



Government of **Western Australia**  
**Curriculum Council**



# **Senior Secondary Education Statistics (Years 10, 11 and 12) 2010**

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*Senior Secondary Education Statistics (Years 10, 11 and 12) 2009*, Curriculum Council, Perth, Western Australia.**

## Senior secondary education statistics (years 10, 11 and 12) 2010

Information is provided on the participation and achievement of students in WACE course units in 2010.

The statistics presented are based upon information provided by government and non-government schools. Students who completed at least one course unit and who were awarded a grade in that course unit are included in the statistics. Students who successfully completed VET units of competency and endorsed programs are also included in the statistics.

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 2010

At the end of 2010, Year 12 students who had satisfactorily completed a course unit, VET unit of competency or endorsed program were issued with a folio of achievement.

The folio of achievement consisted of the following:

- Western Australian Certificate of Education (WACE) – Year 12 students must have met the WACE requirements to receive this certificate.
- Statement of results – a statement of results was issued to all Year 12 students who completed at least one course unit, VET unit of competency or endorsed program.
- WACE course report – a WACE course report was issued to all students who sat the WACE examination in either Stage 2 or Stage 3 in that course in that year.

### Western Australian Certificate of Education

To achieve a Western Australian Certificate of Education a student must have met the following requirements:

- **Breadth and depth requirement**
  - completed at least 20 units, of which at least 10 had to have been from WACE courses
  - The 20 units had to have included at least three two-unit combinations from different WACE courses and also had included:
    - four course units from English, Literature and/or EAL/D studied over at least two years post Year 10 (at least two of these units must have been completed in Year 12)
    - at least one pair of course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) in their final year.
- **Achievement standard requirement**
  - Achieved a C grade average or better across 10 course units
  - These 10 units had to have included:
    - The last two-unit combination completed in three different courses
    - One unit from each of two other different courses
    - Other units with the highest achievement to make up the balance of the 10 units.
  - Endorsed programs and/or VET credit transfer could have reduced the number of course units and courses required by up to 40 per cent.
- **English language competence requirement**
  - Met the standard for English language competence as defined by work samples; typically this is a C grade or better in any Stage 1 or higher English unit (except 1A and 1B for English as an Additional Language/Dialect).

The Western Australian Certificate of Education was issued to 20,890 (9,908 males and 10,982 females) Year 12 students who met the above requirements in 2010.

## English language competence

To meet the Curriculum Council requirement for English language competence, students must have:

- completed at least four units from English, Literature and/or EAL/D. Full-time students were required to complete four course units from the English learning area studied over Year 11 and Year 12. At least two units must have been completed in Year 12, **and**
- met the standard for English language competence as defined by work samples. The standard is related to the standard required to achieve a C grade or better in Stage 1 English. Students who achieved a C grade or better on **one** unit of Literature, English or English as an Additional Language/Dialect (excluding units 1A and 1B) in their senior secondary years would have achieved this standard.

## Statement of results for Year 12 students

A Statement of results was issued to each Year 12 student who had achieved at least one WACE course unit, VET unit of competence or endorsed program. The statement of results was issued to 22,901 (11,116 males and 11,785 females) Year 12 students in 2010.

The statement of results recorded if the WACE requirements had been achieved. If WACE requirements had not been achieved, the statement for results recorded English language competence, if achieved.

The statement of results also recorded:

- exhibitions and awards granted
- WACE course scores
- grades achieved in course units
- VET qualifications and VET units of competency achieved
- endorsed programs achieved
- number of community service hours completed
- past results in D and E code subjects.

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

## Exhibitions and awards

The Curriculum Council granted the following awards:

- Beazley medal: WACE
- Beazley medal: VET
- general exhibitions
- course exhibitions
- certificates of distinction
- certificates of excellence
- special general awards
- special course awards
- special certificates of distinction.

## WACE course scores

WACE course scores were provided for courses where students had received a school mark for a pair of Stage 2 or Stage 3 course units and sat the examination for that stage of the course.

The WACE course score is a slight variation of the combined mark (average of standardised moderated school mark and the standardised examination mark). This variation ensures year-to-year consistency in the relationship between the WACE course score and the five achievement bands (as listed below) described in the WACE course report at the particular stage.

- 75 and above represents excellent achievement
- 65–74 represents high achievement
- 50–64 represents satisfactory achievement
- 35–49 represents limited achievement
- Less than 35 represents inadequate achievement.

The five achievement bands apply to all courses as well as to Stage 2 and 3 of each course. However, the descriptions associated with the standards are tailored to each particular course and stage. The proportion of students in each achievement band will vary from year to year, course to course and stage to stage depending on the performances of students in that year.

Scaled scores

Combined marks for WACE courses are also used by the Tertiary Institutions Service Centre (TISC) to calculate 'scaled scores' which are used for university selection purposes. Scaled scores for WACE courses are quite different from WACE course scores.

### **School achievement in course units**

In 2010, only WACE courses were available to senior secondary (Year 11 and Year 12) students. Subjects (TEE and Wholly School Assessed) had been phased out and were no longer available for students to study.

WACE courses were delivered in semester-length units. Explicit standards are used to measure the achievement of the course units. School achievement in course units was recorded as a grade, with the exception of Preliminary Stage units, which were recorded as completed, if achieved.

Course units were available according to the following stages:

Stage 3 units	are typically the most conceptually demanding and are generally for entry to university, training providers, apprenticeships and the workplace.
Stage 2 units	are typically required for post-school destinations including training providers, apprenticeships, traineeships, university and the workplace.
Stage 1 units	are typically a minimum requirement for such post-school destinations as training providers, traineeships and the workplace.
Preliminary Stage units	provide opportunities for practical and supported learning to develop the skills required for the transition to Stage 1 units or for the workplace.

### **Grades in course units**

The Curriculum Council moderated the grades in WACE course units to ensure comparability of grades from school to school. This was achieved through the conduct of grading review and/or consensus moderation meetings.

The grades assigned at the conclusion of a course unit were based on each student's performance as judged (by the teacher) via reference to the grade descriptions and the Council provided work samples. The grades may be interpreted as follows:

- Grade A indicate 'excellent achievement'
- Grade B indicate 'high achievement'
- Grade C indicate 'satisfactory achievement'
- Grade D indicate 'limited achievement'
- Grade E indicate 'inadequate achievement'

### **VET units of competency (competencies)**

VET units of competency (competencies) were available for a range of industry areas. These competencies were included in schools' Year 11 and Year 12 programs. Students who successfully completed one or more competencies had the achievement recorded on their statements of results. The name and code of the registered training organisation (RTO) responsible for assessing the competency was also recorded.

Schools were requested to provide full details relating to the VET qualifications achieved 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 students' statements of results.

In 2010, there were 5,677 Year 12 students who had 7,982 VET qualifications recorded on their statements. If the qualification was achieved through a traineeship, then this was also recorded. There were 176 Year 12 students who achieved full qualifications through traineeship arrangements.

The achievement of competencies was recognised by the Council for the statement of results and Western Australian Certificate of Education in two categories. The first category included those that were studied as part of a WACE course (i.e. integrated competencies). The second category was where a student studied a competency in addition to WACE courses (i.e. stand alone competency or VET credit transfer).

Using nominal hours provided in the training packages, the Curriculum Council allocated stand alone competencies, successfully completed by students, 55-hour or 110-hour blocks which formed half and full VET course equivalents respectively. These VET course equivalents contributed towards the Western Australian Certificate of Education. Students who successfully completed competencies that represented course equivalents had the number of VET unit equivalents indicated on their statement of results.

### **Endorsed programs**

Programs endorsed by the Curriculum Council recognise significant learning by students not covered by courses developed by the Council. Endorsed programs were awarded unit equivalence according to specific criteria and could contribute up to 50 per cent of the 20 course units for meeting the WACE completion requirement. Descriptors of achievement were recorded in the statement of results in a manner appropriate to the program.

The programs completed are listed in four areas:

- workplace learning
- university studies
- community organisation programs
- personal development programs.

## **Community service**

The statement of results, listed the number of hours of community service completed by the student, as reported by the school.

Community service supports the development of leadership skills, social responsibility and citizenship. Community service can be completed over years 10, 11 and 12.

## **Tertiary entrance examination results**

If a student had previously sat for a tertiary entrance examination (TEE) subject, then the following information for the subject was recorded on the statement of results:

- school assessment
- raw examination mark
- scaled mark
- decile place. (Decile place provides an indication of a student's position relative to the other students in the subject/course. For example, a decile place of 1 indicates that a student is in the top 10 per cent of students sitting the examination).

## **School achievement in subjects**

If a student had previously achieved a grade of achievement for a Curriculum Council subject, then these grades were listed on the statement of results.

## **WACE course report**

There were 15,435 Year 12 students who received at least one of the 68,432 course reports which were printed in 2010.

Students who completed a WACE examination for Stage 2 or Stage 3 of a course were issued with a WACE course report. This report recorded:

- school mark
- moderated school mark
- raw examination mark
- standardised examination mark
- school grades
- WACE course score
- a description of the knowledge, skills and understanding demonstrated by the student
- state-wide distribution of WACE course scores with indication of the individual's location in that distribution
- the candidature of the course/stage.

# Curriculum Council

## Summary statistics on examination papers, 2009

*Full use of the marking scale*

# Curriculum Council

## Summary statistics on examination papers, 2010

### *Background*

2010 was the first year that all courses were to be examined. There were 93 examinations and 60 of these were held for the first time. This made 2010 the most extensive Year 12 examination period ever scheduled in Western Australia.

WACE examinations were developed by examining panels for all 51 courses. There were no candidates for Aboriginal and Intercultural Studies Stage 2 and 3, Aboriginal Languages Stage 2 and 3, Automotive Engineering and Technology Stage 2 and 3, Building and Construction Stage 2 and 3, Chinese: Second Language Stage 2, German Stage 2 and Children, Family and the Community Stage 3.

A synopsis of each new WACE course examination is presented below.

The following interpretations of the 2010 Western Australian examinations are based on the statistical analyses:

- The majority of courses had marks over a broad range.
- The required level of difficulty was achieved for the majority of courses which achieved close to the desired mean of 60.
  - Two courses had a comparatively easy paper with a mean raw mark above 70.
    - Chinese: Second Language (Stage 3)
    - German (Stage 3)
  - Nineteen courses (eleven of these being examined for the first time) had comparatively difficult papers with mean raw marks below 50 (most in the range of 47 – 49).
    - Accounting and Finance (Stage 3)
    - Animal Production Systems (Stage 3)
    - Applied Information Technology (Stage 2 and Stage 3)
    - Aviation (Stage 2)
    - Biological Science (Stage 3)
    - Chemistry (Stage 2)
    - Engineering Studies (Stage 2)
    - Food Science and Technology (Stage 2 and Stage 3)
    - Human Biological Studies (Stage 2 and Stage 3)
    - Integrated Science (Stage 2)
    - Materials Design and Technology (Stage 3)
    - Mathematics (2C/D and 3A/B)
    - Media Production and Analysis (Stage 2)
    - Music (Stage 2)
    - Outdoor Education (Stage 2)
    - Politics and Law (Stage 2)
    - Psychology (Stage 2 and Stage 3)
    - Physical Education Studies (Stage 2)
    - Plant Production Systems (Stage 2 and Stage 3)

- Only Ancient History, with only 4 candidates sitting the examination, had a difficult paper with mean raw mark below 40.
- Reliabilities of all examinations in 2010 were high, an indication of the consistency within examinations.
- Concurrent validities were generally high, indicating that the external examinations assessed the same construct as the school-based assessments.

## **Summary of examination details**

### **Accounting and Finance Stage 2**

The examination mean was 53.89%. The overall difficulty level of the 2010 examination was good. The examination results for the paper show a highly satisfactory spread in the allocation of marks, i.e. between 4% - 90%. The standard deviation of the total paper for 2010 is 22.82%.

Section means were: Section One (Multiple choice): 55.06%, Section Two (Short response): 52.11% and Section Three (Extended response): 55.87%. The internal reliability (section-based) of the examination paper is 0.79. The reliability of the total examination is 0.79.

### **Accounting and Finance Stage 3**

The examination mean was 49.79%. The overall difficulty level of the 2010 examination was satisfactory. The examination results for the paper show a highly satisfactory spread in the allocation of marks, i.e. between 3% - 90%. The standard deviation of the total paper for 2010 is 18.94%. The ideal is 15%.

Section means were: Section One (Multiple choice): 60.23%, Section Two (Short response): 49.78% and Section Three (Extended response): 42.06%. The internal reliability (section-based) of the examination paper is 0.52. The reliability of the total examination is 0.52.

### **Ancient History Stage 2**

There were only four candidates for this paper so any statistical information should be read cautiously. The paper shows good internal reliability of 0.69.

The range of marks allocated for the examination, is between 23% and 48%. The highest mark awarded for any question was 16 out of a possible 25. The lowest mark of zero was awarded in questions 11 and 19. The correlation of individual questions within Section 1 is strong with both achieving 0.99 correlation.

The overall mean of the total examination is 35.00% which is much lower than the recommended average of (60%). The standard deviation of 11.55 is reasonable considering the low number of candidates.

Among the optional questions in Section Two, questions 9 and 19 attracted the most candidates (2), while questions 10, 11 and 20 attracted one response each. With such small numbers the means for questions attempted vary considerably. The document study question had means of 45.5% and 43.5%. Question 19 had the lowest mean of 19%.

### **Ancient History Stage 3**

The paper shows very good internal reliability of 0.86. The range of marks allocated for the examination, is between 20% and 92%. The maximum mark was not allocated in any of the questions. 24.5 marks were awarded in questions 1 and 2, with 24 marks were awarded in questions 6 and 7. The lowest mark of zero was awarded in questions 12 and 14.



The correlation of questions within Section 1 is strong with both achieving 0.96 correlation. Section One shows strong overall correlation with the exam total of 0.94, with both Sections Two and Three show strong correlation of 0.89.

The overall raw mean of the examination is 57.38%. The standard deviation is 16.27.

Among the optional questions in Section Two, question 6 attracted the most candidates (67), while question 7 attracted 52 responses. Questions 3, 4 and 5 had no responses. Among the optional questions in Section Three, question 12 attracted 100 responses and questions 13 and 14 attracted eight and 38 responses respectively. The means for Section 1 questions were 61.89% and 57.73% with the standard deviations being comparable. The means in the optional questions ranged considerably from 39.20% for question 9 to 66.77% for question 7 even, although it should be noted that both these questions attracted a small number of responses. Of the questions that attracted more than 50 responses, the means ranged from 47.08 for question 12 to 66.77 for question 7.

### **Animal Production Systems Stage 2**

The examination results for the paper showed a good spread in the allocation of marks, i.e. between 18% - 79%. The standard deviation of the total paper was 14.87%.

The mean was 53.88%. The percentage means for all sections of the paper are within the range of 39.52% - 58.75%. Section one (multiple choice) had a mean of 58.75%, section two (short answer) 57.96%, section three (production practices) 45.50% and section four (extended answer) 39.52%.

Correlation of question marks with total marks is very good (0.59 - 0.98). This indicated that there was consistency across questions within the paper, i.e. that questions measured the same construct. The reliability of the paper (section-based) was 0.74.

Items in the multiple choice worked well with the exception of questions 2, 9, 10, 11 and 19 where a distractor worked too well, being chosen equally or more often than the correct response. Also questions 15 and 20 were the more difficult items having means less than 50%. In section two (short answers) the mean of questions ranged from 38.58% (question 25) to mean of 73.18% (question 24). In section four (extended answers), question 29 had a greater degree of difficulty (mean 18.75%) compared with question 30 whose mean was 40.95%.

### **Animal Production Systems Stage 3**

The examination results for the paper showed a good spread in the allocation of marks, i.e. between 6% - 72%. The standard deviation of the total paper was 14.3%. The mean was 45.58%.

The percentage means for all sections of the paper are within the range of 44.32% - 50.26%. Section one (multiple choice) had a mean of 50.26%, section two (short answer) 44.32%, section three (production practices) 44.93% and section four (extended answer) 48.50%.

Correlation of question marks with total marks is very good (0.53 - 0.98). This indicated that there was consistency across questions within the paper i.e. that questions measured the same construct.

The reliability of the paper (section-based) was 0.81. In the multiple choice items, questions 1, 5, 6, 9, 13, 14, and 15 had a distractor which worked too well, being chosen more often than the correct response. These questions had very low means. In section two (short answers) the mean of questions ranged from 30.29% (question 17) to mean of 67.17% (question 18). In section four (extended answers), question 24 had a mean of 30.00% and therefore the greatest degree of difficulty, question 25 had a mean of 53.54% and question 26 had a mean of 45.00%.

## **Applied Information Technology Stage 2**

The reliability of the examination paper is 0.73, indicating good internal reliability. The standard deviation for the total examination is 14.97. The mean of the examination is 48.31% which is higher than last year's mean of 47.45%. The examination results for the paper show a good spread in the allocation of marks, i.e. between 5%–83%.

The percentage means for Sections One, Two, Three and Four are 64.11%, 55.88%, 49.26% and 43.03% respectively. Section four appears to be the most difficult as compared with other sections.

The section correlation marks with the total marks are high for all sections except for Section One (Multiple-choice). The correlation with exam total for Section One is 0.56, whereas Section Two, Section Three and Section Four is 0.75, 0.87 and 0.89 respectively. Multiple-choice items appeared to discriminate effectively candidate ability. The most difficult item for candidates was question 18 with 266 of 704 candidates selecting the correct alternative. The least difficult item appears to be question 10 with 650 of 704 candidates selecting the correct alternative. Section Two (short answer) items 21, 22, 23, 24, 25 and 26 produced a range of mean scores from 26.26% (question 21a: 511 candidate attempts) to 88.42% (question 25b). Section Three (extended answer) items 27 and 28 produced a range of mean scores from 23.35% (question 28c) to 79.87% (question 28b). The number of candidates attempting question 28 appear to decrease from 632 (question 28a) to 511 (question 28c). Section Four (production) items produced a range of mean scores from 36.81% (question 31iii) to 54.71% (question 29 ii).

## **Applied Information Technology Stage 3**

The reliability of the examination paper is 0.71, indicating good internal reliability. The standard deviation for the total examination is 14.01. The mean is 49.19%. The examination results for the paper show a good spread in the allocation of marks, i.e. between 3%–81%.

The percentage means for Sections One, Two, Three and Four are 51.30%, 49.72%, 45.44% and 50.93% respectively. Section Two appears to be the most difficult as compared with other sections.

The section correlation marks with the total marks are high for all sections except for Section One (Multiple-choice). The correlation with exam total for Section One is 0.36, whereas Section Two, Section Three and Section Four is 0.75, 0.85 and 0.90 respectively. Multiple-choice items produced a range of mean scores. The most difficult items for candidates were questions 8, 10, 13, 17 and 18 with 108, 116, 167, 143 and 100 of 558 candidates respectively selecting the correct alternative. The least difficult item appears to be question 14 with 462 of 558 candidates selecting the correct alternative. Section Two (short answer) items 21, 22, 23, 24, 25 and 26 produced a range of mean scores from 6.08% (question 23c: 296 candidate attempts) to 68.83% (question 25a). Section Three (extended answer) items 27 and 28 produced a range of mean scores from 23.57% (question 28d) to 66.61% (question 27c). The number of candidates attempting question 28 appear to decrease from 497 (question 28a) to 426 (question 28d). Section Four (production) items produced a range of mean scores from 34.39% (question 31) to 91.79% (question 29c).

## **Aviation Stage 2**

The statistics must be viewed with caution as they derive from a sample size of four.

The internal reliability of the written paper was satisfactory at 0.52. Correlations between the sections of the paper and the total mark were moderate (0.65 for the practical component) to very high (0.98 for the multiple-choice section and 0.94 for the short-answer section).

Section means were: Practical 65.74%, Section 1 (multiple choice) 37.50% and Section 2 (short answer) 35.31%. The mean mark for the paper as a whole (including practical component) was 41.75%. The standard deviation is not meaningful in a sample of four.

The range of scores for the practical component was 35%-90%, for Section 1 (multiple choice): 25%-50% and for Section 2 (short answer): 19%-52%. For the exam as a whole (including the practical component): 29%-59%.

### **Aviation Stage 3**

The internal reliability of the written paper was satisfactory at 0.53. Correlations between the sections of the paper and the total mark were moderate (0.65 for the practical component) to high (0.87 for the multiple-choice section and 0.98 for the short-answer section). Questions 1, 12 and 32(d) had very low correlations (0.15) with the section total. Questions 17 and 20 were very easy for this cohort (item facilities of 0.95 and 0.96 respectively) while questions 3 and 21(b) were very difficult (item facilities 0.08 and 0.15).

Section means were: Practical; 3.12%, Section 1 (multiple choice) 56.08% and Section 2 (short answer) 45.72%. The mean mark for the paper as a whole (including practical component) was 52.52%. The standard deviation was 16.16% which is close to the ideal standard deviation of 15%. The high practical mean partially compensated for the relatively low mean in Section Two. The range of scores for the practical component was 45%-100%, for Section 1 (multiple choice): 19%-88% and for Section 2 (short answer): 11%-89%. For the exam as a whole (including the practical component): 15%-86%.

### **Biology Stage 2**

37 candidates sat this examination. The mean score was 56.16%. The examination results for the paper showed a good spread in the allocation of marks, i.e. between 16% and 80%. The standard deviation for the paper was 12.85%.

Internal reliability (section-based) of the examination paper was 0.65. The mean for section one (multiple choice) was 64.59%, section two (short answer) was 53.49% and section three (extended answer) was 46.01%.

Correlation of sections to total exam was very good - section one (multiple choice) 0.81, section two (short answer) 0.97 and section three (extended answer) 0.65. The mean of questions in section two ranged from 42.43% to 65.43%. Difficulty of optional questions in section three as indicated by the mean scores ranged from 32.86% to 63.85%. Questions 37 (36.07% mean) and 40 (32.86% mean) were the most difficult. The total difference in mean if the two easiest choices were made versus the two most difficult choices was 2.03 marks:

Most multiple choice questions worked well. Five questions, (1, 7, 11, 18, 26) had a distractor which attracted more candidates than the correct response. The mean of these questions ranged from 8.11% to 38.41%. Questions 4, 8, 22 and 24 were challenging but each had a mean >50%.

### **Biology Stage 3**

1579 candidates sat this examination. The mean score was 48.02%. The examination results for the paper showed a good spread in the allocation of marks, i.e. between 0% and 79%. The standard deviation for the paper was 13.39%. Internal reliability (section-based) of the examination paper was 0.78.

The mean for section one (multiple choice) was 66.23%, section two (short answer) was 44.85% and section three (extended answer) was 43.84%. Correlation of sections to total exam was good - section one (multiple choice) 0.72, section two (short answer) 0.93 and section three (extended answer) 0.88. The mean of questions in section two ranged from 34.96% (question 25) to 52.66% (question 22). The mean of questions in section three ranged from 36.67% (question 33) to 54.28% (question 28). The total difference in mean if the two easiest choices were made in both questions versus the two most difficult choices in both questions was 2.36 marks.

Most multiple choice questions worked well. Three questions, (10, 12 and 14) had a distractor which attracted more candidates than the correct response. The mean of these questions ranged from 26.16% to 40.47%. Question 17 was challenging with a mean of 48.70%.

### **Business Management and Enterprise Stage 2**

The examination mean is 52.58%. The examination results for the paper show a satisfactory spread in the allocation of marks, i.e. between 7% - 89%. The standard deviation of the total paper for 2010 is 17.68%.

Section means were: Section One (Multiple choice):70.12%, Section Two (Document-analysis):51.73% and Section Three (Extended response): 45.90%.

The internal reliability (section-based) of the examination paper is 0.82. The reliability of the total examination is 0.81.

In Section one, multiple-choice questions 16 and 19 were the most difficult. Section two of the document analysis which required candidates to complete three out of four questions shows that question 24 with a mean of 44.60% and question 22 with a mean of 50.95% were the hardest of the four questions. In Section three which required students to complete two out of three questions, 135 candidates out of 385 selected question 27 which had a mean of 46.36%. The majority of candidates selected questions 25 and 26. Question 26 had a mean of 45.57% followed by question 25 with a mean of 49.50%.

### **Business Management and Enterprise Stage 3**

The examination mean is 53.33%. The examination results for the paper show a satisfactory spread in the allocation of marks, i.e. between 8% - 89%. The standard deviation of the total paper for 2010 is 18.25%.

The internal reliability (section-based) of the examination paper is 0.96. The reliability of the total examination is 0.96.

Section means were: Section One (Short answer):56.43%, Section Two (Document analysis):59.29% and Section Three (Extended response):49.79%.

In Section one, short answer question 6 was the most difficult with a mean of 47.41%. Section two related to document analysis and candidates were required to select two questions out of three. Question 9 (with the erratum) was selected by 51 candidates and had a mean of 66.21%. Question 7 was selected by 130 of the candidates and had a mean of 59.21%. Question 8 had a mean of 56.27% and was selected by 113 candidates. In Section three which required students to complete two out of three questions, 135 candidates out of 147 selected question 12, 95 selected question 10 and 34 students selected question 11. Question 10 had a mean of 40.26%, question 11, 49.54% and question 12 with a mean of 59.81% was the least difficult of the three questions.

### **Career and Enterprise Stage 2**

The examination mean is 54.97%. The examination results for the paper show a very good spread in the allocation of marks, i.e. between 6% - 94%. The standard deviation of the total paper for 2010 is 18.37%. The internal reliability (section-based) of the examination paper is 0.92. The reliability of the total examination is 0.92.

Section means were: Section One (Short answer):65.45% and Section Two (Extended answer): 41.47%. Of the seven questions in Section one, five had means in the sixties. Questions five and six had means of 72.32% and 71.72% respectively. Section two was more difficult and students had to complete both questions. Question 9 had a mean of 37.90% and question 8 a mean of 49.00%.

### **Career and Enterprise Stage 3**

The examination mean is 53.43%. The examination results for the paper show a good spread in the allocation of marks, i.e. between 7% - 82%. The standard deviation of the total paper for 2010 is 15.80%. The internal reliability (section-based) of the examination paper is 0.75. The reliability of the total examination is 0.74.

Section means were: Section One (Short answer):63.07% and Section Two (Extended answer):43.77%. Question five in section one was the most difficult with a mean of 31.37% followed by question seven with a mean of 32.40%. Question two was the least difficult with a mean of 70.98%. In section two, question 8 was compulsory. Students then had a choice of completing question 9 or 10. Question 10 was the most difficult with a mean of 33.44% followed by question 9 with a mean of 47.63% and question 8 had a mean of 49.90%.

### **Chemistry Stage 2**

The internal reliability of the written paper was high at 0.84.

Most multiple choice questions performed as expected, with the exception of Question 2 in which two of the alternatives attracted no candidates at all. This may be an artefact of the relatively small sample size. In Section One, Question 5 was the most difficult (mean score 28.5%) followed by Questions 14 (mean 34.6%) and 19 (mean 38.5%). Most (15 of 25) of the multiple choice questions had means greater than 50%. In Section Two, Questions 36 (mean 18.8%), 34 (mean 21.1%), 30 (mean 32.7%) and 31 (mean 36.8%) proved difficult for this cohort and contributed significantly to the relatively low section mean. In Section Three, Questions 41 (mean 36.6%) and 42 (mean 34%) proved difficult for this cohort and contributed significantly to the relatively low section mean. The other Section Three questions had means in the range 47%-55%.

Section means for Section One (Multiple Choice): 59.5%; Section Two (Short Answer): 44.6% and Section Three (Extended Answer): 45.2%. The mean mark for the paper as a whole was 48.67% and the standard deviation was 14.78%. The range of scores for Section One (Multiple Choice): 20-88%, for Section Two (Short Answer): 5-80% and for Section Three (Extended Answer): 6-86%. For the exam as a whole: 13%-79%.

### **Chemistry Stage 3**

The internal reliability of the written paper was high at 0.88.

All multiple choice questions performed as expected. In Section One, Question 14 was the most difficult (mean score 39.6%). Most (19 of 25) of the multiple choice questions had means greater than 50%. In Section Two, Questions 29 (mean 47.1%) and 35 (mean 48.3%) were the most difficult. Other Section Two questions had means in the range 55.6-87%. In Section Three, Questions 41 (mean 38.1%) and 42 (mean 44.9%) were the most difficult. The other Section Three questions had means in the range 62.3%-85.4%.

Section means were: For Section One (Multiple Choice): 68.6%, for Section Two (Short Answer): 65.9% and for Section Three (Extended Answer): 58.3%. The mean mark for the paper as a whole was 63.6% and the standard deviation was 17.47%.

The range of scores for Section One (Multiple Choice); 12-100%, for Section Two (Short Answer): 0-100% and for Section Three (Extended Answer): 0-100%. For the exam as a whole: 7-99%.

### **Children, Family and Community Stage 2**

Three hundred and twenty-two candidates attempted the Caring for Others context. Twelve candidates attempted the Independent Living context.

The range of marks allocated for the examination, is very good (between 1% and 96%). The maximum mark was allocated in Section 1 Part A (multiple choice) and Section 3 (Caring for Others). The minimum mark of zero was awarded in Section 2 (short answer) and Section Three (Caring for Others).

The correlation of individual Sections to the examination total was strong. Section One Part A (multiple choice) had the lowest correlation of .72 which is still quite a good level of correlation. Section One Part B (short answer) had a slightly stronger correlation of .87. Sections Two and Three of the Caring for Others context had strong correlations of .94 and .82 respectively. Sections Two and Three of the Independent Living context had correlations of .96 and .99 which is exceptionally strong correlation, although the number of candidates in that group is small.

The overall mean of the total examination is 60.69% which is very close to the recommended average of (60%). The standard deviation of 18.51 indicates a good spread of marks was achieved. The spread is marginally larger than the desired 15.0. The Independent Living scripts were marked with means of 37.15% and 35.45% respectively for Sections Two and Three. These scores appear to correlate with their performance in Section One. The Caring for Others scripts averaged 55.48% and 66.13% in Sections Two and Three respectively. These scores appear to match the scores achieved by the group in Section One.

### **Chinese: Second Language Stage 3**

#### *Practical (oral) examination*

The mean score of the examination was 24.86% (out of 30%). The means for the criteria for Parts A and B were 82.29% and 83.43%. The spread in the allocation of marks ranged between 12 and 30.

#### *Written examination*

The mean score of the examination was 50.87% (out of 70%). The spread in the allocation of marks ranged between 26 and 64 out of a possible 70 marks. Section means were: Section One (Listening and responding): 80.71%, Section Two (Viewing, reading and responding): 72%, Section Three (Writing Part A): 63.86% and Section Three (Writing Part B): 66.86%. Internal reliability (section-based) of the written paper was 0.67.

#### *Total examination*

The mean for the total examination was 75.69%. The marks ranged between 38 and 94. Correlation of sections to total exam was as follows: Part A Monologue 0.69, Part B Conversation 0.86, Section One (Listening and responding) 0.79, Section Two (Viewing, reading and responding) 0.81, Section Three (Writing Part A) 0.67 and Section Three (Writing Part B) 0.62. Most questions were of comparable difficulty, with the exception of questions 22 and 27, with means of 16.18% and 33.09% respectively. In Section Three (Writing Part B) where there were optional questions, the most popular choice was question 33. The least popular, question 34, also produced a mean of 53.33%, which was significantly lower than the means of the other options available.

### **Computer Science Stage 2**

The examination mean is 55.06%. The examination results for the paper show a very good spread in the allocation of marks, i.e. between 2% - 92%. The standard deviation of the total paper for 2010 is 19.33%.

Section means were: Section One (Multiple choice): 64.53%, Section Two (Short answer): 54.22% and Section Three (Extended answer): 55.82%. The internal reliability (section-based) of the examination paper is 0.87. The reliability of the total examination is 0.87. In Section one, multiple-choice question 12 had a mean of 9.30 being the most difficult question followed by question 6. Multiple choice question 2 was the easiest with a mean of 96.12. Section two had sixteen questions with questions 22 and 28 being the most difficult with means in the twenties. The majority of the questions had means of 41% and above. Section three was completed successfully by the majority of candidates. Question 40 was the most difficult with a mean of 45.89 followed by question 38 with a mean of 53.39. Questions 37 and 39 had means in the sixties.

### **Computer Science Stage 3**

The examination mean is 60.03%. The examination results for the paper show a very good spread in the allocation of marks, i.e. between 6% - 93%. The standard deviation of the total paper for 2010 is 17.54%.

Section means were: Section One (Short answer): 61.91% and Section Two (Extended answer): 58.77%. The internal reliability (section-based) of the examination paper is 0.85. The reliability of the total examination is 0.86. Section one had twenty-five questions with question 13 being the most difficult with a mean of 18.59% followed by question 16 with a mean of 19.80%. Questions 3 and 5 were the easiest with means of 90.81 and 89.70% respectively. Section two was completed successfully by the majority of candidates. Question 29 was the most difficult with a mean of 48.50%. The other four questions in the section all had means over 50% with question 27 being the easiest with a mean of 73.25%.

### **Dance Stage 2**

The mean of the total examination (written and practical) was 52.99% (56.29% in 2009). The mean for the written paper is 48.14% (50.69% in 2009) and the practical is 62.32% (66.72% in 2009). The total examination results (written and practical) show a good spread in the allocation of marks, from 10%–93%. The results for the written examination range from 4.38%–90.54% and the practical examination range from 15%–99%. The standard deviation for the total examination is 16.42.

#### *Written examination*

The percentage means for Section One and Section Two are 56.18% and 44.03% respectively. Section Two appears to have been more difficult for candidates. The section correlations with the totals are good. The three questions from which candidates could choose two questions in Section Two are of similar correlation and degree of difficulty. In this section, question 7 appears to have been the least difficult with a mean of 49.92% and question 6 the most difficult with a mean of 42.79%.

#### *Practical examination*

The percentage means for Performance 1, 2, 3 and 4 are 64.34%, 62.75%, 60.26% and 57.90% respectively. The section correlations for Performances 1–4 with the exam totals are good.

### **Dance Stage 3**

The mean of the total examination (written and practical) was 55.12% (57.51% in 2009). The mean for the written paper is 50.76% (51.68% in 2009) and the practical is 63.3% (65.22% in 2009). The total examination results (written and practical) show a good spread in the allocation of marks, from 0%–84%. The results for the written examination range from 10%–84% and the practical examination range from 26%–98%. The standard deviation for the total examination is 14.77.

#### *Written examination*

The percentage means for Section One and Section Two are 60.61% (57.89% in 2009) and 44.48% (47.48% in 2009) respectively. The section correlations with the totals are good. This appears to indicate that there is consistency between the questions within the sections of the paper. The three questions from which candidates could choose two questions in Section Two are of similar correlation and degree of difficulty. In this section, question 6 appears to have been the least difficult with a mean of 48.31% and question 7 the most difficult with a mean of 41.22%.

#### *Practical examination*

The percentage means for Performance 1, 2, 3 and 4 are 66.64%, 63.16%, 59.34% and 60% respectively. The section correlations for Performances 1–4 with the exam totals are good.

### **Design Stage 2**

The mean of the total examination (written and practical) was 56.07%. The mean for the written paper is 55.04% and the practical is 63.28%. The total examination results (written and practical) show a very good spread in the allocation of marks, from 0%–93%. The results for the written examination range

from 0%–94.5% and the practical examination range from 0%–98%. The standard deviation for the total examination is 20.63.

*Written examination*

The percentage means for Section One and Section Two are 54.04% and 57.30% respectively. The section correlations with the totals are high. This appears to indicate that there is consistency between the questions within both sections of the paper.



### *Practical examination*

A comparison of the criteria for the practical examination is provided below:

	Number of attempts	Maximum possible marks	Actual maximum	Actual minimum	% Mean	% Standard deviation
Criterion 1	384	6	6	0	66.02	19.95
Criterion 2	384	6	6	0	73.44	20.39
Criterion 3	384	10	10	1	59.82	18.26
Criterion 4	384	10	10	1	59.97	16.92
Criterion 5	384	10	10	0	62.45	18.48
Criterion 6	384	8	8	0	63.15	48.95

### **Design Stage 3**

The mean of the total examination (written and practical) was 59.29%. The mean for the written paper is 60.2% and the practical is 61.7%. The total examination results (written and practical) show a very good spread in the allocation of marks, from 0%–92%. The results for the written examination range from 0%–91% and the practical examination range from 0%–96%. The standard deviation for the total examination is 15.62.

#### *Written examination*

The percentage means for Section One and Section Two are 67.90% and 56.91% respectively. The section correlations with the totals are high. This appears to indicate that there is consistency between the questions within both sections of the paper.

#### *Practical examination*

A comparison of the criteria for the practical examination is provided below:

	Number of attempts	Maximum possible marks	Actual maximum	Actual minimum	% Mean	% Standard deviation
Criterion 1	198	6	6	2	65.66	15.13
Criterion 2	198	6	6	2	68.27	14.37
Criterion 3	198	10	10	2	58.28	15.70
Criterion 4	198	10	10	2	59.39	14.59
Criterion 5	198	10	9	2	59.24	14.14
Criterion 6	198	8	8	2	64.08	16.28

### **Drama Stage 2**

The reliability of the written paper is 0.88 and the examination paper is 0.99. The mean of the total examination (written and practical) was 59.75% (59.09% in 2009). The mean for the written paper is 58.5% and the practical is 67.34. The total examination results (written and practical) show a good spread in the allocation of marks, from 3%–91%. The results for the written examination range from 6%–86% and the practical examination range from 26%–94%. The standard deviation for the total examination is 17.17.

#### *Written examination*

The percentage means for Section One, Section Two and Section Three are 60.93, 61.37 and 56.01 respectively. The section correlations with the totals are good. This appears to indicate that there is consistency between the questions within the sections of the examination. Candidates could choose from two questions in Section Two. In this section, question 3 and 4 appear to have been of comparable level of difficulty, attaining means of 61.12% and 62.78% respectively. Candidates could choose from two questions in Section Three. In this section, question 5 appears to have been the least difficult with a mean of 58.82% and question 6 more difficult with a mean of 51.75%.

#### *Practical examination*

The percentage means for Original solo performance, Spontaneous improvisation, Scripted monologue and Interview are 69.13, 67.19, 67.16 and 61.15 respectively. The section correlations for the Original

solo performance, Scripted monologue and Interview with the totals are good. The section correlation for the Spontaneous improvisation 0.55 (as compared with 0.73, 0.70 and 0.67 for the other sections) appears to indicate that there is less consistency of the requirements within this section as compared with other sections of the examination.

### **Drama Stage 3**

The reliability of the written paper is 0.80 and the examination paper is 0.92. The mean of the total examination (written and practical) was 62.18% which is slightly higher than last year's mean of 60.56%. The mean for the written paper is 58.88% and the practical is 67.30%. The total examination results (written and practical) show a good spread in the allocation of marks, from 6%–92%. The results for the written examination range from 8.5%–90.05% and the practical examination range from 25%–100%. The standard deviation for the total examination is 13.4.

#### *Written examination*

The percentage means for Section One, Section Two and Section Three are 57.39%, 59.14% and 61.76% respectively. The section correlations with the totals are good. Candidates could choose from three questions in Section Two. In this section, question 5 appears to have been the least difficult with a mean of 60.37% and question 4 the most difficult with a mean of 54.27%. Candidates could choose from three questions in Section Three. In this section, all questions appear to be of comparable level of difficulty with questions 6, 7 and 8 attaining mean scores of 62.1%, 59.73% and 62.07% respectively.

#### *Practical examination*

The percentage means for Original solo performance, Spontaneous improvisation, Scripted monologue and Interview are 69.16, 66.67, 67.12 and 62.04 respectively. The section correlations with the total examination are high.

### **Earth and Environmental Science Stage 2**

The examination mean is 51.17%. The examination results for the paper show a spread in the allocation of marks of 22%–73%. The standard deviation of the total paper for 2010 is 11.86%. The ideal is 15%.

Section means were: Section One (Multiple choice): 60.57%, Section Two (Short answer): 48.46% and Section Three (Extended response): 50.61%. The internal reliability (section-based) of the examination paper is 0.59. The reliability of the total examination is 0.6.

In Section one, multiple-choice questions 12 and nine were the most difficult. Multiple choice question 4 was the easiest with a mean of 92.45%. Section two had eight questions with question 26 being the most difficult with a mean of 31.64%. All other questions in this section had means of 40% and above. Section three required students to complete two questions out of three with question 29 being compulsory and a choice of questions 30 or 31. The mean for question 29 was 47.76. Most students chose question 31 to complete with a mean of 56.19% whilst question 30 had a mean of 63.78%.

### **Earth and Environmental Science Stage 3**

The examination mean is 57.84%. The examination results for the paper show a satisfactory spread in the allocation of marks i.e. 15%–92%. The standard deviation of the total paper for 2010 is 15.02% which is ideal.

Section means were: Section One (Multiple choice):68.74%, Section Two (Short answer/environmental):56.92%, Section Two (Short answer/geology):56.50%, Section Three (Extended response/environmental/Question 25):56.40%, Section Three (Extended response/geology/Question 26):57.49% and Section Three (Extended response/geology/Question 27):60.31%. The internal reliability (section-based) of the examination paper is 0.78. The reliability of the total examination is 0.78.

In Section one multiple choice question 14 was the most difficult with a mean of 42.79%. All other multiple choice questions had means in the fifties and higher. Within section two-environmental question 18 was the most difficult with a mean of 47.11% and question 23 the least difficult with a mean of 77.24%. Section two-geology had five questions. Three of these questions had means in the fifties with the other two questions having means in the sixties and seventies. Section three required students to complete two questions out of three with question 25 being compulsory and a choice of questions 26 or 27. The majority of candidates chose to complete question 27.

### **Economics Stage 2**

The internal reliability of the written paper was high at 0.83. The correlations of sections to the total were very high.

In Section One, four items were relatively easy (i.e. had means of 90% or more: Question 1 at 93.75%; Question 8 at 95%; Question 11 at 90%; Question 14 at 91.25%) while the hardest item, Question 27, had a mean of 17.5%. In Section Two, Questions 33 and 34 were more difficult than Questions 31 and 32. The optional Questions 35 and 36 in Section Three have comparable difficulties with Question 36 respondents being disadvantaged by, on average, 1 mark. Section means were: for Section One (Multiple choice):63.5%, for Section Two (Data interpretation/Short response):55.09% and for Section Three (Extended response):45.28%. The overall mean was 55.81%. The standard deviation was 16.84%.

The range of scores was: for Section One (Multiple choice):30-93.3%, for Section Two (Data interpretation/Short response):0-96% and for Section Three (Extended response): 0-95%. Overall range was 9-95%.

### **Economics Stage 3**

The internal reliability of the written paper was high at 0.84. The correlations of sections to the total were very high.

In Section One, Questions 11 with a mean of 89.84% and 19 with a mean of 89.29% were the easiest items, while the hardest item, Question 23, had a mean of 25.25%. Overall the multiple choice section worked well. In Section Two, Question 25 was more difficult than Questions 26 and 27. Overall the data interpretation/short response section worked well. The optional Questions 28, 29, 30 and 31 in Section Three have roughly comparable difficulties with candidates choosing Questions 29 and 30 being disadvantaged with respect to those choosing Questions 28 and 31 by, on average, .2.06 marks.

Section means were: For Section One (Multiple choice):69.03%, for Section Two (Data interpretation/Short response): 56.96% and for Section Three (Extended response): 52.65%. The overall mean was 58.32%. The standard deviation was 15.39%. This is very close to the ideal standard deviation (15%).

The range of scores was: for Section One (Multiple choice): 12-100%, for Section Two (Data interpretation/Short response): 3-97% and for Section Three (Extended response): 0-100%. Overall range was 5-97%.

### **Engineering Studies Stage 2**

The overall reliability of the written paper (0.95) was very high. The overall mean was 39.4%, slightly lower than the 2009 mean of 41.5%.

Section 1 was relatively easier than the specialist fields (Part A multiple choice mean 54% and Part B written mean 52.4%). These means are comparable to the 2009 values (2009 Part A multiple choice mean 61% and Part B written mean 49.5%).

Section 2 (specialist fields) performed as follows (note that no statistical inferences can be drawn from the lone E/E candidate's results):

	Number of candidates		Part A (Multiple choice) mean (%)		Part B (Written) mean (%)	
	2010	2009	2010	2009	2010	2009
Specialist field	2010	2009	2010	2009	2010	2009
Systems and control	11	15	29.1	57.3	30.6	23.0
Materials	72	100	49.6	64.9	29.6	36.8
Electrical/Electronic	1	6	60.0	52.9	77	39.4

The spread of raw marks in the written paper was 2%-87%. The corresponding values for 2009 were 4%-85%.

By section:

Specialist field	Range of marks Part A		Range of marks Part B	
	Minimum (%)	Maximum (%)	Minimum (%)	Maximum (%)
Core	10	90	4	92
Systems and control	0	50	7	69
Mechanical Systems	0	90	2	85
Electrical/Electronic	60	60	76	76

A number of the multiple choice questions did not work as intended. Alternatives 1c, 2d, 16c, 17a, 22c and 28b attracted no candidates and so provided no useful data

### Engineering Studies Stage 3

The overall reliability of the paper, as measured by the separation index, was very high (0.94), which is consistent with the value from the 2009 paper (0.95). The overall mean was 63.0% and the standard deviation 14.8%. The 2009 mean was 55.3%.

Section 1 was relatively easy (Part A multiple choice mean 80.6% and Part B written mean 70.3%). These are comparable to the 2009 values (Part A multiple choice mean 85.1% and Part B written mean 68.8%).

Section 2 (specialist fields) performed as follows:

	Number of candidates		Part A (Multiple choice) mean (%)		Part B (Written) mean (%)	
	2010	2009	2010	2009	2010	2009
Specialist field	2010	2009	2010	2009	2010	2009
Systems and control	52	45	66.2	75.8	54.1	49.4
Mechanical Systems	70	76	76.8	75.2	56.0	39.1
Electrical/Electronic	26	23	60.4	67.5	63.0	57.7

The spread of raw marks in the written paper (2%-92%) was very good. The corresponding values for 2009 were 16%-87%.

By section:

Specialist field	Range of marks Part A		Range of marks Part B	
	Minimum (%)	Maximum (%)	Minimum (%)	Maximum (%)
Core	0	100	8	92
Systems and control	0	90	22	80
Mechanical Systems	30	100	15	87
Electrical/Electronic	40	100	5	95

About half of the multiple choice questions across all contexts included at least one alternative that was not chosen by any candidates, and of these, five had two alternatives out of four that were not chosen by any candidates. Two Part B (written) questions had very low means: question 26 in Systems and Control (mean 44.3%, maximum 35 marks) and question 39 in Mechanical Systems (mean 40.0%, maximum 21 marks).

In the written sections, there were moderate (Section 1) to very high (Section 2) section correlations. The multiple choice correlations were satisfactory rather than high.

## **English Stage 2**

The mean score of the examination was 55.95%. The spread in the allocation of marks ranged between 0 and 96 out of a possible 100%. Section means were: Section One (Reading):56.55%, with a Std deviation of16.21%, Section Two (Writing):57.69%, with a Std deviation of 16.78% and Section Three (Viewing):54.82%, with a Std deviation of 18.18%. Internal reliability (section-based) of the written paper was very good at 0.79

There was a strong correlation of sections to total exam, as follows: Section One (Reading): 0.81, Section Two (Writing): 0.76 and Section Three (Viewing) 0.84.

Question 2 in the Reading section achieved a lower mean than question 1 with 149 candidates not attempting it. In the Writing section, question 5 achieved the highest mean of 60.37% and question 2 the lowest of 51.80%. Questions 3 and 6 were the most popular choices, with question1 being marginally the least popular. Each writing question achieved a section-based correlation of 1.00. In the Viewing section, question 2 was by far the most popular. But the means for all parts of Section Three were quite evenly matched.

## **English Stage 3**

The mean score of the examination was 58.93%, which was very close to the ideal of 60%. The spread in the allocation of marks ranged between 0 and 97 out of a possible 100%. Section means were: Section One (Reading):55.44%, with a Std deviation of15.70%, Section Two (Writing):62.65%, with a Std deviation of14.63% and Section Three (Viewing):59.19%, with a Std deviation of 15.56%. Internal reliability (section-based) of the written paper was very good at 0.74.

There was a strong correlation of sections to total exam, as follows: Section One (Reading): 0.79, Section Two (Writing): 0.77 and Section Three (Viewing) 0.81.

Question 2 in the Reading section had the lowest mean in the paper, at 53.57%. In the Writing section, question 4 achieved the highest mean of 63.88% and question 1 the lowest of 60.31. Questions 2 and 4 were the most popular choices, with questions 5 and 6 being significantly the least popular. Each writing question achieved a section-based correlation of 1.00. In the Viewing section, 89.7% of the cohort chose question 2, which achieved a mean of 59.35%. The mean for question 2 was 57.76%.

## **English as an Additional Language or Dialect Stage 2**

### *Practical (oral) examination*

The mean score of the examination was 64.18%. The mean for Part A was 72.04%. Part B mean was 72.2% and the course discussion (Part C) achieved the lowest mean of 60.93%. The spread in the allocation of marks ranged between 3 and 24.50 with a standard deviation of 3.62.

### *Written examination*

The mean score of the examination was 41.19% (out of 75%), which, at 54.92%. The spread in the allocation of marks ranged between 3% and 67% out of a possible 75%.

Section means were: Section One (Listening): 54.91%, Section Two (Reading and viewing): 56.28% and Section Three (Extended writing): 53.74%. Internal reliability (section-based) of the written paper was good at 0.8.

### *Total examination*

The mean for the total examination was 57.02%. The marks ranged between 6 and 89, with a standard deviation of 14.78. There was a strong correlation of sections to total exam, as follows: Practical (oral) examination 0.79,

Section One (Listening) 0.87, Section Two (Reading and viewing) 0.84 and Section Three (extended writing) 0.75.

Questions in Sections One were fairly even, with the lowest scores achieved for questions 4, 8 and 9. While one multiple choice item (Q4) provided very close distracters, another (Q13) appears too easy. In Section Two, question 18 achieved the lowest mean. The synthesis question (Q19) was difficult, but a good discriminator, with a mean of 54.43% and with marks ranging from 0–15 out of 15. In Section Three where there were optional questions, the most popular choice was question 22 with question 23 being the least chosen. Questions 20 and 23 had the lowest means. For the section, means ranged from 46.71% (Q20) to 58.88% (Q24).

### **English as an Additional Language or Dialect Stage 3**

#### *Practical (oral) examination*

The mean score of the examination was 67.43%. The mean for Part A was 74%. Part B mean was 71.9% and the course discussion (Part C) achieved the lowest mean of 62.5%. The spread in the allocation of marks ranged between 4.25 and 24.50 with a standard deviation of 3.59.

#### *Written examination*

The mean score of the examination was 43.21% (out of 75%). The spread in the allocation of marks ranged between 11.50% and 69% out of a possible 75%.

Section means were: Section One (Listening): 56.96%, Section Two (Reading and viewing): 57.54% and Section Three (Extended writing): 58.33%. Internal reliability (section-based) of the written paper was good at 0.73.

#### *Total examination*

The mean for the total examination was 59.98%. The marks ranged between 7 and 89, with a standard deviation of 12.55. There was a strong correlation of sections to total exam, as follows: Practical (oral) examination 0.74, Section One (Listening) 0.86, Section Two (Reading and viewing) 0.76 and Section Three (extended writing) 0.72.

Questions in Sections One were fairly even, with the lowest scores achieved for questions 4, 7, 11. While one multiple choice item (Q2) was easy, the other (Q13) was problematic because it required candidates to make a value judgment as to which was the 'best' choice. Items worth 1 mark often produced the higher scores. In Section Two, questions requiring a more inferential response (questions 17 and 19) achieved the lowest means. The synthesis question (Q20) was a good discriminator, with a mean of 57.82% and with marks ranging from 2–14.5 out of 15. In Section Three (Extended writing) where there were optional questions, there was an even distribution of choice, apart from question 22, which was clearly the least popular. All five questions were of comparable difficulty with means ranging from 56.30%–61.74%.

### **Food Science and Technology Stage 2**

The mean score of the examination was 44.38%. The examination results for the paper showed a good spread in the allocation of marks, i.e., between 6% and 79%. Also the standard deviation for the paper was 15.99%.

The mean of each section of the paper was: Section One (Multiple Choice) 61.62%, Section Two (Short Answer) 40.28%, Section Three (Extended Answer) 44.27% and Section Four (Extended Answer – context specific) 35.34%. Internal reliability (section-based) of the examination paper which is 0.78 was very good.

Correlation of sections to total exam were as follows: Section One (Multiple Choice) 0.81, Section Two (Short Answer) 0.93, Section Three (Extended Answer) 0.80 and Section Four (Extended Answer – context specific) 0.65. Correlation of individual questions to total was very good.

Difficulty of optional questions as indicated by the mean scores ranged from 12.56% to 42.90%. Questions Q32 (24.58% mean) and Q33 (12.56% mean) were the most difficult. Q28 (31.52% mean)

and Q29 (38.81% mean) were the easier choices. Multiple choice questions worked well. Question 19 had a distractor which attracted more candidates than the correct response. It had a mean of 22.76%. Questions 5, 11, 12, and 19 were challenging having means less than the mean of the paper (44.38%).

### **Food Science and Technology Stage 3**

The candidature of this examination was 29. The mean score of the examination was 47.34%. The examination results for the paper showed a good spread in the allocation of marks, i.e., between 29% and 76%. Also the standard deviation for the paper was 10.05%.

The mean of each section of the paper was: Section One (Multiple Choice) 63.22%, Section Two (Short Answer) 55.13%, Section Three (Extended Answer) 43.45% and Section Four (Extended Answer – context specific) 28.48%.

Internal reliability (section-based) of the examination paper was 0.45. Correlation of sections to total exam were as follows: Section One (Multiple Choice) 0.58, Section Two (Short Answer) 0.76, Section Three (Extended Answer) 0.66 and Section Four (Extended Answer –context specific) 0.58. In section four (extended answer –context specific) only the two questions in the Hospitality context and the first question in the Nutrition and Health context were attempted. The multiple choice section had a mean of 63.22%. Questions 5, 11 and 12 each had a distractor which attracted more candidates than the correct response. Questions 2, 5, 11, 12, and 14 were challenging, having means less than the mean of the paper (47.34%).

### **French Stage 2**

#### *Practical (oral) examination*

The mean score of the examination was 60.86%. There was little difference in the means for the criteria for Parts A and B, with Part A at 63.33% and Part B at 59.63%. The spread in the allocation of marks ranged between 9.67% and 27% out of 30%, with a standard deviation of 6.11.

#### *Written examination*

The mean score of the examination was 40.7% (out of 70%). The spread in the allocation of marks ranged between 28.92% and 60.81% out of a possible 70%.

Section means were: Section One (Response to audio texts): 51.85%, Section Two (Response): 69.17% and Section Three (Written communication): 55%. Internal reliability (section-based) of the written paper was 0.8.

#### *Total examination*

The mean for the total examination was 59.11%. The marks ranged between 42 and 88. The narrow distribution is a result of there being only 9 candidates for this examination.

There was a strong correlation of sections to total exam, as follows: Part A Discussion prompted by stimulus item 0.85, Part B general conversation 0.89, Section One (Response to audio texts) 0.88, Section Two (Response) 0.73 and Section Three (Written communication) 0.90. The total examination had a reliability of 0.87

Considering the small cohort, performance on Section One (Response to audio text) was reasonably even, with question 4 and question 5 parts (i) and (ii) causing the most difficulty. Section Two (response) achieved even results and appeared to be relatively easy; the exceptions being question 7 part (ii) a) and d); question 8 c) and f). For Section Three (Written communication Part A) candidates performed better on question 10. Question 11 was the most popular choice for Part B. The optional choices were comparable in terms of difficulty.

### **French Stage 3**

#### *Practical (oral) examination*

The mean score of the examination was 69.3%. There was little difference in the means for the criteria for Parts A and B, with Part A at 67.99% and Part B at 69.9%. The spread in the allocation of marks ranged between 5.33% and 30% out of 30%, with a standard deviation of 4.93.

#### *Written examination*

The mean score of the examination was 40.79% (out of 70%). The spread in the allocation of marks ranged between 8.68% and 65.04% out of a possible 70%.

Section means were: Section One (Response to audio texts):49.54%, Section Two (Response): 62.30% and Section Three (Written communication): 61.41%. Internal reliability (section-based) of the written paper was very good at 0.87.

#### *Total examination*

The mean for the total examination was 61.37%. The marks ranged between 17 and 95, with a standard deviation of 15.43. There was a strong correlation of sections to total exam, as follows: Part A Discussion prompted by stimulus item 0.87, Part B general conversation 0.88, Section One (Response to audio texts) 0.88, Section Two (Response) 0.87 and Section Three (Written communication) 0.87. The total examination had a reliability of 0.9.

Performance on Section One (Response to audio text) was more difficult than the rest of the paper, with questions 3c, 4b, 5a and 7a producing the lowest means. Performance on Sections Two revealed that questions 10 and 11 were relatively easy, although 11f and particularly 11g were not well done, and there were more non-attempts. The compulsory questions in Section Three (Written communication Part A) were comparable. Question 14 was not chosen by many candidates, possibly because of the amount of reading required. The optional choices were comparable in terms of difficulty.

### **Geography Stage 2**

The paper shows good internal reliability of 0.84. The range of marks allocated for the examination, is reasonably broad (between 11% and 89%). The highest mark awarded for any section was 29 out of a possible 30 for Section Two. The means for the optional response essays were consistent in Section Three Part A (51.82% and 52.10%). In Section Three Part B the means were less consistent, ranging from 52.10% to 44.86%.

The correlation of individual questions with the section total in Section One (Multiple choice) was varied, ranging from 0.12 for Question Two to 0.49 for Question Seven. This section had the lowest correlation with the examination paper total of 0.58. Questions 8, 10 and 11 have the most incorrect answers. The correlation of other section totals with the examination total was strong, ranging from 0.79 for Section Three Part A to 0.85 for Section Three Part B. The standard deviations for each section ranged from 13.61 for Section One to 19.94 for Section Three Part B.

The overall mean of the examination was 55.38 %. The standard deviation was 13.72. The means for each section ranged varied from 68.09% for Section Two (Short response) to 41.86% for Section Three Part B (Essay).

### **Geography Stage 3**

The paper shows very good internal reliability of 0.82. The range of marks allocated for the examination, is broad (between 7% and 94%). The highest mark awarded for any section was 29 out of a possible 30 for Section Three: Part A (Extended Response). The means for the optional response essays show a consistent pattern of the second essay in the section receiving lower marks. The means in Part A were 50.81% and 47.01%. The means in Part B were 49.57% and 47.40%.

The correlation of individual questions with the section total in Section One (Multiple choice) was varied, ranging from 0.13 for Question Thirteen to 0.47 for Question Seventeen. Questions Seven, Ten



and Thirteen attracted the most incorrect responses. This section had the lowest correlation with the examination paper total of 0.55. The correlation of other section totals with the examination total was strong, ranging from 0.78 for Section Two (Short response) to 0.89 and .88 for Section Three Part A and Part B respectively. The standard deviations for each section ranged from 13.51 for Section One to 17.44 for Section Three Part B.

The overall mean of the examination was 56.02 %. The standard deviation was 13.84. The means for each section ranged varied from 66.37% for Section Two (Short response) to 48.52% for Section Three Part B (Extended response).

### **German Stage 3**

#### *Practical (oral) examination*

The mean score of the examination was 19.95% (out of 25%). The means for the criteria for Parts A and B were 79.42% and 80%. The spread in the allocation of marks ranged between 9.32 and 25 with a standard deviation of 4.09.

#### *Written examination*

The mean score of the examination was 51.13% out of 75%. The spread in the allocation of marks ranged between 17.58% and 71.67% out of a possible 75%. Section means were: Section One (Listening): 70.35%, Section Two (Viewing and reading): 69.22%, Section Three (Writing Part A): 65.84% and Section Three (Writing Part B): 64.82%. Internal reliability (section-based) of the written paper was very good at 0.9.

#### *Total examination*

The mean for the total examination was 70.42%. The marks ranged between 29 and 97. There was a strong correlation of sections to total exam: Part A Discussion prompted by stimulus item 0.87, Part B General conversation 0.90, Section One (Listening) 0.81, Section Two (Viewing and reading) 0.87, Section Three (Writing Part A) 0.85 and Section Three (Writing Part B) 0.86.

Many questions in Sections One and Two with a 1 mark allocation or requiring True/False or table completion (such as questions 4, 8, 12, 13, 15 and 21) were easy and were not useful in discriminating performance. Questions requiring some inference and detail (such as questions 1b, 16 and 22) were better discriminators. The interrelated questions 9, 10 and 11 were not well done. In Section Three (Writing) where there were optional questions, the most popular choices were question 38 and 41. All four questions were of comparable difficulty.

### **Health Stage 2**

158 candidates sat the examination. The mean was 62.68%. The examination results for the paper showed a very good spread in the allocation of marks, i.e. between 12% - 94%. The standard deviation of the total paper was 17.89%.

The percentage means for sections of the paper were: Section one (multiple choice):62.12% Section two (short answer):62.53% and Section three (extended answer):63.33%. Correlation of question marks with total marks is 0.65 – 0.96. The reliability of the paper (section-based) was 0.79.

Items in the multiple choice worked well with the exception of three questions (2, 3 and 7). The mean for these questions was 32.91%, 25.95%, and 24.68% respectively. Also questions 13 and 18 were more difficult items having means less than 50%. In section three (extended answers), question 29 had a greater degree of difficulty (mean 49.30%) compared with the other optional questions 30, 31 and 32. The mean of question 30, 31 and 32 was 74.50%, 60.09% and 69.41%.

### **Health Stage 3**

67 candidates sat the examination. The mean was 69.70%.The examination results for the paper showed a very good spread in the allocation of marks, i.e. between 8% - 96%. The standard deviation of the total paper was 15.94%.

The percentage means for sections of the paper were: Section one (multiple choice): 76.19%, Section two (short answer): 77.15% and Section three (extended answer): 58.73%. Correlation of question marks with total marks is very good (0.75 – 0.95). The reliability of the paper (section-based) was 0.81.

All items in the multiple-choice worked well. The most difficult item was question 18 whose mean was 47.76%. Questions 7, 8, 14 and 19 had means between 50 and 60%. All others had higher means. In section three (extended answers) the four options had similar degrees of difficulty as indicated by the mean score of each.

### **Human Biology Stage 2**

426 candidates sat the examination. The mean was 49.37%. The examination results for the paper showed a very good spread in the allocation of marks, i.e. between 9% - 88%. The standard deviation of the total paper was 15.45%.

The percentage means for all sections of the paper are within the range of 31.00% - 61.22%. Section one (multiple choice) had a mean of 61.22%, section two (short answer) 49.88% and section three (extended answer) 31.00%. Correlation of question marks with total marks is very good (0.88 - 0.97). The reliability of the paper (section-based) was 0.85.

Items in the multiple choice worked well with the exception of question 3. Questions 6, 8, 10, 12, 20, 25 and 28 were the more difficult items having means less than 49%. In section three (extended answers), question 41 had a much greater degree of difficulty (mean 13.66%) compared with the other option question 40 whose mean was 39.39%. The difficulty of optional questions 42 and 43 was comparable (mean 31.79% and 30.10%).

### **Human Biology Stage 3**

3955 candidates sat the examination. The mean was 47.9%. The examination results for the paper showed a very good spread in the allocation of marks, i.e. between 0% - 88%. The standard deviation of the total paper was 15.04%.

The percentage means for all sections of the paper are within the range of 38.12% - 62.21%. Section one (multiple choice) had a mean of 62.21%, section two (short answer) 48.08% and section three (extended answer) 38.12%. Correlation of question marks with total marks is very good (0.74 - 0.97). The reliability of the paper (section-based) was 0.8.

Items in the multiple choice worked well with the exception of questions 5, 7 and 18. Questions 1, 6 and 17 were the more difficult items having means less than 50%. In section three (extended answers), question 33 had a greater degree of difficulty (mean 33.56%) compared with questions 31 and 32 whose means were 42.76% and 38.62% respectively.

### **Indonesian: Second Language Stage 2**

#### *Practical (oral) examination*

The mean score of the examination was 21.2% (out of 40%). The means for the criteria for Parts A and B were 50.67% and 55.33%. The spread in the allocation of marks ranged between 5 and 36 with a standard deviation of 8.2.

#### *Written examination*

The mean score of the examination was 30.81% (out of 60%). The spread in the allocation of marks ranged between 0% and 51% out of a possible 60%. Section means were: Section One (Audiovisual/print text response): 42.86% and Section Two (Written communication): 63.71%. Internal reliability (section-based) of the written paper was good at 0.78.

#### *Total examination*

The mean for the total examination was 52%. The marks ranged between 29% and 83%.

The correlation of sections to total exam was as follows: Part A Response to audio texts 0.58, Part B General conversation 0.61, Section One (Audiovisual/print text response) 0.74 and Section Two (Written communication) 0.94.

The performance on questions 3, 4, 6 and 7 in Section One was poor. These questions were generally more inferential, or required more information in the response. Only 9 candidates attempted question 6, with only one candidate achieving a score (of 1 out of 3) for the item. Where candidates were able to write an extended response (question 10) and for the three compulsory questions in Section Two (Written communication) results were comparable and each item achieved around the target mean.

### **Indonesian: Second Language Stage 3**

#### *Practical (oral) examination*

The mean score of the examination was 26.34% (out of 40%). The means for the criteria for Parts A and B were 60.78% and 70.93%. The spread in the allocation of marks ranged between 6 and 40 with a standard deviation of 8.09.

#### *Written examination*

The mean score of the examination was 34.9% (out of 60%). The spread in the allocation of marks ranged between 9% and 58% out of a possible 60%. Section means were: Section One (Audiovisual/print text response): 47.08% and Section Two (Written communication): 66.07%. Internal reliability (section-based) of the written paper was very good at 0.89.

#### *Total examination*

The mean for the total examination was 60.11%. The marks ranged between 19% and 98%. The correlation of sections to total exam was as follows: Part A Response to audio texts 0.91, Part B General conversation 0.92, Section One (Audiovisual/print text response) 0.94 and Section Two (Written communication) 0.90.

The poorest performance was on questions 4, and 7 which required the completion of tables with information from the video material. While question 9 had the least number of attempts, it achieved the highest mean of 76%. The three compulsory questions in Section Two (Written communication) results were comparable and each item achieved above the target mean.

### **Integrated Science Stage 2**

The internal reliability of the written paper was moderate at 0.72. Correlations between the sections of the paper and the total mark were high to very high (0.78 for Section One (Multiple Choice); 0.97 for Section Two (Short Response); and 0.81 for Section Three (Comprehension).

In Section One the most difficult questions were Questions 8 (mean 18%) and 9 (mean 27%) while the easiest were Questions 18 and 19 (means 98% and 91% respectively). Two questions (7 and 18) each had an alternative that was not selected by any candidates. While this may be an artefact of the small sample size, it may also indicate that these alternatives (7d, 18a) were implausible. Overall, this section was pitched about right for this cohort. In Section Two the most difficult questions were Questions 24 (mean 28%) and 25 (mean 27%) while the easiest was Question 21 (mean 58%). The relative difficulty of this section had a significant effect on the overall exam mean. The Section Three question was difficult for this cohort (mean 39.5%). The relative difficulty of this section had a significant effect on the overall exam mean.

Section means were: for Section One (Multiple Choice): 60.0%, for Section Two (Short Response): 42.3% and for Section Three (Comprehension): 39.5%. The mean mark for the paper as a whole was 45.36%. The standard deviation was 14.43%. The range of scores was: For Section One (Multiple Choice): 20%-95%, for Section Two (Short Response): 8%-83% and for Section Three (Comprehension): 0%-100%. For the exam as a whole the range was 17%-84%.

### **Integrated Science Stage 3**

The internal reliability of the written paper was high at 0.76. Correlations between the sections of the paper and the total mark were moderate to very high (0.56 for Section One (Multiple Choice); 0.94 for Section Two (Short Response); and 0.87 for Section Three (Extended response)).

In Section One the most difficult questions were Questions 3 (mean 30%), 12 (mean 22%) and 15 (mean 25%) while the easiest were Questions 4 (mean 94%) and 9 (mean 91%). Two questions (2 and 4) each had one or more alternatives that were not selected by any candidates. While this may be an artefact of the small sample size, it may also indicate that these alternatives (2a, 2d, 4b) were implausible. Overall, this section was pitched about right for this cohort. In Section Two the most difficult question was Question 25 (mean 33%) while the easiest was Question 21 (mean 59%). The relative difficulty of this section had a significant effect on the overall exam mean. The Section Three questions were both relatively difficult for this cohort (means 47.5% and 51.5%). The relative difficulty of this section also had a significant effect on the overall exam mean. Section means were: for Section One (Multiple Choice):64.1%, for Section Two (Short Response): 47.1% and for Section Three (Extended response):48.6%.

The mean mark for the paper as a whole was 50.7% and the standard deviation was 12.37%. The range of scores was: for Section One (Multiple Choice: 35%-90%, for Section Two (Short Response): 0%-76% and for Section Three (Extended response):13%-90%.For the exam as a whole the range was 11%-81%.

### **Italian Stage 2**

#### *Practical (oral) examination*

The mean score of the examination was 45.19%. There was no difference in the means for the criteria for Parts A and B. The spread in the allocation of marks ranged between 11.3% and 24.13% out of 25%, with a standard deviation of 5.52.

#### *Written examination*

The mean score of the examination was 44.58% (out of 75%). The spread in the allocation of marks ranged between 23.20% and 69.30% out of a possible 75%. Section means were: Section One (Response): 64.40%, Section Two (Written communication Part A): 56.89% and Section Two (Written communication Part B): 47.11%. Internal reliability (section-based) of the written paper was 0.57.

#### *Total examination*

The mean for the total examination was 54.40%. The marks ranged between 27 and 93. There was a strong correlation of sections to total exam.

The questions for Section One Part A (Listening and responding) produced a lower and more uneven set of means when compared with questions 9–18 which related to the audiovisual and print texts. Overall this section appears to have been quite easy for Stage 2. Optional questions for Section Two (Written communication Part A) produced comparable results. In Part B, the least popular choices (questions 23 and 25) produced much better performances than the popular questions 24 and 27. No candidate opted for question 26.

### **Italian Stage 3**

#### *Practical (oral) examination*

The mean score of the examination was 63%. There was little difference in the means for the criteria for Parts A and B. The spread in the allocation of marks ranged between 2.6% and 30% out of 30%, with a standard deviation of 5.68.

#### *Written examination*

The mean score of the examination was 44.8% (out of 70%). The spread in the allocation of marks ranged between 19.91% and 69.02% out of a possible 70%. Section means were: Section One (Response): 66.03%, Section Two (Written communication Part A, question 19 or 20):60.68%, Section

Two (Written communication Part A, question 21 or 22): 60.64% and Section Two (Written communication Part B): 62.34%. Internal reliability (section-based) of the written paper was 0.64.

#### *Total examination*

The mean for the total examination was 63.71%. The marks ranged between 23 and 99. There was a strong correlation of sections to total exam, as follows: Part A Stimulus 0.88, Part B Conversation 0.90, Section One (Response) 0.91, Section Two (Written communication Part A, question 19 or 20) 0.77, Section Two (Written communication Part A, question 21 or 22) 0.80 and Section Two (Written communication Part B) 0.84. The total examination had a reliability of 0.82.

The questions for Section One Part A (Listening and responding) were relatively easy, when compared with responses to the audiovisual (questions 9–11). The use of authentic text can be problematic in that the pace of native speakers may be beyond the level of language acquisition attained by a Stage 3 cohort. Questions related to the print texts were of comparable difficulty, but perhaps not challenging enough for Stage 3. Optional questions for Section Two (Written communication Part A) produced comparable results, although question 19, which attracted by far the least number of attempts, achieved the highest mean of 64.48%. In Part B, question 26 was the popular choice, with the results for all questions being evenly matched.

### **Japanese: Second Language Stage 2**

#### *Practical (oral) examination*

The mean score of the examination was 48.33. The spread in the allocation of marks ranged between 5 and 22.5.

#### *Written examination*

The mean score of the examination was 54.3%. The spread in the allocation of marks ranged between 18.89% and 59.17% out of a possible 75%.

Section means were: Section One (Response: Listening): 46.94%, Section Two (Response: Viewing and reading): 56.19% and Section Three (Written communication): 60.58%. Internal reliability (section-based) of the written paper was good at 0.75.

#### *Total examination*

The mean for the total examination was 52.75%. The marks ranged between 24 and 75 with a standard deviation of 15.03. Correlation of sections to total exam was as follows: Stimulus item and conversation 0.83, Section One (Response: Listening) 0.84, Section Two (Response: Viewing and reading) 0.90 and Section Three (Written communication) 0.68.

For Section One, questions with very low means were questions 6, 11–14 and 16. Questions 23, 28 and 33 achieved the lowest means in Section Two. In Section Three the choice of question was evenly divided, with question 34 having a mean of 62.43% and question 35 achieving a mean of 58%.

### **Japanese: Second Language Stage 3**

#### *Practical (oral) examination*

The mean score of the examination was 68.8%. The spread in the allocation of marks ranged between 5 and 25.

#### *Written examination*

The mean score of the examination was 64.69%. The spread in the allocation of marks ranged between 13.82% and 70.67% out of a possible 75%.

Section means were: Section One (Response: Listening): 68.80%, Section Two (Response: Viewing and reading): 61.82% and Section Three (Written communication): 64.23%. Internal reliability (section-based) of the written paper was very good at 0.86.

### *Total examination*

The mean for the total examination was 65.36%. The marks ranged between 14 and 96 with a standard deviation of 16.88. Correlation of sections to total exam was as follows: Stimulus item and conversation 0.85, Section One (Response: Listening) 0.89, Section Two (Response: Viewing and reading) 0.91 and Section Three (Written communication) 0.82.

Questions in Section One consistently achieved high means, with the lowest performances being for questions 3 and 12. In Section Two, text 6 and its questions (17–19) appeared the easiest, while texts 7, 8 and 9 achieved similar means with the lowest means for questions 26 b) and 27. Of the optional questions in Section Three, question 34 was more popular than question 33 and achieved a higher mean.

### **Literature Stage 2**

The reliability of the examination paper is 0.65. The standard deviation for the total examination is 16.52. The mean of the total examination is 50.13%. The examination results show a good spread in the allocation of marks, i.e. 22–76%.

The percentage means for Sections One and Two are 58.89% and 45.90% respectively. Section Two appears to be more difficult than Section One. The section correlations with the totals are high. This appears to indicate that there is consistency between the questions with the sections of the paper.

Candidates could choose two questions from seven in Section Two. In this section questions 3 and 4 appear to have been the most difficult with means of 39.86% and 37.14% respectively. Question 2 appears to have been the least difficult with a mean of 61.43%.

### **Literature Stage 3**

The reliability of the examination paper is 0.64. The standard deviation for the total examination is 11.57. The mean is 66.74%. The examination results show an excellent spread in the allocation of marks, i.e. 5–98%.

The percentage means for Sections One and Two are 66.38% and 66.76% respectively. The section correlations with the totals are high.

Candidates could choose two questions from eight in Section Two. All questions appear to be of comparable level of difficulty with question means being in the range of 64.96%–70.50%. Question 3 appears to have been the most difficult with a mean of 64.96%. Question 7 appears to have been the least difficult with a mean of 70.50%. Questions 2, 3 and 4 were the most popular choice for candidates with 613, 741 and 649 attempts respectively.

### **Marine and Maritime Technology Stage 2**

The internal reliability of the written paper was moderate at 0.55.

A number of the multiple choice questions did not work as intended. Candidates answering Questions 9, 12, 14, 16, 19 and 20 were attracted to only three of the four alternatives in each question. In Section 2, no questions stood out as particularly difficult; question means ranged from a low of 52% to a high of 76.4%. Question 27a (ii) was answered correctly by all candidates and provided no useful data. Of the optional questions in Section 3, Question 30 had a low mean of 40.1% while Question 29 had a high mean of 64.9%. The other two had closely comparable difficulties (45.1% and 42.9%).

Section means were: for Section 1 (Multiple Choice): 58.9%, for Section 2 (Short Answers): 63.0% and for Section 3 (Extended Answer): 49.1%. The mean mark for the paper as a whole was 56.8% and the standard deviation was 10.55%. This is slightly less than the expected mean (60%) and significantly less than the expected standard deviation (15%). The very small cohort size (47 candidates) should be borne in mind when considering these figures.

The range of scores was: for Section 1 (Multiple Choice): 30-85%, for Section 2 (Short Answers): 35-83% and or Section 3 (Compulsory Extended Answer):5-80%. For the exam as a whole the range was 27%-76%.

### **Marine and Maritime Technology Stage 3**

The internal reliability of the written paper was high at 0.76.

In Section 1, Question 18 was correctly answered by all candidates and so contributed no information about candidates' abilities. The most difficult multiple choice question was number 14 (mean score 24%). In all 10 (out of 20) multiple-choice questions had means greater than 70%. The multiple-choice section was significantly easier than the rest of the paper.

In Section 2, question 23 stood out as particularly difficult (mean 35.9%) and question 22 was significantly easier than the rest (mean 72.3%). The compulsory extended answer question was significantly more difficult than the 2009 compulsory question. Of the optional questions in Section 4, Question 28 had a low mean of 47.1%. The remainder had difficulties in the range 51.6%-65.0%.

Section means were: for Section 1 (Multiple Choice):70.7%, for Section 2 (Short Answers):53.2%, for Section 3 (Compulsory Extended Answer): 39.7% and for Section 4 (Extended Answers): 58.1%. The mean mark for the paper as a whole was 55.55% and the standard deviation was 10.98%. The small cohort size (29 candidates) should be borne in mind when considering the standard deviation figure.

The range of scores was: for Section 1 (Multiple Choice): 50-95%, for Section 2 (Short Answers): 17-77%, for Section 3 (Compulsory Extended Answer): 10-65% and for Section 4 (Extended Answers): 20-80%. For the exam as a whole the range was 26%-75%.

### **Materials Design and Technology Stage 2**

#### *Practical examination*

277 practical portfolios were submitted. The mean of the practical examination was 44.40% with a range of marks from 4% to 96%. The standard deviation was 19.18% and the correlation with the total examination was 0.89

#### *Written examination*

281 candidates sat the written examination. The mean was 49.76%. The results for the paper showed a good spread in the allocation of marks, i.e. between 8% - 90%. The standard deviation of the total paper was 16.34%.

The percentage means for all sections of the paper are within the range of 35.99% - 74.40%. Section one (multiple choice) had a mean of 74.40%, section two (short answer) 71.46%, section three (wood) 35.99% (metal) 45.98% and (textiles) 63.77%. Correlation of question marks with total marks is ranges from 0.50 to 0.83. The reliability of the paper (section-based) was 0.47.

Items in the multiple-choice section worked well with not one distractor being chosen more often than the correct response. , Question 8 was the most difficult multiple-choice item having a mean of 37.18%. In section two (short answers) the mean of questions ranged from 67.08% (question 21) to mean of 77.08% (question 22). In section three (wood), the mean of questions ranged from 14.67% (question 28) to 62.18% (question 29). The mean for this context was 35.99%. In section three (metals), the mean of questions ranged from 22.89% (question 36) to 61.50% (question 31). The mean for this context was 45.98%. In section three (textiles), the mean of questions ranged from 54.24% (question 39) to 72.98% (question 37). The mean for this context was 63.77%.

### **Materials Design and Technology Stage 3**

#### *Practical examination*

132 practical portfolios were submitted. The mean of the practical examination was 62.14% with a range of marks from 26% to 94%. The standard deviation was 15.18 % and the correlation with the total examination was 0.87.

#### *Written examination*

126 candidates sat the written examination. The mean was 54.40%. The results for the paper showed a good spread in the allocation of marks, i.e. between 15% - 87%. The standard deviation of the total paper was 15.43% (15% is ideal).

The percentage means for all sections of the paper are within the range of 45.45% - 74.83%. Section one (short answer) had a mean of 45.45%, section two (extended answer) 50.10%, section three (wood) 46.61% (metal) 60.95% and (textiles) 74.83%. Correlation of question marks with total marks is ranges from 0.58 to 0.87. This indicated that there was consistency across questions within the paper i.e. that questions measured the same construct. The reliability of the paper (section-based) was 0.69.

In section one (short answers) the mean of questions ranged from 40.52% (question 2) to mean of 51.06% (question 3). In section two (extended answer) the mean of questions ranged from 43.01% (question 6) to 62.45% (question 5). In section three (wood), the mean of questions ranged from 28.55% (question 7) to 59.85% (question 9). The mean for this context was 46.61%. In section three (metals), the mean of questions ranged from 47.14% (question 18) to 75.71% (question 17). The mean for this context was 60.95%. In section three (textiles), the mean of questions ranged from 68.60% (question 22) to 84.60% (question 21). The mean for this context was 74.83%.

### **Mathematics MAT2AB**

The examination mean is 50.23%. The examination results for the paper show a satisfactory spread in the allocation of marks, i.e. between 13% – 93%. The standard deviation of the total paper for 2010 is 15.06%.

The percentage mean for Section 1 (calculator-free) is 51.81 with a range of 3% – 32%, for Section 2 (calculator-assumed) are 49.35 with a range of 8 – 65%. The internal reliability (section-based) of the examination paper is 0.78. The reliability of the total examination is 0.78.

Within the calculator-free examination question one was the most difficult with a mean of 41.95%. Question 10 of the calculator-assumed had a mean of 35.35% and was the hardest question followed by question 14 with a mean of 37.04%.

### **Mathematics MAT2CD**

The examination mean is 49.69%. The examination results for the paper show a good spread in the allocation of marks, i.e. a range of 1% – 89%. The standard deviation of the total paper for 2010 is 15.30%.

The percentage mean for Section 1 (calculator-free) is 43.69% with a range of 0% – 32%. Section 2 (calculator-assumed) had a mean of 52.63% with a range of 1 – 60%. The internal reliability (section-based) of the examination paper is 0.77. The reliability of the total examination is 0.77.

Within the calculator-free examination question five followed by question one were the most difficult with means in the twenties. Question 17 of the calculator-assumed had a mean of 14.70% making it considerably the hardest question. Question nine was the easiest question with a mean of 80.82%.



### **Mathematics MAT3A/B**

The examination mean is 47.31%. The examination results for the paper show a good spread in the allocation of marks, i.e. between 3% - 88%. The standard deviation of the total paper for 2010 is 15.53%.

The percentage mean for Section 1 (calculator-free) is 48.88% with a range of 1% – 31%. In Section 2 (calculator-assumed) the mean was 46.50% with a range of 0 – 60%. The internal reliability (section-based) of the examination paper is 0.71. The reliability of the total examination is 0.71.

Within the calculator-free examination questions four and five were the most difficult with means in the thirties. Question 15 of the calculator-assumed was the hardest with a mean of 30.54%. Question 13 was the easiest with a mean of 61.77%.

### **Mathematics Stage 3CD**

The examination mean is 58.87%. The examination results for the paper showed an excellent spread in the allocation of marks, i.e. between 0% – 100%. The standard deviation of the total paper was 17.81%.

Section one: calculator-free had a mean of 66.72%. Section two: calculator-assumed had a mean of 54.94%. Correlation of section one with the exam total was 0.91 and of section two with the exam total was 0.98. The reliability of the paper (section-based) was 0.77. Questions with the greatest degree of difficulty, as indicated by their means being less than 50%, were: Section one: Q2 (26.43%), Q3 (30.74%), Q4 (28.77%), Q6 (19.85%) and Q8 (41.71%). For Section two: Q13 (22.50%), Q15 (19.17%), 19 (26.31%) and Q20 (47.33%).

### **Mathematics Specialist 3AB**

The examination mean is 52.04%. The examination results for the paper show a satisfactory spread in the allocation of marks, i.e. between 5% - 88%. The standard deviation of the total paper for 2010 is 19.31%.

The percentage mean for Section 1 (calculator-free) is 66.08 with a range of 3% – 33%, for Section 2 (calculator-assumed) are 44.92 with a range of 0 – 57%. The internal reliability (section-based) of the examination paper is 0.86. The reliability of the total examination is 0.86.

Within the calculator-free examination question six was the most difficult with a mean of 54.32%. Question 12 of the calculator-assumed had a mean of 23.30% and was the hardest question followed by question 14 with a mean of 30.72%.

### **Mathematics Specialist 3CD**

The examination mean is 55.33%. The examination results for the paper show an excellent spread in the allocation of marks, i.e. between 0 - 95%. The standard deviation of the total paper for 2010 is 19.32%.

The percentage mean for Section 1 (calculator-free) is 60.31 with a range of 0 – 33%, for Section 2 (calculator-assumed) are 52.78 with a range of 0 – 62%. The internal reliability (section-based) of the examination paper is 0.85. The reliability of the total examination is 0.85.

Within the calculator-free examination question seven was the most difficult with a mean of 49.67%. Question 17 of the calculator-assumed had a mean of 38.08% and was the hardest question followed by question 15 with a mean of 39.94%.

### **Media Production and Analysis Stage 2**

The mean of the total examination (written and practical) is 47.93% (45.41% in 2009). The mean for the written paper is 42.14% (44.55% in 2009) and the practical is 58.76% (48.48% in 2009). The total examination results (written and practical) show a reasonable spread in the allocation of marks, from

0%–78.00%. The results for the written examination range from 0%–85% and the practical examination range from 0%–87.5%. The standard deviation for the total examination is 15.63.

#### *Written examination*

The percentage means for Section One and Section Two are 53.84% (42.47% in 2009) and 38.33% (50.73% in 2009) respectively. The section correlations with the totals are good.

The six questions from which candidates could choose three in Section One are similar in correlation with section total. Question 2 appears to have been the least difficult with a mean of 59.04% and question 4 the most difficult with a mean of 47.67%. The five questions from which candidates could choose from in Section Two are similar in correlation with section total. Question 7 appears to have been the least difficult with a mean of 43.08% and question 5 the most difficult with a mean of 33.82%.

#### *Practical examination*

A comparison of the criteria for the practical examination is provided below:

	Number of attempts	Maximum possible marks	Actual maximum	Actual minimum	% Mean	% Standard deviation
Criterion 1	268	3	3	0	59.58	23.12
Criterion 2	268	3	3	0	46.26	27.29
Criterion 3	267	4	4	1	62.92	16.38
Criterion 4	267	10	9	4	63.30	12.32
Criterion 5	267	16	14	4	60.51	14.86
Criterion 6	268	4	4	0	46.64	22.81

### **Media Production and Analysis Stage 3**

The mean of the total examination (written and practical) is 55.67% (52.15% in 2009). The mean for the written paper is 51.11% and the practical is 54.97%. The total examination results (written and practical) show a good spread in the allocation of marks, from 0%–91%. The results for the written examination range from 1.5%–91% and the practical examination range from 0%–97.5%. The standard deviation for the total examination is 12.93.

#### *Written examination*

The percentage means for Section One and Section Two are 53.45% (48.75% in 2009) and 45.79% (52.50% in 2009) respectively. The section correlations with the totals are good. This appears to indicate that there is consistency between the questions within both sections of the paper. The six questions from which candidates could choose three in Section One differ in correlation and degree of difficulty. In this section, question 1 appears to have been the least difficult with a mean of 60.37% and question 3 the most difficult with a mean of 46.95%. The five questions from which candidates could choose two in Section Two differ in correlation and difficulty. Question 7 appears to have been the least difficult with a mean of 53.10% and question 9 the most difficult with a mean of 38.35%.

#### *Practical examination*

A comparison of the criteria for the practical examination is provided below:

	Number of attempts	Maximum possible marks	Actual maximum	Actual minimum	% Mean	% Standard deviation
Criterion 1	940	3	3	0	64.26	20.31
Criterion 2	940	3	3	0	57.27	22.81
Criterion 3	943	4	4	0	60.82	19.12
Criterion 4	943	10	10	0	65.95	13.63
Criterion 5	943	16	16	0	66.31	15.5
Criterion 6	940	4	4	0	59.84	19.71

## Modern History Stage 2

The paper shows very strong internal reliability of 0.98. The range of marks allocated for the examination, is reasonably broad (between 7% and 84%). The highest mark awarded for any question was 23.5 out of a possible 25 for Question One. The lowest mark of 0.5 was awarded in Questions Five and Six. The correlation of individual questions with section totals is strong throughout the paper. Question 1a (worth 2 marks) had the lowest correlation of 0.58. The overall mean of the examination is 53.59 %. The standard deviation of 17.89 is slightly higher than the desired 15.0.

The means for each section ranged from 59.83% for Section 1 (Document analysis) to 51.05% for section four (Essay). The correlation of each section total with the examination total was very strong, ranging from 0.88 for Section One to 0.93 for Section Three. The standard deviations for each section ranged from 18.17 for Section One to 19.49 for Section Four. These standard deviations are slightly wider than the ideal 15.00 but the relatively small number of candidates (58) can result in some volatility in standard deviations.

## Modern History Stage 3

The paper shows very strong internal reliability of 0.91. The range of marks allocated for the examination, is broad (between 2% and 91%). Full marks were awarded in Questions One and Six. The lowest mark of zero was awarded in all questions except Questions One, Six and Seven.

In the document study sections the correlation of individual questions with the respective section totals was good, ranging from 0.65 for Question 1a to 0.85 for Question 3d. Question 1e had a correlation of 0.81.

The overall mean of the examination is 56.09% which is a little lower than the recommended average of (60%). The standard deviation is 13.93. The means for each section ranged from 51.85 for Section Three to 59.83 for Section One. The standard deviations ranged from 14.12 for Section One to 16.58 for Section Three.

## Music Stage 2

### *Written examination*

Of the 63 candidates who sat the written examination, 18 sat Western Art, 3 sat Jazz and 42 sat Contemporary. The mean of the entire examination is 48.57%. Note that this figure includes all contexts and both the written and practical examination raw scores. The mean for the written examination was 40.46%. The examination results for the paper show a reasonable spread in the allocation of marks, i.e. 18.32%–81.22%.

A comparison of the section and contexts is provided below:

### Section One: Aural and analysis

	Number of attempts	Maximum possible marks (/100)	Actual maximum marks	Actual minimum marks	% Mean	% Standard deviation
WAM	18	17.5	12	1	36.67	17.34
Jazz	3	17.5	9	4	33.64	11.23
Contemporary	42	17.5	15	1	34.07	17.34

### Section Two: Music skills

	Number of attempts	Maximum possible marks (/100)	Actual maximum marks	Actual minimum marks	% Mean	% Standard deviation
WAM	18	15	11	0	47.54	18.75
Jazz	3	15	7	3	37.62	14.49
Contemporary	42	15	14	2	43.88	17

### Section Three (Part A)

	Number of attempts	Maximum possible marks (/100)	Actual maximum marks	Actual minimum marks	% Mean	% Standard deviation
WAM	18	5	3	0	36.67	15.34
Jazz	2	5	2	2	30	0
Contemporary	38	5	3	1	38.95	13.5

### Section Three (Part B)

	Number of attempts	Maximum possible marks (/100)	Actual maximum marks	Actual minimum marks	% Mean	% Standard deviation
WAM	18	5	3	0	37.78	17.46
Jazz	3	5	4	3	67.50	13.39
Contemporary	42	5	4	0	35.30	17.33

### Section Three (Part C)

	Number of attempts	Maximum possible marks (/100)	Actual maximum marks	Actual minimum marks	% Mean	% Standard deviation
WAM	18	7.5	7.5	1	57.64	25.06
Jazz	3	7.5	6	3	59.17	15.32
Contemporary	41	7.5	7	0	48.66	16.44

#### Practical examination

The table below indicates the number of candidates who sat the practical examination according to what option they chose:

Option 1 (Performance)	57
Option 2 (Composition portfolio)	0
Option 3 (Research portfolio)	0
Option 4 (Performance and research portfolio)	1
Option 5 (Performance and research portfolio)	1
Option 6 (Composition and research portfolio)	0
Option 7 (2 Performances)	4
Total	63

A comparison of the practical examination options is provided below.

	Number of attempts	Maximum possible marks (/100)	Actual maximum marks	Actual minimum marks	% Mean	% Standard deviation
Option 1	57	50	43	16	59.26	11.33
Option 4	1	50	24	24	47	0
Option 5	1	50	36	36	71	0
Option 7	4	50	42	21	66.25	16.56

The mean for the practical examination was 59.7%. The examination results for the practical examination show a reasonable spread in the allocation of marks, i.e. 32%–86%.

### Music Stage 3

#### Written examination

Of the 430 candidates who sat the written examination, 303 sat Western Art, 37 sat Jazz and 90 sat Contemporary. The mean of the entire examination is 58.55%. Note that this figure includes all contexts and both the written and practical examination raw scores. The mean for the written examination was 50.74%. The examination results for the paper show a reasonable spread in the allocation of marks, i.e. 8.06%–89.02%.

A comparison of the section and contexts is provided below:

Section One: Aural and analysis

	Number of attempts	Maximum possible marks (/100)	Actual maximum marks	Actual minimum marks	% Mean	% Standard deviation
WAM	303	17.5	17	0	43.18	21.62
Jazz	37	17.5	16	2	33.96	19.10
Contemporary	90	17.5	17	0	29.70	18.15

Section Two: Music skills

	Number of attempts	Maximum possible marks (/100)	Actual maximum marks	Actual minimum marks	% Mean	% Standard deviation
WAM	303	15	15	1	65.50	19.29
Jazz	37	15	12	2	57.35	16.16
Contemporary	88	15	13	0	49.33	20.39

Section Three (Part A)

	Number of attempts	Maximum possible marks (/100)	Actual maximum marks	Actual minimum marks	% Mean	% Standard deviation
WAM	287	5	5	0	43.73	23.39
Jazz	37	5	5	1	58.92	19.26
Contemporary	90	5	4	0	45.72	16.44

Section Three (Part B)

	Number of attempts	Maximum possible marks (/100)	Actual maximum marks	Actual minimum marks	% Mean	% Standard deviation
WAM	303	5	5	0	61.62	20.05
Jazz	37	5	4	1	52.57	18.20
Contemporary	89	5	4	0	51.38	18.23

Section Three (Part C)

	Number of attempts	Maximum possible marks (/100)	Actual maximum marks	Actual minimum marks	% Mean	% Standard deviation
WAM	299	7.5	7	0	53.94	17.80
Jazz	37	7.5	7	2	67.30	14.04
Contemporary	88	7.5	6	1	58.55	15.91

*Practical examination*

The table below indicates the number of candidates who sat the practical examination according to what option they chose:

Option 1 (Performance)	407
Option 2 (Composition portfolio)	5
Option 3 (Research portfolio)	3
Option 4 (Performance and research portfolio)	2
Option 5 (Performance and research portfolio)	1
Option 6 (Composition and research portfolio)	1
Option 7 (2 Performances)	6
Total	425

A comparison of the practical examination options is provided below.

	Number of attempts	Maximum possible marks (/100)	Actual maximum marks	Actual minimum marks	% Mean	% Standard deviation
Option 1	407	50	50	9	67.51	18.91
Option 2	5	50	40	36	74.40	3.2
Option 3	3	50	36	24	61.33	9.98
Option 4	2	50	31	30	61	1
Option 5	1	50	21	21	42	0
Option 6	1	50	34	34	67	0
Option 7	6	50	40	26	63.33	9.39

The mean for the practical examination was 67.4%. The examination results for the practical examination show a reasonable spread in the allocation of marks, i.e. 18%–100%.

### Outdoor Education Stage 2

The mean was 47.53%. The examination results for the paper showed an excellent spread in the allocation of marks, i.e. between 10%–82%. The standard deviation of the total paper was 12.93%.

The percentage means for all sections of the paper are within the range of 42.46%–58.78%. Section one (multiple choice) had a mean of 58.78%, section two (short answer) 42.46% and section three (extended answer) 49.44%. Correlation of question marks with total marks is good (0.65 - 0.93). The reliability of the paper (section-based) was 0.74.

Items in the multiple-choice worked very well with the exception of 16. Questions 8, 12, 15 and 18 were the more difficult items having means less than 50%. In section three (extended answers), optional questions 29 to 31 had a similar degree of difficulty as measured by their means, being 46.20%, 52.85% and 51.72% respectively.

### Outdoor Education Stage 3

The mean was 52.21%. The examination results for the paper showed a good spread in the allocation of marks, i.e. between 8% - 79%. The standard deviation of the total paper was 12.85%.

The percentage means for all sections of the paper are within the range of 49.70% - 64.13%. Section one (multiple choice) had a mean of 64.13%, section two (short answer) 49.70% and section three (extended answer) 52.41%. Correlation of question marks with total marks is 0.46 to 0.94. The reliability of the paper (section-based) was 0.63.

Items in the multiple-choice worked well with the exception of questions 3, 14 and 19. As well as these, questions 8 and 16 were the more difficult items having means less than 50%. In section three (extended answers), question 31 had a much greater degree of difficulty (mean 32.50%) compared with the other optional questions 29 and 30 whose means were 60.40 and 55.20% respectively.

### Philosophy and Ethics Stage 2

The statistics must be viewed with caution as they derive from a sample size of fifteen. The internal reliability of the written paper was high at 0.81.

In Section 1, Questions 2 and 15 were the easiest, being answered correctly by all candidates. Questions 18 and 19 were the most difficult with mean scores of 33.3% and 32.1% respectively. In Section 2, Question 20 (mean 69.8%) was marginally more difficult than Question 21 (mean 63.8%). In Section 3, Question 22 attracted 40% of the cohort while question 25 attracted one. No items stood out as particularly difficult, although questions 22 and 26 had significantly lower means (62.78% and 68.33%) than questions 23 and 24 (means of 80.83% and 75.83%).

Section means were: for Section 1 (Reasoning and Inquiry Skills): 72.0%, for Section 2 (Philosophical Analysis): 66.75% and for Section 3 (Extended Argument): 69.78%.

The mean mark for the paper as a whole was 69.53% and the standard deviation was 10.03%. This is significantly higher than the expected mean (60%) and rather less than the expected standard deviation (15%).

The range of scores was: for Section 1 (Reasoning and Inquiry Skills): 50-93%, for Section 2 (Philosophical Analysis): 50-88% and for Section 3 (Extended Argument): 47-87%. For the exam as a whole the range was a narrow 53%-89%.

### **Philosophy and Ethics Stage 3**

The internal reliability of the written paper was high at 0.79.

In Section 1, Question 7 was the most difficult with mean score 12.24%. In Section 2, neither item stood out as particularly difficult. In Section 3, no item stood out as particularly difficult.

Section means were: for Section 1 (Reasoning and Inquiry Skills): 50.8%, for Section 2 (Philosophical Analysis): 61.5% and for Section 3 (Extended Argument): 59.4%. The mean mark for the paper as a whole was 57.58% and the standard deviation was 13%. These are slightly lower than the ideal mean (60%) and ideal standard deviation (15%).

The range of scores was: for Section 1 (Reasoning and Inquiry Skills): 13-87%, for Section 2 (Philosophical Analysis): 5-95% and for Section 3 (Extended Argument): 20-93%. For the exam as a whole the range was 15%-90%.

### **Physics Stage 2**

The internal reliability of the written paper was high at 0.84. Correlations between the sections of the paper and the total mark were high to very high (0.92 for Section One (Short Answer); 0.97 for Section Two (Problem Solving); and 0.82 for Section Three (Comprehension).

In Section One the most difficult questions were Questions 4 (mean 23%) and 9 (mean 33%) while the easiest were Questions 1, 7, 10 and 15 (all with means in the range 81-84%). In Section Two the most difficult questions were Questions 19 (mean 35%) and 22 (mean 41%) while the easiest was Question 18 (mean 64%). The Section Three question was difficult for this cohort (mean 44.7%).

Section means were: for Section One (Short Answer): 57.6%, for Section Two (Problem Solving): 50.3% and for Section Three (Comprehension): 44.7%. The mean mark for the paper as a whole was 52.6% and the standard deviation was 16.64%.

The range of scores was: for Section One (Short Answer): 15%-85%, for Section Two (Problem Solving): 8%-96% and for Section Three (Comprehension): 0%-100%. For the exam as a whole the range was 11%-83%.

### **Physics Stage 3**

The internal reliability of the written paper was high at 0.84. Correlations between the sections of the paper and the total mark were high to very high (0.92 for Section One (Short Answer); 0.97 for Section Two (Problem Solving); and 0.82 for Section Three (Comprehension).

In Section One the most difficult questions were Questions 2a (mean 29%) and 6 (mean 40%) while the easiest were Questions 3 (mean 93%) and 8a (mean 92%). In Section Two the most difficult questions were Questions 18b (mean 25%) and 18e (mean 29%) while the easiest were Questions 17a (mean 91%) and 19b (mean 92%). In Section Three the most difficult questions were Questions 22f (mean 37%), 23di (36%) and 23dii (mean 31%) while the easiest were Questions 22a (mean 91%) and 22c (mean 92%).

Section means were: for Section One (Short Answer): 59.5%, for Section Two (Problem Solving): 57.4% and for Section Three (Comprehension): 57.2%. The mean mark for the paper as a whole was 57.95% and the standard deviation was 16.54%.

The range of scores was: for Section One (Short Answer): 0%-97%, for Section Two (Problem Solving): 0%-96% and for Section Three (Comprehension): 0%-100%. For the exam as a whole the range was 0%-96%.

### **Politics and Law Stage 2**

The paper shows very strong internal reliability of 0.94.

The range of marks allocated for the examination, is not as wide as it could be (between 5% and 86%). The highest mark awarded for any section was 37 out of a possible 40 for Section Two (Source analysis). The means for the questions in Section One Part A range from 37.29% to 42.02%. The means for the questions in Section One Part B range from 35.45% to 44.90%. The means for the two compulsory questions in Section Two (Source analysis) were 48.98 and 51.29%. The means for the questions in Section Three (Extended response) were much lower at 48.50% and 49.93%. The standard deviation for the questions in Section Three was broad where the standard deviations were 20.07 and 21.29.

The correlation of individual questions with each section total in was very good ranging from 0.81 for Question Four, to 0.91 for question Five. The correlation of section totals with the examination total was strong, ranging from 0.86 for Section One (Short response) to 0.95 for Section Two (Source analysis). The standard deviations for each section were broad and ranged from 17.94 for Section Two to 20.89 for Section Three (Extended response).

The overall mean of the examination is 44.73 %. The standard deviation is 18.22. The means for each section varied from 38.77% for Section One (Short response) to 49.74. % for Section Two (Source analysis).

### **Politics and Law Stage 3**

The paper shows very good internal reliability of 0.94.

The range of marks allocated for the examination, is broad (between 1% and 92%). The highest mark awarded for any section is 20 out of a possible 20 for Section Two (Source Analysis). The means for questions in Section One range from 40.95% for Question Three to 59.66% for Question One. The means for the two questions in Section Two are similar at 54.30% and 50.96 respectively. The means for the optional extended responses vary. The means in Part A were 54.91% and 46.76%. The means in Part B were 48.84% and 51.26%.

The correlation of individual questions with each section total in is very good ranging from 0.85 for Question Four, to 0.90 for Question Two. The correlation of section totals with the examination total is strong, ranging from 0.87 for Section Two (Source analysis) to 0.92 for both Section One (Short Response) and Section 3: Part A (Extended response). The standard deviations for each section are broad and range from 18.09 for Section Two to 21.55 for Section One.

The overall mean of the examination is 50.84 %. The standard deviation is 18.73.

The means for each section were relatively consistent ranging from 50.47% for Section Three: Part A (Extended response) to 53.60% for Section Two (Source analysis).

### **Psychology Stage 2**

The paper shows good internal reliability of 0.73. This is comparable to the 2009 Stage 2 paper that had an internal reliability of 0.77.

The range of marks allocated for the examination is between 9% and 85%. The highest mark awarded for any section is 45 out of a possible 50 for Section Two (Topic-related content). The means for



questions in Section One (Research Methods) are uneven and range from 35.56% to 65.25%. The means for the questions in Section Two (Topic related content) range from 40.89% to 57.44%. The means for the two questions in Section Three (Extended answer) are low at 41.74% and 41.61% respectively. The standard deviation for all questions in Sections One and Two was broad ranging from 17.61 for Question Three to 29.10 for Question Two. The standard deviation for the two low scoring questions in Section Three is 19.52 and 22.89 respectively.

The marks for individual questions in the paper show good correlation with the respective section totals. The correlations range from 0.68 for Question Three to 0.94 for Question 10. The correlation of section totals with the examination total is good. Section One has a correlation of 0.66. Section Two is 0.95 and Section Three is 0.85. The standard deviations for the three sections are broad with standard deviations of 16.04, 20.21 and 20.55 respectively.

The overall mean of the examination is 45.21 % which is considerably lower than the recommended average of 60%. The standard deviation of 17.13 is slightly more than the desired than the desired 15.0. The means for each of the three Sections are 49.28%, 46.60% and 40.68% respectively.

### **Psychology Stage 3**

The paper shows good reliability of 0.76. This is comparable with the 2009 Stage 3 WACE paper which had a reliability of 0.68.

The range of marks allocated for the examination, is reasonable (between 1% and 89%). The highest mark awarded for any section is 20 out of a possible 20 for Section One (Research Methods). The means for questions in Section One are uneven with 43.08% for Question One and 67.30% and 71.99% for Questions Two and Three respectively. The means for the questions in Section Two (Short answer) range from 41.48% to 48.06%, except for Question Seven which has an average of 60.15%. The means for the two questions in Section Three (Extended answer) are low at 48.56% and 42.78% respectively. The standard deviation for all questions in Sections One and Two was very broad, ranging from 23.05 for Question Eight to 29.68 for Question One. The standard deviation for the two questions in Section Three was narrow at 16.49 and 17.67 respectively.

The marks for individual questions in the paper show good correlation with the respective section totals. The correlations range from 0.70 for Question Two to 0.91 for Question Ten. The correlation of section totals with the examination total is good. Section One has a correlation of 0.79. Section Two is 0.95 and Section Three is 0.81. The standard deviations for the three sections are broad with standard deviations of 19.45, 19.43 and 16.66 respectively.

The overall mean of the examination is 48.58 % which is considerably lower than the recommended average of 60%. The standard deviation of 16.55 is slightly more than the desired than the desired 15.0. The means for each of the three Sections are 59.66%, 46.69% and 44.59% respectively.

### **Physical Education Studies Stage 2**

813 candidates sat the written examination while 767 participated in the practical examination. The mean of the total examination was 47.59%. The mean for the written paper was 47.18% and for the practical was 52.20%. The written examination results showed a spread in the allocation of marks from 3% to 82%. The results for the practical examination ranged from 0% to 100%. The standard deviation of the total examination was 14.18. The standard deviation for the written paper was 10.69. The standard deviation of the practical examination was 5.37.

#### *Written examination*

The percentage mean for the multiple choice section was 72.06, for the short answer section was 40.30 and for the extended answer section was 42.65. Correlation of question marks with exam total marks for the multiple choice section was 0.62, for short answer section was 0.83 and for the extended answer section was 0.77. The reliability for the written paper (section-based) was 0.76.

The multiple choice questions worked well in most instances. Two alternatives in question 7 were chosen equally and were almost as attractive as the correct response. In question 11 and 18 one

alternative was chosen as many times as the correct response and in question 19 two alternatives were slightly more attractive than the correct response. The four questions from which candidates could choose in the extended answer section were similar in correlation and degree of difficulty with question 30 having the lowest mean of 31.21% and question 29 having the highest mean of 54.34%.

### **Physical Education Studies Stage 3**

1427 candidates sat the written paper, 1352 candidates attended the practical exam. The mean of the total examination was 51.17%. The mean for the written paper was 51.01% and for the practical was 63.40%. The examination results showed a spread in the allocation of marks from 11% to 82%. The results for the written paper range from 1% to 86%. The results for the practical examination range from 0% to 100%. The standard deviation of the total examination for 2010 was 11.36. In 2009 the standard deviation was 11.44.

#### *Written examination*

The percentage mean for the multiple choice section was 70.11(76.82 in 2009), for the short answer section was 40.83 (49.14 in 2009) and for the extended answer section was 46.54 (36.60 in 2009). Correlation of question marks with exam total marks for the multiple choice section was 0.37, for short answer section was 0.72 and for the extended answer section was 0.74.

The four questions from which candidates could choose in the extended answer section were very similar in correlation. The degree of difficulty, as indicated by the mean for each question, ranged from 34.01% to 51.57%. Within the multiple choice section, the correct choice was made most often in each of the 15 questions. Question 15 had a distractor (a) which attracted almost as many candidates as the correct response (b).

### **Plant Production Systems Stage 2**

The examination mean is 43.36%. The examination results for the paper show a spread in the allocation of marks, i.e. between 13% - 67%. The standard deviation of the total paper for 2010 is 13.94%. The internal reliability (section-based) of the examination paper is 0.71. The reliability of the total examination is 0.71.

Section means were: Section One (Multiple choice):36.96%, Section Two (Short answer):46.34%, Section Three (Production practices):47.76% and Section Four (Extended answer):41.50%.

In Section one, there were a number of difficult multiple-choice questions specifically questions 3 and 5 with a mean of 3.57% and question 17 with a mean of 7.14%. In general section two was answered satisfactorily by the students with question 21 having the highest mean of 63.10% and the other six questions having means in the forties. Section three, the compulsory question, had a mean of 47.76%. Section four contained two questions from which students had to answer one. Question 29 had a mean of 37.94% and question 30 a mean of 49.06%.

### **Plant Production Systems Stage 3**

The examination mean is 42.70%. The examination results for the paper show a poor spread in the allocation of marks, i.e. between 32% - 58%. The standard deviation of the total paper for 2010 is 7.09%. The ideal is 15%. The internal reliability (section-based) of the examination paper is 0.54. The reliability of the total examination is 0.56.

Section means were: Section One (Multiple choice):32.67%, Section Two (Short answer):49.24%, Section Three (Production practices):48.58% and Section Four (Extended answer):30.59%.

In Section one, multiple-choice questions 11 and 12 were the most difficult with no student selecting the correct answer. Within section two, question 19 with a mean of 37.50% was the most difficult. Section three had a compulsory question with a mean of 48.58%. Section four contained three questions from which students had to answer two. Question 26 was the most difficult with a mean of 24.25% followed by question 27, 28.64% and question 25 being the easiest with a mean of 35.59%.

## **Religion and Life Stage 2**

The paper shows very strong internal reliability of 0.95. The range of marks allocated for the examination is between 8% and 93%. The highest mark awarded for any section is 30 out of a possible 30 for Section Three (Extended answer).

The means for questions in Section One (Document analysis) range from 60.63% to 75.34%. The means for the questions in Section Two (Short answer) range from 54.391% to 63.91%. The means for the three questions in Section Three (Extended answer) are consistent at 59.82%, 60.86% and 63.00% respectively. The standard deviations for all questions in Sections One and Two were broad, ranging from 15.11 for Question One to 20.38 for Question Seven. The standard deviations for the three questions in Section Three are good at 16.69, 17.79 and 17.67 respectively.

The marks for individual questions in the paper show good correlation with the respective section totals. The correlations range from 0.62 for Question Five to 0.85 for Question Seven. The correlation of section totals with the examination total is good. Section One has a correlation of 0.84. Section Two is 0.89 and Section Three is 0.86. The standard deviation of Section One is 12.08 but the standard deviations for Sections Two and Three sections are broad with standard deviations of 17.62 and 17.33 respectively.

The overall mean of the examination is 60.83 %. The standard deviation of 14.62. The means for each of the three Sections are 65.38%, 57.63% and 60.80% respectively. This would suggest that the questions have a generally appropriate level of difficulty for the candidates.

## **Religion and Life Stage 3**

The paper shows good internal reliability of 0.79. The range of marks allocated for the examination, is satisfactory (between 14% and 92%). The highest mark awarded for any section is 24 out of a possible 25 for Section Two Part B (Essay). The lowest mark of zero is awarded in both Part A and Part B of Section Two.

The means for questions in Section One (Document analysis) are uneven and range from 58.92% to 73.34%. The means for the questions in Section Two Part A (Extended answer) range from 49.58% to 59.70%. The means for the two questions in Section Two Part B (Essay) are 58.26% and 53.05% respectively. The standard deviations for all questions in Section One vary from a narrow 13.80 for Question Three to 18.69 for Question Four. In Section Two the standard deviations range from 16.68 for Question Eight to 20.49 for Question Seven.

The marks for individual questions in the paper show good correlation with the respective section totals. The correlations range from 0.73 for Question Two to 0.85 for Question Six.

The correlation of section totals with the examination total is good. Section One has a correlation of 0.86. Section Two Part A is 0.85 and Section Two Part B is 0.79. The standard deviation for Section One is narrow at 11.69. It appears that this section did not discriminate as well between the candidates as the latter sections. Section Two Part A has a standard deviation of 15.85 and Section Two Part B has a standard deviation of 17.32.

The overall mean of the examination is 60.57 % which is very close to the recommended average of 60%. The standard deviation of the total paper of 12.01 is less than the desired 15.0. The means for Section One is 66.14%. The means for Section Two (Parts A and B) are 54.87% and 55.68% respectively.

## Visual Arts Stage 2

The examination (including the practical) shows good internal reliability of 0.73.

The range of marks allocated for the examination is between 9% and 90%. The highest mark awarded for any section is 50 out of a possible 50 for the practical. The means for the criteria in the practical range from 54.13% for Criterion Three to 63.06% for Criterion One. The means for the two questions in Section One (Analysis) are 62.40% and 60.64% respectively. The means for the two questions in Section Two (Investigation essay) are 49.23% and 52.75% respectively. The standard deviations for all criteria in the practical ranges from 16.67 for Criterion Three to 20.14 for Criterion Four. The standard deviations for individual questions in Sections One and Two, range from 14.64 for Question One, to 22.74 for Question Four.

The marks for the criteria in the practical show good correlation with the section total. The correlations range from 0.87 for Criteria One to 0.96 for Criteria Three and Five. The individual questions in the written paper show good correlation with their respective section totals. The correlations range from 0.88 for Three to 0.93 for Questions Two and Four. The correlation of section totals with the examination total is good. The practical has a correlation of 0.81. Section One has a correlation of 0.70 Section Two has a correlation of 0.73. The standard deviation of the practical is 17.36. The standard deviations for Sections One and Two sections are 14.50 and 19.33 respectively.

The overall mean of the examination is 50.54 %. The standard deviation is 14.94. The means for each of the three parts of the exam are 55.95% for the practical, in the written paper the means are 61.42% and 49.83% for Sections One and Two respectively.

## Visual Arts Stage 3

The examination (including the practical) shows good internal reliability of 0.64.

The range of marks allocated for the examination, is satisfactory (between 16% and 90%). The highest mark awarded for any section is 50 out of a possible 50 for the practical. The means for the criteria in the practical range from 59.79% for Criterion Three to 62.78% for Criterion One. The means for the two questions in Section One (Short answer) are 45.47% and 46.16% respectively. The mean for the question in Section Two (Compare and contrast essay) is 45.47%. The means for the Section Three (Investigation essays) are 61.10 and 59.05 respectively. The standard deviations for all criteria in the practical range from 15.09 for Criterion Five to 17.94 for Criterion Two. The standard deviations for the two questions in Section One are relatively narrow at 13.86 and 14.08. The standard deviations for question in Sections Two and Three range from 14.85 for Question Three to 17.19 and 16.33 for Questions Four and Five respectively.

The marks for the criteria in the practical show good correlation with the section total. The correlations range from 0.87 for Criteria One to 0.95 for Criteria Three and Five. The individual questions in Section One, show good correlation with their respective section totals, with correlations of 0.89 for both questions.

The correlation of section totals with the examination total is good. The practical has a correlation of 0.82. Section One has a lower correlation of 0.52. Section Two has a good correlation of 0.68 and Section Three has a correlation of 0.76. The standard deviation of the practical is 14.40. The standard deviations for Sections One, Two and Three are 12.97, 14.85 and 17.10 respectively. It should be noted that Section One (Short answer) has a low mean, relatively narrow standard deviation and a lower correlation with the examination total than the other sections.

The overall mean of the examination is 58.74 %. The standard deviation is 12.14. The means for each of the parts of the exam are 61.89% for the practical, in the written paper the means are 45.45%, 55.57% and 60.86% for Sections One, Two and Three respectively.

# Curriculum Council

## Explanation of how school marks and WACE examination marks are used in the calculation of WACE course scores

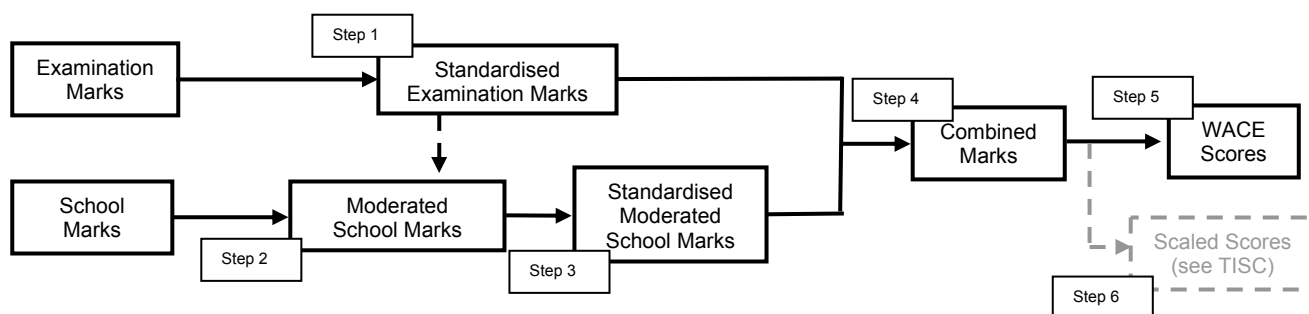
### Introduction

Final year school students who study Stage 2 or Stage 3 course units (e.g. English 3A and 3B) sit the external examination for these courses (unless they apply not to sit and are exempt).

For all students who sit a WACE examination, half of the school mark and half of the examination mark are combined to produce a WACE course score for the course. This score indicates how well the student performed in relation to the course standards.

This brochure explains how the WACE course score is generated, including why it is necessary to standardise and moderate marks before they are combined.

### What happens to marks: Processes applied to marks for Stage 2 courses and Stage 3 courses



### Examination marks

At the end of the year, the Curriculum Council conducts Stage 2 and Stage 3 WACE examinations in most courses. Written papers are set for all of these and, for some (e.g. Dance), there are practical examinations.

Each WACE examination is set by an independent, expert panel. This ensures that the examinations reflect the syllabus and are a fair test of student achievement.

A student's written and practical examinations are separately marked by at least two qualified markers under the supervision of a chief marker. The markers have access only to the student number. A student's name and school are not known to the markers.

If the two markers disagree on a student's mark, or even a mark for one part of the paper, they will either work together to decide which mark is correct or another marker will re-mark the student's paper.

A student's overall mark out of 100 for the examination (including the practical component, where applicable) is called the examination mark.

### Step 1: Standardising examination marks

A student's examination mark goes through a process called standardisation. Standardisation is undertaken because examinations for courses vary in difficulty from year to year. Standardisation adjusts for these differences in difficulty.

Two outcomes of standardisation are that

- the standardised marks distribution is the same or each course from year to year
- the top student in each course is given a standardised mark of 100.

Standardisation ensures that a student is not disadvantaged if an examination is harder than usual in the year that he/she does the examination. If an examination is harder, a student's standardised examination mark in that course may be higher than his/her examination mark. If, on the other hand, an examination is easier than usual, a student's standardised mark may be lower than his/her examination mark.

### **Step 2: Moderating school marks**

A student's 'school mark' for the course is the average of his/her school marks for the last two units he/she studied. A student's 'moderated' school mark for the course is calculated from his/her school mark for the course. Moderated school marks are on the same numerical scale as the standardised examination marks and, therefore, they have the same meaning in every school. Standardised examination marks are used as a common scale because the examination is the same for all schools, unlike school-based assessment tasks which can vary between schools.

A student's moderated school mark is likely to be different from his/her school mark. This is quite normal. The bigger the difference, the bigger the gap between the assessment scale at the school and the scale of the standardised examination marks. A student's ranking in relation to other students within the course at his/her school, however, does not change.

### **Step 3: Standardising the school mark**

A student's moderated school mark is also standardised using the same process as is used to standardise a student's examination marks (see Step 1 above).

### **Step 4: Combining the examination mark and school mark**

A student's standardised examination mark and his/her standardised, moderated school mark for the course (which are both out of 100) are then averaged to produce a student's combined mark for the course.

### **Step 5: Standards and the WACE course score**

For each stage of a course, for each year, a group of experts matches the annual distribution of combined marks with five performance bands: Excellent, High, Satisfactory, Limited and Inadequate. From year to year, these boundary values will vary and this would create confusion over the relative meaning of combined scores in different years. For this reason, combined marks at the boundaries of the E/H, H/S, S/L, and L/I performance bands are linked to WACE course scores of 75, 65, 50 and 35 respectively. Based on these points, simple linear transformations convert all other combined marks into WACE course scores.

In each calendar year, a student with a WACE course score of 75 or more has performed at an *Excellent* standard; a student with a WACE course score between 65 and 74.99 has performed at a *High* standard, and so on. This applies to Stage 2 WACE course scores and to Stage 3 WACE course scores.

A student's state-wide rank in the WACE course score scale will be the same as his/her rank in the combined mark scale.

### **Why standardisation and moderation are necessary**

In Western Australia there are about 230 schools and other providers, each offering a variety of WACE courses at Stage 2 and Stage 3. Students can choose to do any combination of these courses at the stage suitable for them. This choice is good for students, as it enables them to pursue their interests and talents, and to tailor a program of study that best meets their goals for life after school.

However, this choice makes it fairly difficult to compare the results of all students in all the schools and courses across the State.

Comparing marks is not dissimilar to comparing currencies. It is not possible to fairly compare the value of 50 Australian dollars with 50 US dollars without a conversion of one to the other. Similarly, for any given calendar year, it is not possible to fairly compare

- a school mark of 80 in Stage 2 Aviation at one school with a mark of 80 in Stage 2 Aviation at another school
- a school mark of 80 in Stage 3 English at one school with a mark of 80 in Stage 3 English at another school.

It also is not possible to fairly compare a 2010 examination mark of 80 in Stage 2 Engineering Studies with a 2009 examination mark of 80 in Stage 2 Engineering Studies.

### **Standardisation and moderation**

Standardisation and moderation are processes the Curriculum Council uses to overcome problems in comparing student results. In general, for a particular stage of a course, these processes

- bring students' school marks onto a common scale, so that comparable WACE course scores are produced for all students in that calendar year
- enable the fair comparison of WACE course scores in different calendar years.

The use of standardisation and moderation may seem complicated, but assessment experts agree that their use provides the fairest system which

- enables individual teachers to tailor teaching and assessment programs to the needs of their students
- acknowledges the value of the work students do throughout their final year of schooling
- enables fair comparisons of performances among students of each course in a particular year, and in previous years
- enables fair and comparable assessments of students in terms of standards for a course.

The WACE course score a student receives for a course may be quite different from his/her school mark, because of these adjustments.

### **Step 6: Scaling**

For students wishing to apply for entry to university, the Tertiary Institutions Services Centre (TISC) applies a different set of processes to the combined marks of students.

These processes convert the combined marks from each course into *scaled* scores which are all on the same scale. This means that it is then possible to add the scaled scores from different courses to produce a Tertiary Entrance Aggregate (TEA) for each student.

A student's rank in the list of aggregates of all students in the State is called an Australian Tertiary Admission Rank (ATAR), and this is used to determine eligibility to enter university.

The scaled score a student receives for a course also may be quite different from his/her WACE course score.

## Curriculum Council

Statements of results issued to Year 12 students, 2010

Male	Female	Persons
11116	11785	22901

Statements of results issued to Year 11 students, 2010

Male	Female	Persons
14036	13802	27838

Western Australian Certificates of Education issued to Year 12 students, 2010

Male	Female	Persons
9908	10982	20890

Qualifications issued to Year 12 students, 2010

Number of students with qualifications recorded on WACE Certificate	Number of qualifications achieved in total	Number of unique qualifications achieved	Number of qualifications achieved through traineeship	Number of unique qualifications achieved through traineeship
5675	7980	178	176	34

Qualifications issued to Year 11 students, 2010

Number of students with qualifications recorded on WACE Certificate	Number of qualifications achieved in total	Number of unique qualifications achieved	Number of qualifications achieved through traineeship	Number of unique qualifications achieved through traineeship
2862	3597	107	17	11



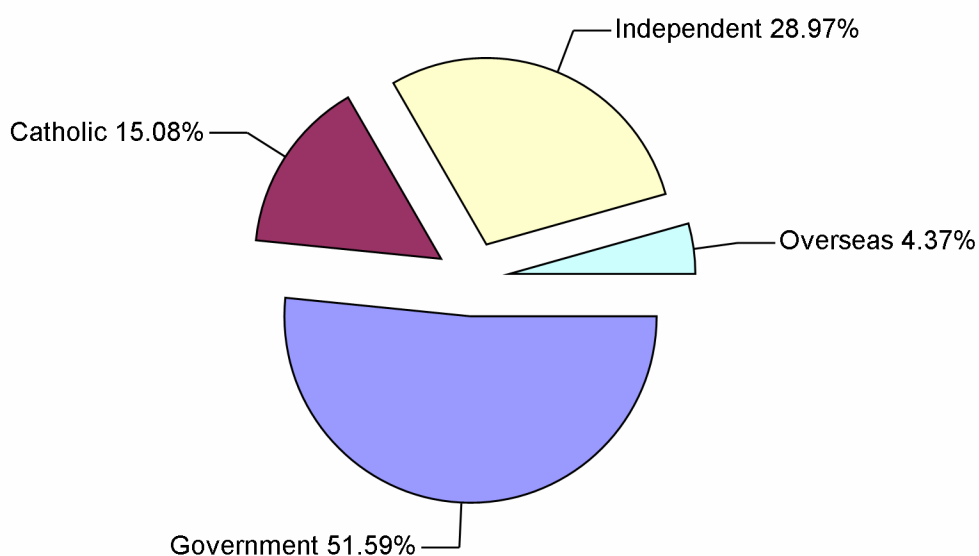
# Curriculum Council

Table 1.1 Number of schools with students\* who completed WACE courses by school sector, 2010

School sector	Schools with Year 11 students	Schools with Year 12 students	Total Schools
Government	130	126	130
Catholic	38	38	38
Independent	72	66	72
Overseas	7	9	9
Total	247	239	247

\* Students who completed at least one course unit.

Figure 1.1 Percentage of upper secondary schools in each school sector, 2010



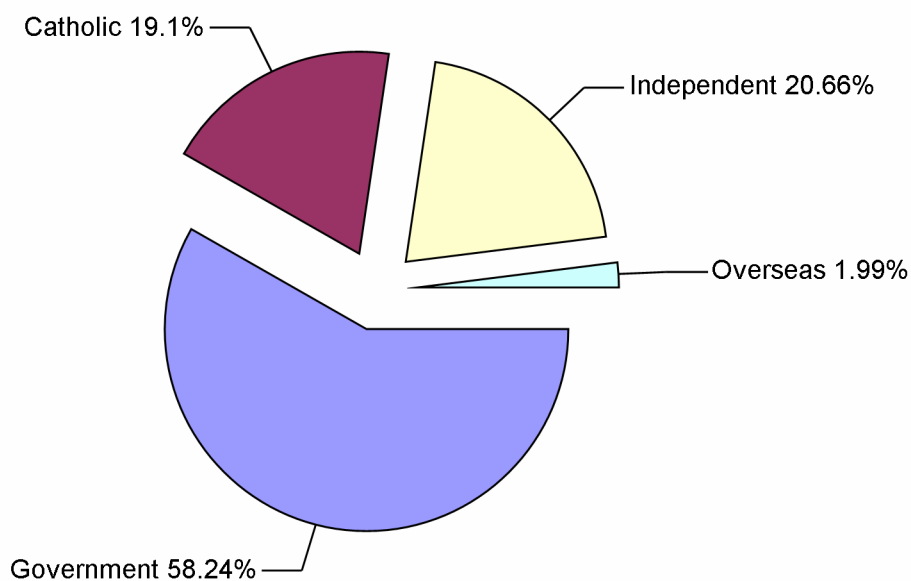
# Curriculum Council

Table 1.2 Number of students\* in Year 11 and Year 12 by school sector, 2010

School sector	Year 11 students	Year 12 students	All students
Government	17432	13108	30540
Catholic	5315	4702	10017
Independent	5820	5015	10835
Overseas	288	758	1046
Total	28855	23583	52438

\* Students who completed at least one course unit or at least one unit of competency or at least one endorsed program.

Figure 1.2 Percentage of Year 11 and Year 12 students by school sector, 2010



## Curriculum Council

Table 1.3 Number of Year 12 students who completed WACE course units (in which they were enrolled as non-examination candidates) only, 1-3 WACE examination courses (in which they were enrolled as examination candidates) and 4 or more WACE examination courses (in which they were enrolled as examination candidates), by school sector, by sex, 2010

School Sector	Sex of Student	WACE course units where students were enrolled as non-examination candidates only	1-3 WACE examination courses where students were enrolled as examination candidates	4+ WACE examination courses where students were enrolled as examination candidates	Total
Government	Male	2712	825	2510	6047
	Female	2537	894	2920	6351
	Persons	5249	1719	5430	12398
Catholic	Male	530	215	1466	2211
	Female	533	162	1775	2470
	Persons	1063	377	3241	4681
Independent	Male	387	235	1801	2423
	Female	251	185	2124	2560
	Persons	638	420	3925	4983
Overseas	Male	0	0	352	352
	Female	0	0	404	404
	Persons	0	0	756	756
All Schools	Male	3629	1275	6129	11033
	Female	3321	1241	7223	11785
	Persons	6950	2516	13352	22818
	Persons Percentage	30.46%	11.03%	58.52%	

# Curriculum Council

Table 1.4 Composition of Year 12 cohorts, 2009 - 2010

Category of students	Year							
	2009				2010			
	Male	Female	Persons	%*	Male	Female	Persons	%*
'Repeating' students**	53	46	99	0.46	52	30	82	0.36
'Re-entry' students***	11	5	16	0.08	0	0	0	0
Mature Age students****	227	193	420	1.97	221	207	428	1.88
Overseas full fee paying students*****	320	368	688	3.23	352	404	756	3.31

\* The percentage of the number of Year 12 students who completed WACE course units. 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 completed at least one WACE course unit or equivalent and were Year 12 full-time (studying ten course units or equivalent) students in the previous year.

\*\*\* "Re-entry" students are Year 12 full-time students who received grades in subjects, completed course units or equivalent and had not been enrolled in a Curriculum Council Year 12 subject, course unit or equivalent for at least one year. Students who are re-entering do not have to enrol in the WACE course units 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 WACE course unit.

\*\*\*\*\* Overseas full fee paying students are Year 12 students who are classified as full fee paying students and are studying at an overseas school. These students completed are least one course unit or equivalent.

## Curriculum Council

Table 1.6 'Typical' school students\* achieving a Western Australia Certificate of Education (WACE) in 2010

Category of students	Male	Female	Persons	Percentage of eligible cohort
Eligible for a Western Australian Certificate of Education (WACE)	9426	10309	19735	100%
Achieving a WACE	9246	10208	19454	98.58%
Not achieving a WACE only on the English language competence requirement	8	1	9	0.05%
Not achieving a WACE on the achievement standard requirement	172	100	272	1.38%

\* A 'typical' school student is defined as a student who is less than 19 years old, has completed 20 or more course units or equivalent with at least 10 of the course units 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 2010

Type of Award	Male	Female	Number Awarded
Beazley Medal: WACE	1	0	1
Beazley Medal: VET	0	1	1
General Exhibition	23	17	40
General Exhibition (ATSI)	1	0	1
General Exhibition (ESL/ELD)	1	0	1
Course Exhibition	17	28	45
VET Exhibition	3	3	6
Special Course Award	1	0	1
Certificate of Distinction: WACE Course	73	123	196
Certificate of Distinction: VET	7	8	15
Special Certificate of Distinction: WACE Course	2	6	9*
Certificate of Excellence	448	737	1185

\* 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: WACE	awarded to the eligible student who achieved the top Curriculum Council WACE award score.
Beazley Medal: VET	awarded to the eligible student who demonstrated the best results in a vocational education and training program.
General exhibitions	awarded to the forty eligible students who obtained the highest Curriculum Council WACE award score based on the average five scaled scores, with at least two from each of List A and List B.
General exhibition (ATSI)	awarded to the eligible Aboriginal and Torres Strait Islander student with the highest Curriculum Council WACE award score based on the average five scaled scores, with at least two from each of List A and List B.
General exhibition (ESL/ELD)	awarded to the eligible student with an ESL/ELD background with the highest Curriculum Council WACE award score based on the average five scaled scores, with at least two from each of List A and List B.
Course exhibitions	awarded to the eligible students who obtained the highest combined mark for each WACE course.
VET exhibitions	awarded to the top eligible students who completed an Australian Qualification Framework VET Certificate II or higher in one of the national industry areas, in their final WACE year.
Certificates of distinction: WACE course	awarded to the eligible students who were in the top 0.5% of candidates or the two top candidates (whichever was the greater). The determination was based on the WACE course score.
Certificates of distinction: VET	awarded to the eligible students for the highest level of achievement who completed an Australian Qualification Framework VET Certificate II or higher in one of the national industry areas, in their final WACE year.
Certificate of excellence	awarded to eligible students obtaining at least 18 "A" grades in course units or equivalents in their last three consecutive years of senior secondary school WACE enrolment.
Special Award	awarded to the student who met the award conditions but failed to meet the eligibility criteria such as residency, for example.

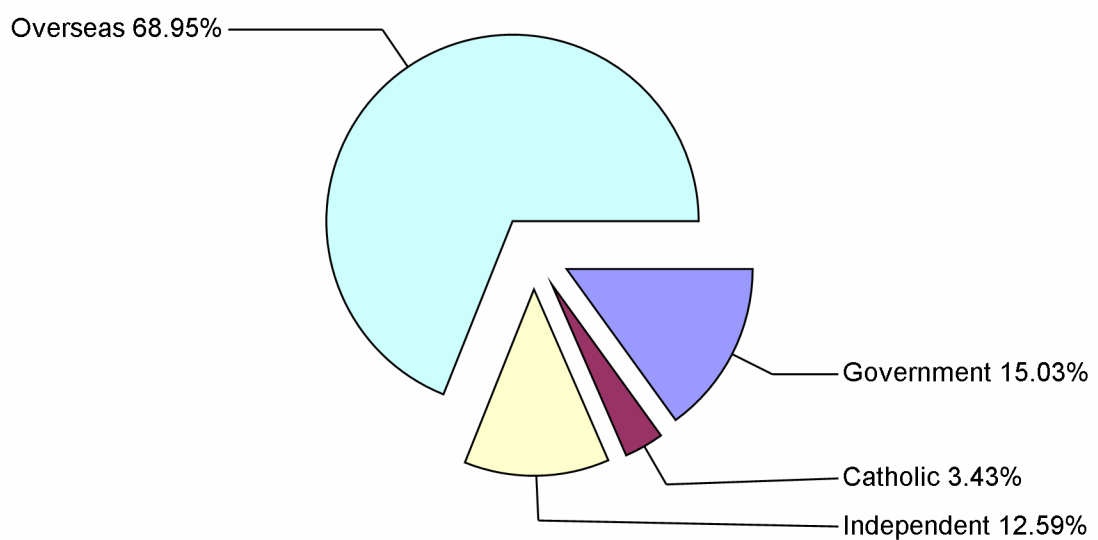
# Curriculum Council

Table 1.8 Number of full fee paying students\* in Year 11 and Year 12 by school sector, 2010

School Sector	Year 11 students	Year 12 students	All students
Government	118	110	228
Catholic	25	27	52
Independent	128	63	191
Overseas	288	758	1046
Total	559	958	1517

\* Full fee paying students who completed at least one course unit.

Figure 1.3 Percentage of Year 11 and Year 12 full fee-paying students by school sector, 2010



## Curriculum Council

Table 1.9 Number of full fee paying students\* achieving a Western Australia Certificate of Education (WACE) in 2010

Category of students	Male	Female	Persons	Percentage of eligible cohort
Eligible for a Western Australian Certificate of Education (WACE)	439	490	929	100%
Achieving a WACE	367	433	800	86.11%
Not achieving a WACE only on the English language competence requirement	9	12	21	2.26%
Not achieving a WACE on the achievement standard requirement	63	45	108	11.63%

\* These students are identified through the registration of students' process and include full fee paying students studying in overseas schools.



## Curriculum Council

Table 1.10 Number of Aboriginal and Torres Strait Islander students\* achieving a Western Australian Certificate of Education (WACE), 2009 - 2010

School Sector	2009	2010
Government	243	307
Catholic	49	70
Independent	42	50
Total	334	427

\* 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 students born in 1993 (17 years old in 2010) and 1994 (16 years old in 2010) in schooling and in non-school programs, 2010

	Year of birth 1993	Year of birth 1994
<b>A. Participating students</b>		
<b>(i) Schooling</b>		
Government		
Non-government		
Home education		
<b>(ii) Non-school program (Notice of arrangements)</b>		
TAFE/RTO (Form A)		
Apprenticeships/traineeship (Form ATRS)		
Employment (Form C)		
Combination of above (Form B)		
Pending (i.e. no learning program supplied)		
<b>Sub-total: Non-participating students</b>		
<b>B. Non-participating students</b>		
<b>(i) Schooling</b>		
Left secondary education/provider (No Notice of arrangements)		
Not re-registered from previous year		
<b>(ii) Non-school program</b>		
Rejected (no learning program supplied)		
Cancelled (withdrawn from learning program)		

	Year of birth 1993	Year of birth 1994
<b>A. Participating students</b>		
<b>(i) Schooling</b>		
Government	13,865	15,697
Non-government	10,037	11,101
Home education	42	74
	<b>23,944</b>	<b>26,872</b>
<b>(ii) Non-school program (Notice of arrangements)</b>		
TAFE/RTO (Form A)	1,181	820
Apprenticeship/traineeship (Form ATRS)	2,003	893
Employment (Form C)	668	269
Combination of above (Form B)	70	23
Pending (i.e. no learning program supplied)	177	72
	<b>4,099</b>	<b>2,077</b>
<b>Sub-total: participating students</b>	<b>28,043</b>	<b>28,949</b>
<b>B. Non-participating students</b>		
<b>(i) Schooling</b>		
Left secondary education/provider (no Notice of arrangements)	555	555
Not re-registered from previous year	267	319
	<b>822</b>	<b>874</b>
<b>(ii) Non-school program</b>		
Rejected (no learning program supplied)	100	31
Cancelled (withdrawn from learning program)	827	314
	<b>927</b>	<b>345</b>
<b>Sub-total: Non-participating students</b>	<b>1,749</b>	<b>1,219</b>

<b>C. Other students</b>		
Whereabouts unknown	355	177
Working with Participation Directorate	411	145
Graduated from secondary school	95	3
Left Western Australia	101	114
Deceased	3	3
<b><i>Sub-total: Other</i></b>	<b>965</b>	<b>442</b>
<b>Total all students</b>	<b>30,757</b>	<b>30,610</b>

Note: These figures were taken as a 'snapshot' on 31/10/2010 (census date) and do not include full-fee paying students or overseas students.

# Curriculum Council

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2010

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
English						
English: 1AENG	95	1	29	36	0	161
English: 1BENG	96	1	28	36	0	161
English: 1CENG	91	1	33	48	0	173
English: 1DENG	92	1	33	50	0	176
English: 2AENG	88	1	35	58	1	183
English: 2BENG	88	1	35	58	1	183
English: 2CENG	15	1	1	2	2	21
English: 2DENG	15	1	1	2	2	21
English: 3AENG	14	0	0	2	0	16
English: 3BENG	13	0	0	2	0	15
English: PAENG	22	1	11	5	0	39
English: PBENG	19	1	5	4	0	29
English as an Additional Language or Dialect: 1AELD	24	0	2	4	1	31
English as an Additional Language or Dialect: 1BELD	20	0	2	4	1	27
English as an Additional Language or Dialect: 1CELD	17	0	1	5	5	28
English as an Additional Language or Dialect: 1DELD	18	0	1	6	5	30
English as an Additional Language or Dialect: 2AELD	18	0	5	12	1	36
English as an Additional Language or Dialect: 2BELD	18	0	5	12	1	36
English as an Additional Language or Dialect: 3AELD	1	0	1	1	0	3
English as an Additional Language or Dialect: 3BELD	1	0	1	1	0	3
Literature: 1ALIT	2	0	0	0	0	2
Literature: 1BLIT	1	0	0	0	0	1
Literature: 1CLIT	2	0	1	0	0	3
Literature: 1DLIT	2	0	1	0	0	3
Literature: 2ALIT	36	1	31	41	0	109
Literature: 2BLIT	36	1	31	41	0	109
Literature: 3ALIT	1	0	1	1	0	3
Literature: 3BLIT	1	0	1	1	0	3
Health and Physical Education						
Children, Family and the Community: 1ACFCC	44	1	21	12	0	78
Children, Family and the Community: 1ACFCL	18	0	1	5	0	24
Children, Family and the Community: 1BCFCC	45	1	21	12	0	79
Children, Family and the Community: 1BCFCL	18	0	1	5	0	24
Children, Family and the Community: 1CCFCC	31	1	7	12	0	51
Children, Family and the Community: 1CCFCL	9	0	0	1	0	10
Children, Family and the Community: 1DCFCC	31	1	7	12	0	51
Children, Family and the Community: 1DCFCL	8	0	0	2	0	10
Children, Family and the Community: 2ACFCC	2	0	1	3	0	6
Children, Family and the Community: 2BCFCC	2	0	1	3	0	6
Children, Family and the Community: PACFC	4	0	1	0	0	5

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Health and Physical Education						
Children, Family and the Community: PBCFC	3	0	1	0	0	4
Health Studies: 1AHEA	40	1	2	5	0	48
Health Studies: 1BHEA	39	1	3	5	0	48
Health Studies: 1CHEA	14	1	0	0	0	15
Health Studies: 1DHEA	14	0	0	0	0	14
Health Studies: 2AHEA	5	1	1	2	0	9
Health Studies: 2BHEA	5	1	1	2	0	9
Health Studies: PAHEA	4	0	0	1	0	5
Health Studies: PBHEA	3	0	0	1	0	4
Outdoor Education: 1AOED	59	0	13	14	0	86
Outdoor Education: 1BOED	61	0	13	14	0	88
Outdoor Education: 1COED	19	0	3	4	0	26
Outdoor Education: 1DOED	18	0	3	3	0	24
Outdoor Education: 2AOED	9	0	7	4	0	20
Outdoor Education: 2BOED	9	0	7	4	0	20
Outdoor Education: PAOED	4	0	1	1	0	6
Outdoor Education: PBOED	2	0	0	1	0	3
Physical Education Studies: 1APES	87	0	25	38	0	150
Physical Education Studies: 1BPES	87	0	25	37	0	149
Physical Education Studies: 1CPES	41	0	6	8	0	55
Physical Education Studies: 1DPES	41	0	6	10	0	57
Physical Education Studies: 2APES	44	0	27	37	0	108
Physical Education Studies: 2BPES	44	0	27	37	0	108
Physical Education Studies: 3APES	0	0	0	2	0	2
Physical Education Studies: 3BPES	0	0	0	2	0	2
Physical Education Studies: PAPES	6	0	1	1	0	8
Physical Education Studies: PBPEs	6	0	0	1	0	7
Languages other than English						
Aboriginal Languages of Western Australia: 1AABL	2	0	1	0	0	3
Aboriginal Languages of Western Australia: 1BABL	2	0	1	0	0	3
Arabic: 2AARA	0	0	0	1	0	1
Arabic: 2BARA	0	0	0	1	0	1
Chinese: Background Speakers: 2ACBS	5	0	0	2	1	8
Chinese: Background Speakers: 2BCBS	5	0	0	2	1	8
Chinese: Background Speakers: 3ACBS	1	0	0	0	0	1
Chinese: Background Speakers: 3BCBS	1	0	0	0	0	1
Chinese: Second Language: 1ACSL	1	0	0	0	0	1
Chinese: Second Language: 1BCSL	1	0	0	0	0	1
Chinese: Second Language: 2ACSL	5	0	0	1	0	6
Chinese: Second Language: 2BCSL	5	0	0	1	0	6

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Languages other than English						
French: 1AFRE	0	1	0	1	0	2
French: 1BFRE	0	1	0	1	0	2
French: 2AFRE	12	1	7	22	0	42
French: 2BFRE	12	1	7	22	0	42
French: 3AFRE	1	0	0	1	0	2
French: 3BFRE	1	0	0	1	0	2
German: 1AGER	1	0	0	0	0	1
German: 1BGER	1	0	0	0	0	1
German: 2AGER	3	0	0	4	0	7
German: 2BGER	3	0	0	4	0	7
German: 3AGER	1	0	0	1	0	2
German: 3BGER	1	0	0	1	0	2
Hebrew: 2AHEB	0	0	0	1	0	1
Hebrew: 2BHEB	0	0	0	1	0	1
Indonesian Background Speakers: 2AIBS	0	1	0	0	0	1
Indonesian Background Speakers: 2BIBS	0	1	0	0	0	1
Indonesian: Second Language: 1AIND	0	1	0	0	0	1
Indonesian: Second Language: 1BIND	0	1	0	0	0	1
Indonesian: Second Language: 2AIND	1	1	2	14	0	18
Indonesian: Second Language: 2BIND	1	1	2	14	0	18
Italian: 1AITA	4	1	1	0	0	6
Italian: 1BITA	5	1	1	0	0	7
Italian: 2AITA	10	1	16	6	0	33
Italian: 2BITA	10	1	16	6	0	33
Italian: 3AITA	0	0	1	0	0	1
Italian: 3BITA	0	0	1	0	0	1
Japanese: Background Speakers: 2AJBS	0	0	0	1	0	1
Japanese: Background Speakers: 2BJBS	0	0	0	1	0	1
Japanese: Second Language: 1AJSL	8	1	1	4	0	14
Japanese: Second Language: 1BJSL	8	1	1	4	0	14
Japanese: Second Language: 2AJSL	17	1	9	17	0	44
Japanese: Second Language: 2BJSL	17	1	9	17	0	44
Japanese: Second Language: 3AJSL	1	0	0	1	0	2
Japanese: Second Language: 3BJSL	1	0	0	1	0	2
Modern Greek: 2BGRE	0	0	0	1	0	1
Polish: 3APOL	1	0	1	1	0	3
Polish: 3BPOL	1	0	1	1	0	3
Mathematics						
Mathematics: 1AMAT	37	1	7	7	0	52
Mathematics: 1BMAT	102	1	35	59	1	198

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
<b>Mathematics</b>						
Mathematics: 1CMAT	97	1	36	57	1	192
Mathematics: 1DMAT	75	1	11	16	0	103
Mathematics: 1EMAT	66	1	8	15	0	90
Mathematics: 2AMAT	88	1	34	61	3	187
Mathematics: 2BMAT	87	1	34	61	3	186
Mathematics: 2CMAT	76	1	35	45	2	159
Mathematics: 2DMAT	74	1	35	45	2	157
Mathematics: 3AMAT	72	1	35	53	6	167
Mathematics: 3BMAT	73	1	35	53	6	168
Mathematics: 3CMAT	7	1	2	3	0	13
Mathematics: 3DMAT	6	0	2	3	1	12
Mathematics: PAMAT	20	1	6	2	0	29
Mathematics: PBMAT	18	1	1	1	0	21
Mathematics: Specialist: 3AMAS	57	1	29	42	5	134
Mathematics: Specialist: 3BMAS	58	1	29	42	5	135
Mathematics: Specialist: 3CMAS	0	0	0	1	0	1
Mathematics: Specialist: 3DMAS	0	0	0	1	0	1
<b>Science</b>						
Animal Production Systems: 1AAPS	9	0	1	0	0	10
Animal Production Systems: 1BAPS	8	0	1	0	0	9
Animal Production Systems: 1CAPS	3	0	0	0	0	3
Animal Production Systems: 1DAPS	2	0	0	0	0	2
Animal Production Systems: 2AAPS	1	0	1	0	0	2
Animal Production Systems: 2BAPS	1	0	1	0	0	2
Animal Production Systems: PAAPS	0	0	0	1	0	1
Aviation: 2AAVN	4	0	0	2	0	6
Aviation: 2BAVN	4	0	0	2	0	6
Aviation: 3AAVN	1	0	0	1	0	2
Aviation: 3BAVN	1	0	0	1	0	2
Biological Sciences: 1ABIO	5	1	0	0	0	6
Biological Sciences: 1BBIO	5	1	0	0	0	6
Biological Sciences: 2ABIO	49	1	24	38	1	113
Biological Sciences: 2BBIO	50	1	24	38	1	114
Biological Sciences: 3ABIO	4	1	1	1	0	7
Biological Sciences: 3BBIO	4	1	1	1	0	7
Chemistry: 1ACHE	2	0	1	2	0	5
Chemistry: 1BCHE	2	0	1	2	0	5
Chemistry: 2ACHE	79	1	35	58	5	178
Chemistry: 2BCHE	79	1	35	58	5	178
Chemistry: 3ACHE	7	1	0	2	0	10

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Science						
Chemistry: 3BCHE	6	0	0	2	0	8
Earth and Environmental Science: 1AEES	3	1	4	1	0	9
Earth and Environmental Science: 1BEES	3	1	3	1	0	8
Earth and Environmental Science: 2AEES	7	1	5	3	0	16
Earth and Environmental Science: 2BEES	7	1	5	3	0	16
Human Biological Science: 1AHBS	26	0	9	7	1	43
Human Biological Science: 1BHBS	26	0	9	6	1	42
Human Biological Science: 2AHBS	86	1	35	54	0	176
Human Biological Science: 2BHBS	86	1	35	54	0	176
Human Biological Science: 3AHBS	10	1	0	1	0	12
Human Biological Science: 3BHBS	9	1	0	1	0	11
Integrated Science: 1AISC	49	0	17	32	1	99
Integrated Science: 1BISC	47	0	17	32	1	97
Integrated Science: 1CISC	26	1	6	5	0	38
Integrated Science: 1DISC	26	1	6	6	0	39
Integrated Science: 2AISC	9	0	0	3	0	12
Integrated Science: 2BISC	8	0	0	4	0	12
Integrated Science: PAISC	3	0	0	1	0	4
Integrated Science: PBISC	3	0	0	1	0	4
Physics: 1APHY	2	0	3	3	1	9
Physics: 1BPHY	3	0	3	5	1	12
Physics: 2APHY	76	1	35	55	4	171
Physics: 2BPHY	76	1	35	56	4	172
Physics: 3APHY	4	0	1	0	0	5
Physics: 3BPHY	6	0	1	0	0	7
Plant Production Systems: 1APPS	7	0	1	3	0	11
Plant Production Systems: 1BPPS	6	0	1	3	0	10
Plant Production Systems: 1CPPS	2	0	0	0	0	2
Plant Production Systems: 1DPPS	1	0	0	0	0	1
Plant Production Systems: PAPPS	1	0	0	2	0	3
Plant Production Systems: PBPPS	0	0	0	1	0	1
Psychology: 1APSY	14	0	0	3	0	17
Psychology: 1BPSY	14	0	0	3	0	17
Psychology: 2APSY	11	0	3	4	0	18
Psychology: 2BPSY	11	0	3	4	0	18
Psychology: 3APSY	1	0	0	0	0	1
Psychology: 3BPSY	1	0	0	0	0	1
Society and Environment						
Aboriginal and Intercultural Studies: 1AAIS	6	0	1	0	0	7
Aboriginal and Intercultural Studies: 1BAIS	5	0	1	0	0	6

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.



# Curriculum Council

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Society and Environment						
Ancient History: 1AHIA	6	0	0	1	0	7
Ancient History: 1BHIA	6	0	0	1	0	7
Ancient History: 2AHIA	6	0	0	7	0	13
Ancient History: 2BHIA	6	0	0	7	0	13
Aspects of the Tourism Industry: 1AAST	13	1	1	0	0	15
Aspects of the Tourism Industry: 1BAST	11	1	1	0	0	13
Aspects of the Tourism Industry: 1CAST	5	0	0	0	0	5
Aspects of the Tourism Industry: 1DAST	5	0	0	0	0	5
Economics: 1AECO	3	1	1	0	1	6
Economics: 1BECO	3	1	0	0	1	5
Economics: 2AECO	43	1	28	39	2	113
Economics: 2BECO	43	1	28	38	2	112
Economics: 3AECO	2	1	1	2	0	6
Economics: 3BECO	2	1	1	2	0	6
Geography: 1AGEO	10	1	3	6	0	20
Geography: 1BGEO	9	1	3	6	0	19
Geography: 2AGEO	68	1	31	43	0	143
Geography: 2BGEO	68	1	29	43	0	141
Geography: 3AGEO	4	1	1	0	0	6
Geography: 3BGEO	4	1	1	0	0	6
Modern History: 1AHIM	15	1	5	5	1	27
Modern History: 1BHIM	14	1	3	4	1	23
Modern History: 2AHIM	76	1	35	53	1	166
Modern History: 2BHIM	78	1	35	53	1	168
Modern History: 3AHIM	5	0	0	1	0	6
Modern History: 3BHIM	5	0	0	1	0	6
Philosophy and Ethics: 1APAE	2	0	0	0	0	2
Philosophy and Ethics: 1BPAE	2	0	0	1	0	3
Philosophy and Ethics: 2APAE	4	0	0	7	0	11
Philosophy and Ethics: 2BPAE	4	0	0	6	0	10
Politics and Law: 1APAL	4	1	2	3	0	10
Politics and Law: 1BPAL	5	1	1	3	0	10
Politics and Law: 2APAL	27	1	14	26	0	68
Politics and Law: 2BPAL	27	1	14	26	0	68
Politics and Law: 3APAL	1	0	0	1	0	2
Politics and Law: 3BPAL	1	0	0	1	0	2
Religion and Life: 1AREL	0	0	35	5	0	40
Religion and Life: 1BREL	0	0	34	5	0	39
Religion and Life: 1CREL	0	0	5	1	0	6
Religion and Life: 1DREL	0	0	5	0	0	5
Religion and Life: 2AREL	0	0	19	0	0	19

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Society and Environment						
Religion and Life: 2BREL	0	0	20	1	0	21
Religion and Life: PAREL	0	0	8	0	0	8
Religion and Life: PBREL	0	0	3	0	0	3
Technology and Enterprise						
Accounting and Finance: 1AACF	12	1	1	1	1	16
Accounting and Finance: 1BACF	10	1	1	1	1	14
Accounting and Finance: 2AACF	30	1	23	32	4	90
Accounting and Finance: 2BACF	31	1	23	32	4	91
Accounting and Finance: 3AACF	0	0	0	2	0	2
Accounting and Finance: 3BACF	0	0	0	1	0	1
Applied Information Technology: 1AAIT	66	1	15	22	2	106
Applied Information Technology: 1BAIT	62	1	15	26	2	106
Applied Information Technology: 1CAIT	37	1	6	17	0	61
Applied Information Technology: 1DAIT	38	1	6	17	0	62
Applied Information Technology: 2AAIT	32	1	17	23	1	74
Applied Information Technology: 2BAIT	32	1	16	23	1	73
Applied Information Technology: 3AAIT	1	1	0	1	0	3
Applied Information Technology: 3BAIT	1	1	0	1	0	3
Applied Information Technology: PAAIT	7	0	0	0	0	7
Applied Information Technology: PBAIT	5	0	0	0	0	5
Automotive Engineering and Technology: 1AAET	25	1	0	2	0	28
Automotive Engineering and Technology: 1BAET	24	1	0	2	0	27
Automotive Engineering and Technology: 1CAET	8	0	0	0	0	8
Automotive Engineering and Technology: 1DAET	11	0	0	0	0	11
Automotive Engineering and Technology: 2AAET	1	0	0	0	0	1
Automotive: VET Industry Specific: 1AVAU	1	0	1	0	0	2
Automotive: VET Industry Specific: 1BVAU	1	0	1	0	0	2
Building and Construction: 1ABCN	29	0	3	2	0	34
Building and Construction: 1BBCN	31	0	3	1	0	35
Building and Construction: 1CBCN	13	0	1	0	0	14
Building and Construction: 1DBCN	13	0	1	0	0	14
Building and Construction: PABCN	0	0	1	0	0	1
Building and Construction: PBBCN	0	0	1	0	0	1
Business Management and Enterprise: 1ABME	27	1	5	15	1	49
Business Management and Enterprise: 1BBME	27	1	6	14	1	49
Business Management and Enterprise: 1CBME	12	0	2	3	0	17
Business Management and Enterprise: 1DBME	13	1	2	3	0	19
Business Management and Enterprise: 2ABME	5	0	2	9	3	19
Business Management and Enterprise: 2BBME	5	0	2	9	3	19
Business Management and Enterprise: 3ABME	0	0	0	1	0	1

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Business Management and Enterprise: 3BBME	0	0	0	1	0	1
Business Management and Enterprise: PABME	1	0	6	0	0	7
Business Management and Enterprise: PBBME	1	0	0	0	0	1
Business Services: VET Industry Specific: 1AVBS	2	0	0	1	0	3
Business Services: VET Industry Specific: 1BVBS	2	0	0	1	0	3
Business Services: VET Industry Specific: 1CVBSB	1	0	0	2	0	3
Business Services: VET Industry Specific: 1DVBSB	1	0	0	2	0	3
Business Services: VET Industry Specific: 2AVBSB	0	0	0	1	0	1
Business Services: VET Industry Specific: 2BVBSB	0	0	0	1	0	1
Career and Enterprise: 1ACAE	48	1	11	12	0	72
Career and Enterprise: 1BCAE	45	1	12	12	0	70
Career and Enterprise: 1CCAE	58	1	12	14	0	85
Career and Enterprise: 1DCAE	54	1	7	10	0	72
Career and Enterprise: 2ACAE	6	0	0	3	0	9
Career and Enterprise: 2BCAE	6	0	0	3	0	9
Career and Enterprise: PACAE	13	1	2	2	0	18
Career and Enterprise: PBCAE	10	1	1	2	0	14
Community Services: VET Industry Specific: 1AVCS	3	0	1	0	0	4
Community Services: VET Industry Specific: 1CVCSW	1	0	0	0	0	1
Community Services: VET Industry Specific: 1DVCSW	1	0	0	0	0	1
Computer Science: 1ACSC	7	0	0	4	2	13
Computer Science: 1BCSC	7	0	0	4	2	13
Computer Science: 2ACSC	21	0	11	12	1	45
Computer Science: 2BCSC	22	0	11	12	2	47
Computer Science: 3ACSC	4	0	0	1	0	5
Computer Science: 3BCSC	4	0	0	1	0	5
Construction: VET Industry Specific: 1AVCO	3	0	0	1	0	4
Construction: VET Industry Specific: 1BVCO	3	0	0	1	0	4
Design: 1ADESD	5	0	2	2	0	9
Design: 1ADESG	12	1	3	2	0	18
Design: 1ADESP	42	1	4	4	0	51
Design: 1ADEST	31	1	5	4	0	41
Design: 1BDESD	5	0	2	2	0	9
Design: 1BDESG	12	1	3	2	0	18
Design: 1BDESP	43	1	4	5	0	53
Design: 1BDEST	31	1	5	4	0	41
Design: 1CDESD	2	0	0	2	0	4
Design: 1CDESG	4	0	3	4	0	11
Design: 1CDESP	23	1	1	5	0	30
Design: 1CDEST	12	1	7	5	0	25
Design: 1DDESD	1	0	0	3	0	4

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Design: 1DDESG	5	0	3	4	0	12
Design: 1DDESP	25	1	1	5	0	32
Design: 1DDEST	10	1	7	4	0	22
Design: 2ADESD	0	0	0	1	0	1
Design: 2ADESG	3	0	4	3	0	10
Design: 2ADESP	9	0	1	5	0	15
Design: 2ADEST	2	0	1	1	0	4
Design: 2BDESD	0	0	0	1	0	1
Design: 2BDESG	3	0	4	3	0	10
Design: 2BDESP	8	0	1	5	0	14
Design: 2BDEST	2	0	1	1	0	4
Design: PADESG	0	0	1	0	0	1
Design: PBDESG	0	0	1	0	0	1
Engineering Studies: 1AEST	14	0	4	7	0	25
Engineering Studies: 1BEST	14	0	4	6	0	24
Engineering Studies: 2AEST	4	0	4	4	0	12
Engineering Studies: 2BEST	4	0	4	4	0	12
Food Science and Technology: 1AFSTH	53	0	11	11	0	75
Food Science and Technology: 1AFSTN	10	0	3	5	0	18
Food Science and Technology: 1AFSTP	6	0	1	1	0	8
Food Science and Technology: 1BFSTH	52	0	10	11	0	73
Food Science and Technology: 1BFSTN	10	0	5	4	0	19
Food Science and Technology: 1BFSTP	5	0	1	1	0	7
Food Science and Technology: 1CFSTH	39	0	6	18	0	63
Food Science and Technology: 1CFSTN	6	0	2	3	0	11
Food Science and Technology: 1CFSTP	5	0	0	1	0	6
Food Science and Technology: 1DFSTH	39	0	6	18	0	63
Food Science and Technology: 1DFSTN	6	0	2	2	0	10
Food Science and Technology: 1DFSTP	6	0	0	1	0	7
Food Science and Technology: 2AFSTH	4	0	2	5	0	11
Food Science and Technology: 2AFSTN	1	0	0	0	0	1
Food Science and Technology: 2AFSTP	1	0	0	0	0	1
Food Science and Technology: 2BFSTH	4	0	2	5	0	11
Food Science and Technology: 2BFSTN	1	0	0	0	0	1
Food Science and Technology: 2BFSTP	1	0	0	0	0	1
Food Science and Technology: PAFST	7	0	3	2	0	12
Food Science and Technology: PBFST	4	0	2	2	0	8
Hospitality: VET Industry Specific: 1AVHO	2	0	1	0	0	3
Hospitality: VET Industry Specific: 1BVHO	2	0	1	0	0	3
Hospitality: VET Industry Specific: 1CVHOF	1	0	0	1	0	2
Hospitality: VET Industry Specific: 1CVHOK	1	0	0	0	0	1

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Hospitality: VET Industry Specific: 1DVHOF	1	0	0	1	0	2
Hospitality: VET Industry Specific: 1DVHOK	1	0	0	0	0	1
Hospitality: VET Industry Specific: 2AVHOF	1	0	0	1	0	2
Hospitality: VET Industry Specific: 2AVHOK	1	0	0	0	0	1
Hospitality: VET Industry Specific: 2BVHOF	1	0	0	1	0	2
Hospitality: VET Industry Specific: 2BVHOK	1	0	0	0	0	1
Information Technology: VET Industry Specific: 1AVIT	3	0	0	2	0	5
Information Technology: VET Industry Specific: 1BVIT	3	0	0	2	0	5
Information Technology: VET Industry Specific: 1CVITG	2	0	0	0	0	2
Information Technology: VET Industry Specific: 1DVITG	2	0	0	0	0	2
Information Technology: VET Industry Specific: 2AVITG	1	0	0	0	0	1
Information Technology: VET Industry Specific: 2BVITG	1	0	0	0	0	1
Marine and Maritime Technology: 1AMMT	8	0	2	2	0	12
Marine and Maritime Technology: 1BMMT	7	0	2	2	0	11
Marine and Maritime Technology: 1CMMT	3	0	0	0	0	3
Marine and Maritime Technology: 1DMMT	3	0	0	0	0	3
Marine and Maritime Technology: 2AMMT	3	0	0	2	0	5
Marine and Maritime Technology: 2BMMT	3	0	0	2	0	5
Marine and Maritime Technology: 3AMMT	1	0	0	0	0	1
Marine and Maritime Technology: 3BMMT	1	0	0	0	0	1
Materials Design and Technology: 1AMDTM	60	0	8	7	0	75
Materials Design and Technology: 1AMDTT	15	0	3	2	0	20
Materials Design and Technology: 1AMDWT	65	1	22	31	0	119
Materials Design and Technology: 1BMDTM	58	0	8	7	0	73
Materials Design and Technology: 1BMDTT	15	0	3	2	0	20
Materials Design and Technology: 1BMDWT	69	1	22	31	0	123
Materials Design and Technology: 1CMDTM	22	0	4	7	0	33
Materials Design and Technology: 1CMDTT	6	0	4	8	0	18
Materials Design and Technology: 1CMDWT	35	1	6	11	0	53
Materials Design and Technology: 1DMDTM	21	0	4	6	0	31
Materials Design and Technology: 1DMDTT	7	0	4	8	0	19
Materials Design and Technology: 1DMDWT	34	1	6	12	0	53
Materials Design and Technology: 2AMDTM	0	0	1	0	0	1
Materials Design and Technology: 2AMDTT	2	0	0	5	0	7
Materials Design and Technology: 2AMDWT	1	0	3	6	0	10
Materials Design and Technology: 2BMDTM	0	0	1	0	0	1
Materials Design and Technology: 2BMDTT	2	0	0	5	0	7
Materials Design and Technology: 2BMDWT	1	0	3	6	0	10
Materials Design and Technology: PAMDTM	1	0	0	0	0	1
Materials Design and Technology: PAMDTT	1	0	0	0	0	1
Materials Design and Technology: PAMDWT	4	0	1	0	0	5

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
<b>Technology and Enterprise</b>						
Materials Design and Technology: PBMDTW	1	0	1	0	0	2
Primary Industries: VET Industry Specific: 1AVPI	1	0	0	0	0	1
Primary Industries: VET Industry Specific: 1BVPI	1	0	0	0	0	1
Primary Industries: VET Industry Specific: 1CVPIA	0	0	1	0	0	1
Primary Industries: VET Industry Specific: 1DVPIA	0	0	1	0	0	1
Primary Industries: VET Industry Specific: 2AVPIA	0	0	1	0	0	1
Primary Industries: VET Industry Specific: 2BVPIA	0	0	1	0	0	1
Tourism: VET Industry Specific: 1CVTOU	0	0	0	1	0	1
Tourism: VET Industry Specific: 1DVTOU	0	0	0	1	0	1
Tourism: VET Industry Specific: 2AVTOU	0	0	0	1	0	1
Tourism: VET Industry Specific: 2BVTOU	0	0	0	1	0	1
Workplace Learning: 1AWPL	64	0	22	36	0	122
Workplace Learning: 1BWPL	59	0	21	36	0	116
Workplace Learning: 1CWPL	22	0	3	2	0	27
Workplace Learning: 1DWPL	24	0	3	2	0	29
<b>The Arts</b>						
Dance: 1ADAN	52	0	7	8	0	67
Dance: 1BDAN	52	0	7	8	0	67
Dance: 2ADAN	17	0	7	9	0	33
Dance: 2BDAN	17	0	7	9	0	33
Dance: 3ADAN	0	0	0	1	0	1
Dance: 3BDAN	0	0	0	1	0	1
Drama: 1ADRA	45	0	13	14	0	72
Drama: 1BDRA	46	0	13	14	0	73
Drama: 2ADRA	48	0	27	38	0	113
Drama: 2BDRA	49	0	27	38	0	114
Drama: 3ADRA	0	0	1	0	0	1
Drama: 3BDRA	0	0	1	0	0	1
Media Production and Analysis: 1AMPA	38	0	4	12	0	54
Media Production and Analysis: 1BMPA	37	0	4	12	0	53
Media Production and Analysis: 1CMPA	26	0	5	11	0	42
Media Production and Analysis: 1DMPA	25	0	5	12	0	42
Media Production and Analysis: 2AMPA	38	0	11	29	1	79
Media Production and Analysis: 2BMPA	38	0	11	29	1	79
Media Production and Analysis: 3AMPA	3	0	0	0	0	3
Media Production and Analysis: 3BMPA	3	0	0	0	0	3
Music: 1AMUS	39	0	4	13	0	56
Music: 1BMUS	39	0	3	13	0	55
Music: 1CMUS	18	0	3	5	0	26
Music: 1DMUS	18	0	3	6	0	27

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
The Arts						
Music: 2AMUSC	7	0	7	6	0	20
Music: 2AMUSJ	3	0	2	2	0	7
Music: 2AMUSW	24	0	15	19	0	58
Music: 2BMUSC	7	0	7	6	0	20
Music: 2BMUSJ	3	0	2	2	0	7
Music: 2BMUSW	24	0	15	19	0	58
Music: 3AMUSC	0	0	0	1	0	1
Music: 3AMUSW	0	0	1	3	0	4
Music: 3BMUSC	0	0	0	1	0	1
Music: 3BMUSW	0	0	1	3	0	4
Music: PAMUS	1	0	0	0	0	1
Music: PBMUS	1	0	0	0	0	1
Visual Arts: 1AVAR	77	0	21	32	0	130
Visual Arts: 1BVAR	76	0	21	31	0	128
Visual Arts: 1CVAR	42	1	11	18	0	72
Visual Arts: 1DVAR	42	1	10	19	0	72
Visual Arts: 2AVAR	48	1	31	38	0	118
Visual Arts: 2BVAR	48	1	31	38	0	118
Visual Arts: 3AVAR	0	0	1	1	0	2
Visual Arts: 3BVAR	0	0	1	1	0	2
Visual Arts: PAVAR	4	0	1	0	0	5
Visual Arts: PBVAR	4	0	1	0	0	5

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010

Course units 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									
1AENG	Male	NO.	163	764	1739	522	412	3600	
		%	4.53	21.22	48.31	14.5	11.44		
	Female	NO.	296	704	950	208	262	2420	
		%	12.23	29.09	39.26	8.6	10.83		
	Persons	NO.	459	1468	2689	730	674	6020	
		%	7.62	24.39	44.67	12.13	11.2		18.77
1BENG	Male	NO.	212	797	1633	343	352	3337	
		%	6.35	23.88	48.94	10.28	10.55		
	Female	NO.	327	666	904	137	220	2254	
		%	14.51	29.55	40.11	6.08	9.76		
	Persons	NO.	539	1463	2537	480	572	5591	
		%	9.64	26.17	45.38	8.59	10.23		17.43
1CENG	Male	NO.	127	626	1618	438	283	3092	
		%	4.11	20.25	52.33	14.17	9.15		
	Female	NO.	244	784	1145	246	170	2589	
		%	9.42	30.28	44.23	9.5	6.57		
	Persons	NO.	371	1410	2763	684	453	5681	
		%	6.53	24.82	48.64	12.04	7.97		17.72
1DENG	Male	NO.	139	674	1601	334	224	2972	
		%	4.68	22.68	53.87	11.24	7.54		
	Female	NO.	324	769	1109	159	155	2516	
		%	12.88	30.56	44.08	6.32	6.16		
	Persons	NO.	463	1443	2710	493	379	5488	
		%	8.44	26.29	49.38	8.98	6.91		17.11
2AENG	Male	NO.	318	1086	2812	673	173	5062	
		%	6.28	21.45	55.55	13.3	3.42		
	Female	NO.	746	1888	2825	465	131	6055	
		%	12.32	31.18	46.66	7.68	2.16		
	Persons	NO.	1064	2974	5637	1138	304	11117	
		%	9.57	26.75	50.71	10.24	2.73		34.67
2BENG	Male	NO.	350	1182	2714	484	127	4857	
		%	7.21	24.34	55.88	9.96	2.61		
	Female	NO.	824	1933	2641	348	94	5840	
		%	14.11	33.1	45.22	5.96	1.61		
	Persons	NO.	1174	3115	5355	832	221	10697	



# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
English								
English								
2BENG		%	10.98	29.12	50.06	7.78	2.07	33.36
2CENG	Male	NO.	8	21	58	10	15	112
		%	7.14	18.75	51.79	8.93	13.39	
	Female	NO.	6	24	71	13	7	121
		%	4.96	19.83	58.68	10.74	5.79	
	Persons	NO.	14	45	129	23	22	233
		%	6.01	19.31	55.36	9.87	9.44	0.73
2DENG	Male	NO.	10	22	54	10	10	106
		%	9.43	20.75	50.94	9.43	9.43	
	Female	NO.	11	23	61	7	6	108
		%	10.19	21.3	56.48	6.48	5.56	
	Persons	NO.	21	45	115	17	16	214
		%	9.81	21.03	53.74	7.94	7.48	0.67
3AENG	Male	NO.	2	0	2	2	4	10
		%	20	0	20	20	40	
	Female	NO.	0	2	2	4	0	8
		%	0	25	25	50	0	
	Persons	NO.	2	2	4	6	4	18
		%	11.11	11.11	22.22	33.33	22.22	0.06
3BENG	Male	NO.	0	1	2	0	2	5
		%	0	20	40	0	40	
	Female	NO.	0	2	1	1	0	4
		%	0	50	25	25	0	
	Persons	NO.	0	3	3	1	2	9
		%	0	33.33	33.33	11.11	22.22	0.03
PAENG	Male	NO.	65	0	6	0	0	71
		%	91.55	0	8.45	0	0	
	Female	NO.	53	0	3	0	0	56
		%	94.64	0	5.36	0	0	
	Persons	NO.	118	0	9	0	0	127
		%	92.91	0	7.09	0	0	0.4
PBENG	Male	NO.	63	0	0	0	0	63
		%	100	0	0	0	0	
	Female	NO.	41	0	3	0	0	44

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
English	Persons	%	93.18	0	6.82	0	0	
		NO.	104	0	3	0	0	107
English PBENG	Persons	%	97.2	0	2.8	0	0	0.33
		NO.						
English as an Additional Language or Dialect	Male	NO.	12	47	83	36	29	207
		%	5.8	22.71	40.1	17.39	14.01	
1AELD	Female	NO.	8	43	55	25	14	145
		%	5.52	29.66	37.93	17.24	9.66	
Persons	Persons	NO.	20	90	138	61	43	352
		%	5.68	25.57	39.2	17.33	12.22	1.1
1BELD	Male	NO.	7	46	80	35	27	195
		%	3.59	23.59	41.03	17.95	13.85	
Female	Female	NO.	13	53	57	14	10	147
		%	8.84	36.05	38.78	9.52	6.8	
Persons	Persons	NO.	20	99	137	49	37	342
		%	5.85	28.95	40.06	14.33	10.82	1.07
1CELD	Male	NO.	17	60	95	40	25	237
		%	7.17	25.32	40.08	16.88	10.55	
Female	Female	NO.	24	78	67	23	16	208
		%	11.54	37.5	32.21	11.06	7.69	
Persons	Persons	NO.	41	138	162	63	41	445
		%	9.21	31.01	36.4	14.16	9.21	1.39
1DELD	Male	NO.	16	77	97	38	29	257
		%	6.23	29.96	37.74	14.79	11.28	
Female	Female	NO.	33	86	77	19	15	230
		%	14.35	37.39	33.48	8.26	6.52	
Persons	Persons	NO.	49	163	174	57	44	487
		%	10.06	33.47	35.73	11.7	9.03	1.52
2AELD	Male	NO.	25	69	132	39	16	281
		%	8.9	24.56	46.98	13.88	5.69	
Female	Female	NO.	41	66	109	14	13	243
		%	16.87	27.16	44.86	5.76	5.35	
Persons	Persons	NO.	66	135	241	53	29	524
		%	12.6	25.76	45.99	10.11	5.53	1.63

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 an Additional Language or Dialect 2BELD	Male	NO.	29	76	129	26	9	269		
		%	10.78	28.25	47.96	9.67	3.35			
	Female	NO.	51	72	96	11	9	239		
		%	21.34	30.13	40.17	4.6	3.77			
	Persons	NO.	80	148	225	37	18	508		
		%	15.75	29.13	44.29	7.28	3.54			
	3AELD	Male	NO.	1	1	0	0	0	2	
			%	50	50	0	0	0		
		Female	NO.	0	3	0	0	0	3	
			%	0	100	0	0	0		
		Persons	NO.	1	4	0	0	0	5	
			%	20	80	0	0	0		
3BELD	Male	NO.	0	1	0	0	0	1		
		%	0	100	0	0	0			
	Female	NO.	0	3	0	0	0	3		
		%	0	100	0	0	0			
	Persons	NO.	0	4	0	0	0	4		
		%	0	100	0	0	0			
Literature 1ALIT	Male	NO.	0	1	1	1	0	3		
		%	0	33.33	33.33	33.33	0			
	Female	NO.	0	1	3	1	0	5		
		%	0	20	60	20	0			
	Persons	NO.	0	2	4	2	0	8		
		%	0	25	50	25	0			
1BLIT	Male	NO.	0	0	3	0	0	3		
		%	0	0	100	0	0			
	Female	NO.	0	1	3	0	0	4		
		%	0	25	75	0	0			
	Persons	NO.	0	1	6	0	0	7		
		%	0	14.29	85.71	0	0			
1CLIT	Male	NO.	0	0	0	0	1	1		
		%	0	0	0	0	100			
	Female	NO.	5	10	10	1	0	26		
		%	19.23	38.46	38.46	3.85	0			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Literature 1CLIT	Persons	NO.	5	10	10	1	1	27	
		%	18.52	37.04	37.04	3.7	3.7		0.08
1DLIT	Male	NO.	0	1	1	0	1	3	
		%	0	33.33	33.33	0	33.33		
	Female	NO.	6	10	10	0	1	27	
		%	22.22	37.04	37.04	0	3.7		
2ALIT	Persons	NO.	6	11	11	0	2	30	
		%	20	36.67	36.67	0	6.67		0.09
	Male	NO.	156	289	253	31	9	738	
		%	21.14	39.16	34.28	4.2	1.22		
	Female	NO.	387	591	467	60	20	1525	
		%	25.38	38.75	30.62	3.93	1.31		
2BLIT	Persons	NO.	543	880	720	91	29	2263	
		%	23.99	38.89	31.82	4.02	1.28		7.06
	Male	NO.	162	289	234	24	2	711	
		%	22.78	40.65	32.91	3.38	0.28		
	Female	NO.	405	581	442	46	14	1488	
		%	27.22	39.05	29.7	3.09	0.94		
3ALIT	Persons	NO.	567	870	676	70	16	2199	
		%	25.78	39.56	30.74	3.18	0.73		6.86
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
3BLIT	Persons	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		0.01
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Persons	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		0.01

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Children, Family and the Community	1ACFCC	Male	NO.	2	1	10	4	9	26	
			%	7.69	3.85	38.46	15.38	34.62		
	Female	NO.	233	382	433	222	125	1395		
		%	16.7	27.38	31.04	15.91	8.96			
	Persons	NO.	235	383	443	226	134	1421		
		%	16.54	26.95	31.18	15.9	9.43		4.43	
	1ACFCL	Male	NO.	4	10	29	17	30	90	
			%	4.44	11.11	32.22	18.89	33.33		
	Female	NO.	30	74	86	39	40	269		
		%	11.15	27.51	31.97	14.5	14.87			
	Persons	NO.	34	84	115	56	70	359		
		%	9.47	23.4	32.03	15.6	19.5		1.12	
	1BCFCC	Male	NO.	3	0	9	5	7	24	
			%	12.5	0	37.5	20.83	29.17		
	Female	NO.	283	402	416	127	96	1324		
		%	21.37	30.36	31.42	9.59	7.25			
	Persons	NO.	286	402	425	132	103	1348		
		%	21.22	29.82	31.53	9.79	7.64		4.2	
	1BCFCL	Male	NO.	6	16	30	13	15	80	
			%	7.5	20	37.5	16.25	18.75		
	Female	NO.	42	84	88	27	23	264		
		%	15.91	31.82	33.33	10.23	8.71			
	Persons	NO.	48	100	118	40	38	344		
		%	13.95	29.07	34.3	11.63	11.05		1.07	
1CCFCC	Male	NO.	0	1	1	1	1	4		
		%	0	25	25	25	25			
Female	NO.	104	142	152	75	48	521			
	%	19.96	27.26	29.17	14.4	9.21				
Persons	NO.	104	143	153	76	49	525			
	%	19.81	27.24	29.14	14.48	9.33		1.64		
1CCFCL	Male	NO.	0	3	4	3	3	13		
		%	0	23.08	30.77	23.08	23.08			
Female	NO.	2	12	12	6	7	39			
	%	5.13	30.77	30.77	15.38	17.95				
Persons	NO.	2	15	16	9	10	52			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Health and Physical Education								
Children, Family and the Community								
1CCFCL								
		%	3.85	28.85	30.77	17.31	19.23	0.16
1DCFCC								
	Male	NO.	0	1	2	2	0	5
		%	0	20	40	40	0	
	Female	NO.	114	136	156	42	38	486
		%	23.46	27.98	32.1	8.64	7.82	
	Persons	NO.	114	137	158	44	38	491
		%	23.22	27.9	32.18	8.96	7.74	1.53
1DCFCL								
	Male	NO.	0	0	5	4	4	13
		%	0	0	38.46	30.77	30.77	
	Female	NO.	1	10	17	2	5	35
		%	2.86	28.57	48.57	5.71	14.29	
	Persons	NO.	1	10	22	6	9	48
		%	2.08	20.83	45.83	12.5	18.75	0.15
2ACFCC								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	5	9	9	6	2	31
		%	16.13	29.03	29.03	19.35	6.45	
	Persons	NO.	5	9	9	6	2	31
		%	16.13	29.03	29.03	19.35	6.45	0.1
2BCFCC								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	6	7	8	6	1	28
		%	21.43	25	28.57	21.43	3.57	
	Persons	NO.	6	7	8	6	1	28
		%	21.43	25	28.57	21.43	3.57	0.09
PACFC								
	Male	NO.	13	0	0	0	0	13
		%	100	0	0	0	0	
	Female	NO.	15	1	1	0	0	17
		%	88.24	5.88	5.88	0	0	
	Persons	NO.	28	1	1	0	0	30
		%	93.33	3.33	3.33	0	0	0.09
PBCFC								
	Male	NO.	15	0	0	0	0	15
		%	100	0	0	0	0	
	Female	NO.	15	1	1	0	0	17

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Health and Physical Education	Persons	%	88.24	5.88	5.88	0	0	
		NO.	30	1	1	0	0	32
Children, Family and the Community		%	93.75	3.12	3.12	0	0	0.1
PBCFC								
Health Studies	Male	NO.	24	78	117	60	59	338
		%	7.1	23.08	34.62	17.75	17.46	
	Female	NO.	133	183	181	78	83	658
		%	20.21	27.81	27.51	11.85	12.61	
	Persons	NO.	157	261	298	138	142	996
		%	15.76	26.2	29.92	13.86	14.26	3.11
1AHEA	Male	NO.	29	80	104	41	50	304
		%	9.54	26.32	34.21	13.49	16.45	
	Female	NO.	131	164	166	55	71	587
		%	22.32	27.94	28.28	9.37	12.1	
	Persons	NO.	160	244	270	96	121	891
		%	17.96	27.38	30.3	10.77	13.58	2.78
1BHEA	Male	NO.	6	6	22	7	19	60
		%	10	10	36.67	11.67	31.67	
	Female	NO.	12	26	29	13	8	88
		%	13.64	29.55	32.95	14.77	9.09	
	Persons	NO.	18	32	51	20	27	148
		%	12.16	21.62	34.46	13.51	18.24	0.46
1CHEA	Male	NO.	7	9	18	6	11	51
		%	13.73	17.65	35.29	11.76	21.57	
	Female	NO.	15	27	26	10	5	83
		%	18.07	32.53	31.33	12.05	6.02	
	Persons	NO.	22	36	44	16	16	134
		%	16.42	26.87	32.84	11.94	11.94	0.42
1DHEA	Male	NO.	3	5	9	2	3	22
		%	13.64	22.73	40.91	9.09	13.64	
	Female	NO.	17	35	37	5	7	101
		%	16.83	34.65	36.63	4.95	6.93	
	Persons	NO.	20	40	46	7	10	123
		%	16.26	32.52	37.4	5.69	8.13	0.38
2AHEA								

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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Health Studies									
2BHEA									
	Male	NO.	2	8	6	2	2	20	
		%	10	40	30	10	10		
	Female	NO.	16	33	27	9	4	89	
		%	17.98	37.08	30.34	10.11	4.49		
	Persons	NO.	18	41	33	11	6	109	
		%	16.51	37.61	30.28	10.09	5.5		0.34
PAHEA									
	Male	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		
	Female	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		
	Persons	NO.	8	0	0	0	0	8	
		%	100	0	0	0	0		0.02
PBHEA									
	Male	NO.	6	0	0	0	0	6	
		%	100	0	0	0	0		
	Female	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		
	Persons	NO.	10	0	0	0	0	10	
		%	100	0	0	0	0		0.03
Outdoor Education									
1AOED									
	Male	NO.	291	519	497	128	121	1556	
		%	18.7	33.35	31.94	8.23	7.78		
	Female	NO.	260	342	200	50	40	892	
		%	29.15	38.34	22.42	5.61	4.48		
	Persons	NO.	551	861	697	178	161	2448	
		%	22.51	35.17	28.47	7.27	6.58		7.63
1BOED									
	Male	NO.	266	453	506	126	108	1459	
		%	18.23	31.05	34.68	8.64	7.4		
	Female	NO.	271	306	168	56	42	843	
		%	32.15	36.3	19.93	6.64	4.98		
	Persons	NO.	537	759	674	182	150	2302	
		%	23.33	32.97	29.28	7.91	6.52		7.18
1COED									
	Male	NO.	15	42	34	15	11	117	
		%	12.82	35.9	29.06	12.82	9.4		
	Female	NO.	11	33	24	10	6	84	
		%	13.1	39.29	28.57	11.9	7.14		



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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Outdoor Education									
1COED	Persons	NO.	26	75	58	25	17	201	0.63
		%	12.94	37.31	28.86	12.44	8.46		
1DOED	Male	NO.	12	36	46	5	12	111	
		%	10.81	32.43	41.44	4.5	10.81		
	Female	NO.	20	31	19	3	6	79	
		%	25.32	39.24	24.05	3.8	7.59		
	Persons	NO.	32	67	65	8	18	190	0.59
		%	16.84	35.26	34.21	4.21	9.47		
2AOED	Male	NO.	23	40	50	12	4	129	
		%	17.83	31.01	38.76	9.3	3.1		
	Female	NO.	31	31	32	7	3	104	
		%	29.81	29.81	30.77	6.73	2.88		
	Persons	NO.	54	71	82	19	7	233	0.73
		%	23.18	30.47	35.19	8.15	3		
2BOED	Male	NO.	18	38	54	13	6	129	
		%	13.95	29.46	41.86	10.08	4.65		
	Female	NO.	28	34	32	4	1	99	
		%	28.28	34.34	32.32	4.04	1.01		
	Persons	NO.	46	72	86	17	7	228	0.71
		%	20.18	31.58	37.72	7.46	3.07		
PAOED	Male	NO.	9	0	0	0	0	9	
		%	100	0	0	0	0		
	Female	NO.	8	0	1	0	0	9	
		%	88.89	0	11.11	0	0		
	Persons	NO.	17	0	1	0	0	18	0.06
		%	94.44	0	5.56	0	0		
PBOED	Male	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Female	NO.	5	0	0	0	0	5	
		%	100	0	0	0	0		
	Persons	NO.	7	0	0	0	0	7	0.02
		%	100	0	0	0	0		
Physical Education Studies									
1APES	Male	NO.	335	700	862	293	154	2344	

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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Health and Physical Education								
Physical Education Studies								
1APES	Female	%	14.29	29.86	36.77	12.5	6.57	
		NO.	198	339	451	160	92	1240
	Persons	%	15.97	27.34	36.37	12.9	7.42	
		NO.	533	1039	1313	453	246	3584
		%	14.87	28.99	36.64	12.64	6.86	11.18
	1BPES	Male	NO.	354	681	842	242	130
%			15.74	30.28	37.44	10.76	5.78	
Female		NO.	189	339	423	169	82	1202
		%	15.72	28.2	35.19	14.06	6.82	
Persons		NO.	543	1020	1265	411	212	3451
		%	15.73	29.56	36.66	11.91	6.14	10.76
1CPES	Male	NO.	54	102	166	52	31	405
		%	13.33	25.19	40.99	12.84	7.65	
	Female	NO.	33	90	75	39	25	262
		%	12.6	34.35	28.63	14.89	9.54	
	Persons	NO.	87	192	241	91	56	667
		%	13.04	28.79	36.13	13.64	8.4	2.08
1DPES	Male	NO.	62	94	163	40	33	392
		%	15.82	23.98	41.58	10.2	8.42	
	Female	NO.	45	86	69	26	37	263
		%	17.11	32.7	26.24	9.89	14.07	
	Persons	NO.	107	180	232	66	70	655
		%	16.34	27.48	35.42	10.08	10.69	2.04
2APES	Male	NO.	218	458	527	130	26	1359
		%	16.04	33.7	38.78	9.57	1.91	
	Female	NO.	194	320	375	92	18	999
		%	19.42	32.03	37.54	9.21	1.8	
	Persons	NO.	412	778	902	222	44	2358
		%	17.47	32.99	38.25	9.41	1.87	7.35
2BPES	Male	NO.	213	450	531	109	23	1326
		%	16.06	33.94	40.05	8.22	1.73	
	Female	NO.	196	317	362	91	10	976
		%	20.08	32.48	37.09	9.32	1.02	
	Persons	NO.	409	767	893	200	33	2302
		%	17.77	33.32	38.79	8.69	1.43	7.18

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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Physical Education Studies 3APES  3BPES  PAPES  PBPEs  Languages other than English Aboriginal Languages of Western Australia 1AABL  1BABL	Male	NO.	0	0	0	0	0	0	0.01
		%	0	0	0	0	0		
	Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Persons	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Persons	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Male	NO.	18	0	0	0	0	18	
		%	100	0	0	0	0		
	Female	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
	Persons	NO.	21	0	0	0	0	21	
		%	100	0	0	0	0		
	Male	NO.	33	0	0	0	0	33	
		%	100	0	0	0	0		
	Female	NO.	14	0	0	0	0	14	
		%	100	0	0	0	0		
	Persons	NO.	47	0	0	0	0	47	
		%	100	0	0	0	0		
Male	NO.	0	6	10	2	2	20		
	%	0	30	50	10	10			
Female	NO.	0	0	2	3	4	9		
	%	0	0	22.22	33.33	44.44			
Persons	NO.	0	6	12	5	6	29		
	%	0	20.69	41.38	17.24	20.69			
Male	NO.	0	8	6	4	1	19		
	%	0	42.11	31.58	21.05	5.26			

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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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  Aboriginal Languages of Western Australia 1BABL	Female	NO.	0	1	0	2	2	5			
		%	0	20	0	40	40				
	Persons	NO.	0	9	6	6	3	24			
		%	0	37.5	25	25	12.5		0.07		
	Arabic  2AARA	Male	NO.	0	1	1	1	2	5		
			%	0	20	20	20	40			
		Female	NO.	7	2	2	3	3	17		
			%	41.18	11.76	11.76	17.65	17.65			
		Persons	NO.	7	3	3	4	5	22		
			%	31.82	13.64	13.64	18.18	22.73		0.07	
		2BARA	Male	NO.	0	1	0	0	2	3	
				%	0	33.33	0	0	66.67		
Female			NO.	7	1	3	0	3	14		
			%	50	7.14	21.43	0	21.43			
Persons			NO.	7	2	3	0	5	17		
			%	41.18	11.76	17.65	0	29.41		0.05	
Chinese: Background Speakers  2ACBS	Male		NO.	6	12	12	2	4	36		
			%	16.67	33.33	33.33	5.56	11.11			
	Female		NO.	25	14	6	1	1	47		
			%	53.19	29.79	12.77	2.13	2.13			
	Persons		NO.	31	26	18	3	5	83		
			%	37.35	31.33	21.69	3.61	6.02		0.26	
	2BCBS	Male	NO.	5	12	11	0	4	32		
			%	15.62	37.5	34.38	0	12.5			
		Female	NO.	24	15	6	2	0	47		
			%	51.06	31.91	12.77	4.26	0			
		Persons	NO.	29	27	17	2	4	79		
			%	36.71	34.18	21.52	2.53	5.06		0.25	
3ACBS		Male	NO.	0	0	0	1	0	1		
			%	0	0	0	100	0			
		Female	NO.	0	0	0	0	0	0		
			%	0	0	0	0	0			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Chinese: Background Speakers 3ACBS 3BCBS Chinese: Second Language 1ACSL 1BCSL 2ACSL 2BCSL	Persons	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		0
	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		0
	Male	NO.	0	0	1	1	0	2	
		%	0	0	50	50	0		
	Female	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		
	Persons	NO.	0	0	1	1	1	3	
		%	0	0	33.33	33.33	33.33		0.01
	Male	NO.	0	0	1	1	0	2	
		%	0	0	50	50	0		
	Female	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		
Persons	NO.	0	0	1	1	1	3		
	%	0	0	33.33	33.33	33.33		0.01	
Male	NO.	5	6	7	4	0	22		
	%	22.73	27.27	31.82	18.18	0			
Female	NO.	16	4	1	1	0	22		
	%	72.73	18.18	4.55	4.55	0			
Persons	NO.	21	10	8	5	0	44		
	%	47.73	22.73	18.18	11.36	0		0.14	
Male	NO.	5	6	9	2	0	22		
	%	22.73	27.27	40.91	9.09	0			
Female	NO.	14	4	2	0	0	20		
	%	70	20	10	0	0			
Persons	NO.	19	10	11	2	0	42		
	%	45.24	23.81	26.19	4.76	0		0.13	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
French									
1AFRE									
	Male	NO.	1	3	0	0	1	5	
		%	20	60	0	0	20		
	Female	NO.	2	5	6	3	3	19	
		%	10.53	26.32	31.58	15.79	15.79		
	Persons	NO.	3	8	6	3	4	24	
		%	12.5	33.33	25	12.5	16.67		0.07
1BFRE									
	Male	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Female	NO.	2	6	5	2	0	15	
		%	13.33	40	33.33	13.33	0		
	Persons	NO.	2	8	6	2	0	18	
		%	11.11	44.44	33.33	11.11	0		0.06
2AFRE									
	Male	NO.	37	41	40	12	3	133	
		%	27.82	30.83	30.08	9.02	2.26		
	Female	NO.	96	109	129	15	4	353	
		%	27.2	30.88	36.54	4.25	1.13		
	Persons	NO.	133	150	169	27	7	486	
		%	27.37	30.86	34.77	5.56	1.44		1.52
2BFRE									
	Male	NO.	38	43	38	11	2	132	
		%	28.79	32.58	28.79	8.33	1.52		
	Female	NO.	92	109	126	15	1	343	
		%	26.82	31.78	36.73	4.37	0.29		
	Persons	NO.	130	152	164	26	3	475	
		%	27.37	32	34.53	5.47	0.63		1.48
3AFRE									
	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	2	0	1	0	0	3	
		%	66.67	0	33.33	0	0		
	Persons	NO.	3	0	1	0	0	4	
		%	75	0	25	0	0		0.01
3BFRE									
	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	2	0	1	0	0	3	
		%	66.67	0	33.33	0	0		
	Persons	NO.	3	0	1	0	0	4	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Languages other than English								
French								
3BFRE		%	75	0	25	0	0	0.01
German								
1AGER	Male	NO.	3	0	2	0	0	5
		%	60	0	40	0	0	
	Female	NO.	0	0	5	0	0	5
		%	0	0	100	0	0	
	Persons	NO.	3	0	7	0	0	10
		%	30	0	70	0	0	0.03
1BGER	Male	NO.	3	0	3	0	0	6
		%	50	0	50	0	0	
	Female	NO.	0	0	5	0	0	5
		%	0	0	100	0	0	
	Persons	NO.	3	0	8	0	0	11
		%	27.27	0	72.73	0	0	0.03
2AGER	Male	NO.	5	8	15	0	1	29
		%	17.24	27.59	51.72	0	3.45	
	Female	NO.	11	8	9	1	0	29
		%	37.93	27.59	31.03	3.45	0	
	Persons	NO.	16	16	24	1	1	58
		%	27.59	27.59	41.38	1.72	1.72	0.18
2BGER	Male	NO.	6	7	14	0	1	28
		%	21.43	25	50	0	3.57	
	Female	NO.	11	9	9	0	0	29
		%	37.93	31.03	31.03	0	0	
	Persons	NO.	17	16	23	0	1	57
		%	29.82	28.07	40.35	0	1.75	0.18
3AGER	Male	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	
	Female	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	
	Persons	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	0.01
3BGER	Male	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
German 3BGER	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		0.01
Hebrew 2AHEB	Male	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		0.01
2BHEB	Male	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		0.01
Indonesian Background Speakers									
2AIBS	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	2	1	2	1	0	6	
		%	33.33	16.67	33.33	16.67	0		
	Persons	NO.	3	1	2	1	0	7	
		%	42.86	14.29	28.57	14.29	0		0.02
2BIBS	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	2	1	2	1	0	6	
		%	33.33	16.67	33.33	16.67	0		
	Persons	NO.	3	1	2	1	0	7	
		%	42.86	14.29	28.57	14.29	0		0.02
Indonesian: Second Language									
1AIND	Male	NO.	0	0	1	1	0	2	
		%	0	0	50	50	0		
	Female	NO.	2	0	0	1	0	3	



# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Indonesian: Second Language	1AIND									
		Persons	%	66.67	0	0	33.33	0		
			NO.	2	0	1	2	0	5	
	1BIND	Persons	%	40	0	20	40	0	0.02	
		Male	NO.	1	0	0	2	0	3	
			%	33.33	0	0	66.67	0		
	Female	NO.	2	0	0	0	0	2		
		%	100	0	0	0	0			
	Persons	NO.	3	0	0	2	0	5		
		%	60	0	0	40	0	0.02		
		2AIND	Male	NO.	4	12	18	2	0	36
	%			11.11	33.33	50	5.56	0		
	Female		NO.	10	14	22	7	0	53	
		%	18.87	26.42	41.51	13.21	0			
	Persons	NO.	14	26	40	9	0	89		
		%	15.73	29.21	44.94	10.11	0	0.28		
		2BIND	Male	NO.	6	10	17	0	0	33
	%			18.18	30.3	51.52	0	0		
	Female		NO.	13	10	21	4	0	48	
		%	27.08	20.83	43.75	8.33	0			
	Persons	NO.	19	20	38	4	0	81		
		%	23.46	24.69	46.91	4.94	0	0.25		
		Italian	1AITA	Male	NO.	1	7	4	5	2
	%				5.26	36.84	21.05	26.32	10.53	
Female	NO.		4	11	13	6	0	34		
	%	11.76	32.35	38.24	17.65	0				
Persons	NO.	5	18	17	11	2	53			
	%	9.43	33.96	32.08	20.75	3.77	0.17			
	1BITA	Male	NO.	2	9	4	4	2	21	
%			9.52	42.86	19.05	19.05	9.52			
Female		NO.	5	15	11	6	0	37		
	%	13.51	40.54	29.73	16.22	0				
Persons	NO.	7	24	15	10	2	58			
	%	12.07	41.38	25.86	17.24	3.45	0.18			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
2AITA									
	Male	NO.	20	26	31	7	1	85	
		%	23.53	30.59	36.47	8.24	1.18		
	Female	NO.	57	93	95	20	4	269	
		%	21.19	34.57	35.32	7.43	1.49		
	Persons	NO.	77	119	126	27	5	354	
		%	21.75	33.62	35.59	7.63	1.41		1.1
2BITA									
	Male	NO.	20	25	26	10	0	81	
		%	24.69	30.86	32.1	12.35	0		
	Female	NO.	60	87	90	13	7	257	
		%	23.35	33.85	35.02	5.06	2.72		
	Persons	NO.	80	112	116	23	7	338	
		%	23.67	33.14	34.32	6.8	2.07		1.05
3AITA									
	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
3BITA									
	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
Japanese: Background Speakers									
2AJBS									
	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		0
2BJBS									
	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Japanese: Background Speakers 2BJBS	Persons	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		0
Japanese: Second Language 1AJSL	Male	NO.	7	3	4	7	4	25	
		%	28	12	16	28	16		
	Female	NO.	9	7	11	4	5	36	
		%	25	19.44	30.56	11.11	13.89		
	Persons	NO.	16	10	15	11	9	61	
		%	26.23	16.39	24.59	18.03	14.75		0.19
1BJSL	Male	NO.	7	3	4	4	5	23	
		%	30.43	13.04	17.39	17.39	21.74		
	Female	NO.	8	7	11	3	6	35	
		%	22.86	20	31.43	8.57	17.14		
	Persons	NO.	15	10	15	7	11	58	
		%	25.86	17.24	25.86	12.07	18.97		0.18
2AJSL	Male	NO.	28	31	32	17	2	110	
		%	25.45	28.18	29.09	15.45	1.82		
	Female	NO.	63	60	67	15	4	209	
		%	30.14	28.71	32.06	7.18	1.91		
	Persons	NO.	91	91	99	32	6	319	
		%	28.53	28.53	31.03	10.03	1.88		0.99
2BJSL	Male	NO.	29	30	34	10	4	107	
		%	27.1	28.04	31.78	9.35	3.74		
	Female	NO.	58	65	59	12	3	197	
		%	29.44	32.99	29.95	6.09	1.52		
	Persons	NO.	87	95	93	22	7	304	
		%	28.62	31.25	30.59	7.24	2.3		0.95
3AJSL	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	2	0	3	0	0	5	
		%	40	0	60	0	0		
	Persons	NO.	2	0	4	0	0	6	
		%	33.33	0	66.67	0	0		0.02
3BJSL	Male	NO.	0	0	1	0	0	1	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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  Japanese: Second Language 3BJSL  Modern Greek 2BGRE  Polish 3APOL  3BPOL  Mathematics Mathematics 1AMAT  1BMAT	Female	%	0	0	100	0	0			
		NO.	2	0	3	0	0	5		
		%	40	0	60	0	0			
		NO.	2	0	4	0	0	6		
		%	33.33	0	66.67	0	0		0.02	
	Male	NO.	1	1	0	0	0	2		
		%	50	50	0	0	0			
		Female	NO.	0	0	2	1	0	3	
			%	0	0	66.67	33.33	0		
		Persons	NO.	1	1	2	1	0	5	
			%	20	20	40	20	0		0.02
	Male	NO.	0	1	0	0	0	1		
		%	0	100	0	0	0			
		Female	NO.	3	1	0	0	0	4	
			%	75	25	0	0	0		
		Persons	NO.	3	2	0	0	0	5	
			%	60	40	0	0	0		0.02
Male	NO.	0	1	0	0	0	1			
	%	0	100	0	0	0				
	Female	NO.	3	1	0	0	0	4		
		%	75	25	0	0	0			
	Persons	NO.	3	2	0	0	0	5		
		%	60	40	0	0	0		0.02	
Male	NO.	43	62	119	59	64	347			
	%	12.39	17.87	34.29	17	18.44				
	Female	NO.	32	57	78	34	50	251		
		%	12.75	22.71	31.08	13.55	19.92			
	Persons	NO.	75	119	197	93	114	598		
		%	12.54	19.9	32.94	15.55	19.06		1.86	
Male	NO.	564	952	1285	520	437	3758			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Mathematics								
Mathematics								
1BMAT								
		%	15.01	25.33	34.19	13.84	11.63	
	Female	NO.	614	852	1092	459	405	3422
		%	17.94	24.9	31.91	13.41	11.84	
	Persons	NO.	1178	1804	2377	979	842	7180
		%	16.41	25.13	33.11	13.64	11.73	22.39
1CMAT								
	Male	NO.	521	824	1085	385	336	3151
		%	16.53	26.15	34.43	12.22	10.66	
	Female	NO.	579	795	1054	360	310	3098
		%	18.69	25.66	34.02	11.62	10.01	
	Persons	NO.	1100	1619	2139	745	646	6249
		%	17.6	25.91	34.23	11.92	10.34	19.49
1DMAT								
	Male	NO.	109	181	272	128	101	791
		%	13.78	22.88	34.39	16.18	12.77	
	Female	NO.	84	152	211	115	87	649
		%	12.94	23.42	32.51	17.72	13.41	
	Persons	NO.	193	333	483	243	188	1440
		%	13.4	23.12	33.54	16.88	13.06	4.49
1EMAT								
	Male	NO.	84	156	266	100	91	697
		%	12.05	22.38	38.16	14.35	13.06	
	Female	NO.	75	138	205	105	87	610
		%	12.3	22.62	33.61	17.21	14.26	
	Persons	NO.	159	294	471	205	178	1307
		%	12.17	22.49	36.04	15.68	13.62	4.08
2AMAT								
	Male	NO.	266	632	1135	577	244	2854
		%	9.32	22.14	39.77	20.22	8.55	
	Female	NO.	347	773	1357	576	239	3292
		%	10.54	23.48	41.22	17.5	7.26	
	Persons	NO.	613	1405	2492	1153	483	6146
		%	9.97	22.86	40.55	18.76	7.86	19.17
2BMAT								
	Male	NO.	276	644	1147	511	191	2769
		%	9.97	23.26	41.42	18.45	6.9	
	Female	NO.	390	778	1361	475	174	3178
		%	12.27	24.48	42.83	14.95	5.48	
	Persons	NO.	666	1422	2508	986	365	5947
		%	11.2	23.91	42.17	16.58	6.14	18.54

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Mathematics									
2CMAT	Male	NO.	249	548	949	385	102	2233	
		%	11.15	24.54	42.5	17.24	4.57		
	Female	NO.	295	597	1057	361	83	2393	
		%	12.33	24.95	44.17	15.09	3.47		
	Persons	NO.	544	1145	2006	746	185	4626	
		%	11.76	24.75	43.36	16.13	4		14.43
2DMAT	Male	NO.	247	566	956	349	84	2202	
		%	11.22	25.7	43.42	15.85	3.81		
	Female	NO.	306	602	1024	344	70	2346	
		%	13.04	25.66	43.65	14.66	2.98		
	Persons	NO.	553	1168	1980	693	154	4548	
		%	12.16	25.68	43.54	15.24	3.39		14.18
3AMAT	Male	NO.	638	687	1015	422	128	2890	
		%	22.08	23.77	35.12	14.6	4.43		
	Female	NO.	414	543	872	294	66	2189	
		%	18.91	24.81	39.84	13.43	3.02		
	Persons	NO.	1052	1230	1887	716	194	5079	
		%	20.71	24.22	37.15	14.1	3.82		15.84
3BMAT	Male	NO.	679	657	991	370	126	2823	
		%	24.05	23.27	35.1	13.11	4.46		
	Female	NO.	430	549	848	253	76	2156	
		%	19.94	25.46	39.33	11.73	3.53		
	Persons	NO.	1109	1206	1839	623	202	4979	
		%	22.27	24.22	36.94	12.51	4.06		15.53
3CMAT	Male	NO.	6	1	2	1	1	11	
		%	54.55	9.09	18.18	9.09	9.09		
	Female	NO.	2	2	2	0	0	6	
		%	33.33	33.33	33.33	0	0		
	Persons	NO.	8	3	4	1	1	17	
		%	47.06	17.65	23.53	5.88	5.88		0.05
3DMAT	Male	NO.	6	1	2	1	0	10	
		%	60	10	20	10	0		
	Female	NO.	2	2	1	0	0	5	
		%	40	40	20	0	0		
	Persons	NO.	8	3	3	1	0	15	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Mathematics								
Mathematics								
3DMAT		%	53.33	20	20	6.67	0	0.05
PAMAT								
	Male	NO.	53	0	3	0	0	56
		%	94.64	0	5.36	0	0	
	Female	NO.	44	0	3	0	0	47
		%	93.62	0	6.38	0	0	
	Persons	NO.	97	0	6	0	0	103
		%	94.17	0	5.83	0	0	0.32
PBMAT								
	Male	NO.	38	0	3	0	0	41
		%	92.68	0	7.32	0	0	
	Female	NO.	21	0	1	0	0	22
		%	95.45	0	4.55	0	0	
	Persons	NO.	59	0	4	0	0	63
		%	93.65	0	6.35	0	0	0.2
Mathematics: Specialist								
3AMAS								
	Male	NO.	286	277	378	176	73	1190
		%	24.03	23.28	31.76	14.79	6.13	
	Female	NO.	148	120	176	71	35	550
		%	26.91	21.82	32	12.91	6.36	
	Persons	NO.	434	397	554	247	108	1740
		%	24.94	22.82	31.84	14.2	6.21	5.43
3BMAS								
	Male	NO.	280	274	358	171	74	1157
		%	24.2	23.68	30.94	14.78	6.4	
	Female	NO.	142	112	169	65	39	527
		%	26.94	21.25	32.07	12.33	7.4	
	Persons	NO.	422	386	527	236	113	1684
		%	25.06	22.92	31.29	14.01	6.71	5.25
3CMAS								
	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
3DMAS								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Mathematics								
Mathematics: Specialist								
3DMAS	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
Science								
Animal Production Systems								
1AAPS	Male	NO.	18	37	52	12	2	121
		%	14.88	30.58	42.98	9.92	1.65	
	Female	NO.	18	25	24	6	1	74
		%	24.32	33.78	32.43	8.11	1.35	
	Persons	NO.	36	62	76	18	3	195
		%	18.46	31.79	38.97	9.23	1.54	0.61
1BAPS	Male	NO.	17	34	47	17	2	117
		%	14.53	29.06	40.17	14.53	1.71	
	Female	NO.	18	23	19	3	2	65
		%	27.69	35.38	29.23	4.62	3.08	
	Persons	NO.	35	57	66	20	4	182
		%	19.23	31.32	36.26	10.99	2.2	0.57
1CAPS	Male	NO.	2	2	10	7	0	21
		%	9.52	9.52	47.62	33.33	0	
	Female	NO.	1	1	6	1	1	10
		%	10	10	60	10	10	
	Persons	NO.	3	3	16	8	1	31
		%	9.68	9.68	51.61	25.81	3.23	0.1
1DAPS	Male	NO.	1	2	4	3	0	10
		%	10	20	40	30	0	
	Female	NO.	1	0	5	1	1	8
		%	12.5	0	62.5	12.5	12.5	
	Persons	NO.	2	2	9	4	1	18
		%	11.11	11.11	50	22.22	5.56	0.06
2AAPS	Male	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Female	NO.	2	9	8	3	1	23
		%	8.7	39.13	34.78	13.04	4.35	



# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Animal Production Systems									
2AAPS	Persons	NO.	2	9	10	3	1	25	
		%	8	36	40	12	4		0.08
2BAPS									
	Male	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Female	NO.	2	8	8	1	1	20	
		%	10	40	40	5	5		
	Persons	NO.	2	8	10	1	1	22	
		%	9.09	36.36	45.45	4.55	4.55		0.07
PAAPS									
	Male	NO.	8	0	0	0	0	8	
		%	100	0	0	0	0		
	Female	NO.	7	0	0	0	0	7	
		%	100	0	0	0	0		
	Persons	NO.	15	0	0	0	0	15	
		%	100	0	0	0	0		0.05
Aviation									
2AAVN									
	Male	NO.	9	14	20	11	1	55	
		%	16.36	25.45	36.36	20	1.82		
	Female	NO.	0	2	4	2	0	8	
		%	0	25	50	25	0		
	Persons	NO.	9	16	24	13	1	63	
		%	14.29	25.4	38.1	20.63	1.59		0.2
2BAVN									
	Male	NO.	10	13	19	12	0	54	
		%	18.52	24.07	35.19	22.22	0		
	Female	NO.	0	3	2	2	0	7	
		%	0	42.86	28.57	28.57	0		
	Persons	NO.	10	16	21	14	0	61	
		%	16.39	26.23	34.43	22.95	0		0.19
3AAVN									
	Male	NO.	0	1	2	1	0	4	
		%	0	25	50	25	0		
	Female	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		
	Persons	NO.	0	1	2	1	1	5	
		%	0	20	40	20	20		0.02
3BAVN									
	Male	NO.	0	1	2	1	0	4	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Science								
Aviation								
3BAVN								
		%	0	25	50	25	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	0	1	2	1	0	4
		%	0	25	50	25	0	0.01
Biological Sciences								
1ABIO								
	Male	NO.	6	13	21	10	10	60
		%	10	21.67	35	16.67	16.67	
	Female	NO.	12	8	26	3	7	56
		%	21.43	14.29	46.43	5.36	12.5	
	Persons	NO.	18	21	47	13	17	116
		%	15.52	18.1	40.52	11.21	14.66	0.36
1BBIO								
	Male	NO.	5	11	19	7	7	49
		%	10.2	22.45	38.78	14.29	14.29	
	Female	NO.	7	5	18	3	5	38
		%	18.42	13.16	47.37	7.89	13.16	
	Persons	NO.	12	16	37	10	12	87
		%	13.79	18.39	42.53	11.49	13.79	0.27
2ABIO								
	Male	NO.	81	184	286	111	35	697
		%	11.62	26.4	41.03	15.93	5.02	
	Female	NO.	242	377	449	155	38	1261
		%	19.19	29.9	35.61	12.29	3.01	
	Persons	NO.	323	561	735	266	73	1958
		%	16.5	28.65	37.54	13.59	3.73	6.11
2BBIO								
	Male	NO.	82	181	272	100	31	666
		%	12.31	27.18	40.84	15.02	4.65	
	Female	NO.	264	355	457	121	25	1222
		%	21.6	29.05	37.4	9.9	2.05	
	Persons	NO.	346	536	729	221	56	1888
		%	18.33	28.39	38.61	11.71	2.97	5.89
3ABIO								
	Male	NO.	0	0	0	0	1	1
		%	0	0	0	0	100	
	Female	NO.	0	0	2	1	0	3
		%	0	0	66.67	33.33	0	
	Persons	NO.	0	0	2	1	1	4

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Science								
Biological Sciences								
3ABIO		%	0	0	50	25	25	0.01
3BBIO	Male	NO.	0	0	0	0	1	1
		%	0	0	0	0	100	
	Female	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Persons	NO.	0	0	2	0	1	3
		%	0	0	66.67	0	33.33	0.01
Chemistry								
1ACHE	Male	NO.	0	1	7	2	3	13
		%	0	7.69	53.85	15.38	23.08	
	Female	NO.	7	6	9	11	3	36
		%	19.44	16.67	25	30.56	8.33	
	Persons	NO.	7	7	16	13	6	49
		%	14.29	14.29	32.65	26.53	12.24	0.15
1BCHE	Male	NO.	0	3	4	2	5	14
		%	0	21.43	28.57	14.29	35.71	
	Female	NO.	7	10	17	5	4	43
		%	16.28	23.26	39.53	11.63	9.3	
	Persons	NO.	7	13	21	7	9	57
		%	12.28	22.81	36.84	12.28	15.79	0.18
2ACHE	Male	NO.	741	719	942	479	195	3076
		%	24.09	23.37	30.62	15.57	6.34	
	Female	NO.	674	690	911	388	152	2815
		%	23.94	24.51	32.36	13.78	5.4	
	Persons	NO.	1415	1409	1853	867	347	5891
		%	24.02	23.92	31.45	14.72	5.89	18.37
2BCHE	Male	NO.	750	695	946	431	139	2961
		%	25.33	23.47	31.95	14.56	4.69	
	Female	NO.	657	693	865	340	121	2676
		%	24.55	25.9	32.32	12.71	4.52	
	Persons	NO.	1407	1388	1811	771	260	5637
		%	24.96	24.62	32.13	13.68	4.61	17.58
3ACHE	Male	NO.	1	0	1	3	2	7
		%	14.29	0	14.29	42.86	28.57	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Chemistry									
3ACHE	Female	NO.	0	0	1	3	0	4	
		%	0	0	25	75	0		
	Persons	NO.	1	0	2	6	2	11	
		%	9.09	0	18.18	54.55	18.18		0.03
3BCHE	Male	NO.	1	0	1	2	1	5	
		%	20	0	20	40	20		
	Female	NO.	0	0	1	2	0	3	
		%	0	0	33.33	66.67	0		
	Persons	NO.	1	0	2	4	1	8	
		%	12.5	0	25	50	12.5		0.02
Earth and Environmental Science									
1AEES	Male	NO.	4	14	29	22	12	81	
		%	4.94	17.28	35.8	27.16	14.81		
	Female	NO.	6	10	7	5	4	32	
		%	18.75	31.25	21.88	15.62	12.5		
	Persons	NO.	10	24	36	27	16	113	
		%	8.85	21.24	31.86	23.89	14.16		0.35
1BEES	Male	NO.	3	16	32	19	6	76	
		%	3.95	21.05	42.11	25	7.89		
	Female	NO.	3	8	9	5	3	28	
		%	10.71	28.57	32.14	17.86	10.71		
	Persons	NO.	6	24	41	24	9	104	
		%	5.77	23.08	39.42	23.08	8.65		0.32
2AEES	Male	NO.	12	22	52	19	5	110	
		%	10.91	20	47.27	17.27	4.55		
	Female	NO.	10	26	31	10	2	79	
		%	12.66	32.91	39.24	12.66	2.53		
	Persons	NO.	22	48	83	29	7	189	
		%	11.64	25.4	43.92	15.34	3.7		0.59
2BEES	Male	NO.	14	24	44	14	5	101	
		%	13.86	23.76	43.56	13.86	4.95		
	Female	NO.	16	28	22	5	2	73	
		%	21.92	38.36	30.14	6.85	2.74		
	Persons	NO.	30	52	66	19	7	174	
		%	17.24	29.89	37.93	10.92	4.02		0.54

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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Human Biological Science									
1AHBS	Male	NO.	17	30	84	52	19	202	
		%	8.42	14.85	41.58	25.74	9.41		
	Female	NO.	48	119	193	62	44	466	
		%	10.3	25.54	41.42	13.3	9.44		
	Persons	NO.	65	149	277	114	63	668	
		%	9.73	22.31	41.47	17.07	9.43		2.08
1BHBS	Male	NO.	22	32	84	53	27	218	
		%	10.09	14.68	38.53	24.31	12.39		
	Female	NO.	43	119	200	67	46	475	
		%	9.05	25.05	42.11	14.11	9.68		
	Persons	NO.	65	151	284	120	73	693	
		%	9.38	21.79	40.98	17.32	10.53		2.16
2AHBS	Male	NO.	225	398	870	423	176	2092	
		%	10.76	19.02	41.59	20.22	8.41		
	Female	NO.	650	908	1549	678	255	4040	
		%	16.09	22.48	38.34	16.78	6.31		
	Persons	NO.	875	1306	2419	1101	431	6132	
		%	14.27	21.3	39.45	17.95	7.03		19.12
2BHBS	Male	NO.	220	412	846	397	136	2011	
		%	10.94	20.49	42.07	19.74	6.76		
	Female	NO.	664	921	1537	590	168	3880	
		%	17.11	23.74	39.61	15.21	4.33		
	Persons	NO.	884	1333	2383	987	304	5891	
		%	15.01	22.63	40.45	16.75	5.16		18.37
3AHBS	Male	NO.	0	0	0	2	0	2	
		%	0	0	0	100	0		
	Female	NO.	1	0	2	1	3	7	
		%	14.29	0	28.57	14.29	42.86		
	Persons	NO.	1	0	2	3	3	9	
		%	11.11	0	22.22	33.33	33.33		0.03
3BHBS	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	1	0	2	1	2	6	
		%	16.67	0	33.33	16.67	33.33		
	Persons	NO.	1	0	2	2	2	7	

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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Science								
Human Biological Science								
3BHBS		%	14.29	0	28.57	28.57	28.57	0.02
Integrated Science								
1AISC	Male	NO.	77	231	418	167	98	991
		%	7.77	23.31	42.18	16.85	9.89	
	Female	NO.	138	208	275	93	79	793
		%	17.4	26.23	34.68	11.73	9.96	
	Persons	NO.	215	439	693	260	177	1784
		%	12.05	24.61	38.85	14.57	9.92	5.56
1BISC	Male	NO.	95	258	410	126	76	965
		%	9.84	26.74	42.49	13.06	7.88	
	Female	NO.	187	240	255	71	62	815
		%	22.94	29.45	31.29	8.71	7.61	
	Persons	NO.	282	498	665	197	138	1780
		%	15.84	27.98	37.36	11.07	7.75	5.55
1CISC	Male	NO.	8	30	53	23	24	138
		%	5.8	21.74	38.41	16.67	17.39	
	Female	NO.	21	30	63	20	23	157
		%	13.38	19.11	40.13	12.74	14.65	
	Persons	NO.	29	60	116	43	47	295
		%	9.83	20.34	39.32	14.58	15.93	0.92
1DISC	Male	NO.	10	42	43	27	17	139
		%	7.19	30.22	30.94	19.42	12.23	
	Female	NO.	22	30	65	27	10	154
		%	14.29	19.48	42.21	17.53	6.49	
	Persons	NO.	32	72	108	54	27	293
		%	10.92	24.57	36.86	18.43	9.22	0.91
2AISC	Male	NO.	5	25	39	20	9	98
		%	5.1	25.51	39.8	20.41	9.18	
	Female	NO.	13	23	49	6	10	101
		%	12.87	22.77	48.51	5.94	9.9	
	Persons	NO.	18	48	88	26	19	199
		%	9.05	24.12	44.22	13.07	9.55	0.62
2BISC	Male	NO.	4	19	33	13	11	80
		%	5	23.75	41.25	16.25	13.75	

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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Integrated Science									
2BISC	Female	NO.	12	22	37	10	8	89	
		%	13.48	24.72	41.57	11.24	8.99		
	Persons	NO.	16	41	70	23	19	169	
		%	9.47	24.26	41.42	13.61	11.24		0.53
PAISC	Male	NO.	18	0	0	0	0	18	
		%	100	0	0	0	0		
	Female	NO.	22	0	0	0	0	22	
		%	100	0	0	0	0		
	Persons	NO.	40	0	0	0	0	40	
		%	100	0	0	0	0		0.12
PBISC	Male	NO.	17	0	0	0	0	17	
		%	100	0	0	0	0		
	Female	NO.	26	0	0	0	0	26	
		%	100	0	0	0	0		
	Persons	NO.	43	0	0	0	0	43	
		%	100	0	0	0	0		0.13
Physics									
1APHY	Male	NO.	9	9	14	15	10	57	
		%	15.79	15.79	24.56	26.32	17.54		
	Female	NO.	4	3	5	7	4	23	
		%	17.39	13.04	21.74	30.43	17.39		
	Persons	NO.	13	12	19	22	14	80	
		%	16.25	15	23.75	27.5	17.5		0.25
1BPHY	Male	NO.	7	19	29	15	10	80	
		%	8.75	23.75	36.25	18.75	12.5		
	Female	NO.	7	6	11	6	7	37	
		%	18.92	16.22	29.73	16.22	18.92		
	Persons	NO.	14	25	40	21	17	117	
		%	11.97	21.37	34.19	17.95	14.53		0.36
2APHY	Male	NO.	646	737	1060	456	205	3104	
		%	20.81	23.74	34.15	14.69	6.6		
	Female	NO.	352	400	470	157	54	1433	
		%	24.56	27.91	32.8	10.96	3.77		
	Persons	NO.	998	1137	1530	613	259	4537	
		%	22	25.06	33.72	13.51	5.71		14.15

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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Physics									
2BPHY	Male	NO.	683	732	1026	396	169	3006	
		%	22.72	24.35	34.13	13.17	5.62		
	Female	NO.	356	385	464	127	29	1361	
		%	26.16	28.29	34.09	9.33	2.13		
	Persons	NO.	1039	1117	1490	523	198	4367	
		%	23.79	25.58	34.12	11.98	4.53		13.62
3APHY	Male	NO.	1	0	1	1	2	5	
		%	20	0	20	20	40		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	0	1	1	2	5	
		%	20	0	20	20	40		0.02
3BPHY	Male	NO.	1	0	1	1	2	5	
		%	20	0	20	20	40		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	0	1	1	2	5	
		%	20	0	20	20	40		0.02
Plant Production Systems									
1APPS	Male	NO.	16	39	45	15	5	120	
		%	13.33	32.5	37.5	12.5	4.17		
	Female	NO.	21	16	29	4	2	72	
		%	29.17	22.22	40.28	5.56	2.78		
	Persons	NO.	37	55	74	19	7	192	
		%	19.27	28.65	38.54	9.9	3.65		0.6
1BPPS	Male	NO.	17	40	50	10	4	121	
		%	14.05	33.06	41.32	8.26	3.31		
	Female	NO.	21	20	20	8	2	71	
		%	29.58	28.17	28.17	11.27	2.82		
	Persons	NO.	38	60	70	18	6	192	
		%	19.79	31.25	36.46	9.38	3.12		0.6
1CPPS	Male	NO.	3	6	12	0	0	21	
		%	14.29	28.57	57.14	0	0		
	Female	NO.	2	2	5	0	0	9	
		%	22.22	22.22	55.56	0	0		



# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Plant Production Systems									
1CPPS	Persons	NO.	5	8	17	0	0	30	
		%	16.67	26.67	56.67	0	0		0.09
1DPSS	Male	NO.	2	4	4	0	0	10	
		%	20	40	40	0	0		
	Female	NO.	2	1	4	0	0	7	
		%	28.57	14.29	57.14	0	0		
	Persons	NO.	4	5	8	0	0	17	
		%	23.53	29.41	47.06	0	0		0.05
PAPPS	Male	NO.	5	0	0	0	0	5	
		%	100	0	0	0	0		
	Female	NO.	7	0	0	0	0	7	
		%	100	0	0	0	0		
	Persons	NO.	12	0	0	0	0	12	
		%	100	0	0	0	0		0.04
Psychology									
1APSY	Male	NO.	10	24	41	15	32	122	
		%	8.2	19.67	33.61	12.3	26.23		
	Female	NO.	70	109	113	32	46	370	
		%	18.92	29.46	30.54	8.65	12.43		
	Persons	NO.	80	133	154	47	78	492	
		%	16.26	27.03	31.3	9.55	15.85		1.53
1BPSY	Male	NO.	14	23	43	15	26	121	
		%	11.57	19.01	35.54	12.4	21.49		
	Female	NO.	74	114	107	27	21	343	
		%	21.57	33.24	31.2	7.87	6.12		
	Persons	NO.	88	137	150	42	47	464	
		%	18.97	29.53	32.33	9.05	10.13		1.45
2APSY	Male	NO.	8	20	38	19	8	93	
		%	8.6	21.51	40.86	20.43	8.6		
	Female	NO.	79	83	110	48	14	334	
		%	23.65	24.85	32.93	14.37	4.19		
	Persons	NO.	87	103	148	67	22	427	
		%	20.37	24.12	34.66	15.69	5.15		1.33
2BPSY	Male	NO.	8	24	33	15	11	91	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Science								
Psychology								
2BPSY								
		%	8.79	26.37	36.26	16.48	12.09	
	Female	NO.	88	75	116	37	4	320
		%	27.5	23.44	36.25	11.56	1.25	
	Persons	NO.	96	99	149	52	15	411
		%	23.36	24.09	36.25	12.65	3.65	1.28
3BPSY								
	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
Society and Environment								
Aboriginal and Intercultural Studies								
1AAIS								
	Male	NO.	0	3	12	1	4	20
		%	0	15	60	5	20	
	Female	NO.	0	3	8	5	7	23
		%	0	13.04	34.78	21.74	30.43	
	Persons	NO.	0	6	20	6	11	43
		%	0	13.95	46.51	13.95	25.58	0.13
1BAIS								
	Male	NO.	3	10	9	5	7	34
		%	8.82	29.41	26.47	14.71	20.59	
	Female	NO.	2	13	2	9	5	31
		%	6.45	41.94	6.45	29.03	16.13	
	Persons	NO.	5	23	11	14	12	65
		%	7.69	35.38	16.92	21.54	18.46	0.2
Ancient History								
1AHIA								
	Male	NO.	8	13	29	15	8	73
		%	10.96	17.81	39.73	20.55	10.96	
	Female	NO.	14	17	26	7	11	75
		%	18.67	22.67	34.67	9.33	14.67	
	Persons	NO.	22	30	55	22	19	148
		%	14.86	20.27	37.16	14.86	12.84	0.46
1BHIA								
	Male	NO.	6	14	30	13	9	72
		%	8.33	19.44	41.67	18.06	12.5	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Ancient History									
1BHIA									
	Female	NO.	14	13	28	6	10	71	
		%	19.72	18.31	39.44	8.45	14.08		
	Persons	NO.	20	27	58	19	19	143	
		%	13.99	18.88	40.56	13.29	13.29		0.45
2AHIA									
	Male	NO.	33	26	42	15	6	122	
		%	27.05	21.31	34.43	12.3	4.92		
	Female	NO.	19	34	30	17	5	105	
		%	18.1	32.38	28.57	16.19	4.76		
	Persons	NO.	52	60	72	32	11	227	
		%	22.91	26.43	31.72	14.1	4.85		0.71
2BHIA									
	Male	NO.	35	25	43	12	5	120	
		%	29.17	20.83	35.83	10	4.17		
	Female	NO.	17	39	28	15	2	101	
		%	16.83	38.61	27.72	14.85	1.98		
	Persons	NO.	52	64	71	27	7	221	
		%	23.53	28.96	32.13	12.22	3.17		0.69
Aspects of the Tourism Industry									
1AAST									
	Male	NO.	3	12	36	4	5	60	
		%	5	20	60	6.67	8.33		
	Female	NO.	38	88	84	5	15	230	
		%	16.52	38.26	36.52	2.17	6.52		
	Persons	NO.	41	100	120	9	20	290	
		%	14.14	34.48	41.38	3.1	6.9		0.9
1BAST									
	Male	NO.	4	15	20	8	13	60	
		%	6.67	25	33.33	13.33	21.67		
	Female	NO.	46	75	73	9	17	220	
		%	20.91	34.09	33.18	4.09	7.73		
	Persons	NO.	50	90	93	17	30	280	
		%	17.86	32.14	33.21	6.07	10.71		0.87
1CAST									
	Male	NO.	0	4	0	0	0	4	
		%	0	100	0	0	0		
	Female	NO.	2	5	3	1	1	12	
		%	16.67	41.67	25	8.33	8.33		
	Persons	NO.	2	9	3	1	1	16	
		%	12.5	56.25	18.75	6.25	6.25		0.05

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Aspects of the Tourism Industry 1DAST	Male	NO.	0	4	0	0	0	4		
		%	0	100	0	0	0			
	Female	NO.	2	6	3	1	0	12		
		%	16.67	50	25	8.33	0			
	Persons	NO.	2	10	3	1	0	16		
		%	12.5	62.5	18.75	6.25	0		0.05	
	Economics 1AECO	Male	NO.	9	14	21	8	4	56	
			%	16.07	25	37.5	14.29	7.14		
		Female	NO.	9	10	13	6	5	43	
			%	20.93	23.26	30.23	13.95	11.63		
		Persons	NO.	18	24	34	14	9	99	
			%	18.18	24.24	34.34	14.14	9.09		0.31
1BECO		Male	NO.	4	14	19	8	6	51	
			%	7.84	27.45	37.25	15.69	11.76		
		Female	NO.	6	11	9	3	5	34	
			%	17.65	32.35	26.47	8.82	14.71		
		Persons	NO.	10	25	28	11	11	85	
			%	11.76	29.41	32.94	12.94	12.94		0.27
	2AECO	Male	NO.	259	316	469	154	50	1248	
			%	20.75	25.32	37.58	12.34	4.01		
		Female	NO.	274	263	318	111	28	994	
			%	27.57	26.46	31.99	11.17	2.82		
		Persons	NO.	533	579	787	265	78	2242	
			%	23.77	25.83	35.1	11.82	3.48		6.99
2BECO		Male	NO.	255	317	477	134	37	1220	
			%	20.9	25.98	39.1	10.98	3.03		
		Female	NO.	258	251	321	94	26	950	
			%	27.16	26.42	33.79	9.89	2.74		
		Persons	NO.	513	568	798	228	63	2170	
			%	23.64	26.18	36.77	10.51	2.9		6.77
	3AECO	Male	NO.	1	0	0	0	1	2	
			%	50	0	0	0	50		
		Female	NO.	0	1	2	0	0	3	
			%	0	33.33	66.67	0	0		

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Economics									
3AECO									
	Persons	NO.	1	1	2	0	1	5	
		%	20	20	40	0	20		0.02
3BECO									
	Male	NO.	1	0	0	0	1	2	
		%	50	0	0	0	50		
	Female	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Persons	NO.	1	1	1	0	1	4	
		%	25	25	25	0	25		0.01
Geography									
1AGEO									
	Male	NO.	12	21	53	20	9	115	
		%	10.43	18.26	46.09	17.39	7.83		
	Female	NO.	20	41	67	23	14	165	
		%	12.12	24.85	40.61	13.94	8.48		
	Persons	NO.	32	62	120	43	23	280	
		%	11.43	22.14	42.86	15.36	8.21		0.87
1BGEO									
	Male	NO.	15	20	48	9	7	99	
		%	15.15	20.2	48.48	9.09	7.07		
	Female	NO.	19	37	68	9	3	136	
		%	13.97	27.21	50	6.62	2.21		
	Persons	NO.	34	57	116	18	10	235	
		%	14.47	24.26	49.36	7.66	4.26		0.73
2AGEO									
	Male	NO.	118	262	604	256	73	1313	
		%	8.99	19.95	46	19.5	5.56		
	Female	NO.	169	353	627	230	62	1441	
		%	11.73	24.5	43.51	15.96	4.3		
	Persons	NO.	287	615	1231	486	135	2754	
		%	10.42	22.33	44.7	17.65	4.9		8.59
2BGEO									
	Male	NO.	114	286	549	232	75	1256	
		%	9.08	22.77	43.71	18.47	5.97		
	Female	NO.	171	362	593	181	51	1358	
		%	12.59	26.66	43.67	13.33	3.76		
	Persons	NO.	285	648	1142	413	126	2614	
		%	10.9	24.79	43.69	15.8	4.82		8.15
3AGEO									
	Male	NO.	1	1	1	0	0	3	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Society and Environment								
Geography								
3AGEO								
		%	33.33	33.33	33.33	0	0	
	Female	NO.	0	1	1	0	0	2
		%	0	50	50	0	0	
	Persons	NO.	1	2	2	0	0	5
		%	20	40	40	0	0	0.02
3BGEO								
	Male	NO.	1	1	0	0	0	2
		%	50	50	0	0	0	
	Female	NO.	0	1	1	0	0	2
		%	0	50	50	0	0	
	Persons	NO.	1	2	1	0	0	4
		%	25	50	25	0	0	0.01
Modern History								
1AHIM								
	Male	NO.	10	24	55	26	8	123
		%	8.13	19.51	44.72	21.14	6.5	
	Female	NO.	23	32	51	13	16	135
		%	17.04	23.7	37.78	9.63	11.85	
	Persons	NO.	33	56	106	39	24	258
		%	12.79	21.71	41.09	15.12	9.3	0.8
1BHIM								
	Male	NO.	9	30	43	12	15	109
		%	8.26	27.52	39.45	11.01	13.76	
	Female	NO.	25	32	35	10	6	108
		%	23.15	29.63	32.41	9.26	5.56	
	Persons	NO.	34	62	78	22	21	217
		%	15.67	28.57	35.94	10.14	9.68	0.68
2AHIM								
	Male	NO.	139	302	578	227	73	1319
		%	10.54	22.9	43.82	17.21	5.53	
	Female	NO.	352	660	1058	252	82	2404
		%	14.64	27.45	44.01	10.48	3.41	
	Persons	NO.	491	962	1636	479	155	3723
		%	13.19	25.84	43.94	12.87	4.16	11.61
2BHIM								
	Male	NO.	143	304	576	179	58	1260
		%	11.35	24.13	45.71	14.21	4.6	
	Female	NO.	360	660	1002	252	64	2338
		%	15.4	28.23	42.86	10.78	2.74	
	Persons	NO.	503	964	1578	431	122	3598

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Modern History 2BHIM 3AHIM 3BHIM Philosophy and Ethics 1APAE 1BPAAE 2APAE 2BPAAE									
		%	13.98	26.79	43.86	11.98	3.39	11.22	
	Male	NO.	0	0	0	1	1	2	
		%	0	0	0	50	50		
	Female	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		
	Persons	NO.	0	0	4	1	1	6	
		%	0	0	66.67	16.67	16.67	0.02	
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		
	Persons	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0	0.01	
	Male	NO.	0	1	1	0	1	3	
		%	0	33.33	33.33	0	33.33		
	Female	NO.	2	0	2	2	0	6	
		%	33.33	0	33.33	33.33	0		
Persons	NO.	2	1	3	2	1	9		
	%	22.22	11.11	33.33	22.22	11.11	0.03		
Male	NO.	27	14	23	4	2	70		
	%	38.57	20	32.86	5.71	2.86			
Female	NO.	46	12	10	3	1	72		
	%	63.89	16.67	13.89	4.17	1.39			
Persons	NO.	73	26	33	7	3	142		
	%	51.41	18.31	23.24	4.93	2.11	0.44		
Male	NO.	22	26	23	4	2	77		
	%	28.57	33.77	29.87	5.19	2.6			
Female	NO.	65	87	67	10	2	231		
	%	28.14	37.66	29	4.33	0.87			
Persons	NO.	87	113	90	14	4	308		
	%	28.25	36.69	29.22	4.55	1.3	0.96		
Male	NO.	21	27	23	3	1	75		
	%	28	36	30.67	4	1.33			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Philosophy and Ethics 2BPAE	Female	NO.	28	31	17	3	1	80	
		%	35	38.75	21.25	3.75	1.25		
	Persons	NO.	49	58	40	6	2	155	
		%	31.61	37.42	25.81	3.87	1.29		0.48
Politics and Law 1APAL	Male	NO.	9	17	22	3	2	53	
		%	16.98	32.08	41.51	5.66	3.77		
	Female	NO.	15	26	21	8	5	75	
		%	20	34.67	28	10.67	6.67		
	Persons	NO.	24	43	43	11	7	128	
		%	18.75	33.59	33.59	8.59	5.47		0.4
1BPAL	Male	NO.	5	11	19	2	4	41	
		%	12.2	26.83	46.34	4.88	9.76		
	Female	NO.	9	19	22	3	5	58	
		%	15.52	32.76	37.93	5.17	8.62		
	Persons	NO.	14	30	41	5	9	99	
		%	14.14	30.3	41.41	5.05	9.09		0.31
2APAL	Male	NO.	68	96	170	78	35	447	
		%	15.21	21.48	38.03	17.45	7.83		
	Female	NO.	173	207	284	82	40	786	
		%	22.01	26.34	36.13	10.43	5.09		
	Persons	NO.	241	303	454	160	75	1233	
		%	19.55	24.57	36.82	12.98	6.08		3.84
2BPAL	Male	NO.	72	102	160	64	25	423	
		%	17.02	24.11	37.83	15.13	5.91		
	Female	NO.	176	213	277	55	27	748	
		%	23.53	28.48	37.03	7.35	3.61		
	Persons	NO.	248	315	437	119	52	1171	
		%	21.18	26.9	37.32	10.16	4.44		3.65
3APAL	Male	NO.	1	0	0	2	1	4	
		%	25	0	0	50	25		
	Female	NO.	0	2	2	1	0	5	
		%	0	40	40	20	0		
	Persons	NO.	1	2	2	3	1	9	
		%	11.11	22.22	22.22	33.33	11.11		0.03



# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Politics and Law 3BPAL	Male	NO.	1	0	0	2	0	3		
		%	33.33	0	0	66.67	0			
	Female	NO.	1	1	3	0	0	5		
		%	20	20	60	0	0			
	Persons	NO.	2	1	3	2	0	8		
		%	25	12.5	37.5	25	0		0.02	
	Religion and Life 1AREL	Male	NO.	386	673	809	232	48	2148	
			%	17.97	31.33	37.66	10.8	2.23		
		Female	NO.	778	710	522	107	19	2136	
			%	36.42	33.24	24.44	5.01	0.89		
		Persons	NO.	1164	1383	1331	339	67	4284	
			%	27.17	32.28	31.07	7.91	1.56		13.36
1BREL		Male	NO.	332	648	726	199	32	1937	
			%	17.14	33.45	37.48	10.27	1.65		
		Female	NO.	753	644	476	79	12	1964	
			%	38.34	32.79	24.24	4.02	0.61		
		Persons	NO.	1085	1292	1202	278	44	3901	
			%	27.81	33.12	30.81	7.13	1.13		12.16
	1CREL	Male	NO.	14	19	61	18	13	125	
			%	11.2	15.2	48.8	14.4	10.4		
		Female	NO.	46	55	37	10	6	154	
			%	29.87	35.71	24.03	6.49	3.9		
		Persons	NO.	60	74	98	28	19	279	
			%	21.51	26.52	35.13	10.04	6.81		0.87
1DREL		Male	NO.	7	12	25	5	4	53	
			%	13.21	22.64	47.17	9.43	7.55		
		Female	NO.	28	8	12	0	0	48	
			%	58.33	16.67	25	0	0		
		Persons	NO.	35	20	37	5	4	101	
			%	34.65	19.8	36.63	4.95	3.96		0.31
	2AREL	Male	NO.	114	174	192	47	13	540	
			%	21.11	32.22	35.56	8.7	2.41		
		Female	NO.	177	212	233	35	6	663	
			%	26.7	31.98	35.14	5.28	0.9		

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Religion and Life									
2AREL	Persons	NO.	291	386	425	82	19	1203	3.75
		%	24.19	32.09	35.33	6.82	1.58		
2BREL	Male	NO.	125	158	235	50	13	581	
		%	21.51	27.19	40.45	8.61	2.24		
	Female	NO.	192	239	245	29	11	716	
		%	26.82	33.38	34.22	4.05	1.54		
Persons	NO.	317	397	480	79	24	1297	4.04	
	%	24.44	30.61	37.01	6.09	1.85			
PAREL	Male	NO.	9	0	0	0	0	9	
		%	100	0	0	0	0		
	Female	NO.	11	0	0	0	0	11	
		%	100	0	0	0	0		
Persons	NO.	20	0	0	0	0	20	0.06	
	%	100	0	0	0	0			
PBREL	Male	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
	Female	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
Persons	NO.	5	0	0	0	0	5	0.02	
	%	100	0	0	0	0			
Technology and Enterprise									
Accounting and Finance									
1AACF	Male	NO.	13	33	53	22	13	134	
		%	9.7	24.63	39.55	16.42	9.7		
	Female	NO.	19	39	44	10	10	122	
		%	15.57	31.97	36.07	8.2	8.2		
	Persons	NO.	32	72	97	32	23	256	0.8
		%	12.5	28.12	37.89	12.5	8.98		
1BACF	Male	NO.	10	26	38	11	16	101	
		%	9.9	25.74	37.62	10.89	15.84		
	Female	NO.	21	26	44	9	5	105	
		%	20	24.76	41.9	8.57	4.76		
	Persons	NO.	31	52	82	20	21	206	0.64
		%	15.05	25.24	39.81	9.71	10.19		

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 and Finance 2AACF  2BACF  3AACF  3BACF  Applied Information Technology 1AAIT  1BAIT	Male	NO.	149	188	304	154	92	887	
		%	16.8	21.2	34.27	17.36	10.37		
	Female	NO.	192	211	252	122	65	842	
		%	22.8	25.06	29.93	14.49	7.72		
	Persons	NO.	341	399	556	276	157	1729	5.39
		%	19.72	23.08	32.16	15.96	9.08		
	Male	NO.	153	180	281	133	98	845	
		%	18.11	21.3	33.25	15.74	11.6		
	Female	NO.	177	205	237	111	67	797	
		%	22.21	25.72	29.74	13.93	8.41		
	Persons	NO.	330	385	518	244	165	1642	5.12
		%	20.1	23.45	31.55	14.86	10.05		
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Persons	NO.	1	0	1	0	0	2	0.01
		%	50	0	50	0	0		
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	0
		%	100	0	0	0	0		
Male	NO.	65	214	430	161	207	1077		
	%	6.04	19.87	39.93	14.95	19.22			
Female	NO.	105	222	303	93	101	824		
	%	12.74	26.94	36.77	11.29	12.26			
Persons	NO.	170	436	733	254	308	1901	5.93	
	%	8.94	22.94	38.56	13.36	16.2			
Male	NO.	95	199	444	130	154	1022		
	%	9.3	19.47	43.44	12.72	15.07			
Female	NO.	136	239	284	72	84	815		
	%	16.69	29.33	34.85	8.83	10.31			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Applied Information Technology									
1BAIT	Persons	NO.	231	438	728	202	238	1837	5.73
		%	12.57	23.84	39.63	11	12.96		
1CAIT	Male	NO.	24	80	167	85	55	411	
		%	5.84	19.46	40.63	20.68	13.38		
	Female	NO.	44	67	93	37	32	273	
		%	16.12	24.54	34.07	13.55	11.72		
Persons	NO.	68	147	260	122	87	684	2.13	
	%	9.94	21.49	38.01	17.84	12.72			
1DAIT	Male	NO.	33	71	167	59	48	378	
		%	8.73	18.78	44.18	15.61	12.7		
	Female	NO.	47	82	82	20	22	253	
		%	18.58	32.41	32.41	7.91	8.7		
Persons	NO.	80	153	249	79	70	631	1.97	
	%	12.68	24.25	39.46	12.52	11.09			
2AAIT	Male	NO.	73	128	216	99	52	568	
		%	12.85	22.54	38.03	17.43	9.15		
	Female	NO.	81	95	111	43	22	352	
		%	23.01	26.99	31.53	12.22	6.25		
Persons	NO.	154	223	327	142	74	920	2.87	
	%	16.74	24.24	35.54	15.43	8.04			
2BAIT	Male	NO.	67	144	211	76	36	534	
		%	12.55	26.97	39.51	14.23	6.74		
	Female	NO.	78	94	117	19	22	330	
		%	23.64	28.48	35.45	5.76	6.67		
Persons	NO.	145	238	328	95	58	864	2.69	
	%	16.78	27.55	37.96	11	6.71			
3AAIT	Male	NO.	1	0	1	1	0	3	
		%	33.33	0	33.33	33.33	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
Persons	NO.	1	1	1	1	0	4	0.01	
	%	25	25	25	25	0			
3BAIT	Male	NO.	1	0	0	1	0	2	
		%	50	0	0	50	0		

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Applied Information Technology									
3BAIT									
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	1	1	0	1	0	3	
		%	33.33	33.33	0	33.33	0		0.01
PAAIT									
	Male	NO.	32	0	0	0	0	32	
		%	100	0	0	0	0		
	Female	NO.	44	0	0	0	0	44	
		%	100	0	0	0	0		
	Persons	NO.	76	0	0	0	0	76	
		%	100	0	0	0	0		0.24
PBAIT									
	Male	NO.	26	0	0	0	0	26	
		%	100	0	0	0	0		
	Female	NO.	33	0	0	0	0	33	
		%	100	0	0	0	0		
	Persons	NO.	59	0	0	0	0	59	
		%	100	0	0	0	0		0.18
Automotive Engineering and Technology									
1AAET									
	Male	NO.	43	132	192	52	42	461	
		%	9.33	28.63	41.65	11.28	9.11		
	Female	NO.	5	7	16	4	4	36	
		%	13.89	19.44	44.44	11.11	11.11		
	Persons	NO.	48	139	208	56	46	497	
		%	9.66	27.97	41.85	11.27	9.26		1.55
1BAET									
	Male	NO.	46	112	168	49	31	406	
		%	11.33	27.59	41.38	12.07	7.64		
	Female	NO.	6	9	11	5	2	33	
		%	18.18	27.27	33.33	15.15	6.06		
	Persons	NO.	52	121	179	54	33	439	
		%	11.85	27.56	40.77	12.3	7.52		1.37
1CAET									
	Male	NO.	5	28	18	10	7	68	
		%	7.35	41.18	26.47	14.71	10.29		
	Female	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		
	Persons	NO.	7	29	18	10	7	71	
		%	9.86	40.85	25.35	14.08	9.86		0.22

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Automotive Engineering and Technology									
1DAET									
	Male	NO.	8	26	33	11	5	83	
		%	9.64	31.33	39.76	13.25	6.02		
	Female	NO.	2	1	1	0	0	4	
		%	50	25	25	0	0		
	Persons	NO.	10	27	34	11	5	87	
		%	11.49	31.03	39.08	12.64	5.75		0.27
2AAET									
	Male	NO.	0	1	4	1	2	8	
		%	0	12.5	50	12.5	25		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	1	4	1	2	8	
		%	0	12.5	50	12.5	25		0.02
Building and Construction									
1ABCN									
	Male	NO.	60	178	247	46	34	565	
		%	10.62	31.5	43.72	8.14	6.02		
	Female	NO.	1	9	10	6	5	31	
		%	3.23	29.03	32.26	19.35	16.13		
	Persons	NO.	61	187	257	52	39	596	
		%	10.23	31.38	43.12	8.72	6.54		1.86
1BBCN									
	Male	NO.	60	163	191	43	38	495	
		%	12.12	32.93	38.59	8.69	7.68		
	Female	NO.	2	11	11	2	4	30	
		%	6.67	36.67	36.67	6.67	13.33		
	Persons	NO.	62	174	202	45	42	525	
		%	11.81	33.14	38.48	8.57	8		1.64
1CBCN									
	Male	NO.	3	14	44	8	6	75	
		%	4	18.67	58.67	10.67	8		
	Female	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Persons	NO.	3	15	45	8	6	77	
		%	3.9	19.48	58.44	10.39	7.79		0.24
1DBCN									
	Male	NO.	6	16	26	5	8	61	
		%	9.84	26.23	42.62	8.2	13.11		
	Female	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Building and Construction									
1DBCN	Persons	NO.	6	17	27	5	8	63	
		%	9.52	26.98	42.86	7.94	12.7		0.2
PABCN	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		0
PBBCN	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		0
Business Management and Enterprise									
1ABME	Male	NO.	45	101	179	89	56	470	
		%	9.57	21.49	38.09	18.94	11.91		
	Female	NO.	102	140	133	54	47	476	
		%	21.43	29.41	27.94	11.34	9.87		
	Persons	NO.	147	241	312	143	103	946	
		%	15.54	25.48	32.98	15.12	10.89		2.95
1BBME	Male	NO.	51	121	205	64	36	477	
		%	10.69	25.37	42.98	13.42	7.55		
	Female	NO.	111	138	164	32	36	481	
		%	23.08	28.69	34.1	6.65	7.48		
	Persons	NO.	162	259	369	96	72	958	
		%	16.91	27.04	38.52	10.02	7.52		2.99
1CBME	Male	NO.	5	11	27	11	7	61	
		%	8.2	18.03	44.26	18.03	11.48		
	Female	NO.	18	28	23	6	7	82	
		%	21.95	34.15	28.05	7.32	8.54		
	Persons	NO.	23	39	50	17	14	143	
		%	16.08	27.27	34.97	11.89	9.79		0.45
1DBME	Male	NO.	8	12	30	8	6	64	
		%							

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Business Management and Enterprise								
1DBME								
	Female	%	12.5	18.75	46.88	12.5	9.38	
		NO.	22	34	20	3	3	82
	Persons	%	26.83	41.46	24.39	3.66	3.66	
		NO.	30	46	50	11	9	146
		%	20.55	31.51	34.25	7.53	6.16	0.46
2ABME								
	Male	NO.	16	38	60	23	9	146
		%	10.96	26.03	41.1	15.75	6.16	
	Female	NO.	29	37	28	13	3	110
		%	26.36	33.64	25.45	11.82	2.73	
	Persons	NO.	45	75	88	36	12	256
		%	17.58	29.3	34.38	14.06	4.69	0.8
2BBME								
	Male	NO.	17	33	56	29	14	149
		%	11.41	22.15	37.58	19.46	9.4	
	Female	NO.	29	31	25	19	2	106
		%	27.36	29.25	23.58	17.92	1.89	
	Persons	NO.	46	64	81	48	16	255
		%	18.04	25.1	31.76	18.82	6.27	0.8
3ABME								
	Male	NO.	0	0	0	0	1	1
		%	0	0	0	0	100	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	0	0	0	0	1	1
		%	0	0	0	0	100	0
PABME								
	Male	NO.	7	0	0	0	0	7
		%	100	0	0	0	0	
	Female	NO.	11	0	0	0	0	11
		%	100	0	0	0	0	
	Persons	NO.	18	0	0	0	0	18
		%	100	0	0	0	0	0.06
PBBME								
	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



# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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  Business Services: VET Industry Specific  1AVBS  1BVBS  1CVBSB  1DVBSB  Career and Enterprise  1ACAE  1BCAE	Male	NO.	0	0	7	0	0	7	
		%	0	0	100	0	0		
	Female	NO.	0	0	11	0	0	11	
		%	0	0	100	0	0		
	Persons	NO.	0	0	18	0	0	18	
		%	0	0	100	0	0		0.06
	Male	NO.	0	0	7	0	0	7	
		%	0	0	100	0	0		
	Female	NO.	0	0	11	0	0	11	
		%	0	0	100	0	0		
	Persons	NO.	0	0	18	0	0	18	
		%	0	0	100	0	0		0.06
	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
	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
Male	NO.	97	217	421	154	120	1009		
	%	9.61	21.51	41.72	15.26	11.89			
Female	NO.	217	228	237	74	75	831		
	%	26.11	27.44	28.52	8.9	9.03			
Persons	NO.	314	445	658	228	195	1840		
	%	17.07	24.18	35.76	12.39	10.6		5.74	
Male	NO.	75	231	360	100	90	856		
	%	8.76	26.99	42.06	11.68	10.51			
Female	NO.	216	229	212	53	68	778		
	%	27.76	29.43	27.25	6.81	8.74			

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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Career and Enterprise									
1BCAE	Persons	NO.	291	460	572	153	158	1634	5.1
		%	17.81	28.15	35.01	9.36	9.67		
1CCAE	Male	NO.	66	179	379	170	177	971	
	%	6.8	18.43	39.03	17.51	18.23			
	Female	NO.	194	250	289	108	143	984	
	%	19.72	25.41	29.37	10.98	14.53			
	Persons	NO.	260	429	668	278	320	1955	6.1
	%	13.3	21.94	34.17	14.22	16.37			
1DCAE	Male	NO.	60	192	332	114	110	808	
	%	7.43	23.76	41.09	14.11	13.61			
	Female	NO.	182	218	256	76	84	816	
	%	22.3	26.72	31.37	9.31	10.29			
	Persons	NO.	242	410	588	190	194	1624	5.06
	%	14.9	25.25	36.21	11.7	11.95			
2ACAE	Male	NO.	4	13	5	1	1	24	
	%	16.67	54.17	20.83	4.17	4.17			
	Female	NO.	4	11	12	1	0	28	
	%	14.29	39.29	42.86	3.57	0			
	Persons	NO.	8	24	17	2	1	52	0.16
	%	15.38	46.15	32.69	3.85	1.92			
2BCAE	Male	NO.	2	16	6	0	1	25	
	%	8	64	24	0	4			
	Female	NO.	5	13	10	0	1	29	
	%	17.24	44.83	34.48	0	3.45			
	Persons	NO.	7	29	16	0	2	54	0.17
	%	12.96	53.7	29.63	0	3.7			
PACAE	Male	NO.	45	0	3	0	0	48	
	%	93.75	0	6.25	0	0			
	Female	NO.	26	0	4	0	0	30	
	%	86.67	0	13.33	0	0			
	Persons	NO.	71	0	7	0	0	78	0.24
	%	91.03	0	8.97	0	0			
PBCAE	Male	NO.	22	0	3	0	0	25	
	%	88	0	12	0	0			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Career and Enterprise PBCAE  Community Services: VET Industry Specific 1AVCS  Computer Science 1ACSC  1BCSC  2ACSC  2BCSC	Female	NO.	13	0	0	0	0	13	
		%	100	0	0	0	0		
	Persons	NO.	35	0	3	0	0	38	
		%	92.11	0	7.89	0	0		0.12
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	9	0	0	9	
		%	0	0	100	0	0		
	Persons	NO.	0	0	9	0	0	9	
		%	0	0	100	0	0		0.03
	Male	NO.	17	35	50	25	29	156	
		%	10.9	22.44	32.05	16.03	18.59		
	Female	NO.	8	10	16	19	8	61	
		%	13.11	16.39	26.23	31.15	13.11		
Persons	NO.	25	45	66	44	37	217		
	%	11.52	20.74	30.41	20.28	17.05		0.68	
Male	NO.	23	39	57	13	21	153		
	%	15.03	25.49	37.25	8.5	13.73			
Female	NO.	11	13	15	7	10	56		
	%	19.64	23.21	26.79	12.5	17.86			
Persons	NO.	34	52	72	20	31	209		
	%	16.27	24.88	34.45	9.57	14.83		0.65	
Male	NO.	63	102	180	81	25	451		
	%	13.97	22.62	39.91	17.96	5.54			
Female	NO.	2	11	16	7	3	39		
	%	5.13	28.21	41.03	17.95	7.69			
Persons	NO.	65	113	196	88	28	490		
	%	13.27	23.06	40	17.96	5.71		1.53	
Male	NO.	66	112	164	64	22	428		
	%	15.42	26.17	38.32	14.95	5.14			
Female	NO.	4	11	11	8	2	36		
	%	11.11	30.56	30.56	22.22	5.56			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Computer Science 2BCSC 3ACSC 3BCSC Construction: VET Industry Specific 1AVCO 1BVCO Design 1ADESD	Persons	NO.	70	123	175	72	24	464	1.45
		%	15.09	26.51	37.72	15.52	5.17		
	Male	NO.	5	5	4	0	3	17	
		%	29.41	29.41	23.53	0	17.65		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	5	5	5	0	3	18	0.06
		%	27.78	27.78	27.78	0	16.67		
	Male	NO.	5	5	4	0	2	16	
		%	31.25	31.25	25	0	12.5		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	5	5	5	0	2	17	0.05
		%	29.41	29.41	29.41	0	11.76		
	Male	NO.	0	0	24	0	0	24	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	24	0	0	24	0.07
		%	0	0	100	0	0		
Male	NO.	0	0	18	0	0	18		
	%	0	0	100	0	0			
Female	NO.	0	0	0	0	0	0		
	%	0	0	0	0	0			
Persons	NO.	0	0	18	0	0	18	0.06	
	%	0	0	100	0	0			
Male	NO.	7	12	22	4	1	46		
	%	15.22	26.09	47.83	8.7	2.17			
Female	NO.	10	15	18	5	4	52		
	%	19.23	28.85	34.62	9.62	7.69			
Persons	NO.	17	27	40	9	5	98	0.31	
	%	17.35	27.55	40.82	9.18	5.1			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Design									
1ADESG									
	Male	NO.	17	25	49	31	22	144	
		%	11.81	17.36	34.03	21.53	15.28		
	Female	NO.	26	36	35	15	7	119	
		%	21.85	30.25	29.41	12.61	5.88		
	Persons	NO.	43	61	84	46	29	263	
		%	16.35	23.19	31.94	17.49	11.03		0.82
1ADESP									
	Male	NO.	37	70	161	65	49	382	
		%	9.69	18.32	42.15	17.02	12.83		
	Female	NO.	189	226	232	104	78	829	
		%	22.8	27.26	27.99	12.55	9.41		
	Persons	NO.	226	296	393	169	127	1211	
		%	18.66	24.44	32.45	13.96	10.49		3.78
1ADEST									
	Male	NO.	50	140	260	83	39	572	
		%	8.74	24.48	45.45	14.51	6.82		
	Female	NO.	27	34	33	10	8	112	
		%	24.11	30.36	29.46	8.93	7.14		
	Persons	NO.	77	174	293	93	47	684	
		%	11.26	25.44	42.84	13.6	6.87		2.13
1BDESD									
	Male	NO.	7	11	25	3	0	46	
		%	15.22	23.91	54.35	6.52	0		
	Female	NO.	17	16	16	2	4	55	
		%	30.91	29.09	29.09	3.64	7.27		
	Persons	NO.	24	27	41	5	4	101	
		%	23.76	26.73	40.59	4.95	3.96		0.31
1BDESG									
	Male	NO.	20	34	35	20	32	141	
		%	14.18	24.11	24.82	14.18	22.7		
	Female	NO.	32	43	31	13	5	124	
		%	25.81	34.68	25	10.48	4.03		
	Persons	NO.	52	77	66	33	37	265	
		%	19.62	29.06	24.91	12.45	13.96		0.83
1BDESP									
	Male	NO.	43	79	148	53	56	379	
		%	11.35	20.84	39.05	13.98	14.78		
	Female	NO.	216	212	226	77	80	811	
		%	26.63	26.14	27.87	9.49	9.86		
	Persons	NO.	259	291	374	130	136	1190	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Design								
1BDESP		%	21.76	24.45	31.43	10.92	11.43	3.71
1BDEST	Male	NO.	87	148	225	75	37	572
		%	15.21	25.87	39.34	13.11	6.47	
	Female	NO.	29	38	23	11	6	107
		%	27.1	35.51	21.5	10.28	5.61	
	Persons	NO.	116	186	248	86	43	679
		%	17.08	27.39	36.52	12.67	6.33	2.12
1CDESD	Male	NO.	0	0	0	3	2	5
		%	0	0	0	60	40	
	Female	NO.	6	2	3	3	7	21
		%	28.57	9.52	14.29	14.29	33.33	
	Persons	NO.	6	2	3	6	9	26
		%	23.08	7.69	11.54	23.08	34.62	0.08
1CDESG	Male	NO.	5	10	19	15	3	52
		%	9.62	19.23	36.54	28.85	5.77	
	Female	NO.	15	20	29	5	1	70
		%	21.43	28.57	41.43	7.14	1.43	
	Persons	NO.	20	30	48	20	4	122
		%	16.39	24.59	39.34	16.39	3.28	0.38
1CDESP	Male	NO.	10	16	27	25	16	94
		%	10.64	17.02	28.72	26.6	17.02	
	Female	NO.	30	67	68	17	28	210
		%	14.29	31.9	32.38	8.1	13.33	
	Persons	NO.	40	83	95	42	44	304
		%	13.16	27.3	31.25	13.82	14.47	0.95
1CDEST	Male	NO.	48	69	104	28	11	260
		%	18.46	26.54	40	10.77	4.23	
	Female	NO.	17	20	11	6	3	57
		%	29.82	35.09	19.3	10.53	5.26	
	Persons	NO.	65	89	115	34	14	317
		%	20.5	28.08	36.28	10.73	4.42	0.99
1DDESD	Male	NO.	1	1	4	2	0	8
		%	12.5	12.5	50	25	0	
	Female	NO.	5	6	8	3	1	23

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Design								
1DDESD								
		%	21.74	26.09	34.78	13.04	4.35	
	Persons	NO.	6	7	12	5	1	31
		%	19.35	22.58	38.71	16.13	3.23	0.1
1DDESG								
	Male	NO.	3	10	23	18	4	58
		%	5.17	17.24	39.66	31.03	6.9	
	Female	NO.	15	18	30	3	2	68
		%	22.06	26.47	44.12	4.41	2.94	
	Persons	NO.	18	28	53	21	6	126
		%	14.29	22.22	42.06	16.67	4.76	0.39
1DDESP								
	Male	NO.	17	18	32	18	12	97
		%	17.53	18.56	32.99	18.56	12.37	
	Female	NO.	34	77	61	8	23	203
		%	16.75	37.93	30.05	3.94	11.33	
	Persons	NO.	51	95	93	26	35	300
		%	17	31.67	31	8.67	11.67	0.94
1DDEST								
	Male	NO.	31	60	85	27	7	210
		%	14.76	28.57	40.48	12.86	3.33	
	Female	NO.	15	17	8	4	1	45
		%	33.33	37.78	17.78	8.89	2.22	
	Persons	NO.	46	77	93	31	8	255
		%	18.04	30.2	36.47	12.16	3.14	0.8
2ADESD								
	Male	NO.	7	4	11	3	0	25
		%	28	16	44	12	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	7	4	11	3	0	25
		%	28	16	44	12	0	0.08
2ADESG								
	Male	NO.	13	26	18	15	2	74
		%	17.57	35.14	24.32	20.27	2.7	
	Female	NO.	20	16	11	1	3	51
		%	39.22	31.37	21.57	1.96	5.88	
	Persons	NO.	33	42	29	16	5	125
		%	26.4	33.6	23.2	12.8	4	0.39
2ADESP								
	Male	NO.	20	23	36	1	5	85

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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Design								
2ADESP								
		%	23.53	27.06	42.35	1.18	5.88	
	Female	NO.	42	52	35	4	5	138
		%	30.43	37.68	25.36	2.9	3.62	
	Persons	NO.	62	75	71	5	10	223
		%	27.8	33.63	31.84	2.24	4.48	0.7
2ADEST								
	Male	NO.	6	9	6	4	1	26
		%	23.08	34.62	23.08	15.38	3.85	
	Female	NO.	1	2	3	3	0	9
		%	11.11	22.22	33.33	33.33	0	
	Persons	NO.	7	11	9	7	1	35
		%	20	31.43	25.71	20	2.86	0.11
2BDESD								
	Male	NO.	7	4	11	3	0	25
		%	28	16	44	12	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	7	4	11	3	0	25
		%	28	16	44	12	0	0.08
2BDESG								
	Male	NO.	14	25	20	10	2	71
		%	19.72	35.21	28.17	14.08	2.82	
	Female	NO.	18	20	9	3	2	52
		%	34.62	38.46	17.31	5.77	3.85	
	Persons	NO.	32	45	29	13	4	123
		%	26.02	36.59	23.58	10.57	3.25	0.38
2BDESP								
	Male	NO.	21	22	37	1	4	85
		%	24.71	25.88	43.53	1.18	4.71	
	Female	NO.	42	49	34	8	5	138
		%	30.43	35.51	24.64	5.8	3.62	
	Persons	NO.	63	71	71	9	9	223
		%	28.25	31.84	31.84	4.04	4.04	0.7
2BDEST								
	Male	NO.	9	7	5	1	4	26
		%	34.62	26.92	19.23	3.85	15.38	
	Female	NO.	1	3	3	1	0	8
		%	12.5	37.5	37.5	12.5	0	
	Persons	NO.	10	10	8	2	4	34
		%	29.41	29.41	23.53	5.88	11.76	0.11



# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Design									
PADESG									
	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0	0	
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0	0	
	Persons	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0	0	0
PBDESG									
	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0	0	
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0	0	
	Persons	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0	0	0
Engineering Studies									
1AEST									
	Male	NO.	42	107	146	61	22	378	
		%	11.11	28.31	38.62	16.14	5.82		
	Female	NO.	1	2	4	1	1	9	
		%	11.11	22.22	44.44	11.11	11.11		
	Persons	NO.	43	109	150	62	23	387	
		%	11.11	28.17	38.76	16.02	5.94		1.21
1BEST									
	Male	NO.	42	87	137	33	25	324	
		%	12.96	26.85	42.28	10.19	7.72		
	Female	NO.	1	3	4	0	1	9	
		%	11.11	33.33	44.44	0	11.11		
	Persons	NO.	43	90	141	33	26	333	
		%	12.91	27.03	42.34	9.91	7.81		1.04
2AEST									
	Male	NO.	45	60	50	13	13	181	
		%	24.86	33.15	27.62	7.18	7.18		
	Female	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		
	Persons	NO.	46	61	51	13	13	184	
		%	25	33.15	27.72	7.07	7.07		0.57
2BEST									
	Male	NO.	45	62	49	10	10	176	
		%	25.57	35.23	27.84	5.68	5.68		
	Female	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Engineering Studies 2BEST	Persons	NO.	46	63	50	10	10	179	
		%	25.7	35.2	27.93	5.59	5.59		0.56
Food Science and Technology 1AFSTH	Male	NO.	68	115	267	108	62	620	
		%	10.97	18.55	43.06	17.42	10		
	Female	NO.	303	407	363	125	73	1271	
		%	23.84	32.02	28.56	9.83	5.74		
	Persons	NO.	371	522	630	233	135	1891	
		%	19.62	27.6	33.32	12.32	7.14		5.9
1AFSTN	Male	NO.	6	24	49	14	14	107	
		%	5.61	22.43	45.79	13.08	13.08		
	Female	NO.	58	80	60	20	19	237	
		%	24.47	33.76	25.32	8.44	8.02		
	Persons	NO.	64	104	109	34	33	344	
		%	18.6	30.23	31.69	9.88	9.59		1.07
1AFSTP	Male	NO.	4	8	20	9	0	41	
		%	9.76	19.51	48.78	21.95	0		
	Female	NO.	22	21	42	16	7	108	
		%	20.37	19.44	38.89	14.81	6.48		
	Persons	NO.	26	29	62	25	7	149	
		%	17.45	19.46	41.61	16.78	4.7		0.46
1BFSTH	Male	NO.	61	126	258	61	51	557	
		%	10.95	22.62	46.32	10.95	9.16		
	Female	NO.	302	407	333	75	63	1180	
		%	25.59	34.49	28.22	6.36	5.34		
	Persons	NO.	363	533	591	136	114	1737	
		%	20.9	30.69	34.02	7.83	6.56		5.42
1BFSTN	Male	NO.	13	29	58	24	13	137	
		%	9.49	21.17	42.34	17.52	9.49		
	Female	NO.	85	91	64	25	16	281	
		%	30.25	32.38	22.78	8.9	5.69		
	Persons	NO.	98	120	122	49	29	418	
		%	23.44	28.71	29.19	11.72	6.94		1.3
1BFSTP	Male	NO.	5	6	22	3	2	38	

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Food Science and Technology								
1BFSTP	Female	%	13.16	15.79	57.89	7.89	5.26	
		NO.	32	21	36	10	4	103
	Persons	%	31.07	20.39	34.95	9.71	3.88	
		NO.	37	27	58	13	6	141
		%	26.24	19.15	41.13	9.22	4.26	0.44
1CFSTH	Male	NO.	13	44	102	52	37	248
		%	5.24	17.74	41.13	20.97	14.92	
	Female	NO.	141	200	161	47	36	585
		%	24.1	34.19	27.52	8.03	6.15	
	Persons	NO.	154	244	263	99	73	833
		%	18.49	29.29	31.57	11.88	8.76	2.6
1CFSTN	Male	NO.	1	8	25	8	1	43
		%	2.33	18.6	58.14	18.6	2.33	
	Female	NO.	20	36	35	15	12	118
		%	16.95	30.51	29.66	12.71	10.17	
	Persons	NO.	21	44	60	23	13	161
		%	13.04	27.33	37.27	14.29	8.07	0.5
1CFSTP	Male	NO.	0	0	6	1	3	10
		%	0	0	60	10	30	
	Female	NO.	6	8	6	2	1	23
		%	26.09	34.78	26.09	8.7	4.35	
	Persons	NO.	6	8	12	3	4	33
		%	18.18	24.24	36.36	9.09	12.12	0.1
1DFSTH	Male	NO.	12	48	108	50	18	236
		%	5.08	20.34	45.76	21.19	7.63	
	Female	NO.	154	166	164	48	34	566
		%	27.21	29.33	28.98	8.48	6.01	
	Persons	NO.	166	214	272	98	52	802
		%	20.7	26.68	33.92	12.22	6.48	2.5
1DFSTN	Male	NO.	2	7	21	6	3	39
		%	5.13	17.95	53.85	15.38	7.69	
	Female	NO.	24	24	38	13	7	106
		%	22.64	22.64	35.85	12.26	6.6	
	Persons	NO.	26	31	59	19	10	145
		%	17.93	21.38	40.69	13.1	6.9	0.45

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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Food Science and Technology	1DFSTP	Male	NO.	0	6	4	1	2	13	
			%	0	46.15	30.77	7.69	15.38		
		Female	NO.	9	6	14	1	2	32	
			%	28.12	18.75	43.75	3.12	6.25		
		Persons	NO.	9	12	18	2	4	45	
			%	20	26.67	40	4.44	8.89		0.14
	2AFSTH	Male	NO.	2	3	8	6	1	20	
			%	10	15	40	30	5		
		Female	NO.	23	23	24	4	2	76	
			%	30.26	30.26	31.58	5.26	2.63		
		Persons	NO.	25	26	32	10	3	96	
			%	26.04	27.08	33.33	10.42	3.12		0.3
	2AFSTN	Male	NO.	0	0	1	0	0	1	
			%	0	0	100	0	0		
		Female	NO.	0	0	1	1	0	2	
			%	0	0	50	50	0		
		Persons	NO.	0	0	2	1	0	3	
			%	0	0	66.67	33.33	0		0.01
	2AFSTP	Male	NO.	0	0	2	2	2	6	
			%	0	0	33.33	33.33	33.33		
		Female	NO.	0	3	4	1	2	10	
			%	0	30	40	10	20		
		Persons	NO.	0	3	6	3	4	16	
			%	0	18.75	37.5	18.75	25		0.05
2BFSTH	Male	NO.	2	4	5	6	2	19		
		%	10.53	21.05	26.32	31.58	10.53			
	Female	NO.	20	28	22	4	2	76		
		%	26.32	36.84	28.95	5.26	2.63			
	Persons	NO.	22	32	27	10	4	95		
		%	23.16	33.68	28.42	10.53	4.21		0.3	
2BFSTN	Male	NO.	0	0	1	0	0	1		
		%	0	0	100	0	0			
	Female	NO.	0	0	1	1	0	2		
		%	0	0	50	50	0			
	Persons	NO.	0	0	2	1	0	3		

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Food Science and Technology								
2BFSTN		%	0	0	66.67	33.33	0	0.01
2BFSTP								
	Male	NO.	0	0	2	2	1	5
		%	0	0	40	40	20	
	Female	NO.	1	2	7	1	0	11
		%	9.09	18.18	63.64	9.09	0	
	Persons	NO.	1	2	9	3	1	16
		%	6.25	12.5	56.25	18.75	6.25	0.05
PAFST								
	Male	NO.	10	0	0	0	0	10
		%	100	0	0	0	0	
	Female	NO.	9	0	1	0	0	10
		%	90	0	10	0	0	
	Persons	NO.	19	0	1	0	0	20
		%	95	0	5	0	0	0.06
PBFST								
	Male	NO.	9	0	0	0	0	9
		%	100	0	0	0	0	
	Female	NO.	10	0	1	0	0	11
		%	90.91	0	9.09	0	0	
	Persons	NO.	19	0	1	0	0	20
		%	95	0	5	0	0	0.06
Hospitality: VET Industry Specific								
1AVHO								
	Male	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Female	NO.	0	0	11	0	0	11
		%	0	0	100	0	0	
	Persons	NO.	0	0	13	0	0	13
		%	0	0	100	0	0	0.04
1BVHO								
	Male	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Female	NO.	0	0	12	0	0	12
		%	0	0	100	0	0	
	Persons	NO.	0	0	14	0	0	14
		%	0	0	100	0	0	0.04

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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  Information Technology: VET Industry Specific  1AVIT  1BVIT  1CVITG  Marine and Maritime Technology  1AMMT  1BMMT  1CMMT	Male	NO.	0	0	17	0	0	17	
		%	0	0	100	0	0		
	Female	NO.	0	0	19	0	0	19	
		%	0	0	100	0	0		
	Persons	NO.	0	0	36	0	0	36	
		%	0	0	100	0	0		0.11
	Male	NO.	0	0	17	0	0	17	
		%	0	0	100	0	0		
	Female	NO.	0	0	20	0	0	20	
		%	0	0	100	0	0		
	Persons	NO.	0	0	37	0	0	37	
		%	0	0	100	0	0		0.12
	Male	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		0
	Male	NO.	32	50	77	17	4	180	
		%	17.78	27.78	42.78	9.44	2.22		
	Female	NO.	5	10	16	6	1	38	
		%	13.16	26.32	42.11	15.79	2.63		
	Persons	NO.	37	60	93	23	5	218	
		%	16.97	27.52	42.66	10.55	2.29		0.68
Male	NO.	31	46	64	22	1	164		
	%	18.9	28.05	39.02	13.41	0.61			
Female	NO.	6	7	15	4	0	32		
	%	18.75	21.88	46.88	12.5	0			
Persons	NO.	37	53	79	26	1	196		
	%	18.88	27.04	40.31	13.27	0.51		0.61	
Male	NO.	4	6	12	2	1	25		
	%	16	24	48	8	4			
Female	NO.	0	4	2	0	1	7		
	%	0	57.14	28.57	0	14.29			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Marine and Maritime Technology									
1CMMT	Persons	NO.	4	10	14	2	2	32	
		%	12.5	31.25	43.75	6.25	6.25		0.1
1DMMT	Male	NO.	4	7	11	2	1	25	
		%	16	28	44	8	4		
	Female	NO.	0	5	1	0	1	7	
		%	0	71.43	14.29	0	14.29		
	Persons	NO.	4	12	12	2	2	32	
		%	12.5	37.5	37.5	6.25	6.25		0.1
2AMMT	Male	NO.	1	8	8	1	1	19	
		%	5.26	42.11	42.11	5.26	5.26		
	Female	NO.	16	13	12	1	0	42	
		%	38.1	30.95	28.57	2.38	0		
	Persons	NO.	17	21	20	2	1	61	
		%	27.87	34.43	32.79	3.28	1.64		0.19
2BMMT	Male	NO.	3	5	8	2	1	19	
		%	15.79	26.32	42.11	10.53	5.26		
	Female	NO.	17	8	17	0	0	42	
		%	40.48	19.05	40.48	0	0		
	Persons	NO.	20	13	25	2	1	61	
		%	32.79	21.31	40.98	3.28	1.64		0.19
3AMMT	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
3BMMT	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
Materials Design and Technology									
1AMDTM	Male	NO.	114	253	444	140	99	1050	
		%							

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Materials Design and Technology	1AMDTM								
		%	10.86	24.1	42.29	13.33	9.43		
	Female	NO.	27	19	36	13	11	106	
		%	25.47	17.92	33.96	12.26	10.38		
	Persons	NO.	141	272	480	153	110	1156	
		%	12.2	23.53	41.52	13.24	9.52		3.6
	1AMDTT								
		Male	NO.	0	1	1	2	0	4
	Female	%	0	25	25	50	0		
		NO.	47	59	77	26	14	223	
	Persons	%	21.08	26.46	34.53	11.66	6.28		
		NO.	47	60	78	28	14	227	
	1AMDTW								
		%	20.7	26.43	34.36	12.33	6.17		0.71
	Male	NO.	183	461	621	186	98	1549	
		%	11.81	29.76	40.09	12.01	6.33		
	Female	NO.	29	46	56	10	21	162	
		%	17.9	28.4	34.57	6.17	12.96		
	Persons	NO.	212	507	677	196	119	1711	
		%	12.39	29.63	39.57	11.46	6.95		5.34
	1BMDTM								
		Male	NO.	99	252	390	86	96	923
	Female	%	10.73	27.3	42.25	9.32	10.4		
		NO.	33	24	29	18	6	110	
Persons	%	30	21.82	26.36	16.36	5.45			
	NO.	132	276	419	104	102	1033		
1BMDTT									
	%	12.78	26.72	40.56	10.07	9.87		3.22	
Male	NO.	0	1	2	0	0	3		
	%	0	33.33	66.67	0	0			
Female	NO.	43	67	76	18	8	212		
	%	20.28	31.6	35.85	8.49	3.77			
Persons	NO.	43	68	78	18	8	215		
	%	20	31.63	36.28	8.37	3.72		0.67	
1BMDTW									
	Male	NO.	237	485	575	147	96	1540	
Female	%	15.39	31.49	37.34	9.55	6.23			
	NO.	24	48	58	13	12	155		
Persons	%	15.48	30.97	37.42	8.39	7.74			
	NO.	261	533	633	160	108	1695		
	%	15.4	31.45	37.35	9.44	6.37		5.29	



# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Materials Design and Technology	1CMDTM	Male	NO.	24	60	68	40	18	210	
			%	11.43	28.57	32.38	19.05	8.57		
		Female	NO.	13	6	6	3	1	29	
			%	44.83	20.69	20.69	10.34	3.45		
		Persons	NO.	37	66	74	43	19	239	0.75
			%	15.48	27.62	30.96	17.99	7.95		
	1CMDTT	Male	NO.	0	0	0	0	0	0	
			%	0	0	0	0	0		
		Female	NO.	58	64	56	22	10	210	
			%	27.62	30.48	26.67	10.48	4.76		
		Persons	NO.	58	64	56	22	10	210	0.65
			%	27.62	30.48	26.67	10.48	4.76		
	1CMDTW	Male	NO.	62	111	170	50	41	434	
			%	14.29	25.58	39.17	11.52	9.45		
		Female	NO.	9	16	18	8	1	52	
			%	17.31	30.77	34.62	15.38	1.92		
		Persons	NO.	71	127	188	58	42	486	1.52
			%	14.61	26.13	38.68	11.93	8.64		
	1DMDTM	Male	NO.	30	49	68	21	7	175	
			%	17.14	28	38.86	12	4		
		Female	NO.	2	1	3	1	0	7	
			%	28.57	14.29	42.86	14.29	0		
		Persons	NO.	32	50	71	22	7	182	0.57
			%	17.58	27.47	39.01	12.09	3.85		
1DMDTT	Male	NO.	0	0	0	0	0	0		
		%	0	0	0	0	0			
	Female	NO.	56	66	61	15	7	205		
		%	27.32	32.2	29.76	7.32	3.41			
	Persons	NO.	56	66	61	15	7	205	0.64	
		%	27.32	32.2	29.76	7.32	3.41			
1DMDTW	Male	NO.	40	94	145	46	30	355		
		%	11.27	26.48	40.85	12.96	8.45			
	Female	NO.	6	12	20	2	3	43		
		%	13.95	27.91	46.51	4.65	6.98			
	Persons	NO.	46	106	165	48	33	398		
		%								

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Materials Design and Technology								
1DMDTW								
		%	11.56	26.63	41.46	12.06	8.29	1.24
2AMDTM								
	Male	NO.	6	2	3	0	0	11
		%	54.55	18.18	27.27	0	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	6	2	3	0	0	11
		%	54.55	18.18	27.27	0	0	0.03
2AMDTT								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	27	8	19	2	7	63
		%	42.86	12.7	30.16	3.17	11.11	
	Persons	NO.	27	8	19	2	7	63
		%	42.86	12.7	30.16	3.17	11.11	0.2
2AMDTW								
	Male	NO.	24	30	38	7	1	100
		%	24	30	38	7	1	
	Female	NO.	1	0	1	0	0	2
		%	50	0	50	0	0	
	Persons	NO.	25	30	39	7	1	102
		%	24.51	29.41	38.24	6.86	0.98	0.32
2BMDTM								
	Male	NO.	6	2	3	0	0	11
		%	54.55	18.18	27.27	0	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	6	2	3	0	0	11
		%	54.55	18.18	27.27	0	0	0.03
2BMDTT								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	27	12	17	2	4	62
		%	43.55	19.35	27.42	3.23	6.45	
	Persons	NO.	27	12	17	2	4	62
		%	43.55	19.35	27.42	3.23	6.45	0.19
2BMDTW								
	Male	NO.	21	32	41	5	0	99
		%	21.21	32.32	41.41	5.05	0	
	Female	NO.	1	0	1	0	0	2

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Materials Design and Technology								
2BMDTW								
		%	50	0	50	0	0	
	Persons	NO.	22	32	42	5	0	101
		%	21.78	31.68	41.58	4.95	0	0.31
PAMDTM								
	Male	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	
	Female	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	
	Persons	NO.	6	0	0	0	0	6
		%	100	0	0	0	0	0.02
PAMDTT								
	Male	NO.	7	0	0	0	0	7
		%	100	0	0	0	0	
	Female	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	
	Persons	NO.	10	0	0	0	0	10
		%	100	0	0	0	0	0.03
PAMDTW								
	Male	NO.	6	0	0	0	0	6
		%	100	0	0	0	0	
	Female	NO.	6	0	0	0	0	6
		%	100	0	0	0	0	
	Persons	NO.	12	0	0	0	0	12
		%	100	0	0	0	0	0.04
Primary Industries: VET Industry Specific								
1AVPI								
	Male	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Female	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Persons	NO.	0	0	4	0	0	4
		%	0	0	100	0	0	0.01
1BVPI								
	Male	NO.	0	0	2	1	0	3
		%	0	0	66.67	33.33	0	
	Female	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Persons	NO.	0	0	4	1	0	5
		%	0	0	80	20	0	0.02

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Workplace Learning	1AWPL	Male	NO.	267	474	681	128	201	1751	
			%	15.25	27.07	38.89	7.31	11.48		
	Female	NO.	484	439	316	79	150	1468		
		%	32.97	29.9	21.53	5.38	10.22			
	Persons	NO.	751	913	997	207	351	3219	10.04	
		%	23.33	28.36	30.97	6.43	10.9			
	1BWPL	Male	NO.	253	456	535	123	164	1531	
			%	16.53	29.78	34.94	8.03	10.71		
	Female	NO.	471	415	274	68	109	1337		
		%	35.23	31.04	20.49	5.09	8.15			
	Persons	NO.	724	871	809	191	273	2868	8.94	
		%	25.24	30.37	28.21	6.66	9.52			
	1CWPL	Male	NO.	14	41	62	9	24	150	
			%	9.33	27.33	41.33	6	16		
	Female	NO.	37	34	42	10	12	135		
		%	27.41	25.19	31.11	7.41	8.89			
	Persons	NO.	51	75	104	19	36	285	0.89	
		%	17.89	26.32	36.49	6.67	12.63			
	1DWPL	Male	NO.	21	53	36	11	19	140	
			%	15	37.86	25.71	7.86	13.57		
	Female	NO.	41	49	28	3	6	127		
		%	32.28	38.58	22.05	2.36	4.72			
	Persons	NO.	62	102	64	14	25	267	0.83	
		%	23.22	38.2	23.97	5.24	9.36			
The Arts Dance	1ADAN	Male	NO.	6	10	25	6	10	57	
			%	10.53	17.54	43.86	10.53	17.54		
	Female	NO.	117	247	259	99	71	793		
		%	14.75	31.15	32.66	12.48	8.95			
	Persons	NO.	123	257	284	105	81	850	2.65	
		%	14.47	30.24	33.41	12.35	9.53			
	1BDAN	Male	NO.	6	15	18	10	7	56	
			%	10.71	26.79	32.14	17.86	12.5		

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Dance 1BDAN  2ADAN  2BDAN  3ADAN  3BDAN  Drama 1ADRA	Female	NO.	145	237	228	67	47	724	
		%	20.03	32.73	31.49	9.25	6.49		
	Persons	NO.	151	252	246	77	54	780	2.43
		%	19.36	32.31	31.54	9.87	6.92		
	Male	NO.	1	8	10	3	1	23	
		%	4.35	34.78	43.48	13.04	4.35		
	Female	NO.	88	121	71	13	5	298	
		%	29.53	40.6	23.83	4.36	1.68		
	Persons	NO.	89	129	81	16	6	321	1
		%	27.73	40.19	25.23	4.98	1.87		
	Male	NO.	2	2	15	2	1	22	
		%	9.09	9.09	68.18	9.09	4.55		
	Female	NO.	92	113	72	10	8	295	
		%	31.19	38.31	24.41	3.39	2.71		
	Persons	NO.	94	115	87	12	9	317	0.99
		%	29.65	36.28	27.44	3.79	2.84		
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	1	0	0	0	1	0
		%	0	100	0	0	0		
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
Female	NO.	0	1	0	0	0	1		
	%	0	100	0	0	0			
Persons	NO.	0	1	0	0	0	1	0	
	%	0	100	0	0	0			
Male	NO.	19	46	77	28	22	192		
	%	9.9	23.96	40.1	14.58	11.46			
Female	NO.	43	114	127	43	47	374		
	%	11.5	30.48	33.96	11.5	12.57			
Persons	NO.	62	160	204	71	69	566	1.76	
	%	10.95	28.27	36.04	12.54	12.19			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Drama 1BDRA  2ADRA  2BDRA  3ADRA  3BDRA  Media Production and Analysis 1AMPA	Male	NO.	20	50	74	21	14	179	
		%	11.17	27.93	41.34	11.73	7.82		
	Female	NO.	49	110	121	31	34	345	
		%	14.2	31.88	35.07	8.99	9.86		
	Persons	NO.	69	160	195	52	48	524	1.63
		%	13.17	30.53	37.21	9.92	9.16		
	Male	NO.	50	120	201	67	27	465	
		%	10.75	25.81	43.23	14.41	5.81		
	Female	NO.	232	355	328	73	34	1022	
		%	22.7	34.74	32.09	7.14	3.33		
	Persons	NO.	282	475	529	140	61	1487	4.64
		%	18.96	31.94	35.57	9.41	4.1		
	Male	NO.	56	124	194	60	18	452	
		%	12.39	27.43	42.92	13.27	3.98		
	Female	NO.	262	339	305	64	23	993	
		%	26.38	34.14	30.72	6.45	2.32		
	Persons	NO.	318	463	499	124	41	1445	4.51
		%	22.01	32.04	34.53	8.58	2.84		
	Male	NO.	3	4	1	0	0	8	
		%	37.5	50	12.5	0	0		
	Female	NO.	1	1	3	0	0	5	
		%	20	20	60	0	0		
	Persons	NO.	4	5	4	0	0	13	0.04
		%	30.77	38.46	30.77	0	0		
Male	NO.	2	1	3	1	0	7		
	%	28.57	14.29	42.86	14.29	0			
Female	NO.	1	0	3	1	0	5		
	%	20	0	60	20	0			
Persons	NO.	3	1	6	2	0	12	0.04	
	%	25	8.33	50	16.67	0			
Male	NO.	24	85	154	74	44	381		
	%	6.3	22.31	40.42	19.42	11.55			
Female	NO.	38	76	105	39	36	294		
	%	12.93	25.85	35.71	13.27	12.24			

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Media Production and Analysis									
1AMPA	Persons	NO.	62	161	259	113	80	675	
		%	9.19	23.85	38.37	16.74	11.85		2.1
1BMPA	Male	NO.	28	96	142	68	48	382	
		%	7.33	25.13	37.17	17.8	12.57		
	Female	NO.	50	82	99	27	28	286	
		%	17.48	28.67	34.62	9.44	9.79		
	Persons	NO.	78	178	241	95	76	668	
		%	11.68	26.65	36.08	14.22	11.38		2.08
1CMPA	Male	NO.	18	48	82	18	20	186	
		%	9.68	25.81	44.09	9.68	10.75		
	Female	NO.	37	73	92	13	11	226	
		%	16.37	32.3	40.71	5.75	4.87		
	Persons	NO.	55	121	174	31	31	412	
		%	13.35	29.37	42.23	7.52	7.52		1.28
1DMPA	Male	NO.	17	49	74	21	18	179	
		%	9.5	27.37	41.34	11.73	10.06		
	Female	NO.	44	72	83	20	10	229	
		%	19.21	31.44	36.24	8.73	4.37		
	Persons	NO.	61	121	157	41	28	408	
		%	14.95	29.66	38.48	10.05	6.86		1.27
2AMPA	Male	NO.	44	131	207	68	21	471	
		%	9.34	27.81	43.95	14.44	4.46		
	Female	NO.	144	297	286	53	19	799	
		%	18.02	37.17	35.79	6.63	2.38		
	Persons	NO.	188	428	493	121	40	1270	
		%	14.8	33.7	38.82	9.53	3.15		3.96
2BMPA	Male	NO.	51	128	193	62	24	458	
		%	11.14	27.95	42.14	13.54	5.24		
	Female	NO.	153	295	250	51	18	767	
		%	19.95	38.46	32.59	6.65	2.35		
	Persons	NO.	204	423	443	113	42	1225	
		%	16.65	34.53	36.16	9.22	3.43		3.82
3AMPA	Male	NO.	0	0	1	1	0	2	
		%	0	0	50	50	0		

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Media Production and Analysis 3AMPA	Female	NO.	0	0	1	0	1	2		
		%	0	0	50	0	50			
	Persons	NO.	0	0	2	1	1	4		
		%	0	0	50	25	25		0.01	
	3BMPA	Male	NO.	0	0	1	0	0	1	
			%	0	0	100	0	0		
		Female	NO.	0	0	0	0	1	1	
			%	0	0	0	0	100		
		Persons	NO.	0	0	1	0	1	2	
			%	0	0	50	0	50		0.01
	Music 1AMUS	Male	NO.	48	86	91	30	12	267	
			%	17.98	32.21	34.08	11.24	4.49		
Female		NO.	34	64	67	18	10	193		
		%	17.62	33.16	34.72	9.33	5.18			
Persons		NO.	82	150	158	48	22	460		
		%	17.83	32.61	34.35	10.43	4.78		1.43	
1BMUS		Male	NO.	41	102	81	22	18	264	
			%	15.53	38.64	30.68	8.33	6.82		
		Female	NO.	34	70	62	14	14	194	
			%	17.53	36.08	31.96	7.22	7.22		
		Persons	NO.	75	172	143	36	32	458	
			%	16.38	37.55	31.22	7.86	6.99		1.43
1CMUS	Male	NO.	12	17	21	9	3	62		
		%	19.35	27.42	33.87	14.52	4.84			
	Female	NO.	7	16	19	5	2	49		
		%	14.29	32.65	38.78	10.2	4.08			
	Persons	NO.	19	33	40	14	5	111		
		%	17.12	29.73	36.04	12.61	4.5		0.35	
1DMUS	Male	NO.	15	15	25	4	1	60		
		%	25	25	41.67	6.67	1.67			
	Female	NO.	9	17	14	3	2	45		
		%	20	37.78	31.11	6.67	4.44			
	Persons	NO.	24	32	39	7	3	105		
		%	22.86	30.48	37.14	6.67	2.86		0.33	



# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Music 2AMUSC  2AMUSJ  2AMUSW  2BMUSC  2BMUSJ  2BMUSW	Male	NO.	9	15	13	4	1	42	
		%	21.43	35.71	30.95	9.52	2.38		
	Female	NO.	5	17	17	1	0	40	
		%	12.5	42.5	42.5	2.5	0		
	Persons	NO.	14	32	30	5	1	82	
		%	17.07	39.02	36.59	6.1	1.22	0.26	
	Male	NO.	15	10	9	3	0	37	
		%	40.54	27.03	24.32	8.11	0		
	Female	NO.	3	6	6	1	1	17	
		%	17.65	35.29	35.29	5.88	5.88		
	Persons	NO.	18	16	15	4	1	54	
		%	33.33	29.63	27.78	7.41	1.85	0.17	
	Male	NO.	53	64	46	6	5	174	
		%	30.46	36.78	26.44	3.45	2.87		
	Female	NO.	79	93	59	11	4	246	
		%	32.11	37.8	23.98	4.47	1.63		
	Persons	NO.	132	157	105	17	9	420	
		%	31.43	37.38	25	4.05	2.14	1.31	
	Male	NO.	10	11	17	5	1	44	
		%	22.73	25	38.64	11.36	2.27		
	Female	NO.	8	16	15	2	0	41	
		%	19.51	39.02	36.59	4.88	0		
	Persons	NO.	18	27	32	7	1	85	
		%	21.18	31.76	37.65	8.24	1.18	0.27	
Male	NO.	12	11	9	3	0	35		
	%	34.29	31.43	25.71	8.57	0			
Female	NO.	2	7	4	1	2	16		
	%	12.5	43.75	25	6.25	12.5			
Persons	NO.	14	18	13	4	2	51		
	%	27.45	35.29	25.49	7.84	3.92	0.16		
Male	NO.	57	63	37	6	5	168		
	%	33.93	37.5	22.02	3.57	2.98			
Female	NO.	79	93	60	8	0	240		
	%	32.92	38.75	25	3.33	0			
Persons	NO.	136	156	97	14	5	408		

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
The Arts								
Music								
2BMUSW								
		%	33.33	38.24	23.77	3.43	1.23	1.27
3AMUSC								
	Male	NO.	0	0	0	0	0	
		%	0	0	0	0	0	
	Female	NO.	0	1	0	0	0	1
		%	0	100	0	0	0	
	Persons	NO.	0	1	0	0	0	1
		%	0	100	0	0	0	0
3AMUSW								
	Male	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	
	Female	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	
	Persons	NO.	5	0	0	0	0	5
		%	100	0	0	0	0	0.02
3BMUSC								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	0	1	0	0	0	1
		%	0	100	0	0	0	
	Persons	NO.	0	1	0	0	0	1
		%	0	100	0	0	0	0
3BMUSW								
	Male	NO.	1	1	0	0	0	2
		%	50	50	0	0	0	
	Female	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	
	Persons	NO.	4	1	0	0	0	5
		%	80	20	0	0	0	0.02
PAMUS								
	Male	NO.	9	0	0	0	0	9
		%	100	0	0	0	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	9	0	0	0	0	9
		%	100	0	0	0	0	0.03
PBMUS								
	Male	NO.	5	0	0	0	0	5
		%	100	0	0	0	0	
	Female	NO.	1	0	0	0	0	1

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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	Music	PBMUS	%	100	0	0	0	0		
			NO.	6	0	0	0	0	6	
			%	100	0	0	0	0	0.02	
Visual Arts	1AVAR	Male	NO.	46	113	265	90	82	596	
			%	7.72	18.96	44.46	15.1	13.76		
	Female	Persons	NO.	201	404	484	143	112	1344	
%			14.96	30.06	36.01	10.64	8.33			
			NO.	247	517	749	233	194	1940	
			%	12.73	26.65	38.61	12.01	10		6.05
1BVAR	Male	Persons	NO.	51	133	253	71	67	575	
			%	8.87	23.13	44	12.35	11.65		
	Female	Persons	NO.	250	415	422	98	74	1259	
%			19.86	32.96	33.52	7.78	5.88			
			NO.	301	548	675	169	141	1834	
			%	16.41	29.88	36.8	9.21	7.69		5.72
1CVAR	Male	Persons	NO.	13	32	95	64	32	236	
			%	5.51	13.56	40.25	27.12	13.56		
	Female	Persons	NO.	59	125	150	55	39	428	
%			13.79	29.21	35.05	12.85	9.11			
			NO.	72	157	245	119	71	664	
			%	10.84	23.64	36.9	17.92	10.69		2.07
1DVAR	Male	Persons	NO.	16	38	94	50	15	213	
			%	7.51	17.84	44.13	23.47	7.04		
	Female	Persons	NO.	72	139	157	32	36	436	
%			16.51	31.88	36.01	7.34	8.26			
			NO.	88	177	251	82	51	649	
			%	13.56	27.27	38.67	12.63	7.86		2.02
2AVAR	Male	Persons	NO.	25	71	120	43	10	269	
			%	9.29	26.39	44.61	15.99	3.72		
	Female	Persons	NO.	185	372	366	81	32	1036	
%			17.86	35.91	35.33	7.82	3.09			
			NO.	210	443	486	124	42	1305	
			%	16.09	33.95	37.24	9.5	3.22		4.07

# Curriculum Council

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Visual Arts 2BVAR  3AVAR  3BVAR  PAVAR  PBVAR	Male	NO.	34	76	110	31	5	256	
		%	13.28	29.69	42.97	12.11	1.95		
	Female	NO.	184	386	350	55	19	994	
		%	18.51	38.83	35.21	5.53	1.91		
	Persons	NO.	218	462	460	86	24	1250	3.9
		%	17.44	36.96	36.8	6.88	1.92		
	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Persons	NO.	0	3	1	0	0	4	0.01
		%	0	75	25	0	0		
	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Persons	NO.	0	2	2	0	0	4	0.01
		%	0	50	50	0	0		
	Male	NO.	6	0	0	0	0	6	
		%	100	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	7	0	0	0	0	7	0.02
		%	100	0	0	0	0		
Male	NO.	10	0	0	0	0	10		
	%	100	0	0	0	0			
Female	NO.	3	0	0	0	0	3		
	%	100	0	0	0	0			
Persons	NO.	13	0	0	0	0	13	0.04	
	%	100	0	0	0	0			

# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
English						
English: 1AENG	49	1	3	11	0	64
English: 1BENG	51	1	3	12	0	67
English: 1CENG	99	1	34	40	0	174
English: 1DENG	100	1	34	41	0	176
English: 2AENG	51	1	17	29	0	98
English: 2BENG	53	1	17	30	0	101
English: 2CENG	43	1	16	27	0	87
English: 2DENG	43	1	16	26	0	86
English: 3AENG	87	1	36	51	3	178
English: 3BENG	87	1	36	51	3	178
English: PAENG	12	1	5	2	0	20
English: PBENG	14	1	2	2	0	19
English as an Additional Language or Dialect: 1AELD	12	0	2	4	0	18
English as an Additional Language or Dialect: 1BELD	9	0	2	4	0	15
English as an Additional Language or Dialect: 1CELD	24	0	1	2	0	27
English as an Additional Language or Dialect: 1DELD	24	0	1	3	1	29
English as an Additional Language or Dialect: 2AELD	14	0	2	4	5	25
English as an Additional Language or Dialect: 2BELD	14	0	2	4	5	25
English as an Additional Language or Dialect: 3AELD	18	0	5	10	5	38
English as an Additional Language or Dialect: 3BELD	18	0	5	10	5	38
Literature: 1ALIT	2	0	0	0	0	2
Literature: 1BLIT	2	0	0	0	0	2
Literature: 1CLIT	2	0	0	0	0	2
Literature: 1DLIT	2	0	0	0	0	2
Literature: 2ALIT	1	1	0	3	0	5
Literature: 2BLIT	1	1	0	3	0	5
Literature: 3ALIT	29	1	29	38	0	97
Literature: 3BLIT	29	1	29	38	0	97
Health and Physical Education						
Children, Family and the Community: 1ACFCC	18	1	8	3	0	30
Children, Family and the Community: 1ACFCL	8	0	0	1	0	9
Children, Family and the Community: 1BCFCC	19	1	8	3	0	31
Children, Family and the Community: 1BCFCL	9	0	0	1	0	10
Children, Family and the Community: 1CCFCC	47	1	14	12	0	74
Children, Family and the Community: 1CCFCL	17	0	1	6	0	24
Children, Family and the Community: 1DCFCC	47	1	14	12	0	74
Children, Family and the Community: 1DCFCL	17	0	1	5	0	23
Children, Family and the Community: 2ACFCC	9	0	8	10	0	27
Children, Family and the Community: 2ACFCL	0	0	1	0	0	1
Children, Family and the Community: 2BCFCC	9	0	8	10	0	27

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Health and Physical Education						
Children, Family and the Community: 2BCFCL	0	0	1	1	0	2
Children, Family and the Community: PACFC	3	0	0	0	0	3
Children, Family and the Community: PBCFC	2	0	0	0	0	2
Health Studies: 1AHEA	18	1	1	1	0	21
Health Studies: 1BHEA	20	1	1	1	0	23
Health Studies: 1CHEA	28	1	1	2	0	32
Health Studies: 1DHEA	28	1	1	2	0	32
Health Studies: 2AHEA	10	1	1	0	0	12
Health Studies: 2BHEA	10	1	1	0	0	12
Health Studies: 3AHEA	1	0	0	2	0	3
Health Studies: 3BHEA	1	0	0	2	0	3
Health Studies: PAHEA	4	0	0	0	0	4
Health Studies: PBHEA	3	0	0	1	0	4
Outdoor Education: 1AOED	21	0	3	1	0	25
Outdoor Education: 1BOED	22	0	3	1	0	26
Outdoor Education: 1COED	51	0	6	7	0	64
Outdoor Education: 1DOED	51	0	6	8	0	65
Outdoor Education: 2AOED	10	0	7	9	0	26
Outdoor Education: 2BOED	10	0	7	9	0	26
Outdoor Education: 3AOED	5	0	4	1	0	10
Outdoor Education: 3BOED	5	0	4	1	0	10
Outdoor Education: PAOED	4	0	0	0	0	4
Outdoor Education: PBOED	2	0	0	0	0	2
Physical Education Studies: 1APES	51	0	8	7	0	66
Physical Education Studies: 1BPES	52	0	8	9	0	69
Physical Education Studies: 1CPES	72	0	20	21	0	113
Physical Education Studies: 1DPES	72	0	20	21	0	113
Physical Education Studies: 2APES	32	0	17	21	0	70
Physical Education Studies: 2BPES	32	0	17	21	0	70
Physical Education Studies: 3APES	24	0	20	30	0	74
Physical Education Studies: 3BPES	24	0	20	30	0	74
Physical Education Studies: PAPES	4	0	0	0	0	4
Physical Education Studies: PBPEs	5	0	0	0	0	5
Languages other than English						
Aboriginal Languages of Western Australia: 1AABL	1	0	0	0	0	1
Aboriginal Languages of Western Australia: 1BABL	1	0	0	0	0	1
Arabic: 3AARA	0	0	0	1	0	1
Arabic: 3BARA	0	0	0	1	0	1
Chinese: Background Speakers: 2ACBS	1	0	0	0	0	1
Chinese: Background Speakers: 2BCBS	1	0	0	0	0	1

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Languages other than English						
Chinese: Background Speakers: 3ACBS	5	0	0	2	1	8
Chinese: Background Speakers: 3BCBS	5	0	0	2	1	8
Chinese: Second Language: 1ACSL	1	0	0	1	0	2
Chinese: Second Language: 1BCSL	1	0	0	1	0	2
Chinese: Second Language: 3ACSL	5	0	0	2	0	7
Chinese: Second Language: 3BCSL	5	0	0	2	0	7
French: 1AFRE	0	1	0	0	0	1
French: 1BFRE	0	1	0	0	0	1
French: 2AFRE	1	1	1	0	0	3
French: 2BFRE	1	1	1	0	0	3
French: 3AFRE	7	1	7	21	0	36
French: 3BFRE	7	1	7	21	0	36
German: 3AGER	4	0	0	4	1	9
German: 3BGER	4	0	0	4	1	9
Hebrew: 3AHEB	0	0	0	1	0	1
Hebrew: 3BHEB	0	0	0	1	0	1
Indonesian Background Speakers: 3AIBS	0	1	0	0	0	1
Indonesian Background Speakers: 3BIBS	0	1	0	0	0	1
Indonesian: Second Language: 1AIND	0	1	0	0	0	1
Indonesian: Second Language: 1BIND	0	1	0	0	0	1
Indonesian: Second Language: 2AIND	1	1	1	1	0	4
Indonesian: Second Language: 2BIND	1	1	1	1	0	4
Indonesian: Second Language: 3AIND	0	1	0	12	0	13
Indonesian: Second Language: 3BIND	0	1	0	12	0	13
Italian: 1AITA	1	1	0	0	0	2
Italian: 1BITA	1	1	0	0	0	2
Italian: 2AITA	4	1	0	0	0	5
Italian: 2BITA	4	1	0	0	0	5
Italian: 3AITA	5	1	17	4	0	27
Italian: 3BITA	5	1	17	4	0	27
Japanese: Background Speakers: 3AJBS	0	0	0	1	0	1
Japanese: Background Speakers: 3BJBS	0	0	0	1	0	1
Japanese: Second Language: 1AJSL	4	1	0	1	0	6
Japanese: Second Language: 1BJSL	6	1	0	1	0	8
Japanese: Second Language: 2AJSL	5	0	2	4	0	11
Japanese: Second Language: 2BJSL	5	0	2	4	0	11
Japanese: Second Language: 3AJSL	17	0	8	15	0	40
Japanese: Second Language: 3BJSL	17	0	8	15	0	40
Modern Greek: 3AGRE	0	0	0	1	0	1
Modern Greek: 3BGRE	0	0	0	1	0	1
Polish: 3APOL	1	0	2	0	0	3

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Languages other than English						
Polish: 3BPOL	1	0	2	0	0	3
Mathematics						
Mathematics: 1AMAT	13	1	2	4	0	20
Mathematics: 1BMAT	46	1	6	11	0	64
Mathematics: 1CMAT	53	1	9	10	0	73
Mathematics: 1DMAT	105	1	38	48	0	192
Mathematics: 1EMAT	101	1	35	48	0	185
Mathematics: 2AMAT	46	1	12	24	0	83
Mathematics: 2BMAT	45	1	12	24	0	82
Mathematics: 2CMAT	89	1	36	54	1	181
Mathematics: 2DMAT	89	1	36	54	1	181
Mathematics: 3AMAT	65	1	31	45	5	147
Mathematics: 3BMAT	65	1	31	45	5	147
Mathematics: 3CMAT	65	1	33	50	8	157
Mathematics: 3DMAT	65	1	33	50	8	157
Mathematics: PAMAT	12	1	2	1	0	16
Mathematics: PBMAT	15	0	1	1	0	17
Mathematics: Specialist: 3AMAS	10	1	7	4	2	24
Mathematics: Specialist: 3BMAS	10	1	7	4	2	24
Mathematics: Specialist: 3CMAS	49	1	30	39	6	125
Mathematics: Specialist: 3DMAS	49	1	30	39	6	125
Science						
Animal Production Systems: 1AAPS	1	0	1	0	0	2
Animal Production Systems: 1BAPS	1	0	1	0	0	2
Animal Production Systems: 1CAPS	6	0	1	0	0	7
Animal Production Systems: 1DAPS	6	0	1	0	0	7
Animal Production Systems: 2AAPS	7	0	1	0	0	8
Animal Production Systems: 2BAPS	7	0	1	0	0	8
Animal Production Systems: 3AAPS	2	0	1	0	0	3
Animal Production Systems: 3BAPS	2	0	1	0	0	3
Aviation: 2AAVN	1	0	0	1	0	2
Aviation: 2BAVN	1	0	0	0	0	1
Aviation: 3AAVN	4	0	0	3	0	7
Aviation: 3BAVN	4	0	0	3	0	7
Biological Sciences: 1ABIO	4	1	0	0	0	5
Biological Sciences: 1BBIO	4	1	0	0	0	5
Biological Sciences: 2ABIO	8	1	1	3	1	14
Biological Sciences: 2BBIO	7	1	1	3	1	13
Biological Sciences: 3ABIO	47	1	23	35	5	111
Biological Sciences: 3BBIO	47	1	23	35	5	111

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.



# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Science						
Chemistry: 2ACHE	15	1	5	5	1	27
Chemistry: 2BCHE	16	1	5	5	1	28
Chemistry: 3ACHE	76	1	34	51	7	169
Chemistry: 3BCHE	76	1	34	51	7	169
Earth and Environmental Science: 1AEES	2	1	1	0	0	4
Earth and Environmental Science: 1BEES	2	1	0	0	0	3
Earth and Environmental Science: 2AEES	2	1	4	0	0	7
Earth and Environmental Science: 2BEES	3	1	4	0	0	8
Earth and Environmental Science: 3AEES	9	0	4	3	0	16
Earth and Environmental Science: 3BEES	9	0	4	3	0	16
Human Biological Science: 1AHBS	13	0	1	2	0	16
Human Biological Science: 1BHBS	13	0	1	2	0	16
Human Biological Science: 2AHBS	33	1	14	12	1	61
Human Biological Science: 2BHBS	34	1	14	12	1	62
Human Biological Science: 3AHBS	79	1	34	49	0	163
Human Biological Science: 3BHBS	78	1	34	49	0	162
Integrated Science: 1AISC	13	0	3	9	0	25
Integrated Science: 1BISC	14	0	3	10	0	27
Integrated Science: 1CISC	53	1	20	24	0	98
Integrated Science: 1DISC	54	1	20	24	0	99
Integrated Science: 2AISC	6	0	2	6	0	14
Integrated Science: 2BISC	5	0	2	6	0	13
Integrated Science: 3AISC	6	0	0	2	0	8
Integrated Science: 3BISC	6	0	0	2	0	8
Integrated Science: PAISC	1	0	0	0	0	1
Integrated Science: PBISC	1	0	0	0	0	1
Physics: 1APHY	0	0	1	0	0	1
Physics: 1BPHY	1	0	2	1	0	4
Physics: 2APHY	13	1	4	5	2	25
Physics: 2BPHY	14	1	2	6	2	25
Physics: 3APHY	73	1	34	49	7	164
Physics: 3BPHY	73	1	34	49	7	164
Plant Production Systems: 1APPS	1	0	0	0	0	1
Plant Production Systems: 1BPPS	1	0	0	0	0	1
Plant Production Systems: 1CPPS	5	0	0	1	0	6
Plant Production Systems: 1DPPS	5	0	0	1	0	6
Plant Production Systems: 2APPS	5	0	1	0	0	6
Plant Production Systems: 2BPPS	5	0	1	0	0	6
Plant Production Systems: 3APPS	1	0	1	0	0	2
Plant Production Systems: 3BPPS	1	0	1	0	0	2
Plant Production Systems: PAPPS	1	0	0	1	0	2

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Science						
Psychology: 1APSY	8	0	0	2	0	10
Psychology: 1BPSY	8	0	0	2	0	10
Psychology: 2APSY	11	0	2	5	0	18
Psychology: 2BPSY	11	0	2	5	0	18
Psychology: 3APSY	10	0	1	3	2	16
Psychology: 3BPSY	10	0	1	3	2	16
Society and Environment						
Aboriginal and Intercultural Studies: 1AAIS	3	0	0	0	0	3
Aboriginal and Intercultural Studies: 1BAIS	3	0	1	0	0	4
Ancient History: 1AHIA	2	0	0	0	0	2
Ancient History: 1BHIA	3	0	0	0	0	3
Ancient History: 2AHIA	0	0	0	1	0	1
Ancient History: 2BHIA	0	0	0	1	0	1
Ancient History: 3AHIA	6	0	0	6	0	12
Ancient History: 3BHIA	6	0	0	6	0	12
Aspects of the Tourism Industry: 1AAST	1	1	0	0	0	2
Aspects of the Tourism Industry: 1BAST	1	1	0	0	0	2
Aspects of the Tourism Industry: 1CAST	17	0	1	0	0	18
Aspects of the Tourism Industry: 1DAST	17	0	1	0	0	18
Economics: 1AECO	1	1	0	0	0	2
Economics: 1BECO	1	1	0	0	0	2
Economics: 2AECO	7	1	0	9	2	19
Economics: 2BECO	7	1	0	8	2	18
Economics: 3AECO	38	1	29	34	5	107
Economics: 3BECO	38	1	29	34	5	107
Geography: 1AGEO	7	1	2	1	0	11
Geography: 1BGEO	8	1	0	1	0	10
Geography: 2AGEO	19	1	6	12	0	38
Geography: 2BGEO	19	1	6	12	0	38
Geography: 3AGEO	58	1	26	34	0	119
Geography: 3BGEO	58	1	26	34	0	119
Modern History: 1AHIM	9	1	3	1	0	14
Modern History: 1BHIM	10	1	1	1	0	13
Modern History: 2AHIM	13	1	1	3	0	18
Modern History: 2BHIM	13	1	1	3	0	18
Modern History: 3AHIM	73	1	30	50	0	154
Modern History: 3BHIM	73	1	30	50	0	154
Philosophy and Ethics: 1APAE	1	0	0	0	0	1
Philosophy and Ethics: 1BPAAE	1	0	0	0	0	1
Philosophy and Ethics: 2APAAE	2	0	0	1	0	3

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Society and Environment						
Philosophy and Ethics: 2BP AE	2	0	0	1	0	3
Philosophy and Ethics: 3AP AE	5	0	0	6	0	11
Philosophy and Ethics: 3BP AE	5	0	0	6	0	11
Politics and Law: 1AP AL	3	1	0	1	0	5
Politics and Law: 1BP AL	4	1	0	1	0	6
Politics and Law: 2AP AL	4	1	3	6	0	14
Politics and Law: 2BP AL	4	1	3	6	0	14
Politics and Law: 3AP AL	23	1	15	25	1	65
Politics and Law: 3BP AL	23	1	15	25	1	65
Religion and Life: 1ARE L	0	0	3	1	0	4
Religion and Life: 1BRE L	0	0	3	3	0	6
Religion and Life: 1CRE L	0	0	37	0	0	37
Religion and Life: 1DRE L	0	0	37	0	0	37
Religion and Life: 2ARE L	0	0	18	2	0	20
Religion and Life: 2BRE L	0	0	18	2	0	20
Religion and Life: 3ARE L	0	0	19	0	0	19
Religion and Life: 3BRE L	0	0	19	0	0	19
Religion and Life: PARE L	0	0	4	0	0	4
Religion and Life: PBRE L	0	0	4	0	0	4
Technology and Enterprise						
Accounting and Finance: 1AAC F	7	1	1	1	0	10
Accounting and Finance: 1BAC F	8	1	1	1	0	11
Accounting and Finance: 2AAC F	10	1	2	5	2	20
Accounting and Finance: 2BAC F	9	1	3	5	2	20
Accounting and Finance: 3AAC F	32	1	25	27	8	93
Accounting and Finance: 3BAC F	31	1	25	27	8	92
Applied Information Technology: 1AAIT	34	1	4	6	0	45
Applied Information Technology: 1BAIT	33	1	4	7	0	45
Applied Information Technology: 1CAIT	52	1	11	16	0	80
Applied Information Technology: 1DAIT	54	1	11	15	0	81
Applied Information Technology: 2AAIT	34	1	17	21	1	74
Applied Information Technology: 2BAIT	34	1	17	21	1	74
Applied Information Technology: 3AAIT	20	1	11	21	0	53
Applied Information Technology: 3BAIT	20	1	11	21	0	53
Applied Information Technology: PAAIT	3	0	1	0	0	4
Applied Information Technology: PBAIT	1	0	1	0	0	2
Automotive Engineering and Technology: 1AAET	6	1	0	0	0	7
Automotive Engineering and Technology: 1BAET	11	1	0	0	0	12
Automotive Engineering and Technology: 1CAET	24	0	0	2	0	26
Automotive Engineering and Technology: 1DAET	25	0	0	2	0	27

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Automotive Engineering and Technology: 2AAET	1	0	0	0	0	1
Automotive: VET Industry Specific: 1AVAU	1	0	1	1	0	3
Automotive: VET Industry Specific: 1BVAU	1	0	1	1	0	3
Building and Construction: 1ABCN	6	0	2	0	0	8
Building and Construction: 1BBCN	6	0	2	0	0	8
Building and Construction: 1CBCN	25	0	2	1	0	28
Building and Construction: 1DBCN	26	0	2	2	0	30
Building and Construction: 2ABCN	1	0	0	0	0	1
Business Management and Enterprise: 1ABME	7	1	2	6	0	16
Business Management and Enterprise: 1BBME	6	1	3	5	0	15
Business Management and Enterprise: 1CBME	22	1	4	5	0	32
Business Management and Enterprise: 1DBME	22	1	4	5	0	32
Business Management and Enterprise: 2ABME	14	0	3	14	2	33
Business Management and Enterprise: 2BBME	13	0	3	14	2	32
Business Management and Enterprise: 3ABME	4	0	2	3	2	11
Business Management and Enterprise: 3BBME	4	0	2	3	2	11
Business Management and Enterprise: PABME	0	0	5	2	0	7
Business Management and Enterprise: PBBME	0	0	0	1	0	1
Business Services: VET Industry Specific: 1AVBS	2	0	0	1	0	3
Business Services: VET Industry Specific: 1BVBS	2	0	0	1	0	3
Business Services: VET Industry Specific: 1CVBSB	2	0	0	1	0	3
Business Services: VET Industry Specific: 1DVBSB	2	0	0	1	0	3
Business Services: VET Industry Specific: 2AVBSB	0	0	0	1	0	1
Business Services: VET Industry Specific: 2BVBSB	0	0	0	1	0	1
Career and Enterprise: 1ACAE	23	1	4	4	0	32
Career and Enterprise: 1BCAE	20	1	4	3	0	28
Career and Enterprise: 1CCAE	46	1	10	12	0	69
Career and Enterprise: 1DCAE	53	1	12	17	0	83
Career and Enterprise: 2ACAE	29	0	7	10	0	46
Career and Enterprise: 2BCAE	28	0	5	9	0	42
Career and Enterprise: 3ACAE	1	0	0	1	1	3
Career and Enterprise: 3BCAE	1	0	0	1	1	3
Career and Enterprise: PACAE	11	1	1	1	0	14
Career and Enterprise: PBCAE	8	1	1	1	0	11
Community Services: VET Industry Specific: 1AVCS	1	0	2	1	0	4
Community Services: VET Industry Specific: 1CVCSW	1	0	0	0	0	1
Community Services: VET Industry Specific: 1DVCSW	1	0	0	0	0	1
Community Services: VET Industry Specific: 2AVCSC	0	0	0	1	0	1
Community Services: VET Industry Specific: 2AVCSW	1	0	0	0	0	1
Community Services: VET Industry Specific: 2BVCSC	0	0	0	1	0	1
Community Services: VET Industry Specific: 2BVCSW	1	0	0	0	0	1

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Community Services: VET Industry Specific: 2CVCS	0	0	0	1	0	1
Community Services: VET Industry Specific: 2DVCSC	0	0	0	1	0	1
Computer Science: 1ACSC	1	0	0	2	0	3
Computer Science: 1BCSC	1	0	0	2	0	3
Computer Science: 2ACSC	10	0	3	1	2	16
Computer Science: 2BCSC	10	0	3	1	2	16
Computer Science: 3ACSC	19	0	3	9	4	35
Computer Science: 3BCSC	19	0	3	9	4	35
Construction: VET Industry Specific: 1AVCO	1	0	0	1	0	2
Construction: VET Industry Specific: 1BVCO	2	0	0	1	0	3
Construction: VET Industry Specific: 1CVCOP	1	0	0	0	0	1
Construction: VET Industry Specific: 1DVCOP	1	0	0	0	0	1
Design: 1ADESD	4	0	0	1	0	5
Design: 1ADESG	3	1	0	1	0	5
Design: 1ADESP	18	1	1	1	0	21
Design: 1ADEST	14	1	2	1	0	18
Design: 1BDESD	4	0	0	1	0	5
Design: 1BDESG	3	1	0	1	0	5
Design: 1BDESP	18	1	2	1	0	22
Design: 1BDEST	14	1	2	1	0	18
Design: 1CDESD	3	0	2	3	0	8
Design: 1CDESG	11	0	5	2	0	18
Design: 1CDESP	40	1	3	5	0	49
Design: 1CDEST	30	1	9	5	0	45
Design: 1DDESD	3	0	2	3	0	8
Design: 1DDESG	11	0	5	3	0	19
Design: 1DDESP	42	1	3	5	0	51
Design: 1DDEST	31	1	9	5	0	46
Design: 2ADESD	0	0	0	1	0	1
Design: 2ADESG	1	0	5	2	0	8
Design: 2ADESP	12	0	1	4	0	17
Design: 2ADEST	5	0	5	3	0	13
Design: 2BDESD	0	0	0	1	0	1
Design: 2BDESG	1	0	5	2	0	8
Design: 2BDESP	11	0	1	4	0	16
Design: 2BDEST	4	0	5	2	0	11
Design: 3ADESD	0	0	0	1	0	1
Design: 3ADESG	4	0	1	2	0	7
Design: 3ADESP	4	0	1	3	0	8
Design: 3ADEST	1	0	0	0	0	1
Design: 3BDESD	0	0	0	1	0	1

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Design: 3BDESG	4	0	1	2	0	7
Design: 3BDESP	4	0	1	3	0	8
Design: 3BDEST	1	0	0	0	0	1
Engineering Studies: 1AEST	9	0	1	1	0	11
Engineering Studies: 1BEST	9	0	1	1	0	11
Engineering Studies: 2AEST	3	0	2	5	0	10
Engineering Studies: 2BEST	3	0	2	4	0	9
Engineering Studies: 3AEST	5	0	4	5	0	14
Engineering Studies: 3BEST	5	0	4	5	0	14
Food Science and Technology: 1AFSTH	25	0	4	4	0	33
Food Science and Technology: 1AFSTN	4	0	0	3	0	7
Food Science and Technology: 1AFSTP	4	0	0	0	0	4
Food Science and Technology: 1BFSTH	25	0	4	4	0	33
Food Science and Technology: 1BFSTN	5	0	1	2	0	8
Food Science and Technology: 1BFSTP	3	0	0	0	0	3
Food Science and Technology: 1CFSTH	52	0	14	16	0	82
Food Science and Technology: 1CFSTN	10	0	3	4	0	17
Food Science and Technology: 1CFSTP	7	0	0	2	0	9
Food Science and Technology: 1DFSTH	51	0	14	16	0	81
Food Science and Technology: 1DFSTN	10	0	3	3	0	16
Food Science and Technology: 1DFSTP	7	0	0	2	0	9
Food Science and Technology: 2AFSTH	9	0	3	16	0	28
Food Science and Technology: 2AFSTN	2	0	1	1	0	4
Food Science and Technology: 2AFSTP	2	0	0	0	0	2
Food Science and Technology: 2BFSTH	8	0	3	16	0	27
Food Science and Technology: 2BFSTN	3	0	1	1	0	5
Food Science and Technology: 2BFSTP	2	0	0	0	0	2
Food Science and Technology: 3AFSTH	1	0	1	1	0	3
Food Science and Technology: 3BFSTH	1	0	1	1	0	3
Food Science and Technology: PAFST	4	0	2	0	0	6
Food Science and Technology: PBFST	4	0	1	0	0	5
Hospitality: VET Industry Specific: 1AVHO	4	0	0	0	0	4
Hospitality: VET Industry Specific: 1AVHOK	0	0	1	0	0	1
Hospitality: VET Industry Specific: 1BVHO	4	0	0	0	0	4
Hospitality: VET Industry Specific: 1BVHOK	0	0	1	0	0	1
Hospitality: VET Industry Specific: 1CVHOF	2	0	1	0	0	3
Hospitality: VET Industry Specific: 1CVHOK	1	0	1	0	0	2
Hospitality: VET Industry Specific: 1DVHOF	2	0	1	0	0	3
Hospitality: VET Industry Specific: 1DVHOK	1	0	1	0	0	2
Hospitality: VET Industry Specific: 2AVHOF	2	0	0	0	0	2
Hospitality: VET Industry Specific: 2AVHOK	1	0	1	0	0	2

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Hospitality: VET Industry Specific: 2BVHOF	2	0	0	0	0	2
Hospitality: VET Industry Specific: 2BVHOK	1	0	1	0	0	2
Information Technology: VET Industry Specific: 1AVIT	3	0	0	1	0	4
Information Technology: VET Industry Specific: 1BVIT	3	0	0	1	0	4
Information Technology: VET Industry Specific: 1CVITG	2	0	0	1	0	3
Information Technology: VET Industry Specific: 1DVITG	2	0	0	1	0	3
Information Technology: VET Industry Specific: 2AVITG	1	0	0	1	0	2
Information Technology: VET Industry Specific: 2AVITS	0	0	0	1	0	1
Information Technology: VET Industry Specific: 2BVITG	1	0	0	1	0	2
Information Technology: VET Industry Specific: 2BVITS	0	0	0	1	0	1
Information Technology: VET Industry Specific: 2CVITS	0	0	0	1	0	1
Information Technology: VET Industry Specific: 2DVITS	0	0	0	1	0	1
Marine and Maritime Technology: 1AMMT	7	0	1	0	0	8
Marine and Maritime Technology: 1BMMT	6	0	1	0	0	7
Marine and Maritime Technology: 1CMMT	4	0	0	2	0	6
Marine and Maritime Technology: 1DMMT	4	0	0	2	0	6
Marine and Maritime Technology: 2AMMT	2	0	1	1	0	4
Marine and Maritime Technology: 2BMMT	2	0	1	1	0	4
Marine and Maritime Technology: 3AMMT	2	0	0	1	0	3
Marine and Maritime Technology: 3BMMT	2	0	0	1	0	3
Materials Design and Technology: 1AMDTM	25	0	1	1	0	27
Materials Design and Technology: 1AMDTT	7	0	1	1	0	9
Materials Design and Technology: 1AMDWT	34	1	6	6	0	47
Materials Design and Technology: 1BMDTM	29	0	1	1	0	31
Materials Design and Technology: 1BMDTT	7	0	1	1	0	9
Materials Design and Technology: 1BMDWT	33	1	6	6	0	46
Materials Design and Technology: 1CMDTM	44	0	12	9	0	65
Materials Design and Technology: 1CMDTT	10	0	2	3	0	15
Materials Design and Technology: 1CMDWT	61	1	19	24	0	105
Materials Design and Technology: 1DMDTM	44	0	12	9	0	65
Materials Design and Technology: 1DMDTT	10	0	2	3	0	15
Materials Design and Technology: 1DMDWT	62	1	19	24	0	106
Materials Design and Technology: 2AMDTM	4	0	0	3	0	7
Materials Design and Technology: 2AMDTT	5	0	3	6	0	14
Materials Design and Technology: 2AMDWT	4	0	5	11	0	20
Materials Design and Technology: 2BMDTM	3	0	0	3	0	6
Materials Design and Technology: 2BMDTT	4	0	3	6	0	13
Materials Design and Technology: 2BMDWT	4	0	5	11	0	20
Materials Design and Technology: 3AMDTM	1	0	1	0	0	2
Materials Design and Technology: 3AMDTT	1	0	0	4	0	5
Materials Design and Technology: 3AMDWT	1	0	3	3	0	7

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# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
<b>Technology and Enterprise</b>						
Materials Design and Technology: 3BMDTM	1	0	1	0	0	2
Materials Design and Technology: 3BMDTT	1	0	0	4	0	5
Materials Design and Technology: 3BMDTW	1	0	3	3	0	7
Materials Design and Technology: PAMDTM	1	0	0	0	0	1
Materials Design and Technology: PAMDTT	1	0	0	0	0	1
Materials Design and Technology: PAMDTW	4	0	1	0	0	5
Materials Design and Technology: PBMDTW	1	0	1	0	0	2
Primary Industries: VET Industry Specific: 1AVPI	1	0	0	0	0	1
Primary Industries: VET Industry Specific: 1BVPI	1	0	0	0	0	1
Primary Industries: VET Industry Specific: 1CVPIA	0	0	1	0	0	1
Primary Industries: VET Industry Specific: 1DVPIA	0	0	1	0	0	1
Primary Industries: VET Industry Specific: 2AVPIA	0	0	1	0	0	1
Primary Industries: VET Industry Specific: 2BVPIA	0	0	1	0	0	1
Workplace Learning: 1AWPL	29	0	9	17	0	55
Workplace Learning: 1BWPL	27	0	11	14	0	52
Workplace Learning: 1CWPL	54	0	20	23	0	97
Workplace Learning: 1DWPL	53	0	19	23	0	95
<b>The Arts</b>						
Dance: 1ADAN	45	0	3	2	0	50
Dance: 1BDAN	47	0	3	3	0	53
Dance: 2ADAN	25	0	9	5	0	39
Dance: 2BDAN	23	0	9	5	0	37
Dance: 3ADAN	9	0	3	7	0	19
Dance: 3BDAN	9	0	3	7	0	19
Drama: 1ADRA	37	0	10	9	0	56
Drama: 1BDRA	39	0	10	9	0	58
Drama: 2ADRA	28	0	11	12	0	51
Drama: 2BDRA	28	0	11	12	0	51
Drama: 3ADRA	32	0	23	35	0	90
Drama: 3BDRA	32	0	23	35	0	90
Media Production and Analysis: 1AMPA	19	0	1	3	0	23
Media Production and Analysis: 1BMPA	18	0	1	3	0	22
Media Production and Analysis: 1CMPA	34	0	4	10	0	48
Media Production and Analysis: 1DMPA	34	0	4	10	0	48
Media Production and Analysis: 2AMPA	26	0	3	18	1	48
Media Production and Analysis: 2BMPA	26	0	3	17	1	47
Media Production and Analysis: 3AMPA	30	0	11	25	1	67
Media Production and Analysis: 3BMPA	30	0	11	25	1	67
Music: 1AMUS	14	0	2	3	0	19
Music: 1BMUS	16	0	1	3	0	20

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.



# Curriculum Council

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2010 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
The Arts						
Music: 1CMUS	42	0	7	11	0	60
Music: 1DMUS	41	0	7	11	0	59
Music: 2AMUSC	3	0	5	5	0	13
Music: 2AMUSJ	1	0	1	0	0	2
Music: 2AMUSW	4	0	4	2	0	10
Music: 2BMUSC	3	0	5	5	0	13
Music: 2BMUSJ	1	0	1	0	0	2
Music: 2BMUSW	4	0	4	2	0	10
Music: 3AMUSC	7	0	3	8	0	18
Music: 3AMUSJ	3	0	2	1	0	6
Music: 3AMUSW	20	0	12	17	0	49
Music: 3BMUSC	7	0	3	8	0	18
Music: 3BMUSJ	3	0	2	1	0	6
Music: 3BMUSW	20	0	12	17	0	49
Music: PAMUS	1	0	0	0	0	1
Visual Arts: 1AVAR	33	0	3	6	0	42
Visual Arts: 1BVAR	33	0	3	6	0	42
Visual Arts: 1CVAR	76	1	23	33	0	133
Visual Arts: 1DVAR	76	1	22	34	0	133
Visual Arts: 2AVAR	29	1	16	21	0	67
Visual Arts: 2BVAR	28	1	16	20	0	65
Visual Arts: 3AVAR	36	1	24	33	0	94
Visual Arts: 3BVAR	36	1	24	33	0	94
Visual Arts: PAVAR	4	0	1	0	0	5
Visual Arts: PBVAR	3	0	1	0	0	4

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010

Course units 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	Male	NO.	8	23	81	19	20	151	
		%	5.3	15.23	53.64	12.58	13.25		
English	Female	NO.	18	34	46	9	7	114	
		%	15.79	29.82	40.35	7.89	6.14		
1AENG	Persons	NO.	26	57	127	28	27	265	0.9
		%	9.81	21.51	47.92	10.57	10.19		
1BENG	Male	NO.	9	43	109	19	18	198	
		%	4.55	21.72	55.05	9.6	9.09		
1BENG	Female	NO.	28	34	83	10	6	161	
		%	17.39	21.12	51.55	6.21	3.73		
1BENG	Persons	NO.	37	77	192	29	24	359	1.22
		%	10.31	21.45	53.48	8.08	6.69		
1CENG	Male	NO.	241	877	1733	199	118	3168	
		%	7.61	27.68	54.7	6.28	3.72		
1CENG	Female	NO.	529	1015	931	77	67	2619	
		%	20.2	38.76	35.55	2.94	2.56		
1CENG	Persons	NO.	770	1892	2664	276	185	5787	19.65
		%	13.31	32.69	46.03	4.77	3.2		
1DENG	Male	NO.	304	933	1661	97	84	3079	
		%	9.87	30.3	53.95	3.15	2.73		
1DENG	Female	NO.	607	994	860	57	52	2570	
		%	23.62	38.68	33.46	2.22	2.02		
1DENG	Persons	NO.	911	1927	2521	154	136	5649	19.18
		%	16.13	34.11	44.63	2.73	2.41		
2AENG	Male	NO.	57	273	813	171	44	1358	
		%	4.2	20.1	59.87	12.59	3.24		
2AENG	Female	NO.	128	428	739	103	19	1417	
		%	9.03	30.2	52.15	7.27	1.34		
2AENG	Persons	NO.	185	701	1552	274	63	2775	9.42
		%	6.67	25.26	55.93	9.87	2.27		
2BENG	Male	NO.	69	252	771	121	29	1242	
		%	5.56	20.29	62.08	9.74	2.33		
2BENG	Female	NO.	136	428	693	60	14	1331	
		%	10.22	32.16	52.07	4.51	1.05		
2BENG	Persons	NO.	205	680	1464	181	43	2573	
		%							

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
English								
English								
2BENG		%	7.97	26.43	56.9	7.03	1.67	8.74
2CENG	Male	NO.	34	227	639	103	34	1037
		%	3.28	21.89	61.62	9.93	3.28	
	Female	NO.	55	270	511	54	18	908
		%	6.06	29.74	56.28	5.95	1.98	
	Persons	NO.	89	497	1150	157	52	1945
		%	4.58	25.55	59.13	8.07	2.67	6.6
2DENG	Male	NO.	40	230	617	79	19	985
		%	4.06	23.35	62.64	8.02	1.93	
	Female	NO.	60	276	489	40	12	877
		%	6.84	31.47	55.76	4.56	1.37	
	Persons	NO.	100	506	1106	119	31	1862
		%	5.37	27.18	59.4	6.39	1.66	6.32
3AENG	Male	NO.	348	1106	2138	206	32	3830
		%	9.09	28.88	55.82	5.38	0.84	
	Female	NO.	742	1670	2154	118	21	4705
		%	15.77	35.49	45.78	2.51	0.45	
	Persons	NO.	1090	2776	4292	324	53	8535
		%	12.77	32.52	50.29	3.8	0.62	28.98
3BENG	Male	NO.	380	1174	2069	136	30	3789
		%	10.03	30.98	54.61	3.59	0.79	
	Female	NO.	825	1723	2003	81	17	4649
		%	17.75	37.06	43.08	1.74	0.37	
	Persons	NO.	1205	2897	4072	217	47	8438
		%	14.28	34.33	48.26	2.57	0.56	28.65
PAENG	Male	NO.	39	0	2	0	1	42
		%	92.86	0	4.76	0	2.38	
	Female	NO.	14	0	1	0	0	15
		%	93.33	0	6.67	0	0	
	Persons	NO.	53	0	3	0	1	57
		%	92.98	0	5.26	0	1.75	0.19
PBENG	Male	NO.	33	0	1	0	0	34
		%	97.06	0	2.94	0	0	
	Female	NO.	17	0	1	0	0	18

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
English	Persons	%	94.44	0	5.56	0	0	
		NO.	50	0	2	0	0	52
English PBENG	Persons	%	96.15	0	3.85	0	0	0.18
		NO.						
English as an Additional Language or Dialect	Male	NO.	4	10	18	6	8	46
		%	8.7	21.74	39.13	13.04	17.39	
1AELD	Female	NO.	1	4	4	2	3	14
		%	7.14	28.57	28.57	14.29	21.43	
Persons	Persons	NO.	5	14	22	8	11	60
		%	8.33	23.33	36.67	13.33	18.33	0.2
1BELD	Male	NO.	1	8	14	7	3	33
		%	3.03	24.24	42.42	21.21	9.09	
Female	Female	NO.	0	3	4	2	3	12
		%	0	25	33.33	16.67	25	
Persons	Persons	NO.	1	11	18	9	6	45
		%	2.22	24.44	40	20	13.33	0.15
1CELD	Male	NO.	11	42	64	18	5	140
		%	7.86	30	45.71	12.86	3.57	
Female	Female	NO.	14	40	53	6	6	119
		%	11.76	33.61	44.54	5.04	5.04	
Persons	Persons	NO.	25	82	117	24	11	259
		%	9.65	31.66	45.17	9.27	4.25	0.88
1DELD	Male	NO.	5	56	73	13	6	153
		%	3.27	36.6	47.71	8.5	3.92	
Female	Female	NO.	13	47	51	7	3	121
		%	10.74	38.84	42.15	5.79	2.48	
Persons	Persons	NO.	18	103	124	20	9	274
		%	6.57	37.59	45.26	7.3	3.28	0.93
2AELD	Male	NO.	10	29	85	31	15	170
		%	5.88	17.06	50	18.24	8.82	
Female	Female	NO.	16	57	82	23	10	188
		%	8.51	30.32	43.62	12.23	5.32	
Persons	Persons	NO.	26	86	167	54	25	358
		%	7.26	24.02	46.65	15.08	6.98	1.22

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 as an Additional Language or Dialect 2BELD  3AELD  3BELD  Literature 1ALIT  1BLIT  1CLIT	Male	NO.	12	22	81	21	16	152	
		%	7.89	14.47	53.29	13.82	10.53		
	Female	NO.	21	56	73	19	10	179	
		%	11.73	31.28	40.78	10.61	5.59		
	Persons	NO.	33	78	154	40	26	331	1.12
		%	9.97	23.56	46.53	12.08	7.85		
	Male	NO.	64	118	192	54	3	431	
		%	14.85	27.38	44.55	12.53	0.7		
	Female	NO.	95	147	166	64	1	473	
		%	20.08	31.08	35.1	13.53	0.21		
	Persons	NO.	159	265	358	118	4	904	3.07
		%	17.59	29.31	39.6	13.05	0.44		
Male	NO.	75	132	184	36	4	431		
	%	17.4	30.63	42.69	8.35	0.93			
Female	NO.	100	175	159	36	1	471		
	%	21.23	37.15	33.76	7.64	0.21			
Persons	NO.	175	307	343	72	5	902	3.06	
	%	19.4	34.04	38.03	7.98	0.55			
Male	NO.	2	1	5	1	1	10		
	%	20	10	50	10	10			
Female	NO.	0	2	7	1	1	11		
	%	0	18.18	63.64	9.09	9.09			
Persons	NO.	2	3	12	2	2	21	0.07	
	%	9.52	14.29	57.14	9.52	9.52			
Male	NO.	0	3	2	2	0	7		
	%	0	42.86	28.57	28.57	0			
Female	NO.	0	1	4	1	0	6		
	%	0	16.67	66.67	16.67	0			
Persons	NO.	0	4	6	3	0	13	0.04	
	%	0	30.77	46.15	23.08	0			
Male	NO.	0	1	0	0	0	1		
	%	0	100	0	0	0			
Female	NO.	2	0	0	0	0	2		
	%	100	0	0	0	0			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Literature 1CLIT	Persons	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		0.01
1DLIT	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Persons	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		0.01
2ALIT	Male	NO.	1	0	5	0	1	7	
		%	14.29	0	71.43	0	14.29		
	Female	NO.	1	2	5	1	0	9	
		%	11.11	22.22	55.56	11.11	0		
	Persons	NO.	2	2	10	1	1	16	
		%	12.5	12.5	62.5	6.25	6.25		0.05
2BLIT	Male	NO.	0	1	5	0	1	7	
		%	0	14.29	71.43	0	14.29		
	Female	NO.	1	2	4	1	0	8	
		%	12.5	25	50	12.5	0		
	Persons	NO.	1	3	9	1	1	15	
		%	6.67	20	60	6.67	6.67		0.05
3ALIT	Male	NO.	147	193	144	4	1	489	
		%	30.06	39.47	29.45	0.82	0.2		
	Female	NO.	344	406	329	7	0	1086	
		%	31.68	37.38	30.29	0.64	0		
	Persons	NO.	491	599	473	11	1	1575	
		%	31.17	38.03	30.03	0.7	0.06		5.35
3BLIT	Male	NO.	149	203	131	3	1	487	
		%	30.6	41.68	26.9	0.62	0.21		
	Female	NO.	350	412	314	5	0	1081	
		%	32.38	38.11	29.05	0.46	0		
	Persons	NO.	499	615	445	8	1	1568	
		%	31.82	39.22	28.38	0.51	0.06		5.32

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Children, Family and the Community									
1ACFCC	Male	NO.	0	2	0	0	0	2	
		%	0	100	0	0	0		
	Female	NO.	39	43	64	13	10	169	
		%	23.08	25.44	37.87	7.69	5.92		
	Persons	NO.	39	45	64	13	10	171	
		%	22.81	26.32	37.43	7.6	5.85		0.58
1ACFCL	Male	NO.	0	3	5	5	5	18	
		%	0	16.67	27.78	27.78	27.78		
	Female	NO.	12	7	9	4	0	32	
		%	37.5	21.88	28.12	12.5	0		
	Persons	NO.	12	10	14	9	5	50	
		%	24	20	28	18	10		0.17
1BCFCC	Male	NO.	0	2	0	0	0	2	
		%	0	100	0	0	0		
	Female	NO.	40	41	62	4	5	152	
		%	26.32	26.97	40.79	2.63	3.29		
	Persons	NO.	40	43	62	4	5	154	
		%	25.97	27.92	40.26	2.6	3.25		0.52
1BCFCL	Male	NO.	0	2	0	1	1	4	
		%	0	50	0	25	25		
	Female	NO.	8	8	7	1	0	24	
		%	33.33	33.33	29.17	4.17	0		
	Persons	NO.	8	10	7	2	1	28	
		%	28.57	35.71	25	7.14	3.57		0.1
1CCFCC	Male	NO.	0	1	6	5	2	14	
		%	0	7.14	42.86	35.71	14.29		
	Female	NO.	206	282	259	75	28	850	
		%	24.24	33.18	30.47	8.82	3.29		
	Persons	NO.	206	283	265	80	30	864	
		%	23.84	32.75	30.67	9.26	3.47		2.93
1CCFCL	Male	NO.	10	15	24	9	10	68	
		%	14.71	22.06	35.29	13.24	14.71		
	Female	NO.	45	78	76	19	10	228	
		%	19.74	34.21	33.33	8.33	4.39		
	Persons	NO.	55	93	100	28	20	296	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Health and Physical Education								
Children, Family and the Community								
1CCFCL								
		%	18.58	31.42	33.78	9.46	6.76	1
1DCFCC								
	Male	NO.	0	2	7	5	2	16
		%	0	12.5	43.75	31.25	12.5	
	Female	NO.	211	289	285	30	11	826
		%	25.54	34.99	34.5	3.63	1.33	
	Persons	NO.	211	291	292	35	13	842
		%	25.06	34.56	34.68	4.16	1.54	2.86
1DCFCL								
	Male	NO.	11	17	27	5	6	66
		%	16.67	25.76	40.91	7.58	9.09	
	Female	NO.	48	78	62	7	9	204
		%	23.53	38.24	30.39	3.43	4.41	
	Persons	NO.	59	95	89	12	15	270
		%	21.85	35.19	32.96	4.44	5.56	0.92
2ACFCC								
	Male	NO.	0	1	2	1	0	4
		%	0	25	50	25	0	
	Female	NO.	131	128	130	30	6	425
		%	30.82	30.12	30.59	7.06	1.41	
	Persons	NO.	131	129	132	31	6	429
		%	30.54	30.07	30.77	7.23	1.4	1.46
2ACFCL								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	1	3	0	0	0	4
		%	25	75	0	0	0	
	Persons	NO.	1	3	0	0	0	4
		%	25	75	0	0	0	0.01
2BCFCC								
	Male	NO.	0	1	2	1	0	4
		%	0	25	50	25	0	
	Female	NO.	134	122	126	29	5	416
		%	32.21	29.33	30.29	6.97	1.2	
	Persons	NO.	134	123	128	30	5	420
		%	31.9	29.29	30.48	7.14	1.19	1.43
2BCFCL								
	Male	NO.	0	0	1	0	1	2
		%	0	0	50	0	50	
	Female	NO.	5	9	1	0	0	15



# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Health and Physical Education								
Children, Family and the Community								
2BCFCL								
		%	33.33	60	6.67	0	0	
	Persons	NO.	5	9	2	0	1	17
		%	29.41	52.94	11.76	0	5.88	0.06
PACFC								
	Male	NO.	5	0	0	0	0	5
		%	100	0	0	0	0	
	Female	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	
	Persons	NO.	7	0	0	0	0	7
		%	100	0	0	0	0	0.02
PBCFC								
	Male	NO.	4	0	0	0	0	4
		%	100	0	0	0	0	
	Female	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	
	Persons	NO.	5	0	0	0	0	5
		%	100	0	0	0	0	0.02
Health Studies								
1AHEA								
	Male	NO.	7	8	19	5	7	46
		%	15.22	17.39	41.3	10.87	15.22	
	Female	NO.	26	25	20	6	10	87
		%	29.89	28.74	22.99	6.9	11.49	
	Persons	NO.	33	33	39	11	17	133
		%	24.81	24.81	29.32	8.27	12.78	0.45
1BHEA								
	Male	NO.	4	17	25	2	3	51
		%	7.84	33.33	49.02	3.92	5.88	
	Female	NO.	32	23	28	1	5	89
		%	35.96	25.84	31.46	1.12	5.62	
	Persons	NO.	36	40	53	3	8	140
		%	25.71	28.57	37.86	2.14	5.71	0.48
1CHEA								
	Male	NO.	14	42	84	22	11	173
		%	8.09	24.28	48.55	12.72	6.36	
	Female	NO.	121	136	138	32	22	449
		%	26.95	30.29	30.73	7.13	4.9	
	Persons	NO.	135	178	222	54	33	622
		%	21.7	28.62	35.69	8.68	5.31	2.11

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Health Studies									
1DHEA									
	Male	NO.	15	46	86	11	14	172	
		%	8.72	26.74	50	6.4	8.14		
	Female	NO.	139	142	121	17	17	436	
		%	31.88	32.57	27.75	3.9	3.9		
	Persons	NO.	154	188	207	28	31	608	
		%	25.33	30.92	34.05	4.61	5.1		2.06
2AHEA									
	Male	NO.	1	18	16	8	4	47	
		%	2.13	38.3	34.04	17.02	8.51		
	Female	NO.	39	35	45	18	10	147	
		%	26.53	23.81	30.61	12.24	6.8		
	Persons	NO.	40	53	61	26	14	194	
		%	20.62	27.32	31.44	13.4	7.22		0.66
2BHEA									
	Male	NO.	0	16	17	9	4	46	
		%	0	34.78	36.96	19.57	8.7		
	Female	NO.	39	32	42	21	6	140	
		%	27.86	22.86	30	15	4.29		
	Persons	NO.	39	48	59	30	10	186	
		%	20.97	25.81	31.72	16.13	5.38		0.63
3AHEA									
	Male	NO.	4	5	14	1	1	25	
		%	16	20	56	4	4		
	Female	NO.	12	15	15	0	0	42	
		%	28.57	35.71	35.71	0	0		
	Persons	NO.	16	20	29	1	1	67	
		%	23.88	29.85	43.28	1.49	1.49		0.23
3BHEA									
	Male	NO.	4	8	11	1	1	25	
		%	16	32	44	4	4		
	Female	NO.	12	16	14	0	0	42	
		%	28.57	38.1	33.33	0	0		
	Persons	NO.	16	24	25	1	1	67	
		%	23.88	35.82	37.31	1.49	1.49		0.23
PAHEA									
	Male	NO.	8	0	0	0	0	8	
		%	100	0	0	0	0		
	Female	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		
	Persons	NO.	12	0	0	0	0	12	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Health and Physical Education								
Health Studies								
PAHEA		%	100	0	0	0	0	0.04
PBHEA	Male	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	
	Female	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	
	Persons	NO.	6	0	0	0	0	6
		%	100	0	0	0	0	0.02
Outdoor Education								
1AOED								
	Male	NO.	9	35	51	17	8	120
		%	7.5	29.17	42.5	14.17	6.67	
	Female	NO.	20	25	19	4	3	71
		%	28.17	35.21	26.76	5.63	4.23	
	Persons	NO.	29	60	70	21	11	191
		%	15.18	31.41	36.65	10.99	5.76	0.65
1BOED								
	Male	NO.	11	38	51	9	9	118
		%	9.32	32.2	43.22	7.63	7.63	
	Female	NO.	15	25	18	2	3	63
		%	23.81	39.68	28.57	3.17	4.76	
	Persons	NO.	26	63	69	11	12	181
		%	14.36	34.81	38.12	6.08	6.63	0.61
1COED								
	Male	NO.	210	313	287	51	32	893
		%	23.52	35.05	32.14	5.71	3.58	
	Female	NO.	142	169	122	26	17	476
		%	29.83	35.5	25.63	5.46	3.57	
	Persons	NO.	352	482	409	77	49	1369
		%	25.71	35.21	29.88	5.62	3.58	4.65
1DOED								
	Male	NO.	217	327	253	40	30	867
		%	25.03	37.72	29.18	4.61	3.46	
	Female	NO.	157	159	102	21	18	457
		%	34.35	34.79	22.32	4.6	3.94	
	Persons	NO.	374	486	355	61	48	1324
		%	28.25	36.71	26.81	4.61	3.63	4.49
2AOED								
	Male	NO.	20	69	81	28	9	207
		%	9.66	33.33	39.13	13.53	4.35	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Outdoor Education									
2AOED									
	Female	NO.	41	45	47	9	1	143	
		%	28.67	31.47	32.87	6.29	0.7		
	Persons	NO.	61	114	128	37	10	350	
		%	17.43	32.57	36.57	10.57	2.86		1.19
2BOED									
	Male	NO.	18	67	87	18	7	197	
		%	9.14	34.01	44.16	9.14	3.55		
	Female	NO.	45	45	38	10	0	138	
		%	32.61	32.61	27.54	7.25	0		
	Persons	NO.	63	112	125	28	7	335	
		%	18.81	33.43	37.31	8.36	2.09		1.14
3AOED									
	Male	NO.	12	31	28	5	1	77	
		%	15.58	40.26	36.36	6.49	1.3		
	Female	NO.	20	41	39	2	2	104	
		%	19.23	39.42	37.5	1.92	1.92		
	Persons	NO.	32	72	67	7	3	181	
		%	17.68	39.78	37.02	3.87	1.66		0.61
3BOED									
	Male	NO.	10	28	23	8	1	70	
		%	14.29	40	32.86	11.43	1.43		
	Female	NO.	16	34	43	6	1	100	
		%	16	34	43	6	1		
	Persons	NO.	26	62	66	14	2	170	
		%	15.29	36.47	38.82	8.24	1.18		0.58
PAOED									
	Male	NO.	8	0	0	0	0	8	
		%	100	0	0	0	0		
	Female	NO.	7	0	0	0	0	7	
		%	100	0	0	0	0		
	Persons	NO.	15	0	0	0	0	15	
		%	100	0	0	0	0		0.05
PBOED									
	Male	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		
	Female	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Persons	NO.	6	0	0	0	0	6	
		%	100	0	0	0	0		0.02

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Physical Education Studies	1APES	Male	NO.	60	93	86	20	14	273	
			%	21.98	34.07	31.5	7.33	5.13		
	Female	NO.	49	48	43	8	8	156		
		%	31.41	30.77	27.56	5.13	5.13			
	Persons	NO.	109	141	129	28	22	429		
		%	25.41	32.87	30.07	6.53	5.13	1.46		
	1BPES	Male	NO.	62	88	96	21	17	284	
			%	21.83	30.99	33.8	7.39	5.99		
		Female	NO.	51	50	54	11	7	173	
			%	29.48	28.9	31.21	6.36	4.05		
		Persons	NO.	113	138	150	32	24	457	
			%	24.73	30.2	32.82	7	5.25	1.55	
	1CPES	Male	NO.	297	606	596	101	23	1623	
			%	18.3	37.34	36.72	6.22	1.42		
		Female	NO.	172	240	277	66	18	773	
			%	22.25	31.05	35.83	8.54	2.33		
		Persons	NO.	469	846	873	167	41	2396	
			%	19.57	35.31	36.44	6.97	1.71	8.13	
	1DPES	Male	NO.	313	582	559	87	25	1566	
			%	19.99	37.16	35.7	5.56	1.6		
		Female	NO.	175	247	258	53	14	747	
			%	23.43	33.07	34.54	7.1	1.87		
		Persons	NO.	488	829	817	140	39	2313	
			%	21.1	35.84	35.32	6.05	1.69	7.85	
2APES	Male	NO.	74	168	211	55	19	527		
		%	14.04	31.88	40.04	10.44	3.61			
	Female	NO.	69	145	188	50	14	466		
		%	14.81	31.12	40.34	10.73	3			
	Persons	NO.	143	313	399	105	33	993		
		%	14.4	31.52	40.18	10.57	3.32	3.37		
2BPES	Male	NO.	73	162	214	50	9	508		
		%	14.37	31.89	42.13	9.84	1.77			
	Female	NO.	74	138	181	50	7	450		
		%	16.44	30.67	40.22	11.11	1.56			
Persons	NO.	147	300	395	100	16	958			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Health and Physical Education								
Physical Education Studies								
2BPES		%	15.34	31.32	41.23	10.44	1.67	3.25
3APES	Male	NO.	175	311	356	23	4	869
		%	20.14	35.79	40.97	2.65	0.46	
	Female	NO.	128	220	220	25	3	596
		%	21.48	36.91	36.91	4.19	0.5	
	Persons	NO.	303	531	576	48	7	1465
		%	20.68	36.25	39.32	3.28	0.48	4.97
3BPES	Male	NO.	186	301	347	25	2	861
		%	21.6	34.96	40.3	2.9	0.23	
	Female	NO.	135	210	222	21	2	590
		%	22.88	35.59	37.63	3.56	0.34	
	Persons	NO.	321	511	569	46	4	1451
		%	22.12	35.22	39.21	3.17	0.28	4.93
PAPES	Male	NO.	8	0	0	0	0	8
		%	100	0	0	0	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	8	0	0	0	0	8
		%	100	0	0	0	0	0.03
PBPES	Male	NO.	21	0	0	0	0	21
		%	100	0	0	0	0	
	Female	NO.	9	0	0	0	0	9
		%	100	0	0	0	0	
	Persons	NO.	30	0	0	0	0	30
		%	100	0	0	0	0	0.1
Languages other than English								
Aboriginal Languages of Western Australia								
1AABL	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	1	2	1	2	0	6
		%	16.67	33.33	16.67	33.33	0	
	Persons	NO.	1	2	1	2	0	6
		%	16.67	33.33	16.67	33.33	0	0.02

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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  Aboriginal Languages of Western Australia 1BABL	Male	NO.	0	0	0	0	0	0		
		%	0	0	0	0	0			
	Female	NO.	2	2	0	0	0	4		
		%	50	50	0	0	0			
	Persons	NO.	2	2	0	0	0	4		
		%	50	50	0	0	0		0.01	
	Arabic 3AARA	Male	NO.	1	0	0	0	0	1	
			%	100	0	0	0	0		
		Female	NO.	0	1	0	0	0	1	
			%	0	100	0	0	0		
		Persons	NO.	1	1	0	0	0	2	
			%	50	50	0	0	0		0.01
3BARA	Male	NO.	1	0	0	0	0	1		
		%	100	0	0	0	0			
	Female	NO.	0	1	0	0	0	1		
		%	0	100	0	0	0			
	Persons	NO.	1	1	0	0	0	2		
		%	50	50	0	0	0		0.01	
Chinese: Background Speakers 2ACBS	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	
2BCBS	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	
3ACBS	Male	NO.	2	5	6	1	1	15		
		%	13.33	33.33	40	6.67	6.67			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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  Chinese: Background Speakers  3ACBS   3BCBS   Chinese: Second Language  1ACSL   1BCSL   3ACSL   3BCSL	Female	NO.	6	7	9	0	2	24	0.13
		%	25	29.17	37.5	0	8.33		
	Persons	NO.	8	12	15	1	3	39	
		%	20.51	30.77	38.46	2.56	7.69		
	Male	NO.	5	5	3	1	1	15	
		%	33.33	33.33	20	6.67	6.67		
	Female	NO.	6	7	8	1	1	23	
		%	26.09	30.43	34.78	4.35	4.35		
	Persons	NO.	11	12	11	2	2	38	
		%	28.95	31.58	28.95	5.26	5.26		
	Male	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Male	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Male	NO.	3	9	7	0	0	19	
		%	15.79	47.37	36.84	0	0		
Female	NO.	6	2	1	0	0	9		
	%	66.67	22.22	11.11	0	0			
Persons	NO.	9	11	8	0	0	28		
	%	32.14	39.29	28.57	0	0			
Male	NO.	3	9	7	0	0	19		
	%	15.79	47.37	36.84	0	0			
Female	NO.	4	4	1	0	0	9		
	%	44.44	44.44	11.11	0	0			
Persons	NO.	7	13	8	0	0	28		
	%	25	46.43	28.57	0	0			



# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
French	1AFRE	Male	NO.	0	0	0	0	1	1
			%	0	0	0	0	100	
		Female	NO.	0	0	0	1	1	2
			%	0	0	0	50	50	
	Persons	NO.	0	0	0	1	2	3	
		%	0	0	0	33.33	66.67		0.01
1BFRE	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		
	Persons	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		0
2AFRE	Male	NO.	0	0	1	1	1	3	
		%	0	0	33.33	33.33	33.33		
	Female	NO.	2	3	3	2	0	10	
		%	20	30	30	20	0		
	Persons	NO.	2	3	4	3	1	13	
		%	15.38	23.08	30.77	23.08	7.69		0.04
2BFRE	Male	NO.	0	0	1	1	1	3	
		%	0	0	33.33	33.33	33.33		
	Female	NO.	2	3	2	1	0	8	
		%	25	37.5	25	12.5	0		
	Persons	NO.	2	3	3	2	1	11	
		%	18.18	27.27	27.27	18.18	9.09		0.04
3AFRE	Male	NO.	36	27	33	8	0	104	
		%	34.62	25.96	31.73	7.69	0		
	Female	NO.	84	61	117	11	0	273	
		%	30.77	22.34	42.86	4.03	0		
	Persons	NO.	120	88	150	19	0	377	
		%	31.83	23.34	39.79	5.04	0		1.28
3BFRE	Male	NO.	36	24	37	7	0	104	
		%	34.62	23.08	35.58	6.73	0		
	Female	NO.	85	54	121	10	0	270	
		%	31.48	20	44.81	3.7	0		
	Persons	NO.	121	78	158	17	0	374	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Languages other than English								
French								
3BFRE		%	32.35	20.86	42.25	4.55	0	1.27
German								
3AGER	Male	NO.	10	6	14	2	0	32
		%	31.25	18.75	43.75	6.25	0	
	Female	NO.	11	12	16	2	1	42
		%	26.19	28.57	38.1	4.76	2.38	
	Persons	NO.	21	18	30	4	1	74
		%	28.38	24.32	40.54	5.41	1.35	0.25
3BGER	Male	NO.	10	6	14	2	0	32
		%	31.25	18.75	43.75	6.25	0	
	Female	NO.	11	12	16	1	1	41
		%	26.83	29.27	39.02	2.44	2.44	
	Persons	NO.	21	18	30	3	1	73
		%	28.77	24.66	41.1	4.11	1.37	0.25
Hebrew								
3AHEB	Male	NO.	4	0	0	0	0	4
		%	100	0	0	0	0	
	Female	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	
	Persons	NO.	5	0	0	0	0	5
		%	100	0	0	0	0	0.02
3BHEB	Male	NO.	4	0	0	0	0	4
		%	100	0	0	0	0	
	Female	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	
	Persons	NO.	5	0	0	0	0	5
		%	100	0	0	0	0	0.02
Indonesian Background Speakers								
3AIBS	Male	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Female	NO.	1	1	0	0	0	2
		%	50	50	0	0	0	
	Persons	NO.	1	1	2	0	0	4
		%	25	25	50	0	0	0.01

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Indonesian Background Speakers 3BIBS  Indonesian: Second Language 1AIND  1BIND  2AIND  2BIND  3AIND	Male	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Persons	NO.	1	1	2	0	0	4	
		%	25	25	50	0	0		0.01
	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
	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
	Male	NO.	2	2	1	0	0	5	
		%	40	40	20	0	0		
	Female	NO.	3	3	5	0	0	11	
		%	27.27	27.27	45.45	0	0		
	Persons	NO.	5	5	6	0	0	16	
		%	31.25	31.25	37.5	0	0		0.05
Male	NO.	2	2	1	0	0	5		
	%	40	40	20	0	0			
Female	NO.	3	3	5	0	0	11		
	%	27.27	27.27	45.45	0	0			
Persons	NO.	5	5	6	0	0	16		
	%	31.25	31.25	37.5	0	0		0.05	
Male	NO.	4	4	5	3	0	16		
	%	25	25	31.25	18.75	0			
Female	NO.	7	8	11	3	0	29		
	%	24.14	27.59	37.93	10.34	0			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Indonesian: Second Language 3AIND	Persons	NO.	11	12	16	6	0	45	
		%	24.44	26.67	35.56	13.33	0		0.15
3BIND	Male	NO.	4	4	5	3	0	16	
		%	25	25	31.25	18.75	0		
	Female	NO.	7	8	11	3	0	29	
		%	24.14	27.59	37.93	10.34	0		
	Persons	NO.	11	12	16	6	0	45	
		%	24.44	26.67	35.56	13.33	0		0.15
Italian 1AITA	Male	NO.	1	0	1	0	1	3	
		%	33.33	0	33.33	0	33.33		
	Female	NO.	1	1	2	0	1	5	
		%	20	20	40	0	20		
	Persons	NO.	2	1	3	0	2	8	
		%	25	12.5	37.5	0	25		0.03
1BITA	Male	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Persons	NO.	2	1	1	0	0	4	
		%	50	25	25	0	0		0.01
2AITA	Male	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Female	NO.	1	2	10	2	0	15	
		%	6.67	13.33	66.67	13.33	0		
	Persons	NO.	1	4	11	2	0	18	
		%	5.56	22.22	61.11	11.11	0		0.06
2BITA	Male	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Female	NO.	1	1	11	2	0	15	
		%	6.67	6.67	73.33	13.33	0		
	Persons	NO.	1	3	12	2	0	18	
		%	5.56	16.67	66.67	11.11	0		0.06
3AITA	Male	NO.	6	13	15	2	0	36	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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	Italian	3AITA	%	16.67	36.11	41.67	5.56	0	
			NO.	41	56	71	7	0	175
		Persons	%	23.43	32	40.57	4	0	
			NO.	47	69	86	9	0	211
		3BITA	%	22.27	32.7	40.76	4.27	0	0.72
			NO.	6	12	15	1	0	34
	Japanese: Background Speakers	3AJBS	%	17.65	35.29	44.12	2.94	0	
			NO.	39	58	70	6	0	173
		Persons	%	22.54	33.53	40.46	3.47	0	
			NO.	45	70	85	7	0	207
		3BJBS	%	21.74	33.82	41.06	3.38	0	0.7
			NO.	0	1	2	0	0	3
	Japanese: Second Language	1AJSL	%	0	33.33	66.67	0	0	
			NO.	1	0	3	0	0	4
Persons		%	25	0	75	0	0		
		NO.	1	1	5	0	0	7	
3BJBS		%	14.29	14.29	71.43	0	0	0.02	
		NO.	0	0	3	0	0	3	
1BJSL		Male	%	0	0	100	0	0	
			NO.	1	0	2	1	0	4
		Persons	%	25	0	50	25	0	
			NO.	1	0	5	1	0	7
	1AJSL	%	14.29	0	71.43	14.29	0	0.02	
		NO.	3	0	1	0	0	4	
1BJSL	Male	%	75	0	25	0	0		
		NO.	4	5	1	0	0	10	
	Persons	%	40	50	10	0	0		
		NO.	7	5	2	0	0	14	
1BJSL	Male	%	50	35.71	14.29	0	0	0.05	
		NO.	2	0	1	1	0	4	
	Female	%	50	0	25	25	0		
		NO.	4	4	2	0	0	10	
Female	%	40	40	20	0	0			
	NO.	4	4	2	0	0	10		

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Japanese: Second Language									
1BJSL	Persons	NO.	6	4	3	1	0	14	
		%	42.86	28.57	21.43	7.14	0		0.05
2AJSL	Male	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		
	Female	NO.	1	10	8	4	1	24	
		%	4.17	41.67	33.33	16.67	4.17		
Persons	NO.	1	12	10	4	1	28		
	%	3.57	42.86	35.71	14.29	3.57		0.1	
2BJSL	Male	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		
	Female	NO.	1	9	7	4	1	22	
		%	4.55	40.91	31.82	18.18	4.55		
Persons	NO.	1	11	9	4	1	26		
	%	3.85	42.31	34.62	15.38	3.85		0.09	
3AJSL	Male	NO.	14	19	14	6	0	53	
		%	26.42	35.85	26.42	11.32	0		
	Female	NO.	43	42	34	9	1	129	
		%	33.33	32.56	26.36	6.98	0.78		
Persons	NO.	57	61	48	15	1	182		
	%	31.32	33.52	26.37	8.24	0.55		0.62	
3BJSL	Male	NO.	11	22	13	4	0	50	
		%	22	44	26	8	0		
	Female	NO.	44	43	33	6	1	127	
		%	34.65	33.86	25.98	4.72	0.79		
Persons	NO.	55	65	46	10	1	177		
	%	31.07	36.72	25.99	5.65	0.56		0.6	
Modern Greek									
3AGRE									
Male	Persons	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
Female	Persons	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		
Persons	Persons	NO.	0	1	3	0	0	4	
		%	0	25	75	0	0		0.01
3BGRE									
Male	Persons	NO.	0	0	1	0	0	1	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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	Modern Greek 3BGRE									
		%	0	0	100	0	0			
		Female	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0			
		Persons	NO.	0	1	3	0	0	4	
		%	0	25	75	0	0		0.01	
	Polish 3APOL									
		Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0			
		Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0			
		Persons	NO.	1	2	0	0	0	3	
	%	33.33	66.67	0	0	0		0.01		
	3BPOL									
		Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0			
		Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0			
Persons		NO.	1	2	0	0	0	3		
%	33.33	66.67	0	0	0		0.01			
Mathematics	Mathematics 1AMAT									
		Male	NO.	2	13	22	10	8	55	
		%	3.64	23.64	40	18.18	14.55			
		Female	NO.	4	5	23	5	5	42	
		%	9.52	11.9	54.76	11.9	11.9			
		Persons	NO.	6	18	45	15	13	97	
	%	6.19	18.56	46.39	15.46	13.4		0.33		
	1BMAT									
		Male	NO.	22	42	80	19	29	192	
		%	11.46	21.88	41.67	9.9	15.1			
		Female	NO.	42	45	73	21	19	200	
		%	21	22.5	36.5	10.5	9.5			
Persons		NO.	64	87	153	40	48	392		
%	16.33	22.19	39.03	10.2	12.24		1.33			
1CMAT	Male	NO.	45	72	90	17	19	243		
		%	18.52	29.63	37.04	7	7.82			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 12 population
			A	B	C	D	E		
Mathematics									
Mathematics									
1CMAT	Female	NO.	75	62	70	20	13	240	
		%	31.25	25.83	29.17	8.33	5.42		
	Persons	NO.	120	134	160	37	32	483	
		%	24.84	27.74	33.13	7.66	6.63		1.64
1DMAT	Male	NO.	458	737	1011	297	151	2654	
		%	17.26	27.77	38.09	11.19	5.69		
	Female	NO.	585	765	972	243	134	2699	
		%	21.67	28.34	36.01	9	4.96		
	Persons	NO.	1043	1502	1983	540	285	5353	
		%	19.48	28.06	37.04	10.09	5.32		18.17
1EMAT	Male	NO.	466	698	985	238	151	2538	
		%	18.36	27.5	38.81	9.38	5.95		
	Female	NO.	594	696	935	216	136	2577	
		%	23.05	27.01	36.28	8.38	5.28		
	Persons	NO.	1060	1394	1920	454	287	5115	
		%	20.72	27.25	37.54	8.88	5.61		17.36
2AMAT	Male	NO.	42	98	207	88	43	478	
		%	8.79	20.5	43.31	18.41	9		
	Female	NO.	43	102	234	105	37	521	
		%	8.25	19.58	44.91	20.15	7.1		
	Persons	NO.	85	200	441	193	80	999	
		%	8.51	20.02	44.14	19.32	8.01		3.39
2BMAT	Male	NO.	46	92	212	70	34	454	
		%	10.13	20.26	46.7	15.42	7.49		
	Female	NO.	48	102	235	94	21	500	
		%	9.6	20.4	47	18.8	4.2		
	Persons	NO.	94	194	447	164	55	954	
		%	9.85	20.34	46.86	17.19	5.77		3.24
2CMAT	Male	NO.	255	544	1202	499	138	2638	
		%	9.67	20.62	45.56	18.92	5.23		
	Female	NO.	360	756	1394	541	111	3162	
		%	11.39	23.91	44.09	17.11	3.51		
	Persons	NO.	615	1300	2596	1040	249	5800	
		%	10.6	22.41	44.76	17.93	4.29		19.69



# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 12 population
			A	B	C	D	E		
Mathematics Mathematics 2DMAT  3AMAT  3BMAT  3CMAT  3DMAT  PAMAT	Male	NO.	238	526	1179	487	124	2554	
		%	9.32	20.6	46.16	19.07	4.86		
	Female	NO.	347	735	1370	534	110	3096	
		%	11.21	23.74	44.25	17.25	3.55		
	Persons	NO.	585	1261	2549	1021	234	5650	19.18
		%	10.35	22.32	45.12	18.07	4.14		
	Male	NO.	250	431	869	264	79	1893	
		%	13.21	22.77	45.91	13.95	4.17		
	Female	NO.	289	550	934	247	67	2087	
		%	13.85	26.35	44.75	11.84	3.21		
	Persons	NO.	539	981	1803	511	146	3980	13.51
		%	13.54	24.65	45.3	12.84	3.67		
	Male	NO.	255	430	861	262	62	1870	
		%	13.64	22.99	46.04	14.01	3.32		
	Female	NO.	309	560	894	250	50	2063	
		%	14.98	27.14	43.33	12.12	2.42		
	Persons	NO.	564	990	1755	512	112	3933	13.35
		%	14.34	25.17	44.62	13.02	2.85		
	Male	NO.	666	550	694	235	61	2206	
		%	30.19	24.93	31.46	10.65	2.77		
	Female	NO.	411	359	482	139	35	1426	
		%	28.82	25.18	33.8	9.75	2.45		
	Persons	NO.	1077	909	1176	374	96	3632	12.33
		%	29.65	25.03	32.38	10.3	2.64		
Male	NO.	654	552	698	221	53	2178		
	%	30.03	25.34	32.05	10.15	2.43			
Female	NO.	415	355	472	138	34	1414		
	%	29.35	25.11	33.38	9.76	2.4			
Persons	NO.	1069	907	1170	359	87	3592	12.19	
	%	29.76	25.25	32.57	9.99	2.42			
Male	NO.	29	0	0	0	1	30		
	%	96.67	0	0	0	3.33			
Female	NO.	17	0	0	0	0	17		
	%	100	0	0	0	0			
Persons	NO.	46	0	0	0	1	47		
	%	100	0	0	0	2.13			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 12 population
			A	B	C	D	E		
Mathematics									
Mathematics									
PAMAT		%	97.87	0	0	0	2.13		0.16
PBMAT									
	Male	NO.	27	0	1	0	0	28	
		%	96.43	0	3.57	0	0		
	Female	NO.	15	0	0	0	0	15	
		%	100	0	0	0	0		
	Persons	NO.	42	0	1	0	0	43	
		%	97.67	0	2.33	0	0		0.15
Mathematics: Specialist									
3AMAS									
	Male	NO.	14	23	26	15	9	87	
		%	16.09	26.44	29.89	17.24	10.34		
	Female	NO.	4	2	5	0	5	16	
		%	25	12.5	31.25	0	31.25		
	Persons	NO.	18	25	31	15	14	103	
		%	17.48	24.27	30.1	14.56	13.59		0.35
3BMAS									
	Male	NO.	12	24	26	12	8	82	
		%	14.63	29.27	31.71	14.63	9.76		
	Female	NO.	4	2	5	0	5	16	
		%	25	12.5	31.25	0	31.25		
	Persons	NO.	16	26	31	12	13	98	
		%	16.33	26.53	31.63	12.24	13.27		0.33
3CMAS									
	Male	NO.	353	273	337	121	30	1114	
		%	31.69	24.51	30.25	10.86	2.69		
	Female	NO.	168	119	102	29	7	425	
		%	39.53	28	24	6.82	1.65		
	Persons	NO.	521	392	439	150	37	1539	
		%	33.85	25.47	28.53	9.75	2.4		5.22
3DMAS									
	Male	NO.	337	262	340	108	54	1101	
		%	30.61	23.8	30.88	9.81	4.9		
	Female	NO.	160	109	105	29	18	421	
		%	38	25.89	24.94	6.89	4.28		
	Persons	NO.	497	371	445	137	72	1522	
		%	32.65	24.38	29.24	9	4.73		5.17

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Science								
Animal Production Systems								
1AAPS	Male	NO.	0	0	3	1	0	4
		%	0	0	75	25	0	
	Female	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Persons	NO.	0	0	5	1	0	6
		%	0	0	83.33	16.67	0	0.02
1BAPS	Male	NO.	0	1	2	1	0	4
		%	0	25	50	25	0	
	Female	NO.	0	1	1	0	0	2
		%	0	50	50	0	0	
	Persons	NO.	0	2	3	1	0	6
		%	0	33.33	50	16.67	0	0.02
1CAPS	Male	NO.	3	16	29	10	4	62
		%	4.84	25.81	46.77	16.13	6.45	
	Female	NO.	3	7	19	1	0	30
		%	10	23.33	63.33	3.33	0	
	Persons	NO.	6	23	48	11	4	92
		%	6.52	25	52.17	11.96	4.35	0.31
1DAPS	Male	NO.	3	15	32	9	3	62
		%	4.84	24.19	51.61	14.52	4.84	
	Female	NO.	3	7	18	1	0	29
		%	10.34	24.14	62.07	3.45	0	
	Persons	NO.	6	22	50	10	3	91
		%	6.59	24.18	54.95	10.99	3.3	0.31
2AAPS	Male	NO.	5	12	19	5	0	41
		%	12.2	29.27	46.34	12.2	0	
	Female	NO.	11	12	20	3	0	46
		%	23.91	26.09	43.48	6.52	0	
	Persons	NO.	16	24	39	8	0	87
		%	18.39	27.59	44.83	9.2	0	0.3
2BAPS	Male	NO.	5	12	21	2	0	40
		%	12.5	30	52.5	5	0	
	Female	NO.	11	13	20	2	0	46
		%	23.91	28.26	43.48	4.35	0	
	Persons	NO.	16	25	41	4	0	86

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Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Science								
Animal Production Systems								
2BAPS		%	18.6	29.07	47.67	4.65	0	0.29
3AAPS	Male	NO.	1	2	2	0	0	5
		%	20	40	40	0	0	
	Female	NO.	11	8	2	0	0	21
		%	52.38	38.1	9.52	0	0	
	Persons	NO.	12	10	4	0	0	26
		%	46.15	38.46	15.38	0	0	0.09
3BAPS	Male	NO.	1	1	2	1	0	5
		%	20	20	40	20	0	
	Female	NO.	5	8	8	0	0	21
		%	23.81	38.1	38.1	0	0	
	Persons	NO.	6	9	10	1	0	26
		%	23.08	34.62	38.46	3.85	0	0.09
Aviation								
2AAVN	Male	NO.	0	2	0	5	0	7
		%	0	28.57	0	71.43	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	0	2	0	5	0	7
		%	0	28.57	0	71.43	0	0.02
2BAVN	Male	NO.	0	2	0	5	0	7
		%	0	28.57	0	71.43	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	0	2	0	5	0	7
		%	0	28.57	0	71.43	0	0.02
3AAVN	Male	NO.	14	19	31	10	4	78
		%	17.95	24.36	39.74	12.82	5.13	
	Female	NO.	1	1	1	1	0	4
		%	25	25	25	25	0	
	Persons	NO.	15	20	32	11	4	82
		%	18.29	24.39	39.02	13.41	4.88	0.28
3BAVN	Male	NO.	19	27	23	2	4	75
		%	25.33	36	30.67	2.67	5.33	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Science								
Aviation								
3BAVN	Female	NO.	1	1	1	0	1	4
		%	25	25	25	0	25	
	Persons	NO.	20	28	24	2	5	79
		%	25.32	35.44	30.38	2.53	6.33	0.27
Biological Sciences								
1ABIO	Male	NO.	1	1	1	3	0	6
		%	16.67	16.67	16.67	50	0	
	Female	NO.	1	4	5	2	1	13
		%	7.69	30.77	38.46	15.38	7.69	
	Persons	NO.	2	5	6	5	1	19
		%	10.53	26.32	31.58	26.32	5.26	0.06
1BBIO	Male	NO.	1	1	1	3	0	6
		%	16.67	16.67	16.67	50	0	
	Female	NO.	0	4	4	2	2	12
		%	0	33.33	33.33	16.67	16.67	
	Persons	NO.	1	5	5	5	2	18
		%	5.56	27.78	27.78	27.78	11.11	0.06
2ABIO	Male	NO.	1	6	8	2	1	18
		%	5.56	33.33	44.44	11.11	5.56	
	Female	NO.	1	6	15	9	1	32
		%	3.12	18.75	46.88	28.12	3.12	
	Persons	NO.	2	12	23	11	2	50
		%	4	24	46	22	4	0.17
2BBIO	Male	NO.	4	4	6	2	0	16
		%	25	25	37.5	12.5	0	
	Female	NO.	3	2	16	8	0	29
		%	10.34	6.9	55.17	27.59	0	
	Persons	NO.	7	6	22	10	0	45
		%	15.56	13.33	48.89	22.22	0	0.15
3ABIO	Male	NO.	89	156	256	58	12	571
		%	15.59	27.32	44.83	10.16	2.1	
	Female	NO.	241	343	391	72	4	1051
		%	22.93	32.64	37.2	6.85	0.38	
	Persons	NO.	330	499	647	130	16	1622
		%	20.35	30.76	39.89	8.01	0.99	5.51

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Biological Sciences									
3BBIO	Male	NO.	82	157	259	55	14	567	
		%	14.46	27.69	45.68	9.7	2.47		
	Female	NO.	239	330	387	73	8	1037	
		%	23.05	31.82	37.32	7.04	0.77		
	Persons	NO.	321	487	646	128	22	1604	
		%	20.01	30.36	40.27	7.98	1.37		5.45
Chemistry									
2ACHE	Male	NO.	4	13	24	13	3	57	
		%	7.02	22.81	42.11	22.81	5.26		
	Female	NO.	17	21	40	12	7	97	
		%	17.53	21.65	41.24	12.37	7.22		
	Persons	NO.	21	34	64	25	10	154	
		%	13.64	22.08	41.56	16.23	6.49		0.52
2BCHE	Male	NO.	4	18	19	9	4	54	
		%	7.41	33.33	35.19	16.67	7.41		
	Female	NO.	14	20	39	7	6	86	
		%	16.28	23.26	45.35	8.14	6.98		
	Persons	NO.	18	38	58	16	10	140	
		%	12.86	27.14	41.43	11.43	7.14		0.48
3ACHE	Male	NO.	788	648	787	198	70	2491	
		%	31.63	26.01	31.59	7.95	2.81		
	Female	NO.	647	603	686	148	28	2112	
		%	30.63	28.55	32.48	7.01	1.33		
	Persons	NO.	1435	1251	1473	346	98	4603	
		%	31.18	27.18	32	7.52	2.13		15.63
3BCHE	Male	NO.	786	635	789	187	64	2461	
		%	31.94	25.8	32.06	7.6	2.6		
	Female	NO.	658	584	681	135	29	2087	
		%	31.53	27.98	32.63	6.47	1.39		
	Persons	NO.	1444	1219	1470	322	93	4548	
		%	31.75	26.8	32.32	7.08	2.04		15.44
Earth and Environmental Science									
1AEES	Male	NO.	1	2	1	1	0	5	
		%	20	40	20	20	0		

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Science								
Earth and Environmental Science								
1AEES	Female	NO.	0	1	0	2	0	3
		%	0	33.33	0	66.67	0	
	Persons	NO.	1	3	1	3	0	8
		%	12.5	37.5	12.5	37.5	0	0.03
1BEES	Male	NO.	1	0	1	1	0	3
		%	33.33	0	33.33	33.33	0	
	Female	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	
	Persons	NO.	2	0	1	1	0	4
		%	50	0	25	25	0	0.01
2AEES	Male	NO.	1	7	27	8	1	44
		%	2.27	15.91	61.36	18.18	2.27	
	Female	NO.	1	4	9	2	0	16
		%	6.25	25	56.25	12.5	0	
	Persons	NO.	2	11	36	10	1	60
		%	3.33	18.33	60	16.67	1.67	0.2
2BEES	Male	NO.	1	7	29	7	0	44
		%	2.27	15.91	65.91	15.91	0	
	Female	NO.	1	5	8	2	0	16
		%	6.25	31.25	50	12.5	0	
	Persons	NO.	2	12	37	9	0	60
		%	3.33	20	61.67	15	0	0.2
3AEES	Male	NO.	10	35	55	10	0	110
		%	9.09	31.82	50	9.09	0	
	Female	NO.	20	33	60	1	5	119
		%	16.81	27.73	50.42	0.84	4.2	
	Persons	NO.	30	68	115	11	5	229
		%	13.1	29.69	50.22	4.8	2.18	0.78
3BEES	Male	NO.	11	32	56	10	0	109
		%	10.09	29.36	51.38	9.17	0	
	Female	NO.	20	34	55	3	3	115
		%	17.39	29.57	47.83	2.61	2.61	
	Persons	NO.	31	66	111	13	3	224
		%	13.84	29.46	49.55	5.8	1.34	0.76

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Human Biological Science									
1AHBS	Male	NO.	4	4	11	3	1	23	
		%	17.39	17.39	47.83	13.04	4.35		
	Female	NO.	4	12	17	4	3	40	
		%	10	30	42.5	10	7.5		
	Persons	NO.	8	16	28	7	4	63	
		%	12.7	25.4	44.44	11.11	6.35		0.21
1BHBS	Male	NO.	4	7	9	3	1	24	
		%	16.67	29.17	37.5	12.5	4.17		
	Female	NO.	13	4	16	3	0	36	
		%	36.11	11.11	44.44	8.33	0		
	Persons	NO.	17	11	25	6	1	60	
		%	28.33	18.33	41.67	10	1.67		0.2
2AHBS	Male	NO.	6	37	59	20	20	142	
		%	4.23	26.06	41.55	14.08	14.08		
	Female	NO.	40	90	149	81	29	389	
		%	10.28	23.14	38.3	20.82	7.46		
	Persons	NO.	46	127	208	101	49	531	
		%	8.66	23.92	39.17	19.02	9.23		1.8
2BHBS	Male	NO.	8	27	63	18	14	130	
		%	6.15	20.77	48.46	13.85	10.77		
	Female	NO.	41	84	156	71	23	375	
		%	10.93	22.4	41.6	18.93	6.13		
	Persons	NO.	49	111	219	89	37	505	
		%	9.7	21.98	43.37	17.62	7.33		1.71
3AHBS	Male	NO.	174	318	574	184	34	1284	
		%	13.55	24.77	44.7	14.33	2.65		
	Female	NO.	545	764	1160	286	63	2818	
		%	19.34	27.11	41.16	10.15	2.24		
	Persons	NO.	719	1082	1734	470	97	4102	
		%	17.53	26.38	42.27	11.46	2.36		13.93
3BHBS	Male	NO.	171	316	567	176	29	1259	
		%	13.58	25.1	45.04	13.98	2.3		
	Female	NO.	541	769	1144	273	44	2771	
		%	19.52	27.75	41.28	9.85	1.59		
	Persons	NO.	712	1085	1711	449	73	4030	



# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Science								
Human Biological Science 3BHBS		%	17.67	26.92	42.46	11.14	1.81	13.68
Integrated Science 1AISC	Male	NO.	4	19	28	17	16	84
		%	4.76	22.62	33.33	20.24	19.05	
	Female	NO.	19	29	26	5	7	86
		%	22.09	33.72	30.23	5.81	8.14	
	Persons	NO.	23	48	54	22	23	170
		%	13.53	28.24	31.76	12.94	13.53	0.58
1BISC	Male	NO.	5	18	29	17	12	81
		%	6.17	22.22	35.8	20.99	14.81	
	Female	NO.	19	31	27	3	4	84
		%	22.62	36.9	32.14	3.57	4.76	
	Persons	NO.	24	49	56	20	16	165
		%	14.55	29.7	33.94	12.12	9.7	0.56
1CISC	Male	NO.	134	272	374	84	33	897
		%	14.94	30.32	41.69	9.36	3.68	
	Female	NO.	228	316	270	44	24	882
		%	25.85	35.83	30.61	4.99	2.72	
	Persons	NO.	362	588	644	128	57	1779
		%	20.35	33.05	36.2	7.2	3.2	6.04
1DISC	Male	NO.	151	253	395	55	27	881
		%	17.14	28.72	44.84	6.24	3.06	
	Female	NO.	255	335	238	27	14	869
		%	29.34	38.55	27.39	3.11	1.61	
	Persons	NO.	406	588	633	82	41	1750
		%	23.2	33.6	36.17	4.69	2.34	5.94
2AISC	Male	NO.	9	18	26	7	4	64
		%	14.06	28.12	40.62	10.94	6.25	
	Female	NO.	10	21	35	7	2	75
		%	13.33	28	46.67	9.33	2.67	
	Persons	NO.	19	39	61	14	6	139
		%	13.67	28.06	43.88	10.07	4.32	0.47
2BISC	Male	NO.	9	16	23	11	0	59
		%	15.25	27.12	38.98	18.64	0	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Integrated Science									
2BISC	Female	NO.	9	20	33	8	0	70	
		%	12.86	28.57	47.14	11.43	0		
	Persons	NO.	18	36	56	19	0	129	
		%	13.95	27.91	43.41	14.73	0		0.44
3AISC	Male	NO.	7	19	24	15	2	67	
		%	10.45	28.36	35.82	22.39	2.99		
	Female	NO.	11	20	19	5	1	56	
		%	19.64	35.71	33.93	8.93	1.79		
	Persons	NO.	18	39	43	20	3	123	
		%	14.63	31.71	34.96	16.26	2.44		0.42
3BISC	Male	NO.	9	28	19	8	1	65	
		%	13.85	43.08	29.23	12.31	1.54		
	Female	NO.	15	16	20	2	1	54	
		%	27.78	29.63	37.04	3.7	1.85		
	Persons	NO.	24	44	39	10	2	119	
		%	20.17	36.97	32.77	8.4	1.68		0.4
PAISC	Male	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		0.01
PBISC	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		0.01
Physics									
1APHY	Male	NO.	2	3	0	2	0	7	
		%	28.57	42.86	0	28.57	0		
	Female	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Persons	NO.	3	3	1	2	0	9	
		%	33.33	33.33	11.11	22.22	0		0.03

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Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Physics									
1BPHY	Male	NO.	5	4	2	3	1	15	
		%	33.33	26.67	13.33	20	6.67		
	Female	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Persons	NO.	6	4	3	3	1	17	
		%	35.29	23.53	17.65	17.65	5.88		0.06
2APHY	Male	NO.	1	11	24	9	14	59	
		%	1.69	18.64	40.68	15.25	23.73		
	Female	NO.	5	11	10	4	2	32	
		%	15.62	34.38	31.25	12.5	6.25		
	Persons	NO.	6	22	34	13	16	91	
		%	6.59	24.18	37.36	14.29	17.58		0.31
2BPHY	Male	NO.	7	14	24	7	11	63	
		%	11.11	22.22	38.1	11.11	17.46		
	Female	NO.	5	12	9	3	3	32	
		%	15.62	37.5	28.12	9.38	9.38		
	Persons	NO.	12	26	33	10	14	95	
		%	12.63	27.37	34.74	10.53	14.74		0.32
3APHY	Male	NO.	658	632	900	257	89	2536	
		%	25.95	24.92	35.49	10.13	3.51		
	Female	NO.	291	300	359	93	29	1072	
		%	27.15	27.99	33.49	8.68	2.71		
	Persons	NO.	949	932	1259	350	118	3608	
		%	26.3	25.83	34.89	9.7	3.27		12.25
3BPHY	Male	NO.	658	649	909	224	65	2505	
		%	26.27	25.91	36.29	8.94	2.59		
	Female	NO.	290	307	351	87	16	1051	
		%	27.59	29.21	33.4	8.28	1.52		
	Persons	NO.	948	956	1260	311	81	3556	
		%	26.66	26.88	35.43	8.75	2.28		12.07
Plant Production Systems									
1APPS	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		

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Plant Production Systems									
1A PPS	Persons	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		0.01
1B PPS	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		0.01
1C PPS	Male	NO.	7	13	32	9	4	65	
		%	10.77	20	49.23	13.85	6.15		
	Female	NO.	2	11	6	2	1	22	
		%	9.09	50	27.27	9.09	4.55		
	Persons	NO.	9	24	38	11	5	87	
		%	10.34	27.59	43.68	12.64	5.75		0.3
1D PPS	Male	NO.	5	14	34	8	4	65	
		%	7.69	21.54	52.31	12.31	6.15		
	Female	NO.	4	7	7	2	1	21	
		%	19.05	33.33	33.33	9.52	4.76		
	Persons	NO.	9	21	41	10	5	86	
		%	10.47	24.42	47.67	11.63	5.81		0.29
2A PPS	Male	NO.	6	10	17	5	1	39	
		%	15.38	25.64	43.59	12.82	2.56		
	Female	NO.	5	5	15	14	0	39	
		%	12.82	12.82	38.46	35.9	0		
	Persons	NO.	11	15	32	19	1	78	
		%	14.1	19.23	41.03	24.36	1.28		0.26
2B PPS	Male	NO.	6	13	16	3	0	38	
		%	15.79	34.21	42.11	7.89	0		
	Female	NO.	6	5	14	14	0	39	
		%	15.38	12.82	35.9	35.9	0		
	Persons	NO.	12	18	30	17	0	77	
		%	15.58	23.38	38.96	22.08	0		0.26
3A PPS	Male	NO.	1	1	2	1	0	5	
		%	20	20	40	20	0		

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Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Plant Production Systems									
3APPS	Female	NO.	1	4	10	0	0	15	
		%	6.67	26.67	66.67	0	0		
	Persons	NO.	2	5	12	1	0	20	
		%	10	25	60	5	0		0.07
3BPSS	Male	NO.	1	1	2	1	0	5	
		%	20	20	40	20	0		
	Female	NO.	1	4	10	0	0	15	
		%	6.67	26.67	66.67	0	0		
	Persons	NO.	2	5	12	1	0	20	
		%	10	25	60	5	0		0.07
PAPPS	Male	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	5	0	0	0	0	5	
		%	100	0	0	0	0		0.02
Psychology									
1APSY	Male	NO.	1	7	11	7	1	27	
		%	3.7	25.93	40.74	25.93	3.7		
	Female	NO.	16	12	18	6	1	53	
		%	30.19	22.64	33.96	11.32	1.89		
	Persons	NO.	17	19	29	13	2	80	
		%	21.25	23.75	36.25	16.25	2.5		0.27
1BPSY	Male	NO.	1	9	10	4	2	26	
		%	3.85	34.62	38.46	15.38	7.69		
	Female	NO.	15	14	17	3	1	50	
		%	30	28	34	6	2		
	Persons	NO.	16	23	27	7	3	76	
		%	21.05	30.26	35.53	9.21	3.95		0.26
2APSY	Male	NO.	6	8	21	11	3	49	
		%	12.24	16.33	42.86	22.45	6.12		
	Female	NO.	48	41	57	21	6	173	
		%	27.75	23.7	32.95	12.14	3.47		
	Persons	NO.	54	49	78	32	9	222	
		%	24.32	22.07	35.14	14.41	4.05		0.75

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Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Psychology 2BPSY  3APSY  3BPSY	Male	NO.	5	9	23	6	3	46	
		%	10.87	19.57	50	13.04	6.52		
	Female	NO.	50	41	57	19	3	170	
		%	29.41	24.12	33.53	11.18	1.76		
	Persons	NO.	55	50	80	25	6	216	0.73
		%	25.46	23.15	37.04	11.57	2.78		
	Male	NO.	13	19	46	24	9	111	
		%	11.71	17.12	41.44	21.62	8.11		
	Female	NO.	80	105	104	45	7	341	
		%	23.46	30.79	30.5	13.2	2.05		
	Persons	NO.	93	124	150	69	16	452	1.53
		%	20.58	27.43	33.19	15.27	3.54		
	Male	NO.	13	19	45	21	9	107	
		%	12.15	17.76	42.06	19.63	8.41		
	Female	NO.	82	105	105	36	5	333	
		%	24.62	31.53	31.53	10.81	1.5		
	Persons	NO.	95	124	150	57	14	440	1.49
		%	21.59	28.18	34.09	12.95	3.18		
Society and Environment Aboriginal and Intercultural Studies 1AAIS  1BAIS  Ancient History 1AHIA	Male	NO.	1	3	12	4	3	23	
		%	4.35	13.04	52.17	17.39	13.04		
	Female	NO.	0	2	2	3	3	10	
		%	0	20	20	30	30		
	Persons	NO.	1	5	14	7	6	33	0.11
		%	3.03	15.15	42.42	21.21	18.18		
	Male	NO.	1	4	3	4	0	12	
		%	8.33	33.33	25	33.33	0		
	Female	NO.	0	6	4	2	0	12	
		%	0	50	33.33	16.67	0		
	Persons	NO.	1	10	7	6	0	24	0.08
		%	4.17	41.67	29.17	25	0		
Male	NO.	2	0	7	0	0	9		
	%								

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Society and Environment								
Ancient History								
1AHIA	Female	%	22.22	0	77.78	0	0	
		NO.	2	2	1	0	0	5
	Persons	%	40	40	20	0	0	
		NO.	4	2	8	0	0	14
		%	28.57	14.29	57.14	0	0	0.05
	1BHIA	Male	NO.	2	0	5	0	0
%			28.57	0	71.43	0	0	
Female		NO.	1	3	0	0	1	5
		%	20	60	0	0	20	
Persons		NO.	3	3	5	0	1	12
		%	25	25	41.67	0	8.33	0.04
2AHIA	Male	NO.	0	0	3	0	0	3
		%	0	0	100	0	0	
	Female	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Persons	NO.	0	0	4	0	0	4
		%	0	0	100	0	0	0.01
2BHIA	Male	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Female	NO.	0	0	0	1	0	1
		%	0	0	0	100	0	
	Persons	NO.	0	0	2	1	0	3
		%	0	0	66.67	33.33	0	0.01
3AHIA	Male	NO.	25	24	24	6	0	79
		%	31.65	30.38	30.38	7.59	0	
	Female	NO.	21	16	32	2	1	72
		%	29.17	22.22	44.44	2.78	1.39	
	Persons	NO.	46	40	56	8	1	151
		%	30.46	26.49	37.09	5.3	0.66	0.51
3BHIA	Male	NO.	26	22	23	6	0	77
		%	33.77	28.57	29.87	7.79	0	
	Female	NO.	21	18	29	3	0	71
		%	29.58	25.35	40.85	4.23	0	
	Persons	NO.	47	40	52	9	0	148
		%	31.76	27.03	35.14	6.08	0	0.5

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Aspects of the Tourism Industry	1AAST	Male	NO.	0	1	1	0	0	2		
			%	0	50	50	0	0			
	Female	NO.	1	0	0	0	1	2			
		%	50	0	0	0	50				
	Persons	NO.	1	1	1	0	1	4			
		%	25	25	25	0	25		0.01		
	1BAST	Male	NO.	1	0	0	0	0	1		
			%	100	0	0	0	0			
		Female	NO.	1	0	0	0	0	1		
			%	100	0	0	0	0			
		Persons	NO.	2	0	0	0	0	2		
			%	100	0	0	0	0		0.01	
	1CAST	Male	NO.	7	20	19	4	3	53		
			%	13.21	37.74	35.85	7.55	5.66			
		Female	NO.	81	113	77	10	3	284		
			%	28.52	39.79	27.11	3.52	1.06			
		Persons	NO.	88	133	96	14	6	337		
			%	26.11	39.47	28.49	4.15	1.78		1.14	
		1DAST	Male	NO.	7	23	19	2	1	52	
				%	13.46	44.23	36.54	3.85	1.92		
			Female	NO.	81	114	73	9	6	283	
				%	28.62	40.28	25.8	3.18	2.12		
			Persons	NO.	88	137	92	11	7	335	
				%	26.27	40.9	27.46	3.28	2.09		1.14
Economics	1AECO	Male	NO.	0	0	1	1	0	2		
			%	0	0	50	50	0			
		Female	NO.	0	3	3	0	1	7		
			%	0	42.86	42.86	0	14.29			
		Persons	NO.	0	3	4	1	1	9		
			%	0	33.33	44.44	11.11	11.11		0.03	
	1BECO	Male	NO.	0	0	1	1	0	2		
			%	0	0	50	50	0			
		Female	NO.	0	3	3	0	1	7		
			%	0	42.86	42.86	0	14.29			



# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Economics									
1BECO	Persons	NO.	0	3	4	1	1	9	
		%	0	33.33	44.44	11.11	11.11		0.03
2AECO	Male	NO.	5	9	22	3	2	41	
		%	12.2	21.95	53.66	7.32	4.88		
	Female	NO.	9	13	15	4	2	43	
		%	20.93	30.23	34.88	9.3	4.65		
	Persons	NO.	14	22	37	7	4	84	
		%	16.67	26.19	44.05	8.33	4.76		0.29
2BECO	Male	NO.	5	5	27	0	3	40	
		%	12.5	12.5	67.5	0	7.5		
	Female	NO.	5	13	18	3	4	43	
		%	11.63	30.23	41.86	6.98	9.3		
	Persons	NO.	10	18	45	3	7	83	
		%	12.05	21.69	54.22	3.61	8.43		0.28
3AECO	Male	NO.	245	300	471	78	24	1118	
		%	21.91	26.83	42.13	6.98	2.15		
	Female	NO.	240	249	349	63	12	913	
		%	26.29	27.27	38.23	6.9	1.31		
	Persons	NO.	485	549	820	141	36	2031	
		%	23.88	27.03	40.37	6.94	1.77		6.9
3BECO	Male	NO.	241	295	468	85	24	1113	
		%	21.65	26.5	42.05	7.64	2.16		
	Female	NO.	246	246	340	57	12	901	
		%	27.3	27.3	37.74	6.33	1.33		
	Persons	NO.	487	541	808	142	36	2014	
		%	24.18	26.86	40.12	7.05	1.79		6.84
Geography									
1AGEO									
1BGE0	Male	NO.	11	22	30	3	1	67	
		%	16.42	32.84	44.78	4.48	1.49		
Female	NO.	22	27	28	7	3	87		
	%	25.29	31.03	32.18	8.05	3.45			
Persons	NO.	33	49	58	10	4	154		
	%	21.43	31.82	37.66	6.49	2.6		0.52	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Society and Environment								
Geography								
1BGEO								
		%	14.04	35.09	49.12	1.75	0	
	Female	NO.	25	24	23	2	1	75
		%	33.33	32	30.67	2.67	1.33	
	Persons	NO.	33	44	51	3	1	132
		%	25	33.33	38.64	2.27	0.76	0.45
2AGEO								
	Male	NO.	5	31	72	16	10	134
		%	3.73	23.13	53.73	11.94	7.46	
	Female	NO.	15	47	83	26	4	175
		%	8.57	26.86	47.43	14.86	2.29	
	Persons	NO.	20	78	155	42	14	309
		%	6.47	25.24	50.16	13.59	4.53	1.05
2BGEO								
	Male	NO.	8	27	70	14	7	126
		%	6.35	21.43	55.56	11.11	5.56	
	Female	NO.	19	45	84	18	1	167
		%	11.38	26.95	50.3	10.78	0.6	
	Persons	NO.	27	72	154	32	8	293
		%	9.22	24.57	52.56	10.92	2.73	0.99
3AGEO								
	Male	NO.	93	171	427	104	18	813
		%	11.44	21.03	52.52	12.79	2.21	
	Female	NO.	158	271	469	68	14	980
		%	16.12	27.65	47.86	6.94	1.43	
	Persons	NO.	251	442	896	172	32	1793
		%	14	24.65	49.97	9.59	1.78	6.09
3BGEO								
	Male	NO.	100	177	405	94	12	788
		%	12.69	22.46	51.4	11.93	1.52	
	Female	NO.	168	266	455	58	11	958
		%	17.54	27.77	47.49	6.05	1.15	
	Persons	NO.	268	443	860	152	23	1746
		%	15.35	25.37	49.26	8.71	1.32	5.93
Modern History								
1AHIM								
	Male	NO.	9	14	17	5	1	46
		%	19.57	30.43	36.96	10.87	2.17	
	Female	NO.	24	17	28	9	0	78
		%	30.77	21.79	35.9	11.54	0	
	Persons	NO.	33	31	45	14	1	124

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Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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	Modern History	1AHIM								
			%	26.61	25	36.29	11.29	0.81		0.42
	1BHIM	Male	NO.	5	13	21	4	2	45	
			%	11.11	28.89	46.67	8.89	4.44		
		Female	NO.	21	24	22	3	2	72	
			%	29.17	33.33	30.56	4.17	2.78		
		Persons	NO.	26	37	43	7	4	117	
			%	22.22	31.62	36.75	5.98	3.42		0.4
	2AHIM	Male	NO.	0	11	24	9	2	46	
			%	0	23.91	52.17	19.57	4.35		
		Female	NO.	0	6	17	7	3	33	
			%	0	18.18	51.52	21.21	9.09		
		Persons	NO.	0	17	41	16	5	79	
			%	0	21.52	51.9	20.25	6.33		0.27
	2BHIM	Male	NO.	2	8	22	10	0	42	
			%	4.76	19.05	52.38	23.81	0		
		Female	NO.	0	5	17	6	2	30	
			%	0	16.67	56.67	20	6.67		
		Persons	NO.	2	13	39	16	2	72	
			%	2.78	18.06	54.17	22.22	2.78		0.24
	3AHIM	Male	NO.	100	202	456	115	19	892	
			%	11.21	22.65	51.12	12.89	2.13		
		Female	NO.	296	469	764	163	29	1721	
			%	17.2	27.25	44.39	9.47	1.69		
		Persons	NO.	396	671	1220	278	48	2613	
			%	15.15	25.68	46.69	10.64	1.84		8.87
	3BHIM	Male	NO.	106	207	448	101	17	879	
			%	12.06	23.55	50.97	11.49	1.93		
		Female	NO.	298	462	743	165	25	1693	
			%	17.6	27.29	43.89	9.75	1.48		
		Persons	NO.	404	669	1191	266	42	2572	
			%	15.71	26.01	46.31	10.34	1.63		8.73
Philosophy and Ethics	1APAE	Male	NO.	0	0	0	0	0	0	
			%	0	0	0	0	0		

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Philosophy and Ethics	1APAE	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	
	1BPAE	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	
	2APAE	Male	NO.	0	2	4	1	0	7	
			%	0	28.57	57.14	14.29	0		
		Female	NO.	4	10	7	3	0	24	
			%	16.67	41.67	29.17	12.5	0		
		Persons	NO.	4	12	11	4	0	31	
			%	12.9	38.71	35.48	12.9	0		0.11
	2BPAE	Male	NO.	1	1	5	1	0	8	
			%	12.5	12.5	62.5	12.5	0		
		Female	NO.	3	7	11	2	0	23	
			%	13.04	30.43	47.83	8.7	0		
		Persons	NO.	4	8	16	3	0	31	
			%	12.9	25.81	51.61	9.68	0		0.11
	3APAE	Male	NO.	26	21	18	4	0	69	
			%	37.68	30.43	26.09	5.8	0		
Female		NO.	19	27	15	2	0	63		
		%	30.16	42.86	23.81	3.17	0			
Persons		NO.	45	48	33	6	0	132		
		%	34.09	36.36	25	4.55	0		0.45	
3BPAE	Male	NO.	25	22	18	4	0	69		
		%	36.23	31.88	26.09	5.8	0			
	Female	NO.	19	26	16	2	0	63		
		%	30.16	41.27	25.4	3.17	0			
	Persons	NO.	44	48	34	6	0	132		
		%	33.33	36.36	25.76	4.55	0		0.45	

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Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Politics and Law	1APAL	Male	NO.	1	2	2	0	2	7	
			%	14.29	28.57	28.57	0	28.57		
	Female	NO.	1	2	0	2	1	6		
		%	16.67	33.33	0	33.33	16.67			
	Persons	NO.	2	4	2	2	3	13		
		%	15.38	30.77	15.38	15.38	23.08	0.04		
	1BPAL	Male	NO.	1	3	4	1	1	10	
			%	10	30	40	10	10		
		Female	NO.	5	4	4	1	0	14	
			%	35.71	28.57	28.57	7.14	0		
		Persons	NO.	6	7	8	2	1	24	
			%	25	29.17	33.33	8.33	4.17	0.08	
	2APAL	Male	NO.	5	10	15	3	2	35	
			%	14.29	28.57	42.86	8.57	5.71		
		Female	NO.	3	13	20	5	0	41	
			%	7.32	31.71	48.78	12.2	0		
		Persons	NO.	8	23	35	8	2	76	
			%	10.53	30.26	46.05	10.53	2.63	0.26	
	2BPAL	Male	NO.	4	12	14	3	1	34	
			%	11.76	35.29	41.18	8.82	2.94		
		Female	NO.	3	13	20	5	0	41	
			%	7.32	31.71	48.78	12.2	0		
		Persons	NO.	7	25	34	8	1	75	
			%	9.33	33.33	45.33	10.67	1.33	0.25	
3APAL	Male	NO.	71	81	130	40	15	337		
		%	21.07	24.04	38.58	11.87	4.45			
	Female	NO.	134	144	184	41	9	512		
		%	26.17	28.12	35.94	8.01	1.76			
	Persons	NO.	205	225	314	81	24	849		
		%	24.15	26.5	36.98	9.54	2.83	2.88		
3BPAL	Male	NO.	69	83	131	30	13	326		
		%	21.17	25.46	40.18	9.2	3.99			
	Female	NO.	136	144	173	34	9	496		
		%	27.42	29.03	34.88	6.85	1.81			
	Persons	NO.	205	227	304	64	22	822		
		%								

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Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Society and Environment Politics and Law 3BPAL								
		%	24.94	27.62	36.98	7.79	2.68	2.79
Religion and Life 1AREL	Male	NO.	0	1	2	2	0	5
		%	0	20	40	40	0	
	Female	NO.	0	0	3	0	0	3
		%	0	0	100	0	0	
	Persons	NO.	0	1	5	2	0	8
		%	0	12.5	62.5	25	0	0.03
1BREL	Male	NO.	5	15	32	16	13	81
		%	6.17	18.52	39.51	19.75	16.05	
	Female	NO.	22	42	38	8	2	112
		%	19.64	37.5	33.93	7.14	1.79	
	Persons	NO.	27	57	70	24	15	193
		%	13.99	29.53	36.27	12.44	7.77	0.66
1CREL	Male	NO.	275	486	591	113	25	1490
		%	18.46	32.62	39.66	7.58	1.68	
	Female	NO.	514	440	355	51	6	1366
		%	37.63	32.21	25.99	3.73	0.44	
	Persons	NO.	789	926	946	164	31	2856
		%	27.63	32.42	33.12	5.74	1.09	9.7
1DREL	Male	NO.	278	498	635	60	24	1495
		%	18.6	33.31	42.47	4.01	1.61	
	Female	NO.	544	435	357	28	6	1370
		%	39.71	31.75	26.06	2.04	0.44	
	Persons	NO.	822	933	992	88	30	2865
		%	28.69	32.57	34.62	3.07	1.05	9.73
2AREL	Male	NO.	69	105	146	44	11	375
		%	18.4	28	38.93	11.73	2.93	
	Female	NO.	103	162	214	24	9	512
		%	20.12	31.64	41.8	4.69	1.76	
	Persons	NO.	172	267	360	68	20	887
		%	19.39	30.1	40.59	7.67	2.25	3.01
2BREL	Male	NO.	70	109	136	33	3	351
		%	19.94	31.05	38.75	9.4	0.85	

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Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Religion and Life 2BREL	Female	NO.	111	165	200	24	6	506	2.91	
		%	21.94	32.61	39.53	4.74	1.19			
	Persons	NO.	181	274	336	57	9	857		
		%	21.12	31.97	39.21	6.65	1.05			
	3AREL	Male	NO.	58	106	153	26	2		345
			%	16.81	30.72	44.35	7.54	0.58		
		Female	NO.	144	228	192	25	2		591
			%	24.37	38.58	32.49	4.23	0.34		
		Persons	NO.	202	334	345	51	4		936
			%	21.58	35.68	36.86	5.45	0.43		
	3BREL	Male	NO.	57	114	135	29	3		338
			%	16.86	33.73	39.94	8.58	0.89		
		Female	NO.	140	235	191	17	4		587
			%	23.85	40.03	32.54	2.9	0.68		
		Persons	NO.	197	349	326	46	7		925
			%	21.3	37.73	35.24	4.97	0.76		
	PAREL	Male	NO.	6	0	0	0	0		6
			%	100	0	0	0	0		
		Female	NO.	1	0	0	0	0		1
			%	100	0	0	0	0		
		Persons	NO.	7	0	0	0	0		7
			%	100	0	0	0	0		
	PBREL	Male	NO.	6	0	0	0	0		6
			%	100	0	0	0	0		
Female		NO.	2	0	0	0	0	2		
		%	100	0	0	0	0			
Persons		NO.	8	0	0	0	0	8		
		%	100	0	0	0	0			
Technology and Enterprise Accounting and Finance 1AACF	Male	NO.	2	6	2	0	3	13		
		%	15.38	46.15	15.38	0	23.08			
	Female	NO.	5	6	5	2	2	20		
		%	25	30	25	10	10			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Accounting and Finance									
1AACF	Persons	NO.	7	12	7	2	5	33	
		%	21.21	36.36	21.21	6.06	15.15		0.11
1BACF	Male	NO.	4	1	5	1	0	11	
		%	36.36	9.09	45.45	9.09	0		
	Female	NO.	5	5	6	1	3	20	
		%	25	25	30	5	15		
	Persons	NO.	9	6	11	2	3	31	
		%	29.03	19.35	35.48	6.45	9.68		0.11
2AACF	Male	NO.	6	10	15	6	11	48	
		%	12.5	20.83	31.25	12.5	22.92		
	Female	NO.	14	27	32	5	10	88	
		%	15.91	30.68	36.36	5.68	11.36		
	Persons	NO.	20	37	47	11	21	136	
		%	14.71	27.21	34.56	8.09	15.44		0.46
2BACF	Male	NO.	3	7	12	7	7	36	
		%	8.33	19.44	33.33	19.44	19.44		
	Female	NO.	8	15	20	6	7	56	
		%	14.29	26.79	35.71	10.71	12.5		
	Persons	NO.	11	22	32	13	14	92	
		%	11.96	23.91	34.78	14.13	15.22		0.31
3AACF	Male	NO.	119	180	290	116	21	726	
		%	16.39	24.79	39.94	15.98	2.89		
	Female	NO.	156	193	282	68	20	719	
		%	21.7	26.84	39.22	9.46	2.78		
	Persons	NO.	275	373	572	184	41	1445	
		%	19.03	25.81	39.58	12.73	2.84		4.91
3BACF	Male	NO.	113	165	284	117	37	716	
		%	15.78	23.04	39.66	16.34	5.17		
	Female	NO.	173	160	268	84	23	708	
		%	24.44	22.6	37.85	11.86	3.25		
	Persons	NO.	286	325	552	201	60	1424	
		%	20.08	22.82	38.76	14.12	4.21		4.83
Applied Information Technology									
1AAIT	Male	NO.	13	38	57	13	15	136	



# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Applied Information Technology	1AAIT									
		%	9.56	27.94	41.91	9.56	11.03			
	Female	NO.	26	32	33	6	3	100		
		%	26	32	33	6	3			
	Persons	NO.	39	70	90	19	18	236		
		%	16.53	29.66	38.14	8.05	7.63		0.8	
	1BAIT	Male	NO.	25	55	76	8	10	174	
			%	14.37	31.61	43.68	4.6	5.75		
		Female	NO.	35	27	34	3	4	103	
			%	33.98	26.21	33.01	2.91	3.88		
		Persons	NO.	60	82	110	11	14	277	
			%	21.66	29.6	39.71	3.97	5.05		0.94
	1CAIT	Male	NO.	65	160	308	67	63	663	
			%	9.8	24.13	46.46	10.11	9.5		
		Female	NO.	100	155	171	43	25	494	
			%	20.24	31.38	34.62	8.7	5.06		
		Persons	NO.	165	315	479	110	88	1157	
			%	14.26	27.23	41.4	9.51	7.61		3.93
	1DAIT	Male	NO.	83	142	293	49	57	624	
			%	13.3	22.76	46.96	7.85	9.13		
		Female	NO.	101	134	193	23	24	475	
			%	21.26	28.21	40.63	4.84	5.05		
		Persons	NO.	184	276	486	72	81	1099	
			%	16.74	25.11	44.22	6.55	7.37		3.73
	2AAIT	Male	NO.	48	136	240	71	35	530	
			%	9.06	25.66	45.28	13.4	6.6		
		Female	NO.	56	135	142	42	19	394	
			%	14.21	34.26	36.04	10.66	4.82		
Persons		NO.	104	271	382	113	54	924		
		%	11.26	29.33	41.34	12.23	5.84		3.14	
2BAIT	Male	NO.	46	132	224	70	24	496		
		%	9.27	26.61	45.16	14.11	4.84			
	Female	NO.	60	115	152	34	16	377		
		%	15.92	30.5	40.32	9.02	4.24			
	Persons	NO.	106	247	376	104	40	873		
		%	12.14	28.29	43.07	11.91	4.58		2.96	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Applied Information Technology	3AAIT	Male	NO.	59	115	165	34	18	391	
			%	15.09	29.41	42.2	8.7	4.6		
	Female	NO.	51	61	69	15	4	200		
		%	25.5	30.5	34.5	7.5	2			
	Persons	NO.	110	176	234	49	22	591	2.01	
		%	18.61	29.78	39.59	8.29	3.72			
	3BAIT	Male	NO.	62	112	163	28	18	383	
			%	16.19	29.24	42.56	7.31	4.7		
	Female	NO.	52	49	76	15	4	196		
		%	26.53	25	38.78	7.65	2.04			
	Persons	NO.	114	161	239	43	22	579	1.97	
		%	19.69	27.81	41.28	7.43	3.8			
	PAAIT	Male	NO.	3	0	0	0	0	3	
			%	100	0	0	0	0		
	Female	NO.	6	0	0	0	0	6		
		%	100	0	0	0	0			
	Persons	NO.	9	0	0	0	0	9	0.03	
		%	100	0	0	0	0			
	PBAIT	Male	NO.	2	0	0	0	0	2	
			%	100	0	0	0	0		
	Female	NO.	6	0	0	0	0	6		
		%	100	0	0	0	0			
	Persons	NO.	8	0	0	0	0	8	0.03	
		%	100	0	0	0	0			
Automotive Engineering and Technology	1AAET	Male	NO.	1	10	7	3	3	24	
			%	4.17	41.67	29.17	12.5	12.5		
	Female	NO.	0	0	0	2	2	4		
		%	0	0	0	50	50			
	Persons	NO.	1	10	7	5	5	28	0.1	
		%	3.57	35.71	25	17.86	17.86			
	1BAET	Male	NO.	4	18	24	9	2	57	
			%	7.02	31.58	42.11	15.79	3.51		
		Female	NO.	1	2	2	2	1	8	
			%	12.5	25	25	25	12.5		

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Automotive Engineering and Technology									
1BAET	Persons	NO.	5	20	26	11	3	65	
		%	7.69	30.77	40	16.92	4.62		0.22
1CAET	Male	NO.	38	88	127	17	9	279	
		%	13.62	31.54	45.52	6.09	3.23		
	Female	NO.	2	5	5	1	0	13	
		%	15.38	38.46	38.46	7.69	0		
Persons	NO.	40	93	132	18	9	292		
	%	13.7	31.85	45.21	6.16	3.08		0.99	
1DAET	Male	NO.	49	89	105	9	5	257	
		%	19.07	34.63	40.86	3.5	1.95		
	Female	NO.	3	4	6	0	0	13	
		%	23.08	30.77	46.15	0	0		
Persons	NO.	52	93	111	9	5	270		
	%	19.26	34.44	41.11	3.33	1.85		0.92	
2AAET	Male	NO.	1	0	2	0	0	3	
		%	33.33	0	66.67	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
Persons	NO.	1	0	2	0	0	3		
	%	33.33	0	66.67	0	0		0.01	
Automotive: VET Industry Specific									
1AVAU	Male	NO.	0	0	13	0	0	13	
		%	0	0	100	0	0		
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
Persons	NO.	0	0	15	0	0	15		
	%	0	0	100	0	0		0.05	
1BVAU	Male	NO.	0	0	13	0	0	13	
		%	0	0	100	0	0		
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
Persons	NO.	0	0	15	0	0	15		
	%	0	0	100	0	0		0.05	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Building and Construction	1ABCN	Male	NO.	1	7	4	3	3	18	0.08
			%	5.56	38.89	22.22	16.67	16.67		
	Female	NO.	2	1	1	1	0	5		
		%	40	20	20	20	0			
	Persons	NO.	3	8	5	4	3	23		
		%	13.04	34.78	21.74	17.39	13.04			
	1BBCN	Male	NO.	2	5	5	0	4	16	
			%	12.5	31.25	31.25	0	25		
	Female	NO.	0	2	2	1	0	5		
		%	0	40	40	20	0			
	Persons	NO.	2	7	7	1	4	21		
		%	9.52	33.33	33.33	4.76	19.05			
	1CBCN	Male	NO.	34	94	148	32	7	315	
			%	10.79	29.84	46.98	10.16	2.22		
	Female	NO.	3	8	5	0	1	17		
		%	17.65	47.06	29.41	0	5.88			
	Persons	NO.	37	102	153	32	8	332		
		%	11.14	30.72	46.08	9.64	2.41			
	1DBCN	Male	NO.	52	107	152	19	9	339	
			%	15.34	31.56	44.84	5.6	2.65		
	Female	NO.	3	5	7	0	0	15		
		%	20	33.33	46.67	0	0			
	Persons	NO.	55	112	159	19	9	354		
		%	15.54	31.64	44.92	5.37	2.54			
2ABCN	Male	NO.	6	10	7	0	0	23		
		%	26.09	43.48	30.43	0	0			
Female	NO.	0	0	0	0	0	0			
	%	0	0	0	0	0				
Persons	NO.	6	10	7	0	0	23			
	%	26.09	43.48	30.43	0	0				
Business Management and Enterprise 1ABME	Male	NO.	5	14	35	11	2	67		
		%	7.46	20.9	52.24	16.42	2.99			
	Female	NO.	15	29	25	4	2	75		
		%	20	38.67	33.33	5.33	2.67			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Business Management and Enterprise									
1ABME	Persons	NO.	20	43	60	15	4	142	
		%	14.08	30.28	42.25	10.56	2.82		0.48
1BBME	Male	NO.	4	12	19	5	4	44	
		%	9.09	27.27	43.18	11.36	9.09		
	Female	NO.	20	23	22	2	2	69	
		%	28.99	33.33	31.88	2.9	2.9		
	Persons	NO.	24	35	41	7	6	113	
		%	21.24	30.97	36.28	6.19	5.31		0.38
1CBME	Male	NO.	35	74	125	27	13	274	
		%	12.77	27.01	45.62	9.85	4.74		
	Female	NO.	67	91	81	18	9	266	
		%	25.19	34.21	30.45	6.77	3.38		
	Persons	NO.	102	165	206	45	22	540	
		%	18.89	30.56	38.15	8.33	4.07		1.83
1DBME	Male	NO.	35	57	118	32	22	264	
		%	13.26	21.59	44.7	12.12	8.33		
	Female	NO.	66	91	76	8	9	250	
		%	26.4	36.4	30.4	3.2	3.6		
	Persons	NO.	101	148	194	40	31	514	
		%	19.65	28.79	37.74	7.78	6.03		1.74
2ABME	Male	NO.	18	51	90	20	13	192	
		%	9.38	26.56	46.88	10.42	6.77		
	Female	NO.	69	78	92	25	7	271	
		%	25.46	28.78	33.95	9.23	2.58		
	Persons	NO.	87	129	182	45	20	463	
		%	18.79	27.86	39.31	9.72	4.32		1.57
2BBME	Male	NO.	17	42	98	18	12	187	
		%	9.09	22.46	52.41	9.63	6.42		
	Female	NO.	65	74	89	21	10	259	
		%	25.1	28.57	34.36	8.11	3.86		
	Persons	NO.	82	116	187	39	22	446	
		%	18.39	26.01	41.93	8.74	4.93		1.51
3ABME	Male	NO.	19	27	32	11	4	93	
		%	20.43	29.03	34.41	11.83	4.3		

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Business Management and Enterprise								
3ABME	Female	NO.	14	13	27	5	1	60
		%	23.33	21.67	45	8.33	1.67	
	Persons	NO.	33	40	59	16	5	153
		%	21.57	26.14	38.56	10.46	3.27	0.52
3BBME	Male	NO.	17	27	33	13	3	93
		%	18.28	29.03	35.48	13.98	3.23	
	Female	NO.	12	16	20	10	2	60
		%	20	26.67	33.33	16.67	3.33	
	Persons	NO.	29	43	53	23	5	153
		%	18.95	28.1	34.64	15.03	3.27	0.52
PABME	Male	NO.	7	0	0	0	0	7
		%	100	0	0	0	0	
	Female	NO.	4	0	0	0	0	4
		%	100	0	0	0	0	
	Persons	NO.	11	0	0	0	0	11
		%	100	0	0	0	0	0.04
PBBME	Male	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	0
Business Services: VET Industry Specific								
1AVBS	Male	NO.	0	0	12	0	0	12
		%	0	0	100	0	0	
	Female	NO.	0	0	5	0	0	5
		%	0	0	100	0	0	
	Persons	NO.	0	0	17	0	0	17
		%	0	0	100	0	0	0.06
1BVBS	Male	NO.	0	0	12	0	0	12
		%	0	0	100	0	0	
	Female	NO.	0	0	5	0	0	5
		%	0	0	100	0	0	
	Persons	NO.	0	0	17	0	0	17
		%	0	0	100	0	0	0.06

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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  Business Services: VET Industry Specific  1CVBSB  1DVBSB  2AVBSB  2BVBSB  Career and Enterprise  1ACAE  1BCAE	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
	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
	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
	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
Male	NO.	18	43	93	20	15	189		
	%	9.52	22.75	49.21	10.58	7.94			
	NO.	58	68	59	5	6		196	
	%	29.59	34.69	30.1	2.55	3.06			
	NO.	76	111	152	25	21			385
	%	19.74	28.83	39.48	6.49	5.45			
NO.	12	23	38	5	7	85			
%	14.12	27.06	44.71	5.88	8.24				
NO.	36	22	27	3	5	93			
%	38.71	23.66	29.03	3.23	5.38				

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Career and Enterprise									
1BCAE	Persons	NO.	48	45	65	8	12	178	
		%	26.97	25.28	36.52	4.49	6.74		0.6
1CCAE	Male	NO.	70	155	271	69	43	608	
		%	11.51	25.49	44.57	11.35	7.07		
	Female	NO.	179	230	184	35	34	662	
		%	27.04	34.74	27.79	5.29	5.14		
	Persons	NO.	249	385	455	104	77	1270	
		%	19.61	30.31	35.83	8.19	6.06		4.31
1DCAE	Male	NO.	101	206	394	64	30	795	
		%	12.7	25.91	49.56	8.05	3.77		
	Female	NO.	265	267	247	32	30	841	
		%	31.51	31.75	29.37	3.8	3.57		
	Persons	NO.	366	473	641	96	60	1636	
		%	22.37	28.91	39.18	5.87	3.67		5.55
2ACAE	Male	NO.	34	94	175	44	27	374	
		%	9.09	25.13	46.79	11.76	7.22		
	Female	NO.	149	159	168	42	19	537	
		%	27.75	29.61	31.28	7.82	3.54		
	Persons	NO.	183	253	343	86	46	911	
		%	20.09	27.77	37.65	9.44	5.05		3.09
2BCAE	Male	NO.	29	86	166	38	16	335	
		%	8.66	25.67	49.55	11.34	4.78		
	Female	NO.	124	140	151	39	21	475	
		%	26.11	29.47	31.79	8.21	4.42		
	Persons	NO.	153	226	317	77	37	810	
		%	18.89	27.9	39.14	9.51	4.57		2.75
3ACAE	Male	NO.	5	13	17	4	5	44	
		%	11.36	29.55	38.64	9.09	11.36		
	Female	NO.	22	27	22	3	0	74	
		%	29.73	36.49	29.73	4.05	0		
	Persons	NO.	27	40	39	7	5	118	
		%	22.88	33.9	33.05	5.93	4.24		0.4
3BCAE	Male	NO.	4	9	18	5	3	39	
		%	10.26	23.08	46.15	12.82	7.69		



# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Career and Enterprise 3BCAE  PACAE  PBCAE  Community Services: VET Industry Specific 1AVCS  1CVCSW  1DVCSW	Female	NO.	16	22	32	3	0	73	
		%	21.92	30.14	43.84	4.11	0		
	Persons	NO.	20	31	50	8	3	112	
		%	17.86	27.68	44.64	7.14	2.68		0.38
	Male	NO.	31	0	2	0	0	33	
		%	93.94	0	6.06	0	0		
	Female	NO.	12	0	1	0	0	13	
		%	92.31	0	7.69	0	0		
	Persons	NO.	43	0	3	0	0	46	
		%	93.48	0	6.52	0	0		0.16
	Male	NO.	13	0	0	0	0	13	
		%	100	0	0	0	0		
	Female	NO.	10	0	0	0	0	10	
		%	100	0	0	0	0		
	Persons	NO.	23	0	0	0	0	23	
		%	100	0	0	0	0		0.08
	Male	NO.	0	0	43	0	0	43	
		%	0	0	100	0	0		
	Female	NO.	0	0	61	0	0	61	
		%	0	0	100	0	0		
	Persons	NO.	0	0	104	0	0	104	
		%	0	0	100	0	0		0.35
	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
Female	NO.	0	0	13	0	0	13		
	%	0	0	100	0	0			
Persons	NO.	0	0	14	0	0	14		
	%	0	0	100	0	0		0.05	
Male	NO.	0	0	1	0	0	1		
	%	0	0	100	0	0			
Female	NO.	0	0	13	0	0	13		
	%	0	0	100	0	0			
Persons	NO.	0	0	14	0	0	14		
	%	0	0	100	0	0		0.05	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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  Community Services: VET Industry Specific 2AVCSW  2BVCSW	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	0	13	0	0	13	
		%	0	0	100	0	0		
	Persons	NO.	0	0	14	0	0	14	
		%	0	0	100	0	0		0.05
	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	0	13	0	0	13	
		%	0	0	100	0	0		
	Persons	NO.	0	0	14	0	0	14	
		%	0	0	100	0	0		0.05
Computer Science 1ACSC  1BCSC  2ACSC  2BCSC	Male	NO.	5	3	5	3	0	16	
		%	31.25	18.75	31.25	18.75	0		
	Female	NO.	2	6	4	1	1	14	
		%	14.29	42.86	28.57	7.14	7.14		
	Persons	NO.	7	9	9	4	1	30	
		%	23.33	30	30	13.33	3.33		0.1
	Male	NO.	5	4	6	0	0	15	
		%	33.33	26.67	40	0	0		
	Female	NO.	2	6	4	0	0	12	
		%	16.67	50	33.33	0	0		
	Persons	NO.	7	10	10	0	0	27	
		%	25.93	37.04	37.04	0	0		0.09
Male	NO.	20	21	27	23	22	113		
	%	17.7	18.58	23.89	20.35	19.47			
Female	NO.	6	10	6	3	8	33		
	%	18.18	30.3	18.18	9.09	24.24			
Persons	NO.	26	31	33	26	30	146		
	%	17.81	21.23	22.6	17.81	20.55		0.5	
Male	NO.	15	26	24	27	18	110		
	%	13.64	23.64	21.82	24.55	16.36			
Female	NO.	10	6	6	5	5	32		
	%	31.25	18.75	18.75	15.62	15.62			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Computer Science									
2BCSC	Persons	NO.	25	32	30	32	23	142	
		%	17.61	22.54	21.13	22.54	16.2		0.48
3ACSC	Male	NO.	54	65	107	39	12	277	
		%	19.49	23.47	38.63	14.08	4.33		
	Female	NO.	12	24	34	10	8	88	
		%	13.64	27.27	38.64	11.36	9.09		
	Persons	NO.	66	89	141	49	20	365	
		%	18.08	24.38	38.63	13.42	5.48		1.24
3BCSC	Male	NO.	57	72	101	36	9	275	
		%	20.73	26.18	36.73	13.09	3.27		
	Female	NO.	13	25	32	10	7	87	
		%	14.94	28.74	36.78	11.49	8.05		
	Persons	NO.	70	97	133	46	16	362	
		%	19.34	26.8	36.74	12.71	4.42		1.23
Construction: VET Industry Specific									
1AVCO	Male	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		0.01
1BVCO	Male	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		0.01
Design									
1ADESD	Male	NO.	0	9	14	1	0	24	
		%	0	37.5	58.33	4.17	0		
	Female	NO.	4	4	6	2	0	16	
		%	25	25	37.5	12.5	0		
	Persons	NO.	4	13	20	3	0	40	
		%	10	32.5	50	7.5	0		0.14

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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  Design  1ADESG    1ADESP    1ADEST    1BDESD    1BDESG    1BDESP	Male	NO.	10	9	10	2	1	32	
		%	31.25	28.12	31.25	6.25	3.12		
	Female	NO.	5	0	4	1	3	13	
		%	38.46	0	30.77	7.69	23.08		
	Persons	NO.	15	9	14	3	4	45	0.15
		%	33.33	20	31.11	6.67	8.89		
	Male	NO.	3	8	25	10	9	55	
		%	5.45	14.55	45.45	18.18	16.36		
	Female	NO.	29	47	39	17	7	139	
		%	20.86	33.81	28.06	12.23	5.04		
	Persons	NO.	32	55	64	27	16	194	0.66
		%	16.49	28.35	32.99	13.92	8.25		
	Male	NO.	4	19	25	9	5	62	
		%	6.45	30.65	40.32	14.52	8.06		
	Female	NO.	1	3	6	0	0	10	
		%	10	30	60	0	0		
	Persons	NO.	5	22	31	9	5	72	0.24
		%	6.94	30.56	43.06	12.5	6.94		
	Male	NO.	1	11	12	0	0	24	
		%	4.17	45.83	50	0	0		
	Female	NO.	5	4	5	2	0	16	
		%	31.25	25	31.25	12.5	0		
	Persons	NO.	6	15	17	2	0	40	0.14
		%	15	37.5	42.5	5	0		
Male	NO.	10	8	9	2	2	31		
	%	32.26	25.81	29.03	6.45	6.45			
Female	NO.	5	0	2	3	0	10		
	%	50	0	20	30	0			
Persons	NO.	15	8	11	5	2	41	0.14	
	%	36.59	19.51	26.83	12.2	4.88			
Male	NO.	5	9	25	10	6	55		
	%	9.09	16.36	45.45	18.18	10.91			
Female	NO.	32	45	37	11	8	133		
	%	24.06	33.83	27.82	8.27	6.02			
Persons	NO.	37	54	62	21	14	188		

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Design								
1BDESP		%	19.68	28.72	32.98	11.17	7.45	0.64
1BDEST								
	Male	NO.	6	15	29	7	2	59
		%	10.17	25.42	49.15	11.86	3.39	
	Female	NO.	2	0	7	1	0	10
		%	20	0	70	10	0	
	Persons	NO.	8	15	36	8	2	69
		%	11.59	21.74	52.17	11.59	2.9	0.23
1CDESD								
	Male	NO.	6	8	11	0	0	25
		%	24	32	44	0	0	
	Female	NO.	11	19	13	1	0	44
		%	25	43.18	29.55	2.27	0	
	Persons	NO.	17	27	24	1	0	69
		%	24.64	39.13	34.78	1.45	0	0.23
1CDESG								
	Male	NO.	14	23	44	9	6	96
		%	14.58	23.96	45.83	9.38	6.25	
	Female	NO.	20	50	36	7	4	117
		%	17.09	42.74	30.77	5.98	3.42	
	Persons	NO.	34	73	80	16	10	213
		%	15.96	34.27	37.56	7.51	4.69	0.72
1CDESP								
	Male	NO.	17	29	85	39	36	206
		%	8.25	14.08	41.26	18.93	17.48	
	Female	NO.	157	167	191	46	32	593
		%	26.48	28.16	32.21	7.76	5.4	
	Persons	NO.	174	196	276	85	68	799
		%	21.78	24.53	34.54	10.64	8.51	2.71
1CDEST								
	Male	NO.	59	78	134	41	8	320
		%	18.44	24.38	41.88	12.81	2.5	
	Female	NO.	19	22	37	5	2	85
		%	22.35	25.88	43.53	5.88	2.35	
	Persons	NO.	78	100	171	46	10	405
		%	19.26	24.69	42.22	11.36	2.47	1.37
1DDESD								
	Male	NO.	6	7	10	0	0	23
		%	26.09	30.43	43.48	0	0	
	Female	NO.	10	12	18	1	0	41

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Design								
1DDESD								
		%	24.39	29.27	43.9	2.44	0	
	Persons	NO.	16	19	28	1	0	64
		%	25	29.69	43.75	1.56	0	0.22
1DDESG								
	Male	NO.	13	22	49	6	4	94
		%	13.83	23.4	52.13	6.38	4.26	
	Female	NO.	19	49	36	4	2	110
		%	17.27	44.55	32.73	3.64	1.82	
	Persons	NO.	32	71	85	10	6	204
		%	15.69	34.8	41.67	4.9	2.94	0.69
1DDESP								
	Male	NO.	17	30	89	29	26	191
		%	8.9	15.71	46.6	15.18	13.61	
	Female	NO.	167	179	169	34	31	580
		%	28.79	30.86	29.14	5.86	5.34	
	Persons	NO.	184	209	258	63	57	771
		%	23.87	27.11	33.46	8.17	7.39	2.62
1DDEST								
	Male	NO.	72	92	137	27	10	338
		%	21.3	27.22	40.53	7.99	2.96	
	Female	NO.	25	21	38	4	1	89
		%	28.09	23.6	42.7	4.49	1.12	
	Persons	NO.	97	113	175	31	11	427
		%	22.72	26.46	40.98	7.26	2.58	1.45
2ADESD								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	3	9	1	0	0	13
		%	23.08	69.23	7.69	0	0	
	Persons	NO.	3	9	1	0	0	13
		%	23.08	69.23	7.69	0	0	0.04
2ADESG								
	Male	NO.	10	18	20	2	1	51
		%	19.61	35.29	39.22	3.92	1.96	
	Female	NO.	11	10	12	1	0	34
		%	32.35	29.41	35.29	2.94	0	
	Persons	NO.	21	28	32	3	1	85
		%	24.71	32.94	37.65	3.53	1.18	0.29
2ADESP								
	Male	NO.	7	14	13	12	5	51

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Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Design								
2ADESP								
		%	13.73	27.45	25.49	23.53	9.8	
	Female	NO.	38	53	55	10	8	164
		%	23.17	32.32	33.54	6.1	4.88	
	Persons	NO.	45	67	68	22	13	215
		%	20.93	31.16	31.63	10.23	6.05	0.73
2ADEST								
	Male	NO.	36	40	58	15	5	154
		%	23.38	25.97	37.66	9.74	3.25	
	Female	NO.	16	11	5	1	0	33
		%	48.48	33.33	15.15	3.03	0	
	Persons	NO.	52	51	63	16	5	187
		%	27.81	27.27	33.69	8.56	2.67	0.63
2BDESD								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	3	8	1	0	0	12
		%	25	66.67	8.33	0	0	
	Persons	NO.	3	8	1	0	0	12
		%	25	66.67	8.33	0	0	0.04
2BDESG								
	Male	NO.	14	15	19	2	1	51
		%	27.45	29.41	37.25	3.92	1.96	
	Female	NO.	11	10	12	1	0	34
		%	32.35	29.41	35.29	2.94	0	
	Persons	NO.	25	25	31	3	1	85
		%	29.41	29.41	36.47	3.53	1.18	0.29
2BDESP								
	Male	NO.	6	13	13	9	2	43
		%	13.95	30.23	30.23	20.93	4.65	
	Female	NO.	32	63	44	8	8	155
		%	20.65	40.65	28.39	5.16	5.16	
	Persons	NO.	38	76	57	17	10	198
		%	19.19	38.38	28.79	8.59	5.05	0.67
2BDEST								
	Male	NO.	24	37	42	10	2	115
		%	20.87	32.17	36.52	8.7	1.74	
	Female	NO.	13	10	4	1	0	28
		%	46.43	35.71	14.29	3.57	0	
	Persons	NO.	37	47	46	11	2	143
		%	25.87	32.87	32.17	7.69	1.4	0.49

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Design									
3ADESD									
	Male	NO.	7	3	2	0	0	12	
		%	58.33	25	16.67	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	7	3	2	0	0	12	
		%	58.33	25	16.67	0	0		0.04
3ADESG									
	Male	NO.	12	30	20	3	5	70	
		%	17.14	42.86	28.57	4.29	7.14		
	Female	NO.	10	19	6	2	4	41	
		%	24.39	46.34	14.63	4.88	9.76		
	Persons	NO.	22	49	26	5	9	111	
		%	19.82	44.14	23.42	4.5	8.11		0.38
3ADESP									
	Male	NO.	9	13	19	0	1	42	
		%	21.43	30.95	45.24	0	2.38		
	Female	NO.	18	18	9	0	0	45	
		%	40	40	20	0	0		
	Persons	NO.	27	31	28	0	1	87	
		%	31.03	35.63	32.18	0	1.15		0.3
3ADEST									
	Male	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		0.01
3BDESD									
	Male	NO.	7	3	2	0	0	12	
		%	58.33	25	16.67	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	7	3	2	0	0	12	
		%	58.33	25	16.67	0	0		0.04
3BDESG									
	Male	NO.	16	28	18	1	5	68	
		%	23.53	41.18	26.47	1.47	7.35		
	Female	NO.	12	17	5	2	3	39	
		%	30.77	43.59	12.82	5.13	7.69		
	Persons	NO.	28	45	23	3	8	107	



# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Design								
3BDESG		%	26.17	42.06	21.5	2.8	7.48	0.36
3BDESP	Male	NO.	10	12	19	0	0	41
		%	24.39	29.27	46.34	0	0	
	Female	NO.	17	20	7	1	0	45
		%	37.78	44.44	15.56	2.22	0	
	Persons	NO.	27	32	26	1	0	86
		%	31.4	37.21	30.23	1.16	0	0.29
3BDEST	Male	NO.	1	0	1	0	0	2
		%	50	0	50	0	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	1	0	1	0	0	2
		%	50	0	50	0	0	0.01
Engineering Studies								
1AEST	Male	NO.	13	12	26	7	4	62
		%	20.97	19.35	41.94	11.29	6.45	
	Female	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	
	Persons	NO.	15	12	26	7	4	64
		%	23.44	18.75	40.62	10.94	6.25	0.22
1BEST	Male	NO.	7	14	24	8	1	54
		%	12.96	25.93	44.44	14.81	1.85	
	Female	NO.	0	2	0	0	0	2
		%	0	100	0	0	0	
	Persons	NO.	7	16	24	8	1	56
		%	12.5	28.57	42.86	14.29	1.79	0.19
2AEST	Male	NO.	18	36	56	12	2	124
		%	14.52	29.03	45.16	9.68	1.61	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	18	36	56	12	2	124
		%	14.52	29.03	45.16	9.68	1.61	0.42
2BEST	Male	NO.	15	34	40	20	2	111
		%	13.51	30.63	36.04	18.02	1.8	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Engineering Studies	2BEST	Female	NO.	0	0	0	0	0			
			%	0	0	0	0	0			
	Persons	NO.	15	34	40	20	2	111	0.38		
		%	13.51	30.63	36.04	18.02	1.8				
	3AEST	Male	NO.	29	59	59	3	0	150		
			%	19.33	39.33	39.33	2	0			
		Female	NO.	1	2	1	0	0	4		
			%	25	50	25	0	0			
		Persons	NO.	30	61	60	3	0	154	0.52	
			%	19.48	39.61	38.96	1.95	0			
	3BEST	Male	NO.	31	59	56	3	0	149		
			%	20.81	39.6	37.58	2.01	0			
		Female	NO.	1	2	1	0	0	4		
			%	25	50	25	0	0			
		Persons	NO.	32	61	57	3	0	153	0.52	
			%	20.92	39.87	37.25	1.96	0			
	Food Science and Technology	1AFSTH	Male	NO.	6	23	33	4	2	68	
				%	8.82	33.82	48.53	5.88	2.94		
Female			NO.	38	52	70	17	2	179		
			%	21.23	29.05	39.11	9.5	1.12			
Persons		NO.	44	75	103	21	4	247	0.84		
		%	17.81	30.36	41.7	8.5	1.62				
1AFSTN		Male	NO.	1	4	9	4	0	18		
			%	5.56	22.22	50	22.22	0			
		Female	NO.	7	14	11	2	0	34		
			%	20.59	41.18	32.35	5.88	0			
Persons		NO.	8	18	20	6	0	52	0.18		
		%	15.38	34.62	38.46	11.54	0				
1AFSTP	Male	NO.	0	2	3	0	2	7			
		%	0	28.57	42.86	0	28.57				
	Female	NO.	8	10	12	0	0	30			
		%	26.67	33.33	40	0	0				
	Persons	NO.	8	12	15	0	2	37	0.13		
		%	21.62	32.43	40.54	0	5.41				

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Food Science and Technology	1BFSTH	Male	NO.	7	20	35	5	1	68	0.82
			%	10.29	29.41	51.47	7.35	1.47		
		Female	NO.	41	60	63	8	3	175	
			%	23.43	34.29	36	4.57	1.71		
		Persons	NO.	48	80	98	13	4	243	
			%	19.75	32.92	40.33	5.35	1.65		
	1BFSTN	Male	NO.	1	3	13	2	2	21	
			%	4.76	14.29	61.9	9.52	9.52		
		Female	NO.	6	12	14	1	4	37	
			%	16.22	32.43	37.84	2.7	10.81		
		Persons	NO.	7	15	27	3	6	58	
			%	12.07	25.86	46.55	5.17	10.34		
	1BFSTP	Male	NO.	0	0	3	0	2	5	
			%	0	0	60	0	40		
		Female	NO.	2	9	10	1	0	22	
			%	9.09	40.91	45.45	4.55	0		
		Persons	NO.	2	9	13	1	2	27	
			%	7.41	33.33	48.15	3.7	7.41		
	1CFSTH	Male	NO.	39	135	236	56	25	491	
			%	7.94	27.49	48.07	11.41	5.09		
		Female	NO.	262	365	301	66	26	1020	
			%	25.69	35.78	29.51	6.47	2.55		
		Persons	NO.	301	500	537	122	51	1511	
			%	19.92	33.09	35.54	8.07	3.38		
1CFSTN	Male	NO.	8	13	36	10	11	78		
		%	10.26	16.67	46.15	12.82	14.1			
	Female	NO.	31	44	50	11	6	142		
		%	21.83	30.99	35.21	7.75	4.23			
	Persons	NO.	39	57	86	21	17	220		
		%	17.73	25.91	39.09	9.55	7.73			
1CFSTP	Male	NO.	4	14	20	10	2	50		
		%	8	28	40	20	4			
	Female	NO.	36	33	27	5	5	106		
		%	33.96	31.13	25.47	4.72	4.72			
	Persons	NO.	40	47	47	15	7	156		
		%	17.73	25.91	39.09	9.55	7.73			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Food Science and Technology								
1CFSTP		%	25.64	30.13	30.13	9.62	4.49	0.53
1DFSTH	Male	NO.	46	132	234	39	20	471
		%	9.77	28.03	49.68	8.28	4.25	
	Female	NO.	282	366	268	42	32	990
		%	28.48	36.97	27.07	4.24	3.23	
	Persons	NO.	328	498	502	81	52	1461
		%	22.45	34.09	34.36	5.54	3.56	4.96
1DFSTN	Male	NO.	7	19	30	12	8	76
		%	9.21	25	39.47	15.79	10.53	
	Female	NO.	34	46	47	7	1	135
		%	25.19	34.07	34.81	5.19	0.74	
	Persons	NO.	41	65	77	19	9	211
		%	19.43	30.81	36.49	9	4.27	0.72
1DFSTP	Male	NO.	3	15	17	8	5	48
		%	6.25	31.25	35.42	16.67	10.42	
	Female	NO.	35	31	28	3	4	101
		%	34.65	30.69	27.72	2.97	3.96	
	Persons	NO.	38	46	45	11	9	149
		%	25.5	30.87	30.2	7.38	6.04	0.51
2AFSTH	Male	NO.	4	42	34	16	4	100
		%	4	42	34	16	4	
	Female	NO.	85	118	96	14	4	317
		%	26.81	37.22	30.28	4.42	1.26	
	Persons	NO.	89	160	130	30	8	417
		%	21.34	38.37	31.18	7.19	1.92	1.42
2AFSTN	Male	NO.	3	7	7	4	7	28
		%	10.71	25	25	14.29	25	
	Female	NO.	18	21	23	4	0	66
		%	27.27	31.82	34.85	6.06	0	
	Persons	NO.	21	28	30	8	7	94
		%	22.34	29.79	31.91	8.51	7.45	0.32
2AFSTP	Male	NO.	0	0	3	0	1	4
		%	0	0	75	0	25	
	Female	NO.	4	6	18	3	0	31

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Food Science and Technology								
2AFSTP								
		%	12.9	19.35	58.06	9.68	0	
	Persons	NO.	4	6	21	3	1	35
		%	11.43	17.14	60	8.57	2.86	0.12
2BFSTH								
	Male	NO.	4	43	34	13	1	95
		%	4.21	45.26	35.79	13.68	1.05	
	Female	NO.	86	105	94	13	2	300
		%	28.67	35	31.33	4.33	0.67	
	Persons	NO.	90	148	128	26	3	395
		%	22.78	37.47	32.41	6.58	0.76	1.34
2BFSTN								
	Male	NO.	3	8	8	2	10	31
		%	9.68	25.81	25.81	6.45	32.26	
	Female	NO.	21	21	26	7	0	75
		%	28	28	34.67	9.33	0	
	Persons	NO.	24	29	34	9	10	106
		%	22.64	27.36	32.08	8.49	9.43	0.36
2BFSTP								
	Male	NO.	0	0	3	0	1	4
		%	0	0	75	0	25	
	Female	NO.	4	7	19	1	0	31
		%	12.9	22.58	61.29	3.23	0	
	Persons	NO.	4	7	22	1	1	35
		%	11.43	20	62.86	2.86	2.86	0.12
3AFSTH								
	Male	NO.	0	3	0	0	0	3
		%	0	100	0	0	0	
	Female	NO.	13	9	4	1	0	27
		%	48.15	33.33	14.81	3.7	0	
	Persons	NO.	13	12	4	1	0	30
		%	43.33	40	13.33	3.33	0	0.1
3BFSTH								
	Male	NO.	0	3	0	0	0	3
		%	0	100	0	0	0	
	Female	NO.	13	9	4	1	0	27
		%	48.15	33.33	14.81	3.7	0	
	Persons	NO.	13	12	4	1	0	30
		%	43.33	40	13.33	3.33	0	0.1
PAFST								
	Male	NO.	8	0	0	0	0	8

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise Food Science and Technology PAFST  PBFST  Hospitality: VET Industry Specific 1AVHO  1BVHO  1CVHOF  1CVHOK	Female	%	100	0	0	0	0	
		NO.	12	0	0	0	0	12
	Persons	%	100	0	0	0	0	
		NO.	20	0	0	0	0	20
		%	100	0	0	0	0	0.07
	Male	NO.	6	0	3	0	0	9
		%	66.67	0	33.33	0	0	
	Female	NO.	13	0	0	0	0	13
		%	100	0	0	0	0	
	Persons	NO.	19	0	3	0	0	22
		%	86.36	0	13.64	0	0	
		%	86.36	0	13.64	0	0	0.07
	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	0	0	6	0	0	6
		%	0	0	100	0	0	
	Persons	NO.	0	0	7	0	0	7
		%	0	0	100	0	0	
		%	0	0	100	0	0	0.02
	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	0	0	6	0	0	6
		%	0	0	100	0	0	
	Persons	NO.	0	0	7	0	0	7
%		0	0	100	0	0		
	%	0	0	100	0	0	0.02	
Male	NO.	0	0	0	0	0	0	
	%	0	0	0	0	0		
Female	NO.	0	0	6	0	0	6	
	%	0	0	100	0	0		
Persons	NO.	0	0	6	0	0	6	
	%	0	0	100	0	0		
	%	0	0	100	0	0	0.02	
Male	NO.	0	0	1	0	0	1	
	%	0	0	100	0	0		
Female	NO.	0	0	7	0	0	7	
	%	0	0	100	0	0		
Persons	NO.	0	0	8	0	0	8	
	%	0	0	100	0	0		

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Hospitality: VET Industry Specific								
1CVHOK								
		%	0	0	100	0	0	0.03
1DVHOF								
	Male	NO.	0	0	0	0	0	
		%	0	0	0	0	0	
	Female	NO.	0	0	6	0	0	6
		%	0	0	100	0	0	
	Persons	NO.	0	0	6	0	0	6
		%	0	0	100	0	0	0.02
1DVHOK								
	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	0	0	7	0	0	7
		%	0	0	100	0	0	
	Persons	NO.	0	0	8	0	0	8
		%	0	0	100	0	0	0.03
2AVHOF								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	0	0	6	0	0	6
		%	0	0	100	0	0	
	Persons	NO.	0	0	6	0	0	6
		%	0	0	100	0	0	0.02
2AVHOK								
	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	0	0	7	0	0	7
		%	0	0	100	0	0	
	Persons	NO.	0	0	8	0	0	8
		%	0	0	100	0	0	0.03
2BVHOF								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	0	0	6	0	0	6
		%	0	0	100	0	0	
	Persons	NO.	0	0	6	0	0	6
		%	0	0	100	0	0	0.02
2BVHOK								
	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	0	0	7	0	0	7

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Hospitality: VET Industry Specific 2BVHOK  Information Technology: VET Industry Specific 1AVIT  1BVIT  1CVITG  1DVITG  2AVITG	Persons	%	0	0	100	0	0	8	0.03			
		NO.	0	0	8	0	0					
		%	0	0	100	0	0					
	Male	NO.	0	0	33	0	0	33				
		%	0	0	100	0	0					
		Female	NO.	0	0	26	0			0	26	
			%	0	0	100	0			0		
		Persons	NO.	0	0	59	0			0	59	0.2
			%	0	0	100	0			0		
	Male		NO.	0	0	33	0	0	33			
		%	0	0	100	0	0					
		Female	NO.	0	0	26	0	0			26	
			%	0	0	100	0	0				
		Persons	NO.	0	0	59	0	0			59	0.2
			%	0	0	100	0	0				
	Male		NO.	0	0	5	0	0	5			
		%	0	0	100	0	0					
		Female	NO.	0	0	12	0	0			12	
			%	0	0	100	0	0				
		Persons	NO.	0	0	17	0	0			17	0.06
			%	0	0	100	0	0				
	Male		NO.	0	0	5	0	0	5			
		%	0	0	100	0	0					
		Female	NO.	0	0	12	0	0			12	
			%	0	0	100	0	0				
		Persons	NO.	0	0	17	0	0			17	0.06
			%	0	0	100	0	0				
Male	NO.		0	0	5	0	0	5				
	%	0	0	100	0	0						
	Female	NO.	0	0	12	0	0			12		
		%	0	0	100	0	0					
	Persons	NO.	0	0	17	0	0			17	0.06	
		%	0	0	100	0	0					



# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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  Information Technology: VET Industry Specific  2AVITS  2BVITG  2BVITS  2CVITS  2DVITS   Marine and Maritime Technology  1AMMT	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		0
	Male	NO.	0	0	5	0	0	5	
		%	0	0	100	0	0		
	Female	NO.	0	0	12	0	0	12	
		%	0	0	100	0	0		
	Persons	NO.	0	0	17	0	0	17	
		%	0	0	100	0	0		0.06
	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		0
	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		0
Male	NO.	0	0	1	0	0	1		
	%	0	0	100	0	0			
Female	NO.	0	0	0	0	0	0		
	%	0	0	0	0	0			
Persons	NO.	0	0	1	0	0	1		
	%	0	0	100	0	0		0	
Male	NO.	2	7	7	0	3	19		
	%	10.53	36.84	36.84	0	15.79			
Female	NO.	2	3	3	0	0	8		
	%	25	37.5	37.5	0	0			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Marine and Maritime Technology									
1AMMT	Persons	NO.	4	10	10	0	3	27	
		%	14.81	37.04	37.04	0	11.11		0.09
1BMMT	Male	NO.	1	8	6	0	1	16	
		%	6.25	50	37.5	0	6.25		
	Female	NO.	2	2	2	0	0	6	
		%	33.33	33.33	33.33	0	0		
	Persons	NO.	3	10	8	0	1	22	
		%	13.64	45.45	36.36	0	4.55		0.07
1CMMT	Male	NO.	15	29	31	2	1	78	
		%	19.23	37.18	39.74	2.56	1.28		
	Female	NO.	3	7	8	2	0	20	
		%	15	35	40	10	0		
	Persons	NO.	18	36	39	4	1	98	
		%	18.37	36.73	39.8	4.08	1.02		0.33
1DMMT	Male	NO.	21	26	28	1	1	77	
		%	27.27	33.77	36.36	1.3	1.3		
	Female	NO.	2	8	10	0	0	20	
		%	10	40	50	0	0		
	Persons	NO.	23	34	38	1	1	97	
		%	23.71	35.05	39.18	1.03	1.03		0.33
2AMMT	Male	NO.	0	3	8	0	0	11	
		%	0	27.27	72.73	0	0		
	Female	NO.	4	6	13	1	0	24	
		%	16.67	25	54.17	4.17	0		
	Persons	NO.	4	9	21	1	0	35	
		%	11.43	25.71	60	2.86	0		0.12
2BMMT	Male	NO.	0	3	8	0	0	11	
		%	0	27.27	72.73	0	0		
	Female	NO.	4	6	13	1	0	24	
		%	16.67	25	54.17	4.17	0		
	Persons	NO.	4	9	21	1	0	35	
		%	11.43	25.71	60	2.86	0		0.12
3AMMT	Male	NO.	3	2	1	1	0	7	
		%	42.86	28.57	14.29	14.29	0		

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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									
Marine and Maritime Technology									
3AMMT									
	Female	NO.	13	6	3	0	0	22	
		%	59.09	27.27	13.64	0	0		
	Persons	NO.	16	8	4	1	0	29	
		%	55.17	27.59	13.79	3.45	0		0.1
3BMMT									
	Male	NO.	3	2	1	1	0	7	
		%	42.86	28.57	14.29	14.29	0		
	Female	NO.	13	6	3	0	0	22	
		%	59.09	27.27	13.64	0	0		
	Persons	NO.	16	8	4	1	0	29	
		%	55.17	27.59	13.79	3.45	0		0.1
Materials Design and Technology									
1AMD TM									
	Male	NO.	11	31	41	11	4	98	
		%	11.22	31.63	41.84	11.22	4.08		
	Female	NO.	1	2	6	2	0	11	
		%	9.09	18.18	54.55	18.18	0		
	Persons	NO.	12	33	47	13	4	109	
		%	11.01	30.28	43.12	11.93	3.67		0.37
1AMD TT									
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	8	19	17	3	0	47	
		%	17.02	40.43	36.17	6.38	0		
	Persons	NO.	8	19	17	3	0	47	
		%	17.02	40.43	36.17	6.38	0		0.16
1AMD TW									
	Male	NO.	36	51	61	18	22	188	
		%	19.15	27.13	32.45	9.57	11.7		
	Female	NO.	4	12	8	7	2	33	
		%	12.12	36.36	24.24	21.21	6.06		
	Persons	NO.	40	63	69	25	24	221	
		%	18.1	28.51	31.22	11.31	10.86		0.75
1BMD TM									
	Male	NO.	15	39	41	6	7	108	
		%	13.89	36.11	37.96	5.56	6.48		
	Female	NO.	2	3	6	3	1	15	
		%	13.33	20	40	20	6.67		
	Persons	NO.	17	42	47	9	8	123	
		%	13.82	34.15	38.21	7.32	6.5		0.42

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Materials Design and Technology	1BMDTT	Male	NO.	0	0	0	0	0		
			%	0	0	0	0	0		
	Female	NO.	11	15	20	1	0	47		
		%	23.4	31.91	42.55	2.13	0			
	Persons	NO.	11	15	20	1	0	47		
		%	23.4	31.91	42.55	2.13	0		0.16	
	1BMDTW	Male	NO.	34	53	55	17	6	165	
			%	20.61	32.12	33.33	10.3	3.64		
		Female	NO.	5	5	7	4	2	23	
			%	21.74	21.74	30.43	17.39	8.7		
		Persons	NO.	39	58	62	21	8	188	
			%	20.74	30.85	32.98	11.17	4.26		0.64
	1CMDTM	Male	NO.	110	183	269	54	26	642	
			%	17.13	28.5	41.9	8.41	4.05		
		Female	NO.	14	31	19	2	4	70	
			%	20	44.29	27.14	2.86	5.71		
		Persons	NO.	124	214	288	56	30	712	
			%	17.42	30.06	40.45	7.87	4.21		2.42
	1CMDTT	Male	NO.	1	0	1	0	1	3	
			%	33.33	0	33.33	0	33.33		
		Female	NO.	34	43	44	12	3	136	
			%	25	31.62	32.35	8.82	2.21		
		Persons	NO.	35	43	45	12	4	139	
			%	25.18	30.94	32.37	8.63	2.88		0.47
1CMDTW	Male	NO.	159	297	448	104	37	1045		
		%	15.22	28.42	42.87	9.95	3.54			
	Female	NO.	32	39	32	7	9	119		
		%	26.89	32.77	26.89	5.88	7.56			
	Persons	NO.	191	336	480	111	46	1164		
		%	16.41	28.87	41.24	9.54	3.95		3.95	
1DMDTM	Male	NO.	93	178	273	37	19	600		
		%	15.5	29.67	45.5	6.17	3.17			
	Female	NO.	12	31	25	4	0	72		
		%	16.67	43.06	34.72	5.56	0			
	Persons	NO.	105	209	298	41	19	672		

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Materials Design and Technology								
1DMDTM		%	15.62	31.1	44.35	6.1	2.83	2.28
1DMDTT	Male	NO.	0	1	1	0	0	2
		%	0	50	50	0	0	
	Female	NO.	38	38	44	9	0	129
		%	29.46	29.46	34.11	6.98	0	
	Persons	NO.	38	39	45	9	0	131
		%	29.01	29.77	34.35	6.87	0	0.44
1DMDTW	Male	NO.	151	280	465	71	36	1003
		%	15.05	27.92	46.36	7.08	3.59	
	Female	NO.	23	37	44	5	1	110
		%	20.91	33.64	40	4.55	0.91	
	Persons	NO.	174	317	509	76	37	1113
		%	15.63	28.48	45.73	6.83	3.32	3.78
2AMDTM	Male	NO.	24	19	21	1	2	67
		%	35.82	28.36	31.34	1.49	2.99	
	Female	NO.	5	6	0	0	0	11
		%	45.45	54.55	0	0	0	
	Persons	NO.	29	25	21	1	2	78
		%	37.18	32.05	26.92	1.28	2.56	0.26
2AMDTT	Male	NO.	0	1	0	0	0	1
		%	0	100	0	0	0	
	Female	NO.	28	42	30	6	3	109
		%	25.69	38.53	27.52	5.5	2.75	
	Persons	NO.	28	43	30	6	3	110
		%	25.45	39.09	27.27	5.45	2.73	0.37
2AMDTW	Male	NO.	27	53	90	13	4	187
		%	14.44	28.34	48.13	6.95	2.14	
	Female	NO.	7	8	10	1	1	27
		%	25.93	29.63	37.04	3.7	3.7	
	Persons	NO.	34	61	100	14	5	214
		%	15.89	28.5	46.73	6.54	2.34	0.73
2BMDTM	Male	NO.	21	23	18	3	1	66
		%	31.82	34.85	27.27	4.55	1.52	
	Female	NO.	0	2	0	0	0	2

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise								
Materials Design and Technology								
2BMDTM								
		%	0	100	0	0	0	
	Persons	NO.	21	25	18	3	1	68
		%	30.88	36.76	26.47	4.41	1.47	0.23
2BMDTT								
	Male	NO.	0	1	0	0	0	1
		%	0	100	0	0	0	
	Female	NO.	28	43	26	6	2	105
		%	26.67	40.95	24.76	5.71	1.9	
	Persons	NO.	28	44	26	6	2	106
		%	26.42	41.51	24.53	5.66	1.89	0.36
2BMDTW								
	Male	NO.	28	51	84	13	2	178
		%	15.73	28.65	47.19	7.3	1.12	
	Female	NO.	7	8	10	1	0	26
		%	26.92	30.77	38.46	3.85	0	
	Persons	NO.	35	59	94	14	2	204
		%	17.16	28.92	46.08	6.86	0.98	0.69
3AMDTM								
	Male	NO.	3	1	4	0	0	8
		%	37.5	12.5	50	0	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	3	1	4	0	0	8
		%	37.5	12.5	50	0	0	0.03
3AMDTT								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	29	12	8	1	0	50
		%	58	24	16	2	0	
	Persons	NO.	29	12	8	1	0	50
		%	58	24	16	2	0	0.17
3AMDTW								
	Male	NO.	18	22	28	3	0	71
		%	25.35	30.99	39.44	4.23	0	
	Female	NO.	4	0	0	0	0	4
		%	100	0	0	0	0	
	Persons	NO.	22	22	28	3	0	75
		%	29.33	29.33	37.33	4	0	0.25
3BMDTM								
	Male	NO.	3	1	4	0	0	8

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
Technology and Enterprise Materials Design and Technology 3BMDTM  3BMDTT  3BMDTW  PAMDTM  PAMDTT  PAMDTW	Female	%	37.5	12.5	50	0	0	
		NO.	0	0	0	0	0	0
	Persons	%	0	0	0	0	0	
		NO.	3	1	4	0	0	8
		%	37.5	12.5	50	0	0	0.03
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	30	11	8	1	0	50
		%	60	22	16	2	0	
	Persons	NO.	30	11	8	1	0	50
		%	60	22	16	2	0	0.17
	Male	NO.	18	26	26	1	0	71
		%	25.35	36.62	36.62	1.41	0	
	Female	NO.	4	0	0	0	0	4
		%	100	0	0	0	0	
	Persons	NO.	22	26	26	1	0	75
		%	29.33	34.67	34.67	1.33	0	0.25
	Male	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	
	Female	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	
	Persons	NO.	5	0	0	0	0	5
		%	100	0	0	0	0	0.02
	Male	NO.	4	0	0	0	0	4
%		100	0	0	0	0		
Female	NO.	4	0	0	0	0	4	
	%	100	0	0	0	0		
Persons	NO.	8	0	0	0	0	8	
	%	100	0	0	0	0	0.03	
Male	NO.	8	0	0	0	0	8	
	%	100	0	0	0	0		
Female	NO.	2	0	0	0	0	2	
	%	100	0	0	0	0		
Persons	NO.	10	0	0	0	0	10	
	%	100	0	0	0	0	0.03	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Materials Design and Technology PBMDTW	Male	NO.	3	0	0	0	0	3			
		%	100	0	0	0	0				
	Female	NO.	0	0	0	0	0	0			
		%	0	0	0	0	0				
	Persons	NO.	3	0	0	0	0	3			
		%	100	0	0	0	0		0.01		
	Primary Industries: VET Industry Specific 1CVPIA	Male	NO.	0	0	11	0	0	11		
			%	0	0	100	0	0			
		Female	NO.	0	0	2	0	0	2		
			%	0	0	100	0	0			
		Persons	NO.	0	0	13	0	0	13		
			%	0	0	100	0	0		0.04	
		1DVPIA	Male	NO.	0	0	11	0	0	11	
				%	0	0	100	0	0		
			Female	NO.	0	0	2	0	0	2	
				%	0	0	100	0	0		
			Persons	NO.	0	0	13	0	0	13	
				%	0	0	100	0	0		0.04
2AVPIA			Male	NO.	0	0	11	0	0	11	
				%	0	0	100	0	0		
			Female	NO.	0	0	2	0	0	2	
				%	0	0	100	0	0		
			Persons	NO.	0	0	13	0	0	13	
				%	0	0	100	0	0		0.04
	2BVPIA		Male	NO.	0	0	11	0	0	11	
				%	0	0	100	0	0		
			Female	NO.	0	0	2	0	0	2	
				%	0	0	100	0	0		
			Persons	NO.	0	0	13	0	0	13	
				%	0	0	100	0	0		0.04
		Workplace Learning 1AWPL	Male	NO.	30	51	117	19	20	237	
				%	12.66	21.52	49.37	8.02	8.44		



# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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 Workplace Learning 1AWPL  1BWPL  1CWPL  1DWPL  The Arts Dance 1ADAN  1BDAN	Female	NO.	41	35	26	5	11	118	
		%	34.75	29.66	22.03	4.24	9.32		
	Persons	NO.	71	86	143	24	31	355	1.21
		%	20	24.23	40.28	6.76	8.73		
	Male	NO.	34	76	107	17	14	248	
		%	13.71	30.65	43.15	6.85	5.65		
	Female	NO.	44	45	32	5	6	132	
		%	33.33	34.09	24.24	3.79	4.55		
	Persons	NO.	78	121	139	22	20	380	1.29
		%	20.53	31.84	36.58	5.79	5.26		
	Male	NO.	222	349	338	68	52	1029	
		%	21.57	33.92	32.85	6.61	5.05		
	Female	NO.	410	313	185	29	32	969	
		%	42.31	32.3	19.09	2.99	3.3		
	Persons	NO.	632	662	523	97	84	1998	6.78
		%	31.63	33.13	26.18	4.85	4.2		
	Male	NO.	236	330	346	47	50	1009	
		%	23.39	32.71	34.29	4.66	4.96		
	Female	NO.	441	286	189	26	22	964	
		%	45.75	29.67	19.61	2.7	2.28		
	Persons	NO.	677	616	535	73	72	1973	6.7
		%	34.31	31.22	27.12	3.7	3.65		
	Male	NO.	8	6	10	1	2	27	
		%	29.63	22.22	37.04	3.7	7.41		
Female	NO.	97	98	117	24	18	354		
	%	27.4	27.68	33.05	6.78	5.08			
Persons	NO.	105	104	127	25	20	381	1.29	
	%	27.56	27.3	33.33	6.56	5.25			
Male	NO.	8	11	7	0	3	29		
	%	27.59	37.93	24.14	0	10.34			
Female	NO.	97	117	114	15	18	361		
	%	26.87	32.41	31.58	4.16	4.99			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 12 population
			A	B	C	D	E		
The Arts Dance 1BDAN 2ADAN 2BDAN 3ADAN 3BDAN Drama 1ADRA 1BDRA	Persons	NO.	105	128	121	15	21	390	1.32
		%	26.92	32.82	31.03	3.85	5.38		
	Male	NO.	1	3	3	0	0	7	
		%	14.29	42.86	42.86	0	0		
	Female	NO.	80	79	81	25	6	271	
		%	29.52	29.15	29.89	9.23	2.21		
	Persons	NO.	81	82	84	25	6	278	0.94
		%	29.14	29.5	30.22	8.99	2.16		
	Male	NO.	2	1	3	0	0	6	
		%	33.33	16.67	50	0	0		
	Female	NO.	68	80	66	18	4	236	
		%	28.81	33.9	27.97	7.63	1.69		
	Persons	NO.	70	81	69	18	4	242	0.82
		%	28.93	33.47	28.51	7.44	1.65		
	Male	NO.	1	3	3	0	0	7	
		%	14.29	42.86	42.86	0	0		
	Female	NO.	42	76	33	4	0	155	
		%	27.1	49.03	21.29	2.58	0		
	Persons	NO.	43	79	36	4	0	162	0.55
		%	26.54	48.77	22.22	2.47	0		
	Male	NO.	1	3	3	0	0	7	
		%	14.29	42.86	42.86	0	0		
	Female	NO.	46	71	32	4	1	154	
		%	29.87	46.1	20.78	2.6	0.65		
Persons	NO.	47	74	35	4	1	161	0.55	
	%	29.19	45.96	21.74	2.48	0.62			
Male	NO.	9	41	65	11	3	129		
	%	6.98	31.78	50.39	8.53	2.33			
Female	NO.	39	78	89	10	8	224		
	%	17.41	34.82	39.73	4.46	3.57			
Persons	NO.	48	119	154	21	11	353	1.2	
	%	13.6	33.71	43.63	5.95	3.12			
Male	NO.	16	46	67	5	3	137		
	%								

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
The Arts Drama 1BDRA  2ADRA  2BDRA  3ADRA  3BDRA  Media Production and Analysis 1AMPA	Female	%	11.68	33.58	48.91	3.65	2.19		
		NO.	45	85	78	6	9	223	
	Persons	%	20.18	38.12	34.98	2.69	4.04		
		NO.	61	131	145	11	12	360	
			%	16.94	36.39	40.28	3.06	3.33	1.22
	Male	NO.	8	19	40	11	5	83	
		%	9.64	22.89	48.19	13.25	6.02		
	Female	NO.	27	63	78	17	7	192	
		%	14.06	32.81	40.62	8.85	3.65		
	Persons	NO.	35	82	118	28	12	275	
		%	12.73	29.82	42.91	10.18	4.36		0.93
	Male	NO.	6	16	33	10	4	69	
		%	8.7	23.19	47.83	14.49	5.8		
	Female	NO.	19	61	74	15	5	174	
		%	10.92	35.06	42.53	8.62	2.87		
	Persons	NO.	25	77	107	25	9	243	
		%	10.29	31.69	44.03	10.29	3.7		0.82
	Male	NO.	45	85	102	20	6	258	
		%	17.44	32.95	39.53	7.75	2.33		
	Female	NO.	177	282	202	29	3	693	
		%	25.54	40.69	29.15	4.18	0.43		
	Persons	NO.	222	367	304	49	9	951	
		%	23.34	38.59	31.97	5.15	0.95		3.23
	Male	NO.	45	84	102	16	4	251	
%		17.93	33.47	40.64	6.37	1.59			
Female	NO.	186	271	201	22	2	682		
	%	27.27	39.74	29.47	3.23	0.29			
Persons	NO.	231	355	303	38	6	933		
	%	24.76	38.05	32.48	4.07	0.64		3.17	
Male	NO.	11	25	27	8	3	74		
	%	14.86	33.78	36.49	10.81	4.05			
Female	NO.	6	15	33	9	1	64		
	%	9.38	23.44	51.56	14.06	1.56			
Persons	NO.	17	40	60	17	4	138		

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 12 population
			A	B	C	D	E		
The Arts									
Media Production and Analysis									
1AMPA		%	12.32	28.99	43.48	12.32	2.9		0.47
1BMPA	Male	NO.	7	19	22	3	5	56	
		%	12.5	33.93	39.29	5.36	8.93		
	Female	NO.	4	11	25	5	4	49	
		%	8.16	22.45	51.02	10.2	8.16		
	Persons	NO.	11	30	47	8	9	105	
		%	10.48	28.57	44.76	7.62	8.57		0.36
1CMPA	Male	NO.	22	73	158	28	11	292	
		%	7.53	25	54.11	9.59	3.77		
	Female	NO.	47	101	93	19	8	268	
		%	17.54	37.69	34.7	7.09	2.99		
	Persons	NO.	69	174	251	47	19	560	
		%	12.32	31.07	44.82	8.39	3.39		1.9
1DMPA	Male	NO.	19	90	140	18	14	281	
		%	6.76	32.03	49.82	6.41	4.98		
	Female	NO.	46	108	87	12	3	256	
		%	17.97	42.19	33.98	4.69	1.17		
	Persons	NO.	65	198	227	30	17	537	
		%	12.1	36.87	42.27	5.59	3.17		1.82
2AMPA	Male	NO.	11	41	80	32	15	179	
		%	6.15	22.91	44.69	17.88	8.38		
	Female	NO.	20	56	101	11	6	194	
		%	10.31	28.87	52.06	5.67	3.09		
	Persons	NO.	31	97	181	43	21	373	
		%	8.31	26.01	48.53	11.53	5.63		1.27
2BMPA	Male	NO.	7	35	75	21	12	150	
		%	4.67	23.33	50	14	8		
	Female	NO.	19	41	93	16	3	172	
		%	11.05	23.84	54.07	9.3	1.74		
	Persons	NO.	26	76	168	37	15	322	
		%	8.07	23.6	52.17	11.49	4.66		1.09
3AMPA	Male	NO.	52	111	133	20	7	323	
		%	16.1	34.37	41.18	6.19	2.17		
	Female	NO.	144	266	230	23	10	673	

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 12 population		
			A	B	C	D			E	
The Arts Media Production and Analysis 3AMPA  3BMPA	Persons	%	21.4	39.52	34.18	3.42	1.49			
		NO.	196	377	363	43	17	996		
		%	19.68	37.85	36.45	4.32	1.71		3.38	
	Male	NO.	48	110	132	17	7	314		
		%	15.29	35.03	42.04	5.41	2.23			
	Female	NO.	131	267	228	29	4	659		
		%	19.88	40.52	34.6	4.4	0.61			
	Persons	NO.	179	377	360	46	11	973		
		%	18.4	38.75	37	4.73	1.13		3.3	
	Music 1AMUS  1BMUS  1CMUS  1DMUS	Male	NO.	4	9	9	1	1	24	
			%	16.67	37.5	37.5	4.17	4.17		
		Female	NO.	3	4	6	4	1	18	
%			16.67	22.22	33.33	22.22	5.56			
Persons		NO.	7	13	15	5	2	42		
		%	16.67	30.95	35.71	11.9	4.76		0.14	
Male		NO.	2	9	9	0	2	22		
		%	9.09	40.91	40.91	0	9.09			
Female		NO.	3	3	4	1	0	11		
		%	27.27	27.27	36.36	9.09	0			
Persons		NO.	5	12	13	1	2	33		
		%	15.15	36.36	39.39	3.03	6.06		0.11	
Male	NO.	38	94	104	16	3	255			
	%	14.9	36.86	40.78	6.27	1.18				
Female	NO.	41	70	50	20	5	186			
	%	22.04	37.63	26.88	10.75	2.69				
Persons	NO.	79	164	154	36	8	441			
	%	17.91	37.19	34.92	8.16	1.81		1.5		
Male	NO.	39	94	95	10	8	246			
	%	15.85	38.21	38.62	4.07	3.25				
Female	NO.	42	73	54	8	5	182			
	%	23.08	40.11	29.67	4.4	2.75				
Persons	NO.	81	167	149	18	13	428			
	%	18.93	39.02	34.81	4.21	3.04		1.45		

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
The Arts Music 2AMUSC  2AMUSJ  2AMUSW  2BMUSC  2BMUSJ  2BMUSW	Male	NO.	4	12	11	2	1	30	
		%	13.33	40	36.67	6.67	3.33		
	Female	NO.	3	8	8	0	0	19	
		%	15.79	42.11	42.11	0	0		
	Persons	NO.	7	20	19	2	1	49	0.17
		%	14.29	40.82	38.78	4.08	2.04		
	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	2	1	0	0	3	0.01
		%	0	66.67	33.33	0	0		
	Male	NO.	2	3	3	0	0	8	
		%	25	37.5	37.5	0	0		
	Female	NO.	2	6	5	1	0	14	
		%	14.29	42.86	35.71	7.14	0		
	Persons	NO.	4	9	8	1	0	22	0.07
		%	18.18	40.91	36.36	4.55	0		
	Male	NO.	3	11	10	4	0	28	
		%	10.71	39.29	35.71	14.29	0		
	Female	NO.	3	8	8	0	0	19	
		%	15.79	42.11	42.11	0	0		
	Persons	NO.	6	19	18	4	0	47	0.16
		%	12.77	40.43	38.3	8.51	0		
Male	NO.	0	1	1	0	0	2		
	%	0	50	50	0	0			
Female	NO.	0	1	0	0	0	1		
	%	0	100	0	0	0			
Persons	NO.	0	2	1	0	0	3	0.01	
	%	0	66.67	33.33	0	0			
Male	NO.	2	0	6	0	0	8		
	%	25	0	75	0	0			
Female	NO.	2	5	6	0	0	13		
	%	15.38	38.46	46.15	0	0			
Persons	NO.	4	5	12	0	0	21		
	%								

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
The Arts								
Music								
2BMUSW		%	19.05	23.81	57.14	0	0	0.07
3AMUSC	Male	NO.	7	16	23	2	1	49
		%	14.29	32.65	46.94	4.08	2.04	
	Female	NO.	11	16	16	3	1	47
		%	23.4	34.04	34.04	6.38	2.13	
	Persons	NO.	18	32	39	5	2	96
		%	18.75	33.33	40.62	5.21	2.08	0.33
3AMUSJ	Male	NO.	7	8	8	0	0	23
		%	30.43	34.78	34.78	0	0	
	Female	NO.	3	3	8	0	1	15
		%	20	20	53.33	0	6.67	
	Persons	NO.	10	11	16	0	1	38
		%	26.32	28.95	42.11	0	2.63	0.13
3AMUSW	Male	NO.	37	46	28	0	1	112
		%	33.04	41.07	25	0	0.89	
	Female	NO.	63	73	53	6	1	196
		%	32.14	37.24	27.04	3.06	0.51	
	Persons	NO.	100	119	81	6	2	308
		%	32.47	38.64	26.3	1.95	0.65	1.05
3BMUSC	Male	NO.	7	17	19	4	1	48
		%	14.58	35.42	39.58	8.33	2.08	
	Female	NO.	11	19	14	2	0	46
		%	23.91	41.3	30.43	4.35	0	
	Persons	NO.	18	36	33	6	1	94
		%	19.15	38.3	35.11	6.38	1.06	0.32
3BMUSJ	Male	NO.	7	8	8	0	0	23
		%	30.43	34.78	34.78	0	0	
	Female	NO.	2	3	9	0	0	14
		%	14.29	21.43	64.29	0	0	
	Persons	NO.	9	11	17	0	0	37
		%	24.32	29.73	45.95	0	0	0.13
3BMUSW	Male	NO.	40	43	28	0	1	112
		%	35.71	38.39	25	0	0.89	
	Female	NO.	61	73	51	7	2	194

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
The Arts Music 3BMUSW  PAMUS	Persons	%	31.44	37.63	26.29	3.61	1.03		
		NO.	101	116	79	7	3	306	
		%	33.01	37.91	25.82	2.29	0.98	1.04	
	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0	0	
	Visual Arts 1AVAR  1BVAR  1CVAR  1DVAR	Male	NO.	10	21	39	9	1	80
			%	12.5	26.25	48.75	11.25	1.25	
		Female	NO.	17	32	36	12	8	105
%			16.19	30.48	34.29	11.43	7.62		
Persons		NO.	27	53	75	21	9	185	
		%	14.59	28.65	40.54	11.35	4.86	0.63	
Male		NO.	15	14	40	5	4	78	
		%	19.23	17.95	51.28	6.41	5.13		
Female		NO.	15	37	36	8	8	104	
		%	14.42	35.58	34.62	7.69	7.69		
Persons		NO.	30	51	76	13	12	182	
		%	16.48	28.02	41.76	7.14	6.59	0.62	
Male	NO.	43	102	251	67	29	492		
	%	8.74	20.73	51.02	13.62	5.89			
Female	NO.	185	388	453	98	37	1161		
	%	15.93	33.42	39.02	8.44	3.19			
Persons	NO.	228	490	704	165	66	1653		
	%	13.79	29.64	42.59	9.98	3.99	5.61		
Male	NO.	46	110	250	39	21	466		
	%	9.87	23.61	53.65	8.37	4.51			
Female	NO.	217	394	428	75	28	1142		
	%	19	34.5	37.48	6.57	2.45			
Persons	NO.	263	504	678	114	49	1608		
	%	16.36	31.34	42.16	7.09	3.05	5.46		



# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 12 population
			A	B	C	D	E		
The Arts Visual Arts 2AVAR  2BVAR  3AVAR  3BVAR  PAVAR  PBVAR	Male	NO.	6	24	37	18	5	90	
		%	6.67	26.67	41.11	20	5.56		
	Female	NO.	42	97	113	28	9	289	
		%	14.53	33.56	39.1	9.69	3.11		
	Persons	NO.	48	121	150	46	14	379	1.29
		%	12.66	31.93	39.58	12.14	3.69		
	Male	NO.	7	19	38	19	3	86	
		%	8.14	22.09	44.19	22.09	3.49		
	Female	NO.	26	104	109	27	2	268	
		%	9.7	38.81	40.67	10.07	0.75		
	Persons	NO.	33	123	147	46	5	354	1.2
		%	9.32	34.75	41.53	12.99	1.41		
	Male	NO.	23	70	76	13	3	185	
		%	12.43	37.84	41.08	7.03	1.62		
	Female	NO.	144	309	235	45	4	737	
		%	19.54	41.93	31.89	6.11	0.54		
	Persons	NO.	167	379	311	58	7	922	3.13
		%	18.11	41.11	33.73	6.29	0.76		
	Male	NO.	23	69	80	5	4	181	
		%	12.71	38.12	44.2	2.76	2.21		
	Female	NO.	156	306	227	29	4	722	
		%	21.61	42.38	31.44	4.02	0.55		
	Persons	NO.	179	375	307	34	8	903	3.07
		%	19.82	41.53	34	3.77	0.89		
Male	NO.	9	0	0	0	0	9		
	%	100	0	0	0	0			
Female	NO.	4	0	0	0	0	4		
	%	100	0	0	0	0			
Persons	NO.	13	0	0	0	0	13	0.04	
	%	100	0	0	0	0			
Male	NO.	9	0	0	0	0	9		
	%	100	0	0	0	0			
Female	NO.	7	0	0	0	0	7		
	%	100	0	0	0	0			
Persons	NO.	16	0	0	0	0	16		
	%	100	0	0	0	0			

# Curriculum Council

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2010 (cont)

Course units 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		
The Arts Visual Arts PBVAR								
		%	100	0	0	0	0	0.05

# Curriculum Council

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2007-2011

Subject/course	Number of candidates sitting in the examinations				
	2007	2008	2009	2010	2011
Accounting	1497	1444	1313	-	-
Accounting and Finance Stage 2	-	-	-	81	74
Accounting and Finance Stage 3	-	-	-	1393	1366
Ancient History	201	191	159	-	-
Ancient History Stage 2	-	-	-	4	4
Ancient History Stage 3	-	-	-	146	200
Animal Production Systems Stage 2	-	-	-	32	22
Animal Production Systems Stage 3	-	-	-	26	37
Applicable Mathematics	3880	3997	3975	-	-
Applied Information Technology	-	930	-	-	-
Applied Information Technology Stage 2	-	-	816	704	486
Applied Information Technology Stage 3	-	-	598	558	641
Arabic (CCAFL)	14	14	-	-	11
Arabic Stage 3	-	-	17	2	-
Art	835	791	838	-	-
Aviation	46	53	-	-	-
Aviation Stage 2	-	-	1	4	-
Aviation Stage 3	-	-	72	79	42
Biological Sciences Stage 2	-	-	-	37	21
Biological Sciences Stage 3	-	-	-	1579	1606
Biology	1629	1403	1609	-	-
Business Management and Enterprise Stage 2	-	-	-	385	318
Business Management and Enterprise Stage 3	-	-	-	148	226
Calculus	1502	1764	1794	-	-
Career and Enterprise Stage 2	-	-	609	447	227
Career and Enterprise Stage 3	-	-	102	115	189
Chemistry	3700	3851	3914	-	-
Chemistry Stage 2	-	-	-	130	61
Chemistry Stage 3	-	-	-	4509	4753
Children, Family and the Community Stage 2	-	-	-	339	292
Children, Family and the Community Stage 3	-	-	-	-	12
Chinese: Advanced	45	39	-	-	-
Chinese: Background Speakers Stage 3	-	-	42	49	60
Chinese: Second Language	31	17	-	-	-
Chinese: Second Language Stage 2	-	-	3	-	1
Chinese: Second Language Stage 3	-	-	16	35	46
Computer Science Stage 2	-	-	168	129	108
Computer Science Stage 3	-	-	416	363	341
Dance Stage 2	-	-	300	202	151
Dance Stage 3	-	-	150	158	216
Design Stage 2	-	-	-	394	296
Design Stage 3	-	-	-	198	408
Discrete Mathematics	6905	6750	7315	-	-

# Curriculum Council

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2007-2011 (cont)

Subject/course	Number of candidates sitting in the examinations				
	2007	2008	2009	2010	2011
Drama Stage 2	-	-	282	201	45
Drama Stage 3	-	-	791	893	939
Drama Studies	862	844	-	-	-
Earth and Environmental Science	-	105	-	-	-
Earth and Environmental Science Stage 2	-	-	41	53	38
Earth and Environmental Science Stage 3	-	-	136	215	150
Economics	2549	2084	1973	-	-
Economics Stage 2	-	-	-	80	50
Economics Stage 3	-	-	-	1988	2045
Engineering Studies	140	-	-	-	-
Engineering Studies Stage 2	-	-	121	84	86
Engineering Studies Stage 3	0	-	147	150	137
English	9108	9015	-	-	-
English as a Second Language	693	-	-	-	-
English as an Additional Language or Dialect	-	949	-	-	-
English as an Additional Language or Dialect Stage 2	-	-	359	305	249
English as an Additional Language or Dialect Stage 3	-	-	763	901	1047
English Literature	1650	1558	1562	-	-
English Stage 2	-	-	4141	3277	2710
English Stage 3	-	-	6886	8466	8942
Food Science and Technology Stage 2	-	-	-	398	306
Food Science and Technology Stage 3	-	-	-	29	67
French	380	324	350	-	-
French Stage 2	-	-	-	9	7
French Stage 3	-	-	-	382	401
Geography	2973	2198	2249	-	-
Geography Stage 2	-	-	-	264	70
Geography Stage 3	-	-	-	1709	1949
Geology	50	-	-	-	-
German	86	86	78	-	-
German Stage 2	-	-	-	-	4
German Stage 3	-	-	-	86	88
Health Studies Stage 2	-	-	-	158	118
Health Studies Stage 3	-	-	-	67	107
Hebrew (CCAFL)	4	4	-	-	-
Hebrew Stage 3	-	-	2	5	2
History	2758	2536	2533	-	-
Human Biological Science Stage 2	-	-	-	426	297
Human Biological Science Stage 3	-	-	-	3955	4251
Human Biology	4302	4229	4076	-	-

# Curriculum Council

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2007-2011 (cont)

Subject/course	Number of candidates sitting in the examinations				
	2007	2008	2009	2010	2011
Indonesian Background Speakers Stage 3	-	-	-	6	-
Indonesian: Advanced	46	19	-	-	-
Indonesian: Background Speakers Stage 3	-	-	10	-	9
Indonesian: Second Language	102	64	50	-	-
Indonesian: Second Language Stage 2	-	-	-	15	3
Indonesian: Second Language Stage 3	-	-	-	45	64
Information Systems	636	572	-	-	-
Integrated Science Stage 2	-	-	-	96	82
Integrated Science Stage 3	-	-	-	117	108
Italian	245	179	-	-	-
Italian Stage 2	-	-	16	15	23
Italian Stage 3	-	-	177	207	255
Japanese: Advanced	5	3	-	-	-
Japanese: Background Speakers Stage 3	-	-	2	7	3
Japanese: Second Language	194	192	189	-	-
Japanese: Second Language Stage 2	-	-	-	24	20
Japanese: Second Language Stage 3	-	-	-	185	229
Literature Stage 2	-	-	-	15	15
Literature Stage 3	-	-	-	1554	1750
Malay: Advanced	53	20	-	-	-
Malay: Background Speakers Stage 3	-	-	3	1	-
Marine and Maritime Technology Stage 2	-	-	16	47	-
Marine and Maritime Technology Stage 3	-	-	28	29	28
Materials Design and Technology Stage 2	-	-	363	277	200
Materials Design and Technology Stage 3	-	-	86	132	179
Mathematics Stage 2AB	-	-	-	584	574
Mathematics Stage 2CD	-	-	-	5094	4564
Mathematics Stage 3AB	-	-	-	3856	4628
Mathematics Stage 3CD	-	-	-	3570	3488
Mathematics: Specialist Stage 3	-	-	-	1611	-
Mathematics: Specialist Stage 3AB	-	-	-	-	92
Mathematics: Specialist Stage 3CD	-	-	-	-	1396
Media Production and Analysis	933	1061	-	-	-
Media Production and Analysis Stage 2	-	-	392	271	176
Media Production and Analysis Stage 3	-	-	855	948	949
Modern Greek (SSABSA)	11	11	-	-	-
Modern Greek Stage 3	-	-	5	4	3
Modern History Stage 2	-	-	-	58	21
Modern History Stage 3	-	-	-	2492	2701
Music	356	354	324	-	-
Music Stage 2	-	-	-	66	31
Music Stage 3	-	-	-	432	441
Outdoor Education Stage 2	-	-	277	262	190
Outdoor Education Stage 3	-	-	185	155	188

# Curriculum Council

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2007-2011 (cont)

Subject/course	Number of candidates sitting in the examinations				
	2007	2008	2009	2010	2011
Persian: Background Speakers Stage 3					1
Philosophy and Ethics Stage 2	-	-	21	15	3
Philosophy and Ethics Stage 3	-	-	71	129	130
Physical Education Studies	-	1641	-	-	-
Physical Education Studies Stage 2	-	-	1032	824	516
Physical Education Studies Stage 3	-	-	1160	1433	1726
Physical Science	360	319	343	-	-
Physics	3020	3243	3288	-	-
Physics Stage 2	-	-	-	81	37
Physics Stage 3	-	-	-	3535	3551
Plant Production Systems Stage 2	-	-	-	28	20
Plant Production Systems Stage 3	-	-	-	20	25
Polish Stage 3	-	-	-	8	5
Political and Legal Studies	824	824	827	-	-
Politics and Law Stage 2	-	-	-	63	37
Politics and Law Stage 3	-	-	-	801	890
Psychology Stage 2	-	-	93	191	193
Psychology Stage 3	-	-	173	425	625
Religion and Life Stage 2	-	-	-	827	232
Religion and Life Stage 3	-	-	-	907	1583
Russian Stage 3	-	-	2	1	2
Serbian Stage 3	-	-	1	2	-
Spanish Stage 3	-	-	3	2	4
Turkish Stage 3	-	-	3	-	-
Vietnamese Stage 3					5
Visual Arts Stage 2	-	-	-	309	139
Visual Arts Stage 3	-	-	-	883	928
Total number of students who sat at least one examination	11765	11855	14614	15608	15555
Number of student/examination combinations	52625	53678	60712	69006	69382

# Curriculum Council

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2007-2010

Subject/course	Number of candidates sitting in the examinations								
	2007	2008	2009	2010					
				Male		Female		Persons	% Change *
				No.	%	No.	%		
Accounting	1497	1444	1313	-	-	-	-	-	-
Accounting and Finance Stage 2	-	-	-	33	41	48	59	81	-
Accounting and Finance Stage 3	-	-	-	696	50	697	50	1393	-
Ancient History	201	191	159	-	-	-	-	-	-
Ancient History Stage 2	-	-	-	3	75	1	25	4	-
Ancient History Stage 3	-	-	-	75	51	71	49	146	-
Animal Production Systems Stage 2	-	-	-	15	47	17	53	32	-
Animal Production Systems Stage 3	-	-	-	5	19	21	81	26	-
Applicable Mathematics	3880	3997	3975	-	-	-	-	-	-
Applied Information Technology	-	930	-	-	-	-	-	-	-
Applied Information Technology Stage 2	-	-	816	397	56	307	44	704	-13.7
Applied Information Technology Stage 3	-	-	598	367	66	191	34	558	-6.7
Arabic (CCAFL)	14	14	-	-	-	-	-	-	-
Arabic Stage 3	-	-	17	1	50	1	50	2	-88.2
Art	835	791	838	-	-	-	-	-	-
Aviation	46	53	-	-	-	-	-	-	-
Aviation Stage 2	-	-	1	4	100	0	0	4	300
Aviation Stage 3	-	-	72	75	95	4	5	79	9.7
Biological Sciences Stage 2	-	-	-	13	35	24	65	37	-
Biological Sciences Stage 3	-	-	-	560	35	1019	65	1579	-
Biology	1629	1403	1609	-	-	-	-	-	-
Business Management and Enterprise Stage	-	-	-	157	41	228	59	385	-
Business Management and Enterprise Stage	-	-	-	89	60	59	40	148	-
Calculus	1502	1764	1794	-	-	-	-	-	-
Career and Enterprise Stage 2	-	-	609	179	40	268	60	447	-26.6
Career and Enterprise Stage 3	-	-	102	42	37	73	63	115	12.7
Chemistry	3700	3851	3914	-	-	-	-	-	-
Chemistry Stage 2	-	-	-	49	38	81	62	130	-
Chemistry Stage 3	-	-	-	2443	54	2066	46	4509	-
Children, Family and the Community Stage 2	-	-	-	4	1	335	99	339	-
Chinese: Advanced	45	39	-	-	-	-	-	-	-
Chinese: Background Speakers Stage 3	-	-	42	18	37	31	63	49	16.7
Chinese: Second Language	31	17	-	-	-	-	-	-	-
Chinese: Second Language Stage 2	-	-	3	-	-	-	-	-	-
Chinese: Second Language Stage 3	-	-	16	19	54	16	46	35	118.8
Computer Science Stage 2	-	-	168	97	75	32	25	129	-23.2
Computer Science Stage 3	-	-	416	279	77	84	23	363	-12.7
Dance Stage 2	-	-	300	6	3	196	97	202	-32.7
Dance Stage 3	-	-	150	8	5	150	95	158	5.3
Design Stage 2	-	-	-	184	47	210	53	394	-
Design Stage 3	-	-	-	119	60	79	40	198	-
Discrete Mathematics	6905	6750	7315	-	-	-	-	-	-
Drama Stage 2	-	-	282	53	26	148	74	201	-28.7
Drama Stage 3	-	-	791	232	26	661	74	893	12.9
Drama Studies	862	844	-	-	-	-	-	-	-
Earth and Environmental Science	-	105	-	-	-	-	-	-	-
Earth and Environmental Science Stage 2	-	-	41	39	74	14	26	53	29.3
Earth and Environmental Science Stage 3	-	-	136	102	47	113	53	215	58.1

\* Percentage change between 2009 and 2010

# Curriculum Council

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2007-2010

Subject/course	Number of candidates sitting in the examinations								
	2007	2008	2009	2010				Persons	% Change *
				Male		Female			
				No.	%	No.	%		
Economics	2549	2084	1973	-	-	-	-	-	-
Economics Stage 2	-	-	-	39	49	41	51	80	-
Economics Stage 3	-	-	-	1094	55	894	45	1988	-
Engineering Studies	140	-	-	-	-	-	-	-	-
Engineering Studies Stage 2	-	-	121	84	100	0	0	84	-30.6
Engineering Studies Stage 3	0	-	147	146	97	4	3	150	2
English	9108	9015	-	-	-	-	-	-	-
English as a Second Language	693	-	-	-	-	-	-	-	-
English as an Additional Language or Dialect Stage 2	-	949	-	-	-	-	-	-	-
English as an Additional Language or Dialect Stage 3	-	-	359	146	48	159	52	305	-15
English Literature	1650	1558	1562	-	-	-	-	-	-
English Stage 2	-	-	4141	1741	53	1536	47	3277	-20.9
English Stage 3	-	-	6886	3784	45	4682	55	8466	22.9
Food Science and Technology Stage 2	-	-	-	90	23	308	77	398	-
Food Science and Technology Stage 3	-	-	-	2	7	27	93	29	-
French	380	324	350	-	-	-	-	-	-
French Stage 2	-	-	-	2	22	7	78	9	-
French Stage 3	-	-	-	105	27	277	73	382	-
Geography	2973	2198	2249	-	-	-	-	-	-
Geography Stage 2	-	-	-	111	42	153	58	264	-
Geography Stage 3	-	-	-	774	45	935	55	1709	-
Geology	50	-	-	-	-	-	-	-	-
German	86	86	78	-	-	-	-	-	-
German Stage 3	-	-	-	42	49	44	51	86	-
Health Studies Stage 2	-	-	-	38	24	120	76	158	-
Health Studies Stage 3	-	-	-	25	37	42	63	67	-
Hebrew (CCAFL)	4	4	-	-	-	-	-	-	-
Hebrew Stage 3	-	-	2	4	80	1	20	5	150
History	2758	2536	2533	-	-	-	-	-	-
Human Biological Science Stage 2	-	-	-	115	27	311	73	426	-
Human Biological Science Stage 3	-	-	-	1232	31	2723	69	3955	-
Human Biology	4302	4229	4076	-	-	-	-	-	-
Indonesian Background Speakers Stage 3	-	-	-	2	33	4	67	6	-
Indonesian: Advanced	46	19	-	-	-	-	-	-	-
Indonesian: Background Speakers Stage 3	-	-	10	-	-	-	-	-	-
Indonesian: Second Language	102	64	50	-	-	-	-	-	-
Indonesian: Second Language Stage 2	-	-	-	5	33	10	67	15	-
Indonesian: Second Language Stage 3	-	-	-	16	36	29	64	45	-
Information Systems	636	572	-	-	-	-	-	-	-
Integrated Science Stage 2	-	-	-	46	48	50	52	96	-
Integrated Science Stage 3	-	-	-	63	54	54	46	117	-
Italian	245	179	-	-	-	-	-	-	-
Italian Stage 2	-	-	16	3	20	12	80	15	-6.2
Italian Stage 3	-	-	177	35	17	172	83	207	16.9

\* Percentage change between 2009 and 2010



# Curriculum Council

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2007-2010

Subject/course	Number of candidates sitting in the examinations								
	2007	2008	2009	2010				Persons	% Change *
				Male		Female			
				No.	%	No.	%		
Japanese: Advanced	5	3	-	-	-	-	-	-	-
Japanese: Background Speakers Stage 3	-	-	2	3	43	4	57	7	250
Japanese: Second Language	194	192	189	-	-	-	-	-	-
Japanese: Second Language Stage 2	-	-	-	5	21	19	79	24	-
Japanese: Second Language Stage 3	-	-	-	55	30	130	70	185	-
Literature Stage 2	-	-	-	7	47	8	53	15	-
Literature Stage 3	-	-	-	482	31	1072	69	1554	-
Malay: Advanced	53	20	-	-	-	-	-	-	-
Malay: Background Speakers Stage 3	-	-	3	0	0	1	100	1	-66.7
Marine and Maritime Technology Stage 2	-	-	16	9	19	38	81	47	193.8
Marine and Maritime Technology Stage 3	-	-	28	7	24	22	76	29	3.6
Materials Design and Technology Stage 2	-	-	363	169	61	108	39	277	-23.7
Materials Design and Technology Stage 3	-	-	86	78	59	54	41	132	53.5
Mathematics Stage 2	-	-	-	2416	43	3261	57	5677	-
Mathematics Stage 3	-	-	-	3981	54	3446	46	7427	-
Mathematics: Specialist Stage 3	-	-	-	1176	73	435	27	1611	-
Media Production and Analysis	933	1061	-	-	-	-	-	-	-
Media Production and Analysis Stage 2	-	-	392	123	45	148	55	271	-30.9
Media Production and Analysis Stage 3	-	-	855	304	32	644	68	948	10.9
Modern Greek (SSABSA)	11	11	-	-	-	-	-	-	-
Modern Greek Stage 3	-	-	5	1	25	3	75	4	-20
Modern History Stage 2	-	-	-	36	62	22	38	58	-
Modern History Stage 3	-	-	-	843	34	1649	66	2492	-
Music	356	354	324	-	-	-	-	-	-
Music Stage 2	-	-	-	35	53	31	47	66	-
Music Stage 3	-	-	-	179	41	253	59	432	-
Outdoor Education Stage 2	-	-	277	152	58	110	42	262	-5.4
Outdoor Education Stage 3	-	-	185	64	41	91	59	155	-16.2
Philosophy and Ethics Stage 2	-	-	21	4	27	11	73	15	-28.6
Philosophy and Ethics Stage 3	-	-	71	66	51	63	49	129	81.7
Physical Education Studies	-	1641	-	-	-	-	-	-	-
Physical Education Studies Stage 2	-	-	1032	422	51	402	49	824	-20.2
Physical Education Studies Stage 3	-	-	1160	846	59	587	41	1433	23.5
Physical Science	360	319	343	-	-	-	-	-	-
Physics	3020	3243	3288	-	-	-	-	-	-
Physics Stage 2	-	-	-	49	60	32	40	81	-
Physics Stage 3	-	-	-	2488	70	1047	30	3535	-
Plant Production Systems Stage 2	-	-	-	15	54	13	46	28	-
Plant Production Systems Stage 3	-	-	-	5	25	15	75	20	-
Polish Stage 3	-	-	-	2	25	6	75	8	-
Political and Legal Studies	824	824	827	-	-	-	-	-	-
Politics and Law Stage 2	-	-	-	31	49	32	51	63	-
Politics and Law Stage 3	-	-	-	314	39	487	61	801	-
Psychology Stage 2	-	-	93	38	20	153	80	191	105.4
Psychology Stage 3	-	-	173	107	25	318	75	425	145.7
Religion and Life Stage 2	-	-	-	336	41	491	59	827	-
Religion and Life Stage 3	-	-	-	328	36	579	64	907	-

\* Percentage change between 2009 and 2010

# Curriculum Council

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2007-2010

Subject/course	Number of candidates sitting in the examinations								
	2007	2008	2009	2010				Persons	% Change *
				Male		Female			
				No.	%	No.	%		
Russian Stage 3	-	-	2	0	0	1	100	1	-50
Serbian Stage 3	-	-	1	1	50	1	50	2	100
Spanish Stage 3	-	-	3	1	50	1	50	2	-33.3
Turkish Stage 3	-	-	3	-	-	-	-	-	-
Visual Arts Stage 2	-	-	-	74	24	235	76	309	-
Visual Arts Stage 3	-	-	-	180	20	703	80	883	-
Total number of students who sat at least one	11765	11855	14614	7231	46	8377	54	15608	6.8

\* Percentage change between 2009 and 2010

# Curriculum Council

Table 4.2 Candidates in each TEE subject/WACE examination course, shown as percentage of total candidature\*, 2006-2010

Subject/course	Subject/course candidature as a percentage of the total candidature				
	2006	2007	2008	2009	2010
Accounting	14	13	12	9	-
Accounting and Finance Stage 2	-	-	-	-	0.52
Accounting and Finance Stage 3	-	-	-	-	9
Ancient History	3	2	2	1	-
Ancient History Stage 2	-	-	-	-	0.03
Ancient History Stage 3	-	-	-	-	0.94
Animal Production Systems Stage 2	-	-	-	-	0.21
Animal Production Systems Stage 3	-	-	-	-	0.17
Applicable Mathematics	34	34	34	27	-
Applied Information Technology	-	8	8	-	-
Applied Information Technology Stage 2	-	-	-	6	5
Applied Information Technology Stage 3	-	-	-	4	4
Arabic (CCAFL)	-	0.12	0.12	-	-
Arabic Stage 3	-	-	-	0.12	0.01
Art	7	7	7	6	-
Aviation	0.26	0.39	0.45	-	-
Aviation Stage 2	-	-	-	0.01	0.03
Aviation Stage 3	-	-	-	0.49	0.51
Biological Sciences Stage 2	-	-	-	-	0.24
Biological Sciences Stage 3	-	-	-	-	10
Biology	15	14	12	11	-
Business Management and Enterprise Stage 2	-	-	-	-	2
Business Management and Enterprise Stage 3	-	-	-	-	0.95
Calculus	13	13	15	12	-
Career and Enterprise Stage 2	-	-	-	4	3
Career and Enterprise Stage 3	-	-	-	0.7	0.74
Chemistry	32	31	32	27	-
Chemistry Stage 2	-	-	-	-	0.83
Chemistry Stage 3	-	-	-	-	29
Children, Family and the Community Stage 2	-	-	-	-	2
Chinese: Advanced	0.42	0.33	0.33	-	-
Chinese: Background Speakers Stage 3	-	-	-	0.29	0.31
Chinese: Second Language	0.23	0.26	0.14	-	-
Chinese: Second Language Stage 2	-	-	-	0.02	-
Chinese: Second Language Stage 3	-	-	-	0.11	0.22
Computer Science Stage 2	-	-	-	1	0.83
Computer Science Stage 3	-	-	-	3	2
Dance Stage 2	-	-	-	2	1
Dance Stage 3	-	-	-	1	1
Design Stage 2	-	-	-	-	3
Design Stage 3	-	-	-	-	1
Discrete Mathematics	59	59	57	50	-
Drama Stage 2	-	-	-	2	1
Drama Stage 3	-	-	-	5	6
Drama Studies	8	7	7	-	-
Earth and Environmental Science	-	-	1	-	-

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

# Curriculum Council

Table 4.2 Candidates in each TEE subject/WACE examination course, shown as percentage of total candidature\*, 2006-2010 (cont)

Subject/course	Subject/course candidature as a percentage of the total candidature				
	2006	2007	2008	2009	2010
Earth and Environmental Science Stage 2	-	-	-	0.28	0.34
Earth and Environmental Science Stage 3	-	-	-	0.93	1
Economics	24	22	18	14	-
Economics Stage 2	-	-	-	-	0.51
Economics Stage 3	-	-	-	-	13
Engineering Studies	-	1	2	-	-
Engineering Studies Stage 2	-	-	-	0.83	0.54
Engineering Studies Stage 3	-	-	-	1	0.96
English	72	77	76	-	-
English as a Second Language	7	6	-	-	-
English as an Additional Language or Dialect	-	-	8	-	-
English as an Additional Language or Dialect Stage 2	-	-	-	2	2
English as an Additional Language or Dialect Stage 3	-	-	-	5	6
English Literature	16	14	13	11	-
English Stage 2	-	-	-	28	21
English Stage 3	-	-	-	47	54
Food Science and Technology Stage 2	-	-	-	-	3
Food Science and Technology Stage 3	-	-	-	-	0.19
French	3	3	3	2	-
French Stage 2	-	-	-	-	0.06
French Stage 3	-	-	-	-	2
Geography	27	25	19	15	-
Geography Stage 2	-	-	-	-	2
Geography Stage 3	-	-	-	-	11
Geology	0.35	0.42	-	-	-
German	1	1	1	0.53	-
German Stage 3	-	-	-	-	0.55
Health Studies Stage 2	-	-	-	-	1
Health Studies Stage 3	-	-	-	-	0.43
Hebrew (CCAFL)	-	0.03	0.03	-	-
Hebrew Stage 3	-	-	-	0.01	0.03
History	25	23	21	17	-
Human Biological Science Stage 2	-	-	-	-	3
Human Biological Science Stage 3	-	-	-	-	25
Human Biology	37	37	36	28	-
Indonesian Background Speakers Stage 3	-	-	-	-	0.04
Indonesian: Advanced	1	0.39	0.16	-	-
Indonesian: Background Speakers Stage 3	-	-	-	0.07	-
Indonesian: Second Language	1	1	1	0.34	-
Indonesian: Second Language Stage 2	-	-	-	-	0.1
Indonesian: Second Language Stage 3	-	-	-	-	0.29
Information Systems	6	5	5	-	-
Integrated Science Stage 2	-	-	-	-	0.62
Integrated Science Stage 3	-	-	-	-	0.75
Italian	2	2	2	-	-
Italian Stage 2	-	-	-	0.11	0.1
Italian Stage 3	-	-	-	1	1
Japanese: Advanced	0.05	0.04	0.03	-	-
Japanese: Background Speakers Stage 3	-	-	-	0.01	0.04

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

# Curriculum Council

Table 4.2 Candidates in each TEE subject/WACE examination course, shown as percentage of total candidature\*, 2006-2010 (cont)

Subject/course	Subject/course candidature as a percentage of the total candidature				
	2006	2007	2008	2009	2010
Japanese: Second Language	2	2	2	1	-
Japanese: Second Language Stage 2	-	-	-	-	0.15
Japanese: Second Language Stage 3	-	-	-	-	1
Literature Stage 2	-	-	-	-	0.1
Literature Stage 3	-	-	-	-	10
Malay: Advanced	1	0.45	0.17	-	-
Malay: Background Speakers Stage 3	-	-	-	0.02	0.01
Marine and Maritime Technology Stage 2	-	-	-	0.11	0.3
Marine and Maritime Technology Stage 3	-	-	-	0.19	0.19
Materials Design and Technology Stage 2	-	-	-	2	2
Materials Design and Technology Stage 3	-	-	-	0.59	0.85
Mathematics Stage 2AB					4
Mathematics 2CD					33
Mathematics Stage 3AB	-	-	-	-	25
Mathematics Stage 3CD	-	-	-	-	23
Mathematics: Specialist Stage 3	-	-	-	-	10
Media Production and Analysis	-	8	9	-	-
Media Production and Analysis Stage 2	-	-	-	3	2
Media Production and Analysis Stage 3	-	-	-	6	6
Modern Greek (SSABSA)	0.05	0.09	0.09	-	-
Modern Greek Stage 3	-	-	-	0.03	0.03
Modern History Stage 2	-	-	-	-	0.37
Modern History Stage 3	-	-	-	-	16
Music	3	3	3	2	-
Music Stage 2	-	-	-	-	0.42
Music Stage 3	-	-	-	-	3
Outdoor Education Stage 2	-	-	-	2	2
Outdoor Education Stage 3	-	-	-	1	0.99
Philosophy and Ethics Stage 2	-	-	-	0.14	0.1
Philosophy and Ethics Stage 3	-	-	-	0.49	0.83
Physical Education Studies	-	-	14	-	-
Physical Education Studies Stage 2	-	-	-	7	5
Physical Education Studies Stage 3	-	-	-	8	9
Physical Science	3	3	3	2	-
Physics	25	26	27	22	-
Physics Stage 2	-	-	-	-	0.52
Physics Stage 3	-	-	-	-	23
Plant Production Systems Stage 2	-	-	-	-	0.18
Plant Production Systems Stage 3	-	-	-	-	0.13
Polish Stage 3	-	-	-	-	0.05
Political and Legal Studies	8	7	7	6	-
Politics and Law Stage 2	-	-	-	-	0.4
Politics and Law Stage 3	-	-	-	-	5
Psychology Stage 2	-	-	-	0.64	1
Psychology Stage 3	-	-	-	1	3
Religion and Life Stage 2	-	-	-	-	5
Religion and Life Stage 3	-	-	-	-	6
Russian Stage 3	-	-	-	0.01	0.01
Serbian Stage 3	-	-	-	0.01	0.01
Spanish Stage 3	-	-	-	0.02	0.01

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

## Curriculum Council

Table 4.2 Candidates in each TEE subject/WACE examination course, shown as percentage of total candidature\*, 2006-2010 (cont)

Subject/course	Subject/course candidature as a percentage of the total candidature				
	2006	2007	2008	2009	2010
Turkish Stage 3	-	-	-	0.02	-
Visual Arts Stage 2	-	-	-	-	2
Visual Arts Stage 3	-	-	-	-	6
Total Candidature	10453	11756	11855	14614	15608

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

# Curriculum Council

Table 4.3 Total number and percentage of full-time and part-time enrolments in tertiary admission/entrance subjects/WACE examination courses, 1985 - 2010

Year	Type of enrolment *				
	Full-time **		Part-time		Total
	Number	%	Number	%	Number
1985	10823	79.2	2844	20.8	13667
1986	12113	84.8	2171	15.2	14284
1987	12916	84.8	23220	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	12422	94.4	743	5.6	13165
2007***	19067	95.8	827	4.2	19894
2008***	18858	94.1	1174	5.9	20032
2009***	19845	93.7	1339	6.3	21184
2010***	21295	93.7	1438	6.3	22733

\* 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.

\*\*\* With the introduction of WACE courses there was a change in the enrolment procedures. From 2007, Year 12 students who enrolled in either a stage 2 or stage 3 course which had an external examination were automatically enrolled to sit for this examination. As such, the 2007 to 2010 figures are higher than expected.

# Curriculum Council

Table 4.4 Age of enrolled students in 2010 tertiary entrance examination subject/WACE course examinations by enrolment type and sex, 2010

Age as at 29 December 2010	Full-time *			Part-time			Total (both full-time and part-time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Under 16	21	34	55	3	5	8	24	39	63
16+ -17**	101	113	214	15	14	29	116	127	243
17+ -18	8370	9511	17881	518	326	844	8888	9837	18725
18+ -19	1451	1214	2665	124	109	233	1575	1323	2898
19+ -20	175	199	374	38	37	75	213	236	449
20+ -21	38	33	71	48	32	80	86	65	151
21+ -22	10	7	17	14	17	31	24	24	48
22+ -23	2	6	8	18	11	29	20	17	37
23+ -24	3	2	5	4	5	9	7	7	14
24+ -25	1	1	2	6	5	11	7	6	13
25+ -30	0	1	1	16	9	25	16	10	26
30+ -35	0	2	2	4	6	10	4	8	12
35+ -40	0	0	0	11	7	18	11	7	18
40+ -45	0	0	0	5	4	9	5	4	9
45+ -50	0	0	0	4	4	8	4	4	8
50+ -55	0	0	0	1	1	2	1	1	2
55+ -60	0	0	0	2	5	7	2	5	7
60+ -65	0	0	0	0	1	1	0	1	1
65+ -70	0	0	0	0	1	1	0	1	1
70+ -75	0	0	0	2	0	2	2	0	2
<b>Total***</b>	10172	11123	21295	833	599	1432	11005	11722	22727

\* Full-time students are classified as those who studied four or more (full year or equivalent) subjects/course equivalents.

\*\* 16+ - 17 This age range includes candidates who are older than 16 years and up to and including 2010/36881



# Curriculum Council

Table 4.5 Private candidature and absent private candidature in TEE subject/WACE course examinations, 2009-2010

Subject/course	2009			2010		
	Enrolled	Absent	% of absentees*	Enrolled	Absent	% of absentees*
Accounting	2	0	0	-	-	-
Ancient History Stage 2	-	-	-	1	0	0
Ancient History Stage 3	-	-	-	1	1	100
Applicable Mathematics	13	7	53.8	-	-	-
Applied Information Technology Stage 2	6	0	0	-	-	-
Applied Information Technology Stage 3	-	-	-	3	0	0
Art	1	0	0	-	-	-
Aviation Stage 2	-	-	-	1	0	0
Aviation Stage 3	1	0	0	-	-	-
Biology	1	0	0	-	-	-
Calculus	9	3	33.3	-	-	-
Career and Enterprise Stage 2	1	0	0	1	0	0
Chemistry	9	5	55.6	-	-	-
Chemistry Stage 2	-	-	-	1	1	100
Chemistry Stage 3	-	-	-	4	1	25
Chinese: Background Speakers Stage 3	6	0	0	11	0	0
Chinese: Second Language Stage 3	6	1	16.7	9	0	0
Computer Science Stage 3	1	0	0	2	0	0
Dance Stage 3	-	-	-	3	0	0
Design Stage 3	-	-	-	2	0	0
Discrete Mathematics	7	1	14.3	-	-	-
Drama Stage 3	1	0	0	-	-	-
Earth and Environmental Science Stage 3	-	-	-	1	0	0
Engineering Studies Stage 2	-	-	-	1	1	100
English as an Additional Language or Dialect Stage 2	7	0	0	-	-	-
English as an Additional Language or Dialect Stage 3	2	0	0	12	0	0
English Literature	4	1	25	-	-	-
English Stage 2	8	4	50	3	0	0
English Stage 3	116	7	6	184	8	4.3
Food Science and Technology Stage 2	-	-	-	2	0	0
French	8	2	25	-	-	-
French Stage 3	-	-	-	6	1	16.7
Geography	4	2	50	-	-	-
German	17	1	5.9	-	-	-
German Stage 3	-	-	-	11	1	9.1
Human Biological Science Stage 3	-	-	-	1	0	0
Human Biology	10	3	30	-	-	-
Indonesian Background Speakers Stage 3	-	-	-	3	0	0
Indonesian: Background Speakers Stage 3	10	0	0	-	-	-
Integrated Science Stage 2	-	-	-	1	0	0
Italian Stage 2	1	0	0	-	-	-
Italian Stage 3	3	0	0	5	0	0

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

# Curriculum Council

Table 4.5 Private candidature and absent private candidature in TEE subject/WACE course examinations, 2009-2010

Subject/course	2009			2010		
	Enrolled	Absent	% of absentees*	Enrolled	Absent	% of absentees*
Japanese: Background Speakers Stage 3	3	1	33.3	-	-	-
Japanese: Second Language	3	0	0	-	-	-
Japanese: Second Language Stage 2	-	-	-	1	0	0
Japanese: Second Language Stage 3	-	-	-	6	0	0
Literature Stage 3	-	-	-	2	1	50
Malay: Background Speakers Stage 3	3	0	0	2	1	50
Marine and Maritime Technology Stage 2	2	2	100	-	-	-
Materials Design and Technology Stage 2	3	0	0	-	-	-
Materials Design and Technology Stage 3	-	-	-	1	0	0
Mathematics Stage 2CD	-	-	-	5	0	0
Mathematics Stage 3AB	-	-	-	3	0	0
Mathematics Stage 3CD	-	-	-	3	1	33.3
Mathematics: Specialist Stage 3AB	-	-	-	3	0	0
Mathematics: Specialist Stage 3CD	-	-	-	3	1	33.3
Media Production and Analysis Stage 2	5	0	0	-	-	-
Modern History Stage 3	-	-	-	2	1	50
Outdoor Education Stage 2	1	0	0	-	-	-
Outdoor Education Stage 3	-	-	-	1	0	0
Philosophy and Ethics Stage 3	1	0	0	1	0	0
Physical Education Studies Stage 3	-	-	-	2	0	0
Physical Science	11	1	9.1	-	-	-
Physics	11	4	36.4	-	-	-
Physics Stage 3	-	-	-	2	1	50
Politics and Law Stage 3	-	-	-	1	1	100
Psychology Stage 2	2	2	100	-	-	-
Religion and Life Stage 2	-	-	-	6	0	0
Religion and Life Stage 3	-	-	-	4	0	0
Russian Stage 3	2	0	0	1	0	0
Serbian Stage 3	1	0	0	2	0	0
Spanish Stage 3	4	1	25	2	0	0
Turkish Stage 3	3	0	0	-	-	-
Visual Arts Stage 3	-	-	-	1	0	0

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

## Curriculum Council

Table 4.6 Number and percentage\* of background candidates in TEE subjects/WACE course examinations, 2006-2010

Subject/course	2006		2007		2008		2009		2010	
	No.	%	No.	%	No.	%	No.	%	No.	%
Arabic (CCAFL)	0	0	11	78.6	10	66.7	0	0	-	-
Arabic Stage 3	-	-	-	-	-	-	-	-	1	25.00
French	12	3.4	12	3	18	5.4	29	8.1	-	-
French Stage 2	-	-	-	-	-	-	-	-	2	0.25
French Stage 3	-	-	-	-	-	-	-	-	39	4.94
German	25	28.7	27	29	17	18.1	5	6.2	-	-
German Stage 3	-	-	-	-	-	-	-	-	15	8.62
Italian	11	4	4	1.4	7	3.8	-	-	-	-
Italian Stage 3	0	0	0	0	0	0	5	1.28	9	2.03
Modern Greek (SSABSA)	1	11.1	2	16.7	1	8.3	0	0	-	-
Modern Greek Stage 3	-	-	-	-	-	-	-	-	1	12.50
Polish Stage 3	-	-	-	-	-	-	-	-	3	18.75
Spanish Stage3	-	-	-	-	-	-	-	-	1	25.00

\* Background candidates as a percentage of enrolments in each subject/stage of course.

## Curriculum Council

Table 4.7 Number and percentage\* of candidates sitting for a specific number of TEE subjects/WACE examination courses, 2007-2010

Number of examinations sat for	2007		2008		2009		2010			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	516	4.4	379	3.2	1579	10.8	531	522	1053	6.7
2	294	2.5	278	2.3	786	5.4	343	394	737	4.7
3	198	1.7	216	1.8	464	3.2	298	319	617	4
4	4118	35	3820	32.2	3843	26.3	1443	1922	3365	21.6
5	5407	46	6002	50.6	6878	47.1	3629	4283	7912	50.7
6	1204	10.2	1130	9.5	1041	7	965	895	1860	11.9
7 or more	28	0.2	30	0.3	23	0.2	22	42	64	0.4
Total	11765	100	11855	100	14614	100	7231	8377	15608	100

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

# Curriculum Council

Table 4.8 Enrolments, absentees and candidates exempted from sitting examination in each WACE course examination, 2010

Course	Number of candidates				Absentees as a percentage of enrolments
	Exempted from sitting examination	Enrolled*	Sat	Absent**	
Accounting and Finance Stage 2	6	84	81	3	3.6
Accounting and Finance Stage 3	13	1419	1393	26	1.8
Ancient History Stage 2	0	4	4	0	0
Ancient History Stage 3	2	147	146	1	0.7
Animal Production Systems Stage 2	54	32	32	0	0
Animal Production Systems Stage 3	0	26	26	0	0
Applied Information Technology Stage 2	132	740	704	36	4.9
Applied Information Technology Stage 3	8	578	558	20	3.5
Arabic Stage 3	0	2	2	0	0
Aviation Stage 2	4	4	4	0	0
Aviation Stage 3	3	79	79	0	0
Biological Sciences Stage 2	5	40	37	3	7.5
Biological Sciences Stage 3	10	1598	1579	19	1.2
Business Management and Enterprise Stage 2	47	399	385	14	3.5
Business Management and Enterprise Stage 3	1	152	148	4	2.6
Career and Enterprise Stage 2	321	480	447	33	6.9
Career and Enterprise Stage 3	0	116	115	1	0.9
Chemistry Stage 2	4	135	130	5	3.7
Chemistry Stage 3	6	4553	4509	44	1.0
Children, Family and the Community Stage 2	75	349	339	10	2.9
Chinese: Background Speakers Stage 3	0	49	49	0	0
Chinese: Second Language Stage 3	2	35	35	0	0
Computer Science Stage 2	16	130	129	1	0.8
Computer Science Stage 3	7	375	363	12	3.2
Dance Stage 2	34	211	203	8	3.8
Dance Stage 3	5	160	158	2	1.2
Design Stage 2	38	401	394	7	1.7
Design Stage 3	9	200	198	2	1.0
Drama Stage 2	41	208	201	7	3.4
Drama Stage 3	33	900	893	7	0.8
Earth and Environmental Science Stage 2	7	54	53	1	1.9
Earth and Environmental Science Stage 3	4	222	215	7	3.2
Economics Stage 2	2	80	80	0	0
Economics Stage 3	5	2011	1988	23	1.1
Engineering Studies Stage 2	22	90	84	6	6.7
Engineering Studies Stage 3	1	152	150	2	1.3
English as an Additional Language or Dialect Stage 2	13	317	305	12	3.8
English as an Additional Language or Dialect Stage 3	11	903	901	2	0.2
English Stage 2	1030	3388	3277	111	3.3
English Stage 3	73	8556	8466	90	1.1
Food Science and Technology Stage 2	107	418	398	20	4.8
Food Science and Technology Stage 3	1	29	29	0	0
French Stage 2	1	11	9	2	18.2
French Stage 3	1	384	382	2	0.5
Geography Stage 2	21	273	264	9	3.3
Geography Stage 3	9	1741	1709	32	1.8
German Stage 3	0	87	86	1	1.1

\* No of enrolled candidates = no. who sat + no. who were absent

\*\* Students who are enrolled in WACE course examinations are recorded as being absent if they did not participate in both the written and practical components.

# Curriculum Council

Table 4.8 Enrolments, absentees and candidates exempted from sitting examination in each WACE course examination, 2010 (cont)

Course	Number of candidates				Absentees as a percentage of enrolments
	Exempted from sitting examination	Enrolled*	Sat	Absent**	
Health Studies Stage 2	11	173	158	15	8.7
Health Studies Stage 3	0	67	67	0	0
Hebrew Stage 3	0	5	5	0	0
Human Biological Science Stage 2	59	448	426	22	4.9
Human Biological Science Stage 3	38	4001	3955	46	1.1
Indonesian Background Speakers Stage 3	0	7	6	1	14.3
Indonesian: Second Language Stage 2	1	15	15	0	0
Indonesian: Second Language Stage 3	0	45	45	0	0
Integrated Science Stage 2	24	105	96	9	8.6
Integrated Science Stage 3	1	118	117	1	0.8
Italian Stage 2	2	15	15	0	0
Italian Stage 3	6	207	207	0	0
Japanese: Background Speakers Stage 3	0	7	7	0	0
Japanese: Second Language Stage 2	3	24	24	0	0
Japanese: Second Language Stage 3	1	185	185	0	0
Literature Stage 2	0	15	15	0	0
Literature Stage 3	5	1570	1554	16	1.0
Malay: Background Speakers Stage 3	0	2	1	1	50.0
Marine and Maritime Technology Stage 2	0	50	47	3	6.0
Marine and Maritime Technology Stage 3	1	29	29	0	0
Materials Design and Technology Stage 2	77	281	280	1	0.4
Materials Design and Technology Stage 3	1	133	132	1	0.8
Mathematics Stage 2	659	5893	5677	216	3.7
Mathematics Stage 3	33	7497	7427	70	0.9
Mathematics: Specialist Stage 3	0	1630	1611	19	1.2
Media Production and Analysis Stage 2	46	276	271	5	1.8
Media Production and Analysis Stage 3	24	952	948	4	0.4
Modern Greek Stage 3	0	4	4	0	0
Modern History Stage 2	8	64	58	6	9.4
Modern History Stage 3	30	2528	2492	36	1.4
Music Stage 2	3	68	66	2	2.9
Music Stage 3	6	435	432	3	0.7
Outdoor Education Stage 2	56	279	262	17	6.1
Outdoor Education Stage 3	9	162	155	7	4.3
Philosophy and Ethics Stage 2	15	15	15	0	0
Philosophy and Ethics Stage 3	3	130	129	1	0.8
Physical Education Studies Stage 2	117	839	824	15	1.8
Physical Education Studies Stage 3	15	1438	1433	5	0.3
Physics Stage 2	0	85	81	4	4.7
Physics Stage 3	2	3560	3535	25	0.7
Plant Production Systems Stage 2	49	28	28	0	0
Plant Production Systems Stage 3	0	20	20	0	0
Polish Stage 3	0	8	8	0	0
Politics and Law Stage 2	10	65	63	2	3.1
Politics and Law Stage 3	2	822	801	21	2.6
Psychology Stage 2	15	200	191	9	4.5
Psychology Stage 3	8	432	425	7	1.6

\* No of enrolled candidates = no. who sat + no. who were absent

\*\* Students who are enrolled in WACE course examinations are recorded as being absent if they did not participate in both the written and practical components.

## Curriculum Council

Table 4.8 Enrolments, absentees and candidates exempted from sitting examination in each WACE course examination, 2010 (cont)

Course	Number of candidates				Absentees as a percentage of enrolments
	Exempted from sitting examination	Enrolled*	Sat	Absent**	
Religion and Life Stage 2	32	832	827	5	0.6
Religion and Life Stage 3	15	914	907	7	0.8
Russian Stage 3	0	1	1	0	0
Serbian Stage 3	0	2	2	0	0
Spanish Stage 3	0	2	2	0	0
Visual Arts Stage 2	46	311	311	0	0
Visual Arts Stage 3	19	887	883	4	0.5

\* No of enrolled candidates = no. who sat + no. who were absent

\*\* Students who are enrolled in WACE course examinations are recorded as being absent if they did not participate in both the written and practical components.

# Curriculum Council

Table 4.9 Number of anomalous performers\* identified in each tertiary entrance examination subject/WACE course examination, 2009-2010

Subject/course	2009		2010	
	No.	Anomalous performers as a percentage of those who sat the subject/course	No.	Anomalous performers as a percentage of those who sat the course
Accounting	15	1.14	-	-
Accounting and Finance Stage 2	-	-	0	0
Accounting and Finance Stage 3	-	-	11	0.79
Ancient History	6	3.77	-	-
Ancient History Stage 2	-	-	0	0
Ancient History Stage 3	-	-	2	1.37
Animal Production Systems Stage 2	-	-	1	3.12
Animal Production Systems Stage 3	-	-	2	7.69
Applicable Mathematics	28	0.7	-	-
Applied Information Technology Stage 2	45	5.51	34	4.83
Applied Information Technology Stage 3	35	5.85	39	6.99
Arabic Stage 3	2	11.76	0	0
Art	29	3.46	-	-
Aviation Stage 2	0	0	0	0
Aviation Stage 3	3	4.17	1	1.27
Biological Sciences Stage 2	-	-	1	2.7
Biological Sciences Stage 3	-	-	18	1.14
Biology	23	1.43	-	-
Business Management and Enterprise Stage 2	-	-	10	2.6
Business Management and Enterprise Stage 3	-	-	6	4.05
Calculus	7	0.39	-	-
Career and Enterprise Stage 2	26	4.27	19	4.25
Career and Enterprise Stage 3	6	5.88	5	4.35
Chemistry	17	0.43	-	-
Chemistry Stage 2	-	-	0	0
Chemistry Stage 3	-	-	24	0.53
Children, Family and the Community Stage 2	-	-	13	3.83
Chinese: Background Speakers Stage 3	1	2.38	0	0
Chinese: Second Language Stage 2	0	0	-	-
Chinese: Second Language Stage 3	1	6.25	0	0
Computer Science Stage 2	6	3.57	1	0.78
Computer Science Stage 3	8	1.92	4	1.1
Dance Stage 2	8	2.67	11	5.45
Dance Stage 3	4	2.67	7	4.43
Design Stage 2	-	-	31	7.87
Design Stage 3	-	-	6	3.03
Discrete Mathematics	71	0.97	-	-
Drama Stage 2	16	5.67	16	7.96
Drama Stage 3	25	3.16	26	2.91
Earth and Environmental Science Stage 2	1	2.44	3	5.66
Earth and Environmental Science Stage 3	3	2.21	4	1.86
Economics	27	1.37	-	-
Economics Stage 2	-	-	2	2.5
Economics Stage 3	-	-	19	0.96

\* Anomalous performers are examination candidates whose performances were significantly worse than their level of achievement in school. In the interests of accuracy, their marks were not used to calculate the parameters on which statistical moderation of school assessments was based.

# Curriculum Council

Table 4.9 Number of anomalous performers\* identified in each tertiary entrance examination subject/WACE course examination, 2009-2010 (cont)

Subject/course	2009		2010	
	No.	Anomalous performers as a percentage of those who sat the subject/course	No.	Anomalous performers as a percentage of those who sat the course
Engineering Studies Stage 2	9	7.44	4	4.76
Engineering Studies Stage 3	14	9.52	7	4.67
English as an Additional Language or Dialect Stage 2	17	4.74	14	4.59
English as an Additional Language or Dialect Stage 3	32	4.19	36	4
English Literature	119	7.62	-	-
English Stage 2	206	4.97	175	5.34
English Stage 3	429	6.23	474	5.6
Food Science and Technology Stage 2	-	-	12	3.02
Food Science and Technology Stage 3	-	-	1	3.45
French	3	0.86	-	-
French Stage 2	-	-	0	0
French Stage 3	-	-	6	1.57
Geography	36	1.6	-	-
Geography Stage 2	-	-	0	0
Geography Stage 3	-	-	36	2.11
German	1	1.28	-	-
German Stage 3	-	-	2	2.33
Health Studies Stage 2	-	-	10	6.33
Health Studies Stage 3	-	-	2	2.99
Hebrew Stage 3	0	0	0	0
History	99	3.91	-	-
Human Biological Science Stage 2	-	-	4	0.94
Human Biological Science Stage 3	-	-	31	0.78
Human Biology	39	0.96	-	-
Indonesian Background Speakers Stage 3	-	-	0	0
Indonesian: Background Speakers Stage 3	0	0	-	-
Indonesian: Second Language	2	4	-	-
Indonesian: Second Language Stage 2	-	-	0	0
Indonesian: Second Language Stage 3	-	-	1	2.22
Integrated Science Stage 2	-	-	1	1.04
Integrated Science Stage 3	-	-	2	1.71
Italian Stage 2	2	12.5	1	6.67
Italian Stage 3	7	3.95	3	1.45
Japanese: Background Speakers Stage 3	0	0	0	0
Japanese: Second Language	0	0	-	-
Japanese: Second Language Stage 2	-	-	0	0
Japanese: Second Language Stage 3	-	-	1	0.54
Literature Stage 2	-	-	0	0
Literature Stage 3	-	-	92	5.92
Malay: Background Speakers Stage 3	0	0	0	0
Marine and Maritime Technology Stage 2	0	0	4	8.51
Marine and Maritime Technology Stage 3	3	10.71	2	6.9
Materials Design and Technology Stage 2	33	9.09	6	2.17
Materials Design and Technology Stage 3	4	4.65	7	5.3

\* Anomalous performers are examination candidates whose performances were significantly worse than their level of achievement in school. In the interests of accuracy, their marks were not used to calculate the parameters on which statistical moderation of school assessments was based.



# Curriculum Council

Table 4.9 Number of anomalous performers\* identified in each tertiary entrance examination subject/WACE course examination, 2009-2010 (cont)

Subject/course	2009		2010	
	No.	Anomalous performers as a percentage of those who sat the subject/course	No.	Anomalous performers as a percentage of those who sat the course
Mathematics Stage 2AB	-	-	24	4.11
Mathematics Stage 2CD	-	-	85	1.67
Mathematics Stage 3AB	-	-	48	1.24
Mathematics Stage 3CD	-	-	19	0.53
Mathematics: Specialist Stage 3AB	-	-	0	0
Mathematics: Specialist Stage 3CD	-	-	5	0.33
Media Production and Analysis Stage 2	11	2.81	20	7.38
Media Production and Analysis Stage 3	33	3.86	29	3.06
Modern Greek Stage 3	0	0	0	0
Modern History Stage 2	-	-	0	0
Modern History Stage 3	-	-	76	3.05
Music	6	1.85	-	-
Music Stage 2	-	-	4	6.06
Music Stage 3	-	-	10	2.31
Outdoor Education Stage 2	9	3.25	11	4.2
Outdoor Education Stage 3	10	5.41	11	7.1
Philosophy and Ethics Stage 2	1	4.76	1	6.67
Philosophy and Ethics Stage 3	7	9.86	5	3.88
Physical Education Studies Stage 2	47	4.55	61	7.4
Physical Education Studies Stage 3	49	4.22	73	5.09
Physical Science	2	0.58	-	-
Physics	28	0.85	-	-
Physics Stage 2	-	-	0	0
Physics Stage 3	-	-	21	0.59
Plant Production Systems Stage 2	-	-	1	3.57
Plant Production Systems Stage 3	-	-	0	0
Polish Stage 3	-	-	0	0
Political and Legal Studies	15	1.81	-	-
Politics and Law Stage 2	-	-	1	1.59
Politics and Law Stage 3	-	-	10	1.25
Psychology Stage 2	4	4.3	9	4.71
Psychology Stage 3	3	1.73	9	2.12
Religion and Life Stage 2	-	-	51	6.17
Religion and Life Stage 3	-	-	56	6.17
Russian Stage 3	0	0	0	0
Serbian Stage 3	0	0	0	0
Spanish Stage 3	0	0	0	0
Turkish Stage 3	0	0	-	-
Visual Arts Stage 2	-	-	14	4.53
Visual Arts Stage 3	-	-	44	4.98

\* Anomalous performers are examination candidates whose performances were significantly worse than their level of achievement in school. In the interests of accuracy, their marks were not used to calculate the parameters on which statistical moderation of school assessments was based

# Curriculum Council

Table 4.10 Course absentee and anomalous performer rate in relation to date of examination, 2010

Course	Date of examination	Absentees as a percentage of enrolments	Anomalous performers as a percentage of those who sat
Chinese: Background Speakers Stage 3	14 October 2010	0	0
Japanese: Background Speakers Stage 3	15 October 2010	0	0
Arabic Stage 3	19 October 2010	0	0
Hebrew Stage 3	19 October 2010	0	0
Polish Stage 3	19 October 2010	0	0
Russian Stage 3	19 October 2010	0	0
Serbian Stage 3	19 October 2010	50	0
Indonesian Background Speakers Stage 3	27 October 2010	14.29	0
Physics Stage 2	1 November 2010	4.65	0
Physics Stage 3	1 November 2010	0.7	0.59
Drama Stage 2	1 November 2010	4.27	7.96
Drama Stage 3	1 November 2010	0.77	2.91
Children, Family and the Community Stage 2	2 November 2010	2.82	3.83
Mathematics: Specialist Stage 3AB	2 November 2010	1.16	0
Mathematics: Specialist Stage 3CD	2 November 2010	1.16	0.33
Malay: Background Speakers Stage 3	2 November 2010	50	0
Modern History Stage 2	2 November 2010	7.58	0
Modern History Stage 3	2 November 2010	1.42	3.05
Plant Production Systems Stage 2	2 November 2010	0	3.57
Plant Production Systems Stage 3	2 November 2010	0	0
Chinese: Second Language Stage 3	3 November 2010	0	0
Physical Education Studies Stage 2	3 November 2010	3.17	7.4
Physical Education Studies Stage 3	3 November 2010	0.76	5.09
Spanish Stage 3	3 November 2010	0	0
Animal Production Systems Stage 2	3 November 2010	0	3.12
Animal Production Systems Stage 3	3 November 2010	0	7.69
Music Stage 2	3 November 2010	5.97	6.06
Music Stage 3	3 November 2010	0.93	2.31
English Stage 2	4 November 2010	3.23	5.34
English Stage 3	4 November 2010	1.05	5.6
English as an Additional Language or Dialect Stage 2	4 November 2010	3.76	4.59
English as an Additional Language or Dialect Stage 3	4 November 2010	0.44	4
Economics Stage 2	5 November 2010	0	2.5
Economics Stage 3	5 November 2010	1.14	0.96
Modern Greek Stage 3	5 November 2010	0	0
Ancient History Stage 2	5 November 2010	0	0
Ancient History Stage 3	5 November 2010	0.67	1.37
Food Science and Technology Stage 2	5 November 2010	4.75	3.02
Food Science and Technology Stage 3	5 November 2010	0	3.45
Mathematics Stage 2AB	8 November 2010	3.62	4.11
Mathematics Stage 2CD	8 November 2010	3.62	1.67
Mathematics Stage 3AB	8 November 2010	0.93	1.24
Mathematics Stage 3CD	8 November 2010	0.93	0.53
Indonesian: Second Language Stage 2	8 November 2010	0	0
Indonesian: Second Language Stage 3	8 November 2010	0	2.22
Human Biological Science Stage 2	9 November 2010	4.85	0.94
Human Biological Science Stage 3	9 November 2010	1.12	0.78
Biological Sciences Stage 2	9 November 2010	6.67	2.7
Biological Sciences Stage 3	9 November 2010	1.06	1.14

# Curriculum Council

Table 4.10 Course absentee and anomalous performer rate in relation to date of examination, 2010 (cont)

Course	Date of examination	Absentees as a percentage of enrolments	Anomalous performers as a percentage of those who sat
Chemistry Stage 2	10 November 2010	3.65	0
Chemistry Stage 3	10 November 2010	0.94	0.53
German Stage 3	10 November 2010	1.18	2.33
Materials Design and Technology Stage 2	10 November 2010	1.43	2.17
Materials Design and Technology Stage 3	10 November 2010	5.26	5.3
Geography Stage 2	11 November 2010	3.25	0
Geography Stage 3	11 November 2010	1.83	2.11
Business Management and Enterprise Stage 2	11 November 2010	3.25	2.6
Business Management and Enterprise Stage 3	11 November 2010	2.63	4.05
Italian Stage 2	11 November 2010	0	6.67
Italian Stage 3	11 November 2010	0	1.45
Philosophy and Ethics Stage 2	12 November 2010	0	6.67
Philosophy and Ethics Stage 3	12 November 2010	0.77	3.88
Religion and Life Stage 2	12 November 2010	0.6	6.17
Religion and Life Stage 3	12 November 2010	0.74	6.17
Career and Enterprise Stage 2	12 November 2010	6.82	4.25
Career and Enterprise Stage 3	12 November 2010	0.86	4.35
Marine and Maritime Technology Stage 2	12 November 2010	8.57	8.51
Marine and Maritime Technology Stage 3	12 November 2010	0	6.9
Literature Stage 2	15 November 2010	0	0
Literature Stage 3	15 November 2010	1.02	5.92
Engineering Studies Stage 2	15 November 2010	6.59	4.76
Engineering Studies Stage 3	15 November 2010	1.32	4.67
Psychology Stage 2	15 November 2010	4.46	4.71
Psychology Stage 3	15 November 2010	1.61	2.12
Accounting and Finance Stage 2	16 November 2010	2.88	0
Accounting and Finance Stage 3	16 November 2010	1.82	0.79
Media Production and Analysis Stage 2	16 November 2010	6.53	7.38
Media Production and Analysis Stage 3	16 November 2010	1.36	3.06
Applied Information Technology Stage 2	17 November 2010	4.69	4.83
Applied Information Technology Stage 3	17 November 2010	3.45	6.99
Politics and Law Stage 2	17 November 2010	3.08	1.59
Politics and Law Stage 3	17 November 2010	2.53	1.25
Visual Arts Stage 2	18 November 2010	3.25	4.53
Visual Arts Stage 3	18 November 2010	1.23	4.98
Computer Science Stage 2	18 November 2010	0.79	0.78
Computer Science Stage 3	18 November 2010	3.32	1.1
French Stage 2	19 November 2010	18.18	0
French Stage 3	19 November 2010	0.53	1.57
Outdoor Education Stage 2	19 November 2010	6.01	4.2
Outdoor Education Stage 3	19 November 2010	4.27	7.1
Design Stage 2	19 November 2010	4.71	7.87
Design Stage 3	19 November 2010	1.99	3.03
Health Studies Stage 2	22 November 2010	8.67	6.33
Health Studies Stage 3	22 November 2010	0	2.99
Japanese: Second Language Stage 2	22 November 2010	0	0
Japanese: Second Language Stage 3	22 November 2010	0.54	0.54
Aviation Stage 2	22 November 2010	0	0
Aviation Stage 3	22 November 2010	0	1.27

## Curriculum Council

Table 4.10 Course absentee and anomalous performer rate in relation to date of examination, 2010 (cont)

Course	Date of examination	Absentees as a percentage of enrolments	Anomalous performers as a percentage of those who sat
Dance Stage 2	22 November 2010	7.11	5.45
Dance Stage 3	22 November 2010	1.89	4.43
Earth and Environmental Science Stage 2	23 November 2010	1.89	5.66
Earth and Environmental Science Stage 3	23 November 2010	3.11	1.86
Integrated Science Stage 2	23 November 2010	8.26	1.04
Integrated Science Stage 3	23 November 2010	0.83	1.71

# Curriculum Council

Table 4.11 Summary statistics on tertiary entrance examination/WACE course examination papers\*, 2010

(2009 statistics in parentheses)

Course/subject	No of candidates**		Mean (%)		Range		Reliability				Concurrent validity	
							Multiple choice		Total examination			
Accounting	-	(1313)	-	(50.96)	-	(93)	-	-	-	(0.89)	-	(0.90)
Accounting and Finance Stage 2	81	-	53.89	-	87	-	0.61	-	0.79	-	0.92	-
Accounting and Finance Stage 3	1393	-	49.82	-	88	-	0.54	-	0.52	-	0.92	-
Ancient History	-	(159)	-	(57.91)	-	(91)	-	-	-	(0.20)	-	(0.86)
Ancient History Stage 2	4	-	35.00	-	26	-	-	-	0.67	-	0.34	-
Ancient History Stage 3	146	-	57.38	-	73	-	-	-	0.86	-	0.90	-
Animal Production Systems Stage 2	32	-	53.88	-	62	-	0.20	-	0.75	-	0.88	-
Animal Production Systems Stage 3	26	-	45.58	-	69	-	0.04	-	0.80	-	0.74	-
Applicable Mathematics	-	(3975)	-	(62.30)	-	(100)	-	-	-	(0.92)	-	(0.92)
Applied Information Technology Stage 2	704	(816)	48.33	(47.48)	79	(82)	0.54	(0.46)	0.73	(0.75)	0.76	(0.73)
Applied Information Technology Stage 3	558	(598)	49.20	(52.02)	79	(81)	0.48	(0.19)	0.71	(0.68)	0.70	(0.73)
Arabic Stage 3	2	(17)	78.50	(59.29)	26	(61)	-	-	0.94	(0.85)	1.00	(0.91)
Art	-	(820)	-	(60.84)	-	(93)	-	-	-	(0.77)	-	(0.87)
Aviation Stage 2	4	(1)	41.75	(50.00)	31	(1)	0.38	-	0.62	-	0.84	-
Aviation Stage 3	79	(72)	52.68	(51.29)	74	(79)	0.66	(0.52)	0.64	(0.60)	0.90	(0.92)
Biological Sciences Stage 2	37	-	56.16	-	65	-	0.65	-	0.65	-	0.75	-
Biological Sciences Stage 3	1579	-	48.90	-	69	-	0.51	-	0.78	-	0.89	-
Biology	-	(1609)	-	(64.12)	-	(82)	-	(0.63)	-	(0.74)	-	(0.89)
Business Management and Enterprise Stage 2	385	-	52.57	-	83	-	0.52	-	0.81	-	0.79	-
Business Management and Enterprise Stage 3	148	-	52.98	-	92	-	-	-	0.96	-	0.84	-
Calculus	-	(1794)	-	(56.25)	-	(98)	-	-	-	(0.93)	-	(0.93)
Career and Enterprise Stage 2	447	(609)	54.85	(47.79)	95	(97)	-	-	0.92	(0.91)	0.71	(0.72)
Career and Enterprise Stage 3	115	(102)	53.43	(52.36)	76	(79)	-	-	0.74	(0.86)	0.78	(0.80)
Chemistry	-	(3914)	-	(59.30)	-	(94)	-	(0.75)	-	(0.87)	-	(0.93)
Chemistry Stage 2	130	-	48.67	-	67	-	0.63	-	0.84	-	0.91	-
Chemistry Stage 3	4509	-	63.61	-	93	-	0.73	-	0.88	-	0.93	-
Children, Family and the Community Stage 2	339	-	60.69	-	96	-	0.51	-	0.38	-	0.82	-
Chinese: Background Speakers Stage 3	49	(42)	52.63	(54.74)	62	(46)	-	-	0.71	(0.64)	0.73	(0.75)
Chinese: Second Language Stage 2	-	(3)	-	(62.67)	-	(12)	-	-	-	(-3.83)	-	(1.00)
Chinese: Second Language Stage 3	35	(16)	75.69	(75.81)	57	(71)	-	-	0.79	(0.99)	0.75	(0.78)
Computer Science Stage 2	129	(168)	55.13	(45.42)	91	(86)	0.69	-	0.87	(0.76)	0.88	(0.82)
Computer Science Stage 3	363	(416)	60.06	(34.41)	88	(82)	-	-	0.86	(0.81)	0.87	(0.84)
Dance Stage 2	193	(290)	55.01	(58.50)	82	(86)	-	-	0.86	(0.85)	0.89	(0.84)
Dance Stage 3	157	(149)	57.19	(58.98)	62	(64)	-	-	0.85	(0.79)	0.82	(0.82)
Design Stage 2	380	-	58.72	-	94	-	-	-	0.95	-	0.81	-
Design Stage 3	196	-	61.18	-	67	-	-	-	0.71	-	0.84	-

\* 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.

\*\*\* This figure refers to the raw score average across all specialised fields. These were not equally difficult and needed to be made comparable before using them in the marks adjustment process.

\*\*\*\* Unable to calculate concurrent validity as standardised moderated school assessment were not calculated for the subject/course.

# Curriculum Council

Table 4.11 Summary statistics on tertiary entrance examination/WACE course examination papers\*, 2010 (cont)

(2009 statistics in parentheses)

Course/subject	No of candidates**		Mean (%)		Range		Reliability				Concurrent validity	
							Multiple choice		Total examination			
Discrete Mathematics	-	(7315)	-	(62.35)	-	(100)	-	-	-	-	-	(0.91)
Drama Stage 2	199	(277)	61.02	(59.99)	89	(81)	-	-	0.99	(0.91)	0.85	(0.80)
Drama Stage 3	893	(786)	62.68	(60.96)	87	(88)	-	-	0.92	(0.75)	0.86	(0.84)
Earth and Environmental Science Stage 2	53	(41)	51.17	(38.93)	52	(76)	0.40	(0.67)	0.60	(0.79)	0.87	(0.84)
Earth and Environmental Science Stage 3	215	(136)	57.84	(49.84)	78	(61)	0.47	-	0.78	(0.66)	0.88	(0.83)
Economics	-	(1973)	-	(52.83)	-	(84)	-	-	-	(0.83)	-	(0.90)
Economics Stage 2	80	-	55.81	-	87	-	0.73	-	0.83	-	0.93	-
Economics Stage 3	1988	-	58.32	-	93	-	0.69	-	0.84	-	0.89	-
Engineering Studies Stage 2	84	(121)	39.36***	(41.41)	86	(82)	-	-	-	-	0.78	(0.82)
Engineering Studies Stage 3	150	(147)	63.03***	(55.27)	91	(72)	-	-	-	-	0.80	(0.74)
English Stage 2	3277	(4141)	55.89	(53.11)	97	(97)	-	-	0.79	(0.82)	0.72	(0.74)
English Stage 3	8466	(6886)	58.93	(59.91)	100	(98)	-	-	0.74	(0.72)	0.73	(0.71)
English as an Additional Language or Dialect Stage 2	305	(352)	57.01	(59.11)	84	(72)	-	-	0.87	(0.90)	0.85	(0.87)
English as an Additional Language or Dialect Stage 3	899	(760)	60.17	(64.32)	71	(88)	-	-	0.80	(0.84)	0.75	(0.78)
English Literature	-	(1562)	-	(65.95)	-	(91)	-	-	-	(0.76)	-	(0.74)
Food Science and Technology Stage 2	398	-	44.38	-	74	-	0.68	-	0.78	-	0.81	-
Food Science and Technology Stage 3	29	-	47.34	-	48	-	0.27	-	0.49	-	0.66	-
French	-	(348)	-	(64.80)	-	(84)	-	-	-	(0.87)	-	(0.95)
French Stage 2	9	-	59.11	-	47	-	-	-	0.87	-	0.98	-
French Stage 3	382	-	61.38	-	79	-	-	-	0.90	-	0.93	-
Geography	-	(2249)	-	(53.41)	-	(87)	-	(0.53)	-	(0.84)	-	(0.88)
Geography Stage 2	264	-	55.38	-	79	-	0.49	-	0.84	-	0.88	-
Geography Stage 3	1709	-	56.02	-	86	-	0.50	-	0.82	-	0.85	-
German	-	(77)	-	(67.00)	-	(67)	-	-	-	(0.93)	-	(0.81)
German Stage 3	86	-	70.62	-	69	-	-	-	0.94	-	0.87	-
Health Studies Stage 2	158	-	62.77	-	83	-	0.46	-	0.79	-	0.64	-
Health Studies Stage 3	67	-	69.70	-	89	-	0.54	-	0.81	-	0.80	-
Hebrew Stage 3	5	(2)	78.80	(70.50)	24	(8)	-	-	0.74	(0.69)	0.94	(1.00)
History	-	(2533)	-	(56.13)	-	(93)	-	-	-	(0.90)	-	(0.80)
Human Biological Science Stage 2	426	-	49.37	-	80	-	0.69	-	0.85	-	0.91	-
Human Biological Science Stage 3	3955	-	47.90	-	89	-	0.50	-	0.80	-	0.90	-
Human Biology	-	(4076)	-	(60.00)	-	(79)	-	-	-	(0.80)	-	(0.90)
Indonesian Background Speakers Stage 3	6	-	43.00	-	27	-	-	-	0.40	-	0.74	-
Indonesian: Background Speakers Stage 3	-	(10)	-	(34.60)	-	(27)	-	-	-	(0.04)	-	-

\* 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.

\*\*\* This figure refers to the raw score average across all specialised fields. These were not equally difficult and needed to be made comparable before using them in the marks adjustment process.

\*\*\*\* Unable to calculate concurrent validity as standardised moderated school assessment were not calculated for the subject/course.

# Curriculum Council

Table 4.11 Summary statistics on tertiary entrance examination/WACE course examination papers\*, 2010 (cont)

(2009 statistics in parentheses)

Course/subject	No of candidates**		Mean (%)		Range		Reliability				Concurrent validity	
							Multiple choice		Total examination			
Indonesian: Second Language	-	(49)	-	(62.76)	-	(64)	-	-	-	(0.94)	-	(0.90)
Indonesian: Second Language Stage 2	15	-	56.80	-	55	-	-	-	0.85	-	0.95	-
Indonesian: Second Language Stage 3	45	-	60.71	-	80	-	-	-	0.94	-	0.94	-
Integrated Science Stage 2	96	-	45.36	-	68	-	0.57	-	0.71	-	0.84	-
Integrated Science Stage 3	117	-	50.72	-	70	-	0.25	-	0.76	-	0.82	-
Italian Stage 2	15	(16)	54.93	(57.81)	67	(71)	-	-	0.79	(0.93)	0.89	(0.85)
Italian Stage 3	207	(176)	63.84	(61.90)	77	(77)	-	-	0.82	(0.87)	0.92	(0.88)
Japanese: Background Speakers Stage 3	7	(2)	58.57	(63.00)	41	(7)	-	-	0.59	-	0.86	-
Japanese: Second Language	-	(189)	-	(59.52)	-	(86)	-	-	-	(0.89)	-	(0.96)
Japanese: Second Language Stage 2	24	-	52.75	-	52	-	-	-	0.82	-	0.83	-
Japanese: Second Language Stage 3	184	-	65.64	-	82	-	-	-	0.92	-	0.94	-
Literature Stage 2	15	-	50.13	-	55	-	-	-	0.65	-	0.95	-
Literature Stage 3	1554	-	66.73	-	94	-	-	-	0.64	-	0.77	-
Malay: Background Speakers Stage 3 ****	1	(3)	41.00	(41.33)	1	(2)	-	-	-	-	-	-
Marine and Maritime Technology Stage 2	47	(16)	56.79	(54.38)	50	(50)	0.47	-	0.55	(0.92)	0.62	(0.70)
Marine and Maritime Technology Stage 3	29	(28)	55.55	(56.89)	50	(36)	0.43	(0.28)	0.76	(0.65)	0.77	(0.31)
Materials Design and Technology Stage 2	274	(345)	50.57***	(60.12)	83	(90)	-	-	-	-	0.90	(0.83)
Materials Design and Technology Stage 3	126	(83)	58.77***	(48.48)	57	(71)	-	-	-	-	0.88	(0.86)
Mathematics Stage 2	5677	-	49.73	-	94	-	-	-	-	-	0.87	-
Mathematics Stage 3	7427	-	52.87	-	101	-	-	-	-	-	0.90	-
Mathematics: Specialist Stage 3	1611	-	55.13	-	96	-	-	-	-	-	0.92	-
Media Production and Analysis Stage 2	256	(373)	50.55	(48.06)	70	(70)	-	-	0.82	(0.71)	0.86	(0.81)
Media Production and Analysis Stage 3	938	(833)	55.96	(53.91)	90	(80)	-	-	0.71	(0.71)	0.83	(0.74)
Modern Greek Stage 3	4	(5)	62.75	(83.00)	15	(29)	-	-	-	(0.80)	0.94	(0.86)
Modern History Stage 2	58	-	53.59	-	78	-	-	-	0.98	-	0.89	-
Modern History Stage 3	2492	-	56.09	-	92	-	-	-	0.91	-	0.82	-
Music	-	(321)	-	(65.84)	-	(68)	-	-	-	(0.25)	-	(0.91)
Music Stage 2	63	-	50.13	-	66	-	-	-	0.61	-	0.77	-
Music Stage 3	430	-	59.28	-	72	-	-	-	0.75	-	0.89	-
Outdoor Education Stage 2	262	(277)	47.49	(49.42)	73	(83)	0.34	(0.31)	0.74	(0.77)	0.78	(0.77)
Outdoor Education Stage 3	155	(185)	52.21	(50.95)	72	(77)	0.32	(0.37)	0.63	(0.64)	0.69	(0.71)
Philosophy and Ethics Stage 2	15	(21)	69.53	(68.57)	37	(39)	-	-	0.80	(0.55)	0.61	(0.79)
Philosophy and Ethics Stage 3	129	(71)	57.59	(62.61)	77	(63)	-	-	0.79	(0.74)	0.85	(0.66)

\* 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.

\*\*\* This figure refers to the raw score average across all specialised fields. These were not equally difficult and needed to be made comparable before using them in the marks adjustment process.

\*\*\*\* Unable to calculate concurrent validity as standardised moderated school assessment were not calculated for the subject/course.

# Curriculum Council

Table 4.11 Summary statistics on tertiary entrance examination/WACE course examination papers\*, 2010 (cont)

(2009 statistics in parentheses)

Course/subject	No of candidates**		Mean (%)		Range		Reliability				Concurrent validity	
							Multiple choice		Total examination			
Physical Education Studies Stage 2	812	(1011)	48.10	(52.38)	75	(74)	0.57	-	0.66	-	0.80	(0.81)
Physical Education Studies Stage 3	1427	(1150)	51.88	(52.56)	64	(73)	0.15	(0.29)	-	-	0.78	(0.75)
Physical Science	-	(343)	-	(58.43)	-	(85)	-	-	-	(0.70)	-	(0.91)
Physics	-	(3288)	-	(65.28)	-	(91)	-	-	-	(0.84)	-	(0.91)
Physics Stage 2	81	-	52.59	-	73	-	-	-	0.82	-	0.91	-
Physics Stage 3	3535	-	57.95	-	97	-	-	-	0.82	-	0.92	-
Plant Production Systems Stage 2	28	-	43.36	-	55	-	-0.33	-	0.71	-	0.78	-
Plant Production Systems Stage 3	20	-	42.70	-	27	-	-0.14	-	0.56	-	0.74	-
Polish Stage 3	8	-	84.75	-	25	-	-	-	0.80	-	0.97	-
Political and Legal Studies	-	(827)	-	(52.93)	-	(94)	-	-	-	(0.90)	-	(0.89)
Politics and Law Stage 2	63	-	44.73	-	82	-	-	-	0.94	-	0.89	-
Politics and Law Stage 3	801	-	50.73	-	93	-	-	-	0.94	-	0.89	-
Psychology Stage 2	191	(93)	45.21	(44.39)	77	(66)	-	-	0.73	(0.77)	0.78	(0.79)
Psychology Stage 3	425	(173)	48.60	(46.49)	91	(79)	-	-	0.76	(0.68)	0.84	(0.79)
Religion and Life Stage 2	827	-	60.83	-	86	-	-	-	0.95	-	0.70	-
Religion and Life Stage 3	907	-	60.50	-	93	-	-	-	0.79	-	0.75	-
Russian Stage 3 ****	1	(2)	82.00	(79.00)	1	(13)	-	-	-	(0.58)	-	-
Serbian Stage 3 ****	1	(1)	69.00	(74.00)	1	(1)	-	-	-	-	-	-
Spanish Stage 3 ****	2	(3)	90.00	(49.33)	13	(67)	-	-	0.98	(0.99)	-	-
Turkish Stage 3	-	(3)	-	(54.00)	-	(6)	-	-	-	(0.30)	-	-
Visual Arts Stage 2	299	-	55.99	-	76	-	-	-	0.75	-	0.84	-
Visual Arts Stage 3	876	-	59.11	-	75	-	-	-	0.64	-	0.80	-

\* 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.

\*\*\* This figure refers to the raw score average across all specialised fields. These were not equally difficult and needed to be made comparable before using them in the marks adjustment process.

\*\*\*\* Unable to calculate concurrent validity as standardised moderated school assessment were not calculated for the subject/course.



## Notes on Table 4.11

Table 4.11 displays statistical data relating to the effectiveness of the 2010 examinations as assessment instruments for the purpose of university entrance. Statistics in parentheses are for the 2009 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 examination papers, rather than the candidates, summary statistics for papers set in other states (i.e. Arabic, Hebrew, Japanese: Advanced and Modern Greek) are not given. 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 <b>number of candidates</b> in WA in 2010 (2009 in parentheses).
Column 3:	The <b>mean</b> 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 <b>range</b> is one plus the difference between the maximum and minimum percentage scores achieved by candidates. It is a measure of the spread of scores and use of the measurement scale. Examining panels are instructed to try to use the full measurement scale of 1 to 99 as this allows greater discrimination between students.
Column 5:	The <b>reliability</b> indicates how internally consistent the examination is. A high reliability is needed for candidates to be ranked accurately. A perfectly reliable examination would be completely free of errors of measurement and would produce the same candidate scores each time it was set and marked. A perfectly reliable examination would have all items measuring in the same dimension and would result in a reliability of 1.0. Where papers allow students a choice of questions between sections, or throughout the entire paper, it is not appropriate to calculate the reliability. The reliability is given for the paper as a whole and for the multiple-choice section where appropriate.
Column 6:	The Pearson correlation coefficient between the standardised examination marks and the standardised moderated school assessments provides the evidence for <b>concurrent validity</b> of the paper. A perfectly linear relationship between candidates' standardised examination marks and standardised moderated school assessments would result in a correlation of 1.0 and would be evidence that the examination measured the same achievements as were assessed in class by teachers.

# Curriculum Council

Table 4.12B Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients\* for WACE course examinations, by sex, 2010

Course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std dev	Mean	Std dev	
Accounting and Finance Stage 2	Male	33	59.02	15.12	51.94	25.60	0.91
	Female	48	61.61	13.76	55.23	21.14	
	Persons	81	60.56	14.29	53.89	22.96	
Accounting and Finance Stage 3	Male	696	59.34	14.40	48.82	19.29	0.92
	Female	697	61.28	13.92	50.81	18.49	
	Persons	1393	60.31	14.19	49.82	18.91	
Ancient History Stage 2	Male	2	39.83	1.38	35.50	17.68	0.40
	Female	1	19.10	0.00	24.00	0.00	
	Persons	3	32.92	12.01	31.67	14.15	
Ancient History Stage 3	Male	75	63.31	13.60	61.25	15.05	0.90
	Female	71	57.68	13.99	53.30	16.73	
	Persons	146	60.57	14.03	57.38	16.33	
Animal Production Systems Stage 2	Male	15	60.72	9.38	54.60	10.52	0.83
	Female	17	62.65	15.24	53.24	18.56	
	Persons	32	61.74	12.67	53.88	15.11	
Animal Production Systems Stage 3	Male	5	53.12	18.73	30.20	14.77	0.75
	Female	21	66.62	11.23	49.24	12.20	
	Persons	26	64.03	13.66	45.58	14.58	
Applied Information Technology Stage 2	Male	397	60.01	13.14	47.52	15.34	0.75
	Female	307	63.53	13.75	49.36	14.43	
	Persons	704	61.54	13.51	48.33	14.97	
Applied Information Technology Stage 3	Male	364	61.76	14.33	49.43	14.50	0.70
	Female	191	62.51	12.81	48.70	13.13	
	Persons	555	62.02	13.82	49.18	14.04	
Arabic Stage 3	Male	1	91.00	0.00	91.00	0.00	1.00
	Female	1	66.00	0.00	66.00	0.00	
	Persons	2	78.50	17.68	78.50	17.68	
Aviation Stage 2	Male	3	45.78	13.76	45.00	15.10	0.95
	Female	0	N/A	N/A	N/A	N/A	
	Persons	3	45.78	13.76	45.00	15.10	
Aviation Stage 3	Male	75	61.10	13.28	52.85	16.08	0.91
	Female	4	60.33	18.62	49.50	17.33	
	Persons	79	61.06	13.44	52.68	16.04	

\* 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

# Curriculum Council

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2010

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Accounting and Finance Stage 2	Male	33	59.18	15.03	54.92	20.28	36.54	13.31	65.97
	Female	48	61.45	13.71	57.65	18.21	38.55	12.14	72.67
	Persons	81	60.52	14.22	56.54	19.01	37.73	12.58	72.67
Accounting and Finance Stage 3	Male	699	59.02	14.83	53.28	16.56	60.25	11.77	91.00
	Female	698	60.78	14.05	55.03	15.84	61.65	11.15	90.11
	Persons	1397	59.90	14.47	54.16	16.22	60.95	11.48	91.00
Ancient History Stage 2	Male	3	40.11	7.15	21.61	4.68	33.00	9.37	39.43
	Female	1	21.55	0.00	12.36	0.00	15.59	0.00	15.59
	Persons	4	35.47	10.97	18.53	6.28	28.65	11.59	39.43
Ancient History Stage 3	Male	75	62.98	13.04	63.30	13.32	67.04	11.80	89.44
	Female	71	57.14	14.45	57.17	15.09	61.75	13.05	100.00
	Persons	146	60.14	14.01	60.32	14.49	64.46	12.66	100.00
Animal Production Systems Stage 2	Male	15	60.01	9.88	49.83	9.74	34.06	9.91	49.41
	Female	17	62.31	16.99	52.74	18.25	36.36	17.04	74.16
	Persons	32	61.23	13.94	51.38	14.73	35.28	13.98	74.16
Animal Production Systems Stage 3	Male	5	49.03	13.60	39.76	9.71	40.27	11.46	59.13
	Female	21	64.68	12.29	52.10	12.64	53.45	10.35	83.19
	Persons	26	61.67	13.78	49.73	12.95	50.92	11.61	83.19
Applied Information Technology Stage 2	Male	397	58.68	13.79	59.79	10.93	42.15	11.36	72.10
	Female	308	61.58	13.88	61.64	11.00	44.53	11.43	76.17
	Persons	705	59.94	13.90	60.60	10.99	43.19	11.44	76.17
Applied Information Technology Stage 3	Male	369	60.01	14.06	63.40	10.72	59.74	11.23	88.69
	Female	191	59.79	12.51	63.37	8.69	59.56	9.99	83.70
	Persons	560	59.93	13.54	63.39	10.06	59.68	10.82	88.69
Arabic Stage 3	Male	1	91.00	0.00	N/A	N/A	70.53	0.00	70.53
	Female	1	66.00	0.00	N/A	N/A	42.11	0.00	42.11
	Persons	2	78.50	17.68	N/A	N/A	56.32	20.10	70.53
Aviation Stage 2	Male	4	42.05	13.42	44.82	14.13	17.63	9.18	29.21
	Female	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Persons	4	42.05	13.42	44.82	14.13	17.63	9.18	29.21
Aviation Stage 3	Male	75	60.72	13.90	57.78	15.05	51.74	12.79	82.07
	Female	4	58.38	16.40	54.13	18.53	49.58	15.09	60.24
	Persons	79	60.60	13.92	57.59	15.13	51.63	12.81	82.07
Biological Sciences Stage 2	Male	13	65.22	14.80	56.63	11.52	36.48	14.31	57.86
	Female	24	59.44	13.64	52.80	12.86	30.90	13.19	70.12
	Persons	37	61.47	14.13	54.15	12.38	32.86	13.66	70.12

\* The population consist of all Year 12 students with a combined mark for the course.

# Curriculum Council

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2010 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Biological Sciences Stage 3	Male	561	57.06	14.18	50.75	14.54	57.83	11.91	89.46
	Female	1027	61.37	14.21	55.17	14.81	61.45	11.94	91.87
	Persons	1588	59.85	14.34	53.61	14.86	60.17	12.05	91.87
Business Management and Enterprise Stage 2	Male	157	56.84	13.51	57.90	12.26	40.21	11.88	63.86
	Female	228	62.17	13.77	62.93	12.54	44.89	12.11	78.18
	Persons	385	59.99	13.89	60.88	12.65	42.98	12.22	78.18
Business Management and Enterprise Stage 3	Male	89	60.81	15.16	60.85	15.71	63.40	12.76	96.37
	Female	59	58.97	13.89	58.72	14.53	61.84	11.68	85.20
	Persons	148	60.08	14.64	59.99	15.23	62.78	12.32	96.37
Career and Enterprise Stage 2	Male	180	56.05	12.65	57.65	11.18	40.18	11.44	70.29
	Female	269	62.47	13.73	63.13	11.63	45.99	12.42	77.39
	Persons	449	59.89	13.66	60.93	11.75	43.66	12.35	77.39
Career and Enterprise Stage 3	Male	42	54.14	13.90	58.06	14.74	56.96	11.81	81.83
	Female	73	64.39	12.38	68.20	11.32	65.67	10.51	91.70
	Persons	115	60.65	13.81	64.50	13.54	62.49	11.74	91.70
Chemistry Stage 2	Male	49	61.10	13.51	52.89	15.64	40.79	11.48	72.34
	Female	81	59.97	14.97	51.80	16.98	39.84	12.71	66.45
	Persons	130	60.40	14.39	52.21	16.44	40.20	12.23	72.34
Chemistry Stage 3	Male	2448	59.92	14.85	61.24	13.73	66.41	12.28	98.10
	Female	2071	59.75	14.14	61.07	13.00	66.27	11.69	98.91
	Persons	4519	59.84	14.53	61.16	13.40	66.34	12.01	98.91
Children, Family and the Community Stage	Male	4	49.25	7.22	51.33	8.83	34.96	7.75	44.86
	Female	335	60.08	14.15	62.18	13.86	46.59	15.19	87.42
	Persons	339	59.95	14.13	62.05	13.85	46.46	15.17	87.42
Chinese: Background Speakers Stage 3	Male	18	57.11	9.40	N/A	N/A	45.95	9.57	61.93
	Female	31	63.10	15.54	N/A	N/A	49.08	14.65	75.52
	Persons	49	60.90	13.81	N/A	N/A	47.93	12.99	75.52
Chinese: Second Language Stage 3	Male	19	58.77	15.34	62.95	12.54	59.17	15.71	100.00
	Female	16	65.92	13.96	66.61	10.42	66.80	14.63	87.52
	Persons	35	62.04	14.95	64.22	11.77	62.65	15.49	100.00
Computer Science Stage 2	Male	97	59.81	13.69	63.59	12.83	41.55	9.92	70.69
	Female	32	61.26	16.46	64.70	15.41	42.61	11.93	68.29
	Persons	129	60.17	14.37	63.87	13.47	41.81	10.42	70.69
Computer Science Stage 3	Male	280	61.78	13.84	61.36	11.80	61.12	10.59	90.22
	Female	84	54.40	13.80	55.18	12.73	55.48	10.55	83.04
	Persons	364	60.08	14.16	59.93	12.29	59.82	10.83	90.22

\* The population consist of all Year 12 students with a combined mark for the course.

# Curriculum Council

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2010 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Dance Stage 2	Male	6	59.33	17.38	66.53	16.03	43.87	13.02	59.22
	Female	196	60.33	14.35	69.16	11.99	44.61	10.75	74.33
	Persons	202	60.30	14.40	69.08	12.09	44.59	10.79	74.33
Dance Stage 3	Male	8	58.87	15.46	62.06	13.50	63.26	10.23	76.04
	Female	150	60.21	14.22	66.22	12.47	64.14	9.41	90.48
	Persons	158	60.14	14.23	66.03	12.50	64.09	9.42	90.48
Design Stage 2	Male	184	58.68	14.41	61.71	11.33	45.80	12.49	77.89
	Female	210	61.13	14.27	64.32	9.81	47.97	12.18	81.61
	Persons	394	59.99	14.37	63.10	10.61	46.96	12.36	81.61
Design Stage 3	Male	119	56.80	13.07	65.52	13.01	60.43	10.98	88.03
	Female	79	65.03	14.06	72.24	13.15	67.35	11.81	96.72
	Persons	198	60.08	14.03	68.22	13.45	63.19	11.79	96.72
Drama Stage 2	Male	53	55.35	17.01	64.00	12.08	33.17	15.52	73.00
	Female	148	61.83	12.36	65.19	10.55	39.09	11.28	65.90
	Persons	201	60.12	13.99	64.92	10.89	37.53	12.77	73.00
Drama Stage 3	Male	232	57.96	15.15	67.23	9.90	57.59	12.67	90.14
	Female	664	60.72	13.77	68.61	9.16	59.90	11.52	90.35
	Persons	896	60.01	14.19	68.26	9.37	59.30	11.86	90.35
Earth and Environmental Science Stage 2	Male	39	61.98	14.94	55.37	15.48	41.64	10.74	68.98
	Female	15	58.44	12.61	51.15	12.37	39.10	9.07	52.69
	Persons	54	61.00	14.30	54.20	14.69	40.94	10.28	68.98
Earth and Environmental Science Stage 3	Male	104	58.50	14.01	54.34	13.25	57.59	10.46	84.87
	Female	113	61.18	14.73	57.05	13.81	59.59	11.00	87.90
	Persons	217	59.90	14.42	55.76	13.58	58.63	10.77	87.90
Economics Stage 2	Male	39	59.63	12.30	61.39	10.67	42.41	9.88	67.74
	Female	41	60.92	16.58	62.02	15.16	43.44	13.32	74.84
	Persons	80	60.29	14.58	61.71	13.08	42.94	11.71	74.84
Economics Stage 3	Male	1096	59.53	14.42	62.34	11.87	63.18	12.04	95.07
	Female	897	60.21	14.19	62.81	11.58	63.75	11.85	94.99
	Persons	1993	59.83	14.32	62.55	11.74	63.43	11.95	95.07
Engineering Studies Stage 2	Male	84	60.53	13.88	46.26	19.92	43.49	10.00	67.55
	Female	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Persons	84	60.53	13.88	46.26	19.92	43.49	10.00	67.55
Engineering Studies Stage 3	Male	147	60.24	13.77	65.02	12.38	61.09	10.26	87.28
	Female	4	60.67	21.74	66.05	18.10	61.42	16.19	72.34
	Persons	151	60.25	13.93	65.05	12.48	61.10	10.38	87.28

\* The population consist of all Year 12 students with a combined mark for the course.

# Curriculum Council

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2010 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
English as an Additional Language or	Male	146	56.53	13.66	54.39	11.21	44.29	12.69	74.46
	Female	159	63.34	14.11	59.11	12.02	50.61	13.11	84.68
	Persons	305	60.08	14.29	56.91	11.87	47.59	13.28	84.68
English as an Additional Language or	Male	433	58.94	14.58	62.52	11.69	62.24	12.97	95.49
	Female	468	61.01	13.18	64.07	11.07	64.08	11.73	96.94
	Persons	901	60.01	13.90	63.33	11.39	63.20	12.37	96.94
English Stage 2	Male	1747	57.23	13.83	61.28	8.97	38.89	10.95	67.34
	Female	1544	62.79	12.95	64.89	8.63	43.30	10.26	71.02
	Persons	3291	59.84	13.71	62.98	8.99	40.96	10.86	71.02
English Stage 3	Male	3791	57.48	13.92	64.23	8.11	60.36	10.24	90.70
	Female	4704	61.92	13.35	66.76	8.02	63.63	9.83	90.75
	Persons	8495	59.94	13.78	65.62	8.16	62.17	10.15	90.75
Food Science and Technology Stage 2	Male	90	52.00	13.05	52.22	10.50	40.07	12.38	65.76
	Female	309	62.12	13.55	61.00	12.54	49.66	12.86	83.94
	Persons	399	59.83	14.08	59.01	12.64	47.50	13.35	83.94
Food Science and Technology Stage 3	Male	2	55.61	7.13	49.05	7.47	65.26	5.24	68.96
	Female	27	61.94	13.57	57.06	15.50	69.91	9.97	93.94
	Persons	29	61.51	13.25	56.51	15.14	69.59	9.73	93.94
French Stage 2	Male	2	49.35	11.63	47.22	12.53	46.29	8.34	52.19
	Female	7	61.44	17.10	59.54	10.84	54.96	12.27	72.28
	Persons	9	58.75	16.27	56.80	11.72	53.03	11.68	72.28
French Stage 3	Male	105	62.76	14.46	66.06	12.49	69.75	12.64	96.67
	Female	277	61.25	15.50	65.08	12.82	68.43	13.52	100.00
	Persons	382	61.67	15.22	65.35	12.72	68.79	13.28	100.00
Geography Stage 2	Male	112	57.44	13.65	54.02	10.74	38.49	10.89	69.06
	Female	154	61.89	14.72	57.33	11.62	42.04	11.75	70.66
	Persons	266	60.02	14.42	55.94	11.35	40.55	11.51	70.66
Geography Stage 3	Male	776	57.90	13.92	63.06	9.98	57.33	10.99	85.89
	Female	941	61.59	14.08	65.69	10.47	60.24	11.11	87.19
	Persons	1717	59.92	14.12	64.50	10.33	58.93	11.15	87.19
German Stage 3	Male	42	63.63	16.90	69.43	14.72	70.64	15.07	97.43
	Female	44	64.17	16.45	69.31	14.53	70.91	14.21	100.00
	Persons	86	63.90	16.57	69.36	14.51	70.77	14.55	100.00
Health Studies Stage 2	Male	38	52.06	9.49	56.61	9.32	36.01	8.03	49.90
	Female	120	62.52	13.39	66.49	13.59	44.86	11.33	73.75
	Persons	158	60.01	13.31	64.16	13.37	42.73	11.27	73.75

\* The population consist of all Year 12 students with a combined mark for the course.

# Curriculum Council

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2010 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Health Studies Stage 3	Male	25	54.19	12.85	59.85	12.52	57.33	8.89	80.37
	Female	42	64.74	13.27	68.97	11.69	64.63	9.18	89.01
	Persons	67	60.80	14.00	65.57	12.71	61.90	9.68	89.01
Hebrew Stage 3	Male	4	78.90	9.74	N/A	N/A	76.67	12.95	89.80
	Female	1	78.79	0.00	N/A	N/A	76.52	0.00	76.52
	Persons	5	78.88	8.43	N/A	N/A	76.64	11.22	89.80
Human Biological Science Stage 2	Male	115	59.35	12.28	56.63	10.81	37.53	9.91	68.10
	Female	314	60.16	15.19	57.34	13.63	38.18	12.26	68.66
	Persons	429	59.94	14.46	57.15	12.92	38.00	11.67	68.66
Human Biological Science Stage 3	Male	1237	58.23	13.81	59.65	11.65	58.52	10.78	88.84
	Female	2736	60.54	14.54	61.47	12.23	60.33	11.35	89.84
	Persons	3973	59.82	14.36	60.90	12.08	59.77	11.21	89.84
Indonesian Background Speakers Stage 3	Male	2	39.21	6.77	N/A	N/A	51.49	7.57	56.84
	Female	4	45.02	12.88	N/A	N/A	57.98	14.38	75.33
	Persons	6	43.08	10.85	N/A	N/A	55.81	12.11	75.33
Indonesian: Second Language Stage 2	Male	5	65.10	9.62	62.60	9.07	47.52	4.55	52.79
	Female	10	62.74	17.23	60.18	18.16	46.41	8.15	64.03
	Persons	15	63.53	14.79	60.99	15.39	46.78	7.00	64.03
Indonesian: Second Language Stage 3	Male	16	63.48	19.17	56.28	24.50	67.61	16.08	98.24
	Female	29	59.40	11.64	51.21	15.27	64.19	9.77	83.26
	Persons	45	60.85	14.68	53.05	19.02	65.40	12.31	98.24
Integrated Science Stage 2	Male	46	59.41	14.21	54.36	15.98	41.34	11.25	69.31
	Female	51	61.70	12.60	56.32	14.49	43.15	9.97	63.43
	Persons	97	60.62	13.37	55.40	15.16	42.29	10.58	69.31
Integrated Science Stage 3	Male	63	57.26	11.92	59.08	10.90	56.71	9.01	82.53
	Female	54	64.52	15.96	65.52	13.99	62.20	12.06	89.02
	Persons	117	60.61	14.34	61.99	12.75	59.24	10.84	89.02
Italian Stage 2	Male	3	69.96	11.51	64.43	5.91	46.64	9.57	55.97
	Female	12	60.54	15.50	60.21	15.69	38.80	12.89	71.63
	Persons	15	62.42	14.93	61.11	14.07	40.37	12.42	71.63
Italian Stage 3	Male	35	60.22	12.49	61.95	10.60	62.47	10.38	92.45
	Female	172	60.96	15.09	63.32	13.05	63.09	12.54	95.53
	Persons	207	60.83	14.66	63.10	12.68	62.98	12.18	95.53
Japanese: Background Speakers Stage 3	Male	3	55.75	7.85	N/A	N/A	61.04	8.44	65.97
	Female	4	60.39	15.98	N/A	N/A	66.03	17.18	90.55
	Persons	7	58.40	12.43	N/A	N/A	63.89	13.36	90.55

\* The population consist of all Year 12 students with a combined mark for the course.

# Curriculum Council

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2010 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Japanese: Second Language Stage 2	Male	5	65.48	10.52	48.01	8.41	46.51	7.26	56.38
	Female	19	61.29	15.08	47.36	14.46	43.62	10.40	63.60
	Persons	24	62.16	14.15	47.47	13.45	44.22	9.76	63.60
Japanese: Second Language Stage 3	Male	55	59.44	12.50	59.58	13.42	66.11	9.55	86.62
	Female	130	60.64	15.30	62.31	16.59	67.03	11.69	97.08
	Persons	185	60.28	14.51	61.54	15.77	66.75	11.08	97.08
Literature Stage 2	Male	7	59.16	14.79	50.09	11.64	35.09	11.93	54.60
	Female	8	66.94	16.06	58.39	18.28	41.37	12.96	68.05
	Persons	15	63.31	15.45	54.52	15.61	38.44	12.47	68.05
Literature Stage 3	Male	486	59.66	13.75	65.50	10.17	68.87	12.33	100.00
	Female	1079	59.89	13.83	65.50	10.43	69.07	12.39	100.00
	Persons	1565	59.82	13.80	65.50	10.34	69.01	12.37	100.00
Malay: Background Speakers Stage 3	Male	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Female	1	41.00	0.00	N/A	N/A	30.77	0.00	30.77
	Persons	1	41.00	0.00	N/A	N/A	30.77	0.00	30.77
Marine and Maritime Technology Stage 2	Male	9	60.36	12.47	64.09	13.43	44.79	9.70	58.43
	Female	38	60.88	13.36	64.89	13.50	45.19	10.39	67.66
	Persons	47	60.78	13.06	64.73	13.34	45.11	10.16	67.66
Marine and Maritime Technology Stage 3	Male	7	57.44	13.19	69.17	16.78	57.12	9.43	69.38
	Female	22	63.36	13.80	76.20	10.41	61.35	9.87	83.08
	Persons	29	61.93	13.66	74.51	12.29	60.33	9.77	83.08
Materials Design and Technology Stage 2	Male	169	57.81	13.28	61.78	15.90	44.81	9.54	71.13
	Female	108	63.70	15.09	67.72	16.88	49.03	10.84	75.09
	Persons	277	60.11	14.28	64.11	16.52	46.45	10.25	75.09
Materials Design and Technology Stage 3	Male	78	52.42	11.33	62.65	7.39	57.35	8.74	81.39
	Female	54	70.95	10.18	74.39	7.56	71.64	7.85	94.03
	Persons	132	60.00	14.18	67.68	9.45	63.19	10.93	94.03
Mathematics Stage 2AB	Male	224	60.16	15.02	58.38	11.87	36.41	11.41	64.50
	Female	364	59.66	13.60	58.11	10.74	36.05	10.36	62.85
	Persons	588	59.85	14.15	58.21	11.17	36.19	10.76	64.50
Mathematics Stage 2CD	Male	2203	59.22	14.38	55.21	13.51	48.50	9.51	74.01
	Female	2915	60.48	14.39	56.22	13.54	49.30	9.45	74.13
	Persons	5118	59.94	14.40	55.79	13.54	48.96	9.48	74.13
Mathematics Stage 3AB	Male	1819	59.42	14.30	65.91	14.89	60.55	9.02	84.95
	Female	2044	60.33	14.25	66.77	14.61	61.13	8.98	84.69
	Persons	3863	59.90	14.28	66.37	14.74	60.86	9.00	84.95

\* The population consist of all Year 12 students with a combined mark for the course.



# Curriculum Council

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2010 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Mathematics Stage 3CD	Male	2168	60.42	14.83	64.54	14.70	73.04	9.73	100.00
	Female	1409	58.87	13.97	62.95	13.90	71.99	9.09	96.51
	Persons	3577	59.81	14.51	63.91	14.41	72.63	9.50	100.00
Mathematics: Specialist Stage 3AB	Male	82	61.20	13.62	59.25	14.97	47.52	11.70	76.48
	Female	16	58.22	18.70	54.98	20.71	44.95	16.06	76.20
	Persons	98	60.71	14.50	58.57	15.96	47.10	12.46	76.48
Mathematics: Specialist Stage 3CD	Male	1095	59.94	14.12	61.21	13.74	70.87	11.72	100.00
	Female	420	60.95	13.36	62.15	12.99	71.72	11.10	99.76
	Persons	1515	60.22	13.92	61.47	13.54	71.10	11.55	100.00
Media Production and Analysis Stage 2	Male	123	56.87	13.54	58.69	9.91	34.78	11.73	60.61
	Female	148	62.94	13.52	62.96	10.66	40.04	11.71	72.14
	Persons	271	60.18	13.84	61.07	10.53	37.65	11.99	72.14
Media Production and Analysis Stage 3	Male	304	56.14	14.47	61.22	11.04	55.92	11.60	87.58
	Female	644	61.93	13.58	65.70	9.80	60.56	10.89	87.55
	Persons	948	60.07	14.13	64.27	10.42	59.08	11.33	87.58
Modern Greek Stage 3	Male	1	61.22	0.00	N/A	N/A	51.12	0.00	51.12
	Female	3	62.04	5.46	N/A	N/A	51.84	4.82	57.38
	Persons	4	61.83	4.47	N/A	N/A	51.66	3.95	57.38
Modern History Stage 2	Male	36	58.84	14.32	57.98	12.59	31.16	11.98	54.33
	Female	23	62.34	14.42	61.55	12.55	34.08	12.07	65.59
	Persons	59	60.21	14.34	59.37	12.59	32.30	12.00	65.59
Modern History Stage 3	Male	845	58.70	14.16	60.76	10.90	58.77	12.78	94.99
	Female	1652	60.48	14.01	62.02	10.71	60.38	12.65	94.24
	Persons	2497	59.88	14.08	61.59	10.79	59.83	12.71	94.99
Music Stage 2	Male	35	58.01	12.25	62.66	11.12	40.70	10.01	63.57
	Female	31	62.93	15.20	68.01	12.46	44.72	12.42	75.01
	Persons	66	60.32	13.83	65.12	11.96	42.59	11.30	75.01
Music Stage 3	Male	179	60.78	14.13	68.58	10.85	64.93	11.50	95.23
	Female	253	59.64	14.12	67.93	10.60	64.01	11.50	93.62
	Persons	432	60.11	14.12	68.20	10.70	64.39	11.49	95.23
Outdoor Education Stage 2	Male	153	57.27	12.75	48.42	14.08	41.33	10.72	77.26
	Female	111	63.72	14.69	55.80	15.97	46.75	12.36	70.79
	Persons	264	59.98	13.94	51.52	15.32	43.61	11.72	77.26
Outdoor Education Stage 3	Male	64	58.40	13.33	56.59	11.29	58.15	10.72	81.20
	Female	92	61.57	13.26	59.57	9.98	60.70	10.66	87.97
	Persons	156	60.27	13.34	58.36	10.60	59.65	10.72	87.97

\* The population consist of all Year 12 students with a combined mark for the course.

# Curriculum Council

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2010 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Philosophy and Ethics Stage 2	Male	4	62.49	15.78	66.41	15.76	42.92	12.55	60.59
	Female	11	63.71	13.65	68.29	13.38	43.89	10.86	66.58
	Persons	15	63.38	13.67	67.79	13.48	43.63	10.87	66.58
Philosophy and Ethics Stage 3	Male	67	62.21	14.48	66.68	13.33	63.69	12.04	95.09
	Female	63	58.30	13.43	63.32	12.74	60.44	11.16	81.71
	Persons	130	60.32	14.07	65.04	13.10	62.12	11.69	95.09
Physical Education Studies Stage 2	Male	422	60.10	13.70	65.34	11.94	42.64	11.04	74.79
	Female	403	59.76	14.27	64.05	13.11	42.37	11.48	73.21
	Persons	825	59.93	13.98	64.69	12.55	42.51	11.25	74.79
Physical Education Studies Stage 3	Male	847	60.11	13.83	63.09	10.46	60.55	9.65	88.38
	Female	588	59.60	13.65	62.41	10.48	60.19	9.52	84.21
	Persons	1435	59.90	13.75	62.81	10.47	60.40	9.59	88.38
Physics Stage 2	Male	50	59.30	12.28	55.58	11.49	36.04	12.68	73.71
	Female	32	62.26	16.72	57.57	15.89	39.10	17.26	72.39
	Persons	82	60.46	14.16	56.36	13.32	37.23	14.61	73.71
Physics Stage 3	Male	2489	59.46	14.79	59.48	12.64	65.95	12.72	98.98
	Female	1049	60.65	13.81	60.42	11.67	66.98	11.87	96.56
	Persons	3538	59.82	14.52	59.76	12.37	66.26	12.49	98.98
Plant Production Systems Stage 2	Male	15	61.92	10.83	51.06	9.27	32.25	10.20	49.03
	Female	13	62.57	19.05	53.98	20.99	32.86	17.94	68.10
	Persons	28	62.22	14.91	52.41	15.58	32.53	14.04	68.10
Plant Production Systems Stage 3	Male	5	58.77	19.39	42.46	13.81	45.63	15.99	70.84
	Female	15	63.30	11.30	46.33	9.63	49.36	9.32	74.06
	Persons	20	62.17	13.31	45.36	10.55	48.43	10.98	74.06
Polish Stage 3	Male	2	74.67	3.78	N/A	N/A	45.15	5.41	48.97
	Female	6	88.13	5.36	N/A	N/A	64.42	7.67	75.37
	Persons	8	84.77	7.83	N/A	N/A	59.60	11.21	75.37
Politics and Law Stage 2	Male	31	58.89	14.13	54.95	14.41	39.24	12.23	60.08
	Female	32	61.93	13.99	57.97	14.83	41.86	12.11	71.34
	Persons	63	60.43	14.02	56.48	14.58	40.57	12.15	71.34
Politics and Law Stage 3	Male	316	58.76	14.16	58.49	15.65	63.40	11.97	96.21
	Female	489	60.50	14.59	60.27	15.91	64.87	12.33	97.75
	Persons	805	59.82	14.44	59.57	15.83	64.30	12.20	97.75
Psychology Stage 2	Male	39	52.31	11.30	43.60	10.32	40.38	9.25	62.95
	Female	154	61.81	13.73	53.21	13.76	48.15	11.24	77.50
	Persons	193	59.89	13.79	51.25	13.67	46.58	11.29	77.50

\* The population consist of all Year 12 students with a combined mark for the course.

# Curriculum Council

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2010 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Psychology Stage 3	Male	107	53.70	14.97	45.34	14.10	56.00	11.87	81.44
	Female	319	61.98	13.33	53.66	14.29	62.57	10.57	92.20
	Persons	426	59.90	14.20	51.57	14.68	60.92	11.26	92.20
Religion and Life Stage 2	Male	337	56.57	14.05	59.98	10.35	49.71	10.04	76.81
	Female	493	62.22	12.88	63.89	9.50	53.75	9.20	78.08
	Persons	830	59.93	13.65	62.31	10.03	52.11	9.75	78.08
Religion and Life Stage 3	Male	329	57.01	13.88	62.41	9.91	64.98	9.83	90.92
	Female	582	61.64	13.58	65.57	9.72	68.27	9.62	93.32
	Persons	911	59.97	13.86	64.44	9.90	67.08	9.82	93.32
Russian Stage 3	Male	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Female	1	82.00	0.00	N/A	N/A	55.27	0.00	55.27
	Persons	1	82.00	0.00	N/A	N/A	55.27	0.00	55.27
Serbian Stage 3	Male	1	16.00	0.00	N/A	N/A	36.42	0.00	36.42
	Female	1	69.00	0.00	N/A	N/A	67.00	0.00	67.00
	Persons	2	42.50	37.48	N/A	N/A	51.71	21.62	67.00
Spanish Stage 3	Male	1	84.00	0.00	N/A	N/A	67.23	0.00	67.23
	Female	1	96.00	0.00	N/A	N/A	98.96	0.00	98.96
	Persons	2	90.00	8.49	N/A	N/A	83.10	22.44	98.96
Visual Arts Stage 2	Male	74	56.77	14.58	61.46	12.60	38.11	12.02	73.69
	Female	235	60.79	13.64	63.95	12.17	41.43	11.24	73.19
	Persons	309	59.83	13.95	63.37	12.29	40.63	11.50	73.69
Visual Arts Stage 3	Male	180	58.25	15.46	65.41	9.42	59.82	11.86	90.34
	Female	704	60.26	13.98	66.22	8.93	61.36	10.73	90.94
	Persons	884	59.85	14.31	66.05	9.03	61.05	10.98	90.94

\* The population consist of all Year 12 students with a combined mark for the course.

# Curriculum Council

Table 4.14 Relationship between raw examination marks and standardised examination marks\* for WACE course examinations, 2010

Course		0%	0.2%	0.9%	2.9%	8.9%	24.0%	50.5%	77.0%	92.1%	98.1%	Top	Popln	Mean	Std. Dev.
Percentile Rank		0	10	20	30	40	50	60	70	80	90	100			
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			
ACF2	Accounting and Finance Stage 2	0	N/A	N/A	5.74	17.21	32.44	57.73	70.69	84.2	88.46	90	81	53.89	22.82
ACF3	Accounting and Finance Stage 3	0	3.59	7.6	12.72	20.75	34.85	50.73	65.32	75.75	82.6	90	1380	49.85	18.97
HIA2	Ancient History Stage 2**	0	10	20	30	40	50	60	70	80	90	100	4	35	11.55
HIA3	Ancient History Stage 3	0	N/A	20.3	25.35	34.82	43.89	56.86	70.55	80.62	89.26	92	144	57.6	16.19
APS2	Animal Production Systems Stage 2	0	N/A	N/A	N/A	25.39	45.76	55.24	62.28	75.47	77.78	79	32	53.88	14.87
APS3	Animal Production Systems Stage 3	0	N/A	N/A	N/A	28.63	35.48	44.13	53.08	66.78	72.02	74	26	45.58	14.3
AIT2	Applied Information Technology Stage 2	0	6.2	11.11	17.34	25.5	37.23	50.09	59.7	67.22	73.17	83	702	48.4	14.91
AIT3	Applied Information Technology Stage 3	0	3.13	7.97	15.52	29.05	40.27	50.38	59.2	68.03	72.92	81	553	49.25	14.03
ARA3	Arabic Stage 3**	0	10	20	30	40	50	60	70	80	90	100	1	91	0
AVN2	Aviation Stage 2**	0	10	20	30	40	50	60	70	80	90	100	4	41.75	12.07
AVN3	Aviation Stage 3	0	N/A	N/A	19.87	29.09	38.99	51.95	64.21	77.76	84.5	88	79	52.68	15.94
BIO2	Biological Sciences Stage 2	0	N/A	N/A	17.39	38.88	46.88	55.94	64.25	72.69	78.24	80	37	56.16	12.85
BIO3	Biological Sciences Stage 3	0	16.13	20.85	25.02	31.51	40.19	49.16	57.25	65.28	70.53	79	1565	48.95	11.82
BME2	Business Management and Enterprise Stage 2	0	N/A	11.52	17.66	26.72	37.66	52.87	66.71	76.61	84.4	89	379	52.54	17.71
BME3	Business Management and Enterprise Stage 3	0	N/A	2.58	10.52	27.03	38.07	55.56	67.84	77.8	80.8	91	147	52.88	18.76
CAE2	Career and Enterprise Stage 2	0	N/A	8	19.9	27.32	40.13	56.27	68.87	79.96	87.11	94	445	54.87	18.57
CAE3	Career and Enterprise Stage 3	0	N/A	7.03	18.67	26.23	42.3	56.02	64.89	72.92	75.82	82	115	53.43	15.8
CHE2	Chemistry Stage 2	0	N/A	13.17	17.31	24.86	38.53	47.91	60.02	70.37	77.27	79	130	48.67	14.78
CHE3	Chemistry Stage 3	0	12.23	18.88	26.92	37.91	50.95	64.69	77.66	86.76	92.54	99	4465	63.66	17.43
CFC2	Children, Family and the Community Stage 2	0	N/A	11.52	13.59	31.99	49.65	63.04	74.75	82.34	88.8	96	337	60.77	18.53

\* The raw marks which are standardised to 10, 20, 30, 40, 50, 60, 70, 80, 90 are those of students whose marks are at the 0.2, 0.9, 2.9, 8.9, 24, 50.5, 77, 92.1 and 98.1 percentile ranks respectively of students sitting the examinations. 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.

\*\* The raw examination marks of small candidature examinations were not standardised and are not comparable to other courses.

# Curriculum Council

Table 4.14 Relationship between raw examination marks and standardised examination marks\* for WACE course examinations, 2010 (cont)

Course															
Percentile Rank		0%	0.2%	0.9%	2.9%	8.9%	24.0%	50.5%	77.0%	92.1%	98.1%	Top	Popln	Mean	Std. Dev.
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			
CBS3	Chinese: Background Speakers Stage 3	0	N/A	N/A	22.66	34.52	44.28	54.08	59.48	65.62	74.26	77	48	52.6	11.47
CSL3	Chinese: Second Language Stage 3	0	N/A	N/A	38.12	52.34	68.8	74.34	86.95	91.12	92.67	94	35	75.69	13.46
CSC2	Computer Science Stage 2	0	N/A	2.4	11.44	26.48	41.96	56.02	71.33	80.6	86.55	92	129	55.13	19.31
CSC3	Computer Science Stage 3	0	N/A	11.26	17.99	31.55	47.74	62.18	74.47	81.57	87.78	93	362	60.07	17.56
DAN2	Dance Stage 2	0	N/A	10.35	17.86	28.97	41.49	54.84	65.51	73.35	82.08	93	202	53.57	16.36
DAN3	Dance Stage 3	0	N/A	25.18	33.17	38.6	48.05	58.26	65.19	73.51	80.16	85	155	57.04	12.08
DES2	Design Stage 2	0	N/A	4.5	12.56	29.31	45.84	60.36	71.31	80.85	87.4	93	389	57.74	18.74
DES3	Design Stage 3	0	N/A	24.02	31.74	43.31	52.84	61.3	69.09	77.47	82.75	92	198	60.78	12.61
DRA2	Drama Stage 2	0	N/A	6.64	15.83	34.59	52.12	63.72	72.46	79.02	83.06	91	201	60.68	16.59
DRA3	Drama Stage 3	0	N/A	19.82	35.54	45.27	53.77	63.41	71.94	78.69	84.7	92	884	62.56	12.96
EES2	Earth and Environmental Science Stage 2	0	N/A	N/A	25.76	35.36	40.72	50.77	61.27	66.41	70.99	73	53	51.17	11.86
EES3	Earth and Environmental Science Stage 3	0	N/A	16.85	24.2	36.73	48.59	58.53	68.36	77.03	86.97	92	214	57.9	15.02
ECO2	Economics Stage 2	0	N/A	N/A	19.23	32.12	43.1	58.56	67.6	76.68	82.48	95	80	55.81	16.84
ECO3	Economics Stage 3	0	10.91	16.24	25.36	36.5	47.36	59.24	69.85	78.26	86.6	97	1971	58.4	15.38
EST2	Engineering Studies Stage 2	0	N/A	N/A	11.41	20.08	30.96	42.31	58.27	72.44	77.42	87	83	44.81	18.01
EST3	Engineering Studies Stage 3	0	N/A	6.97	35.23	43.09	52.36	59.95	66.59	75.33	78.38	92	148	59.45	12.26
ELD2	English as an Additional Language or Dialect Stage 2	0	N/A	13.88	24.54	36.06	46.91	57.57	67.58	76	84.11	89	304	57.04	14.8
ELD3	English as an Additional Language or Dialect Stage 3	0	16.51	27.54	33.01	42.43	51.4	60.32	68.97	76.47	83.36	89	899	60.05	12.52
ENG2	English Stage 2	0	2.03	13.1	23.39	35.38	46.85	56.84	66.44	73.77	80.86	96	3269	55.89	14.43
ENG3	English Stage 3	0	6.87	26.39	34.37	42.41	50.66	58.58	67.35	76.07	83.8	99	8378	59.02	12.41

\* The raw marks which are standardised to 10, 20, 30, 40, 50, 60, 70, 80, 90 are those of students whose marks are at the 0.2, 0.9, 2.9, 8.9, 24, 50.5, 77, 92.1 and 98.1 percentile ranks respectively of students sitting the examinations. 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.

\*\* The raw examination marks of small candidature examinations were not standardised and are not comparable to other courses.

# Curriculum Council

Table 4.14 Relationship between raw examination marks and standardised examination marks\* for WACE course examinations, 2010 (cont)

Course															
Percentile Rank		0%	0.2%	0.9%	2.9%	8.9%	24.0%	50.5%	77.0%	92.1%	98.1%	Top	Popln	Mean	Std. Dev.
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			
FST2	Food Science and Technology Stage 2	0	N/A	9.28	13.16	19.75	32.29	45.89	56.74	65.36	75.16	79	396	44.34	16.01
FST3	Food Science and Technology Stage 3	0	N/A	N/A	N/A	32.16	40.92	46.55	52.33	57.71	72.14	76	29	47.34	10.05
FRE2	French Stage 2**	0	10	20	30	40	50	60	70	80	90	100	8	55.5	13.14
FRE3	French Stage 3	0	N/A	22.03	26.39	40	48.65	61.09	70.46	79.46	86.3	92	337	59.69	14.84
GEO2	Geography Stage 2	0	N/A	16.78	29.2	33.33	46.21	56.47	66.53	72.38	75.67	89	262	55.3	13.72
GEO3	Geography Stage 3	0	10.59	18.03	25.99	36.22	46.37	56.83	66.1	74.09	80.32	92	1687	56.11	13.76
GER3	German Stage 3	0	N/A	N/A	32.21	47.72	56.4	70.18	77.63	85.47	89.67	96	70	67.77	14.07
HEA2	Health Studies Stage 2	0	N/A	14.89	23.11	35.49	49.34	64.32	77.89	86.3	91.02	94	157	62.83	17.73
HEA3	Health Studies Stage 3	0	N/A	N/A	21.19	45.96	60.54	73.42	79.15	87.41	91.73	96	67	69.7	15.94
HEB3	Hebrew Stage 3**	0	10	20	30	40	50	60	70	80	90	100	5	78.8	8.61
HBS2	Human Biological Science Stage 2	0	N/A	13.8	19.09	26.41	37.35	49.8	60.89	69.92	78.92	88	423	49.39	15.49
HBS3	Human Biological Science Stage 3	0	9.93	14.16	18.83	26.75	36.24	47.74	59.45	69.09	76.75	88	3905	47.94	15.06
IBS3	Indonesian Background Speakers Stage 3**	0	10	20	30	40	50	60	70	80	90	100	6	43	10.05
IND2	Indonesian: Second Language Stage 2	0	N/A	N/A	N/A	31.68	40.2	55.87	69.75	73.82	80.43	83	15	56.8	15.54
IND3	Indonesian: Second Language Stage 3	0	N/A	N/A	19.61	26.02	41.9	61.45	78.25	86.89	90.3	98	45	60.71	20.15
ISC2	Integrated Science Stage 2	0	N/A	N/A	N/A	23.54	34.08	45.74	56.28	64.35	72.18	84	96	45.36	14.43
ISC3	Integrated Science Stage 3	0	N/A	12.05	21.38	32.06	42.37	51.58	58.4	65.04	74.56	81	113	50.36	12.39
ITA2	Italian Stage 2	0	N/A	N/A	N/A	29.01	43.6	54.29	63.55	68.26	86.16	93	15	54.93	15.37
ITA3	Italian Stage 3	0	N/A	25.98	32.03	42.57	51.78	62.57	75.55	82.92	91.44	99	194	63.27	15.16

\* The raw marks which are standardised to 10, 20, 30, 40, 50, 60, 70, 80, 90 are those of students whose marks are at the 0.2, 0.9, 2.9, 8.9, 24, 50.5, 77, 92.1 and 98.1 percentile ranks respectively of students sitting the examinations. 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.

\*\* The raw examination marks of small candidature examinations were not standardised and are not comparable to other courses.

# Curriculum Council

Table 4.14 Relationship between raw examination marks and standardised examination marks\* for WACE course examinations, 2010 (cont)

Course															
Percentile Rank		0%	0.2%	0.9%	2.9%	8.9%	24.0%	50.5%	77.0%	92.1%	98.1%	Top	PopIn	Mean	Std. Dev.
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			
JBS3	Japanese: Background Speakers Stage 3**	0	10	20	30	40	50	60	70	80	90	100	7	58.57	12.5
JSL2	Japanese: Second Language Stage 2	0	N/A	N/A	N/A	33.27	37.59	51.24	68.48	73.1	74.54	75	24	52.75	15.03
JSL3	Japanese: Second Language Stage 3	0	N/A	17.51	25.5	41.77	54.48	66.7	78.55	88.43	92.52	96	181	65.87	16.48
LIT2	Literature Stage 2	0	N/A	N/A	N/A	23.68	31.8	48.45	64.55	68.45	74	76	15	50.13	16.52
LIT3	Literature Stage 3	0	12.15	35.9	44.05	51.83	59.78	66.92	74.24	80.9	87.65	98	1534	66.85	11.06
MBS3	Malay: Background Speakers Stage 3**	0	10	20	30	40	50	60	70	80	90	100	1	41	0
MMT2	Marine and Maritime Technology Stage 2	0	N/A	N/A	N/A	45.06	48.28	56.43	64.1	70.29	75.11	76	47	56.79	10.55
MMT3	Marine and Maritime Technology Stage 3	0	N/A	N/A	N/A	33.61	51.24	56.64	62.9	68.87	72.95	75	27	55.89	11.3
MDT2	Materials Design and Technology Stage 2	0	N/A	15.36	28.4	35.59	41.57	51.21	62.19	69.96	78.89	89	269	52.45	13.14
MDT3	Materials Design and Technology Stage 3	0	N/A	15.45	21.6	34.66	46.04	53.63	65.48	73.65	79.53	87	131	54.67	13.92
MAT2AB	Mathematics Stage 2AB	0	13.33	17.56	21.98	29.58	38.27	49.55	61.36	72.49	80.96	93	583	50.23	15.07
MAT2CD	Mathematics Stage 2CD	0	3.05	11.78	18.28	27.58	38.43	49.93	61.1	70.12	78.11	89	5051	49.72	15.3
MAT3AB	Mathematics Stage 3AB	0	5.12	10.05	16.17	24.46	35.52	47.6	59.56	68.73	75.61	88	3806	47.37	15.56
MAT3CD	Mathematics Stage 3CD	0	4.54	14.98	22.73	32.62	45.64	59.68	72.81	83.06	89.56	100	3543	58.98	17.79
MAS3AB	Mathematics: Specialist Stage 3AB	0	N/A	N/A	6.68	17.44	40.78	54.75	64.92	73.52	80.57	88	98	52.04	19.31
MAS3CD	Mathematics: Specialist Stage 3CD	0	1.01	6.38	15.94	27.02	41.07	57.14	70.26	81.14	88.55	95	1509	55.33	19.29

\* The raw marks which are standardised to 10, 20, 30, 40, 50, 60, 70, 80, 90 are those of students whose marks are at the 0.2, 0.9, 2.9, 8.9, 24, 50.5, 77, 92.1 and 98.1 percentile ranks respectively of students sitting the examinations. 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.

\*\* The raw examination marks of small candidature examinations were not standardised and are not comparable to other courses.

# Curriculum Council

Table 4.14 Relationship between raw examination marks and standardised examination marks\* for WACE course examinations, 2010 (cont)

Course															
Percentile Rank		0%	0.2%	0.9%	2.9%	8.9%	24.0%	50.5%	77.0%	92.1%	98.1%	Top	Popln	Mean	Std. Dev.
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			
MPA2	Media Production and Analysis Stage 2	0	N/A	10.31	18.86	29.06	39.01	49.97	58.95	68.2	74.43	78	271	48.99	14.03
MPA3	Media Production and Analysis Stage 3	0	4.61	23.22	29.7	37.95	46.32	56.3	64.98	71.82	80.6	91	937	55.82	12.81
GRE3	Modern Greek Stage 3**	0	10	20	30	40	50	60	70	80	90	100	3	59.67	1.25
HIM2	Modern History Stage 2	0	N/A	N/A	14.5	20.78	42.46	56.1	65.11	79.25	82.93	84	58	53.59	17.89
HIM3	Modern History Stage 3	0	6.91	13.4	25.14	36.86	47.69	56.64	65.76	73.91	81.11	91	2467	56.2	13.85
MUS2	Music Stage 2	0	N/A	N/A	20.31	35.87	41.84	48.44	57.36	61.95	70.98	78	66	49.17	11.3
MUS3	Music Stage 3	0	N/A	24.77	29.79	38.72	49.12	58.36	69.74	80.22	89.04	94	419	59.31	14.54
OED2	Outdoor Education Stage 2	0	N/A	12.35	20.57	29.11	38.33	48.23	56.44	64.1	71.04	82	261	47.52	12.93
OED3	Outdoor Education Stage 3	0	N/A	10.31	20.47	30.71	45.74	54.54	60.52	66.92	72.36	79	154	52.38	12.68
PAE2	Philosophy and Ethics Stage 2	0	N/A	N/A	N/A	N/A	60.9	67.73	77.55	79.82	86.43	89	15	69.53	10.03
PAE3	Philosophy and Ethics Stage 3	0	N/A	14.63	28.07	40.72	48.14	56.92	67.31	75.68	82.73	90	122	57.69	13.29
PES2	Physical Education Studies Stage 2	0	5.63	11.17	16.54	27.57	38.21	48.66	58.14	64.47	74.63	82	815	47.82	13.83
PES3	Physical Education Studies Stage 3	0	16.62	21.93	28.38	36.25	44.33	52.2	59.44	66.29	72.02	82	1416	51.93	10.86
PHY2	Physics Stage 2	0	N/A	N/A	15.39	22.6	40.66	56.97	63.79	71.3	80.92	83	81	52.59	16.64
PHY3	Physics Stage 3	0	10	15.29	23.63	33.47	45.88	59.13	70.76	79.65	85.93	96	3510	58.01	16.53
PPS2	Plant Production Systems Stage 2	0	N/A	N/A	N/A	16.94	32.58	44.14	52.56	61.79	65.4	67	28	43.36	13.94
PPS3	Plant Production Systems Stage 3	0	N/A	N/A	N/A	N/A	35.8	43.1	48.2	51.42	55.72	58	20	42.7	7.09
POL3	Polish Stage 3**	0	10	20	30	40	50	60	70	80	90	100	5	84.8	9.33
PAL2	Politics and Law Stage 2	0	N/A	N/A	6.65	19.21	29.36	42.61	58.51	71.02	79.82	86	63	44.73	18.22
PAL3	Politics and Law Stage 3	0	0.58	3.53	10.46	22.29	36.97	52.93	64.94	74.76	83.5	92	790	50.76	18.89
PSY2	Psychology Stage 2	0	N/A	9.71	13.84	21.3	31.4	43.74	60.15	69.99	78.39	85	190	45.22	17.17
PSY3	Psychology Stage 3	0	N/A	6.78	17.09	25.68	35.68	48.31	60.6	72.26	79.51	91	420	48.56	16.62

\* The raw marks which are standardised to 10, 20, 30, 40, 50, 60, 70, 80, 90 are those of students whose marks are at the 0.2, 0.9, 2.9, 8.9, 24, 50.5, 77, 92.1 and 98.1 percentile ranks respectively of students sitting the examinations. 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.

\*\* The raw examination marks of small candidature examinations were not standardised and are not comparable to other courses.



## Curriculum Council

Table 4.14 Relationship between raw examination marks and standardised examination marks\* for WACE course examinations, 2010 (cont)

Course															
Percentile Rank		0%	0.2%	0.9%	2.9%	8.9%	24.0%	50.5%	77.0%	92.1%	98.1%	Top	Popln	Mean	Std. Dev.
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			
REL2	Religion and Life Stage 2	0	8.32	12.69	23.93	40.12	52.47	61.94	71.25	79.01	84.1	93	821	60.89	14.59
REL3	Religion and Life Stage 3	0	5.61	27.05	33.06	43.31	52.83	60.94	68.93	76.29	81.65	92	901	60.58	12.14
RUS3	Russian Stage 3**	0	10	20	30	40	50	60	70	80	90	100	1	82	0
SER3	Serbian Stage 3**	0	10	20	30	40	50	60	70	80	90	100	2	42.5	26.5
SPA3	Spanish Stage 3**	0	10	20	30	40	50	60	70	80	90	100	1	84	0
VAR2	Visual Arts Stage 2	0	N/A	13.47	23.82	33.76	46.14	54.75	65.62	74.6	82.61	90	304	55.09	14.54
VAR3	Visual Arts Stage 3	0	16.75	23.47	35.27	43.05	50.21	59.07	67.86	74.19	80.79	90	875	58.87	12.05

\* The raw marks which are standardised to 10, 20, 30, 40, 50, 60, 70, 80, 90 are those of students whose marks are at the 0.2, 0.9, 2.9, 8.9, 24, 50.5, 77, 92.1 and 98.1 percentile ranks respectively of students sitting the examinations. 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.

\*\* The raw examination marks of small candidature examinations were not standardised and are not comparable to other courses.

# Curriculum Council

Table 4.15B Relationship between TISC derived combined marks and scaled marks for WACE course examinations, 2010

Course	Combined marks					
	Scaled to 35	Scaled to 50	Scaled to 65	Scaled to 75	Scaled to 85	Scaled to 100
Accounting and Finance	47.69	63.34	78.99	89.42	99.86	*
Ancient History	49.81	64.81	79.81	89.82	99.82	*
Animal Production Systems	47.09	62.07	77.05	87.04	97.02	*
Applied Information Technology	40.66	57.54	74.41	85.66	96.91	*
Aviation	47.97	63.09	78.20	88.28	98.36	*
Biological Sciences	48.76	64.02	79.28	89.46	99.64	*
Business Management and	39.53	56.30	73.07	84.25	95.43	*
Career and Enterprise	36.87	53.81	70.74	82.03	93.32	*
Chemistry	48.53	63.67	78.82	88.91	99.01	*
Children, Family and the	50.36	63.33	76.31	84.96	93.61	*
Chinese: Background Speakers	44.23	55.37	66.50	73.92	81.34	92.47
Chinese: Second Language	37.37	50.66	63.94	72.80	81.66	94.95
Computer Science	42.98	59.95	76.91	88.22	99.53	*
Dance	38.64	56.80	74.96	87.07	99.18	*
Design	38.09	54.94	71.80	83.04	94.28	*
Drama	46.33	62.67	79.01	89.91	*	*
Earth and Environmental Science	46.13	62.05	77.97	88.59	99.20	*
Economics	48.67	63.87	79.08	89.22	99.35	*
Engineering Studies	40.48	58.43	76.39	88.36	*	*
English	42.72	60.35	77.97	89.72	*	*
English as an Additional Language	43.41	59.28	75.15	85.73	96.30	*
Food Science and Technology	36.53	52.20	67.88	78.32	88.77	*
French	50.99	65.45	79.90	89.54	99.18	*
Geography	46.70	62.90	79.11	89.91	*	*
German	26.33	41.95	57.57	67.99	78.40	94.02
Health Studies	37.49	55.70	73.91	86.05	98.19	*
Hebrew	54.05	62.10	70.15	75.51	80.88	88.93
Human Biological Science	47.79	63.65	79.51	90.08	*	*
Indonesian Background Speakers	27.14	37.66	48.18	55.20	62.21	72.74
Indonesian: Second Language	44.54	61.03	77.52	88.51	99.50	*
Integrated Science	40.93	59.05	77.16	89.24	*	*
Italian	49.26	64.35	79.43	89.49	99.55	*
Japanese: Background Speakers	38.37	50.90	63.43	71.79	80.14	92.68
Japanese: Second Language	44.56	61.28	78.00	89.14	*	*
Literature	50.46	65.21	79.96	89.79	99.62	*
Marine and Maritime Technology	41.06	58.49	75.92	87.54	99.16	*
Materials Design and Technology	37.24	55.12	73.00	84.91	96.83	*
Mathematics	44.67	65.09	85.52	99.14	*	*
Mathematics: Specialist	47.90	62.91	77.92	87.93	97.93	*
Media Production and Analysis	45.29	62.06	78.83	90.00	*	*
Modern History	50.36	65.22	80.08	89.99	99.90	*
Music	46.48	62.39	78.30	88.91	99.51	*
Outdoor Education	39.59	56.68	73.76	85.16	96.55	*
Philosophy and Ethics	46.09	62.26	78.43	89.21	99.99	*
Physical Education Studies	41.28	59.32	77.36	89.39	*	*
Physics	48.96	63.80	78.63	88.52	98.41	*
Plant Production Systems	49.43	64.49	79.54	89.58	99.61	*
Politics and Law	48.58	64.02	79.46	89.76	*	*
Psychology	42.64	59.27	75.90	86.98	98.07	*
Religion and Life	39.68	57.00	74.33	85.88	97.43	*
Visual Arts	43.74	61.02	78.29	89.81	*	*

\* Combined mark above 100.

# Curriculum Council

Table 4.16 Subject/course loading for each TEE subject/WACE examination, 2009-2010

The mean of all scaled scores across all subjects/courses is 60. The subject loading is the difference between a subject's/course's mean scaled mark and 60, and therefore describes the extent to which an average student's combined mark is affected by the scaling process.

Subject/course	2009	2009	2010	2010
	Mean scaled mark*	Subject loading	Mean scaled mark*	Subject loading
Accounting **	59.1	-0.9		
Accounting and Finance			59.96	-0.04
Ancient History	63.8	3.8	64.2	4.2
Animal Production Systems			43.46	-16.54
Applicable Mathematics **	65.7	5.7		
Applied Information Technology	52.5	-7.5	52.08	-7.92
Arabic **	40.3	-19.7	56.32	-3.68
Art **	58.9	-1.1		
Aviation	52.6	-7.4	51.84	-8.16
Biological Sciences			59.95	-0.05
Biology **	59.0	-1.0		
Business Management and Enterprise			50.43	-9.57
Calculus **	67.5	7.5		
Career and Enterprise	49.4	-10.6	52.01	-7.99
Chemistry	65.5	5.5	65.71	5.71
Children, Family and the Community			51.15	-8.85
Chinese: Background Speakers	58.4	-1.6	49.72	-10.29
Chinese: Second Language	58.4	-1.6	61.07	1.07
Computer Science	52.5	-7.5	55.6	-4.4
Dance	56.8	-3.3	54.84	-5.16
Design			55.53	-4.47
Discrete Mathematics **	57.3	-2.8		
Drama	58.8	-1.2	57.73	-2.27
Earth and Environmental Science	56.8	-3.2	56.01	-3.99
Economics	62.0	2.0	62.83	2.83
Engineering Studies	56.1	-4.0	56.73	-3.27
English	58.2	-1.8	58.2	-1.8
English as an Additional Language or Dialect	57.1	-2.9	60.23	0.23
English Literature **	69.0	9.0		
Food Science and Technology			52.56	-7.44
French	69.7	9.7	66.96	6.96
Geography	56.7	-3.3	57.14	-2.86
German	66.6	6.6	68.27	8.27
Health Studies			51	-9
Hebrew **			76.64	16.64
History **	59.6	-0.4		
Human Biological Science			58.31	-1.69
Human Biology **	58.0	-2.0		
Indonesian Background Speakers			55.81	-4.19
Indonesian: Background Speakers **	62.7	2.7		
Indonesian: Second Language	61.5	1.5	62.14	2.14

\* 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 examinations.

\*\* indicates that the subject was not examined in 2010 or that the course was not examined in 2009.

# Curriculum Council

Table 4.16 Subject/course loading for each TEE subject/WACE examination, 2009-2010 (cont)

The mean of all scaled scores across all subjects/courses is 60. The subject loading is the difference between a subject's/course's mean scaled mark and 60, and therefore describes the extent to which an average student's combined mark is affected by the scaling process.

Subject/course	2009	2009	2010	2010
	Mean scaled mark*	Subject loading	Mean scaled mark*	Subject loading
Integrated Science			53.43	-6.57
Italian	61.2	1.2	60.94	0.94
Japanese: Background Speakers **			63.89	3.89
Japanese: Second Language	63.5	3.5	64.37	4.37
Literature			68.85	8.85
Malay: Background Speakers **			30.77	-29.23
Marine and Maritime Technology	56.0	-4.0	53.15	-6.85
Materials Design and Technology	54.9	-5.1	54.94	-5.06
Mathematics			59.62	-0.38
Mathematics: Specialist			69.73	9.73
Media Production and Analysis	56.9	-3.1	56.48	-3.52
Modern Greek **			51.66	-8.34
Modern History			60.02	0.02
Music	64.6	4.6	62.35	2.35
Outdoor Education	51.6	-8.4	51.92	-8.08
Philosophy and Ethics	64.5	4.5	60.7	0.7
Physical Education Studies	55.0	-5.0	55.7	-4.3
Physical Science **	56.3	-3.7		
Physics	65.1	5.1	65.85	5.85
Plant Production Systems			40.85	-19.15
Polish **			59.6	-0.4
Political and Legal Studies **	62.3	2.3		
Politics and Law			63.25	3.25
Psychology	52.2	-7.9	56.99	-3.01
Religion and Life			60.17	0.17
Russian **			55.27	-4.73
Serbian **			51.71	-8.29
Spanish **			83.1	23.1
Turkish **				
Visual Arts			57.32	-2.68

\* 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 examinations.

\*\* indicates that the subject was not examined in 2010 or that the course was not examined in 2009.

# Curriculum Council

Table 4.17 Ranges of WACE course scores in WACE course examinations, 2010

Course	Number	Excellent	High	Satisfactory	Limited	Inadequate	Mean St.Dev	Min	Max
Accounting and Finance Stage 2	81	13 (16%)	20 (25%)	19 (23%)	14 (17%)	15 (19%)	56.54 18.89	20.75	100
Accounting and Finance Stage 3	1392	101 (7%)	327 (23%)	399 (30%)	367 (26%)	198 (14%)	54.16 16.22	8.18	97.1
Ancient History Stage 2	3	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)	18.53 5.13	12.36	24.9
Ancient History Stage 3	146	21 (14%)	34 (23%)	61 (43%)	21 (14%)	9 (6%)	60.32 14.44	19.81	100
Animal Production Systems Stage 2	32	1 (3%)	2 (6%)	17 (53%)	7 (22%)	5 (16%)	51.38 14.50	27.96	100
Animal Production Systems Stage 3	26	1 (4%)	0 (0%)	11 (42%)	13 (50%)	1 (4%)	49.73 12.69	29.42	100
Applied Information Technology Stage 2	699	21 (3%)	265 (38%)	326 (47%)	63 (9%)	24 (3%)	60.60 10.98	14.63	100
Applied Information Technology Stage 3	554	40 (7%)	212 (38%)	265 (48%)	26 (5%)	11 (2%)	63.39 10.05	17.89	95.4
Aviation Stage 2	3	0 (0%)	0 (0%)	1 (34%)	1 (33%)	1 (33%)	44.82 11.53	29.07	56.3
Aviation Stage 3	78	10 (13%)	11 (14%)	37 (47%)	13 (17%)	7 (9%)	57.59 15.03	24.08	93.1
Biological Sciences Stage 2	37	1 (3%)	5 (14%)	17 (45%)	13 (35%)	1 (3%)	54.15 12.22	28.74	100
Biological Sciences Stage 3	1588	95 (6%)	303 (19%)	505 (31%)	518 (33%)	167 (11%)	53.61 14.86	6.92	96.6
Business Management and Enterprise Stage 2	383	52 (14%)	69 (18%)	201 (52%)	47 (12%)	14 (4%)	60.88 12.64	19.13	100
Business Management and Enterprise Stage 3	147	21 (14%)	36 (24%)	52 (36%)	29 (20%)	9 (6%)	59.99 15.18	12.98	100
Career and Enterprise Stage 2	443	31 (7%)	154 (35%)	177 (39%)	69 (16%)	12 (3%)	60.93 11.74	19.89	96.4
Career and Enterprise Stage 3	115	22 (19%)	38 (33%)	39 (34%)	11 (10%)	5 (4%)	64.50 13.48	19.89	95.4
Chemistry Stage 2	130	12 (9%)	21 (16%)	26 (20%)	54 (42%)	17 (13%)	52.21 16.37	15.44	97.8
Chemistry Stage 3	4515	607 (13%)	1191 (26%)	1855 (42%)	722 (16%)	140 (3%)	61.16 13.40	4.45	99.1
Children, Family and the Community Stage 2	338	39 (12%)	128 (38%)	105 (31%)	52 (15%)	14 (4%)	62.05 13.83	24.05	98.0
Chinese: Second Language Stage 3	26	4 (15%)	6 (23%)	14 (54%)	2 (8%)	0 (0%)	64.22 11.54	43.5	100

# Curriculum Council

Table 4.17 Ranges of WACE course scores in WACE course examinations, 2010 (cont)

Course	Number	Excellent	High	Satisfactory	Limited	Inadequate	Mean St.Dev	Min	Max
Computer Science Stage 2	128	25 (20%)	50 (39%)	25 (19%)	27 (21%)	1 (1%)	63.87 13.41	25.25	100
Computer Science Stage 3	362	15 (4%)	123 (34%)	167 (47%)	38 (10%)	19 (5%)	59.93 12.27	19.48	99.7
Dance Stage 2	191	58 (30%)	69 (36%)	50 (26%)	13 (7%)	1 (1%)	69.08 12.06	32.34	100
Dance Stage 3	153	30 (20%)	62 (41%)	45 (29%)	14 (9%)	2 (1%)	66.03 12.46	29.75	100
Design Stage 2	372	14 (4%)	218 (59%)	87 (23%)	46 (12%)	7 (2%)	63.10 10.60	27.74	100
Design Stage 3	194	55 (28%)	77 (40%)	46 (24%)	6 (3%)	10 (5%)	68.22 13.41	29.54	100
Drama Stage 2	186	28 (15%)	67 (36%)	75 (40%)	16 (9%)	0 (0%)	64.92 10.86	43.85	99.0
Drama Stage 3	880	166 (19%)	416 (47%)	278 (32%)	20 (2%)	0 (0%)	68.26 9.36	37.18	97.4
Earth and Environmental Science Stage 2	54	5 (9%)	4 (7%)	26 (49%)	13 (24%)	6 (11%)	54.20 14.56	23.83	100
Earth and Environmental Science Stage 3	216	11 (5%)	29 (13%)	130 (60%)	23 (11%)	23 (11%)	55.76 13.55	15.55	98.6
Economics Stage 2	80	11 (14%)	22 (28%)	32 (40%)	13 (16%)	2 (2%)	61.71 13.00	27.76	100
Economics Stage 3	1991	229 (12%)	573 (29%)	1002 (50%)	142 (7%)	45 (2%)	62.55 11.74	11.09	97.5
Engineering Studies Stage 2	83	7 (8%)	11 (13%)	18 (23%)	7 (8%)	40 (48%)	46.26 19.80	14	92.0
Engineering Studies Stage 3	150	27 (18%)	61 (41%)	36 (24%)	26 (17%)	0 (0%)	65.05 12.44	37.95	95.9
English as an Additional Language or Dialect Stage 2	298	10 (3%)	73 (24%)	137 (47%)	62 (21%)	16 (5%)	56.91 11.85	12.28	100
English as an Additional Language or Dialect Stage 3	886	132 (15%)	233 (26%)	420 (47%)	96 (11%)	5 (1%)	63.33 11.38	26.16	98.0
English Stage 2	3283	247 (8%)	1042 (32%)	1790 (54%)	194 (6%)	10 (0%)	62.98 8.99	11.26	97.2
English Stage 3	8303	837 (10%)	3336 (40%)	3978 (48%)	138 (2%)	14 (0%)	65.62 8.16	12.46	98.6
Food Science and Technology Stage 2	397	48 (12%)	70 (18%)	184 (46%)	91 (23%)	4 (1%)	59.01 12.63	23.87	98.1
Food Science and Technology Stage 3	29	3 (10%)	5 (17%)	9 (32%)	10 (34%)	2 (7%)	56.51 14.88	34.08	94.0

# Curriculum Council

Table 4.17 Ranges of WACE course scores in WACE course examinations, 2010 (cont)

Course	Number	Excellent	High	Satisfactory	Limited	Inadequate	Mean St.Dev	Min	Max
French Stage 2	9	1 (11%)	1 (11%)	6 (67%)	1 (11%)	0 (0%)	56.80 11.05	38.36	75.9
French Stage 3	373	62 (17%)	135 (36%)	148 (40%)	15 (4%)	13 (3%)	65.35 12.70	18.18	100
Geography Stage 2	266	8 (3%)	40 (15%)	141 (53%)	67 (25%)	10 (4%)	55.94 11.33	19.9	95.8
Geography Stage 3	1714	222 (13%)	584 (34%)	804 (47%)	92 (5%)	12 (1%)	64.50 10.33	11.26	95.5
German Stage 3	75	29 (39%)	13 (17%)	26 (35%)	7 (9%)	0 (0%)	69.36 14.42	35.36	100
Health Studies Stage 2	157	31 (20%)	47 (30%)	54 (34%)	23 (15%)	2 (1%)	64.16 13.32	30.33	97.2
Health Studies Stage 3	67	11 (16%)	26 (39%)	26 (40%)	1 (1%)	3 (4%)	65.57 12.61	26.57	100
Human Biological Science Stage 2	429	30 (7%)	68 (16%)	236 (55%)	65 (15%)	30 (7%)	57.15 12.91	14.56	97.2
Human Biological Science Stage 3	3969	306 (8%)	1357 (34%)	1610 (40%)	595 (15%)	101 (3%)	60.90 12.08	10.3	97.2
Indonesian: Second Language Stage 2	15	2 (13%)	3 (20%)	6 (40%)	4 (27%)	0 (0%)	60.99 14.87	37.2	100
Indonesian: Second Language Stage 3	44	7 (16%)	4 (9%)	12 (27%)	14 (32%)	7 (16%)	53.05 18.81	22.58	100
Integrated Science Stage 2	96	4 (4%)	29 (30%)	33 (34%)	15 (16%)	15 (16%)	55.40 15.08	25.5	92.1
Integrated Science Stage 3	115	12 (10%)	43 (37%)	45 (40%)	9 (8%)	6 (5%)	61.99 12.69	25.67	100
Italian Stage 2	14	1 (7%)	2 (14%)	10 (72%)	0 (0%)	1 (7%)	61.11 13.56	33.62	100
Italian Stage 3	200	28 (14%)	68 (34%)	75 (38%)	24 (12%)	5 (2%)	63.10 12.64	22.34	100
Japanese: Second Language Stage 2	23	0 (0%)	3 (13%)	7 (31%)	10 (43%)	3 (13%)	47.47 13.15	26.58	73.2
Japanese: Second Language Stage 3	178	35 (20%)	49 (28%)	36 (19%)	53 (30%)	5 (3%)	61.54 15.73	22.12	100
Literature Stage 2	15	1 (7%)	1 (7%)	6 (39%)	6 (40%)	1 (7%)	54.52 15.08	34.3	100
Literature Stage 3	1561	174 (11%)	766 (49%)	507 (33%)	94 (6%)	20 (1%)	65.50 10.34	17.84	99.6

# Curriculum Council

Table 4.17 Ranges of WACE course scores in WACE course examinations, 2010 (cont)

Course	Number	Excellent	High	Satisfactory	Limited	Inadequate	Mean St.Dev	Min	Max
Marine and Maritime Technology Stage 2	47	9 (19%)	13 (28%)	21 (45%)	3 (6%)	1 (2%)	64.73 13.20	29.14	91.5
Marine and Maritime Technology Stage 3	29	16 (55%)	9 (31%)	3 (11%)	0 (0%)	1 (3%)	74.51 12.07	34.58	96.1
Materials Design and Technology Stage 2	276	84 (30%)	70 (25%)	54 (20%)	54 (20%)	14 (5%)	64.14 16.47	17.37	100
Materials Design and Technology Stage 3	126	18 (14%)	61 (48%)	44 (36%)	3 (2%)	0 (0%)	67.68 9.41	42.15	100
Mathematics Stage 2AB	584	21 (4%)	148 (25%)	294 (50%)	106 (18%)	15 (3%)	58.21 11.16	17.44	100
Mathematics Stage 2CD	5102	277 (5%)	828 (16%)	2727 (54%)	804 (16%)	466 (9%)	55.79 13.54	0.66	98.6
Mathematics Stage 3AB	3857	1025 (27%)	1517 (39%)	838 (21%)	264 (7%)	213 (6%)	66.37 14.74	7.98	97.7
Mathematics Stage 3CD	3575	1008 (28%)	439 (12%)	1578 (45%)	481 (13%)	69 (2%)	63.91 14.41	0.38	98.6
Mathematics: Specialist Stage 3AB	95	10 (11%)	27 (28%)	36 (37%)	10 (11%)	12 (13%)	58.57 15.87	23.8	94.3
Mathematics: Specialist Stage 3CD	1513	212 (14%)	427 (28%)	597 (39%)	223 (15%)	54 (4%)	61.47 13.54	3	97.5
Media Production and Analysis Stage 2	253	15 (6%)	77 (30%)	131 (52%)	27 (11%)	3 (1%)	61.07 10.51	30.39	100
Media Production and Analysis Stage 3	938	92 (10%)	356 (38%)	425 (45%)	55 (6%)	10 (1%)	64.27 10.42	20.45	95.1
Modern History Stage 2	59	2 (3%)	21 (36%)	23 (39%)	12 (20%)	1 (2%)	59.37 12.48	26.86	100
Modern History Stage 3	2488	190 (8%)	827 (33%)	1106 (44%)	340 (14%)	25 (1%)	61.59 10.79	11.67	98.3
Music Stage 2	63	10 (16%)	29 (46%)	14 (22%)	10 (16%)	0 (0%)	65.12 11.87	40.47	100
Music Stage 3	430	90 (21%)	193 (45%)	129 (30%)	16 (4%)	2 (0%)	68.20 10.69	27.31	98.2
Outdoor Education Stage 2	264	16 (6%)	42 (16%)	84 (31%)	78 (30%)	44 (17%)	51.52 15.29	14.83	100
Outdoor Education Stage 3	155	3 (2%)	31 (20%)	104 (67%)	6 (4%)	11 (7%)	58.36 10.56	23.78	89.2
Philosophy and Ethics Stage 2	15	4 (27%)	4 (27%)	6 (39%)	1 (7%)	0 (0%)	67.79 13.02	47.73	93.6
Philosophy and Ethics Stage 3	129	27 (21%)	38 (29%)	53 (41%)	6 (5%)	5 (4%)	65.04 13.05	24.49	100



# Curriculum Council

Table 4.17 Ranges of WACE course scores in WACE course examinations, 2010 (cont)

Course	Number	Excellent	High	Satisfactory	Limited	Inadequate	Mean St.Dev	Min	Max
Physical Education Studies Stage 2	783	160 (20%)	208 (27%)	349 (45%)	49 (6%)	17 (2%)	64.69 12.54	11.58	100
Physical Education Studies Stage 3	1402	182 (13%)	254 (18%)	891 (64%)	60 (4%)	15 (1%)	62.81 10.46	15.74	100
Physics Stage 2	82	4 (5%)	16 (20%)	43 (51%)	12 (15%)	7 (9%)	56.36 13.24	25.09	93.3
Physics Stage 3	3533	290 (8%)	949 (27%)	1600 (45%)	590 (17%)	104 (3%)	59.76 12.37	10.95	97.3
Plant Production Systems Stage 2	28	2 (7%)	1 (4%)	13 (46%)	10 (36%)	2 (7%)	52.41 15.29	29.13	100
Plant Production Systems Stage 3	20	0 (0%)	1 (5%)	3 (15%)	13 (65%)	3 (15%)	45.36 10.29	31.99	74.1
Politics and Law Stage 2	63	5 (8%)	11 (17%)	30 (48%)	13 (21%)	4 (6%)	56.48 14.47	25.21	95.3
Politics and Law Stage 3	802	125 (16%)	202 (25%)	259 (32%)	146 (18%)	70 (9%)	59.57 15.82	10.58	99.4
Psychology Stage 2	191	10 (5%)	23 (12%)	64 (34%)	71 (37%)	23 (12%)	51.25 13.63	22.28	96.3
Psychology Stage 3	426	15 (4%)	99 (23%)	64 (14%)	207 (49%)	41 (10%)	51.57 14.66	14.72	99
Religion and Life Stage 2	814	83 (10%)	186 (23%)	493 (61%)	42 (5%)	10 (1%)	62.31 10.02	13.13	95.6
Religion and Life Stage 3	904	72 (8%)	440 (49%)	297 (33%)	93 (10%)	2 (0%)	64.44 9.90	30.91	96.3
Visual Arts Stage 2	301	34 (11%)	123 (41%)	108 (36%)	28 (9%)	8 (3%)	63.37 12.27	21.74	99.9
Visual Arts Stage 3	877	127 (14%)	290 (33%)	447 (52%)	12 (1%)	1 (0%)	66.05 9.02	31.61	98.7

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# Curriculum Council

Table 4.19 Age of full fee paying overseas students\* enrolled in 2010 WACE course examinations by enrolment type and sex

Age as at 31 December 2010	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**	2	3	5	0	0	0	2	3	5
17+ - 18	37	44	81	0	0	0	37	44	81
18+ - 19	278	300	578	4	2	6	282	302	584
19+ - 20	98	119	217	4	1	5	102	120	222
20+ - 21	23	15	38	5	0	5	28	15	43
21+ - 22	4	3	7	0	0	0	4	3	7
22+ - 23	1	3	4	0	0	0	1	3	4
23+ - 24	1	0	1	0	0	0	1	0	1
24+ - 55	1	1	2	1	0	1	2	1	3
55+ - 60	0	0	0	0	0	0	0	0	0
<b>Total***</b>	<b>445</b>	<b>488</b>	<b>933</b>	<b>14</b>	<b>3</b>	<b>17</b>	<b>459</b>	<b>491</b>	<b>950</b>

\* Full time students are classified as those who studied eight or more course units or equivalent.

\*\* 16+ - 17 This age range includes candidates who are older than 16 years and up to and including 17 years as at 31 December 2010.

\*\*\* In 2010, Year 12 students who were enrolled in at least one pair of Stage 2 or Stage 3 units were automatically enrolled to sit the examination. Year 12 students who were enrolled in three or fewer Stage 2 and/or Stage 3 paired units, and who were working towards the completion of an Australian Qualification Framework VET Certificate I or higher in the year they were completing the WACE requirements were exempt from sitting the examination.

## Curriculum Council

Table 4.20 Number and percentage\* of full fee paying overseas students sitting for a specific number of TEE subjects/WACE examination courses, 2007-2010

Number of examinations sat for	2007		2008		2009		2010			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	18	3.5	7	1	12	1.4	4	2	6	0.7
2	1	0.2	1	0.1	9	1.1	5	3	8	0.9
3	6	1.2	4	0.6	21	2.5	2	1	3	0.3
4	21	4.1	44	6.1	48	5.7	34	30	64	7.1
5	310	61	607	84.3	697	83.5	360	417	777	86.7
6	148	29.1	56	7.8	48	5.7	22	16	38	4.2
7 or more	4	0.8	1	0.1	0	0	0	0	0	0
Total	508	100	720	100	835	100	427	469	896	100

\* Persons in each year who sat for 1,2,3 etc TEE subjects/WACE examination courses 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, 2007-2010

Subject/course	Number of candidates sitting in the examinations								
	2007	2008	2009	2010					
				Male		Female		Persons	% Change *
				No.	%	No.	%		
Accounting	190	308	276	-	-	-	-	-	-
Accounting and Finance Stage 2	-	-	-	9	45	11	55	20	-
Accounting and Finance Stage 3	-	-	-	116	40	171	60	287	-
Ancient History	1	2	2	-	-	-	-	-	-
Applicable Mathematics	381	555	608	-	-	-	-	-	-
Applied Information Technology	-	5	-	-	-	-	-	-	-
Applied Information Technology Stage 2	-	-	47	46	53	40	47	86	83
Applied Information Technology Stage 3	-	-	9	4	67	2	33	6	-33.3
Art	8	8	10	-	-	-	-	-	-
Aviation	3	4	-	-	-	-	-	-	-
Aviation Stage 3	-	-	6	-	-	-	-	-	-
Biological Sciences Stage 2	-	-	-	2	100	0	0	2	-
Biological Sciences Stage 3	-	-	-	73	34	141	66	214	-
Biology	102	155	167	-	-	-	-	-	-
Business Management and Enterprise Stage 2	-	-	-	36	51	34	49	70	-
Business Management and Enterprise Stage 3	-	-	-	14	38	23	62	37	-
Calculus	175	295	303	-	-	-	-	-	-
Career and Enterprise Stage 2	-	-	24	-	-	-	-	-	-
Career and Enterprise Stage 3	-	-	61	31	40	47	60	78	27.9
Chemistry	251	360	451	-	-	-	-	-	-
Chemistry Stage 2	-	-	-	7	54	6	46	13	-
Chemistry Stage 3	-	-	-	212	48	228	52	440	-
Children, Family and the Community Stage 2	-	-	-	0	0	2	100	2	-
Chinese: Advanced	20	15	-	-	-	-	-	-	-
Chinese: Background Speakers Stage 3	-	-	13	11	58	8	42	19	46.2
Chinese: Second Language	1	1	-	-	-	-	-	-	-
Chinese: Second Language Stage 3	-	-	1	-	-	-	-	-	-
Computer Science Stage 2	-	-	48	28	67	14	33	42	-12.5
Computer Science Stage 3	-	-	114	42	43	56	57	98	-14
Dance Stage 3	-	-	1	0	0	1	100	1	0
Design Stage 2	-	-	-	2	67	1	33	3	-
Design Stage 3	-	-	-	2	100	0	0	2	-
Discrete Mathematics	87	151	182	-	-	-	-	-	-
Drama Stage 2	-	-	2	-	-	-	-	-	-
Drama Stage 3	-	-	3	0	0	1	100	1	-66.7
Drama Studies	6	3	-	-	-	-	-	-	-
Economics	319	303	297	-	-	-	-	-	-
Economics Stage 2	-	-	-	17	47	19	53	36	-
Economics Stage 3	-	-	-	105	43	142	57	247	-
Engineering Studies Stage 3	-	3	3	1	100	0	0	1	-66.7
English	108	64	-	-	-	-	-	-	-
English as a Second Language	409	-	-	-	-	-	-	-	-
English as an Additional Language or Dialect	-	653	-	-	-	-	-	-	-

\* Percentage change between 2009 and 2010

# Curriculum Council

Table 4.21 Number of full fee paying overseas students sitting the tertiary entrance examination/WACE examination in each subject/course, 2007-2010

Subject/course	Number of candidates sitting in the examinations								
	2007	2008	2009	2010					
				Male		Female		Persons	% Change *
				No.	%	No.	%		
English as an Additional Language or Dialect Stage 2	-	-	155	94	47	107	53	201	29.7
English as an Additional Language or Dialect Stage 3	-	-	589	290	47	327	53	617	4.8
English Literature	4	4	7	-	-	-	-	-	-
English Stage 2	-	-	18	5	50	5	50	10	-44.4
English Stage 3	-	-	44	18	44	23	56	41	-6.8
Food Science and Technology Stage 2	-	-	-	4	44	5	56	9	-
Food Science and Technology Stage 3	-	-	-	0	0	2	100	2	-
French	3	5	7	-	-	-	-	-	-
French Stage 3	-	-	-	1	100	0	0	1	-
Geography	23	11	3	-	-	-	-	-	-
Geography Stage 2	-	-	-	1	100	0	0	1	-
Geography Stage 3	-	-	-	3	60	2	40	5	-
German	19	20	19	-	-	-	-	-	-
German Stage 3	-	-	-	11	58	8	42	19	-
History	12	9	8	-	-	-	-	-	-
Human Biological Science Stage 2	-	-	-	2	50	2	50	4	-
Human Biological Science Stage 3	-	-	-	13	41	19	59	32	-
Human Biology	34	33	24	-	-	-	-	-	-
Indonesian: Advanced	40	11	-	-	-	-	-	-	-
Indonesian: Background Speakers Stage 3	-	-	2	-	-	-	-	-	-
Information Systems	140	209	-	-	-	-	-	-	-
Integrated Science Stage 2	-	-	-	0	0	1	100	1	-
Italian	-	1	-	-	-	-	-	-	-
Japanese: Advanced	4	2	-	-	-	-	-	-	-
Japanese: Background Speakers Stage 3	-	-	2	2	67	1	33	3	50
Japanese: Second Language	5	11	8	-	-	-	-	-	-
Japanese: Second Language Stage 3	-	-	-	1	12	7	88	8	-
Literature Stage 3	-	-	-	1	100	0	0	1	-
Malay: Advanced	44	15	-	-	-	-	-	-	-
Marine and Maritime Technology Stage 3	-	-	-	0	0	1	100	1	-
Materials Design and Technology Stage 2	-	-	4	-	-	-	-	-	-
Materials Design and Technology Stage 3	-	-	3	-	-	-	-	-	-
Mathematics Stage 2	-	-	-	48	56	38	44	86	-
Mathematics Stage 3	-	-	-	363	46	423	54	786	-
Mathematics: Specialist Stage 3	-	-	-	171	61	111	39	282	-
Media Production and Analysis	12	19	-	-	-	-	-	-	-
Media Production and Analysis Stage 2	-	-	8	5	62	3	38	8	0
Media Production and Analysis Stage 3	-	-	9	2	40	3	60	5	-44.4
Modern History Stage 3	-	-	-	3	50	3	50	6	-
Music	6	4	3	-	-	-	-	-	-
Music Stage 3	-	-	-	1	50	1	50	2	-
Outdoor Education Stage 2	-	-	-	1	100	0	0	1	-
Physical Education Studies	-	3	-	-	-	-	-	-	-

\* Percentage change between 2009 and 2010

# Curriculum Council

Table 4.21 Number of full fee paying overseas students sitting the tertiary entrance examination/WACE examination in each subject/course, 2007-2010

Subject/course	Number of candidates sitting in the examinations								
	2007	2008	2009	2010					
				Male		Female		Persons	% Change *
				No.	%	No.	%		
Physical Education Studies Stage 2	-	-	5	2	100	0	0	2	-60
Physical Education Studies Stage 3	-	-	3	2	67	1	33	3	0
Physical Science	6	2	4	-	-	-	-	-	-
Physics	171	322	376	-	-	-	-	-	-
Physics Stage 2	-	-	-	8	53	7	47	15	-
Physics Stage 3	-	-	-	223	62	139	38	362	-
Political and Legal Studies	6	9	12	-	-	-	-	-	-
Politics and Law Stage 2	-	-	-	2	67	1	33	3	-
Politics and Law Stage 3	-	-	-	7	54	6	46	13	-
Psychology Stage 2	-	-	-	0	0	4	100	4	-
Psychology Stage 3	-	-	117	42	27	112	73	154	31.6
Visual Arts Stage 2	-	-	-	1	100	0	0	1	-
Visual Arts Stage 3	-	-	-	3	50	3	50	6	-
Total number of students who sat at least one examination	509	720	835	427	48	469	52	896	7.3

\* Percentage change between 2009 and 2010

# Curriculum Council

Table 4.22 Enrolments, absentees and full fee paying overseas students exempted from sitting the examination in each WACE course examination, 2010

Course	Number of candidates				Absentees as a percentage of enrolments
	Exempted from sitting examination	Enrolled*	Sat	Absent**	
Accounting and Finance Stage 2	0	20	20	0	0
Accounting and Finance Stage 3	0	290	287	3	1.0
Applied Information Technology Stage 2	1	90	86	4	4.4
Applied Information Technology Stage 3	0	6	6	0	0
Biological Sciences Stage 2	0	2	2	0	0
Biological Sciences Stage 3	0	214	214	0	0
Business Management and Enterprise Stage 2	1	72	70	2	2.8
Business Management and Enterprise Stage 3	0	38	37	1	2.6
Career and Enterprise Stage 2	1	0	0	0	0
Career and Enterprise Stage 3	0	78	78	0	0
Chemistry Stage 2	0	14	13	1	7.1
Chemistry Stage 3	0	441	440	1	0.2
Children, Family and the Community Stage 2	1	2	2	0	0
Chinese: Background Speakers Stage 3	0	19	19	0	0
Computer Science Stage 2	0	42	42	0	0
Computer Science Stage 3	0	100	98	2	2.0
Dance Stage 3	0	1	1	0	0
Design Stage 2	0	3	3	0	0
Design Stage 3	1	2	2	0	0
Drama Stage 3	0	1	1	0	0
Economics Stage 2	0	36	36	0	0
Economics Stage 3	0	247	247	0	0
Engineering Studies Stage 3	0	1	1	0	0
English as an Additional Language or Dialect Stage 2	2	203	201	2	1.0
English as an Additional Language or Dialect Stage 3	2	619	617	2	0.3
English Stage 2	1	10	10	0	0
English Stage 3	0	41	41	0	0
Food Science and Technology Stage 2	0	10	9	1	10.0
Food Science and Technology Stage 3	0	2	2	0	0
French Stage 3	0	1	1	0	0
Geography Stage 2	0	1	1	0	0
Geography Stage 3	0	5	5	0	0
German Stage 3	0	19	19	0	0
Human Biological Science Stage 2	1	4	4	0	0
Human Biological Science Stage 3	0	32	32	0	0
Indonesian Background Speakers Stage 3	0	1	0	1	100.0
Integrated Science Stage 2	0	1	1	0	0
Japanese: Background Speakers Stage 3	0	3	3	0	0
Japanese: Second Language Stage 3	0	8	8	0	0
Literature Stage 3	0	1	1	0	0
Marine and Maritime Technology Stage 3	0	1	1	0	0
Mathematics Stage 2	10	94	86	8	8.5
Mathematics Stage 3	0	794	786	8	1.0
Mathematics: Specialist Stage 3	0	285	282	3	1.1
Media Production and Analysis Stage 2	0	9	8	1	11.1
Media Production and Analysis Stage 3	0	5	5	0	0

\* No of enrolled candidates = no. who sat + no. who were absent

\*\* Students who are enrolled in WACE course examinations are recorded as being absent if they did not participate in both the written and practical components.

## Curriculum Council

Table 4.22 Enrolments, absentees and full fee paying overseas students exempted from sitting the examination in each WACE course examination, 2010 (cont)

Course	Number of candidates				Absentees as a percentage of enrolments
	Exempted from sitting examination	Enrolled*	Sat	Absent**	
Physics Stage 3	0	364	362	2	0.5
Politics and Law Stage 2	0	3	3	0	0
Politics and Law Stage 3	0	13	13	0	0
Psychology Stage 2	0	4	4	0	0
Psychology Stage 3	0	154	154	0	0
Visual Arts Stage 2	0	1	1	0	0
Visual Arts Stage 3	1	6	6	0	0

\* No of enrolled candidates = no. who sat + no. who were absent

\*\* Students who are enrolled in WACE course examinations are recorded as being absent if they did not participate in both the written and practical components.

## Curriculum Council

Table 5.1 Year 12 students using unit equivalents to achieve a Western Australian Certificate of Education (WACE), 2010

<b>Category of Students*</b>	<b>Male</b>	<b>Female</b>	<b>Persons</b>
Students who achieved VET and/or endorsed program unit equivalents	5792	5028	10820
Students who had VET and/or endorsed program unit equivalents and needed these to achieve a WACE	663	629	1292
Students who had VET and/or endorsed program unit equivalents but did not achieve a WACE	1846	932	2778

\* Students included in this table achieved either VET or endorsed program unit equivalents by successfully completing VET credit transfer units of competency or endorsed programs respectively.

## Curriculum Council

Table 5.2 Number of schools with students who achieved at least one VET unit of competency, 2010

School Sector	Schools with years 8 and 9 students	Schools with Year 10 students	Schools with Year 11 students	Schools with Year 12 students	All Schools
Government	1	111	131	128	154
Catholic	0	21	34	37	37
Independent	0	16	46	49	58
Total	1	148	211	214	249

Table 5.3 Number of schools with students who achieved at least one VET unit of competency and at least one workplace learning endorsed program, 2010

School Sector	Schools with Year 10 students	Schools with Year 11 students	Schools with Year 12 students	All Schools
Government	26	95	96	119
Catholic	3	17	19	22
Independent	1	20	28	32
Total	30	132	143	173

Table 5.4 Number of schools with students who achieved at least one VET unit of competency and at least one workplace learning course unit, 2010

School Sector	Schools with Year 10 students	Schools with Year 11 students	Schools with Year 12 students	All Schools
Government	4	59	58	64
Catholic	0	20	21	24
Independent	0	25	28	31
Total	4	104	107	119

## Curriculum Council

Table 5.5.1 Number of years 8 and 9 students who participated in units of competency, by sex, 2010

School Sector	Years 8 and 9 Students					
	Male		Female		Persons	
	Enrolled	Completed*	Enrolled	Completed*	Enrolled	Completed*
Government	10	9	2	2	12	11
Catholic	0	0	0	0	0	0
Independent	0	0	0	0	0	0
Total	10	9	2	2	12	11

\* Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

Table 5.5.2 Number of year 10 students who participated in units of competency, by sex, 2010

School Sector	Year 10 Students					
	Male		Female		Persons	
	Enrolled	Completed*	Enrolled	Completed*	Enrolled	Completed*
Government	1661	1398	1257	1017	2918	2415
Catholic	792	764	671	649	1463	1413
Independent	415	352	347	294	762	646
Total	2868	2514	2275	1960	5143	4474

\* Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.



## Curriculum Council

Table 5.5.3 Number of year 11 students who participated in units of competency, by sex 2010

School Sector	Year 11 Students					
	Male		Female		Persons	
	Enrolled	Completed*	Enrolled	Completed*	Enrolled	Completed*
Government	4576	3835	3595	2924	8171	6759
Catholic	867	772	715	651	1582	1423
Independent	721	615	584	503	1305	1118
Total	6164	5222	4894	4078	11058	9300

\* Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

Table 5.5.4 Number of year 12 students who participated in units of competency, by sex 2010

School Sector	Year 12 Students					
	Male		Female		Persons	
	Enrolled	Completed*	Enrolled	Completed*	Enrolled	Completed*
Government	3268	2817	3196	2832	6464	5649
Catholic	692	665	728	707	1420	1372
Independent	651	613	484	471	1135	1084
Total	4611	4095	4408	4010	9019	8105

\* Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

## Curriculum Council

Table 5.5.5 Number of years 10 to 12 students who participated in units of competency, by sex 2010

School Sector	Years 10 to 12 Students					
	Male		Female		Persons	
	Enrolled	Completed*	Enrolled	Completed*	Enrolled	Completed*
Government	9503	8050	8044	6773	17547	14823
Catholic	2351	2201	2114	2007	4465	4208
Independent	1787	1580	1414	1268	3201	2848
Total	13641	11831	11572	10048	25213	21879

\* Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

Table 5.5.6 Number of years 8 to 12 students who participated in units of competency, by sex 2010

School Sector	Years 8 to 12 Students					
	Male		Female		Persons	
	Enrolled	Completed*	Enrolled	Completed*	Enrolled	Completed*
Government	9513	8059	8046	6775	17559	14834
Catholic	2351	2201	2114	2007	4465	4208
Independent	1787	1580	1414	1268	3201	2848
Total	13651	11840	11574	10050	25225	21890

\* Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

# Curriculum Council

Table 5.6 Number of students who achieved at least one VET unit of competency and at least one workplace learning course unit, by sex, 2010

School Sector	Years 10 students			Year 11 students			Years 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	6	5	11	1009	798	1807	624	580	1204	1639	1383	3022
Catholic	0	0	0	165	175	340	164	194	358	329	369	698
Independent	0	0	0	217	139	356	256	148	404	473	287	760
Total	6	5	11	1391	1112	2503	1044	922	1966	2441	2039	4480

Table 5.7 Number of students who achieved at least one VET unit of competency and at least one workplace learning endorsed program, by sex, 2010

School Sector	Years 10 students			Year 11 students			Years 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	166	92	258	988	665	1653	729	770	1499	1883	1527	3410
Catholic	9	10	19	126	114	240	87	59	146	222	183	405
Independent	6	0	6	72	41	113	79	78	157	157	119	276
Total	181	102	283	1186	820	2006	895	907	1802	2262	1829	4091

Table 5.8 Number of students who achieved at least one VET unit of competency and at least one workplace learning course unit or at least one workplace learning endorsed program, by sex, 2010

School Sector	Years 10 students			Year 11 students			Years 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	172	97	269	1864	1371	3235	1257	1265	2522	3293	2733	6026
Catholic	9	10	19	263	261	524	234	242	476	506	513	1019
Independent	6	0	6	266	157	423	315	209	524	587	366	953
Total	187	107	294	2393	1789	4182	1806	1716	3522	4386	3612	7998

# Curriculum Council

Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2010

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
CBS2001 (Japanese)	65693	0	0	0	8	21	29	8	21	29
CBS2002 (Japanese)	65694	0	0	0	8	21	29	8	21	29
CBS2003 (Japanese)	65695	0	0	0	11	25	36	11	25	36
CBS2004 (Japanese)	65696	0	0	0	11	22	33	11	22	33
CBS3001 (Japanese)	65697	0	0	0	7	21	28	7	21	28
CBS3002 (Japanese)	65698	0	0	0	6	19	25	6	19	25
CBS3003 (Japanese)	65699	0	0	0	2	17	19	2	17	19
CBS3004 (Japanese)	65700	0	0	0	1	17	18	1	17	18
LOTE2003 (French)	65707	0	0	0	1	2	3	1	2	3
LOTE2004 (French)	65708	0	0	0	1	2	3	1	2	3
LOTE3001 (French)	65709	0	0	0	0	13	13	0	13	13
LOTE3002 (French)	65710	0	0	0	0	15	15	0	15	15
LOTE3003 (French)	65711	0	0	0	4	18	22	4	18	22
LOTE3004 (French)	65712	0	0	0	4	18	22	4	18	22
LOTE2001 (Indonesian)	65729	0	0	0	8	8	16	8	8	16
LOTE2002 (Indonesian)	65730	0	0	0	8	8	16	8	8	16
LOTE2003 (Indonesian)	65731	0	0	0	8	8	16	8	8	16
LOTE2004 (Indonesian)	65732	0	0	0	8	8	16	8	8	16
LOTE3001 (Indonesian)	65733	0	0	0	2	1	3	2	1	3
LOTE3002 (Indonesian)	65734	0	0	0	2	1	3	2	1	3
Identify environmental regulations and best practice in a workplace or business	AURC172003A	0	0	0	12	2	14	12	2	14
Apply safe working practices	AURC270103A	0	0	0	13	2	15	13	2	15
Work effectively with others	AURC270688A	0	0	0	12	2	14	12	2	14
Service, maintain or replace batteries	AURE218670A	0	0	0	12	2	14	12	2	14
Remove and tag engine system components	AURT100064A	0	0	0	9	2	11	9	2	11
Remove and tag transmission system components	AURT100264A	0	0	0	9	2	11	9	2	11
Carry out workshop practice activities	AURT100308A	0	0	0	3	0	3	3	0	3
Use and maintain basic measuring devices	AURT125667A	0	0	0	4	0	4	4	0	4
Use and maintain workplace tools and equipment	AURT270278A	0	0	0	27	3	30	27	3	30
Apply basic levelling procedures	BCGCM2006B	0	0	0	16	0	16	16	0	16
Undertake a basic construction project	BCGVE1002B	0	0	0	16	0	16	16	0	16
Weld using arc welding equipment	BCPCM2013A	0	0	0	16	0	16	16	0	16
Use business equipment and resources	BSBADM101A	0	0	0	109	105	214	109	105	214
Apply basic communication skills	BSBCMM101A	0	0	0	320	325	645	320	325	645
Communicate in the workplace	BSBCMM201A	0	0	0	64	77	141	64	77	141
Prepare for work	BSBCMN101A	0	0	0	8	0	8	8	0	8
Complete daily work activities	BSBCMN102A	0	0	0	14	0	14	14	0	14
Use business equipment	BSBCMN105A	0	0	0	66	41	107	66	41	107
Follow workplace safety procedures	BSBCMN106A	0	0	0	226	154	380	226	154	380
Operate a personal computer	BSBCMN107A	0	0	0	1	0	1	1	0	1
Develop keyboard skills	BSBCMN108A	0	0	0	0	5	5	0	5	5
Organise and complete daily work activities	BSBCMN202A	0	0	0	146	110	256	146	110	256
Produce simple word-processed documents	BSBCMN213A	0	0	0	0	5	5	0	5	5
Contribute to personal skill development and learning	BSBCMN304A	0	0	0	1	0	1	1	0	1

# Curriculum Council

Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Apply critical thinking techniques	BSBCRT101A	0	0	0	17	5	22	17	5	22
Develop and extend critical and creative thinking skills	BSBCRT301A	0	0	0	17	0	17	17	0	17
Deliver a service to customers	BSBCUS201A	0	0	0	13	15	28	13	15	28
Follow a design process	BSBDES201A	0	0	0	21	2	23	21	2	23
Evaluate the nature of design in a specific industry context	BSBDES202A	0	0	0	17	0	17	17	0	17
Interpret and respond to a design brief	BSBDES402A	0	0	0	14	0	14	14	0	14
Contribute to effective workplace relationships	BSBFLM303A	0	0	0	21	17	38	21	17	38
Work effectively in a business environment	BSBIND201A	0	0	0	106	118	224	106	118	224
Process and maintain workplace information	BSBINM201A	0	0	0	27	29	56	27	29	56
Handle mail	BSBINM202A	0	0	0	5	17	22	5	17	22
Contribute to workplace innovation	BSBINN201A	0	0	0	3	8	11	3	8	11
Operate a personal computer	BSBITU101A	0	0	0	184	180	364	184	180	364
Develop keyboard skills	BSBITU102A	0	0	0	126	115	241	126	115	241
Produce simple word processed documents	BSBITU201A	0	0	0	91	79	170	91	79	170
Create and use spreadsheets	BSBITU202A	0	0	0	28	36	64	28	36	64
Communicate electronically	BSBITU203A	0	0	0	9	19	28	9	19	28
Create electronic presentations	BSBITU302A	0	0	0	0	1	1	0	1	1
Plan skills development	BSBLED101A	0	0	0	132	134	266	132	134	266
Participate in OHS processes	BSBOHS201A	0	0	0	361	288	649	361	288	649
Participate in environmentally sustainable work practices	BSBSUS201A	0	0	0	8	13	21	8	13	21
Organise and complete daily work activities	BSBWOR202A	0	0	0	198	181	379	198	181	379
Work effectively with others	BSBWOR203A	0	0	0	97	74	171	97	74	171
Use business technology	BSBWOR204A	0	0	0	35	32	67	35	32	67
Undertake basic administrative duties	CHCADMIN201C	0	0	0	0	6	6	0	6	6
Ensure children's health and safety	CHCCN301A	0	0	0	2	15	17	2	15	17
Provide care for children	CHCCN302A	0	0	0	0	1	1	0	1	1
Contribute to provision of nutritionally balanced food in a safe and hygienic manner	CHCCN303A	0	0	0	2	19	21	2	19	21
Provide care for babies	CHCCN305A	0	0	0	0	1	1	0	1	1
Communicate with people accessing the services of the organisation	CHCCOM201C	0	0	0	2	28	30	2	28	30
Prepare for work in the community services industry	CHCCS201A	0	0	0	1	14	15	1	14	15
Prepare for work in the community sector	CHCCS211A	0	0	0	103	130	233	103	130	233
Support the development of children in the service	CHCFC1C	0	0	0	2	7	9	2	7	9
Support the development of children	CHCFC301A	0	0	0	0	16	16	0	16	16
Support group activities	CHCGROUP302D	0	0	0	0	8	8	0	8	8
Communicate with children	CHCIC201B	0	0	0	0	9	9	0	9	9
Communicate with children	CHCICAB	0	0	0	2	7	9	2	7	9
Follow OHS procedures	CHCOHS201A	0	0	0	1	14	15	1	14	15
Follow policies, procedures and programs of the organisation	CHCORG201A	0	0	0	1	22	23	1	22	23
Work with others	CHCORG202C	0	0	0	2	29	31	2	29	31
Participate in the work environment	CHCORG3B	0	0	0	1	13	14	1	13	14
Deliver services/activities to stimulate children's development and enhance their leisure	CHCPR1C	0	0	0	2	7	9	2	7	9

# Curriculum Council

Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Provide experiences to support children's play and learning	CHCPR301A	0	0	0	0	14	14	0	14	14
Develop understanding of children's interests and developmental needs	CHCPR303D	0	0	0	0	1	1	0	1	1
Orientation to work in the leisure and health industry	CHCRH1B	0	0	0	1	14	15	1	14	15
Undertake basic estimation and costing	CPCCCM1001A	0	0	0	8	0	8	8	0	8
Work effectively and sustainably in the construction industry	CPCCCM1002A	0	0	0	13	0	13	13	0	13
Plan and organise work	CPCCCM1003A	0	0	0	15	0	15	15	0	15
Conduct workplace communication	CPCCCM1004A	0	0	0	12	0	12	12	0	12
Carry out measurements and calculations	CPCCCM1005A	0	0	0	12	0	12	12	0	12
Read and interpret plans and specifications	CPCCCM2001A	0	0	0	12	0	12	12	0	12
Handle construction materials	CPCCCM2004A	0	0	0	13	0	13	13	0	13
Use construction tools and equipment	CPCCCM2005A	0	0	0	16	0	16	16	0	16
Apply basic levelling procedures	CPCCCM2006A	0	0	0	12	0	12	12	0	12
Work safely in the construction industry	CPCCOHS1001A	0	0	0	39	0	39	39	0	39
Undertake a basic construction project	CPCCVE1001A	0	0	0	14	0	14	14	0	14
Work with others	CUECOR02B	0	0	0	1	5	6	1	5	6
Work with others	CUECOR02C	0	0	0	14	0	14	14	0	14
Manage own work and learning	CUECOR1A	0	0	0	15	12	27	15	12	27
Work with others	CUECOR2A	0	0	0	17	13	30	17	13	30
Maintain interactive content	CUFDIG201A	0	0	0	17	0	17	17	0	17
Prepare video assets	CUFDIG301A	0	0	0	17	0	17	17	0	17
Author interactive sequences	CUFDIG302A	0	0	0	40	0	40	40	0	40
Produce and prepare photo images	CUFDIG303A	0	0	0	36	4	40	36	4	40
Create visual design components	CUFDIG304A	0	0	0	17	0	17	17	0	17
Develop and apply creative arts industry knowledge	CUFIND201A	0	0	0	29	21	50	29	21	50
Work effectively in the screen and media industries	CUFIND301A	0	0	0	17	0	17	17	0	17
Create, manipulate and incorporate 2D graphics	CUFMEM14A	0	0	0	37	5	42	37	5	42
Collect and organise content for broadcast or publication	CUFRES201A	0	0	0	17	0	17	17	0	17
Prepare audio assets	CUFSOU301A	0	0	0	17	0	17	17	0	17
Write content for a range of media	CUFWRT301A	0	0	0	17	0	17	17	0	17
Use multimedia	CULLB307C	0	0	0	6	0	6	6	0	6
Develop and update music industry knowledge	CUSBGE01A	0	0	0	13	4	17	13	4	17
Contribute creative music ideas to a project	CUSMCP01A	0	0	0	14	6	20	14	6	20
Read music	CUSMGE06A	0	0	0	12	6	18	12	6	18
Develop music knowledge and listening skills	CUSMGE11A	0	0	0	17	12	29	17	12	29
Develop technical skills for playing or singing music	CUSMPF02A	0	0	0	16	15	31	16	15	31
Follow occupational health and safety procedures	CUSOHS301A	0	0	0	6	0	6	6	0	6
Collect and organise information	CUSRAD01A	0	0	0	12	12	24	12	12	24
Follow health, safety and security procedures in the music industry	CUSSAF02A	0	0	0	15	11	26	15	11	26
Move and set up instruments and equipment	CUSSOU01A	0	0	0	15	6	21	15	6	21
Source concept for own work	CUVCOR01B	0	0	0	16	0	16	16	0	16

# Curriculum Council

Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Develop and articulate concept for own work	CUVCOR02B	0	0	0	28	11	39	28	11	39
Use drawing techniques to represent the object or idea	CUVCOR07B	0	0	0	30	0	30	30	0	30
Source information on history and theory and apply to own area of work	CUVCOR11B	0	0	0	14	0	14	14	0	14
Produce computer-aided drawings	CUVCRS03B	0	0	0	14	0	14	14	0	14
Produce technical drawings	CUVCRS04B	0	0	0	14	0	14	14	0	14
Apply techniques to produce digital images	CUVVSP11B	0	0	0	6	0	6	6	0	6
Apply techniques to produce drawings	CUVVSP14B	0	0	0	39	10	49	39	10	49
Produce drawings	CUVVSP15B	0	0	0	14	0	14	14	0	14
Apply techniques to produce paintings	CUVVSP34B	0	0	0	22	10	32	22	10	32
Apply techniques to produce prints	CUVVSP44B	0	0	0	13	0	13	13	0	13
Maintain daily financial/business records	FNSICGEN305B	0	0	0	3	3	6	3	3	6
Apply an enterprising approach in a team project	GENENP101B	0	0	0	11	15	26	11	15	26
Develop basic knowledge of workplace relations	GENIWR101B	0	0	0	11	15	26	11	15	26
Apply job search and interview skills	GENJSI101B	0	0	0	11	15	26	11	15	26
Follow fundamental OHS principles and procedures	GENOHS101B	0	0	0	12	15	27	12	15	27
Present a positive image in the workplace	GENPAS101B	0	0	0	12	15	27	12	15	27
Develop career and learning development plan	GENPCD101B	0	0	0	12	15	27	12	15	27
Participate in structured workplace learning	GENSWL101B	0	0	0	34	30	64	34	30	64
Perform CPR	HLTCPR201A	0	0	0	1	13	14	1	13	14
Provide basic emergency life support	HLTFA201A	0	0	0	0	12	12	0	12	12
Apply first aid	HLTFA301B	0	0	0	2	22	24	2	22	24
Participate in OHS processes	HLTOHS200A	0	0	0	118	147	265	118	147	265
Design a website to meet technical requirements	ICAA4142C	0	0	0	4	2	6	4	2	6
Create a simple mark-up language document to specification	ICAB4135B	0	0	0	1	0	1	1	0	1
Use structured query language to create database structures and manipulate data	ICAB4136B	0	0	0	1	0	1	1	0	1
Automate processes	ICAB4225B	0	0	0	1	0	1	1	0	1
Receive and process oral and written communication	ICAD2003B	0	0	0	13	13	26	13	13	26
Design organisational documents using computing packages	ICAD2012A	0	0	0	20	21	41	20	21	41
Design organisational documents using computing packages	ICAD2012B	0	0	0	150	47	197	150	47	197
Create user documentation	ICAD3218B	0	0	0	44	12	56	44	12	56
Install software applications	ICAI2015B	0	0	0	63	18	81	63	18	81
Install and optimise operating system software	ICAI3020B	0	0	0	8	0	8	8	0	8
Connect internal hardware components	ICAI3021B	0	0	0	8	0	8	8	0	8
Implement system software changes	ICAI3110B	0	0	0	8	0	8	8	0	8
Operate a personal computer	ICAITU128A	0	0	0	9	0	9	9	0	9
Operate a word processing application	ICAITU129A	0	0	0	18	15	33	18	15	33
Operate a presentation package	ICAITU132A	0	0	0	3	1	4	3	1	4
Maintain inventories for equipment, software and documentation	ICAS2008B	0	0	0	31	0	31	31	0	31
Interact with clients	ICAS2009B	0	0	0	44	26	70	44	26	70

# Curriculum Council

Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Apply problem solving techniques to routine malfunctions	ICAS2010B	0	0	0	58	13	71	58	13	71
Connect hardware peripherals	ICAS2014A	0	0	0	31	20	51	31	20	51
Connect hardware peripherals	ICAS2014B	0	0	0	64	18	82	64	18	82
Maintain system integrity	ICAS2017B	0	0	0	1	0	1	1	0	1
Detect and protect from spam and destructive software	ICAS2243B	0	0	0	15	0	15	15	0	15
Provide advice to clients	ICAS3031B	0	0	0	9	0	9	9	0	9
Maintain equipment and software in working order	ICAS3115B	0	0	0	8	0	8	8	0	8
Care for computer hardware	ICAS3234B	0	0	0	39	32	71	39	32	71
Run standard diagnostic tests	ICAT3025B	0	0	0	8	0	8	8	0	8
Operate a personal computer	ICAU1128A	0	0	0	20	21	41	20	21	41
Operate a personal computer	ICAU1128B	0	0	0	273	214	487	273	214	487
Operate a word processing application	ICAU1129B	0	0	0	147	144	291	147	144	291
Operate a spreadsheet application	ICAU1130B	0	0	0	87	69	156	87	69	156
Operate a database application	ICAU1131B	0	0	0	34	13	47	34	13	47
Operate a presentation package	ICAU1132B	0	0	0	130	122	252	130	122	252
Send and retrieve information using web browsers and email	ICAU1133B	0	0	0	145	133	278	145	133	278
Locate and use relevant on line information	ICAU1204A	0	0	0	13	16	29	13	16	29
Locate and use relevant online information	ICAU1204B	0	0	0	37	37	74	37	37	74
Operate computer hardware	ICAU2005A	0	0	0	31	20	51	31	20	51
Operate computer hardware	ICAU2005B	0	0	0	165	94	259	165	94	259
Operate computing packages	ICAU2006A	0	0	0	31	20	51	31	20	51
Operate computing packages	ICAU2006B	0	0	0	146	59	205	146	59	205
Maintain equipment and consumables	ICAU2007B	0	0	0	36	12	48	36	12	48
Integrate commercial computing packages	ICAU2013A	0	0	0	18	21	39	18	21	39
Integrate commercial computing packages	ICAU2013B	0	0	0	117	37	154	117	37	154
Use computer operating system	ICAU2231A	0	0	0	31	20	51	31	20	51
Use computer operating system	ICAU2231B	0	0	0	115	40	155	115	40	155
Apply occupational health and safety procedures	ICAU3004A	0	0	0	20	21	41	20	21	41
Apply occupational health and safety procedures	ICAU3004B	0	0	0	72	27	99	72	27	99
Migrate to new technology	ICAU3019B	0	0	0	8	0	8	8	0	8
Customise packaged software applications for clients	ICAU3028B	0	0	0	8	0	8	8	0	8
Use advanced features of computer applications	ICAU3126B	0	0	0	8	0	8	8	0	8
Work effectively in an IT environment	ICAW2001A	0	0	0	20	21	41	20	21	41
Work effectively in an IT environment	ICAW2001B	0	0	0	149	55	204	149	55	204
Communicate in the workplace	ICAW2002A	0	0	0	20	21	41	20	21	41
Communicate in the workplace	ICAW2002B	0	0	0	194	141	335	194	141	335
Work individually or as a team member to achieve organisational goals	ICAW2011A	0	0	0	31	19	50	31	19	50
Work individually or as a team member to achieve organisational goals	ICAW2011B	0	0	0	61	24	85	61	24	85
Apply knowledge and requirements of the multimedia sector	ICPKN315B	0	0	0	1	0	1	1	0	1
Identify components of multimedia	ICPMM11BA	0	0	0	27	13	40	27	13	40
Access and use the Internet	ICPMM263A	0	0	0	1	0	1	1	0	1



# Curriculum Council

Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Access and use the Internet	ICPMM263B	0	0	0	104	53	157	104	53	157
Create and test a CD-ROM/DVD	ICPMM296B	0	0	0	6	0	6	6	0	6
Capture a digital image	ICPMM321A	0	0	0	20	21	41	20	21	41
Capture a digital image	ICPMM321B	0	0	0	80	28	108	80	28	108
Edit a digital image	ICPMM322B	0	0	0	19	18	37	19	18	37
Access the internet	ICPMM63BA	0	0	0	79	49	128	79	49	128
Follow safe working policies and practices	LMFCR0001B	0	0	0	149	12	161	149	12	161
Communicate in the workplace	LMFCR0002B	0	0	0	153	15	168	153	15	168
Carry out measurements and calculations	LMFCR0003B	0	0	0	149	14	163	149	14	163
Work effectively with others	LMFCR0004B	0	0	0	174	15	189	174	15	189
Construct a basic timber furnishing product	LMFFM1001B	0	0	0	165	14	179	165	14	179
Operate basic woodworking machines	LMFFM1002B	0	0	0	3	0	3	3	0	3
Use furniture making sector hand and power tools	LMFFM2001B	0	0	0	167	15	182	167	15	182
Hand make timber joints	LMFFM2006B	0	0	0	18	3	21	18	3	21
Perform manual production assembly	MEM03001B	0	0	0	24	0	24	24	0	24
Perform precision assembly	MEM03002B	0	0	0	14	0	14	14	0	14
Perform sheet and plate assembly	MEM03003B	0	0	0	6	0	6	6	0	6
Perform routine oxy acetylene welding	MEM05004C	0	0	0	43	1	44	43	1	44
Carry out mechanical cutting	MEM05005B	0	0	0	12	0	12	12	0	12
Perform brazing and/or silver soldering	MEM05006B	0	0	0	28	1	29	28	1	29
Perform manual heating and thermal cutting	MEM05007C	0	0	0	14	0	14	14	0	14
Perform routine manual metal arc welding	MEM05012C	0	0	0	31	1	32	31	1	32
Perform routine gas metal arc welding	MEM05050B	0	0	0	11	0	11	11	0	11
Select welding processes	MEM05051A	0	0	0	8	0	8	8	0	8
Apply safe welding practices	MEM05052A	0	0	0	14	1	15	14	1	15
Operate computer controlled machine/processes	MEM07028B	0	0	0	16	0	16	16	0	16
Use workshop machines for basic operations	MEM07032B	0	0	0	78	4	82	78	4	82
Use comparison and basic measuring devices	MEM12001B	0	0	0	36	2	38	36	2	38
Perform engineering measurements	MEM12023A	0	0	0	28	1	29	28	1	29
Perform computations	MEM12024A	0	0	0	55	2	57	55	2	57
Apply principles of occupational health and safety in the work environment	MEM13.14B	0	0	0	1	0	1	1	0	1
Apply principles of occupational health and safety in the work environment	MEM13014A	0	0	0	64	4	68	64	4	68
Plan a complete activity	MEM14.5A	0	0	0	3	0	3	3	0	3
Plan to undertake a routine task	MEM14004A	0	0	0	64	4	68	64	4	68
Plan a complete activity	MEM14005A	0	0	0	48	1	49	48	1	49
Apply quality systems	MEM15002A	0	0	0	39	1	40	39	1	40
Apply quality procedures	MEM15024A	0	0	0	49	2	51	49	2	51
Operate as a team member to conduct manufacturing, engineering or related activities	MEM16005A	0	0	0	11	1	12	11	1	12
Organise and communicate information	MEM16006A	0	0	0	48	2	50	48	2	50
Work with others in a manufacturing, engineering or related environment	MEM16007A	0	0	0	71	4	75	71	4	75
Interact with computing technology	MEM16008A	0	0	0	65	4	69	65	4	69
Use hand tools	MEM18001C	0	0	0	77	4	81	77	4	81

# Curriculum Council

Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Use power tools/hand held operations	MEM18002B	0	0	0	69	3	72	69	3	72
Use computer aided drafting systems to produce basic engineering drawings	MEM30001A	0	0	0	17	0	17	17	0	17
Produce basic engineering graphics	MEM30002A	0	0	0	13	2	15	13	2	15
Produce detailed engineering drawings	MEM30003A	0	0	0	16	3	19	16	3	19
Use CAD to create and display 3D models	MEM30004A	0	0	0	20	0	20	20	0	20
Contribute to the design of basic mechanical systems	MEM30009A	0	0	0	17	0	17	17	0	17
Prepare a simple production schedule	MEM30021A	0	0	0	14	1	15	14	1	15
Prepare a simple cost estimate for a manufactured product	MEM30023A	0	0	0	14	1	15	14	1	15
Communicate with other people	PMLCOM300B	0	0	0	0	2	2	0	2	2
Record and present data	PMLDATA200A	0	0	0	0	2	2	0	2	2
Participate in laboratory/field workplace safety	PMLOHS302A	0	0	0	0	2	2	0	2	2
Work within a laboratory/field workplace (induction)	PMLORG200A	0	0	0	0	2	2	0	2	2
Collect routine site samples	PMLSAMP200A	0	0	0	0	2	2	0	2	2
Conduct routine site measurements	PMLTEST200A	0	0	0	0	2	2	0	2	2
Perform basic tests	PMLTEST300B	0	0	0	5	5	10	5	5	10
Support nursery work	RTC1006A	0	0	0	4	4	8	4	4	8
Maintain the workplace	RTC1201A	0	0	0	16	13	29	16	13	29
Prepare for work	RTC1801A	0	0	0	4	4	8	4	4	8
Install, maintain and repair fencing	RTC2209A	0	0	0	15	6	21	15	6	21
Operate machinery and equipment	RTC2307A	0	0	0	11	2	13	11	2	13
Operate tractors	RTC2309A	0	0	0	11	2	13	11	2	13
Follow OHS procedures	RTC2701A	0	0	0	12	6	18	12	6	18
Observe environmental work practices	RTC2702A	0	0	0	0	1	1	0	1	1
Provide basic first aid	RTC2704A	0	0	0	2	1	3	2	1	3
Work effectively in the industry	RTC2705A	0	0	0	12	6	18	12	6	18
Participate in workplace communications	RTC2801A	0	0	0	12	6	18	12	6	18
Support horticultural production	RTE1005A	0	0	0	4	4	8	4	4	8
Support intensive livestock work	RTE1102A	0	0	0	4	4	8	4	4	8
Maintain livestock water supplies	RTE2110A	0	0	0	4	4	8	4	4	8
Identify and mark livestock	RTE2111A	0	0	0	7	6	13	7	6	13
Muster and move livestock	RTE2115A	0	0	0	11	2	13	11	2	13
Pen sheep	RTE2117A	0	0	0	10	6	16	10	6	16
Assist with pressing wool	RTE2120A	0	0	0	9	6	15	9	6	15
Provide feed for livestock	RTE2128B	0	0	0	11	2	13	11	2	13
Move and handle pigs	RTE2129A	0	0	0	11	2	13	11	2	13
Assist with feeding in an intensive production system	RTE2134A	0	0	0	11	2	13	11	2	13
Mix and mill standard stockfeed	RTE2146A	0	0	0	11	2	13	11	2	13
Assist in preparing for shearing and crutching	RTE2216A	0	0	0	11	2	13	11	2	13
Support gardening work	RTF1004A	0	0	0	17	14	31	17	14	31
Organise and maintain work areas	SIRXCLM001A	0	0	0	0	1	1	0	1	1
Clean premises and equipment	SITHACS006A	0	0	0	0	3	3	0	3	3
Organise and prepare food	SITHCCC001A	0	0	0	18	38	56	18	38	56
Present food	SITHCCC002A	0	0	0	18	41	59	18	41	59

# Curriculum Council

Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Receive and store kitchen supplies	SITHCCC003A	0	0	0	21	35	56	21	35	56
Clean and maintain kitchen premises	SITHCCC004A	0	0	0	18	19	37	18	19	37
Use basic methods of cookery	SITHCCC005A	0	0	0	6	13	19	6	13	19
Prepare appetisers and salads	SITHCCC006A	0	0	0	8	13	21	8	13	21
Prepare sandwiches	SITHCCC007A	0	0	0	16	29	45	16	29	45
Prepare stocks, sauces and soups	SITHCCC008A	0	0	0	1	9	10	1	9	10
Prepare vegetables, fruit, eggs and farinaceous dishes	SITHCCC009A	0	0	0	5	19	24	5	19	24
Prepare, cook and serve food for food service	SITHCCC027A	0	0	0	6	19	25	6	19	25
Serve food and beverage to customers	SITHFAB003A	0	0	0	5	33	38	5	33	38
Provide responsible service of alcohol	SITHFAB009A	0	0	0	3	9	12	3	9	12
Prepare and serve non alcoholic beverages	SITHFAB010A	0	0	0	37	82	119	37	82	119
Prepare and serve non alcoholic beverages	SITHFAB010B	0	0	0	12	22	34	12	22	34
Develop and update food and beverage knowledge	SITHFAB011A	0	0	0	0	4	4	0	4	4
Prepare and serve espresso coffee	SITHFAB012A	0	0	0	47	84	131	47	84	131
Develop and update hospitality industry knowledge	SITHIND001A	0	0	0	71	138	209	71	138	209
Apply hospitality skills in the workplace	SITHIND002A	0	0	0	0	5	5	0	5	5
Perform office procedures	SITXADM001A	0	0	0	0	6	6	0	6	6
Source and present information	SITXADM002A	0	0	0	0	2	2	0	2	2
Work with colleagues and customers	SITXCOM001A	0	0	0	79	135	214	79	135	214
Work in a socially diverse environment	SITXCOM002A	0	0	0	72	138	210	72	138	210
Follow health, safety and security procedures	SITXOHS001A	0	0	0	64	94	158	64	94	158
Follow health, safety and security procedures	SITXOHS001B	0	0	0	15	42	57	15	42	57
Follow workplace hygiene procedures	SITXOHS002A	0	0	0	74	154	228	74	154	228
Demonstrate simple abseiling skills on artificial surfaces	SROABA001A	0	0	0	10	5	15	10	5	15
Safeguard an abseiler using a single rope belay system	SROABN002A	0	0	0	10	5	15	10	5	15
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBWG001A	0	0	0	76	83	159	76	83	159
Demonstrate simple canoeing skills	SROCNE001A	0	0	0	56	65	121	56	65	121
Demonstrate simple canoeing skills to a high standard	SROCNE002A	0	0	0	49	56	105	49	56	105
Move through a cave with minimal impact	SROCVE001A	0	0	0	10	5	15	10	5	15
Navigate in caves	SROCVE002A	0	0	0	10	5	15	10	5	15
Select, set up and maintain a bike	SROCYT001A	0	0	0	4	8	12	4	8	12
Demonstrate basic cycling skills	SROCYT002A	0	0	0	17	16	33	17	16	33
Use basic skills to catch and handle fish	SROFSH001A	0	0	0	4	7	11	4	7	11
Comply with fisheries management regulations and conservation strategies	SROFSH002A	0	0	0	4	7	11	4	7	11
Demonstrate basic off-road cycling skills	SROMBK001B	0	0	0	10	6	16	10	6	16
Navigate in tracked or easy untracked areas	SRONAV001B	0	0	0	76	83	159	76	83	159
Apply basic outdoor recreation logistics	SROODR001A	0	0	0	65	70	135	65	70	135
Plan outdoor recreation activities	SROODR002A	0	0	0	52	57	109	52	57	109
Assist in conducting outdoor recreation sessions	SROODR004A	0	0	0	65	70	135	65	70	135
Implement minimal environmental impact practices	SROOPS001B	0	0	0	75	83	158	75	83	158
Plan for minimal environmental impact	SROOPS002B	0	0	0	51	57	108	51	57	108

# Curriculum Council

Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Apply weather information	SROOPS003B	0	0	0	63	70	133	63	70	133
Interpret weather conditions in the field	SROOPS004B	0	0	0	23	19	42	23	19	42
Use and maintain a temporary or overnight site	SROOPS006B	0	0	0	76	83	159	76	83	159
Participate in snorkelling activities	SROSNK001A	0	0	0	24	19	43	24	19	43
Comply with maritime rules and regulations	SROYAC001B	0	0	0	59	61	120	59	61	120
Use basic skills to sail a small boat in controlled conditions	SROYSB001B	0	0	0	10	5	15	10	5	15
Teach or develop the basic skills of basketball	SRSBSB001A	0	0	0	39	15	54	39	15	54
Teach or develop the basic tactics and strategies of basketball	SRSBSB002A	0	0	0	39	15	54	39	15	54
Interpret and apply the fundamental rules of basketball at a junior or beginner level	SRSBSB003A	0	0	0	7	0	7	7	0	7
Use fundamental communication strategies to officiate basketball at a junior or beginner level	SRSBSB004A	0	0	0	7	0	7	7	0	7
Provide report and receive feedback relevant to officiating basketball at a junior or beginner level	SRSBSB005A	0	0	0	7	0	7	7	0	7
Demonstrate fundamental positioning skills rel to officiating basketball at junior/beginner lvl	SRSBSB006A	0	0	0	7	0	7	7	0	7
Teach or develop the intermediate skills of basketball	SRSBSB007A	0	0	0	18	13	31	18	13	31
Teach or develop the intermediate tactics and strategies of basketball	SRSBSB008A	0	0	0	18	13	31	18	13	31
Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities	SRSCGP001A	0	0	0	72	61	133	72	61	133
Prepare a pre-event or post-event meal	SRSCOP008B	0	0	0	3	1	4	3	1	4
Prepare a public speaking presentation for informative, motivational and persuasive talks	SRSCOP015B	0	0	0	18	13	31	18	13	31
Develop a personal financial plan	SRSCOP020B	0	0	0	21	17	38	21	17	38
Collect information on contracts	SRSCOP021B	0	0	0	17	11	28	17	11	28
Design an athlete's diet	SRSCOP023B	0	0	0	1	0	1	1	0	1
Prepare to participate in competition	SRSCOP025B	0	0	0	18	13	31	18	13	31
Implement and evaluate a time management plan	SRSCOP026B	0	0	0	18	13	31	18	13	31
Teach and develop the fundamental skills of netball	SRSNTB004A	0	0	0	50	41	91	50	41	91
Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk	SRSOGP001A	0	0	0	1	0	1	1	0	1
Apply rules and regulations to conduct games and competitions	SRSOGP002A	0	0	0	108	66	174	108	66	174
Interpret and apply the fundamental laws of soccer at a junio or beginner level	SRSSOC001B	0	0	0	9	0	9	9	0	9
Use basic communication strategies to referee soccer at a junior or beginner level	SRSSOC002B	0	0	0	9	0	9	9	0	9
Provide reports and receive feedback relevant to referee soccer at a junior or begginer level	SRSSOC003B	0	0	0	9	0	9	9	0	9
Demonstrate fundamental positioning skills relevant to referee soccer at junior or beginner level	SRSSOC004B	0	0	0	9	0	9	9	0	9
Implement injury prevention and apply basic sports first aid	SRSSPT001A	0	0	0	21	16	37	21	16	37
Perform the intermediate skills of touch in a competitive situation	SRSTOU006A	0	0	0	14	0	14	14	0	14
Perform the intermediate tactics and strategies of touch in a competitive situation	SRSTOU007A	0	0	0	14	0	14	14	0	14
Teach or develop the intermediate skills of volleyball	SRSVOL001A	0	0	0	32	28	60	32	28	60

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Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Teach or develop the intermediate tactics and strategies of volleyball	SRSVOL002A	0	0	0	32	28	60	32	28	60
Interpret and apply the rules of volleyball in a competition game at a school or club level	SRSVOL003A	0	0	0	40	16	56	40	16	56
Use communication strategies to referee volleyball at a school or club level	SRSVOL004A	0	0	0	40	16	56	40	16	56
Assist in preparing sport and recreation sessions for participants	SRXCAI001B	0	0	0	93	68	161	93	68	161
Assist in conducting sport and recreation sessions for participants	SRXCAI002B	0	0	0	93	68	161	93	68	161
Provide equipment for activities	SRXCAI003B	0	0	0	94	68	162	94	68	162
Maintain equipment for activities	SRXFAC001B	0	0	0	34	17	51	34	17	51
Maintain sport and recreational facilities	SRXFAC002B	0	0	0	40	16	56	40	16	56
Provide first aid	SRXFAD001A	0	0	0	196	146	342	196	146	342
Provide advanced first aid response	SRXFAD002A	0	0	0	36	29	65	36	29	65
Create client relationship	SRXGCSO01A	0	0	0	70	42	112	70	42	112
Deal with client feedback	SRXGCSO02A	0	0	0	121	101	222	121	101	222
Develop knowledge of the sport and recreation industry	SRXINU001A	0	0	0	189	144	333	189	144	333
Follow defined occupational health and safety policies and procedures	SRXOHS001B	0	0	0	134	100	234	134	100	234
Undertake risk analysis of activities	SRXRIK001A	0	0	0	18	13	31	18	13	31

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Learning through practice 1	00452	0	0	0	7	5	12	7	5	12
Work based project 1	13948	0	0	0	0	1	1	0	1	1
Work based project 2	13949	0	0	0	0	1	1	0	1	1
Develop awareness and technical skills in ballet	14265	0	0	0	0	2	2	0	2	2
Develop awareness and technical skills in contemporary dance	14266	0	0	0	0	2	2	0	2	2
Refine ballet technique and expand range of skills	14267	0	0	0	0	3	3	0	3	3
Use practical experience to develop basic contemporary dance technique	14268	0	0	0	0	3	3	0	3	3
Ballet technique 2	15075	0	0	0	0	1	1	0	1	1
Contemporary dance 2	15076	0	0	0	0	1	1	0	1	1
Dance composition	15078	0	0	0	0	1	1	0	1	1
Ballet performance study 2	15079	0	0	0	0	1	1	0	1	1
Spanish dance 2	15080	0	0	0	0	1	1	0	1	1
Repertoire variations 2	15081	0	0	0	0	1	1	0	1	1
Music for ballet	15082	0	0	0	0	2	2	0	2	2
Optimum health of a dancer	15083	0	0	0	0	2	2	0	2	2
Design and plan a dance lesson	15084	0	0	0	0	1	1	0	1	1
Lead a dance lesson	15085	0	0	0	0	1	1	0	1	1
Communication	21739	0	0	0	27	14	41	27	14	41
Introduction to practical numeracy	21740	0	0	0	29	14	43	29	14	43
Personal development I	21741	0	0	0	26	14	40	26	14	40
Introduction to technology	21742	0	0	0	23	14	37	23	14	37
Program support I	21743	0	0	0	29	14	43	29	14	43
Introduction to enterprise	21745	0	0	0	18	14	32	18	14	32
Learning through practice I	21746	0	0	0	18	30	48	18	30	48
Communication for living	21747	0	0	0	47	34	81	47	34	81
Practical numeracy	21748	0	0	0	22	3	25	22	3	25
Introduction to career development	21749	0	0	0	28	8	36	28	8	36
Technology for living	21750	0	0	0	18	3	21	18	3	21
Program support 2	21751	0	0	0	17	3	20	17	3	20
Community participation 2	21752	0	0	0	7	3	10	7	3	10
Enterprise	21753	0	0	0	7	3	10	7	3	10
Learning through practice 2	21755	0	0	0	19	7	26	19	7	26
Personal development 2	21757	0	0	0	16	3	19	16	3	19
Health and wellbeing	21758	0	0	0	7	3	10	7	3	10
Develop self	23407	0	0	0	227	210	437	227	210	437
Introduction to applied leadership	23408	0	0	0	216	201	417	216	201	417
Effective team membership	23409	0	2	2	213	188	401	213	190	403
Personal role in society	23410	0	0	0	218	199	417	218	199	417
Develop problem solving skills	23411	0	1	1	199	193	392	199	194	393
Develop self awareness	23412	0	0	0	2	2	4	2	2	4
Develop leadership skills	23413	0	0	0	4	3	7	4	3	7
Promote a socially diverse environment	23416	0	0	0	15	8	23	15	8	23
Develop career and learning development plan	27834	0	0	0	50	39	89	50	39	89

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Follow fundamental OHS principles and procedures	27835	0	1	1	192	167	359	192	168	360
Present a positive image in the workplace	27836	0	0	0	12	6	18	12	6	18
Participate in structured workplace learning	27837	0	0	0	12	6	18	12	6	18
Receive and convey messages	27838	0	0	0	16	7	23	16	7	23
Apply an enterprising approach in a team project	27839	0	1	1	198	169	367	198	170	368
Locate and select relevant information	27840	0	0	0	12	6	18	12	6	18
Apply job search and interview skills	27841	0	0	0	12	6	18	12	6	18
Develop basic knowledge of rights and responsibilities in the workplace	27842	0	0	0	12	6	18	12	6	18
Use appropriate equipment	27843	0	0	0	12	6	18	12	6	18
Access learning support	38910	0	0	0	0	5	5	0	5	5
LDWA101 Develop self	38911	0	0	0	1	1	2	1	1	2
LDWA102 Introduction to applied leadership	38912	0	0	0	1	1	2	1	1	2
LDWA103 Effective team membership	38913	0	0	0	3	2	5	3	2	5
Produce simple engineering drawings	41991	0	0	0	20	3	23	20	3	23
Use a personal computer in engineering	41992	0	0	0	1	1	2	1	1	2
Use arithmetic and algebra in engineering	41993	0	0	0	13	6	19	13	6	19
Use computers for drafting	41994	0	0	0	24	5	29	24	5	29
Use geometry and trigonometry in engineering	41995	0	0	0	2	1	3	2	1	3
Use mechanics in engineering	41996	0	0	0	13	6	19	13	6	19
Use scale models in engineering	41997	0	0	0	18	4	22	18	4	22
Use science in engineering	41998	0	0	0	14	6	20	14	6	20
Undertake a basic project - 1	50647	0	0	0	66	3	69	66	3	69
Undertake a basic project - 2	50648	0	0	0	36	3	39	36	3	39
Undertake a basic project - 3	50649	0	0	0	32	1	33	32	1	33
Undertake a work placement - 1	50650	0	0	0	31	0	31	31	0	31
Undertake a work placement - 2	50651	0	0	0	13	0	13	13	0	13
Develop awareness and technical skills in ballet	51027	0	0	0	2	6	8	2	6	8
Develop awareness and technical skills in contemporary dance	51028	0	0	0	2	6	8	2	6	8
Refine ballet technique and expand range of skills	51029	0	0	0	0	7	7	0	7	7
Use practical experience to develop basic contemporary dance technique	51030	0	0	0	0	7	7	0	7	7
Assist with environmental management activities	52011	0	0	0	1	0	1	1	0	1
Use effective study skills and write in academic format	55252	0	0	0	2	42	44	2	42	44
Use fundamentals of mathematics in health contexts	55253	0	0	0	3	43	46	3	43	46
Develop knowledge of the fundamentals of microbiology	55254	0	0	0	2	30	32	2	30	32
Use fundamentals of physics and chemistry in a health context	55255	0	0	0	2	29	31	2	29	31
CBS2001 (Japanese)	65693	0	0	0	9	17	26	9	17	26
CBS2002 (Japanese)	65694	0	0	0	9	15	24	9	15	24
CBS2003 (Japanese)	65695	0	0	0	32	60	92	32	60	92
CBS2004 (Japanese)	65696	0	0	0	32	60	92	32	60	92
CBS3001 (Japanese)	65697	0	0	0	3	14	17	3	14	17

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
CBS3002 (Japanese)	65698	0	0	0	3	14	17	3	14	17
CBS3003 (Japanese)	65699	0	0	0	1	9	10	1	9	10
CBS3004 (Japanese)	65700	0	0	0	1	9	10	1	9	10
LOTE2001 (French)	65705	0	0	0	20	45	65	20	45	65
LOTE2002 (French)	65706	0	0	0	18	45	63	18	45	63
LOTE2003 (French)	65707	0	0	0	19	47	66	19	47	66
LOTE2004 (French)	65708	0	0	0	18	45	63	18	45	63
LOTE3001 (French)	65709	0	0	0	7	34	41	7	34	41
LOTE3002 (French)	65710	0	0	0	7	34	41	7	34	41
LOTE3003 (French)	65711	0	0	0	8	23	31	8	23	31
LOTE3004 (French)	65712	0	0	0	8	23	31	8	23	31
LOTE2001 (German)	65717	0	0	0	6	5	11	6	5	11
LOTE2001 (Indonesian)	65729	0	0	0	0	2	2	0	2	2
LOTE2002 (Indonesian)	65730	0	0	0	0	2	2	0	2	2
LOTE2003 (Indonesian)	65731	0	0	0	6	18	24	6	18	24
LOTE2004 (Indonesian)	65732	0	0	0	6	18	24	6	18	24
LOTE3001 (Indonesian)	65733	0	0	0	6	11	17	6	11	17
LOTE3002 (Indonesian)	65734	0	0	0	6	11	17	6	11	17
LOTE3003 (Indonesian)	65735	0	0	0	0	3	3	0	3	3
LOTE3004 (Indonesian)	65736	0	0	0	0	3	3	0	3	3
LOTE2003 (Italian)	65743	0	0	0	11	11	22	11	11	22
LOTE2004 (Italian)	65744	0	0	0	11	11	22	11	11	22
Applied mathematics: measurement	67158	0	0	0	13	0	13	13	0	13
Work effectively in an educational environment	78752	0	0	0	1	7	8	1	7	8
Facilitate the implementation of planned education programs	78754	0	0	0	1	17	18	1	17	18
Contribute to the education of students in all developmental domains	78755	0	0	0	2	14	16	2	14	16
Contribute to the organisation and management of the classroom or centre	78756	0	0	0	0	12	12	0	12	12
Contribute to the safety and health of students	78757	0	0	0	0	8	8	0	8	8
Support the development of reading skills	78766	0	0	0	2	16	18	2	16	18
Support the development of writing skills	78767	0	0	0	2	16	18	2	16	18
Support the development of numeracy skills	78768	0	0	0	1	19	20	1	19	20
Work with diversity in the educational environment	78769	0	0	0	1	6	7	1	6	7
Support the development of oral language skills	78770	0	0	0	1	16	17	1	16	17
Measuring II	81300	0	0	0	13	0	13	13	0	13
Workplace practice 2	81358	0	0	0	0	3	3	0	3	3
Create short simple texts for learning purposes	81369	0	0	0	45	39	84	45	39	84
Engage with simple texts for learning purposes	81388	0	0	0	5	0	5	5	0	5
Engage with simple texts for employment purposes	81389	0	0	0	13	0	13	13	0	13
Create simple texts for learning purposes	81392	0	0	0	12	0	12	12	0	12
Create simple texts for employment purposes	81393	0	0	0	1	0	1	1	0	1
Participate in a practical placement	81399	0	0	0	1	0	1	1	0	1



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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
The Legal System	81405	0	0	0	1	0	1	1	0	1
Driving & owning a car	81406	0	0	0	1	0	1	1	0	1
Plan and undertake a project	81410	0	0	0	11	0	11	11	0	11
Engage with texts of limited complexity for employment purposes	81413	0	0	0	1	0	1	1	0	1
Engage with texts of limited complexity to participate in the community	81414	0	0	0	1	0	1	1	0	1
Create texts of limited complexity to participate in the community	81417	0	0	0	1	0	1	1	0	1
Work with time, money and directions in familiar situations	81418	0	0	0	1	0	1	1	0	1
Research pathways and produce a learning plan and portfolio	81428	0	0	0	2	2	4	2	2	4
Implement and review a project	81429	0	0	0	2	0	2	2	0	2
Engage with texts of some complexity for personal purposes	81430	0	0	0	2	2	4	2	2	4
Create texts of some complexity for personal purposes	81434	0	0	0	2	2	4	2	2	4
Evaluate pathway options, design a learning plan and compile a portfolio	81447	0	0	0	0	1	1	0	1	1
Engage with a range of complex texts for personal purposes	81448	0	0	0	0	1	1	0	1	1
Engage with a range of complex texts for learning purposes	81449	0	0	0	0	1	1	0	1	1
Engage with a range of complex texts to participate in the community	81451	0	0	0	0	1	1	0	1	1
Create a range of complex texts for personal purposes	81452	0	0	0	0	1	1	0	1	1
Create a range of complex texts for learning purposes	81453	0	0	0	0	1	1	0	1	1
Create a range of complex texts to participate in the community	81454	0	0	0	0	1	1	0	1	1
Use algebraic techniques to analyse mathematical problems	81456	0	0	0	0	1	1	0	1	1
Use formal mathematical concepts and techniques to analyse and solve problems	81457	0	0	0	0	1	1	0	1	1
Post-beginner learning strategies	81482	0	0	0	0	2	2	0	2	2
Post-beginner listening and speaking skills for casual conversations	81483	0	0	0	0	2	2	0	2	2
Post-beginner listening and speaking skills for instructions	81487	0	0	0	0	2	2	0	2	2
Post-beginner listening and speaking skills for interviews	81488	0	0	0	0	2	2	0	2	2
Post-beginner reading skills for information texts and instructions	81490	0	0	0	0	2	2	0	2	2
Post-beginner reading and writing skills for story texts	81492	0	0	0	0	2	2	0	2	2
Post-beginner numeracy skills for dealing with basic calculations and measurements in familiar contexts	81495	0	0	0	0	2	2	0	2	2
Introduction to commercial food trades part 1 of 2	83393	0	0	0	1	0	1	1	0	1
Introduction to commercial food trades part 2 of 2	83394	0	0	0	1	0	1	1	0	1
Metals and engineering project 1	85450	0	0	0	15	0	15	15	0	15
Metals and engineering project 2	85451	0	0	0	36	0	36	36	0	36
Metals and engineering project 3	85452	0	0	0	38	0	38	38	0	38
Metals and engineering project mechanical	85454	0	0	0	49	1	50	49	1	50
Metals and engineering project fabrication	85455	0	0	0	21	1	22	21	1	22
Metals and engineering work placement 1	85457	0	0	0	34	3	37	34	3	37

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Metals and engineering work placement 2	85458	0	0	0	26	3	29	26	3	29
Occupational health and safety	87530	0	0	0	17	1	18	17	1	18
Electrical wiring and equipment 1	87549	0	0	0	17	1	18	17	1	18
Electrical safe wiring	90309	0	0	0	17	1	18	17	1	18
Literacy 2	99023	0	0	0	4	6	10	4	6	10
Numeracy 2	99024	0	0	0	4	6	10	4	6	10
Vocational skills (for learners with a disability)	99041	0	0	0	6	6	12	6	6	12
Workplace preparation 2	99042	0	0	0	2	5	7	2	5	7
Literacy 3	99043	0	0	0	3	5	8	3	5	8
Numeracy 3	99044	0	0	0	2	4	6	2	4	6
ICT General 3	99047	0	0	0	3	6	9	3	6	9
OH&S Awareness 3	99058	0	0	0	2	4	6	2	4	6
Workplace preparation 3	99062	0	0	0	2	5	7	2	5	7
Shaping Australia 1: research skills	ACCS150	0	0	0	3	4	7	3	4	7
Shaping Australia 2: a brief history	ACCS152	0	0	0	4	2	6	4	2	6
Shaping Australia 3: democratic government	ACCS153	0	0	0	2	3	5	2	3	5
Shaping Australia 4: influences shaping Australia today	ACCS154	0	0	0	2	3	5	2	3	5
Shaping Australia 5: our future way of life	ACCS155	0	0	0	3	3	6	3	3	6
Adapt to work requirements in agri-food industry	AGFCMN101A	0	0	0	6	3	9	6	3	9
Apply effective work practices	AGFCMN102A	0	0	0	6	3	9	6	3	9
Demonstrate care and apply safe practices at work	AGFCMN103A	0	0	0	6	3	9	6	3	9
Contribute to animal care through work activities	AGFCMN201A	0	0	0	6	3	9	6	3	9
Contribute to work activities to produce food	AGFCMN202A	0	0	0	6	3	9	6	3	9
First stage keyboarding	ARYP	0	0	0	1	0	1	1	0	1
Contribute to workplace relationships and processes	AUM8001A	0	0	0	1	0	1	1	0	1
Provide customer service	AUM8011A	0	0	0	1	0	1	1	0	1
Inspect work and apply company technical quality standards	AUM8021A	0	0	0	1	0	1	1	0	1
Prepare materials for fabrication using jigs/fixtures	AUM8041A	0	0	0	1	0	1	1	0	1
Prepare materials for fabrication using manual processes	AUM8042A	0	0	0	1	0	1	1	0	1
Read and interpret engineering drawings and job specifications	AUM8044A	0	0	0	1	0	1	1	0	1
Conduct basic welding, thermal cutting, heating and gouging operations	AUM8051A	0	0	0	1	0	1	1	0	1
Conduct mechanical cutting operations	AUM8052A	0	0	0	1	0	1	1	0	1
Perform manual metal arc welding operations (MMAW)	AUM8053A	0	0	0	1	0	1	1	0	1
Perform gas tungsten arc welding operations (GTAW)	AUM8056A	0	0	0	1	0	1	1	0	1
Perform gas metal arc welding operations (GMAW)	AUM8057A	0	0	0	1	0	1	1	0	1
Fabricate parts for sub-assemblies	AUM8063A	0	0	0	1	0	1	1	0	1
Assemble components	AUM8082A	0	0	0	1	0	1	1	0	1
Assemble frame and axle	AUM8083A	0	0	0	1	0	1	1	0	1
Mount and install assembled component to chassis or frame	AUM8085A	0	0	0	1	0	1	1	0	1

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Assemble and install hydraulic system kit	AUM8087A	0	0	0	1	0	1	1	0	1
Assemble and install braking system kit	AUM8089A	0	0	0	1	0	1	1	0	1
Install or replace mechanical units/assemblies	AUM8091A	0	0	0	1	0	1	1	0	1
Modify or rectify chassis/frame and associated components	AUM8101A	0	0	0	1	0	1	1	0	1
Manufacture or modify wiring harnesses	AUM8102A	0	0	0	1	0	1	1	0	1
Bond/repair components using fibreglass reinforced plastics techniques	AUM8104A	0	0	0	1	0	1	1	0	1
Monitor and maintain workplace environment	AUM9001A	0	0	0	1	0	1	1	0	1
Prepare and use/operate equipment, tools and/or machinery	AUM9004A	0	0	0	1	0	1	1	0	1
Service bicycle mechanical braking systems	AUR12170A	0	0	0	19	0	19	19	0	19
Repair bicycle steering systems	AUR15666A	0	0	0	2	3	5	2	3	5
Remove, repair and refit bicycle tyres	AUR18168A	0	0	0	43	12	55	43	12	55
Remove / refit and adjust bicycle wheels	AUR18265A	0	0	0	42	9	51	42	9	51
Repair bicycle wheels	AUR18266A	0	0	0	24	12	36	24	12	36
Participate in improving workplace productivity	AUR61447A	0	0	0	1	0	1	1	0	1
Operate information technology systems	AURA254180A	0	0	0	1	0	1	1	0	1
Service bicycle mechanical braking systems	AURB212170A	0	0	0	2	0	2	2	0	2
Service bicycle hydraulic braking systems	AURB212370A	0	0	0	2	0	2	2	0	2
Service bicycle drivetrain systems	AURB214670A	0	0	0	2	0	2	2	0	2
Service and repair bicycle steering systems	AURB215671A	0	0	0	2	0	2	2	0	2
Service and repair bicycle suspension systems	AURB216671A	0	0	0	2	0	2	2	0	2
Remove, repair and fit bicycle tyres	AURB218168A	0	0	0	2	0	2	2	0	2
Remove/refit and adjust bicycle wheels	AURB218265A	0	0	0	2	0	2	2	0	2
Repair bicycle wheels	AURB218266A	0	0	0	2	0	2	2	0	2
Service and repair bicycle wheel hubs	AURB218271A	0	0	0	2	0	2	2	0	2
Service bicycle frames	AURB228270A	0	0	0	2	0	2	2	0	2
Remove, replace, fit and adjust bicycle accessories	AURB232265A	0	0	0	2	0	2	2	0	2
Operate in a retail bicycle environment	AURB254380A	0	0	0	1	0	1	1	0	1
Repair bicycle mechanical braking systems	AURB312166A	0	0	0	2	0	2	2	0	2
Identify environmental regulations and best practice in a workplace or business	AURC172003A	0	0	0	628	47	675	628	47	675
Write routine texts in the workplace and complete automotive documentation	AURC251179A	0	0	0	28	9	37	28	9	37
Read in the workplace	AURC251356A	0	0	0	227	9	236	227	9	236
Use numbers in the workplace	AURC251677A	0	0	0	270	14	284	270	14	284
Apply basic automotive troubleshooting processes	AURC252103A	0	0	0	36	5	41	36	5	41
Contribute to quality work outcomes	AURC261314A	0	0	0	2	0	2	2	0	2
Apply safe working practices	AURC270103A	0	0	0	883	76	959	883	76	959
Establish relations with customers	AURC270421A	0	0	0	15	3	18	15	3	18
Work effectively with others	AURC270688A	0	0	0	43	4	47	43	4	47
Communicate effectively in the workplace	AURC270789A	0	0	0	83	16	99	83	16	99
Apply environmental regulations and best practice in a workplace or business	AURC272003A	0	0	0	6	0	6	6	0	6
Remove and tag automotive electrical system components	AURE100064A	0	0	0	52	3	55	52	3	55

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Test, service and maintain battery storage systems	AURE118671A	0	0	0	91	1	92	91	1	92
Remove and replace electrical/electronic units/assemblies	AURE218664A	0	0	0	13	1	14	13	1	14
Service, maintain or replace batteries	AURE218670A	0	0	0	270	47	317	270	47	317
Test, service and charge batteries	AURE218676A	0	0	0	233	12	245	233	12	245
Carry out repairs to single electrical circuits	AURE218708A	0	0	0	177	15	192	177	15	192
Install, test and repair low voltage wiring/lighting systems	AURE219331A	0	0	0	47	5	52	47	5	52
Install ancillary electrical components	AURE219531A	0	0	0	9	0	9	9	0	9
Test and service outdoor powered equipment	AURE222976A	0	0	0	2	0	2	2	0	2
Carry out soldering of electrical wiring/circuits	AURE224008A	0	0	0	37	5	42	37	5	42
Operate in a motorsport environment	AURM240080A	0	0	0	9	0	9	9	0	9
Set up and dismantle temporary work location and equipment	AURM240172A	0	0	0	9	0	9	9	0	9
Comply with motorsport team and event safety requirements	AURM340413A	0	0	0	9	0	9	9	0	9
Perform pit lane/service area operations	AURM340951A	0	0	0	9	0	9	9	0	9
Identify and select automotive parts and products	AURS238127A	0	0	0	15	2	17	15	2	17
Promote products and services	AURS242621A	0	0	0	1	0	1	1	0	1
Remove and tag engine system components	AURT100064A	0	0	0	372	27	399	372	27	399
Remove and tag steering, suspension and brake system components	AURT100164A	0	0	0	13	0	13	13	0	13
Remove and tag transmission system components	AURT100264A	0	0	0	1	0	1	1	0	1
Carry out workshop practice activities	AURT100308A	0	0	0	545	40	585	545	40	585
Use and maintain basic measuring devices	AURT125667A	0	0	0	479	30	509	479	30	509
Carry out servicing operations	AURT200108A	0	0	0	523	42	565	523	42	565
Select and use bearings, seals, gaskets, sealants and adhesives	AURT200368A	0	0	0	12	0	12	12	0	12
Remove and install engine assemblies	AURT201164A	0	0	0	12	0	12	12	0	12
Inspect and service engines	AURT201170A	0	0	0	344	43	387	344	43	387
Repair cooling systems	AURT202166A	0	0	0	50	1	51	50	1	51
Inspect and service cooling systems	AURT202170A	0	0	0	293	35	328	293	35	328
Service petrol fuel systems	AURT203170A	0	0	0	127	20	147	127	20	147
Service petrol fuel systems	AURT203170B	0	0	0	28	2	30	28	2	30
Service diesel fuel injection systems	AURT203670A	0	0	0	13	0	13	13	0	13
Inspect and service emission control systems	AURT204670A	0	0	0	2	0	2	2	0	2
Repair exhaust system components	AURT205166A	0	0	0	1	0	1	1	0	1
Inspect and service transmissions (manual)	AURT206670A	0	0	0	132	15	147	132	15	147
Inspect and service transmissions (automatic)	AURT207170A	0	0	0	67	13	80	67	13	80
Service hydraulic systems	AURT209170A	0	0	0	3	0	3	3	0	3
Inspect and service braking systems	AURT210170A	0	0	0	140	24	164	140	24	164
Service final drive assemblies	AURT212670A	0	0	0	95	16	111	95	16	111
Remove and refit driveline components	AURT213165A	0	0	0	11	0	11	11	0	11
Service final drive (driveline)	AURT213170A	0	0	0	98	15	113	98	15	113
Inspect and service steering systems	AURT215170A	0	0	0	163	30	193	163	30	193
Inspect and service suspension systems	AURT216170A	0	0	0	142	16	158	142	16	158
Balance wheels and tyres	AURT217606A	0	0	0	145	15	160	145	15	160
Remove, fit and inspect wheel assemblies	AURT217665A	0	0	0	46	1	47	46	1	47

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Select tyres and rims for specific applications (light)	AURT217668A	0	0	0	6	0	6	6	0	6
Remove, inspect, repair and fit tyres and tubes (light)	AURT217766A	0	0	0	132	18	150	132	18	150
Service air conditioning systems	AURT222670A	0	0	0	3	0	3	3	0	3
Use and maintain measuring equipment	AURT225667A	0	0	0	195	18	213	195	18	213
Carry out pre-repair operations (mechanical)	AURT226008A	0	0	0	3	1	4	3	1	4
Use and maintain workplace tools and equipment	AURT270278A	0	0	0	770	69	839	770	69	839
Implement and monitor environmental regulations in the automotive mechanical industry	AURT271781A	0	0	0	285	35	320	285	35	320
Repair engines and associated engine components	AURT301166A	0	0	0	1	0	1	1	0	1
Repair diesel fuel systems	AURT303666A	0	0	0	1	0	1	1	0	1
Inspect, service and/or repair clutch assemblies and associated operating system components	AURT306170A	0	0	0	8	0	8	8	0	8
Repair hydraulic braking systems	AURT310166A	0	0	0	2	0	2	2	0	2
Repair final drive (driveline)	AURT313166A	0	0	0	10	0	10	10	0	10
Carry out vehicle safety/roadworthy inspection	AURT365508A	0	0	0	28	2	30	28	2	30
Carry out diagnostic procedures	AURT366108A	0	0	0	10	0	10	10	0	10
Remove and tag vehicle body system components	AURV100064A	0	0	0	13	1	14	13	1	14
Carry out oxy acetylene welding, thermal cutting and thermal heating procedures	AURV223608A	0	0	0	5	3	8	5	3	8
Carry out pre-repair operations (vehicle body)	AURV226108A	0	0	0	12	6	18	12	6	18
Remove, replace and realign bolt-on panels, sections and fittings	AURV226864A	0	0	0	45	6	51	45	6	51
Remove and replace/fit protector mouldings, transfers and decals	AURV226965A	0	0	0	1	0	1	1	0	1
Remove and replace mechanical units/assemblies	AURV227064A	0	0	0	1	0	1	1	0	1
Remove salvageable components	AURV228662A	0	0	0	0	1	1	0	1	1
Apply paint removal methods	AURV229503A	0	0	0	5	4	9	5	4	9
Carry out masking procedures	AURV229608A	0	0	0	6	4	10	6	4	10
Prepare spray painting materials and equipment	AURV229749A	0	0	0	5	2	7	5	2	7
Apply fundamental colour matching techniques	AURV229803AA	0	0	0	0	1	1	0	1	1
Prepare vehicle components for paint repairs	AURV230349A	0	0	0	9	1	10	9	1	10
Apply paint touchup techniques	AURV230449A	0	0	0	0	1	1	0	1	1
Remove and replace vehicle interior trim components	AURV230864A	0	0	0	1	0	1	1	0	1
Prepare vehicle/component/equipment for customer use	AURV231649A	0	0	0	5	2	7	5	2	7
Wash/clean vehicle body and door cavities	AURV231786A	0	0	0	6	0	6	6	0	6
Wash/clean vehicle body and door cavities	AURV231786AA	0	0	0	48	3	51	48	3	51
Wash/clean vehicle engine and engine compartment	AURV231786BA	0	0	0	14	2	16	14	2	16
Wash/clean vehicle underbody	AURV231786CA	0	0	0	1	0	1	1	0	1
Clean and finish plastic trim and fittings	AURV231809AA	0	0	0	1	0	1	1	0	1
Clean and finish vehicle interior trim and seats	AURV231809BA	0	0	0	1	0	1	1	0	1
Clean and polish vehicle exterior paint	AURV231809CA	0	0	0	1	0	1	1	0	1

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Remove and replace seats and internal fittings	AURV231964A	0	0	0	1	0	1	1	0	1
Carry out manual metal arc welding procedures	AURV281108A	0	0	0	1	1	2	1	1	2
Carry out spot welding procedures	AURV281508A	0	0	0	20	0	20	20	0	20
Use hand and power tools	BCC1005A	0	0	0	21	16	37	21	16	37
Use small plant and equipment	BCC1006A	0	0	0	10	5	15	10	5	15
Carry out concrete work	BCC2009A	0	0	0	6	4	10	6	4	10
Follow OH&S policies & procedures	BCCCM1001C	0	0	0	4	3	7	4	3	7
Drain and dewater site	BCCCM2004B	0	0	0	57	2	59	57	2	59
Spread and compact materials manually	BCCCM2007B	0	0	0	17	1	18	17	1	18
Install trench support	BCCCM2010B	0	0	0	2	0	2	2	0	2
Conduct backhoe/loader operations	BCCPO3001C	0	0	0	1	0	1	1	0	1
Conduct wheeled front end loader operations	BCCPO3004B	0	0	0	1	0	1	1	0	1
Conduct skid steer loader operations	BCCPO3008B	0	0	0	1	0	1	1	0	1
Use static machines	BCF2001A	0	0	0	11	0	11	11	0	11
Carry out interactive workplace communication	BCG1000A	0	0	0	16	3	19	16	3	19
Carry out OH&S requirements	BCG1001A	0	0	0	7	1	8	7	1	8
Plan and organise work	BCG1002A	0	0	0	19	5	24	19	5	24
Read and interpret plans	BCG1003A	0	0	0	18	5	23	18	5	23
Carry out measurements and calculations	BCG1004A	0	0	0	18	4	22	18	4	22
Use hand and power tools	BCG1005A	0	0	0	7	1	8	7	1	8
Use small plant and equipment	BCG1006A	0	0	0	9	1	10	9	1	10
Use simple levelling devices	BCG1008A	0	0	0	19	8	27	19	8	27
Handle construction materials and safely dispose of waste	BCG1011A	0	0	0	11	1	12	11	1	12
Handle and prepare bricklaying and blocklaying materials	BCGBL2001B	0	0	0	15	0	15	15	0	15
Use bricklaying and blocklaying tools and equipment	BCGBL2002B	0	0	0	11	0	11	11	0	11
Lay masonry walls and corners	BCGBL3005B	0	0	0	19	3	22	19	3	22
Handle carpentry materials	BCGCA2001B	0	0	0	26	0	26	26	0	26
Use carpentry tools and equipment	BCGCA2002B	0	0	0	20	0	20	20	0	20
Erect and dismantle formwork for footings and slabs on ground	BCGCA2003B	0	0	0	15	3	18	15	3	18
Carry out setting out	BCGCA3002B	0	0	0	17	0	17	17	0	17
Install flooring systems	BCGCA3003B	0	0	0	12	0	12	12	0	12
Construct wall frames	BCGCA3004B	0	0	0	11	0	11	11	0	11
Construct a pitched roof	BCGCA3007B	0	0	0	11	0	11	11	0	11
Follow OH&S policies and procedures	BCGCM1001B	0	0	0	92	5	97	92	5	97
Work effectively in the general construction industry	BCGCM1002B	0	0	0	99	3	102	99	3	102
Plan and organise work	BCGCM1003B	0	0	0	120	3	123	120	3	123
Conduct workplace communication	BCGCM1004B	0	0	0	91	3	94	91	3	94
Carry out measurements and calculations	BCGCM1005B	0	0	0	92	3	95	92	3	95
Read and interpret plans and specifications	BCGCM2001B	0	0	0	86	4	90	86	4	90
Carry out excavation	BCGCM2002B	0	0	0	40	3	43	40	3	43
Install trench support	BCGCM2003B	0	0	0	1	0	1	1	0	1
Handle construction materials	BCGCM2004B	0	0	0	32	3	35	32	3	35

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Use construction tools and equipment	BCGCM2005B	0	0	0	50	8	58	50	8	58
Apply basic levelling procedures	BCGCM2006B	0	0	0	79	4	83	79	4	83
Use explosive power tools (EPT)	BCGCM2007B	0	0	0	2	0	2	2	0	2
Erect and dismantle restricted height scaffolding	BCGCM2008B	0	0	0	33	3	36	33	3	36
Carry out basic demolition	BCGCM2009B	0	0	0	19	3	22	19	3	22
Carry out concreting to simple forms	BCGCO2003B	0	0	0	36	3	39	36	3	39
Cut and core concrete	BCGCO3007B	0	0	0	1	0	1	1	0	1
Remove and replace doors and door and window furniture	BCGPD2003B	0	0	0	1	0	1	1	0	1
Place and fix reinforcement materials	BCGSF2004B	0	0	0	15	3	18	15	3	18
Handle solid plastering materials	BCGSP2001B	0	0	0	4	0	4	4	0	4
Prepare surfaces for plastering	BCGSP2003B	0	0	0	4	0	4	4	0	4
Handle construction materials	BCGVE1001B	0	0	0	46	0	46	46	0	46
Undertake a basic construction project	BCGVE1002B	0	0	0	76	1	77	76	1	77
Undertake basic estimation and costing	BCGVE1004B	0	0	0	42	0	42	42	0	42
Produce construction drawings	BCGVE2001B	0	0	0	1	0	1	1	0	1
Handle wall and floor tiling materials	BCGWF2001B	0	0	0	12	0	12	12	0	12
Use wall and floor tiling tools and equipment	BCGWF2002B	0	0	0	5	0	5	5	0	5
Work effectively in the plumbing and services sector	BCPCM2001A	0	0	0	25	0	25	25	0	25
Carry out interactive workplace communication	BCPCM2002A	0	0	0	25	0	25	25	0	25
Carry out OH&S requirements	BCPCM2003A	0	0	0	25	0	25	25	0	25
Read plans and calculate plumbing quantities	BCPCM2004A	0	0	0	23	0	23	23	0	23
Handle and store plumbing materials	BCPCM2005A	0	0	0	25	0	25	25	0	25
Use plumbing hand and power tools	BCPCM2006A	0	0	0	25	0	25	25	0	25
Carry out levelling	BCPCM2007A	0	0	0	25	0	25	25	0	25
Cut and join sheet metal	BCPCM2008A	0	0	0	22	0	22	22	0	22
Cut with oxy-LPG/acetylene	BCPCM2009A	0	0	0	21	0	21	21	0	21
Mark out materials	BCPCM2010A	0	0	0	17	0	17	17	0	17
Apply first aid in the workplace	BCPCM2011A	0	0	0	28	2	30	28	2	30
Weld using oxy-acetylene equipment	BCPCM2012A	0	0	0	18	0	18	18	0	18
Weld using arc welding equipment	BCPCM2013A	0	0	0	19	0	19	19	0	19
Fabricate and install non-ferrous pressure piping	BCPCM3003A	0	0	0	17	0	17	17	0	17
Work safely on roofs	BCPRF2001A	0	0	0	24	0	24	24	0	24
Use business equipment and resources	BSBADM101A	0	0	0	667	780	1447	667	780	1447
Produce texts from notes	BSBADM302B	0	0	0	9	13	22	9	13	22
Create electronic presentations	BSBADM306A	0	0	0	6	10	16	6	10	16
Organise schedules	BSBADM307B	0	0	0	7	48	55	7	48	55
Process payroll	BSBADM308A	0	0	0	0	1	1	0	1	1
Maintain business resources	BSBADM311A	0	0	0	14	48	62	14	48	62
Organise meetings	BSBADM405B	0	0	0	60	79	139	60	79	139
Administer projects	BSBADM407B	0	0	0	0	1	1	0	1	1
Prepare financial reports	BSBADM408A	0	0	0	1	1	2	1	1	2
Manage meetings	BSBADM502B	0	0	0	1	0	1	1	0	1
Action customer contact	BSBCCO201A	0	0	0	3	12	15	3	12	15

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Use multiple information systems	BSBCCO301A	0	0	0	3	12	15	3	12	15
Apply basic communication skills	BSBCMM101A	0	0	0	1614	1601	3215	1614	1601	3215
Communicate in the workplace	BSBCMM201A	0	0	0	357	844	1201	357	844	1201
Process customer complaints	BSBCMM301A	0	0	0	19	52	71	19	52	71
Make a presentation	BSBCMM401A	0	0	0	17	24	41	17	24	41
Prepare for work	BSBCMN101A	0	0	0	404	197	601	404	197	601
Complete daily work activities	BSBCMN102A	0	0	0	506	246	752	506	246	752
Apply basic communication skills	BSBCMN103A	0	0	0	20	6	26	20	6	26
Plan skills development	BSBCMN104A	0	0	0	67	70	137	67	70	137
Use business equipment	BSBCMN105A	0	0	0	203	97	300	203	97	300
Follow workplace safety procedures	BSBCMN106A	0	0	0	541	313	854	541	313	854
Operate a personal computer	BSBCMN107A	0	0	0	87	39	126	87	39	126
Develop keyboard skills	BSBCMN108A	0	0	0	13	43	56	13	43	56
Work effectively in a business environment	BSBCMN201A	0	0	0	7	20	27	7	20	27
Organise and complete daily work activities	BSBCMN202A	0	0	0	469	304	773	469	304	773
Communicate in the workplace	BSBCMN203A	0	0	0	70	53	123	70	53	123
Work effectively with others	BSBCMN204A	0	0	0	85	100	185	85	100	185
Use business technology	BSBCMN205A	0	0	0	35	117	152	35	117	152
Process and maintain workplace information	BSBCMN206A	0	0	0	23	36	59	23	36	59
Prepare and process financial/business documents	BSBCMN207A	0	0	0	13	24	37	13	24	37
Deliver a service to customers	BSBCMN208A	0	0	0	6	8	14	6	8	14
Provide information to clients	BSBCMN209A	0	0	0	0	2	2	0	2	2
Implement improved work practices	BSBCMN210A	0	0	0	10	9	19	10	9	19
Participate in workplace safety procedures	BSBCMN211A	0	0	0	15	8	23	15	8	23
Handle mail	BSBCMN212A	0	0	0	13	25	38	13	25	38
Produce simple word-processed documents	BSBCMN213A	0	0	0	44	111	155	44	111	155
Create and use simple spreadsheets	BSBCMN214A	0	0	0	3	13	16	3	13	16
Participate in environmental work practices	BSBCMN215A	0	0	0	4	0	4	4	0	4
Organise personal work priorities and development	BSBCMN302A	0	0	0	26	21	47	26	21	47
Contribute to personal skill development and learning	BSBCMN304A	0	0	0	19	8	27	19	8	27
Produce business documents	BSBCMN306A	0	0	0	0	3	3	0	3	3
Maintain financial records	BSBCMN308A	0	0	0	2	2	4	2	2	4
Deliver and monitor a service to customers	BSBCMN310A	0	0	0	6	9	15	6	9	15
Maintain workplace safety	BSBCMN311B	0	0	0	2	17	19	2	17	19
Develop work priorities	BSBCMN402A	0	0	0	5	4	9	5	4	9
Apply critical thinking techniques	BSBCRT101A	0	0	0	160	163	323	160	163	323
Develop and extend critical and creative thinking skills	BSBCRT301A	0	0	0	65	37	102	65	37	102
Originate and develop concepts	BSBCRT501A	0	0	0	1	1	2	1	1	2
Deliver a service to customers	BSBCUS201A	0	0	0	158	407	565	158	407	565
Deliver and monitor a service to customers	BSBCUS301A	0	0	0	51	118	169	51	118	169
Coordinate implementation of customer service strategies	BSBCUS401A	0	0	0	50	66	116	50	66	116
Address customer needs	BSBCUS402A	0	0	0	57	61	118	57	61	118
Implement customer service standards	BSBCUS403A	0	0	0	39	41	80	39	41	80



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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Follow a design process	BSBDES201A	0	0	0	164	163	327	164	163	327
Evaluate the nature of design in a specific industry context	BSBDES202A	0	0	0	7	10	17	7	10	17
Explore the use of colour	BSBDES301A	0	0	0	18	55	73	18	55	73
Explore and apply the creative design process to 2D forms	BSBDES302A	0	0	0	73	65	138	73	65	138
Explore and apply the creative design process to 3D forms	BSBDES303A	0	0	0	33	48	81	33	48	81
Source and apply design industry knowledge	BSBDES304A	0	0	0	13	37	50	13	37	50
Source and apply information on the history and theory of design	BSBDES305A	0	0	0	13	38	51	13	38	51
Interpret and respond to a design brief	BSBDES402A	0	0	0	21	34	55	21	34	55
Work effectively with diversity	BSBDIV301A	0	0	0	60	117	177	60	117	177
Search and assess online business information	BSBEBUS301A	0	0	0	0	2	2	0	2	2
Use and maintain electronic mail system	BSBEBUS302A	0	0	0	7	5	12	7	5	12
Conduct online research	BSBEBUS401A	0	0	0	2	1	3	2	1	3
Maintain financial records	BSBFIA301A	0	0	0	5	22	27	5	22	27
Process payroll	BSBFIA302A	0	0	0	2	12	14	2	12	14
Process accounts payable and receivable	BSBFIA303A	0	0	0	2	14	16	2	14	16
Maintain a general ledger	BSBFIA304A	0	0	0	1	6	7	1	6	7
Prepare financial reports	BSBFIA401A	0	0	0	1	0	1	1	0	1
Report on financial activity	BSBFIA402A	0	0	0	0	4	4	0	4	4
Manage budgets and financial plans	BSBFIM501A	0	0	0	1	0	1	1	0	1
Contribute to effective workplace relationships	BSBFLM303A	0	0	0	9	10	19	9	10	19
Contribute to effective workplace relationships	BSBFLM303C	0	0	0	3	14	17	3	14	17
Support a workplace learning environment	BSBFLM311C	0	0	0	0	6	6	0	6	6
Contribute to team effectiveness	BSBFLM312B	0	0	0	6	22	28	6	22	28
Lead work teams	BSBFLM404A	0	0	0	1	0	1	1	0	1
Promote team effectiveness	BSBFLM412A	0	0	0	0	1	1	0	1	1
Manage performance management systems	BSBHRM503A	0	0	0	1	0	1	1	0	1
Work effectively in a contact centre environment	BSBIND101A	0	0	0	3	12	15	3	12	15
Work effectively in a business environment	BSBIND201A	0	0	0	805	1062	1867	805	1062	1867
Process and maintain workplace information	BSBINM201A	0	0	0	232	566	798	232	566	798
Handle mail	BSBINM202A	0	0	0	155	389	544	155	389	544
Organise workplace information	BSBINM301A	0	0	0	29	91	120	29	91	120
Handle receipt and despatch of information	BSBINM303A	0	0	0	0	10	10	0	10	10
Contribute to workplace innovation	BSBINN201A	0	0	0	44	97	141	44	97	141
Promote innovation in a team environment	BSBINN301A	0	0	0	13	30	43	13	30	43
Operate a personal computer	BSBITU101A	0	0	0	1300	1414	2714	1300	1414	2714
Develop keyboard skills	BSBITU102A	0	0	0	498	772	1270	498	772	1270
Produce simple word processed documents	BSBITU201A	0	0	0	430	914	1344	430	914	1344
Create and use spreadsheets	BSBITU202A	0	0	0	335	675	1010	335	675	1010
Communicate electronically	BSBITU203A	0	0	0	169	507	676	169	507	676
Create and use databases	BSBITU301A	0	0	0	24	65	89	24	65	89
Create electronic presentations	BSBITU302A	0	0	0	105	223	328	105	223	328
Design and produce text documents	BSBITU303A	0	0	0	71	128	199	71	128	199
Produce spreadsheets	BSBITU304A	0	0	0	41	84	125	41	84	125

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Conduct online transactions	BSBITU305A	0	0	0	1	12	13	1	12	13
Design and produce business documents	BSBITU306A	0	0	0	83	152	235	83	152	235
Develop keyboarding speed and accuracy	BSBITU307A	0	0	0	7	34	41	7	34	41
Produce desktop published documents	BSBITU309A	0	0	0	36	82	118	36	82	118
Design and develop complex text documents	BSBITU401A	0	0	0	39	42	81	39	42	81
Develop and use complex spreadsheets	BSBITU402A	0	0	0	1	5	6	1	5	6
Plan skills development	BSBLED101A	0	0	0	782	783	1565	782	783	1565
Develop teams and individuals	BSBLED401A	0	0	0	39	42	81	39	42	81
Apply the principles of confidentiality and security within the legal environment	BSBLEG304A	0	0	0	0	11	11	0	11	11
Use legal terminology in order to carry out tasks	BSBLEG305A	0	0	0	0	10	10	0	10	10
Maintain records for time and disbursements in a legal practice	BSBLEG306A	0	0	0	0	10	10	0	10	10
Use basic medical terminology	BSBMED201A	0	0	0	3	36	39	3	36	39
Manage people performance	BSBMGT502B	0	0	0	1	0	1	1	0	1
Analyse consumer behaviour for specific markets	BSBMKG402B	0	0	0	8	9	17	8	9	17
Conduct electronic marketing communications	BSBMKG412A	0	0	0	15	21	36	15	21	36
Promote products and services	BSBMKG413A	0	0	0	54	64	118	54	64	118
Undertake marketing activities	BSBMKG414A	0	0	0	0	2	2	0	2	2
Participate in OHS processes	BSBOHS201A	0	0	0	1957	2540	4497	1957	2540	4497
Apply knowledge of OHS legislation in the workplace	BSBOHS301B	0	0	0	1	0	1	1	0	1
Participate effectively in OHS communication and consultative processes	BSBOHS302B	0	0	0	1	0	1	1	0	1
Contribute to OHS hazard identification and risk assessment	BSBOHS303B	0	0	0	1	0	1	1	0	1
Contribute to OHS hazard control	BSBOHS304B	0	0	0	1	0	1	1	0	1
Contribute to OHS issue resolution	BSBOHS305B	0	0	0	1	0	1	1	0	1
Contribute to implementing emergency prevention activities and response procedures	BSBOHS306B	0	0	0	1	7	8	1	7	8
Participate in OHS investigations	BSBOHS307B	0	0	0	1	0	1	1	0	1
Identify hazards and assess OHS risks	BSBOHS403B	0	0	0	1	0	1	1	0	1
Monitor a safe workplace	BSBOHS407A	0	0	0	56	66	122	56	66	122
Recommend products and services	BSBPRO301A	0	0	0	8	23	31	8	23	31
Purchase goods and services	BSBPUR301B	0	0	0	6	41	47	6	41	47
Establish networks	BSBREL401A	0	0	0	7	15	22	7	15	22
Provide information from and about records	BSBRKG402B	0	0	0	39	41	80	39	41	80
Identify risk and apply risk management processes	BSBRSK401A	0	0	0	1	0	1	1	0	1
Research business opportunities	BSBSBM301A	0	0	0	0	1	1	0	1	1
Develop product knowledge	BSBSLS301A	0	0	0	1	1	2	1	1	2
Identify suitability for micro business	BSBSMB201A	0	0	0	10	13	23	10	13	23
Investigate micro business opportunities	BSBSMB301A	0	0	0	0	1	1	0	1	1
Manage personal, family, cultural and business obligations	BSBSMB408B	0	0	0	1	1	2	1	1	2
Participate in environmentally sustainable work practices	BSBSUS201A	0	0	0	215	240	455	215	240	455
Implement and monitor environmentally sustainable work practices	BSBSUS301A	0	0	0	4	12	16	4	12	16
Manage personal stress in the workplace	BSBWOR201A	0	0	0	3	12	15	3	12	15

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Organise and complete daily work activities	BSBWOR202A	0	0	0	1309	1579	2888	1309	1579	2888
Work effectively with others	BSBWOR203A	0	0	0	417	830	1247	417	830	1247
Use business technology	BSBWOR204A	0	0	0	320	742	1062	320	742	1062
Organise personal work priorities and development	BSBWOR301A	0	0	0	69	163	232	69	163	232
Establish effective workplace relationships	BSBWOR401A	0	0	0	0	1	1	0	1	1
Promote team effectiveness	BSBWOR402A	0	0	0	0	1	1	0	1	1
Develop work priorities	BSBWOR404A	0	0	0	0	2	2	0	2	2
Manage personal work priorities and professional development	BSBWOR501A	0	0	0	1	0	1	1	0	1
Write simple documents	BSBWRT301A	0	0	0	75	151	226	75	151	226
Write complex documents	BSBWRT401A	0	0	0	39	42	81	39	42	81
Provide support to an older person	CHCAC1C	0	0	0	0	2	2	0	2	2
Provide personal care	CHCAC2C	0	0	0	0	2	2	0	2	2
Provide food services	CHCAC316B	0	0	0	1	25	26	1	25	26
Support older people to maintain their independence	CHCAC317A	0	0	0	2	47	49	2	47	49
Work effectively with older people	CHCAC318A	0	0	0	1	44	45	1	44	45
Provide support to people living with dementia	CHCAC319A	0	0	0	0	21	21	0	21	21
Orientation to aged care work	CHCAC3C	0	0	0	0	4	4	0	4	4
Provide services to older people with complex needs	CHCAC412A	0	0	0	0	1	1	0	1	1
Facilitate support responsive to the specific nature of dementia	CHCAC416A	0	0	0	0	1	1	0	1	1
Implement interventions with older people at risk of falls	CHCAC417A	0	0	0	0	10	10	0	10	10
Advocate for clients	CHCAD1C	0	0	0	1	0	1	1	0	1
Advocate for clients	CHCAD401D	0	0	0	0	12	12	0	12	12
Undertake basic administrative duties	CHCADMIN1B	0	0	0	0	2	2	0	2	2
Undertake basic administrative duties	CHCADMIN201C	0	0	0	5	44	49	5	44	49
Work within the administration protocols of the organisation	CHCADMIN305D	0	0	0	0	13	13	0	13	13
Undertake administrative work	CHCADMIN3B	0	0	0	0	1	1	0	1	1
Work effectively in the alcohol and other drugs sector	CHCAOD402A	0	0	0	0	12	12	0	12	12
Apply a community development framework	CHCCD12D	0	0	0	0	1	1	0	1	1
Support community participation	CHCCD401D	0	0	0	0	1	1	0	1	1
Work within a community development framework	CHCCD412A	0	0	0	0	16	16	0	16	16
Support community resources	CHCCD7B	0	0	0	1	0	1	1	0	1
Support client participation in the organisation	CHCCH26A	0	0	0	0	2	2	0	2	2
Identify and respond to children and young people at risk of harm	CHCCHILD1C	0	0	0	0	29	29	0	29	29
Support behaviour of children and young people	CHCCHILD301A	0	0	0	1	42	43	1	42	43
Identify and respond to children and young people at risk	CHCCHILD401A	0	0	0	0	57	57	0	57	57
Undertake case management	CHCCM1C	0	0	0	0	1	1	0	1	1
Ensure children's health and safety	CHCCN1C	0	0	0	0	6	6	0	6	6
Ensure children's health and safety	CHCCN1D	0	0	0	1	50	51	1	50	51
Care for children	CHCCN2C	0	0	0	0	11	11	0	11	11
Ensure children's health and safety	CHCCN301A	0	0	0	2	165	167	2	165	167

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Provide care for children	CHCCN302A	0	0	0	0	40	40	0	40	40
Contribute to provision of nutritionally balanced food in a safe and hygienic manner	CHCCN303A	0	0	0	1	56	57	1	56	57
Provide care for babies	CHCCN305A	0	0	0	0	22	22	0	22	22
Prepare nutritionally balanced food in a safe and hygienic manner	CHCCN3C	0	0	0	1	20	21	1	20	21
Respond to illness, accidents and emergencies	CHCCN4C	0	0	0	0	1	1	0	1	1
Respond to illness, accidents and emergencies	CHCCN4D	0	0	0	0	46	46	0	46	46
Establish and maintain a safe and healthy environment for children	CHCCN511A	0	0	0	0	6	6	0	6	6
Care for babies	CHCCN5C	0	0	0	0	7	7	0	7	7
Communicate with people accessing the services of the organisation	CHCCOM1B	0	0	0	5	37	42	5	37	42
Communicate with people accessing the services of the organisation	CHCCOM201C	0	0	0	6	183	189	6	183	189
Communicate appropriately with clients and colleagues	CHCCOM302C	0	0	0	0	22	22	0	22	22
Deliver service to clients	CHCCS200D	0	0	0	2	7	9	2	7	9
Prepare for work in the community services industry	CHCCS201A	0	0	0	0	24	24	0	24	24
Prepare for work in the community sector	CHCCS211A	0	0	0	313	505	818	313	505	818
Work within a legal and ethical framework.	CHCCS301A	0	0	0	0	13	13	0	13	13
Provide first point of contact	CHCCS308B	0	0	0	4	29	33	4	29	33
Support inclusive practice in the workplace	CHCCS310A	0	0	0	2	6	8	2	6	8
Use electronic learning materials	CHCCS312A	0	0	0	0	29	29	0	29	29
Work within a relevant legal and ethical framework	CHCCS400A	0	0	0	0	58	58	0	58	58
Facilitate co-operative behaviour	CHCCS401A	0	0	0	0	1	1	0	1	1
Identify and address specific client needs	CHCCS405C	0	0	0	2	6	8	2	6	8
Work effectively in the community sector	CHCCS411A	0	0	0	0	34	34	0	34	34
Respond holistically to client issues and refer appropriately	CHCCS422A	0	0	0	0	1	1	0	1	1
Identify and address specific client needs	CHCCS5B	0	0	0	1	0	1	1	0	1
Operate under a case work framework	CHCCW301C	0	0	0	0	2	2	0	2	2
Recognise and respond appropriately to domestic and family violence	CHCDFV301A	0	0	0	0	1	1	0	1	1
Provide care and support	CHCDIS10B	0	0	0	10	2	12	10	2	12
Support students with additional needs in the classroom	CHCDIS14A	0	0	0	1	21	22	1	21	22
Orientation to disability work	CHCDIS1C	0	0	0	10	2	12	10	2	12
Introduction to disability work	CHCDIS20A	0	0	0	0	2	2	0	2	2
Work effectively with people with a disability	CHCDIS301A	0	0	0	0	12	12	0	12	12
Maintain an environment to empower people with disabilities	CHCDIS302A	0	0	0	0	3	3	0	3	3
Support people with disabilities who are ageing	CHCDIS313A	0	0	0	0	3	3	0	3	3
Support community participation and inclusion	CHCDIS322A	0	0	0	0	3	3	0	3	3
Contribute to skill development and maintenance	CHCDIS323A	0	0	0	0	1	1	0	1	1
Communicate using augmentative and alternative communication strategies	CHCDIS411A	0	0	0	0	1	1	0	1	1
Contribute to positive learning	CHCDIS5C	0	0	0	10	2	12	10	2	12
Comply with legislative, policy and industrial requirements in the education environment	CHCEDS301A	0	0	0	2	55	57	2	55	57

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Facilitate implementation of planned educational programs	CHCEDS302A	0	0	0	1	13	14	1	13	14
Contribute to student education in all developmental domains	CHCEDS303A	0	0	0	1	47	48	1	47	48
Contribute to organisation and management of classroom or centre	CHCEDS304A	0	0	0	2	46	48	2	46	48
Support the development of reading skills	CHCEDS305A	0	0	0	2	14	16	2	14	16
Support the development of writing skills	CHCEDS306A	0	0	0	2	14	16	2	14	16
Support the development of numeracy skills	CHCEDS307A	0	0	0	2	44	46	2	44	46
Support the development of oral language skills	CHCEDS308A	0	0	0	0	1	1	0	1	1
Contribute to the safety and health of students	CHCEDS311A	0	0	0	1	34	35	1	34	35
Work with diversity in the education environment	CHCEDS312A	0	0	0	1	50	51	1	50	51
Communicate with students	CHCEDS313A	0	0	0	3	77	80	3	77	80
Work effectively in an education team	CHCEDS314A	0	0	0	2	77	79	2	77	79
Support students with additional needs in the classroom	CHCEDS315B	0	0	0	1	47	48	1	47	48
Comply with school administrative requirements	CHCEDS316A	0	0	0	2	77	79	2	77	79
Set up and sustain individual and small group learning areas	CHCEDS320A	0	0	0	0	30	30	0	30	30
Collect and analyse information to inform work strategies	CHCEDS407A	0	0	0	0	2	2	0	2	2
Assist in facilitation of student learning	CHCEDS410A	0	0	0	0	2	2	0	2	2
Use high-level communication skills in the education workplace	CHCEDS411A	0	0	0	0	2	2	0	2	2
Contribute to continuous improvement processes within the education environment	CHCEDS412A	0	0	0	0	2	2	0	2	2
Support students with learning difficulties and learning disabilities	CHCEDS413A	0	0	0	0	2	2	0	2	2
Facilitate learning for students with disabilities	CHCEDS417A	0	0	0	0	2	2	0	2	2
Assist in production of language resources	CHCEDS423A	0	0	0	0	2	2	0	2	2
Facilitate learning for students with intellectual disabilities	CHCEDS424A	0	0	0	0	2	2	0	2	2
Facilitate learning for students with speech/language disabilities	CHCEDS425A	0	0	0	0	2	2	0	2	2
Facilitate learning for students with physical disabilities	CHCEDS427A	0	0	0	0	2	2	0	2	2
Support the development of children in the service	CHCFC1C	0	0	0	1	59	60	1	59	60
Support the development of children	CHCFC301A	0	0	0	0	66	66	0	66	66
Foster physical development in early childhood	CHCFC502A	0	0	0	0	1	1	0	1	1
Foster social development in early childhood	CHCFC503A	0	0	0	0	1	1	0	1	1
Support emotional and psychological development in early childhood	CHCFC504A	0	0	0	0	1	1	0	1	1
Foster cognitive development in early childhood	CHCFC505A	0	0	0	0	1	1	0	1	1
Foster children's language and communication development	CHCFC506A	0	0	0	0	1	1	0	1	1
Use music to enhance children's experience and development	CHCFC507A	0	0	0	0	1	1	0	1	1
Foster children's aesthetic and creative development	CHCFC508A	0	0	0	0	1	1	0	1	1
Support the activities of existing groups	CHCGROUP1B	0	0	0	0	3	3	0	3	3
Support the activities of existing groups	CHCGROUP201C	0	0	0	0	30	30	0	30	30
Support group activities	CHCGROUP2C	0	0	0	1	2	3	1	2	3

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Support group activities	CHCGROUP302D	0	0	0	7	47	54	7	47	54
Work effectively in a home and community care environment	CHCHC311A	0	0	0	0	9	9	0	9	9
Interact effectively with children	CHCIC1C	0	0	0	0	11	11	0	11	11
Communicate with children	CHCIC201B	0	0	0	1	98	99	1	98	99
Interact effectively with children	CHCIC301D	0	0	0	0	45	45	0	45	45
Support Aboriginal and/or Torres Strait Islander families to participate in children's services	CHCIC302A	0	0	0	0	7	7	0	7	7
Manage children's services workplace practice to address regulations and quality assurance	CHCIC501A	0	0	0	0	1	1	0	1	1
Establish and implement plans for developing cooperative behaviour	CHCIC510A	0	0	0	0	1	1	0	1	1
Implement and promote inclusive policies and practices in children's services	CHCIC511A	0	0	0	0	1	1	0	1	1
Plan and implement inclusion of children with additional needs	CHCIC512A	0	0	0	0	1	1	0	1	1
Communicate with children	CHCICAB	0	0	0	1	56	57	1	56	57
Provide support to meet personal care needs	CHCICS301A	0	0	0	0	22	22	0	22	22
Participate in the implementation of individualised plans	CHCICS302A	0	0	0	0	21	21	0	21	21
Support individual health and emotional well being	CHCICS303A	0	0	0	0	14	14	0	14	14
Work effectively with carers	CHCICS304A	0	0	0	0	10	10	0	10	10
Provide behaviour support in the context of individualised plans	CHCICS305A	0	0	0	0	3	3	0	3	3
Facilitate support for personal care needs	CHCICS401A	0	0	0	0	1	1	0	1	1
Facilitate individualised plans	CHCICS402A	0	0	0	0	1	1	0	1	1
Conduct individual assessment	CHCICS403A	0	0	0	0	1	1	0	1	1
Support relationships with families, carers and friends	CHCICS410A	0	0	0	0	1	1	0	1	1
Coordinate information systems	CHCINF403C	0	0	0	0	1	1	0	1	1
Comply with information requirements of the aged care and community care sectors	CHCINF408C	0	0	0	0	1	1	0	1	1
Recognise stages of lifespan development	CHCLD315A	0	0	0	1	13	14	1	13	14
Work effectively in mental health	CHCMH301A	0	0	0	0	2	2	0	2	2
Work effectively in mental health settings	CHCMH401A	0	0	0	0	6	6	0	6	6
Participate in networks	CHCNET1C	0	0	0	1	1	2	1	1	2
Participate in networks	CHCNET301D	0	0	0	0	13	13	0	13	13
Facilitate links with other services	CHCNET404A	0	0	0	0	1	1	0	1	1
Follow OHS procedures	CHCOHS201A	0	0	0	0	22	22	0	22	22
Participate in workplace safety procedures	CHCOHS301A	0	0	0	0	14	14	0	14	14
Participate in safety procedures for direct care work	CHCOHS302A	0	0	0	0	2	2	0	2	2
Follow safety procedures for direct care work	CHCOHS312A	0	0	0	2	112	114	2	112	114
Follow the organisation's policies, procedures and programs	CHCORG1B	0	0	0	0	23	23	0	23	23
Follow policies, procedures and programs of the organisation	CHCORG201A	0	0	0	8	235	243	8	235	243
Work with others	CHCORG202C	0	0	0	6	200	206	6	200	206
Work with others	CHCORG2B	0	0	0	0	38	38	0	38	38
Participate effectively in the work environment	CHCORG303A	0	0	0	5	83	88	5	83	88
Participate in the work environment	CHCORG3B	0	0	0	0	28	28	0	28	28

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Maintain an effective work environment	CHCORG405C	0	0	0	0	7	7	0	7	7
Supervise work	CHCORG406A	0	0	0	0	1	1	0	1	1
Coordinate the work environment	CHCORG506C	0	0	0	0	1	1	0	1	1
Lead and develop others in a community sector workplace	CHCORG611A	0	0	0	0	1	1	0	1	1
Deliver care services using a palliative approach	CHCPA301B	0	0	0	0	13	13	0	13	13
Deliver services/activities to stimulate children's development and enhance their leisure	CHCPR1C	0	0	0	1	68	69	1	68	69
Provide experiences to support children's play and learning	CHCPR301A	0	0	0	1	102	103	1	102	103
Develop understanding of children's interests and developmental needs	CHCPR303D	0	0	0	0	23	23	0	23	23
Develop an understanding of children's interests and developmental needs	CHCPR3C	0	0	0	0	8	8	0	8	8
Organise experiences to facilitate and enhance children's development	CHCPR502D	0	0	0	0	1	1	0	1	1
Gather, interpret and use information about children	CHCPR509A	0	0	0	0	1	1	0	1	1
Design, implement and evaluate programs and care routines for children	CHCPR510A	0	0	0	0	1	1	0	1	1
Develop and implement a program to support sustainable practice	CHCPR515A	0	0	0	0	1	1	0	1	1
Work effectively with families in caring for their child	CHCRF1C	0	0	0	0	12	12	0	12	12
Work effectively with families to care for the child	CHCRF301D	0	0	0	0	48	48	0	48	48
Work in partnership with families to provide appropriate care for children	CHCRF511A	0	0	0	0	1	1	0	1	1
Work effectively with young people	CHCYTH301D	0	0	0	0	24	24	0	24	24
Support young people in crisis	CHCYTH4C	0	0	0	0	1	1	0	1	1
Identify how christian scripture, life and practice are understood today	CMT001	0	0	0	3	4	7	3	4	7
Identifies theological data	CMT002	0	0	0	3	4	7	3	4	7
Identifies a range of information within a theological theme or issue	CMT003	0	0	0	3	4	7	3	4	7
Identifies new theological insights	CMT004	0	0	0	3	4	7	3	4	7
Identifies theological knowledge in relation to the Christian way of life	CMT005	0	0	0	3	4	7	3	4	7
Communicates theology in everyday language	CMT006	0	0	0	3	4	7	3	4	7
Computing 1: getting started	COMP341	0	0	0	2	1	3	2	1	3
Computing 2: keyboard skills	COMP342	0	0	0	4	1	5	4	1	5
Computing 3: word for word	COMP343	0	0	0	3	1	4	3	1	4
Computing 4: simple spreadsheets	COMP344	0	0	0	3	2	5	3	2	5
Manage occupational health and safety in the building and construction workplace	CPCCBC4002A	0	0	0	1	0	1	1	0	1
Identify and produce estimated costs for building and construction projects	CPCCBC4004A	0	0	0	1	0	1	1	0	1
Handle and prepare bricklaying and blocklaying materials	CPCCBL2001A	0	0	0	78	0	78	78	0	78
Use bricklaying and blocklaying tools and equipment	CPCCBL2002A	0	0	0	28	0	28	28	0	28
Handle carpentry materials	CPCCCA2001A	0	0	0	55	1	56	55	1	56
Use carpentry tools and equipment	CPCCCA2002A	0	0	0	64	1	65	64	1	65
Erect and dismantle formwork for footings and slabs on ground	CPCCCA2003A	0	0	0	58	1	59	58	1	59
Carry out setting out	CPCCCA3002A	0	0	0	39	1	40	39	1	40

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Install flooring systems	CPCCCA3003A	0	0	0	19	0	19	19	0	19
Construct wall frames	CPCCCA3004A	0	0	0	1	0	1	1	0	1
Carry out levelling operations	CPCCCA3023A	0	0	0	3	0	3	3	0	3
Undertake basic estimation and costing	CPCCCM1001A	0	0	0	127	2	129	127	2	129
Work effectively and sustainably in the construction industry	CPCCCM1002A	0	0	0	615	22	637	615	22	637
Plan and organise work	CPCCCM1003A	0	0	0	639	20	659	639	20	659
Conduct workplace communication	CPCCCM1004A	0	0	0	619	21	640	619	21	640
Carry out measurements and calculations	CPCCCM1005A	0	0	0	545	7	552	545	7	552
Work safely at heights	CPCCCM1006A	0	0	0	14	0	14	14	0	14
Read and interpret plans and specifications	CPCCCM2001A	0	0	0	524	14	538	524	14	538
Carry out excavation	CPCCCM2002A	0	0	0	65	1	66	65	1	66
Handle construction materials	CPCCCM2004A	0	0	0	458	21	479	458	21	479
Use construction tools and equipment	CPCCCM2005A	0	0	0	530	18	548	530	18	548
Apply basic levelling procedures	CPCCCM2006A	0	0	0	453	14	467	453	14	467
Use explosive power tools	CPCCCM2007A	0	0	0	5	0	5	5	0	5
Erect and dismantle restricted height scaffolding	CPCCCM2008A	0	0	0	119	1	120	119	1	120
Carry out basic demolition	CPCCCM2009A	0	0	0	39	0	39	39	0	39
Handle concreting materials	CPCCCO2001A	0	0	0	5	0	5	5	0	5
Carry out concreting to simple forms	CPCCCO2003A	0	0	0	95	1	96	95	1	96
Work safely in the construction industry	CPCCOHS1001A	0	0	0	757	47	804	757	47	804
Apply OHS requirements, policies and procedures in the construction industry	CPCCOHS2001A	0	0	0	347	14	361	347	14	361
Handle painting and decorating materials	CPCCPD2001A	0	0	0	4	2	6	4	2	6
Use painting and decorating tools and equipment	CPCCPD2002A	0	0	0	8	2	10	8	2	10
Remove and replace doors and door and window components	CPCCPD2003A	0	0	0	1	0	1	1	0	1
Prepare surfaces for painting	CPCCPD3001A	0	0	0	4	2	6	4	2	6
Apply lead paint and asbestos management	CPCCPD3011A	0	0	0	4	1	5	4	1	5
Place and fix reinforcement materials	CPCCSF2004A	0	0	0	65	1	66	65	1	66
Prepare surfaces for plastering	CPCCSP2003A	0	0	0	10	0	10	10	0	10
Undertake a basic construction project	CPCCVE1001A	0	0	0	479	22	501	479	22	501
Undertake a basic computer design project	CPCCVE1002A	0	0	0	62	3	65	62	3	65
Complete penetrations and flashings	CPCCWC2001A	0	0	0	41	0	41	41	0	41
Handle wall and floor tiling materials	CPCCWF2001A	0	0	0	3	0	3	3	0	3
Use wall and floor tiling tools and equipment	CPCCWF2002A	0	0	0	33	0	33	33	0	33
Repair wall and floor tiles	CPCCWF3004A	0	0	0	7	1	8	7	1	8
Work effectively in the plumbing and services sector	CPCPCM2001A	0	0	0	8	0	8	8	0	8
Carry out interactive workplace communication	CPCPCM2002A	0	0	0	9	0	9	9	0	9
Carry out OHS requirements	CPCPCM2003A	0	0	0	9	0	9	9	0	9
Read plans and calculate plumbing quantities	CPCPCM2004A	0	0	0	8	0	8	8	0	8
Handle and store plumbing materials	CPCPCM2005A	0	0	0	4	0	4	4	0	4
Use plumbing hand and power tools	CPCPCM2006A	0	0	0	7	0	7	7	0	7
Mark out materials	CPCPCM2010A	0	0	0	8	0	8	8	0	8
Weld using oxy-acetylene equipment	CPCPCM2012A	0	0	0	9	0	9	9	0	9



# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Weld using arc welding equipment	CPCPCM2013A	0	0	0	49	2	51	49	2	51
Apply a general knowledge of vision systems to work activities	CUEAUD06B	0	0	0	1	0	1	1	0	1
Manage own work and learning	CUECOR01B	0	0	0	1	2	3	1	2	3
Manage own work and learning	CUECOR01C	0	0	0	40	102	142	40	102	142
Work with others	CUECOR02B	0	0	0	18	24	42	18	24	42
Work with others	CUECOR02C	0	0	0	10	21	31	10	21	31
Provide quality service to customers	CUECOR03A	0	0	0	0	1	1	0	1	1
Provide quality service to customers	CUECOR03B	0	0	0	10	18	28	10	18	28
Manage own work and learning	CUECOR1A	0	0	0	52	38	90	52	38	90
Work with others	CUECOR2A	0	0	0	105	84	189	105	84	189
Provide seating and ticketing advice	CUEFOH03C	0	0	0	8	5	13	8	5	13
Usher patrons	CUEFOH04C	0	0	0	8	6	14	8	6	14
Process financial transactions	CUEFOH07B	0	0	0	1	0	1	1	0	1
Provide venue information and assistance	CUEFOH09B	0	0	0	15	12	27	15	12	27
Source and apply entertainment industry knowledge	CUEIND01B	0	0	0	1	0	1	1	0	1
Source and apply entertainment industry knowledge	CUEIND01C	0	0	0	1	0	1	1	0	1
Record and operate standard lighting cues	CUELGT05C	0	0	0	8	5	13	8	5	13
Apply a general knowledge of lighting to work activities	CUELGT09A	0	0	0	1	0	1	1	0	1
Apply a general knowledge of lighting to work activities	CUELGT09B	0	0	0	1	0	1	1	0	1
Assist with marketing	CUEMAR01C	0	0	0	0	1	1	0	1	1
Research, obtain and prepare props	CUEPRP02B	0	0	0	12	10	22	12	10	22
Apply a general knowledge of props construction	CUEPRP03B	0	0	0	12	10	22	12	10	22
Apply set construction techniques	CUESET05C	0	0	0	15	11	26	15	11	26
Repair and maintain audio equipment	CUESOU01C	0	0	0	1	0	1	1	0	1
Apply a general knowledge of audio to work activities	CUESOU07A	0	0	0	1	0	1	1	0	1
Apply a general knowledge of audio to work activities	CUESOU07B	0	0	0	38	43	81	38	43	81
Select and manage microphone and other audio input sources	CUESOU08B	0	0	0	1	0	1	1	0	1
Apply a general knowledge of staging to work activities	CUESTA05C	0	0	0	4	14	18	4	14	18
Maintain physical production elements	CUETGE05B	0	0	0	1	0	1	1	0	1
Handle physical elements safely during bump in/bump out	CUETGE15A	0	0	0	13	5	18	13	5	18
Handle physical elements safely during bump in/bump out	CUETGE15B	0	0	0	1	0	1	1	0	1
Undertake simple lighting/sound/audiovisual activities	CUETGE1A	0	0	0	17	11	28	17	11	28
Assist with staging	CUETGE2A	0	0	0	16	7	23	16	7	23
Create 2D digital animations	CUFANM301A	0	0	0	105	56	161	105	56	161
Create 3D digital animations	CUFANM302A	0	0	0	25	4	29	25	4	29
Create 3D digital models	CUFANM303A	0	0	0	18	4	22	18	4	22
Assist with a basic camera shoot	CUFCAM201A	0	0	0	131	107	238	131	107	238
Implement copyright arrangements	CUFCMP301A	0	0	0	20	25	45	20	25	45
Maintain interactive content	CUFDIG201A	0	0	0	64	14	78	64	14	78
Prepare video assets	CUFDIG301A	0	0	0	7	12	19	7	12	19

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Author interactive sequences	CUFDIG302A	0	0	0	44	18	62	44	18	62
Produce and prepare photo images	CUFDIG303A	0	0	0	147	63	210	147	63	210
Create visual design components	CUFDIG304A	0	0	0	23	12	35	23	12	35
Author interactive media	CUFDIG401A	0	0	0	7	11	18	7	11	18
Produce and manipulate digital images	CUFIMA01A	0	0	0	4	0	4	4	0	4
Develop and apply creative arts industry knowledge	CUFIND201A	0	0	0	230	239	469	230	239	469
Work effectively in the screen and media industries	CUFIND301A	0	0	0	60	45	105	60	45	105
Apply a general knowledge of lighting to work activities	CUFLGT101A	0	0	0	21	36	57	21	36	57
Design and create a multimedia interface	CUFMEM10A	0	0	0	1	6	7	1	6	7
Update web pages	CUFMEM12A	0	0	0	1	1	2	1	1	2
Create, manipulate and incorporate 2D graphics	CUFMEM14A	0	0	0	12	3	15	12	3	15
Perform basic vision and sound editing	CUFPOS201A	0	0	0	105	78	183	105	78	183
Collect and organise content for broadcast or publication	CUFRES201A	0	0	0	27	26	53	27	26	53
Follow health, safety and security procedures	CUFSAF01B	0	0	0	13	7	20	13	7	20
Perform basic sound editing	CUFSOU204A	0	0	0	60	65	125	60	65	125
Prepare audio assets	CUFSOU301A	0	0	0	21	12	33	21	12	33
Compile audio material for broadcast	CUFSOU302A	0	0	0	20	12	32	20	12	32
Write content for a range of media	CUFWRT301A	0	0	0	24	17	41	24	17	41
Write simple stories	CUFWRT302A	0	0	0	1	0	1	1	0	1
Use multimedia	CULLB307C	0	0	0	32	43	75	32	43	75
Assist with the presentation of public activities and events	CULMS207C	0	0	0	0	1	1	0	1	1
Provide assistance with installing and dismantling exhibitions	CULMS305A	0	0	0	0	1	1	0	1	1
Install and dismantle exhibition elements	CULMS407C	0	0	0	0	3	3	0	3	3
Use information technology	CULMS413A	0	0	0	1	0	1	1	0	1
Establish and maintain work and contractual relationships	CUSADM07A	0	0	0	6	1	7	6	1	7
Address copyright requirements	CUSADM08A	0	0	0	10	8	18	10	8	18
Develop and update music industry knowledge	CUSBGE01A	0	0	0	132	105	237	132	105	237
Plan a career in music	CUSBGE11A	0	0	0	9	6	15	9	6	15
Maintain self or group in business	CUSBGE16A	0	0	0	3	3	6	3	3	6
Maintain and apply music industry knowledge	CUSBGE17A	0	0	0	3	3	6	3	3	6
Develop and promote image	CUSBMA04A	0	0	0	0	1	1	0	1	1
Promote own artistic work	CUSBMA09A	0	0	0	0	1	1	0	1	1
Determine publicity opportunities for an artistic event	CUSBMA10A	0	0	0	0	1	1	0	1	1
Use and adapt to changes in technology	CUSGEN01A	0	0	0	15	46	61	15	46	61
Work in a culturally diverse environment	CUSGEN02A	0	0	0	6	5	11	6	5	11
Work effectively in the music industry	CUSIND301A	0	0	0	19	28	47	19	28	47
Plan a career in the creative arts industry	CUSIND302A	0	0	0	1	3	4	1	3	4
Contribute creative music ideas to a project	CUSMCP01A	0	0	0	79	52	131	79	52	131
Compose a simple song or tune	CUSMCP02A	0	0	0	14	11	25	14	11	25
Create a simple accompaniment for a song or tune	CUSMCP03A	0	0	0	3	5	8	3	5	8
Compose simple songs or musical pieces	CUSMCP301A	0	0	0	12	26	38	12	26	38

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Write song lyrics	CUSMCP302A	0	0	0	0	2	2	0	2	2
Develop simple musical pieces using electronic media	CUSMCP303A	0	0	0	12	4	16	12	4	16
Maintain self or group in music	CUSMGE01A	0	0	0	2	1	3	2	1	3
Read music	CUSMGE06A	0	0	0	48	38	86	48	38	86
Use the internet to access and modify music	CUSMGE08A	0	0	0	21	27	48	21	27	48
Use MIDI devices or software to perform music	CUSMGE09A	0	0	0	37	29	66	37	29	66
Develop music knowledge and listening skills	CUSMGE11A	0	0	0	128	107	235	128	107	235
Maintain and expand music knowledge and critical listening skills	CUSMGE12A	0	0	0	5	4	9	5	4	9
Read music for performance and analysis	CUSMGE14A	0	0	0	6	3	9	6	3	9
Develop and apply musical ideas and listening skills	CUSMLT201A	0	0	0	2	0	2	2	0	2
Apply knowledge of genre to music making	CUSMLT301A	0	0	0	6	7	13	6	7	13
Develop and apply aural-perception skills	CUSMLT302A	0	0	0	3	4	7	3	4	7
Notate music	CUSMLT303A	0	0	0	15	7	22	15	7	22
Develop basic technical skills for playing or singing music	CUSMPF01A	0	0	0	38	38	76	38	38	76
Develop technical skills for playing or singing music	CUSMPF02A	0	0	0	97	60	157	97	60	157
Develop and maintain stagecraft skills	CUSMPF03A	0	0	0	6	3	9	6	3	9
Prepare self for performance	CUSMPF04A	0	0	0	17	11	28	17	11	28
Extend technical skills in performance	CUSMPF06A	0	0	0	11	7	18	11	7	18
Contribute to backup accompaniment for a performance	CUSMPF08A	0	0	0	0	1	1	0	1	1
Evaluate and extend performance technique	CUSMPF09A	0	0	0	6	3	9	6	3	9
Develop skills to play or sing music	CUSMPF101A	0	0	0	12	13	25	12	13	25
Develop ensemble skills to perform simple musical parts	CUSMPF102A	0	0	0	1	8	9	1	8	9
Develop and practise improvisation	CUSMPF10A	0	0	0	7	4	11	7	4	11
Perform music as part of a group	CUSMPF11A	0	0	0	6	3	9	6	3	9
Play or sing simple musical pieces	CUSMPF201A	0	0	0	32	25	57	32	25	57
Incorporate music technology into performance	CUSMPF202A	0	0	0	4	10	14	4	10	14
Develop ensemble skills for playing or singing music	CUSMPF203A	0	0	0	57	46	103	57	46	103
Play music from simple written notation	CUSMPF204A	0	0	0	19	14	33	19	14	33
Develop technical skills in performance	CUSMPF301A	0	0	0	23	13	36	23	13	36
Prepare for performances	CUSMPF302A	0	0	0	22	22	44	22	22	44
Contribute to backup accompaniment	CUSMPF303A	0	0	0	22	22	44	22	22	44
Make a music demo	CUSMPF304A	0	0	0	19	26	45	19	26	45
Develop improvisation skills	CUSMPF305A	0	0	0	6	18	24	6	18	24
Rehearse music for group performances	CUSMPF401A	0	0	0	0	2	2	0	2	2
Develop repertoire as part of a backup group	CUSMPF403A	0	0	0	0	2	2	0	2	2
Perform music as part of a group	CUSMPF404A	0	0	0	0	2	2	0	2	2
Develop instrumental techniques	CUSMPF405A	0	0	0	0	2	2	0	2	2
Follow occupational health and safety procedures	CUSOHS301A	0	0	0	182	153	335	182	153	335
Collect and organise information	CUSRAD01A	0	0	0	47	70	117	47	70	117
Follow safe practices in performing and/or listening to music	CUSSAF01A	0	0	0	38	40	78	38	40	78

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Follow health, safety and security procedures in the music industry	CUSSAF02A	0	0	0	131	87	218	131	87	218
Move and set up instruments and equipment	CUSSOU01A	0	0	0	118	71	189	118	71	189
Operate portable audio recorder	CUSSOU02A	0	0	0	65	35	100	65	35	100
Transfer sound	CUSSOU03A	0	0	0	46	27	73	46	27	73
Record sound	CUSSOU04A	0	0	0	97	78	175	97	78	175
Install, align and test sound equipment	CUSSOU05A	0	0	0	8	1	9	8	1	9
Lay soundtracks	CUSSOU06A	0	0	0	31	29	60	31	29	60
Operate sound reinforcement system	CUSSOU08A	0	0	0	6	1	7	6	1	7
Mix sound sources	CUSSOU09A	0	0	0	12	3	15	12	3	15
Operate sound mixing console	CUSSOU11A	0	0	0	6	1	7	6	1	7
Assist with sound recordings	CUSSOU201A	0	0	0	13	2	15	13	2	15
Edit sound using computerised digital equipment/systems	CUSSOU24A	0	0	0	6	1	7	6	1	7
Provide sound reinforcement	CUSSOU301A	0	0	0	13	1	14	13	1	14
Record and mix a basic music demo	CUSSOU302A	0	0	0	5	10	15	5	10	15
Set up and disassemble audio equipment	CUSSOU303A	0	0	0	15	2	17	15	2	17
Work within an arts organisation context	CUVADM11B	0	0	0	0	1	1	0	1	1
Source concept for own work	CUVCOR01B	0	0	0	166	174	340	166	174	340
Develop and articulate concept for own work	CUVCOR02A	0	0	0	1	5	6	1	5	6
Develop and articulate concept for own work	CUVCOR02B	0	0	0	143	227	370	143	227	370
Develop, refine and communicate concept for own work	CUVCOR03B	0	0	0	16	41	57	16	41	57
Use drawing techniques to represent the object or idea	CUVCOR07A	0	0	0	0	2	2	0	2	2
Use drawing techniques to represent the object or idea	CUVCOR07B	0	0	0	321	361	682	321	361	682
Produce drawings to represent and communicate the concept	CUVCOR08B	0	0	0	56	62	118	56	62	118
Source information on history and theory and apply to own area of work	CUVCOR11B	0	0	0	77	170	247	77	170	247
Review history and theory for application to artistic practice	CUVCOR12B	0	0	0	11	11	22	11	11	22
Produce computer-aided drawings	CUVCRS03B	0	0	0	45	14	59	45	14	59
Produce technical drawings	CUVCRS04B	0	0	0	54	17	71	54	17	71
Use typography techniques for design work	CUVCRS05B	0	0	0	11	6	17	11	6	17
Make scale models	CUVCRS06B	0	0	0	0	2	2	0	2	2
Document the work progress	CUVCRS08B	0	0	0	2	4	6	2	4	6
Select and prepare work for exhibition	CUVCRS11B	0	0	0	13	21	34	13	21	34
Store finished work	CUVCRS13B	0	0	0	12	23	35	12	23	35
Integrate colour theory and design processes in response to a brief	CUVDES04A	0	0	0	0	1	1	0	1	1
Integrate colour theory and design processes in response to a brief	CUVDES04B	0	0	0	12	9	21	12	9	21
Research and apply techniques for illustrative work	CUVDSP11B	0	0	0	12	7	19	12	7	19
Research and apply techniques for application to spatial design	CUVDSP15B	0	0	0	5	26	31	5	26	31
Contribute to workplace improvements	CUVICS01B	0	0	0	8	5	13	8	5	13
Apply photoimaging lighting techniques	CUVPHI04B	0	0	0	0	11	11	0	11	11
Use a 35mm SLR camera or digital equivalent	CUVPHI05A	0	0	0	0	8	8	0	8	8
Use a 35mm SLR camera or digital equivalent	CUVPHI05B	0	0	0	13	51	64	13	51	64

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Process photoimages to work print/file stage	CUVPHI07B	0	0	0	1	0	1	1	0	1
Enhance, manipulate and output photoimages	CUVPHI08B	0	0	0	2	8	10	2	8	10
Develop understanding of own Aboriginal or Torres Strait Islander identity	CUVPRP02B	0	0	0	0	3	3	0	3	3
Apply techniques to produce ceramics	CUVVSP04B	0	0	0	57	64	121	57	64	121
Apply techniques to produce digital images	CUVVSP11A	0	0	0	5	3	8	5	3	8
Apply techniques to produce digital images	CUVVSP11B	0	0	0	73	140	213	73	140	213
Produce digital images	CUVVSP12A	0	0	0	4	2	6	4	2	6
Produce digital images	CUVVSP12B	0	0	0	13	24	37	13	24	37
Research and experiment with techniques for digital image enhancement and manipulation	CUVVSP13B	0	0	0	1	0	1	1	0	1
Apply techniques to produce drawings	CUVVSP14B	0	0	0	91	143	234	91	143	234
Produce drawings	CUVVSP15B	0	0	0	16	5	21	16	5	21
Apply techniques to produce glass work	CUVVSP17A	0	0	0	3	11	14	3	11	14
Apply techniques to produce jewellery	CUVVSP26B	0	0	0	4	19	23	4	19	23
Produce jewellery	CUVVSP27B	0	0	0	3	10	13	3	10	13
Apply techniques to produce paintings	CUVVSP34B	0	0	0	74	139	213	74	139	213
Produce paintings	CUVVSP35B	0	0	0	2	4	6	2	4	6
Apply techniques to produce prints	CUVVSP44A	0	0	0	0	1	1	0	1	1
Apply techniques to produce prints	CUVVSP44B	0	0	0	76	149	225	76	149	225
Produce prints	CUVVSP45B	0	0	0	3	1	4	3	1	4
Apply techniques to produce sculpture	CUVVSP50B	0	0	0	36	87	123	36	87	123
Produce sculpture	CUVVSP51B	0	0	0	0	1	1	0	1	1
Apply techniques to produce textile/fibre work	CUVVSP54B	0	0	0	37	96	133	37	96	133
Produce textile/fibre work	CUVVSP55B	0	0	0	0	5	5	0	5	5
Research and experiment with techniques to produce textile/fibre work	CUVVSP56B	0	0	0	0	4	4	0	4	4
Apply techniques to produce wood objects	CUVVSP57B	0	0	0	11	0	11	11	0	11
English 1: everyday reading and writing	ENGL141	0	0	0	5	5	10	5	5	10
English 2: listening and speaking	ENGL142	0	0	0	3	3	6	3	3	6
English 3: perfect paragraphs	ENGL143	0	0	0	4	2	6	4	2	6
English 4: writing paragraphs and reports	ENGL144	0	0	0	3	1	4	3	1	4
English 5: enjoying literature and media	ENGL145	0	0	0	2	3	5	2	3	5
Support the development of numeracy skills	ESNUM314A	0	0	0	0	1	1	0	1	1
Evaluate wines (standard)	FDFCDSEWA	0	0	0	0	1	1	0	1	1
Use basic mathematical concepts	FDFCORBM2A	0	0	0	15	5	20	15	5	20
Follow work procedures to maintain food safety	FDFCORFSY1A	0	0	0	3	8	11	3	8	11
Implement the food safety program and procedures	FDFCORFSY2A	0	0	0	1	0	1	1	0	1
Follow work procedures to maintain health and safety	FDFCORHS1A	0	0	0	2	8	10	2	8	10
Follow work procedures to maintain quality	FDFCORQAS1A	0	0	0	7	13	20	7	13	20
Communicate workplace information	FDFCORWCM1A	0	0	0	2	8	10	2	8	10
Measure and record workplace information	FDFOPTMR1A	0	0	0	16	5	21	16	5	21
Participate in work teams and groups	FDFOPTTG2A	0	0	0	41	10	51	41	10	51
Bake bread	FDFRBBB2B	0	0	0	4	6	10	4	6	10
Decorate cakes and cookies	FDFRBDC2B	0	0	0	9	7	16	9	7	16

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Form and fill pastry products	FDFRBFF2B	0	0	0	8	1	9	8	1	9
Scale and mould dough for intermediate proof	FDFRBSM2B	0	0	0	12	7	19	12	7	19
Carry out basic canopy maintenance	FDFWGGCMBB	0	0	0	8	4	12	8	4	12
Hand prune vines	FDFWGGHPVB	0	0	0	19	10	29	19	10	29
Pick grapes by hand	FDFWGGPGHB	0	0	0	22	10	32	22	10	32
Train vines	FDFWGGTVB	0	0	0	2	1	3	2	1	3
Take vine cuttings	FDFWGGVCB	0	0	0	1	8	9	1	8	9
Perform effectively in the workplace (induction)	FDFWIUNDB	0	0	0	1	8	9	1	8	9
Work within a financial services industry context	FNBFS01A	0	0	0	1	3	4	1	3	4
Work within a financial services context	FNBFS01B	0	0	0	0	6	6	0	6	6
Process business tax requirements	FNSACCT401B	0	0	0	0	1	1	0	1	1
Produce job costing information	FNSACCT402B	0	0	0	1	0	1	1	0	1
Prepare operational budgets	FNSACCT403B	0	0	0	0	1	1	0	1	1
Make decisions in a legal context	FNSACCT404B	0	0	0	2	1	3	2	1	3
Prepare financial statements	FNSACCT405B	0	0	0	2	1	3	2	1	3
Maintain asset and inventory records	FNSACCT406B	0	0	0	1	1	2	1	1	2
Set up and operate a computerised accounting system	FNSACCT407B	0	0	0	0	1	1	0	1	1
Develop and implement policies and practices relevant to bookkeeping activities	FNSBKPG401A	0	0	0	1	1	2	1	1	2
Establish and maintain a cash accounting system	FNSBKPG402A	0	0	0	1	0	1	1	0	1
Establish and maintain an accrual accounting system	FNSBKPG403A	0	0	0	1	0	1	1	0	1
Carry out business activity and instalment activity statement tasks	FNSBKPG404A	0	0	0	0	1	1	0	1	1
Establish and maintain a payroll system	FNSBKPG405A	0	0	0	1	2	3	1	2	3
Develop and use a personal budget	FNSFLIT201A	0	0	0	16	4	20	16	4	20
Develop and use a personal budget	FNSFLIT201B	0	0	0	11	33	44	11	33	44
Administer accounts payable	FNSICACC301B	0	0	0	2	7	9	2	7	9
Prepare and bank receipts	FNSICACC304B	0	0	0	1	1	2	1	1	2
Process journal entries	FNSICACC306B	0	0	0	2	3	5	2	3	5
Reconcile and monitor accounts receivable	FNSICACC307A	0	0	0	0	2	2	0	2	2
Reconcile and monitor accounts receivable	FNSICACC307B	0	0	0	1	5	6	1	5	6
Communicate in the workplace	FNSICGEN301B	0	0	0	2	1	3	2	1	3
Use technology in the workplace	FNSICGEN302B	0	0	0	13	5	18	13	5	18
Apply health and safety practices in the workplace	FNSICGEN304B	0	0	0	3	1	4	3	1	4
Maintain daily financial/business records	FNSICGEN305A	0	0	0	58	98	156	58	98	156
Maintain daily financial/business records	FNSICGEN305B	0	0	0	91	248	339	91	248	339
Work in the financial services industry	FNSICIND301B	0	0	0	2	8	10	2	8	10
Apply principles of professional practice to work in the financial services industry	FNSICIND401B	0	0	0	3	9	12	3	9	12
Follow fire prevention procedures	FPICOR2204A	0	0	0	3	5	8	3	5	8
Conduct seed collecting operations	FPIFGM008A	0	0	0	3	4	7	3	4	7
Read and interpret maps	FPIFGM147A	0	0	0	6	7	13	6	7	13
Collect, treat and store seed	FPIFGM162A	0	0	0	9	5	14	9	5	14
Solve problems in the workplace - basic	FPIG28A	0	0	0	1	0	1	1	0	1
Receive and convey messages	GENCOM101B	0	0	0	92	89	181	92	89	181

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Apply an enterprising approach in a team project	GENENP101B	0	0	0	37	63	100	37	63	100
Apply an enterprising approach in an approved project	GENENP201B	0	0	0	1	1	2	1	1	2
Interact effectively in a workplace	GENIEW201B	0	0	0	1	1	2	1	1	2
Locate and select relevant information	GENINF101B	0	0	0	92	89	181	92	89	181
Develop basic knowledge of workplace relations	GENIWR101B	0	0	0	22	32	54	22	32	54
Demonstrate knowledge of workplace relations	GENIWR201B	0	0	0	1	1	2	1	1	2
Develop job acquisition strategies	GENJAS201B	0	0	0	1	1	2	1	1	2
Apply job search and interview skills	GENJSI101B	0	0	0	119	135	254	119	135	254
Follow fundamental OHS principles and procedures	GENOHS101B	0	0	0	153	172	325	153	172	325
Work safely according to OHS principles and procedures	GENOHS201B	0	0	0	1	1	2	1	1	2
Present a positive image in the workplace	GENPAS101B	0	0	0	133	141	274	133	141	274
Project workplace behaviour and image	GENPAS201B	0	0	0	1	1	2	1	1	2
Develop career and learning development plan	GENPCD101B	0	0	0	165	170	335	165	170	335
Access employment and training options	GENPCD201B	0	0	0	2	1	3	2	1	3
Manage personal work performance	GENPMG201B	0	0	0	1	1	2	1	1	2
Develop basic knowledge of rights and responsibilities in the workplace	GENRRW101C	0	0	0	92	89	181	92	89	181
Participate in structured workplace learning	GENSWL101B	0	0	0	123	128	251	123	128	251
Participate in structured workplace learning 2	GENSWL201B	0	0	0	1	1	2	1	1	2
Work effectively in a team	GENTEM201A	0	0	0	2	1	3	2	1	3
Work with Aboriginal and/or Torres Strait Islander clients	HLTAHW201A	0	0	0	3	7	10	3	7	10
Recognise healthy body systems in a health care context	HLTAP301A	0	0	0	3	58	61	3	58	61
Confirm physical health status	HLTAP401A	0	0	0	0	25	25	0	25	25
Analyse health information	HLTAP501A	0	0	0	0	8	8	0	8	8
Perform CPR	HLTCPR201A	0	0	0	111	82	193	111	82	193
Maintain high standard of client service	HLTCSD201B	0	0	0	8	42	50	8	42	50
Prepare and maintain beds	HLTCSD203B	0	0	0	8	44	52	8	44	52
Transport clients	HLTCSD208B	0	0	0	1	6	7	1	6	7
Assist with client movement	HLTCSD305B	0	0	0	0	1	1	0	1	1
Respond effectively to difficult or challenging behaviour	HLTCSD306B	0	0	0	8	40	48	8	40	48
Work in the nursing profession	HLTEN401A	0	0	0	0	3	3	0	3	3
Apply effective communication skills in nursing practice	HLTEN502A	0	0	0	0	7	7	0	7	7
Implement and evaluate a plan of nursing care	HLTEN504A	0	0	0	0	7	7	0	7	7
Apply reflective practice, critical thinking and analysis in health	HLTEN508A	0	0	0	0	5	5	0	5	5
Apply legal and ethical parameters to nursing practice	HLTEN509A	0	0	0	0	10	10	0	10	10
Apply understanding of the Australian health care system	HLTEN516A	0	0	0	0	28	28	0	28	28
Apply basic first aid	HLTFA1A	0	0	0	52	55	107	52	55	107
Provide basic emergency life support	HLTFA201A	0	0	0	114	137	251	114	137	251
Apply first aid	HLTFA301B	0	0	0	547	664	1211	547	664	1211
Apply advanced first aid	HLTFA402B	0	0	0	0	6	6	0	6	6

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Distribute meals and refreshments to clients	HLTFS201B	0	0	0	2	25	27	2	25	27
Provide ward or unit based food preparation and distribution services	HLTFS204B	0	0	0	2	6	8	2	6	8
Follow basic food safety practices	HLTFS207B	0	0	0	7	65	72	7	65	72
Prepare foods suitable for a range of food service settings	HLTFS302B	0	0	0	2	7	9	2	7	9
Communicate and work effectively in health	HLHIR301A	0	0	0	8	51	59	8	51	59
Work effectively with culturally diverse clients and co-workers	HLHIR403B	0	0	0	0	68	68	0	68	68
Work effectively with Aboriginal and/or Torres Strait Islander people	HLHIR404B	0	0	0	0	40	40	0	40	40
Follow safe manual handling practices	HLHSE204B	0	0	0	6	34	40	6	34	40
Comply with infection control policies and procedures in health work	HLTIN301A	0	0	0	5	49	54	5	49	54
Comply with infection control policies and procedures	HLTIN301B	0	0	0	1	1	2	1	1	2
Collect and manage linen stock at user-location	HLTMS201B	0	0	0	2	4	6	2	4	6
Undertake routine stock maintenance	HLTMS203B	0	0	0	2	6	8	2	6	8
Handle and move equipment, goods, mail and furniture	HLTMS204B	0	0	0	0	1	1	0	1	1
Handle medical gases safely	HLTMS207B	0	0	0	0	1	1	0	1	1
Participate in OHS processes	HLTOHS200A	0	0	0	344	538	882	344	538	882
Contribute to OHS processes	HLTOHS300A	0	0	0	2	123	125	2	123	125
Apply a population health framework	HLTOP501B	0	0	0	0	28	28	0	28	28
Undertake home visits	HLTRAH302A	0	0	0	0	9	9	0	9	9
Provide the massage treatment	HLTREM6A	0	0	0	0	1	1	0	1	1
Provide the massage treatment	HLTREM7A	0	0	0	0	1	1	0	1	1
Determine and confirm client business expectations and needs	ICAA4041B	0	0	0	1	6	7	1	6	7
Develop macros and templates for clients using standard products	ICAB3018B	0	0	0	9	0	9	9	0	9
Create a simple mark up language document to specification	ICAB4135A	0	0	0	0	1	1	0	1	1
Create a simple mark-up language document to specification	ICAB4135B	0	0	0	32	9	41	32	9	41
Produce basic client side script for dynamic web pages	ICAB4137B	0	0	0	1	1	2	1	1	2
Use development software and IT tools to build a basic website	ICAB4169B	0	0	0	49	12	61	49	12	61
Create scripts for networking	ICAB4220B	0	0	0	12	3	15	12	3	15
Automate processes	ICAB4225B	0	0	0	1	6	7	1	6	7
Receive and process oral and written communication	ICAD2003B	0	0	0	85	63	148	85	63	148
Design organisational documents using computing packages	ICAD2012A	0	0	0	14	16	30	14	16	30
Design organisational documents using computing packages	ICAD2012B	0	0	0	502	308	810	502	308	810
Create user documentation	ICAD3218B	0	0	0	176	48	224	176	48	224
Develop and present a feasibility report	ICAD4043B	0	0	0	1	6	7	1	6	7
Write content for web pages	ICAD4209B	0	0	0	1	5	6	1	5	6
Create technical documentation	ICAD4217B	0	0	0	34	7	41	34	7	41
Integrate commercial computing packages	ICAI2013B	0	0	0	9	14	23	9	14	23
Install software applications	ICAI2015B	0	0	0	223	106	329	223	106	329
Install and optimise operating system software	ICAI3020A	0	0	0	2	0	2	2	0	2



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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Install and optimise operating system software	ICAI3020B	0	0	0	102	17	119	102	17	119
Connect internal hardware components	ICAI3021B	0	0	0	118	30	148	118	30	148
Install and manage network protocols	ICAI3101B	0	0	0	56	6	62	56	6	62
Implement system software changes	ICAI3110B	0	0	0	31	2	33	31	2	33
Implement system software changes	ICAI3110C	0	0	0	16	0	16	16	0	16
Install network hardware to a network	ICAI4029B	0	0	0	7	1	8	7	1	8
Install network hardware to a network	ICAI4029C	0	0	0	18	4	22	18	4	22
Install software to networked computers	ICAI4030B	0	0	0	12	4	16	12	4	16
Install and configure a network	ICAI4097B	0	0	0	3	3	6	3	3	6
Install and configure a network	ICAI4097C	0	0	0	12	2	14	12	2	14
Build an intranet	ICAI4099B	0	0	0	10	3	13	10	3	13
Install and maintain a server	ICAI4188B	0	0	0	12	4	16	12	4	16
Operate computing packages	ICAITU006C	0	0	0	72	51	123	72	51	123
Operate a personal computer	ICAITU128A	0	0	0	38	24	62	38	24	62
Operate a word processing application	ICAITU129A	0	0	0	79	65	144	79	65	144
Operate a presentation package	ICAITU132A	0	0	0	1	1	2	1	1	2
Maintain inventories for equipment, software and documentation	ICAS2008B	0	0	0	67	30	97	67	30	97
Interact with clients	ICAS2009B	0	0	0	75	51	126	75	51	126
Apply problem solving techniques to routine malfunctions	ICAS2010B	0	0	0	107	26	133	107	26	133
Connect hardware peripherals	ICAS2014A	0	0	0	15	6	21	15	6	21
Connect hardware peripherals	ICAS2014B	0	0	0	309	159	468	309	159	468
Maintain system integrity	ICAS2017A	0	0	0	1	1	2	1	1	2
Maintain system integrity	ICAS2017B	0	0	0	79	50	129	79	50	129
Detect and protect from spam and destructive software	ICAS2243A	0	0	0	4	1	5	4	1	5
Detect and protect from spam and destructive software	ICAS2243B	0	0	0	96	46	142	96	46	142
Provide basic system administration	ICAS3024A	0	0	0	3	0	3	3	0	3
Provide basic system administration	ICAS3024B	0	0	0	60	1	61	60	1	61
Provide advice to clients	ICAS3031B	0	0	0	76	15	91	76	15	91
Provide network systems administration	ICAS3032A	0	0	0	2	0	2	2	0	2
Provide network systems administration	ICAS3032B	0	0	0	52	5	57	52	5	57
Determine and action network problems	ICAS3034B	0	0	0	29	1	30	29	1	30
Maintain equipment and software in working order	ICAS3115B	0	0	0	29	1	30	29	1	30
Configure and administer a network operating system	ICAS3120A	0	0	0	3	0	3	3	0	3
Configure and administer a network operating system	ICAS3120B	0	0	0	10	1	11	10	1	11
Configure and administer a network operating system	ICAS3120C	0	0	0	37	4	41	37	4	41
Administer network peripherals	ICAS3121A	0	0	0	5	0	5	5	0	5
Administer network peripherals	ICAS3121B	0	0	0	36	1	37	36	1	37
Care for computer hardware	ICAS3234B	0	0	0	110	22	132	110	22	132
Complete database back up and recovery	ICAS4108A	0	0	0	3	0	3	3	0	3
Complete database back up and recovery	ICAS4108B	0	0	0	7	0	7	7	0	7
Monitor and administer network security	ICAS4124B	0	0	0	11	3	14	11	3	14
Support system software	ICAS4127B	0	0	0	9	3	12	9	3	12

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Check site security	ICAT1206B	0	0	0	1	3	4	1	3	4
Run standard diagnostic tests	ICAT3025B	0	0	0	107	12	119	107	12	119
Locate equipment, system and software faults	ICAT4221B	0	0	0	9	3	12	9	3	12
Operate a personal computer	ICAU1128A	0	0	0	26	52	78	26	52	78
Operate a personal computer	ICAU1128B	0	0	0	1437	887	2324	1437	887	2324
Operate a word processing application	ICAU1129A	0	0	0	17	37	54	17	37	54
Operate a word processing application	ICAU1129B	0	0	0	787	461	1248	787	461	1248
Operate a spreadsheet application	ICAU1130A	0	0	0	16	37	53	16	37	53
Operate a spreadsheet application	ICAU1130B	0	0	0	661	388	1049	661	388	1049
Operate a database application	ICAU1131A	0	0	0	12	28	40	12	28	40
Operate a database application	ICAU1131B	0	0	0	248	181	429	248	181	429
Operate a presentation package	ICAU1132A	0	0	0	20	36	56	20	36	56
Operate a presentation package	ICAU1132B	0	0	0	675	455	1130	675	455	1130
Send and retrieve information using web browsers and email	ICAU1133A	0	0	0	23	46	69	23	46	69
Send and retrieve information using web browsers and email	ICAU1133B	0	0	0	750	477	1227	750	477	1227
Locate and use relevant on line information	ICAU1204A	0	0	0	24	21	45	24	21	45
Locate and use relevant online information	ICAU1204B	0	0	0	508	341	849	508	341	849
Operate computer hardware	ICAU2005A	0	0	0	2	0	2	2	0	2
Operate computer hardware	ICAU2005B	0	0	0	474	227	701	474	227	701
Operate computing packages	ICAU2006A	0	0	0	1	1	2	1	1	2
Operate computing packages	ICAU2006B	0	0	0	561	342	903	561	342	903
Maintain equipment and consumables	ICAU2007B	0	0	0	108	53	161	108	53	161
Integrate commercial computing packages	ICAU2013A	0	0	0	8	4	12	8	4	12
Integrate commercial computing packages	ICAU2013B	0	0	0	461	251	712	461	251	712
Use computer operating system	ICAU2231A	0	0	0	12	7	19	12	7	19
Use computer operating system	ICAU2231B	0	0	0	413	188	601	413	188	601
Apply occupational health and safety procedures	ICAU3004A	0	0	0	26	13	39	26	13	39
Apply occupational health and safety procedures	ICAU3004B	0	0	0	246	95	341	246	95	341
Migrate to new technology	ICAU3019B	0	0	0	45	3	48	45	3	48
Customise packaged software applications for clients	ICAU3028A	0	0	0	0	1	1	0	1	1
Customise packaged software applications for clients	ICAU3028B	0	0	0	37	8	45	37	8	45
Use advanced features of computer applications	ICAU3126B	0	0	0	84	39	123	84	39	123
Work effectively in an IT environment	ICAW2001A	0	0	0	1	0	1	1	0	1
Work effectively in an IT environment	ICAW2001B	0	0	0	446	216	662	446	216	662
Communicate in the workplace	ICAW2002A	0	0	0	2	1	3	2	1	3
Communicate in the workplace	ICAW2002B	0	0	0	500	242	742	500	242	742
Work individually or as a team member to achieve organisational goals	ICAW2011B	0	0	0	89	68	157	89	68	157
Relate to clients on a business level	ICAW4027B	0	0	0	1	5	6	1	5	6
Maintain ethical conduct	ICAW4214B	0	0	0	1	6	7	1	6	7
Apply knowledge of the graphic pre-press sector	ICPKN311B	0	0	0	1	0	1	1	0	1
Identify components of multimedia	ICPMM11BA	0	0	0	1	0	1	1	0	1
Access and use the Internet	ICPMM263A	0	0	0	39	21	60	39	21	60

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Access and use the Internet	ICPMM263B	0	0	0	262	179	441	262	179	441
Create and test a CD-ROM/DVD	ICPMM296A	0	0	0	16	13	29	16	13	29
Capture a digital image	ICPMM321A	0	0	0	5	1	6	5	1	6
Capture a digital image	ICPMM321B	0	0	0	190	174	364	190	174	364
Edit a digital image	ICPMM322B	0	0	0	66	80	146	66	80	146
Incorporate digital photography into multimedia presentations	ICPMM43CA	0	0	0	2	1	3	2	1	3
Access the internet	ICPMM63BA	0	0	0	76	29	105	76	29	105
Develop a basic design concept	ICPPP211B	0	0	0	14	14	28	14	14	28
Select and apply type	ICPPP221B	0	0	0	18	29	47	18	29	47
Scan a line image	ICPPP222B	0	0	0	3	2	5	3	2	5
Produce pages using a page layout application	ICPPP224B	0	0	0	11	18	29	11	18	29
Produce graphics using a graphics application	ICPPP225B	0	0	0	9	8	17	9	8	17
Produce interactive PDF files	ICPPP226B	0	0	0	9	7	16	9	7	16
Produce online PDF files	ICPPP227B	0	0	0	1	0	1	1	0	1
Electronically combine and assemble data	ICPPP232B	0	0	0	6	7	13	6	7	13
Output images	ICPPP252B	0	0	0	7	7	14	7	7	14
Proof images	ICPPP260B	0	0	0	5	5	10	5	5	10
Develop a detailed design concept	ICPPP311A	0	0	0	1	0	1	1	0	1
Develop a detailed design concept	ICPPP311B	0	0	0	1	0	1	1	0	1
Produce a typographic image	ICPPP321B	0	0	0	1	0	1	1	0	1
Digitise images for reproduction	ICPPP322B	0	0	0	5	5	10	5	5	10
Inspect quality against required standards	ICPSU216B	0	0	0	9	7	16	9	7	16
Maintain a safe work environment	ICPSU260B	0	0	0	5	2	7	5	2	7
Follow OHS practices and identify environmental hazards	ICPSU261B	0	0	0	5	5	10	5	5	10
Communicate in the workplace	ICPSU262B	0	0	0	10	7	17	10	7	17
Manage customer relationships	ICTCC330A	0	0	0	21	0	21	21	0	21
Use hand and power tools	ICTTC140B	0	0	0	2	1	3	2	1	3
Follow safe working policies and practices	LMFCR0001A	0	0	0	22	3	25	22	3	25
Follow safe working policies and practices	LMFCR0001B	0	0	0	524	54	578	524	54	578
Communicate in the workplace	LMFCR0002A	0	0	0	26	7	33	26	7	33
Communicate in the workplace	LMFCR0002B	0	0	0	483	49	532	483	49	532
Carry out measurements and calculations	LMFCR0003A	0	0	0	31	6	37	31	6	37
Carry out measurements and calculations	LMFCR0003B	0	0	0	479	50	529	479	50	529
Work effectively with others	LMFCR0004A	0	0	0	19	3	22	19	3	22
Work effectively with others	LMFCR0004B	0	0	0	497	50	547	497	50	547
Prepare surfaces for finishing	LMFFF2004A	0	0	0	36	3	39	36	3	39
Prepare surfaces for finishing	LMFFF2004B	0	0	0	8	0	8	8	0	8
Construct a basic timber furnishing product	LMFFM1001A	0	0	0	33	6	39	33	6	39
Construct a basic timber furnishing product	LMFFM1001B	0	0	0	449	51	500	449	51	500
Operate basic woodworking machines	LMFFM1002A	0	0	0	4	5	9	4	5	9
Operate basic woodworking machines	LMFFM1002B	0	0	0	50	7	57	50	7	57
Use furniture making sector hand and power tools	LMFFM2001A	0	0	0	34	11	45	34	11	45
Use furniture making sector hand and power tools	LMFFM2001B	0	0	0	450	43	493	450	43	493

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Assemble furnishing components	LMFFM2002A	0	0	0	3	5	8	3	5	8
Assemble furnishing components	LMFFM2002B	0	0	0	26	4	30	26	4	30
Select and apply hardware	LMFFM2003A	0	0	0	3	4	7	3	4	7
Select and apply hardware	LMFFM2003B	0	0	0	81	12	93	81	12	93
Apply sheet laminates by hand	LMFFM2004B	0	0	0	14	0	14	14	0	14
Join solid timber	LMFFM2005A	0	0	0	4	4	8	4	4	8
Join solid timber	LMFFM2005B	0	0	0	47	3	50	47	3	50
Hand make timber joints	LMFFM2006A	0	0	0	18	3	21	18	3	21
Hand make timber joints	LMFFM2006B	0	0	0	33	1	34	33	1	34
Follow plans to assemble production furniture	LMFFM2007B	0	0	0	2	0	2	2	0	2
Set up, operate and maintain basic static machines	LMFFM2010B	0	0	0	7	0	7	7	0	7
Apply manufactured board conversion techniques	LMFFM2011B	0	0	0	13	0	13	13	0	13
Select timbers for furniture production	LMFFM3010B	0	0	0	1	0	1	1	0	1
Produce manual and computer-aided production drawings	LMFFM3011B	0	0	0	3	0	3	3	0	3
Set up, operate and maintain CNC machining and processing centres	LMFFM3031B	0	0	0	3	0	3	3	0	3
Complete a basic glass and glazing project	LMFGG1001A	0	0	0	4	0	4	4	0	4
Apply first aid	LMFGG2002A	0	0	0	16	0	16	16	0	16
Read and interpret work documents	LMFGN3001B	0	0	0	7	0	7	7	0	7
Use picture framing sector hand and power tools	LMFPF2001B	0	0	0	1	23	24	1	23	24
Cut single layer fabrics	LMFSF2001A	0	0	0	0	1	1	0	1	1
Use a sewing machine	LMTCL2001A	0	0	0	0	3	3	0	3	3
Use a sewing machine	LMTCL2001B	0	0	0	1	19	20	1	19	20
Identify fibres and fabrics	LMTCL2003A	0	0	0	0	3	3	0	3	3
Identify fibres and fabrics	LMTCL2003B	0	0	0	1	15	16	1	15	16
Sew components	LMTCL2004A	0	0	0	0	3	3	0	3	3
Sew components	LMTCL2004B	0	0	0	0	15	15	0	15	15
Lay up, mark and cut uncomplicated fabrics and lays	LMTCL2007B	0	0	0	0	1	1	0	1	1
Modify patterns to create basic styles	LMTCL2010B	0	0	0	1	10	11	1	10	11
Draw and interpret a basic sketch	LMTCL2011A	0	0	0	0	2	2	0	2	2
Draw and interpret a basic sketch	LMTCL2011B	0	0	0	1	13	14	1	13	14
Design and produce a simple garment	LMTFD2001B	0	0	0	1	17	18	1	17	18
Identify design process for fashion designs	LMTFD2005B	0	0	0	1	11	12	1	11	12
Follow defined OH&S policies and procedures	LMTGN2001A	0	0	0	0	3	3	0	3	3
Follow defined OH&S policies and procedures	LMTGN2001B	0	0	0	0	21	21	0	21	21
Apply quality standards	LMTGN2002A	0	0	0	0	3	3	0	3	3
Apply quality standards	LMTGN2002B	0	0	0	0	23	23	0	23	23
Work in the textiles, clothing and footwear industry	LMTGN2003B	0	0	0	0	1	1	0	1	1
Operate computing technology in a textiles, clothing and footwear workplace	LMTGN2009B	0	0	0	1	12	13	1	12	13
Mathematics 1: a framework for mathematics	MATH143	0	0	0	5	6	11	5	6	11
Mathematics 2: working with numbers	MATH144	0	0	0	4	3	7	4	3	7
Mathematics 3: data organisation and chance	MATH145	0	0	0	3	4	7	3	4	7
Mathematics 4: practical algebra	MATH146	0	0	0	2	3	5	2	3	5

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Mathematics 5: the geometry of space	MATH147	0	0	0	2	3	5	2	3	5
Make a small furniture item from timber	MCMP296A	0	0	0	12	6	18	12	6	18
Make an object from cloth using an existing pattern	MCMP297A	0	0	0	4	7	11	4	7	11
Apply quality standards	MCMT251A	0	0	0	1	0	1	1	0	1
Interpret occupational health and safety practices in aviation maintenance	MEA101B	0	0	0	10	1	11	10	1	11
Plan and organise aviation maintenance work activities	MEA103B	0	0	0	10	1	11	10	1	11
Apply quality standards applicable to aviation maintenance processes	MEA105B	0	0	0	10	1	11	10	1	11
Interpret and use aviation maintenance industry manuals and specifications	MEA107B	0	0	0	10	1	11	10	1	11
Complete aviation maintenance industry documentation	MEA108B	0	0	0	10	1	11	10	1	11
Perform basic hand skills, standard trade practices and fundamentals in aviation maintenance	MEA109B	0	0	0	10	1	11	10	1	11
Perform manual production assembly	MEM03001B	0	0	0	68	5	73	68	5	73
Perform sheet and plate assembly	MEM03003B	0	0	0	39	4	43	39	4	43
Fettle and trim metal castings/forgings	MEM04008B	0	0	0	53	0	53	53	0	53
Perform manual soldering/desoldering electrical/electronic components	MEM05001B	0	0	0	25	3	28	25	3	28
Perform soft soldering	MEM05003B	0	0	0	53	0	53	53	0	53
Perform routine oxy acetylene welding	MEM05004C	0	0	0	627	34	661	627	34	661
Carry out mechanical cutting	MEM05005B	0	0	0	424	19	443	424	19	443
Perform brazing and/or silver soldering	MEM05006B	0	0	0	566	21	587	566	21	587
Perform manual heating and thermal cutting	MEM05007C	0	0	0	341	22	363	341	22	363
Perform advanced manual thermal cutting, gouging and shaping	MEM05008C	0	0	0	21	0	21	21	0	21
Perform routine manual metal arc welding	MEM05012C	0	0	0	547	17	564	547	17	564
Perform manual production welding	MEM05013C	0	0	0	39	2	41	39	2	41
Weld using gas metal arc welding process	MEM05017C	0	0	0	12	0	12	12	0	12
Perform geometric development	MEM05037B	0	0	0	20	0	20	20	0	20
Perform routine gas tungsten arc welding	MEM05049B	0	0	0	23	1	24	23	1	24
Perform routine gas metal arc welding	MEM05050B	0	0	0	512	20	532	512	20	532
Select welding processes	MEM05051A	0	0	0	22	0	22	22	0	22
Apply safe welding practices	MEM05052A	0	0	0	95	6	101	95	6	101
Perform hand forging	MEM06001B	0	0	0	7	0	7	7	0	7
Perform basic incidental heat/quenching, tempering and annealing	MEM06007B	0	0	0	11	0	11	11	0	11
Perform operational maintenance of machines/equipment	MEM07001B	0	0	0	80	3	83	80	3	83
Operate and monitor machine/process	MEM07024B	0	0	0	25	1	26	25	1	26
Use workshop machines for basic operations	MEM07032B	0	0	0	483	18	501	483	18	501
Finish work using wet, dry and vapour deposition methods	MEM08004B	0	0	0	2	0	2	2	0	2
Manually finish/polish materials	MEM08010B	0	0	0	185	2	187	185	2	187
Interpret technical drawing	MEM09002B	0	0	0	343	20	363	343	20	363
Create 2D drawings using computer aided design system	MEM09009C	0	0	0	9	2	11	9	2	11
Create 3D models using computer aided design system	MEM09010C	0	0	0	6	1	7	6	1	7
Terminate and connect electrical wiring	MEM10002B	0	0	0	1	0	1	1	0	1

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Undertake manual handling	MEM11.11B	0	0	0	26	0	26	26	0	26
Erect/dismantle scaffolding and equipment	MEM11001C	0	0	0	3	0	3	3	0	3
Erect/dismantle complex scaffolding and equipment	MEM11002C	0	0	0	1	0	1	1	0	1
Operate mobile load shifting equipment	MEM11010B	0	0	0	4	0	4	4	0	4
Undertake manual handling	MEM11011B	0	0	0	143	15	158	143	15	158
Purchase materials	MEM11012B	0	0	0	16	1	17	16	1	17
Order materials	MEM11016B	0	0	0	11	0	11	11	0	11
Perform engineering measurements	MEM12.23A	0	0	0	34	1	35	34	1	35
Perform computations	MEM12.24A	0	0	0	3	0	3	3	0	3
Use comparison and basic measuring devices	MEM12001B	0	0	0	327	26	353	327	26	353
Perform electrical/electronic measurement	MEM12002B	0	0	0	29	1	30	29	1	30
Perform precision electrical/electronic measurement	MEM12004B	0	0	0	1	0	1	1	0	1
Mark off/out (general engineering)	MEM12006B	0	0	0	60	2	62	60	2	62
Perform engineering measurements	MEM12023A	0	0	0	443	19	462	443	19	462
Perform computations	MEM12024A	0	0	0	268	11	279	268	11	279
Apply principles of occupational health and safety in the work environment	MEM13.14B	0	0	0	61	2	63	61	2	63
Perform emergency first aid	MEM13.1B	0	0	0	13	1	14	13	1	14
Perform emergency first aid	MEM13001B	0	0	0	304	28	332	304	28	332
Undertake occupational health and safety activities in the workplace	MEM13002B	0	0	0	17	0	17	17	0	17
Work safely with industrial chemicals and materials	MEM13003B	0	0	0	18	1	19	18	1	19
Work safely with molten metals/glass	MEM13004B	0	0	0	103	2	105	103	2	105
Work safely with ionizing radiation	MEM13013B	0	0	0	8	0	8	8	0	8
Apply principles of occupational health and safety in the work environment	MEM13014A	0	0	0	949	63	1012	949	63	1012
Plan to undertake a routine task	MEM14.4A	0	0	0	52	2	54	52	2	54
Plan a complete activity	MEM14.5A	0	0	0	19	2	21	19	2	21
Plan to undertake a routine task	MEM14004A	0	0	0	908	47	955	908	47	955
Plan a complete activity	MEM14005A	0	0	0	449	18	467	449	18	467
Apply quality procedures	MEM15.24A	0	0	0	47	2	49	47	2	49
Apply quality systems	MEM15.2A	0	0	0	5	0	5	5	0	5
Apply quality systems	MEM15002A	0	0	0	243	9	252	243	9	252
Apply quality procedures	MEM15024A	0	0	0	902	43	945	902	43	945
Organise and communicate information	MEM16.6A	0	0	0	16	1	17	16	1	17
Work with others in a manufacturing, engineering or related environment	MEM16.7A	0	0	0	64	3	67	64	3	67
Interact with computing technology	MEM16.8A	0	0	0	4	0	4	4	0	4
Operate as a team member to conduct manufacturing, engineering or related activities	MEM16005A	0	0	0	54	2	56	54	2	56
Organise and communicate information	MEM16006A	0	0	0	278	24	302	278	24	302
Work with others in a manufacturing, engineering or related environment	MEM16007A	0	0	0	911	46	957	911	46	957
Interact with computing technology	MEM16008A	0	0	0	206	18	224	206	18	224
Assist in the provision of on the job training	MEM17003A	0	0	0	22	0	22	22	0	22
Use hand tools	MEM18.1AB	0	0	0	1	0	1	1	0	1
Use hand tools	MEM18.1C	0	0	0	90	2	92	90	2	92

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Service combustion engines	MEM18.25B	0	0	0	1	0	1	1	0	1
Use power tools/hand held operations	MEM18.2B	0	0	0	66	2	68	66	2	68
Use hand tools	MEM18001C	0	0	0	942	60	1002	942	60	1002
Use power tools/hand held operations	MEM18002B	0	0	0	883	45	928	883	45	928
Use tools for precision work	MEM18003C	0	0	0	8	1	9	8	1	9
Repair and fit engineering components	MEM18006B	0	0	0	6	0	6	6	0	6
Maintain engine cooling systems	MEM18024B	0	0	0	44	6	50	44	6	50
Service combustion engines	MEM18025B	0	0	0	58	2	60	58	2	60
Maintain engine lubrication systems	MEM18028B	0	0	0	1	0	1	1	0	1
Maintain wheels and tyres	MEM18038B	0	0	0	10	3	13	10	3	13
Dismantle, replace and assemble engineering components	MEM18055B	0	0	0	68	4	72	68	4	72
Perform basic penetrant testing	MEM24001B	0	0	0	17	0	17	17	0	17
Perform basic magnetic particle testing	MEM24003B	0	0	0	17	0	17	17	0	17
Use computer aided drafting systems to produce basic engineering drawings	MEM30001A	0	0	0	38	8	46	38	8	46
Produce basic engineering graphics	MEM30002A	0	0	0	40	7	47	40	7	47
Produce detailed engineering drawings	MEM30003A	0	0	0	32	7	39	32	7	39
Use CAD to create and display 3D models	MEM30004A	0	0	0	17	5	22	17	5	22
Calculate stresses in simple structures	MEM30006A	0	0	0	6	1	7	6	1	7
Select common engineering materials	MEM30007A	0	0	0	6	1	7	6	1	7
Contribute to the design of basic mechanical systems	MEM30009A	0	0	0	12	1	13	12	1	13
Apply mathematical techniques in a manufacturing engineering or related environment	MEM30012A	0	0	0	10	1	11	10	1	11
Perform routine manual metal arc welding	MEM5.12C	0	0	0	28	2	30	28	2	30
Perform soft soldering	MEM5.3B	0	0	0	2	0	2	2	0	2
Perform routine oxy acetylene welding	MEM5.4C	0	0	0	11	1	12	11	1	12
Perform routine gas metal arc welding	MEM5.50B	0	0	0	6	0	6	6	0	6
Carry out mechanical cutting	MEM5.5B	0	0	0	2	0	2	2	0	2
Perform brazing and/or silver soldering	MEM5.6B	0	0	0	11	1	12	11	1	12
Manual heating and thermal cutting	MEM5.7AB	0	0	0	3	1	4	3	1	4
Perform manual heating and thermal cutting	MEM5.7C	0	0	0	16	0	16	16	0	16
Respond to boating emergencies and incidents	MEM50.10EA	0	0	0	69	31	100	69	31	100
Carry out trip preparation and planning	MEM50.8EA	0	0	0	71	33	104	71	33	104
Safely operate a mechanically powered recreational boat	MEM50.9AA	0	0	0	35	15	50	35	15	50
Safely operate a powered recreational vessel	MEM50.9EA	0	0	0	16	5	21	16	5	21
Classify recreational boating technologies and features	MEM50001B	0	0	0	28	3	31	28	3	31
Work safely on marine craft	MEM50002B	0	0	0	26	3	29	26	3	29
Follow work procedures to maintain the marine environment	MEM50003B	0	0	0	28	4	32	28	4	32
Carry out trip preparation and planning	MEM50008B	0	0	0	69	26	95	69	26	95
Safely operate a mechanically powered recreational boat	MEM50009B	0	0	0	77	20	97	77	20	97
Respond to boating emergencies and incidents	MEM50010B	0	0	0	62	20	82	62	20	82
Safely operate a mechanically powered recreational boat	MEM509EA	0	0	0	19	11	30	19	11	30

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Perform basic incidental heat/quenching, tempering and annealing	MEM6.7B	0	0	0	10	1	11	10	1	11
Perform operational maintenance of machines/equipment	MEM7.1B	0	0	0	17	2	19	17	2	19
Operate and monitor machine/process	MEM7.24B	0	0	0	14	0	14	14	0	14
Use workshop machines for basic operations	MEM7.32B	0	0	0	77	2	79	77	2	79
Operate a computer to produce documents	MNCG1026A	0	0	0	29	13	42	29	13	42
Participate in environmentally sustainable work practices	MSAENV272A	0	0	0	1	4	5	1	4	5
Adapt to work requirements in industry	MSAPCI101A	0	0	0	30	14	44	30	14	44
Apply effective work practices	MSAPCI102A	0	0	0	51	26	77	51	26	77
Demonstrate care and apply safe practices at work	MSAPCI103A	0	0	0	45	19	64	45	19	64
Make a small furniture item from timber	MSAPCII296A	0	0	0	4	7	11	4	7	11
Make an object from metal	MSAPCII298A	0	0	0	18	2	20	18	2	20
Follow emergency response procedures	MSAPMOHS110A	0	0	0	1	0	1	1	0	1
Work safely	MSAPMOHS200A	0	0	0	2	0	2	2	0	2
Use equipment	MSAPMOPS100A	0	0	0	26	4	30	26	4	30
Make measurements	MSAPMOPS101A	0	0	0	24	6	30	24	6	30
Perform tasks to support production	MSAPMOPS102A	0	0	0	1	4	5	1	4	5
Operate equipment	MSAPMOPS200A	0	0	0	4	0	4	4	0	4
Use enterprise computers or data systems	MSAPMOPS212A	0	0	0	3	0	3	3	0	3
Layout and cut materials	MSAPMOPS244A	0	0	0	1	0	1	1	0	1
Work in accordance with an issued permit	MSAPMPER200B	0	0	0	3	0	3	3	0	3
Communicate in the workplace	MSAPMSUP102A	0	0	0	1	0	1	1	0	1
Work in a team	MSAPMSUP106A	0	0	0	4	0	4	4	0	4
Achieve work outcomes	MSAPMSUP200A	0	0	0	1	0	1	1	0	1
Process and record information	MSAPMSUP210A	0	0	0	4	0	4	4	0	4
Monitor process operations	MSAPMSUP230A	0	0	0	1	0	1	1	0	1
Work within a laboratory/field workplace (induction)	MSL912001A	0	0	0	5	7	12	5	7	12
Communicate with other people	MSL913001A	0	0	0	5	7	12	5	7	12
Assist with fieldwork	MSL973005A	0	0	0	5	7	12	5	7	12
Sharpen knives	MTMMP11C	0	0	0	3	0	3	3	0	3
Maintain personal equipment	MTMMP1C	0	0	0	1	0	1	1	0	1
Apply hygiene and sanitation practices	MTMMP2C	0	0	0	5	0	5	5	0	5
Apply quality assurance practices	MTMMP3C	0	0	0	5	0	5	5	0	5
Follow safe work policies and procedures	MTMMP4C	0	0	0	5	0	5	5	0	5
Communicate in the workplace	MTMMP5C	0	0	0	5	0	5	5	0	5
Overview the meat industry	MTMMP6C	0	0	0	5	0	5	5	0	5
Operate carton scales	MTMP2082B	0	0	0	1	0	1	1	0	1
Clean work area during operations	MTMPS201B	0	0	0	4	0	4	4	0	4
Vacuum pack product	MTMPSR201B	0	0	0	1	0	1	1	0	1
Trim meat for further processing	MTMR102B	0	0	0	1	0	1	1	0	1
Store meat product	MTMR103B	0	0	0	1	0	1	1	0	1
Select, weigh and package meat for sale	MTMR203B	0	0	0	1	0	1	1	0	1
Package product using manual packing and labelling equipment	MTMR204B	0	0	0	1	0	1	1	0	1
Handle materials and products	MTMS101B	0	0	0	4	0	4	4	0	4



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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Pack smallgoods product	MTMS102B	0	0	0	4	0	4	4	0	4
Select/identify and prepare casings	MTMS210A	0	0	0	3	0	3	3	0	3
Manually shape and form product	MTMS211A	0	0	0	3	0	3	3	0	3
Manually link and tie product	MTMS212A	0	0	0	3	0	3	3	0	3
Slice product using simple machinery	MTMS213A	0	0	0	3	0	3	3	0	3
Rotate stored meat	MTMS214A	0	0	0	3	0	3	3	0	3
Rotate meat product	MTMS215A	0	0	0	3	0	3	3	0	3
Package product using automatic packing and labelling equipment	MTMSR203B	0	0	0	1	0	1	1	0	1
Despatch meat product	MTMSR204B	0	0	0	1	0	1	1	0	1
Occupational health and safety	NBB02	0	0	0	7	1	8	7	1	8
Electrical wiring and equipment 1	NE172	0	0	0	6	1	7	6	1	7
Using local community organisations and services	NKAA	0	0	0	1	0	1	1	0	1
Personal skills audit/learning goals	NPAC	0	0	0	1	0	1	1	0	1
Electrical safe wiring	NUE044	0	0	0	7	1	8	7	1	8
Interpersonal communication	NYHT	0	0	0	1	0	1	1	0	1
Using computers for learning	NYKS	0	0	0	1	0	1	1	0	1
Exploring options	PERS106	0	0	0	6	9	15	6	9	15
Read dials and indicators	PMAOPS101C	0	0	0	3	0	3	3	0	3
Operate fluid mixing equipment	PMAOPS202B	0	0	0	3	0	3	3	0	3
Operate separation equipment	PMAOPS206B	0	0	0	3	0	3	3	0	3
Operate and monitor valve systems	PMAOPS223B	0	0	0	3	0	3	3	0	3
Hand decorate products	PMBFIN205B	0	0	0	3	8	11	3	8	11
Shift materials safely by hand	PMBHAN103C	0	0	0	1	0	1	1	0	1
Operate thermoforming equipment	PMBPROD212B	0	0	0	1	0	1	1	0	1
Use materials and process knowledge to complete work operations	PMBPROD235C	0	0	0	1	0	1	1	0	1
Fabricate materials	PMBPROD245C	0	0	0	1	0	1	1	0	1
Weld plastics materials	PMBPROD287B	0	0	0	1	0	1	1	0	1
Perform standard calibrations	PMLCAL400A	0	0	0	3	2	5	3	2	5
Communicate with other people	PMLCOM300B	0	0	0	28	46	74	28	46	74
Record and present data	PMLDATA200A	0	0	0	34	40	74	34	40	74
Maintain the laboratory fit for purpose	PMLMAIN300B	0	0	0	13	10	23	13	10	23
Participate in laboratory/field workplace safety	PMLOHS302A	0	0	0	32	61	93	32	61	93
Work within a laboratory/field workplace (induction)	PMLORG200A	0	0	0	21	31	52	21	31	52
Plan and conduct laboratory/field work	PMLORG301A	0	0	0	8	21	29	8	21	29
Contribute to the achievement of quality objectives	PMLQUAL300B	0	0	0	5	3	8	5	3	8
Apply quality system and continuous improvement processes	PMLQUAL401B	0	0	0	2	0	2	2	0	2
Collect routine site samples	PMLSAMP200A	0	0	0	36	38	74	36	38	74
Handle and transport samples or equipment	PMLSAMP201A	0	0	0	4	5	9	4	5	9
Receive and prepare samples for testing	PMLSAMP302A	0	0	0	5	1	6	5	1	6
Obtain representative samples in accordance with sampling plan	PMLSAMP400B	0	0	0	3	0	3	3	0	3
Conduct routine site measurements	PMLTEST200A	0	0	0	30	34	64	30	34	64
Perform basic tests	PMLTEST300B	0	0	0	8	29	37	8	29	37

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Prepare working solutions	PMLTEST303B	0	0	0	1	2	3	1	2	3
Perform aseptic techniques	PMLTEST305B	0	0	0	2	6	8	2	6	8
Assist with fieldwork	PMLTEST306B	0	0	0	27	6	33	27	6	33
Perform microscopic examination	PMLTEST308A	0	0	0	2	6	8	2	6	8
Perform physical tests	PMLTEST406A	0	0	0	1	1	2	1	1	2
Compose workplace documents	PSPGOV313A	0	0	0	0	5	5	0	5	5
Manage simple projects	PSPPM402B	0	0	0	1	6	7	1	6	7
Communicate in the workplace	PUACOM001B	0	0	0	0	3	3	0	3	3
Communicate in the workplace	PUACOM001C	0	0	0	3	4	7	3	4	7
Provide emergency care	PUAEME001A	0	0	0	0	1	1	0	1	1
Provide emergency care	PUAEME001B	0	0	0	3	4	7	3	4	7
Administer oxygen in an emergency situation	PUAEME003C	0	0	0	1	0	1	1	0	1
Follow defined occupational health and safety policies and procedures	PUAOHS001B	0	0	0	0	1	1	0	1	1
Follow defined occupational health and safety policies and procedures	PUAOHS001C	0	0	0	3	4	7	3	4	7
Maintain safety at an incident scene	PUAOHS002B	0	0	0	1	0	1	1	0	1
Operate communications systems and equipment	PUAOPE002A	0	0	0	26	3	29	26	3	29
Operate communications systems and equipment	PUAOPE002B	0	0	0	2	4	6	2	4	6
Operate a semi automatic defibrillator in an emergency	PUAOPE010B	0	0	0	0	1	1	0	1	1
Participate in an aquatic rescue operation	PUASAR009A	0	0	0	0	1	1	0	1	1
Participate in an aquatic rescue operation	PUASAR009B	0	0	0	2	4	6	2	4	6
Apply surf awareness and self-rescue skills	PUASAR012A	0	0	0	0	1	1	0	1	1
Apply surf awareness and self-rescue skills	PUASAR012B	0	0	0	2	4	6	2	4	6
Undertake storm and water damage operations	PUASES001B	0	0	0	1	0	1	1	0	1
Work in a team	PUATEA001A	0	0	0	22	5	27	22	5	27
Work in a team	PUATEA001B	0	0	0	3	4	7	3	4	7
Work effectively in a public safety organisation	PUATEA004B	0	0	0	0	1	1	0	1	1
Work effectively in a public safety organisation	PUATEA004C	0	0	0	3	4	7	3	4	7
Handle horses or greyhounds safely	RGR007A	0	0	0	0	11	11	0	11	11
Comply with the rules of racing and related protocols	RGRCMN001A	0	0	0	0	3	3	0	3	3
Investigate job opportunities in racing and related industries	RGRCMN002A	0	0	0	1	1	2	1	1	2
Follow OHS procedures and observe environmental work practices	RGRCMN201A	0	0	0	1	3	4	1	3	4
Achieve requirements for industry induction	RGRCMN202A	0	0	0	0	3	3	0	3	3
Perform basic riding or driving tasks	RGRH205A	0	0	0	1	11	12	1	11	12
Apply occupational health and safety procedures in horse codes	RGRH206A	0	0	0	1	11	12	1	11	12
Handle horses safely	RGRH207A	0	0	0	1	13	14	1	13	14
Work effectively in the thoroughbred or standardbred code of the racing industry	RGRH208A	0	0	0	1	11	12	1	11	12
Care for horses	RGRH209A	0	0	0	1	11	12	1	11	12
Oversee safe handling of horses	RGRH310A	0	0	0	1	3	4	1	3	4
Apply principles of basic anatomy and physiology to horses	RGRH311A	0	0	0	1	6	7	1	6	7

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Ride or drive horses at track work	RGRH313A	0	0	0	1	3	4	1	3	4
Maintain horses in a healthy state and safe environment	RGRH317A	0	0	0	1	4	5	1	4	5
Assess health and first aid for standardbreds or thoroughbreds	RGRH319A	0	0	0	1	4	5	1	4	5
Catch and handle quiet horses under supervision	RGRPSH101A	0	0	0	1	0	1	1	0	1
Perform basic stable duties	RGRPSH102A	0	0	0	1	0	1	1	0	1
Handle horses	RGRPSH201A	0	0	0	0	4	4	0	4	4
Assist with transportation of horses	RGRPSH202A	0	0	0	0	3	3	0	3	3
Perform basic driving tasks	RGRPSH203A	0	0	0	0	5	5	0	5	5
Prepare to drive jog work	RGRPSH204A	0	0	0	0	2	2	0	2	2
Perform basic riding tasks	RGRPSH205A	0	0	0	0	4	4	0	4	4
Develop riding skills for flatwork	RGRPSH206A	0	0	0	0	1	1	0	1	1
Perform stable duties	RGRPSH207A	0	0	0	0	3	3	0	3	3
Attend horses at trackwork	RGRPSH208A	0	0	0	0	2	2	0	2	2
Attend horses at race meetings and trials	RGRPSH209A	0	0	0	0	3	3	0	3	3
Identify factors that affect racehorse performance	RGRPSH304A	0	0	0	0	1	1	0	1	1
Develop driving skills for trackwork	RGRPSH305A	0	0	0	0	1	1	0	1	1
Drive horses in pacework and fast work	RGRPSH402A	0	0	0	0	1	1	0	1	1
Prepare for race driving	RGRPSH410A	0	0	0	0	1	1	0	1	1
Plan and organise work	RIIBEF201A	0	0	0	36	6	42	36	6	42
Carry out measurements and calculations	RIICCM201A	0	0	0	34	6	40	34	6	40
Communicate in the workplace	RIICOM201A	9	0	9	45	12	57	54	12	66
Work safely and follow OHS policies and procedures	RIIG001A	0	0	0	4	0	4	4	0	4
Communicate in the workplace	RIIG002A	0	0	0	3	0	3	3	0	3
Contribute to quality work outcomes	RIIG003A	0	0	0	5	0	5	5	0	5
Conduct local risk control	RIIG004A	0	0	0	2	0	2	2	0	2
Plan and organise work	RIIG2001A	0	0	0	2	0	2	2	0	2
Carry out measurements and calculations	RIIG2002A	0	0	0	2	0	2	2	0	2
Use hand and power tools	RIIG2003A	0	0	0	24	0	24	24	0	24
Operate small plant and equipment	RIIG2004A	0	0	0	3	0	3	3	0	3
Handle resources and infrastructure materials and safely dispose of non toxic materials	RIIG2006A	0	0	0	1	0	1	1	0	1
Read and interpret plans and specifications	RIIG2007A	0	0	0	1	0	1	1	0	1
Comply with site work processes/procedures	RIIGOV201A	0	0	0	17	2	19	17	2	19
Work safely and follow OHS policies and procedures	RIIOHS201A	0	0	0	64	13	77	64	13	77
Maintain and monitor site quality standards	RIIQUA201A	0	0	0	17	5	22	17	5	22
Conduct local risk control	RIIRIS201A	0	0	0	40	10	50	40	10	50
Use hand and power tools	RIISAM203A	9	0	9	38	3	41	47	3	50
Operate small plant and equipment	RIISAM204A	0	0	0	13	4	17	13	4	17
Cut, weld and bend materials	RIISAM205A	0	0	0	17	2	19	17	2	19
Apply operational maintenance skills	RIISAM207A	0	0	0	7	2	9	7	2	9
Read and interpret maps	RIISTD201A	0	0	0	15	6	21	15	6	21
Operate light vehicle	RIIVEH201A	0	0	0	7	2	9	7	2	9
Drain and dewater civil construction site	RIIWMG203A	0	0	0	3	0	3	3	0	3

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Support nursery work	RTC1006A	0	0	0	48	37	85	48	37	85
Maintain the workplace	RTC1201A	0	0	0	143	64	207	143	64	207
Support landscape work	RTC1202A	0	0	0	42	19	61	42	19	61
Operate basic machinery and equipment	RTC1301A	0	0	0	104	46	150	104	46	150
Assist with routine maintenance of machinery and equipment	RTC1302A	0	0	0	53	27	80	53	27	80
Follow basic chemical safety rules	RTC1701A	0	0	0	141	51	192	141	51	192
Prepare for work	RTC1801A	0	0	0	232	91	323	232	91	323
Fell small trees	RTC2005A	0	0	0	3	1	4	3	1	4
Plant trees and shrubs	RTC2012A	0	0	0	59	43	102	59	43	102
Recognise plants	RTC2016A	0	0	0	43	40	83	43	40	83
Undertake propagation activities	RTC2026A	0	0	0	37	17	54	37	17	54
Conduct visual inspection of park facilities	RTC2203A	0	0	0	5	5	10	5	5	10
Install, maintain and repair fencing	RTC2209A	0	0	0	70	70	140	70	70	140
Maintain properties and structures	RTC2210A	0	0	0	72	28	100	72	28	100
Undertake operational maintenance of machinery	RTC2301A	0	0	0	129	29	158	129	29	158
Operate and maintain chainsaws	RTC2304A	0	0	0	12	3	15	12	3	15
Operate vehicles	RTC2306A	0	0	0	126	70	196	126	70	196
Operate machinery and equipment	RTC2307A	0	0	0	123	42	165	123	42	165
Operate tractors	RTC2309A	0	0	0	101	42	143	101	42	143
Treat weeds	RTC2401A	0	0	0	32	29	61	32	29	61
Treat plant pests, diseases and disorders	RTC2404A	0	0	0	18	17	35	18	17	35
Follow OHS procedures	RTC2701A	0	0	0	329	132	461	329	132	461
Observe environmental work practices	RTC2702A	0	0	0	253	100	353	253	100	353
Provide basic first aid	RTC2704A	0	0	0	234	117	351	234	117	351
Work effectively in the industry	RTC2705A	0	0	0	296	158	454	296	158	454
Apply chemicals under supervision	RTC2706A	0	0	0	133	57	190	133	57	190
Participate in workplace communications	RTC2801A	0	0	0	251	109	360	251	109	360
Provide information on plants and their culture	RTC3016A	0	0	0	1	4	5	1	4	5
Erect timber structures and features	RTC3206A	0	0	0	0	1	1	0	1	1
Plan and construct conventional fencing	RTC3209A	0	0	0	2	4	6	2	4	6
Implement a maintenance program for an aquatic environment	RTC3211A	0	0	0	1	0	1	1	0	1
Implement property improvement, construction and repair	RTC3213A	0	0	0	2	3	5	2	3	5
Undertake a site assessment	RTC3218A	0	0	0	3	4	7	3	4	7
Control weeds	RTC3401A	0	0	0	3	4	7	3	4	7
Respond to emergencies	RTC3701A	0	0	0	30	19	49	30	19	49
Prepare and apply chemicals	RTC3704A	0	0	0	3	1	4	3	1	4
Transport, handle and store chemicals	RTC3705A	0	0	0	1	0	1	1	0	1
Implement and monitor the enterprise OHS program	RTC4701A	0	0	0	10	13	23	10	13	23
Minimise risks in the use of chemicals	RTC4702A	0	0	0	1	0	1	1	0	1
Cost a project	RTC4905A	0	0	0	1	0	1	1	0	1
Support natural area conservation	RTD1501A	0	0	0	41	23	64	41	23	64
Collect, prepare and preserve plant specimens	RTD2004A	0	0	0	6	12	18	6	12	18
Carry out natural area restoration works	RTD2022A	0	0	0	14	14	28	14	14	28

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Recognise animals	RTD2126A	0	0	0	2	1	3	2	1	3
Conduct erosion and sediment control activities	RTD2202A	0	0	0	2	1	3	2	1	3
Install aggregate paths	RTD2206A	0	0	0	5	0	5	5	0	5
Clean machinery of plant, animal and soil material	RTD2313A	0	0	0	40	3	43	40	3	43
Operate in isolated and remote situations	RTD2703A	0	0	0	4	0	4	4	0	4
Record information about country	RTD2802A	0	0	0	0	1	1	0	1	1
Observe and report plants and/or animals	RTD2803A	0	0	0	4	8	12	4	8	12
Implement revegetation works	RTD3034A	0	0	0	2	4	6	2	4	6
Construct access tracks	RTD3202A	0	0	0	2	1	3	2	1	3
Maintain natural areas	RTD3505A	0	0	0	2	3	5	2	3	5
Undertake sampling and testing of water	RTD3507A	0	0	0	2	3	5	2	3	5
Maintain biological cultures	RTD3706A	0	0	0	0	1	1	0	1	1
Support agricultural crop work	RTE1001A	0	0	0	6	3	9	6	3	9
Support horticultural production	RTE1005A	0	0	0	62	33	95	62	33	95
Support extensive livestock work	RTE1101A	0	0	0	38	22	60	38	22	60
Support intensive livestock work	RTE1102A	0	0	0	9	6	15	9	6	15
Support woolshed activities	RTE1103A	0	0	0	19	13	32	19	13	32
Support horse work	RTE1104A	0	0	0	18	5	23	18	5	23
Undertake basic shearing and crutching	RTE1105A	0	0	0	6	2	8	6	2	8
Shear sheep to novice level	RTE1106A	0	0	0	19	2	21	19	2	21
Support irrigation work	RTE1601A	0	0	0	7	5	12	7	5	12
Carry out postharvest operations	RTE2003A	0	0	0	1	1	2	1	1	2
Establish horticultural crops	RTE2010A	0	0	0	18	10	28	18	10	28
Assist agricultural crop establishment	RTE2011A	0	0	0	59	16	75	59	16	75
Support horticultural crop harvesting	RTE2021A	0	0	0	4	3	7	4	3	7
Assist agricultural crop maintenance	RTE2029A	0	0	0	9	4	13	9	4	13
Assist agricultural crop harvesting	RTE2030A	0	0	0	38	10	48	38	10	48
Carry out milking shed routines	RTE2103A	0	0	0	22	32	54	22	32	54
Carry out regular horse observation	RTE2104A	0	0	0	11	40	51	11	40	51
Crutch sheep	RTE2107A	0	0	0	105	17	122	105	17	122
Maintain livestock water supplies	RTE2110A	0	0	0	60	56	116	60	56	116
Identify and mark livestock	RTE2111A	0	0	0	114	52	166	114	52	166
Milk livestock	RTE2112A	0	0	0	35	32	67	35	32	67
Monitor livestock to parturition	RTE2113A	0	0	0	49	23	72	49	23	72
Monitor water supplies	RTE2114A	0	0	0	31	31	62	31	31	62
Muster and move livestock	RTE2115A	0	0	0	188	86	274	188	86	274
Pen sheep	RTE2117A	0	0	0	129	67	196	129	67	196
Handle livestock using basic techniques	RTE2118A	0	0	0	104	57	161	104	57	161
Perform board duties	RTE2119A	0	0	0	115	54	169	115	54	169
Assist with pressing wool	RTE2120A	0	0	0	95	46	141	95	46	141
Provide daily care for horses	RTE2121A	0	0	0	18	61	79	18	61	79
Carry out birthing duties	RTE2124A	0	0	0	20	0	20	20	0	20
Castrate livestock	RTE2127A	0	0	0	63	32	95	63	32	95
Provide feed for livestock	RTE2128A	0	0	0	126	66	192	126	66	192

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Move and handle pigs	RTE2129A	0	0	0	49	7	56	49	7	56
Ride and care for horses and equipment	RTE2130A	0	0	0	12	32	44	12	32	44
Care for health and welfare of livestock	RTE2131A	0	0	0	12	23	35	12	23	35
Care for health and welfare of livestock	RTE2131B	0	0	0	1	0	1	1	0	1
Assist with artificial insemination procedures	RTE2132A	0	0	0	9	21	30	9	21	30
Artificially inseminate pigs	RTE2133A	0	0	0	5	1	6	5	1	6
Assist with feeding in an intensive production system	RTE2134A	0	0	0	82	31	113	82	31	113
Load and unload livestock	RTE2136A	0	0	0	24	38	62	24	38	62
Assist with natural mating procedures and parturition of horses	RTE2137A	0	0	0	3	2	5	3	2	5
Maintain health and welfare of poultry	RTE2140A	0	0	0	12	19	31	12	19	31
Collect and pack eggs for human consumption	RTE2142A	0	0	0	38	19	57	38	19	57
Mate pigs and monitor dry sow performance	RTE2143A	0	0	0	3	1	4	3	1	4
Carry out regular livestock observation	RTE2144A	0	0	0	40	26	66	40	26	66
Care for weaner and grower pigs	RTE2145A	0	0	0	29	5	34	29	5	34
Mix and mill standard stockfeed	RTE2146A	0	0	0	19	2	21	19	2	21
Handle young horses	RTE2148A	0	0	0	4	8	12	4	8	12
Shear sheep to improver level	RTE2149A	0	0	0	13	0	13	13	0	13
Maintain intensive production growing environments	RTE2150A	0	0	0	21	6	27	21	6	27
Care for health and welfare of pigs	RTE2151A	0	0	0	16	4	20	16	4	20
Support beekeeping work	RTE2156A	0	0	0	1	0	1	1	0	1
Open and reassemble a beehive	RTE2157A	0	0	0	8	0	8	8	0	8
Fabricate and repair metal or plastic structures	RTE2205A	0	0	0	80	13	93	80	13	93
Prepare grain storages	RTE2212A	0	0	0	24	10	34	24	10	34
Clean out intensive production sheds	RTE2214A	0	0	0	3	0	3	3	0	3
Assist in preparing for shearing and crutching	RTE2216A	0	0	0	104	51	155	104	51	155
Construct and repair beehives	RTE2217A	0	0	0	1	0	1	1	0	1
Grind combs and cutters for machine shearing	RTE2302A	0	0	0	46	2	48	46	2	48
Use a bee smoker	RTE2305A	0	0	0	8	0	8	8	0	8
Operate ride-on vehicles	RTE2308A	0	0	0	40	26	66	40	26	66
Prepare handpiece and downtube for machine shearing	RTE2310A	0	0	0	82	12	94	82	12	94
Observe and report on weather	RTE2503A	0	0	0	51	19	70	51	19	70
Assist with the operation of pressurised irrigation	RTE2602A	0	0	0	4	1	5	4	1	5
Lay irrigation and/or drainage pipes	RTE2603A	0	0	0	4	0	4	4	0	4
Maintain drainage systems	RTE2604A	0	0	0	1	0	1	1	0	1
Maintain pressurised irrigation systems	RTE2606A	0	0	0	6	4	10	6	4	10
Install micro-irrigation systems	RTE2607A	0	0	0	8	6	14	8	6	14
Follow site quarantine procedures	RTE2707A	0	0	0	55	14	69	55	14	69
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	1	0	1	1	0	1
Collect and record production data	RTE2902A	0	0	0	37	9	46	37	9	46
Collect and record production data	RTE2902B	0	0	0	1	0	1	1	0	1

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Apply quality assurance procedures in wool preparation	RTE3103A	0	0	0	11	13	24	11	13	24
Class fleece wool	RTE3108A	0	0	0	10	13	23	10	13	23
Appraise wool using industry descriptions	RTE3111A	0	0	0	11	13	24	11	13	24
Identify and draft livestock	RTE3113A	0	0	0	4	9	13	4	9	13
Implement feeding plans for livestock	RTE3114A	0	0	0	0	1	1	0	1	1
Implement livestock husbandry practices	RTE3115A	0	0	0	6	8	14	6	8	14
Prepare facilities for shearing and crutching	RTE3120A	0	0	0	27	15	42	27	15	42
Supervise clip preparation	RTE3130A	0	0	0	10	13	23	10	13	23
Prepare livestock for competition	RTE3133A	0	0	0	6	24	30	6	24	30
Determine wool characteristics	RTE3138A	0	0	0	11	13	24	11	13	24
Prepare fleece wool for classing	RTE3141A	0	0	0	27	15	42	27	15	42
Prepare skirtings and oddments	RTE3142A	0	0	0	27	15	42	27	15	42
Prevent and treat equine injury and disease	RTE3144A	0	0	0	0	1	1	0	1	1
Press wool	RTE3145A	0	0	0	27	15	42	27	15	42
Remove a honey crop from a hive	RTE3320A	0	0	0	3	0	3	3	0	3
Extract honey	RTE3321A	0	0	0	2	0	2	2	0	2
Document a wool clip	RTE3902A	0	0	0	11	13	24	11	13	24
Support turf work	RTF1003A	0	0	0	25	4	29	25	4	29
Support gardening work	RTF1004A	0	0	0	64	37	101	64	37	101
Maintain indoor plants	RTF2008A	0	0	0	1	0	1	1	0	1
Perform above ground pruning	RTF2009A	0	0	0	1	0	1	1	0	1
Pot-on plants	RTF2013A	0	0	0	23	3	26	23	3	26
Prepare and maintain plant displays	RTF2014A	0	0	0	4	1	5	4	1	5
Prepare turf surfaces for play	RTF2015A	0	0	0	1	0	1	1	0	1
Prune shrubs and small trees	RTF2017A	0	0	0	10	11	21	10	11	21
Renovate grassed areas	RTF2019A	0	0	0	2	2	4	2	2	4
Support turf establishment	RTF2023A	0	0	0	3	0	3	3	0	3
Tend nursery plants	RTF2024A	0	0	0	10	3	13	10	3	13
Transplant small trees	RTF2025A	0	0	0	2	1	3	2	1	3
Construct low-profile timber or modular retaining walls	RTF2204A	0	0	0	1	0	1	1	0	1
Lay paving	RTF2208A	0	0	0	2	2	4	2	2	4
Assist with landscape construction work	RTF2215A	0	0	0	18	5	23	18	5	23
Determine basic properties of soil/growing media	RTF2504A	0	0	0	6	0	6	6	0	6
Maintain nursery plants	RTF3021A	0	0	0	1	0	1	1	0	1
Receive and dispatch plants and other nursery products	RTF3026A	0	0	0	1	0	1	1	0	1
Prepare for animal care work	RUV1101A	0	0	0	13	37	50	13	37	50
Support animal care work	RUV1102A	0	0	0	10	18	28	10	18	28
Support animal care cleaning activities	RUV1103A	0	0	0	11	24	35	11	24	35
Maintain the animal care workplace	RUV1104A	0	0	0	10	16	26	10	16	26
Work in the animal care industry	RUV2101A	0	0	0	6	26	32	6	26	32
Follow OHS procedures in an animal care environment	RUV2102A	0	0	0	3	30	33	3	30	33
Assist with general animal care	RUV2103A	0	0	0	6	29	35	6	29	35
Provide food and water for animals	RUV2104A	0	0	0	6	28	34	6	28	34

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Participate in workplace communications	RUV2105A	0	0	0	1	30	31	1	30	31
Assist with food preparation	RUV2106A	0	0	0	1	12	13	1	12	13
Provide basic first aid for animals	RUV2107A	0	0	0	4	24	28	4	24	28
Provide information on companion animals, products and services	RUV2501A	0	0	0	4	15	19	4	15	19
Carry out veterinary reception duties	RUV2601A	0	0	0	0	17	17	0	17	17
Carry out daily clinic routines	RUV2602A	0	0	0	0	17	17	0	17	17
Assist with surgery preparations	RUV2603A	0	0	0	0	17	17	0	17	17
Provide advice on companion animal selection and general care	RUV3501A	0	0	0	1	9	10	1	9	10
Finding a Job	RYMF	0	0	0	1	0	1	1	0	1
Science 1: scientific investigation	SCNC114	0	0	0	3	3	6	3	3	6
Carry out basic aquaculture activities	SFIAQUA102A	0	0	0	63	66	129	63	66	129
Collect broodstock and seedstock	SFIAQUA201B	0	0	0	1	0	1	1	0	1
Feed stock	SFIAQUA205B	0	0	0	18	9	27	18	9	27
Handle stock	SFIAQUA206B	0	0	0	25	17	42	25	17	42
Manipulate stock culture environment	SFIAQUA209B	0	0	0	21	10	31	21	10	31
Monitor stock and environmental conditions	SFIAQUA213A	0	0	0	1	0	1	1	0	1
Monitor stock and environmental conditions	SFIAQUA213B	0	0	0	47	21	68	47	21	68
Produce algal or live-feed cultures	SFIAQUA214A	0	0	0	2	2	4	2	2	4
Harvest aquacultured stock	SFIAQUA216A	0	0	0	19	11	30	19	11	30
Maintain stock culture and other farm structures	SFIAQUA217A	0	0	0	15	11	26	15	11	26
Control predators, pests and diseases	SFIAQUA218A	0	0	0	17	13	30	17	13	30
Construct or install stock culture structures and farm structures	SFIAQUA302B	0	0	0	1	0	1	1	0	1
Coordinate stock handling activities	SFIAQUA303B	0	0	0	2	0	2	2	0	2
Optimise feed uptake	SFIAQUA305B	0	0	0	2	0	2	2	0	2
Maintain water quality and environmental monitoring	SFIAQUA308B	0	0	0	2	0	2	2	0	2
Oversee harvest and post-harvest activities	SFIAQUA309B	0	0	0	1	0	1	1	0	1
Oversee emergency procedures in an aquacultural enterprise	SFIAQUA310B	0	0	0	2	0	2	2	0	2
Oversee production and maintain algal or live-feed cultures	SFIAQUA311A	0	0	0	1	0	1	1	0	1
Oversee the control of pests, predators and diseases	SFIAQUA312A	0	0	0	1	0	1	1	0	1
Develop and implement a stock health program	SFIAQUA401B	0	0	0	1	0	1	1	0	1
Implement, monitor and review stock production	SFIAQUA409A	0	0	0	1	0	1	1	0	1
Promote sustainable use of local marine and freshwater environments	SFICOMP203A	0	0	0	3	3	6	3	3	6
Apply basic food handling and safety practices	SFICORE101A	0	0	0	26	11	37	26	11	37
Apply basic food handling and safety practices	SFICORE101B	0	0	0	53	45	98	53	45	98
Carry out work effectively in the seafood industry	SFICORE102A	0	0	0	27	11	38	27	11	38
Communicate in the seafood industry	SFICORE103A	0	0	0	27	11	38	27	11	38
Communicate in the seafood industry	SFICORE103B	0	0	0	89	49	138	89	49	138
Work effectively in the seafood industry	SFICORE105A	0	0	0	67	44	111	67	44	111
Meet workplace OHS requirements	SFICORE106A	0	0	0	80	52	132	80	52	132



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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Cook on board a vessel	SFIFISH202B	0	0	0	10	10	20	10	10	20
Maintain, prepare, deploy and retrieve pots and traps to land catch	SFIFISH204B	0	0	0	11	10	21	11	10	21
Maintain, prepare, deploy and retrieve hand operated lines to land catch	SFIFISH206B	0	0	0	72	74	146	72	74	146
Maintain the temperature of seafood	SFIFISH209B	0	0	0	22	9	31	22	9	31
Apply deckhand skills aboard a fishing vessel	SFIFISH215A	0	0	0	22	12	34	22	12	34
Perform breath hold diving operations	SFIFISH307B	0	0	0	9	21	30	9	21	30
Collect reliable scientific data and samples	SFIOBSV302A	0	0	0	3	3	6	3	3	6
Implement OHS policies and guidelines	SFIOHS301B	0	0	0	3	15	18	3	15	18
Clean fish	SFIPROC101B	0	0	0	43	21	64	43	21	64
Clean work area	SFIPROC102B	0	0	0	32	30	62	32	30	62
Fillet fish and prepare portions	SFIPROC105A	0	0	0	21	13	34	21	13	34
Work with knives	SFIPROC106A	0	0	0	44	25	69	44	25	69
Contribute to safe navigation	SFISHIP202B	0	0	0	10	10	20	10	10	20
Operate a small vessel	SFISHIP206A	0	0	0	0	1	1	0	1	1
Operate a small vessel	SFISHIP206B	0	0	0	17	13	30	17	13	30
Operate and maintain outboard motors	SFISHIP207B	0	0	0	16	11	27	16	11	27
Operate marine communications equipment	SFISHIP209B	0	0	0	3	0	3	3	0	3
Prepare for maintenance	SFISHIP211B	0	0	0	6	4	10	6	4	10
Take emergency action on board a vessel	SFISHIP212B	0	0	0	92	68	160	92	68	160
Apply emergency procedures on board a ship	SFISHIP301B	0	0	0	5	4	9	5	4	9
Prepare and pack stock for live transport	SFISTOR201A	0	0	0	12	6	18	12	6	18
Prepare and pack stock for live transport	SFISTOR201B	0	0	0	12	10	22	12	10	22
Accept prescriptions and deliver medicine	SIRPDIS001A	0	0	0	0	7	7	0	7	7
Support the sale of pharmacy and pharmacist-only medicines	SIRPPKS001A	0	0	0	0	9	9	0	9	9
Identify, locate and sell products related to allergies	SIRPPKS002A	0	0	0	0	4	4	0	4	4
Identify, locate and sell analgesic and antiinflammatory products	SIRPPKS003A	0	0	0	0	5	5	0	5	5
Identify, locate and sell baby and infant products	SIRPPKS004A	0	0	0	0	3	3	0	3	3
Identify, locate and sell cough and cold products	SIRPPKS005A	0	0	0	0	6	6	0	6	6
Identify, locate and sell eye, ear and oral care products	SIRPPKS006A	0	0	0	0	4	4	0	4	4
Identify, locate and sell products for gastrointestinal conditions	SIRPPKS007A	0	0	0	0	4	4	0	4	4
Identify, locate and sell first aid and wound care products	SIRPPKS008A	0	0	0	0	4	4	0	4	4
Identify, locate and sell products for skin and fungal conditions	SIRPPKS009A	0	0	0	0	4	4	0	4	4
Apply retail food safety practices	SIRRFSA001A	0	0	0	5	5	10	5	5	10
Prepare and display fast food items	SIRRMER003A	0	0	0	3	5	8	3	5	8
Process postal outlet transactions	SIRRPOS001A	0	0	0	1	1	2	1	1	2
Advise on fast food products	SIRRRPK003A	0	0	0	4	6	10	4	6	10
Sell products and services to business customers	SIRWLS001A	0	0	0	7	1	8	7	1	8
Build sales relationships	SIRWLS002A	0	0	0	7	1	8	7	1	8
Apply retail office procedures	SIRXADM001A	0	0	0	1	2	3	1	2	3
Apply point-of-sale handling procedures	SIRXCCS001A	0	0	0	19	47	66	19	47	66

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Interact with customers	SIRXCCS002A	0	0	0	29	64	93	29	64	93
Organise and maintain work areas	SIRXCLM001A	0	0	0	60	149	209	60	149	209
Communicate in the workplace	SIRXCOM001A	0	0	0	59	296	355	59	296	355
Balance point-of-sale terminal	SIRXFIN001A	0	0	0	6	17	23	6	17	23
Perform retail finance duties	SIRXFIN002A	0	0	0	1	7	8	1	7	8
Operate retail technology	SIRXICT001A	0	0	0	66	141	207	66	141	207
Work effectively in a retail environment	SIRXIND001A	0	0	0	61	199	260	61	199	260
Perform stock control procedures	SIRXINV001A	0	0	0	8	25	33	8	25	33
Maintain and order stock	SIRXINV002A	0	0	0	0	1	1	0	1	1
Merchandise products	SIRXMER001A	0	0	0	5	114	119	5	114	119
Create a display	SIRXMER005A	0	0	0	0	4	4	0	4	4
Apply safe working practices	SIRXOHS001A	0	0	0	63	315	378	63	315	378
Recommend health and nutritional products and services	SIRXRPK001A	0	0	0	0	4	4	0	4	4
Recommend hair, beauty and cosmetic products and services	SIRXRPK002A	0	0	0	0	84	84	0	84	84
Minimise theft	SIRXRSK001A	0	0	0	8	29	37	8	29	37
Sell products and services	SIRXSLS001A	0	0	0	48	185	233	48	185	233
Advise on products and services	SIRXSLS002A	0	0	0	22	40	62	22	40	62
Provide accommodation reception services	SITHACS001A	0	0	0	0	1	1	0	1	1
Provide housekeeping services to guests	SITHACS004A	0	0	0	5	7	12	5	7	12
Prepare rooms for guests	SITHACS005A	0	0	0	5	7	12	5	7	12
Clean premises and equipment	SITHACS006A	0	0	0	13	53	66	13	53	66
Organise and prepare food	SITHCCC001A	0	0	0	267	442	709	267	442	709
Present food	SITHCCC002A	0	0	0	260	439	699	260	439	699
Receive and store kitchen supplies	SITHCCC003A	0	0	0	222	402	624	222	402	624
Clean and maintain kitchen premises	SITHCCC004A	0	0	0	245	422	667	245	422	667
Use basic methods of cookery	SITHCCC005A	0	0	0	148	296	444	148	296	444
Prepare appetisers and salads	SITHCCC006A	0	0	0	100	162	262	100	162	262
Prepare sandwiches	SITHCCC007A	0	0	0	155	257	412	155	257	412
Prepare stocks, sauces and soups	SITHCCC008A	0	0	0	68	122	190	68	122	190
Prepare vegetables, fruit, eggs and farinaceous dishes	SITHCCC009A	0	0	0	46	84	130	46	84	130
Select, prepare and cook poultry	SITHCCC010A	0	0	0	2	3	5	2	3	5
Select, prepare and cook seafood	SITHCCC011A	0	0	0	4	1	5	4	1	5
Select, prepare and cook meat	SITHCCC012A	0	0	0	3	2	5	3	2	5
Prepare hot and cold desserts	SITHCCC013A	0	0	0	15	16	31	15	16	31
Prepare pastries, cakes and yeast goods	SITHCCC014A	0	0	0	7	8	15	7	8	15
Plan and prepare food for buffets	SITHCCC015A	0	0	0	8	4	12	8	4	12
Develop cost-effective menus	SITHCCC016A	0	0	0	3	1	4	3	1	4
Handle and serve cheese	SITHCCC021A	0	0	0	3	1	4	3	1	4
Prepare, cook and serve food for food service	SITHCCC027A	0	0	0	67	136	203	67	136	203
Prepare, cook and serve food for menus	SITHCCC028A	0	0	0	2	1	3	2	1	3
Prepare foods according to dietary and cultural needs	SITHCCC029A	0	0	0	14	26	40	14	26	40
Package prepared foodstuffs	SITHCCC030A	0	0	0	5	14	19	5	14	19
Operate a fast food outlet	SITHCCC031A	0	0	0	1	0	1	1	0	1
Clean and tidy bar areas	SITHFAB001A	0	0	0	8	16	24	8	16	24

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Clean and tidy bar areas	SITHFAB001B	0	0	0	1	0	1	1	0	1
Operate a bar	SITHFAB002A	0	0	0	5	5	10	5	5	10
Serve food and beverage to customers	SITHFAB003A	0	0	0	13	60	73	13	60	73
Provide food and beverage service	SITHFAB004A	0	0	0	3	24	27	3	24	27
Provide table service of alcoholic beverages	SITHFAB005A	0	0	0	1	5	6	1	5	6
Provide room service	SITHFAB008A	0	0	0	0	2	2	0	2	2
Provide responsible service of alcohol	SITHFAB009A	0	0	0	78	233	311	78	233	311
Prepare and serve non alcoholic beverages	SITHFAB010A	0	0	0	61	189	250	61	189	250
Prepare and serve non alcoholic beverages	SITHFAB010B	0	0	0	14	31	45	14	31	45
Develop and update food and beverage knowledge	SITHFAB011A	0	0	0	16	32	48	16	32	48
Prepare and serve espresso coffee	SITHFAB012A	0	0	0	124	323	447	124	323	447
Prepare and serve cocktails	SITHFAB015A	0	0	0	2	5	7	2	5	7
Apply food and beverage skills in the workplace	SITHFAB020A	0	0	0	10	24	34	10	24	34
Provide and coordinate food and beverage service	SITHFAB021A	0	0	0	2	5	7	2	5	7
Develop and update hospitality industry knowledge	SITHIND001A	0	0	0	279	639	918	279	639	918
Apply hospitality skills in the workplace	SITHIND002A	0	0	0	15	49	64	15	49	64
Provide and coordinate hospitality service	SITHIND003A	0	0	0	0	7	7	0	7	7
Prepare and produce cakes	SITHPAT002A	0	0	0	0	4	4	0	4	4
Prepare and produce yeast goods	SITHPAT003A	0	0	0	0	4	4	0	4	4
Interpret aspects of local Australian indigenous culture	SITTGDE009A	0	0	0	7	6	13	7	6	13
Develop and update tourism industry knowledge	SITTIND001A	0	0	0	31	182	213	31	182	213
Operate an online information system	SITTTSL001A	0	0	0	0	8	8	0	8	8
Access and interpret product information	SITTTSL002A	0	0	0	19	96	115	19	96	115
Source and provide international destination information and advice	SITTTSL003A	0	0	0	6	65	71	6	65	71
Source and provide Australian destination information and advice	SITTTSL004A	0	0	0	27	119	146	27	119	146
Sell tourism products and services	SITTTSL005A	0	0	0	2	10	12	2	10	12
Prepare quotations	SITTTSL006A	0	0	0	1	9	10	1	9	10
Receive and process reservations	SITTTSL007A	0	0	0	6	58	64	6	58	64
Book and coordinate supplier services	SITTTSL008A	0	0	0	0	6	6	0	6	6
Process travel-related documentation	SITTTSL009A	0	0	0	0	6	6	0	6	6
Control reservations or operations using a computerised system	SITTTSL010A	0	0	0	0	7	7	0	7	7
Provide a briefing or scripted commentary	SITTVAF002A	0	0	0	2	3	5	2	3	5
Perform office procedures	SITXADM001A	0	0	0	24	123	147	24	123	147
Source and present information	SITXADM002A	0	0	0	13	83	96	13	83	96
Write business documents	SITXADM003A	0	0	0	0	1	1	0	1	1
Plan and manage meetings	SITXADM004A	0	0	0	0	1	1	0	1	1
Provide visitor information	SITXCCS001A	0	0	0	42	144	186	42	144	186
Provide visitor information	SITXCCS001B	0	0	0	0	1	1	0	1	1
Provide quality customer service	SITXCCS002A	0	0	0	7	43	50	7	43	50
Work with colleagues and customers	SITXCOM001A	0	0	0	412	891	1303	412	891	1303
Work in a socially diverse environment	SITXCOM002A	0	0	0	344	848	1192	344	848	1192
Deal with conflict situations	SITXCOM003A	0	0	0	8	27	35	8	27	35

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Communicate on the telephone	SITXCOM004A	0	0	0	86	234	320	86	234	320
Make presentations	SITXCOM005A	0	0	0	2	7	9	2	7	9
Participate in environmentally sustainable work practices	SITXENV001A	0	0	0	10	54	64	10	54	64
Develop and update event industry knowledge	SITXEVT001A	0	0	0	0	24	24	0	24	24
Provide event staging support	SITXEVT002A	0	0	0	0	1	1	0	1	1
Coordinate on-site event registrations	SITXEVT004A	0	0	0	0	11	11	0	11	11
Organise in-house events or functions	SITXEVT005A	0	0	0	0	1	1	0	1	1
Process financial transactions	SITXFIN001A	0	0	0	22	83	105	22	83	105
Interpret financial information	SITXFIN003A	0	0	0	0	1	1	0	1	1
Obtain and manage sponsorship	SITXFIN006A	0	0	0	0	1	1	0	1	1
Implement food safety procedures	SITXFSA001A	0	0	0	9	7	16	9	7	16
Coach others in job skills	SITXHRM001A	0	0	0	7	14	21	7	14	21
Lead and manage people	SITXHRM005A	0	0	0	0	1	1	0	1	1
Receive and store stock	SITXINV001A	0	0	0	0	24	24	0	24	24
Control and order stock	SITXINV002A	0	0	0	0	1	1	0	1	1
Monitor work operations	SITXMGT001A	0	0	0	0	1	1	0	1	1
Coordinate production of brochures and marketing materials	SITXMPR001A	0	0	0	0	1	1	0	1	1
Create a promotional display or stand	SITXMPR002A	0	0	0	0	10	10	0	10	10
Follow health, safety and security procedures	SITXOHS001A	0	0	0	368	815	1183	368	815	1183
Follow health, safety and security procedures	SITXOHS001B	0	0	0	64	144	208	64	144	208
Follow workplace hygiene procedures	SITXOHS002A	0	0	0	382	761	1143	382	761	1143
Identify hazards, and assess and control safety risks	SITXOHS003A	0	0	0	0	1	1	0	1	1
Implement and monitor workplace health, safety and security practices	SITXOHS004A	0	0	0	0	1	1	0	1	1
Implement and monitor workplace health, safety and security practices	SITXOHS004B	0	0	0	8	8	16	8	8	16
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003A	0	0	0	99	49	148	99	49	148
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003B	0	0	0	30	27	57	30	27	57
Supervise clients at an aquatic facility or environment	SRCAQU006B	0	0	0	1	2	3	1	2	3
Respond to an aquatic emergency using advanced water rescue techniques	SRCAQU007B	0	0	0	1	2	3	1	2	3
Apply the principles of movement in water to aquatic activities	SRCAQU008B	0	0	0	3	7	10	3	7	10
Instruct water familiarisation, buoyancy and mobility skills	SRCAQU009B	0	0	0	0	1	1	0	1	1
Instruct water safety and survival skills	SRCAQU010B	0	0	0	0	1	1	0	1	1
Instruct the strokes of swimming	SRCAQU011B	0	0	0	3	7	10	3	7	10
Collect and analyse information on the philosophy and structure of the Australian aquatic industry	SRCAQU013B	0	0	0	0	1	1	0	1	1
Support delivery of a group activity	SRCCAP004A	0	0	0	8	12	20	8	12	20
Perform warm-up stretching and cool-down techniques before and after participation in an activity	SRCCAP005A	0	0	0	24	13	37	24	13	37
Access information and resources for community recreation	SRCCRD001B	0	0	0	91	79	170	91	79	170
Apply the principles of community development to community recreation work	SRCCRD002B	0	0	0	29	28	57	29	28	57

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Promote access, equity and diversity in community recreation	SRCCRD003B	0	0	0	4	4	8	4	4	8
Assist with recreation games not requiring equipment	SRCCRO001B	0	0	0	109	90	199	109	90	199
Respond to clients at risk	SRCCRO002B	0	0	0	24	26	50	24	26	50
Apply point of sale handling procedures in a recreation setting	SRCCRO003B	0	0	0	23	18	41	23	18	41
Work within a budget for a recreation initiative or program	SRCCRO004B	0	0	0	4	4	8	4	4	8
Operate in accordance with accepted instructional practice, styles & legal & ethical responsibilities	SRCCRO007B	0	0	0	5	6	11	5	6	11
Conduct a recreation program for older persons	SRCCRO009A	0	0	0	1	1	2	1	1	2
Deliver an approved community fitness program to promote wellbeing	SRFCFP001A	0	0	0	0	1	1	0	1	1
Plan and instruct a circuit training class	SRFCTC001A	0	0	0	10	10	20	10	10	20
Plan and instruct an endurance training program	SRFETP001A	0	0	0	1	1	2	1	1	2
Provide orientation to clients prior to undertaking a fitness program	SRFFIT001B	0	0	0	9	13	22	9	13	22
Undertake client induction and screening	SRFFIT003B	0	0	0	3	3	6	3	3	6
Develop basic fitness programs	SRFFIT004B	0	0	0	22	20	42	22	20	42
Apply basic exercise science to exercise instruction	SRFFIT005B	0	0	0	16	17	33	16	17	33
Use and maintain core fitness industry equipment	SRFFIT006B	0	0	0	18	24	42	18	24	42
Utilise a broad knowledge of exercise science in exercise planning, programming and instruction	SRFFIT008B	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	12	9	21	12	9	21
Provide nutrition advice to clients in accordance with recommended guidelines	SRFFIT015A	0	0	0	2	2	4	2	2	4
Plan and instruct a group exercise class	SRFGEX001A	0	0	0	9	3	12	9	3	12
Instruct fitness activity skills to a client using fitness equipment	SRFGYM001B	0	0	0	10	18	28	10	18	28
Customise gym instructional skills to include specific areas of expertise current in the fitness industry	SRFGYM002B	0	0	0	7	8	15	7	8	15
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	14	11	25	14	11	25
Demonstrate simple abseiling skills on artificial surfaces	SROABA001A	0	0	0	9	3	12	9	3	12
Apply single pitch abseiling skills on artificial surfaces	SROABA002A	0	0	0	6	1	7	6	1	7
Demonstrate simple abseiling skills on natural surfaces	SROABN001A	0	0	0	53	37	90	53	37	90
Safeguard an abseiler using a single rope belay system	SROABN002A	0	0	0	61	37	98	61	37	98
Apply single pitch abseiling skills on natural surfaces	SROABN003A	0	0	0	6	3	9	6	3	9
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBWG001A	0	0	0	39	9	48	39	9	48
Demonstrate simple climbing skills on artificial surfaces	SROCLA001A	0	0	0	21	6	27	21	6	27
Demonstrate simple climbing skills on natural surfaces	SROCLN001A	0	0	0	6	3	9	6	3	9
Demonstrate simple canoeing skills	SROCNE001A	0	0	0	66	30	96	66	30	96
Perform deep water rescues	SROCNE003A	0	0	0	24	7	31	24	7	31

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Select, set up and maintain a bike	SROCYT001A	0	0	0	74	24	98	74	24	98
Demonstrate basic cycling skills	SROCYT002A	0	0	0	95	37	132	95	37	132
Handle horses safely	SROEQO001A	0	0	0	4	42	46	4	42	46
Apply first aid for horses	SROEQO004A	0	0	0	0	1	1	0	1	1
Determine nutritional requirements for horses	SROEQO008A	0	0	0	5	16	21	5	16	21
Plan conditioning and training programs for horses	SROEQO009A	0	0	0	0	1	1	0	1	1
Use basic skills to catch and handle fish	SROFSH001A	0	0	0	19	6	25	19	6	25
Comply with fisheries management regulations and conservation strategies	SROFSH002A	0	0	0	45	16	61	45	16	61
Demonstrate simple kayaking skills	SROKYK001A	0	0	0	34	11	45	34	11	45
Demonstrate basic off-road cycling skills	SROMBK001B	0	0	0	20	14	34	20	14	34
Navigate in tracked or easy untracked areas	SRONAV001B	0	0	0	148	60	208	148	60	208
Apply basic outdoor recreation logistics	SROODR001A	0	0	0	224	124	348	224	124	348
Plan outdoor recreation activities	SROODR002A	0	0	0	34	5	39	34	5	39
Assist in conducting outdoor recreation sessions	SROODR004A	0	0	0	127	42	169	127	42	169
Implement minimal environmental impact practices	SROOPS001B	0	0	0	285	178	463	285	178	463
Plan for minimal environmental impact	SROOPS002B	0	0	0	36	5	41	36	5	41
Apply weather information	SROOPS003B	0	0	0	88	5	93	88	5	93
Interpret weather conditions in the field	SROOPS004B	0	0	0	37	1	38	37	1	38
Use and maintain a temporary or overnight site	SROOPS006B	0	0	0	169	64	233	169	64	233
Interpret weather for marine environments	SROOPS007A	0	0	0	1	0	1	1	0	1
Apply rafting skills on moving water	SRORAF001B	0	0	0	15	18	33	15	18	33
SCUBA dive in open water to a maximum depth of 18 metres	SROSCB001A	0	0	0	25	12	37	25	12	37
Participate in snorkelling activities	SROSNK001A	0	0	0	152	133	285	152	133	285
Apply surf survival and self rescue skills	SROSRF001B	0	0	0	22	4	26	22	4	26
Perform basic surfing manoeuvres in controlled conditions	SROSRF002B	0	0	0	47	12	59	47	12	59
Apply self rescue skills in white water	SROWWR001B	0	0	0	15	18	33	15	18	33
Comply with maritime rules and regulations	SROYAC001B	0	0	0	114	39	153	114	39	153
Crew a motor cruiser inshore	SROYMC001B	0	0	0	14	5	19	14	5	19
Use basic skills to sail a small boat in controlled conditions	SROYSB001B	0	0	0	67	20	87	67	20	87
Perform the intermediate skills of Australian football	SRSAFL001A	0	0	0	128	18	146	128	18	146
Perform the intermediate tactics of Australian football	SRSAFL002A	0	0	0	117	18	135	117	18	135
Participate in conditioning for Australian football	SRSAFL003A	0	0	0	122	19	141	122	19	141
Interpret and apply the fundamental rules of Australian football at a junior or beginner level	SRSAFL004A	0	0	0	50	0	50	50	0	50
Use basic communication strategies to umpire Aust football at a junior or beginner level	SRSAFL005A	0	0	0	49	0	49	49	0	49
Provide reports and receive feedback relevant to umpiring Australian football at a junior or beginner level	SRSAFL006A	0	0	0	24	0	24	24	0	24
Demonstrate fundamental positioning skills rel to umpiring Aust football at a jnr/beginner level	SRSAFL007A	0	0	0	48	0	48	48	0	48
Teach and/or develop the fundamental skills of athletics	SRSATH001A	0	0	0	20	47	67	20	47	67

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Manage an athletics competition/event at a beginner level	SRSATH002A	0	0	0	20	47	67	20	47	67
Teach or develop the basic skills of basketball	SRBSB001A	0	0	0	58	50	108	58	50	108
Teach or develop the basic tactics and strategies of basketball	SRBSB002A	0	0	0	53	39	92	53	39	92
Interpret and apply the fundamental rules of basketball at a junior or beginner level	SRBSB003A	0	0	0	15	11	26	15	11	26
Use fundamental communication strategies to officiate basketball at a junior or beginner level	SRBSB004A	0	0	0	15	11	26	15	11	26
Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities	SRSCGP001A	0	0	0	215	172	387	215	172	387
Include special interest groups or people with special needs	SRSCGP002A	0	0	0	7	3	10	7	3	10
Implement the fundamental principles of sports psychology	SRSCGP003A	0	0	0	3	3	6	3	3	6
Provide information about the fundamental principles of eating for peak performance	SRSCGP004A	0	0	0	3	3	6	3	3	6
Customise coaching to include children	SRSCGP005A	0	0	0	34	50	84	34	50	84
Customise coaching to include mature aged athletes	SRSCGP006A	0	0	0	3	3	6	3	3	6
Customise coaching to include athletes with a disability	SRSCGP007A	0	0	0	3	3	6	3	3	6
Coach participants	SRSCGP018A	0	0	0	33	29	62	33	29	62
Perform the intermediate skills of cricket	SRSCKT001A	0	0	0	63	1	64	63	1	64
Perform the intermediate tactics and strategies of cricket in a competitive situation	SRSCKT002A	0	0	0	60	1	61	60	1	61
Interpret and apply the laws of cricket in a competition game at a local or district level	SRSCKT003A	0	0	0	55	1	56	55	1	56
Prepare for public speaking	SRSCOP001B	0	0	0	13	0	13	13	0	13
Plan for and participate in a media interview	SRSCOP002B	0	0	0	29	3	32	29	3	32
Demonstrate personal image and presentation skills	SRSCOP003B	0	0	0	17	0	17	17	0	17
Develop negotiation skills	SRSCOP004B	0	0	0	26	9	35	26	9	35
Demonstrate basic assertive communication skills	SRSCOP005B	0	0	0	24	12	36	24	12	36
Complete a tax return	SRSCOP006B	0	0	0	28	3	31	28	3	31
Develop a financial goal setting plan	SRSCOP007B	0	0	0	28	6	34	28	6	34
Prepare a pre-event or post-event meal	SRSCOP008B	0	0	0	57	24	81	57	24	81
Collect information on drugs in sport	SRSCOP009B	0	0	0	90	76	166	90	76	166
Collect information on stress management	SRSCOP010B	0	0	0	28	1	29	28	1	29
Develop an integrated time management plan	SRSCOP011B	0	0	0	30	3	33	30	3	33
Develop a travel and accommodation plan	SRSCOP012B	0	0	0	29	2	31	29	2	31
Develop a career goal setting plan	SRSCOP013B	0	0	0	17	14	31	17	14	31
Prepare to study	SRSCOP014B	0	0	0	48	10	58	48	10	58
Prepare a public speaking presentation for informative, motivational and persuasive talks	SRSCOP015B	0	0	0	16	10	26	16	10	26
Prepare to participate in competition	SRSCOP025B	0	0	0	2	0	2	2	0	2
Perform the a grade skills of golf	SRSGLF001A	0	0	0	13	3	16	13	3	16
Apply the a grade tactics and strategies of golf in a competitive situation	SRSGLF002A	0	0	0	13	3	16	13	3	16
Interpret and apply the rules of golf at the a grade level	SRSGLF003A	0	0	0	13	3	16	13	3	16
Perform the advanced skills of golf	SRSGLF004A	0	0	0	14	2	16	14	2	16
Apply the advanced tactics and strategies of golf in a competitive situation	SRSGLF005A	0	0	0	14	2	16	14	2	16

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			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	14	2	16	14	2	16
Participate in conditioning for golf	SRSGLF007A	0	0	0	14	2	16	14	2	16
Develop knowledge of the martial arts industry	SRSMAR001A	0	0	0	40	21	61	40	21	61
Collect fundamental information on the philosophy and structure of the martial arts industry	SRSMAR002A	0	0	0	40	18	58	40	18	58
Collect information on the philosophy and foundations of the martial arts industry	SRSMAR003A	0	0	0	43	19	62	43	19	62
Teach or develop the basic skills of martial arts	SRSMAR004A	0	0	0	42	19	61	42	19	61
Teach or develop the intermediate skills of martial arts	SRSMAR005A	0	0	0	3	3	6	3	3	6
Demonstrate knowledge of martial arts weapons legislation and community safety	SRSMAR016A	0	0	0	3	3	6	3	3	6
Demonstrate use of padded martial arts weapons safely	SRSMAR017A	0	0	0	3	3	6	3	3	6
Demonstrate use of wooden and/or blunt martial arts weapons safely	SRSMAR018A	0	0	0	3	3	6	3	3	6
Demonstrate use of steel and/or live edged martial arts weapons safely	SRSMAR019A	0	0	0	3	3	6	3	3	6
Perform the intermediate skills of netball	SRSNTB001A	0	0	0	0	18	18	0	18	18
Perform the intermediate tactics and strategies of netball in a competitive situation	SRSNTB002A	0	0	0	0	18	18	0	18	18
Participate in conditioning for netball	SRSNTB003A	0	0	0	0	18	18	0	18	18
Teach and develop the fundamental skills of netball	SRSNTB004A	0	0	0	23	38	61	23	38	61
Interpret and apply the fundamental rules of netball at the beginner level	SRSNTB005A	0	0	0	0	12	12	0	12	12
Use basic communication strategies to umpire netball at the beginner level	SRSNTB006A	0	0	0	0	12	12	0	12	12
Demonstrate fundamental positioning skills relevant to umpiring netball at the beginner level	SRSNTB007A	0	0	0	0	12	12	0	12	12
Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk	SRSOGP001A	0	0	0	73	35	108	73	35	108
Apply rules and regulations to conduct games and competitions	SRSOGP002A	0	0	0	391	271	662	391	271	662
Judge competitive situations	SRSOGP003A	0	0	0	58	18	76	58	18	76
Resolve conflict related to officiating	SRSOGP005A	0	0	0	0	1	1	0	1	1
Develop a fitness and recovery program for officials	SRSOGP006A	0	0	0	0	1	1	0	1	1
Perform the intermediate skills of rugby union	SRSRGU001A	0	0	0	6	0	6	6	0	6
Perform the intermediate tactics and strategies of rugby union in a competitive situation	SRSRGU002A	0	0	0	6	0	6	6	0	6
Participate in conditioning for rugby union at an intermediate level	SRSRGU003A	0	0	0	6	0	6	6	0	6
Interpret and apply the fundamental laws of soccer at a junior or beginner level	SRSSOC001B	0	0	0	32	17	49	32	17	49
Use basic communication strategies to referee soccer at a junior or beginner level	SRSSOC002B	0	0	0	22	11	33	22	11	33
Provide reports and receive feedback relevant to referee soccer at a junior or beginner level	SRSSOC003B	0	0	0	1	1	2	1	1	2
Demonstrate fundamental positioning skills relevant to referee soccer at junior or beginner level	SRSSOC004B	0	0	0	17	11	28	17	11	28
Perform the advanced skills of soccer	SRSSOC008A	0	0	0	12	5	17	12	5	17
Perform the advanced tactics and strategies of soccer in a competitive situation	SRSSOC009A	0	0	0	12	5	17	12	5	17



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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Implement injury prevention and apply basic sports first aid	SRSSPT001A	0	0	0	54	42	96	54	42	96
Teach or develop the fundamental skills of squash	SRSSQU001A	0	0	0	9	5	14	9	5	14
Teach and develop the basic tactics and strategies of squash	SRSSQU002A	0	0	0	9	5	14	9	5	14
Teach or develop basic skills of strength and conditioning	SRSSSTC001A	0	0	0	0	25	25	0	25	25
Plan and prepare a strength and conditioning program for a competitive athlete	SRSSSTC002A	0	0	0	0	25	25	0	25	25
Teach and develop the basic skills of surf life saving	SRSSUR001A	0	0	0	26	18	44	26	18	44
Assist in conducting safe tennis activities for beginner players	SRSTNS001A	0	0	0	83	38	121	83	38	121
Interpret and apply the rules of modified touch in a competition game at a local or district level	SRSTOU001A	0	0	0	1	1	2	1	1	2
Use communication strategies to referee modified touch at a local or district level	SRSTOU002A	0	0	0	1	1	2	1	1	2
Demonstrate positioning skills relevant to refereeing modified touch at a local or district level	SRSTOU003A	0	0	0	1	1	2	1	1	2
Teach or develop the intermediate skills of touch	SRSTOU004A	0	0	0	0	26	26	0	26	26
Perform the intermediate skills of touch in a competitive situation	SRSTOU006A	0	0	0	5	28	33	5	28	33
Teach or develop the intermediate skills of volleyball	SRSVOL001A	0	0	0	32	14	46	32	14	46
Teach or develop the intermediate tactics and strategies of volleyball	SRSVOL002A	0	0	0	5	4	9	5	4	9
Interpret and apply the rules of volleyball in a competition game at a school or club level	SRSVOL003A	0	0	0	5	4	9	5	4	9
Use communication strategies to referee volleyball at a school or club level	SRSVOL004A	0	0	0	5	4	9	5	4	9
Assist in preparing sport and recreation sessions for participants	SRXCAI001B	0	0	0	554	391	945	554	391	945
Assist in conducting sport and recreation sessions for clients	SRXCAI002A	0	0	0	1	0	1	1	0	1
Assist in conducting sport and recreation sessions for participants	SRXCAI002B	0	0	0	465	317	782	465	317	782
Provide equipment for activities	SRXCAI003B	0	0	0	596	392	988	596	392	988
Plan a session or program for participants	SRXCAI004B	0	0	0	56	26	82	56	26	82
Conduct a sport and recreation session for participants	SRXCAI005B	0	0	0	57	27	84	57	27	84
Organise a sport and recreation program	SRXCAI006B	0	0	0	7	7	14	7	7	14
Conduct a sport and recreation program	SRXCAI007B	0	0	0	7	7	14	7	7	14
Respond to emergency situations	SRXEMR001A	0	0	0	284	196	480	284	196	480
Maintain equipment for activities	SRXFAC001B	0	0	0	264	178	442	264	178	442
Maintain sport and recreational facilities	SRXFAC002B	0	0	0	88	47	135	88	47	135
Provide first aid	SRXFAD001A	0	0	0	626	392	1018	626	392	1018
Provide advanced first aid response	SRXFAD002A	0	0	0	47	32	79	47	32	79
Create client relationship	SRXGCSO01A	0	0	0	249	134	383	249	134	383
Deal with client feedback	SRXGCSO02A	0	0	0	391	249	640	391	249	640
Meet client needs and expectations	SRXGCSO04A	0	0	0	22	22	44	22	22	44
Process client complaints	SRXGCST03A	0	0	0	27	20	47	27	20	47
Facilitate a group	SRXGRO001A	0	0	0	7	7	14	7	7	14
Deal with conflict	SRXGRO002A	0	0	0	8	8	16	8	8	16
Provide leadership to groups	SRXGRO003A	0	0	0	10	10	20	10	10	20

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Develop knowledge of the sport and recreation industry	SRXINU001A	0	0	0	725	427	1152	725	427	1152
Apply sport and recreation law	SRXINU002A	0	0	0	9	15	24	9	15	24
Analyse participation patterns in specific markets of the leisure and recreation industry	SRXINU003A	0	0	0	0	2	2	0	2	2
Follow defined occupational health and safety policies and procedures	SRXOHS001B	0	0	0	613	412	1025	613	412	1025
Educate the public on the safe use of a sport and recreational resource	SRXRES001B	0	0	0	4	8	12	4	8	12
Undertake risk analysis of activities	SRXRIK001A	0	0	0	46	40	86	46	40	86
Work in teams	SRXTEM001A	0	0	0	5	1	6	5	1	6
Study skills and orientation	STSK112	0	0	0	8	6	14	8	6	14
Facilitate the implementation of planned education programs	TA03B	0	0	0	0	1	1	0	1	1
Contribute to the organisation and management of the classroom or centre	TA05B	0	0	0	0	1	1	0	1	1
Contribute to the safety and health of students	TA06B	0	0	0	0	1	1	0	1	1
Monitor condition and seaworthiness of a coastal vessel up to 80 metres	TDMMB607B	0	0	0	2	2	4	2	2	4
Apply seamanship skills and techniques when operating a small vessel within limits of responsibility of a Coxswain	TDMMC707C	0	0	0	8	1	9	8	1	9
Manoeuvre a domestic vessel of less than 12 metres in length operating within inshore limits	TDMMC901B	0	0	0	1	0	1	1	0	1
Manoeuvre a domestic vessel within limits of responsibility of a Coxswain	TDMMC907C	0	0	0	12	7	19	12	7	19
Understand orders and be understood in relation to shipboard duties	TDMME101A	0	0	0	2	2	4	2	2	4
Contribute to effective communications and teamwork on a coastal vessel	TDMME1107A	0	0	0	42	24	66	42	24	66
Transmit and receive information by marine radio or telephone	TDMME507B	0	0	0	9	1	10	9	1	10
Provide elementary first aid	TDMMF1007B	0	0	0	36	31	67	36	31	67
Survive at sea in the event of vessel abandonment	TDMMF1107B	0	0	0	43	24	67	43	24	67
Minimise the risk of fire and maintain a state of readiness to respond to emergency situations invol	TDMMF1201A	0	0	0	2	2	4	2	2	4
Apply domestic regulations and industry practices when operating a small coastal vessel	TDMMF3207C	0	0	0	28	7	35	28	7	35
Observe safety and emergency procedures on a coastal vessel	TDMMF5407A	0	0	0	29	17	46	29	17	46
Fight and extinguish fires on board a coastal vessel	TDMMF5507A	0	0	0	29	17	46	29	17	46
Assist in safe operations and emergency procedures on a coastal vessel	TDMMF5707A	0	0	0	36	16	52	36	16	52
Plan and navigate a short voyage within inshore limits	TDMMH1207B	0	0	0	4	6	10	4	6	10
Apply weather information when navigating a small vessel	TDMMH1302A	0	0	0	3	0	3	3	0	3
Operate and carry out basic service checks on small vessel marine propulsion systems	TDMMR3007B	0	0	0	1	2	3	1	2	3
Operate and carry out basic servicing on auxiliary systems	TDMMR3107B	0	0	0	1	1	2	1	1	2
Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems	TDMMR3207B	0	0	0	0	1	1	0	1	1
Carry out refuelling and fuel transfer operations	TDMMR5407B	0	0	0	2	1	3	2	1	3

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Assist in routine deck operations within limits of responsibility of a General Purpose Hand	TDMMR6007A	0	0	0	41	23	64	41	23	64
Ensure compliance with environmental considerations in a small domestic vessel	TDMMU507B	0	0	0	18	14	32	18	14	32
Maintain and use hand tools	TDTB2801A	0	0	0	15	0	15	15	0	15
Shift materials safely using manual handling methods	TDTD197B	0	0	0	16	0	16	16	0	16
Prepare workplace documents	TDTE497B	0	0	0	50	18	68	50	18	68
Carry out basic workplace calculations	TDTE597B	0	0	0	2	0	2	2	0	2
Interpret road maps and navigate pre-determined routes	TDTH197C	0	0	0	30	16	46	30	16	46
Complete workplace orientation/induction procedures	TDTL197B	0	0	0	1	0	1	1	0	1
Sell products and services	TDTQ1201A	0	0	0	2	0	2	2	0	2
Prepare sandwiches	THHBCC00B	0	0	0	1	0	1	1	0	1
Use basic methods of cookery	THHBCC01B	0	0	0	1	1	2	1	1	2
Provide a link between kitchen and service areas	THHBFB02B	0	0	0	2	0	2	2	0	2
Prepare and serve non-alcoholic beverages	THHBFB10B	0	0	0	2	0	2	2	0	2
Prepare and serve espresso coffee	THHBFB12B	0	0	0	3	1	4	3	1	4
Organise and prepare food	THHBKA01B	0	0	0	2	0	2	2	0	2
Present food	THHBKA02B	0	0	0	2	0	2	2	0	2
Receive and store kitchen supplies	THHBKA03B	0	0	0	2	0	2	2	0	2
Clean and maintain kitchen premises	THHBKA04B	0	0	0	2	0	2	2	0	2
Work with colleagues and customers	THHCOR01B	0	0	0	22	14	36	22	14	36
Work in a socially diverse environment	THHCOR02B	0	0	0	21	13	34	21	13	34
Follow health, safety and security procedures	THHCOR03B	0	0	0	1	0	1	1	0	1
Promote products and services to customers	THHGCS02B	0	0	0	49	39	88	49	39	88
Communicate on the telephone	THHGA01A	0	0	0	26	10	36	26	10	36
Follow workplace hygiene procedures	THHGS01B	0	0	0	20	6	26	20	6	26
Provide first aid	THHGS03A	0	0	0	17	19	36	17	19	36
Provide first aid	THHGS03B	0	0	0	8	1	9	8	1	9
Develop and update hospitality industry knowledge	THHCO01B	0	0	0	2	2	4	2	2	4
Provide campsite catering	THTFTO04B	0	0	0	3	4	7	3	4	7
Coordinate the production of brochures and marketing materials	THTSMA01B	0	0	0	58	42	100	58	42	100
Create a promotional display/stand	THTSMA02B	0	0	0	44	35	79	44	35	79
Develop and update tourism industry knowledge	THTTCO01A	0	0	0	6	6	12	6	6	12
Package goods	TLIA1107C	0	0	0	3	0	3	3	0	3
Pick and process orders	TLIA1207C	0	0	0	8	0	8	8	0	8
Receive goods	TLIA1307C	0	0	0	9	0	9	9	0	9
Use product knowledge to complete work operations	TLIA1407C	0	0	0	13	5	18	13	5	18
Complete receipt/despatch documentation	TLIA1507C	0	0	0	4	5	9	4	5	9
Replenish stock	TLIA2007C	0	0	0	4	0	4	4	0	4
Despatch stock	TLIA2107C	0	0	0	5	0	5	5	0	5
Participate in stocktakes	TLIA2207C	0	0	0	3	0	3	3	0	3
Complete and check import/export documentation	TLIA907E	0	0	0	4	5	9	4	5	9

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Check and assess operational capabilities of equipment	TLIB107C	0	0	0	3	0	3	3	0	3
Maintain and use hand tools	TLIB2807B	0	0	0	3	0	3	3	0	3
Carry out vehicle inspection	TLIB407C	0	0	0	1	0	1	1	0	1
Shift materials safely using manual handling methods	TLID107C	0	0	0	21	1	22	21	1	22
Shift a load using manually-operated equipment	TLID207C	0	0	0	10	0	10	10	0	10
Load and unload goods/cargo	TLID407C	0	0	0	5	0	5	5	0	5
Present routine workplace information	TLIE107C	0	0	0	5	5	10	5	5	10
Participate in basic workplace communication	TLIE307C	0	0	0	22	5	27	22	5	27
Prepare workplace documents	TLIE407C	0	0	0	17	5	22	17	5	22
Carry out basic workplace calculations	TLIE507C	0	0	0	30	8	38	30	8	38
Process workplace documentation	TLIE807C	0	0	0	5	5	10	5	5	10
Follow occupational health and safety procedures	TLIF107C	0	0	0	29	5	34	29	5	34
Operate firefighting equipment	TLIF1807B	0	0	0	2	0	2	2	0	2
Conduct housekeeping activities	TLIF207C	0	0	0	12	5	17	12	5	17
Implement and monitor occupational health and safety procedures	TLIF307C	0	0	0	4	5	9	4	5	9
Apply accident-emergency procedures	TLIF607C	0	0	0	3	0	3	3	0	3
Work effectively with others	TLIG107C	0	0	0	11	5	16	11	5	16
Lead a work team or group	TLIG207C	0	0	0	4	5	9	4	5	9
Interpret road maps and navigate pre-determined routes	TLIH107D	0	0	0	20	4	24	20	4	24
Apply customer service skills	TLII207D	0	0	0	20	5	25	20	5	25
Apply quality procedures	TLIJ107C	0	0	0	2	0	2	2	0	2
Apply quality systems	TLIJ207C	0	0	0	4	5	9	4	5	9
Use infotechnology devices and computer applications in the workplace	TLIK107C	0	0	0	4	5	9	4	5	9
Apply keyboard skills	TLIK307C	0	0	0	4	5	9	4	5	9
Complete workplace orientation/induction procedures	TLIL107C	0	0	0	15	5	20	15	5	20
Complete routine administrative tasks	TLIL807C	0	0	0	4	5	9	4	5	9
Follow security procedures	TLIO207D	0	0	0	3	0	3	3	0	3
Demonstrate care and apply safe practices at work	TLIPC107A	0	0	0	9	0	9	9	0	9
Adapt to work requirements in the transport and logistics industry	TLIPC207A	0	0	0	8	0	8	8	0	8
Apply effective work practices	TLIPC307A	0	0	0	8	0	8	8	0	8
Complete small store operations	TLIPC507A	0	0	0	8	0	8	8	0	8
Sell products and services	TLIQ1207B	0	0	0	1	0	1	1	0	1
Marine biology	TOU025	0	0	0	1	0	1	1	0	1
Assemble electronic apparatus	UEENEEA001B	0	0	0	8	0	8	8	0	8
Use basic computer applications relevant to a Part 2.1D - computer systems units workplace	UEENEED001B	0	0	0	29	0	29	29	0	29
Assemble, set up and test personal computers	UEENEED002B	0	0	0	21	0	21	21	0	21
Use engineering applications software	UEENEED004B	0	0	0	8	0	8	8	0	8
Support computer hardware and software	UEENEED012B	0	0	0	4	0	4	4	0	4
Install and configure a computer operating system and software	UEENEED043B	0	0	0	21	0	21	21	0	21
Apply OHS practices in the workplace	UEENEEE001B	0	0	0	104	3	107	104	3	107

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Dismantle, assemble and fabricate electrotechnology components	UEENEEE002B	0	0	0	65	1	66	65	1	66
Solve problems in extra-low voltage single path circuits	UEENEEE003B	0	0	0	74	1	75	74	1	75
Solve problems in multiple path d.c. circuits	UEENEEE004B	0	0	0	55	1	56	55	1	56
Fix and secure equipment	UEENEEE005B	0	0	0	46	1	47	46	1	47
Use drawings, diagrams, schedules and manuals	UEENEEE007B	0	0	0	48	1	49	48	1	49
Lay wiring/cabling and terminate accessories for extra-low voltage circuits	UEENEEE008B	0	0	0	46	2	48	46	2	48
Solve problems in multiple path a.c. circuits	UEENEEE019B	0	0	0	1	0	1	1	0	1
Provide basic instruction in the use of electrotechnology apparatus	UEENEEE020B	0	0	0	1	0	1	1	0	1
Document occupational hazards and risks in electrical	UEENEEE033B	0	0	0	9	0	9	9	0	9
Document occupational hazards and risks in electronics	UEENEEE034B	0	0	0	8	0	8	8	0	8
Identify and select components/accessories/materials for electrotechnology work activities	UEENEEE040B	0	0	0	28	0	28	28	0	28
Use of routine equipment/plant/technologies in an electrotechnology environment	UEENEEE041B	0	0	0	15	0	15	15	0	15
Produce routine tools/devices for carrying out electrotechnology work activities	UEENEEE043B	0	0	0	16	0	16	16	0	16
Identify building techniques, methods and materials used in electrotechnology work activities	UEENEEE047B	0	0	0	25	0	25	25	0	25
Carry out routine work activities in an electrotechnology environment	UEENEEE048B	0	0	0	16	0	16	16	0	16
Solve problems in electromagnetic circuits	UEENEEG001B	0	0	0	2	0	2	2	0	2
Carry out basic repairs to electronic apparatus by replacement of components	UEENEEH002B	0	0	0	5	0	5	5	0	5
Solve problems in electronic circuits	UEENEEH069B	0	0	0	5	0	5	5	0	5
Weld using gas metal arc welding process	UPTNEG091A	0	0	0	6	0	6	6	0	6
Sports numbers	VBM298	0	0	0	1	0	1	1	0	1
Basic presentation skills	VBM300	0	0	0	28	16	44	28	16	44
Basic personal letter writing	VBM301	0	0	0	33	13	46	33	13	46
Identify and develop a career path in the equine industry	VBM657	0	0	0	3	34	37	3	34	37
Horse riding or driving skills 1	VBM660	0	0	0	0	13	13	0	13	13
Horse riding or driving skills 2 - specific equine discipline	VBM663	0	0	0	4	4	8	4	4	8
Care for mares and foals in the equine industry	VBM665	0	0	0	4	6	10	4	6	10
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	3	4	7	3	4	7
Job seeking	VBN047	0	0	0	0	2	2	0	2	2
Investigate a social issue	VBP805	0	0	0	9	8	17	9	8	17
Australian environmental issues	VBQM474	0	0	0	6	2	8	6	2	8
Health care	VBQM477	0	0	0	4	4	8	4	4	8
Indigenous history	VBQM479	0	0	0	10	15	25	10	15	25
Elections & government	VBQM480	0	0	0	0	1	1	0	1	1
The legal system	VBQM481	0	0	0	1	2	3	1	2	3
Driving & owning a car	VBQM482	0	0	0	29	33	62	29	33	62
Investigating current issues	VBQM484	0	0	0	16	0	16	16	0	16

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Create short simple texts for learning purposes	VBQU111	0	0	0	3	10	13	3	10	13
Develop and document a learning plan and portfolio with guidance	VBQU117	0	0	0	35	12	47	35	12	47
Conduct a project with guidance	VBQU118	0	0	0	36	17	53	36	17	53
Engage with simple texts for personal purposes	VBQU119	0	0	0	40	25	65	40	25	65
Engage with simple texts for learning purposes	VBQU120	0	0	0	27	13	40	27	13	40
Engage with simple texts for employment purposes	VBQU121	0	0	0	13	9	22	13	9	22
Engage with simple texts to participate in the community	VBQU122	0	0	0	30	17	47	30	17	47
Create simple texts for personal purposes	VBQU123	0	0	0	38	23	61	38	23	61
Create simple texts for learning purposes	VBQU124	0	0	0	24	12	36	24	12	36
Create simple texts for employment purposes	VBQU125	0	0	0	9	8	17	9	8	17
Create simple texts to participate in the community	VBQU126	0	0	0	30	16	46	30	16	46
Work with time, money and directions in simple everyday situations	VBQU127	0	0	0	38	16	54	38	16	54
Work with simple measurement and design	VBQU128	0	0	0	7	2	9	7	2	9
Work with simple numerical and statistical information	VBQU129	0	0	0	31	17	48	31	17	48
Develop and document a learning plan and portfolio	VBQU130	0	0	0	109	59	168	109	59	168
Plan and undertake a project	VBQU131	0	0	0	111	58	169	111	58	169
Engage with texts of limited complexity for personal purposes	VBQU132	0	0	0	123	79	202	123	79	202
Engage with texts of limited complexity for learning purposes	VBQU133	0	0	0	81	42	123	81	42	123
Engage with texts of limited complexity for employment purposes	VBQU134	0	0	0	61	32	93	61	32	93
Engage with texts of limited complexity to participate in the community	VBQU135	0	0	0	86	50	136	86	50	136
Create texts of limited complexity for personal purposes	VBQU136	0	0	0	116	75	191	116	75	191
Create texts of limited complexity for learning purposes	VBQU137	0	0	0	100	48	148	100	48	148
Create texts of limited complexity to participate in the community	VBQU138	0	0	0	82	45	127	82	45	127
Work with time, money and directions in familiar situations	VBQU139	0	0	0	101	61	162	101	61	162
Work with measurement and design in familiar situations	VBQU140	0	0	0	89	54	143	89	54	143
Work with numerical and statistical information in familiar situations	VBQU141	0	0	0	46	16	62	46	16	62
Research pathways and produce a learning plan and portfolio	VBQU142	0	0	0	115	60	175	115	60	175
Implement and review a project	VBQU143	0	0	0	106	60	166	106	60	166
Engage with texts of some complexity for personal purposes	VBQU144	0	0	0	100	57	157	100	57	157
Engage with texts of some complexity for learning purposes	VBQU145	0	0	0	70	38	108	70	38	108
Engage with texts of some complexity for employment purposes	VBQU146	0	0	0	42	18	60	42	18	60
Engage with texts of some complexity to participate in the community	VBQU147	0	0	0	31	31	62	31	31	62
Create texts of some complexity for personal purposes	VBQU148	0	0	0	94	56	150	94	56	150
Create texts of some complexity for learning purposes	VBQU149	0	0	0	65	36	101	65	36	101

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Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Create a range of texts of some complexity to participate in the workplace	VBQU150	0	0	0	42	17	59	42	17	59
Create texts of some complexity to participate in the community	VBQU151	0	0	0	26	29	55	26	29	55
Investigate and interpret measurements and related formulae for everyday purposes	VBQU152	0	0	0	67	42	109	67	42	109
Investigate, interpret and produce numerical and statistical information	VBQU153	0	0	0	59	42	101	59	42	101
Investigate and use simple mathematical formulae for everyday purposes	VBQU154	0	0	0	61	42	103	61	42	103
Evaluate pathway options, design a learning plan and compile a portfolio	VBQU155	0	0	0	1	5	6	1	5	6
Engage with a range of complex texts for personal purposes	VBQU156	0	0	0	1	5	6	1	5	6
Engage with a range of complex texts for learning purposes	VBQU157	0	0	0	1	1	2	1	1	2
Engage with a range of complex texts for employment purposes	VBQU158	0	0	0	0	5	5	0	5	5
Engage with a range of complex texts to participate in the community	VBQU159	0	0	0	1	0	1	1	0	1
Create a range of complex texts for personal purposes	VBQU160	0	0	0	1	5	6	1	5	6
Create a range of complex texts for learning purposes	VBQU161	0	0	0	1	1	2	1	1	2
Create a range of complex texts to participate in the community	VBQU162	0	0	0	1	0	1	1	0	1
Use computer language and perform simple computing tasks	VBQU167	0	0	0	25	38	63	25	38	63
Access the internet for language learning	VBQU168	0	0	0	20	30	50	20	30	50
Communicate with others in familiar and predictable contexts	VBQU170	0	0	0	4	3	7	4	3	7
Participate in a practical placement	VBQU171	0	0	0	91	38	129	91	38	129
Undertake a simple investigation of health and wellbeing	VBQU173	0	0	0	52	34	86	52	34	86
Undertake a simple investigation of an environmental issue	VBQU174	0	0	0	7	2	9	7	2	9
Investigate the solar system	VBQU182	0	0	0	4	0	4	4	0	4
Equine anatomy and physiology	VPAM325	0	0	0	5	15	20	5	15	20
Work in an equine organisation	VPAU321	0	0	0	3	29	32	3	29	32
Respond to equine injury and disease	VPAU322	0	0	0	5	15	20	5	15	20
Equine form and function	VPAU323	0	0	0	5	34	39	5	34	39
Provide manicure and pedicare services	WRBBS201B	0	0	0	1	66	67	1	66	67
Apply gel nail enhancement	WRBBS202A	0	0	0	1	26	27	1	26	27
Apply acrylic nail enhancement	WRBBS203A	0	0	0	2	50	52	2	50	52
Apply nail art	WRBBS204B	0	0	0	0	1	1	0	1	1
Provide body treatments	WRBBS407B	0	0	0	0	1	1	0	1	1
Provide aesthetic aromatic massage	WRBBS408B	0	0	0	0	1	1	0	1	1
Plan the spa program	WRBBS509A	0	0	0	0	1	1	0	1	1
Conduct financial transactions	WRBCS201A	0	0	0	0	1	1	0	1	1
Conduct financial transactions	WRBCS201B	0	0	0	1	113	114	1	113	114
Apply techniques to update beauty industry knowledge	WRBCS202A	0	0	0	1	78	79	1	78	79
Provide service to clients	WRBCS203B	0	0	0	1	127	128	1	127	128
Apply knowledge of nail science to nail services	WRBCS204A	0	0	0	1	64	65	1	64	65
Apply knowledge of skin biology to beauty treatments	WRBCS305A	0	0	0	0	16	16	0	16	16

# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Advise on beauty services	WRBCS306B	0	0	0	0	15	15	0	15	15
Develop a treatment plan for beauty therapy treatments	WRBCS407A	0	0	0	0	2	2	0	2	2
Apply knowledge of anatomy and physiology to beauty therapy treatments	WRBCS408A	0	0	0	0	2	2	0	2	2
Apply knowledge of skin science to beauty therapy treatments	WRBCS409A	0	0	0	0	2	2	0	2	2
Apply knowledge of electricity to beauty therapy treatments	WRBCS410A	0	0	0	0	2	2	0	2	2
Apply knowledge of nutrition to beauty therapy treatments	WRBCS411A	0	0	0	0	2	2	0	2	2
Apply knowledge of cosmetic chemistry to beauty therapy treatments	WRBCS412A	0	0	0	0	2	2	0	2	2
Investigate new products and services	WRBCS513B	0	0	0	0	1	1	0	1	1
Demonstrate retail skin care products	WRBFS201B	0	0	0	1	122	123	1	122	123
Design and apply make-up	WRBFS202B	0	0	0	1	120	121	1	120	121
Design and apply make-up for photography	WRBFS203B	0	0	0	1	140	141	1	140	141
Design and apply remedial camouflage	WRBFS204B	0	0	0	1	58	59	1	58	59
Provide lash and brow treatments	WRBFS305B	0	0	0	0	15	15	0	15	15
Provide facial treatments	WRBFS406B	0	0	0	0	2	2	0	2	2
Provide advanced facial treatments	WRBFS407B	0	0	0	0	2	2	0	2	2
Pierce ears	WRBSS201B	0	0	0	0	3	3	0	3	3
Provide temporary epilation and bleaching treatments	WRBSS302B	0	0	0	0	15	15	0	15	15
Provide permanent epilation	WRBSS503B	0	0	0	0	1	1	0	1	1
Provide service to floristry customers	WRFO201B	0	0	0	0	3	3	0	3	3
Care for floristry stock and merchandise	WRFO202B	0	0	0	1	6	7	1	6	7
Prepare and display floristry stock	WRFO203B	0	0	0	0	3	3	0	3	3
Assemble and prepare floristry products	WRFO204B	0	0	0	1	4	5	1	4	5
Apply temporary hair colour and remove residual colour products	WRHCL201A	0	0	0	1	46	47	1	46	47
Rinse and neutralise chemically curled or volumised hair	WRHCR201A	0	0	0	0	6	6	0	6	6
Prepare clients for salon services	WRHCS201A	0	0	0	1	175	176	1	175	176
Maintain tools and equipment	WRHCS202A	0	0	0	0	125	125	0	125	125
Maintain tools and equipment	WRHCS202B	0	0	0	1	63	64	1	63	64
Maintain and organise work areas	WRHCS204A	0	0	0	1	190	191	1	190	191
Follow personal health and safety routines at work	WRHCS205A	0	0	0	1	161	162	1	161	162
Perform head, neck and shoulder massage	WRHCS206A	0	0	0	1	179	180	1	179	180
Develop hairdressing industry knowledge	WRHCS207A	0	0	0	1	61	62	1	61	62
Dry hair to shape	WRHHD201A	0	0	0	1	175	176	1	175	176
Apply single, two and three strand braiding techniques	WRHHD202A	0	0	0	0	84	84	0	84	84
Assist colleagues providing multiple salon services as a team member	WRHWP201A	0	0	0	0	138	138	0	138	138
Operate retail equipment	WRRCA1B	0	0	0	0	8	8	0	8	8
Communicate in the workplace	WRRCS1B	0	0	0	1	170	171	1	170	171
Apply point of sale handling procedures	WRRCS2B	0	0	0	1	3	4	1	3	4
Interact with customers	WRRCS3B	0	0	0	0	1	1	0	1	1
Work effectively in a retail environment	WRRER1B	0	0	0	2	117	119	2	117	119
Balance register/terminal	WRRF1B	0	0	0	1	3	4	1	3	4



# Curriculum Council

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2010 (cont)

Units of competency	Unit code	Years 8 and 9 students			Years 10 to 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Perform stock control procedures	WRR11B	0	0	0	3	49	52	3	49	52
Apply safe working practices	WRRLP1B	0	0	0	2	195	197	2	195	197
Minimise theft	WRRLP2B	0	0	0	1	23	24	1	23	24
Merchandise products	WRRM1B	0	0	0	2	82	84	2	82	84
Perform routine housekeeping duties	WRRM2B	0	0	0	2	141	143	2	141	143
Monitor in-store visual merchandising display	WRRM5A	0	0	0	0	2	2	0	2	2
Create a display for a small business	WRRM6A	0	0	0	0	16	16	0	16	16
Profile a retail market	WRRO7A	0	0	0	0	4	4	0	4	4
Sell products and services	WRRS1B	0	0	0	35	144	179	35	144	179
Advise on products and services	WRRS2B	0	0	0	31	16	47	31	16	47
Recommend hair/beauty/cosmetic products	WRRSS15B	0	0	0	0	26	26	0	26	26
Supervised skills practice 1 (Mvl)	Y0082	0	0	0	1	0	1	1	0	1
Workplace placement 1 (Aft)	Y0116	0	0	0	1	0	1	1	0	1
Workplace placement 2 (Aft)	Y0273	0	0	0	1	0	1	1	0	1

## Curriculum Council

Table 5.11 Number of students who achieved at least on VET unit of competency by WACE delivery type, by sex, 2010

Type of competency completed	Years 8 and 9 students			Year 10 Students			Year 11 students			Year 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Integrated	0	0	0	16	29	45	495	375	870	461	385	846	972	789	1761
Credit transfer	9	2	11	2491	1924	4415	4400	3390	7790	3382	3374	6756	10282	8690	18972
Both integrated and credit transfer	0	0	0	1	0	1	271	272	543	239	247	486	511	519	1030
Total	9	2	11	2508	1953	4461	5166	4037	9203	4082	4006	8088	11765	9998	21763

# Curriculum Council

Table 5.12 Number of students who completed at least one VET qualification, by sex, 2010

Qualification name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Certificate I in Industrial Skills (Entry Level Training)	52105	0	0	0	7	0	7	0	0	0	0	0	0	7	0	7
Certificate I in Aboriginal or Torres Strait Islander Cultural Arts	CUV10203	0	0	0	0	1	1	1	4	5	0	0	0	1	5	6
Certificate I in Agri-Food (Pathways)	AGF10107	0	0	0	3	2	5	2	1	3	1	0	1	6	3	9
Certificate I in Animal Studies	RUV10104	0	0	0	0	0	0	1	3	4	2	9	11	3	12	15
Certificate I in Automotive	AUR10105	0	0	0	17	2	19	162	4	166	134	11	145	313	17	330
Certificate I in Boating Services	MEM10205	0	0	0	5	0	5	2	0	2	11	1	12	18	1	19
Certificate I in Business	BSB10107	0	0	0	344	310	654	183	196	379	330	406	736	857	912	1769
Certificate I in Community Recreation	SRC10206	0	0	0	82	73	155	0	0	0	0	0	0	82	73	155
Certificate I in Conservation and Land Management	RTD10102	0	0	0	0	0	0	0	4	4	0	0	0	0	4	4
Certificate I in Construction	CPC10108	0	0	0	11	0	11	173	3	176	112	6	118	296	9	305
Certificate I in Construction (Off-Site)	BCF10100	0	0	0	0	0	0	4	0	4	11	5	16	15	5	20
Certificate I in Creative Industries	CUF10107	0	0	0	49	36	85	12	9	21	39	45	84	100	90	190
Certificate I in Customer Service	51698	0	0	0	0	0	0	0	4	4	0	20	20	0	24	24
Certificate I in Electrotechnology Pre-Apprentice Electrical	51908	0	0	0	0	0	0	1	0	1	16	0	16	17	0	17
Certificate I in Engineering	MEM10105	0	0	0	8	1	9	178	8	186	322	7	329	508	16	524
Certificate I in Food Processing (Wine)	FD10403	0	0	0	0	0	0	0	0	0	2	5	7	2	5	7
Certificate I in Furnishing	LMF10108	0	0	0	22	6	28	206	13	219	206	15	221	434	34	468
Certificate I in Furnishing	LMF10102	0	0	0	0	0	0	0	0	0	75	14	89	75	14	89
Certificate I in Gaining Access to Training and Employment (GATE)	52174	0	0	0	0	0	0	7	3	10	25	31	56	32	34	66

# Curriculum Council

Table 5.12 Number of students who completed at least one VET qualification, by sex, 2010 (cont)

Qualification name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Certificate I in General Construction	BCG10103	0	0	0	0	0	0	8	0	8	42	1	43	50	1	51
Certificate I in General Education for Adults	21772VIC	0	0	0	25	16	41	23	9	32	16	7	23	64	32	96
Certificate I in General Education for Adults (Introductory)	21771VIC	0	0	0	7	3	10	13	2	15	4	3	7	24	8	32
Certificate I in Horticulture	RTF10103	0	0	0	22	3	25	15	16	31	3	2	5	40	21	61
Certificate I in Hospitality	SIT10207	0	0	0	0	4	4	35	110	145	45	120	165	80	234	314
Certificate I in Hospitality (Kitchen Operations)	SIT10307	0	0	0	15	24	39	59	121	180	43	87	130	117	232	349
Certificate I in Industrial Skills (Entry Level Training)	51595	0	0	0	10	0	10	1	0	1	0	0	0	11	0	11
Certificate I in Information Technology	ICA10105	0	0	0	146	76	222	259	154	413	258	245	503	663	475	1138
Certificate I in Keys to Employment	51932	0	0	0	0	0	0	0	0	0	0	2	2	0	2	2
Certificate I in Leadership Development	52183	0	0	0	131	131	262	15	11	26	12	12	24	158	154	312
Certificate I in Learning Options	80844ACT	0	0	0	4	6	10	0	0	0	0	0	0	4	6	10
Certificate I in Live Production, Theatre and Events	CUE10103	0	0	0	13	5	18	0	0	0	0	0	0	13	5	18
Certificate I in Manufacturing (Pathways)	MSA10107	0	0	0	22	4	26	3	2	5	0	2	2	25	8	33
Certificate I in Meat Processing (Smallgoods)	MTM10107	0	0	0	0	0	0	0	0	0	3	0	3	3	0	3
Certificate I in Metals and Engineering Studies (Pre-apprentice/School Apprentice Link)	51717	0	0	0	0	0	0	12	1	13	15	0	15	27	1	28
Certificate I in Music Industry (Foundation)	CUS10101	0	0	0	7	8	15	8	6	14	3	4	7	18	18	36
Certificate I in Racing (Stablehand)	RGR10108	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
Certificate I in Resources and Infrastructure Operations	RII10109	0	0	0	13	5	18	2	0	2	12	3	15	27	8	35
Certificate I in Retail Services	SIR10107	0	0	0	7	16	23	4	28	32	35	47	82	46	91	137

# Curriculum Council

Table 5.12 Number of students who completed at least one VET qualification, by sex, 2010 (cont)

Qualification name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Certificate I in Rural Operations	RTE10103	0	0	0	14	2	16	16	6	22	5	5	10	35	13	48
Certificate I in Seafood Industry (Aquaculture)	SFI10104	0	0	0	4	3	7	3	1	4	17	20	37	24	24	48
Certificate I in Seafood Industry (Fishing Operations)	SFI10204	0	0	0	7	0	7	0	0	0	0	0	0	7	0	7
Certificate I in Sport and Recreation	SRO10106	0	0	0	23	19	42	94	45	139	94	37	131	211	101	312
Certificate I in Tourism (Australian Indigenous Culture)	SIT10107	0	0	0	0	0	0	0	2	2	0	1	1	0	3	3
Certificate I in Transport and Distribution (Maritime Operations)	TDM10107	0	0	0	0	0	0	26	9	35	3	2	5	29	11	40
Certificate I in Transport and Logistics (Pathways)	TLIPC107	0	0	0	0	0	0	1	0	1	5	0	5	6	0	6
Certificate I in Transport and Logistics (Warehousing and Storage)	TLI10107	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate I in Visual Arts and Contemporary Craft	CUV10103	0	0	0	35	38	73	63	40	103	34	24	58	132	102	234
Certificate I in Work Education	30626QLD	0	0	0	0	0	0	11	14	25	5	14	19	16	28	44
Certificate I in Work Preparation (Community Services)	CHC10102	0	0	0	0	0	0	16	11	27	0	0	0	16	11	27
Certificate I in Work Preparation (Community services)	CHC10108	0	0	0	172	166	338	100	113	213	154	153	307	426	432	858
Certificate I in Work Readiness	30625QLD	0	0	0	104	95	199	0	0	0	0	0	0	104	95	199
Certificate II in Access 10 (Year 10 alternative)	80737ACT	0	0	0	1	3	4	0	0	0	0	0	0	1	3	4
Certificate II in Aeroskills	MEA20407	0	0	0	0	0	0	0	0	0	5	0	5	5	0	5
Certificate II in Agriculture	RTE20103	0	0	0	0	0	0	0	0	0	119	65	184	119	65	184
Certificate II in Animal Studies	RUV20104	0	0	0	0	0	0	0	6	6	0	18	18	0	24	24
Certificate II in Applied Fashion Design and Technology	LMT21706	0	0	0	0	0	0	0	1	1	0	1	1	0	2	2
Certificate II in Applied Fashion Design and Technology	LMT21707	0	0	0	0	0	0	0	1	1	0	4	4	0	5	5

# Curriculum Council

Table 5.12 Number of students who completed at least one VET qualification, by sex, 2010 (cont)

Qualification name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Certificate II in Applied Language	39042QLD	0	0	0	52	114	166	3	2	5	1	7	8	56	123	179
Certificate II in Automotive Mechanical	AUR20705	0	0	0	0	0	0	4	0	4	85	16	101	89	16	105
Certificate II in Automotive Vehicle Servicing	AUR20505	0	0	0	0	0	0	5	2	7	23	2	25	28	4	32
Certificate II in Bicycles	AUR20305	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
Certificate II in Broadcasting (television)	CUF20501	0	0	0	0	0	0	0	0	0	5	4	9	5	4	9
Certificate II in Business	BSB20101	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Business	BSB20107	0	0	0	0	0	0	56	127	183	215	475	690	271	602	873
Certificate II in Community Pharmacy	SIR20107	0	0	0	0	0	0	0	0	0	0	4	4	0	4	4
Certificate II in Community Recreation	SRC20206	0	0	0	0	0	0	0	3	3	19	11	30	19	14	33
Certificate II in Community Services	CHC20108	0	0	0	0	0	0	4	30	34	2	81	83	6	111	117
Certificate II in Community Services Support Work	CHC20102	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Community Services Work	CHC20202	0	0	0	0	0	0	0	3	3	2	66	68	2	69	71
Certificate II in Conservation and Land Management	RTD20102	0	0	0	0	0	0	4	2	6	5	5	10	9	7	16
Certificate II in Construction	CPC20108	0	0	0	0	0	0	0	0	0	71	1	72	71	1	72
Certificate II in Construction Pathways	CPC20208	0	0	0	0	0	0	7	0	7	0	0	0	7	0	7
Certificate II in Creative Industries (Media)	CUF20107	0	0	0	1	1	2	31	15	46	50	83	133	82	99	181
Certificate II in Crutching	RTE20503	0	0	0	0	0	0	0	0	0	17	2	19	17	2	19
Certificate II in Customer Contact	BSB20207	0	0	0	0	0	0	1	2	3	2	10	12	3	12	15
Certificate II in Dance	51728	0	0	0	0	0	0	0	5	5	0	2	2	0	7	7

# Curriculum Council

Table 5.12 Number of students who completed at least one VET qualification, by sex, 2010 (cont)

Qualification name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Certificate II in Electrotechnology (Career Start)	UEE22007	0	0	0	0	0	0	1	0	1	6	0	6	7	0	7
Certificate II in Emergency Medical Service First Response	HLT21107	0	0	0	1	0	1	29	32	61	10	2	12	40	34	74
Certificate II in Engineering	MEM20105	0	0	0	0	0	0	8	1	9	133	4	137	141	5	146
Certificate II in Equine Industry	21908VIC	0	0	0	0	0	0	0	0	0	5	14	19	5	14	19
Certificate II in Floristry	WRF20104	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Certificate II in Furniture Making	LMF20309	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Furniture Making	LMF20302	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in General Construction	BCG20103	0	0	0	0	0	0	0	0	0	15	3	18	15	3	18
Certificate II in General Education for Adults	21773VIC	0	0	0	24	5	29	17	14	31	20	5	25	61	24	85
Certificate II in Hairdressing	WRH20109	0	0	0	0	2	2	0	9	9	1	20	21	1	31	32
Certificate II in Hairdressing	WRH20106	0	0	0	0	1	1	0	35	35	0	18	18	0	54	54
Certificate II in Health Support Services	HLT21207	0	0	0	0	0	0	2	19	21	3	9	12	5	28	33
Certificate II in Horticulture	RTF20103	0	0	0	0	0	0	1	0	1	2	4	6	3	4	7
Certificate II in Horticulture (Landscape)	RTF20403	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2
Certificate II in Horticulture (Parks and Gardens)	RTF20703	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Horticulture (Wholesale Nursery)	RTF20603	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
Certificate II in Hospitality	SIT20207	0	0	0	0	0	0	3	4	7	23	56	79	26	60	86
Certificate II in Hospitality (Kitchen Operations)	SIT20307	0	0	0	0	0	0	2	3	5	50	119	169	52	122	174
Certificate II in Hospitality (Operations)	THH21802	0	0	0	0	0	0	0	0	0	3	5	8	3	5	8

# Curriculum Council

Table 5.12 Number of students who completed at least one VET qualification, by sex, 2010 (cont)

Qualification name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Certificate II in Indigenous Leadership	80879ACT	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Information Technology	ICA20105	0	0	0	0	0	0	71	10	81	298	169	467	369	179	548
Certificate II in Learning Options	80843ACT	0	0	0	2	4	6	0	0	0	0	0	0	2	4	6
Certificate II in Live Production, Theatre and Events	CUE20103	0	0	0	0	0	0	8	5	13	3	1	4	11	6	17
Certificate II in Make-up Services	WRB20204	0	0	0	0	0	0	0	16	16	0	20	20	0	36	36
Certificate II in Meat Processing (Food Services)	MTM20407	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Meat Processing (Smallgoods)	MTM20207	0	0	0	0	0	0	0	0	0	3	0	3	3	0	3
Certificate II in Motorsport	AUR21005	0	0	0	0	0	0	2	0	2	1	0	1	3	0	3
Certificate II in Music	CUS20109	0	0	0	0	0	0	10	7	17	1	2	3	11	9	20
Certificate II in Music Industry (Foundation)	CUS20101	0	0	0	10	8	18	22	14	36	58	35	93	90	57	147
Certificate II in Nail Technology	WRB20104	0	0	0	0	0	0	0	3	3	1	7	8	1	10	11
Certificate II in Outdoor Recreation	SRO20206	0	0	0	3	0	3	10	7	17	73	43	116	86	50	136
Certificate II in Outdoor Recreation (Multiple Activities)	SRO20306	0	0	0	0	0	0	0	0	0	38	18	56	38	18	56
Certificate II in Plumbing and Gas Fitting (Pre-Apprenticeship)	52201	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2
Certificate II in Polymer Processing	PMB20107	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Printing and Graphic Arts (Desktop Publishing)	ICP20205	0	0	0	0	0	0	3	0	3	5	7	12	8	7	15
Certificate II in Process Plant Operations	PMA20108	0	0	0	0	0	0	0	0	0	3	0	3	3	0	3
Certificate II in Production Horticulture	RTE20603	0	0	0	0	0	0	0	0	0	3	2	5	3	2	5
Certificate II in Public Safety (Aquatic Rescue)	PUA21004	0	0	0	0	2	2	2	2	4	1	1	2	3	5	8



# Curriculum Council

Table 5.12 Number of students who completed at least one VET qualification, by sex, 2010 (cont)

Qualification name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Certificate II in Racing (Stablehand)	RGR20102	0	0	0	0	0	0	0	0	0	1	11	12	1	11	12
Certificate II in Resources and Infrastructure Work Preparation	RII20109	0	0	0	0	0	0	2	0	2	8	2	10	10	2	12
Certificate II in Retail	SIR20207	0	0	0	0	0	0	0	1	1	6	17	23	6	18	24
Certificate II in Retail Cosmetic Services	WRB20304	0	0	0	0	0	0	0	1	1	0	4	4	0	5	5
Certificate II in Rural Operations	RTE20703	0	0	0	0	0	0	1	0	1	33	7	40	34	7	41
Certificate II in Sampling and Measurement	PML20104	0	0	0	5	13	18	12	8	20	10	11	21	27	32	59
Certificate II in Seafood Industry (Aquaculture)	SFI20104	0	0	0	3	3	6	4	2	6	12	12	24	19	17	36
Certificate II in Seafood Industry (Fishing Operations)	SFI20204	0	0	0	0	0	0	0	0	0	5	4	9	5	4	9
Certificate II in Shearing	RTE20403	0	0	0	0	0	0	0	0	0	7	0	7	7	0	7
Certificate II in Sport (Career-oriented participation)	SRS20206	0	0	0	0	0	0	0	0	0	20	1	21	20	1	21
Certificate II in Sport (Coaching)	SRS20306	0	0	0	9	4	13	46	36	82	153	121	274	208	161	369
Certificate II in Sport (Officiating)	SRS20406	0	0	0	0	0	0	0	0	0	7	0	7	7	0	7
Certificate II in Sport and Recreation	SRO20106	0	0	0	0	0	0	0	0	0	10	17	27	10	17	27
Certificate II in Tourism	SIT20107	0	0	0	0	0	0	1	13	14	21	95	116	22	108	130
Certificate II in Transport and Distribution (Coastal Maritime Operations - Coxswain)	TDM20307	0	0	0	0	0	0	0	0	0	2	2	4	2	2	4
Certificate II in Transport and Distribution (Maritime Operations)	TDM20107	0	0	0	0	0	0	4	4	8	10	9	19	14	13	27
Certificate II in Transport and Logistics (Road Transport)	TLI20207	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Transport and Logistics (Warehousing and Storage)	TLI20107	0	0	0	0	0	0	0	0	0	9	0	9	9	0	9
Certificate II in Visual Arts and Contemporary Craft	CUV20103	0	0	0	0	0	0	22	21	43	30	100	130	52	121	173

# Curriculum Council

Table 5.12 Number of students who completed at least one VET qualification, by sex, 2010 (cont)

Qualification name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Certificate II in Wool Handling	RTE20303	0	0	0	0	0	0	0	0	0	48	31	79	48	31	79
Certificate II in Workplace Practices	30627QLD	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1
Certificate III in Advanced Wool Handling	RTE32003	0	0	0	0	0	0	0	0	0	16	2	18	16	2	18
Certificate III in Aged Care	CHC30208	0	0	0	0	0	0	0	0	0	0	12	12	0	12	12
Certificate III in Allied Health Assistance	HLT32407	0	0	0	0	0	0	0	0	0	0	3	3	0	3	3
Certificate III in Applied Language	39043QLD	0	0	0	0	0	0	1	3	4	12	65	77	13	68	81
Certificate III in Automotive Manufacturing (Bus, Truck & Trailer)	AUM35101	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate III in Beauty Services	WRB30104	0	0	0	0	0	0	0	0	0	0	7	7	0	7	7
Certificate III in Business	BSB30107	0	0	0	0	0	0	0	1	1	38	99	137	38	100	138
Certificate III in Business Administration	BSB30407	0	0	0	0	0	0	0	1	1	1	9	10	1	10	11
Certificate III in Business Administration (Legal)	BSB31007	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate III in Children's Services	CHC30402	0	0	0	0	0	0	0	0	0	0	12	12	0	12	12
Certificate III in Children's Services	CHC30708	0	0	0	0	0	0	0	4	4	0	9	9	0	13	13
Certificate III in Christian Ministry and Theology	30771QLD	0	0	0	0	0	0	3	4	7	0	0	0	3	4	7
Certificate III in Civil and Structural Engineering	52013	0	0	0	0	0	0	0	0	0	10	2	12	10	2	12
Certificate III in Community Recreation	SRC30206	0	0	0	0	0	0	0	0	0	4	4	8	4	4	8
Certificate III in Community Services Work	CHC30108	0	0	0	0	0	0	0	2	2	0	7	7	0	9	9
Certificate III in Conservation and Land Management	RTD30102	0	0	0	0	0	0	2	2	4	0	2	2	2	4	6
Certificate III in Design Fundamentals	CUV30303	0	0	0	0	0	0	0	0	0	15	30	45	15	30	45

# Curriculum Council

Table 5.12 Number of students who completed at least one VET qualification, by sex, 2010 (cont)

Qualification name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Certificate III in Disability	CHC30408	0	0	0	0	0	0	0	0	0	0	3	3	0	3	3
Certificate III in Education Support	CHC30808	0	0	0	0	0	0	0	0	0	1	15	16	1	15	16
Certificate III in Engineering - Fabrication Trade	MEM30305	0	0	0	0	0	0	0	0	0	1	1	2	1	1	2
Certificate III in Engineering - Technical	MEM30505	0	0	0	0	0	0	0	0	0	8	1	9	8	1	9
Certificate III in Events	SIT30607	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate III in Financial Services (Accounts Clerical)	FNS30304	0	0	0	0	0	0	0	0	0	0	3	3	0	3	3
Certificate III in Fitness	SRF30206	0	0	0	0	0	0	3	2	5	2	5	7	5	7	12
Certificate III in Frontline Management	BSB31207	0	0	0	0	0	0	0	0	0	0	6	6	0	6	6
Certificate III in General Education for Adults	21774VIC	0	0	0	0	0	0	0	3	3	1	2	3	1	5	6
Certificate III in Home and Community Care	CHC30308	0	0	0	0	0	0	0	0	0	0	8	8	0	8	8
Certificate III in Hospitality	SIT30707	0	0	0	0	1	1	1	2	3	1	3	4	2	6	8
Certificate III in Hospitality (Commercial Cookery)	SIT30807	0	0	0	0	0	0	0	0	0	4	1	5	4	1	5
Certificate III in Information Technology	ICA30105	0	0	0	0	0	0	0	0	0	67	3	70	67	3	70
Certificate III in Laboratory Skills	PML30104	0	0	0	0	0	0	0	0	0	3	2	5	3	2	5
Certificate III in Media	CUF30107	0	0	0	0	0	0	1	0	1	45	23	68	46	23	69
Certificate III in Music	CUS30109	0	0	0	0	0	0	4	3	7	10	13	23	14	16	30
Certificate III in Music	CUS30101	0	0	0	0	0	0	0	0	0	5	5	10	5	5	10
Certificate III in Music Industry (Technical Production)	CUS30201	0	0	0	0	0	0	0	0	0	5	1	6	5	1	6
Certificate III in Occupational Health and Safety	BSB30707	0	0	0	0	0	0	0	0	0	1	1	2	1	1	2

# Curriculum Council

Table 5.12 Number of students who completed at least one VET qualification, by sex, 2010 (cont)

Qualification name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Certificate III in Racing (Trackrider)	RGR30102	0	0	0	0	0	0	0	0	0	1	3	4	1	3	4
Certificate III in Seafood Industry (Aquaculture)	SFI30104	0	0	0	0	0	0	1	0	1	1	0	1	2	0	2
Certificate III in Sport (Career-oriented participation)	SRS30206	0	0	0	0	0	0	0	0	0	9	14	23	9	14	23
Certificate III in Teacher Assistant	51779	0	0	0	0	0	0	0	0	0	1	25	26	1	25	26
Certificate III in Technical Production	CUS30209	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate III in Tourism (Retail Travel Sales)	SIT30207	0	0	0	0	0	0	0	2	2	0	0	0	0	2	2
Certificate III in Tourism (Visitor Information Services)	SIT30407	0	0	0	0	0	0	0	0	0	0	2	2	0	2	2
Certificate III in Transport and Logistics (Logistics Operations)	TLI31107	0	0	0	0	0	0	0	0	0	4	4	8	4	4	8
Certificate III in Visual Arts and Contemporary Craft	CUV30103	0	0	0	0	0	0	0	0	0	16	8	24	16	8	24
Certificate III in Wool Clip Preparation	RTE31403	0	0	0	0	0	0	0	0	0	10	13	23	10	13	23
Certificate IV in Aged Care	CHC40108	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate IV in Ballet Performance	51820	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Certificate IV in Beauty Therapy	WRB40105	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Certificate IV in Business	BSB40207	0	0	0	0	0	0	2	1	3	44	47	91	46	48	94
Certificate IV in Education Support	CHC41708	0	0	0	0	0	0	0	0	0	0	2	2	0	2	2
Certificate IV in Financial Services (Accounting)	FNS40604	0	0	0	0	0	0	0	0	0	1	1	2	1	1	2
Certificate IV in Hospitality	SIT40307	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate IV in Information Technology (General)	ICA40105	0	0	0	0	0	0	0	0	0	2	1	3	2	1	3
Certificate IV in Information Technology (Networking)	ICA40405	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1

# Curriculum Council

Table 5.12 Number of students who completed at least one VET qualification, by sex, 2010 (cont)

Qualification name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Certificate IV in Laboratory Techniques	PML40104	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate IV in Music	CUS40109	0	0	0	0	0	0	0	0	0	0	2	2	0	2	2
Certificate IV in Music	CUS40101	0	0	0	0	0	0	0	0	0	6	4	10	6	4	10
Certificate IV in Preparation for Entry into Enrolled Nursing	51863	0	0	0	0	0	0	0	2	2	2	19	21	2	21	23
Course In Gaining Access to Training and Employment (GATE) (Introductory)	52173	0	0	0	8	5	13	0	0	0	0	0	0	8	5	13
Course In General Plumbing and Gas Fitting (Pre-Apprenticeship)	51991	0	0	0	0	0	0	8	0	8	8	0	8	16	0	16
Diploma of Accounting	FNS50204	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Diploma of Beauty Therapy	WRB50105	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Diploma of Children's Services	CHC50302	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Diploma of Engineering - Technical	MEM50205	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Diploma of Laboratory Technology	PML50104	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Diploma of Nursing (Enrolled/Division 2 nursing)	HLT51607	0	0	0	0	0	0	0	0	0	0	4	4	0	4	4

## Curriculum Council

Table 5.13 Number of VET unit equivalents achieved by students, by sex 2010

Number of unit equivalents achieved	Years 8 and 9 students			Year 10 students			Year 11 students			Years 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
1.0	9	1	10	497	393	890	541	465	1006	234	252	486	1281	1111	2392
2.0	0	0	0	774	638	1412	927	827	1754	679	827	1506	2380	2292	4672
3.0	0	0	0	220	177	397	855	530	1385	372	329	701	1447	1036	2483
4.0	0	0	0	181	161	342	548	405	953	387	336	723	1116	902	2018
5.0	0	0	0	158	122	280	331	280	611	303	422	725	792	824	1616
6.0	0	0	0	110	66	176	276	241	517	384	303	687	770	610	1380
7.0	0	0	0	45	24	69	224	150	374	234	227	461	503	401	904
8.0	0	0	0	34	26	60	127	68	195	139	152	291	300	246	546
9.0	0	0	0	22	8	30	66	35	101	96	82	178	184	125	309
10.0*	0	0	0	48	22	70	189	82	271	422	315	737	659	419	1078

\* Up to 10 VET unit equivalents could have been used towards meeting the requirements for a Western Australian Certificate of Education (WACE).

# Curriculum Council

Table 5.14 Registered Training Organisations offering VET units of competency to students who completed at least one VET unit of competency, by sex, 2010

Registered Training Organisation name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Academie Accor	90821	0	0	0	0	0	0	0	0	0	1	2	3	1	2	3
Access Unlimited International	51806	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
Activ Pathways	51960	0	0	0	15	4	19	1	4	5	6	5	11	22	13	35
Albany Worklink Inc t/as Worklink, LWG Training	0362	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Allens Training Pty Ltd	90909	0	0	0	0	0	0	13	2	15	1	1	2	14	3	17
AMA Training Services	2010	0	0	0	0	0	0	0	0	0	2	7	9	2	7	9
Aspire Performance Training	51907	0	0	0	0	0	0	0	1	1	1	0	1	1	1	2
Australasian Maritime Institute	2407	0	0	0	28	11	39	11	6	17	10	9	19	49	26	75
Australian Centre for Advanced Studies Inc	50392	0	0	0	18	8	26	29	15	44	36	38	74	83	61	144
Australian College of Beauty Therapy Pty Ltd	50129	0	0	0	0	0	0	0	7	7	0	6	6	0	13	13
Australian College of the Arts t/as Ausmusic College	0109	0	0	0	5	7	12	13	8	21	13	14	27	31	29	60
Australian College of Training Pty Ltd	51269	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Australian Indigenous Leadership Centre Ltd	88105	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Australian Institute of Technology Transfer	50834	0	0	0	0	0	0	67	77	144	36	48	84	103	125	228
Australian Red Cross Society	3605	0	0	0	0	0	0	28	19	47	4	3	7	32	22	54
Australian School of Tourism and Hotel Management	1973	0	0	0	0	0	0	0	2	2	1	2	3	1	4	5
Australian Skills Training	1917	0	0	0	54	1	55	24	3	27	26	1	27	104	5	109
Australian Trades College (WA)	51899	0	0	0	8	1	9	80	3	83	103	1	104	191	5	196
Australind Senior High School	50533	0	0	0	0	0	0	46	33	79	40	25	65	86	58	144
Austswim Limited	4975	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Automotive Training Centre WA (Inc)	0627	0	0	0	0	0	0	6	2	8	8	0	8	14	2	16
Ballajura Community College	51258	0	0	0	16	13	29	30	16	46	13	21	34	59	50	109
Brightwater Care Group (Inc)	50883	0	0	0	0	0	0	0	0	0	1	25	26	1	25	26
Bunbury Senior High School	50536	0	0	0	0	0	0	1	7	8	0	9	9	1	16	17
Busselton Senior High School	50537	0	0	0	0	0	0	52	31	83	37	27	64	89	58	147
BYAC Training	52092	0	0	0	16	11	27	0	0	0	0	0	0	16	11	27
C Y O'Connor Institute	1980	0	0	0	82	62	144	90	87	177	65	77	142	237	226	463

# Curriculum Council

Table 5.14 Registered Training Organisations offering VET units of competency to students who completed at least one VET unit of competency, by sex, 2010

Registered Training Organisation name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Cambridge International College	2325	0	0	0	0	1	1	4	2	6	3	6	9	7	9	16
Canning College	2047	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Catholic Agricultural College Bindoon	51155	0	0	0	0	0	0	14	17	31	15	6	21	29	23	52
Centacare Employment and Training	0300	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Central Institute of Technology	1988	0	0	0	535	541	1076	769	728	1497	632	726	1358	1936	1995	3931
Challenger Institute of Technology	4265	0	0	0	131	102	233	725	573	1298	504	496	1000	1360	1171	2531
Charles Darwin University	0373	0	0	0	0	0	0	9	3	12	3	3	6	12	6	18
College of Automotive Learning	51791	0	0	0	0	0	0	2	0	2	2	0	2	4	0	4
College of Electrical Training	2394	0	0	0	0	0	0	24	1	25	4	0	4	28	1	29
Community and Youth Training Services Inc	1969	0	0	0	0	0	0	0	1	1	22	35	57	22	36	58
Corporate First Aid Australia	51929	0	0	0	0	0	0	20	20	40	0	0	0	20	20	40
Corporate Training Solutions	4256	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
Corridors Training College	51506	0	0	0	18	17	35	0	0	0	2	1	3	20	18	38
CPE Learnlink	50885	0	0	0	0	0	0	0	0	0	0	9	9	0	9	9
Curtin University Vocational Training and Education Centre	2465	0	0	0	46	20	66	80	55	135	46	42	88	172	117	289
Department of Environment and Conservation	0397	0	0	0	0	0	0	11	3	14	0	0	0	11	3	14
Dillon Whitelaw and Associates Pty Ltd	0842	0	0	0	0	0	0	2	7	9	0	11	11	2	18	20
Directions	50154	0	0	0	15	12	27	12	29	41	23	56	79	50	97	147
Durack Institute of Technology	2065	0	0	0	135	128	263	95	130	225	65	89	154	295	347	642
Edith Cowan University t/as WA Academy of Performing Arts	4756	0	0	0	1	5	6	4	10	14	6	5	11	11	20	31
Excelior Pty Ltd	20985	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Fairbridge Western Australia	50612	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Farm Information Services	6717	0	0	0	33	9	42	18	15	33	10	8	18	61	32	93
Federation of Western Australian Police and Citizens Youth Clubs	50901	0	0	0	1	0	1	3	0	3	21	12	33	25	12	37
Fire and Emergency Services Authority of Western Australia	1938	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
First Impressions Resources, the Australian Retail College	0826	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Fitness Institute Australia Pty Ltd	90063	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1



# Curriculum Council

Table 5.14 Registered Training Organisations offering VET units of competency to students who completed at least one VET unit of competency, by sex, 2010

Registered Training Organisation name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Flowers Design School	52132	0	0	0	0	0	0	0	1	1	0	1	1	0	2	2
Fremantle Education Centre Inc t/as Fremantle Education	50354	0	0	0	0	0	0	1	2	3	42	64	106	43	66	109
Frontline Safety & Training Services	50791	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Ging Mo Institute Australia Pty Ltd	52101	0	0	0	20	8	28	13	7	20	14	11	25	47	26	73
Goolarri Media Enterprises	51278	0	0	0	0	0	0	0	0	0	9	3	12	9	3	12
Great Southern Institute of Technology	2056	0	0	0	69	27	96	122	69	191	49	68	117	240	164	404
Group Training South West t/as The Apprentice & Traineeship Company	2317	0	0	0	2	0	2	15	9	24	15	5	20	32	14	46
Guinea Enterprises Pty Ltd (Narbil)	31890	0	0	0	0	0	0	6	5	11	0	2	2	6	7	13
Hartog B & M t/as Horseriding Coach	5455	0	0	0	0	0	0	0	1	1	0	1	1	0	2	2
Hospitality Group Training (WA) Inc	0386	0	0	0	10	7	17	66	72	138	35	75	110	111	154	265
Housing Industry Association	1091	0	0	0	0	0	0	3	0	3	0	0	0	3	0	3
Hungry Jack's Pty Ltd	3868	0	0	0	0	0	0	1	2	3	3	3	6	4	5	9
Indian Ocean Group Training	2083	0	0	0	0	0	0	3	1	4	2	6	8	5	7	12
Industry Training and Workplace Services Pty Ltd	51655	0	0	0	6	1	7	16	4	20	6	0	6	28	5	33
International Academy for Professional Beauty Therapy	51000	0	0	0	0	0	0	0	2	2	0	1	1	0	3	3
International School of Beauty Therapy	6251	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Jet Consultants trading as Jet Employment & Training	51161	0	0	0	5	3	8	0	0	0	0	0	0	5	3	8
Jobs South West	0305	0	0	0	16	3	19	44	16	60	6	12	18	66	31	97
JobTrain WA Pty Ltd	51501	0	0	0	8	13	21	0	0	0	0	1	1	8	14	22
John Curtin College of the Arts	50549	0	0	0	19	17	36	5	8	13	8	5	13	32	30	62
Kimberley TAFE	1932	0	0	0	52	22	74	42	15	57	34	21	55	128	58	186
Manjimup Senior High School	50565	0	0	0	7	16	23	9	28	37	5	29	34	21	73	94
McDonald's Australia Ltd	90820	0	0	0	0	0	0	2	1	3	0	0	0	2	1	3
Meditrain	51695	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Meerilinga Training College	6000	0	0	0	0	0	0	0	5	5	17	22	39	17	27	44
MEGT (Australia) Ltd	3945	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Morley Senior High School	50638	0	0	0	0	0	0	13	16	29	28	25	53	41	41	82

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Table 5.14 Registered Training Organisations offering VET units of competency to students who completed at least one VET unit of competency, by sex, 2010

Registered Training Organisation name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Motor Trade Association of WA Inc	50932	0	0	0	0	0	0	18	1	19	5	2	7	23	3	26
Mount Barker Community College	50561	0	0	0	21	15	36	19	7	26	6	7	13	46	29	75
MPA Skills	1892	0	0	0	0	0	0	17	2	19	12	0	12	29	2	31
Mueller College	30414	0	0	0	0	0	0	3	4	7	0	0	0	3	4	7
Murray House Resource Centre Inc	2068	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Murray Mallee Training Company Ltd	3974	0	0	0	0	0	0	4	0	4	5	0	5	9	0	9
MVJ Enterprises Pty Ltd t/as Perth College of Beauty Therapy	0249	0	0	0	0	0	0	0	2	2	0	0	0	0	2	2
National Corporate Training	50918	0	0	0	764	528	1292	1665	1211	2876	1581	1401	2982	4010	3140	7150
National Training Pty Ltd	21792	0	0	0	0	0	0	2	0	2	0	1	1	2	1	3
Nationwide Transport Training (Australia)	1933	0	0	0	0	0	0	18	1	19	2	2	4	20	3	23
Newton Moore Senior High School	50562	0	0	0	0	0	0	28	23	51	14	27	41	42	50	92
PADI Asia Pacific Pty Ltd	6729	0	0	0	0	0	0	26	16	42	1	0	1	27	16	43
PEP Community Services	0610	0	0	0	0	0	0	0	0	0	0	3	3	0	3	3
Performis Pty Ltd	6928	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Pharmacy Guild of Australia - National Secretariat	0452	0	0	0	0	0	0	0	3	3	0	1	1	0	4	4
Phoenix Business College (Laurielee Ptd Ltd)	0114	0	0	0	0	0	0	7	6	13	6	11	17	13	17	30
Pilbara TAFE	0353	2	0	2	27	21	48	119	89	208	79	46	125	227	156	383
Polytechnic West	1979	0	0	0	208	165	373	701	360	1061	458	323	781	1367	848	2215
Progressive Training (WA) Pty Ltd	5274	0	0	0	16	9	25	6	5	11	1	1	2	23	15	38
Racing and Wagering WA	1921	0	0	0	0	0	0	1	1	2	1	12	13	2	13	15
Retail Skills Centre WA Inc t/as College of Retail Training	0149	0	0	0	0	0	0	1	28	29	0	5	5	1	33	34
Royal Life Saving Society Australia (WA Branch)	0854	0	0	0	0	0	0	28	48	76	11	7	18	39	55	94
RTO Solutions Pty Ltd	52022	0	0	0	1	2	3	0	3	3	0	0	0	1	5	6
SELMAR Institute of Education	121531	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Sevenoaks Senior College	51891	0	0	0	0	0	0	66	62	128	40	60	100	106	122	228
Skill Hire WA	0361	0	0	0	0	0	0	1	1	2	0	0	0	1	1	2
Skills Strategies International	2401	0	0	0	4	6	10	61	65	126	56	50	106	121	121	242

# Curriculum Council

Table 5.14 Registered Training Organisations offering VET units of competency to students who completed at least one VET unit of competency, by sex, 2010

Registered Training Organisation name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Sonya Shepherd t/a Ballet Centre of WA (Youth Ballet WA)	51417	0	0	0	0	0	0	0	2	2	0	0	0	0	2	2
South Metropolitan Youth Link	4674	0	0	0	51	51	102	115	85	200	128	146	274	294	282	576
South West Institute of Technology	2433	0	0	0	16	22	38	188	161	349	108	162	270	312	345	657
Southern Grampians Adult Education Centre Inc	20645	0	0	0	0	0	0	0	0	0	32	32	64	32	32	64
Spring into Training Company	51870	0	0	0	0	0	0	0	0	0	4	5	9	4	5	9
SSI Australia ORCA (Ocean Recreation Careers Australasia)	31105	0	0	0	0	0	0	5	4	9	7	2	9	12	6	18
St John Ambulance Australia (WA) t/as The College of Pre-Hospital Care	0392	0	0	0	62	42	104	153	152	305	43	60	103	258	254	512
Sterling Business College Pty Ltd	2417	0	0	0	0	0	0	2	17	19	14	32	46	16	49	65
Stirling Skills Training Inc	5272	0	0	0	0	0	0	6	0	6	10	2	12	16	2	18
Surf Life Saving Western Australia Inc	51104	0	0	0	2	2	4	19	32	51	10	2	12	31	36	67
The Kidogo Institute	50092	0	0	0	0	0	0	3	3	6	5	24	29	8	27	35
Thornlie Senior High School	50555	0	0	0	98	114	212	51	48	99	44	51	95	193	213	406
Tony Aveling & Associates Pty Ltd	50503	0	0	0	0	0	0	11	1	12	2	1	3	13	2	15
TR7 Training Services Pty Ltd	51620	0	0	0	0	0	0	0	0	0	2	10	12	2	10	12
Transport Forum WA Inc	0298	0	0	0	0	0	0	2	0	2	1	0	1	3	0	3
TSA The Training Company Pty Ltd	7134	0	0	0	0	0	0	0	1	1	0	1	1	0	2	2
University of Notre Dame Australia	0064	0	0	0	1	1	2	2	7	9	0	1	1	3	9	12
Volona Nominees Pty Ltd	50384	0	0	0	0	16	16	0	18	18	0	4	4	0	38	38
WA College of Agriculture (Cunderdin)	50505	0	0	0	0	0	0	54	14	68	44	5	49	98	19	117
WA College of Agriculture (Denmark)	50502	0	0	0	21	3	24	18	10	28	20	15	35	59	28	87
WA College of Agriculture (Harvey)	50421	0	0	0	35	8	43	22	9	31	23	7	30	80	24	104
WA College of Agriculture (Morawa)	50530	0	0	0	0	0	0	23	9	32	14	6	20	37	15	52
WA College of Agriculture (Narrogin)	50506	0	0	0	0	0	0	48	10	58	43	32	75	91	42	133
Wallis Training	50993	0	0	0	0	0	0	9	3	12	0	0	0	9	3	12
Warwick Senior High School	50556	0	0	0	0	0	0	43	40	83	25	28	53	68	68	136
West Coast Institute of Training	2536	0	0	0	13	3	16	133	81	214	76	133	209	222	217	439
Westrac Institute (WA) Pty Ltd	50737	0	0	0	1	0	1	17	0	17	9	0	9	27	0	27

## Curriculum Council

Table 5.14 Registered Training Organisations offering VET units of competency to students who completed at least one VET unit of competency, by sex, 2010

Registered Training Organisation name and code		Years 8 and 9 students			Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Wongutha CAPS Campus	50504	0	0	0	0	0	0	25	20	45	8	7	15	33	27	60
Workplace Employment and Training Services (Inc)	4391	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
XLT Industrial Training Pty Ltd	6220	0	0	0	0	0	0	0	0	0	4	0	4	4	0	4

## Curriculum Council

Table 5.15 Number of schools with students who achieved at least one endorsed program, 2010

School Sector	Schools with Year 10 students	Schools with Year 11 students	Schools with Year 12 students	All Schools
Government	94	124	116	145
Catholic	22	29	30	36
Independent	35	50	51	60
Overseas	0	1	2	2
Total	151	204	199	243

Table 5.16 Number of schools with students who achieved at least one unit equivalent through endorsed programs, 2010

School Sector	Schools with Year 10 students	Schools with Year 11 students	Schools with Year 12 students	All Schools
Government	81	123	115	141
Catholic	16	25	29	33
Independent	28	49	49	58
Overseas	0	1	2	2
Total	125	198	195	234

Table 5.17 Number of schools with students who achieved at least one workplace learning endorsed program, 2010

School Sector	Schools with Year 10 students	Schools with Year 11 students	Schools with Year 12 students	All Schools
Government	35	104	101	124
Catholic	5	18	22	23
Independent	1	28	31	37
Total	41	150	154	184

# Curriculum Council

Table 5.18 Number of students who achieved at least one endorsed program, by sex, 2010

School Sector	Years 10 students			Year 11 students			Years 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	1066	1021	2087	2003	1688	3691	1391	1494	2885	4460	4203	8663
Catholic	454	641	1095	644	933	1577	243	411	654	1341	1985	3326
Independent	404	676	1080	400	543	943	264	367	631	1068	1586	2654
Overseas	0	0	0	51	33	84	57	59	116	108	92	200
Total	1924	2338	4262	3098	3197	6295	1955	2331	4286	6977	7866	14843

Table 5.19 Number of students who achieved at least one unit equivalent through endorsed programs, by sex, 2010

School Sector	Years 10 students			Year 11 students			Years 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	423	427	850	1659	1391	3050	1267	1357	2624	3349	3175	6524
Catholic	91	151	242	324	396	720	194	226	420	609	773	1382
Independent	186	238	424	359	458	817	202	301	503	747	997	1744
Overseas	0	0	0	51	33	84	57	59	116	108	92	200
Total	700	816	1516	2393	2278	4671	1720	1943	3663	4813	5037	9850

Table 5.20 Number of students who achieved at least one workplace learning endorsed program, by sex, 2010

School Sector	Years 10 students			Year 11 students			Years 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	203	120	323	1179	832	2011	885	910	1795	2267	1862	4129
Catholic	31	24	55	234	234	468	124	84	208	389	342	731
Independent	7	0	7	126	94	220	103	109	212	236	203	439
Total	241	144	385	1539	1160	2699	1112	1103	2215	2892	2407	5299

# Curriculum Council

Table 5.21 Achievement of Workplace Learning Endorsed programs, by sex, 2010

Workplace Learning Endorsed Programs	Code	Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Workplace Learning On-the-job Training	WL1	173	94	267	932	593	1525	656	649	1305	1761	1336	3097
Workplace Learning Employability Skills	WL2	71	49	120	606	553	1159	410	375	785	1087	977	2064
Workplace Learning Employability Skills B	WL2B	0	0	0	38	21	59	25	8	33	63	29	92
Work Skills	PGWS	3	1	4	13	22	35	48	83	131	64	106	170

## Curriculum Council

Table 5.22 Number of endorsed program unit equivalents achieved by students, by sex, 2010

Number of unit equivalents achieved	Years 10 students			Year 11 students			Years 12 students			All students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
1.0	400	576	976	758	774	1532	335	458	793	1493	1808	3301
2.0	232	183	415	1010	927	1937	503	553	1056	1745	1663	3408
3.0	34	38	72	309	276	585	173	197	370	516	511	1027
4.0	12	11	23	201	142	343	354	343	697	567	496	1063
5.0	9	2	11	50	80	130	131	147	278	190	229	419
6.0	8	0	8	31	30	61	60	70	130	99	100	199
7.0	2	1	3	15	17	32	59	58	117	76	76	152
8.0	0	1	1	7	12	19	49	35	84	56	48	104
9.0	0	0	0	8	5	13	8	26	34	16	31	47
10.0	3	4	7	4	15	19	48	56	104	55	75	130

\* Up to 10 endorsed program unit equivalents could have been used towards meeting the requirements for a Western Australian Certificate of Education (WACE).



# Curriculum Council

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2010

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CTISM39	ASDAN: Preparatory Award Programs Towards Independence – Environment	1	0	0	0	0	1	2	0	2
CTISM11	ASDAN: Preparatory Award Programs Towards Independence – Meal Preparation and Cooking	1	0	0	0	0	1	2	0	2
CTISM22	ASDAN: Preparatory Award Programs Towards Independence – Recognising and Using Everyday Signs	1	0	0	0	0	1	2	0	2
CTC100	ASDAN: Preparatory Award Programs Transition Challenge Module 1 – Knowing How	4	0	0	0	0	4	3	4	7
CTC200	ASDAN: Preparatory Award Programs Transition Challenge Module 2 – Making Choices	4	0	0	0	0	4	2	4	6
CTC300	ASDAN: Preparatory Award Programs Transition Challenge Module 3 – Feeling Good	1	0	0	0	0	1	0	2	2
CTC400	ASDAN: Preparatory Award Programs Transition Challenge Module 4 – Moving Forward	1	0	0	0	0	1	0	2	2
CTC500	ASDAN: Preparatory Award Programs Transition Challenge Module 5 – Taking the Lead	1	0	0	0	0	1	0	2	2
CABP4CO	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 4 (Cornet)	0	0	1	0	0	1	0	1	1
CABP4SX	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 4 (Saxophone)	0	0	1	0	0	1	0	1	1
CAAC2B	Australian Army Cadets: Annual Camp Tier 2B	2	0	0	0	0	2	1	1	2
CAJNCO	Australian Army Cadets: Junior Non Commissioned Officers' Course	0	0	1	0	0	1	1	0	1
CASNCO	Australian Army Cadets: Senior Non Commissioned Officers' Course	1	0	0	0	0	1	1	0	1
CAIBI	Australian Institute of Classical Dance: Borovansky Syllabus in Intermediate	0	0	1	0	0	1	0	2	2
CAMD7	Australian Music Examinations Board: Drama and Performance Seventh Grade	0	0	0	1	0	1	0	1	1
CAMD6	Australian Music Examinations Board: Drama and Performance Sixth Grade	0	0	1	0	0	1	0	10	10

# Curriculum Council

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CAMM5	Australian Music Examinations Board: Fifth Grade Musicianship	0	0	0	2	0	2	1	1	2
CAMT5	Australian Music Examinations Board: Fifth Grade Theory of Music	1	0	0	1	0	2	1	1	2
CAMT1	Australian Music Examinations Board: First Grade Theory of Music	1	0	0	0	0	1	0	1	1
CAMT4	Australian Music Examinations Board: Fourth Grade Theory of Music	1	0	0	2	0	3	2	2	4
CAMP81	Australian Music Examinations Board: Practice of Music Eighth Grade (Piano)	1	0	0	0	0	1	0	1	1
CAMP816	Australian Music Examinations Board: Practice of Music Eighth Grade (Saxophone)	1	0	0	0	0	1	1	0	1
CAMP515	Australian Music Examinations Board: Practice of Music Fifth Grade (Bassoon)	0	0	0	1	0	1	0	1	1
CAMP514	Australian Music Examinations Board: Practice of Music Fifth Grade (Clarinet)	0	0	0	1	0	1	1	0	1
CAMP512	Australian Music Examinations Board: Practice of Music Fifth Grade (Flute)	1	0	0	1	0	2	1	1	2
CAMP51	Australian Music Examinations Board: Practice of Music Fifth Grade (Piano)	2	0	0	1	0	3	2	1	3
CAMP516	Australian Music Examinations Board: Practice of Music Fifth Grade (Saxophone)	0	0	1	1	0	2	1	1	2
CAMP55	Australian Music Examinations Board: Practice of Music Fifth Grade (Violin)	0	0	1	0	0	1	1	0	1
CAMP114	Australian Music Examinations Board: Practice of Music First Grade (Clarinet)	0	0	1	0	0	1	1	0	1
CAMP112	Australian Music Examinations Board: Practice of Music First Grade (Flute)	0	0	1	0	0	1	1	0	1
CAMP412	Australian Music Examinations Board: Practice of Music Fourth Grade (Flute)	1	0	0	0	0	1	1	1	2
CAMP42	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano for Leisure)	0	0	1	0	0	1	0	1	1
CAMP41	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano)	1	0	0	1	0	2	0	2	2
CAMP416	Australian Music Examinations Board: Practice of Music Fourth Grade (Saxophone)	0	0	0	1	0	1	2	0	2
CAMP423	Australian Music Examinations Board: Practice of Music Fourth Grade (Singing)	0	0	0	1	0	1	0	1	1

# Curriculum Council

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CAMP419	Australian Music Examinations Board: Practice of Music Fourth Grade (Trombone)	0	0	0	1	0	1	1	0	1
CAMP21	Australian Music Examinations Board: Practice of Music Second Grade (Piano)	1	0	0	0	0	1	0	1	1
CAMP77	Australian Music Examinations Board: Practice of Music Seventh Grade (Cello)	0	0	0	1	0	1	0	1	1
CAMP71	Australian Music Examinations Board: Practice of Music Seventh Grade (Piano)	0	0	0	1	0	1	0	1	1
CAMP716	Australian Music Examinations Board: Practice of Music Seventh Grade (Saxophone)	1	0	0	0	0	1	1	0	1
CAMP61	Australian Music Examinations Board: Practice of Music Sixth Grade (Piano)	1	0	0	1	0	2	0	2	2
CAMP65	Australian Music Examinations Board: Practice of Music Sixth Grade (Violin)	0	0	0	1	0	1	0	1	1
CAMP314	Australian Music Examinations Board: Practice of Music Third Grade (Clarinet)	0	0	1	0	0	1	1	0	1
CAMP310	Australian Music Examinations Board: Practice of Music Third Grade (Harp)	1	0	0	0	0	1	0	1	1
CAMP32	Australian Music Examinations Board: Practice of Music Third Grade (Piano for Leisure)	0	0	1	1	0	2	1	1	2
CAMP31	Australian Music Examinations Board: Practice of Music Third Grade (Piano)	1	0	1	0	0	2	1	1	2
CAMP325	Australian Music Examinations Board: Practice of Music Third Grade (Saxophone for Leisure)	1	0	0	0	0	1	0	1	1
CAMP324	Australian Music Examinations Board: Practice of Music Third Grade (Singing for Leisure)	0	0	1	0	0	1	0	1	1
CAMMC2	Australian Music Examinations Board: Second Grade Music Craft	0	0	0	1	0	1	1	3	4
CAMT2	Australian Music Examinations Board: Second Grade Theory of Music	0	0	0	4	0	4	2	3	5
CAMSPT5	Australian Music Examinations Board: Speech and Performance Theory Fifth Grade	0	0	0	1	0	1	0	1	1
CAMMC3	Australian Music Examinations Board: Third Grade Music Craft	0	0	0	1	0	1	0	3	3

# Curriculum Council

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CAMM3	Australian Music Examinations Board: Third Grade Musicianship	0	0	0	1	0	1	2	1	3
CAMT3	Australian Music Examinations Board: Third Grade Theory of Music	2	0	0	5	0	7	4	11	15
CAMV6	Australian Music Examinations Board: Voice and Communication Sixth Grade	0	0	1	1	0	2	0	5	5
CRCC	Australian Red Cross: Cadet	0	0	0	1	0	1	8	8	16
CCBA	Cecchetti Ballet Australia: Advanced 1	0	0	0	1	0	1	0	1	1
CCBI	Cecchetti Ballet Australia: Intermediate	1	0	0	0	0	1	0	1	1
CCOB6	Commonwealth Society of Teachers of Dancing: Classical Ballet Grade 6	1	0	0	0	0	1	0	1	1
CCOTGB5	Commonwealth Society of Teachers of Dancing: Tap Dance Intermediate Gold Bar Grade 4	1	0	0	0	0	1	0	1	1
CCOTG4	Commonwealth Society of Teachers of Dancing: Tap Dance Intermediate Gold Grade 4	1	0	0	0	0	1	0	1	1
CCOTHP	Commonwealth Society of Teachers of Dancing: Theatrical Dance Pre-advanced	1	0	0	0	0	1	0	1	1
CCVFL	Conservation Volunteers Australia: Monitoring, Evaluation and Recording of Native Flora	1	0	0	0	0	1	3	15	18
CBIOG	Department of Commerce: sanofi-aventis BioGENEius Challenge	3	0	0	2	0	5	2	6	8
CDEC1	Department of Environment and Conservation: Bush Rangers Western Australia Level One	6	0	2	3	0	11	45	47	92
CDEC3	Department of Environment and Conservation: Bush Rangers Western Australia Level Three	1	0	0	0	0	1	6	11	17
CDEC2	Department of Environment and Conservation: Bush Rangers Western Australia Level Two	1	0	0	1	0	2	1	3	4
CPLRST	Department of Transport: WA Recreational Skipper's Ticket	6	0	1	2	0	9	37	50	87
CDEB	Duke of Edinburgh WA: Bronze Award	5	0	4	5	0	14	25	36	61
CESFS	Emergency Services Cadet Corps: Fire Safety Management Skills	1	0	0	0	0	1	5	4	9

# Curriculum Council

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CESFA	Emergency Services Cadet Corps: First Aid and Emergency Care Management Skills	3	0	0	1	0	4	8	5	13
CESGR	Emergency Services Cadet Corps: General Rescue Skills	1	0	0	0	0	1	5	4	9
CESLI	Emergency Services Cadet Corps: Leadership and Instructional Skills	2	0	0	0	0	2	6	4	10
CESNH	Emergency Services Cadet Corps: Natural Hazards Management Skills	1	0	0	0	0	1	5	4	9
CESSR	Emergency Services Cadet Corps: Search and Rescue Management Skills	1	0	0	0	0	1	5	4	9
CESTPC1	Emergency Services Cadet Corps: Training Program Cadet Level 1	3	0	0	2	0	5	15	16	31
CESTPC2	Emergency Services Cadet Corps: Training Program Cadet Level 2	2	0	0	2	0	4	9	12	21
CESTPCR	Emergency Services Cadet Corps: Training Program Cadet Recruit	2	0	0	2	0	4	15	15	30
CESWS	Emergency Services Cadet Corps: Water Safety Management Skills	1	0	0	0	0	1	5	4	9
CEQIR	Equestrian Western Australia: Introductory Riding	0	0	0	1	0	1	0	1	1
CHDR	Holyoake Institute: DRUMBEAT Social Development Program	1	0	0	0	0	1	4	0	4
CLSMT1	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 1	0	0	2	2	0	4	6	14	20
CLSMT2	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 2	0	0	0	1	0	1	1	1	2
CLAPA5	London Academy of Music and Dramatic Art: Acting Grade 5	0	0	0	1	0	1	0	8	8
CPCESC*	Pony Club Association of Western Australia: PCA Efficiency C* Standard	0	0	0	2	0	2	0	3	3
CPADOW	Professional Association of Diving Instructors (PADI): Open Water Diver	0	0	0	2	0	2	5	4	9
CPADSC	Professional Association of Diving Instructors (PADI): Scuba Diver	0	0	0	1	0	1	0	1	1
CPADSD	Professional Association of Diving Instructors (PADI): Skin Diver	0	0	0	1	0	1	0	1	1
CRADI	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Intermediate	1	0	0	0	0	1	0	1	1
CRLBM	Royal Life Saving Society WA Inc.: Bronze Medallion	1	0	0	3	0	4	2	100	102

# Curriculum Council

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CSSIAA	Scuba Schools International Australasia Pty Ltd: Advanced Adventurer	0	0	0	1	0	1	0	8	8
CSSIOW	Scuba Schools International Australasia Pty Ltd: Open Water Diver	0	0	0	4	0	4	1	52	53
CSL1	Surf Life Saving WA: Bronze Medallion	2	0	0	3	0	5	1	5	6
CSLSR	Surf Life Saving WA: Surf Rescue Certificate	1	0	1	0	0	2	36	27	63
CGCB10	The Graduate College of Dance: Classical Ballet Year 10	0	0	0	1	0	1	0	7	7
CSVBC	The Salvation Army: Beyond the Classroom	0	0	1	0	0	1	0	4	4
CTCDS5	Trinity College London: Drama and Speech Grade 5	0	0	1	1	0	2	0	9	9
CTCDS7	Trinity College London: Drama and Speech Grade 7	0	0	0	1	0	1	0	1	1
CPRFCR	Western Australia Police Rangers: First Class Ranger Training Program	1	0	0	0	0	1	0	1	1
CWCE	World Challenge Australia: World Challenge Expedition	1	0	0	0	0	1	2	0	2
CYSBS1	Yachting Australia: Small Boat Sailing – Basic Skills 1	0	0	0	1	0	1	0	1	1
Personal development programs										
PACH1	Anglicare WA: Changemakers	2	0	0	0	0	2	8	8	16
PAVA	AVP WA: Peaceful Pathways Advanced	1	0	0	0	0	1	1	5	6
PAVB	AVP WA: Peaceful Pathways Basic	1	0	0	0	0	1	2	5	7
PAVT4F	AVP WA: Peaceful Pathways Training for Facilitators	1	0	0	0	0	1	1	3	4
PBYPP	Balga Senior High School: Young Parent Program	1	0	0	0	0	1	0	1	1
PCVCT1	Canning Vale College: Circus Troupe 1 – Entry Level	1	0	0	0	0	1	3	2	5
PCECSL	Catholic Education Office of WA: Christian Service Learning in Catholic Schools	0	0	1	0	0	1	106	88	194
PFYOH	Community Solutions Inc.: YOH Fest	5	0	1	0	0	6	7	43	50
PGCAP	Curriculum Council: Community Arts Performance	4	1	1	1	0	7	3	10	13

# Curriculum Council

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Personal development programs										
PGCSP	Curriculum Council: Community Sports Performance	2	0	1	2	0	5	6	6	12
PGMPE	Curriculum Council: Music Performance Ensemble	3	0	1	2	0	6	71	45	116
PGRP	Curriculum Council: Recreational Pursuits	1	0	1	1	0	3	7	2	9
PGST	Curriculum Council: School Trip	12	0	3	2	0	17	52	87	139
PGWSPP	Curriculum Council: Whole School Production – Performance	2	0	1	0	0	3	6	32	38
PGWSPPD	Curriculum Council: Whole School Production – Production and Design	2	0	1	0	0	3	9	6	15
PGWS	Curriculum Council: Work Skills	2	0	0	0	0	2	3	1	4
PD2CS	Department of Education : Community Service	4	0	0	0	0	4	156	132	288
PL2L1	Department of Education : Learning to Live General Construction	1	0	0	0	0	1	1	0	1
PL2L2	Department of Education : Learning to Live Home Maintenance	1	0	0	0	0	1	1	0	1
PL2L3	Department of Education : Learning to Live Horticulture	1	0	0	0	0	1	1	0	1
PL2L4	Department of Education : Learning to Live Landscaping	1	0	0	0	0	1	1	0	1
PL2L5	Department of Education : Learning to Live Sustainability	1	0	0	0	0	1	1	0	1
PLS1	Department of Education : Life Skills for Senior School Students 1 – The Life Journey	3	0	0	1	0	4	4	9	13
PLS2	Department of Education : Life Skills for Senior School Students 2 – Belonging to a Culture	2	0	0	0	0	2	1	3	4
PLS3	Department of Education : Life Skills for Senior School Students 3 – Belonging to a Community	5	0	1	0	0	6	8	6	14
PLS4	Department of Education : Life Skills for Senior School Students 4 – Being an Individual	1	0	2	0	0	3	4	1	5
PLS5	Department of Education : Life Skills for Senior School Students 5 – Planning for the Future	3	0	0	1	0	4	5	1	6
PLS6	Department of Education : Life Skills for Senior School Students 6 – The Project	2	0	1	0	0	3	2	2	4

# Curriculum Council

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Personal development programs										
PLS7	Department of Education : Life Skills for Senior School Students 7 – Personal Money Matters 1	1	0	0	0	0	1	1	5	6
PEFMP	Department of Training and Workforce Development: Finding MY Place	1	0	0	0	0	1	6	3	9
PDUEL1	Duncraig Senior High School: Eco Leader 1	1	0	0	0	0	1	5	0	5
PELBC	Elite Sports Programs: Basketball Coaching	0	0	0	1	0	1	7	4	11
PRESPT	Governor Stirling Senior High School: RESPECT Project	1	0	0	0	0	1	4	0	4
PIPSS	Image Power Australia Pty Ltd: Developing Social Skills	1	0	0	0	0	1	10	11	21
PSIM2	Instrumental Music School Services: Extension Ensemble Performance	4	0	0	0	0	4	73	79	152
PSIM1	Instrumental Music School Services: Music Ensemble Performance	4	0	0	0	0	4	2	5	7
PVC101	John Calvin Christian College: Reformed Christian Studies 101	0	0	0	1	0	1	25	26	51
PJCB1	John Curtin College of the Arts: Ballet Showcase 1 (Corps de ballet)	1	0	0	0	0	1	0	9	9
PLYEV	Leeuwin Ocean Adventure Foundation: Youth Explorer Voyage	6	0	2	2	0	10	6	19	25
PMSL	Mercy Colleges: Service-Learning	0	0	1	0	0	1	1	124	125
PMBG	My Big Gig: Music Competition	1	0	0	1	0	2	7	1	8
POBS	Outward Bound Australia: School Program	0	0	0	2	0	2	83	97	180
PPSL	Pinjarra Senior High School: Seniors Leading	1	0	0	0	0	1	5	8	13
PRF1	Re-engineering Australia Foundation: F1 in Schools Technology Challenge	1	0	0	0	0	1	6	2	8
PROINT	Rotary International: Interact	1	0	0	0	0	1	0	2	2
PRSPCA	RSPCA WA (Inc): Working with Animals	1	0	2	2	0	5	2	4	6
PK4L	School Drug Education and Road Aware: Keys for Life – Pre-driver Education Course	21	1	5	7	0	34	1003	1188	2191
PIESIL	Schools of Isolated and Distance Education: Succeeding as an Independent Learner	0	1	0	0	0	1	2	2	4
PVWYV	Volunteering WA: YVolunteer	2	0	0	0	0	2	8	27	35



## Curriculum Council

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Personal development programs										
PSCRAM	WA Dispute Resolution Association: Schools Conflict Resolution and Mediation (SCRAM)	1	0	0	1	0	2	2	10	12
PJCOHS	Youth Futures WA: COMET Health Studies	1	0	0	0	0	1	22	19	41
PJCOLS	Youth Futures WA: COMET Life Skills	1	0	0	0	0	1	16	18	34
PJCOSS	Youth Futures WA: COMET Seek and Succeed	1	0	0	0	0	1	9	9	18
Workplace learning programs										
WL2	Curriculum Council: Workplace Learning Employability Skills	5	1	5	1	0	12	71	49	120
WL1	Curriculum Council: Workplace Learning On-the-job Training	28	0	0	0	0	28	173	94	267

# Curriculum Council

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2010

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CTISM09	ASDAN: Preparatory Award Programs Towards Independence – Independent Living	2	0	0	0	0	2	3	1	4
CTISM11	ASDAN: Preparatory Award Programs Towards Independence – Meal Preparation and Cooking	1	0	0	0	0	1	0	1	1
CTISM43	ASDAN: Preparatory Award Programs Towards Independence – Multi-Sensory Experiences	1	0	0	0	0	1	0	1	1
CTISM15	ASDAN: Preparatory Award Programs Towards Independence – Personal Safety	1	0	0	0	0	1	0	1	1
CTISM22	ASDAN: Preparatory Award Programs Towards Independence – Recognising and Using Everyday Signs	1	0	0	0	0	1	1	0	1
CTISM27	ASDAN: Preparatory Award Programs Towards Independence – Using a Computer	2	0	0	0	0	2	4	3	7
CTISM30	ASDAN: Preparatory Award Programs Towards Independence – Work Awareness	1	0	0	0	0	1	1	3	4
CTISM48	ASDAN: Preparatory Award Programs Towards Independence – Working Towards Self Sufficiency	1	0	0	0	0	1	1	0	1
CTC100	ASDAN: Preparatory Award Programs Transition Challenge Module 1 – Knowing How	7	0	0	0	0	7	7	5	12
CTC200	ASDAN: Preparatory Award Programs Transition Challenge Module 2 – Making Choices	5	0	0	0	0	5	6	5	11
CTC300	ASDAN: Preparatory Award Programs Transition Challenge Module 3 – Feeling Good	2	0	0	0	0	2	2	1	3
CTC400	ASDAN: Preparatory Award Programs Transition Challenge Module 4 – Moving Forward	1	0	0	0	0	1	1	1	2
CTC500	ASDAN: Preparatory Award Programs Transition Challenge Module 5 – Taking the Lead	2	0	0	0	0	2	1	2	3
CABP5S	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 5 (Singing)	0	0	1	0	0	1	0	1	1

# Curriculum Council

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CABP6G	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 6 (Guitar)	0	0	1	0	0	1	0	1	1
CABP6P	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 6 (Piano)	0	0	0	1	0	1	1	0	1
CABTM2	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 2	1	0	0	0	0	1	0	1	1
CABTM3	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 3	0	0	1	0	0	1	0	1	1
CABTM4	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 4	1	0	0	0	0	1	0	1	1
CABTM5	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 5	1	0	0	1	0	2	1	1	2
CAFAST	Australian Air Force Cadets: Advanced Stage Training	0	0	0	2	0	2	0	2	2
CAFBST	Australian Air Force Cadets: Basic Stage Training	0	0	0	1	0	1	0	1	1
CAFPST	Australian Air Force Cadets: Proficiency Stage Training	0	0	0	1	0	1	0	1	1
CAZCP6	Australian and New Zealand Cultural Arts Limited: Classical Pianoforte Grade Six	1	0	0	0	0	1	0	1	1
CAZPO8	Australian and New Zealand Cultural Arts Limited: Piano for all Occasions Certificate of Proficiency	1	0	0	0	0	1	0	1	1
CAZPO5	Australian and New Zealand Cultural Arts Limited: Piano for all Occasions Grade Five	1	0	0	0	0	1	0	1	1
CAJNCO	Australian Army Cadets: Junior Non Commissioned Officers' Course	0	0	1	0	0	1	1	0	1
CASNCO	Australian Army Cadets: Senior Non Commissioned Officers' Course	0	0	0	1	0	1	1	0	1
CAIBA1	Australian Institute of Classical Dance: Borovansky Syllabus in Advanced I	1	0	1	1	0	3	0	3	3
CAIBVI	Australian Institute of Classical Dance: Borovansky Syllabus in Grade VI	0	0	0	1	0	1	0	1	1
CAIBI	Australian Institute of Classical Dance: Borovansky Syllabus in Intermediate	1	0	0	0	0	1	0	1	1

# Curriculum Council

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CAMM5	Australian Music Examinations Board: Fifth Grade Musicianship	0	0	0	1	0	1	1	0	1
CAMMC4	Australian Music Examinations Board: Fourth Grade Music Craft	1	0	0	0	0	1	1	0	1
CAMT4	Australian Music Examinations Board: Fourth Grade Theory of Music	2	0	1	2	0	5	3	3	6
CAMP81	Australian Music Examinations Board: Practice of Music Eighth Grade (Piano)	1	0	0	1	0	2	1	1	2
CAMP520	Australian Music Examinations Board: Practice of Music Fifth Grade (Bass Trombone)	1	0	0	0	0	1	0	1	1
CAMP512	Australian Music Examinations Board: Practice of Music Fifth Grade (Flute)	0	0	1	0	0	1	0	1	1
CAMP52	Australian Music Examinations Board: Practice of Music Fifth Grade (Piano for Leisure)	0	0	1	0	0	1	0	1	1
CAMP525	Australian Music Examinations Board: Practice of Music Fifth Grade (Saxophone for Leisure)	0	0	0	1	0	1	1	0	1
CAMP523	Australian Music Examinations Board: Practice of Music Fifth Grade (Singing)	1	0	0	1	0	2	0	2	2
CAMP518	Australian Music Examinations Board: Practice of Music Fifth Grade (Trumpet)	1	0	0	0	0	1	1	0	1
CAMP18	Australian Music Examinations Board: Practice of Music First Grade (Double Bass)	0	0	0	1	0	1	1	0	1
CAMP48	Australian Music Examinations Board: Practice of Music Fourth Grade (Double Bass)	0	0	0	1	0	1	1	0	1
CAMP41	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano)	0	0	0	1	0	1	0	1	1
CAMP423	Australian Music Examinations Board: Practice of Music Fourth Grade (Singing)	1	0	0	0	0	1	0	1	1
CAMP418	Australian Music Examinations Board: Practice of Music Fourth Grade (Trumpet)	0	0	1	0	0	1	0	1	1
CAMP714	Australian Music Examinations Board: Practice of Music Seventh Grade (Clarinet)	0	0	0	1	0	1	0	1	1
CAMP72	Australian Music Examinations Board: Practice of Music Seventh Grade (Piano for Leisure)	1	0	0	0	0	1	0	1	1

# Curriculum Council

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		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CAMP71	Australian Music Examinations Board: Practice of Music Seventh Grade (Piano)	1	0	1	1	0	3	0	3	3
CAMP718	Australian Music Examinations Board: Practice of Music Seventh Grade (Trumpet)	0	0	0	1	0	1	1	0	1
CAMP75	Australian Music Examinations Board: Practice of Music Seventh Grade (Violin)	0	0	1	0	0	1	0	1	1
CAMP614	Australian Music Examinations Board: Practice of Music Sixth Grade (Clarinet)	0	0	0	1	0	1	0	1	1
CAMP612	Australian Music Examinations Board: Practice of Music Sixth Grade (Flute)	1	0	0	0	0	1	0	1	1
CAMP62	Australian Music Examinations Board: Practice of Music Sixth Grade (Piano for Leisure)	1	0	0	0	0	1	0	1	1
CAMP61	Australian Music Examinations Board: Practice of Music Sixth Grade (Piano)	0	0	0	1	0	1	0	1	1
CAMP616	Australian Music Examinations Board: Practice of Music Sixth Grade (Saxophone)	1	0	1	0	0	2	1	1	2
CAMP312	Australian Music Examinations Board: Practice of Music Third Grade (Flute)	0	0	1	0	0	1	0	1	1
CAMP31	Australian Music Examinations Board: Practice of Music Third Grade (Piano)	0	0	0	1	0	1	0	1	1
CAMP324	Australian Music Examinations Board: Practice of Music Third Grade (Singing for Leisure)	2	0	0	0	0	2	0	2	2
CAMT2	Australian Music Examinations Board: Second Grade Theory of Music	2	0	0	0	0	2	1	1	2
CAMM7	Australian Music Examinations Board: Seventh Grade Musicianship	0	0	0	1	0	1	1	0	1
CAMT6	Australian Music Examinations Board: Sixth Grade Theory of Music	0	0	0	1	0	1	1	0	1
CAMT3	Australian Music Examinations Board: Third Grade Theory of Music	1	0	0	3	0	4	0	8	8
CAMV7	Australian Music Examinations Board: Voice and Communication Seventh Grade	0	0	1	0	0	1	0	3	3
CNPAS	Australian Navy Cadets: Able Seaman Qualifying Course	1	0	1	0	0	2	3	1	4
CNSAT	Australian Navy Cadets: Adventure Training	1	0	0	0	0	1	1	0	1

# Curriculum Council

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		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CNPLS	Australian Navy Cadets: Leading Seaman Qualifying Course	1	0	0	0	0	1	2	0	2
CNPS	Australian Navy Cadets: Seaman Qualifying Course	1	0	0	0	0	1	3	0	3
CR CSC	Australian Red Cross: Senior Cadet	0	0	0	1	0	1	1	1	2
CCACC	Calisthenics Association of Western Australia: Cadet Coach	0	0	1	0	0	1	0	1	1
CCNAD1	Cisco Networking Academy: Certified Networking Associate Discovery 1	3	0	0	0	0	3	11	1	12
CCNAD2	Cisco Networking Academy: Certified Networking Associate Discovery 2	1	0	0	0	0	1	3	1	4
CCNAE1	Cisco Networking Academy: Information Technology Essentials 1	1	0	0	0	0	1	9	0	9
CCNAE2	Cisco Networking Academy: Information Technology Essentials 2	1	0	0	0	0	1	7	0	7
CCNAE4	Cisco Networking Academy: IT Essentials PC Hardware and Software v4.0	1	0	0	0	0	1	8	0	8
CCOB7	Commonwealth Society of Teachers of Dancing: Classical Ballet Elementary Grade 7	0	0	0	1	0	1	0	1	1
CCOB6	Commonwealth Society of Teachers of Dancing: Classical Ballet Grade 6	0	0	1	0	0	1	0	1	1
CCOTGB7	Commonwealth Society of Teachers of Dancing: Tap Dance Advanced Gold Bar Grade 7	0	0	0	1	0	1	0	1	1
CCOTHA	Commonwealth Society of Teachers of Dancing: Theatrical Dance Advanced	0	0	1	0	0	1	0	1	1
CBIOG	Department of Commerce: sanofi-aventis BioGENEius Challenge	3	0	0	2	0	5	1	4	5
CVEB4	Department of Education Vision Education Service: Braille Literacy Code - Level 4 Reading and Writing	1	0	0	0	0	1	0	1	1
CVEB1	Department of Education Vision Education Service: Braille Literacy Code - Level 1 Reading and Writing	1	0	0	0	0	1	0	1	1
CVEB2	Department of Education Vision Education Service: Braille Literacy Code - Level 2 Reading and Writing	1	0	0	0	0	1	0	1	1
CVEB3	Department of Education Vision Education Service: Braille Literacy Code - Level 3 Reading and Writing	1	0	0	0	0	1	0	1	1

# Curriculum Council

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Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CVEB5	Department of Education Vision Education Service: Braille Literary Code - Level 5 Reading and Writing	1	0	0	0	0	1	0	1	1
CVEBU	Department of Education Vision Education Service: Uncontracted Braille Reading and Writing	1	0	0	0	0	1	0	1	1
CDEC1	Department of Environment and Conservation: Bush Rangers Western Australia Level One	6	0	1	0	0	7	9	3	12
CDEC3	Department of Environment and Conservation: Bush Rangers Western Australia Level Three	1	0	0	2	0	3	3	0	3
CDEC2	Department of Environment and Conservation: Bush Rangers Western Australia Level Two	1	0	0	2	0	3	5	6	11
CPLES	Department of Transport: Expedition Seatek	5	0	0	0	0	5	59	35	94
CPLRST	Department of Transport: WA Recreational Skipper's Ticket	14	0	6	10	0	30	231	94	325
CDEB	Duke of Edinburgh WA: Bronze Award	2	0	2	6	0	10	52	37	89
CDES	Duke of Edinburgh WA: Silver Award	0	0	0	3	0	3	1	2	3
CESFS	Emergency Services Cadet Corps: Fire Safety Management Skills	1	0	0	0	0	1	1	1	2
CESFA	Emergency Services Cadet Corps: First Aid and Emergency Care Management Skills	3	0	0	1	0	4	6	6	12
CESGR	Emergency Services Cadet Corps: General Rescue Skills	1	0	0	0	0	1	1	1	2
CESLI	Emergency Services Cadet Corps: Leadership and Instructional Skills	3	0	0	1	0	4	4	2	6
CESNH	Emergency Services Cadet Corps: Natural Hazards Management Skills	2	0	0	0	0	2	1	2	3
CESSR	Emergency Services Cadet Corps: Search and Rescue Management Skills	2	0	0	0	0	2	1	2	3
CESTPC1	Emergency Services Cadet Corps: Training Program Cadet Level 1	6	0	0	2	0	8	37	23	60
CESTPC2	Emergency Services Cadet Corps: Training Program Cadet Level 2	3	0	0	2	0	5	23	14	37
CESTPCR	Emergency Services Cadet Corps: Training Program Cadet Recruit	5	0	0	1	0	6	31	20	51
CESWS	Emergency Services Cadet Corps: Water Safety Management Skills	2	0	0	0	0	2	2	2	4

# Curriculum Council

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		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CEQIHM	Equestrian Western Australia: Introductory Horse Management	0	0	0	1	0	1	0	1	1
CEQIR	Equestrian Western Australia: Introductory Riding	0	0	0	1	0	1	0	1	1
CEQGR1	Equestrian Western Australia: Level 1 General Riding	1	0	0	0	0	1	0	1	1
CGMBLA	Ging Mo Academy: Ging Mo Kune Kung Fu Black Belt	1	0	0	0	0	1	4	0	4
CHDR	Holyoake Institute: DRUMBEAT Social Development Program	3	0	0	0	0	3	7	0	7
CIPEA	Image Power Australia Pty Ltd: The Employment Advantage	1	0	1	0	0	2	4	18	22
CLSMT1	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 1	2	0	5	3	0	10	30	94	124
CLSMT2	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 2	0	0	0	1	0	1	0	1	1
CLSMT3	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 3	0	0	0	1	0	1	0	9	9
CLSMT4	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 4	0	0	0	1	0	1	6	0	6
CLSMT5	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 5	0	0	0	1	0	1	0	7	7
CLAPA6	London Academy of Music and Dramatic Art: Acting Grade 6	0	0	0	1	0	1	0	5	5
CLAPA7	London Academy of Music and Dramatic Art: Acting Grade 7	0	0	0	1	0	1	0	3	3
CLACSV7	London Academy of Music and Dramatic Art: Speaking Verse and Prose Grade 7	0	0	0	1	0	1	0	1	1
CPCESC	Pony Club Association of Western Australia: PCA Efficiency C Standard	2	0	1	2	0	5	0	5	5
CPCESC*	Pony Club Association of Western Australia: PCA Efficiency C* Standard	0	0	0	2	0	2	0	4	4
CPADAOW	Professional Association of Diving Instructors (PADI): Advanced Open Water Diver	0	0	0	1	0	1	0	1	1
CPADOW	Professional Association of Diving Instructors (PADI): Open Water Diver	0	0	0	4	0	4	32	4	36



# Curriculum Council

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CPADSC	Professional Association of Diving Instructors (PADI): Scuba Diver	0	0	0	1	0	1	2	0	2
CRADA1	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced 1	0	0	0	1	0	1	0	1	1
CRADAF	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced Foundation	2	0	0	0	0	2	0	2	2
CRLBM	Royal Life Saving Society WA Inc.: Bronze Medallion	6	0	1	5	0	12	34	103	137
CSSIOW	Scuba Schools International Australasia Pty Ltd: Open Water Diver	0	0	0	3	0	3	0	16	16
CSCPAD	St Cecilia Music Examinations: Pianoforte Associate Diploma	1	0	0	0	0	1	0	1	1
CSCPC6	St Cecilia Music Examinations: Pianoforte Concert Certificate 6	0	0	0	1	0	1	0	1	1
CSL1	Surf Life Saving WA: Bronze Medallion	3	0	2	1	0	6	3	5	8
CGCB11	The Graduate College of Dance: Classical Ballet Year 11	1	0	0	0	0	1	1	7	8
CUWAS	The University of Western Australia: SmARTS	4	0	5	8	0	17	23	55	78
CTCDS6	Trinity College London: Drama and Speech Grade 6	0	0	1	0	0	1	0	2	2
CTCDS8	Trinity College London: Drama and Speech Grade 8	0	0	0	1	0	1	0	1	1
CTCML6	Trinity College London: Music Literacy – Grade 6	1	0	0	0	0	1	0	1	1
CTCP8P	Trinity College London: Music Performance Grade 8 (Piano)	1	0	0	0	0	1	0	1	1
CWCE	World Challenge Australia: World Challenge Expedition	3	0	0	2	0	5	39	59	98
CYPHC	Yachting Australia: Powerboat Handling Certificate	2	0	0	1	0	3	9	15	24
CYSBAI	Yachting Australia: Small Boat Sailing – Assistant Instructor	0	0	0	1	0	1	0	1	1
CYSBS1	Yachting Australia: Small Boat Sailing – Basic Skills 1	0	0	0	2	0	2	16	1	17
CYSBS2	Yachting Australia: Small Boat Sailing – Basic Skills 2	1	0	0	0	0	1	5	5	10
CYMYP	YMCA: Western Australian Youth Parliament	0	0	0	1	0	1	0	1	1
CYCR4Y	Youth Affairs Council of WA : Roofs for Youth Tenancy Education Program	1	0	0	0	0	1	6	11	17

# Curriculum Council

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Personal development programs										
PALTA	Alta-1: Personal Recovery and Community Building	0	0	0	1	0	1	4	7	11
PACH1	Anglicare WA: Changemakers	3	0	0	1	0	4	32	47	79
PACH2	Anglicare WA: Changemakers – Learning by Building Community	2	0	0	0	0	2	6	1	7
PAVA	AVP WA: Peaceful Pathways Advanced	1	0	0	0	0	1	3	7	10
PAVB	AVP WA: Peaceful Pathways Basic	1	0	0	0	0	1	0	1	1
PAVT4F	AVP WA: Peaceful Pathways Training for Facilitators	1	0	0	0	0	1	2	4	6
PBLWA	Balga Senior High School: Living and Working in Australian Society	1	0	0	0	0	1	10	22	32
PBYPP	Balga Senior High School: Young Parent Program	1	0	0	0	0	1	0	3	3
PBSTS	Black Swan State Theatre Company: Theatre Thrills and Skills	1	0	0	0	0	1	1	0	1
PCVCT2	Canning Vale College: Circus Troupe 2 – Intermediate	1	0	0	0	0	1	4	1	5
PCECSL	Catholic Education Office of WA: Christian Service Learning in Catholic Schools	0	0	6	0	0	6	236	376	612
PFYOH	Community Solutions Inc.: YOH Fest	7	0	0	0	0	7	15	53	68
PGAM	Curriculum Council: Administration and Management	1	0	1	0	0	2	0	2	2
PGCAP	Curriculum Council: Community Arts Performance	3	0	2	5	0	10	7	27	34
PGCSP	Curriculum Council: Community Sports Performance	7	1	4	3	0	15	12	21	33
PGMPE	Curriculum Council: Music Performance Ensemble	2	0	2	2	0	6	45	48	93
PGRP	Curriculum Council: Recreational Pursuits	7	0	3	1	0	11	50	41	91
PGST	Curriculum Council: School Trip	18	0	6	2	0	26	70	129	199
PGWSP	Curriculum Council: Whole School Production – Performance	7	0	1	1	0	9	17	30	47
PGWSPD	Curriculum Council: Whole School Production – Production and Design	3	0	1	1	0	5	9	6	15
PGWS	Curriculum Council: Work Skills	7	1	3	2	0	13	13	22	35
PDSPFA	Darling Range Sports College: Personal Fitness A	1	0	0	0	0	1	21	5	26

# Curriculum Council

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Personal development programs										
PDSPFB	Darling Range Sports College: Personal Fitness B	1	0	0	0	0	1	21	5	26
PDSBSL	Darling Range Sports College: Strong Bodies, Strong Lives	1	0	0	0	0	1	28	6	34
PD2CS	Department of Education : Community Service	6	0	0	0	0	6	39	41	80
PL2L1	Department of Education : Learning to Live General Construction	1	0	0	0	0	1	4	5	9
PL2L2	Department of Education : Learning to Live Home Maintenance	1	0	0	0	0	1	4	5	9
PL2L3	Department of Education : Learning to Live Horticulture	1	0	0	0	0	1	4	5	9
PL2L4	Department of Education : Learning to Live Landscaping	1	0	0	0	0	1	4	5	9
PL2L5	Department of Education : Learning to Live Sustainability	1	0	0	0	0	1	4	5	9
PLS1	Department of Education : Life Skills for Senior School Students 1 – The Life Journey	17	1	0	1	0	19	88	58	146
PLS2	Department of Education : Life Skills for Senior School Students 2 – Belonging to a Culture	10	0	0	1	0	11	59	41	100
PLS3	Department of Education : Life Skills for Senior School Students 3 – Belonging to a Community	15	0	1	1	0	17	86	70	156
PLS4	Department of Education : Life Skills for Senior School Students 4 – Being an Individual	19	1	2	3	0	25	155	125	280
PLS5	Department of Education : Life Skills for Senior School Students 5 – Planning for the Future	14	0	0	1	0	15	79	76	155
PLS6	Department of Education : Life Skills for Senior School Students 6 – The Project	14	0	1	2	0	17	83	72	155
PLS7	Department of Education : Life Skills for Senior School Students 7 – Personal Money Matters 1	5	0	0	0	0	5	29	27	56
PLS8	Department of Education : Life Skills for Senior School Students 8 – Personal Money Matters 2	3	0	0	0	0	3	22	16	38
PEFMP	Department of Training and Workforce Development: Finding MY Place	2	0	0	0	0	2	5	7	12
PDUEL1	Duncraig Senior High School: Eco Leader 1	1	0	0	0	0	1	2	0	2

# Curriculum Council

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Personal development programs										
PRESPT	Governor Stirling Senior High School: RESPECT Project	1	0	0	0	0	1	4	2	6
PIPSS	Image Power Australia Pty Ltd: Developing Social Skills	2	0	1	0	0	3	9	10	19
PSIM2	Instrumental Music School Services: Extension Ensemble Performance	5	0	0	0	0	5	43	71	114
PSIM1	Instrumental Music School Services: Music Ensemble Performance	25	0	0	0	0	25	58	71	129
PVC111	John Calvin Christian College: Reformed Christian Studies 111	0	0	0	1	0	1	23	19	42
PJCB2	John Curtin College of the Arts: Ballet Showcase 2 (Coryphée)	1	0	0	0	0	1	1	16	17
PJCB3	John Curtin College of the Arts: Ballet Showcase 3 (Soloist)	1	0	0	0	0	1	1	16	17
PLYEV	Leeuwin Ocean Adventure Foundation: Youth Explorer Voyage	8	0	1	9	0	18	12	13	25
PLEO	Lions Club International : Leo Club	1	0	0	0	0	1	1	3	4
PMACN	Mandurah Senior College: Eyes Wide Open Community Network	1	0	0	0	0	1	0	4	4
PMAHW	Mandurah Senior College: Eyes Wide Open Health and Wellbeing	1	0	0	0	0	1	0	4	4
PMALB	Mandurah Senior College: Eyes Wide Open Life after Birth	1	0	0	0	0	1	0	1	1
PMAPP	Mandurah Senior College: Eyes Wide Open Positive Parenting Skills	1	0	0	0	0	1	0	5	5
PMATP	Mandurah Senior College: Eyes Wide Open The Pregnancy	1	0	0	0	0	1	0	5	5
PMSL	Mercy Colleges: Service-Learning	0	0	2	0	0	2	1	156	157
PMBG	My Big Gig: Music Competition	3	0	0	2	0	5	8	3	11
PNLFA	North Lake Senior Campus: Focus on Self and Career Development Module A	1	0	0	0	0	1	36	35	71
PNLJS1	North Lake Senior Campus: Jump Start Module One	1	0	0	0	0	1	4	13	17
PNLJS3	North Lake Senior Campus: Jump Start Module Three	1	0	0	0	0	1	2	6	8
PNLJS2	North Lake Senior Campus: Jump Start Module Two	1	0	0	0	0	1	3	9	12
PNLLS	North Lake Senior Campus: Learning Skills	1	0	0	0	0	1	0	1	1
PNLLFS	North Lake Senior Campus: Life Skills	1	0	0	0	0	1	0	2	2

# Curriculum Council

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Personal development programs										
PNLASA	North Lake Senior Campus: Living in Australian Society Module A	1	0	0	0	0	1	8	4	12
PNLASB	North Lake Senior Campus: Living in Australian Society Module B	1	0	0	0	0	1	8	6	14
POBS	Outward Bound Australia: School Program	0	0	0	2	0	2	73	179	252
PMMYEP	Principals Australia Inc.: MindMatters Youth Empowerment Process	1	0	0	0	0	1	4	4	8
PROINT	Rotary International: Interact	2	0	0	0	0	2	8	16	24
PRSPCA	RSPCA WA (Inc): Working with Animals	0	0	3	1	0	4	0	6	6
PVS1	Saigon International College: Vietnamese Studies 1	0	0	0	0	1	1	51	33	84
PK4L	School Drug Education and Road Aware: Keys for Life – Pre-driver Education Course	25	1	4	1	0	31	389	377	766
PIESIL	Schools of Isolated and Distance Education: Succeeding as an Independent Learner	0	1	0	0	0	1	0	1	1
PIEWW	Schools of Isolated and Distance Education: Working on Wheels	0	1	0	0	0	1	1	1	2
PVWYV	Volunteering WA: YVolunteer	1	0	0	0	0	1	0	5	5
Workplace learning programs										
WL2	Curriculum Council: Workplace Learning Employability Skills	45	1	16	24	0	86	606	553	1159
WL2B	Curriculum Council: Workplace Learning Employability Skills B	2	0	4	5	0	11	38	21	59
WL1	Curriculum Council: Workplace Learning On-the-job Training	82	1	6	7	0	96	932	593	1525

# Curriculum Council

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2010

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CTISM41	ASDAN: Preparatory Award Programs Towards Independence – Citizenship	1	0	0	0	0	1	0	1	
CTISM07	ASDAN: Preparatory Award Programs Towards Independence – Going to College	1	0	0	0	0	1	1	1	
CTISM08	ASDAN: Preparatory Award Programs Towards Independence – Horticulture	1	0	0	0	0	1	0	2	
CTISM09	ASDAN: Preparatory Award Programs Towards Independence – Independent Living	3	0	0	0	0	3	6	10	
CTISM11	ASDAN: Preparatory Award Programs Towards Independence – Meal Preparation and Cooking	2	0	0	0	0	2	2	5	
CTISM12	ASDAN: Preparatory Award Programs Towards Independence – Money	1	0	0	0	0	1	1	1	
CTISM15	ASDAN: Preparatory Award Programs Towards Independence – Personal Safety	1	0	0	0	0	1	1	2	
CTISM22	ASDAN: Preparatory Award Programs Towards Independence – Recognising and Using Everyday Signs	2	0	0	0	0	2	1	3	
CTISM44	ASDAN: Preparatory Award Programs Towards Independence – Time Management and Self Organisation	1	0	0	0	0	1	0	1	
CTISM27	ASDAN: Preparatory Award Programs Towards Independence – Using a Computer	2	0	0	0	0	2	3	6	
CTISM28	ASDAN: Preparatory Award Programs Towards Independence – Using Transport	1	0	0	0	0	1	0	1	
CTISM30	ASDAN: Preparatory Award Programs Towards Independence – Work Awareness	1	0	0	0	0	1	2	3	
CTISM48	ASDAN: Preparatory Award Programs Towards Independence – Working Towards Self Sufficiency	1	0	0	0	0	1	0	2	
CTISM31	ASDAN: Preparatory Award Programs Towards Independence – World of Work	1	0	0	0	0	1	0	1	
CTC100	ASDAN: Preparatory Award Programs Transition Challenge Module 1 – Knowing How	4	0	0	0	0	4	8	11	

# Curriculum Council

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CTC200	ASDAN: Preparatory Award Programs Transition Challenge Module 2 – Making Choices	4	0	0	0	0	4	8	4	12
CTC300	ASDAN: Preparatory Award Programs Transition Challenge Module 3 – Feeling Good	2	0	0	0	0	2	3	2	5
CTC400	ASDAN: Preparatory Award Programs Transition Challenge Module 4 – Moving Forward	1	0	0	0	0	1	3	0	3
CTC500	ASDAN: Preparatory Award Programs Transition Challenge Module 5 – Taking the Lead	1	0	0	0	0	1	4	0	4
CABPDG	Associated Board of the Royal Schools of Music (ABRSM): Diploma in Music Performance DipABRSM (Guitar)	0	0	0	1	0	1	0	1	1
CABP6T	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 6 (Trumpet)	1	0	0	0	0	1	1	0	1
CABP8G	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 8 (Guitar)	0	0	0	1	0	1	0	1	1
CABTM5	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 5	0	0	0	1	0	1	0	1	1
CAFAST	Australian Air Force Cadets: Advanced Stage Training	2	0	1	0	0	3	1	2	3
CAFBST	Australian Air Force Cadets: Basic Stage Training	4	0	0	0	0	4	1	3	4
CAFPST	Australian Air Force Cadets: Proficiency Stage Training	4	0	0	0	0	4	1	3	4
CAFQST	Australian Air Force Cadets: Qualified Stage Training	1	0	0	0	0	1	0	1	1
CAFSNCO	Australian Air Force Cadets: Senior Non-commissioned Officers Course	2	0	2	0	0	4	3	1	4
CAFUOC	Australian Air Force Cadets: Under Officers Course	0	0	1	1	0	2	2	0	2
CAFWOC	Australian Air Force Cadets: Warrant Officers Course	0	0	0	1	0	1	1	0	1
CATMP	Australian Army Cadets: Cadet Training Management Package	1	0	0	0	0	1	0	1	1
CACUO	Australian Army Cadets: Cadet Under Officers' Course	2	0	0	0	0	2	1	1	2
CAJNCO	Australian Army Cadets: Junior Non Commissioned Officers' Course	2	0	1	0	0	3	2	1	3

# Curriculum Council

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CASNCO	Australian Army Cadets: Senior Non Commissioned Officers' Course	2	0	0	0	0	2	1	1	2
CAWO	Australian Army Cadets: Warrant Officer Course	2	0	0	0	0	2	1	1	2
CAMD9	Australian Music Examinations Board: Certificate of Drama and Performance	0	0	0	2	0	2	0	2	2
CAMD8	Australian Music Examinations Board: Drama and Performance Eighth Grade	1	0	1	1	0	3	1	2	3
CAMD6	Australian Music Examinations Board: Drama and Performance Sixth Grade	1	0	0	0	0	1	1	0	1
CAMT5	Australian Music Examinations Board: Fifth Grade Theory of Music	2	0	1	1	0	4	0	4	4
CAMT4	Australian Music Examinations Board: Fourth Grade Theory of Music	3	0	2	2	0	7	1	8	9
CAMP814	Australian Music Examinations Board: Practice of Music Eighth Grade (Clarinet)	0	0	0	1	0	1	0	2	2
CAMP81	Australian Music Examinations Board: Practice of Music Eighth Grade (Piano)	1	0	0	2	0	3	1	2	3
CAMP824	Australian Music Examinations Board: Practice of Music Eighth Grade (Singing for Leisure)	0	0	1	0	0	1	0	1	1
CAMP520	Australian Music Examinations Board: Practice of Music Fifth Grade (Bass Trombone)	1	0	0	0	0	1	0	1	1
CAMP51	Australian Music Examinations Board: Practice of Music Fifth Grade (Piano)	2	0	1	1	0	4	0	4	4
CAMP524	Australian Music Examinations Board: Practice of Music Fifth Grade (Singing for Leisure)	0	0	0	1	0	1	0	1	1
CAMP55	Australian Music Examinations Board: Practice of Music Fifth Grade (Violin)	0	0	0	1	0	1	0	1	1
CAMP412	Australian Music Examinations Board: Practice of Music Fourth Grade (Flute)	0	0	0	1	0	1	0	1	1
CAMP417	Australian Music Examinations Board: Practice of Music Fourth Grade (Horn)	0	0	1	0	0	1	1	0	1
CAMP42	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano for Leisure)	0	0	0	2	0	2	1	2	3
CAMP41	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano)	2	0	0	0	0	2	1	1	2
CAMP72	Australian Music Examinations Board: Practice of Music Seventh Grade (Piano for Leisure)	1	0	0	0	0	1	0	1	1



# Curriculum Council

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CAMP71	Australian Music Examinations Board: Practice of Music Seventh Grade (Piano)	2	0	1	1	0	4	0	4	4
CAMP62	Australian Music Examinations Board: Practice of Music Sixth Grade (Piano for Leisure)	0	0	1	0	0	1	1	0	1
CAMP61	Australian Music Examinations Board: Practice of Music Sixth Grade (Piano)	1	0	0	3	0	4	1	4	5
CAMP624	Australian Music Examinations Board: Practice of Music Sixth Grade (Singing for Leisure)	0	0	1	0	0	1	0	1	1
CAMP623	Australian Music Examinations Board: Practice of Music Sixth Grade (Singing)	0	0	0	1	0	1	0	1	1
CAMP65	Australian Music Examinations Board: Practice of Music Sixth Grade (Violin)	0	0	1	0	0	1	0	1	1
CAMP31	Australian Music Examinations Board: Practice of Music Third Grade (Piano)	1	0	0	2	0	3	0	3	3
CAMT2	Australian Music Examinations Board: Second Grade Theory of Music	2	0	0	2	0	4	1	3	4
CAMSPT4	Australian Music Examinations Board: Speech and Performance Theory Fourth Grade	1	0	0	0	0	1	1	0	1
CAMSPT7	Australian Music Examinations Board: Speech and Performance Theory Seventh Grade	0	0	0	2	0	2	0	2	2
CAMSPT6	Australian Music Examinations Board: Speech and Performance Theory Sixth Grade	0	0	0	1	0	1	0	1	1
CAMT3	Australian Music Examinations Board: Third Grade Theory of Music	2	0	0	3	0	5	0	7	7
CNPAS	Australian Navy Cadets: Able Seaman Qualifying Course	2	0	0	0	0	2	0	2	2
CNSAT	Australian Navy Cadets: Adventure Training	0	0	1	0	0	1	1	0	1
CNSCWS	Australian Navy Cadets: Ceremonial Weapons and Safety	2	0	0	0	0	2	0	2	2
CNPLS	Australian Navy Cadets: Leading Seaman Qualifying Course	1	0	0	1	0	2	0	2	2
CNPS	Australian Navy Cadets: Seaman Qualifying Course	1	0	0	0	0	1	0	1	1
CRCCO	Australian Red Cross: Cadet Officer	0	0	0	1	0	1	0	1	1

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Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

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		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CASOB	Australian Science Innovations: Australian Science Olympiads – Biology Training Program	1	0	0	0	0	1	0	1	1
CASOP	Australian Science Innovations: Australian Science Olympiads – Physics Training Program	0	0	0	1	0	1	1	0	1
CSWIM	AUSTSWIM: Teacher of Swimming and Water Safety	0	0	1	1	0	2	1	1	2
CCAC1	Calisthenics Association of Western Australia: Coach Level One	0	0	1	1	0	2	0	2	2
CCNAD1	Cisco Networking Academy: Certified Networking Associate Discovery 1	3	0	0	0	0	3	3	1	4
CCNAD2	Cisco Networking Academy: Certified Networking Associate Discovery 2	3	0	0	0	0	3	18	1	19
CCNAD3	Cisco Networking Academy: Certified Networking Associate Discovery 3	1	0	0	0	0	1	2	0	2
CCNAD4	Cisco Networking Academy: Certified Networking Associate Discovery 4	1	0	0	0	0	1	2	0	2
CCNAE2	Cisco Networking Academy: Information Technology Essentials 2	2	0	0	0	0	2	11	1	12
CCOB7	Commonwealth Society of Teachers of Dancing: Classical Ballet Elementary Grade 7	0	0	1	2	0	3	0	4	4
CCOTG7	Commonwealth Society of Teachers of Dancing: Tap Dance Advanced Gold Grade 7	0	0	0	1	0	1	0	1	1
CCOTGS7	Commonwealth Society of Teachers of Dancing: Tap Dance Advanced Gold Star Grade 7	0	0	0	1	0	1	0	2	2
CCOTS6	Commonwealth Society of Teachers of Dancing: Tap Dance Advanced Silver Grade 6	0	0	0	1	0	1	0	1	1
CCOTG4	Commonwealth Society of Teachers of Dancing: Tap Dance Intermediate Gold Grade 4	0	0	1	0	0	1	0	1	1
CCOTHA	Commonwealth Society of Teachers of Dancing: Theatrical Dance Advanced	0	0	2	0	0	2	0	3	3
CCVFL	Conservation Volunteers Australia: Monitoring, Evaluation and Recording of Native Flora	1	0	0	0	0	1	4	7	11
CDEC1	Department of Environment and Conservation: Bush Rangers Western Australia Level One	4	0	1	1	0	6	14	12	26

# Curriculum Council

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CDEC3	Department of Environment and Conservation: Bush Rangers Western Australia Level Three	1	0	1	0	0	2	2	5	7
CDEC2	Department of Environment and Conservation: Bush Rangers Western Australia Level Two	0	0	1	1	0	2	1	1	2
CPLES	Department of Transport: Expedition Seatrek	3	0	0	0	0	3	36	9	45
CPLRST	Department of Transport: WA Recreational Skipper's Ticket	16	0	6	12	0	34	154	71	225
CDEB	Duke of Edinburgh WA: Bronze Award	4	0	1	9	0	14	14	33	47
CDEG	Duke of Edinburgh WA: Gold Award	0	0	0	1	0	1	2	0	2
CDES	Duke of Edinburgh WA: Silver Award	1	0	0	5	0	6	2	7	9
CESFS	Emergency Services Cadet Corps: Fire Safety Management Skills	3	0	0	0	0	3	7	6	13
CESFA	Emergency Services Cadet Corps: First Aid and Emergency Care Management Skills	2	0	0	0	0	2	3	1	4
CESGR	Emergency Services Cadet Corps: General Rescue Skills	1	0	0	1	0	2	5	2	7
CESLI	Emergency Services Cadet Corps: Leadership and Instructional Skills	2	0	0	1	0	3	7	1	8
CESNH	Emergency Services Cadet Corps: Natural Hazards Management Skills	1	0	0	0	0	1	1	2	3
CESSR	Emergency Services Cadet Corps: Search and Rescue Management Skills	2	0	0	1	0	3	13	6	19
CESTPC1	Emergency Services Cadet Corps: Training Program Cadet Level 1	2	0	0	2	0	4	5	4	9
CESTPC2	Emergency Services Cadet Corps: Training Program Cadet Level 2	5	0	0	2	0	7	32	12	44
CESTPCR	Emergency Services Cadet Corps: Training Program Cadet Recruit	2	0	0	1	0	3	6	2	8
CENSS	Enhanced Learning Educational Services: Study Skills Handbook	1	0	0	0	0	1	1	0	1
CEQIR	Equestrian Western Australia: Introductory Riding	0	0	1	0	0	1	0	1	1
CEQGR1	Equestrian Western Australia: Level 1 General Riding	0	0	2	0	0	2	0	2	2
CGMBLA	Ging Mo Academy: Ging Mo Kune Kung Fu Black Belt	1	0	0	0	0	1	4	1	5
CGGGE	Girl Guides Australia: Gold Endeavour Award	1	0	0	0	0	1	0	1	1

# Curriculum Council

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CGGIF	Girl Guides Australia: Interest and Focus Award	1	0	0	0	0	1	0	1	1
CGGQG	Girl Guides Australia: Queen's Guide Award	0	0	0	3	0	3	0	3	3
CHDR	Holyoake Institute: DRUMBEAT Social Development Program	2	0	0	0	0	2	4	2	6
CIPEA	Image Power Australia Pty Ltd: The Employment Advantage	1	0	0	0	0	1	5	0	5
CID3	Instituto de la Danza Española: Tercer Curso (Grade 3)	0	0	0	1	0	1	0	1	1
CLSMT1	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 1	2	0	5	3	0	10	15	31	46
CLSMT2	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 2	0	0	0	4	0	4	8	17	25
CLSMT3	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 3	0	0	0	1	0	1	0	11	11
CLSMT5	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 5	0	0	0	1	0	1	0	6	6
CLAPA7	London Academy of Music and Dramatic Art: Acting Grade 7	0	0	0	1	0	1	0	5	5
CMHT	Murdoch University: HighTrack	1	0	0	0	0	1	0	3	3
COBN	Outward Bound Australia: Navigator Program	1	0	0	0	0	1	0	1	1
CPCESC	Pony Club Association of Western Australia: PCA Efficiency C Standard	1	0	1	1	0	3	0	3	3
CPCESC*	Pony Club Association of Western Australia: PCA Efficiency C* Standard	0	0	1	1	0	2	0	2	2
CPADOW	Professional Association of Diving Instructors (PADI): Open Water Diver	0	0	2	3	0	5	18	4	22
CRADA1	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced 1	0	0	1	0	0	1	0	1	1
CRADA2	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced 2	0	0	0	1	0	1	0	1	1
CRLBM	Royal Life Saving Society WA Inc.: Bronze Medallion	6	0	4	3	0	13	29	68	97
CSSIOW	Scuba Schools International Australasia Pty Ltd: Open Water Diver	1	0	0	2	0	3	1	4	5

# Curriculum Council

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CSCPAD	St Cecilia Music Examinations: Pianoforte Associate Diploma	0	0	0	1	0	1	0	1	1
CSL1	Surf Life Saving WA: Bronze Medallion	2	0	2	0	0	4	1	6	7
CSLSR	Surf Life Saving WA: Surf Rescue Certificate	1	0	0	0	0	1	0	2	2
CGCB12	The Graduate College of Dance: Classical Ballet Year 12	1	0	0	0	0	1	0	8	8
CTCDS7	Trinity College London: Drama and Speech Grade 7	0	0	1	0	0	1	0	4	4
CTCDS8	Trinity College London: Drama and Speech Grade 8	0	0	0	1	0	1	0	2	2
CTCP4DR	Trinity College London: Music Performance Grade 4 (Drum Kit)	1	0	0	0	0	1	1	0	1
CTCP7P	Trinity College London: Music Performance Grade 7 (Piano)	0	0	0	1	0	1	0	1	1
CPRFCR	Western Australia Police Rangers: First Class Ranger Training Program	0	0	0	1	0	1	1	0	1
CVBR2	Western Australian Volleyball Association Inc.: Volleyball Referee Level 1 Regional	1	0	0	1	0	2	2	0	2
CWCE	World Challenge Australia: World Challenge Expedition	3	0	0	3	0	6	9	38	47
CYPHC	Yachting Australia: Powerboat Handling Certificate	3	0	0	3	0	6	15	27	42
CYSBAI	Yachting Australia: Small Boat Sailing – Assistant Instructor	0	0	0	2	0	2	0	2	2
CYSBS1	Yachting Australia: Small Boat Sailing – Basic Skills 1	2	0	0	1	0	3	0	4	4
CYSBS2	Yachting Australia: Small Boat Sailing – Basic Skills 2	2	0	0	2	0	4	6	6	12
CYMYP	YMCA: Western Australian Youth Parliament	1	0	0	0	0	1	0	2	2
Personal development programs										
PALTA	Alta-1: Personal Recovery and Community Building	0	0	0	1	0	1	0	2	2
PACH1	Anglicare WA: Changemakers	2	0	0	0	0	2	5	3	8
PACH2	Anglicare WA: Changemakers – Learning by Building Community	2	0	0	0	0	2	11	4	15
PAVT4F	AVP WA: Peaceful Pathways Training for Facilitators	1	0	0	0	0	1	1	1	2

# Curriculum Council

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Personal development programs										
PBLWA	Balga Senior High School: Living and Working in Australian Society	1	0	0	0	0	1	5	7	12
PBYPP	Balga Senior High School: Young Parent Program	1	0	0	0	0	1	0	6	6
PCESEG	Career Enterprise Centre: Social Emotional Growth Through Art Therapy	1	0	0	0	0	1	1	3	4
PCARY	Carmel School: Yahadut	0	0	0	1	0	1	17	22	39
PCECSL	Catholic Education Office of WA: Christian Service Learning in Catholic Schools	0	0	4	0	0	4	99	223	322
PCLHB	Collie Senior High School: Introduction to Hair and Beauty	1	0	0	0	0	1	0	1	1
PFYOH	Community Solutions Inc.: YOH Fest	8	0	0	0	0	8	18	75	93
PGAM	Curriculum Council: Administration and Management	4	0	2	0	0	6	15	42	57
PGCAP	Curriculum Council: Community Arts Performance	2	1	1	3	0	7	6	10	16
PGCSP	Curriculum Council: Community Sports Performance	3	0	1	5	0	9	5	8	13
PGMPE	Curriculum Council: Music Performance Ensemble	3	0	3	2	0	8	38	52	90
PGRP	Curriculum Council: Recreational Pursuits	10	0	2	0	0	12	21	26	47
PGST	Curriculum Council: School Trip	16	0	4	2	0	22	71	69	140
PGWSPP	Curriculum Council: Whole School Production – Performance	6	0	1	1	0	8	18	54	72
PGWSPPD	Curriculum Council: Whole School Production – Production and Design	3	0	1	0	0	4	7	2	9
PGWS	Curriculum Council: Work Skills	19	1	6	4	0	30	48	83	131
PDSPFA	Darling Range Sports College: Personal Fitness A	1	0	0	0	0	1	11	10	21
PDSPFB	Darling Range Sports College: Personal Fitness B	1	0	0	0	0	1	11	10	21
PDSBSL	Darling Range Sports College: Strong Bodies, Strong Lives	1	0	0	0	0	1	10	1	11
PD2CS	Department of Education : Community Service	9	0	0	0	0	9	64	72	136
PLS1	Department of Education : Life Skills for Senior School Students 1 – The Life Journey	7	1	0	1	0	9	22	12	34

# Curriculum Council

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Personal development programs										
PLS2	Department of Education : Life Skills for Senior School Students 2 – Belonging to a Culture	5	0	0	1	0	6	17	17	34
PLS3	Department of Education : Life Skills for Senior School Students 3 – Belonging to a Community	7	0	1	1	0	9	31	23	54
PLS4	Department of Education : Life Skills for Senior School Students 4 – Being an Individual	7	1	2	3	0	13	24	29	53
PLS5	Department of Education : Life Skills for Senior School Students 5 – Planning for the Future	10	0	0	1	0	11	35	33	68
PLS6	Department of Education : Life Skills for Senior School Students 6 – The Project	7	0	1	3	0	11	25	22	47
PLS7	Department of Education : Life Skills for Senior School Students 7 – Personal Money Matters 1	3	0	0	1	0	4	6	11	17
PLS8	Department of Education : Life Skills for Senior School Students 8 – Personal Money Matters 2	2	0	0	0	0	2	6	6	12
PEFMP	Department of Training and Workforce Development: Finding MY Place	1	0	0	0	0	1	7	5	12
PRESPT	Governor Stirling Senior High School: RESPECT Project	1	0	0	0	0	1	1	0	1
PIPSS	Image Power Australia Pty Ltd: Developing Social Skills	1	0	0	0	0	1	5	0	5
PSIM2	Instrumental Music School Services: Extension Ensemble Performance	8	0	0	0	0	8	44	88	132
PSIM1	Instrumental Music School Services: Music Ensemble Performance	20	0	0	0	0	20	34	37	71
PVC121	John Calvin Christian College: Reformed Christian Studies 121	0	0	0	1	0	1	19	31	50
PJCB4	John Curtin College of the Arts: Ballet Showcase 4 (Principal dancer)	1	0	0	0	0	1	1	6	7
PLYEV	Leeuwin Ocean Adventure Foundation: Youth Explorer Voyage	6	0	1	4	0	11	8	4	12
PCELP	Mater Dei College: Leadership Program	0	0	1	0	0	1	8	8	16
PMSL	Mercy Colleges: Service-Learning	0	0	1	0	0	1	0	14	14
PMBG	My Big Gig: Music Competition	2	0	0	2	0	4	10	2	12

# Curriculum Council

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Personal development programs										
PNLFA	North Lake Senior Campus: Focus on Self and Career Development Module A	1	0	0	0	0	1	11	12	23
PNLJS1	North Lake Senior Campus: Jump Start Module One	1	0	0	0	0	1	1	0	1
PNLJS3	North Lake Senior Campus: Jump Start Module Three	1	0	0	0	0	1	1	0	1
PNLJS2	North Lake Senior Campus: Jump Start Module Two	1	0	0	0	0	1	1	0	1
POBS	Outward Bound Australia: School Program	1	0	0	0	0	1	0	1	1
PPSP	Peer Support Australia: Peer Support Program	1	0	0	0	0	1	18	56	74
PPSL	Pinjarra Senior High School: Seniors Leading	1	0	0	0	0	1	0	3	3
PMMYEP	Principals Australia Inc.: MindMatters Youth Empowerment Process	1	0	0	0	0	1	0	2	2
PMMTA	Principals Australia Inc.: MindMatters Youth Empowerment Process Taking Action	1	0	0	0	0	1	4	9	13
PROINT	Rotary International: Interact	3	0	0	0	0	3	4	14	18
PRSPCA	RSPCA WA (Inc): Working with Animals	0	0	0	1	0	1	0	1	1
PSHYV	Sacred Heart College: Young Vinnies Program	0	0	1	0	0	1	0	1	1
PVS2	Saigon International College: Vietnamese Studies 2	0	0	0	0	1	1	42	39	81
PK4L	School Drug Education and Road Aware: Keys for Life – Pre-driver Education Course	15	1	1	0	0	17	44	36	80
PIEWW	Schools of Isolated and Distance Education: Working on Wheels	0	1	0	0	0	1	1	0	1
PSMAL	Sunway College Johor Bahru: Malaysian Studies	0	0	0	0	1	1	13	20	33
PSISL	Sunway College Johor Bahru: Malaysian Studies – Islamic Studies	0	0	0	0	1	1	0	1	1
PSMOR	Sunway College Johor Bahru: Malaysian Studies – Morals, Values and Ethics	0	0	0	0	1	1	15	19	34
PUCTR	UnitingCare West: Talking Realities	0	1	0	0	0	1	0	1	1
PVWYV	Volunteering WA: YVolunteer	1	0	1	0	0	2	11	3	14



# Curriculum Council

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2010 (cont)

Endorsed programs within categories		Number of schools with students who completed the program					Number of students who completed the program			
		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
University studies										
UC10987	Curtin University: Accounting 100	4	0	4	2	0	10	17	25	42
UC10830	Curtin University: Business Information Systems 100	1	0	0	0	0	1	2	0	2
UC1234	Curtin University: Economics 100	1	0	0	3	0	4	0	5	5
UEUPC4	Edith Cowan University: Preparation Course: Accessing Knowledge	3	0	0	0	0	3	8	11	19
UEUPC1	Edith Cowan University: Preparation Course: Learning at University	2	0	0	0	0	2	8	10	18
UEUPC3	Edith Cowan University: Preparation Course: Numeracy Tools	1	0	0	0	0	1	6	6	12
UEUPC2	Edith Cowan University: Preparation Course: Research and Writing	2	0	0	0	0	2	8	10	18
UMICT03	Murdoch University: Introduction to Data Communications	0	0	1	0	0	1	1	0	1
Workplace learning programs										
WL2	Curriculum Council: Workplace Learning Employability Skills	41	1	19	26	0	87	410	375	785
WL2B	Curriculum Council: Workplace Learning Employability Skills B	1	0	4	4	0	9	25	8	33
WL1	Curriculum Council: Workplace Learning On-the-job Training	77	1	4	7	0	89	656	649	1305

# Curriculum Council

Table 5.26 Number of students who achieved an endorsed program, by sex, 2010

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CNPAS	Able Seaman Qualifying Course	0	0	0	3	1	4	0	2	2	3	3	6
CLAPA5	Acting Grade 5	0	8	8	0	0	0	0	0	0	0	8	8
CLAPA6	Acting Grade 6	0	0	0	0	5	5	0	0	0	0	5	5
CLAPA7	Acting Grade 7	0	0	0	0	3	3	0	5	5	0	8	8
CCBA	Advanced 1	0	1	1	0	0	0	0	0	0	0	1	1
CSSIAA	Advanced Adventurer	0	8	8	0	0	0	0	0	0	0	8	8
CPADAOW	Advanced Open Water Diver	0	0	0	0	1	1	0	0	0	0	1	1
CAFAST	Advanced Stage Training	0	0	0	0	2	2	1	2	3	1	4	5
CNSAT	Adventure Training	0	0	0	1	0	1	1	0	1	2	0	2
CAAC2B	Annual Camp Tier 2B	1	1	2	0	0	0	0	0	0	1	1	2
CASOB	Australian Science Olympiads – Biology Training Program	0	0	0	0	0	0	0	1	1	0	1	1
CASOP	Australian Science Olympiads – Physics Training Program	0	0	0	0	0	0	1	0	1	1	0	1
CAFBST	Basic Stage Training	0	0	0	0	1	1	1	3	4	1	4	5
CSVBC	Beyond the Classroom	0	4	4	0	0	0	0	0	0	0	4	4
CAIBA1	Borovansky Syllabus in Advanced I	0	0	0	0	3	3	0	0	0	0	3	3
CAIBVI	Borovansky Syllabus in Grade VI	0	0	0	0	1	1	0	0	0	0	1	1
CAIBI	Borovansky Syllabus in Intermediate	0	2	2	0	1	1	0	0	0	0	3	3
CVEB4	Braille Literacy Code - Level 4 Reading and Writing	0	0	0	0	1	1	0	0	0	0	1	1

# Curriculum Council

Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CVEB1	Braille Literary Code - Level 1 Reading and Writing	0	0	0	0	1	1	0	0	0	0	1	1
CVEB2	Braille Literary Code - Level 2 Reading and Writing	0	0	0	0	1	1	0	0	0	0	1	1
CVEB3	Braille Literary Code - Level 3 Reading and Writing	0	0	0	0	1	1	0	0	0	0	1	1
CVEB5	Braille Literary Code - Level 5 Reading and Writing	0	0	0	0	1	1	0	0	0	0	1	1
CDEB	Bronze Award	25	36	61	52	37	89	14	33	47	91	106	197
CRLBM	Bronze Medallion	2	100	102	34	103	137	29	68	97	65	271	336
CSL1	Bronze Medallion	1	5	6	3	5	8	1	6	7	5	16	21
CDEC1	Bush Rangers Western Australia Level One	45	47	92	9	3	12	14	12	26	68	62	130
CDEC3	Bush Rangers Western Australia Level Three	6	11	17	3	0	3	2	5	7	11	16	27
CDEC2	Bush Rangers Western Australia Level Two	1	3	4	5	6	11	1	1	2	7	10	17
CRCC	Cadet	8	8	16	0	0	0	0	0	0	8	8	16
CCACC	Cadet Coach	0	0	0	0	1	1	0	0	0	0	1	1
CRCCO	Cadet Officer	0	0	0	0	0	0	0	1	1	0	1	1
CATMP	Cadet Training Management Package	0	0	0	0	0	0	0	1	1	0	1	1
CACUO	Cadet Under Officers' Course	0	0	0	0	0	0	1	1	2	1	1	2
CNSCWS	Ceremonial Weapons and Safety	0	0	0	0	0	0	0	2	2	0	2	2
CAMD9	Certificate of Drama and Performance	0	0	0	0	0	0	0	2	2	0	2	2
CCNAD1	Certified Networking Associate Discovery 1	0	0	0	11	1	12	3	1	4	14	2	16

# Curriculum Council

Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CCNAD2	Certified Networking Associate Discovery 2	0	0	0	3	1	4	18	1	19	21	2	23
CCNAD3	Certified Networking Associate Discovery 3	0	0	0	0	0	0	2	0	2	2	0	2
CCNAD4	Certified Networking Associate Discovery 4	0	0	0	0	0	0	2	0	2	2	0	2
CCOB7	Classical Ballet Elementary Grade 7	0	0	0	0	1	1	0	4	4	0	5	5
CCOB6	Classical Ballet Grade 6	0	1	1	0	1	1	0	0	0	0	2	2
CGCB10	Classical Ballet Year 10	0	7	7	0	0	0	0	0	0	0	7	7
CGCB11	Classical Ballet Year 11	0	0	0	1	7	8	0	0	0	1	7	8
CGCB12	Classical Ballet Year 12	0	0	0	0	0	0	0	8	8	0	8	8
CAZCP6	Classical Pianoforte Grade Six	0	0	0	0	1	1	0	0	0	0	1	1
CCAC1	Coach Level One	0	0	0	0	0	0	0	2	2	0	2	2
CABPDG	Diploma in Music Performance DipABRSM (Guitar)	0	0	0	0	0	0	0	1	1	0	1	1
CAMD8	Drama and Performance Eighth Grade	0	0	0	0	0	0	1	2	3	1	2	3
CAMD7	Drama and Performance Seventh Grade	0	1	1	0	0	0	0	0	0	0	1	1
CAMD6	Drama and Performance Sixth Grade	0	10	10	0	0	0	1	0	1	1	10	11
CTCDS5	Drama and Speech Grade 5	0	9	9	0	0	0	0	0	0	0	9	9
CTCDS6	Drama and Speech Grade 6	0	0	0	0	2	2	0	0	0	0	2	2
CTCDS7	Drama and Speech Grade 7	0	1	1	0	0	0	0	4	4	0	5	5
CTCDS8	Drama and Speech Grade 8	0	0	0	0	1	1	0	2	2	0	3	3

# Curriculum Council

Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CHDR	DRUMBEAT Social Development Program	4	0	4	7	0	7	4	2	6	15	2	17
CPLES	Expedition Seatrek	0	0	0	59	35	94	36	9	45	95	44	139
CAMM5	Fifth Grade Musicianship	1	1	2	1	0	1	0	0	0	2	1	3
CAMT5	Fifth Grade Theory of Music	1	1	2	0	0	0	0	4	4	1	5	6
CESFS	Fire Safety Management Skills	5	4	9	1	1	2	7	6	13	13	11	24
CESFA	First Aid and Emergency Care Management Skills	8	5	13	6	6	12	3	1	4	17	12	29
CPRFCR	First Class Ranger Training Program	0	1	1	0	0	0	1	0	1	1	1	2
CAMT1	First Grade Theory of Music	0	1	1	0	0	0	0	0	0	0	1	1
CAMMC4	Fourth Grade Music Craft	0	0	0	1	0	1	0	0	0	1	0	1
CAMT4	Fourth Grade Theory of Music	2	2	4	3	3	6	1	8	9	6	13	19
CESGR	General Rescue Skills	5	4	9	1	1	2	5	2	7	11	7	18
CGMBLA	Ging Mo Kune Kung Fu Black Belt	0	0	0	4	0	4	4	1	5	8	1	9
CDEG	Gold Award	0	0	0	0	0	0	2	0	2	2	0	2
CGGGE	Gold Endeavour Award	0	0	0	0	0	0	0	1	1	0	1	1
CMHT	HighTrack	0	0	0	0	0	0	0	3	3	0	3	3
CCNAE1	Information Technology Essentials 1	0	0	0	9	0	9	0	0	0	9	0	9
CCNAE2	Information Technology Essentials 2	0	0	0	7	0	7	11	1	12	18	1	19
CLSMT1	Inter School Mock Trials Certificate of Completion Level 1	6	14	20	30	94	124	15	31	46	51	139	190

# Curriculum Council

Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CLSMT2	Inter School Mock Trials Certificate of Completion Level 2	1	1	2	0	1	1	8	17	25	9	19	28
CLSMT3	Inter School Mock Trials Certificate of Completion Level 3	0	0	0	0	9	9	0	11	11	0	20	20
CLSMT4	Inter School Mock Trials Certificate of Completion Level 4	0	0	0	6	0	6	0	0	0	6	0	6
CLSMT5	Inter School Mock Trials Certificate of Completion Level 5	0	0	0	0	7	7	0	6	6	0	13	13
CGGIF	Interest and Focus Award	0	0	0	0	0	0	0	1	1	0	1	1
CCBI	Intermediate	0	1	1	0	0	0	0	0	0	0	1	1
CEQIHM	Introductory Horse Management	0	0	0	0	1	1	0	0	0	0	1	1
CEQIR	Introductory Riding	0	1	1	0	1	1	0	1	1	0	3	3
CCNAE4	IT Essentials PC Hardware and Software v4.0	0	0	0	8	0	8	0	0	0	8	0	8
CAJNCO	Junior Non Commissioned Officers' Course	1	0	1	1	0	1	2	1	3	4	1	5
CESLI	Leadership and Instructional Skills	6	4	10	4	2	6	7	1	8	17	7	24
CNPLS	Leading Seaman Qualifying Course	0	0	0	2	0	2	0	2	2	2	2	4
CEQGR1	Level 1 General Riding	0	0	0	0	1	1	0	2	2	0	3	3
CCVFL	Monitoring, Evaluation and Recording of Native Flora	3	15	18	0	0	0	4	7	11	7	22	29
CTCML6	Music Literacy – Grade 6	0	0	0	0	1	1	0	0	0	0	1	1
CABP4CO	Music Performance Grade 4 (Cornet)	0	1	1	0	0	0	0	0	0	0	1	1
CTCP4DR	Music Performance Grade 4 (Drum Kit)	0	0	0	0	0	0	1	0	1	1	0	1
CABP4SX	Music Performance Grade 4 (Saxophone)	0	1	1	0	0	0	0	0	0	0	1	1

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Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CABP5S	Music Performance Grade 5 (Singing)	0	0	0	0	1	1	0	0	0	0	1	1
CABP6G	Music Performance Grade 6 (Guitar)	0	0	0	0	1	1	0	0	0	0	1	1
CABP6P	Music Performance Grade 6 (Piano)	0	0	0	1	0	1	0	0	0	1	0	1
CABP6T	Music Performance Grade 6 (Trumpet)	0	0	0	0	0	0	1	0	1	1	0	1
CTCP7P	Music Performance Grade 7 (Piano)	0	0	0	0	0	0	0	1	1	0	1	1
CABP8G	Music Performance Grade 8 (Guitar)	0	0	0	0	0	0	0	1	1	0	1	1
CTCP8P	Music Performance Grade 8 (Piano)	0	0	0	0	1	1	0	0	0	0	1	1
CESNH	Natural Hazards Management Skills	5	4	9	1	2	3	1	2	3	7	8	15
COBN	Navigator Program	0	0	0	0	0	0	0	1	1	0	1	1
CPADOW	Open Water Diver	5	4	9	32	4	36	18	4	22	55	12	67
CSSIOW	Open Water Diver	1	52	53	0	16	16	1	4	5	2	72	74
CPCESC	PCA Efficiency C Standard	0	0	0	0	5	5	0	3	3	0	8	8
CPCESC*	PCA Efficiency C* Standard	0	3	3	0	4	4	0	2	2	0	9	9
CAZPO8	Piano for all Occasions Certificate of Proficiency	0	0	0	0	1	1	0	0	0	0	1	1
CAZPO5	Piano for all Occasions Grade Five	0	0	0	0	1	1	0	0	0	0	1	1
CSCPAD	Pianoforte Associate Diploma	0	0	0	0	1	1	0	1	1	0	2	2
CSCPC6	Pianoforte Concert Certificate 6	0	0	0	0	1	1	0	0	0	0	1	1
CYPHC	Powerboat Handling Certificate	0	0	0	9	15	24	15	27	42	24	42	66

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Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CAMP814	Practice of Music Eighth Grade (Clarinet)	0	0	0	0	0	0	0	2	2	0	2	2
CAMP81	Practice of Music Eighth Grade (Piano)	0	1	1	1	1	2	1	2	3	2	4	6
CAMP816	Practice of Music Eighth Grade (Saxophone)	1	0	1	0	0	0	0	0	0	1	0	1
CAMP824	Practice of Music Eighth Grade (Singing for Leisure)	0	0	0	0	0	0	0	1	1	0	1	1
CAMP520	Practice of Music Fifth Grade (Bass Trombone)	0	0	0	0	1	1	0	1	1	0	2	2
CAMP515	Practice of Music Fifth Grade (Bassoon)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP514	Practice of Music Fifth Grade (Clarinet)	1	0	1	0	0	0	0	0	0	1	0	1
CAMP512	Practice of Music Fifth Grade (Flute)	1	1	2	0	1	1	0	0	0	1	2	3
CAMP52	Practice of Music Fifth Grade (Piano for Leisure)	0	0	0	0	1	1	0	0	0	0	1	1
CAMP51	Practice of Music Fifth Grade (Piano)	2	1	3	0	0	0	0	4	4	2	5	7
CAMP525	Practice of Music Fifth Grade (Saxophone for Leisure)	0	0	0	1	0	1	0	0	0	1	0	1
CAMP516	Practice of Music Fifth Grade (Saxophone)	1	1	2	0	0	0	0	0	0	1	1	2
CAMP524	Practice of Music Fifth Grade (Singing for Leisure)	0	0	0	0	0	0	0	1	1	0	1	1
CAMP523	Practice of Music Fifth Grade (Singing)	0	0	0	0	2	2	0	0	0	0	2	2
CAMP518	Practice of Music Fifth Grade (Trumpet)	0	0	0	1	0	1	0	0	0	1	0	1
CAMP55	Practice of Music Fifth Grade (Violin)	1	0	1	0	0	0	0	1	1	1	1	2
CAMP114	Practice of Music First Grade (Clarinet)	1	0	1	0	0	0	0	0	0	1	0	1
CAMP18	Practice of Music First Grade (Double Bass)	0	0	0	1	0	1	0	0	0	1	0	1



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Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CAMP112	Practice of Music First Grade (Flute)	1	0	1	0	0	0	0	0	0	1	0	1
CAMP48	Practice of Music Fourth Grade (Double Bass)	0	0	0	1	0	1	0	0	0	1	0	1
CAMP412	Practice of Music Fourth Grade (Flute)	1	1	2	0	0	0	0	1	1	1	2	3
CAMP417	Practice of Music Fourth Grade (Horn)	0	0	0	0	0	0	1	0	1	1	0	1
CAMP42	Practice of Music Fourth Grade (Piano for Leisure)	0	1	1	0	0	0	1	2	3	1	3	4
CAMP41	Practice of Music Fourth Grade (Piano)	0	2	2	0	1	1	1	1	2	1	4	5
CAMP416	Practice of Music Fourth Grade (Saxophone)	2	0	2	0	0	0	0	0	0	2	0	2
CAMP423	Practice of Music Fourth Grade (Singing)	0	1	1	0	1	1	0	0	0	0	2	2
CAMP419	Practice of Music Fourth Grade (Trombone)	1	0	1	0	0	0	0	0	0	1	0	1
CAMP418	Practice of Music Fourth Grade (Trumpet)	0	0	0	0	1	1	0	0	0	0	1	1
CAMP21	Practice of Music Second Grade (Piano)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP77	Practice of Music Seventh Grade (Cello)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP714	Practice of Music Seventh Grade (Clarinet)	0	0	0	0	1	1	0	0	0	0	1	1
CAMP72	Practice of Music Seventh Grade (Piano for Leisure)	0	0	0	0	1	1	0	1	1	0	2	2
CAMP71	Practice of Music Seventh Grade (Piano)	0	1	1	0	3	3	0	4	4	0	8	8
CAMP716	Practice of Music Seventh Grade (Saxophone)	1	0	1	0	0	0	0	0	0	1	0	1
CAMP718	Practice of Music Seventh Grade (Trumpet)	0	0	0	1	0	1	0	0	0	1	0	1
CAMP75	Practice of Music Seventh Grade (Violin)	0	0	0	0	1	1	0	0	0	0	1	1

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Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CAMP614	Practice of Music Sixth Grade (Clarinet)	0	0	0	0	1	1	0	0	0	0	1	1
CAMP612	Practice of Music Sixth Grade (Flute)	0	0	0	0	1	1	0	0	0	0	1	1
CAMP62	Practice of Music Sixth Grade (Piano for Leisure)	0	0	0	0	1	1	1	0	1	1	1	2
CAMP61	Practice of Music Sixth Grade (Piano)	0	2	2	0	1	1	1	4	5	1	7	8
CAMP616	Practice of Music Sixth Grade (Saxophone)	0	0	0	1	1	2	0	0	0	1	1	2
CAMP624	Practice of Music Sixth Grade (Singing for Leisure)	0	0	0	0	0	0	0	1	1	0	1	1
CAMP623	Practice of Music Sixth Grade (Singing)	0	0	0	0	0	0	0	1	1	0	1	1
CAMP65	Practice of Music Sixth Grade (Violin)	0	1	1	0	0	0	0	1	1	0	2	2
CAMP314	Practice of Music Third Grade (Clarinet)	1	0	1	0	0	0	0	0	0	1	0	1
CAMP312	Practice of Music Third Grade (Flute)	0	0	0	0	1	1	0	0	0	0	1	1
CAMP310	Practice of Music Third Grade (Harp)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP32	Practice of Music Third Grade (Piano for Leisure)	1	1	2	0	0	0	0	0	0	1	1	2
CAMP31	Practice of Music Third Grade (Piano)	1	1	2	0	1	1	0	3	3	1	5	6
CAMP325	Practice of Music Third Grade (Saxophone for Leisure)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP324	Practice of Music Third Grade (Singing for Leisure)	0	1	1	0	2	2	0	0	0	0	3	3
CTISM41	Preparatory Award Programs Towards Independence – Citizenship	0	0	0	0	0	0	1	0	1	1	0	1
CTISM39	Preparatory Award Programs Towards Independence – Environment	2	0	2	0	0	0	0	0	0	2	0	2
CTISM07	Preparatory Award Programs Towards Independence – Going to College	0	0	0	0	0	0	0	1	1	0	1	1

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Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CTISM08	Preparatory Award Programs Towards Independence – Horticulture	0	0	0	0	0	0	2	0	2	2	0	2
CTISM09	Preparatory Award Programs Towards Independence – Independent Living	0	0	0	3	1	4	6	4	10	9	5	14
CTISM11	Preparatory Award Programs Towards Independence – Meal Preparation and Cooking	2	0	2	0	1	1	2	3	5	4	4	8
CTISM12	Preparatory Award Programs Towards Independence – Money	0	0	0	0	0	0	1	0	1	1	0	1
CTISM43	Preparatory Award Programs Towards Independence – Multi-Sensory Experiences	0	0	0	0	1	1	0	0	0	0	1	1
CTISM15	Preparatory Award Programs Towards Independence – Personal Safety	0	0	0	0	1	1	1	1	2	1	2	3
CTISM22	Preparatory Award Programs Towards Independence – Recognising and Using Everyday Signs	2	0	2	1	0	1	1	2	3	4	2	6
CTISM44	Preparatory Award Programs Towards Independence – Time Management and Self Organisation	0	0	0	0	0	0	0	1	1	0	1	1
CTISM27	Preparatory Award Programs Towards Independence – Using a Computer	0	0	0	4	3	7	3	3	6	7	6	13
CTISM28	Preparatory Award Programs Towards Independence – Using Transport	0	0	0	0	0	0	0	1	1	0	1	1
CTISM30	Preparatory Award Programs Towards Independence – Work Awareness	0	0	0	1	3	4	2	1	3	3	4	7
CTISM48	Preparatory Award Programs Towards Independence – Working Towards Self Sufficiency	0	0	0	1	0	1	0	2	2	1	2	3
CTISM31	Preparatory Award Programs Towards Independence – World of Work	0	0	0	0	0	0	0	1	1	0	1	1
CTC100	Preparatory Award Programs Transition Challenge Module 1 – Knowing How	3	4	7	7	5	12	8	3	11	18	12	30
CTC200	Preparatory Award Programs Transition Challenge Module 2 – Making Choices	2	4	6	6	5	11	8	4	12	16	13	29
CTC300	Preparatory Award Programs Transition Challenge Module 3 – Feeling Good	0	2	2	2	1	3	3	2	5	5	5	10
CTC400	Preparatory Award Programs Transition Challenge Module 4 – Moving Forward	0	2	2	1	1	2	3	0	3	4	3	7
CTC500	Preparatory Award Programs Transition Challenge Module 5 – Taking the Lead	0	2	2	1	2	3	4	0	4	5	4	9

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Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CAFPST	Proficiency Stage Training	0	0	0	0	1	1	1	3	4	1	4	5
CAFQST	Qualified Stage Training	0	0	0	0	0	0	0	1	1	0	1	1
CGGQG	Queen's Guide Award	0	0	0	0	0	0	0	3	3	0	3	3
CYCR4Y	Roofs for Youth Tenancy Education Program	0	0	0	6	11	17	0	0	0	6	11	17
CBIOG	sanofi-aventis BioGENEius Challenge	2	6	8	1	4	5	0	0	0	3	10	13
CPADSC	Scuba Diver	0	1	1	2	0	2	0	0	0	2	1	3
CNPS	Seaman Qualifying Course	0	0	0	3	0	3	0	1	1	3	1	4
CESSR	Search and Rescue Management Skills	5	4	9	1	2	3	13	6	19	19	12	31
CAMMC2	Second Grade Music Craft	1	3	4	0	0	0	0	0	0	1	3	4
CAMT2	Second Grade Theory of Music	2	3	5	1	1	2	1	3	4	4	7	11
CRCSC	Senior Cadet	0	0	0	1	1	2	0	0	0	1	1	2
CASNCO	Senior Non Commissioned Officers' Course	1	0	1	1	0	1	1	1	2	3	1	4
CAFSNCO	Senior Non-commissioned Officers Course	0	0	0	0	0	0	3	1	4	3	1	4
CAMM7	Seventh Grade Musicianship	0	0	0	1	0	1	0	0	0	1	0	1
CDES	Silver Award	0	0	0	1	2	3	2	7	9	3	9	12
CAMT6	Sixth Grade Theory of Music	0	0	0	1	0	1	0	0	0	1	0	1
CPADSD	Skin Diver	0	1	1	0	0	0	0	0	0	0	1	1
CYSBAI	Small Boat Sailing – Assistant Instructor	0	0	0	0	1	1	0	2	2	0	3	3

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Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CYSBS1	Small Boat Sailing – Basic Skills 1	0	1	1	16	1	17	0	4	4	16	6	22
CYSBS2	Small Boat Sailing – Basic Skills 2	0	0	0	5	5	10	6	6	12	11	11	22
CUWAS	SmARTS	0	0	0	23	55	78	0	0	0	23	55	78
CLACSV7	Speaking Verse and Prose Grade 7	0	0	0	0	1	1	0	0	0	0	1	1
CAMSPT5	Speech and Performance Theory Fifth Grade	0	1	1	0	0	0	0	0	0	0	1	1
CAMSPT4	Speech and Performance Theory Fourth Grade	0	0	0	0	0	0	1	0	1	1	0	1
CAMSPT7	Speech and Performance Theory Seventh Grade	0	0	0	0	0	0	0	2	2	0	2	2
CAMSPT6	Speech and Performance Theory Sixth Grade	0	0	0	0	0	0	0	1	1	0	1	1
CENSS	Study Skills Handbook	0	0	0	0	0	0	1	0	1	1	0	1
CSLSR	Surf Rescue Certificate	36	27	63	0	0	0	0	2	2	36	29	65
CCOTGB7	Tap Dance Advanced Gold Bar Grade 7	0	0	0	0	1	1	0	0	0	0	1	1
CCOTG7	Tap Dance Advanced Gold Grade 7	0	0	0	0	0	0	0	1	1	0	1	1
CCOTGS7	Tap Dance Advanced Gold Star Grade 7	0	0	0	0	0	0	0	2	2	0	2	2
CCOTS6	Tap Dance Advanced Silver Grade 6	0	0	0	0	0	0	0	1	1	0	1	1
CCOTGB5	Tap Dance Intermediate Gold Bar Grade 4	0	1	1	0	0	0	0	0	0	0	1	1
CCOTG4	Tap Dance Intermediate Gold Grade 4	0	1	1	0	0	0	0	1	1	0	2	2
CSWIM	Teacher of Swimming and Water Safety	0	0	0	0	0	0	1	1	2	1	1	2
CID3	Tercer Curso (Grade 3)	0	0	0	0	0	0	0	1	1	0	1	1

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Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CIPEA	The Employment Advantage	0	0	0	4	18	22	5	0	5	9	18	27
CCOTHA	Theatrical Dance Advanced	0	0	0	0	1	1	0	3	3	0	4	4
CCOTHP	Theatrical Dance Pre-advanced	0	1	1	0	0	0	0	0	0	0	1	1
CABTM2	Theory of Music Grade 2	0	0	0	0	1	1	0	0	0	0	1	1
CABTM3	Theory of Music Grade 3	0	0	0	0	1	1	0	0	0	0	1	1
CABTM4	Theory of Music Grade 4	0	0	0	0	1	1	0	0	0	0	1	1
CABTM5	Theory of Music Grade 5	0	0	0	1	1	2	0	1	1	1	2	3
CAMMC3	Third Grade Music Craft	0	3	3	0	0	0	0	0	0	0	3	3
CAMM3	Third Grade Musicianship	2	1	3	0	0	0	0	0	0	2	1	3
CAMT3	Third Grade Theory of Music	4	11	15	0	8	8	0	7	7	4	26	30
CESTPC1	Training Program Cadet Level 1	15	16	31	37	23	60	5	4	9	57	43	100
CESTPC2	Training Program Cadet Level 2	9	12	21	23	14	37	32	12	44	64	38	102
CESTPCR	Training Program Cadet Recruit	15	15	30	31	20	51	6	2	8	52	37	89
CVEBU	Uncontracted Braille Reading and Writing	0	0	0	0	1	1	0	0	0	0	1	1
CAFUOC	Under Officers Course	0	0	0	0	0	0	2	0	2	2	0	2
CRADA1	Vocational Graded Examination in Classical Ballet Advanced 1	0	0	0	0	1	1	0	1	1	0	2	2
CRADA2	Vocational Graded Examination in Classical Ballet Advanced 2	0	0	0	0	0	0	0	1	1	0	1	1
CRADAF	Vocational Graded Examination in Classical Ballet Advanced Foundation	0	0	0	0	2	2	0	0	0	0	2	2

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Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Community organisation programs													
CRADI	Vocational Graded Examination in Classical Ballet Intermediate	0	1	1	0	0	0	0	0	0	0	1	1
CAMV7	Voice and Communication Seventh Grade	0	0	0	0	3	3	0	0	0	0	3	3
CAMV6	Voice and Communication Sixth Grade	0	5	5	0	0	0	0	0	0	0	5	5
CVBR2	Volleyball Referee Level 1 Regional	0	0	0	0	0	0	2	0	2	2	0	2
CPLRST	WA Recreational Skipper's Ticket	37	50	87	231	94	325	154	71	225	422	215	637
CAWO	Warrant Officer Course	0	0	0	0	0	0	1	1	2	1	1	2
CAFWOC	Warrant Officers Course	0	0	0	0	0	0	1	0	1	1	0	1
CESWS	Water Safety Management Skills	5	4	9	2	2	4	0	0	0	7	6	13
CYMYP	Western Australian Youth Parliament	0	0	0	0	1	1	0	2	2	0	3	3
CWCE	World Challenge Expedition	2	0	2	39	59	98	9	38	47	50	97	147
Personal development programs													
PGAM	Administration and Management	0	0	0	0	2	2	15	42	57	15	44	59
PJCB1	Ballet Showcase 1 (Corps de ballet)	0	9	9	0	0	0	0	0	0	0	9	9
PJCB2	Ballet Showcase 2 (Coryphée)	0	0	0	1	16	17	0	0	0	1	16	17
PJCB3	Ballet Showcase 3 (Soloist)	0	0	0	1	16	17	0	0	0	1	16	17
PJCB4	Ballet Showcase 4 (Principal dancer)	0	0	0	0	0	0	1	6	7	1	6	7
PELBC	Basketball Coaching	7	4	11	0	0	0	0	0	0	7	4	11
PACH1	Changemakers	8	8	16	32	47	79	5	3	8	45	58	103

# Curriculum Council

Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Personal development programs													
PACH2	Changemakers – Learning by Building Community	0	0	0	6	1	7	11	4	15	17	5	22
PCECSL	Christian Service Learning in Catholic Schools	106	88	194	236	376	612	99	223	322	441	687	1128
PCVCT1	Circus Troupe 1 – Entry Level	3	2	5	0	0	0	0	0	0	3	2	5
PCVCT2	Circus Troupe 2 – Intermediate	0	0	0	4	1	5	0	0	0	4	1	5
PJCOHS	COMET Health Studies	22	19	41	0	0	0	0	0	0	22	19	41
PJCOLS	COMET Life Skills	16	18	34	0	0	0	0	0	0	16	18	34
PJCOSS	COMET Seek and Succeed	9	9	18	0	0	0	0	0	0	9	9	18
PGCAP	Community Arts Performance	3	10	13	7	27	34	6	10	16	16	47	63
PD2CS	Community Service	156	132	288	39	41	80	64	72	136	259	245	504
PGCSP	Community Sports Performance	6	6	12	12	21	33	5	8	13	23	35	58
PIPSS	Developing Social Skills	10	11	21	9	10	19	5	0	5	24	21	45
PDUEL1	Eco Leader 1	5	0	5	2	0	2	0	0	0	7	0	7
PSIM2	Extension Ensemble Performance	73	79	152	43	71	114	44	88	132	160	238	398
PMACN	Eyes Wide Open Community Network	0	0	0	0	4	4	0	0	0	0	4	4
PMAHW	Eyes Wide Open Health and Wellbeing	0	0	0	0	4	4	0	0	0	0	4	4
PMALB	Eyes Wide Open Life after Birth	0	0	0	0	1	1	0	0	0	0	1	1
PMAPP	Eyes Wide Open Positive Parenting Skills	0	0	0	0	5	5	0	0	0	0	5	5
PMATP	Eyes Wide Open The Pregnancy	0	0	0	0	5	5	0	0	0	0	5	5



# Curriculum Council

Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Personal development programs													
PRF1	F1 in Schools Technology Challenge	6	2	8	0	0	0	0	0	0	6	2	8
PEFMP	Finding MY Place	6	3	9	5	7	12	7	5	12	18	15	33
PNLFA	Focus on Self and Career Development Module A	0	0	0	36	35	71	11	12	23	47	47	94
PROINT	Interact	0	2	2	8	16	24	4	14	18	12	32	44
PCLHB	Introduction to Hair and Beauty	0	0	0	0	0	0	0	1	1	0	1	1
PNLJS1	Jump Start Module One	0	0	0	4	13	17	1	0	1	5	13	18
PNLJS3	Jump Start Module Three	0	0	0	2	6	8	1	0	1	3	6	9
PNLJS2	Jump Start Module Two	0	0	0	3	9	12	1	0	1	4	9	13
PK4L	Keys for Life – Pre-driver Education Course	1003	1188	2191	389	377	766	44	36	80	1436	1601	3037
PCELP	Leadership Program	0	0	0	0	0	0	8	8	16	8	8	16
PNLLS	Learning Skills	0	0	0	0	1	1	0	0	0	0	1	1
PL2L1	Learning to Live General Construction	1	0	1	4	5	9	0	0	0	5	5	10
PL2L2	Learning to Live Home Maintenance	1	0	1	4	5	9	0	0	0	5	5	10
PL2L3	Learning to Live Horticulture	1	0	1	4	5	9	0	0	0	5	5	10
PL2L4	Learning to Live Landscaping	1	0	1	4	5	9	0	0	0	5	5	10
PL2L5	Learning to Live Sustainability	1	0	1	4	5	9	0	0	0	5	5	10
PLEO	Leo Club	0	0	0	1	3	4	0	0	0	1	3	4
PNLLFS	Life Skills	0	0	0	0	2	2	0	0	0	0	2	2

# Curriculum Council

Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Personal development programs													
PLS1	Life Skills for Senior School Students 1 – The Life Journey	4	9	13	88	58	146	22	12	34	114	79	193
PLS2	Life Skills for Senior School Students 2 – Belonging to a Culture	1	3	4	59	41	100	17	17	34	77	61	138
PLS3	Life Skills for Senior School Students 3 – Belonging to a Community	8	6	14	86	70	156	31	23	54	125	99	224
PLS4	Life Skills for Senior School Students 4 – Being an Individual	4	1	5	155	125	280	24	29	53	183	155	338
PLS5	Life Skills for Senior School Students 5 – Planning for the Future	5	1	6	79	76	155	35	33	68	119	110	229
PLS6	Life Skills for Senior School Students 6 – The Project	2	2	4	83	72	155	25	22	47	110	96	206
PLS7	Life Skills for Senior School Students 7 – Personal Money Matters 1	1	5	6	29	27	56	6	11	17	36	43	79
PLS8	Life Skills for Senior School Students 8 – Personal Money Matters 2	0	0	0	22	16	38	6	6	12	28	22	50
PBLWA	Living and Working in Australian Society	0	0	0	10	22	32	5	7	12	15	29	44
PNLASA	Living in Australian Society Module A	0	0	0	8	4	12	0	0	0	8	4	12
PNLASB	Living in Australian Society Module B	0	0	0	8	6	14	0	0	0	8	6	14
PSMAL	Malaysian Studies	0	0	0	0	0	0	13	20	33	13	20	33
PSISL	Malaysian Studies – Islamic Studies	0	0	0	0	0	0	0	1	1	0	1	1
PSMOR	Malaysian Studies – Morals, Values and Ethics	0	0	0	0	0	0	15	19	34	15	19	34
PMMYEP	MindMatters Youth Empowerment Process	0	0	0	4	4	8	0	2	2	4	6	10
PMMTA	MindMatters Youth Empowerment Process Taking Action	0	0	0	0	0	0	4	9	13	4	9	13
PMBG	Music Competition	7	1	8	8	3	11	10	2	12	25	6	31
PSIM1	Music Ensemble Performance	2	5	7	58	71	129	34	37	71	94	113	207

# Curriculum Council

Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Personal development programs													
PGMPE	Music Performance Ensemble	71	45	116	45	48	93	38	52	90	154	145	299
PAVA	Peaceful Pathways Advanced	1	5	6	3	7	10	0	0	0	4	12	16
PAVB	Peaceful Pathways Basic	2	5	7	0	1	1	0	0	0	2	6	8
PAVT4F	Peaceful Pathways Training for Facilitators	1	3	4	2	4	6	1	1	2	4	8	12
PPSP	Peer Support Program	0	0	0	0	0	0	18	56	74	18	56	74
PDSPFA	Personal Fitness A	0	0	0	21	5	26	11	10	21	32	15	47
PDSPFB	Personal Fitness B	0	0	0	21	5	26	11	10	21	32	15	47
PALTA	Personal Recovery and Community Building	0	0	0	4	7	11	0	2	2	4	9	13
PGRP	Recreational Pursuits	7	2	9	50	41	91	21	26	47	78	69	147
PVC101	Reformed Christian Studies 101	25	26	51	0	0	0	0	0	0	25	26	51
PVC111	Reformed Christian Studies 111	0	0	0	23	19	42	0	0	0	23	19	42
PVC121	Reformed Christian Studies 121	0	0	0	0	0	0	19	31	50	19	31	50
PRESPT	RESPECT Project	4	0	4	4	2	6	1	0	1	9	2	11
POBS	School Program	83	97	180	73	179	252	0	1	1	156	277	433
PGST	School Trip	52	87	139	70	129	199	71	69	140	193	285	478
PSCRAM	Schools Conflict Resolution and Mediation (SCRAM)	2	10	12	0	0	0	0	0	0	2	10	12
PPSL	Seniors Leading	5	8	13	0	0	0	0	3	3	5	11	16
PMSL	Service-Learning	1	124	125	1	156	157	0	14	14	2	294	296

# Curriculum Council

Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Personal development programs													
PCESEG	Social Emotional Growth Through Art Therapy	0	0	0	0	0	0	1	3	4	1	3	4
PDSBSL	Strong Bodies, Strong Lives	0	0	0	28	6	34	10	1	11	38	7	45
PIESIL	Succeeding as an Independent Learner	2	2	4	0	1	1	0	0	0	2	3	5
PUCTR	Talking Realities	0	0	0	0	0	0	0	1	1	0	1	1
PBSTS	Theatre Thrills and Skills	0	0	0	1	0	1	0	0	0	1	0	1
PVS1	Vietnamese Studies 1	0	0	0	51	33	84	0	0	0	51	33	84
PVS2	Vietnamese Studies 2	0	0	0	0	0	0	42	39	81	42	39	81
PGWSPP	Whole School Production – Performance	6	32	38	17	30	47	18	54	72	41	116	157
PGWSPPD	Whole School Production – Production and Design	9	6	15	9	6	15	7	2	9	25	14	39
PGWS	Work Skills	3	1	4	13	22	35	48	83	131	64	106	170
PIEWW	Working on Wheels	0	0	0	1	1	2	1	0	1	2	1	3
PRSPCA	Working with Animals	2	4	6	0	6	6	0	1	1	2	11	13
PCARY	Yahadut	0	0	0	0	0	0	17	22	39	17	22	39
PFYOH	YOH Fest	7	43	50	15	53	68	18	75	93	40	171	211
PBYPP	Young Parent Program	0	1	1	0	3	3	0	6	6	0	10	10
PSHYV	Young Vinnies Program	0	0	0	0	0	0	0	1	1	0	1	1
PLYEV	Youth Explorer Voyage	6	19	25	12	13	25	8	4	12	26	36	62
PVWYV	YVolunteer	8	27	35	0	5	5	11	3	14	19	35	54

# Curriculum Council

Table 5.26 Number of students who achieved an endorsed program, by sex, 2010 (cont)

Endorsed programs within categories		Year 10 students			Year 11 students			Year 12 students			All students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
University studies													
UC10987	Accounting 100	0	0	0	0	0	0	17	25	42	17	25	42
UC10830	Business Information Systems 100	0	0	0	0	0	0	2	0	2	2	0	2
UC1234	Economics 100	0	0	0	0	0	0	0	5	5	0	5	5
UMICT03	Introduction to Data Communications	0	0	0	0	0	0	1	0	1	1	0	1
UEUPC4	Preparation Course: Accessing Knowledge	0	0	0	0	0	0	8	11	19	8	11	19
UEUPC1	Preparation Course: Learning at University	0	0	0	0	0	0	8	10	18	8	10	18
UEUPC3	Preparation Course: Numeracy Tools	0	0	0	0	0	0	6	6	12	6	6	12
UEUPC2	Preparation Course: Research and Writing	0	0	0	0	0	0	8	10	18	8	10	18
Workplace learning programs													
WL2	Workplace Learning Employability Skills	71	49	120	606	553	1159	410	375	785	1087	977	2064
WL2B	Workplace Learning Employability Skills B	0	0	0	38	21	59	25	8	33	63	29	92
WL1	Workplace Learning On-the-job Training	173	94	267	932	593	1525	656	649	1305	1761	1336	3097

# Curriculum Council

Table 6.1 Full-time secondary students\* years 7 to 12 by sex (government and non-government schools) - 1988 to 2009\*\*

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Female</b>						
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
2007	13790	14068	14082	14064	12854	10373
2008	13916	14044	14313	14202	13144	10504
2009	8318	14110	14273	14423	13543	10820
2010	13815	8461	14215	14279	13727	11196
<b>Male</b>						
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
2007	14830	14915	14946	14828	12446	9179
2008	14774	15073	15086	15020	13183	9410
2009	9276	14947	15310	15149	13941	9770
2010	14846	9371	15011	15311	13925	10588

\* 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.

# Curriculum Council

Table 6.1 Full-time secondary students\* years 7 to 12 by sex (government and non-government schools) - 1988 to 2009\*\* (cont)

Total	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
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
2007	28620	28983	29028	28892	25300	19552
2008	28690	29117	29399	29222	26327	19914
2009	17594	29057	29583	29572	27484	20590
2010	28661	17832	29226	29590	27652	21784

\* 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.

# Curriculum Council

Table 6.2 Full-time secondary student progression rates\* years 8 to 12 by sex (government and non-government schools) - July, 1988 to 2009

	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Female</b>					
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
2007	101.7	101.4	101.3	92.7	78.4
2008	101.8	101.7	100.9	93.5	81.7
2009	101.4	101.6	100.8	95.4	82.3
2010	101.7	100.7	100.0	95.2	82.7
<b>Male</b>					
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
2007	101.5	100.5	99.5	86.6	70.4
2008	101.6	101.1	100.5	88.9	75.6
2009	101.2	101.6	100.4	92.8	74.1
2010	101.0	100.4	100.0	91.9	75.9

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

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



# Curriculum Council

Table 6.2 Full-time secondary student progression rates\* years 8 to 12 by sex  
(government and non-government schools) - July, 1988 to 2009 (cont)

Total	Year 8	Year 9	Year 10	Year 11	Year 12
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
2007	101.6	100.9	100.3	89.6	74.4
2008	101.7	101.4	100.7	91.1	78.7
2009	101.3	101.6	100.6	94.1	78.2
2010	101.4	100.6	100.0	93.5	79.3

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

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

# Curriculum Council

Table 6.3 Full-time secondary student apparent retention rates\* years 8 to 12 by sex (government and non-government schools) - July, 1988 to 2010

	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Female</b>					
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
2007	100.0	101.4	102.7	94.6	74.3
2008	100.0	101.7	102.2	96.0	77.3
2009	100.0	101.6	102.5	97.5	79.0
2010	100.0	100.7	101.7	97.6	80.6
<b>Male</b>					
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
2007	100.0	100.5	100.8	87.5	62.5
2008	100.0	101.1	100.9	89.6	66.2
2009	100.0	101.6	101.6	93.7	66.4
2010	100.0	100.4	101.6	93.4	71.2

\* 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).

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

# Curriculum Council

Table 6.3 Full-time secondary student apparent retention rates\* years 8 to 12 by sex (government and non-government schools) - July, 1988 to 2010 (cont)

Total	Year 8	Year 9	Year 10	Year 11	Year 12
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
2007	100.0	100.9	101.8	91.0	68.3
2008	100.0	101.4	101.6	92.7	71.6
2009	100.0	101.6	102.0	95.5	72.5
2010	100.0	100.6	101.6	95.4	75.7

\* 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).

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

# Curriculum Council

Table 7.1 Number of schools offering courses to Year 10 students by school type, 2010

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
English						
English: 1AENG	15	1	2	4	0	22
English: 1BENG	12	1	2	4	0	19
English: 1CENG	9	1	2	1	0	13
English: 1DENG	9	1	2	1	0	13
English: 2AENG	0	0	0	1	1	2
English: 2BENG	1	0	0	1	1	3
English: 2CENG	0	0	1	0	1	2
English: 2DENG	0	0	1	0	1	2
English: PAENG	12	1	4	3	0	20
English: PBENG	5	1	1	2	0	9
English as an Additional Language or Dialect: 1AELD	8	0	7	2	0	17
English as an Additional Language or Dialect: 1BELD	2	0	7	2	0	11
English as an Additional Language or Dialect: 1CELD	2	0	0	1	0	3
English as an Additional Language or Dialect: 1DELD	2	0	0	1	0	3
Literature: 1ALIT	2	0	3	0	0	5
Literature: 1BLIT	2	0	3	0	0	5
Literature: 2ALIT	0	1	0	0	0	1
Health and Physical Education						
Children, Family and the Community: 1ACFCC	2	0	1	3	0	6
Children, Family and the Community: 1BCFCC	0	0	1	2	0	3
Children, Family and the Community: 1CCFCC	0	0	2	0	0	2
Children, Family and the Community: 1DCFCC	0	0	2	0	0	2
Children, Family and the Community: PACFC	1	0	0	0	0	1
Health Studies: 1AHEA	0	1	1	1	0	3
Health Studies: 1BHEA	0	1	1	1	0	3
Health Studies: PAHEA	4	0	0	1	0	5
Health Studies: PBHEA	1	0	0	1	0	2
Outdoor Education: 1AOED	1	0	2	3	0	6
Outdoor Education: 1BOED	1	0	2	2	0	5
Outdoor Education: 1COED	0	0	0	1	0	1
Outdoor Education: PAOED	3	0	0	0	0	3
Outdoor Education: PBOED	1	0	0	0	0	1
Physical Education Studies: 1APES	10	0	7	2	0	19
Physical Education Studies: 1BPES	6	0	5	2	0	13
Physical Education Studies: 1CPES	3	0	1	0	0	4
Physical Education Studies: 1DPES	3	0	1	0	0	4
Physical Education Studies: 2APES	0	0	1	0	0	1
Physical Education Studies: 2BPES	0	0	1	0	0	1
Physical Education Studies: PAPES	4	0	0	0	0	4

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 7.1 Number of schools offering courses to Year 10 students by school type, 2010  
(cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Health and Physical Education						
Physical Education Studies: PBPE	1	0	0	0	0	1
Languages other than English						
Aboriginal Languages of Western Australia: 1AABL	0	0	5	0	0	5
Aboriginal Languages of Western Australia: 1BABL	0	0	5	0	0	5
French: 1AFRE	0	0	3	0	0	3
French: 1BFRE	0	0	3	0	0	3
French: 2AFRE	0	1	0	0	0	1
French: 2BFRE	0	1	0	0	0	1
French: 3AFRE	0	0	0	1	0	1
French: 3BFRE	0	0	0	1	0	1
Indonesian: Second Language: 1AIND	1	0	1	3	0	5
Indonesian: Second Language: 1BIND	0	0	0	2	0	2
Italian: 1AITA	2	0	5	1	0	8
Italian: 1BITA	2	0	5	2	0	9
Japanese: Second Language: 1AJSL	1	1	3	2	0	7
Japanese: Second Language: 1BJSL	0	1	2	2	0	5
Japanese: Second Language: 2AJSL	0	0	0	1	0	1
Japanese: Second Language: 2BJSL	0	0	0	1	0	1
Modern Greek: 2AGRE	0	0	0	1	0	1
Mathematics						
Mathematics: 1AMAT	27	1	5	3	0	36
Mathematics: 1BMAT	16	1	1	3	0	21
Mathematics: 1CMAT	12	0	3	2	0	17
Mathematics: 1DMAT	2	0	2	1	0	5
Mathematics: 1EMAT	3	0	1	0	0	4
Mathematics: 2AMAT	10	0	0	2	1	13
Mathematics: 2BMAT	9	1	1	2	1	14
Mathematics: 2CMAT	4	0	0	1	1	6
Mathematics: 2DMAT	4	0	0	1	1	6
Mathematics: 3AMAT	1	0	1	2	0	4
Mathematics: 3BMAT	1	0	1	2	0	4
Mathematics: PAMAT	11	1	3	1	0	16
Mathematics: PBMAT	2	1	0	0	0	3
Mathematics: Specialist: 3AMAS	1	0	0	2	0	3
Mathematics: Specialist: 3BMAS	1	0	0	2	0	3
Science						
Animal Production Systems: 1AAPS	1	0	0	0	0	1
Animal Production Systems: PAAPS	2	0	0	0	0	2
Animal Production Systems: PBAPS	2	0	0	0	0	2

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 7.1 Number of schools offering courses to Year 10 students by school type, 2010  
(cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Science						
Aviation: 1BAVN	1	0	0	0	0	1
Biological Sciences: 1ABIO	0	0	1	0	0	1
Biological Sciences: 1BBIO	0	0	1	0	0	1
Biological Sciences: 2ABIO	0	0	0	0	1	1
Biological Sciences: 2BBIO	0	0	0	0	1	1
Chemistry: 1ACHE	2	0	2	0	0	4
Chemistry: 1BCHE	0	0	3	0	0	3
Chemistry: 2ACHE	3	0	0	0	1	4
Chemistry: 2BCHE	3	0	0	0	0	3
Earth and Environmental Science: 1AEES	1	0	0	0	0	1
Earth and Environmental Science: 1BEES	1	0	0	0	0	1
Human Biological Science: 1AHBS	2	0	3	1	0	6
Human Biological Science: 1BHBS	0	0	3	1	0	4
Human Biological Science: 2AHBS	1	1	0	0	0	2
Human Biological Science: 2BHBS	1	0	0	0	0	1
Integrated Science: 1AISC	8	0	6	2	0	16
Integrated Science: 1BISC	7	0	5	2	0	14
Integrated Science: 1CISC	1	0	0	0	0	1
Integrated Science: 1DISC	1	0	0	0	0	1
Integrated Science: 2AISC	1	0	0	0	0	1
Integrated Science: 2BISC	1	0	0	0	0	1
Integrated Science: PAISC	1	0	2	2	0	5
Integrated Science: PBISC	1	0	2	1	0	4
Physics: 1APHY	1	0	2	0	0	3
Physics: 1BPHY	0	0	3	0	0	3
Physics: 2APHY	1	0	0	0	1	2
Physics: 2BPHY	1	0	0	0	0	1
Plant Production Systems: 1APPS	2	0	0	1	0	3
Plant Production Systems: 1BPPS	1	0	0	1	0	2
Plant Production Systems: PAPPS	4	0	0	1	0	5
Plant Production Systems: PBPPS	2	0	0	1	0	3
Society and Environment						
Aboriginal and Intercultural Studies: 1AAIS	4	0	6	1	0	11
Aboriginal and Intercultural Studies: 1BAIS	2	0	6	0	0	8
Ancient History: 1AHIA	1	0	0	0	0	1
Economics: 1AECO	2	1	2	1	0	6
Economics: 1BECO	1	1	0	1	0	3
Economics: 2AECO	1	0	1	0	0	2
Economics: 2BECO	1	0	1	0	0	2
Geography: 1AGEO	8	1	4	2	0	15

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 7.1 Number of schools offering courses to Year 10 students by school type, 2010  
(cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Society and Environment						
Geography: 1BGEO	1	1	2	1	0	5
Geography: 2AGEO	0	1	0	0	0	1
Modern History: 1AHIM	6	1	4	1	1	13
Modern History: 1BHIM	1	1	2	2	0	6
Modern History: 2AHIM	0	0	0	0	1	1
Modern History: 2BHIM	0	0	0	0	1	1
Philosophy and Ethics: 1APAE	1	0	0	0	0	1
Philosophy and Ethics: 1BPAAE	3	0	0	0	0	3
Politics and Law: 1APAL	2	1	1	1	0	5
Politics and Law: 1BPAL	1	1	0	1	0	3
Religion and Life: 1AREL	0	0	2	2	0	4
Religion and Life: 1BREL	0	0	1	0	0	1
Religion and Life: 1CREL	0	0	1	0	0	1
Religion and Life: 1DREL	0	0	2	0	0	2
Technology and Enterprise						
Accounting and Finance: 1AACF	0	0	1	0	0	1
Accounting and Finance: 1BACF	0	0	1	1	0	2
Accounting and Finance: 2AACF	1	0	0	0	0	1
Accounting and Finance: 2BACF	1	0	0	0	0	1
Applied Information Technology: 1AAIT	8	1	4	2	0	15
Applied Information Technology: 1BAIT	6	1	3	3	0	13
Applied Information Technology: 1CAIT	1	1	0	1	0	3
Applied Information Technology: 1DAIT	0	1	0	0	0	1
Applied Information Technology: 2AAIT	0	0	1	0	1	2
Applied Information Technology: 2BAIT	0	0	1	0	0	1
Applied Information Technology: 3AAIT	1	0	0	0	0	1
Applied Information Technology: PAAIT	2	0	0	0	0	2
Automotive Engineering and Technology: 1AAET	1	0	0	0	0	1
Automotive Engineering and Technology: 1BAET	1	0	0	0	0	1
Building and Construction: 1ABCN	3	0	0	0	0	3
Business Management and Enterprise: 1ABME	1	0	1	3	0	5
Business Management and Enterprise: 1BBME	0	0	1	1	0	2
Business Management and Enterprise: PABME	3	0	5	0	0	8
Business Management and Enterprise: PBBME	0	0	1	0	0	1
Career and Enterprise: 1ACAE	6	1	3	1	0	11
Career and Enterprise: 1BCAE	3	1	2	1	0	7
Career and Enterprise: 1CCAE	3	0	0	3	0	6
Career and Enterprise: 1DCAE	1	0	0	0	0	1
Career and Enterprise: PACAE	3	1	1	0	0	5
Career and Enterprise: PBCAE	1	1	1	0	0	3

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 7.1 Number of schools offering courses to Year 10 students by school type, 2010  
(cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Community Services: VET Industry Specific: 1AVCS	1	0	0	0	0	1
Computer Science: 1ACSC	1	0	3	1	0	5
Computer Science: 1BCSC	1	0	3	1	0	5
Computer Science: 2ACSC	0	0	0	0	1	1
Construction: VET Industry Specific: 1AVCO	2	0	0	1	0	3
Construction: VET Industry Specific: 1BVCO	2	0	0	1	0	3
Design: 1ADESG	0	1	0	0	0	1
Design: 1ADESP	1	0	2	0	0	3
Design: 1ADEST	0	1	1	0	0	2
Design: 1BDESG	1	0	0	0	0	1
Design: 1BDESP	1	0	2	0	0	3
Design: 1BDEST	0	1	1	0	0	2
Design: 2ADESG	0	0	1	0	0	1
Design: 2BDESG	0	0	1	0	0	1
Design: PADESP	1	0	0	0	0	1
Design: PBDESP	1	0	0	0	0	1
Engineering Studies: 1AEST	2	0	2	2	0	6
Engineering Studies: 1BEST	1	0	2	2	0	5
Food Science and Technology: 1AFSTH	4	0	0	2	0	6
Food Science and Technology: 1AFSTN	2	0	1	1	0	4
Food Science and Technology: 1AFSTP	1	0	0	0	0	1
Food Science and Technology: 1BFSTH	4	0	1	1	0	6
Food Science and Technology: 1BFSTN	2	0	1	1	0	4
Food Science and Technology: 1CFSTH	0	0	2	1	0	3
Food Science and Technology: 1DFSTH	1	0	2	1	0	4
Food Science and Technology: PAFST	4	0	2	0	0	6
Food Science and Technology: PBFST	0	0	1	0	0	1
Materials Design and Technology: 1AMDTM	3	0	1	0	0	4
Materials Design and Technology: 1AMDTT	2	0	1	5	0	8
Materials Design and Technology: 1AMDTW	7	0	4	1	0	12
Materials Design and Technology: 1BMDTM	1	0	1	0	0	2
Materials Design and Technology: 1BMDTT	0	0	1	3	0	4
Materials Design and Technology: 1BMDTW	1	0	3	1	0	5
Materials Design and Technology: 1CMDTM	1	0	0	0	0	1
Materials Design and Technology: 1CMDTW	2	0	0	0	0	2
Materials Design and Technology: 1DMDTM	1	0	0	0	0	1
Materials Design and Technology: 1DMDTW	1	0	0	0	0	1
Materials Design and Technology: PAMDTM	1	0	0	0	0	1
Materials Design and Technology: PAMDTW	3	0	1	0	0	4
Materials Design and Technology: PBMDTW	0	0	1	1	0	2

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.



# Curriculum Council

Table 7.1 Number of schools offering courses to Year 10 students by school type, 2010  
(cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Primary Industries: VET Industry Specific: 1AVPI	0	0	1	0	0	1
Primary Industries: VET Industry Specific: 1BVPI	0	0	1	0	0	1
Workplace Learning: 1AWPL	8	0	4	2	0	14
Workplace Learning: 1BWPL	6	0	2	2	0	10
Workplace Learning: 1DWPL	1	0	0	0	0	1
The Arts						
Dance: 1ADAN	2	0	5	1	0	8
Dance: 1BDAN	1	0	5	1	0	7
Dance: 2ADAN	1	0	0	0	0	1
Dance: 2BDAN	1	0	0	0	0	1
Drama: 1ADRA	2	0	7	1	0	10
Drama: 1BDRA	3	0	7	1	0	11
Drama: 2ADRA	0	0	1	0	0	1
Drama: 2BDRA	0	0	1	0	0	1
Media Production and Analysis: 1AMPA	6	0	3	2	0	11
Media Production and Analysis: 1BMPA	3	0	3	2	0	8
Media Production and Analysis: 1CMPA	1	0	2	2	0	5
Media Production and Analysis: 1DMPA	1	0	2	2	0	5
Music: 1AMUS	0	0	4	3	0	7
Music: 1BMUS	1	0	4	3	0	8
Music: 1CMUS	1	0	0	1	0	2
Music: 1DMUS	1	0	0	1	0	2
Music: 2AMUSC	0	0	0	1	0	1
Music: 2AMUSJ	0	0	0	1	0	1
Music: 2AMUSW	0	0	1	1	0	2
Music: 2BMUSC	0	0	0	1	0	1
Music: 2BMUSJ	0	0	0	1	0	1
Music: 2BMUSW	0	0	1	2	0	3
Music: PAMUS	1	0	0	0	0	1
Visual Arts: 1AVAR	10	0	5	1	0	16
Visual Arts: 1BVAR	5	0	5	1	0	11
Visual Arts: 1CVAR	0	1	2	1	0	4
Visual Arts: 1DVAR	0	1	3	1	0	5
Visual Arts: 2AVAR	0	0	1	0	0	1
Visual Arts: 2BVAR	0	0	1	0	0	1
Visual Arts: PAVAR	3	0	0	0	0	3
Visual Arts: PBVAR	1	0	0	0	0	1

\* This category may include secondary students studying through the School of Isolated and Distance Education and primary schools.

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
English English 1AENG  1BENG  1CENG  1DENG  2AENG  2BENG	Male	NO.	14	54	169	41	23	301	
		%	4.65	17.94	56.15	13.62	7.64		
	Female	NO.	22	63	83	23	15	206	
		%	10.68	30.58	40.29	11.17	7.28		
	Persons	NO.	36	117	252	64	38	507	1.68
		%	7.1	23.08	49.7	12.62	7.5		
	Male	NO.	7	56	140	30	27	260	
		%	2.69	21.54	53.85	11.54	10.38		
	Female	NO.	24	48	74	17	18	181	
		%	13.26	26.52	40.88	9.39	9.94		
	Persons	NO.	31	104	214	47	45	441	1.47
		%	7.03	23.58	48.53	10.66	10.2		
	Male	NO.	20	47	89	13	8	177	
		%	11.3	26.55	50.28	7.34	4.52		
	Female	NO.	42	109	68	13	6	238	
		%	17.65	45.8	28.57	5.46	2.52		
	Persons	NO.	62	156	157	26	14	415	1.38
		%	14.94	37.59	37.83	6.27	3.37		
	Male	NO.	13	52	101	15	7	188	
		%	6.91	27.66	53.72	7.98	3.72		
	Female	NO.	39	97	100	14	6	256	
		%	15.23	37.89	39.06	5.47	2.34		
	Persons	NO.	52	149	201	29	13	444	1.48
		%	11.71	33.56	45.27	6.53	2.93		
Male	NO.	0	3	4	1	2	10		
	%	0	30	40	10	20			
Female	NO.	2	2	1	1	2	8		
	%	25	25	12.5	12.5	25			
Persons	NO.	2	5	5	2	4	18	0.06	
	%	11.11	27.78	27.78	11.11	22.22			
Male	NO.	0	2	5	0	0	7		
	%	0	28.57	71.43	0	0			
Female	NO.	1	3	2	1	0	7		
	%	14.29	42.86	28.57	14.29	0			
Persons	NO.	1	5	7	1	0	14		
	%								

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population
			A	B	C	D		
English								
English								
2BENG		%	7.14	35.71	50	7.14	0	0.05
2CENG	Male	NO.	2	4	30	1	0	37
		%	5.41	10.81	81.08	2.7	0	
	Female	NO.	7	15	32	1	0	55
		%	12.73	27.27	58.18	1.82	0	
	Persons	NO.	9	19	62	2	0	92
		%	9.78	20.65	67.39	2.17	0	0.31
2DENG	Male	NO.	2	4	30	1	0	37
		%	5.41	10.81	81.08	2.7	0	
	Female	NO.	7	14	31	1	0	53
		%	13.21	26.42	58.49	1.89	0	
	Persons	NO.	9	18	61	2	0	90
		%	10	20	67.78	2.22	0	0.3
PAENG	Male	NO.	93	0	0	0	0	93
		%	100	0	0	0	0	
	Female	NO.	41	0	0	0	0	41
		%	100	0	0	0	0	
	Persons	NO.	134	0	0	0	0	134
		%	100	0	0	0	0	0.45
PBENG	Male	NO.	91	0	0	0	0	91
		%	100	0	0	0	0	
	Female	NO.	48	0	0	0	0	48
		%	100	0	0	0	0	
	Persons	NO.	139	0	0	0	0	139
		%	100	0	0	0	0	0.46
English as an Additional Language or Dialect								
1AELD	Male	NO.	1	0	7	8	14	30
		%	3.33	0	23.33	26.67	46.67	
	Female	NO.	0	3	5	1	7	16
		%	0	18.75	31.25	6.25	43.75	
	Persons	NO.	1	3	12	9	21	46
		%	2.17	6.52	26.09	19.57	45.65	0.15
1BELD	Male	NO.	1	2	3	2	1	9

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population
			A	B	C	D		
English English as an Additional Language or Dialect 1BELD	Female	%	11.11	22.22	33.33	22.22	11.11	
		NO.	0	2	3	0	0	5
	Persons	%	0	40	60	0	0	
		NO.	1	4	6	2	1	14
		%	7.14	28.57	42.86	14.29	7.14	0.05
Literature 1ALIT	Male	NO.	9	20	19	3	0	51
		%	17.65	39.22	37.25	5.88	0	
	Female	NO.	31	62	19	3	0	115
		%	26.96	53.91	16.52	2.61	0	
	Persons	NO.	40	82	38	6	0	166
%		24.1	49.4	22.89	3.61	0	0.55	
1BLIT		Male	NO.	10	22	18	1	1
	%		19.23	42.31	34.62	1.92	1.92	
	Female	NO.	33	54	22	1	0	110
		%	30	49.09	20	0.91	0	
	Persons	NO.	43	76	40	2	1	162
%		26.54	46.91	24.69	1.23	0.62	0.54	
2ALIT		Male	NO.	0	0	0	0	0
	%		0	0	0	0	0	
	Female	NO.	0	0	0	0	1	1
		%	0	0	0	0	100	
	Persons	NO.	0	0	0	0	1	1
%		0	0	0	0	100	0	
Health and Physical Education Children, Family and the Community 1ACFCC		Male	NO.	0	0	0	0	0
	%		0	0	0	0	0	
	Female	NO.	18	26	41	18	14	117
		%	15.38	22.22	35.04	15.38	11.97	
	Persons	NO.	18	26	41	18	14	117
%		15.38	22.22	35.04	15.38	11.97	0.39	
1BCFCC		Male	NO.	0	0	0	0	0
	%		0	0	0	0	0	

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population
			A	B	C	D		
Health and Physical Education								
Children, Family and the Community								
1BCFCC	Female	NO.	18	24	31	14	11	98
		%	18.37	24.49	31.63	14.29	11.22	
	Persons	NO.	18	24	31	14	11	98
		%	18.37	24.49	31.63	14.29	11.22	0.33
1CCFCC	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
1DCFCC	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	0	1	0	0	0	1
		%	0	100	0	0	0	
	Persons	NO.	0	1	0	0	0	1
		%	0	100	0	0	0	0
PACFC	Male	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	
	Female	NO.	15	0	0	0	0	15
		%	100	0	0	0	0	
	Persons	NO.	18	0	0	0	0	18
		%	100	0	0	0	0	0.06
Health Studies								
1AHEA	Male	NO.	1	0	0	1	0	2
		%	50	0	0	50	0	
	Female	NO.	0	1	1	0	1	3
		%	0	33.33	33.33	0	33.33	
	Persons	NO.	1	1	1	1	1	5
		%	20	20	20	20	20	0.02
1BHEA	Male	NO.	1	0	0	1	1	3
		%	33.33	0	0	33.33	33.33	
	Female	NO.	0	1	0	0	0	1
		%	0	100	0	0	0	
	Persons	NO.	1	1	0	1	1	4
		%	25	25	0	25	25	0.01

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population	
			A	B	C	D			E
Health and Physical Education									
Health Studies									
PAHEA									
	Male	NO.	11	0	0	0	0	11	
		%	100	0	0	0	0		
	Female	NO.	7	0	0	0	0	7	
		%	100	0	0	0	0		
	Persons	NO.	18	0	0	0	0	18	
		%	100	0	0	0	0		0.06
PBHEA									
	Male	NO.	8	0	0	0	0	8	
		%	100	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	9	0	0	0	0	9	
		%	100	0	0	0	0		0.03
Outdoor Education									
1AOED									
	Male	NO.	14	16	29	10	1	70	
		%	20	22.86	41.43	14.29	1.43		
	Female	NO.	26	30	28	1	1	86	
		%	30.23	34.88	32.56	1.16	1.16		
	Persons	NO.	40	46	57	11	2	156	
		%	25.64	29.49	36.54	7.05	1.28		0.52
1BOED									
	Male	NO.	11	32	24	7	1	75	
		%	14.67	42.67	32	9.33	1.33		
	Female	NO.	29	39	21	1	0	90	
		%	32.22	43.33	23.33	1.11	0		
	Persons	NO.	40	71	45	8	1	165	
		%	24.24	43.03	27.27	4.85	0.61		0.55
PAOED									
	Male	NO.	16	0	0	0	0	16	
		%	100	0	0	0	0		
	Female	NO.	8	0	0	0	0	8	
		%	100	0	0	0	0		
	Persons	NO.	24	0	0	0	0	24	
		%	100	0	0	0	0		0.08
Physical Education Studies									
1APES									
	Male	NO.	39	76	78	49	13	255	
		%	15.29	29.8	30.59	19.22	5.1		

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
Health and Physical Education Physical Education Studies 1APES  1BPES  1CPES  1DPES  PAPES  PBPES	Female	NO.	34	62	76	17	7	196	
		%	17.35	31.63	38.78	8.67	3.57		
	Persons	NO.	73	138	154	66	20	451	1.5
		%	16.19	30.6	34.15	14.63	4.43		
	Male	NO.	32	51	58	33	7	181	
		%	17.68	28.18	32.04	18.23	3.87		
	Female	NO.	35	46	43	12	3	139	
		%	25.18	33.09	30.94	8.63	2.16		
	Persons	NO.	67	97	101	45	10	320	1.06
		%	20.94	30.31	31.56	14.06	3.12		
	Male	NO.	2	16	14	0	0	32	
		%	6.25	50	43.75	0	0		
	Female	NO.	5	9	16	3	0	33	
		%	15.15	27.27	48.48	9.09	0		
	Persons	NO.	7	25	30	3	0	65	0.22
		%	10.77	38.46	46.15	4.62	0		
	Male	NO.	3	19	13	0	0	35	
		%	8.57	54.29	37.14	0	0		
	Female	NO.	6	8	16	4	0	34	
		%	17.65	23.53	47.06	11.76	0		
	Persons	NO.	9	27	29	4	0	69	0.23
		%	13.04	39.13	42.03	5.8	0		
	Male	NO.	23	0	0	0	0	23	
		%	100	0	0	0	0		
Female	NO.	5	0	0	0	0	5		
	%	100	0	0	0	0			
Persons	NO.	28	0	0	0	0	28	0.09	
	%	100	0	0	0	0			
Male	NO.	13	0	0	0	0	13		
	%	100	0	0	0	0			
Female	NO.	2	0	0	0	0	2		
	%	100	0	0	0	0			
Persons	NO.	15	0	0	0	0	15	0.05	
	%	100	0	0	0	0			

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population	
			A	B	C	D			E
Languages other than English									
French									
1AFRE									
	Male	NO.	2	1	4	1	0	8	
		%	25	12.5	50	12.5	0		
	Female	NO.	14	15	10	2	0	41	
		%	34.15	36.59	24.39	4.88	0		
	Persons	NO.	16	16	14	3	0	49	
		%	32.65	32.65	28.57	6.12	0		0.16
1BFRE									
	Male	NO.	2	1	4	1	0	8	
		%	25	12.5	50	12.5	0		
	Female	NO.	15	12	10	1	0	38	
		%	39.47	31.58	26.32	2.63	0		
	Persons	NO.	17	13	14	2	0	46	
		%	36.96	28.26	30.43	4.35	0		0.15
2AFRE									
	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
2BFRE									
	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
3AFRE									
	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
3BFRE									
	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		



# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population
			A	B	C	D		
Languages other than English								
		%	100	0	0	0	0	0
French 3BFRE								
		%	100	0	0	0	0	0
Indonesian: Second Language 1AIND								
		%	100	0	0	0	0	0
1BIND	Male	NO.	4	8	8	1	0	21
		%	19.05	38.1	38.1	4.76	0	
	Female	NO.	9	8	19	4	0	40
		%	22.5	20	47.5	10	0	
	Persons	NO.	13	16	27	5	0	61
		%	21.31	26.23	44.26	8.2	0	0.2
Italian 1AITA	Male	NO.	2	2	1	0	0	5
		%	40	40	20	0	0	
	Female	NO.	3	4	7	0	0	14
		%	21.43	28.57	50	0	0	
	Persons	NO.	5	6	8	0	0	19
		%	26.32	31.58	42.11	0	0	0.06
1BITA	Male	NO.	13	8	12	3	0	36
		%	36.11	22.22	33.33	8.33	0	
	Female	NO.	30	40	34	8	1	113
		%	26.55	35.4	30.09	7.08	0.88	
	Persons	NO.	43	48	46	11	1	149
		%	28.86	32.21	30.87	7.38	0.67	0.5
Japanese: Second Language 1AJSL	Male	NO.	14	9	13	1	0	37
		%	37.84	24.32	35.14	2.7	0	
	Female	NO.	38	35	27	9	1	110
		%	34.55	31.82	24.55	8.18	0.91	
	Persons	NO.	52	44	40	10	1	147
		%	35.37	29.93	27.21	6.8	0.68	0.49
1AJSL	Male	NO.	9	12	10	2	0	33
		%	27.27	36.36	30.3	6.06	0	
	Female	NO.	18	15	6	3	0	42
		%	42.86	35.71	14.29	7.14	0	
	Persons	NO.	27	27	16	5	0	75
		%	36	36	21.33	6.67	0	0.25

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
Languages other than English Japanese: Second Language 1BJSL  2AJSL  2BJSL  Modern Greek 2AGRE  Mathematics Mathematics 1AMAT  1BMAT	Male	NO.	3	4	7	2	0	16	
		%	18.75	25	43.75	12.5	0		
	Female	NO.	7	6	2	1	0	16	
		%	43.75	37.5	12.5	6.25	0		
	Persons	NO.	10	10	9	3	0	32	0.11
		%	31.25	31.25	28.12	9.38	0		
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	0
		%	100	0	0	0	0		
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	0
		%	100	0	0	0	0		
	Male	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Female	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Persons	NO.	0	2	4	0	0	6	0.02
		%	0	33.33	66.67	0	0		
Male	NO.	43	96	176	71	53	439		
	%	9.79	21.87	40.09	16.17	12.07			
Female	NO.	51	62	110	45	45	313		
	%	16.29	19.81	35.14	14.38	14.38			
Persons	NO.	94	158	286	116	98	752	2.5	
	%	12.5	21.01	38.03	15.43	13.03			
Male	NO.	41	59	82	28	28	238		

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population
			A	B	C	D		
Mathematics								
Mathematics								
1BMAT								
		%	17.23	24.79	34.45	11.76	11.76	
	Female	NO.	22	33	60	17	26	158
		%	13.92	20.89	37.97	10.76	16.46	
	Persons	NO.	63	92	142	45	54	396
		%	15.91	23.23	35.86	11.36	13.64	1.32
1CMAT								
	Male	NO.	33	48	54	17	28	180
		%	18.33	26.67	30	9.44	15.56	
	Female	NO.	8	35	46	21	27	137
		%	5.84	25.55	33.58	15.33	19.71	
	Persons	NO.	41	83	100	38	55	317
		%	12.93	26.18	31.55	11.99	17.35	1.05
1DMAT								
	Male	NO.	3	5	9	8	4	29
		%	10.34	17.24	31.03	27.59	13.79	
	Female	NO.	0	3	7	1	2	13
		%	0	23.08	53.85	7.69	15.38	
	Persons	NO.	3	8	16	9	6	42
		%	7.14	19.05	38.1	21.43	14.29	0.14
1EMAT								
	Male	NO.	5	15	14	15	9	58
		%	8.62	25.86	24.14	25.86	15.52	
	Female	NO.	6	11	8	8	5	38
		%	15.79	28.95	21.05	21.05	13.16	
	Persons	NO.	11	26	22	23	14	96
		%	11.46	27.08	22.92	23.96	14.58	0.32
2AMAT								
	Male	NO.	29	42	59	57	34	221
		%	13.12	19	26.7	25.79	15.38	
	Female	NO.	19	22	61	52	35	189
		%	10.05	11.64	32.28	27.51	18.52	
	Persons	NO.	48	64	120	109	69	410
		%	11.71	15.61	29.27	26.59	16.83	1.36
2BMAT								
	Male	NO.	37	32	58	39	13	179
		%	20.67	17.88	32.4	21.79	7.26	
	Female	NO.	19	21	67	41	14	162
		%	11.73	12.96	41.36	25.31	8.64	
	Persons	NO.	56	53	125	80	27	341
		%	16.42	15.54	36.66	23.46	7.92	1.13

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
Mathematics									
Mathematics									
2CMAT	Male	NO.	13	13	17	8	1	52	
		%	25	25	32.69	15.38	1.92		
	Female	NO.	8	11	18	12	1	50	
		%	16	22	36	24	2		
	Persons	NO.	21	24	35	20	2	102	
		%	20.59	23.53	34.31	19.61	1.96		0.34
2DMAT	Male	NO.	11	18	14	7	1	51	
		%	21.57	35.29	27.45	13.73	1.96		
	Female	NO.	7	11	16	12	1	47	
		%	14.89	23.4	34.04	25.53	2.13		
	Persons	NO.	18	29	30	19	2	98	
		%	18.37	29.59	30.61	19.39	2.04		0.33
3AMAT	Male	NO.	23	12	3	0	0	38	
		%	60.53	31.58	7.89	0	0		
	Female	NO.	11	7	4	0	0	22	
		%	50	31.82	18.18	0	0		
	Persons	NO.	34	19	7	0	0	60	
		%	56.67	31.67	11.67	0	0		0.2
3BMAT	Male	NO.	23	12	3	0	0	38	
		%	60.53	31.58	7.89	0	0		
	Female	NO.	11	7	4	0	0	22	
		%	50	31.82	18.18	0	0		
	Persons	NO.	34	19	7	0	0	60	
		%	56.67	31.67	11.67	0	0		0.2
PAMAT	Male	NO.	73	0	0	0	0	73	
		%	100	0	0	0	0		
	Female	NO.	36	0	0	0	0	36	
		%	100	0	0	0	0		
	Persons	NO.	109	0	0	0	0	109	
		%	100	0	0	0	0		0.36
PBMAT	Male	NO.	20	0	0	0	0	20	
		%	100	0	0	0	0		
	Female	NO.	9	0	0	0	0	9	
		%	100	0	0	0	0		
	Persons	NO.	29	0	0	0	0	29	

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population
			A	B	C	D		
Mathematics								
Mathematics								
PBMAT								
		%	100	0	0	0	0	0.1
Mathematics: Specialist								
3AMAS								
	Male	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	0.01
3BMAS								
	Male	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	0.01
Science								
Animal Production Systems								
1AAPS								
	Male	NO.	3	4	11	0	0	18
		%	16.67	22.22	61.11	0	0	
	Female	NO.	3	1	1	0	0	5
		%	60	20	20	0	0	
	Persons	NO.	6	5	12	0	0	23
		%	26.09	21.74	52.17	0	0	0.08
PAAPS								
	Male	NO.	48	0	0	0	0	48
		%	100	0	0	0	0	
	Female	NO.	10	0	0	0	0	10
		%	100	0	0	0	0	
	Persons	NO.	58	0	0	0	0	58
		%	100	0	0	0	0	0.19
PBAPS								
	Male	NO.	31	0	0	0	0	31
		%	100	0	0	0	0	
	Female	NO.	6	0	0	0	0	6
		%	100	0	0	0	0	
	Persons	NO.	37	0	0	0	0	37
		%	100	0	0	0	0	0.12

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
Science									
Biological Sciences									
1ABIO	Male	NO.	2	3	4	2	2	13	
		%	15.38	23.08	30.77	15.38	15.38		
	Female	NO.	7	12	11	5	0	35	
		%	20	34.29	31.43	14.29	0		
	Persons	NO.	9	15	15	7	2	48	
		%	18.75	31.25	31.25	14.58	4.17		0.16
1BBIO	Male	NO.	0	4	4	6	0	14	
		%	0	28.57	28.57	42.86	0		
	Female	NO.	2	3	7	3	0	15	
		%	13.33	20	46.67	20	0		
	Persons	NO.	2	7	11	9	0	29	
		%	6.9	24.14	37.93	31.03	0		0.1
2ABIO	Male	NO.	2	1	4	1	2	10	
		%	20	10	40	10	20		
	Female	NO.	3	0	2	1	1	7	
		%	42.86	0	28.57	14.29	14.29		
	Persons	NO.	5	1	6	2	3	17	
		%	29.41	5.88	35.29	11.76	17.65		0.06
2BBIO	Male	NO.	1	3	0	0	0	4	
		%	25	75	0	0	0		
	Female	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		
	Persons	NO.	2	4	1	0	0	7	
		%	28.57	57.14	14.29	0	0		0.02
Chemistry									
1ACHE	Male	NO.	18	29	26	9	3	85	
		%	21.18	34.12	30.59	10.59	3.53		
	Female	NO.	22	18	26	10	1	77	
		%	28.57	23.38	33.77	12.99	1.3		
	Persons	NO.	40	47	52	19	4	162	
		%	24.69	29.01	32.1	11.73	2.47		0.54
1BCHE	Male	NO.	29	21	20	5	1	76	
		%	38.16	27.63	26.32	6.58	1.32		
	Female	NO.	21	13	40	7	1	82	
		%	25.61	15.85	48.78	8.54	1.22		

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population
			A	B	C	D		
Science								
Chemistry								
1BCHE	Persons	NO.	50	34	60	12	2	158
		%	31.65	21.52	37.97	7.59	1.27	0.53
2ACHE								
	Male	NO.	1	0	4	1	0	6
		%	16.67	0	66.67	16.67	0	
	Female	NO.	0	1	0	1	1	3
		%	0	33.33	0	33.33	33.33	
	Persons	NO.	1	1	4	2	1	9
		%	11.11	11.11	44.44	22.22	11.11	0.03
2BCHE								
	Male	NO.	1	0	1	0	0	2
		%	50	0	50	0	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	1	0	1	0	0	2
		%	50	0	50	0	0	0.01
Earth and Environmental Science								
1AEES								
	Male	NO.	1	4	6	1	2	14
		%	7.14	28.57	42.86	7.14	14.29	
	Female	NO.	0	2	7	1	1	11
		%	0	18.18	63.64	9.09	9.09	
	Persons	NO.	1	6	13	2	3	25
		%	4	24	52	8	12	0.08
1BEES								
	Male	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Female	NO.	0	2	0	0	0	2
		%	0	100	0	0	0	
	Persons	NO.	0	2	2	0	0	4
		%	0	50	50	0	0	0.01
Human Biological Science								
1AHBS								
	Male	NO.	16	26	34	19	22	117
		%	13.68	22.22	29.06	16.24	18.8	
	Female	NO.	49	61	42	18	18	188
		%	26.06	32.45	22.34	9.57	9.57	
	Persons	NO.	65	87	76	37	40	305
		%	21.31	28.52	24.92	12.13	13.11	1.01

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
Science									
Human Biological Science									
1BHBS	Male	NO.	15	19	46	9	1	90	
		%	16.67	21.11	51.11	10	1.11		
	Female	NO.	36	64	37	12	1	150	
		%	24	42.67	24.67	8	0.67		
	Persons	NO.	51	83	83	21	2	240	
		%	21.25	34.58	34.58	8.75	0.83		0.8
2AHBS	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		
	Persons	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		0
Integrated Science									
1AISC	Male	NO.	28	85	156	122	83	474	
		%	5.91	17.93	32.91	25.74	17.51		
	Female	NO.	34	75	181	93	50	433	
		%	7.85	17.32	41.8	21.48	11.55		
	Persons	NO.	62	160	337	215	133	907	
		%	6.84	17.64	37.16	23.7	14.66		3.01
1BISC	Male	NO.	22	53	132	72	44	323	
		%	6.81	16.41	40.87	22.29	13.62		
	Female	NO.	26	68	103	58	34	289	
		%	9	23.53	35.64	20.07	11.76		
	Persons	NO.	48	121	235	130	78	612	
		%	7.84	19.77	38.4	21.24	12.75		2.03
1CISC	Male	NO.	2	3	3	0	0	8	
		%	25	37.5	37.5	0	0		
	Female	NO.	10	4	3	0	0	17	
		%	58.82	23.53	17.65	0	0		
	Persons	NO.	12	7	6	0	0	25	
		%	48	28	24	0	0		0.08
1DISC	Male	NO.	2	1	1	0	0	4	
		%	50	25	25	0	0		
	Female	NO.	6	6	3	1	0	16	
		%	37.5	37.5	18.75	6.25	0		



# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
Science									
Integrated Science									
1DISC	Persons	NO.	8	7	4	1	0	20	
		%	40	35	20	5	0		0.07
2AISC	Male	NO.	7	2	2	3	0	14	
		%	50	14.29	14.29	21.43	0		
	Female	NO.	2	2	0	1	0	5	
		%	40	40	0	20	0		
	Persons	NO.	9	4	2	4	0	19	
		%	47.37	21.05	10.53	21.05	0		0.06
2BISC	Male	NO.	8	3	3	0	0	14	
		%	57.14	21.43	21.43	0	0		
	Female	NO.	2	2	1	0	0	5	
		%	40	40	20	0	0		
	Persons	NO.	10	5	4	0	0	19	
		%	52.63	26.32	21.05	0	0		0.06
PAISC	Male	NO.	81	0	0	0	0	81	
		%	100	0	0	0	0		
	Female	NO.	47	0	0	0	0	47	
		%	100	0	0	0	0		
	Persons	NO.	128	0	0	0	0	128	
		%	100	0	0	0	0		0.43
PBISC	Male	NO.	78	0	0	0	0	78	
		%	100	0	0	0	0		
	Female	NO.	45	0	0	0	0	45	
		%	100	0	0	0	0		
	Persons	NO.	123	0	0	0	0	123	
		%	100	0	0	0	0		0.41
Physics									
1APHY	Male	NO.	15	20	27	11	7	80	
		%	18.75	25	33.75	13.75	8.75		
	Female	NO.	10	10	9	3	2	34	
		%	29.41	29.41	26.47	8.82	5.88		
	Persons	NO.	25	30	36	14	9	114	
		%	21.93	26.32	31.58	12.28	7.89		0.38
1BPHY	Male	NO.	21	20	32	8	0	81	
		%							

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Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population
			A	B	C	D		
Science								
Physics								
1BPHY								
		%	25.93	24.69	39.51	9.88	0	
	Female	NO.	8	13	11	6	1	39
		%	20.51	33.33	28.21	15.38	2.56	
	Persons	NO.	29	33	43	14	1	120
		%	24.17	27.5	35.83	11.67	0.83	0.4
2APHY								
	Male	NO.	0	1	5	2	2	10
		%	0	10	50	20	20	
	Female	NO.	3	1	0	1	2	7
		%	42.86	14.29	0	14.29	28.57	
	Persons	NO.	3	2	5	3	4	17
		%	17.65	11.76	29.41	17.65	23.53	0.06
Plant Production Systems								
1APPS								
	Male	NO.	0	5	16	1	0	22
		%	0	22.73	72.73	4.55	0	
	Female	NO.	3	0	2	0	0	5
		%	60	0	40	0	0	
	Persons	NO.	3	5	18	1	0	27
		%	11.11	18.52	66.67	3.7	0	0.09
1BPSS								
	Male	NO.	0	0	2	2	0	4
		%	0	0	50	50	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	0	0	2	2	0	4
		%	0	0	50	50	0	0.01
PAPPS								
	Male	NO.	61	0	0	0	0	61
		%	100	0	0	0	0	
	Female	NO.	14	0	0	0	0	14
		%	100	0	0	0	0	
	Persons	NO.	75	0	0	0	0	75
		%	100	0	0	0	0	0.25
PBPPS								
	Male	NO.	34	0	0	0	0	34
		%	100	0	0	0	0	
	Female	NO.	6	0	0	0	0	6
		%	100	0	0	0	0	
	Persons	NO.	40	0	0	0	0	40

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Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population	
			A	B	C	D			E
Science Plant Production Systems PBPPS									
		%	100	0	0	0	0	0.13	
Society and Environment Aboriginal and Intercultural Studies 1AAIS  1BAIS	Male	NO.	0	0	3	2	2	7	
		%	0	0	42.86	28.57	28.57		
	Female	NO.	3	4	0	1	4	12	
		%	25	33.33	0	8.33	33.33		
	Persons	NO.	3	4	3	3	6	19	
		%	15.79	21.05	15.79	15.79	31.58		0.06
	Male	NO.	0	2	2	1	0	5	
		%	0	40	40	20	0		
	Female	NO.	0	3	0	0	1	4	
		%	0	75	0	0	25		
Persons	NO.	0	5	2	1	1	9		
	%	0	55.56	22.22	11.11	11.11		0.03	
Ancient History 1AHIA	Male	NO.	16	0	0	0	0	16	
		%	100	0	0	0	0		
	Female	NO.	9	0	0	0	0	9	
		%	100	0	0	0	0		
	Persons	NO.	25	0	0	0	0	25	
		%	100	0	0	0	0		0.08
Economics 1AECO  1BECO	Male	NO.	25	42	67	18	13	165	
		%	15.15	25.45	40.61	10.91	7.88		
	Female	NO.	40	27	34	14	10	125	
		%	32	21.6	27.2	11.2	8		
	Persons	NO.	65	69	101	32	23	290	
		%	22.41	23.79	34.83	11.03	7.93		0.96
	Male	NO.	10	17	17	0	0	44	
		%	22.73	38.64	38.64	0	0		
	Female	NO.	18	8	16	3	0	45	
		%	40	17.78	35.56	6.67	0		
Persons	NO.	28	25	33	3	0	89		

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population
			A	B	C	D		
Society and Environment								
Economics								
1BECO								
		%	31.46	28.09	37.08	3.37	0	0.3
2AECO	Male	NO.	1	1	2	0	0	4
		%	25	25	50	0	0	
	Female	NO.	2	3	1	0	0	6
		%	33.33	50	16.67	0	0	
	Persons	NO.	3	4	3	0	0	10
		%	30	40	30	0	0	0.03
2BECO	Male	NO.	2	1	1	0	0	4
		%	50	25	25	0	0	
	Female	NO.	3	2	1	0	0	6
		%	50	33.33	16.67	0	0	
	Persons	NO.	5	3	2	0	0	10
		%	50	30	20	0	0	0.03
Geography								
1AGEO								
	Male	NO.	48	79	146	71	47	391
		%	12.28	20.2	37.34	18.16	12.02	
	Female	NO.	84	76	111	54	42	367
		%	22.89	20.71	30.25	14.71	11.44	
	Persons	NO.	132	155	257	125	89	758
		%	17.41	20.45	33.91	16.49	11.74	2.52
1BGEO	Male	NO.	9	22	34	10	1	76
		%	11.84	28.95	44.74	13.16	1.32	
	Female	NO.	6	15	10	1	1	33
		%	18.18	45.45	30.3	3.03	3.03	
	Persons	NO.	15	37	44	11	2	109
		%	13.76	33.94	40.37	10.09	1.83	0.36
2AGEO	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	0	0	0	0	1	1
		%	0	0	0	0	100	
	Persons	NO.	0	0	0	0	1	1
		%	0	0	0	0	100	0

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
Society and Environment Modern History 1AHIM  1BHIM  2AHIM  Philosophy and Ethics 1APAE  1BPAAE  Politics and Law 1APAL	Male	NO.	40	64	110	41	33	288	
		%	13.89	22.22	38.19	14.24	11.46		
	Female	NO.	72	59	100	38	25	294	
		%	24.49	20.07	34.01	12.93	8.5		
	Persons	NO.	112	123	210	79	58	582	1.93
		%	19.24	21.13	36.08	13.57	9.97		
	Male	NO.	13	13	21	12	2	61	
		%	21.31	21.31	34.43	19.67	3.28		
	Female	NO.	28	17	24	5	4	78	
		%	35.9	21.79	30.77	6.41	5.13		
	Persons	NO.	41	30	45	17	6	139	0.46
		%	29.5	21.58	32.37	12.23	4.32		
	Male	NO.	0	4	4	0	0	8	
		%	0	50	50	0	0		
	Female	NO.	3	1	2	0	0	6	
		%	50	16.67	33.33	0	0		
	Persons	NO.	3	5	6	0	0	14	0.05
		%	21.43	35.71	42.86	0	0		
	Male	NO.	0	2	1	1	0	4	
		%	0	50	25	25	0		
	Female	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Persons	NO.	0	2	4	1	0	7	0.02
		%	0	28.57	57.14	14.29	0		
Male	NO.	34	10	5	0	0	49		
	%	69.39	20.41	10.2	0	0			
Female	NO.	31	14	2	0	4	51		
	%	60.78	27.45	3.92	0	7.84			
Persons	NO.	65	24	7	0	4	100	0.33	
	%	65	24	7	0	4			
Male	NO.	17	20	21	13	1	72		
	%	23.61	27.78	29.17	18.06	1.39			

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
Society and Environment Politics and Law 1APAL  1BPAL  Religion and Life 1AREL  1BREL  1CREL  1DREL	Female	NO.	12	17	20	3	6	58	
		%	20.69	29.31	34.48	5.17	10.34		
	Persons	NO.	29	37	41	16	7	130	0.43
		%	22.31	28.46	31.54	12.31	5.38		
	Male	NO.	5	4	12	5	2	28	
		%	17.86	14.29	42.86	17.86	7.14		
	Female	NO.	9	16	13	1	2	41	
		%	21.95	39.02	31.71	2.44	4.88		
	Persons	NO.	14	20	25	6	4	69	0.23
		%	20.29	28.99	36.23	8.7	5.8		
	Male	NO.	4	22	63	21	5	115	
		%	3.48	19.13	54.78	18.26	4.35		
	Female	NO.	20	22	31	7	2	82	
		%	24.39	26.83	37.8	8.54	2.44		
	Persons	NO.	24	44	94	28	7	197	0.65
		%	12.18	22.34	47.72	14.21	3.55		
	Male	NO.	0	3	7	0	0	10	
		%	0	30	70	0	0		
Female	NO.	7	9	3	0	0	19		
	%	36.84	47.37	15.79	0	0			
Persons	NO.	7	12	10	0	0	29	0.1	
	%	24.14	41.38	34.48	0	0			
Male	NO.	1	4	8	2	0	15		
	%	6.67	26.67	53.33	13.33	0			
Female	NO.	5	3	2	0	0	10		
	%	50	30	20	0	0			
Persons	NO.	6	7	10	2	0	25	0.08	
	%	24	28	40	8	0			
Male	NO.	4	22	55	5	0	86		
	%	4.65	25.58	63.95	5.81	0			
Female	NO.	28	43	38	7	0	116		
	%	24.14	37.07	32.76	6.03	0			
Persons	NO.	32	65	93	12	0	202	0.67	
	%	15.84	32.18	46.04	5.94	0			

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population	
			A	B	C	D			E
Technology and Enterprise Accounting and Finance 1AACF  1BACF  2AACF  2BACF  Applied Information Technology 1AAIT  1BAIT	Male	NO.	1	3	14	8	1	27	
		%	3.7	11.11	51.85	29.63	3.7		
	Female	NO.	6	3	3	3	1	16	
		%	37.5	18.75	18.75	18.75	6.25		
	Persons	NO.	7	6	17	11	2	43	
		%	16.28	13.95	39.53	25.58	4.65	0.14	
	Male	NO.	9	8	19	4	3	43	
		%	20.93	18.6	44.19	9.3	6.98		
	Female	NO.	13	7	5	1	3	29	
		%	44.83	24.14	17.24	3.45	10.34		
	Persons	NO.	22	15	24	5	6	72	
		%	30.56	20.83	33.33	6.94	8.33	0.24	
	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0	0	
	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0	0	
Male	NO.	24	38	90	28	26	206		
	%	11.65	18.45	43.69	13.59	12.62			
Female	NO.	27	22	32	6	18	105		
	%	25.71	20.95	30.48	5.71	17.14			
Persons	NO.	51	60	122	34	44	311		
	%	16.4	19.29	39.23	10.93	14.15	1.03		
Male	NO.	28	40	62	21	10	161		
	%	17.39	24.84	38.51	13.04	6.21			
Female	NO.	18	13	16	4	3	54		
	%	33.33	24.07	29.63	7.41	5.56			

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population	
			A	B	C	D			E
Technology and Enterprise									
Applied Information Technology									
1BAIT	Persons	NO.	46	53	78	25	13	215	0.71
		%	21.4	24.65	36.28	11.63	6.05		
1CAIT	Male	NO.	0	6	30	2	0	38	
		%	0	15.79	78.95	5.26	0		
	Female	NO.	0	4	4	0	0	8	
		%	0	50	50	0	0		
	Persons	NO.	0	10	34	2	0	46	0.15
		%	0	21.74	73.91	4.35	0		
1DAIT	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
Persons	NO.	1	0	0	0	0	1	0	
	%	100	0	0	0	0			
2AAIT	Male	NO.	1	0	11	1	1	14	
		%	7.14	0	78.57	7.14	7.14		
	Female	NO.	0	4	3	1	0	8	
		%	0	50	37.5	12.5	0		
	Persons	NO.	1	4	14	2	1	22	0.07
		%	4.55	18.18	63.64	9.09	4.55		
2BAIT	Male	NO.	0	3	1	0	0	4	
		%	0	75	25	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
Persons	NO.	0	4	1	0	0	5	0.02	
	%	0	80	20	0	0			
PAAIT	Male	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	3	0	0	0	0	3	0.01
		%	100	0	0	0	0		
Automotive Engineering and Technology									
1AAET	Male	NO.	2	3	12	4	2	23	



# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population
			A	B	C	D		
Technology and Enterprise								
Automotive Engineering and Technology								
1AAET								
		%	8.7	13.04	52.17	17.39	8.7	
	Female	NO.	1	0	1	0	0	2
		%	50	0	50	0	0	
	Persons	NO.	3	3	13	4	2	25
		%	12	12	52	16	8	0.08
1BAET								
	Male	NO.	1	2	5	4	0	12
		%	8.33	16.67	41.67	33.33	0	
	Female	NO.	0	0	0	0	1	1
		%	0	0	0	0	100	
	Persons	NO.	1	2	5	4	1	13
		%	7.69	15.38	38.46	30.77	7.69	0.04
Building and Construction								
1ABCN								
	Male	NO.	0	7	16	14	5	42
		%	0	16.67	38.1	33.33	11.9	
	Female	NO.	0	1	1	0	0	2
		%	0	50	50	0	0	
	Persons	NO.	0	8	17	14	5	44
		%	0	18.18	38.64	31.82	11.36	0.15
Business Management and Enterprise								
1ABME								
	Male	NO.	3	13	9	1	0	26
		%	11.54	50	34.62	3.85	0	
	Female	NO.	16	12	4	2	0	34
		%	47.06	35.29	11.76	5.88	0	
	Persons	NO.	19	25	13	3	0	60
		%	31.67	41.67	21.67	5	0	0.2
1BBME								
	Male	NO.	0	1	1	0	0	2
		%	0	50	50	0	0	
	Female	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Persons	NO.	0	1	2	0	0	3
		%	0	33.33	66.67	0	0	0.01
PABME								
	Male	NO.	23	0	0	0	0	23
		%	100	0	0	0	0	
	Female	NO.	17	0	0	0	0	17
		%	100	0	0	0	0	

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
Technology and Enterprise									
Business Management and Enterprise									
PABME	Persons	NO.	40	0	0	0	0	40	0.13
		%	100	0	0	0	0		
PBBME	Male	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	4	0	0	0	0	4	0.01
		%	100	0	0	0	0		
Career and Enterprise									
1ACAE									
	Male	NO.	9	31	63	20	35	158	
		%	5.7	19.62	39.87	12.66	22.15		
	Female	NO.	24	25	32	11	17	109	
		%	22.02	22.94	29.36	10.09	15.6		
	Persons	NO.	33	56	95	31	52	267	0.89
		%	12.36	20.97	35.58	11.61	19.48		
1BCAE									
	Male	NO.	3	12	18	19	22	74	
		%	4.05	16.22	24.32	25.68	29.73		
	Female	NO.	8	6	4	8	6	32	
		%	25	18.75	12.5	25	18.75		
	Persons	NO.	11	18	22	27	28	106	0.35
		%	10.38	16.98	20.75	25.47	26.42		
1CCAE									
	Male	NO.	1	10	40	0	0	51	
		%	1.96	19.61	78.43	0	0		
	Female	NO.	69	59	28	3	1	160	
		%	43.12	36.88	17.5	1.88	0.62		
	Persons	NO.	70	69	68	3	1	211	0.7
		%	33.18	32.7	32.23	1.42	0.47		
1DCAE									
	Male	NO.	0	1	3	0	0	4	
		%	0	25	75	0	0		
	Female	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		
	Persons	NO.	0	1	7	0	0	8	0.03
		%	0	12.5	87.5	0	0		
PACAE									
	Male	NO.	13	0	0	0	0	13	

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population	
			A	B	C	D			E
Technology and Enterprise Career and Enterprise PACAE  PBCAE  Computer Science 1ACSC  1BCSC  2ACSC  Design 1ADESG	Female	%	100	0	0	0	0		
		NO.	5	0	0	0	0	5	
	Persons	%	100	0	0	0	0		
		NO.	18	0	0	0	0	18	
		%	100	0	0	0	0	0.06	
	Male	NO.	37	0	0	0	0	37	
		%	100	0	0	0	0		
	Female	NO.	25	0	0	0	0	25	
		%	100	0	0	0	0		
	Persons	NO.	62	0	0	0	0	62	
		%	100	0	0	0	0		
		%	100	0	0	0	0	0.21	
	Male	NO.	16	26	22	10	7	81	
		%	19.75	32.1	27.16	12.35	8.64		
		Female	NO.	0	3	5	0	1	9
			%	0	33.33	55.56	0	11.11	
		Persons	NO.	16	29	27	10	8	90
			%	17.78	32.22	30	11.11	8.89	
	%	17.78	32.22	30	11.11	8.89	0.3		
Male	NO.	10	10	10	3	8	41		
	%	24.39	24.39	24.39	7.32	19.51			
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	10	10	11	3	8	42	
		%	23.81	23.81	26.19	7.14	19.05		
	%	23.81	23.81	26.19	7.14	19.05	0.14		
Male	NO.	0	0	1	1	2	4		
	%	0	0	25	25	50			
	Female	NO.	0	0	2	0	1	3	
		%	0	0	66.67	0	33.33		
	Persons	NO.	0	0	3	1	3	7	
		%	0	0	42.86	14.29	42.86		
	%	0	0	42.86	14.29	42.86	0.02		
Male	NO.	0	0	0	1	0	1		
	%	0	0	0	100	0			
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population	
			A	B	C	D			E
Technology and Enterprise									
Design									
1ADESG	Persons	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		0
1ADESP	Male	NO.	0	4	6	4	10	24	
		%	0	16.67	25	16.67	41.67		
	Female	NO.	12	16	29	15	0	72	
		%	16.67	22.22	40.28	20.83	0		
Persons	NO.	12	20	35	19	10	96		
	%	12.5	20.83	36.46	19.79	10.42		0.32	
1ADEST	Male	NO.	4	0	3	1	1	9	
		%	44.44	0	33.33	11.11	11.11		
	Female	NO.	0	1	0	0	1	2	
		%	0	50	0	0	50		
Persons	NO.	4	1	3	1	2	11		
	%	36.36	9.09	27.27	9.09	18.18		0.04	
1BDESG	Male	NO.	2	8	7	2	0	19	
		%	10.53	42.11	36.84	10.53	0		
	Female	NO.	3	0	2	0	0	5	
		%	60	0	40	0	0		
Persons	NO.	5	8	9	2	0	24		
	%	20.83	33.33	37.5	8.33	0		0.08	
1BDESP	Male	NO.	0	15	5	0	11	31	
		%	0	48.39	16.13	0	35.48		
	Female	NO.	17	18	15	7	1	58	
		%	29.31	31.03	25.86	12.07	1.72		
Persons	NO.	17	33	20	7	12	89		
	%	19.1	37.08	22.47	7.87	13.48		0.3	
1BDEST	Male	NO.	3	1	3	1	1	9	
		%	33.33	11.11	33.33	11.11	11.11		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
Persons	NO.	3	2	3	1	1	10		
	%	30	20	30	10	10		0.03	
2ADESG	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		

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Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
Technology and Enterprise									
Design									
2ADESG									
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		0.01
2BDESG									
	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		0.01
PADESP									
	Male	NO.	5	0	0	0	0	5	
		%	100	0	0	0	0		
	Female	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		
	Persons	NO.	9	0	0	0	0	9	
		%	100	0	0	0	0		0.03
PBDESP									
	Male	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
	Female	NO.	10	0	0	0	0	10	
		%	100	0	0	0	0		
	Persons	NO.	13	0	0	0	0	13	
		%	100	0	0	0	0		0.04
Engineering Studies									
1AEST									
	Male	NO.	37	27	51	23	16	154	
		%	24.03	17.53	33.12	14.94	10.39		
	Female	NO.	3	8	2	0	4	17	
		%	17.65	47.06	11.76	0	23.53		
	Persons	NO.	40	35	53	23	20	171	
		%	23.39	20.47	30.99	13.45	11.7		0.57
1BEST									
	Male	NO.	26	43	43	16	5	133	
		%	19.55	32.33	32.33	12.03	3.76		
	Female	NO.	3	6	2	2	0	13	
		%	23.08	46.15	15.38	15.38	0		
	Persons	NO.	29	49	45	18	5	146	
		%	19.86	33.56	30.82	12.33	3.42		0.49

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Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population	
			A	B	C	D	E			
Technology and Enterprise Food Science and Technology	1AFSTH	Male	NO.	4	1	5	3	2	15	
			%	26.67	6.67	33.33	20	13.33		
		Female	NO.	11	11	16	9	10	57	
			%	19.3	19.3	28.07	15.79	17.54		
		Persons	NO.	15	12	21	12	12	72	
			%	20.83	16.67	29.17	16.67	16.67	0.24	
	1AFSTN	Male	NO.	10	4	11	10	4	39	
			%	25.64	10.26	28.21	25.64	10.26		
		Female	NO.	32	20	40	9	1	102	
			%	31.37	19.61	39.22	8.82	0.98		
		Persons	NO.	42	24	51	19	5	141	
			%	29.79	17.02	36.17	13.48	3.55	0.47	
	1AFSTP	Male	NO.	0	0	1	1	3	5	
			%	0	0	20	20	60		
		Female	NO.	1	3	5	5	1	15	
			%	6.67	20	33.33	33.33	6.67		
		Persons	NO.	1	3	6	6	4	20	
			%	5	15	30	30	20	0.07	
	1BFSTH	Male	NO.	2	21	31	12	0	66	
			%	3.03	31.82	46.97	18.18	0		
		Female	NO.	25	23	19	7	2	76	
			%	32.89	30.26	25	9.21	2.63		
		Persons	NO.	27	44	50	19	2	142	
			%	19.01	30.99	35.21	13.38	1.41	0.47	
1BFSTN	Male	NO.	9	3	12	10	5	39		
		%	23.08	7.69	30.77	25.64	12.82			
	Female	NO.	40	16	36	9	1	102		
		%	39.22	15.69	35.29	8.82	0.98			
	Persons	NO.	49	19	48	19	6	141		
		%	34.75	13.48	34.04	13.48	4.26	0.47		
1CFSTH	Male	NO.	0	5	13	0	0	18		
		%	0	27.78	72.22	0	0			
	Female	NO.	6	11	4	2	0	23		
		%	26.09	47.83	17.39	8.7	0			
	Persons	NO.	6	16	17	2	0	41		

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Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population
			A	B	C	D		
Technology and Enterprise								
Food Science and Technology								
1CFSTH		%	14.63	39.02	41.46	4.88	0	0.14
1DFSTH								
	Male	NO.	0	5	14	1	0	20
		%	0	25	70	5	0	
	Female	NO.	7	18	8	2	2	37
		%	18.92	48.65	21.62	5.41	5.41	
	Persons	NO.	7	23	22	3	2	57
		%	12.28	40.35	38.6	5.26	3.51	0.19
PAFST								
	Male	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	
	Female	NO.	10	0	0	0	0	10
		%	100	0	0	0	0	
	Persons	NO.	13	0	0	0	0	13
		%	100	0	0	0	0	0.04
Materials Design and Technology								
1AMDTM								
	Male	NO.	4	10	16	5	4	39
		%	10.26	25.64	41.03	12.82	10.26	
	Female	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Persons	NO.	4	10	18	5	4	41
		%	9.76	24.39	43.9	12.2	9.76	0.14
1AMDTT								
	Male	NO.	0	0	0	4	1	5
		%	0	0	0	80	20	
	Female	NO.	31	21	16	11	4	83
		%	37.35	25.3	19.28	13.25	4.82	
	Persons	NO.	31	21	16	15	5	88
		%	35.23	23.86	18.18	17.05	5.68	0.29
1AMDTW								
	Male	NO.	33	63	95	23	21	235
		%	14.04	26.81	40.43	9.79	8.94	
	Female	NO.	10	7	17	1	5	40
		%	25	17.5	42.5	2.5	12.5	
	Persons	NO.	43	70	112	24	26	275
		%	15.64	25.45	40.73	8.73	9.45	0.91
1BMDTM								
	Male	NO.	3	7	20	4	1	35
		%	8.57	20	57.14	11.43	2.86	

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Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population	
			A	B	C	D			E
Technology and Enterprise									
Materials Design and Technology									
1BMDTM									
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Persons	NO.	3	7	22	4	1	37	
		%	8.11	18.92	59.46	10.81	2.7		0.12
1BMDTT									
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	23	15	20	1	1	60	
		%	38.33	25	33.33	1.67	1.67		
	Persons	NO.	23	15	20	1	1	60	
		%	38.33	25	33.33	1.67	1.67		0.2
1BMDTW									
	Male	NO.	16	41	58	13	2	130	
		%	12.31	31.54	44.62	10	1.54		
	Female	NO.	3	3	4	0	0	10	
		%	30	30	40	0	0		
	Persons	NO.	19	44	62	13	2	140	
		%	13.57	31.43	44.29	9.29	1.43		0.47
1CMDTM									
	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		0
1CMDTW									
	Male	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		0.01
1DMDTM									
	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		0



# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population	
			A	B	C	D			E
Technology and Enterprise									
Materials Design and Technology									
1DMDTW									
	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		0
PAMDTW									
	Male	NO.	6	0	0	0	0	6	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	6	0	0	0	0	6	
		%	100	0	0	0	0		0.02
PBMDTW									
	Male	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		0.01
Workplace Learning									
1AWPL									
	Male	NO.	1	7	6	1	0	15	
		%	6.67	46.67	40	6.67	0		
	Female	NO.	1	8	4	0	0	13	
		%	7.69	61.54	30.77	0	0		
	Persons	NO.	2	15	10	1	0	28	
		%	7.14	53.57	35.71	3.57	0		0.09
1BWPL									
	Male	NO.	1	2	5	0	1	9	
		%	11.11	22.22	55.56	0	11.11		
	Female	NO.	2	5	1	1	0	9	
		%	22.22	55.56	11.11	11.11	0		
	Persons	NO.	3	7	6	1	1	18	
		%	16.67	38.89	33.33	5.56	5.56		0.06
The Arts									
Dance									
1ADAN									
	Male	NO.	0	1	2	0	3	6	

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population
			A	B	C	D		
The Arts Dance 1ADAN  1BDAN  2ADAN  2BDAN  Drama 1ADRA  1BDRA	Female	%	0	16.67	33.33	0	50	
		NO.	29	36	20	14	4	103
		%	28.16	34.95	19.42	13.59	3.88	
		NO.	29	37	22	14	7	109
		%	26.61	33.94	20.18	12.84	6.42	0.36
		Persons						
	Male	NO.	0	1	1	1	0	3
		%	0	33.33	33.33	33.33	0	
		NO.	23	25	18	8	6	80
		%	28.75	31.25	22.5	10	7.5	
		NO.	23	26	19	9	6	83
		%	27.71	31.33	22.89	10.84	7.23	0.28
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
		NO.	1	0	0	0	0	1
		%	100	0	0	0	0	0
		NO.	1	0	0	0	0	1
		%	100	0	0	0	0	0
	Male	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	
		NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
		NO.	1	0	0	0	0	1
		%	100	0	0	0	0	0
Female	NO.	3	11	31	9	14	68	
	%	4.41	16.18	45.59	13.24	20.59		
	NO.	45	64	58	9	6	182	
	%	24.73	35.16	31.87	4.95	3.3		
	NO.	48	75	89	18	20	250	
	%	19.2	30	35.6	7.2	8	0.83	
Male	NO.	4	15	27	10	10	66	
	%	6.06	22.73	40.91	15.15	15.15		
	NO.	39	70	58	10	6	183	
	%	21.31	38.25	31.69	5.46	3.28		
	NO.	43	85	85	20	16	249	
	Persons							

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population		
			A	B	C	D			E	
The Arts	Drama	1BDRA								
			%	17.27	34.14	34.14	8.03	6.43	0.83	
	2ADRA	Male	NO.	0	0	1	0	0	1	
			%	0	0	100	0	0		
	Female	NO.	0	2	0	0	0	2		
		%	0	100	0	0	0			
	Persons	NO.	0	2	1	0	0	3		
		%	0	66.67	33.33	0	0	0.01		
	2BDRA	Male	NO.	0	0	1	0	0	1	
			%	0	0	100	0	0		
	Female	NO.	2	0	0	0	0	2		
		%	100	0	0	0	0			
	Persons	NO.	2	0	1	0	0	3		
		%	66.67	0	33.33	0	0	0.01		
	Media Production and Analysis	1AMPA	Male	NO.	18	29	40	9	12	108
				%	16.67	26.85	37.04	8.33	11.11	
			Female	NO.	34	47	42	10	8	141
				%	24.11	33.33	29.79	7.09	5.67	
			Persons	NO.	52	76	82	19	20	249
				%	20.88	30.52	32.93	7.63	8.03	0.83
1BMPA		Male	NO.	8	22	23	9	1	63	
			%	12.7	34.92	36.51	14.29	1.59		
		Female	NO.	24	31	20	4	6	85	
			%	28.24	36.47	23.53	4.71	7.06		
		Persons	NO.	32	53	43	13	7	148	
			%	21.62	35.81	29.05	8.78	4.73	0.49	
1CMPA		Male	NO.	10	10	28	9	0	57	
			%	17.54	17.54	49.12	15.79	0		
		Female	NO.	24	25	13	1	0	63	
			%	38.1	39.68	20.63	1.59	0		
		Persons	NO.	34	35	41	10	0	120	
			%	28.33	29.17	34.17	8.33	0	0.4	
1DMPA	Male	NO.	6	9	28	14	0	57		
		%	10.53	15.79	49.12	24.56	0			

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
The Arts									
Media Production and Analysis									
1DMPA	Female	NO.	31	29	9	1	1	71	
		%	43.66	40.85	12.68	1.41	1.41		
	Persons	NO.	37	38	37	15	1	128	
		%	28.91	29.69	28.91	11.72	0.78		0.43
Music									
1AMUS	Male	NO.	8	11	18	8	0	45	
		%	17.78	24.44	40	17.78	0		
	Female	NO.	22	16	8	5	1	52	
		%	42.31	30.77	15.38	9.62	1.92		
	Persons	NO.	30	27	26	13	1	97	
		%	30.93	27.84	26.8	13.4	1.03		0.32
1BMUS	Male	NO.	10	12	11	8	3	44	
		%	22.73	27.27	25	18.18	6.82		
	Female	NO.	22	17	10	2	2	53	
		%	41.51	32.08	18.87	3.77	3.77		
	Persons	NO.	32	29	21	10	5	97	
		%	32.99	29.9	21.65	10.31	5.15		0.32
1CMUS	Male	NO.	2	3	0	0	0	5	
		%	40	60	0	0	0		
	Female	NO.	2	1	5	0	0	8	
		%	25	12.5	62.5	0	0		
	Persons	NO.	4	4	5	0	0	13	
		%	30.77	30.77	38.46	0	0		0.04
1DMUS	Male	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
	Female	NO.	2	2	1	0	0	5	
		%	40	40	20	0	0		
	Persons	NO.	5	2	1	0	0	8	
		%	62.5	25	12.5	0	0		0.03
2AMUSJ	Male	NO.	2	0	0	1	0	3	
		%	66.67	0	0	33.33	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	2	0	0	1	0	3	
		%	66.67	0	0	33.33	0		0.01

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade						Total	Percentage of Year 10 population
			A	B	C	D	E		
The Arts Music 2AMUSW  2BMUSJ  2BMUSW  PAMUS  Visual Arts 1AVAR  1BVAR	Male	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Female	NO.	1	0	2	0	0	3	
		%	33.33	0	66.67	0	0		
	Persons	NO.	2	1	2	0	0	5	
		%	40	20	40	0	0	0.02	
	Male	NO.	2	0	0	1	0	3	
		%	66.67	0	0	33.33	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	2	0	0	1	0	3	
		%	66.67	0	0	33.33	0	0.01	
	Male	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Female	NO.	1	1	2	0	0	4	
		%	25	25	50	0	0		
	Persons	NO.	2	2	2	0	0	6	
		%	33.33	33.33	33.33	0	0	0.02	
	Male	NO.	8	0	0	0	0	8	
		%	100	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	9	0	0	0	0	9	
		%	100	0	0	0	0	0.03	
Male	NO.	7	32	47	22	22	130		
	%	5.38	24.62	36.15	16.92	16.92			
Female	NO.	56	66	63	19	9	213		
	%	26.29	30.99	29.58	8.92	4.23			
Persons	NO.	63	98	110	41	31	343		
	%	18.37	28.57	32.07	11.95	9.04	1.14		
Male	NO.	6	13	10	7	1	37		
	%	16.22	35.14	27.03	18.92	2.7			
Female	NO.	54	42	36	9	2	143		
	%	37.76	29.37	25.17	6.29	1.4			

# Curriculum Council

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2010 (cont)

Course units within learning areas	Sex of student	Number and percentage of students who obtained each grade					Total	Percentage of Year 10 population	
			A	B	C	D			E
The Arts	Persons	NO.	60	55	46	16	3	180	
		%	33.33	30.56	25.56	8.89	1.67		0.6
Visual Arts	Male	NO.	0	0	4	1	1	6	
		%	0	0	66.67	16.67	16.67		
1BVAR	Female	NO.	7	16	9	1	0	33	
		%	21.21	48.48	27.27	3.03	0		
1CVAR	Persons	NO.	7	16	13	2	1	39	
		%	17.95	41.03	33.33	5.13	2.56		0.13
1DVAR	Male	NO.	0	0	2	6	0	8	
		%	0	0	25	75	0		
2AVAR	Female	NO.	14	13	4	0	0	31	
		%	45.16	41.94	12.9	0	0		
2BVAR	Persons	NO.	14	13	6	6	0	39	
		%	35.9	33.33	15.38	15.38	0		0.13
2AVAR	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
2BVAR	Female	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		
2BVAR	Persons	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		0.01
PAVAR	Male	NO.	9	0	0	0	0	9	
		%	100	0	0	0	0		
PAVAR	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
PAVAR	Persons	NO.	10	0	0	0	0	10	
		%	100	0	0	0	0		0.03

# Curriculum Council

## Appendix 1 Intercorrelations\* among humanities/social sciences courses, 2010

Humanities/social sciences Year 12 courses

	Ancient History	Arabic	Children, Family and the Community	Chinese: Background Speakers	Chinese: Second Language	Dance	Drama	Economics	English	English as an Additional Language or Dialect	French	Geography	German	Health Studies	Hebrew	Indonesian Background Speakers	Indonesian: Second Language	Italian	Japanese: Background Speakers	Japanese: Second Language	
Ancient History	1 150																				
Arabic	0	1 2																			
Children, Family and the Community	0	0	1 339																		
Chinese: Background Speakers	0	0	0	1 49																	
Chinese: Second Language	1	0	1	0	1 35																
Dance	0.99 3	0	0.65 15	1 2	0	1 360															
Drama	0.55 22	0	0.52 21	0	0	0.73 82	1 1097														
Economics	0.88 16	0	0.44 13	1	2	0.61 14	0.64 54	1 2073													
English	0.72 93	1	0.66 267	0.88 5	0.14 29	0.66 306	0.69 854	0.69 1477	1 11792												
English as an Additional Language or Dialect	1 2	1	0.25 3	0.44 41	0.81 3	0.51 7	1 2	0.65 309	0.61 16	1 1206											
French	0.68 9	0	0.75 4	0	0	-0.24 9	0.53 32	0.6 49	0.46 233	0.48 10	1 392										
Geography	0.62 22	0	0.65 24	0	1	0.6 26	0.67 69	0.8 160	0.71 1783	0.55 29	0.57 22	1 1983									
German	1 1	0	0	0	0	1 6	0.25 8	0.15 8	0.51 37	0.84 23	0.13 3	-1 3	1 86								
Health Studies	0	0	0.92 21	0	0	0.81 10	0.16 8	0.74 16	0.71 187	0.54 5	1 1	0.83 23	0 0	1 225							
Hebrew	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1 5						

1. \*Pearson product-moment correlation coefficients between the scaled marks achieved by students in the particular combination. The number of students in a particular course combination is indicated under the correlation.  
 2. Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

# Curriculum Council

## Appendix 1 Intercorrelations\* among humanities/social sciences courses, 2010 (cont)

### Humanities/social sciences Year 12 courses

	Ancient History	Arabic	Children, Family and the Community	Chinese: Background Speakers	Chinese: Second Language	Dance	Drama	Economics	English	English as an Additional Language or Dialect	French	Geography	German	Health Studies	Hebrew	Indonesian Background Speakers	Indonesian: Second Language	Italian	Japanese: Background Speakers	Japanese: Second Language
Indonesian Background Speakers	0	0	0	0	0	0	0	1	1	0.75						1				
Indonesian: Second Language	0	0	1	0	0	3	2	5	41	0	0	8	0	1	0	0	60			
Italian	1	0	7	0	0	6	27	21	173	2	6	21	2	1	0	0	0	1		
Japanese: Background Speakers	0	0	0	0	0	1	0	0	2	4	0	1	0	0	0	0	0	0	1	7
Japanese: Second Language	1	0	6.65	0.62		-1	0.66	0.31	0.52	0.28		0.65								1
Literature	2	0	3	5	0	2	14	17	147	20	1	9	0	1	0	1	0	0	0	209
Malay: Background Speakers	0.77	0	0.24	0	1	0.73	0.73	0.7	0.7		0.66	0.7	0.65	0.89	0.85		0.71	0.56		0.54
Media Production and Analysis	57	0	10	0	1	31	227	293	198	1	149	137	19	3	4	0	22	53	0	36
Modern Greek	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Modern History	0.65	0	0.63	1	0.32	0.62	0.74	0.53	0.72	0.79	0.51	0.68	1	0.86			0.51	0.85		0.49
Music	17	0	14	2	4	30	203	77	1053	11	21	112	2	8	0	0	4	8	0	9
Outdoor Education	0	0	0	0	0	0	1	0	3	1	0	0	0	0	0	0	0	0	0	0
Philosophy and Ethics	0.85	0	0.61			0.62	0.72	0.79	0.76	0.5	0.66	0.8	0.68	0.71	-1		0.82	0.62		0.44
Physical Education Studies	35	0	28	0	0	46	272	294	2034	9	90	358	9	21	2	0	14	45	0	26
Polish	0.55	0	0.65			0.46	0.45	0.52	0.57	0.6	0.5	0.2					0.87	0.56		0.28
	12	0	5	1	1	8	79	35	359	4	24	23	1	1	0	0	3	14	0	10
	0.17	0	0.92			0.62	0.66	0.88	0.67			0.68		0.77			1	0.17		
	5	0	6	0	0	17	22	15	362	1	0	53	0	12	0	0	2	4	0	1
	-0.1	0	0	1	0	0	16	11	110	3	1	8	1	1	0	0	0	0	0	0.23
	4	0	0	1	0	0	16	11	110	3	1	8	1	1	0	0	0	0	0	3
	0.84	1	0.79			0.58	0.67	0.61	0.6	0.85	0.3	0.7	0.3	0.67			0.95	0.5		0.58
	6	2	26	0	1	49	96	188	2031	17	14	271	7	49	0	0	3	14	0	6
									-0.51			-1								
	0	0	0	0	0	0	0	0	3	0	0	2	0	0	0	0	0	0	0	0

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

2. Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.



# Curriculum Council

## Appendix 1 Intercorrelations\* among humanities/social sciences courses, 2010 (cont)

Humanities/social sciences Year 12 courses

Humanities/social sciences Year 12 courses

	Ancient History	Arabic	Children, Family and the Community	Chinese: Background Speakers	Chinese: Second Language	Dance	Drama	Economics	English	English as an Additional Language or Dialect	French	Geography	German	Health Studies	Hebrew	Indonesian Background Speakers	Indonesian: Second Language	Italian	Japanese: Background Speakers	Japanese: Second Language	
Politics and Law	0.81 23	0	0.25 5	1	0	0.69 10	0.75 74	0.88 189	0.73 628	0.8 13	0.77 48	0.82 66	0.54 7	0.86 5	0	0	0.6 8	0.52 21	0	0.44 10	
Religion and Life	0	0	0.49 63	0	1	0.64 38	0.65 161	0.48 246	0.67 1548	0.87 9	0.55 29	0.52 210	0	0.74 6	0	0	1	0.23 76	0	0.29 16	
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Serbian	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0
Spanish	0	0	0	0	0	0	0	0	1 2	0	1	0	1	0	0	0	0	1	0	0	
Visual Arts	0.7 16	0	0.85 30	1	0	0.56 25	0.62 122	0.61 61	0.64 961	0.35 25	0.16 34	0.63 141	0.89 3	1 2	0	1	0.93 3	0.51 19	1	0.59 13	

- \*Pearson product-moment correlation coefficients between the scaled marks achieved by students in the particular combination. The number of students in a particular course combination is indicated under the correlation.
- Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

# Curriculum Council

## Appendix 1 Intercorrelations\* among humanities/social sciences courses, 2010 (cont)

Humanities/social sciences Year 12 courses

	Literature	Malay: Background Speakers	Media Production and Analysis	Modern Greek	Modern History	Music	Outdoor Education	Philosophy and Ethics	Physical Education Studies	Polish	Politics and Law	Religion and Life	Russian	Serbian	Spanish	Visual Arts
Ancient History																
Arabic																
Children, Family and the Community																
Chinese: Background Speakers																
Chinese: Second Language																
Dance																
Drama																
Economics																
English																
English as an Additional Language or Dialect																
French																
Geography																
German																
Health Studies																
Hebrew																

1. \*Pearson product-moment correlation coefficients between the scaled marks achieved by students in the particular combination. The number of students in a particular course combination is indicated under the correlation.  
 2. Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

# Curriculum Council

## Appendix 1 Intercorrelations\* among humanities/social sciences courses, 2010 (cont)

Humanities/social sciences Year 12 courses

	Literature	Malay: Background Speakers	Media Production and Analysis	Modern Greek	Modern History	Music	Outdoor Education	Philosophy and Ethics	Physical Education Studies	Polish	Politics and Law	Religion and Life	Russian	Serbian	Spanish	Visual Arts
Indonesian Background Speakers																
Indonesian: Second Language																
Italian																
Japanese: Background Speakers																
Japanese: Second Language																
Literature	1 1580															
Malay: Background Speakers	0	1														
Media Production and Analysis	0.74 117	0	1 1220													
Modern Greek	0	0	0	1 4												
Modern History	0.75 545	0	0.65 277	0	1 2557											
Music	0.54 132	0	0.42 46	0	0.46 89	1 498										
Outdoor Education	0.22 11	0	0.24 21	0	0.28 40	0.43 8	1 420									
Philosophy and Ethics	0.82 39	0	0.68 17	0	0.84 44	0.54 8	0	1 145								
Physical Education Studies	0.65 88	0	0.46 90	-1 2	0.67 237	0.65 25	0.59 126	0.12 6	1 2261							
Polish	0	0	0	0	0	0	0	0	0	1 8						

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

2. Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

# Curriculum Council

## Appendix 1 Intercorrelations\* among humanities/social sciences courses, 2010 (cont)

Humanities/social sciences Year 12 courses

	Literature	Malay: Background Speakers	Media Production and Analysis	Modern Greek	Modern History	Music	Outdoor Education	Philosophy and Ethics	Physical Education Studies	Polish	Politics and Law	Religion and Life	Russian	Serbian	Spanish	Visual Arts
Politics and Law	0.73 238	0 0	0.72 77	0 0	0.83 348	0.43 27	0.49 6	0.87 20	0.8 67	0 0	1 869					
Religion and Life	0.51 257	0 0	0.39 116	0 0	0.59 326	0.41 51	0.72 51	0 0	0.47 322	1 1	0.55 135	1 1742				
Russian	1	0	0	0	1	0	0	0	0	0	0	1	1			
Serbian	0	0	0	0	0	0	0	0	0	0	0	1	0	1 2		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1 2	
Visual Arts	0.75 178	0 0	0.66 171	1 1	0.64 247	0.5 23	0.31 16	0.07 12	0.8 93	0 0	0.78 37	0.54 125	0 0	0 0	0 0	1 1195

1. \*Pearson product-moment correlation coefficients between the scaled marks achieved by students in the particular combination. The number of students in a particular course combination is indicated under the correlation.  
 2. Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

# Curriculum Council

## 1b Intercorrelations\* among quantitative/sciences courses, 2010

Quantitative/sciences Year 12 courses

Quantitative/sciences Year 12 courses

	Accounting and Finance	Animal Production Systems	Applied Information Technology	Aviation	Biological Sciences	Business Management and Enterprise	Career and Enterprise	Chemistry	Computer Science	Design	Earth and Environmental Science	Engineering Studies	Food Science and Technology	Human Biological Science	Integrated Science	Marine and Maritime Technology	Materials Design and Technology	Mathematics	Mathematics: Specialist
Accounting and Finance	1 1478																		
Animal Production Systems	0	1 58																	
Applied Information Technology	0.59 105	0	1 1265																
Aviation	0.85 5	0	0.32 7	1 83															
Biological Sciences	0.71 72	0.65 8	0.61 58	1 1	1 1627														
Business Management and Enterprise	0.7 137	0.64 37	0.73 118	1 1	0.41 17	1 533													
Career and Enterprise	0.53 68	0	0.57 37	0	0.66 23	0.66 21	1 564												
Chemistry	0.78 257	1 4	0.61 149	0.86 17	0.77 745	0.46 17	0.74 24	1 4651											
Computer Science	0.67 120	0	0.75 127	-0.22 3	0.47 26	0.79 33	0.67 15	0.59 87	1 493										
Design	0.6 23	0	0.59 82	0.03 6	0.44 35	0.75 12	0.64 12	0.63 56	0.66 19	1 592									
Earth and Environmental Science	0.59 12	1	0.89 5	1	0.81 45	0.79 5	0.42 6	0.71 43	0.91 3	0.51 7	1 272								
Engineering Studies	0.19 6	0	0.7 22	0.97 4	0.6 6	0.51 7	0.19 12	0.58 73	0.39 13	0.52 21	0.71 4	1 235							
Food Science and Technology	0.61 11	0	0.73 36	0.61 4	0.7 32	0.73 24	0.68 28	0.26 41	1	0.79 22	1	0	1 428						
Human Biological Science	0.73 257	1	0.6 215	0.83 5	0.85 26	0.6 47	0.55 116	0.78 1102	0.66 38	0.62 98	0.67 66	-0.3 10	0.55 96	1 4402					
Materials Design and Technology	0.5 22	0	0.55 35	0	0.5 27	0.74 14	0.27 22	0.47 40	0.91 3	0.45 36	0	0.61 33	0.81 17	0.78 58	0.91 7	0	1 410		
Mathematics	0.73 1428	0.68 33	0.49 1038	0.68 70	0.72 1525	0.61 410	0.41 375	0.84 4600	0.55 445	0.4 458	0.61 230	0.76 214	0.5 276	0.71 3911	0.74 184	0.73 53	0.5 309	1 13149	

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

Note: Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

# Curriculum Council

## 1b Intercorrelations\* among quantitative/sciences courses, 2010

Quantitative/sciences Year 12 courses

Quantitative/sciences Year 12 courses

	Accounting and Finance	Animal Production Systems	Applied Information Technology	Aviation	Biological Sciences	Business Management and Enterprise	Career and Enterprise	Chemistry	Computer Science	Design	Earth and Environmental Science	Engineering Studies	Food Science and Technology	Human Biological Science	Integrated Science	Marine and Maritime Technology	Materials Design and Technology	Mathematics	Mathematics: Specialist
<b>Mathematics: Specialist</b>	0.83 145		0.37 34	0.87 9	0.59 29	0.8 39	-0.07 6	0.81 1272	0.6 59	0.57 4		0.25 26		0.58 90	1 2		-0.29 3	0.9 1600	1 1613
<b>Physics</b>	0.75 169		0.61 145	0.66 39	0.79 279	0.62 25	0.42 23	0.89 2783	0.41 106	0.51 66	0.69 23	0.57 99	0.7 13	0.77 541	0.37 6	1 3	0.52 35	0.85 3592	0.81 1350
<b>Plant Production Systems</b>		0.89 47				0.57 37					1	0	0	0	0	0	0	0.6 23	0
<b>Psychology</b>	0.78 95		0.45 24		0.74 102	0.22 9	0.79 35	0.77 100	0.77 10	0.84 3	0.69 21		0.13 14	0.76 185	0.88 3	0.88 4	0.12 4	0.63 506	0.7 9
<b>Integrated Science</b>	0.5 20		0.78 19		0.77 23	0.77 15	0.05 6		0.65 7	1 2	0.91 5	0.78 10	0.82 8	0.85 44	1 215				
<b>Marine and Maritime Technology</b>					0.78 6			0.68 10		0.63 5				0.81 18		1 76			

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

Note: Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

# Curriculum Council

## 1b Intercorrelations\* among quantitative/sciences courses, 2010

Quantitative/sciences Year 12 courses

	Physics	Plant Production Systems	Psychology
Accounting and Finance			
Animal Production Systems			
Applied Information Technology			
Aviation			
Biological Sciences			
Business Management and Enterprise			
Career and Enterprise			
Chemistry			
Computer Science			
Design			
Earth and Environmental Science			
Engineering Studies			
Food Science and Technology			
Human Biological Science			
Materials Design and Technology			
Mathematics			

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

Note: Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

# Curriculum Council

## 1b Intercorrelations\* among quantitative/sciences courses, 2010

Quantitative/sciences Year 12 courses

	Physics	Plant Production Systems	Psychology
Mathematics: Specialist			
Physics	1 3620		
Plant Production Systems	0	1 48	
Psychology	0.66 19	0	1 619
Integrated Science			
Marine and Maritime Technology			

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

Note: Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.



# Curriculum Council

1c

Intercorrelations\* among quantitative/sciences and humanities/social sciences courses, 2010

1

## Quantitative/sciences Year 12 courses

	Accounting and Finance	Animal Production Systems	Applied Information Technology	Aviation	Biological Sciences	Business Management and Enterprise	Career and Enterprise	Chemistry	Computer Science	Design	Earth and Environmental Science	Engineering Studies	Food Science and Technology	Human Biological Science	Integrated Science	Marine and Maritime Technology	Materials Design and Technology	Mathematics	Mathematics: Specialist	Physics
Ancient History	0.8 6	0 0	0 0	0 0	0.77 21	1 1	0 0	0.79 26	1 1	0.95 3	1 2	1 1	0 0	0.69 29	0 0	0 0	1 1	0.67 110	0.91 7	0.7 15
Arabic	0 0	0 0	0 0	0 0	0 0	0 0	1 1	1 1	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	-1 2	0 0	0 0
Children, Family and the Community	0.81 15	0 0	0.69 27	1 1	0.7 11	0.78 12	0.79 12	0.61 13	1 1	-0.38 3	1 2	0 0	0.83 40	0.6 116	0.28 14	1 1	0.54 9	0.58 190	0 0	0.9 3
Chinese: Background Speakers	0.51 14	0 0	1 3	0 0	0 0	1 1	0.3 4	0.54 19	0 0	0 0	0 0	0 0	0.02 3	1 2	0 0	0 0	0 0	0.66 48	0.67 26	0.26 11
Chinese: Second Language	1 2	0 0	1 1	0 0	1 2	0 0	-1 2	0.27 18	0 0	-0.79 4	0 0	0 0	1 2	-0.21 9	0 0	0 0	0 0	0.18 31	0.21 11	0.21 14
Dance	0.34 15	0 0	0.77 12	0 0	0.66 17	0.72 5	0.66 20	0.68 36	0.1 3	-0.13 8	1 1	0 0	0.7 5	0.56 129	0.68 4	0.62 3	0.93 9	0.57 243	1 2	0.05 7
Drama	0.8 24	1 1	0.53 58	0 0	0.54 97	0.85 14	0.13 17	0.32 116	0.25 10	0.63 28	-0.03 5	1 1	0.71 33	0.61 276	0.63 5	0.31 4	0.39 17	0.47 736	0.63 6	0.34 48
Economics	0.82 534	0 0	0.72 136	0.35 7	0.77 129	0.74 85	0.69 70	0.77 558	0.68 95	0.45 38	0.78 15	0.39 17	0.41 28	0.77 402	0.79 26	1 1	0.2 24	0.7 1973	0.76 169	0.73 424
English	0.6 1032	0.68 54	0.58 1014	0.63 66	0.67 1214	0.7 376	0.66 366	0.53 3325	0.47 285	0.48 451	0.7 250	0.62 208	0.57 308	0.64 3812	0.64 183	0.51 55	0.48 315	0.48 10181	0.47 1008	0.54 2624
English as an Additional Language or Dialect	0.59 360	0 0	0.78 96	0.7 6	0.63 219	0.78 89	0.72 98	0.5 598	0.73 135	0.46 23	0.99 4	0.51 3	0.81 21	0.77 113	0.83 6	1 1	0.73 4	0.37 1146	0.46 368	0.57 499
French	0.5 25	0 0	-0.15 12	0 0	0.6 35	1 2	1 2	0.56 147	0.85 3	0.25 9	1 1	0 0	-0.96 3	0.48 99	0.97 3	0 0	0.67 6	0.53 354	0.38 32	0.43 85
Geography	0.72 104	-0.39 6	0.65 127	0.65 15	0.74 345	0.5 22	0.68 25	0.66 339	0.73 14	0.61 54	0.78 53	0.65 20	0.5 38	0.77 569	0.75 35	0.78 9	0.43 49	0.62 1763	0.61 32	0.66 241
German	1 2	0 0	1 2	0 0	0.27 6	1 0	1 2	0.58 43	1 1	1 1	-1 2	0 0	1 1	0.58 17	0 0	0 0	0 0	0.5 70	0.73 26	0.77 34
Health Studies	0.68 9	0 0	0.62 8	0 0	0.69 15	1 1	0.67 39	0.79 9	1 1	0.46 4	1 2	0 0	0.67 6	0.78 91	1 1	0 0	1 3	0.56 159	1 1	0.76 4

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

Note: Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

Quantitative/sciences Year 12 courses

	Accounting and Finance	Animal Production Systems	Applied Information Technology	Aviation	Biological Sciences	Business Management and Enterprise	Career and Enterprise	Chemistry	Computer Science	Design	Earth and Environmental Science	Engineering Studies	Food Science and Technology	Human Biological Science	Integrated Science	Marine and Maritime Technology	Materials Design and Technology	Mathematics	Mathematics: Specialist	Physics
Hebrew	1	0	0	0	0	0	0	0.16 5	0	0	0	0	0	1 2	0	0	0	0.33 5	1	1 2
Indonesian Background Speakers	-1 2	0	1	0	1 2	0	1	1	0	0	0	0	0	0	1	0	0	0.57 6	1	1 2
Indonesian: Second Language	1 2	0	1	0	0.75 12	1	0	0.63 16	1	-1 2	0	0	0.73 7	0.49 14	1	0	1	0.57 58	1	0.77 14
Italian	0.52 15	0	0.19 14	1	0.22 19	0	0.06 5	0.66 50	0.77 3	0.94 3	1 2	1 2	0.97 3	0.49 70	1	0	7	0.17 181	0.5 8	0.22 21
Japanese: Background Speakers	1	0	0	0	0	0	0	0.98 3	0	1 2	0	0	0	0	0	1	0	0.66 7	0.95 3	0.98 3
Japanese: Second Language	0.37 23	0	0.65 6	0	0.33 16	1	2	0.49 85	0.51 4	0.41 6	0.49 3	0	0.78 5	0.56 59	0	1	2	0.52 187	0.42 26	0.33 53
Khmer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Literature	0.7 76	1	0.58 38	1 2	0.7 199	0.78 15	0.7 8	0.6 775	0.53 22	0.63 41	0.64 12	0.93 6	0.7 17	0.6 452	0.63 8	0	18	0.19 1423	0.49 247	0.51 509
Malay: Background Speakers	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0
Media Production and Analysis	0.81 47	0	0.73 116	-0.07 3	0.75 84	0.72 37	0.6 33	0.68 85	0.39 11	0.2 58	0.39 11	0.95 4	0.72 35	0.56 263	0.78 21	0.46 5	0.42 21	0.45 857	0.61 11	0.66 59
Modern Greek	0	0	0	0	0	0	0	0	0	0	0	0	0	-1 2	0	0	0	0.89 3	0	0
Modern History	0.67 119	1 2	0.61 104	-0.06 5	0.76 267	0.7 46	0.53 42	0.68 334	0.52 30	0.61 70	0.69 48	0.19 9	0.44 37	0.76 830	0.7 38	0.45 10	0.45 31	0.6 2054	0.52 28	0.62 185
Music	0.67 19	0	0.45 18	-0.07 1	0.75 37	0.72 3	0.6 4	0.68 152	0.39 5	0.2 14	0.39 7	0.95 0	0.72 5	0.56 119	0.78 0	0.46 1	0.42 6	0.45 413	0.61 38	0.66 93
Outdoor Education	0.09 12	0	0.45 13	-0.07 0	0.75 26	0.72 2	0.6 6	0.68 53	0.39 9	0.2 8	0.39 3	0.95 7	0.72 9	0.56 130	0.78 1	0.46 3	0.42 11	0.45 321	0.61 5	0.66 34

Humanities/social sciences Year 12 courses

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

Note: Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

# Curriculum Council

1c

Intercorrelations\* among quantitative/sciences and humanities/social sciences courses, 2010

5

Quantitative/sciences Year 12 courses

	Accounting and Finance	Animal Production Systems	Applied Information Technology	Aviation	Biological Sciences	Business Management and Enterprise	Career and Enterprise	Chemistry	Computer Science	Design	Earth and Environmental Science	Engineering Studies	Food Science and Technology	Human Biological Science	Integrated Science	Marine and Maritime Technology	Materials Design and Technology	Mathematics	Mathematics: Specialist	Physics
Philosophy and Ethics	0.94 4		0.45 12		0.78 18	-1 2	1 1	0.83 29	1 1	0.86 7			1 2	0.56 26	0.95 6		1 1	0.58 108	1 2	0.73 18
Physical Education Studies	0.59 127		0.54 115	0.24 6	0.79 118	0.64 47	0.48 67	0.58 315	0.64 11	0.53 59	0.71 23	0.78 31	0.7 53	0.67 1080	0.84 45	0.46 14	0.66 81	0.57 1969	0.35 47	0.6 236
Polish	1 1		1 1	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	1 2	0 0	0 0	0 0	-0.32 3	0 0	0 0
Politics and Law	0.78 87		0.7 47	0 0	0.66 56	0.59 21	0.93 7	0.73 127	0.83 12	0.14 17	0.74 19	0.71 5	0.38 16	0.78 187	0.78 10	1 2	0.35 8	0.61 704	0.54 17	0.59 63
Religion and Life	0.47 171		0.5 186	0 0	0.54 140	0.69 26	0.7 44	0.38 484	0.44 25	0.74 34	0.64 33	0.42 17	0.55 17	0.58 589		-0.98 3	0.68 35	0.41 1531	0.49 161	0.46 327
Russian	1 1		0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	1 1	0 0	0 0	0 0	1 1	0 0	0 0
Serbian	0 0		1 1	0 0	0 0	1 1	0 0	1 1	0 0	0 0	0 0	0 0	0 0	2 2	0 0	0 0	0 0	-1 2	0 0	1 1
Spanish	0 0		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	-1 2	1 1	1 1
Visual Arts	0.58 46		0.49 93	-1 2	0.6 130	0.87 25	0.6 28	0.56 119	0.32 9	0.59 116	0.56 14	0.3 4	0.67 34	0.57 292	0.58 14	-0.12 3	0.56 45	0.51 903	0.65 12	0.58 71

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

Note: Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

# Curriculum Council

## 1c Intercorrelations\* among quantitative/sciences and humanities/social sciences courses, 2010

Quantitative/sciences Year 12 courses

	Plant Production Systems	Psychology
Ancient History	0	0.86 5
Arabic	0	0
Children, Family and the Community	0	1 3
Chinese: Background Speakers	0	0
Chinese: Second Language	0	0
Dance	0	0.96 8
Drama	0	0.67 33
Economics	0	0.66 98
English	0.71 44	0.69 413
English as an Additional Language or Dialect	0	0.59 162
French	0	0.64 7
Geography	0	0.79 33
German	0	1
Health Studies	0	0.44 10

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

Note: Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

# Curriculum Council

## 1c Intercorrelations\* among quantitative/sciences and humanities/social sciences courses, 2010

Quantitative/sciences Year 12 courses

	Plant Production Systems	Psychology
Hebrew	0	0
Indonesian Background Speakers	0	0
Indonesian: Second Language	0	1
Italian	0	3
Japanese: Background Speakers	0	0
Japanese: Second Language	0	4
Khmer	0	0
Literature	0	37
Malay: Background Speakers	0	0
Media Production and Analysis	0	38
Modern Greek	0	0
Modern History	0	92
Music	0	6
Outdoor Education	0	6

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

Note: Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.

# Curriculum Council

## 1c Intercorrelations\* among quantitative/sciences and humanities/social sciences courses, 2010

Quantitative/sciences Year 12 courses

	Plant Production Systems	Psychology
Philosophy and Ethics	0	0.39 16
Physical Education Studies	0	0.5 57
Polish	0	0
Politics and Law	0	0.67 35
Religion and Life	0	0.83 46
Russian	0	0
Serbian	0	0
Spanish	0	0
Visual Arts	0	0.47 36

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

Note: Intercorrelations are calculated for all combinations of courses which contain 2 or more candidates, however for combinations with very low numbers (e.g. 2 or 3 students) these correlations should be used with caution.