

Certification of Post-compulsory Student Achievement in 2002

In 2002, 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 who had achieved at least one Unit of Competency/National Training Module or a Curriculum Council subject. The *Statement of Results* was issued to 19725 (9316 males and 10409 females) 2002 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/Registered Training Provider. The number of Vocational Education and Training (VET) subject equivalents were also indicated.
- (c) Achievement of a WACE (relating to secondary graduation).
- (d) Achievement of Curriculum Council English language competence.
- (e) Completion of Murdoch University units.
- (f) Results in Tertiary Entrance Examination subjects.
- (g) 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 the *Western Australian Certificate of Education*, 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.

In 2002, following the signing of the Joint Ministerial Policy Statement in regard to the future policy directions for VET in schools, the Curriculum Council in consultation with stakeholders, issued certificates for the first time to students who completed negotiated competencies/modules through a school with Training Provider status (there were 23 such schools in 2002). The name and code of the Registered Training Provider (RTP) was recorded on these students' *Statements of Results*. The Curriculum Council issued 199 full qualifications to 188 Year 12 students and 756 partial qualifications to 614 Year 12 students who attended RTPs. Also, the Curriculum Council issued 73 full qualifications to 68 Year 11 students and 1064 partial qualifications to 828 Year 11 students.

The achievement of competencies/modules was recognised by the Curriculum Council for the *Statement of Results* and *Western Australian Certificate of Education* 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 the *Western Australian Certificate of Education*. Students who successfully completed competencies/modules that represented subject equivalents had the number of subject equivalents indicated on their *Statement of Results*.

From 2001 until June 2002, Units of Competency/National Training Modules were completed in accord with the Australian Recognition Framework (ARF). However, from 1 July 2002, competencies/modules have been completed in accord with the Australian Quality Framework (AQTF).

Western Australian Certificate of Education (secondary graduation)

To achieve a *Western Australian Certificate of Education* 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.

Students who completed Year 12 and met the above requirements 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 17051 (7835 males and 9216 females) 2002 Year 12 students.

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.

Units Completed at Murdoch University

The Curriculum Council considered, through its consultation processes, a proposal from Murdoch University to include successful completion of university units on students' *Statements of Results*. In 2002, eight schools advised the Curriculum Council of the students who had successfully completed two units being offered at Murdoch University. These units were as follows: Introduction to Economics (C161) and Interactions of Society and Technology (A1151). The code and name of the unit was recorded on the 58 Year 12 students' *Statement of Results*.

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.

Statement of Results for Year 11 Students

Statements of Results were issued to 22666 (11423 males and 11243 females) Year 11 students who completed either at least one Curriculum Council subject or at least one competency/module in 2002. The *Statements of Results* were sent to schools in March 2003 and staff at these schools were asked to distribute them to their students.

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Summary Statistics on Tertiary Entrance Examination Papers, 2002

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 (14 in 2001) the marks spanned 90 or more percentage points, and in a further 7 subjects (10 in 2000) the range was 80–89. The subjects with a range less than 80 were Chinese: Advanced, Chinese: Second Language, ESL, Geology, German, Indonesian: Advanced, Indonesian: Second Language, Malay: Advanced, Music and Physical Science. With the exception of ESL and Physical Science, the examinations in these subjects customarily have a restricted range of marks because of the small number of candidates and their restricted range of ability relative to the examination.

Level of difficulty

TEE examiners were asked to set examinations that would result in mean raw marks of 55–60 percent. Eighteen examining panels (16 in 2001) achieved the desired level of difficulty.

There was no examination with a mean mark below 50 percent in 2002. Despite a small number of complaints about the excessive difficulty of Calculus, the statistics provided no evidence that the examination was too difficult.

Four subjects had comparatively easy papers with mean marks above 65 — Applicable Mathematics, Chinese: Second Language, German and Music.

In German, where the mean raw examination mark was 69.84, the high number of background candidates gave an impression that the 2002 examination paper was too easy. According to the Chief Examiner (a person of considerable experience in the subject) the level of difficulty of the paper was appropriate for second language candidates. However, with background speakers excluded the mean raw examination mark is 66.70, which is still well above the desired level. Eligibility for this subject remains problematic because there is a wide spectrum of language background amongst candidates, including many of those who are not categorised by the Curriculum Council as “Background Candidates”. The same applies to the mean raw mark for the TEE in Chinese: Second Language.

Examiners of Applicable Mathematics and Music will be asked to make their papers for 2003 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 2002, considering that they were untrials tests. They ranged from 0.66 to 0.95 (0.62 to 0.93 in 2001). Eleven subjects had a higher reliability in 2002 than in 2001, while eleven had lower reliabilities.

In 2002 conspicuous increases in the reliability statistic were seen in Art, Chinese: Second Language and ESL. For Art and ESL this was a return to the level of previous years after an atypically low result in 2001. It is suggested that in the case of Chinese: Second Language the increase was an artefact from the small number of candidates.

Conspicuous decreases in the reliability statistic were seen in Indonesian: Advanced, Indonesian: Second Language, Malay: Advanced and Music in 2002. In the case of the advanced LOTE subjects, these changes coincided with a change in examination format, involving the removal of oral components. The changes in Indonesian: Second Language and Music are evidence that these examiners were less successful in ranking candidates than in 2001.

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 Table 4.11 that the correlations between school-based marks and the TEE are generally high, ranging from 0.72 to 0.96 (0.71 to 0.96 in 2001). An overall judgment that the TEE assessed the same achievements as the school-based assessments seems reasonable.

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.

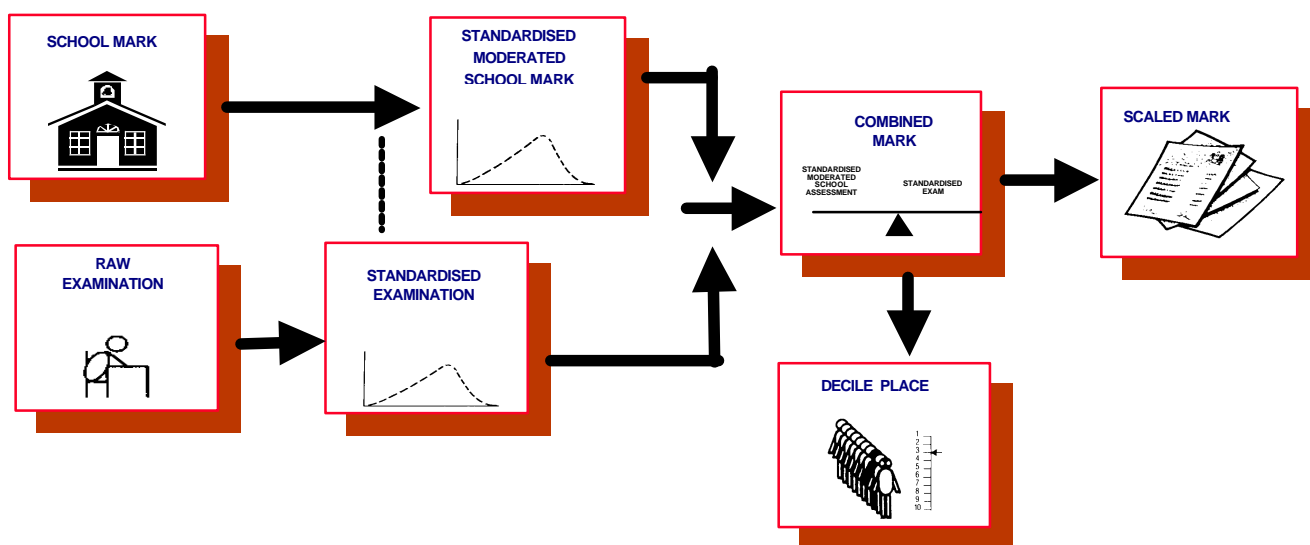
The AMS method uses the information provided by students' combined marks to compare the abilities of groups of students studying each subject. This information is used to scale the marks of all subjects.

(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.



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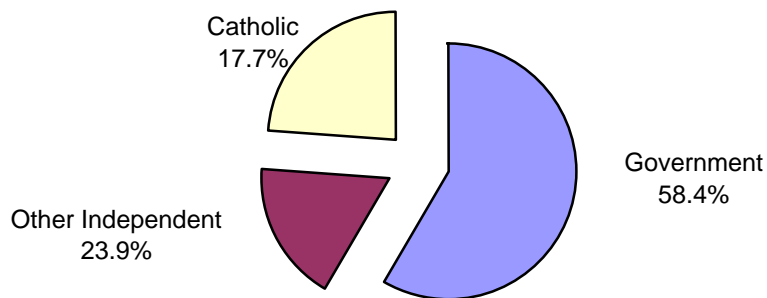
Table 1.1 Number of Schools with Students Enrolled in Upper Secondary Subjects, by School Sector, 2002

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government*	117	115	122
Catholic	37	36	37
Other Independent**	47	45	50
Total	201	196	209

* This category includes secondary students studying at TAFE institutions.

** This category includes secondary students studying at overseas schools.

Figure 1.1 Percentage of Upper Secondary Schools in each School Sector, 2002



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Table 1.2 Number of Students* in Year 11 and Year 12 by School Sector, 2002

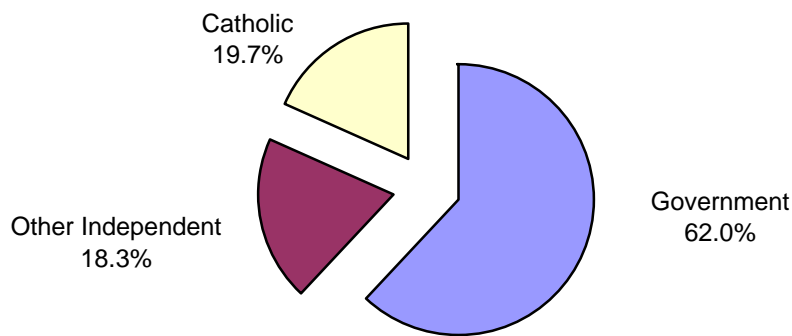
School Sector	Year 11 Students	Year 12 Students	All Students
Government**	13910	12215	26125
Catholic	4429	3885	8314
Other Independent***	4104	3611	7715
Total	22443	19711	42154

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

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

*** This category includes secondary students studying at overseas schools.

Figure 1.2 Percentage of Year 11 and Year 12 Students by School Sector, 2002



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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, 2002

School Sector	Sex of Student	Wholly School-assessed Subjects Only	1 - 3 TEE Subjects	4+ TEE Subjects	Total
Government*	Male	2159	1009	2634	5802
	Female	2117	1068	3228	6413
	Persons	4276	2077	5862	12215
Catholic	Male	468	215	1153	1836
	Female	421	198	1430	2049
	Persons	889	413	2583	3885
Other Independent**	Male	232	160	1276	1668
	Female	247	120	1576	1943
	Persons	479	280	2852	3611
All Schools	Male	2859	1384	5063	9306
	Female	2785	1386	6234	10405
	Persons	5644	2770	11297	19711
	Persons Percentage	28.6%	14.1%	57.3%	

* This category includes secondary students studying at TAFE institutions.

** This category includes secondary students studying at overseas schools.

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Table 1.4 Composition of Year 12 Cohorts, 2001 - 2002

Category of Students	Year							
	2001				2002			
	Male	Female	Persons	%	Male	Female	Persons	%
"Repeating" Students**	368	304	672	3.5	352	328	680	3.4
"Re-Entry" Students***	346	343	689	3.6	62	47	109	0.5
Mature-Age Students****	216	325	541	2.8	260	312	572	2.9
Students who sat for four or more Tertiary Entrance Rank (TER) subjects*****	4380	5810	10190	53.4	4569	5838	10407	52.8
Students who sat for three or fewer TER subjects*****	3936	3547	7483	39.2	4103	3906	8009	40.6
Number of Year 12 Students completing approved Year 12 Subjects	8992	10103	19095		9306	10405	19711	

* 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 2002 received a grade in it in 2001.

*** "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.

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Table 1.5 Combinations of Year 11 and Year 12 Subjects* Completed in 2002

		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	141	164	157	515	2843	3959	550
		Female	0	150	238	144	501	3761	3662	468
		Persons	0	291	402	301	1016	6604	7621	1018
	1	Male	243	12	15	30	162	404	168	44
		Female	204	21	11	24	226	622	298	30
		Persons	447	33	26	54	388	1026	466	74
	2	Male	135	26	12	18	60	25	2	0
		Female	149	21	7	23	113	72	9	0
		Persons	284	47	19	41	173	97	11	0
	3	Male	174	33	21	13	7	0	0	0
		Female	138	39	20	13	5	5	1	0
		Persons	312	72	41	26	12	5	1	0
	4	Male	366	130	58	5	0	0	0	0
		Female	313	174	69	2	1	0	0	0
		Persons	679	304	127	7	1	0	0	0
	5	Male	1556	496	6	0	0	0	0	0
		Female	1383	719	17	0	0	0	0	0
		Persons	2939	1215	23	0	0	0	0	0
	6	Male	7440	90	1	0	0	0	0	0
		Female	7409	99	2	0	0	0	0	0
		Persons	14849	189	3	0	0	0	0	0
	7 or More	Male	497	18	0	0	0	0	0	0
		Female	377	18	0	0	0	0	0	0
		Persons	874	36	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.

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Table 1.6 'Typical' School Students* Achieving a Western Australian Certificate of Education (WACE) in 2002

Category of Students	Male	Female	Persons	Percentage of Eligible Cohort
Eligible for a Western Australian Certificate of Education (WACE)	8024	9021	17045	100.0
Achieving a WACE	7336	8664	16000	93.9
Not Achieving a WACE only on the English Language Competence Criterion	40	28	68	0.4
Not Achieving a WACE on the Grade Criterion	648	329	977	5.7

* 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 2002

Type of Award	Male	Female	Number Awarded
Beazley Medal : TEE	0	1	1
Beazley Medal : VET	0	1	1
General Exhibition	15	25	40
Special General Award	0	1	1
Subject Exhibition: TER Subject	9	12	26*
Subject Exhibition: Wholly School-assessed Subject	6	10	16
Special Subject Award: Wholly School-assessed Subject	0	1	1
Certificate of Distinction: TER Subject	73	127	257*
Certificate of Distinction: Wholly School-assessed Subject	25	60	90*
Special Certificate of Distinction: TER Subject	2	15	22*
Special Certificate of Distinction: Wholly School-assessed Subject	1	3	4
Certificate of Excellence	222	348	570

* The number awarded 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 highest ranked eligible student with a General Exhibition.

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 Score.

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

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

Certificates of Distinction: 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) Curriculum Council subjects in their last two consecutive years of post-compulsory 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.

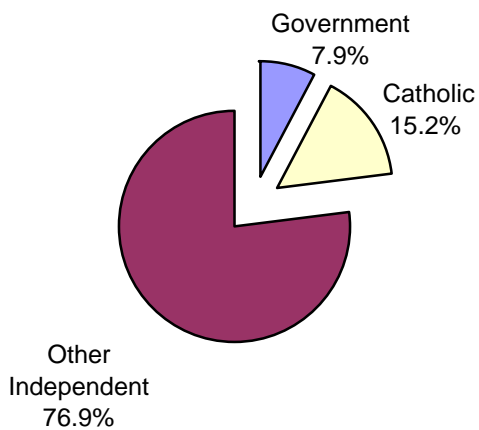
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Table 1.8 Number of Full Fee Paying Overseas Students* in Year 11 and Year 12 by School Sector, 2002

School Sector	Year 11 Students	Year 12 Students	All Students
Government	6	64	70
Catholic	78	56	134
Other Independent	354	324	678
Total	438	444	882

* 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, 2002



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Table 1.9 Number of Full Fee Paying Overseas Students* Achieving a Western Australian Certificate of Education (WACE) in 2002

Category of Students	Male	Female	Persons	Percentage of Eligible Cohort
Eligible for a Western Australian Certificate of Education (WACE)	119	110	229	100.0%
Achieving a WACE	103	102	205	89.5%
Not Achieving a WACE only on the English Language Competence Criterion	1	0	1	0.5%
Not Achieving a WACE on the Grade Criterion	15	8	23	10.0%

* 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 a Western Australian Certificate of Education (WACE), 2001 - 2002

School Sector	Year	
	2001	2002
Government	126	158
Catholic	41	46
Other Independent	21	21
Total	188	225

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

Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2002

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
ENGLISH								
English	6	73	4	1	34	40	0	158
English (Part A)	0	3	1	0	1	0	0	5
English (Part B)	0	3	1	0	1	0	0	5
English as a Second Language	1	12	1	0	14	12	1	41
English as a Second Language (Part A)	0	0	1	0	0	0	0	1
English Literature	1	66	4	1	31	36	0	139
Media Studies	2	34	3	0	5	13	0	57
Media Studies (Part A)	0	1	1	0	0	0	0	2
Media Studies (Part B)	0	1	1	0	0	0	0	2
Senior English	5	72	2	1	35	36	0	151
Senior English (Part A)	0	3	3	0	1	0	0	7
Senior English (Part B)	0	3	3	0	1	0	0	7
HEALTH AND PHYSICAL EDUCATION								
Early Childhood Studies	2	48	1	1	21	13	0	86
Early Childhood Studies (Part A)	0	3	3	1	0	0	0	7
Early Childhood Studies (Part B)	0	3	3	0	0	0	0	6
Food Technology	0	3	2	0	2	3	0	10
Health Studies	1	22	1	1	0	0	0	25
Health Studies (Part A)	0	1	2	0	0	0	0	3
Health Studies (Part B)	0	1	3	0	0	0	0	4
Independent Living	1	32	2	1	11	9	0	56
Independent Living (Part A)	0	2	1	0	1	0	0	4
Independent Living (Part B)	0	3	1	0	2	0	0	6
Outdoor Education	1	44	2	0	11	11	0	69
Outdoor Education (Part A)	0	0	1	0	1	0	0	2
Outdoor Education (Part B)	0	0	1	0	1	0	0	2
Physical Education Studies	2	67	2	0	26	23	0	120
Physical Education Studies (Part A)	0	1	3	0	0	0	0	4
Physical Education Studies (Part B)	0	2	3	0	0	0	0	5
LANGUAGES OTHER THAN ENGLISH								
Arabic (CCAFL)	0	0	0	0	0	1	0	1
Chinese: Second Language	0	3	0	0	0	3	0	6
French	0	13	0	1	8	20	0	42
French for Beginners	0	1	0	1	0	0	0	2
German	0	6	0	0	0	5	0	11
Hebrew (CCAFL)	0	0	0	0	0	1	0	1
Indonesian for Beginners	0	0	1	0	0	2	0	3
Indonesian: Second Language	0	5	1	1	10	14	1	32
Italian	0	14	1	1	18	4	0	38
Italian (Part A)	0	1	0	0	0	0	0	1
Italian for Beginners	0	4	1	0	2	0	0	7
Japanese for Beginners	0	4	1	1	0	0	0	6
Japanese: Second Language	0	22	1	1	11	14	0	49

* This category may include secondary students studying through the School of Isolated and Distance Education, TAFE Institutions, education support centres and primary schools.

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Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2002 (Cont)

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
MATHEMATICS								
Foundations of Mathematics	6	73	1	1	30	40	1	152
Foundations of Mathematics (Part A)	0	5	3	0	4	1	0	13
Foundations of Mathematics (Part B)	0	6	3	0	4	1	0	14
Geometry and Trigonometry	2	68	4	1	30	35	1	141
Introductory Calculus	2	75	4	1	33	40	1	156
Mathematics in Practice	8	72	1	1	30	37	0	149
Mathematics in Practice (Part A)	0	6	3	0	4	1	0	14
Mathematics in Practice (Part B)	0	5	3	0	4	1	0	13
SCIENCE								
Biology	2	58	4	1	25	32	1	123
Biology (Part A)	0	1	0	0	0	0	0	1
Chemistry	2	74	4	1	33	40	1	155
Geology	0	2	0	0	0	1	0	3
Human Biology	5	74	4	1	35	37	0	156
Physical Science	0	16	1	0	2	5	0	24
Physics	1	70	1	1	33	40	1	147
Physics (Part A)	0	2	3	0	0	0	0	5
Physics (Part B)	0	2	3	0	0	0	0	5
Senior Science	3	61	2	0	26	25	0	117
Senior Science (Part A)	0	3	3	0	0	1	0	7
Senior Science (Part B)	0	4	3	0	0	0	0	7
SOCIETY AND ENVIRONMENT								
Ancient History	0	6	0	0	0	5	0	11
Australian Studies	0	1	0	0	0	2	0	3
Beliefs and Values	0	0	0	0	0	1	0	1
Beliefs and Values (Part B)	0	0	0	0	0	1	0	1
Economics	1	65	4	1	32	33	1	137
Geography	6	73	1	1	33	38	0	152
Geography (Part A)	0	2	3	0	2	0	0	7
Geography (Part B)	0	1	3	0	2	0	0	6
History	2	70	4	1	33	36	0	146
History (Part A)	0	1	2	0	0	0	0	3
Law	0	2	2	0	2	0	0	6
Law (Part A)	0	0	1	0	0	0	0	1
Political and Legal Studies	1	26	4	0	16	18	0	65
Political and Legal Studies (Part A)	0	0	2	0	0	0	0	2
Practical Geography	0	5	1	0	1	1	0	8
TECHNOLOGY AND ENTERPRISE								
Accounting	1	48	2	1	26	25	1	104
Accounting (Part A)	0	2	0	0	0	0	0	2
Administrative Systems	0	6	1	0	1	0	0	8

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Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2002 (Cont)

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
TECHNOLOGY AND ENTERPRISE (Cont)								
Administrative Systems (Part A)	0	0	1	0	0	0	0	1
Administrative Systems (Part B)	0	0	1	0	0	0	0	1
Aeronautics	0	4	0	0	0	1	0	5
Animal Production and Marketing	0	9	0	0	1	0	0	10
Animal Production and Marketing (Part A)	0	2	0	0	1	0	0	3
Applied Technology	0	2	0	1	3	5	0	11
Automotive Workshop	1	29	3	1	1	2	0	37
Automotive Workshop (Part A)	0	4	1	0	0	0	0	5
Building and Construction	1	23	2	0	1	0	0	27
Building and Construction (Part A)	0	3	1	0	0	0	0	4
Business Information Technology	3	54	2	0	19	8	0	86
Digital Media	3	52	4	0	26	23	0	108
Fabrics, Design and Technology	0	4	1	0	0	0	0	5
Farm Practice	0	6	0	0	0	0	0	6
Furniture Design and Technology	5	60	1	0	21	17	0	104
Furniture Design and Technology (Part A)	0	2	0	0	0	0	0	2
Graphics Technology	0	2	1	0	0	2	0	5
Information Systems	0	25	3	0	13	14	1	56
Management and Marketing	0	7	0	0	6	4	0	17
Metals Technology	2	40	1	0	9	8	0	60
Metals Technology (Part A)	0	4	0	0	0	0	0	4
Nautical Studies	1	6	1	0	0	1	0	9
Personal Information Technology	3	45	3	1	9	15	0	76
Plant Production and Marketing	0	6	0	0	1	0	0	7
Plant Production and Marketing (Part A)	0	2	0	0	0	0	0	2
Small Business Management and Enterprise	0	24	3	0	7	8	0	42
Small Business Management and Enterprise (Part A)	0	1	0	0	0	1	0	2
Systems Technology	1	17	2	1	3	3	0	27
Technical Graphics	0	42	2	1	16	12	0	73
Technical Graphics (Part A)	0	1	0	0	0	0	0	1
Visual Communication - Photography	2	54	4	1	3	7	0	71
THE ARTS								
Art	1	64	4	1	31	31	0	132
Art and Design	6	75	4	1	33	37	1	157
Art and Design (Part A)	0	1	2	0	0	0	0	3
Ballet Studies	0	2	0	0	0	0	0	2
Dance Studies	0	36	2	0	4	2	0	44
Drama	1	59	3	0	21	25	0	109
Drama (Part A)	0	1	1	0	0	0	0	2
Drama Studies	1	56	4	0	25	28	1	115
Music	1	34	1	0	21	21	0	78
Music in Society	2	31	3	0	14	9	0	59
Music in Society (Part A)	0	8	1	0	0	0	0	9

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Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2002 (Cont)

Subjects within Industry Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
VOCATIONAL EDUCATION								
ACROSS INDUSTRY STUDIES								
Career and Industry Awareness	6	32	3	2	3	10	0	56
Computer Assisted Drawing and Design	1	3	2	0	0	0	0	6
SWL Generic Skills	17	83	4	14	36	33	0	187
Vocational English	11	63	4	3	8	3	0	92
Vocational Mathematics	8	39	4	3	7	1	0	62
Work Studies	4	55	1	1	24	13	0	98
Work Studies (Part A)	0	2	2	0	0	0	0	4
Work Studies (Part B)	0	3	2	0	0	0	0	5
ARTS AND RELATED TECHNOLOGIES								
Audio Visual Production - Radio	1	6	2	0	0	0	0	9
Audio Visual Production - Video	1	6	1	0	0	0	0	8
Video Production - TV Studio	0	4	1	0	0	0	0	5
Video Production - Video Location	0	4	1	0	0	0	0	5
BUILDING AND CONSTRUCTION								
Workplace Communication and Organisation	0	1	0	0	0	0	0	1
BUSINESS AND CLERICAL								
Business Financial Management	0	9	1	0	1	0	0	11
Computer Fundamentals	4	31	4	0	3	1	0	43
Computerised Accounting	0	4	0	0	1	0	0	5
Financial Procedures and Records Mangt	0	14	0	1	2	0	0	17
Introduction to Workplace Skills	0	1	0	0	0	0	0	1
Keyboard Operations - Application	1	12	0	1	1	3	0	18
Keyboard Operations - Technique	1	11	0	1	2	1	0	16
Office Administration	0	11	0	1	1	0	0	13
Politics, Law and the Workplace	0	0	0	0	0	1	0	1
COMMUNITY SERVICES AND HEALTH								
Child Care	0	7	0	0	0	0	0	7
The Study of Teaching	0	2	0	0	0	0	0	2
Vocational Community Networking 1	0	6	0	0	0	0	0	6
Vocational Community Networking 2	0	5	0	0	0	1	0	6
ELECTRICAL/ELECTRONICS								
Electrical Foundations	0	1	0	0	1	0	0	2
Test Equipment and Power Supplies	0	0	0	0	1	0	0	1
Workshop Practice and Electrical Fab	0	1	0	0	0	0	0	1
HOSPITALITY TRAVEL AND TOURISM								
Aspects of the Tourism Industry (Part A)	2	32	3	1	2	1	0	41
Aspects of the Tourism Industry (Part B)	2	26	3	1	2	1	0	35
Catering	3	34	3	0	2	2	0	44

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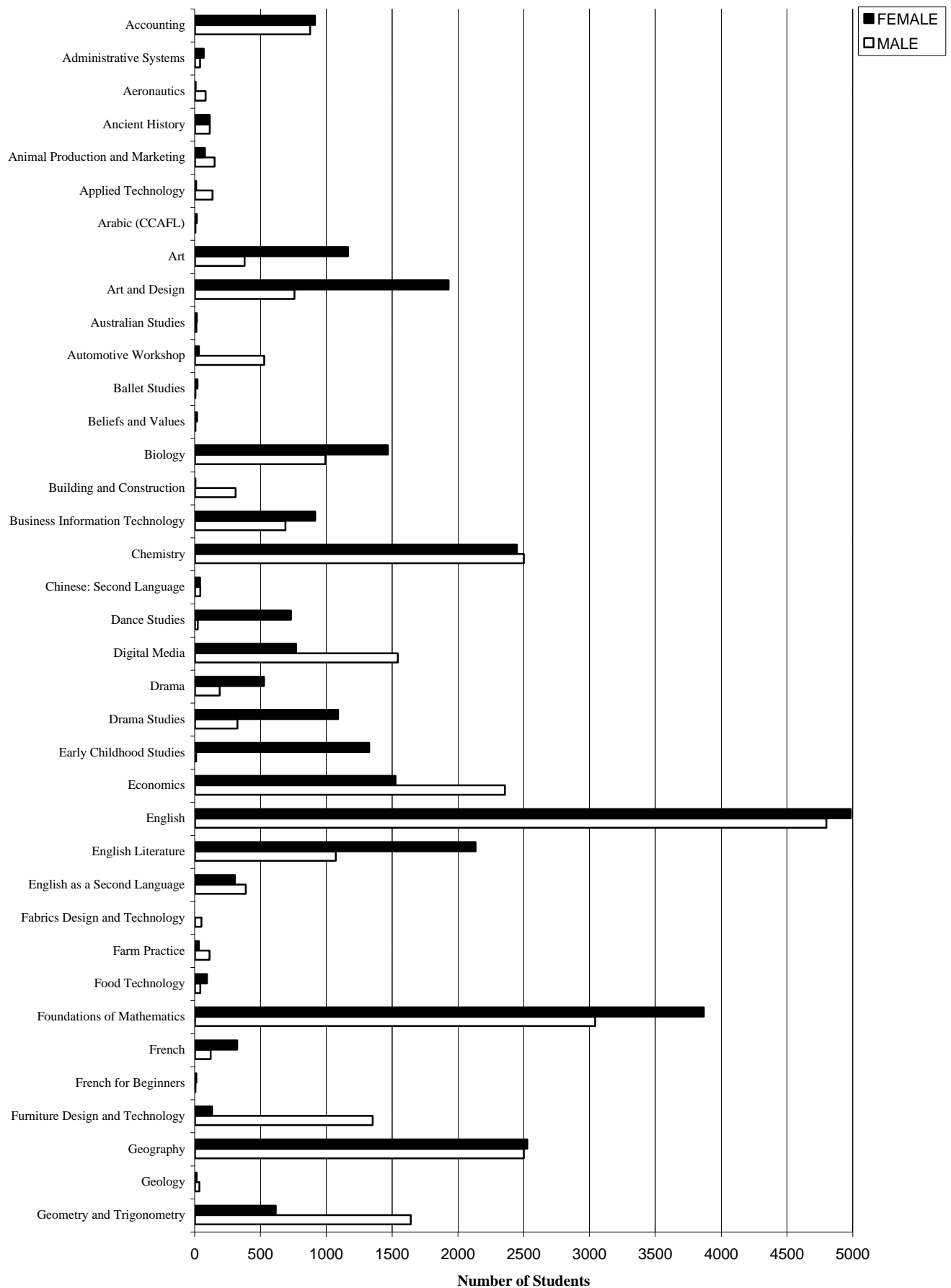
Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2002 (Cont)

Subjects within Industry Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
VOCATIONAL EDUCATION (Cont)								
HOSPITALITY TRAVEL AND TOURISM (Cont)								
Computer Fund. for Hospitality and Tourism	0	8	1	0	0	0	0	9
Food Production	6	55	3	0	13	12	0	89
Food Science and Nutrition	0	3	0	0	0	1	0	4
Workplace and Health Issues	1	5	1	0	0	0	0	7
LIGHT MANUFACTURING								
Composite Materials	0	1	0	0	0	0	0	1
Wood Fabrication	0	18	3	0	3	0	0	24
Wood Fabrication - Introduction	1	3	1	0	0	0	0	5
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)								
General Workshop	1	24	3	0	1	0	0	29
General Workshop - Introduction	0	1	2	0	1	0	0	4
Metal Machining and Fabrication	1	11	2	0	2	0	0	16
Metal Machinery and Fabrication - Intro	0	5	0	0	0	0	0	5
Trade Drawing	0	14	1	1	1	0	0	17
MINING								
Introduction to Scientific Application in Mining	0	1	0	0	0	0	0	1
O H & S in the Mineral Industry	0	1	0	0	0	0	0	1
PRIMARY INDUSTRIES								
Animal Husbandry and Enterprise - Equine	0	1	0	0	1	0	0	2
Animal Production and Enterprise - Intro	0	1	0	0	0	1	0	2
Applied Equine Vocation	0	0	0	0	1	0	0	1
Applied Land and Resource Management-Intro	0	2	0	0	1	0	0	3
Aquaculture	1	0	0	0	0	0	0	1
Facilities Development	0	2	0	0	0	0	0	2
Facilities Development and Maintenance	0	2	0	0	0	0	0	2
Plant Production and Enterprise - Intro	0	2	0	0	0	1	0	3
Plant Prod. and Enterprise - Viticulture	0	1	0	0	0	0	0	1
RETAIL								
Presentation for Retail	0	0	0	1	0	0	0	1
SPORT AND RECREATION								
Recreation and Leisure Industry Studies 1	0	3	0	0	0	0	0	3
Recreation and Leisure Industry Studies 2	0	3	0	0	0	0	0	3
Sport Specific Skills and Training	0	5	0	0	0	0	0	5
TRANSPORT AND STORAGE								
Seamanship	1	1	0	0	0	0	0	2

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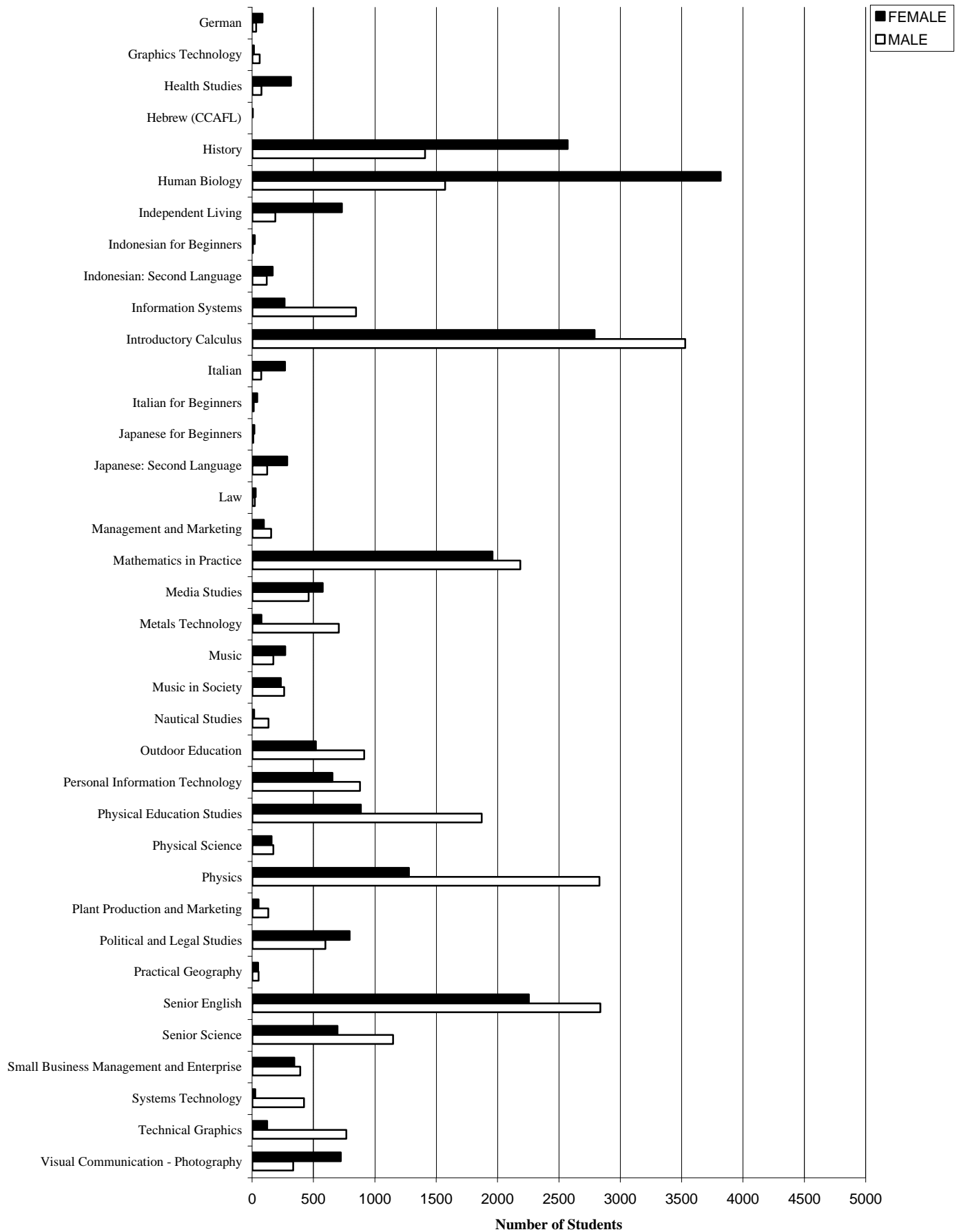
Figure 2.1 Number of Students Who Completed Year 11 Subjects*, by Sex, 2002



* Does not include Semesterised or Vocational Subjects.

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Figure 2.1 Number of Students Who Completed Year 11 Subjects*, by Sex, 2002 (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, 2002

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.	207	934	2672	840	143	4796	
		%	4.32	19.47	55.71	17.51	2.98		
English (Part A)	Female	NO.	508	1498	2448	475	53	4982	
		%	10.2	30.07	49.14	9.53	1.06		
English (Part A)	Persons	NO.	715	2432	5120	1315	196	9778	
		%	7.31	24.87	52.36	13.45	2		43.56
English (Part B)	Male	NO.	4	19	54	24	4	105	
		%	3.81	18.1	51.43	22.86	3.81		
English (Part B)	Female	NO.	14	19	53	14	5	105	
		%	13.33	18.1	50.48	13.33	4.76		
English (Part B)	Persons	NO.	18	38	107	38	9	210	
		%	8.57	18.1	50.95	18.1	4.29		0.93
English as a Second Language	Male	NO.	4	19	47	13	10	93	
		%	4.3	20.43	50.54	13.98	10.75		
English as a Second Language	Female	NO.	9	23	47	9	8	96	
		%	9.38	23.96	48.96	9.38	8.33		
English as a Second Language	Persons	NO.	13	42	94	22	18	189	
		%	6.88	22.22	49.74	11.64	9.52		0.84
English as a Second Language (Part A)	Male	NO.	36	90	188	65	7	386	
		%	9.33	23.32	48.7	16.84	1.81		
English as a Second Language (Part A)	Female	NO.	47	91	144	20	1	303	
		%	15.51	30.03	47.52	6.6	0.33		
English as a Second Language (Part A)	Persons	NO.	83	181	332	85	8	689	
		%	12.05	26.27	48.19	12.34	1.16		3.06
English Literature	Male	NO.	0	2	2	11	0	15	
		%	0	13.33	13.33	73.33	0		
English Literature	Female	NO.	0	5	6	4	1	16	
		%	0	31.25	37.5	25	6.25		
English Literature	Persons	NO.	0	7	8	15	1	31	
		%	0	22.58	25.81	48.39	3.23		0.13
Media Studies	Male	NO.	160	340	463	94	12	1069	
		%	14.97	31.81	43.31	8.79	1.12		
Media Studies	Female	NO.	448	785	788	95	16	2132	
		%	21.01	36.82	36.96	4.46	0.75		
Media Studies	Persons	NO.	608	1125	1251	189	28	3201	
		%	18.99	35.15	39.08	5.9	0.87		14.26
Media Studies (Part A)	Male	NO.	43	138	196	61	21	459	
		%	9.37	30.07	42.7	13.29	4.58		
Media Studies (Part A)	Female	NO.	115	244	171	36	7	573	
		%	20.07	42.58	29.84	6.28	1.22		
Media Studies (Part A)	Persons	NO.	158	382	367	97	28	1032	
		%	15.31	37.02	35.56	9.4	2.71		4.59
Media Studies (Part A)	Male	NO.	1	2	7	4	3	17	
		%	5.88	11.76	41.18	23.53	17.65		
Media Studies (Part A)	Female	NO.	0	1	7	0	0	8	
		%	0	12.5	87.5	0	0		
Media Studies (Part A)	Persons	NO.	1	3	14	4	3	25	
		%	4	12	56	16	12		0.11

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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.	1	1	10	1	0	13	
		%	7.69	7.69	76.92	7.69	0		
	Female	NO.	0	4	3	0	0	7	
		%	0	57.14	42.86	0	0		
	Persons	NO.	1	5	13	1	0	20	0.08
		%	5	25	65	5	0		
Senior English	Male	NO.	117	870	1487	246	115	2835	
		%	4.13	30.69	52.45	8.68	4.06		
	Female	NO.	297	1059	729	116	52	2253	
		%	13.18	47	32.36	5.15	2.31		
	Persons	NO.	414	1929	2216	362	167	5088	22.67
		%	8.14	37.91	43.55	7.11	3.28		
Senior English (Part A)	Male	NO.	4	60	142	46	19	271	
		%	1.48	22.14	52.4	16.97	7.01		
	Female	NO.	17	93	75	10	6	201	
		%	8.46	46.27	37.31	4.98	2.99		
	Persons	NO.	21	153	217	56	25	472	2.1
		%	4.45	32.42	45.97	11.86	5.3		
Senior English (Part B)	Male	NO.	8	82	127	37	15	269	
		%	2.97	30.48	47.21	13.75	5.58		
	Female	NO.	30	83	72	11	4	200	
		%	15	41.5	36	5.5	2		
	Persons	NO.	38	165	199	48	19	469	2.08
		%	8.1	35.18	42.43	10.23	4.05		
HEALTH AND PHYSICAL EDUCATION									
Early Childhood Studies	Male	NO.	0	3	2	2	1	8	
		%	0	37.5	25	25	12.5		
	Female	NO.	232	594	338	128	31	1323	
		%	17.54	44.9	25.55	9.67	2.34		
	Persons	NO.	232	597	340	130	32	1331	5.93
		%	17.43	44.85	25.54	9.77	2.4		
Early Childhood Studies (Part A)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	16	43	27	14	0	100	
		%	16	43	27	14	0		
	Persons	NO.	16	43	27	14	0	100	0.44
		%	16	43	27	14	0		
Early Childhood Studies (Part B)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	11	47	18	3	1	80	
		%	13.75	58.75	22.5	3.75	1.25		
	Persons	NO.	11	47	18	3	1	80	0.35
		%	13.75	58.75	22.5	3.75	1.25		
Food Technology	Male	NO.	1	12	14	10	3	40	
		%	2.5	30	35	25	7.5		
	Female	NO.	15	46	19	8	4	92	
		%	16.3	50	20.65	8.7	4.35		
	Persons	NO.	16	58	33	18	7	132	0.58
		%	12.12	43.94	25	13.64	5.3		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
Health Studies	Male	NO.	6	21	24	10	13	74	
		%	8.11	28.38	32.43	13.51	17.57		
	Female	NO.	61	131	78	32	13	315	
		%	19.37	41.59	24.76	10.16	4.13		
	Persons	NO.	67	152	102	42	26	389	
		%	17.22	39.07	26.22	10.8	6.68		1.73
Health Studies (Part A)	Male	NO.	1	5	8	3	0	17	
		%	5.88	29.41	47.06	17.65	0		
	Female	NO.	8	17	8	1	0	34	
		%	23.53	50	23.53	2.94	0		
	Persons	NO.	9	22	16	4	0	51	
		%	17.65	43.14	31.37	7.84	0		0.22
Health Studies (Part B)	Male	NO.	2	6	6	2	1	17	
		%	11.76	35.29	35.29	11.76	5.88		
	Female	NO.	13	22	7	1	2	45	
		%	28.89	48.89	15.56	2.22	4.44		
	Persons	NO.	15	28	13	3	3	62	
		%	24.19	45.16	20.97	4.84	4.84		0.27
Independent Living	Male	NO.	4	44	95	31	13	187	
		%	2.14	23.53	50.8	16.58	6.95		
	Female	NO.	142	333	184	52	19	730	
		%	19.45	45.62	25.21	7.12	2.6		
	Persons	NO.	146	377	279	83	32	917	
		%	15.92	41.11	30.43	9.05	3.49		4.08
Independent Living (Part A)	Male	NO.	0	6	10	0	0	16	
		%	0	37.5	62.5	0	0		
	Female	NO.	4	16	14	1	0	35	
		%	11.43	45.71	40	2.86	0		
	Persons	NO.	4	22	24	1	0	51	
		%	7.84	43.14	47.06	1.96	0		0.22
Independent Living (Part B)	Male	NO.	0	7	10	1	1	19	
		%	0	36.84	52.63	5.26	5.26		
	Female	NO.	6	30	11	3	0	50	
		%	12	60	22	6	0		
	Persons	NO.	6	37	21	4	1	69	
		%	8.7	53.62	30.43	5.8	1.45		0.3
Outdoor Education	Male	NO.	88	427	237	120	39	911	
		%	9.66	46.87	26.02	13.17	4.28		
	Female	NO.	107	262	96	42	11	518	
		%	20.66	50.58	18.53	8.11	2.12		
	Persons	NO.	195	689	333	162	50	1429	
		%	13.65	48.22	23.3	11.34	3.5		6.36
Outdoor Education (Part A)	Male	NO.	5	26	20	0	0	51	
		%	9.8	50.98	39.22	0	0		
	Female	NO.	2	12	1	0	0	15	
		%	13.33	80	6.67	0	0		
	Persons	NO.	7	38	21	0	0	66	
		%	10.61	57.58	31.82	0	0		0.29

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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 (Part B)	Male	NO.	5	31	9	2	0	47	
		%	10.64	65.96	19.15	4.26	0		
	Female	NO.	3	9	1	0	0	13	
		%	23.08	69.23	7.69	0	0		
	Persons	NO.	8	40	10	2	0	60	0.26
		%	13.33	66.67	16.67	3.33	0		
Physical Education Studies	Male	NO.	277	884	415	271	22	1869	
		%	14.82	47.3	22.2	14.5	1.18		
	Female	NO.	216	408	188	66	6	884	
		%	24.43	46.15	21.27	7.47	0.68		
	Persons	NO.	493	1292	603	337	28	2753	12.26
		%	17.91	46.93	21.9	12.24	1.02		
Physical Education Studies (Part A)	Male	NO.	7	29	8	6	0	50	
		%	14	58	16	12	0		
	Female	NO.	6	10	7	1	0	24	
		%	25	41.67	29.17	4.17	0		
	Persons	NO.	13	39	15	7	0	74	0.32
		%	17.57	52.7	20.27	9.46	0		
Physical Education Studies (Part B)	Male	NO.	13	35	16	5	1	70	
		%	18.57	50	22.86	7.14	1.43		
	Female	NO.	6	20	8	1	0	35	
		%	17.14	57.14	22.86	2.86	0		
	Persons	NO.	19	55	24	6	1	105	0.46
		%	18.1	52.38	22.86	5.71	0.95		
LANGUAGES OTHER THAN ENGLISH									
Arabic (CCAFL)	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	6	5	3	0	0	14	
		%	42.86	35.71	21.43	0	0		
	Persons	NO.	6	6	4	0	0	16	0.07
		%	37.5	37.5	25	0	0		
Chinese: Second Language	Male	NO.	23	8	8	0	1	40	
		%	57.5	20	20	0	2.5		
	Female	NO.	27	7	5	0	0	39	
		%	69.23	17.95	12.82	0	0		
	Persons	NO.	50	15	13	0	1	79	0.35
		%	63.29	18.99	16.46	0	1.27		
French	Male	NO.	20	41	44	10	4	119	
		%	16.81	34.45	36.97	8.4	3.36		
	Female	NO.	74	108	102	29	8	321	
		%	23.05	33.64	31.78	9.03	2.49		
	Persons	NO.	94	149	146	39	12	440	1.96
		%	21.36	33.86	33.18	8.86	2.73		
French for Beginners	Male	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		
	Female	NO.	3	5	2	0	1	11	
		%	27.27	45.45	18.18	0	9.09		
	Persons	NO.	3	5	2	0	2	12	0.05
		%	25	41.67	16.67	0	16.67		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
German	Male	NO.	6	15	7	1	1	30	
		%	20	50	23.33	3.33	3.33		
	Female	NO.	33	22	26	2	0	83	
		%	39.76	26.51	31.33	2.41	0		
	Persons	NO.	39	37	33	3	1	113	
		%	34.51	32.74	29.2	2.65	0.88		
Hebrew (CCAFL)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
Indonesian for Beginners	Male	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Female	NO.	2	5	9	4	0	20	
		%	10	25	45	20	0		
	Persons	NO.	3	5	10	4	0	22	
		%	13.64	22.73	45.45	18.18	0		
Indonesian: Second Language	Male	NO.	24	52	34	6	1	117	
		%	20.51	44.44	29.06	5.13	0.85		
	Female	NO.	43	64	44	10	4	165	
		%	26.06	38.79	26.67	6.06	2.42		
	Persons	NO.	67	116	78	16	5	282	
		%	23.76	41.13	27.66	5.67	1.77		
Italian	Male	NO.	11	16	33	8	3	71	
		%	15.49	22.54	46.48	11.27	4.23		
	Female	NO.	39	76	122	25	4	266	
		%	14.66	28.57	45.86	9.4	1.5		
	Persons	NO.	50	92	155	33	7	337	
		%	14.84	27.3	45.99	9.79	2.08		
Italian (Part A)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
Italian for Beginners	Male	NO.	0	5	5	1	0	11	
		%	0	45.45	45.45	9.09	0		
	Female	NO.	5	12	20	3	0	40	
		%	12.5	30	50	7.5	0		
	Persons	NO.	5	17	25	4	0	51	
		%	9.8	33.33	49.02	7.84	0		
Japanese for Beginners	Male	NO.	1	0	5	2	0	8	
		%	12.5	0	62.5	25	0		
	Female	NO.	6	6	3	1	0	16	
		%	37.5	37.5	18.75	6.25	0		
	Persons	NO.	7	6	8	3	0	24	
		%	29.17	25	33.33	12.5	0		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
Japanese: Second Language	Male	NO.	22	29	46	20	3	120	
		%	18.33	24.17	38.33	16.67	2.5		
	Female	NO.	62	69	109	35	8	283	
		%	21.91	24.38	38.52	12.37	2.83		
	Persons	NO.	84	98	155	55	11	403	
		%	20.84	24.32	38.46	13.65	2.73		1.79
MATHEMATICS									
Foundations of Mathematics	Male	NO.	382	672	1225	568	193	3040	
		%	12.57	22.11	40.3	18.68	6.35		
	Female	NO.	582	918	1500	645	221	3866	
		%	15.05	23.75	38.8	16.68	5.72		
	Persons	NO.	964	1590	2725	1213	414	6906	
		%	13.96	23.02	39.46	17.56	5.99		30.77
Foundations of Mathematics (Part A)	Male	NO.	23	64	101	65	40	293	
		%	7.85	21.84	34.47	22.18	13.65		
	Female	NO.	37	73	117	68	27	322	
		%	11.49	22.67	36.34	21.12	8.39		
	Persons	NO.	60	137	218	133	67	615	
		%	9.76	22.28	35.45	21.63	10.89		2.74
Foundations of Mathematics (Part B)	Male	NO.	35	62	101	36	37	271	
		%	12.92	22.88	37.27	13.28	13.65		
	Female	NO.	52	56	105	62	35	310	
		%	16.77	18.06	33.87	20	11.29		
	Persons	NO.	87	118	206	98	72	581	
		%	14.97	20.31	35.46	16.87	12.39		2.58
Geometry and Trigonometry	Male	NO.	411	370	568	217	73	1639	
		%	25.08	22.57	34.66	13.24	4.45		
	Female	NO.	247	151	160	40	15	613	
		%	40.29	24.63	26.1	6.53	2.45		
	Persons	NO.	658	521	728	257	88	2252	
		%	29.22	23.13	32.33	11.41	3.91		10.03
Introductory Calculus	Male	NO.	774	685	1218	642	208	3527	
		%	21.94	19.42	34.53	18.2	5.9		
	Female	NO.	572	617	1038	448	113	2788	
		%	20.52	22.13	37.23	16.07	4.05		
	Persons	NO.	1346	1302	2256	1090	321	6315	
		%	21.31	20.62	35.72	17.26	5.08		28.13
Mathematics in Practice	Male	NO.	102	754	955	221	150	2182	
		%	4.67	34.56	43.77	10.13	6.87		
	Female	NO.	231	794	673	171	87	1956	
		%	11.81	40.59	34.41	8.74	4.45		
	Persons	NO.	333	1548	1628	392	237	4138	
		%	8.05	37.41	39.34	9.47	5.73		18.43
Mathematics in Practice (Part A)	Male	NO.	13	101	155	35	33	337	
		%	3.86	29.97	45.99	10.39	9.79		
	Female	NO.	34	117	93	20	16	280	
		%	12.14	41.79	33.21	7.14	5.71		
	Persons	NO.	47	218	248	55	49	617	
		%	7.62	35.33	40.19	8.91	7.94		2.74

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
Mathematics in Practice (Part B)	Male	NO.	30	117	126	45	32	350	
		%	8.57	33.43	36	12.86	9.14		
	Female	NO.	43	121	57	22	9	252	
		%	17.06	48.02	22.62	8.73	3.57		
	Persons	NO.	73	238	183	67	41	602	
		%	12.13	39.53	30.4	11.13	6.81		2.68
SCIENCE									
Biology	Male	NO.	91	240	491	148	20	990	
		%	9.19	24.24	49.6	14.95	2.02		
	Female	NO.	326	436	541	141	22	1466	
		%	22.24	29.74	36.9	9.62	1.5		
	Persons	NO.	417	676	1032	289	42	2456	
		%	16.98	27.52	42.02	11.77	1.71		10.94
Biology (Part A)	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		0
Chemistry	Male	NO.	565	549	818	429	138	2499	
		%	22.61	21.97	32.73	17.17	5.52		
	Female	NO.	597	537	777	373	161	2445	
		%	24.42	21.96	31.78	15.26	6.58		
	Persons	NO.	1162	1086	1595	802	299	4944	
		%	23.5	21.97	32.26	16.22	6.05		22.02
Geology	Male	NO.	4	7	16	6	0	33	
		%	12.12	21.21	48.48	18.18	0		
	Female	NO.	2	3	3	5	0	13	
		%	15.38	23.08	23.08	38.46	0		
	Persons	NO.	6	10	19	11	0	46	
		%	13.04	21.74	41.3	23.91	0		0.2
Human Biology	Male	NO.	153	328	726	303	60	1570	
		%	9.75	20.89	46.24	19.3	3.82		
	Female	NO.	675	971	1551	523	96	3816	
		%	17.69	25.45	40.64	13.71	2.52		
	Persons	NO.	828	1299	2277	826	156	5386	
		%	15.37	24.12	42.28	15.34	2.9		23.99
Physical Science	Male	NO.	11	30	71	46	12	170	
		%	6.47	17.65	41.76	27.06	7.06		
	Female	NO.	27	43	63	20	3	156	
		%	17.31	27.56	40.38	12.82	1.92		
	Persons	NO.	38	73	134	66	15	326	
		%	11.66	22.39	41.1	20.25	4.6		1.45
Physics	Male	NO.	581	664	1025	439	119	2828	
		%	20.54	23.48	36.24	15.52	4.21		
	Female	NO.	362	362	392	124	35	1275	
		%	28.39	28.39	30.75	9.73	2.75		
	Persons	NO.	943	1026	1417	563	154	4103	
		%	22.98	25.01	34.54	13.72	3.75		18.28

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
Physics (Part A)	Male	NO.	7	13	37	10	4	71	
		%	9.86	18.31	52.11	14.08	5.63		
	Female	NO.	2	8	13	4	1	28	
		%	7.14	28.57	46.43	14.29	3.57		
	Persons	NO.	9	21	50	14	5	99	
		%	9.09	21.21	50.51	14.14	5.05		0.44
Physics (Part B)	Male	NO.	7	14	28	12	5	66	
		%	10.61	21.21	42.42	18.18	7.58		
	Female	NO.	4	6	9	5	3	27	
		%	14.81	22.22	33.33	18.52	11.11		
	Persons	NO.	11	20	37	17	8	93	
		%	11.83	21.51	39.78	18.28	8.6		0.41
Senior Science	Male	NO.	72	380	478	155	61	1146	
		%	6.28	33.16	41.71	13.53	5.32		
	Female	NO.	85	298	228	53	30	694	
		%	12.25	42.94	32.85	7.64	4.32		
	Persons	NO.	157	678	706	208	91	1840	
		%	8.53	36.85	38.37	11.3	4.95		8.19
Senior Science (Part A)	Male	NO.	7	44	27	20	5	103	
		%	6.8	42.72	26.21	19.42	4.85		
	Female	NO.	7	26	10	1	1	45	
		%	15.56	57.78	22.22	2.22	2.22		
	Persons	NO.	14	70	37	21	6	148	
		%	9.46	47.3	25	14.19	4.05		0.65
Senior Science (Part B)	Male	NO.	4	49	35	11	6	105	
		%	3.81	46.67	33.33	10.48	5.71		
	Female	NO.	8	21	14	1	3	47	
		%	17.02	44.68	29.79	2.13	6.38		
	Persons	NO.	12	70	49	12	9	152	
		%	7.89	46.05	32.24	7.89	5.92		0.67
SOCIETY AND ENVIRONMENT									
Ancient History	Male	NO.	20	27	46	7	13	113	
		%	17.7	23.89	40.71	6.19	11.5		
	Female	NO.	21	24	47	15	5	112	
		%	18.75	21.43	41.96	13.39	4.46		
	Persons	NO.	41	51	93	22	18	225	
		%	18.22	22.67	41.33	9.78	8		1
Australian Studies	Male	NO.	1	2	6	1	0	10	
		%	10	20	60	10	0		
	Female	NO.	3	6	5	0	0	14	
		%	21.43	42.86	35.71	0	0		
	Persons	NO.	4	8	11	1	0	24	
		%	16.67	33.33	45.83	4.17	0		0.1
Beliefs and Values	Male	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Female	NO.	5	2	7	1	0	15	
		%	33.33	13.33	46.67	6.67	0		
	Persons	NO.	5	2	10	1	0	18	
		%	27.78	11.11	55.56	5.56	0		0.08

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
Beliefs and Values (Part B)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	30	82	12	9	0	133	
		%	22.56	61.65	9.02	6.77	0		
	Persons	NO.	30	82	12	9	0	133	
		%	22.56	61.65	9.02	6.77	0		0.59
Economics	Male	NO.	379	612	978	315	71	2355	
		%	16.09	25.99	41.53	13.38	3.01		
	Female	NO.	368	411	575	140	29	1523	
		%	24.16	26.99	37.75	9.19	1.9		
	Persons	NO.	747	1023	1553	455	100	3878	
		%	19.26	26.38	40.05	11.73	2.58		17.27
Geography	Male	NO.	279	612	1119	399	90	2499	
		%	11.16	24.49	44.78	15.97	3.6		
	Female	NO.	401	702	1053	316	53	2525	
		%	15.88	27.8	41.7	12.51	2.1		
	Persons	NO.	680	1314	2172	715	143	5024	
		%	13.54	26.15	43.23	14.23	2.85		22.38
Geography (Part A)	Male	NO.	11	16	52	17	7	103	
		%	10.68	15.53	50.49	16.5	6.8		
	Female	NO.	10	19	34	19	5	87	
		%	11.49	21.84	39.08	21.84	5.75		
	Persons	NO.	21	35	86	36	12	190	
		%	11.05	18.42	45.26	18.95	6.32		0.84
Geography (Part B)	Male	NO.	13	20	36	20	7	96	
		%	13.54	20.83	37.5	20.83	7.29		
	Female	NO.	17	25	29	5	1	77	
		%	22.08	32.47	37.66	6.49	1.3		
	Persons	NO.	30	45	65	25	8	173	
		%	17.34	26.01	37.57	14.45	4.62		0.77
History	Male	NO.	165	376	659	170	36	1406	
		%	11.74	26.74	46.87	12.09	2.56		
	Female	NO.	460	831	1021	215	42	2569	
		%	17.91	32.35	39.74	8.37	1.63		
	Persons	NO.	625	1207	1680	385	78	3975	
		%	15.72	30.36	42.26	9.69	1.96		17.71
History (Part A)	Male	NO.	0	0	2	5	1	8	
		%	0	0	25	62.5	12.5		
	Female	NO.	0	3	3	3	7	16	
		%	0	18.75	18.75	18.75	43.75		
	Persons	NO.	0	3	5	8	8	24	
		%	0	12.5	20.83	33.33	33.33		0.1
Law	Male	NO.	3	13	4	0	0	20	
		%	15	65	20	0	0		
	Female	NO.	9	13	3	1	1	27	
		%	33.33	48.15	11.11	3.7	3.7		
	Persons	NO.	12	26	7	1	1	47	
		%	25.53	55.32	14.89	2.13	2.13		0.2

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
Law (Part A)	Male	NO.	0	3	2	2	1	8	
		%	0	37.5	25	25	12.5		
	Female	NO.	0	1	1	5	0	7	
		%	0	14.29	14.29	71.43	0		
	Persons	NO.	0	4	3	7	1	15	
		%	0	26.67	20	46.67	6.67		0.06
Political and Legal Studies	Male	NO.	105	153	243	71	23	595	
		%	17.65	25.71	40.84	11.93	3.87		
	Female	NO.	177	237	287	70	21	792	
		%	22.35	29.92	36.24	8.84	2.65		
	Persons	NO.	282	390	530	141	44	1387	
		%	20.33	28.12	38.21	10.17	3.17		6.18
Political and Legal Studies (Part A)	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	0	0	1	1	0	2	
		%	0	0	50	50	0		0
Practical Geography	Male	NO.	3	17	18	12	1	51	
		%	5.88	33.33	35.29	23.53	1.96		
	Female	NO.	9	15	20	1	1	46	
		%	19.57	32.61	43.48	2.17	2.17		
	Persons	NO.	12	32	38	13	2	97	
		%	12.37	32.99	39.18	13.4	2.06		0.43
TECHNOLOGY AND ENTERPRISE									
Accounting	Male	NO.	111	205	277	165	117	875	
		%	12.69	23.43	31.66	18.86	13.37		
	Female	NO.	199	217	305	131	59	911	
		%	21.84	23.82	33.48	14.38	6.48		
	Persons	NO.	310	422	582	296	176	1786	
		%	17.36	23.63	32.59	16.57	9.85		7.95
Accounting (Part A)	Male	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Female	NO.	0	0	3	0	2	5	
		%	0	0	60	0	40		
	Persons	NO.	0	0	5	0	2	7	
		%	0	0	71.43	0	28.57		0.03
Administrative Systems	Male	NO.	4	10	13	12	0	39	
		%	10.26	25.64	33.33	30.77	0		
	Female	NO.	15	27	22	2	1	67	
		%	22.39	40.3	32.84	2.99	1.49		
	Persons	NO.	19	37	35	14	1	106	
		%	17.92	34.91	33.02	13.21	0.94		0.47
Administrative Systems (Part A)	Male	NO.	0	0	2	1	0	3	
		%	0	0	66.67	33.33	0		
	Female	NO.	1	8	2	0	0	11	
		%	9.09	72.73	18.18	0	0		
	Persons	NO.	1	8	4	1	0	14	
		%	7.14	57.14	28.57	7.14	0		0.06

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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 (Part B)	Male	NO.	0	0	1	1	0	2	
		%	0	0	50	50	0		
	Female	NO.	2	7	0	0	0	9	
		%	22.22	77.78	0	0	0		
Aeronautics	Male	NO.	6	27	28	12	7	80	
		%	7.5	33.75	35	15	8.75		
	Female	NO.	0	1	3	0	1	5	
		%	0	20	60	0	20		
	Persons	NO.	6	28	31	12	8	85	
		%	7.06	32.94	36.47	14.12	9.41		0.37
Animal Production and Marketing	Male	NO.	12	64	56	9	8	149	
		%	8.05	42.95	37.58	6.04	5.37		
	Female	NO.	8	38	19	6	5	76	
		%	10.53	50	25	7.89	6.58		
	Persons	NO.	20	102	75	15	13	225	
		%	8.89	45.33	33.33	6.67	5.78		1
Animal Production and Marketing (Part A)	Male	NO.	1	2	3	11	0	17	
		%	5.88	11.76	17.65	64.71	0		
	Female	NO.	2	2	3	2	0	9	
		%	22.22	22.22	33.33	22.22	0		
	Persons	NO.	3	4	6	13	0	26	
		%	11.54	15.38	23.08	50	0		0.11
Applied Technology	Male	NO.	11	52	46	20	4	133	
		%	8.27	39.1	34.59	15.04	3.01		
	Female	NO.	2	3	2	2	0	9	
		%	22.22	33.33	22.22	22.22	0		
	Persons	NO.	13	55	48	22	4	142	
		%	9.15	38.73	33.8	15.49	2.82		0.63
Automotive Workshop	Male	NO.	57	150	208	94	17	526	
		%	10.84	28.52	39.54	17.87	3.23		
	Female	NO.	2	10	14	3	1	30	
		%	6.67	33.33	46.67	10	3.33		
	Persons	NO.	59	160	222	97	18	556	
		%	10.61	28.78	39.93	17.45	3.24		2.47
Automotive Workshop (Part A)	Male	NO.	1	13	32	7	1	54	
		%	1.85	24.07	59.26	12.96	1.85		
	Female	NO.	0	0	2	0	1	3	
		%	0	0	66.67	0	33.33		
	Persons	NO.	1	13	34	7	2	57	
		%	1.75	22.81	59.65	12.28	3.51		0.25
Building and Construction	Male	NO.	23	93	124	55	13	308	
		%	7.47	30.19	40.26	17.86	4.22		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	23	93	125	55	13	309	
		%	7.44	30.1	40.45	17.8	4.21		1.37

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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.	3	13	17	10	0	43	
		%	6.98	30.23	39.53	23.26	0		
	Female	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		
	Persons	NO.	3	13	17	10	1	44	
		%	6.82	29.55	38.64	22.73	2.27		0.19
Business Information Technology	Male	NO.	44	214	310	88	31	687	
		%	6.4	31.15	45.12	12.81	4.51		
	Female	NO.	171	405	258	57	22	913	
		%	18.73	44.36	28.26	6.24	2.41		
	Persons	NO.	215	619	568	145	53	1600	
		%	13.44	38.69	35.5	9.06	3.31		7.12
Digital Media	Male	NO.	147	538	608	206	42	1541	
		%	9.54	34.91	39.45	13.37	2.73		
	Female	NO.	111	321	247	68	21	768	
		%	14.45	41.8	32.16	8.85	2.73		
	Persons	NO.	258	859	855	274	63	2309	
		%	11.17	37.2	37.03	11.87	2.73		10.28
Fabrics, Design and Technology	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	9	15	17	2	6	49	
		%	18.37	30.61	34.69	4.08	12.24		
	Persons	NO.	9	15	17	2	6	49	
		%	18.37	30.61	34.69	4.08	12.24		0.21
Farm Practice	Male	NO.	7	50	52	2	0	111	
		%	6.31	45.05	46.85	1.8	0		
	Female	NO.	4	12	12	1	0	29	
		%	13.79	41.38	41.38	3.45	0		
	Persons	NO.	11	62	64	3	0	140	
		%	7.86	44.29	45.71	2.14	0		0.62
Furniture Design and Technology	Male	NO.	130	479	547	143	51	1350	
		%	9.63	35.48	40.52	10.59	3.78		
	Female	NO.	14	50	50	10	6	130	
		%	10.77	38.46	38.46	7.69	4.62		
	Persons	NO.	144	529	597	153	57	1480	
		%	9.73	35.74	40.34	10.34	3.85		6.59
Furniture Design and Technology (Part A)	Male	NO.	1	3	15	7	3	29	
		%	3.45	10.34	51.72	24.14	10.34		
	Female	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Persons	NO.	1	3	15	8	3	30	
		%	3.33	10	50	26.67	10		0.13
Graphics Technology	Male	NO.	0	25	24	7	3	59	
		%	0	42.37	40.68	11.86	5.08		
	Female	NO.	1	7	5	0	0	13	
		%	7.69	53.85	38.46	0	0		
	Persons	NO.	1	32	29	7	3	72	
		%	1.39	44.44	40.28	9.72	4.17		0.32

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
Information Systems	Male	NO.	128	216	345	117	39	845	
		%	15.15	25.56	40.83	13.85	4.62		
	Female	NO.	52	84	87	32	8	263	
		%	19.77	31.94	33.08	12.17	3.04		
	Persons	NO.	180	300	432	149	47	1108	
		%	16.25	27.08	38.99	13.45	4.24		4.93
Management and Marketing	Male	NO.	9	77	52	13	1	152	
		%	5.92	50.66	34.21	8.55	0.66		
	Female	NO.	23	44	21	5	1	94	
		%	24.47	46.81	22.34	5.32	1.06		
	Persons	NO.	32	121	73	18	2	246	
		%	13.01	49.19	29.67	7.32	0.81		1.09
Metals Technology	Male	NO.	74	196	302	117	15	704	
		%	10.51	27.84	42.9	16.62	2.13		
	Female	NO.	12	20	22	12	8	74	
		%	16.22	27.03	29.73	16.22	10.81		
	Persons	NO.	86	216	324	129	23	778	
		%	11.05	27.76	41.65	16.58	2.96		3.46
Metals Technology (Part A)	Male	NO.	1	17	19	9	6	52	
		%	1.92	32.69	36.54	17.31	11.54		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	17	19	9	6	52	
		%	1.92	32.69	36.54	17.31	11.54		0.23
Nautical Studies	Male	NO.	23	63	37	7	2	132	
		%	17.42	47.73	28.03	5.3	1.52		
	Female	NO.	4	4	3	4	0	15	
		%	26.67	26.67	20	26.67	0		
	Persons	NO.	27	67	40	11	2	147	
		%	18.37	45.58	27.21	7.48	1.36		0.65
Personal Information Technology	Male	NO.	94	312	348	100	23	877	
		%	10.72	35.58	39.68	11.4	2.62		
	Female	NO.	103	293	189	53	15	653	
		%	15.77	44.87	28.94	8.12	2.3		
	Persons	NO.	197	605	537	153	38	1530	
		%	12.88	39.54	35.1	10	2.48		6.81
Plant Production and Marketing	Male	NO.	14	54	41	13	7	129	
		%	10.85	41.86	31.78	10.08	5.43		
	Female	NO.	5	25	17	2	1	50	
		%	10	50	34	4	2		
	Persons	NO.	19	79	58	15	8	179	
		%	10.61	44.13	32.4	8.38	4.47		0.79
Plant Production and Marketing (Part A)	Male	NO.	1	2	11	5	0	19	
		%	5.26	10.53	57.89	26.32	0		
	Female	NO.	1	1	5	1	1	9	
		%	11.11	11.11	55.56	11.11	11.11		
	Persons	NO.	2	3	16	6	1	28	
		%	7.14	10.71	57.14	21.43	3.57		0.12

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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	Male	NO.	23	141	149	61	15	389	
		%	5.91	36.25	38.3	15.68	3.86		
	Female	NO.	62	147	99	29	5	342	
		%	18.13	42.98	28.95	8.48	1.46		
	Persons	NO.	85	288	248	90	20	731	3.25
		%	11.63	39.4	33.93	12.31	2.74		
Small Business Management and Enterprise (Part A)	Male	NO.	0	0	0	2	0	2	
		%	0	0	0	100	0		
	Female	NO.	3	4	8	2	0	17	
		%	17.65	23.53	47.06	11.76	0		
	Persons	NO.	3	4	8	4	0	19	0.08
		%	15.79	21.05	42.11	21.05	0		
Systems Technology	Male	NO.	56	146	148	43	27	420	
		%	13.33	34.76	35.24	10.24	6.43		
	Female	NO.	5	7	7	3	1	23	
		%	21.74	30.43	30.43	13.04	4.35		
	Persons	NO.	61	153	155	46	28	443	1.97
		%	13.77	34.54	34.99	10.38	6.32		
Technical Graphics	Male	NO.	99	240	320	87	19	765	
		%	12.94	31.37	41.83	11.37	2.48		
	Female	NO.	28	46	31	8	8	121	
		%	23.14	38.02	25.62	6.61	6.61		
	Persons	NO.	127	286	351	95	27	886	3.94
		%	14.33	32.28	39.62	10.72	3.05		
Technical Graphics (Part A)	Male	NO.	0	3	2	3	0	8	
		%	0	37.5	25	37.5	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	3	2	3	0	8	0.03
		%	0	37.5	25	37.5	0		
Visual Communication - Photography	Male	NO.	25	62	107	68	71	333	
		%	7.51	18.62	32.13	20.42	21.32		
	Female	NO.	148	243	184	96	49	720	
		%	20.56	33.75	25.56	13.33	6.81		
	Persons	NO.	173	305	291	164	120	1053	4.69
		%	16.43	28.96	27.64	15.57	11.4		
THE ARTS									
Art	Male	NO.	42	84	160	68	23	377	
		%	11.14	22.28	42.44	18.04	6.1		
	Female	NO.	191	508	367	78	19	1163	
		%	16.42	43.68	31.56	6.71	1.63		
	Persons	NO.	233	592	527	146	42	1540	6.86
		%	15.13	38.44	34.22	9.48	2.73		
Art and Design	Male	NO.	39	155	323	174	65	756	
		%	5.16	20.5	42.72	23.02	8.6		
	Female	NO.	298	751	611	213	54	1927	
		%	15.46	38.97	31.71	11.05	2.8		
	Persons	NO.	337	906	934	387	119	2683	11.95
		%	12.56	33.77	34.81	14.42	4.44		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
Art and Design (Part A)	Male	NO.	1	1	2	1	0	5	
		%	20	20	40	20	0		
	Female	NO.	1	4	9	2	1	17	
		%	5.88	23.53	52.94	11.76	5.88		
	Persons	NO.	2	5	11	3	1	22	
		%	9.09	22.73	50	13.64	4.55		0.09
Ballet Studies	Male	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Female	NO.	6	10	3	0	0	19	
		%	31.58	52.63	15.79	0	0		
	Persons	NO.	7	10	4	0	0	21	
		%	33.33	47.62	19.05	0	0		0.09
Dance Studies	Male	NO.	4	6	9	1	1	21	
		%	19.05	28.57	42.86	4.76	4.76		
	Female	NO.	170	330	159	53	18	730	
		%	23.29	45.21	21.78	7.26	2.47		
	Persons	NO.	174	336	168	54	19	751	
		%	23.17	44.74	22.37	7.19	2.53		3.34
Drama	Male	NO.	7	43	81	46	11	188	
		%	3.72	22.87	43.09	24.47	5.85		
	Female	NO.	51	219	173	73	8	524	
		%	9.73	41.79	33.02	13.93	1.53		
	Persons	NO.	58	262	254	119	19	712	
		%	8.15	36.8	35.67	16.71	2.67		3.17
Drama (Part A)	Male	NO.	0	0	2	2	0	4	
		%	0	0	50	50	0		
	Female	NO.	0	2	3	0	1	6	
		%	0	33.33	50	0	16.67		
	Persons	NO.	0	2	5	2	1	10	
		%	0	20	50	20	10		0.04
Drama Studies	Male	NO.	43	139	96	40	5	323	
		%	13.31	43.03	29.72	12.38	1.55		
	Female	NO.	210	617	189	70	1	1087	
		%	19.32	56.76	17.39	6.44	0.09		
	Persons	NO.	253	756	285	110	6	1410	
		%	17.94	53.62	20.21	7.8	0.43		6.28
Music	Male	NO.	48	50	59	12	2	171	
		%	28.07	29.24	34.5	7.02	1.17		
	Female	NO.	78	108	73	7	2	268	
		%	29.1	40.3	27.24	2.61	0.75		
	Persons	NO.	126	158	132	19	4	439	
		%	28.7	35.99	30.07	4.33	0.91		1.95
Music in Society	Male	NO.	53	80	90	28	8	259	
		%	20.46	30.89	34.75	10.81	3.09		
	Female	NO.	61	91	62	12	5	231	
		%	26.41	39.39	26.84	5.19	2.16		
	Persons	NO.	114	171	152	40	13	490	
		%	23.27	34.9	31.02	8.16	2.65		2.18

Curriculum Council

Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
Music in Society (Part A)	Male	NO.	3	3	5	1	1	13	
		%	23.08	23.08	38.46	7.69	7.69		
	Female	NO.	4	3	2	1	0	10	
		%	40	30	20	10	0		
	Persons	NO.	7	6	7	2	1	23	
		%	30.43	26.09	30.43	8.7	4.35		0.1
SUBJECTS WITHIN INDUSTRY AREAS									
VOCATIONAL EDUCATION									
ACROSS INDUSTRY STUDIES									
Career and Industry Awareness	Male	NO.	49	197	309	76	78	709	
		%	6.91	27.79	43.58	10.72	11		
	Female	NO.	86	219	176	25	29	535	
		%	16.07	40.93	32.9	4.67	5.42		
	Persons	NO.	135	416	485	101	107	1244	
		%	10.85	33.44	38.99	8.12	8.6		5.54
Computer Assisted Drawing and Design	Male	NO.	13	13	32	10	8	76	
		%	17.11	17.11	42.11	13.16	10.53		
	Female	NO.	2	10	3	2	0	17	
		%	11.76	58.82	17.65	11.76	0		
	Persons	NO.	15	23	35	12	8	93	
		%	16.13	24.73	37.63	12.9	8.6		0.41
SWL Generic Skills	Male	NO.	878	1083	429	104	95	2589	
		%	33.91	41.83	16.57	4.02	3.67		
	Female	NO.	931	824	309	60	43	2167	
		%	42.96	38.02	14.26	2.77	1.98		
	Persons	NO.	1809	1907	738	164	138	4756	
		%	38.04	40.1	15.52	3.45	2.9		21.19
Vocational English	Male	NO.	65	455	660	122	57	1359	
		%	4.78	33.48	48.57	8.98	4.19		
	Female	NO.	97	418	276	42	23	856	
		%	11.33	48.83	32.24	4.91	2.69		
	Persons	NO.	162	873	936	164	80	2215	
		%	7.31	39.41	42.26	7.4	3.61		9.86
Vocational Mathematics	Male	NO.	105	264	382	63	55	869	
		%	12.08	30.38	43.96	7.25	6.33		
	Female	NO.	73	151	214	29	39	506	
		%	14.43	29.84	42.29	5.73	7.71		
	Persons	NO.	178	415	596	92	94	1375	
		%	12.95	30.18	43.35	6.69	6.84		6.12
Work Studies	Male	NO.	89	477	600	233	100	1499	
		%	5.94	31.82	40.03	15.54	6.67		
	Female	NO.	233	584	359	125	52	1353	
		%	17.22	43.16	26.53	9.24	3.84		
	Persons	NO.	322	1061	959	358	152	2852	
		%	11.29	37.2	33.63	12.55	5.33		12.7

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
ACROSS INDUSTRY STUDIES (Cont)									
Work Studies (Part A)	Male	NO.	7	23	34	2	3	69	
		%	10.14	33.33	49.28	2.9	4.35		
	Female	NO.	21	35	17	0	2	75	
		%	28	46.67	22.67	0	2.67		
	Persons	NO.	28	58	51	2	5	144	0.64
		%	19.44	40.28	35.42	1.39	3.47		
Work Studies (Part B)	Male	NO.	9	19	40	5	1	74	
		%	12.16	25.68	54.05	6.76	1.35		
	Female	NO.	15	35	15	3	2	70	
		%	21.43	50	21.43	4.29	2.86		
	Persons	NO.	24	54	55	8	3	144	0.64
		%	16.67	37.5	38.19	5.56	2.08		
ARTS AND RELATED TECHNOLOGIES									
Audio Visual Production - Radio	Male	NO.	6	19	24	3	2	54	
		%	11.11	35.19	44.44	5.56	3.7		
	Female	NO.	10	18	21	0	2	51	
		%	19.61	35.29	41.18	0	3.92		
	Persons	NO.	16	37	45	3	4	105	0.46
		%	15.24	35.24	42.86	2.86	3.81		
Audio Visual Production - Video	Male	NO.	8	18	22	3	2	53	
		%	15.09	33.96	41.51	5.66	3.77		
	Female	NO.	14	16	20	3	2	55	
		%	25.45	29.09	36.36	5.45	3.64		
	Persons	NO.	22	34	42	6	4	108	0.48
		%	20.37	31.48	38.89	5.56	3.7		
Video Production - TV Studio	Male	NO.	4	14	17	3	13	51	
		%	7.84	27.45	33.33	5.88	25.49		
	Female	NO.	9	11	17	1	1	39	
		%	23.08	28.21	43.59	2.56	2.56		
	Persons	NO.	13	25	34	4	14	90	0.4
		%	14.44	27.78	37.78	4.44	15.56		
Video Production - Video Location	Male	NO.	7	12	9	1	15	44	
		%	15.91	27.27	20.45	2.27	34.09		
	Female	NO.	5	9	10	3	0	27	
		%	18.52	33.33	37.04	11.11	0		
	Persons	NO.	12	21	19	4	15	71	0.31
		%	16.9	29.58	26.76	5.63	21.13		
BUILDING AND CONSTRUCTION									
Workplace Communication and Organisation	Male	NO.	0	1	2	1	0	4	
		%	0	25	50	25	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	2	2	1	0	5	0.02
		%	0	40	40	20	0		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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									
Business Financial Management	Male	NO.	4	11	10	8	0	33	
		%	12.12	33.33	30.3	24.24	0		
	Female	NO.	6	32	40	4	2	84	
		%	7.14	38.1	47.62	4.76	2.38		
	Persons	NO.	10	43	50	12	2	117	
		%	8.55	36.75	42.74	10.26	1.71		0.52
Computer Fundamentals	Male	NO.	26	144	228	44	29	471	
		%	5.52	30.57	48.41	9.34	6.16		
	Female	NO.	50	163	131	31	16	391	
		%	12.79	41.69	33.5	7.93	4.09		
	Persons	NO.	76	307	359	75	45	862	
		%	8.82	35.61	41.65	8.7	5.22		3.84
Computerised Accounting	Male	NO.	1	3	7	4	3	18	
		%	5.56	16.67	38.89	22.22	16.67		
	Female	NO.	5	11	13	5	6	40	
		%	12.5	27.5	32.5	12.5	15		
	Persons	NO.	6	14	20	9	9	58	
		%	10.34	24.14	34.48	15.52	15.52		0.25
Financial Procedures and Records Management	Male	NO.	1	14	27	6	0	48	
		%	2.08	29.17	56.25	12.5	0		
	Female	NO.	21	62	53	13	1	150	
		%	14	41.33	35.33	8.67	0.67		
	Persons	NO.	22	76	80	19	1	198	
		%	11.11	38.38	40.4	9.6	0.51		0.88
Introduction to Workplace Skills	Male	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Female	NO.	1	2	2	1	0	6	
		%	16.67	33.33	33.33	16.67	0		
	Persons	NO.	1	2	4	1	0	8	
		%	12.5	25	50	12.5	0		0.03
Keyboard Operations - Application	Male	NO.	2	5	18	6	5	36	
		%	5.56	13.89	50	16.67	13.89		
	Female	NO.	18	57	64	17	7	163	
		%	11.04	34.97	39.26	10.43	4.29		
	Persons	NO.	20	62	82	23	12	199	
		%	10.05	31.16	41.21	11.56	6.03		0.88
Keyboard Operations - Technique	Male	NO.	4	21	49	6	4	84	
		%	4.76	25	58.33	7.14	4.76		
	Female	NO.	14	50	85	8	4	161	
		%	8.7	31.06	52.8	4.97	2.48		
	Persons	NO.	18	71	134	14	8	245	
		%	7.35	28.98	54.69	5.71	3.27		1.09
Office Administration	Male	NO.	0	11	27	6	2	46	
		%	0	23.91	58.7	13.04	4.35		
	Female	NO.	9	39	52	13	2	115	
		%	7.83	33.91	45.22	11.3	1.74		
	Persons	NO.	9	50	79	19	4	161	
		%	5.59	31.06	49.07	11.8	2.48		0.71

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
Politics, Law and the Workplace	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	1	5	0	0	7	
		%	14.29	14.29	71.43	0	0		
	Persons	NO.	1	1	5	0	0	7	
		%	14.29	14.29	71.43	0	0		0.03
COMMUNITY SERVICES AND HEALTH									
Child Care	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	19	31	25	15	5	95	
		%	20	32.63	26.32	15.79	5.26		
	Persons	NO.	19	31	25	15	5	95	
		%	20	32.63	26.32	15.79	5.26		0.42
The Study of Teaching	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	2	9	0	0	0	11	
		%	18.18	81.82	0	0	0		
	Persons	NO.	2	9	0	0	0	11	
		%	18.18	81.82	0	0	0		0.04
Vocational Community Networking 1	Male	NO.	2	5	0	0	0	7	
		%	28.57	71.43	0	0	0		
	Female	NO.	10	28	14	7	1	60	
		%	16.67	46.67	23.33	11.67	1.67		
	Persons	NO.	12	33	14	7	1	67	
		%	17.91	49.25	20.9	10.45	1.49		0.29
Vocational Community Networking 2	Male	NO.	2	4	0	0	0	6	
		%	33.33	66.67	0	0	0		
	Female	NO.	11	24	17	1	1	54	
		%	20.37	44.44	31.48	1.85	1.85		
	Persons	NO.	13	28	17	1	1	60	
		%	21.67	46.67	28.33	1.67	1.67		0.26
ELECTRICAL/ELECTRONICS									
Electrical Foundations	Male	NO.	3	13	5	0	0	21	
		%	14.29	61.9	23.81	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	3	13	5	0	0	21	
		%	14.29	61.9	23.81	0	0		0.09
Test Equipment and Power Supplies	Male	NO.	2	2	5	0	0	9	
		%	22.22	22.22	55.56	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	2	2	5	0	0	9	
		%	22.22	22.22	55.56	0	0		0.04

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
ELECTRICAL/ELECTRONICS (Cont)									
Workshop Practice and Electrical Fabrication	Male	NO.	1	6	2	1	0	10	
		%	10	60	20	10	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	6	2	1	0	10	
		%	10	60	20	10	0		0.04
HOSPITALITY TRAVEL AND TOURISM									
Aspects of the Tourism Industry (Part A)	Male	NO.	3	28	57	24	14	126	
		%	2.38	22.22	45.24	19.05	11.11		
	Female	NO.	92	194	173	27	18	504	
		%	18.25	38.49	34.33	5.36	3.57		
	Persons	NO.	95	222	230	51	32	630	
		%	15.08	35.24	36.51	8.1	5.08		2.80
Aspects of the Tourism Industry (Part B)	Male	NO.	5	18	49	14	11	97	
		%	5.15	18.56	50.52	14.43	11.34		
	Female	NO.	81	178	130	25	18	432	
		%	18.75	41.2	30.09	5.79	4.17		
	Persons	NO.	86	196	179	39	29	529	
		%	16.26	37.05	33.84	7.37	5.48		2.35
Catering	Male	NO.	11	66	77	25	5	184	
		%	5.98	35.87	41.85	13.59	2.72		
	Female	NO.	87	225	134	18	13	477	
		%	18.24	47.17	28.09	3.77	2.73		
	Persons	NO.	98	291	211	43	18	661	
		%	14.83	44.02	31.92	6.51	2.72		2.94
Computer Fundamentals for Hospitality and Tourism	Male	NO.	3	7	14	10	3	37	
		%	8.11	18.92	37.84	27.03	8.11		
	Female	NO.	11	20	18	7	10	66	
		%	16.67	30.3	27.27	10.61	15.15		
	Persons	NO.	14	27	32	17	13	103	
		%	13.59	26.21	31.07	16.5	12.62		0.45
Food Production	Male	NO.	32	186	178	63	20	479	
		%	6.68	38.83	37.16	13.15	4.18		
	Female	NO.	226	581	310	96	20	1233	
		%	18.33	47.12	25.14	7.79	1.62		
	Persons	NO.	258	767	488	159	40	1712	
		%	15.07	44.8	28.5	9.29	2.34		7.62
Food Science and Nutrition	Male	NO.	1	0	7	4	2	14	
		%	7.14	0	50	28.57	14.29		
	Female	NO.	2	9	9	6	0	26	
		%	7.69	34.62	34.62	23.08	0		
	Persons	NO.	3	9	16	10	2	40	
		%	7.5	22.5	40	25	5		0.17

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
Workplace and Health Issues	Male	NO.	0	8	18	9	1	36	
		%	0	22.22	50	25	2.78		
	Female	NO.	4	14	14	5	2	39	
		%	10.26	35.9	35.9	12.82	5.13		
	Persons	NO.	4	22	32	14	3	75	
		%	5.33	29.33	42.67	18.67	4		
LIGHT MANUFACTURING									
Composite Materials	Male	NO.	3	0	0	1	6	10	
		%	30	0	0	10	60		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	3	0	0	1	6	10	
		%	30	0	0	10	60		
Wood Fabrication	Male	NO.	27	116	139	34	6	322	
		%	8.39	36.02	43.17	10.56	1.86		
	Female	NO.	4	5	7	2	1	19	
		%	21.05	26.32	36.84	10.53	5.26		
	Persons	NO.	31	121	146	36	7	341	
		%	9.09	35.48	42.82	10.56	2.05		
Wood Fabrication - Introduction	Male	NO.	4	17	13	3	2	39	
		%	10.26	43.59	33.33	7.69	5.13		
	Female	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Persons	NO.	4	18	14	3	2	41	
		%	9.76	43.9	34.15	7.32	4.88		
METALS AND ENGINEERING									
General Workshop	Male	NO.	44	128	145	37	13	367	
		%	11.99	34.88	39.51	10.08	3.54		
	Female	NO.	0	2	2	2	0	6	
		%	0	33.33	33.33	33.33	0		
	Persons	NO.	44	130	147	39	13	373	
		%	11.8	34.85	39.41	10.46	3.49		
General Workshop - Introduction	Male	NO.	5	12	16	3	1	37	
		%	13.51	32.43	43.24	8.11	2.7		
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Persons	NO.	5	12	18	3	1	39	
		%	12.82	30.77	46.15	7.69	2.56		
Metal Machining and Fabrication	Male	NO.	24	59	80	10	5	178	
		%	13.48	33.15	44.94	5.62	2.81		
	Female	NO.	0	1	2	1	0	4	
		%	0	25	50	25	0		
	Persons	NO.	24	60	82	11	5	182	
		%	13.19	32.97	45.05	6.04	2.75		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
METALS AND ENGINEERING (Cont)									
Metal Machinery and Fabrication - Introduction	Male	NO.	5	20	27	11	0	63	
		%	7.94	31.75	42.86	17.46	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	5	20	27	11	0	63	0.28
		%	7.94	31.75	42.86	17.46	0		
Trade Drawing	Male	NO.	19	72	92	33	8	224	
		%	8.48	32.14	41.07	14.73	3.57		
	Female	NO.	2	1	1	0	0	4	
		%	50	25	25	0	0		
	Persons	NO.	21	73	93	33	8	228	1.01
		%	9.21	32.02	40.79	14.47	3.51		
MINING									
Introduction to Mining	Male	NO.	1	9	5	1	0	16	
		%	6.25	56.25	31.25	6.25	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	9	5	1	0	16	0.07
		%	6.25	56.25	31.25	6.25	0		
Occupational Health & Safety in the Mining Industry	Male	NO.	3	3	7	0	0	13	
		%	23.08	23.08	53.85	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	3	4	7	0	0	14	0.06
		%	21.43	28.57	50	0	0		
PRIMARY INDUSTRIES									
Animal Husbandry and Enterprise - Equine	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	1	3	2	0	0	6	
		%	16.67	50	33.33	0	0		
	Persons	NO.	1	4	2	0	0	7	0.03
		%	14.29	57.14	28.57	0	0		
Animal Production and Enterprise - Introduction	Male	NO.	0	4	6	0	0	10	
		%	0	40	60	0	0		
	Female	NO.	0	7	1	1	0	9	
		%	0	77.78	11.11	11.11	0		
	Persons	NO.	0	11	7	1	0	19	0.08
		%	0	57.89	36.84	5.26	0		
Applied Equine Vocation	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Persons	NO.	2	0	0	0	0	2	0
		%	100	0	0	0	0		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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 Land and Resource Management - Introduction	Male	NO.	0	11	3	3	3	20	
		%	0	55	15	15	15		
	Female	NO.	4	8	3	2	1	18	
		%	22.22	44.44	16.67	11.11	5.56		
	Persons	NO.	4	19	6	5	4	38	
		%	10.53	50	15.79	13.16	10.53		0.16
Aquaculture	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		0
Facilities Development	Male	NO.	1	1	3	1	1	7	
		%	14.29	14.29	42.86	14.29	14.29		
	Female	NO.	2	5	3	0	0	10	
		%	20	50	30	0	0		
	Persons	NO.	3	6	6	1	1	17	
		%	17.65	35.29	35.29	5.88	5.88		0.07
Facilities Development and Maintenance	Male	NO.	1	3	2	1	0	7	
		%	14.29	42.86	28.57	14.29	0		
	Female	NO.	0	4	2	0	1	7	
		%	0	57.14	28.57	0	14.29		
	Persons	NO.	1	7	4	1	1	14	
		%	7.14	50	28.57	7.14	7.14		0.06
Plant Production and Enterprise - Introduction	Male	NO.	4	14	8	2	0	28	
		%	14.29	50	28.57	7.14	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	4	15	8	2	0	29	
		%	13.79	51.72	27.59	6.9	0		0.12
Plant Production and Enterprise - Viticulture	Male	NO.	3	7	4	4	0	18	
		%	16.67	38.89	22.22	22.22	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	3	7	4	4	0	18	
		%	16.67	38.89	22.22	22.22	0		0.08
RETAIL									
Presentation for Retail	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		0

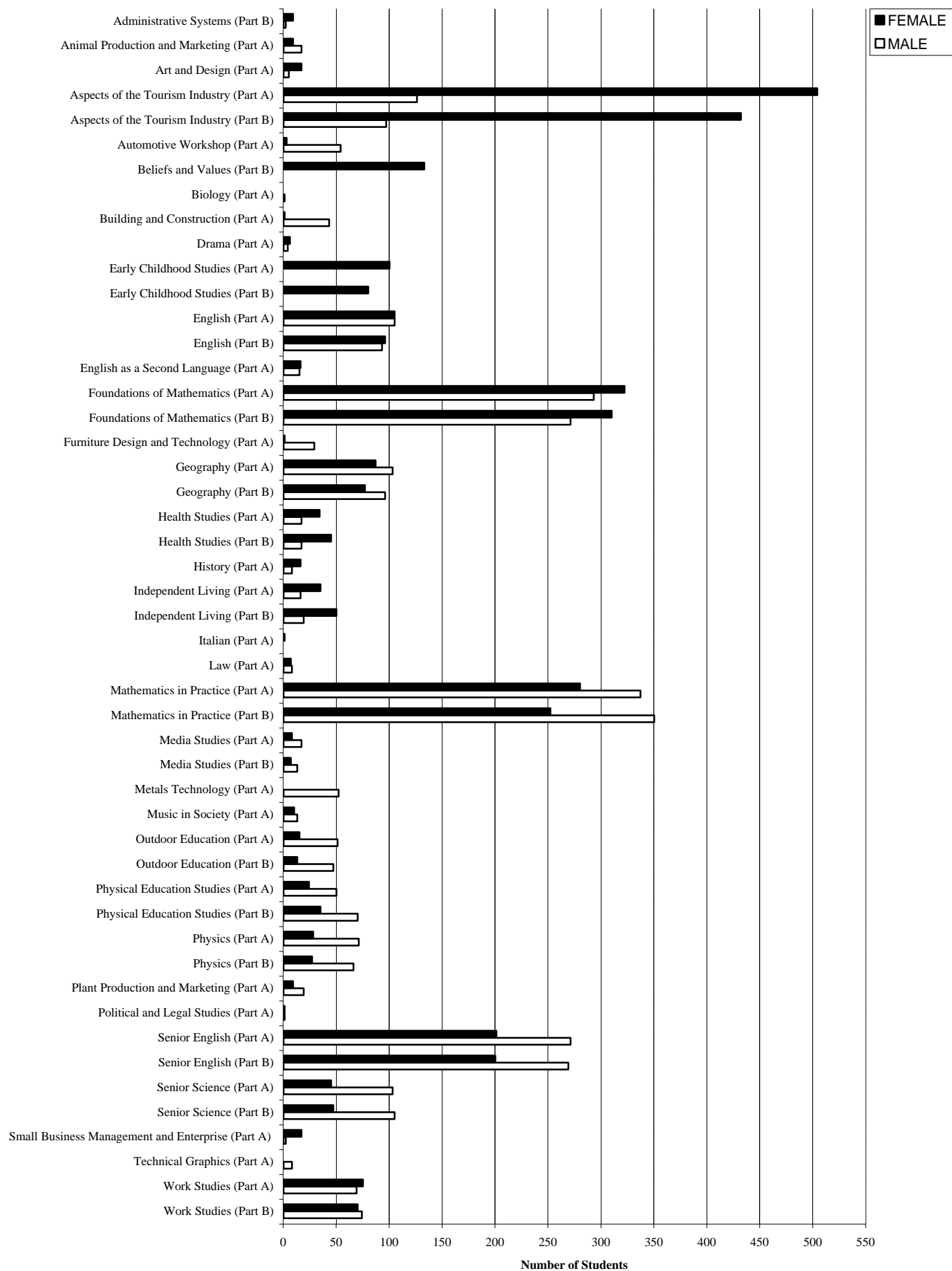
Curriculum Council

Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2002 (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)									
SPORT AND RECREATION									
Recreation and Leisure Industry Studies 1	Male	NO.	0	7	15	5	0	27	
		%	0	25.93	55.56	18.52	0		
	Female	NO.	3	7	5	3	0	18	
		%	16.67	38.89	27.78	16.67	0		
	Persons	NO.	3	14	20	8	0	45	0.2
		%	6.67	31.11	44.44	17.78	0		
Recreation and Leisure Industry Studies 2	Male	NO.	3	8	10	5	0	26	
		%	11.54	30.77	38.46	19.23	0		
	Female	NO.	0	9	7	0	0	16	
		%	0	56.25	43.75	0	0		
	Persons	NO.	3	17	17	5	0	42	0.18
		%	7.14	40.48	40.48	11.9	0		
Sport Specific Skills and Training	Male	NO.	13	39	28	7	3	90	
		%	14.44	43.33	31.11	7.78	3.33		
	Female	NO.	6	15	9	1	1	32	
		%	18.75	46.88	28.13	3.13	3.13		
	Persons	NO.	19	54	37	8	4	122	0.54
		%	15.57	44.26	30.33	6.56	3.28		
TRANSPORT AND STORAGE									
Seamanship	Male	NO.	5	6	8	1	0	20	
		%	25	30	40	5	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	5	6	9	1	0	21	0.09
		%	23.81	28.57	42.86	4.76	0		

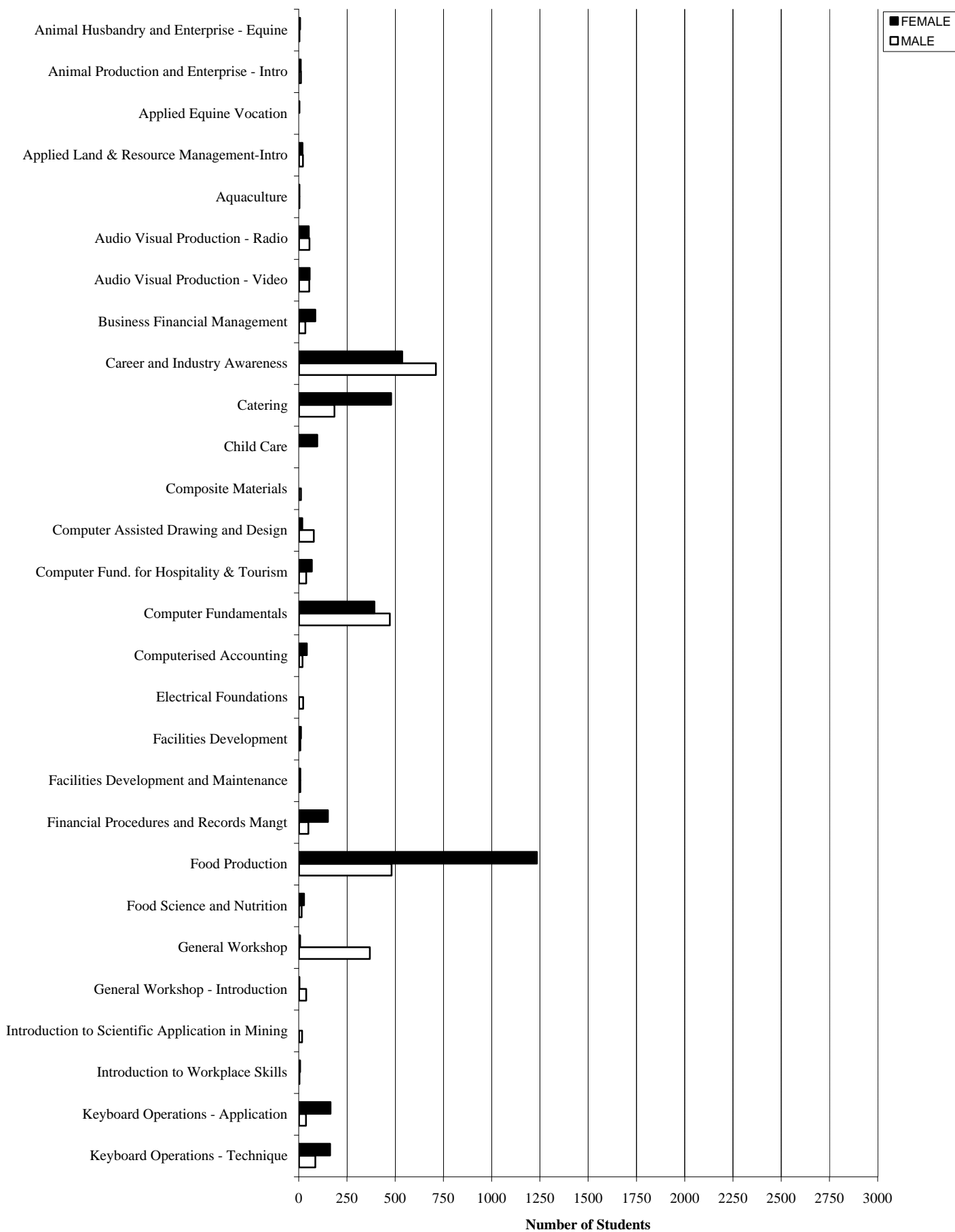
Curriculum Council

Figure 2.2 Number of Students Who Completed Year 11 Semesterised Subjects, by Sex, 2002



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Figure 2.3 Number of Students Who Completed Year 11 Vocational Subjects, by Sex, 2002



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Figure 2.3 Number of Students Who Completed Year 11 Vocational Subjects, by Sex, 2002 (Cont)



Curriculum Council

Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2002

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
ENGLISH								
English **	3	75	6	2	33	38	2	159
English as a Second Language **	0	13	4	0	14	13	4	48
English Literature **	0	61	5	1	31	31	0	129
Media Studies	1	39	5	0	3	11	0	59
Senior English	6	78	6	1	32	37	0	160
HEALTH AND PHYSICAL EDUCATION								
Early Childhood Studies	1	46	2	1	18	12	0	80
Health Studies	2	25	4	1	1	1	0	34
Independent Living	2	32	3	1	10	13	0	61
Outdoor Education	2	44	4	0	10	9	0	69
Physical Education Studies	2	68	5	0	27	25	0	127
LANGUAGES OTHER THAN ENGLISH								
Arabic (CCAFL)	0	0	0	0	0	1	0	1
Chinese: Advanced **	0	3	2	0	0	4	2	11
Chinese: Second Language **	0	3	0	0	0	2	0	5
Dutch	0	0	0	0	0	1	0	1
French **	0	14	1	1	8	19	0	43
French for Beginners	0	0	0	1	0	0	0	1
German **	0	5	1	0	0	5	0	11
Hebrew (CCAFL)	0	0	0	0	0	2	0	2
Indonesian for Beginners	0	0	1	0	0	2	0	3
Indonesian: Advanced **	0	1	2	0	3	3	1	10
Indonesian: Second Language **	0	4	1	1	7	12	0	25
Italian **	0	11	1	1	16	4	0	33
Italian for Beginners	0	4	0	0	1	0	0	5
Japanese for Beginners	0	3	1	0	1	0	0	5
Japanese: Advanced **	0	0	1	0	1	0	0	2
Japanese: Second Language **	0	21	0	0	13	13	0	47
Malay: Advanced **	0	1	0	0	0	0	1	2
Modern Greek (SSABSA) **	0	3	0	0	1	1	0	5
Polish (CCAFL)	0	1	0	0	3	1	0	5
MATHEMATICS								
Applicable Mathematics **	1	73	6	1	31	36	4	152
Calculus **	0	61	6	1	31	33	3	135
Discrete Mathematics **	3	76	6	2	33	38	2	160
Modelling with Mathematics	9	80	6	1	33	38	0	167

* This category may include secondary students studying through the School of Isolated and Distance Education, TAFE Institutions, education support centres and primary schools.

** These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2002 (Cont)

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
SCIENCE								
Biology **	0	62	6	1	25	30	2	126
Chemistry **	1	74	6	1	32	36	4	154
Geology **	0	2	0	0	0	1	0	3
Human Biology **	1	75	6	2	33	36	1	154
Physical Science **	0	13	3	0	2	3	0	21
Physics **	1	71	6	1	32	36	4	151
Senior Science	1	60	5	1	25	20	1	113
SOCIETY AND ENVIRONMENT								
Ancient History **	0	7	3	0	1	5	0	16
Australian Studies	0	0	1	0	0	3	0	4
Beliefs and Values	0	0	0	0	15	4	0	19
Economics **	1	63	6	1	30	30	4	135
Geography **	3	73	6	1	33	37	0	153
History **	2	71	6	2	31	34	1	147
Law	0	3	2	0	1	0	0	6
Political and Legal Studies **	0	28	6	0	12	16	1	63
Practical Geography	0	3	0	0	1	0	0	4
TECHNOLOGY AND ENTERPRISE								
Accounting **	1	50	5	1	22	23	4	106
Administrative Systems	0	7	2	0	2	0	0	11
Aeronautics	0	6	0	0	0	1	0	7
Animal Production and Marketing	0	9	0	0	1	0	0	10
Applied Technology	0	2	1	0	3	5	0	11
Automotive Workshop	1	28	2	0	1	1	0	33
Building and Construction	0	17	0	0	0	1	0	18
Business Information Technology	2	56	4	1	20	8	0	91
Fabrics, Design and Technology	0	3	2	0	1	1	0	7
Farm Practice	0	6	0	0	0	0	0	6
Food Technology	0	3	1	0	1	2	0	7
Furniture Design and Technology	2	59	1	0	20	17	0	99
Graphics Technology	0	3	2	0	0	3	0	8
Industry Information Technology	2	36	2	0	9	12	1	62
Information Systems **	0	25	5	0	12	13	1	56
Interactive Media	1	56	6	0	24	18	0	105
Management and Marketing	0	9	0	0	6	3	0	18
Metals Technology	0	37	1	0	10	7	0	55
Nautical Studies	0	6	1	0	0	1	0	8
Plant Production and Marketing	0	8	0	0	1	0	0	9
Small Business Management and Enterprise	1	30	3	1	6	4	0	45
Systems Technology	0	14	1	0	3	3	0	21
Technical Graphics	0	44	2	1	16	12	0	75
Visual Communication - Photography	1	50	3	0	3	7	0	64

* This category may include secondary students studying through the School of Isolated and Distance Education, TAFE Institutions, education support centres and primary schools.

** These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2002 (Cont)

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
THE ARTS								
Art **	1	60	6	1	27	29	1	125
Art and Design	5	72	6	1	33	34	0	151
Ballet Studies	0	1	0	0	0	0	0	1
Dance Studies	0	35	2	0	2	3	0	42
Drama	1	53	5	0	24	22	1	106
Drama Studies **	1	51	5	0	25	24	1	107
Music **	0	30	1	0	18	16	0	65
Music in Society	1	29	3	0	13	7	0	53
SUBJECTS WITHIN INDUSTRY AREAS								
VOCATIONAL EDUCATION								
ACROSS INDUSTRY STUDIES								
Computer Assisted Drawing and Design	1	5	2	0	0	0	0	8
Vocational English	8	57	4	2	13	5	0	89
Work Studies	6	56	2	1	23	12	0	100
ARTS AND RELATED TECHNOLOGIES								
SWL - Design	0	35	2	0	19	19	0	75
BUILDING AND CONSTRUCTION								
SWL - Building Construction and Services	0	37	2	2	17	10	0	68
BUSINESS AND CLERICAL								
Audio and Word Processing Skills	0	3	0	0	0	0	0	3
Business Financial Management	1	13	2	0	1	0	0	17
Computer Fundamentals	6	28	4	0	4	3	0	45
Office Administration	0	8	2	0	1	1	0	12
SWL - Business and Clerical	6	59	4	2	24	16	0	111
SWL - Information Technology	1	40	3	0	19	16	0	79
COMMUNITY SERVICES AND HEALTH								
Child Care	0	9	0	0	0	2	0	11
SWL - Community Services,	3	52	3	1	27	20	0	106
The Study of Teaching	0	1	0	0	0	0	0	1
Vocational Community Networking	0	5	0	0	0	0	0	5
ELECTRICAL/ELECTRONICS								
SWL - Electronics Servicing	1	26	1	1	12	8	0	49

* This category may include secondary students studying through the School of Isolated and Distance Education, TAFE Institutions, education support centres and primary schools.

** These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2002 (Cont)

Subjects within Industry Areas	Government				Non-Government		Overseas Schools	Total
	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	1	31	3	0	3	1	0	39
Food Production	3	45	3	0	12	10	0	73
Reception and Customer Service	1	19	2	1	3	1	0	27
SWL - Food Processing	1	10	1	1	2	4	0	19
SWL - Hospitality	5	54	3	4	22	20	0	108
SWL - Tourism	3	20	3	0	7	4	0	37
Workplace Background	0	1	0	0	0	0	0	1
LIGHT MANUFACTURING								
Composite Materials	0	1	0	0	0	0	0	1
Composite Materials, Machining and Fab	0	1	1	0	0	0	0	2
SWL - Light Manufacturing	0	20	3	1	6	3	0	33
Wood Fabrication	0	13	2	0	2	1	0	18
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)								
General Workshop	3	20	3	0	1	0	0	27
Metal Machining and Fabrication	0	10	1	0	1	0	0	12
SWL - Automotive	2	48	3	1	19	13	0	86
SWL - Metals and Engineering	3	27	1	1	12	8	0	52
MINING								
Local Area Mining	0	1	0	0	0	0	0	1
SWL - Mining	0	5	0	0	0	0	0	5
PRIMARY INDUSTRIES								
Animal Production and Enterprise	0	2	0	0	0	0	0	2
Applied Land Resource Management	0	3	0	0	0	0	0	3
Facilities Development and Maintenance	0	3	0	0	0	1	0	4
Pastoral Industries	0	1	0	0	0	0	0	1
Plant Production and Enterprise	0	3	0	0	0	1	0	4
SWL - Animal Care	0	34	2	1	15	11	0	63
SWL - Primary Industries	2	31	1	1	14	8	0	57

* This category may include secondary students studying through the School of Isolated and Distance Education, TAFE Institutions, education support centres and primary schools.

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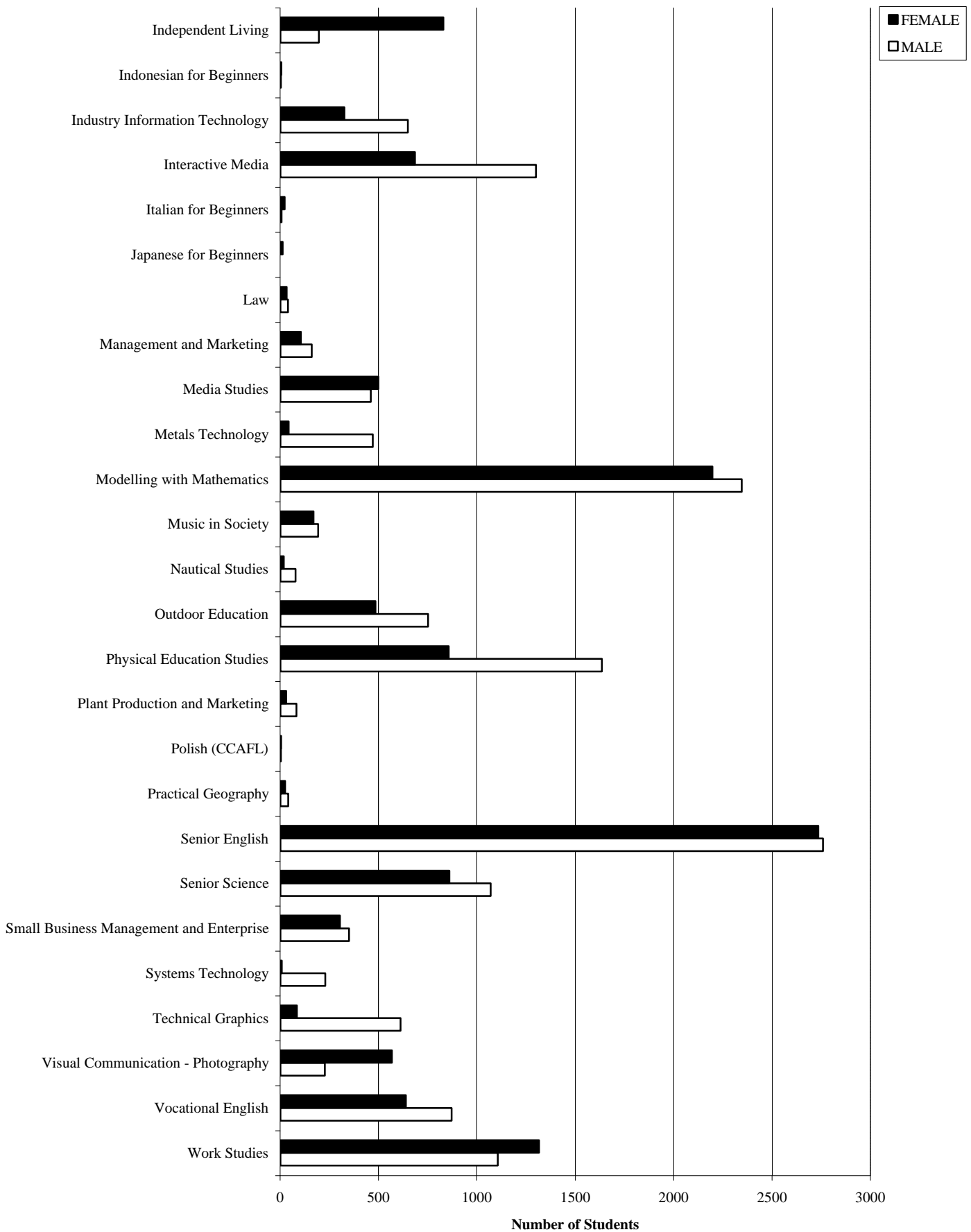
Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2002 (Cont)

Subjects within Industry Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
VOCATIONAL EDUCATION (Cont)								
RETAIL								
SWL - Sales and Personal Services	3	56	2	4	24	23	0	112
SPORT AND RECREATION								
Fitness	0	0	1	0	0	0	0	1
Sport, Specific Skills and Training	1	2	0	0	0	0	0	3
SWL - Sport and Recreation	1	34	2	0	16	16	0	69
TRANSPORT AND STORAGE								
SWL - Transport and Storage	0	13	0	1	1	2	0	17

* This category may include secondary students studying through the School of Isolated and Distance Education, TAFE Institutions, education support centres and primary schools.

Curriculum Council

Figure 3.1 Number of Students Who Completed Year 12 Wholly School-assessed Subjects*, by Sex, 2002 (Cont)



* Does not include Vocational Subjects.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2002

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.	262	951	2623	374	59	4269	
		%	6.14	22.28	61.44	8.76	1.38		
	Female	NO.	531	1544	2458	208	37	4778	
		%	11.11	32.31	51.44	4.35	0.77		
	Persons	NO.	793	2495	5081	582	96	9047	45.89
		%	8.77	27.58	56.16	6.43	1.06		
English as a Second Language *	Male	NO.	42	110	195	30	7	384	
		%	10.94	28.65	50.78	7.81	1.82		
	Female	NO.	60	128	141	28	7	364	
		%	16.48	35.16	38.74	7.69	1.92		
	Persons	NO.	102	238	336	58	14	748	3.79
		%	13.64	31.82	44.92	7.75	1.87		
English Literature *	Male	NO.	143	263	335	18	7	766	
		%	18.67	34.33	43.73	2.35	0.91		
	Female	NO.	416	659	608	35	10	1728	
		%	24.07	38.14	35.19	2.03	0.58		
	Persons	NO.	559	922	943	53	17	2494	12.65
		%	22.41	36.97	37.81	2.13	0.68		
Media Studies	Male	NO.	69	150	189	34	17	459	
		%	15.03	32.68	41.18	7.41	3.7		
	Female	NO.	114	177	156	33	17	497	
		%	22.94	35.61	31.39	6.64	3.42		
	Persons	NO.	183	327	345	67	34	956	4.85
		%	19.14	34.21	36.09	7.01	3.56		
Senior English	Male	NO.	184	1094	1327	100	52	2757	
		%	6.67	39.68	48.13	3.63	1.89		
	Female	NO.	582	1368	734	35	15	2734	
		%	21.29	50.04	26.85	1.28	0.55		
	Persons	NO.	766	2462	2061	135	67	5491	27.85
		%	13.95	44.84	37.53	2.46	1.22		
HEALTH AND PHYSICAL EDUCATION									
Early Childhood Studies	Male	NO.	1	4	9	0	0	14	
		%	7.14	28.57	64.29	0	0		
	Female	NO.	225	466	249	62	9	1011	
		%	22.26	46.09	24.63	6.13	0.89		
	Persons	NO.	226	470	258	62	9	1025	5.2
		%	22.05	45.85	25.17	6.05	0.88		
Health Studies	Male	NO.	11	55	40	27	3	136	
		%	8.09	40.44	29.41	19.85	2.21		
	Female	NO.	125	192	92	22	5	436	
		%	28.67	44.04	21.1	5.05	1.15		
	Persons	NO.	136	247	132	49	8	572	2.9
		%	23.78	43.18	23.08	8.57	1.4		
Independent Living	Male	NO.	10	58	88	29	10	195	
		%	5.13	29.74	45.13	14.87	5.13		
	Female	NO.	162	366	253	36	11	828	
		%	19.57	44.2	30.56	4.35	1.33		
	Persons	NO.	172	424	341	65	21	1023	5.18
		%	16.81	41.45	33.33	6.35	2.05		

* 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, 2002 (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)									
Outdoor Education	Male	NO.	107	350	212	61	20	750	
		%	14.27	46.67	28.27	8.13	2.67		
	Female	NO.	107	229	112	25	10	483	
		%	22.15	47.41	23.19	5.18	2.07		
	Persons	NO.	214	579	324	86	30	1233	
		%	17.36	46.96	26.28	6.97	2.43		6.25
Physical Education Studies	Male	NO.	348	842	331	96	17	1634	
		%	21.3	51.53	20.26	5.88	1.04		
	Female	NO.	234	408	184	28	1	855	
		%	27.37	47.72	21.52	3.27	0.12		
	Persons	NO.	582	1250	515	124	18	2489	
		%	23.38	50.22	20.69	4.98	0.72		12.62
LANGUAGES OTHER THAN ENGLISH									
Arabic (CCAFL)	Male	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		
	Female	NO.	1	3	1	0	1	6	
		%	16.67	50	16.67	0	16.67		
	Persons	NO.	2	4	2	0	1	9	
		%	22.22	44.44	22.22	0	11.11		0.04
Chinese: Advanced *	Male	NO.	6	10	20	4	1	41	
		%	14.63	24.39	48.78	9.76	2.44		
	Female	NO.	25	23	29	0	0	77	
		%	32.47	29.87	37.66	0	0		
	Persons	NO.	31	33	49	4	1	118	
		%	26.27	27.97	41.53	3.39	0.85		0.59
Chinese: Second Language *	Male	NO.	2	0	4	0	0	6	
		%	33.33	0	66.67	0	0		
	Female	NO.	2	3	6	0	0	11	
		%	18.18	27.27	54.55	0	0		
	Persons	NO.	4	3	10	0	0	17	
		%	23.53	17.65	58.82	0	0		0.08
Dutch	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	
		%	100	0	0	0	0		0
French *	Male	NO.	17	27	40	12	2	98	
		%	17.35	27.55	40.82	12.24	2.04		
	Female	NO.	68	84	108	33	2	295	
		%	23.05	28.47	36.61	11.19	0.68		
	Persons	NO.	85	111	148	45	4	393	
		%	21.63	28.24	37.66	11.45	1.02		1.99
French for Beginners	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Persons	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		0.01

* 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, 2002 (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.	6	8	9	1	0	24	
		%	25	33.33	37.5	4.17	0		
	Female	NO.	14	13	23	1	0	51	
		%	27.45	25.49	45.1	1.96	0		
	Persons	NO.	20	21	32	2	0	75	
		%	26.67	28	42.67	2.67	0		
Hebrew (CCAFL)	Male	NO.	1	0	0	0	0	1	0.38
		%	100	0	0	0	0		
	Female	NO.	1	3	0	0	0	4	
		%	25	75	0	0	0		
	Persons	NO.	2	3	0	0	0	5	
		%	40	60	0	0	0		
Indonesian for Beginners	Male	NO.	0	0	1	0	0	1	0.02
		%	0	0	100	0	0		
	Female	NO.	0	3	2	0	0	5	
		%	0	60	40	0	0		
	Persons	NO.	0	3	3	0	0	6	
		%	0	50	50	0	0		
Indonesian: Advanced *	Male	NO.	4	21	27	6	2	60	0.03
		%	6.67	35	45	10	3.33		
	Female	NO.	10	31	26	1	0	68	
		%	14.71	45.59	38.24	1.47	0		
	Persons	NO.	14	52	53	7	2	128	
		%	10.94	40.63	41.41	5.47	1.56		
Indonesian: Second Language *	Male	NO.	8	23	20	3	0	54	0.64
		%	14.81	42.59	37.04	5.56	0		
	Female	NO.	19	31	44	3	0	97	
		%	19.59	31.96	45.36	3.09	0		
	Persons	NO.	27	54	64	6	0	151	
		%	17.88	35.76	42.38	3.97	0		
Italian *	Male	NO.	8	12	33	9	3	65	0.76
		%	12.31	18.46	50.77	13.85	4.62		
	Female	NO.	22	31	86	35	7	181	
		%	12.15	17.13	47.51	19.34	3.87		
	Persons	NO.	30	43	119	44	10	246	
		%	12.2	17.48	48.37	17.89	4.07		
Italian for Beginners	Male	NO.	0	2	4	0	0	6	1.24
		%	0	33.33	66.67	0	0		
	Female	NO.	0	8	12	2	0	22	
		%	0	36.36	54.55	9.09	0		
	Persons	NO.	0	10	16	2	0	28	
		%	0	35.71	57.14	7.14	0		
Japanese for Beginners	Male	NO.	0	0	0	0	0	0	0.14
		%	0	0	0	0	0		
	Female	NO.	2	5	3	1	0	11	
		%	18.18	45.45	27.27	9.09	0		
	Persons	NO.	2	5	3	1	0	11	
		%	18.18	45.45	27.27	9.09	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, 2002 (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: Advanced *	Male	NO.	0	1	6	0	0	7	
		%	0	14.29	85.71	0	0		
	Female	NO.	0	3	5	1	0	9	
		%	0	33.33	55.56	11.11	0		
	Persons	NO.	0	4	11	1	0	16	
		%	0	25	68.75	6.25	0		0.08
Japanese: Second Language *	Male	NO.	17	23	27	14	1	82	
		%	20.73	28.05	32.93	17.07	1.22		
	Female	NO.	46	41	75	31	0	193	
		%	23.83	21.24	38.86	16.06	0		
	Persons	NO.	63	64	102	45	1	275	
		%	22.91	23.27	37.09	16.36	0.36		1.39
Malay: Advanced *	Male	NO.	2	4	4	1	1	12	
		%	16.67	33.33	33.33	8.33	8.33		
	Female	NO.	6	6	13	2	0	27	
		%	22.22	22.22	48.15	7.41	0		
	Persons	NO.	8	10	17	3	1	39	
		%	20.51	25.64	43.59	7.69	2.56		0.19
Modern Greek (SSABSA) *	Male	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Female	NO.	3	1	0	0	0	4	
		%	75	25	0	0	0		
	Persons	NO.	4	2	0	0	0	6	
		%	66.67	33.33	0	0	0		0.03
Polish (CCAFL)	Male	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Female	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
	Persons	NO.	4	1	0	0	0	5	
		%	80	20	0	0	0		0.02
MATHEMATICS									
Applicable Mathematics *	Male	NO.	680	654	958	287	77	2656	
		%	25.6	24.62	36.07	10.81	2.9		
	Female	NO.	516	499	710	210	55	1990	
		%	25.93	25.08	35.68	10.55	2.76		
	Persons	NO.	1196	1153	1668	497	132	4646	
		%	25.74	24.82	35.9	10.7	2.84		23.57
Calculus *	Male	NO.	321	283	438	152	38	1232	
		%	26.06	22.97	35.55	12.34	3.08		
	Female	NO.	158	119	143	41	9	470	
		%	33.62	25.32	30.43	8.72	1.91		
	Persons	NO.	479	402	581	193	47	1702	
		%	28.14	23.62	34.14	11.34	2.76		8.63
Discrete Mathematics *	Male	NO.	581	872	1383	412	106	3354	
		%	17.32	26	41.23	12.28	3.16		
	Female	NO.	846	1168	1793	500	87	4394	
		%	19.25	26.58	40.81	11.38	1.98		
	Persons	NO.	1427	2040	3176	912	193	7748	
		%	18.42	26.33	40.99	11.77	2.49		39.3

* 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, 2002 (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
MATHEMATICS (Cont)									
Modelling with Mathematics	Male	NO.	155	841	1092	141	115	2344	
		%	6.61	35.88	46.59	6.02	4.91		
	Female	NO.	326	966	741	100	62	2195	
		%	14.85	44.01	33.76	4.56	2.82		
	Persons	NO.	481	1807	1833	241	177	4539	
		%	10.6	39.81	40.38	5.31	3.9		23.02
SCIENCE									
Biology *	Male	NO.	123	229	366	93	12	823	
		%	14.95	27.83	44.47	11.3	1.46		
	Female	NO.	303	401	502	110	15	1331	
		%	22.76	30.13	37.72	8.26	1.13		
	Persons	NO.	426	630	868	203	27	2154	
		%	19.78	29.25	40.3	9.42	1.25		10.92
Chemistry *	Male	NO.	488	392	599	237	55	1771	
		%	27.56	22.13	33.82	13.38	3.11		
	Female	NO.	449	430	597	244	48	1768	
		%	25.4	24.32	33.77	13.8	2.71		
	Persons	NO.	937	822	1196	481	103	3539	
		%	26.48	23.23	33.79	13.59	2.91		17.95
Geology *	Male	NO.	5	7	8	3	0	23	
		%	21.74	30.43	34.78	13.04	0		
	Female	NO.	3	2	7	0	0	12	
		%	25	16.67	58.33	0	0		
	Persons	NO.	8	9	15	3	0	35	
		%	22.86	25.71	42.86	8.57	0		0.17
Human Biology *	Male	NO.	193	315	571	190	35	1304	
		%	14.8	24.16	43.79	14.57	2.68		
	Female	NO.	712	920	1294	399	63	3388	
		%	21.02	27.15	38.19	11.78	1.86		
	Persons	NO.	905	1235	1865	589	98	4692	
		%	19.29	26.32	39.75	12.55	2.09		23.8
Physical Science *	Male	NO.	15	26	54	20	13	128	
		%	11.72	20.31	42.19	15.63	10.16		
	Female	NO.	44	50	61	14	2	171	
		%	25.73	29.24	35.67	8.19	1.17		
	Persons	NO.	59	76	115	34	15	299	
		%	19.73	25.42	38.46	11.37	5.02		1.51
Physics *	Male	NO.	539	521	776	309	86	2231	
		%	24.16	23.35	34.78	13.85	3.85		
	Female	NO.	277	229	319	90	21	936	
		%	29.59	24.47	34.08	9.62	2.24		
	Persons	NO.	816	750	1095	399	107	3167	
		%	25.77	23.68	34.58	12.6	3.38		16.06
Senior Science	Male	NO.	127	450	404	68	19	1068	
		%	11.89	42.13	37.83	6.37	1.78		
	Female	NO.	177	415	222	35	10	859	
		%	20.61	48.31	25.84	4.07	1.16		
	Persons	NO.	304	865	626	103	29	1927	
		%	15.78	44.89	32.49	5.35	1.5		9.77

* 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, 2002 (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									
Ancient History *	Male	NO.	30	43	72	16	0	161	
		%	18.63	26.71	44.72	9.94	0		
	Female	NO.	57	78	79	14	5	233	
		%	24.46	33.48	33.91	6.01	2.15		
	Persons	NO.	87	121	151	30	5	394	
		%	22.08	30.71	38.32	7.61	1.27		
Australian Studies	Male	NO.	1	0	5	1	0	7	
		%	14.29	0	71.43	14.29	0		
	Female	NO.	9	14	5	0	0	28	
		%	32.14	50	17.86	0	0		
	Persons	NO.	10	14	10	1	0	35	
		%	28.57	40	28.57	2.86	0		
Beliefs and Values	Male	NO.	32	262	337	78	9	718	
		%	4.46	36.49	46.94	10.86	1.25		
	Female	NO.	188	610	241	36	5	1080	
		%	17.41	56.48	22.31	3.33	0.46		
	Persons	NO.	220	872	578	114	14	1798	
		%	12.24	48.5	32.15	6.34	0.78		
Economics *	Male	NO.	338	495	763	235	35	1866	
		%	18.11	26.53	40.89	12.59	1.88		
	Female	NO.	276	314	494	154	16	1254	
		%	22.01	25.04	39.39	12.28	1.28		
	Persons	NO.	614	809	1257	389	51	3120	
		%	19.68	25.93	40.29	12.47	1.63		
Geography *	Male	NO.	248	495	1040	312	59	2154	
		%	11.51	22.98	48.28	14.48	2.74		
	Female	NO.	344	619	1020	250	42	2275	
		%	15.12	27.21	44.84	10.99	1.85		
	Persons	NO.	592	1114	2060	562	101	4429	
		%	13.37	25.15	46.51	12.69	2.28		
History *	Male	NO.	176	302	551	113	20	1162	
		%	15.15	25.99	47.42	9.72	1.72		
	Female	NO.	407	640	940	181	30	2198	
		%	18.52	29.12	42.77	8.23	1.36		
	Persons	NO.	583	942	1491	294	50	3360	
		%	17.35	28.04	44.38	8.75	1.49		
Law	Male	NO.	6	14	15	2	1	38	
		%	15.79	36.84	39.47	5.26	2.63		
	Female	NO.	6	15	11	0	0	32	
		%	18.75	46.88	34.38	0	0		
	Persons	NO.	12	29	26	2	1	70	
		%	17.14	41.43	37.14	2.86	1.43		
Political and Legal Studies *	Male	NO.	99	100	146	61	12	418	
		%	23.68	23.92	34.93	14.59	2.87		
	Female	NO.	135	178	232	62	16	623	
		%	21.67	28.57	37.24	9.95	2.57		
	Persons	NO.	234	278	378	123	28	1041	
		%	22.48	26.71	36.31	11.82	2.69		

* 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, 2002 (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)									
Practical Geography	Male	NO.	5	13	20	1	0	39	
		%	12.82	33.33	51.28	2.56	0		
	Female	NO.	5	11	8	0	0	24	
		%	20.83	45.83	33.33	0	0		
	Persons	NO.	10	24	28	1	0	63	
		%	15.87	38.1	44.44	1.59	0		0.31
TECHNOLOGY AND ENTERPRISE									
Accounting *	Male	NO.	103	143	219	91	34	590	
		%	17.46	24.24	37.12	15.42	5.76		
	Female	NO.	157	182	266	106	26	737	
		%	21.3	24.69	36.09	14.38	3.53		
	Persons	NO.	260	325	485	197	60	1327	
		%	19.59	24.49	36.55	14.85	4.52		6.73
Administrative Systems	Male	NO.	5		29	11	1	59	
		%	8.47		22.03	49.15	18.64	1.69	
	Female	NO.	17	47	36	9	1	110	
		%	15.45	42.73	32.73	8.18	0.91		
	Persons	NO.	22	60	65	20	2	169	
		%	13.02	35.5	38.46	11.83	1.18		0.85
Aeronautics	Male	NO.	5	25	37	11	7	85	
		%	5.88	29.41	43.53	12.94	8.24		
	Female	NO.	0	3	4	0	1	8	
		%	0	37.5	50	0	12.5		
	Persons	NO.	5	28	41	11	8	93	
		%	5.38	30.11	44.09	11.83	8.6		0.47
Animal Production and Marketing	Male	NO.	11	43	30	4	1	89	
		%	12.36	48.31	33.71	4.49	1.12		
	Female	NO.	10	16	16	1	0	43	
		%	23.26	37.21	37.21	2.33	0		
	Persons	NO.	21	59	46	5	1	132	
		%	15.91	44.7	34.85	3.79	0.76		0.66
Applied Technology	Male	NO.	15	44	55	11	3	128	
		%	11.72	34.38	42.97	8.59	2.34		
	Female	NO.	1	2	8	0	0	11	
		%	9.09	18.18	72.73	0	0		
	Persons	NO.	16	46	63	11	3	139	
		%	11.51	33.09	45.32	7.91	2.16		0.7
Automotive Workshop	Male	NO.	28	108	123	33	9	301	
		%	9.3	35.88	40.86	10.96	2.99		
	Female	NO.	3	5	9	0	0	17	
		%	17.65	29.41	52.94	0	0		
	Persons	NO.	31	113	132	33	9	318	
		%	9.75	35.53	41.51	10.38	2.83		1.61
Building and Construction	Male	NO.	12	66	61	4	8	151	
		%	7.95	43.71	40.4	2.65	5.3		
	Female	NO.	1	1	2	0	0	4	
		%	25	25	50	0	0		
	Persons	NO.	13	67	63	4	8	155	
		%	8.39	43.23	40.65	2.58	5.16		0.78

* 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, 2002 (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)									
Business Information Technology	Male	NO.	53	239	308	97	46	743	
		%	7.13	32.17	41.45	13.06	6.19		
	Female	NO.	241	482	303	63	13	1102	
		%	21.87	43.74	27.5	5.72	1.18		
	Persons	NO.	294	721	611	160	59	1845	
		%	15.93	39.08	33.12	8.67	3.2		9.36
Fabrics, Design and Technology	Male	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Female	NO.	19	27	24	7	1	78	
		%	24.36	34.62	30.77	8.97	1.28		
	Persons	NO.	19	27	26	7	1	80	
		%	23.75	33.75	32.5	8.75	1.25		0.4
Farm Practice	Male	NO.	1	57	27	1	1	87	
		%	1.15	65.52	31.03	1.15	1.15		
	Female	NO.	3	19	10	0	3	35	
		%	8.57	54.29	28.57	0	8.57		
	Persons	NO.	4	76	37	1	4	122	
		%	3.28	62.3	30.33	0.82	3.28		0.61
Food Technology	Male	NO.	1	8	15	3	0	27	
		%	3.7	29.63	55.56	11.11	0		
	Female	NO.	7	18	23	4	0	52	
		%	13.46	34.62	44.23	7.69	0		
	Persons	NO.	8	26	38	7	0	79	
		%	10.13	32.91	48.1	8.86	0		0.4
Furniture Design and Technology	Male	NO.	135	377	465	86	19	1082	
		%	12.48	34.84	42.98	7.95	1.76		
	Female	NO.	17	30	57	10	3	117	
		%	14.53	25.64	48.72	8.55	2.56		
	Persons	NO.	152	407	522	96	22	1199	
		%	12.68	33.94	43.54	8.01	1.83		6.08
Graphics Technology	Male	NO.	11	23	33	2	1	70	
		%	15.71	32.86	47.14	2.86	1.43		
	Female	NO.	11	17	7	3	2	40	
		%	27.5	42.5	17.5	7.5	5		
	Persons	NO.	22	40	40	5	3	110	
		%	20	36.36	36.36	4.55	2.73		0.55
Industry Information Technology	Male	NO.	64	222	285	63	14	648	
		%	9.88	34.26	43.98	9.72	2.16		
	Female	NO.	36	131	121	26	11	325	
		%	11.08	40.31	37.23	8	3.38		
	Persons	NO.	100	353	406	89	25	973	
		%	10.28	36.28	41.73	9.15	2.57		4.93
Information Systems *	Male	NO.	111	158	284	91	29	673	
		%	16.49	23.48	42.2	13.52	4.31		
	Female	NO.	39	65	89	25	7	225	
		%	17.33	28.89	39.56	11.11	3.11		
	Persons	NO.	150	223	373	116	36	898	
		%	16.7	24.83	41.54	12.92	4.01		4.55

* 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, 2002 (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)									
Interactive Media	Male	NO.	151	459	555	106	28	1299	
		%	11.62	35.33	42.73	8.16	2.16		
	Female	NO.	95	312	233	39	5	684	
		%	13.89	45.61	34.06	5.7	0.73		
	Persons	NO.	246	771	788	145	33	1983	
		%	12.41	38.88	39.74	7.31	1.66		10.06
Management and Marketing	Male	NO.	20	64	54	18	3	159	
		%	12.58	40.25	33.96	11.32	1.89		
	Female	NO.	20	42	37	5	0	104	
		%	19.23	40.38	35.58	4.81	0		
	Persons	NO.	40	106	91	23	3	263	
		%	15.21	40.3	34.6	8.75	1.14		1.33
Metals Technology	Male	NO.	56	141	208	48	16	469	
		%	11.94	30.06	44.35	10.23	3.41		
	Female	NO.	9	11	14	6	2	42	
		%	21.43	26.19	33.33	14.29	4.76		
	Persons	NO.	65	152	222	54	18	511	
		%	12.72	29.75	43.44	10.57	3.52		2.59
Nautical Studies	Male	NO.	14	24	32	5	2	77	
		%	18.18	31.17	41.56	6.49	2.6		
	Female	NO.	7	3	5	2	0	17	
		%	41.18	17.65	29.41	11.76	0		
	Persons	NO.	21	27	37	7	2	94	
		%	22.34	28.72	39.36	7.45	2.13		0.47
Plant Production and Marketing	Male	NO.	8	43	25	5	0	81	
		%	9.88	53.09	30.86	6.17	0		
	Female	NO.	5	15	8	1	0	29	
		%	17.24	51.72	27.59	3.45	0		
	Persons	NO.	13	58	33	6	0	110	
		%	11.82	52.73	30	5.45	0		0.55
Small Business Management and Enterprise	Male	NO.	32	127	142	40	8	349	
		%	9.17	36.39	40.69	11.46	2.29		
	Female	NO.	58	145	83	15	1	302	
		%	19.21	48.01	27.48	4.97	0.33		
	Persons	NO.	90	272	225	55	9	651	
		%	13.82	41.78	34.56	8.45	1.38		3.3
Systems Technology	Male	NO.	28	87	95	11	7	228	
		%	12.28	38.16	41.67	4.82	3.07		
	Female	NO.	1	3	0	2	1	7	
		%	14.29	42.86	0	28.57	14.29		
	Persons	NO.	29	90	95	13	8	235	
		%	12.34	38.3	40.43	5.53	3.4		1.19
Technical Graphics	Male	NO.	88	211	249	45	17	610	
		%	14.43	34.59	40.82	7.38	2.79		
	Female	NO.	22	37	21	4	0	84	
		%	26.19	44.05	25	4.76	0		
	Persons	NO.	110	248	270	49	17	694	
		%	15.85	35.73	38.9	7.06	2.45		3.52

* 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, 2002 (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)									
Visual Communication - Photography	Male	NO.	24	61	71	38	32	226	
		%	10.62	26.99	31.42	16.81	14.16		
	Female	NO.	155	229	129	30	23	566	
		%	27.39	40.46	22.79	5.3	4.06		
	Persons	NO.	179	290	200	68	55	792	
		%	22.6	36.62	25.25	8.59	6.94		4.01
THE ARTS									
Art *	Male	NO.	45	83	123	27	6	284	
		%	15.85	29.23	43.31	9.51	2.11		
	Female	NO.	171	354	339	60	6	930	
		%	18.39	38.06	36.45	6.45	0.65		
	Persons	NO.	216	437	462	87	12	1214	
		%	17.79	36	38.06	7.17	0.99		6.15
Art and Design	Male	NO.	49	124	263	81	37	554	
		%	8.84	22.38	47.47	14.62	6.68		
	Female	NO.	230	513	524	103	22	1392	
		%	16.52	36.85	37.64	7.4	1.58		
	Persons	NO.	279	637	787	184	59	1946	
		%	14.34	32.73	40.44	9.46	3.03		9.87
Ballet Studies	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	6	2	0	0	0	8	
		%	75	25	0	0	0		
	Persons	NO.	6	2	0	0	0	8	
		%	75	25	0	0	0		0.04
Dance Studies	Male	NO.	7	8	5	1	0	21	
		%	33.33	38.1	23.81	4.76	0		
	Female	NO.	155	275	134	39	6	609	
		%	25.45	45.16	22	6.4	0.99		
	Persons	NO.	162	283	139	40	6	630	
		%	25.71	44.92	22.06	6.35	0.95		3.19
Drama	Male	NO.	14	73	94	42	7	230	
		%	6.09	31.74	40.87	18.26	3.04		
	Female	NO.	70	215	177	44	5	511	
		%	13.7	42.07	34.64	8.61	0.98		
	Persons	NO.	84	288	271	86	12	741	
		%	11.34	38.87	36.57	11.61	1.62		3.75
Drama Studies *	Male	NO.	36	133	58	10	0	237	
		%	15.19	56.12	24.47	4.22	0		
	Female	NO.	172	511	128	17	4	832	
		%	20.67	61.42	15.38	2.04	0.48		
	Persons	NO.	208	644	186	27	4	1069	
		%	19.46	60.24	17.4	2.53	0.37		5.42
Music *	Male	NO.	34	35	37	11	1	118	
		%	28.81	29.66	31.36	9.32	0.85		
	Female	NO.	56	76	71	11	1	215	
		%	26.05	35.35	33.02	5.12	0.47		
	Persons	NO.	90	111	108	22	2	333	
		%	27.03	33.33	32.43	6.61	0.6		1.68

* There subjects have a Tertiary Entrance Examination.

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2002 (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)										
Music in Society	Male	NO.	36	77	62	13	4	192		
		%	18.75	40.1	32.29	6.77	2.08			
	Female	NO.	45	59	55	7	2	168		
		%	26.79	35.12	32.74	4.17	1.19			
	Persons	NO.	81	136	117	20	6	360		
		%	22.5	37.78	32.5	5.56	1.67		1.82	
	SUBJECTS WITHIN INDUSTRY AREAS									
	VOCATIONAL EDUCATION									
ACROSS INDUSTRY STUDIES										
Computer Assisted Drawing and Design	Male	NO.	15	24	36	13	6	94		
		%	15.96	25.53	38.3	13.83	6.38			
	Female	NO.	1	2	2	3	0	8		
		%	12.5	25	25	37.5	0			
	Persons	NO.	16	26	38	16	6	102		
		%	15.69	25.49	37.25	15.69	5.88		0.51	
	Vocational English	Male	NO.	57	344	407	39	23	870	
			%	6.55	39.54	46.78	4.48	2.64		
Female		NO.	132	318	176	11	1	638		
		%	20.69	49.84	27.59	1.72	0.16			
Persons		NO.	189	662	583	50	24	1508		
		%	12.53	43.9	38.66	3.32	1.59		7.65	
Work Studies	Male	NO.	100	387	480	86	52	1105		
		%	9.05	35.02	43.44	7.78	4.71			
	Female	NO.	293	618	340	42	21	1314		
		%	22.3	47.03	25.88	3.2	1.6			
	Persons	NO.	393	1005	820	128	73	2419		
		%	16.25	41.55	33.9	5.29	3.02		12.27	
ARTS AND RELATED TECHNOLOGIES										
SWL - Design	Male	NO.	42	43	8	1	1	95		
		%	44.21	45.26	8.42	1.05	1.05			
	Female	NO.	63	27	7	0	1	98		
		%	64.29	27.55	7.14	0	1.02			
	Persons	NO.	105	70	15	1	2	193		
		%	54.4	36.27	7.77	0.52	1.04		0.97	
	BUILDING AND CONSTRUCTION									
	SWL - Building Construction and Services	Male	NO.	53	67	18	1	5	144	
%			36.81	46.53	12.5	0.69	3.47			
Female		NO.	2	0	0	0	0	2		
		%	100	0	0	0	0			
Persons		NO.	55	67	18	1	5	146		
		%	37.67	45.89	12.33	0.68	3.42		0.74	

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2002 (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	1	5	4	4	14	
		%	0	7.14	35.71	28.57	28.57		
	Female	NO.	2	11	11	2	1	27	
		%	7.41	40.74	40.74	7.41	3.7		
	Persons	NO.	2	12	16	6	5	41	
		%	4.88	29.27	39.02	14.63	12.2		0.2
Business Financial Management	Male	NO.	1	14	14	4	6	39	
		%	2.56	35.9	35.9	10.26	15.38		
	Female	NO.	26	58	57	19	6	166	
		%	15.66	34.94	34.34	11.45	3.61		
	Persons	NO.	27	72	71	23	12	205	
		%	13.17	35.12	34.63	11.22	5.85		1.04
Computer Fundamentals	Male	NO.	50	98	144	39	31	362	
		%	13.81	27.07	39.78	10.77	8.56		
	Female	NO.	91	189	127	22	11	440	
		%	20.68	42.95	28.86	5	2.5		
	Persons	NO.	141	287	271	61	42	802	
		%	17.58	35.79	33.79	7.61	5.24		4.06
Office Administration	Male	NO.	1	1	11	3	0	16	
		%	6.25	6.25	68.75	18.75	0		
	Female	NO.	33	57	22	2	0	114	
		%	28.95	50	19.3	1.75	0		
	Persons	NO.	34	58	33	5	0	130	
		%	26.15	44.62	25.38	3.85	0		0.65
SWL - Business and Clerical	Male	NO.	36	39	12	0	2	89	
		%	40.45	43.82	13.48	0	2.25		
	Female	NO.	213	146	32	1	4	396	
		%	53.79	36.87	8.08	0.25	1.01		
	Persons	NO.	249	185	44	1	6	485	
		%	51.34	38.14	9.07	0.21	1.24		2.46
SWL - Information Technology	Male	NO.	99	82	19	1	1	202	
		%	49.01	40.59	9.41	0.5	0.5		
	Female	NO.	12	3	2	0	0	17	
		%	70.59	17.65	11.76	0	0		
	Persons	NO.	111	85	21	1	1	219	
		%	50.68	38.81	9.59	0.46	0.46		1.11
COMMUNITY SERVICES AND HEALTH									
Child Care	Male	NO.	0	3	2	3	0	8	
		%	0	37.5	25	37.5	0		
	Female	NO.	26	58	37	16	4	141	
		%	18.44	41.13	26.24	11.35	2.84		
	Persons	NO.	26	61	39	19	4	149	
		%	17.45	40.94	26.17	12.75	2.68		0.75

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2002 (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)									
COMMUNITY SERVICES AND HEALTH (Cont)									
SWL - Community Services	Male	NO.	19	9	1	1	1	31	
		%	61.29	29.03	3.23	3.23	3.23		
	Female	NO.	187	123	23	2	2	337	
		%	55.49	36.5	6.82	0.59	0.59		
	Persons	NO.	206	132	24	3	3	368	
		%	55.98	35.87	6.52	0.82	0.82		1.86
The Study of Teaching	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	5	0	1	0	0	6	
		%	83.33	0	16.67	0	0		
	Persons	NO.	5	1	1	0	0	7	
		%	71.43	14.29	14.29	0	0		0.03
Vocational Community Networking	Male	NO.	2	1	2	0	0	5	
		%	40	20	40	0	0		
	Female	NO.	13	16	12	5	1	47	
		%	27.66	34.04	25.53	10.64	2.13		
	Persons	NO.	15	17	14	5	1	52	
		%	28.85	32.69	26.92	9.62	1.92		0.26
ELECTRICAL/ELECTRONICS									
SWL - Electronics Servicing	Male	NO.	48	34	10	0	1	93	
		%	51.61	36.56	10.75	0	1.08		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	48	35	10	0	1	94	
		%	51.06	37.23	10.64	0	1.06		0.47
HOSPITALITY TRAVEL AND TOURISM									
Aspects of the Tourism Industry	Male	NO.	10	34	47	10	11	112	
		%	8.93	30.36	41.96	8.93	9.82		
	Female	NO.	121	176	123	26	7	453	
		%	26.71	38.85	27.15	5.74	1.55		
	Persons	NO.	131	210	170	36	18	565	
		%	23.19	37.17	30.09	6.37	3.19		2.86
Food Production	Male	NO.	27	87	136	20	5	275	
		%	9.82	31.64	49.45	7.27	1.82		
	Female	NO.	192	441	203	24	6	866	
		%	22.17	50.92	23.44	2.77	0.69		
	Persons	NO.	219	528	339	44	11	1141	
		%	19.19	46.28	29.71	3.86	0.96		5.78
Reception and Customer Service	Male	NO.	1	18	24	7	1	51	
		%	1.96	35.29	47.06	13.73	1.96		
	Female	NO.	50	103	60	12	2	227	
		%	22.03	45.37	26.43	5.29	0.88		
	Persons	NO.	51	121	84	19	3	278	
		%	18.35	43.53	30.22	6.83	1.08		1.41

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2002 (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 - Food Processing	Male	NO.	6	5	2	2	0	15	
		%	40	33.33	13.33	13.33	0		
	Female	NO.	6	10	0	1	0	17	
		%	35.29	58.82	0	5.88	0		
	Persons	NO.	12	15	2	3	0	32	
		%	37.5	46.88	6.25	9.38	0		0.16
SWL - Hospitality	Male	NO.	49	46	16	6	3	120	
		%	40.83	38.33	13.33	5	2.5		
	Female	NO.	118	88	18	5	4	233	
		%	50.64	37.77	7.73	2.15	1.72		
	Persons	NO.	167	134	34	11	7	353	
		%	47.31	37.96	9.63	3.12	1.98		1.79
SWL - Tourism	Male	NO.	7	3	1	0	1	12	
		%	58.33	25	8.33	0	8.33		
	Female	NO.	21	17	6	1	1	46	
		%	45.65	36.96	13.04	2.17	2.17		
	Persons	NO.	28	20	7	1	2	58	
		%	48.28	34.48	12.07	1.72	3.45		0.29
Workplace Background	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	0	0	3	1	0	4	
		%	0	0	75	25	0		
	Persons	NO.	0	1	3	1	0	5	
		%	0	20	60	20	0		0.02
LIGHT MANUFACTURING									
Composite Materials	Male	NO.	0	0	0	1	1	2	
		%	0	0	0	50	50		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	0	1	1	2	
		%	0	0	0	50	50		0.01
Composite Materials, Machining and Fabrication	Male	NO.	1	10	4	1	0	16	
		%	6.25	62.5	25	6.25	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	10	4	1	0	16	
		%	6.25	62.5	25	6.25	0		0.08
SWL - Light Manufacturing	Male	NO.	26	19	5	0	1	51	
		%	50.98	37.25	9.8	0	1.96		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	27	19	5	0	1	52	
		%	51.92	36.54	9.62	0	1.92		0.26

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2002 (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)									
LIGHT MANUFACTURING (Cont)									
Wood Fabrication	Male	NO.	15	59	76	15	6	171	
		%	8.77	34.5	44.44	8.77	3.51		
	Female	NO.	1	5	9	1	0	16	
		%	6.25	31.25	56.25	6.25	0		
	Persons	NO.	16	64	85	16	6	187	
		%	8.56	34.22	45.45	8.56	3.21		
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)									
General Workshop	Male	NO.	17	78	119	19	1	234	
		%	7.26	33.33	50.85	8.12	0.43		
	Female	NO.	3	2	6	0	0	11	
		%	27.27	18.18	54.55	0	0		
	Persons	NO.	20	80	125	19	1	245	
		%	8.16	32.65	51.02	7.76	0.41		
Metal Machining and Fabrication	Male	NO.	16	36	43	3	1	99	
		%	16.16	36.36	43.43	3.03	1.01		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	16	37	43	3	1	100	
		%	16	37	43	3	1		
SWL - Automotive	Male	NO.	91	88	32	9	6	226	
		%	40.27	38.94	14.16	3.98	2.65		
	Female	NO.	1	0	5	0	0	6	
		%	16.67	0	83.33	0	0		
	Persons	NO.	92	88	37	9	6	232	
		%	39.66	37.93	15.95	3.88	2.59		
SWL - Metals and Engineering	Male	NO.	43	50	16	3	2	114	
		%	37.72	43.86	14.04	2.63	1.75		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	43	51	16	3	2	115	
		%	37.39	44.35	13.91	2.61	1.74		
MINING									
Local Area Mining	Male	NO.	0	1	8	0	0	9	
		%	0	11.11	88.89	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	2	8	0	0	10	
		%	0	20	80	0	0		
SWL - Mining	Male	NO.	6	2	1	0	0	9	
		%	66.67	22.22	11.11	0	0		
	Female	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Persons	NO.	8	2	1	0	0	11	
		%	72.73	18.18	9.09	0	0		

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2002 (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									
Animal Production and Enterprise	Male	NO.	1	5	6	0	0	12	
		%	8.33	41.67	50	0	0		
	Female	NO.	6	4	1	0	0	11	
		%	54.55	36.36	9.09	0	0		
	Persons	NO.	7	9	7	0	0	23	
		%	30.43	39.13	30.43	0	0		0.11
Applied Land Resource Management	Male	NO.	2	5	3	0	0	10	
		%	20	50	30	0	0		
	Female	NO.	1	1	0	1	0	3	
		%	33.33	33.33	0	33.33	0		
	Persons	NO.	3	6	3	1	0	13	
		%	23.08	46.15	23.08	7.69	0		0.06
Facilities Development and Maintenance	Male	NO.	3	5	8	0	1	17	
		%	17.65	29.41	47.06	0	5.88		
	Female	NO.	1	8	1	1	0	11	
		%	9.09	72.73	9.09	9.09	0		
	Persons	NO.	4	13	9	1	1	28	
		%	14.29	46.43	32.14	3.57	3.57		0.14
Pastoral Industries	Male	NO.	0	11	0	0	0	11	
		%	0	100	0	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	12	0	0	0	12	
		%	0	100	0	0	0		0.06
Plant Production and Enterprise	Male	NO.	1	8	7	0	0	16	
		%	6.25	50	43.75	0	0		
	Female	NO.	0	6	1	0	0	7	
		%	0	85.71	14.29	0	0		
	Persons	NO.	1	14	8	0	0	23	
		%	4.35	60.87	34.78	0	0		0.11
SWL - Animal Care	Male	NO.	6	7	3	0	0	16	
		%	37.5	43.75	18.75	0	0		
	Female	NO.	53	27	9	0	1	90	
		%	58.89	30	10	0	1.11		
	Persons	NO.	59	34	12	0	1	106	
		%	55.66	32.08	11.32	0	0.94		0.53
SWL - Primary Industries	Male	NO.	53	104	39	22	2	220	
		%	24.09	47.27	17.73	10	0.91		
	Female	NO.	10	25	6	3	0	44	
		%	22.73	56.82	13.64	6.82	0		
	Persons	NO.	63	129	45	25	2	264	
		%	23.86	48.86	17.05	9.47	0.76		1.33

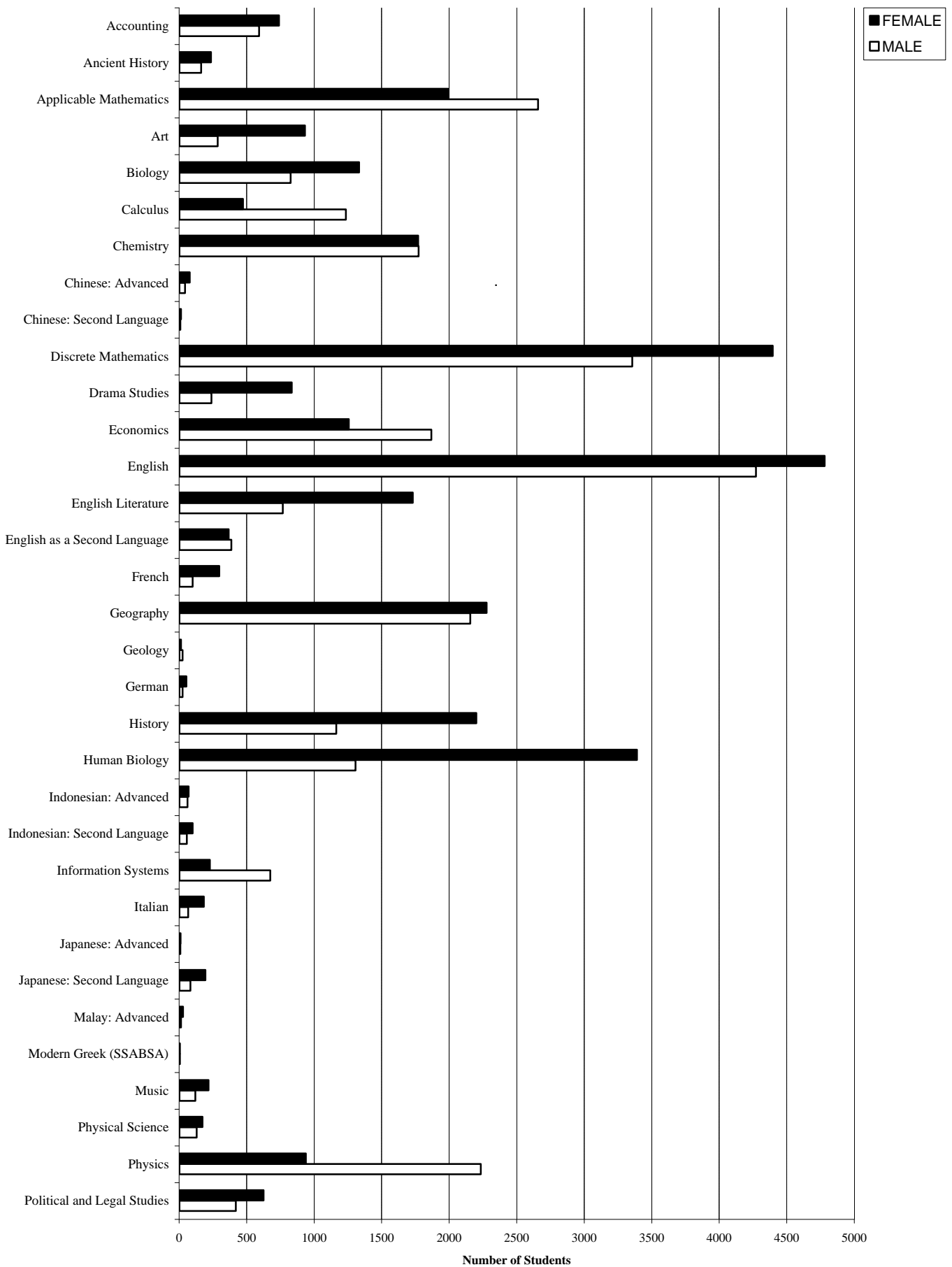
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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2002 (Cont)

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)									
RETAIL									
SWL - Sales and Personal Services	Male	NO.	63	58	10	6	3	140	
		%	45	41.43	7.14	4.29	2.14		
	Female	NO.	166	93	26	4	2	291	
		%	57.04	31.96	8.93	1.37	0.69		
	Persons	NO.	229	151	36	10	5	431	
		%	53.13	35.03	8.35	2.32	1.16		
SPORT AND RECREATION									
Fitness	Male	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		
	Female	NO.	0	4	1	0	0	5	
		%	0	80	20	0	0		
	Persons	NO.	0	5	3	0	0	8	
		%	0	62.5	37.5	0	0		
Sport, Specific Skills and Training	Male	NO.	11	17	20	1	0	49	
		%	22.45	34.69	40.82	2.04	0		
	Female	NO.	10	3	0	0	0	13	
		%	76.92	23.08	0	0	0		
	Persons	NO.	21	20	20	1	0	62	
		%	33.87	32.26	32.26	1.61	0		
SWL - Sport and Recreation	Male	NO.	41	39	6	1	3	90	
		%	45.56	43.33	6.67	1.11	3.33		
	Female	NO.	31	18	2	1	0	52	
		%	59.62	34.62	3.85	1.92	0		
	Persons	NO.	72	57	8	2	3	142	
		%	50.7	40.14	5.63	1.41	2.11		
TRANSPORT AND STORAGE									
SWL - Transport and Storage	Male	NO.	6	9	2	0	1	18	
		%	33.33	50	11.11	0	5.56		
	Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Persons	NO.	7	10	2	0	1	20	
		%	35	50	10	0	5		

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Figure 3.2 Number of Students Who Completed Year 12 TEE Subjects, by Sex, 2002



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Table 3.3 Combinations of the Number of Year 12 Tertiary Entrance Examination* and Wholly School-assessed** Subjects Completed, 2002

		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	81	113	84	349	1448	881	2
		Female	0	106	201	88	378	1932	597	2
		Persons	0	187	314	172	727	3380	1478	4
	1	Male	64	22	23	32	730	963	88	1
		Female	54	12	23	55	1328	1157	49	3
		Persons	118	34	46	87	2058	2120	137	4
	2	Male	54	17	32	70	519	52	0	0
		Female	42	15	29	67	701	52	0	0
		Persons	96	32	61	137	1220	104	0	0
	3	Male	80	42	80	63	29	0	0	0
		Female	69	41	103	44	35	0	0	0
		Persons	149	83	183	107	64	0	0	0
	4	Male	283	160	147	6	0	0	0	0
		Female	336	182	116	5	0	0	0	0
		Persons	619	342	263	11	0	0	0	0
	5	Male	784	298	26	2	1	0	0	0
		Female	848	212	26	0	0	0	0	0
		Persons	1632	510	52	2	1	0	0	0
	6	Male	1258	79	2	0	0	0	0	0
		Female	1143	61	0	0	0	0	0	0
		Persons	2401	140	2	0	0	0	0	0
	7 or More	Male	301	4	1	0	0	0	0	0
		Female	265	0	0	0	0	0	0	0
		Persons	566	4	1	0	0	0	0	0

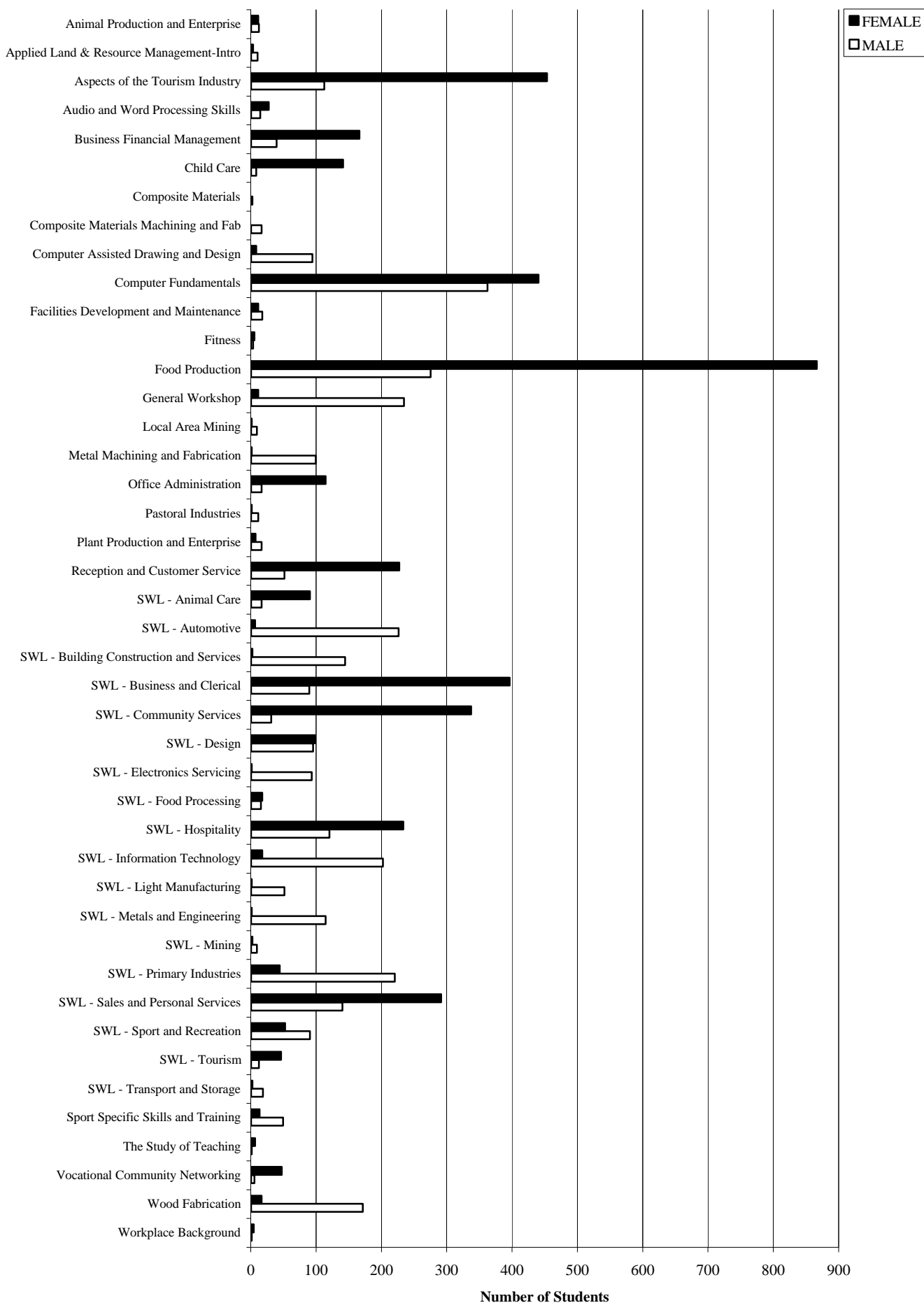
* These are Year 12 Curriculum Council subjects which have a Tertiary Entrance Examination.

** 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.

Curriculum Council

Figure 3.3 Number of Students Who Completed Year 12 Vocational Subjects, by Sex, 2002



Curriculum Council

Table 4.1 Number of Candidates Sitting the Tertiary Entrance Examination in Each Subject, 1999-2002

Subject	Number of Candidates Sitting in the Examinations								
	1999	2000	2001	2002					
				Male		Female		Persons	% Change*
				No.	%	No.	%		
Accounting	1278	1176	1120	520	44	652	56	1172	4.6
Ancient History	254	303	285	153	41	218	59	371	30.2
Applicable Mathematics	4787	4783	4577	2534	57	1921	43	4455	-2.7
Art	1091	1085	1077	246	23	830	77	1076	-0.1
Biology	2037	1965	1815	752	38	1232	62	1984	9.3
Calculus	1957	1886	1761	1191	72	458	28	1649	-6.4
Chemistry	3674	3623	3441	1699	50	1686	50	3385	-1.6
Chinese: Advanced	109	70	77	33	33	68	67	101	31.2
Chinese: Second Language	20	14	22	6	32	13	68	19	-13.6
Discrete Mathematics	6240	6695	7215	3247	42	4439	58	7686	6.5
Drama Studies	643	922	1015	219	22	781	78	1000	-1.5
Economics	3014	2980	2833	1768	60	1191	40	2959	4.4
English	7748	8019	7965	4011	47	4456	53	8467	6.3
English as a Second Language	726	748	716	333	50	328	50	661	-7.7
English Literature	2940	2641	2704	755	31	1704	69	2459	-9.1
French	334	335	314	96	25	289	75	385	22.6
Geography	4254	3949	3949	1962	48	2101	52	4063	2.9
Geology	56	68	40	18	60	12	40	30	-25
German	106	150	107	28	32	59	68	87	-18.7
History	2852	2856	2968	1071	35	2028	65	3099	4.4
Human Biology	3871	3905	4121	1155	27	3074	73	4229	2.6
Indonesian: Advanced	104	224	191	57	44	72	56	129	-32.5
Indonesian: Second Language	104	112	159	53	35	98	65	151	-5
Information Systems	488	679	693	557	73	206	27	763	10.1
Italian	220	197	209	55	25	162	75	217	3.8
Japanese: Advanced	7	7	10	7	54	6	46	13	30
Japanese/Japanese: Second Lang	327	282	294	82	30	187	70	269	-8.5
Malay: Advanced	90	87	64	19	35	35	65	54	-15.6
Modern Greek	12	5	11	2	33	4	67	6	-45.5
Music	350	322	340	114	35	208	65	322	-5.3
Physical Science	265	268	294	106	38	171	62	277	-5.8
Physics	3307	3237	3131	2101	70	900	30	3001	-4.2
Political and Legal Studies	914	868	1034	380	40	577	60	957	-7.4
Total number of students who sat at least one TEE subject	11959	11986	12042	5483	45	6789	55	12272	1.9

* Percentage change between 2001 and 2002.

Curriculum Council

Table 4.2 Candidates in Each TEE Subject, Shown as Percentage of Total Candidature*, 1998-2002

Subject	Subject Candidature as a Percentage of the Total Candidature				
	1998	1999	2000	2001	2002
Accounting	10	11	10	9	10
Ancient History	3	2	3	2	3
Applicable Mathematics	42	40	40	38	36
Art	10	9	9	9	9
Biology	17	17	16	15	16
Calculus	16	16	16	15	13
Chemistry	32	31	30	29	28
Chinese: Advanced	1	1	1	1	1
Chinese: Second Language	0.17	0.17	0.12	0.18	0.15
Discrete Mathematics	49	52	56	60	63
Drama Studies	-	-	-	8	8
Economics	25	25	25	24	24
English	65	65	67	66	69
English as a Second Language	5	6	6	6	5
English Literature	26	25	22	22	20
French	3	3	3	3	3
Geography	36	36	33	33	33
Geology	1	0.47	1	0.33	0.24
German	1	1	1	1	1
History	25	24	24	25	25
Human Biology	35	32	33	34	34
Indonesian: Advanced	1	1	2	2	1
Indonesian: Second Language	1	1	1	1	1
Information Systems	3	4	6	6	6
Italian	2	2	2	2	2
Japanese: Advanced	0.03	0.06	0.06	0.08	0.11
Japanese/Japanese: Second Lang	3	3	2	2	2
Malay Specialist	0.5	-	0	-	-
Malay: Advanced	-	1	1	1	0.44
Modern Greek	0.1	0.1	0.04	0.09	0.05
Music	3	3	3	3	3
Physical Science	3	2	2	2	2
Physics	27	28	27	26	24
Political and Legal Studies	6	8	7	9	8
Total Candidature	11843	11959	11986	12042	12272

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

Curriculum Council

Table 4.21 Number of Full Fee Paying Overseas Students Sitting the Tertiary Entrance Examination in Each Subject, 1999-2002

Subject	Number of Students Sitting the Examination								
	1999	2000	2001	2002				Persons	% Change*
				Male		Female			
				No.	%	No.	%		
Accounting	265	228	176	44	35	80	65	124	-29.5
Ancient History	1	3	1	1	50	1	50	2	100.0
Applicable Mathematics	398	396	351	137	49	141	51	278	-20.8
Art	24	30	33	5	22	18	78	23	-30.3
Biology	23	37	41	12	39	19	61	31	-24.4
Calculus	244	223	198	98	64	56	36	154	-22.2
Chemistry	182	210	222	74	46	87	54	161	-27.5
Chinese: Advanced	88	47	52	24	36	43	64	67	28.8
Chinese: Second Language	1	0	0	2	67	1	33	3	0.0
Discrete Mathematics	148	168	137	49	40	73	60	122	-10.9
Drama Studies	1	18	15	2	67	1	33	3	-80.0
Economics	413	341	277	105	50	107	50	212	-23.5
English	133	155	116	50	43	65	57	115	-0.9
English as a Second Language	439	414	381	145	50	147	50	292	-23.4
English Literature	8	6	16	2	40	3	60	5	-68.8
French	8	9	8	2	67	1	33	3	-62.5
Geography	52	37	31	22	61	14	39	36	16.1
Geology	2	0	0	0	0	0	0	0	0.0
German	3	3	7	1	50	1	50	2	-71.4
History	26	30	37	14	61	9	39	23	-37.8
Human Biology	89	95	97	23	32	49	68	72	-25.8
Indonesian: Advanced	60	165	140	33	42	46	58	79	-43.6
Indonesian: Second Language	1	0	2	1	50	1	50	2	0.0
Information Systems	19	110	66	26	53	23	47	49	-25.8
Italian	0	0	1	0	0	0	0	0	0.0
Japanese: Advanced	6	1	4	4	57	3	43	7	75.0
Japanese: Second Lang	5	2	13	4	57	3	43	7	-46.2
Malay: Advanced	89	82	61	16	33	33	67	49	-19.7
Modern Greek	0	0	0	0	0	0	0	0	0.0
Music	7	5	4	1	33	2	67	3	-25.0
Physical Science	3	3	6	0	0	6	100	6	0.0
Physics	203	193	189	105	65	57	35	162	-14.3
Political and Legal Studies	9	7	23	8	40	12	60	20	-13.0
Total Number of Students who sat at least one TEE Subject	585	581	520	204	47.6	225	52.4	429	-17.5

* Percentage change between 2001 and 2002.

Curriculum Council

Table 4.22 Enrolments, Absentees and Non-Examination Full Fee Paying Overseas Students in Each Tertiary Entrance Examination Subject, 2002

Subject	Number of Students				Absentees as a Percentage of Enrolments
	Enrolled*	Non-Exam Candidate	Sat	Absent**	
Accounting	134	0	124	10	7.5
Ancient History	3	0	2	1	33.3
Applicable Mathematics	290	1	278	11	3.8
Art	34	1	23	10	29.4
Biology	37	0	31	6	16.2
Calculus	159	2	154	3	1.9
Chemistry	178	0	161	17	9.6
Chinese: Advanced	81	0	67	14	17.3
Chinese: Second Language	3	0	3	0	0.0
Discrete Mathematics	155	1	122	32	20.6
Drama Studies	4	1	3	0	0.0
Economics	223	0	212	11	4.9
English	120	1	115	4	3.3
English as a Second Language	327	4	292	31	9.5
English Literature	7	0	5	2	28.6
French	4	0	3	1	25.0
Geography	41	2	36	3	7.3
German	2	0	2	0	0.0
History	25	1	23	1	4.0
Human Biology	80	0	72	8	10.0
Indonesian: Advanced	103	0	79	24	23.3
Indonesian: Second Language	3	0	2	1	33.3
Information Systems	56	0	49	7	12.5
Japanese: Advanced	9	0	7	2	22.2
Japanese: Second Language	7	0	7	0	0.0
Malay: Advanced	50	0	49	1	2.0
Music	3	0	3	0	0.0
Physical Science	7	0	6	1	14.3
Physics	178	2	162	14	7.9
Political and Legal Studies	21	0	20	1	4.8

* 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 4.3 Total Number and Percentage of Full-Time and Part-Time Enrolments in Tertiary Admissions/Entrance Examinations, 1983-2002

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
2002	13565	94.6	778	5.4	14343

* 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.

Curriculum Council

Table 4.4 Age of Enrolled Students in 2002 Tertiary Entrance Examination Subjects by Enrolment Type and Sex

Age as at 31 December 2002	Full-Time*			Part-Time*			Total (Both Full-Time and Part-Time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Under 16	1	0	1	3	4	7	4	4	8
16+ - 17**	42	81	123	42	37	79	84	118	202
17+ - 18	5099	6208	11307	19	44	63	5118	6252	11370
18+ - 19	819	775	1594	49	68	117	868	843	1711
19+ - 20	138	130	268	33	33	66	171	163	334
20+ - 21	57	41	98	37	38	75	94	79	173
21+ - 22	22	19	41	16	20	36	38	39	77
22+ - 23	20	6	26	12	20	32	32	26	58
23+ - 24	9	5	14	16	9	25	25	14	39
24+ - 25	5	7	12	14	10	24	19	17	36
25+ - 30	27	14	41	32	51	83	59	65	124
30+ - 35	15	4	19	16	43	59	31	47	78
35+ - 40	9	5	14	12	33	45	21	38	59
40+ - 45	4	0	4	13	26	39	17	26	43
45+ - 50	0	2	2	5	8	13	5	10	15
50+ - 55	1	0	1	1	10	11	2	10	12
55+ - 60	0	0	0	2	0	2	2	0	2
60+ - 65	0	0	0	0	1	1	0	1	1
65+ - 70	0	0	0	0	1	1	0	1	1
Total	6268	7297	13565	322	456	778	6590	7753	14343

* 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 2002.

Curriculum Council

Table 4.5 Private Candidature and Absent Private Candidates in TEE Subjects, 2001-2002

Subject	2001			2002		
	Enrolled	Absent	% of Absentees*	Enrolled	Absent	% of Absentees*
Accounting	5	3	60.0	2	2	100.0
Ancient History	5	3	60.0	6	3	50.0
Applicable Mathematics	48	9	18.8	41	16	39.0
Art	1	0	0.0	3	2	66.7
Biology	7	3	42.9	9	0	0.0
Calculus	16	6	37.5	20	4	20.0
Chemistry	24	7	29.2	30	5	16.7
Chinese: Advanced	5	1	20.0	4	2	50.0
Chinese: Second Language	8	1	12.5	3	0	0.0
Discrete Mathematics	1052	132	12.5	1245	107	8.6
Drama Studies	4	2	50.0	2	1	50.0
Economics	15	4	26.7	12	3	25.0
English	138	36	26.1	122	31	25.4
English Literature	15	5	33.3	23	7	30.4
French	10	2	20.0	10	0	0.0
Geography	11	2	18.2	23	4	17.4
Geology	1	0	0.0	0	0	0.0
German	23	0	0.0	18	0	0.0
History	10	4	40.0	13	5	38.5
Human Biology	29	13	44.8	42	14	33.3
Indonesian: Advanced	47	2	4.3	26	1	3.8
Indonesian: Second Language	8	1	12.5	5	0	0.0
Information Systems	11	2	18.2	16	4	25.0
Italian	3	0	0.0	6	0	0.0
Japanese: Second Language	3	0	0.0	4	0	0.0
Malay: Advanced	12	1	8.3	15	1	6.7
Music	7	3	42.9	1	0	0.0
Physical Science	14	3	21.4	32	5	15.6
Physics	36	10	27.8	24	7	29.2
Political and Legal Studies	9	4	44.4	8	3	37.5

* 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.

Curriculum Council

Table 4.6 Number and Percentage* of Background Candidates in TEE Subjects, 1998-2002

Subject	1998		1999		2000		2001		2002	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
French	7	1.7	9	2.5	15	4.3	18	5.7	17	4.2
German	29	20.9	32	28.3	37	23.9	39	36.4	31	33
Italian	12	4.5	8	3.1	1	0.4	6	2.9	12	4.7
Modern Greek	2	16.7	1	8.3	0	0	2	18.2	1	16.7

* 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, 1999-2002

Number of TEE Subjects sat for	1999		2000		2001		2002			
	NO.	%	NO.	%	NO.	%	Male	Female	Persons	%
1	471	4	516	4	548	5	262	306	568	5
2	457	4	449	4	491	4	208	310	518	4
3	315	3	289	2	322	3	167	163	330	3
4	3715	31	3781	32	3764	31	1552	2389	3941	32
5	5097	42	4816	40	4748	39	2014	2640	4654	38
6	1829	15	1970	17	1939	16	1098	877	1975	16
7 or more	75	1	165	1	230	2	182	104	286	2
Total	11959	100	11986	100	12042	100	5483	6789	12272	100

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

Curriculum Council

Table 4.8 Enrolments, Absentees and Non-Examination Candidates in Each Tertiary Entrance Examination Subject, 2002

Subject	Number of Candidates				Absentees as a Percentage of Enrolments
	Enrolled*	Non-Exam Candidate	Sat	Absent**	
Accounting	1338	43	1172	123	9.2
Ancient History	405	3	371	31	7.7
Applicable Mathematics	4705	33	4455	217	4.6
Art	1235	76	1076	83	6.7
Biology	2175	76	1984	115	5.3
Calculus	1732	6	1649	77	4.4
Chemistry	3599	34	3385	180	5.0
Chinese: Advanced	122	2	101	19	15.6
Chinese: Second Language	20	0	19	1	5.0
Discrete Mathematics	9045	519	7686	840	9.3
Drama Studies	1088	45	1000	43	4.0
Economics	3161	29	2959	173	5.5
English	9247	205	8467	575	6.2
English as a Second Language	755	20	661	74	9.8
English Literature	2538	15	2459	64	2.5
French	406	10	385	11	2.7
Geography	4483	110	4063	310	6.9
Geology	36	1	30	5	13.9
German	94	2	87	5	5.3
History	3401	114	3099	188	5.5
Human Biology	4785	196	4229	360	7.5
Indonesian: Advanced	154	0	129	25	16.2
Indonesian: Second Language	156	4	151	1	0.6
Information Systems	944	62	763	119	12.6
Italian	255	17	217	21	8.2
Japanese: Advanced	16	1	13	2	12.5
Japanese: Second Language	282	7	269	6	2.1
Malay: Advanced	56	0	54	2	3.6
Modern Greek	6	0	6	0	0.0
Music	335	7	322	6	1.8
Physical Science	338	22	277	39	11.5
Physics	3211	29	3001	181	5.6
Political and Legal Studies	1065	27	957	81	7.6

* 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.

Curriculum Council

Table 4.9 Number of Anomalous Performers* Identified in Each Tertiary Entrance Subject, 2001-2002

Subject	2001		2002	
	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	47	4.20	60	5.12
Ancient History	26	9.12	26	7.01
Applicable Mathematics	96	2.10	91	2.04
Art	46	4.27	44	4.09
Biology	54	2.98	54	2.72
Calculus	23	1.31	29	1.76
Chemistry	34	0.99	35	1.03
Chinese: Advanced	5	6.49	4	3.96
Chinese: Second Language	1	4.55	1	5.26
Discrete Mathematics	150	2.08	173	2.25
Drama Studies	61	6.01	66	6.60
Economics	89	3.14	100	3.38
English	897	11.26	893	10.55
English as a Second Language	31	4.33	30	4.54
English Literature	197	7.29	167	6.79
French	1	0.32	1	0.26
Geography	198	5.01	235	5.78
Geology	2	5.00	0	0.00
German	0	0.00	0	0.00
History	276	9.30	282	9.10
Human Biology	80	1.94	76	1.80
Indonesian: Advanced	12	6.28	12	9.30
Indonesian: Second Language	2	1.26	1	0.66
Information Systems	61	8.80	60	7.86
Italian	10	4.78	3	1.38
Japanese: Advanced	0	0.00	0	0.00
Japanese: Second Language	4	1.36	3	1.12
Malay: Advanced	5	7.81	4	7.41
Modern Greek	0	0.00	0	0.00
Music	5	1.47	12	3.73
Physical Science	10	3.40	3	1.08
Physics	71	2.27	66	2.20
Political and Legal Studies	57	5.51	33	3.45

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

Curriculum Council

Table 4.10 Subject Absentee and Anomalous Performer Rate in Relation to Date of Examination, 2002

Subject	Date of Examination	Absentees as a Percentage of Enrolments	Anomalous Performers as a Percentage of those who Sat
Japanese: Advanced	October 22	12.50	0.00
Modern Greek	November 4	0.00	0.00
History	November 6	5.53	9.10
Biology	November 6	5.29	2.72
English	November 7	6.22	10.55
Indonesian: Second Language	November 7	0.64	0.66
English as a Second Language	November 7	9.80	4.54
Malay: Advanced	November 8	3.57	7.41
Discrete Mathematics	November 8	9.29	2.25
Music	November 8	1.79	3.73
English Literature	November 11	2.52	6.79
Indonesian: Advanced	November 11	16.23	9.30
Physics	November 11	5.64	2.20
French	November 12	2.71	0.26
Chinese: Advanced	November 12	15.57	3.96
Applicable Mathematics	November 12	4.61	2.04
Human Biology	November 13	7.52	1.80
Calculus	November 13	4.45	1.76
Chinese: Second Language	November 14	5.00	5.26
Geography	November 14	6.92	5.78
Drama Studies	November 14	3.95	6.60
Information Systems	November 15	12.61	7.86
Economics	November 15	5.47	3.38
Chemistry	November 18	5.00	1.03
Art	November 18	6.72	4.09
Accounting	November 19	9.19	5.12
Political and Legal Studies	November 19	7.61	3.45
Japanese: Second Language	November 20	2.13	1.12
Ancient History	November 20	7.65	7.01
Geology	November 20	13.89	0.00
Italian	November 21	8.24	1.38
Physical Science	November 21	11.54	1.08
German	November 22	5.32	0.00

Curriculum Council

Table 4.11 Summary Statistics on Tertiary Entrance Examination Papers, 2002
(For details relating to notes on this table, please refer to Summary Statistics on TEE Papers, 2002).

Subject	No. of Candidates*		Mean (%)		Range		Reliability				Concurrent Validity	
							Multiple Choice		Total Examination			
Accounting	1172	(1120)	60.54	(54.4)	96	(92)			0.92	(0.89)	0.88	(0.9)
Ancient History	371	(285)	60.05	(61.11)	93	(92)			N/A	(N/A)	0.82	(0.78)
Applicable Mathematics	4455	(4577)	65.47	(64.5)	96	(96)			0.9	(0.89)	0.89	(0.9)
Art	1076	(1077)	57.25	(58.32)	94	(84)			0.95	(0.84)	0.82	(0.79)
Biology	1984	(1815)	56.76	(55.89)	84	(90)	0.93	(0.93)	0.85	(0.86)	0.89	(0.88)
Calculus	1649	(1761)	56.02	(56.79)	91	(97)			0.91	(0.93)	0.91	(0.92)
Chemistry	3385	(3441)	58.16	(56.06)	91	(92)	0.95	(0.96)	0.91	(0.89)	0.92	(0.93)
Chinese: Advanced	101	(77)	62	(61.81)	54	(82)			0.93	(0.93)	0.89	(0.83)
Chinese: Second Language	19	(22)	72.32	(72.05)	41	(57)			0.92	(0.69)	0.9	(0.8)
Discrete Mathematics	7686	(7215)	59.14	(52.42)	96	(94)			0.88	(0.88)	0.87	(0.88)
Drama Studies	1000	(1015)	57.37	(55.94)	83	(95)			0.91	(0.91)	0.79	(0.79)
Economics	2959	(2833)	57.5	(58.16)	98	(93)	0.69	(0.72)	0.74	(0.76)	0.88	(0.88)
English	8468	(7965)	56.58	(56.7)	99	(100)			0.75	(0.73)	0.72	(0.71)
English as a Second Language	661	(716)	61.46	(59.5)	71	(71)	0.65	(0.8)	0.79	(0.62)	0.84	(0.86)
English Literature	2459	(2704)	60.45	(59.66)	94	(99)			0.81	(0.82)	0.79	(0.8)
French	385	(314)	62.99	(58.35)	80	(82)			0.93	(0.89)	0.96	(0.94)
Geography	4063	(3949)	53.7	(54.14)	88	(86)	0.52	(0.46)	0.72	(0.75)	0.83	(0.84)
Geology	30	(40)	56.3	(65.03)	56	(41)	0.92	(0.86)	0.8	(0.8)	0.92	(0.77)
German	87	(107)	69.84	(72.97)	65	(78)			0.9	(0.91)	0.96	(0.96)
History	3099	(2968)	59.41	(59.26)	90	(97)			0.87	(0.87)	0.77	(0.76)
Human Biology	4229	(4122)	61.95	(62.83)	80	(81)	0.96	(0.95)	0.82	(0.82)	0.89	(0.89)
Indonesian: Advanced	129	(191)	55.36	(57.68)	44	(69)	0.28	(0.45)	0.66	(0.92)	0.75	(0.75)
Indonesian: Second Language	151	(159)	58.99	(56.41)	75	(85)			0.82	(0.91)	0.9	(0.9)
Information Systems	763	(694)	56.18	(55.83)	87	(87)			0.82	(0.82)	0.8	(0.83)
Italian	217	(209)	57.24	(67.27)	89	(83)			0.88	(0.87)	0.92	(0.89)
Japanese: Advanced**												
Japanese: Second Language	269	(294)	56.61	(54.94)	99	(87)			0.91	(0.87)	0.95	(0.96)
Malay: Advanced	54	(64)	58.65	(60.77)	56	(72)			0.78	(0.9)	0.81	(0.82)
Modern Greek**												
Music	322	(340)	65.74	(61.11)	68	(76)			0.67	(0.83)	0.90	(0.92)
Physical Science	277	(294)	51.27	(48.88)	72	(84)	0.93	(0.93)	0.87	(0.89)	0.91	(0.9)
Physics	3001	(3131)	57.37	(57.71)	97	(93)			0.88	(0.85)	0.9	(0.91)
Political and Legal Studies	957	(1034)	57.26	(51.93)	90	(95)			0.88	(0.88)	0.89	(0.85)

* The population consists of all those with a valid mark in the examination.

** 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.

(2001 statistics in parenthesis)

Notes on Table 4.11

Table 4.11 displays statistical data relating to the effectiveness of the 2002 Tertiary Entrance Examinations as assessment instruments for the purpose of university entrance. Statistics in parentheses are for the 2001 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 2002 (2001 in parentheses).
Column 3:	The mean is the average percentage score achieved by candidates on the paper and indicates the extent to which the examination's difficulty was appropriate to the candidates for each subject. Examining panels are instructed by the Curriculum Council to try to set a paper with a mean in the range 55-60.
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:	<p>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.</p> <p>Where papers allow students a choice of questions between sections, or throughout the entire paper, it is not appropriate to calculate the reliability.</p> <p>The reliability is given for the paper as a whole and for the multiple-choice section where appropriate.</p>
Column 6:	The Pearson correlation coefficient between the standardised examination marks and the standardised moderated school assessments provides 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 be evidence that the examination measured the same achievements as were assessed in class by teachers.

Curriculum Council

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, 2002

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
Accounting	Male	519	56.75	15.17	59.07	19.43	0.88
	Female	653	58.76	16.11	61.68	19.37	
	Persons	1172	57.87	15.73	60.53	19.44	
Ancient History	Male	152	56.82	14.08	59.45	15.72	0.81
	Female	216	58.61	13.60	60.54	12.97	
	Persons	368	57.87	13.83	60.09	14.18	
Applicable Mathematics	Male	2516	57.43	14.59	65.42	15.55	0.89
	Female	1913	57.60	14.80	65.75	15.85	
	Persons	4429	57.50	14.68	65.56	15.68	
Art	Male	246	55.21	13.78	54.17	14.46	0.80
	Female	829	59.00	13.18	58.24	13.37	
	Persons	1075	58.13	13.42	57.31	13.74	
Biology	Male	745	55.83	13.77	56.22	12.52	0.88
	Female	1230	58.40	13.73	57.15	12.39	
	Persons	1975	57.43	13.80	56.80	12.45	
Calculus	Male	1178	56.22	15.19	55.54	16.41	0.92
	Female	455	59.84	14.49	57.79	15.85	
	Persons	1633	57.22	15.09	56.17	16.29	
Chemistry	Male	1679	57.66	15.02	58.90	18.07	0.92
	Female	1680	56.97	15.27	57.51	18.57	
	Persons	3359	57.31	15.15	58.21	18.33	
Chinese: Advanced	Male	33	54.00	12.21	60.12	9.05	0.89
	Female	66	59.54	13.68	63.33	11.35	
	Persons	99	57.69	13.46	62.26	10.75	
Chinese: Second Language	Male	5	57.29	17.70	66.20	15.47	0.87
	Female	11	56.71	13.63	72.64	7.97	
	Persons	16	56.90	15.02	70.63	11.29	
Discrete Mathematics	Male	2622	56.43	13.59	58.88	13.98	0.87
	Female	3923	55.80	13.93	57.07	14.16	
	Persons	6545	56.05	13.80	57.80	14.12	
Drama Studies	Male	218	55.73	13.21	55.36	12.59	0.78
	Female	778	58.79	13.18	58.11	12.23	
	Persons	996	58.12	13.25	57.51	12.36	
Economics	Male	1759	57.02	13.84	57.48	14.72	0.88
	Female	1189	57.50	14.57	57.67	15.26	
	Persons	2948	57.21	14.14	57.56	14.94	

* 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.

Curriculum Council

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, 2002 (Cont)

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
English	Male	3955	54.87	11.99	54.63	13.03	0.72
	Female	4412	59.79	12.05	58.47	12.86	
	Persons	8367	57.46	12.27	56.66	13.08	
English as a Second Language	Male	331	56.27	12.40	61.01	11.43	0.83
	Female	328	59.00	13.99	62.05	13.53	
	Persons	659	57.63	13.28	61.53	12.53	
English Literature	Male	748	55.65	13.10	58.42	11.34	0.77
	Female	1690	58.72	12.84	61.60	11.11	
	Persons	2438	57.78	13.00	60.62	11.27	
French	Male	90	56.84	14.41	61.44	14.78	0.96
	Female	285	58.45	14.97	63.09	15.38	
	Persons	375	58.06	14.85	62.69	15.25	
Geography	Male	1944	56.74	13.19	53.63	12.03	0.82
	Female	2099	58.30	13.08	53.89	11.37	
	Persons	4043	57.55	13.15	53.76	11.69	
Geology	Male	18	56.35	14.87	53.17	13.86	0.92
	Female	12	63.73	11.46	61.00	11.04	
	Persons	30	59.30	14.08	56.30	13.37	
German	Male	21	65.89	13.96	68.00	15.32	0.95
	Female	48	61.35	18.61	64.60	17.05	
	Persons	69	62.73	17.45	65.64	16.61	
History	Male	1067	56.50	13.14	58.85	12.87	0.77
	Female	2022	58.04	13.62	59.80	13.44	
	Persons	3089	57.51	13.47	59.48	13.25	
Human Biology	Male	1145	55.40	13.20	60.44	13.76	0.89
	Female	3055	58.46	13.95	62.60	14.21	
	Persons	4200	57.62	13.82	62.01	14.12	
Indonesian: Advanced	Male	48	54.29	11.46	54.10	10.56	0.78
	Female	56	58.47	11.07	56.29	7.65	
	Persons	104	56.54	11.44	55.28	9.17	
Indonesian: Second Language	Male	51	60.10	13.07	61.67	12.35	0.90
	Female	95	56.30	13.63	57.34	13.05	
	Persons	146	57.63	13.56	58.85	12.97	
Information Systems	Male	546	57.71	14.03	57.47	15.14	0.80
	Female	205	57.25	14.44	52.80	16.79	
	Persons	751	57.59	14.14	56.19	15.75	

* 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.

Curriculum Council

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, 2002 (Cont)

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
Italian	Male	52	60.03	14.27	58.69	16.05	0.92
	Female	159	58.29	15.61	57.40	18.01	
	Persons	211	58.71	15.31	57.72	17.56	
Japanese: Advanced	Male	7	70.38	6.98	68.86	6.77	0.68
	Female	4	65.00	13.36	66.00	13.32	
	Persons	11	68.42	10.13	67.82	9.78	
Japanese: Second Language	Male	79	55.70	14.21	54.04	17.81	0.95
	Female	186	57.90	15.00	57.45	19.41	
	Persons	265	57.25	14.80	56.43	19.01	
Malay: Advanced	Male	12	53.28	12.98	54.33	14.86	0.86
	Female	28	55.31	11.82	57.11	14.56	
	Persons	40	54.70	12.22	56.28	14.71	
Modern Greek	Male	2	70.32	3.60	73.50	2.50	0.77
	Female	3	72.09	4.42	74.00	8.64	
	Persons	5	71.38	4.20	73.80	6.88	
Music	Male	113	57.73	15.07	65.97	12.55	0.88
	Female	208	58.34	14.23	65.78	12.16	
	Persons	321	58.12	14.54	65.85	12.29	
Physical Science	Male	91	52.16	13.87	47.68	14.20	0.90
	Female	159	58.23	13.28	51.67	14.61	
	Persons	250	56.02	13.81	50.22	14.59	
Physics	Male	2088	57.06	14.90	57.32	16.89	0.90
	Female	896	58.39	14.42	57.81	16.61	
	Persons	2984	57.46	14.77	57.47	16.81	
Political and Legal Studies	Male	378	57.03	15.48	57.07	17.57	0.89
	Female	574	57.75	14.16	57.55	16.37	
	Persons	952	57.46	14.71	57.36	16.86	

* 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.

Curriculum Council

Table 4.13 Mean and Standard Deviation of Combined Marks and Scaled Marks for the Tertiary Entrance Examination Subjects, by Sex, 2002

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
Accounting	Male	521	55.73	15.34	55.07	13.48	88.87
	Female	653	57.98	16.20	57.05	14.23	91.26
	Persons	1174	56.98	15.86	56.17	13.94	91.26
Ancient History	Male	153	56.42	15.92	55.76	15.37	96.15
	Female	220	57.78	14.07	57.07	13.59	97.84
	Persons	373	57.22	14.87	56.53	14.36	97.84
Applicable Mathematics	Male	2535	56.73	14.76	62.44	14.08	99.74
	Female	1923	57.00	15.00	62.70	14.30	100.00
	Persons	4458	56.85	14.86	62.55	14.17	100.00
Art	Male	246	53.33	15.15	48.66	15.69	87.11
	Female	830	57.79	14.36	53.28	14.86	96.98
	Persons	1076	56.77	14.66	52.23	15.18	96.98
Biology	Male	754	55.66	14.90	54.09	14.07	94.54
	Female	1234	57.78	14.69	56.09	13.87	94.39
	Persons	1988	56.98	14.81	55.33	13.98	94.54
Calculus	Male	1191	55.71	15.46	64.82	14.37	100.00
	Female	459	58.76	14.61	67.66	13.59	100.00
	Persons	1650	56.56	15.29	65.61	14.21	100.00
Chemistry	Male	1700	57.39	14.87	64.57	13.70	100.00
	Female	1689	56.35	15.40	63.61	14.20	100.00
	Persons	3389	56.87	15.15	64.09	13.96	100.00
Chinese: Advanced	Male	33	54.33	12.39	48.95	13.57	79.75
	Female	68	59.05	15.67	54.13	17.17	99.00
	Persons	101	57.51	14.84	52.44	16.27	99.00
Chinese: Second Language	Male	6	61.43	21.64	59.70	20.80	96.79
	Female	13	60.88	14.82	59.16	14.25	93.03
	Persons	19	61.05	17.27	59.33	16.60	96.79
Discrete Mathematics	Male	3251	58.66	14.50	55.32	13.56	93.98
	Female	4445	56.72	14.84	53.51	13.88	92.83
	Persons	7696	57.54	14.73	54.27	13.77	93.98
Drama Studies	Male	220	54.38	14.56	51.69	14.63	95.67
	Female	778	57.86	14.36	55.19	14.44	95.87
	Persons	998	57.09	14.48	54.42	14.55	95.87
Economics	Male	1770	56.74	14.43	59.15	13.71	95.94
	Female	1194	57.07	15.20	59.46	14.43	99.12
	Persons	2964	56.87	14.75	59.27	14.00	99.12

* 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, 2002 (Cont)

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
English	Male	4017	54.11	13.68	51.46	13.78	94.86
	Female	4464	59.34	13.37	56.72	13.47	94.72
	Persons	8481	56.86	13.77	54.23	13.87	94.86
English as a Second Language **	Male	331	56.19	12.99	N/A	N/A	N/A
	Female	328	58.40	15.47	N/A	N/A	N/A
	Persons	659	57.29	14.32	N/A	N/A	N/A
English Literature	Male	756	54.40	14.30	61.96	14.30	100.00
	Female	1702	58.38	13.67	65.92	13.65	100.00
	Persons	2458	57.15	13.99	64.70	13.97	100.00
French	Male	98	57.66	15.55	64.76	15.20	100.00
	Female	289	58.47	15.39	65.59	15.14	100.00
	Persons	387	58.27	15.43	65.38	15.16	100.00
Geography	Male	1966	56.28	14.35	53.57	13.92	95.96
	Female	2110	57.40	13.95	54.65	13.53	89.16
	Persons	4076	56.86	14.16	54.13	13.73	95.96
Geology	Male	18	56.23	14.62	48.64	12.23	72.11
	Female	12	64.36	13.93	55.43	11.64	85.22
	Persons	30	59.48	14.89	51.35	12.45	85.22
German	Male	28	72.72	17.71	76.21	15.27	99.72
	Female	59	66.02	21.07	70.43	18.16	99.72
	Persons	87	68.18	20.29	72.29	17.49	99.72
History	Male	1075	55.89	13.93	55.40	13.78	92.36
	Female	2028	57.45	14.48	56.94	14.33	96.37
	Persons	3103	56.91	14.31	56.41	14.16	96.37
Human Biology	Male	1158	55.09	13.84	52.25	13.23	90.27
	Female	3081	57.75	14.58	54.79	13.94	95.19
	Persons	4239	57.02	14.43	54.10	13.79	95.19
Indonesian: Advanced	Male	57	55.87	15.20	52.42	14.84	88.11
	Female	72	58.70	14.15	55.18	13.81	88.82
	Persons	129	57.45	14.69	53.96	14.34	88.82
Indonesian: Second Language	Male	53	60.77	13.55	63.57	12.24	88.64
	Female	98	56.50	15.00	59.71	13.55	99.01
	Persons	151	58.00	14.65	61.07	13.23	99.01
Information Systems	Male	558	57.57	14.50	53.45	13.81	88.65
	Female	206	55.41	15.72	51.40	14.98	88.80
	Persons	764	56.99	14.87	52.90	14.17	88.80
Italian	Male	55	59.88	16.71	60.34	15.07	89.93
	Female	162	57.88	16.43	58.54	14.82	96.22
	Persons	217	58.38	16.53	58.99	14.90	96.22

* 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, 2002 (Cont)

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
Japanese: Advanced	Male	7	69.62	5.36	56.55	7.60	73.53
	Female	4	65.50	12.95	50.71	18.36	75.95
	Persons	11	68.12	9.12	54.43	12.93	75.95
Japanese: Second Language	Male	82	55.87	15.02	61.09	13.54	95.10
	Female	187	57.95	15.24	62.96	13.72	100.00
	Persons	269	57.31	15.20	62.39	13.69	100.00
Malay: Advanced	Male	19	56.48	13.04	48.06	13.82	72.47
	Female	35	60.92	16.45	52.77	17.43	94.19
	Persons	54	59.36	15.48	51.11	16.41	94.19
Modern Greek	Male	2	71.91	3.05	70.56	3.56	74.12
	Female	3	73.05	6.24	71.89	7.29	81.38
	Persons	5	72.59	5.24	71.36	6.11	81.38
Music	Male	115	57.59	14.89	60.49	14.66	92.62
	Female	208	57.69	14.86	60.58	14.60	100.00
	Persons	323	57.65	14.87	60.55	14.62	100.00
Physical Science	Male	107	55.49	15.82	52.51	15.39	94.30
	Female	171	58.84	13.85	55.77	13.48	84.92
	Persons	278	57.55	14.73	54.51	14.33	94.30
Physics	Male	2105	56.52	14.98	62.16	14.44	100.00
	Female	900	57.35	14.60	62.98	14.06	98.65
	Persons	3005	56.77	14.87	62.40	14.33	100.00
Political and Legal Studies	Male	380	56.59	16.24	59.38	14.88	98.76
	Female	579	57.10	14.94	59.85	13.68	96.08
	Persons	959	56.90	15.47	59.66	14.17	98.76

* 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, 2002

Subject	Raw Examination Marks				
	Standardised to 35	Standardised to 50	Standardised to 65	Standardised to 75	Standardised to 100
Accounting	32.08	52.41	72.52	81.83	95.00
Ancient History	41.32	53.35	67.22	77.80	90.00
Applicable Mathematics	43.44	57.41	75.16	84.74	98.00
Art	40.81	51.57	64.10	73.56	93.00
Biology	39.66	49.84	63.93	72.04	86.00
Calculus	35.02	47.01	65.18	76.81	95.00
Chemistry	33.42	46.81	69.04	82.54	98.00
Chinese: Advanced	47.05	56.06	66.95	75.90	86.00
Chinese: Second Language	51.80	66.20	79.30	83.60	90.00
Discrete Mathematics	39.90	51.06	66.95	77.63	98.00
Drama Studies	42.89	51.40	64.00	71.72	90.00
Economics	37.23	49.70	66.01	75.89	97.00
English	39.74	49.91	62.90	72.59	98.00
English as a Second Language	44.28	54.46	67.32	77.41	94.00
English Literature	46.31	54.64	65.66	74.67	94.00
French	39.90	54.41	70.74	81.29	94.00
Geography	38.38	47.33	59.75	68.03	91.00
Geology	30.00	50.00	63.33	69.00	83.00
German	44.70	53.55	64.30	78.30	96.00
History	41.93	53.39	66.36	74.93	94.00
Human Biology	42.21	53.97	70.19	79.37	97.00
Indonesian: Advanced	44.32	49.90	60.05	67.70	75.00
Indonesian: Second Language	41.35	50.73	66.98	75.11	91.00
Information Systems	34.74	47.71	64.62	75.81	95.00
Italian	34.47	46.64	65.47	78.90	96.00
Japanese: Advanced*	-	-	-	-	-
Japanese: Second Language	32.30	43.68	68.80	82.40	98.00
Malay: Advanced	37.40	50.20	67.70	75.20	84.00
Modern Greek*	-	-	-	-	-
Music	48.95	59.47	72.03	79.68	93.00
Physical Science	30.28	42.93	60.39	70.95	87.00
Physics	34.00	48.28	66.94	78.54	97.00
Political And Legal Studies	33.90	49.23	66.34	77.46	97.00

* 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 respectively 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, 2002

Subject	Combined Marks					
	Scaled to 35	Scaled to 50	Scaled to 65	Scaled to 75	Scaled to 85	Scaled to 100
Accounting	32.88	49.96	67.03	78.42	89.80	*
Ancient History	34.92	50.45	65.99	76.34	86.70	*
Applicable Mathematics	27.96	43.69	59.42	69.90	80.38	96.11
Art	40.13	54.62	69.11	78.77	88.43	*
Biology	35.44	51.33	67.22	77.81	88.41	*
Calculus	23.66	39.78	55.90	66.64	77.38	93.50
Chemistry	25.31	41.58	57.85	68.70	79.55	95.82
Chinese: Advanced	41.59	55.28	68.97	78.10	87.22	*
Chinese: Second Language	35.75	51.34	66.94	77.34	87.74	*
Discrete Mathematics	36.93	52.97	69.01	79.70	90.40	*
Drama Studies	37.78	52.70	67.62	77.56	87.51	*
Economics	31.31	47.11	62.90	73.43	83.96	99.75
English	37.78	52.66	67.55	77.47	87.40	*
English Literature	27.45	42.45	57.44	67.44	77.43	92.42
French	27.49	42.66	57.84	67.96	78.08	93.25
Geography	37.13	52.60	68.07	78.38	88.69	*
Geology	39.92	57.87	75.81	87.77	99.73	*
German	24.92	42.32	59.72	71.32	82.92	*
History	35.27	50.43	65.59	75.69	85.80	*
Human Biology	37.05	52.73	68.42	78.88	89.34	*
Indonesian: Advanced	38.03	53.39	68.76	79.00	89.24	*
Indonesian: Second Language	29.15	45.75	62.35	73.42	84.49	*
Information Systems	38.20	53.95	69.69	80.18	90.67	*
Italian	31.78	48.41	65.04	76.13	87.22	*
Japanese: Advanced**	-	-	-	-	-	-
Japanese: Second Language	26.93	43.56	60.20	71.29	82.39	99.02
Malay: Advanced	44.16	58.31	72.46	81.90	91.33	*
Modern Greek**	-	-	-	-	-	-
Music	31.69	46.93	62.17	72.34	82.50	97.74
Physical Science	37.50	52.91	68.33	78.61	88.88	*
Physics	28.36	43.92	59.47	69.84	80.21	95.76
Political and Legal Studies	29.98	46.35	62.73	73.64	84.56	*

* 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, 2002

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 1.59 marks lower than his/her combined marks.

Subject	Mean Scaled Marks*	Subject Loading
Accounting	56.41	-1.59
Ancient History	56.96	-1.04
Applicable Mathematics	62.96	4.96
Art	53.80	-4.20
Biology	55.85	-2.15
Calculus	66.09	8.09
Chemistry	64.30	6.30
Chinese: Advanced	52.86	-5.14
Chinese: Second Language	57.47	-0.53
Discrete Mathematics	54.85	-3.15
Drama Studies	55.56	-2.44
Economics	59.43	1.43
English	54.87	-3.13
English as a Second Language	NA	-
English Literature	64.86	6.86
French	64.27	6.27
Geography	54.50	-3.50
Geology	51.90	-6.10
German	63.45	5.45
History	56.94	-1.06
Human Biology	54.40	-3.60
Indonesian: Advanced	55.28	-2.72
Indonesian: Second Language	61.26	3.26
Information Systems	53.29	-4.71
Italian	58.10	0.10
Japanese: Advanced**	46.99	-11.02
Japanese: Second Language	62.49	4.49
Malay: Advanced	51.60	-6.40
Modern Greek**	71.95	13.95
Music	61.19	3.19
Physical Science	55.29	-2.71
Physics	62.72	4.72
Political and Legal Studies	59.78	1.78

* 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, the results of students who are background speakers are excluded.

** These subjects had combined marks that were not based on the standardised distribution. The scaling statistics are therefore not comparable with those of other subjects.

Curriculum Council

Table 4.17 Ranges of Scaled Marks Corresponding to Decile Places in Tertiary Entrance Examination Subjects, 2002

Subject	Lowest Scaled Mark in Each Decile Place*									
	1	2	3	4	5	6	7	8	9	10
Accounting	72.82	67.12	63.73	59.97	57.39	54.17	50.01	44.99	37.26	0.00
Ancient History	73.78	67.92	64.44	59.76	56.55	53.95	49.66	45.63	36.59	0.00
Applicable Mathematics	80.25	74.61	70.28	66.57	63.25	59.74	55.81	50.53	43.24	0.00
Art	70.48	64.88	60.77	56.95	53.01	49.65	45.03	39.62	31.26	0.00
Biology	72.49	66.64	63.01	59.62	55.75	52.39	48.73	43.39	35.91	0.00
Calculus	83.08	77.94	73.58	69.77	66.02	62.56	59.24	54.04	46.73	0.00
Chemistry	81.08	75.87	71.58	68.03	64.65	61.42	57.49	52.26	45.18	0.00
Chinese: Advanced	73.02	67.29	60.80	57.07	53.68	48.72	45.04	40.39	31.45	0.00
Chinese: Second Language	96.79	76.94	67.79	65.21	60.03	53.17	52.59	44.07	41.71	0.00
Discrete Mathematics	71.57	66.05	61.93	58.30	55.13	51.59	47.72	42.36	35.00	0.00
Drama Studies	72.27	66.34	62.09	58.16	54.72	51.31	47.19	41.44	35.22	0.00
Economics	76.43	71.46	67.25	63.49	60.17	56.68	52.60	47.40	39.75	0.00
English	71.66	66.20	61.87	58.30	54.97	51.58	47.69	42.32	35.20	0.00
English as a Second Lang**	75.67	68.67	64.77	61.36	57.35	54.34	50.02	44.79	36.76	0.00
English Literature	82.08	76.19	72.31	68.88	65.30	61.68	57.66	52.64	45.73	0.00
French	84.29	78.80	73.55	69.44	65.96	62.01	58.30	53.36	42.98	0.00
Geography	71.04	65.88	62.02	58.44	55.19	51.78	47.61	42.18	34.99	0.00
Geology	72.11	64.09	59.41	55.15	53.54	48.78	46.38	44.75	38.56	0.00
German	98.43	94.49	84.07	76.76	70.62	66.86	64.19	56.44	49.95	0.00
History	73.85	68.31	64.00	60.80	57.23	53.89	49.77	44.03	37.25	0.00
Human Biology	71.42	66.20	61.95	58.18	55.08	51.35	47.32	41.77	34.44	0.00
Indonesian: Advanced	72.30	65.78	62.09	59.12	56.41	53.11	46.83	41.70	34.30	0.00
Indonesian: Second Lang	78.45	72.18	69.24	65.11	62.08	58.35	54.66	50.62	44.24	0.00
Information Systems	71.04	64.72	59.96	56.70	53.12	49.91	46.89	41.34	34.00	0.00
Italian	81.26	70.73	65.91	62.01	59.02	55.97	51.83	46.87	39.35	0.00
Japanese: Advanced	78.33	75.95	74.75	56.93	56.59	56.38	52.83	51.26	49.90	0.00
Japanese: Second Language	79.11	73.92	69.69	66.58	62.38	59.94	55.63	50.10	42.95	0.00
Malay: Advanced	77.85	63.75	59.54	56.45	51.91	45.41	42.36	39.47	28.93	0.00
Modern Greek	-	81.38	-	74.90	74.12	-	70.62	-	67.00	0.00
Music	78.22	72.24	68.88	65.43	61.94	58.23	53.47	46.85	40.02	0.00
Physical Science	72.17	66.75	61.87	58.93	55.59	51.59	48.44	44.18	33.53	0.00
Physics	80.20	74.65	70.46	66.90	63.21	59.75	55.69	50.09	42.35	0.00
Political and Legal Studies	76.46	71.44	67.12	64.08	60.60	57.39	53.31	47.97	40.75	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 2002

Sex of Student	Failed Test		Passed Test		Number who sat Test
	NO.	%	NO.	%	
Male	215	40.7	313	59.3	528
Female	113	36.8	194	63.2	307
Persons	328	39.3	507	60.7	835

* The percentages were calculated for each sex.

Curriculum Council

Table 4.19 Age of Full Fee Paying Overseas Students* Enrolled in 2002 Tertiary Entrance Examination Subjects by Enrolment Type and Sex

Age as at 31 December 2002	Full-Time*			Part-Time			Total (Both Full-Time and Part-Time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
16+ - 17**	2	2	4	1	5	6	3	7	10
17+ - 18	53	63	116	3	4	7	56	67	123
18+ - 19	111	120	231	6	8	14	117	128	245
19+ - 20	29	33	62	5	6	11	34	39	73
20+ - 21	13	6	19	0	0	0	13	6	19
21+ - 22	4	1	5	0	0	0	4	1	5
22+ - 23	3	0	3	0	0	0	3	0	3
23+ - 24	2	1	3	0	0	0	2	1	3
24+ - 25	0	0	0	0	0	0	0	0	0
25+ - 30	2	0	2	0	0	0	2	0	2
30+ - 35	0	1	1	0	0	0	0	1	1
Total	219	227	446	15	23	38	234	250	484

* 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 2002.

Table 4.20 Number and Percentage* of Full Fee Paying Overseas Students Sitting for a Specific Number of TEE Subjects, 1999-2002

Number of TEE Subjects sat for	1999		2000		2001		2002			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	14	2.4	15	2.6	11	2.1	13	14	27	6.3
2	5	0.8	8	1.4	4	0.8	4	6	10	2.3
3	8	1.4	9	1.5	4	0.8	1	1	2	0.5
4	14	2.4	16	2.8	17	3.3	9	11	20	4.6
5	428	73.2	323	55.6	320	61.5	121	138	259	60.4
6	106	18.1	189	32.5	142	27.3	48	46	94	21.9
7 or more	10	1.7	21	3.6	22	4.2	8	9	17	4.0
Total	585	100	581	100	520	100	204	225	429	100

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

Curriculum Council

Table 5.1 Number of Schools with Students* who Completed Units of Competency/National Training Modules, 2002

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	108	107	112
Catholic	25	31	34
Other Independent	17	23	26
Total	150	161	172

* Students who successfully completed at least one Unit of Competency/National Training Module in 2002.

Table 5.2 Number of Schools with Students* who Completed Structured Workplace Learning Subjects, 2002

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	115	110	118
Catholic	35	35	36
Other Independent	32	31	34
Total	182	176	188

* Students who completed at least one Structured Workplace Learning Subject in 2002.

Curriculum Council

Table 5.4.2 Number of Year 12 Students* who Participated in Units of Competency/National Training Modules, 2002

School Sector	Year 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	1858	1536	1950	1717	3808	3253
Catholic	196	169	181	158	377	327
Other Independent	148	137	201	190	349	327
Total	2202	1842	2332	2065	4534	3907

* Students who enrolled in at least one Unit of Competency/National Training Module in 2002. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2002. 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 2002. 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, 2002

School Sector	Year 11 and Year 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	4883	3971	4386	3760	9269	7731
Catholic	437	374	349	297	786	671
Other Independent	276	254	389	363	665	617
Total	5596	4599	5124	4420	10720	9019

* Students who enrolled in at least one Unit of Competency/National Training Module in 2002. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2002. 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 2002. Those students who were given recognition of prior learning are also included the completed numbers.

Curriculum Council

Table 5.3 Number of Schools with Students* who Completed Units of Competency/
National Training Modules and Structured Workplace Learning Subjects, 2002

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	104	104	110
Catholic	23	31	34
Other Independent	14	21	24
Total	141	156	168

Students who successfully completed at least one Unit of Competency/National Training Module and at least one Structured Workplace Learning Subject in 2002.

Table 5.4.1 Number of Year 11 Students who Participated in Units of Competency/
National Training Modules, 2002

School Sector	Year 11 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	3025	2435	2436	2043	5461	4478
Catholic	241	205	168	139	409	344
Other Independent	128	117	188	173	316	290
Total	3394	2757	2792	2355	6186	5112

* Students who enrolled in at least one Unit of Competency/National Training Module in 2002. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2002. 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 2002. 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, 2002

School Sector	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	1847	1398	3245	1225	1238	2463	3072	2636	5708
Catholic	301	252	553	298	267	565	599	519	1118
Other Independent	175	198	373	186	213	399	361	411	772
Total	2323	1848	4171	1709	1718	3427	4032	3566	7598

* Students who completed at least one Structured Workplace Learning Subject in 2002.

Table 5.6 Number of Students* who Completed Units of Competency/National Training Modules and Structured Workplace Learning Subjects, 2002

School Sector	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	1360	1050	2410	873	956	1829	2233	2006	4239
Catholic	120	90	210	131	127	258	251	217	468
Other Independent	50	62	112	93	109	202	143	171	314
Total	1530	1202	2732	1097	1192	2289	2627	2394	5021

* Students who successfully completed at least one Unit of Competency/National Training Module and at least one Structured Workplace Learning Subject in 2002.

Curriculum Council

Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002

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	8	8
Photo design 200	10265	0	3	3
LOTE 2A (Indonesian)	64056	5	3	8
LOTE 2B (Indonesian)	64057	4	7	11
LOTE 2A (French)	64074	7	18	25
LOTE 2B (French)	64075	5	4	9
Manage own work and learning	CUECOR1A	6	4	10
Work with others	CUECOR2A	6	7	13
Develop and update music industry knowledge	CUSBGE01A	6	3	9
Contribute creative music ideas to a project	CUSMCP01A	10	6	16
Develop music knowledge and listening skills	CUSMGE11A	8	6	14
Develop technical skills for playing or singing music	CUSMPF02A	8	7	15
Follow health, safety and security procedures in the music industry	CUSSAF02A	7	7	14
Move and set up instruments and equipment	CUSSOU01A	12	8	20
Record sound	CUSSOU04A	10	8	18
Lay sound tracks	CUSSOU06A	7	7	14
Administer first aid procedures	FPPAID2A	4	1	5
Communicate in the workplace	ICAITW002B	0	4	4
Participate in a team and individually to achieve organisation goals	ICAITW011B	2	8	10
Apply occupation health and safety procedures	ICAITU004B	5	11	16
Operate computing packages	ICAITU006B	10	13	23
Design organisational documents using computing packages	ICAITU012B	5	9	14
Capture a digital image	ICPMM21CA	2	8	10
Incorporate digital photography into multimedia presentations	ICPMM43CA	2	8	10
Incorporate audio into multimedia presentations	ICPMM44CA	5	12	17
Access the internet	ICPMM63BA	3	9	12
Develop a basic design concept	ICPPP11BA	5	2	7
Follow OH and S practices and identify environmental hazards	ICPSU61AA	5	12	17
Communicate in the workplace	ICPSU62AA	3	5	8
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	2	4	6
Industry context and future directions	NMM001	1	0	1
Introduction to multi-media authoring	NMM002	12	3	15
Visual design for industry	NMM003	19	3	22
Introduction to multimedia	NMM004	15	0	15
Digital imaging 1	NMM009	23	1	24
Digital video 1	NMM011	23	1	24
Provide emergency care	PUAEMEO01A	18	7	25
Provide emergency care	PUXEMEO01A	17	10	27
Provide support for diving operations	SFIFISH201A	3	1	4
Perform breath hold diving operations	SFIFISH307A	3	1	4
Maintain the safety and security of the vessel	SFISHIP203A	3	1	4
Operate a small vessel	SFISHIP206A	3	1	4
Take emergency action on board a vessel	SFISHIP212A	3	1	4
Demonstrate abseiling skills	SROABS001A	2	0	2
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBWK001A	20	11	31
Demonstrate simple canoeing, kayaking or sea kayaking skills	SROCAN001A	10	6	16

Curriculum Council

Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002 (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)				
Demonstrate basic cycling skills	SROCYC001A	8	2	10
Use basic skills to catch and handle fish	SROFIS001A	2	1	3
Comply with fisheries management regulations and conservation strategies	SROFIS002A	2	1	3
Select, catch and use bait	SROFIS003A	2	1	3
Select, rig and use terminal tackle	SROFIS004A	2	1	3
Navigate in tracked or easy untracked areas	SRONAV001A	20	13	33
Implement minimal environmental impact practices	SROOPS001A	21	12	33
Prepare to participate in a supervised outdoor activity requiring basic skills	SROORE001A	31	15	46
Participate in a supervised outdoor activity requiring basic skills	SROORE002A	15	6	21
Safeguard a person using a single rope belay system	SROROP001A	4	3	7
Snorkel dive	SROSCU001A	16	6	22
Comply with maritime rules and regulations	SROYAC001A	17	7	24
Use basic skills to sail a small boat in controlled conditions	SROYSB001A	18	7	25
Operate in accord with accepted coaching practices, styles, legal and ethical responsibilities	SRSCOA001A	5	0	5
Teach or develop basic skills of strength and conditioning	SRSSAC001A	5	0	5
Implement sports first aid procedures and apply sports first aid	SRSTR001A	22	8	30
Handle mail to facilitate communication	SRXADM001A	29	17	46
Handle information to maintain access to and security of records	SRXADM002A	29	16	45
Apply knowledge of the organisation to complete routine administration tasks	SRXADM003A	17	7	24
Operate a range of office equipment to complete routine tasks	SRXADM004A	29	16	45
Handle mail to facilitate the information flow of the organisation	SRXADM005A	18	9	27
Process and analyse information to provide access to and security of records	SRXADM006A	10	8	18
Select, operate and maintain a range of office equipment to complete a range of tasks	SRXADM007A	18	9	27
Organise the copying and collating of documents	SRXADM008A	18	9	27
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	27	12	39
Assist in conducting sport and recreation sessions for clients	SRXCAI002A	30	14	44
Provide equipment for activities	SRXCAI003A	10	8	18
Plan a sport and recreation session for clients	SRXCAI004A	22	11	33
Conduct a sport and recreation session for clients	SRXCAI005A	22	11	33
Interact with clients	SRXCLS001A	16	14	30
Deliver services to clients	SRXCLS002A	22	12	34
Communicate in the workplace	SRXCOM001A	11	6	17
Receive and pass on information to facilitate effective routine communication	SRXCOM002A	1	0	1
React safely in an emergency and help prevent emergencies	SRXEME001A	13	9	22
Participate in the control of minor emergencies	SRXEME002A	29	17	46
Develop knowledge of the sport and recreation industry	SRXIND001A	36	30	66
Develop and implement a career path	SRXIND002A	16	8	24
Follow defined occupational health and safety policy and procedures	SRXOHS001A	39	25	64
Organise work	SRXORG001A	46	32	78
Work effectively in a sport and recreation organisation	SRXORG002A	37	21	58
Operate a computer to gain access to and retrieve data using keyboard skills	SRXTEC001A	59	36	95
Operate a computer and printer to produce and print simple documents	SRXTEC002A	61	39	100
Work in teams	SRXTEM001A	22	12	34
Support the work of a team	SRXTEM002A	56	40	96
Interpret road maps and navigate routes	TDTH197A	8	2	10
Communicate on the telephone	THHGA01A	0	2	2

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
AUTOMOTIVE				
Carry out maintenance and/or component servicing operations	AUR00108A	1	0	1
Service engines and associated engine components	AUR01170A	45	1	46
Service cooling systems and associated components	AUR02170A	25	2	27
Service petrol fuel systems	AUR03170A	10	0	10
Service clutch assemblies and/or associated operating system components	AUR06170A	5	0	5
Service transmissions (manual)	AUR06670A	3	0	3
Service transmissions (automatic)	AUR07170A	1	0	1
Service braking systems	AUR10170A	4	0	4
Service final drive assemblies	AUR12670A	4	0	4
Service final drive (driveline)	AUR13170A	4	0	4
Service steering systems	AUR15170A	4	0	4
Test, service and replace battery	AUR18676A	38	0	38
Carry out welding, soldering, thermal cutting and thermal heating procedures	AUR23608A	3	0	3
Use and maintain measuring equipment	AUR25678A	5	0	5
Remove and replace mechanical units/assemblies	AUR27064A	8	0	8
Identify automotive parts/ components/accessories	AUR37927A	6	0	6
Follow workplace occupational health and safety procedures	AUR70125A	17	0	17
Use and maintain workplace tools and equipment	AUR70278A	33	0	33
Contribute to workplace communication	AUR70314A	22	1	23
Establish relations with customers	AUR70421A	7	0	7
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	1	0	1
Perform lathe operations	MEM7.6AA	5	0	5
Hand and power tools	NBB07	4	0	4
Mechanical components	NBB11	4	0	4
BUILDING AND CONSTRUCTION				
Occupational health and safety (1)	ABC502	33	1	34
Hand tools and equipment	ABC508	25	3	28
Power tools and equipment	ABC509	13	0	13
Occupational health and safety	ABC541	13	0	13
Carry out interactive workplace communication	BCG1000A	25	2	27
Carry out OH and S requirements	BCG1001A	40	0	40
Plan and organise work	BCG1002A	16	0	16
Read and interpret plans	BCG1003A	32	0	32
Carry out measurements and calculations	BCG1004A	21	0	21
Use hand and power tools	BCG1005A	45	1	46
Use small plant and equipment	BCG1006A	19	0	19
Use simple levelling devices	BCG1008A	43	2	45
Handle construction materials and safely dispose of waste	BCG1011A	14	0	14
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	1	0	1
Use hand tools	MEM18.1AA	16	0	16
Use power tools/hand held operations	MEM18.2AA	15	0	15
Create 3D models using computer aided design systems	MEM9.10BA	38	2	40
Create 2D drawings using computer aided design system	MEM9.9BA	38	2	40

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUSINESS AND CLERICAL				
Receive and pass on oral messages to facilitate effective routine communication	BSACOM201B	38	48	86
Receive and pass on written information to facilitate communication flow	BSACOM202A	14	69	83
Apply knowledge of enterprise to promote its products and services	BSAENT201B	16	67	83
Follow occupational health and safety policies and procedures in the workplace	BSAENT202A	0	14	14
Follow OH and S policies and procedures in the workplace	BSAENT202B	17	44	61
Apply knowledge of employee's and employer's rights and responsibilities to workplace	BSAENT203A	7	21	28
Prepare and process financial documentation for cash flow and accounting records	BSAFIN201A	11	55	66
Handle mail to facilitate information flow	BSAINF201A	21	60	81
Process and analyse information to provide access to and security of records	BSAINF202A	22	59	81
Follow established work schedules to achieve designated team/section goals	BSAORG101A	11	22	33
Organise own work schedule to achieve designated team/section goals	BSAORG201A	36	107	143
Select, operate and maintain a range of office equipment to complete a range of tasks	BSATEC201A	0	13	13
Select, operate and maintain a range of office equipment to complete a range of tasks	BSATEC201B	15	59	74
Operate a computer to gain access to and retrieve data	BSATEC202B	42	69	111
Operate a computer to produce simple documents	BSATEC203A	9	23	32
Operate a computer to produce simple documents	BSATEC203B	30	44	74
Organise the copying and collating of documents	BSATEC204B	12	73	85
Participate in allocation and completion of team tasks	BSATEM201A	35	73	108
Prepare for work in business	BSBCM101A	151	142	293
Complete daily work activities	BSBCM102A	65	90	155
Apply basic communication skills	BSBCM103A	358	455	813
Plan skills development	BSBCM104A	19	84	103
Use business equipment	BSBCM105A	12	20	32
Follow workplace safety procedures	BSBCM106A	154	223	377
Operate a personal computer	BSBCM107A	107	155	262
Develop keyboard skills	BSBCM108A	124	195	319
Follow environmental work practices	BSBCM109A	7	13	20
Work effectively in a business environment	BSBCM201A	18	49	67
Organise and complete daily work activities	BSBCM202A	38	102	140
Communicate in the workplace	BSBCM203A	200	262	462
Work effectively with others	BSBCM204A	67	117	184
Use business technology	BSBCM205A	126	174	300
Process and maintain workplace information	BSBCM206A	12	14	26
Prepare and process financial/business documents	BSBCM207A	22	59	81
Deliver a service to customers	BSBCM208A	3	16	19
Provide information to clients	BSBCM209A	0	4	4
Implement improved work practices	BSBCM210A	0	2	2
Participate in workplace safety procedures	BSBCM211A	44	81	125
Handle mail	BSBCM212A	18	36	54
Produce simple word processed documents	BSBCM213A	178	234	412
Create and use simple spreadsheets	BSBCM214A	140	167	307
Participate in environmental work practices	BSBCM215A	0	4	4
Operate computer hardware	ICAITU005B	33	36	69
Operate computing packages	ICAITU006B	33	43	76
Design organisational documents using computing packages	ICAITU012B	27	33	60
Undertake interactive workplace communication	MEM1.1FA	6	0	6

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUSINESS AND CLERICAL (Cont)				
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	0	3	3
Database fundamentals	NOS215V2	9	20	29
Spreadsheet fundamentals	NOS216V2	11	20	31
CHEMICAL PRODUCTION				
Maintain equipment and consumables	ICAITU007B	25	8	33
COMMUNITY SERVICES, HEALTH AND EDUCATION				
Orientation to aged care work	CHCAC3A	3	9	12
Assist in the provision of an appropriate environment	CHCAC4A	5	9	14
Undertake basic administrative duties	CHCADMIN1A	4	14	18
Support community resources	CHCCD7A	4	20	24
Work within legislative and ethical requirements	CHCCHILD1A	1	13	14
Maintain a healthy and safe environment	CHCCN1A	1	80	81
Provide physical care	CHCCN2A	1	66	67
Prepare food	CHCCN3A	0	5	5
Respond to illness, accidents and emergencies	CHCCN4A	1	42	43
Foster children's self help skills	CHCCN7A	1	23	24
Support babies' needs	CHCCNAA	0	8	8
Communicate with people accessing the services of the organisation	CHCCOM1A	6	65	71
Deliver service to clients	CHCCS0A	5	9	14
Support the development of children in the service	CHCFC1A	1	38	39
Support the activities of existing groups	CHCGROUP1A	3	10	13
Support group activities	CHCGROUP2A	4	21	25
Work within legislative and ethical requirements	CHCHILD1A	0	47	47
Interact positively with children	CHCIC1A	1	61	62
Guide children's behaviour	CHCIC2A	1	6	7
Communicate with children	CHCICAA	1	67	68
Follow the organisation's policies, procedures and programs	CHCORG1A	4	18	22
Work with others	CHCORG2A	7	95	102
Follow the organisation's occupational health and safety policies	CHCORG4A	1	55	56
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	0	2	2
Senior first aid	NRC2001	3	19	22
Customise coaching to include children	SRSCOA008A	0	12	12
COMPUTING				
Create a simple mark-up language document to specification	ICAITB135A	5	1	6
Receive and process oral and written communication	ICAITD003B	99	72	171
Install and manage network protocols	ICAITI101A	10	0	10
Maintain equipment/software inventory	ICAITS008B	20	15	35
Interact with clients	ICAITS009B	47	37	84
Apply problem solving techniques to achieve organisation goals	ICAITS010B	108	55	163
Connect hardware peripherals	ICAITS014B	126	85	211
Install software applications	ICAITS015B	105	66	171

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMPUTING (Cont)				
Record client support requirements	ICAITS016B	2	0	2
Maintain system integrity	ICAITS017B	125	73	198
Install and optimise system software	ICAITS020B	19	2	21
Provide network systems administration	ICAITS032B	9	2	11
Determine and action network problem	ICAITS034B	9	2	11
Administer network peripherals	ICAITS121A	9	1	10
Work effectively in an information technology environment	ICAITW001B	153	101	254
Communicate in the workplace	ICAITW002B	139	93	232
Participate in a team and individually to achieve organisation goals	ICAITW011B	136	92	228
Apply occupation health and safety procedures	ICAITU004B	143	111	254
Operate computer hardware	ICAITU005B	197	135	332
Operate computing packages	ICAITU006B	248	171	419
Maintain equipment and consumables	ICAITU007B	66	53	119
Design organisational documents using computing packages	ICAITU012B	160	114	274
Integrate commercial computing packages	ICAITU013B	164	101	265
Use advanced features of computer applications	ICAITU126A	7	4	11
Operate a personal computer	ICAITU128A	28	16	44
Operate a word processing application	ICAITU129A	22	13	35
Operate a spreadsheet application	ICAITU130A	29	17	46
Operate database application	ICAITU131A	25	19	44
Operate a presentation package	ICAITU132A	16	9	25
Send and retrieve information over the internet using browsers and email	ICAITU133A	20	14	34
Identify components of multimedia	ICPMM11BA	101	78	179
Capture a digital image	ICPMM21CA	7	1	8
Incorporate digital photography into multimedia presentations	ICPMM43CA	8	2	10
Access the internet	ICPMM63BA	225	170	395
Create web pages with multimedia	ICPMM65DA	15	4	19
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	2	0	2
Introduction to multi-media authoring	NMM002	2	4	6
Introduction to multimedia	NMM004	7	0	7
ENGINEERING AND MINING				
Occupational health and safety at sea	ABF511	17	0	17
Marine radio - telephone operations	ABF523	1	1	2
Undertake interactive workplace communication	MEM1.1FA	253	75	328
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	196	21	217
Apply quality procedures	MEM1.3FA	137	5	142
Plan to undertake a routine task	MEM1.4FA	173	5	178
Perform emergency first aid	MEM13.1AA	8	2	10
Use hand tools	MEM18.1AA	199	5	204
Use power tools/hand held operations	MEM18.2AA	155	0	155
Write reports	MEM2.10C5A	47	48	95
Apply quality systems	MEM2.1C12A	14	0	14
Operate in a work based team environment	MEM2.3C11A	15	0	15
Measure with graduated devices	MEM2.5C11A	71	0	71

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ENGINEERING AND MINING				
Plan a complete activity	MEM2.6C10A	6	0	6
Perform computations - basic	MEM2.7C10A	100	30	130
Perform computations	MEM2.8C10A	42	3	45
Perform computer operations	MEM2.9C10A	5	0	5
General woodworking machine operations	MEM4.18AA	6	0	6
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	79	0	79
Perform routine manual metal arc welding	MEM5.12AB	3	0	3
Weld using gas metal arc welding process (GMAW)	MEM5.17AA	1	0	1
Soft soldering (basic)	MEM5.3AA	36	0	36
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	116	0	116
Perform routine gas metal and arc welding	MEM5.50AA	3	0	3
Carry out mechanical cutting	MEM5.5AA	43	1	44
Perform brazing and/or silver soldering	MEM5.6AA	94	0	94
Manual heating, thermal cutting and gouging	MEM5.7AA	42	0	42
Use workshop machines for basic operations	MEM7.32AA	8	0	8
Perform general machining	MEM7.5AA	23	0	23
Draw and interpret sketch	MEM9.1AA	125	4	129
Interpret technical drawing	MEM9.2AA	62	3	65
Computing in engineering	NBB04	32	8	40
Hand and power tools	NBB07	4	0	4
Mechanical components	NBB11	35	1	36
Engineering drawing interpretation 1	NBB12	14	8	22
Engineering science	NBB13	17	0	17
Electrical principles 1	NE160	13	1	14
Senior first aid	NRC2001	25	22	47
Communicate on the telephone	THHGGA01A	9	3	12
FOOD PROCESSING				
Apply basic food safety practices	FDFCORFS1A	1	6	7
Apply safe work procedures	FDFCOROHS1A	1	6	7
Apply basic quality assurance practices	FDFCORQA1A	1	6	7
Hand prune vines	FDFWGGHPVA	1	1	2
Plant vines by hand	FDFWGGPVHA	1	1	2
Use basic methods of cookery	THHBCC01A	0	4	4
Prepare sandwiches	THHBCC02AA	1	10	11
Provide a link between kitchen and service area	THHBFB02/3AA	0	4	4
Prepare and serve non alcoholic beverages	THHBFB10A	0	4	4
Organise and prepare food	THHBKA01A	22	53	75
Present food	THHBKA02A	0	4	4
Receive and store stock	THHBKA03A	0	4	4
Clean and maintain premises	THHBKA04A	16	43	59
Work with colleagues and customers	THHCOR01A	0	10	10
Work in a socially diverse environment	THHCOR02A	0	4	4
Follow health, safety and security procedures	THHCOR03A	0	4	4
Follow workplace hygiene procedures	THHGHS01A	1	10	11

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
FOOD PROCESSING				
Develop and update hospitality industry knowledge	THHHCO01A	0	7	7
Design menus to meet market needs	THHSCAT04A	0	4	4
GENERAL VET AND OTHER				
LOTE 2A (French)	64074	0	17	17
LOTE 2B (French)	64075	0	23	23
LOTE 2A (Italian)	64093	0	6	6
LOTE 2B (Italian)	64094	2	1	3
CGEA3 Reading and writing	81031	1	3	4
CGEA3 Oral communications	81032	1	3	4
CGEA3 Numerical and mathematical	81033	1	3	4
CGEA3 General curriculum options	81034	1	3	4
Work and personal effectiveness	81130	7	5	12
Computing skills introduction	81134	0	1	1
Occupational health and safety (1)	ABC502	65	82	147
Carry out interactive workplace communication	BCG1000A	5	2	7
Carry out OH and S requirements	BCG1001A	1	1	2
Receive and pass on oral messages to facilitate effective routine communication	BSACOM201B	6	3	9
Receive and pass on written information to facilitate communication flow	BSACOM202A	6	3	9
Follow OH and S policies and procedures in the workplace	BSAENT202B	1	1	2
Operate a computer to produce simple documents	BSATEC203B	6	3	9
Prepare for work in business	BSBCMN101A	7	6	13
Apply basic communication skills	BSBCMN103A	86	68	154
Plan skills development	BSBCMN104A	11	12	23
Follow workplace safety procedures	BSBCMN106A	30	11	41
Organise and complete daily work activities	BSBCMN202A	23	32	55
Communicate in the workplace	BSBCMN203A	17	20	37
Work effectively with others	BSBCMN204A	28	19	47
Participate in workplace safety procedures	BSBCMN211A	16	23	39
Apply basic first aid	HLTFA1A	11	9	20
Apply advanced first aid	HLTFA2A	11	9	20
Maintain first aid equipment and resources	HLTFA3A	11	9	20
Incorporate 2D graphics into multimedia presentation	ICPMM42CA	4	2	6
Incorporate audio into multimedia presentations	ICPMM44CA	9	5	14
Develop a basic design concept	ICPPP11BA	15	7	22
Select and apply type	ICPPP21BA	12	4	16
Scan a line image	ICPPP22BA	17	6	23
Output images to film and paper	ICPPP52BA	18	6	24
Output images to electronic media	ICPPP53BA	17	6	23
Use computer systems	ICPSU81BA	15	4	19
Understanding self and others	LWA001	16	11	27
Introduction to citizenship	LWA002	16	11	27
Health and safety essentials	LWA003	6	5	11
Effective team membership	LWA004	14	9	23
Introduction to applied leadership	LWA005	14	9	23
Develop and update hospitality industry knowledge	THHHCO01A	0	7	7
Design menus to meet market needs	THHSCAT04A	0	4	4

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002 (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)				
LOTE 2A (French)	64074	0	17	17
LOTE 2B (French)	64075	0	23	23
LOTE 2A (Italian)	64093	0	6	6
LOTE 2B (Italian)	64094	2	1	3
CGEA3 Reading and writing	81031	1	3	4
CGEA3 Oral communications	81032	1	3	4
CGEA3 Numerical and mathematical	81033	1	3	4
CGEA3 General curriculum options	81034	1	3	4
Work and personal effectiveness	81130	7	5	12
Computing skills introduction	81134	0	1	1
Occupational health and safety (1)	ABC502	65	82	147
Carry out interactive workplace communication	BCG1000A	5	2	7
Carry out OH and S requirements	BCG1001A	1	1	2
Receive and pass on oral messages to facilitate effective routine communication	BSACOM201B	6	3	9
Receive and pass on written information to facilitate communication flow	BSACOM202A	6	3	9
Follow OH and S policies and procedures in the workplace	BSAENT202B	1	1	2
Operate a computer to produce simple documents	BSATEC203B	6	3	9
Prepare for work in business	BSBCM101A	7	6	13
Apply basic communication skills	BSBCM103A	86	68	154
Plan skills development	BSBCM104A	11	12	23
Follow workplace safety procedures	BSBCM106A	30	11	41
Organise and complete daily work activities	BSBCM202A	23	32	55
Communicate in the workplace	BSBCM203A	17	20	37
Work effectively with others	BSBCM204A	28	19	47
Participate in workplace safety procedures	BSBCM211A	16	23	39
Apply basic first aid	HLTFA1A	11	9	20
Apply advanced first aid	HLTFA2A	11	9	20
Maintain first aid equipment and resources	HLTFA3A	11	9	20
Incorporate 2D graphics into multimedia presentation	ICPMM42CA	4	2	6
Incorporate audio into multimedia presentations	ICPMM44CA	9	5	14
Develop a basic design concept	ICPPP11BA	15	7	22
Select and apply type	ICPPP21BA	12	4	16
Scan a line image	ICPPP22BA	17	6	23
Output images to film and paper	ICPPP52BA	18	6	24
Output images to electronic media	ICPPP53BA	17	6	23
Use computer systems	ICPSU81BA	15	4	19
Understanding self and others	LWA001	16	11	27
Introduction to citizenship	LWA002	16	11	27
Health and safety essentials	LWA003	6	5	11
Effective team membership	LWA004	14	9	23
Introduction to applied leadership	LWA005	14	9	23
Undertake interactive workplace communication	MEM1.1FA	7	5	12
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	2	1	3
Senior first aid	NRC2001	64	79	143
Work with colleagues and customers	THHCOR01A	13	15	28
Follow health, safety and security procedures	THHCOR03A	30	21	51
Communicate on the telephone	THHGGA01A	9	5	14
Provide first aid	THHGHS03A	33	44	77

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
HOSPITALITY TOURISM AND TRAVEL				
Use business technology	BSBCMN205A	16	13	29
Produce simple word processed documents	BSBCMN213A	23	26	49
Create and use simple spreadsheets	BSBCMN214A	31	36	67
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	0	1	1
Communications and industrial relations	NBB01	13	9	22
Prepare and serve cocktails	THHADFB03A	2	0	2
Use basic methods of cookery	THHBCC01A	77	262	339
Prepare appetisers and salads	THHBCC02A	6	21	27
Prepare sandwiches	THHBCC02AA	40	120	160
Prepare stocks and sauces	THHBCC03A	3	11	14
Prepare soups	THHBCC03AA	9	17	26
Operate bar	THHBF01A	2	0	2
Clean and tidy bar areas	THHBF01AA	2	0	2
Provide food and beverage service	THHBF02/3A	25	55	80
Provide a link between kitchen and service area	THHBF02/3AA	29	103	132
Provide table service of alcoholic beverages	THHBF04A	2	0	2
Provide responsible service of alcohol	THHBF09A	2	0	2
Prepare and serve non alcoholic beverages	THHBF10A	16	65	81
Develop and update food and beverage knowledge	THHBF11A	3	11	14
Communicate on the telephone	THHBF07A	3	30	33
Clean premises and equipment	THHBH02A	7	23	30
Organise and prepare food	THHBKA01A	136	377	513
Present food	THHBKA02A	132	319	451
Present food	THHBKA02B	1	13	14
Receive and store stock	THHBKA03A	29	60	89
Clean and maintain premises	THHBKA04A	77	132	209
Work with colleagues and customers	THHCOR01A	158	465	623
Work with colleagues and customers	THHCOR01B	1	5	6
Work in a socially diverse environment	THHCOR02A	102	305	407
Work in a socially diverse environment	THHCOR02B	1	3	4
Follow health, safety and security procedures	THHCOR03A	156	367	523
Follow health, safety and security procedures	THHCOR03B	1	13	14
Develop and update local knowledge	THHGCS01A	19	94	113
Deal with conflict situations	THHGCS03A	10	44	54
Access and retrieve computer data	THHGCT01A	58	144	202
Produce documents on computer	THHGCT02A	46	153	199
Design and develop computer documents, reports and worksheets	THHGCT03A	8	16	24
Process financial transactions	THHGFA01A	8	21	29
Communicate on the telephone	THHGGA01A	16	102	118
Perform clerical procedures	THHGGA02A	8	29	37
Receive and store stock	THHGGA06A	11	14	25
Follow workplace hygiene procedures	THHGHS01A	180	440	620
Follow workplace hygiene procedures	THHGHS01B	1	5	6
Provide first aid	THHGHS03A	0	8	8
Develop and update hospitality industry knowledge	THHCO01A	86	219	305
Source and provide destination information and advice	THTSOP02A	4	56	60
Develop and update tourism industry knowledge	THTTCO01A	35	87	122

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRIES				
Operate the crushing process	FDFCELCRPA	2	3	5
Operate the pressing process	FDFCELPPA	2	3	5
Collect, present and apply workplace information	FDFCORCOM2A	2	3	5
Apply basic food safety practices	FDFCORFS1A	1	0	1
Implement the food safety plan	FDFCORFS2A	2	3	5
Apply basic mathematical concepts	FDFCORNUM1A	9	6	15
Implement occupational health and safety principles and procedures	FDFCOROHS2A	2	3	5
Implement the quality system	FDFCORQU2A	2	3	5
Participate in teams	FDFOPTTW2A	2	3	5
Bench graft vines	FDFWGGBGVA	2	3	5
Carry out basic canopy maintenance	FDFWGGCMBVA	18	0	18
Field graft vines	FDFWGGFGVA	2	3	5
Perform field nursery activities	FDFWGGFNAA	2	3	5
Hand prune vines	FDFWGGHPVA	18	0	18
Install irrigation components	FDFWGGICA	2	3	5
Undertake irrigation systems maintenance activities	FDFWGGISMA	14	0	14
Pick grapes by hand	FDFWGGPGHA	18	0	18
Perform shed nursery activities	FDFWGGSNAA	2	3	5
Train vines	FDFWGGTVA	16	0	16
Use hand tools	MEM18.1AA	2	3	5
Implement pest control programs	RUAAG1070PMA	5	9	14
Operate equipment	RUAAG1100EOA	6	3	9
Perform routine maintenance	RUAAG1130EMA	8	3	11
Carry out basic beef cattle handling duties.	RUAAG1500BCA	12	8	20
Prevent poultry disease	RUAAG1611PLA	5	3	8
Brood chickens	RUAAG1612PLA	5	3	8
Depopulate shed	RUAAG1620PLA	5	3	8
Carry out industry responsibilities	RUAAG1700HBA	0	6	6
Feed and water horses	RUAAG1701HBA	0	6	6
Prepare and transport horses	RUAAG1703HBA	0	3	3
Operate property vehicles	RUAAG2101EOA	4	6	10
Operate tractors	RUAAG2102EOA	5	4	9
Provide support for basic repair of plant and equipment	RUAAG2131EMA	2	2	4
Perform routine maintenance	RUAAG2133EMA	2	3	5
Operate plant and machinery	RUAAG2351GRA	2	1	3
Operate trailed/mounted equipment	RUAAG2353GRA	2	3	5
Feed sheep	RUAAG2400SWA	2	5	7
Muster and move sheep	RUAAG2401SWA	2	5	7
Handle sheep in yards	RUAAG2402SWA	3	11	14
Monitor ewes from joining to lambing	RUAAG2403SWA	2	2	4
Carry out lamb marking duties	RUAAG2406SWA	3	6	9
Prepare sheep for competitions	RUAAG2408SWA	0	1	1
Feed livestock	RUAAG2500BCA	5	4	9
Muster and move cattle	RUAAG2501BCA	0	2	2
Monitor cows from joining to calving	RUAAG2502BCA	2	3	5
Carry out calving duties	RUAAG2503BCA	0	1	1
Carry out calf marking duties	RUAAG2504BCA	0	1	1

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRIES (Cont)				
Prepare cattle for competitions	RUAAG2506BCA	3	4	7
Maintain stock water supply equipment	RUAAG2507BCA	3	7	10
Carry out basic fencing operations	RUAAG2521DYA	2	15	17
Carry out daily horse routines	RUAAG2700HBA	0	8	8
Carry out regular horse observation	RUAAG2701HBA	0	9	9
Meet industry employment criteria	RUAAGCORE1A	1	3	4
Follow enterprise occupational health and safety (OHS) procedures	RUAAGCORE2A	9	9	18
Use hazardous substances safely	RUAAGCORE3A	3	4	7
Communicate in the workplace	RUAAGCORE4A	4	7	11
Act to minimise emergencies and to respond to a variety of situations	RUAAGCORE5A	0	2	2
Plan daily work routines	RUAAGCORE6A	4	5	9
Meet workplace health and safety requirements	RUHCORE2A	3	3	6
Provide crop care	RUHHRT101A	0	2	2
Plant a crop by hand	RUHHRT102A	1	3	4
Provide planted area care	RUHHRT106A	6	6	12
Provide nursery plant care	RUHHRT107A	4	3	7
Sow plant materials	RUHHRT116A	4	6	10
Plant trees and shrubs	RUHHRT203A	1	6	7
Transplant small trees	RUHHRT214A	1	6	7
Pot-on plants	RUHHRT228A	3	0	3
Tend nursery plants	RUHHRT229A	3	0	3
Communicate in the seafood industry	SFICORE103A	2	0	2
Meet workplace health and safety requirements	SFICORE104A	2	0	2
Take emergency action on board a vessel	SFISHIP212A	2	0	2
Shift materials safely	TDTD197A	2	0	2
Use infotechnology devices in the workplace	TDTK297A	2	3	5
Communicate on the telephone	THHGGA01A	3	1	4
SALES AND PERSONAL SERVICES				
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	0	1	1
TEXTILE CLOTHING, FOOTWEAR AND FURNISHINGS				
Introduction to the furnishings industry	ABC501	24	7	31
Occupational health and safety (1)	ABC502	46	1	47
Introduction to materials	ABC506	41	9	50
Hand tools and equipment	ABC508	58	6	64
Power tools and equipment	ABC509	38	6	44
Materials handling	ABC510	12	0	12
Basic construction	ABC511	18	0	18
Drawing/sketching	ABC512	8	2	10
TRANSPORT AND STORAGE				
First aid	AAA854	1	0	1
Occupational health and safety at sea	ABF511	1	0	1

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
TRANSPORT AND STORAGE (Cont)				
Practical seamanship	ABF512	1	0	1
Apply weather information	SROOPS003A	12	0	12
Use basic skills to sail a small boat in controlled conditions	SROYSB001A	5	0	5
UTILITIES - GAS, WATER AND ELECTRICAL				
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	1	0	1
Perform computer operations	MEM2.9C10A	10	0	10
Interpret technical drawing	MEM9.2AA	10	0	10
Occupational health and safety	NBB02	10	0	10
Computing in engineering	NBB04	10	0	10
Engineering drawing interpretation 1	NBB12	10	0	10
Electrical wiring and equipment	NE172	10	0	10
Workshop practices	NE175	10	0	10
DC power supplies	NE178	3	0	3
Test equipment	NE20	3	0	3
Introduction to the electrical industry	NUE050	7	0	7
Applied electricity 1	NUE052	21	0	21
Applied electricity 2	NUE054	11	0	11
Science and materials electro-technology	NUE204	3	0	3
Drawing interpretation and sketching	NUE210	10	0	10

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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, 2002

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ARTS, ENTERTAINMENT AND RECREATION				
Set up and operate a basic video camera	CUFCAM01A	5	9	14
Develop and apply industry knowledge	CUFGEN01A	5	9	14
Produce and manipulate digital images	CUFIMA01A	5	4	9
Apply principles of visual design and communication to the development of a multimedia product	CUFMEM07A	3	3	6
Create, manipulate and incorporate 2D graphics	CUFMEM14A	3	3	6
Prepare and participate in an electronic media activity	CUFPOP1A	5	9	14
Follow health, safety and security procedures	CUFSAF01A	5	9	14
Develop and update music industry knowledge	CUSBGE01A	15	3	18
Develop music knowledge and listening skills	CUSMGE11A	14	4	18
Develop basic technical skills for playing or singing music	CUSMPF01A	18	5	23
Follow safe practices in performing and listening to music	CUSSAF01A	18	5	23
Move and set up instruments and equipment	CUSSOU01A	18	5	23
Operate computing packages	ICAITU006B	5	9	14
Incorporate text into multimedia presentations	ICPMM41CA	5	4	9
Access the internet	ICPMM63BA	5	9	14
Produce print - manual (basic)	ICPSP71BA	1	0	1
Prepare, load and unload sheets/sections on and off machines	ICPSU02BA	1	0	1
Prepare and maintain the work area	ICPSU03BA	1	0	1
Treat and dispose of liquid waste	ICPSU23BA	1	0	1
Follow OH and S practices and identify environmental hazards	ICPSU61AA	1	0	1
Communicate in the workplace	ICPSU62AA	1	0	1
Hearing protection	MIS1.2	9	5	14
Songwriting	MIS10.1	1	0	1
Getting the right band and keeping it together	MIS11.2	1	0	1
Introduction to acoustics - audio equipment	MIS15.1	1	0	1
Introduction to aural training	MIS6.1	11	4	15
Forms of music notation	MIS7.1	13	6	19
Reading and writing staff notation	MIS7.2	2	0	2
Guitar - electric/acoustic	MIS8.2	8	0	8
Bass guitar	MIS8.3	6	0	6
Drum kit	MIS8.4	1	0	1
Introduction to multi-media authoring	NMM002	9	0	9
Computer literacy and survival skills	NMM005	15	1	16
Production management skills 1	NMM006	8	0	8
Digital audio 1	NMM008	7	0	7
Introduction to 2D animation	NMM010	14	1	15
Introduction to 3D modelling and animation	NMM014	8	0	8
Introduction to the internet 1	NMM019	17	2	19
Multimedia in the music industry	NMM023	7	0	7
Senior first aid	NRC2001	56	30	86
Provide emergency care	PUAEMEO01A	11	2	13
Provide emergency care	PUXEMEO01A	34	11	45
Operate communications systems	PUXOPE004A	6	3	9
Bronze medallion	REC119	11	1	12
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003A	3	5	8
Provide orientation to clients prior to undertaking a fitness program	SRFFIT001A	7	8	15

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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, 2002 (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)				
Apply basic exercise science to fitness activities	SRFFIT002A	7	8	15
Demonstrate abseiling skills	SROABS001A	3	5	8
Use basic skills to catch and handle fish	SROFIS001A	11	2	13
Comply with fisheries management regulations and conservation strategies	SROFIS002A	11	2	13
Navigate in tracked or easy untracked areas	SRONAV001A	12	3	15
Implement minimal environmental impact practices	SROOPS001A	24	9	33
Use and maintain a temporary or overnight site	SROOPS006A	6	3	9
Prepare to participate in a supervised outdoor activity requiring basic skills	SROORE001A	14	8	22
Participate in a supervised outdoor activity requiring basic skills	SROORE002A	22	9	31
Safeguard a person using a single rope belay system	SROROP001A	9	5	14
Scuba dive in open water to a maximum depth of 18 metres	SROSCU002A	7	2	9
Apply surf survival and self rescue skills	SROSRF001A	7	3	10
Perform basic surfing manoeuvres in controlled conditions	SROSRF002A	6	3	9
Comply with maritime rules and regulations	SROYAC001A	14	2	16
Use basic skills to sail a small boat in controlled conditions	SROYSB001A	14	2	16
Collect information on drugs in sport	SRSCOP009A	7	8	15
Collect information on stress management	SRSCOP010A	7	8	15
Handle mail to facilitate communication	SRXADM001A	9	3	12
Handle information to maintain access to and security of records	SRXADM002A	9	3	12
Apply knowledge of the organisation to complete routine administration tasks	SRXADM003A	9	3	12
Operate a range of office equipment to complete routine tasks	SRXADM004A	9	3	12
Process and analyse information to provide access to and security of records	SRXADM006A	7	1	8
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	25	19	44
Assist in conducting sport and recreation sessions for clients	SRXCAI002A	25	19	44
Provide equipment for activities	SRXCAI003A	19	16	35
Plan a sport and recreation session for clients	SRXCAI004A	7	1	8
Conduct a sport and recreation session for clients	SRXCAI005A	7	1	8
Interact with clients	SRXCLS001A	9	3	12
Deliver services to clients	SRXCLS002A	8	1	9
Communicate in the workplace	SRXCOM001A	9	3	12
Receive and pass on information to facilitate effective routine communication	SRXCOM002A	8	2	10
React safely in an emergency and help prevent emergencies	SRXEME001A	15	6	21
Participate in the control of minor emergencies	SRXEME002A	7	1	8
Maintain equipment for activities	SRXFAC001A	14	9	23
Maintain sport and recreational facilities	SRXFAC002A	7	8	15
Develop knowledge of the sport and recreation industry	SRXIND001A	16	11	27
Develop and implement a career path	SRXIND002A	7	1	8
Follow defined occupational health and safety policy and procedures	SRXOHS001A	8	1	9
Organise work	SRXORG001A	22	14	36
Work effectively in a sport and recreation organisation	SRXORG002A	8	1	9
Operate a computer to gain access to and retrieve data using keyboard skills	SRXTEC001A	15	8	23
Operate a computer and printer to produce and print simple documents	SRXTEC002A	8	1	9
Work in teams	SRXTEM001A	25	19	44
Support the work of a team	SRXTEM002A	8	1	9
Deal with conflict	SRXTEM004A	1	0	1
Small power boat	TL3	14	1	15

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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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
AUTOMOTIVE				
Carry out maintenance and/or component servicing operations	AUR00108A	100	8	108
Service engines and associated engine components	AUR01170A	160	18	178
Assemble cylinder heads, check tolerances and carry out relevant testing procedures	AUR01404A	3	0	3
Disassemble cylinder heads and evaluate components	AUR01417A	3	0	3
Service cooling systems and associated components	AUR02170A	152	22	174
Service petrol fuel systems	AUR03170A	112	18	130
Service diesel fuel injection systems	AUR03670A	31	4	35
Service clutch assemblies and/or associated operating system components	AUR06170A	78	7	85
Service transmissions (manual)	AUR06670A	71	7	78
Service transmissions (automatic)	AUR07170A	60	5	65
Service hydraulic systems	AUR09170A	31	4	35
Service braking systems	AUR10170A	67	5	72
Service final drive assemblies	AUR12670A	69	5	74
Service final drive (driveline)	AUR13170A	70	5	75
Service steering systems	AUR15170A	58	5	63
Service suspension systems	AUR16170A	61	5	66
Balance tyres/wheels	AUR17606A	8	0	8
Select tyres and rims for specific applications (light)	AUR17668A	13	1	14
Remove, repair and fit tyres and tubes (light)	AUR17766A	103	15	118
Test, service and replace battery	AUR18676A	130	17	147
Carry out minor repairs to electrical circuit/systems	AUR18708A	28	1	29
Carry out welding, soldering, thermal cutting and thermal heating procedures	AUR23608A	9	0	9
Use and maintain measuring equipment	AUR25678A	3	0	3
Carry out pre-repair operations	AUR26108A	11	3	14
Remove and replace vehicle body panels, panel sections and ancillary fittings	AUR26864A	2	0	2
Remove and replace mechanical units/assemblies	AUR27064A	35	0	35
Remove salvageable components	AUR28662A	26	1	27
Carry out masking procedures	AUR29608A	2	0	2
Prepare vehicle components for minor paint repairs	AUR30349A	2	0	2
Remove, replace, fit and test components/accessories	AUR32165A	2	0	2
Identify automotive parts/ components/accessories	AUR37927A	26	7	33
Follow workplace occupational health and safety procedures	AUR70125A	222	35	257
Use and maintain workplace tools and equipment	AUR70278A	236	35	271
Contribute to workplace communication	AUR70314A	187	31	218
Establish relations with customers	AUR70421A	167	26	193
Carry out manual handling operations	AUR70508A	32	3	35
Receive and pass on messages to facilitate communication flow	BSACOM101A	1	0	1
BUILDING AND CONSTRUCTION				
Introduction to the furnishings industry	ABC501	11	4	15
Occupational health and safety (1)	ABC502	3	2	5
Power tools and equipment	ABC509	2	1	3
Carry out interactive workplace communication	BCG1000A	136	25	161
Carry out OH and S requirements	BCG1001A	124	16	140
Plan and organise work	BCG1002A	77	7	84

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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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUILDING AND CONSTRUCTION (Cont)				
Read and interpret plans	BCG1003A	70	7	77
Carry out measurements and calculations	BCG1004A	89	12	101
Use hand and power tools	BCG1005A	131	16	147
Use small plant and equipment	BCG1006A	115	14	129
Erect and dismantle restricted height scaffolding	BCG1007A	4	0	4
Use simple levelling devices	BCG1008A	84	7	91
Carry out excavation and install support	BCG1009A	2	0	2
Carry out concreting to simple forms	BCG1010A	42	9	51
Handle construction materials and safely dispose of waste	BCG1011A	66	7	73
Prepare for construction process (wall and floor tiling)	BCG1012A	5	0	5
Prepare for construction process (solid plastering)	BCG1013A	14	0	14
Prepare for construction process (dry wall plastering)	BCG1014A	10	0	10
Prepare for construction process (brick/block laying)	BCG1015A	12	0	12
Prepare for construction process (carpentry)	BCG1016A	47	10	57
Prepare for construction process (steelwork)	BCG1018A	30	10	40
Prepare for construction process (painting and decorating)	BCG1019A	1	0	1
Prepare surfaces	BCG2001A	30	7	37
Oxy/LPG acetylene cutting	BCG2002A	15	0	15
Carry out general demolition	BCG2003A	3	0	3
Carry out levelling	BCG2004A	3	0	3
Erect and strip formwork for concrete work	BCG2005A	14	3	17
Operate elevating work platforms (EWP)	BCG2007A	2	0	2
Carry out concrete work	BCG2009A	5	0	5
Use static machines	BCG2011A	2	0	2
Carry out basic setting out	BCG3011A	1	0	1
Applied electricity 2	NUE054	1	0	1
BUSINESS AND CLERICAL				
Accounting fundamentals	15661	2	0	2
Accounting computerised	15662	2	0	2
Business communications skills	15663	2	0	2
Business computing 1	15664	2	0	2
Business mathematical skills	15665	2	0	2
Business environment	15666	2	0	2
Financial accounting	15667	2	0	2
Law of commerce	15668	2	0	2
Taxation fundamentals	15669	2	0	2
Budgeting concepts	15670	2	0	2
Receive and pass on messages to facilitate communication flow	BSACOM101B	2	6	8
Receive and pass on oral messages to facilitate effective routine communication	BSACOM201B	7	41	48
Receive and pass on written information to facilitate communication flow	BSACOM202A	9	43	52
Receive and pass on written information to facilitate communication flow	BSACOM202B	1	2	3
Apply knowledge of enterprise to promote its products and services	BSAENT201A	0	18	18
Apply knowledge of enterprise to promote its products and services	BSAENT201B	11	42	53
Follow occupational health and safety policies and procedures in the workplace	BSAENT202A	0	9	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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUSINESS AND CLERICAL (Cont)				
Follow OH and S policies and procedures in the workplace	BSAENT202B	12	42	54
Apply knowledge of employee's and employer's rights and responsibilities to workplace	BSAENT203A	1	18	19
Provide information and advice regarding the products/services of the enterprise	BSAENT301A	0	1	1
Prepare and process financial documentation for cash flow and accounting records	BSAFIN201A	14	52	66
Handle mail to facilitate information flow	BSAINF201A	10	46	56
Process and analyse information to provide access to and security of records	BSAINF202A	8	54	62
Organise own work schedule to achieve designated team/section goals	BSAORG201A	13	34	47
Organise own work schedule to achieve designated team/section goals	BSAORG201B	0	1	1
Operate a range of office equipment to complete routine tasks	BSATEC101A	0	1	1
Select, operate and maintain a range of office equipment to complete a range of tasks	BSATEC201A	0	9	9
Select, operate and maintain a range of office equipment to complete a range of tasks	BSATEC201B	9	21	30
Operate a computer to gain access to and retrieve data	BSATEC202A	0	9	9
Operate a computer to gain access to and retrieve data	BSATEC202B	13	17	30
Operate a computer to produce simple documents	BSATEC203A	0	9	9
Operate a computer to produce simple documents	BSATEC203B	14	50	64
Organise the copying and collating of documents	BSATEC204B	11	35	46
Participate in allocation and completion of team tasks	BSATEM201A	13	34	47
Produce texts from audio transcription	BSBADM303A	0	4	4
Create and use databases	BSBADM305A	0	5	5
Create electronic presentations	BSBADM306A	6	8	14
Prepare for work in business	BSBCMN101A	18	8	26
Complete daily work activities	BSBCMN102A	25	22	47
Apply basic communication skills	BSBCMN103A	34	33	67
Plan skills development	BSBCMN104A	17	9	26
Use business equipment	BSBCMN105A	27	70	97
Follow workplace safety procedures	BSBCMN106A	36	46	82
Operate a personal computer	BSBCMN107A	74	104	178
Develop keyboard skills	BSBCMN108A	27	111	138
Follow environmental work practices	BSBCMN109A	6	5	11
Work effectively in a business environment	BSBCMN201A	19	110	129
Organise and complete daily work activities	BSBCMN202A	28	162	190
Communicate in the workplace	BSBCMN203A	19	134	153
Work effectively with others	BSBCMN204A	20	145	165
Use business technology	BSBCMN205A	17	105	122
Process and maintain workplace information	BSBCMN206A	10	71	81
Prepare and process financial/business documents	BSBCMN207A	9	53	62
Deliver a service to customers	BSBCMN208A	9	32	41
Provide information to clients	BSBCMN209A	2	18	20
Implement improved work practices	BSBCMN210A	0	2	2
Participate in workplace safety procedures	BSBCMN211A	22	125	147
Handle mail	BSBCMN212A	6	50	56
Produce simple word processed documents	BSBCMN213A	35	137	172
Create and use simple spreadsheets	BSBCMN214A	22	106	128
Participate in environmental work practices	BSBCMN215A	0	2	2
Contribute to personal skill development and learning	BSBCMN304A	1	0	1
Produce business documents	BSBCMN306A	6	3	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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUSINESS AND CLERICAL (Cont)				
Deliver a service to customers	FNARFS14A	1	1	2
Collect, assess and use information	FNBCOM08A	3	2	5
Work within a financial services industry context	FNBFS01A	1	1	2
Communicate in the workplace	FNBFS02A	1	0	1
Work as part of a team	FNBFS03A	1	0	1
Use technology in the workplace	FNBFS04A	0	2	2
Apply health and safety practices in the workplace	FNBFS05A	3	1	4
Resolve customer complaints	FNBFS06A	1	2	3
Create a simple mark-up language document to specification	ICAITB135A	6	0	6
Interact with clients	ICAITS009B	11	1	12
Connect hardware peripherals	ICAITS014B	7	1	8
Install software applications	ICAITS015B	5	1	6
Maintain system integrity	ICAITS017B	5	1	6
Install and optimise system software	ICAITS020B	2	0	2
Determine client computer problems and action	ICAITS022B	5	1	6
Provide advice to clients	ICAITS031B	1	0	1
Work effectively in an information technology environment	ICAITW001B	7	1	8
Communicate in the workplace	ICAITW002B	11	1	12
Participate in a team and individually to achieve organisation goals	ICAITW011B	12	1	13
Apply occupation health and safety procedures	ICAITU004B	11	1	12
Operate computer hardware	ICAITU005B	12	2	14
Operate computing packages	ICAITU006B	13	2	15
Maintain equipment and consumables	ICAITU007B	5	1	6
Design organisational documents using computing packages	ICAITU012B	5	2	7
Integrate commercial computing packages	ICAITU013B	6	2	8
Develop macros and templates for clients using standard products	ICAITU018B	2	0	2
Migrate to new technology	ICAITU019B	3	0	3
Use advanced features of computer applications	ICAITU126A	2	0	2
Use advanced features of computer applications	ICAITU126B	4	0	4
Operate a personal computer	ICAITU128A	6	0	6
Operate a word processing application	ICAITU129A	6	0	6
Operate a spreadsheet application	ICAITU130A	6	0	6
Operate database application	ICAITU131A	6	0	6
Operate a presentation package	ICAITU132A	6	0	6
Send and retrieve information over the internet using browsers and email	ICAITU133A	6	0	6
Use personal productivity tool	ICAITU215A	5	0	5
Identify components of multimedia	ICPMM11BA	1	0	1
Capture a digital image	ICPMM21CA	1	0	1
Access the internet	ICPMM63BA	11	15	26
Create web pages with multimedia	ICPMM65DA	9	0	9
Database fundamentals	NOS215V2	6	4	10
Spreadsheet fundamentals	NOS216V2	6	10	16
Senior first aid	NRC2001	0	5	5
Communicate in the workplace	WRRCS.1A	1	1	2
Interact with customers	WRRCS.3A	1	1	2
Apply safe working practices	WRRLP.1A	1	1	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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMMUNICATION SERVICES				
Undertake basic administrative duties	CHCADMIN1A	1	1	2
Provide administrative support	CHCADMIN2A	1	0	1
Support the activities of existing groups	CHCGROUP1A	1	6	7
Support group activities	CHCGROUP2A	1	0	1
Follow the organisation's policies, procedures and programs	CHCORG1A	1	0	1
Work with others	CHCORG2A	1	2	3
Follow the organisation's occupational health and safety policies	CHCORG4A	1	5	6
Occupational health and safety	ICTCC100A	6	0	6
Install, maintain and modify customer premises cabling (ACA restricted rule)	ICTTC136A	1	0	1
Hand and power tools	ICTTC140A	5	0	5
COMMUNITY SERVICES, HEALTH AND EDUCATION				
Workplace values	50569	1	17	18
Workplace relations	50570	1	14	15
Growth and development	50574	0	8	8
Working with an individual who is ageing	50581	0	9	9
Instructional resources	50811	0	8	8
Introduction to literacy and numeracy (education)	50813	0	8	8
Nutrition	55221	1	15	16
Introduction to critical thinking	55237	1	16	17
Provide care support to aged people	CHCAC1A	0	8	8
Orientation to aged care work	CHCAC3A	0	10	10
Assist in the provision of an appropriate environment	CHCAC4A	0	5	5
Contribute to service delivery strategy	CHCAC5A	0	2	2
Advocate for clients	CHCAD1A	0	8	8
Undertake basic administrative duties	CHCADMIN1A	0	10	10
Work within legislative and ethical requirements	CHCCCHILD1A	1	25	26
Maintain a healthy and safe environment	CHCCN1A	1	59	60
Provide physical care	CHCCN2A	1	59	60
Prepare food	CHCCN3A	0	47	47
Respond to illness, accidents and emergencies	CHCCN4A	0	38	38
Support the emotional wellbeing of babies/infants	CHCCN5A	0	31	31
Travel with children safely	CHCCN6A	0	23	23
Foster children's self help skills	CHCCN7A	0	32	32
Support babies' needs	CHCCNAA	1	28	29
Communicate with people accessing the services of the organisation	CHCCOM1A	1	45	46
Work with others	CHCCORG2A	0	1	1
Deliver service to clients	CHCCS0A	0	10	10
Operate under a casework framework	CHCCW11A	0	1	1
Orientation to disability work	CHCDIS1A	0	8	8
Support the development of children in the service	CHCFC1A	1	36	37
Foster the physical development of children	CHCFC2A	0	26	26
Foster the social development of children	CHCFC3A	0	24	24
Support the activities of existing groups	CHCGROUP1A	0	2	2
Support group activities	CHCGROUP2A	0	13	13
Work within legislative and ethical requirements	CHCHILD1A	0	22	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, 2002 (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)				
Implement and promote inclusive policies and practices	CHCIC11A	0	12	12
Interact positively with children	CHCIC1A	1	54	55
Guide children's behaviour	CHCIC2A	0	24	24
Work collaboratively with children	CHCIC4A	0	37	37
Communicate with children	CHCICAA	1	46	47
Follow the organisation's policies, procedures and programs	CHCORG1A	0	10	10
Work with others	CHCORG2A	1	44	45
Participate in the work environment	CHCORG3A	0	23	23
Follow the organisation's occupational health and safety policies	CHCORG4A	1	56	57
Facilitate play and leisure	CHCPR1A	0	35	35
Organise experiences for children	CHCPR2A	0	35	35
Observe children	CHCPR3A	0	44	44
Communicate with family members about their child	CHCRF1A	0	24	24
Hygiene and comfort	CHS15	1	0	1
Mobility	CHS16	1	0	1
Senior first aid	NRC2001	11	5	16
Provide emergency care	PUXEMEO01A	2	2	4
COMPUTING				
Develop system infrastructure design plan	ICAITAD044A	8	0	8
Produce network/communication design	ICAITAD045A	8	0	8
Create a simple mark-up language document to specification	ICAITB135A	9	0	9
Receive and process oral and written communication	ICAITD003B	44	22	66
Create user and technical documentation	ICAITD128A	53	3	56
Install and configure a network	ICAITI097A	10	0	10
Install and manage complex networks	ICAITI098A	7	0	7
Install and manage network protocols	ICAITH101A	40	2	42
Maintain equipment/software inventory	ICAITS008B	19	4	23
Interact with clients	ICAITS009B	39	28	67
Apply problem solving techniques to achieve organisation goals	ICAITS010B	46	16	62
Connect hardware peripherals	ICAITS014B	84	44	128
Install software applications	ICAITS015B	82	42	124
Record client support requirements	ICAITS016B	13	3	16
Maintain system integrity	ICAITS017B	77	40	117
Install and optimise system software	ICAITS020B	63	7	70
Connect internal hardware components	ICAITS021B	42	3	45
Determine client computer problems and action	ICAITS022B	8	12	20
Provide one to one instruction	ICAITS023B	30	2	32
Provide basic system administration	ICAITS024B	9	1	10
Run standard diagnostic tests	ICAITS025B	58	4	62
Provide advice to clients	ICAITS031B	52	6	58
Provide network systems administration	ICAITS032B	49	4	53
Determine and action network problem	ICAITS034B	30	2	32
Action and complete change requests	ICAITS106A	14	1	15

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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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMPUTING (Cont)				
Maintain equipment and software in working order	ICAITS115A	31	3	34
Administer and configure a network operating system	ICAITS120A	10	1	11
Administer network peripherals	ICAITS121A	41	3	44
Work effectively in an information technology environment	ICAITW001B	89	55	144
Communicate in the workplace	ICAITW002B	84	43	127
Participate in a team and individually to achieve organisation goals	ICAITW011B	54	24	78
Relate to clients on a business level	ICAITW027B	11	2	13
Apply occupation health and safety procedures	ICAITU004B	82	54	136
Operate computer hardware	ICAITU005B	117	72	189
Operate computing packages	ICAITU006B	117	78	195
Maintain equipment and consumables	ICAITU007B	83	45	128
Design organisational documents using computing packages	ICAITU012B	112	72	184
Integrate commercial computing packages	ICAITU013B	97	67	164
Develop macros and templates for clients using standard products	ICAITU018B	2	0	2
Migrate to new technology	ICAITU019B	42	3	45
Customise packaged software application for clients	ICAITU028B	6	4	10
Use advanced features of computer applications	ICAITU126A	32	6	38
Use advanced features of computer applications	ICAITU126B	2	0	2
Operate a personal computer	ICAITU128A	5	3	8
Operate a word processing application	ICAITU129A	5	3	8
Operate a spreadsheet application	ICAITU130A	5	3	8
Operate database application	ICAITU131A	5	3	8
Operate a presentation package	ICAITU132A	5	3	8
Send and retrieve information over the internet using browsers and email	ICAITU133A	5	3	8
Use personal productivity tool	ICAITU215A	1	0	1
Identify components of multimedia	ICPMM11BA	43	21	64
Develop a multi media script	ICPMM15DA	10	1	11
Capture a digital image	ICPMM21CA	7	0	7
Incorporate digital photography into multimedia presentations	ICPMM43CA	7	0	7
Access the internet	ICPMM63BA	88	60	148
Create web pages with multimedia	ICPMM65DA	13	2	15
Occupational health and safety	ICTCC100A	1	0	1
Install, maintain and modify customer premises cabling (ACA restricted rule)	ICTTC136A	1	0	1
Hand and power tools	ICTTC140A	1	0	1
Perform computations - basic	MEM2.7C10A	3	0	3
Perform computations	MEM2.8C10A	3	0	3
ENGINEERING AND MINING				
Modular Techniques	86953	12	0	12
M and E project based skills development	87527	1	0	1
Modular Techniques	87697	13	0	13
Occupational health and safety	ICTCC100A	1	0	1
Install, maintain and modify customer premises cabling (ACA restricted rule)	ICTTC136A	1	0	1
Hand and power tools	ICTTC140A	1	0	1
Undertake interactive workplace communication	MEM1.1FA	276	28	304

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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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ENGINEERING AND MINING (Cont)				
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	234	34	268
Apply quality procedures	MEM1.3FA	220	21	241
Plan to undertake a routine task	MEM1.4FA	194	17	211
Order materials	MEM11.16AA	5	0	5
Use comparison and basic measuring devices	MEM12.1AA	108	5	113
Mark off/out structural fabrications and shapes	MEM12.7AA	16	1	17
Perform emergency first aid	MEM13.1AA	162	25	187
Use hand tools	MEM18.1AA	293	41	334
Use power tools/hand held operations	MEM18.2AA	326	19	345
Use tools for precision work	MEM18.3AA	9	0	9
Dismantle, replace and assemble engineering components	MEM18.55AA	18	0	18
Perform mathematical computations	MEM2.13C5A	8	0	8
Apply quality systems	MEM2.1C12A	189	6	195
Organise and analyse information	MEM2.2C11A	37	0	37
Operate in a work based team environment	MEM2.3C11A	42	0	42
Measure with graduated devices	MEM2.5C11A	113	13	126
Perform computations - basic	MEM2.7C10A	101	3	104
Perform computations	MEM2.8C10A	62	1	63
Perform computer operations	MEM2.9C10A	41	0	41
Sheet and plate assembly	MEM3.3AA	9	0	9
Undertake fabrication, forming, bending and shaping	MEM5.10AA	55	8	63
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	156	9	165
Perform routine manual metal arc welding	MEM5.12AB	10	0	10
Perform manual production welding	MEM5.13AA	34	2	36
Weld using manual metal arc welding process (MMAW)	MEM5.15AA	62	0	62
Weld using gas metal arc welding process (GMAW)	MEM5.17AA	77	0	77
Weld using oxyacetylene welding process (OAW) - fuel gas welding	MEM5.21AA	4	0	4
Geometric development	MEM5.37A	5	0	5
Geometric development	MEM5.37AA	5	0	5
Soft soldering (basic)	MEM5.3AA	12	1	13
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	165	20	185
Perform routine gas metal and arc welding	MEM5.50AA	81	2	83
Carry out mechanical cutting	MEM5.5AA	228	28	256
Perform brazing and/or silver soldering	MEM5.6AA	101	19	120
Manual heating, thermal cutting and gouging	MEM5.7AA	93	3	96
Advanced manual thermal cutting, gouging and shaping	MEM5.8AA	1	0	1
Automated thermal cutting	MEM5.9AB	1	0	1
Hand forging	MEM6.1AA	5	1	6
Operational maintenance of machines/equipment	MEM7.1AA	16	0	16
Use workshop machines for basic operations	MEM7.32AA	143	12	155
Perform general machining	MEM7.5AA	38	2	40
Draw and interpret sketch	MEM9.1AA	155	20	175
Interpret technical drawing	MEM9.2AA	47	1	48

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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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
FOOD PROCESSING				
Operate a computer to produce simple documents	BSATEC203A	37	6	43
Measure and calculate routine workplace data	FDFOPTNUM2A	37	6	43
Sharpen knives	MTMMP11B	34	6	40
Apply basic hygiene and sanitation practices	MTMMP2B	34	6	40
Apply quality assurance practices	MTMMP3B	34	6	40
Follow safe work policies and procedures	MTMMP4B	34	6	40
Communicate in the workplace	MTMMP5B	35	6	41
Clean work area during operations	MTMPS201A	34	6	40
Clean chillers	MTMPS205A	34	6	40
Handle materials and products	MTMS101A	34	6	40
Pack smallgoods product	MTMS102A	34	6	40
Link and tie product	MTMS19B	29	6	35
Blend meat product	MTMS201A	29	6	35
Prepare and fill casings	MTMS202A	29	6	35
Shape and form product	MTMS203A	29	6	35
Slice meat product	MTMS204A	33	6	39
Apply mathematical concepts	MTMS2B	37	6	43
Prepare and slice meat cuts	MTMSR201A	33	6	39
Trim meat to specifications	MTMSR202A	33	6	39
Despatch meat product	MTMSR204A	33	6	39
Senior first aid	NRC2001	0	8	8
Clean plant and equipment	PMCCOR102A	33	6	39
Operate tractors	RUHHRT206A	1	0	1
Apply chemicals and biological agents	RUHHRT212A	1	0	1
Provide first-aid in the workplace	TDTF897B	21	1	22
GENERAL VET AND OTHER				
Animal behaviour - introduction	47012	0	1	1
Animal health	47055	0	1	1
Care for cats and dogs	47057	0	1	1
Basic first aid	48037	7	2	9
LOTE 1C (Japanese)	64045	5	11	16
LOTE 1D (Japanese)	64046	5	10	15
LOTE 2A (German)	64084	1	6	7
LOTE 2B (German)	64085	1	2	3
Workplace communication	65009	2	0	2
Writing skills for work	65010	8	0	8
Job seeking skills	65011	2	0	2
Assertiveness training	67050	8	0	8
Work experience	67051	2	0	2
Health issues for young women	67052	2	0	2
Health issues	67055	6	0	6
Using technology	67082	2	1	3
Abilities and aptitudes	67087	8	0	8
Hands-on skills	67096	8	0	8

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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, 2002 (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)				
Practical maths	67303	8	0	8
Directions for work and study	67311	2	0	2
Problem solving	67312	2	0	2
Assertiveness and communication skills	67313	2	0	2
Self management - in charge of my life	67314	2	0	2
Community networks	67315	2	0	2
Workplace health and safety	69002	8	0	8
Recreation	70110	8	0	8
CGEA1 General curriculum options	81026	8	0	8
CGEA2 Reading and writing	81027	9	10	19
CGEA2 Oral communications	81028	8	10	18
CGEA2 Numerical and mathematical	81029	11	11	22
CGEA2 General curriculum options	81030	16	10	26
CGEA3 Reading and writing	81031	9	5	14
CGEA3 Oral communications	81032	9	5	14
CGEA3 Numerical and mathematical	81033	8	8	16
CGEA3 General curriculum options	81034	17	5	22
CGEA4 Reading and writing	81035	1	2	3
CGEA4 Oral Communications	81036	0	2	2
CGEA4 Numerical and mathematical	81037	0	1	1
CGEA4 General curriculum options	81038	1	2	3
Tutorial in employment skills	81126	2	3	5
Life skills 1	81127	3	3	6
Numeracy	81128	6	3	9
Literacy	81129	2	3	5
Recreation	81131	0	1	1
Life skills 2	81132	4	4	8
Work experience	81133	2	2	4
Computing skills introduction	81134	4	2	6
Data base skills introduction	81135	3	3	6
Word processing introduction	81136	3	3	6
Spreadsheets introduction	81137	6	4	10
Fractions and decimals	AAB100	10	2	12
Ratio, proportion and percentage	AAB101	10	2	12
Measurement and mensuration	AAB102	10	2	12
Introduction to algebra	AAB111	10	2	12
Follow workplace safety procedures	BSBCM106A	2	1	3
Communicate in the workplace	BSBCM203A	27	32	59
Apply quality procedures	MEM1.3FA	13	0	13
Plan to undertake a routine task	MEM1.4FA	13	0	13
Senior first aid	NRC2001	20	17	37
Collect broodstock and seed stock	SFIAQUA201A	16	4	20
Produce algal and live-feed cultures	SFIAQUA203A	16	4	20
Handle stock	SFIAQUA206A	16	4	20
Harvest stock	SFIAQUA207A	16	4	20
Maintain the temperature of seafood	SFIFISH209A	16	4	20
Prepare and pack stock for live transport	SFISTOR201A	16	4	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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
HOSPITALITY TOURISM AND TRAVEL				
Prepare and serve cocktails	THHADFB03A	2	10	12
Use basic methods of cookery	THHBCC01A	15	33	48
Prepare appetisers and salads	THHBCC02A	12	20	32
Prepare sandwiches	THHBCC02AA	27	57	84
Prepare stocks and sauces	THHBCC03A	2	19	21
Prepare soups	THHBCC03AA	5	25	30
Implement food safety procedures	THHBCC11A	3	6	9
Operate bar	THHBF01A	2	10	12
Clean and tidy bar areas	THHBF01AA	2	10	12
Provide food and beverage service	THHBF02/3A	11	23	34
Provide a link between kitchen and service area	THHBF02/3AA	35	77	112
Provide table service of alcoholic beverages	THHBF04A	2	9	11
Provide table service of alcoholic beverages	THHBF04B	0	1	1
Provide responsible service of alcohol	THHBF09A	2	9	11
Provide responsible service of alcohol	THHBF09B	0	1	1
Prepare and serve non alcoholic beverages	THHBF10A	34	69	103
Develop and update food and beverage knowledge	THHBF11A	0	1	1
Perform clerical procedures	THHBF06A	0	1	1
Communicate on the telephone	THHBF07A	0	16	16
Organise and prepare food	THHBKA01A	32	65	97
Present food	THHBKA02A	56	129	185
Receive and store stock	THHBKA03A	18	50	68
Clean and maintain premises	THHBKA04A	24	56	80
Work with colleagues and customers	THHCOR01A	146	212	358
Work with colleagues and customers	THHCOR01B	1	0	1
Work in a socially diverse environment	THHCOR02A	86	168	254
Follow health, safety and security procedures	THHCOR03A	137	203	340
Develop and update local knowledge	THHGCS01A	14	13	27
Access and retrieve computer data	THHGCT01A	38	76	114
Produce documents on computer	THHGCT02A	34	68	102
Design and develop computer documents, reports and worksheets	THHGCT03A	2	6	8
Process financial transactions	THHGFA01A	0	1	1
Communicate on the telephone	THHGGA01A	42	63	105
Perform clerical procedures	THHGGA02A	0	1	1
Source and present information	THHGGA03A	0	1	1
Follow workplace hygiene procedures	THHGHS01A	75	139	214
Clean premises and equipment	THHGHS02A	2	6	8
Provide first aid	THHGHS03A	48	42	90
Develop and update hospitality industry knowledge	THHCO01A	52	121	173
Provide on-site information and assistance	THTFAT01A	2	0	2
Work as a guide	THTFTG01A	12	15	27
Develop and maintain the general knowledge required by guides	THTFTG03A	2	0	2
Prepare and present tour commentaries	THTFTG06A	6	2	8
Research and share general information on Aboriginal and Torres Strait Islander culture	THTFTG07A	13	11	24
Source and provide destination information and advice	THTSOP02A	4	7	11
Sell tourism products and services	THTSOP04A	1	11	12

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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, 2002 (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 quotations	THTSOP05A	2	13	15
Develop and update tourism industry knowledge	THTTCO01A	25	43	68
PRIMARY INDUSTRIES				
First aid	AAA854	1	0	1
Practical seamanship	ABF512	1	0	1
Introduction to hand and power tools used in the landscape/construction industry	ALI110	1	0	1
Communicate in the workplace	FDFCORCOM1A	4	0	4
Apply basic food safety practices	FDFCORFS1A	1	0	1
Apply basic mathematical concepts	FDFCORNUM1A	4	0	4
Apply safe work procedures	FDFCOROHS1A	4	0	4
Apply basic quality assurance practices	FDFCORQA1A	2	0	2
Carry out basic canopy maintenance	FDFWGGCMBBA	2	0	2
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	4	0	4
Plant vines by hand	FDFWGGPVHA	1	0	1
Train vines	FDFWGGTVA	4	0	4
Take vine cuttings	FDFWGGVCA	2	0	2
Perform effectively in the workplace (induction)	FDFWIUNDA	3	0	3
Plant trees by hand	FPIFGM052A	7	5	12
Administer first aid procedures	FPPAID2A	4	0	4
Occupational health and safety	LCR002	1	0	1
Introduction to history of aboriginal land management	LCR004	1	0	1
Maintaining facilities in reserves	LCR261	1	0	1
Use hand tools	MEM18.1AA	1	0	1
Workplace communication	NCS001	2	0	2
Senior first aid	NRC2001	7	1	8
Operate equipment	RUAAG1100EOA	147	36	183
Perform routine maintenance	RUAAG1130EMA	60	21	81
Carry out basic beef cattle handling duties.	RUAAG1500BCA	117	31	148
Observe, record and report in the workplace	RUAAG1520DYA	20	4	24
Manage personal skills	RUAAG1521DYA	16	3	19
Operate farm vehicles	RUAAG1522DYA	18	3	21
Move, count and feed livestock	RUAAG1523DYA	42	9	51
Assist with milking operations	RUAAG1524DYA	62	10	72
Feed and water pigs	RUAAG1600PGA	183	45	228
Move and control pigs	RUAAG1601PGA	84	22	106
Wean and rear pigs and evaluate performance	RUAAG1602PGA	53	15	68
Maintain supplies of chemical and biological agents	RUAAG2005CHA	172	36	208
Determine chemicals and biological agents	RUAAG2006CHA	170	34	204
Prepare chemicals and biological agents	RUAAG2007CHA	170	35	205
Maintain chemical equipment	RUAAG2008CHA	172	35	207
Apply chemicals and biological agents	RUAAG2009CHA	182	37	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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRIES (Cont)				
Clean up following application of chemicals and biological agents	RUAAG2010CHA	171	35	206
Manage a chemical spillage/leakage	RUAAG2011CHA	171	34	205
Notify authorities of a chemical spill	RUAAG2012CHA	172	34	206
Operate ride-on farm vehicles	RUAAG2100EOA	140	24	164
Operate property vehicles	RUAAG2101EOA	201	44	245
Operate tractors	RUAAG2102EOA	190	42	232
Equip a workshop	RUAAG2130EMA	2	3	5
Provide support for basic repair of plant and equipment	RUAAG2131EMA	52	10	62
Fabricate and repair metal and plastic structures	RUAAG2132EMA	57	6	63
Perform routine maintenance	RUAAG2133EMA	109	12	121
Prepare grain storages	RUAAG2350GRA	116	19	135
Operate plant and machinery	RUAAG2351GRA	61	5	66
Carry out basic field duties	RUAAG2352GRA	111	13	124
Operate trailed/mounted equipment	RUAAG2353GRA	67	5	72
Feed sheep	RUAAG2400SWA	119	17	136
Muster and move sheep	RUAAG2401SWA	166	27	193
Handle sheep in yards	RUAAG2402SWA	177	29	206
Monitor ewes from joining to lambing	RUAAG2403SWA	50	11	61
Carry out lambing duties	RUAAG2405SWA	47	6	53
Carry out lamb marking duties	RUAAG2406SWA	102	32	134
Slaughter sheep	RUAAG2407SWA	49	4	53
Prepare sheep for competitions	RUAAG2408SWA	54	7	61
Fulfil employment requirements	RUAAG2430WHA	69	8	77
Meet workplace health and safety requirements	RUAAG2431WHA	110	21	131
Pen up sheep	RUAAG2432WHA	93	10	103
Prepare wool	RUAAG2433WHA	93	17	110
Press wool into bales	RUAAG2434WHA	64	6	70
Ensure shed and yards prepared for shearing	RUAAG2435WHA	106	21	127
Prepare for machine shearing	RUAAG2436WHA	21	0	21
Crutch sheep	RUAAG2437WHA	26	4	30
Feed livestock	RUAAG2450GTA	12	0	12
Muster and move goats	RUAAG2451GTA	85	12	97
Handle goats in yards	RUAAG2452GTA	87	12	99
Monitor does from joining to kidding	RUAAG2453GTA	5	0	5
Implement kidding process	RUAAG2454GTA	4	0	4
Carry out kidding duties	RUAAG2455GTA	4	0	4
Slaughter goats	RUAAG2457GTA	1	0	1
Feed livestock	RUAAG2500BCA	209	40	249
Muster and move cattle	RUAAG2501BCA	226	47	273
Monitor cows from joining to calving	RUAAG2502BCA	41	10	51
Carry out calving duties	RUAAG2503BCA	27	8	35
Carry out calf marking duties	RUAAG2504BCA	95	30	125
Prepare cattle for competitions	RUAAG2506BCA	28	8	36
Maintain stock water supply equipment	RUAAG2507BCA	16	5	21
Participate in the workplace	RUAAG2520DYA	3	1	4
Carry out basic fencing operations	RUAAG2521DYA	108	21	129

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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, 2002 (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 basic irrigation routines	RUAAG2522DYA	3	1	4
Handle, move and draft livestock	RUAAG2523DYA	35	5	40
Perform basic health care	RUAAG2524DYA	36	6	42
Purchase and receive farm supplies	RUAAG2525DYA	3	1	4
Rear calves	RUAAG2526DYA	31	7	38
Assist with calving	RUAAG2527DYA	13	3	16
Carry out milk harvesting	RUAAG2528DYA	51	16	67
Carry out industry responsibilities	RUAAG2600PGA	56	15	71
Establish and maintain good health of pigs	RUAAG2601PGA	25	2	27
Transport pigs	RUAAG2602PGA	26	4	30
Prepare and assist with farrowing of pigs	RUAAG2603PGA	63	17	80
Implement and monitor the enterprise OHS program	RUAAG3021OHA	1	0	1
Prepare paddocks for chosen land use	RUAAG3350GRA	18	1	19
Sow the crop	RUAAG3351GRA	12	1	13
Harvest the crop	RUAAG3353GRA	6	0	6
Transport grain and fertiliser	RUAAG3354GRA	18	2	20
Handle grain in storage area	RUAAG3356GRA	2	1	3
Service equipment	RUAAG3358GRA	20	1	21
Select sheep for market	RUAAG3400SWA	43	5	48
Implement sheep husbandry practices	RUAAG3404SWA	9	1	10
Prepare sheep for shearing	RUAAG3411SWA	1	0	1
Prepare facilities for shearing and crutching	RUAAG3412SWA	1	0	1
Monitor weather conditions	RUAAG3417SWA	1	0	1
Work as a team	RUAAG3436WHA	58	5	63
Select livestock for market	RUAAG3500BCA	35	10	45
Load and unload cattle	RUAAG3502BCA	11	1	12
Implement cattle husbandry practices	RUAAG3504BCA	80	13	93
Carry out feedlot operations	RUAAG3517BCA	4	6	10
Operate specialised farm machinery	RUAAG3521DYA	20	3	23
Implement sustainable land use	RUAAG3526DYA	18	4	22
Establish pastures and crops	RUAAG3532DYA	18	3	21
Conserve pastures and crops	RUAAG3533DYA	11	1	12
Supervise milking a dairy herd	RUAAG3534DYA	10	3	13
Plan and coordinate the feeding of beef cattle	RUAAG3536DYA	10	4	14
Mate pigs and monitor dry sow performance	RUAAG3600PGA	24	2	26
Care for growing pigs	RUAAG3601PGA	39	5	44
Treat pig disease	RUAAG3602PGA	5	1	6
Identify and select pigs	RUAAG3603PGA	1	1	2
Mix and mill pig feed	RUAAG3604PGA	32	2	34
Dispose of piggery effluent	RUAAG3605PGA	4	1	5
Meet industry employment criteria	RUAAGCORE1A	153	42	195
Follow enterprise occupational health and safety (OHS) procedures	RUAAGCORE2A	140	35	175
Use hazardous substances safely	RUAAGCORE3A	188	47	235
Communicate in the workplace	RUAAGCORE4A	123	33	156
Act to minimise emergencies and to respond to a variety of situations	RUAAGCORE5A	124	33	157
Plan daily work routines	RUAAGCORE6A	122	33	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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRIES (Cont)				
Meet industry requirements	RUHCORE1A	17	5	22
Meet workplace health and safety requirements	RUHCORE2A	16	5	21
Use hazardous substances safely	RUHCORE3A	9	3	12
Cooperate in the workplace	RUHCORE4A	10	4	14
Act in an emergency	RUHCORE5A	17	5	22
Plan daily work routines	RUHCORE6A	17	5	22
Provide crop care	RUHHRT101A	13	5	18
Plant a crop by hand	RUHHRT102A	0	2	2
Provide work site support	RUHHRT103A	5	2	7
Provide turf care	RUHHRT104A	5	1	6
Provide planted area care	RUHHRT106A	21	8	29
Provide nursery plant care	RUHHRT107A	12	1	13
Maintain the work environment	RUHHRT109A	23	10	33
Operate ride on vehicles	RUHHRT113A	0	2	2
Sow plant materials	RUHHRT116A	15	2	17
Treat weeds	RUHHRT201A	19	4	23
Treat pests and diseases	RUHHRT202A	11	4	15
Plant trees and shrubs	RUHHRT203A	14	9	23
Communicate in the workplace	RUHHRT204A	22	8	30
Operate tractors	RUHHRT206A	9	4	13
Operate equipment and machinery	RUHHRT207A	4	4	8
Prune shrubs and small trees	RUHHRT208A	5	2	7
Apply chemicals and biological agents	RUHHRT212A	4	4	8
Maintain supplies of chemicals and biological agents	RUHHRT216A	4	4	8
Maintain properties and structures	RUHHRT217A	15	5	20
Establish crops	RUHHRT218A	7	0	7
Maintain a crop	RUHHRT219A	6	0	6
Support crop harvesting	RUHHRT220A	12	2	14
Carry out postharvest processes	RUHHRT221A	3	3	6
Operate and maintain chainsaw	RUHHRT222A	1	0	1
Undertake propagation activities	RUHHRT224A	16	2	18
Undertake irrigation systems maintenance activities	RUHHRT226A	4	3	7
Recognise plants, products and treatments	RUHHRT227A	1	0	1
Pot-on plants	RUHHRT228A	10	1	11
Tend nursery plants	RUHHRT229A	10	0	10
Carry out canopy management	RUHHRT232A	3	4	7
Renovate grassed areas	RUHHRT233A	1	0	1
Prepare turf surfaces for play	RUHHRT234A	1	0	1
Support turf construction	RUHHRT235A	1	0	1
Support revegetation works	RUHHRT237A	11	5	16
Establish turf	RUHHRT240A	1	0	1
Conduct inspection of park facilities	RUHHRT241A	7	0	7
Establish planted areas	RUHHRT306A	1	0	1
Install irrigation systems	RUHHRT313A	2	3	5
Operate irrigation systems	RUHHRT315A	2	1	3
Control weeds	RUHHRT316A	8	5	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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRIES (Cont)				
Propagate plants	RUHHRT324A	1	1	2
Erect horticultural structures	RUHHRT330A	1	2	3
Construct turf playing surfaces	RUHHRT332A	1	0	1
Install hydroponic systems	RUHHRT337A	1	1	2
Maintain hydroponic systems	RUHHRT338A	1	2	3
Meet industry requirements	RUHHRTCORE1A	1	1	2
Meet workplace health and safety requirements	RUHHRTCORE2A	1	1	2
Use hazardous substances safely	RUHHRTCORE3A	1	1	2
Cooperate in the workplace	RUHHRTCORE4A	1	1	2
Act in an emergency	RUHHRTCORE5A	1	1	2
Plan daily work routine	RUHHRTCORE6A	1	1	2
Carry out reception duties	RUVVEN201A	3	5	8
Carry out daily clinic routines	RUVVEN202A	4	12	16
Carry out surgery preparations	RUVVEN203A	3	8	11
Follow clinic occupational health and safety procedures	RUVVEN204A	4	13	17
Use hazardous substances safely	RUVVEN205A	3	13	16
Communicate in the workplace	RUVVEN206A	3	5	8
Act to minimise emergencies and respond to a variety of situations	RUVVEN207A	3	4	7
Plan daily work routines	RUVVEN208A	3	4	7
Carry out basic aquaculture operations	SFIAQUA101A	1	0	1
Apply basic food handling and safety practices	SFICORE101A	1	0	1
Carry out work effectively in seafood industry	SFICORE102A	2	0	2
Communicate in the seafood industry	SFICORE103A	1	0	1
Meet workplace health and safety requirements	SFICORE104A	1	0	1
Clean fish	SFIPROC101A	2	0	2
Clean work area	SFIPROC102A	1	0	1
Fillet fish and cut portions	SFIPROC103A	1	0	1
Sharpen and work with knives	SFIPROC104A	1	0	1
Take emergency action on board a vessel	SFISHIP212A	2	0	2
SALES AND PERSONAL SERVICES				
Select, operate and maintain a range of office equipment to complete a range of tasks	BSATEC201A	0	1	1
Operate a computer to gain access to and retrieve data	BSATEC202A	0	1	1
Operate a computer to produce simple documents	BSATEC203A	0	1	1
Follow workplace safety procedures	BSBCMN106A	2	5	7
Follow workplace hygiene procedures	THHGH01A	1	0	1
Communicate with clients	WRB01A	0	6	6
Work effectively in a salon environment	WRB02A	0	20	20
Apply safe working practices	WRB03A	0	3	3
Perform salon cleaning duties	WRB04A	0	3	3
Merchandise beauty products	WRB05A	0	6	6
Sell beauty products	WRB06A	0	6	6
Conduct financial transactions	WRB07A	0	3	3
Provide service to clients	WRB08A	0	3	3
Demonstrate retail skin care products	WRB12A	0	17	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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
SALES AND PERSONAL SERVICES (Cont)				
Provide manicure and pedicure service	WRB17A	0	21	21
Apply nail enhancement	WRB18A	0	6	6
Use electrical equipment for nails	WRB19A	0	3	3
Apply nail art	WRB20A	0	3	3
Design and apply make up	WRB21A	0	19	19
Operate retail equipment	WRRCA.1A	18	43	61
Apply retail office procedures	WRRCA.2A	0	1	1
Apply retail office keyboard skills	WRRCA.3A	0	1	1
Communicate in the workplace	WRRCS.1A	17	43	60
Apply point of sale handling procedures	WRRCS.2A	10	27	37
Interact with customers	WRRCS.3A	8	15	23
Work effectively in a retail environment	WRRER.1A	22	46	68
Balance register/terminal	WRRF.1A	7	29	36
Perform retail finance duties	WRRF.2A	1	1	2
Prepare and display fast food items	WRRFM.3A	3	6	9
Advise on fast food products	WRRFS.3A	3	6	9
Perform stock control procedures	WRRI.1A	6	12	18
Apply safe working practices	WRRLP.1A	20	47	67
Minimise theft	WRRLP.2A	7	15	22
Apply retail food safety practices	WRRLP.6B	3	6	9
Merchandise products	WRRM.1A	6	14	20
Perform routine housekeeping duties	WRRM.2A	17	43	60
Sell products and services	WRRS.1A	7	20	27
Advise on products and services	WRRS.2A	7	14	21
SCIENCE AND TECHNICAL				
Plant structures and animal anatomy and functions	ALI108	1	0	1
Faunal data collection	ALI216	1	0	1
Conservation of rare and endangered species	APS3012	1	0	1
Ecosystems	APS3054	1	0	1
Plants, animals and the environment	APS3055	1	0	1
Participate in a team and individually to achieve organisation goals	ICAITTW011B	1	0	1
Hand and power tools	ICTTC140A	1	0	1
Communicate with other people	PMLCOM300A	1	1	2
Process and record data	PMLDATA300A	1	0	1
Use laboratory application software	PMLDATA501A	1	0	1
Apply quality systems and continuous improvement processes	PMLQUAL401A	1	0	1
Obtain representative samples in accordance with sampling plan	PMLSAMP400A	1	0	1
Perform instrumental tests/procedures	PMLTEST400A	1	0	1
Perform non-instrumental tests/procedures	PMLTEST401A	1	0	1
Perform microbiological tests	PMLTEST501A	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, 2002 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
TEXTILE CLOTHING, FOOTWEAR AND FURNISHINGS				
Occupational health and safety (1)	ABC502	30	0	30
Materials handling	ABC510	30	0	30
Basic construction	ABC511	30	0	30
Follow defined occupational health and safety policies and procedures	LMTHRGNO8A	0	1	1
Select and/or modify patterns or blocks	LMTPDCL03A	0	1	1
Sew garments - 1	LMTPRCL01AA	0	1	1
Sew garments - 2	LMTPRCL01BA	0	1	1
Cut work - 1	LMTPRCL02AA	0	1	1
Cut work - 2	LMTPRCL02BA	0	1	1
Apply quality standards	LMTQAGNO1A	0	1	1
TRANSPORT AND STORAGE				
Vessel handling	57008	1	1	2
Small craft operations	57113	1	1	2
Practical seamanship	57203	1	1	2
Writing skills for work	65010	5	4	9
Outboard motor maintenance	67600	1	1	2
First aid	AAA854	10	7	17
Occupational health and safety at sea	ABF511	23	15	38
Practical seamanship	ABF512	23	14	37
Nautical knowledge (coxswain)	ABF521	5	10	15
Engineering knowledge (coxswain)	ABF522	7	18	25
Marine radio - telephone operations	ABF523	3	6	9
Administer first aid procedures	FPPAID2A	14	11	25
Meet workplace health and safety requirements	SFICORE104A	14	11	25
UTILITIES - GAS, WATER AND ELECTRICAL				
Hand and power tools	ICTTC140A	1	0	1
Occupational health and safety	NBB02	6	0	6
Electrical wiring and equipment 1	NE172.1	1	0	1
Workshop practices	NE175	2	0	2
Electronic hand soldering technology	NE184	10	0	10
Building structures	NUE017	1	0	1
Applied electricity 1	NUE052	10	0	10
Workshop practices	NUE175	4	0	4

Table 5.9 Structured Work-based Learning, by Sex, 2002
 STRUCTURED WORK-BASED LEARNING SUBJECTS

	CODE	NUMBER OF STUDENTS		
		NUMBER MALE	FEMALE	PERSONS
SWL Generic Skills	D962	2589	2167	4756
SWL - Sport and Recreation	E801	90	52	142
SWL - Automotive	E802	226	6	232
SWL - Building Construction and Services	E803	144	2	146
SWL - Business and Clerical	E804	89	396	485
SWL - Light Manufacturing	E805	51	1	52
SWL - Transport and Storage	E806	18	2	20
SWL - Community Services,	E807	31	337	368
SWL - Information Technology	E808	202	17	219
SWL - Metals and Engineering	E809	114	1	115
SWL - Tourism	E810	12	46	58
SWL - Food Processing	E811	15	17	32
SWL - Hospitality	E812	120	233	353
SWL - Primary Industries	E813	220	44	264
SWL - Sales and Personal Services	E814	140	291	431
SWL - Electronics Servicing	E815	93	1	94
SWL - Mining	E816	9	2	11
SWL - Animal Care	E817	16	90	106
SWL - Design	E818	95	98	193

NOTE

Number of students who completed at least one Structured Work-based Learning subject:

Year 11 students - 2323 males, 1848 females (4171 total)

Year 12 students - 1709 males, 1718 females (3427 total)

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Table 5.10 Number of Students* who Completed Units of Competency/National Training Modules by Type of Competency/Module, 2002

Type of Competency/Module Completed	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Embedded only	1659	1626	3285	1101	1353	2454	2760	2979	5739
Non-Embedded only	775	484	1259	558	511	1069	1333	995	2328
Both Embedded and Non-Embedded	323	245	568	183	201	384	506	446	952
Total	2757	2355	5112	1842	2065	3907	4599	4420	9019

* Number of students who successfully completed at least one Unit of Competency/National Training Module in 2002.

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Table 5.11 Distribution of Units of Competency/National Training Modules by Industry Area, 2002

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	25	266	155	421	38	149	107	256
Automotive	28	223	27	250	22	154	16	170
Building and Construction	26	272	20	292	16	118	18	136
Business and Clerical	77	686	861	1547	85	585	923	1508
Chemical Production	1	25	8	33	0	0	0	0
Communication Services	2	2	10	12	2	5	0	5
Community Services, Health and Education	24	19	169	188	38	8	162	170
Computing	34	428	254	682	39	358	202	560
Engineering and Mining	44	701	175	876	42	384	37	421
Food Processing	5	23	66	89	5	40	15	55
General VET and Other	36	388	309	697	28	161	222	383
Hospitality Tourism and Travel	79	367	840	1207	94	287	671	958
Primary Industries	25	255	88	343	22	198	62	260
Sales and Personal Services	16	14	40	54	24	12	48	60
Science and Technical	2	3	0	3	1	1	1	2
Textile Clothing, Footwear and Furnishing	6	101	12	113	5	50	7	57
Transport and Storage	3	25	16	41	6	25	20	45
Utilities - Gas, Water and Electrical	8	28	0	28	4	10	0	10

* Schools with students who successfully completed at least one Unit of Competency/National Training Module in 2002.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2002.

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Table 5.12 Number of Units of Competency/National Training Modules Achieved by Year 11 Students in each Industry Area, 2002

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	66	22	7	6	5	11	3	15	8	3	9	155
	Male	90	30	25	12	21	12	13	20	9	8	26	266
	Persons	156	52	32	18	26	23	16	35	17	11	35	421
Automotive	Female	2	2	1	2	6	2	5	5	2	0	0	27
	Male	17	44	11	41	20	6	16	57	9	1	1	223
	Persons	19	46	12	43	26	8	21	62	11	1	1	250
Building and Construction	Female	13	2	0	0	5	0	0	0	0	0	0	20
	Male	79	87	25	26	14	1	1	8	30	0	1	272
	Persons	92	89	25	26	19	1	1	8	30	0	1	292
Business and Clerical	Female	434	66	84	44	67	81	40	13	6	2	24	861
	Male	425	55	60	34	36	46	9	4	4	0	13	686
	Persons	859	121	144	78	103	127	49	17	10	2	37	1547
Chemical Production	Female	8	0	0	0	0	0	0	0	0	0	0	8
	Male	25	0	0	0	0	0	0	0	0	0	0	25
	Persons	33	0	0	0	0	0	0	0	0	0	0	33
Communication Services	Female	7	2	1	0	0	0	0	0	0	0	0	10
	Male	0	1	0	0	0	0	1	0	0	0	0	2
	Persons	7	3	1	0	0	0	1	0	0	0	0	12
Community Services, Health and Education	Female	40	38	10	32	14	3	1	2	0	15	14	169
	Male	13	1	0	1	0	1	0	0	0	3	0	19
	Persons	53	39	10	33	14	4	1	2	0	18	14	188
Computing	Female	43	17	14	23	21	68	12	7	37	4	8	254
	Male	68	43	23	39	10	70	22	36	59	19	39	428
	Persons	111	60	37	62	31	138	34	43	96	23	47	682
Engineering and Mining	Female	76	69	3	3	4	4	3	3	3	1	6	175
	Male	163	102	44	52	70	21	58	31	55	15	90	701
	Persons	239	171	47	55	74	25	61	34	58	16	96	876
Food Processing	Female	9	37	16	0	0	0	0	4	0	0	0	66
	Male	5	14	4	0	0	0	0	0	0	0	0	23
	Persons	14	51	20	0	0	0	0	4	0	0	0	89
General VET and Other	Female	194	73	12	15	5	5	3	0	0	1	1	309
	Male	236	64	19	23	6	26	2	2	0	1	9	388
	Persons	430	137	31	38	11	31	5	2	0	2	10	697
Hospitality Tourism and Travel	Female	176	285	34	69	80	45	51	36	9	9	46	840
	Male	110	100	10	25	20	27	25	11	1	6	32	367
	Persons	286	385	44	94	100	72	76	47	10	15	78	1207
Primary Industries	Female	12	9	11	8	0	4	4	8	3	7	22	88
	Male	25	22	12	15	35	14	14	8	8	15	87	255
	Persons	37	31	23	23	35	18	18	16	11	22	109	343
Sales and Personal Service	Female	7	1	5	3	5	9	6	1	1	0	2	40
	Male	5	0	2	0	5	0	1	0	0	0	1	14
	Persons	12	1	7	3	10	9	7	1	1	0	3	54
Science and Technical	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	2	0	0	0	1	0	0	0	0	0	0	3
	Persons	2	0	0	0	1	0	0	0	0	0	0	3
Textile Clothing, Footwear and Furnishing	Female	5	7	0	0	0	0	0	0	0	0	0	12
	Male	25	41	35	0	0	0	0	0	0	0	0	101
	Persons	30	48	35	0	0	0	0	0	0	0	0	113
Transport and Storage	Female	3	0	0	13	0	0	0	0	0	0	0	16
	Male	6	0	0	19	0	0	0	0	0	0	0	25
	Persons	9	0	0	32	0	0	0	0	0	0	0	41
Utilities - Gas, Water and Electrical	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	15	0	3	0	0	0	0	3	4	3	28
	Persons	0	15	0	3	0	0	0	0	3	4	3	28

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Table 5.13 Number of Units of Competency/National Training Modules Achieved by Year 12 Students in each Industry Area, 2002

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	26	16	7	15	0	1	2	5	1	7	27	107
	Male	18	27	8	24	6	9	4	2	2	6	43	149
	Persons	44	43	15	39	6	10	6	7	3	13	70	256
Automotive	Female	1	1	0	0	0	0	2	6	0	1	5	16
	Male	6	16	2	6	2	7	25	15	5	4	66	154
	Persons	7	17	2	6	2	7	27	21	5	5	71	170
Building and Construction	Female	1	5	1	0	1	1	2	0	1	0	6	18
	Male	19	28	9	3	5	1	3	2	18	3	27	118
	Persons	20	33	10	3	6	2	5	2	19	3	33	136
Business and Clerical	Female	423	105	49	66	25	44	43	23	15	4	126	923
	Male	353	75	20	39	15	14	3	9	11	6	40	585
	Persons	776	180	69	105	40	58	46	32	26	10	166	1508
Communication Services	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	5	0	0	0	0	0	0	0	0	0	5
	Persons	0	5	0	0	0	0	0	0	0	0	0	5
Community Services, Health and Education	Female	21	7	17	12	24	7	17	0	1	18	38	162
	Male	4	0	0	0	2	1	0	0	0	0	1	8
	Persons	25	7	17	12	26	8	17	0	1	18	39	170
Computing	Female	30	8	22	25	9	12	47	9	3	3	34	202
	Male	74	12	24	40	17	30	59	25	3	2	72	358
	Persons	104	20	46	65	26	42	106	34	6	5	106	560
Engineering and Mining	Female	17	6	0	1	2	1	3	1	0	1	5	37
	Male	53	53	16	14	40	20	41	24	46	6	71	384
	Persons	70	59	16	15	42	21	44	25	46	7	76	421
Food Processing	Female	1	1	3	0	0	4	0	0	0	0	6	15
	Male	0	3	0	0	1	0	0	2	1	0	33	40
	Persons	1	4	3	0	1	4	0	2	1	0	39	55
General VET and Other	Female	174	32	1	9	0	4	0	0	0	1	1	222
	Male	119	20	0	14	1	6	0	0	0	0	1	161
	Persons	293	52	1	23	1	10	0	0	0	1	2	383
Hospitality Tourism and Travel	Female	115	131	75	74	55	25	58	41	8	20	69	671
	Male	54	77	28	37	12	9	18	5	4	9	34	287
	Persons	169	208	103	111	67	34	76	46	12	29	103	958
Primary Industries	Female	3	0	1	1	2	9	2	5	0	0	39	62
	Male	5	6	4	2	3	6	2	4	4	5	157	198
	Persons	8	6	5	3	5	15	4	9	4	5	196	260
Sales and Personal Service	Female	7	6	2	9	4	0	7	0	0	0	13	48
	Male	0	2	0	0	2	1	1	0	0	0	6	12
	Persons	7	8	2	9	6	1	8	0	0	0	19	60
Science and Technical	Female	1	0	0	0	0	0	0	0	0	0	0	1
	Male	0	0	0	0	0	0	0	1	0	0	0	1
	Persons	1	0	0	0	0	0	0	1	0	0	0	2
Textile Clothing, Footwear and Furnishing	Female	0	6	0	0	0	0	1	0	0	0	0	7
	Male	6	31	4	4	3	2	0	0	0	0	0	50
	Persons	6	37	4	4	3	2	1	0	0	0	0	57
Transport and Storage	Female	9	3	5	1	1	1	0	0	0	0	0	20
	Male	14	2	8	1	0	0	0	0	0	0	0	25
	Persons	23	5	13	2	1	1	0	0	0	0	0	45
Utilities - Gas, Water and Electrical	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	2	6	0	2	0	0	0	0	0	0	0	10
	Persons	2	6	0	2	0	0	0	0	0	0	0	10

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Table 5.14 Number of VET Subject Equivalents Achieved by Students, 2002

Number of Subject Equivalents Achieved	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
0.5	126	114	240	144	145	289	270	259	529
1.0	164	124	288	146	160	306	310	284	594
1.5	125	75	200	101	73	174	226	148	374
2.0	70	22	92	87	71	158	157	93	250
2.5	44	26	70	65	85	150	109	111	220
3.0	16	11	27	55	71	126	71	82	153
3.5	7	1	8	29	18	47	36	19	55
4.0*	32	17	49	192	83	275	224	100	324

* Up to four VET subject equivalents could have been used towards meeting the requirements for a Western Australian Certificate of Education.

Table 5.15 Year 12 Students using Subject Equivalents to Achieve a Western Australian Certificate of Education (WACE), 2002

Category of Students*	Male	Female	Persons
Students who achieved subject equivalents	819	706	1525
Students who had subject equivalents and needed these to achieve a WACE	95	61	156
Students who had subject equivalents but did not achieve a WACE	147	87	234

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Table 5.16 Registered Training Organisations/Registered Training Providers Offering Units of Competency/
National Training Modules to Students*, 2002

Registered Training Organisations (RTO)/ Registered Training Providers (RTP)	RTO/RTP Code	Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
AGTRAIN Services	2006	5	3	8	12	3	15	17	6	23
Albany Senior High School	50410	15	8	23	12	5	17	27	13	40
Alexander College	57	2	0	2	8	4	12	10	4	14
Anglicare WA	2023	6	16	22	15	21	36	21	37	58
Armadale Senior High School	50532	6	15	21	3	6	9	9	21	30
AUSMUSIC Ltd	109	15	32	47	4	15	19	19	47	66
Austral Training and Human Resources	6201	0	0	0	8	0	8	8	0	8
Australian Child Care Academy	1915	7	1	8	17		17	24	1	25
Australian Red Cross	4482	3	1	4	0	0	0	3	1	4
Australind Senior High School	50533	64	63	127	41	13	54	105	76	181
Automotive Training Australia Ltd (ATA)	3303	0	2	2	0	6	6	0	8	8
Avon Personnel & Training	4779	5	1	6	7	2	9	12	3	15
Balcatta Senior High School	50534	22	22	44	13	9	22	35	31	66
Bunbury Senior High School	50536	23	26	49	26	30	56	49	56	105
Busselton Senior High School	50537	28	53	81	28	28	56	56	81	137
C Y O'Connor College of TAFE	1980	106	84	190	69	52	121	175	136	311
CCI Training Services Pty Ltd	5891	0	1	1	0	1	1	0	2	2
Central Area Regional Training Services	50154	2	0	2	1	0	1	3	0	3
Central TAFE	1988	140	106	246	146	97	243	286	203	489
Central West College of TAFE	2065	29	59	88	25	41	66	54	100	154
Centrecare Skills Training Centre	300	10	0	10	8	2	10	18	2	20
Challenger TAFE	4265	415	564	979	352	349	701	767	913	1680
College of Electrical Training	2394	0	1	1	0	0	0	0	1	1
College of Pre-hospital Care (St John Ambulance/WA Ambulance Service Inc)	392	56	111	167	14	9	23	70	120	190
Curtin University of Technology - Kalgoorlie Campus Vocational Training and Education Centre	2465	23	25	48	19	12	31	42	37	79
Cyril Jackson Senior Campus	50543	21	11	32	5	2	7	26	13	39
Department of Conservation and Land Management	397	0	0	0	5	7	12	5	7	12
Eastern Pilbara College of TAFE	255	34	39	73	16	19	35	50	58	108

* Students who successfully completed at least one Unit of Competency/National Training Module in 2002.

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Table 5.16 Registered Training Organisations/Registered Training Providers Offering Units of Competency/
National Training Modules to Students*, 2002 (Cont)

Registered Training Organisations (RTO)/ Registered Training Providers (RTP)	RTO/RTP Code	Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Eloquent Holdings	50788	3	7	10	2	2	4	5	9	14
Esperance Senior High School	50407	20	2	22	4	1	5	24	3	27
Great Southern Regional College of TAFE	2056	35	26	61	20	18	38	55	44	99
Hospitality Group Training (WA) Inc	386	68	47	115	108	95	203	176	142	318
Hungry Jack's Pty Ltd	3868	1	1	2	0	0	0	1	1	2
International School of Beauty Therapy	6251	2	0	2	4	0	4	6	0	6
Jobs South West	305	2	7	9	1	7	8	3	14	17
John Curtin College of the Arts	50549	12	5	17	2	5	7	14	10	24
Kambalda West District High School	50563	2	7	9	0	4	4	2	11	13
Karratha Senior High School	50564	31	30	61	17	13	30	48	43	91
Karrayili Adult Education Centre Aboriginal Corporation	1989	4	3	7	0	0	0	4	3	7
Kent Street Senior High School	50441	17	15	32	19	27	46	36	42	78
Kimberley College of TAFE	1932	38	43	81	13	13	26	51	56	107
Manjimup Senior High School	50565	17	4	21	11	2	13	28	6	34
McDonald's Australia Limited (WA)	2066	0	1	1	6	1	7	6	2	8
McDonald's Australia Ltd (Vic)	5086	0	0	0	0	1	1	0	1	1
Meerilinga Training College	6000	25	1	26	17	0	17	42	1	43
Midland College of TAFE	2532	270	302	572	254	155	409	524	457	981
Morley Senior High School	50638	0	0	0	26	8	34	26	8	34
Morrison Consulting and Training	388	0	0	0	4	3	7	4	3	7
Motor Industry Training Association of WA (Inc)	627	0	5	5	0	0	0	0	5	5
Mt Barker Senior High School	50561	2	10	12	1	4	5	3	14	17
Murray House Resource Centre Inc	2068	1	2	3	7	1	8	8	3	11
National Corporate Training	50918	47	52	99	53	38	91	100	90	190
Newton Moore Senior High School	50562	31	5	36	24	1	25	55	6	61
North Albany Senior High School	50636	3	17	20	6	14	20	9	31	40
Oceans	50411	0	5	5	0	12	12	0	17	17
Perth Modern School	50553	28	33	61	27	36	63	55	69	124
Peter Markham & Associates Pty Ltd	5712	5	14	19	0	0	0	5	14	19

* Students who successfully completed at least one Unit of Competency/National Training Module in 2002.

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Table 5.16 Registered Training Organisations/Registered Training Providers Offering Units of Competency/
National Training Modules to Students*, 2002 (Cont)

Registered Training Organisations (RTO)/ Registered Training Providers (RTP)	RTO/RTP Code	Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Phoenix West Training Company	301	2	5	7	1	1	2	3	6	9
Regional Training Services	361	1	1	2	1	1	2	2	2	4
Retail Group Training & Employment Ltd.	90061	0	0	0	0	29	29	0	29	29
Rossmoyne Senior High School	50554	35	31	66	38	33	71	73	64	137
Royal Life Saving Society Australia (WA Branch)	854	83	53	136	37	37	74	120	90	210
Sevenoaks Senior College	51891	56	49	105	40	28	68	96	77	173
South East Metro College of TAFE - Thornlie	2427	5	52	57	2	25	27	7	77	84
South East Metropolitan College of TAFE	1979	56	94	150	55	80	135	111	174	285
South Metropolitan Youth Link	4674	1	2	3	2	0	2	3	2	5
South West Regional College of TAFE	2433	35	73	108	36	30	66	71	103	174
Study Group Australia Pty Limited	5806	66	58	124	83	46	129	149	104	253
Swan Education District Office	50559	10	28	38	16	18	34	26	46	72
The Calix Group	2538	0	0	0	0	1	1	0	1	1
The Film and Television Institute (FTI)	50661	9	5	14	8	13	21	17	18	35
The Training and Skills Co	2317	0	13	13	0	4	4	0	17	17
Thornlie Senior High School	50555	83	86	169	71	62	133	154	148	302
Tri Star Training Australia	50792	35	57	92	20	16	36	55	73	128
WA College of Agriculture (Harvey)	50421	11	33	44	10	30	40	21	63	84
WA College of Agriculture (Denmark)	50502	11	24	35	2	15	17	13	39	52
WA College of Agriculture (Cunderdin)	50505	8	52	60	4	40	44	12	92	104
WA College of Agriculture (Narrogin)	50506	6	54	60	6	37	43	12	91	103
WA College of Agriculture (Morawa)	50530	5	16	21	1	21	22	6	37	43
Wallis Training	50993	9	11	20	0	0	0	9	11	20
Warwick Senior High School	50556	12	23	35	11	9	20	23	32	55
West Coast College of TAFE	2536	372	367	739	301	228	529	673	595	1268
West Pilbara College of TAFE	353	14	15	29	9	17	26	23	32	55
Wongutha CAPS Campus	50504	5	18	23	0	0	0	5	18	23
XLT Industrial Training Pty Ltd	6220	0	0	0	0	1	1	0	1	1

* Students who successfully completed at least one Unit of Competency/National Training Module in 2002.

Curriculum Council

Table 6.1 Full-Time Secondary Students* Years 7 to 12 by Sex (Government and Non-Government Schools) - 1981 to 2002**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Female						
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
2002	13718	13561	13507	13283	11787	9883
Male						
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
2002	14486	14288	14292	13935	12065	8870
Total						
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
2002	28204	27849	27799	27218	23852	18753

* 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 July Census.

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

Curriculum Council

Table 6.2 Full-Time Secondary Student Progression Rates* Years 8 to 12 by Sex
(Government and Non-Government Schools) - July, 1981 to 2002

	Year 8	Year 9	Year 10	Year 11	Year 12
Female					
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
2002	100.6	100.0	100.1	87.8	83.6
Male					
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
2002	101.0	100.3	99.2	85.2	77.2
Total					
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
2002	100.8	100.2	99.7	86.4	80.4

* 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, 1981 to 2002

	Year 8	Year 9	Year 10	Year 11	Year 12
Female					
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
2002	100.0	100.0	100.3	88.2	73.5
Male					
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
2002	100.0	100.3	99.7	85.3	63.5
Total					
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
2002	100.0	100.2	100.0	86.7	68.4

* 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).

Intercorrelations* Among Humanities/Social Sciences TER Subjects, 2002

Humanities/Social Sciences Year 12 Subjects

Humanities/Social Sciences Year 12 Subjects

	Ancient History	Art	Chinese: Adv	Chinese: Sec Lang	Drama Studies	Economics	English	English Literature	French	Geography	German	History	Indonesian: Adv	Indonesian: Sec Lang	Italian	Japanese: Sec Lang	Malay: Advanced	Music	Political and Legal Studies
Ancient History	1.00 338																		
Art	0.65 28	1.00 967																	
Chinese: Adv	. 0	0.62 6	1.00 82																
Chinese: Sec Lang	. 0	. 1	. 0	1.00 18															
Drama Studies	0.28 40	0.62 83	. 0	. 0	1.00 932														
Economics	0.81 32	0.59 62	0.61 19	0.49 9	0.67 58	1.00 2926													
English	0.71 219	0.59 710	0.96 4	0.13 9	0.56 668	0.62 2124	1.00 7935												
English Literature	0.74 106	0.62 218	. 1	0.89 4	0.61 270	0.63 565	0.72 91	1.00 2397											
French	0.49 12	0.74 20	. 0	. 0	0.26 26	0.54 40	0.51 180	0.53 186	1.00 368										
Geography	0.74 44	0.55 210	0.20 3	. 1	0.46 126	0.74 409	0.66 3471	0.60 395	0.45 40	1.00 3988									
German	-1.00 2	0.26 6	. 0	. 0	-0.88 3	-0.13 13	0.03 54	0.03 23	0.44 7	0.12 17	1.00 85								
History	0.87 64	0.62 246	. 1	. 1	0.59 345	0.78 371	0.76 2163	0.76 819	0.41 92	0.72 619	0.64 13	1.00 2981							
Indonesian: Adv	. 0	0.29 13	. 0	-1.00 2	. 1	0.52 32	0.75 6	. 0	1.00 2	0.10 13	. 0	1.00 2	1.00 116						
Indonesian: Sec Lang	. 0	0.75 5	. 0	. 0	0.69 5	0.72 23	0.31 97	0.59 52	. 0	0.11 25	1.00 2	0.66 23	. 0	1.00 142					
Italian	0.97 6	0.48 9	. 0	. 0	0.61 12	0.47 28	0.47 134	0.70 68	0.07 6	0.23 29	. 1	0.60 44	. 0	. 1	1.00 205				
Japanese: Sec Lang	0.95 4	0.70 13	. 1	. 1	0.58 14	0.56 38	0.48 153	0.50 90	0.76 4	0.54 28	0.99 3	0.49 35	0.85 3	. 0	. 0	1.00 266			
Malay: Advanced	. 0	. 1	0.82 4	. 0	. 0	0.46 27	0.75 17	. 1	. 0	. 1	. 0	. 1	0.58 5	. 0	. 0	. 0	1.00 51		
Music	-0.58 8	0.74 18	. 0	. 1	0.56 40	0.42 17	0.54 172	0.44 137	0.80 16	0.52 27	0.88 4	0.51 56	1.00 2	1.00 2	-1.00 3	0.92 6	. 0	1.00 312	
Political and Legal Studies	0.71 31	0.81 33	. 0	. 0	0.64 87	0.81 200	0.72 621	0.73 304	0.22 23	0.74 108	0.71 5	0.81 314	. 1	0.80 9	0.80 6	0.69 19	0.72 3	0.37 20	1.00 933

* 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 candidates.

Intercorrelations* Among Quantitative/Sciences TER Subjects, 2002

Quantitative/Sciences Year 12 Subjects

	Accounting	Applicable Mathematics	Biology	Calculus	Chemistry	Discrete Mathematics	Geology	Human Biology	Information Systems	Physical Science	Physics
Accounting	1.00										
	1138										
Applicable Mathematics	0.77	1.00									
	404	4301									
Biology	0.66	0.69	1.00								
	112	462	1907								
Calculus	0.64	0.85	0.67	1.00							
	53	1574	23	1602							
Chemistry	0.72	0.79	0.72	0.78	1.00						
	130	2618	512	1135	3317						
Discrete Mathematics	0.65	0.73	0.71	0.71	0.64	1.00					
	816	1267	1474	214	1326	7179					
Geology	.	0.97	0.94	.	0.90	0.71	1.00				
	1	3	10	0	3	25	28				
Human Biology	0.71	0.67	0.84	0.70	0.75	0.64	1.00	1.00			
	222	767	43	46	576	3073	2	3978			
Information Systems	0.58	0.65	0.64	0.43	0.71	0.58	1.00	0.58	1.00		
	94	300	48	69	65	440	2	87	692		
Physical Science	0.48	0.76	0.71	0.56	0.82	0.65	.	0.81	0.81	1.00	
	18	74	47	13	26	200	2	77	13	246	
Physics	0.72	0.82	0.79	0.79	0.84	0.70	.	0.77	0.71	0.81	1.00
	53	2480	95	1344	1865	965	1	244	163	20	2909

* 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.

Intercorrelations* Among Quantitative/Sciences and Humanities/Social Sciences TER Subjects, 2002

Quantitative/Sciences Year 12 Subjects

	Accounting	Applicable Mathematics	Biology	Calculus	Chemistry	Discrete Mathematics	Geology	Human Biology	Information Systems	Physical Science	Physics
Ancient History	0.75 15	0.63 123	0.72 73	0.47 23	0.68 83	0.53 195	. 0	0.74 110	0.69 28	0.90 6	0.83 43
Art	0.66 42	0.48 184	0.60 220	0.53 28	0.47 116	0.45 708	-1.00 2	0.60 385	0.60 48	0.76 11	0.63 92
Chinese: Adv	0.74 28	0.60 60	0.97 3	0.49 42	0.47 37	0.41 18	. 0	0.46 18	1.00 3	. 1	0.60 28
Chinese: Sec Lang	0.85 3	0.73 14	. 0	0.42 4	0.69 8	0.88 8	. 0	0.55 6	-1.00 2	. 1	0.74 6
Drama Studies	0.20 39	0.49 135	0.41 143	0.67 11	0.56 107	0.39 672	. 1	0.54 432	0.43 36	0.67 12	0.60 67
Economics	0.75 618	0.72 1575	0.78 328	0.70 624	0.76 997	0.61 1715	0.83 5	0.81 693	0.69 226	0.70 49	0.79 964
English	0.47 831	0.44 2558	0.60 1441	0.44 832	0.43 1882	0.41 5694	0.25 25	0.58 3150	0.55 493	0.57 176	0.53 1736
English Literature	0.62 158	0.46 1351	0.51 438	0.54 543	0.57 1182	0.45 1311	1.00 2	0.59 714	0.39 95	0.57 53	0.53 921
French	0.72 28	0.53 187	0.58 63	0.60 54	0.56 166	0.39 210	-0.75 3	0.66 99	0.45 7	0.16 3	0.57 107
Geography	0.68 303	0.60 1154	0.78 850	0.52 326	0.61 908	0.63 2980	0.79 16	0.77 1638	0.63 186	0.66 104	0.64 824
German	0.73 4	-0.10 38	0.32 17	-0.32 14	0.10 32	0.36 55	. 0	0.16 22	0.78 5	1.00 2	0.15 28
History	0.63 172	0.57 651	0.70 539	0.57 123	0.62 438	0.55 2156	0.26 6	0.69 1301	0.66 124	0.64 44	0.63 326
Indonesian: Adv	0.51 30	0.40 85	0.28 6	0.36 47	0.36 56	0.37 45	. 0	0.80 14	0.17 24	-1.00 2	0.37 60
Indonesian: Sec Lang	0.52 9	0.47 62	0.24 32	0.48 23	0.46 48	0.51 96	. 0	0.66 45	1.00 2	0.65 6	0.47 34
Italian	0.10 10	0.58 86	0.36 25	0.51 25	0.56 60	0.37 137	. 0	0.55 73	0.48 11	0.51 3	0.61 51
Japanese: Sec Lang	0.71 32	0.51 161	0.58 31	0.34 61	0.56 123	0.40 148	. 0	0.50 76	0.63 17	0.24 9	0.51 87
Malay: Advanced	0.37 26	0.38 36	. 1	0.39 16	0.61 16	0.55 15	. 0	0.85 8	-0.11 3	. 0	0.30 14
Music	0.52 10	0.59 149	0.58 55	0.49 57	0.64 121	0.49 168	. 1	0.49 83	0.44 22	0.64 5	0.68 92
Political and Legal Studies	0.64 102	0.66 292	0.73 135	0.69 53	0.74 161	0.61 653	. 0	0.76 327	0.68 65	0.70 22	0.77 112

* 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.