics Design and Technology	1	1	0	0	0	0	2
Farm Practice	0	6	0	0	1	0	7
Food Technology	0	3	2	0	2	2	9
Furniture Design and Technology	2	55	2	1	19	14	93
Graphics Technology	0	3	1	0	0	2	6
Industry Information Technology	0	39	3	0	10	13	65
Information Systems **	0	23	4	1	12	14	54
Interactive Media	1	53	5	2	22	19	102
Management and Marketing	0	13	0	0	7	4	24
Metals Technology	2	35	1	0	9	8	55
Nautical Studies	0	6	1	0	0	1	8
Plant Production and Marketing	0	6	0	0	1	0	7
Small Business Management and Enterprise	0	28	3	1	7	3	42
Systems Technology	0	12	0	0	1	2	15
Technical Graphics	0	43	3	2	15	9	72
Visual Communication - Photography	2	48	5	1	3	6	65

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

** These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2001 (Cont)

Subjects within Learning Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
THE ARTS							
Art **	0	62	6	3	29	27	127
Art and Design	6	71	6	3	32	31	149
Ballet Studies	0	2	0	0	0	0	2
Dance Studies	0	29	2	1	0	1	33
Drama	0	58	4	2	21	17	102
Drama Studies **	0	54	4	2	24	25	109
Music **	0	29	1	1	19	17	67
Music in Society	1	28	2	1	12	6	50
SUBJECTS WITHIN INDUSTRY AREAS							
VOCATIONAL EDUCATION							
ACROSS INDUSTRY STUDIES							
Work Studies	5	58	3	2	20	8	96
ARTS AND RELATED TECHNOLOGIES							
SWL - Design	1	8	0	0	3	10	22
SWL - Design (Pilot Skills)	1	24	1	1	10	7	44
BUSINESS AND CLERICAL							
Audio and Word Processing Skills	0	4	0	0	0	0	4
Business Financial Management	0	12	0	0	1	0	13
Computer Fundamentals	7	34	3	1	5	1	51
Financial Management - Computerised	0	4	0	0	0	0	4
Office Administration	0	12	0	2	1	0	15
Records Management	0	1	0	0	0	0	1
SWL - Business and Clerical (Pilot Skills)	4	44	2	3	18	4	75
SWL - Information Technology	0	6	0	0	4	8	18
SWL - Information Technology (Pilot Skills)	1	25	3	1	10	3	43
SWL - Office & Administration	1	17	0	0	7	10	35
ELECTRICAL/ELECTRONICS							
SWL - Electrical/Electronics	0	10	0	0	2	5	17
SWL - Electronics Servicing (Pilot Skills)	0	21	0	0	14	1	36
HEALTH AND COMMUNITY SERVICES							
Child Care	0	6	0	0	0	0	6
SWL - Child Care	1	7	0	0	4	6	18
SWL - Com Service, Health & Ed (Pilot Skills)	5	43	3	1	19	14	85
SWL - Health and Community Services	0	4	0	0	2	6	12
Vocational Community Networking	0	7	0	0	0	0	7

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

** These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2001 (Cont)

Subjects within Industry Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
VOCATIONAL EDUCATION (Cont)							
HOSPITALITY TRAVEL AND TOURISM							
Aspects of the Tourism Industry	2	31	3	1	2	0	39
Food Production	1	48	2	2	9	8	70
Reception and Customer Service	0	16	2	2	2	0	22
SWL - Food and Hospitality	1	15	0	0	7	7	30
SWL - Food Processing (Pilot Skills)	0	8	0	0	0	0	8
SWL - Hospitality (Pilot Skills)	3	38	3	3	18	11	76
SWL - Tourism Industry	0	7	0	0	2	3	12
SWL - Tourism Industry (Pilot Skills)	0	26	1	2	10	2	41
Workplace Background	0	2	0	1	1	0	4
LIGHT MANUFACTURING							
Composite Materials	0	2	0	0	0	0	2
SWL - Building Construction & Services (Pilot Skills)	2	22	2	1	17	5	49
SWL - Furnishings	0	4	0	0	1	2	7
SWL - Light Manufacturing (Pilot Skills)	1	7	1	0	4	1	14
Wood Fabrication	1	16	2	0	3	0	22
METALS AND ENGINEERING (INCLUDING AUTOMOTIVE)							
Composite Materials, Machining and Fabrication	0	0	0	1	0	0	1
Computer Assisted Drawing and Design	0	2	1	1	0	0	4
General Workshop	1	23	3	0	0	0	27
Metal Machining and Fabrication	0	15	1	0	1	0	17
SWL - Automotive	0	9	1	0	4	9	23
SWL - Automotive (Pilot Skills)	4	37	1	1	16	6	65
SWL - Metals and Engineering	1	10	0	0	3	1	15
SWL - Metals and Engineering (Pilot Skills)	1	20	2	1	8	2	34
MINING							
SWL - Minerals	0	1	0	0	0	0	1
SWL - Mining (Pilot Skills)	0	3	0	0	0	0	3
OTHER							
The Study of Teaching	0	1	0	0	0	0	1
PRIMARY INDUSTRIES							
Animal Production and Enterprise	0	2	0	0	0	0	2
Applied Land & Resource Management - Introduction	0	2	0	0	0	0	2

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

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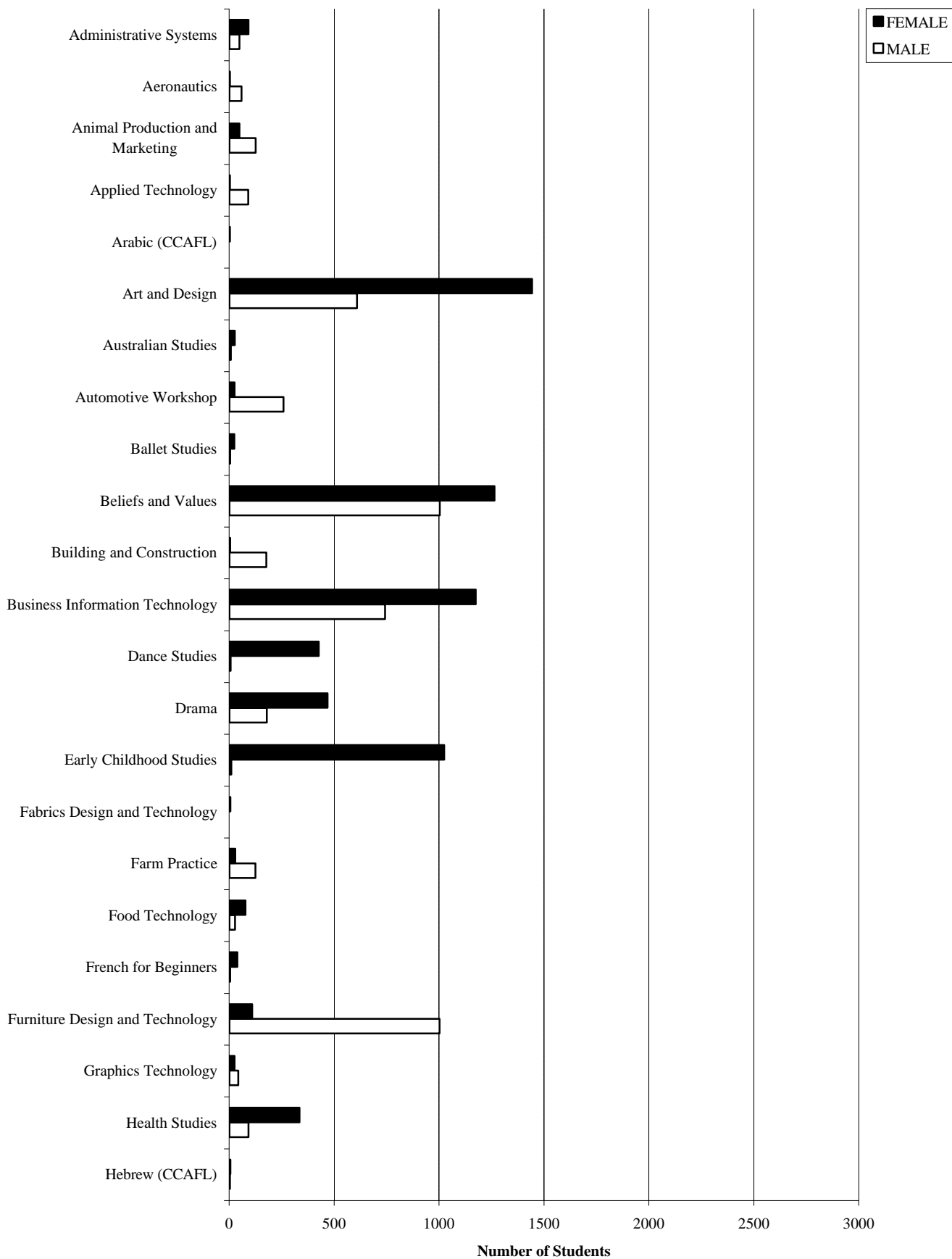
Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2001 (Cont)

Subjects within Industry Areas	Government				Non-Government		Total
	District High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools	
VOCATIONAL EDUCATION (Cont)							
PRIMARY INDUSTRIES (Cont)							
Facilities Development and Maintenance	0	2	0	0	0	0	2
Pastoral Industries	0	1	0	0	0	0	1
Plant Production and Enterprise	0	2	0	0	0	0	2
SWL - Agricultural/Pastoral	0	4	0	0	1	4	9
SWL - Animal Care	0	10	0	0	1	8	19
SWL - Animal Care (Pilot Skills)	1	21	3	0	9	5	39
SWL - Primary Industries (Pilot Skills)	3	25	2	1	9	3	43
SWL - Viticulture	0	0	0	0	0	1	1
RETAIL							
SWL - Hairdressing	0	5	0	0	2	2	9
SWL - Retail	1	14	0	0	4	10	29
SWL - Sales and Personal Services (Pilot Skills)	1	43	3	2	19	9	77
SPORT AND RECREATION							
Fitness	0	1	1	0	0	0	2
Sport Specific Skills and Training	0	1	0	0	0	0	1
SWL - Recreational Groundsperson	0	3	0	0	2	3	8
SWL - Sport and Recreation	0	5	0	0	4	7	16
SWL - Sport and Recreation (Pilot Skills)	1	21	1	0	8	4	35
TRANSPORT AND STORAGE							
SWL - Logistics	0	2	0	0	1	0	3
SWL - Seamanship	0	2	0	0	1	1	4
SWL - Transport and Storage (Pilot Skills)	0	6	0	0	1	1	8

* This category includes secondary students studying through the School of Isolated and Distance Education and TAFE Institutions.

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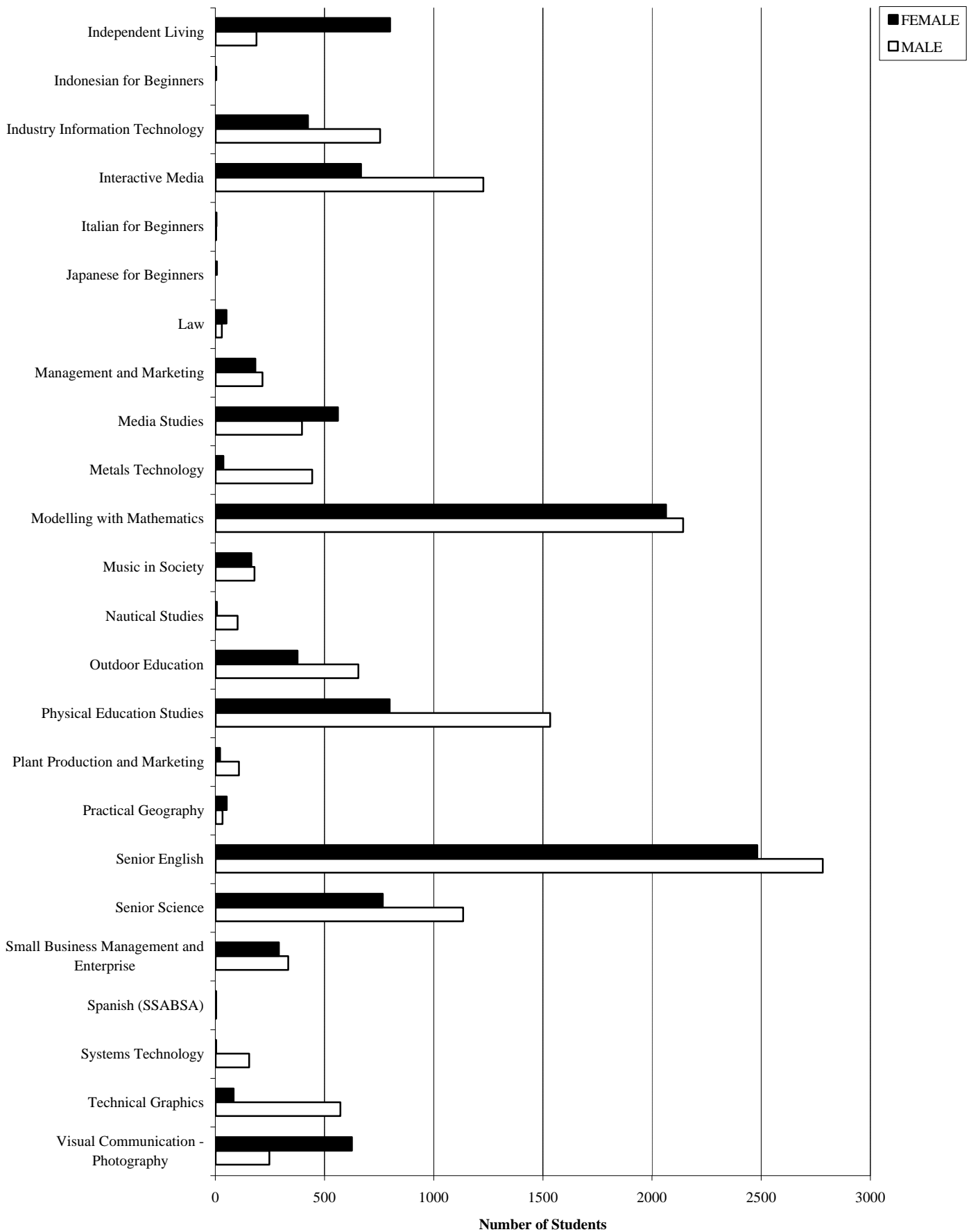
Figure 3.1 Number of Students Who Completed Year 12 Wholly School-assessed Subjects*, by Sex, 2001



* Does not include Vocational Subjects.

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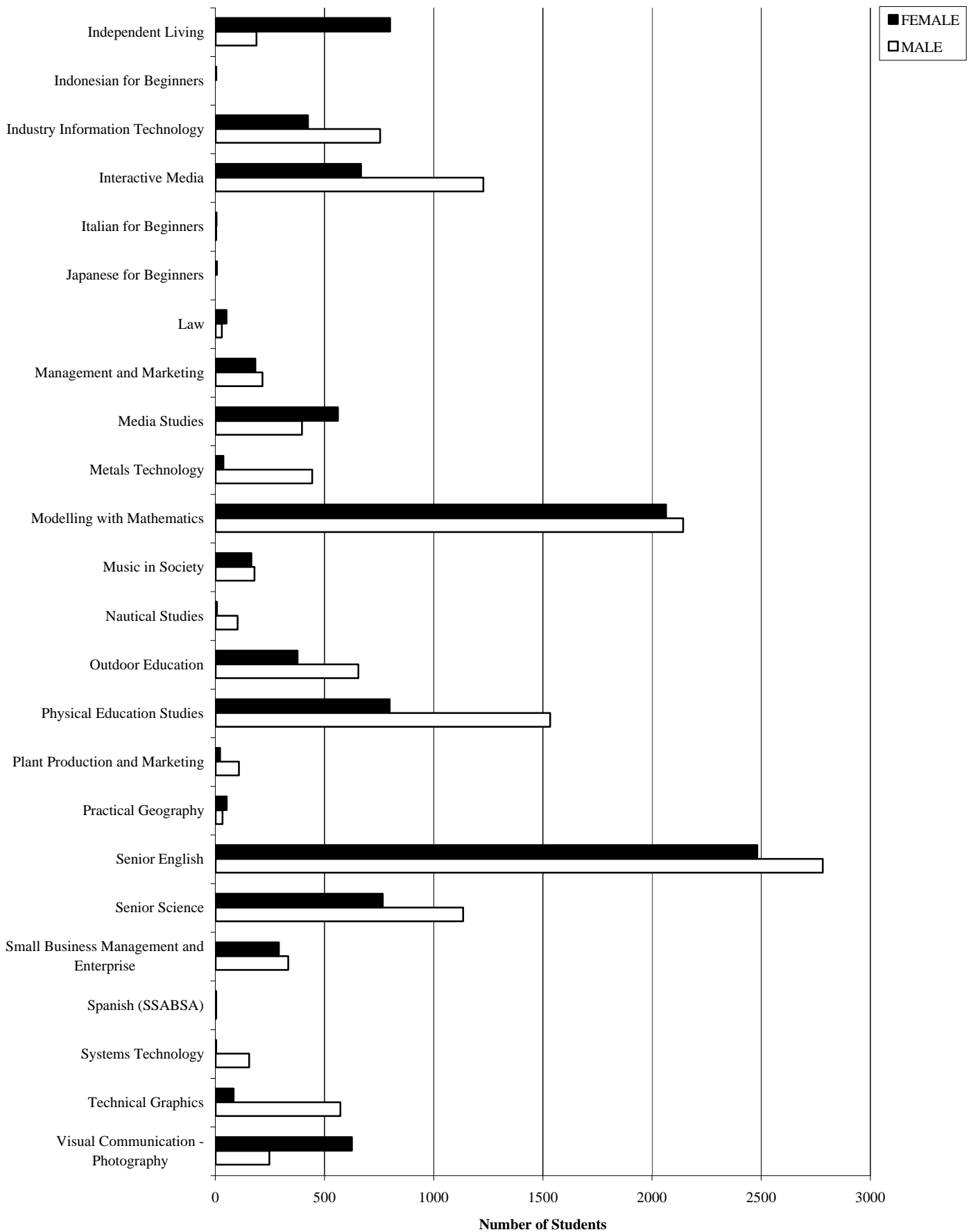
Figure 3.1 Number of Students Who Completed Year 12 Wholly School-assessed Subjects*, by Sex, 2001 (Cont)



* Does not include Vocational Subjects.

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Figure 3.1 Number of Students Who Completed Year 12 Wholly School-assessed Subjects*, by Sex, 2001 (Cont)



* Does not include Vocational Subjects.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
ENGLISH									
English *	Male	NO.	249	983	2278	322	58	3890	
		%	6.4	25.27	58.56	8.28	1.49		
	Female	NO.	603	1585	2133	190	37	4548	
%		13.26	34.85	46.9	4.18	0.81			
Persons	NO.	852	2568	4411	512	95	8438		
	%	10.1	30.43	52.28	6.07	1.13		44.18	
English as a Second Language *	Male	NO.	57	137	176	34	5	409	
		%	13.94	33.5	43.03	8.31	1.22		
	Female	NO.	67	131	176	18	5	397	
%		16.88	33	44.33	4.53	1.26			
Persons	NO.	124	268	352	52	10	806		
	%	15.38	33.25	43.67	6.45	1.24		4.22	
English Literature *	Male	NO.	180	299	340	23	14	856	
		%	21.03	34.93	39.72	2.69	1.64		
	Female	NO.	457	734	652	50	14	1907	
%		23.96	38.49	34.19	2.62	0.73			
Persons	NO.	637	1033	992	73	28	2763		
	%	23.05	37.39	35.9	2.64	1.01		14.46	
Media Studies	Male	NO.	43	149	168	24	11	395	
		%	10.89	37.72	42.53	6.08	2.78		
	Female	NO.	119	224	184	26	7	560	
%		21.25	40	32.86	4.64	1.25			
Persons	NO.	162	373	352	50	18	955		
	%	16.96	39.06	36.86	5.24	1.88		5.00	
Senior English	Male	NO.	186	1069	1344	129	52	2780	
		%	6.69	38.45	48.35	4.64	1.87		
	Female	NO.	520	1275	625	44	17	2481	
%		20.96	51.39	25.19	1.77	0.69			
Persons	NO.	706	2344	1969	173	69	5261		
	%	13.42	44.55	37.43	3.29	1.31		27.55	
Vocational English	Male	NO.	71	370	391	21	8	861	
		%	8.25	42.97	45.41	2.44	0.93		
	Female	NO.	133	276	174	5	3	591	
%		22.5	46.7	29.44	0.85	0.51			
Persons	NO.	204	646	565	26	11	1452		
	%	14.05	44.49	38.91	1.79	0.76		7.60	
HEALTH AND PHYSICAL EDUCATION									
Early Childhood Studies	Male	NO.	1	0	5	3	0	9	
		%	11.11	0	55.56	33.33	0		
	Female	NO.	274	446	253	42	8	1023	
%		26.78	43.6	24.73	4.11	0.78			
Persons	NO.	275	446	258	45	8	1032		
	%	26.65	43.22	25	4.36	0.78		5.40	
Health Studies	Male	NO.	9	32	31	15	4	91	
		%	9.89	35.16	34.07	16.48	4.4		
	Female	NO.	75	150	81	20	8	334	
%		22.46	44.91	24.25	5.99	2.4			
Persons	NO.	84	182	112	35	12	425		
	%	19.76	42.82	26.35	8.24	2.82		2.22	

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
HEALTH AND PHYSICAL EDUCATION (Cont)									
Independent Living	Male	NO.	7	46	112	17	5	187	
		%	3.74	24.6	59.89	9.09	2.67		
	Female	NO.	182	386	192	27	12	799	
		%	22.78	48.31	24.03	3.38	1.5		
	Persons	NO.	189	432	304	44	17	986	5.16
		%	19.17	43.81	30.83	4.46	1.72		
Outdoor Education	Male	NO.	65	304	219	53	13	654	
		%	9.94	46.48	33.49	8.1	1.99		
	Female	NO.	87	163	89	26	10	375	
		%	23.2	43.47	23.73	6.93	2.67		
	Persons	NO.	152	467	308	79	23	1029	5.38
		%	14.77	45.38	29.93	7.68	2.24		
Physical Education Studies	Male	NO.	334	826	262	98	12	1532	
		%	21.8	53.92	17.1	6.4	0.78		
	Female	NO.	219	408	148	20	2	797	
		%	27.48	51.19	18.57	2.51	0.25		
	Persons	NO.	553	1234	410	118	14	2329	12.19
		%	23.74	52.98	17.6	5.07	0.6		
LANGUAGES OTHER THAN ENGLISH									
Arabic (CCAFL)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	0.00
		%	100	0	0	0	0		
Chinese: Advanced *	Male	NO.	10	5	9	4	0	28	
		%	35.71	17.86	32.14	14.29	0		
	Female	NO.	14	17	13	2	2	48	
		%	29.17	35.42	27.08	4.17	4.17		
	Persons	NO.	24	22	22	6	2	76	0.39
		%	31.58	28.95	28.95	7.89	2.63		
Chinese: Second Language *	Male	NO.	0	0	1	1	0	2	
		%	0	0	50	50	0		
	Female	NO.	5	4	3	1	0	13	
		%	38.46	30.77	23.08	7.69	0		
	Persons	NO.	5	4	4	2	0	15	0.07
		%	33.33	26.67	26.67	13.33	0		
French *	Male	NO.	22	19	25	5	1	72	
		%	30.56	26.39	34.72	6.94	1.39		
	Female	NO.	52	76	97	16	0	241	
		%	21.58	31.54	40.25	6.64	0		
	Persons	NO.	74	95	122	21	1	313	1.63
		%	23.64	30.35	38.98	6.71	0.32		
French for Beginners	Male	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Female	NO.	6	23	9	0	0	38	
		%	15.79	60.53	23.68	0	0		
	Persons	NO.	6	25	10	0	0	41	0.21
		%	14.63	60.98	24.39	0	0		

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
LANGUAGES OTHER THAN ENGLISH (Cont)									
German *	Male	NO.	14	6	11	3	1	35	
		%	40	17.14	31.43	8.57	2.86		
	Female	NO.	14	15	22	6	1	58	
		%	24.14	25.86	37.93	10.34	1.72		
	Persons	NO.	28	21	33	9	2	93	
		%	30.11	22.58	35.48	9.68	2.15			0.48
Hebrew (CCAFL)	Male	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Female	NO.	2	2	0	0	0	4	
		%	50	50	0	0	0		
	Persons	NO.	3	3	0	0	0	6	
		%	50	50	0	0	0			0.03
Indonesian for Beginners	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Persons	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0			0.01
Indonesian: Advanced *	Male	NO.	6	23	52	6	0	87	
		%	6.9	26.44	59.77	6.9	0		
	Female	NO.	15	39	32	2	0	88	
		%	17.05	44.32	36.36	2.27	0		
	Persons	NO.	21	62	84	8	0	175	
		%	12	35.43	48	4.57	0			0.91
Indonesian: Second Language *	Male	NO.	13	11	26	3	4	57	
		%	22.81	19.3	45.61	5.26	7.02		
	Female	NO.	25	36	36	14	1	112	
		%	22.32	32.14	32.14	12.5	0.89		
	Persons	NO.	38	47	62	17	5	169	
		%	22.49	27.81	36.69	10.06	2.96			0.88
Italian *	Male	NO.	11	11	23	4	2	51	
		%	21.57	21.57	45.1	7.84	3.92		
	Female	NO.	26	47	92	18	2	185	
		%	14.05	25.41	49.73	9.73	1.08		
	Persons	NO.	37	58	115	22	4	236	
		%	15.68	24.58	48.73	9.32	1.69			1.23
Italian for Beginners	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	1	2	1	0	0	4	
		%	25	50	25	0	0		
	Persons	NO.	1	2	2	0	0	5	
		%	20	40	40	0	0			0.02
Japanese for Beginners	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	2	3	0	0	6	
		%	16.67	33.33	50	0	0		
	Persons	NO.	1	2	3	0	0	6	
		%	16.67	33.33	50	0	0			0.03
Japanese: Advanced *	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	2	7	1	0	0	10	
		%	20	70	10	0	0		
	Persons	NO.	3	7	1	0	0	11	
		%	27.27	63.64	9.09	0	0			0.05

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
LANGUAGES OTHER THAN ENGLISH (Cont)									
Japanese: Second Language *	Male	NO.	18	20	49	11	1	99	
		%	18.18	20.2	49.49	11.11	1.01		
	Female	NO.	38	60	78	33	5	214	
		%	17.76	28.04	36.45	15.42	2.34		
	Persons	NO.	56	80	127	44	6	313	
		%	17.89	25.56	40.58	14.06	1.92		1.63
Malay: Advanced *	Male	NO.	4	6	7	1	1	19	
		%	21.05	31.58	36.84	5.26	5.26		
	Female	NO.	8	9	14	4	0	35	
		%	22.86	25.71	40	11.43	0		
	Persons	NO.	12	15	21	5	1	54	
		%	22.22	27.78	38.89	9.26	1.85		0.28
Modern Greek (SSABSA) *	Male	NO.	1	0	2	0	0	3	
		%	33.33	0	66.67	0	0		
	Female	NO.	2	4	2	0	0	8	
		%	25	50	25	0	0		
	Persons	NO.	3	4	4	0	0	11	
		%	27.27	36.36	36.36	0	0		0.05
Spanish (SSABSA)	Male	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		0.01
MATHEMATICS									
Applicable Mathematics *	Male	NO.	742	664	908	252	70	2636	
		%	28.15	25.19	34.45	9.56	2.66		
	Female	NO.	549	587	728	176	44	2084	
		%	26.34	28.17	34.93	8.45	2.11		
	Persons	NO.	1291	1251	1636	428	114	4720	
		%	27.35	26.5	34.66	9.07	2.42		24.71
Calculus *	Male	NO.	374	334	412	123	42	1285	
		%	29.11	25.99	32.06	9.57	3.27		
	Female	NO.	170	156	152	28	10	516	
		%	32.95	30.23	29.46	5.43	1.94		
	Persons	NO.	544	490	564	151	52	1801	
		%	30.21	27.21	31.32	8.38	2.89		9.43
Discrete Mathematics *	Male	NO.	577	851	1250	384	61	3123	
		%	18.48	27.25	40.03	12.3	1.95		
	Female	NO.	869	1216	1685	399	67	4236	
		%	20.51	28.71	39.78	9.42	1.58		
	Persons	NO.	1446	2067	2935	783	128	7359	
		%	19.65	28.09	39.88	10.64	1.74		38.53
Modelling with Mathematics	Male	NO.	199	834	905	114	89	2141	
		%	9.29	38.95	42.27	5.32	4.16		
	Female	NO.	316	966	642	84	55	2063	
		%	15.32	46.83	31.12	4.07	2.67		
	Persons	NO.	515	1800	1547	198	144	4204	
		%	12.25	42.82	36.8	4.71	3.43		22.01

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
SCIENCE									
Biology *	Male	NO.	100	215	350	77	10	752	
		%	13.3	28.59	46.54	10.24	1.33		
	Female	NO.	299	358	462	107	17	1243	
		%	24.05	28.8	37.17	8.61	1.37		
	Persons	NO.	399	573	812	184	27	1995	10.44
		%	20	28.72	40.7	9.22	1.35		
Chemistry *	Male	NO.	527	406	600	218	44	1795	
		%	29.36	22.62	33.43	12.14	2.45		
	Female	NO.	474	467	614	189	36	1780	
		%	26.63	26.24	34.49	10.62	2.02		
	Persons	NO.	1001	873	1214	407	80	3575	18.72
		%	28	24.42	33.96	11.38	2.24		
Geology *	Male	NO.	9	9	11	4	0	33	
		%	27.27	27.27	33.33	12.12	0		
	Female	NO.	5	2	5	0	0	12	
		%	41.67	16.67	41.67	0	0		
	Persons	NO.	14	11	16	4	0	45	0.23
		%	31.11	24.44	35.56	8.89	0		
Human Biology *	Male	NO.	180	277	529	156	27	1169	
		%	15.4	23.7	45.25	13.34	2.31		
	Female	NO.	798	959	1262	308	59	3386	
		%	23.57	28.32	37.27	9.1	1.74		
	Persons	NO.	978	1236	1791	464	86	4555	23.85
		%	21.47	27.14	39.32	10.19	1.89		
Physical Science *	Male	NO.	16	36	65	28	9	154	
		%	10.39	23.38	42.21	18.18	5.84		
	Female	NO.	41	56	61	20	2	180	
		%	22.78	31.11	33.89	11.11	1.11		
	Persons	NO.	57	92	126	48	11	334	1.74
		%	17.07	27.54	37.72	14.37	3.29		
Physics *	Male	NO.	556	510	771	311	70	2218	
		%	25.07	22.99	34.76	14.02	3.16		
	Female	NO.	257	306	365	106	25	1059	
		%	24.27	28.9	34.47	10.01	2.36		
	Persons	NO.	813	816	1136	417	95	3277	17.16
		%	24.81	24.9	34.67	12.73	2.9		
Senior Science	Male	NO.	136	469	442	64	23	1134	
		%	11.99	41.36	38.98	5.64	2.03		
	Female	NO.	170	364	207	17	8	766	
		%	22.19	47.52	27.02	2.22	1.04		
	Persons	NO.	306	833	649	81	31	1900	9.95
		%	16.11	43.84	34.16	4.26	1.63		
SOCIETY AND ENVIRONMENT									
Ancient History *	Male	NO.	25	49	57	5	3	139	
		%	17.99	35.25	41.01	3.6	2.16		
	Female	NO.	35	58	54	13	5	165	
		%	21.21	35.15	32.73	7.88	3.03		
	Persons	NO.	60	107	111	18	8	304	1.59
		%	19.74	35.2	36.51	5.92	2.63		

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
SOCIETY AND ENVIRONMENT (Cont)									
Australian Studies	Male	NO.	0	3	3	1	0	7	
		%	0	42.86	42.86	14.29	0		
	Female	NO.	5	16	4	0	0	25	
		%	20	64	16	0	0		
	Persons	NO.	5	19	7	1	0	32	
		%	15.63	59.38	21.88	3.13	0			0.16
Beliefs and Values	Male	NO.	48	355	516	76	7	1002	
		%	4.79	35.43	51.5	7.58	0.7		
	Female	NO.	218	736	280	28	1	1263	
		%	17.26	58.27	22.17	2.22	0.08		
	Persons	NO.	266	1091	796	104	8	2265	
		%	11.74	48.17	35.14	4.59	0.35			11.86
Economics *	Male	NO.	337	404	696	216	44	1697	
		%	19.86	23.81	41.01	12.73	2.59		
	Female	NO.	267	341	473	161	34	1276	
		%	20.92	26.72	37.07	12.62	2.66		
	Persons	NO.	604	745	1169	377	78	2973	
		%	20.32	25.06	39.32	12.68	2.62			15.56
Geography *	Male	NO.	309	514	954	260	54	2091	
		%	14.78	24.58	45.62	12.43	2.58		
	Female	NO.	359	611	988	239	29	2226	
		%	16.13	27.45	44.38	10.74	1.3		
	Persons	NO.	668	1125	1942	499	83	4317	
		%	15.47	26.06	44.98	11.56	1.92			22.6
History *	Male	NO.	131	312	468	111	23	1045	
		%	12.54	29.86	44.78	10.62	2.2		
	Female	NO.	439	635	880	179	30	2163	
		%	20.3	29.36	40.68	8.28	1.39		
	Persons	NO.	570	947	1348	290	53	3208	
		%	17.77	29.52	42.02	9.04	1.65			16.80
Law	Male	NO.	1	11	14	2	0	28	
		%	3.57	39.29	50	7.14	0		
	Female	NO.	13	20	11	1	5	50	
		%	26	40	22	2	10		
	Persons	NO.	14	31	25	3	5	78	
		%	17.95	39.74	32.05	3.85	6.41			0.40
Political and Legal Studies *	Male	NO.	82	100	168	54	16	420	
		%	19.52	23.81	40	12.86	3.81		
	Female	NO.	153	213	240	60	9	675	
		%	22.67	31.56	35.56	8.89	1.33		
	Persons	NO.	235	313	408	114	25	1095	
		%	21.46	28.58	37.26	10.41	2.28			5.73
Practical Geography	Male	NO.	0	7	18	4	3	32	
		%	0	21.88	56.25	12.5	9.38		
	Female	NO.	7	20	20	4	0	51	
		%	13.73	39.22	39.22	7.84	0		
	Persons	NO.	7	27	38	8	3	83	
		%	8.43	32.53	45.78	9.64	3.61			0.43
TECHNOLOGY AND ENTERPRISE									
Accounting *	Male	NO.	106	132	184	93	29	544	
		%	19.49	24.26	33.82	17.1	5.33		
	Female	NO.	163	185	251	87	24	710	
		%	22.96	26.06	35.35	12.25	3.38		
	Persons	NO.	269	317	435	180	53	1254	
		%	21.45	25.28	34.69	14.35	4.23			6.56

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Administrative Systems	Male	NO.	3	19	19	5	2	48	
		%	6.25	39.58	39.58	10.42	4.17		
	Female	NO.	28	43	14	5	1	91	
Aeronautics	Male	NO.	10	21	18	6	2	57	
		%	17.54	36.84	31.58	10.53	3.51		
	Female	NO.	0	0	1	1	0	2	
Animal Production and Marketing	Male	NO.	8	72	35	6	4	125	
		%	6.4	57.6	28	4.8	3.2		
	Female	NO.	11	27	6	4	0	48	
Applied Technology	Male	NO.	18	32	29	11	0	90	
		%	20	35.56	32.22	12.22	0		
	Female	NO.	0	2	0	0	0	2	
Automotive Workshop	Male	NO.	18	34	29	11	0	92	
		%	19.57	36.96	31.52	11.96	0		0.48
	Female	NO.	1	7	12	4	0	24	
Building and Construction	Male	NO.	32	101	98	23	4	258	
		%	12.4	39.15	37.98	8.91	1.55		
	Female	NO.	1	7	12	4	0	24	
Business Information Technology	Male	NO.	33	108	110	27	4	282	
		%	11.7	38.3	39.01	9.57	1.42		1.47
	Female	NO.	28	83	57	7	1	176	
Fabrics, Design and Technology	Male	NO.	15.91	47.16	32.39	3.98	0.57		
		%	0	66.67	33.33	0	0		
	Female	NO.	28	85	58	7	1	179	
Business Information Technology	Male	NO.	15.64	47.49	32.4	3.91	0.56		0.93
		%	77	292	300	54	18	741	
	Female	NO.	10.39	39.41	40.49	7.29	2.43		
Business Information Technology	Male	NO.	260	543	310	48	13	1174	
		%	22.15	46.25	26.41	4.09	1.11		
	Female	NO.	337	835	610	102	31	1915	
Business Information Technology	Male	NO.	17.6	43.6	31.85	5.33	1.62		10.02
		%	0	0	0	0	0		
	Female	NO.	0	0	4	0	0	4	
Business Information Technology	Male	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		
	Female	NO.	0	0	4	0	0	4	
Business Information Technology	Male	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		0.02

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Farm Practice	Male	NO.	11	80	23	10	0	124	
		%	8.87	64.52	18.55	8.06	0		
	Female	NO.	3	17	7	1	0	28	
		%	10.71	60.71	25	3.57	0		
	Persons	NO.	14	97	30	11	0	152	0.79
		%	9.21	63.82	19.74	7.24	0		
Food Technology	Male	NO.	1	8	7	8	3	27	
		%	3.7	29.63	25.93	29.63	11.11		
	Female	NO.	15	30	24	7	0	76	
		%	19.74	39.47	31.58	9.21	0		
	Persons	NO.	16	38	31	15	3	103	0.53
		%	15.53	36.89	30.1	14.56	2.91		
Furniture Design and Technology	Male	NO.	159	404	345	75	18	1001	
		%	15.88	40.36	34.47	7.49	1.8		
	Female	NO.	17	41	37	10	3	108	
		%	15.74	37.96	34.26	9.26	2.78		
	Persons	NO.	176	445	382	85	21	1109	5.80
		%	15.87	40.13	34.45	7.66	1.89		
Graphics Technology	Male	NO.	6	10	21	4	1	42	
		%	14.29	23.81	50	9.52	2.38		
	Female	NO.	7	8	9	0	0	24	
		%	29.17	33.33	37.5	0	0		
	Persons	NO.	13	18	30	4	1	66	0.34
		%	19.7	27.27	45.45	6.06	1.52		
Industry Information Technology	Male	NO.	84	266	305	67	31	753	
		%	11.16	35.33	40.5	8.9	4.12		
	Female	NO.	95	156	140	25	7	423	
		%	22.46	36.88	33.1	5.91	1.65		
	Persons	NO.	179	422	445	92	38	1176	6.15
		%	15.22	35.88	37.84	7.82	3.23		
Information Systems *	Male	NO.	109	172	250	88	35	654	
		%	16.67	26.3	38.23	13.46	5.35		
	Female	NO.	43	57	69	18	13	200	
		%	21.5	28.5	34.5	9	6.5		
	Persons	NO.	152	229	319	106	48	854	4.47
		%	17.8	26.81	37.35	12.41	5.62		
Interactive Media	Male	NO.	151	510	449	94	22	1226	
		%	12.32	41.6	36.62	7.67	1.79		
	Female	NO.	127	302	200	31	6	666	
		%	19.07	45.35	30.03	4.65	0.9		
	Persons	NO.	278	812	649	125	28	1892	9.90
		%	14.69	42.92	34.3	6.61	1.48		
Management and Marketing	Male	NO.	17	86	89	16	6	214	
		%	7.94	40.19	41.59	7.48	2.8		
	Female	NO.	40	83	51	7	1	182	
		%	21.98	45.6	28.02	3.85	0.55		
	Persons	NO.	57	169	140	23	7	396	2.07
		%	14.39	42.68	35.35	5.81	1.77		
Metals Technology	Male	NO.	64	176	158	30	14	442	
		%	14.48	39.82	35.75	6.79	3.17		
	Female	NO.	4	16	9	7	0	36	
		%	11.11	44.44	25	19.44	0		
	Persons	NO.	68	192	167	37	14	478	2.50
		%	14.23	40.17	34.94	7.74	2.93		

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Nautical Studies	Male	NO.	22	38	37	3	1	101	
		%	21.78	37.62	36.63	2.97	0.99		
	Female	NO.	2	1	3	0	0	6	
		%	33.33	16.67	50	0	0		
	Persons	NO.	24	39	40	3	1	107	
		%	22.43	36.45	37.38	2.8	0.93		0.56
Plant Production and Marketing	Male	NO.	6	59	40	2	0	107	
		%	5.61	55.14	37.38	1.87	0		
	Female	NO.	5	8	7	0	0	20	
		%	25	40	35	0	0		
	Persons	NO.	11	67	47	2	0	127	
		%	8.66	52.76	37.01	1.57	0		0.66
Small Business Management and Enterprise	Male	NO.	32	142	122	34	2	332	
		%	9.64	42.77	36.75	10.24	0.6		
	Female	NO.	83	115	81	11	0	290	
		%	28.62	39.66	27.93	3.79	0		
	Persons	NO.	115	257	203	45	2	622	
		%	18.49	41.32	32.64	7.23	0.32		3.25
Systems Technology	Male	NO.	28	52	53	15	6	154	
		%	18.18	33.77	34.42	9.74	3.9		
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Persons	NO.	28	52	55	15	6	156	
		%	17.95	33.33	35.26	9.62	3.85		0.81
Technical Graphics	Male	NO.	87	203	233	35	13	571	
		%	15.24	35.55	40.81	6.13	2.28		
	Female	NO.	33	21	24	4	0	82	
		%	40.24	25.61	29.27	4.88	0		
	Persons	NO.	120	224	257	39	13	653	
		%	18.38	34.3	39.36	5.97	1.99		3.41
Visual Communication - Photography	Male	NO.	29	55	89	41	32	246	
		%	11.79	22.36	36.18	16.67	13.01		
	Female	NO.	193	217	143	44	27	624	
		%	30.93	34.78	22.92	7.05	4.33		
	Persons	NO.	222	272	232	85	59	870	
		%	25.52	31.26	26.67	9.77	6.78		4.55
THE ARTS									
Art *	Male	NO.	26	95	118	26	6	271	
		%	9.59	35.06	43.54	9.59	2.21		
	Female	NO.	162	360	332	74	9	937	
		%	17.29	38.42	35.43	7.9	0.96		
	Persons	NO.	188	455	450	100	15	1208	
		%	15.56	37.67	37.25	8.28	1.24		6.32
Art and Design	Male	NO.	41	157	276	99	35	608	
		%	6.74	25.82	45.39	16.28	5.76		
	Female	NO.	273	567	484	96	22	1442	
		%	18.93	39.32	33.56	6.66	1.53		
	Persons	NO.	314	724	760	195	57	2050	
		%	15.32	35.32	37.07	9.51	2.78		10.73
Ballet Studies	Male	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		
	Female	NO.	12	10	1	0	0	23	
		%	52.17	43.48	4.35	0	0		
	Persons	NO.	14	11	1	0	0	26	
		%	53.85	42.31	3.85	0	0		0.13

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
THE ARTS (Cont)									
Dance Studies	Male	NO.	2	2	0	2	0	6	
		%	33.33	33.33	0	33.33	0		
	Female	NO.	143	180	79	18	5	425	
		%	33.65	42.35	18.59	4.24	1.18		
	Persons	NO.	145	182	79	20	5	431	
		%	33.64	42.23	18.33	4.64	1.16		2.25
Drama	Male	NO.	14	54	63	42	5	178	
		%	7.87	30.34	35.39	23.6	2.81		
	Female	NO.	56	209	161	33	8	467	
		%	11.99	44.75	34.48	7.07	1.71		
	Persons	NO.	70	263	224	75	13	645	
		%	10.85	40.78	34.73	11.63	2.02		3.37
Drama Studies *	Male	NO.	29	109	73	26	0	237	
		%	12.24	45.99	30.8	10.97	0		
	Female	NO.	175	454	168	21	0	818	
		%	21.39	55.5	20.54	2.57	0		
	Persons	NO.	204	563	241	47	0	1055	
		%	19.34	53.36	22.84	4.45	0		5.52
Music *	Male	NO.	24	38	45	10	0	117	
		%	20.51	32.48	38.46	8.55	0		
	Female	NO.	62	89	72	9	2	234	
		%	26.5	38.03	30.77	3.85	0.85		
	Persons	NO.	86	127	117	19	2	351	
		%	24.5	36.18	33.33	5.41	0.57		1.83
Music in Society	Male	NO.	35	70	54	17	2	178	
		%	19.66	39.33	30.34	9.55	1.12		
	Female	NO.	53	67	34	10	0	164	
		%	32.32	40.85	20.73	6.1	0		
	Persons	NO.	88	137	88	27	2	342	
		%	25.73	40.06	25.73	7.89	0.58		1.79
SUBJECTS WITHIN INDUSTRY AREAS									
VOCATIONAL EDUCATION									
ACROSS INDUSTRY STUDIES									
Work Studies	Male	NO.	94	454	455	99	60	1162	
		%	8.09	39.07	39.16	8.52	5.16		
	Female	NO.	257	571	291	39	23	1181	
		%	21.76	48.35	24.64	3.3	1.95		
	Persons	NO.	351	1025	746	138	83	2343	
		%	14.98	43.75	31.84	5.89	3.54		12.27
ARTS AND RELATED TECHNOLOGIES									
SWL - Design	Male	NO.	21	6	1	0	2	30	
		%	70	20	3.33	0	6.67		
	Female	NO.	27	6	0	0	0	33	
		%	81.82	18.18	0	0	0		
	Persons	NO.	48	12	1	0	2	63	
		%	76.19	19.05	1.59	0	3.17		0.32
SWL - Design (Pilot Skills)	Male	NO.	29	24	2	0	0	55	
		%	52.73	43.64	3.64	0	0		
	Female	NO.	28	18	3	2	0	51	
		%	54.9	35.29	5.88	3.92	0		
	Persons	NO.	57	42	5	2	0	106	
		%	53.77	39.62	4.72	1.89	0		0.55

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
BUSINESS AND CLERICAL									
Audio and Word Processing Skills	Male	NO.	0	2	5	0	0	7	
		%	0	28.57	71.43	0	0		
	Female	NO.	1	14	5	1	0	21	
		%	4.76	66.67	23.81	4.76	0		
	Persons	NO.	1	16	10	1	0	28	
		%	3.57	57.14	35.71	3.57	0		0.14
Business Financial Management	Male	NO.	5	15	15	2	3	40	
		%	12.5	37.5	37.5	5	7.5		
	Female	NO.	25	48	42	3	2	120	
		%	20.83	40	35	2.5	1.67		
	Persons	NO.	30	63	57	5	5	160	
		%	18.75	39.38	35.63	3.13	3.13		0.83
Computer Fundamentals	Male	NO.	49	121	180	21	13	384	
		%	12.76	31.51	46.88	5.47	3.39		
	Female	NO.	113	181	136	13	3	446	
		%	25.34	40.58	30.49	2.91	0.67		
	Persons	NO.	162	302	316	34	16	830	
		%	19.52	36.39	38.07	4.1	1.93		4.34
Financial Management - Computerised	Male	NO.	1	5	7	1	0	14	
		%	7.14	35.71	50	7.14	0		
	Female	NO.	3	14	9	2	0	28	
		%	10.71	50	32.14	7.14	0		
	Persons	NO.	4	19	16	3	0	42	
		%	9.52	45.24	38.1	7.14	0		0.21
Office Administration	Male	NO.	3	11	11	0	0	25	
		%	12	44	44	0	0		
	Female	NO.	38	52	23	0	0	113	
		%	33.63	46.02	20.35	0	0		
	Persons	NO.	41	63	34	0	0	138	
		%	29.71	45.65	24.64	0	0		0.72
Records Management	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	0	5	7	4	0	16	
		%	0	31.25	43.75	25	0		
	Persons	NO.	0	5	7	5	0	17	
		%	0	29.41	41.18	29.41	0		0.08
SWL - Business and Clerical (Pilot Skills)	Male	NO.	23	10	7	1	0	41	
		%	56.1	24.39	17.07	2.44	0		
	Female	NO.	156	83	16	3	1	259	
		%	60.23	32.05	6.18	1.16	0.39		
	Persons	NO.	179	93	23	4	1	300	
		%	59.67	31	7.67	1.33	0.33		1.57
SWL - Information Technology	Male	NO.	30	7	8	1	1	47	
		%	63.83	14.89	17.02	2.13	2.13		
	Female	NO.	6	0	0	0	0	6	
		%	100	0	0	0	0		
	Persons	NO.	36	7	8	1	1	53	
		%	67.92	13.21	15.09	1.89	1.89		0.27

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
BUSINESS AND CLERICAL (Cont)									
SWL - Information Technology (Pilot Skills)	Male	NO.	57	30	14	2	1	104	
		%	54.81	28.85	13.46	1.92	0.96		
	Female	NO.	7	9	0	0	0	16	
		%	43.75	56.25	0	0	0		
	Persons	NO.	64	39	14	2	1	120	
		%	53.33	32.5	11.67	1.67	0.83		0.62
SWL - Office and Administration	Male	NO.	13	7	6	1	1	28	
		%	46.43	25	21.43	3.57	3.57		
	Female	NO.	67	22	23	1	1	114	
		%	58.77	19.3	20.18	0.88	0.88		
	Persons	NO.	80	29	29	2	2	142	
		%	56.34	20.42	20.42	1.41	1.41		0.74
ELECTRICAL/ELECTRONICS									
SWL - Electrical/Electronics	Male	NO.	13	6	6	0	2	27	
		%	48.15	22.22	22.22	0	7.41		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	13	6	6	0	2	27	
		%	48.15	22.22	22.22	0	7.41		0.14
SWL - Electronics Servicing (Pilot Skills)	Male	NO.	41	31	3	0	5	80	
		%	51.25	38.75	3.75	0	6.25		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	41	31	3	0	5	80	
		%	51.25	38.75	3.75	0	6.25		0.41
HEALTH AND COMMUNITY SERVICES									
Child Care	Male	NO.	0	0	0	1	2	3	
		%	0	0	0	33.33	66.67		
	Female	NO.	24	45	24	6	2	101	
		%	23.76	44.55	23.76	5.94	1.98		
	Persons	NO.	24	45	24	7	4	104	
		%	23.08	43.27	23.08	6.73	3.85		0.54
SWL - Child Care	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	33	7	6	0	1	47	
		%	70.21	14.89	12.77	0	2.13		
	Persons	NO.	33	7	7	0	1	48	
		%	68.75	14.58	14.58	0	2.08		0.25
SWL - Community Service, Health and Education (Pilot Skills)	Male	NO.	8	7	4	1	1	21	
		%	38.1	33.33	19.05	4.76	4.76		
	Female	NO.	136	94	19	9	1	259	
		%	52.51	36.29	7.34	3.47	0.39		
	Persons	NO.	144	101	23	10	2	280	
		%	51.43	36.07	8.21	3.57	0.71		1.46
SWL - Health and Community Services	Male	NO.	2	3	1	0	0	6	
		%	33.33	50	16.67	0	0		
	Female	NO.	10	3	2	0	0	15	
		%	66.67	20	13.33	0	0		
	Persons	NO.	12	6	3	0	0	21	
		%	57.14	28.57	14.29	0	0		0.10

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
HEALTH AND COMMUNITY SERVICES (Cont)									
Vocational Community Networking	Male	NO.	0	3	4	0	1	8	
		%	0	37.5	50	0	12.5		
	Female	NO.	13	21	9	5	0	48	
		%	27.08	43.75	18.75	10.42	0		
	Persons	NO.	13	24	13	5	1	56	
		%	23.21	42.86	23.21	8.93	1.79			0.29
HOSPITALITY TRAVEL AND TOURISM									
Aspects of the Tourism Industry	Male	NO.	9	27	52	14	10	112	
		%	8.04	24.11	46.43	12.5	8.93		
	Female	NO.	69	148	106	25	10	358	
		%	19.27	41.34	29.61	6.98	2.79		
	Persons	NO.	78	175	158	39	20	470	
		%	16.6	37.23	33.62	8.3	4.26			2.46
Food Production	Male	NO.	41	102	130	18	2	293	
		%	13.99	34.81	44.37	6.14	0.68		
	Female	NO.	173	309	172	29	3	686	
		%	25.22	45.04	25.07	4.23	0.44		
	Persons	NO.	214	411	302	47	5	979	
		%	21.86	41.98	30.85	4.8	0.51			5.12
Reception and Customer Service	Male	NO.	5	18	23	5	0	51	
		%	9.8	35.29	45.1	9.8	0		
	Female	NO.	42	68	41	6	2	159	
		%	26.42	42.77	25.79	3.77	1.26		
	Persons	NO.	47	86	64	11	2	210	
		%	22.38	40.95	30.48	5.24	0.95			1.09
SWL - Food and Hospitality	Male	NO.	21	12	13	1	1	48	
		%	43.75	25	27.08	2.08	2.08		
	Female	NO.	28	14	14	4	1	61	
		%	45.9	22.95	22.95	6.56	1.64		
	Persons	NO.	49	26	27	5	2	109	
		%	44.95	23.85	24.77	4.59	1.83			0.57
SWL - Food Processing (Pilot Skills)	Male	NO.	3	2	0	0	2	7	
		%	42.86	28.57	0	0	28.57		
	Female	NO.	8	4	0	0	0	12	
		%	66.67	33.33	0	0	0		
	Persons	NO.	11	6	0	0	2	19	
		%	57.89	31.58	0	0	10.53			0.09
SWL - Hospitality (Pilot Skills)	Male	NO.	45	28	10	1	1	85	
		%	52.94	32.94	11.76	1.18	1.18		
	Female	NO.	76	53	11	4	5	149	
		%	51.01	35.57	7.38	2.68	3.36		
	Persons	NO.	121	81	21	5	6	234	
		%	51.71	34.62	8.97	2.14	2.56			1.22
SWL - Tourism Industry	Male	NO.	1	1	1	1	0	4	
		%	25	25	25	25	0		
	Female	NO.	12	2	2	1	1	18	
		%	66.67	11.11	11.11	5.56	5.56		
	Persons	NO.	13	3	3	2	1	22	
		%	59.09	13.64	13.64	9.09	4.55		

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
HOSPITALITY TRAVEL AND TOURISM (Cont)									
SWL - Tourism (Pilot Skills)	Male	NO.	3	4	0	1	0	8	
		%	37.5	50	0	12.5	0		
	Female	NO.	41	24	1	1	0	67	
		%	61.19	35.82	1.49	1.49	0		
	Persons	NO.	44	28	1	2	0	75	
		%	58.67	37.33	1.33	2.67	0		0.39
Workplace Background	Male	NO.	0	4	12	2	0	18	
		%	0	22.22	66.67	11.11	0		
	Female	NO.	4	4	3	0	0	11	
		%	36.36	36.36	27.27	0	0		
	Persons	NO.	4	8	15	2	0	29	
		%	13.79	27.59	51.72	6.9	0		0.15
LIGHT MANUFACTURING									
Composite Materials	Male	NO.	1	2	3	3	0	9	
		%	11.11	22.22	33.33	33.33	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	2	3	3	0	9	
		%	11.11	22.22	33.33	33.33	0		0.04
SWL - Building Construction and Services (Pilot Skills)	Male	NO.	50	42	12	2	2	108	
		%	46.3	38.89	11.11	1.85	1.85		
	Female	NO.	1	2	0	0	0	3	
		%	33.33	66.67	0	0	0		
	Persons	NO.	51	44	12	2	2	111	
		%	45.95	39.64	10.81	1.8	1.8		0.58
SWL - Furnishings	Male	NO.	2	3	4	0	0	9	
		%	22.22	33.33	44.44	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	2	3	4	0	0	9	
		%	22.22	33.33	44.44	0	0		0.04
SWL - Light Manufacturing (Pilot Skills)	Male	NO.	11	5	5	0	1	22	
		%	50	22.73	22.73	0	4.55		
	Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Persons	NO.	12	6	5	0	1	24	
		%	50	25	20.83	0	4.17		0.12
Wood Fabrication	Male	NO.	21	63	95	18	11	208	
		%	10.1	30.29	45.67	8.65	5.29		
	Female	NO.	4	3	12	1	0	20	
		%	20	15	60	5	0		
	Persons	NO.	25	66	107	19	11	228	
		%	10.96	28.95	46.93	8.33	4.82		1.19

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
METALS AND ENGINEERING (INCLUDING AUTOMOTIVE)									
Composite Materials, Machining and Fabrication	Male	NO.	0	2	5	0	0	7	
		%	0	28.57	71.43	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	3	5	0	0	8	
		%	0	37.5	62.5	0	0		0.04
Computer Assisted Drawing and Design	Male	NO.	6	14	26	4	1	51	
		%	11.76	27.45	50.98	7.84	1.96		
	Female	NO.	1	2	2	1	0	6	
		%	16.67	33.33	33.33	16.67	0		
	Persons	NO.	7	16	28	5	1	57	
		%	12.28	28.07	49.12	8.77	1.75		0.29
General Workshop	Male	NO.	26	115	94	8	3	246	
		%	10.57	46.75	38.21	3.25	1.22		
	Female	NO.	0	7	3	0	0	10	
		%	0	70	30	0	0		
	Persons	NO.	26	122	97	8	3	256	
		%	10.16	47.66	37.89	3.13	1.17		1.34
Metal Machining and Fabrication	Male	NO.	14	62	76	21	2	175	
		%	8	35.43	43.43	12	1.14		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	14	62	76	21	2	175	
		%	8	35.43	43.43	12	1.14		0.91
SWL - Automotive	Male	NO.	31	11	7	0	1	50	
		%	62	22	14	0	2		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	31	11	7	0	1	50	
		%	62	22	14	0	2		0.26
SWL - Automotive (Pilot Skills)	Male	NO.	58	60	31	3	5	157	
		%	36.94	38.22	19.75	1.91	3.18		
	Female	NO.	4	2	0	1	0	7	
		%	57.14	28.57	0	14.29	0		
	Persons	NO.	62	62	31	4	5	164	
		%	37.8	38.4	18.9	2.44	3.05		0.85
SWL - Metals and Engineering	Male	NO.	19	6	14	0	0	39	
		%	48.72	15.38	35.9	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	19	6	14	0	0	39	
		%	48.72	15.38	35.9	0	0		0.20
SWL - Metals and Engineering (Pilot Skills)	Male	NO.	36	39	6	2	0	83	
		%	43.37	46.99	7.23	2.41	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	36	39	6	2	0	83	
		%	43.37	46.99	7.23	2.41	0		0.43

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
MINING									
SWL - Minerals	Male	NO.	0	0	5	0	0	5	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	5	0	0	5	
		%	0	0	100	0	0		0.02
SWL - Mining (Pilot Skills)	Male	NO.	1	3	0	0	0	4	
		%	25	75	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	3	0	0	0	4	
		%	25	75	0	0	0		0.02
OTHER									
The Study of Teaching	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	4	4	2	0	0	10	
		%	40	40	20	0	0		
	Persons	NO.	4	4	2	0	0	10	
		%	40	40	20	0	0		0.05
PRIMARY INDUSTRIES									
Animal Production and Enterprise	Male	NO.	0	8	1	0	0	9	
		%	0	88.89	11.11	0	0		
	Female	NO.	0	1	1	1	0	3	
		%	0	33.33	33.33	33.33	0		
	Persons	NO.	0	9	2	1	0	12	
		%	0	75	16.67	8.33	0		0.06
Applied Land Resource Management - Intro	Male	NO.	0	3	7	1	0	11	
		%	0	27.27	63.64	9.09	0		
	Female	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		
	Persons	NO.	0	3	11	1	0	15	
		%	0	20	73.33	6.67	0		0.07
Facilities Development and Maintenance	Male	NO.	0	5	5	2	0	12	
		%	0	41.67	41.67	16.67	0		
	Female	NO.	1	3	1	1	0	6	
		%	16.67	50	16.67	16.67	0		
	Persons	NO.	1	8	6	3	0	18	
		%	5.56	44.44	33.33	16.67	0		0.09
Pastoral Industries	Male	NO.	0	2	7	0	0	9	
		%	0	22.22	77.78	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	2	7	0	0	9	
		%	0	22.22	77.78	0	0		0.04
Plant Production and Enterprise	Male	NO.	0	7	10	0	0	17	
		%	0	41.18	58.82	0	0		
	Female	NO.	0	4	3	0	0	7	
		%	0	57.14	42.86	0	0		
	Persons	NO.	0	11	13	0	0	24	
		%	0	45.83	54.17	0	0		0.12

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
PRIMARY INDUSTRIES (Cont)									
SWL - Agricultural/Pastoral	Male	NO.	10	16	19	5	0	50	
		%	20	32	38	10	0		
	Female	NO.	3	5	2	0	0	10	
		%	30	50	20	0	0		
	Persons	NO.	13	21	21	5	0	60	
		%	21.67	35	35	8.33	0			0.31
SWL - Animal Care	Male	NO.	1	2	1	0	0	4	
		%	25	50	25	0	0		
	Female	NO.	15	5	6	0	0	26	
		%	57.69	19.23	23.08	0	0		
	Persons	NO.	16	7	7	0	0	30	
		%	53.33	23.33	23.33	0	0			0.15
SWL - Animal Care (Pilot Skills)	Male	NO.	5	4	2	0	0	11	
		%	45.45	36.36	18.18	0	0		
	Female	NO.	34	16	2	1	2	55	
		%	61.82	29.09	3.64	1.82	3.64		
	Persons	NO.	39	20	4	1	2	66	
		%	59.09	30.3	6.06	1.52	3.03			0.34
SWL - Primary Industries (Pilot Skills)	Male	NO.	78	45	68	3	3	197	
		%	39.59	22.84	34.52	1.52	1.52		
	Female	NO.	10	4	8	1	1	24	
		%	41.67	16.67	33.33	4.17	4.17		
	Persons	NO.	88	49	76	4	4	221	
		%	39.82	22.17	34.39	1.81	1.81			1.15
SWL - Viticulture	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
RETAIL									
SWL - Hairdressing	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	2	4	2	2	0	10	
		%	20	40	20	20	0		
	Persons	NO.	2	4	3	2	0	11	
		%	18.18	36.36	27.27	18.18	0			0.05
SWL - Retail	Male	NO.	20	6	9	3	0	38	
		%	52.63	15.79	23.68	7.89	0		
	Female	NO.	33	12	5	2	0	52	
		%	63.46	23.08	9.62	3.85	0		
	Persons	NO.	53	18	14	5	0	90	
		%	58.89	20	15.56	5.56	0			0.47
SWL - Sales and Personal Services (Pilot Skills)	Male	NO.	45	42	10	5	1	103	
		%	43.69	40.78	9.71	4.85	0.97		
	Female	NO.	96	65	17	2	2	182	
		%	52.75	35.71	9.34	1.1	1.1		
	Persons	NO.	141	107	27	7	3	285	
		%	49.47	37.54	9.47	2.46	1.05			1.49

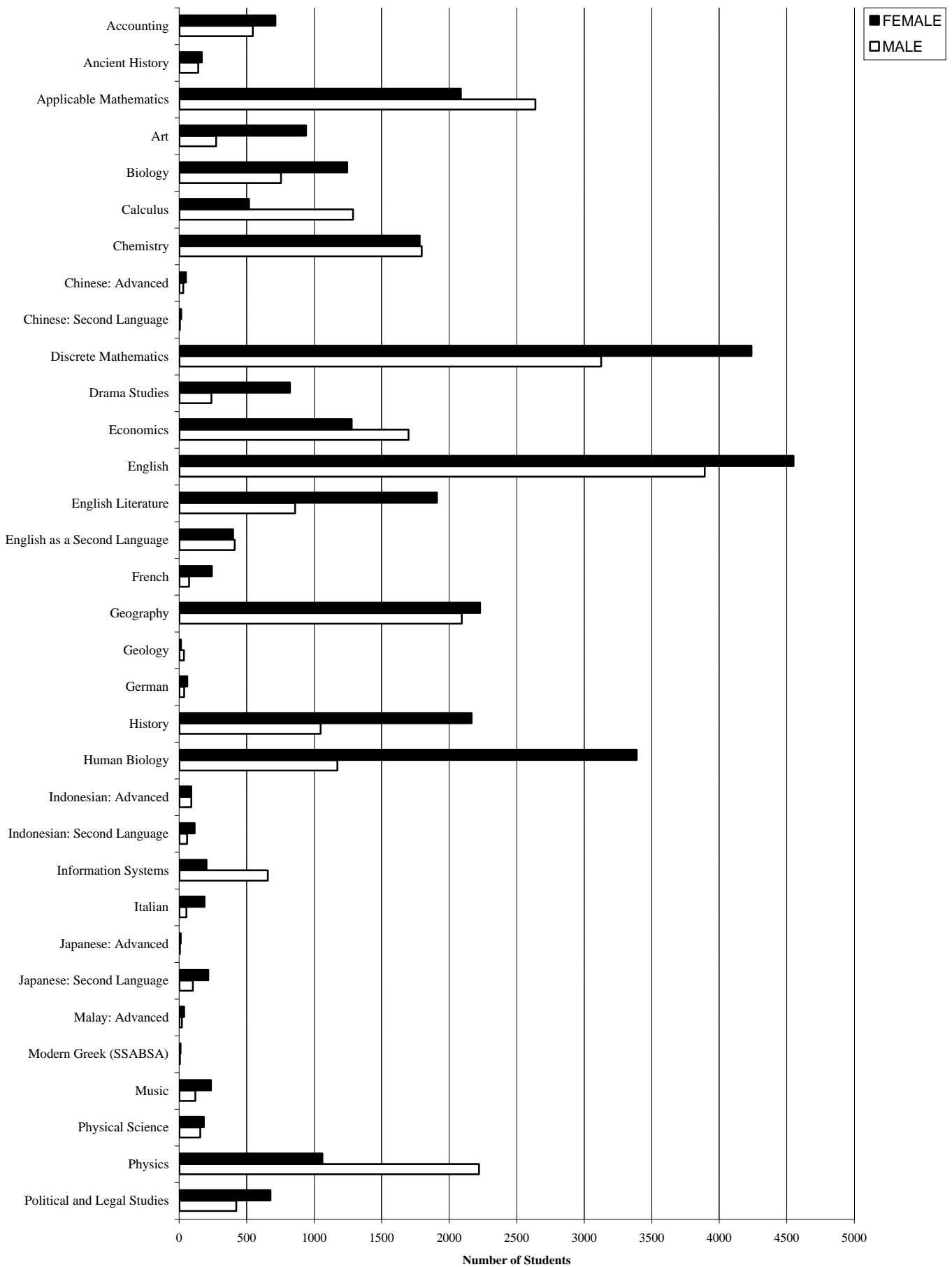
Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2001 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
SPORT AND RECREATION									
Fitness	Male	NO.	1	6	6	6	1	20	
		%	5	30	30	30	5		
	Female	NO.	0	2	1	6	0	9	
		%	0	22.22	11.11	66.67	0		
	Persons	NO.	1	8	7	12	1	29	
		%	3.45	27.59	24.14	41.38	3.45		0.15
Sport, Specific Skills and Training	Male	NO.	3	5	9	3	0	20	
		%	15	25	45	15	0		
	Female	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		
	Persons	NO.	3	5	13	3	0	24	
		%	12.5	20.83	54.17	12.5	0		0.12
SWL - Recreational Groundsperson	Male	NO.	2	3	2	1	1	9	
		%	22.22	33.33	22.22	11.11	11.11		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	3	3	2	1	1	10	
		%	30	30	20	10	10		0.05
SWL - Sport and Recreation	Male	NO.	14	4	2	2	0	22	
		%	63.64	18.18	9.09	9.09	0		
	Female	NO.	10	1	1	1	1	14	
		%	71.43	7.14	7.14	7.14	7.14		
	Persons	NO.	24	5	3	3	1	36	
		%	66.67	13.89	8.33	8.33	2.78		0.18
SWL - Sport and Recreation (Pilot Skills)	Male	NO.	21	12	7	0	2	42	
		%	50	28.57	16.67	0	4.76		
	Female	NO.	8	6	1	0	1	16	
		%	50	37.5	6.25	0	6.25		
	Persons	NO.	29	18	8	0	3	58	
		%	50	31.03	13.79	0	5.17		0.30
TRANSPORT AND STORAGE									
SWL - Logistics	Male	NO.	1	2	1	0	0	4	
		%	25	50	25	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	2	1	0	0	4	
		%	25	50	25	0	0		0.02
SWL - Seamanship	Male	NO.	3	1	0	0	0	4	
		%	75	25	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	3	1	0	0	0	4	
		%	75	25	0	0	0		0.02
SWL - Transport and Storage (Pilot Skills)	Male	NO.	6	8	1	0	0	15	
		%	40	53.33	6.67	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	6	8	1	0	0	15	
		%	40	53.33	6.67	0	0		0.07

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Figure 3.2 Number of Students Who Completed Year 12 TEE Subjects, by Sex, 2001



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Table 3.3 Combinations of the Number of Year 12 Tertiary Entrance Examination* and Wholly School-assessed** Subjects Completed, 2001

		Sex of Student	Tertiary Entrance Examination Subjects Completed							
			0	1	2	3	4	5	6	7 or More
Wholly School-assessed Subjects Completed	0	Male	0	68	93	84	287	1367	856	8
		Female	0	122	176	74	373	1869	565	2
		Persons	0	190	269	158	660	3236	1421	10
	1	Male	68	11	16	41	650	893	115	1
		Female	61	14	16	50	1252	1210	72	1
		Persons	129	25	32	91	1902	2103	187	2
	2	Male	41	10	31	74	527	69	0	0
		Female	44	14	32	54	753	87	2	0
		Persons	85	24	63	128	1280	156	2	0
	3	Male	93	43	95	62	46	0	0	0
		Female	69	47	75	61	61	0	0	0
		Persons	162	90	170	123	107	0	0	0
	4	Male	284	162	177	8	0	0	0	0
		Female	269	154	119	8	0	0	0	0
		Persons	553	316	296	16	0	0	0	0
	5	Male	737	311	26	0	0	0	0	0
		Female	767	224	27	1	0	0	0	0
		Persons	1504	535	53	1	0	0	0	0
	6	Male	1144	71	3	0	0	0	0	0
		Female	990	60	3	0	0	0	0	0
		Persons	2134	131	6	0	0	0	0	0
	7 or More	Male	380	4	1	0	0	0	0	0
		Female	287	4	1	0	0	0	0	0
		Persons	667	8	2	0	0	0	0	0

* These are Year 12 Curriculum Council subjects which have a Tertiary Entrance Examination.

** These are Year 12 Curriculum Council subjects which do not have a Tertiary Entrance Examination.

Population is all Year 12 students who completed at least one full year subject or equivalent subject.

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Figure 3.3 Number of Students Who Completed Year 12 Vocational Subjects, by Sex, 2001



Curriculum Council

Table 4.1 Number of Candidates Sitting the Tertiary Entrance Examination in Each Subject, 1998-2001

Subjects	Number of Candidates Sitting in the Examinations								
	1998	1999	2000	2001				Persons	% Change*
				Male		Female			
				No.	%	No.	%		
Accounting	1169	1278	1176	482	43	638	57	1120	-4.8
Ancient History	338	254	303	135	47	150	53	285	-5.9
Applicable Mathematics	4973	4787	4783	2546	56	2031	44	4577	-4.3
Art	1149	1091	1085	240	22	837	78	1077	-0.7
Australian Scaling Test	-	-	-	-	-	-	-	-	-
Biology	1989	2037	1965	673	37	1142	63	1815	-7.6
Calculus	1882	1957	1886	1251	71	510	29	1761	-6.6
Chemistry	3776	3674	3623	1727	50	1714	50	3441	-5.0
Chinese: Advanced	88	109	70	32	42	45	58	77	10.0
Chinese: Second Language	20	20	14	6	27	16	73	22	57.1
Computing	-	-	-	-	-	-	-	-	-
Discrete Mathematics	5774	6240	6695	2882	40	4333	60	7215	7.8
Drama Studies	-	643	922	227	22	788	78	1015	10.1
Economics	2950	3014	2980	1613	57	1220	43	2833	-4.9
English	7702	7748	8019	3708	47	4257	53	7965	-0.7
English as a Second Language	605	726	748	350	49	366	51	716	-4.3
English Literature	3034	2940	2641	838	31	1866	69	2704	2.4
French	392	334	335	74	24	240	76	314	-6.3
Geography	4258	4254	3949	1888	48	2061	52	3949	0.0
Geology	68	56	68	28	70	12	30	40	-41.2
German	131	106	150	49	46	58	54	107	-28.7
History	2912	2852	2856	948	32	2020	68	2968	3.9
Human Biology	4173	3871	3905	1036	25	3085	75	4121	5.5
Indonesian: Advanced	102	104	224	86	45	105	55	191	-14.7
Indonesian: Second Language	107	104	112	52	33	107	67	159	42.0
Information Systems	403	488	679	520	75	173	25	693	2.1
Italian	234	220	197	47	22	162	78	209	6.1
Japanese: Advanced	4	7	7	1	10	9	90	10	42.9
Japanese/Japanese: Second Lang	322	327	282	98	33	196	67	294	4.3
Malay Specialist	59	-	-	-	-	-	-	-	-
Malay: Advanced	-	90	87	23	36	41	64	64	-26.4
Modern Greek	12	12	5	3	27	8	73	11	120.0
Music	338	350	322	110	32	230	68	340	5.6
Physical Science	350	265	268	121	41	173	59	294	9.7
Physics	3166	3307	3237	2110	67	1021	33	3131	-3.3
Political and Legal Studies	750	914	868	396	38	638	62	1034	19.1
Total number of students who sat at least one TEE subject	11843	11959	11986	5246	44	6796	56	12042	0.50

* Percentage change between 2000 and 2001.

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Table 4.2 Candidates in Each TEE Subject, Shown as Percentage of Total Candidature*, 1997-2001

Subject	Subject Candidature as a Percentage of the Total Candidature				
	1997	1998	1999	2000	2001
Accounting	12	10	11	10	9
Ancient History	2	3	2	3	2
Applicable Mathematics	41	42	40	40	38
Art	9	10	9	9	9
Biology	18	17	17	16	15
Calculus	16	16	16	16	15
Chemistry	32	32	31	30	29
Chinese: Advanced	1	1	1	1	1
Chinese: Second Language	0.17	0.17	0.17	0.12	0.18
Computing	2	-	-	-	-
Discrete Mathematics	49	49	52	56	60
Drama Studies	-	-	-	-	8
Economics	25	25	25	25	24
English	64	65	65	67	66
English as a Second Language	6	5	6	6	6
English Literature	25	26	25	22	22
French	4	3	3	3	3
Geography	36	36	36	33	33
Geology	0.35	1	0.47	1	0.33
German	1	1	1	1	1
History	24	25	24	24	25
Human Biology	34	35	32	33	34
Indonesian: Advanced	2	1	1	2	2
Indonesian: Second Language	1	1	1	1	1
Information Systems	1	3	4	6	6
Italian	2	2	2	2	2
Japanese: Advanced	-	0.03	0.06	0.06	0.08
Japanese/Japanese: Second Lang	3	3	3	2	2
Malay Specialist	-	0.5	-	0	-
Malay: Advanced	-	-	1	1	1
Modern Greek	0.13	0.1	0.1	0.04	0.09
Music	3	3	3	3	3
Physical Science	3	3	2	2	2
Physics	25	27	28	27	26
Political and Legal Studies	5	6	8	7	9
Total Candidature	11872	11843	11959	11986	12042

* The total candidature was determined as the number of students who sat at least one TEE subject.

Curriculum Council

Table 4.3 Total Number and Percentage of Full-Time and Part-Time Enrolments in Tertiary Admissions/Entrance Examinations, 1983-2001

Year	Type of Enrolment*				
	Full-Time		Part-Time		Total
	Number	%	Number	%	Number
1983	8994	79.8	2271	20.2	11265
1984	9843	78.2	2740	21.8	12583
1985	10823	79.2	2844	20.8	13667
1986	12113	84.8	2171	15.2	14284
1987	12916	84.8	2320	15.2	15236
1988	14758	86.1	2374	13.9	17132
1989	14727	86.1	2371	13.9	17098
1990	14764	85.6	2477	14.4	17241
1991	15914	85.1	2782	14.9	18696
1992	16318	87.7	2288	12.3	18606
1993	15967	89.5	1876	10.5	17843
1994	14603	90.9	1465	9.1	16068
1995	13768	93.0	1042	7.0	14810
1996	13555	93.9	886	6.1	14441
1997	13389	93.7	903	6.3	14292
1998	13290	94.6	759	5.4	14049
1999	13312	94.9	709	5.1	14021
2000	13574	95.4	661	4.6	14235
2001	13340	95.4	641	4.6	13981

* Up until and including 1994, full-time students were those enrolled in five or more Secondary Education Authority (SEA) approved subjects. Students enrolled in four or fewer approved subjects were classified as part-time. However, in 1995, the SEA resolved that full-time students be classified as those who studied four or more (full year or equivalent) SEA approved subjects.

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Table 4.4 Age of Enrolled Students in 2001 Tertiary Entrance Examination Subjects by Enrolment Type and Sex

Age as at 31 December 2001	Full-Time*			Part-Time*			Total (Both Full-Time and Part-Time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Under 16	3	2	5	2	1	3	5	3	8
16+ - 17**	56	80	136	30	26	56	86	106	192
17+ - 18	4919	6193	11112	12	24	36	4931	6217	11148
18+ - 19	809	766	1575	35	38	73	844	804	1648
19+ - 20	140	144	284	16	19	35	156	163	319
20+ - 21	48	34	82	41	27	68	89	61	150
21+ - 22	15	19	34	17	20	37	32	39	71
22+ - 23	12	9	21	8	21	29	20	30	50
23+ - 24	8	10	18	12	18	30	20	28	48
24+ - 25	7	6	13	7	16	23	14	22	36
25+ - 30	22	10	32	32	43	75	54	53	107
30+ - 35	8	4	12	20	40	60	28	44	72
35+ - 40	3	2	5	10	36	46	13	38	51
40+ - 45	3	4	7	6	23	29	9	27	36
45+ - 50	1	2	3	4	15	19	5	17	22
50+ - 55	0	1	1	2	9	11	2	10	12
55+ - 60	0	0	0	2	4	6	2	4	6
60+ - 65	0	0	0	0	1	1	0	1	1
65+ - 70	0	0	0	0	2	2	0	2	2
70+ - 75	0	0	0	0	1	1	0	1	1
75+ - 80	0	0	0	0	1	1	0	1	1
Total	6054	7286	13340	256	385	641	6310	7671	13981

* Up until and including 1994, full-time students were those enrolled in five or more Secondary Education Authority (SEA) approved subjects. Students enrolled in four or fewer approved subjects were classified as part-time. However, in 1995, the SEA resolved that full-time students be classified as those who studied four or more (full year or equivalent) SEA approved subjects.

** 16+ - 17 This age range includes candidates who are older than 16 years and up to and including 17 years as at 31 December 2001.

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Table 4.5 Private Candidature and Absent Private Candidates in TEE Subjects, 2000-2001

Subject	2000			2001		
	Enrolled	Absent	% of Absentees*	Enrolled	Absent	% of Absentees*
Accounting	5	1	20.0	5	3	60.0
Ancient History	8	3	37.5	5	3	60.0
Applicable Mathematics	37	7	18.9	48	9	18.8
Art	3	2	66.7	1	0	0.0
Biology	10	4	40.0	7	3	42.9
Calculus	15	2	13.3	16	6	37.5
Chemistry	29	8	27.6	24	7	29.2
Chinese: Advanced	10	1	10.0	5	1	20.0
Chinese: Second Language	2	0	0.0	8	1	12.5
Discrete Mathematics	765	102	13.3	1052	132	12.5
Drama Studies	3	1	33.3	4	2	50.0
Economics	14	4	28.6	15	4	26.7
English	129	40	31.0	138	36	26.1
English Literature	17	4	23.5	15	5	33.3
French	6	0	0.0	10	2	20.0
Geography	25	5	20.0	11	2	18.2
Geology	0	0	0.0	1	0	0.0
German	21	1	4.8	23	0	0.0
History	8	3	37.5	10	4	40.0
Human Biology	27	7	25.9	29	13	44.8
Indonesian: Advanced	40	1	2.5	47	2	4.3
Indonesian: Second Language	3	0	0.0	8	1	12.5
Information Systems	7	4	57.1	11	2	18.2
Italian	2	0	0.0	3	0	0.0
Japanese: Second Language	2	0	0.0	3	0	0.0
Malay: Advanced	12	1	8.3	12	1	8.3
Music	1	0	0.0	7	3	42.9
Physical Science	11	3	27.3	14	3	21.4
Physics	25	3	12.0	36	10	27.8
Political and Legal Studies	5	2	40.0	9	4	44.4

* Private candidates who were absent as a percentage of the number privately enrolled for each subject.

Note: Examinations in English as a Second Language, Japanese: Advanced and Modern Greek could not be taken as a private candidate.

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Table 4.6 Number and Percentage* of Background Candidates in TEE Subjects, 1997-2001

Subject	1997		1998		1999		2000		2001	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
French	15	3.4	7	1.7	9	2.5	15	4.3	18	5.7
German	28	20	29	20.9	32	28.3	37	23.9	39	36.4
Italian	13	4.4	12	4.5	8	3.1	1	0.4	6	2.9
Japanese: Second Language	26	6.5	-	-	-	-	-	-	-	-
Modern Greek	9	60	2	16.7	1	8.3	0	0	2	18.2

* Background candidates as a percentage of TEE enrolments in each subject.

Table 4.7 Number and Percentage* of Candidates Sitting for a Specific Number of TEE Subjects, 1998-2001

Number of TEE Subjects sat for	1998		1999		2000		2001			
	NO.	%	NO.	%	NO.	%	Male	Female	Persons	%
1	422	3	471	4	516	4	234	314	548	5
2	577	5	457	4	449	4	216	275	491	4
3	307	3	315	3	289	2	153	169	322	3
4	3822	32	3715	31	3781	32	1411	2353	3764	31
5	4906	41	5097	42	4816	40	2017	2731	4748	39
6	1749	15	1829	15	1970	17	1069	870	1939	16
7 or more	60	1	75	1	165	1	146	84	230	2
Total	11843	100	11959	100	11986	100	5246	6796	12042	100

* Persons in each year who sat for 1, 2, 3 etc TEE subjects as a percentage of the total.

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Table 4.8 Enrolments, Absentees and Non-Examination Candidates in Each Tertiary Entrance Examination Subject, 2001

Subjects	Number of Candidates				Absentees as a Percentage of Enrolments
	Enrolled*	Non-Exam Candidate	Sat	Absent**	
Accounting	1277	52	1120	105	8.2
Ancient History	314	4	285	25	8.0
Applicable Mathematics	4790	37	4577	176	3.7
Art	1228	87	1077	64	5.2
Biology	2012	87	1815	110	5.5
Calculus	1828	7	1761	60	3.3
Chemistry	3621	26	3441	154	4.3
Chinese: Advanced	81	1	77	3	3.7
Chinese: Second Language	23	0	22	1	4.3
Discrete Mathematics	8442	514	7215	713	8.4
Drama Studies	1074	30	1015	29	2.7
Economics	3005	57	2833	115	3.8
English	8639	223	7965	451	5.2
English as a Second Language	813	28	716	69	8.5
English Literature	2796	18	2704	74	2.6
French	324	5	314	5	1.5
Geography	4355	146	3949	260	6.0
Geology	46	2	40	4	8.7
German	117	7	107	3	2.6
History	3242	94	2968	180	5.6
Human Biology	4616	169	4121	326	7.1
Indonesian: Advanced	223	6	191	26	11.7
Indonesian: Second Language	177	11	159	7	4.0
Information Systems	884	65	693	126	14.3
Italian	243	14	209	20	8.2
Japanese: Advanced	11	0	10	1	9.1
Japanese: Second Language	316	10	294	12	3.8
Malay: Advanced	66	1	64	1	1.5
Modern Greek	11	0	11	0	0.0
Music	360	8	340	12	3.3
Physical Science	353	22	294	37	10.5
Physics	3341	51	3131	159	4.8
Political and Legal Studies	1114	21	1034	59	5.3

* No. of enrolled candidates = No. of non-exam candidates + No. who sat + No. who were absent.

** 1995, the Secondary Education Authority changed the procedure for recording absentees for Art, In Music and LOTE subjects. Previously, students who had not sat for the written examination were recorded as being absent even if they had completed the Visual Diary, Performance or Oral/Aural component of the examination.

From 1995, students in these subjects are recorded as being absent if they did not attend both parts of their examination.

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Table 4.9 Number of Anomalous Performers* Identified in Each Tertiary Entrance Subject, 2000-2001

Subject	2000		2001	
	NO.	Anomalous performers as a percentage of those who sat the subject	NO.	Anomalous performers as a percentage of those who sat the subject
Accounting	44	3.24	47	4.20
Ancient History	10	3.00	26	9.12
Applicable Mathematics	93	1.84	96	2.10
Art	31	2.43	46	4.27
Biology	64	2.87	54	2.98
Calculus	44	2.22	23	1.31
Chemistry	44	1.14	34	0.99
Chinese: Advanced	8	10.13	5	6.49
Chinese: Second Language	2	14.29	1	4.55
Discrete Mathematics	186	2.29	150	2.08
Drama Studies	72	7.19	61	6.01
Economics	90	2.81	89	3.14
English	838	9.37	897	11.26
English as a Second Language	43	5.23	31	4.33
English Literature	230	8.38	197	7.29
French	1	0.29	1	0.32
Geography	190	4.24	198	5.01
Geology	5	6.02	2	5.00
German	3	1.94	0	0.00
History	275	8.76	276	9.30
Human Biology	111	2.47	80	1.94
Indonesian: Advanced	17	7.23	12	6.28
Indonesian: Second Language	3	2.34	2	1.26
Information Systems	46	5.48	61	8.80
Italian	6	2.60	10	4.78
Japanese: Advanced	0	0.00	0	0.00
Japanese: Second Language	2	0.66	4	1.36
Malay: Advanced	6	6.67	5	7.81
Modern Greek	0	0.00	0	0.00
Music	7	2.05	5	1.47
Physical Science	7	2.20	10	3.40
Physics	60	1.71	71	2.27
Political and Legal Studies	42	4.38	57	5.51

* 'Anomalous Performers' are examination candidates who performed significantly differently than expected from their level of achievement in school. In fairness to others their marks were not used to calculate the parameters on which statistical moderation of school assessments was based.

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Table 4.10 Subject Absentee and Anomalous Performer Rate in Relation to Date of Examination, 2001

Subject	Date of Examination	Absentees as a Percentage of Enrolments	Anomalous Performers as a Percentage of those who Sat
Japanese: Advanced	November 6	9.09	0.00
Applicable Mathematics	November 7	3.67	2.10
Drama Studies	November 7	2.70	6.01
English	November 8	5.22	11.26
English as a Second Language	November 8	8.49	4.33
Modern Greek	November 9	0.00	0.00
Discrete Mathematics	November 9	8.45	2.08
Calculus	November 9	3.28	1.31
Chinese: Advanced	November 12	3.70	6.49
History	November 12	5.55	9.30
Chemistry	November 12	4.25	0.99
English Literature	November 13	2.65	7.29
Malay: Advanced	November 13	1.52	7.81
Physical Science	November 13	10.48	3.40
Human Biology	November 14	7.06	1.94
Physics	November 14	4.76	2.27
Chinese: Second Language	November 15	4.35	4.55
Geography	November 15	5.97	5.01
Political and Legal Studies	November 15	5.30	5.51
Economics	November 16	3.83	3.14
Biology	November 16	5.47	2.98
Japanese: Second Language	November 19	3.80	1.36
Information Systems	November 19	14.25	8.80
Geology	November 20	8.70	5.00
Art	November 20	5.21	4.27
Music	November 20	3.33	1.47
Indonesian: Advanced	November 21	11.66	6.28
Accounting	November 21	8.22	4.20
Ancient History	November 21	7.96	9.12
French	November 22	1.54	0.32
German	November 22	2.56	0.00
Italian	November 22	8.23	4.78
Indonesian: Second Language	November 23	3.95	1.26

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Table 4.11 Summary Statistics on Tertiary Entrance Examination Papers, 2001
(For details relating to notes on this table, please refer to [Summary Statistics on TEE Papers, 2001](#)).

Subject	No. of Candidates		Mean (%)		Range		Reliability				Concurrent Validity	
							Multiple Choice		Total Examination			
Accounting	1120	(1176)	54.4	(58.25)	92	(97)			0.89	(0.93)	0.90	(0.89)
Ancient History	285	(303)	61.11	(64.27)	92	(80)			N/A	(N/A)	0.78	(0.83)
Applicable Mathematics	4577	(4783)	64.5	(63.55)	96	(100)			0.89	(0.92)	0.90	(0.91)
Art	1077	(1085)	58.32	(53.74)	84	(98)			0.84	(0.97)	0.79	(0.83)
Biology	1815	(1965)	55.89	(53.99)	90	(77)	0.93	(0.93)	0.86	(0.82)	0.88	(0.87)
Calculus	1761	(1886)	56.79	(55.07)	97	(98)			0.93	(0.92)	0.92	(0.91)
Chemistry	3441	(3623)	56.06	(56.58)	92	(96)	0.96	(0.97)	0.89	(0.88)	0.93	(0.92)
Chinese: Advanced	77	(70)	61.81	(56.76)	82	(78)			0.93	(0.84)	0.83	(0.78)
Chinese: Second Language	22	(14)	72.05	(59.57)	57	(43)			0.69	(0.73)	0.80	(0.62)
Discrete Mathematics	7215	(6695)	52.42	(60.45)	94	(94)			0.88	(0.89)	0.88	(0.87)
Drama Studies	1015	(922)	55.94	(48.67)	95	(78)			0.91	(0.84)	0.79	(0.78)
Economics	2833	(2980)	58.16	(55.53)	93	(97)	0.72	(0.68)	0.76	(0.74)	0.88	(0.89)
English	7965	(8019)	56.70	(57.18)	100	(98)			0.73	(0.75)	0.71	(0.72)
English as a Second Language	716	(748)	59.50	(66.98)	71	(81)	0.80	(0.71)	0.62	(0.79)	0.86	(0.82)
English Literature	2704	(2641)	59.66	(60.73)	99	(98)			0.82	(0.75)	0.80	(0.78)
French	314	(335)	58.35	(58.37)	82	(85)			0.89	(0.90)	0.94	(0.94)
Geography	3949	(3949)	54.14	(53.94)	86	(92)	0.46	(0.49)	0.75	(0.74)	0.84	(0.83)
Geology	40	(68)	65.03	(55.32)	41	(63)	0.86	(0.96)	0.80	(0.87)	0.77	(0.83)
German	107	(150)	72.97	(66.31)	78	(79)			0.91	(0.87)	0.96	(0.94)
History	2968	(2856)	59.26	(59.30)	97	(93)			0.87	(0.91)	0.76	(0.77)
Human Biology	4122	(3905)	62.83	(57.50)	81	(81)	0.95	(0.95)	0.82	(0.79)	0.89	(0.88)
Indonesian: Advanced	191	(224)	57.68	(56.21)	69	(66)	0.45	(0.45)	0.92	(0.73)	0.75	(0.78)
Indonesian: Second Language	159	(112)	56.41	(59.92)	85	(85)			0.91	(0.87)	0.90	(0.91)
Information Systems	694	(679)	55.83	(51.25)	87	(84)			0.82	(0.79)	0.83	(0.84)
Italian	209	(197)	67.27	(60.53)	83	(75)			0.87	(0.88)	0.89	(0.92)
Japanese: Advanced*												
Japanese: Second Language	294	(282)	54.94	(52.88)	87	(88)			0.87	(0.91)	0.96	(0.92)
Malay: Advanced	64	(87)	60.77	(65.06)	72	(72)			0.90	(0.87)	0.82	(0.75)
Modern Greek*												
Music	340	(322)	61.11	(64.76)	76	(78)			0.83	(0.71)	0.92	(0.91)
Physical Science	294	(268)	48.88	(56.13)	84	(73)	0.93	(0.94)	0.89	(0.90)	0.90	(0.91)
Physics	3131	(3237)	57.71	(62.43)	93	(96)			0.85	(0.91)	0.91	(0.91)
Political and Legal Studies	1034	(868)	51.93	(52.79)	95	(91)			0.88	(0.87)	0.85	(0.88)

*Note: Statistics on two other TEE subjects, Modern Greek and Japanese: Advanced, are not presented above because the examinations were written in other states and there were insufficient data from the WA candidates to derive meaningful summary statistics.

(2000 statistics in parenthesis)

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Table 4.12 Mean and Standard Deviation of Moderated School Assessments, Raw Examination Marks and Correlation Coefficients* for the Tertiary Entrance Examination Subjects, by Sex, 2001

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
Accounting	Male	481	55.76	14.93	52.75	19.77	0.90
	Female	637	58.06	15.72	55.68	19.67	
	Persons	1118	57.07	15.43	54.42	19.77	
Ancient History	Male	133	57.96	13.44	62.31	13.62	0.76
	Female	150	58.10	14.05	60.12	13.21	
	Persons	283	58.04	13.77	61.15	13.45	
Applicable Mathematics	Male	2519	57.84	15.14	65.32	15.84	0.89
	Female	2018	57.21	14.17	63.88	15.17	
	Persons	4537	57.56	14.72	64.68	15.56	
Art	Male	239	54.49	12.94	54.21	14.31	0.77
	Female	836	59.49	12.90	59.55	13.46	
	Persons	1075	58.38	13.07	58.36	13.83	
Biology	Male	671	55.57	13.28	54.55	12.73	0.88
	Female	1140	58.78	14.00	56.69	13.06	
	Persons	1811	57.59	13.82	55.90	12.98	
Calculus	Male	1242	56.91	15.51	57.05	17.93	0.92
	Female	508	58.13	14.62	56.71	17.16	
	Persons	1750	57.26	15.27	56.95	17.71	
Chemistry	Male	1716	57.54	15.71	56.90	18.34	0.93
	Female	1708	57.10	14.50	55.29	17.25	
	Persons	3424	57.32	15.12	56.10	17.82	
Chinese: Advanced	Male	28	55.75	13.86	62.14	11.93	0.85
	Female	45	58.50	13.22	62.29	14.41	
	Persons	73	57.45	13.53	62.23	13.51	
Chinese: Second Language	Male	2	42.78	8.02	50.50	18.50	0.93
	Female	13	57.05	12.04	72.15	11.93	
	Persons	15	55.15	12.56	69.27	14.94	
Discrete Mathematics	Male	2414	56.50	13.60	51.92	14.33	0.88
	Female	3876	55.97	13.55	50.60	13.81	
	Persons	6290	56.17	13.57	51.11	14.03	
Drama Studies	Male	226	52.91	13.47	52.78	15.10	0.75
	Female	785	59.28	13.19	56.88	12.97	
	Persons	1011	57.86	13.52	55.97	13.58	
Economics	Male	1605	57.44	14.21	58.53	15.53	0.88
	Female	1217	57.20	14.55	57.78	15.36	
	Persons	2822	57.33	14.36	58.21	15.46	

* Pearson Product-Moment Correlation Coefficients between moderated school assessment and raw examination marks.

** The populations consist of all Year 12 students who have a numerical school assessment and a raw examination mark for the subject concerned.

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Table 4.12 Mean and Standard Deviation of Moderated School Assessments, Raw Examination Marks and Correlation Coefficients* for the Tertiary Entrance Examination Subjects, by Sex, 2001 (Cont)

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
English	Male	3654	54.40	12.05	54.33	12.94	0.71
	Female	4197	59.89	11.90	58.85	12.03	
	Persons	7851	57.34	12.28	56.75	12.66	
English as a Second Language	Male	349	57.06	14.35	59.40	13.35	0.86
	Female	363	58.35	13.23	59.54	12.75	
	Persons	712	57.72	13.80	59.47	13.05	
English Literature	Male	833	55.94	13.69	57.97	13.02	0.79
	Female	1860	58.57	12.77	60.51	11.66	
	Persons	2693	57.76	13.12	59.72	12.15	
French	Male	70	60.26	15.22	60.43	14.84	0.92
	Female	236	58.31	15.43	58.08	16.10	
	Persons	306	58.76	15.40	58.62	15.85	
Geography	Male	1881	57.04	13.26	54.66	12.47	0.83
	Female	2058	57.73	13.51	53.70	12.81	
	Persons	3939	57.40	13.40	54.16	12.66	
Geology	Male	27	56.46	13.32	64.74	9.66	0.80
	Female	12	62.99	11.85	65.25	9.62	
	Persons	39	58.47	13.23	64.90	9.65	
German	Male	33	61.86	16.94	71.24	17.59	0.96
	Female	50	61.65	14.60	70.00	15.78	
	Persons	83	61.74	15.57	70.49	16.54	
History	Male	945	56.32	13.12	58.45	13.42	0.75
	Female	2015	58.10	13.48	59.71	12.79	
	Persons	2960	57.53	13.39	59.31	13.01	
Human Biology	Male	1028	54.94	13.21	60.81	12.63	0.89
	Female	3074	58.54	13.88	63.58	12.79	
	Persons	4102	57.63	13.80	62.88	12.81	
Indonesian: Advanced	Male	68	55.41	11.69	56.38	11.71	0.74
	Female	78	60.68	10.97	59.37	10.63	
	Persons	146	58.22	11.61	57.98	11.25	
Indonesian: Second Language	Male	50	56.21	12.72	55.08	16.33	0.88
	Female	102	58.67	14.06	57.03	15.41	
	Persons	152	57.86	13.68	56.39	15.75	
Information Systems	Male	511	57.74	14.33	56.46	17.40	0.83
	Female	173	57.57	15.10	54.20	18.64	
	Persons	684	57.70	14.53	55.89	17.75	

* Pearson Product-Moment Correlation Coefficients between moderated school assessment and raw examination marks.

** The populations consist of all Year 12 students who have a numerical school assessment and a raw examination mark for the subject concerned.

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Table 4.12 Mean and Standard Deviation of Moderated School Assessments, Raw Examination Marks and Correlation Coefficients* for the Tertiary Entrance Examination Subjects, by Sex, 2001 (Cont)

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
Italian	Male	45	59.19	15.92	66.80	15.54	0.88
	Female	160	58.18	13.62	67.20	13.75	
	Persons	205	58.40	14.16	67.11	14.16	
Japanese: Advanced	Male	1	92.45	0.00	94.00	0.00	0.26
	Female	8	76.98	5.08	76.00	11.42	
	Persons	9	78.70	6.83	78.00	12.17	
Japanese: Second Language	Male	97	56.87	15.32	53.55	17.30	0.95
	Female	194	58.65	16.59	55.45	18.01	
	Persons	291	58.06	16.20	54.81	17.80	
Malay: Advanced	Male	19	60.30	14.92	61.16	11.83	0.80
	Female	34	58.22	13.52	60.53	13.76	
	Persons	53	58.96	14.08	60.75	13.10	
Modern Greek	Male	3	77.66	7.16	77.67	6.55	0.86
	Female	7	79.15	7.80	78.57	8.76	
	Persons	10	78.70	7.64	78.30	8.17	
Music	Male	109	55.65	13.64	58.47	13.86	0.89
	Female	227	59.55	14.08	62.48	13.63	
	Persons	336	58.28	14.06	61.18	13.83	
Physical Science	Male	116	53.01	13.86	46.32	14.20	0.90
	Female	166	58.46	15.54	49.70	15.99	
	Persons	282	56.22	15.11	48.31	15.37	
Physics	Male	2089	57.28	15.32	58.25	17.39	0.91
	Female	1016	57.69	14.43	57.21	16.62	
	Persons	3105	57.42	15.03	57.91	17.15	
Political and Legal Studies	Male	393	55.79	14.58	50.72	17.73	0.85
	Female	636	58.70	14.35	52.76	17.22	
	Persons	1029	57.59	14.51	51.98	17.45	

* Pearson Product-Moment Correlation Coefficients between moderated school assessment and raw examination marks.

** The populations consist of all Year 12 students who have a numerical school assessment and a raw examination mark for the subject concerned.

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Table 4.13 Mean and Standard Deviation of Combined Marks and Scaled Marks for the Tertiary Entrance Examination Subjects, by Sex, 2001

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
Accounting	Male	483	55.22	15.14	54.23	13.83	92.40
	Female	640	57.70	15.53	56.50	14.20	93.15
	Persons	1123	56.63	15.41	55.53	14.09	93.15
Ancient History	Male	136	58.04	14.71	58.64	13.24	93.56
	Female	150	56.45	14.66	57.20	13.20	85.54
	Persons	286	57.20	14.71	57.89	13.24	93.56
Applicable Mathematics	Male	2551	57.29	15.32	62.74	14.62	100.00
	Female	2039	56.26	14.39	61.76	13.73	100.00
	Persons	4590	56.83	14.92	62.30	14.24	100.00
Art	Male	239	52.28	14.31	47.88	14.77	81.66
	Female	837	58.29	14.08	54.09	14.53	96.72
	Persons	1076	56.95	14.35	52.71	14.81	96.72
Biology	Male	674	55.28	14.11	53.32	13.27	92.64
	Female	1146	58.27	14.89	56.13	14.00	95.04
	Persons	1820	57.16	14.67	55.09	13.80	95.04
Calculus	Male	1254	56.56	15.80	65.21	14.59	100.00
	Female	511	57.13	14.87	65.75	13.75	99.96
	Persons	1765	56.72	15.54	65.36	14.36	100.00
Chemistry	Male	1731	57.28	15.83	64.20	14.47	100.00
	Female	1717	56.41	14.64	63.40	13.38	100.00
	Persons	3448	56.85	15.25	63.80	13.94	100.00
Chinese: Advanced	Male	32	56.18	15.68	53.67	16.44	83.26
	Female	45	58.83	15.17	56.45	15.91	89.54
	Persons	77	57.73	15.44	55.29	16.19	89.54
Chinese: Second Language	Male	6	57.70	21.81	59.75	17.77	94.22
	Female	16	61.96	14.83	63.22	12.09	83.52
	Persons	22	60.80	17.12	62.27	13.95	94.22
Discrete Mathematics	Male	2886	58.40	14.64	54.80	14.07	94.77
	Female	4339	56.85	14.24	53.31	13.68	87.37
	Persons	7225	57.47	14.43	53.91	13.86	94.77
Drama Studies	Male	228	52.11	15.30	49.25	15.04	88.44
	Female	786	58.41	14.07	55.43	13.84	91.73
	Persons	1014	56.99	14.60	54.04	14.35	91.73
Economics	Male	1614	57.00	14.72	59.10	14.09	97.30
	Female	1220	56.48	14.79	58.61	14.17	92.83
	Persons	2834	56.78	14.75	58.89	14.13	97.30

* The populations consist of all Year 12 students with a combined mark for the subject concerned.

Curriculum Council

Table 4.13 Mean and Standard Deviation of Combined Marks and Scaled Marks for the Tertiary Entrance Examination Subjects, by Sex, 2001 (Cont)

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
English	Male	3710	53.63	13.62	51.09	14.05	97.00
	Female	4259	59.56	12.82	57.21	13.22	96.06
	Persons	7969	56.80	13.53	54.36	13.95	97.00
English as a Second Language **	Male	349	56.87	15.00	N/A	N/A	N/A
	Female	363	57.67	13.95	N/A	N/A	N/A
	Persons	712	57.28	14.48	N/A	N/A	N/A
English Literature	Male	844	54.73	14.84	62.11	14.58	100.00
	Female	1872	57.85	13.51	65.13	13.24	100.00
	Persons	2716	56.88	14.01	64.19	13.74	100.00
French	Male	74	59.19	16.21	66.19	14.87	100.00
	Female	240	57.61	16.22	64.76	14.93	100.00
	Persons	314	57.98	16.23	65.10	14.93	100.00
Geography	Male	1890	56.93	13.98	54.35	13.60	92.81
	Female	2066	56.80	14.35	54.22	13.95	93.57
	Persons	3956	56.86	14.17	54.28	13.78	93.57
Geology	Male	28	57.80	14.68	52.39	12.81	82.40
	Female	12	61.46	13.57	55.58	11.84	80.06
	Persons	40	58.90	14.45	53.35	12.61	82.40
German	Male	48	67.90	19.54	72.44	18.42	100.00
	Female	58	62.70	16.19	67.63	15.50	96.28
	Persons	106	65.05	17.97	69.81	17.05	100.00
History	Male	952	55.79	14.08	55.20	14.02	92.27
	Female	2028	57.32	14.06	56.72	14.01	95.39
	Persons	2980	56.84	14.09	56.23	14.03	95.39
Human Biology	Male	1036	54.37	13.90	51.72	13.37	88.46
	Female	3098	57.90	14.44	55.11	13.89	92.57
	Persons	4134	57.02	14.39	54.26	13.84	92.57
Indonesian: Advanced	Male	86	55.49	14.75	47.17	15.66	83.47
	Female	105	59.09	14.75	51.00	15.66	84.84
	Persons	191	57.47	14.85	49.28	15.77	84.84
Indonesian: Second Language	Male	52	56.27	15.55	59.38	13.11	90.47
	Female	107	58.02	16.05	60.86	13.54	96.26
	Persons	159	57.45	15.91	60.37	13.42	96.26
Information Systems	Male	523	57.36	14.82	52.63	14.61	90.39
	Female	173	56.19	16.13	51.47	15.90	91.47
	Persons	696	57.07	15.17	52.34	14.95	91.47
Italian	Male	46	59.18	17.26	61.70	16.01	98.21
	Female	162	57.80	14.48	60.42	13.43	99.55
	Persons	208	58.11	15.15	60.71	14.05	99.55

* The populations consist of all Year 12 students with a combined mark for the subject concerned.

** Scaled marks for English as a Second Language Students are not derived as the subject is not a Tertiary Entrance Rank Subject.

Curriculum Council

Table 4.13 Mean and Standard Deviation of Combined Marks and Scaled Marks for the Tertiary Entrance Examination Subjects, by Sex, 2001 (Cont)

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
Japanese: Advanced	Male	1	93.23	0.00	84.73	0.00	84.73
	Female	8	76.49	6.00	64.96	7.09	73.06
	Persons	9	78.35	7.72	67.16	9.12	84.73
Japanese: Second Language	Male	98	57.05	16.16	61.36	13.98	98.51
	Female	197	58.17	16.56	62.33	14.33	97.66
	Persons	295	57.80	16.44	62.01	14.22	98.51
Malay: Advanced	Male	23	60.88	15.35	55.00	13.57	81.29
	Female	41	57.00	16.90	51.57	14.94	89.59
	Persons	64	58.40	16.46	52.80	14.56	89.59
Modern Greek	Male	3	77.67	6.63	73.34	9.29	86.25
	Female	7	78.86	8.00	75.01	11.19	90.53
	Persons	10	78.50	7.63	74.51	10.69	90.53
Music	Male	109	54.50	14.54	56.83	13.11	89.96
	Female	230	58.60	15.38	60.52	13.87	97.86
	Persons	339	57.28	15.24	59.34	13.74	97.86
Physical Science	Male	120	54.58	14.76	51.77	13.26	92.60
	Female	173	58.99	15.74	55.74	14.15	91.39
	Persons	293	57.18	15.50	54.12	13.93	92.60
Physics	Male	2116	56.81	15.55	62.70	14.68	100.00
	Female	1022	56.58	14.60	62.49	13.79	99.42
	Persons	3138	56.73	15.25	62.63	14.40	100.00
Political and Legal Studies	Male	398	55.53	15.31	57.47	14.26	93.29
	Female	638	57.87	14.98	59.65	13.95	95.64
	Persons	1036	56.97	15.15	58.82	14.11	95.64

* The populations consist of all Year 12 students with a combined mark for the subject concerned.

Curriculum Council

Table 4.14 Relationship Between Raw Examination Marks and Standardised Examination Marks, for Tertiary Entrance Examination Subjects, 2001

Subject	Raw Examination Marks				
	Standardised to 35	Standardised to 50	Standardised to 65	Standardised to 75	Standardised to 100
Accounting	25.47	43.97	66.34	78.98	96.00
Ancient History	44.60	54.69	68.04	76.98	91.00
Applicable Mathematics	42.09	56.74	73.99	83.15	98.00
Art	41.28	52.59	65.16	74.46	95.00
Biology	38.39	48.56	62.82	71.88	89.00
Calculus	32.29	47.29	67.11	78.47	99.00
Chemistry	32.38	45.15	65.97	80.02	97.00
Chinese: Advanced	41.70	55.73	68.45	77.30	89.00
Chinese: Second Language	46.10	68.30	81.40	86.60	88.00
Discrete Mathematics	33.09	43.76	60.13	70.81	98.00
Drama Studies	40.63	49.37	62.99	72.18	94.00
Economics	36.51	50.42	66.73	76.91	99.00
English	40.44	50.22	62.96	72.39	99.00
English as a Second Language	42.28	51.69	65.94	76.07	92.00
English Literature	43.95	53.74	65.40	74.59	98.00
French	35.87	49.95	66.20	76.47	93.00
Geography	37.11	47.67	60.69	69.67	93.00
Geology	51.67	58.00	69.33	77.00	85.00
German	44.30	57.53	74.35	87.85	98.00
History	42.42	53.61	65.91	74.22	96.00
Human Biology	45.29	55.76	70.05	78.57	96.00
Indonesian: Advanced	43.55	52.26	63.15	71.32	81.00
Indonesian: Second Language	37.20	46.70	65.45	78.20	92.00
Information Systems	31.90	45.78	66.04	77.57	93.00
Italian	46.58	58.98	75.16	84.18	96.00
Japanese: Advanced*	-	-	-	-	-
Japanese: Second Language	33.85	42.82	64.16	79.30	92.00
Malay: Advanced	45.60	55.60	66.80	74.90	84.00
Modern Greek*	-	-	-	-	-
Music	43.95	53.78	67.96	79.28	94.00
Physical Science	29.01	40.59	57.35	68.73	90.00
Physics	33.75	48.64	67.96	79.00	95.00
Political And Legal Studies	26.77	42.80	61.29	72.80	98.00

* Standardised marks for Japanese: Advanced and Modern Greek are not provided as the raw examination marks were not standardised and are not comparable to other subjects.

Note: The raw marks which are standardised to 35, 50, 65 and 75 are those of students whose mark is higher than 10, 30, 70 and 90 per cent of other students sitting the examination. A raw mark of 0 becomes a standardised mark of 0, and the highest raw mark is standardised to 100. Having determined these standardisation points other raw examination marks may be transformed to standardised marks by linear interpolation.

Curriculum Council

Table 4.15 Relationship between Combined Marks and Scaled Marks for Tertiary Entrance Examination Subjects, 2001

Subject	Combined Marks					
	Scaled to 35	Scaled to 50	Scaled to 65	Scaled to 75	Scaled to 85	Scaled to 100
Accounting	34.17	50.58	67.00	77.94	88.88	*
Ancient History	31.77	48.44	65.11	76.22	87.33	*
Applicable Mathematics	28.23	43.95	59.66	70.13	80.61	96.32
Art	39.80	54.33	68.86	78.54	88.23	*
Biology	35.80	51.75	67.69	78.33	88.96	*
Calculus	23.89	40.11	56.32	67.13	77.94	94.16
Chemistry	25.34	41.75	58.15	69.09	80.02	96.43
Chinese: Advanced	38.38	52.68	66.99	76.52	86.06	*
Chinese: Second Language	27.34	45.74	64.15	76.41	88.68	*
Discrete Mathematics	37.78	53.40	69.01	79.42	89.83	*
Drama Studies	37.63	52.88	68.14	78.31	88.48	*
Economics	31.83	47.50	63.16	73.60	84.04	99.70
English	38.05	52.59	67.13	76.82	86.51	*
English Literature	27.63	42.77	57.90	67.99	78.08	93.22
French	25.31	41.59	57.86	68.71	79.56	95.84
Geography	37.03	52.46	67.89	78.17	88.46	*
Geology	37.87	55.06	72.25	83.71	95.17	*
German	28.61	44.28	59.94	70.39	80.83	96.50
History	35.52	50.58	65.64	75.68	85.72	*
Human Biology	36.99	52.59	68.18	78.57	88.97	*
Indonesian: Advanced	44.02	58.15	72.28	81.70	91.11	*
Indonesian: Second Language	27.36	45.14	62.93	74.79	86.65	*
Information Systems	39.48	54.70	69.91	80.05	90.20	*
Italian	30.39	46.56	62.74	73.52	84.31	*
Japanese: Advanced**	-	-	-	-	-	-
Japanese: Second Language	26.58	43.92	61.26	72.82	84.38	*
Malay: Advanced	38.27	55.23	72.19	83.50	94.81	*
Modern Greek**	-	-	-	-	-	-
Music	30.30	46.93	63.56	74.65	85.74	*
Physical Science	35.91	52.60	69.29	80.42	91.54	*
Physics	27.48	43.36	59.24	69.83	80.41	96.29
Political and Legal Studies	31.39	47.50	63.62	74.36	85.10	*

* No scaled mark of 100 was given for these subjects.

** Scaling points for Japanese: Advanced and Modern Greek are not provided as the combined marks are not based on standardised distributions and are not comparable with other subjects.

Curriculum Council

Table 4.16 Subject Loading for each Tertiary Entrance Examination Subject, 2001

The subject loading is the mean Scaled Mark minus 58. Fifty-eight is the overall mean of the scaled marks for all subjects. The subject loading is the extent to which an average student's combined mark is affected by the scaling process. For instance, an average student's scaled mark in Accounting was 2.26 marks lower than his/her combined marks.

Subject	Mean Scaled Marks*	Subject Loading
Accounting	55.74	-2.26
Ancient History	57.73	-0.27
Applicable Mathematics	62.95	4.95
Art	54.22	-3.78
Biology	55.49	-2.51
Calculus	65.83	7.83
Chemistry	64.07	6.07
Chinese: Advanced	55.11	-2.89
Chinese: Second Language	64.27	6.27
Discrete Mathematics	54.47	-3.53
Drama Studies	55.23	-2.77
Economics	59.09	1.09
English	54.90	-3.10
English as a Second Language	NA	-
English Literature	64.27	6.27
French	64.95	6.95
Geography	54.63	-3.37
Geology	53.78	-4.22
German	63.24	5.24
History	56.50	-1.50
Human Biology	54.58	-3.42
Indonesian: Advanced	50.11	-7.89
Indonesian: Second Language	60.37	2.37
Information Systems	52.91	-5.09
Italian	60.16	2.16
Japanese: Advanced**	68.07	10.07
Japanese: Second Language	62.06	4.06
Malay: Advanced	52.71	-5.29
Modern Greek**	73.62	15.62
Music	59.75	1.75
Physical Science	54.33	-3.67
Physics	63.02	5.02
Political and Legal Studies	59.19	1.19

* The population is the scaling population. To be included in this population a student must:

- have a combined mark for the subject.
- have marks for at least four TEE subjects including at least one from each of List 1 and List 2.

For language subjects that include both background and non-background speakers, students who are background speakers are excluded.

** These subjects had very low populations and the statistics from them can be expected to be affected by statistical fluctuations. The statistics are given, however they should be interpreted with caution.

Curriculum Council

Table 4.17 Ranges of Scaled Marks Corresponding to Decile Places in Tertiary Entrance Examination Subjects, 2001

Subject	Lowest Scaled Mark in Each Decile Place*									
	1	2	3	4	5	6	7	8	9	10
Accounting	73.56	66.79	63.30	59.36	56.34	52.94	48.95	44.81	36.21	0.00
Ancient History	75.41	68.66	64.00	61.38	58.36	54.86	51.51	48.67	41.88	0.00
Applicable Mathematics	79.78	74.32	70.14	66.53	63.09	59.88	55.54	50.22	42.69	0.00
Art	71.55	65.31	61.02	56.87	53.55	49.62	45.84	39.93	32.83	0.00
Biology	72.21	66.51	62.58	58.99	55.83	52.51	48.42	43.02	35.51	0.00
Calculus	82.55	77.03	73.23	69.76	66.53	63.21	59.05	53.81	45.73	0.00
Chemistry	80.87	75.32	71.51	67.90	64.47	61.09	57.30	51.94	44.93	0.00
Chinese: Advanced	76.60	67.96	63.21	62.10	57.84	53.99	50.88	42.30	33.34	0.00
Chinese: Second Language	83.52	81.85	70.55	65.32	63.45	58.19	57.32	54.67	47.15	0.00
Discrete Mathematics	71.24	65.98	61.89	58.34	55.00	51.49	47.34	41.72	34.27	0.00
Drama Studies	71.99	66.57	62.01	57.80	54.42	51.46	47.39	41.95	35.48	0.00
Economics	76.30	70.99	67.03	62.97	59.66	56.57	52.48	47.24	39.30	0.00
English	71.76	66.46	62.43	58.69	55.09	51.58	47.69	42.67	35.12	0.00
English as a Second Lang**	75.39	69.20	64.81	61.23	57.97	54.56	50.19	45.59	36.76	0.00
English Literature	81.46	75.72	71.67	68.22	65.12	61.39	57.13	52.32	44.97	0.00
French	83.30	76.73	72.14	68.92	66.74	62.44	58.09	52.78	45.39	0.00
Geography	71.41	66.11	62.14	58.50	55.45	51.83	47.72	42.52	35.26	0.00
Geology	72.85	66.06	62.13	56.92	54.84	52.16	45.93	43.80	37.66	0.00
German	95.00	87.64	77.40	74.26	69.67	66.01	61.24	56.92	48.63	0.00
History	73.69	68.44	64.17	60.45	57.09	53.57	49.74	44.53	37.15	0.00
Human Biology	71.77	66.17	62.13	58.65	55.21	51.48	47.37	41.71	34.86	0.00
Indonesian: Advanced	69.76	61.72	57.63	54.96	49.74	46.17	41.19	35.44	28.07	0.00
Indonesian: Second Lang	77.21	71.51	66.98	64.17	61.19	57.86	54.45	49.30	43.29	0.00
Information Systems	71.42	64.95	60.72	56.48	53.05	49.77	45.15	39.86	32.35	0.00
Italian	79.35	73.89	68.45	63.30	60.89	57.94	53.34	48.51	40.75	0.00
Japanese: Advanced	-	84.73	76.27	72.84	-	71.88	67.78	64.39	58.48	0.00
Japanese: Second Language	79.27	71.96	69.12	65.71	62.54	58.75	55.88	52.36	44.33	0.00
Malay: Advanced	69.63	64.70	59.31	57.69	54.13	50.58	46.88	42.25	36.62	0.00
Modern Greek	90.53	86.25	86.16	80.86	78.76	68.98	66.17	-	64.78	0.00
Music	75.36	70.19	66.68	63.90	61.16	57.06	53.01	47.69	40.63	0.00
Physical Science	70.72	65.60	61.60	57.75	54.66	51.18	48.49	43.02	36.48	0.00
Physics	80.26	74.45	70.56	67.16	63.59	60.17	56.33	50.88	42.71	0.00
Political and Legal Studies	76.01	70.36	66.72	63.28	60.10	56.44	52.51	46.89	38.88	0.00

* For example:

- 1 indicates the student is in the top 10% of students in the subject
- 2 indicates the student is in the second 10% of students in the subject
- 3 indicates the student is in the third 10% of students in the subject etc.

** The figures in the table for English as a Second Language are the combined marks, as the marks are not scaled for this subject.

Curriculum Council

Table 4.18 Number and Percentage* of Students Who Sat the Curriculum Council English Language Competence Test in 2001

Sex of Student	Failed Test		Passed Test		Number who sat Test
	NO.	%	NO.	%	
Male	251	49.2	259	50.8	510
Female	113	40.1	169	59.9	282
Persons	364	46	428	54.0	792

* The percentages were calculated for each sex.

Curriculum Council

Table 4.19 Age of Full Fee Paying Overseas Students* Enrolled in 2001 Tertiary Entrance Examination Subjects by Enrolment Type and Sex

Age as at 31 December 2001	Full-Time*			Part-Time			Total (Both Full-Time and Part-Time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
16+ - 17**	3	7	10	2	0	2	5	7	12
17+ - 18	68	84	152	3	3	6	71	87	158
18+ - 19	133	157	290	3	0	3	136	157	293
19+ - 20	28	42	70	0	0	0	28	42	70
20+ - 21	8	7	15	0	0	0	8	7	15
21+ - 22	2	0	2	0	0	0	2	0	2
22+ - 23	1	0	1	0	0	0	1	0	1
23+ - 24	0	0	0	0	0	0	0	0	0
24+ - 25	0	2	2	0	0	0	0	2	2
Total	243	299	542	8	3	11	251	302	553

* Up until and including 1994, full-time students were those enrolled in five or more Secondary Education Authority (SEA) approved subjects. Students enrolled in four or fewer approved subjects were classified as part-time. However, in 1995, the SEA resolved that full-time students be classified as those who studied four or more (full year or equivalent) SEA approved subjects.

** 16+ - 17 - This age range includes candidates who are older than 16 years and up to and including 17 years as at 31 December 2001.

Table 4.20 Number and Percentage* of Full Fee Paying Overseas Students Sitting for a Specific Number of TEE Subjects, 1998-2001

Number of TEE Subjects sat for	1998		1999		2000		2001			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	11	2	14	2.4	15	2.6	8	3	11	2.1
2	1	1	5	0.8	8	1.4	2	2	4	0.8
3	5	1	8	1.4	9	1.5	2	2	4	0.8
4	18	4	14	2.4	16	2.8	9	8	17	3.3
5	322	70	428	73.2	323	55.6	125	195	320	61.5
6	105	22	106	18.1	189	32.5	67	75	142	27.3
7 or more	0	0	10	1.7	21	3.6	12	10	22	4.2
Total	462	100	585	100	581	100	225	295	520	100

* Persons in each year who sat for 1, 2, 3 etc TEE subjects as a percentage of the total.

Curriculum Council

Table 4.21 Number of Full Fee Paying Overseas Students Sitting the Tertiary Entrance Examination in Each Subject, 1998-2001

Subject	Number of Students Sitting the Examination								
	1998	1999	2000	2001				Persons	% Change*
				Male		Female			
				No.	%	No.	%		
Accounting	215	265	228	58	33	118	67	176	-22.8
Ancient History	4	1	3	0	0	1	100	1	-66.7
Applicable Mathematics	346	398	396	154	44	197	56	351	-11.4
Art	36	24	30	5	15	28	85	33	10
Australian Scaling Test	-	-	-	-	-	-	-	-	-
Biology	18	23	37	17	41	24	59	41	10.8
Calculus	158	244	223	103	52	95	48	198	-11.2
Chemistry	150	182	210	98	44	124	56	222	5.7
Chinese: Advanced	67	88	47	21	40	31	60	52	10.6
Chinese: Second Language	0	1	0	0	0	0	0	0	0
Computing	0	0	0	0	0	0	0	0	0
Discrete Mathematics	96	148	168	55	40	82	60	137	-18.5
Drama Studies	-	1	18	3	20	12	80	15	-16.7
Economics	321	413	341	111	40	166	60	277	-18.8
English	115	133	155	48	41	68	59	116	-25.2
English as a Second Language	310	439	414	170	45	211	55	381	-8
English Literature	25	8	6	6	38	10	62	16	166.7
French	3	8	9	3	38	5	62	8	-11.1
Geography	45	52	37	13	42	18	58	31	-16.2
Geology	1	2	0	0	0	0	0	0	0
German	1	3	3	6	86	1	14	7	133.3
History	42	26	30	14	38	23	62	37	23.3
Human Biology	84	89	95	32	33	65	67	97	2.1
Indonesian: Advanced	61	60	165	60	43	80	57	140	-15.2
Indonesian: Second Language	3	1	0	0	0	2	100	2	0
Information Systems	23	19	110	31	47	35	53	66	-40
Italian	0	0	0	1	100	0	0	1	0
Japanese: Advanced	2	6	1	0	0	4	100	4	300
Japanese/Japanese: Second Lang	7	5	2	6	46	7	54	13	550
Malay Specialist	59	-	-	-	-	-	-	-	-
Malay: Advanced	-	89	82	22	36	39	64	61	-25.6
Modern Greek	0	0	0	0	0	0	0	0	0
Music	5	7	5	1	25	3	75	4	-20
Physical Science	4	3	3	4	67	2	33	6	100
Physics	132	203	193	109	58	80	42	189	-2.1
Political and Legal Studies	9	9	7	14	61	9	39	23	228.6
Total Number of Students who sat at least one TEE Subject	462	585	581	225	43.3	295	56.7	520	-10.5

* Percentage change between 2000 and 2001

Curriculum Council

Table 4.22 Enrolments, Absentees and Non-Examination Full Fee Paying Overseas Students in Each Tertiary Entrance Examination Subject, 2001

Subject	Number of Students				Absentees as a Percentage of Enrolments
	Enrolled*	Non-Exam Candidate	Sat	Absent**	
Accounting	187	1	176	10	5.4
Ancient History	1	0	1	0	0.0
Applicable Mathematics	368	2	351	15	4.1
Art	34	0	33	1	2.9
Biology	44	0	41	3	6.8
Calculus	203	0	198	5	2.5
Chemistry	236	0	222	14	5.9
Chinese: Advanced	53	0	52	1	1.9
Discrete Mathematics	159	1	137	21	13.2
Drama Studies	15	0	15	0	0.0
Economics	289	2	277	10	3.5
English	117	0	116	1	0.9
English as a Second Language	409	3	381	25	6.1
English Literature	17	0	16	1	5.9
French	8	0	8	0	0.0
Geography	33	0	31	2	6.1
Geology	8	1	7	0	0.0
German	39	0	37	2	5.1
History	99	0	97	2	2.0
Human Biology	164	2	140	22	13.4
Indonesian: Advanced	2	0	2	0	0.0
Information Systems	87	2	66	19	21.8
Italian	1	0	1	0	0.0
Japanese: Advanced	4	0	4	0	0.0
Japanese: Second Language	14	1	13	0	0.0
Malay: Advanced	62	0	61	1	1.6
Music	5	0	4	1	20.0
Physical Science	6	0	6	0	0.0
Physics	206	2	189	15	7.3
Political and Legal Studies	24	0	23	1	4.2

* No. of enrolled candidates = No. of non-exam candidates + No. who sat + No. who were absent.

** In 1995, the Secondary Education Authority changed the procedure for recording absentees for Art, Music and LOTE subjects. Previously, students who had not sat for the written examination were recorded as being absent even if they had completed the Visual Diary, Performance or Oral/Aural component of the examination.

From 1995, students in these subjects are recorded as being absent if they did not attend both parts of their examination.

Curriculum Council

Table 5.1 Number of Schools with Students* who Completed Units of Competency/National Training Modules, 2001

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	108	103	109
Catholic	25	33	33
Other Independent	15	22	22
Total	148	158	164

* Students who successfully completed at least one Unit of Competency/National Training Module in 2001.

Table 5.2 Number of Schools with Students* who Completed Structured Workplace Learning Subjects, 2001

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	105	107	112
Catholic	34	35	35
Other Independent	28	30	31
Total	167	172	178

* Students who completed at least one Structured Workplace Learning Subject in 2001.

Curriculum Council

Table 5.3 Number of Schools with Students* who Completed Units of Competency/
National Training Modules and Structured Workplace Learning Subjects, 2001

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	102	99	104
Catholic	25	32	32
Other Independent	13	21	21
Total	140	152	157

* Students who successfully completed at least one Unit of Competency/National Training Module and at least one Structured Workplace Learning Subject in 2001.

Table 5.4.1 Number of Year 11 Students who Participated in Units of Competency/
National Training Modules, 2001

School Sector	Year 11 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	3250	2587	2629	2239	5879	4826
Catholic	237	228	160	154	397	382
Other Independent	140	119	181	169	321	288
Total	3627	2934	2970	2562	6597	5496

* Students who enrolled in at least one Unit of Competency/National Training Module in 2001. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2001. Students who were given recognition of prior learning are also included in the numbers.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2001. Those students who were given recognition of prior learning are also included the completed numbers.

Curriculum Council

Table 5.4.2 Number of Year 12 Students* who Participated in Units of Competency/National Training Modules, 2001

School Sector	Year 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	2093	1780	1997	1768	4090	3548
Catholic	245	232	149	145	394	377
Other Independent	121	113	158	150	279	263
Total	2459	2125	2304	2063	4763	4188

* Students who enrolled in at least one Unit of Competency/National Training Module in 2001. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2001. Students who were given recognition of prior learning are also included in the numbers.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2001. Those students who were given recognition of prior learning are also included the completed numbers.

Table 5.4.3 Number of Students who Participated in Units of Competency/National Training Modules, 2001

School Sector	Year 11 and Year 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	5343	4367	4626	4007	9969	8374
Catholic	482	460	309	299	791	759
Other Independent	261	232	339	319	600	551
Total	6086	5059	5274	4625	11360	9684

* Students who enrolled in at least one Unit of Competency/National Training Module in 2001. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2001. Students who were given recognition of prior learning are also included in the numbers.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2001. Those students who were given recognition of prior learning are also included the completed numbers.

Curriculum Council

Table 5.5 Number of Students* who Completed Structured Workplace Learning Subjects, 2001

School Sector	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government**	1790	1420	3210	1099	1106	2205	2889	2526	5415
Catholic	336	261	597	308	283	591	644	544	1188
Other Independent	186	209	395	140	173	313	326	382	708
Total	2312	1890	4202	1547	1562	3109	3859	3452	7311

* Students who completed at least one Structured Workplace Learning Subject in 2001.

** This category includes secondary students studying at TAFE institutions.

Table 5.6 Number of Students* who Completed Units of Competency/National Training Modules and Structured Workplace Learning Subjects, 2001

School Sector	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	1425	1151	2576	930	936	1866	2355	2087	4442
Catholic	121	90	211	188	131	319	309	221	530
Other Independent	62	69	131	70	103	173	132	172	304
Total	1608	1310	2918	1188	1170	2358	2796	2480	5276

* Students who successfully completed at least one Unit of Competency/National Training Module and at least one Structured Workplace Learning Subject in 2001.

Curriculum Council

Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ARTS, ENTERTAINMENT AND RECREATION				
Photo design 110	10166	0	12	12
Photo design 200	10265	0	5	5
Indonesian 2A	64056	15	20	35
Indonesian 2B	64057	8	11	19
French 2A	64074	7	18	25
French 2B	64075	2	13	15
Coaching children	ABH043	0	2	2
Workplace communication	JP102	1	5	6
Industry calculations	JP105	0	2	2
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	0	1	1
Health and safety for music industry workers	MIS1.1	3	1	4
Songwriting methods	MIS10.1	1	7	8
Arranging your songs	MIS10.2	1	6	7
Getting the right band/group and keeping it together	MIS11.2	2	0	2
Stage management	MIS14.8	0	1	1
Introduction to an acoustics and audio equipment 3	MIS15.1	1	0	1
Observing the set-up and operation of a band PA	MIS15.3	1	1	2
Setting up and operating a band pa system	MIS15.6	1	1	2
Introduction to acoustics and principles of recording	MIS16.1	1	3	4
Multi-track recording	MIS16.2	3	2	5
Promoting your music	MIS18.2	2	0	2
Graphic design in the music industry	MIS18.7	1	0	1
Introduction to multimedia	MIS22.1	1	0	1
Introduction to music and the internet	MIS22.2	1	0	1
Creating a music web site	MIS22.3	1	0	1
History and styles of rock music in Australia	MIS4.1	1	6	7
Introduction to aural training	MIS6.1	3	4	7
Learning parts from a recording	MIS6.2	3	4	7
Forms of music notation	MIS7.1	1	6	7
Reading and writing staff notation	MIS7.2	1	6	7
Contemporary Aboriginal music	MIS8.1	4	2	6
Introduction to the electric guitar	MIS8.2	1	0	1
Introduction to the electric bass guitar	MIS8.3	1	0	1
Introduction to keyboarding	MIS8.5	1	0	1
Wind instruments	MIS8.7	0	1	1
Effective rock rehearsal techniques	MIS9.2	2	1	3
Workplace communication	NCS001	1	1	2
Job seeking skills	NCS003	1	4	5
Presenting information	NCS007	4	6	10
Introduction to multi-media authoring	NMM002	21	15	36
Visual design for industry	NMM003	7	4	11
Introduction to multimedia	NMM004	16	17	33
Digital audio 1	NMM008	14	9	23
Digital imaging 1	NMM009	22	4	26
Digital video 1	NMM011	31	13	44
Introduction to the internet 1	NMM019	3	7	10

Curriculum Council

Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ARTS, ENTERTAINMENT AND RECREATION (Cont)				
Minimum impact practices	NOR2001	26	9	35
Planning for outdoor recreational activities	NOR2002	27	10	37
Introduction to abseiling on artificial surfaces	NOR2014	27	10	37
Senior first aid	NRC2001	6	5	11
Provide emergency care	PUAEMEO01A	25	5	30
Bronze medallion	REC119	3	6	9
Demonstrate abseiling skills	SROABS001A	12	3	15
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBWK001A	9	4	13
Demonstrate simple canoeing, kayaking or sea kayaking skills	SROCAN001A	8	4	12
Navigate in tracked or easy untracked areas	SRONA V001A	9	4	13
Navigate in difficult or trackless areas	SRONA V002A	3	2	5
Implement minimal environmental impact practices	SROOPS001A	27	12	39
Prepare to participate in a supervised outdoor activity requiring basic skills	SROORE001A	19	9	28
Participate in a supervised outdoor activity requiring basic skills	SROORE002A	18	7	25
Prepare to participate in outdoor activities in a broad range of situations and circumstances	SROORE005A	6	4	10
Safeguard a person using a single rope belay system	SROROP001A	8	3	11
Comply with maritime rules and regulations	SROYAC001A	25	6	31
Use basic skills to sail a small boat in controlled conditions	SROYSB001A	25	6	31
Interpret and apply the fundamental rules of netball at the beginner level	SRSNET001A	10	4	14
Use basic communication strategies to umpire netball at the beginner level	SRSNET002A	10	4	14
Demonstrate fundamental positioning skills relevant to umpire netball at the beginner level	SRSNET003A	10	4	14
Implement sports first aid procedures and apply sports first aid	SRSSTR001A	23	11	34
Structure and function	SRT401	20	15	35
Exercise physiology	SRT402	11	15	26
Exercise programming	SRT404	11	15	26
Fitness and healthy lifestyle	SRT407	11	10	21
Basic skill acquisition	SRT513	45	33	78
Sports trainer level 1	SRT521	10	4	14
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	10	4	14
Assist in conducting sport & recreation sessions for clients	SRXCAI002A	10	4	14
Communicate in the workplace	SRXCOM001A	10	4	14
React safely in an emergency and help prevent emergencies	SRXEME001A	10	4	14
Organise work	SRXORG001A	10	4	14
Work in teams	SRXTEM001A	10	4	14
Basic boat handling and sail training	TL1	25	6	31
Small power boat	TL3	25	5	30
Overcoming performance anxiety	VBB676	0	1	1
AUTOMOTIVE				
Carry out maintenance and/or component servicing operations	AUR00108A	10	0	10
Service engines and associated engine components	AUR01170A	55	2	57
Service cooling systems and associated components	AUR02170A	28	4	32
Service petrol fuel systems	AUR03170A	6	0	6
Service clutch assemblies and/or associated operating system components	AUR06170A	5	0	5
Service transmissions (manual)	AUR06670A	14	0	14

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
AUTOMOTIVE (Cont)				
Service final drive assemblies	AUR12670A	14	0	14
Service final drive (driveline)	AUR13170A	8	0	8
Test, service and replace battery	AUR18676A	34	0	34
Carry out welding, thermal cutting and heating procedures	AUR23708A	2	0	2
Remove and replace vehicle body panels, panel sections and ancillary fittings	AUR26864A	2	0	2
Remove and replace mechanical units/assemblies	AUR27064A	32	0	32
Identify automotive parts/ components/accessories	AUR37927A	10	0	10
Follow workplace occupational health and safety procedures	AUR70125A	45	0	45
Use and maintain workplace tools and equipment	AUR70278A	44	0	44
Contribute to workplace communication	AUR70314A	42	0	42
Establish relations with customers	AUR70421A	35	0	35
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	5	0	5
Occupational health and safety	NAB002	3	0	3
Hand and power tools	NBB07	2	0	2
Mechanical components	NBB11	1	0	1
BUILDING AND CONSTRUCTION				
Introduction to electrical industry	90112	1	0	1
Fractions and decimals	AAB100	11	0	11
Ratio, proportion and percentage	AAB101	10	0	10
Measurement and mensuration	AAB102	10	0	10
Earning and spending money	AAB168	14	0	14
Functional mathematics	AATM01	11	0	11
Occupational health and safety (1)	ABC502	2	2	4
Calculations	ABC504	12	5	17
Carry out interactive workplace communication	BCG1000A	49	1	50
Carry out OH and S requirements	BCG1001A	20	1	21
Plan and organise work	BCG1002A	72	5	77
Read and interpret plans	BCG1003A	18	1	19
Carry out measurements and calculations	BCG1004A	23	1	24
Use hand and power tools	BCG1005A	62	5	67
Use small plant and equipment	BCG1006A	14	1	15
Erect and dismantle restricted height scaffolding	BCG1007A	2	0	2
Use simple levelling devices	BCG1008A	2	0	2
Carry out excavation and install support	BCG1009A	2	0	2
Carry out concreting to simple forms	BCG1010A	9	0	9
Handle construction materials and safe disposal of waste	BCG1011A	2	0	2
Prepare for construction process (brick/block laying)	BCG1015A	7	0	7
Prepare for construction process (carpentry)	BCG1016A	13	1	14
Prepare surfaces	BCG2001A	2	0	2
Carry out general demolition	BCG2003A	2	0	2
Carry out levelling	BCG2004A	2	0	2
Operate elevating work platforms (EWP)	BCG2007A	2	0	2
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	8	0	8
Occupational health and safety	NBB02	15	0	15

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUILDING AND CONSTRUCTION (Cont)				
Workplace communication	NCS001	14	0	14
Writing skills for work	NCS002	14	0	14
Job seeking skills	NCS003	11	0	11
Electronic hand soldering technology	NE184	1	0	1
Applied electricity 1	NUE052	1	0	1
BUSINESS AND CLERICAL				
Rural work team effectiveness	ABD805	42	3	45
Rural business planning	ABD806	1	0	1
Rural finance	ABD811	20	0	20
Receive and pass on messages to facilitate communication flow	BSACOM101A	22	14	36
Receive and pass on oral messages to facilitate effective routine communication	BSACOM201A	63	203	266
Receive and pass on oral messages to facilitate effective routine communication	BSACOM201B	1	13	14
Receive and pass on written information to facilitate communication flow	BSACOM202A	203	286	489
Apply knowledge of enterprise to promote its products and services	BSAENT201A	37	136	173
Follow occupational health and safety policies and procedures in the workplace	BSAENT202A	83	232	315
Apply knowledge of employee's and employer's rights & responsibilities to workplace	BSAENT203A	5	14	19
Prepare routine financial documents	BSAFIN101A	0	8	8
Prepare and process financial documentation for cash flow and accounting records	BSAFIN201A	33	143	176
Maintain daily financial records for accounting purposes	BSAFIN301A	0	2	2
Monitor cash control for accounting purposes	BSAFIN302A	0	2	2
Maintain financial records for reporting purposes	BSAFIN305A	0	1	1
Handle mail to facilitate information flow	BSAINF201A	34	167	201
Process and analyse information to provide access to and security of records	BSAINF202A	30	156	186
Organise own work schedule to achieve designated team/section goals	BSAORG201A	204	333	537
Plan meetings to enable the stated objectives of the meetings to be met	BSAORG402A	10	7	17
Access and retrieve computer data	BSATEC102A	21	15	36
Select, operate and maintain a range of office equipment to complete a range of tasks	BSATEC201A	65	224	289
Operate a computer to gain access to and retrieve data	BSATEC202A	296	526	822
Operate a computer to gain access to and retrieve data	BSATEC202B	24	39	63
Operate a computer to produce simple documents	BSATEC203A	158	313	471
Operate a computer to produce simple documents	BSATEC203B	7	21	28
Organise the copying and collating of documents	BSATEC204A	34	148	182
Participate in a team to achieve designated tasks	BSATEM101A	14	22	36
Participate in allocation and completion of team tasks	BSATEM201A	127	280	407
Work environment	ENV001	8	13	21
Research and study skills	GSM17	8	8	16
Undertake interactive workplace communication	MEM1.1FA	1	2	3
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	0	1	1
Workplace communication	NCS001	34	29	63
Writing skills for work	NCS002	41	27	68
Job seeking skills	NCS003	13	26	39
Work team communication	NCS004	11	7	18
Writing workplace documents	NCS006	50	34	84
Presenting information	NCS007	33	30	63

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUSINESS AND CLERICAL (Cont)				
Mail	NOS107V2	0	16	16
Records handling	NOS108V2	0	12	12
Office equipment - routine tasks	NOS109V2	0	7	7
Occupational health and safety in the office	NOS110V2	9	4	13
Keyboarding techniques and operation	NOS116	0	19	19
Keyboarding techniques and operation	NOS116V2	9	15	24
Numeric keypad	NOS117	9	10	19
Computer operations - data retrieval	NOS118V2	9	3	12
Work environment	NOS119	1	7	8
Office role and functions	NOS120V2	0	7	7
Work/personal effectiveness	NOS121V2	0	9	9
Business calculations	NOS125	2	1	3
Business correspondence - simple drafts	NOS128V2	0	5	5
Financial source documents	NOS134V2	0	21	21
Reception protocol	NOS137V2	0	7	7
Workplace/team effectiveness	NOS142V2	0	7	7
Computer operations - fundamentals	NOS143V2	1	0	1
Petty cash	NOS151	0	16	16
Bank deposits	NOS152	0	16	16
Records processing	NOS208V2	0	4	4
Office equipment - non-routine tasks	NOS210V2	0	7	7
Keyboarding - speed and accuracy (30wpm)	NOS211	6	28	34
Computer operations	NOS213	0	6	6
Word processing for operators	NOS214V2	9	22	31
Database fundamentals	NOS215V2	14	26	40
Spreadsheet fundamentals	NOS216V2	31	52	83
Word processing functions	NOS222V2	21	12	33
Electronic mail	NOS244V2	0	4	4
Apply safe working practices	RET005	5	4	9
Provide first aid	THHGH03A	1	1	2
COMMUNITY SERVICES AND HEALTH				
The communication process	50470	0	1	1
Provide administrative support	CHCADMIN2A	0	6	6
Undertake work in the community services industry	CHCCD12A	0	1	1
Support community resources	CHCCD7A	5	15	20
Work within legislative and ethical requirements	CHCCHILD1A	0	21	21
Maintain a healthy and safe environment	CHCCN1A	2	57	59
Provide physical care	CHCCN2A	2	40	42
Prepare food	CHCCN3A	1	22	23
Respond to illness, accidents and emergencies	CHCCN4A	2	31	33
Foster children's self help skills	CHCCN7A	0	23	23
Support babies' needs	CHCCNAA	0	26	26
Communicate with people accessing the services of the organisation	CHCCOM1A	1	71	72
Support the development of children in the service	CHCFC1A	0	14	14

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMMUNITY SERVICES AND HEALTH (Cont)				
Support the activities of existing groups	CHCGROUP1A	0	5	5
Work with legislative and ethical requirements	CHCHILD1A	1	14	15
Interact positively with children	CHCIC1A	0	74	74
Guide children's behaviour	CHCIC2A	0	9	9
Work collaboratively with children	CHCIC4A	0	3	3
Communicate with children	CHCICAA	1	99	100
Work with others	CHCORG2A	2	81	83
Follow the organisation's occupational health and safety policies	CHCORG4A	2	80	82
Organise experiences for children	CHCPR2A	0	3	3
Observe children	CHCPR3A	0	3	3
Undertake interactive workplace communication	MEM1.1FA	0	1	1
Workplace communication	NCS001	0	11	11
Writing skills for work	NCS002	0	11	11
Writing workplace documents	NCS006	19	12	31
COMMUNICATION SERVICES				
LOTE 2A (German)	SIN64084/2A	2	4	6
LOTE 2B (German)	SIN64085/2B	0	9	9
COMPUTING				
Programming 1	31303	14	2	16
Programming concepts 1	69036	14	2	16
Programming concepts 2	69037	14	2	16
Programming techniques 1	69038	14	2	16
Operate a computer to gain access to and retrieve data	BSATEC202A	12	18	30
Operate a computer to produce simple documents	BSATEC203A	6	3	9
Create code for applications	ICAITB070A	10	1	11
Receive and process oral and written communication	ICAITD003B	107	93	200
Maintain equipment/software inventory	ICAITS008B	2	1	3
Apply problem solving techniques to achieve organisation goals	ICAITS010B	115	107	222
Install software applications	ICAITS015B	51	27	78
Maintain system integrity	ICAITS017B	0	1	1
Work effectively in an information technology environment	ICAITW001B	149	114	263
Communicate in the workplace	ICAITW002B	118	82	200
Participate in a team and individually to achieve organisation goals	ICAITW011B	131	112	243
Apply occupation health and safety procedures	ICAITU004B	140	103	243
Operate computer hardware	ICAITU005B	150	114	264
Operate computing packages	ICAITU006B	302	210	512
Maintain equipment and consumables	ICAITU007B	19	15	34
Design organisational documents using computing packages	ICAITU012B	244	167	411
Integrate commercial computing packages	ICAITU013B	216	133	349
Identify components of multimedia	ICPMM11BA	73	23	96
Access the internet	ICPMM63BA	198	139	337
Create web pages with multimedia	ICPMM65DA	27	6	33
Undertake interactive workplace communication	MEM1.1FA	3	0	3

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMPUTING (Cont)				
Workplace communication	NCS001	2	0	2
Job seeking skills	NCS003	1	0	1
Introduction to multi-media authoring	NMM002	12	1	13
Keyboarding techniques and operation	NOS116	27	22	49
Numeric keypad	NOS117	11	5	16
Computer operations - data retrieval	NOS118V2	5	6	11
Computer operations - fundamentals	NOS143V2	5	6	11
Keyboarding - speed and accuracy (30wpm)	NOS211	15	15	30
Computer graphics fundamentals	NOS237V2	5	6	11
ENGINEERING AND MINING				
Occupational health and safety at sea	ABF511	12	0	12
Marine radio - telephone operations	ABF523	8	0	8
Hand tools	MEC072	12	0	12
Power tools	MEC073	12	0	12
Engineering mathematics	MEC074	11	0	11
Produce and interpret engineering sketches	MEC075	24	0	24
Engineering drawing interpretation 1	MEC076	12	0	12
Undertake interactive workplace communication	MEM1.1F	57	55	112
Undertake interactive workplace communication	MEM1.1FA	176	51	227
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	216	4	220
Apply quality procedures	MEM1.3FA	127	4	131
Plan to undertake a routine task	MEM1.4FA	209	7	216
Use comparison and basic measuring devices	MEM12.1AA	25	0	25
Use hand tools	MEM18.1AA	259	9	268
Use power tools/hand held operations	MEM18.2AA	131	3	134
Apply quality systems	MEM2.1C12A	50	2	52
Organise and analyse information	MEM2.2C11A	47	6	53
Operate in a work based team environment	MEM2.3C11A	33	0	33
Measure with graduated devices	MEM2.5C11A	123	6	129
Plan a complete activity	MEM2.6C10A	17	6	23
Perform computations - basic	MEM2.7C10A	130	13	143
Perform computations	MEM2.8C10A	82	8	90
Perform computer operations	MEM2.9C10A	101	3	104
General woodworking machine operations	MEM4.18AA	9	0	9
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	61	1	62
Perform manual production welding	MEM5.13AA	7	0	7
Weld using manual metal arc welding process (MMAW)	MEM5.15AA	9	0	9
Manual soldering/desoldering - electrical/electronic components	MEM5.1AA	8	0	8
Soft soldering (basic)	MEM5.3AA	30	0	30
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	125	2	127
Carry out mechanical cutting	MEM5.5AA	43	0	43
Perform brazing and/or silver soldering	MEM5.6AA	48	2	50
Manual heating, thermal cutting and gouging	MEM5.7AA	49	0	49
Use workshop machines for basic operations	MEM7.32AA	10	0	10

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ENGINEERING AND MINING (Cont)				
Perform general machining	MEM7.5AA	24	0	24
Perform lathe operations	MEM7.6AA	13	0	13
Draw and interpret sketch	MEM9.1AA	120	7	127
Interpret technical drawing	MEM9.2AA	116	4	120
Prepare basic engineering drawing	MEM9.3AA	19	0	19
Basic engineering detail drafting	MEM9.5AA	19	0	19
Create 2D drawing using CAD	MEM9.9AA	20	1	21
Computing in engineering	NBB04	23	1	24
Machining	NBB06	28	0	28
Hand and power tools	NBB07	2	0	2
Welding and thermal cutting	NBB09	12	0	12
Fabrication techniques 1	NBB10	46	0	46
Mechanical components	NBB11	16	0	16
Engineering science	NBB13	18	2	20
Workplace communication	NCS001	14	0	14
Writing skills for work	NCS002	12	0	12
Job seeking skills	NCS003	15	0	15
Electrical principles 1	NE160	15	0	15
Senior first aid	NRC2001	24	12	36
FOOD PROCESSING				
Apply basic food safety practices	FDFCORFS1A	2	9	11
Hand prune vines	FDFWGGHPVA	0	1	1
Use basic methods of cookery	THHBCC01A	4	8	12
Prepare appetisers and salads	THHBCC02A	4	9	13
Prepare sandwiches	THHBCC02AA	4	9	13
Provide food and beverage service	THHBFB02/3A	0	2	2
Provide a link between kitchen and service area	THHBFB02/3AA	0	14	14
Prepare and serve non alcoholic beverages	THHBFB10A	0	2	2
Organise and prepare food	THHBKA01A	26	72	98
Present food	THHBKA02A	14	29	43
Receive and store stock	THHBKA03A	0	2	2
Clean and maintain premises	THHBKA04A	5	40	45
Work with colleagues and customers	THHCOR01A	0	28	28
Work in a socially diverse environment	THHCOR02A	4	21	25
Follow health, safety and security procedures	THHCOR03A	7	29	36
Communicate on the telephone	THHGGA01A	9	48	57
Follow workplace hygiene procedures	THHGHS01A	16	39	55
Develop and update hospitality industry knowledge	THHHCO01A	4	9	13
Plan the total concept for a major event or function	THHSCAT02A	0	2	2
Design menus to meet market needs	THHSCAT04A	0	2	2
GENERAL VET AND OTHER				
Understanding self and others	17300	5	4	9
Introduction to citizenship	17302	5	5	10

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
GENERAL VET AND OTHER (Cont)				
Health and safety essentials	17303	5	5	10
Effective team membership	17304	5	3	8
Introduction to applied leadership	17305	5	3	8
LOTE 2A (Japanese)	64047	4	1	5
LOTE 2B (Japanese)	64048	2	2	4
LOTE 2A (Italian)	64093	4	14	18
Fractions and decimals	AAB100	15	8	23
Ratio, proportion and percentage	AAB101	15	7	22
Measurement and mensuration	AAB102	15	7	22
Earning and spending money	AAB168	9	4	13
Simple and compound interest	AAB169	2	0	2
Functional mathematics	AATM01	14	1	15
Occupational health and safety for industry	ABD507	57	76	133
Receive and pass on oral messages to facilitate effective routine communication	BSACOM201A	3	4	7
Receive and pass on written information to facilitate communication flow	BSACOM202A	4	16	20
Follow occupational health and safety policies and procedures in the workplace	BSAENT202A	2	6	8
Operate a computer to produce simple documents	BSATEC203A	6	4	10
First aid	GSM15	2	6	8
Research and study skills	GSM17	47	36	83
Apply occupation health and safety procedures	ICAITU004B	1	1	2
Incorporate digital photography into multimedia presentations	ICPMM43CA	6	5	11
Incorporate animation into multimedia presentations	ICPMM45CA	5	5	10
Develop a basic design concept	ICPPP11BA	9	7	16
Select and apply type	ICPPP21BA	7	5	12
Output images to electronic media	ICPPP53BA	7	3	10
Inspect quality against required standards	ICPSU16AA	5	3	8
Communicate in the workplace	ICPSU62AA	13	7	20
Perform basic industry calculations	ICPSU63BA	5	2	7
Use computer systems	ICPSU81BA	13	7	20
Undertake interactive workplace communication	MEM1.1FA	8	9	17
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	4	1	5
Communications and industrial relations	NAB001	10	13	23
Occupational health and safety	NBB02	21	21	42
Workplace communication	NCS001	527	535	1062
Writing skills for work	NCS002	508	484	992
Job seeking skills	NCS003	621	651	1272
Work team communication	NCS004	148	86	234
Dealing with conflict	NCS005	77	27	104
Writing workplace documents	NCS006	87	55	142
Presenting information	NCS007	280	268	548
Presenting reports	NCS015	7	6	13
Writing in plain English	NCS016	0	5	5
Keyboarding techniques and operation	NOS116	5	9	14
Numeric keypad	NOS117	0	4	4
Data retrieval	NOS118V3	7	10	17
Business calculations	NOS125	7	4	11

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
GENERAL VET AND OTHER (Cont)				
Computer operations - fundamentals	NOS143V3	13	10	23
Keyboarding - speed and accuracy (30wpm)	NOS211	13	23	36
Word processing for operators	NOS214V2	16	24	40
Database fundamentals	NOS215V2	13	22	35
Spreadsheet fundamentals	NOS216V2	15	21	36
Senior first aid	NRC2001	65	81	146
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003A	2	5	7
Apply the principles of movement in water to aquatic activities	SRCAQU008A	0	2	2
Instruct water familiarisation, buoyancy and mobility skills	SRCAQU009A	0	4	4
Instruct water safety and survival skills	SRCAQU010A	0	4	4
Instruct the strokes of swimming	SRCAQU011A	0	4	4
Operate in accord with accepted instruct practices, styles & legal & ethical responsibilities	SRCCRO007A	2	2	4
Work with colleagues and customers	THHCOR01A	4	16	20
Follow health, safety and security procedures	THHCOR03A	25	20	45
Follow workplace hygiene procedures	THHGHS01A	4	3	7
Provide first aid	THHGHS03A	4	16	20
Reading and writing III	VBC852	8	5	13
Oral communication III	VBC856	8	5	13
Numeracy and mathematics III	VBC860	6	4	10
General curriculum options III	VBC864	9	6	15
HOSPITALITY TOURISM AND TRAVEL				
Methods of cookery	BCC1	1	9	10
Restaurant - preparing for service	BFB2	1	10	11
Mise-en-place and food preparations	BKA1	6	18	24
Food presentation	BKA2	6	16	22
Receiving and storing	BKA3	5	16	21
Cleaning	BKA4	1	9	10
Receive and pass on written information to facilitate communication flow	BSACOM202A	0	3	3
Operate a computer to gain access to and retrieve data	BSATEC202A	0	2	2
Operate a computer to produce simple documents	BSATEC203A	0	2	2
Participate in allocation and completion of team tasks	BSATEM201A	0	1	1
Cultural awareness	GSM3	0	3	3
Food production - the kitchen	INT4	0	6	6
Occupational safety and security	INT7	0	3	3
Occupational hygiene	INT8	0	3	3
Perform computations - basic	MEM2.7C10A	0	1	1
Workplace communication	NCS001	7	14	21
Writing skills for work	NCS002	24	15	39
Job seeking skills	NCS003	18	33	51
Presenting information	NCS007	2	7	9
Use basic methods of cookery	THHBCC01A	85	149	234
Prepare appetisers and salads	THHBCC02A	1	4	5
Prepare sandwiches	THHBCC02AA	33	78	111
Prepare stocks and sauces	THHBCC03A	2	3	5

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
HOSPITALITY TOURISM AND TRAVEL (Cont)				
Prepare soups	THHBCC03AA	2	4	6
Prepare vegetables, eggs and farinaceous dishes	THHBCC04A	2	3	5
Implement food safety procedures	THHBCC11A	0	11	11
Provide food and beverage service	THHBFB02/3A	1	1	2
Provide a link between kitchen and service area	THHBFB02/3AA	27	30	57
Prepare and serve non alcoholic beverages	THHBFB10A	11	17	28
Communicate on the telephone	THHBFO07A	1	7	8
Organise and prepare food	THHBKA01A	97	251	348
Present food	THHBKA02A	137	281	418
Receive and store stock	THHBKA03A	54	97	151
Clean and maintain premises	THHBKA04A	54	108	162
Work with colleagues and customers	THHCOR01A	131	374	505
Work in a socially diverse environment	THHCOR02A	79	254	333
Follow health, safety and security procedures	THHCOR03A	116	307	423
Develop and update local knowledge	THHGCS01A	18	30	48
Deal with conflict situations	THHGCS03A	8	22	30
Make presentations	THHGCS04A	3	2	5
Access and retrieve computer data	THHGCT01A	52	88	140
Produce documents on computer	THHGCT02A	51	90	141
Design and develop computer documents, reports and worksheets	THHGCT03A	9	3	12
Process financial transactions	THHGFA01A	11	34	45
Communicate on the telephone	THHGGA01A	22	48	70
Perform clerical procedures	THHGGA02A	8	20	28
Source and present information	THHGGA03A	2	8	10
Follow workplace hygiene procedures	THHGHS01A	162	383	545
Provide first aid	THHGHS03A	8	20	28
Develop and update hospitality industry knowledge	THHHCO01A	55	178	233
Provide on-site information and assistance	THTFAT01A	1	7	8
Develop and update tourism industry knowledge	THTTCO01A	34	115	149
PRIMARY INDUSTRIES				
Field soils	46003	0	1	1
Hygiene and safety	47054	0	1	1
Animal health	47055	0	1	1
Animal anatomy and physiology (VNI-9)	47974	0	1	1
Communicate in the workplace	FDFCORCOM1A	15	10	25
Apply basic food safety practices	FDFCORFS1A	9	10	19
Apply basic mathematical concepts	FDFCORNUM1A	11	8	19
Apply safe work procedures	FDFCOROHS1A	46	28	74
Apply basic quality assurance practices	FDFCORQA1A	31	17	48
Manually clean and sanitise equipment	FDFOPTHS1A	5	4	9
Carry out basic canopy maintenance	FDWGGCMBBA	11	9	20
Hand prune vines	FDWGGHPVA	14	11	25
Install irrigation components	FDWGGICA	1	0	1
Undertake irrigation systems maintenance activities	FDWGGISMA	6	4	10
Install and maintain vine trellis	FDWGGMVTA	5	4	9

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRIES (Cont)				
Pick grapes by hand	FDFWGGPGHA	13	10	23
Plant vines by hand	FDFWGGPVHA	14	10	24
Implement a soil management program	FDFWGGSPMA	5	4	9
Train vines	FDFWGGTVA	11	10	21
Take vine cuttings	FDFWGGVCA	11	10	21
Perform vermin/pest control activities	FDFWGGVPCA	5	4	9
Perform effectively in the workplace (induction)	FDFWIUINDA	20	11	31
Literacy and numeracy	LCR003	39	5	44
Recognition of weeds	LCR264	23	5	28
Undertake interactive workplace communication	MEM1.1FA	1	0	1
Use hand tools	MEM18.1AA	5	4	9
Workplace communication	NCS001	39	5	44
Work team communication	NCS004	0	1	1
Writing workplace documents	NCS006	0	1	1
Implement pest control programs	RUAAG1070PMA	4	2	6
Operate equipment	RUAAG1100EOA	23	8	31
Perform routine maintenance	RUAAG1130EMA	23	3	26
Carry out basic beef cattle handling duties.	RUAAG1500BCA	67	9	76
Move, count and feed livestock	RUAAG1523DYA	66	14	80
Assist with milking operations	RUAAG1524DYA	76	13	89
Feed and water pigs	RUAAG1600PGA	23	5	28
Move and control pigs	RUAAG1601PGA	13	2	15
Wean and rear pigs and evaluate performance	RUAAG1602PGA	12	2	14
Use efficient layer management techniques	RUAAG1610PLA	45	7	52
Prevent poultry disease	RUAAG1611PLA	4	2	6
Brood chickens	RUAAG1612PLA	3	2	5
Rear poultry	RUAAG1613PLA	34	8	42
Care of poultry	RUAAG1614PLA	45	7	52
Carry out poultry production operations	RUAAG1615PLA	93	13	106
Collect and handle eggs for human consumption	RUAAG1619PLA	44	7	51
Depopulate shed	RUAAG1620PLA	1	1	2
Maintain supplies of chemical and biological agents	RUAAG2005CHA	20	6	26
Determine chemicals and biological agents	RUAAG2006CHA	20	6	26
Prepare chemicals and biological agents	RUAAG2007CHA	20	6	26
Maintain chemical equipment	RUAAG2008CHA	20	6	26
Apply chemicals and biological agents	RUAAG2009CHA	77	12	89
Clean up following application of chemicals and biological agents	RUAAG2010CHA	21	6	27
Manage a chemical spillage/leakage	RUAAG2011CHA	20	6	26
Notify authorities of a chemical spill	RUAAG2012CHA	20	6	26
Operate ride-on farm vehicles	RUAAG2100EOA	3	0	3
Operate property vehicles	RUAAG2101EOA	63	11	74
Operate tractors	RUAAG2102EOA	10	4	14
Equip a workshop	RUAAG2130EMA	1	0	1
Provide support for basic repair of plant and equipment	RUAAG2131EMA	22	9	31
Fabricate and repair metal and plastic structures	RUAAG2132EMA	5	0	5
Perform routine maintenance	RUAAG2133EMA	46	5	51

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRIES (Cont)				
Prepare grain storages	RUAAG2350GRA	20	1	21
Operate plant and machinery	RUAAG2351GRA	92	9	101
Carry out basic field duties	RUAAG2352GRA	58	15	73
Operate trailed/mounted equipment	RUAAG2353GRA	88	8	96
Feed sheep	RUAAG2400SWA	42	11	53
Muster and move sheep	RUAAG2401SWA	47	9	56
Handle sheep in yards	RUAAG2402SWA	64	16	80
Monitor ewes from joining to lambing	RUAAG2403SWA	20	7	27
Implement lambing process	RUAAG2404SWA	0	1	1
Carry out lambing duties	RUAAG2405SWA	65	10	75
Carry out lamb marking duties	RUAAG2406SWA	76	15	91
Slaughter sheep	RUAAG2407SWA	16	0	16
Prepare sheep for competitions	RUAAG2408SWA	0	1	1
Fulfil employment requirements	RUAAG2430WHA	19	0	19
Meet workplace health and safety requirements	RUAAG2431WHA	35	3	38
Pen up sheep	RUAAG2432WHA	12	1	13
Prepare wool	RUAAG2433WHA	52	1	53
Press wool into bales	RUAAG2434WHA	21	0	21
Ensure shed and yards prepared for shearing	RUAAG2435WHA	39	1	40
Prepare for machine shearing	RUAAG2436WHA	16	0	16
Crutch sheep	RUAAG2437WHA	23	2	25
Feed livestock	RUAAG2500BCA	57	7	64
Muster and move cattle	RUAAG2501BCA	61	4	65
Monitor cows from joining to calving	RUAAG2502BC	45	4	49
Carry out calving duties	RUAAG2503BC	20	3	23
Carry out calf marking duties	RUAAG2504BC	21	3	24
Slaughter cattle	RUAAG2505BC	1	0	1
Prepare cattle for competitions	RUAAG2506BC	2	4	6
Prepare cattle for competitions	RUAAG2506BCA	0	1	1
Maintain stock water supply equipment	RUAAG2507BC	7	4	11
Perform basic horsemanship activities	RUAAG2508BCA	0	1	1
Carry out basic fencing operations	RUAAG2521DYA	27	10	37
Handle, move and draft livestock	RUAAG2523DYA	94	13	107
Perform basic health care	RUAAG2524DYA	84	12	96
Rear calves	RUAAG2526DYA	45	9	54
Assist with calving	RUAAG2527DYA	51	5	56
Carry out milk harvesting	RUAAG2528DYA	65	14	79
Prepare and assist with farrowing of pigs	RUAAG2603PGA	2	0	2
Carry out industry responsibilities	RUAAG2610PLA	29	6	35
Handle chickens	RUAAG2611PLA	44	5	49
Collect and store fertile eggs for hatching	RUAAG2612PLA	30	7	37
Monitor and prevent poultry disease	RUAAG2614PLA	3	0	3
Incubate eggs	RUAAG2616PLA	37	6	43
Identify and sex chickens	RUAAG2617PLA	8	1	9
Prepare paddocks for chosen land use	RUAAG3350GRA	32	5	37
Sow the crop	RUAAG3351GRA	47	8	55

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRIES (Cont)				
Harvest the crop	RUAAG3353GRA	8	0	8
Transport grain and fertiliser	RUAAG3354GRA	18	2	20
Handle grain in storage area	RUAAG3356GRA	12	1	13
Service equipment	RUAAG3358GRA	15	0	15
Select sheep for market	RUAAG3400SWA	2	0	2
Implement sheep husbandry practices	RUAAG3404SWA	7	1	8
Select livestock for market	RUAAG3500BCA	2	0	2
Implement cattle husbandry practices	RUAAG3504BCA	46	2	48
Implement internal parasite control programs	RUAAG3509BCA	4	0	4
Implement external parasite control programs	RUAAG3510BCA	7	0	7
Operate specialised farm machinery	RUAAG3521DYA	41	8	49
Design and construct conventional fencing	RUAAG3523DYA	50	3	53
Design, construct and maintain an electric fence	RUAAG3524DYA	13	1	14
Implement sustainable land use	RUAAG3526DYA	1	0	1
Establish pastures and crops	RUAAG3532DYA	37	2	39
Conserve pastures and crops	RUAAG3533DYA	17	0	17
Supervise milking a dairy herd	RUAAG3534DYA	25	3	28
Artificially inseminate cows	RUAAG3535DYA	1	0	1
Plan and coordinate the feeding of dairy cattle	RUAAG3536DYA	36	6	42
Clean out sheds	RUAAG3610PLA	85	9	94
Set up shed for placement of day old chickens	RUAAG3611PLA	51	3	54
Maintain farm improvements	RUAAG4131EMA	4	3	7
Meet industry employment criteria	RUAAGCORE1A	79	11	90
Follow enterprise occupational health and safety (OHS) procedures	RUAAGCORE2A	81	13	94
Use hazardous substances safely	RUAAGCORE3A	79	11	90
Communicate in the workplace	RUAAGCORE4A	78	11	89
Act to minimise emergencies and to respond to a variety of situations	RUAAGCORE5A	26	7	33
Plan daily work routines	RUAAGCORE6A	24	8	32
Meet industry requirements	RUHCORE1A	8	0	8
Meet workplace health and safety requirements	RUHCORE2A	14	4	18
Use hazardous substances safely	RUHCORE3A	8	0	8
Cooperate in the workplace	RUHCORE4A	12	2	14
Act in an emergency	RUHCORE5A	11	1	12
Plan daily work routines	RUHCORE6A	8	1	9
Provide crop care	RUHHRT101A	11	1	12
Plant a crop by hand	RUHHRT102A	11	1	12
Provide planted area care	RUHHRT106A	28	7	35
Maintain the work environment	RUHHRT109A	11	1	12
Sow plant materials	RUHHRT116A	17	6	23
Plant trees and shrubs	RUHHRT203A	6	5	11
Operate tractors	RUHHRT206A	3	1	4
Transplant small trees	RUHHRT214A	6	5	11
SALES AND PERSONAL SERVICE				
Undertake interactive workplace communication	MEM1.1FA	0	1	1
Operate retail equipment	WRRCA.1A	2	7	9

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
SALES AND PERSONAL SERVICE (Cont)				
Communicate in the workplace	WRRCS.1A	2	8	10
Work effectively in a retail environment	WRRER.1A	2	7	9
Apply safe working practices	WRRLP.1A	2	8	10
Perform routine housekeeping duties	WRRM.2A	2	8	10
SCIENCE AND TECHNICAL				
Natural ecology	54204	5	7	12
Human ecology	54205	5	7	12
Fundamental	54206	1	5	6
Chemical foundations	54207	1	5	6
Introduction to soils	5599BA	10	6	16
Biology	5599BB	4	4	8
Ecology 1	5599BD	8	5	13
Data analysis and interpretation	5599BE	6	6	12
Ecosystem management	5802A	5	5	10
Sustainable production	5802B	5	5	10
Communication on the job	8979Y	5	7	12
TEXTILE CLOTHING, FOOTWEAR AND FURNISHING				
Occupational health and safety (1)	ABC502	53	3	56
Introduction to materials	ABC506	23	2	25
Hand tools and equipment	ABC508	41	1	42
Power tools and equipment	ABC509	28	2	30
Materials handling	ABC510	24	0	24
Basic construction	ABC511	40	1	41
Drawing/sketching	ABC512	14	3	17
Use hand and power tools	BCG1005A	12	0	12
TRANSPORT AND STORAGE				
Power supply principles	NE04	26	0	26
Electrical principles 1	NE160	10	0	10
UTILITIES-GAS, WATER AND ELECTRICAL				
Occupational health and safety	NBB02	9	0	9
Computing in engineering	NBB04	11	0	11
Fabrication techniques 1	NBB10	4	0	4
Engineering drawing interpretation 1	NBB12	11	0	11
Writing skills for work	NCS002	13	3	16
Job seeking skills	NCS003	11	3	14
Applied electricity 1	NUE052	34	0	34
Applied electricity 2	NUE054	22	0	22

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ARTS, ENTERTAINMENT AND RECREATION				
Drawing 000	10338	0	1	1
Visual communication 000	10340	0	1	1
Two dimensional studies 000	10379	0	1	1
Digital graphics	38068	20	8	28
Visualisation (intro)	38069	5	5	10
Hypermedia principles	38092	5	1	6
Senior first aid	48038	6	3	9
Trainee induction	JP101	1	3	4
Occupational health and safety	JP103	1	3	4
The work environment	JP104	1	3	4
Career planning	JP106	1	3	4
Understanding the horse	JP107	1	3	4
Stable skills and practices (stable management)	JP108	1	3	4
Stable skills and	JP109	1	3	4
Stable skills and practices (gear and rugging)	JP110	1	2	3
Stable skills and practices (transport a horse)	JP111	1	3	4
Stable skills and practices (grooming a horse)	JP112	1	3	4
Stable skills and practices (hoof care)	JP113	1	3	4
Horse handling	JP114	1	2	3
Horse health	JP115	1	2	3
Basic riding	JP116	1	2	3
Health and safety for music industry workers	MIS1.1	8	5	13
Hearing protection in the industry	MIS1.2	0	1	1
Songwriting methods	MIS10.1	1	0	1
Introduction to self management	MIS11.1	8	6	14
Getting the right band/group and keeping it together	MIS11.2	8	5	13
Introduction to an acoustics and audio equipment 3	MIS15.1	8	5	13
Setting up and operating a vocal PA system	MIS15.2	1	0	1
Music industry careers and job profiles	MIS2.1	7	6	13
Introduction to aural training	MIS6.1	10	6	16
Forms of music notation	MIS7.1	10	6	16
Introduction to the electric guitar	MIS8.2	7	1	8
Introduction to the electric bass guitar	MIS8.3	6	1	7
Instrument care for the working musician	MIS9.1	1	0	1
Visual design for industry	NMM003	10	4	14
Computer literacy and survival skills	NMM005	12	4	16
Production management skills 1	NMM006	10	4	14
Digital audio 1	NMM008	6	4	10
Digital imaging 1	NMM009	3	8	11
Introduction to 2D animation	NMM010	5	3	8
Digital video 1	NMM011	10	13	23
Introduction to 3D modelling and animation	NMM014	10	2	12
Introduction to the internet 1	NMM019	5	3	8
Multimedia in the music industry	NMM023	6	4	10
Senior first aid	NRC2001	28	28	56
Provide emergency care	PUXEMEO01A	5	1	6

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ARTS, ENTERTAINMENT AND RECREATION (Cont)				
Bronze medallion	REC119	20	3	23
Fitness for sport	REC502	2	4	6
Fitness evaluation 1	SIN62464	0	1	1
Personal computer fundamentals	SIN62465	0	1	1
Resistance training techniques	SIN62469	0	1	1
Personal computer applications	SIN62470	0	1	1
Circuit training techniques	SIN62472	0	1	1
Exercise-special populations	SIN62473	0	1	1
Use basic skills to catch and handle fish	SROFIS001A	15	4	19
Comply with fisheries management regulations and conservation strategies	SROFIS002A	14	4	18
Select, use and maintain fishing tackle outfits	SROFIS005A	10	0	10
Select, rig and work lures	SROFIS007A	10	0	10
Navigate in difficult or trackless areas	SRONAV002A	9	0	9
Implement minimal environmental impact practices	SROOPS001A	22	4	26
Plan for minimal environmental impact	SROOPS002A	10	0	10
Use and maintain a temporary or overnight site	SROOPS006A	10	0	10
Prepare to participate in a supervised outdoor activity requiring basic skills	SROORE001A	16	4	20
Participate in a supervised outdoor activity requiring basic skills	SROORE002A	17	4	21
Prepare to participate in outdoor activities	SROORE003A	10	0	10
Participate in outdoor activities	SROORE004A	10	0	10
Scuba dive in open water to a maximum depth of 18 metres	SROSCU002A	10	0	10
Apply surf survival and self rescue skills	SROSRF001A	10	0	10
Perform basic surfing manoeuvres in controlled conditions	SROSRF002A	10	0	10
Comply with maritime rules and regulations	SROYAC001A	11	3	14
Use basic skills to sail a small boat in controlled conditions	SROYSB001A	11	3	14
Operate in accord with accepted coaching practices, styles, legal & ethical responsibilities	SRSOA001A	9	0	9
Plan individualised training programs to improve skills	SRSOA002A	9	0	9
Prepare a pre or post event meal	SRSOP008A	9	0	9
Operate in accord with accepted officiating practices, styles, legal & ethical responsibilities	SRSOFF001A	26	0	26
Apply rules and regulations to conduct games and competitions	SRSOFF002A	26	0	26
Teach or develop basic skills of strength and conditioning	SRSSAC001A	9	0	9
Implement sports first aid procedures and apply sports first aid	SRSSTR001A	9	0	9
Operate in accord with the accepted roles and responsibilities of a sports trainer	SRSSTR002A	9	0	9
Teach or develop advanced skills of tennis	SRSTEN001A	6	4	10
Apply the advanced tactics and strategies of tennis in a competitive situation	SRSTEN002A	5	3	8
Organise a tennis tournament	SRSTEN003A	4	1	5
Structure and function	SRT401	2	3	5
Exercise physiology	SRT402	3	4	7
Exercise programming	SRT404	5	5	10
Fitness and healthy lifestyle	SRT407	7	6	13
Screening for risk	SRT412	6	4	10
Leadership for sports people	SRT503	6	7	13
Personal health and fitness	SRT511	4	6	10
Basic skill acquisition	SRT513	5	3	8
Nutrition for sports people	SRT515	6	6	12
Handle mail to facilitate communication	SRXADM001A	9	0	9

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ARTS, ENTERTAINMENT AND RECREATION (Cont)				
Handle information to maintain access to and security of records	SRXADM002A	9	0	9
Apply knowledge of the organisation to complete routine administration tasks	SRXADM003A	9	0	9
Operate a range of office equipment to complete routine tasks	SRXADM004A	9	0	9
Select, operate and maintain a range of office equipment to complete a range of tasks	SRXADM007A	1	0	1
Organise the copying and collating of documents	SRXADM008A	1	0	1
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	26	6	32
Assist in conducting sport & recreation sessions for clients	SRXCAI002A	26	6	32
Provide equipment for activities	SRXCAI003A	16	6	22
Interact with clients	SRXCLS001A	10	0	10
Deliver services to clients	SRXCLS002A	4	1	5
Communicate in the workplace	SRXCOM001A	9	0	9
Receive and pass on information to facilitate effective routine communication	SRXCOM002A	4	1	5
React safely in an emergency and help prevent emergencies	SRXEME001A	19	0	19
Participate in the control of minor emergencies	SRXEME002A	5	1	6
Develop knowledge of the sport and recreation industry	SRXIND001A	9	0	9
Develop and implement a career path	SRXIND002A	5	1	6
Follow defined occupational health and safety policy and procedures	SRXOHS001A	12	7	19
Organise work	SRXORG001A	19	0	19
Work effectively in a sport and recreation organisation	SRXORG002A	5	1	6
Operate a computer and printer to produce and print simple documents	SRXTEC002A	5	1	6
Work in teams	SRXTEM001A	24	2	26
Basic boat handling and sail training	TL1	11	3	14
Small power boat	TL3	11	3	14
AUTOMOTIVE				
Carry out maintenance and/or component servicing operations	AUR00108A	133	6	139
Repair engines and associated engine components	AUR01166A	1	0	1
Service engines and associated engine components	AUR01170A	190	8	198
Service cooling systems and associated components	AUR02170A	227	10	237
Service petrol fuel systems	AUR03170A	99	4	103
Service diesel fuel injection systems	AUR03670A	42	2	44
Service clutch assemblies and/or associated operating system components	AUR06170A	83	3	86
Service transmissions (manual)	AUR06670A	121	3	124
Service transmissions (automatic)	AUR07170A	58	2	60
Service hydraulic systems	AUR09170A	47	4	51
Service braking systems	AUR10170A	71	3	74
Service final drive assemblies	AUR12670A	61	2	63
Service final drive (driveline)	AUR13170A	62	2	64
Service steering systems	AUR15170A	70	2	72
Service suspension systems	AUR16170A	70	2	72
Balance tyres/wheels	AUR17606A	8	0	8
Select tyres and rims for specific applications (light)	AUR17668A	18	0	18
Remove, repair and fit tyres and tubes (light)	AUR17766A	157	9	166
Test, service and replace battery	AUR18676A	166	9	175
Carry out minor repairs to electrical circuit/systems	AUR18708A	20	0	20

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
AUTOMOTIVE (Cont)				
Use and maintain measuring equipment	AUR25678A	8	0	8
Carry out pre-repair operations	AUR26108A	25	1	26
Remove and replace vehicle body panels, panel sections and ancillary fittings	AUR26864A	6	0	6
Remove and replace mechanical units/assemblies	AUR27064A	7	0	7
Remove salvageable components	AUR28662A	14	0	14
Carryout masking procedures	AUR29608A	3	0	3
Prepare vehicle components for minor paint repairs	AUR30349A	4	0	4
Remove, replace, fit and test components/accessories	AUR32165A	6	0	6
Identify automotive parts/ components/accessories	AUR37927A	35	2	37
Apply Sales Procedure	AUR41303A	3	0	3
Use numbers in the workplace	AUR51677A	12	0	12
Follow workplace occupational health and safety procedures	AUR70125A	224	10	234
Use and maintain workplace tools and equipment	AUR70278A	228	11	239
Contribute to workplace communication	AUR70314A	192	10	202
Establish relations with customers	AUR70421A	185	10	195
Carry out manual handling operations	AUR70508A	19	0	19
Operate a computer to gain access to and retrieve data	BSATEC202A	4	0	4
Use hand tools	MEM18.1AA	1	0	1
Use power tools/hand held operations	MEM18.2AA	1	0	1
Use tools for precision work	MEM18.3AA	1	0	1
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	1	0	1
Perform brazing and/or silver soldering	MEM5.6AA	1	0	1
Automotive maintenance and service procedures	NAB004	10	0	10
Automotive mechanical, hydraulic and pneumatic principles	NAB005	6	0	6
Automotive electrical principles	NAB007	6	0	6
Writing skills for work	NCS002	23	1	24
BUILDING AND CONSTRUCTION				
Introduction to electrical industry	90112	7	0	7
Carry out interactive workplace communication	BCG1000A	100	7	107
Carry out OH and S requirements	BCG1001A	114	7	121
Plan and organise work	BCG1002A	111	4	115
Read and interpret plans	BCG1003A	109	4	113
Carry out measurements and calculations	BCG1004A	126	4	130
Use hand and power tools	BCG1005A	126	8	134
Use small plant and equipment	BCG1006A	107	7	114
Erect and dismantle restricted height scaffolding	BCG1007A	26	0	26
Use simple levelling devices	BCG1008A	110	4	114
Carry out excavation and install support	BCG1009A	25	0	25
Carry out concreting to simple forms	BCG1010A	33	0	33
Handle construction materials and safe disposal of waste	BCG1011A	117	5	122
Prepare for construction process (wall and floor tiling)	BCG1012A	33	1	34
Prepare for construction process (solid plastering)	BCG1013A	31	1	32
Prepare for construction process (dry wall plastering)	BCG1014A	30	1	31
Prepare for construction process (brick/block laying)	BCG1015A	18	1	19

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUILDING AND CONSTRUCTION (Cont)				
Prepare for construction process (carpentry)	BCG1016A	35	1	36
Prepare for construction process (demolition)	BCG1017A	3	0	3
Prepare for construction process (painting and decorating)	BCG1019A	2	0	2
Assemble simple partition frames	BCG2000A	14	0	14
Prepare surfaces	BCG2001A	29	0	29
Carry out general demolition	BCG2003A	29	0	29
Carry out levelling	BCG2004A	36	0	36
Erect and strip formwork for concrete work	BCG2005A	11	0	11
Operate elevating work platforms (EWP)	BCG2007A	26	0	26
Carry out concrete work	BCG2009A	17	0	17
Occupational health and safety	NBB02	7	0	7
Electronic hand soldering technology	NE184	7	0	7
Applied electricity 1	NUE052	7	0	7
Retail documentation and calculations	RET003	1	1	2
BUSINESS AND CLERICAL				
Business principles	23107	1	1	2
Tax/payroll procedures for payroll clerks	23110	2	1	3
The rural office	ABD800	7	0	7
Rural record	ABD801	7	0	7
Rural business documents	ABD803	1	0	1
Rural work team effectiveness	ABD805	8	0	8
Rural business planning	ABD806	6	0	6
Rural finance	ABD811	1	0	1
Rural insurance	ABD813	8	0	8
Rural safety	ABD816	8	0	8
Rural marketing plans	ABD819	8	0	8
Receive and pass on messages to facilitate communication flow	BSACOM101B	4	4	8
Receive and pass on oral messages to facilitate effective routine communication	BSACOM201A	24	111	135
Receive and pass on oral messages to facilitate effective routine communication	BSACOM201B	1	3	4
Receive and pass on written information to facilitate communication flow	BSACOM202A	27	97	124
Apply knowledge of enterprise to promote its products and services	BSAENT201A	24	107	131
Follow occupational health and safety policies and procedures in the workplace	BSAENT202A	27	113	140
Apply knowledge of employee's and employer's rights & responsibilities to workplace	BSAENT203A	1	11	12
Prepare and process financial documentation for cash flow and accounting records	BSAFIN201A	20	94	114
Maintain daily financial records for accounting purposes	BSAFIN301A	1	5	6
Maintain financial records for reporting purposes	BSAFIN305A	0	1	1
Handle mail to facilitate information flow	BSAINF201A	21	96	117
Process and analyse information to provide access to and security of records	BSAINF202A	27	80	107
Organise own work schedule to achieve designated team/section goals	BSAORG201A	29	101	130
Select, operate and maintain a range of office equipment to complete a range of tasks	BSATEC201A	34	134	168
Operate a computer to gain access to and retrieve data	BSATEC202A	55	122	177
Operate a computer to gain access to and retrieve data	BSATEC202B	5	0	5
Operate a computer to produce simple documents	BSATEC203A	45	106	151
Organise the copying and collating of documents	BSATEC204A	39	180	219

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUSINESS AND CLERICAL (Cont)				
Participate in allocation and completion of team tasks	BSATEM201A	26	114	140
Apply knowledge of enterprise to promote its products and services	BSATENT201A	1	0	1
Follow OH and S policies and procedures in the workplace	BSATENT202A	1	0	1
Work environment	ENV001	2	14	16
Participate in a team and individually to achieve organisation goals	ICAITW011B	3	0	3
Operate computing packages	ICAITU006B	5	0	5
Create web pages with multimedia	ICPMM65DA	5	0	5
Business mathematics	NAP720	0	1	1
Business statistics	NAP721	0	1	1
Commercial law principles	NAP750	0	1	1
Contract law	NAP752	0	1	1
Workplace communication	NCS001	2	8	10
Writing skills for work	NCS002	1	0	1
Job seeking skills	NCS003	3	9	12
Records handling	NOS108V2	0	4	4
Office equipment - routine tasks	NOS109V2	3	2	5
Occupational health and safety in the office	NOS110V2	1	13	14
Computer operations - data retrieval	NOS118V2	11	16	27
Work environment	NOS119	4	3	7
Work/personal effectiveness	NOS121V2	0	12	12
Accounting to trial balance	NOS124V2	2	1	3
Business calculations	NOS125	13	31	44
Telephone operations	NOS126V3	2	13	15
Copying and collating documents	NOS131	0	10	10
Workplace/team effectiveness	NOS142V2	0	12	12
Computer operations - fundamentals	NOS143V2	1	0	1
Petty cash	NOS151	2	1	3
Records processing	NOS208V2	0	6	6
Office equipment - non-routine tasks	NOS210V2	2	1	3
Keyboarding - speed and accuracy (30wpm)	NOS211	2	12	14
Computer operations	NOS213	1	0	1
Database fundamentals	NOS215V2	7	2	9
Spreadsheet fundamentals	NOS216V2	8	2	10
Word processing functions	NOS222V2	6	0	6
Accounts receivable - computerised	NOS226V2	2	2	4
Accounts payable - computerised	NOS227V2	2	2	4
Payroll-computerised	NOS234V2	2	2	4
Office supervision	NOS236V2	2	2	4
Electronic mail	NOS244V2	0	11	11
Senior first aid	NRC2001	0	2	2
Reading and writing I	VBC850	3	1	4
Reading and writing II	VBC851	2	1	3
Oral communication I	VBC854	3	2	5
Oral communication II	VBC855	2	1	3
Numeracy and mathematics I	VBC858	2	1	3
General curriculum options I	VBC862	2	1	3
General curriculum options II	VBC863	2	1	3

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMMUNITY SERVICES, HEALTH AND EDUCATION				
Communication and group dynamics	48006	0	1	1
Senior first aid	48038	9	7	16
Workplace relations	50570	0	10	10
Technology	50572	0	11	11
Hygiene and comfort	50583	0	13	13
Mobility	50584	0	7	7
Instructional resources	50811	0	17	17
Introduction to literacy and numeracy	50813	0	17	17
Psycho social development	55220	0	10	10
Nutrition	55221	1	13	14
Introduction to critical thinking	55237	0	12	12
Evaluate a business opportunity	BSX023/01	0	1	1
Provide care support to aged people	CHCAC1A	0	5	5
Orientation to aged care work	CHCAC3A	0	5	5
Advocate for clients	CHCAD1A	1	12	13
Undertake basic administrative duties	CHCADMIN1A	0	5	5
Provide administrative support	CHCADMIN2A	1	10	11
Undertake work in the community services industry	CHCCD12A	0	10	10
Implement community development strategy	CHCCD14A	0	7	7
Support community resources	CHCCD7A	0	8	8
Work within legislative and ethical requirements	CHCCCHILD1A	0	28	28
Undertake case management	CHCCM1A	1	8	9
Maintain a healthy and safe environment	CHCCN1A	0	50	50
Provide physical care	CHCCN2A	0	52	52
Respond to illness, accidents and emergencies	CHCCN4A	0	36	36
Support the emotional wellbeing of babies/infants	CHCCN5A	0	3	3
Travel with children safely	CHCCN6A	0	3	3
Foster children's self help skills	CHCCN7A	0	3	3
Support babies' needs	CHCCNAA	0	28	28
Communicate with people accessing the services of the organisation	CHCCOM1A	0	39	39
Communicate appropriately with clients and colleagues	CHCCOM2A	1	11	12
Deliver service to clients	CHCCS0A	0	5	5
Assess and deliver services to clients with complex needs	CHCCS6A	0	7	7
Operate under a casework framework	CHCCW11A	0	7	7
Orientation to disability work	CHCDIS1A	0	5	5
Support the development of children in the service	CHCFC1A	0	38	38
Foster the physical development of children	CHCFC2A	0	3	3
Foster the emotional and psychological development of children	CHCFC4A	0	3	3
Work with legislative and ethical requirements	CHCHILD1A	0	6	6
Interact positively with children	CHCIC1A	0	7	7
Guide children's behaviour	CHCIC2A	0	5	5
Work collaboratively with children	CHCIC4A	0	4	4
Communicate with children	CHCICAA	0	35	35
Process and provide information	CHCINF1A	1	11	12
Follow the organisation's policies, procedures and programs	CHCORG1A	0	5	5
Work with others	CHCORG2A	0	37	37

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMMUNITY SERVICES, HEALTH AND EDUCATION (Cont)				
Participate in the work environment	CHCORG3A	0	14	14
Follow the organisation's occupational health and safety policies	CHCORG4A	1	49	50
Facilitate play and leisure	CHCPR1A	0	4	4
Organise experiences for children	CHCPR2A	0	3	3
Observe children	CHCPR3A	0	5	5
Communicate with family members about their child	CHCRF1A	0	3	3
Operate under a case work framework	CHCW11A	1	1	2
Hygiene and comfort	CHS15	0	3	3
Mobility	CHS16	0	3	3
Provide emergency care	PUXEMEO01A	15	10	25
Hygiene and comfort CHS15	SIN50583	0	3	3
Psyco social development 1	SIN55220	0	6	6
Nutrition	SIN55221	0	6	6
Introduction to critical thinking	SIN55237	0	6	6
Communicate with clients	WRB01A	0	4	4
Merchandise beauty products	WRB05A	0	2	2
Sell beauty products	WRB06A	0	4	4
Pierce ears	WRB14A	0	1	1
Provide lash and brow treatments	WRB15A	0	1	1
Provide temporary epilation and bleaching treatments	WRB16A	0	1	1
Provide manicure and pedicure service	WRB17A	0	5	5
Apply nail enhancement	WRB18A	0	4	4
Design and apply make up	WRB21A	0	1	1
Provide a facial treatment	WRB25A	0	1	1
Provide a safe working environment	WRB40A	0	1	1
COMMUNICATION SERVICES				
Image capture and editing	69396	3	0	3
Introduction to multimedia principles and concepts	69417	1	0	1
Converting print-based documents for the WEB	69418	1	0	1
Connect internal hardware components	ICAITS021B	4	0	4
Provide basic system administration	ICAITS024B	4	0	4
Run standard diagnostic tests	ICAITS025B	4	0	4
Provide network systems administration	ICAITS032B	4	0	4
Maintain equipment and software in working order	ICAITS115A	4	0	4
Operate system software	ICAITU127A	4	0	4
COMPUTING				
Digital graphics	38068	3	0	3
Hypermedia principles	38092	3	0	3
Computer maths B	53103	1	0	1
PC system support	EA194	23	1	24
Single user operating systems	EA196	23	1	24
Develop system infrastructure design plan	ICAITAD044A	6	0	6
Produce network/communication design	ICAITAD045A	14	1	15
Receive and process oral and written communication	ICAITD003B	18	14	32

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMPUTING (Cont)				
Create user and technical documentation	ICAITD128A	13	12	25
Install and configure a network	ICAITI097A	6	0	6
Install and manage complex networks	ICAITI098A	6	0	6
Build an internet infrastructure	ICAITI100A	6	0	6
Install and manage network protocols	ICAITI101A	14	1	15
Interact with clients	ICAITS009B	8	13	21
Apply problem solving techniques to achieve organisation goals	ICAITS010B	10	3	13
Connect hardware peripherals	ICAITS014B	50	26	76
Install software applications	ICAITS015B	44	20	64
Record client support requirements	ICAITS016B	8	1	9
Maintain system integrity	ICAITS017B	44	20	64
Install and optimise system software	ICAITS020B	36	1	37
Connect internal hardware components	ICAITS021B	19	1	20
Determine client computer problems and action	ICAITS022B	7	13	20
Run standard diagnostic tests	ICAITS025B	34	2	36
Provide advice to clients	ICAITS031B	1	0	1
Provide network systems administration	ICAITS032B	25	1	26
Determine and action network problem	ICAITS034B	6	0	6
Optimise system performance	ICAITS112A	6	0	6
Maintain equipment and software in working order	ICAITS115A	15	1	16
Administer and configure a network operating system	ICAITS120A	7	0	7
Administer network peripherals	ICAITS121A	49	8	57
Manage network security	ICAITS123A	6	0	6
Work effectively in an information technology environment	ICAITW001B	39	24	63
Communicate in the workplace	ICAITW002B	36	23	59
Participate in a team and individually to achieve organisation goals	ICAITW011B	8	0	8
Apply occupation health and safety procedures	ICAITU004B	27	24	51
Operate computer hardware	ICAITU005B	25	23	48
Operate computing packages	ICAITU006B	34	23	57
Maintain equipment and consumables	ICAITU007B	35	23	58
Design organisational documents using computing packages	ICAITU012B	53	36	89
Integrate commercial computing packages	ICAITU013B	46	26	72
Develop macros and templates for clients using standard products	ICAITU018B	14	12	26
Migrate to new technology	ICAITU019B	19	1	20
Customise packaged software application for clients	ICAITU028B	3	2	5
Use advanced features of computer applications	ICAITU126A	13	3	16
Identify components of multimedia	ICPMM11BA	15	16	31
Capture a digital image	ICPMM21CA	0	1	1
Incorporate digital photography into multimedia presentations	ICPMM43CA	0	1	1
Incorporate animation into multimedia presentations	ICPMM45CA	0	1	1
Incorporate video into multimedia presentations	ICPMM46CA	0	1	1
Access the internet	ICPMM63BA	32	26	58
Create web pages with multimedia	ICPMM65DA	9	1	10
Advanced operations - spreadsheets	ITF305	1	1	2
Business and presentation graphics	ITF306	1	0	1
Installing and managing a graphical user interface	ITH303	6	0	6

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMPUTING (Cont)				
Managing a multi-user system	ITH409	6	0	6
Workplace communication	NCS001	1	0	1
Writing skills for work	NCS002	18	1	19
Job seeking skills	NCS003	1	0	1
Computer operations - data retrieval	NOS118V2	7	7	14
Computer operations - fundamentals	NOS143V2	4	4	8
Communicate in the workplace	WRRC.S.1A	14	3	17
ENGINEERING AND MINING				
Senior first aid	11127NT	20	11	31
Undertake interactive workplace communication	MEM1.1F	15	1	16
Undertake interactive workplace communication	MEM1.1FA	248	13	261
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	257	16	273
Apply quality procedures	MEM1.3FA	231	13	244
Plan to undertake a routine task	MEM1.4FA	236	11	247
Manual handling	MEM11.11AA	4	1	5
Order materials	MEM11.16AA	4	0	4
Use comparison and basic measuring devices	MEM12.1AA	8	0	8
Mark off/out structural fabrications and shapes	MEM12.7AA	22	0	22
Perform emergency first aid	MEM13.1AA	66	7	73
Undertake OHS - occupational health and safety activities in the workplace	MEM13.2AA	11	0	11
Use hand tools	MEM18.1AA	189	14	203
Service combustion engines	MEM18.25AA	6	1	7
Use power tools/hand held operations	MEM18.2AA	197	13	210
Use tools for precision work	MEM18.3AA	11	0	11
Dismantle, replace and assemble engineering components	MEM18.55AA	16	0	16
Write reports	MEM2.10C5A	41	3	44
Research and prepare presentations and reports	MEM2.11C5A	41	3	44
Apply quality systems	MEM2.1C12A	45	5	50
Organise and analyse information	MEM2.2C11A	150	9	159
Operate in a work based team environment	MEM2.3C11A	30	2	32
Measure with graduated devices	MEM2.5C11A	83	2	85
Plan a complete activity	MEM2.6C10A	12	0	12
Perform computations - basic	MEM2.7C10A	96	3	99
Perform computations	MEM2.8C10A	48	0	48
Perform computer operations	MEM2.9C10A	61	3	64
Manual production assembly	MEM3.1AA	4	1	5
Sheet and plate assembly	MEM3.3AA	22	0	22
Undertake fabrication, forming, bending and shaping	MEM5.10AA	27	1	28
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	208	8	216
Perform manual production welding	MEM5.13AA	114	5	119
Weld using manual metal arc welding process (MMAW)	MEM5.15AA	45	5	50
Weld using gas metal arc welding process (GMAW)	MEM5.17AA	52	3	55
Soft soldering (basic)	MEM5.3AA	10	1	11
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	196	14	210

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ENGINEERING AND MINING (Cont)				
Carry out mechanical cutting	MEM5.5AA	222	7	229
Perform brazing and/or silver soldering	MEM5.6AA	130	5	135
Manual heating, thermal cutting and gouging	MEM5.7AA	138	6	144
Operational maintenance of machines/equipment	MEM7.1AA	6	0	6
Use workshop machines for basic operations	MEM7.32AA	96	4	100
Setting machines (routine)	MEM7.3AA	39	2	41
Perform general machining	MEM7.5AA	39	0	39
Perform lathe operations	MEM7.6AA	4	0	4
Perform grinding operations	MEM7.8AA	4	0	4
Apply basic engineering design concepts	MEM9.11AA	4	0	4
Draw and interpret sketch	MEM9.1AA	199	8	207
Interpret technical drawing	MEM9.2AA	93	2	95
Plan and undertake field trip	MNMAAA302A	3	0	3
Collect and prepare samples	MNMAAA304A	12	1	13
Process data and maintain accurate records	MNMAAA306A	7	0	7
Communicate in the workplace	MNMCCCO001A	8	0	8
Work safely	MNMCCCO002A	7	0	7
Plan and organise individual work	MNMCCCO003A	9	0	9
Contribute to quality work outcomes	MNMCCCO004A	8	0	8
Apply local risk procedures	MNMCCCO005A	12	1	13
Transport plant, equipment and personnel	MNMOCC418A	1	0	1
Position and set up mobile lighting	MNMOCC420A	5	0	5
Operate light vehicle	MNMOCC426A	1	0	1
Undertake direct seeding	MNMOCC638A	5	0	5
Plant seedlings	MNMOCC639A	5	0	5
Monitor and maintain vegetation	MNMOCC641A	5	0	5
Identify and assess environment and heritage concerns	MNMOCC643A	5	0	5
Conduct pump operations	MNMPRD104A	4	0	4
Handle reagents	MNMPRD108A	4	0	4
Monitor environment	MNMPRD110A	4	0	4
Take samples	MNMPRD116A	5	0	5
Introduction to work planning	NBB00	12	0	12
Communications and industrial relations	NBB01	12	0	12
Electrical principles and safety	NBB015	12	0	12
Occupational health and safety	NBB02	11	0	11
Computing in engineering	NBB04	37	5	42
Engineering drawing interpretation 1	NBB12	37	5	42
Electrical drawing and interpretation	NE031	3	0	3
Circuit development 1	NE032	1	0	1
Programmable controllers - basic	NE130	1	0	1
Marine fabrication 1	NF171	12	0	12
Marine drawing - general arrangement	NF184	12	0	12
Pneumatics	NM31	14	1	15
Senior first aid	NRC2001	11	2	13

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
FOOD PROCESSING				
Apply basic hygiene and sanitation practices	MTMMP2A	2	1	3
Apply quality assurance practices	MTMMP3A	2	1	3
Senior first aid	NRC2001	0	12	12
Organise and prepare food	THHBKA01A	0	2	2
Follow health, safety and security procedures	THHCOR03A	0	2	2
GENERAL VET AND OTHER				
Elements of shipboard safety	44017	5	3	8
Nutrition introduction	47010	0	1	1
Hygiene and safety	47054	0	4	4
Animal health	47055	0	3	3
Work practice A	47056	0	1	1
Care of dogs and cats	47057	0	1	1
Animal anatomy and physiology (VNI-9)	47974	0	2	2
Senior first aid	48037	0	3	3
Senior first aid	48038	60	52	112
Small craft proficiency (ME)	57023	5	2	7
Pearl farming (Introduction)	57035	1	0	1
Work Experience	67051	0	3	3
Health issues for young women	67052	0	3	3
Using technology-computer applications and office equipment	67082	0	3	3
Directions for work and study	67311	0	3	3
Problem Solving	67312	0	3	3
Assertiveness and communication	67313	0	3	3
Self management - in charge of my life	67314	0	3	3
Community networks	67315	0	3	3
Fish handling techniques	67512	1	0	1
Fish farming skills	67514	5	2	7
Aquaculture mechanics (introduction)	67517	5	3	8
Aquaculture (introduction)	67518	3	1	4
Outboard motors maintenance	67581	1	0	1
Numeracy and maths II	80029	1	2	3
Reading and writing	81027	1	2	3
Oral communication II	81028	1	2	3
General curriculum options II	81030	1	2	3
Fractions and decimals	AAB100	52	4	56
Ratio, proportion and percentage	AAB101	67	7	74
Measurement and mensuration	AAB102	51	5	56
Introduction to algebra	AAB111	13	3	16
Earning and spending money	AAB168	8	5	13
Simple and compound interest	AAB169	1	1	2
Functional mathematics	AATM01	4	2	6
Participate in a team to achieve designated tasks	BSATEM101A	0	1	1
Participate in allocation and completion of team tasks	BSATEM201A	0	1	1
Numeracy and maths	CGEA2	1	0	1

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
GENERAL VET AND OTHER (Cont)				
Reading and writing	CGEA3A	1	1	2
General curriculum options	CGEA3B	1	1	2
Numerical and mathematical	CGEA3C	1	1	2
Oral communication	CGEA3D	1	1	2
First aid	EPC189	7	6	13
Apply quality procedures	MEM1.3FA	15	0	15
Plan to undertake a routine task	MEM1.4FA	15	0	15
Workplace communication	NCS001	39	41	80
Writing skills for work	NCS002	62	45	107
Job seeking skills	NCS003	142	93	235
Work team communication	NCS004	36	24	60
Dealing with conflict	NCS005	35	21	56
Writing workplace documents	NCS006	17	26	43
Presenting information	NCS007	9	14	23
Occupational health and safety in the office	NOS110V2	8	3	11
Senior first aid	NRC2001	18	18	36
Carry out reception duties	RUVVEN201A	0	5	5
Carry out daily clinic routines	RUVVEN202A	1	5	6
Carry out surgery preparations	RUVVEN203A	0	5	5
Follow clinic occupational health and safety procedures	RUVVEN204A	1	4	5
Use hazardous substances safely	RUVVEN205A	0	3	3
Communicate in the workplace	RUVVEN206A	0	3	3
Act to minimise emergencies and respond to a variety of situations	RUVVEN207A	0	2	2
Plan daily work routines	RUVVEN208A	0	3	3
Work with colleagues and customers	THHCOR01A	8	13	21
Work in a socially diverse environment	THHCOR02A	8	13	21
Promote products and services to customers	THHGCS02A	8	13	21
Deal with conflict situations	THHGCS03A	8	13	21
Make presentations	THHGCS04A	8	13	21
Communicate on the telephone	THHGGA01A	8	13	21
Source and present information	THHGGA03A	8	13	21
Prepare business documents	THHGGA04A	8	13	21
Provide first aid	THHGHS03A	6	4	10
Reading and writing I	VBC850	1	1	2
Reading and writing II	VBC851	1	5	6
Reading and writing III	VBC852	6	4	10
Reading and writing IV	VBC853	3	1	4
Oral communication I	VBC854	1	1	2
Oral communication II	VBC855	1	5	6
Oral communication III	VBC856	1	1	2
Oral communication IV	VBC857	3	1	4
Numeracy and mathematics I	VBC858	1	1	2
Numeracy and mathematics II	VBC859	2	7	9
Numeracy and mathematics III	VBC860	8	4	12
General curriculum options I	VBC862	1	1	2
General curriculum options II	VBC863	2	5	7

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
GENERAL VET AND OTHER (Cont)				
General curriculum options III	VBC864	6	4	10
General curriculum options IV	VBC865	3	1	4
HOSPITALITY TOURISM AND TRAVEL				
Orientation	MCD01	0	3	3
Occupational health and safety	MCD03	0	3	3
Food preparation - regular menu	MCD04	0	3	3
Food preparation - breakfast menu	MCD05	0	3	3
Front area operation	MCD06	0	3	3
Drive thru area operation	MCD07	0	3	3
Dining and outside area operation	MCD08	0	3	3
Selling and customer relations	MCD09	0	3	3
Front area maintenance	MCD10	0	3	3
Back area maintenance	MCD11	0	3	3
Team leadership	MCD12	0	3	3
Crew training	MCD13	0	3	3
Stock control and quality assurance	MCD14	0	3	3
Workplace communication	NCS001	0	3	3
Prepare and serve cocktails	THHADFB03A	3	7	10
Use basic methods of cookery	THHBCC01A	25	41	66
Prepare appetisers and salads	THHBCC02A	6	32	38
Prepare sandwiches	THHBCC02AA	6	8	14
Prepare stocks and sauces	THHBCC03A	0	2	2
Prepare soups	THHBCC03AA	0	2	2
Prepare vegetables, eggs and farinaceous dishes	THHBCC04A	4	4	8
Prepare and cook poultry and game	THHBCC05A	1	2	3
Prepare and cook seafood	THHBCC06A	0	2	2
Identify and prepare meat	THHBCC07A	1	2	3
Prepare hot and cold desserts	THHBCC08A	0	4	4
Prepare pastry, cakes and yeast goods	THHBCC09A	0	2	2
Plan and prepare food for buffets	THHBCC10A	1	13	14
Implement food safety procedures	THHBCC11A	0	2	2
Organise food service operations	THHBCC15A	1	0	1
Operate bar	THHBFB01A	2	8	10
Clean and tidy bar areas	THHBFB01AA	5	11	16
Provide food and beverage service	THHBFB02/3A	16	24	40
Provide a link between kitchen and service area	THHBFB02/3AA	33	68	101
Provide table service of alcoholic beverages	THHBFB04A	3	8	11
Operate cellar systems	THHBFB05A	3	8	11
Provide responsible service of alcohol	THHBFB09A	5	10	15
Prepare and serve non alcoholic beverages	THHBFB10A	31	88	119
Develop and update food and beverage knowledge	THHBFB11A	2	13	15
Process financial transactions	THHBFO05A	1	1	2
Organise and prepare food	THHBKA01A	29	66	95
Present food	THHBKA02A	35	84	119

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
HOSPITALITY TOURISM AND TRAVEL (Cont)				
Receive and store stock	THHBKA03A	25	42	67
Clean and maintain premises	THHBKA04A	32	52	84
Work with colleagues and customers	THHCOR01A	56	116	172
Work in a socially diverse environment	THHCOR02A	47	126	173
Follow health, safety and security procedures	THHCOR03A	52	119	171
Promote products and services to customers	THHGCS02A	12	24	36
Deal with conflict situations	THHGCS03A	6	11	17
Make presentations	THHGCS04A	1	1	2
Organise functions	THHGCS05A	0	2	2
Access and retrieve computer data	THHGCT01A	20	32	52
Produce documents on computer	THHGCT02A	15	29	44
Design and develop computer documents, reports and worksheets	THHGCT03A	2	5	7
Process financial transactions	THHGFA01A	2	2	4
Communicate on the telephone	THHGGA01A	14	34	48
Source and present information	THHGGA03A	2	5	7
Prepare business documents	THHGGA04A	1	1	2
Follow workplace hygiene procedures	THHGHS01A	46	126	172
Clean premises and equipment	THHGHS02A	0	10	10
Provide first aid	THHGHS03A	44	48	92
Develop and update hospitality industry knowledge	THHHCO01A	43	104	147
Monitoring catering revenue and costs	THHS2CC1A	0	10	10
Develop and maintain the general knowledge required by guides	THTFTG03A	1	4	5
Prepare and present tour commentaries	THTFTG06A	1	4	5
Develop interpretive content for ecotourism	THTFTG10A	1	4	5
Work as a guide	THTFTGO1A	5	5	10
Access and interpret product information	THTSOP03A	5	11	16
Sell tourism products and services	THTSOP04A	6	10	16
Process non air documentation	THTSOP09A	0	2	2
Develop and update tourism industry knowledge	THITCO01A	9	33	42
PRIMARY INDUSTRIES				
Workplace structure maintenance	39003	1	2	3
Elements of shipboard safety	44017	13	3	16
Nutrition introduction	47010	2	0	2
Hygiene and safety	47054	3	3	6
Animal health	47055	2	3	5
Work practice A	47056	2	0	2
Care of dogs and cats	47057	2	0	2
Animal anatomy and physiology (VNI-9)	47974	0	1	1
Open water scuba diving	57000	1	1	2
Small craft proficiency (ME)	57023	7	1	8
Snorkelling	57026	2	1	3
Pearl farming (Introduction)	57035	9	2	11
Small craft operations	57113	6	1	7
Occupational health and safety at sea	57202	1	0	1

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRIES (Cont)				
Practical seamanship	57203	1	0	1
Workplace communication	65009	1	0	1
Fish handling techniques	67512	10	4	14
Fish farming skills	67514	13	2	15
Aquaculture mechanics (introduction)	67517	3	0	3
Aquaculture (introduction)	67518	11	4	15
Water quality analysis (intro)	67580	1	0	1
Outboard motors maintenance	67581	9	2	11
Senior first aid	93041	1	0	1
First aid	AAA854	3	0	3
Occupational health and safety at sea	ABF511	3	0	3
Practical seamanship	ABF512	3	0	3
Small boat handling	ABF513	3	0	3
Communicate in the workplace	FDFCORCOM1A	1	0	1
Collect, present and apply workplace information	FDFCORCOM2A	1	0	1
Apply basic food safety practices	FDFCORFS1A	1	0	1
Implement the food safety plan	FDFCORFS2A	1	0	1
Apply basic mathematical concepts	FDFCORNUM1A	1	0	1
Apply safe work procedures	FDFCOROHS1A	1	0	1
Implement occupational health and safety principles and procedures	FDFCOROHS2A	1	0	1
Apply basic quality assurance practices	FDFCORQA1A	1	0	1
Implement the quality system	FDFCORQU2A	1	0	1
Participate in teams	FDFOPTW2A	1	0	1
Hand prune vines	FDFWGGHPVA	1	0	1
Undertake irrigation systems maintenance activities	FDFWGGISMA	1	0	1
Install and maintain vine trellis	FDFWGGMVTA	1	0	1
Pick grapes by hand	FDFWGGPGHA	1	0	1
Train vines	FDFWGGTVA	1	0	1
Take vine cuttings	FDFWGGVCA	1	0	1
Plant sowing	HOR104	3	1	4
Workplace maintenance	HOR108	3	1	4
Landscape maintenance	HOR111	3	0	3
Use hand tools	MEM18.1AA	1	0	1
Writing skills for work	NCS002	8	3	11
Senior first aid	NRC2001	7	1	8
Operate equipment	RUAAG1100EOA	109	10	119
Assist with milking operations	RUAAG1524DYA	25	3	28
Feed and water pigs	RUAAG1600PGA	130	8	138
Wean and rear pigs and evaluate performance	RUAAG1602PGA	7	0	7
Maintain supplies of chemical and biological agents	RUAAG2005CHA	145	10	155
Determine chemicals and biological agents	RUAAG2006CHA	171	16	187
Prepare chemicals and biological agents	RUAAG2007CHA	145	10	155
Maintain chemical equipment	RUAAG2008CHA	145	10	155
Apply chemicals and biological agents	RUAAG2009CHA	145	10	155
Clean up following application of chemicals and biological agents	RUAAG2010CHA	145	10	155
Manage a chemical spillage/leakage	RUAAG2011CHA	145	10	155

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRIES (Cont)				
Notify authorities of a chemical spill	RUAAG2012CHA	171	16	187
Operate ride-on farm vehicles	RUAAG2100EOA	164	11	175
Operate property vehicles	RUAAG2101EOA	175	15	190
Operate tractors	RUAAG2102EOA	161	13	174
Provide support for basic repair of plant and equipment	RUAAG2131EMA	69	4	73
Fabricate and repair metal and plastic structures	RUAAG2132EMA	82	5	87
Perform routine maintenance	RUAAG2133EMA	101	4	105
Prepare grain storages	RUAAG2350GRA	75	4	79
Operate plant and machinery	RUAAG2351GRA	116	8	124
Carry out basic field duties	RUAAG2352GRA	79	4	83
Operate trailed/mounted equipment	RUAAG2353GRA	117	8	125
Feed sheep	RUAAG2400SWA	117	9	126
Muster and move sheep	RUAAG2401SWA	123	8	131
Handle sheep in yards	RUAAG2402SWA	122	8	130
Monitor ewes from joining to lambing	RUAAG2403SWA	50	4	54
Carry out lambing duties	RUAAG2405SWA	50	4	54
Carry out lamb marking duties	RUAAG2406SWA	62	6	68
Slaughter sheep	RUAAG2407SWA	68	5	73
Prepare sheep for competitions	RUAAG2408SWA	46	4	50
Fulfil employment requirements	RUAAG2430WHA	48	4	52
Meet workplace health and safety requirements	RUAAG2431WHA	56	2	58
Pen up sheep	RUAAG2432WHA	69	3	72
Prepare wool	RUAAG2433WHA	90	4	94
Press wool into bales	RUAAG2434WHA	70	2	72
Ensure shed and yards prepared for shearing	RUAAG2435WHA	51	2	53
Prepare for machine shearing	RUAAG2436WHA	26	0	26
Crutch sheep	RUAAG2437WHA	14	1	15
Feed livestock	RUAAG2450GTA	14	1	15
Muster and move goats	RUAAG2451GTA	21	2	23
Handle goats in yards	RUAAG2452GTA	22	1	23
Monitor does from joining to kidding	RUAAG2453GTA	5	1	6
Implement kidding process	RUAAG2454GTA	5	1	6
Carry out kidding duties	RUAAG2455GTA	5	1	6
Slaughter goats	RUAAG2457GTA	3	0	3
Feed livestock	RUAAG2500BCA	73	11	84
Muster and move cattle	RUAAG2501BCA	88	11	99
Monitor cows from joining to calving.	RUAAG2502BC	14	4	18
Monitor cows from joining to calving	RUAAG2502BCA	1	0	1
Carry out calving duties	RUAAG2503BC	14	4	18
Carry out calf marking duties	RUAAG2504BC	31	6	37
Slaughter cattle	RUAAG2505BC	2	1	3
Prepare cattle for competitions	RUAAG2506BC	5	4	9
Maintain stock water supply equipment	RUAAG2507BC	14	4	18
Perform basic horsemanship activities	RUAAG2508BCA	0	2	2
Carry out basic fencing operations	RUAAG2521DYA	84	5	89
Rear calves	RUAAG2526DYA	3	0	3

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRIES (Cont)				
Carry out milk harvesting	RUAAG2528DYA	25	1	26
Carry out industry responsibilities	RUAAG2600PGA	38	2	40
Establish and maintain good health of pigs	RUAAG2601PGA	29	4	33
Transport pigs	RUAAG2602PGA	10	1	11
Prepare and assist with farrowing of pigs	RUAAG2603PGA	4	1	5
Service equipment	RUAAG3358GRA	18	0	18
Select sheep for market	RUAAG3400SWA	49	4	53
Shear sheep	RUAAG3435WHA	12	1	13
Work as a team	RUAAG3436WHA	41	2	43
Class fleece wool	RUAAG3438WHA	1	0	1
Select livestock for market	RUAAG3500BCA	12	2	14
Implement cattle husbandry practices	RUAAG3504BCA	20	0	20
Carry out feedlot operations	RUAAG3517BCA	12	2	14
Mate pigs and monitor dry sow performance	RUAAG3600PGA	4	1	5
Care for growing pigs	RUAAG3601PGA	15	2	17
Mix and mill pig feed	RUAAG3604PGA	30	1	31
Meet industry employment criteria	RUAAGCORE1A	142	11	153
Follow enterprise occupational health and safety (OHS) procedures	RUAAGCORE2A	144	12	156
Use hazardous substances safely	RUAAGCORE3A	166	13	179
Communicate in the workplace	RUAAGCORE4A	144	11	155
Act to minimise emergencies and to respond to a variety of situations	RUAAGCORE5A	144	12	156
Plan daily work routines	RUAAGCORE6A	145	12	157
Meet industry requirements	RUHCORE1A	5	4	9
Meet workplace health and safety requirements	RUHCORE2A	4	5	9
Use hazardous substances safely	RUHCORE3A	4	4	8
Cooperate in the workplace	RUHCORE4A	4	4	8
Act in an emergency	RUHCORE5A	4	2	6
Plan daily work routines	RUHCORE6A	3	4	7
Provide crop care	RUHHRT101A	5	4	9
Plant a crop by hand	RUHHRT102A	4	2	6
Provide work site support	RUHHRT103A	2	4	6
Provide turf care	RUHHRT104A	2	4	6
Provide planted area care	RUHHRT106A	6	4	10
Provide nursery plant care	RUHHRT107A	1	1	2
Maintain the work environment	RUHHRT109A	4	1	5
Provide propagation support	RUHHRT112A	0	1	1
Sow plant materials	RUHHRT116A	5	5	10
Treat weeds	RUHHRT201A	8	1	9
Treat pests and diseases	RUHHRT202A	8	1	9
Plant trees and shrubs	RUHHRT203A	11	2	13
Operate equipment and machinery	RUHHRT207A	26	3	29
Prune shrubs and small trees	RUHHRT208A	1	0	1
Apply chemicals and biological agents	RUHHRT212A	22	2	24
Maintain supplies of chemicals and biological agents	RUHHRT216A	24	2	26
Support crop harvesting	RUHHRT220A	12	2	14
Carry out postharvest processes	RUHHRT221A	15	2	17

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRIES (Cont)				
Undertake propagation activities	RUHHRT224A	9	2	11
Undertake irrigation systems maintenance activities	RUHHRT226A	8	1	9
Recognise plants, products and treatments	RUHHRT227A	1	0	1
Carry out canopy management	RUHHRT232A	8	1	9
Prepare plant displays	RUHHRT301A	0	1	1
Prepare field soils for planting	RUHHRT319A	0	1	1
Implement a plant nutrition program	RUHHRT359A	0	1	1
Carry out basic aquaculture operations	SFIAQUA101A	2	3	5
Apply basic food handling and safety practices	SFICORE101A	1	1	2
Carry out work effectively in seafood industry	SFICORE102A	2	2	4
Communicate in the seafood industry	SFICORE103A	2	2	4
Meet workplace health and safety requirements	SFICORE104A	3	3	6
Clean work area	SFIPROC102A	3	3	6
SALES AND PERSONAL SERVICE				
Scalp massage	97336	0	11	11
Long hair, braiding, wigs and hair pieces	97346	0	11	11
Introduction to retailing	RET001	12	8	20
Communication in the retail workplace	RET002	11	10	21
Retail documentation and calculations	RET003	12	6	18
Work effectively in a retail environment	RET004	10	10	20
Apply safe working practices	RET005	11	10	21
Perform routine housekeeping duties	RET006	10	11	21
Operate retail equipment	RET007	11	9	20
Minimise theft	RET008	8	5	13
Apply point of sale handling procedures	RET009	11	6	17
Interact with customers	RET010	8	5	13
Perform stock control procedures	RET011	8	5	13
Balance the register/terminal	RET012	11	5	16
Merchandise products	RET013	8	5	13
Sell products and services	RET014	8	5	13
Advise on products and services	RET015	8	5	13
Communicate with clients	WRB01A	0	22	22
Work effectively in a salon environment	WRB02A	0	18	18
Apply safe working practices	WRB03A	0	17	17
Perform salon cleaning duties	WRB04A	0	17	17
Merchandise beauty products	WRB05A	0	23	23
Sell beauty products	WRB06A	0	22	22
Conduct financial transactions	WRB07A	0	16	16
Provide service to clients	WRB08A	0	18	18
Perform stock control procedures	WRB09A	0	15	15
Minimise theft	WRB10A	0	17	17
Operate retail equipment	WRB11A	0	15	15
Demonstrate retail skin care products	WRB12A	0	16	16
Advise on beauty services	WRB13A	0	2	2

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
TRANSPORT AND STORAGE (Cont)				
Pierce ears	WRB14A	0	2	2
Provide lash and brow treatments	WRB15A	0	2	2
Provide temporary epilation and bleaching treatments	WRB16A	0	2	2
Provide manicure and pedicure service	WRB17A	0	5	5
Apply nail enhancement	WRB18A	0	5	5
Design and apply make up	WRB21A	0	15	15
Operate beauty equipment	WRN11A	0	1	1
Demonstrate retail skin care products	WRN12A	0	2	2
Design and apply make up	WRN21A	0	1	1
Operate retail equipment	WRRCA.1A	12	18	30
Communicate in the workplace	WRRCS.1A	23	39	62
Apply point of sale handling procedures	WRRCS.2A	4	7	11
Interact with customers	WRRCS.3A	7	22	29
Work effectively in a retail environment	WRRER.1A	14	32	46
Balance register/terminal	WRRF.1A	3	4	7
Perform retail finance duties	WRRF.2A	1	3	4
Prepare and display fast food items	WRRFM.3A	2	5	7
Advise on fast food products	WRRFS.3A	2	5	7
Perform stock control procedures	WRRI.1A	7	22	29
Apply safe working practices	WRRLP.1A	12	18	30
Minimise theft	WRRLP.2A	9	26	35
Apply retail food safety practices	WRRLP.6B	2	5	7
Merchandise products	WRRM.1A	7	22	29
Perform routine housekeeping duties	WRRM.2A	12	18	30
Sell products and services	WRRS.1A	7	22	29
Advise on products and services	WRRS.2A	7	22	29
SCIENCE AND TECHNICAL				
Participate in allocation and completion of team tasks	BSATEM201A	3	0	3
Connect internal hardware components	ICAITS021B	1	0	1
Run standard diagnostic tests	ICAITS025B	1	0	1
Maintain equipment and software in working order	ICAITS115A	1	0	1
Participate in a team and individually to achieve organisation goals	ICAITW011B	3	0	3
Operate computing packages	ICAITU006B	3	0	3
Migrate to new technology	ICAITU019B	1	0	1
Create web pages with multimedia	ICPMM65DA	3	0	3
Maintain the lab fit for purpose	PMLMAIN300A	1	0	1
Work safely in accordance with defined policies and procedures	PMLOHS300A	1	0	1
Follow established work plan	PMLORG300A	1	2	3
Contribute to achieve of quality/objectives	PMLQUAL300A	1	0	1
Obtain rep samples in accordance with plan	PMLSAMP400A	1	0	1
Work efficiently as part of a team	PMLTEAM300A	1	0	1
Perform basic tests	PMLTEST300A	1	2	3
Perform biological lab procedures	PMLTEST301A	1	0	1
Calibrate test equip/assist maintenance	PMLTEST302A	1	0	1
Prepare working solutions	PMLTEST303A	1	2	3
Perform aseptic techniques	PMLTEST305A	1	0	1

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
TEXTILE CLOTHING, FOOTWEAR AND FURNISHING				
Component selection	10981WA	0	1	1
Fibre and fabric knowledge, handling and storage	61209	0	1	1
Commercial pattern information	61211	0	1	1
Measuring the human figure - female/male	61215	0	1	1
Fashion awareness	61223	0	1	1
Pattern identification, tools and equipment	61225	0	1	1
Cutting operations	61255	0	1	1
Sourcing supplies (WA)	61257	0	1	1
Costing and estimating	61258	0	1	1
Fabric cutting - single	61259	0	1	1
Principles of fashion drawing	61260	0	1	1
Basic trade sketching	61261	0	1	1
Pattern making principles	61266	0	1	1
Pattern grading - basis	61269	0	1	1
Fitting principles	61270	0	1	1
Pattern styling-basis and stock	61294	0	1	1
Materials I	AAA225	0	1	1
Quality 2	AAA229	0	1	1
Introduction to the furnishings industry	ABC501	25	5	30
Occupational health and safety (1)	ABC502	2	1	3
Introduction to materials	ABC506	21	4	25
Hand tools and equipment	ABC508	40	3	43
Power tools and equipment	ABC509	39	2	41
Basic construction	ABC511	1	0	1
Drawing/sketching	ABC512	1	0	1
Plan reading and documentation	ABC545	1	0	1
Introduction to computer aided drawing (CAD)	ABC550	26	4	30
Computer operations - fundamentals	NOS143V2	0	1	1
TRANSPORT AND STORAGE				
Elements of shipboard safety	44017	14	17	31
Occupational health and safety (marine)	57012	13	7	20
Small craft operations	57113	3	0	3
Practical seamanship	57203	3	0	3
First aid	AAA854	22	20	42
Occupational health and safety at sea	ABF511	22	0	22
Practical seamanship	ABF512	32	18	50
Small boat handling	ABF513	3	0	3
Nautical knowledge (coxswain)	ABF521	13	7	20
Engineering knowledge (coxswain)	ABF522	13	7	20
Workplace communication	NCS001	21	19	40
Writing skills for work	NCS002	13	7	20
Radio operations	SIN67610	6	1	7

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2001 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
TRANSPORT AND STORAGE (Cont)				
Package goods	TDTA1197A	2	0	2
Pick and process orders	TDTA1297A	2	0	2
Receive goods	TDTA1397A	2	0	2
Use product knowledge to complete work operations	TDTA1497A	2	0	2
Participate in stocktakes	TDTA2297A	2	0	2
Operate a forklift	TDTD1097A	1	0	1
Shift materials safely	TDTD197A	3	0	3
Use manual handling equipment	TDTD297A	1	0	1
Handle dangerous and hazardous goods	TDTD397A	2	0	2
Participate in workplace communications	TDTE397A	2	0	2
Carry out workplace calculations	TDTE597A	2	0	2
Follow occupational health and safety procedures	TDTF197A	2	0	2
Work effectively with others	TDTG197A	2	0	2
Use information tech devices in the workplace	TDTK297A	2	0	2
Complete induction procedures	TDTL197A	2	0	2
UTILITIES-GAS, WATER AND ELECTRICAL				
Introduction to electrical industry	90112	7	0	7
Occupational health and safety	NBB02	10	0	10
Electronic hand soldering technology	NE184	9	0	9
Applied electricity 1	NUE052	10	0	10

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Table 5.9 Structured Workplace Learning, by Sex, 2001

Structured Workplace Learning Subjects	Code Number	Number of Students		
		Male	Female	Persons
Introduction to SWL - Generic Skills	D962	2606	2250	4856
SWL - Sport and Recreation (Pilot Skills)	E801	42	16	58
SWL - Automotive (Pilot Skills)	E802	157	7	164
SWL - Building Construction and Services (Pilot Skills)	E803	108	3	111
SWL - Business and Clerical(Pilot Skills)	E804	41	259	300
SWL - Light Manufacturing (Pilot Skills)	E805	22	2	24
SWL - Transport and Storage (Pilot Skills)	E806	15	0	15
SWL - Community Services and Health (Pilot Skills)	E807	21	259	280
SWL - Information Technology (Pilot Skills)	E808	104	16	120
SWL - Metals and Engineering (Pilot Skills)	E809	83	0	83
SWL - Tourism (Pilot Skills)	E810	8	67	75
SWL - Food Processing (Pilot Skills)	E811	7	12	19
SWL - Hospitality (Pilot Skills)	E812	85	149	234
SWL - Primary Industries (Pilot Skills)	E813	197	24	221
SWL - Sales and Personal Services (Pilot Skills)	E814	103	182	285
SWL - Electronics Servicing (Pilot Skills)	E815	80	0	80
SWL - Mining (Pilot Skills)	E816	4	0	4
SWL - Animal Care (Pilot Skills)	E817	11	55	66
SWL - Design (Pilot Skills)	E818	55	51	106
SWL - Child Care	E963	1	47	48
SWL - Design	E964	30	33	63
SWL - Food and Hospitality	E965	48	61	109
SWL - Hairdressing	E966	1	10	11
SWL - Health and Community Services	E967	6	15	21
SWL - Logistics	E968	4	0	4
SWL - Minerals	E969	5	0	5
SWL - Office and Administration	E970	28	114	142
SWL - Retail	E971	38	52	90
SWL - Seamanship	E972	4	0	4
SWL - Automotive	E973	50	0	50
SWL - Electrical/Electronics	E974	27	0	27
SWL - Furnishings	E975	9	0	9
SWL - Metals and Engineering	E976	39	0	39
SWL - Viticulture	E977	1	0	1
SWL - Agricultural/Pastoral	E978	50	10	60
SWL - Sport and Recreation	E979	22	14	36
SWL - Animal Care	E980	4	26	30
SWL - Recreational Groundsperson	E981	9	1	10
SWL - Information Technology	E982	47	6	53
SWL - Tourism Industry	E983	4	18	22

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Table 5.10 Number of Students* who Completed Units of Competency/National Training Modules by Type of Competency/Module, 2001

Type of Competency/Module Completed	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Embedded only	1949	1900	3849	1389	1525	2914	3338	3425	6763
Non-Embedded only	585	313	898	481	361	842	1066	674	1740
Both Embedded and Non-Embedded	400	349	749	255	177	432	655	526	1181
Total	2934	2562	5496	2125	2063	4188	5059	4625	9684

* Number of students who successfully completed at least one Unit of Competency/National Training Module in 2001.

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Table 5.11 Distribution of Units of Competency/National Training Modules by Industry Area, 2001

ANTA Industry Area	Schools* with Year 11 Students	Year 11 Students**			Schools* with Year 12 Students	Year 12 Students**		
		Male	Female	Persons		Male	Female	Persons
Arts, Entertainment and Recreation	27	220	151	371	41	179	134	313
Automotive	28	225	8	233	25	161	11	172
Building and Construction	35	203	16	219	16	94	7	101
Business and Clerical	76	507	744	1251	77	423	574	997
Communication Services	1	2	4	6	3	7	9	16
Community Services and Health	21	21	146	167	36	32	151	183
Computing	30	377	238	615	27	223	136	359
Engineering and Mining	46	642	95	737	44	504	96	600
Food Processing	6	36	107	143	4	6	24	30
General VET and Other	71	1139	1137	2276	69	771	766	1537
Hospitality Tourism and Travel	73	242	555	797	84	215	484	699
Primary Industries	21	255	59	314	27	234	61	295
Sales and Personal Service	17	12	37	49	28	24	59	83
Science and Technical	3	17	13	30	5	12	10	22
Textile Clothing, Footwear and Furnishing	11	125	12	137	5	99	10	109
Transport and Storage	4	45	21	66	9	39	7	46
Utilities-Gas, Water and Electrical	6	30	3	33	5	23	0	23

* Schools with students who successfully completed at least one Unit of Competency/National Training Module in 2001.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2001.

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Table 5.12 Number of Units of Competency/National Training Modules Achieved by Year 11 Students in each Industry Area, 2001

ANTA Industry Area	Sex of Student	Number of Competencies/Modules Successfully Completed											Total
		1	2	3	4	5	6	7	8	9	10	11+	
Arts, Entertainment and Recreation	Female	81	12	21	9	15	1	4	1	0	0	7	151
	Male	84	33	26	16	24	3	8	1	3	2	20	220
	Persons	165	45	47	25	39	4	12	2	3	2	27	371
Automotive	Female	0	0	0	0	0	1	1	6	0	0	0	8
	Male	24	21	34	16	6	9	21	80	6	5	3	225
	Persons	24	21	34	16	6	10	22	86	6	5	3	233
Building and Construction	Female	5	4	3	0	0	0	0	1	3	0	0	16
	Male	49	26	6	14	20	4	6	14	18	4	42	203
	Persons	54	30	9	14	20	4	6	15	21	4	42	219
Business and Clerical	Female	185	166	66	68	95	47	25	29	7	5	51	744
	Male	201	141	56	56	15	9	9	4	1	4	11	507
	Persons	386	307	122	124	110	56	34	33	8	9	62	1251
Communication Services	Female	4	0	0	0	0	0	0	0	0	0	0	4
	Male	2	0	0	0	0	0	0	0	0	0	0	2
	Persons	6	0	0	0	0	0	0	0	0	0	0	6
Community Services and Health	Female	18	37	22	13	23	3	7	0	3	9	11	146
	Male	19	1	0	0	0	0	0	0	0	0	0	21
	Persons	37	38	22	13	24	3	7	0	3	9	11	167
Computing	Female	45	37	25	11	13	21	9	11	4	53	9	238
	Male	58	50	69	22	35	42	16	13	10	48	14	377
	Persons	103	87	94	33	48	63	25	24	14	101	23	615
Engineering and Mining	Female	69	10	2	5	1	1	3	1	0	1	2	95
	Male	158	82	55	35	55	14	16	29	26	17	155	642
	Persons	227	92	57	40	56	15	19	30	26	18	157	737
Food Processing	Female	28	41	6	5	6	1	0	20	0	0	0	107
	Male	9	13	8	2	0	0	0	4	0	0	0	36
	Persons	37	54	14	7	6	1	0	24	0	0	0	143
General VET and Other	Female	631	284	138	36	19	10	1	12	1	4	1	1137
	Male	627	273	141	27	32	15	1	11	2	6	4	1139
	Persons	1258	557	279	63	51	25	2	23	3	10	5	2276
Hospitality Tourism and Travel	Female	109	112	69	47	34	64	41	18	8	21	32	555
	Male	73	38	31	11	13	34	16	6	1	8	11	242
	Persons	182	150	100	58	47	98	57	24	9	29	43	797
Primary Industries	Female	14	9	3	4	2	2	2	2	1	1	19	59
	Male	31	8	20	24	5	9	7	3	5	9	134	255
	Persons	45	17	23	28	7	11	9	5	6	10	153	314
Sales and Personal Service	Female	1	7	0	0	6	5	3	7	0	1	7	37
	Male	0	0	0	1	4	1	2	1	2	0	1	12
	Persons	1	7	0	1	10	6	5	8	2	1	8	49
Science and Technical	Female	2	3	5	3	0	0	0	0	0	0	0	13
	Male	5	6	5	0	0	0	0	0	0	0	1	17
	Persons	7	9	10	3	0	0	0	0	0	0	1	30
Textile Clothing, Footwear and Furnishing	Female	5	6	0	0	0	0	0	0	0	0	1	12
	Male	60	52	12	0	0	1	0	0	0	0	0	125
	Persons	65	58	12	0	0	1	0	0	0	0	1	137
Transport and Storage	Female	2	1	2	16	0	0	0	0	0	0	0	21
	Male	21	5	7	12	0	0	0	0	0	0	0	45
	Persons	23	6	9	28	0	0	0	0	0	0	0	66
Utilities-Gas, Water and Electrical	Female	0	3	0	0	0	0	0	0	0	0	0	3
	Male	6	8	2	5	4	3	1	1	0	0	0	30
	Persons	6	11	2	5	4	3	1	1	0	0	0	33

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Table 5.13 Number of Units of Competency/National Training Modules Achieved by Year 12 Students in each Industry Area, 2001

ANTA Industry Area	Sex of Student	Number of Competencies/Modules Successfully Completed											Total
		1	2	3	4	5	6	7	8	9	10	11+	
Arts, Entertainment and Recreation	Female	45	42	15	4	13	3	4	1	2	2	3	134
	Male	51	36	12	11	35	3	4	2	2	1	22	179
	Persons	96	78	27	15	48	6	8	3	4	3	25	313
Automotive	Female	3	4	0	0	0	0	1	0	0	0	3	11
	Male	8	12	7	8	5	3	14	7	13	6	78	161
	Persons	11	16	7	8	5	3	15	7	13	6	81	172
Building and Construction	Female	2	3	0	0	1	0	0	0	1	0	0	7
	Male	9	8	9	18	13	2	4	1	26	1	3	94
	Persons	11	11	9	18	14	2	4	1	27	1	3	101
Business and Clerical	Female	197	87	42	48	34	31	13	18	11	12	81	574
	Male	184	102	36	28	17	13	11	12	3	3	14	423
	Persons	381	189	78	76	51	44	24	30	14	15	95	997
Communication Services	Female	9	0	0	0	0	0	0	0	0	0	0	9
	Male	1	2	0	0	0	4	0	0	0	0	0	7
	Persons	10	2	0	0	0	4	0	0	0	0	0	16
Community Services and Health	Female	33	2	6	18	15	20	14	11	8	14	10	151
	Male	30	0	0	0	0	0	2	0	0	0	0	32
	Persons	63	2	6	18	15	20	16	11	8	14	10	183
Computing	Female	12	30	44	2	5	4	10	4	0	0	25	136
	Male	12	24	67	19	9	11	15	5	1	7	53	223
	Persons	24	54	111	21	14	15	25	9	1	7	78	359
Engineering and Mining	Female	69	6	5	2	4	1	0	0	3	1	5	96
	Male	113	81	35	21	44	6	22	27	12	8	135	504
	Persons	182	87	40	23	48	7	22	27	15	9	140	600
Food Processing	Female	0	3	18	0	0	1	0	0	0	0	2	24
	Male	1	2	3	0	0	0	0	0	0	0	0	6
	Persons	1	5	21	0	0	1	0	0	0	0	2	30
General VET and Other	Female	491	167	40	38	10	10	0	8	2	0	0	766
	Male	449	190	34	31	9	19	6	33	0	0	0	771
	Persons	940	357	74	69	19	29	6	41	2	0	0	1537
Hospitality Tourism and Travel	Female	69	85	65	37	65	27	32	13	13	23	55	484
	Male	33	34	30	14	35	10	13	2	5	7	32	215
	Persons	102	119	95	51	100	37	45	15	18	30	87	699
Primary Industries	Female	2	11	11	2	2	3	2	1	3	1	23	61
	Male	4	17	10	6	9	4	1	0	1	4	178	234
	Persons	6	28	21	8	11	7	3	1	4	5	201	295
Sales and Personal Service	Female	9	4	0	5	12	2	0	6	0	0	21	59
	Male	7	0	0	0	4	1	0	1	0	0	11	24
	Persons	16	4	0	5	16	3	0	7	0	0	32	83
Science and Technical	Female	0	1	5	4	0	0	0	0	0	0	0	10
	Male	2	0	3	7	0	0	0	0	0	0	0	12
	Persons	2	1	8	11	0	0	0	0	0	0	0	22
Textile Clothing, Footwear and Furnishing	Female	6	4	0	0	0	0	0	0	0	0	0	10
	Male	37	52	1	4	5	0	0	0	0	0	0	99
	Persons	43	56	1	4	5	0	0	0	0	0	0	109
Transport and Storage	Female	0	0	0	6	1	0	0	0	0	0	0	7
	Male	1	14	5	10	6	0	2	0	0	0	1	39
	Persons	1	14	5	16	7	0	2	0	0	0	1	46
Utilities-Gas, Water and Electrical	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	4	14	2	3	0	0	0	0	0	0	0	23
	Persons	4	14	2	3	0	0	0	0	0	0	0	23

Curriculum Council

Table 5.14 Number of VET Subject Equivalents Achieved by Students, 2001

Number of Subject Equivalents Achieved	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
0.5	115	107	222	138	138	276	253	245	498
1.0	114	69	183	233	211	444	347	280	627
1.5	81	47	128	54	81	135	135	128	263
2.0	55	10	65	40	40	80	95	50	145
2.5	41	22	63	32	34	66	73	56	129
3.0	5	12	17	49	71	120	54	83	137
3.5	20	2	22	33	10	43	53	12	65
4.0*	57	6	63	165	40	205	222	46	268

* Up to four VET subject equivalents could have been used towards meeting the requirements for Secondary Graduation.

Table 5.15 Year 12 Students using Subject Equivalents to Achieve Secondary Graduation, 2001

Category of Students*	Male	Female	Persons
Students who achieved subject equivalents**	744	625	1369
Students who had subject equivalents and needed these to achieve Secondary Graduation***	79	36	115
Students who had subject equivalents but did not achieve Secondary Graduation****	99	68	167

* Students included in this table achieved subject equivalents by successfully completing either non-embedded/stand alone competencies/modules or Recognition of Workplace Skills (RWS).

** There were 87 students who studied RWS in this category of students. These students may have also studied competencies/modules.

*** There was one student who studied RWS in this category of students. This student may have also studied competencies/modules.

**** There were no students who studied RWS in this category of students.

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Table 5.16 Registered Training Organisation Offering Units of Competency/National Training Modules to Students*, 2001

Registered Training Organisation (RTO)	RTO Code	Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
AGTRAIN Services	2006	4	5	9	5	5	10	9	10	19
Albany Senior High School	50410	34	16	50	14	2	16	48	18	66
Alexander College	57	3	2	5	18	4	22	21	6	27
Anglicare WA	2023	6	9	15	11	34	45	17	43	60
Applied Vocational Training	5273	2	0	2	5	3	8	7	3	10
Armadale Senior High School	50532	19	20	39	14	6	20	33	26	59
Atkins Carlyle Ltd	50447	0	0	0	0	1	1	0	1	1
AUSMUSIC Ltd	109	2	5	7	3	4	7	5	9	14
Austral Training and Human Resources	6201	0	0	0	5	0	5	5	0	5
Australasian Hotel College	4795	0	0	0	2	0	2	2	0	2
Australian Red Cross	4482	9	11	20	2	9	11	11	20	31
Australind Senior High School	50533	64	52	116	33	26	59	97	78	175
Automotive Training Australia Ltd	3303	0	3	3	0	5	5	0	8	8
Avon Personnel & Training	4779	7	2	9	0	0	0	7	2	9
Balcatta Senior High School	50534	14	16	30	23	26	49	37	42	79
Bunbury Senior High School	50536	43	43	86	29	31	60	72	74	146
Busselton Senior High School	50537	29	41	70	12	27	39	41	68	109
C Y O'Connor College of TAFE	1980	86	98	184	88	83	171	174	181	355
CCI Training Services Pty Ltd	5891	1	0	1	3	2	5	4	2	6
Central TAFE	1988	227	218	445	244	187	431	471	405	876
Central West College of TAFE	2065	39	85	124	27	24	51	66	109	175
Centrecare Skills Training Centre	300	4	3	7	8	2	10	12	5	17
Challenger TAFE	4265	617	707	1324	380	435	815	997	1142	2139
Curtin University of Technology	2465	31	27	58	14	7	21	45	34	79
Cyril Jackson Senior Campus	50543	8	14	22	24	28	52	32	42	74
Eastern Goldfields Senior High	50545	26	24	50	0	0	0	26	24	50

* Students who successfully completed at least one Unit of Competency/National Training Module in 2001.

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Table 5.16 Registered Training Organisation Offering Units of Competency/National Training Modules to Students*, 2001 (Cont)

Registered Training Organisation (RTO)	RTO Code	Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Eastern Pilbara College of TAFE	255	36	42	78	25	31	56	61	73	134
Eloquent Holdings	50788	11	6	17	3	2	5	14	8	22
Esperance Senior High School	50407	32	20	52	3	2	5	35	22	57
Governor Stirling Senior High School	50544	16	3	19	41	15	56	57	18	75
Great Southern Regional College	2056	25	34	59	9	16	25	34	50	84
Greenwood Senior High School	50546	36	42	78	26	21	47	62	63	125
Hospitality Dimensions Pty Ltd	6928	3	2	5	3	3	6	6	5	11
Hospitality Group Training (WA)	386	10	4	14	28	16	44	38	20	58
International School of Beauty	6251	2	0	2	7	0	7	9	0	9
Jobs South West	305	11	12	23	10	6	16	21	18	39
John Curtin Senior High School	50549	5	9	14	8	8	16	13	17	30
Kalamunda Senior High School	50550	21	15	36	13	14	27	34	29	63
Kambalda West District High School	50563	0	7	7	3	6	9	3	13	16
Karratha Senior High School	50564	30	31	61	44	28	72	74	59	133
Karayili Adult Education Centre Aboriginal Corp	1989	2	1	3	0	0	0	2	1	3
Kent Street Senior High School	50441	19	42	61	24	26	50	43	68	111
Kimberley College of TAFE	1932	25	30	55	30	17	47	55	47	102
Lockridge Senior High School	50637	14	3	17	6	6	12	20	9	29
Manjimup Senior High School	50565	7	2	9	20	15	35	27	17	44
McDonald's Australia Ltd (Vic)	5086	0	2	2	6	0	6	6	2	8
McDonald's Australia Ltd (WA)	2066	0	0	0	2	0	2	2	0	2
Meerilinga Training College	6000	24	0	24	26	1	27	50	1	51
Midland College of TAFE	2532	205	263	468	155	166	321	360	429	789
Morrison Consulting and Training	388	0	0	0	4	0	4	4	0	4
Mt Barker Senior High School	50561	5	8	13	0	4	4	5	12	17
Nationwide Transport Training (Aust)	1933	0	0	0	0	2	2	0	2	2
Newton Moore Senior High School	50562	62	44	106	24	2	26	86	46	132
North Albany Senior High School	50636	11	11	22	11	10	21	22	21	43
Peel Training and Employment Inc	254	7	29	36	7	1	8	14	30	44

* Students who successfully completed at least one Unit of Competency/National Training Module in 2001.

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Table 5.16 Registered Training Organisation Offering Units of Competency/National Training Modules to Students*, 2001 (Cont)

Registered Training Organisation (RTO)	RTO Code	Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Perth College of Beauty Therapy	249	2	0	2	1	0	1	3	0	3
Perth Modern School	50553	29	53	82	26	37	63	55	90	145
Peter Markham & Associates Pty	5712	7	13	20	0	0	0	7	13	20
Phoenix West Training Company	301	2	3	5	2	4	6	4	7	11
Regional Training Services	361	3	8	11	3	2	5	6	10	16
Retail Group Training & Employment	90061	0	0	0	0	5	5	0	5	5
Rossmoyne Senior High School	50554	57	53	110	39	38	77	96	91	187
Royal Life Saving Society Australia	854	119	115	234	44	31	75	163	146	309
Satterthwaite Consulting	4685	0	0	0	2	1	3	2	1	3
Skills Strategies	2401	3	14	17	0	0	0	3	14	17
South East Metro College of TAFE (Thornlie)	2427	0	8	8	69	88	157	69	96	165
South East Metropolitan College of TAFE (Bentley)	1979	125	162	287	32	48	80	157	210	367
South West Regional College of TAFE (Bunbury)	2433	52	70	122	0	0	0	52	70	122
Swan Education District Office	50559	18	20	38	13	8	21	31	28	59
The College of Pre-Hospital Care	392	65	100	165	14	8	22	79	108	187
The Training and Skills Co	2317	0	8	8	0	2	2	0	10	10
The University Company	6238	0	0	0	2	14	16	2	14	16
Thornlie Senior High School	50555	29	21	50	37	11	48	66	32	98
WA College of Agriculture (Cunderdin)	50505	5	48	53	4	50	54	9	98	107
WA College of Agriculture (Denmark)	50502	2	21	23	6	22	28	8	43	51
WA College of Agriculture (Harvey)	50421	8	31	39	3	25	28	11	56	67
WA College of Agriculture (Morawa)	50530	1	28	29	0	21	21	1	49	50
WA College of Agriculture (Narrogin)	50506	8	49	57	7	61	68	15	110	125
Wanneroo Senior High School	50639	5	4	9	8	8	16	13	12	25
Warwick Senior High School	50556	24	20	44	25	24	49	49	44	93
West Coast College of TAFE	2536	429	435	864	340	342	682	769	777	1546
West Pilbara College of TAFE	353	10	17	27	8	17	25	18	34	52
Wongutha CAPS Campus	50504	16	14	30	1	4	5	17	18	35
Woodvale Senior High School	50464	23	28	51	25	22	47	48	50	98

* Students who successfully completed at least one Unit of Competency/National Training Module in 2001.

Curriculum Council

Table 6.1 Full-Time Secondary Students* Years 7 to 12 by Sex (Government and Non-Government Schools) - 1980 to 2001**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Female						
1980	11232	10791	10589	10210	6916	3986
1981	11695	11320	10787	10315	6673	4126
1982	12060	11837	11383	10642	6790	4002
1983	12669	12148	11835	11176	7443	4250
1984	12147	12729	12175	11583	7892	4574
1985	11318	12262	12765	11892	8328	5046
1986	11374	11610	12409	12540	8558	5807
1987	11290	11482	11691	12145	9316	6345
1988	11432	11537	11627	11520	9292	7111
1989	11543	11621	11571	11487	8968	7145
1990	11512	11698	11769	11489	9320	7198
1991	11826	11548	11687	11627	9809	7821
1992	12010	12071	11682	11712	10240	8118
1993	12289	12134	12081	11566	10312	8459
1994	12463	12396	12114	11977	10125	8208
1995	12840	12617	12391	11932	10374	8063
1996	12969	12971	12659	12229	10452	8416
1997	13348	13108	13016	12578	10821	8630
1998	13273	13454	13142	12897	11100	8876
1999	13152	13367	13530	13061	11371	9086
2000	13361	13240	13464	13438	11485	9425
2001	13482	13507	13266	13431	11818	9472
Male						
1980	11785	11319	11222	10443	5789	3714
1981	12252	11942	11342	10792	5725	3717
1982	12758	12376	11962	11062	6171	3670
1983	13303	12866	12347	11677	6948	4196
1984	12794	13369	12790	12056	7800	4525
1985	11934	12897	13405	12401	8221	5000
1986	11735	12210	12967	12998	8577	5514
1987	11899	11966	12186	12514	9064	6125
1988	12083	12186	12039	11821	9146	6534
1989	12274	12296	12189	11669	8666	6612
1990	12365	12391	12344	11992	8954	6274
1991	12179	12378	12393	12180	9839	7052
1992	12612	12466	12546	12317	10476	7616
1993	13177	12683	12443	12309	10577	8017
1994	13214	13238	12642	12124	10268	7653
1995	13815	13310	13175	12197	9859	7494
1996	13818	13867	13294	12912	10119	7175
1997	13788	13976	13948	13033	10862	7386
1998	14006	13963	13999	13643	10798	7996
1999	13904	14147	13943	13685	11413	8010
2000	14122	13980	14209	13659	11265	8450
2001	14146	14243	14042	14166	11497	8680
Total						
1980	23017	22110	21811	20653	12705	7700
1981	23947	23262	22129	21107	12398	7843
1982	24818	24213	23345	21704	12961	7672
1983	25972	25014	24182	22853	14391	8446
1984	24941	26098	24965	23639	15692	9099
1985	23252	25159	26170	24293	16549	10046
1986	23109	23820	25376	25538	17135	11321
1987	23189	23448	23877	24659	18380	12470
1988	23515	23723	23666	23341	18437	13645
1989	23817	23917	23760	23156	17634	13757
1990	23877	24089	24113	23481	18273	13472
1991	24005	23926	24080	23807	19648	14873
1992	24622	24537	24228	24029	20716	15733
1993	25466	24817	24524	23873	20886	16472
1994	25677	25634	24756	24101	20393	15861
1995	26655	25927	25566	24129	20232	15557
1996	26787	26838	25953	25141	20571	15591
1997	27136	27084	26964	25611	21683	16016
1998	27279	27417	27141	26524	21898	16869
1999	27056	27514	27473	26743	22784	17096
2000	27483	27220	27673	27097	22750	17875
2001	27628	27750	27308	27597	23315	18152

* Senior college students, full fee paying overseas students and mature age students at senior campuses (from 1996) are not included.

** Figures are taken from the August Census prior to 1980 and from the July Census since 1980.

Source of Data: Information Services Branch of the Department of Education.

Curriculum Council

Table 6.2 Full-Time Secondary Student Progression Rates* Years 8 to 12 by Sex (Government and Non-Government Schools) - July, 1980 to 2001

	Year 8	Year 9	Year 10	Year 11	Year 12
Female					
1980	100.1	98.7	97.0	67.1	59.4
1981	100.8	100.0	97.4	65.4	59.7
1982	101.2	100.6	98.7	65.8	60.0
1983	100.7	100.0	98.2	69.9	62.6
1984	100.5	100.2	97.9	70.6	61.5
1985	100.9	100.3	97.7	71.9	63.9
1986	102.6	101.2	98.2	72.0	69.7
1987	100.9	100.7	97.9	74.3	74.1
1988	102.2	101.3	98.5	76.5	76.3
1989	101.7	100.3	98.8	77.8	76.9
1990	101.3	101.3	99.3	81.1	80.3
1991	100.3	99.9	98.8	85.4	83.9
1992	102.1	101.2	100.2	88.1	82.8
1993	101.0	100.1	99.0	88.0	82.6
1994	100.9	99.8	99.1	87.5	79.6
1995	101.2	100.0	98.5	86.6	79.6
1996	101.0	100.3	98.7	87.6	81.1
1997	101.1	100.3	99.4	88.5	82.6
1998	100.8	100.3	99.1	88.2	82.0
1999	100.7	100.6	99.4	88.2	81.9
2000	100.7	100.7	99.3	87.9	82.9
2001	101.1	100.2	99.8	87.9	82.5
Male					
1980	100.5	97.9	95.4	54.3	65.2
1981	101.3	100.2	96.2	54.8	64.2
1982	101.0	100.2	97.5	57.2	64.1
1983	100.8	99.8	97.6	62.8	68.0
1984	100.5	99.4	97.6	66.8	65.1
1985	100.8	100.3	97.0	68.2	64.1
1986	102.3	100.5	97.0	69.2	67.1
1987	102.0	99.8	96.5	69.7	71.4
1988	102.4	100.6	97.0	73.1	72.1
1989	101.8	100.0	96.9	73.3	72.3
1990	101.0	100.4	98.4	76.7	72.4
1991	100.1	100.0	98.7	82.0	78.8
1992	102.4	101.4	99.4	86.0	77.4
1993	100.6	99.8	98.1	85.9	76.5
1994	100.5	99.7	97.4	83.4	72.4
1995	100.7	99.5	96.5	81.3	73.0
1996	100.4	99.9	98.0	83.0	73.2
1997	101.1	100.6	98.0	84.1	73.0
1998	101.3	100.2	97.8	82.9	73.6
1999	101.0	99.9	97.8	83.7	74.2
2000	100.5	100.4	98.0	82.3	74.0
2001	100.9	100.4	99.7	84.2	77.1
Total					
1980	100.3	98.3	96.2	60.6	62.0
1981	101.1	100.1	96.8	60.0	61.7
1982	101.1	100.4	98.1	61.4	61.9
1983	100.8	99.9	97.9	66.3	65.2
1984	100.5	99.8	97.8	68.7	63.2
1985	100.9	100.3	97.3	70.0	64.0
1986	102.4	100.9	97.6	70.5	68.4
1987	101.5	100.2	97.2	72.0	72.8
1988	102.3	100.9	97.8	74.8	74.2
1989	101.7	100.2	97.8	75.5	74.6
1990	101.1	100.8	98.8	78.9	76.4
1991	100.2	100.0	98.7	83.7	81.4
1992	102.2	101.3	99.8	87.0	80.1
1993	100.8	99.9	98.5	86.9	79.5
1994	100.7	99.8	98.3	85.4	75.9
1995	101.0	99.7	97.5	83.9	76.3
1996	100.7	100.1	98.3	85.3	77.1
1997	101.1	100.5	98.7	86.2	77.9
1998	101.0	100.2	98.4	85.5	77.8
1999	100.9	100.2	98.5	85.9	78.1
2000	100.6	100.6	98.6	85.1	78.4
2001	101.0	100.3	99.7	86.0	79.8

* Progression rates are expressed as percentages of the previous year. The calculations do not include senior college students, full fee paying overseas students or mature age students at senior campuses (from 1996).

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Table 6.3 Full-Time Secondary Student Retention Rates* Years 8 to 12 by Sex
(Government and Non-Government Schools) - July, 1980 to 2001

	Year 8	Year 9	Year 10	Year 11	Year 12
Female					
1980	100.0	98.7	95.4	63.2	36.1
1981	100.0	100.0	96.1	62.4	37.7
1982	100.0	100.6	98.6	63.3	37.4
1983	100.0	100.0	98.7	69.0	39.6
1984	100.0	100.2	97.9	69.8	42.4
1985	100.0	100.3	97.9	70.4	44.5
1986	100.0	101.2	98.5	70.4	49.1
1987	100.0	100.7	99.0	73.2	52.2
1988	100.0	101.3	99.2	75.8	55.9
1989	100.0	100.3	100.0	77.2	58.3
1990	100.0	101.3	99.6	81.2	62.0
1991	100.0	99.9	100.1	85.0	68.1
1992	100.0	101.1	100.1	88.1	70.4
1993	100.0	100.1	100.2	88.2	72.8
1994	100.0	99.8	99.2	87.7	70.2
1995	100.0	100.0	98.3	85.9	69.8
1996	100.0	100.3	98.7	86.1	69.7
1997	100.0	100.3	99.7	87.3	71.1
1998	100.0	100.3	99.4	88.0	71.6
1999	100.0	100.6	99.6	87.7	72.0
2000	100.0	100.7	99.9	87.6	72.7
2001	100.0	100.2	100.5	87.8	72.3
Male					
1980	100.0	97.9	93.6	50.7	32.0
1981	100.0	100.2	94.1	51.3	32.6
1982	100.0	100.2	97.7	53.8	32.9
1983	100.0	99.8	97.8	61.3	36.6
1984	100.0	99.4	97.4	65.3	40.0
1985	100.0	100.3	96.4	66.4	42.0
1986	100.0	100.5	97.2	66.7	44.6
1987	100.0	99.8	97.0	67.8	47.6
1988	100.0	100.6	96.8	70.9	48.9
1989	100.0	100.0	97.5	71.0	51.3
1990	100.0	100.4	98.4	74.8	51.4
1991	100.0	100.0	99.1	80.7	58.9
1992	100.0	101.3	99.4	85.2	62.5
1993	100.0	99.8	99.4	85.4	65.2
1994	100.0	99.7	97.3	83.0	61.8
1995	100.0	99.5	96.2	79.1	60.5
1996	100.0	99.9	97.5	79.8	57.6
1997	100.0	100.6	97.9	82.1	58.2
1998	100.0	100.2	98.4	81.1	60.4
1999	100.0	99.9	97.9	82.3	60.2
2000	100.0	100.4	97.8	80.6	60.9
2001	100.0	100.4	100.1	82.3	62.1
Total					
1980	100.0	98.3	94.5	56.8	34.0
1981	100.0	100.1	95.1	56.7	35.1
1982	100.0	100.4	98.2	58.4	35.1
1983	100.0	99.9	98.2	65.1	38.0
1984	100.0	99.8	97.6	67.5	41.2
1985	100.0	100.3	97.1	68.3	43.2
1986	100.0	100.9	97.9	68.5	46.8
1987	100.0	100.2	98.0	70.4	49.9
1988	100.0	100.9	98.0	73.3	52.3
1989	100.0	100.2	98.8	74.0	54.7
1990	100.0	100.8	99.0	77.9	56.6
1991	100.0	100.0	99.5	82.8	63.4
1992	100.0	101.4	99.8	86.6	66.3
1993	100.0	99.9	99.8	86.7	68.9
1994	100.0	99.8	98.2	85.2	65.8
1995	100.0	99.7	97.2	82.5	65.0
1996	100.0	100.1	98.1	82.9	63.5
1997	100.0	100.5	98.8	84.6	64.5
1998	100.0	100.2	98.8	84.5	65.8
1999	100.0	100.2	98.7	84.9	65.9
2000	100.0	100.6	98.8	84.0	66.6
2001	100.0	100.3	100.3	85.0	67.0

* Retention rates are expressed as percentages of the Year 8 cohort. The calculations do not include senior college students, full fee paying overseas students or mature age students at senior campuses (from 1996).

APPENDIX 1

INTERCORRELATIONS AMONG TERTIARY ENTRANCE RANK (TER) SUBJECTS

Intercorrelations* Among Humanities/Social Sciences TER Subjects, 2001

Humanities/Social Sciences Year 12 Subjects

Humanities/Social Sciences Year 12 Subjects

	Ancient History	Art	Chinese: Adv	Chinese: 2nd Lang	Drama Studies	Economics	English	English Literature	French	Geography	German	History	Indonesian: Adv	Indonesian: 2nd Lang	Italian	Japanese: 2nd Lang	Malay: Advanced	Music	Political & Legal Studies
Ancient History	1.00 262																		
Art	0.21 17	1.00 970																	
Chinese: Adv	.	-1.00 2	1.00 76																
Chinese: 2nd Lang	.	.	.	1.00 19															
Drama Studies	0.68 24	0.61 107	.	.	1.00 942														
Economics	0.81 35	0.56 69	0.73 28	0.82 6	0.48 56	1.00 2799													
English	0.56 185	0.59 705	0.67 5	0.23 13	0.62 608	0.62 1908	1.00 7449												
English Literature	0.68 75	0.69 231	.	0.41 7	0.67 330	0.67 583	0.72 100	1.00 2657											
French	0.77 5	0.00 13	.	.	0.33 19	0.63 31	0.47 145	0.59 156	1.00 303										
Geography	0.59 34	0.57 213	.	.	0.52 121	0.72 353	0.64 3311	0.69 446	0.61 26	1.00 3863									
German	-0.90 3	1.00 2	.	.	0.17 7	0.34 17	0.37 50	0.64 32	0.01 5	0.37 15	1.00 98								
History	0.76 51	0.59 230	.	.	0.57 341	0.76 389	0.75 1952	0.78 926	0.67 72	0.77 568	0.44 20	1.00 2885							
Indonesian: Adv	.	0.53 22	.	.	0.48 10	0.65 68	0.71 9	0.14 3	.	0.93 3	.	.	1.00 182						
Indonesian: 2nd Lang	.	-1.00 1	.	.	0.42 8	0.20 21	0.19 90	0.67 63	-1.00 2	0.53 25	.	0.50 36	.	1.00 149					
Italian	0.78 3	0.67 14	.	.	0.68 14	0.49 32	0.36 129	0.44 70	0.97 5	0.40 23	.	0.37 50	.	.	1.00 196				
Japanese: 2nd Lang	0.55 5	0.53 22	.	0.29 3	0.65 17	0.44 48	0.49 172	0.54 100	1.00 2	0.20 32	.	0.25 38	-1.00 2	.	.	1.00 288			
Malay: Advanced	.	.	.	.	.	0.58 29	0.14 15	.	.	.	.	1.00 2	0.98 3	.	.	.	1.00 62		
Music	0.68 8	0.69 13	.	.	0.30 43	0.48 19	0.39 186	0.36 138	0.11 12	0.44 38	0.25 7	0.52 61	0.90 4	0.37 4	0.80 10	0.81 11	.	1.00 330	
Political & Legal Studies	0.78 26	0.73 44	.	.	0.58 99	0.80 201	0.69 680	0.72 321	0.52 25	0.69 91	-0.10 10	0.82 350	.	-1.00 2	-0.20 9	0.50 24	.	0.66 9	1.00 1012

* Pearson Product-moment Correlation Coefficients between the scaled marks achieved by students in the particular subject combination. The number of students in a particular subject combination is indicated under the correlation.

Note: As the combined marks for English as a Second Language are not scaled, details are not included in the table. Also, Japanese: Advanced and Modern Greek details are not included as the examinations in these subjects are produced by other Australian States and the subjects have very small candidatures.

Intercorrelations* Among Quantitative/Sciences and Humanities/Social Sciences TER Subjects, 2001

Quantitative/Sciences Year 12 Subjects

	Accounting	Applicable Mathematics	Biology	Calculus	Chemistry	Discrete Mathematics	Geology	Human Biology	Information Systems	Physical Science	Physics
Ancient History	0.57 13	0.53 77	0.69 44	0.75 21	0.60 53	0.48 171	1.00 2	0.57 85	0.57 23	0.73 4	0.74 43
Art	0.35 37	0.56 183	0.51 196	0.54 42	0.53 121	0.41 693	. 0	0.60 381	0.62 30	0.51 17	0.63 98
Chinese: Adv	0.75 32	0.72 53	1.00 2	0.75 37	0.52 29	0.60 21	. 0	0.76 10	0.13 4	. 1	0.66 31
Chinese: 2nd Lang	1.00 2	0.81 15	. 0	0.86 10	0.70 16	0.44 5	. 0	1.00 2	. 1	. 0	0.65 12
Drama Studies	0.42 37	0.40 135	0.48 146	0.49 26	0.49 91	0.39 664	. 1	0.47 444	0.48 20	0.40 20	0.62 74
Economics	0.80 605	0.73 1503	0.73 258	0.73 626	0.78 945	0.66 1605	0.66 4	0.82 653	0.73 210	0.67 43	0.77 936
English	0.59 714	0.43 2491	0.53 1323	0.48 833	0.45 1763	0.40 5195	0.45 32	0.60 2918	0.50 421	0.40 214	0.52 1726
English Literature	0.64 176	0.46 1501	0.60 406	0.54 630	0.56 1309	0.42 1363	0.25 6	0.68 840	0.50 94	0.57 51	0.54 1060
French	0.52 20	0.64 158	0.39 43	0.68 48	0.73 136	0.41 174	-0.10 4	0.47 98	0.39 6	0.85 4	0.70 96
Geography	0.71 231	0.62 1285	0.77 824	0.62 390	0.68 946	0.64 2705	0.63 24	0.78 1513	0.70 169	0.63 131	0.70 887
German	0.42 9	0.38 44	0.43 16	0.64 17	0.65 36	0.37 54	. 0	0.39 22	0.70 6	1.00 2	0.45 34
History	0.68 178	0.53 631	0.65 505	0.50 111	0.60 420	0.52 2065	1.00 2	0.71 1276	0.59 78	0.47 56	0.55 333
Indonesian: Adv	0.57 50	0.40 137	0.69 20	0.38 74	0.55 95	0.52 55	. 0	0.60 15	0.47 55	0.81 4	0.50 79
Indonesian: 2nd Lang	-0.10 16	0.27 65	0.41 29	-0.10 24	0.63 50	0.40 97	. 1	0.51 40	-0.10 4	0.78 3	0.60 42
Italian	0.22 17	0.31 71	0.35 19	0.41 14	0.45 60	0.33 133	. 0	0.52 83	0.95 3	-0.70 3	0.11 36
Japanese: 2nd Lang	0.57 29	0.52 160	0.45 32	0.54 58	0.61 126	0.44 158	. 0	0.67 79	0.24 14	0.24 4	0.64 83
Malay: Advanced	0.61 25	0.57 35	. 1	0.19 21	0.57 27	0.35 18	. 0	0.65 18	. 0	. 0	0.50 18
Music	0.64 21	0.47 138	0.30 39	0.59 54	0.56 118	0.42 179	0.87 3	0.32 104	0.68 15	0.31 11	0.40 87
Political & Legal Studies	0.77 119	0.62 271	0.72 147	0.56 47	0.70 189	0.55 694	. 1	0.78 350	0.64 67	0.60 21	0.73 132

* Pearson Product-moment Correlation Coefficients between the scaled marks achieved by students in the particular subject combination. The number of students in a particular subject combination is indicated under the correlation.

Note: As the combined marks for English as a Second Language are not scaled, details are not included in the table. Also, Japanese: Advanced and Modern Greek details are not included as the examinations in these subjects are produced by other Australian States and the subjects have very small candidatures.

Intercorrelations* Among Quantitative/Sciences TER Subjects, 2001

Quantitative/Sciences Year 12 Subjects

Quantitative/Sciences Year 12 Subjects

	Accounting	Applicable Mathematics	Biology	Calculus	Chemistry	Discrete Mathematics	Geology	Human Biology	Information Systems	Physical Science	Physics
Accounting	1.00 1081										
Applicable Mathematics	0.74 400	1.00 4432									
Biology	0.68 89	0.71 434	1.00 1759								
Calculus	0.68 73	0.88 1692	0.51 24	1.00 1725							
Chemistry	0.76 113	0.81 2738	0.70 473	0.80 1200	1.00 3371						
Discrete Mathematics	0.70 751	0.72 1049	0.66 1320	0.63 178	0.66 1153	1.00 6715					
Geology	-1.00 2	0.38 8	0.85 11	. 1	0.91 4	0.63 28	1.00 38				
Human Biology	0.72 204	0.68 768	0.67 34	0.77 43	0.74 559	0.64 2920	1.00 3	1.00 3862			
Information Systems	0.74 83	0.69 317	0.85 50	0.50 81	0.67 110	0.58 334	0.93 4	0.68 63	1.00 620		
Physical Science	0.82 16	0.71 58	0.75 47	0.84 8	0.88 15	0.68 229	. 1	0.68 98	0.56 10	1.00 280	
Physics	0.66 70	0.82 2679	0.77 96	0.81 1466	0.85 1961	0.67 860	-0.40 3	0.68 267	0.66 168	0.87 11	1.00 3053

* Pearson Product-moment Correlation Coefficients between the scaled marks achieved by students in the particular subject combination. The number of students in a particular subject combination is indicated under the correlation.