



Curriculum Council
Government of Western Australia



**Senior Secondary Education Statistics
(Years 11 and 12)
2006**

Senior Secondary Education Statistics (Years 11 and 12) 2006

Produced June 2007

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Senior secondary education statistics (years 11 and 12) 2006

Information is provided on the participation and achievement of students in Curriculum Council approved subjects in 2006.

The statistics presented are based upon information provided by government and non-government schools. Students who completed at least one approved Curriculum Council subject and who were awarded a grade of achievement in that subject are included in the statistics. Students who successfully completed units of competency/national training modules are also included in the statistics.

In addition, statistics have been included relating to students who achieved outcomes in the new WACE courses.

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

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Certification of senior secondary schooling achievement in 2006

In 2006, the Curriculum Council continued to issue the *statement of results* to all Year 11 and Year 12 students who completed an upper school Curriculum Council subject, a unit of competency/national training module or course unit. 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, a Curriculum Council subject or WACE course unit. The *statement of results* was issued to 19951 (9384 males and 10567 females) 2006 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 the outcomes in school assessment in WACE course units.
- (c) achievement of units of competency/national training modules and the name of the relevant registered training organisation (RTO). The number of vocational education and training (VET) subject equivalents were also indicated.
- (d) achievement of a WACE.
- (e) achievement of Curriculum Council English language competence.
- (f) qualifications achieved in full and the name of the RTO through which the student achieved the qualification. If the qualification was achieved through a traineeship, then this was also recorded.
- (g) results in Tertiary Entrance Examination subjects/WACE examinations.
- (h) achievement of exhibitions and awards.

Details relating to each item which appears on the *statement of results* are given below.

Achievement 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 (levels 6 to 8) indicates 'very high achievement'
- Grade B (level 5) indicates 'high achievement'
- Grade C (level 4) indicates 'satisfactory achievement'
- Grade D (level 3) indicates 'limited achievement'
- Grade E (levels 1 and 2) indicates 'inadequate achievement'.

Achievement in WACE courses

From 2005, new WACE courses were implemented into Year 11 and Year 12. These courses were delivered in semester-length units. Explicit standards were used to measure the achievement of the course outcomes. Achievement of the outcomes in school assessments was recorded according to a level and band.

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 (D962) and one industry-specific workplace learning subject (E code).

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 successfully completed 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.

Schools were requested to provide details relating to the qualifications achieved in full and whether or not the qualification was achieved through a traineeship. The name of the RTO at which a student achieved a VET qualification was also listed on the students' statements of results. In 2006, there were 1939 Year 12 students who had 2709 qualifications recorded on their statements and 853 Year 11 students who had 977 qualifications recorded. If the qualification was achieved through a traineeship, then this was also recorded. Of the students, there were 21 Year 11 students and 78 Year 12 students who achieved full qualifications through traineeship arrangements.

From 2002 to 2005, 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, 16 in 2004 and 16 in 2005). The Ministerial Policy Statement Vocational Education and Training (VET) for school students in Western Australia replaced the Joint Ministerial Policy Statement VET Future Directions effective from January 2006. As a result of this change in policy, the Curriculum Council no longer printed and issued certificates to students who completed negotiated units of competency through a school with registered training provider status in 2006.

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/WACE course (ie integrated competencies/modules). The second category is where a student studied a competency/module in addition to Curriculum Council subjects/WACE courses (ie stand alone competency/module).

Stand alone competencies/modules, from any industry area, successfully completed by students were grouped by the Curriculum Council into 55 hour or 110 hour blocks (using approved nominal hours) to form half and full VET subject equivalents respectively. 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 VET subject equivalents indicated on their *statement of results*.

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
 - 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 stand-alone vocational education and training (VET) subject equivalents
 - Any two units from one of the WACE courses will count as a subject. A single unit will count as a half-subject equivalent.
- obtain an average grade of C or better in at least eight full-year (or equivalent) Curriculum Council subjects and
 - 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.
 - At least four of these subjects must be at Year 12 level.
 - Any two WACE course units, for which at least a Level 4 is achieved, will count as a C equivalent and can be counted as the equivalent of one of the eight subjects.
 - Any two WACE course units, for which at least an average Level 4 is achieved and which are studied during Year 12, can be counted as one of the four subjects at Year 12 level.
 - Any two units from one of the WACE courses will count as a subject. A single unit will count as a half-subject equivalent.
- achieve Curriculum Council English language competence.

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 18028 (8294 males and 9734 females) 2006 Year 12 students.

English language competence

To achieve Curriculum Council English language competence students must obtain:

- 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 or Vocational English, or
- an average of at least level 4 across two units in one of the following WACE courses: English, Literature, English as a Additional Language/Dialect.

Alternatively, students who were enrolled in a Year 12 subjects 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 2006, no school enrolled students in units at Murdoch University.

Tertiary entrance examination/WACE examination results

The following information was listed for each tertiary entrance examination subject/WACE examination course:

- school assessment (in addition, a level and band was reported for WACE examination courses)
- 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/course exhibitions
- certificates of distinction
- certificates of excellence
- special general awards
- special subject/course awards
- special certificates of distinction.

Statement of results for Year 11 students

Statements of results were issued to 24410 (12050 males and 12360 females) Year 11 students who completed at least one Curriculum Council subject, at least one competency/module or at least one course unit in 2006. The *statements of results* were sent to schools in March 2007 and staff at these schools were asked to distribute them to their students.

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Summary statistics on tertiary entrance examination/WACE course examination papers, 2006

Full use of the marking scale

Examiners are expected to make full use of the marking scale. A restricted range of marks increases the risk of mis-ranking candidates.

In 14 subjects (14 in 2005) the marks spanned 90 or more percentage points and in a further six subjects (6 in 2004) the range was 80 to 89. Subjects with a range of 70 to 80 were: Biology, French, Human Biology, and Indonesian: Second Language. Music was the only subject with a candidature greater than 100 which had a range of less than 70 percentage points.

Subjects with candidatures of less than 100 can be expected to have a restricted range of ability relative to the examination and therefore a restricted range of examination marks. This was true of Aviation, Chinese: Advanced, Chinese: Second Language, Geology, German, Indonesian: Advanced and Malay: Advanced, which all had a range of less than 70 percentage points. Most notably, the range for Chinese: Advanced was lowest at 46.

Level of difficulty

TEE examiners were asked to set examinations that would result in mean raw marks in the range 55 to 60 per cent, with 58 being the ideal because it is the mean score of the scaled mark scale employed by the Tertiary Institutions Service Centre. Fifteen examining panels (13 in 2005, 12 in 2004) achieved the desired level of difficulty.

Four subjects had comparatively easy papers with mean marks above 65 — Chinese: Second Language (75.64), German (74.78), Music (68.05), and English as a Second Language (66.85). English Literature also had a high mean mark of 64.37. Examiners of these subjects will be asked to make their papers more difficult for 2006.

Human Biology and Aviation had comparatively difficult papers with mean marks of 49.79 and 36.24 respectively. Examiners of Human Biology will be asked to make their papers a little easier for 2007. Consideration of the level of difficulty of the Aviation examination is given below.

Reliability

Overall, the reliabilities of all of the examinations were high in 2005, considering that they were untrials tests. They ranged from 0.46 to 0.96 (0.58 to 0.93 in 2005). Thirteen subjects had a higher reliability in 2006 than in 2005, while twelve had lower reliabilities.

The largest increase in reliability (from 0.58 in 2005, to 0.95 in 2006) occurred in Physical Science. This increase was significant because the number of candidates (352 in 2006, 358 in 2005) exceeds the smaller number of candidates usually associated with volatility in this statistic. The largest decrease in reliability in 2006 occurred in Chinese: Advanced, for which the reliability of 0.49 was 0.35 below the 2005 value. Such a variation continues to be expected in subjects with small candidatures below 100.

Concurrent evidence for validity

The Pearson correlation coefficients between TEE marks and school marks, after adjustment to a common scale, provide evidence of concurrent 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 0.69 to 0.93 (0.65 to 0.94 in 2005). An overall judgement that the TEE assessed the same achievements as the school-based assessments seems reasonable.

Aviation

Aviation was externally examined in 2006 for the first time. This course was the first of the new courses to be examined in accordance with the criteria associated with outcomes-based education in Western Australia.

As shown in the above notes, the Aviation examination produced reliable and valid assessments, and summary statistics which fell within the range of other subjects, except for the mean examination score which was lower than for other subjects.

The low examination scores were perhaps not surprising because, although the subject *Aeronautics* had been taught for 25 years, students had never before experienced an external examination of the rigour and length required for tertiary entrance. The material tested in the examination was all drawn from areas of *essential knowledge* in the syllabus. Therefore, several suggestions can be advanced to explain the relatively poor performances by students. They include:

- the student cohort was academically weak;
- the students were not well prepared for the rigour and/or breadth of knowledge examined; and
- the examination items were difficult to interpret.

It is possible that all of the above contributed to the low examination scores. Evidence supporting the first of these suggestions is provided by the low subject loading of scaled scores for Aviation (-8.0, the 3rd lowest of all subjects/courses). Evidence supporting the second suggestion is supported by the agreement shown between the average achievement of outcomes in the school and external assessments (5.0 and 4.6 respectively).

Notes on Table 4.11

Table 4.11 displays statistical data relating to the effectiveness of the 2006 tertiary entrance examinations as assessment instruments for the purpose of university entrance. Statistics in parentheses are for the 2005 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 (i.e. Japanese: Advanced and Modern Greek) are not stated. For these examinations some of the summary statistics are unavailable because only a limited set of marks was available to the Curriculum Council.

Column 2:	The number of candidates in WA in 2006 (2005 in parentheses).
Column 3:	The mean is the average percentage score achieved by candidates on the paper and acts as a rough measure of difficulty. Examining panels are instructed by the Curriculum Council to try to set a paper with a mean in the range 55–60. When the mean is outside this range, standardisation may change students' marks considerably.
Column 4:	The range is one plus the difference between the maximum and minimum percentage scores achieved by candidates. It is a measure of the spread of scores and use of the measurement scale. Examining panels are instructed to try to use the full measurement scale of 1 to 99 as this allows greater discrimination between students.
Column 5:	<p>The reliability indicates how internally consistent the examination is. A high reliability is needed for candidates to be ranked accurately. A perfectly reliable examination would be completely free of errors of measurement and would produce the same candidate scores each time it was set and marked. A perfectly reliable examination would have all items measuring in the same dimension and would result in a reliability of 1.0.</p> <p>Where papers allow students a choice of questions between sections, or throughout the entire paper, it is not appropriate to calculate the reliability.</p> <p>The reliability is given for the paper as a whole and for the multiple-choice section where appropriate.</p>
Column 6:	The Pearson correlation coefficient between the standardised examination marks and the standardised moderated school assessments provides the concurrent evidence for validity of the paper. A perfectly linear relationship between candidates' standardised examination marks and standardised moderated school assessments would result in a correlation of 1.0 and would be evidence that the examination measured the same achievements as were assessed in class by teachers.

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Explanation of marks adjustment process to produce scaled scores

A student's statement of results contains, among other things, three marks as follows:

- school assessment
- raw examination mark and
- scaled mark.

These marks are related in a way which is not immediately obvious and which needs explanation, because scaled marks are used to calculate a student's tertiary entrance score (TES, out of 510) and subsequently the student's tertiary entrance rank (TER).

1. SCHOOL ASSESSMENT

School assessment/school mark

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 over the year in a number out of 100 (usually).

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, for each subject/course, the standardised examination marks of students at a school are used to moderate assessments at the school. Refer to section below relating to examination marks for discussion on standardisation.

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. Schools which have been relatively lenient in their awarding of marks will have their students' marks moderated downwards. Schools which have been relatively harsh in their awarding of marks will have their students' marks moderated upwards. Whichever, moderation never alters a student's relative position in the school subject/course.

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 and new WACE examination course is eligible to sit the external examination in that subject/course.

Students' answers to written examination questions are marked by two qualified markers independently and 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/course are adjusted (standardised) so that equally ranked students in all exams will have equal standardised marks (i.e. a standardised mark of 60 in English has the same rank as a standardised mark of 60 in any other subject/course).

Standardisation of marks allows the meaningful adding of marks within a year and across different years of examinations.

3. COMBINED MARK

The Curriculum Council believes that a combination of the examination mark and the moderated school assessment is a better indicator of a student's past performance, and potential for future success, than either of these in isolation.

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/course. 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

Reason for scaling

Scaling adjusts for differences in difficulty between subjects/courses and aims to ensure that students are not disadvantaged by their subject choice. After scaling, marks in different subjects can be compared with each other, and can be fairly added together to produce the tertiary entrance scores which are used to calculate tertiary entrance ranks.

The method used to produce scaled marks

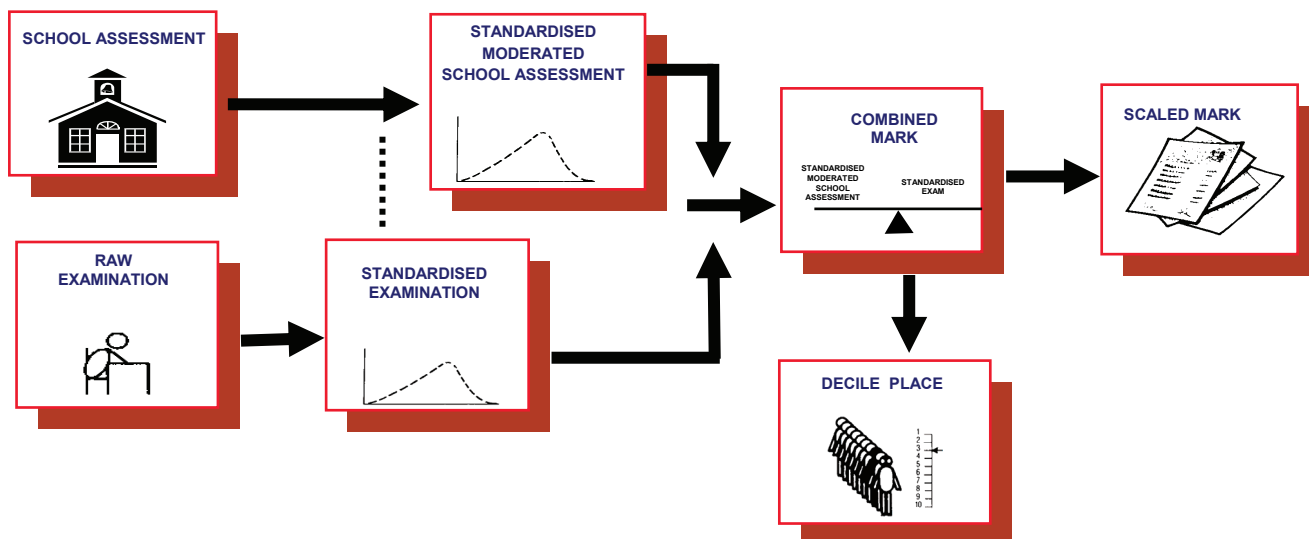
The average marks scaling (AMS) method is used to adjust the combined marks to produce scaled marks. The method is used jointly by the Curriculum Council and the Tertiary Institutions Service Centre.

For each subject/course, the method

1. determines the abilities of the students in the subject/course by considering their performances on all the other examination they have sat;
2. determines the average ability of the students in the subject/course, and the spread of these abilities; and
3. adjusts (scales) the combined marks in the subject/course in accordance with the distribution of the abilities of the students in the subject/course.

Basically, the higher the general ability of the cohort of students in a subject, the higher will be the scaled marks in the subject.

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



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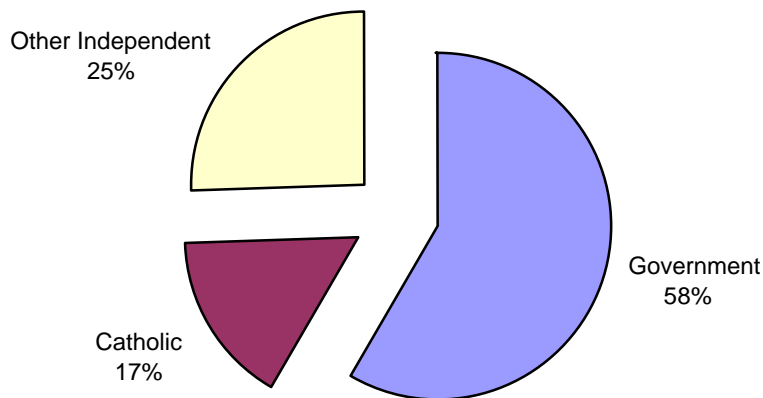
Table 1.1 Number of schools with students enrolled in upper secondary subjects/WACE courses by school sector, 2006

School sector	Schools with Year 11 students	Schools with Year 12 students	All schools
Government*	134	132	142
Catholic	39	38	39
Other Independent**	57	55	62
Total	230	225	243

* 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, 2006



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Table 1.2 Number of students* in Year 11 and Year 12 by school sector, 2006

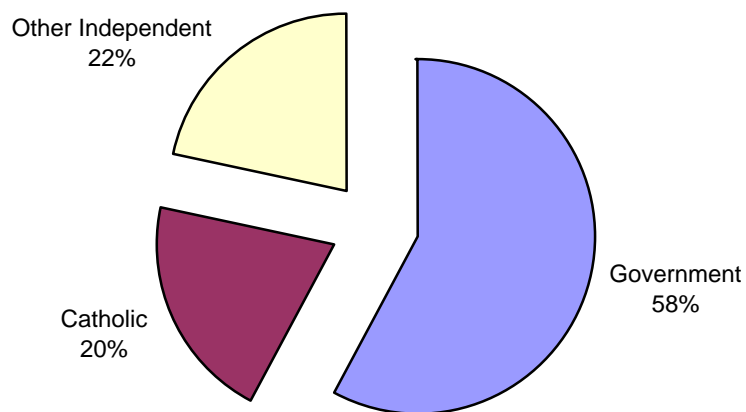
School sector	Year 11 students	Year 12 students	All students
Government**	14541	11129	25670
Catholic	4876	4194	9070
Other Independent***	4993	4628	9621
Total	24410	19951	44361

* Number of students who completed at least one Curriculum Council subject or at least one unit of competency or at least one WACE course unit.

** 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, 2006



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Table 1.3 Number of Year 12 students who completed wholly school assessed subjects only, 1-3 TEE subjects and 4 or more TEE subjects, by school sector, by sex, 2006

School sector	Sex of student	Wholly school assessed subjects only	1 - 3 TEE subjects	4+ TEE subjects	Total
Government*	Male	2429	817	2011	5257
	Female	2583	732	2503	5818
	Persons	5012	1549	4514	11075
Catholic	Male	610	283	1056	1949
	Female	686	191	1362	2239
	Persons	1296	474	2418	4188
Other Independent**	Male	354	211	1577	2142
	Female	410	187	1887	2484
	Persons	764	398	3464	4626
All Schools	Male	3393	1311	4644	9348
	Female	3679	1110	5752	10541
	Persons	7072	2421	10396	19889
	Persons Percentage	35.6%	12.2%	52.3%	

* This category includes secondary students studying at TAFE institutions.

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

Curriculum Council

Table 1.4 Composition of Year 12 cohorts, 2005 - 2006

Category of students	Year							
	2005				2006			
	Male	Female	Persons	%*	Male	Female	Persons	%*
"Repeating" students**	348	328	676	3.3	250	258	508	2.5
"Re-entry" students***	64	53	117	0.6	37	27	64	0.3
Mature-age students****	170	214	384	1.9	136	125	261	1.3
Students who sat for four or more tertiary entrance rank (TER) subjects*****	4014	5137	9151	44.9	3671	5082	8753	44
Students who sat for three or fewer TER subjects*****	5081	5020	10101	49.6	5276	5066	10342	51.9
Number of Year 12 students completing approved Year 12 subjects	9641	10724	20365		9348	10541	19889	

* 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

** "Repeating" students are Year 12 students who repeat at least one Curriculum Council approved Year 12 subject in which they had received a grade in the previous year. For example a student who repeated Year 12 Chemistry in 2006 received a grade in it in 2005.

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

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

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

Curriculum Council

Table 1.5 Combinations of Year 11 and Year 12 subjects* completed in 2006

		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	107	105	151	523	3386	3534	499
		Female	0	97	114	117	533	4367	3482	463
		Persons	0	204	219	268	1056	7753	7016	962
	1	Male	427	39	28	67	201	331	186	24
		Female	324	36	29	57	289	505	273	55
		Persons	751	75	57	124	490	836	459	79
	2	Male	344	80	30	21	48	19	26	8
		Female	279	67	32	36	66	27	11	3
		Persons	623	147	62	57	114	46	37	11
	3	Male	698	197	41	12	2	0	0	0
		Female	507	227	81	4	6	0	0	0
		Persons	1205	424	122	16	8	0	0	0
	4	Male	2673	466	15	0	0	0	0	0
		Female	2446	608	32	0	1	0	0	0
		Persons	5119	1074	47	0	1	0	0	0
	5	Male	5498	116	2	0	0	0	0	0
		Female	5696	167	4	0	0	0	0	0
		Persons	11194	283	6	0	0	0	0	0
	6	Male	1260	17	0	0	0	0	0	0
		Female	1680	20	0	0	0	0	0	0
		Persons	2940	37	0	0	0	0	0	0
	7 or more	Male	35	0	0	0	0	0	0	0
		Female	60	0	0	0	0	0	0	0
		Persons	95	0	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.

Curriculum Council

Table 1.6 'Typical' school students* achieving a Western Australian Certificate of Education (WACE) in 2006

Category of students	Male	Female	Persons	Percentage of eligible cohort
Eligible for a Western Australian Certificate of Education (WACE)	8174	9427	17601	100.0%
Achieving a WACE	7784	9202	16986	96.5%
Not achieving a WACE only on the English Language Competence criteria	23	11	34	0.2%
Not achieving a WACE on the grade/level criterion	367	214	581	3.3%

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

Curriculum Council

Table 1.7 Number of exhibitions and awards granted in 2006

Type of award	Male	Female	Number awarded
Beazley medal : TEE	1	0	1
Beazley medal : VET	1	0	1
General exhibition	20	22	42
Subject exhibition: TER subject	14	14	29*
Subject exhibition: wholly school assessed subject	9	17	26
Special subject award: TER subject	2	3	5
Special subject award: wholly school assessed subject	1	0	1
Certificate of distinction: TER subject	73	104	220*
Certificate of distinction: wholly school assessed subject	28	70	104*
Special certificate of distinction: TER subject	7	18	27*
Special certificate of distinction: wholly school assessed subject	1	0	1
Certificate of excellence	219	382	601

* 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 forty eligible students with the highest Curriculum Council award score based on the average of five tertiary entrance rank subjects/WACE course scaled marks.
Subject exhibitions: TER subjects	were awarded to the eligible student who obtained the highest raw examination mark in a tertiary entrance rank subject.
Subject exhibitions: Wholly school assessed subjects	were awarded to the eligible student who was the top student in a wholly school-assessed subject.
Certificates of distinction: TER subjects/WACE course	were awarded to eligible students who were in the top 0.5% or the two top candidates (whichever was the greater) of candidates sitting the examination in a tertiary entrance rank subject/WACE course.
Certificates of distinction: Wholly school assessed subjects	were awarded to eligible students who were in the top 0.5% or the two top candidates (whichever is greater) of students in Year 12 wholly school assessed subjects with a student enrolment greater than 100. Selection is by a panel appointed by the Curriculum Council from nominations submitted by schools.
Certificates of excellence	were awarded to students obtaining at least ten grades of A in year-long Curriculum Council subjects or equivalent WACE courses or VET units of competence in their last two consecutive years of 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.

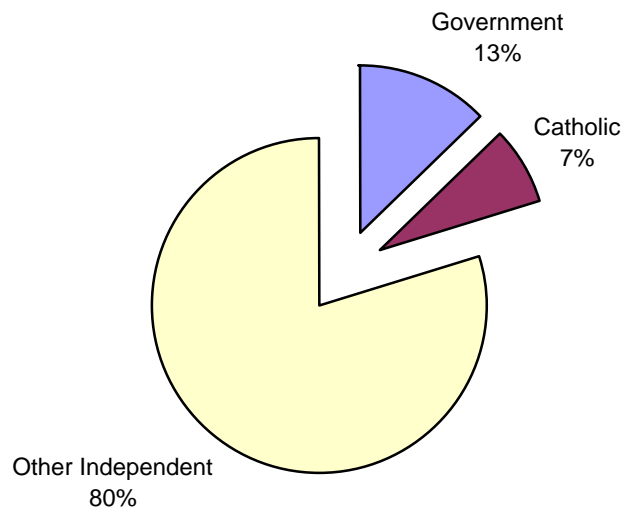
Curriculum Council

Table 1.8 Number of full fee paying overseas students* in Year 11 and Year 12 by school sector, 2006

School sector	Year 11 students	Year 12 students	All students
Government	96	63	159
Catholic	45	48	93
Other Independent	388	606	994
Total	529	717	1246

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

Figure 1.3 Percentage of Year 11 and Year 12 full fee paying overseas students* by school sector, 2006



Curriculum Council

Table 1.9 Number of full fee paying overseas students* achieving a Western Australian Certificate of Education (WACE) in 2006

Category of students	Male	Female	Persons	Percentage of eligible cohort
Eligible for a Western Australian Certificate of Education (WACE)	165	142	307	100.0%
Achieving a WACE	136	134	270	87.9%
Not achieving a WACE only on the English language competence criteria	2	0	2	0.7%
Not achieving a WACE on the grade/level criterion	27	8	35	11.4%

* These students are identified through the enrolment process as per their entry visa category. Non-Australian citizens attending Sunway University College (Malaysia), Methodist College (Malaysia), Sekolah Bina Nusantara (Indonesia), St Francis Methodist School (Singapore), KBU International College (Malaysia), Olympia College (Malaysia) or National Institute of Technology (China) were also classified as full fee paying overseas students.

Curriculum Council

Table 1.10 Number of Aboriginal and Torres Strait Islander students* achieving a Western Australian Certificate of Education (WACE), 2005 - 2006

School sector	Year	
	2005	2006
Government	199	180
Catholic	76	61
Other Independent	31	27
Total	306	268

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

Curriculum Council

Table 1.11 Participation of 1990 year birth students at school and in non-school programs, 2006

	School	TAFE/ RTO	Apprenticeship/ Traineeship	Employment	No program	Total
<i>Full year participation *</i>						
School	24718 ***					24718
TAFE/RTO	500	382				882
Apprenticeship/Traineeship	603	85	593			1281
Employment	345	23	12	244		624
<i>Sub-total</i>	26166	490	605	244		27505
<i>Part year or no participation **</i>						
School	23					23
TAFE/RTO	3	99				102
Apprenticeship/Traineeship	6	12	80			98
Employment	-	7	8	16		31
No Program	848 ****	-	-	-	997	1845
<i>Sub-total</i>	880	118	88	16	997	2099
Total	27046	608	693	260	997	29604

* Students who have participated in a program or programs for more than 9 months.

** Students who have participated for less than 20 days have been counted as non-participants.

*** Excludes full fee paying overseas students at local schools & students at overseas schools includes 14,992 students at public schools, 9,679 students at private schools and 47 students in home education programs.

**** Includes 2 deceased students, 6 students who have left Western Australia and 840 students who have left school with no other provider recorded.

The Curriculum Council database currently does not record the date a student left school.

Curriculum Council

Table 2.1 Number of schools offering Year 11 subjects/courses by school type, 2006

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: Language and action	8	77	6	1	33	47	0	172
English: Language and knowledge	1	3	1	0	0	0	0	5
English: Language and self	12	76	6	3	35	46	0	178
English: Language and society	11	77	6	2	35	46	0	177
English: Language and subjectivity	1	3	1	0	1	1	0	7
English: Language and the world	7	73	6	1	32	45	0	164
English: Transitions	14	65	6	5	24	14	0	128
English: Transitions continued	13	65	5	5	23	13	0	124
English as a Second Language	0	13	2	0	12	14	2	43
English as a Second Language (Part A)	0	0	1	0	0	0	0	1
English Literature	0	30	3	1	30	37	0	101
HEALTH AND PHYSICAL EDUCATION								
Early Childhood Studies	0	42	3	1	22	20	0	88
Early Childhood Studies (Part A)	0	1	3	1	0	0	0	5
Early Childhood Studies (Part B)	0	1	3	1	0	0	0	5
Health Studies	1	25	2	1	1	0	0	30
Health Studies (Part A)	0	1	3	0	0	0	0	4
Health Studies (Part B)	1	1	3	0	0	0	0	5
Independent Living	3	32	3	2	8	13	0	61
Independent Living (Part A)	0	1	1	0	0	0	0	2
Independent Living (Part B)	0	1	2	0	0	0	0	3
Outdoor Education	3	42	4	1	15	11	0	76
Outdoor Education (Part A)	0	1	1	0	0	0	0	2
Outdoor Education (Part B)	0	0	1	0	0	0	0	1
Physical Education Studies	3	65	3	1	28	31	0	131
Physical Education Studies (Part A)	0	1	3	0	0	0	0	4
Physical Education Studies (Part B)	0	2	3	0	0	0	0	5
LANGUAGES OTHER THAN ENGLISH								
Arabic (CCAFL)	0	0	0	0	0	1	0	1
Chinese: Second Language	0	3	0	0	0	1	0	4
French	0	12	0	1	7	20	0	40
French for Beginners	0	0	0	1	0	0	0	1
German	0	6	0	0	0	4	0	10
Hebrew (CCAFL)	0	0	0	0	0	1	0	1
Indonesian: Second Language	0	3	1	1	5	14	1	25
Italian	0	14	0	1	18	4	0	37
Italian (Part A)	0	1	0	0	0	0	0	1
Italian for Beginners	0	3	0	0	0	0	0	3
Italian for Beginners (Part A)	0	1	0	0	0	0	0	1
Japanese for Beginners	0	4	0	0	0	1	0	5
Japanese for Beginners (Part A)	0	1	0	0	0	0	0	1
Japanese: Second Language	0	22	1	0	11	15	0	49
Japanese: Second Language (Part A)	0	1	0	0	0	0	0	1
MATHEMATICS								
Foundations of Mathematics	4	72	2	2	33	46	1	160

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

Curriculum Council

Table 2.1 Number of schools offering Year 11 subjects/courses by school type, 2006 (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 (cont)								
Foundations of Mathematics (Part A)	0	3	4	0	1	3	0	11
Foundations of Mathematics (Part B)	0	3	4	0	1	2	0	10
Geometry and Trigonometry	0	59	5	1	34	41	2	142
Introductory Calculus	0	71	6	2	35	47	2	163
Mathematics in Practice	11	71	2	3	33	44	0	164
Mathematics in Practice (Part A)	2	7	4	2	3	3	0	21
Mathematics in Practice (Part B)	0	6	3	0	3	4	0	16
Vocational Mathematics	10	40	5	7	3	5	0	70
SCIENCE								
Biology	0	50	5	1	25	34	1	116
Chemistry	0	69	5	2	35	46	2	159
Geology	0	4	0	0	0	1	0	5
Human Biology	3	73	6	2	36	45	0	165
Physical Science	0	13	2	0	5	4	0	24
Physics	0	65	3	2	35	45	2	152
Physics (Part A)	0	1	4	0	0	0	0	5
Physics (Part B)	0	1	4	0	0	0	0	5
Senior Science	2	62	2	2	27	34	0	129
Senior Science (Part A)	0	1	4	0	0	0	0	5
Senior Science (Part B)	0	1	4	0	0	0	0	5
SOCIETY AND ENVIRONMENT								
Ancient History	0	6	0	0	0	6	0	12
Beliefs and Values	0	0	0	0	1	2	0	3
Beliefs and Values (Part A)	0	0	0	0	1	1	0	2
Beliefs and Values (Part B)	0	0	0	0	1	3	0	4
Economics	0	54	5	2	31	33	2	127
Geography	2	70	1	2	32	43	0	150
Geography (Part A)	0	1	4	0	0	0	0	5
Geography (Part B)	0	1	4	0	0	1	0	6
History	3	68	6	2	34	45	0	158
History (Part A)	0	0	2	0	0	1	0	3
Law	0	3	2	0	2	1	0	8
Law (Part A)	0	0	1	0	0	0	0	1
Political and Legal Studies	0	19	6	0	18	23	0	66
Political and Legal Studies (Part A)	0	0	2	0	0	0	0	2
Practical Geography	0	3	1	0	1	1	0	6
TECHNOLOGY AND ENTERPRISE								
Accounting	0	42	4	1	27	30	2	106
Administrative Systems	0	3	1	0	1	0	0	5
Animal Production and Marketing	0	7	0	0	1	0	0	8
Animal Production and Marketing (Part A)	1	0	0	0	0	0	0	1
Applied Technology	0	1	0	0	1	3	0	5
Automotive Workshop	0	27	3	1	1	2	0	34
Automotive Workshop (Part A)	0	5	1	0	0	0	0	6
Aviation: Commercial aviation	0	5	0	0	0	1	0	6
Aviation: Earth and beyond	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.

Curriculum Council

Table 2.1 Number of schools offering Year 11 subjects/courses by school type, 2006 (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)								
Aviation: General aviation: airwork	0	7	0	0	0	1	0	8
Aviation: General aviation: charter	0	6	0	0	0	1	0	7
Aviation: Non-powered sporting aviation	0	2	0	0	0	1	0	3
Aviation: Powered sporting aviation	0	7	0	0	0	2	0	9
Building and Construction	1	28	1	1	4	0	0	35
Building and Construction (Part A)	0	2	0	0	0	0	0	2
Business Information Technology	2	37	4	1	16	8	0	68
Digital Media	0	56	6	0	30	27	0	119
Engineering Studies: Community living	0	4	0	1	3	3	0	11
Engineering Studies: Manufacturing systems	0	1	0	0	0	0	0	1
Engineering Studies: Monitoring and management systems	0	1	0	0	0	0	0	1
Engineering Studies: Moving people: transportation systems	0	3	0	1	3	3	0	10
Engineering Studies: Shaping environments	0	15	0	2	5	3	0	25
Engineering Studies: Shaping our lives: inventions and devices	0	15	0	2	5	3	0	25
Fabrics, Design and Technology	0	10	4	0	1	5	0	20
Farm Practice	0	5	0	0	1	0	0	6
Food Technology	0	1	2	0	0	2	0	5
Furniture Design and Technology	3	49	3	1	25	24	0	105
Graphics Technology	0	7	1	0	0	4	0	12
Information Systems	0	21	4	1	14	14	2	56
Management and Marketing	0	4	1	0	4	3	0	12
Metals Technology	2	34	2	0	10	6	0	54
Metals Technology (Part A)	0	3	0	0	0	0	0	3
Nautical Studies	1	2	1	0	0	1	0	5
Personal Information Technology	1	23	4	4	6	11	0	49
Plant Production and Marketing	0	7	0	0	1	0	0	8
Small Business Management and Enterprise	1	23	4	0	4	11	0	43
Small Business Management and Enterprise (Part A)	0	0	0	0	0	1	0	1
Systems Technology	0	13	4	0	1	1	0	19
Technical Graphics	1	37	0	1	18	10	0	67
Visual Communication - Photography	1	46	5	1	3	5	0	61
THE ARTS								
Art	0	51	6	2	31	36	1	127
Art and Design	7	75	6	2	36	40	0	166
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	44	5	1	5	10	0	65
Drama	0	55	5	1	25	36	0	122
Drama (Part A)	0	1	0	0	0	0	0	1
Drama Studies	0	48	4	0	23	33	1	109
Media Production and Analysis: Certificate II in Broadcasting (Television)	0	1	0	0	0	0	0	1
Media Production and Analysis: Certificate II in Multimedia	0	1	0	0	0	1	0	2
Media Production and Analysis: Entertainment	3	29	3	0	4	7	0	46
Media Production and Analysis: Infotainment	3	30	5	0	6	7	0	51
Media Production and Analysis: Popular culture	1	30	4	0	6	16	0	57

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

Curriculum Council

Table 2.1 Number of schools offering Year 11 subjects/courses by school type, 2006 (cont)

Subjects within learning/industry related areas	Government				Non-government		Overseas schools	Total
	High schools	Senior high schools	Senior colleges	Other*	Catholic schools	Non-Catholic schools		
THE ARTS (cont)								
Media Production and Analysis: Power and persuasion	1	0	0	0	0	0	0	1
Media Production and Analysis: Press and broadcasting	1	24	4	0	5	12	0	46
Music	0	31	1	0	17	19	0	68
Music in Society	0	42	5	1	17	13	0	78
Music in Society (Part A)	0	5	0	0	0	0	0	5
VOCATIONAL EDUCATION								
Career and Industry Awareness	7	33	4	6	4	11	0	65
SWL Generic Skills	22	80	6	26	34	42	0	210
Work Studies	6	50	3	2	18	16	0	95
Work Studies (Part A)	0	3	2	1	1	0	0	7
Work Studies (Part B)	0	2	2	0	0	0	0	4
BUSINESS AND CLERICAL								
Business Financial Management	0	5	2	0	1	1	0	9
Computer Fundamentals	7	33	4	0	4	2	0	50
Computerised Accounting	0	2	1	0	0	0	0	3
Financial Procedures and Records Management	0	6	0	0	1	0	0	7
Introduction to Workplace Skills	0	2	0	1	0	0	0	3
Keyboard Operations - Application	0	2	2	1	2	2	0	9
Keyboard Operations - Technique	0	4	2	1	2	2	0	11
Office Administration	0	4	0	1	1	0	0	6
Politics, Law and the Workplace	0	0	0	0	0	1	0	1
ELECTRICAL/ELECTRONICS								
Test Equipment and Power Supplies	0	0	0	0	1	0	0	1
HEALTH AND COMMUNITY SERVICES								
Child Care	0	11	0	0	0	0	0	11
The Study of Teaching	0	2	0	0	0	0	0	2
Vocational Community Networking 1	0	4	0	0	0	0	0	4
Vocational Community Networking 2	0	4	0	0	0	0	0	4
HOSPITALITY TRAVEL AND TOURISM								
Aspects of the Tourism Industry (Part A)	0	23	4	2	1	3	0	33
Aspects of the Tourism Industry (Part B)	0	19	4	2	1	2	0	28
Catering	0	26	2	0	1	2	0	31
Computer Fund. for Hospitality & Tourism	0	2	0	1	0	0	0	3
Food Production	4	53	2	2	18	19	0	98

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

Curriculum Council

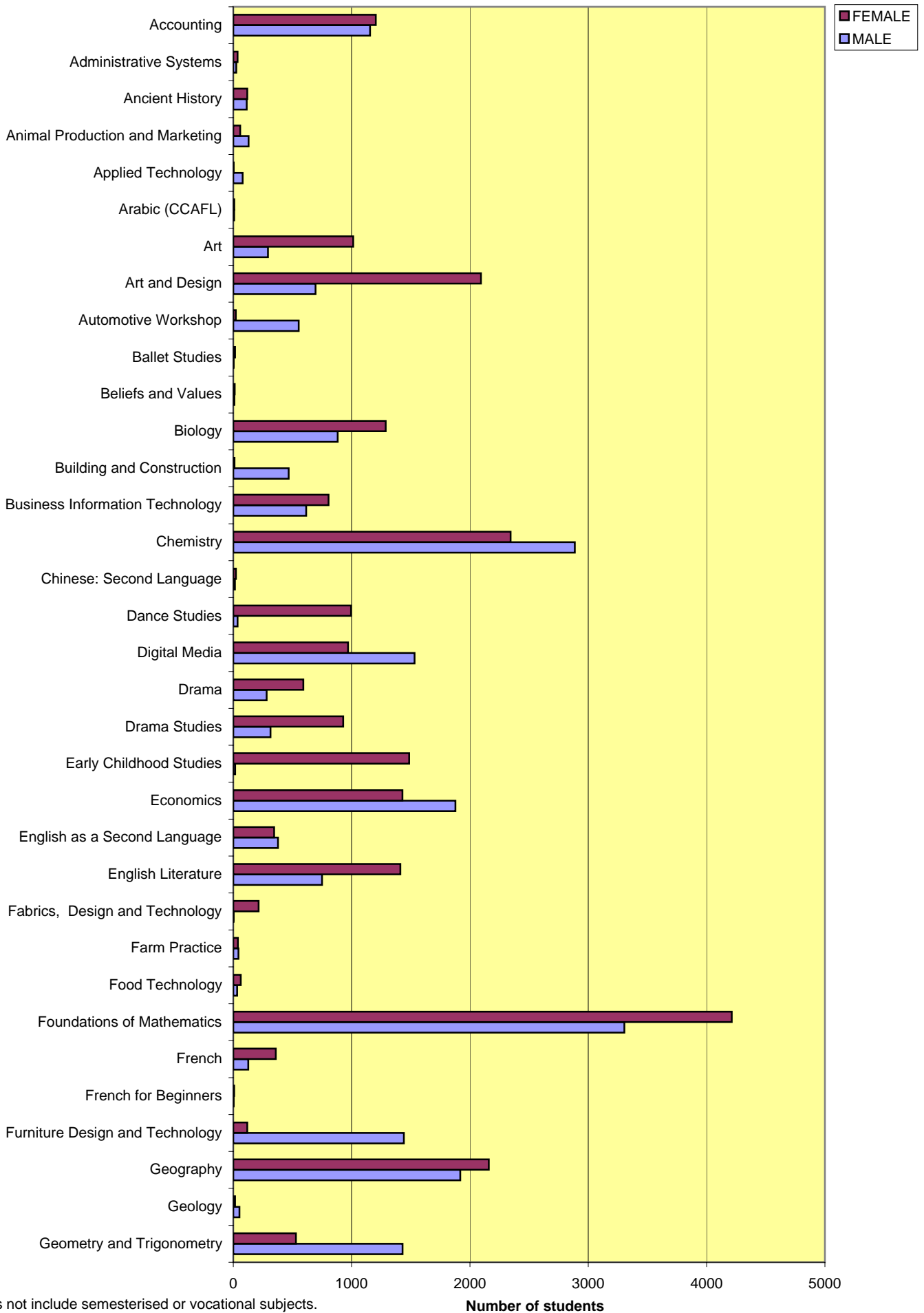
Table 2.1 Number of schools offering Year 11 subjects/courses by school type, 2006 (cont)

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 Science and Nutrition	0	1	0	0	0	0	0	1
Workplace and Health Issues	0	4	2	0	0	0	0	6
LIGHT MANUFACTURING								
Wood Fabrication	0	15	2	0	3	1	0	21
Wood Fabrication - Introduction	0	3	1	0	0	0	0	4
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)								
Computer Assisted Drawing and Design	0	4	3	0	0	0	0	7
General Workshop	1	15	3	0	1	2	0	22
Metal Machinery and Fabrication - Introduction	0	2	0	0	0	0	0	2
Metal Machining and Fabrication	1	11	1	0	1	0	0	14
Trade Drawing	0	10	0	0	0	0	0	10
MINING								
O H & S in the Mineral Industry	0	1	0	0	0	0	0	1
PRIMARY INDUSTRIES								
Animal Husbandry and Enterprise - Equine	0	1	0	0	0	0	0	1
Animal Production and Enterprise -	0	2	0	0	0	1	0	3
Applied Land & Resource Management-Intro	0	1	0	0	0	0	0	1
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	2	0	0	0	1	0	3
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

* 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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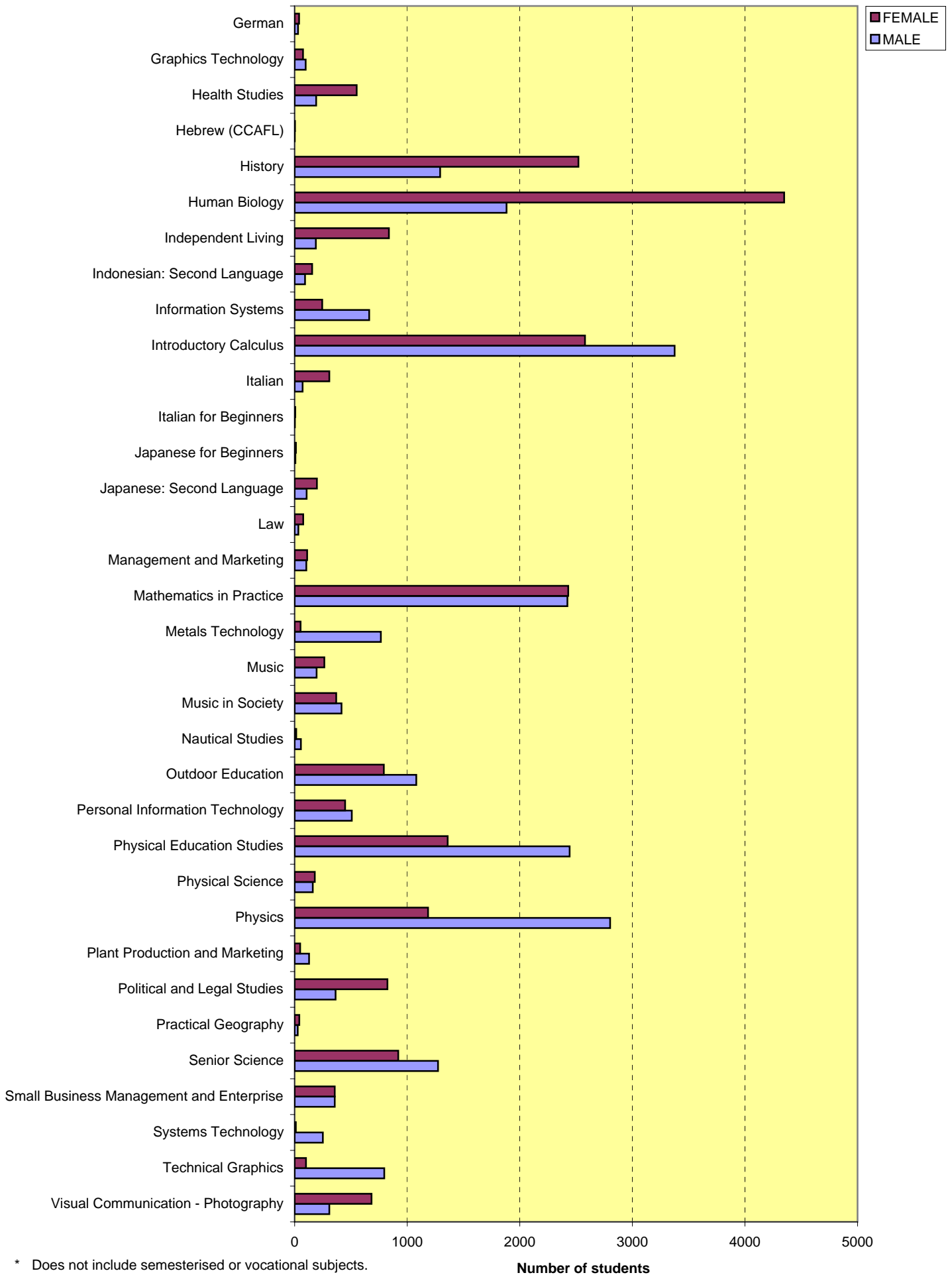
Figure 2.1 Number of students who completed Year 11 subjects*, by sex, 2006



* Does not include semesterised or vocational subjects.

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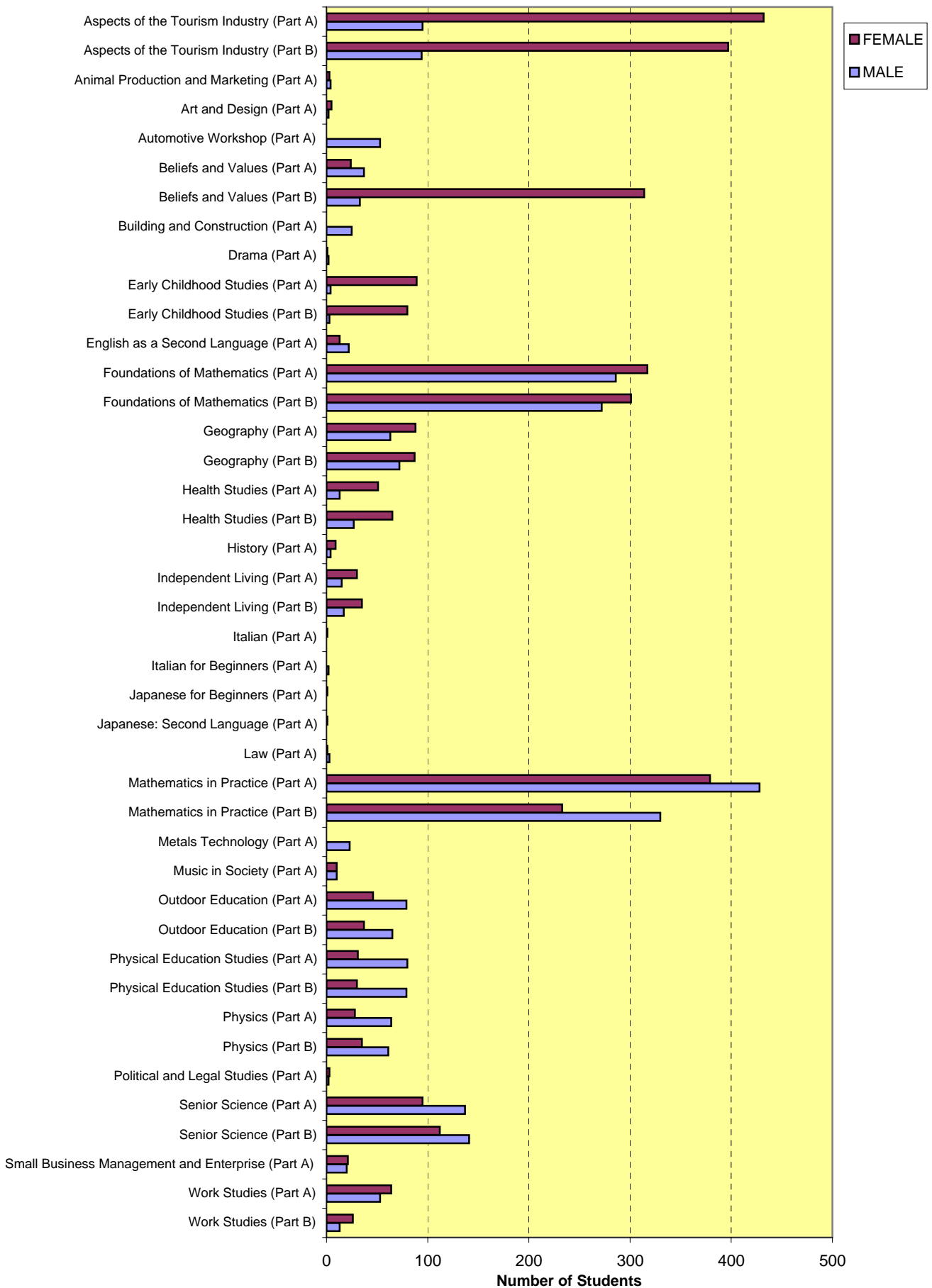
Figure 2.1 Number of students who completed Year 11 subjects*, by sex, 2006 (cont)



* Does not include semesterised or vocational subjects.

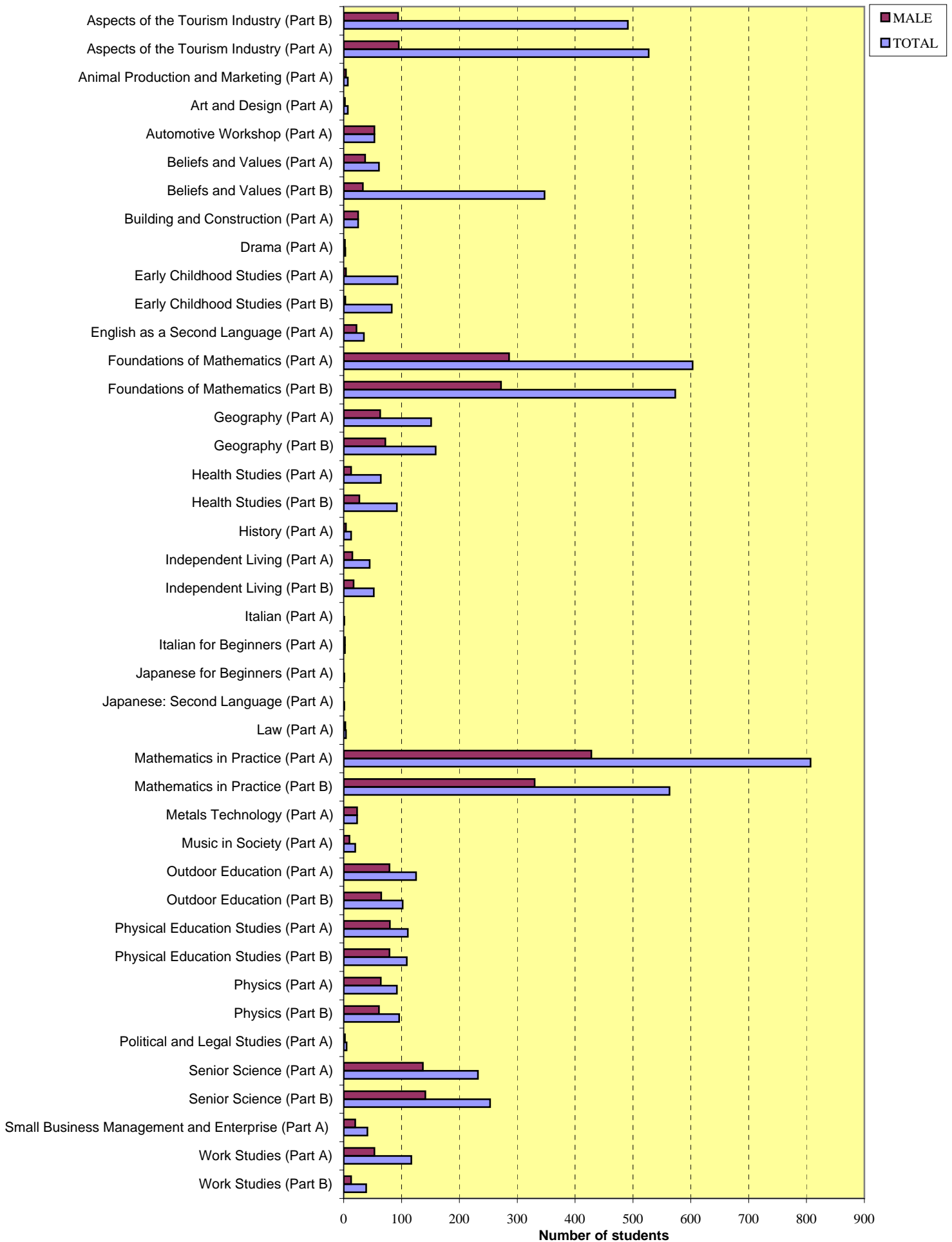
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Figure 2.2 Number of Students Who Completed Year 11 Semesterised Subjects, by Sex, 2006



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Figure 2.2 Number of students who completed Year 11 semesterised subjects, by sex, 2006



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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006

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 as a Second Language	Male	NO.	28	89	180	50	31	378	
		%	7.41	23.54	47.62	13.23	8.2		
	Female	NO.	42	122	132	35	14	345	
		%	12.17	35.36	38.26	10.14	4.06		
	Persons	NO.	70	211	312	85	45	723	2.83
		%	9.68	29.18	43.15	11.76	6.22		
English as a Second Language (Part A)	Male	NO.	0	4	13	3	2	22	
		%	0	18.18	59.09	13.64	9.09		
	Female	NO.	0	2	9	2	0	13	
		%	0	15.38	69.23	15.38	0		
	Persons	NO.	0	6	22	5	2	35	0.13
		%	0	17.14	62.86	14.29	5.71		
English Literature	Male	NO.	131	275	305	34	5	750	
		%	17.47	36.67	40.67	4.53	0.67		
	Female	NO.	337	514	504	42	15	1412	
		%	23.87	36.4	35.69	2.97	1.06		
	Persons	NO.	468	789	809	76	20	2162	8.47
		%	21.65	36.49	37.42	3.52	0.93		
HEALTH AND PHYSICAL EDUCATION									
Early Childhood Studies	Male	NO.	0	2	11	1	2	16	
		%	0	12.5	68.75	6.25	12.5		
	Female	NO.	253	677	412	90	54	1486	
		%	17.03	45.56	27.73	6.06	3.63		
	Persons	NO.	253	679	423	91	56	1502	5.88
		%	16.84	45.21	28.16	6.06	3.73		
Early Childhood Studies (Part A)	Male	NO.	0	2	0	1	1	4	
		%	0	50	0	25	25		
	Female	NO.	11	33	21	10	14	89	
		%	12.36	37.08	23.6	11.24	15.73		
	Persons	NO.	11	35	21	11	15	93	0.36
		%	11.83	37.63	22.58	11.83	16.13		
Early Childhood Studies (Part B)	Male	NO.	0	2	0	0	1	3	
		%	0	66.67	0	0	33.33		
	Female	NO.	11	42	22	4	1	80	
		%	13.75	52.5	27.5	5	1.25		
	Persons	NO.	11	44	22	4	2	83	0.32
		%	13.25	53.01	26.51	4.82	2.41		
Health Studies	Male	NO.	9	73	63	30	16	191	
		%	4.71	38.22	32.98	15.71	8.38		
	Female	NO.	90	272	109	56	24	551	
		%	16.33	49.36	19.78	10.16	4.36		
	Persons	NO.	99	345	172	86	40	742	2.9
		%	13.34	46.5	23.18	11.59	5.39		
Health Studies (Part A)	Male	NO.	4	4	4	1	0	13	
		%	30.77	30.77	30.77	7.69	0		
	Female	NO.	3	17	22	4	5	51	
		%	5.88	33.33	43.14	7.84	9.8		
	Persons	NO.	7	21	26	5	5	64	0.25
		%	10.94	32.81	40.63	7.81	7.81		

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (cont)

Subjects within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
HEALTH AND PHYSICAL EDUCATION (Cont)									
Health Studies (Part B)	Male	NO.	6	7	10	2	2	27	
		%	22.22	25.93	37.04	7.41	7.41		
	Female	NO.	9	26	18	4	8	65	
		%	13.85	40	27.69	6.15	12.31		
	Persons	NO.	15	33	28	6	10	92	
		%	16.3	35.87	30.43	6.52	10.87		0.36
Independent Living	Male	NO.	6	44	95	24	19	188	
		%	3.19	23.4	50.53	12.77	10.11		
	Female	NO.	137	355	247	61	37	837	
		%	16.37	42.41	29.51	7.29	4.42		
	Persons	NO.	143	399	342	85	56	1025	
		%	13.95	38.93	33.37	8.29	5.46		4.01
Independent Living (Part A)	Male	NO.	0	3	6	4	2	15	
		%	0	20	40	26.67	13.33		
	Female	NO.	2	21	4	3	0	30	
		%	6.67	70	13.33	10	0		
	Persons	NO.	2	24	10	7	2	45	
		%	4.44	53.33	22.22	15.56	4.44		0.17
Independent Living (Part B)	Male	NO.	1	4	8	2	2	17	
		%	5.88	23.53	47.06	11.76	11.76		
	Female	NO.	3	22	7	0	3	35	
		%	8.57	62.86	20	0	8.57		
	Persons	NO.	4	26	15	2	5	52	
		%	7.69	50	28.85	3.85	9.62		0.2
Outdoor Education	Male	NO.	113	519	242	145	61	1080	
		%	10.46	48.06	22.41	13.43	5.65		
	Female	NO.	173	389	141	57	32	792	
		%	21.84	49.12	17.8	7.2	4.04		
	Persons	NO.	286	908	383	202	93	1872	
		%	15.28	48.5	20.46	10.79	4.97		7.33
Outdoor Education (Part A)	Male	NO.	2	16	39	11	11	79	
		%	2.53	20.25	49.37	13.92	13.92		
	Female	NO.	3	12	27	4	0	46	
		%	6.52	26.09	58.7	8.7	0		
	Persons	NO.	5	28	66	15	11	125	
		%	4	22.4	52.8	12	8.8		0.48
Outdoor Education (Part B)	Male	NO.	9	21	18	17	0	65	
		%	13.85	32.31	27.69	26.15	0		
	Female	NO.	2	19	5	11	0	37	
		%	5.41	51.35	13.51	29.73	0		
	Persons	NO.	11	40	23	28	0	102	
		%	10.78	39.22	22.55	27.45	0		0.39
Physical Education Studies	Male	NO.	392	1159	563	263	66	2443	
		%	16.05	47.44	23.05	10.77	2.7		
	Female	NO.	311	638	304	72	34	1359	
		%	22.88	46.95	22.37	5.3	2.5		
	Persons	NO.	703	1797	867	335	100	3802	
		%	18.49	47.26	22.8	8.81	2.63		14.9
Physical Education Studies (Part A)	Male	NO.	6	26	42	3	3	80	
		%	7.5	32.5	52.5	3.75	3.75		
	Female	NO.	0	8	15	5	3	31	
		%	0	25.81	48.39	16.13	9.68		
	Persons	NO.	6	34	57	8	6	111	
		%	5.41	30.63	51.35	7.21	5.41		0.43

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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)									
Physical Education Studies (Part B)	Male	NO.	8	16	37	15	3	79	
		%	10.13	20.25	46.84	18.99	3.8		
	Female	NO.	2	4	18	4	2	30	
		%	6.67	13.33	60	13.33	6.67		
	Persons	NO.	10	20	55	19	5	109	
		%	9.17	18.35	50.46	17.43	4.59		0.42
LANGUAGES OTHER THAN ENGLISH									
Arabic (CCAFL)	Male	NO.	2	2	1	1	1	7	
		%	28.57	28.57	14.29	14.29	14.29		
	Female	NO.	2	1	2	2	1	8	
		%	25	12.5	25	25	12.5		
	Persons	NO.	4	3	3	3	2	15	
		%	26.67	20	20	20	13.33		0.05
Chinese: Second Language	Male	NO.	6	6	2	0	0	14	
		%	42.86	42.86	14.29	0	0		
	Female	NO.	11	1	8	1	1	22	
		%	50	4.55	36.36	4.55	4.55		
	Persons	NO.	17	7	10	1	1	36	
		%	47.22	19.44	27.78	2.78	2.78		0.14
French	Male	NO.	26	48	48	4	1	127	
		%	20.47	37.8	37.8	3.15	0.79		
	Female	NO.	84	121	139	15	0	359	
		%	23.4	33.7	38.72	4.18	0		
	Persons	NO.	110	169	187	19	1	486	
		%	22.63	34.77	38.48	3.91	0.21		1.9
French for Beginners	Male	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		
	Female	NO.	3	4	0	0	0	7	
		%	42.86	57.14	0	0	0		
	Persons	NO.	5	5	0	0	0	10	
		%	50	50	0	0	0		0.03
German	Male	NO.	9	7	13	0	1	30	
		%	30	23.33	43.33	0	3.33		
	Female	NO.	15	10	14	1	0	40	
		%	37.5	25	35	2.5	0		
	Persons	NO.	24	17	27	1	1	70	
		%	34.29	24.29	38.57	1.43	1.43		0.27
Hebrew (CCAFL)	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	2	0	1	0	0	3	
		%	66.67	0	33.33	0	0		
	Persons	NO.	2	0	2	0	0	4	
		%	50	0	50	0	0		0.01
Indonesian: Second Language	Male	NO.	15	25	42	10	0	92	
		%	16.3	27.17	45.65	10.87	0		
	Female	NO.	25	55	60	12	3	155	
		%	16.13	35.48	38.71	7.74	1.94		
	Persons	NO.	40	80	102	22	3	247	
		%	16.19	32.39	41.3	8.91	1.21		0.96
Italian	Male	NO.	11	17	36	5	2	71	
		%	15.49	23.94	50.7	7.04	2.82		
	Female	NO.	56	85	129	33	5	308	
		%	18.18	27.6	41.88	10.71	1.62		
	Persons	NO.	67	102	165	38	7	379	
		%	17.68	26.91	43.54	10.03	1.85		1.48

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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									
Italian (Part A)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		0
Italian for Beginners	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	0	5	1	0	0	6	
		%	0	83.33	16.67	0	0		
	Persons	NO.	0	6	2	0	0	8	
		%	0	75	25	0	0		0.03
Italian for Beginners (Part A)	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		0
Japanese for Beginners	Male	NO.	1	2	2	2	0	7	
		%	14.29	28.57	28.57	28.57	0		
	Female	NO.	3	5	3	0	0	11	
		%	27.27	45.45	27.27	0	0		
	Persons	NO.	4	7	5	2	0	18	
		%	22.22	38.89	27.78	11.11	0		0.07
Japanese for Beginners (Part A)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		0
Japanese: Second Language	Male	NO.	27	26	35	13	5	106	
		%	25.47	24.53	33.02	12.26	4.72		
	Female	NO.	48	72	55	17	6	198	
		%	24.24	36.36	27.78	8.59	3.03		
	Persons	NO.	75	98	90	30	11	304	
		%	24.67	32.24	29.61	9.87	3.62		1.19
Japanese: Second Language (Part A)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Persons	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		0
MATHEMATICS									
Foundations of Mathematics	Male	NO.	404	717	1281	637	266	3305	
		%	12.22	21.69	38.76	19.27	8.05		
	Female	NO.	524	920	1659	823	287	4213	
		%	12.44	21.84	39.38	19.53	6.81		
	Persons	NO.	928	1637	2940	1460	553	7518	
		%	12.34	21.77	39.11	19.42	7.36		29.46

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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									
Foundations of Mathematics (Part A)	Male	NO.	30	48	108	62	38	286	
		%	10.49	16.78	37.76	21.68	13.29		
	Female	NO.	33	72	104	67	41	317	
		%	10.41	22.71	32.81	21.14	12.93		
	Persons	NO.	63	120	212	129	79	603	
		%	10.45	19.9	35.16	21.39	13.1		2.36
Foundations of Mathematics (Part B)	Male	NO.	31	45	97	60	39	272	
		%	11.4	16.54	35.66	22.06	14.34		
	Female	NO.	39	46	106	70	40	301	
		%	12.96	15.28	35.22	23.26	13.29		
	Persons	NO.	70	91	203	130	79	573	
		%	12.22	15.88	35.43	22.69	13.79		2.24
Geometry and Trigonometry	Male	NO.	322	325	475	223	86	1431	
		%	22.5	22.71	33.19	15.58	6.01		
	Female	NO.	179	122	145	63	21	530	
		%	33.77	23.02	27.36	11.89	3.96		
	Persons	NO.	501	447	620	286	107	1961	
		%	25.55	22.79	31.62	14.58	5.46		7.68
Introductory Calculus	Male	NO.	658	718	1098	629	272	3375	
		%	19.5	21.27	32.53	18.64	8.06		
	Female	NO.	499	520	914	473	173	2579	
		%	19.35	20.16	35.44	18.34	6.71		
	Persons	NO.	1157	1238	2012	1102	445	5954	
		%	19.43	20.79	33.79	18.51	7.47		23.33
Mathematics in Practice	Male	NO.	145	839	1027	199	213	2423	
		%	5.98	34.63	42.39	8.21	8.79		
	Female	NO.	300	1018	779	165	168	2430	
		%	12.35	41.89	32.06	6.79	6.91		
	Persons	NO.	445	1857	1806	364	381	4853	
		%	9.17	38.26	37.21	7.5	7.85		19.02
Mathematics in Practice (Part A)	Male	NO.	25	125	178	32	68	428	
		%	5.84	29.21	41.59	7.48	15.89		
	Female	NO.	35	121	148	35	40	379	
		%	9.23	31.93	39.05	9.23	10.55		
	Persons	NO.	60	246	326	67	108	807	
		%	7.43	30.48	40.4	8.3	13.38		3.16
Mathematics in Practice (Part B)	Male	NO.	34	122	113	29	32	330	
		%	10.3	36.97	34.24	8.79	9.7		
	Female	NO.	41	76	76	18	22	233	
		%	17.6	32.62	32.62	7.73	9.44		
	Persons	NO.	75	198	189	47	54	563	
		%	13.32	35.17	33.57	8.35	9.59		2.2
Vocational Mathematics	Male	NO.	98	305	477	116	92	1088	
		%	9.01	28.03	43.84	10.66	8.46		
	Female	NO.	91	257	282	55	57	742	
		%	12.26	34.64	38.01	7.41	7.68		
	Persons	NO.	189	562	759	171	149	1830	
		%	10.33	30.71	41.48	9.34	8.14		7.17

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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									
Biology	Male	NO.	89	208	432	125	28	882	
		%	10.09	23.58	48.98	14.17	3.17		
	Female	NO.	255	386	451	148	48	1288	
		%	19.8	29.97	35.02	11.49	3.73		
	Persons	NO.	344	594	883	273	76	2170	
		%	15.85	27.37	40.69	12.58	3.5		8.5
Chemistry	Male	NO.	555	574	980	528	249	2886	
		%	19.23	19.89	33.96	18.3	8.63		
	Female	NO.	501	491	770	433	149	2344	
		%	21.37	20.95	32.85	18.47	6.36		
	Persons	NO.	1056	1065	1750	961	398	5230	
		%	20.19	20.36	33.46	18.37	7.61		20.49
Geology	Male	NO.	10	11	23	7	1	52	
		%	19.23	21.15	44.23	13.46	1.92		
	Female	NO.	1	5	4	5	0	15	
		%	6.67	33.33	26.67	33.33	0		
	Persons	NO.	11	16	27	12	1	67	
		%	16.42	23.88	40.3	17.91	1.49		0.26
Human Biology	Male	NO.	201	391	801	372	117	1882	
		%	10.68	20.78	42.56	19.77	6.22		
	Female	NO.	647	968	1806	747	180	4348	
		%	14.88	22.26	41.54	17.18	4.14		
	Persons	NO.	848	1359	2607	1119	297	6230	
		%	13.61	21.81	41.85	17.96	4.77		24.41
Physical Science	Male	NO.	12	30	69	36	14	161	
		%	7.45	18.63	42.86	22.36	8.7		
	Female	NO.	29	52	63	27	8	179	
		%	16.2	29.05	35.2	15.08	4.47		
	Persons	NO.	41	82	132	63	22	340	
		%	12.06	24.12	38.82	18.53	6.47		1.33
Physics	Male	NO.	555	648	965	456	178	2802	
		%	19.81	23.13	34.44	16.27	6.35		
	Female	NO.	285	292	410	143	55	1185	
		%	24.05	24.64	34.6	12.07	4.64		
	Persons	NO.	840	940	1375	599	233	3987	
		%	21.07	23.58	34.49	15.02	5.84		15.62
Physics (Part A)	Male	NO.	8	18	25	5	8	64	
		%	12.5	28.13	39.06	7.81	12.5		
	Female	NO.	2	5	14	5	2	28	
		%	7.14	17.86	50	17.86	7.14		
	Persons	NO.	10	23	39	10	10	92	
		%	10.87	25	42.39	10.87	10.87		0.36
Physics (Part B)	Male	NO.	12	14	24	7	4	61	
		%	19.67	22.95	39.34	11.48	6.56		
	Female	NO.	4	2	11	15	3	35	
		%	11.43	5.71	31.43	42.86	8.57		
	Persons	NO.	16	16	35	22	7	96	
		%	16.67	16.67	36.46	22.92	7.29		0.37
Senior Science	Male	NO.	83	497	482	134	78	1274	
		%	6.51	39.01	37.83	10.52	6.12		
	Female	NO.	112	404	281	65	58	920	
		%	12.17	43.91	30.54	7.07	6.3		
	Persons	NO.	195	901	763	199	136	2194	
		%	8.89	41.07	34.78	9.07	6.2		8.59

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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	44	44	33	9	137	
		%	5.11	32.12	32.12	24.09	6.57		
	Female	NO.	10	24	27	20	14	95	
		%	10.53	25.26	28.42	21.05	14.74		
	Persons	NO.	17	68	71	53	23	232	
		%	7.33	29.31	30.6	22.84	9.91		0.9
Senior Science (Part B)	Male	NO.	14	50	49	17	11	141	
		%	9.93	35.46	34.75	12.06	7.8		
	Female	NO.	13	36	29	19	15	112	
		%	11.61	32.14	25.89	16.96	13.39		
	Persons	NO.	27	86	78	36	26	253	
		%	10.67	33.99	30.83	14.23	10.28		0.99
SOCIETY AND ENVIRONMENT									
Ancient History	Male	NO.	17	26	44	14	13	114	
		%	14.91	22.81	38.6	12.28	11.4		
	Female	NO.	15	28	48	18	9	118	
		%	12.71	23.73	40.68	15.25	7.63		
	Persons	NO.	32	54	92	32	22	232	
		%	13.79	23.28	39.66	13.79	9.48		0.9
Beliefs and Values	Male	NO.	0	1	4	4	0	9	
		%	0	11.11	44.44	44.44	0		
	Female	NO.	0	4	3	5	0	12	
		%	0	33.33	25	41.67	0		
	Persons	NO.	0	5	7	9	0	21	
		%	0	23.81	33.33	42.86	0		0.08
Beliefs and Values (Part A)	Male	NO.	4	11	14	7	1	37	
		%	10.81	29.73	37.84	18.92	2.7		
	Female	NO.	6	6	9	1	2	24	
		%	25	25	37.5	4.17	8.33		
	Persons	NO.	10	17	23	8	3	61	
		%	16.39	27.87	37.7	13.11	4.92		0.23
Beliefs and Values (Part B)	Male	NO.	0	3	23	4	3	33	
		%	0	9.09	69.7	12.12	9.09		
	Female	NO.	114	155	38	3	4	314	
		%	36.31	49.36	12.1	0.96	1.27		
	Persons	NO.	114	158	61	7	7	347	
		%	32.85	45.53	17.58	2.02	2.02		1.36
Economics	Male	NO.	313	503	722	253	86	1877	
		%	16.68	26.8	38.47	13.48	4.58		
	Female	NO.	278	379	547	175	51	1430	
		%	19.44	26.5	38.25	12.24	3.57		
	Persons	NO.	591	882	1269	428	137	3307	
		%	17.87	26.67	38.37	12.94	4.14		12.96
Geography	Male	NO.	230	444	825	339	80	1918	
		%	11.99	23.15	43.01	17.67	4.17		
	Female	NO.	319	567	909	292	72	2159	
		%	14.78	26.26	42.1	13.52	3.33		
	Persons	NO.	549	1011	1734	631	152	4077	
		%	13.47	24.8	42.53	15.48	3.73		15.98

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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.	7	18	30	6	2	63	
		%	11.11	28.57	47.62	9.52	3.17		
	Female	NO.	6	24	37	17	4	88	
		%	6.82	27.27	42.05	19.32	4.55		
	Persons	NO.	13	42	67	23	6	151	0.59
		%	8.61	27.81	44.37	15.23	3.97		
Geography (Part B)	Male	NO.	5	18	34	12	3	72	
		%	6.94	25	47.22	16.67	4.17		
	Female	NO.	8	20	42	10	7	87	
		%	9.2	22.99	48.28	11.49	8.05		
	Persons	NO.	13	38	76	22	10	159	0.62
		%	8.18	23.9	47.8	13.84	6.29		
History	Male	NO.	155	352	589	154	42	1292	
		%	12	27.24	45.59	11.92	3.25		
	Female	NO.	422	692	1088	267	52	2521	
		%	16.74	27.45	43.16	10.59	2.06		
	Persons	NO.	577	1044	1677	421	94	3813	14.94
		%	15.13	27.38	43.98	11.04	2.47		
History (Part A)	Male	NO.	0	0	2	0	2	4	
		%	0	0	50	0	50		
	Female	NO.	0	0	2	3	4	9	
		%	0	0	22.22	33.33	44.44		
	Persons	NO.	0	0	4	3	6	13	0.05
		%	0	0	30.77	23.08	46.15		
Law	Male	NO.	4	11	12	3	3	33	
		%	12.12	33.33	36.36	9.09	9.09		
	Female	NO.	6	33	23	11	3	76	
		%	7.89	43.42	30.26	14.47	3.95		
	Persons	NO.	10	44	35	14	6	109	0.42
		%	9.17	40.37	32.11	12.84	5.5		
Law (Part A)	Male	NO.	1	0	2	0	0	3	
		%	33.33	0	66.67	0	0		
	Female	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Persons	NO.	1	0	2	1	0	4	0.01
		%	25	0	50	25	0		
Political and Legal Studies	Male	NO.	62	93	148	42	19	364	
		%	17.03	25.55	40.66	11.54	5.22		
	Female	NO.	171	224	331	79	19	824	
		%	20.75	27.18	40.17	9.59	2.31		
	Persons	NO.	233	317	479	121	38	1188	4.65
		%	19.61	26.68	40.32	10.19	3.2		
Political and Legal Studies (Part A)	Male	NO.	0	0	0	0	2	2	
		%	0	0	0	0	100		
	Female	NO.	0	1	0	0	2	3	
		%	0	33.33	0	0	66.67		
	Persons	NO.	0	1	0	0	4	5	0.01
		%	0	20	0	0	80		
Practical Geography	Male	NO.	2	5	18	0	2	27	
		%	7.41	18.52	66.67	0	7.41		
	Female	NO.	6	14	19	1	1	41	
		%	14.63	34.15	46.34	2.44	2.44		
	Persons	NO.	8	19	37	1	3	68	0.26
		%	11.76	27.94	54.41	1.47	4.41		

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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.	197	238	382	219	120	1156	
		%	17.04	20.59	33.04	18.94	10.38		
	Female	NO.	253	273	394	174	110	1204	
		%	21.01	22.67	32.72	14.45	9.14		
	Persons	NO.	450	511	776	393	230	2360	9.25
		%	19.07	21.65	32.88	16.65	9.75		
Administrative Systems	Male	NO.	5	9	6	2	3	25	
		%	20	36	24	8	12		
	Female	NO.	8	16	10	2	0	36	
		%	22.22	44.44	27.78	5.56	0		
	Persons	NO.	13	25	16	4	3	61	0.23
		%	21.31	40.98	26.23	6.56	4.92		
Animal Production and Marketing	Male	NO.	19	49	52	9	0	129	
		%	14.73	37.98	40.31	6.98	0		
	Female	NO.	15	24	16	3	1	59	
		%	25.42	40.68	27.12	5.08	1.69		
	Persons	NO.	34	73	68	12	1	188	0.73
		%	18.09	38.83	36.17	6.38	0.53		
Animal Production and Marketing (Part A)	Male	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		
	Female	NO.	0	3	0	0	0	3	
		%	0	100	0	0	0		
	Persons	NO.	0	3	4	0	0	7	0.02
		%	0	42.86	57.14	0	0		
Applied Technology	Male	NO.	9	35	24	8	3	79	
		%	11.39	44.3	30.38	10.13	3.8		
	Female	NO.	2	0	2	0	0	4	
		%	50	0	50	0	0		
	Persons	NO.	11	35	26	8	3	83	0.32
		%	13.25	42.17	31.33	9.64	3.61		
Automotive Workshop	Male	NO.	76	188	206	63	20	553	
		%	13.74	34	37.25	11.39	3.62		
	Female	NO.	2	7	10	1	1	21	
		%	9.52	33.33	47.62	4.76	4.76		
	Persons	NO.	78	195	216	64	21	574	2.24
		%	13.59	33.97	37.63	11.15	3.66		
Automotive Workshop (Part A)	Male	NO.	4	16	25	5	3	53	
		%	7.55	30.19	47.17	9.43	5.66		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	4	16	25	5	3	53	0.2
		%	7.55	30.19	47.17	9.43	5.66		
Building and Construction	Male	NO.	35	179	182	46	26	468	
		%	7.48	38.25	38.89	9.83	5.56		
	Female	NO.	0	3	4	1	2	10	
		%	0	30	40	10	20		
	Persons	NO.	35	182	186	47	28	478	1.87
		%	7.32	38.08	38.91	9.83	5.86		
Building and Construction (Part A)	Male	NO.	0	10	12	3	0	25	
		%	0	40	48	12	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	10	12	3	0	25	0.09
		%	0	40	48	12	0		

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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)									
Business Information Technology	Male	NO.	60	186	246	74	50	616	
		%	9.74	30.19	39.94	12.01	8.12		
	Female	NO.	138	295	249	81	42	805	
		%	17.14	36.65	30.93	10.06	5.22		
Persons	NO.	198	481	495	155	92	1421		
	%	13.93	33.85	34.83	10.91	6.47		5.56	
Digital Media	Male	NO.	139	544	607	192	50	1532	
		%	9.07	35.51	39.62	12.53	3.26		
	Female	NO.	157	410	295	75	33	970	
		%	16.19	42.27	30.41	7.73	3.4		
Persons	NO.	296	954	902	267	83	2502		
	%	11.83	38.13	36.05	10.67	3.32		9.8	
Fabrics, Design and Technology	Male	NO.	0	1	0	1	0	2	
		%	0	50	0	50	0		
	Female	NO.	36	91	55	23	9	214	
		%	16.82	42.52	25.7	10.75	4.21		
Persons	NO.	36	92	55	24	9	216		
	%	16.67	42.59	25.46	11.11	4.17		0.84	
Farm Practice	Male	NO.	4	25	12	2	1	44	
		%	9.09	56.82	27.27	4.55	2.27		
	Female	NO.	4	15	16	2	2	39	
		%	10.26	38.46	41.03	5.13	5.13		
Persons	NO.	8	40	28	4	3	83		
	%	9.64	48.19	33.73	4.82	3.61		0.32	
Food Technology	Male	NO.	1	7	19	5	1	33	
		%	3.03	21.21	57.58	15.15	3.03		
	Female	NO.	13	21	18	9	2	63	
		%	20.63	33.33	28.57	14.29	3.17		
Persons	NO.	14	28	37	14	3	96		
	%	14.58	29.17	38.54	14.58	3.13		0.37	
Furniture Design and Technology	Male	NO.	188	499	550	137	68	1442	
		%	13.04	34.6	38.14	9.5	4.72		
	Female	NO.	16	44	40	16	2	118	
		%	13.56	37.29	33.9	13.56	1.69		
Persons	NO.	204	543	590	153	70	1560		
	%	13.08	34.81	37.82	9.81	4.49		6.11	
Graphics Technology	Male	NO.	14	40	29	13	2	98	
		%	14.29	40.82	29.59	13.27	2.04		
	Female	NO.	17	24	29	4	0	74	
		%	22.97	32.43	39.19	5.41	0		
Persons	NO.	31	64	58	17	2	172		
	%	18.02	37.21	33.72	9.88	1.16		0.67	
Information Systems	Male	NO.	114	155	260	93	40	662	
		%	17.22	23.41	39.27	14.05	6.04		
	Female	NO.	59	57	99	17	13	245	
		%	24.08	23.27	40.41	6.94	5.31		
Persons	NO.	173	212	359	110	53	907		
	%	19.07	23.37	39.58	12.13	5.84		3.55	
Management and Marketing	Male	NO.	17	41	27	10	9	104	
		%	16.35	39.42	25.96	9.62	8.65		
	Female	NO.	6	40	24	26	15	111	
		%	5.41	36.04	21.62	23.42	13.51		
Persons	NO.	23	81	51	36	24	215		
	%	10.7	37.67	23.72	16.74	11.16		0.84	

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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)									
Metals Technology	Male	NO.	103	276	296	68	23	766	
		%	13.45	36.03	38.64	8.88	3		
	Female	NO.	9	22	17	4	1	53	
		%	16.98	41.51	32.08	7.55	1.89		
	Persons	NO.	112	298	313	72	24	819	3.21
		%	13.68	36.39	38.22	8.79	2.93		
Metals Technology (Part A)	Male	NO.	3	10	9	1	0	23	
		%	13.04	43.48	39.13	4.35	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	3	10	9	1	0	23	0.09
		%	13.04	43.48	39.13	4.35	0		
Nautical Studies	Male	NO.	11	21	18	4	2	56	
		%	19.64	37.5	32.14	7.14	3.57		
	Female	NO.	1	4	7	1	1	14	
		%	7.14	28.57	50	7.14	7.14		
	Persons	NO.	12	25	25	5	3	70	0.27
		%	17.14	35.71	35.71	7.14	4.29		
Personal Information Technology	Male	NO.	66	176	194	50	22	508	
		%	12.99	34.65	38.19	9.84	4.33		
	Female	NO.	73	173	151	37	14	448	
		%	16.29	38.62	33.71	8.26	3.13		
	Persons	NO.	139	349	345	87	36	956	3.74
		%	14.54	36.51	36.09	9.1	3.77		
Plant Production and Marketing	Male	NO.	14	57	49	8	0	128	
		%	10.94	44.53	38.28	6.25	0		
	Female	NO.	8	26	12	2	1	49	
		%	16.33	53.06	24.49	4.08	2.04		
	Persons	NO.	22	83	61	10	1	177	0.69
		%	12.43	46.89	34.46	5.65	0.56		
Small Business Management and Enterprise	Male	NO.	34	139	126	44	13	356	
		%	9.55	39.04	35.39	12.36	3.65		
	Female	NO.	67	164	92	23	10	356	
		%	18.82	46.07	25.84	6.46	2.81		
	Persons	NO.	101	303	218	67	23	712	2.79
		%	14.19	42.56	30.62	9.41	3.23		
Small Business Management and Enterprise (Part A)	Male	NO.	0	2	16	1	1	20	
		%	0	10	80	5	5		
	Female	NO.	5	10	6	0	0	21	
		%	23.81	47.62	28.57	0	0		
	Persons	NO.	5	12	22	1	1	41	0.16
		%	12.2	29.27	53.66	2.44	2.44		
Systems Technology	Male	NO.	25	99	99	16	12	251	
		%	9.96	39.44	39.44	6.37	4.78		
	Female	NO.	0	2	8	0	0	10	
		%	0	20	80	0	0		
	Persons	NO.	25	101	107	16	12	261	1.02
		%	9.58	38.7	41	6.13	4.6		
Technical Graphics	Male	NO.	123	259	312	76	26	796	
		%	15.45	32.54	39.2	9.55	3.27		
	Female	NO.	23	37	33	4	4	101	
		%	22.77	36.63	32.67	3.96	3.96		
	Persons	NO.	146	296	345	80	30	897	3.51
		%	16.28	33	38.46	8.92	3.34		

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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)									
Visual Communication - Photography	Male	NO.	21	66	121	65	35	308	
		%	6.82	21.43	39.29	21.1	11.36		
	Female	NO.	150	234	170	68	61	683	
		%	21.96	34.26	24.89	9.96	8.93		
	Persons	NO.	171	300	291	133	96	991	3.88
		%	17.26	30.27	29.36	13.42	9.69		
THE ARTS									
Art	Male	NO.	30	97	114	40	12	293	
		%	10.24	33.11	38.91	13.65	4.1		
	Female	NO.	153	437	339	59	26	1014	
		%	15.09	43.1	33.43	5.82	2.56		
	Persons	NO.	183	534	453	99	38	1307	5.12
		%	14	40.86	34.66	7.57	2.91		
Art and Design	Male	NO.	57	155	266	139	78	695	
		%	8.2	22.3	38.27	20	11.22		
	Female	NO.	316	786	702	197	92	2093	
		%	15.1	37.55	33.54	9.41	4.4		
	Persons	NO.	373	941	968	336	170	2788	10.92
		%	13.38	33.75	34.72	12.05	6.1		
Art and Design (Part A)	Male	NO.	0	2	0	0	0	2	
		%	0	100	0	0	0		
	Female	NO.	0	2	3	0	0	5	
		%	0	40	60	0	0		
	Persons	NO.	0	4	3	0	0	7	0.02
		%	0	57.14	42.86	0	0		
Ballet Studies	Male	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Female	NO.	11	4	0	0	0	15	
		%	73.33	26.67	0	0	0		
	Persons	NO.	13	4	0	0	0	17	0.06
		%	76.47	23.53	0	0	0		
Dance Studies	Male	NO.	6	18	8	3	1	36	
		%	16.67	50	22.22	8.33	2.78		
	Female	NO.	250	442	224	56	23	995	
		%	25.13	44.42	22.51	5.63	2.31		
	Persons	NO.	256	460	232	59	24	1031	4.04
		%	24.83	44.62	22.5	5.72	2.33		
Drama	Male	NO.	15	88	104	64	11	282	
		%	5.32	31.21	36.88	22.7	3.9		
	Female	NO.	56	273	171	67	25	592	
		%	9.46	46.11	28.89	11.32	4.22		
	Persons	NO.	71	361	275	131	36	874	3.42
		%	8.12	41.3	31.46	14.99	4.12		
Drama (Part A)	Male	NO.	0	1	0	1	0	2	
		%	0	50	0	50	0		
	Female	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		
	Persons	NO.	0	1	0	1	1	3	0.01
		%	0	33.33	0	33.33	33.33		
Drama Studies	Male	NO.	46	149	78	35	7	315	
		%	14.6	47.3	24.76	11.11	2.22		
	Female	NO.	190	529	153	51	6	929	
		%	20.45	56.94	16.47	5.49	0.65		
	Persons	NO.	236	678	231	86	13	1244	4.87
		%	18.97	54.5	18.57	6.91	1.05		

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (cont)

Subjects within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
THE ARTS (Cont)									
Music	Male	NO.	49	69	57	17	3	195	
		%	25.13	35.38	29.23	8.72	1.54		
	Female	NO.	91	74	85	11	3	264	
		%	34.47	28.03	32.2	4.17	1.14		
	Persons	NO.	140	143	142	28	6	459	
		%	30.5	31.15	30.94	6.1	1.31		1.79
Music in Society	Male	NO.	62	144	135	65	10	416	
		%	14.9	34.62	32.45	15.63	2.4		
	Female	NO.	84	145	106	25	9	369	
		%	22.76	39.3	28.73	6.78	2.44		
	Persons	NO.	146	289	241	90	19	785	
		%	18.6	36.82	30.7	11.46	2.42		3.07
Music in Society (Part A)	Male	NO.	1	6	2	0	1	10	
		%	10	60	20	0	10		
	Female	NO.	4	3	1	1	1	10	
		%	40	30	10	10	10		
	Persons	NO.	5	9	3	1	2	20	
		%	25	45	15	5	10		0.07
VOCATIONAL EDUCATION									
Career and Industry Awareness	Male	NO.	73	267	399	82	113	934	
		%	7.82	28.59	42.72	8.78	12.1		
	Female	NO.	127	292	212	38	56	725	
		%	17.52	40.28	29.24	5.24	7.72		
	Persons	NO.	200	559	611	120	169	1659	
		%	12.06	33.69	36.83	7.23	10.19		6.5
SWL Generic Skills	Male	NO.	1150	1400	522	132	167	3371	
		%	34.11	41.53	15.49	3.92	4.95		
	Female	NO.	1337	1112	314	100	153	3016	
		%	44.33	36.87	10.41	3.32	5.07		
	Persons	NO.	2487	2512	836	232	320	6387	
		%	38.94	39.33	13.09	3.63	5.01		25.03
Work Studies	Male	NO.	73	381	549	169	105	1277	
		%	5.72	29.84	42.99	13.23	8.22		
	Female	NO.	235	568	399	130	68	1400	
		%	16.79	40.57	28.5	9.29	4.86		
	Persons	NO.	308	949	948	299	173	2677	
		%	11.51	35.45	35.41	11.17	6.46		10.49
Work Studies (Part A)	Male	NO.	4	15	21	6	7	53	
		%	7.55	28.3	39.62	11.32	13.21		
	Female	NO.	16	15	20	10	3	64	
		%	25	23.44	31.25	15.63	4.69		
	Persons	NO.	20	30	41	16	10	117	
		%	17.09	25.64	35.04	13.68	8.55		0.45
Work Studies (Part B)	Male	NO.	0	0	8	1	4	13	
		%	0	0	61.54	7.69	30.77		
	Female	NO.	0	7	17	1	1	26	
		%	0	26.92	65.38	3.85	3.85		
	Persons	NO.	0	7	25	2	5	39	
		%	0	17.95	64.1	5.13	12.82		0.15

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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
BUSINESS AND CLERICAL									
Business Financial Management	Male	NO.	4	15	16	5	5	45	
		%	8.89	33.33	35.56	11.11	11.11		
	Female	NO.	16	38	43	12	4	113	
		%	14.16	33.63	38.05	10.62	3.54		
	Persons	NO.	20	53	59	17	9	158	0.61
		%	12.66	33.54	37.34	10.76	5.7		
Computer Fundamentals	Male	NO.	31	148	177	46	35	437	
		%	7.09	33.87	40.5	10.53	8.01		
	Female	NO.	69	175	177	26	31	478	
		%	14.44	36.61	37.03	5.44	6.49		
	Persons	NO.	100	323	354	72	66	915	3.58
		%	10.93	35.3	38.69	7.87	7.21		
Computerised Accounting	Male	NO.	0	3	5	3	2	13	
		%	0	23.08	38.46	23.08	15.38		
	Female	NO.	3	9	6	7	3	28	
		%	10.71	32.14	21.43	25	10.71		
	Persons	NO.	3	12	11	10	5	41	0.16
		%	7.32	29.27	26.83	24.39	12.2		
Financial Procedures and Records Management	Male	NO.	1	5	9	2	0	17	
		%	5.88	29.41	52.94	11.76	0		
	Female	NO.	20	32	11	8	4	75	
		%	26.67	42.67	14.67	10.67	5.33		
	Persons	NO.	21	37	20	10	4	92	0.36
		%	22.83	40.22	21.74	10.87	4.35		
Introduction to Workplace Skills	Male	NO.	0	3	2	0	0	5	
		%	0	60	40	0	0		
	Female	NO.	2	3	4	0	3	12	
		%	16.67	25	33.33	0	25		
	Persons	NO.	2	6	6	0	3	17	0.06
		%	11.76	35.29	35.29	0	17.65		
Keyboard Operations - Application	Male	NO.	2	13	13	7	15	50	
		%	4	26	26	14	30		
	Female	NO.	18	26	23	11	7	85	
		%	21.18	30.59	27.06	12.94	8.24		
	Persons	NO.	20	39	36	18	22	135	0.52
		%	14.81	28.89	26.67	13.33	16.3		
Keyboard Operations - Technique	Male	NO.	8	24	37	3	2	74	
		%	10.81	32.43	50	4.05	2.7		
	Female	NO.	19	37	45	13	2	116	
		%	16.38	31.9	38.79	11.21	1.72		
	Persons	NO.	27	61	82	16	4	190	0.74
		%	14.21	32.11	43.16	8.42	2.11		
Office Administration	Male	NO.	2	3	5	4	1	15	
		%	13.33	20	33.33	26.67	6.67		
	Female	NO.	12	24	10	2	1	49	
		%	24.49	48.98	20.41	4.08	2.04		
	Persons	NO.	14	27	15	6	2	64	0.25
		%	21.88	42.19	23.44	9.38	3.13		
Politics, Law and the Workplace	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	4	1	0	1	7	
		%	14.29	57.14	14.29	0	14.29		
	Persons	NO.	1	4	1	0	1	7	0.02
		%	14.29	57.14	14.29	0	14.29		

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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
ELECTRICAL/ELECTRONICS									
Test Equipment and Power Supplies	Male	NO.	5	2	2	0	0	9	
		%	55.56	22.22	22.22	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	5	2	2	0	0	9	
		%	55.56	22.22	22.22	0	0		0.03
HEALTH AND COMMUNITY SERVICES									
Child Care	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	31	77	49	19	29	205	
		%	15.12	37.56	23.9	9.27	14.15		
	Persons	NO.	32	77	49	19	29	206	
		%	15.53	37.38	23.79	9.22	14.08		0.8
The Study of Teaching	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	2	7	11	2	0	22	
		%	9.09	31.82	50	9.09	0		
	Persons	NO.	2	7	11	2	0	22	
		%	9.09	31.82	50	9.09	0		0.08
Vocational Community Networking 1	Male	NO.	0	1	4	1	0	6	
		%	0	16.67	66.67	16.67	0		
	Female	NO.	6	5	13	0	1	25	
		%	24	20	52	0	4		
	Persons	NO.	6	6	17	1	1	31	
		%	19.35	19.35	54.84	3.23	3.23		0.12
Vocational Community Networking 2	Male	NO.	0	1	3	0	1	5	
		%	0	20	60	0	20		
	Female	NO.	6	5	9	4	1	25	
		%	24	20	36	16	4		
	Persons	NO.	6	6	12	4	2	30	
		%	20	20	40	13.33	6.67		0.11
Aspects of the Tourism Industry (Part A)	Male	NO.	6	19	39	9	22	95	
		%	6.32	20	41.05	9.47	23.16		
	Female	NO.	68	157	145	28	34	432	
		%	15.74	36.34	33.56	6.48	7.87		
	Persons	NO.	74	176	184	37	56	527	
		%	14.04	33.4	34.91	7.02	10.63		2.06
Aspects of the Tourism Industry (Part B)	Male	NO.	9	19	44	11	11	94	
		%	9.57	20.21	46.81	11.7	11.7		
	Female	NO.	76	142	129	24	26	397	
		%	19.14	35.77	32.49	6.05	6.55		
	Persons	NO.	85	161	173	35	37	491	
		%	17.31	32.79	35.23	7.13	7.54		1.92
Catering	Male	NO.	9	45	58	14	3	129	
		%	6.98	34.88	44.96	10.85	2.33		
	Female	NO.	75	171	84	12	6	348	
		%	21.55	49.14	24.14	3.45	1.72		
	Persons	NO.	84	216	142	26	9	477	
		%	17.61	45.28	29.77	5.45	1.89		1.86

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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
HEALTH AND COMMUNITY SERVICES (Cont)									
Computer Fundamentals for Hospitality and Tourism	Male	NO.	1	5	0	0	1	7	
		%	14.29	71.43	0	0	14.29		
	Female	NO.	4	5	2	1	1	13	
		%	30.77	38.46	15.38	7.69	7.69		
	Persons	NO.	5	10	2	1	2	20	
		%	25	50	10	5	10		0.07
Food Production	Male	NO.	39	188	243	101	43	614	
		%	6.35	30.62	39.58	16.45	7		
	Female	NO.	263	602	347	86	58	1356	
		%	19.4	44.4	25.59	6.34	4.28		
	Persons	NO.	302	790	590	187	101	1970	
		%	15.33	40.1	29.95	9.49	5.13		7.72
Food Science and Nutrition	Male	NO.	0	0	1	0	2	3	
		%	0	0	33.33	0	66.67		
	Female	NO.	0	2	4	1	5	12	
		%	0	16.67	33.33	8.33	41.67		
	Persons	NO.	0	2	5	1	7	15	
		%	0	13.33	33.33	6.67	46.67		0.05
Workplace and Health Issues	Male	NO.	1	7	8	4	5	25	
		%	4	28	32	16	20		
	Female	NO.	0	8	7	3	0	18	
		%	0	44.44	38.89	16.67	0		
	Persons	NO.	1	15	15	7	5	43	
		%	2.33	34.88	34.88	16.28	11.63		0.16
LIGHT MANUFACTURING									
Wood Fabrication	Male	NO.	33	92	124	36	10	295	
		%	11.19	31.19	42.03	12.2	3.39		
	Female	NO.	0	7	6	1	0	14	
		%	0	50	42.86	7.14	0		
	Persons	NO.	33	99	130	37	10	309	
		%	10.68	32.04	42.07	11.97	3.24		1.21
Wood Fabrication - Introduction	Male	NO.	2	16	31	6	5	60	
		%	3.33	26.67	51.67	10	8.33		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	2	16	32	6	5	61	
		%	3.28	26.23	52.46	9.84	8.2		0.23
Computer Assisted Drawing and Design	Male	NO.	19	36	36	7	3	101	
		%	18.81	35.64	35.64	6.93	2.97		
	Female	NO.	2	5	7	0	0	14	
		%	14.29	35.71	50	0	0		
	Persons	NO.	21	41	43	7	3	115	
		%	18.26	35.65	37.39	6.09	2.61		0.45
General Workshop	Male	NO.	26	103	139	27	19	314	
		%	8.28	32.8	44.27	8.6	6.05		
	Female	NO.	1	9	9	1	2	22	
		%	4.55	40.91	40.91	4.55	9.09		
	Persons	NO.	27	112	148	28	21	336	
		%	8.04	33.33	44.05	8.33	6.25		1.31

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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
LIGHT MANUFACTURING (Cont)									
Metal Machinery and Fabrication - Introduction	Male	NO.	5	8	24	6	4	47	
		%	10.64	17.02	51.06	12.77	8.51		
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Persons	NO.	5	8	26	6	4	49	
		%	10.2	16.33	53.06	12.24	8.16		
Metal Machining and Fabrication	Male	NO.	12	46	63	9	8	138	
		%	8.7	33.33	45.65	6.52	5.8		
	Female	NO.	0	1	2	1	1	5	
		%	0	20	40	20	20		
	Persons	NO.	12	47	65	10	9	143	
		%	8.39	32.87	45.45	6.99	6.29		
Trade Drawing	Male	NO.	23	62	53	14	3	155	
		%	14.84	40	34.19	9.03	1.94		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Persons	NO.	23	64	54	14	3	158	
		%	14.56	40.51	34.18	8.86	1.9		
MINING									
Occupational Health and Safety in the Mining Industry	Male	NO.	0	7	10	0	0	17	
		%	0	41.18	58.82	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	7	10	0	0	17	
		%	0	41.18	58.82	0	0		
PRIMARY INDUSTRIES									
Animal Husbandry and Enterprise - Equine	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Persons	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
Animal Production and Enterprise - Introduction	Male	NO.	0	4	6	3	1	14	
		%	0	28.57	42.86	21.43	7.14		
	Female	NO.	0	1	5	0	1	7	
		%	0	14.29	71.43	0	14.29		
	Persons	NO.	0	5	11	3	2	21	
		%	0	23.81	52.38	14.29	9.52		
Applied Land and Resource Management- Introduction	Male	NO.	0	1	3	0	0	4	
		%	0	25	75	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	0	1	4	0	0	5	
		%	0	20	80	0	0		

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Table 2.2.1 Number and percentage of students awarded grades for Year 11 subjects by sex, 2006 (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
PRIMARY INDUSTRIES (Cont)									
Facilities Development	Male	NO.	0	0	1	1	0	2	
		%	0	0	50	50	0		
	Female	NO.	0	0	4	0	1	5	
		%	0	0	80	0	20		
	Persons	NO.	0	0	5	1	1	7	
		%	0	0	71.43	14.29	14.29		0.02
Plant Production and Enterprise	Male	NO.	0	1	3	0	0	4	
		%	0	25	75	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	0	1	4	0	0	5	
		%	0	20	80	0	0		0.01
Plant Production and Enterprise - Introduction	Male	NO.	0	1	3	1	1	6	
		%	0	16.67	50	16.67	16.67		
	Female	NO.	0	5	1	1	1	8	
		%	0	62.5	12.5	12.5	12.5		
	Persons	NO.	0	6	4	2	2	14	
		%	0	42.86	28.57	14.29	14.29		0.05
SPORT AND RECREATION									
Recreation and Leisure Industry Studies 1	Male	NO.	5	10	17	0	0	32	
		%	15.63	31.25	53.13	0	0		
	Female	NO.	5	1	6	0	1	13	
		%	38.46	7.69	46.15	0	7.69		
	Persons	NO.	10	11	23	0	1	45	
		%	22.22	24.44	51.11	0	2.22		0.17
Recreation and Leisure Industry Studies 2	Male	NO.	4	14	14	0	0	32	
		%	12.5	43.75	43.75	0	0		
	Female	NO.	2	4	6	0	1	13	
		%	15.38	30.77	46.15	0	7.69		
	Persons	NO.	6	18	20	0	1	45	
		%	13.33	40	44.44	0	2.22		0.17
Sport Specific Skills and Training	Male	NO.	38	37	19	2	4	100	
		%	38	37	19	2	4		
	Female	NO.	25	14	9	0	1	49	
		%	51.02	28.57	18.37	0	2.04		
	Persons	NO.	63	51	28	2	5	149	
		%	42.28	34.23	18.79	1.34	3.36		0.58

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Table 2.2.2 Achievement distribution of Year 11 students awarded levels and bands for WACE courses by sex, 2006

Course: Aviation

		1AAVN			1BAVN			2AAVN			2BAVN		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
8M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
8F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6F	NO.	0	0	0	0	0	0	0	1	1	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.4)	(1.4)	(0.0)	(0.0)	(0.0)
5H	NO.	0	0	0	0	0	0	0	4	4	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(5.5)	(5.5)	(0.0)	(0.0)	(0.0)
5M	NO.	0	0	0	0	2	2	0	7	7	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(2.8)	(2.8)	(0.0)	(9.6)	(9.6)	(0.0)	(0.0)	(0.0)
5F	NO.	0	0	0	0	3	3	0	12	12	0	1	1
	%	(0.0)	(0.0)	(0.0)	(0.0)	(4.2)	(4.2)	(0.0)	(16.4)	(16.4)	(0.0)	(14.3)	(14.3)
4H	NO.	0	1	1	0	11	11	2	16	18	0	0	0
	%	(0.0)	(14.3)	(14.3)	(0.0)	(15.3)	(15.3)	(2.7)	(21.9)	(24.7)	(0.0)	(0.0)	(0.0)
4M	NO.	0	1	1	1	27	28	1	16	17	0	3	3
	%	(0.0)	(14.3)	(14.3)	(1.4)	(37.5)	(38.9)	(1.4)	(21.9)	(23.3)	(0.0)	(42.9)	(42.9)
4F	NO.	0	2	2	1	20	21	1	8	9	0	1	1
	%	(0.0)	(28.6)	(28.6)	(1.4)	(27.8)	(29.2)	(1.4)	(11.0)	(12.3)	(0.0)	(14.3)	(14.3)
3H	NO.	0	2	2	0	2	2	0	3	3	0	1	1
	%	(0.0)	(28.6)	(28.6)	(0.0)	(2.8)	(2.8)	(0.0)	(4.1)	(4.1)	(0.0)	(14.3)	(14.3)
3M	NO.	0	0	0	1	4	5	0	2	2	0	1	1
	%	(0.0)	(0.0)	(0.0)	(1.4)	(5.6)	(6.9)	(0.0)	(2.7)	(2.7)	(0.0)	(14.3)	(14.3)
3F	NO.	0	1	1	0	0	0	0	0	0	0	0	0
	%	(0.0)	(14.3)	(14.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
FDN	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)

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Table 2.2.2 Achievement distribution of Year 11 students awarded levels and bands for WACE courses by sex, 2006 (cont)

Course: English

		1AENG			1BENG			1CENG			1DENG		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
8M	NO. %	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
8F	NO. %	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
7H	NO. %	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
7M	NO. %	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
7F	NO. %	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (0.0)	0 (0.0)	2 (0.0)
6H	NO. %	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.0)	0 (0.0)	1 (0.0)	1 (0.0)	0 (0.0)	1 (0.0)	2 (0.0)	0 (0.0)	2 (0.0)
6M	NO. %	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.0)	1 (0.0)	4 (0.1)	1 (0.0)	5 (0.1)
6F	NO. %	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	6 (0.1)	0 (0.0)	6 (0.1)	25 (0.3)	9 (0.1)	34 (0.4)
5H	NO. %	2 (0.1)	1 (0.0)	3 (0.1)	7 (0.3)	2 (0.1)	9 (0.4)	8 (0.1)	7 (0.1)	15 (0.2)	46 (0.6)	27 (0.4)	73 (1.0)
5M	NO. %	7 (0.3)	4 (0.1)	11 (0.4)	15 (0.6)	4 (0.2)	19 (0.8)	24 (0.3)	18 (0.2)	42 (0.5)	99 (1.3)	65 (0.9)	164 (2.2)
5F	NO. %	27 (1.0)	13 (0.5)	40 (1.5)	37 (1.6)	20 (0.8)	57 (2.4)	183 (2.3)	94 (1.2)	277 (3.5)	319 (4.2)	177 (2.3)	496 (6.6)
4H	NO. %	51 (1.9)	47 (1.7)	98 (3.6)	92 (3.9)	73 (3.1)	165 (7.0)	392 (5.0)	233 (3.0)	625 (7.9)	655 (8.7)	443 (5.9)	1098 (14.5)
4M	NO. %	131 (4.8)	117 (4.3)	248 (9.1)	170 (7.2)	185 (7.8)	355 (15.0)	820 (10.4)	630 (8.0)	1450 (18.4)	925 (12.2)	896 (11.8)	1821 (24.1)
4F	NO. %	252 (9.2)	335 (12.2)	587 (21.4)	249 (10.5)	474 (20.1)	723 (30.6)	1064 (13.5)	1262 (16.0)	2326 (29.5)	914 (12.1)	1111 (14.7)	2025 (26.7)
3H	NO. %	216 (7.9)	391 (14.3)	607 (22.2)	145 (6.1)	278 (11.8)	423 (17.9)	641 (8.1)	939 (11.9)	1580 (20.0)	388 (5.1)	654 (8.6)	1042 (13.8)
3M	NO. %	154 (5.6)	395 (14.4)	549 (20.0)	74 (3.1)	248 (10.5)	322 (13.6)	392 (5.0)	678 (8.6)	1070 (13.6)	182 (2.4)	355 (4.7)	537 (7.1)
3F	NO. %	102 (3.7)	274 (10.0)	376 (13.7)	47 (2.0)	146 (6.2)	193 (8.2)	124 (1.6)	287 (3.6)	411 (5.2)	61 (0.8)	143 (1.9)	204 (2.7)
2H	NO. %	18 (0.7)	92 (3.4)	110 (4.0)	10 (0.4)	34 (1.4)	44 (1.9)	15 (0.2)	41 (0.5)	56 (0.7)	13 (0.2)	24 (0.3)	37 (0.5)
2M	NO. %	25 (0.9)	38 (1.4)	63 (2.3)	10 (0.4)	18 (0.8)	28 (1.2)	6 (0.1)	8 (0.1)	14 (0.2)	5 (0.1)	9 (0.1)	14 (0.2)
2F	NO. %	12 (0.4)	19 (0.7)	31 (1.1)	2 (0.1)	11 (0.5)	13 (0.6)	3 (0.0)	6 (0.1)	9 (0.1)	4 (0.1)	6 (0.1)	10 (0.1)
1H	NO. %	3 (0.1)	8 (0.3)	11 (0.4)	1 (0.0)	5 (0.2)	6 (0.3)	1 (0.0)	1 (0.0)	2 (0.0)	2 (0.0)	0 (0.0)	2 (0.0)
1M	NO. %	0 (0.0)	2 (0.1)	2 (0.1)	2 (0.1)	1 (0.0)	3 (0.1)	0 (0.0)	0 (0.0)	0 (0.0)	2 (0.0)	0 (0.0)	2 (0.0)
1F	NO. %	1 (0.0)	2 (0.1)	3 (0.1)	0 (0.0)	1 (0.0)	1 (0.0)	2 (0.0)	1 (0.0)	3 (0.0)	2 (0.0)	0 (0.0)	2 (0.0)
FDN	NO. %	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)

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Table 2.2.2 Achievement distribution of Year 11 students awarded levels and bands for WACE courses by sex, 2006 (cont)

Course: English (cont)

		2AENG			2BENG		
		Female	Male	Persons	Female	Male	Persons
8M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
8F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7M	NO.	0	1	1	1	2	3
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7F	NO.	0	1	1	11	4	15
	%	(0.0)	(0.0)	(0.0)	(0.1)	(0.0)	(0.2)
6H	NO.	10	4	14	34	13	47
	%	(0.1)	(0.0)	(0.1)	(0.4)	(0.1)	(0.5)
6M	NO.	37	24	61	132	46	178
	%	(0.4)	(0.2)	(0.6)	(1.4)	(0.5)	(1.9)
6F	NO.	161	73	234	317	155	472
	%	(1.6)	(0.7)	(2.4)	(3.4)	(1.7)	(5.1)
5H	NO.	355	204	559	618	360	978
	%	(3.6)	(2.1)	(5.7)	(6.6)	(3.9)	(10.5)
5M	NO.	758	363	1121	909	600	1509
	%	(7.7)	(3.7)	(11.3)	(9.7)	(6.4)	(16.2)
5F	NO.	1119	713	1832	1203	901	2104
	%	(11.3)	(7.2)	(18.5)	(12.9)	(9.6)	(22.5)
4H	NO.	1220	1012	2232	902	985	1887
	%	(12.3)	(10.2)	(22.6)	(9.7)	(10.5)	(20.2)
4M	NO.	998	1018	2016	600	635	1235
	%	(10.1)	(10.3)	(20.4)	(6.4)	(6.8)	(13.2)
4F	NO.	566	644	1210	287	340	627
	%	(5.7)	(6.5)	(12.2)	(3.1)	(3.6)	(6.7)
3H	NO.	196	248	444	86	106	192
	%	(2.0)	(2.5)	(4.5)	(0.9)	(1.1)	(2.1)
3M	NO.	54	73	127	22	40	62
	%	(0.5)	(0.7)	(1.3)	(0.2)	(0.4)	(0.7)
3F	NO.	11	17	28	7	13	20
	%	(0.1)	(0.2)	(0.3)	(0.1)	(0.1)	(0.2)
2H	NO.	0	1	1	4	3	7
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.1)
2M	NO.	0	0	0	2	2	4
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1F	NO.	0	1	1	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
FDN	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)

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Table 2.2.2 Achievement distribution of Year 11 students awarded levels and bands for WACE courses by sex, 2006 (cont)

Course: Engineering Studies

		1AEST			1BEST			2AEST			2BEST		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
8M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
8F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6M	NO.	0	0	0	0	0	0	0	2	2	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.5)	(1.5)	(0.0)	(0.0)	(0.0)
6F	NO.	0	0	0	0	1	1	0	4	4	0	3	3
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.3)	(0.3)	(0.0)	(3.0)	(3.0)	(0.0)	(2.3)	(2.3)
5H	NO.	0	0	0	0	5	5	0	3	3	1	23	24
	%	(0.0)	(0.0)	(0.0)	(0.0)	(1.5)	(1.5)	(0.0)	(2.3)	(2.3)	(0.8)	(17.7)	(18.5)
5M	NO.	1	3	4	0	7	7	0	15	15	0	21	21
	%	(0.3)	(0.9)	(1.2)	(0.0)	(2.1)	(2.1)	(0.0)	(11.4)	(11.4)	(0.0)	(16.2)	(16.2)
5F	NO.	0	12	12	0	37	37	1	25	26	1	25	26
	%	(0.0)	(3.5)	(3.5)	(0.0)	(11.3)	(11.3)	(0.8)	(18.9)	(19.7)	(0.8)	(19.2)	(20.0)
4H	NO.	0	33	33	1	39	40	1	26	27	1	21	22
	%	(0.0)	(9.7)	(9.7)	(0.3)	(11.9)	(12.2)	(0.8)	(19.7)	(20.5)	(0.8)	(16.2)	(16.9)
4M	NO.	0	81	81	0	58	58	1	24	25	1	13	14
	%	(0.0)	(23.8)	(23.8)	(0.0)	(17.7)	(17.7)	(0.8)	(18.2)	(18.9)	(0.8)	(10.0)	(10.8)
4F	NO.	1	73	74	2	70	72	1	21	22	0	14	14
	%	(0.3)	(21.5)	(21.8)	(0.6)	(21.3)	(22.0)	(0.8)	(15.9)	(16.7)	(0.0)	(10.8)	(10.8)
3H	NO.	0	56	56	2	43	45	1	5	6	0	3	3
	%	(0.0)	(16.5)	(16.5)	(0.6)	(13.1)	(13.7)	(0.8)	(3.8)	(4.5)	(0.0)	(2.3)	(2.3)
3M	NO.	1	45	46	3	37	40	0	2	2	0	2	2
	%	(0.3)	(13.2)	(13.5)	(0.9)	(11.3)	(12.2)	(0.0)	(1.5)	(1.5)	(0.0)	(1.5)	(1.5)
3F	NO.	0	33	33	1	19	20	0	0	0	1	0	1
	%	(0.0)	(9.7)	(9.7)	(0.3)	(5.8)	(6.1)	(0.0)	(0.0)	(0.0)	(0.8)	(0.0)	(0.8)
2H	NO.	0	0	0	0	2	2	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.6)	(0.6)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2M	NO.	0	0	0	0	1	1	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.3)	(0.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1M	NO.	0	1	1	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.3)	(0.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
FDN	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)

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Table 2.2.2 Achievement distribution of Year 11 students awarded levels and bands for WACE courses by sex, 2006 (cont)

Course: Media Production and Analysis

		1AMPA			1BMPA			2AMPA			2BMPA		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
8M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
8F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7F	NO.	0	0	0	0	0	0	1	0	1	2	0	2
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.1)	(0.0)	(0.1)	(0.2)	(0.0)	(0.2)
6H	NO.	0	0	0	0	1	1	5	1	6	4	4	8
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.2)	(0.2)	(0.4)	(0.1)	(0.5)	(0.4)	(0.4)	(0.8)
6M	NO.	0	0	0	0	1	1	8	6	14	12	14	26
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.2)	(0.2)	(0.6)	(0.5)	(1.1)	(1.2)	(1.4)	(2.7)
6F	NO.	2	2	4	1	1	2	22	22	44	48	31	79
	%	(0.3)	(0.3)	(0.7)	(0.2)	(0.2)	(0.3)	(1.7)	(1.7)	(3.4)	(5.0)	(3.2)	(8.2)
5H	NO.	6	4	10	13	6	19	76	34	110	65	46	111
	%	(1.0)	(0.7)	(1.7)	(2.1)	(1.0)	(3.1)	(5.9)	(2.6)	(8.6)	(6.7)	(4.8)	(11.5)
5M	NO.	11	1	12	24	7	31	103	57	160	92	55	147
	%	(1.8)	(0.2)	(2.0)	(3.9)	(1.1)	(5.0)	(8.0)	(4.4)	(12.4)	(9.5)	(5.7)	(15.2)
5F	NO.	25	13	38	52	28	80	161	93	254	115	77	192
	%	(4.2)	(2.2)	(6.4)	(8.4)	(4.5)	(12.9)	(12.5)	(7.2)	(19.8)	(11.9)	(8.0)	(19.8)
4H	NO.	63	40	103	64	41	105	133	100	233	92	72	164
	%	(10.6)	(6.7)	(17.3)	(10.4)	(6.6)	(17.0)	(10.3)	(7.8)	(18.1)	(9.5)	(7.4)	(16.9)
4M	NO.	80	55	135	84	61	145	109	106	215	64	55	119
	%	(13.4)	(9.2)	(22.7)	(13.6)	(9.9)	(23.5)	(8.5)	(8.2)	(16.7)	(6.6)	(5.7)	(12.3)
4F	NO.	73	60	133	81	69	150	55	78	133	34	33	67
	%	(12.2)	(10.1)	(22.3)	(13.1)	(11.2)	(24.3)	(4.3)	(6.1)	(10.3)	(3.5)	(3.4)	(6.9)
3H	NO.	44	45	89	26	29	55	36	36	72	5	16	21
	%	(7.4)	(7.6)	(14.9)	(4.2)	(4.7)	(8.9)	(2.8)	(2.8)	(5.6)	(0.5)	(1.7)	(2.2)
3M	NO.	15	28	43	5	17	22	12	14	26	8	9	17
	%	(2.5)	(4.7)	(7.2)	(0.8)	(2.8)	(3.6)	(0.9)	(1.1)	(2.0)	(0.8)	(0.9)	(1.8)
3F	NO.	8	16	24	3	4	7	7	7	14	4	1	5
	%	(1.3)	(2.7)	(4.0)	(0.5)	(0.6)	(1.1)	(0.5)	(0.5)	(1.1)	(0.4)	(0.1)	(0.5)
2H	NO.	1	0	1	0	0	0	0	0	0	3	3	6
	%	(0.2)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.3)	(0.3)	(0.6)
2M	NO.	0	1	1	0	0	0	0	2	2	0	0	0
	%	(0.0)	(0.2)	(0.2)	(0.0)	(0.0)	(0.0)	(0.0)	(0.2)	(0.2)	(0.0)	(0.0)	(0.0)
2F	NO.	1	0	1	0	0	0	0	0	0	1	0	1
	%	(0.2)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.1)	(0.0)	(0.1)
1H	NO.	1	0	1	0	0	0	1	0	1	0	0	0
	%	(0.2)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.1)	(0.0)	(0.1)	(0.0)	(0.0)	(0.0)
1M	NO.	0	0	0	0	0	0	0	0	0	1	1	2
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.1)	(0.1)	(0.2)
1F	NO.	0	0	0	0	0	0	1	0	1	1	0	1
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.1)	(0.0)	(0.1)	(0.1)	(0.0)	(0.1)
FDN	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)

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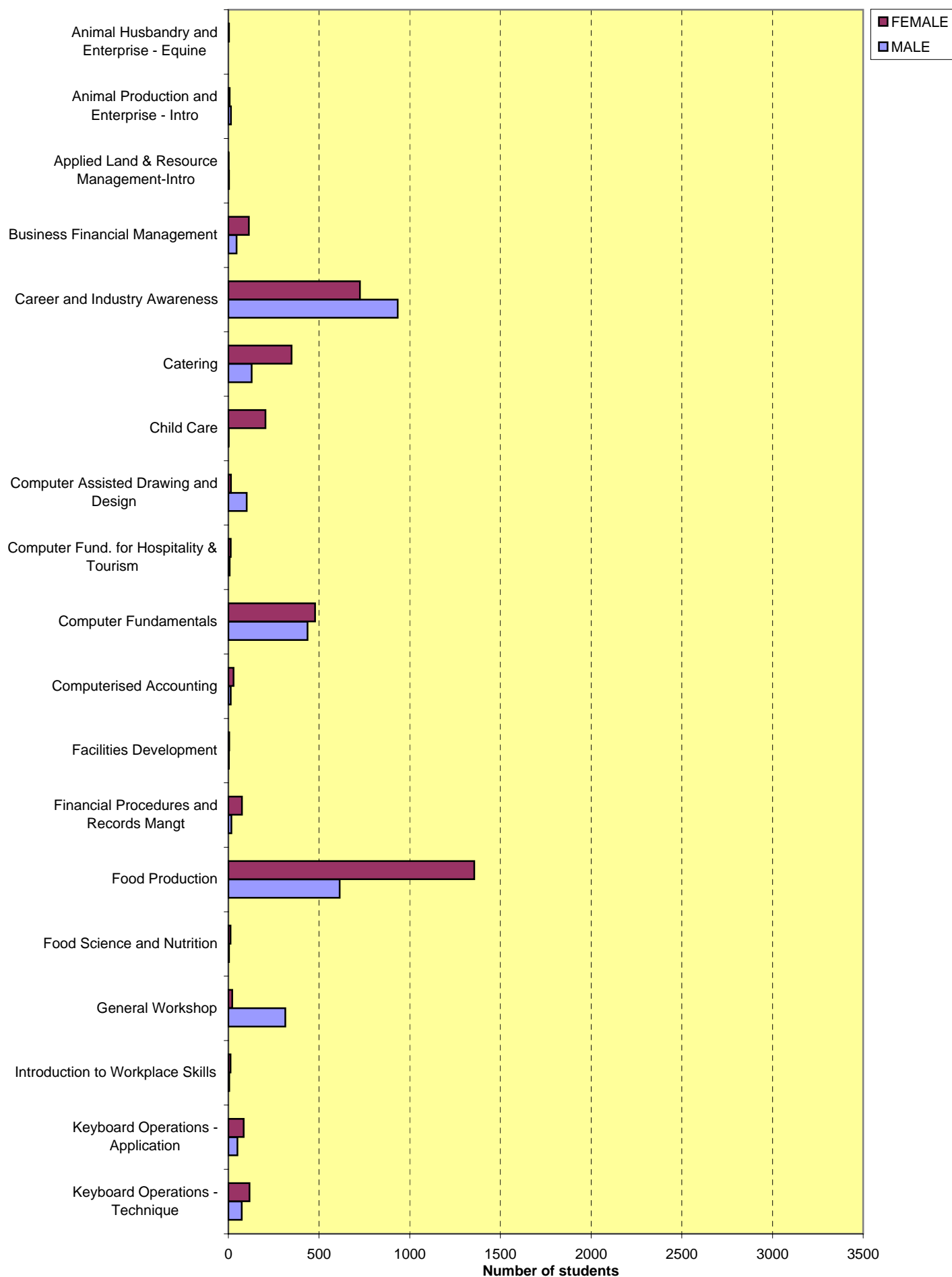
Table 2.2.2 Achievement distribution of Year 11 students awarded levels and bands for WACE courses by sex, 2006 (cont)

Course: Media Production and Analysis (Cont)

		CUF20501			CUF20601		
		Female	Male	Persons	Female	Male	Persons
8M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
8F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
5H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
5M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
5F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
4H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
4M	NO.	2	4	6	1	3	4
	%	(20.0)	(40.0)	(60.0)	(10.0)	(30.0)	(40.0)
4F	NO.	0	0	0	1	2	3
	%	(0.0)	(0.0)	(0.0)	(10.0)	(20.0)	(30.0)
3H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
3M	NO.	2	1	3	1	0	1
	%	(20.0)	(10.0)	(30.0)	(10.0)	(0.0)	(10.0)
3F	NO.	0	1	1	0	0	0
	%	(0.0)	(10.0)	(10.0)	(0.0)	(0.0)	(0.0)
2H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1F	NO.	0	0	0	1	1	2
	%	(0.0)	(0.0)	(0.0)	(10.0)	(10.0)	(20.0)
FDN	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)

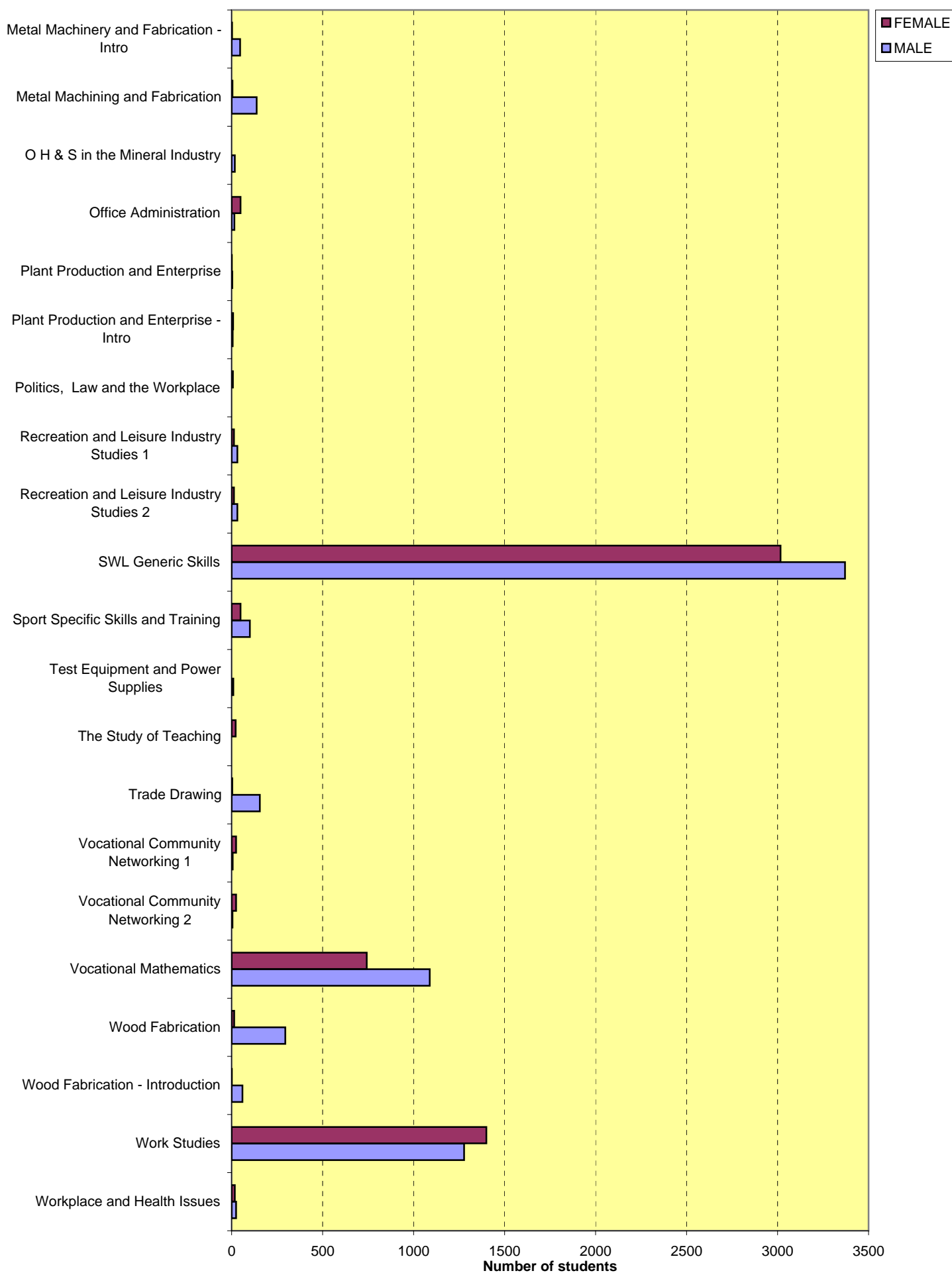
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Figure 2.3 Number of students who completed Year 11 vocational subjects, by sex, 2006



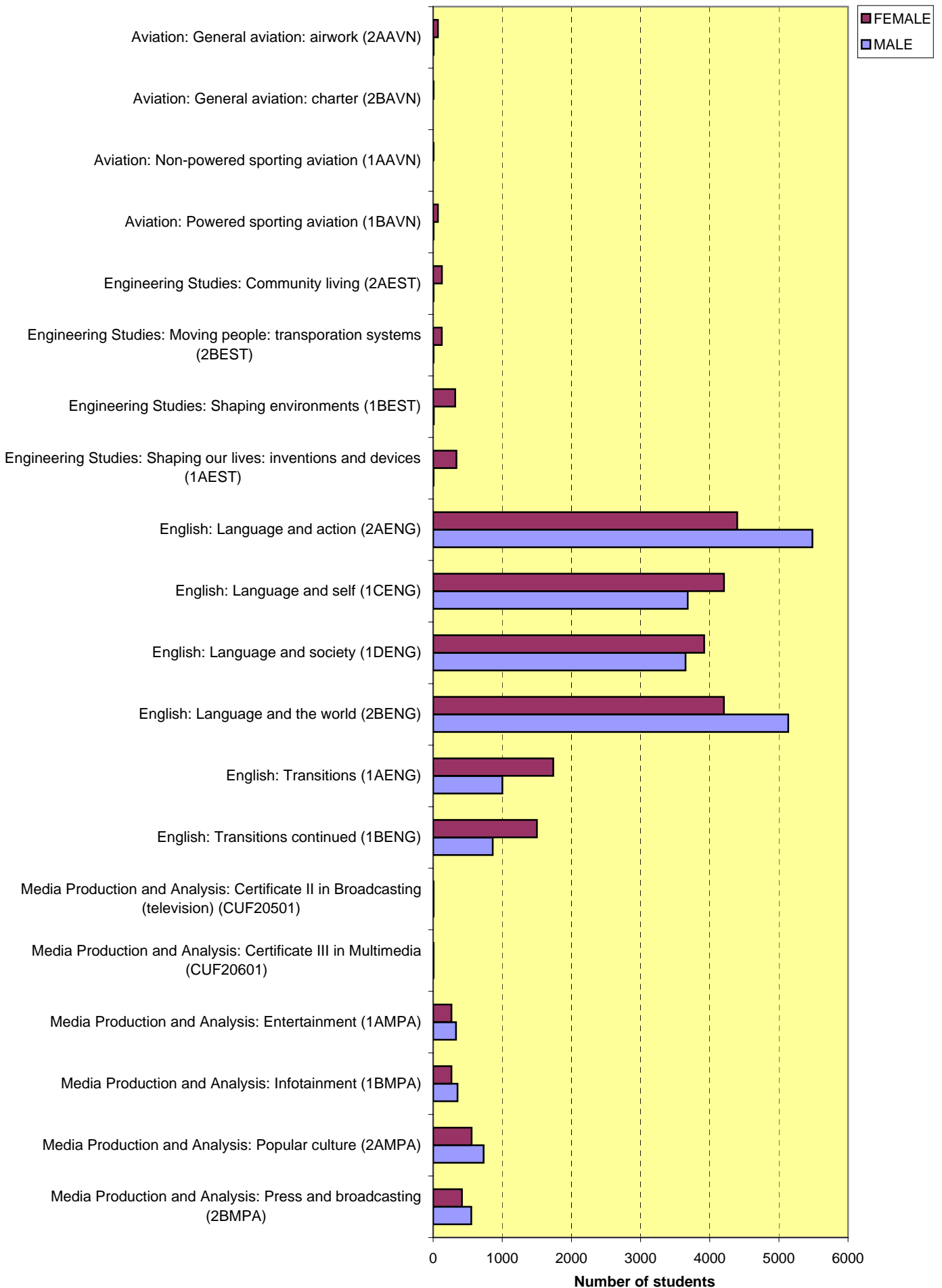
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Figure 2.3 Number of students who completed Year 11 vocational subjects, by sex, 2006 (cont)



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Figure 2.4 Number of Year 11 students who were awarded levels and bands for courses, by sex, 2006



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Table 3.1 Number of schools offering Year 12 subjects/courses by school type, 2006

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	8	1	36	44	4	171
English: Language and action	3	19	2	0	4	4	0	32
English: Language and knowledge	1	1	0	0	0	0	0	2
English: Language and self	3	19	2	0	3	5	0	32
English: Language and society	3	19	2	0	4	5	0	33
English: Language and subjectivity	1	1	0	0	0	0	0	2
English: Language and the world	3	17	2	0	4	4	0	30
English: Transitions	2	19	2	2	3	0	0	25
English: Transitions continued	2	15	1	2	3	0	0	23
English as a Second Language **	0	13	4	0	12	15	6	50
English Literature **	1	33	4	1	31	33	0	103
Senior English	0	75	8	2	34	42	0	161
Vocational English	11	66	5	6	16	5	0	109
HEALTH AND PHYSICAL EDUCATION								
Early Childhood Studies	1	36	6	1	22	16	0	82
Health Studies	1	32	5	1	1	1	0	41
Independent Living	1	32	4	1	12	9	0	59
Outdoor Education	1	40	3	0	15	11	0	70
Physical Education Studies	3	62	5	1	32	33	0	136
LANGUAGES OTHER THAN ENGLISH								
Arabic (CCAFL)	0	0	0	0	0	1	0	1
Chinese for Beginners	0	1	0	0	0	0	0	1
Chinese: Advanced **	0	4	1	0	0	2	1	8
Chinese: Second Language **	0	4	0	0	0	2	0	6
French **	0	10	0	1	7	20	0	38
French for Beginners	0	0	0	0	0	1	0	1
German **	0	6	0	0	0	4	0	10
Hebrew (CCAFL)	0	0	0	0	0	1	0	1
Indonesian: Advanced **	0	0	1	0	2	0	2	5
Indonesian: Second Language **	0	4	1	1	5	12	0	23
Italian **	0	12	0	1	18	4	0	35
Italian for Beginners	0	1	0	0	0	0	0	1
Japanese for Beginners	0	4	0	0	0	2	0	6
Japanese: Advanced **	0	2	0	0	0	1	0	3
Japanese: Second Language **	0	20	1	0	11	13	0	45
Malay: Advanced **	0	0	0	0	0	0	2	2
Modern Greek (SSABSA) **	0	0	0	0	0	1	0	1
Polish (CCAFL)	0	0	0	0	1	0	0	1
MATHEMATICS								
Applicable Mathematics **	0	64	8	1	33	41	6	153
Calculus **	0	51	8	1	32	38	5	135
Discrete Mathematics **	3	75	8	1	35	45	2	169
Modelling with Mathematics	12	78	8	3	34	43	0	178

* 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/courses by school type, 2006 (cont)

Subjects within learning areas	Government				Non-government		Overseas schools	Total
	High schools	Senior high schools	Senior colleges	Other*	Catholic schools	Non-Catholic schools		
SCIENCE								
Biology **	0	53	8	1	24	33	5	124
Chemistry **	0	67	8	1	33	44	6	159
Geology **	0	3	0	0	0	1	0	4
Human Biology **	3	73	8	1	36	41	0	162
Physical Science **	0	16	3	0	5	4	0	28
Physics **	0	63	8	1	33	43	6	154
Senior Science	1	65	7	2	29	34	0	138
SOCIETY AND ENVIRONMENT								
Ancient History **	0	6	3	0	1	9	0	19
Beliefs and Values	0	0	0	0	15	4	0	19
Economics **	0	51	8	1	31	34	6	131
Geography **	1	72	7	1	32	41	0	154
History **	2	68	8	1	36	41	0	156
Law	0	5	1	0	3	1	0	10
Political and Legal Studies **	0	20	8	0	18	23	0	69
Practical Geography	0	4	2	0	0	0	0	6
TECHNOLOGY AND ENTERPRISE								
Accounting **	0	42	6	2	27	29	6	112
Administrative Systems	0	5	2	0	2	0	0	9
Animal Production and Marketing	0	9	0	0	1	0	0	10
Applied Technology	0	1	0	0	3	5	0	9
Automotive Workshop	1	25	2	0	2	2	0	32
Aviation: Commercial aviation	0	5	0	0	0	1	0	6
Aviation: Earth and beyond	0	1	0	0	0	0	0	1
Aviation: General aviation: airwork	0	7	0	0	0	1	0	8
Aviation: General aviation: charter	0	6	0	0	0	1	0	7
Aviation: Non-powered sporting aviation	0	2	0	0	0	0	0	2
Aviation: Powered sporting aviation	0	7	0	0	0	1	0	8
Building and Construction	0	23	1	0	2	0	0	26
Business Information Technology	1	40	5	3	16	6	0	71
Engineering Studies: community living	0	1	0	0	0	0	0	1
Engineering Studies: moving people: transportation systems	0	1	0	0	0	0	0	1
Engineering Studies: shaping environments	0	3	0	0	1	0	0	4
Engineering Studies: shaping our lives: inventions and devices	0	3	0	0	1	0	0	4
Fabrics, Design and Technology	0	7	3	0	2	6	0	18
Farm Practice	0	5	0	0	0	0	0	5
Food Technology	0	2	2	0	0	2	0	6
Furniture Design and Technology	3	49	3	0	24	23	0	102
Graphics Technology	0	7	2	0	0	3	0	12
Industry Information Technology	0	19	3	0	6	12	1	41
Information Systems **	0	22	6	0	13	16	4	61
Interactive Media	1	52	5	1	25	26	0	110
Management and Marketing	0	7	0	0	6	4	1	18
Metals Technology	0	36	2	0	9	7	0	54
Nautical Studies	0	4	1	0	0	1	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.

** These subjects have a tertiary entrance examination.

Curriculum Council

Table 3.1 Number of schools offering Year 12 subjects/courses by school type, 2006 (cont)

Subjects within learning/industry related areas	Government				Non-government		Overseas schools	Total
	High schools	Senior high schools	Senior colleges	Other*	Catholic schools	Non-Catholic schools		
TECHNOLOGY AND ENTERPRISE								
Plant Production and Marketing	0	7	0	0	1	0	0	8
Small Business Management and Enterprise	0	23	4	1	6	9	0	43
Systems Technology	0	13	3	0	2	3	0	21
Technical Graphics	0	36	0	1	19	14	0	70
Visual Communication - Photography	0	40	5	1	2	6	0	54
THE ARTS								
Art **	0	49	8	1	33	34	1	126
Art and Design	5	75	8	2	33	37	0	160
Ballet Studies	0	2	0	0	0	0	0	2
Dance Studies	0	46	3	0	3	7	0	59
Drama	0	60	6	0	29	27	0	122
Drama Studies **	0	50	6	0	28	32	2	118
Media Production and Analysis: Certificate II in Multimedia	0	0	0	0	0	1	0	1
Media Production and Analysis: Entertainment	2	9	1	0	0	0	0	12
Media Production and Analysis: Infotainment	2	8	2	0	0	0	0	12
Media Production and Analysis: Popular culture	1	11	1	0	1	0	0	14
Media Production and Analysis: Power and persuasion	1	0	0	0	0	0	0	1
Media Production and Analysis: Press and broadcasting	1	9	1	0	1	0	0	12
Media Studies	1	32	6	0	6	13	0	58
Music **	0	29	0	0	21	22	0	72
Music in Society	0	34	4	0	12	9	0	59
VOCATIONAL EDUCATION								
ACROSS INDUSTRY STUDIES								
Work Studies	6	51	4	2	19	13	0	95
ARTS AND RELATED TECHNOLOGIES								
SWL - Design	2	35	3	1	24	26	0	91
BUILDING AND CONSTRUCTION								
SWL - Building Construction and Services	2	58	4	3	28	22	0	117
BUSINESS AND CLERICAL								
Business Financial Management	0	8	1	0	0	1	0	10
Computer Fundamentals	7	27	5	0	2	4	0	45
Office Administration	0	5	1	0	1	0	0	7
SWL - Business and Clerical	11	68	6	7	28	28	0	148
SWL - Information Technology	3	32	3	1	21	14	0	74

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

** These subjects have a tertiary entrance examination.

Curriculum Council

Table 3.1 Number of schools offering Year 12 subjects/courses by school type, 2006 (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		
ELECTRICAL/ELECTRONICS								
SWL - Electronics Servicing	3	21	3	0	15	10	0	52
HEALTH AND COMMUNITY SERVICES								
Child Care	0	10	0	0	0	1	0	11
SWL - Community Services, Health and Education	8	68	6	4	29	31	0	146
The Study of Teaching	0	4	0	0	0	0	0	4
Vocational Community Networking	0	3	0	0	0	0	0	3
HOSPITALITY TRAVEL AND TOURISM								
Aspects of the Tourism Industry	0	29	5	0	1	3	0	38
Food Production	1	52	4	2	17	19	0	95
Reception and Customer Service	0	17	1	1	1	1	0	21
SWL - Food Processing	1	13	2	0	5	7	0	28
SWL - Hospitality	3	56	6	3	24	20	0	112
SWL - Tourism	2	21	0	0	5	6	0	34
LIGHT MANUFACTURING								
Composite Materials	0	1	0	0	0	0	0	1
Composite Materials, Machining and Fab	0	2	0	0	0	0	0	2
SWL - Light Manufacturing	1	18	1	0	8	7	0	35
Wood Fabrication	1	17	3	0	3	1	0	25
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)								
Computer Assisted Drawing and Design	0	5	3	0	0	0	0	8
General Workshop	1	17	2	0	1	1	0	22
Metal Machining and Fabrication	0	8	1	0	1	0	0	10
SWL - Automotive	8	64	5	1	25	18	0	121
SWL - Metals and Engineering	0	39	3	1	15	11	0	69
MINING								
SWL - Mining	0	1	0	0	0	2	0	3
PRIMARY INDUSTRIES								
Animal Production and Enterprise	0	2	0	0	0	0	0	2
Applied Land & Resource Management-Intro	0	2	0	0	0	0	0	2
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	2	38	6	0	14	12	0	72
SWL - Primary Industries	3	36	2	2	9	13	0	65

* 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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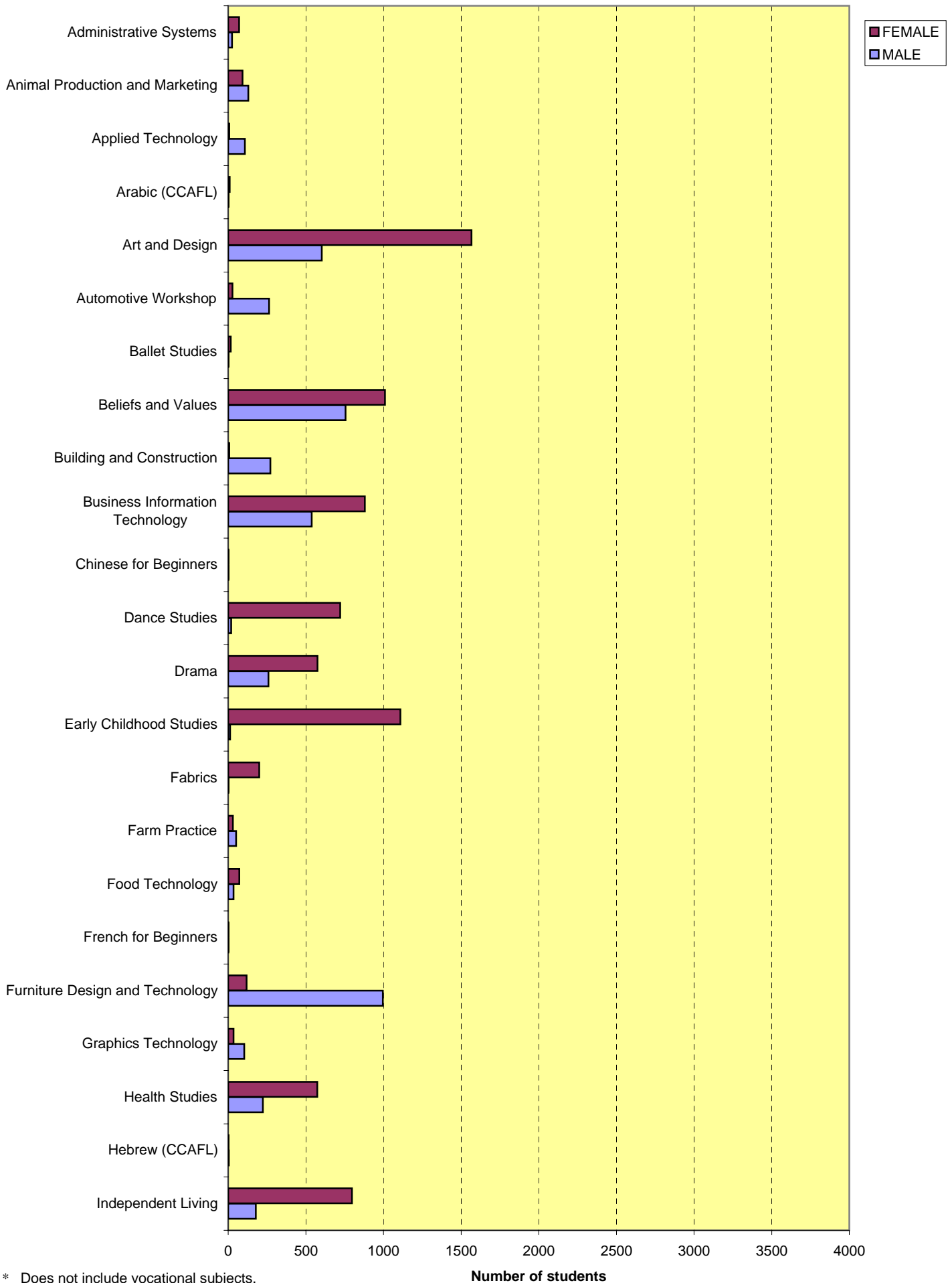
Table 3.1 Number of schools offering Year 12 subjects/courses by school type, 2006 (cont)

Subjects within industry related areas	Government				Non-government		Overseas schools	Total
	High schools	Senior high schools	Senior colleges	Other*	Catholic schools	Non-Catholic schools		
RETAIL								
SWL - Sales and Personal Services	6	64	6	1	26	31	0	134
SPORT AND RECREATION								
Fitness	0	1	1	0	0	0	0	2
Sport, Specific Skills and Training	0	6	0	0	0	0	0	6
SWL - Sport and Recreation	2	50	5	1	21	20	0	99
TRANSPORT AND STORAGE								
SWL - Transport and Storage	1	9	0	2	5	4	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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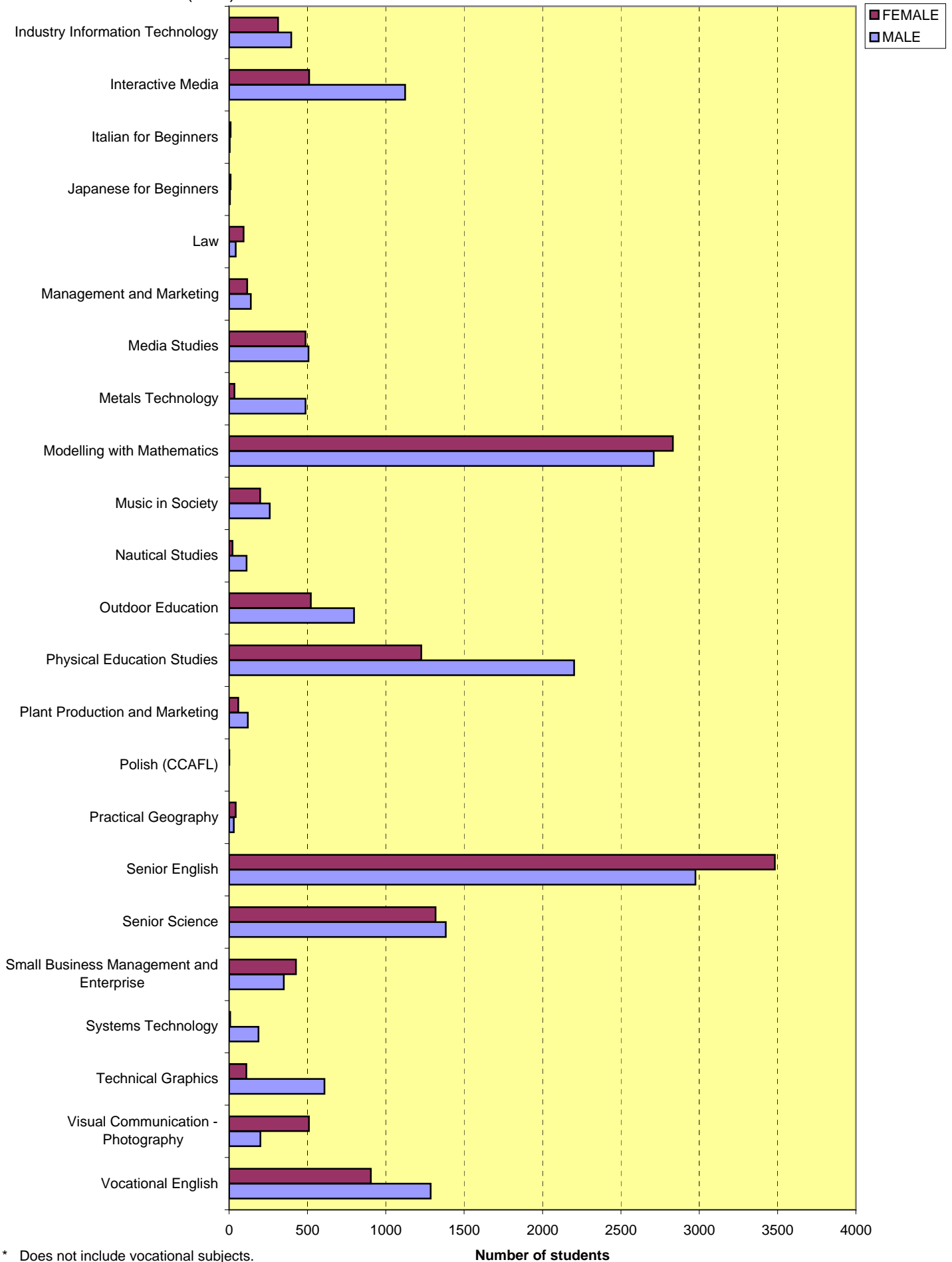
Figure 3.1 Number of students who completed Year 12 wholly school assessed subjects*, by sex, 2006



* Does not include vocational subjects.

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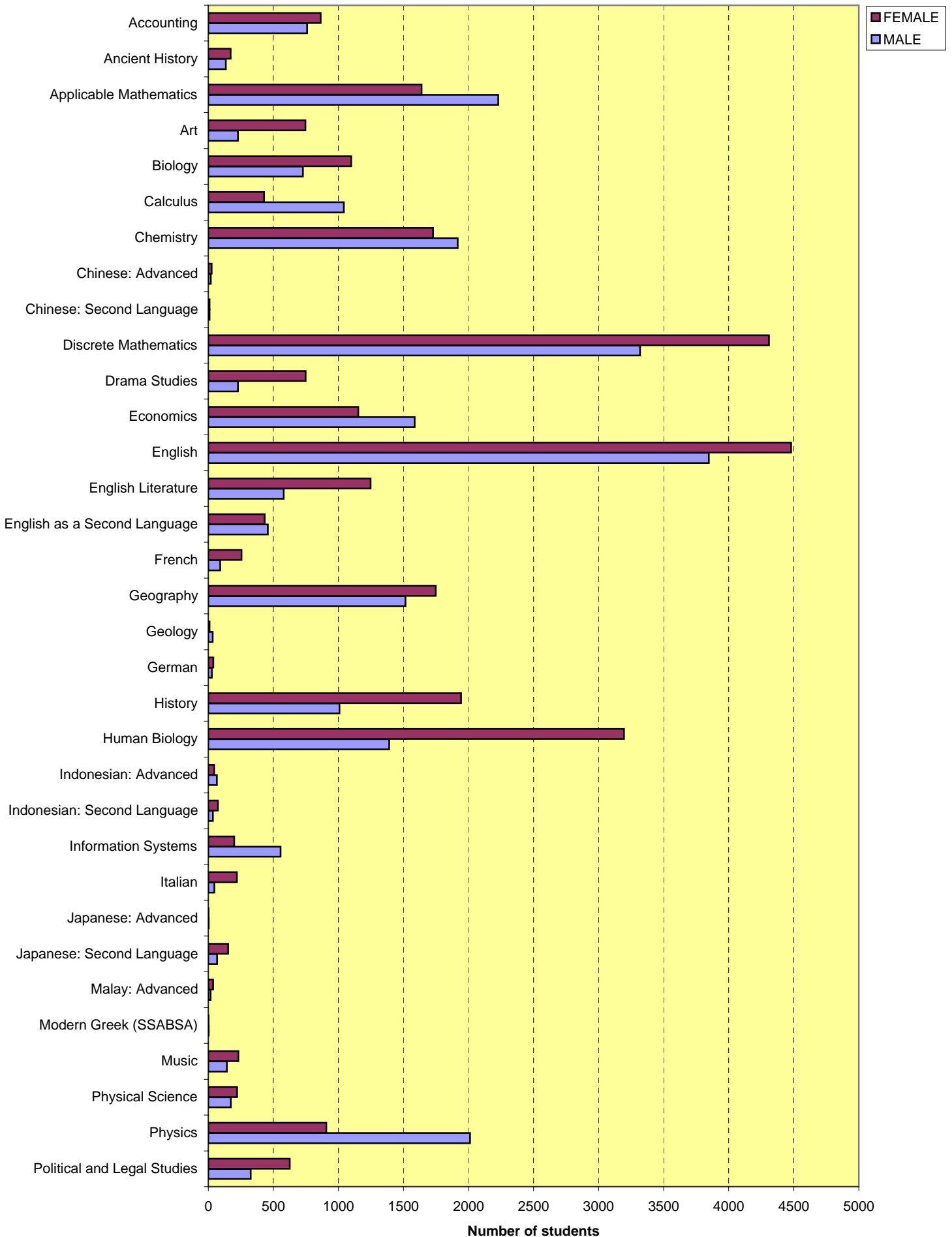
Figure 3.1 Number of students who completed Year 12 wholly school assessed subjects*, by sex, 2006 (cont)



* Does not include vocational subjects.

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Figure 3.2 Number of students who completed Year 12 TEE subjects, by sex, 2006



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Table 3.3 Combinations of the number of Year 12 tertiary entrance examination* and wholly school assessed** subjects completed, 2006

		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	46	79	60	256	1626	673	2
		Female	0	36	72	53	316	2052	495	2
		Persons	0	82	151	113	572	3678	1168	4
	1	Male	80	7	16	19	763	817	30	0
		Female	73	10	6	24	1312	941	29	0
		Persons	153	17	22	43	2075	1758	59	0
	2	Male	50	18	20	50	438	24	1	0
		Female	44	12	34	68	550	33	1	0
		Persons	94	30	54	118	988	57	2	0
	3	Male	139	74	90	74	14	0	0	0
		Female	114	48	100	42	21	0	0	0
		Persons	253	122	190	116	35	0	0	0
	4	Male	394	206	139	3	0	0	0	0
		Female	466	156	125	3	0	0	0	0
		Persons	860	362	264	6	0	0	0	0
	5	Male	999	322	16	0	0	0	0	0
		Female	1209	241	15	0	0	0	0	0
		Persons	2208	563	31	0	0	0	0	0
	6	Male	1281	67	2	0	0	0	0	0
		Female	1370	56	1	0	0	0	0	0
		Persons	2651	123	3	0	0	0	0	0
	7 or more	Male	369	3	0	0	0	0	0	0
		Female	352	8	0	0	0	0	0	0
		Persons	721	11	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.

Curriculum Council

Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006

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.	336	1027	2307	146	31	3847	
		%	8.73	26.7	59.97	3.8	0.81		
	Female	NO.	748	1628	1993	85	25	4479	
		%	16.7	36.35	44.5	1.9	0.56		
English as a Second Language *	Male	NO.	1084	2655	4300	231	56	8326	41.4
		%	13.02	31.89	51.65	2.77	0.67		
	Female	NO.	65	123	197	58	15	458	
		%	14.19	26.86	43.01	12.66	3.28		
English Literature *	Male	NO.	85	133	182	30	3	433	
		%	19.63	30.72	42.03	6.93	0.69		
	Female	NO.	150	256	379	88	18	891	
		%	16.84	28.73	42.54	9.88	2.02		4.43
Senior English	Male	NO.	129	231	212	5	3	580	
		%	22.24	39.83	36.55	0.86	0.52		
	Female	NO.	336	516	385	9	2	1248	
		%	26.92	41.35	30.85	0.72	0.16		
Vocational English	Male	NO.	465	747	597	14	5	1828	9.09
		%	25.44	40.86	32.66	0.77	0.27		
	Female	NO.	313	1258	1309	62	34	2976	
		%	10.52	42.27	43.99	2.08	1.14		
Independent Living	Male	NO.	956	1724	753	40	10	3483	
		%	27.45	49.5	21.62	1.15	0.29		
	Female	NO.	1269	2982	2062	102	44	6459	
		%	19.65	46.17	31.92	1.58	0.68		32.12
Early Childhood Studies	Male	NO.	98	552	599	22	15	1286	
		%	7.62	42.92	46.58	1.71	1.17		
	Female	NO.	231	440	223	5	6	905	
		%	25.52	48.62	24.64	0.55	0.66		
Health Studies	Male	NO.	329	992	822	27	21	2191	10.89
		%	15.02	45.28	37.52	1.23	0.96		
	Female	NO.							
		%							
HEALTH AND PHYSICAL EDUCATION									
Early Childhood Studies	Male	NO.	1	4	6	2	0	13	
		%	7.69	30.77	46.15	15.38	0		
	Female	NO.	301	472	279	50	7	1109	
		%	27.14	42.56	25.16	4.51	0.63		
Health Studies	Male	NO.	302	476	285	52	7	1122	5.58
		%	26.92	42.42	25.4	4.63	0.62		
	Female	NO.	22	88	88	16	9	223	
		%	9.87	39.46	39.46	7.17	4.04		
Independent Living	Male	NO.	164	244	133	25	8	574	
		%	28.57	42.51	23.17	4.36	1.39		
	Female	NO.	186	332	221	41	17	797	
		%	23.34	41.66	27.73	5.14	2.13		3.96
Independent Living	Male	NO.	10	47	98	16	7	178	
		%	5.62	26.4	55.06	8.99	3.93		
	Female	NO.	181	345	223	36	12	797	
		%	22.71	43.29	27.98	4.52	1.51		
Independent Living	Male	NO.	191	392	321	52	19	975	4.84
		%	19.59	40.21	32.92	5.33	1.95		
	Female	NO.							
		%							

* These subjects have a tertiary entrance examination.

Curriculum Council

Table 3.2.1 Number and percentage of students awarded grades for year 12 subjects by sex, 2006 (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.	111	386	212	65	23	797	
		%	13.93	48.43	26.6	8.16	2.89		
	Female	NO.	122	272	101	15	11	521	
		%	23.42	52.21	19.39	2.88	2.11		
	Persons	NO.	233	658	313	80	34	1318	
		%	17.68	49.92	23.75	6.07	2.58		6.55
Physical Education Studies	Male	NO.	525	1157	413	84	23	2202	
		%	23.84	52.54	18.76	3.81	1.04		
	Female	NO.	401	578	217	24	6	1226	
		%	32.71	47.15	17.7	1.96	0.49		
	Persons	NO.	926	1735	630	108	29	3428	
		%	27.01	50.61	18.38	3.15	0.85		17.04
LANGUAGES OTHER THAN ENGLISH									
Arabic (CCAFL)	Male	NO.	0	2	0	0	0	2	
		%	0	100	0	0	0		
	Female	NO.	1	2	6	1	0	10	
		%	10	20	60	10	0		
	Persons	NO.	1	4	6	1	0	12	
		%	8.33	33.33	50	8.33	0		0.05
Chinese for Beginners	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	2	0	0	0	2	
		%	0	100	0	0	0		0
Chinese: Advanced *	Male	NO.	5	5	5	3	1	19	
		%	26.32	26.32	26.32	15.79	5.26		
	Female	NO.	2	8	11	1	3	25	
		%	8	32	44	4	12		
	Persons	NO.	7	13	16	4	4	44	
		%	15.91	29.55	36.36	9.09	9.09		0.21
Chinese: Second Language *	Male	NO.	3	3	3	1	0	10	
		%	30	30	30	10	0		
	Female	NO.	5	1	4	0	0	10	
		%	50	10	40	0	0		
	Persons	NO.	8	4	7	1	0	20	
		%	40	20	35	5	0		0.09
French *	Male	NO.	17	37	31	6	0	91	
		%	18.68	40.66	34.07	6.59	0		
	Female	NO.	71	68	106	9	1	255	
		%	27.84	26.67	41.57	3.53	0.39		
	Persons	NO.	88	105	137	15	1	346	
		%	25.43	30.35	39.6	4.34	0.29		1.72
French for Beginners	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Persons	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		0.01

* These subjects have a tertiary entrance examination.

Curriculum Council

Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (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.	9	8	10	1	0	28	
		%	32.14	28.57	35.71	3.57	0		
	Female	NO.	14	10	12	2	0	38	
		%	36.84	26.32	31.58	5.26	0		
	Persons	NO.	23	18	22	3	0	66	
		%	34.85	27.27	33.33	4.55	0		
Hebrew (CCAFL)	Male	NO.	1	3	0	0	0	4	
		%	25	75	0	0	0		
	Female	NO.	1	2	0	0	0	3	
		%	33.33	66.67	0	0	0		
	Persons	NO.	2	5	0	0	0	7	
		%	28.57	71.43	0	0	0		
Indonesian: Advanced *	Male	NO.	1	7	51	7	0	66	
		%	1.52	10.61	77.27	10.61	0		
	Female	NO.	6	11	27	1	0	45	
		%	13.33	24.44	60	2.22	0		
	Persons	NO.	7	18	78	8	0	111	
		%	6.31	16.22	70.27	7.21	0		
Indonesian: Second Language *	Male	NO.	7	14	12	2	1	36	
		%	19.44	38.89	33.33	5.56	2.78		
	Female	NO.	9	25	30	8	2	74	
		%	12.16	33.78	40.54	10.81	2.7		
	Persons	NO.	16	39	42	10	3	110	
		%	14.55	35.45	38.18	9.09	2.73		
Italian *	Male	NO.	7	10	23	4	3	47	
		%	14.89	21.28	48.94	8.51	6.38		
	Female	NO.	35	47	103	28	7	220	
		%	15.91	21.36	46.82	12.73	3.18		
	Persons	NO.	42	57	126	32	10	267	
		%	15.73	21.35	47.19	11.99	3.75		
Italian for Beginners	Male	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		
	Female	NO.	3	4	3	0	0	10	
		%	30	40	30	0	0		
	Persons	NO.	3	4	7	0	0	14	
		%	21.43	28.57	50	0	0		
Japanese for Beginners	Male	NO.	0	3	2	0	0	5	
		%	0	60	40	0	0		
	Female	NO.	4	4	2	0	0	10	
		%	40	40	20	0	0		
	Persons	NO.	4	7	4	0	0	15	
		%	26.67	46.67	26.67	0	0		
Japanese: Advanced *	Male	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Persons	NO.	0	2	3	0	0	5	
		%	0	40	60	0	0		
Japanese: Second Language *	Male	NO.	20	16	23	7	1	67	
		%	29.85	23.88	34.33	10.45	1.49		
	Female	NO.	41	48	51	11	1	152	
		%	26.97	31.58	33.55	7.24	0.66		
	Persons	NO.	61	64	74	18	2	219	
		%	27.85	29.22	33.79	8.22	0.91		

* These subjects have a tertiary entrance examination.

Curriculum Council

Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (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)									
Malay: Advanced *	Male	NO.	1	8	6	2	0	17	
		%	5.88	47.06	35.29	11.76	0		
	Female	NO.	9	11	10	4	3	37	
		%	24.32	29.73	27.03	10.81	8.11		
	Persons	NO.	10	19	16	6	3	54	
		%	18.52	35.19	29.63	11.11	5.56		0.26
Modern Greek (SSABSA) *	Male	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		
	Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Persons	NO.	2	2	1	0	0	5	
		%	40	40	20	0	0		0.02
Polish (CCAFL)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		0
MATHEMATICS									
Applicable Mathematics *	Male	NO.	605	586	796	192	50	2229	
		%	27.14	26.29	35.71	8.61	2.24		
	Female	NO.	465	443	555	139	38	1640	
		%	28.35	27.01	33.84	8.48	2.32		
	Persons	NO.	1070	1029	1351	331	88	3869	
		%	27.66	26.6	34.92	8.56	2.27		19.24
Calculus *	Male	NO.	281	251	365	107	38	1042	
		%	26.97	24.09	35.03	10.27	3.65		
	Female	NO.	132	101	143	38	14	428	
		%	30.84	23.6	33.41	8.88	3.27		
	Persons	NO.	413	352	508	145	52	1470	
		%	28.1	23.95	34.56	9.86	3.54		7.31
Discrete Mathematics *	Male	NO.	653	912	1286	390	78	3319	
		%	19.67	27.48	38.75	11.75	2.35		
	Female	NO.	931	1201	1659	430	88	4309	
		%	21.61	27.87	38.5	9.98	2.04		
	Persons	NO.	1584	2113	2945	820	166	7628	
		%	20.77	27.7	38.61	10.75	2.18		37.93
Modelling with Mathematics	Male	NO.	269	1004	1181	134	122	2710	
		%	9.93	37.05	43.58	4.94	4.5		
	Female	NO.	521	1251	905	91	64	2832	
		%	18.4	44.17	31.96	3.21	2.26		
	Persons	NO.	790	2255	2086	225	186	5542	
		%	14.25	40.69	37.64	4.06	3.36		27.56

* These subjects have a tertiary entrance examination.

Curriculum Council

Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (cont)

Subjects within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
SCIENCE									
Biology *	Male	NO.	104	203	331	76	13	727	
		%	14.31	27.92	45.53	10.45	1.79		
	Female	NO.	290	328	394	72	14	1098	
		%	26.41	29.87	35.88	6.56	1.28		
	Persons	NO.	394	531	725	148	27	1825	
		%	21.59	29.1	39.73	8.11	1.48		9.07
Chemistry *	Male	NO.	496	412	696	245	68	1917	
		%	25.87	21.49	36.31	12.78	3.55		
	Female	NO.	470	412	611	185	50	1728	
		%	27.2	23.84	35.36	10.71	2.89		
	Persons	NO.	966	824	1307	430	118	3645	
		%	26.5	22.61	35.86	11.8	3.24		18.12
Geology *	Male	NO.	3	14	12	4	0	33	
		%	9.09	42.42	36.36	12.12	0		
	Female	NO.	3	2	5	0	0	10	
		%	30	20	50	0	0		
	Persons	NO.	6	16	17	4	0	43	
		%	13.95	37.21	39.53	9.3	0		0.21
Human Biology *	Male	NO.	215	374	604	162	35	1390	
		%	15.47	26.91	43.45	11.65	2.52		
	Female	NO.	701	892	1236	316	50	3195	
		%	21.94	27.92	38.69	9.89	1.56		
	Persons	NO.	916	1266	1840	478	85	4585	
		%	19.98	27.61	40.13	10.43	1.85		22.8
Physical Science *	Male	NO.	35	47	62	22	8	174	
		%	20.11	27.01	35.63	12.64	4.6		
	Female	NO.	50	58	95	13	6	222	
		%	22.52	26.13	42.79	5.86	2.7		
	Persons	NO.	85	105	157	35	14	396	
		%	21.46	26.52	39.65	8.84	3.54		1.96
Physics *	Male	NO.	512	479	705	235	81	2012	
		%	25.45	23.81	35.04	11.68	4.03		
	Female	NO.	221	229	322	103	32	907	
		%	24.37	25.25	35.5	11.36	3.53		
	Persons	NO.	733	708	1027	338	113	2919	
		%	25.11	24.25	35.18	11.58	3.87		14.51
Senior Science	Male	NO.	172	610	478	86	37	1383	
		%	12.44	44.11	34.56	6.22	2.68		
	Female	NO.	256	641	354	53	13	1317	
		%	19.44	48.67	26.88	4.02	0.99		
	Persons	NO.	428	1251	832	139	50	2700	
		%	15.85	46.33	30.81	5.15	1.85		13.42
SOCIETY AND ENVIRONMENT									
Ancient History *	Male	NO.	31	37	50	13	4	135	
		%	22.96	27.41	37.04	9.63	2.96		
	Female	NO.	41	59	60	12	0	172	
		%	23.84	34.3	34.88	6.98	0		
	Persons	NO.	72	96	110	25	4	307	
		%	23.45	31.27	35.83	8.14	1.3		1.52

* These subjects have a tertiary entrance examination.

Curriculum Council

Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (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)									
Beliefs and Values	Male	NO.	63	319	325	46	3	756	
		%	8.33	42.2	42.99	6.08	0.4		
	Female	NO.	242	569	187	10	1	1009	
		%	23.98	56.39	18.53	0.99	0.1		
Persons		NO.	305	888	512	56	4	1765	
		%	17.28	50.31	29.01	3.17	0.23		8.77
Economics *	Male	NO.	285	373	674	198	57	1587	
		%	17.96	23.5	42.47	12.48	3.59		
	Female	NO.	237	296	436	147	37	1153	
		%	20.56	25.67	37.81	12.75	3.21		
Persons		NO.	522	669	1110	345	94	2740	
		%	19.05	24.42	40.51	12.59	3.43		13.62
Geography *	Male	NO.	208	391	705	184	27	1515	
		%	13.73	25.81	46.53	12.15	1.78		
	Female	NO.	261	475	835	152	26	1749	
		%	14.92	27.16	47.74	8.69	1.49		
Persons		NO.	469	866	1540	336	53	3264	
		%	14.37	26.53	47.18	10.29	1.62		16.23
History *	Male	NO.	137	266	502	91	13	1009	
		%	13.58	26.36	49.75	9.02	1.29		
	Female	NO.	380	636	803	109	15	1943	
		%	19.56	32.73	41.33	5.61	0.77		
Persons		NO.	517	902	1305	200	28	2952	
		%	17.51	30.56	44.21	6.78	0.95		14.68
Law	Male	NO.	5	21	13	0	3	42	
		%	11.9	50	30.95	0	7.14		
	Female	NO.	25	45	20	2	0	92	
		%	27.17	48.91	21.74	2.17	0		
Persons		NO.	30	66	33	2	3	134	
		%	22.39	49.25	24.63	1.49	2.24		0.66
Political and Legal Studies *	Male	NO.	54	98	148	22	4	326	
		%	16.56	30.06	45.4	6.75	1.23		
	Female	NO.	153	164	262	40	7	626	
		%	24.44	26.2	41.85	6.39	1.12		
Persons		NO.	207	262	410	62	11	952	
		%	21.74	27.52	43.07	6.51	1.16		4.73
Practical Geography	Male	NO.	3	11	12	4	0	30	
		%	10	36.67	40	13.33	0		
	Female	NO.	9	20	13	0	0	42	
		%	21.43	47.62	30.95	0	0		
Persons		NO.	12	31	25	4	0	72	
		%	16.67	43.06	34.72	5.56	0		0.35
TECHNOLOGY AND ENTERPRISE									
Accounting *	Male	NO.	140	186	277	121	35	759	
		%	18.45	24.51	36.5	15.94	4.61		
	Female	NO.	199	227	298	104	36	864	
		%	23.03	26.27	34.49	12.04	4.17		
Persons		NO.	339	413	575	225	71	1623	
		%	20.89	25.45	35.43	13.86	4.37		8.07

* These subjects have a tertiary entrance examination.

Curriculum Council

Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (cont)

Subjects within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Administrative Systems	Male	NO.	2	6	13	4	0	25	
		%	8	24	52	16	0		
	Female	NO.	13	28	23	4	3	71	
		%	18.31	39.44	32.39	5.63	4.23		
	Persons	NO.	15	34	36	8	3	96	0.47
		%	15.63	35.42	37.5	8.33	3.13		
Animal Production and Marketing	Male	NO.	29	57	39	4	0	129	
		%	22.48	44.19	30.23	3.1	0		
	Female	NO.	16	50	26	0	0	92	
		%	17.39	54.35	28.26	0	0		
	Persons	NO.	45	107	65	4	0	221	1.09
		%	20.36	48.42	29.41	1.81	0		
Applied Technology	Male	NO.	13	48	41	4	2	108	
		%	12.04	44.44	37.96	3.7	1.85		
	Female	NO.	3	4	0	0	0	7	
		%	42.86	57.14	0	0	0		
	Persons	NO.	16	52	41	4	2	115	0.57
		%	13.91	45.22	35.65	3.48	1.74		
Automotive Workshop	Male	NO.	33	98	118	12	3	264	
		%	12.5	37.12	44.7	4.55	1.14		
	Female	NO.	3	6	14	4	0	27	
		%	11.11	22.22	51.85	14.81	0		
	Persons	NO.	36	104	132	16	3	291	1.44
		%	12.37	35.74	45.36	5.5	1.03		
Building and Construction	Male	NO.	25	114	109	21	3	272	
		%	9.19	41.91	40.07	7.72	1.1		
	Female	NO.	1	0	6	0	0	7	
		%	14.29	0	85.71	0	0		
	Persons	NO.	26	114	115	21	3	279	1.38
		%	9.32	40.86	41.22	7.53	1.08		
Business Information Technology	Male	NO.	50	203	239	33	13	538	
		%	9.29	37.73	44.42	6.13	2.42		
	Female	NO.	179	388	258	44	11	880	
		%	20.34	44.09	29.32	5	1.25		
	Persons	NO.	229	591	497	77	24	1418	7.05
		%	16.15	41.68	35.05	5.43	1.69		
Fabrics, Design and Technology	Male	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Female	NO.	50	86	46	15	3	200	
		%	25	43	23	7.5	1.5		
	Persons	NO.	51	86	47	15	3	202	1
		%	25.25	42.57	23.27	7.43	1.49		
Farm Practice	Male	NO.	8	33	10	0	0	51	
		%	15.69	64.71	19.61	0	0		
	Female	NO.	6	16	7	1	0	30	
		%	20	53.33	23.33	3.33	0		
	Persons	NO.	14	49	17	1	0	81	0.4
		%	17.28	60.49	20.99	1.23	0		

* These subjects have a tertiary entrance examination.

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Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (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)									
Food Technology	Male	NO.	3	11	18	2	1	35	
		%	8.57	31.43	51.43	5.71	2.86		
	Female	NO.	7	21	36	4	4	72	
		%	9.72	29.17	50	5.56	5.56		
	Persons	NO.	10	32	54	6	5	107	0.53
		%	9.35	29.91	50.47	5.61	4.67		
Furniture Design and Technology	Male	NO.	161	375	382	62	16	996	
		%	16.16	37.65	38.35	6.22	1.61		
	Female	NO.	24	66	27	1	1	119	
		%	20.17	55.46	22.69	0.84	0.84		
	Persons	NO.	185	441	409	63	17	1115	5.54
		%	16.59	39.55	36.68	5.65	1.52		
Graphics Technology	Male	NO.	22	40	34	6	2	104	
		%	21.15	38.46	32.69	5.77	1.92		
	Female	NO.	8	11	11	5	0	35	
		%	22.86	31.43	31.43	14.29	0		
	Persons	NO.	30	51	45	11	2	139	0.69
		%	21.58	36.69	32.37	7.91	1.44		
Industry Information Technology	Male	NO.	38	157	180	17	4	396	
		%	9.6	39.65	45.45	4.29	1.01		
	Female	NO.	53	149	99	10	2	313	
		%	16.93	47.6	31.63	3.19	0.64		
	Persons	NO.	91	306	279	27	6	709	3.52
		%	12.83	43.16	39.35	3.81	0.85		
Information Systems *	Male	NO.	89	135	220	70	41	555	
		%	16.04	24.32	39.64	12.61	7.39		
	Female	NO.	30	64	77	15	13	199	
		%	15.08	32.16	38.69	7.54	6.53		
	Persons	NO.	119	199	297	85	54	754	3.74
		%	15.78	26.39	39.39	11.27	7.16		
Interactive Media	Male	NO.	138	435	425	112	13	1123	
		%	12.29	38.74	37.85	9.97	1.16		
	Female	NO.	112	223	145	25	6	511	
		%	21.92	43.64	28.38	4.89	1.17		
	Persons	NO.	250	658	570	137	19	1634	8.12
		%	15.3	40.27	34.88	8.38	1.16		
Management and Marketing	Male	NO.	29	56	48	4	2	139	
		%	20.86	40.29	34.53	2.88	1.44		
	Female	NO.	22	50	38	3	3	116	
		%	18.97	43.1	32.76	2.59	2.59		
	Persons	NO.	51	106	86	7	5	255	1.26
		%	20	41.57	33.73	2.75	1.96		
Metals Technology	Male	NO.	91	163	175	45	14	488	
		%	18.65	33.4	35.86	9.22	2.87		
	Female	NO.	14	8	10	2	0	34	
		%	41.18	23.53	29.41	5.88	0		
	Persons	NO.	105	171	185	47	14	522	2.59
		%	20.11	32.76	35.44	9	2.68		

* These subjects have a tertiary entrance examination.

Curriculum Council

Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (cont)

Subjects within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Nautical Studies	Male	NO.	17	38	47	4	5	111	
		%	15.32	34.23	42.34	3.6	4.5		
	Female	NO.	1	6	9	5	1	22	
		%	4.55	27.27	40.91	22.73	4.55		
	Persons	NO.	18	44	56	9	6	133	
		%	13.53	33.08	42.11	6.77	4.51		0.66
Plant Production and Marketing	Male	NO.	29	41	44	5	0	119	
		%	24.37	34.45	36.97	4.2	0		
	Female	NO.	10	31	17	0	0	58	
		%	17.24	53.45	29.31	0	0		
	Persons	NO.	39	72	61	5	0	177	
		%	22.03	40.68	34.46	2.82	0		0.88
Small Business Management and Enterprise	Male	NO.	46	140	142	21	0	349	
		%	13.18	40.11	40.69	6.02	0		
	Female	NO.	121	190	99	14	2	426	
		%	28.4	44.6	23.24	3.29	0.47		
	Persons	NO.	167	330	241	35	2	775	
		%	21.55	42.58	31.1	4.52	0.26		3.85
Systems Technology	Male	NO.	28	73	79	7	0	187	
		%	14.97	39.04	42.25	3.74	0		
	Female	NO.	0	5	2	0	0	7	
		%	0	71.43	28.57	0	0		
	Persons	NO.	28	78	81	7	0	194	
		%	14.43	40.21	41.75	3.61	0		0.96
Technical Graphics	Male	NO.	107	209	244	38	10	608	
		%	17.6	34.38	40.13	6.25	1.64		
	Female	NO.	28	43	30	8	1	110	
		%	25.45	39.09	27.27	7.27	0.91		
	Persons	NO.	135	252	274	46	11	718	
		%	18.8	35.1	38.16	6.41	1.53		3.57
Visual Communication - Photography	Male	NO.	26	67	74	19	13	199	
		%	13.07	33.67	37.19	9.55	6.53		
	Female	NO.	173	189	106	27	14	509	
		%	33.99	37.13	20.83	5.3	2.75		
	Persons	NO.	199	256	180	46	27	708	
		%	28.11	36.16	25.42	6.5	3.81		3.52
THE ARTS									
Art *	Male	NO.	29	95	86	17	1	228	
		%	12.72	41.67	37.72	7.46	0.44		
	Female	NO.	143	314	253	34	2	746	
		%	19.17	42.09	33.91	4.56	0.27		
	Persons	NO.	172	409	339	51	3	974	
		%	17.66	41.99	34.8	5.24	0.31		4.84
Art and Design	Male	NO.	51	160	309	54	29	603	
		%	8.46	26.53	51.24	8.96	4.81		
	Female	NO.	310	590	551	89	27	1567	
		%	19.78	37.65	35.16	5.68	1.72		
	Persons	NO.	361	750	860	143	56	2170	
		%	16.64	34.56	39.63	6.59	2.58		10.79

* These subjects have a tertiary entrance examination.

Curriculum Council

Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (cont)

Subjects within learning/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
THE ARTS (Cont)									
Ballet Studies	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	13	3	0	0	0	16	
		%	81.25	18.75	0	0	0		
	Persons	NO.	14	3	0	0	0	17	
		%	82.35	17.65	0	0	0		0.08
Dance Studies	Male	NO.	3	5	7	3	1	19	
		%	15.79	26.32	36.84	15.79	5.26		
	Female	NO.	228	309	144	30	11	722	
		%	31.58	42.8	19.94	4.16	1.52		
	Persons	NO.	231	314	151	33	12	741	
		%	31.17	42.38	20.38	4.45	1.62		3.68
Drama	Male	NO.	17	106	108	24	4	259	
		%	6.56	40.93	41.7	9.27	1.54		
	Female	NO.	89	255	185	37	9	575	
		%	15.48	44.35	32.17	6.43	1.57		
	Persons	NO.	106	361	293	61	13	834	
		%	12.71	43.29	35.13	7.31	1.56		4.14
Drama Studies *	Male	NO.	40	123	51	14	0	228	
		%	17.54	53.95	22.37	6.14	0		
	Female	NO.	174	483	84	7	0	748	
		%	23.26	64.57	11.23	0.94	0		
	Persons	NO.	214	606	135	21	0	976	
		%	21.93	62.09	13.83	2.15	0		4.85
Media Studies	Male	NO.	72	188	217	20	10	507	
		%	14.2	37.08	42.8	3.94	1.97		
	Female	NO.	138	184	152	11	3	488	
		%	28.28	37.7	31.15	2.25	0.61		
	Persons	NO.	210	372	369	31	13	995	
		%	21.11	37.39	37.09	3.12	1.31		4.94
Music *	Male	NO.	37	44	51	11	0	143	
		%	25.87	30.77	35.66	7.69	0		
	Female	NO.	55	81	85	10	0	231	
		%	23.81	35.06	36.8	4.33	0		
	Persons	NO.	92	125	136	21	0	374	
		%	24.6	33.42	36.36	5.61	0		1.86
Music in Society	Male	NO.	49	103	93	13	2	260	
		%	18.85	39.62	35.77	5	0.77		
	Female	NO.	54	64	68	8	4	198	
		%	27.27	32.32	34.34	4.04	2.02		
	Persons	NO.	103	167	161	21	6	458	
		%	22.49	36.46	35.15	4.59	1.31		2.27
VOCATIONAL EDUCATION									
ACROSS INDUSTRY STUDIES									
Work Studies	Male	NO.	115	391	417	68	27	1018	
		%	11.3	38.41	40.96	6.68	2.65		
	Female	NO.	349	592	305	48	14	1308	
		%	26.68	45.26	23.32	3.67	1.07		
	Persons	NO.	464	983	722	116	41	2326	
		%	19.95	42.26	31.04	4.99	1.76		11.56

* There subjects have a tertiary entrance examination.

Curriculum Council

Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (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)									
ARTS AND RELATED TECHNOLOGIES									
SWL - Design	Male	NO.	79	48	13	0	2	142	
		%	55.63	33.8	9.15	0	1.41		
	Female	NO.	82	34	3	2	3	124	
		%	66.13	27.42	2.42	1.61	2.42		
	Persons	NO.	161	82	16	2	5	266	
		%	60.53	30.83	6.02	0.75	1.88		
BUILDING AND CONSTRUCTION									
SWL - Building Construction and Services	Male	NO.	173	170	48	3	4	398	
		%	43.47	42.71	12.06	0.75	1.01		
	Female	NO.	7	0	1	0	0	8	
		%	87.5	0	12.5	0	0		
	Persons	NO.	180	170	49	3	4	406	
		%	44.33	41.87	12.07	0.74	0.99		
BUSINESS AND CLERICAL									
Business Financial Management	Male	NO.	4	15	6	5	0	30	
		%	13.33	50	20	16.67	0		
	Female	NO.	22	41	25	0	0	88	
		%	25	46.59	28.41	0	0		
	Persons	NO.	26	56	31	5	0	118	
		%	22.03	47.46	26.27	4.24	0		
Computer Fundamentals	Male	NO.	33	100	113	17	12	275	
		%	12	36.36	41.09	6.18	4.36		
	Female	NO.	101	163	119	19	10	412	
		%	24.51	39.56	28.88	4.61	2.43		
	Persons	NO.	134	263	232	36	22	687	
		%	19.51	38.28	33.77	5.24	3.2		
Office Administration	Male	NO.	1	1	7	2	0	11	
		%	9.09	9.09	63.64	18.18	0		
	Female	NO.	26	27	16	1	1	71	
		%	36.62	38.03	22.54	1.41	1.41		
	Persons	NO.	27	28	23	3	1	82	
		%	32.93	34.15	28.05	3.66	1.22		
SWL - Business and Clerical	Male	NO.	63	55	9	2	2	131	
		%	48.09	41.98	6.87	1.53	1.53		
	Female	NO.	319	189	47	5	1	561	
		%	56.86	33.69	8.38	0.89	0.18		
	Persons	NO.	382	244	56	7	3	692	
		%	55.2	35.26	8.09	1.01	0.43		
SWL - Information Technology	Male	NO.	90	52	13	1	1	157	
		%	57.32	33.12	8.28	0.64	0.64		
	Female	NO.	10	4	0	1	1	16	
		%	62.5	25	0	6.25	6.25		
	Persons	NO.	100	56	13	2	2	173	
		%	57.8	32.37	7.51	1.16	1.16		

Curriculum Council

Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (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)									
ELECTRICAL/ELECTRONICS									
SWL - Electronics Servicing	Male	NO.	39	36	5	3	1	84	
		%	46.43	42.86	5.95	3.57	1.19		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	39	36	5	3	1	84	
		%	46.43	42.86	5.95	3.57	1.19		0.41
HEALTH AND COMMUNITY SERVICES									
Child Care	Male	NO.	0	0	1	2	0	3	
		%	0	0	33.33	66.67	0		
	Female	NO.	27	61	30	9	4	131	
		%	20.61	46.56	22.9	6.87	3.05		
	Persons	NO.	27	61	31	11	4	134	
		%	20.15	45.52	23.13	8.21	2.99		0.66
SWL - Community Services, Health and Education	Male	NO.	40	24	4	0	1	69	
		%	57.97	34.78	5.8	0	1.45		
	Female	NO.	417	222	56	2	1	698	
		%	59.74	31.81	8.02	0.29	0.14		
	Persons	NO.	457	246	60	2	2	767	
		%	59.58	32.07	7.82	0.26	0.26		3.81
The Study of Teaching	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	10	16	11	2	0	39	
		%	25.64	41.03	28.21	5.13	0		
	Persons	NO.	10	17	11	2	0	40	
		%	25	42.5	27.5	5	0		0.19
Vocational Community Networking	Male	NO.	3	4	2	0	0	9	
		%	33.33	44.44	22.22	0	0		
	Female	NO.	11	9	5	0	0	25	
		%	44	36	20	0	0		
	Persons	NO.	14	13	7	0	0	34	
		%	41.18	38.24	20.59	0	0		0.16
HOSPITALITY TRAVEL AND TOURISM									
Aspects of the Tourism Industry	Male	NO.	8	47	34	6	4	99	
		%	8.08	47.47	34.34	6.06	4.04		
	Female	NO.	100	182	115	13	7	417	
		%	23.98	43.65	27.58	3.12	1.68		
	Persons	NO.	108	229	149	19	11	516	
		%	20.93	44.38	28.88	3.68	2.13		2.56
Food Production	Male	NO.	50	189	206	35	10	490	
		%	10.2	38.57	42.04	7.14	2.04		
	Female	NO.	332	554	295	36	13	1230	
		%	26.99	45.04	23.98	2.93	1.06		
	Persons	NO.	382	743	501	71	23	1720	
		%	22.21	43.2	29.13	4.13	1.34		8.55
Reception and Customer Service	Male	NO.	5	18	23	4	0	50	
		%	10	36	46	8	0		
	Female	NO.	69	90	59	10	2	230	
		%	30	39.13	25.65	4.35	0.87		
	Persons	NO.	74	108	82	14	2	280	
		%	26.43	38.57	29.29	5	0.71		1.39

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Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (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
HOSPITALITY TRAVEL AND TOURISM (Cont)									
SWL - Food Processing	Male	NO.	13	14	2	1	2	32	
		%	40.63	43.75	6.25	3.13	6.25		
	Female	NO.	8	6	0	1	0	15	
		%	53.33	40	0	6.67	0		
	Persons	NO.	21	20	2	2	2	47	0.23
		%	44.68	42.55	4.26	4.26	4.26		
SWL - Hospitality	Male	NO.	71	43	9	1	2	126	
		%	56.35	34.13	7.14	0.79	1.59		
	Female	NO.	185	106	15	2	8	316	
		%	58.54	33.54	4.75	0.63	2.53		
	Persons	NO.	256	149	24	3	10	442	2.19
		%	57.92	33.71	5.43	0.68	2.26		
SWL - Tourism	Male	NO.	2	5	5	0	0	12	
		%	16.67	41.67	41.67	0	0		
	Female	NO.	27	16	0	0	0	43	
		%	62.79	37.21	0	0	0		
	Persons	NO.	29	21	5	0	0	55	0.27
		%	52.73	38.18	9.09	0	0		
LIGHT MANUFACTURING									
Composite Materials	Male	NO.	0	0	1	2	0	3	
		%	0	0	33.33	66.67	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	1	2	0	3	0.01
		%	0	0	33.33	66.67	0		
Composite Materials, Machining and Fabrication	Male	NO.	4	4	5	1	1	15	
		%	26.67	26.67	33.33	6.67	6.67		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	4	4	5	1	1	15	0.07
		%	26.67	26.67	33.33	6.67	6.67		
SWL - Light Manufacturing	Male	NO.	17	19	8	1	0	45	
		%	37.78	42.22	17.78	2.22	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	17	19	9	1	0	46	0.22
		%	36.96	41.3	19.57	2.17	0		
Wood Fabrication	Male	NO.	49	119	88	18	3	277	
		%	17.69	42.96	31.77	6.5	1.08		
	Female	NO.	1	11	7	0	0	19	
		%	5.26	57.89	36.84	0	0		
	Persons	NO.	50	130	95	18	3	296	1.47
		%	16.89	43.92	32.09	6.08	1.01		
Computer Assisted Drawing and Design	Male	NO.	26	29	26	7	0	88	
		%	29.55	32.95	29.55	7.95	0		
	Female	NO.	1	4	1	0	0	6	
		%	16.67	66.67	16.67	0	0		
	Persons	NO.	27	33	27	7	0	94	0.46
		%	28.72	35.11	28.72	7.45	0		

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Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (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)									
General Workshop	Male	NO.	26	78	82	10	4	200	
		%	13	39	41	5	2		
	Female	NO.	5	7	14	2	0	28	
		%	17.86	25	50	7.14	0		
	Persons	NO.	31	85	96	12	4	228	
		%	13.6	37.28	42.11	5.26	1.75		
Metal Machining and Fabrication	Male	NO.	21	28	36	3	2	90	
		%	23.33	31.11	40	3.33	2.22		
	Female	NO.	1	0	2	0	0	3	
		%	33.33	0	66.67	0	0		
	Persons	NO.	22	28	38	3	2	93	
		%	23.66	30.11	40.86	3.23	2.15		
SWL - Automotive	Male	NO.	149	144	36	3	3	335	
		%	44.48	42.99	10.75	0.9	0.9		
	Female	NO.	3	4	2	1	0	10	
		%	30	40	20	10	0		
	Persons	NO.	152	148	38	4	3	345	
		%	44.06	42.9	11.01	1.16	0.87		
SWL - Metals and Engineering	Male	NO.	64	65	23	4	0	156	
		%	41.03	41.67	14.74	2.56	0		
	Female	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Persons	NO.	66	65	23	4	0	158	
		%	41.77	41.14	14.56	2.53	0		
MINING									
SWL - Mining	Male	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		
PRIMARY INDUSTRIES									
Animal Production and Enterprise	Male	NO.	0	3	4	0	0	7	
		%	0	42.86	57.14	0	0		
	Female	NO.	4	0	1	0	0	5	
		%	80	0	20	0	0		
	Persons	NO.	4	3	5	0	0	12	
		%	33.33	25	41.67	0	0		
Applied Land Resource Management	Male	NO.	2	3	6	1	0	12	
		%	16.67	25	50	8.33	0		
	Female	NO.	1	5	0	0	0	6	
		%	16.67	83.33	0	0	0		
	Persons	NO.	3	8	6	1	0	18	
		%	16.67	44.44	33.33	5.56	0		

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Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (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)									
Pastoral Industries	Male	NO.	1	4	2	0	0	7	
		%	14.29	57.14	28.57	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	1	5	2	0	0	8	
		%	12.5	62.5	25	0	0		0.03
Plant Production and Enterprise	Male	NO.	0	5	1	0	0	6	
		%	0	83.33	16.67	0	0		
	Female	NO.	0	3	0	0	0	3	
		%	0	100	0	0	0		
	Persons	NO.	0	8	1	0	0	9	
		%	0	88.89	11.11	0	0		0.04
SWL - Animal Care	Male	NO.	17	6	2	1	0	26	
		%	65.38	23.08	7.69	3.85	0		
	Female	NO.	86	40	4	0	1	131	
		%	65.65	30.53	3.05	0	0.76		
	Persons	NO.	103	46	6	1	1	157	
		%	65.61	29.3	3.82	0.64	0.64		0.78
SWL - Primary Industries	Male	NO.	64	126	37	7	1	235	
		%	27.23	53.62	15.74	2.98	0.43		
	Female	NO.	30	38	17	1	0	86	
		%	34.88	44.19	19.77	1.16	0		
	Persons	NO.	94	164	54	8	1	321	
		%	29.28	51.09	16.82	2.49	0.31		1.59
RETAIL									
SWL - Sales and Personal Services	Male	NO.	92	65	16	3	4	180	
		%	51.11	36.11	8.89	1.67	2.22		
	Female	NO.	272	160	31	7	4	474	
		%	57.38	33.76	6.54	1.48	0.84		
	Persons	NO.	364	225	47	10	8	654	
		%	55.66	34.4	7.19	1.53	1.22		3.25
SPORT AND RECREATION									
Fitness	Male	NO.	2	10	4	1	0	17	
		%	11.76	58.82	23.53	5.88	0		
	Female	NO.	2	4	1	2	0	9	
		%	22.22	44.44	11.11	22.22	0		
	Persons	NO.	4	14	5	3	0	26	
		%	15.38	53.85	19.23	11.54	0		0.12
Sport, Specific Skills and Training	Male	NO.	23	38	25	3	1	90	
		%	25.56	42.22	27.78	3.33	1.11		
	Female	NO.	9	8	3	0	0	20	
		%	45	40	15	0	0		
	Persons	NO.	32	46	28	3	1	110	
		%	29.09	41.82	25.45	2.73	0.91		0.54

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Table 3.2.1 Number and percentage of students awarded grades for Year 12 subjects by sex, 2006 (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		
VOCATIONAL EDUCATION (Cont)								
SPORT AND RECREATION (Cont)								
SWL - Sport and Recreation	Male	NO.	93	55	21	0	4	173
		%	53.76	31.79	12.14	0	2.31	
	Female	NO.	82	31	9	1	1	124
		%	66.13	25	7.26	0.81	0.81	
	Persons	NO.	175	86	30	1	5	297
		%	58.92	28.96	10.1	0.34	1.68	1.47
TRANSPORT AND STORAGE								
SWL - Transport and Storage	Male	NO.	13	4	1	0	0	18
		%	72.22	22.22	5.56	0	0	
	Female	NO.	3	1	0	0	0	4
		%	75	25	0	0	0	
	Persons	NO.	16	5	1	0	0	22
		%	72.73	22.73	4.55	0	0	0.1

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Table 3.2.2 Achievement distribution of Year 12 students awarded levels and bands for WACE courses by sex, 2006

Course: Aviation

		1BAVN			2AAVN			2BAVN			3AAVN		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
8M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
8F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6M	NO.	0	0	0	0	0	0	0	3	3	0	1	1
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(6.4)	(6.4)	(0.0)	(2.2)	(2.2)
6F	NO.	0	0	0	0	0	0	0	6	6	0	3	3
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(12.8)	(12.8)	(0.0)	(6.5)	(6.5)
5H	NO.	0	0	0	0	0	0	0	3	3	0	8	8
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(6.4)	(6.4)	(0.0)	(17.4)	(17.4)
5M	NO.	0	1	1	0	0	0	0	6	6	0	6	6
	%	(0.0)	(33.3)	(33.3)	(0.0)	(0.0)	(0.0)	(0.0)	(12.8)	(12.8)	(0.0)	(13.0)	(13.0)
5F	NO.	0	0	0	0	0	0	1	7	8	1	8	9
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(2.1)	(14.9)	(17.0)	(2.2)	(17.4)	(19.6)
4H	NO.	0	1	1	0	2	2	1	5	6	1	7	8
	%	(0.0)	(33.3)	(33.3)	(0.0)	(22.2)	(22.2)	(2.1)	(10.6)	(12.8)	(2.2)	(15.2)	(17.4)
4M	NO.	0	1	1	2	5	7	0	6	6	0	6	6
	%	(0.0)	(33.3)	(33.3)	(22.2)	(55.6)	(77.8)	(0.0)	(12.8)	(12.8)	(0.0)	(13.0)	(13.0)
4F	NO.	0	0	0	0	0	0	1	7	8	0	4	4
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(2.1)	(14.9)	(17.0)	(0.0)	(8.7)	(8.7)
3H	NO.	0	0	0	0	0	0	0	0	0	0	1	1
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(2.2)	(2.2)
3M	NO.	0	0	0	0	0	0	0	1	1	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(2.1)	(2.1)	(0.0)	(0.0)	(0.0)
3F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
FDN	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)

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Table 3.2.2 Achievement distribution of Year 12 students awarded levels and band for WACE courses by sex, 2006 (cont)

Course: English

		1AENG			1BENG			1CENG			1DENG		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
8M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
8F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6F	NO.	0	0	0	0	0	0	0	0	0	3	0	3
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(5.0)	(0.0)	(5.0)
5H	NO.	0	0	0	0	0	0	2	1	3	2	5	7
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(3.1)	(1.5)	(4.6)	(3.3)	(8.3)	(11.7)
5M	NO.	0	0	0	0	0	0	7	8	15	3	2	5
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(10.8)	(12.3)	(23.1)	(5.0)	(3.3)	(8.3)
5F	NO.	0	0	0	0	0	0	5	2	7	4	6	10
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(7.7)	(3.1)	(10.8)	(6.7)	(10.0)	(16.7)
4H	NO.	0	0	0	0	0	0	6	6	12	7	8	15
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(9.2)	(9.2)	(18.5)	(11.7)	(13.3)	(25.0)
4M	NO.	1	0	1	3	0	3	5	8	13	8	6	14
	%	(1.8)	(0.0)	(1.8)	(8.3)	(0.0)	(8.3)	(7.7)	(12.3)	(20.0)	(13.3)	(10.0)	(23.3)
4F	NO.	3	3	6	3	3	6	4	6	10	2	0	2
	%	(5.3)	(5.3)	(10.5)	(8.3)	(8.3)	(16.7)	(6.2)	(9.2)	(15.4)	(3.3)	(0.0)	(3.3)
3H	NO.	4	3	7	0	1	1	1	2	3	0	2	2
	%	(7.0)	(5.3)	(12.3)	(0.0)	(2.8)	(2.8)	(1.5)	(3.1)	(4.6)	(0.0)	(3.3)	(3.3)
3M	NO.	1	6	7	0	0	0	0	1	1	0	0	0
	%	(1.8)	(10.5)	(12.3)	(0.0)	(0.0)	(0.0)	(0.0)	(1.5)	(1.5)	(0.0)	(0.0)	(0.0)
3F	NO.	4	4	8	0	1	1	0	1	1	0	0	0
	%	(7.0)	(7.0)	(14.0)	(0.0)	(2.8)	(2.8)	(0.0)	(1.5)	(1.5)	(0.0)	(0.0)	(0.0)
2H	NO.	4	2	6	3	3	6	0	0	0	0	0	0
	%	(7.0)	(3.5)	(10.5)	(8.3)	(8.3)	(16.7)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2M	NO.	4	9	13	1	2	3	0	0	0	0	0	0
	%	(7.0)	(15.8)	(22.8)	(2.8)	(5.6)	(8.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2F	NO.	2	3	5	1	2	3	0	0	0	1	0	1
	%	(3.5)	(5.3)	(8.8)	(2.8)	(5.6)	(8.3)	(0.0)	(0.0)	(0.0)	(1.7)	(0.0)	(1.7)
1H	NO.	2	2	4	1	1	2	0	0	0	0	1	1
	%	(3.5)	(3.5)	(7.0)	(2.8)	(2.8)	(5.6)	(0.0)	(0.0)	(0.0)	(0.0)	(1.7)	(1.7)
1M	NO.	0	0	0	3	7	10	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(8.3)	(19.4)	(27.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1F	NO.	0	0	0	0	1	1	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(2.8)	(2.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
FDN	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)

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Table 3.2.2 Achievement distribution of Year 12 students awarded levels and bands for WACE courses by sex, 2006

Course: English

		2AENG			2BENG		
		Female	Male	Persons	Female	Male	Persons
8M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
8F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6F	NO.	0	0	0	0	1	1
	%	(0.0)	(0.0)	(0.0)	(0.0)	(25.0)	(25.0)
5H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
5M	NO.	0	1	1	0	0	0
	%	(0.0)	(20.0)	(20.0)	(0.0)	(0.0)	(0.0)
5F	NO.	0	1	1	0	1	1
	%	(0.0)	(20.0)	(20.0)	(0.0)	(25.0)	(25.0)
4H	NO.	1	0	1	1	0	1
	%	(20.0)	(0.0)	(20.0)	(25.0)	(0.0)	(25.0)
4M	NO.	0	2	2	0	1	1
	%	(0.0)	(40.0)	(40.0)	(0.0)	(25.0)	(25.0)
4F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
3H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
3M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
3F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1H	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1M	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1F	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
FDN	NO.	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)

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Table 3.2.2 Achievement distribution of Year 12 students awarded levels and bands for WACE courses by sex, 2006

Course: Engineering Studies

		1AEST			1BEST			2AEST			2BEST		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
8M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
8F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
5H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
5M	NO.	0	0	0	0	0	0	0	5	5	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(33.3)	(33.3)	(0.0)	(0.0)	(0.0)
5F	NO.	0	1	1	0	0	0	0	3	3	0	2	2
	%	(0.0)	(50.0)	(50.0)	(0.0)	(0.0)	(0.0)	(0.0)	(20.0)	(20.0)	(0.0)	(14.3)	(14.3)
4H	NO.	0	0	0	0	0	0	1	2	3	1	4	5
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(6.7)	(13.3)	(20.0)	(7.1)	(28.6)	(35.7)
4M	NO.	0	0	0	0	0	0	0	3	3	0	6	6
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(20.0)	(20.0)	(0.0)	(42.9)	(42.9)
4F	NO.	0	0	0	0	0	0	0	1	1	0	1	1
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(6.7)	(6.7)	(0.0)	(7.1)	(7.1)
3H	NO.	0	1	1	0	0	0	0	0	0	0	0	0
	%	(0.0)	(50.0)	(50.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
3M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
3F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1M	NO.	0	0	0	0	1	1	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(100.0)	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
FDN	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)

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Table 3.2.2 Achievement distribution of Year 12 students awarded levels and bands for WACE courses by sex, 2006 (cont)

Course: Media Production and Analysis

		1AMPA			1BMPA			2AMPA			2BMPA		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
8M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
8F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
7M	NO.	0	0	0	0	0	0	0	1	1	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.2)	(1.2)	(0.0)	(0.0)	(0.0)
7F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
6H	NO.	0	0	0	0	0	0	0	0	0	1	1	2
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.9)	(1.9)	(3.8)
6M	NO.	1	0	1	0	0	0	1	0	1	0	6	6
	%	(5.3)	(0.0)	(5.3)	(0.0)	(0.0)	(0.0)	(1.2)	(0.0)	(1.2)	(0.0)	(11.3)	(11.3)
6F	NO.	1	0	1	0	0	0	5	0	5	3	4	7
	%	(5.3)	(0.0)	(5.3)	(0.0)	(0.0)	(0.0)	(5.9)	(0.0)	(5.9)	(5.7)	(7.5)	(13.2)
5H	NO.	1	0	1	0	0	0	1	8	9	4	5	9
	%	(5.3)	(0.0)	(5.3)	(0.0)	(0.0)	(0.0)	(1.2)	(9.4)	(10.6)	(7.5)	(9.4)	(17.0)
5M	NO.	0	0	0	1	0	1	4	6	10	4	3	7
	%	(0.0)	(0.0)	(0.0)	(5.9)	(0.0)	(5.9)	(4.7)	(7.1)	(11.8)	(7.5)	(5.7)	(13.2)
5F	NO.	1	1	2	2	0	2	11	8	19	4	3	7
	%	(5.3)	(5.3)	(10.5)	(11.8)	(0.0)	(11.8)	(12.9)	(9.4)	(22.4)	(7.5)	(5.7)	(13.2)
4H	NO.	0	1	1	2	1	3	9	5	14	2	5	7
	%	(0.0)	(5.3)	(5.3)	(11.8)	(5.9)	(17.6)	(10.6)	(5.9)	(16.5)	(3.8)	(9.4)	(13.2)
4M	NO.	2	2	4	0	4	4	8	9	17	1	4	5
	%	(10.5)	(10.5)	(21.1)	(0.0)	(23.5)	(23.5)	(9.4)	(10.6)	(20.0)	(1.9)	(7.5)	(9.4)
4F	NO.	1	4	5	2	3	5	1	1	2	1	2	3
	%	(5.3)	(21.1)	(26.3)	(11.8)	(17.6)	(29.4)	(1.2)	(1.2)	(2.4)	(1.9)	(3.8)	(5.7)
3H	NO.	0	0	0	0	0	0	1	2	3	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.2)	(2.4)	(3.5)	(0.0)	(0.0)	(0.0)
3M	NO.	1	2	3	1	0	1	2	1	3	0	0	0
	%	(5.3)	(10.5)	(15.8)	(5.9)	(0.0)	(5.9)	(2.4)	(1.2)	(3.5)	(0.0)	(0.0)	(0.0)
3F	NO.	0	1	1	0	0	0	1	0	1	0	0	0
	%	(0.0)	(5.3)	(5.3)	(0.0)	(0.0)	(0.0)	(1.2)	(0.0)	(1.2)	(0.0)	(0.0)	(0.0)
2H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2M	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
2F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1H	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1M	NO.	0	0	0	0	1	1	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(5.9)	(5.9)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
1F	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
FDN	NO.	0	0	0	0	0	0	0	0	0	0	0	0
	%	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)

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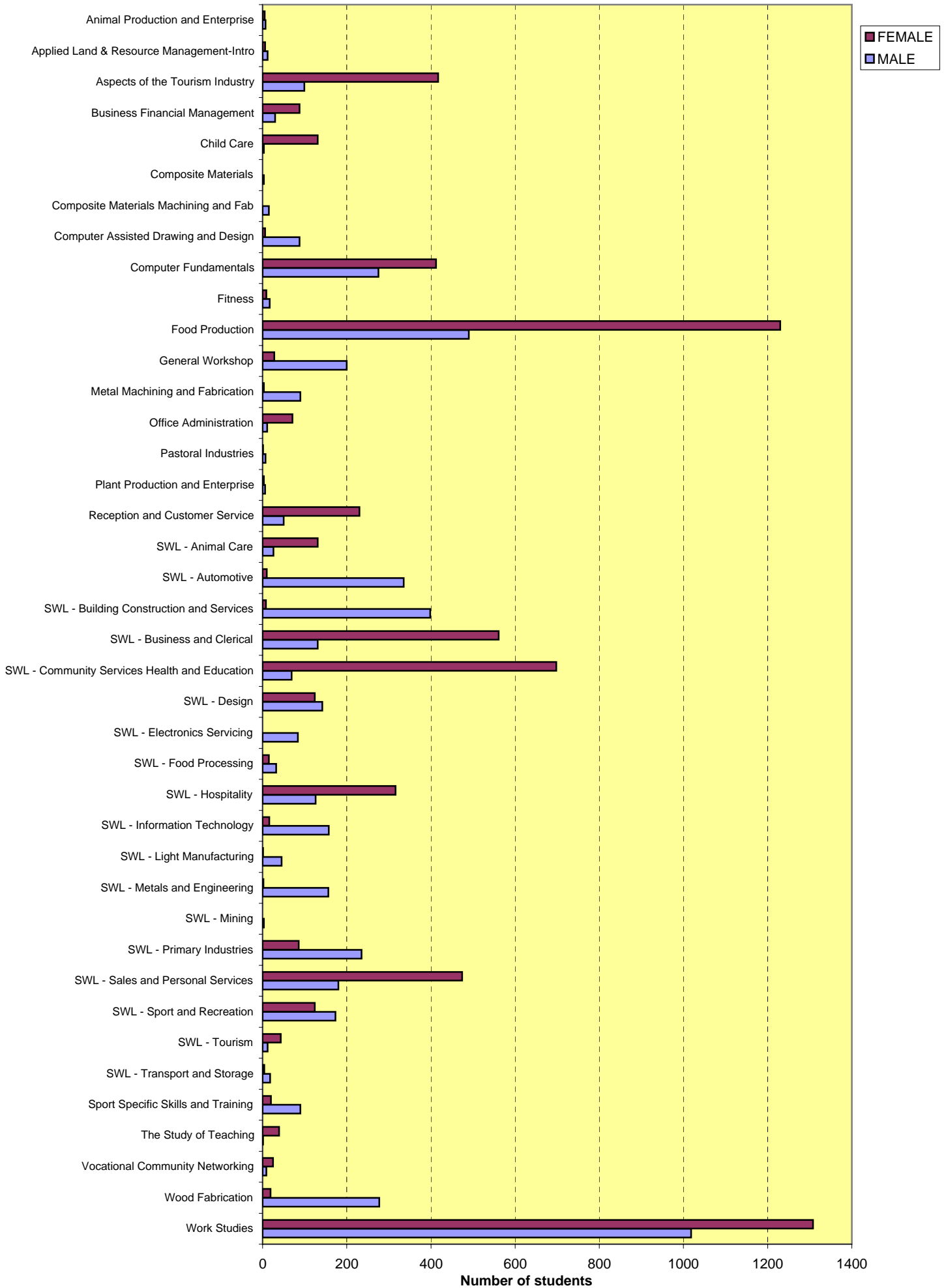
Table 3.2.2 Achievement distribution of Year 12 students awarded levels and bands for WACE courses by sex, 2006

Course: Media Production and Analysis

		CUF20601		
		Female	Male	Persons
8M	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
8F	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
7H	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
7M	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
7F	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
6H	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
6M	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
6F	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
5H	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
5M	NO.	1	0	1
	%	(20.0)	(0.0)	(20.0)
5F	NO.	0	1	1
	%	(0.0)	(20.0)	(20.0)
4H	NO.	0	1	1
	%	(0.0)	(20.0)	(20.0)
4M	NO.	0	2	2
	%	(0.0)	(40.0)	(40.0)
4F	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
3H	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
3M	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
3F	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
2H	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
2M	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
2F	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
1H	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
1M	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
1F	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)
FDN	NO.	0	0	0
	%	(0.0)	(0.0)	(0.0)

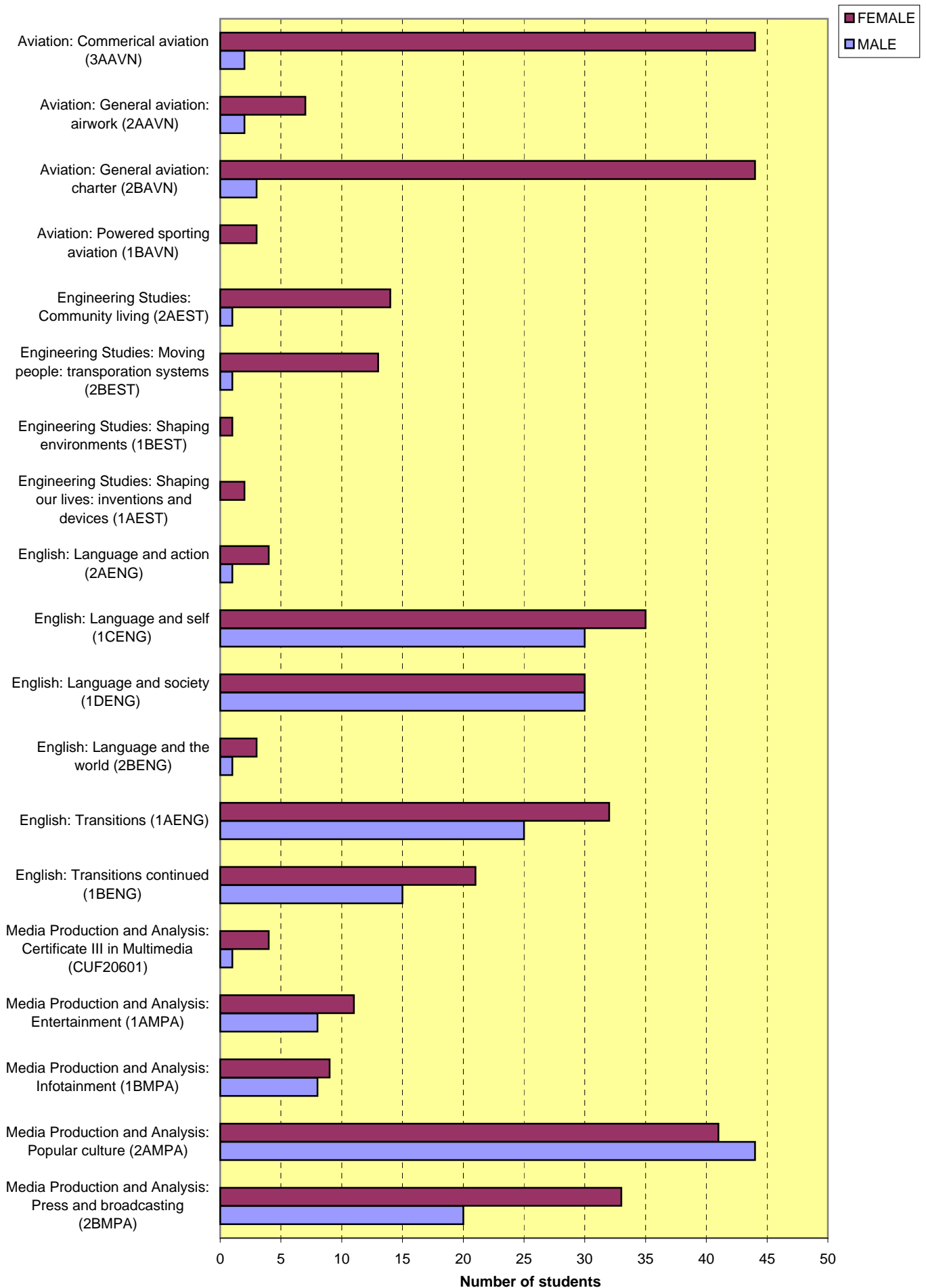
Curriculum Council

Figure 3.3 Number of students who completed Year 12 vocational subjects, by sex, 2006



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Figure 3.4 Number of Year 12 students who were awarded levels and bands for courses, by sex, 2006



Curriculum Council

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2003-2006

Subject/course	Number of candidates sitting in the examinations								
	2003	2004	2005	2006					
				Male		Female		Persons	% Change*
				No.	%	No.	%		
Accounting	1102	1214	1395	690	46	795	54	1485	6.5
Ancient History	361	296	256	117	43	158	57	275	7.4
Applicable Mathematics	4499	4124	4154	2145	57	1587	43	3732	-10.2
Art	1061	917	926	193	24	617	76	810	-12.5
Aviation	-	-	-	25	86	4	14	29	-
Biology	1812	1908	1653	626	38	1009	62	1635	-1.1
Calculus	1769	1574	1601	1013	71	421	29	1434	-10.4
Chemistry	3594	3636	3683	1816	52	1661	48	3477	-5.6
Chinese: Advanced	128	93	77	18	39	28	61	46	-40.3
Chinese: Second Language	28	30	33	12	48	13	52	25	-24.2
Discrete Mathematics	7763	6515	6519	2561	40	3875	60	6436	-1.3
Drama Studies	1087	956	972	213	23	712	77	925	-4.8
Economics	3087	2703	2596	1491	58	1087	42	2578	-0.7
English	8509	8318	8342	3654	46	4220	54	7874	-5.6
English as a Second	740	732	792	393	51	379	49	772	-2.5
English Literature	2393	1924	1833	570	32	1219	68	1789	-2.4
French	336	297	347	90	27	243	73	333	-4.0
Geography	4024	3226	3232	1373	46	1615	54	2988	-7.5
Geology	43	37	47	28	74	10	26	38	-19.1
German	104	140	129	33	41	47	59	80	-38.0
History	3230	2835	2863	916	34	1802	66	2718	-5.1
Human Biology	4352	4058	4258	1216	30	2878	70	4094	-3.9
Indonesian: Advanced	105	96	88	36	55	30	45	66	-25
Indonesian: Second Language	140	107	134	33	32	70	68	103	-23.1
Information Systems	761	699	684	435	71	179	29	614	-10.2
Italian	218	214	239	42	18	198	83	240	0.4
Japanese: Advanced	13	3	3	3	60	2	40	5	66.7
Japanese/Japanese: Second	259	211	255	63	31	143	69	206	-19.2
Malay: Advanced	87	43	50	28	33	57	67	85	70.0
Modern Greek	2	7	6	3	50	3	50	6	0.0
Music	341	328	358	133	38	219	62	352	-1.7
Physical Science	320	354	381	141	40	213	60	354	-7.1
Physics	3154	2975	3021	1913	69	865	31	2778	-8.0
Political and Legal Studies	1068	967	970	303	34	588	66	891	-8.1
Total number of students who sat at least one examination	12426	11652	11610	4931	45	6022	55	10953	-5.7

* Percentage change between 2005 and 2006.

Curriculum Council

Table 4.2 Candidates in each TEE subject/WACE examination course, shown as percentage of total candidature*, 2002-2006

Subject/course	Subject candidature as a percentage of the total candidature				
	2002	2003	2004	2005	2006
Accounting	10	9	10	12	14
Ancient History	3	3	3	2	3
Applicable Mathematics	36	36	35	36	34
Art	9	9	8	8	7
Aviation	-	-	-	-	0.26
Biology	16	15	16	14	15
Calculus	13	14	14	14	13
Chemistry	28	29	31	32	32
Chinese: Advanced	1	1	1	1	0.42
Chinese: Second Language	0.15	0.23	0.26	0.28	0.23
Discrete Mathematics	63	62	56	56	59
Drama Studies	8	9	8	8	8
Economics	24	25	23	22	24
English	69	68	71	72	72
English as a Second Language	5	6	6	7	7
English Literature	20	19	17	16	16
French	3	3	3	3	3
Geography	33	32	28	28	27
Geology	0.24	0.35	0.32	0.40	0.35
German	1	1	1	1	1
History	25	26	24	25	25
Human Biology	34	35	35	37	37
Indonesian: Advanced	1	1	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	0.11	0.1	0.03	0.03	0.05
Japanese/Japanese: Second Lang	2	2.08	1.81	2	2
Malay: Advanced	0.44	1	0	0.43	1
Modern Greek	0.05	0.02	0.06	0.05	0.05
Music	3	3	3	3	3
Physical Science	2	3	3	3	3
Physics	24	25	26	26	25
Political and Legal Studies	8	9	8	8	8
Total candidature	12272	12426	11652	11610	10953

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

Curriculum Council

Table 4.3 Total number and percentage of full-time and part-time enrolments in tertiary admissions/entrance subjects/WACE examination course, 1983-2006

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
2005	13178	94.9	702	5.1	13880
2006	12617	96.2	496	3.8	13113

* 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 2006 tertiary entrance examination subjects/WACE examination course by enrolment type and sex, 2006

Age as at 31 December 2006	Full-time*			Part-time*			Total (both full-time and part-time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Under 16	3	0	3	8	5	13	11	5	16
16+ - 17**	69	62	131	42	50	92	111	112	223
17+ - 18	4784	5826	10610	28	23	51	4812	5849	10661
18+ - 19	774	703	1477	40	37	77	814	740	1554
19+ - 20	128	130	258	31	16	47	159	146	305
20+ - 21	37	20	57	22	30	52	59	50	109
21+ - 22	14	10	24	12	9	21	26	19	45
22+ - 23	7	8	15	9	10	19	16	18	34
23+ - 24	3	7	10	9	4	13	12	11	23
24+ - 25	4	0	4	5	5	10	9	5	14
25+ - 30	9	4	13	19	16	35	28	20	48
30+ - 35	4	1	5	14	14	28	18	15	33
35+ - 40	2	1	3	4	7	11	6	8	14
40+ - 45	2	1	3	4	8	12	6	9	15
45+ - 50	3	1	4	1	7	8	4	8	12
50+ - 55	0	0	0	0	0	0	0	0	0
55+ - 60	0	0	0	3	1	4	3	1	4
60+ - 65	0	0	0	0	1	1	0	1	1
65+ - 70	0	0	0	1	0	1	1	0	1
70+ - 75	0	0	0	0	1	1	0	1	1
TOTAL	5843	6774	12617	252	244	496	6095	7018	13113

* 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+ and - 17 This age range includes candidates who are older than 16 years and up to and including 17 years as at 31 December 2006.

Curriculum Council

Table 4.5 Private candidature and absent private candidates in TEE subjects/WACE examination course, 2005-2006

Subject/course	2005			2006		
	Enrolled	Absent	% of absentees*	Enrolled	Absent	% of absentees*
Accounting	0	0	0.0	0	0	0.0
Ancient History	0	0	0.0	1	0	0.0
Applicable Mathematics	19	9	47.4	12	4	33.3
Art	0	0	0.0	1	0	0.0
Aviation	-	-	-	1	0	0.0
Biology	3	1	33.3	3	0	0.0
Calculus	9	5	55.6	13	4	30.8
Chemistry	13	7	53.8	10	2	20.0
Chinese: Advanced	10	0	0.0	6	0	0.0
Chinese: Second Language	12	0	0.0	7	0	0.0
Discrete Mathematics	19	7	36.8	10	3	30.0
Drama Studies	3	1	33.3	2	0	0.0
Economics	2	0	0.0	2	0	0.0
English	102	21	20.6	100	17	17.0
English Literature	3	1	33.3	3	0	0.0
French	6	1	16.7	3	0	0.0
Geography	5	2	40.0	3	1	33.3
Geology	0	0	0.0	0	0	0.0
German	22	0	0.0	20	0	0.0
History	1	0	0.0	6	1	16.7
Human Biology	12	4	33.3	7	2	28.6
Indonesian: Advanced	17	0	0.0	7	0	0.0
Indonesian: Second Language	4	0	0.0	3	0	0.0
Information Systems	6	2	33.3	0	0	0.0
Italian	3	0	0.0	6	0	0.0
Japanese: Second Language	4	0	0.0	2	0	0.0
Malay: Advanced	10	1	10.0	32	0	0.0
Music	3	1	33.3	3	0	0.0
Physical Science	9	1	11.1	10	1	10.0
Physics	12	4	33.3	10	3	30.0
Political and Legal Studies	2	1	50.0	1	1	100.0

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

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, 2002-2006

Subject	2002		2003		2004		2005		2006	
	No.	%	No.	%	No.	%	No.	%	No.	%
French	17	4.2	14	3.9	20	6.4	15	4.1	12	3.4
German	31	33.0	37	31.4	32	21.1	28	20.1	25	28.7
Italian	12	4.7	10	3.9	6	2.4	6	2.2	11	4.0
Modern Greek	1	16.7	1	33.3	4	57.1	3	33.3	1	11.1

* 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/WACE examination course, 2003-2006

Number of examinations sat for	2003		2004		2005		2006			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	546	4	586	5	515	4.4	230	213	443	4.1
2	517	4	481	4.1	399	3.4	144	155	299	2.7
3	366	3	312	2.6	259	2.2	109	113	222	2.0
4	3873	31	3776	32.4	3815	32.9	1462	2201	3663	33.4
5	4741	38	5084	43.6	5214	44.9	2295	2766	5061	46.2
6	2083	17	1365	11.7	1379	11.9	679	567	1246	11.4
7 or more	301	3	48	0.4	29	0.3	12	7	19	0.2
Total	12426	100	11652	100	11610	100	4931	6022	10953	100

* Persons in each year who sat for 1, 2, 3 etc TEE subjects/WACE examination course 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/WACE examination course, 2006

Subject/course	Number of candidates				Absentees as a percentage of enrolments
	Enrolled*	Non-exam candidate	Sat	Absent**	
Accounting	1643	21	1485	137	8.3
Ancient History	314	9	275	30	9.6
Applicable Mathematics	3925	17	3732	176	4.5
Art	992	55	810	127	12.8
Aviation	55	6	29	20	36.4
Biology	1833	54	1635	144	7.9
Calculus	1509	7	1434	68	4.5
Chemistry	3706	23	3477	206	5.6
Chinese: Advanced	60	0	46	14	23.3
Chinese: Second Language	27	0	25	2	7.4
Discrete Mathematics	7718	335	6436	947	12.3
Drama Studies	991	27	925	39	3.9
Economics	2767	36	2578	153	5.5
English	8499	108	7874	517	6.1
English as a Second Language	904	19	772	113	12.5
English Literature	1840	10	1789	41	2.2
French	350	8	333	9	2.6
Geography	3299	76	2988	235	7.1
Geology	43	1	38	4	9.3
German	87	1	80	6	6.9
History	2993	63	2718	212	7.1
Human Biology	4643	133	4094	416	9.0
Indonesian: Advanced	118	0	66	52	44.1
Indonesian: Second Language	113	4	103	6	5.3
Information Systems	766	28	614	124	16.2
Italian	274	11	240	23	8.4
Japanese: Advanced	6	0	5	1	16.7
Japanese: Second Language	222	5	206	11	5.0
Malay: Advanced	86	0	85	1	1.2
Modern Greek	9	3	6	0	0.0
Music	379	8	352	19	5.0
Physical Science	407	9	354	44	10.8
Physics	2959	22	2778	159	5.4
Political and Legal Studies	965	18	891	56	5.8

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

** In 1995, the Secondary Education Authority changed the procedure for recording absentees for Art, 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/
WACE examination course, 2005-2006

Subject/course	2005		2006	
	No.	Anomalous performers as a percentage of those who sat the subject	No.	Anomalous performers as a percentage of those who sat the subject/course
Accounting	55	3.94	88	5.93
Ancient History	10	3.91	20	7.27
Applicable Mathematics	75	1.81	64	1.71
Art	35	3.78	47	5.80
Aviation	-	-	4	13.79
Biology	47	2.84	65	3.98
Calculus	33	2.06	31	2.16
Chemistry	46	1.25	47	1.35
Chinese: Advanced	2	2.60	4	8.70
Chinese: Second Language	2	6.06	0	0.00
Discrete Mathematics	164	2.52	192	2.98
Drama Studies	63	6.48	61	6.59
Economics	72	2.77	62	2.40
English	896	10.74	788	10.01
English as a Second Language	57	7.20	45	5.83
English Literature	178	9.71	207	11.57
French	1	0.29	3	0.90
Geography	180	5.57	135	4.52
Geology	2	4.26	1	2.63
German	1	0.78	2	2.50
History	237	8.28	237	8.72
Human Biology	113	2.65	114	2.78
Indonesian: Advanced	11	12.50	9	13.64
Indonesian: Second Language	5	3.73	4	3.88
Information Systems	40	5.85	44	7.17
Italian	3	1.26	8	3.33
Japanese: Advanced	0	0.00	0	0.00
Japanese: Second Language	2	0.78	0	0.00
Malay: Advanced	5	10.00	6	7.06
Modern Greek	0	0.00	0	0.00
Music	9	2.51	13	3.69
Physical Science	16	4.20	8	2.26
Physics	70	2.32	56	2.02
Political and Legal Studies	60	6.19	33	3.70

* '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 examination mark exceeds approximately 17 marks will be classified as an 'Anomalous Performer'.

Curriculum Council

Table 4.10 Subject/course absentee and anomalous performer rate in relation to date of examination, 2006

Subject/course	Date of examination	Absentees as a percentage of enrolments	Anomalous performers as a percentage of those who sat
Japanese: Advanced	October 19	16.67	0.00
Applicable Mathematics	November 6	4.48	1.71
Drama Studies	November 6	3.94	6.59
Human Biology	November 7	8.96	2.78
Physics	November 7	5.37	2.02
Economics	November 8	5.53	2.40
Malay: Advanced	November 8	1.16	7.06
Modern Greek (SSABSA)	November 8	0.00	0.00
Political and Legal Studies	November 8	5.80	3.70
English	November 9	6.08	10.01
English as a Second Language	November 9	12.50	5.83
Calculus	November 10	4.51	2.16
Discrete Mathematics	November 10	12.27	2.98
German	November 13	6.90	2.50
History	November 13	7.08	8.72
Indonesian: Advanced	November 13	44.07	13.64
Italian	November 13	8.39	3.33
Accounting	November 14	8.34	5.93
Aviation	November 14	36.36	13.79
English Literature	November 14	2.23	11.57
Chemistry	November 15	5.56	1.35
Chinese: Advanced	November 15	23.33	8.70
French	November 15	2.57	0.90
Art	November 16	12.80	5.80
Chinese: Second Language	November 16	7.41	0.00
Geography	November 16	7.12	4.52
Ancient History	November 17	9.55	7.27
Biology	November 17	7.86	3.98
Indonesian: Second Language	November 17	5.31	3.88
Information Systems	November 20	16.19	7.17
Music	November 20	5.01	3.69
Japanese: Second Language	November 21	4.95	0.00
Physical Science	November 21	10.81	2.26
Geology	November 22	9.30	2.63

Curriculum Council

Table 4.11 Summary statistics on tertiary entrance examination/WACE course examination papers*, 2006

(For details relating to notes on this table, please refer to summary statistics on TEE/WACE course examination papers, 2006).

Subject	No. of candidates**		Mean (%)		Range		Reliability		Concurrent validity	
							Multiple choice	Total examinations		
Accounting	1485	(1395)	55.99	(59.12)	97	(96)		0.90 (0.91)	0.88	(0.89)
Ancient History	275	(256)	57.45	(56.57)	88	(78)		(N/A)	0.83	(0.88)
Applicable Mathematics	3732	(4154)	61.34	(61.14)	98	(97)		0.90 (0.90)	0.92	(0.91)
Art	810	(926)	58.47	(58.79)	86	(86)		0.70 (0.72)	0.82	(0.82)
Aviation	29	-	36.24	-	48	-		0.81 -	0.70	-
Biology	1635	(1653)	52.45	(62.53)	75	(80)	0.93 (0.94)	0.83 (0.85)	0.86	(0.88)
Calculus	1434	(1601)	57.26	(51.78)	99	(99)		0.94 (0.92)	0.93	(0.92)
Chemistry	3477	(3683)	60.62	(63.89)	96	(92)	0.97 (0.97)	0.92 (0.88)	0.93	(0.92)
Chinese: Advanced	46	(77)	56.26	(57.49)	46	(66)		0.49 (0.84)	0.79	(0.87)
Chinese: Second Language	25	(33)	75.64	(78.67)	50	(49)		0.78 (0.68)	0.85	(0.69)
Discrete Mathematics	6436	(6519)	53.54	(61.26)	94	(99)		0.89 (0.90)	0.88	(0.88)
Drama Studies	909	(972)	61.86	(56.59)	81	(88)		0.46 (0.64)	0.79	(0.79)
Economics	2578	(2596)	55.09	(56.18)	96	(89)	0.74 (0.72)	0.79 (0.80)	0.90	(0.89)
English	7874	(8342)	60.11	(57.69)	99	(97)		0.75 (0.75)	0.73	(0.74)
ESL	772	(792)	66.58	(64.73)	85	(70)	0.71 (0.67)	0.79 (0.76)	0.85	(0.82)
English Literature	1789	(1833)	64.37	(63.28)	90	(94)		0.63 (0.65)	0.72	(0.72)
French	333	(347)	58.66	(57.46)	70	(78)		0.92 (0.93)	0.94	(0.95)
Geography	2988	(3231)	57.35	(52.06)	80	(91)	0.46 (0.45)	0.72 (0.70)	0.84	(0.82)
Geology	38	(47)	59.16	(55.81)	69	(59)	0.93 (0.93)	0.90 (0.85)	0.93	(0.90)
German	80	(129)	74.78	(65.61)	63	(73)		0.92 (0.93)	0.86	(0.92)
History	2718	(2863)	57.78	(59.62)	98	(99)		0.88 (0.89)	0.77	(0.78)
Human Biology	4094	(4258)	49.79	(57.23)	78	(92)	0.93 (0.95)	0.82 (0.82)	0.87	(0.88)
Indonesian: Advanced	66	(88)	56.14	(55.22)	45	(49)	0.12 (0.26)	0.70 (0.58)	0.69	(0.65)
Indonesian: Second Language	103	(134)	59.35	(56.66)	71	(81)		0.89 (0.93)	0.87	(0.86)
Information Systems	614	(684)	57.64	(60.57)	96	(90)		0.92 (0.86)	0.83	(0.84)
Italian	240	(239)	60.49	(61.46)	91	(72)		0.87 (0.85)	0.91	(0.91)
Japanese: Second Language	206	(255)	58.65	(60.30)	96	(90)		0.93 (0.92)	0.93	(0.94)
Malay: Advanced	85	(50)	54.09	(58.92)	67	(57)		0.80 (0.79)	0.72	(0.65)
Music	352	(358)	68.05	(66.22)	69	(83)		0.96 (0.95)	0.91	(0.89)
Physical Science	354	(381)	56.60	(51.78)	83	(71)	0.95 (0.91)	0.95 (0.58)	0.90	(0.88)
Physics	2778	(3021)	55.48	(52.21)	93	(93)		0.91 (0.91)	0.90	(0.90)
Political & Legal Studies	891	(970)	54.19	(52.67)	95	(93)		0.86 (0.86)	0.86	(0.85)

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

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

(2005 statistics in parentheses)

Curriculum Council

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients* for the tertiary entrance examination subjects/WACE examination course, by sex, 2006

Subject/course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std Dev	Mean	Std Dev	
Accounting	Male	690	64.16	13.45	54.96	19.12	0.89
	Female	794	66.20	12.77	56.95	18.42	
	Persons	1484	65.25	13.13	56.02	18.77	
Ancient History	Male	116	66.11	12.24	57.95	14.44	0.82
	Female	158	65.94	11.07	57.39	13.37	
	Persons	274	66.01	11.58	57.63	13.84	
Applicable Mathematics	Male	2136	65.61	13.43	61.45	18.26	0.92
	Female	1585	65.55	12.49	61.34	17.22	
	Persons	3721	65.59	13.04	61.40	17.82	
Art	Male	192	63.14	12.52	54.85	14.37	0.82
	Female	617	66.86	10.87	59.60	12.13	
	Persons	809	65.98	11.39	58.47	12.85	
Aviation	Male	25	65.95	10.84	37.20	13.55	0.79
	Female	3	60.47	4.88	26.33	5.44	
	Persons	28	65.36	10.51	36.04	13.36	
Biology	Male	625	64.32	11.55	51.63	11.94	0.86
	Female	1007	66.59	11.14	52.97	11.76	
	Persons	1632	65.72	11.35	52.46	11.85	
Calculus	Male	1006	65.38	13.84	57.44	19.05	0.93
	Female	419	65.78	13.47	57.29	18.56	
	Persons	1425	65.49	13.74	57.40	18.90	
Chemistry	Male	1809	65.64	12.80	61.16	18.54	0.93
	Female	1659	65.66	12.32	60.15	18.32	
	Persons	3468	65.65	12.58	60.67	18.44	
Chinese: Advanced	Male	16	64.66	9.84	57.75	9.58	0.82
	Female	24	66.25	10.97	55.21	9.55	
	Persons	40	65.61	10.56	56.23	9.64	
Chinese: Second Language	Male	9	63.41	8.37	70.67	12.16	0.87
	Female	9	65.74	11.49	74.22	14.72	
	Persons	18	64.58	10.12	72.44	13.61	
Discrete Mathematics	Male	2559	65.91	11.75	54.33	13.71	0.88
	Female	3868	65.45	11.98	53.11	13.78	
	Persons	6427	65.63	11.89	53.60	13.76	
Drama Studies	Male	213	64.10	11.65	59.56	11.88	0.77
	Female	710	66.62	10.92	62.33	10.58	
	Persons	923	66.04	11.14	61.69	10.96	
Economics	Male	1491	64.79	12.39	54.86	16.31	0.9
	Female	1085	65.79	12.68	55.39	17.10	
	Persons	2576	65.21	12.52	55.08	16.65	

* 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/course concerned.

Curriculum Council

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients* for the tertiary entrance examination subjects/ WACE examination course, by sex, 2006 (cont)

Subject/course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std Dev	Mean	Std Dev	
English	Male	3628	63.27	9.97	57.52	12.22	0.73
	Female	4159	68.04	9.87	62.26	11.40	
	Persons	7787	65.82	10.20	60.05	12.02	
English as a Second Language	Male	391	63.72	12.43	64.99	13.21	0.84
	Female	378	68.04	11.18	68.30	12.06	
	Persons	769	65.84	12.02	66.62	12.77	
English Literature	Male	569	65.78	11.27	64.17	10.10	0.71
	Female	1217	66.59	10.26	64.47	9.51	
	Persons	1786	66.33	10.60	64.37	9.70	
French	Male	88	66.40	11.96	58.39	14.19	0.94
	Female	242	66.61	11.91	58.62	14.08	
	Persons	330	66.55	11.92	58.55	14.11	
Geography	Male	1373	65.56	11.07	57.61	11.48	0.83
	Female	1613	65.87	10.98	57.14	11.06	
	Persons	2986	65.73	11.02	57.35	11.26	
Geology	Male	28	63.34	12.42	56.93	15.21	0.94
	Female	10	71.25	12.27	65.40	12.63	
	Persons	38	65.42	12.86	59.16	15.04	
German	Male	24	69.77	10.75	71.04	13.00	0.82
	Female	36	68.28	15.16	70.06	17.36	
	Persons	60	68.88	13.59	70.45	15.77	
History	Male	913	64.99	10.85	57.39	12.97	0.76
	Female	1800	66.20	11.18	57.99	12.91	
	Persons	2713	65.79	11.09	57.79	12.94	
Human Biology	Male	1216	64.38	11.15	49.13	11.26	0.87
	Female	2873	66.35	11.22	50.11	11.67	
	Persons	4089	65.76	11.23	49.82	11.56	
Indonesian: Advanced	Male	34	60.53	9.33	54.26	9.89	0.78
	Female	25	69.22	9.92	59.08	9.96	
	Persons	59	64.21	10.50	56.31	10.20	
Indonesian: Second Language	Male	32	69.54	9.57	63.34	14.89	0.83
	Female	68	64.54	10.69	56.69	15.81	
	Persons	100	66.14	10.60	58.82	15.83	
Information Systems	Male	434	66.03	12.35	58.84	17.16	0.83
	Female	179	64.12	14.10	54.64	18.82	
	Persons	613	65.47	12.92	57.62	17.76	

* 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/course concerned.

Curriculum Council

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients* for the tertiary entrance examination subjects/WACE examination course, by sex, 2006 (cont)

Subject/course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std Dev	Mean	Std Dev	
Italian	Male	40	64.06	13.55	57.48	17.87	0.91
	Female	194	66.50	12.00	60.64	15.40	
	Persons	234	66.09	12.31	60.10	15.90	
Japanese: Advanced	Male	3	51.00	13.95	51.00	13.95	0.75
	Female	2	50.00	0.00	50.00	15.00	
	Persons	5	50.60	10.82	50.60	14.39	
Japanese: Second Language	Male	62	62.60	14.45	53.82	21.30	0.93
	Female	142	67.07	11.47	60.35	17.00	
	Persons	204	65.71	12.62	58.37	18.66	
Malay: Advanced	Male	17	65.28	7.47	53.47	14.09	0.76
	Female	36	65.88	11.41	55.06	13.74	
	Persons	53	65.69	10.32	54.55	13.87	
Modern Greek (SSABSA)	Male	2	68.48	3.82	68.50	2.50	0.89
	Female	2	74.05	0.59	73.50	1.50	
	Persons	4	71.26	3.90	71.00	3.24	
Music	Male	132	66.66	12.56	68.38	13.63	0.90
	Female	217	66.13	10.83	68.41	11.58	
	Persons	349	66.33	11.52	68.40	12.40	
Physical Science	Male	139	65.40	12.12	57.13	14.06	0.89
	Female	206	65.89	12.34	56.14	15.84	
	Persons	345	65.69	12.25	56.54	15.16	
Physics	Male	1907	66.01	12.57	56.79	16.49	0.91
	Female	863	64.47	12.41	52.70	16.07	
	Persons	2770	65.53	12.54	55.51	16.47	
Political and Legal Studies	Male	303	64.58	11.40	52.82	14.79	0.86
	Female	588	66.22	11.58	54.90	15.19	
	Persons	891	65.66	11.54	54.19	15.09	

* 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/course concerned.

Curriculum Council

Table 4.13 Mean and standard deviation of combined marks and scaled marks for the tertiary entrance examination subjects/WACE examination course, by sex, 2006

Subject/course	Sex of student	Total*	Combined marks		Scaled marks		Highest scaled mark
			Mean	Std Dev	Mean	Std Dev	
Accounting	Male	694	64.39	13.04	54.80	14.28	88.99
	Female	798	66.12	12.19	56.70	13.35	90.92
	Persons	1492	65.31	12.62	55.82	13.82	90.92
Ancient History	Male	118	65.43	12.66	59.07	15.38	99.31
	Female	159	65.60	11.21	59.28	13.62	99.19
	Persons	277	65.53	11.85	59.19	14.40	99.31
Applicable Mathematics	Male	2144	65.58	12.71	62.37	14.99	100.00
	Female	1589	65.47	11.75	62.25	13.87	99.10
	Persons	3733	65.53	12.31	62.32	14.53	100.00
Art	Male	193	62.44	12.56	49.42	15.48	94.97
	Female	617	66.57	11.10	54.51	13.68	94.85
	Persons	810	65.58	11.60	53.30	14.30	94.97
Aviation	Male	26	68.03	11.55	50.70	13.61	72.03
	Female	3	60.35	3.63	41.66	4.28	45.45
	Persons	29	67.24	11.25	49.76	13.25	72.03
Biology	Male	627	64.48	11.57	54.66	14.04	96.02
	Female	1011	66.31	11.30	56.72	13.73	93.20
	Persons	1638	65.61	11.44	55.93	13.88	96.02
Calculus	Male	1013	65.24	13.20	64.35	14.87	100.00
	Female	421	65.34	12.69	64.47	14.32	97.61
	Persons	1434	65.27	13.05	64.38	14.71	100.00
Chemistry	Male	1817	65.68	12.18	62.76	14.42	100.00
	Female	1662	65.42	11.84	62.45	14.01	100.00
	Persons	3479	65.55	12.02	62.61	14.22	100.00
Chinese: Advanced	Male	18	67.03	10.96	43.01	15.76	75.40
	Female	28	66.21	12.69	41.82	18.24	82.96
	Persons	46	66.53	12.05	42.28	17.32	82.96
Chinese: Second Language	Male	12	66.77	12.58	51.91	16.99	96.79
	Female	12	71.74	14.96	58.61	20.20	96.79
	Persons	24	69.26	14.04	55.26	18.97	96.79
Discrete Mathematics	Male	2566	65.97	11.39	54.94	13.44	92.15
	Female	3883	65.23	11.72	54.06	13.83	92.95
	Persons	6449	65.53	11.59	54.41	13.68	92.95
Drama Studies	Male	213	63.60	11.48	51.76	14.58	87.01
	Female	713	66.40	11.11	55.42	14.04	97.52
	Persons	926	65.76	11.25	54.58	14.25	97.52
Economics	Male	1493	65.09	11.94	58.61	14.13	95.56
	Female	1088	65.80	12.48	59.45	14.77	97.67
	Persons	2581	65.39	12.18	58.97	14.41	97.67

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

Curriculum Council

Table 4.13 Mean and standard deviation of combined marks and scaled marks for the tertiary entrance examination subjects/WACE examination course, by sex, 2006 (cont)

Subject/course	Sex of student	Total*	Combined marks		Scaled marks		Highest scaled mark
			Mean	Std Dev	Mean	Std Dev	
English	Male	3657	62.91	10.73	52.30	13.47	95.31
	Female	4229	67.99	10.34	58.69	12.98	94.95
	Persons	7886	65.63	10.82	55.73	13.59	95.31
English as a Second Language	Male	391	64.02	11.80	N/A	N/A	N/A
	Female	379	67.66	11.18	N/A	N/A	N/A
	Persons	770	65.81	11.64	N/A	N/A	N/A
English Literature	Male	571	65.40	11.42	63.74	14.53	100.00
	Female	1225	66.04	10.37	64.56	13.20	100.00
	Persons	1796	65.83	10.72	64.30	13.64	100.00
French	Male	90	66.47	12.16	66.20	13.88	100.00
	Female	244	66.38	12.20	66.15	14.09	100.00
	Persons	334	66.40	12.19	66.16	14.03	100.00
Geography	Male	1377	65.78	11.26	54.76	13.47	95.76
	Female	1617	65.66	11.07	54.54	13.29	89.61
	Persons	2994	65.72	11.16	54.64	13.37	95.76
Geology	Male	28	64.32	12.75	50.32	12.84	86.23
	Female	10	74.12	14.11	60.18	14.20	80.65
	Persons	38	66.90	13.81	52.91	13.91	86.23
German	Male	33	73.75	14.04	71.06	15.55	100.00
	Female	47	71.87	16.37	68.99	18.20	100.00
	Persons	80	72.65	15.48	69.84	17.19	100.00
History	Male	916	64.91	11.20	56.03	14.10	100.00
	Female	1808	65.84	11.19	57.20	14.09	94.33
	Persons	2724	65.52	11.21	56.81	14.10	100.00
Human Biology	Male	1219	64.52	11.01	53.44	13.53	89.81
	Female	2885	66.00	11.31	55.26	13.90	94.42
	Persons	4104	65.56	11.24	54.72	13.81	94.42
Indonesian: Advanced	Male	36	62.93	10.70	39.85	13.94	69.94
	Female	30	70.10	10.99	49.20	14.31	78.25
	Persons	66	66.19	11.41	44.10	14.86	78.25
Indonesian: Second Language	Male	33	70.60	11.65	65.91	14.68	98.80
	Female	70	64.36	11.75	58.05	14.81	92.07
	Persons	103	66.36	12.07	60.57	15.21	98.80
Information Systems	Male	437	66.24	11.75	50.88	14.08	87.98
	Female	179	64.03	13.05	48.20	15.72	87.12
	Persons	616	65.60	12.18	50.10	14.63	87.98

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

** Scaled marks for English as a Second Language students are not derived as the subject is not a tertiary entrance scoring subject.

Curriculum Council

Table 4.13 Mean and standard deviation of combined marks and scaled marks for the tertiary entrance examination subjects/WACE examination course, by sex, 2006 (cont)

Subject/course	Sex of student	Total*	Combined marks		Scaled marks		Highest scaled mark
			Mean	Std Dev	Mean	Std Dev	
Italian	Male	42	64.84	13.66	55.66	15.19	84.22
	Female	198	67.02	12.55	58.09	13.96	94.77
	Persons	240	66.64	12.78	57.67	14.21	94.77
Japanese: Advanced	Male	3	51.00	13.95	36.01	18.55	57.28
	Female	2	50.00	7.50	34.68	9.97	44.65
	Persons	5	50.60	11.81	35.48	15.70	57.28
Japanese: Second Language	Male	63	62.90	14.54	60.23	15.96	94.45
	Female	143	67.14	11.51	64.88	12.64	100.00
	Persons	206	65.84	12.67	63.46	13.91	100.00
Malay: Advanced	Male	28	66.29	12.56	50.60	16.16	93.98
	Female	57	66.99	11.87	51.50	15.29	84.48
	Persons	85	66.76	12.11	51.20	15.59	93.98
Modern Greek (SSABSA)	Male	2	68.49	3.16	59.48	3.83	63.31
	Female	2	73.78	0.46	65.88	0.55	66.43
	Persons	4	71.13	3.48	62.68	4.21	66.43
Music	Male	133	66.44	12.86	62.19	15.58	100.00
	Female	219	65.66	10.84	61.25	13.16	97.53
	Persons	352	65.95	11.65	61.61	14.13	100.00
Physical Science	Male	142	66.16	11.36	53.38	13.14	83.29
	Female	216	65.69	12.94	52.83	14.97	91.01
	Persons	358	65.87	12.34	53.05	14.27	91.01
Physics	Male	1915	66.19	12.20	62.91	14.49	100.00
	Female	866	63.89	11.77	60.17	13.98	95.12
	Persons	2781	65.48	12.11	62.05	14.39	100.00
Political and Legal Studies	Male	304	64.48	11.28	58.72	13.60	96.01
	Female	589	66.08	11.62	60.66	14.02	100.00
	Persons	893	65.54	11.53	60.00	13.91	100.00

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

Curriculum Council

Table 4.14 Relationship between raw examination marks and standardised examination marks, for tertiary entrance examination subjects/WACE examination course, 2006

Subject/course	Raw examination marks				
	Standardised to 48	Standardised to 60	Standardised to 72	Standardised to 80	Standardised to 100
Accounting	30.22	46.87	67.15	77.82	96.00
Ancient History	39.73	51.40	64.38	74.47	95.00
Applicable Mathematics	37.19	51.93	71.97	83.39	97.00
Art	42.16	53.24	64.85	73.28	90.00
Aviation	15.90	26.40	43.30	55.10	61.00
Biology	36.11	46.01	58.83	66.95	86.00
Calculus	32.74	47.36	67.74	80.55	98.00
Chemistry	35.35	49.90	71.72	84.38	100.00
Chinese: Advanced	43.20	50.80	60.10	69.20	75.00
Chinese: Second Language	50.75	71.00	84.25	87.50	90.00
Discrete Mathematics	35.64	45.84	60.75	70.91	94.00
Drama Studies	48.67	56.54	66.97	74.36	91.00
Economics	32.98	46.82	64.45	75.50	98.00
English	45.15	53.78	65.91	74.75	99.00
English as a Second Language	48.83	61.12	73.39	80.36	97.00
English Literature	52.39	59.41	68.31	76.04	96.00
French	39.73	48.87	65.28	75.40	92.00
Geography	42.04	51.48	63.01	70.66	92.00
Geology	40.50	51.10	65.90	75.60	90.00
German	44.30	61.45	79.10	87.70	93.00
History	41.44	51.54	64.42	72.80	97.00
Human Biology	34.05	43.02	55.94	64.39	87.00
Indonesian: Advanced	43.80	50.20	60.55	70.35	77.00
Indonesian: Second Language	39.03	49.10	67.85	80.93	90.00
Information Systems	32.05	50.06	67.74	78.07	95.00
Italian	38.35	52.03	68.82	79.33	91.00
Japanese: Advanced*	-	-	-	-	-
Japanese: Second Language	33.93	47.87	69.44	83.53	97.00
Malay: Advanced	33.50	44.50	62.75	70.75	87.00
Modern Greek*	-	-	-	-	-
Music	51.48	62.14	74.91	83.64	94.00
Physical Science	35.26	47.99	64.85	76.18	90.00
Physics	33.53	46.67	65.05	75.61	94.00
Political And Legal Studies	32.53	46.48	62.19	72.59	98.00

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

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

Curriculum Council

Table 4.15 Relationship between combined marks and scaled marks for tertiary entrance examination subjects/WACE examination course, 2006

Subject/course	Combined marks					
	Scaled to 35	Scaled to 50	Scaled to 65	Scaled to 75	Scaled to 85	Scaled to 100
Accounting	46.31	60.00	73.70	82.82	91.95	*
Ancient History	45.63	57.97	70.31	78.54	86.77	99.11
Applicable Mathematics	42.40	55.10	67.80	76.27	84.74	97.45
Art	50.74	62.91	75.08	83.19	91.31	*
Aviation	54.70	67.44	80.17	88.65	97.14	*
Biology	48.43	60.77	73.12	81.35	89.58	*
Calculus	39.23	52.52	65.82	74.68	83.54	96.83
Chemistry	42.23	54.90	67.57	76.02	84.47	97.14
Chinese: Advanced	61.46	71.90	82.34	89.29	96.25	*
Chinese: Second Language	54.26	65.36	76.47	83.87	91.27	*
Discrete Mathematics	49.08	61.79	74.50	82.97	91.44	*
Drama Studies	50.82	62.44	74.06	81.80	89.55	*
Economics	45.13	57.81	70.50	78.95	87.40	*
English	49.13	61.08	73.02	80.98	88.94	*
English Literature	42.82	54.60	66.39	74.24	82.10	93.88
French	39.50	52.43	65.36	73.98	82.60	95.53
Geography	49.39	61.88	74.38	82.71	91.04	*
Geology	49.11	64.01	78.91	88.84	98.78	*
German	41.38	54.82	68.27	77.23	86.19	99.64
History	48.19	60.11	72.03	79.98	87.93	99.85
Human Biology	49.52	61.72	19.93	82.07	90.20	*
Indonesian: Advanced	59.20	70.72	82.24	89.91	97.59	*
Indonesian: Second Language	46.08	57.98	69.88	77.81	85.74	97.64
Information Systems	53.07	65.52	77.97	86.28	94.58	*
Italian	46.26	59.75	73.23	82.22	91.21	*
Japanese: Advanced***	-	-	-	-	-	-
Japanese: Second Language	39.92	53.58	67.24	76.35	85.46	99.12
Malay: Advanced	54.18	65.83	77.48	85.25	93.02	*
Modern Greek***	-	-	-	-	-	-
Music	44.04	56.39	68.74	76.98	85.21	97.56
Physical Science	50.27	63.24	76.21	84.85	93.50	*
Physics	42.70	55.33	67.95	76.37	84.79	97.42
Political and Legal Studies	44.81	57.25	69.68	77.97	86.26	98.70

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

** 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/course.

Curriculum Council

Table 4.16 Subject loading for each tertiary entrance examination subject/WACE examination course, 2005-2006

The mean of all scaled scores across all subjects is 58. The subject loading is the difference between a subject's mean scaled mark and 58, and therefore describes the extent to which an average student's combined mark is affected by the scaling process. For example, in 2005, the subject loading for Accounting was -1.85 because an average student's scaled mark in Accounting was 1.85 marks lower than his/her combined marks.

Subject/course	2005 Mean scaled mark [*]	2005 Subject loading	2006 Mean scaled mark [*]	2006 Subject loading
Accounting	56.15	-1.85	55.94	-2.05
Ancient History	59.27	1.27	59.90	1.90
Applicable Mathematics	62.83	4.83	62.64	4.65
Art	54.04	-3.96	54.27	-3.72
Aviation	-	-	50.02	-7.98
Biology	55.71	-2.29	56.13	-1.86
Calculus	65.02	7.02	64.70	6.71
Chemistry	63.06	5.06	62.77	4.79
Chinese: Advanced	53.82	-4.18	44.08	-13.92
Chinese: Second Language	58.72	0.72	51.66	-6.34
Discrete Mathematics	54.54	-3.46	54.87	-3.12
Drama Studies	55.56	2.44	55.08	-2.91
Economics	58.91	0.91	59.12	1.13
English	55.77	-2.23	56.02	-1.98
English as a Second Language	N/A		N/A	
English Literature	64.59	6.59	64.39	6.39
French	64.95	6.95	65.26	7.30
Geography	54.38	-3.62	54.90	-3.10
Geology	50.37	-7.63	52.91	-5.09
German	62.67	4.67	63.10	5.11
History	57.26	-0.74	57.08	-0.92
Human Biology	55.04	-2.96	55.27	-2.73
Indonesian: Advanced	53.71	-4.29	44.19	-13.81
Indonesian: Second Language	59.09	1.09	60.57	2.58
Information Systems	51.44	-6.56	50.50	-7.51
Italian	59.24	1.24	57.09	-0.90
Japanese: Advanced**				
Japanese: Second Language	59.75	1.75	63.42	5.43
Malay: Advanced	50.93	-7.07	51.24	-6.75
Modern Greek**				
Music	61.68	3.68	61.58	3.60
Physical Science	54.16	-3.84	53.61	-4.39
Physics	62.37	4.37	62.37	4.37
Political and Legal Studies	60.31	2.31	60.04	2.05

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

- have a combined mark for the subject/course.
- have marks for at least four TEE subjects/WACE examination course 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 from the scaling population.

** 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/course.

Curriculum Council

Table 4.17 Ranges of scaled marks corresponding to decile places in tertiary entrance examination subjects/WACE examination course, 2006

Subject/course	Lowest scaled mark in each decile place*									
	1	2	3	4	5	6	7	8	9	10
Accounting	71.87	67.25	63.50	60.35	57.09	53.70	50.18	45.62	38.44	0.00
Ancient History	76.58	71.48	66.97	63.04	59.94	56.60	53.02	47.41	40.53	0.00
Applicable Mathematics	80.17	74.25	70.14	66.35	62.92	59.53	55.73	50.48	42.84	0.00
Art	70.82	65.78	61.54	57.03	53.43	50.01	46.32	41.63	34.35	0.00
Aviation	71.33	66.03	58.95	56.74	50.44	46.15	44.80	40.67	31.50	0.00
Biology	73.38	68.09	64.09	60.06	56.52	53.19	49.04	43.85	36.25	0.00
Calculus	81.34	75.92	72.18	68.49	65.57	61.95	58.50	53.06	46.09	0.00
Chemistry	79.99	74.49	70.33	66.68	63.16	59.76	56.13	50.57	43.02	0.00
Chinese: Advanced	66.07	56.27	53.62	47.89	45.26	38.83	32.32	27.71	24.15	0.00
Chinese: Second Language	96.79	74.93	64.95	60.13	56.21	52.00	48.88	42.69	33.36	0.00
Discrete Mathematics	71.61	66.04	62.12	58.51	55.28	51.65	47.87	42.64	35.38	0.00
Drama Studies	72.13	66.68	62.59	58.68	54.72	51.22	47.14	42.21	34.35	0.00
Economics	76.55	70.97	66.99	63.20	60.00	56.43	52.48	47.42	39.66	0.00
English	72.84	67.52	63.47	59.97	56.61	52.82	48.79	43.80	36.95	0.00
English as a Second Lang**	79.71	75.85	72.18	69.64	66.83	63.84	60.35	55.27	49.06	0.00
English Literature	81.90	76.22	72.12	67.92	64.57	61.24	57.39	52.53	45.67	0.00
French	82.77	77.18	73.21	70.82	67.72	63.63	59.43	53.32	45.79	0.00
Geography	71.36	66.18	62.29	58.97	55.62	52.11	48.10	42.48	35.44	0.00
Geology	79.54	64.28	59.59	56.25	54.17	50.51	47.09	44.02	36.74	0.00
German	88.77	76.73	72.18	69.09	66.06	58.59	55.86	47.21	37.72	0.00
History	74.80	69.10	64.74	61.02	57.42	54.11	50.26	45.15	37.15	0.00
Human Biology	72.26	66.95	62.70	59.06	55.64	51.96	47.77	42.18	35.42	0.00
Indonesian: Advanced	67.22	57.62	52.98	47.07	43.29	40.27	35.88	32.72	25.90	0.00
Indonesian: Second Lang	80.60	73.19	70.07	64.56	60.19	56.81	53.86	47.98	40.40	0.00
Information Systems	67.46	62.08	58.07	54.71	51.28	47.27	43.83	38.79	30.88	0.00
Italian	75.69	68.21	64.89	61.54	58.61	55.24	51.47	45.60	38.46	0.00
Japanese: Advanced	-	-	57.28	-	44.65	-	38.67	-	24.71	0.00
Japanese: Second Language	81.12	74.49	71.26	67.59	63.82	60.70	57.72	50.63	45.19	0.00
Malay: Advanced	71.35	64.70	60.84	55.35	52.38	49.50	43.34	39.07	31.51	0.00
Modern Greek	-	94.31	-	92.04	-	66.43	65.33	-	63.31	0.00
Music	79.05	73.24	69.49	65.50	62.04	58.22	53.90	48.84	41.62	0.00
Physical Science	71.98	64.40	60.66	57.62	54.19	50.43	45.89	40.82	34.29	0.00
Physics	79.82	73.82	70.20	66.55	63.23	59.46	55.24	49.99	42.69	0.00
Political and Legal Studies	77.42	72.48	67.58	64.16	60.11	57.08	53.33	48.57	40.89	0.00

* For example:

- 1 indicates the student is in the top 10% of students in the subject/course
- 2 indicates the student is in the second 10% of students in the subject/course
- 3 indicates the student is in the third 10% of students in the subject/course 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 'Typical' School Students* Achieving a Western Australian Certificate of Education (WACE), 2004-2005

Category of Students	2004				2005			
	Male	Female	Persons	%	Male	Female	Persons	%
Eligible for a WACE	8287	9114	17401	100.0	8454	9439	17893	100.0
Achieving a WACE	7760	8772	16532	95.0	7980	9141	17121	95.7
Not Achieving a WACE only on the English Language Competence Criterion	28	19	47	0.3	32	8	40	0.2
Not Achieving a WACE on the Grade Criterion	499	323	822	4.7	442	290	732	4.1

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

Curriculum Council

Table 4.19 Age of full fee paying overseas students* enrolled in 2006 tertiary entrance examination subjects/WACE examination course by enrolment type and sex

Age as at 31 December 2006	Full-time*			Part-time			Total (both full-time and part-time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Under 16	0	0	0	0	0	0	0	0	0
16+ - 17**	4	7	11	2	4	6	6	11	17
17+ - 18	87	72	159	1	3	4	88	75	163
18+ - 19	165	184	349	4	3	7	169	187	356
19+ - 20	68	76	144	0	1	1	68	77	145
20+ - 21	12	7	19	0	0	0	12	7	19
21+ - 22	1	3	4	0	0	0	1	3	4
22+ - 23	1	0	1	0	0	0	1	0	1
23+ - 24	0	1	1	0	0	0	0	1	1
24+ - 25	0	0	0	0	0	0	0	0	0
25+ - 30	1	0	1	0	0	0	1	0	1
Total	339	350	689	7	11	18	346	361	707

* 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 2006.

Table 4.20 Number and percentage* of full fee paying overseas students sitting for a specific number of TEE subjects/WACE examination course, 2003-2006

Number of subjects sat for	2003		2004		2005		2006			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	20	3.7	38	6.6	33	5.1	13	11	24	3.9
2	13	2.4	5	0.9	7	1.1	0	2	2	0.3
3	2	0.4	8	1.4	8	1.3	1	2	3	0.5
4	10	1.9	32	5.6	31	4.8	9	10	19	3.1
5	360	67.7	356	62.2	361	56.2	198	225	423	68.7
6	118	22.2	128	22.4	197	30.7	74	71	145	23.5
7 or more	9	1.7	5	0.9	5	0.8	0	0	0	0.0
Total	532	100	572	100	642	100	295	321	616	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/WACE examination in each subject/course, 2003-2006

Subject/course	Number of students sitting the examination								
	2003	2004	2005	2006				Persons	% Change*
				Male		Female			
				No.	%	No.	%		
Accounting	172	190	196	103	47	114	53	217	10.7
Ancient History	5	3	2	6	100	0	0	6	200.0
Applicable Mathematics	384	396	447	215	48	236	52	451	0.9
Art	12	21	26	7	39	11	61	18	-30.8
Aviation	-	-	-	2	100	0	0	2	-
Biology	34	107	111	56	38	90	62	146	31.5
Calculus	214	168	239	122	56	96	44	218	-8.8
Chemistry	227	266	313	123	42	173	58	296	-5.4
Chinese: Advanced	89	66	44	11	44	14	56	25	-43.2
Chinese: Second Language	3	3	4	1	100	0	0	1	-75.0
Discrete Mathematics	108	111	148	60	47	67	53	127	-14.2
Drama Studies	14	12	23	5	38	8	62	13	-43.5
Economics	286	318	326	209	51	201	49	410	25.8
English	119	127	154	53	44	68	56	121	-21.4
English as a Second Language	373	409	452	230	49	243	51	473	4.6
English Literature	13	10	16	5	56	4	44	9	-43.8
French	2	3	14	3	60	2	40	5	-64.3
Geography	39	37	44	12	52	11	48	23	-47.7
Geology	0	0	1	0	0	0	0	0	-100.0
German	3	38	40	0	0	0	0	0	-100.0
History	11	18	28	9	75	3	25	12	-57.1
Human Biology	69	64	85	13	31	29	69	42	-50.6
Indonesian: Advanced	62	54	60	25	58	18	42	43	-28.3
Indonesian: Second Language	0	0	1	0	0	1	100	1	0.0
Information Systems	96	107	127	60	48	64	52	124	-2.4
Italian	0	1	1	0	0	0	0	0	-100.0
Japanese: Advanced	9	3	2	0	0	2	100	2	0.0
Japanese: Second Language	18	6	17	4	27	11	73	15	-11.8
Malay: Advanced	82	38	45	25	32	53	68	78	73.3
Music	1	5	7	0	0	3	100	3	-57.1
Physical Science	0	4	5	2	100	0	0	2	-60.0
Physics	199	177	225	120	57	90	43	210	-6.7
Political and Legal Studies	17	22	14	5	100	0	0	5	-64.3
Total number of students who sat at least one TEE subject	532	572	642	295	48	321	52	616	-4.0

* Percentage change between 2005 and 2006.

Curriculum Council

Table 4.22 Enrolments, absentees and non-examination full fee paying overseas students in each tertiary entrance examination subject/WACE examination course, 2006

Subject/course	Number of students				Absentees as a percentage of enrolments
	Enrolled*	Non-exam candidate	Sat	Absent**	
Accounting	236	0	217	19	8.1
Ancient History	7	0	6	1	14.3
Applicable Mathematics	476	1	451	24	5.0
Art	28	2	18	8	28.6
Aviation	2	0	2	0	0.0
Biology	153	0	146	7	4.6
Calculus	236	1	218	17	7.2
Chemistry	327	1	296	30	9.2
Chinese: Advanced	30	0	25	5	16.7
Chinese: Second Language	1	0	1	0	0.0
Discrete Mathematics	188	4	127	57	30.3
Drama Studies	21	0	13	8	38.1
Economics	441	0	410	31	7.0
English	128	0	121	7	5.5
English as a Second Language	547	5	473	69	12.6
English Literature	9	0	9	0	0.0
French	5	0	5	0	0.0
Geography	31	0	23	8	25.8
History	12	0	12	0	0.0
Human Biology	48	1	42	5	10.4
Indonesian: Advanced	94	0	43	51	54.3
Indonesian: Second Language	1	0	1	0	0.0
Information Systems	139	0	124	15	10.8
Japanese: Advanced	3	0	2	1	33.3
Japanese: Second Language	16	0	15	1	6.3
Malay: Advanced	79	0	78	1	1.3
Music	4	1	3	0	0.0
Physical Science	3	0	2	1	33.3
Physics	239	0	210	29	12.1
Political and Legal Studies	6	0	5	1	16.7

* 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, 2006

School sector	Schools with years 8, 9 or 10 students	Schools with Year 11 students	Schools with Year 12 students	All schools
Government	81	118	118	136
Catholic	12	32	37	39
Other Independent	7	32	33	37
Total	100	182	188	212

* Students who successfully completed at least one unit of competency/national training module in 2006.

Table 5.2 Number of schools with students* who completed structured workplace learning subjects, 2006

School sector	Schools with years 8, 9 or 10 students	Schools with Year 11 students	Schools with Year 12 students	All schools
Government	20	124	129	140
Catholic	1	34	34	35
Other Independent	2	42	41	44
Total	23	200	205	219

* Students who completed at least one structured workplace learning subject in 2006.

Curriculum Council

Table 5.3 Number of schools with students* who completed units of competency/national training modules and structured workplace learning subjects, 2006

School sector	Schools with years 8, 9 or 10 students	Schools with Year 11 students	Schools with Year 12 students	All schools
Government	13	110	119	127
Catholic	1	27	31	34
Other Independent	1	28	31	34
Total	15	165	181	195

* Students who successfully completed at least one unit of competency/national training module and at least one structured workplace learning subject in 2006.

Table 5.4.1 Number of years 8 to 10 students who participated in units of competency/national training modules, 2006

School sector	Years 8 to 10 students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	837	762	716	678	1553	1440
Catholic	239	239	217	217	456	456
Other Independent	106	106	127	127	233	233
Total	1182	1107	1060	1022	2242	2129

* Students who enrolled in at least one unit of competency/national training module in 2006. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2006.

** Students who successfully completed at least one unit of competency/national training module in 2006. 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, 2006

School sector	Year 11 students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	2865	2432	2615	2242	5480	4674
Catholic	632	595	589	562	1221	1157
Other Independent	366	361	338	333	704	694
Total	3863	3388	3542	3137	7405	6525

* Students who enrolled in at least one unit of competency/national training module in 2006. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2006.

** Students who successfully completed at least one unit of competency/national training module in 2006. 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, 2006

School sector	Year 12 students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	2133	1941	2308	2110	4441	4051
Catholic	479	436	503	482	982	918
Other Independent	295	292	373	369	668	661
Total	2907	2669	3184	2961	6091	5630

* Students who enrolled in at least one unit of competency/national training module in 2006. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2006.

** Students who successfully completed at least one unit of competency/national training module in 2006. 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, 2006

School sector	Years 8 to 12 students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	5835	5135	5639	5030	11474	10165
Catholic	1350	1270	1309	1261	2659	2531
Other Independent	767	759	838	829	1605	1588
Total	7952	7164	7786	7120	15738	14284

* Students who enrolled in at least one unit of competency/national training module in 2006. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2006.

** Students who successfully completed at least one unit of competency/national training module in 2006. 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, 2006

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	79	62	141	1852	1696	3548	1620	1727	3347	3551	3485	7036
Catholic	12	6	18	491	474	965	454	478	932	957	958	1915
Other Independent	3	2	5	321	279	600	296	378	674	620	659	1279
Total	94	70	164	2664	2449	5113	2370	2583	4953	5128	5102	10230

* Students who completed at least one structured workplace learning subject in 2006.

Table 5.6 Number of students* who completed units of competency/national training modules and structured workplace learning subjects, 2006

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	39	40	79	1390	1265	2655	1326	1439	2765	2755	2744	5499
Catholic	12	6	18	257	289	546	264	312	576	533	607	1140
Other Independent	2	1	3	172	121	293	183	226	409	357	348	705
Total	53	47	100	1819	1675	3494	1773	1977	3750	3645	3699	7344

* Students who successfully completed at least one unit of competency/national training module and at least one structured workplace learning subject in 2006.

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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
Structured work placement 1 (support practice)	27820	3	0	3	9	17	26	12	17	29
Structured work placement 2 (support practice)	27821	3	0	3	9	17	26	12	17	29
Structured work placement 3 (support practice)	27822	3	0	3	9	17	26	12	17	29
Support computers hardware and software	51194	0	0	0	1	0	1	1	0	1
CBS3001 (Mandarin)	65685	0	0	0	1	0	1	1	0	1
CBS3002 (Mandarin)	65686	0	0	0	5	3	8	5	3	8
CBS3001 (Japanese)	65697	0	0	0	5	17	22	5	17	22
CBS3002 (Japanese)	65698	0	0	0	5	16	21	5	16	21
CBS3003 (Japanese)	65699	0	0	0	3	14	17	3	14	17
CBS3004 (Japanese)	65700	0	0	0	3	13	16	3	13	16
LOTE2001 (French)	65705	0	0	0	2	11	13	2	11	13
LOTE2002 (French)	65706	0	0	0	2	11	13	2	11	13
LOTE2003 (French)	65707	0	0	0	2	11	13	2	11	13
LOTE2004 (French)	65708	0	0	0	2	11	13	2	11	13
LOTE3001 (French)	65709	0	0	0	8	40	48	8	40	48
LOTE3002 (French)	65710	0	0	0	8	40	48	8	40	48
LOTE3003 (French)	65711	0	0	0	10	49	59	10	49	59
LOTE3004 (French)	65712	0	0	0	9	49	58	9	49	58
LOTE2001 (Indonesian)	65729	0	0	0	2	6	8	2	6	8
LOTE2002 (Indonesian)	65730	0	0	0	2	6	8	2	6	8
LOTE2003 (Indonesian)	65731	0	0	0	2	6	8	2	6	8
LOTE2004 (Indonesian)	65732	0	0	0	2	6	8	2	6	8
LOTE3001 (Indonesian)	65733	0	0	0	8	39	47	8	39	47
LOTE3002 (Indonesian)	65734	0	0	0	8	36	44	8	36	44
LOTE3003 (Indonesian)	65735	0	0	0	9	16	25	9	16	25
LOTE3004 (Indonesian)	65736	0	0	0	8	16	24	8	16	24
Carry out maintenance and/or component servicing operations	AUR00108A	0	0	0	5	0	5	5	0	5
Service engines and associated engine components	AUR01170A	0	0	0	36	4	40	36	4	40
Service cooling systems and associated components	AUR02170A	0	0	0	24	2	26	24	2	26
Service bicycle steering systems	AUR15670A	0	0	0	19	0	19	19	0	19
Balance tyres/wheels	AUR17606A	0	0	0	1	0	1	1	0	1
Remove, repair and refit bicycle tyres	AUR18168A	0	0	0	19	0	19	19	0	19
Test, service and replace battery	AUR18676A	0	0	0	14	2	16	14	2	16
Test, service and replace batteries	AUR18676B	0	0	0	21	2	23	21	2	23
Use and maintain measuring equipment	AUR25678A	0	0	0	2	0	2	2	0	2
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	24	2	26	24	2	26
Remove and replace electrical/electronic units/assemblies	AUR27164A	0	0	0	1	0	1	1	0	1
Prepare vehicle components for minor paint repairs	AUR30349A	0	0	0	1	0	1	1	0	1
Identify automotive parts/components/accessories	AUR37927A	0	0	0	5	2	7	5	2	7
Follow workplace occupational health and safety procedures	AUR70125A	0	0	0	31	2	33	31	2	33
Follow workplace occupational health and safety requirements	AUR70125B	0	0	0	57	2	59	57	2	59

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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 workplace tools and equipment	AUR70278A	0	0	0	18	2	20	18	2	20
Use and maintain workplace tools and equipment	AUR70278B	0	0	0	43	1	44	43	1	44
Contribute to workplace communication	AUR70314A	0	0	0	57	4	61	57	4	61
Establish relations with customers	AUR70421A	0	0	0	9	2	11	9	2	11
Establish relations with customers	AUR70421B	0	0	0	45	2	47	45	2	47
Identify environmental regulations and best practice in a workplace or business	AURC172003A	0	0	0	12	0	12	12	0	12
Apply safe working practices	AURC270103A	0	0	0	45	0	45	45	0	45
Work effectively with others	AURC270688A	0	0	0	12	0	12	12	0	12
Communicate effectively in the workplace	AURC270789A	0	0	0	6	3	9	6	3	9
Service, maintain or replace batteries	AURE218670A	0	0	0	21	0	21	21	0	21
Remove and tag engine system components	AURT10064A	0	0	0	21	0	21	21	0	21
Carry out servicing operations	AURT200108A	0	0	0	12	0	12	12	0	12
Inspect and service engines	AURT201170A	0	0	0	6	3	9	6	3	9
Inspect and service transmissions (manual)	AURT206670A	0	0	0	6	3	9	6	3	9
Use and maintain workplace tools and equipment	AURT270278A	0	0	0	23	0	23	23	0	23
Follow OH&S policies and procedures	BCGCM1001B	0	0	0	82	2	84	82	2	84
Work effectively in the general construction industry	BCGCM1002B	0	0	0	41	2	43	41	2	43
Plan and organise work	BCGCM1003B	0	0	0	59	1	60	59	1	60
Conduct workplace communication	BCGCM1004B	0	0	0	47	1	48	47	1	48
Carry out measurements and calculations	BCGCM1005B	0	0	0	68	1	69	68	1	69
Read and interpret plans and specifications	BCGCM2001B	0	0	0	45	1	46	45	1	46
Use construction tools and equipment	BCGCM2005B	0	0	0	24	0	24	24	0	24
Apply basic levelling procedures	BCGCM2006B	0	0	0	44	1	45	44	1	45
Handle construction materials	BCGVE1001B	0	0	0	23	1	24	23	1	24
Undertake a basic construction project	BCGVE1002B	0	0	0	65	1	66	65	1	66
Undertake a basic computer design project	BCGVE1003B	0	0	0	2	0	2	2	0	2
Undertake basic estimation and costing	BCGVE1004B	0	0	0	10	0	10	10	0	10
Produce construction drawings	BCGVE2001B	0	0	0	1	0	1	1	0	1
Handle wall and floor tiling materials	BCGWF2001B	0	0	0	1	0	1	1	0	1
Use wall and floor tiling tools and equipment	BCGWF2002B	0	0	0	1	0	1	1	0	1
Fix wall tiles	BCGWF3003B	0	0	0	1	0	1	1	0	1
Weld using arc welding equipment	BCPCM2013A	0	0	0	31	1	32	31	1	32
Operate a computer to produce simple documents	BSATEC203B	0	0	0	11	10	21	11	10	21
Create and use databases	BSBADM305A	0	0	0	1	9	10	1	9	10
Create electronic presentations	BSBADM306A	0	0	0	1	9	10	1	9	10
Process payroll	BSBADM308A	0	0	0	0	2	2	0	2	2
Prepare for work	BSBCMN101A	4	7	11	534	514	1048	538	521	1059
Complete daily work activities	BSBCMN102A	1	3	4	392	421	813	393	424	817
Apply basic communication skills	BSBCMN103A	5	15	20	216	209	425	221	224	445
Plan skills development	BSBCMN104A	0	2	2	191	144	335	191	146	337
Use business equipment	BSBCMN105A	0	2	2	133	89	222	133	91	224
Follow workplace safety procedures	BSBCMN106A	41	39	80	469	556	1025	510	595	1105
Operate a personal computer	BSBCMN107A	0	2	2	218	309	527	218	311	529
Develop keyboard skills	BSBCMN108A	0	0	0	164	227	391	164	227	391

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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
Follow environmental work practices	BSBCM109A	1	2	3	143	78	221	144	80	224
Work effectively in a business environment	BSBCM201A	0	0	0	186	208	394	186	208	394
Organise and complete daily work activities	BSBCM202A	0	0	0	275	403	678	275	403	678
Communicate in the workplace	BSBCM203A	0	1	1	290	387	677	290	388	678
Work effectively with others	BSBCM204A	0	0	0	259	342	601	259	342	601
Use business technology	BSBCM205A	0	0	0	130	193	323	130	193	323
Process and maintain workplace information	BSBCM206A	0	0	0	31	59	90	31	59	90
Prepare and process financial/business documents	BSBCM207A	0	0	0	10	24	34	10	24	34
Deliver a service to customers	BSBCM208A	0	0	0	26	34	60	26	34	60
Provide information to clients	BSBCM209A	0	0	0	17	21	38	17	21	38
Implement improved work practices	BSBCM210A	0	0	0	9	4	13	9	4	13
Participate in workplace safety procedures	BSBCM211A	0	0	0	228	285	513	228	285	513
Handle mail	BSBCM212A	0	0	0	10	29	39	10	29	39
Produce simple wordprocessed documents	BSBCM213A	0	0	0	192	286	478	192	286	478
Create and use simple spreadsheets	BSBCM214A	0	0	0	118	180	298	118	180	298
Participate in environmental work practices	BSBCM215A	0	0	0	27	32	59	27	32	59
Create customer relationship	BSBCM216A	0	0	0	1	4	5	1	4	5
Process customer feedback	BSBCM217A	0	0	0	1	4	5	1	4	5
Apply basic first aid	BSBCM218A	0	0	0	9	19	28	9	19	28
Exercise initiative in a business environment	BSBCM301A	0	0	0	1	2	3	1	2	3
Produce business documents	BSBCM306A	0	0	0	1	13	14	1	13	14
Contribute to effective workplace relationships	BSBFLM303A	0	0	0	8	11	19	8	11	19
Research business opportunities	BSBSBM301A	0	0	0	2	6	8	2	6	8
Undertake business planning	BSBSBM404A	0	0	0	2	6	8	2	6	8
Provide food services	CHCAC16A	0	0	0	0	2	2	0	2	2
Orientation to aged care work	CHCAC3C	0	0	0	0	2	2	0	2	2
Ensure children's health and safety	CHCCN1C	0	0	0	0	48	48	0	48	48
Ensure children's health and safety	CHCCN1D	0	0	0	0	38	38	0	38	38
Care for children	CHCCN2C	0	0	0	2	84	86	2	84	86
Prepare nutritionally balanced food in a safe and hygienic manner	CHCCN3C	0	0	0	0	36	36	0	36	36
Respond to illness, accidents and emergencies	CHCCN4C	0	0	0	2	45	47	2	45	47
Respond to illness, accidents and emergencies	CHCCN4D	0	0	0	0	20	20	0	20	20
Care for babies	CHCCN5C	0	0	0	0	4	4	0	4	4
Communicate with people accessing the services of the organisation	CHCCOM1B	0	0	0	2	114	116	2	114	116
Prepare for work	CHCCS101A	0	0	0	1	5	6	1	5	6
Prepare for work in the community services industry	CHCCS201A	0	0	0	2	93	95	2	93	95
Support the development of children in the service	CHCFC1C	0	0	0	2	112	114	2	112	114
Support group activities	CHCGROUP2C	0	0	0	0	30	30	0	30	30
Interact effectively with children	CHCIC1C	0	0	0	0	33	33	0	33	33
Communicate with children	CHCICAB	0	0	0	2	102	104	2	102	104
Follow OHS procedures	CHCOHS201A	0	0	0	3	121	124	3	121	124
Participate in workplace safety procedures	CHCOHS301A	0	0	0	0	6	6	0	6	6
Participate in safety procedures for direct care work	CHCOHS302A	0	0	0	0	2	2	0	2	2

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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
Follow the organisation's policies, procedures and programs	CHCORG1B	0	0	0	3	98	101	3	98	101
Work with others	CHCORG2B	0	0	0	2	111	113	2	111	113
Participate in the work environment	CHCORG3B	0	0	0	0	5	5	0	5	5
Deliver services/activities to stimulate children's development and enhance their leisure	CHCPR1C	0	0	0	0	74	74	0	74	74
Develop an understanding of children's interests and developmental needs	CHCPR3C	0	0	0	0	14	14	0	14	14
Work with others	CUECOR02B	0	0	0	3	2	5	3	2	5
Manage own work and learning	CUECOR1A	0	0	0	2	2	4	2	2	4
Work with others	CUECOR2A	0	0	0	24	13	37	24	13	37
Apply a general knowledge of lighting to work activities	CUELGT09A	0	0	0	5	14	19	5	14	19
Apply a general knowledge of scenic art	CUESCE05A	0	0	0	5	15	20	5	15	20
Operate professional audio equipment	CUESOU03B	0	0	0	5	15	20	5	15	20
Undertake simple lighting/sound/audiovisual activities	CUETGE1A	0	0	0	2	1	3	2	1	3
Present information on-air	CUFAIR03A	0	0	0	1	0	1	1	0	1
Communicate using a two way system	CUFBRD01A	0	0	0	1	0	1	1	0	1
Set up and operate a basic video camera	CUFCAM01A	0	0	0	24	12	36	24	12	36
Operate the clapperboard	CUFCAM10A	0	0	0	2	1	3	2	1	3
Modify, repair and maintain costumes	CUFCOS04B	0	0	0	5	15	20	5	15	20
Develop and apply industry knowledge	CUFGEN01A	0	0	0	88	31	119	88	31	119
Produce and manipulate digital images	CUFIMA01A	0	0	0	81	2	83	81	2	83
Use an authoring tool to create an interactive sequence	CUFMEM01A	0	0	0	21	3	24	21	3	24
Update web pages	CUFMEM12A	0	0	0	38	2	40	38	2	40
Incorporate, design and edit digital video	CUFMEM13A	0	0	0	35	1	36	35	1	36
Create, manipulate and incorporate 2D graphics	CUFMEM14A	0	0	0	70	2	72	70	2	72
Prepare and participate in an electronic media activity	CUFPOP01A	0	0	0	26	13	39	26	13	39
Follow health, safety and security procedures	CUFSAF01A	0	0	0	91	31	122	91	31	122
Follow health, safety and security procedures	CUFSAF01B	0	0	0	5	14	19	5	14	19
Operate the boom	CUFSOU01A	0	0	0	1	0	1	1	0	1
Use information technology	CULMS413A	0	0	0	25	7	32	25	7	32
Address copyright requirements	CUSADM08A	0	0	0	5	0	5	5	0	5
Develop and update music industry knowledge	CUSBGE01A	0	0	0	28	10	38	28	10	38
Maintain and apply music industry knowledge	CUSBGE17A	0	0	0	5	0	5	5	0	5
Compose a simple song or tune	CUSMCP02A	0	0	0	2	1	3	2	1	3
Create a simple accompaniment for a song or tune	CUSMCP03A	0	0	0	2	1	3	2	1	3
Maintain self or group in music	CUSMGE01A	0	0	0	7	1	8	7	1	8
Read music	CUSMGE06A	0	0	0	2	1	3	2	1	3
Develop music knowledge and listening skills	CUSMGE11A	0	0	0	28	10	38	28	10	38
Maintain and expand music knowledge and critical listening skills	CUSMGE12A	0	0	0	7	1	8	7	1	8
Read music for performance and analysis	CUSMGE14A	0	0	0	5	0	5	5	0	5
Develop basic technical skills for playing or singing music	CUSMPF01A	0	0	0	26	9	35	26	9	35
Develop technical skills for playing or singing music	CUSMPF02A	0	0	0	2	1	3	2	1	3

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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 and maintain stagecraft skills	CUSMPF03A	0	0	0	5	3	8	5	3	8
Prepare self for performance	CUSMPF04A	0	0	0	0	3	3	0	3	3
Rehearse music for performance	CUSMPF05A	0	0	0	5	3	8	5	3	8
Evaluate and extend performance technique	CUSMPF09A	0	0	0	5	3	8	5	3	8
Develop and practise improvisation	CUSMPF10A	0	0	0	5	0	5	5	0	5
Perform music as part of a group	CUSMPF11A	0	0	0	0	3	3	0	3	3
Plan, prepare and present a live audition program	CUSMPF12A	0	0	0	0	3	3	0	3	3
Collect and organise information	CUSRAD01A	0	0	0	64	18	82	64	18	82
Follow safe practices in performing and/or listening to music	CUSSAF01A	0	0	0	26	9	35	26	9	35
Follow health, safety and security procedures in the music industry	CUSSAF02A	0	0	0	3	1	4	3	1	4
Move and set up instruments and equipment	CUSSOU01A	0	0	0	47	20	67	47	20	67
Operate portable audio recorder	CUSSOU02A	0	0	0	8	3	11	8	3	11
Transfer sound	CUSSOU03A	0	0	0	43	19	62	43	19	62
Record sound	CUSSOU04A	0	0	0	2	1	3	2	1	3
Lay soundtracks	CUSSOU06A	0	0	0	2	1	3	2	1	3
Use a 35mm SLR camera or digital equivalent	CUVPHI05A	0	0	0	1	2	3	1	2	3
Follow work procedures to maintain food safety	FDFCORFSY1A	0	0	0	10	3	13	10	3	13
Follow work procedures to maintain health and safety	FDFCORHS1A	0	0	0	10	3	13	10	3	13
Follow work procedures to maintain quality	FDFCORQAS1A	0	0	0	10	3	13	10	3	13
Communicate workplace information	FDFCORWCM1A	0	0	0	10	3	13	10	3	13
Hand prune vines	FDFWGGHPVB	0	0	0	10	3	13	10	3	13
Pick grapes by hand	FDFWGGPGHB	0	0	0	10	3	13	10	3	13
Take vine cuttings	FDFWGGVCB	0	0	0	10	3	13	10	3	13
Perform effectively in the workplace (induction)	FDFWIUNDB	0	0	0	10	3	13	10	3	13
Apply basic first aid	HLTFA1A	0	0	0	45	71	116	45	71	116
Design organisational documents using computing packages	ICAD2012A	0	0	0	18	21	39	18	21	39
Create a simple mark-up language document to specification	ICAITB135A	0	0	0	119	40	159	119	40	159
Receive and process oral and written communication	ICAITD003B	0	0	0	85	83	168	85	83	168
Interact with clients	ICAITS009B	0	0	0	34	25	59	34	25	59
Apply problem solving techniques to achieve organisation goals	ICAITS010B	0	0	0	54	59	113	54	59	113
Apply problem solving techniques to achieve organisation goals	ICAITS010C	0	0	0	11	20	31	11	20	31
Connect hardware peripherals	ICAITS014B	0	0	0	51	31	82	51	31	82
Connect hardware peripherals	ICAITS014C	0	0	0	53	46	99	53	46	99
Install software applications	ICAITS015B	0	0	0	158	110	268	158	110	268
Maintain system integrity	ICAITS017B	0	0	0	76	42	118	76	42	118
Maintain system integrity	ICAITS017C	0	0	0	40	36	76	40	36	76
Administer network peripherals	ICAITS121A	0	0	0	19	10	29	19	10	29
Work effectively in an information technology environment	ICAITW001B	0	0	0	205	149	354	205	149	354

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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
Communicate in the workplace	ICAITT002B	0	0	0	325	192	517	325	192	517
Participate in a team and individually to achieve organisation goals	ICAITT011B	0	0	0	50	58	108	50	58	108
Apply occupational health and safety procedures	ICAITU004B	0	0	0	111	96	207	111	96	207
Apply occupational health and safety procedures	ICAITU004C	0	0	0	175	80	255	175	80	255
Operate computer hardware	ICAITU005B	0	0	0	131	89	220	131	89	220
Operate computer hardware	ICAITU005C	0	0	0	152	97	249	152	97	249
Operate computing packages	ICAITU006B	0	0	0	153	108	261	153	108	261
Operate computing packages	ICAITU006C	0	0	0	91	64	155	91	64	155
Maintain equipment and consumables	ICAITU007B	0	0	0	118	92	210	118	92	210
Design organisational documents using computing packages	ICAITU012B	0	0	0	88	74	162	88	74	162
Design organisational documents using computing packages	ICAITU012C	0	0	0	201	175	376	201	175	376
Integrate commercial computing packages	ICAITU013B	0	0	0	64	51	115	64	51	115
Integrate commercial computing packages	ICAITU013C	0	0	0	116	118	234	116	118	234
Use advanced features of computer applications	ICAITU126A	0	0	0	76	18	94	76	18	94
Use advanced features of computer applications	ICAITU126B	0	0	0	38	26	64	38	26	64
Operate a personal computer	ICAITU128A	0	0	0	331	149	480	331	149	480
Operate a word processing application	ICAITU129A	0	0	0	301	133	434	301	133	434
Operate a spreadsheet application	ICAITU130A	0	0	0	141	84	225	141	84	225
Operate database application	ICAITU131A	0	0	0	138	75	213	138	75	213
Operate a presentation package	ICAITU132A	8	6	14	188	129	317	196	135	331
Send and retrieve information over the Internet using browsers and email	ICAITU133A	0	0	0	180	72	252	180	72	252
Maintain inventories for equipment, software and documentation	ICAS2008A	0	0	0	14	13	27	14	13	27
Connect hardware peripherals	ICAS2014A	0	0	0	17	14	31	17	14	31
Operate a personal computer	ICAU1128A	0	0	0	18	19	37	18	19	37
Operate a presentation package	ICAU1132A	0	0	0	3	2	5	3	2	5
Operate computer hardware	ICAU2005A	0	0	0	6	7	13	6	7	13
Operate computing packages	ICAU2006A	0	0	0	19	16	35	19	16	35
Integrate commercial computing packages	ICAU2013A	0	0	0	17	16	33	17	16	33
Communicate in the workplace	ICAW2002A	0	0	0	6	7	13	6	7	13
Work individually or as a team member to achieve organisational goals	ICAW2011A	0	0	0	9	9	18	9	9	18
Identify components of multimedia	ICPMM11BA	0	0	0	91	48	139	91	48	139
Capture a digital image	ICPMM21CA	0	0	0	183	89	272	183	89	272
Incorporate text into multimedia presentations	ICPMM41CA	0	0	0	83	11	94	83	11	94
Incorporate digital photography into multimedia presentations	ICPMM43CA	0	0	0	61	30	91	61	30	91
Incorporate audio into multimedia presentations	ICPMM44CA	0	0	0	39	2	41	39	2	41
Access the internet	ICPMM63BA	0	0	0	216	146	362	216	146	362
Create web pages with multimedia	ICPMM65DA	0	0	0	125	42	167	125	42	167
Select and apply type	ICPPP21BA	0	0	0	1	2	3	1	2	3

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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
Senior first aid	LDWA005	0	0	0	33	48	81	33	48	81
Follow safe working policies and practices	LMFCR0001A	0	0	0	211	17	228	211	17	228
Communicate in the workplace	LMFCR0002A	0	0	0	194	17	211	194	17	211
Carry out measurements and calculations	LMFCR0003A	0	0	0	186	15	201	186	15	201
Work effectively with others	LMFCR0004A	0	0	0	199	17	216	199	17	216
Use furniture finishing sector hand and power tools	LMFFF2001A	0	0	0	9	3	12	9	3	12
Construct a basic timber furnishing product	LMFFM1001A	0	0	0	148	9	157	148	9	157
Operate basic woodworking machines	LMFFM1002A	0	0	0	119	7	126	119	7	126
Use furniture making sector hand and power tools	LMFFM2001A	0	0	0	20	2	22	20	2	22
Undertake interactive workplace communication	MEM1.1FA	0	0	0	132	7	139	132	7	139
Apply principles of occupational health & safety in work environment	MEM1.2FA	0	0	0	142	7	149	142	7	149
Apply quality procedures	MEM1.3FA	0	0	0	104	6	110	104	6	110
Plan to undertake a routine task	MEM1.4FA	0	0	0	99	5	104	99	5	104
Perform engineering measurements	MEM12.23A	0	0	0	3	0	3	3	0	3
Apply principles of occupational health and safety in the work environment	MEM13.14B	0	0	0	15	1	16	15	1	16
Perform emergency first aid	MEM13.1B	0	0	0	8	0	8	8	0	8
Undertake occupational health and safety activities in the workplace	MEM13.2AA	0	0	0	1	0	1	1	0	1
Plan to undertake a routine task	MEM14.4A	0	0	0	9	1	10	9	1	10
Plan a complete activity	MEM14.5A	0	0	0	6	0	6	6	0	6
Apply quality procedures	MEM15.24A	0	0	0	15	1	16	15	1	16
Work with others in a manufacturing, engineering or related environment	MEM16.7A	0	0	0	9	1	10	9	1	10
Use hand tools	MEM18.1AA	0	0	0	67	7	74	67	7	74
Use hand tools	MEM18.1AB	0	0	0	48	0	48	48	0	48
Use hand tools	MEM18.1C	0	0	0	14	1	15	14	1	15
Use power tools/hand held operations	MEM18.2AA	0	0	0	45	3	48	45	3	48
Use power tools/hand held operations	MEM18.2B	0	0	0	14	1	15	14	1	15
Apply quality systems	MEM2.1C12A	0	0	0	31	0	31	31	0	31
Operate in a work based team environment	MEM2.3C11B	0	0	0	3	0	3	3	0	3
Measure with graduated devices	MEM2.5C11A	0	0	0	25	3	28	25	3	28
Plan a complete activity	MEM2.6C10A	0	0	0	27	0	27	27	0	27
Perform computations - basic	MEM2.7C10A	0	0	0	34	3	37	34	3	37
Perform computations	MEM2.8C10A	0	0	0	15	0	15	15	0	15
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	0	0	0	19	1	20	19	1	20
Perform routine manual metal arc welding	MEM5.12AB	0	0	0	15	0	15	15	0	15
Perform routine manual metal arc welding	MEM5.12C	0	0	0	15	1	16	15	1	16
Soft soldering (basic)	MEM5.3AA	0	0	0	1	0	1	1	0	1
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	0	0	0	10	1	11	10	1	11
Perform routine oxy acetylene welding	MEM5.4AB	0	0	0	5	0	5	5	0	5
Perform routine oxy acetylene welding	MEM5.4C	0	0	0	16	1	17	16	1	17

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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 gas metal arc welding	MEM5.50AA	0	0	0	3	0	3	3	0	3
Perform brazing and/or silver soldering	MEM5.6AA	0	0	0	21	0	21	21	0	21
Manual heating and thermal cutting	MEM5.7AB	0	0	0	1	0	1	1	0	1
Use workshop machines for basic operations	MEM7.32AA	0	0	0	36	1	37	36	1	37
Use workshop machines for basic operations	MEM7.32B	0	0	0	9	1	10	9	1	10
Create 3D models using computer aided design system	MEM9.10BA	0	0	0	13	0	13	13	0	13
Draw and interpret sketch	MEM9.1AA	0	0	0	60	1	61	60	1	61
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	13	0	13	13	0	13
Perform basic tests	PMLTEST300B	0	0	0	17	21	38	17	21	38
Provide emergency care	PUXEMEO01A	0	0	0	32	12	44	32	12	44
Manage injuries in emergency incidents	PUXEMEO02A	0	0	0	0	1	1	0	1	1
Support nursery work	RTC1006A	0	0	0	18	16	34	18	16	34
Maintain the workplace	RTC1201A	0	0	0	73	52	125	73	52	125
Operate basic machinery and equipment	RTC1301A	0	0	0	12	12	24	12	12	24
Follow basic chemical safety rules	RTC1701A	0	0	0	18	17	35	18	17	35
Prepare for work	RTC1801A	11	3	14	24	21	45	35	24	59
Plant trees and shrubs	RTC2012A	0	0	0	25	8	33	25	8	33
Recognise plants	RTC2016A	0	1	1	38	9	47	38	10	48
Conduct visual inspection of park facilities	RTC2203A	8	9	17	0	0	0	8	9	17
Install, maintain and repair fencing	RTC2209A	0	0	0	32	7	39	32	7	39
Undertake operational maintenance of machinery	RTC2301A	0	0	0	27	1	28	27	1	28
Operate vehicles	RTC2306A	0	0	0	57	14	71	57	14	71
Operate machinery and equipment	RTC2307A	0	0	0	33	7	40	33	7	40
Operate tractors	RTC2309A	0	0	0	33	7	40	33	7	40
Treat weeds	RTC2401A	0	0	0	13	5	18	13	5	18
Follow OHS procedures	RTC2701A	9	10	19	45	15	60	54	25	79
Observe environmental work practices	RTC2702A	8	10	18	38	15	53	46	25	71
Provide basic first aid	RTC2704A	0	0	0	37	16	53	37	16	53
Work effectively in the industry	RTC2705A	9	12	21	41	16	57	50	28	78
Apply chemicals under supervision	RTC2706A	0	0	0	35	7	42	35	7	42
Participate in workplace communications	RTC2801A	8	10	18	61	39	100	69	49	118
Support natural area conservation	RTD1501A	0	0	0	12	9	21	12	9	21
Collect, prepare and preserve plant specimens	RTD2004A	0	0	0	4	6	10	4	6	10
Carry out natural area restoration works	RTD2022A	8	10	18	0	0	0	8	10	18
Recognise animals	RTD2126A	9	10	19	3	2	5	12	12	24
Observe and report plants and/or animals	RTD2803A	8	10	18	0	0	0	8	10	18
Shear sheep to novice level	RTE1106A	0	0	0	10	0	10	10	0	10
Crutch sheep	RTE2107A	0	0	0	30	6	36	30	6	36
Maintain livestock water supplies	RTE2110A	0	0	0	15	5	20	15	5	20
Identify and mark livestock	RTE2111A	0	0	0	34	7	41	34	7	41
Milk livestock	RTE2112A	0	0	0	32	6	38	32	6	38
Monitor livestock to parturition	RTE2113A	0	0	0	33	7	40	33	7	40
Muster and move livestock	RTE2115A	0	0	0	34	7	41	34	7	41

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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
Pen sheep	RTE2117A	0	0	0	39	7	46	39	7	46
Perform board duties	RTE2119A	0	0	0	32	6	38	32	6	38
Assist with pressing wool	RTE2120A	0	0	0	38	7	45	38	7	45
Castrate livestock	RTE2127A	0	0	0	34	7	41	34	7	41
Provide feed for livestock	RTE2128A	0	0	0	32	7	39	32	7	39
Assist with artificial insemination procedures	RTE2132A	0	0	0	22	7	29	22	7	29
Assist with feeding in an intensive production system	RTE2134A	0	0	0	22	4	26	22	4	26
Load and unload livestock	RTE2136A	0	0	0	32	7	39	32	7	39
Shear sheep to improver level	RTE2149A	0	0	0	3	0	3	3	0	3
Assist in preparing for shearing and crutching	RTE2216A	0	0	0	38	7	45	38	7	45
Grind combs and cutters for machine shearing	RTE2302A	0	0	0	30	5	35	30	5	35
Operate ride-on vehicles	RTE2308A	0	0	0	1	0	1	1	0	1
Prepare handpiece and downtube for machine shearing	RTE2310A	0	0	0	33	7	40	33	7	40
Prepare livestock for competition	RTE3133A	0	0	0	13	4	17	13	4	17
Support turf work	RTF1003A	0	0	0	12	12	24	12	12	24
Support gardening work	RTF1004A	0	0	0	33	26	59	33	26	59
Work in the animal care industry	RUV2101A	0	0	0	3	8	11	3	8	11
Carry out daily clinic routines	RUV2602A	0	0	0	3	5	8	3	5	8
Carry out basic aquaculture activities	SFIAQUA102A	0	0	0	9	12	21	9	12	21
Feed stock	SFIAQUA205A	0	0	0	13	3	16	13	3	16
Monitor stock and environmental conditions	SFIAQUA213A	0	0	0	0	1	1	0	1	1
Monitor stock and environmental conditions	SFIAQUA213B	0	0	0	22	16	38	22	16	38
Apply basic food handling and safety practices	SFICORE101B	0	0	0	15	13	28	15	13	28
Carry out work effectively in the seafood industry	SFICORE102A	0	0	0	0	1	1	0	1	1
Communicate in the seafood industry	SFICORE103B	0	0	0	13	13	26	13	13	26
Meet workplace health and safety requirements	SFICORE104A	0	0	0	0	1	1	0	1	1
Work effectively in the seafood industry	SFICORE105A	0	0	0	20	15	35	20	15	35
Meet workplace OHS requirements	SFICORE106A	0	0	0	17	5	22	17	5	22
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003A	0	0	0	33	35	68	33	35	68
Demonstrate simple abseiling skills on artificial surfaces	SROABA001A	0	0	0	21	18	39	21	18	39
Demonstrate simple abseiling skills on natural surfaces	SROABN001A	0	0	0	4	10	14	4	10	14
Safeguard an abseiler using a single rope belay system	SROABN002A	0	0	0	18	16	34	18	16	34
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBVG001A	0	0	0	81	96	177	81	96	177
Demonstrate simple canoeing skills	SROCNE001A	0	0	0	48	36	84	48	36	84
Demonstrate basic cycling skills	SROCYT002A	0	0	0	9	0	9	9	0	9
Demonstrate simple kayaking skills	SROKYK001A	0	0	0	9	4	13	9	4	13
Demonstrate basic off-road cycling skills	SROMBK001A	0	0	0	8	0	8	8	0	8
Navigate in tracked or easy untracked areas	SRONAV001B	0	0	0	93	81	174	93	81	174
Apply basic outdoor recreation logistics	SROODR001A	0	0	0	59	58	117	59	58	117
Implement minimal environmental impact practices	SROOPS001B	0	0	0	93	65	158	93	65	158
Plan for minimal environmental impact	SROOPS002B	0	0	0	64	61	125	64	61	125
Apply weather information	SROOPS003B	0	0	0	78	71	149	78	71	149

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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
Interpret weather conditions in the field	SROOPS004B	0	0	0	26	14	40	26	14	40
Use and maintain a temporary or overnight site	SROOPS006B	0	0	0	99	80	179	99	80	179
Use basic skills to sail a small boat in controlled conditions	SROYSB001B	0	0	0	13	0	13	13	0	13
Perform the intermediate skills of Australian football	SRSAFL001A	0	0	0	23	1	24	23	1	24
Perform the intermediate tactics of Australian football	SRSAFL002A	0	0	0	22	0	22	22	0	22
Participate in conditioning for Australian football	SRSAFL003A	0	0	0	7	0	7	7	0	7
Interpret and apply the fundamental rules of Australian football at a junior or beginner level	SRSAFL004A	0	0	0	32	0	32	32	0	32
Use basic communication strategies to umpire Aust football at a junior or beginner level	SRSAFL005A	0	0	0	42	2	44	42	2	44
Provide reports & receive feedback relevant to umpiring Aust football at a junior or beginner level	SRSAFL006A	0	0	0	25	0	25	25	0	25
Demonstrate fundamental positioning skills rel to umpiring Aust football at a jnr/beginner level	SRSAFL007A	0	0	0	35	1	36	35	1	36
Interpret and apply the rules of Australian football at a local or district level	SRSAFL010A	0	0	0	25	0	25	25	0	25
Teach or develop the intermediate skills of Australian football	SRSAFL013A	0	0	0	14	0	14	14	0	14
Apply the intermediate tactics and strategies of Australian football in a competitive situation	SRSAFL014A	0	0	0	14	0	14	14	0	14
Demonstrate fundamental positioning skills rel to umpiring Australian football at jnr/beginner level	SRSFT004A	0	0	0	10	0	10	10	0	10
Teach or develop the basic skills of basketball	SRSBSB001A	0	0	0	11	3	14	11	3	14
Teach or develop the basic tactics and strategies of basketball	SRSBSB002A	0	0	0	11	5	16	11	5	16
Teach or develop the intermediate skills of basketball	SRSBSB007A	0	0	0	1	8	9	1	8	9
Teach or develop the intermediate tactics and strategies of basketball	SRSBSB008A	0	0	0	1	8	9	1	8	9
Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities	SRSRCP001A	0	0	0	31	29	60	31	29	60
Include special interest groups or people with special needs	SRSRCP002A	0	0	0	8	11	19	8	11	19
Coach participants	SRSRCP018A	0	0	0	8	8	16	8	8	16
Interpret and apply the laws of cricket in a competition game at a local or district level	SRSRCK003A	0	0	0	14	21	35	14	21	35
Use communication strategies to umpire cricket at a local or district level	SRSRCK010A	0	0	0	14	21	35	14	21	35
Plan individualised training programs to improve skills	SRSRCP002A	0	0	0	17	14	31	17	14	31
Develop a financial goal setting plan	SRSRCP007A	0	2	2	5	12	17	5	14	19
Develop a personal financial plan	SRSRCP020B	0	0	0	8	11	19	8	11	19
Collect information on contracts	SRSRCP021B	0	0	0	15	14	29	15	14	29
Prepare to participate in competition	SRSRCP025B	0	0	0	16	14	30	16	14	30
Implement and evaluate a time management plan	SRSRCP026B	0	0	0	15	14	29	15	14	29
Perform the A grade skills of golf	SRSGLF001A	0	0	0	9	8	17	9	8	17

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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
Interpret and apply the fundamental rules of netball at the beginner level	SRSNTB005A	0	0	0	0	6	6	0	6	6
Use basic communication strategies to umpire netball at the beginner level	SRSNTB006A	0	0	0	0	6	6	0	6	6
Demonstrate fundamental positioning skills relevant to umpiring netball at the beginner level	SRSNTB007A	0	0	0	0	6	6	0	6	6
Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities	SRSOGP001A	0	0	0	9	8	17	9	8	17
Apply rules and regulations to conduct games and competitions	SRSOGP002A	0	0	0	32	12	44	32	12	44
Interpret and apply the fundamental laws of soccer at a junior or beginner level	SRSSOC001B	0	0	0	17	0	17	17	0	17
Use basic communication strategies to referee soccer at a junior or beginner level	SRSSOC002B	0	0	0	17	0	17	17	0	17
Provide reports and receive feedback relevant to referee soccer at a junior or beginner level	SRSSOC003B	0	0	0	15	0	15	15	0	15
Demonstrate fundamental positioning skills relevant to referee soccer at junior or beginner level	SRSSOC004B	0	0	0	15	0	15	15	0	15
Implement injury prevention and apply basic sports first aid	SRSSPT001A	0	0	0	22	16	38	22	16	38
Conduct basic warm-up, stretching and cool down programs	SRSSPT005A	0	0	0	32	20	52	32	20	52
Teach and develop the intermediate skills of volleyball	SRSVOL001A	0	0	0	14	0	14	14	0	14
Teach and develop the intermediate strategies and tactics of volleyball	SRSVOL002A	0	0	0	14	0	14	14	0	14
Interpret and apply the rules of volleyball in a competition game at a school or club level	SRSVOL003A	0	0	0	73	27	100	73	27	100
Use communication strategies to referee volleyball at a school or club level	SRSVOL004A	0	0	0	73	27	100	73	27	100
Handle mail to facilitate communication	SRXADM001A	0	0	0	20	12	32	20	12	32
Handle information to maintain access to and security of records	SRXADM002A	0	0	0	20	11	31	20	11	31
Apply knowledge of the organisation to complete routine administration tasks	SRXADM003A	0	0	0	20	11	31	20	11	31
Operate a range of office equipment to complete routine tasks	SRXADM004A	0	0	0	24	9	33	24	9	33
Handle mail to facilitate the information flow of the organisation	SRXADM005A	0	0	0	32	15	47	32	15	47
Process and analyse information to provide access to and security of records	SRXADM006A	0	0	0	32	15	47	32	15	47
Select, operate and maintain a range of office equipment to complete a range of tasks	SRXADM007A	0	0	0	34	15	49	34	15	49
Organise the copying and collating of documents	SRXADM008A	0	0	0	33	15	48	33	15	48
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	0	0	0	65	38	103	65	38	103

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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
Assist in preparing sport and recreation sessions for participants	SRXCAI001B	0	0	0	70	37	107	70	37	107
Assist in conducting sport and recreation sessions for clients	SRXCAI002A	0	0	0	64	38	102	64	38	102
Assist in conducting sport and recreation sessions for participants	SRXCAI002B	0	0	0	93	57	150	93	57	150
Provide equipment for activities	SRXCAI003A	0	0	0	53	28	81	53	28	81
Provide equipment for activities	SRXCAI003B	0	0	0	82	74	156	82	74	156
Plan a sport and recreation session for clients	SRXCAI004A	0	0	0	32	12	44	32	12	44
Plan a session or program for participants	SRXCAI004B	0	0	0	6	12	18	6	12	18
Conduct a sport and recreation session for clients	SRXCAI005A	0	0	0	32	12	44	32	12	44
Interact with clients	SRXCLS001A	0	0	0	65	38	103	65	38	103
Deliver service to clients	SRXCLS002A	0	0	0	55	22	77	55	22	77
Communicate in the workplace	SRXCOM001A	0	0	0	21	11	32	21	11	32
Receive and pass on information to facilitate effective routine communication	SRXCOM002A	0	0	0	33	15	48	33	15	48
React safely in an emergency and help prevent emergencies	SRXEME001A	0	0	0	62	44	106	62	44	106
Participate in the control of minor emergencies	SRXEME002A	0	0	0	45	27	72	45	27	72
Respond to emergency situations	SRXEMR001A	0	0	0	0	1	1	0	1	1
Maintain equipment for activities	SRXFAC001A	0	0	0	106	66	172	106	66	172
Maintain equipment for activities	SRXFAC001B	0	0	0	35	32	67	35	32	67
Maintain sport and recreational facilities	SRXFAC002A	0	0	0	32	12	44	32	12	44
Maintain sport and recreational facilities	SRXFAC002B	0	0	0	14	8	22	14	8	22
Provide first aid	SRXFAD001A	0	0	0	113	66	179	113	66	179
Provide advanced first aid response	SRXFAD002A	0	0	0	35	40	75	35	40	75
Create client relationship	SRXGCSO01A	0	0	0	110	51	161	110	51	161
Deal with client feedback	SRXGCSO02A	0	0	0	9	8	17	9	8	17
Develop knowledge of the sport and recreation industry	SRXIND001A	0	0	0	17	7	24	17	7	24
Develop and implement a career path	SRXIND002A	0	0	0	33	15	48	33	15	48
Develop knowledge of the sport and recreation industry	SRXINU001A	0	0	0	151	54	205	151	54	205
Follow defined OH&S policy and procedures related to the work being undertaken	SRXOHS001A	0	0	0	34	15	49	34	15	49
Follow defined occupational health and safety policies and procedures	SRXOHS001B	0	0	0	33	10	43	33	10	43
Organise work	SRXORG001A	0	0	0	21	11	32	21	11	32
Work effectively in a sport and recreation organisation	SRXORG002A	0	0	0	33	16	49	33	16	49
Operate a computer to gain access to and retrieve data using keyboard skills	SRXTEC001A	0	0	0	19	7	26	19	7	26
Operate a computer and printer to produce and print simple documents	SRXTEC002A	0	0	0	34	15	49	34	15	49
Work in teams	SRXTEM001A	0	0	0	60	40	100	60	40	100
Support the work of a team	SRXTEM002A	0	0	0	32	12	44	32	12	44
Package prepared foodstuffs	THHBCAT02B	0	0	0	11	21	32	11	21	32
Prepare sandwiches	THHBCC00B	0	0	0	34	140	174	34	140	174

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Table 5.7 Successful completions of units of competency/national training modules embedded/integrated in Curriculum Council subjects, by sex, 2006

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 basic methods of cookery	THHBCC01B	0	0	0	57	139	196	57	139	196
Prepare appetisers and salads	THHBCC02B	0	0	0	33	118	151	33	118	151
Prepare stocks, sauces and soups	THHBCC03B	0	0	0	14	44	58	14	44	58
Clean and tidy bar areas	THHBF00B	0	0	0	1	0	1	1	0	1
Provide a link between kitchen and service areas	THHBF02B	0	0	0	46	111	157	46	111	157
Provide food and beverage service	THHBF03B	0	0	0	0	3	3	0	3	3
Prepare and serve non alcoholic beverages	THHBF10B	0	0	0	31	96	127	31	96	127
Develop and update food and beverage knowledge	THHBF11B	0	0	0	1	2	3	1	2	3
Prepare and serve espresso coffee	THHBF12A	0	0	0	23	55	78	23	55	78
Prepare and serve espresso coffee	THHBF12B	0	0	0	3	16	19	3	16	19
Organise and prepare food	THHBKA01B	0	0	0	88	276	364	88	276	364
Present food	THHBKA02B	0	0	0	98	234	332	98	234	332
Receive and store kitchen supplies	THHBKA03B	0	0	0	52	121	173	52	121	173
Clean and maintain kitchen premises	THHBKA04B	0	0	0	73	181	254	73	181	254
Prepare, cook and serve food	THHCCH01A	0	0	0	39	91	130	39	91	130
Work with colleagues and customers	THHCOR01A	0	0	0	2	8	10	2	8	10
Work with colleagues and customers	THHCOR01B	0	1	1	100	202	302	100	203	303
Work in a socially diverse environment	THHCOR02B	0	1	1	74	195	269	74	196	270
Follow health, safety and security procedures	THHCOR03A	0	0	0	0	2	2	0	2	2
Follow health, safety and security procedures	THHCOR03B	0	0	0	129	280	409	129	280	409
Develop and update local knowledge	THHGCS01B	0	0	0	11	47	58	11	47	58
Promote products and services to customers	THHGCS02B	0	0	0	9	16	25	9	16	25
Deal with conflict situations	THHGCS03A	0	0	0	1	0	1	1	0	1
Deal with conflict situations	THHGCS03B	0	0	0	5	30	35	5	30	35
Communicate on the telephone	THHGGA01B	0	0	0	49	90	139	49	90	139
Perform office procedures	THHGGA02B	0	0	0	10	38	48	10	38	48
Source and present information	THHGGA03A	0	0	0	0	1	1	0	1	1
Follow workplace hygiene procedures	THHGHS01A	0	0	0	11	22	33	11	22	33
Follow workplace hygiene procedures	THHGHS01B	0	1	1	139	377	516	139	378	517
Provide first aid	THHGHS03B	0	0	0	0	2	2	0	2	2
Develop and update hospitality industry knowledge	THHCO01B	0	0	0	56	168	224	56	168	224
Plan the catering for an event or function	THHSCAT02B	0	0	0	1	7	8	1	7	8
Coordinate the production of brochures and marketing materials	THTSMA01B	0	0	0	15	3	18	15	3	18
Create a promotional display/stand	THTSMA02A	0	0	0	35	15	50	35	15	50
Create a promotional display/stand	THTSMA02B	0	0	0	15	3	18	15	3	18
Receive and process reservations	THTSOP06B	0	0	0	0	2	2	0	2	2
Process non-air documentation	THTSOP09B	0	0	0	0	2	2	0	2	2
Develop and update tourism industry knowledge	THTTCO01B	0	0	0	6	28	34	6	28	34
Use of routine equipment/plant/technologies in an electrotech environment	UTENES051A	0	0	0	3	0	3	3	0	3
Apply retail office keyboard skills	WRRCA3B	0	0	0	2	6	8	2	6	8
Communicate in the workplace	WRRCS.1A	0	0	0	0	1	1	0	1	1
Communicate in the workplace	WRRCS1B	0	0	0	4	11	15	4	11	15
Apply point of sale handling procedures	WRRCS2B	0	0	0	0	1	1	0	1	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, 2006

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 customers	WRRCS3B	0	0	0	1	2	3	1	2	3
Work effectively in a retail environment	WRRER1B	0	1	1	2	5	7	2	6	8
Balance register/terminal	WRRF1B	0	0	0	0	1	1	0	1	1
Perform stock control procedures	WRR11B	0	0	0	0	1	1	0	1	1
Apply safe working practices	WRRLP1B	1	0	1	4	15	19	5	15	20
Minimise theft	WRRLP2B	0	0	0	0	1	1	0	1	1
Perform routine housekeeping duties	WRRM2B	0	0	0	0	1	1	0	1	1
Sell products and services	WRRS1B	0	0	0	0	1	1	0	1	1
Advise on products and services	WRRS2B	0	0	0	0	1	1	0	1	1
Recommend newsagency products and services	WRRSS13B	0	0	0	0	1	1	0	1	1
Recommend toddler/baby products	WRRSS17B	0	0	0	0	1	1	0	1	1
Recommend and fit clothing and accessories	WRRSS1B	0	0	0	0	1	1	0	1	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, 2006

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
Communication 2	454	0	0	0	2	8	10	2	8	10
Maths for life 2	455	0	0	0	3	6	9	3	6	9
Personal development 2	456	0	0	0	2	9	11	2	9	11
Technology 2	457	0	0	0	2	7	9	2	7	9
Community participation 2	458	0	0	0	3	8	11	3	8	11
Introduction to work opportunities 2	459	0	0	0	3	9	12	3	9	12
Work experience 2	480	0	0	0	2	7	9	2	7	9
Program support 2	481	0	0	0	2	8	10	2	8	10
Occupational safety and health - the law, your employer and you	19010	0	0	0	9	2	11	9	2	11
Managing risks in the workplace	19011	0	0	0	9	2	11	9	2	11
Staying safe in the building and construction industry	19012	0	0	0	9	2	11	9	2	11
Environment and other considerations	19013	0	0	0	9	2	11	9	2	11
Structured work placement 1 (support practice)	27820	19	9	28	0	2	2	19	11	30
Structured work placement 2 (support practice)	27821	18	9	27	0	2	2	18	11	29
Structured work placement 3 (support practice)	27822	16	8	24	0	2	2	16	10	26
Engineering model making	30750	0	0	0	8	0	8	8	0	8
Assess and report the ecological health of an ecosystem	30757	0	0	0	1	0	1	1	0	1
Investigate the interrelationships between population, resource use and environmental degradation	30763	0	0	0	1	0	1	1	0	1
Utilise fundamental environmental chemistry concepts when investigating environmental issues	30770	0	0	0	1	0	1	1	0	1
Introduction to engineering drawing	41493	0	0	0	7	0	7	7	0	7
Computers and their application to CAD	43590	0	0	0	9	2	11	9	2	11
Participate in development and follow a personal competency development plan	51188	0	0	0	6	0	6	6	0	6
Assemble, set-up and test personal computers	51193	0	0	0	6	0	6	6	0	6
Support computers hardware and software	51194	0	0	0	5	0	5	5	0	5
Install and configure a computer operating system and software	51195	0	0	0	6	0	6	6	0	6
CBS3001 (Mandarin)	65685	0	0	0	1	0	1	1	0	1
CBS3002 (Mandarin)	65686	0	0	0	2	2	4	2	2	4
CBS3003 (Mandarin)	65687	0	0	0	5	3	8	5	3	8
CBS3004 (Mandarin)	65688	0	0	0	5	3	8	5	3	8
CBS2001 (Japanese)	65693	0	7	7	3	10	13	3	17	20
CBS2002 (Japanese)	65694	0	7	7	3	10	13	3	17	20
CBS2003 (Japanese)	65695	5	29	34	3	5	8	8	34	42
CBS2004 (Japanese)	65696	2	28	30	2	5	7	4	33	37
CBS3001 (Japanese)	65697	0	0	0	2	4	6	2	4	6
CBS3002 (Japanese)	65698	0	0	0	2	4	6	2	4	6
CBS3003 (Japanese)	65699	0	0	0	0	6	6	0	6	6
CBS3004 (Japanese)	65700	0	0	0	0	6	6	0	6	6
LOTE2001 (French)	65705	4	23	27	0	0	0	4	23	27

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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, 2006

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
LOTE2002 (French)	65706	4	23	27	0	0	0	4	23	27
LOTE2003 (French)	65707	2	21	23	0	0	0	2	21	23
LOTE2004 (French)	65708	2	21	23	0	0	0	2	21	23
LOTE3001 (French)	65709	0	0	0	4	9	13	4	9	13
LOTE3002 (French)	65710	0	0	0	4	9	13	4	9	13
LOTE3003 (French)	65711	0	0	0	0	6	6	0	6	6
LOTE3004 (French)	65712	0	0	0	0	6	6	0	6	6
LOTE2001 (Indonesian)	65729	8	7	15	2	12	14	10	19	29
LOTE2002 (Indonesian)	65730	8	7	15	2	12	14	10	19	29
LOTE2003 (Indonesian)	65731	17	21	38	1	1	2	18	22	40
LOTE2004 (Indonesian)	65732	17	18	35	1	1	2	18	19	37
LOTE3001 (Indonesian)	65733	0	0	0	4	1	5	4	1	5
LOTE3002 (Indonesian)	65734	0	0	0	4	1	5	4	1	5
LOTE3003 (Indonesian)	65735	0	0	0	3	4	7	3	4	7
LOTE3004 (Indonesian)	65736	0	0	0	3	4	7	3	4	7
LOTE2003 (Italian)	65743	9	15	24	0	0	0	9	15	24
LOTE2004 (Italian)	65744	9	15	24	0	0	0	9	15	24
LOTE3001 (Italian)	65745	0	0	0	1	4	5	1	4	5
LOTE3002 (Italian)	65746	0	0	0	1	0	1	1	0	1
Work placement	69119	2	3	5	0	0	0	2	3	5
Literacy for self-expression - introductory	81268	0	0	0	2	4	6	2	4	6
Literacy for knowledge - introductory	81269	0	0	0	2	4	6	2	4	6
Literacy for practical purposes - introductory	81270	0	0	0	4	6	10	4	6	10
Literacy for public debate - introductory	81271	0	0	0	0	2	2	0	2	2
Oracy for knowledge - introductory	81278	0	0	0	0	2	2	0	2	2
Oracy for practical purposes - introductory	81279	0	0	0	0	3	3	0	3	3
Oracy for exploring issues and problem solving - introductory	81280	0	0	0	0	2	2	0	2	2
Literacy for self expression 1	81281	0	0	0	0	2	2	0	2	2
Literacy for knowledge I	81282	0	0	0	0	2	2	0	2	2
Literacy for practical purposes 1	81283	0	0	0	0	3	3	0	3	3
Literacy for public debate 1	81284	0	0	0	0	1	1	0	1	1
Oracy for knowledge I	81291	0	0	0	0	2	2	0	2	2
Oracy for practical purposes I	81292	0	0	0	0	2	2	0	2	2
Oracy for exploring issues and problem solving I	81293	0	0	0	0	2	2	0	2	2
Literacy for self expression II	81294	0	0	0	6	12	18	6	12	18
Literacy for knowledge II	81295	0	0	0	6	12	18	6	12	18
Literacy for practical purposes II	81296	0	0	0	6	13	19	6	13	19
Literacy for public debate II	81297	0	0	0	6	12	18	6	12	18
Core concepts II	81298	0	0	0	6	12	18	6	12	18
Design II	81299	0	0	0	5	11	16	5	11	16
Measuring II	81300	0	0	0	5	11	16	5	11	16
Location II	81301	0	0	0	6	12	18	6	12	18
Data II	81302	0	0	0	6	11	17	6	11	17
Formulae II	81303	0	0	0	5	11	16	5	11	16

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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, 2006

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
Problem solving II	81304	0	0	0	6	11	17	6	11	17
Oracy for knowledge II	81305	0	0	0	6	11	17	6	11	17
Oracy for practical purposes II	81306	0	0	0	6	11	17	6	11	17
Oracy for exploring issues and problem solving II	81307	0	0	0	6	11	17	6	11	17
Introduction to commercial food trades part 1 of 2	83393	0	0	0	16	4	20	16	4	20
Introduction to commercial food trades part 2 of 2	83394	0	0	0	11	2	13	11	2	13
Metals and engineering project plant	87689	0	0	0	4	0	4	4	0	4
Metals and engineering project mechanical	87694	0	0	0	16	0	16	16	0	16
Metals and engineering project fabrication	87695	0	0	0	12	0	12	12	0	12
Carry out maintenance and/or component servicing operations	AUR00108A	25	0	25	215	13	228	240	13	253
Carry out maintenance operations	AUR00208A	0	0	0	17	1	18	17	1	18
Service engines and associated engine components	AUR01170A	11	0	11	212	13	225	223	13	236
Repair cooling systems and associated components	AUR02166A	0	0	0	27	0	27	27	0	27
Service cooling systems and associated components	AUR02170A	7	0	7	146	10	156	153	10	163
Service petrol fuel systems	AUR03170A	0	0	0	115	6	121	115	6	121
Service diesel fuel injection systems	AUR03670A	0	0	0	54	2	56	54	2	56
Service and repair emission control systems	AUR04671A	0	0	0	17	0	17	17	0	17
Repair exhaust systems	AUR05166A	0	0	0	21	0	21	21	0	21
Service clutch assemblies and/or associated operating system components	AUR06170A	0	0	0	120	7	127	120	7	127
Service transmissions (manual)	AUR06670A	0	0	0	118	7	125	118	7	125
Service transmissions (automatic)	AUR07170A	0	0	0	119	13	132	119	13	132
Service and repair marine transmissions (outboard or stern drive)	AUR07671A	0	0	0	1	0	1	1	0	1
Service hydraulic systems	AUR09170A	0	0	0	43	2	45	43	2	45
Repair braking systems	AUR10166A	0	0	0	2	0	2	2	0	2
Service braking systems	AUR10170A	7	0	7	93	8	101	100	8	108
Service final drive assemblies	AUR12670A	0	0	0	108	8	116	108	8	116
Service final drive (driveline)	AUR13170A	0	0	0	110	8	118	110	8	118
Service steering systems	AUR15170A	0	0	0	109	7	116	109	7	116
Service suspension systems	AUR16170A	0	0	0	101	7	108	101	7	108
Balance tyres/wheels	AUR17606A	0	0	0	31	1	32	31	1	32
Balance tyres/wheels	AUR17606B	0	0	0	1	0	1	1	0	1
Remove, fit and adjust wheel(s)	AUR17665B	0	0	0	1	0	1	1	0	1
Select tyres and rims for specific applications (light)	AUR17668B	0	0	0	1	0	1	1	0	1
Remove, repair and fit tyres and tubes (light)	AUR17766A	0	0	0	52	3	55	52	3	55
Remove, repair and fit tyres and tubes (light)	AUR17766B	0	0	0	1	0	1	1	0	1
Test, service and replace battery	AUR18676A	2	0	2	135	7	142	137	7	144
Test, service and replace batteries	AUR18676B	13	0	13	98	11	109	111	11	122
Carry out minor repairs to electrical circuit/systems	AUR18708A	0	0	0	43	3	46	43	3	46
Repair charging and starting systems	AUR19066A	0	0	0	1	0	1	1	0	1
Repair ignition systems	AUR20666A	0	0	0	5	0	5	5	0	5
Carry out welding, soldering, thermal cutting and thermal heating procedures	AUR23608A	0	0	0	9	0	9	9	0	9

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Table 5.8 Successful completions of units of competency/national training modules studied in addition to Curriculum Council subjects (stand alone), by sex, 2006

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
Carry out welding, soldering, thermal cutting and thermal heating procedures	AUR23608B	8	0	8	9	1	10	17	1	18
Use and maintain measuring equipment	AUR25678A	2	0	2	53	3	56	55	3	58
Use and maintain measuring equipment	AUR25678B	3	0	3	45	1	46	48	1	49
Carry out pre-repair operations	AUR26108A	0	0	0	35	2	37	35	2	37
Repair body panels	AUR26266A	0	0	0	2	0	2	2	0	2
Remove and replace vehicle body panels, panel sections and ancillary fittings	AUR26864A	0	0	0	1	0	1	1	0	1
Remove and replace/fit protector mouldings, transfers and decals	AUR26965A	0	0	0	9	0	9	9	0	9
Remove and replace mechanical units/assemblies	AUR27064A	0	0	0	28	1	29	28	1	29
Remove and replace electrical/electronic units/assemblies	AUR27164A	0	0	0	32	2	34	32	2	34
Remove salvageable components	AUR28662A	0	0	0	33	8	41	33	8	41
Carry out masking procedures	AUR29608A	0	0	0	1	0	1	1	0	1
Prepare and paint plastic components	AUR30149A	0	0	0	3	0	3	3	0	3
Apply rust prevention and sound deadening materials	AUR30203A	0	0	0	3	0	3	3	0	3
Prepare vehicle components for minor paint repairs	AUR30349A	0	0	0	39	2	41	39	2	41
Carry out buffing and burnishing	AUR30508A	0	0	0	1	0	1	1	0	1
Remove, replace, fit and test components/accessories	AUR32165A	0	0	0	1	0	1	1	0	1
Service and repair trailer	AUR37271A	0	0	0	7	0	7	7	0	7
Identify, remove and label vehicle replacement parts	AUR37727A	0	0	0	8	0	8	8	0	8
Identify automotive parts/components	AUR37827A	2	0	2	0	0	0	2	0	2
Identify automotive parts/components/accessories	AUR37927A	3	0	3	28	1	29	31	1	32
Present stock and sales area	AUR38150A	0	0	0	1	0	1	1	0	1
Carry out merchandising procedures	AUR42008A	0	0	0	1	0	1	1	0	1
Dispose of waste and maintain a tidy work area	AUR50318A	6	3	9	27	3	30	33	6	39
Identify, clarify and resolve problems	AUR52327A	0	0	0	1	0	1	1	0	1
Inspect vehicle systems/components and determine preferred repair action	AUR65130A	0	0	0	1	0	1	1	0	1
Determine availability, location and price of replacement parts/components	AUR65416A	0	0	0	1	0	1	1	0	1
Carry out vehicle safety/roadworthy inspection	AUR65508A	0	0	0	5	0	5	5	0	5
Carry out diagnostic procedures	AUR66108A	0	0	0	5	0	5	5	0	5
Follow workplace occupational health and safety procedures	AUR70125A	2	0	2	153	7	160	155	7	162
Follow workplace occupational health and safety requirements	AUR70125B	12	0	12	171	13	184	183	13	196
Use and maintain workplace tools and equipment	AUR70278A	1	1	2	155	5	160	156	6	162
Use and maintain workplace tools and equipment	AUR70278B	19	2	21	144	12	156	163	14	177
Contribute to workplace communication	AUR70314A	12	0	12	261	17	278	273	17	290
Establish relations with customers	AUR70421A	1	0	1	134	4	138	135	4	139
Establish relations with customers	AUR70421B	13	0	13	155	13	168	168	13	181
Carry out manual handling operations	AUR70508A	0	0	0	33	8	41	33	8	41

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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, 2006

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
Identify environmental regulations and best practice in a workplace or business	AURC172003A	0	4	4	151	14	165	151	18	169
Write routine texts in the workplace and complete automotive documentation	AURC251179A	0	0	0	22	0	22	22	0	22
Read in the workplace	AURC251356A	0	4	4	0	2	2	0	6	6
Use numbers in the workplace	AURC251677A	0	4	4	4	2	6	4	6	10
Apply basic automotive troubleshooting processes	AURC252103A	0	0	0	2	0	2	2	0	2
Contribute to quality work outcomes	AURC261314A	0	0	0	1	0	1	1	0	1
Apply safe working practices	AURC270103A	0	4	4	189	20	209	189	24	213
Establish relations with customers	AURC270421A	0	0	0	4	0	4	4	0	4
Work effectively with others	AURC270688A	0	0	0	6	0	6	6	0	6
Communicate effectively in the workplace	AURC270789A	0	0	0	22	0	22	22	0	22
Apply environmental regulations and best practice in a workplace or business	AURC272003A	0	0	0	1	0	1	1	0	1
Remove and replace electrical/electronic units/assemblies	AURE218664A	0	0	0	1	0	1	1	0	1
Service, maintain or replace batteries	AURE218670A	0	0	0	144	13	157	144	13	157
Test, service and charge batteries	AURE218676A	0	0	0	8	0	8	8	0	8
Carry out repairs to single electrical circuits	AURE218708A	0	0	0	2	0	2	2	0	2
Install, test and repair low voltage wiring/lighting systems	AURE219331A	0	0	0	17	3	20	17	3	20
Install ancillary electrical components	AURE219531A	0	0	0	1	0	1	1	0	1
Test and service outdoor powered equipment	AURE222976A	0	0	0	8	0	8	8	0	8
Carry out soldering of electrical wiring/circuits	AURE224008A	0	0	0	1	0	1	1	0	1
Overhaul starting motors	AURE319245A	0	0	0	1	0	1	1	0	1
Operate in a motorsport environment	AURM240080A	0	0	0	1	0	1	1	0	1
Set up and dismantle temporary work location and equipment	AURM240172A	0	0	0	3	0	3	3	0	3
Assemble and prepare a competition vehicle	AURM340204A	0	0	0	3	0	3	3	0	3
Prepare competition vehicle and support equipment for transportation	AURM341149A	0	0	0	1	0	1	1	0	1
Remove, fit and adjust line trimming system components	AURP245465A	0	0	0	8	0	8	8	0	8
Identify and select automotive parts and products	AURS238127A	0	4	4	0	2	2	0	6	6
Remove and tag engine system components	AURT100064A	0	0	0	80	6	86	80	6	86
Remove and tag steering, suspension and brake system components	AURT100164A	0	0	0	16	0	16	16	0	16
Carry out workshop practice activities	AURT100308A	0	4	4	108	11	119	108	15	123
Use and maintain basic measuring devices	AURT125667A	0	0	0	159	11	170	159	11	170
Carry out servicing operations	AURT200108A	0	4	4	87	7	94	87	11	98
Select and use bearings, seals, gaskets, sealants and adhesives	AURT200368A	0	0	0	26	1	27	26	1	27
Inspect and service engines	AURT201170A	0	0	0	43	1	44	43	1	44
Inspect and service cooling systems	AURT202170A	0	0	0	93	6	99	93	6	99
Service petrol fuel systems	AURT203170A	0	0	0	15	1	16	15	1	16
Inspect and service transmissions (manual)	AURT206670A	0	0	0	36	0	36	36	0	36

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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, 2006

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 and service transmissions (automatic)	AURT207170A	0	0	0	4	0	4	4	0	4
Inspect and service braking systems	AURT210170A	0	0	0	38	0	38	38	0	38
Service final drive assemblies	AURT212670A	0	0	0	34	0	34	34	0	34
Service final drive (driveline)	AURT213170A	0	0	0	4	0	4	4	0	4
Inspect steering systems	AURT215130A	0	0	0	22	0	22	22	0	22
Inspect and service steering systems	AURT215170A	0	0	0	12	0	12	12	0	12
Inspect and service suspension systems	AURT216170A	0	0	0	4	0	4	4	0	4
Balance wheels and tyres	AURT217606A	0	0	0	27	5	32	27	5	32
Remove, fit and inspect wheel assemblies	AURT217665A	0	0	0	15	4	19	15	4	19
Remove, inspect, repair and fit tyres and tubes (light)	AURT217766A	0	0	0	86	7	93	86	7	93
Use and maintain measuring equipment	AURT225667A	0	0	0	27	0	27	27	0	27
Use and maintain workplace tools and equipment	AURT270278A	7	6	13	170	16	186	177	22	199
Implement and monitor environmental regulations in the automotive mechanical industry	AURT271781A	0	0	0	51	6	57	51	6	57
Remove and tag vehicle body system components	AURV100064A	0	4	4	5	2	7	5	6	11
Remove, replace and realign bolt-on panels, sections and fittings	AURV226864A	0	4	4	0	2	2	0	6	6
Remove and replace mechanical units/assemblies	AURV227064A	0	4	4	0	2	2	0	6	6
Carry out masking procedures	AURV229608A	0	4	4	0	2	2	0	6	6
Prepare vehicle components for paint repairs	AURV230349A	0	4	4	0	2	2	0	6	6
Wash/clean vehicle body and door cavities	AURV231786AA	0	4	4	0	2	2	0	6	6
Use hand and power tools	BCC1005A	7	2	9	18	4	22	25	6	31
Use small plant and equipment	BCC1006A	0	0	0	8	5	13	8	5	13
Assist with excavation and support installation	BCC2003A	0	0	0	1	0	1	1	0	1
Follow OH&S policies & procedures	BCCCM1001B	0	0	0	3	1	4	3	1	4
Drain and dewater site	BCCCM2004B	0	0	0	1	0	1	1	0	1
Conduct backhoe/loader operations	BCCPO3001B	0	0	0	2	1	3	2	1	3
Conduct skid steer loader operations	BCCPO3008B	0	0	0	2	1	3	2	1	3
Prepare for construction process (stonemasonry)	BCF1000A	8	0	8	0	0	0	8	0	8
Carry out interactive workplace communication	BCG1000A	0	0	0	66	7	73	66	7	73
Carry out OH&S requirements	BCG1001A	0	0	0	37	11	48	37	11	48
Plan and organise work	BCG1002A	0	0	0	17	6	23	17	6	23
Read and interpret plans	BCG1003A	0	0	0	17	6	23	17	6	23
Carry out measurements and calculations	BCG1004A	0	0	0	17	6	23	17	6	23
Use hand and power tools	BCG1005A	0	0	0	84	11	95	84	11	95
Use small plant and equipment	BCG1006A	0	0	0	64	12	76	64	12	76
Use simple levelling devices	BCG1008A	0	0	0	25	11	36	25	11	36
Handle construction materials and safely dispose of waste	BCG1011A	0	0	0	38	11	49	38	11	49
Prepare for construction process (wall and floor tiling)	BCG1012A	8	0	8	0	0	0	8	0	8
Prepare for construction process (solid plastering)	BCG1013A	1	0	1	0	0	0	1	0	1
Prepare for construction process (dry wall plastering)	BCG1014A	5	0	5	0	0	0	5	0	5
Prepare for construction process (brick/block laying)	BCG1015A	8	0	8	0	0	0	8	0	8
Handle and prepare bricklaying and block-laying materials	BCGBL2001B	4	0	4	42	1	43	46	1	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, 2006

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 bricklaying and block laying tools and equipment	BCGBL2002B	4	0	4	44	1	45	48	1	49
Handle carpentry materials	BCGCA2001B	13	0	13	30	2	32	43	2	45
Use carpentry tools and equipment	BCGCA2002B	13	0	13	37	4	41	50	4	54
Erect and dismantle formwork for footings and slabs on ground	BCGCA2003B	0	0	0	1	0	1	1	0	1
Follow OH&S policies and procedures	BCGCM1001B	43	0	43	217	18	235	260	18	278
Work effectively in the general construction industry	BCGCM1002B	42	0	42	165	7	172	207	7	214
Plan and organise work	BCGCM1003B	35	0	35	188	8	196	223	8	231
Conduct workplace communication	BCGCM1004B	42	0	42	141	6	147	183	6	189
Carry out measurements and calculations	BCGCM1005B	36	0	36	174	7	181	210	7	217
Read and interpret plans and specifications	BCGCM2001B	21	0	21	157	7	164	178	7	185
Handle construction materials	BCGCM2004B	1	0	1	25	7	32	26	7	33
Use construction tools and equipment	BCGCM2005B	0	0	0	15	1	16	15	1	16
Apply basic levelling procedures	BCGCM2006B	42	0	42	169	6	175	211	6	217
Erect and dismantle restricted height scaffolding	BCGCM2008B	0	0	0	14	0	14	14	0	14
Carry out basic demolition	BCGCM2009B	0	0	0	33	1	34	33	1	34
Carry out concreting to simple forms	BCGCO2003B	0	0	0	1	0	1	1	0	1
Handle painting and decorating materials	BCGPD2001B	0	0	0	17	1	18	17	1	18
Use painting and decorating tools and equipment	BCGPD2002B	0	0	0	17	1	18	17	1	18
Remove and replace doors and door and window furniture	BCGPD2003B	0	0	0	17	1	18	17	1	18
Place and fix reinforcement materials	BCGSF2004B	0	0	0	1	0	1	1	0	1
Handle solid plastering materials	BCGSP2001B	0	0	0	9	0	9	9	0	9
Prepare surfaces for plastering	BCGSP2003B	8	0	8	12	0	12	20	0	20
Handle construction materials	BCGVE1001B	15	0	15	160	7	167	175	7	182
Undertake a basic construction project	BCGVE1002B	38	3	41	180	5	185	218	8	226
Undertake a basic computer design project	BCGVE1003B	0	0	0	6	0	6	6	0	6
Undertake basic estimation and costing	BCGVE1004B	24	0	24	79	4	83	103	4	107
Produce construction drawings	BCGVE2001B	8	0	8	58	1	59	66	1	67
Complete penetrations and flashings	BCGWC2004B	0	0	0	1	0	1	1	0	1
Handle wall and floor tiling materials	BCGWF2001B	6	0	6	11	0	11	17	0	17
Use wall and floor tiling tools and equipment	BCGWF2002B	0	0	0	8	0	8	8	0	8
Weld using arc welding equipment	BCPCM2013A	0	0	0	3	0	3	3	0	3
Operate a computer to gain access to and retrieve data	BSATEC202A	0	0	0	8	6	14	8	6	14
Operate a computer to produce simple documents	BSATEC203B	0	0	0	2	0	2	2	0	2
Design and develop text documents	BSBADM304A	0	0	0	1	1	2	1	1	2
Create and use databases	BSBADM305A	0	0	0	5	16	21	5	16	21
Create electronic presentations	BSBADM306A	0	0	0	3	20	23	3	20	23
Organise schedules	BSBADM307A	0	0	0	0	3	3	0	3	3
Process payroll	BSBADM308A	0	0	0	0	2	2	0	2	2
Process accounts payable and receivable	BSBADM309A	13	3	16	1	2	3	14	5	19
Maintain a general ledger	BSBADM310A	0	0	0	1	2	3	1	2	3
Produce complex business documents	BSBADM402A	0	0	0	12	1	13	12	1	13
Develop and use complex spreadsheets	BSBADM404A	0	0	0	1	1	2	1	1	2
Organise meetings	BSBADM405A	0	0	0	0	1	1	0	1	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, 2006

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
Organise business travel	BSBADM406A	0	0	0	0	1	1	0	1	1
Plan and manage conferences	BSBADM503A	0	0	0	0	1	1	0	1	1
Prepare for work	BSBCMN101A	414	409	823	309	270	579	723	679	1402
Complete daily work activities	BSBCMN102A	216	236	452	290	281	571	506	517	1023
Apply basic communication skills	BSBCMN103A	248	246	494	384	412	796	632	658	1290
Plan skills development	BSBCMN104A	207	128	335	176	184	360	383	312	695
Use business equipment	BSBCMN105A	176	129	305	77	157	234	253	286	539
Follow workplace safety procedures	BSBCMN106A	294	265	559	275	233	508	569	498	1067
Operate a personal computer	BSBCMN107A	311	302	613	162	315	477	473	617	1090
Develop keyboard skills	BSBCMN108A	150	172	322	173	439	612	323	611	934
Follow environmental work practices	BSBCMN109A	142	129	271	99	137	236	241	266	507
Work effectively in a business environment	BSBCMN201A	6	4	10	239	458	697	245	462	707
Organise and complete daily work activities	BSBCMN202A	5	5	10	331	622	953	336	627	963
Communicate in the workplace	BSBCMN203A	4	3	7	326	583	909	330	586	916
Work effectively with others	BSBCMN204A	11	6	17	301	559	860	312	565	877
Use business technology	BSBCMN205A	7	5	12	200	526	726	207	531	738
Process and maintain workplace information	BSBCMN206A	0	0	0	125	333	458	125	333	458
Prepare and process financial/business documents	BSBCMN207A	0	0	0	114	308	422	114	308	422
Deliver a service to customers	BSBCMN208A	0	0	0	76	255	331	76	255	331
Provide information to clients	BSBCMN209A	0	0	0	66	155	221	66	155	221
Implement improved work practices	BSBCMN210A	0	0	0	83	97	180	83	97	180
Participate in workplace safety procedures	BSBCMN211A	7	6	13	292	644	936	299	650	949
Handle mail	BSBCMN212A	12	4	16	89	264	353	101	268	369
Produce simple wordprocessed documents	BSBCMN213A	5	4	9	275	676	951	280	680	960
Create and use simple spreadsheets	BSBCMN214A	5	4	9	173	431	604	178	435	613
Participate in environmental work practices	BSBCMN215A	7	3	10	80	113	193	87	116	203
Create customer relationship	BSBCMN216A	0	0	0	6	40	46	6	40	46
Process customer feedback	BSBCMN217A	0	0	0	16	45	61	16	45	61
Apply basic first aid	BSBCMN218A	10	7	17	46	44	90	56	51	107
Exercise initiative in a business environment	BSBCMN301A	0	0	0	0	4	4	0	4	4
Organise personal work priorities and development	BSBCMN302A	19	11	30	0	6	6	19	17	36
Contribute to personal skill development and learning	BSBCMN304A	0	0	0	0	2	2	0	2	2
Organise workplace information	BSBCMN305A	0	0	0	1	3	4	1	3	4
Produce business documents	BSBCMN306A	0	0	0	7	34	41	7	34	41
Maintain business resources	BSBCMN307A	0	0	0	5	3	8	5	3	8
Maintain financial records	BSBCMN308A	0	0	0	0	2	2	0	2	2
Recommend products and services	BSBCMN309A	0	0	0	0	2	2	0	2	2
Deliver and monitor a service to customers	BSBCMN310A	0	0	0	0	3	3	0	3	3
Maintain workplace safety	BSBCMN311A	13	3	16	1	0	1	14	3	17
Support innovation and change	BSBCMN312A	0	0	0	0	1	1	0	1	1
Maintain environmental procedures	BSBCMN313A	0	0	0	0	1	1	0	1	1
Utilise a knowledge management system	BSBCMN314A	0	0	0	0	1	1	0	1	1
Process customer complaints	BSBCMN316A	0	0	0	0	6	6	0	6	6
Meet customer needs and expectations	BSBCMN317A	0	0	0	0	7	7	0	7	7
Apply advanced first aid	BSBCMN319A	8	7	15	0	0	0	8	7	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, 2006

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 work priorities	BSBCM402A	0	0	0	4	1	5	4	1	5
Establish business networks	BSBCM403A	0	0	0	0	1	1	0	1	1
Develop teams and individuals	BSBCM404A	0	0	0	0	4	4	0	4	4
Analyse and present research information	BSBCM405A	0	0	0	7	14	21	7	14	21
Report on financial activity	BSBCM408A	0	0	0	0	4	4	0	4	4
Promote products and services	BSBCM409A	0	0	0	8	13	21	8	13	21
Coordinate implementation of customer service strategies	BSBCM410A	0	0	0	4	12	16	4	12	16
Monitor a safe workplace	BSBCM411A	0	0	0	0	2	2	0	2	2
Promote innovation and change	BSBCM412A	0	0	0	4	1	5	4	1	5
Implement and monitor environmental policies	BSBCM413A	0	0	0	0	1	1	0	1	1
Coordinate customer service activities	BSBCM417A	0	0	0	0	10	10	0	10	10
Manage projects	BSBCM419A	0	0	0	0	10	10	0	10	10
Write complex documents	BSBCM420A	0	0	0	3	13	16	3	13	16
Use and maintain electronic mail system	BSBEBUS302A	0	0	0	1	1	2	1	1	2
Conduct online research	BSBEBUS401A	0	0	0	16	2	18	16	2	18
Communicate electronically	BSBEBUS403A	0	0	0	8	2	10	8	2	10
Evaluate e-business opportunities	BSBEBUS501A	0	0	0	1	0	1	1	0	1
Design an e-business	BSBEBUS503A	0	0	0	1	0	1	1	0	1
Plan and develop a e-business website	BSBEBUS506A	0	0	0	1	0	1	1	0	1
Contribute to effective workplace relationships	BSBFLM303A	0	0	0	0	2	2	0	2	2
Implement effective workplace relationships	BSBFLM403B	0	0	0	3	14	17	3	14	17
Lead work teams	BSBFLM404A	0	0	0	0	3	3	0	3	3
Promote team effectiveness	BSBFLM412A	0	0	0	7	14	21	7	14	21
Recruit and select personnel	BSBHR402A	0	0	0	0	1	1	0	1	1
Use basic medical terminology	BSBMED201A	0	0	0	0	1	1	0	1	1
Follow OHS policies and procedures in a medical office	BSBMED202A	0	0	0	0	1	1	0	1	1
Research the market	BSBMKG301A	0	0	0	0	2	2	0	2	2
Identify marketing opportunities	BSBMKG302A	0	0	0	0	3	3	0	3	3
Draft an elementary marketing audit report	BSBMKG303A	0	0	0	0	1	1	0	1	1
Make a presentation	BSBMKG407A	0	0	0	4	14	18	4	14	18
Research business opportunities	BSBSBM301A	0	0	0	0	15	15	0	15	15
Establish business and legal requirements	BSBSBM401A	0	0	0	0	3	3	0	3	3
Undertake financial planning	BSBSBM402A	0	0	0	0	3	3	0	3	3
Promote the business	BSBSBM403A	0	0	0	0	2	2	0	2	2
Manage finances	BSBSBM406A	0	0	0	4	14	18	4	14	18
Develop product knowledge	BSBSLS301A	0	0	0	0	2	2	0	2	2
Identify sales prospects	BSBSLS302A	0	0	0	0	1	1	0	1	1
Secure prospect commitment	BSBSLS304A	0	0	0	1	0	1	1	0	1
Support post-sale activities	BSBSLS305A	0	0	0	0	1	1	0	1	1
Self-manage sales performance	BSBSLS306A	0	0	0	1	0	1	1	0	1
Provide care support which is responsive to the specific nature of dementia	CHCAC15A	0	0	0	4	24	28	4	24	28
Provide food services	CHCAC16A	0	0	0	1	11	12	1	11	12
Provide support to an older person	CHCAC1C	0	0	0	4	35	39	4	35	39

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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, 2006

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 personal care	CHCAC2C	0	0	0	2	27	29	2	27	29
Orientation to aged care work	CHCAC3C	0	0	0	6	48	54	6	48	54
Assist in the provision of an appropriate environment	CHCAC4B	0	0	0	2	23	25	2	23	25
Support the older person to meet their emotional and psychosocial needs	CHCAC6C	0	0	0	4	25	29	4	25	29
Undertake basic administrative duties	CHCADMIN1B	0	0	0	5	11	16	5	11	16
Undertake administrative work	CHCADMIN3B	0	0	0	0	2	2	0	2	2
Support community resources	CHCCD7B	0	0	0	6	14	20	6	14	20
Support client participation in the organisation	CHCCH26A	0	0	0	7	19	26	7	19	26
Identify and respond to children and young people at risk of harm	CHCCHILD1C	0	0	0	2	55	57	2	55	57
Maintain a healthy and safe environment	CHCCN1A	0	0	0	0	1	1	0	1	1
Ensure children's health and safety	CHCCN1C	0	0	0	0	17	17	0	17	17
Ensure children's health and safety	CHCCN1D	0	0	0	2	88	90	2	88	90
Care for children	CHCCN2C	0	0	0	0	55	55	0	55	55
Prepare nutritionally balanced food in a safe and hygienic manner	CHCCN3C	0	0	0	0	51	51	0	51	51
Respond to illness, accidents and emergencies	CHCCN4D	0	0	0	1	41	42	1	41	42
Care for babies	CHCCN5C	0	0	0	0	31	31	0	31	31
Communicate with people accessing the services of the organisation	CHCCOM1B	0	0	0	3	129	132	3	129	132
Communicate appropriately with clients and colleagues	CHCCOM2B	0	0	0	4	35	39	4	35	39
Prepare for work	CHCCS101A	89	111	200	37	53	90	126	164	290
Prepare for work in the community services industry	CHCCS201A	0	0	0	9	115	124	9	115	124
Work within a legal and ethical framework	CHCCS301A	0	0	0	0	18	18	0	18	18
Assist with self medication	CHCCS304A	0	0	0	2	9	11	2	9	11
Facilitate co-operative behaviour	CHCCS401A	0	0	0	2	8	10	2	8	10
Work effectively with culturally diverse clients and co-workers	CHCCS405A	0	0	0	18	41	59	18	41	59
Identify and address specific client needs	CHCCS5B	0	0	0	0	2	2	0	2	2
Support students with additional needs in the classroom	CHCDIS14A	0	0	0	0	3	3	0	3	3
Orientation to disability work	CHCDIS1B	0	0	0	2	8	10	2	8	10
Orientation to disability work	CHCDIS1C	0	0	0	2	24	26	2	24	26
Introduction to disability work	CHCDIS20A	0	0	0	1	0	1	1	0	1
Support the development of children in the service	CHCFC1C	0	0	0	7	115	122	7	115	122
Foster and enhance children's development	CHCFC2C	0	0	0	0	1	1	0	1	1
Foster and enhance children's social, emotional and psychological development	CHCFC3C	0	0	0	0	1	1	0	1	1
Foster and enhance children's cognitive and language development	CHCFC5C	0	0	0	0	1	1	0	1	1
Support the activities of existing groups	CHCGROUP1B	0	0	0	1	22	23	1	22	23
Support group activities	CHCGROUP2C	0	0	0	6	21	27	6	21	27
Work effectively in a home and community care environment	CHCHC301B	0	0	0	2	7	9	2	7	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, 2006

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 personal care in a home and community care environment	CHCHC302B	0	0	0	2	8	10	2	8	10
Interact effectively with children	CHCIC1C	0	0	0	1	44	45	1	44	45
Communicate with children	CHCICAB	0	0	0	7	69	76	7	69	76
Comply with information requirements of the aged care and community care sectors	CHCINF8B	0	0	0	4	22	26	4	22	26
Orientation to mental health work	CHCMH1B	0	0	0	0	1	1	0	1	1
Follow OHS procedures	CHCOHS201A	80	109	189	45	173	218	125	282	407
Participate in workplace safety procedures	CHCOHS301A	0	0	0	0	43	43	0	43	43
Participate in safety procedures for direct care work	CHCOHS302A	0	0	0	5	46	51	5	46	51
Follow the organisation's policies, procedures and programs	CHCORG1B	0	0	0	2	109	111	2	109	111
Contribute to service delivery strategy	CHCORG22A	0	0	0	2	14	16	2	14	16
Work with others	CHCORG2B	0	0	0	2	112	114	2	112	114
Participate in the work environment	CHCORG3B	0	0	0	2	76	78	2	76	78
Deliver services/activities to stimulate children's development and enhance their leisure	CHCPR1C	0	0	0	5	98	103	5	98	103
Develop an understanding of children's interests and developmental needs	CHCPR3C	0	0	0	0	34	34	0	34	34
Document, interpret and use information about children	CHCPR9C	0	0	0	0	1	1	0	1	1
Work effectively with families in caring for their child	CHCRF1C	0	0	0	1	36	37	1	36	37
Orientation to work in the leisure and health industry	CHCRH1B	0	0	0	1	0	1	1	0	1
Manage own work and learning	CUECOR01B	0	0	0	3	13	16	3	13	16
Work with others	CUECOR02B	0	0	0	13	24	37	13	24	37
Provide quality service to customers	CUECOR03A	0	0	0	3	3	6	3	3	6
Manage own work and learning	CUECOR1A	0	0	0	3	3	6	3	3	6
Work with others	CUECOR2A	16	23	39	31	24	55	47	47	94
Dress performers	CUECOS1A	0	0	0	0	7	7	0	7	7
Usher patrons	CUEFOH04B	0	0	0	2	3	5	2	3	5
Process financial transactions	CUEFOH07A	0	0	0	0	2	2	0	2	2
Provide venue information and assistance	CUEFOH09A	0	0	0	2	3	5	2	3	5
Record and operate standard lighting cues	CUELGT05B	0	0	0	6	7	13	6	7	13
Operate professional audio equipment	CUESOU03B	0	0	0	6	13	19	6	13	19
Undertake simple lighting/sound/audiovisual activities	CUETGE1A	0	0	0	2	0	2	2	0	2
Assist with staging	CUETGE2A	0	0	0	5	4	9	5	4	9
Develop and maintain the general knowledge required by presenters	CUFAIR01A	0	0	0	0	1	1	0	1	1
Present information on-air	CUFAIR03A	0	0	0	2	2	4	2	2	4
Produce traced, photocopied or scanned cels/frames	CUFANM07A	0	0	0	16	8	24	16	8	24
Communicate using a two way system	CUFBRD01A	0	0	0	11	8	19	11	8	19
Set up and operate a basic video camera	CUFCAM01A	1	0	1	33	16	49	34	16	50
Operate the clapperboard	CUFCAM10A	0	0	0	7	1	8	7	1	8
Operate a non-linear editing system	CUFEDT05A	0	0	0	16	1	17	16	1	17
Develop and apply industry knowledge	CUFGEN01A	3	14	17	81	38	119	84	52	136
Produce and manipulate digital images	CUFIMA01A	0	0	0	53	23	76	53	23	76

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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, 2006

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
Create 2D digital animation	CUFIMA03A	0	0	0	17	1	18	17	1	18
Use an authoring tool to create an interactive sequence	CUFMEM01A	0	0	0	10	5	15	10	5	15
Author a multimedia product	CUFMEM02A	0	0	0	1	0	1	1	0	1
Apply principles of visual design and communication to the development of a multimedia product	CUFMEM07A	0	0	0	20	4	24	20	4	24
Update web pages	CUFMEM12A	8	1	9	28	6	34	36	7	43
Incorporate, design and edit digital video	CUFMEM13A	5	1	6	26	15	41	31	16	47
Create, manipulate and incorporate 2D graphics	CUFMEM14A	0	0	0	43	22	65	43	22	65
Prepare and participate in an electronic media activity	CUFPOP01A	3	14	17	55	26	81	58	40	98
Follow health, safety and security procedures	CUFSAF01A	8	6	14	82	39	121	90	45	135
Follow health, safety and security procedures	CUFSAF01B	0	2	2	16	77	93	16	79	95
Operate the boom	CUFYOU01A	0	0	0	8	0	8	8	0	8
Operate a studio panel	CUFYOU02A	0	0	0	1	2	3	1	2	3
Write content and/or copy	CUFWRT05A	0	0	0	2	0	2	2	0	2
Develop and apply knowledge of the library/information services industry	CULLB001A	0	2	2	3	1	4	3	3	6
Develop and use information literacy skills	CULLB203B	0	2	2	0	1	1	0	3	3
Process and maintain information resources	CULLB205B	0	3	3	4	1	5	4	4	8
Assist with circulation services	CULLB206B	0	0	0	4	0	4	4	0	4
Assist with the presentation of public activities and events	CULMS207A	0	0	0	1	0	1	1	0	1
Use information technology	CULMS413A	0	0	0	2	4	6	2	4	6
Address copyright requirements	CUSADM08A	0	0	0	0	7	7	0	7	7
Develop and update music industry knowledge	CUSBGE01A	10	1	11	22	41	63	32	42	74
Maintain and apply music industry knowledge	CUSBGE17A	0	0	0	1	0	1	1	0	1
Use and adapt to changes in technology	CUSGEN01A	0	0	0	2	7	9	2	7	9
Collaborate with colleagues in planning and producing a project	CUSGEN03B	0	0	0	0	7	7	0	7	7
Contribute creative music ideas to a project	CUSMCP01A	6	17	23	8	6	14	14	23	37
Compose a simple song or tune	CUSMCP02A	0	0	0	6	7	13	6	7	13
Create a simple accompaniment for a song or tune	CUSMCP03A	0	0	0	4	6	10	4	6	10
Maintain self or group in music	CUSMGE01A	0	0	0	5	3	8	5	3	8
Use instruments, equipment and/or electronic technology for making music	CUSMGE03A	0	0	0	1	0	1	1	0	1
Read music	CUSMGE06A	0	0	0	15	11	26	15	11	26
Use the internet to access and modify music	CUSMGE08A	0	0	0	5	9	14	5	9	14
Use MIDI devices or software to perform music	CUSMGE09A	0	0	0	4	3	7	4	3	7
Develop music knowledge and listening skills	CUSMGE11A	25	35	60	23	33	56	48	68	116
Maintain and expand music knowledge and critical listening skills	CUSMGE12A	0	0	0	12	9	21	12	9	21
Develop basic technical skills for playing or singing music	CUSMPF01A	18	18	36	14	17	31	32	35	67
Develop technical skills for playing or singing music	CUSMPF02A	9	17	26	27	31	58	36	48	84
Prepare self for performance	CUSMPF04A	0	0	0	9	9	18	9	9	18
Rehearse music for performance	CUSMPF05A	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, 2006

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
Extend technical skills in performance	CUSMPF06A	0	0	0	5	3	8	5	3	8
Evaluate and extend performance technique	CUSMPF09A	0	0	0	1	0	1	1	0	1
Develop and practise improvisation	CUSMPF10A	0	0	0	1	0	1	1	0	1
Perform music as part of a group	CUSMPF11A	0	0	0	1	0	1	1	0	1
Perform music as a soloist	CUSMPF15A	0	0	0	1	0	1	1	0	1
Collect and organise information	CUSRAD01A	0	0	0	40	81	121	40	81	121
Conduct research	CUSRAD02A	0	0	0	1	14	15	1	14	15
Follow safe practices in performing and/or listening to music	CUSSAF01A	18	18	36	14	18	32	32	36	68
Follow health, safety and security procedures in the music industry	CUSSAF02A	9	17	26	32	36	68	41	53	94
Move and set up instruments and equipment	CUSSOU01A	26	27	53	30	32	62	56	59	115
Operate portable audio recorder	CUSSOU02A	21	22	43	17	22	39	38	44	82
Transfer sound	CUSSOU03A	0	0	0	19	10	29	19	10	29
Record sound	CUSSOU04A	0	0	0	19	14	33	19	14	33
Lay soundtracks	CUSSOU06A	0	0	0	24	11	35	24	11	35
Edit sound using analogue systems	CUSSOU07A	0	0	0	1	0	1	1	0	1
Mix sound sources	CUSSOU09A	0	0	0	11	1	12	11	1	12
Operate sound mixing console	CUSSOU11A	0	0	0	13	2	15	13	2	15
Edit sound using digital systems	CUSSOU12A	0	0	0	1	1	2	1	1	2
Set up, operate and de-rig portable sound recording equipment	CUSSOU13A	0	0	0	17	2	19	17	2	19
Develop and articulate concept for own work	CUVCOR02A	0	0	0	2	17	19	2	17	19
Develop, refine and communicate concept for own work	CUVCOR03A	0	0	0	3	11	14	3	11	14
Use drawing techniques to represent the object or idea	CUVCOR07A	0	0	0	4	31	35	4	31	35
Produce drawings to represent and communicate the concept	CUVCOR08A	0	0	0	1	15	16	1	15	16
Source information on history and theory and apply to own area of work	CUVCOR11A	0	0	0	2	19	21	2	19	21
Review history and theory for application to artistic practice	CUVCOR12A	0	0	0	0	3	3	0	3	3
Make scale models	CUVCRS06A	0	0	0	1	4	5	1	4	5
Select and prepare work for exhibition	CUVCRS11A	0	0	0	1	14	15	1	14	15
Apply colour theory in response to a brief	CUVDES01A	0	0	0	4	26	30	4	26	30
Apply the design process to 2-dimensional work in response to a brief	CUVDES02A	0	0	0	5	42	47	5	42	47
Apply the design process to 3-dimensional work in response to a brief	CUVDES03A	0	0	0	5	42	47	5	42	47
Integrate colour theory and design processes in response to a brief	CUVDES04A	0	0	0	5	39	44	5	39	44
Source and apply design industry knowledge	CUVDSP01A	0	0	0	5	39	44	5	39	44
Develop self as designer	CUVDSP02A	0	0	0	4	16	20	4	16	20
Research and apply the history and theory of design to design practice	CUVDSP04A	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, 2006

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 a 35mm SLR camera or digital equivalent	CUVPHI05A	0	0	0	2	16	18	2	16	18
Apply techniques to produce ceramics	CUVVSP04A	0	0	0	3	20	23	3	20	23
Apply techniques to produce digital images	CUVVSP11A	0	0	0	6	37	43	6	37	43
Apply techniques to produce drawings	CUVVSP14A	0	0	0	2	19	21	2	19	21
Produce drawings	CUVVSP15A	0	0	0	0	1	1	0	1	1
Research and experiment with techniques to produce drawings	CUVVSP16A	0	0	0	0	1	1	0	1	1
Produce jewellery	CUVVSP27A	0	0	0	1	6	7	1	6	7
Apply techniques to produce paintings	CUVVSP34A	0	0	0	1	12	13	1	12	13
Research and experiment with techniques to produce paintings	CUVVSP36A	0	0	0	0	1	1	0	1	1
Apply techniques to produce prints	CUVVSP44A	0	0	0	1	7	8	1	7	8
Produce prints	CUVVSP45A	0	0	0	0	1	1	0	1	1
Apply techniques to produce sculpture	CUVVSP50A	0	0	0	0	4	4	0	4	4
Apply techniques to produce textile/fibre work	CUVVSP54A	0	0	0	4	20	24	4	20	24
Produce textile/fibre work	CUVVSP55A	0	0	0	0	1	1	0	1	1
Engineering maths A	EA002	0	0	0	1	0	1	1	0	1
Science	EA011	0	0	0	1	0	1	1	0	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 computing	EA050	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
Operate the crushing process	FDFCELCPRA	0	0	0	3	0	3	3	0	3
Operate the crushing process	FDFCELCPRB	0	0	0	11	3	14	11	3	14
Follow work procedures to maintain food safety	FDFCORFSY1A	0	3	3	0	0	0	0	3	3
Follow work procedures to maintain health and safety	FDFCORHS1A	0	3	3	35	10	45	35	13	48
Follow work procedures to maintain quality	FDFCORQAS1A	0	3	3	4	6	10	4	9	13
Communicate workplace information	FDFCORWCM1A	0	0	0	22	6	28	22	6	28
Measure and record workplace information	FDFOPTMR1A	0	3	3	16	4	20	16	7	23
Apply sampling techniques	FDFOPTST2A	0	0	0	2	0	2	2	0	2
Carry out basic canopy maintenance	FDFWGGCMBB	0	0	0	7	1	8	7	1	8
Hand prune vines	FDFWGGHPVB	0	0	0	9	3	12	9	3	12
Pick grapes by hand	FDFWGGPGHB	0	0	0	5	2	7	5	2	7
Train vines	FDFWGGTVB	0	0	0	1	0	1	1	0	1
Carry out manual handling tasks	FDFZMHMH1A	0	3	3	0	0	0	0	3	3
Operate basic equipment	FDFZPRBE1A	0	3	3	0	0	0	0	3	3
Participate effectively in a workplace environment	FDFZPRW1A	0	3	3	0	0	0	0	3	3
Manage seed collection	FPIFGM004A	0	0	0	1	0	1	1	0	1
Plant trees by hand	FPIFGM052A	0	0	0	8	6	14	8	6	14
Fertilise plantation trees	FPIFGM054A	0	0	0	8	6	14	8	6	14
Select trees (for tending operations)	FPIFGM065A	0	0	0	8	6	14	8	6	14
Prune trees	FPIFGM067A	0	0	0	8	6	14	8	6	14
Read and interpret maps	FPIFGM147A	18	0	18	0	0	0	18	0	18

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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, 2006

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
Collect, treat and store seed	FPIFGM162A	0	0	0	1	0	1	1	0	1
Maintain interactive communication in the workplace - intermediate	FPIG16A	0	0	0	8	6	14	8	6	14
Plan to undertake a routine task	FPIG22A	0	0	0	8	6	14	8	6	14
Work effectively with others	FPIG25A	0	0	0	8	6	14	8	6	14
Interpret and solve numerical problems - basic	FPIG30A	0	0	0	8	6	14	8	6	14
Administer first aid procedures	FPIG38A	0	0	0	8	6	14	8	6	14
Use hand-held tools	FPIG41A	0	0	0	8	6	14	8	6	14
Reduce wildfire hazards	FPIL2191516A	0	2	2	0	0	0	0	2	2
Follow defined occupational health and safety policies and procedures	FPIOHS1A	0	0	0	8	6	14	8	6	14
Administer first aid procedures	FPPAID2A	6	2	8	33	4	37	39	6	45
Communicate effectively with clients/patients	HLTCOM4A	0	0	0	0	1	1	0	1	1
Maintain high standards of patient and client services	HLTCSD1A	0	0	0	0	2	2	0	2	2
Prepare and maintain beds	HLTCSD3A	0	0	0	2	10	12	2	10	12
Assist with client/patient movement	HLTCSD5A	0	0	0	0	4	4	0	4	4
Respond effectively to difficult or challenging behaviour	HLTCSD6A	0	0	0	0	4	4	0	4	4
Apply basic first aid	HLTFA1A	7	6	13	162	248	410	169	254	423
Apply advanced first aid	HLTFA2A	0	0	0	18	19	37	18	19	37
Work effectively in the health industry	HLTHIR1A	0	0	0	0	3	3	0	3	3
Contribute to organisational effectiveness in the health industry	HLTHIR2A	0	0	0	0	2	2	0	2	2
Work effectively with culturally diverse patients, clients, customers and co-workers	HLTHIR3A	0	0	0	2	16	18	2	16	18
Follow the organisation's occupational health and safety policies	HLTHSE1A	0	0	0	1	10	11	1	10	11
Follow safe manual handling practices	HLTHSE4A	0	0	0	1	9	10	1	9	10
Comply with infection control policies and procedures	HLTIN1A	0	0	0	1	9	10	1	9	10
Handle and move equipment and goods	HLTMS4A	0	0	0	0	1	1	0	1	1
Perform general cleaning tasks in a clinical setting	HLTMS6A	0	0	0	1	8	9	1	8	9
Handling waste in a health care environment	HLTMS8A	0	0	0	1	4	5	1	4	5
Design organisational documents using computing packages	ICAD2012A	0	0	0	22	21	43	22	21	43
Create user documentation	ICAD3218A	0	0	0	8	0	8	8	0	8
Connect internal hardware components	ICAI3021A	0	0	0	8	0	8	8	0	8
Create a simple mark-up language document to specification	ICAITB135A	0	0	0	57	35	92	57	35	92
Receive and process oral and written communication	ICAITD003B	0	0	0	30	22	52	30	22	52
Create user and technical documentation	ICAITD128A	0	0	0	21	0	21	21	0	21
Install and configure a network	ICAITI097B	0	0	0	1	1	2	1	1	2
Install and manage network protocols	ICAITI101A	0	0	0	1	0	1	1	0	1
Install and manage network protocols	ICAITI101B	0	0	0	16	1	17	16	1	17
Maintain equipment/software Inventory	ICAITS008B	0	0	0	2	0	2	2	0	2
Interact with clients	ICAITS009B	0	0	0	39	14	53	39	14	53

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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 problem solving techniques to achieve organisation goals	ICAITS010B	0	0	0	15	11	26	15	11	26
Apply problem solving techniques to achieve organisation goals	ICAITS010C	0	0	0	13	4	17	13	4	17
Connect hardware peripherals	ICAITS014B	0	0	0	27	25	52	27	25	52
Connect hardware peripherals	ICAITS014C	0	0	0	69	16	85	69	16	85
Install software applications	ICAITS015B	0	0	0	49	15	64	49	15	64
Record client support requirements	ICAITS016B	0	0	0	1	0	1	1	0	1
Record client support requirements	ICAITS016C	0	0	0	6	4	10	6	4	10
Maintain system integrity	ICAITS017B	0	0	0	20	11	31	20	11	31
Maintain system integrity	ICAITS017C	0	0	0	38	6	44	38	6	44
Install and optimise system software	ICAITS020B	0	0	0	3	0	3	3	0	3
Install and optimise system software	ICAITS020C	0	0	0	22	0	22	22	0	22
Connect internal hardware components	ICAITS021C	0	0	0	30	0	30	30	0	30
Determine client computing problems and action	ICAITS022B	0	0	0	3	0	3	3	0	3
Provide basic system administration	ICAITS024C	0	0	0	23	1	24	23	1	24
Run standard diagnostic tests	ICAITS025B	0	0	0	29	1	30	29	1	30
Install network hardware to a network	ICAITS029B	0	0	0	17	0	17	17	0	17
Provide advice to clients	ICAITS031B	0	0	0	23	1	24	23	1	24
Provide network systems administration	ICAITS032B	0	0	0	20	1	21	20	1	21
Determine and action network problem	ICAITS034B	0	0	0	10	1	11	10	1	11
Action and complete change requests	ICAITS106A	0	0	0	2	0	2	2	0	2
Action and complete change requests	ICAITS106B	0	0	0	3	0	3	3	0	3
Maintain equipment and software in working order	ICAITS115B	0	0	0	30	0	30	30	0	30
Administer and configure a network operating system	ICAITS120B	0	0	0	16	0	16	16	0	16
Administer network peripherals	ICAITS121A	0	0	0	20	0	20	20	0	20
Work effectively in an information technology environment	ICAITW001B	22	4	26	133	69	202	155	73	228
Communicate in the workplace	ICAITW002B	22	3	25	177	86	263	199	89	288
Participate in a team and individually to achieve organisation goals	ICAITW011B	0	0	0	48	29	77	48	29	77
Apply occupational health and safety procedures	ICAITU004B	22	3	25	114	85	199	136	88	224
Apply occupational health and safety procedures	ICAITU004C	19	8	27	72	13	85	91	21	112
Operate computer hardware	ICAITU005B	30	4	34	119	74	193	149	78	227
Operate computer hardware	ICAITU005C	0	0	0	102	47	149	102	47	149
Operate computing packages	ICAITU006B	8	1	9	113	78	191	121	79	200
Operate computing packages	ICAITU006C	32	23	55	112	103	215	144	126	270
Maintain equipment and consumables	ICAITU007B	0	0	0	71	32	103	71	32	103
Design organisational documents using computing packages	ICAITU012B	0	0	0	69	58	127	69	58	127
Design organisational documents using computing packages	ICAITU012C	0	0	0	43	48	91	43	48	91
Integrate commercial computing packages	ICAITU013B	0	0	0	74	65	139	74	65	139
Integrate commercial computing packages	ICAITU013C	0	0	0	46	46	92	46	46	92

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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 macros and templates for clients using standard products	ICAITU018B	0	0	0	10	0	10	10	0	10
Develop macros and templates for clients using standard products	ICAITU018C	0	0	0	10	0	10	10	0	10
Migrate to new technology	ICAITU019C	0	0	0	3	0	3	3	0	3
Customise packaged software applications for clients	ICAITU028C	0	0	0	10	0	10	10	0	10
Use advanced features of computer applications	ICAITU126A	0	0	0	61	23	84	61	23	84
Use advanced features of computer applications	ICAITU126B	22	3	25	52	14	66	74	17	91
Operate a personal computer	ICAITU128A	58	48	106	240	209	449	298	257	555
Operate a word processing application	ICAITU129A	50	47	97	236	192	428	286	239	525
Operate a spreadsheet application	ICAITU130A	36	37	73	166	143	309	202	180	382
Operate database application	ICAITU131A	37	31	68	165	133	298	202	164	366
Operate a presentation package	ICAITU132A	45	36	81	167	161	328	212	197	409
Send and retrieve information over the Internet using browsers and email	ICAITU133A	43	36	79	172	134	306	215	170	385
Connect hardware peripherals	ICAS2014A	0	0	0	1	0	1	1	0	1
Maintain system integrity	ICAS2017A	0	0	0	8	2	10	8	2	10
Provide basic system administration	ICAS3024A	0	0	0	5	0	5	5	0	5
Provide advice to clients	ICAS3031A	0	0	0	5	0	5	5	0	5
Maintain equipment and software in working order	ICAS3115A	0	0	0	7	2	9	7	2	9
Care for computer hardware	ICAS3234A	0	0	0	5	0	5	5	0	5
Run standard diagnostic tests	ICAT3025A	0	0	0	5	0	5	5	0	5
Operate a personal computer	ICAU1128A	0	0	0	10	0	10	10	0	10
Operate computer hardware	ICAU2005A	0	0	0	17	2	19	17	2	19
Operate computing packages	ICAU2006A	0	0	0	18	2	20	18	2	20
Integrate commercial computing packages	ICAU2013A	0	0	0	17	2	19	17	2	19
Use computer operating system	ICAU2231A	0	0	0	10	0	10	10	0	10
Apply occupational health and safety procedures	ICAU3004A	0	0	0	14	2	16	14	2	16
Use advanced features of computer applications	ICAU3126A	0	0	0	4	0	4	4	0	4
Work effectively in an IT environment	ICAW2001A	0	0	0	6	0	6	6	0	6
Communicate in the workplace	ICAW2002A	0	0	0	9	0	9	9	0	9
Produce basic collated (sheet/section) product	ICPCF44BA	0	0	0	0	1	1	0	1	1
Identify components of multimedia	ICPMM11BA	0	0	0	82	55	137	82	55	137
Develop a multimedia script	ICPMM15DA	0	0	0	15	1	16	15	1	16
Capture a digital image	ICPMM21CA	22	3	25	69	54	123	91	57	148
Capture a digital image	ICPMM321A	0	0	0	8	2	10	8	2	10
Incorporate text into multimedia presentations	ICPMM41CA	0	0	0	37	16	53	37	16	53
Incorporate digital photography into multimedia presentations	ICPMM43CA	22	3	25	67	35	102	89	38	127
Incorporate audio into multimedia presentations	ICPMM44CA	0	0	0	28	9	37	28	9	37
Access the internet	ICPMM63BA	8	1	9	146	84	230	154	85	239
Create web pages with multimedia	ICPMM65DA	0	0	0	23	2	25	23	2	25
Select and apply type	ICPPP21BA	0	0	0	3	13	16	3	13	16
Output images to film and paper	ICPPP52BA	0	0	0	2	11	13	2	11	13
Output images to electronic media	ICPPP53BA	0	0	0	2	11	13	2	11	13

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Table 5.8 Successful completions of units of competency/national training modules studied in addition to Curriculum Council subjects (stand alone), by sex, 2006

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
Reclaim screen (basic)	ICPSP11BA	0	0	0	0	1	1	0	1	1
Prepare screen	ICPSP15BA	0	0	0	0	1	1	0	1	1
Prepare substrate	ICPSP21BA	0	0	0	0	1	1	0	1	1
Prepare stencil using computer or hand cut method	ICPSP31BA	0	0	0	0	1	1	0	1	1
Prepare stencil using photographic direct emulsion method (basic)	ICPSP33BA	0	0	0	0	1	1	0	1	1
Produce print - manual (basic)	ICPSP71BA	0	0	0	0	1	1	0	1	1
Prepare, load and unload reel(s) and cores on and off machine	ICPSU01BA	0	0	0	1	0	1	1	0	1
Prepare machine for operation (basic)	ICPSU07BA	0	0	0	1	0	1	1	0	1
Operate and monitor machines (basic)	ICPSU08BA	0	0	0	1	1	2	1	1	2
Pack and dispatch product	ICPSU21BA	0	0	0	1	0	1	1	0	1
Follow OH&S practices and identify environmental hazards	ICPSU61AA	0	0	0	1	0	1	1	0	1
Communicate in the workplace	ICPSU62AA	0	0	0	2	0	2	2	0	2
Use computer systems	ICPSU81BA	0	0	0	1	0	1	1	0	1
Place and secure cable	ICTTC006C	0	0	0	4	0	4	4	0	4
Terminate metallic conductor cable	ICTTC008C	0	0	0	4	0	4	4	0	4
Install, maintain and modify customer premises communications cabling: ACA Restricted Rule	ICTTC136B	0	0	0	4	0	4	4	0	4
Understanding self and others	LDWA001	1	2	3	29	30	59	30	32	62
Introduction to citizenship	LDWA002	1	2	3	29	30	59	30	32	62
Health and safety essentials	LDWA003	1	2	3	30	30	60	31	32	63
Effective team membership	LDWA004	1	2	3	29	29	58	30	31	61
Senior first aid	LDWA005	0	0	0	16	10	26	16	10	26
Introduction to applied leadership	LDWA006	1	2	3	28	27	55	29	29	58
Follow safe working policies and practices	LMFCR0001A	4	0	4	101	15	116	105	15	120
Communicate in the workplace	LMFCR0002A	4	0	4	74	13	87	78	13	91
Carry out measurements and calculations	LMFCR0003A	4	0	4	89	14	103	93	14	107
Work effectively with others	LMFCR0004A	4	0	4	82	15	97	86	15	101
Complete a basic furniture finishing product	LMFFF1001A	0	0	0	8	0	8	8	0	8
Use furniture finishing sector hand and power tools	LMFFF2001A	0	0	0	13	0	13	13	0	13
Prepare surfaces for finishing	LMFFF2004A	0	0	0	35	5	40	35	5	40
Construct a basic timber furnishing product	LMFFM1001A	4	0	4	120	14	134	124	14	138
Operate basic woodworking machines	LMFFM1002A	0	0	0	10	1	11	10	1	11
Use furniture making sector hand and power tools	LMFFM2001A	4	0	4	69	7	76	73	7	80
Assemble furnishing components	LMFFM2002A	0	0	0	1	0	1	1	0	1
Apply sheet laminates by hand	LMFFM2004A	0	0	0	6	1	7	6	1	7
Join solid timber	LMFFM2005A	0	0	0	13	1	14	13	1	14
Hand make timber joints	LMFFM2006A	0	0	0	37	5	42	37	5	42
Follow plans to assemble production furniture	LMFFM2007A	0	0	0	1	0	1	1	0	1
Set up, operate and maintain basic static machines	LMFFM2010A	0	0	0	1	0	1	1	0	1
Apply manufactured board conversion techniques	LMFFM2011A	0	0	0	1	0	1	1	0	1
Read and interpret work documents	LMFGN3001A	0	0	0	1	0	1	1	0	1
Follow defined OH&S policies and procedures	LMTHRG08A	0	0	0	2	3	5	2	3	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, 2006

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 customer service	LMTPRDC01A	0	0	0	2	4	6	2	4	6
Receive and sort articles	LMTPRDC02A	0	0	0	2	4	6	2	4	6
Operate wet cleaning machines	LMTPRDC05A	0	0	0	2	4	6	2	4	6
Apply quality standards	LMTQAGN01A	0	0	0	2	3	5	2	3	5
Undertake interactive workplace communication	MEM1.1FA	0	0	0	467	19	486	467	19	486
Apply principles of occupational health & safety in work environment	MEM1.2FA	0	0	0	486	21	507	486	21	507
Apply quality procedures	MEM1.3FA	0	0	0	507	16	523	507	16	523
Plan to undertake a routine task	MEM1.4FA	0	0	0	451	15	466	451	15	466
Manual handling	MEM11.11AA	0	0	0	33	0	33	33	0	33
Use comparison and basic measuring devices	MEM12.1AA	0	0	0	84	6	90	84	6	90
Use comparison and basic measuring devices	MEM12.1B	0	0	0	10	0	10	10	0	10
Perform engineering measurements	MEM12.23A	0	0	0	5	0	5	5	0	5
Apply principles of occupational health and safety in the work environment	MEM13.14B	0	0	0	10	0	10	10	0	10
Perform emergency first aid	MEM13.1AA	0	0	0	129	12	141	129	12	141
Perform emergency first aid	MEM13.1B	0	0	0	46	0	46	46	0	46
Undertake occupational health and safety activities in the workplace	MEM13.2AA	0	0	0	14	0	14	14	0	14
Plan to undertake a routine task	MEM14.4A	0	0	0	10	0	10	10	0	10
Apply quality procedures	MEM15.24A	0	0	0	10	0	10	10	0	10
Apply quality systems	MEM15.2A	0	0	0	5	0	5	5	0	5
Work with others in a manufacturing, engineering or related environment	MEM16.7A	0	0	0	10	0	10	10	0	10
Equipment condition monitoring and recording	MEM18.10AA	0	0	0	1	0	1	1	0	1
Use hand tools	MEM18.1AA	2	0	2	225	17	242	227	17	244
Use hand tools	MEM18.1AB	0	0	0	303	2	305	303	2	305
Use hand tools	MEM18.1C	0	0	0	10	0	10	10	0	10
Maintain hydraulic system components	MEM18.20AB	0	0	0	5	0	5	5	0	5
Service combustion engines	MEM18.25AA	0	0	0	12	0	12	12	0	12
Use power tools/hand held operations	MEM18.2AA	2	0	2	449	13	462	451	13	464
Use power tools/hand held operations	MEM18.2B	0	0	0	10	0	10	10	0	10
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	16	0	16	16	0	16
Apply quality systems	MEM2.1C12A	0	0	0	186	6	192	186	6	192
Organise and analyse information	MEM2.2C11A	0	0	0	146	6	152	146	6	152
Operate in a work based team environment	MEM2.3C11A	0	0	0	36	0	36	36	0	36
Operate in a work based team environment	MEM2.3C11B	0	0	0	28	0	28	28	0	28
Assist in the provision of on the job training	MEM2.4C11A	0	0	0	2	0	2	2	0	2
Measure with graduated devices	MEM2.5C11A	0	0	0	405	11	416	405	11	416
Plan a complete activity	MEM2.6C10A	0	0	0	37	0	37	37	0	37
Perform computations - basic	MEM2.7C10A	0	0	0	315	17	332	315	17	332
Perform computations	MEM2.8C10A	0	0	0	92	3	95	92	3	95
Perform computer operations	MEM2.9C10A	0	0	0	91	9	100	91	9	100

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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, 2006

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 production assembly	MEM3.1AA	0	0	0	3	0	3	3	0	3
Undertake fabrication, forming, bending and shaping	MEM5.10AA	0	0	0	13	0	13	13	0	13
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	0	0	0	27	4	31	27	4	31
Perform routine manual metal arc welding	MEM5.12AB	0	0	0	261	3	264	261	3	264
Perform routine manual metal arc welding	MEM5.12C	0	0	0	10	0	10	10	0	10
Perform manual production welding	MEM5.13AA	0	0	0	71	2	73	71	2	73
Weld using manual metal arc welding process	MEM5.15AA	0	0	0	12	0	12	12	0	12
Weld using manual metal arc welding process	MEM5.15AB	0	0	0	2	0	2	2	0	2
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	30	0	30	30	0	30
Manual soldering/desoldering - electrical/electronic components	MEM5.1AA	0	0	0	3	0	3	3	0	3
Soft soldering (basic)	MEM5.3AA	0	0	0	39	0	39	39	0	39
Perform soft soldering	MEM5.3B	0	0	0	5	0	5	5	0	5
Perform routine gas tungsten arc welding	MEM5.49AA	0	0	0	16	0	16	16	0	16
Perform routine gas tungsten arc welding	MEM5.49AB	0	0	0	2	0	2	2	0	2
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	0	0	0	58	8	66	58	8	66
Perform routine oxy acetylene welding	MEM5.4AB	0	0	0	195	2	197	195	2	197
Perform routine oxy acetylene welding	MEM5.4C	0	0	0	42	1	43	42	1	43
Perform routine gas metal arc welding	MEM5.50AA	0	0	0	266	2	268	266	2	268
Perform routine gas metal arc welding	MEM5.50B	0	0	0	5	0	5	5	0	5
Carry out mechanical cutting	MEM5.5AA	0	0	0	208	17	225	208	17	225
Carry out mechanical cutting	MEM5.5B	0	0	0	15	0	15	15	0	15
Perform brazing and/or silver soldering	MEM5.6AA	0	0	0	154	9	163	154	9	163
Perform brazing and/or silver soldering	MEM5.6B	0	0	0	41	0	41	41	0	41
Manual heating, thermal cutting and gouging	MEM5.7AA	2	0	2	26	0	26	28	0	28
Manual heating and thermal cutting	MEM5.7AB	0	0	0	218	1	219	218	1	219
Perform manual heating and thermal cutting	MEM5.7C	0	0	0	5	0	5	5	0	5
Advanced manual thermal cutting, gouging and shaping	MEM5.8AB	0	0	0	1	0	1	1	0	1
Respond to boating emergencies and incidents	MEM50.10EA	8	2	10	65	39	104	73	41	114
Carry out trip preparation and planning	MEM50.8EA	8	2	10	64	40	104	72	42	114
Safely operate a mechanically powered recreational boat	MEM50.9AA	3	0	3	29	26	55	32	26	58
Safely operate a powered recreational vessel	MEM50.9EA	5	2	7	42	16	58	47	18	65
Perform basic incidental heat/quenching, tempering and annealing	MEM6.7AA	0	0	0	51	2	53	51	2	53
Operational maintenance of machines/equipment	MEM7.1AA	0	0	0	34	0	34	34	0	34
Use workshop machines for basic operations	MEM7.32AA	0	0	0	227	7	234	227	7	234
Use workshop machines for basic operations	MEM7.32B	0	0	0	10	0	10	10	0	10
Perform general machining	MEM7.5AA	0	0	0	91	0	91	91	0	91
Draw and interpret sketch	MEM9.1AA	0	0	0	453	13	466	453	13	466
Interpret technical drawing	MEM9.2AA	0	0	0	177	3	180	177	3	180

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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, 2006

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
Interpret technical drawing	MEM9.2B	0	0	0	5	0	5	5	0	5
Prepare basic engineering drawing	MEM9.3AA	0	0	0	1	0	1	1	0	1
Create 2D drawings using computer aided design system	MEM9.9BB	0	0	0	1	0	1	1	0	1
Youth ministry 2	MND-106	0	0	0	0	1	1	0	1	1
Music, worship and creative ministry in the local church	MND-206	0	0	0	0	1	1	0	1	1
Undertake direct seeding	MNMOCC638A	0	0	0	1	0	1	1	0	1
Team building communication	NCS010	0	0	0	1	0	1	1	0	1
Writing technical documents	NCS017	0	0	0	1	0	1	1	0	1
Electrical drawing interpretation & connection	NE031	0	0	0	2	0	2	2	0	2
Personal computer servicing (1)	NE111	0	0	0	17	0	17	17	0	17
Electrical wiring and equipment 1	NE172	0	0	0	6	0	6	6	0	6
Workshop practices	NE175	0	0	0	9	0	9	9	0	9
Electronic hand soldering technology	NE184	0	0	0	25	0	25	25	0	25
Introduction to the electrical industry	NUE050	0	0	0	12	0	12	12	0	12
Science and materials - electrotechnology	NUE204	0	0	0	1	0	1	1	0	1
Drawing interpretation and sketching	NUE210	0	0	0	7	0	7	7	0	7
Applied electricity 1	NUE52	0	0	0	22	0	22	22	0	22
Applied electricity 2	NUE54	0	0	0	7	0	7	7	0	7
Follow OHS procedures	PMAOHS100C	0	0	0	8	0	8	8	0	8
Respond to emergency situation	PMAOHS110B	0	0	0	8	0	8	8	0	8
Use equipment to procedures	PMAOPS100A	0	0	0	8	0	8	8	0	8
Read dials and indicators	PMAOPS101B	0	0	0	8	0	8	8	0	8
Undertake housekeeping operations	PMAOPS102A	0	0	0	8	0	8	8	0	8
Apply workplace procedures	PMASUP100B	0	0	0	8	0	8	8	0	8
Relay and respond to information	PMASUP110A	0	0	0	8	0	8	8	0	8
Follow environmental work practices	PMASUP120A	0	0	0	8	0	8	8	0	8
Follow established work plan	PMASUP130A	0	0	0	8	0	8	8	0	8
Communicate with other people	PMLCOM300B	0	0	0	1	1	2	1	1	2
Participate in laboratory/field workplace safety	PMLOHS302A	0	0	0	1	0	1	1	0	1
Plan and conduct laboratory/field work	PMLORG301A	0	0	0	1	1	2	1	1	2
Contribute to the achievement of quality objectives	PMLQUAL300B	0	0	0	1	0	1	1	0	1
Collect routine site samples	PMLSAMP200A	0	0	0	1	0	1	1	0	1
Prepare working solutions	PMLTEST303B	0	0	0	1	1	2	1	1	2
Perform aseptic techniques	PMLTEST305B	0	0	0	1	1	2	1	1	2
Perform microscopic examination	PMLTEST308A	0	0	0	1	1	2	1	1	2
Perform microbiological tests	PMLTEST501B	0	0	0	1	0	1	1	0	1
Operate communications systems and equipment	PUAOPE002A	0	0	0	13	28	41	13	28	41
Provide emergency care	PUXEME001A	0	0	0	53	18	71	53	18	71
Manage injuries in emergency incidents	PUXEME002A	0	0	0	2	0	2	2	0	2
Introduction to occupational health and safety procedures	RGRH101A	0	0	0	2	18	20	2	18	20
Perform basic riding or driving tasks	RGRH205A	0	0	0	1	1	2	1	1	2

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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 occupational health and safety procedures in horse codes	RGRH206A	0	0	0	0	1	1	0	1	1
Handle horses safely	RGRH207A	0	0	0	1	10	11	1	10	11
Work effectively in the thoroughbred or standardbred code of the racing industry	RGRH208A	0	0	0	1	1	2	1	1	2
Care for horses	RGRH209A	0	0	0	1	1	2	1	1	2
Oversee safe handling of horses	RGRH310A	0	0	0	1	1	2	1	1	2
Apply principles of basic anatomy and physiology to horses	RGRH311A	0	0	0	2	16	18	2	16	18
Determine nutritional requirements for standardbreds or thoroughbreds	RGRH318A	0	0	0	1	3	4	1	3	4
Support nursery work	RTC1006A	15	6	21	10	13	23	25	19	44
Maintain the workplace	RTC1201A	55	9	64	14	10	24	69	19	88
Support landscape work	RTC1202A	13	4	17	13	3	16	26	7	33
Operate basic machinery and equipment	RTC1301A	60	10	70	33	14	47	93	24	117
Assist with routine maintenance of machinery and equipment	RTC1302A	44	7	51	16	7	23	60	14	74
Follow basic chemical safety rules	RTC1701A	32	4	36	137	42	179	169	46	215
Prepare for work	RTC1801A	58	10	68	26	25	51	84	35	119
Plant trees and shrubs	RTC2012A	8	7	15	23	13	36	31	20	51
Recognise plants	RTC2016A	9	12	21	55	37	92	64	49	113
Undertake propagation activities	RTC2026A	0	1	1	26	11	37	26	12	38
Conduct visual inspection of park facilities	RTC2203A	1	2	3	2	0	2	3	2	5
Install, maintain and repair fencing	RTC2209A	0	0	0	64	41	105	64	41	105
Maintain properties and structures	RTC2210A	0	0	0	62	8	70	62	8	70
Undertake operational maintenance of machinery	RTC2301A	0	0	0	70	13	83	70	13	83
Operate and maintain chainsaws	RTC2304A	0	0	0	8	0	8	8	0	8
Operate vehicles	RTC2306A	0	0	0	121	51	172	121	51	172
Operate machinery and equipment	RTC2307A	0	0	0	133	39	172	133	39	172
Operate tractors	RTC2309A	0	0	0	136	57	193	136	57	193
Treat weeds	RTC2401A	5	4	9	43	27	70	48	31	79
Treat plant pests, diseases and disorders	RTC2404A	6	5	11	12	7	19	18	12	30
Follow OHS procedures	RTC2701A	4	4	8	169	87	256	173	91	264
Observe environmental work practices	RTC2702A	1	3	4	180	69	249	181	72	253
Provide basic first aid	RTC2704A	5	5	10	228	96	324	233	101	334
Work effectively in the industry	RTC2705A	0	0	0	155	70	225	155	70	225
Apply chemicals under supervision	RTC2706A	0	0	0	135	48	183	135	48	183
Participate in workplace communications	RTC2801A	1	3	4	143	41	184	144	44	188
Provide information on plants and their culture	RTC3016A	0	0	0	1	0	1	1	0	1
Undertake a site assessment	RTC3218A	0	0	0	1	0	1	1	0	1
Control weeds	RTC3401A	0	0	0	1	0	1	1	0	1
Control plant pests, diseases and disorders	RTC3404A	0	0	0	1	0	1	1	0	1
Respond to emergencies	RTC3701A	0	0	0	20	7	27	20	7	27
Prepare and apply chemicals	RTC3704A	0	0	0	1	0	1	1	0	1
Recommend plants and cultural practices	RTC4024A	0	0	0	1	0	1	1	0	1

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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
Implement and monitor the enterprise OHS program	RTC4701A	0	0	0	22	8	30	22	8	30
Cost a project	RTC4905A	0	0	0	1	0	1	1	0	1
Support natural area conservation	RTD1501A	45	7	52	6	5	11	51	12	63
Collect, prepare and preserve plant specimens	RTD2004A	0	0	0	2	1	3	2	1	3
Carry out natural area restoration works	RTD2022A	0	3	3	10	1	11	10	4	14
Apply animal trapping techniques	RTD2101A	0	0	0	1	0	1	1	0	1
Recognise animals	RTD2126A	4	3	7	2	0	2	6	3	9
Clean machinery of plant, animal and soil material	RTD2313A	0	0	0	44	14	58	44	14	58
Maintain cultural places	RTD2501A	5	5	10	1	0	1	6	5	11
Operate in isolated and remote situations	RTD2703A	0	0	0	1	3	4	1	3	4
Work effectively in the industry	RTD2705A	0	0	0	1	0	1	1	0	1
Observe and report plants and/or animals	RTD2803A	1	2	3	1	3	4	2	5	7
Implement revegetation works	RTD3034A	0	0	0	1	0	1	1	0	1
Plan the implementation of revegetation works	RTD4020A	0	0	0	1	0	1	1	0	1
Supervise natural area restoration works	RTD4510A	0	0	0	1	0	1	1	0	1
Support agricultural crop work	RTE1001A	5	1	6	4	3	7	9	4	13
Support extensive livestock work	RTE1101A	52	19	71	12	16	28	64	35	99
Support intensive livestock work	RTE1102A	17	0	17	2	0	2	19	0	19
Support woolshed activities	RTE1103A	4	0	4	3	3	6	7	3	10
Support horse work	RTE1104A	7	0	7	2	3	5	9	3	12
Undertake basic shearing and crutching	RTE1105A	0	0	0	4	0	4	4	0	4
Shear sheep to novice level	RTE1106A	0	0	0	25	0	25	25	0	25
Support irrigation work	RTE1601A	0	0	0	10	1	11	10	1	11
Carry out postharvest operations	RTE2003A	0	0	0	1	0	1	1	0	1
Establish horticultural crops	RTE2010A	0	0	0	19	9	28	19	9	28
Assist agricultural crop establishment	RTE2011A	0	0	0	82	13	95	82	13	95
Support horticultural crop harvesting	RTE2021A	0	0	0	5	3	8	5	3	8
Assist agricultural crop maintenance	RTE2029A	0	0	0	8	4	12	8	4	12
Assist agricultural crop harvesting	RTE2030A	0	0	0	83	13	96	83	13	96
Carry out milking shed routines	RTE2103A	0	0	0	16	16	32	16	16	32
Carry out regular horse observation	RTE2104A	0	0	0	1	16	17	1	16	17
Crutch sheep	RTE2107A	0	0	0	78	9	87	78	9	87
Maintain livestock water supplies	RTE2110A	0	0	0	46	39	85	46	39	85
Identify and mark livestock	RTE2111A	0	0	0	108	35	143	108	35	143
Milk livestock	RTE2112A	0	0	0	36	23	59	36	23	59
Monitor livestock to parturition	RTE2113A	0	0	0	31	4	35	31	4	35
Monitor water supplies	RTE2114A	0	0	0	0	4	4	0	4	4
Muster and move livestock	RTE2115A	0	0	0	143	48	191	143	48	191
Pen sheep	RTE2117A	0	0	0	70	28	98	70	28	98
Handle livestock using basic techniques	RTE2118A	0	0	0	58	59	117	58	59	117
Perform board duties	RTE2119A	0	0	0	72	30	102	72	30	102
Assist with pressing wool	RTE2120A	0	0	0	69	27	96	69	27	96
Provide daily care for horses	RTE2121A	0	0	0	1	12	13	1	12	13
Carry out birthing duties	RTE2124A	0	0	0	30	5	35	30	5	35
Castrate livestock	RTE2127A	0	0	0	72	14	86	72	14	86

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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, 2006

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 feed for livestock	RTE2128A	0	0	0	131	40	171	131	40	171
Move and handle pigs	RTE2129A	0	0	0	45	19	64	45	19	64
Ride and care for horses and equipment	RTE2130A	0	0	0	0	19	19	0	19	19
Care for health and welfare of livestock	RTE2131A	0	0	0	21	19	40	21	19	40
Assist with artificial insemination procedures	RTE2132A	0	0	0	5	4	9	5	4	9
Assist with feeding in an intensive production system	RTE2134A	0	0	0	74	30	104	74	30	104
Load and unload livestock	RTE2136A	0	0	0	114	16	130	114	16	130
Assist with natural mating procedures and parturition of horses	RTE2137A	0	0	0	1	3	4	1	3	4
Maintain health and welfare of poultry	RTE2140A	0	0	0	18	18	36	18	18	36
Collect and pack eggs for human consumption	RTE2142A	0	0	0	18	18	36	18	18	36
Mate pigs and monitor dry sow performance	RTE2143A	0	0	0	22	3	25	22	3	25
Carry out regular livestock observation	RTE2144A	0	0	0	25	5	30	25	5	30
Care for weaner and grower pigs	RTE2145A	0	0	0	21	6	27	21	6	27
Mix and mill standard stockfeed	RTE2146A	0	0	0	43	11	54	43	11	54
Handle young horses	RTE2148A	0	0	0	1	12	13	1	12	13
Shear sheep to improver level	RTE2149A	0	0	0	14	0	14	14	0	14
Maintain intensive production growing environments	RTE2150A	0	0	0	24	5	29	24	5	29
Care for health and welfare of pigs	RTE2151A	0	0	0	23	6	29	23	6	29
Carry out basic electric fencing operations	RTE2201A	0	0	0	15	4	19	15	4	19
Fabricate and repair metal or plastic structures	RTE2205A	0	0	0	58	1	59	58	1	59
Prepare grain storages	RTE2212A	0	0	0	37	11	48	37	11	48
Clean out intensive production sheds	RTE2214A	0	0	0	2	1	3	2	1	3
Assist in preparing for shearing and crutching	RTE2216A	0	0	0	63	17	80	63	17	80
Grind combs and cutters for machine shearing	RTE2302A	0	0	0	50	3	53	50	3	53
Operate ride-on vehicles	RTE2308A	0	0	0	33	10	43	33	10	43
Prepare handpiece and downtube for machine shearing	RTE2310A	0	0	0	68	4	72	68	4	72
Observe and report on weather	RTE2503A	0	0	0	55	8	63	55	8	63
Assist with the operation of pressurised irrigation	RTE2602A	0	0	0	4	0	4	4	0	4
Lay irrigation and/or drainage pipes	RTE2603A	0	0	0	3	0	3	3	0	3
Maintain drainage systems	RTE2604A	0	0	0	1	0	1	1	0	1
Maintain pressurised irrigation systems	RTE2606A	0	0	0	7	0	7	7	0	7
Follow site quarantine procedures	RTE2707A	0	0	0	55	5	60	55	5	60
Provide information on products and services	RTE2804A	0	0	0	1	0	1	1	0	1
Observe enterprise quality assurance procedures	RTE2901A	0	0	0	8	1	9	8	1	9
Collect and record production data	RTE2902A	0	0	0	34	27	61	34	27	61
Co-ordinate horticultural crop harvesting	RTE3003A	0	0	0	0	3	3	0	3	3
Establish pastures and crops for livestock production	RTE3006A	0	0	0	1	0	1	1	0	1
Undertake preparation of land for agricultural crop production	RTE3024A	0	0	0	1	0	1	1	0	1
Apply quality assurance procedures in wool preparation	RTE3103A	0	0	0	21	7	28	21	7	28
Class fleece wool	RTE3108A	0	0	0	18	6	24	18	6	24
Appraise wool using industry descriptions	RTE3111A	0	0	0	21	8	29	21	8	29

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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, 2006

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
Implement feeding plans for livestock	RTE3114A	0	0	0	1	0	1	1	0	1
Implement livestock husbandry practices	RTE3115A	0	0	0	1	0	1	1	0	1
Prepare facilities for shearing and crutching	RTE3120A	0	0	0	21	8	29	21	8	29
Supervise clip preparation	RTE3130A	0	0	0	21	8	29	21	8	29
Prepare livestock for competition	RTE3133A	0	0	0	5	10	15	5	10	15
Determine wool characteristics	RTE3138A	0	0	0	22	7	29	22	7	29
Prepare fleece wool for classing	RTE3141A	0	0	0	21	7	28	21	7	28
Prepare skirtings and oddments	RTE3142A	0	0	0	21	6	27	21	6	27
Press wool	RTE3145A	0	0	0	21	6	27	21	6	27
Co-ordinate machinery and equipment maintenance and repair	RTE3307A	0	0	0	1	0	1	1	0	1
Install irrigation systems	RTE3601A	0	0	0	1	0	1	1	0	1
Operate pressurised irrigation systems	RTE3611A	0	0	0	2	0	2	2	0	2
Document a wool clip	RTE3902A	0	0	0	21	8	29	21	8	29
Support turf work	RTF1003A	7	2	9	22	2	24	29	4	33
Support gardening work	RTF1004A	16	3	19	15	4	19	31	7	38
Support floricultural production	RTF1007A	0	0	0	4	1	5	4	1	5
Maintain indoor plants	RTF2008A	0	0	0	5	1	6	5	1	6
Pot-on plants	RTF2013A	0	0	0	5	1	6	5	1	6
Prepare and maintain plant displays	RTF2014A	0	0	0	2	1	3	2	1	3
Prepare turf surfaces for play	RTF2015A	0	0	0	3	0	3	3	0	3
Prune shrubs and small trees	RTF2017A	0	0	0	21	10	31	21	10	31
Renovate grassed areas	RTF2019A	0	0	0	9	3	12	9	3	12
Assist with turf construction	RTF2020A	0	0	0	1	2	3	1	2	3
Support turf establishment	RTF2023A	0	0	0	10	1	11	10	1	11
Tend nursery plants	RTF2024A	0	0	0	5	1	6	5	1	6
Transplant small trees	RTF2025A	0	0	0	4	3	7	4	3	7
Construct low-profile timber or modular retaining walls	RTF2204A	0	0	0	5	2	7	5	2	7
Protect trees during construction work	RTF2207A	0	0	0	1	0	1	1	0	1
Lay paving	RTF2208A	0	0	0	6	2	8	6	2	8
Assist with landscape construction work	RTF2215A	0	0	0	8	2	10	8	2	10
Determine basic properties of soil/growing media	RTF2504A	0	0	0	63	7	70	63	7	70
Implement a plant establishment program	RTF3011A	0	0	0	0	3	3	0	3	3
Carry out feedlot operations	RUAAG3517BCA	0	0	0	1	0	1	1	0	1
Communicate in the workplace	RUAAGCORE4A	0	0	0	25	2	27	25	2	27
Prepare for animal care work	RUV1101A	0	0	0	5	25	30	5	25	30
Support animal care cleaning activities	RUV1103A	0	0	0	2	12	14	2	12	14
Work in the animal care industry	RUV2101A	0	0	0	3	22	25	3	22	25
Follow OHS procedures in an animal care environment	RUV2102A	0	0	0	2	13	15	2	13	15
Assist with general animal care	RUV2103A	0	0	0	6	34	40	6	34	40
Provide food and water for animals	RUV2104A	0	0	0	8	30	38	8	30	38
Participate in workplace communications	RUV2105A	0	0	0	5	18	23	5	18	23
Assist with food preparation	RUV2106A	0	0	0	2	13	15	2	13	15
Provide basic first aid for animals	RUV2107A	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, 2006

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 information on companion animals, products and services	RUV2501A	0	0	0	2	10	12	2	10	12
Carry out veterinary reception duties	RUV2601A	0	0	0	3	5	8	3	5	8
Assist with surgery preparations	RUV2603A	0	0	0	3	5	8	3	5	8
Carry out basic aquaculture operations	SFIAQUA101A	7	2	9	1	2	3	8	4	12
Carry out basic aquaculture activities	SFIAQUA102A	11	6	17	21	17	38	32	23	55
Collect broodstock and seedstock	SFIAQUA201B	0	0	0	17	2	19	17	2	19
Feed stock	SFIAQUA205A	0	0	0	15	3	18	15	3	18
Feed stock	SFIAQUA205B	0	0	0	16	5	21	16	5	21
Handle stock	SFIAQUA206A	11	4	15	2	1	3	13	5	18
Handle stock	SFIAQUA206B	0	0	0	22	6	28	22	6	28
Maintain stock culture and other aquaculture operations structures	SFIAQUA208A	0	0	0	3	4	7	3	4	7
Manipulate stock culture environment	SFIAQUA209B	0	0	0	19	2	21	19	2	21
Monitor stock and environmental conditions	SFIAQUA213A	0	0	0	2	0	2	2	0	2
Monitor stock and environmental conditions	SFIAQUA213B	0	0	0	22	7	29	22	7	29
Produce algal or live-feed cultures	SFIAQUA214A	0	0	0	2	0	2	2	0	2
Carry out on-farm post-harvest operations	SFIAQUA215A	0	0	0	15	2	17	15	2	17
Harvest aquacultured stock	SFIAQUA216A	0	0	0	18	2	20	18	2	20
Maintain stock culture and other farm structures	SFIAQUA217A	0	0	0	4	3	7	4	3	7
Control predators, pests and diseases	SFIAQUA218A	0	0	0	15	2	17	15	2	17
Apply basic food handling and safety practices	SFICORE101A	0	0	0	2	1	3	2	1	3
Apply basic food handling and safety practices	SFICORE101B	14	4	18	35	12	47	49	16	65
Carry out work effectively in the seafood industry	SFICORE102A	0	0	0	3	6	9	3	6	9
Communicate in the seafood industry	SFICORE103A	0	0	0	2	1	3	2	1	3
Communicate in the seafood industry	SFICORE103B	15	7	22	38	13	51	53	20	73
Meet workplace health and safety requirements	SFICORE104A	4	2	6	3	5	8	7	7	14
Work effectively in the seafood industry	SFICORE105A	15	8	23	52	17	69	67	25	92
Meet workplace OHS requirements	SFICORE106A	10	2	12	52	20	72	62	22	84
Maintain, prepare, deploy and retrieve hand operated lines to land catch	SFIFISH206A	3	1	4	8	1	9	11	2	13
Maintain, prepare, deploy and retrieve hand operated lines to land catch	SFIFISH206B	3	0	3	5	0	5	8	0	8
Clean fish	SFIPROC101A	0	0	0	2	0	2	2	0	2
Clean fish	SFIPROC101B	4	2	6	7	0	7	11	2	13
Clean work area	SFIPROC102B	0	0	0	12	7	19	12	7	19
Work with knives	SFIPROC106A	4	2	6	7	0	7	11	2	13
Contribute to safe navigation	SFISHIP202A	0	0	0	2	1	3	2	1	3
Operate a small vessel	SFISHIP206A	0	0	0	2	1	3	2	1	3
Operate a small vessel	SFISHIP206B	0	0	0	1	0	1	1	0	1
Operate and maintain outboard motors	SFISHIP207B	0	0	0	1	0	1	1	0	1
Operate marine communications equipment	SFISHIP209A	0	0	0	2	0	2	2	0	2
Operate marine communications equipment	SFISHIP209B	4	2	6	24	1	25	28	3	31
Prepare for maintenance	SFISHIP211B	7	2	9	8	1	9	15	3	18
Take emergency action on board a vessel	SFISHIP212B	6	2	8	48	12	60	54	14	68

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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, 2006

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 pack stock for live transport	SFISTOR201B	0	0	0	2	0	2	2	0	2
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003A	0	0	0	49	49	98	49	49	98
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003B	0	0	0	2	4	6	2	4	6
Support delivery of a group activity	SRCCAP004A	0	0	0	7	10	17	7	10	17
Perform warm-up stretching and cool-down techniques before and after participation in an activity	SRCCAP005A	0	0	0	7	10	17	7	10	17
Apply the principles of community development to community recreation work	SRCCRD002B	0	0	0	0	4	4	0	4	4
Respond to clients at risk	SRCCRO002B	0	0	0	0	5	5	0	5	5
Apply point of sale handling procedures in a recreation setting	SRCCRO003B	0	0	0	0	4	4	0	4	4
Plan and deliver exercise for children and young adolescents	SRFCHA001A	0	0	0	0	1	1	0	1	1
Plan and instruct a circuit training class	SRFCTC001A	0	0	0	14	1	15	14	1	15
Plan and instruct an endurance training program	SRFETP001A	0	0	0	14	1	15	14	1	15
Provide orientation to clients prior to undertaking a fitness program	SRFFIT001A	0	0	0	0	1	1	0	1	1
Provide orientation to clients prior to undertaking a fitness program	SRFFIT001B	0	0	0	14	2	16	14	2	16
Undertake client induction and screening	SRFFIT003B	0	0	0	14	1	15	14	1	15
Develop basic fitness programs	SRFFIT004B	0	0	0	0	1	1	0	1	1
Apply basic exercise science to exercise instruction	SRFFIT005B	0	0	0	14	2	16	14	2	16
Use and maintain core fitness industry equipment	SRFFIT006B	0	0	0	0	1	1	0	1	1
Undertake relevant exercise planning and programming	SRFFIT007B	0	0	0	0	1	1	0	1	1
Utilise a broad knowledge of exercise science in exercise planning, programming and instruction	SRFFIT008B	0	0	0	0	1	1	0	1	1
Undertake postural appraisal of low risk clients	SRFFIT009B	0	0	0	0	1	1	0	1	1
Utilise a broad range of fitness equipment	SRFFIT010B	0	0	0	0	1	1	0	1	1
Provide exercise for fitness industry clients with special requirements	SRFFIT011B	0	0	0	0	1	1	0	1	1
Utilise an understanding of motivational psychology with fitness clients	SRFFIT012B	0	0	0	0	1	1	0	1	1
Provide information and exercise related to nutrition and body composition	SRFFIT013B	0	0	0	0	1	1	0	1	1
Provide advice to clients on the application of basic anatomy and physiology to fitness programs	SRFFIT014A	0	0	0	14	1	15	14	1	15
Provide nutrition advice to clients in accordance with recommended guidelines	SRFFIT015A	0	0	0	0	1	1	0	1	1
Instruct fitness activity skills to a client using fitness equipment	SRFGYM001B	0	0	0	0	1	1	0	1	1
Customise gym instructional skills to incl specific areas of expertise current in fitness industrynd	SRFGYM002B	0	0	0	0	1	1	0	1	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, 2006

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 and deliver exercise for older adults	SRFOLD001B	0	0	0	0	1	1	0	1	1
Plan and deliver personal training	SRFPTI001B	0	0	0	0	1	1	0	1	1
Develop and apply an awareness of specific populations to exercise delivery	SRFSPP002A	0	0	0	0	1	1	0	1	1
Demonstrate simple abseiling skills on artificial surfaces	SROABA001A	1	0	1	29	31	60	30	31	61
Apply single pitch abseiling skills on artificial surfaces	SROABA002A	0	0	0	17	3	20	17	3	20
Demonstrate simple abseiling skills on natural surfaces	SROABN001A	0	0	0	18	32	50	18	32	50
Safeguard an abseiler using a single rope belay system	SROABN002A	0	0	0	13	19	32	13	19	32
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBWG001A	39	47	86	16	4	20	55	51	106
Demonstrate simple canoeing skills	SROCNE001A	0	0	0	14	39	53	14	39	53
Select, set up and maintain a bike	SROCYT001A	0	0	0	12	5	17	12	5	17
Demonstrate basic cycling skills	SROCYT002A	0	0	0	23	7	30	23	7	30
Use basic skills to catch and handle fish	SROFSH001A	0	0	0	13	2	15	13	2	15
Comply with fisheries management regulations and conservation strategies	SROFSH002A	0	0	0	19	3	22	19	3	22
Navigate in tracked or easy untracked areas	SRONAV001A	0	0	0	3	8	11	3	8	11
Navigate in tracked or easy untracked areas	SRONAV001B	39	48	87	47	45	92	86	93	179
Apply basic outdoor recreation logistics	SROODR001A	0	0	0	34	60	94	34	60	94
Assist in conducting outdoor recreation sessions	SROODR004A	0	0	0	22	35	57	22	35	57
Implement minimal environmental impact practices	SROOPS001B	1	1	2	45	55	100	46	56	102
Plan for minimal environmental impact	SROOPS002B	0	0	0	3	9	12	3	9	12
Apply weather information	SROOPS003B	39	48	87	0	0	0	39	48	87
Use and maintain a temporary or overnight site	SROOPS006A	0	0	0	0	3	3	0	3	3
Use and maintain a temporary or overnight site	SROOPS006B	0	1	1	29	49	78	29	50	79
SCUBA dive in open water to a maximum depth of 18 metres	SROSCB001A	0	0	0	12	5	17	12	5	17
Participate in snorkelling activities	SROSNK001A	0	0	0	24	21	45	24	21	45
Apply surf survival and self rescue skills	SROSRF001B	0	0	0	11	5	16	11	5	16
Perform basic surfing manoeuvres in controlled conditions	SROSRF002B	0	0	0	23	7	30	23	7	30
Comply with maritime rules and regulations	SROYAC001B	0	0	0	22	32	54	22	32	54
Crew a ballasted yacht inshore	SROYAC002B	0	0	0	12	5	17	12	5	17
Crew a motor cruiser inshore	SROYMC001B	0	0	0	1	3	4	1	3	4
Use basic skills to sail a small boat in controlled conditions	SROYSB001B	0	0	0	19	16	35	19	16	35
Perform the intermediate skills of Australian football	SRSAFL001A	6	2	8	12	3	15	18	5	23
Perform the intermediate tactics of Australian football	SRSAFL002A	6	2	8	11	3	14	17	5	22
Participate in conditioning for Australian football	SRSAFL003A	6	2	8	11	3	14	17	5	22
Interpret and apply the fundamental rules of Australian football at a junior or beginner level	SRSAFL004A	0	0	0	1	0	1	1	0	1
Use basic communication strategies to umpire Aust football at a junior or beginner level	SRSAFL005A	0	0	0	1	0	1	1	0	1
Provide reports & receive feedback relevant to umpiring Aust football at a junior or beginner level	SRSAFL006A	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, 2006

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 rel to umpiring Aust football at a jnr/beginner level	SRSAFL007A	0	0	0	1	0	1	1	0	1
Perform the advanced skills of Australian football	SRSAFL008A	18	3	21	0	0	0	18	3	21
Perform the advanced tactics of Australian football	SRSAFL009A	18	3	21	0	0	0	18	3	21
Interpret and apply the rules of basketball at an intermediate level	SRBSK005A	19	11	30	0	0	0	19	11	30
Use communication strategies to officiate basketball at an intermediate level	SRBSK006A	19	11	30	0	0	0	19	11	30
Demonstrate positioning skills relevant to officiate basketball at an intermediate level	SRBSK007A	19	11	30	0	0	0	19	11	30
Teach or develop intermediate skills of basketball	SRBSK011A	19	11	30	0	0	0	19	11	30
Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities	SRSCGP001A	5	3	8	20	14	34	25	17	42
Include special interest groups or people with special needs	SRSCGP002A	5	3	8	1	3	4	6	6	12
Customise coaching to include children	SRSCGP005A	0	0	0	1	1	2	1	1	2
Prepare for public speaking	SRSCOP001B	7	4	11	15	5	20	22	9	31
Plan for and participate in a media interview	SRSCOP002B	7	4	11	2	3	5	9	7	16
Demonstrate personal image and presentation skills	SRSCOP003B	7	4	11	15	5	20	22	9	31
Develop negotiation skills	SRSCOP004B	0	0	0	13	2	15	13	2	15
Demonstrate basic assertive communication skills	SRSCOP005B	0	0	0	13	2	15	13	2	15
Complete a tax return	SRSCOP006B	2	2	4	0	1	1	2	3	5
Develop a financial goal setting plan	SRSCOP007A	54	57	111	4	6	10	58	63	121
Develop a financial goal setting plan	SRSCOP007B	35	24	59	0	2	2	35	26	61
Prepare a pre-event or post-event meal	SRSCOP008B	0	0	0	14	2	16	14	2	16
Collect information on drugs in sport	SRSCOP009A	0	0	0	3	0	3	3	0	3
Collect information on drugs in sport	SRSCOP009B	6	2	8	10	5	15	16	7	23
Collect information on stress management	SRSCOP010A	19	11	30	21	1	22	40	12	52
Collect information on stress management	SRSCOP010B	0	0	0	3	1	4	3	1	4
Develop an integrated time management plan	SRSCOP011B	0	0	0	13	3	16	13	3	16
Develop a career goal setting plan	SRSCOP013B	33	22	55	18	8	26	51	30	81
Prepare to study	SRSCOP014B	6	2	8	13	5	18	19	7	26
Prepare a public speaking presentation for informative, motivational and persuasive talks	SRSCOP015B	19	11	30	0	0	0	19	11	30
Develop self awareness skills	SRSCOP017B	25	20	45	0	0	0	25	20	45
Develop advanced assertive communication skills	SRSCOP018B	19	11	30	0	0	0	19	11	30
Prepare a sponsorship proposal	SRSCOP019B	14	11	25	0	0	0	14	11	25
Collect information on elite athletes	SRSCOP022A	0	0	0	4	0	4	4	0	4
Collect information on elite athletes	SRSCOP022B	25	20	45	0	0	0	25	20	45
Design an athlete's diet	SRSCOP023B	25	20	45	0	0	0	25	20	45
Prepare for an overseas sporting event	SRSCOP024B	19	11	30	0	0	0	19	11	30
Perform the A grade skills of golf	SRGLF001A	0	0	0	8	0	8	8	0	8
Apply the A grade tactics and strategies of golf in a competitive situation	SRGLF002A	0	0	0	4	0	4	4	0	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, 2006

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
Interpret and apply the rules of golf at the advanced level	SRSGLF006A	0	0	0	8	0	8	8	0	8
Participate in conditioning for netball	SRSNTB003A	0	0	0	0	3	3	0	3	3
Teach and develop the fundamental skills of netball	SRSNTB004A	0	0	0	0	2	2	0	2	2
Interpret and apply the fundamental rules of netball at the beginner level	SRSNTB005A	0	0	0	0	3	3	0	3	3
Use basic communication strategies to umpire netball at the beginner level	SRSNTB006A	0	0	0	0	3	3	0	3	3
Demonstrate fundamental positioning skills relevant to umpiring netball at the beginner level	SRSNTB007A	0	0	0	0	3	3	0	3	3
Perform the advanced skills of netball	SRSNTB008A	8	10	18	0	0	0	8	10	18
Perform the advanced tactics and strategies of netball in a competitive situation	SRSNTB009A	8	10	18	0	0	0	8	10	18
Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities	SRSOGP001A	7	4	11	3	4	7	10	8	18
Apply rules and regulations to conduct games and competitions	SRSOGP002A	7	4	11	31	25	56	38	29	67
Interpret and apply the fundamental laws of soccer at a junior or beginner level	SRSSOC001B	0	0	0	17	0	17	17	0	17
Use basic communication strategies to referee soccer at a junior or beginner level	SRSSOC002B	0	0	0	17	0	17	17	0	17
Provide reports and receive feedback relevant to referee soccer at a junior or beginner level	SRSSOC003B	0	0	0	15	0	15	15	0	15
Demonstrate fundamental positioning skills relevant to referee soccer at junior or beginner level	SRSSOC004B	0	0	0	15	0	15	15	0	15
Implement injury prevention and apply basic sports first aid	SRSSPT001A	0	0	0	14	0	14	14	0	14
Handle mail to facilitate communication	SRXADM001A	0	0	0	2	1	3	2	1	3
Handle information to maintain access to and security of records	SRXADM002A	0	0	0	2	1	3	2	1	3
Apply knowledge of the organisation to complete routine administration tasks	SRXADM003A	0	0	0	2	1	3	2	1	3
Operate a range of office equipment to complete routine tasks	SRXADM004A	0	0	0	2	1	3	2	1	3
Handle mail to facilitate the information flow of the organisation	SRXADM005A	0	0	0	44	15	59	44	15	59
Process and analyse information to provide access to and security of records	SRXADM006A	0	0	0	44	15	59	44	15	59
Select, operate and maintain a range of office equipment to complete a range of tasks	SRXADM007A	0	0	0	43	15	58	43	15	58
Organise the copying and collating of documents	SRXADM008A	0	0	0	44	15	59	44	15	59
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	1	0	1	36	16	52	37	16	53
Assist in preparing sport and recreation sessions for participants	SRXCAI001B	11	2	13	67	38	105	78	40	118

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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, 2006

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
Assist in conducting sport and recreation sessions for clients	SRXCAI002A	1	0	1	36	16	52	37	16	53
Assist in conducting sport and recreation sessions for participants	SRXCAI002B	3	2	5	68	39	107	71	41	112
Provide equipment for activities	SRXCAI003A	1	0	1	53	20	73	54	20	74
Provide equipment for activities	SRXCAI003B	3	2	5	52	31	83	55	33	88
Plan a sport and recreation session for clients	SRXCAI004A	0	0	0	48	16	64	48	16	64
Plan a session or program for participants	SRXCAI004B	0	0	0	23	2	25	23	2	25
Conduct a sport and recreation session for clients	SRXCAI005A	0	0	0	50	16	66	50	16	66
Conduct a sport and recreation session for participants	SRXCAI005B	0	0	0	9	2	11	9	2	11
Interact with clients	SRXCLS001A	1	0	1	3	0	3	4	0	4
Deliver service to clients	SRXCLS002A	0	0	0	4	1	5	4	1	5
Communicate in the workplace	SRXCOM001A	1	0	1	3	0	3	4	0	4
Receive and pass on information to facilitate effective routine communication	SRXCOM002A	0	0	0	4	1	5	4	1	5
React safely in an emergency and help prevent emergencies	SRXEME001A	1	0	1	58	20	78	59	20	79
Participate in the control of minor emergencies	SRXEME002A	0	0	0	51	17	68	51	17	68
Respond to emergency situations	SRXEMR001A	25	20	45	14	17	31	39	37	76
Maintain equipment for activities	SRXFAC001A	0	0	0	19	6	25	19	6	25
Maintain equipment for activities	SRXFAC001B	0	0	0	21	17	38	21	17	38
Maintain sport and recreational facilities	SRXFAC002A	0	0	0	1	0	1	1	0	1
Maintain sport and recreational facilities	SRXFAC002B	0	0	0	3	2	5	3	2	5
Provide first aid	SRXFAD001A	11	5	16	134	127	261	145	132	277
Provide advanced first aid response	SRXFAD002A	0	0	0	35	12	47	35	12	47
Create client relationship	SRXGCSO01A	2	3	5	53	38	91	55	41	96
Deal with client feedback	SRXGCSO02A	0	0	0	78	67	145	78	67	145
Meet client needs and expectations	SRXGCSO04A	26	20	46	0	1	1	26	21	47
Address client needs	SRXGCSO06A	0	0	0	0	1	1	0	1	1
Process client complaints	SRXGCST03A	26	20	46	0	1	1	26	21	47
Coordinate client service activities	SRXGCST05A	0	0	0	0	1	1	0	1	1
Provide leadership to groups	SRXGRO003A	0	0	0	14	1	15	14	1	15
Facilitate a group	SRXGRP001A	0	0	0	0	1	1	0	1	1
Develop knowledge of the sport and recreation industry	SRXIND001A	1	0	1	10	1	11	11	1	12
Develop and implement a career path	SRXIND002A	0	0	0	3	1	4	3	1	4
Develop knowledge of the sport and recreation industry	SRXINU001A	6	2	8	121	114	235	127	116	243
Apply sport and recreation law	SRXINU002A	14	11	25	0	1	1	14	12	26
Analyse participation patterns in specific markets of the leisure and recreation industry	SRXINU003A	0	0	0	0	1	1	0	1	1
Promote compliance with laws and legal principles	SRXINU004A	0	0	0	0	1	1	0	1	1
Conduct projects	SRXOGN001A	0	0	0	0	1	1	0	1	1
Follow defined OH&S policy and procedures related to the work being undertaken	SRXOHS001A	4	2	6	3	1	4	7	3	10
Follow defined occupational health and safety policies and procedures	SRXOHS001B	26	14	40	106	102	208	132	116	248

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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, 2006

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
Organise work	SRXORG001A	0	0	0	6	1	7	6	1	7
Work effectively in a sport and recreation organisation	SRXORG002A	0	0	0	6	1	7	6	1	7
Undertake risk analysis of activities	SRXRIK001A	14	11	25	0	1	1	14	12	26
Assist with analysis and use of emerging technology	SRXTCN001A	0	0	0	0	1	1	0	1	1
Operate a computer to gain access to and retrieve data using keyboard skills	SRXTEC001A	1	0	1	6	1	7	7	1	8
Operate a computer and printer to produce and print simple documents	SRXTEC002A	0	0	0	3	1	4	3	1	4
Work in teams	SRXTEM001A	1	0	1	6	2	8	7	2	9
Support the work of a team	SRXTEM002A	0	0	0	23	1	24	23	1	24
Work effectively in an educational environment	TA01A	0	0	0	1	11	12	1	11	12
Facilitate the implementation of planned education programs	TA03A	0	0	0	0	4	4	0	4	4
Contribute to the education of students in all developmental domains	TA04A	0	0	0	0	7	7	0	7	7
Contribute to the safety and health of students	TA06A	0	0	0	0	7	7	0	7	7
Monitor condition and seaworthiness of a small vessel	TDMMB601A	0	0	0	21	7	28	21	7	28
Apply seamanship skills and techniques when operating a small domestic vessel	TDMMC701B	0	0	0	18	7	25	18	7	25
Manoeuvre a domestic vessel of less than 12 metres in length operating within inshore limits	TDMMC901B	0	0	0	20	8	28	20	8	28
Understand orders and be understood in relation to shipboard duties	TDMME101A	0	0	0	75	22	97	75	22	97
Transmit and receive information by marine radio or telephone	TDMME501A	0	0	0	19	7	26	19	7	26
Provide first aid	TDMMF1001A	0	0	0	62	21	83	62	21	83
Survive at sea in the event of vessel abandonment	TDMMF1101A	0	0	0	68	23	91	68	23	91
Minimise the risk of fire and maintain a state of readiness to respond to emergency situations invol	TDMMF1201A	0	0	0	68	23	91	68	23	91
Apply domestic regulations when operating a small vessel	TDMMF3201B	0	0	0	19	6	25	19	6	25
Fight and extinguish fires on board a small vessel	TDMMF5302A	0	0	0	55	17	72	55	17	72
Observe safe working practices and procedures on board a vessel	TDMMF701B	0	0	0	69	23	92	69	23	92
Comply with emergency procedures on board a vessel	TDMMF801B	0	0	0	57	23	80	57	23	80
Fight and extinguish fires	TDMMF901A	0	0	0	13	6	19	13	6	19
Plan and navigate a short voyage within inshore limits	TDMMH1202A	0	0	0	20	7	27	20	7	27
Contribute to effective human relationships on board a vessel	TDMML201A	0	0	0	72	22	94	72	22	94
Operate and carry out basic service checks on small vessel marine propulsion systems	TDMMR3001A	0	0	0	21	8	29	21	8	29
Operate and carry out basic servicing on auxiliary systems	TDMMR3101A	0	0	0	21	8	29	21	8	29
Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems	TDMMR3201A	0	0	0	21	8	29	21	8	29

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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, 2006

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
Carry out refuelling and fuel transfer operations	TDMMR5402A	0	0	0	21	8	29	21	8	29
Ensure compliance with environmental considerations in a small domestic vessel	TDMMU502A	0	0	0	21	8	29	21	8	29
Package goods	TDTA1197B	0	0	0	1	0	1	1	0	1
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	4	10	14	4	10	14
Participate in stocktakes	TDTA2297B	0	0	0	1	0	1	1	0	1
Carry out vehicle servicing and maintenance	TDTB397B	0	0	0	1	0	1	1	0	1
Carry out vehicle inspection	TDTB497B	0	0	0	1	0	1	1	0	1
Carry out maintenance of trailers	TDTB797B	0	0	0	1	0	1	1	0	1
Carry out inspection of trailers	TDTB897B	0	0	0	1	0	1	1	0	1
Operate a forklift	TDTD1097B	0	0	0	2	0	2	2	0	2
Shift materials safely using manual handling methods	TDTD197B	0	0	0	3	2	5	3	2	5
Shift a load using manually-operated equipment	TDTD297B	0	0	0	2	0	2	2	0	2
Load and unload goods/cargo	TDTD497B	0	0	0	1	0	1	1	0	1
Participate in basic workplace communication	TDTE397B	0	0	0	7	13	20	7	13	20
Carry out basic workplace calculations	TDTE597B	0	0	0	4	12	16	4	12	16
Process workplace documentation	TDTE897B	0	0	0	2	2	4	2	2	4
Follow OHS procedures	TDTF197B	0	0	0	8	13	21	8	13	21
Conduct housekeeping activities	TDTF297B	0	0	0	7	13	20	7	13	20
Work effectively with others	TDTG197B	0	0	0	6	13	19	6	13	19
Work in a socially diverse environment	TDTG701A	0	0	0	5	12	17	5	12	17
Interpret road maps and navigate pre-determined routes	TDTH197C	0	0	0	5	31	36	5	31	36
Apply customer service skills	TDTI297C	0	0	0	4	12	16	4	12	16
Provide freight forwarding services to customers	TDTI698B	0	0	0	4	10	14	4	10	14
Apply quality procedures	TDTJ197B	0	0	0	0	1	1	0	1	1
Use infotechnology devices and computer applications in the workplace	TDTK197B	0	0	0	4	11	15	4	11	15
Perform electronic data interchange (EDI) to transmit shipping documentation	TDTK798B	0	0	0	4	10	14	4	10	14
Complete workplace orientation/induction procedures	TDTL197B	0	0	0	7	13	20	7	13	20
Prepare and process financial documents	TDTQ798B	0	0	0	4	10	14	4	10	14
Capture records into a records keeping system	TDTT198B	0	0	0	0	1	1	0	1	1
Apply quality standards and procedures	THCGQA01A	0	0	0	0	1	1	0	1	1
Handle and serve cheese	THHADCC05B	0	0	0	1	0	1	1	0	1
Package prepared foodstuffs	THHBCAT02B	0	0	0	5	5	10	5	5	10
Operate a fast food outlet	THHBCAT04B	0	0	0	0	2	2	0	2	2
Prepare sandwiches	THHBCC00B	5	11	16	100	215	315	105	226	331
Use basic methods of cookery	THHBCC01B	0	0	0	116	230	346	116	230	346
Prepare appetisers and salads	THHBCC02B	0	0	0	58	141	199	58	141	199
Prepare stocks, sauces and soups	THHBCC03B	0	0	0	23	71	94	23	71	94
Prepare vegetables, eggs and farinaceous dishes	THHBCC04B	0	0	0	8	5	13	8	5	13
Prepare and cook poultry and game	THHBCC05B	0	0	0	1	2	3	1	2	3

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Table 5.8 Successful completions of units of competency/national training modules studied in addition to Curriculum Council subjects (stand alone), by sex, 2006

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 cook seafood	THHBCC06B	0	0	0	1	2	3	1	2	3
Prepare hot and cold desserts	THHBCC08B	0	0	0	11	21	32	11	21	32
Plan and prepare food for buffets	THHBCC10B	0	0	0	3	2	5	3	2	5
Clean and tidy bar areas	THHBF00B	0	0	0	10	3	13	10	3	13
Operate a bar	THHBF01B	0	0	0	1	0	1	1	0	1
Provide a link between kitchen and service areas	THHBF02B	0	0	0	70	213	283	70	213	283
Provide food and beverage service	THHBF03B	0	1	1	15	45	60	15	46	61
Provide responsible service of alcohol	THHBF09B	0	0	0	1	1	2	1	1	2
Prepare and serve non alcoholic beverages	THHBF10B	0	0	0	77	252	329	77	252	329
Develop and update food and beverage knowledge	THHBF11B	0	0	0	15	76	91	15	76	91
Prepare and serve espresso coffee	THHBF12A	0	0	0	53	107	160	53	107	160
Prepare and serve espresso coffee	THHBF12B	0	0	0	28	114	142	28	114	142
Conduct night audit	THHBF08B	0	0	0	1	1	2	1	1	2
Prepare rooms for guests	THHB03B	0	0	0	2	2	4	2	2	4
Organise and prepare food	THHBKA01B	4	1	5	163	351	514	167	352	519
Present food	THHBKA02B	4	0	4	148	312	460	152	312	464
Receive and store kitchen supplies	THHBKA03B	4	1	5	90	188	278	94	189	283
Clean and maintain kitchen premises	THHBKA04B	4	0	4	95	206	301	99	206	305
Prepare and produce cakes	THHBPT02B	0	0	0	3	2	5	3	2	5
Prepare, cook and serve food	THHCCH01A	4	0	4	81	175	256	85	175	260
Work with colleagues and customers	THHCOR01A	0	0	0	7	13	20	7	13	20
Work with colleagues and customers	THHCOR01B	16	17	33	326	570	896	342	587	929
Work in a socially diverse environment	THHCOR02B	9	17	26	242	516	758	251	533	784
Follow health, safety and security procedures	THHCOR03A	0	1	1	0	2	2	0	3	3
Follow health, safety and security procedures	THHCOR03B	7	14	21	293	527	820	300	541	841
Develop and update local knowledge	THHGCS01B	0	0	0	39	153	192	39	153	192
Promote products and services to customers	THHGCS02B	0	0	0	35	41	76	35	41	76
Deal with conflict situations	THHGCS03A	0	0	0	3	15	18	3	15	18
Deal with conflict situations	THHGCS03B	0	0	0	2	5	7	2	5	7
Make presentations	THHGCS04B	0	0	0	2	15	17	2	15	17
Process financial transactions	THHGFA01B	0	0	0	16	64	80	16	64	80
Maintain financial records	THHGFA02B	0	0	0	0	2	2	0	2	2
Interpret financial information	THHGFA06A	0	0	0	0	1	1	0	1	1
Communicate on the telephone	THHGGA01B	0	0	0	88	169	257	88	169	257
Perform office procedures	THHGGA02B	0	0	0	24	87	111	24	87	111
Source and present information	THHGGA03B	0	0	0	3	4	7	3	4	7
Follow workplace hygiene procedures	THHGHS01A	0	0	0	6	29	35	6	29	35
Follow workplace hygiene procedures	THHGHS01B	22	35	57	185	432	617	207	467	674
Clean premises and equipment	THHGHS02B	0	0	0	11	15	26	11	15	26
Provide first aid	THHGHS03A	0	0	0	13	16	29	13	16	29
Provide first aid	THHGHS03B	0	0	0	20	49	69	20	49	69
Recruit and select staff	THHGLE07B	0	0	0	0	1	1	0	1	1
Lead and manage people	THHGLE08B	0	0	0	0	1	1	0	1	1
Develop and manage marketing strategies	THHGLE12B	0	0	0	0	1	1	0	1	1
Coach others in job skills	THHGTR01B	0	0	0	1	1	2	1	1	2

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Table 5.8 Successful completions of units of competency/national training modules studied in addition to Curriculum Council subjects (stand alone), by sex, 2006

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 and update hospitality industry knowledge	THHHCO01A	0	0	0	2	4	6	2	4	6
Develop and update hospitality industry knowledge	THHHCO01B	4	0	4	158	385	543	162	385	547
Plan the catering for an event or function	THHSCAT02B	0	0	0	6	4	10	6	4	10
Provide on-site information and assistance	THTFAT01B	0	2	2	9	36	45	9	38	47
Provide a site briefing or scripted commentary	THTFAT03B	0	0	0	0	3	3	0	3	3
Coordinate guest and delegate registrations at venue	THTFME01B	0	0	0	1	30	31	1	30	31
Develop and update event industry knowledge	THTFME03A	0	0	0	1	27	28	1	27	28
Work as a guide	THTFTG01A	0	0	0	5	10	15	5	10	15
Work as a guide	THTFTG01B	0	0	0	15	36	51	15	36	51
Offer arrival and departure assistance	THTFTG02B	0	0	0	8	20	28	8	20	28
Develop and maintain the general knowledge required by guides	THTFTG03B	0	0	0	8	29	37	8	29	37
Interpret aspects of local Australian indigenous culture	THTFTG08B	0	0	0	0	1	1	0	1	1
Provide campsite catering	THTFTO04B	0	0	0	0	14	14	0	14	14
Source and package tourism products and services	THTPPD03B	0	0	0	0	1	1	0	1	1
Coordinate the production of brochures and marketing materials	THTSMA01B	0	0	0	25	22	47	25	22	47
Create a promotional display/stand	THTSMA02B	0	0	0	36	20	56	36	20	56
Operate an automated information system	THTSOP01B	0	0	0	4	2	6	4	2	6
Source and provide destination information and advice	THTSOP02B	0	0	0	7	12	19	7	12	19
Access and interpret product information	THTSOP03B	0	0	0	1	12	13	1	12	13
Prepare quotations	THTSOP05B	0	0	0	0	1	1	0	1	1
Receive and process reservations	THTSOP06B	0	0	0	6	33	39	6	33	39
Operate a computerised reservations system	THTSOP08B	0	0	0	1	1	2	1	1	2
Process non-air documentation	THTSOP09B	0	0	0	1	10	11	1	10	11
Process and monitor event registrations	THTSOP15B	0	0	0	1	12	13	1	12	13
Process air documentation	THTSOP18A	0	0	0	0	1	1	0	1	1
Construct domestic airfares	THTSOP19A	0	0	0	0	1	1	0	1	1
Develop and update tourism industry knowledge	THTTCO01A	0	0	0	5	12	17	5	12	17
Develop and update tourism industry knowledge	THTTCO01B	0	0	0	36	138	174	36	138	174
Weld using manual metal arc welding process	UPTNEG090A	0	0	0	1	0	1	1	0	1
Coordinate materials	UTENES005A	0	0	0	16	0	16	16	0	16
Identify and select components/accessories/materials for electrotech work activities	UTENES050A	0	0	0	16	1	17	16	1	17
Use of routine equipment/plant/technologies in an electrotech environment	UTENES051A	0	0	0	32	2	34	32	2	34
Interact with customers/clients for quality service	UTENES052A	0	0	0	40	1	41	40	1	41
Produce routine products for carrying out electrotech work activities	UTENES054A	0	0	0	16	1	17	16	1	17
Apply technologies and concepts to electrotech work activities	UTENES056A	0	0	0	15	0	15	15	0	15
Identify building techniques, methods and materials used in electrotech work activities	UTENES059A	0	0	0	15	1	16	15	1	16
Carry out routine work activities in an electrotech environment	UTENES060A	0	0	0	24	0	24	24	0	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, 2006

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
Install & terminate wiring systems (power & control - extra low voltage)	UTENES105IA	0	0	0	12	0	12	12	0	12
Perform basic repair to electrical/electronic apparatus (electronics)	UTENES201CA	0	0	0	12	0	12	12	0	12
Assemble/disassemble electrical/electronic components (electronics)	UTENES202CA	0	0	0	12	0	12	12	0	12
Perform functional apparatus checks (electronics)	UTENES401CA	0	0	0	12	0	12	12	0	12
Weld using gas metal arc welding process (GMAW)	UTPNEG091A	0	0	0	1	0	1	1	0	1
Oral communication - introductory	VBM563	1	2	3	14	8	22	15	10	25
Oral communication I	VBM564	49	13	62	17	7	24	66	20	86
Oral communication II	VBM565	9	8	17	18	12	30	27	20	47
Work effectively in the equine industry	VBM656	0	0	0	1	16	17	1	16	17
Identify and develop a career path in the equine industry	VBM657	0	0	0	1	12	13	1	12	13
Communicate within the equine industry	VBM658	0	0	0	1	12	13	1	12	13
Monitor horse health	VBM659	0	0	0	1	16	17	1	16	17
Horse riding or driving skills 1	VBM660	0	0	0	1	18	19	1	18	19
Handle horses safely in the equine industry	VBM661	0	0	0	1	18	19	1	18	19
Care for horses in the equine industry	VBM662	0	0	0	1	12	13	1	12	13
Horse riding or driving skills 2 - specific equine discipline	VBM663	0	0	0	1	4	5	1	4	5
Care for mares and foals in the equine industry	VBM665	0	0	0	1	3	4	1	3	4
General curriculum options I	VBM670	54	14	68	17	8	25	71	22	93
Reading and writing - introductory	VBM685	1	2	3	14	9	23	15	11	26
Numeracy and mathematics - introductory	VBM686	1	3	4	10	8	18	11	11	22
General curriculum options - introductory	VBM687	2	2	4	13	17	30	15	19	34
Reading and writing I	VBM688	49	13	62	15	9	24	64	22	86
Numeracy and mathematics I	VBM689	51	13	64	22	6	28	73	19	92
Reading and writing II	VBM691	14	13	27	21	14	35	35	27	62
Numeracy and mathematics II	VBM692	15	14	29	21	14	35	36	28	64
General curriculum options II	VBM693	15	13	28	27	23	50	42	36	78
Assist in preparation of a horse for competition	VBM709	0	0	0	1	10	11	1	10	11
Identify horse breeding principles and assist in practices	VBM739	0	0	0	1	3	4	1	3	4
Reading 3 - phrases (Vic)	VBM833	0	3	3	0	1	1	0	4	4
Reading 4 - simple sentences (Vic)	VBM834	0	2	2	0	1	1	0	3	3
Writing 3 - phrases (Vic)	VBM837	0	3	3	0	1	1	0	4	4
Writing 4 - simple sentences (Vic)	VBM838	0	0	0	0	1	1	0	1	1
General communication 2 - phrases (Vic)	VBM840	0	3	3	0	1	1	0	4	4
General communication 3 - simple sentences (Vic)	VBM841	0	2	2	0	1	1	0	3	3
Numeracy 14 - initial addition (Vic)	VBM855	0	0	0	0	1	1	0	1	1
Numeracy 15 - initial subtraction (Vic)	VBM856	0	0	0	0	1	1	0	1	1
Numeracy 16 - basic addition (Vic)	VBM857	0	0	0	0	1	1	0	1	1
Communicate with clients	WRB01A	0	1	1	0	0	0	0	1	1
Work effectively in a salon/store environment	WRB02A	0	1	1	0	0	0	0	1	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, 2006

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 safe working practices	WRB03A	0	1	1	0	1	1	0	2	2
Perform salon/store cleaning duties	WRB04A	0	1	1	0	0	0	0	1	1
Demonstrate retail skin care products	WRB12A	0	5	5	0	27	27	0	32	32
Pierce ears	WRB14A	0	4	4	0	28	28	0	32	32
Design and apply make up	WRB21A	0	3	3	0	2	2	0	5	5
Provide manicure and pedicure services	WRBBS201B	0	0	0	0	42	42	0	42	42
Apply gel nail enhancement	WRBBS202A	0	0	0	0	5	5	0	5	5
Apply acrylic nail enhancement	WRBBS203A	0	0	0	0	13	13	0	13	13
Apply nail art	WRBBS204B	0	0	0	0	12	12	0	12	12
Conduct financial transactions	WRBCS201B	0	8	8	0	81	81	0	89	89
Apply techniques to update beauty industry knowledge	WRBCS202A	0	8	8	0	58	58	0	66	66
Provide service to clients	WRBCS203B	0	9	9	0	89	89	0	98	98
Apply knowledge of nail science to nail services	WRBCS204A	0	0	0	0	42	42	0	42	42
Apply knowledge of skin biology to beauty treatments	WRBCS305A	0	0	0	0	29	29	0	29	29
Advise on beauty services	WRBCS306B	0	0	0	0	31	31	0	31	31
Demonstrate retail skin care products	WRBFS201B	0	9	9	0	72	72	0	81	81
Design and apply make-up	WRBFS202B	0	31	31	0	79	79	0	110	110
Design and apply make-up for photography	WRBFS203B	0	0	0	0	44	44	0	44	44
Design and apply remedial camouflage	WRBFS204B	0	0	0	0	31	31	0	31	31
Provide lash and brow treatments	WRBFS305B	0	0	0	0	30	30	0	30	30
Pierce ears	WRBSS201B	0	8	8	0	14	14	0	22	22
Provide temporary epilation and bleaching treatments	WRBSS302B	0	0	0	0	29	29	0	29	29
Maintain a safe, clean and efficient work environment	WRH01A	0	6	6	0	67	67	0	73	73
Receive and direct clients	WRH03A	0	6	6	0	60	60	0	66	66
Remove chemicals from hair	WRH06A	0	1	1	0	43	43	0	44	44
Meet and greet pharmacy customers	WRPCS101A	0	0	0	0	1	1	0	1	1
Work effectively within the pharmacy industry	WRPCS102A	0	0	0	0	1	1	0	1	1
Accept prescriptions for dispensing	WRPDIS101A	0	0	0	0	1	1	0	1	1
Delivery of medication	WRPDIS202A	0	0	0	0	1	1	0	1	1
Apply product knowledge for analgesic and anti-inflammatory needs	WRPPK201A	0	0	0	0	1	1	0	1	1
Apply product knowledge for baby/infant care needs	WRPPK202A	0	0	0	0	1	1	0	1	1
Apply product knowledge for eye, ear and oral care needs	WRPPK205A	0	0	0	0	1	1	0	1	1
Apply product knowledge for gastro-intestinal needs	WRPPK206A	0	0	0	0	1	1	0	1	1
Apply product knowledge for home health care needs	WRPPK207A	0	0	0	0	1	1	0	1	1
Apply product knowledge for injury and wound care needs	WRPPK208A	0	0	0	0	1	1	0	1	1
Apply product knowledge for personal grooming needs	WRPPK209A	0	0	0	0	1	1	0	1	1
Apply product knowledge for allergy conditions	WRPPK210A	0	0	0	0	1	1	0	1	1
Apply product knowledge for skin and fungal conditions	WRPPK211A	0	0	0	0	1	1	0	1	1
Apply product knowledge on veterinary and pet care needs	WRPPK212A	0	0	0	0	1	1	0	1	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, 2006

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 product knowledge for vitamin and mineral requirements	WRPPK213A	0	0	0	0	1	1	0	1	1
Apply product knowledge for women's and men's health needs	WRPPK214A	0	0	0	0	1	1	0	1	1
Apply product knowledge for photographic needs	WRPPK215A	0	0	0	0	1	1	0	1	1
Operate retail equipment	WRRCA1B	2	13	15	29	94	123	31	107	138
Apply retail office procedures	WRRCA2B	0	0	0	1	2	3	1	2	3
Apply retail office keyboard skills	WRRCA3B	0	0	0	0	2	2	0	2	2
Communicate in the workplace	WRRCS.1A	0	6	6	0	56	56	0	62	62
Interact with customers	WRRCS.3A	0	1	1	0	35	35	0	36	36
Communicate in the workplace	WRRCS1B	2	15	17	31	151	182	33	166	199
Apply point of sale handling procedures	WRRCS2B	0	0	0	25	63	88	25	63	88
Interact with customers	WRRCS3B	0	0	0	26	61	87	26	61	87
Work effectively in a retail environment	WRRER.1A	0	1	1	0	56	56	0	57	57
Work effectively in a retail environment	WRRER1B	2	16	18	34	148	182	36	164	200
Balance register/terminal	WRRF1B	0	0	0	22	43	65	22	43	65
Perform retail finance duties	WRRF2B	0	0	0	0	2	2	0	2	2
Merchandise food products	WRRFM1B	0	0	0	0	1	1	0	1	1
Prepare and display fast food items	WRRFM3B	0	0	0	14	19	33	14	19	33
Prepare and display bakery products	WRRFM5B	0	0	0	0	1	1	0	1	1
Advise on fast food products	WRRFS3B	0	0	0	12	18	30	12	18	30
Advise on bakery products	WRRFS5B	0	0	0	0	2	2	0	2	2
Perform stock control procedures	WRR1B	0	8	8	18	54	72	18	62	80
Apply safe working practices	WRRLP1B	2	19	21	35	138	173	37	157	194
Minimise theft	WRRLP2B	0	8	8	23	64	87	23	72	95
Apply retail food safety practices	WRRLP6C	0	0	0	16	19	35	16	19	35
Monitor food safety plan/program	WRRLP7C	0	0	0	1	0	1	1	0	1
Perform routine housekeeping duties	WRRM.2A	0	1	1	0	69	69	0	70	70
Merchandise products	WRRM1B	0	9	9	14	108	122	14	117	131
Perform routine housekeeping duties	WRRM2B	2	18	20	39	151	190	41	169	210
Coordinate merchandise presentation	WRRM3B	0	0	0	1	0	1	1	0	1
Create a display for a small business	WRRM6A	0	0	0	0	20	20	0	20	20
Provide a safe working environment	WRR03B	0	0	0	0	1	1	0	1	1
Profile a retail market	WRR07A	0	0	0	0	2	2	0	2	2
Develop innovative ideas at work	WRR08A	0	0	0	0	1	1	0	1	1
Sell products and services	WRRS1B	0	9	9	28	108	136	28	117	145
Advise on products and services	WRRS2B	0	0	0	15	47	62	15	47	62
Recommend newsagency products and services	WRRSS13B	0	0	0	0	1	1	0	1	1
Recommend hair/beauty/cosmetic products	WRRSS15B	0	0	0	0	2	2	0	2	2
Recommend and fit clothing and accessories	WRRSS1B	0	0	0	0	1	1	0	1	1
Recommend electrical products and services	WRRSS4B	0	0	0	1	0	1	1	0	1
Recommend hardware products and services	WRRSS7B	0	0	0	1	0	1	1	0	1
Supervised skills practice 1 (Csi)	Y0117	0	5	5	0	9	9	0	14	14
Supervised skills practice 2 (Csi)	Y0118	0	5	5	0	7	7	0	12	12

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Table 5.9 Structured workplace learning, by sex, 2006

Structured workplace learning subjects	Subject code	Years 8 to 10			Years 11 and 12			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
SWL Generic Skills	D962	95	70	165	2984	2815	5799	3079	2885	5964
SWL - Sport and Recreation	E801	0	0	0	173	124	297	173	124	297
SWL - Automotive	E802	0	0	0	332	10	342	332	10	342
SWL - Building Construction and Services	E803	0	0	0	395	8	403	395	8	403
SWL - Business and Clerical	E804	0	0	0	130	557	687	130	557	687
SWL - Light Manufacturing	E805	0	0	0	44	1	45	44	1	45
SWL - Transport and Storage	E806	0	0	0	18	4	22	18	4	22
SWL - Community Services, Health and Education	E807	0	0	0	69	698	767	69	698	767
SWL - Information Technology	E808	0	0	0	157	16	173	157	16	173
SWL - Metals and Engineering	E809	0	0	0	156	2	158	156	2	158
SWL - Tourism	E810	0	0	0	12	43	55	12	43	55
SWL - Food Processing	E811	0	0	0	32	15	47	32	15	47
SWL - Hospitality	E812	0	0	0	127	316	443	127	316	443
SWL - Primary Industries	E813	0	0	0	234	86	320	234	86	320
SWL - Sales and Personal Services	E814	0	0	0	180	471	651	180	471	651
SWL - Electronics Servicing	E815	0	0	0	84	0	84	84	0	84
SWL - Mining	E816	0	0	0	3	0	3	3	0	3
SWL - Animal Care	E817	0	0	0	25	130	155	25	130	155
SWL - Design	E818	0	0	0	142	123	265	142	123	265

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Table 5.10 Number of students* who completed units of competency/national training modules by type of competency/module, 2006

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	41	44	85	1240	1280	2520	893	1065	1958	2174	2389	4563
Stand alone only	1032	942	1974	1429	1335	2764	1202	1263	2465	3663	3540	7203
Both embedded and stand alone	34	36	70	719	522	1241	574	633	12071	1327	1191	2518
Total	1107	1022	2129	3388	3137	6525	2669	2961	16494	7164	7120	14284

* Number of students who successfully completed at least one unit of competency/national training module in 2006.

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Table 5.11 Number of students who successfully completed a qualification, 2006

Qualification name	Qual 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
Certificate I in Automotive	AUR10105	4	0	4	7	51	58	0	51	51	11	102	113
Certificate I in Automotive	AUR10199	0	3	3	2	31	33	2	30	32	4	64	68
Certificate I in Business	BSB10101	57	73	130	51	79	130	40	23	63	148	175	323
Certificate I in Conservation and Land Management	RTD10102	0	0	0	4	2	6	1	3	4	5	5	10
Certificate I in Construction	BCF10100	0	9	9	0	6	6	0	2	2	0	17	17
Certificate I in Construction	BCG10198	0	0	0	0	0	0	6	17	23	6	17	23
Certificate I in Electrotechnology	UTE10102	0	0	0	0	9	9	0	2	2	0	11	11
Certificate I in Electrotechnology	UTE10199	0	0	0	1	8	9	0	6	6	1	14	15
Certificate I in Engineering	MEM10105	0	0	0	0	2	2	0	10	10	0	12	12
Certificate I in Engineering	MEM10198	0	0	0	0	72	72	2	111	113	2	183	185
Certificate I in Food Processing (Wine)	FDI10403	0	0	0	0	0	0	3	10	13	3	10	13
Certificate I in Forest and Forest Products (General)	FPI10199	0	0	0	0	0	0	6	8	14	6	8	14
Certificate I in Furnishing	LMF10102	0	4	4	3	19	22	14	65	79	17	88	105
Certificate I in General Construction	BCG10103	0	14	14	0	58	58	1	45	46	1	117	118
Certificate I in General Education for Adults	21250VIC	3	0	3	0	0	0	1	6	7	4	6	10
Certificate I in General Education for Adults (Introductory)	21249VIC	0	0	0	2	1	3	3	6	9	5	7	12
Certificate I in Horticulture	RTF10103	3	7	10	0	5	5	4	6	10	7	18	25
Certificate I in Hospitality (Kitchen Operations)	THH11102	0	0	0	4	4	8	22	9	31	26	13	39
Certificate I in Hospitality (Operations)	THH11002	0	0	0	3	1	4	10	3	13	13	4	17
Certificate I in Information Technology	ICA10101	19	14	33	43	39	82	11	17	28	73	70	143
Certificate I in Leadership Development	51263	0	0	0	4	17	21	18	3	21	22	20	42
Certificate I in Live Production, Theatre and Events	CUE10103	0	0	0	10	6	16	3	0	3	13	6	19
Certificate I in Media	CUF10101	0	0	0	11	21	32	0	0	0	11	21	32
Certificate I in Music Industry (Foundation)	CUS10101	18	18	36	8	3	11	3	3	6	29	24	53
Certificate I in Pre-Apprenticeship (Customer Service Industries)	50955	0	0	0	12	0	12	2	0	2	14	0	14
Certificate I in Process Plant Skills	PMA10102	0	0	0	0	4	4	0	0	0	0	4	4
Certificate I in Retail Operations	WRR10102	1	0	1	5	2	7	7	1	8	13	3	16
Certificate I in Rural Operations	RTE10103	1	10	11	0	2	2	3	6	9	4	18	22
Certificate I in School Apprenticeship Link Pilot-Food Family of Trades	51403	0	0	0	0	1	1	0	0	0	0	1	1
Certificate I in Seafood Industry (Aquaculture)	SFI10104	2	7	9	3	4	7	0	0	0	5	11	16
Certificate I in Seafood Industry (Fishing Operations)	SFI10204	2	6	8	0	7	7	0	0	0	2	13	15

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Table 5.11 Number of students who successfully completed a qualification, 2006 (cont)

Qualification name	Qual code	Years 8 to 10 students			Year 11 students			Year 12 students			All student	
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male
Certificate I in Sport and Recreation	SRO10103	0	0	0	13	23	36	31	14	45	44	37
Certificate I in Transport and Distribution (Maritime Operations)	TDM10101	0	0	0	1	2	3	10	8	18	11	10
Certificate I in Work Preparation	CHC10102	0	4	4	5	8	13	31	27	58	36	39
Certificate I in Workplace Readiness	51190	21	28	49	4	0	4	2	0	2	27	28
Certificate II in Agriculture	RTE20103	0	0	0	0	0	0	60	162	222	60	162
Certificate II in Animal Studies	RUV20104	0	0	0	2	2	4	2	0	2	4	2
Certificate II in Applied Language	39042QLD	65	26	91	0	0	0	2	2	4	67	28
Certificate II in Automotive (Electrical - Accessory Fitting)	AUR20699	0	0	0	0	0	0	0	1	1	0	1
Certificate II in Automotive (Mechanical - Vehicle Servicing)	AUR21799	0	0	0	0	1	1	6	66	72	6	67
Certificate II in Automotive Mechanical	AUR20705	0	0	0	0	0	0	0	32	32	0	32
Certificate II in Broadcasting (Television)	CUF20501	0	0	0	0	4	4	7	9	16	7	13
Certificate II in Business	BSB20101	0	0	0	28	15	43	271	101	372	299	116
Certificate II in Community Pharmacy	WRP20102	0	0	0	0	0	0	1	0	1	1	0
Certificate II in Community Recreation	SRC20201	0	0	0	0	0	0	1	0	1	1	0
Certificate II in Community Services Work	CHC20202	0	0	0	15	0	15	71	4	75	86	4
Certificate II in Conservation and Land Management	RTD20102	0	0	0	0	0	0	0	5	5	0	5
Certificate II in Crutching	RTE20503	0	0	0	0	0	0	5	62	67	5	62
Certificate II in Electrotechnology Servicing	UTE20502	0	0	0	0	8	8	0	1	1	0	9
Certificate II in Electrotechnology Servicing	UTE20504	0	0	0	0	0	0	0	5	5	0	5
Certificate II in Engineering - Production	MEM20198	0	0	0	0	2	2	3	131	134	3	133
Certificate II in Equine Industry	21327VIC	0	0	0	0	0	0	12	1	13	12	1
Certificate II in General Construction	BCG20103	0	0	0	0	1	1	0	1	1	0	2
Certificate II in General Education for Adults	21251VIC	5	4	9	1	3	4	0	4	4	6	11
Certificate II in Health Support Services (Client/Patient Support Services)	HLT20702	0	0	0	0	0	0	2	0	2	2	0
Certificate II in Horticulture	RTF20103	0	0	0	0	0	0	0	3	3	0	3
Certificate II in Horticulture (Landscape)	RTF20403	0	0	0	1	5	6	3	1	4	4	6
Certificate II in Horticulture (Parks and Gardens)	RTF20703	0	0	0	0	0	0	0	3	3	0	3
Certificate II in Horticulture (Turf)	RTF20803	0	0	0	0	0	0	3	1	4	3	1
Certificate II in Hospitality (Kitchen Operations)	THH22002	0	0	0	19	0	19	70	14	84	89	14
Certificate II in Hospitality (Operations)	THH21802	1	4	5	20	9	29	192	79	271	213	92
Certificate II in Information Technology	ICA20105	0	0	0	0	0	0	0	1	1	0	1

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Persons
81
21
75
55
222
6
95
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73
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415
1
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90
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136
13
2
17
2
3
10
3
4
103
305
1

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Table 5.11 Number of students who successfully completed a qualification, 2006 (cont)

Qualification name	Qual 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
Certificate II in Information Technology	ICA20199	0	0	0	0	5	5	27	43	70	27	48	75
Certificate II in Information Technology (Applications)	ICA20201	0	0	0	3	8	11	23	48	71	26	56	82
Certificate II in Live Production, Theatre and Events	CUE20103	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Makeup Services	WRB20204	0	0	0	7	0	7	7	0	7	14	0	14
Certificate II in Multimedia	CUF20601	0	0	0	3	13	16	15	31	46	18	44	62
Certificate II in Music Industry (Foundation)	CUS20101	0	0	0	3	2	5	7	11	18	10	13	23
Certificate II in Nail Technology	WRB20104	0	0	0	0	0	0	5	0	5	5	0	5
Certificate II in Outdoor Recreation	SRO20203	0	0	0	0	0	0	20	6	26	20	6	26
Certificate II in Outdoor Recreation (Multiple Activities)	SRO20303	0	0	0	0	0	0	5	9	14	5	9	14
Certificate II in Production Horticulture	RTE20603	0	0	0	0	0	0	3	4	7	3	4	7
Certificate II in Racing (Stablehand)	RGR20102	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Retail Cosmetic Services	WRB20304	9	0	9	9	0	9	2	0	2	20	0	20
Certificate II in Retail Operations	WRR20102	0	0	0	0	2	2	16	14	30	16	16	32
Certificate II in Rural Operations	RTE20703	0	0	0	0	2	2	0	1	1	0	3	3
Certificate II in Screen	CUF20301	0	0	0	0	3	3	0	6	6	0	9	9
Certificate II in Seafood Industry (Aquaculture)	SFI20100	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Shearing	RTE20403	0	0	0	0	0	0	0	15	15	0	15	15
Certificate II in Sport (Career-oriented participation)	SRS20203	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Sport and Recreation	SRO20103	0	0	0	0	3	3	2	3	5	2	6	8
Certificate II in Sport and Recreation	SRO20199	0	0	0	0	0	0	1	1	2	1	1	2
Certificate II in Telecommunications Cabling	ICT20302	0	0	0	0	3	3	0	0	0	0	3	3
Certificate II in Tourism (Operations)	THT20502	0	0	0	9	5	14	44	13	57	53	18	71
Certificate II in Transport and Distribution (Administration)	TDT21102	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Transport and Distribution (Maritime Operations)	TDM20101	0	0	0	7	18	25	1	2	3	8	20	28
Certificate II in Transport and Distribution (Road Transport)	TDT20202	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Transport and Distribution (Warehousing and Storage)	TDT20102	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Visual Arts and Contemporary Craft	CUV20103	0	0	0	0	0	0	10	0	10	10	0	10
Certificate II in Wool Handling	RTE20303	0	0	0	0	0	0	22	80	102	22	80	102
Certificate III in Aged Care Work	CHC30102	0	0	0	8	2	10	24	1	25	32	3	35
Certificate III in Applied Language	39043QLD	0	0	0	5	4	9	6	3	9	11	7	18
Certificate III in Beauty Services	WRB30104	0	0	0	10	0	10	6	0	6	16	0	16

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Table 5.11 Number of students who successfully completed a qualification, 2006 (cont)

Qualification name	Qual 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
Certificate III in Business	BSB30101	0	0	0	0	0	0	5	0	5	5	0	5
Certificate III in Business Administration	BSB30201	0	0	0	0	0	0	2	0	2	2	0	2
Certificate III in Children's Services	CHC30402	0	0	0	9	0	9	11	0	11	20	0	20
Certificate III in Design Fundamentals	CUV30303	0	0	0	0	0	0	15	0	15	15	0	15
Certificate III in Drafting (Civil/Structural Engineering)	51516	0	0	0	0	2	2	0	4	4	0	6	6
Certificate III in Fitness	SRF30204	0	0	0	0	0	0	1	0	1	1	0	1
Certificate III in General Education for Adults	21252VIC	1	1	2	0	0	0	0	0	0	1	1	2
Certificate III in Health Service Assistance (Allied Health Assistance)	HLT31702	0	0	0	1	0	1	1	0	1	2	0	2
Certificate III in Hospitality (Operations)	THH33002	0	0	0	0	0	0	1	1	2	1	1	2
Certificate III in Information Technology (General)	ICA30299	0	0	0	0	0	0	0	1	1	0	1	1
Certificate III in Laboratory Skills	PML30104	0	0	0	0	0	0	0	1	1	0	1	1
Certificate III in Multimedia	CUF30601	0	0	0	0	5	5	0	2	2	0	7	7
Certificate III in Teacher Assistant	51196	0	0	0	0	0	0	8	0	8	8	0	8
Certificate III in Visual Arts and Contemporary Craft	CUV30103	0	0	0	0	0	0	1	0	1	1	0	1
Certificate III in Wool Clip Preparation	RTE31403	0	0	0	1	3	4	4	12	16	5	15	20
Certificate IV in Business	BSB40101	0	0	0	0	0	0	2	0	2	2	0	2
Certificate IV in Business (Small Business Management)	BSB40401	0	0	0	0	0	0	12	3	15	12	3	15
Certificate IV in Business Management	BSB41101	0	0	0	0	0	0	2	0	2	2	0	2
Certificate IV in E-Business	BSB41201	0	0	0	0	0	0	2	0	2	2	0	2
Certificate IV in Fitness	SRF40204	0	0	0	0	0	0	1	0	1	1	0	1
Certificate IV in Hospitality (Supervision)	THH42602	0	0	0	0	0	0	1	0	1	1	0	1
Certificate IV in Laboratory Techniques	PML40104	0	0	0	0	0	0	0	1	1	0	1	1
Certificate IV in Music	CUS40101	0	0	0			0	3	4	7	3	4	7

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Table 5.12 Number of VET subject equivalents achieved by students, 2006

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	211	151	362	550	460	1010	292	258	550	1053	869	1922
1.0	155	96	251	697	560	1257	412	363	775	1264	1019	2283
1.5	159	145	304	490	338	828	327	308	635	976	791	1767
2.0	46	50	96	229	257	486	240	292	532	515	599	1114
2.5	40	26	66	218	176	394	258	317	575	516	519	1035
3.0	40	24	64	150	90	240	122	140	262	312	254	566
3.5	17	18	35	68	63	131	163	125	288	248	206	454
4.0*	29	8	37	168	116	284	377	344	721	574	468	1042

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

Table 5.13 Year 12 students using VET subject equivalents to achieve a Western Australian Certificate of Education (WACE), 2006

Category of students*	Male	Female	Persons
Students who achieved subject equivalents	2189	2147	4336
Students who had subject equivalents and needed these to achieve a WACE	310	235	545
Students who had subject equivalents but did not achieve a WACE	507	312	819

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

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Table 5.14 Registered training organisations offering units of competency/national training modules to students*, 2006

Registered training organisations (RTO)	RTO	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
Albany Worklink Inc	0362	0	0	0	1	0	1	5	1	6	6	1	7
AMA Training Services	2010	0	0	0	6	1	7	9	0	9	15	1	16
Asstock Pty Ltd (also Regional Training Services)	0361	0	0	0	0	17	17	0	7	7	0	24	24
AUSMUSIC Ltd	0109	0	0	0	13	7	20	16	17	33	29	24	53
Austral Training and Human Resources	6201	0	0	0	6	2	8	20	1	21	26	3	29
Australian Business Skills Centre Pty Ltd	90885	0	0	0	0	0	0	0	1	1	0	1	1
Australian Centre for Advanced Studies Inc	50392	18	18	36	2	6	8	0	0	0	20	24	44
Australian College of Beauty Therapy Pty Ltd	50129	0	0	0	9	0	9	9	0	9	18	0	18
Australian Institute of Fitness Pty Ltd	21508	0	0	0	0	0	0	1	0	1	1	0	1
Australian School of Tourism and Hotel Management	1973	0	0	0	10	7	17	41	7	48	51	14	65
Australind Senior High School	50533	0	0	0	23	40	63	21	23	44	44	63	107
Automotive Training Australia Ltd (ATA)	3303	0	0	0	0	0	0	0	11	11	0	11	11
Automotive Training Centre WA (Inc)	0627	0	0	0	0	10	10	0	6	6	0	16	16
Ballajura Community College	51258	5	5	10	30	63	93	22	21	43	57	89	146
Brightwater Care Group (Inc)	50883	0	0	0	2	0	2	12	1	13	14	1	15
Bunbury Senior High School	50536	0	0	0	0	0	0	27	16	43	27	16	43
Busselton Senior High School	50537	0	0	0	33	47	80	27	35	62	60	82	142
C Y O'Connor College of TAFE	1980	36	32	68	126	100	226	123	87	210	285	219	504
Cambridge International College	2325	0	0	0	18	32	50	14	21	35	32	53	85
Catholic Agricultural College Bindoon	51155	0	0	0	9	7	16	6	6	12	15	13	28
CCI Training Services Pty Ltd	5891	0	0	0	1	0	1	0	0	0	1	0	1
Central Area Regional Training Services	50154	4	2	6	74	67	141	110	61	171	188	130	318
Central TAFE	1988	225	157	382	365	310	675	354	268	622	944	735	1679
Central West TAFE	2065	31	45	76	49	68	117	33	56	89	113	169	282
Challenger TAFE	4265	31	32	63	488	563	1051	451	450	901	970	1045	2015
College of Electrical Training	2394	0	0	0	0	0	0	1	4	5	1	4	5
Community and Youth Training Services Inc	1969	0	0	0	0	0	0	31	27	58	31	27	58
Corporate Training Solutions	4256	0	0	0	9	31	40	0	0	0	9	31	40
Creative Courses and The Kidogo Institute	50092	0	0	0	0	1	1	14	0	14	14	1	15
Curtin University Vocational Training and Education Centre	2465	14	4	18	66	68	134	48	34	82	128	106	234
Cyril Jackson Senior Campus	50543	0	0	0	10	8	18	5	5	10	15	13	28

* Students who successfully completed at least one unit of competency/national training module in 2006.

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Table 5.14 Registered training organisations offering units of competency/national training modules to students*, 2006 (cont)

Registered training organisations (RTO)	RTO	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	0397	16	15	31	5	0	5	0	1	1	21	16	37
Dept of Employment & Training t/as Wide Bay TAFE	0657	0	0	0	0	0	0	1	0	1	1	0	1
Didasko Learning Institute Pty Ltd	21661	0	0	0	0	0	0	1	0	1	1	0	1
Dillon Whitelaw and Associates Pty Ltd	0842	0	0	0	0	2	2	1	1	2	1	3	4
Djaringo Pty Ltd	50292	5	0	5	8	6	14	0	5	5	13	11	24
Edith Cowan University trading as WA Academy of Performing Arts	4756	0	0	0	0	0	0	3	5	8	3	5	8
Excel Education	0180	0	0	0	0	8	8	0	4	4	0	12	12
Farm Information Services	6717	5	43	48	15	2	17	28	32	60	48	77	125
Federation of Western Australian Police and Citizens Youth Clubs	50901	0	3	3	0	2	2	0	0	0	0	5	5
Film and Television Institute (FTI)	50661	0	0	0	2	2	4	4	10	14	6	12	18
Goolarri Media Enterprises	51278	0	0	0	0	0	0	2	2	4	2	2	4
Great Southern TAFE	2056	8	35	43	44	47	91	59	87	146	111	169	280
Group Training South West t/as The Apprentice & Traineeship Company	2317	0	0	0	26	19	45	31	15	46	57	34	91
Harvest West Bible College	51202	0	0	0	0	0	0	1	0	1	1	0	1
Health Training Australia (Inc)	50804	0	0	0	0	0	0	1	1	2	1	1	2
Hospitality Group Training (WA) Inc	0386	1	3	4	93	107	200	110	103	213	204	213	417
Hungry Jack's Pty Ltd	3868	0	0	0	1	4	5	4	7	11	5	11	16
Indian Ocean Group Training	2083	0	0	0	9	2	11	6	4	10	15	6	21
Integrated Training Pty Ltd	6933	0	0	0	0	0	0	3	0	3	3	0	3
Jet Consultants trading as Jet Employment & Training	51161	0	0	0	0	0	0	0	1	1	0	1	1
Jobs South West	0305	0	0	0	3	1	4	1	5	6	4	6	10
JobTrain WA Pty Ltd	51501	0	0	0	5	10	15	10	4	14	15	14	29
John Curtin College of the Arts	50549	20	11	31	9	5	14	6	5	11	35	21	56
Karratha Senior High School	50564	0	0	0	3	2	5	16	9	25	19	11	30
Kimberley College of TAFE	1932	6	40	46	4	20	24	8	13	21	18	73	91
Laurielee Pty Ltd t/as Phoenix Business College	0114	0	0	0	39	22	61	19	12	31	58	34	92
Manjimup Senior High School	50565	0	0	0	18	3	21	8	1	9	26	4	30
McDonald's Australia Ltd.	90820	0	1	1	3	3	6	9	6	15	12	10	22
Meerilinga Training College	6000	0	0	0	16	0	16	32	0	32	48	0	48
MEGT (Australia) Ltd	3945	0	0	0	0	1	1	0	0	0	0	1	1
Mercy Community Services Inc.	5111	0	0	0	2	2	4	7	0	7	9	2	11

* Students who successfully completed at least one unit of competency/national training module in 2006.

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Table 5.14 Registered training organisations offering units of competency/national training modules to students*, 2006 (cont)

Registered training organisations (RTO)	RTO	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
Mission Australia	6966	0	0	0	0	0	0	1	0	1	1	0	1
Morley Senior High School	50638	0	0	0	42	50	92	36	25	61	78	75	153
Mt Barker Senior High School	50561	0	0	0	6	8	14	6	11	17	12	19	31
National Corporate Training	50918	211	275	486	708	798	1506	675	606	1281	1594	1679	3273
National Training Pty Ltd	21792	0	0	0	0	0	0	0	2	2	0	2	2
Nationwide Transport Training (Australia)	1933	0	0	0	0	0	0	1	0	1	1	0	1
Newton Moore Senior High School	50562	0	0	0	19	12	31	18	12	30	37	24	61
Perth College of Beauty Therapy	0249	0	0	0	1	0	1	1	0	1	2	0	2
Pilbara TAFE	0353	29	14	43	89	79	168	47	44	91	165	137	302
Retail Skills Centre WA (Inc) trading as College of Retail Trading	0149	0	0	0	0	0	0	1	0	1	1	0	1
Royal Life Saving Society Australia (WA Branch)	0854	0	0	0	99	67	166	26	26	52	125	93	218
Satterthwaite Consulting and SCOPE Vision	4685	0	0	0	8	3	11	19	4	23	27	7	34
Sevenoaks Senior College	51891	0	0	0	59	63	122	61	51	112	120	114	234
Skills Strategies International	2401	0	0	0	0	0	0	2	8	10	2	8	10
South Metropolitan Youth Link	4674	114	80	194	97	93	190	102	55	157	313	228	541
South West Regional College of TAFE	2433	12	4	16	97	113	210	71	75	146	180	192	372
Sterling Business College Pty Ltd	2417	0	0	0	4	8	12	54	10	64	58	18	76
Stirling Skills Training Inc (trading as Jobwest)	5272	0	12	12	1	9	10	10	16	26	11	37	48
Study Group Australia Pty Limited	5806	0	0	0	0	0	0	4	6	10	4	6	10
Swan Maritime Institute Foundation (Inc)	2407	0	0	0	0	8	8	2	7	9	2	15	17
Swan TAFE	1979	188	246	434	355	510	865	232	211	443	775	967	1742
The College of Pre-Hospital Care (St John Ambulance Australia/WA Ambulance Service Inc)	0392	0	0	0	104	116	220	26	14	40	130	130	260
The West Australian Group Training Scheme Inc	50159	0	0	0	0	5	5	1	0	1	1	5	6
Thornlie Senior High School	50555	91	78	169	70	69	139	65	52	117	226	199	425
Transport Forum WA Inc	0298	0	0	0	1	1	2	1	2	3	2	3	5
Volona Nominees PTY LTD (trading as Vivaldi, Checkers and Price Wave Family Hairdressing)	50384	0	0	0	0	0	0	1	0	1	1	0	1
WA College of Agriculture (Cunderdin)	50505	0	0	0	4	43	47	5	59	64	9	102	111
WA College of Agriculture (Denmark)	50502	0	0	0	7	23	30	7	36	43	14	59	73
WA College of Agriculture (Harvey)	50421	0	0	0	8	26	34	9	25	34	17	51	68
WA College of Agriculture (Morawa)	50530	0	0	0	7	23	30	6	19	25	13	42	55
WA College of Agriculture (Narrogin)	50506	6	13	19	8	17	25	25	43	68	39	73	112

* Students who successfully completed at least one unit of competency/national training module in 2006.

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Table 5.14 Registered training organisations offering units of competency/national training modules to students*, 2006 (cont)

Registered training organisations (RTO)	RTO	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
WA Institute of Beauty Therapy	0354	0	0	0	1	0	1	0	0	0	1	0	1
Wallis Training	50993	0	0	0	2	3	5	10	2	12	12	5	17
Warwick Senior High School	50556	0	0	0	0	0	0	14	10	24	14	10	24
West Coast TAFE	2536	47	46	93	143	133	276	98	93	191	288	272	560
Wilmead Training Consultants	1945	0	0	0	0	1	1	1	2	3	1	3	4
Wongutha CAPS Campus	50504	0	0	0	17	17	34	0	2	2	17	19	36
Worldmark Pty Ltd	6790	0	0	0	0	1	1	0	1	1	0	2	2
XLT Industrial Training Pty Ltd	6220	0	0	0	0	0	0	0	2	2	0	2	2
Young Achievement Australia	90248	0	0	0	11	4	15	13	4	17	24	8	32

* Students who successfully completed at least one unit of competency/national training module in 2006.

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Table 6.1 Full-time secondary students* years 7 to 12 by sex (government and non-government schools) - 1985 to 2006**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Female						
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
2005	13611	13690	13716	14135	12247	10173
2006	13837	13892	13844	13869	13227	10244
Male						
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
2005	14523	14705	14289	14668	12142	9235
2006	14688	14879	14910	14379	13045	9192
Total						
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
2005	28134	28395	28005	28803	24389	19408
2006	28525	28771	28794	28248	26272	19436

* 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, 1985 to 2006

	Year 8	Year 9	Year 10	Year 11	Year 12
Female					
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	88.8	83.2
2005	101.3	100.9	100.5	89.7	84.5
2006	102.1	101.4	101.1	93.6	83.6
Male					
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	85.0	76.4
2005	101.2	100.5	99.4	84.9	76.8
2006	102.5	101.4	100.6	88.9	75.7
Total					
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	86.8	79.8
2005	101.2	100.7	99.9	87.3	80.7
2006	102.3	101.4	100.9	91.2	79.7

* 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 sex (government and non-government schools) - July, 1985 to 2006

	Year 8	Year 9	Year 10	Year 11	Year 12
Female					
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
2005	100.0	100.9	101.3	90.3	75.3
2006	100.0	101.4	102.1	94.8	75.5
Male					
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
2005	100.0	100.5	99.9	85.0	64.8
2006	100.0	101.4	101.1	88.8	64.3
Total					
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
2005	100.0	100.7	100.6	87.6	69.9
2006	100.0	101.4	101.6	91.7	69.8

* 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, 2006

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		
Humanities/social sciences Year 12 subjects	Ancient History	1.00 262																			
	Art	0.67 20	1.00 810																		
	Chinese: Adv	0	0	1.00 40																	
	Chinese: Sec Lang	0	1	0	1.00 21																
	Drama Studies	0.70 22	0.74 85	0	0	1.00 921															
	Economics	0.75 29	0.66 64	0.18 11	0.92 4	0.80 51	1.00 2580														
	English	0.70 158	0.57 602	0.58 3	0.76 16	0.62 650	0.63 1721	1.00 7883													
	English Literature	0.78 95	0.64 160	0	1	0.56 247	0.66 368	0.60 82	1.00 1793												
	French	0.31 12	0.45 19	0	0	0.60 23	0.21 30	0.43 181	0.49 139	1.00 332											
	Geography	0.76 35	0.51 150	0.36 4	0	0.47 124	0.74 279	0.61 2619	0.62 245	0.47 46	1.00 2978										
	German	1 4	-1.00 2	0	0	0.12 4	-0.58 5	0.27 42	0.35 26	0.20 4	0.72 8	1.00 71									
	History	0.80 43	0.62 179	0	1.00 2	0.65 324	0.74 300	0.73 1982	0.73 750	0.54 83	0.73 560	0.26 15	1.00 2719								
	Indonesian: Adv	0	-1.00 2	0	0	1	0.53 25	0.33 4	0	1	0.78 7	0	0	1.00 64							
	Indonesian: Sec Lang	0	0.50 6	1	0	0.60 6	0.78 9	0.72 69	0.57 27	0	0.39 13	0	0.72 21	0	1.00 101						
	Italian	1.00 2	0.06 11	0	0	0.27 17	0.64 26	0.45 169	0.53 62	0.70 3	0.37 20	0	0.57 53	0	0	1.00 235					
	Japanese: Sec Lang	0.16 4	0.50 18	1	1	0.55 7	0.57 23	0.38 123	0.47 60	0.97 3	0.50 12	1	0.47 27	1	1	0	1.00 201				
	Malay: Advanced	0	0	0	0	0	0.83 37	0.91 7	0	0	1.00 2	0	0	0	0	0	0	1.00 81			
	Music	0.88 5	0.25 23	1	0	0.51 44	0.48 26	0.40 206	0.24 127	0.61 13	0.33 34	1	0.63 70	0	1	0.57 8	0.15 11	0.52 3	1.00 346		
	Political and Legal Studies	0.84 39	0.84 21	0	0	0.61 83	0.77 142	0.70 581	0.73 315	0.72 33	0.81 92	-1.00 3	0.78 380	0	0.51 8	0.50 11	0.45 16	0	0.69 29	1.00 891	

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

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

Intercorrelations* among quantitative/sciences TER subjects, 2006

Quantitative/sciences Year 12 subjects

	Accounting	Applicable Mathematics	Aviation	Biology	Calculus	Chemistry	Discrete Mathematics	Geology	Human Biology	Information Systems	Physical Science	Physics
Quantitative/sciences Year 12 subjects	Accounting	1.00 1492										
	Applicable Mathematics	0.81 464	1.00 3729									
	Aviation	0.56 3	-0.19 7	1.00 29								
	Biology	0.65 117	0.75 368		1.00 1638							
	Calculus	0.85 112	0.89 1398	-0.15 4	0.71 17	1.00 1429						
	Chemistry	0.75 175	0.82 2530	-0.56 4	0.74 496	0.79 1029	1.00 3476					
	Discrete Mathematics	0.65 1013	0.77 351	0.42 22	0.67 1165	0.61 12	0.65 1074	1.00 6444				
	Geology		0.70 5		0.92 8		0.86 6	0.67 28	1.00 38			
	Human Biology	0.71 393	0.68 672	0.46 4	0.92 18	0.60 52	0.77 739	0.65 3020	1.00 7	1.00 4102		
	Information Systems	0.62 173	0.73 229		0.79 52	0.74 44	0.59 99	0.54 333	0.98 3	0.64 89	1.00 610	
	Physical Science	0.75 30	0.74 46		0.80 66	0.92 4	0.59 10	0.74 304		0.79 177	0.72 17	1.00 358
	Physics	0.73 112	0.83 2266	0.07 14	0.76 147	0.79 1147	0.82 1927	0.67 612	1.00 3	0.73 312	0.60 121	0.07 6

* 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, 2006

		Quantitative/sciences Year 12 subjects											
		Accounting	Applicable Mathematics	Aviation	Biology	Calculus	Chemistry	Discrete Mathematics	Geology	Human Biology	Information Systems	Physical Science	Physics
Humanities/social sciences Year 12 subjects	Ancient History	0.53 19	0.77 51		0.61 42	0.82 11	0.70 58	0.55 155		0.71 94	0.82 14	-1.00 2	0.78 30
	Art	0.41 52	0.44 99		0.46 147	0.44 13	0.39 88	0.43 546		0.53 308	0.63 30	0.80 19	0.47 59
	Chinese: Adv	0.45 16	0.53 28			0.68 16	0.14 17	0.75 12		0.43 8			0.28 13
	Chinese: Sec Lang	0.89 6	0.59 13			0.15 4	0.48 12	0.76 8		0.67 10	0.85 3		0.42 5
	Drama Studies	0.53 56	0.59 109		0.52 130	0.64 15	0.56 89	0.39 604	1.00 2	0.49 426	0.07 19	0.68 15	0.45 60
	Economics	0.78 728	0.76 1272	0.78 4	0.81 270	0.77 499	0.79 907	0.64 1335	1.00 2	0.83 651	0.80 206	0.80 54	0.80 782
	English	0.54 1102	0.44 2340	0.48 28	0.55 1255	0.46 882	0.49 2288	0.38 5169	0.49 35	0.58 3261	0.45 401	0.47 275	0.48 1902
	English Literature	0.41 118	0.44 815		0.57 248	0.51 275	0.51 788	0.40 896	0.86 3	0.59 679	0.54 53	0.44 39	0.47 572
	French	0.63 27	0.52 123		0.39 48	0.56 41	0.52 119	0.34 191		0.50 93	0.61 6	0.67 4	0.58 88
	Geography	0.69 263	0.63 623	0.80 9	0.71 622	0.54 153	0.63 599	0.61 2172	0.71 19	0.74 1320	0.62 74	0.66 117	0.64 460
	German	0.63 6	-0.02 37		0.07 11	-0.95 6	0.24 30	0.19 34		0.47 19	-0.11 6	-0.98 3	0.11 24
	History	0.61 197	0.63 442	0.94 4	0.70 421	0.70 63	0.68 426	0.52 1910	0.90 4	0.71 1285	0.48 77	0.73 60	0.68 264
	Indonesian: Adv	0.38 23	0.48 24		0.43 15	0.86 10	0.29 32	0.30 37		0.23 5	0.44 19		0.67 18
	Indonesian: Sec Lang	0.41 11	0.30 33		0.71 13	0.22 11	0.43 32	0.57 66		0.68 37	0.30 6	0.54 3	0.47 21
	Italian	0.34 30	0.29 66		0.57 17	0.56 11	0.63 60	0.36 146		0.44 104	0.80 3	0.74 6	0.33 29
	Japanese: Sec Lang	0.43 21	0.25 120		0.52 19	0.25 35	0.36 104	0.42 85		0.57 55	0.48 10		0.31 57
	Malay: Advanced	0.50 21	0.68 63		0.78 29	0.82 16	0.80 51	0.59 17			0.59 12		0.81 26
	Music	0.65 14	0.46 132		0.55 37	0.48 56	0.44 115	0.40 182		0.49 104	0.30 7	0.77 6	0.38 87
	Political and Legal Studies	0.68 92	0.61 178		0.70 123	0.70 27	0.71 148	0.55 613	1.00 2	0.75 340	0.81 29	0.74 15	0.63 80

* 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.