

Certification of Post-compulsory Student Achievement in 2004

In 2004, 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 the 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 20142 (9582 males and 10560 females) 2004 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.
- (d) Achievement of Curriculum Council English language competence.
- (e) Completion of Murdoch University units.
- (f) Qualifications achieved in full. If the qualification was achieved through a traineeship, then this was also recorded.
- (g) Results in Tertiary Entrance Examination subjects.
- (h) 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.

From 2002, following the implementation of the Joint Ministerial Policy Statement in regard to the future policy directions for VET in schools, the Curriculum Council has issued certificates to students who completed negotiated competencies/modules through a school with Registered Training Provider status (there were 23 such schools in 2002, 19 in 2003 and 16 in 2004). The name and code of the Registered Training Provider (RTP) was recorded on these students' *Statements of Results*. The Curriculum Council issued 228 full qualifications to 223 Year 12 students and 977 partial qualifications to 755 Year 12 students. Also, the Curriculum Council issued 87 full qualifications to 81 Year 11 students and 1303 partial qualifications to 949 Year 11 students.

In 2004, students who attended non-RTP schools and achieved a qualification in full had this reported on their *Statements of Results*. For the first time, schools were requested to provide details relating to the qualifications achieved in full and whether or not the qualification was achieved through a traineeship. Where this information was provided, it was reported on students' *Statements of Results*. There were 1348 Year 12 students who had 1610 qualifications recorded on their statements and 542 Year 11 students who had 580 qualifications recorded. If the qualification was achieved through a traineeship, then this was also recorded. Of the students, there was one Year 11 student and 167 Year 12 students who achieved full qualifications through traineeship arrangements.

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/integrated 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

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 meeting WACE requirements applies to stand alone Units of Competency/National Training Modules successfully completed by Year 11 and Year 12 students from 1999.

Students who completed Year 12 and met the above requirements were issued with the *Western Australian Certificate of Education (WACE)*. *Western Australian Certificates of Education* were issued to 17562 (8239 males and 9323 females) 2004 Year 12 students.

English Language Competence

To achieve Curriculum Council English language competence students must have received a grade of 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 completed one of the above subjects and were enrolled in another Curriculum Council accredited subject may have sat for the Curriculum Council English Language Competence Test. A pass satisfied the English language competence requirement.

Units Completed at Murdoch University

The Curriculum Council continued to include successful completion of university units on students' *Statements of Results*. In 2004, 2 schools advised the Curriculum Council of the students who had successfully completed one of the two units being offered at Murdoch University. These units were as follows: Introduction to Economics (BUS161) and Interactions of Society and Technology (FOU115). The code and name of the unit was recorded on the 9 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 23090 (11493 males and 11597 females) Year 11 students who completed either at least one Curriculum Council subject or at least one competency/module in 2004. The *Statements of Results* were sent to schools in March 2005 and staff at these schools were asked to distribute them to their students.

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Summary Statistics on Tertiary Entrance Examination Papers, 2004

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 nine subjects (14 in 2003) the marks spanned 90 or more percentage points, and in a further ten subjects (7 in 2003) the range was 80–89. Subjects with a range of 70 to 80 were Ancient History, Art, Drama Studies, ESL, German, Music and Physical Science. French was the only subject, with a candidature greater than 100, that had a range of less than 70 percentage points.

Subjects with candidatures of less than 100 can be expected to have restricted range of ability relative to the examination, and therefore a restricted range of examination marks. This was true of Chinese: Advanced, Chinese: Second Language, Geology, Indonesian: Advanced, and Malay: Advanced, which all had a range of less than 70 percentage points. Most notably, the range for Malay: Advanced was the lowest at 41, having dropped from 61 in 2003. This is understandable in view of the decline of enrolments from 87 in 2003 to 43 in 2004.

Level of difficulty

TEE examiners were asked to set examinations that would result in mean raw marks of 55–60 percent. Twelve examining panels (17 in 2003) achieved the desired level of difficulty.

There were no examinations with a mean mark below 50 percent in 2004 (one in 2003).

Four subjects had comparatively easy papers with mean marks above 65 — Calculus (65.67), German (68.06), Discrete Mathematics (69.11), and Chinese: Second Language (78.73). Examiners of these four subjects will be asked to make their papers for 2005 more difficult.

Reliability

Overall, the reliabilities of all of the examinations were high in 2004, considering that they were untrials tests. They ranged from 0.63 to 0.95 (0.54 to 0.92 in 2003). Thirteen subjects had a higher reliability in 2004 than in 2003, while twelve had lower reliabilities.

It was pleasing to note that the largest increase in reliability (from 0.54 in 2003, to 0.72 in 2004) occurred in Chinese: Second Language, the subject which experienced the largest decrease in reliability in 2003. Such variations continue to be expected in subjects with small candidatures below 40. The largest decrease in reliability in 2004 occurred in Physical Science, for which the reliability of 0.63 was 0.23 below the 2003 value.

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 0.95 (0.73 to 0.94 in 2003). An overall judgement that the TEE assessed the same achievements as the school-based assessments seems reasonable.

Notes on Table 4.11

Table 4.11 displays statistical data relating to the effectiveness of the 2004 Tertiary Entrance Examinations as assessment instruments for the purpose of university entrance. Statistics in parentheses are for the 2003 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 <i>number of candidates</i> in WA in 2004 (2003 in parentheses).
Column 3:	The <i>mean</i> is the average percentage score achieved by candidates on the paper and acts as a rough measure of difficulty. Examining panels are instructed by the Curriculum Council to try to set a paper with a mean in the range 55-60. When the mean is outside this range, standardisation may change students' marks considerably.
Column 4:	The <i>range</i> 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 <i>reliability</i> 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.

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.

Statistical 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 written 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 80, in any examination has the same (standard) meaning as the same mark in any other examination. A standardised mark of 80 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.

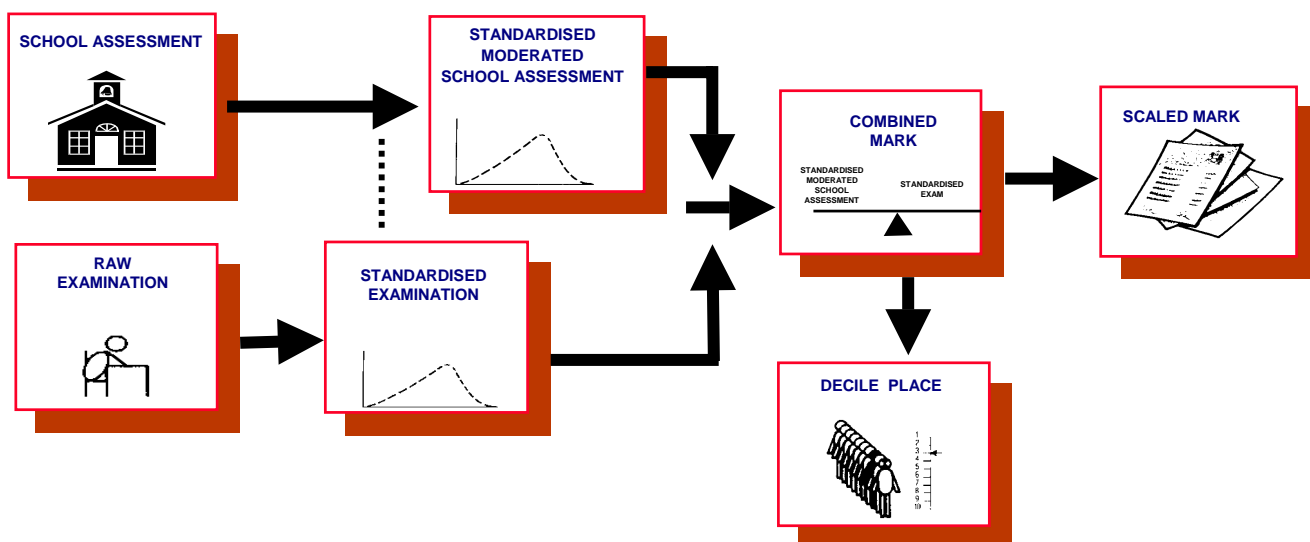
The AMS method uses the information provided by students' combined marks to compare the abilities of groups of students studying each subject. This information is used to scale the marks of all subjects.

(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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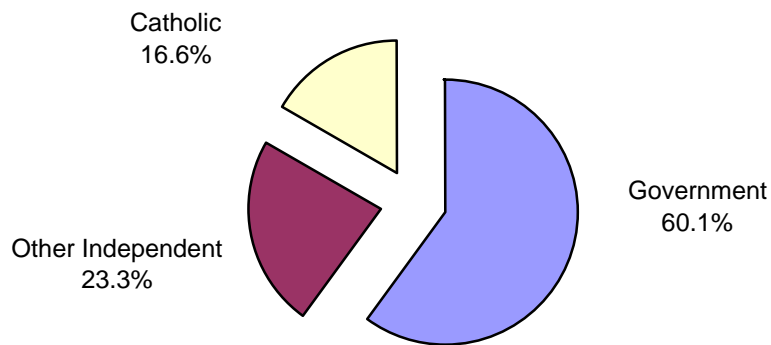
Table 1.1 Number of Schools with Students Enrolled in Upper Secondary Subjects, by School Sector, 2004

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government*	125	118	134
Catholic	37	36	37
Other Independent**	47	50	52
Total	209	204	223

* 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, 2004



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Table 1.2 Number of Students* in Year 11 and Year 12 by School Sector, 2004

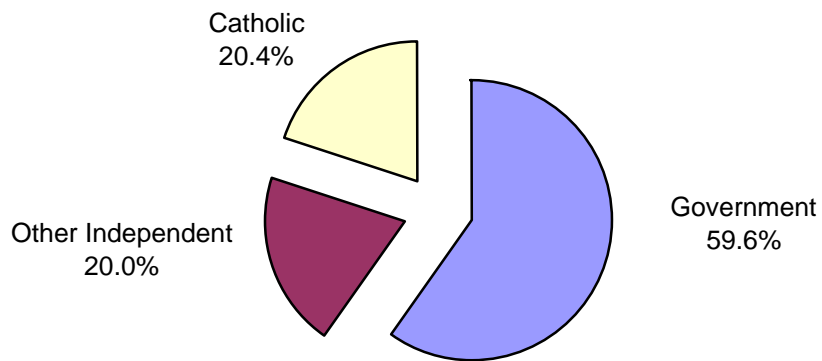
School Sector	Year 11 Students	Year 12 Students	All Students
Government**	13892	11876	25768
Catholic	4617	4211	8828
Other Independent***	4581	4055	8636
Total	23090	20142	43232

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

** 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, 2004



Curriculum Council

Table 1.3 Number of Year 12 Students who Completed Wholly School-assessed Subjects only, 1-3 TEE Subjects and 4 or more TEE Subjects, by School Sector, by Sex, 2004

School Sector	Sex of Student	Wholly School-assessed Subjects Only	1 - 3 TEE Subjects	4+ TEE Subjects	Total
Government*	Male	2349	1009	2279	5637
	Female	2293	1101	2820	6214
	Persons	4642	2110	5099	11851
Catholic	Male	623	274	1182	2079
	Female	576	199	1354	2129
	Persons	1199	473	2536	4208
Other Independent**	Male	267	194	1388	1849
	Female	335	150	1721	2206
	Persons	602	344	3109	4055
All Schools	Male	3239	1477	4849	9565
	Female	3204	1450	5895	10549
	Persons	6443	2927	10744	20114
	Persons Percentage	32.0%	14.6%	53.4%	

* 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, 2003 - 2004

Category of Students	Year							
	2003				2004			
	Male	Female	Persons	%*	Male	Female	Persons	%*
"Repeating" Students**	385	358	743	3.7	374	362	736	3.6
"Re-entry" Students***	86	103	189	0.9	78	66	144	0.7
Mature-age Students****	262	330	592	2.9	193	277	470	2.3
Students who sat for four or more Tertiary Entrance Rank (TER) subjects*****	4709	5804	10513	51.9	3809	5150	8959	44.5
Students who sat for three or fewer TER subjects*****	4335	3964	8299	41.0	5149	4732	9881	49.1
Number of Year 12 students completing approved Year 12 subjects	9724	10517	20241		9565	10549	20114	

* 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 a grade in the previous year. For example a student who repeated Year 12 Chemistry in 2004 received a grade in it in 2003.

*** "Re-entry" students are Year 12 students who received a grade in at least one Curriculum Council approved Year 12 subject and 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 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 2004

		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	145	165	142	526	3124	3878	462
		Female	0	157	212	137	575	3991	3516	449
		Persons	0	302	377	279	1101	7115	7394	911
	1	Male	307	20	16	45	185	449	183	40
		Female	258	21	16	40	264	589	294	51
		Persons	565	41	32	85	449	1038	477	91
	2	Male	163	19	12	26	57	38	7	2
		Female	148	28	11	27	81	53	9	2
		Persons	311	47	23	53	138	91	16	4
	3	Male	168	52	19	12	3	1	0	0
		Female	141	37	26	20	5	2	1	0
		Persons	309	89	45	32	8	3	1	0
	4	Male	441	174	66	4	0	0	0	0
		Female	335	219	80	10	0	0	0	0
		Persons	776	393	146	14	0	0	0	0
	5	Male	1803	516	16	0	0	0	0	0
		Female	1633	696	29	0	0	0	0	0
		Persons	3436	1212	45	0	0	0	0	0
	6	Male	7016	73	4	0	0	0	0	0
		Female	7321	148	0	0	0	0	0	0
		Persons	14337	221	4	0	0	0	0	0
	7 or More	Male	579	8	0	0	0	0	0	0
		Female	434	2	0	0	0	0	0	0
		Persons	1013	10	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 are 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 2004

Category of Students	Male	Female	Persons	Percentage of Eligible Cohort
Eligible for a Western Australian Certificate of Education (WACE)	8287	9114	17401	100.0%
Achieving a WACE	7761	8773	16534	95.0%
Not Achieving a WACE only on the English Language Competence Criterion	28	19	47	0.3%
Not Achieving a WACE on the Grade Criterion	498	322	820	4.7%

* 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.

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Table 1.7 Number of Exhibitions and Awards Granted in 2004

Type of Award	Male	Female	Number Awarded
Beazley Medal : TEE	0	1	1
Beazley Medal : VET	1	0	1
General Exhibition	22	18	40
Subject Exhibition: TER Subject	15	10	26*
Subject Exhibition: Wholly School-assessed Subject	8	14	24*
Special Subject Award: TER Subject	0	1	1
Special Subject Award: Wholly School-assessed Subject	0	1	1
Certificate of Distinction: TER Subject	78	116	241*
Certificate of Distinction: Wholly School-assessed Subject	41	85	134*
Special Certificate of Distinction: TER Subject	6	13	20*
Special Certificate of Distinction: Wholly School-assessed Subject	3	9	13*
Certificate of Excellence	228	315	543

* 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: TER Subjects	were awarded to the eligible student who obtained the highest raw examination mark in each Tertiary Entrance Rank Subject.
Subject Exhibitions: Wholly School-assessed Subjects	were awarded to the eligible student who was the top student in the subject for the award of the Certificate of Distinction for wholly school-assessed subjects.
Certificates of Distinction: TER Subjects	were awarded to the eligible students in the top 0.5% of the candidates or the top two candidates (whichever was the greater) in a Tertiary Entrance Rank Subject which had 100 or more candidates sitting the examination. The determination is based on the 'combined mark'.
Certificates of Distinction: Wholly School-assessed Subjects	were awarded to the eligible students in the top 0.5% of students in Year 12 wholly school-assessed subjects with an enrolment of one hundred or more in October of the previous two years.
Certificates of Excellence	were awarded to students who obtained at least ten grades of A in year-long (or equivalent) Curriculum Council subjects, nine A grades in year-long Curriculum Council subjects if they have one VET subject equivalent or eight A grades in year-long Curriculum Council subjects if they have two or more subjects equivalents in their last two consecutive years of post-compulsory secondary education in Western Australia.
Special Awards	were given to students who met the award conditions but failed to meet the eligibility criteria such as residency, for example.

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

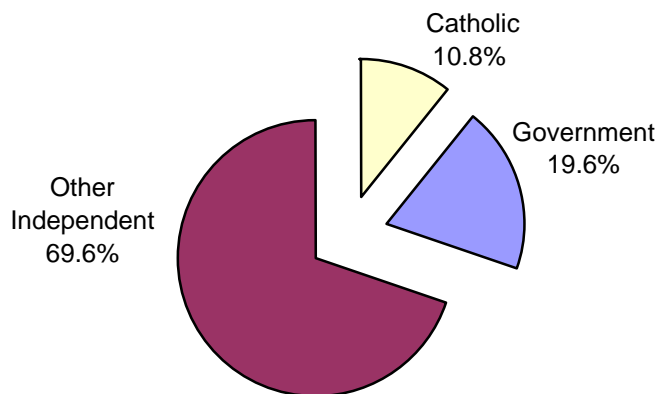
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Table 1.8 Number of Full Fee Paying Overseas Students* in Year 11 and Year 12 by School Sector, 2004

School Sector	Year 11 Students	Year 12 Students	All Students
Government	189	83	272
Catholic	103	47	150
Other Independent	441	525	966
Total	733	655	1388

* 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, 2004



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Table 1.9 Number of Full Fee Paying Overseas Students* Achieving a Western Australian Certificate of Education (WACE) in 2004

Category of Students	Male	Female	Persons	Percentage of Eligible Cohort
Eligible for a Western Australian Certificate of Education (WACE)	154	160	314	100.0%
Achieving a WACE	134	144	278	88.5%
Not Achieving a WACE only on the English Language Competence Criterion	0	3	3	1.0%
Not Achieving a WACE on the Grade Criterion	20	13	33	10.5%

* 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), St Francis Methodist School (Singapore) or KBU International College (Malaysia) were also classified as full fee paying overseas students.

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Table 1.10 Number of Aboriginal and Torres Strait Islander Students* Achieving a Western Australian Certificate of Education (WACE), 2003 - 2004

School Sector	Year	
	2003	2004
Government	144	182
Catholic	58	56
Other Independent	22	25
Total	224	263

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

Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2004

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	4	74	4	1	33	42	0	158
English (Part A)	0	1	2	0	1	0	0	4
English (Part B)	0	1	2	0	1	0	0	4
English as a Second Language	0	14	1	0	12	14	1	42
English Literature	1	42	5	1	30	37	0	116
Senior English	5	72	1	1	34	37	0	150
Senior English (Part A)	0	2	4	0	1	0	0	7
Senior English (Part B)	0	2	4	0	1	0	0	7
Vocational English	15	64	4	10	15	6	0	114
HEALTH AND PHYSICAL EDUCATION								
Early Childhood Studies	1	39	2	0	23	17	0	82
Early Childhood Studies (Part A)	0	1	2	1	0	0	0	4
Early Childhood Studies (Part B)	0	1	2	1	0	0	0	4
Health Studies	1	20	1	1	0	0	0	23
Health Studies (Part A)	0	1	3	0	0	0	0	4
Health Studies (Part B)	0	1	3	0	0	0	0	4
Independent Living	3	28	2	1	11	10	0	55
Independent Living (Part A)	1	1	2	0	0	0	0	4
Independent Living (Part B)	0	1	2	0	0	0	0	3
Outdoor Education	0	43	2	0	13	10	0	68
Outdoor Education (Part A)	0	0	2	0	0	0	0	2
Outdoor Education (Part B)	0	0	2	0	0	0	0	2
Physical Education Studies	3	60	1	0	27	26	0	117
Physical Education Studies (Part A)	0	1	4	0	0	0	0	5
Physical Education Studies (Part B)	0	2	4	0	0	0	0	6
LANGUAGES OTHER THAN ENGLISH								
Arabic (CCAFL)	0	0	0	0	0	1	0	1
Chinese for Beginners	0	2	0	0	0	0	0	2
Chinese: Second Language	0	4	0	0	0	3	0	7
French	0	12	0	1	8	22	0	43
French for Beginners	0	2	0	1	0	1	0	4
German	0	6	0	0	0	7	0	13
Hebrew (CCAFL)	0	0	0	0	0	1	0	1
Indonesian for Beginners	0	0	1	0	0	0	0	1
Indonesian: Second Language	0	5	1	1	9	15	1	32
Italian	0	17	0	1	18	4	0	40
Italian for Beginners	0	3	1	0	1	0	0	5
Japanese for Beginners	0	4	1	0	0	1	0	6
Japanese: Second Language	0	20	1	0	11	15	0	47
Modern Greek (SSABSA)	0	0	0	0	0	1	0	1

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Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2004 (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	4	74	1	1	33	42	1	156
Foundations of Mathematics (Part A)	0	1	4	0	1	1	0	7
Foundations of Mathematics (Part B)	0	1	4	0	1	1	0	7
Geometry and Trigonometry	1	64	5	1	31	40	1	143
Introductory Calculus	1	75	5	1	34	43	1	160
Mathematics in Practice	10	73	1	1	33	38	0	156
Mathematics in Practice (Part A)	0	7	4	0	2	1	0	14
Mathematics in Practice (Part B)	0	7	3	0	3	1	0	14
Vocational Mathematics	11	45	4	7	6	4	0	77
SCIENCE								
Biology	0	59	5	1	25	29	1	120
Chemistry	1	72	5	1	34	43	1	157
Geology	0	3	0	0	0	1	0	4
Human Biology	4	74	5	1	34	41	0	159
Physical Science	0	15	1	0	5	4	0	25
Physics	1	69	1	1	34	42	1	149
Physics (Part A)	0	1	4	0	0	0	0	5
Physics (Part B)	0	1	4	0	0	0	0	5
Senior Science	3	59	1	1	28	30	0	122
Senior Science (Part A)	0	2	4	0	0	1	0	7
Senior Science (Part B)	0	1	4	0	0	0	0	5
SOCIETY AND ENVIRONMENT								
Ancient History	0	5	0	0	0	7	0	12
Australian Studies	0	0	0	0	0	1	0	1
Beliefs and Values	0	0	0	0	0	1	0	1
Beliefs and Values (Part B)	0	0	0	0	1	1	0	2
Economics	1	55	5	1	31	33	1	127
Geography	4	73	1	1	34	41	0	154
Geography (Part A)	0	1	4	0	0	0	0	5
Geography (Part B)	0	1	4	0	0	0	0	5
History	2	68	5	1	34	38	0	148
History (Part A)	0	1	1	0	0	1	0	3
Law	0	0	3	0	2	0	0	5
Law (Part A)	0	0	1	0	0	0	0	1
Political and Legal Studies	1	26	5	0	14	19	0	65
Practical Geography	0	4	1	0	0	0	0	5
TECHNOLOGY AND ENTERPRISE								
Accounting	1	45	3	1	27	26	1	104
Administrative Systems	0	4	1	0	1	0	0	6

* 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, 2004 (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)								
Aeronautics	0	6	0	0	0	1	0	7
Animal Production and Marketing	0	8	0	0	1	0	0	9
Animal Production and Marketing (Part A)	0	1	0	0	0	0	0	1
Applied Technology	0	1	0	2	4	4	0	11
Automotive Workshop	1	28	3	1	2	2	0	37
Automotive Workshop (Part A)	0	5	1	0	0	0	0	6
Building and Construction	1	21	2	0	3	0	0	27
Building and Construction (Part A)	0	3	0	0	0	0	0	3
Business Information Technology	2	45	3	0	18	6	0	74
Digital Media	2	55	4	0	28	23	0	112
Fabrics, Design and Technology	0	4	2	0	0	4	0	10
Farm Practice	0	5	0	0	0	0	0	5
Food Technology	0	0	2	0	1	2	0	5
Furniture Design and Technology	4	54	3	0	23	23	0	107
Furniture Design and Technology (Part A)	1	2	0	0	0	0	0	3
Graphics Technology	0	6	1	0	0	3	0	10
Information Systems	0	29	4	0	13	15	1	62
Management and Marketing	0	5	0	0	4	3	0	12
Metals Technology	3	41	1	0	10	8	0	63
Metals Technology (Part A)	0	6	0	0	0	0	0	6
Nautical Studies	3	5	1	0	0	1	0	10
Personal Information Technology	1	30	3	3	7	10	0	54
Plant Production and Marketing	0	7	0	0	1	0	0	8
Plant Production and Marketing (Part A)	0	1	0	0	0	0	0	1
Small Business Management and Enterprise	0	26	4	0	5	6	0	41
Small Business Management and Enterprise (Part A)	0	0	0	0	0	1	0	1
Systems Technology	1	15	2	0	1	4	0	23
Technical Graphics	0	35	1	1	17	11	0	65
Technical Graphics (Part A)	0	1	0	0	0	0	0	1
Visual Communication - Photography	2	50	4	1	3	6	0	66
THE ARTS								
Art	2	59	4	1	30	35	0	131
Art and Design	9	74	5	2	34	40	1	165
Art and Design (Part A)	0	0	2	0	0	0	0	2
Ballet Studies	0	2	0	0	0	1	0	3
Dance Studies	0	41	3	0	3	4	0	51
Drama	0	58	5	0	24	32	0	119
Drama (Part A)	0	1	0	0	0	0	0	1
Drama Studies	1	52	5	0	25	31	1	115
Media Studies	2	31	3	0	5	16	0	57
Media Studies (Part A)	0	2	2	0	0	0	0	4
Media Studies (Part B)	0	1	2	0	0	0	0	3
Music	2	30	0	0	18	21	0	71
Music in Society	2	36	4	0	14	9	0	65
Music in Society (Part A)	0	5	0	0	0	0	0	5

* 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, 2004 (Cont)

Subjects within Industry Related 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	10	35	3	6	3	13	0	70
SWL Generic Skills	20	80	6	20	36	39	0	201
Work Studies	4	50	1	1	21	15	0	92
Work Studies (Part A)	0	1	1	0	0	0	0	2
Work Studies (Part B)	0	2	1	0	0	0	0	3
ARTS AND RELATED TECHNOLOGIES								
Audio Visual Production - Radio	0	5	1	0	0	0	0	6
Audio Visual Production - Video	0	8	1	0	0	0	0	9
Video Production - TV Studio	0	5	1	0	0	0	0	6
Video Production - Video Location	0	6	1	0	0	0	0	7
BUSINESS AND CLERICAL								
Business Financial Management	1	8	0	0	1	0	0	10
Computer Fundamentals	6	25	3	0	3	3	0	40
Computerised Accounting	0	1	0	0	1	0	0	2
Financial Procedures and Records Management	0	12	0	1	2	0	0	15
Introduction to Workplace Skills	0	2	0	1	0	0	0	3
Keyboard Operations - Application	0	6	2	1	0	3	0	12
Keyboard Operations - Technique	1	9	2	1	1	2	0	16
Office Administration	0	8	0	1	1	0	0	10
Politics, Law and the Workplace	0	0	0	0	0	1	0	1
ELECTRICAL/ELECTRONICS								
Electrical Foundations	0	0	0	0	1	0	0	1
Test Equipment and Power Supplies	0	0	0	0	1	0	0	1
HEALTH AND COMMUNITY SERVICES								
Child Care	1	9	0	0	0	0	0	10
The Study of Teaching	0	1	0	0	0	0	0	1
Vocational Community Networking 1	0	4	0	0	0	0	0	4
Vocational Community Networking 2	0	2	0	0	0	1	0	3
HOSPITALITY TRAVEL AND TOURISM								
Aspects of the Tourism Industry (Part A)	1	31	3	1	2	2	0	40
Aspects of the Tourism Industry (Part B)	1	23	3	1	2	2	0	32
Catering	1	28	2	0	0	2	0	33
Computer Fund. for Hospitality & Tourism	0	5	0	1	1	0	0	7

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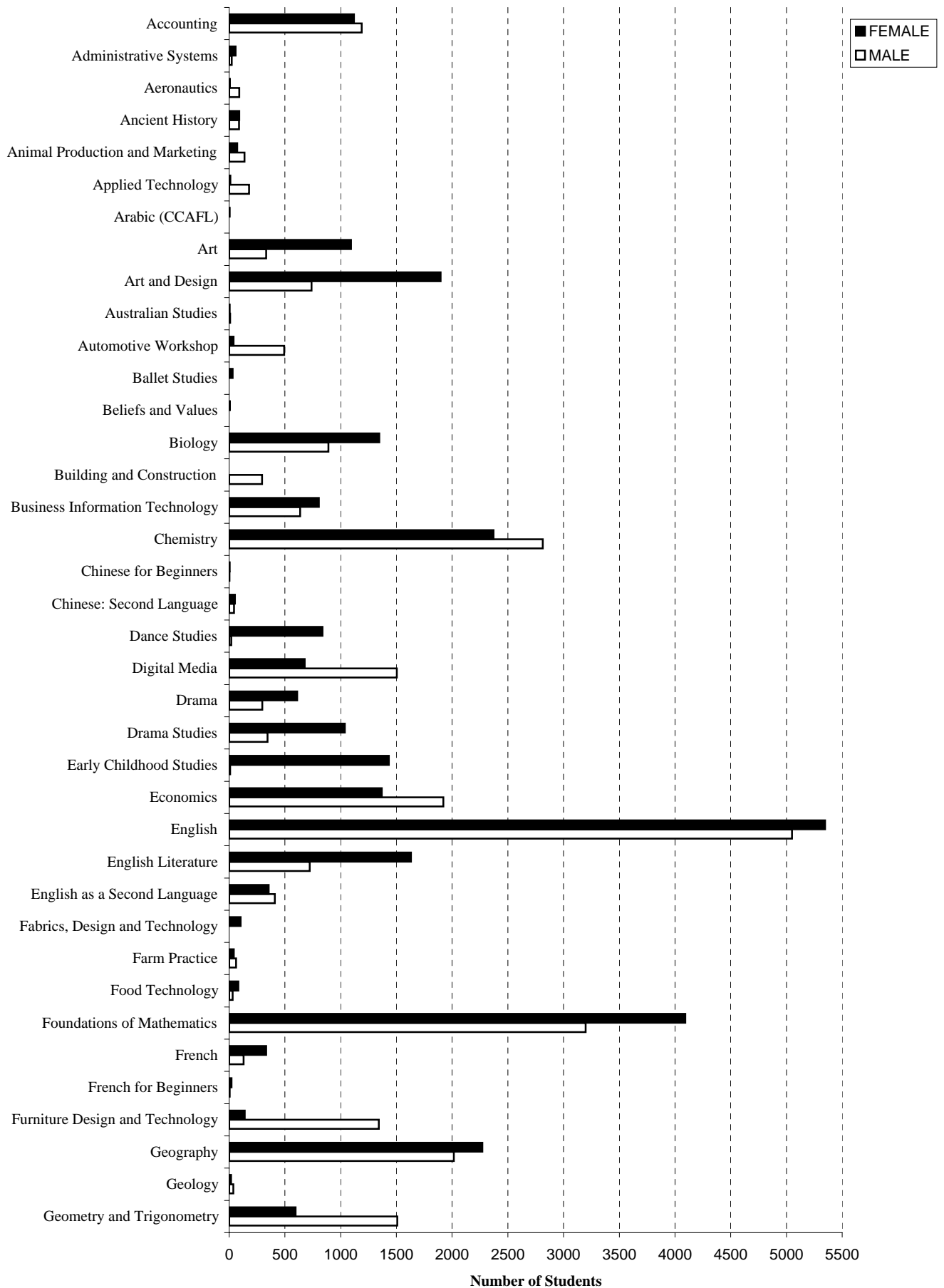
Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2004 (Cont)

Subjects within Industry Related 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)								
Food Production	6	51	3	1	16	17	0	94
Food Science and Nutrition	0	1	0	0	0	1	0	2
Workplace and Health Issues	1	3	1	0	0	0	0	5
LIGHT MANUFACTURING								
Composite Materials	0	1	0	0	0	0	0	1
Wood Fabrication	0	18	3	0	3	1	0	25
Wood Fabrication - Introduction	1	4	1	0	0	0	0	6
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)								
Computer Assisted Drawing and Design	1	2	3	0	0	0	0	6
General Workshop	3	19	2	0	0	2	0	26
Metal Machinery and Fabrication - Introduction	0	2	0	0	0	0	0	2
Metal Machining and Fabrication	1	7	2	0	1	0	0	11
Trade Drawing	0	15	1	0	1	0	0	17
MINING								
Computer Fundamentals in Mining Industry	0	1	0	0	0	0	0	1
Introduction to Scientific Application in Mining	0	1	0	0	0	0	0	1
O H & S in the Mineral Industry	0	2	0	0	0	0	0	2
PRIMARY INDUSTRIES								
Animal Husbandry and Enterprise - Equine	0	1	0	0	0	0	0	1
Animal Production and Enterprise - Introduction	0	1	0	0	0	1	0	2
Applied Land & Resource Management-Intro	0	2	0	0	0	0	0	2
Facilities Development	0	1	0	0	0	0	0	1
Plant Production and Enterprise	0	1	0	0	0	0	0	1
Plant Production and Enterprise - Introduction	0	1	0	0	0	1	0	2
SPORT AND RECREATION								
Recreation and Leisure Industry Studies 1	0	2	0	0	0	0	0	2
Recreation and Leisure Industry Studies 2	0	2	0	0	0	0	0	2
Sport Specific Skills and Training	0	6	0	0	0	0	0	6
TRANSPORT AND STORAGE								
Seamanship	0	1	0	0	0	0	0	1

* 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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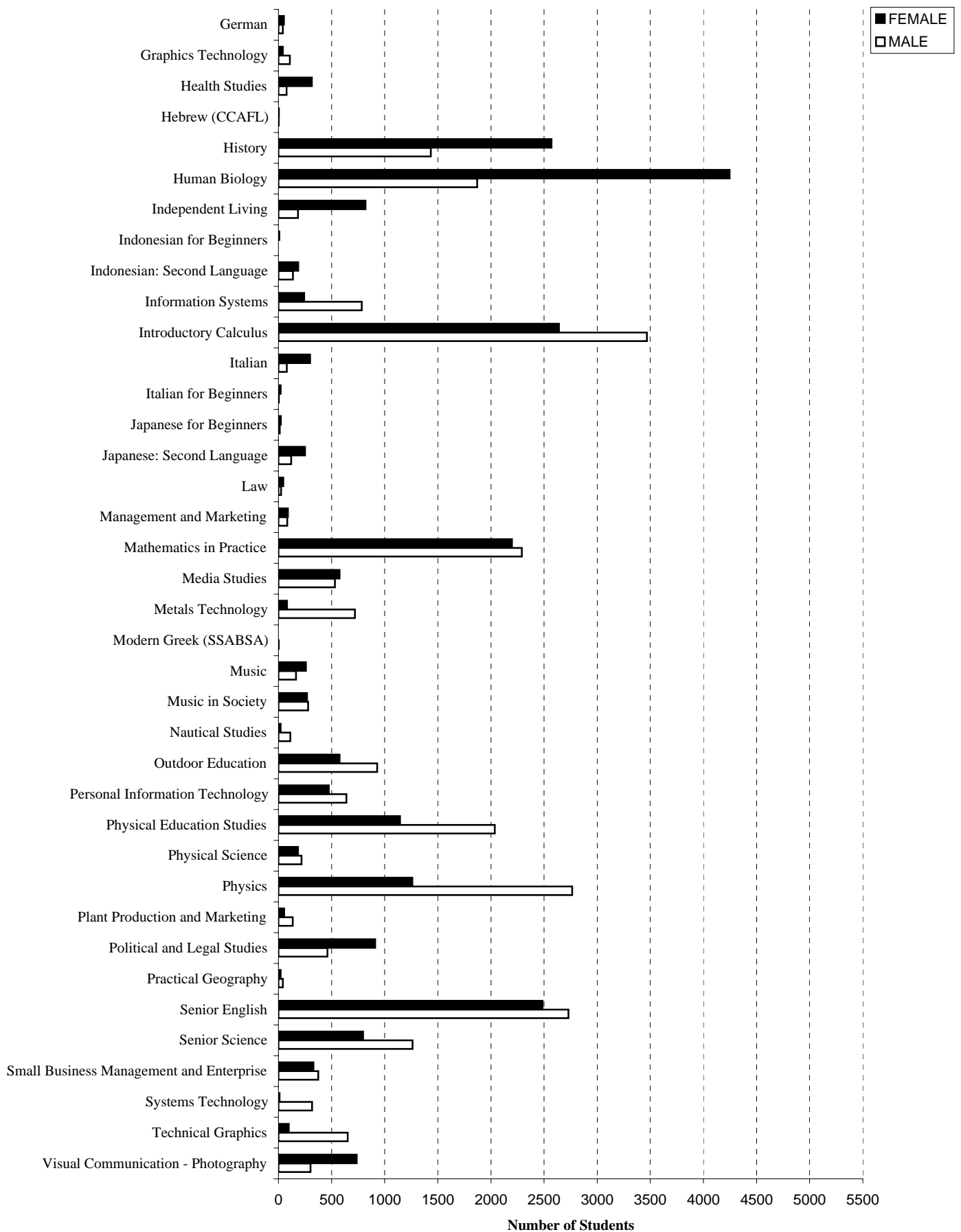
Figure 2.1 Number of Students Who Completed Year 11 Subjects*, by Sex, 2004



* Does not include Semesterised or Vocational Subjects.

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Figure 2.1 Number of Students Who Completed Year 11 Subjects*, by Sex, 2004 (Cont)



* Does not include Semesterised or Vocational Subjects.

ACCREDITED COURSES YR 11	MALE	FEMALE	
Geometry and Trigonometry	1509	595	2104
Geology	37	16	53
Geography	2015	2271	4286
Furniture Design and Technology	1342	140	1482
French for Beginners	5	21	26
French	128	331	459
Foundations of Mathematics	3198	4092	7290
Food Technology	31	81	112
Farm Practice	62	41	103
Fabrics, Design and Technology	0	103	103
English as a Second Language	410	353	763
English Literature	722	1630	2352
English	5050	5347	10397
Economics	1922	1368	3290
Early Childhood Studies	9	1432	1441
Drama Studies	343	1037	1380
Drama	296	610	906
Digital Media	1503	677	2180
Dance Studies	19	837	856
Chinese: Second Language	42	52	94
Chinese for Beginners	3	4	7
Chemistry	2814	2372	5186
Business Information Technology	637	805	1442
Building and Construction	295	1	296
Biology	891	1347	2238
Beliefs and Values	0	6	6
Ballet Studies	1	30	31
Automotive Workshop	493	39	532
Australian Studies	9	4	13
Art and Design	738	1897	2635
Art	332	1092	1424
Arabic (CCAFL)	0	5	5
Applied Technology	177	10	187
Animal Production and Marketing	137	71	208
Ancient History	87	91	178
Aeronautics	91	6	97
Art and Design	0	0	0

ACCREDITED COURSES YR 11	MALE	FEMALE	Total
Visual Communication - Photography	303	736	1039
Technical Graphics	651	97	748
Systems Technology	317	10	327
Small Business Management and Enterprise	375	330	705
Senior Science	1262	797	2059
Senior English	2730	2486	5216
Practical Geography	41	21	62
Political and Legal Studies	462	911	1373
Plant Production and Marketing	135	53	188
Physics	2765	1260	4025
Physical Science	217	184	401
Physical Education Studies	2037	1145	3182
Personal Information Technology	639	473	1112
Outdoor Education	930	575	1505
Nautical Studies	111	20	131
Music in Society	280	269	549
Music	166	259	425
Modern Greek (SSABSA)	3	0	3
Metals Technology	720	81	801
Media Studies	531	576	1107
Mathematics in Practice	2290	2198	4488
Management and Marketing	82	90	172
Law	25	46	71
Japanese: Second Language	120	250	370
Japanese for Beginners	13	23	36
Italian for Beginners	5	20	25
Italian	79	299	378
Introductory Calculus	3467	2641	6108
Information Systems	784	243	1027
Indonesian: Second Language	136	187	323
Indonesian for Beginners	1	9	10
Independent Living	185	820	1005
Human Biology	1870	4247	6117
History	1435	2569	4004
Hebrew (CCAFL)	3	4	7
Health Studies	77	314	391
Graphics Technology	108	41	149
German	41	52	93

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004

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.	272	1038	2849	750	141	5050	
		%	5.39	20.55	56.42	14.85	2.79		
	Female	NO.	559	1600	2660	459	69	5347	
		%	10.45	29.92	49.75	8.58	1.29		
English (Part A)	Persons	NO.	831	2638	5509	1209	210	10397	
		%	7.99	25.37	52.99	11.63	2.02		44.55
	Male	NO.	5	13	56	24	5	103	
		%	4.85	12.62	54.37	23.3	4.85		
English (Part B)	Female	NO.	5	23	78	26	5	137	
		%	3.65	16.79	56.93	18.98	3.65		
	Persons	NO.	10	36	134	50	10	240	
		%	4.17	15	55.83	20.83	4.17		1.02
English as a Second Language	Male	NO.	7	16	51	12	2	88	
		%	7.95	18.18	57.95	13.64	2.27		
	Female	NO.	8	23	65	14	2	112	
		%	7.14	20.54	58.04	12.5	1.79		
English Literature	Persons	NO.	15	39	116	26	4	200	
		%	7.5	19.5	58	13	2		0.85
	Male	NO.	37	107	203	48	15	410	
		%	9.02	26.1	49.51	11.71	3.66		
Senior English	Female	NO.	73	131	128	14	7	353	
		%	20.68	37.11	36.26	3.97	1.98		
	Persons	NO.	110	238	331	62	22	763	
		%	14.42	31.19	43.38	8.13	2.88		3.26
Senior English (Part A)	Male	NO.	147	268	274	28	5	722	
		%	20.36	37.12	37.95	3.88	0.69		
	Female	NO.	391	623	567	44	5	1630	
		%	23.99	38.22	34.79	2.7	0.31		
Senior English (Part B)	Persons	NO.	538	891	841	72	10	2352	
		%	22.87	37.88	35.76	3.06	0.43		10.07
	Male	NO.	126	980	1329	194	101	2730	
		%	4.62	35.9	48.68	7.11	3.7		
Senior English (Part A)	Female	NO.	372	1201	759	101	53	2486	
		%	14.96	48.31	30.53	4.06	2.13		
	Persons	NO.	498	2181	2088	295	154	5216	
		%	9.55	41.81	40.03	5.66	2.95		22.35
Senior English (Part B)	Male	NO.	8	68	126	36	9	247	
		%	3.24	27.53	51.01	14.57	3.64		
	Female	NO.	35	122	90	17	12	276	
		%	12.68	44.2	32.61	6.16	4.35		
Senior English (Part B)	Persons	NO.	43	190	216	53	21	523	
		%	8.22	36.33	41.3	10.13	4.02		2.24
	Male	NO.	18	70	112	29	14	243	
		%	7.41	28.81	46.09	11.93	5.76		
Senior English (Part B)	Female	NO.	41	124	75	18	4	262	
		%	15.65	47.33	28.63	6.87	1.53		
	Persons	NO.	59	194	187	47	18	505	
		%	11.68	38.42	37.03	9.31	3.56		2.16

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (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)									
Vocational English	Male	NO.	90	609	805	118	43	1665	
		%	5.41	36.58	48.35	7.09	2.58		
	Female	NO.	168	438	316	45	19	986	
		%	17.04	44.42	32.05	4.56	1.93		
	Persons	NO.	258	1047	1121	163	62	2651	
		%	9.73	39.49	42.29	6.15	2.34		11.35
HEALTH AND PHYSICAL EDUCATION									
Early Childhood Studies	Male	NO.	0	5	3	0	1	9	
		%	0	55.56	33.33	0	11.11		
	Female	NO.	247	653	384	117	31	1432	
		%	17.25	45.6	26.82	8.17	2.16		
	Persons	NO.	247	658	387	117	32	1441	
		%	17.14	45.66	26.86	8.12	2.22		6.17
Early Childhood Studies (Part A)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	11	30	31	8	0	80	
		%	13.75	37.5	38.75	10	0		
	Persons	NO.	11	30	31	8	0	80	
		%	13.75	37.5	38.75	10	0		0.34
Early Childhood Studies (Part B)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	7	28	30	8	2	75	
		%	9.33	37.33	40	10.67	2.67		
	Persons	NO.	7	28	30	8	2	75	
		%	9.33	37.33	40	10.67	2.67		0.32
Health Studies	Male	NO.	7	33	24	9	4	77	
		%	9.09	42.86	31.17	11.69	5.19		
	Female	NO.	79	158	60	15	2	314	
		%	25.16	50.32	19.11	4.78	0.64		
	Persons	NO.	86	191	84	24	6	391	
		%	21.99	48.85	21.48	6.14	1.53		1.67
Health Studies (Part A)	Male	NO.	0	6	7	4	1	18	
		%	0	33.33	38.89	22.22	5.56		
	Female	NO.	9	30	19	10	0	68	
		%	13.24	44.12	27.94	14.71	0		
	Persons	NO.	9	36	26	14	1	86	
		%	10.47	41.86	30.23	16.28	1.16		0.36
Health Studies (Part B)	Male	NO.	1	10	3	0	3	17	
		%	5.88	58.82	17.65	0	17.65		
	Female	NO.	13	24	22	3	2	64	
		%	20.31	37.5	34.38	4.69	3.13		
	Persons	NO.	14	34	25	3	5	81	
		%	17.28	41.98	30.86	3.7	6.17		0.34
Independent Living	Male	NO.	3	40	90	36	16	185	
		%	1.62	21.62	48.65	19.46	8.65		
	Female	NO.	127	406	209	57	21	820	
		%	15.49	49.51	25.49	6.95	2.56		
	Persons	NO.	130	446	299	93	37	1005	
		%	12.94	44.38	29.75	9.25	3.68		4.30

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (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)									
Independent Living (Part A)	Male	NO.	0	2	1	1	0	4	
		%	0	50	25	25	0		
	Female	NO.	1	18	15	5	6	45	
		%	2.22	40	33.33	11.11	13.33		
	Persons	NO.	1	20	16	6	6	49	
		%	2.04	40.82	32.65	12.24	12.24		0.20
Independent Living (Part B)	Male	NO.	0	0	1	2	0	3	
		%	0	0	33.33	66.67	0		
	Female	NO.	0	17	13	6	6	42	
		%	0	40.48	30.95	14.29	14.29		
	Persons	NO.	0	17	14	8	6	45	
		%	0	37.78	31.11	17.78	13.33		0.19
Outdoor Education	Male	NO.	127	450	224	101	28	930	
		%	13.66	48.39	24.09	10.86	3.01		
	Female	NO.	141	289	93	38	14	575	
		%	24.52	50.26	16.17	6.61	2.43		
	Persons	NO.	268	739	317	139	42	1505	
		%	17.81	49.1	21.06	9.24	2.79		6.44
Outdoor Education (Part A)	Male	NO.	12	52	27	21	5	117	
		%	10.26	44.44	23.08	17.95	4.27		
	Female	NO.	18	36	17	6	1	78	
		%	23.08	46.15	21.79	7.69	1.28		
	Persons	NO.	30	88	44	27	6	195	
		%	15.38	45.13	22.56	13.85	3.08		0.83
Outdoor Education (Part B)	Male	NO.	23	53	24	4	6	110	
		%	20.91	48.18	21.82	3.64	5.45		
	Female	NO.	35	29	13	0	0	77	
		%	45.45	37.66	16.88	0	0		
	Persons	NO.	58	82	37	4	6	187	
		%	31.02	43.85	19.79	2.14	3.21		0.80
Physical Education Studies	Male	NO.	353	970	431	249	34	2037	
		%	17.33	47.62	21.16	12.22	1.67		
	Female	NO.	263	525	271	78	8	1145	
		%	22.97	45.85	23.67	6.81	0.7		
	Persons	NO.	616	1495	702	327	42	3182	
		%	19.36	46.98	22.06	10.28	1.32		13.63
Physical Education Studies (Part A)	Male	NO.	5	33	14	14	1	67	
		%	7.46	49.25	20.9	20.9	1.49		
	Female	NO.	1	17	7	4	0	29	
		%	3.45	58.62	24.14	13.79	0		
	Persons	NO.	6	50	21	18	1	96	
		%	6.25	52.08	21.88	18.75	1.04		0.41
Physical Education Studies (Part B)	Male	NO.	9	34	14	1	2	60	
		%	15	56.67	23.33	1.67	3.33		
	Female	NO.	2	27	13	0	1	43	
		%	4.65	62.79	30.23	0	2.33		
	Persons	NO.	11	61	27	1	3	103	
		%	10.68	59.22	26.21	0.97	2.91		0.44

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (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									
Arabic (CCAFL)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	4	1	0	0	0	5	
		%	80	20	0	0	0		
	Persons	NO.	4	1	0	0	0	5	
		%	80	20	0	0	0		0.02
Chinese for Beginners	Male	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Female	NO.	2	0	2	0	0	4	
		%	50	0	50	0	0		
	Persons	NO.	2	2	3	0	0	7	
		%	28.57	28.57	42.86	0	0		0.02
Chinese: Second Language	Male	NO.	22	4	13	2	1	42	
		%	52.38	9.52	30.95	4.76	2.38		
	Female	NO.	34	9	8	1	0	52	
		%	65.38	17.31	15.38	1.92	0		
	Persons	NO.	56	13	21	3	1	94	
		%	59.57	13.83	22.34	3.19	1.06		0.40
French	Male	NO.	24	44	48	10	2	128	
		%	18.75	34.38	37.5	7.81	1.56		
	Female	NO.	76	105	124	25	1	331	
		%	22.96	31.72	37.46	7.55	0.3		
	Persons	NO.	100	149	172	35	3	459	
		%	21.79	32.46	37.47	7.63	0.65		1.96
French for Beginners	Male	NO.	0	2	2	1	0	5	
		%	0	40	40	20	0		
	Female	NO.	3	6	7	5	0	21	
		%	14.29	28.57	33.33	23.81	0		
	Persons	NO.	3	8	9	6	0	26	
		%	11.54	30.77	34.62	23.08	0		0.11
German	Male	NO.	8	11	20	2	0	41	
		%	19.51	26.83	48.78	4.88	0		
	Female	NO.	19	16	16	1	0	52	
		%	36.54	30.77	30.77	1.92	0		
	Persons	NO.	27	27	36	3	0	93	
		%	29.03	29.03	38.71	3.23	0		0.39
Hebrew (CCAFL)	Male	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		
	Female	NO.	3	0	1	0	0	4	
		%	75	0	25	0	0		
	Persons	NO.	4	1	2	0	0	7	
		%	57.14	14.29	28.57	0	0		0.02
Indonesian for Beginners	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	0	6	3	0	0	9	
		%	0	66.67	33.33	0	0		
	Persons	NO.	0	7	3	0	0	10	
		%	0	70	30	0	0		0.04

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (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)									
Indonesian: Second Language	Male	NO.	19	63	50	4	0	136	
		%	13.97	46.32	36.76	2.94	0		
	Female	NO.	50	66	64	6	1	187	
		%	26.74	35.29	34.22	3.21	0.53		
	Persons	NO.	69	129	114	10	1	323	
		%	21.36	39.94	35.29	3.1	0.31		
Italian	Male	NO.	10	22	39	6	2	79	
		%	12.66	27.85	49.37	7.59	2.53		
	Female	NO.	52	78	140	25	4	299	
		%	17.39	26.09	46.82	8.36	1.34		
	Persons	NO.	62	100	179	31	6	378	
		%	16.4	26.46	47.35	8.2	1.59		
Italian for Beginners	Male	NO.	0	2	2	1	0	5	
		%	0	40	40	20	0		
	Female	NO.	2	3	9	4	2	20	
		%	10	15	45	20	10		
	Persons	NO.	2	5	11	5	2	25	
		%	8	20	44	20	8		
Japanese for Beginners	Male	NO.	1	5	7	0	0	13	
		%	7.69	38.46	53.85	0	0		
	Female	NO.	5	6	7	3	2	23	
		%	21.74	26.09	30.43	13.04	8.7		
	Persons	NO.	6	11	14	3	2	36	
		%	16.67	30.56	38.89	8.33	5.56		
Japanese: Second Language	Male	NO.	23	31	45	17	4	120	
		%	19.17	25.83	37.5	14.17	3.33		
	Female	NO.	63	78	75	28	6	250	
		%	25.2	31.2	30	11.2	2.4		
	Persons	NO.	86	109	120	45	10	370	
		%	23.24	29.46	32.43	12.16	2.7		
Modern Greek (SSABSA)	Male	NO.	1	2	0	0	0	3	
		%	33.33	66.67	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	2	0	0	0	3	
		%	33.33	66.67	0	0	0		
MATHEMATICS									
Foundations of Mathematics	Male	NO.	429	773	1257	554	185	3198	
		%	13.41	24.17	39.31	17.32	5.78		
	Female	NO.	575	928	1591	757	241	4092	
		%	14.05	22.68	38.88	18.5	5.89		
	Persons	NO.	1004	1701	2848	1311	426	7290	
		%	13.77	23.33	39.07	17.98	5.84		
Foundations of Mathematics (Part A)	Male	NO.	18	36	65	57	22	198	
		%	9.09	18.18	32.83	28.79	11.11		
	Female	NO.	28	54	97	55	29	263	
		%	10.65	20.53	36.88	20.91	11.03		
	Persons	NO.	46	90	162	112	51	461	
		%	9.98	19.52	35.14	24.3	11.06		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (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)									
Foundations of Mathematics (Part B)	Male	NO.	12	30	69	49	28	188	
		%	6.38	15.96	36.7	26.06	14.89		
	Female	NO.	20	40	81	46	27	214	
		%	9.35	18.69	37.85	21.5	12.62		
	Persons	NO.	32	70	150	95	55	402	
		%	7.96	17.41	37.31	23.63	13.68		1.72
Geometry and Trigonometry	Male	NO.	380	353	519	196	61	1509	
		%	25.18	23.39	34.39	12.99	4.04		
	Female	NO.	198	154	178	56	9	595	
		%	33.28	25.88	29.92	9.41	1.51		
	Persons	NO.	578	507	697	252	70	2104	
		%	27.47	24.1	33.13	11.98	3.33		9.01
Introductory Calculus	Male	NO.	771	715	1121	627	233	3467	
		%	22.24	20.62	32.33	18.08	6.72		
	Female	NO.	574	577	924	429	137	2641	
		%	21.73	21.85	34.99	16.24	5.19		
	Persons	NO.	1345	1292	2045	1056	370	6108	
		%	22.02	21.15	33.48	17.29	6.06		26.17
Mathematics in Practice	Male	NO.	158	825	962	190	155	2290	
		%	6.9	36.03	42.01	8.3	6.77		
	Female	NO.	292	990	696	103	117	2198	
		%	13.28	45.04	31.67	4.69	5.32		
	Persons	NO.	450	1815	1658	293	272	4488	
		%	10.03	40.44	36.94	6.53	6.06		19.23
Mathematics in Practice (Part A)	Male	NO.	15	84	211	40	38	388	
		%	3.87	21.65	54.38	10.31	9.79		
	Female	NO.	29	122	107	32	21	311	
		%	9.32	39.23	34.41	10.29	6.75		
	Persons	NO.	44	206	318	72	59	699	
		%	6.29	29.47	45.49	10.3	8.44		2.99
Mathematics in Practice (Part B)	Male	NO.	19	82	133	32	36	302	
		%	6.29	27.15	44.04	10.6	11.92		
	Female	NO.	24	87	87	24	18	240	
		%	10	36.25	36.25	10	7.5		
	Persons	NO.	43	169	220	56	54	542	
		%	7.93	31.18	40.59	10.33	9.96		2.32
Vocational Mathematics	Male	NO.	105	295	446	129	55	1030	
		%	10.19	28.64	43.3	12.52	5.34		
	Female	NO.	99	226	253	40	35	653	
		%	15.16	34.61	38.74	6.13	5.36		
	Persons	NO.	204	521	699	169	90	1683	
		%	12.12	30.96	41.53	10.04	5.35		7.21
SCIENCE									
Biology	Male	NO.	82	246	424	114	25	891	
		%	9.2	27.61	47.59	12.79	2.81		
	Female	NO.	254	448	480	137	28	1347	
		%	18.86	33.26	35.63	10.17	2.08		
	Persons	NO.	336	694	904	251	53	2238	
		%	15.01	31.01	40.39	11.22	2.37		9.58

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
SCIENCE (Cont)									
Chemistry	Male	NO.	581	558	961	520	194	2814	
		%	20.65	19.83	34.15	18.48	6.89		
	Female	NO.	482	537	822	391	140	2372	
		%	20.32	22.64	34.65	16.48	5.9		
	Persons	NO.	1063	1095	1783	911	334	5186	22.22
		%	20.5	21.11	34.38	17.57	6.44		
Geology	Male	NO.	6	14	15	2	0	37	
		%	16.22	37.84	40.54	5.41	0		
	Female	NO.	1	6	7	2	0	16	
		%	6.25	37.5	43.75	12.5	0		
	Persons	NO.	7	20	22	4	0	53	0.22
		%	13.21	37.74	41.51	7.55	0		
Human Biology	Male	NO.	206	429	819	339	77	1870	
		%	11.02	22.94	43.8	18.13	4.12		
	Female	NO.	669	1097	1752	625	104	4247	
		%	15.75	25.83	41.25	14.72	2.45		
	Persons	NO.	875	1526	2571	964	181	6117	26.21
		%	14.3	24.95	42.03	15.76	2.96		
Physical Science	Male	NO.	12	42	100	54	9	217	
		%	5.53	19.35	46.08	24.88	4.15		
	Female	NO.	23	50	68	35	8	184	
		%	12.5	27.17	36.96	19.02	4.35		
	Persons	NO.	35	92	168	89	17	401	1.71
		%	8.73	22.94	41.9	22.19	4.24		
Physics	Male	NO.	605	692	938	406	124	2765	
		%	21.88	25.03	33.92	14.68	4.48		
	Female	NO.	279	337	452	151	41	1260	
		%	22.14	26.75	35.87	11.98	3.25		
	Persons	NO.	884	1029	1390	557	165	4025	17.24
		%	21.96	25.57	34.53	13.84	4.1		
Physics (Part A)	Male	NO.	11	10	23	16	5	65	
		%	16.92	15.38	35.38	24.62	7.69		
	Female	NO.	4	3	7	6	0	20	
		%	20	15	35	30	0		
	Persons	NO.	15	13	30	22	5	85	0.36
		%	17.65	15.29	35.29	25.88	5.88		
Physics (Part B)	Male	NO.	7	9	30	10	10	66	
		%	10.61	13.64	45.45	15.15	15.15		
	Female	NO.	4	3	9	4	3	23	
		%	17.39	13.04	39.13	17.39	13.04		
	Persons	NO.	11	12	39	14	13	89	0.38
		%	12.36	13.48	43.82	15.73	14.61		
Senior Science	Male	NO.	82	511	520	111	38	1262	
		%	6.5	40.49	41.2	8.8	3.01		
	Female	NO.	93	395	254	47	8	797	
		%	11.67	49.56	31.87	5.9	1		
	Persons	NO.	175	906	774	158	46	2059	8.82
		%	8.5	44	37.59	7.67	2.23		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
SCIENCE (Cont)									
Senior Science (Part A)	Male	NO.	7	25	31	13	0	76	
		%	9.21	32.89	40.79	17.11	0		
	Female	NO.	14	32	37	16	0	99	
		%	14.14	32.32	37.37	16.16	0		
	Persons	NO.	21	57	68	29	0	175	0.74
		%	12	32.57	38.86	16.57	0		
Senior Science (Part B)	Male	NO.	4	30	26	13	9	82	
		%	4.88	36.59	31.71	15.85	10.98		
	Female	NO.	13	37	25	20	1	96	
		%	13.54	38.54	26.04	20.83	1.04		
	Persons	NO.	17	67	51	33	10	178	0.76
		%	9.55	37.64	28.65	18.54	5.62		
SOCIETY AND ENVIRONMENT									
Ancient History	Male	NO.	15	17	36	11	8	87	
		%	17.24	19.54	41.38	12.64	9.2		
	Female	NO.	17	29	29	8	8	91	
		%	18.68	31.87	31.87	8.79	8.79		
	Persons	NO.	32	46	65	19	16	178	0.76
		%	17.98	25.84	36.52	10.67	8.99		
Australian Studies	Male	NO.	2	2	5	0	0	9	
		%	22.22	22.22	55.56	0	0		
	Female	NO.	2	2	0	0	0	4	
		%	50	50	0	0	0		
	Persons	NO.	4	4	5	0	0	13	0.05
		%	30.77	30.77	38.46	0	0		
Beliefs and Values	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	3	2	1	0	0	6	
		%	50	33.33	16.67	0	0		
	Persons	NO.	3	2	1	0	0	6	0.02
		%	50	33.33	16.67	0	0		
Beliefs and Values (Part B)	Male	NO.	0	5	26	8	3	42	
		%	0	11.9	61.9	19.05	7.14		
	Female	NO.	60	76	18	4	4	162	
		%	37.04	46.91	11.11	2.47	2.47		
	Persons	NO.	60	81	44	12	7	204	0.87
		%	29.41	39.71	21.57	5.88	3.43		
Economics	Male	NO.	374	493	748	262	45	1922	
		%	19.46	25.65	38.92	13.63	2.34		
	Female	NO.	293	354	539	143	39	1368	
		%	21.42	25.88	39.4	10.45	2.85		
	Persons	NO.	667	847	1287	405	84	3290	14.09
		%	20.27	25.74	39.12	12.31	2.55		
Geography	Male	NO.	224	495	960	269	67	2015	
		%	11.12	24.57	47.64	13.35	3.33		
	Female	NO.	325	641	978	278	49	2271	
		%	14.31	28.23	43.06	12.24	2.16		
	Persons	NO.	549	1136	1938	547	116	4286	18.36
		%	12.81	26.5	45.22	12.76	2.71		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
SOCIETY AND ENVIRONMENT (Cont)									
Geography (Part A)	Male	NO.	6	13	41	21	1	82	
		%	7.32	15.85	50	25.61	1.22		
	Female	NO.	10	25	40	26	7	108	
		%	9.26	23.15	37.04	24.07	6.48		
	Persons	NO.	16	38	81	47	8	190	0.81
		%	8.42	20	42.63	24.74	4.21		
Geography (Part B)	Male	NO.	6	16	32	15	4	73	
		%	8.22	21.92	43.84	20.55	5.48		
	Female	NO.	13	24	36	14	3	90	
		%	14.44	26.67	40	15.56	3.33		
	Persons	NO.	19	40	68	29	7	163	0.69
		%	11.66	24.54	41.72	17.79	4.29		
History	Male	NO.	164	431	662	139	39	1435	
		%	11.43	30.03	46.13	9.69	2.72		
	Female	NO.	417	783	1067	244	58	2569	
		%	16.23	30.48	41.53	9.5	2.26		
	Persons	NO.	581	1214	1729	383	97	4004	17.15
		%	14.51	30.32	43.18	9.57	2.42		
History (Part A)	Male	NO.	0	0	1	0	2	3	
		%	0	0	33.33	0	66.67		
	Female	NO.	1	0	4	1	2	8	
		%	12.5	0	50	12.5	25		
	Persons	NO.	1	0	5	1	4	11	0.04
		%	9.09	0	45.45	9.09	36.36		
Law	Male	NO.	1	9	13	1	1	25	
		%	4	36	52	4	4		
	Female	NO.	5	21	19	0	1	46	
		%	10.87	45.65	41.3	0	2.17		
	Persons	NO.	6	30	32	1	2	71	0.30
		%	8.45	42.25	45.07	1.41	2.82		
Law (Part A)	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	1	2	0	1	1	5	
		%	20	40	0	20	20		
	Persons	NO.	1	2	0	2	1	6	0.02
		%	16.67	33.33	0	33.33	16.67		
Political and Legal Studies	Male	NO.	104	132	151	46	29	462	
		%	22.51	28.57	32.68	9.96	6.28		
	Female	NO.	181	262	349	94	25	911	
		%	19.87	28.76	38.31	10.32	2.74		
	Persons	NO.	285	394	500	140	54	1373	5.88
		%	20.76	28.7	36.42	10.2	3.93		
Practical Geography	Male	NO.	3	16	17	3	2	41	
		%	7.32	39.02	41.46	7.32	4.88		
	Female	NO.	4	8	3	5	1	21	
		%	19.05	38.1	14.29	23.81	4.76		
	Persons	NO.	7	24	20	8	3	62	0.26
		%	11.29	38.71	32.26	12.9	4.84		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (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									
Accounting	Male	NO.	184	276	399	201	128	1188	
		%	15.49	23.23	33.59	16.92	10.77		
	Female	NO.	219	288	381	164	67	1119	
		%	19.57	25.74	34.05	14.66	5.99		
	Persons	NO.	403	564	780	365	195	2307	
		%	17.47	24.45	33.81	15.82	8.45		9.88
Administrative Systems	Male	NO.	2	4	12	3	1	22	
		%	9.09	18.18	54.55	13.64	4.55		
	Female	NO.	11	27	18	1	0	57	
		%	19.3	47.37	31.58	1.75	0		
	Persons	NO.	13	31	30	4	1	79	
		%	16.46	39.24	37.97	5.06	1.27		0.33
Aeronautics	Male	NO.	7	16	42	18	8	91	
		%	7.69	17.58	46.15	19.78	8.79		
	Female	NO.	0	1	3	1	1	6	
		%	0	16.67	50	16.67	16.67		
	Persons	NO.	7	17	45	19	9	97	
		%	7.22	17.53	46.39	19.59	9.28		0.41
Animal Production and Marketing	Male	NO.	12	68	35	22	0	137	
		%	8.76	49.64	25.55	16.06	0		
	Female	NO.	13	41	15	2	0	71	
		%	18.31	57.75	21.13	2.82	0		
	Persons	NO.	25	109	50	24	0	208	
		%	12.02	52.4	24.04	11.54	0		0.89
Animal Production and Marketing (Part A)	Male	NO.	0	4	6	2	0	12	
		%	0	33.33	50	16.67	0		
	Female	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Persons	NO.	0	4	9	2	0	15	
		%	0	26.67	60	13.33	0		0.06
Applied Technology	Male	NO.	11	71	78	12	5	177	
		%	6.21	40.11	44.07	6.78	2.82		
	Female	NO.	0	5	4	0	1	10	
		%	0	50	40	0	10		
	Persons	NO.	11	76	82	12	6	187	
		%	5.88	40.64	43.85	6.42	3.21		0.80
Automotive Workshop	Male	NO.	44	177	207	56	9	493	
		%	8.92	35.9	41.99	11.36	1.83		
	Female	NO.	6	13	14	6	0	39	
		%	15.38	33.33	35.9	15.38	0		
	Persons	NO.	50	190	221	62	9	532	
		%	9.4	35.71	41.54	11.65	1.69		2.27
Automotive Workshop (Part A)	Male	NO.	1	8	38	9	5	61	
		%	1.64	13.11	62.3	14.75	8.2		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	1	8	39	9	5	62	
		%	1.61	12.9	62.9	14.52	8.06		0.26

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (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	Male	NO.	28	118	113	23	13	295	
		%	9.49	40	38.31	7.8	4.41		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	28	119	113	23	13	296	
		%	9.46	40.2	38.18	7.77	4.39		1.26
Building and Construction (Part A)	Male	NO.	0	9	25	4	4	42	
		%	0	21.43	59.52	9.52	9.52		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	9	25	4	4	42	
		%	0	21.43	59.52	9.52	9.52		0.17
Business Information Technology	Male	NO.	37	199	273	100	28	637	
		%	5.81	31.24	42.86	15.7	4.4		
	Female	NO.	145	389	192	66	13	805	
		%	18.01	48.32	23.85	8.2	1.61		
	Persons	NO.	182	588	465	166	41	1442	
		%	12.62	40.78	32.25	11.51	2.84		6.17
Digital Media	Male	NO.	124	534	641	156	48	1503	
		%	8.25	35.53	42.65	10.38	3.19		
	Female	NO.	90	288	233	57	9	677	
		%	13.29	42.54	34.42	8.42	1.33		
	Persons	NO.	214	822	874	213	57	2180	
		%	9.82	37.71	40.09	9.77	2.61		9.34
Fabrics, Design and Technology	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	33	51	13	4	2	103	
		%	32.04	49.51	12.62	3.88	1.94		
	Persons	NO.	33	51	13	4	2	103	
		%	32.04	49.51	12.62	3.88	1.94		0.44
Farm Practice	Male	NO.	7	35	19	0	1	62	
		%	11.29	56.45	30.65	0	1.61		
	Female	NO.	11	16	14	0	0	41	
		%	26.83	39.02	34.15	0	0		
	Persons	NO.	18	51	33	0	1	103	
		%	17.48	49.51	32.04	0	0.97		0.44
Food Technology	Male	NO.	0	4	18	9	0	31	
		%	0	12.9	58.06	29.03	0		
	Female	NO.	8	38	22	12	1	81	
		%	9.88	46.91	27.16	14.81	1.23		
	Persons	NO.	8	42	40	21	1	112	
		%	7.14	37.5	35.71	18.75	0.89		0.47
Furniture Design and Technology	Male	NO.	181	485	511	126	39	1342	
		%	13.49	36.14	38.08	9.39	2.91		
	Female	NO.	17	55	49	13	6	140	
		%	12.14	39.29	35	9.29	4.29		
	Persons	NO.	198	540	560	139	45	1482	
		%	13.36	36.44	37.79	9.38	3.04		6.35

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (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)									
Furniture Design and Technology (Part A)	Male	NO.	2	1	10	1	1	15	
		%	13.33	6.67	66.67	6.67	6.67		
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Persons	NO.	2	1	12	1	1	17	
		%	11.76	5.88	70.59	5.88	5.88		0.07
Graphics Technology	Male	NO.	17	30	43	12	6	108	
		%	15.74	27.78	39.81	11.11	5.56		
	Female	NO.	7	7	16	10	1	41	
		%	17.07	17.07	39.02	24.39	2.44		
	Persons	NO.	24	37	59	22	7	149	
		%	16.11	24.83	39.6	14.77	4.7		0.63
Information Systems	Male	NO.	124	173	315	140	32	784	
		%	15.82	22.07	40.18	17.86	4.08		
	Female	NO.	43	71	93	29	7	243	
		%	17.7	29.22	38.27	11.93	2.88		
	Persons	NO.	167	244	408	169	39	1027	
		%	16.26	23.76	39.73	16.46	3.8		4.40
Management and Marketing	Male	NO.	10	30	33	8	1	82	
		%	12.2	36.59	40.24	9.76	1.22		
	Female	NO.	17	40	30	3	0	90	
		%	18.89	44.44	33.33	3.33	0		
	Persons	NO.	27	70	63	11	1	172	
		%	15.7	40.7	36.63	6.4	0.58		0.73
Metals Technology	Male	NO.	94	249	277	76	24	720	
		%	13.06	34.58	38.47	10.56	3.33		
	Female	NO.	15	24	27	12	3	81	
		%	18.52	29.63	33.33	14.81	3.7		
	Persons	NO.	109	273	304	88	27	801	
		%	13.61	34.08	37.95	10.99	3.37		3.43
Metals Technology (Part A)	Male	NO.	2	28	31	8	0	69	
		%	2.9	40.58	44.93	11.59	0		
	Female	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Persons	NO.	2	29	32	8	0	71	
		%	2.82	40.85	45.07	11.27	0		0.30
Nautical Studies	Male	NO.	20	37	35	16	3	111	
		%	18.02	33.33	31.53	14.41	2.7		
	Female	NO.	2	6	9	0	3	20	
		%	10	30	45	0	15		
	Persons	NO.	22	43	44	16	6	131	
		%	16.79	32.82	33.59	12.21	4.58		0.56
Personal Information Technology	Male	NO.	66	218	259	82	14	639	
		%	10.33	34.12	40.53	12.83	2.19		
	Female	NO.	83	205	148	28	9	473	
		%	17.55	43.34	31.29	5.92	1.9		
	Persons	NO.	149	423	407	110	23	1112	
		%	13.4	38.04	36.6	9.89	2.07		4.76

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (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)									
Plant Production and Marketing	Male	NO.	13	56	51	13	2	135	
		%	9.63	41.48	37.78	9.63	1.48		
	Female	NO.	10	25	16	2	0	53	
		%	18.87	47.17	30.19	3.77	0		
	Persons	NO.	23	81	67	15	2	188	0.80
		%	12.23	43.09	35.64	7.98	1.06		
Plant Production and Marketing (Part A)	Male	NO.	0	2	11	0	0	13	
		%	0	15.38	84.62	0	0		
	Female	NO.	0	0	2	1	0	3	
		%	0	0	66.67	33.33	0		
	Persons	NO.	0	2	13	1	0	16	0.06
		%	0	12.5	81.25	6.25	0		
Small Business Management and Enterprise	Male	NO.	25	133	149	61	7	375	
		%	6.67	35.47	39.73	16.27	1.87		
	Female	NO.	52	150	90	30	8	330	
		%	15.76	45.45	27.27	9.09	2.42		
	Persons	NO.	77	283	239	91	15	705	3.02
		%	10.92	40.14	33.9	12.91	2.13		
Small Business Management and Enterprise (Part A)	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	1	6	1	0	0	8	
		%	12.5	75	12.5	0	0		
	Persons	NO.	1	6	2	0	0	9	0.03
		%	11.11	66.67	22.22	0	0		
Systems Technology	Male	NO.	36	97	143	27	14	317	
		%	11.36	30.6	45.11	8.52	4.42		
	Female	NO.	2	2	3	3	0	10	
		%	20	20	30	30	0		
	Persons	NO.	38	99	146	30	14	327	1.40
		%	11.62	30.28	44.65	9.17	4.28		
Technical Graphics	Male	NO.	105	218	211	89	28	651	
		%	16.13	33.49	32.41	13.67	4.3		
	Female	NO.	27	35	27	6	2	97	
		%	27.84	36.08	27.84	6.19	2.06		
	Persons	NO.	132	253	238	95	30	748	3.20
		%	17.65	33.82	31.82	12.7	4.01		
Technical Graphics (Part A)	Male	NO.	0	3	13	1	0	17	
		%	0	17.65	76.47	5.88	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	3	13	1	0	17	0.07
		%	0	17.65	76.47	5.88	0		
Visual Communication - Photography	Male	NO.	27	73	124	50	29	303	
		%	8.91	24.09	40.92	16.5	9.57		
	Female	NO.	142	266	199	74	55	736	
		%	19.29	36.14	27.04	10.05	7.47		
	Persons	NO.	169	339	323	124	84	1039	4.45
		%	16.27	32.63	31.09	11.93	8.08		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (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									
Art	Male	NO.	30	110	146	38	8	332	
		%	9.04	33.13	43.98	11.45	2.41		
	Female	NO.	188	463	368	64	9	1092	
		%	17.22	42.4	33.7	5.86	0.82		
	Persons	NO.	218	573	514	102	17	1424	6.10
		%	15.31	40.24	36.1	7.16	1.19		
Art and Design	Male	NO.	37	178	316	136	71	738	
		%	5.01	24.12	42.82	18.43	9.62		
	Female	NO.	280	661	712	170	74	1897	
		%	14.76	34.84	37.53	8.96	3.9		
	Persons	NO.	317	839	1028	306	145	2635	11.29
		%	12.03	31.84	39.01	11.61	5.5		
Art and Design (Part A)	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	0	3	0	0	0	3	
		%	0	100	0	0	0		
	Persons	NO.	0	4	1	0	0	5	0.02
		%	0	80	20	0	0		
Ballet Studies	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	17	12	1	0	0	30	
		%	56.67	40	3.33	0	0		
	Persons	NO.	17	12	2	0	0	31	0.13
		%	54.84	38.71	6.45	0	0		
Dance Studies	Male	NO.	4	7	5	3	0	19	
		%	21.05	36.84	26.32	15.79	0		
	Female	NO.	228	386	160	57	6	837	
		%	27.24	46.12	19.12	6.81	0.72		
	Persons	NO.	232	393	165	60	6	856	3.66
		%	27.1	45.91	19.28	7.01	0.7		
Drama	Male	NO.	15	103	99	65	14	296	
		%	5.07	34.8	33.45	21.96	4.73		
	Female	NO.	64	295	173	69	9	610	
		%	10.49	48.36	28.36	11.31	1.48		
	Persons	NO.	79	398	272	134	23	906	3.88
		%	8.72	43.93	30.02	14.79	2.54		
Drama (Part A)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	3	0	0	1	4	
		%	0	75	0	0	25		
	Persons	NO.	0	3	0	0	1	4	0.01
		%	0	75	0	0	25		
Drama Studies	Male	NO.	65	160	80	37	1	343	
		%	18.95	46.65	23.32	10.79	0.29		
	Female	NO.	182	607	181	64	3	1037	
		%	17.55	58.53	17.45	6.17	0.29		
	Persons	NO.	247	767	261	101	4	1380	5.91
		%	17.9	55.58	18.91	7.32	0.29		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (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)									
Media Studies	Male	NO.	83	188	187	47	26	531	
		%	15.63	35.4	35.22	8.85	4.9		
	Female	NO.	137	246	150	33	10	576	
		%	23.78	42.71	26.04	5.73	1.74		
	Persons	NO.	220	434	337	80	36	1107	
		%	19.87	39.21	30.44	7.23	3.25		4.74
Media Studies (Part A)	Male	NO.	5	20	20	2	1	48	
		%	10.42	41.67	41.67	4.17	2.08		
	Female	NO.	11	19	12	2	0	44	
		%	25	43.18	27.27	4.55	0		
	Persons	NO.	16	39	32	4	1	92	
		%	17.39	42.39	34.78	4.35	1.09		0.39
Media Studies (Part B)	Male	NO.	3	15	17	1	1	37	
		%	8.11	40.54	45.95	2.7	2.7		
	Female	NO.	5	23	12	1	0	41	
		%	12.2	56.1	29.27	2.44	0		
	Persons	NO.	8	38	29	2	1	78	
		%	10.26	48.72	37.18	2.56	1.28		0.33
Music	Male	NO.	45	63	48	9	1	166	
		%	27.11	37.95	28.92	5.42	0.6		
	Female	NO.	89	84	72	11	3	259	
		%	34.36	32.43	27.8	4.25	1.16		
	Persons	NO.	134	147	120	20	4	425	
		%	31.53	34.59	28.24	4.71	0.94		1.82
Music in Society	Male	NO.	50	104	89	21	16	280	
		%	17.86	37.14	31.79	7.5	5.71		
	Female	NO.	69	105	76	14	5	269	
		%	25.65	39.03	28.25	5.2	1.86		
	Persons	NO.	119	209	165	35	21	549	
		%	21.68	38.07	30.05	6.38	3.83		2.35
Music in Society (Part A)	Male	NO.	1	3	3	0	0	7	
		%	14.29	42.86	42.86	0	0		
	Female	NO.	4	2	4	0	0	10	
		%	40	20	40	0	0		
	Persons	NO.	5	5	7	0	0	17	
		%	29.41	29.41	41.18	0	0		0.07

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION									
ACROSS INDUSTRY STUDIES									
Career and Industry Awareness	Male	NO.	78	309	418	70	59	934	
		%	8.35	33.08	44.75	7.49	6.32		
	Female	NO.	107	263	233	43	25	671	
		%	15.95	39.2	34.72	6.41	3.73		
	Persons	NO.	185	572	651	113	84	1605	6.87
		%	11.53	35.64	40.56	7.04	5.23		
SWL Generic Skills	Male	NO.	1052	1273	431	121	146	3023	
		%	34.8	42.11	14.26	4	4.83		
	Female	NO.	1161	1014	286	76	74	2611	
		%	44.47	38.84	10.95	2.91	2.83		
	Persons	NO.	2213	2287	717	197	220	5634	24.14
		%	39.28	40.59	12.73	3.5	3.9		
Work Studies	Male	NO.	77	413	546	156	76	1268	
		%	6.07	32.57	43.06	12.3	5.99		
	Female	NO.	254	618	350	96	48	1366	
		%	18.59	45.24	25.62	7.03	3.51		
	Persons	NO.	331	1031	896	252	124	2634	11.28
		%	12.57	39.14	34.02	9.57	4.71		
Work Studies (Part A)	Male	NO.	0	0	6	0	1	7	
		%	0	0	85.71	0	14.29		
	Female	NO.	4	8	5	1	0	18	
		%	22.22	44.44	27.78	5.56	0		
	Persons	NO.	4	8	11	1	1	25	0.10
		%	16	32	44	4	4		
Work Studies (Part B)	Male	NO.	0	3	4	0	0	7	
		%	0	42.86	57.14	0	0		
	Female	NO.	7	7	5	1	1	21	
		%	33.33	33.33	23.81	4.76	4.76		
	Persons	NO.	7	10	9	1	1	28	0.11
		%	25	35.71	32.14	3.57	3.57		
ARTS AND RELATED TECHNOLOGIES									
Audio Visual Production - Radio	Male	NO.	13	8	23	3	2	49	
		%	26.53	16.33	46.94	6.12	4.08		
	Female	NO.	12	11	11	0	1	35	
		%	34.29	31.43	31.43	0	2.86		
	Persons	NO.	25	19	34	3	3	84	0.35
		%	29.76	22.62	40.48	3.57	3.57		
Audio Visual Production - Video	Male	NO.	10	29	39	9	10	97	
		%	10.31	29.9	40.21	9.28	10.31		
	Female	NO.	12	19	22	3	0	56	
		%	21.43	33.93	39.29	5.36	0		
	Persons	NO.	22	48	61	12	10	153	0.65
		%	14.38	31.37	39.87	7.84	6.54		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
ARTS AND RELATED TECHNOLOGIES (Cont)									
Video Production - TV Studio	Male	NO.	9	25	23	8	11	76	
		%	11.84	32.89	30.26	10.53	14.47		
	Female	NO.	11	9	7	2	1	30	
		%	36.67	30	23.33	6.67	3.33		
	Persons	NO.	20	34	30	10	12	106	0.45
		%	18.87	32.08	28.3	9.43	11.32		
Video Production - Video Location	Male	NO.	17	21	29	12	18	97	
		%	17.53	21.65	29.9	12.37	18.56		
	Female	NO.	9	11	12	2	2	36	
		%	25	30.56	33.33	5.56	5.56		
	Persons	NO.	26	32	41	14	20	133	0.56
		%	19.55	24.06	30.83	10.53	15.04		
BUSINESS AND CLERICAL									
Business Financial Management	Male	NO.	0	3	11	1	3	18	
		%	0	16.67	61.11	5.56	16.67		
	Female	NO.	10	35	28	5	5	83	
		%	12.05	42.17	33.73	6.02	6.02		
	Persons	NO.	10	38	39	6	8	101	0.43
		%	9.9	37.62	38.61	5.94	7.92		
Computer Fundamentals	Male	NO.	24	113	173	41	31	382	
		%	6.28	29.58	45.29	10.73	8.12		
	Female	NO.	42	182	141	31	20	416	
		%	10.1	43.75	33.89	7.45	4.81		
	Persons	NO.	66	295	314	72	51	798	3.41
		%	8.27	36.97	39.35	9.02	6.39		
Computerised Accounting	Male	NO.	1	3	5	2	0	11	
		%	9.09	27.27	45.45	18.18	0		
	Female	NO.	1	1	8	2	0	12	
		%	8.33	8.33	66.67	16.67	0		
	Persons	NO.	2	4	13	4	0	23	0.09
		%	8.7	17.39	56.52	17.39	0		
Financial Procedures and Records Management	Male	NO.	4	12	16	3	8	43	
		%	9.3	27.91	37.21	6.98	18.6		
	Female	NO.	14	66	38	8	7	133	
		%	10.53	49.62	28.57	6.02	5.26		
	Persons	NO.	18	78	54	11	15	176	0.75
		%	10.23	44.32	30.68	6.25	8.52		
Introduction to Workplace Skills	Male	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Female	NO.	8	16	8	1	0	33	
		%	24.24	48.48	24.24	3.03	0		
	Persons	NO.	8	16	10	1	0	35	0.14
		%	22.86	45.71	28.57	2.86	0		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related 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)									
Keyboard Operations - Application	Male	NO.	4	4	11	6	1	26	
		%	15.38	15.38	42.31	23.08	3.85		
	Female	NO.	23	35	44	16	6	124	
		%	18.55	28.23	35.48	12.9	4.84		
	Persons	NO.	27	39	55	22	7	150	
		%	18	26	36.67	14.67	4.67		0.64
Keyboard Operations - Technique	Male	NO.	6	18	42	10	2	78	
		%	7.69	23.08	53.85	12.82	2.56		
	Female	NO.	26	75	44	6	3	154	
		%	16.88	48.7	28.57	3.9	1.95		
	Persons	NO.	32	93	86	16	5	232	
		%	13.79	40.09	37.07	6.9	2.16		0.99
Office Administration	Male	NO.	1	12	11	0	0	24	
		%	4.17	50	45.83	0	0		
	Female	NO.	10	53	22	2	0	87	
		%	11.49	60.92	25.29	2.3	0		
	Persons	NO.	11	65	33	2	0	111	
		%	9.91	58.56	29.73	1.8	0		0.47
Politics, Law and the Workplace	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		
	Persons	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		0.01
ELECTRICAL/ELECTRONICS									
Electrical Foundations	Male	NO.	2	4	6	2	1	15	
		%	13.33	26.67	40	13.33	6.67		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	2	4	6	2	1	15	
		%	13.33	26.67	40	13.33	6.67		0.06
Test Equipment and Power Supplies	Male	NO.	2	2	3	0	0	7	
		%	28.57	28.57	42.86	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	2	2	3	0	0	7	
		%	28.57	28.57	42.86	0	0		0.02
HEALTH AND COMMUNITY SERVICES									
Child Care	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	28	63	58	10	3	162	
		%	17.28	38.89	35.8	6.17	1.85		
	Persons	NO.	28	64	59	10	3	164	
		%	17.07	39.02	35.98	6.1	1.83		0.70

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
HEALTH AND COMMUNITY SERVICES (Cont)									
The Study of Teaching	Male	NO.	0	0	3	1	0	4	
		%	0	0	75	25	0		
	Female	NO.	4	13	3	0	0	20	
		%	20	65	15	0	0		
	Persons	NO.	4	13	6	1	0	24	
		%	16.67	54.17	25	4.17	0		0.10
Vocational Community Networking 1	Male	NO.	1	5	2	0	1	9	
		%	11.11	55.56	22.22	0	11.11		
	Female	NO.	8	9	12	2	3	34	
		%	23.53	26.47	35.29	5.88	8.82		
	Persons	NO.	9	14	14	2	4	43	
		%	20.93	32.56	32.56	4.65	9.3		0.18
Vocational Community Networking 2	Male	NO.	1	4	1	1	0	7	
		%	14.29	57.14	14.29	14.29	0		
	Female	NO.	11	13	8	1	0	33	
		%	33.33	39.39	24.24	3.03	0		
	Persons	NO.	12	17	9	2	0	40	
		%	30	42.5	22.5	5	0		0.17
HOSPITALITY TRAVEL AND TOURISM									
Aspects of the Tourism Industry (Part A)	Male	NO.	7	38	48	18	23	134	
		%	5.22	28.36	35.82	13.43	17.16		
	Female	NO.	61	162	156	13	17	409	
		%	14.91	39.61	38.14	3.18	4.16		
	Persons	NO.	68	200	204	31	40	543	
		%	12.52	36.83	37.57	5.71	7.37		2.32
Aspects of the Tourism Industry (Part B)	Male	NO.	5	22	44	19	13	103	
		%	4.85	21.36	42.72	18.45	12.62		
	Female	NO.	40	138	115	12	18	323	
		%	12.38	42.72	35.6	3.72	5.57		
	Persons	NO.	45	160	159	31	31	426	
		%	10.56	37.56	37.32	7.28	7.28		1.82
Catering	Male	NO.	6	56	74	11	8	155	
		%	3.87	36.13	47.74	7.1	5.16		
	Female	NO.	85	162	98	11	16	372	
		%	22.85	43.55	26.34	2.96	4.3		
	Persons	NO.	91	218	172	22	24	527	
		%	17.27	41.37	32.64	4.17	4.55		2.25
Computer Fundamentals for Hospitality and Tourism	Male	NO.	1	5	10	5	0	21	
		%	4.76	23.81	47.62	23.81	0		
	Female	NO.	3	19	17	1	0	40	
		%	7.5	47.5	42.5	2.5	0		
	Persons	NO.	4	24	27	6	0	61	
		%	6.56	39.34	44.26	9.84	0		0.26

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related 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)									
Food Production	Male	NO.	42	192	229	91	23	577	
		%	7.28	33.28	39.69	15.77	3.99		
	Female	NO.	251	580	270	99	12	1212	
		%	20.71	47.85	22.28	8.17	0.99		
	Persons	NO.	293	772	499	190	35	1789	7.66
		%	16.38	43.15	27.89	10.62	1.96		
Food Science and Nutrition	Male	NO.	1	1	1	2	0	5	
		%	20	20	20	40	0		
	Female	NO.	5	9	4	0	0	18	
		%	27.78	50	22.22	0	0		
	Persons	NO.	6	10	5	2	0	23	0.09
		%	26.09	43.48	21.74	8.7	0		
Workplace and Health Issues	Male	NO.	3	17	13	2	0	35	
		%	8.57	48.57	37.14	5.71	0		
	Female	NO.	2	2	6	0	0	10	
		%	20	20	60	0	0		
	Persons	NO.	5	19	19	2	0	45	0.19
		%	11.11	42.22	42.22	4.44	0		
LIGHT MANUFACTURING									
Composite Materials	Male	NO.	0	3	10	1	0	14	
		%	0	21.43	71.43	7.14	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	3	10	1	0	14	0.05
		%	0	21.43	71.43	7.14	0		
Wood Fabrication	Male	NO.	44	119	137	31	13	344	
		%	12.79	34.59	39.83	9.01	3.78		
	Female	NO.	5	8	8	1	0	22	
		%	22.73	36.36	36.36	4.55	0		
	Persons	NO.	49	127	145	32	13	366	1.56
		%	13.39	34.7	39.62	8.74	3.55		
Wood Fabrication - Introduction	Male	NO.	10	21	28	13	0	72	
		%	13.89	29.17	38.89	18.06	0		
	Female	NO.	2	2	2	1	0	7	
		%	28.57	28.57	28.57	14.29	0		
	Persons	NO.	12	23	30	14	0	79	0.33
		%	15.19	29.11	37.97	17.72	0		
METALS AND ENGINEERING									
Computer Assisted Drawing and Design	Male	NO.	28	33	44	8	8	121	
		%	23.14	27.27	36.36	6.61	6.61		
	Female	NO.	2	10	2	0	0	14	
		%	14.29	71.43	14.29	0	0		
	Persons	NO.	30	43	46	8	8	135	0.57
		%	22.22	31.85	34.07	5.93	5.93		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related 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)									
General Workshop	Male	NO.	30	110	156	35	6	337	
		%	8.9	32.64	46.29	10.39	1.78		
	Female	NO.	0	8	9	3	0	20	
		%	0	40	45	15	0		
	Persons	NO.	30	118	165	38	6	357	1.52
		%	8.4	33.05	46.22	10.64	1.68		
Metal Machinery and Fabrication - Introduction	Male	NO.	5	10	21	5	2	43	
		%	11.63	23.26	48.84	11.63	4.65		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Persons	NO.	5	12	22	5	2	46	0.19
		%	10.87	26.09	47.83	10.87	4.35		
Metal Machining and Fabrication	Male	NO.	12	43	49	6	4	114	
		%	10.53	37.72	42.98	5.26	3.51		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	12	43	49	6	4	114	0.48
		%	10.53	37.72	42.98	5.26	3.51		
Trade Drawing	Male	NO.	23	68	109	30	9	239	
		%	9.62	28.45	45.61	12.55	3.77		
	Female	NO.	1	2	1	0	0	4	
		%	25	50	25	0	0		
	Persons	NO.	24	70	110	30	9	243	1.04
		%	9.88	28.81	45.27	12.35	3.7		
MINING									
Computer Fundamentals in the Mining Industry	Male	NO.	6	5	1	0	0	12	
		%	50	41.67	8.33	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	6	5	2	0	0	13	0.05
		%	46.15	38.46	15.38	0	0		
Introduction to Scientific Application in Mining	Male	NO.	5	6	1	0	0	12	
		%	41.67	50	8.33	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	5	6	2	0	0	13	0.05
		%	38.46	46.15	15.38	0	0		
Occupational Health and Safety in the Mining Industry	Male	NO.	8	12	5	0	0	25	
		%	32	48	20	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	8	12	6	0	0	26	0.11
		%	30.77	46.15	23.08	0	0		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related 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									
Animal Husbandry and Enterprise - Equine	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		
	Persons	NO.	2	2	0	0	0	4	
		%	50	50	0	0	0		0.01
Animal Production and Enterprise - Introduction	Male	NO.	0	0	2	0	1	3	
		%	0	0	66.67	0	33.33		
	Female	NO.	0	1	1	1	0	3	
		%	0	33.33	33.33	33.33	0		
	Persons	NO.	0	1	3	1	1	6	
		%	0	16.67	50	16.67	16.67		0.02
Applied Land and Resource Management - Introduction	Male	NO.	0	2	8	0	0	10	
		%	0	20	80	0	0		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Persons	NO.	0	4	9	0	0	13	
		%	0	30.77	69.23	0	0		0.05
Facilities Development	Male	NO.	0	2	0	0	0	2	
		%	0	100	0	0	0		
	Female	NO.	0	2	0	0	0	2	
		%	0	100	0	0	0		
	Persons	NO.	0	4	0	0	0	4	
		%	0	100	0	0	0		0.01
Plant Production and Enterprise	Male	NO.	0	0	1	1	1	3	
		%	0	0	33.33	33.33	33.33		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	1	1	1	3	
		%	0	0	33.33	33.33	33.33		0.01
Plant Production and Enterprise - Introduction	Male	NO.	0	4	6	0	0	10	
		%	0	40	60	0	0		
	Female	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		
	Persons	NO.	0	6	8	0	0	14	
		%	0	42.86	57.14	0	0		0.05
SPORT AND RECREATION									
Recreation and Leisure Industry Studies 1	Male	NO.	1	14	8	5	0	28	
		%	3.57	50	28.57	17.86	0		
	Female	NO.	0	12	6	0	0	18	
		%	0	66.67	33.33	0	0		
	Persons	NO.	1	26	14	5	0	46	
		%	2.17	56.52	30.43	10.87	0		0.19

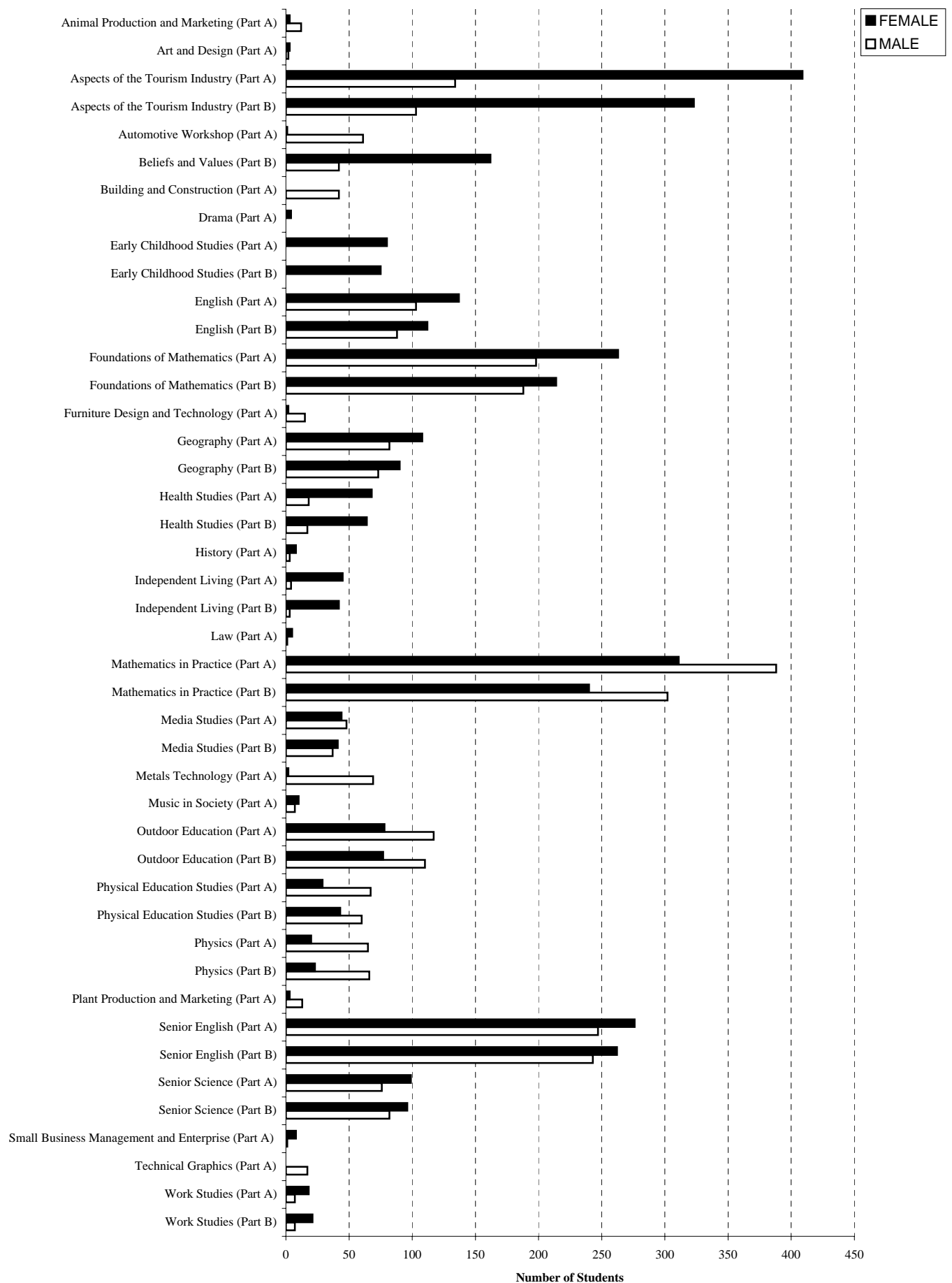
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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related 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 (Cont)									
Recreation and Leisure Industry Studies 2	Male	NO.	0	17	9	1	0	27	
		%	0	62.96	33.33	3.7	0		
	Female	NO.	0	16	2	0	0	18	
		%	0	88.89	11.11	0	0		
	Persons	NO.	0	33	11	1	0	45	
		%	0	73.33	24.44	2.22	0		0.19
Sport Specific Skills and Training	Male	NO.	13	34	25	5	4	81	
		%	16.05	41.98	30.86	6.17	4.94		
	Female	NO.	13	6	8	0	0	27	
		%	48.15	22.22	29.63	0	0		
	Persons	NO.	26	40	33	5	4	108	
		%	24.07	37.04	30.56	4.63	3.7		0.46
TRANSPORT AND STORAGE									
Seamanship	Male	NO.	5	11	0	0	0	16	
		%	31.25	68.75	0	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	5	12	0	0	0	17	
		%	29.41	70.59	0	0	0		0.07

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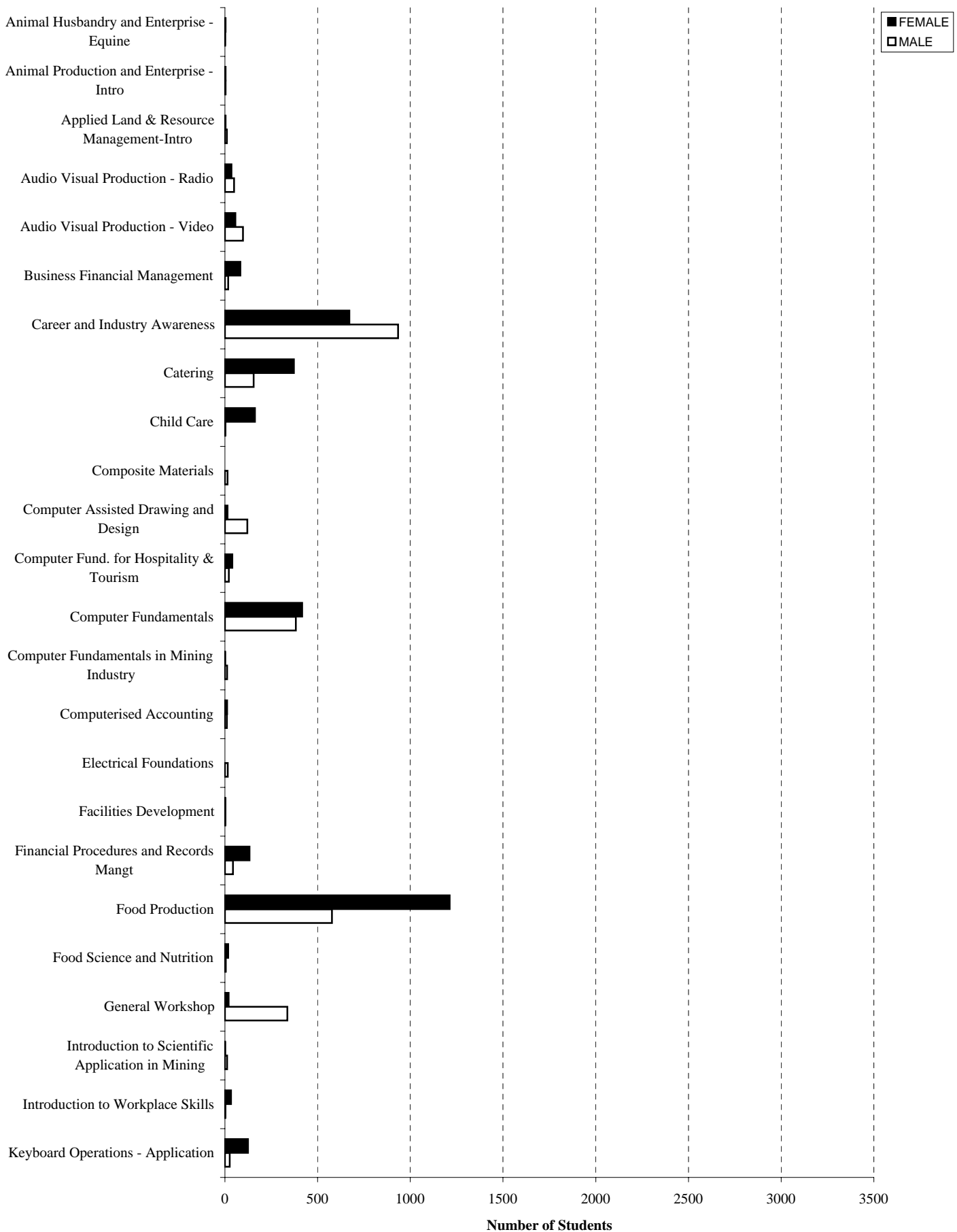
Figure 2.2 Number of Students Who Completed Year 11 Semesterised Subjects, by Sex, 2004



SEMESTERISED COURSES	MALE	FEMALE	TOTAL
Work Studies (Part B)	7	21	28
Work Studies (Part A)	7	18	25
Technical Graphics (Part A)	17	0	17
Small Business Management and Enterprise (Part A)	1	8	9
Senior Science (Part B)	82	96	178
Senior Science (Part A)	76	99	175
Senior English (Part B)	243	262	505
Senior English (Part A)	247	276	523
Plant Production and Marketing (Part A)	13	3	16
Physics (Part B)	66	23	89
Physics (Part A)	65	20	85
Physical Education Studies (Part B)	60	43	103
Physical Education Studies (Part A)	67	29	96
Outdoor Education (Part B)	110	77	187
Outdoor Education (Part A)	117	78	195
Music in Society (Part A)	7	10	17
Metals Technology (Part A)	69	2	71
Media Studies (Part B)	37	41	78
Media Studies (Part A)	48	44	92
Mathematics in Practice (Part B)	302	240	542
Mathematics in Practice (Part A)	388	311	699
Law (Part A)	1	5	6
Independent Living (Part B)	3	42	45
Independent Living (Part A)	4	45	49
History (Part A)	3	8	11
Health Studies (Part B)	17	64	81
Health Studies (Part A)	18	68	86
Geography (Part B)	73	90	163
Geography (Part A)	82	108	190
Furniture Design and Technology (Part A)	15	2	17
Foundations of Mathematics (Part B)	188	214	402
Foundations of Mathematics (Part A)	198	263	461
English (Part B)	88	112	200
English (Part A)	103	137	240
Early Childhood Studies (Part B)	0	75	75
Early Childhood Studies (Part A)	0	80	80
Drama (Part A)	0	4	4
Building and Construction (Part A)	42	0	42
Beliefs and Values (Part B)	42	162	204
Automotive Workshop (Part A)	61	1	62
Aspects of the Tourism Industry (Part B)	103	323	426
Aspects of the Tourism Industry (Part A)	134	409	543
Art and Design (Part A)	2	3	5
Animal Production and Marketing (Part A)	12	3	15

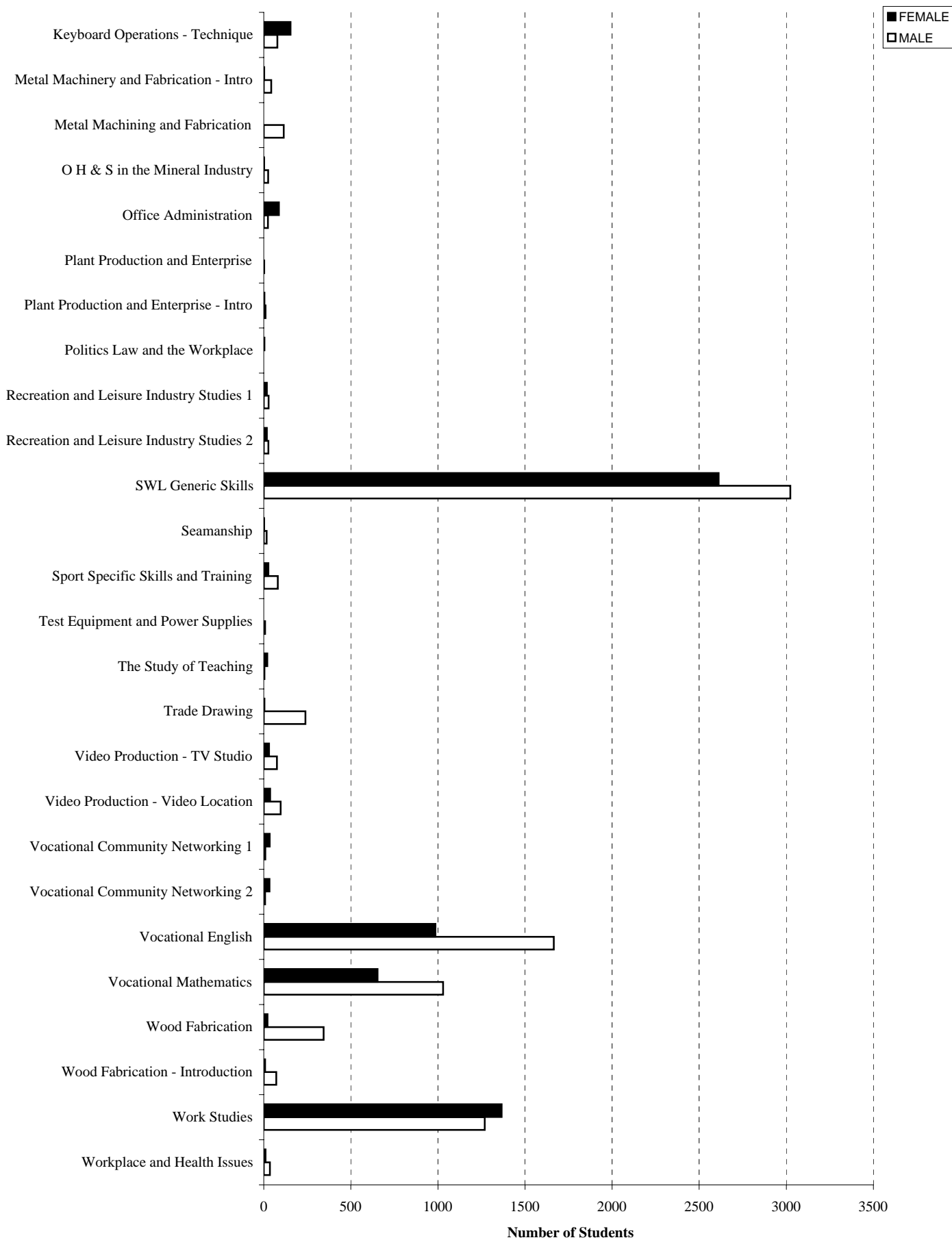
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Figure 2.3 Number of Students Who Completed Year 11 Vocational Subjects, by Sex, 2004



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Figure 2.3 Number of Students Who Completed Year 11 Vocational Subjects, by Sex, 2004 (Cont)



VOCATIONAL COURSES YR 11	MALE	FEMALE	TOT.
Keyboard Operations - Application	26	124	
Introduction to Workplace Skills	2	33	
Introduction to Scientific Application in Mining	12	1	
General Workshop	337	20	
Food Science and Nutrition	5	18	
Food Production	577	1212	
Financial Procedures and Records Mangt	43	133	
Facilities Development	2	2	
Electrical Foundations	15	0	
Computerised Accounting	11	12	
Computer Fundamentals in Mining Industry	12	1	
Computer Fundamentals	382	416	
Computer Fund. for Hospitality & Tourism	21	40	
Computer Assisted Drawing and Design	121	14	
Composite Materials	14	0	
Child Care	2	162	
Catering	155	372	
Career and Industry Awareness	934	671	
Business Financial Management	18	83	
Audio Visual Production - Video	97	56	
Audio Visual Production - Radio	49	35	
Applied Land & Resource Management-Intro	10	3	
Animal Production and Enterprise - Intro	3	3	
Animal Husbandry and Enterprise - Equine	1	3	

VOCATIONAL COURSES YR 11	MALE	FEMALE	TOTAL
Workplace and Health Issues	35	10	
Work Studies	1268	1366	
Wood Fabrication - Introduction	72	7	
Wood Fabrication	344	22	
Vocational Mathematics	1030	653	
Vocational English	1665	986	
Vocational Community Networking 2	7	33	
Vocational Community Networking 1	9	34	
Video Production - Video Location	97	36	
Video Production - TV Studio	76	30	
Trade Drawing	239	4	
The Study of Teaching	4	20	
Test Equipment and Power Supplies	7	0	
Sport Specific Skills and Training	81	27	
Seamanship	16	1	
SWL Generic Skills	3023	2611	
Recreation and Leisure Industry Studies 2	27	18	
Recreation and Leisure Industry Studies 1	28	18	
Politics Law and the Workplace	0	4	
Plant Production and Enterprise - Intro	10	4	
Plant Production and Enterprise	3	0	
Office Administration	24	87	
O H & S in the Mineral Industry	25	1	
Metal Machining and Fabrication	114	0	
Metal Machinery and Fabrication - Intro	43	3	

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Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2004

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	7	2	33	40	3	163
English as a Second Language **	0	16	4	0	11	16	5	52
English Literature **	1	46	6	1	32	31	0	117
Senior English	5	76	7	1	34	40	0	163
Vocational English	8	66	4	3	14	4	0	99
HEALTH AND PHYSICAL EDUCATION								
Early Childhood Studies	0	39	4	1	23	10	0	77
Health Studies	0	27	5	1	0	1	0	34
Independent Living	0	29	4	0	13	9	0	55
Outdoor Education	3	43	4	0	13	10	0	73
Physical Education Studies	3	63	6	0	24	29	0	125
LANGUAGES OTHER THAN ENGLISH								
Arabic (CCAFL)	0	0	0	0	0	1	0	1
Chinese: Advanced **	0	3	1	0	0	6	1	11
Chinese: Second Language **	0	3	0	0	0	1	0	4
French **	0	8	1	1	7	21	0	38
French for Beginners	0	1	0	0	0	1	0	2
German **	0	6	1	0	0	5	1	13
Hebrew (CCAFL)	0	0	0	0	0	2	0	2
Indonesian for Beginners	0	0	1	0	0	0	0	1
Indonesian: Advanced **	0	0	2	0	3	3	1	9
Indonesian: Second Language **	0	5	1	1	8	15	0	30
Italian **	0	13	0	1	17	4	0	35
Italian for Beginners	0	3	1	0	1	0	0	5
Japanese for Beginners	0	5	1	0	0	1	0	7
Japanese: Advanced **	0	0	0	0	1	1	0	2
Japanese: Second Language **	0	20	1	0	11	15	0	47
Malay: Advanced **	0	0	0	0	0	2	1	3
Modern Greek (SSABSA) **	0	1	0	0	0	1	0	2
Polish (CCAFL)	0	1	0	0	2	0	0	3
MATHEMATICS								
Applicable Mathematics **	1	68	7	1	32	40	5	154
Calculus **	0	58	7	1	32	35	4	137
Discrete Mathematics **	5	75	7	2	34	42	1	166
Modelling with Mathematics	7	78	7	1	34	39	0	166
SCIENCE								
Biology **	0	56	7	1	25	29	4	122
Chemistry **	0	73	7	1	33	39	5	158
Geology **	0	3	0	0	0	1	0	4
Human Biology **	2	73	7	2	34	39	0	157
Physical Science **	0	15	3	0	5	4	0	27
Physics **	0	70	7	1	32	40	5	155
Senior Science	4	59	7	1	28	23	0	122

* 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.

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Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2004 (Cont)

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
SOCIETY AND ENVIRONMENT								
Ancient History **	0	6	3	0	1	8	0	18
Australian Studies	0	0	1	0	0	0	0	1
Beliefs and Values	0	0	0	0	15	5	0	20
Economics **	0	60	7	1	30	32	5	135
Geography **	2	74	7	1	33	39	0	156
History **	2	65	7	2	33	37	0	146
Law	0	1	0	0	2	0	0	3
Political and Legal Studies **	0	24	6	0	16	18	1	65
Practical Geography	0	3	1	0	0	0	0	4
TECHNOLOGY AND ENTERPRISE								
Accounting **	0	43	7	1	27	25	4	107
Administrative Systems	0	5	2	0	2	0	0	9
Aeronautics	0	6	0	0	0	0	0	6
Animal Production and Marketing	0	9	0	0	1	0	0	10
Applied Technology	0	1	0	0	4	3	0	8
Automotive Workshop	0	27	2	0	1	2	0	32
Building and Construction	0	21	1	0	2	0	0	24
Business Information Technology	2	45	5	1	13	7	0	73
Fabrics, Design and Technology	0	5	1	0	1	6	0	13
Farm Practice	0	5	0	0	0	0	0	5
Food Technology	0	2	2	0	1	3	0	8
Furniture Design and Technology	5	54	3	0	22	19	0	103
Graphics Technology	0	4	2	0	1	3	0	10
Industry Information Technology	1	27	3	0	8	12	1	52
Information Systems **	0	27	7	0	13	14	4	65
Interactive Media	3	50	7	0	28	23	0	111
Management and Marketing	0	5	0	0	7	2	0	14
Metals Technology	2	36	1	0	9	8	0	56
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	26	4	1	7	8	0	47
Systems Technology	0	13	1	0	3	3	0	20
Technical Graphics	1	41	1	1	15	9	0	68
Visual Communication - Photography	1	47	4	0	3	8	0	63
THE ARTS								
Art **	1	58	7	1	30	33	1	131
Art and Design	7	75	7	1	31	37	0	158
Ballet Studies	0	1	0	0	0	0	0	1
Dance Studies	0	42	3	0	3	4	0	52
Drama	1	59	6	0	26	28	0	120
Drama Studies **	0	52	5	0	27	28	2	114
Media Studies	2	38	7	0	5	12	0	64
Music **	2	34	0	0	20	20	0	76
Music in Society	2	29	4	0	16	7	0	58

* 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.

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Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2004 (Cont)

Subjects within Industry Related 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								
Work Studies	3	56	2	1	25	14	0	101
ARTS AND RELATED TECHNOLOGIES								
SWL - Design	0	34	4	0	22	18	0	78
BUILDING AND CONSTRUCTION								
SWL - Building Construction and Services	4	46	4	2	23	8	0	87
BUSINESS AND CLERICAL								
Business Financial Management	0	10	1	0	1	0	0	12
Computer Fundamentals	5	25	4	0	3	5	0	42
Office Administration	0	8	0	0	1	0	0	9
SWL - Business and Clerical	7	63	5	2	31	21	0	129
SWL - Information Technology	2	27	5	0	23	13	0	70
ELECTRICAL/ELECTRONICS								
SWL - Electronics Servicing	2	20	3	1	11	10	0	47
HEALTH AND COMMUNITY SERVICES								
Child Care	0	9	0	0	0	2	0	11
SWL - Community Services, Health and Educ	6	60	6	2	27	27	0	128
The Study of Teaching	0	3	0	0	0	0	0	3
Vocational Community Networking	0	3	0	0	0	0	0	3
HOSPITALITY TRAVEL AND TOURISM								
Aspects of the Tourism Industry	0	28	3	0	0	1	0	32
Food Production	2	48	3	0	16	16	0	85
Reception and Customer Service	1	19	1	1	2	1	0	25
SWL - Food Processing	1	12	1	1	3	4	0	22
SWL - Hospitality	2	58	5	2	28	23	0	118
SWL - Tourism	1	18	1	0	11	9	0	40
LIGHT MANUFACTURING								
Composite Materials, Machining and Fab	0	2	1	0	0	0	0	3
SWL - Light Manufacturing	0	17	2	1	7	5	0	32
Wood Fabrication	0	15	3	0	3	0	0	21

* 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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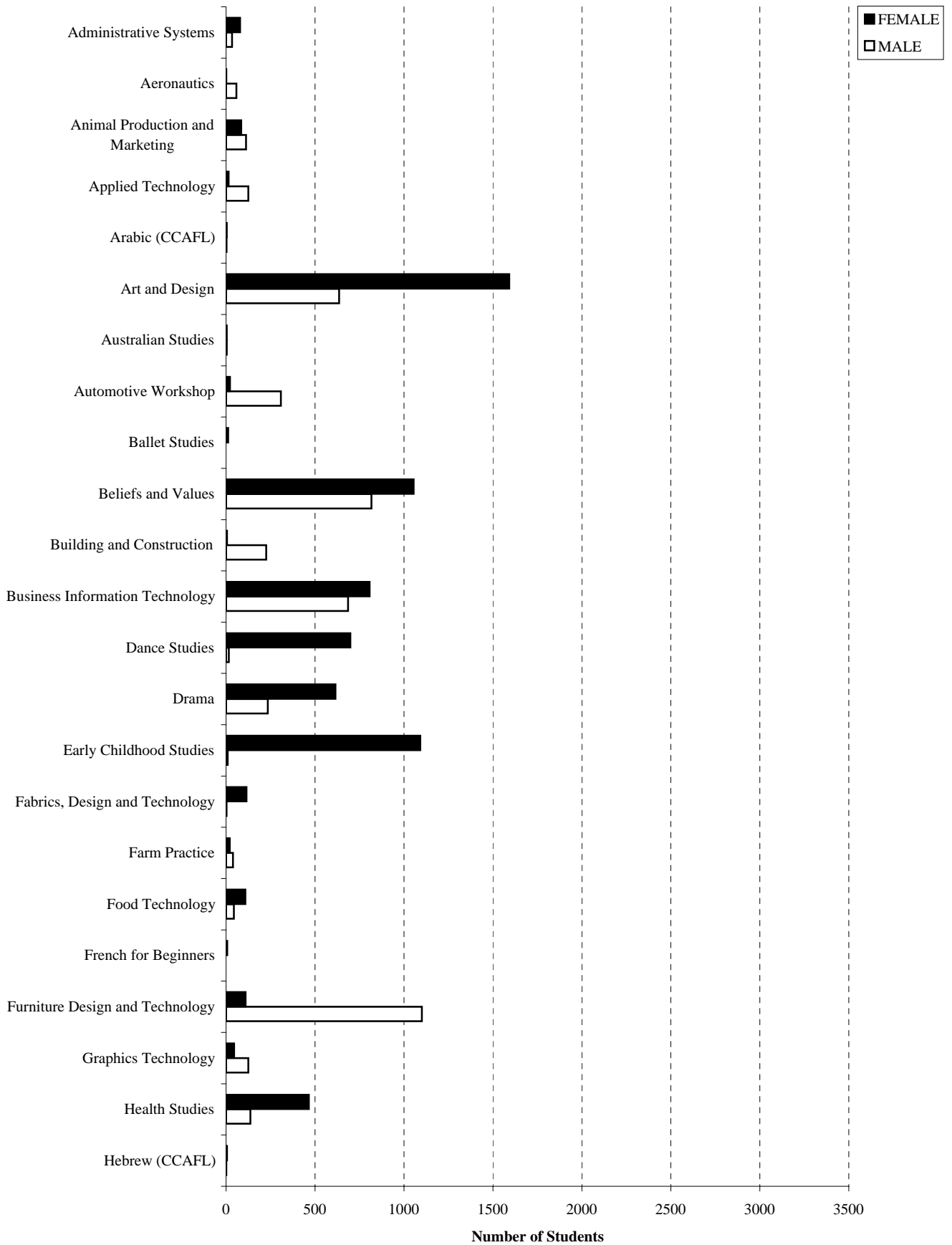
Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2004 (Cont)

Subjects within Industry Related Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
VOCATIONAL EDUCATION (Cont)								
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)								
Computer Assisted Drawing and Design	0	5	3	0	0	0	0	8
General Workshop	1	18	3	0	0	0	0	22
Metal Machining and Fabrication	0	8	1	0	1	0	0	10
SWL - Automotive	4	57	5	2	26	16	0	110
SWL - Metals and Engineering	2	26	4	1	9	5	0	47
MINING								
SWL - Mining	0	5	0	0	1	0	0	6
PRIMARY INDUSTRIES								
Animal Production and Enterprise	0	2	0	0	0	0	0	2
Applied Land & Resource Management-Intro	0	3	0	0	0	0	0	3
Pastoral Industries	0	1	0	0	0	0	0	1
Plant Production and Enterprise	0	2	0	0	0	0	0	2
SWL - Animal Care	1	29	2	0	15	9	0	56
SWL - Primary Industries	2	32	1	1	17	8	0	61
RETAIL								
SWL - Sales and Personal Services	3	58	6	3	28	25	0	123
SPORT AND RECREATION								
Fitness	0	1	1	0	0	0	0	2
Sport, Specific Skills and Training	1	4	0	0	0	0	0	5
SWL - Sport and Recreation	2	37	2	0	24	16	0	81
TRANSPORT AND STORAGE								
SWL - Transport and Storage	1	14	0	0	4	3	0	22

* 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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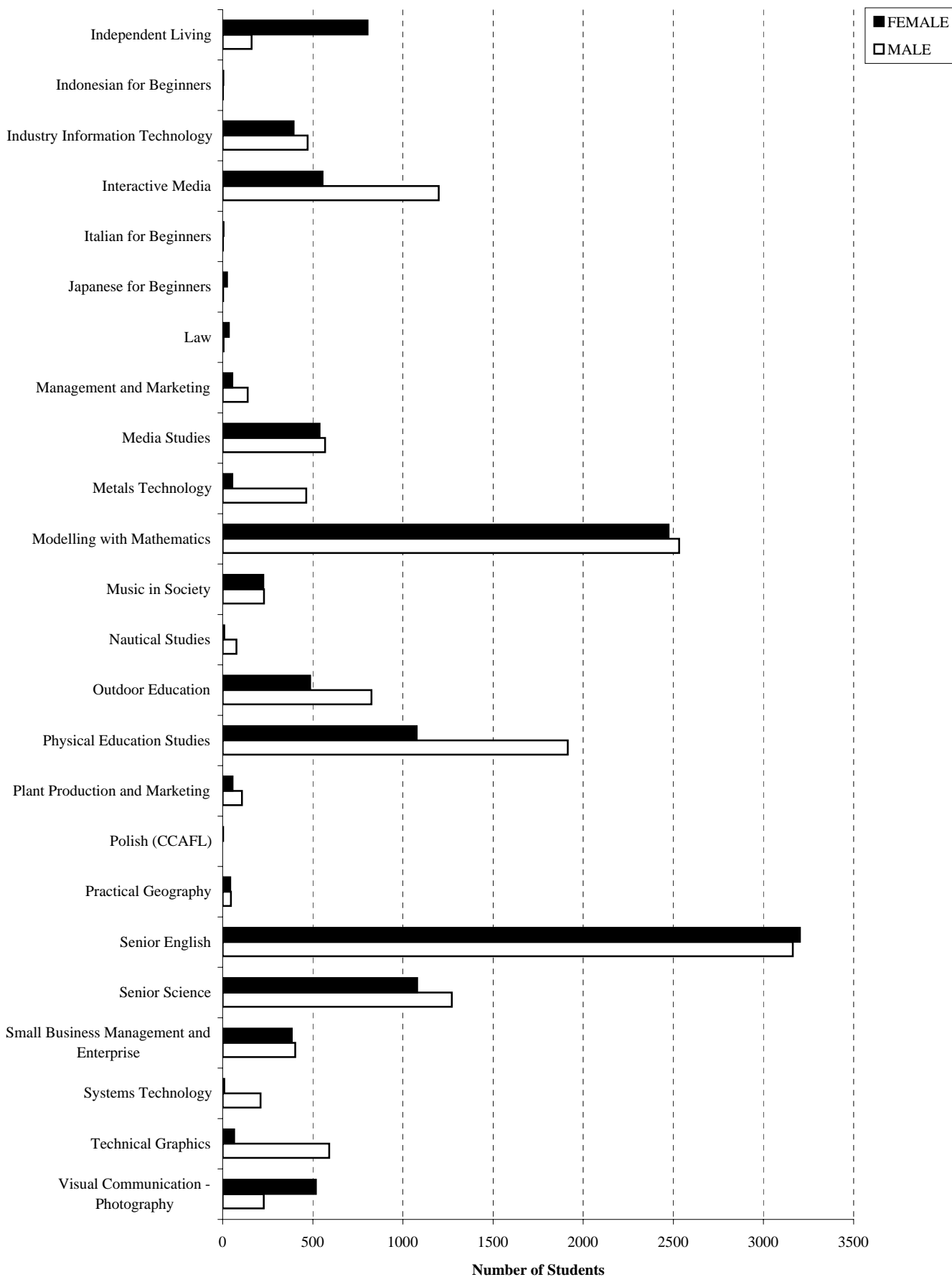
Figure 3.1 Number of Students Who Completed Year 12 Wholly School-assessed Subjects*, by Sex, 2004



* Does not include Vocational Subjects.

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Figure 3.1 Number of Students Who Completed Year 12 Wholly School-assessed Subjects*, by Sex, 2004 (Cont)



* Does not include Vocational Subjects.

ACCREDITED COURSES YR 12	MALE	FEMALE	TOTAL
Hebrew (CCAFL)	1	5	6
Health Studies	136	465	601
Graphics Technology	125	45	170
Furniture Design and Technology	1101	110	1211
French for Beginners	0	7	7
Food Technology	44	108	152
Farm Practice	39	20	59
Fabrics, Design and Technology	2	115	117
Early Childhood Studies	9	1091	1100
Drama	235	615	850
Dance Studies	16	699	715
Business Information Technology	686	807	1493
Building and Construction	225	5	230
Beliefs and Values	817	1054	1871
Ballet Studies	0	12	12
Automotive Workshop	308	22	330
Australian Studies	4	4	8
Art and Design	635	1592	2227
Arabic (CCAFL)	2	4	6
Applied Technology	125	14	139
Animal Production and Marketing	112	85	197
Aeronautics	58	1	59
Administrative Systems	33	79	112

ACCREDITED COURSES YR 12	MALE	FEMALE	TOTAL
Visual Communication - Photography	228	517	745
Technical Graphics	591	64	655
Systems Technology	210	9	219
Small Business Management and Enterprise	402	384	786
Senior Science	1271	1079	2350
Senior English	3163	3202	6365
Practical Geography	46	42	88
Polish (CCAFL)	0	3	3
Plant Production and Marketing	107	55	162
Physical Education Studies	1914	1076	2990
Outdoor Education	825	485	1310
Nautical Studies	77	9	86
Music in Society	229	225	454
Modelling with Mathematics	2532	2474	5006
Metals Technology	464	53	517
Media Studies	568	537	1105
Management and Marketing	139	54	193
Law	5	35	40
Japanese for Beginners	2	24	26
Italian for Beginners	1	5	6
Interactive Media	1198	554	1752
Industry Information Technology	471	393	864
Indonesian for Beginners	1	4	5
Independent Living	161	804	965

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004

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.	324	1062	2442	260	40	4128	
		%	7.85	25.73	59.16	6.3	0.97		
	Female	NO.	646	1537	2300	153	26	4662	
%		13.86	32.97	49.34	3.28	0.56			
Persons	NO.	970	2599	4742	413	66	8790	43.49	
	%	11.04	29.57	53.95	4.7	0.75			
English as a Second Language *	Male	NO.	44	112	195	57	9	417	
		%	10.55	26.86	46.76	13.67	2.16		
	Female	NO.	70	141	178	35	3	427	
%		16.39	33.02	41.69	8.2	0.7			
Persons	NO.	114	253	373	92	12	844	4.17	
	%	13.51	29.98	44.19	10.9	1.42			
English Literature *	Male	NO.	132	202	235	11	4	584	
		%	22.6	34.59	40.24	1.88	0.68		
	Female	NO.	369	517	471	18	1	1376	
%		26.82	37.57	34.23	1.31	0.07			
Persons	NO.	501	719	706	29	5	1960	9.69	
	%	25.56	36.68	36.02	1.48	0.26			
Senior English	Male	NO.	266	1258	1529	69	41	3163	
		%	8.41	39.77	48.34	2.18	1.3		
	Female	NO.	827	1588	725	40	22	3202	
%		25.83	49.59	22.64	1.25	0.69			
Persons	NO.	1093	2846	2254	109	63	6365	31.49	
	%	17.17	44.71	35.41	1.71	0.99			
Vocational English	Male	NO.	92	423	502	15	21	1053	
		%	8.74	40.17	47.67	1.42	1.99		
	Female	NO.	162	331	216	13	7	729	
%		22.22	45.4	29.63	1.78	0.96			
Persons	NO.	254	754	718	28	28	1782	8.81	
	%	14.25	42.31	40.29	1.57	1.57			
HEALTH AND PHYSICAL EDUCATION									
Early Childhood Studies	Male	NO.	2	1	4	2	0	9	
		%	22.22	11.11	44.44	22.22	0		
	Female	NO.	265	502	261	45	18	1091	
%		24.29	46.01	23.92	4.12	1.65			
Persons	NO.	267	503	265	47	18	1100	5.44	
	%	24.27	45.73	24.09	4.27	1.64			
Health Studies	Male	NO.	13	55	53	15	0	136	
		%	9.56	40.44	38.97	11.03	0		
	Female	NO.	121	212	110	18	4	465	
%		26.02	45.59	23.66	3.87	0.86			
Persons	NO.	134	267	163	33	4	601	2.97	
	%	22.3	44.43	27.12	5.49	0.67			
Independent Living	Male	NO.	9	45	85	11	11	161	
		%	5.59	27.95	52.8	6.83	6.83		
	Female	NO.	183	374	213	31	3	804	
%		22.76	46.52	26.49	3.86	0.37			
Persons	NO.	192	419	298	42	14	965	4.77	
	%	19.9	43.42	30.88	4.35	1.45			

* These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (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.	98	416	232	62	17	825	
		%	11.88	50.42	28.12	7.52	2.06		
	Female	NO.	109	237	104	28	7	485	
		%	22.47	48.87	21.44	5.77	1.44		
	Persons	NO.	207	653	336	90	24	1310	6.48
		%	15.8	49.85	25.65	6.87	1.83		
Physical Education Studies	Male	NO.	426	1031	376	67	14	1914	
		%	22.26	53.87	19.64	3.5	0.73		
	Female	NO.	351	519	183	20	3	1076	
		%	32.62	48.23	17.01	1.86	0.28		
	Persons	NO.	777	1550	559	87	17	2990	14.79
		%	25.99	51.84	18.7	2.91	0.57		
LANGUAGES OTHER THAN ENGLISH									
Arabic (CCAFL)	Male	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Female	NO.	0	2	1	1	0	4	
		%	0	50	25	25	0		
	Persons	NO.	1	3	1	1	0	6	0.02
		%	16.67	50	16.67	16.67	0		
Chinese: Advanced *	Male	NO.	8	9	16	4	7	44	
		%	18.18	20.45	36.36	9.09	15.91		
	Female	NO.	14	18	20	6	0	58	
		%	24.14	31.03	34.48	10.34	0		
	Persons	NO.	22	27	36	10	7	102	0.50
		%	21.57	26.47	35.29	9.8	6.86		
Chinese: Second Language *	Male	NO.	2	2	2	0	0	6	
		%	33.33	33.33	33.33	0	0		
	Female	NO.	3	3	4	1	0	11	
		%	27.27	27.27	36.36	9.09	0		
	Persons	NO.	5	5	6	1	0	17	0.08
		%	29.41	29.41	35.29	5.88	0		
French *	Male	NO.	20	19	31	6	0	76	
		%	26.32	25	40.79	7.89	0		
	Female	NO.	51	63	94	21	1	230	
		%	22.17	27.39	40.87	9.13	0.43		
	Persons	NO.	71	82	125	27	1	306	1.51
		%	23.2	26.8	40.85	8.82	0.33		
French for Beginners	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	3	0	4	0	0	7	
		%	42.86	0	57.14	0	0		
	Persons	NO.	3	0	4	0	0	7	0.03
		%	42.86	0	57.14	0	0		

* These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (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	13	26	9	0	54	
		%	11.11	24.07	48.15	16.67	0		
	Female	NO.	30	24	17	4	0	75	
		%	40	32	22.67	5.33	0		
	Persons	NO.	36	37	43	13	0	129	0.63
		%	27.91	28.68	33.33	10.08	0		
Hebrew (CCAFL)	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	3	1	1	0	0	5	
		%	60	20	20	0	0		
	Persons	NO.	3	2	1	0	0	6	0.02
		%	50	33.33	16.67	0	0		
Indonesian for Beginners	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	0	3	1	0	0	4	
		%	0	75	25	0	0		
	Persons	NO.	0	4	1	0	0	5	0.02
		%	0	80	20	0	0		
Indonesian: Advanced *	Male	NO.	0	12	29	3	1	45	
		%	0	26.67	64.44	6.67	2.22		
	Female	NO.	6	22	36	3	1	68	
		%	8.82	32.35	52.94	4.41	1.47		
	Persons	NO.	6	34	65	6	2	113	0.55
		%	5.31	30.09	57.52	5.31	1.77		
Indonesian: Second Language *	Male	NO.	5	10	13	4	0	32	
		%	15.63	31.25	40.63	12.5	0		
	Female	NO.	11	22	38	7	2	80	
		%	13.75	27.5	47.5	8.75	2.5		
	Persons	NO.	16	32	51	11	2	112	0.55
		%	14.29	28.57	45.54	9.82	1.79		
Italian *	Male	NO.	15	16	21	8	1	61	
		%	24.59	26.23	34.43	13.11	1.64		
	Female	NO.	26	43	82	23	3	177	
		%	14.69	24.29	46.33	12.99	1.69		
	Persons	NO.	41	59	103	31	4	238	1.17
		%	17.23	24.79	43.28	13.03	1.68		
Italian for Beginners	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	1	1	3	0	0	5	
		%	20	20	60	0	0		
	Persons	NO.	1	2	3	0	0	6	0.02
		%	16.67	33.33	50	0	0		
Japanese for Beginners	Male	NO.	0	2	0	0	0	2	
		%	0	100	0	0	0		
	Female	NO.	9	5	9	0	1	24	
		%	37.5	20.83	37.5	0	4.17		
	Persons	NO.	9	7	9	0	1	26	0.12
		%	34.62	26.92	34.62	0	3.85		

* These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (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	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Persons	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		0.01
Japanese: Second Language *	Male	NO.	19	16	26	11	0	72	
		%	26.39	22.22	36.11	15.28	0		
	Female	NO.	28	38	70	17	1	154	
		%	18.18	24.68	45.45	11.04	0.65		
	Persons	NO.	47	54	96	28	1	226	
		%	20.8	23.89	42.48	12.39	0.44		1.11
Malay: Advanced *	Male	NO.	0	1	3	4	2	10	
		%	0	10	30	40	20		
	Female	NO.	1	7	7	10	3	28	
		%	3.57	25	25	35.71	10.71		
	Persons	NO.	1	8	10	14	5	38	
		%	2.63	21.05	26.32	36.84	13.16		0.18
Modern Greek (SSABSA) *	Male	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		
	Female	NO.	1	3	0	0	0	4	
		%	25	75	0	0	0		
	Persons	NO.	2	4	1	0	0	7	
		%	28.57	57.14	14.29	0	0		0.03
Polish (CCAFL)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		
	Persons	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		0.01
MATHEMATICS									
Applicable Mathematics *	Male	NO.	635	640	918	250	81	2524	
		%	25.16	25.36	36.37	9.9	3.21		
	Female	NO.	483	476	615	144	41	1759	
		%	27.46	27.06	34.96	8.19	2.33		
	Persons	NO.	1118	1116	1533	394	122	4283	
		%	26.1	26.06	35.79	9.2	2.85		21.19
Calculus *	Male	NO.	317	268	404	147	40	1176	
		%	26.96	22.79	34.35	12.5	3.4		
	Female	NO.	156	106	127	52	11	452	
		%	34.51	23.45	28.1	11.5	2.43		
	Persons	NO.	473	374	531	199	51	1628	
		%	29.05	22.97	32.62	12.22	3.13		8.05
Discrete Mathematics *	Male	NO.	682	881	1368	371	95	3397	
		%	20.08	25.93	40.27	10.92	2.8		
	Female	NO.	857	1158	1804	452	111	4382	
		%	19.56	26.43	41.17	10.31	2.53		
	Persons	NO.	1539	2039	3172	823	206	7779	
		%	19.78	26.21	40.78	10.58	2.65		38.48

* These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (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.	182	988	1111	156	95	2532	
		%	7.19	39.02	43.88	6.16	3.75		
	Female	NO.	427	1163	764	78	42	2474	
		%	17.26	47.01	30.88	3.15	1.7		
	Persons	NO.	609	2151	1875	234	137	5006	
		%	12.17	42.97	37.46	4.67	2.74		24.76
SCIENCE									
Biology *	Male	NO.	104	223	382	86	26	821	
		%	12.67	27.16	46.53	10.48	3.17		
	Female	NO.	303	362	479	118	27	1289	
		%	23.51	28.08	37.16	9.15	2.09		
	Persons	NO.	407	585	861	204	53	2110	
		%	19.29	27.73	40.81	9.67	2.51		10.43
Chemistry *	Male	NO.	553	506	656	256	58	2029	
		%	27.25	24.94	32.33	12.62	2.86		
	Female	NO.	497	430	631	184	34	1776	
		%	27.98	24.21	35.53	10.36	1.91		
	Persons	NO.	1050	936	1287	440	92	3805	
		%	27.6	24.6	33.82	11.56	2.42		18.82
Geology *	Male	NO.	4	9	19	4	0	36	
		%	11.11	25	52.78	11.11	0		
	Female	NO.	3	6	3	0	0	12	
		%	25	50	25	0	0		
	Persons	NO.	7	15	22	4	0	48	
		%	14.58	31.25	45.83	8.33	0		0.23
Human Biology *	Male	NO.	196	341	591	176	34	1338	
		%	14.65	25.49	44.17	13.15	2.54		
	Female	NO.	684	852	1341	371	56	3304	
		%	20.7	25.79	40.59	11.23	1.69		
	Persons	NO.	880	1193	1932	547	90	4642	
		%	18.96	25.7	41.62	11.78	1.94		22.96
Physical Science *	Male	NO.	14	39	78	26	4	161	
		%	8.7	24.22	48.45	16.15	2.48		
	Female	NO.	52	59	73	35	4	223	
		%	23.32	26.46	32.74	15.7	1.79		
	Persons	NO.	66	98	151	61	8	384	
		%	17.19	25.52	39.32	15.89	2.08		1.89
Physics *	Male	NO.	549	537	769	276	77	2208	
		%	24.86	24.32	34.83	12.5	3.49		
	Female	NO.	264	229	311	87	22	913	
		%	28.92	25.08	34.06	9.53	2.41		
	Persons	NO.	813	766	1080	363	99	3121	
		%	26.05	24.54	34.6	11.63	3.17		15.44
Senior Science	Male	NO.	132	538	516	65	20	1271	
		%	10.39	42.33	40.6	5.11	1.57		
	Female	NO.	197	555	281	35	11	1079	
		%	18.26	51.44	26.04	3.24	1.02		
	Persons	NO.	329	1093	797	100	31	2350	
		%	14	46.51	33.91	4.26	1.32		11.62

* These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (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.	32	51	55	13	2	153	
		%	20.92	33.33	35.95	8.5	1.31		
	Female	NO.	37	63	64	7	3	174	
		%	21.26	36.21	36.78	4.02	1.72		
	Persons	NO.	69	114	119	20	5	327	
		%	21.1	34.86	36.39	6.12	1.53		1.61
Australian Studies	Male	NO.	1	1	2	0	0	4	
		%	25	25	50	0	0		
	Female	NO.	1	1	2	0	0	4	
		%	25	25	50	0	0		
	Persons	NO.	2	2	4	0	0	8	
		%	25	25	50	0	0		0.03
Beliefs and Values	Male	NO.	54	319	375	67	2	817	
		%	6.61	39.05	45.9	8.2	0.24		
	Female	NO.	199	588	239	25	3	1054	
		%	18.88	55.79	22.68	2.37	0.28		
	Persons	NO.	253	907	614	92	5	1871	
		%	13.52	48.48	32.82	4.92	0.27		9.25
Economics *	Male	NO.	317	426	671	212	43	1669	
		%	18.99	25.52	40.2	12.7	2.58		
	Female	NO.	235	341	467	129	26	1198	
		%	19.62	28.46	38.98	10.77	2.17		
	Persons	NO.	552	767	1138	341	69	2867	
		%	19.25	26.75	39.69	11.89	2.41		14.18
Geography *	Male	NO.	213	416	846	231	29	1735	
		%	12.28	23.98	48.76	13.31	1.67		
	Female	NO.	250	569	889	159	17	1884	
		%	13.27	30.2	47.19	8.44	0.9		
	Persons	NO.	463	985	1735	390	46	3619	
		%	12.79	27.22	47.94	10.78	1.27		17.90
History *	Male	NO.	142	293	505	97	15	1052	
		%	13.5	27.85	48	9.22	1.43		
	Female	NO.	368	632	903	145	19	2067	
		%	17.8	30.58	43.69	7.01	0.92		
	Persons	NO.	510	925	1408	242	34	3119	
		%	16.35	29.66	45.14	7.76	1.09		15.43
Law	Male	NO.	0	1	3	0	1	5	
		%	0	20	60	0	20		
	Female	NO.	4	17	13	0	1	35	
		%	11.43	48.57	37.14	0	2.86		
	Persons	NO.	4	18	16	0	2	40	
		%	10	45	40	0	5		0.19
Political and Legal Studies *	Male	NO.	68	106	156	31	8	369	
		%	18.43	28.73	42.28	8.4	2.17		
	Female	NO.	134	205	256	57	14	666	
		%	20.12	30.78	38.44	8.56	2.1		
	Persons	NO.	202	311	412	88	22	1035	
		%	19.52	30.05	39.81	8.5	2.13		5.12

* These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (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.	2	22	21	1	0	46	
		%	4.35	47.83	45.65	2.17	0		
	Female	NO.	5	33	3	1	0	42	
		%	11.9	78.57	7.14	2.38	0		
	Persons	NO.	7	55	24	2	0	88	
		%	7.95	62.5	27.27	2.27	0		0.43
TECHNOLOGY AND ENTERPRISE									
Accounting *	Male	NO.	116	161	257	111	32	677	
		%	17.13	23.78	37.96	16.4	4.73		
	Female	NO.	149	198	252	82	38	719	
		%	20.72	27.54	35.05	11.4	5.29		
	Persons	NO.	265	359	509	193	70	1396	
		%	18.98	25.72	36.46	13.83	5.01		6.90
Administrative Systems	Male	NO.	4	11	15	3	0	33	
		%	12.12	33.33	45.45	9.09	0		
	Female	NO.	15	28	28	8	0	79	
		%	18.99	35.44	35.44	10.13	0		
	Persons	NO.	19	39	43	11	0	112	
		%	16.96	34.82	38.39	9.82	0		0.55
Aeronautics	Male	NO.	8	17	27	6	0	58	
		%	13.79	29.31	46.55	10.34	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	8	17	28	6	0	59	
		%	13.56	28.81	47.46	10.17	0		0.29
Animal Production and Marketing	Male	NO.	14	50	40	6	2	112	
		%	12.5	44.64	35.71	5.36	1.79		
	Female	NO.	17	42	21	4	1	85	
		%	20	49.41	24.71	4.71	1.18		
	Persons	NO.	31	92	61	10	3	197	
		%	15.74	46.7	30.96	5.08	1.52		0.97
Applied Technology	Male	NO.	20	44	44	13	4	125	
		%	16	35.2	35.2	10.4	3.2		
	Female	NO.	5	5	4	0	0	14	
		%	35.71	35.71	28.57	0	0		
	Persons	NO.	25	49	48	13	4	139	
		%	17.99	35.25	34.53	9.35	2.88		0.68
Automotive Workshop	Male	NO.	35	92	145	27	9	308	
		%	11.36	29.87	47.08	8.77	2.92		
	Female	NO.	2	7	10	2	1	22	
		%	9.09	31.82	45.45	9.09	4.55		
	Persons	NO.	37	99	155	29	10	330	
		%	11.21	30	46.97	8.79	3.03		1.63
Building and Construction	Male	NO.	23	97	89	9	7	225	
		%	10.22	43.11	39.56	4	3.11		
	Female	NO.	0	1	3	1	0	5	
		%	0	20	60	20	0		
	Persons	NO.	23	98	92	10	7	230	
		%	10	42.61	40	4.35	3.04		1.13

* These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (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.	65	234	299	64	24	686	
		%	9.48	34.11	43.59	9.33	3.5		
	Female	NO.	220	328	201	42	16	807	
		%	27.26	40.64	24.91	5.2	1.98		
Persons		NO.	285	562	500	106	40	1493	7.38
		%	19.09	37.64	33.49	7.1	2.68		
Fabrics, Design and Technology	Male	NO.	1	0	0	1	0	2	
		%	50	0	0	50	0		
	Female	NO.	20	52	33	9	1	115	
		%	17.39	45.22	28.7	7.83	0.87		
Persons		NO.	21	52	33	10	1	117	0.57
		%	17.95	44.44	28.21	8.55	0.85		
Farm Practice	Male	NO.	4	16	15	4	0	39	
		%	10.26	41.03	38.46	10.26	0		
	Female	NO.	3	10	5	1	1	20	
		%	15	50	25	5	5		
Persons		NO.	7	26	20	5	1	59	0.29
		%	11.86	44.07	33.9	8.47	1.69		
Food Technology	Male	NO.	1	7	23	10	3	44	
		%	2.27	15.91	52.27	22.73	6.82		
	Female	NO.	14	37	44	11	2	108	
		%	12.96	34.26	40.74	10.19	1.85		
Persons		NO.	15	44	67	21	5	152	0.75
		%	9.87	28.95	44.08	13.82	3.29		
Furniture Design and Technology	Male	NO.	149	406	452	75	19	1101	
		%	13.53	36.88	41.05	6.81	1.73		
	Female	NO.	11	55	38	5	1	110	
		%	10	50	34.55	4.55	0.91		
Persons		NO.	160	461	490	80	20	1211	5.99
		%	13.21	38.07	40.46	6.61	1.65		
Graphics Technology	Male	NO.	21	38	53	9	4	125	
		%	16.8	30.4	42.4	7.2	3.2		
	Female	NO.	13	17	11	2	2	45	
		%	28.89	37.78	24.44	4.44	4.44		
Persons		NO.	34	55	64	11	6	170	0.84
		%	20	32.35	37.65	6.47	3.53		
Industry Information Technology	Male	NO.	39	172	212	43	5	471	
		%	8.28	36.52	45.01	9.13	1.06		
	Female	NO.	59	155	152	23	4	393	
		%	15.01	39.44	38.68	5.85	1.02		
Persons		NO.	98	327	364	66	9	864	4.27
		%	11.34	37.85	42.13	7.64	1.04		
Information Systems *	Male	NO.	109	168	282	104	23	686	
		%	15.89	24.49	41.11	15.16	3.35		
	Female	NO.	31	67	68	15	11	192	
		%	16.15	34.9	35.42	7.81	5.73		
Persons		NO.	140	235	350	119	34	878	4.34
		%	15.95	26.77	39.86	13.55	3.87		

* These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (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.	152	468	476	87	15	1198	
		%	12.69	39.07	39.73	7.26	1.25		
	Female	NO.	112	259	153	25	5	554	
		%	20.22	46.75	27.62	4.51	0.9		
	Persons	NO.	264	727	629	112	20	1752	
		%	15.07	41.5	35.9	6.39	1.14		8.66
Management and Marketing	Male	NO.	22	71	41	5	0	139	
		%	15.83	51.08	29.5	3.6	0		
	Female	NO.	11	21	19	3	0	54	
		%	20.37	38.89	35.19	5.56	0		
	Persons	NO.	33	92	60	8	0	193	
		%	17.1	47.67	31.09	4.15	0		0.95
Metals Technology	Male	NO.	68	161	191	38	6	464	
		%	14.66	34.7	41.16	8.19	1.29		
	Female	NO.	18	19	12	3	1	53	
		%	33.96	35.85	22.64	5.66	1.89		
	Persons	NO.	86	180	203	41	7	517	
		%	16.63	34.82	39.26	7.93	1.35		2.55
Nautical Studies	Male	NO.	14	29	29	5	0	77	
		%	18.18	37.66	37.66	6.49	0		
	Female	NO.	1	1	3	3	1	9	
		%	11.11	11.11	33.33	33.33	11.11		
	Persons	NO.	15	30	32	8	1	86	
		%	17.44	34.88	37.21	9.3	1.16		0.42
Plant Production and Marketing	Male	NO.	14	53	34	5	1	107	
		%	13.08	49.53	31.78	4.67	0.93		
	Female	NO.	13	27	13	1	1	55	
		%	23.64	49.09	23.64	1.82	1.82		
	Persons	NO.	27	80	47	6	2	162	
		%	16.67	49.38	29.01	3.7	1.23		0.80
Small Business Management and Enterprise	Male	NO.	27	156	175	32	12	402	
		%	6.72	38.81	43.53	7.96	2.99		
	Female	NO.	77	174	110	15	8	384	
		%	20.05	45.31	28.65	3.91	2.08		
	Persons	NO.	104	330	285	47	20	786	
		%	13.23	41.98	36.26	5.98	2.54		3.88
Systems Technology	Male	NO.	40	77	73	12	8	210	
		%	19.05	36.67	34.76	5.71	3.81		
	Female	NO.	3	2	4	0	0	9	
		%	33.33	22.22	44.44	0	0		
	Persons	NO.	43	79	77	12	8	219	
		%	19.63	36.07	35.16	5.48	3.65		1.08
Technical Graphics	Male	NO.	99	206	235	34	17	591	
		%	16.75	34.86	39.76	5.75	2.88		
	Female	NO.	29	13	17	4	1	64	
		%	45.31	20.31	26.56	6.25	1.56		
	Persons	NO.	128	219	252	38	18	655	
		%	19.54	33.44	38.47	5.8	2.75		3.24

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (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.	25	52	100	35	16	228	
		%	10.96	22.81	43.86	15.35	7.02		
	Female	NO.	130	232	119	25	11	517	
		%	25.15	44.87	23.02	4.84	2.13		
	Persons	NO.	155	284	219	60	27	745	
		%	20.81	38.12	29.4	8.05	3.62		3.68
THE ARTS									
Art *	Male	NO.	34	72	91	27	3	227	
		%	14.98	31.72	40.09	11.89	1.32		
	Female	NO.	146	344	315	45	5	855	
		%	17.08	40.23	36.84	5.26	0.58		
	Persons	NO.	180	416	406	72	8	1082	
		%	16.64	38.45	37.52	6.65	0.74		5.35
Art and Design	Male	NO.	55	172	295	83	30	635	
		%	8.66	27.09	46.46	13.07	4.72		
	Female	NO.	331	614	553	73	21	1592	
		%	20.79	38.57	34.74	4.59	1.32		
	Persons	NO.	386	786	848	156	51	2227	
		%	17.33	35.29	38.08	7	2.29		11.01
Ballet Studies	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	9	3	0	0	0	12	
		%	75	25	0	0	0		
	Persons	NO.	9	3	0	0	0	12	
		%	75	25	0	0	0		0.05
Dance Studies	Male	NO.	8	4	3	1	0	16	
		%	50	25	18.75	6.25	0		
	Female	NO.	211	297	153	31	7	699	
		%	30.19	42.49	21.89	4.43	1		
	Persons	NO.	219	301	156	32	7	715	
		%	30.63	42.1	21.82	4.48	0.98		3.53
Drama	Male	NO.	16	85	86	38	10	235	
		%	6.81	36.17	36.6	16.17	4.26		
	Female	NO.	67	289	197	54	8	615	
		%	10.89	46.99	32.03	8.78	1.3		
	Persons	NO.	83	374	283	92	18	850	
		%	9.76	44	33.29	10.82	2.12		4.20
Drama Studies *	Male	NO.	39	126	43	14	2	224	
		%	17.41	56.25	19.2	6.25	0.89		
	Female	NO.	175	484	128	21	3	811	
		%	21.58	59.68	15.78	2.59	0.37		
	Persons	NO.	214	610	171	35	5	1035	
		%	20.68	58.94	16.52	3.38	0.48		5.12
Media Studies	Male	NO.	79	211	223	37	18	568	
		%	13.91	37.15	39.26	6.51	3.17		
	Female	NO.	134	206	177	15	5	537	
		%	24.95	38.36	32.96	2.79	0.93		
	Persons	NO.	213	417	400	52	23	1105	
		%	19.28	37.74	36.2	4.71	2.08		5.46

* 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, 2004 (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 *	Male	NO.	44	36	39	5	0	124	
		%	35.48	29.03	31.45	4.03	0		
	Female	NO.	52	72	76	14	0	214	
		%	24.3	33.64	35.51	6.54	0		
	Persons	NO.	96	108	115	19	0	338	1.67
		%	28.4	31.95	34.02	5.62	0		
Music in Society	Male	NO.	35	80	88	18	8	229	
		%	15.28	34.93	38.43	7.86	3.49		
	Female	NO.	50	94	69	11	1	225	
		%	22.22	41.78	30.67	4.89	0.44		
	Persons	NO.	85	174	157	29	9	454	2.24
		%	18.72	38.33	34.58	6.39	1.98		
SUBJECTS WITHIN INDUSTRY RELATED AREAS									
VOCATIONAL EDUCATION									
ACROSS INDUSTRY STUDIES									
Work Studies	Male	NO.	112	481	484	48	26	1151	
		%	9.73	41.79	42.05	4.17	2.26		
	Female	NO.	335	610	225	42	18	1230	
		%	27.24	49.59	18.29	3.41	1.46		
	Persons	NO.	447	1091	709	90	44	2381	11.78
		%	18.77	45.82	29.78	3.78	1.85		
ARTS AND RELATED TECHNOLOGIES									
SWL - Design	Male	NO.	47	58	9	0	3	117	
		%	40.17	49.57	7.69	0	2.56		
	Female	NO.	58	27	5	1	0	91	
		%	63.74	29.67	5.49	1.1	0		
	Persons	NO.	105	85	14	1	3	208	1.02
		%	50.48	40.87	6.73	0.48	1.44		
BUILDING AND CONSTRUCTION									
SWL - Building Construction and Services	Male	NO.	111	94	17	0	7	229	
		%	48.47	41.05	7.42	0	3.06		
	Female	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
	Persons	NO.	114	94	17	0	7	232	1.14
		%	49.14	40.52	7.33	0	3.02		
BUSINESS AND CLERICAL									
Business Financial Management	Male	NO.	2	10	17	6	4	39	
		%	5.13	25.64	43.59	15.38	10.26		
	Female	NO.	16	34	45	13	4	112	
		%	14.29	30.36	40.18	11.61	3.57		
	Persons	NO.	18	44	62	19	8	151	0.74
		%	11.92	29.14	41.06	12.58	5.3		

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
BUSINESS AND CLERICAL (Cont)									
Computer Fundamentals	Male	NO.	42	109	159	27	8	345	
		%	12.17	31.59	46.09	7.83	2.32		
	Female	NO.	103	204	151	23	8	489	
		%	21.06	41.72	30.88	4.7	1.64		
	Persons	NO.	145	313	310	50	16	834	4.12
		%	17.39	37.53	37.17	6	1.92		
Office Administration	Male	NO.	1	7	8	0	1	17	
		%	5.88	41.18	47.06	0	5.88		
	Female	NO.	21	45	16	2	0	84	
		%	25	53.57	19.05	2.38	0		
	Persons	NO.	22	52	24	2	1	101	0.49
		%	21.78	51.49	23.76	1.98	0.99		
SWL - Business and Clerical	Male	NO.	49	42	11	1	1	104	
		%	47.12	40.38	10.58	0.96	0.96		
	Female	NO.	248	157	38	3	3	449	
		%	55.23	34.97	8.46	0.67	0.67		
	Persons	NO.	297	199	49	4	4	553	2.73
		%	53.71	35.99	8.86	0.72	0.72		
SWL - Information Technology	Male	NO.	84	57	15	2	4	162	
		%	51.85	35.19	9.26	1.23	2.47		
	Female	NO.	6	3	0	0	0	9	
		%	66.67	33.33	0	0	0		
	Persons	NO.	90	60	15	2	4	171	0.84
		%	52.63	35.09	8.77	1.17	2.34		
ELECTRICAL/ELECTRONICS									
SWL - Electronics Servicing	Male	NO.	30	36	7	1	0	74	
		%	40.54	48.65	9.46	1.35	0		
	Female	NO.	1	0	0	0	1	2	
		%	50	0	0	0	50		
	Persons	NO.	31	36	7	1	1	76	0.37
		%	40.79	47.37	9.21	1.32	1.32		
HEALTH AND COMMUNITY SERVICES									
Child Care	Male	NO.	0	1	1	1	0	3	
		%	0	33.33	33.33	33.33	0		
	Female	NO.	28	49	31	8	0	116	
		%	24.14	42.24	26.72	6.9	0		
	Persons	NO.	28	50	32	9	0	119	0.58
		%	23.53	42.02	26.89	7.56	0		
SWL - Community Services, Health and Education	Male	NO.	29	24	4	2	1	60	
		%	48.33	40	6.67	3.33	1.67		
	Female	NO.	307	179	45	2	9	542	
		%	56.64	33.03	8.3	0.37	1.66		
	Persons	NO.	336	203	49	4	10	602	2.97
		%	55.81	33.72	8.14	0.66	1.66		

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
HEALTH AND COMMUNITY SERVICES (Cont)									
The Study of Teaching	Male	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Female	NO.	8	13	11	2	1	35	
		%	22.86	37.14	31.43	5.71	2.86		
	Persons	NO.	8	15	12	2	1	38	
		%	21.05	39.47	31.58	5.26	2.63		0.18
Vocational Community Networking	Male	NO.	1	2	1	0	0	4	
		%	25	50	25	0	0		
	Female	NO.	10	12	3	1	0	26	
		%	38.46	46.15	11.54	3.85	0		
	Persons	NO.	11	14	4	1	0	30	
		%	36.67	46.67	13.33	3.33	0		0.14
HOSPITALITY TRAVEL AND TOURISM									
Aspects of the Tourism Industry	Male	NO.	2	19	40	5	6	72	
		%	2.78	26.39	55.56	6.94	8.33		
	Female	NO.	66	163	119	11	6	365	
		%	18.08	44.66	32.6	3.01	1.64		
	Persons	NO.	68	182	159	16	12	437	
		%	15.56	41.65	36.38	3.66	2.75		2.16
Food Production	Male	NO.	36	147	219	28	10	440	
		%	8.18	33.41	49.77	6.36	2.27		
	Female	NO.	278	563	267	35	15	1158	
		%	24.01	48.62	23.06	3.02	1.3		
	Persons	NO.	314	710	486	63	25	1598	
		%	19.65	44.43	30.41	3.94	1.56		7.90
Reception and Customer Service	Male	NO.	4	18	32	3	1	58	
		%	6.9	31.03	55.17	5.17	1.72		
	Female	NO.	61	112	75	9	3	260	
		%	23.46	43.08	28.85	3.46	1.15		
	Persons	NO.	65	130	107	12	4	318	
		%	20.44	40.88	33.65	3.77	1.26		1.57
SWL - Food Processing	Male	NO.	14	8	1	0	0	23	
		%	60.87	34.78	4.35	0	0		
	Female	NO.	22	10	4	1	0	37	
		%	59.46	27.03	10.81	2.7	0		
	Persons	NO.	36	18	5	1	0	60	
		%	60	30	8.33	1.67	0		0.29
SWL - Hospitality	Male	NO.	55	56	12	1	3	127	
		%	43.31	44.09	9.45	0.79	2.36		
	Female	NO.	138	89	19	3	5	254	
		%	54.33	35.04	7.48	1.18	1.97		
	Persons	NO.	193	145	31	4	8	381	
		%	50.66	38.06	8.14	1.05	2.1		1.88
SWL - Tourism	Male	NO.	7	6	0	0	0	13	
		%	53.85	46.15	0	0	0		
	Female	NO.	24	21	2	0	1	48	
		%	50	43.75	4.17	0	2.08		
	Persons	NO.	31	27	2	0	1	61	
		%	50.82	44.26	3.28	0	1.64		0.30

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related 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									
Composite Materials, Machining and Fabrication	Male	NO.	5	8	6	0	0	19	
		%	26.32	42.11	31.58	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	5	8	7	0	0	20	
		%	25	40	35	0	0		0.09
SWL - Light Manufacturing	Male	NO.	25	10	3	1	0	39	
		%	64.1	25.64	7.69	2.56	0		
	Female	NO.	1	2	0	0	0	3	
		%	33.33	66.67	0	0	0		
	Persons	NO.	26	12	3	1	0	42	
		%	61.9	28.57	7.14	2.38	0		0.20
Wood Fabrication	Male	NO.	38	95	97	17	6	253	
		%	15.02	37.55	38.34	6.72	2.37		
	Female	NO.	2	14	3	1	1	21	
		%	9.52	66.67	14.29	4.76	4.76		
	Persons	NO.	40	109	100	18	7	274	
		%	14.6	39.78	36.5	6.57	2.55		1.35
Computer Assisted Drawing and Design	Male	NO.	18	29	22	10	11	90	
		%	20	32.22	24.44	11.11	12.22		
	Female	NO.	3	1	3	0	0	7	
		%	42.86	14.29	42.86	0	0		
	Persons	NO.	21	30	25	10	11	97	
		%	21.65	30.93	25.77	10.31	11.34		0.47
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)									
General Workshop	Male	NO.	26	83	84	10	3	206	
		%	12.62	40.29	40.78	4.85	1.46		
	Female	NO.	1	5	1	0	0	7	
		%	14.29	71.43	14.29	0	0		
	Persons	NO.	27	88	85	10	3	213	
		%	12.68	41.31	39.91	4.69	1.41		1.05
Metal Machining and Fabrication	Male	NO.	14	36	47	4	1	102	
		%	13.73	35.29	46.08	3.92	0.98		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	14	36	47	4	1	102	
		%	13.73	35.29	46.08	3.92	0.98		0.50
SWL - Automotive	Male	NO.	119	132	25	2	3	281	
		%	42.35	46.98	8.9	0.71	1.07		
	Female	NO.	4	3	0	0	0	7	
		%	57.14	42.86	0	0	0		
	Persons	NO.	123	135	25	2	3	288	
		%	42.71	46.88	8.68	0.69	1.04		1.42

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
METALS & ENGINEERING (INCLUDING AUTOMOTIVE) (Cont)									
SWL - Metals and Engineering	Male	NO.	59	38	17	3	0	117	
		%	50.43	32.48	14.53	2.56	0		
	Female	NO.	2	2	0	0	0	4	
		%	50	50	0	0	0		
	Persons	NO.	61	40	17	3	0	121	0.59
		%	50.41	33.06	14.05	2.48	0		
MINING									
SWL - Mining	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	1	3	1	0	0	5	
		%	20	60	20	0	0		
	Persons	NO.	2	3	1	0	0	6	0.02
		%	33.33	50	16.67	0	0		
PRIMARY INDUSTRIES									
Animal Production and Enterprise	Male	NO.	2	9	6	1	0	18	
		%	11.11	50	33.33	5.56	0		
	Female	NO.	1	2	1	0	0	4	
		%	25	50	25	0	0		
	Persons	NO.	3	11	7	1	0	22	0.10
		%	13.64	50	31.82	4.55	0		
Applied Land Resource Management	Male	NO.	2	2	0	0	0	4	
		%	50	50	0	0	0		
	Female	NO.	0	2	3	0	0	5	
		%	0	40	60	0	0		
	Persons	NO.	2	4	3	0	0	9	0.04
		%	22.22	44.44	33.33	0	0		
Pastoral Industries	Male	NO.	3	10	4	0	0	17	
		%	17.65	58.82	23.53	0	0		
	Female	NO.	0	2	0	0	0	2	
		%	0	100	0	0	0		
	Persons	NO.	3	12	4	0	0	19	0.09
		%	15.79	63.16	21.05	0	0		
Plant Production and Enterprise	Male	NO.	0	8	6	0	0	14	
		%	0	57.14	42.86	0	0		
	Female	NO.	0	3	1	0	0	4	
		%	0	75	25	0	0		
	Persons	NO.	0	11	7	0	0	18	0.08
		%	0	61.11	38.89	0	0		
SWL - Animal Care	Male	NO.	11	2	2	0	2	17	
		%	64.71	11.76	11.76	0	11.76		
	Female	NO.	61	28	6	0	4	99	
		%	61.62	28.28	6.06	0	4.04		
	Persons	NO.	72	30	8	0	6	116	0.57
		%	62.07	25.86	6.9	0	5.17		

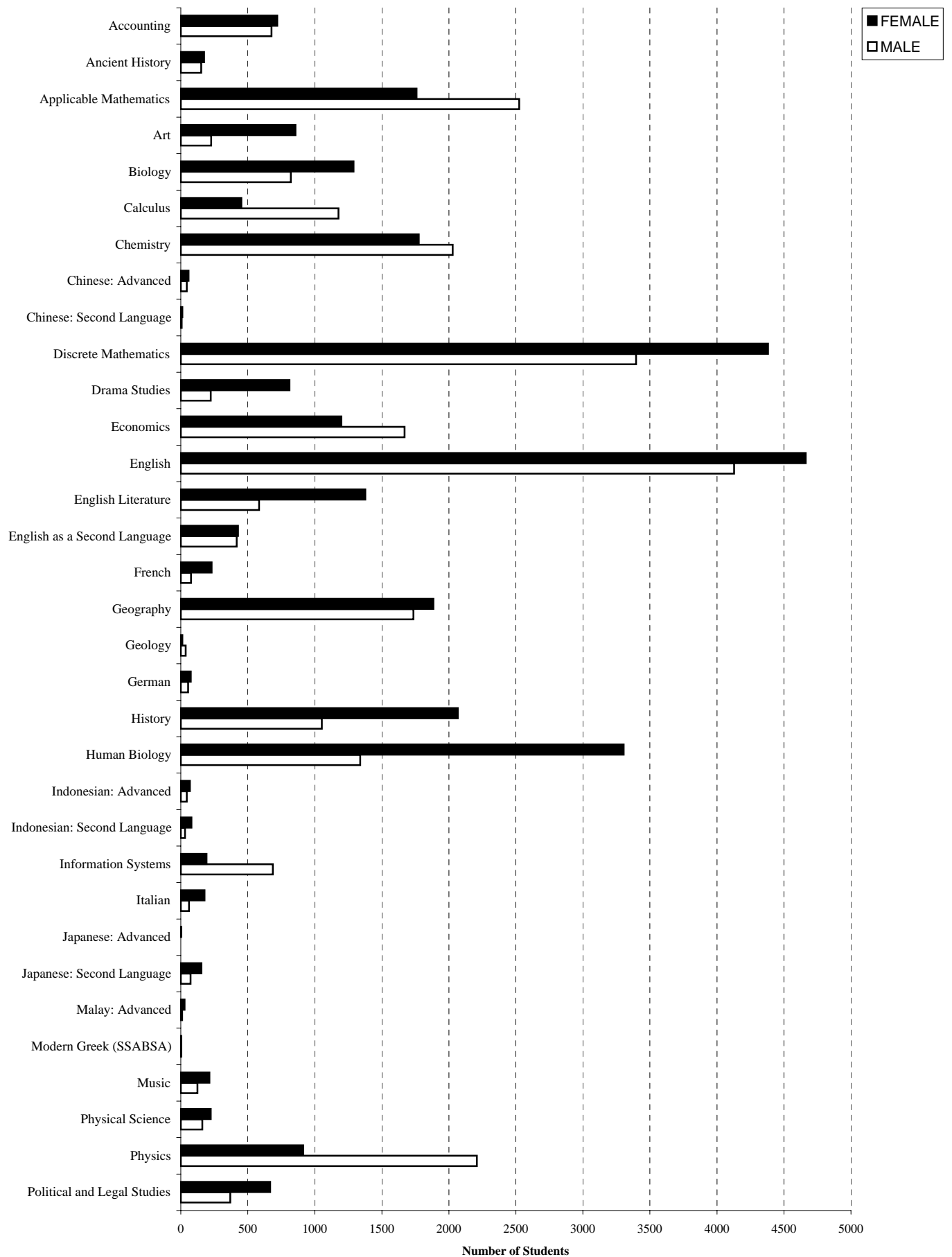
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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2004 (Cont)

Subjects within Industry Related Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
PRIMARY INDUSTRIES (Cont)									
SWL - Primary Industries	Male	NO.	58	122	56	6	2	244	
		%	23.77	50	22.95	2.46	0.82		
	Female	NO.	22	32	19	1	0	74	
		%	29.73	43.24	25.68	1.35	0		
	Persons	NO.	80	154	75	7	2	318	
		%	25.16	48.43	23.58	2.2	0.63		
RETAIL									
SWL - Sales and Personal Services	Male	NO.	97	72	22	2	6	199	
		%	48.74	36.18	11.06	1.01	3.02		
	Female	NO.	213	149	38	3	6	409	
		%	52.08	36.43	9.29	0.73	1.47		
	Persons	NO.	310	221	60	5	12	608	
		%	50.99	36.35	9.87	0.82	1.97		
SPORT AND RECREATION									
Fitness	Male	NO.	2	6	6	3	0	17	
		%	11.76	35.29	35.29	17.65	0		
	Female	NO.	1	6	2	0	0	9	
		%	11.11	66.67	22.22	0	0		
	Persons	NO.	3	12	8	3	0	26	
		%	11.54	46.15	30.77	11.54	0		
SPORT AND RECREATION									
Sport, Specific Skills and Training	Male	NO.	20	30	20	5	5	80	
		%	25	37.5	25	6.25	6.25		
	Female	NO.	10	11	2	0	0	23	
		%	43.48	47.83	8.7	0	0		
	Persons	NO.	30	41	22	5	5	103	
		%	29.13	39.81	21.36	4.85	4.85		
SWL - Sport and Recreation	Male	NO.	67	35	9	0	2	113	
		%	59.29	30.97	7.96	0	1.77		
	Female	NO.	38	23	3	0	0	64	
		%	59.38	35.94	4.69	0	0		
	Persons	NO.	105	58	12	0	2	177	
		%	59.32	32.77	6.78	0	1.13		
TRANSPORT AND STORAGE									
SWL - Transport and Storage	Male	NO.	14	7	4	1	0	26	
		%	53.85	26.92	15.38	3.85	0		
	Female	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		
	Persons	NO.	16	8	4	1	0	29	
		%	55.17	27.59	13.79	3.45	0		

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Figure 3.2 Number of Students Who Completed Year 12 TEE Subjects, by Sex, 2004



TES COURSES YR 12	MALE	FEMALE	TOTAL
Political and Legal Studies	369	666	1035
Physics	2208	913	3121
Physical Science	161	223	384
Music	124	214	338
Modern Greek (SSABSA)	3	4	7
Malay: Advanced	10	28	38
Japanese: Second Language	72	154	226
Japanese: Advanced	0	3	3
Italian	61	177	238
Information Systems	686	192	878
Indonesian: Second Language	32	80	112
Indonesian: Advanced	45	68	113
Human Biology	1338	3304	4642
History	1052	2067	3119
German	54	75	129
Geology	36	12	48
Geography	1735	1884	3619
French	76	230	306
English as a Second Language	417	427	844
English Literature	584	1376	1960
English	4128	4662	8790
Economics	1669	1198	2867
Drama Studies	224	811	1035
Discrete Mathematics	3397	4382	7779
Chinese: Second Language	6	11	17
Chinese: Advanced	44	58	102
Chemistry	2029	1776	3805
Calculus	1176	452	1628
Biology	821	1289	2110
Art	227	855	1082
Applicable Mathematics	2524	1759	4283
Ancient History	153	174	327
Accounting	677	719	1396

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Table 3.3 Combinations of the Number of Year 12 Tertiary Entrance Examination* and Wholly School-assessed** Subjects Completed, 2004

		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	73	143	85	288	1600	761	0
		Female	0	107	180	84	406	1976	487	5
		Persons	0	180	323	169	694	3576	1248	5
	1	Male	82	10	15	28	751	891	55	0
		Female	57	9	14	41	1266	1020	41	0
		Persons	139	19	29	69	2017	1911	96	0
	2	Male	34	11	19	63	439	45	0	0
		Female	54	13	30	80	619	51	0	0
		Persons	88	24	49	143	1058	96	0	0
	3	Male	100	49	102	82	18	1	0	0
		Female	110	39	115	59	23	1	0	0
		Persons	210	88	217	141	41	2	0	0
	4	Male	378	169	180	3	0	0	0	0
		Female	399	173	137	5	0	0	0	0
		Persons	777	342	317	8	0	0	0	0
	5	Male	922	348	19	0	0	0	0	0
		Female	1023	290	15	0	0	0	0	0
		Persons	1945	638	34	0	0	0	0	0
	6	Male	1365	68	1	0	0	0	0	0
		Female	1208	53	0	0	0	0	0	0
		Persons	2573	121	1	0	0	0	0	0
	7 or More	Male	285	9	0	0	0	0	0	0
		Female	302	6	0	0	0	0	0	0
		Persons	587	15	0	0	0	0	0	0

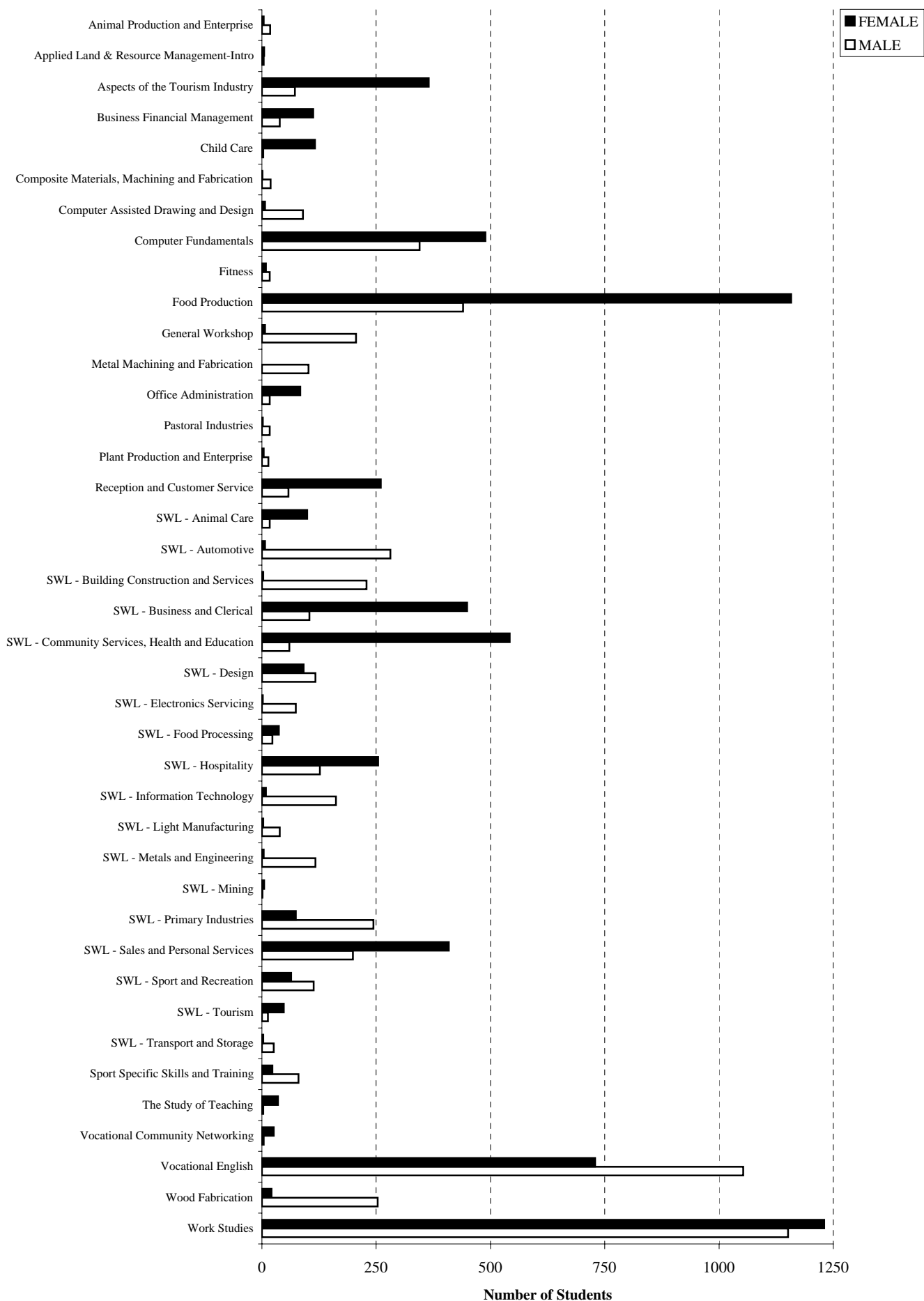
* These are Year 12 Curriculum Council subjects which have a Tertiary Entrance Examination.

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

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

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Figure 3.3 Number of Students Who Completed Year 12 Vocational Subjects, by Sex, 2004



Curriculum Council

Table 4.1 Number of Candidates Sitting the Tertiary Entrance Examination in Each Subject, 2001-2004

Subject	Number of Candidates Sitting in the Examinations								
	2001	2002	2003	2004					
				Male		Female		Persons	% Change*
				No.	%	No.	%		
Accounting	1120	1172	1102	582	48	632	52	1214	10.2
Ancient History	285	371	361	133	45	163	55	296	-18.0
Applicable Mathematics	4577	4455	4499	2405	58	1719	42	4124	-8.3
Art	1077	1076	1061	188	21	729	79	917	-13.6
Biology	1815	1984	1812	714	37	1194	63	1908	5.3
Calculus	1761	1649	1769	1136	72	438	28	1574	-11.0
Chemistry	3441	3385	3594	1925	53	1711	47	3636	1.2
Chinese: Advanced	77	101	128	41	44	52	56	93	-27.3
Chinese: Second Language	22	19	28	10	33	20	67	30	7.1
Discrete Mathematics	7215	7686	7763	2613	40	3902	60	6515	-16.1
Drama Studies	1015	1000	1087	215	22	741	78	956	-12.1
Economics	2833	2959	3087	1553	57	1150	43	2703	-12.4
English	7965	8467	8509	3930	47	4388	53	8318	-2.2
English as a Second Language	716	661	740	352	48	380	52	732	-1.1
English Literature	2704	2459	2393	578	30	1346	70	1924	-19.6
French	314	385	336	75	25	222	75	297	-11.6
Geography	3949	4063	4024	1504	47	1722	53	3226	-19.8
Geology	40	30	43	27	73	10	27	37	-14.0
German	107	87	104	59	42	81	58	140	34.6
History	2968	3099	3230	947	33	1888	67	2835	-12.2
Human Biology	4121	4229	4352	1150	28	2908	72	4058	-6.8
Indonesian: Advanced	191	129	105	37	39	59	61	96	-8.6
Indonesian: Second Language	159	151	140	31	29	76	71	107	-23.6
Information Systems	693	763	761	530	76	169	24	699	-8.1
Italian	209	217	218	56	26	158	74	214	-1.8
Japanese: Advanced	10	13	13	0	0	3	100	3	-76.9
Japanese/Japanese: Second Lang	294	269	259	69	33	142	67	211	-18.5
Malay: Advanced	64	54	87	11	26	32	74	43	-50.6
Modern Greek	11	6	2	3	43	4	57	7	250.0
Music	340	322	341	116	35	212	65	328	-3.8
Physical Science	294	277	320	141	40	213	60	354	10.6
Physics	3131	3001	3154	2095	70	880	30	2975	-5.7
Political and Legal Studies	1034	957	1068	334	35	633	65	967	-9.5
Total number of students who sat at least one TEE subject	12042	12272	12426	5257	45	6395	55	11652	-6.2

* Percentage change between 2003 and 2004.

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Table 4.2 Candidates in Each TEE Subject, Shown as Percentage of Total Candidature*, 2000-2004

Subject	Subject Candidature as a Percentage of the Total Candidature				
	2000	2001	2002	2003	2004
Accounting	10	9	10	9	10
Ancient History	3	2	3	3	3
Applicable Mathematics	40	38	36	36	35
Art	9	9	9	9	8
Biology	16	15	16	15	16
Calculus	16	15	13	14	14
Chemistry	30	29	28	29	31
Chinese: Advanced	1	1	1	1	1
Chinese: Second Language	0.12	0.18	0.15	0.23	0.26
Discrete Mathematics	56	60	63	62	56
Drama Studies	-	8	8	9	8
Economics	25	24	24	25	23
English	67	66	69	68	71
English as a Second Language	6	6	5	6	6
English Literature	22	22	20	19	17
French	3	3	3	3	3
Geography	33	33	33	32	28
Geology	1	0.33	0.24	0.35	0.32
German	1	1	1	1	1
History	24	25	25	26	24
Human Biology	33	34	34	35	35
Indonesian: Advanced	2	2	1	1	1
Indonesian: Second Language	1	1	1	1	1
Information Systems	6	6	6	6	6
Italian	2	2	2	2	2
Japanese: Advanced	0.06	0.08	0.11	0.10	0.03
Japanese/Japanese: Second Lang	2	2	2	2.08	1.81
Malay Specialist	0	-	-	-	-
Malay: Advanced	1	1	0.44	1	0.37
Modern Greek	0.04	0.09	0.05	0.02	0.06
Music	3	3	3	3	3
Physical Science	2	2	2	3	3
Physics	27	26	24	25	26
Political and Legal Studies	7	9	8	9	8
Total Candidature	11986	12042	12272	12426	11652

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

Curriculum Council

Table 4.3 Total Number and Percentage of Full-Time and Part-Time Enrolments in Tertiary Admissions/Entrance Examinations, 1983-2004

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
2003	13860	94.2	849	5.8	14709
2004	13250	93.6	903	6.4	14153

* Enrolments include students who were non-examination candidates.

** 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 2004 Tertiary Entrance Examination Subjects by Enrolment Type and Sex

Age as at 31 December 2004	Full-Time*			Part-Time*			Total (Both Full-Time and Part-Time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Under 16	0	6	6	6	5	11	6	11	17
16+ - 17**	74	92	166	40	40	80	114	132	244
17+ - 18	5030	5943	10973	36	36	72	5066	5979	11045
18+ - 19	772	780	1552	76	84	160	848	864	1712
19+ - 20	174	181	355	53	41	94	227	222	449
20+ - 21	41	46	87	45	57	102	86	103	189
21+ - 22	23	16	39	24	30	54	47	46	93
22+ - 23	11	9	20	14	14	28	25	23	48
23+ - 24	5	3	8	17	11	28	22	14	36
24+ - 25	6	1	7	10	16	26	16	17	33
25+ - 30	9	7	16	29	47	76	38	54	92
30+ - 35	7	2	9	22	36	58	29	38	67
35+ - 40	3	3	6	5	25	30	8	28	36
40+ - 45	0	1	1	9	23	32	9	24	33
45+ - 50	1	3	4	9	18	27	10	21	31
50+ - 55	0	0	0	3	11	14	3	11	14
55+ - 60	1	0	1	1	4	5	2	4	6
60+ - 65	0	0	0	1	3	4	1	3	4
65+ - 70	0	0	0	0	2	2	0	2	2
TOTAL	6157	7093	13250	400	503	903	6557	7596	14153

* 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 2004.

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Table 4.5 Private Candidature and Absent Private Candidates in TEE Subjects, 2003-2004

Subject	2003			2004		
	Enrolled	Absent	% of Absentees*	Enrolled	Absent	% of Absentees*
Accounting	8	3	37.5	8	4	50.0
Ancient History	6	1	16.7	12	8	66.7
Applicable Mathematics	41	14	34.1	59	20	33.9
Art	4	3	75.0	1	0	0.0
Biology	5	0	0.0	14	2	14.3
Calculus	16	7	43.8	25	11	44.0
Chemistry	32	13	40.6	33	11	33.3
Chinese: Advanced	20	5	25.0	13	3	23.1
Chinese: Second Language	11	1	9.1	11	0	0.0
Discrete Mathematics	1287	106	8.2	55	13	23.6
Drama Studies	7	2	28.6	11	5	45.5
Economics	15	0	0.0	20	5	25.0
English	137	25	18.2	224	36	16.1
English Literature	19	9	47.4	11	2	18.2
French	3	1	33.3	3	0	0.0
Geography	32	8	25.0	18	7	38.9
Geology	0	0	0.0	0	0	0.0
German	24	2	8.3	18	1	5.6
History	16	4	25.0	14	6	42.9
Human Biology	41	7	17.1	39	15	38.5
Indonesian: Advanced	28	0	0.0	16	0	0.0
Indonesian: Second Language	4	0	0.0	5	0	0.0
Information Systems	7	0	0.0	6	1	16.7
Italian	5	1	20.0	1	0	0.0
Japanese: Second Language	4	0	0.0	3	1	33.3
Malay: Advanced	3	0	0.0	7	0	0.0
Music	2	0	0.0	3	1	33.3
Physical Science	46	17	37.0	34	5	14.7
Physics	36	11	30.6	35	12	34.3
Political and Legal Studies	10	4	40.0	8	1	12.5

* 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.

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Table 4.6 Number and Percentage* of Background Candidates in TEE Subjects, 2000-2004

Subject	2000		2001		2002		2003		2004	
	No.	%	No.	%	No.	%	No.	%	No.	%
French	15	4.3	18	5.7	17	4.2	14	3.9	20	6.4
German	37	23.9	39	36.4	31	33	37	31.4	32	21.1
Italian	1	0.4	6	2.9	12	4.7	10	3.9	6	2.4
Modern Greek	0	0	2	18.2	1	16.7	1	33.3	4	57.1

* 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, 2001-2004

Number of TEE Subjects sat for	2001		2002		2003		2004			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	548	5	568	5	546	4	277	309	586	5
2	491	4	518	4	517	4	221	260	481	4.1
3	322	3	330	3	366	3	152	160	312	2.6
4	3764	31	3941	32	3873	31	1496	2280	3776	32.4
5	4748	39	4654	38	4741	38	2291	2793	5084	43.6
6	1939	16	1975	16	2083	17	796	569	1365	11.7
7 or more	230	2	286	2	301	3	24	24	48	0.4
Total	12042	100	12272	100	12426	100	5257	6395	11652	100

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

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Table 4.8 Enrolments, Absentees and Non-Examination Candidates in Each Tertiary Entrance Examination Subject, 2004

Subject	Number of Candidates				Absentees as a Percentage of Enrolments
	Enrolled*	Non-Exam Candidate	Sat	Absent**	
Accounting	1430	44	1214	172	12.0
Ancient History	357	3	296	58	16.2
Applicable Mathematics	4391	36	4124	231	5.3
Art	1105	49	917	139	12.6
Biology	2145	47	1908	190	8.9
Calculus	1679	11	1574	94	5.6
Chemistry	3894	25	3636	233	6.0
Chinese: Advanced	118	1	93	24	20.3
Chinese: Second Language	33	0	30	3	9.1
Discrete Mathematics	7939	341	6515	1083	13.6
Drama Studies	1066	28	956	82	7.7
Economics	2925	32	2703	190	6.5
English	9156	138	8318	700	7.6
English as a Second Language	856	17	732	107	12.5
English Literature	1980	12	1924	44	2.2
French	313	4	297	12	3.8
Geography	3686	106	3226	354	9.6
Geology	48	3	37	8	16.7
German	152	1	140	11	7.2
History	3191	76	2835	280	8.8
Human Biology	4781	178	4058	545	11.4
Indonesian: Advanced	131	0	96	35	26.7
Indonesian: Second Language	124	10	107	7	5.6
Information Systems	923	51	699	173	18.7
Italian	245	4	214	27	11.0
Japanese: Advanced	3	0	3	0	0.0
Japanese: Second Language	230	5	211	14	6.1
Malay: Advanced	45	0	43	2	4.4
Modern Greek	7	0	7	0	0.0
Music	341	4	328	9	2.6
Physical Science	428	11	354	63	14.7
Physics	3216	33	2975	208	6.5
Political and Legal Studies	1062	15	967	80	7.5

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

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

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

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Table 4.9 Number of Anomalous Performers* Identified in Each Tertiary Entrance Subject, 2003-2004

Subject	2003		2004	
	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	42	3.81	33	2.72
Ancient History	21	5.82	25	8.45
Applicable Mathematics	104	2.31	71	1.72
Art	51	4.81	40	4.36
Biology	43	2.37	56	2.94
Calculus	53	3.00	20	1.27
Chemistry	24	0.67	36	0.99
Chinese: Advanced	8	6.25	8	8.60
Chinese: Second Language	1	3.57	0	0.00
Discrete Mathematics	212	2.73	142	2.18
Drama Studies	75	6.90	72	7.53
Economics	87	2.82	64	2.37
English	878	10.32	823	9.89
English as a Second Language	41	5.54	37	5.05
English Literature	168	7.02	213	11.07
French	4	1.19	3	1.01
Geography	237	5.89	191	5.92
Geology	4	9.30	2	5.41
German	1	0.96	3	2.14
History	311	9.63	262	9.24
Human Biology	94	2.16	104	2.56
Indonesian: Advanced	8	7.62	14	14.58
Indonesian: Second Language	2	1.43	1	0.93
Information Systems	39	5.12	48	6.87
Italian	5	2.29	2	0.93
Japanese: Advanced	0	0.00	0	0.00
Japanese: Second Language	2	0.77	1	0.47
Malay: Advanced	10	11.49	1	2.33
Modern Greek	0	0.00	0	0.00
Music	12	3.52	2	0.61
Physical Science	7	2.19	12	3.39
Physics	93	2.95	56	1.88
Political and Legal Studies	63	5.90	65	6.72

* 'Anomalous Performers' are examination candidates whose performances were significantly different 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. Any student for whom the difference between the Standardised Moderated School mark and the Standardised TEE mark exceeds approximately 17 marks will be classified as an 'Anomalous Performer'.

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Table 4.10 Subject Absentee and Anomalous Performer Rate in Relation to Date of Examination, 2004

Subject	Date of Examination	Absentees as a Percentage of Enrolments	Anomalous Performers as a Percentage of those who Sat
Japanese: Advanced	October 19	0.00	0.00
Modern Greek (SSABSA)	November 3	0.00	0.00
Biology	November 8	8.86	2.94
Physics	November 8	6.47	1.88
Calculus	November 9	5.60	1.27
History	November 9	8.77	9.24
Indonesian: Advanced	November 9	26.72	14.58
Discrete Mathematics	November 10	13.64	2.18
Malay: Advanced	November 10	4.44	2.33
Music	November 10	2.64	0.61
English	November 11	7.65	9.89
English as a Second Language	November 11	12.50	5.05
Ancient History	November 12	16.25	8.45
Chemistry	November 12	5.98	0.99
German	November 12	7.24	2.14
English Literature	November 15	2.22	11.07
Indonesian: Second Language	November 15	5.65	0.93
Italian	November 15	11.02	0.93
Chinese: Advanced	November 16	20.34	8.60
Economics	November 16	6.50	2.37
French	November 16	3.83	1.01
Accounting	November 17	12.03	2.72
Human Biology	November 17	11.40	2.56
Chinese: Second Language	November 18	9.09	0.00
Drama Studies	November 18	7.69	7.53
Geography	November 18	9.60	5.92
Applicable Mathematics	November 19	5.26	1.72
Art	November 19	12.58	4.36
Physical Science	November 22	14.72	3.39
Political and Legal Studies	November 22	7.53	6.72
Information Systems	November 23	18.74	6.87
Japanese: Second Language	November 23	6.09	0.47
Geology	November 24	16.67	5.41

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Table 4.11 Summary Statistics on Tertiary Entrance Examination Papers, 2004
(For details relating to notes on this table, please refer to Summary Statistics on TEE Papers, 2004).

Subject	No. of Candidates*		Mean (%)		Range		Reliability				Concurrent Validity	
							Multiple Choice		Total Examination			
Accounting	1214	(1102)	56.28	(59.32)	89	(93)			0.90	(0.92)	0.90	(0.90)
Ancient History	296	(361)	58.94	(60.05)	79	(93)			N/A	(N/A)	0.80	(0.84)
Applicable Mathematics	4124	(4499)	61.24	(60.37)	95	(94)			0.92	(0.89)	0.90	(0.89)
Art	917	(1061)	58.24	(57.60)	76	(92)			0.69	(0.68)	0.79	(0.81)
Biology	1908	(1812)	57.54	(59.87)	89	(78)	0.83	(0.94)	0.84	(0.86)	0.87	(0.89)
Calculus	1574	(1769)	67.67	(62.29)	96	(97)			0.91	(0.87)	0.91	(0.90)
Chemistry	3637	(3594)	60.98	(61.53)	86	(98)	0.88	(0.96)	0.88	(0.88)	0.92	(0.93)
Chinese: Advanced	94	(128)	53.34	(54.10)	69	(80)			0.92	(0.76)	0.79	(0.78)
Chinese: Second Language	30	(28)	78.73	(73.53)	52	(42)			0.72	(0.54)	0.91	(0.86)
Discrete Mathematics	6516	(7763)	69.11	(59.77)	90	(94)			0.89	(0.88)	0.88	(0.87)
Drama Studies	956	(1087)	57.46	(57.66)	80	(82)			0.63	(0.65)	0.77	(0.76)
Economics	2703	(3087)	53.51	(58.77)	89	(91)	0.81	(0.75)	0.73	(0.78)	0.89	(0.89)
English	8318	(8509)	57.22	(57.77)	101	(96)			0.76	(0.76)	0.72	(0.73)
English as a Second Language	732	(740)	59.73	(61.46)	79	(73)	0.86	(0.66)	0.79	(0.78)	0.84	(0.84)
English Literature	1924	(2393)	62.88	(61.07)	96	(91)			0.66	(0.72)	0.73	(0.79)
French	297	(336)	59.18	(58.06)	67	(80)			0.94	(0.92)	0.95	(0.94)
Geography	3226	(4024)	56.71	(51.73)	86	(78)	0.61	(0.49)	0.69	(0.68)	0.81	(0.82)
Geology	37	(43)	57.76	(56.42)	65	(64)	0.75	(0.95)	0.87	(0.90)	0.87	(0.89)
German	140	(104)	68.06	(74.36)	79	(78)			0.91	(0.92)	0.94	(0.94)
History	2835	(3230)	58.83	(60.28)	84	(92)			0.85	(0.86)	0.76	(0.76)
Human Biology	4058	(4352)	54.80	(50.80)	82	(76)	0.88	(0.95)	0.82	(0.82)	0.87	(0.90)
Indonesian: Advanced	96	(105)	55.81	(48.97)	64	(65)	0.76	(0.18)	0.80	(0.66)	0.73	(0.75)
Indonesian: Second Language	107	(140)	50.25	(59.35)	88	(80)			0.95	(0.86)	0.90	(0.86)
Information Systems	700	(761)	60.84	(53.48)	91	(80)			0.86	(0.85)	0.83	(0.85)
Italian	214	(218)	62.02	(60.06)	90	(82)			0.87	(0.87)	0.92	(0.93)
Japanese: Advanced**												
Japanese: Second Language	211	(259)	62.27	(56.57)	85	(95)			0.90	(0.92)	0.94	(0.92)
Malay: Advanced	43	(87)	64.07	(63.00)	41	(61)			0.69	(0.68)	0.75	(0.81)
Modern Greek**												
Music	328	(341)	64.84	(62.33)	73	(78)			0.91	(0.92)	0.93	(0.89)
Physical Science	315	(320)	50.91	(55.07)	71	(83)	0.76	(0.92)	0.63	(0.86)	0.88	(0.89)
Physics	2975	(3154)	60.62	(58.73)	94	(97)			0.90	(0.89)	0.90	(0.89)
Political and Legal Studies	967	(1068)	52.30	(52.63)	93	(96)			0.87	(0.88)	0.83	(0.78)

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

** Statistics are given for examinations produced by the Curriculum Council. Those produced in other states are not included.

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Table 4.12 Mean and Standard Deviation of Moderated School Assessments, Raw Examination Marks and Correlation Coefficients* for the Tertiary Entrance Examination Subjects, by Sex, 2004

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
Accounting	Male	580	64.73	12.52	55.54	17.92	0.90
	Female	630	66.15	12.69	57.14	17.84	
	Persons	1210	65.47	12.63	56.37	17.90	
Ancient History	Male	133	66.44	11.18	59.93	11.63	0.78
	Female	158	66.01	11.91	58.74	13.37	
	Persons	291	66.20	11.58	59.29	12.62	
Applicable Mathematics	Male	2376	65.57	12.59	61.46	16.83	0.91
	Female	1704	65.86	12.14	61.38	16.04	
	Persons	4080	65.69	12.41	61.43	16.51	
Art	Male	187	65.16	11.84	56.60	13.79	0.79
	Female	728	66.96	10.76	58.71	12.46	
	Persons	915	66.59	11.01	58.28	12.77	
Biology	Male	712	64.13	10.87	56.47	11.91	0.88
	Female	1184	66.44	12.00	58.24	13.17	
	Persons	1896	65.57	11.64	57.57	12.74	
Calculus	Male	1124	65.26	12.65	67.48	18.37	0.92
	Female	434	67.45	12.86	68.73	18.54	
	Persons	1558	65.87	12.75	67.83	18.43	
Chemistry	Male	1913	65.65	12.39	61.55	16.73	0.92
	Female	1701	65.81	12.42	60.54	16.81	
	Persons	3614	65.73	12.40	61.07	16.78	
Chinese: Advanced	Male	34	63.51	12.59	51.59	16.09	0.79
	Female	45	67.07	11.03	53.31	17.85	
	Persons	79	65.54	11.86	52.57	17.14	
Chinese: Second Language	Male	6	64.11	13.63	72.00	15.65	0.92
	Female	8	66.55	14.27	78.13	13.21	
	Persons	14	65.50	14.05	75.50	14.63	
Discrete Mathematics	Male	2588	66.56	12.02	70.01	13.89	0.88
	Female	3881	65.37	11.97	68.64	13.84	
	Persons	6469	65.85	12.00	69.19	13.88	
Drama Studies	Male	211	63.51	13.26	55.73	12.30	0.77
	Female	738	66.21	11.49	58.28	10.39	
	Persons	949	65.61	11.96	57.71	10.90	
Economics	Male	1544	65.53	11.71	53.88	15.37	0.89
	Female	1144	65.58	12.44	53.27	16.16	
	Persons	2688	65.55	12.03	53.62	15.71	

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

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

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Table 4.13 Mean and Standard Deviation of Combined Marks and Scaled Marks for the Tertiary Entrance Examination Subjects, by Sex, 2004

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
Accounting	Male	585	64.82	12.21	53.84	14.17	92.37
	Female	635	66.19	12.26	55.49	14.19	89.79
	Persons	1220	65.53	12.25	54.70	14.21	92.37
Ancient History	Male	133	66.49	10.94	60.25	12.82	95.06
	Female	166	65.22	12.28	58.76	14.38	95.20
	Persons	299	65.79	11.72	59.42	13.72	95.20
Applicable Mathematics	Male	2403	65.43	12.28	62.31	14.61	100.00
	Female	1719	65.48	11.81	62.36	14.05	100.00
	Persons	4122	65.45	12.09	62.33	14.38	100.00
Art	Male	187	64.03	12.35	51.16	15.80	97.20
	Female	729	65.99	11.10	53.67	14.21	90.17
	Persons	916	65.59	11.40	53.15	14.59	97.20
Biology	Male	716	64.25	10.67	53.69	13.08	97.50
	Female	1197	66.39	11.93	56.32	14.62	94.96
	Persons	1913	65.59	11.52	55.34	14.12	97.50
Calculus	Male	1135	65.23	12.24	64.45	14.00	100.00
	Female	439	66.70	12.65	66.12	14.46	100.00
	Persons	1574	65.64	12.38	64.91	14.15	100.00
Chemistry	Male	1927	65.74	11.95	63.30	14.09	100.00
	Female	1715	65.47	12.05	62.99	14.20	100.00
	Persons	3642	65.61	12.00	63.15	14.14	100.00
Chinese: Advanced	Male	41	65.01	12.37	45.12	20.16	90.52
	Female	51	67.39	12.76	49.01	20.80	94.40
	Persons	92	66.33	12.64	47.28	20.61	94.40
Chinese: Second Language	Male	10	69.45	14.49	62.93	16.05	96.75
	Female	20	68.72	12.87	62.12	14.25	96.75
	Persons	30	68.96	13.44	62.39	14.88	96.75
Discrete Mathematics	Male	2614	66.29	11.72	54.53	13.74	92.57
	Female	3910	65.11	11.62	53.14	13.62	91.68
	Persons	6524	65.58	11.67	53.70	13.69	92.57
Drama Studies	Male	214	63.40	12.70	51.94	14.62	90.97
	Female	742	66.19	11.28	54.95	13.83	96.93
	Persons	956	65.57	11.68	54.27	14.06	96.93
Economics	Male	1553	65.54	11.63	59.07	14.16	99.58
	Female	1153	65.33	12.23	58.81	14.90	98.45
	Persons	2706	65.46	11.89	58.96	14.48	99.58

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

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Table 4.13 Mean and Standard Deviation of Combined Marks and Scaled Marks for the Tertiary Entrance Examination Subjects, by Sex, 2004 (Cont)

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
English	Male	3934	63.08	11.08	52.06	13.82	94.34
	Female	4405	67.78	10.42	57.91	13.04	93.89
	Persons	8339	65.56	10.99	55.15	13.73	94.34
English as a Second Language **	Male	350	64.62	10.92	N/A	N/A	N/A
	Female	379	66.85	11.98	N/A	N/A	N/A
	Persons	729	65.78	11.54	N/A	N/A	N/A
English Literature	Male	576	65.01	11.23	63.46	14.59	99.39
	Female	1350	66.04	10.70	64.79	13.88	100.00
	Persons	1926	65.73	10.88	64.39	14.11	100.00
French	Male	75	67.69	12.01	67.10	13.98	100.00
	Female	222	66.65	12.50	65.89	14.57	100.00
	Persons	297	66.91	12.39	66.20	14.43	100.00
Geography	Male	1508	65.57	11.67	54.30	14.06	93.29
	Female	1727	65.73	10.81	54.49	13.02	93.36
	Persons	3235	65.66	11.22	54.40	13.52	93.36
Geology	Male	27	63.81	13.22	50.09	12.50	84.30
	Female	10	74.90	6.54	60.57	6.19	73.62
	Persons	37	66.81	12.78	52.92	12.09	84.30
German	Male	59	64.88	14.06	64.22	16.34	100.00
	Female	81	71.51	12.24	71.94	13.83	100.00
	Persons	140	68.72	13.44	68.69	15.42	100.00
History	Male	948	65.04	11.19	55.67	14.30	96.09
	Female	1897	65.98	11.05	56.88	14.10	95.94
	Persons	2845	65.67	11.10	56.48	14.18	96.09
Human Biology	Male	1149	64.84	11.20	53.64	13.63	96.44
	Female	2918	65.88	11.28	54.90	13.73	92.74
	Persons	4067	65.58	11.26	54.54	13.71	96.44
Indonesian: Advanced	Male	37	62.52	11.13	45.90	13.55	66.98
	Female	59	67.40	11.77	51.83	14.32	91.51
	Persons	96	65.52	11.77	49.54	14.32	91.51
Indonesian: Second Language	Male	31	69.43	12.17	62.06	14.80	92.58
	Female	76	64.45	12.99	56.00	15.80	99.25
	Persons	107	65.90	12.95	57.75	15.76	99.25
Information Systems	Male	532	66.25	12.01	51.15	14.88	90.04
	Female	170	64.29	11.00	48.72	13.63	79.49
	Persons	702	65.78	11.80	50.56	14.62	90.04

* 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.

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Table 4.13 Mean and Standard Deviation of Combined Marks and Scaled Marks for the Tertiary Entrance Examination Subjects, by Sex, 2004 (Cont)

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
Italian	Male	56	67.47	14.11	61.28	16.31	94.18
	Female	158	65.83	11.47	59.38	13.26	96.60
	Persons	214	66.26	12.24	59.87	14.15	96.60
Japanese: Advanced	Male	0	0.00	0.00	0.00	0.00	0.00
	Female	2	72.50	2.50	67.58	2.80	70.38
	Persons	2	72.50	2.50	67.58	2.80	70.38
Japanese: Second Language	Male	69	67.72	13.44	65.15	14.55	97.44
	Female	143	65.42	11.84	62.67	12.82	99.05
	Persons	212	66.17	12.43	63.48	13.46	99.05
Malay: Advanced	Male	11	65.90	9.93	41.15	13.29	66.87
	Female	32	67.95	12.43	43.90	16.64	86.81
	Persons	43	67.43	11.87	43.20	15.90	86.81
Modern Greek (SSABSA)	Male	3	75.85	19.35	67.52	22.96	87.41
	Female	4	81.00	11.15	73.68	13.17	89.42
	Persons	7	78.79	15.43	71.04	18.28	89.42
Music	Male	116	67.77	11.25	63.46	13.42	89.09
	Female	212	64.97	12.06	60.11	14.36	100.00
	Persons	328	65.96	11.86	61.29	14.12	100.00
Physical Science	Male	141	64.52	11.54	53.19	12.81	85.29
	Female	213	67.09	13.40	56.04	14.87	92.56
	Persons	354	66.06	12.76	54.90	14.16	92.56
Physics	Male	2097	65.52	11.73	62.22	14.33	100.00
	Female	884	65.62	11.63	62.35	14.20	98.45
	Persons	2981	65.55	11.70	62.26	14.29	100.00
Political and Legal Studies	Male	335	65.71	12.05	59.49	14.34	96.65
	Female	636	65.04	11.80	58.70	14.06	93.76
	Persons	971	65.27	11.89	58.97	14.16	96.65

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

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Table 4.14 Relationship between Raw Examination Marks and Standardised Examination Marks, for Tertiary Entrance Examination Subjects, 2004

Subject	Raw Examination Marks				
	Standardised to 48	Standardised to 60	Standardised to 72	Standardised to 80	Standardised to 100
Accounting	30.62	47.64	67.22	77.41	94.00
Ancient History	42.80	52.23	65.68	73.97	91.00
Applicable Mathematics	39.64	52.45	70.90	82.23	97.00
Art	42.35	52.87	64.70	73.06	90.00
Biology	40.33	50.85	65.03	73.16	90.00
Calculus	42.18	57.70	79.05	90.29	100.00
Chemistry	37.41	51.89	70.97	81.96	97.00
Chinese: Advanced	29.80	43.80	65.27	72.80	77.00
Chinese: Second Language	56.50	74.00	86.00	91.00	94.00
Discrete Mathematics	50.21	62.80	77.10	85.14	100.00
Drama Studies	45.03	53.29	62.75	69.90	90.00
Economics	31.66	45.56	61.98	73.12	95.00
English	41.41	50.98	63.14	72.27	100.00
English as a Second Language	40.54	52.83	67.07	75.89	93.00
English Literature	48.83	56.80	67.74	76.56	97.00
French	39.60	49.08	66.03	76.40	91.00
Geography	41.56	50.62	62.51	70.68	90.00
Geology	41.05	54.10	63.60	69.30	80.00
German	46.20	56.51	74.30	83.53	94.00
History	43.69	53.02	64.55	72.75	93.00
Human Biology	37.52	47.74	61.70	70.63	91.00
Indonesian: Advanced	44.53	50.80	62.37	69.13	79.00
Indonesian: Second Language	24.50	39.38	62.50	74.75	93.00
Information Systems	36.60	52.93	70.01	80.40	97.00
Italian	41.70	53.42	68.77	80.83	98.00
Japanese: Advanced*	-	-	-	-	-
Japanese: Second Language	39.00	50.00	73.57	82.78	95.00
Malay: Advanced	47.95	56.90	70.55	76.70	84.00
Modern Greek*	-	-	-	-	-
Music	46.75	57.28	72.03	82.36	93.00
Physical Science	32.22	43.21	58.85	68.78	81.00
Physics	38.77	52.37	69.88	79.40	96.00
Political And Legal Studies	28.62	42.74	62.40	73.28	95.00

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

Note: The raw marks which are standardised to 48, 60, 72 and 80 are those of students whose mark is higher than 10, 30, 70 and 90 per cent of other students sitting the examination. A raw mark of 0 becomes a standardised mark of 0, and the highest raw mark is standardised to 100. Having determined these standardisation points other raw examination marks may be transformed to standardised marks by linear interpolation.

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Table 4.15 Relationship between Combined Marks and Scaled Marks for Tertiary Entrance Examination Subjects, 2004

Subject	Combined Marks					
	Scaled to 35	Scaled to 50	Scaled to 65	Scaled to 75	Scaled to 85	Scaled to 100
Accounting	48.63	61.54	74.45	83.05	91.66	*
Ancient History	44.93	57.74	70.55	79.09	87.63	*
Applicable Mathematics	42.47	55.08	67.69	76.10	84.51	97.12
Art	51.41	63.12	74.84	82.66	90.47	*
Biology	49.00	61.24	73.48	81.64	89.80	*
Calculus	39.48	52.60	65.72	74.46	83.21	96.32
Chemistry	41.74	54.46	67.18	75.66	84.14	96.85
Chinese: Advanced	58.80	68.00	77.20	83.34	89.47	98.68
Chinese: Second Language	44.23	57.77	71.32	80.35	89.38	*
Discrete Mathematics	49.63	62.43	75.23	83.76	92.29	*
Drama Studies	50.26	62.31	74.36	82.39	90.42	*
Economics	45.78	58.10	70.41	78.62	86.83	99.14
English	49.46	61.45	73.44	81.44	89.43	*
English Literature	43.09	54.65	66.20	73.90	81.60	93.15
French	40.30	53.08	65.86	74.37	82.89	95.67
Geography	49.55	62.00	74.45	82.75	91.05	*
Geology	47.86	63.72	79.58	90.16	**	*
German	40.20	52.79	65.39	73.79	82.18	94.78
History	48.87	60.61	72.34	80.17	87.99	99.73
Human Biology	49.53	61.85	74.18	82.39	90.60	*
Indonesian: Advanced	53.57	65.90	78.22	86.44	94.65	*
Indonesian: Second Language	47.19	59.52	71.85	80.07	88.29	*
Information Systems	53.22	65.33	77.43	85.50	93.57	*
Italian	44.74	57.72	70.69	79.34	87.99	*
Japanese: Advanced***	-	-	-	-	-	-
Japanese: Second Language	39.86	53.72	67.58	76.82	86.06	99.91
Malay: Advanced	61.30	72.51	83.71	91.18	98.65	*
Modern Greek***	-	-	-	-	-	-
Music	43.91	56.48	69.06	77.44	85.83	98.40
Physical Science	48.13	61.65	75.16	84.17	93.18	*
Physics	43.23	55.51	67.79	75.98	84.17	96.45
Political and Legal Studies	45.15	57.75	70.34	78.73	87.13	99.72

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

** No scaled mark of 85 was given for this subject.

*** 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.

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Table 4.16 Subject Loading for each Tertiary Entrance Examination Subject, 2003-2004

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 in 2004, an average student's scaled mark in Accounting was 3.10 marks lower than his/her combined marks.

Subject	2003	2003	2004	2004
	Mean scaled mark *	Subject Loading	Mean scaled mark *	Subject Loading
Accounting	55.67	-2.33	54.90	-3.10
Ancient History	59.43	1.43	59.13	1.13
Applicable Mathematics	62.58	4.58	62.66	4.66
Art	55.32	-2.68	54.64	-3.36
Biology	56.16	-1.84	55.85	-2.15
Calculus	65.39	7.39	65.26	7.26
Chemistry	63.86	5.86	63.33	5.33
Chinese: Advanced	53.00	-5.00	54.32	-3.68
Chinese: Second Language	60.82	2.82	63.69	5.69
Discrete Mathematics	55.10	-2.90	54.35	-3.65
Drama Studies	55.07	-2.93	54.85	-3.15
Economics	59.08	1.08	59.27	1.27
English	55.08	-2.92	55.72	-2.28
English as a Second Language	NA		NA	
English Literature	64.72	6.72	64.59	6.59
French	65.90	7.90	65.49	7.49
Geography	54.30	-3.70	54.73	-3.27
Geology	53.46	-4.54	53.71	-4.29
German	65.33	7.33	65.14	7.14
History	56.66	-1.34	56.87	-1.13
Human Biology	54.70	-3.30	54.91	-3.09
Indonesian: Advanced	49.94	-8.06	50.28	-7.72
Indonesian: Second Language	59.10	1.10	59.05	1.05
Information Systems	51.66	-6.34	51.07	-6.93
Italian	57.78	-0.22	59.41	1.41
Japanese: Advanced **				
Japanese: Second Language	62.86	4.86	63.78	5.78
Malay: Advanced	56.43	-1.57	43.60	-14.40
Modern Greek **				
Music	61.56	3.56	62.03	4.03
Physical Science	55.41	-2.59	55.40	-2.60
Physics	62.51	4.51	62.56	4.56
Political and Legal Studies	60.01	2.01	59.19	1.19

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

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

For language subjects that include both background and non-background speakers, 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, 2004

Subject	Lowest Scaled Mark in Each Decile Place*									
	1	2	3	4	5	6	7	8	9	10
Accounting	72.01	66.42	62.32	59.18	56.14	52.65	48.52	43.32	35.24	0.00
Ancient History	76.52	70.79	67.01	62.85	60.39	57.06	53.43	48.08	41.83	0.00
Applicable Mathematics	79.85	74.10	70.15	66.41	63.26	59.70	55.69	50.34	42.73	0.00
Art	71.14	65.99	61.14	57.51	53.69	50.16	46.22	40.80	33.89	0.00
Biology	73.41	67.22	63.19	59.53	55.96	52.65	48.13	43.15	36.05	0.00
Calculus	82.24	76.64	72.48	68.98	65.86	62.12	58.09	53.08	45.74	0.00
Chemistry	80.64	74.70	70.81	67.23	63.80	60.31	56.59	51.13	43.31	0.00
Chinese: Advanced	78.69	62.97	57.79	53.60	49.72	43.18	38.96	28.27	23.92	0.00
Chinese: Second Language	96.75	74.61	71.40	65.04	63.54	61.32	55.85	54.22	47.51	0.00
Discrete Mathematics	70.75	65.59	61.30	57.75	54.40	50.90	47.01	41.81	34.55	0.00
Drama Studies	71.82	66.31	62.13	58.00	54.70	51.60	47.52	42.53	34.57	0.00
Economics	76.87	71.00	66.80	63.32	60.05	56.67	52.52	47.15	38.72	0.00
English	72.32	67.14	63.01	59.55	56.01	52.53	48.34	43.40	36.11	0.00
English as a Second Lang**	80.15	75.51	71.80	69.13	66.58	63.47	60.36	55.21	50.08	0.00
English Literature	82.20	76.47	72.43	68.55	65.11	61.38	57.41	52.29	44.92	0.00
French	83.92	78.25	73.95	70.23	66.87	63.07	59.01	54.12	45.59	0.00
Geography	71.44	66.19	61.85	58.47	55.04	51.67	47.65	42.15	35.31	0.00
Geology	69.63	61.45	58.54	57.75	54.23	51.99	47.82	45.92	38.12	0.00
German	95.72	79.97	75.66	72.19	68.19	64.62	61.15	57.30	48.85	0.00
History	74.16	68.41	64.28	60.93	57.51	53.92	49.56	43.88	36.41	0.00
Human Biology	72.24	66.56	62.46	59.05	55.74	51.80	47.67	42.39	35.26	0.00
Indonesian: Advanced	66.98	61.22	58.09	53.52	50.09	47.36	42.51	39.65	33.85	0.00
Indonesian: Second Lang	77.92	71.20	66.18	63.45	58.85	55.81	50.85	45.88	37.67	0.00
Information Systems	67.87	62.46	58.84	54.80	51.80	48.38	44.13	38.84	29.92	0.00
Italian	77.02	72.28	67.40	63.63	60.90	56.93	53.33	48.14	40.45	0.00
Japanese: Advanced	-	-	-	-	-	-	70.38	-	-	0.00
Japanese: Second Language	79.11	75.35	69.45	67.38	63.91	60.72	57.15	51.83	44.97	0.00
Malay: Advanced	65.61	57.98	55.19	47.02	45.04	39.24	36.66	26.25	22.87	0.00
Modern Greek	-	89.42	87.41	-	83.34	79.79	-	64.81	57.13	0.00
Music	79.23	72.25	68.81	65.22	62.31	58.64	54.08	48.21	41.80	0.00
Physical Science	71.83	66.66	62.83	59.00	55.56	52.31	48.85	43.08	36.20	0.00
Physics	79.85	74.50	70.37	66.63	63.09	59.41	55.39	50.22	42.17	0.00
Political and Legal Studies	76.20	71.07	67.03	63.39	59.68	55.95	52.20	47.42	39.87	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 2004

Sex of Student	Failed Test		Passed Test		Number who sat Test
	No.	%	No.	%	
Male	175	50.7	170	49.3	345
Female	109	52.2	100	47.8	209
Persons	284	51.3	270	48.7	554

* The percentages were calculated for each sex.

Curriculum Council

Table 4.19 Age of Full Fee Paying Overseas Students* Enrolled in 2004 Tertiary Entrance Examination Subjects by Enrolment Type and Sex

Age as at 31 December 2004	Full-Time*			Part-Time			Total (Both Full-Time and Part-Time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Under 16	0	1	1	0	0	0	0	1	1
16+ - 17**	1	4	5	1	4	5	2	8	10
17+ - 18	77	76	153	8	8	16	85	84	169
18+ - 19	110	141	251	13	5	18	123	146	269
19+ - 20	74	83	157	3	2	5	77	85	162
20+ - 21	12	13	25	2	1	3	14	14	28
21+ - 22	2	3	5	0	0	0	2	3	5
22+ - 23	1	2	3	0	0	0	1	2	3
23+ - 24	1	0	1	0	0	0	1	0	1
24+ - 25	0	0	0	0	0	0	0	0	0
25+ - 30	0	0	0	0	0	0	0	0	0
30+ - 35	0	0	0	0	0	0	0	0	0
35+ - 40	0	1	1	0	0	0	0	1	1
Total	278	324	602	27	20	47	305	344	649

* 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 2004.

Table 4.20 Number and Percentage* of Full Fee Paying Overseas Students Sitting for a Specific Number of TEE Subjects, 2001-2004

Number of TEE Subjects sat for	2001		2002		2003		2004			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	11	2.1	27	6.3	20	3.7	20	18	38	6.6
2	4	0.8	10	2.3	13	2.4	2	3	5	0.9
3	4	0.8	2	0.5	2	0.4	4	4	8	1.4
4	17	3.3	20	4.6	10	1.9	14	18	32	5.6
5	320	61.5	259	60.4	360	67.7	149	207	356	62.2
6	142	27.3	94	21.9	118	22.2	71	57	128	22.4
7 or more	22	4.2	17	4.0	9	1.7	0	5	5	0.9
Total	520	100	429	100	532	100	260	312	572	100

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

Curriculum Council

Table 4.21 Number of Full Fee Paying Overseas Students Sitting the Tertiary Entrance Examination in Each Subject, 2001-2004

Subject	Number of Students Sitting the Examination								
	2001	2002	2003	2004				Persons	% Change*
				Male		Female			
				No.	%	No.	%		
Accounting	176	124	172	74	39	116	61	190	10.5
Ancient History	1	2	5	0	0	3	100	3	-40.0
Applicable Mathematics	351	278	384	179	45	217	55	396	3.1
Art	33	23	12	8	38	13	62	21	75.0
Biology	41	31	34	44	41	63	59	107	214.7
Calculus	198	154	214	91	54	77	46	168	-21.5
Chemistry	222	161	227	118	44	148	56	266	17.2
Chinese: Advanced	52	67	89	32	48	34	52	66	-25.8
Chinese: Second Language	0	3	3	1	33	2	67	3	0.0
Discrete Mathematics	137	122	108	50	45	61	55	111	2.8
Drama Studies	15	3	14	6	50	6	50	12	-14.3
Economics	277	212	286	153	48	165	52	318	11.2
English	116	115	119	59	46	68	54	127	6.7
English as a Second Language	381	292	373	183	45	226	55	409	9.7
English Literature	16	5	13	4	40	6	60	10	-23.1
French	8	3	2	2	67	1	33	3	50.0
Geography	31	36	39	17	46	20	54	37	-5.1
German	7	2	3	19	50	19	50	38	1166.7
History	37	23	11	8	44	10	56	18	63.6
Human Biology	97	72	69	25	39	39	61	64	-7.2
Indonesian: Advanced	140	79	62	20	37	34	63	54	-12.9
Information Systems	66	49	96	47	44	60	56	107	11.5
Italian	1	0	0	0	0	1	100	1	-
Japanese: Advanced	4	7	9	0	0	3	100	3	-66.7
Japanese: Second Language	13	7	18	4	67	2	33	6	-66.7
Malay: Advanced	61	49	82	10	26	28	74	38	-53.7
Music	4	3	1	2	40	3	60	5	400.0
Physical Science	6	6	0	0	0	4	100	4	-
Physics	189	162	199	97	55	80	45	177	-11.1
Political and Legal Studies	23	20	17	10	45	12	55	22	29.4
Total Number of Students who sat at least one TEE Subject	520	429	532	260	45	312	55	572	7.5

* Percentage change between 2003 and 2004.

Curriculum Council

Table 4.22 Enrolments, Absentees and Non-Examination Full Fee Paying Overseas Students in Each Tertiary Entrance Examination Subject, 2004

Subject	Number of Students				Absentees as a Percentage of Enrolments
	Enrolled*	Non-Exam Candidate	Sat	Absent**	
Accounting	218	5	190	23	10.6
Ancient History	3	0	3	0	0.0
Applicable Mathematics	421	2	396	23	5.5
Art	28	0	21	7	25.0
Biology	115	0	107	8	7.0
Calculus	181	1	168	12	6.6
Chemistry	283	0	266	17	6.0
Chinese: Advanced	89	1	66	22	24.7
Chinese: Second Language	3	0	3	0	0.0
Discrete Mathematics	147	4	111	32	21.8
Drama Studies	17	0	12	5	29.4
Economics	341	5	318	18	5.3
English	130	2	127	1	0.8
English as a Second Language	461	3	409	49	10.6
English Literature	10	0	10	0	0.0
French	3	0	3	0	0.0
Geography	41	2	37	2	4.9
German	38	0	38	0	0.0
History	19	1	18	0	0.0
Human Biology	69	1	64	4	5.8
Indonesian: Advanced	87	0	54	33	37.9
Indonesian: Second Language	1	0	0	1	100.0
Information Systems	118	0	107	11	9.3
Italian	1	0	1	0	0.0
Japanese: Advanced	3	0	3	0	0.0
Japanese: Second Language	7	0	6	1	14.3
Malay: Advanced	40	0	38	2	5.0
Music	5	0	5	0	0.0
Physical Science	4	0	4	0	0.0
Physics	193	2	177	14	7.3
Political and Legal Studies	23	0	22	1	4.3

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

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

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

Curriculum Council

Table 5.1 Number of Schools with Students* who Completed Units of Competency/National Training Modules, 2004

School Sector	Schools with Years 8, 9 or 10 Students	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	72	111	107	141
Catholic	6	28	33	36
Other Independent	7	25	28	34
Total	85	164	168	211

* Students who successfully completed at least one Unit of Competency/National Training Module in 2004.

Table 5.2 Number of Schools with Students* who Completed Structured Workplace Learning Subjects, 2004

School Sector	Schools with Years 8, 9 or 10 Students	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	23	118	115	133
Catholic	0	36	36	36
Other Independent	4	39	36	40
Total	27	193	187	209

* Students who completed at least one Structured Workplace Learning Subject in 2004.

Curriculum Council

Table 5.3 Number of Schools with Students* who Completed Units of Competency/
National Training Modules and Structured Workplace Learning Subjects, 2004

School Sector	Schools with Years 8, 9 or 10 Students	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	14	105	107	122
Catholic	0	27	33	35
Other Independent	3	25	26	31
Total	17	157	166	188

* Students who successfully completed at least one Unit of Competency/National Training Module and at least one Structured Workplace Learning Subject in 2004.

Table 5.4.1 Number of Years 8 to 10 Students who Participated in Units of Competency/
National Training Modules, 2004

School Sector	Years 8 to 10 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	1164	855	876	653	2040	1508
Catholic	53	34	62	62	115	96
Other Independent	129	97	60	57	189	154
Total	1346	986	998	772	2344	1758

* Students who enrolled in at least one Unit of Competency/National Training Module in 2004. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2004.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2004. Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

Curriculum Council

Table 5.4.2 Number of Year 11 Students who Participated in Units of Competency/National Training Modules, 2004

School Sector	Year 11 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	3265	2410	2906	2258	6171	4668
Catholic	481	467	331	313	812	780
Other Independent	279	259	333	316	612	575
Total	4025	3136	3570	2887	7595	6023

* Students who enrolled in at least one Unit of Competency/National Training Module in 2004. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2004.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2004. Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

Table 5.4.3 Number of Year 12 Students who Participated in Units of Competency/National Training Modules, 2004

School Sector	Year 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	2247	1904	2304	2040	4551	3944
Catholic	411	401	316	311	727	712
Other Independent	191	185	308	293	499	478
Total	2849	2490	2928	2644	5777	5134

* Students who enrolled in at least one Unit of Competency/National Training Module in 2004. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2004.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2004. Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

Curriculum Council

Table 5.4.4 Number of Students who Participated in Units of Competency/National Training Modules, 2004

School Sector	Years 8 to 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	6676	5169	6086	4951	12762	10120
Catholic	945	902	709	686	1654	1588
Other Independent	599	541	701	666	1300	1207
Total	8220	6612	7496	6303	15716	12915

* Students who enrolled in at least one Unit of Competency/National Training Module in 2004. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2004.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2004. Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

Curriculum Council

Table 5.5 Number of Students* who Completed Structured Workplace Learning Subjects, 2004

School Sector	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	86	53	139	1992	1629	3621	1388	1481	2869	3466	3163	6629
Catholic	0	0	0	452	341	793	457	394	851	909	735	1644
Other Independent	7	16	23	239	243	482	188	299	487	434	558	992
Total	93	69	162	2683	2213	4896	2033	2174	4207	4809	4456	9265

* Students who completed at least one Structured Workplace Learning Subject in 2004.

Table 5.6 Number of Students* who Completed Units of Competency/National Training Modules and Structured Workplace Learning Subjects, 2004

School Sector	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	42	21	63	1408	1202	2610	1134	1221	2355	2584	2444	5028
Catholic	0	0	0	292	180	472	283	252	535	575	432	1007
Other Independent	6	13	19	133	131	264	123	176	299	262	320	582
Total	48	34	82	1833	1513	3346	1540	1649	3189	3421	3196	6617

* Students who successfully completed at least one Unit of Competency/National Training Module and at least one Structured Workplace Learning Subject in 2004.

Curriculum Council

Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2004

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Survey assistant technique	34055	0	0	0	1	1	2	1	1	2
Senior first aid	46199	0	0	0	0	4	4	0	4	4
Horse handling	47101	0	0	0	0	11	11	0	11	11
Raceday procedures for trainee stablehand	47103	0	0	0	0	10	10	0	10	10
Introduction to farriery	47301	0	0	0	0	1	1	0	1	1
Equine property maintenance	47305	0	0	0	0	4	4	0	4	4
Equine sports	47311	0	0	0	0	8	8	0	8	8
Equine work practice A	47328	0	0	0	0	11	11	0	11	11
Equine work practice B	47329	0	0	0	0	10	10	0	10	10
Fundamentals of horse breeding	47392	0	0	0	0	10	10	0	10	10
Horse handling and control B	47400	0	0	0	0	10	10	0	10	10
Equine work practice D	47421	0	0	0	0	5	5	0	5	5
Horse breeding management	47523	0	0	0	0	6	6	0	6	6
Riding 1	47997	0	0	0	0	6	6	0	6	6
CBS2001 (Japanese)	65693	0	0	0	2	8	10	2	8	10
CBS2002 (Japanese)	65694	0	0	0	2	5	7	2	5	7
CBS3001 (Japanese)	65697	0	0	0	1	17	18	1	17	18
CBS3002 (Japanese)	65698	0	0	0	1	17	18	1	17	18
LOTE2001 (French)	65705	0	0	0	7	23	30	7	23	30
LOTE2002 (French)	65706	0	0	0	7	23	30	7	23	30
LOTE2003 (French)	65707	0	0	0	3	42	45	3	42	45
LOTE2004 (French)	65708	0	0	0	3	42	45	3	42	45
LOTE3001 (French)	65709	0	0	0	2	20	22	2	20	22
LOTE3002 (French)	65710	0	0	0	2	22	24	2	22	24
LOTE3003 (French)	65711	0	0	0	2	38	40	2	38	40
LOTE3004 (French)	65712	0	0	0	2	30	32	2	30	32
LOTE2001 (Indonesian)	65729	0	0	0	4	26	30	4	26	30
LOTE2002 (Indonsian)	65730	0	0	0	4	23	27	4	23	27
LOTE2003 (Indonesian)	65731	0	0	0	2	10	12	2	10	12
LOTE2004 (Indonesian)	65732	0	0	0	2	10	12	2	10	12
LOTE3001 (Indonesian)	65733	0	0	0	12	30	42	12	30	42
LOTE3002 (Indonesian)	65734	0	0	0	11	28	39	11	28	39
LOTE3003 (Indonesian)	65735	0	0	0	6	14	20	6	14	20
LOTE3004 (Indonesian)	65736	0	0	0	6	14	20	6	14	20
LOTE3001 (Italian)	65745	0	0	0	0	2	2	0	2	2
LOTE3002 (Italian)	65746	0	0	0	0	2	2	0	2	2
Driving skills	ABD115	0	0	0	0	10	10	0	10	10
Carry out maintenance and/or component servicing operations	AUR00108A	0	0	0	8	0	8	8	0	8
Service engines and associated engine components	AUR01170A	0	0	0	28	0	28	28	0	28
Service cooling systems and associated components	AUR02170A	0	0	0	44	4	48	44	4	48
Service transmissions (manual)	AUR06670A	0	0	0	1	0	1	1	0	1
Service transmissions (automatic)	AUR07170A	0	0	0	1	0	1	1	0	1
Service bicycle steering systems	AUR15670A	0	0	0	26	1	27	26	1	27
Inspect suspension systems	AUR16130A	0	0	0	2	0	2	2	0	2
Remove, repair and refit bicycle tyres	AUR18168A	0	0	0	19	1	20	19	1	20
Test, service and replace battery	AUR18676A	0	0	0	47	3	50	47	3	50
Carry out minor repairs to electrical circuit/systems	AUR18708A	0	0	0	1	0	1	1	0	1

Curriculum Council

Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Use and maintain measuring equipment	AUR25678A	0	0	0	25	0	25	25	0	25
Carry out pre-repair operations	AUR26108A	0	0	0	1	0	1	1	0	1
Remove and replace mechanical units/assemblies	AUR27064A	0	0	0	2	0	2	2	0	2
Remove, replace, fit and adjust bicycle accessories	AUR32265A	0	0	0	8	0	8	8	0	8
Identify automotive parts/components/accessories	AUR37927A	0	0	0	4	1	5	4	1	5
Follow workplace occupational health and safety procedures	AUR70125A	0	0	0	90	5	95	90	5	95
Use and maintain workplace tools and equipment	AUR70278A	0	0	0	57	2	59	57	2	59
Contribute to workplace communication	AUR70314A	0	0	0	98	5	103	98	5	103
Establish relations with customers	AUR70421A	0	0	0	81	5	86	81	5	86
Carry out interactive workplace communication	BCG1000A	0	0	0	95	0	95	95	0	95
Carry out OH&S requirements	BCG1001A	0	0	0	84	1	85	84	1	85
Plan and organise work	BCG1002A	0	0	0	80	0	80	80	0	80
Read and interpret plans	BCG1003A	0	0	0	62	0	62	62	0	62
Carry out measurements and calculations	BCG1004A	0	0	0	65	0	65	65	0	65
Use hand and power tools	BCG1005A	0	0	0	86	0	86	86	0	86
Use small plant and equipment	BCG1006A	0	0	0	62	0	62	62	0	62
Use simple levelling devices	BCG1008A	0	0	0	57	0	57	57	0	57
Handle construction materials and safely dispose of waste	BCG1011A	0	0	0	59	0	59	59	0	59
Prepare for construction process (wall and floor tiling)	BCG1012A	0	0	0	1	0	1	1	0	1
Prepare for construction process (solid plastering)	BCG1013A	0	0	0	1	0	1	1	0	1
Prepare for construction process (dry wall plastering)	BCG1014A	0	0	0	1	0	1	1	0	1
Prepare for construction process (brick/block laying)	BCG1015A	0	0	0	1	0	1	1	0	1
Operate a computer to gain access to and retrieve data	BSATEC202A	0	0	0	3	2	5	3	2	5
Create and use databases	BSBADM305A	0	0	0	2	17	19	2	17	19
Prepare for work	BSBCMN101A	14	4	18	313	371	684	327	375	702
Complete daily work activities	BSBCMN102A	23	6	29	134	190	324	157	196	353
Apply basic communication skills	BSBCMN103A	33	14	47	207	284	491	240	298	538
Plan skills development	BSBCMN104A	15	4	19	77	110	187	92	114	206
Use business equipment	BSBCMN105A	15	4	19	34	61	95	49	65	114
Follow workplace safety procedures	BSBCMN106A	35	25	60	643	676	1319	678	701	1379
Operate a personal computer	BSBCMN107A	16	4	20	198	281	479	214	285	499
Develop keyboard skills	BSBCMN108A	11	0	11	113	255	368	124	255	379
Follow environmental work practices	BSBCMN109A	16	4	20	60	74	134	76	78	154
Work effectively in a business environment	BSBCMN201A	0	0	0	123	197	320	123	197	320
Organise and complete daily work activities	BSBCMN202A	0	0	0	300	454	754	300	454	754
Communicate in the workplace	BSBCMN203A	0	0	0	280	401	681	280	401	681
Work effectively with others	BSBCMN204A	0	0	0	234	295	529	234	295	529
Use business technology	BSBCMN205A	0	0	0	173	242	415	173	242	415
Process and maintain workplace information	BSBCMN206A	0	0	0	16	39	55	16	39	55
Prepare and process financial/business documents	BSBCMN207A	0	0	0	9	28	37	9	28	37
Deliver a service to customers	BSBCMN208A	0	0	0	15	34	49	15	34	49
Provide information to clients	BSBCMN209A	0	0	0	0	6	6	0	6	6
Implement improved work practices	BSBCMN210A	0	0	0	1	0	1	1	0	1
Participate in workplace safety procedures	BSBCMN211A	0	0	0	226	360	586	226	360	586
Handle mail	BSBCMN212A	0	0	0	10	32	42	10	32	42
Produce simple word processed documents	BSBCMN213A	11	0	11	188	354	542	199	354	553
Create and use simple spreadsheets	BSBCMN214A	0	0	0	171	264	435	171	264	435

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Participate in environmental work practices	BSBCM215A	0	0	0	6	11	17	6	11	17
Produce business documents	BSBCM306A	0	0	0	1	13	14	1	13	14
Research business opportunities	BSBSBM301A	0	0	0	6	11	17	6	11	17
Undertake business planning	BSBSBM404A	0	0	0	9	10	19	9	10	19
Orientation to aged care work	CHCAC3C	0	0	0	0	1	1	0	1	1
Work within legislative and ethical requirements	CHCCHILD1A	0	0	0	0	1	1	0	1	1
Maintain a healthy and safe environment	CHCCN1A	0	0	0	0	6	6	0	6	6
Ensure children's health and safety	CHCCN1C	0	0	0	0	2	2	0	2	2
Ensure children's health and safety	CHCCN1D	0	0	0	1	28	29	1	28	29
Provide physical care	CHCCN2A	0	0	0	0	3	3	0	3	3
Care for children	CHCCN2C	0	0	0	1	15	16	1	15	16
Prepare food	CHCCN3A	0	0	0	0	5	5	0	5	5
Prepare nutritionally balanced food in a safe and hygienic manner	CHCCN3C	0	0	0	0	19	19	0	19	19
Respond to illness, accidents and emergencies	CHCCN4A	0	0	0	0	2	2	0	2	2
Respond to illness, accidents and emergencies	CHCCN4D	0	0	0	0	8	8	0	8	8
Care for babies	CHCCN5C	0	0	0	0	1	1	0	1	1
Travel with children safely	CHCCN6A	0	0	0	0	1	1	0	1	1
Foster children's self help skills	CHCCN7A	0	0	0	0	2	2	0	2	2
Support babies' needs	CHCCNAA	0	0	0	0	1	1	0	1	1
Communicate with people accessing the services of the organisation	CHCCOM1A	0	0	0	0	35	35	0	35	35
Communicate with people accessing the services of the organisation	CHCCOM1B	0	0	0	1	15	16	1	15	16
Prepare for work	CHCCS101A	0	0	0	0	18	18	0	18	18
Prepare for work in the community services industry	CHCCS201A	0	0	0	1	50	51	1	50	51
Support the development of children in the service	CHCFC1A	0	0	0	0	10	10	0	10	10
Support the development of children in the service	CHCFC1C	0	0	0	1	29	30	1	29	30
Foster the physical development of children	CHCFC2A	0	0	0	0	2	2	0	2	2
Foster the social development of children	CHCFC3A	0	0	0	0	2	2	0	2	2
Foster emotional and psychological development of children	CHCFC4A	0	0	0	0	1	1	0	1	1
Interact positively with children	CHCIC1A	0	0	0	0	5	5	0	5	5
Interact effectively with children	CHCIC1C	0	0	0	0	15	15	0	15	15
Guide children's behaviour	CHCIC2A	0	0	0	0	6	6	0	6	6
Work collaboratively with children	CHCIC4A	0	0	0	0	4	4	0	4	4
Communicate with children	CHCICAA	0	0	0	0	5	5	0	5	5
Communicate with children	CHCICAB	0	0	0	1	31	32	1	31	32
Follow OHS procedures	CHCOHS201A	0	0	0	1	33	34	1	33	34
Follow the organisation's policies, procedures and programs	CHCORG1B	0	0	0	1	44	45	1	44	45
Work with others	CHCORG2A	0	0	0	0	7	7	0	7	7
Work with others	CHCORG2B	0	0	0	1	33	34	1	33	34
Participate in the work environment	CHCORG3A	0	0	0	1	4	5	1	4	5
Participate in the work environment	CHCORG3B	0	0	0	0	8	8	0	8	8
Follow the organisation's occupational health and safety policies	CHCORG4A	0	0	0	2	15	17	2	15	17
Facilitate play and leisure	CHCPR1A	0	0	0	0	3	3	0	3	3
Deliver services/activities to stimulate children's development and enhance their leisure	CHCPR1C	0	0	0	1	22	23	1	22	23
Organise experiences for children	CHCPR2A	0	0	0	0	1	1	0	1	1
Observe children	CHCPR3A	0	0	0	0	6	6	0	6	6

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Develop an understanding of children's interests and developmental needs	CHCPR3C	0	0	0	0	6	6	0	6	6
Communicate with family members about their child	CHCRF1A	0	0	0	0	1	1	0	1	1
Manage own work and learning	CUECOR1A	0	0	0	7	4	11	7	4	11
Work with others	CUECOR2A	0	0	0	15	8	23	15	8	23
Set up and operate a basic video camera	CUFCAM01A	0	0	0	24	10	34	24	10	34
Develop and apply industry knowledge	CUFGEN01A	0	0	0	13	2	15	13	2	15
Use an authoring tool to create an interactive sequence	CUFMEM01A	0	0	0	8	7	15	8	7	15
Create, manipulate and incorporate 2D graphics	CUFMEM14A	0	0	0	17	6	23	17	6	23
Prepare and participate in an electronic media activity	CUFPOP01A	0	0	0	24	10	34	24	10	34
Follow health, safety and security procedures	CUFSAF01A	0	0	0	18	5	23	18	5	23
Use information technology	CULMS413A	0	0	0	15	10	25	15	10	25
Develop and update music industry knowledge	CUSBGE01A	0	0	0	14	13	27	14	13	27
Work in a culturally diverse environment	CUSGEN02A	0	0	0	12	6	18	12	6	18
Read music	CUSMGE06A	0	0	0	14	9	23	14	9	23
Develop music knowledge and listening skills	CUSMGE11A	0	0	0	15	9	24	15	9	24
Develop technical skills for playing or singing music	CUSMPF02A	0	0	0	15	9	24	15	9	24
Prepare self for performance	CUSMPF04A	0	0	0	3	3	6	3	3	6
Extend technical skills in performance	CUSMPF06A	0	0	0	3	3	6	3	3	6
Plan, prepare and perform for a demo recording	CUSMPF07A	0	0	0	3	3	6	3	3	6
Collect and organise information	CUSRAD01A	0	0	0	16	4	20	16	4	20
Follow health, safety and security procedures in the music industry	CUSSAF02A	0	0	0	15	16	31	15	16	31
Move and set up instruments and equipment	CUSSOU01A	0	0	0	15	7	22	15	7	22
Operate portable audio recorder	CUSSOU02A	0	0	0	5	2	7	5	2	7
Transfer sound	CUSSOU03A	0	0	0	20	7	27	20	7	27
Edit sound using analogue systems	CUSSOU07A	0	0	0	3	2	5	3	2	5
Apply basic food safety practices	FDFCORFS1A	0	0	0	2	9	11	2	9	11
Apply safe work procedures	FDFCOROHS1A	0	0	0	2	9	11	2	9	11
Apply basic quality assurance practices	FDFCORQA1A	0	0	0	1	7	8	1	7	8
Hand prune vines	FDWGGHPVB	0	0	0	3	1	4	3	1	4
Pick grapes by hand	FDWGGPGHB	0	0	0	3	2	5	3	2	5
Take vine cuttings	FDWGGVCB	0	0	0	3	2	5	3	2	5
Plant trees by hand	FPIFGM052A	0	0	0	3	2	5	3	2	5
Select trees (for tending operations)	FPIFGM065A	0	0	0	3	2	5	3	2	5
Prune trees	FPIFGM067A	0	0	0	3	2	5	3	2	5
Collect, treat and store seed	FPIFGM162A	0	0	0	14	2	16	14	2	16
Maintain interactive communication in the workplace - intermediate	FPIG16A	0	0	0	3	2	5	3	2	5
Plan to undertake a routine task	FPIG22A	0	0	0	3	2	5	3	2	5
Work effectively with other	FPIG25A	0	0	0	3	2	5	3	2	5
Interpret and solve numerical problems - basic	FPIG30A	0	0	0	3	1	4	3	1	4
Administer first aid procedures	FPIG38A	0	0	0	3	2	5	3	2	5
Use hand held tools	FPIG41A	0	0	0	3	2	5	3	2	5
Follow defined occupational health and safety policies and procedures	FPIOHS1A	0	0	0	3	2	5	3	2	5
Administer first aid procedures	FPPAID2A	0	0	0	1	2	3	1	2	3
Apply basic First Aid	HLTFA1A	0	0	0	48	43	91	48	43	91
Apply advanced First Aid	HLTFA2A	0	0	0	16	8	24	16	8	24

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Maintain first aid equipment and resources	HLTFA3A	0	0	0	10	6	16	10	6	16
Create a simple mark-up language document to specification	ICAITB135A	0	0	0	18	6	24	18	6	24
Receive and process oral and written communication	ICAITD003B	0	0	0	51	37	88	51	37	88
Apply problem solving techniques to achieve organisation goals	ICAITS010B	0	0	0	29	21	50	29	21	50
Connect hardware peripherals	ICAITS014B	0	0	0	82	50	132	82	50	132
Connect hardware peripherals	ICAITS014C	0	0	0	53	9	62	53	9	62
Install software applications	ICAITS015B	0	0	0	86	31	117	86	31	117
Maintain system integrity	ICAITS017B	0	0	0	42	11	53	42	11	53
Maintain system integrity	ICAITS017C	0	0	0	17	4	21	17	4	21
Install and optimise system software	ICAITS020B	0	0	0	10	0	10	10	0	10
Provide network systems administration	ICAITS032B	0	0	0	9	0	9	9	0	9
Determine and action network problems	ICAITS034B	0	0	0	6	0	6	6	0	6
Work effectively in an information technology environment	ICAITTW001B	0	0	0	198	103	301	198	103	301
Communicate in the workplace	ICAITTW002B	0	0	0	206	97	303	206	97	303
Participate in a team and individually to achieve organisation goals	ICAITTW011B	0	0	0	84	51	135	84	51	135
Apply occupational health and safety procedures	ICAITU004B	0	0	0	114	55	169	114	55	169
Apply occupational health and safety procedures	ICAITU004C	0	0	0	116	48	164	116	48	164
Operate computer hardware	ICAITU005B	0	0	0	166	71	237	166	71	237
Operate computer hardware	ICAITU005C	0	0	0	183	94	277	183	94	277
Operate computing packages	ICAITU006B	0	0	0	129	90	219	129	90	219
Operate computing packages	ICAITU006C	0	0	0	140	53	193	140	53	193
Maintain equipment and consumables	ICAITU007B	0	0	0	80	33	113	80	33	113
Design organisational documents using computing packages	ICAITU012B	0	0	0	113	73	186	113	73	186
Design organisational documents using computing packages	ICAITU012C	0	0	0	141	178	319	141	178	319
Integrate commercial computing packages	ICAITU013B	0	0	0	79	56	135	79	56	135
Integrate commercial computing packages	ICAITU013C	0	0	0	155	176	331	155	176	331
Develop macros and templates for clients using standard products	ICAITU018C	0	0	0	2	6	8	2	6	8
Use advanced features of computer applications	ICAITU126A	0	0	0	6	0	6	6	0	6
Use advanced features of computer applications	ICAITU126B	0	0	0	36	19	55	36	19	55
Operate a personal computer	ICAITU128A	1	1	2	111	63	174	112	64	176
Operate a word processing application	ICAITU129A	1	1	2	97	70	167	98	71	169
Operate a spreadsheet application	ICAITU130A	1	1	2	109	68	177	110	69	179
Operate database application	ICAITU131A	1	1	2	103	67	170	104	68	172
Operate a presentation package	ICAITU132A	1	1	2	172	112	284	173	113	286
Send and retrieve information over the internet using browsers and email	ICAITU133A	1	1	2	90	58	148	91	59	150
Identify components of multimedia	ICPMM11BA	0	0	0	25	4	29	25	4	29
Capture a digital image	ICPMM21CA	0	0	0	109	59	168	109	59	168
Incorporate text into multimedia presentations	ICPMM41CA	0	0	0	26	18	44	26	18	44
Incorporate digital photography into multimedia presentations	ICPMM43CA	0	0	0	67	24	91	67	24	91
Access the internet	ICPMM63BA	0	0	0	215	93	308	215	93	308
Create web pages with multimedia	ICPMM65DA	0	0	0	65	14	79	65	14	79
Scan a line image	ICPPP22BA	0	0	0	19	2	21	19	2	21
Scan images for reproduction	ICPPP22CA	0	0	0	6	11	17	6	11	17
Occupational health and safety	JP103	0	0	0	0	10	10	0	10	10
Work environment (t/ship)	JP104	0	0	0	0	10	10	0	10	10
Industry Calculations (t/ship)	JP105	0	0	0	0	10	10	0	10	10

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Understanding the thoroughbred horse (t/ship)	JP107	0	0	0	0	11	11	0	11	11
Stable skills and practices (stable management t/ship)	JP108	0	0	0	0	11	11	0	11	11
Stable skills and practices (feeding and watering horses)	JP109	0	0	0	0	11	11	0	11	11
Stable skills and practices (gear and rugging) (t/ship)	JP110	0	0	0	0	11	11	0	11	11
Stable skills and practices (transport a horse) (t/ship)	JP111	0	0	0	0	10	10	0	10	10
Stable skills and practices (grooming a horse) (t/ship)	JP112	0	0	0	0	11	11	0	11	11
Stable skills and practices (hoof care) (t/ship)	JP113	0	0	0	0	11	11	0	11	11
Horse Health (t/ship)	JP115	0	0	0	0	10	10	0	10	10
Basic riding (t/ship)	JP116	0	0	0	0	11	11	0	11	11
Managing personal income and budgeting	JP117	0	0	0	0	10	10	0	10	10
Personal health and fitness for the trainee stablehand	JP118	0	0	0	0	10	10	0	10	10
Understanding self and others	LDWA001	0	0	0	5	7	12	5	7	12
Introduction to citizenship	LDWA002	0	0	0	5	7	12	5	7	12
Health and safety essentials	LDWA003	0	0	0	5	7	12	5	7	12
Effective team membership	LDWA004	0	0	0	5	6	11	5	6	11
Senior first aid	LDWA005	0	0	0	1	0	1	1	0	1
Introduction to applied leadership	LDWA006	0	0	0	1	0	1	1	0	1
Follow safe working policies and practices	LMFCR0001A	0	0	0	103	3	106	103	3	106
Communicate in the workplace	LMFCR0002A	0	0	0	94	6	100	94	6	100
Carry out measurements and calculations	LMFCR0003A	0	0	0	77	3	80	77	3	80
Work effectively with others	LMFCR0004A	0	0	0	126	8	134	126	8	134
Complete a basic furniture finishing product	LMFFF1001A	0	0	0	10	0	10	10	0	10
Use furniture finishing sector hand and power tools	LMFFF2001A	0	0	0	16	0	16	16	0	16
Construct a basic timber furnishing product	LMFFM1001A	0	0	0	93	6	99	93	6	99
Operate basic woodworking machines	LMFFM1002A	0	0	0	23	3	26	23	3	26
Use furniture making sector hand and power tools	LMFFM2001A	0	0	0	18	3	21	18	3	21
Undertake interactive workplace communication	MEM1.1FA	0	0	0	165	9	174	165	9	174
Apply principles of occupational health & safety in work environment	MEM1.2FA	0	0	0	206	8	214	206	8	214
Apply quality procedures	MEM1.3FA	0	0	0	127	7	134	127	7	134
Plan to undertake a routine task	MEM1.4FA	0	0	0	121	8	129	121	8	129
Perform emergency first aid	MEM13.1AA	0	0	0	11	0	11	11	0	11
Use hand tools	MEM18.1AA	0	0	0	101	4	105	101	4	105
Use hand tools	MEM18.1AB	0	0	0	15	2	17	15	2	17
Service combustion engines	MEM18.25AA	0	0	0	5	0	5	5	0	5
Use power tools/hand held operations	MEM18.2AA	0	0	0	81	6	87	81	6	87
Use tools for precision work	MEM18.3AB	0	0	0	4	0	4	4	0	4
Apply quality systems	MEM2.1C12A	0	0	0	20	1	21	20	1	21
Organise and analyse information	MEM2.2C11A	0	0	0	5	0	5	5	0	5
Measure with graduated devices	MEM2.5C11A	0	0	0	37	3	40	37	3	40
Plan a complete activity	MEM2.6C10A	0	0	0	11	0	11	11	0	11
Perform computations - basic	MEM2.7C10A	0	0	0	24	3	27	24	3	27
General woodworking machine operations	MEM4.18AA	0	0	0	2	0	2	2	0	2
Undertake fabrication, forming, bending and shaping	MEM5.10AA	0	0	0	6	0	6	6	0	6
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	0	0	0	28	1	29	28	1	29
Perform routine manual metal arc welding	MEM5.12AB	0	0	0	69	5	74	69	5	74
Weld using gas metal arc welding process	MEM5.17AA	0	0	0	1	0	1	1	0	1

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Manual soldering/desoldering - electrical/electronic components	MEM5.1AA	0	0	0	22	0	22	22	0	22
Soft soldering (basic)	MEM5.3AA	0	0	0	64	3	67	64	3	67
Perform routine oxyacetylene welding	MEM5.4AB	0	0	0	82	4	86	82	4	86
Perform routine gas metal arc welding	MEM5.50AA	0	0	0	27	1	28	27	1	28
Carry out mechanical cutting	MEM5.5AA	0	0	0	21	0	21	21	0	21
Perform brazing and/or silver soldering	MEM5.6AA	0	0	0	78	2	80	78	2	80
Manual heating and thermal cutting	MEM5.7AB	0	0	0	18	0	18	18	0	18
Use workshop machines for basic operations	MEM7.32AA	0	0	0	64	4	68	64	4	68
Perform general machining	MEM7.5AA	0	0	0	1	0	1	1	0	1
Perform lathe operations	MEM7.6AA	0	0	0	2	0	2	2	0	2
Create 3D models using computer aided design system	MEM9.10BB	0	0	0	16	2	18	16	2	18
Draw and interpret sketch	MEM9.1AA	0	0	0	50	4	54	50	4	54
Interpret technical drawing	MEM9.2AA	0	0	0	4	0	4	4	0	4
Create 2D drawings using computer aided design system	MEM9.9BB	0	0	0	16	2	18	16	2	18
Occupational health and safety	NBB02	0	0	0	18	0	18	18	0	18
Workplace communication	NCS001	0	0	0	0	10	10	0	10	10
Job seeking skills	NCS003	0	0	0	0	10	10	0	10	10
Electrical wiring and equipment 1	NE172	0	0	0	4	0	4	4	0	4
Workshop practices	NE175	0	0	0	4	0	4	4	0	4
DC power supplies	NE178	0	0	0	7	0	7	7	0	7
Electronic hand soldering technology	NE184	0	0	0	4	0	4	4	0	4
Parts and component selection	NUE095	0	0	0	4	0	4	4	0	4
Science and materials - electrotechnology	NUE204	0	0	0	9	0	9	9	0	9
Drawing interpretation and sketching	NUE210	0	0	0	4	0	4	4	0	4
Applied electricity 1	NUE52	0	0	0	18	0	18	18	0	18
Provide emergency care	PUXEMEO01A	0	0	0	78	65	143	78	65	143
Manage injuries in emergency incidents	PUXME002A	0	0	0	2	1	3	2	1	3
Maintain the workplace	RTC1201A	14	0	14	0	0	0	14	0	14
Operate basic machinery and equipment	RTC1301A	7	0	7	0	0	0	7	0	7
Assist with routine maintenance of machinery and equipment	RTC1302A	9	0	9	0	0	0	9	0	9
Prepare for work	RTC1801A	9	0	9	3	3	6	12	3	15
Plant trees and shrubs	RTC2012A	0	0	0	14	4	18	14	4	18
Recognise plants	RTC2016A	0	0	0	38	14	52	38	14	52
Undertake propagation activities	RTC2026A	0	0	0	11	5	16	11	5	16
Install, maintain and repair fencing	RTC2209A	0	0	0	39	10	49	39	10	49
Undertake operational maintenance of machinery	RTC2301A	0	0	0	40	11	51	40	11	51
Operate vehicles	RTC2306A	0	0	0	48	16	64	48	16	64
Operate machinery and equipment	RTC2307A	0	0	0	26	6	32	26	6	32
Operate tractors	RTC2309A	0	0	0	46	11	57	46	11	57
Treat weeds	RTC2401A	0	0	0	11	6	17	11	6	17
Follow OHS procedures	RTC2701A	0	0	0	60	17	77	60	17	77
Observe environmental work practices	RTC2702A	0	0	0	60	14	74	60	14	74
Provide basic first aid	RTC2704A	0	0	0	67	23	90	67	23	90
Work effectively in the industry	RTC2705A	0	0	0	70	22	92	70	22	92
Apply chemicals under supervision	RTC2706A	0	0	0	37	9	46	37	9	46
Participate in workplace communications	RTC2801A	0	0	0	42	13	55	42	13	55

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Transport, handle and store chemicals	RTC3705A	0	0	0	14	2	16	14	2	16
Collect, prepare and preserve plant specimens	RTD2004A	0	0	0	14	2	16	14	2	16
Carry out natural area restoration works	RTD2022A	0	0	0	11	6	17	11	6	17
Undertake sampling and testing of water	RTD3507A	0	0	0	13	2	15	13	2	15
Support extensive livestock work	RTE1101A	12	0	12	0	0	0	12	0	12
Support intensive livestock work	RTE1102A	7	0	7	0	0	0	7	0	7
Carry out milking shed routines	RTE2103A	0	0	0	26	6	32	26	6	32
Crutch sheep	RTE2107A	0	0	0	13	0	13	13	0	13
Identify and mark livestock	RTE2111A	0	0	0	19	6	25	19	6	25
Milk livestock	RTE2112A	0	0	0	44	11	55	44	11	55
Monitor livestock to parturition	RTE2113A	0	0	0	7	3	10	7	3	10
Muster and move livestock	RTE2115A	0	0	0	38	10	48	38	10	48
Pen up sheep	RTE2117A	0	0	0	46	13	59	46	13	59
Handle livestock using basic techniques	RTE2118A	0	0	0	19	5	24	19	5	24
Perform board duties	RTE2119A	0	0	0	25	12	37	25	12	37
Assist with pressing wool	RTE2120A	0	0	0	20	5	25	20	5	25
Castrate livestock	RTE2127A	0	0	0	19	6	25	19	6	25
Provide feed for livestock	RTE2128A	0	0	0	45	10	55	45	10	55
Assist with feeding in an intensive production system	RTE2134A	0	0	0	26	6	32	26	6	32
Maintain health and welfare of poultry	RTE2140A	0	0	0	27	6	33	27	6	33
Collect and pack eggs for human consumption	RTE2142A	0	0	0	26	6	32	26	6	32
Assist in preparing for shearing and crutching	RTE2216A	0	0	0	16	5	21	16	5	21
Perform routine maintenance	RUAAG1130EMA	0	0	0	1	0	1	1	0	1
Feed and water pigs	RUAAG1600PGA	0	0	0	1	0	1	1	0	1
Feed livestock	RUAAG2500BCA	0	0	0	1	0	1	1	0	1
Prepare cattle for competitions	RUAAG2506BCA	0	0	0	0	5	5	0	5	5
Communicate in the workplace	RUAAGCORE4A	0	0	0	25	5	30	25	5	30
Plan daily work routines	RUAAGCORE6A	0	0	0	0	3	3	0	3	3
Meet industry requirements	RUHCORE1A	0	0	0	1	0	1	1	0	1
Cooperate in the workplace	RUHCORE4A	0	0	0	0	5	5	0	5	5
Act in an emergency	RUHCORE5A	0	0	0	0	3	3	0	3	3
Plan daily work routines	RUHCORE6A	0	0	0	0	4	4	0	4	4
Provide crop care	RUHHRT101A	0	0	0	3	5	8	3	5	8
Plant a crop by hand	RUHHRT102A	0	0	0	3	5	8	3	5	8
Provide work site support	RUHHRT103A	0	0	0	1	1	2	1	1	2
Provide planted area care	RUHHRT106A	0	0	0	30	21	51	30	21	51
Maintain the work environment	RUHHRT109A	0	0	0	27	16	43	27	16	43
Meet workplace health and safety requirements	SFICORE104A	0	0	0	3	0	3	3	0	3
Operate a small vessel	SFISHIP206A	0	0	0	1	2	3	1	2	3
Take emergency action on board a vessel	SFISHIP212A	0	0	0	0	2	2	0	2	2
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003A	0	0	0	1	0	1	1	0	1
Supervise clients at an aquatic facility or environment	SRCAQU006A	0	0	0	1	0	1	1	0	1
Respond to an aquatic emergency using advanced water rescue techniques	SRCAQU007A	0	0	0	1	0	1	1	0	1
Apply the principles of community development to community recreation work	SRCCRD002A	0	0	0	1	0	1	1	0	1

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Respond to clients at risk	SRCCRO002A	0	0	0	1	0	1	1	0	1
Apply point of sale handling procedures in a recreational setting	SRCCRO003A	0	0	0	1	0	1	1	0	1
Demonstrate simple abseiling skills on artificial surfaces	SROABA001A	0	0	0	3	3	6	3	3	6
Take assistant leadership role in adventure activities	SROABL001A	0	0	0	3	1	4	3	1	4
Demonstrate abseiling skills	SROABS001A	0	0	0	7	2	9	7	2	9
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBVG001A	0	0	0	21	17	38	21	17	38
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBWK001A	0	0	0	23	6	29	23	6	29
Demonstrate simple canoeing, kayaking or sea kayaking skills	SROCAN001A	0	0	0	13	6	19	13	6	19
Demonstrate simple canoeing kayaking/sea kayaking skills to a high standard of technical correctness	SROCAN002A	0	0	0	3	1	4	3	1	4
Perform deep water rescues	SROCAN003A	0	0	0	5	2	7	5	2	7
Demonstrate simple climbing skills on artificial surfaces	SROCLA001A	0	0	0	6	3	9	6	3	9
Apply climbing skills in a limited range of situations	SROCLM002A	0	0	0	3	1	4	3	1	4
Demonstrate simple canoeing skills	SROCNE001A	0	0	0	24	20	44	24	20	44
Conduct activities on a challenge ropes course with low elements	SROCRC001A	0	0	0	5	2	7	5	2	7
Conduct activities on a challenge ropes course with high elements	SROCRC002A	0	0	0	4	1	5	4	1	5
Demonstrate basic off-road cycling skills	SROMBK001A	0	0	0	10	2	12	10	2	12
Navigate in tracked or easy untracked areas	SRONAV001A	0	0	0	30	7	37	30	7	37
Navigate in tracked or easy untracked areas	SRONAV001B	0	0	0	24	20	44	24	20	44
Apply basic outdoor recreation logistics	SROODR001A	0	0	0	21	18	39	21	18	39
Plan outdoor recreation activities	SROODR002A	0	0	0	3	4	7	3	4	7
Implement minimal environmental impact practices	SROOPS001A	0	0	0	40	11	51	40	11	51
Implement minimal environmental impact practices	SROOPS001B	0	0	0	24	20	44	24	20	44
Plan for minimal environmental impact	SROOPS002B	0	0	0	23	20	43	23	20	43
Apply weather information	SROOPS003B	0	0	0	24	21	45	24	21	45
Apply search and rescue skills	SROOPS005A	0	0	0	4	2	6	4	2	6
Use and maintain a temporary or overnight site	SROOPS006A	0	0	0	23	6	29	23	6	29
Use and maintain a temporary or overnight site	SROOPS006B	0	0	0	20	19	39	20	19	39
Prepare to participate in a supervised outdoor activity requiring basic skills	SROORE001A	0	0	0	37	11	48	37	11	48
Participate in a supervised outdoor activity requiring basic skills	SROORE002A	0	0	0	40	11	51	40	11	51
Participate in outdoor activities	SROORE004A	0	0	0	23	6	29	23	6	29
Apply rafting skills on moving water	SRORAF001A	0	0	0	3	1	4	3	1	4
Safeguard a person using a single rope belay system	SROROP001A	0	0	0	35	11	46	35	11	46
Use belay systems to safeguard self and others	SROROP002A	0	0	0	3	1	4	3	1	4
Rig a rope pitch	SROROP005A	0	0	0	3	0	3	3	0	3
Perform vertical rescues of self and others	SROROP006A	0	0	0	3	0	3	3	0	3
Comply with maritime rules and regulations	SROYAC001A	0	0	0	13	10	23	13	10	23
Use basic skills to sail a small boat in controlled conditions	SROYSB001A	0	0	0	9	10	19	9	10	19
Develop a financial goal setting plan	SRSCOP007A	2	1	3	0	0	0	2	1	3
Develop a financial goal setting plan	SRSCOP007B	13	3	16	0	0	0	13	3	16
Interpret and apply the fundamental laws of soccer at a junior or beginner level	SRSSOC001B	0	0	0	13	0	13	13	0	13
Use basic communication strategies to referee soccer at a junior or beginner level	SRSSOC002B	0	0	0	13	0	13	13	0	13
Provide reports and receive feedback relevant to referee soccer at a junior or beginner level	SRSSOC003B	0	0	0	13	0	13	13	0	13

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Demonstrate fundamental positioning skills relevant to referee soccer at junior or beginner level	SRSSOC004B	0	0	0	13	0	13	13	0	13
Implement sports first aid procedures and apply sports first aid	SRSSTR001A	0	0	0	9	5	14	9	5	14
Handle mail to facilitate communication	SRXADM001A	0	0	0	32	19	51	32	19	51
Handle information to maintain access to and security of records	SRXADM002A	0	0	0	31	18	49	31	18	49
Apply knowledge of the organisation to complete routine administration tasks	SRXADM003A	0	0	0	5	8	13	5	8	13
Operate a range of office equipment to complete routine tasks	SRXADM004A	0	0	0	64	45	109	64	45	109
Handle mail to facilitate the information flow of the organisation	SRXADM005A	0	0	0	26	10	36	26	10	36
Process and analyse information to provide access to and security of records	SRXADM006A	0	0	0	27	10	37	27	10	37
Select, operate and maintain a range of office equipment to complete a range of tasks	SRXADM007A	0	0	0	28	10	38	28	10	38
Organise the copying and collating of documents	SRXADM008A	0	0	0	27	10	37	27	10	37
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	0	0	0	51	32	83	51	32	83
Assist in conducting sport and recreation sessions for clients	SRXCAI002A	0	0	0	66	46	112	66	46	112
Provide equipment for activities	SRXCAI003A	0	0	0	49	31	80	49	31	80
Provide equipment for activities	SRXCAI003B	0	0	0	4	4	8	4	4	8
Plan a sport and recreation session for clients	SRXCAI004A	0	0	0	27	10	37	27	10	37
Conduct a sport and recreation session for clients	SRXCAI005A	0	0	0	26	10	36	26	10	36
Interact with clients	SRXCLS001A	0	0	0	34	32	66	34	32	66
Deliver services to clients	SRXCLS002A	0	0	0	33	11	44	33	11	44
Coordinate interaction with clients	SRXCLS003A	0	0	0	5	2	7	5	2	7
Communicate in the workplace	SRXCOM001A	0	0	0	35	27	62	35	27	62
Receive and pass on information to facilitate effective routine communication	SRXCOM002A	0	0	0	54	16	70	54	16	70
Collect and provide information to facilitate communication flow	SRXCOM003A	0	0	0	3	1	4	3	1	4
React safely in an emergency and help prevent emergencies	SRXEME001A	0	0	0	50	31	81	50	31	81
Participate in the control of minor emergencies	SRXEME002A	0	0	0	49	16	65	49	16	65
Respond to emergency situations	SRXEME003A	0	0	0	3	1	4	3	1	4
Respond to emergency situations	SRXEMR001A	0	0	0	19	18	37	19	18	37
Maintain equipment for activities	SRXFAC001A	0	0	0	48	28	76	48	28	76
Provide advanced first aid response	SRXFAD002A	0	0	0	10	9	19	10	9	19
Facilitate a group	SRXGRP001A	0	0	0	5	2	7	5	2	7
Develop knowledge of the sport and recreation industry	SRXIND001A	0	0	0	68	46	114	68	46	114
Develop and implement a career path	SRXIND002A	0	0	0	33	11	44	33	11	44
Follow defined occupational health & safety policy & procedures related to the work being undertaken	SRXOHS001A	0	0	0	35	11	46	35	11	46
Organise work	SRXORG001A	0	0	0	55	33	88	55	33	88
Work effectively in a sport and recreation organisation	SRXORG002A	0	0	0	34	11	45	34	11	45
Operate a computer to gain access to and retrieve data using keyboard skills	SRXTEC001A	0	0	0	69	46	115	69	46	115
Operate a computer and printer to produce and print simple documents	SRXTEC002A	0	0	0	33	11	44	33	11	44
Design, develop and produce documents, reports and worksheets using advanced functions	SRXTEC003A	0	0	0	1	1	2	1	1	2
Work in teams	SRXTEM001A	0	0	0	68	45	113	68	45	113
Support the work of a team	SRXTEM002A	0	0	0	57	17	74	57	17	74

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Understand orders and be understood in relation to shipboard duties	TDMME101A	0	0	0	1	0	1	1	0	1
Survive at sea in the event of vessel abandonment	TDMMF1101A	0	0	0	5	0	5	5	0	5
Minimise the risk of fire and maintain a state of readiness to respond to emergency situations	TDMMF1201A	0	0	0	5	0	5	5	0	5
Fight and extinguish fires on board a small vessel	TDMMF5302A	0	0	0	3	0	3	3	0	3
Observe safe working practices	TDMMF701A	0	0	0	3	0	3	3	0	3
Observe safe working practices and procedures on board a vessel	TDMMF701B	0	0	0	1	0	1	1	0	1
Comply with emergency procedures	TDMMF801A	0	0	0	3	0	3	3	0	3
Comply with emergency procedures on board a vessel	TDMMF801B	0	0	0	1	0	1	1	0	1
Contribute to effective human relationships on board a vessel	TDMML201A	0	0	0	1	0	1	1	0	1
Assist in mooring and anchor handling activities	TDMMR4301A	0	0	0	1	0	1	1	0	1
Package prepared foodstuffs	THHBCAT02B	0	0	0	10	36	46	10	36	46
Prepare sandwiches	THHBCC00B	0	0	0	62	169	231	62	169	231
Use basic methods of cookery	THHBCC01B	0	0	0	119	305	424	119	305	424
Prepare appetisers and salads	THHBCC02B	0	0	0	43	88	131	43	88	131
Prepare stocks, sauces and soups	THHBCC03B	0	0	0	7	17	24	7	17	24
Organise bulk cooking operations	THHBCC14B	0	0	0	9	26	35	9	26	35
Provide a link between kitchen and service areas	THHBF02B	0	0	0	36	85	121	36	85	121
Provide food and beverage service	THHBF03B	0	0	0	1	11	12	1	11	12
Prepare and serve non alcoholic beverages	THHBF10B	0	0	0	23	69	92	23	69	92
Prepare and serve espresso coffee	THHBF12A	0	0	0	23	42	65	23	42	65
Prepare and serve espresso coffee	THHBF12B	0	0	0	0	3	3	0	3	3
Organise and prepare food	THHBKA01A	0	0	0	5	9	14	5	9	14
Organise and prepare food	THHBKA01B	0	0	0	178	348	526	178	348	526
Present food	THHBKA02B	0	0	0	173	326	499	173	326	499
Receive and store kitchen supplies	THHBKA03B	0	0	0	37	80	117	37	80	117
Clean and maintain kitchen premises	THHBKA04B	0	0	0	76	138	214	76	138	214
Prepare, cook and serve food	THHCCH01A	0	0	0	59	142	201	59	142	201
Work with colleagues and customers	THHCOR01A	0	0	0	5	5	10	5	5	10
Work with colleagues and customers	THHCOR01B	0	0	0	174	356	530	174	356	530
Work in a socially diverse environment	THHCOR02A	0	0	0	0	1	1	0	1	1
Work in a socially diverse environment	THHCOR02B	0	0	0	118	322	440	118	322	440
Follow health safety and security procedures	THHCOR03A	0	0	0	1	0	1	1	0	1
Follow health, safety and security procedures	THHCOR03B	1	0	1	212	374	586	213	374	587
Develop and update local knowledge	THHGCS01B	0	0	0	11	70	81	11	70	81
Promote products and services to customers	THHGCS02B	0	0	0	1	0	1	1	0	1
Deal with conflict situations	THHGCS03A	0	0	0	2	31	33	2	31	33
Deal with conflict situations	THHGCS03B	0	0	0	2	12	14	2	12	14
Process financial transactions	THHGFA01B	0	0	0	1	8	9	1	8	9
Communicate on the telephone	THHGGA01A	0	0	0	0	1	1	0	1	1
Communicate on the telephone	THHGGA01B	0	0	0	37	73	110	37	73	110
Perform office procedures	THHGGA02B	0	0	0	6	27	33	6	27	33
Follow workplace hygiene procedures	THHGHS01B	0	0	0	184	368	552	184	368	552
Clean premises and equipment	THHGHS02A	0	0	0	1	0	1	1	0	1
Provide first aid	THHGHS03A	0	0	0	1	3	4	1	3	4
Develop and update hospitality industry knowledge	THHHCO01B	0	0	0	91	247	338	91	247	338
Plan the catering for an event or function	THHSCAT02B	0	0	0	2	10	12	2	10	12

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Provide on-site information and assistance	THTFAT01B	0	0	0	5	16	21	5	16	21
Coordinate guests/delegates registrations at a venue	THTFME01B	0	0	0	0	2	2	0	2	2
Develop and update event industry knowledge	THTFME03A	0	0	0	0	2	2	0	2	2
Create a promotional display/stand	THTSMA02A	0	0	0	3	0	3	3	0	3
Source and provide destination information and advice	THTSOP02B	0	0	0	9	55	64	9	55	64
Develop and update tourism industry knowledge	THTTCO01B	0	0	0	14	66	80	14	66	80
Oral communication III	VBM566	0	0	0	7	9	16	7	9	16
Work effectively in the equine industry	VBM656	0	0	0	0	10	10	0	10	10
Identify and develop a career path	VBM657	0	0	0	0	10	10	0	10	10
Communicate within the equine industry	VBM658	0	0	0	0	10	10	0	10	10
Monitor Horse Health	VBM659	0	0	0	0	10	10	0	10	10
Horse riding or driving skills 1	VBM660	0	0	0	0	10	10	0	10	10
Handle horses safely in the equine industry	VBM661	0	0	0	0	10	10	0	10	10
Care for horses in the equine industry	VBM662	0	0	0	0	10	10	0	10	10
Horse riding or driving skills II - specific	VBM663	0	0	0	0	7	7	0	7	7
Assist in the conduct of an event in the industry	VBM664	0	0	0	0	6	6	0	6	6
Care for mares and foales in the industry	VBM665	0	0	0	0	4	4	0	4	4
Provide advice on equine products and the selection and fitting of equine gear and clothing	VBM666	0	0	0	0	2	2	0	2	2
Reading and writing III	VBM694	0	0	0	7	9	16	7	9	16
Numeracy and mathematics III	VBM695	0	0	0	7	9	16	7	9	16
General curriculum options III	VBM696	0	0	0	7	9	16	7	9	16
Assist in preparation of a horse for a competition	VBM709	0	0	0	0	8	8	0	8	8
Identify horse breeding principals and assist	VBM739	0	0	0	0	6	6	0	6	6
Apply safe working practices	WRB03A	0	0	0	1	6	7	1	6	7
Operate retail equipment	WRRCA1B	0	0	0	1	4	5	1	4	5
Apply point of sale handling procedures	WRRCS.2A	0	0	0	2	15	17	2	15	17
Communicate in the workplace	WRRCS1B	0	0	0	4	7	11	4	7	11
Apply point of sale handling procedures	WRRCS2B	0	0	0	1	1	2	1	1	2
Interact with customers	WRRCS3B	0	0	0	1	1	2	1	1	2
Work effectively in a retail environment	WRRER1B	0	0	0	1	1	2	1	1	2
Balance register/terminal	WRRF1B	0	0	0	1	1	2	1	1	2
Prepare and display fast food items	WRRFM3B	0	0	0	1	0	1	1	0	1
Prepare and display bakery products	WRRFM5B	0	0	0	0	1	1	0	1	1
Advise on food products and services	WRRFS1B	0	0	0	0	1	1	0	1	1
Advise on bakery products	WRRFS5B	0	0	0	0	1	1	0	1	1
Perform stock control procedures	WRR11B	0	0	0	1	1	2	1	1	2
Apply safe working practices	WRRLP1B	0	0	0	3	2	5	3	2	5
Minimise theft	WRRLP2B	0	0	0	1	1	2	1	1	2
Apply retail food safety practices	WRRLP6C	0	0	0	1	0	1	1	0	1
Merchandise products	WRRM1B	0	0	0	1	0	1	1	0	1
Perform routine housekeeping duties	WRRM2B	0	0	0	6	11	17	6	11	17
Sell products and services	WRRS1B	0	0	0	1	1	2	1	1	2
Advise on products and services	WRRS2B	0	0	0	1	0	1	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, 2004

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Design 000	10335	0	0	0	0	1	1	0	1	1
Design 010	10336	0	0	0	0	1	1	0	1	1
Drawing 000	10338	0	0	0	0	1	1	0	1	1
Drawing 010	10339	0	0	0	0	1	1	0	1	1
Visual communications 000	10340	0	0	0	0	1	1	0	1	1
Visual communications 010	10341	0	0	0	1	1	2	1	1	2
Ceramics	10349	0	0	0	0	1	1	0	1	1
Drawing 002	10357	0	0	0	1	0	1	1	0	1
Sculpture 001	10374	0	0	0	1	0	1	1	0	1
Textiles 001	10376	0	0	0	0	1	1	0	1	1
Three-dimensional studies 000	10378	0	0	0	0	1	1	0	1	1
Two-dimensional studies 000	10379	0	0	0	0	1	1	0	1	1
Pen and wash	10655	0	0	0	0	1	1	0	1	1
Visual design	10796	0	0	0	0	4	4	0	4	4
Creative design	10797	0	0	0	6	21	27	6	21	27
Design basics	10798	0	0	0	4	21	25	4	21	25
Design drawing	10800	0	0	0	0	5	5	0	5	5
Digital design	10801	0	0	0	6	21	27	6	21	27
Design presentation	10802	0	0	0	2	7	9	2	7	9
Three dimensional design	10803	0	0	0	1	5	6	1	5	6
Graphic design	10804	0	0	0	0	5	5	0	5	5
Interior design	10806	0	0	0	6	20	26	6	20	26
Graphic design	10807	0	0	0	6	21	27	6	21	27
Design for advertising	10877	0	0	0	0	2	2	0	2	2
Visual enquiry	14327	0	0	0	1	3	4	1	3	4
Digital processes	14330	0	0	0	2	1	3	2	1	3
Presentation and portfolios	14345	0	0	0	2	1	3	2	1	3
Studio projects	14346	0	0	0	1	4	5	1	4	5
Module 4 introductory communications	23404	8	6	14	0	0	0	8	6	14
Module 5 introductory communications	23405	8	6	14	0	0	0	8	6	14
Module 6 introductory communications	23406	8	6	14	0	0	0	8	6	14
Structured work placement 1 (support practice)	27820	29	12	41	0	0	0	29	12	41
Structured work placement 2 (support practice)	27821	27	12	39	0	0	0	27	12	39
Structured work placement 3 (support practice)	27822	26	12	38	0	0	0	26	12	38
Survey assistant technique	34055	0	0	0	9	3	12	9	3	12
Survey distance measurement	34064	0	0	0	10	3	13	10	3	13
Survey levelling 1	34065	0	0	0	10	3	13	10	3	13
Survey theodolite 1	34066	0	0	0	10	3	13	10	3	13
Care of dogs and cats	47057	0	0	0	0	1	1	0	1	1
Canine and feline physiology	47064	0	0	0	0	1	1	0	1	1
Study skills	50474	0	0	0	2	2	4	2	2	4
Vessel handling	57008	0	0	0	12	10	22	12	10	22
Small craft operations	57113	14	1	15	0	0	0	14	1	15
Lote 2A (German)	64084	0	0	0	3	3	6	3	3	6
Job seeking skills	65011	0	0	0	19	7	26	19	7	26
CBS2001 (Japanese)	65693	0	0	0	0	1	1	0	1	1
CBS2002 (Japanese)	65694	0	0	0	0	1	1	0	1	1
CBS2003 (Japanese)	65695	3	7	10	2	3	5	5	10	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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
CBS2004 (Japanese)	65696	0	0	0	2	3	5	2	3	5
LOTE3001 (Indonesian)	65733	0	0	0	0	2	2	0	2	2
LOTE3002 (Indonesian)	65734	0	0	0	0	2	2	0	2	2
Practical maths	67303	0	0	0	19	5	24	19	5	24
Work Placement	69119	6	8	14	0	0	0	6	8	14
Fractions and decimals	AAB100	0	0	0	13	5	18	13	5	18
Ratio, proportion and percent	AAB101	0	0	0	11	5	16	11	5	16
Measurement and mensuration	AAB102	0	0	0	13	5	18	13	5	18
Introduction to algebra	AAB111	0	0	0	10	5	15	10	5	15
Occupational health and safety (1)	ABC502	0	0	0	6	0	6	6	0	6
Workplace environment	ABC503	0	0	0	7	0	7	7	0	7
Basic construction	ABC511	0	0	0	7	0	7	7	0	7
Drawing/sketching	ABC512	0	0	0	7	0	7	7	0	7
Basic static machines and equipment	ABC544	0	0	0	1	0	1	1	0	1
Frame construction	ABC601	0	0	0	1	0	1	1	0	1
Panel Construction	ABC602	0	0	0	1	0	1	1	0	1
Manufactured board construction	ABC614	0	0	0	1	0	1	1	0	1
Coastal Navigation (Master 5)	ABF532	0	0	0	1	0	1	1	0	1
Carry out maintenance and/or component servicing operations	AUR00108A	21	2	23	156	18	174	177	20	197
Carry out maintenance operations	AUR00208A	0	0	0	25	0	25	25	0	25
Service engines and associated engine components	AUR01170A	38	3	41	256	48	304	294	51	345
Service and repair engines and associated engine components (outdoor power equipment)	AUR01271A	10	0	10	0	0	0	10	0	10
Assemble cylinder heads, check tolerances and carry out relevant testing procedures	AUR01404A	0	0	0	15	2	17	15	2	17
Disassemble cylinder heads and evaluate components	AUR01417A	0	0	0	16	2	18	16	2	18
Repair cooling systems and associated components	AUR02166A	0	0	0	19	2	21	19	2	21
Service cooling systems and associated components	AUR02170A	24	3	27	224	34	258	248	37	285
Service petrol fuel systems	AUR03170A	0	0	0	172	35	207	172	35	207
Service diesel fuel injection systems	AUR03670A	0	0	0	30	3	33	30	3	33
Service and repair emission control systems	AUR04671A	0	0	0	13	1	14	13	1	14
Repair exhaust systems	AUR05166A	0	0	0	14	1	15	14	1	15
Repair clutch assemblies and/or associated operating system components	AUR06166A	0	0	0	1	0	1	1	0	1
Service clutch assemblies and/or associated operating system components	AUR06170A	0	0	0	118	16	134	118	16	134
Service transmissions (manual)	AUR06670A	2	1	3	125	19	144	127	20	147
Service transmissions (automatic)	AUR07170A	0	0	0	98	11	109	98	11	109
Service and repair marine transmissions (outboard or stern drive)	AUR07671A	10	1	11	0	0	0	10	1	11
Service hydraulic systems	AUR09170A	0	0	0	28	1	29	28	1	29
Service braking systems	AUR10170A	0	0	0	98	11	109	98	11	109
Repair final drive assembly	AUR12666A	0	0	0	1	0	1	1	0	1
Service final drive assemblies	AUR12670A	0	0	0	112	17	129	112	17	129
Repair final drive (driveline)	AUR13166A	0	0	0	1	0	1	1	0	1
Service final drive (driveline)	AUR13170A	0	0	0	102	14	116	102	14	116
Inspect steering system	AUR15130A	9	0	9	0	0	0	9	0	9
Service steering systems	AUR15170A	0	0	0	95	11	106	95	11	106
Inspect suspension systems	AUR16130A	9	1	10	12	0	12	21	1	22
Service suspension systems	AUR16170A	0	0	0	77	6	83	77	6	83

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Balance tyres/wheels	AUR17606A	12	0	12	55	2	57	67	2	69
Select tyres and rims for specific applications (light)	AUR17668A	0	0	0	31	6	37	31	6	37
Remove, repair and fit tyres and tubes (light)	AUR17766A	11	0	11	118	37	155	129	37	166
Test, service and replace battery	AUR18676A	11	0	11	248	45	293	259	45	304
Carry out minor repairs to electrical circuit/systems	AUR18708A	0	0	0	89	14	103	89	14	103
Install, test and repair wiring/lighting systems	AUR19331A	0	0	0	15	0	15	15	0	15
Install ancillary electrical equipment	AUR19531A	0	0	0	9	3	12	9	3	12
Service air conditioning systems	AUR22670A	0	0	0	1	0	1	1	0	1
Carry out welding, soldering, thermal cutting and thermal heating procedures	AUR23608A	7	0	7	36	3	39	43	3	46
Use and maintain measuring equipment	AUR25678A	0	0	0	55	3	58	55	3	58
Carry out pre-repair operations	AUR26108A	18	1	19	35	3	38	53	4	57
Remove and replace/fit protector mouldings, transfers and decals	AUR26965A	1	0	1	7	0	7	8	0	8
Remove and replace mechanical units/assemblies	AUR27064A	26	1	27	23	3	26	49	4	53
Remove and replace electrical/electronic units/assemblies	AUR27164A	0	0	0	3	0	3	3	0	3
Remove salvageable components	AUR28662A	1	0	1	51	9	60	52	9	61
Carry out masking procedures	AUR29608A	0	0	0	2	0	2	2	0	2
Prepare and paint plastic components	AUR30149A	0	0	0	8	0	8	8	0	8
Prepare vehicle components for minor paint repairs	AUR30349A	0	0	0	3	0	3	3	0	3
Prepare vehicle/components/equipment for customer use	AUR31649A	7	0	7	1	0	1	8	0	8
Remove, replace, fit and test components/accessories	AUR32165A	0	0	0	5	1	6	5	1	6
Service and repair trailer	AUR37271A	9	0	9	0	0	0	9	0	9
Identify, remove and label vehicle replacement parts	AUR37727A	1	0	1	2	0	2	3	0	3
Identify automotive parts/components	AUR37827A	12	1	13	4	0	4	16	1	17
Identify automotive parts/components/accessories	AUR37927A	24	1	25	92	7	99	116	8	124
Inspect vehicle systems/components and determine preferred repair action	AUR65130A	7	0	7	0	0	0	7	0	7
Follow workplace occupational health and safety procedures	AUR70125A	48	2	50	339	51	390	387	53	440
Use and maintain workplace tools and equipment	AUR70278A	44	2	46	367	50	417	411	52	463
Contribute to workplace communication	AUR70314A	22	1	23	275	50	325	297	51	348
Establish relations with customers	AUR70421A	20	1	21	298	53	351	318	54	372
Carry out manual handling operations	AUR70508A	0	0	0	53	10	63	53	10	63
Use hand and power tools	BCC1005A	0	0	0	1	0	1	1	0	1
Use small plant and equipment	BCC1006A	0	0	0	1	0	1	1	0	1
Prepare for construction process (stone masonry)	BCF1000A	25	1	26	18	0	18	43	1	44
Carry out interactive workplace communication	BCG1000A	2	1	3	130	7	137	132	8	140
Carry out OH&S requirements	BCG1001A	2	1	3	156	6	162	158	7	165
Plan and organise work	BCG1002A	1	0	1	163	9	172	164	9	173
Read and interpret plans	BCG1003A	0	0	0	131	7	138	131	7	138
Carry out measurements and calculations	BCG1004A	0	0	0	140	8	148	140	8	148
Use hand and power tools	BCG1005A	14	10	24	160	15	175	174	25	199
Use small plant and equipment	BCG1006A	2	1	3	151	18	169	153	19	172
Erect and dismantle restricted height scaffolding	BCG1007A	0	0	0	15	0	15	15	0	15
Use simple levelling devices	BCG1008A	2	1	3	142	8	150	144	9	153
Carry out excavation and install support	BCG1009A	0	0	0	14	0	14	14	0	14
Carry out concreting to simple forms	BCG1010A	0	0	0	49	1	50	49	1	50
Handle construction materials and safely dispose of waste	BCG1011A	24	1	25	164	9	173	188	10	198
Prepare for construction process (wall and floor tiling)	BCG1012A	25	1	26	19	0	19	44	1	45

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Prepare for construction process (solid plastering)	BCG1013A	16	1	17	3	0	3	19	1	20
Prepare for construction process (dry wall plastering)	BCG1014A	21	1	22	21	0	21	42	1	43
Prepare for construction process (brick/block laying)	BCG1015A	23	1	24	27	0	27	50	1	51
Prepare for construction process (carpentry)	BCG1016A	0	0	0	16	0	16	16	0	16
Prepare for construction process (demolition)	BCG1017A	0	0	0	7	0	7	7	0	7
Prepare surfaces	BCG2001A	0	0	0	7	0	7	7	0	7
Carry out general demolition	BCG2003A	0	0	0	7	0	7	7	0	7
Carry out levelling	BCG2004A	0	0	0	9	0	9	9	0	9
Operate elevating work platforms (EWP)	BCG2007A	0	0	0	9	0	9	9	0	9
Remove/replace door and window furniture	BCG2010A	0	0	0	1	0	1	1	0	1
Use static machines	BCG2011A	0	0	0	1	0	1	1	0	1
Make set-outs	BCG2012A	0	0	0	1	0	1	1	0	1
Follow OH&S policies and procedures	BCGCM1001B	0	0	0	34	11	45	34	11	45
Work effectively in the general construction industry	BCGCM1002B	0	0	0	13	1	14	13	1	14
Plan and organise work	BCGCM1003B	0	0	0	19	7	26	19	7	26
Conduct workplace communication	BCGCM1004B	0	0	0	31	9	40	31	9	40
Carry out measurements and calculations	BCGCM1005B	0	0	0	18	6	24	18	6	24
Read and interpret plans and specifications	BCGCM2001B	0	0	0	16	1	17	16	1	17
Handle construction materials	BCGCM2004B	0	0	0	27	11	38	27	11	38
Use construction tools and equipment	BCGCM2005B	0	0	0	26	8	34	26	8	34
Apply basic leveling procedures	BCGCM2006B	0	0	0	27	7	34	27	7	34
Handle construction materials	BCGVE1001B	0	0	0	7	0	7	7	0	7
Undertake basic construction project	BCGVE1002B	0	0	0	7	0	7	7	0	7
Undertake basic estimation and costing	BCGVE1004B	0	0	0	7	0	7	7	0	7
Produce text from audio	BSBADM303A	0	0	0	0	1	1	0	1	1
Design and develop text documents	BSBADM304A	0	0	0	0	6	6	0	6	6
Create and use databases	BSBADM305A	0	0	0	1	4	5	1	4	5
Create electronic presentations	BSBADM306A	0	0	0	4	18	22	4	18	22
Organise schedules	BSBADM307A	0	0	0	0	2	2	0	2	2
Process payroll	BSBADM308A	0	0	0	0	8	8	0	8	8
Process accounts payable and receivable	BSBADM309A	0	0	0	0	2	2	0	2	2
Maintain a general ledger	BSBADM310A	0	0	0	0	2	2	0	2	2
Prepare for work	BSBCMN101A	325	311	636	177	164	341	502	475	977
Complete daily work activities	BSBCMN102A	292	283	575	190	194	384	482	477	959
Apply basic communication skills	BSBCMN103A	160	175	335	212	148	360	372	323	695
Plan skills development	BSBCMN104A	297	246	543	115	78	193	412	324	736
Use business equipment	BSBCMN105A	157	127	284	86	141	227	243	268	511
Follow workplace safety procedures	BSBCMN106A	152	156	308	107	93	200	259	249	508
Operate a personal computer	BSBCMN107A	137	146	283	134	216	350	271	362	633
Develop keyboard skills	BSBCMN108A	29	56	85	138	304	442	167	360	527
Follow environmental work practices	BSBCMN109A	269	203	472	80	50	130	349	253	602
Work effectively in a business environment	BSBCMN201A	1	0	1	84	262	346	85	262	347
Organise and complete daily work activities	BSBCMN202A	32	30	62	110	327	437	142	357	499
Communicate in the workplace	BSBCMN203A	2	1	3	190	416	606	192	417	609
Work effectively with others	BSBCMN204A	34	31	65	118	301	419	152	332	484
Use business technology	BSBCMN205A	2	1	3	115	263	378	117	264	381
Process and maintain workplace information	BSBCMN206A	0	0	0	42	202	244	42	202	244
Prepare and process financial/business documents	BSBCMN207A	2	1	3	31	200	231	33	201	234

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Deliver a service to customers	BSBCM208A	1	1	2	48	166	214	49	167	216
Provide information to clients	BSBCM209A	1	1	2	45	118	163	46	119	165
Implement improved work practices	BSBCM210A	0	0	0	16	28	44	16	28	44
Participate in workplace safety procedures	BSBCM211A	31	29	60	89	331	420	120	360	480
Handle mail	BSBCM212A	0	0	0	25	155	180	25	155	180
Produce simple word processed documents	BSBCM213A	1	1	2	143	363	506	144	364	508
Create and use simple spreadsheets	BSBCM214A	0	0	0	65	240	305	65	240	305
Participate in environmental work practices	BSBCM215A	0	0	0	2	8	10	2	8	10
Exercise initiative in a business environment	BSBCM301A	0	0	0	0	5	5	0	5	5
Organise personal work priorities and development	BSBCM302A	0	0	0	2	6	8	2	6	8
Contribute to personal skill development and learning	BSBCM304A	0	0	0	0	4	4	0	4	4
Organise workplace information	BSBCM305A	0	0	0	0	1	1	0	1	1
Produce business documents	BSBCM306A	0	0	0	7	14	21	7	14	21
Maintain business resources	BSBCM307A	0	0	0	0	1	1	0	1	1
Deliver and monitor a service to customers	BSBCM310A	0	0	0	0	1	1	0	1	1
Maintain workplace safety	BSBCM311A	0	0	0	0	2	2	0	2	2
Contribute to effective workplace relationships	BSBFLM303A	0	0	0	1	2	3	1	2	3
Establish business and legal requirements	BSBSBM401A	0	0	0	1	0	1	1	0	1
Undertake financial planning	BSBSBM402A	0	0	0	1	0	1	1	0	1
Evaluate a business opportunity	BSX023/01	0	0	0	0	1	1	0	1	1
Provide care support which is responsive to the specific nature of dementia	CHCAC15A	0	0	0	0	3	3	0	3	3
Provide food services	CHCAC16A	0	0	0	0	12	12	0	12	12
Provide care and support to aged people	CHCAC1A	0	0	0	0	16	16	0	16	16
Provide support to an older person	CHCAC1C	0	0	0	2	17	19	2	17	19
Provide personal care	CHCAC2C	0	0	0	1	17	18	1	17	18
Orientation to aged care work	CHCAC3A	0	0	0	0	17	17	0	17	17
Orientation to aged care work	CHCAC3C	0	0	0	1	28	29	1	28	29
Assist in the provision of an appropriate environment	CHCAC4A	0	0	0	0	14	14	0	14	14
Assist in the provision of an appropriate environment	CHCAC4B	0	0	0	1	17	18	1	17	18
Contribute to service delivery strategy	CHCAC5A	0	0	0	0	11	11	0	11	11
Support the older person to meet their emotional and psychological needs	CHCAC6C	0	0	0	0	3	3	0	3	3
Advocate for clients	CHCAD1A	0	0	0	0	16	16	0	16	16
Undertake basic administrative duties	CHCADMIN1A	0	0	0	0	16	16	0	16	16
Undertake basic administrative duties	CHCADMIN1B	0	0	0	6	41	47	6	41	47
Introduction to alcohol and other drugs work	CHCAOD1C	0	0	0	0	1	1	0	1	1
Undertake work in the community services industry	CHCCD12A	0	0	0	0	1	1	0	1	1
Support community resources	CHCCD7A	0	0	0	3	22	25	3	22	25
Support community resources	CHCCD7B	0	0	0	0	1	1	0	1	1
Support client participation in the organisation	CHCCH26A	0	0	0	3	22	25	3	22	25
Work within legislative and ethical requirements	CHCCHILD1A	0	0	0	1	46	47	1	46	47
Identify and respond to children and young people at risk of harm	CHCCHILD1C	0	0	0	0	1	1	0	1	1
Maintain a healthy and safe environment	CHCCN1A	0	0	0	1	62	63	1	62	63
Ensure children's health and safety	CHCCN1C	0	0	0	0	9	9	0	9	9
Ensure children's health and safety	CHCCN1D	0	0	0	0	20	20	0	20	20
Provide physical care	CHCCN2A	0	0	0	1	46	47	1	46	47

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Care for children	CHCCN2C	0	0	0	0	34	34	0	34	34
Prepare food	CHCCN3A	0	0	0	2	25	27	2	25	27
Prepare nutritionally balanced food in a safe and hygienic manner	CHCCN3C	0	0	0	0	18	18	0	18	18
Respond to illness, accidents and emergencies	CHCCN4A	0	0	0	1	41	42	1	41	42
Respond to illness, accidents and emergencies	CHCCN4C	0	0	0	0	5	5	0	5	5
Respond to illness, accidents and emergencies	CHCCN4D	0	0	0	0	44	44	0	44	44
Support the emotional wellbeing of babies/infants	CHCCN5A	0	0	0	2	27	29	2	27	29
Care for babies	CHCCN5C	0	0	0	0	5	5	0	5	5
Travel with children safely	CHCCN6A	0	0	0	2	22	24	2	22	24
Foster children's self help skills	CHCCN7A	0	0	0	1	21	22	1	21	22
Plan care routines	CHCCN8A	0	0	0	0	3	3	0	3	3
Support babies' needs	CHCCNAA	0	0	0	2	36	38	2	36	38
Communicate with people accessing the services of the organisation	CHCCOM1A	0	0	0	1	64	65	1	64	65
Communicate with people accessing the services of the organisation	CHCCOM1B	0	0	0	4	58	62	4	58	62
Communicate appropriately with clients and colleagues	CHCCOM2A	0	0	0	0	12	12	0	12	12
Communicate appropriately with clients and colleagues	CHCCOM2B	0	0	0	2	17	19	2	17	19
Deliver service to clients	CHCCS0A	0	0	0	0	17	17	0	17	17
Prepare for work in the community services industry	CHCCS201A	0	0	0	3	54	57	3	54	57
Work within a legal and ethical framework	CHCCS301A	0	0	0	0	26	26	0	26	26
Operate under casework framework	CHCCWI1A	0	0	0	0	12	12	0	12	12
Orientation to disability work	CHCDIS1A	0	0	0	0	16	16	0	16	16
Orientation to disability work	CHCDIS1C	0	0	0	1	17	18	1	17	18
Contribute to positive learning	CHCDIS5A	0	0	0	0	13	13	0	13	13
Support the development of children in the service	CHCFC1A	0	0	0	1	47	48	1	47	48
Support the development of children in the service	CHCFC1C	0	0	0	0	54	54	0	54	54
Foster the physical development of children	CHCFC2A	0	0	0	2	25	27	2	25	27
Foster the social development of children	CHCFC3A	0	0	0	2	25	27	2	25	27
Support the activities of existing groups	CHCGROUP1A	0	0	0	3	1	4	3	1	4
Support the activities of existing groups	CHCGROUP1B	0	0	0	2	14	16	2	14	16
Support group activities	CHCGROUP2A	0	0	0	0	4	4	0	4	4
Support group activities	CHCGROUP2C	0	0	0	4	52	56	4	52	56
Interact positively with children	CHCIC1A	0	0	0	1	60	61	1	60	61
Interact effectively with children	CHCIC1C	0	0	0	0	34	34	0	34	34
Guide children's behaviour	CHCIC2A	0	0	0	0	18	18	0	18	18
Work collaboratively with children	CHCIC4A	0	0	0	1	19	20	1	19	20
Communicate with children	CHCICAA	0	0	0	4	74	78	4	74	78
Communicate with children	CHCICAB	0	0	0	0	14	14	0	14	14
Process and provide information	CHCINF1A	0	0	0	0	12	12	0	12	12
Comply with information requirements of the aged care and community car sectors	CHCINF8B	0	0	0	0	3	3	0	3	3
Orientation to mental health work	CHCMH1B	0	0	0	0	1	1	0	1	1
Follow OHS procedures	CHCOHS201A	0	0	0	0	61	61	0	61	61
Participate in workplace safety procedures	CHCOHS301A	0	0	0	0	23	23	0	23	23
Participate in safety procedures for direct care work	CHCOHS302A	0	0	0	1	30	31	1	30	31
Follow the organisation's policies, procedures and programs	CHCORG1A	0	0	0	0	17	17	0	17	17
Follow the organisation's policies, procedures and programs	CHCORG1B	0	0	0	3	90	93	3	90	93

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Contribute to service delivery strategy	CHCORG22A	0	0	0	0	3	3	0	3	3
Work with others	CHCORG2A	0	0	0	1	73	74	1	73	74
Work with others	CHCORG2B	0	0	0	1	86	87	1	86	87
Participate in the work environment	CHCORG3A	0	0	0	0	28	28	0	28	28
Participate in the work environment	CHCORG3B	0	0	0	1	24	25	1	24	25
Follow the organisation's occupational health and safety policies	CHCORG4A	0	0	0	1	70	71	1	70	71
Facilitate play and leisure	CHCPR1A	0	0	0	1	16	17	1	16	17
Deliver services/activities to stimulate children's development and enhance their leisure	CHCPR1C	0	0	0	0	35	35	0	35	35
Organise experiences for children	CHCPR2A	0	0	0	0	17	17	0	17	17
Observe children	CHCPR3A	0	0	0	0	19	19	0	19	19
Develop an understanding of children's interests and developmental needs	CHCPR3C	0	0	0	0	3	3	0	3	3
Provide opportunities and experience to enhance children's play	CHCPR4A	0	0	0	0	3	3	0	3	3
Communicate with family members about their child	CHCRF1A	0	0	0	0	19	19	0	19	19
Work effectively with young people	CHCYTH1C	0	0	0	0	1	1	0	1	1
Manage own work and learning	CUECOR1A	3	4	7	5	1	6	8	5	13
Work with others	CUECOR2A	8	9	17	14	7	21	22	16	38
Present information on-air	CUFAIR03A	0	0	0	1	0	1	0	1	1
Communicate using a two-way system	CUFBRD01A	0	0	0	12	8	20	12	8	20
Vision mixa multisource television production to tape or air	CUFBRD10A	0	0	0	8	2	10	8	2	10
Set up and operate a basic video camera	CUFCAM01A	22	49	71	14	6	20	36	55	91
Develop and apply industry knowledge	CUFGEN01A	9	17	26	35	17	52	44	34	78
Produce and manipulate digital images	CUFIMA01A	0	0	0	36	5	41	36	5	41
Create 2D digital animation	CUFIMA03A	0	0	0	15	1	16	15	1	16
Use an authoring tool to create an interactive sequence	CUFMEM01A	0	0	0	4	2	6	4	2	6
Update web pages	CUFMEM12A	0	0	0	19	1	20	19	1	20
Incorporate, design and edit digital video	CUFMEM13A	0	0	0	10	8	18	10	8	18
Create, manipulate and incorporate 2D graphics	CUFMEM14A	0	0	0	20	3	23	20	3	23
Prepare and participate in an electronic media activity	CUFPOP01A	8	17	25	22	16	38	30	33	63
Follow health, safety and security procedures	CUFSAF01A	16	35	51	30	9	39	46	44	90
Follow health, safety and security procedures	CUFSAF01B	0	0	0	0	1	1	0	1	1
Make set for screen	CUFSET03A	0	0	0	8	2	10	8	2	10
Operate a studio panel	CUFSOU02A	0	0	0	1	0	1	1	0	1
Develop and update music industry knowledge	CUSBGE01A	0	0	0	11	3	14	11	3	14
Make presentations	CUSGEN05A	0	0	0	8	2	10	8	2	10
Contribute creative music ideas to a project	CUSMCP01A	0	0	0	11	2	13	11	2	13
Compose a simple song or tune	CUSMCP02A	0	0	0	2	4	6	2	4	6
Create a simple accompaniment for a song or tune	CUSMCP03A	0	0	0	2	4	6	2	4	6
Use instruments, equipment and/or electronic technology for making music	CUSMGE03A	0	0	0	0	1	1	0	1	1
Use MIDI devices and/or software to perform music	CUSMGE09A	0	0	0	0	1	1	0	1	1
Develop music knowledge and listening skills	CUSMGE11A	8	5	13	11	2	13	19	7	26
Maintain and expand music knowledge and critical listening skills	CUSMGE12A	0	0	0	2	4	6	2	4	6
Read music for performance and analysis	CUSMGE14A	0	0	0	2	4	6	2	4	6
Develop basic technical skills for playing or singing music	CUSMPF01A	8	5	13	8	1	9	16	6	22
Develop technical skills for playing or singing music	CUSMPF02A	0	0	0	11	2	13	11	2	13
Develop and maintain stagecraft skills	CUSMPF03A	0	0	0	2	4	6	2	4	6

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Contribute to backup accompaniment for a performance	CUSMPF08A	0	0	0	2	4	6	2	4	6
Evaluate and extend performance technique	CUSMPF09A	0	0	0	2	4	6	2	4	6
Perform music as part of a group	CUSMPF11A	0	0	0	2	4	6	2	4	6
Collect and organise information	CUSRAD01A	0	0	0	10	5	15	10	5	15
Follow safe practices in performing and/or listening to music	CUSSAF01A	21	13	34	6	1	7	27	14	41
Follow health, safety and security procedures in the music industry	CUSSAF02A	0	0	0	24	9	33	24	9	33
Move and set up instruments and equipment	CUSSOU01A	13	9	22	14	2	16	27	11	38
Operate portable audio recorder	CUSSOU02A	3	12	15	9	1	10	12	13	25
Transfer sound	CUSSOU03A	0	0	0	18	7	25	18	7	25
Record sound	CUSSOU04A	0	0	0	5	1	6	5	1	6
Lay sound tracks	CUSSOU06A	0	0	0	20	8	28	20	8	28
Mix sound sources	CUSSOU09A	0	0	0	15	7	22	15	7	22
Operate sound mixing console	CUSSOU11A	0	0	0	0	1	1	0	1	1
Set up, operate and de-rig portable sound recording equipment	CUSSOU13A	0	0	0	15	6	21	15	6	21
Originate concept for own and conduct critical discourage	CUVCOR04A	0	0	0	0	1	1	0	1	1
Select and apply drawing techniques and media to represent and communicate the concept	CUVCOR09A	0	0	0	0	1	1	0	1	1
Apply the design process to 2-dimensional work in response to a brief	CUVDES02A	0	0	0	0	1	1	0	1	1
Apply the design process to 3-dimensional work in response to a brief	CUVDES03A	0	0	0	0	1	1	0	1	1
Interpret and respond to a brief	CUVDES05A	0	0	0	0	1	1	0	1	1
Produce jewellery	CUVVSP27A	0	0	0	0	1	1	0	1	1
Research and experiment with techniques to produce paintings	CUVVSP36A	0	0	0	0	1	1	0	1	1
Occupational health and safety for supervisors	EA040	0	0	0	1	0	1	1	0	1
Quality control systems	EA041	0	0	0	1	0	1	1	0	1
Engineering graphics	EA061	0	0	0	1	0	1	1	0	1
CAD A	EA064	0	0	0	1	0	1	1	0	1
CAD B	EA065	0	0	0	1	0	1	1	0	1
Communicate in the workplace	FDFCORCOM1A	5	1	6	0	0	0	5	1	6
Apply basic food safety practices	FDFCORFS1A	0	0	0	6	0	6	6	0	6
Apply basic mathematical concepts	FDFCORNUM1A	5	1	6	0	0	0	5	1	6
Apply safe work procedures	FDFCOROHS1A	3	1	4	6	0	6	9	1	10
Apply basic quality assurance practices	FDFCORQA1A	0	0	0	6	0	6	6	0	6
Manually clean and sanitise equipment	FDFOPTHS1A	5	1	6	0	0	0	5	1	6
Apply sampling techniques	FDFOPTST2A	5	1	6	0	0	0	5	1	6
Produce bread dough	FDFRBPD2B	0	0	0	1	0	1	1	0	1
Carry out basic canopy maintenance	FDFWGGCMB	0	0	0	7	5	12	7	5	12
Hand prune vines	FDFWGGHPVA	4	1	5	3	0	3	7	1	8
Hand prune vines	FDFWGGHPVB	0	0	0	4	0	4	4	0	4
Undertake irrigation systems maintenance activities	FDFWGGISMA	0	0	0	6	0	6	6	0	6
Pick grapes by hand	FDFWGGPGHA	4	1	5	0	0	0	4	1	5
Pick grapes by hand	FDFWGGPGHB	0	0	0	4	0	4	4	0	4
Plant vines by hand	FDFWGGPVHA	4	1	5	0	0	0	4	1	5
Train vines	FDFWGGTVA	0	0	0	5	5	10	5	5	10
Take vine cuttings	FDFWGGVCA	4	1	5	0	0	0	4	1	5
Take vine cuttings	FDFWGGVCB	0	0	0	4	0	4	4	0	4
Perform effectively in the workplace (induction)	FDFWIUNDA	4	1	5	0	0	0	4	1	5

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Operate a packaging process	FDFZZPP2A	0	0	0	1	0	1	1	0	1
Manage budgets and forecasts	FNBACC03B	0	0	0	0	1	1	0	1	1
Set up and operate a computerised account system	FNBACC21A	0	0	0	0	1	1	0	1	1
Process business tax requirements	FNBACC22A	0	0	0	0	1	1	0	1	1
Produce job costing information	FNBACC23A	0	0	0	0	1	1	0	1	1
Prepare operational budgets	FNBACC24A	0	0	0	0	1	1	0	1	1
Make decisions within a legal context	FNBACC29A	0	0	0	0	1	1	0	1	1
Maintain asset and inventory	FNBACC32A	0	0	0	0	1	1	0	1	1
Store and dispatch seed	FPIFGM023A	0	0	0	0	1	1	0	1	1
Read and interpret maps	FPIFGM147A	0	0	0	7	4	11	7	4	11
Collect, treat and store seed	FPIFGM162A	0	0	0	5	4	9	5	4	9
Reduce wildfire hazards	FPIL2191516A	1	0	1	0	3	3	1	3	4
Administer first aid procedures	FPPAID2A	14	2	16	12	3	15	26	5	31
Apply basic First Aid	HLTFA1A	65	44	109	60	143	203	125	187	312
Apply advanced First Aid	HLTFA2A	0	0	0	70	30	100	70	30	100
Work effectively with culturally diverse patients, clients, customers and co-workers	HLTHIR3A	0	0	0	0	3	3	0	3	3
Create a simple mark-up language document to specification	ICAITB135A	2	0	2	71	37	108	73	37	110
Receive and process oral and written communication	ICAITD003B	0	0	0	90	53	143	90	53	143
Create user and technical documentation	ICAITD128A	0	0	0	30	2	32	30	2	32
Install and manage network protocols	ICAITI101A	0	0	0	4	0	4	4	0	4
Install and manage network protocols	ICAITI101B	0	0	0	17	1	18	17	1	18
Maintain equipment/software inventory	ICAITS008B	0	0	0	3	5	8	3	5	8
Interact with clients	ICAITS009B	1	0	1	32	11	43	33	11	44
Apply problem solving techniques to achieve organisation goals	ICAITS010B	0	0	0	48	67	115	48	67	115
Apply problem solving techniques to achieve organisation goals	ICAITS010C	0	0	0	18	7	25	18	7	25
Connect hardware peripherals	ICAITS014B	0	0	0	80	53	133	80	53	133
Connect hardware peripherals	ICAITS014C	0	0	0	67	16	83	67	16	83
Install software applications	ICAITS015B	0	0	0	112	69	181	112	69	181
Record client support requirements	ICAITS016C	0	0	0	2	3	5	2	3	5
Maintain system integrity	ICAITS017B	0	0	0	76	50	126	76	50	126
Maintain system integrity	ICAITS017C	0	0	0	44	14	58	44	14	58
Install and optimise system software	ICAITS020B	0	0	0	33	0	33	33	0	33
Install and optimise system software	ICAITS020C	0	0	0	9	1	10	9	1	10
Connect internal hardware components	ICAITS021B	0	0	0	34	0	34	34	0	34
Connect internal hardware components	ICAITS021C	0	0	0	28	3	31	28	3	31
Provide one to one instruction	ICAITS023B	0	0	0	13	0	13	13	0	13
Provide basic system administration	ICAITS024C	0	0	0	28	4	32	28	4	32
Run standard diagnostic tests	ICAITS025B	0	0	0	63	4	67	63	4	67
Install network hardware to a network	ICAITS029B	0	0	0	28	0	28	28	0	28
Provide advice to clients	ICAITS031B	0	0	0	39	3	42	39	3	42
Provide network systems administration	ICAITS032B	0	0	0	38	1	39	38	1	39
Determine and action network problems	ICAITS034B	0	0	0	17	1	18	17	1	18
Action and complete change requests	ICAITS106A	0	0	0	6	0	6	6	0	6
Maintain equipment and software in working order	ICAITS115A	0	0	0	4	0	4	4	0	4
Maintain equipment and software in working order	ICAITS115B	0	0	0	58	4	62	58	4	62
Administer and configure a network operating system	ICAITS120B	0	0	0	9	1	10	9	1	10
Administer network peripherals	ICAITS121A	0	0	0	23	1	24	23	1	24

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Validate basic website performance	ICAITT185A	0	0	0	13	2	15	13	2	15
Work effectively in an information technology environment	ICAITTW001B	3	0	3	123	91	214	126	91	217
Communicate in the workplace	ICAITTW002B	0	0	0	164	114	278	164	114	278
Participate in a team and individually to achieve organisation goals	ICAITTW011B	1	0	1	85	50	135	86	50	136
Relate to clients on a business level	ICAITTW027B	0	0	0	5	0	5	5	0	5
Apply occupational health and safety procedures	ICAITU004B	11	7	18	75	83	158	86	90	176
Apply occupational health and safety procedures	ICAITU004C	33	11	44	109	37	146	142	48	190
Operate computer hardware	ICAITU005B	0	0	0	103	80	183	103	80	183
Operate computer hardware	ICAITU005C	0	0	0	86	28	114	86	28	114
Operate computing packages	ICAITU006B	15	35	50	65	80	145	80	115	195
Operate computing packages	ICAITU006C	1	0	1	64	26	90	65	26	91
Maintain equipment and consumables	ICAITU007B	0	0	0	106	92	198	106	92	198
Design organisational documents using computing packages	ICAITU012B	0	0	0	55	69	124	55	69	124
Design organisational documents using computing packages	ICAITU012C	3	0	3	44	33	77	47	33	80
Integrate commercial computing packages	ICAITU013B	0	0	0	55	70	125	55	70	125
Integrate commercial computing packages	ICAITU013C	3	0	3	39	21	60	42	21	63
Develop macros and templates for clients using standard products	ICAITU018B	0	0	0	19	3	22	19	3	22
Develop macros and templates for clients using standard products	ICAITU018C	0	0	0	7	0	7	7	0	7
Migrate to new technology	ICAITU019B	0	0	0	1	0	1	1	0	1
Migrate to new technology	ICAITU019C	0	0	0	30	0	30	30	0	30
Customise packaged software applications for clients	ICAITU028B	0	0	0	13	0	13	13	0	13
Use advanced features of computer applications	ICAITU126A	0	0	0	28	14	42	28	14	42
Use advanced features of computer applications	ICAITU126B	0	0	0	52	14	66	52	14	66
Operate a personal computer	ICAITU128A	68	24	92	163	80	243	231	104	335
Operate a word processing application	ICAITU129A	47	21	68	160	87	247	207	108	315
Operate a spreadsheet application	ICAITU130A	41	15	56	119	69	188	160	84	244
Operate database application	ICAITU131A	33	12	45	106	60	166	139	72	211
Operate a presentation package	ICAITU132A	37	20	57	157	81	238	194	101	295
Send and retrieve information over the internet using browsers and email	ICAITU133A	62	22	84	185	113	298	247	135	382
Operate accounting applications	ICAITU211A	0	0	0	1	0	1	1	0	1
Use personal productivity tool	ICAITU215A	0	0	0	1	0	1	1	0	1
Identify components of multimedia	ICPMM11BA	0	0	0	74	26	100	74	26	100
Capture a digital image	ICPMM21CA	0	0	0	63	57	120	63	57	120
Incorporate text into multimedia presentations	ICPMM41CA	0	0	0	21	2	23	21	2	23
Incorporate 2D graphics into multimedia presentations	ICPMM42CA	0	0	0	4	15	19	4	15	19
Incorporate digital photography into multimedia presentations	ICPMM43CA	1	0	1	61	30	91	62	30	92
Incorporate audio into multimedia presentations	ICPMM44CA	0	0	0	22	6	28	22	6	28
Incorporate video into multimedia presentations	ICPMM46CA	0	0	0	5	10	15	5	10	15
Access the internet	ICPMM63BA	7	4	11	111	113	224	118	117	235
Create web pages with multimedia	ICPMM65DA	0	0	0	52	23	75	52	23	75
Develop a basic design concept	ICPPP11BA	0	0	0	12	18	30	12	18	30
Select and apply type	ICPPP21BA	0	0	0	12	18	30	12	18	30
Electronically combine and assemble data	ICPPP32CA	0	0	0	14	24	38	14	24	38
Output images to film and paper	ICPPP52BA	0	0	0	4	15	19	4	15	19
Output images to electronic media	ICPPP53BA	0	0	0	4	15	19	4	15	19

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Inspect quality against required standards	ICPSU16AA	0	0	0	8	16	24	8	16	24
Follow OH&S practices and identify environmental hazards	ICPSU61AA	0	0	0	11	18	29	11	18	29
Communicate in the workplace	ICPSU62AA	0	0	0	12	18	30	12	18	30
Use computer systems	ICPSU81BA	0	0	0	12	18	30	12	18	30
Understanding self and others	LDWA001	36	20	56	25	16	41	61	36	97
Introduction to citizenship	LDWA002	31	21	52	25	16	41	56	37	93
Health and safety essentials	LDWA003	31	21	52	24	16	40	55	37	92
Effective team membership	LDWA004	31	21	52	25	16	41	56	37	93
Senior first aid	LDWA005	5	1	6	10	3	13	15	4	19
Introduction to applied leadership	LDWA006	15	10	25	25	16	41	40	26	66
Follow safe working policies and practices	LMFCR0001A	11	0	11	6	1	7	17	1	18
Communicate in the workplace	LMFCR0002A	10	0	10	2	1	3	12	1	13
Carry out measurements and calculations	LMFCR0003A	10	0	10	2	1	3	12	1	13
Work effectively with others	LMFCR0004A	11	0	11	2	1	3	13	1	14
Use furniture finishing sector hand and power tools	LMFFF2001A	11	0	11	0	0	0	11	0	11
Construct a basic timber furnishing product	LMFFM1001A	10	0	10	8	2	10	18	2	20
Use furniture making sector hand and power tools	LMFFM2001A	0	0	0	2	1	3	2	1	3
Undertake interactive workplace communication	MEM1.1FA	8	0	8	243	17	260	251	17	268
Apply principles of occupational health & safety in work environment	MEM1.2FA	9	0	9	218	20	238	227	20	247
Apply quality procedures	MEM1.3FA	9	0	9	265	18	283	274	18	292
Plan to undertake a routine task	MEM1.4FA	8	0	8	270	15	285	278	15	293
Manual handling	MEM11.11AA	0	0	0	5	0	5	5	0	5
Erect/dismantle scaffolding and equipment	MEM11.1AA	0	0	0	1	0	1	1	0	1
Use comparison and basic measuring devices	MEM12.1AA	0	0	0	85	17	102	85	17	102
Mark off/out (general engineering)	MEM12.6AA	0	0	0	2	0	2	2	0	2
Mark off/out structural fabrications and shapes	MEM12.7AA	0	0	0	4	0	4	4	0	4
Perform emergency first aid	MEM13.1AA	0	0	0	178	27	205	178	27	205
Use hand tools	MEM18.1AA	5	1	6	200	27	227	205	28	233
Use hand tools	MEM18.1AB	7	0	7	148	3	151	155	3	158
Service combustion engines	MEM18.25AA	2	0	2	42	0	42	44	0	44
Use power tools/hand held operations	MEM18.2AA	4	0	4	269	14	283	273	14	287
Use tools for precision work	MEM18.3AA	0	0	0	4	0	4	4	0	4
Use tools for precision work	MEM18.3AB	0	0	0	12	0	12	12	0	12
Dismantle, replace and assemble engineering components	MEM18.55AA	0	0	0	14	0	14	14	0	14
Perform mathematical computations	MEM2.13C5A	0	0	0	4	1	5	4	1	5
Apply quality systems	MEM2.1C12A	0	0	0	105	2	107	105	2	107
Organise and analyse information	MEM2.2C11A	0	0	0	44	2	46	44	2	46
Operate in a work based team environment	MEM2.3C11A	0	0	0	16	0	16	16	0	16
Operate in a work based team environment	MEM2.3C11B	5	0	5	3	0	3	8	0	8
Measure with graduated devices	MEM2.5C11A	0	0	0	198	19	217	198	19	217
Plan a complete activity	MEM2.6C10A	0	0	0	22	0	22	22	0	22
Perform computations - basic	MEM2.7C10A	0	0	0	89	6	95	89	6	95
Perform computations	MEM2.8C10A	0	0	0	35	0	35	35	0	35
Perform computer operations	MEM2.9C10A	0	0	0	49	6	55	49	6	55
Manual production assembly	MEM3.1AA	0	0	0	4	0	4	4	0	4
Sheet and plate assembly	MEM3.3AA	0	0	0	4	0	4	4	0	4
Undertake fabrication, forming, bending and shaping	MEM5.10AA	0	0	0	13	1	14	13	1	14

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	0	0	0	35	7	42	35	7	42
Perform routine manual metal arc welding	MEM5.12AB	5	0	5	155	4	159	160	4	164
Perform manual production welding	MEM5.13AA	0	0	0	10	1	11	10	1	11
Weld using manual metal arc welding process	MEM5.15AA	0	0	0	1	0	1	1	0	1
Weld using manual metal arc welding process	MEM5.15AB	0	0	0	50	1	51	50	1	51
Weld using gas metal arc welding process	MEM5.17AA	0	0	0	2	0	2	2	0	2
Weld using gas metal arc welding process	MEM5.17AB	0	0	0	64	2	66	64	2	66
Weld using gas tungsten arc welding process	MEM5.19AA	0	0	0	2	0	2	2	0	2
Weld using gas tungsten arc welding process	MEM5.19AB	0	0	0	3	0	3	3	0	3
Weld using oxyacetylene welding process (fuel gas welding)	MEM5.21AA	0	0	0	3	0	3	3	0	3
Weld using submerged arc welding process	MEM5.23AB	0	0	0	5	0	5	5	0	5
Apply welding principles	MEM5.26AA	0	0	0	3	0	3	3	0	3
Soft soldering (basic)	MEM5.3AA	0	0	0	41	0	41	41	0	41
Weld using flux core arc welding process	MEM5.47AA	0	0	0	5	0	5	5	0	5
Perform routine gas tungsten arc welding	MEM5.49AA	0	0	0	1	0	1	1	0	1
Perform routine gas tungsten arc welding	MEM5.49AB	0	0	0	3	0	3	3	0	3
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	7	0	7	81	19	100	88	19	107
Perform routine oxyacetylene welding	MEM5.4AB	0	0	0	103	0	103	103	0	103
Perform routine gas metal arc welding	MEM5.50AA	4	0	4	139	3	142	143	3	146
Carry out mechanical cutting	MEM5.5AA	0	0	0	189	13	202	189	13	202
Perform brazing and/or silver soldering	MEM5.6AA	4	0	4	115	16	131	119	16	135
Manual heating, thermal cutting and gouging	MEM5.7AA	0	0	0	65	1	66	65	1	66
Manual heating and thermal cutting	MEM5.7AB	2	0	2	96	1	97	98	1	99
Respond to boating emergencies and incidents	MEM50.10EA	0	0	0	13	8	21	13	8	21
Carry out trip preparation and planning	MEM50.8EA	0	0	0	13	8	21	13	8	21
Safely operate a mechanically powered recreational boat	MEM50.9AA	0	0	0	13	8	21	13	8	21
Operational maintenance of machines/equipment	MEM7.1AA	0	0	0	19	2	21	19	2	21
Use workshop machines for basic operations	MEM7.32AA	0	0	0	136	13	149	136	13	149
Perform general machining	MEM7.5AA	0	0	0	59	2	61	59	2	61
Draw and interpret sketch	MEM9.1AA	0	0	0	231	13	244	231	13	244
Interpret technical drawing	MEM9.2AA	0	0	0	103	7	110	103	7	110
Undertake direct seeding	MNMOCC638A	0	0	0	3	1	4	3	1	4
Contribute to quality system	MNQ.OP/05.A	0	0	0	1	1	2	1	1	2
Maintain personal equipment	MTMMP1B	0	0	0	1	0	1	1	0	1
Apply hygiene and sanitation practices	MTMMP2B	0	0	0	1	0	1	1	0	1
Clean work area during operations	MTMPS201A	0	0	0	1	0	1	1	0	1
Introduction to aviation and OH&S	NAC40	0	0	0	6	0	6	6	0	6
Aircraft maintenance practices general	NAC41	0	0	0	1	0	1	1	0	1
Aircraft servicing and handling 1	NAC42	0	0	0	6	0	6	6	0	6
Engine cool systems for autobody repairers	NAM45	0	0	0	6	0	6	6	0	6
Aircraft materials and processes	NAS40	0	0	0	5	0	5	5	0	5
Occupational health and safety	NBB02	0	0	0	16	0	16	16	0	16
Presenting information	NCS007	0	0	0	1	0	1	1	0	1
Writing technical documentation	NCS017	0	0	0	1	0	1	1	0	1
Personal computer servicing 1	NE111	0	0	0	10	0	10	10	0	10
Electrical wiring and equipment 1	NE172	0	0	0	15	0	15	15	0	15
Workshop practices	NE175	0	0	0	24	0	24	24	0	24
Electronic hand soldering technology	NE184	0	0	0	32	0	32	32	0	32

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Parts and component selection	NUE095	0	0	0	14	0	14	14	0	14
Secondary radar and related systems	NUE175	0	0	0	1	0	1	1	0	1
Science and materials - electrotechnology	NUE204	0	0	0	6	0	6	6	0	6
Drawing interpretation and sketching	NUE210	0	0	0	14	0	14	14	0	14
Applied electricity 1	NUE52	0	0	0	16	0	16	16	0	16
Provide emergency care	PUXEMEO01A	0	0	0	76	50	126	76	50	126
Manage injuries in emergency incidents	PUXEMEO02A	0	0	0	0	2	2	0	2	2
Operate communications systems	PUXOPEO04A	0	0	0	14	3	17	14	3	17
Introduction to occupational health and safety	RGR101A	0	0	0	1	4	5	1	4	5
Apply principles of basic anatomy and physiology to horses	RGR311A	0	0	0	2	11	13	2	11	13
Support nursery work	RTC1006A	10	9	19	14	4	18	24	13	37
Maintain the workplace	RTC1201A	7	11	18	14	7	21	21	18	39
Support landscape work	RTC1202A	12	3	15	0	0	0	12	3	15
Operate basic machinery and equipment	RTC1301A	10	0	10	7	5	12	17	5	22
Assist with routine maintenance of machinery and equipment	RTC1302A	1	0	1	7	4	11	8	4	12
Follow basic chemical safety rules	RTC1701A	9	0	9	35	8	43	44	8	52
Prepare for work	RTC1801A	17	11	28	21	6	27	38	17	55
Plant trees and shrubs	RTC2012A	15	7	22	34	17	51	49	24	73
Recognise plants	RTC2016A	24	26	50	18	22	40	42	48	90
Undertake propagation activities	RTC2026A	0	0	0	8	6	14	8	6	14
Conduct visual inspection of park facilities	RTC2203A	18	21	39	5	7	12	23	28	51
Install, maintain and repair fencing	RTC2209A	0	0	0	34	25	59	34	25	59
Maintain properties and structures	RTC2210A	0	0	0	41	10	51	41	10	51
Undertake operational maintenance of machinery	RTC2301A	0	0	0	43	12	55	43	12	55
Operate vehicles	RTC2306A	0	0	0	76	31	107	76	31	107
Operate machinery and equipment	RTC2307A	0	0	0	100	29	129	100	29	129
Operate tractors	RTC2309A	0	0	0	98	31	129	98	31	129
Treat weeds	RTC2401A	10	16	26	28	17	45	38	33	71
Treat plant pests, diseases and disorders	RTC2404A	1	0	1	11	10	21	12	10	22
Follow OHS procedures	RTC2701A	25	25	50	134	62	196	159	87	246
Observe environmental work practices	RTC2702A	15	10	25	107	62	169	122	72	194
Provide basic first aid	RTC2704A	24	27	51	121	57	178	145	84	229
Work effectively in the industry	RTC2705A	1	0	1	90	44	134	91	44	135
Apply chemicals under supervision	RTC2706A	0	0	0	89	36	125	89	36	125
Participate in workplace communications	RTC2801A	5	13	18	124	64	188	129	77	206
Support natural area conservation	RTD1501A	9	0	9	14	5	19	23	5	28
Collect, prepare and preserve plant specimens	RTD2004A	0	0	0	5	4	9	5	4	9
Carry out natural area restoration works	RTD2022A	15	19	34	11	11	22	26	30	56
Apply animal trapping techniques	RTD2101A	0	0	0	6	4	10	6	4	10
Recognise animals	RTD2126A	25	24	49	10	10	20	35	34	69
Install aggregate paths	RTD2206A	0	0	0	7	0	7	7	0	7
Clean machinery of plant, animal and soil material	RTD2313A	0	0	0	39	9	48	39	9	48
Maintain cultural places	RTD2501A	1	0	1	1	5	6	2	5	7
Observe and report plants and/or animals	RTD2803A	15	18	33	1	6	7	16	24	40
Support horticultural production	RTE1005A	1	2	3	1	0	1	2	2	4
Support extensive livestock work	RTE1101A	1	0	1	3	2	5	4	2	6
Support intensive livestock work	RTE1102A	1	0	1	0	0	0	1	0	1
Support horse work	RTE1104A	0	0	0	0	2	2	0	2	2

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Undertake basic shearing and crutching	RTE1105A	0	0	0	19	3	22	19	3	22
Shear sheep to novice level	RTE1106A	0	0	0	12	0	12	12	0	12
Support irrigation work	RTE1601A	3	8	11	9	2	11	12	10	22
Carry out postharvest operations	RTE2003A	0	0	0	2	2	4	2	2	4
Carry out canopy maintenance	RTE2006A	0	0	0	4	2	6	4	2	6
Establish horticultural crops	RTE2010A	0	0	0	4	1	5	4	1	5
Assist agricultural crop establishment	RTE2011A	0	0	0	58	7	65	58	7	65
Support horticultural crop harvesting	RTE2021A	0	0	0	7	3	10	7	3	10
Undertake field budding and grafting	RTE2028A	0	0	0	2	2	4	2	2	4
Assist agricultural crop maintenance	RTE2029A	0	0	0	28	6	34	28	6	34
Assist agricultural crop harvesting	RTE2030A	0	0	0	28	2	30	28	2	30
Carry out milking shed routines	RTE2103A	0	0	0	11	17	28	11	17	28
Carry out regular horse observation	RTE2104A	0	0	0	1	16	17	1	16	17
Crutch sheep	RTE2107A	0	0	0	24	4	28	24	4	28
Maintain livestock water supplies	RTE2110A	0	0	0	15	24	39	15	24	39
Identify and mark livestock	RTE2111A	0	0	0	50	18	68	50	18	68
Milk livestock	RTE2112A	0	0	0	44	24	68	44	24	68
Monitor livestock to parturition	RTE2113A	0	0	0	15	4	19	15	4	19
Muster and move livestock	RTE2115A	0	0	0	75	34	109	75	34	109
Pen up sheep	RTE2117A	0	0	0	41	24	65	41	24	65
Handle livestock using basic techniques	RTE2118A	0	0	0	45	19	64	45	19	64
Perform board duties	RTE2119A	0	0	0	36	15	51	36	15	51
Assist with pressing wool	RTE2120A	0	0	0	42	15	57	42	15	57
Provide daily care for horses	RTE2121A	0	0	0	0	13	13	0	13	13
Carry out birthing duties	RTE2124A	0	0	0	23	7	30	23	7	30
Castrate livestock	RTE2127A	0	0	0	72	21	93	72	21	93
Provide feed for livestock	RTE2128A	0	0	0	48	29	77	48	29	77
Move and handle pigs	RTE2129A	0	0	0	24	8	32	24	8	32
Ride horses and care for equipment	RTE2130A	0	0	0	0	2	2	0	2	2
Assist with artificial insemination procedures	RTE2132A	0	0	0	12	3	15	12	3	15
Assist with feeding in an intensive production system	RTE2134A	0	0	0	33	19	52	33	19	52
Load and unload livestock	RTE2136A	0	0	0	56	20	76	56	20	76
Assist with natural mating procedures and parturition of horses	RTE2137A	0	0	0	0	2	2	0	2	2
Maintain health and welfare of poultry	RTE2140A	0	0	0	0	9	9	0	9	9
Collect and pack eggs for human consumption	RTE2142A	0	0	0	0	9	9	0	9	9
Carry out regular livestock observation	RTE2144A	0	0	0	11	5	16	11	5	16
Care for weaner and grower pigs	RTE2145A	0	0	0	12	6	18	12	6	18
Mix and mill standard stockfeed	RTE2146A	0	0	0	2	0	2	2	0	2
Handle young horses	RTE2148A	0	0	0	0	2	2	0	2	2
Shear sheep to improver level	RTE2149A	0	0	0	8	0	8	8	0	8
Maintain intensive production growing environments	RTE2150A	0	0	0	12	5	17	12	5	17
Care for health and welfare of pigs	RTE2151A	0	0	0	12	6	18	12	6	18
Carry out basic electric fencing operations	RTE2201A	0	0	0	0	2	2	0	2	2
Fabricate and repair metal or plastic structures	RTE2205A	0	0	0	30	7	37	30	7	37
Prepare grain storages	RTE2212A	0	0	0	40	9	49	40	9	49
Assist in preparing for shearing and crutching	RTE2216A	0	0	0	26	10	36	26	10	36
Grind combs and cutters for machine shearing	RTE2302A	0	0	0	24	4	28	24	4	28
Operate ride-on vehicles	RTE2308A	0	0	0	48	12	60	48	12	60

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Prepare handpiece and downtube for machine shearing	RTE2310A	0	0	0	25	3	28	25	3	28
Observe and report on weather	RTE2503A	0	0	0	7	3	10	7	3	10
Assist with the operation of pressurised irrigation	RTE2602A	0	0	0	4	2	6	4	2	6
Lay irrigation and/or drainage pipes	RTE2603A	0	0	0	1	0	1	1	0	1
Maintain pressurised irrigation systems	RTE2606A	0	0	0	1	0	1	1	0	1
Observe enterprise quality assurance procedures	RTE2901A	0	0	0	5	7	12	5	7	12
Collect and record production data	RTE2902A	0	0	0	15	7	22	15	7	22
Educate, ride and care for horses and equipment	RTE3102A	0	0	0	0	5	5	0	5	5
Prepare livestock for competition	RTE3133A	0	0	0	0	6	6	0	6	6
Carry out basic hoof care procedures	RTE3137A	0	0	0	0	11	11	0	11	11
Prevent and treat equine injury and disease	RTE3144A	0	0	0	0	2	2	0	2	2
Support turf work	RTF1003A	2	6	8	9	2	11	11	8	19
Support gardening work	RTF1004A	4	6	10	7	1	8	11	7	18
Pot-on plants	RTF2013A	0	0	0	1	1	2	1	1	2
Prune shrubs and small trees	RTF2017A	0	0	0	4	2	6	4	2	6
Support turf establishment	RTF2023A	0	0	0	2	0	2	2	0	2
Tend nursery plants	RTF2024A	0	0	0	7	1	8	7	1	8
Construct low-profile timber or modular retaining walls	RTF2204A	0	0	0	7	0	7	7	0	7
Lay paving	RTF2208A	0	0	0	7	0	7	7	0	7
Assist with landscape construction work	RTF2215A	0	0	0	7	0	7	7	0	7
Determine basic properties of soil/growing media	RTF2504A	0	0	0	3	1	4	3	1	4
Operate equipment	RUAAG1100EOA	0	0	0	7	7	14	7	7	14
Perform routine maintenance	RUAAG1130EMA	0	0	0	10	16	26	10	16	26
Carry out basic beef cattle handling duties	RUAAG1500BCA	0	0	0	4	3	7	4	3	7
Feed and water pigs	RUAAG1600PGA	0	0	0	37	11	48	37	11	48
Move and control pigs	RUAAG1601PGA	0	0	0	11	9	20	11	9	20
Wean and rear pigs and evaluate performance	RUAAG1602PGA	0	0	0	0	3	3	0	3	3
Feed and water horses	RUAAG1701HBA	0	0	0	0	1	1	0	1	1
Maintain supplies of chemical and biological agents	RUAAG2005CHA	0	0	0	39	12	51	39	12	51
Determine chemicals and biological agents	RUAAG2006CHA	0	0	0	39	11	50	39	11	50
Prepare chemicals and biological agents	RUAAG2007CHA	0	0	0	39	12	51	39	12	51
Maintain chemical equipment	RUAAG2008CHA	0	0	0	39	11	50	39	11	50
Apply chemicals and biological agents	RUAAG2009CHA	0	0	0	39	12	51	39	12	51
Clean up following application of chemicals and biological agents	RUAAG2010CHA	0	0	0	39	12	51	39	12	51
Manage a chemical spillage/leakage	RUAAG2011CHA	0	0	0	38	11	49	38	11	49
Notify authorities of a chemical spill	RUAAG2012CHA	0	0	0	38	11	49	38	11	49
Operate ride-on farm vehicles	RUAAG2100EOA	0	0	0	26	3	29	26	3	29
Operate property vehicles	RUAAG2101EOA	0	0	0	34	7	41	34	7	41
Operate tractors	RUAAG2102EOA	0	0	0	43	14	57	43	14	57
Provide support for basic repair of plant and equipment	RUAAG2131EMA	0	0	0	3	2	5	3	2	5
Fabricate and repair metal and plastic structures	RUAAG2132EMA	0	0	0	26	5	31	26	5	31
Perform routine maintenance	RUAAG2133EMA	0	0	0	39	10	49	39	10	49
Prepare grain storages	RUAAG2350GRA	0	0	0	39	11	50	39	11	50
Operate plant and machinery	RUAAG2351GRA	0	0	0	32	6	38	32	6	38
Carry out basic field duties	RUAAG2352GRA	0	0	0	31	7	38	31	7	38
Operate trailed/mounted equipment	RUAAG2353GRA	0	0	0	41	10	51	41	10	51
Feed sheep	RUAAG2400SWA	0	0	0	19	13	32	19	13	32

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Muster and move sheep	RUAAG2401SWA	0	0	0	20	2	22	20	2	22
Handle sheep in yards	RUAAG2402SWA	0	0	0	30	19	49	30	19	49
Carry out lambing duties	RUAAG2405SWA	0	0	0	10	5	15	10	5	15
Carry out lamb marking duties	RUAAG2406SWA	0	0	0	3	1	4	3	1	4
Fulfil employment requirements	RUAAG2430WHA	0	0	0	14	1	15	14	1	15
Meet workplace health and safety requirements	RUAAG2431WHA	0	0	0	14	1	15	14	1	15
Pen up sheep	RUAAG2432WHA	0	0	0	16	1	17	16	1	17
Prepare wool	RUAAG2433WHA	0	0	0	14	1	15	14	1	15
Press wool into bales	RUAAG2434WHA	0	0	0	16	1	17	16	1	17
Ensure shed and yards prepared for shearing	RUAAG2435WHA	0	0	0	15	1	16	15	1	16
Prepare for machine shearing	RUAAG2436WHA	0	0	0	13	1	14	13	1	14
Feed livestock	RUAAG2500BCA	0	0	0	18	4	22	18	4	22
Muster and move cattle	RUAAG2501BCA	0	0	0	17	4	21	17	4	21
Monitor cows from joining to calving	RUAAG2502BCA	0	0	0	15	4	19	15	4	19
Carry out calving duties	RUAAG2503BCA	0	0	0	2	3	5	2	3	5
Carry out calf marking duties	RUAAG2504BCA	0	0	0	27	10	37	27	10	37
Slaughter cattle	RUAAG2505BCA	0	0	0	0	1	1	0	1	1
Prepare cattle for competitions	RUAAG2506BCA	0	0	0	25	10	35	25	10	35
Maintain stock water supply equipment	RUAAG2507BCA	0	0	0	14	9	23	14	9	23
Perform basic horsemanship activities	RUAAG2508BCA	0	0	0	0	1	1	0	1	1
Participate in the workplace	RUAAG2520DYA	0	0	0	0	1	1	0	1	1
Carry out basic fencing operations	RUAAG2521DYA	0	0	0	30	7	37	30	7	37
Handle, move and draft livestock	RUAAG2523DYA	0	0	0	0	1	1	0	1	1
Perform basic health care	RUAAG2524DYA	0	0	0	0	1	1	0	1	1
Purchase and receive farm supplies	RUAAG2525DYA	0	0	0	2	0	2	2	0	2
Rear calves	RUAAG2526DYA	0	0	0	0	1	1	0	1	1
Assist with calving	RUAAG2527DYA	0	0	0	0	1	1	0	1	1
Carry out milk harvesting	RUAAG2528DYA	0	0	0	0	1	1	0	1	1
Carry out industry responsibilities	RUAAG2600PGA	0	0	0	2	3	5	2	3	5
Establish and maintain good health of pigs	RUAAG2601PGA	0	0	0	0	3	3	0	3	3
Prepare and assist with farrowing of pigs	RUAAG2603PGA	0	0	0	0	3	3	0	3	3
Carry out daily horse routines	RUAAG2700HBA	0	0	0	0	1	1	0	1	1
Carry out regular horse observation	RUAAG2701HBA	0	0	0	0	1	1	0	1	1
Define rural customer base	RUAAG2800RMA	0	0	0	1	0	1	1	0	1
Communicate within the (rural merchandising) workplace	RUAAG2801RMA	0	0	0	1	0	1	1	0	1
Sell products	RUAAG2802RMA	0	0	0	1	0	1	1	0	1
Service customer needs	RUAAG2803RMA	0	0	0	1	0	1	1	0	1
Deal with difficult customers	RUAAG2804RMA	0	0	0	1	0	1	1	0	1
Utilise basic legal concepts in the completion of work routines	RUAAG2810RMA	0	0	0	1	0	1	1	0	1
Observe legal obligations	RUAAG2811RMA	0	0	0	1	0	1	1	0	1
Service plant & equipment	RUAAG3358GRA	0	0	0	26	5	31	26	5	31
Implement cattle husbandry practices	RUAAG3504BCA	0	0	0	14	1	15	14	1	15
Design and construct conventional fencing	RUAAG3523DYA	0	0	0	0	1	1	0	1	1
Care for growing pigs	RUAAG3601PGA	0	0	0	0	3	3	0	3	3
Mix and mill pig feed	RUAAG3604PGA	0	0	0	1	3	4	1	3	4
Meet industry employment criteria	RUAAGCORE1A	0	0	0	34	12	46	34	12	46
Follow enterprise occupational health and safety (OHS) procedures	RUAAGCORE2A	0	0	0	35	12	47	35	12	47

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Use hazardous substances safely	RUAAGCORE3A	0	0	0	36	12	48	36	12	48
Communicate in the workplace	RUAAGCORE4A	0	0	0	9	20	29	9	20	29
Act to minimise emergencies	RUAAGCORE5A	0	0	0	34	11	45	34	11	45
Plan daily work routines	RUAAGCORE6A	0	0	0	35	8	43	35	8	43
Meet industry requirements	RUHCORE1A	0	0	0	12	1	13	12	1	13
Meet workplace health and safety requirements	RUHCORE2A	5	0	5	13	2	15	18	2	20
Use hazardous substances safely	RUHCORE3A	0	0	0	13	2	15	13	2	15
Cooperate in the workplace	RUHCORE4A	0	0	0	13	1	14	13	1	14
Act in an emergency	RUHCORE5A	0	0	0	14	7	21	14	7	21
Plan daily work routines	RUHCORE6A	0	0	0	14	5	19	14	5	19
Provide crop care	RUHHRT101A	0	0	0	14	1	15	14	1	15
Provide work site support	RUHHRT103A	0	0	0	0	2	2	0	2	2
Provide planted area care	RUHHRT106A	0	0	0	15	2	17	15	2	17
Provide nursery plant care	RUHHRT107A	0	0	0	3	2	5	3	2	5
Maintain the work environment	RUHHRT109A	0	0	0	13	2	15	13	2	15
Operate ride-on vehicles	RUHHRT113A	0	0	0	1	0	1	1	0	1
Sow plant materials	RUHHRT116A	0	0	0	1	1	2	1	1	2
Treat weeds	RUHHRT201A	0	0	0	6	2	8	6	2	8
Treat pests and diseases	RUHHRT202A	0	0	0	1	1	2	1	1	2
Plant trees and shrubs	RUHHRT203A	0	0	0	1	1	2	1	1	2
Communicate in the workplace	RUHHRT204A	0	0	0	12	1	13	12	1	13
Operate tractors	RUHHRT206A	0	0	0	2	0	2	2	0	2
Operate equipment and machinery	RUHHRT207A	0	0	0	1	1	2	1	1	2
Apply chemicals and biological agents	RUHHRT212A	0	0	0	6	2	8	6	2	8
Maintain supplies of chemicals and biological agents	RUHHRT216A	0	0	0	3	0	3	3	0	3
Establish crops	RUHHRT218A	0	0	0	6	7	13	6	7	13
Maintain a crop	RUHHRT219A	0	0	0	7	7	14	7	7	14
Support crop harvesting	RUHHRT220A	0	0	0	1	0	1	1	0	1
Carry out postharvest processes	RUHHRT221A	0	0	0	1	0	1	1	0	1
Undertake propagation activities	RUHHRT224A	0	0	0	7	6	13	7	6	13
Maintain drainage systems	RUHHRT225A	0	0	0	1	0	1	1	0	1
Undertake irrigation systems maintenance activities	RUHHRT226A	0	0	0	1	1	2	1	1	2
Recognise plants, products and treatments	RUHHRT227A	0	0	0	0	1	1	0	1	1
Pot-on plants	RUHHRT228A	0	0	0	6	3	9	6	3	9
Tend nursery plants	RUHHRT229A	0	0	0	0	1	1	0	1	1
Assist sales of products and services	RUHHRT230A	0	0	0	0	1	1	0	1	1
Carry out canopy management	RUHHRT232A	0	0	0	1	0	1	1	0	1
Support revegetation works	RUHHRT237A	0	0	0	2	2	4	2	2	4
Install paving	RUHHRT238A	7	0	7	0	0	0	7	0	7
Prepare plant displays	RUHHRT301A	0	0	0	0	1	1	0	1	1
Carry out reception duties	RUVVEN201A	0	0	0	2	18	20	2	18	20
Carry out daily clinic routines	RUVVEN202A	0	0	0	2	18	20	2	18	20
Carry out surgery preparations	RUVVEN203A	0	0	0	2	15	17	2	15	17
Follow clinic occupational health and safety (OHS) procedures	RUVVEN204A	0	0	0	2	17	19	2	17	19
Use hazardous substances safely	RUVVEN205A	0	0	0	1	9	10	1	9	10
Communicate in the workplace	RUVVEN206A	0	0	0	1	9	10	1	9	10
Act to minimise emergencies and respond to a variety of situations	RUVVEN207A	0	0	0	1	8	9	1	8	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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Plan daily work routines	RUVVEN208A	0	0	0	1	8	9	1	8	9
Carry out basic aquaculture operations	SFIAQUA101A	14	7	21	27	20	47	41	27	68
Collect broodstock and seedstock	SFIAQUA201A	0	0	0	2	0	2	2	0	2
Control pests, predators and diseases	SFIAQUA202A	0	0	0	7	1	8	7	1	8
Feed stock	SFIAQUA205A	0	0	0	21	10	31	21	10	31
Handle stock	SFIAQUA206A	5	1	6	18	13	31	23	14	37
Harvest stock	SFIAQUA207A	0	0	0	7	1	8	7	1	8
Maintain stock culture and other aquaculture operations structures	SFIAQUA208A	0	0	0	7	1	8	7	1	8
Manipulate stock culture environment	SFIAQUA209A	0	0	0	5	1	6	5	1	6
Operate and maintain plant and equipment	SFIAQUA210A	0	0	0	2	0	2	2	0	2
Monitor stock and environmental conditions	SFIAQUA213A	0	0	0	10	9	19	10	9	19
Construct or install stock culture	SFIAQUA302A	0	0	0	0	1	1	0	1	1
Apply basic food handling and safety practices	SFICORE101A	15	1	16	22	13	35	37	14	51
Carry out work effectively in the seafood industry	SFICORE102A	20	6	26	21	12	33	41	18	59
Communicate in the seafood industry	SFICORE103A	24	7	31	18	16	34	42	23	65
Meet workplace health and safety requirements	SFICORE104A	21	4	25	63	32	95	84	36	120
Maintain, prepare, deploy and retrieve hand operated lines to land catch	SFIFISH206A	15	1	16	0	0	0	15	1	16
Maintain the temperature of seafood	SFIFISH209A	0	0	0	1	0	1	1	0	1
Clean fish	SFIPROC101A	14	1	15	8	4	12	22	5	27
Clean work area	SFIPROC102A	0	0	0	12	6	18	12	6	18
Fillet fish and cut portions	SFIPROC103A	0	0	0	5	1	6	5	1	6
Sharpen and work with knives	SFIPROC104A	0	0	0	10	4	14	10	4	14
Head and peel crustaceans	SFIPROC201A	0	0	0	1	0	1	1	0	1
Process squid, cuttlefish and octopus	SFIPROC202A	0	0	0	1	0	1	1	0	1
Shuck molluscs	SFIPROC203A	0	0	0	1	0	1	1	0	1
Boil and pack crustaceans	SFIPROC304A	0	0	0	0	1	1	0	1	1
Contribute to safe navigation	SFISHIP202A	0	0	0	7	6	13	7	6	13
Operate a small vessel	SFISHIP206A	5	2	7	13	7	20	18	9	27
Operate and maintain outboard motors	SFISHIP207A	0	0	0	17	4	21	17	4	21
Operate marine communications equipment	SFISHIP209A	0	0	0	7	9	16	7	9	16
Prepare for maintenance	SFISHIP211A	15	2	17	15	8	23	30	10	40
Take emergency action on board a vessel	SFISHIP212A	22	4	26	44	21	65	66	25	91
Apply emergency procedures on board a ship	SFISHIP301A	0	0	0	0	1	1	0	1	1
Prepare and pack stock for live transport	SFISTOR201A	0	0	0	3	1	4	3	1	4
Monitor pool water quality	SRCAQU001A	0	0	0	1	0	1	1	0	1
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003A	0	0	0	25	11	36	25	11	36
Maintain pool water quality	SRCAQU004A	0	0	0	1	0	1	1	0	1
Supervise clients at an aquatic facility or environment	SRCAQU006A	0	0	0	0	1	1	0	1	1
Respond to an aquatic emergency using advanced water rescue techniques	SRCAQU007A	0	0	0	0	1	1	0	1	1
Apply the principles of community development to community recreation work	SRCCRD002A	0	0	0	2	1	3	2	1	3
Respond to clients at risk	SRCCRO002A	0	0	0	2	1	3	2	1	3
Apply point of sale handling procedures in a recreational setting	SRCCRO003A	0	0	0	2	1	3	2	1	3
Provide orientation to clients prior to undertaking a fitness program	SRFFIT001A	0	0	0	1	3	4	1	3	4

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Apply basic exercise science	SRFFIT002A	0	0	0	2	4	6	2	4	6
Demonstrate abseiling skills	SROABS001A	1	0	1	11	3	14	12	3	15
Use basic skills to catch and handle fish	SROFSH001A	0	0	0	10	3	13	10	3	13
Comply with fisheries management regulations and conservation strategies	SROFSH002A	0	0	0	10	3	13	10	3	13
Navigate in tracked or easy untracked areas	SRONAV001A	4	4	8	26	7	33	30	11	41
Navigate in tracked or easy untracked areas	SRONAV001B	0	1	1	0	0	0	0	1	1
Apply basic outdoor recreation logistics	SROODR001A	0	0	0	11	3	14	11	3	14
Assist in conducting outdoor recreation sessions	SROODR004A	0	0	0	10	3	13	10	3	13
Implement minimal environmental impact practices	SROOPS001A	4	5	9	29	4	33	33	9	42
Implement minimal environmental impact practices	SROOPS001B	0	0	0	11	3	14	11	3	14
Use and maintain a temporary or overnight site	SROOPS006A	0	0	0	17	3	20	17	3	20
Prepare to participate in a supervised outdoor activity requiring basic skills	SROORE001A	4	5	9	26	4	30	30	9	39
Participate in a supervised outdoor activity requiring basic skills	SROORE002A	4	5	9	29	4	33	33	9	42
Participate in outdoor activities	SROORE004A	0	0	0	3	0	3	3	0	3
Scuba dive in open water to a maximum depth of 18 metres	SROSCU002A	0	0	0	13	3	16	13	3	16
Apply surf survival and self rescue skills	SROSRF001A	0	0	0	14	3	17	14	3	17
Perform basic surfing manoeuvres in controlled conditions	SROSRF002A	0	0	0	14	3	17	14	3	17
Comply with maritime rules and regulations	SROYAC001B	0	0	0	30	13	43	30	13	43
Use basic skills to sail a small boat in controlled conditions	SROYSB001B	0	0	0	15	3	18	15	3	18
Prepare for public speaking	SRSCOP001A	0	0	0	7	3	10	7	3	10
Develop a financial goal setting plan	SRSCOP007A	106	61	167	9	4	13	115	65	180
Prepare a pre or post event meal	SRSCOP008A	0	0	0	4	0	4	4	0	4
Collect information on drugs in sport	SRSCOP009A	0	0	0	11	4	15	11	4	15
Collect information on stress management	SRSCOP010A	0	0	0	12	7	19	12	7	19
Interpret and apply the rules of volleyball in a competition game at a school or club level	SRSVOL003A	0	0	0	8	0	8	8	0	8
Use communication strategies to referee volleyball at a school or club level	SRSVOL004A	0	0	0	8	0	8	8	0	8
Handle mail to facilitate communication	SRXADM001A	0	0	0	33	10	43	33	10	43
Handle information to maintain access to and security of records	SRXADM002A	0	0	0	21	8	29	21	8	29
Apply knowledge of the organisation to complete routine administration tasks	SRXADM003A	0	0	0	21	8	29	21	8	29
Operate a range of office equipment to complete routine tasks	SRXADM004A	0	0	0	21	8	29	21	8	29
Handle mail to facilitate the information flow of the organisation	SRXADM005A	0	0	0	16	8	24	16	8	24
Process and analyse information to provide access to and security of records	SRXADM006A	0	0	0	14	7	21	14	7	21
Select, operate and maintain a range of office equipment to complete a range of tasks	SRXADM007A	0	0	0	14	7	21	14	7	21
Organise the copying and collating of documents	SRXADM008A	0	0	0	23	10	33	23	10	33
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	1	0	1	73	29	102	74	29	103
Assist in preparing sport and recreation sessions for participants	SRXCAI001B	0	0	0	15	9	24	15	9	24
Assist in conducting sport and recreation sessions for clients	SRXCAI002A	1	0	1	74	28	102	75	28	103
Assist in conducting sport and recreation sessions for participants	SRXCAI002B	0	0	0	15	8	23	15	8	23
Provide equipment for activities	SRXCAI003A	1	0	1	54	23	77	55	23	78
Provide equipment for activities	SRXCAI003B	0	0	0	15	8	23	15	8	23
Plan a sport and recreation session for clients	SRXCAI004A	0	0	0	31	17	48	31	17	48
Conduct a sport and recreation session for clients	SRXCAI005A	0	0	0	25	10	35	25	10	35

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Interact with clients	SRXCLS001A	1	0	1	32	8	40	33	8	41
Deliver services to clients	SRXCLS002A	0	0	0	24	10	34	24	10	34
Communicate in the workplace	SRXCOM001A	1	0	1	25	6	31	26	6	32
Receive and pass on information to facilitate effective routine communication	SRXCOM002A	0	0	0	36	15	51	36	15	51
React safely in an emergency and help prevent emergencies	SRXEME001A	1	0	1	30	11	41	31	11	42
Participate in the control of minor emergencies	SRXEME002A	0	0	0	15	7	22	15	7	22
Respond to emergency situations	SRXEMR001A	0	0	0	15	8	23	15	8	23
Maintain equipment for activities	SRXFAC001A	0	0	0	24	13	37	24	13	37
Maintain equipment for activities	SRXFAC001B	0	0	0	0	2	2	0	2	2
Maintain sport and recreational facilities	SRXFAC002A	0	0	0	2	2	4	2	2	4
Maintain sport and recreational facilities	SRXFAC002B	0	0	0	0	1	1	0	1	1
Provide first aid	SRXFAD001A	0	0	0	25	13	38	25	13	38
Prepare and process financial documentation for cash flow and accounting records	SRXFIN001A	0	0	0	0	2	2	0	2	2
Deal with Client feedback	SRXGCS002A	0	0	0	0	1	1	0	1	1
Create client relationship	SRXGCS001A	0	0	0	15	8	23	15	8	23
Develop knowledge of the sport and recreation industry	SRXIND001A	1	0	1	42	16	58	43	16	59
Develop and implement a career path	SRXIND002A	0	0	0	29	15	44	29	15	44
Develop knowledge of the sport and recreation industry	SRXINU001A	0	0	0	15	8	23	15	8	23
Follow defined occupational health & safety policy & procedures related to the work being undertaken	SRXOHS001A	0	0	0	31	12	43	31	12	43
Follow defined occupational health and safety policies and procedures	SRXOHS001B	0	0	0	11	3	14	11	3	14
Organise work	SRXORG001A	0	0	0	39	15	54	39	15	54
Work effectively in a sport and recreation organisation	SRXORG002A	0	0	0	33	12	45	33	12	45
Operate a computer to gain access to and retrieve data using keyboard skills	SRXTEC001A	1	0	1	38	11	49	39	11	50
Operate a computer and printer to produce and print simple documents	SRXTEC002A	0	0	0	34	11	45	34	11	45
Work in teams	SRXTEM001A	5	5	10	50	24	74	55	29	84
Support the work of a team	SRXTEM002A	0	0	0	44	19	63	44	19	63
Apply seamanship skills and techniques when operating a small domestic vessel	TDMMC701B	0	0	0	13	10	23	13	10	23
Manoeuvre a domestic vessel of less than 12 metres in length operating within inshore limits	TDMMC901B	0	0	0	6	5	11	6	5	11
Understand orders and be understood in relation to shipboard duties	TDMME101A	0	0	0	17	10	27	17	10	27
Transmit and receive information by marine radio or telephone	TDMME501A	0	0	0	23	8	31	23	8	31
Provide first aid	TDMMF1001A	0	0	0	19	10	29	19	10	29
Minimise the risk of fire and maintain a state of readiness to respond to emergency situations	TDMMF1201A	0	0	0	1	0	1	1	0	1
Respond to navigational emergencies	TDMMF201A	0	0	0	7	5	12	7	5	12
Apply domestic regulations when operating a small vessel	TDMMF3201B	0	0	0	8	8	16	8	8	16
Fight and extinguish fires on board a small vessel	TDMMF5302A	0	0	0	3	0	3	3	0	3
Observe safe working practices	TDMMF701A	0	0	0	3	0	3	3	0	3
Observe safe working practices and procedures on board a vessel	TDMMF701B	0	0	0	1	0	1	1	0	1
Comply with emergency procedures	TDMMF801A	0	0	0	3	0	3	3	0	3
Comply with emergency procedures on board a vessel	TDMMF801B	0	0	0	1	0	1	1	0	1
Plan and navigate a short voyage within inshore limits	TDMMH1202A	0	0	0	7	8	15	7	8	15
Apply weather information when navigating a small vessel	TDMMH1302A	0	0	0	7	8	15	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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Contribute to effective human relationships on board a vessel	TDMML201A	0	0	0	18	10	28	18	10	28
Operate and carry out basic service checks on small vessel marine propulsion systems	TDMMR3001A	0	0	0	7	2	9	7	2	9
Operate and carry out basic servicing on auxiliary systems	TDMMR3101A	0	0	0	7	2	9	7	2	9
Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems	TDMMR3201A	0	0	0	7	2	9	7	2	9
Assist in mooring and anchor handling activities	TDMMR4301A	0	0	0	14	10	24	14	10	24
Ensure compliance with environmental considerations in a small domestic vessel	TDMMU502A	0	0	0	8	8	16	8	8	16
Pick and process orders	TDTA1297B	0	0	0	1	0	1	1	0	1
Receive goods	TDTA1397B	0	0	0	1	0	1	1	0	1
Use product knowledge to complete work operations	TDTA1497B	0	0	0	1	0	1	1	0	1
Replenish stock	TDTA2097B	0	0	0	1	0	1	1	0	1
Participate in stocktakes	TDTA2297B	0	0	0	1	0	1	1	0	1
Clean up plant, equipment and worksite	TDTB3101A	0	0	0	1	0	1	1	0	1
Shift materials safely using manual handling methods	TDTD197B	0	0	0	2	0	2	2	0	2
Use manual handling equipment	TDTD297A	0	0	0	1	0	1	1	0	1
Shift a load using manually-operated equipment	TDTD297B	0	0	0	1	0	1	1	0	1
Load and unload goods/cargo	TDTD497A	0	0	0	1	0	1	1	0	1
Load and unload goods/cargo	TDTD497B	0	0	0	1	0	1	1	0	1
Present routine workplace information	TDTE197B	0	0	0	1	0	1	1	0	1
Carry out basic workplace calculations	TDTE597B	0	0	0	2	0	2	2	0	2
Follow occupational health and safety procedures	TDTF197B	0	0	0	1	0	1	1	0	1
Conduct housekeeping activities	TDTF297B	0	0	0	1	0	1	1	0	1
Work effectively with others	TDTG197B	0	0	0	1	0	1	1	0	1
Apply customer service skills	TDTI297C	0	0	0	1	0	1	1	0	1
Apply keyboard skills	TDTK397B	0	0	0	1	0	1	1	0	1
Prepare and present gateaux, tortes and cakes	THHADPT02B	0	0	0	1	3	4	1	3	4
Prepare stocks and soups for asian cuisines	THHASC03A	0	0	0	1	0	1	1	0	1
Package prepared foodstuffs	THHBCAT02B	0	0	0	3	3	6	3	3	6
Apply cook-freeze production processes	THHBCAT07A	0	0	0	0	3	3	0	3	3
Prepare sandwiches	THHBCC00B	12	18	30	55	112	167	67	130	197
Use basic methods of cookery	THHBCC01B	1	3	4	42	62	104	43	65	108
Prepare appetisers and salads	THHBCC02B	0	1	1	14	20	34	14	21	35
Prepare stocks, sauces and soups	THHBCC03B	0	0	0	4	4	8	4	4	8
Prepare vegetables, eggs and farinaceous dishes	THHBCC04B	0	0	0	6	6	12	6	6	12
Prepare and cook poultry and game	THHBCC05B	0	0	0	2	3	5	2	3	5
Prepare and cook seafood	THHBCC06B	0	0	0	2	2	4	2	2	4
Select, prepare and cook meat	THHBCC07B	0	0	0	2	1	3	2	1	3
Prepare hot and cold desserts	THHBCC08B	0	0	0	1	3	4	1	3	4
Prepare pastry, cakes and yeast goods	THHBCC09B	0	0	0	1	3	4	1	3	4
Clean and tidy bar areas	THHBFB00B	0	0	0	2	14	16	2	14	16
Provide food and beverage service	THHBFB02/3A	0	0	0	0	1	1	0	1	1
Provide a link between kitchen and service areas	THHBFB02B	0	0	0	50	98	148	50	98	148
Provide food and beverage service	THHBFB03B	2	0	2	5	21	26	7	21	28
Provide responsible service of alcohol	THHBFB09B	0	0	0	5	10	15	5	10	15
Prepare and serve non alcoholic beverages	THHBFB10B	0	0	0	48	124	172	48	124	172
Develop and update food and beverage knowledge	THHBFB11B	0	0	0	5	21	26	5	21	26

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Prepare and serve espresso coffee	THHBFB12A	0	0	0	13	42	55	13	42	55
Prepare and serve espresso coffee	THHBFB12B	0	0	0	5	18	23	5	18	23
Provide accommodation reception services	THHBFO02B	0	0	0	3	2	5	3	2	5
Prepare rooms for guests	THHBH03B	0	0	0	1	1	2	1	1	2
Organise and prepare food	THHBKA01A	0	0	0	2	1	3	2	1	3
Organise and prepare food	THHBKA01B	7	9	16	95	165	260	102	174	276
Present food	THHBKA02A	0	0	0	2	1	3	2	1	3
Present food	THHBKA02B	6	7	13	110	199	309	116	206	322
Receive and store kitchen supplies	THHBKA03B	0	0	0	77	136	213	77	136	213
Clean and maintain kitchen premises	THHBKA04B	7	4	11	77	138	215	84	142	226
Prepare, cook and serve food	THHCCH01A	0	0	0	9	29	38	9	29	38
Work with colleagues and customers	THHCOR01A	1	0	1	2	0	2	3	0	3
Work with colleagues and customers	THHCOR01B	8	10	18	274	485	759	282	495	777
Work in a socially diverse environment	THHCOR02A	0	0	0	2	1	3	2	1	3
Work in a socially diverse environment	THHCOR02B	1	10	11	185	368	553	186	378	564
Follow health safety and security procedures	THHCOR03A	0	0	0	3	8	11	3	8	11
Follow health, safety and security procedures	THHCOR03B	9	5	14	262	407	669	271	412	683
Develop and update local knowledge	THHGCS01B	0	0	0	33	92	125	33	92	125
Promote products and services to customers	THHGCS02B	0	0	0	7	31	38	7	31	38
Deal with conflict situations	THHGCS03B	0	0	0	12	41	53	12	41	53
Process financial transactions	THHGFA01B	0	0	0	5	19	24	5	19	24
Communicate on the telephone	THHGGA01A	5	7	12	8	11	19	13	18	31
Communicate on the telephone	THHGGA01B	7	3	10	116	171	287	123	174	297
Perform clerical procedures	THHGGA02A	0	0	0	0	2	2	0	2	2
Perform office procedures	THHGGA02B	0	0	0	9	48	57	9	48	57
Source and present information	THHGGA03B	0	0	0	0	10	10	0	10	10
Receive and store stock	THHGGA06A	0	0	0	2	8	10	2	8	10
Follow workplace hygiene procedures	THHGHS01B	6	9	15	140	325	465	146	334	480
Clean premises and equipment	THHGHS02B	0	0	0	5	2	7	5	2	7
Provide first aid	THHGHS03A	6	6	12	30	53	83	36	59	95
Provide first aid	THHGHS03B	0	0	0	12	14	26	12	14	26
Develop and update hospitality industry knowledge	THHHCO01B	0	0	0	104	249	353	104	249	353
Plan the catering for an event or function	THHSCAT02B	0	0	0	0	2	2	0	2	2
Design menus to meet market needs	THHSCAT04B	0	0	0	1	9	10	1	9	10
Provide on-site information and assistance	THTFAT01B	3	2	5	3	21	24	6	23	29
Provide a site briefing or scripted commentary	THTFAT03B	0	0	0	0	1	1	0	1	1
Provide customers with information on animals	THTFAT13B	0	0	0	0	1	1	0	1	1
Coordinate guests/delegates registrations at a venue	THTFME01B	0	0	0	1	6	7	1	6	7
Develop and update event industry knowledge	THTFME03A	0	0	0	0	12	12	0	12	12
Work as a guide	THTFTG01B	1	0	1	8	9	17	9	9	18
Develop and maintain the general knowledge required by guides	THTFTG03B	0	0	0	1	0	1	1	0	1
Prepare and present tour commentaries or activities	THTFTG06B	0	0	0	1	1	2	1	1	2
Coordinate the production of brochures and marketing materials	THTSMA01B	0	0	0	0	1	1	0	1	1
Create a promotional display/stand	THTSMA02A	0	0	0	1	0	1	1	0	1
Operate an automated information system	THTSOP01B	0	0	0	4	11	15	4	11	15
Source and provide destination information and advice	THTSOP02B	0	0	0	4	15	19	4	15	19
Sell toursim products and services	THTSOP04B	0	0	0	2	2	4	2	2	4
Receive and process reservations	THTSOP06B	0	0	0	5	4	9	5	4	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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Process non-air documentation	THTSOP09B	0	0	0	0	2	2	0	2	2
Develop and update tourism industry knowledge	THTTCO01A	0	0	0	0	1	1	0	1	1
Develop and update tourism industry knowledge	THTTCO01B	0	0	0	19	52	71	19	52	71
Co-ordinate materials	UTENES005A	0	0	0	2	0	2	2	0	2
Identify and select components/accessories/materials for Electrotech work activities	UTENES050A	0	0	0	25	1	26	25	1	26
Use of routine equipment/plant/technologies in an Electrotech environment	UTENES051A	0	0	0	24	1	25	24	1	25
Interact with customers/clients for quality service	UTENES052A	0	0	0	16	1	17	16	1	17
Apply technologies and concepts to Electrotech work activities	UTENES056A	0	0	0	21	1	22	21	1	22
Carry out routine work activities in an Electrotech environment	UTENES060A	0	0	0	23	1	24	23	1	24
Perform basic repair to electrical/electronic apparatus (electronics)	UTENES201CB	0	0	0	2	0	2	2	0	2
Assemble/disassemble electrical/electronic components (electronics)	UTENES202CB	0	0	0	2	0	2	2	0	2
Attach flexible cords & plugs to electrical equipment 250 volt supply (control devices)	UTENES209QA	0	0	0	1	0	1	1	0	1
Oral communication - introductory	VBM563	0	0	0	7	0	7	7	0	7
Oral communication I	VBM564	7	6	13	0	0	0	7	6	13
Oral communication II	VBM565	8	5	13	11	11	22	19	16	35
Work effectively in the equine industry	VBM656	0	0	0	2	11	13	2	11	13
Identify and develop a career path	VBM657	0	0	0	1	4	5	1	4	5
Communicate within the equine industry	VBM658	0	0	0	1	4	5	1	4	5
Monitor Horse Health	VBM659	0	0	0	1	4	5	1	4	5
Horse riding or driving skills I	VBM660	0	0	0	2	11	13	2	11	13
Handle horses safely in the equine industry	VBM661	0	0	0	2	11	13	2	11	13
Care for horses in the equine industry	VBM662	0	0	0	2	11	13	2	11	13
Horse riding or driving skills II - specific	VBM663	0	0	0	1	4	5	1	4	5
Care for mares and foales in the industry	VBM665	0	0	0	1	4	5	1	4	5
General curriculum options I	VBM670	7	6	13	1	0	1	8	6	14
Reading and writing - introductory	VBM685	0	0	0	7	0	7	7	0	7
Numeracy and mathematics - introductory	VBM686	0	0	0	6	0	6	6	0	6
General curriculum options - introductory	VBM687	0	0	0	9	0	9	9	0	9
Reading and writing I	VBM688	7	6	13	1	0	1	8	6	14
Numeracy and mathematics I	VBM689	7	6	13	1	0	1	8	6	14
Reading and writing II	VBM691	18	5	23	13	17	30	31	22	53
Numeracy and mathematics II	VBM692	18	5	23	13	17	30	31	22	53
General curriculum options II	VBM693	22	5	27	13	17	30	35	22	57
Assist in preparation of a horse for a competition	VBM709	0	0	0	2	11	13	2	11	13
Identify horse breeding principals and assist	VBM739	0	0	0	1	4	5	1	4	5
Communicate with clients	WRB01A	0	15	15	1	61	62	1	76	77
Work effectively in a salon/store environment	WRB02A	0	6	6	1	52	53	1	58	59
Apply safe working practices	WRB03A	0	6	6	0	33	33	0	39	39
Perform salon/store cleaning duties	WRB04A	0	0	0	1	52	53	1	52	53
Merchandise beauty products	WRB05A	0	0	0	1	50	51	1	50	51
Sell beauty products	WRB06A	0	0	0	1	57	58	1	57	58
Conduct financial transactions	WRB07A	0	0	0	1	46	47	1	46	47
Provide service to clients	WRB08A	0	0	0	1	53	54	1	53	54
Perform stock control procedures	WRB09A	0	0	0	0	28	28	0	28	28

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Minimise theft	WRB10A	0	0	0	0	33	33	0	33	33
Operate retail equipment	WRB11A	0	0	0	0	37	37	0	37	37
Demonstrate retail skin care products	WRB12A	0	13	13	15	62	77	15	75	90
Advise on beauty services	WRB13A	0	0	0	0	1	1	0	1	1
Provide manicure and pedicure service	WRB17A	0	0	0	1	7	8	1	7	8
Apply nail enhancement	WRB18A	0	0	0	1	7	8	1	7	8
Use electrical equipment for nails	WRB19A	0	0	0	1	7	8	1	7	8
Apply nail art	WRB20A	0	0	0	1	8	9	1	8	9
Design and apply make up	WRB21A	0	9	9	4	39	43	4	48	52
Design and apply make up for photography	WRB22A	0	0	0	0	3	3	0	3	3
Design and apply remedial camouflage	WRB23A	0	0	0	0	3	3	0	3	3
Care for floristry stock and merchandise	WRFL.2A	0	0	0	0	1	1	0	1	1
Prepare and display floristry stock	WRFL.3A	0	0	0	0	1	1	0	1	1
Provide service to floristry customers	WRFL.4A	0	0	0	0	1	1	0	1	1
Assemble and prepare floristry products	WRFL.5A	0	0	0	0	1	1	0	1	1
Maintain a safe, clean and efficient work environment	WRH01A	0	25	25	0	7	7	0	32	32
Communicate in the workplace	WRH02A	0	12	12	0	11	11	0	23	23
Receive and direct clients	WRH03A	0	20	20	0	18	18	0	38	38
Remove chemicals from hair	WRH06A	0	6	6	0	7	7	0	13	13
Operate retail equipment	WRRCA.1A	0	0	0	2	5	7	2	5	7
Operate retail equipment	WRRCA1B	0	9	9	24	43	67	24	52	76
Communicate in the workplace	WRRCS.1A	0	6	6	2	4	6	2	10	12
Apply point of sale handling procedures	WRRCS.2A	0	0	0	1	2	3	1	2	3
Interact with customers	WRRCS.3A	0	6	6	0	2	2	0	8	8
Communicate in the workplace	WRRCS1B	0	8	8	31	74	105	31	82	113
Apply point of sale handling procedures	WRRCS2B	0	0	0	11	20	31	11	20	31
Interact with customers	WRRCS3B	0	1	1	13	27	40	13	28	41
Work effectively in a retail environment	WRRER.1A	0	0	0	2	7	9	2	7	9
Work effectively in a retail environment	WRRER1B	1	9	10	31	77	108	32	86	118
Balance register/terminal	WRRF.1A	0	0	0	2	16	18	2	16	18
Balance register/terminal	WRRF1B	0	0	0	12	18	30	12	18	30
Merchandise fresh food products	WRRFM.1A	0	0	0	1	0	1	1	0	1
Merchandise food products	WRRFM1B	0	0	0	2	0	2	2	0	2
Pack and display meat products	WRRFM2B	0	0	0	1	0	1	1	0	1
Prepare and display fast food items	WRRFM3B	0	0	0	5	8	13	5	8	13
Advise on food products and services	WRRFS1B	0	0	0	1	0	1	1	0	1
Advise on meat products	WRRFS2B	0	0	0	1	0	1	1	0	1
Advise on fast food products	WRRFS3B	0	1	1	4	11	15	4	12	16
Advise on seafood products	WRRFS6B	0	0	0	1	0	1	1	0	1
Perform stock control procedures	WRR1.1A	0	0	0	0	1	1	0	1	1
Perform stock control procedures	WRR11B	0	0	0	12	17	29	12	17	29
Apply safe working practices	WRRLP.1A	0	0	0	1	5	6	1	5	6
Apply safe working practices	WRRLP1B	1	9	10	26	50	76	27	59	86
Minimise theft	WRRLP2B	0	0	0	12	23	35	12	23	35
Apply retail food safety practices	WRRLP6C	0	0	0	10	9	19	10	9	19
Perform routine housekeeping duties	WRRM.2A	0	0	0	1	8	9	1	8	9
Merchandise products	WRRM1B	0	0	0	6	11	17	6	11	17
Perform routine housekeeping duties	WRRM2B	1	9	10	26	54	80	27	63	90

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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, 2004 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Sell products and services	WRRS.1A	0	0	0	0	10	10	0	10	10
Sell products and services	WRRS1B	0	1	1	12	17	29	12	18	30
Advise on products and services	WRRS2B	0	0	0	8	12	20	8	12	20
Recommend sporting products and services	WRRSS10B	0	0	0	0	1	1	0	1	1
Recommend and fit clothing and accessories	WRRSS1B	0	0	0	0	6	6	0	6	6
Supervised skills practice 1 (Aae)	Y0077	0	0	0	3	0	3	3	0	3
Supervised skills practice 2 (Aae)	Y0078	0	0	0	3	0	3	3	0	3
Supervised skills practice 3 (Aae)	Y0079	0	0	0	3	0	3	3	0	3
Supervised skills practice 1 (Mvl)	Y0082	0	0	0	15	2	17	15	2	17
Supervised skills practice 2 (Mvl)	Y0083	0	0	0	8	1	9	8	1	9
Supervised skills practice 3 (Mvl)	Y0084	0	0	0	7	0	7	7	0	7
Supervised skills practice 1 (Csi)	Y0117	0	4	4	0	0	0	0	4	4
Supervised skills practice 2 (Csi)	Y0118	0	4	4	0	0	0	0	4	4
Supervised skills practice 1 (Mfb)	Y0145	0	0	0	19	2	21	19	2	21
Supervised skills practice 2 (Mfb)	Y0146	0	0	0	3	0	3	3	0	3

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Table 5.9 Structured Workplace Learning, by Sex, 2004

Structured Workplace Learning Subjects	Subject Code	Years 8 to 10 Students			Years 11 and 12 Students			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
SWL Generic Skills	D962	93	69	162	3023	2611	5634	3116	2680	5796
SWL - Sport and Recreation	E801	0	0	0	113	64	177	113	64	177
SWL - Automotive	E802	0	0	0	282	7	289	282	7	289
SWL - Building Construction and Services	E803	0	0	0	231	3	234	231	3	234
SWL - Business and Clerical	E804	0	0	0	104	449	553	104	449	553
SWL - Light Manufacturing	E805	0	0	0	39	3	42	39	3	42
SWL - Transport and Storage	E806	0	0	0	26	3	29	26	3	29
SWL - Community Services, Health and Education	E807	0	0	0	60	545	605	60	545	605
SWL - Information Technology	E808	0	0	0	162	9	171	162	9	171
SWL - Metals and Engineering	E809	0	0	0	116	4	120	116	4	120
SWL - Tourism	E810	0	0	0	13	48	61	13	48	61
SWL - Food Processing	E811	0	0	0	23	37	60	23	37	60
SWL - Hospitality	E812	0	0	0	127	256	383	127	256	383
SWL - Primary Industries	E813	0	0	0	243	74	317	243	74	317
SWL - Sales and Personal Services	E814	0	0	0	199	410	609	199	410	609
SWL - Electronics Servicing	E815	0	0	0	74	2	76	74	2	76
SWL - Mining	E816	0	0	0	1	5	6	1	5	6
SWL - Animal Care	E817	0	0	0	17	99	116	17	99	116
SWL - Design	E818	0	0	0	117	91	208	117	91	208

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Table 5.10 Number of Students* who Completed Units of Competency/National Training Modules by Type of Competency/Module, 2004

Type of Competency/ Module Completed	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Embedded only	45	25	70	1357	1420	2777	1095	1210	2305	2497	2655	5152
Stand Alone only	912	737	1649	1041	851	1892	825	843	1668	2778	2431	5209
Both Embedded and Stand Alone	29	10	39	738	616	1354	570	591	1161	1337	1217	2554
Total	986	772	1758	3136	2887	6023	2490	2644	5134	6612	6303	12915

* Number of students who successfully completed at least one Unit of Competency/National Training Module in 2004.

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Table 5.11 Number of Students who Achieved VET Qualifications, 2004

Category of Qualification	Years 8 to 10 Students			Years 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Achieved Full Qualification	143	81	224	336	287	623	759	808	1567	1238	1176	2414
Achieved Partial Qualification	186	143	329	460	489	949	360	395	755	1006	1027	2033
Achieved Full Qualification through Traineeship Arrangements	20	15	35	0	1	1	61	99	160	81	115	196
Achieved Partial Qualification through Traineeship Arrangements	0	0	0	0	0	0	0	0	0	0	0	0

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Table 5.12 Number of VET Subject Equivalents Achieved by Students, 2004

Number of Subject Equivalents Achieved	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
0.5	221	180	401	331	310	641	262	264	526	814	754	1568
1.0	79	103	182	399	318	717	294	274	568	772	695	1467
1.5	163	118	281	375	234	609	168	171	339	706	523	1229
2.0	34	12	46	142	88	230	134	106	240	310	206	516
2.5	62	39	101	84	84	168	143	217	360	289	340	629
3.0	7	2	9	62	38	100	71	96	167	140	136	276
3.5	10	0	10	12	11	23	61	54	115	83	65	148
4.0*	11	6	17	27	18	45	220	151	371	258	175	433

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

Table 5.13 Year 12 Students VET using Subject Equivalents to Achieve a Western Australian Certificate of Education (WACE), 2004

Category of Students*	Male	Female	Persons
Students who achieved subject equivalents	1353	1333	2686
Students who had subject equivalents and needed these to achieve a WACE	176	138	314
Students who had subject equivalents but did not achieve a WACE	226	137	363

* Students included in this table achieved subject equivalents by successfully completing stand alone competencies/modules.

Curriculum Council

Table 5.14 Registered Training Organisations/Registered Training Providers Offering Units of Competency/
National Training Modules to Students*, 2004

Registered Training Organisations (RTO)/ Registered Training Providers (RTP)	RTO/RTP Code	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Alexander Education Group	57	0	0	0	1	0	1	24	6	30	25	6	31
AMA Training Services	2010	0	0	0	1	0	1	0	2	2	1	2	3
Asstock Pty Ltd (also Regional Training Services)	361	9	11	20	49	65	114	29	24	53	87	100	187
AUSMUSIC Ltd	109	0	0	0	0	0	0	6	9	15	6	9	15
Austral Training and Human Resources	6201	0	0	0	3	0	3	33	2	35	36	2	38
Australian Centre for Advanced Studies Inc	50392	0	0	0	1	0	1	0	0	0	1	0	1
Australian Red Cross	4482	0	0	0	13	10	23	7	9	16	20	19	39
Australian Red Cross Society	3605	3	23	26	0	0	0	0	0	0	3	23	26
Australian School of Tourism and Hotel Management	1973	0	0	0	12	10	22	20	10	30	32	20	52
Australind Senior High School	50533	0	0	0	82	61	143	54	43	97	136	104	240
Automotive Training and Technology Centre	50681	0	11	11	3	23	26	0	8	8	3	42	45
Automotive Training Australia Ltd (ATA)	3303	0	0	0	0	1	1	2	7	9	2	8	10
Balcatta Senior High School	50534	0	0	0	22	14	36	10	2	12	32	16	48
Ballajura Community College	51258	0	23	23	49	46	95	80	62	142	129	131	260
Brightwater Care Group (Inc)	50883	0	0	0	0	0	0	11	0	11	11	0	11
Bunbury Senior High School	50536	0	0	0	40	41	81	34	42	76	74	83	157
Busselton Senior High School	50537	0	0	0	17	46	63	26	31	57	43	77	120
C Y O'Connor College of TAFE	1980	32	27	59	90	82	172	91	41	132	213	150	363
Cambridge International College	2325	0	0	0	2	13	15	1	8	9	3	21	24
Catholic Agricultural College Bindoon	51155	0	0	0	10	22	32	7	14	21	17	36	53
CCI Training Services Pty Ltd	5891	0	0	0	17	44	61	1	0	1	18	44	62
Centacare Employment and Training	300	0	0	0	0	0	0	0	1	1	0	1	1
Central Area Regional Training Services	50154	0	0	0	73	48	121	72	39	111	145	87	232
Central TAFE	1988	15	3	18	200	159	359	187	185	372	402	347	749
Central West College of TAFE	2065	63	70	133	42	93	135	30	26	56	135	189	324
Challenger TAFE	4265	34	72	106	498	550	1048	354	400	754	886	1022	1908
Coles Myer Ltd	3717	0	0	0	0	1	1	0	2	2	0	3	3
College of Electrical Training	2394	0	0	0	0	7	7	0	10	10	0	17	17
Creative Courses and The Kidigo Institute	50092	0	0	0	0		0	1	0	1	1	0	1
Curtin University of Technology - Kalgoorlie Campus Vocational Training and Education Centre	2465	16	0	16	56	49	105	49	33	82	121	82	203
Cyril Jackson Senior Campus	50543	0	0	0	19	22	41	20	5	25	39	27	66

* Students who successfully completed at least one Unit of Competency/National Training Module in 2004.

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Table 5.14 Registered Training Organisations/Registered Training Providers Offering Units of Competency/
National Training Modules to Students*, 2004

Registered Training Organisations (RTO)/ Registered Training Providers (RTP)	RTO/RTP Code	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Department of Conservation and Land Management	397	33	35	68	1	5	6	6	0	6	40	40	80
Edith Cowan University trading as WA Academy of Performing Arts	4756	0	0	0	4	2	6	0	0	0	4	2	6
Farm Information Services	6717	0	0	0	0	1	1	17	28	45	17	29	46
Federation of Western Australian Police and Citizens Youth Clubs	50901	1	0	1	0	0	0	0	0	0	1	0	1
Great Southern Regional College of TAFE	2056	38	67	105	55	40	95	44	56	100	137	163	300
Green Skills	2432	0	0	0	0	0	0	1	0	1	1	0	1
Hospitality Group Training (WA) Inc	386	0	0	0	179	221	400	207	149	356	386	370	756
Hungry Jack's Pty Ltd	3868	1	1	2	8	4	12	5	3	8	14	8	22
Indian Ocean Group Training Association	2083	0	0	0	0	0	0	1	1	2	1	1	2
International Academy for Professional Beauty Therapy	51000	0	0	0	1	0	1	0	0	0	1	0	1
Jobs South West	305	0	0	0	1	7	8	4	5	9	5	12	17
John Curtin College of the Arts	50549	45	23	68	14	16	30	18	33	51	77	72	149
Karratha Senior High School	50564	0	0	0	43	33	76	21	22	43	64	55	119
Kent Street Senior High School	50441	0	0	0	13	10	23	11	22	33	24	32	56
Kimberley College of TAFE	1932	5	6	11	5	10	15	9	13	22	19	29	48
Manjimup Senior High School	50565	0	0	0	13	4	17	8	3	11	21	7	28
McDonald's Australia Ltd.	90820	0	0	0	1	1	2	3	1	4	4	2	6
Meerilinga Training College	6000	0	0	0	38	0	38	46	3	49	84	3	87
Morley Senior High School	50638	0	0	0	39	42	81	25	22	47	64	64	128
Motor Industry Training Association of WA (Inc)	627	1	14	15	0	4	4	0	5	5	1	23	24
Motor Trade Association of WA Inc	50932	0	0	0	0	2	2	0	1	1	0	3	3
Mt Barker Senior High School	50561	0	0	0	6	8	14	7	9	16	13	17	30
National Corporate Training	50918	109	127	236	442	462	904	479	417	896	1030	1006	2036
Nationwide Transport Training (Australia)	1933	0	0	0	6	4	10	9	9	18	15	13	28
Newton Moore Senior High School	50562	0	0	0	55	23	78	22	1	23	77	24	101
Peel Training and Employment Inc	254	0	0	0	0	0	0	0	1	1	0	1	1
Perth College of Beauty Therapy	249	0	0	0	0	0	0	1	0	1	1	0	1
Peter Markham & Associates Pty Ltd	5712	0	0	0	19	38	57	0	1	1	19	39	58
Pilbara TAFE	353	28	39	67	31	70	101	37	38	75	96	147	243
Prepress Skills Centre Pty Ltd	1960	0	0	0	1	2	3	2	6	8	3	8	11
Retail Skills Centre WA (Inc)	149	0	0	0	0	0	0	1	2	3	1	2	3

* Students who successfully completed at least one Unit of Competency/National Training Module in 2004.

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Table 5.14 Registered Training Organisations/Registered Training Providers Offering Units of Competency/
National Training Modules to Students*, 2004

Registered Training Organisations (RTO)/ Registered Training Providers (RTP)	RTO/RTP Code	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Royal Life Saving Society Australia (WA Branch)	854	0	0	0	65	40	105	32	55	87	97	95	192
Sevenoaks Senior College	51891	0	0	0	43	33	76	36	46	82	79	79	158
South Metropolitan Youth Link	4674	4	3	7	20	0	20	28	5	33	52	8	60
South West Regional College of TAFE	2433	5	16	21	118	92	210	39	50	89	162	158	320
Sterling Business College Pty Ltd	2417	0	0	0	0	0	0	3	9	12	3	9	12
Stirling Skills Training Inc (trading as Jobwest)	5272	0	0	0	1	11	12	0	16	16	1	27	28
Study Group Australia Pty Limited	5806	42	5	47	74	103	177	69	84	153	185	192	377
Swan Education District Office	50559	3	0	3	0	0	0	0	0	0	3	0	3
Swan Maritime Institute Foundation (Inc)	2407	0	0	0	2	24	26	2	1	3	4	25	29
Swan TAFE	1979	69	160	229	304	498	802	274	267	541	647	925	1572
The College of Pre-Hospital Care (St John Ambulance Australia/WA Ambulance Service Inc)	392	41	42	83	65	70	135	35	23	58	141	135	276
The Film and Television Institute (FTI)	50661	5	6	11	1	3	4	3	4	7	9	13	22
The Scout Association of Australia	5443	24	23	47	0	0	0	0	0	0	24	23	47
The Training and Skills Co	2317	0	0	0	2	12	14	2	4	6	4	16	20
The West Australian Group Training Scheme Inc	50159	0	0	0	0	12	12	0	7	7	0	19	19
Thornlie Senior High School	50555	115	153	268	79	70	149	76	69	145	270	292	562
Volona Nominees PTY LTD (trading as Vivaldi, Checkers and Price Wave Family Hairdressing)	50384	0	0	0	10	0	10	2	0	2	12	0	12
WA College of Agriculture (Cunderdin)	50505	0	0	0	0	0	0	9	40	49	9	40	49
WA College of Agriculture (Denmark)	50502	0	0	0	14	31	45	7	23	30	21	54	75
WA College of Agriculture (Harvey)	50421	0	0	0	10	29	39	10	27	37	20	56	76
WA College of Agriculture (Morawa)	50530	0	0	0	3	12	15	5	28	33	8	40	48
WA College of Agriculture (Narrogin)	50506	0	0	0	0	0	0	17	49	66	17	49	66
Wallis Training	50993	0	0	0	0	2	2	6	10	16	6	12	18
Warwick Senior High School	50556	0	0	0	9	10	19	8	17	25	17	27	44
West Coast College of TAFE	2536	58	78	136	178	163	341	144	88	232	380	329	709
Wongutha CAPS Campus	50504	0	0	0	7	6	13	0	0	0	7	6	13
Workplace Australia Group	90125	0	0	0	6	9	15	7	1	8	13	10	23
Workplace Employment and Training Services (Inc)	4391	0	0	0	1	11	12	2	13	15	3	24	27
XLT Industrial Training Pty Ltd	6220	0	0	0	0	0	0	0	5	5	0	5	5
Young Achievement Australia	90248	1	2	3	1	2	3	2	0	2	4	4	8

* Students who successfully completed at least one Unit of Competency/National Training Module in 2004.

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Table 6.1 Full-Time Secondary Students* Years 7 to 12 by Sex (Government and Non-Government Schools) - 1983 to 2004**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Female						
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
2003	13402	13955	13625	13552	11858	9803
2004	13515	13587	14060	13647	12034	9862
Male						
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
2003	13941	14688	14376	14155	11903	9233
2004	14533	14218	14762	14302	12028	9091
Total						
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
2003	27343	28643	28001	27707	23761	19036
2004	28048	27805	28822	27949	24062	18953

* 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.

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Table 6.2 Full-Time Secondary Student Progression Rates* Years 8 to 12 by Sex
(Government and Non-Government Schools) - July, 1983 to 2004

	Year 8	Year 9	Year 10	Year 11	Year 12
Female					
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
2003	101.7	100.5	100.3	89.7	82.2
2004	101.4	100.8	100.2	89.4	83.5
Male					
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
2003	101.4	100.6	99.0	85.8	76.5
2004	102.0	100.5	99.5	85.7	76.7
Total					
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
2003	101.6	100.5	99.7	87.3	79.8
2004	101.7	100.6	99.8	87.4	80.0

* 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 Apparent Retention Rates* Years 8 to 12 by S (Government and Non-Government Schools) - July, 1983 to 2004

	Year 8	Year 9	Year 10	Year 11	Year 12
Female					
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
2003	100.0	100.5	100.3	89.6	73.3
2004	100.0	100.8	100.6	89.1	74.5
Male					
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
2003	100.0	100.6	99.4	85.1	65.3
2004	100.0	100.5	100.1	84.4	65.0
Total					
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
2003	100.0	100.5	99.8	87.3	69.2
2004	100.0	100.6	100.4	86.7	69.6

* 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, 2004

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	1.00 300																			
Art	0.59 19	1.00 917																		
Chinese: Adv	0	1	1.00 94																	
Chinese: Sec Lang	1	0	0	1.00 30																
Drama Studies	0.52 24	0.60 106	0	0	1.00 956															
Economics	0.91 21	0.62 57	0.70 29	0.69 7	0.60 57	1.00 2706														
English	0.56 182	0.55 636	0.77 5	0.55 11	0.61 687	0.60 1878	1.00 8342													
English Literature	0.68 97	0.66 197	0	0.51 8	0.66 260	0.70 460	0.64 161	1.00 1927												
French	0.34 11	0.34 19	0	1	0.62 25	0.42 27	0.19 156	0.57 121	1.00 297											
Geography	0.62 48	0.64 156	-1.00 2	1	0.40 108	0.71 326	0.59 2846	0.64 254	-0.01 32	1.00 3236										
German	0	-0.60 5	0	0	-0.51 7	0.58 13	0.29 64	0.41 27	0.27 7	0.38 8	1.00 140									
History	0.65 78	0.66 213	0.30 3	1.00 2	0.63 308	0.78 354	0.73 2053	0.78 781	0.63 74	0.69 561	0.08 18	1.00 2845								
Indonesian: Adv	0	0.15 10	0	0	1.00 2	0.66 33	0.67 5	0	0	0.93 4	0	0	1.00 96							
Indonesian: Sec Lang	1	1.00 2	0	0	0.15 5	0.06 9	0.15 84	0.56 20	0.24 0	0.24 14	0	0.62 15	0	1.00 107						
Italian	0.11 8	0.85 10	0	0	0.18 21	0.46 17	0.42 134	0.49 77	0.86 3	0.40 25	0	0.57 42	1	0	1.00 214					
Japanese: Sec Lang	0.60 4	0.31 9	0	-1.00 2	0.83 4	0.63 26	0.35 116	0.42 73	0	-0.06 14	0.98 3	0.46 40	1	1	0	1.00 212				
Malay: Advanced	0	0	0	0	0	0.69 16	0.43 8	0	0	0	0	-0.17 3	0	0	0	0	1.00 43			
Music	-0.26 5	0.81 6	0	0	0.53 44	0.64 19	0.49 197	0.39 114	0.64 10	0.42 38	0	0.32 56	1	-0.91 4	0.21 8	0.65 7	0	1.00 328		
Political and Legal Studies	0.84 38	0.66 21	0	0	0.63 96	0.77 214	0.64 635	0.73 329	0.69 17	0.70 71	-0.09 9	0.83 368	0	0.82 7	0.24 18	0.55 18	0	0.01 12	1.00 971	

* 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

Intercorrelations* Among Quantitative/Sciences TER Subjects, 2004

Quantitative/Sciences Year 12 Subjects

Quantitative/Sciences Year 12 Subjects

	Accounting	Applicable Mathematics	Biology	Calculus	Chemistry	Discrete Mathematics	Geology	Human Biology	Information Systems	Physical Science	Physics
Accounting	1.00 1220										
Applicable Mathematics	0.80 404	1.00 4126									
Biology	0.69 99	0.70 460	1.00 1913								
Calculus	0.77 77	0.87 1534	0.71 40	1.00 1576							
Chemistry	0.65 131	0.80 2738	0.69 581	0.78 1145	1.00 3643						
Discrete Mathematics	0.71 803	0.78 301	0.71 1313	0.67 11	0.68 976	1.00 6527					
Geology		0.82 5	0.56 6		1.00 2	0.61 29	1.00 37				
Human Biology	0.74 271	0.68 694	0.72 18	0.65 54	0.76 658	0.66 2872	0.90 12	1.00 4067			
Information Systems	0.70 163	0.72 325	0.57 53	0.58 74	0.59 114	0.59 331		0.65 86	1.00 703		
Physical Science	0.82 21	0.76 80	0.80 59	0.35 12	0.66 33	0.75 265	1.00 2	0.83 135	0.64 19	1.00 354	
Physics	0.74 78	0.83 2458	0.83 149	0.80 1289	0.84 2040	0.74 603	0.99 4	0.76 305	0.74 172	0.61 19	1.00 2982

* 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, 2004

		Quantitative/Sciences Year 12 Subjects											
		Accounting	Applicable Mathematics	Biology	Calculus	Chemistry	Discrete Mathematics	Geology	Human Biology	Information Systems	Physical Science	Physics	
Humanities/Social Sciences Year 12 Subjects	Ancient History	0.60 11	0.56 65	0.54 59	0.85 12	0.54 61	0.50 174		0.75 104	0.78 8	0.75 5	0.64 34	
	Art	0.61 40	0.36 140	0.59 173	0.16 28	0.57 105	0.43 586	-1.00 2	0.51 335	0.11 18	0.73 20	0.42 95	
	Chinese: Adv	0.73 31	0.49 44	-1.00 2	0.32 38	0.39 23	0.78 26		-0.14 6	1.00 2			0.46 24
	Chinese: Sec Lang	0.46 3	0.77 22	1.00 2	0.65 12	0.78 17	-1.00 2		0.90 4		1.00 2		0.79 16
	Drama Studies	0.47 22	0.33 126	0.49 148	0.57 19	0.46 118	0.44 628	0.90 3	0.56 424	0.41 27	-0.16 8		0.48 64
	Economics	0.81 654	0.76 1355	0.82 361	0.72 492	0.78 951	0.65 1345	1.00 2	0.81 613	0.73 239	0.73 61		0.78 792
	English	0.51 881	0.45 2627	0.57 1482	0.49 941	0.49 2361	0.37 5176	0.41 35	0.55 3321	0.46 480	0.53 266		0.51 2009
	English Literature	0.52 99	0.43 957	0.67 302	0.53 362	0.51 925	0.46 904		0.59 577	0.49 51	0.63 54		0.52 663
	French	0.20 16	0.53 116	0.60 53	0.66 35	0.57 114	0.29 158		0.45 88	0.37 6	0.76 5		0.56 70
	Geography	0.71 205	0.62 788	0.77 711	0.56 188	0.64 701	0.62 2285	0.85 19	0.76 1369	0.61 110	0.65 123		0.69 620
	German	-0.16 6	0.62 77	0.13 14	0.76 48	0.67 76	0.20 56		0.22 26	1.00 2			0.71 64
	History	0.61 159	0.50 524	0.70 511	0.58 73	0.64 473	0.51 1939	0.06 6	0.68 1230	0.60 71	0.66 68		0.62 275
	Indonesian: Adv	0.52 31	0.61 54	0.75 10	0.68 27	0.58 38	0.60 34		0.56 8	0.70 14	0.73 3		0.77 37
	Indonesian: Sec Lang	1.00 2	0.42 36	0.61 20	0.36 14	0.57 38	0.52 65		0.23 38	-1.00 2	1.00 2		0.43 24
	Italian	0.64 16	0.43 57	0.51 24	0.35 13	0.50 58	0.21 142		0.41 76	0.50 5	0.78 4		0.51 41
	Japanese: Sec Lang	0.70 22	0.53 120	0.75 26	0.55 46	0.52 95	0.35 87		0.47 47	0.64 6	0.33 4		0.59 65
	Malay: Advanced	0.66 14	0.73 31	0.82 23	0.23 5	0.71 24	0.70 6		-1.00 2	0.78 10			-1.00 2
	Music	0.42 13	0.55 152	0.42 41	0.50 61	0.47 131	0.53 154		0.47 79	0.87 7	0.76 10		0.52 98
	Political and Legal Studies	0.71 115	0.54 221	0.82 136	0.51 31	0.73 173	0.54 631	1.00 2	0.76 340	0.47 40	0.21 12		0.65 85

* 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.