

## Senior secondary education statistics (years 10, 11 and 12) 2011

Information is provided on the participation and achievement of students in WACE course units in 2011.

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.

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## Certification of senior secondary schooling achievement in 2011

At the end of 2011, 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 21,109 (9,958 males and 11,151 females) Year 12 students who met the above requirements in 2011.

## 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 23,352 (11,245 males and 12,107 females) Year 12 students in 2011.

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 2011, WACE courses were available to senior secondary (Year 11 and Year 12) students.

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 2011, there were 6,024 Year 12 students who had 8,518 VET qualifications recorded on their statements. If the qualification was achieved through a traineeship, then this was also recorded. There were 199 full qualifications achieved through traineeship arrangements by Year 12 students.

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 15,341 Year 12 students who received at least one of the 68,639 course reports which were printed in 2011.

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 grades
- school mark
- moderated school mark\*
- raw examination mark\*
- standardised examination mark
- 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.

\* A course that had a practical component would have had the written and practical marks reported separately.

## School Curriculum and Standards Authority

Statements of results issued to Year 12 students, 2011

Male	Female	Persons
11245	12107	23352

Statements of results issued to Year 11 students, 2011

Male	Female	Persons
14262	13679	27941

Course reports issued to Year 12 students, 2011

Male	Female	Reports Issued
7078	8263	68639

Course reports issued to Year 11 students, 2011

Male	Female	Reports Issued
58	85	154

Western Australian Certificates of Education issued to Year 12 students, 2011

Male	Female	Persons
9958	11151	21109

Qualifications issued to Year 12 students, 2011

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
6024	8518	152	199	34

Qualifications issued to Year 11 students, 2011

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
3501	4382	101	12	9

# School Curriculum and Standards Authority

## Summary statistics on examination papers, 2011

### *Background*

In 2011, 94 written WACE examinations and 29 practical examinations were conducted. For Stage 2 candidates, there were 48 examinations and for Stage 3 candidates there were 51 examinations.

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, Aviation Stage 2, Building and Construction Stage 2 and 3 and Marine and Maritime Studies Stage 2.

The following interpretations of the 2011 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 preferred mean of 60.
- No written examination paper had a mean raw mark above 70.
- Fourteen courses had comparatively difficult papers with mean raw marks below 50 (most in the range of 47 – 49).
  - Ancient History (Stage 2)
  - Animal Production Systems (Stage 3)
  - Business Management and Enterprise (Stage 2 and Stage 3)
  - Chemistry (Stage 2)
  - Engineering Studies (Stage 2)
  - Food Science and Technology (Stage 2 and Stage 3)
  - Integrated Science (Stage 2 and Stage 3)
  - Materials Design and Technology (Stage 3)
  - Mathematics (2A/B)
  - Music (Stage 2)
  - Outdoor Education (Stage 2 and Stage 3)
  - Physical Education Studies (Stage 2 and Stage 3)
  - Plant Production Systems (Stage 3)
  - Politics and Law (Stage 2 and Stage 3)
- Only two courses had a difficult paper with a mean raw mark below 40.
  - Ancient History (Stage 2)
  - Plant Production Systems (Stage 2)
- Reliabilities of all examinations in 2011 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.

## **Accounting and Finance 2**

### **Summary**

2011 was the second year the Accounting and Finance course was examined at Stage 2. The overall mean for the examination was 53.54% and the standard deviation was 21.55%, similar to performance in 2010. The spread of scores ranged from 7% to 91% with the majority of candidates having attempted all questions. The mean for Section One: Multiple-choice was 59.46% compared to 55.06% in 2010. No candidates achieved full marks in this section. Section Two: Short response was the most difficult section within the examination, with a mean of 46.21% which was considerably lower than the 2010 mean of 52.11%. This year's candidature reflected a weakness in answering theoretical questions compared to 2010. Section Three: Extended response was well-answered with a mean of 59.06% compared to 55.89% for 2010. Balance day adjustments were a considerable weakness for this year's candidature. It appears that theory is a weakness overall not only with simple analytical questions, but also straightforward ones. Despite this the paper was handled well by the majority of candidates.

## **Accounting and Finance 3**

### **Summary**

The 2011 examination paper was consistent with the range and difficulty of the 2010 WACE examination paper. Essential content such as balance day adjustments and the preparation of general purpose financial reports e.g. the income statement, balance sheet and cash flow statement continued to be examined. However, as Accounting and Finance Unit 3A has a primary focus on management accounting, increased attention in the 2011 examination paper was devoted to this area of the syllabus. The overall mean for 2011 was 60.66% (2010=49.80%) and the preferred mean is approximately 60%. Section Three had the lowest sectional mean of 46.54% (2010=42.06%). Section One had a mean of 61.54% (2010 = 60.23%) and the mean for Section Two was 63.96% (49.78%). The spread of scores across the examination ranged 2% to 94% (2010=3% to 90%). The majority of candidates attempted most questions and feedback from teachers and markers suggests that the paper was fair and well-balanced.

## **Ancient History 2**

### **Summary**

This was the second year that the WACE Ancient History Stage 2 course had been examined. The examination conformed closely with the 2010 WACE examination paper in structure and level of difficulty. The examination had a working time of three hours.

The range of questions reflected the focus within the particular units of *historical trends and/or movements* (Unit 2A) and *confrontation and resolution* (Unit 2B). Positive feedback regarding this examination was received from candidates and schools.

Any interpretation of statistical information should be treated with caution due to the small size of the cohort. All four candidates attempted all sections of the paper.

The paper showed strong internal reliability of 0.95. The range of marks was narrow, between 25% and 45%, a result of the very small number of candidates who sat the examination. The highest mark awarded for any question was 26 out of a possible 50, in Section One (Document study) while the lowest mark was 2 out of a possible 25 for Section 2 (Essay Part B). The correlation of individual questions within Section 1 was strong for Question One at 0.90 and weak for Question Two at 0.07. Part 'c' contributed to the weak correlation for Question Two. The overall mean of the examination was 36.75% and the standard deviation was 7.24%.

## **Ancient History 3**

### **Summary**

This was the second Year that Stage 3 Ancient History has been examined. Of the candidates who sat the paper 199 attempted all sections, which suggests the paper was an appropriate length. The raw mean of 56.54% indicates that the exam was generally comparable in its level of difficulty to the 2010 WACE paper which had a mean of 57.38%. The spread of marks across the cohort was good, ranging from 19% to 96% with a standard deviation of 16.11%. The structure of the paper was unchanged from 2010, but there were some minor refinements. In Section One Question 1 (document study), the number of documents in each set was reduced from four to three, and the wording of the sub-parts of this question altered to clarify the required tasks; for Section Two Part B (essay questions on the Unit 3B syllabus), a greater degree of specificity was included in the wording of the questions.

In Section One, there was an overall improvement in the responses to the document study questions, despite the fact that candidates found one document challenging. The improvement was perhaps facilitated by greater familiarity with this type of task. The document study section of the examination was generally more competently handled than the essay section. Many of the concepts embedded in the Stage 3 syllabus in Ancient History are complex and particularly difficult to cover using ancient evidence. It is not surprising that the essay questions generated from the syllabus continue to challenge candidates.

## **Animal Production Systems 2**

### **Summary**

Stage 2 of the WACE course Animal Production Systems was examined for the second time in 2011. The mean of the examination was 61.95% which is very close to the preferred mean of approximately 60%. The means of

each section within the examination ranged between 53.81% (Extended Answer) and 69.55% (Production Practice). Scores ranged from 34% to 82%. The standard deviation was 13.46%. The paper was an appropriate length as indicated by the fact that the majority of candidates attempted all questions. Feedback indicated that the wording of questions was of a more appropriate standard for the candidates than the previous year's examination. The language used to construct questions was considered carefully and was appropriate to what is used in the classroom and in industry.

### **Animal Production Systems 3**

#### **Summary**

The mean of the examination was 49.38%. Scores ranged from 30.10% to 73.87%. The correlation of question marks with total marks was good, indicating that there was consistency across questions within the paper. The multiple-choice section worked well. However, Sections Two, Three and Four were well below the preferred mean of approximately 60%. With the low number of candidates these statistics could be misleading.

### **Applied Information Technology 2**

#### **Summary**

The examination achieved a mean of 62.18%, close to the preferred mean of approximately 60% and the standard deviation was 13.23%. There was a highly satisfactory spread in the allocation of marks i.e. between 7% and 91% and all sections were attempted. Section means were: Section One, 61.7%; Section Two, 59.8%; Section Three, 61.88% and Section Four, 63.3%, which is the highest mean achieved for this section since the new WACE course has been examined. All candidates attempted this section, which is a significant improvement on 2010, where there was a marked decrease in the number attempting it. The majority of candidates have attempted all questions in the examination paper.

### **Applied Information Technology 3**

#### **Summary**

The mean score for the exam was 59.03%, close to the preferred mean of approximately 60%, and the standard deviation was 13.13%. The spread in the allocation of marks was from 20.25% to 95.19%. Section means were: Section One (Multiple choice): 70.09%; Section Two (Short answer): 61.99%; Section Three (Extended answer): 46.06% and Section Four (Production): 62.48%. In Section One, four questions had means less than 50% with Question 19 being the most difficult. All other questions had means higher than 50%. Candidates achieved maximum marks in this section. In Section Two, Question 25 was the most difficult with a mean of 48.9%. The other five questions had means higher than 50%. Section Three contained two questions. Overall candidates found this section the most difficult with part (e) of Question 28 being the only part of both questions to have a mean higher than 50%. Section Four consisted of one question with a number of parts and candidates scored well in this section. The internal reliability (section-based) of the examination paper was 0.64. The majority of candidates attempted all questions.

### **Aviation 3**

#### **Summary**

Aviation Stage 3 was examined externally in two parts. The first was a practical examination of approximately 25 minutes and the second a written examination of two and a half hours' duration. The written examination accounted for 80% and the practical examination 20% of the total examination.

#### **Practical**

The practical examination comprised an extensive series of flying sequences conducted on a computer-based flight simulator. Candidates were assessed on 41 items during the practical examination and their performances ranged from 50% to 100% with a mean of 75%.

#### **Written Section One: Multiple-choice**

Section One consisted of 20 questions, worth a total of 20 marks. In this section, candidates achieved a range of scores from 10% to 80% with a mean of 49%.

#### **Written Section Two: Short Answer**

Section Two consisted of 20 questions, worth a total of 80 marks. In this section, candidates achieved a range of scores from 25% to 76.5% with a mean of 51%.

### **Biological Sciences 2**

#### **Summary**

Stage 2 of the WACE course Biological Sciences was examined for the second time in 2011. The paper conformed closely with the 2010 paper in structure, range and difficulty. This structure will continue in the future.

The paper discriminated reasonably well, with the spread of marks ranging from 47.5% to 81.75% and a standard deviation of 10.18%. The mean of 64.67% was considerably higher than last year's mean of 56.16%, probably because there were no extremely low marks this year (e.g. candidates scored as low as 16% in the 2010 paper). The reliability (section-based) of the written paper and the examination paper were, respectively, 0.56 and 0.54. Overall candidates appeared to be better prepared than last year. The number of non-attempts and very poor answers was generally low. No adverse feedback on the examination was received.

## Biological Sciences 3

### Summary

The difficulty level of the 2011 examination (overall mean: 55.11%) proved to be more appropriate than that of 2010 (48.02%). Sectional means were: Section one (multiple-choice) 63.42%, Section two (short answer) 54.04%, Section three (extended answer) part A 56.73%, part B 46.36%. The candidates' scores ranged from 14 to 87 % with a standard deviation of 12.47. This indicates that the exam discriminated well with a reliability of 0.77 for the paper as a whole. A low number of non-attempts indicate that the paper was of a suitable length, although there was some evidence of a small number of hastily constructed answers to the final questions.

Candidates produced a pleasing number of excellent responses to most questions. An impressive degree of background knowledge was displayed in their answers. There was a high level of compliance with the extra instructions that go with the ePen marking system.

Some areas of weakness were identified including a significant proportion of candidates have trouble forming logical, sequenced arguments or explanations and an inability or reluctance of candidates to write cursorily which may have cost them time.

## Business Management and Enterprise 2

### Summary

Stage 2 of the WACE course Business Management and Enterprise was examined for the second time in 2011. In accordance with the design brief, questions required candidates to integrate business management principles and concepts into their responses. The mean for Section One: Multiple-Choice was 65.46%. The majority of the twenty questions had means above 55%. Section Two: Document analysis, contained four questions from which candidates had to answer three. This section was similar to the previous year (2010) with expected responses ranging from 'list' type questions through to application of knowledge and analytical style questions. The overall mean for the section was 53.49%. Section Three: Extended response contained three questions from which two questions had to be answered by candidates. The overall mean for the section was 46.39%.

## Business Management and Enterprise 3

### Summary

Stage 3 of the WACE course Business Management and Enterprise was examined for the second time in 2011. The three-hour paper required candidates to demonstrate a depth of understanding of syllabus content. In accordance with the design brief, questions required candidates to integrate business management principles and concepts into their responses. The examination consisted of three sections: Section One: Short answer 30%, Section Two: Document analysis 30% and Section Three: Extended response 40%. The mean score for the whole paper of 46.92% was lower than the preferred mean of approximately 60%. The standard deviation for the paper was 18%. The spread of marks ranged from 0% to 89%. The section means were: Section One: 54.82%; Section Two: 46.83%; and Section Three: 42.24%. The section-based reliability of the examination paper was strong at 0.94%.

## Career and Enterprise 2

### Summary

This was the third year of the Career and Enterprise Stage 2 examination. Performance was very similar to performance in 2010, with an average score of 54.29% in 2011 compared to 54.97% in 2010. The standard deviation was 17.45, which was slightly less than in 2010. The spread of scores ranged from 14%–91%. The internal reliability (section-based) of the examination paper was 1.00. The Section One short answer questions achieved a good result, attracting a mean of 62.86%. Candidates performed the strongest on Questions 1b and 2a achieving means of 82.0% and 89.9% respectively. In Section Two, many candidates appeared to struggle writing two extended answers. They often provided one paragraph responses or simply did not answer the question. The mean for Question 8 was 44.91% and for Question 9 was 47.02%, with part (b) of the question proving to be a little easier. The generally poor responses to Question 8 (a) may suggest that many candidates had not seen or used an individual pathway plan, even though this was a previewed source. Despite suggestions to read questions thoroughly and highlight key words, many candidates misread questions or did not pick up on key words. Some specific examples of these include: Question 8 (b) *secure and maintain* and in Question 9 (a), candidates rarely picked up on the *actual process* that *both Sarah and her manager* should go through, *before and during* the performance management meeting.

## Career and Enterprise 3

### Summary

The WACE course Career and Enterprise Stage 3 was examined for the third time in 2011. The examination was well received and the majority of the candidates appeared to have attempted all sections of the paper. The length of the examination may have been better suited to candidates had Section One contained one less question. The mean score for the examination was 54.23% and the standard deviation was 14.00%. The spread of scores ranged from 6% to 90%. Section means were: Section One–Short answer: 57.14% and Section Two–Extended answer: 51.49%. In Section one short answer Questions 5 and 7 were the most difficult with means below 50%. Question 3 was the easiest with a mean of 74.51% and the other four questions had means over 57%. Section Two had Question 8 as a compulsory question and candidates completed this question with ease. The mean was 58.17%. Question 9, had a mean of 45.04%. Candidates completed parts (a) and (b) satisfactorily but not part

(c). Question 10 had a mean of 52.08% and was selected by 32 candidates in comparison to 150 selecting question 9. The internal reliability (section-based) of the examination paper was 0.88.

## **Chemistry 2**

### **Summary**

The 2011 WACE Chemistry Stage 2 examination conformed to the design brief in terms of structure, range of questions and difficulty. The examination consisted of three sections: Section One (Multiple-choice, 25 questions, 25 marks), Section Two (Short Answer, 11 questions, 80 marks) and Section Three (Extended answer, five questions, 75 marks). The paper examined a range of topics, within the confines of the syllabus, giving candidates a fair opportunity to demonstrate their understanding.

While there appeared to be no serious issues with the paper relating to content, length or difficulty, this was not reflected in the statistics. The mean mark for the paper was 43.92%, lower than the preferred mean of approximately 60. The standard deviation was 17.8%. The spread of marks was satisfactory, ranging from 6% to 82% for the paper as a whole and 3% to 23% for Section One, 2% to 33% for Section Two and 0% to 28% for Section Three. It is difficult to interpret these figures, given the low sample size of 61.

The mean score (52.4%) was greatest for Section One of the paper, followed by Section Two (mean 46.3%) and Section Three (mean 35.2%). The very low mean for Section Three suggests that there is significant room for improved mastery of calculations by candidates.

Correlations between the sections of the paper and the total mark were very high, with correlation values of 0.84, 0.95 and 0.93 for Sections One, Two and Three respectively. The internal reliability of the paper was high at 0.88.

## **Chemistry 3**

### **Summary**

The 2011 Stage 3 WACE Chemistry examination conformed to the design brief in terms of structure, range of questions and difficulty. The examination consisted of three sections: Section One (Multiple-choice, 25 questions, 25 marks), Section Two (Short answer, 10 questions, 70 marks) and Section Three (Extended answer, six questions, 80 marks). The breadth and depth of questions was such that candidates were given a fair opportunity to demonstrate their understanding of the syllabus material. The examination was well received by candidates, teachers and others. The mean mark for the paper was 62.74%, slightly higher than the preferred mean of approximately 60%. The standard deviation for the paper was 18.8%. The spread of marks ranged from 0% to 98%, suggesting the questions were of an appropriate degree of difficulty. The mean score was greatest (69.9%) for Section One of the paper. The mean scores for Section Two (59.5%) and Section Three (61.2%) were satisfactory. The high mean score for Section One suggests that this section was rather easy for candidates, while the questions requiring explanation or mastery of calculations proved more challenging, but were probably pitched at about the right level.

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

### **Summary**

Only seven candidates attempted the *Living independently* context. Of the two hundred and eighty five candidates that attempted the *Caring for others* context, most attempted all components of Section Two, and only two candidates chose not to attempt Section Three. All seven candidates that attempted the *Living independently* context attempted Section Two and Three. The level of difficulty of the examination was well pitched, with a mean of 62.46% close to the preferred mean of approximately 60%. Generally Section One (multiple-choice) was handled very well by the candidates with a mean of 74.84%. The short answer sections from both Section One (across contexts) and Section Two (context specific) were handled well. Section Three (extended answer) questions appeared to challenge candidates, even with the assistance of scaffolding. The *Caring for others* candidates achieved a mean of 59.17% in this section, while the *Living independently* candidates did not perform as well, with a mean of 38.29%. The internal reliability of the examination paper was 0.31 which indicates that the questions in each of the sections were not of a similar cognitive demand.

## **Children, Family and the Community 3**

### **Summary**

Children, Family and the Community was examined at Stage 3 for the first time in 2011. The examination was well received. Candidates attempted all sections of the paper, suggesting that the length of the paper was appropriate. No candidate answered questions related to the context specific sections of *Living independently*. The level of difficulty was well pitched with a mean score for the examination of 57.33%, close to the preferred mean of approximately 60%. The spread of scores ranged from 28.45% to 81.88%. Section means were: Section One Part A (Multiple-choice): 63.33%; Section One Part B (Short answer): 54.52%; Section Two (Short answer-Caring for others): 70.50% and Section Three (Extended response-Caring for others): 47.57%. The internal reliability (section-based) of the examination paper was 0.64. The majority of candidates appear to have attempted all questions.

## **Chinese: Second Language 3**

### **Summary**

The 2011 Chinese Second Language Stage 3 examination paper was similar to the 2010 examination. Questions were well-balanced across the range of themes in the syllabus and broad enough to allow candidates plenty of opportunities to demonstrate their knowledge. Every candidate attempted all sections of the paper, suggesting



that the paper was appropriate in length and difficulty. The spread of scores ranged from 29% to 93%. The section means were: Section One (Listening and responding): 81.52%; Section Two (Viewing, reading and responding): 77.17%; and Section Three (Writing): 65.78%.

## **Computer Science 2**

### **Summary**

The examination was well received and most candidates attempted all questions in the paper, which indicates that the length of the paper was appropriate. The mean was 51.43%, compared to the preferred mean of approximately 60%, and was slightly lower than the mean in 2010 (55.06%). The standard deviation was 18.21%. The internal reliability of the paper was 0.78%. The spread of marks ranged from 5%-86%. The section means were: Section One: Multiple-choice, 60.14%; Section Two: Short answer, 57.85% and Section Three: Extended Answer, 46.19%. The standard of performance was disappointing considering the paper was not difficult. In previous years, candidates had done poorly on questions that had required them to draw a Data Flow Diagram (DFD) for a given scenario and on questions that required them to construct a programming algorithm. In the 2011 paper, candidates had to complete a DFD by labelling the relevant items. A similar structure was used for the programming algorithm, where candidates were required to fill in the missing variables and lines of pseudo code. However this change did not result in a better performance by candidates, which indicates ongoing lack of understanding of these key tools.

## **Computer Science 3**

### **Summary**

The 2011 Computer Science paper was similar in structure to previous papers. The maximum possible marks were awarded for all the questions indicating that capable candidates were able to achieve full marks. The examination panel attempted to create questions that required candidates to demonstrate the syllabus in regards to subject knowledge, as well as the ability to demonstrate the application of Computer Science tools in given scenarios. The mean for the examination was 53.98%. Section means were: Section One: Short answer, 57.79%; Section Two: 51.75%. The overall reliability of 0.87 indicates comparable cognitive levels of difficulty within the sections of the examination.

## **Dance 2**

### **Summary**

The Stage 2 Dance course was examined for the third time in 2011. The mean of the written examination was 59.77% (48.14% in 2010), and at the preferred mean of approximately 60%. The standard deviation for the written examination was 21.42. The spread of marks ranged from 14% to 98%. The written examination was worth 50% of the total examination. It consisted of two sections, Short Answer and Extended Answer, and had a working time of two and a half hours. Candidates were required to attempt all four sections in Section One and to choose two questions from a choice of three in Section Two. The examination length seems to have been appropriate. The percentages means for Section One and Section Two are 62.83% (56.18% in 2010) and 58.72% (44.03% in 2010) respectively. The section correlations with the totals were good. This indicates that there was consistency among the questions within the sections of the paper.

The mean of the practical examination was 62.32%, which is unchanged from 2010 and higher than the preferred mean of approximately 60%. The standard deviation for the practical examination was 15.33. The spread of marks was excellent, ranging from 18% to 96%.

The practical examination was worth 50% of the total examination. It consisted of three performances and an interview, and was conducted over 20 minutes. The means for Performances 1, 2, 3 and 4 were 64.79%, 66.34%, 56.2% and 53.33% respectively. The section correlations for performances 1–4 with the exam totals were good, indicating that there is consistency between requirements within the sections of the examination.

## **Dance 3**

### **Summary**

The Stage 3 Dance course was examined for the third time in 2011. The mean of the written examination was 59.87% (50.76% in 2010), and almost at the preferred mean of approximately 60%. The standard deviation for the written examination was 16.71. The spread of marks was excellent, ranging from 10% to 93%.

The exam length seems to have been appropriate. The percentages means for Section One and Section Two are 65.43% (61.61% in 2010) and 54.00% (44.48% in 2010) 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 mean of practical examination was 64.33%, which is higher than 2010 (63.3%) and higher than the preferred mean of approximately 60%. The standard deviation for the practical examination was 15.26. The spread of marks was excellent, ranging from 20% to 96%.

The practical examination was worth 50% of the total examination. It consisted of three performances and an interview, and was conducted over 20 minutes. The means for Performances 1, 2 and 3 were 67.10%, 65.64%, and 61.90%, which are higher than the 2010 raw mean scores of 66.64%, 63.16% and 59.34% respectively. The percentage mean for Performance 4 is 54.88%, which is lower than the 2010 raw mean score of 60%. The

section correlations for Performances 1–4 with the exam totals were good, indicating consistency between requirements within the sections of the examination.

## **Design 2 Summary**

The examination consisted of a written examination worth 50% and practical examination worth 50%.

### **Practical (portfolio) examination**

The practical examination had a mean of 64.43% with a standard deviation of 16%. Criterion 1 had a 72.88% mean with a standard deviation of 17.41%. The correlation with section total was 0.85. Criterion 2 had a 71.25% mean with a standard deviation of 17.97%. The correlation with section total was 0.87. Criterion 3 had a 60.64% mean with a standard deviation of 16.78%. The correlation with section total was 0.91. Criterion 4 had a 64.29% mean with a standard deviation of 17.71%. The correlation with section total was 0.94. Criterion 5 had a 62.99% mean with a standard deviation of 17.36%. The correlation with section total was 0.90. Criterion 6 had a 65.55% mean with a standard deviation of 17.68%. The correlation with section total was 0.87.

### **Written examination**

The Design Stage 2 examination appeared to have been received favourably by candidates and teachers. The written examination conformed to the examination design brief and was similar to last year's examination in structure, difficulty and format of wording of the questions. The balance of questions across the paper directly reflected both the broader concepts outlined in the units and the recommended foci of *cultural design* (unit 2A) and *economic design* (unit 2B). The mean of the written examination was 68.69%, which is higher than the preferred mean of approximately 60%. The standard deviation was 17.02%. Section One (short response) had a mean of 70.54% and a standard deviation of 17.30% and Section Two (extended response) had a standard deviation of 18.87%.

## **Design 3 Summary**

Stage 3 of the WACE Design course was examined for the second year in 2011 and is based on an integrated examination format that caters for four different contexts of design: Technical Graphics, Photography, Dimensional, and Graphic Design. The examination process consisted of a practical and written component, each worth 50% of the total examination which reflected what was established in 2010 for this WACE course. Of particular interest is the increase in the number of candidates from 196 in 2010 to 404 in 2011.

### **Practical examination**

The practical examination comprised of the submission by each candidate of a 15 page portfolio, containing work from up to three projects, completed during the year of study. The mean for the practical examination was 63.71%, a little higher than the preferred mean of approximately 60%.

### **Written examination**

The Design Stage 3 written examination appeared to have been well received by candidates. The exam structure, the exam difficulty and the format of question wording followed very closely to the 2010 written examination. The balance of questions across the paper directly reflected both the broader concepts outlined in the Stage 3 units and the recommended foci of *environmental design* (unit 3A) and *political design* (unit 3B). The mean of the written examination was 64.59%, a little higher than the preferred mean of approximately 60%. The standard deviation of the written examination was 16.85%. The spread of scores ranged from 3% to 100%.

## **Drama 2 Summary**

The 2011 WACE Drama Stage 2 examination followed the pattern established successfully in previous years and refined over time. No major changes were made in 2011. Successful candidates in the practical examination showed: better preparedness and confidence with time limits adhered to more consistently; markedly improved script formatting; and generally better choices of scripted monologues. Successful candidates in the written examination showed: good understanding of concepts in addressing a challenging paper and preparedness for the examination. Despite the significantly reduced number of candidates, general standards were maintained with a good range of results using the full scale.

In the practical examination, in Sections One (Original Solo Performance), Two (Spontaneous Improvisation) and Three (Scripted Monologue) candidates performed close to the preferred mean of approximately 60%; Section Four (Interview) continued to provide a useful means of discriminating amongst candidates.

In the written examination, candidates performed above the preferred mean; significantly higher in the case of Section One (Analysis and Interpretation of Unseen Text). Given the reduced candidature, it is difficult to make comparisons with the 2010 examination.

## **Drama 3 Summary**

The 2011 WACE Drama Stage 3 examination followed the pattern established successfully in previous years, refined over time. No major changes were made in 2011. There was a statistical discrepancy between the means of the practical and written examinations with the written below the preferred mean of approximately 60% (58.54) and the practical above (66.26).

Successful candidates in the practical examination showed: better preparedness and confidence with time limits adhered to more consistently; markedly improved script formatting; and generally better choices of scripted monologues. Successful candidates in the written examination showed generally good understanding of concepts in addressing a challenging paper and preparedness for the examination. General standards were maintained with a good range of results using the full scale. The examination length was satisfactory though some candidates needed to consider better allocation of time to sections/questions.

In the practical examination, in Section One (Original Solo Performance), Two (Spontaneous Improvisation) and Three (Scripted Monologue) candidates performed above the desired statistical mean; Section Four (Interview) continued to provide a useful means of discriminating among candidates.

In the written examination, candidates performed near the statistical mean in Sections Two and Three but lower in Section One (Analysis and Interpretation of Unseen Text) – 56.98%.

A significant number of candidates did not attempt Part 1 Question 2a with a consequential impact on the mean for this section.

## **Earth and Environmental Science 2**

### **Summary**

The 2011 Earth and Environmental Science Stage 2 examination was very successful. The overall mean was 64.29%, slightly above the preferred mean of approximately 60%. This was significantly higher than the 2010 mean of 47.8%. The standard deviation was 13.2%. Scores ranged from 37% to 85%. The means for each section were: Section One: Multiple-choice 66.7%; Section Two: Short answer 66.3%; and Section Three Extended response 55.8%. The length of the paper was appropriate with sufficient time allowed for completion of all questions. Overall the standard of responses was good, showing significant improvement in nearly all areas over previous years. There were, however, still weaknesses in some geological aspects of the syllabus.

## **Earth and Environmental Science 3**

### **Summary**

The 2011 Earth and Environmental Stage 3 examination was of appropriate difficulty, indicated by the overall mean of 61.53% (very close to the preferred mean of approximately 60%). This was slightly higher than the 2010 mean of 57.8%. The paper differentiated well between candidates, producing a good spread of results, with a standard deviation of 17.8%. Section means were: Section One; Multiple-choice, 82.0%; Section Two: Short answer, 62.6%; and Section Three: Extended response, 54.3%. The paper was of appropriate length with sufficient time allowed for completion of all questions. The feedback from teachers and candidates was positive. The results show that there was an overall increase in question difficulty throughout the paper compared with 2010. In general the standard of candidate response to the questions was good. There was significant improvement over previous years, particularly the use of case study information, and knowledge of specific environmental phenomena and processes.

## **Economics 2**

### **Summary**

This was the second year that Stage 2 of the WACE Economics course has been examined. The structure and difficulty of this year's paper conformed to that of the previous year. The paper worked well with an internal reliability of 0.80. Nearly all of the 50 candidates attempted all sections of the paper. The overall mean of the examination was 53.04% which is lower than the preferred mean of approximately 60%. The standard deviation was 15.84%. Scores ranged from 11% to 87%. The means for each section ranged from 45.28% for Section Three (Extended response) to 63.50% for Section One (Multiple-choice).

## **Economics 3**

### **Summary**

This was the second year that Stage 3 of the WACE Economics course has been examined. The structure and difficulty of this year's paper conformed to that of the previous WACE examination. Nearly all of the 2045 candidates attempted all sections of the paper. The overall mean of the 2011 paper was 55.48% which is slightly lower than the preferred mean of approximately 60% and lower than the 2010 mean of 58%. The low mean was due to the lower than expected mean for Section Three. The internal reliability measure was higher than 2010 (0.85) and the correlations of each of the three sections to the total paper were also high. The standard deviation of the overall paper was 17%. The section means were: Section One, 63.02%; Section Two, 55.28%; and Section Three, 49.87%. Scores ranged from 6% to 96%. The maximum possible mark was awarded in each section of the paper.

## **Engineering Studies 2**

### **Summary**

In 2011 scaffolding was provided for questions that required calculations and this appeared to be useful for assisting candidates with their responses.

The top overall candidate achieved 94%. Moreover, the top candidates in the Mechanical and Electronic/Electrical sections achieved scores of 53% and 47% out of a possible maximum of 55% in Section Two: Part B. The top candidate scored 34% out of a possible 55% for the Systems Control section.

There were still too many non-attempts by candidates. In some cases this was in excess of half of the candidates for questions that should have been quite straightforward and which were mapped to the syllabus via elaboration documents that all teachers had to hand in February of 2011. Nevertheless, the overall mean of 47.13% was a good improvement over the 2010 mean of approximately 38% but still well below the preferred value of approximately 60%.

## **Engineering Studies 3**

### **Summary**

The 2011 examination has followed on from the 2010 exam in producing a paper with an appropriate level of difficulty. The overall mean score was 67.62% which is higher than the preferred mean of approximately 60%, and the standard deviation was 13.5%. There is still some variation across the three specialist areas, as in previous years. It is difficult to keep this variation to a minimum given the changes in student profiles, small student numbers and also rotating examiners.

A couple of the more difficult questions have been identified and these contexts will be kept under review in future examinations; even though they fell within the syllabus and the attached elaborations.

## **English 2**

### **Summary**

The Stage 2 paper was written in accordance with the design brief and reflected the English syllabus for the four Stage 2 English units. In this third year of the examination of the Stage 2 English course, the examining panel made some changes to the format of the examination, whilst still working within the requirements of the design brief. These changes were motivated by the desire to refine the examination in the interests of candidates, taking into consideration the feedback on the previous year's examination. These changes were met with almost universal approval by teachers and markers and the paper itself was seen as fair and balanced, offering ample opportunities for the candidates to demonstrate their skills and understandings.

The mean score of the examination was 55.01%, which was below the preferred mean of approximately 60% but only slightly lower than in 2010 (56.55%). The spread in the allocation of marks ranged between 0 and 82 out of a possible 90 marks. There was a strong correlation of sections to total exam, as follows: Section One (Reading): 0.82; Section Two (Writing): 0.76 and Section Three (Viewing) 0.83. Internal reliability (section-based) of the written paper was very good at 0.82.

Some students probably more suited to Stage 2 have completed Stage 3.

The paper was well-received by the marking panel and students attempted more sections of this paper than in the past. There has been a clear attempt by the examination panel to write a paper that is accessible and achievable and also worked to measure candidates' knowledge of the syllabus. One marker summarised her response: 'I was thrilled, and indeed the other Stage 2 teachers at my school were equally happy, with the accessible nature of the exam. I think it was very manageable in the time given and allowed students to use many different texts in their responses. There were some changes that we were a bit worried about but it seems that students managed these changes well. The overall layout was sound and it will be a great teaching tool for next year'.

## **English 3**

### **Summary**

There was again a significant increase in the number of candidates sitting the Stage 3 examination, with a corresponding decrease in those tackling Stage 2.

The reading section of the examination, whilst conforming to the design brief, was slightly different from that of previous Stage 3 examinations. Question 1 offered candidates a choice of passages for analysis and Question 2 did not require them to write about both an unseen and a previously studied piece of writing, instead asking only for reference to their previous reading. The objective of these modifications was to make this section easier for candidates and the mean achieved was indeed slightly higher than in 2010. There was criticism from some teachers and candidates that the change had not been signalled to them in advance but the examining panel feels strongly that candidates should be prepared for such changes, given the flexibility offered within the design brief, and recommends that teachers and candidates become very familiar with that design brief, which is published as part of the syllabus, and aware of the scope for further change. One marker commented, 'Congratulations to the examining panel for producing a paper that acts as a reminder to all students and teachers that there is a design brief that allows for variation and diversity in the examination paper, and which must be interrogated for possibilities, rather than assuming that past papers provide a pattern that will be followed each year'.

The other sections were similar in format to those in previous years; half of the questions in the writing section required direct reference to texts studied, whilst half were designed to elicit imaginative writing. It was disappointing that there was some ill-informed and inaccurate criticism in the media of the inclusion of the latter type of questions, given that they are required by the design brief. The viewing section again contained five images and the choices available, along with the questions, were well received by the markers.

The mean score of the examination was 58.77%, which, whilst marginally lower than that of 2010, was very close to the preferred mean of approximately 60%. The mean was lowest in Section One (Reading) at 56.92%, with a standard deviation of 15.07%, and highest in Section Two (Writing) at 60.60%, with a standard deviation of 15.26%. In Section Three (Viewing) the mean was 59.18%, with a standard deviation of 16.19%. These results are close to those achieved in 2010. The internal reliability (section-based) of the written paper was very good at 0.73 and the spread in the allocation of marks ranged from between 0 to 98.89 out of a possible 100%. The means for all questions in this paper were remarkably even and almost all candidates attempted the questions required to complete each section of the paper.

Comments regarding the paper were: '...it was a good paper, well responded to by most students. There is sadly, some less than ideal preparation of candidates'.

## **EALD 2**

### **Summary**

The practical examination comprised 15 minutes preparation time and 10–12 minutes speaking time with two examiners. Overseas candidates were assessed using Centra technology. The mean of the Practical examination was 62.22% which is higher than the preferred mean of approximately 60% but an improvement on 2010. The Practical examination had three sections. The percentage means for Part A, Part B and Part C and were 73.67%, 64.32%, 59.17% respectively. The minimum raw score was 16% and the maximum raw score was 96% indicating a good range of marks allocated and statistics indicate consistency between the requirements within the sections of the examination. The standard deviation was 15.55%. Candidates were noticeably better prepared for the examination in 2011 than in 2010.

The written examination comprised three sections; Listening; Reading and Viewing; Writing; totalling 2 hours and 30 minutes. The examination was of appropriate difficulty. The mean was 52.83% and the standard deviation was 19.08%. The percentage means for Section One, Two, Three were 44.32%, 56.28%, 58.62% respectively. The minimum raw score for the written examination was 3% and the maximum raw score was 89%, indicating a reasonable range of marks allocated. The percentage means for Sections One, Two and Three were 44.32%, 56.28% and 58.62% respectively. The section correlations with the totals are good, indicating consistency between questions within sections of the paper. Statistics indicate that the five questions from which candidates could choose in the extended writing were of a comparable level of difficulty. It is noted that Questions 3, 11 and 13 (worth 1 mark each) scored a significant difference in the number of candidate attempts, with only 215, 212, and 213 candidates of the 240 attempting these questions respectively.

Fewer candidates attempted the Stage 2 EALD examination in 2011 than in 2010 suggesting that more schools had opted for a Stage 2/Stage 3 senior secondary pathway for their students.

## **EALD 3**

### **Summary**

The practical examination comprised 15 minutes preparation time and 10–12 minutes speaking time with two examiners. Overseas candidates were assessed using Centra technology. The mean of the practical examination was 65.13% which is higher than the preferred mean of approximately 60%, but an improvement on 2010. The minimum raw score was 0% and the maximum raw score was 100% indicating a good range of marks allocated and statistics indicate consistency between the requirements within the sections of the examination. The standard deviation was 15.50%. The Practical examination had three sections. The percentage means for Part A, Part B and Part C were 77.12%, 68.62%, 61.33% respectively. Candidates were noticeably better prepared for the examination in 2011 than in 2010.

The written examination comprised three sections; Listening; Reading and Viewing; Writing; totalling 2 hours and 30 minutes. The examination was of appropriate difficulty with a mean of 60.71%; an improvement on the 2011 examination which had a mean of 67.43%. The standard deviation of 13.03 indicates that the examination was a good discriminator of candidate ability. The minimum raw score for the written examination was 7% and the maximum raw score was 92%, indicating a good range of marks allocated. The percentage means for Sections One, Two and Three were 63.14%, 58.72% and 60.40% respectively. Statistics provided indicate consistency between the questions within the sections of the paper although it is noted that Question 9 (worth 1 mark) scored a significant difference in the number of candidate attempts, with only 969 of 1045 candidates attempting this question.

More candidates attempted the Stage 3 EALD examination in 2011 than in 2010 suggesting that schools had opted for a Stage 2/Stage 3 senior secondary pathway for their candidates.

## **Food Science and Technology 2**

### **Summary**

Performance on this year's examination was disappointing. The 2011 mean of 42.37% was lower than that in 2010, falling substantially short of the preferred mean of approximately 60%. The standard deviation was 14.33%. The spread of scores ranged from 7% to 73%. The section means were: Section One: Multiple-choice: 66.55%. Four questions had means below 48% with Question 7 being the most difficult. All other questions had means of 50% or higher with Question 2 being the easiest. No candidate achieved maximum marks in this

section. Section Two: Short answer: 39.07%. No question in this section had a mean higher than 47%. Parts of questions were done well but overall candidates underperformed with Question 23 having a mean of 40.36%. This section was across contexts. Section Three: Extended answer: 32.08%. This section consisted of one extended answer question broken into three parts. The question was across contexts. Parts (a) and (c) had means in the twenties while part (b) had a mean of 40.36%. Section Four: Extended answer (context specific): All candidates struggled with the context specific questions. The majority of candidates (214) selected Hospitality while 63 candidates selected Nutrition and Health Promotion and 24 selected Product development. The mean of this section was 31.61%.

## **Food Science and Technology 3**

### **Summary**

This course was examined for the second time in 2011. The examination was set at a level of difficulty deemed appropriate for well-prepared Stage 3 candidates to achieve good results. The mean of the paper was 48.24%, well below the preferred mean of approximately 60%, and the standard deviation was 10.59%. The range of scores, from 26 to 69% was relatively narrow. Section means were: Section One: Multiple-choice: 67.86%; Section Two: Short answer: 46.92%; Section Three: Extended answer: 37.6% and Section Four: Extended answer (context specific): 46.12%. The section-based internal reliability of the paper was satisfactory at 0.67. Candidate performance indicated that, in comparison to 2010, there was a clearer understanding of the terminology used in the syllabus. Many candidates, however, demonstrated a lack of depth of understanding of the syllabus content and were unable to describe processes to the level expected. Most candidates answered all questions.

## **French 2**

### **Summary**

Despite the fact that there were only seven candidates and that it is impossible to draw any firm conclusions, the 2011 French Stage 2 examination seemed to test them fairly and gave a good spread of marks. The examination was of three hours' duration: 30 minutes for the practical component; and two and-a-half hours for the written component.

#### *Practical (oral) examination*

The mean for the practical examination was 65.24%, which was higher than the preferred mean of approximately 60%. There is little to draw from the results given the very small cohort. There was little difference in the means for the criteria for Parts A and B, with Part A at 62.86% and Part B at 66.43%. The spread in the allocation of scores ranged from 12% to 26% out of a possible 30%. Most candidates were able to perform reasonably well in the practical examination, as reflected by the higher mean for this section. Both the stimulus item in Part A and the prepared topic in Part B seemed a bit generic on the whole and allowed candidates to give a lot of rote-learned response material.

#### *Written examination*

The mean score of the written examination was 55.75%, with a standard deviation of 15.11%. The spread in the allocation of scores ranged from 22% to 58% out of a possible 70%. Section means were: Section One Response to audio texts 50.65%; Section Two Response Part A 66.23%; Section Two Response Part B 37.36%; Section Three Written communication Part A 57.32% and Section Three Written communication Part B 56.61%. The internal reliability (section-based) of the written paper was 0.91. The format and style of the paper closely resembled that of the 2010 paper. For Section One, performance was very varied, with question means ranging between 14.29% and 100%. Questions 1a, 2b, 3b, 4b and 6c appeared to cause the most difficulty. Section Two Part A (although somewhat higher) and Section Three all produced similar means within range of the ideal. Section Two Part B obviously caused difficulties for the candidates, whose performance in this section was uniformly low.

## **French 3**

### **Summary**

#### *Practical (oral) examination*

The mean score of the examination was 70.56%, which was well above the preferred mean of approximately 60%, suggesting the oral was easy for Stage 3. There was little difference in the means for the criteria for Parts A and B, with Part A at 70.51% and Part B at 70.58%. For both parts, candidates scored highest on criterion one. The spread in the allocation of scores ranged between 6% and 30% out of a possible 30%. Most candidates were able to perform reasonably well in the practical examination, as reflected by the higher mean for this section. Both the stimulus item in Part A and the prepared topic in Part B seemed a bit generic on the whole and allowed candidates to give rote-learned response material.

#### *Written examination*

The mean score of the examination was 56.35%. The spread in the allocation of scores ranged from 18% to 66% out of a possible 70%. Section means were: Section One Response to audio texts 42.04%; Section Two Response Part A 62.78%; Section Two Response Part B 62.74%; Section Three Written communication Part A 61.96% and Section Three Written communication Part B: 61.29%. The internal reliability (section-based) of the written paper was very good at 0.84. The format and style of the paper closely resembled that of the 2010 paper. The mean for Section One (Response to audio text) was overall lower than the preferred mean of approximately 60%. It appears that there was too much text and questions relative to working time in Section One and this

section went over the suggested working time. Sections Two and Three produced results just a little higher than the preferred mean.

## **Geography 2**

### **Summary**

This was the second year the WACE course for Geography Stage 2 has been examined. There was a marked decline in candidate numbers between 2010 and 2011. The examination conformed closely to the previous year's paper in structure, range and difficulty. Candidates and teachers received the examination positively.

The questions throughout the examination directly reflected both the broader concepts outlined in the course rationale and the recommended focus within particular units of *Geography of natural hazards and impact minimisation* (Unit 2A) and *Geography of sustainable resource use* (Unit 2B). Statistical data indicates that the level of difficulty of the examination was appropriate, with the mean of 53.27%, which is lower than the preferred mean of approximately 60%. The standard deviation was 13.26. The internal reliability of the paper both within sections and between sections was very good, with overall internal reliability of 0.9. The examination produced a good spread of results, ranging from 16% to 80%.

## **Geography 3**

### **Summary**

The 2011 examination was generally positively received by candidates, teachers and markers. The mean was 53.14%, which was below the preferred mean of approximately 60%. The sectional means varied from 64.34% for Section One, 68.09% for Section Two, 47.90% for Part A of Section Three and 41.30% for Part B. The standard deviation was 12.56%. The internal reliability was (0.78) which compared favourably with 2010 (0.82). The spread of marks for each section were: Section One: 0–19; Section Two: 2–20; and Section Three: Part A: 0–28 and Part B: 0–26. The spread of scores for the entire paper ranged from 7% to 90%. Nearly all candidates attempted all parts of the paper, indicating that the length of the paper was appropriate. The examination appears to have been a valid, reliable and fair assessment instrument that discriminated effectively among candidates. The paper contained an approximately even balance of questions on content from both Stage 3 units. There was a spread of content selected from each unit. The examination had the same structure, range and level of difficulty of the 2010 WACE examination.

## **German 2**

### **Summary**

There were four candidates who sat both the practical and written examinations. The level of difficulty seemed appropriate. However, it is not possible to make conclusive judgments based on such a small cohort. Candidates were generally well prepared for both the practical (oral) examination and the written paper. All candidates attempted and completed all sections of the paper. The mean score of the practical (oral) examination was 59.82%. Candidates were well prepared and were able to speak about the stimulus item they had brought along. The means for Parts A and B were 64.06% and 57.81% respectively. The spread in the allocation of scores ranged between 4% and 8% out of a possible 8% for Part A and between 6% and 17% out of a possible 17% for Part B. The mean for the written examination was 55.84%. The spread in the allocation of marks ranged from 33% and 63% out of a possible 75%. The section means were: Section One (Listening): 59.72%; Section Two (Viewing and Reading) Part A: 64/5%; Section Two (Viewing and Reading) Part B: 36.25%; Section Three (Writing Part A): 53.50% and Section Three (Writing Part B): 45.50%. There was a strong correlation of sections including the practical examination in the total exam with correlations falling between 0.91 and 0.99. The internal reliability (section-based) of the written paper was very good.

## **German 3**

### **Summary**

Practical (oral) examination

The mean score of the examination was 74.13%, somewhat higher than a preferred mean of approximately 60%. The means for Parts A and B were evenly balanced at 73.18% and 74.56%. The spread in the allocation of scores ranged from 9.00% and 25% out of the possible 25% for this examination with a standard deviation of 19.01%.

Written examination

Candidates were generally well prepared for all sections and the majority attempted and completed all sections of the paper. The mean score of the examination was 66.99%, which was a little higher than the preferred mean of approximately 60%. The spread in the allocation of scores ranged from 21% to 72% out of a possible 75%. Section means were: Section One (Listening): 67.58%; Section Two (Viewing and reading) Part A: 66.63%; Section Two (Viewing and reading) Part B: 70.28%; Section Three (Writing Part A): 65.09% and Section Three (Writing Part B): 66.89%. Internal reliability (section-based) of the written paper was very good at 0.85.

## **Health Studies 2**

### **Summary**

It is evident that the Health Studies Stage 2 paper adequately addressed all content areas of the syllabus. There were very few non-attempts for this paper and this may indicate an improvement in the wording of questions and/or improved understanding of the syllabus. This paper was an improvement on last year.

The paper had three sections: Section one (multiple-choice) 20%, Section two (short answer) 50% and Section three (extended answer) 30%. The mean for the whole paper was 64.96% which is above the preferred mean of approximately 60%. All candidates had sufficient time to complete all questions. The allocation of scores ranged between 26% and 92%. The standard deviation of the total paper was 14.75%. The percentage means for sections of the paper were: Section One (Multiple-choice) 56.78%, Section Two (Short answer) 68.99% and Section Three (Extended answer) 62.85%. Correlation of question marks with the total marks was strong (0.61 - 0.95). The reliability of the paper (section-based) was 0.73.

## **Health Studies 3**

### **Summary**

The paper had three sections: Section one (multiple-choice) 20%, Section two (short answer) 40% and Section three (extended answer) 40%. The mean for the whole paper was 70.27%, which is higher than the preferred mean of approximately 60% but comparable with the mean of 69.7% in 2010. The standard deviation was 12.94%. The spread in the allocation of scores ranged from 27% to 97.5%. The sectional means were as follows: Section one (multiple-choice), 77.76%; Section two (short answer), 75.9%; and Section three (extended answer), 59.98%. Correlation of question marks with the total marks was strong (0.65 - 0.89). The reliability of the paper (section-based) was 0.67.

## **Human Biological Science 2**

### **Summary**

The aim of the examining panel was to set a three-hour paper that required sound knowledge and understanding of the content of the syllabus, as well as an ability to apply understanding, interpret experimental data and synthesise ideas. The panel was also concerned to pitch the Stage 2 paper at the appropriate level of difficulty relative to the Stage 3 paper. For this reason, many questions relied on factual recall, and there were only a few harder discriminating questions. As stipulated in the design brief, the Stage 2 questions had more scaffolding than the Stage 3 questions, and there was less emphasis on extended answers. These features have been well received by teachers and candidates.

The paper had three sections: Section one (multiple-choice) 30%, Section two (short answer) 50% and Section three (extended answer) 20%. A mean of 52.23% was achieved, which is less than the preferred mean of approximately 60%. The examination results for the paper showed an excellent spread in the allocation of marks, ranging from 16.25% to 86.5%. The standard deviation of the total paper was 13.12%. The sectional means were as follows: Section one (multiple choice) had a mean of 67.50%, section two (short answer) 46.21% and section three (extended answer) 45.12%. Correlation of question marks with total marks is very good (0.82 - 0.95). The reliability of the paper (section-based) was 0.81.

Feedback regarding the examination was positive. The paper was considered to be a fair sampling of the syllabus that was able to challenge candidates and to discriminate among them. Candidates were capable of both factual recall and the analysis and interpretation of experimental data, and were most challenged by items requiring self-directed, written responses (section two and section three).

## **Human Biological Science 3**

### **Summary**

The aim of the examiners was to set a three-hour paper that required sound knowledge and understanding of syllabus content, as well as an ability to apply understanding, interpret experimental data and synthesise ideas. The paper examined depth of understanding, in addition to factual recall. In accordance with the design brief, the questions required higher order thinking skills and had less scaffolding than was the case with the Stage 2 examination. Candidates were required to fully explain concepts rather than simply to identify facts or key words.

The paper had three sections: Section One (multiple-choice) 20%, Section Two (short answer) 50% and Section Three (extended answer) 30%. The mean for the whole paper was 54.88%, which is less than the preferred mean of approximately 60%, but considerably better than the mean in 2010 of 47.9%. The standard deviation was 15.01%. The spread of marks ranged from 0% to 92.25%. The sectional means were as follows: Section One (multiple-choice), 77.66%; Section Two (short answer), 50.98%; and Section Three (extended answer), 46.17%. Correlation of question marks with the total marks was strong (0.78 - 0.96). The section-based reliability of the paper was also strong (0.84).

Feedback regarding the examination was positive. The paper was considered to be a fair sampling of the syllabus that was able to challenge candidates and to discriminate among them. Candidates were capable of both factual recall and the analysis and interpretation of experimental data, and were most challenged by items requiring self-directed, written responses (Sections Two and Three).



## **Indonesian: Second Language 2**

### **Summary**

#### *Practical examination*

The practical (oral) exam was worth 40% of the total exam. During the preparation time of 15 minutes, candidates listened to one audio-text using an MP3 player. They could write notes that they were able to use in the examination room. In Part A of the examination, one marker initiated a conversation about the audio-text with the candidate. In Part B, there was a general conversation about the content of units 2A and 2B. Each part took about six minutes. Two markers assessed each candidate. The practical exam was conducted according to the standard. The mean score was 78.33% which was a better performance than last year. However, there were only three candidates this year as opposed to 15 candidates last year. This makes the comparison to be of little significance. The total marks ranged from 24 to 39 out of a possible 40.

#### *Written examination*

The mean score was 57.95% and the spread of marks ranged from 28.71 to 42.34 out of the possible 60 marks. The mean of Section One was 56.14%, while the means of Section Two Part A and Part B were 81.11% and 42.86%. It was a better performance than last year. The reliability of the written paper was 0.62. Most questions were of comparable difficulty. Candidates' performance in the print-based section of the examination was better than the audio-visual based section. Overall, the examination was well received and the level of difficulty was appropriate. However, there was some indication that candidates needed some effective audio-visual communication skills.

## **Indonesian: Second Language 3**

### **Summary**

#### *Practical (oral) examination*

The mean score of the Practical examination was 59.39%, which was very close to the preferred mean of approximately 60%. The means for the criteria for Parts A and B were 53.11% and 65.66%, suggesting that the stimulus, listening comprehension component of the oral was more difficult for the cohort.

#### *Written examination*

The structure of the examination remained the same as 2010 with the written examination of appropriate length. The mean score was 53.09%, which was lower than 2010 and further from the preferred mean of approximately 60%. The internal reliability (section based) of the written examination was very good at 0.97. The audiovisual questions of Section One again proved most difficult for candidates with a mean of 45.63%. The questions on the audiovisual written in Indonesian had the least number of candidates attempting them. There was an even performance (with means around 60%) across the questions related to the print texts. All candidates attempted all questions in Section Two. It appeared that most candidates had prepared a response with the expectation of an open-ended question (Question 12) from Unit 3B on recent issues arising in either the Indonesian or Australian media.

## **Integrated Science 2**

### **Summary**

Stage Two of the WACE course Integrated Science was examined for the second time in 2011. This year's paper conformed to the design brief and was similar to the 2010 paper in structure and range. The 2011 paper was slightly less difficult, with more scaffolding to raise the mean of the examination from the 2010 value.

The overall mean was 48.65%, notably lower than the preferred mean of approximately 60% but up from last year's mean of 45.36%. The standard deviation of this paper was 14.13%, slightly lower than last year's mean 14.43%. The section means were for Section One: Multiple choice, 65.6%, Section Two: Short Answer, 40.3% and Section Three: Comprehension, 57.5%. Sections One and Three showed increased means compared to last year. All sections showed high correlations with the overall paper, and the reliability of the paper was 0.82, higher than the 2010 value.

## **Integrated Science 3**

### **Summary**

This was the second year of examinations for the Integrated Science Stage 3. The paper provided a thorough and balanced coverage of the Stage 3 syllabus, but was more difficult than expected, particularly in the written sections, Two and Three.

The marking guide provided clear and unambiguous direction to the markers and little reconciliation of marks was necessary. Marks ranged from 17% to 70%. The mean was 47.30%, well below the preferred value of approximately 60%. The standard deviation was 10% and the reliability of the paper was 0.73.

## **Italian 2**

### **Summary**

#### *Practical (oral) examination*

The practical examination was worth 25% of the total examination. As in the previous two years, it consisted of two parts and was conducted over approximately 20 minutes. Part A was a discussion of a stimulus item brought in by the candidate, and Part B was a conversation dealing with the material and themes in Stage 2. The mean

score of the practical examination was 52.68%, which was a better result than in 2010, where the mean for the oral was considerably lower than the mean for the written paper. There was little difference in the means for the criteria for Parts A and B. The spread in the allocation of scores ranged between 2% to 21% out of a possible 25%, with a standard deviation of 5.71.

#### Written examination

The written examination was worth 75% of the total examination. It consisted of two sections and had a working time of two and a half hours. Section One was worth 45% of the total examination and divided into Part A: Listening and responding and Part B: Viewing, reading and responding. The percentage mean for Section One (Part A) was 67.83% with a standard deviation of 3.04. The percentage mean for Section One (Part B) was 53.48% with a standard deviation of 3.25. Section Two was worth 30% of the total examination and divided into Part A: Stimulus and questions and Part B: Extended response. The mean for Part A was 35.91% and the mean for Part B was 46.03%. The mean for the written examination was 51.19%. The standard deviation was 14.92. The spread in the allocation of scores ranged between 19% and 63% out of a possible 75%. Almost all candidates attempted every question.

### **Italian 3**

#### **Summary**

Stage 3 of the WACE Italian course was examined for the third year in 2011. The examination conformed closely with the 2010 examination in structure, range and difficulty, while reflecting feedback received from teachers. Both written and practical components achieved comparable means.

#### Practical (oral) examination

The mean score of the examination was 58.51%, with a standard deviation of 23.50%. There was little difference in the means for the criteria for Parts A and B. The spread in the allocation of scores ranged from 0% to 30% out of a possible 30%. It was pleasing to observe these results, showing discrimination amongst candidates, given the difficulty for candidates of participating in a conversation in Italian.

#### Written examination

The mean score of the examination was 60.28%, matching the preferred mean of approximately 60%. The spread in the allocation of scores ranged between 10% and 68% out of a possible 70%. Section means were: Section One Part A: Listening and responding 52.17%; Section One Part B: Viewing, reading and responding 67.02%; Section Two Written communication Part A Two stimuli: 59.56% and Section Two Written communication Part B Extended response: 63.57%. Internal reliability (section-based) of the written paper was 0.88.

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

#### **Summary**

#### Practical (oral) examination

The practical examination involved interviews of 8–12 minutes per candidate. The practical examination mean of 48.75% was low, but was similar to candidate performance in 2010. The spread in the allocation of marks ranged from 3 to 20 out of a possible 20 marks.

#### Written examination

The written paper consisted of nine texts with 39 questions in the response sections and a choice of two out of three questions provided in the writing section. The high completion rate suggests that this is appropriate. The mean was 54.77%, similar to the 2010 mean. The internal reliability of the written paper was very good. The cohort was small suggesting that conclusions are hard to draw from the statistics. Section means were: Section One (Response: Listening): 54.63%; Section Two (Response: Viewing and reading): 55.74%; and Section Three (Written communication): 53.89%. Candidates attempted almost every question, with the least attempts being for Question 6.

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

#### **Summary**

#### Practical (oral) examination

The practical examination involved interviews of 10-12 minutes per candidate. The practical examination mean was 65.11% suggesting that either the marks were too generously awarded, the questions were too easy, or that the candidates were mostly well prepared.

#### Written examination

The written paper consisted of nine texts (39 questions), and a choice of two out of three questions provided in the writing section. The high completion rate suggests that this was appropriate. The mean of 55.68% was below the preferred mean of approximately 60%, and lower than in 2010, especially in the Listening section (49.44%, much lower than last year). The internal reliability of the written paper was very good. Question 41 in Section Three: Written communication was markedly more popular than its alternative, Question 42. This question, though superficially more challenging, had a higher mean than Question 41, suggesting that stronger, more confident candidates chose the harder-seeming option, and did well at it.

Section means were: Section One: Response (Listening) 49.44%; Section Two: Response (Viewing and reading) 60.08%; and Section Three: Written communication (Extended writing) 57.37%.

## Literature 2

### Summary

The Stage 2 Literature was a well-received examination and markers were unanimous in their praise for many of the scripts candidates produced in the examination. The length and level of difficulty were pitched appropriately with all candidates attempting each section and many completing detailed and extensive responses.

All statistical information for this examination must be considered with caution as the cohort size for Literature Stage 2 is small at 15. The mean for the total examination is 62.13% (50.13% in 2010) which is close to the preferred mean of approximately 60%. The minimum raw score for the written examination was 44% and the maximum raw score was 84%, indicating a good range of marks allocated relative to the sample size. The standard deviation for the total examination is 10.14%. The percentage means for Sections One and Two are 63.89% (58.89% in 2010) and 61.10% (45.90% in 2010) respectively.

This year it was observed that the standard of scripts had improved overall and that candidates engaged well with the rich and appropriate texts chosen for their cohort. All candidates demonstrated a good, working knowledge of the text and were able to support some relevant responses to their chosen questions. Better candidates wrote at length and many exhibited a mature, confident personal voice. The Section One responses were particularly strong offering some perceptive insights. All candidates were literate and familiar with course concepts and expectations. The increased mean from 2010 is a reflection of the candidature's suitability and aptitude for the course. Candidates revealed a genuine interest in and enjoyment of the course content.

## Literature 3

### Summary

Stage 3 of the WACE course Literature was examined for the second time in 2011 and was similar in design to the 2010 examination. As with last year's exam, this year's took care to examine the syllabus and to use syllabus terminology (including, for example, 'shades of meaning') in the formation of the questions.

The mean score was 64.19%, close to the preferred mean of approximately 60% and lower than last year's mean of 66.74%. The standard deviation was 11.01%, marginally lower than last year's 11.57%. The raw marks ranged from 6.5% to 95.5% (last year's range: 5% to 97.5%), indicating that a good range of marks was allocated. There were strong correlations between each section and the total, while the internal reliability of the whole paper was acceptable at 0.61. The percentage means for Section One (close reading) and Section Two (essay questions) were 63.87% and 64.10% respectively, with standard deviations of 13.92% (Section One) and 11.69% (Section Two).

The majority of the candidates appear to have attempted all sections of the paper. Examination length seems to have been appropriate.

There was little statistical difference in the degree of difficulty among the eight Section Two essay questions, with candidates being neither advantaged nor disadvantaged significantly by their selections. The question means ranged from 61.99 (Question 2) to 67.24 (Question 7); Question 2 (with the lowest mean) appears to have been the most difficult, and Question 7 (with the highest mean) appears to have been the least difficult. Questions 4 and 8 were clearly the most popular, with 872 and 798 attempts respectively; the next most popular question, Question 2, had 401 attempts. Question 5, with 127 attempts, was the least popular question.

## Marine and Maritime Studies 3

### Summary

The Marine and Maritime Studies examination was three hours long with candidates required to answer 20 multiple-choice questions, six short answer questions and two extended answer questions. The examination mean was 66.79%, which was above the preferred mean of approximately 60%, and well above the mean of 56% from last year. Scores ranged from 39% to 95%. The standard deviation of the total paper was 15.19%. The relative difficulties of the examination sections were consistent, with Section One: Multiple-choice having a mean of 66.96%, Section Two: Short answer having a mean of 67.74% and Section Three: Extended answer having a mean of 64.85%.

The percentage standard deviations of the three sections were 11.90%, 16.43% and 22.40% respectively. This shows that the Multiple-choice section did not discriminate as well as the Short answer section, and that the greatest spread of scores was in the extended answer section.

This year there was no compulsory extended answer question. Candidates had a choice of two out of the four available questions in this section. This choice produced better answers and more completely answered questions in Section Three: Extended answer than in previous years. Candidates showed a preference for Question 29 (research/survey) and a distinct avoidance of question 28 (cetaceans/conservation). Questions 27 and 30 were both popular. Question 29 had added scaffolding and the most parts of all the questions in the extended answer section.

The small cohort size (28 candidates) should be borne in mind when considering the statistics. The small cohort attempting the examination reduces the confidence in the quoted statistical measures.

Overall candidate performance was better than last year with the majority of candidates attempting all questions, better quality and clearer annotated diagrams and good use of scientific terminology.

## **Materials Design and Technology 2**

### **Summary**

Stage 2 of the WACE Materials, Design and Technology examination consisted of a written examination worth 50% and practical examination worth 50%. The examination was valid across all contexts of the course: Wood, Metal and Textiles. The written examination contained three sections, multi-choice (20%) common to all contexts, short answer (20%) common to all contexts and extended answer context specific sections (60%) relating to Wood, Metal and Textiles. The written examination was two and a half hours in length. The practical examination consisted of a portfolio of a candidate's work on one design task. The practical performance of the candidature was substantially better than in the previous year although performance in the written examination on average was stronger than in the practical examination. The structure of the examination and process mirrored that of the previous examinations. It must also be noted that there was a substantial reduction in candidature undertaking the Wood and Metals context of the examination; down by more than 50% and 30% respectively while Textiles' numbers have increased slightly.

#### Practical (portfolio) examination

Metal: 28 candidates; Textiles: 93 candidates; Wood: 74 candidates

Generally, the performance in the practical component of the examination has improved although, there were still a number of candidates failing to submit work, presenting very little work within some criteria, submitting substandard work or presenting work in which it was difficult to identify the intended criterion. The mean of the practical exam for all candidates was 54.16%, a great improvement on 44.4% in 2010. Scores ranged from 0% to 100%. Textiles candidates achieved a mean of 60.87% compared with a mean of 40.82% for metal and 50.77% for wood with an overall standard deviation of 20.40%.

#### Written examination

Metal: 26 candidates; Textiles: 98 candidates; Wood: 76 candidates

The examination provided very good coverage of the syllabus and no issues were encountered with the paper. The majority of the candidates performed well in the common and contextual components of the examination. Metal candidates performed below expectation in their context but extremely well in common sections of the paper. The mean of the written examination for all candidates was 65.46%, a great improvement on 54.16% in 2010. The percentage mean for the whole paper for each context was 61.27% metal, 70.27% textiles and 60.68% wood. The results of the paper showed a reasonably good range of marks from 8% to 88% with a standard deviation of 14.48%. The majority of candidates attempted all questions and the balance of questions across the syllabus was very good.

## **Materials Design and Technology 3**

### **Summary**

Stage 3 of the WACE Materials Design and Technology examination consisted of a written examination worth 50% and practical examination worth 50%. The examination was valid across all contexts of the course: Wood, Metal and Textiles. The written examination comprised of three sections, Short answer (15%) common to all contexts, Extended answer (25%) common to all contexts and a materials context section (60%) comprising of specific questions relating to the contexts of Wood, Metal and Textiles. The length of the written paper was two and a half hours. The practical examination consisted of a portfolio of a candidate's work on one design task. The performance of the candidature was slightly lower than in the previous year in both forms of the examination. The structure of the examination and process mirrored that of the previous examinations. It must be noted that there was an increase in candidature in all three contexts of the examination; although, the number of candidates undertaking the metal context is substantially lower than the other two contexts and too small a cohort to be statistically reliable.

#### Practical (portfolio) examination

Metal: 14 candidates; Textiles: 68 candidates; Wood: 96 candidates

Generally, performance has remained stable although there were still a number of candidates failing to submit work or presenting very little work within some criteria, submitting substandard work or presenting work which was difficult to identify which criterion it was intended for. The mean of the practical exam for all candidates was 59.81%, close to the preferred mean of approximately 60%. Scores ranged from 10% to 100%. Textiles candidates achieved a mean of 70.05% compared with a mean of 65.58% for metal and 52.34% for wood with an overall standard deviation of 23.39%.

#### Written examination

Metal: 14 candidates; Textiles: 67 candidates; Wood: 92 candidates.

The examination provided very good coverage of the syllabus and no issues were encountered within the paper. The candidature struggled with most components of the written examination although the metal candidates performed well in their context questions. The combined mean of the written examination for all candidates was 49.1%, 5% below the mean of 2010 and well below the preferred mean of approximately 60%. It is possible that this low mean is a result of an increase of candidature in all contexts. The percentage mean for the whole paper for each context was 58.43% for the metal, 54.33% for textiles and 43.86%. The results of the paper showed a reasonably good range of marks from 4% to 90% with a standard deviation of 14.55% and a reliability of 0.89. A majority of candidates attempted all questions.

## **Mathematics 2A/2B**

### **Summary**

The examination paper had an overall mean of 49.16% which is well below the preferred mean of approximately 60% but comparable to the mean of 50.23% from last year. Again the candidates appeared to find the paper difficult. The standard deviation was 15.45%. Marks ranged from 4% to 85%. The level of difficulty of the questions seemed appropriate, though a few too many complex parts of questions meant a lower than desirable mean.

All questions were attempted by a majority of candidates although there was a significant drop in the number attempting the final question in both sections. This may be due to the level of difficulty in these questions or that candidates struggled to complete the full paper in the time allocated.

The means and standard deviations for both sections were similar with Section One: Calculator-free being 50.87% and 18.33%, and Section Two: Calculator-assumed 48.30% and 16.39% respectively. The reliability of the paper (section-based) was moderately high at 0.69.

The examination structure conformed closely with the examination from last year. The papers appeared to be well-balanced and accessible to candidates. Many questions examined exactly the same concepts as last year in a very similar way.

The examination paper was intended to have the easier questions first and build to the more difficult questions; however most questions had many parts to them, which also ranged in difficulty, generally from easy to hard. Surprisingly candidates found question 16 the easiest with a mean of 73.25%. With a large amount of dense information presented in this question the examiners felt the question may be difficult so did not want to place this earlier in the paper. Candidates found question 15 the most difficult with a mean of 10.67%. Only about half the cohort attempted this question. This question was the most abstract and algebraic question on the paper so it is understandable that candidates would have found this question the least accessible. However, with the correct use of technology, part (c) should have been quite easy.

## **Mathematics 2C/2D**

### **Summary**

The structure of the examination was similar to the 2010 examination. The paper was fair with a good balance of questions from across the syllabus. The length and difficulty of the paper was appropriate as candidates appear to have attempted all questions. The last question had 87.23% of the cohort attempting to answer the question. This is a strong indicator that the examination length was appropriate.

The examination results show a good spread of marks from 0% to 95%. The range for Section One: Calculator-free was 0–32% out of a possible 33.33% with a standard deviation of 18.37%. The range for Section Two: Calculator-assumed was 0–63% out of a possible 66.67% with a standard deviation of 16.52%. For each part of each question the marks ranged from 0 to full marks.

The examination mean of 50.05%, though comparable to the 2010 mean of 49.69%, fell well below the preferred mean of approximately 60%. The examination standard deviation was 16.11%. The percentage mean for Section One: Calculator-free was 50.14% up from the 43.69% mean achieved in 2010. The percentage mean for Section Two: Calculator-assumed was 50.06% down from the 52.63% mean achieved in 2010.

Candidates performed fairly well on routine questions but struggled on the more challenging ones. Usually the latter parts of questions were more challenging and acted as good discriminators. As expected, candidates had difficulties answering questions requiring a higher level of thinking (such as Question 19) and questions involving trigonometry (Question 4 and Question 18). Candidates had difficulties with Question 7 where they needed to read and interpret financial tables; retrieving data from dense information.

There was an improvement in the overall quality of candidate responses compared to 2010.

## **Mathematics 3A/3B**

### **Summary**

There was a good mix of simple and complex questions throughout the examination paper. The length of the paper seemed appropriate as most candidates attempted all questions. The paper was well received by the markers, with most of them indicating that overall the paper was a little easier than last year. This was reinforced with an increase in the overall mean from 47.31% last year to 59.03% in 2011. This is a marked improvement and is close to the preferred mean of approximately 60%. The standard deviation was 17.02%. The spread of marks was very good, ranging from 3% to 98%.

For Section One: Calculator-free, the mean was 60.63% with a standard deviation of 19.26%.

For Section Two: Calculator-assumed, the mean was 58.25% with a standard deviation of 17.40%.

The internal reliability (section-based) of the examination paper is 0.79. The reliability of the two sections with the whole paper is excellent with 0.90 for the Calculator-free and 0.97 for the Calculator-assumed sections.

Candidates are still making careless algebraic and arithmetic mistakes, mainly caused by not responding to the question being asked. It was pleasing to see a marked increase in the number of questions or part questions where candidates received means over 50% compared to last year.

## **Mathematics 3C/3D**

### **Summary**

This examination was a fair test of the Mathematics syllabus, but was possibly a little too hard for this cohort of candidates. The examination appeared to be the right length and provided good discrimination between candidates. These perceptions are supported by the statistics. The mean was 52.4%, which was below the preferred mean of approximately 60% and below the mean of 58.9% from last year. The standard deviation of 16.6% and a range of scores between 0.83% and 97.08% indicate a good spread of marks. Each question was attempted by more than 94% of the candidates.

Candidates performed much better in Section One: Calculator-free than in Section Two: Calculator-assumed, and the average marks were 58.2% and 49.4% respectively. As Section One: Calculator-free is used mainly to assess basic skills and techniques, these results are not surprising, however the size of the difference was unexpected. The more challenging questions in Section Two: Calculator-assumed were on the whole a little too challenging for the cohort.

Section One: Calculator-free had a correlation of 0.91 with the entire examination and Section Two: Calculator-assumed had a correlation of 0.97. The high correlation between performances on the two sections supports the view that sophisticated calculators are useful tools in the hands of those who know and understand the underlying mathematical principles, but are of little use for those who do not.

The relatively good performance on the routine questions indicates that candidates have been well trained in the basic skills and techniques of the course. However performances were generally poor on questions requiring the application of these skills in non-routine situations, or some measure of lateral thinking. The lower mean mark this year is most likely due to the greater proportion of questions of the latter type.

## **Mathematics: Specialist 3A/3B**

### **Summary**

The 2011 exam was of similar length and difficulty to that of 2010. The majority of candidates attempted all questions.

The examination mean was 52.7%, which is below the preferred mean of approximately 60%, but comparable to the mean of 52.04% from last year. The overall difficulty level of the 2011 examination was good, as it appeared to discriminate well. The examination results for the paper show a satisfactory spread in the allocation of marks, i.e. from 1%–93%. The standard deviation of the total paper for 2011 was 23.53%.

The overall performance on Section One: Calculator-free was better than the performance on Section Two: Calculator-assumed. In Section One, the mean was 54.0% with a standard deviation of 22.9%, compared with the Section Two mean of 49.8% with standard deviation 27.4%.

The spread of topics examined was similar and some of the questions were similar in style, to the 2010 examination but there were a few questions that were different, in particular questions 7 (on complex numbers) and 18 (on polar co-ordinates). Some of the simpler questions, such as question 1, seemed to pose problems for some candidates. Some candidates who struggled with the simpler questions provided excellent solutions for some of the more difficult questions.

Overall, candidates performed poorly in questions involving algebra and proofs. In many instances questions worth more than 2 marks did not have sufficient or relevant working to justify the answer, and it seemed that the candidate had simply used the calculator to answer the question. Many candidates struggled with the routine questions for this course, such as questions 2 (differentiation), 4 (graphs), 5 (equations), 11 (three-dimensional geometry), 13 (vector geometry), 14 (trigonometric proofs) and 19 (motion using vectors).

## **Mathematics: Specialist 3C/3D**

### **Summary**

As this is the only the second year of this course some care was taken to ensure that the paper was similar in style to the 2010 examination. However, the performance was not discernably better than last year.

The mean raw mark for the paper as a whole was 54.5%, which was virtually unchanged from 2010 (55.33%). Scores on the paper ranged from 0% to 98% and this, combined with the standard deviation of 21.15%, indicates that the examination was an effective discriminator. Just as in 2010 Section One: Calculator-free proved to be slightly easier than Section Two: Calculator-assumed (raw score of 55.25% and 54.17% respectively). The questions spanned the whole syllabus and gave candidates the opportunity to show what they had learnt. The majority of candidates attempted all questions, but there was a distinct drop in the number of candidates attempting question 20, the last question in the paper.

## **Media Production and Analysis 2**

### **Summary**

#### Practical (production) examination

The practical examination was worth 50% of the total examination. Candidates were required to submit one completed production task from their course work. The productions were generally of a higher standard in 2011 from 2010, but there was a range of variations in the standards of the written work submitted with the practical production submissions. Generally the teachers had trained their candidates well but some candidates wrote very little compared to others and this was reflected in their final marks. 175 candidates submitted work for assessment with a mean of 55.90% and a standard deviation of 14.41%.

#### Written examination

The written examination was worth 50% of the total examination and had a working time of two and a half hours. There was a change to the design brief from 2010 which replaced one of the extended response questions by a new short answer section and generally it was felt that this had worked to the benefit of the candidates. Many candidates showed a low level of English language proficiency which resulted in poor writing structures. The mean for the written examination was 64.82% with a standard deviation of 16.66%.

## **Media Production and Analysis 3**

### **Summary**

#### Practical (production) examination

Submissions were generally of a higher standard in 2011 than in the past. Many candidates went to great lengths to demonstrate both a theoretical understanding as well as competency in manipulating technology. Those who borrowed from established media art forms produced some excellent work. The percentage mean for the examination criteria ranged from 60.56% (criterion 3) to 64.59% (criterion 4).

#### Written examination

The Stage 3 examination was appropriate in length and the changes made to the time spent on each section resulted in more concise responses in Section one. There is some indication that several candidates did not finish all parts of the exam as fully as they might have liked to but this seems largely due to poor preparation or time-management during the exam itself. Most candidates attempted the correct number of questions, but many who started with Section two and then moved on to Section one found that they had left too little time to complete both sections adequately.

The degree of difficulty was appropriate with a good spread of marks. All questions in the paper were accessible to all candidates as they corresponded directly with the syllabus. Candidates who generally wrote longer responses were able to cover more ground and gain additional marks through clarification and elaboration of ideas.

Section one (short answer – stimulus texts) had a mean of 55.41% and a standard deviation of 15.12%. The correlation of the written paper for this section ranged from 0.83 to 0.86. Most candidates answered the audio visual stimulus questions in this section with the highest number of candidates (644) choosing Question 6 which had a mean of 56.56% and a standard deviation of 16.40%.

Section two (extended answer) had a mean of 52.5% and a standard deviation of 15.09%. The correlation of this section with the total examination ranged from 0.91 to 0.93.

Key changes in the examination in 2011 included a simplifying of Section one and a more generic approach to formulating questions for Section two.

## **Modern History 2**

### **Summary**

This is the second year the Modern History Stage 2 course has been examined. The paper had the same structure and level of difficulty as that of the 2010 WACE examination. The examination had a small number of candidates and a working time of three hours.

The examination paper was fair and reasonable and provided equitable options for candidates, regardless of the study areas selected. Internal consistency as measured by an internal reliability figure of 0.97 compares well with last year's figure of 0.98. Nearly all candidates attempted all sections of the paper.

Scores ranged from 8% to 78% for the examination. The highest mark awarded for any question was 22.5 out of a possible 25 for Question One. The lowest mark of 2 out of a possible 25 was for Question Six. The correlation of individual questions with section totals was strong throughout the paper, ranging from 0.58 for Question 1c to 0.98 for Question 6b. The correlation of each section total with the examination total was very strong, ranging from 0.78 for Section Three (Document study Unit 2B) to 0.90 for Section One (Document Study Unit 2A) and Section Four (Essay Unit 2B).

The overall mean of the examination of 53.48% was lower than the preferred mean of approximately 60%. The means for each section ranged from 54.32% for Section Four (Essay Unit 2B) to 62.40% for Section One (Document study Unit 2A).

The standard deviations for each section ranged from 13.91% for Section Three (Document Study Unit 2B) to 19.62% for Section Four (Essay Unit 2B). The examination total standard deviation was 19.00%.

The examination has received limited feedback from teachers and candidates. The markers felt it was a fair if challenging paper that was faithful to the syllabus and allowed for discrimination among candidates.

## Modern History 3

### Summary

The examination paper was generally well received by candidates and teachers. The paper had four sections and a working time of three hours. The paper shows very strong internal reliability of 0.92. This compares well with the 2010 WACE examination paper that had an internal reliability of 0.91. All but 34 of the candidates appear to have attempted all sections of the paper. This suggests that the length of the paper was appropriate.

The range of scores allocated for the examination, was broad (between 0% and 96%). The highest mark awarded for any question was 25 out of a possible 25 in Section Two (Essay 3A), Three (Document study 3B) and Four (Essay 3B). The lowest mark awarded was 0 out of a possible 25 in the same three sections. The correlation of sections with the examination total was strong, ranging from 0.83 for Section One (Document study 3A) to 0.87 for Section Three (Document study 3B). The correlations of individual parts of questions in Sections One with the section total are good, ranging from 0.67 for Question 1a to 0.82 in Question 1e. In Section Three the correlation ranges from 0.80 for question 1a to 0.86 for Question 5d.

The overall mean of the examination was 56.86% which is slightly lower than the preferred mean of approximately 60%. The means for each section were comparable, ranging from 55.70% for Section Two (Essay 3A) to 58.24% for Section One (Document study 3A). The parts of the document study question had means of 46.50% and 43.00% respectively. The standard deviation for the examination paper was 13.84%. The standard deviations in each section are comparable, ranging from 15.12% for Section One (Essay 3A) to 15.48 for Section Three (Essay 3B).

Among the optional questions in Section Two (Essay 3A), Question Four attracted the most candidates (1222) while Question Three attracted the least candidates (615). In Section Four Question Eight was the most popular (1017) while Question Six was the least popular with 703 responses.

## Music 2

### Summary

Practical examination

No candidates completed portfolio options for Stage 2 Music.

The examination had a mean of 49.63%, with scores ranging from 0% to 82%.

Candidates performing according to contexts and instruments were:

	Western Art music	Jazz	Contemporary
Drum set			2
Guitar: electric electric bass		1	7 1
Piano	2		1
Flute	2		
Clarinet	3		
Saxophone	3	2	
Percussion	2		
Trumpet	1		
Violin	1		
Voice: Music theatre	3		
Voice			4

Written examination

The overall mean of the written paper was 44.58%, lower than the preferred mean of approximately 60%. The standard deviation for the 2011 written examination was 16.35%. The percentage mean scores for sections One, Two and Three were:



Section	Western Art music	Contemporary
One: Aural and analysis	46.38	31.21
Two: Music skills	62.14	34.16
Three: Part A	41.05	51.82
Three: Part B	44.34	38.86
Three: Part C	52.5	43.41

Scores ranged from 15.42% to 88.98%. Performance on Section One was weak, particularly in Contemporary. In Section Two, Candidates from both contexts performed best on Question 12. In Section Three: Part B, where responses to designated works relied on specific contextual knowledge, Western Art candidates performed best. A 25% penalty was applied to candidates using the same works in Parts B and C.

## Music 3

### Summary

Practical examination

The mean of the practical examination was 61.03% with a standard deviation of 14.05%. Scores ranged from 24.00% to 98.00%.

The number of candidates according to context was:

Context	Number of candidates
Western Art Music	312
Contemporary	59
Jazz	47
Music Theatre	27

Written examination

Improvements to the 2011 WACE written Music examination compared with the 2010 examination have led to a much better paper that could be completed in the allocated time by most candidates. Compared to 2010, there was a significant rise in the number of Western Art Music candidates and a significant fall in the number of Contemporary candidates. The number of Jazz candidates remained constant. The mean for the 2011 WACE Music Stage 3 written examination was 50.69%, which is considerably lower than the preferred mean of approximately 60% and lower than the 2010 mean of 59%. Some questions were too difficult for some candidates. The percentage mean scores for Sections One, Two and Three were:

Section	Contemporary	Jazz	Western Art Music
One: Aural and analysis	34.80	34.19	45.55
Two: Music skills	48.86	62.09	63.79
Three: Part A	48.57	64.64	41.42
Three: Part B	42.94	63.71	43.19
Three: Part C	59.44	58.36	55.68

Total scores ranged from 7.10% to 91.96%. The standard deviation for the written examination was 17.36%. Overall, the performance by candidates for the Jazz context was the strongest, followed by Western Art. While performance in Section One was generally weak, Western Art candidates performed best. Contemporary candidates performed poorly in Section Two and Jazz candidates provided the strongest performance in Section Three Parts A and B.

## Outdoor Education 2

### Summary

The length of examination and the level of difficulty of the paper were designed to provide candidates with an opportunity to score highly. Questions were written at a level appropriate for a Stage 2 course. However, the mean for the 2011 examination was 47.08%, well below the preferred mean of approximately 60%. The standard deviation was 16.52%.

The examination results show a satisfactory spread in the allocation of marks between 5.00% and 83.64%. The standard deviation for the Section One: Multiple-choice was 14.77%, however the standard deviations for the other two sections were much greater with 17.85% for the Section Two: Short Answer and 21.30% for the Section Three: Extended Answer.

The majority of candidates appear to have attempted all questions, but there was a distinct drop in the number of candidates attempting question 33, the last question in the paper.

Candidates gained maximum marks for twenty-seven of the thirty-one question parts available in both Section Two: Short answer and Section Three: Extended answer questions. Conversely there were candidates who were identified as non-triers who made no attempt or scored 0 marks for nearly every question in the examination. Only six multiple-choice questions were answered with any consistency; the maximum being 143 of the 190 candidates answering correctly questions 9 and 10. Many multiple-choice questions show no trend in responses and suggest a large number of candidates having little understanding of the content and just guessing. In the Short Answer section question 28 appeared to be the easiest question with a mean of 67.04%. With the exception of this question very few questions and/or parts of a question from the short answer and extended answer were answered at better than 50% with both questions 22 and 23 being the more difficult questions at 29.19% and 36.57% respectively.

Despite the lower level of achievement from candidates the examination was both valid and reliable. Candidates showed no depth of understanding in any specific content area from the course and demonstrated little preparation for the examination.

## **Outdoor Education 3**

### **Summary**

Stage 3 Outdoor Education was examined for the third time in 2011. The examination paper conformed to the examination design brief, allowing candidates sufficient working time to demonstrate their knowledge and understanding of the Stage 3 Outdoor Education course. The examination paper was considered to be a fair assessment of course content.

The examination results indicate a comparable difficulty to the 2010 examination, with a mean of 48.07% which is below the preferred mean of approximately 60%. Results ranged from 8.67% to 74.29%, with a standard deviation of 11.98%.

While the mean was slightly lower over the total examination, candidates performed better in Section One: Multiple-choice and Section Three: Extended answer than in 2010. Section One: Multiple-choice was found to be relatively easy, with a mean of 67.07%. Section Two: Short answer proved the most difficult with a mean of 45.16%, down from 2010 (mean 49.7%) and 2009 (mean 52.5%). Section Three: Extended answer was still considered difficult, with a mean of 40.71%, but indicated an improvement on the 2010 mean of 32.5%. The standard deviation for each 10.93% to 16.35%.

## **Philosophy and Ethics 2**

### **Summary**

The mean mark for the paper was 53.00% and the standard deviation was 14.00%. The range of raw scores was from 40 to 60 marks. Section means were: Section 1 (Reasoning and Inquiry Skills) 55.56%; Section 2 (Philosophical Analysis) 55.83%; and Section 3 (Extended Argument) 46.11%. These statistics are different from the section means in 2010, which were: Section 1 (Reasoning and Inquiry Skills) 72.0%; Section 2 (Philosophical Analysis) 66.75%; and Section 3 (Extended Argument) 69.78%.

Qualitative analysis of the examination scripts suggests that the examination paper had been set with a level of difficulty appropriate to Stage 2, though a larger sample would be needed to confirm this observation.

## **Philosophy and Ethics 3**

### **Summary**

The examination was three hours plus ten minutes reading time. The structure was identical to previous examinations, though Section One contained eight questions this year, compared to seven in 2010. The mean of 64.47% was a little higher than the preferred mean of approximately 60%. Scores ranged from 21% to 90%. The standard deviation was 13.7%. Section means were: Section One: Reasoning and Inquiry Skills, 60.82%; Section Two: Philosophical Analysis, 66.43%; and Section Three: Extended Argument, 65.19%. The examination continued to provide candidates with the opportunity to demonstrate a wide range of their philosophical abilities, from identifying simple errors in reasoning to the construction of extended philosophical arguments on important social issues.

## **Physical Education Studies 2**

### **Summary**

Practical (performance) examination

This is the fourth year the PES Practical examination has been conducted, and, in the main the process works. Three 'probationary' sports were examined this year (athletics, equestrian, and artistic gymnastics), taking the total to 17 separate examinations. In addition, 20 candidates from 10 sports attempted the alternate examination for those with long-term injuries. These were examined in an interview situation, and two markers judged the aural responses from candidates. A total of 27 separate examinations were prepared. This included preparation of marking keys, skills/drills, and conditioned performance items for each.

In 2011 the examination panel was given more flexibility in the selection of skills and drills, allowing the choice of more 'game-like' drills. This allowed a better spread of marks. The time allocated for each room (60 minutes) and the rest periods allowed seemed adequate. Because of logistic requirements, some sports were allocated more time (e.g. equestrian).

The standard of performance in most but not all sports was pleasing, with candidates considered better prepared for the examination than previous years. There were some minor 'teething' problems with the probationary sports and these will be addressed in preparation for 2012. Generally there was a wide spread of marks with means ranging from 42% (Badminton) to 75% (Golf). The overall mean was 56% with a standard deviation of 17%.

#### Written examination

The examination consisted of three sections; section one: multiple-choice was worth 20% of the written examination; section two: short answer was worth 50% and section three: extended answer was worth 30%. Each script was assessed by at least two markers.

The examination was deemed fair, balanced and discriminated ably amongst candidates. The majority of candidates attempted all questions in all sections, an indication that the length of the paper was appropriate. It is noted that some candidates still incorrectly attempted more than two questions in the extended response. The mean of the examination was (34.25) or 48.93%. The level of difficulty of the questions remained constant from the previous year however there was an addition of functional anatomy to the syllabus (and therefore examination) that expanded the knowledge base required for candidates. The standard deviation of the examination was 15.28%. The standard deviation led to an excellent spread of raw marks for the examination, ranging from 0% to 80%. The reliability for the written paper (section-based) was 0.79. In section two (short answers), the means of questions ranged from 14.82% (question 29) to 66.21% (question 28). The four questions from which candidates could choose in section three (extended answers) resulted in means ranging from 25.83% (question 33) to 49.23% (question 30).

A few questions required knowledge in two areas of the syllabus. Factual knowledge, application and interpretation were tested by pictorial and graphical representations and by physical activity scenarios. Statistical analysis by section and item showed candidates performed more poorly in those elements of the examination that required factual interpretation with integration of information. Overall, the candidates were challenged by this examination.

### Physical Education Studies 3

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#### Written examination

There was an increase in the number of candidates sitting the 2011 written examination. The vast majority (1711) attempted all questions indicating that the paper was of appropriate length.

The mean for the written paper was 47.68% which was lower than the preferred mean of approximately 60%. The standard deviation was 12.25%. The results for the written paper ranged from 9% to 84%. These indicate that the written examination continues to be relatively difficult for candidates.

The content area of *developing skills, strategies and tactics* was examined in the practical examination. All other content areas were sampled in the written component. The number of questions for a content area was aligned to the emphasis in the syllabus. The actual combination of content sampled for any candidate depended on which two of the four extended questions were chosen. The written paper was designed to test candidates' knowledge of principles and their application and also to test their ability to draw on their knowledge from different content areas in relation to the question, i.e. to give holistic solutions to scenarios or problems. The overall standard of performance in the written paper is still lower than expected.

### Physics 2

#### Summary

This was the second year in which Stage 2 WACE Physics was examined.

The examination paper was of an appropriate length, with most candidates attempting every question, and any omissions usually being part questions and not whole questions. Few questions were too difficult for students to attempt and in general the paper has been well received.

The means for the paper were: Section One 58.7%; Section Two 62.5%; Section Three 51%; and the whole paper 59.49%, which is remarkably close to the preferred mean of approximately 60%. The range of marks for the paper as a whole was 21% to 88%.

There were no marking anomalies.

## **Physics 3**

### **Summary**

Stage 3 of the WACE course Physics was examined for the second time in 2011. The examination, though slightly more difficult, conformed closely with the previous paper in structure and range. The mean score (53.50%) was lower than last year's (58.0%). The standard deviation, 17.3%, was slightly greater than last year's (16.5%). The internal reliability of the written paper was high at 0.86, slightly better than last year at 0.84. Correlations between the sections of the paper and the total mark were also high. The examination length appeared to be appropriate, with very few candidates failing to complete the paper.

## **Plant Production Systems 2**

### **Summary**

The 2011 WACE examination for Plant Production Systems Stage 2 was an effective assessment tool with most candidates displaying a good level of understanding appropriate to the stage. The level of difficulty of the examination was suitable, with a mean of 64.7% and standard deviation of 13.61%. This was a significant improvement from the 2010 mean of 43%. The length of the examination was appropriate, with all candidates working through to the final questions. The correlation of marks for answers with overall results was high (0.55-0.97), indicating that candidates performed consistently. An important change from 2010 was the wording of the Production practices and Extended answer sections which endeavoured to ensure that candidates based their responses on an enterprise they had studied during 2011. Candidates performed strongly in the Multiple-choice section: mean 72.5%; and Production practices: mean 72.25%. The Short answer section had a mean of 59.29%. The Extended answer had a mean of 6

## **Plant Production Systems 3**

### **Summary**

The mean of the examination was 39.72% which was well below the preferred mean of approximately 60%. The standard deviation was 10.7%. Section means were: Section One: Multiple-choice section, 56.27%; Section Two: Short answer, 36.64%; Section Three: Production practices, 43.72%; and Section Four: Extended answer, 32.20%.

## **Politics and Law 2**

### **Summary**

This is the second year that the WACE Politics and Law course Stage 2 has been examined. The examination consisted of three hours working time. Although the mean for the 2011 examination was slightly higher than the previous year, from 45% to 49.22%, it is still below the preferred mean of approximately 60%. The examination was appropriate in length with a major feature being the suitability of both Source Question 1 (a reading on Bahrain and democracy) and Source Question 2 (Australian election statistics). The paper was divided into three sections: short responses, source questions and extended response (essay) and candidates were required to answer seven questions in total. Questions were asked across the syllabus with an approximate balance of Unit 2A and Unit 2B syllabus material as well as a balance of questions focussing on 'political' and 'legal' issues.

## **Politics and Law 3**

### **Summary**

The examination was of three hours duration and followed a similar format to the 2010 WACE examination with three separate sections and questions drawn from both Units 3A and 3B. The raw examination mean was 45.94%. Full marks for one or more responses were awarded in every question except Question 8. Candidates scored higher in the short response section than the other two sections (source analysis and extended response). The feedback received from both teachers and candidates relating to the examination was generally positive. There were fewer scripts where candidates failed to complete a question. Many candidates did not specifically answer the questions asked and appeared to lack a detailed factual base when responding to the question.

## **Psychology 2**

### **Summary**

The 2011 examination consisted of three sections and had a working time of three hours. Section One: Research methods was worth 20% of the examination; Section Two: Topic-related content was worth 50%; and, Section Three: Extended answer was worth 30%.

Generally the paper worked well, as reflected in the overall mean of 56.87%. This is significantly higher than the 2010 mean of 45.21%. The examination covered an appropriate sampling of topics. The paper showed good internal reliability of 0.77, a little higher than the 2010 paper, which had an internal reliability of 0.73. The mean

for Section One: Research methods was 65.31% with a range of 0–20. Candidates found this section relatively easy. The mean for Section Two: Topic-related content was 63.61% with a range of 2–50 marks. In Section 3: Extended answer the mean was 40.58% with a range of 0–24 out of a possible 30 marks. Both questions had means below 50% and candidates clearly had difficulty in this section. The standard deviation of the paper for 2011 was 18.34%. Scores ranged from 6.75% to 89.25%.

The majority of candidates appear to have attempted all questions, but there was a slight drop in the number of candidates attempting questions 9 and 10 in the Extended answer section.

## **Psychology 3**

### **Summary**

The examination was accessible to the majority of candidates as suggested by a very high attempt rate at the overall question level (range 93–99%). Scores ranged from 2% to 94%. The section means were: Section One: Research methods, 66.41% with a standard deviation of 3.34; Section Two: Short answer, 58.25% with a standard deviation of 9.36; and Section Three: Extended answer, 49.8% with a standard deviation of 5.77. The mean for the examination was 57.15%, which was substantially higher than previous years, and close to the preferred mean of approximately 60%. The standard deviation was 16.65%. Candidates who did not attempt one or both of the extended answer questions scored particularly poorly due to the weighting of this section of the examination (30% of marks).

## **Religion and Life 2**

### **Summary**

Stage 2 of the WACE course Religion and Life was examined for the second time in 2011. The examination had three sections with a working time of three hours. Section One, 40% of the examination, consisted of five questions. Each question required candidates to analyse and respond to a range of different source documents. Section Two represented 30% of the examination and required candidates to complete four short answer questions. Section Three, worth 30% of the examination, required candidates to complete one extended answer question from a choice of two. The examination followed the structure, range and difficulty of the 2010 paper. One significant difference was the use of an extended answer question in Section Three, rather than an essay-style question as used previously. The examination was well received by candidates and teachers; was considered to have sampled the syllabus in a balanced and fair manner; had a level of difficulty suitable for Stage 2 candidates; and was appropriate in length. The mean of the examination was 62.14%, slightly higher than the preferred mean of approximately 60%. Scores ranged from 0% to 93%. The standard deviation was 16.13%. The majority of candidates appear to have attempted all sections of the examination paper. The percentage means for Sections One, Two and Three were 77.85%, 55.91% and 58.59% respectively. The section correlations with the totals were high, which appears to indicate that there is consistency between the questions with the sections of the paper. Candidates could choose one question from two in Section Three. Both questions appear to be of comparable level of difficulty with question 10 and 11 attaining mean scores of 57.13% and 59.99% respectively.

## **Religion and Life 3**

### **Summary**

The examination was three hours in length. The mean of the examination was 67.30% which is higher than the preferred mean of approximately 60%. The standard deviation was 10.86%. Scores ranged from 0% to 92%. The majority of candidates attempted all sections of the paper and the examination length was appropriate. The percentage means for Sections One, Two and Three were 77.85%, 55.91% and 58.59% respectively. Section One was easy, whereas the other two sections were better discriminators. Many candidates were well prepared and could provide suitable responses but the degree of accuracy and precision still needs attention. Candidates continued to be confused between religious beliefs, practices and issues in Section Two.

## **Visual Arts 2**

### **Summary**

The WACE course Visual Arts was examined for the second time in 2011. The examination conformed in structure, range and difficulty to the design brief and syllabus requirements. In general, the examination has been well received.

#### **Practical (production) examination**

The practical examination was worth 50% of the total examination. It consisted of original resolved artwork/s in one of three stipulated categories, together with appropriate documentation including an artist statement, a references and acknowledgement form and a photograph of the resolved artwork/s, as it/they would be displayed. There was a level of experimentation and variety in the selection of media and techniques evident in some of the production submissions. Creative freshness, original design and a willingness to take risks were evident in the top submissions. The quality of work is reflected in the mean of 63.61%, which is slightly higher than the preferred mean of approximately 60%. The standard deviation was 16.99%. The correlation of each criterion with the whole practical examination was reasonable. The highest mark awarded was 38 out of the possible 38 marks.

#### **Written examination**

The examination was two hours and thirty minutes in length and the level of difficulty was appropriate to the stage. The mean for the paper was 54.60% with a standard deviation of 19.51%. Candidates were able to

respond according to their knowledge and level of sophistication. The images were clearly accessible to all candidates.

### Visual Arts 3

#### Summary

The WACE course Visual Arts was examined for the second time in 2011. The examination conformed in structure, range and difficulty to the design brief and syllabus requirements.

In general, the examination has been well received with many of the comments referring to a fair testing of the course.

#### Practical (production) examination

The practical examination was worth 50% of the total examination. It consisted of original resolved artwork/s in one of three stipulated categories, together with appropriate documentation including an artist statement, a 'references and acknowledgement' form and a photograph of the resolved artwork/s, as it/they would be displayed. The quality of work is reflected in the mean of 60.62%, which is very close to the preferred mean of approximately 60%. The standard deviation was 14.47%. The correlation of each criterion with the whole practical examination was reasonable, and the correlation of the practical component with the total examination across the five criteria was strong, ranging from 0.83 to 0.96.

#### Written examination

The average mean for this paper was 53.68%, lower than the preferred mean of approximately 60%. The mean for Section One of the examination was low at 45.26%. This has been attributed to the difficulty candidates had with question two. Many found the 3D image difficult to analyse.

#### Notes on Table 4.11

Table 4.11 displays statistical data relating to the effectiveness of the 2011 examinations as assessment instruments for the purpose of university entrance. Statistics in parentheses are for the 2010 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 2011 (2010 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.

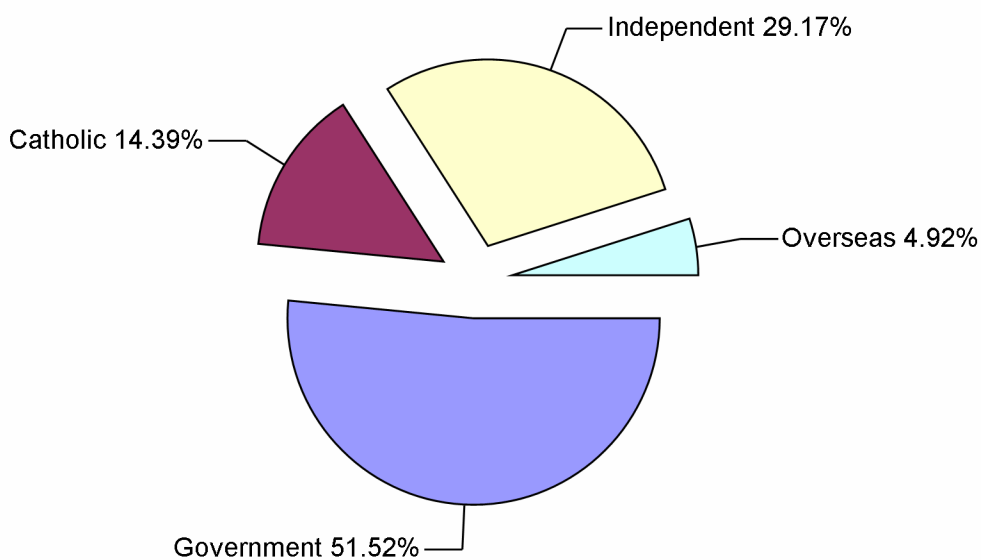
# School Curriculum and Standards Authority

Table 1.1 Number of schools with students\* who completed WACE courses by school sector, 2011

School Sector	Schools with Year 11 students	Schools with Year 12 students	Total Schools
Government	134	128	134
Catholic	38	38	38
Independent	76	72	76
Overseas	6	13	13
Total	254	251	254

\* Students who completed at least one course unit.

Figure 1.1 Percentage of upper secondary schools in each school sector, 2011



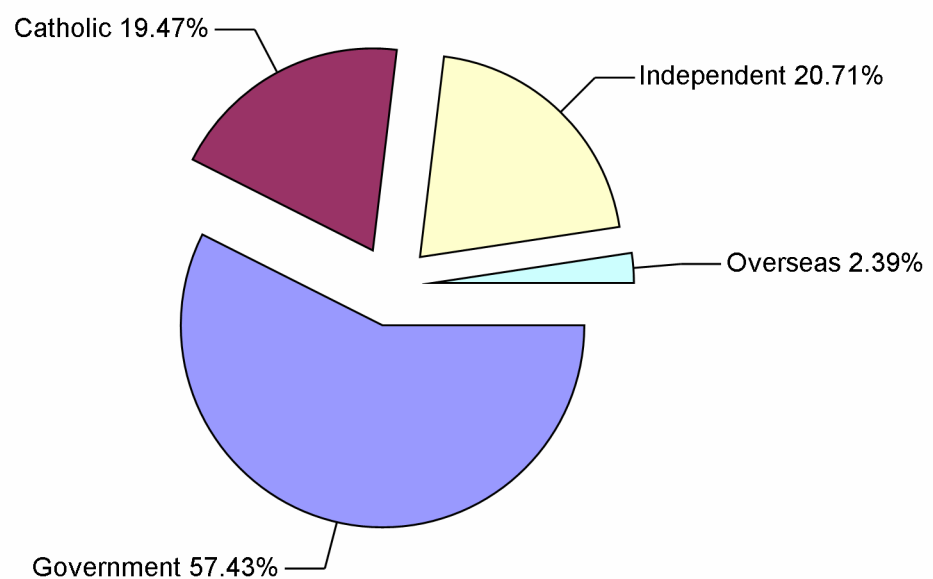
# School Curriculum and Standards Authority

Table 1.2 Number of students\* in Year 11 and Year 12 by school sector, 2011

School Sector	Year 11 students	Year 12 students	All students
Government	17220	12917	30137
Catholic	5383	4836	10219
Independent	5739	5130	10869
Overseas	349	903	1252
Total	28691	23786	52477

\* 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, 2011





## School Curriculum and Standards Authority

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, 2011

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	2827	735	2393	5955
	Female	2692	710	2939	6341
	Persons	5519	1445	5332	12296
Catholic	Male	554	218	1497	2269
	Female	608	163	1788	2559
	Persons	1162	381	3285	4828
Independent	Male	419	231	1821	2471
	Female	307	195	2135	2637
	Persons	726	426	3956	5108
Overseas	Male	0	10	399	409
	Female	1	8	485	494
	Persons	1	18	884	903
All Schools	Male	3800	1194	6110	11104
	Female	3608	1076	7347	12031
	Persons	7408	2270	13457	23135
	Persons Percentage	32.02%	9.81%	58.17%	

# School Curriculum and Standards Authority

Table 1.4 Composition of Year 12 cohorts, 2010 - 2011

Category of Students	Year							
	2010				2011			
	Male	Female	Persons	%*	Male	Female	Persons	%*
"Repeating" students**	52	30	82	0.36	52	20	72	0.31
"Re-entry" students***	0	0	0	0	7	6	13	0.06
Mature Age students****	221	207	428	1.88	248	219	467	2.02
Overseas full fee paying students*****	352	404	756	3.31	409	494	903	3.9

\* 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.

## School Curriculum and Standards Authority

Table 1.6 'Typical' school students\* achieving a Western Australia Certificate of Education (WACE) in 2011

Category of students	Male	Female	Persons	Percentage of eligible cohort
Eligible for a Western Australian Certificate of Education (WACE)	9549	10469	20018	100%
Achieving a WACE	9372	10377	19749	98.66%
Not achieving a WACE only on the English language competence requirement	16	5	21	0.1%
Not achieving a WACE on the achievement standard requirement	161	87	248	1.24%

\* 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.

# School Curriculum and Standards Authority

Table 1.7 Number of exhibitions and awards granted in 2011

Type of Award	Male	Female	Number Awarded
Beazley Medal: WACE	1	0	1
Beazley Medal: VET	0	1	1
General Exhibition	26	14	40
General Exhibition (ATSI)	0	1	1
General Exhibition (ESL/ELD)	1	0	1
Course Exhibition	11	25	36
VET Exhibition	2	7	9
Workplace Learning Exhibition	0	1	1
Certificate of Distinction: WACE Course	95	114	209
Certificate of Distinction: VET	8	15	23
Certificate of Distinction: WPL	0	2	2
Special Certificate of Distinction: WACE Course	8	8	19*
Certificate of Excellence	461	777	1238

\* 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.
Workplace Learning Exhibition	awarded to the eligible student who is the top student of those awarded a certificate of distinction (WPL).
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.

## School Curriculum and Standards Authority

Certificates of distinction: WPL	awarded to the top eligible students who completed two units of the Workplace Learning course in Year 12.
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.

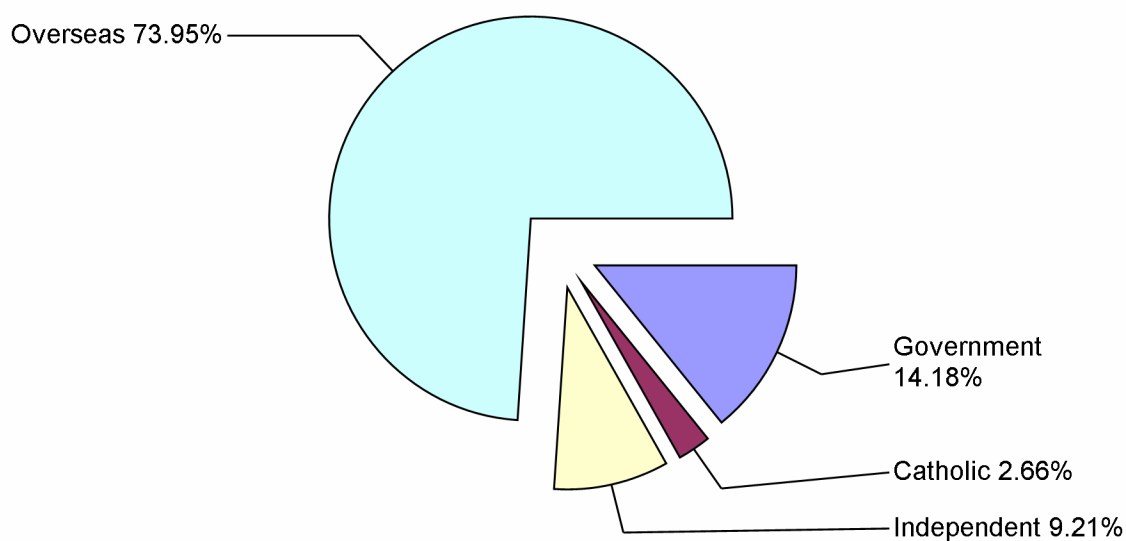
# School Curriculum and Standards Authority

Table 1.8 Number of full fee paying students\* in Year 11 and Year 12 by school sector, 2011

School Sector	Year 11 students	Year 12 students	All students
Government	123	117	240
Catholic	26	19	45
Independent	103	53	156
Overseas	349	903	1252
Total	601	1092	1693

\* 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, 2011



## School Curriculum and Standards Authority

Table 1.9 Number of full fee paying students\* achieving a Western Australia Certificate of Education (WACE) in 2011

Category of students	Male	Female	Persons	Percentage of eligible cohort
Eligible for a Western Australian Certificate of Education (WACE)	484	581	1065	100%
Achieving a WACE	391	509	900	84.51%
Not achieving a WACE only on the English language competence requirement	6	1	7	0.66%
Not achieving a WACE on the achievement standard requirement	87	71	158	14.84%

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

## School Curriculum and Standards Authority

Table 1.10 Number of Aboriginal and Torres Strait Islander students\* achieving a Western Australian Certificate of Education (WACE), 2010 - 2011

School Sector	2010	2011
Government	307	315
Catholic	70	80
Independent	50	39
Total	427	434

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



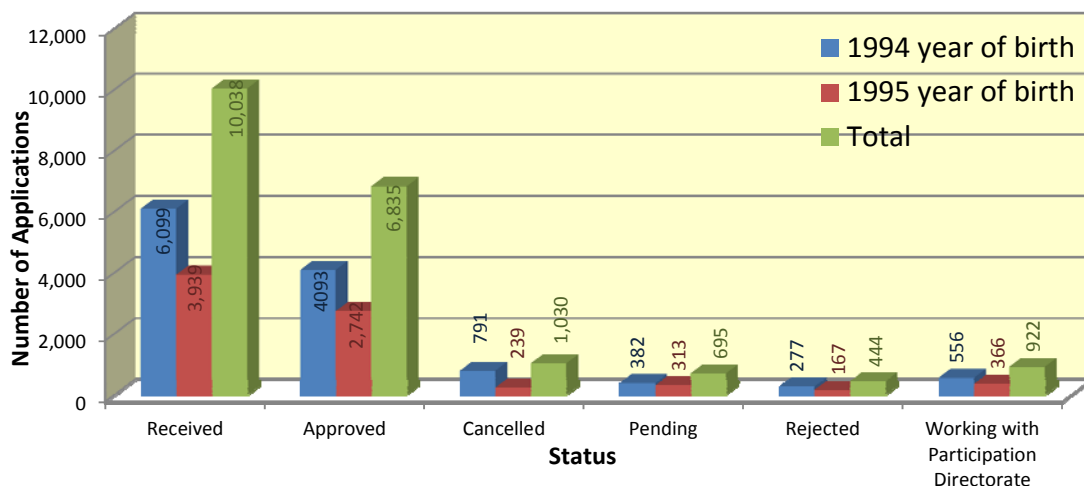
## School Curriculum and Standards Authority

Table 1.11 Participation of students born in 1994 (17 years old in 2011) and 1995 (16 years old in 2011) in schooling and in non-school programs, 2011

A. Participating students	Year of birth 1994	Year of birth 1995
<b>(i) Schooling</b>		
Government	13643	16117
Non-government	10360	11244
Home education	60	85
	<b>24063</b>	<b>27446</b>
<b>(ii) Non-school program (Notice of arrangements)</b>		
TAFE/RTO (Form A)	1048	862
Apprenticeship/traineeship (Form ATRS)	1958	785
Employment (Form C)	694	263
Combination of above (Form B)	98	22
Pending (i.e. no learning program supplied)	232	92
	<b>4030</b>	<b>2024</b>
<b>Sub-total: participating students</b>	<b>28093</b>	<b>29470</b>
<b>B. Non-participating students</b>		
<b>(i) Schooling</b>		
Left secondary education/provider (no Notice of arrangements)	438	418
Not re-registered from previous year	206	155
	<b>644</b>	<b>573</b>
<b>(ii) Non-school program</b>		
Rejected (no learning program supplied)	147	40
Cancelled (withdrawn from learning program)	772	192
	<b>919</b>	<b>232</b>
<b>Sub-total: Non-participating students</b>	<b>1563</b>	<b>805</b>
<b>C. Other students</b>		
Whereabouts unknown	443	400
Working with Participation Directorate	493	118
Graduated from secondary school	115	4
Left Western Australia	98	87
Deceased	2	3
<b>Sub-total: Other</b>	<b>1151</b>	<b>612</b>
<b>Total all students</b>	<b>30807</b>	<b>30887</b>

\* These figures were taken as a 'snapshot' on 31/10/2011 (census date) and do not include full-fee paying students or overseas students.

Figure 1.4 Status of Notice of Arrangements received, 2011



# School Curriculum and Standards Authority

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2011

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
English						
English: 1AENG	112	1	33	46	0	192
English: 1BENG	110	1	32	44	0	187
English: 1CENG	70	1	27	38	0	136
English: 1DENG	71	1	27	36	0	135
English: 2AENG	97	1	36	60	0	194
English: 2BENG	98	1	36	60	1	196
English: 2CENG	11	0	0	4	2	17
English: 2DENG	11	0	0	4	2	17
English: 3AENG	4	0	0	0	1	5
English: 3BENG	2	0	0	0	1	3
English: PAENG	29	1	10	5	0	45
English: PBENG	21	0	8	5	0	34
English as an Additional Language or Dialect: 1AELD	22	0	2	4	2	30
English as an Additional Language or Dialect: 1BELD	18	0	2	6	2	28
English as an Additional Language or Dialect: 1CELD	15	0	3	3	3	24
English as an Additional Language or Dialect: 1DELD	16	0	3	4	3	26
English as an Additional Language or Dialect: 2AELD	18	0	4	12	1	35
English as an Additional Language or Dialect: 2BELD	19	0	4	12	1	36
English as an Additional Language or Dialect: 3AELD	0	0	0	1	0	1
English as an Additional Language or Dialect: 3BELD	0	0	0	1	0	1
Literature: 1ALIT	2	0	0	1	0	3
Literature: 1BLIT	2	0	0	1	0	3
Literature: 2ALIT	41	1	31	41	1	115
Literature: 2BLIT	41	1	31	41	0	114
Literature: 3ALIT	1	0	0	1	0	2
Literature: 3BLIT	0	0	0	1	0	1
Health and Physical Education						
Children, Family and the Community: 1ACFCC	50	1	18	12	0	81
Children, Family and the Community: 1ACFCL	15	0	1	4	0	20
Children, Family and the Community: 1BCFCC	50	1	18	12	0	81
Children, Family and the Community: 1BCFCL	15	0	0	4	0	19
Children, Family and the Community: 1CCFCC	21	1	4	9	0	35
Children, Family and the Community: 1CCFCL	7	0	1	1	0	9
Children, Family and the Community: 1DCFCC	21	1	4	9	0	35
Children, Family and the Community: 1DCFCL	7	0	1	1	0	9
Children, Family and the Community: 2ACFCC	0	0	2	2	0	4
Children, Family and the Community: 2BCFCC	0	0	2	2	0	4
Children, Family and the Community: PACFC	3	1	3	0	0	7
Children, Family and the Community: PBCFC	1	0	2	0	0	3
Health Studies: 1AHEA	40	1	1	4	0	46

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

# School Curriculum and Standards Authority

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Health and Physical Education						
Health Studies: 1BHEA	35	1	2	4	0	42
Health Studies: 1CHEA	10	1	0	0	0	11
Health Studies: 1DHEA	10	1	0	0	0	11
Health Studies: 2AHEA	10	1	0	5	0	16
Health Studies: 2BHEA	11	1	0	5	0	17
Health Studies: PAHEA	2	0	0	1	0	3
Health Studies: PBHEA	1	0	0	1	0	2
Outdoor Education: 1AOED	59	0	11	16	0	86
Outdoor Education: 1BOED	58	0	11	17	0	86
Outdoor Education: 1COED	21	0	3	7	0	31
Outdoor Education: 1DOED	20	0	3	6	0	29
Outdoor Education: 2AOED	9	0	6	6	0	21
Outdoor Education: 2BOED	9	0	6	5	0	20
Outdoor Education: PAOED	1	0	1	0	0	2
Outdoor Education: PBOED	2	0	1	0	0	3
Physical Education Studies: 1APES	84	0	21	37	0	142
Physical Education Studies: 1BPES	80	0	22	36	0	138
Physical Education Studies: 1CPES	45	0	4	7	0	56
Physical Education Studies: 1DPES	46	0	4	7	0	57
Physical Education Studies: 2APES	43	0	31	38	0	112
Physical Education Studies: 2BPES	43	0	31	38	0	112
Physical Education Studies: 3APES	1	0	0	0	0	1
Physical Education Studies: 3BPES	1	0	0	0	0	1
Physical Education Studies: PAPES	7	0	0	1	0	8
Physical Education Studies: PBPEs	8	0	0	0	0	8
Languages						
Aboriginal Languages of Western Australia: 1AABL	2	0	0	0	0	2
Aboriginal Languages of Western Australia: 1BABL	1	0	0	0	0	1
Arabic: 2AARA	0	0	0	1	0	1
Arabic: 2BARA	0	0	0	1	0	1
Chinese: Background Speakers: 2ACBS	7	0	0	0	1	8
Chinese: Background Speakers: 2BCBS	7	0	0	0	1	8
Chinese: Second Language: 1ACSL	2	0	0	0	0	2
Chinese: Second Language: 1BCSL	2	0	0	0	0	2
Chinese: Second Language: 2ACSL	7	0	0	3	0	10
Chinese: Second Language: 2BCSL	6	0	0	3	0	9
Chinese: Second Language: 3ACSL	1	0	0	0	0	1
Chinese: Second Language: 3BCSL	1	0	0	0	0	1
French: 1AFRE	1	1	0	0	0	2
French: 1BFRE	0	1	0	0	0	1

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

# School Curriculum and Standards Authority

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
<b>Languages</b>						
French: 2AFRE	13	1	7	22	0	43
French: 2BFRE	13	1	7	22	0	43
French: 3AFRE	1	1	0	1	0	3
French: 3BFRE	1	1	0	1	0	3
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	0	0	1
German: 3BGER	1	0	0	0	0	1
Hebrew: 2AHEB	0	0	0	1	0	1
Hebrew: 2BHEB	0	0	0	1	0	1
Indonesian: Background Speakers: 2AIBS	0	0	0	1	0	1
Indonesian: Background Speakers: 2BIBS	0	0	0	1	0	1
Indonesian: Second Language: 1AIND	1	0	0	1	0	2
Indonesian: Second Language: 1BIND	1	0	0	1	0	2
Indonesian: Second Language: 2AIND	1	1	2	14	0	18
Indonesian: Second Language: 2BIND	1	1	2	14	0	18
Italian: 1AITA	4	1	0	0	0	5
Italian: 1BITA	4	1	0	0	0	5
Italian: 2AITA	12	1	16	7	0	36
Italian: 2BITA	12	1	16	7	0	36
Italian: 3AITA	0	0	1	0	0	1
Italian: 3BITA	0	0	1	0	0	1
Japanese: Second Language: 1AJSL	7	1	0	2	0	10
Japanese: Second Language: 1BJSL	7	1	0	2	0	10
Japanese: Second Language: 2AJSL	17	1	10	17	0	45
Japanese: Second Language: 2BJSL	18	1	10	17	0	46
Japanese: Second Language: 3AJSL	0	0	0	2	0	2
Japanese: Second Language: 3BJSL	0	0	0	2	0	2
Modern Greek: 2BGRE	0	0	0	1	0	1
Polish: 3APOL	0	0	2	0	0	2
Polish: 3BPOL	0	0	2	0	0	2
Turkish: 2ATUR	0	0	0	1	0	1
Turkish: 2BTUR	0	0	0	1	0	1
<b>Mathematics</b>						
Mathematics: 1AMAT	43	1	4	6	0	54
Mathematics: 1BMAT	115	1	35	56	0	207
Mathematics: 1CMAT	106	1	35	55	0	197
Mathematics: 1DMAT	59	1	11	19	0	90

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

# School Curriculum and Standards Authority

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
<b>Mathematics</b>						
Mathematics: 1EMAT	62	1	10	18	0	91
Mathematics: 2AMAT	94	1	34	59	2	190
Mathematics: 2BMAT	95	1	34	60	3	193
Mathematics: 2CMAT	81	1	35	48	2	167
Mathematics: 2DMAT	81	1	35	48	2	167
Mathematics: 3AMAT	78	1	35	58	6	178
Mathematics: 3BMAT	78	1	35	58	6	178
Mathematics: 3CMAT	2	0	1	1	1	5
Mathematics: 3DMAT	2	0	1	1	0	4
Mathematics: PAMAT	22	0	8	4	0	34
Mathematics: PBMAT	14	0	4	4	0	22
Mathematics: Specialist: 3AMAS	57	1	29	43	4	134
Mathematics: Specialist: 3BMAS	57	1	29	43	4	134
<b>Science</b>						
Animal Production Systems: 1AAPS	7	0	1	0	0	8
Animal Production Systems: 1BAPS	7	0	1	0	0	8
Animal Production Systems: 1CAPS	2	0	1	0	0	3
Animal Production Systems: 1DAPS	2	0	1	0	0	3
Animal Production Systems: 2AAPS	2	0	1	0	0	3
Animal Production Systems: 2BAPS	2	0	1	0	0	3
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	0	0	1
Aviation: 3BAVN	1	0	0	0	0	1
Biological Sciences: 1ABIO	3	1	0	2	0	6
Biological Sciences: 1BBIO	2	1	0	2	0	5
Biological Sciences: 2ABIO	59	1	26	39	2	127
Biological Sciences: 2BBIO	59	1	26	39	2	127
Biological Sciences: 3ABIO	1	1	0	0	0	2
Biological Sciences: 3BBIO	1	1	0	0	0	2
Chemistry: 1ACHE	5	0	1	3	0	9
Chemistry: 1BCHE	2	0	2	3	0	7
Chemistry: 2ACHE	83	1	35	61	5	185
Chemistry: 2BCHE	83	1	35	61	5	185
Chemistry: 3ACHE	2	0	0	1	1	4
Chemistry: 3BCHE	2	0	0	1	0	3
Earth and Environmental Science: 1AEES	3	1	1	0	0	5
Earth and Environmental Science: 1BEES	4	1	1	0	0	6
Earth and Environmental Science: 2AEES	9	0	4	3	0	16

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

# School Curriculum and Standards Authority

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Science						
Earth and Environmental Science: 2BEES	9	0	4	3	0	16
Human Biological Science: 1AHBS	19	0	7	2	1	29
Human Biological Science: 1BHBS	19	0	7	2	1	29
Human Biological Science: 2AHBS	89	1	35	55	0	180
Human Biological Science: 2BHBS	89	1	35	56	0	181
Human Biological Science: 3AHBS	4	0	0	1	0	5
Human Biological Science: 3BHBS	4	0	0	1	0	5
Integrated Science: 1AISC	51	1	20	23	0	95
Integrated Science: 1BISC	51	1	20	22	0	94
Integrated Science: 1CISC	24	1	2	7	0	34
Integrated Science: 1DISC	25	1	2	7	0	35
Integrated Science: 2AISC	10	0	0	2	0	12
Integrated Science: 2BISC	9	0	0	2	0	11
Integrated Science: PAISC	5	0	2	0	0	7
Integrated Science: PBISC	4	0	1	1	0	6
Marine and Maritime Studies: 1AMMS	9	0	2	2	0	13
Marine and Maritime Studies: 1BMMS	8	0	2	2	0	12
Marine and Maritime Studies: 1CMMS	1	0	0	0	0	1
Marine and Maritime Studies: 1DMMS	1	0	0	0	0	1
Marine and Maritime Studies: 2AMMS	2	0	0	1	0	3
Marine and Maritime Studies: 2BMMS	2	0	0	1	0	3
Physics: 1APHY	3	0	0	0	1	4
Physics: 1BPHY	3	0	1	1	1	6
Physics: 2APHY	79	1	33	57	3	173
Physics: 2BPHY	79	1	33	58	4	175
Physics: 3APHY	3	1	0	0	0	4
Physics: 3BPHY	2	1	0	0	0	3
Plant Production Systems: 1APPS	6	0	1	0	0	7
Plant Production Systems: 1BPPS	6	0	1	0	0	7
Plant Production Systems: 1CPPS	2	0	0	0	0	2
Plant Production Systems: 1DPPS	2	0	0	0	0	2
Plant Production Systems: 2APPS	1	0	0	0	0	1
Plant Production Systems: 2BPPS	1	0	0	0	0	1
Plant Production Systems: PAPPS	1	0	0	1	0	2
Plant Production Systems: PBPPS	1	0	0	0	0	1
Psychology: 1APSY	15	0	0	1	0	16
Psychology: 1BPSY	15	0	0	1	0	16
Psychology: 2APSY	22	0	7	7	0	36
Psychology: 2BPSY	22	0	7	7	0	36
Society and Environment						
Aboriginal and Intercultural Studies: 1AAIS	10	0	0	0	0	10

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

# School Curriculum and Standards Authority

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Society and Environment						
Aboriginal and Intercultural Studies: 1BAIS	7	0	0	0	0	7
Ancient History: 1AHIA	5	0	0	4	0	9
Ancient History: 1BHIA	5	0	0	4	0	9
Ancient History: 2AHIA	4	0	0	7	1	12
Ancient History: 2BHIA	4	0	0	7	0	11
Aspects of the Tourism Industry: 1AAST	11	1	0	0	0	12
Aspects of the Tourism Industry: 1BAST	10	1	0	0	0	11
Aspects of the Tourism Industry: 1CAST	2	0	0	0	0	2
Aspects of the Tourism Industry: 1DAST	1	0	0	0	0	1
Economics: 1AECO	2	1	2	0	1	6
Economics: 1BECO	2	1	0	0	1	4
Economics: 2AECO	39	1	28	39	1	108
Economics: 2BECO	39	1	28	39	1	108
Economics: 3AECO	2	0	2	0	0	4
Economics: 3BECO	2	0	2	0	0	4
Geography: 1AGEO	15	1	1	6	0	23
Geography: 1BGEO	15	1	0	5	0	21
Geography: 2AGEO	65	1	28	41	0	135
Geography: 2BGEO	65	1	28	41	0	135
Geography: 3AGEO	2	0	2	0	0	4
Geography: 3BGEO	1	0	2	0	0	3
Modern History: 1AHIM	17	1	1	3	0	22
Modern History: 1BHIM	15	1	1	3	0	20
Modern History: 2AHIM	86	1	33	57	0	177
Modern History: 2BHIM	86	1	33	57	1	178
Modern History: 3AHIM	4	0	1	0	0	5
Modern History: 3BHIM	4	0	1	0	0	5
Philosophy and Ethics: 1APAE	3	0	0	0	0	3
Philosophy and Ethics: 1BPAE	3	0	0	1	0	4
Philosophy and Ethics: 2APAE	5	0	1	7	0	13
Philosophy and Ethics: 2BPAE	5	0	1	6	0	12
Politics and Law: 1APAL	5	1	3	3	0	12
Politics and Law: 1BPAL	4	1	1	3	0	9
Politics and Law: 2APAL	28	1	16	29	0	74
Politics and Law: 2BPAL	28	1	16	29	0	74
Politics and Law: 3APAL	1	0	0	0	0	1
Politics and Law: 3BPAL	1	0	0	0	0	1
Religion and Life: 1AREL	0	0	37	4	0	41
Religion and Life: 1BREL	0	0	37	6	0	43
Religion and Life: 1CREL	0	0	4	1	0	5
Religion and Life: 1DREL	0	0	4	0	0	4

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

# School Curriculum and Standards Authority

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Society and Environment						
Religion and Life: 2AREL	0	0	28	2	0	30
Religion and Life: 2BREL	0	0	28	2	0	30
Religion and Life: PAREL	0	0	11	0	0	11
Religion and Life: PBREL	0	0	7	0	0	7
Technology and Enterprise						
Accounting and Finance: 1AACF	8	1	0	0	2	11
Accounting and Finance: 1BACF	7	1	0	0	2	10
Accounting and Finance: 2AACF	27	1	23	31	4	86
Accounting and Finance: 2BACF	27	1	23	31	4	86
Applied Information Technology: 1AAIT	55	1	13	30	1	100
Applied Information Technology: 1BAIT	53	1	13	27	1	95
Applied Information Technology: 1CAIT	31	0	6	11	0	48
Applied Information Technology: 1DAIT	32	0	6	9	0	47
Applied Information Technology: 2AAIT	32	1	18	29	0	80
Applied Information Technology: 2BAIT	32	1	18	29	1	81
Applied Information Technology: 3AAIT	2	1	0	2	0	5
Applied Information Technology: 3BAIT	1	1	0	2	0	4
Applied Information Technology: PAAIT	4	0	0	0	0	4
Applied Information Technology: PBAIT	2	0	0	0	0	2
Automotive Engineering and Technology: 1AAET	25	1	0	2	0	28
Automotive Engineering and Technology: 1BAET	25	1	0	2	0	28
Automotive Engineering and Technology: 1CAET	7	0	0	0	0	7
Automotive Engineering and Technology: 1DAET	8	0	0	0	0	8
Automotive: VET Industry Specific: 1AVAU	0	0	1	0	0	1
Automotive: VET Industry Specific: 1AVAUP	0	0	1	0	0	1
Automotive: VET Industry Specific: 1BVAU	0	0	1	0	0	1
Automotive: VET Industry Specific: 1BVAUP	0	0	1	0	0	1
Automotive: VET Industry Specific: 1CVAUP	0	0	1	0	0	1
Automotive: VET Industry Specific: 1DVAUP	0	0	1	0	0	1
Building and Construction: 1ABCN	32	0	1	1	0	34
Building and Construction: 1BBCN	32	0	1	1	0	34
Building and Construction: 1CBCN	9	0	1	0	0	10
Building and Construction: 1DBCN	9	0	1	1	0	11
Business Management and Enterprise: 1ABME	35	1	6	14	2	58
Business Management and Enterprise: 1BBME	35	1	7	14	2	59
Business Management and Enterprise: 1CBME	11	0	3	4	0	18
Business Management and Enterprise: 1DBME	11	0	2	4	0	17
Business Management and Enterprise: 2ABME	5	0	4	12	3	24
Business Management and Enterprise: 2BBME	5	0	4	12	3	24
Business Management and Enterprise: PABME	1	0	3	0	0	4

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



# School Curriculum and Standards Authority

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2011 (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: PBBME	2	0	1	0	0	3
Business Services: VET Industry Specific: 1AVBS	2	0	1	1	0	4
Business Services: VET Industry Specific: 1BVBS	2	0	1	1	0	4
Business Services: VET Industry Specific: 1CVBSB	2	0	0	2	0	4
Business Services: VET Industry Specific: 1DVBSB	2	0	0	2	0	4
Business Services: VET Industry Specific: 2AVBSB	2	0	0	2	0	4
Business Services: VET Industry Specific: 2BVBSB	2	0	0	2	0	4
Career and Enterprise: 1ACAE	58	1	12	15	0	86
Career and Enterprise: 1BCAE	54	1	11	13	0	79
Career and Enterprise: 1CCAE	36	1	10	10	0	57
Career and Enterprise: 1DCAE	36	0	6	4	0	46
Career and Enterprise: 2ACAE	5	0	0	2	0	7
Career and Enterprise: 2BCAE	5	0	0	2	0	7
Career and Enterprise: 3ACAE	1	0	0	0	0	1
Career and Enterprise: 3BCAE	1	0	0	0	0	1
Career and Enterprise: PACAE	10	0	1	0	0	11
Career and Enterprise: PBCAE	5	0	0	0	0	5
Community Services: VET Industry Specific: 1AVCS	3	0	0	0	0	3
Community Services: VET Industry Specific: 1CVCSW	2	0	0	2	0	4
Community Services: VET Industry Specific: 1DVCSW	2	0	0	2	0	4
Community Services: VET Industry Specific: 2AVCSW	2	0	0	2	0	4
Community Services: VET Industry Specific: 2BVCSW	2	0	0	2	0	4
Computer Science: 1ACSC	7	0	0	4	1	12
Computer Science: 1BCSC	6	0	0	5	1	12
Computer Science: 2ACSC	15	0	7	9	2	33
Computer Science: 2BCSC	15	0	7	9	3	34
Computer Science: 3ACSC	2	0	0	1	0	3
Computer Science: 3BCSC	1	0	0	1	0	2
Construction: VET Industry Specific: 1AVCO	2	0	0	0	0	2
Construction: VET Industry Specific: 1AVCOP	2	0	0	0	0	2
Construction: VET Industry Specific: 1BVCO	2	0	0	0	0	2
Construction: VET Industry Specific: 1BVCOP	2	0	0	0	0	2
Construction: VET Industry Specific: 1CVCOP	2	0	0	0	0	2
Construction: VET Industry Specific: 1DVCOP	2	0	0	0	0	2
Creative Industries: Music - VET Industry Specific: 1CVMU	0	0	0	1	0	1
Creative Industries: Music - VET Industry Specific: 1DVMU	0	0	0	1	0	1
Creative Industries: Music - VET Industry Specific: 2AVMU	0	0	0	1	0	1
Creative Industries: Music - VET Industry Specific: 2BVMU	0	0	0	1	0	1
Design: 1ADESD	4	0	2	2	0	8
Design: 1ADESG	16	1	6	3	0	26
Design: 1ADESP	46	1	4	5	0	56

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

# School Curriculum and Standards Authority

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Design: 1ADEST	28	1	8	6	0	43
Design: 1BDESD	4	0	2	2	0	8
Design: 1BDESG	16	1	6	3	0	26
Design: 1BDESP	47	1	4	6	0	58
Design: 1BDEST	28	1	8	6	0	43
Design: 1CDESD	1	1	0	2	0	4
Design: 1CDESG	3	0	0	3	0	6
Design: 1CDESP	18	0	1	6	0	25
Design: 1CDEST	13	0	3	1	0	17
Design: 1DDESD	2	1	0	2	0	5
Design: 1DDESG	4	0	0	3	0	7
Design: 1DDESP	18	0	1	6	0	25
Design: 1DDEST	12	0	3	1	0	16
Design: 2ADESD	0	0	0	3	0	3
Design: 2ADESG	4	1	4	3	0	12
Design: 2ADESP	14	0	1	5	0	20
Design: 2ADEST	2	0	3	1	0	6
Design: 2BDESD	0	0	0	3	0	3
Design: 2BDESG	4	1	4	3	0	12
Design: 2BDESP	14	0	1	5	0	20
Design: 2BDEST	2	0	3	1	0	6
Design: PADESG	1	0	2	0	0	3
Engineering Studies: 1AEST	12	0	3	6	0	21
Engineering Studies: 1BEST	12	0	3	5	0	20
Engineering Studies: 2AEST	8	0	5	7	0	20
Engineering Studies: 2BEST	8	0	5	7	0	20
Food Science and Technology: 1AFSTH	58	0	15	20	0	93
Food Science and Technology: 1AFSTN	15	0	6	4	0	25
Food Science and Technology: 1AFSTP	9	0	1	2	0	12
Food Science and Technology: 1BFSTH	57	0	14	19	0	90
Food Science and Technology: 1BFSTN	14	0	7	4	0	25
Food Science and Technology: 1BFSTP	8	0	1	2	0	11
Food Science and Technology: 1CFSTH	32	0	2	11	0	45
Food Science and Technology: 1CFSTN	6	0	1	4	0	11
Food Science and Technology: 1CFSTP	1	0	0	1	0	2
Food Science and Technology: 1DFSTH	32	0	3	11	0	46
Food Science and Technology: 1DFSTN	6	0	2	4	0	12
Food Science and Technology: 1DFSTP	1	0	0	1	0	2
Food Science and Technology: 2AFSTH	4	0	2	6	0	12
Food Science and Technology: 2AFSTN	1	0	0	0	0	1
Food Science and Technology: 2BFSTH	4	0	2	6	0	12

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

# School Curriculum and Standards Authority

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Food Science and Technology: 2BFSTN	1	0	0	0	0	1
Food Science and Technology: 3AFSTH	1	0	0	0	0	1
Food Science and Technology: 3BFSTH	1	0	0	0	0	1
Food Science and Technology: PAFST	7	0	6	0	0	13
Food Science and Technology: PBFST	5	0	6	0	0	11
Hospitality: VET Industry Specific: 1AVHO	1	0	0	1	0	2
Hospitality: VET Industry Specific: 1AVHOK	1	0	1	0	0	2
Hospitality: VET Industry Specific: 1BVHO	1	0	0	1	0	2
Hospitality: VET Industry Specific: 1BVHOK	1	0	1	0	0	2
Hospitality: VET Industry Specific: 1CVHOF	3	0	0	0	0	3
Hospitality: VET Industry Specific: 1CVHOK	0	0	0	1	0	1
Hospitality: VET Industry Specific: 1DVHOF	2	0	0	0	0	2
Hospitality: VET Industry Specific: 1DVHOK	0	0	0	1	0	1
Hospitality: VET Industry Specific: 2AVHOF	3	0	0	0	0	3
Hospitality: VET Industry Specific: 2AVHOK	0	0	0	1	0	1
Hospitality: VET Industry Specific: 2BVHOF	3	0	0	0	0	3
Hospitality: VET Industry Specific: 2BVHOK	0	0	0	1	0	1
Information Technology: VET Industry Specific: 1AVIT	3	0	1	0	0	4
Information Technology: VET Industry Specific: 1BVIT	3	0	1	0	0	4
Information Technology: VET Industry Specific: 1CVITG	3	0	0	1	0	4
Information Technology: VET Industry Specific: 1DVITG	3	0	0	1	0	4
Information Technology: VET Industry Specific: 2AVITG	3	0	0	1	0	4
Information Technology: VET Industry Specific: 2BVITG	3	0	0	1	0	4
Materials Design and Technology: 1AMDTM	54	0	9	8	0	71
Materials Design and Technology: 1AMDTT	17	0	7	5	0	29
Materials Design and Technology: 1AMDWTW	64	1	21	27	0	113
Materials Design and Technology: 1BMDTM	55	0	9	7	0	71
Materials Design and Technology: 1BMDTT	17	0	7	5	0	29
Materials Design and Technology: 1BMDWTW	68	1	21	27	0	117
Materials Design and Technology: 1CMDTM	21	0	4	5	0	30
Materials Design and Technology: 1CMDTT	12	0	2	7	0	21
Materials Design and Technology: 1CMDWTW	33	0	4	14	0	51
Materials Design and Technology: 1DMDTM	16	0	4	4	0	24
Materials Design and Technology: 1DMDTT	12	0	2	7	0	21
Materials Design and Technology: 1DMDWTW	28	0	4	15	0	47
Materials Design and Technology: 2AMDTM	2	0	1	1	0	4
Materials Design and Technology: 2AMDTT	2	0	0	4	0	6
Materials Design and Technology: 2AMDWTW	0	0	4	6	0	10
Materials Design and Technology: 2BMDTM	2	0	1	1	0	4
Materials Design and Technology: 2BMDTT	2	0	0	4	0	6
Materials Design and Technology: 2BMDWTW	1	0	4	6	0	11

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

# School Curriculum and Standards Authority

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Materials Design and Technology: 3AMDTT	0	0	0	1	0	1
Materials Design and Technology: 3BMDTT	0	0	0	1	0	1
Materials Design and Technology: PAMDTM	1	0	0	0	0	1
Materials Design and Technology: PAMDTW	7	0	1	0	0	8
Materials Design and Technology: PBMDTT	1	0	0	0	0	1
Materials Design and Technology: PBMDTW	1	0	1	0	0	2
Primary Industries: VET Industry Specific: 1AVPI	2	0	0	0	0	2
Primary Industries: VET Industry Specific: 1BVPI	2	0	0	0	0	2
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	1	0	0	0	0	1
Tourism: VET Industry Specific: 1DVTOU	1	0	0	0	0	1
Tourism: VET Industry Specific: 2AVTOU	1	0	0	0	0	1
Tourism: VET Industry Specific: 2BVTOU	1	0	0	0	0	1
Workplace Learning: 1AWPL	63	0	23	34	0	120
Workplace Learning: 1BWPL	56	1	22	34	0	113
Workplace Learning: 1CWPL	19	0	3	1	0	23
Workplace Learning: 1DWPL	19	0	3	1	0	23
The Arts						
Dance: 1ADAN	45	0	4	7	0	56
Dance: 1BDAN	44	0	3	6	0	53
Dance: 2ADAN	27	0	12	10	0	49
Dance: 2BDAN	25	0	12	10	0	47
Drama: 1ADRA	53	0	8	12	0	73
Drama: 1BDRA	51	0	6	12	0	69
Drama: 2ADRA	45	0	29	38	0	112
Drama: 2BDRA	45	0	29	38	0	112
Drama: 3ADRA	1	0	2	0	0	3
Drama: 3BDRA	1	0	2	0	0	3
Media Production and Analysis: 1AMPA	48	0	7	8	0	63
Media Production and Analysis: 1BMPA	48	0	7	8	0	63
Media Production and Analysis: 1CMPA	23	0	1	5	0	29
Media Production and Analysis: 1DMPA	21	0	1	5	0	27
Media Production and Analysis: 2AMPA	36	0	12	33	0	81
Media Production and Analysis: 2BMPA	35	0	12	33	0	80
Media Production and Analysis: 3AMPA	4	0	0	0	0	4
Media Production and Analysis: 3BMPA	4	0	0	0	0	4
Music: 1AMUS	38	0	4	16	0	58

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

# School Curriculum and Standards Authority

Table 2.1 Number of schools offering courses to Year 11 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
The Arts						
Music: 1BMUS	39	0	4	16	0	59
Music: 1CMUS	11	0	3	4	0	18
Music: 1DMUS	12	0	3	4	0	19
Music: 2AMUSC	14	0	6	11	0	31
Music: 2AMUSJ	2	0	2	1	0	5
Music: 2AMUSW	27	0	11	18	0	56
Music: 2BMUSC	14	0	6	11	0	31
Music: 2BMUSJ	2	0	2	1	0	5
Music: 2BMUSW	27	0	11	18	0	56
Music: 3AMUSC	0	0	1	0	0	1
Music: 3AMUSW	1	0	2	4	0	7
Music: 3BMUSC	0	0	1	0	0	1
Music: 3BMUSW	0	0	2	4	0	6
Music: PAMUS	3	0	0	0	0	3
Music: PBMUS	2	0	0	0	0	2
Visual Arts: 1AVAR	82	1	18	33	0	134
Visual Arts: 1BVAR	79	1	18	34	0	132
Visual Arts: 1CVAR	37	0	7	12	0	56
Visual Arts: 1DVAR	36	0	7	11	0	54
Visual Arts: 2AVAR	51	1	31	43	0	126
Visual Arts: 2BVAR	52	1	31	44	0	128
Visual Arts: 3AVAR	1	0	0	0	0	1
Visual Arts: PAVAR	8	0	3	1	0	12
Visual Arts: PBVAR	3	0	1	1	0	5

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

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011

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	Male	NO.	222	1031	2353	581	476	4663	
		%	4.76	22.11	50.46	12.46	10.21		
English	Female	NO.	409	880	1190	281	324	3084	
		%	13.26	28.53	38.59	9.11	10.51		
1AENG	Persons	NO.	631	1911	3543	862	800	7747	
		%	8.15	24.67	45.73	11.13	10.33		
1BENG	Male	NO.	280	1051	2236	401	406	4374	
		%	6.4	24.03	51.12	9.17	9.28		
1BENG	Female	NO.	502	906	1099	161	269	2937	
		%	17.09	30.85	37.42	5.48	9.16		
1BENG	Persons	NO.	782	1957	3335	562	675	7311	23.89
		%	10.7	26.77	45.62	7.69	9.23		
1CENG	Male	NO.	63	318	935	256	141	1713	
		%	3.68	18.56	54.58	14.94	8.23		
1CENG	Female	NO.	168	415	646	125	91	1445	
		%	11.63	28.72	44.71	8.65	6.3		
1CENG	Persons	NO.	231	733	1581	381	232	3158	9.74
		%	7.31	23.21	50.06	12.06	7.35		
1DENG	Male	NO.	88	322	894	203	127	1634	
		%	5.39	19.71	54.71	12.42	7.77		
1DENG	Female	NO.	176	416	627	90	84	1393	
		%	12.63	29.86	45.01	6.46	6.03		
1DENG	Persons	NO.	264	738	1521	293	211	3027	9.33
		%	8.72	24.38	50.25	9.68	6.97		
2AENG	Male	NO.	358	1235	3044	672	179	5488	
		%	6.52	22.5	55.47	12.24	3.26		
2AENG	Female	NO.	767	1892	2909	498	128	6194	
		%	12.38	30.55	46.96	8.04	2.07		
2AENG	Persons	NO.	1125	3127	5953	1170	307	11682	36.02
		%	9.63	26.77	50.96	10.02	2.63		
2BENG	Male	NO.	383	1311	2996	527	131	5348	
		%	7.16	24.51	56.02	9.85	2.45		
2BENG	Female	NO.	796	1978	2798	381	80	6033	
		%	13.19	32.79	46.38	6.32	1.33		
2BENG	Persons	NO.	1179	3289	5794	908	211	11381	
		%							

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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		%	10.36	28.9	50.91	7.98	1.85	35.1
2CENG	Male	NO.	0	24	81	36	14	155
		%	0	15.48	52.26	23.23	9.03	
	Female	NO.	13	37	78	23	5	156
		%	8.33	23.72	50	14.74	3.21	
	Persons	NO.	13	61	159	59	19	311
		%	4.18	19.61	51.13	18.97	6.11	0.96
2DENG	Male	NO.	1	26	74	33	12	146
		%	0.68	17.81	50.68	22.6	8.22	
	Female	NO.	14	38	68	19	5	144
		%	9.72	26.39	47.22	13.19	3.47	
	Persons	NO.	15	64	142	52	17	290
		%	5.17	22.07	48.97	17.93	5.86	0.89
3AENG	Male	NO.	0	0	0	2	0	2
		%	0	0	0	100	0	
	Female	NO.	0	1	0	2	1	4
		%	0	25	0	50	25	
	Persons	NO.	0	1	0	4	1	6
		%	0	16.67	0	66.67	16.67	0.02
3BENG	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	0	1	0	0	0	1
		%	0	100	0	0	0	
	Persons	NO.	0	1	1	0	0	2
		%	0	50	50	0	0	0.01
PAENG	Male	NO.	80	0	3	0	0	83
		%	96.39	0	3.61	0	0	
	Female	NO.	36	0	1	0	0	37
		%	97.3	0	2.7	0	0	
	Persons	NO.	116	0	4	0	0	120
		%	96.67	0	3.33	0	0	0.37
PBENG	Male	NO.	53	0	1	0	0	54
		%	98.15	0	1.85	0	0	
	Female	NO.	21	0	0	0	0	21

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	%	100	0	0	0	0	
		NO.	74	0	1	0	0	75
English PBENG	Persons	%	98.67	0	1.33	0	0	0.23
		NO.						
English as an Additional Language or Dialect	Male	NO.	19	77	113	51	75	335
		%	5.67	22.99	33.73	15.22	22.39	
1AELD	Female	NO.	15	64	103	33	38	253
		%	5.93	25.3	40.71	13.04	15.02	
Persons	Persons	NO.	34	141	216	84	113	588
		%	5.78	23.98	36.73	14.29	19.22	1.81
1BELD	Male	NO.	23	72	98	41	63	297
		%	7.74	24.24	33	13.8	21.21	
Persons	Female	NO.	19	56	105	21	19	220
		%	8.64	25.45	47.73	9.55	8.64	
Persons	Persons	NO.	42	128	203	62	82	517
		%	8.12	24.76	39.26	11.99	15.86	1.59
1CELD	Male	NO.	11	34	95	27	13	180
		%	6.11	18.89	52.78	15	7.22	
Persons	Female	NO.	19	66	48	13	3	149
		%	12.75	44.3	32.21	8.72	2.01	
Persons	Persons	NO.	30	100	143	40	16	329
		%	9.12	30.4	43.47	12.16	4.86	1.01
1DELD	Male	NO.	23	52	103	23	12	213
		%	10.8	24.41	48.36	10.8	5.63	
Persons	Female	NO.	33	62	53	10	3	161
		%	20.5	38.51	32.92	6.21	1.86	
Persons	Persons	NO.	56	114	156	33	15	374
		%	14.97	30.48	41.71	8.82	4.01	1.15
2AELD	Male	NO.	17	55	114	33	10	229
		%	7.42	24.02	49.78	14.41	4.37	
Persons	Female	NO.	48	87	90	18	9	252
		%	19.05	34.52	35.71	7.14	3.57	
Persons	Persons	NO.	65	142	204	51	19	481
		%	13.51	29.52	42.41	10.6	3.95	1.48



# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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.	20	60	110	29	12	231		
		%	8.66	25.97	47.62	12.55	5.19			
	Female	NO.	53	87	88	21	8	257		
		%	20.62	33.85	34.24	8.17	3.11			
	Persons	NO.	73	147	198	50	20	488	1.5	
		%	14.96	30.12	40.57	10.25	4.1			
	Literature 1ALIT	Male	NO.	0	1	2	1	2	6	
			%	0	16.67	33.33	16.67	33.33		
		Female	NO.	1	15	23	0	5	44	
			%	2.27	34.09	52.27	0	11.36		
Persons		NO.	1	16	25	1	7	50	0.15	
		%	2	32	50	2	14			
1BLIT	Male	NO.	0	1	4	0	1	6		
		%	0	16.67	66.67	0	16.67			
	Female	NO.	6	17	19	0	2	44		
		%	13.64	38.64	43.18	0	4.55			
	Persons	NO.	6	18	23	0	3	50	0.15	
		%	12	36	46	0	6			
2ALIT	Male	NO.	155	297	259	33	11	755		
		%	20.53	39.34	34.3	4.37	1.46			
	Female	NO.	395	651	523	58	27	1654		
		%	23.88	39.36	31.62	3.51	1.63			
	Persons	NO.	550	948	782	91	38	2409	7.43	
		%	22.83	39.35	32.46	3.78	1.58			
2BLIT	Male	NO.	161	295	248	23	8	735		
		%	21.9	40.14	33.74	3.13	1.09			
	Female	NO.	408	650	472	43	16	1589		
		%	25.68	40.91	29.7	2.71	1.01			
	Persons	NO.	569	945	720	66	24	2324	7.17	
		%	24.48	40.66	30.98	2.84	1.03			
3ALIT	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			

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 3ALIT 3BLIT	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	
	Health and Physical Education Children, Family and the Community 1ACFCC 1ACFCL 1BCFCC 1BCFCL	Male	NO.	0	3	5	5	9	22	
			%	0	13.64	22.73	22.73	40.91		
Female		NO.	268	374	423	141	115	1321		
		%	20.29	28.31	32.02	10.67	8.71			
Persons		NO.	268	377	428	146	124	1343		
		%	19.96	28.07	31.87	10.87	9.23		4.14	
Male		NO.	1	3	18	10	7	39		
		%	2.56	7.69	46.15	25.64	17.95			
Female		NO.	25	64	72	21	14	196		
		%	12.76	32.65	36.73	10.71	7.14			
Persons		NO.	26	67	90	31	21	235		
		%	11.06	28.51	38.3	13.19	8.94		0.72	
Male		NO.	2	1	7	2	8	20		
		%	10	5	35	10	40			
Female		NO.	306	399	400	108	89	1302		
		%	23.5	30.65	30.72	8.29	6.84			
Persons		NO.	308	400	407	110	97	1322		
		%	23.3	30.26	30.79	8.32	7.34		4.08	
Male	NO.	5	8	17	3	10	43			
	%	11.63	18.6	39.53	6.98	23.26				
Female	NO.	41	49	64	14	17	185			
	%	22.16	26.49	34.59	7.57	9.19				
Persons	NO.	46	57	81	17	27	228			
	%	20.18	25	35.53	7.46	11.84		0.7		

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	1CCFCC	Male	NO.	0	1	2	0	0	3	
			%	0	33.33	66.67	0	0		
	Female	NO.	123	112	105	26	23	389		
		%	31.62	28.79	26.99	6.68	5.91			
	Persons	NO.	123	113	107	26	23	392		
		%	31.38	28.83	27.3	6.63	5.87		1.21	
	1CCFCL	Male	NO.	0	0	0	2	4	6	
			%	0	0	0	33.33	66.67		
		Female	NO.	1	9	13	3	8	34	
			%	2.94	26.47	38.24	8.82	23.53		
		Persons	NO.	1	9	13	5	12	40	
			%	2.5	22.5	32.5	12.5	30		0.12
	1DCFCC	Male	NO.	0	0	3	0	0	3	
			%	0	0	100	0	0		
		Female	NO.	118	114	97	15	19	363	
			%	32.51	31.4	26.72	4.13	5.23		
		Persons	NO.	118	114	100	15	19	366	
			%	32.24	31.15	27.32	4.1	5.19		1.13
	1DCFCL	Male	NO.	0	0	0	0	3	3	
			%	0	0	0	0	100		
		Female	NO.	5	5	9	2	2	23	
			%	21.74	21.74	39.13	8.7	8.7		
		Persons	NO.	5	5	9	2	5	26	
			%	19.23	19.23	34.62	7.69	19.23		0.08
2ACFCC	Male	NO.	0	0	1	0	0	1		
		%	0	0	100	0	0			
	Female	NO.	2	10	12	1	1	26		
		%	7.69	38.46	46.15	3.85	3.85			
	Persons	NO.	2	10	13	1	1	27		
		%	7.41	37.04	48.15	3.7	3.7		0.08	
2BCFCC	Male	NO.	0	0	1	0	0	1		
		%	0	0	100	0	0			
	Female	NO.	2	11	10	2	1	26		
		%	7.69	42.31	38.46	7.69	3.85			
	Persons	NO.	2	11	11	2	1	27		
		%								

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
2BCFCC		%	7.41	40.74	40.74	7.41	3.7	0.08
PACFC								
	Male	NO.	14	0	0	0	0	14
		%	100	0	0	0	0	
	Female	NO.	13	0	0	0	0	13
		%	100	0	0	0	0	
	Persons	NO.	27	0	0	0	0	27
		%	100	0	0	0	0	0.08
PBCFC								
	Male	NO.	7	0	0	0	0	7
		%	100	0	0	0	0	
	Female	NO.	9	0	0	0	0	9
		%	100	0	0	0	0	
	Persons	NO.	16	0	0	0	0	16
		%	100	0	0	0	0	0.05
Health Studies								
1AHEA								
	Male	NO.	24	69	138	41	75	347
		%	6.92	19.88	39.77	11.82	21.61	
	Female	NO.	133	167	149	49	55	553
		%	24.05	30.2	26.94	8.86	9.95	
	Persons	NO.	157	236	287	90	130	900
		%	17.44	26.22	31.89	10	14.44	2.78
1BHEA								
	Male	NO.	25	73	133	31	48	310
		%	8.06	23.55	42.9	10	15.48	
	Female	NO.	161	149	142	34	47	533
		%	30.21	27.95	26.64	6.38	8.82	
	Persons	NO.	186	222	275	65	95	843
		%	22.06	26.33	32.62	7.71	11.27	2.6
1CHEA								
	Male	NO.	2	5	9	4	7	27
		%	7.41	18.52	33.33	14.81	25.93	
	Female	NO.	7	8	17	4	5	41
		%	17.07	19.51	41.46	9.76	12.2	
	Persons	NO.	9	13	26	8	12	68
		%	13.24	19.12	38.24	11.76	17.65	0.21
1DHEA								
	Male	NO.	3	4	7	6	8	28
		%	10.71	14.29	25	21.43	28.57	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
1DHEA									
	Female	NO.	7	9	20	2	5	43	
		%	16.28	20.93	46.51	4.65	11.63		
	Persons	NO.	10	13	27	8	13	71	
		%	14.08	18.31	38.03	11.27	18.31		0.22
2AHEA									
	Male	NO.	3	4	25	9	8	49	
		%	6.12	8.16	51.02	18.37	16.33		
	Female	NO.	31	54	72	20	10	187	
		%	16.58	28.88	38.5	10.7	5.35		
	Persons	NO.	34	58	97	29	18	236	
		%	14.41	24.58	41.1	12.29	7.63		0.73
2BHEA									
	Male	NO.	3	7	22	8	7	47	
		%	6.38	14.89	46.81	17.02	14.89		
	Female	NO.	28	57	68	18	7	178	
		%	15.73	32.02	38.2	10.11	3.93		
	Persons	NO.	31	64	90	26	14	225	
		%	13.78	28.44	40	11.56	6.22		0.69
PAHEA									
	Male	NO.	5	0	0	0	0	5	
		%	100	0	0	0	0		
	Female	NO.	5	0	0	0	0	5	
		%	100	0	0	0	0		
	Persons	NO.	10	0	0	0	0	10	
		%	100	0	0	0	0		0.03
PBHEA									
	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
Outdoor Education									
1AOED									
	Male	NO.	263	525	431	115	100	1434	
		%	18.34	36.61	30.06	8.02	6.97		
	Female	NO.	249	282	173	51	50	805	
		%	30.93	35.03	21.49	6.34	6.21		
	Persons	NO.	512	807	604	166	150	2239	
		%	22.87	36.04	26.98	7.41	6.7		6.9

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	1BOED	Male	NO.	271	497	402	85	98	1353	
			%	20.03	36.73	29.71	6.28	7.24		
	Female	NO.	251	257	186	51	41	786		
		%	31.93	32.7	23.66	6.49	5.22			
	Persons	NO.	522	754	588	136	139	2139	6.6	
		%	24.4	35.25	27.49	6.36	6.5			
	1COED	Male	NO.	24	56	86	39	28	233	
			%	10.3	24.03	36.91	16.74	12.02		
		Female	NO.	22	24	48	15	8	117	
			%	18.8	20.51	41.03	12.82	6.84		
		Persons	NO.	46	80	134	54	36	350	1.08
			%	13.14	22.86	38.29	15.43	10.29		
	1DOED	Male	NO.	22	51	85	28	19	205	
			%	10.73	24.88	41.46	13.66	9.27		
		Female	NO.	20	27	41	10	8	106	
			%	18.87	25.47	38.68	9.43	7.55		
		Persons	NO.	42	78	126	38	27	311	0.96
			%	13.5	25.08	40.51	12.22	8.68		
	2AOED	Male	NO.	11	49	65	18	4	147	
			%	7.48	33.33	44.22	12.24	2.72		
		Female	NO.	26	53	37	2	2	120	
			%	21.67	44.17	30.83	1.67	1.67		
		Persons	NO.	37	102	102	20	6	267	0.82
			%	13.86	38.2	38.2	7.49	2.25		
	2BOED	Male	NO.	15	46	64	14	4	143	
			%	10.49	32.17	44.76	9.79	2.8		
		Female	NO.	34	45	36	1	0	116	
			%	29.31	38.79	31.03	0.86	0		
Persons		NO.	49	91	100	15	4	259	0.8	
		%	18.92	35.14	38.61	5.79	1.54			
PAOED	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				

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
Outdoor Education								
PAOED		%	100	0	0	0	0	0.02
PBOED	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
Physical Education Studies								
1APES								
	Male	NO.	369	671	853	223	119	2235
		%	16.51	30.02	38.17	9.98	5.32	
	Female	NO.	154	319	395	124	76	1068
		%	14.42	29.87	36.99	11.61	7.12	
	Persons	NO.	523	990	1248	347	195	3303
		%	15.83	29.97	37.78	10.51	5.9	10.19
1BPES								
	Male	NO.	400	662	842	183	92	2179
		%	18.36	30.38	38.64	8.4	4.22	
	Female	NO.	173	318	397	95	55	1038
		%	16.67	30.64	38.25	9.15	5.3	
	Persons	NO.	573	980	1239	278	147	3217
		%	17.81	30.46	38.51	8.64	4.57	9.92
1CPES								
	Male	NO.	36	105	144	53	30	368
		%	9.78	28.53	39.13	14.4	8.15	
	Female	NO.	24	71	69	25	23	212
		%	11.32	33.49	32.55	11.79	10.85	
	Persons	NO.	60	176	213	78	53	580
		%	10.34	30.34	36.72	13.45	9.14	1.79
1DPES								
	Male	NO.	31	102	143	49	19	344
		%	9.01	29.65	41.57	14.24	5.52	
	Female	NO.	29	69	68	25	22	213
		%	13.62	32.39	31.92	11.74	10.33	
	Persons	NO.	60	171	211	74	41	557
		%	10.77	30.7	37.88	13.29	7.36	1.72
2APES								
	Male	NO.	227	533	595	168	39	1562
		%	14.53	34.12	38.09	10.76	2.5	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 2APES  2BPES  3APES  3BPES  PAPES  PBPES	Female	NO.	214	378	448	113	24	1177	
		%	18.18	32.12	38.06	9.6	2.04		
	Persons	NO.	441	911	1043	281	63	2739	
		%	16.1	33.26	38.08	10.26	2.3		8.45
	Male	NO.	233	523	594	145	29	1524	
		%	15.29	34.32	38.98	9.51	1.9		
	Female	NO.	210	385	444	90	18	1147	
		%	18.31	33.57	38.71	7.85	1.57		
	Persons	NO.	443	908	1038	235	47	2671	
		%	16.59	33.99	38.86	8.8	1.76		8.24
	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.	32	0	0	0	0	32	
		%	100	0	0	0	0		
Female	NO.	14	0	0	0	0	14		
	%	100	0	0	0	0			
Persons	NO.	46	0	0	0	0	46		
	%	100	0	0	0	0		0.14	
Male	NO.	23	0	0	0	0	23		
	%	100	0	0	0	0			
Female	NO.	7	0	0	0	0	7		
	%	100	0	0	0	0			
Persons	NO.	30	0	0	0	0	30		
	%	100	0	0	0	0		0.09	



# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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  Aboriginal Languages of Western Australia 1AABL  1BABL  Arabic 2AARA  2BARA  Chinese: Background Speakers 2ACBS  2BCBS	Male	NO.	0	6	7	0	1	14	
		%	0	42.86	50	0	7.14		
	Female	NO.	1	2	6	5	2	16	
		%	6.25	12.5	37.5	31.25	12.5		
	Persons	NO.	1	8	13	5	3	30	0.09
		%	3.33	26.67	43.33	16.67	10		
	Male	NO.	2	7	6	0	0	15	
		%	13.33	46.67	40	0	0		
	Female	NO.	0	4	5	1	0	10	
		%	0	40	50	10	0		
	Persons	NO.	2	11	11	1	0	25	0.08
		%	8	44	44	4	0		
	Male	NO.	0	0	1	0	1	2	
		%	0	0	50	0	50		
	Female	NO.	4	2	6	0	0	12	
		%	33.33	16.67	50	0	0		
	Persons	NO.	4	2	7	0	1	14	0.04
		%	28.57	14.29	50	0	7.14		
Male	NO.	0	0	1	0	0	1		
	%	0	0	100	0	0			
Female	NO.	4	2	3	2	0	11		
	%	36.36	18.18	27.27	18.18	0			
Persons	NO.	4	2	4	2	0	12	0.04	
	%	33.33	16.67	33.33	16.67	0			
Male	NO.	3	12	14	1	2	32		
	%	9.38	37.5	43.75	3.12	6.25			
Female	NO.	10	15	19	2	1	47		
	%	21.28	31.91	40.43	4.26	2.13			
Persons	NO.	13	27	33	3	3	79	0.24	
	%	16.46	34.18	41.77	3.8	3.8			
Male	NO.	3	13	13	0	3	32		
	%	9.38	40.62	40.62	0	9.38			

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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  Chinese: Background Speakers 2BCBS  Chinese: Second Language 1ACSL  1BCSL  2ACSL  2BCSL  3ACSL	Female	NO.	14	12	22	0	1	49	
		%	28.57	24.49	44.9	0	2.04		
	Persons	NO.	17	25	35	0	4	81	
		%	20.99	30.86	43.21	0	4.94		0.25
	Male	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		
	Female	NO.	2	1	1	0	0	4	
		%	50	25	25	0	0		
	Persons	NO.	4	2	1	0	0	7	
		%	57.14	28.57	14.29	0	0		0.02
	Male	NO.	2	0	1	0	0	3	
		%	66.67	0	33.33	0	0		
	Female	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		
	Persons	NO.	6	0	1	0	0	7	
		%	85.71	0	14.29	0	0		0.02
	Male	NO.	6	8	9	2	2	27	
		%	22.22	29.63	33.33	7.41	7.41		
	Female	NO.	26	8	3	2	0	39	
		%	66.67	20.51	7.69	5.13	0		
	Persons	NO.	32	16	12	4	2	66	
		%	48.48	24.24	18.18	6.06	3.03		0.2
	Male	NO.	6	8	9	2	2	27	
		%	22.22	29.63	33.33	7.41	7.41		
Female	NO.	26	7	3	2	0	38		
	%	68.42	18.42	7.89	5.26	0			
Persons	NO.	32	15	12	4	2	65		
	%	49.23	23.08	18.46	6.15	3.08		0.2	
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	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
Chinese: Second Language								
3BCSL								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	
	Persons	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	0
French								
1AFRE								
	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	0	0	1	1	2	4
		%	0	0	25	25	50	
	Persons	NO.	0	0	2	1	2	5
		%	0	0	40	20	40	0.02
1BFRE								
	Male	NO.	1	0	0	0	1	2
		%	50	0	0	0	50	
	Female	NO.	0	1	0	0	0	1
		%	0	100	0	0	0	
	Persons	NO.	1	1	0	0	1	3
		%	33.33	33.33	0	0	33.33	0.01
2AFRE								
	Male	NO.	49	47	47	9	1	153
		%	32.03	30.72	30.72	5.88	0.65	
	Female	NO.	117	147	125	16	2	407
		%	28.75	36.12	30.71	3.93	0.49	
	Persons	NO.	166	194	172	25	3	560
		%	29.64	34.64	30.71	4.46	0.54	1.73
2BFRE								
	Male	NO.	49	46	45	8	1	149
		%	32.89	30.87	30.2	5.37	0.67	
	Female	NO.	118	146	123	12	3	402
		%	29.35	36.32	30.6	2.99	0.75	
	Persons	NO.	167	192	168	20	4	551
		%	30.31	34.85	30.49	3.63	0.73	1.7
3AFRE								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	1	1	1	0	0	3
		%	33.33	33.33	33.33	0	0	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	French	3AFRE	Persons	NO.	1	1	1	0	0	3	
			%	33.33	33.33	33.33	0	0		0.01	
	3BFRE	Male	NO.	0	0	0	0	0	0		
		%	0	0	0	0	0				
	Female	NO.	1	1	1	0	0	3			
		%	33.33	33.33	33.33	0	0				
	Persons	NO.	1	1	1	0	0	3			
		%	33.33	33.33	33.33	0	0		0.01		
	German	1AGER	Male	NO.	0	0	1	0	0	1	
			%	0	0	100	0	0			
		Female	NO.	1	2	0	1	0	4		
			%	25	50	0	25	0			
		Persons	NO.	1	2	1	1	0	5		
			%	20	40	20	20	0		0.02	
1BGER		Male	NO.	0	0	1	0	0	1		
			%	0	0	100	0	0			
		Female	NO.	1	1	1	0	1	4		
			%	25	25	25	0	25			
Persons	NO.	1	1	2	0	1	5				
	%	20	20	40	0	20		0.02			
2AGER	Male	NO.	7	11	17	0	0	35			
		%	20	31.43	48.57	0	0				
	Female	NO.	11	15	4	2	0	32			
		%	34.38	46.88	12.5	6.25	0				
	Persons	NO.	18	26	21	2	0	67			
		%	26.87	38.81	31.34	2.99	0		0.21		
2BGER	Male	NO.	8	10	17	0	0	35			
		%	22.86	28.57	48.57	0	0				
	Female	NO.	11	16	4	1	0	32			
		%	34.38	50	12.5	3.12	0				
	Persons	NO.	19	26	21	1	0	67			
		%	28.36	38.81	31.34	1.49	0		0.21		
3AGER	Male	NO.	0	0	0	0	0	0			

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	German	3AGER	%	0	0	0	0	0			
			NO.	1	0	0	1	0	2		
		Persons	%	50	0	0	50	0			
			NO.	1	0	0	1	0	2		
		3BGER	Male	%	50	0	0	50	0		0.01
				NO.	0	0	0	0	0	0	
	Female		%	0	0	0	0	0			
			NO.	0	0	0	1	0	1		
	Persons		%	0	0	0	100	0			
			NO.	0	0	0	1	0	1		
	Hebrew	2AHEB	Male	%	0	0	0	100	0		0
				NO.	2	0	0	0	0	2	
			Female	%	100	0	0	0	0		
				NO.	2	0	0	0	0	2	
			Persons	%	100	0	0	0	0		
				NO.	4	0	0	0	0	4	
		2BHEB	Male	%	100	0	0	0	0		0.01
				NO.	2	0	0	0	0	2	
			Female	%	100	0	0	0	0		
				NO.	2	0	0	0	0	2	
Persons			%	100	0	0	0	0			
			NO.	4	0	0	0	0	4		
Indonesian: Background Speakers	2AIBS	Male	%	100	0	0	0	0		0.01	
			NO.	0	0	0	0	0	0		
		Female	%	0	0	0	0	0			
			NO.	1	0	0	0	0	1		
		Persons	%	100	0	0	0	0			
			NO.	1	0	0	0	0	1		
	2BIBS	Male	%	100	0	0	0	0		0	
			NO.	0	0	0	0	0	0		
		Female	%	0	0	0	0	0			
			NO.	1	0	0	0	0	1		
		Persons	%	100	0	0	0	0			
			NO.	1	0	0	0	0	1		

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 Indonesian: Background Speakers 2BIBS	Persons	NO.	1	0	0	0	0	1		
		%	100	0	0	0	0		0	
Indonesian: Second Language 1AIND	Male	NO.	0	2	4	0	0	6		
		%	0	33.33	66.67	0	0			
	Female	NO.	0	3	4	0	0	7		
		%	0	42.86	57.14	0	0			
	Persons	NO.	0	5	8	0	0	13		
		%	0	38.46	61.54	0	0		0.04	
	1BIND	Male	NO.	0	2	4	0	0	6	
			%	0	33.33	66.67	0	0		
Female		NO.	0	3	2	0	1	6		
		%	0	50	33.33	0	16.67			
Persons	NO.	0	5	6	0	1	12			
	%	0	41.67	50	0	8.33		0.04		
2AIND	Male	NO.	6	15	16	4	0	41		
		%	14.63	36.59	39.02	9.76	0			
	Female	NO.	14	19	15	6	2	56		
		%	25	33.93	26.79	10.71	3.57			
	Persons	NO.	20	34	31	10	2	97		
		%	20.62	35.05	31.96	10.31	2.06		0.3	
2BIND	Male	NO.	6	15	16	4	0	41		
		%	14.63	36.59	39.02	9.76	0			
	Female	NO.	14	21	10	6	3	54		
		%	25.93	38.89	18.52	11.11	5.56			
	Persons	NO.	20	36	26	10	3	95		
		%	21.05	37.89	27.37	10.53	3.16		0.29	
Italian 1AITA	Male	NO.	1	3	3	1	0	8		
		%	12.5	37.5	37.5	12.5	0			
	Female	NO.	2	6	4	0	3	15		
		%	13.33	40	26.67	0	20			
	Persons	NO.	3	9	7	1	3	23		
		%	13.04	39.13	30.43	4.35	13.04		0.07	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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  Italian  1BITA    2AITA    2BITA    3AITA    3BITA    Japanese: Second Language  1AJSL	Male	NO.	0	4	2	0	0	6	
		%	0	66.67	33.33	0	0		
	Female	NO.	1	7	2	0	3	13	
		%	7.69	53.85	15.38	0	23.08		
	Persons	NO.	1	11	4	0	3	19	
		%	5.26	57.89	21.05	0	15.79		0.06
	Male	NO.	20	26	33	6	1	86	
		%	23.26	30.23	38.37	6.98	1.16		
	Female	NO.	74	89	74	7	0	244	
		%	30.33	36.48	30.33	2.87	0		
	Persons	NO.	94	115	107	13	1	330	
		%	28.48	34.85	32.42	3.94	0.3		1.02
	Male	NO.	22	23	32	6	1	84	
		%	26.19	27.38	38.1	7.14	1.19		
	Female	NO.	75	90	69	6	0	240	
		%	31.25	37.5	28.75	2.5	0		
	Persons	NO.	97	113	101	12	1	324	
		%	29.94	34.88	31.17	3.7	0.31		1
	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
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	
Male	NO.	5	7	8	4	1	25		
	%	20	28	32	16	4			
Female	NO.	13	10	14	3	0	40		
	%	32.5	25	35	7.5	0			

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
Japanese: Second Language									
1AJSL	Persons	NO.	18	17	22	7	1	65	0.2
		%	27.69	26.15	33.85	10.77	1.54		
1BJSL	Male	NO.	4	6	9	3	1	23	
		%	17.39	26.09	39.13	13.04	4.35		
	Female	NO.	9	10	13	4	0	36	
		%	25	27.78	36.11	11.11	0		
Persons	NO.	13	16	22	7	1	59	0.18	
	%	22.03	27.12	37.29	11.86	1.69			
2AJSL	Male	NO.	25	27	36	21	4	113	
		%	22.12	23.89	31.86	18.58	3.54		
	Female	NO.	92	80	71	19	10	272	
		%	33.82	29.41	26.1	6.99	3.68		
Persons	NO.	117	107	107	40	14	385	1.19	
	%	30.39	27.79	27.79	10.39	3.64			
2BJSL	Male	NO.	26	29	32	17	4	108	
		%	24.07	26.85	29.63	15.74	3.7		
	Female	NO.	101	77	61	17	8	264	
		%	38.26	29.17	23.11	6.44	3.03		
Persons	NO.	127	106	93	34	12	372	1.15	
	%	34.14	28.49	25	9.14	3.23			
3AJSL	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
Persons	NO.	2	0	0	0	0	2	0.01	
	%	100	0	0	0	0			
3BJSL	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
Persons	NO.	2	0	0	0	0	2	0.01	
	%	100	0	0	0	0			
Modern Greek									
2BGRE									
	Male	NO.	0	2	0	0	0	2	



# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 Modern Greek 2BGRE	Female	%	0	100	0	0	0		
		NO.	0	0	2	0	0	2	
	Persons	%	0	0	100	0	0		
		NO.	0	2	2	0	0	4	
		%	0	50	50	0	0	0.01	
	Polish 3APOL	Male	NO.	0	0	0	0	0	0
			%	0	0	0	0	0	
		Female	NO.	2	0	0	0	0	2
			%	100	0	0	0	0	
		Persons	NO.	2	0	0	0	0	2
			%	100	0	0	0	0	0.01
	3BPOL	Male	NO.	0	0	0	0	0	0
			%	0	0	0	0	0	
		Female	NO.	2	0	0	0	0	2
			%	100	0	0	0	0	
		Persons	NO.	2	0	0	0	0	2
			%	100	0	0	0	0	0.01
	Turkish 2ATUR	Male	NO.	0	0	2	0	0	2
			%	0	0	100	0	0	
		Female	NO.	0	3	0	0	0	3
%			0	100	0	0	0		
Persons		NO.	0	3	2	0	0	5	
		%	0	60	40	0	0	0.02	
2BTUR	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	3	0	1	0	0	4	
		%	75	0	25	0	0		
	Persons	NO.	3	1	2	0	0	6	
		%	50	16.67	33.33	0	0	0.02	
Mathematics Mathematics 1AMAT	Male	NO.	61	75	89	52	67	344	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
1AMAT								
		%	17.73	21.8	25.87	15.12	19.48	
	Female	NO.	35	61	85	36	55	272
		%	12.87	22.43	31.25	13.24	20.22	
	Persons	NO.	96	136	174	88	122	616
		%	15.58	22.08	28.25	14.29	19.81	1.9
1BMAT								
	Male	NO.	617	1079	1388	477	347	3908
		%	15.79	27.61	35.52	12.21	8.88	
	Female	NO.	636	922	1045	338	315	3256
		%	19.53	28.32	32.09	10.38	9.67	
	Persons	NO.	1253	2001	2433	815	662	7164
		%	17.49	27.93	33.96	11.38	9.24	22.09
1CMAT								
	Male	NO.	556	915	1304	381	330	3486
		%	15.95	26.25	37.41	10.93	9.47	
	Female	NO.	575	817	996	318	272	2978
		%	19.31	27.43	33.45	10.68	9.13	
	Persons	NO.	1131	1732	2300	699	602	6464
		%	17.5	26.79	35.58	10.81	9.31	19.93
1DMAT								
	Male	NO.	102	182	300	91	70	745
		%	13.69	24.43	40.27	12.21	9.4	
	Female	NO.	96	185	239	61	58	639
		%	15.02	28.95	37.4	9.55	9.08	
	Persons	NO.	198	367	539	152	128	1384
		%	14.31	26.52	38.95	10.98	9.25	4.27
1EMAT								
	Male	NO.	85	160	271	85	76	677
		%	12.56	23.63	40.03	12.56	11.23	
	Female	NO.	86	163	231	64	54	598
		%	14.38	27.26	38.63	10.7	9.03	
	Persons	NO.	171	323	502	149	130	1275
		%	13.41	25.33	39.37	11.69	10.2	3.93
2AMAT								
	Male	NO.	300	606	1174	458	186	2724
		%	11.01	22.25	43.1	16.81	6.83	
	Female	NO.	326	735	1221	493	186	2961
		%	11.01	24.82	41.24	16.65	6.28	
	Persons	NO.	626	1341	2395	951	372	5685
		%	11.01	23.59	42.13	16.73	6.54	17.53

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 2BMAT	Male	NO.	312	632	1177	386	160	2667		
		%	11.7	23.7	44.13	14.47	6			
	Female	NO.	347	769	1240	416	135	2907		
		%	11.94	26.45	42.66	14.31	4.64			
	Persons	NO.	659	1401	2417	802	295	5574	17.19	
		%	11.82	25.13	43.36	14.39	5.29			
	2CMAT	Male	NO.	221	555	1029	414	122	2341	
			%	9.44	23.71	43.96	17.68	5.21		
		Female	NO.	359	697	1108	392	127	2683	
			%	13.38	25.98	41.3	14.61	4.73		
		Persons	NO.	580	1252	2137	806	249	5024	15.49
			%	11.54	24.92	42.54	16.04	4.96		
	2DMAT	Male	NO.	231	586	1011	382	91	2301	
			%	10.04	25.47	43.94	16.6	3.95		
		Female	NO.	368	682	1110	351	103	2614	
			%	14.08	26.09	42.46	13.43	3.94		
		Persons	NO.	599	1268	2121	733	194	4915	15.16
			%	12.19	25.8	43.15	14.91	3.95		
	3AMAT	Male	NO.	667	607	1108	442	123	2947	
			%	22.63	20.6	37.6	15	4.17		
		Female	NO.	465	526	820	302	76	2189	
			%	21.24	24.03	37.46	13.8	3.47		
		Persons	NO.	1132	1133	1928	744	199	5136	15.84
			%	22.04	22.06	37.54	14.49	3.87		
3BMAT	Male	NO.	684	608	1067	431	113	2903		
		%	23.56	20.94	36.76	14.85	3.89			
	Female	NO.	481	524	808	277	77	2167		
		%	22.2	24.18	37.29	12.78	3.55			
	Persons	NO.	1165	1132	1875	708	190	5070	15.63	
		%	22.98	22.33	36.98	13.96	3.75			
3CMAT	Male	NO.	24	8	6	0	2	40		
		%	60	20	15	0	5			
	Female	NO.	12	4	1	0	0	17		
		%	70.59	23.53	5.88	0	0			
	Persons	NO.	36	12	7	0	2	57		
		%								

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
3CMAT		%	63.16	21.05	12.28	0	3.51	0.18
3DMAT								
	Male	NO.	24	8	5	0	2	39
		%	61.54	20.51	12.82	0	5.13	
	Female	NO.	12	4	1	0	0	17
		%	70.59	23.53	5.88	0	0	
	Persons	NO.	36	12	6	0	2	56
		%	64.29	21.43	10.71	0	3.57	0.17
PAMAT								
	Male	NO.	77	0	1	0	0	78
		%	98.72	0	1.28	0	0	
	Female	NO.	40	0	0	0	0	40
		%	100	0	0	0	0	
	Persons	NO.	117	0	1	0	0	118
		%	99.15	0	0.85	0	0	0.36
PBMAT								
	Male	NO.	34	0	0	0	0	34
		%	100	0	0	0	0	
	Female	NO.	24	0	0	0	0	24
		%	100	0	0	0	0	
	Persons	NO.	58	0	0	0	0	58
		%	100	0	0	0	0	0.18
Mathematics: Specialist								
3AMAS								
	Male	NO.	283	276	426	169	113	1267
		%	22.34	21.78	33.62	13.34	8.92	
	Female	NO.	156	129	166	68	38	557
		%	28.01	23.16	29.8	12.21	6.82	
	Persons	NO.	439	405	592	237	151	1824
		%	24.07	22.2	32.46	12.99	8.28	5.62
3BMAS								
	Male	NO.	290	276	412	170	99	1247
		%	23.26	22.13	33.04	13.63	7.94	
	Female	NO.	152	131	167	66	32	548
		%	27.74	23.91	30.47	12.04	5.84	
	Persons	NO.	442	407	579	236	131	1795
		%	24.62	22.67	32.26	13.15	7.3	5.54

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
1AAPS	Male	NO.	11	30	53	17	4	115	
		%	9.57	26.09	46.09	14.78	3.48		
	Female	NO.	11	14	18	5	2	50	
		%	22	28	36	10	4		
	Persons	NO.	22	44	71	22	6	165	
		%	13.33	26.67	43.03	13.33	3.64		0.51
1BAPS	Male	NO.	8	23	52	23	2	108	
		%	7.41	21.3	48.15	21.3	1.85		
	Female	NO.	6	16	24	7	2	55	
		%	10.91	29.09	43.64	12.73	3.64		
	Persons	NO.	14	39	76	30	4	163	
		%	8.59	23.93	46.63	18.4	2.45		0.5
1CAPS	Male	NO.	1	3	8	2	1	15	
		%	6.67	20	53.33	13.33	6.67		
	Female	NO.	1	1	8	1	0	11	
		%	9.09	9.09	72.73	9.09	0		
	Persons	NO.	2	4	16	3	1	26	
		%	7.69	15.38	61.54	11.54	3.85		0.08
1DAPS	Male	NO.	1	2	8	1	0	12	
		%	8.33	16.67	66.67	8.33	0		
	Female	NO.	1	1	8	0	0	10	
		%	10	10	80	0	0		
	Persons	NO.	2	3	16	1	0	22	
		%	9.09	13.64	72.73	4.55	0		0.07
2AAPS	Male	NO.	1	3	9	4	1	18	
		%	5.56	16.67	50	22.22	5.56		
	Female	NO.	2	5	10	5	3	25	
		%	8	20	40	20	12		
	Persons	NO.	3	8	19	9	4	43	
		%	6.98	18.6	44.19	20.93	9.3		0.13
2BAPS	Male	NO.	1	4	8	2	0	15	
		%	6.67	26.67	53.33	13.33	0		
	Female	NO.	2	6	13	0	3	24	
		%	8.33	25	54.17	0	12.5		
	Persons	NO.	3	10	21	2	3	39	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
Animal Production Systems								
2BAPS		%	7.69	25.64	53.85	5.13	7.69	0.12
PAAPS								
	Male	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	
	Female	NO.	4	0	0	0	0	4
		%	100	0	0	0	0	
	Persons	NO.	7	0	0	0	0	7
		%	100	0	0	0	0	0.02
Aviation								
2AAVN								
	Male	NO.	5	28	26	7	0	66
		%	7.58	42.42	39.39	10.61	0	
	Female	NO.	0	3	2	1	0	6
		%	0	50	33.33	16.67	0	
	Persons	NO.	5	31	28	8	0	72
		%	6.94	43.06	38.89	11.11	0	0.22
2BAVN								
	Male	NO.	6	29	20	10	1	66
		%	9.09	43.94	30.3	15.15	1.52	
	Female	NO.	1	5	1	1	0	8
		%	12.5	62.5	12.5	12.5	0	
	Persons	NO.	7	34	21	11	1	74
		%	9.46	45.95	28.38	14.86	1.35	0.23
Biological Sciences								
1ABIO								
	Male	NO.	4	15	20	12	8	59
		%	6.78	25.42	33.9	20.34	13.56	
	Female	NO.	9	10	17	2	1	39
		%	23.08	25.64	43.59	5.13	2.56	
	Persons	NO.	13	25	37	14	9	98
		%	13.27	25.51	37.76	14.29	9.18	0.3
1BBIO								
	Male	NO.	1	10	9	4	1	25
		%	4	40	36	16	4	
	Female	NO.	6	5	6	3	0	20
		%	30	25	30	15	0	
	Persons	NO.	7	15	15	7	1	45
		%	15.56	33.33	33.33	15.56	2.22	0.14

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
Biological Sciences									
2ABIO	Male	NO.	94	198	339	108	29	768	
		%	12.24	25.78	44.14	14.06	3.78		
	Female	NO.	296	389	490	136	40	1351	
		%	21.91	28.79	36.27	10.07	2.96		
	Persons	NO.	390	587	829	244	69	2119	
		%	18.4	27.7	39.12	11.51	3.26		6.53
2BBIO	Male	NO.	96	191	335	96	20	738	
		%	13.01	25.88	45.39	13.01	2.71		
	Female	NO.	291	394	491	112	35	1323	
		%	22	29.78	37.11	8.47	2.65		
	Persons	NO.	387	585	826	208	55	2061	
		%	18.78	28.38	40.08	10.09	2.67		6.36
3ABIO	Male	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		
	Female	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Persons	NO.	1	0	1	0	1	3	
		%	33.33	0	33.33	0	33.33		0.01
3BBIO	Male	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		
	Female	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Persons	NO.	1	0	1	0	1	3	
		%	33.33	0	33.33	0	33.33		0.01
Chemistry									
1ACHE	Male	NO.	8	8	11	7	5	39	
		%	20.51	20.51	28.21	17.95	12.82		
	Female	NO.	3	14	20	12	7	56	
		%	5.36	25	35.71	21.43	12.5		
	Persons	NO.	11	22	31	19	12	95	
		%	11.58	23.16	32.63	20	12.63		0.29
1BCHE	Male	NO.	4	3	10	5	4	26	
		%	15.38	11.54	38.46	19.23	15.38		
	Female	NO.	7	10	9	6	10	42	
		%	16.67	23.81	21.43	14.29	23.81		

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
1BCHE	Persons	NO.	11	13	19	11	14	68	
		%	16.18	19.12	27.94	16.18	20.59		0.21
2ACHE	Male	NO.	802	738	1029	430	176	3175	
		%	25.26	23.24	32.41	13.54	5.54		
	Female	NO.	747	653	855	370	133	2758	
		%	27.08	23.68	31	13.42	4.82		
	Persons	NO.	1549	1391	1884	800	309	5933	
		%	26.11	23.45	31.75	13.48	5.21		18.3
2BCHE	Male	NO.	785	729	995	371	162	3042	
		%	25.81	23.96	32.71	12.2	5.33		
	Female	NO.	736	625	827	334	97	2619	
		%	28.1	23.86	31.58	12.75	3.7		
	Persons	NO.	1521	1354	1822	705	259	5661	
		%	26.87	23.92	32.19	12.45	4.58		17.46
3ACHE	Male	NO.	1	0	2	0	0	3	
		%	33.33	0	66.67	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	1	0	3	0	0	4	
		%	25	0	75	0	0		0.01
3BCHE	Male	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	1	0	2	0	0	3	
		%	33.33	0	66.67	0	0		0.01
Earth and Environmental Science									
1AEES	Male	NO.	0	8	6	3	3	20	
		%	0	40	30	15	15		
	Female	NO.	2	8	9	2	4	25	
		%	8	32	36	8	16		
	Persons	NO.	2	16	15	5	7	45	
		%	4.44	35.56	33.33	11.11	15.56		0.14
1BEES	Male	NO.	1	9	7	0	4	21	



# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
Earth and Environmental Science								
1BEES								
		%	4.76	42.86	33.33	0	19.05	
	Female	NO.	5	7	10	7	5	34
		%	14.71	20.59	29.41	20.59	14.71	
	Persons	NO.	6	16	17	7	9	55
		%	10.91	29.09	30.91	12.73	16.36	0.17
2AEES								
	Male	NO.	19	39	63	27	2	150
		%	12.67	26	42	18	1.33	
	Female	NO.	15	37	48	19	8	127
		%	11.81	29.13	37.8	14.96	6.3	
	Persons	NO.	34	76	111	46	10	277
		%	12.27	27.44	40.07	16.61	3.61	0.85
2BEES								
	Male	NO.	17	42	62	25	1	147
		%	11.56	28.57	42.18	17.01	0.68	
	Female	NO.	17	37	45	18	6	123
		%	13.82	30.08	36.59	14.63	4.88	
	Persons	NO.	34	79	107	43	7	270
		%	12.59	29.26	39.63	15.93	2.59	0.83
Human Biological Science								
1AHBS								
	Male	NO.	5	21	59	23	21	129
		%	3.88	16.28	45.74	17.83	16.28	
	Female	NO.	41	98	170	66	29	404
		%	10.15	24.26	42.08	16.34	7.18	
	Persons	NO.	46	119	229	89	50	533
		%	8.63	22.33	42.96	16.7	9.38	1.64
1BHBS								
	Male	NO.	7	30	60	27	20	144
		%	4.86	20.83	41.67	18.75	13.89	
	Female	NO.	48	101	166	54	23	392
		%	12.24	25.77	42.35	13.78	5.87	
	Persons	NO.	55	131	226	81	43	536
		%	10.26	24.44	42.16	15.11	8.02	1.65
2AHBS								
	Male	NO.	202	404	811	431	127	1975
		%	10.23	20.46	41.06	21.82	6.43	
	Female	NO.	617	882	1475	693	240	3907
		%	15.79	22.57	37.75	17.74	6.14	
	Persons	NO.	819	1286	2286	1124	367	5882

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
2AHBS		%	13.92	21.86	38.86	19.11	6.24	18.14
2BHBS	Male	NO.	205	415	800	371	96	1887
		%	10.86	21.99	42.4	19.66	5.09	
	Female	NO.	633	915	1435	586	149	3718
		%	17.03	24.61	38.6	15.76	4.01	
	Persons	NO.	838	1330	2235	957	245	5605
		%	14.95	23.73	39.88	17.07	4.37	17.28
3AHBS	Male	NO.	0	0	1	0	1	2
		%	0	0	50	0	50	
	Female	NO.	1	0	1	0	0	2
		%	50	0	50	0	0	
	Persons	NO.	1	0	2	0	1	4
		%	25	0	50	0	25	0.01
3BHBS	Male	NO.	0	0	0	1	1	2
		%	0	0	0	50	50	
	Female	NO.	1	0	1	0	0	2
		%	50	0	50	0	0	
	Persons	NO.	1	0	1	1	1	4
		%	25	0	25	25	25	0.01
Integrated Science								
1AISC	Male	NO.	91	205	317	125	86	824
		%	11.04	24.88	38.47	15.17	10.44	
	Female	NO.	145	172	217	39	50	623
		%	23.27	27.61	34.83	6.26	8.03	
	Persons	NO.	236	377	534	164	136	1447
		%	16.31	26.05	36.9	11.33	9.4	4.46
1BISC	Male	NO.	93	210	353	99	76	831
		%	11.19	25.27	42.48	11.91	9.15	
	Female	NO.	157	205	203	41	45	651
		%	24.12	31.49	31.18	6.3	6.91	
	Persons	NO.	250	415	556	140	121	1482
		%	16.87	28	37.52	9.45	8.16	4.57
1CISC	Male	NO.	10	19	71	21	18	139
		%	7.19	13.67	51.08	15.11	12.95	

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Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
1CISC	Female	NO.	17	37	63	20	8	145	
		%	11.72	25.52	43.45	13.79	5.52		
	Persons	NO.	27	56	134	41	26	284	
		%	9.51	19.72	47.18	14.44	9.15		0.88
1DISC	Male	NO.	15	22	57	13	15	122	
		%	12.3	18.03	46.72	10.66	12.3		
	Female	NO.	22	41	54	17	7	141	
		%	15.6	29.08	38.3	12.06	4.96		
	Persons	NO.	37	63	111	30	22	263	
		%	14.07	23.95	42.21	11.41	8.37		0.81
2AISC	Male	NO.	4	16	32	19	8	79	
		%	5.06	20.25	40.51	24.05	10.13		
	Female	NO.	5	15	21	16	4	61	
		%	8.2	24.59	34.43	26.23	6.56		
	Persons	NO.	9	31	53	35	12	140	
		%	6.43	22.14	37.86	25	8.57		0.43
2BISC	Male	NO.	7	15	27	12	8	69	
		%	10.14	21.74	39.13	17.39	11.59		
	Female	NO.	7	14	20	13	7	61	
		%	11.48	22.95	32.79	21.31	11.48		
	Persons	NO.	14	29	47	25	15	130	
		%	10.77	22.31	36.15	19.23	11.54		0.4
PAISC	Male	NO.	19	0	0	0	0	19	
		%	100	0	0	0	0		
	Female	NO.	12	0	0	0	0	12	
		%	100	0	0	0	0		
	Persons	NO.	31	0	0	0	0	31	
		%	100	0	0	0	0		0.1
PBISC	Male	NO.	13	0	0	0	0	13	
		%	100	0	0	0	0		
	Female	NO.	18	0	0	0	0	18	
		%	100	0	0	0	0		
	Persons	NO.	31	0	0	0	0	31	
		%	100	0	0	0	0		0.1

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 Marine and Maritime Studies	1AMMS	Male	NO.	35	48	87	20	5	195	
			%	17.95	24.62	44.62	10.26	2.56		
	Female	NO.	10	2	22	4	0	38		
		%	26.32	5.26	57.89	10.53	0			
	Persons	NO.	45	50	109	24	5	233	0.72	
		%	19.31	21.46	46.78	10.3	2.15			
	1BMMS	Male	NO.	36	37	81	22	5	181	
			%	19.89	20.44	44.75	12.15	2.76		
	Female	NO.	10	7	19	2	0	38		
		%	26.32	18.42	50	5.26	0			
	Persons	NO.	46	44	100	24	5	219	0.68	
		%	21	20.09	45.66	10.96	2.28			
	1CMMS	Male	NO.	0	2	3	1	2	8	
			%	0	25	37.5	12.5	25		
	Female	NO.	0	0	3	2	0	5		
		%	0	0	60	40	0			
	Persons	NO.	0	2	6	3	2	13	0.04	
		%	0	15.38	46.15	23.08	15.38			
	1DMMS	Male	NO.	0	1	4	1	1	7	
			%	0	14.29	57.14	14.29	14.29		
	Female	NO.	0	1	0	0	3	4		
		%	0	25	0	0	75			
	Persons	NO.	0	2	4	1	4	11	0.03	
		%	0	18.18	36.36	9.09	36.36			
2AMMS	Male	NO.	0	2	2	0	0	4		
		%	0	50	50	0	0			
Female	NO.	9	7	3	1	0	20			
	%	45	35	15	5	0				
Persons	NO.	9	9	5	1	0	24	0.07		
	%	37.5	37.5	20.83	4.17	0				
2BMMS	Male	NO.	0	1	1	2	0	4		
		%	0	25	25	50	0			
Female	NO.	9	7	3	1	0	20			
	%	45	35	15	5	0				
Persons	NO.	9	8	4	3	0	24			
	%	45	33.33	16.67	12.5	0				

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
Marine and Maritime Studies								
2BMMS								
		%	37.5	33.33	16.67	12.5	0	0.07
Physics								
1APHY								
	Male	NO.	7	8	18	10	21	64
		%	10.94	12.5	28.12	15.62	32.81	
	Female	NO.	1	4	13	4	3	25
		%	4	16	52	16	12	
	Persons	NO.	8	12	31	14	24	89
		%	8.99	13.48	34.83	15.73	26.97	0.27
1BPHY								
	Male	NO.	8	13	26	6	4	57
		%	14.04	22.81	45.61	10.53	7.02	
	Female	NO.	3	5	7	0	0	15
		%	20	33.33	46.67	0	0	
	Persons	NO.	11	18	33	6	4	72
		%	15.28	25	45.83	8.33	5.56	0.22
2APHY								
	Male	NO.	697	699	1033	459	174	3062
		%	22.76	22.83	33.74	14.99	5.68	
	Female	NO.	392	366	400	145	50	1353
		%	28.97	27.05	29.56	10.72	3.7	
	Persons	NO.	1089	1065	1433	604	224	4415
		%	24.67	24.12	32.46	13.68	5.07	13.61
2BPHY								
	Male	NO.	709	717	1029	402	128	2985
		%	23.75	24.02	34.47	13.47	4.29	
	Female	NO.	399	367	395	120	29	1310
		%	30.46	28.02	30.15	9.16	2.21	
	Persons	NO.	1108	1084	1424	522	157	4295
		%	25.8	25.24	33.15	12.15	3.66	13.24
3APHY								
	Male	NO.	0	0	1	0	1	2
		%	0	0	50	0	50	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	0	0	1	0	1	2
		%	0	0	50	0	50	0.01
3BPHY								
	Male	NO.	0	0	1	0	1	2
		%	0	0	50	0	50	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
3BPHY	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	1	0	1	2	
		%	0	0	50	0	50		0.01
Plant Production Systems									
1APPS	Male	NO.	11	33	54	15	8	121	
		%	9.09	27.27	44.63	12.4	6.61		
	Female	NO.	7	13	14	1	3	38	
		%	18.42	34.21	36.84	2.63	7.89		
	Persons	NO.	18	46	68	16	11	159	
		%	11.32	28.93	42.77	10.06	6.92		0.49
1BPPS	Male	NO.	12	27	59	17	6	121	
		%	9.92	22.31	48.76	14.05	4.96		
	Female	NO.	8	14	18	3	1	44	
		%	18.18	31.82	40.91	6.82	2.27		
	Persons	NO.	20	41	77	20	7	165	
		%	12.12	24.85	46.67	12.12	4.24		0.51
1CPPS	Male	NO.	0	6	5	0	0	11	
		%	0	54.55	45.45	0	0		
	Female	NO.	2	4	2	1	0	9	
		%	22.22	44.44	22.22	11.11	0		
	Persons	NO.	2	10	7	1	0	20	
		%	10	50	35	5	0		0.06
1DPPS	Male	NO.	0	6	4	1	0	11	
		%	0	54.55	36.36	9.09	0		
	Female	NO.	2	4	2	0	0	8	
		%	25	50	25	0	0		
	Persons	NO.	2	10	6	1	0	19	
		%	10.53	52.63	31.58	5.26	0		0.06
2APPS	Male	NO.	3	2	7	0	0	12	
		%	25	16.67	58.33	0	0		
	Female	NO.	1	2	3	0	0	6	
		%	16.67	33.33	50	0	0		
	Persons	NO.	4	4	10	0	0	18	
		%	22.22	22.22	55.56	0	0		0.06

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
2BPPS	Male	NO.	3	2	7	0	0	12	
		%	25	16.67	58.33	0	0		
	Female	NO.	1	2	3	0	0	6	
		%	16.67	33.33	50	0	0		
	Persons	NO.	4	4	10	0	0	18	
		%	22.22	22.22	55.56	0	0		0.06
PAPPS	Male	NO.	5	0	0	0	0	5	
		%	100	0	0	0	0		
	Female	NO.	12	0	0	0	0	12	
		%	100	0	0	0	0		
	Persons	NO.	17	0	0	0	0	17	
		%	100	0	0	0	0		0.05
PBPPS	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
Psychology									
1APSY	Male	NO.	5	14	24	21	24	88	
		%	5.68	15.91	27.27	23.86	27.27		
	Female	NO.	29	51	62	25	25	192	
		%	15.1	26.56	32.29	13.02	13.02		
	Persons	NO.	34	65	86	46	49	280	
		%	12.14	23.21	30.71	16.43	17.5		0.86
1BPSY	Male	NO.	3	17	27	17	23	87	
		%	3.45	19.54	31.03	19.54	26.44		
	Female	NO.	34	55	57	22	21	189	
		%	17.99	29.1	30.16	11.64	11.11		
	Persons	NO.	37	72	84	39	44	276	
		%	13.41	26.09	30.43	14.13	15.94		0.85
2APSY	Male	NO.	29	31	94	47	22	223	
		%	13	13.9	42.15	21.08	9.87		
	Female	NO.	174	202	226	75	45	722	
		%	24.1	27.98	31.3	10.39	6.23		

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
Psychology									
2APSY	Persons	NO.	203	233	320	122	67	945	
		%	21.48	24.66	33.86	12.91	7.09		2.91
2BPSY	Male	NO.	28	38	87	40	13	206	
		%	13.59	18.45	42.23	19.42	6.31		
	Female	NO.	184	201	222	47	25	679	
		%	27.1	29.6	32.7	6.92	3.68		
	Persons	NO.	212	239	309	87	38	885	
		%	23.95	27.01	34.92	9.83	4.29		2.73
Society and Environment									
Aboriginal and Intercultural Studies									
1AAIS	Male	NO.	1	7	18	8	22	56	
		%	1.79	12.5	32.14	14.29	39.29		
	Female	NO.	1	6	23	15	23	68	
		%	1.47	8.82	33.82	22.06	33.82		
	Persons	NO.	2	13	41	23	45	124	
		%	1.61	10.48	33.06	18.55	36.29		0.38
1BAIS	Male	NO.	1	7	11	2	10	31	
		%	3.23	22.58	35.48	6.45	32.26		
	Female	NO.	4	10	11	4	8	37	
		%	10.81	27.03	29.73	10.81	21.62		
	Persons	NO.	5	17	22	6	18	68	
		%	7.35	25	32.35	8.82	26.47		0.21
Ancient History									
1AHIA	Male	NO.	3	13	33	10	9	68	
		%	4.41	19.12	48.53	14.71	13.24		
	Female	NO.	17	21	24	7	5	74	
		%	22.97	28.38	32.43	9.46	6.76		
	Persons	NO.	20	34	57	17	14	142	
		%	14.08	23.94	40.14	11.97	9.86		0.44
1BHIA	Male	NO.	2	10	38	8	2	60	
		%	3.33	16.67	63.33	13.33	3.33		
	Female	NO.	18	22	21	7	2	70	
		%	25.71	31.43	30	10	2.86		
	Persons	NO.	20	32	59	15	4	130	



# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
Ancient History								
1BHIA								
		%	15.38	24.62	45.38	11.54	3.08	0.4
2AHIA	Male	NO.	25	36	41	14	7	123
		%	20.33	29.27	33.33	11.38	5.69	
	Female	NO.	39	31	36	9	2	117
		%	33.33	26.5	30.77	7.69	1.71	
Persons		NO.	64	67	77	23	9	240
		%	26.67	27.92	32.08	9.58	3.75	0.74
2BHIA	Male	NO.	25	34	39	13	5	116
		%	21.55	29.31	33.62	11.21	4.31	
	Female	NO.	40	33	34	9	2	118
		%	33.9	27.97	28.81	7.63	1.69	
Persons		NO.	65	67	73	22	7	234
		%	27.78	28.63	31.2	9.4	2.99	0.72
Aspects of the Tourism Industry								
1AAST								
	Male	NO.	5	16	18	9	10	58
		%	8.62	27.59	31.03	15.52	17.24	
	Female	NO.	34	46	62	21	16	179
		%	18.99	25.7	34.64	11.73	8.94	
Persons		NO.	39	62	80	30	26	237
		%	16.46	26.16	33.76	12.66	10.97	0.73
1BAST	Male	NO.	3	12	23	8	12	58
		%	5.17	20.69	39.66	13.79	20.69	
	Female	NO.	30	59	47	13	17	166
		%	18.07	35.54	28.31	7.83	10.24	
Persons		NO.	33	71	70	21	29	224
		%	14.73	31.7	31.25	9.38	12.95	0.69
1CAST	Male	NO.	0	0	0	1	0	1
		%	0	0	0	100	0	
	Female	NO.	0	3	4	0	0	7
		%	0	42.86	57.14	0	0	
Persons		NO.	0	3	4	1	0	8
		%	0	37.5	50	12.5	0	0.02
1DAST	Male	NO.	0	0	0	1	0	1
		%	0	0	0	100	0	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
	Female	NO.	0	3	4	0	0	7	
		%	0	42.86	57.14	0	0		
	Persons	NO.	0	3	4	1	0	8	
		%	0	37.5	50	12.5	0		0.02
Economics									
1AECO									
	Male	NO.	5	18	26	6	10	65	
		%	7.69	27.69	40	9.23	15.38		
	Female	NO.	11	19	18	3	3	54	
		%	20.37	35.19	33.33	5.56	5.56		
	Persons	NO.	16	37	44	9	13	119	
		%	13.45	31.09	36.97	7.56	10.92		0.37
1BECO									
	Male	NO.	1	15	8	3	7	34	
		%	2.94	44.12	23.53	8.82	20.59		
	Female	NO.	10	15	9	0	4	38	
		%	26.32	39.47	23.68	0	10.53		
	Persons	NO.	11	30	17	3	11	72	
		%	15.28	41.67	23.61	4.17	15.28		0.22
2AECO									
	Male	NO.	245	292	482	154	59	1232	
		%	19.89	23.7	39.12	12.5	4.79		
	Female	NO.	269	256	334	135	32	1026	
		%	26.22	24.95	32.55	13.16	3.12		
	Persons	NO.	514	548	816	289	91	2258	
		%	22.76	24.27	36.14	12.8	4.03		6.96
2BECO									
	Male	NO.	247	295	464	137	49	1192	
		%	20.72	24.75	38.93	11.49	4.11		
	Female	NO.	245	250	353	112	23	983	
		%	24.92	25.43	35.91	11.39	2.34		
	Persons	NO.	492	545	817	249	72	2175	
		%	22.62	25.06	37.56	11.45	3.31		6.71
3AECO									
	Male	NO.	1	0	2	0	0	3	
		%	33.33	0	66.67	0	0		
	Female	NO.	1	2	0	0	1	4	
		%	25	50	0	0	25		
	Persons	NO.	2	2	2	0	1	7	
		%	28.57	28.57	28.57	0	14.29		0.02

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
3BECO									
	Male	NO.	1	0	2	0	0	3	
		%	33.33	0	66.67	0	0		
	Female	NO.	1	2	0	0	1	4	
		%	25	50	0	0	25		
	Persons	NO.	2	2	2	0	1	7	
		%	28.57	28.57	28.57	0	14.29		0.02
Geography									
1AGEO									
	Male	NO.	10	24	62	21	23	140	
		%	7.14	17.14	44.29	15	16.43		
	Female	NO.	32	37	55	15	14	153	
		%	20.92	24.18	35.95	9.8	9.15		
	Persons	NO.	42	61	117	36	37	293	
		%	14.33	20.82	39.93	12.29	12.63		0.9
1BGEO									
	Male	NO.	13	18	66	16	24	137	
		%	9.49	13.14	48.18	11.68	17.52		
	Female	NO.	31	42	54	12	14	153	
		%	20.26	27.45	35.29	7.84	9.15		
	Persons	NO.	44	60	120	28	38	290	
		%	15.17	20.69	41.38	9.66	13.1		0.89
2AGEO									
	Male	NO.	113	268	568	223	57	1229	
		%	9.19	21.81	46.22	18.14	4.64		
	Female	NO.	182	383	586	213	55	1419	
		%	12.83	26.99	41.3	15.01	3.88		
	Persons	NO.	295	651	1154	436	112	2648	
		%	11.14	24.58	43.58	16.47	4.23		8.17
2BGEO									
	Male	NO.	121	289	535	197	47	1189	
		%	10.18	24.31	45	16.57	3.95		
	Female	NO.	192	393	579	160	45	1369	
		%	14.02	28.71	42.29	11.69	3.29		
	Persons	NO.	313	682	1114	357	92	2558	
		%	12.24	26.66	43.55	13.96	3.6		7.89
3AGEO									
	Male	NO.	3	2	1	0	0	6	
		%	50	33.33	16.67	0	0		
	Female	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
Geography									
3AGEO	Persons	NO.	4	2	2	0	0	8	
		%	50	25	25	0	0		0.02
3BGEO	Male	NO.	3	2	1	0	0	6	
		%	50	33.33	16.67	0	0		
	Female	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Persons	NO.	4	2	2	0	0	8	
		%	50	25	25	0	0		0.02
Modern History									
1AHIM									
1BHIM	Male	NO.	4	23	44	23	14	108	
		%	3.7	21.3	40.74	21.3	12.96		
Female	NO.	18	25	36	16	19	114		
	%	15.79	21.93	31.58	14.04	16.67			
Persons	NO.	22	48	80	39	33	222		
	%	9.91	21.62	36.04	17.57	14.86		0.68	
2AHIM	Male	NO.	6	22	41	15	17	101	
		%	5.94	21.78	40.59	14.85	16.83		
	Female	NO.	19	29	37	8	13	106	
		%	17.92	27.36	34.91	7.55	12.26		
	Persons	NO.	25	51	78	23	30	207	
		%	12.08	24.64	37.68	11.11	14.49		0.64
2BHIM	Male	NO.	121	299	605	217	47	1289	
		%	9.39	23.2	46.94	16.83	3.65		
	Female	NO.	391	741	986	283	65	2466	
		%	15.86	30.05	39.98	11.48	2.64		
	Persons	NO.	512	1040	1591	500	112	3755	
		%	13.64	27.7	42.37	13.32	2.98		11.58
3AHIM	Male	NO.	133	284	602	207	52	1278	
		%	10.41	22.22	47.1	16.2	4.07		
	Female	NO.	396	694	982	278	74	2424	
		%	16.34	28.63	40.51	11.47	3.05		
	Persons	NO.	529	978	1584	485	126	3702	
		%	14.29	26.42	42.79	13.1	3.4		11.42
Male	NO.	0	0	0	0	0	0		

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 Modern History 3AHIM  3BHIM  Philosophy and Ethics 1APAE  1BPAE  2APAE  2BPAE	Female	%	0	0	0	0	0	
		NO.	0	3	1	0	0	4
	Persons	%	0	75	25	0	0	
		NO.	0	3	1	0	0	4
		%	0	75	25	0	0	0.01
	Male	NO.	0	0	0	0	1	1
		%	0	0	0	0	100	
	Female	NO.	0	3	1	0	0	4
		%	0	75	25	0	0	
	Persons	NO.	0	3	1	0	1	5
		%	0	60	20	0	20	0.02
	Male	NO.	1	2	1	1	0	5
		%	20	40	20	20	0	
	Female	NO.	4	3	5	1	2	15
		%	26.67	20	33.33	6.67	13.33	
	Persons	NO.	5	5	6	2	2	20
		%	25	25	30	10	10	0.06
	Male	NO.	14	22	25	3	2	66
%		21.21	33.33	37.88	4.55	3.03		
Female	NO.	30	15	16	2	4	67	
	%	44.78	22.39	23.88	2.99	5.97		
Persons	NO.	44	37	41	5	6	133	
	%	33.08	27.82	30.83	3.76	4.51	0.41	
Male	NO.	23	31	28	10	1	93	
	%	24.73	33.33	30.11	10.75	1.08		
Female	NO.	67	97	64	19	3	250	
	%	26.8	38.8	25.6	7.6	1.2		
Persons	NO.	90	128	92	29	4	343	
	%	26.24	37.32	26.82	8.45	1.17	1.06	
Male	NO.	23	31	33	5	1	93	
	%	24.73	33.33	35.48	5.38	1.08		
Female	NO.	27	28	33	10	3	101	
	%	26.73	27.72	32.67	9.9	2.97		
Persons	NO.	50	59	66	15	4	194	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 Philosophy and Ethics 2BPAE								
		%	25.77	30.41	34.02	7.73	2.06	0.6
Politics and Law 1APAL								
	Male	NO.	7	15	31	17	6	76
		%	9.21	19.74	40.79	22.37	7.89	
	Female	NO.	7	13	16	11	11	58
		%	12.07	22.41	27.59	18.97	18.97	
	Persons	NO.	14	28	47	28	17	134
		%	10.45	20.9	35.07	20.9	12.69	0.41
1BPAL								
	Male	NO.	2	9	17	9	4	41
		%	4.88	21.95	41.46	21.95	9.76	
	Female	NO.	4	7	11	7	4	33
		%	12.12	21.21	33.33	21.21	12.12	
	Persons	NO.	6	16	28	16	8	74
		%	8.11	21.62	37.84	21.62	10.81	0.23
2APAL								
	Male	NO.	76	120	172	72	25	465
		%	16.34	25.81	36.99	15.48	5.38	
	Female	NO.	207	219	280	88	28	822
		%	25.18	26.64	34.06	10.71	3.41	
	Persons	NO.	283	339	452	160	53	1287
		%	21.99	26.34	35.12	12.43	4.12	3.97
2BPAL								
	Male	NO.	75	118	169	61	16	439
		%	17.08	26.88	38.5	13.9	3.64	
	Female	NO.	199	225	279	71	15	789
		%	25.22	28.52	35.36	9	1.9	
	Persons	NO.	274	343	448	132	31	1228
		%	22.31	27.93	36.48	10.75	2.52	3.79
3APAL								
	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
3BPAL								
	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	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
Religion and Life 1AREL	Male	NO.	308	570	709	235	57	1879	
		%	16.39	30.34	37.73	12.51	3.03		
	Female	NO.	539	580	565	99	20	1803	
		%	29.89	32.17	31.34	5.49	1.11		
	Persons	NO.	847	1150	1274	334	77	3682	
		%	23	31.23	34.6	9.07	2.09		11.35
1BREL	Male	NO.	311	566	773	181	58	1889	
		%	16.46	29.96	40.92	9.58	3.07		
	Female	NO.	600	640	523	61	20	1844	
		%	32.54	34.71	28.36	3.31	1.08		
	Persons	NO.	911	1206	1296	242	78	3733	
		%	24.4	32.31	34.72	6.48	2.09		11.51
1CREL	Male	NO.	12	18	59	15	0	104	
		%	11.54	17.31	56.73	14.42	0		
	Female	NO.	23	39	30	8	0	100	
		%	23	39	30	8	0		
	Persons	NO.	35	57	89	23	0	204	
		%	17.16	27.94	43.63	11.27	0		0.63
1DREL	Male	NO.	2	2	6	1	0	11	
		%	18.18	18.18	54.55	9.09	0		
	Female	NO.	4	2	4	1	1	12	
		%	33.33	16.67	33.33	8.33	8.33		
	Persons	NO.	6	4	10	2	1	23	
		%	26.09	17.39	43.48	8.7	4.35		0.07
2AREL	Male	NO.	123	205	344	88	9	769	
		%	15.99	26.66	44.73	11.44	1.17		
	Female	NO.	193	284	397	81	7	962	
		%	20.06	29.52	41.27	8.42	0.73		
	Persons	NO.	316	489	741	169	16	1731	
		%	18.26	28.25	42.81	9.76	0.92		5.34

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 2BREL  PAREL  PBREL  Technology and Enterprise Accounting and Finance 1AACF  1BACF  2AACF	Male	NO.	109	212	368	83	9	781	
		%	13.96	27.14	47.12	10.63	1.15		
	Female	NO.	206	297	371	64	7	945	
		%	21.8	31.43	39.26	6.77	0.74		
	Persons	NO.	315	509	739	147	16	1726	
		%	18.25	29.49	42.82	8.52	0.93		5.32
	Male	NO.	11	0	0	0	0	11	
		%	100	0	0	0	0		
	Female	NO.	14	0	0	0	0	14	
		%	100	0	0	0	0		
	Persons	NO.	25	0	0	0	0	25	
		%	100	0	0	0	0		0.08
	Male	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		
	Female	NO.	6	0	0	0	0	6	
		%	100	0	0	0	0		
	Persons	NO.	10	0	0	0	0	10	
		%	100	0	0	0	0		0.03
	Male	NO.	9	20	32	18	31	110	
		%	8.18	18.18	29.09	16.36	28.18		
	Female	NO.	25	26	36	10	6	103	
		%	24.27	25.24	34.95	9.71	5.83		
	Persons	NO.	34	46	68	28	37	213	
		%	15.96	21.6	31.92	13.15	17.37		0.66
Male	NO.	8	13	18	4	26	69		
	%	11.59	18.84	26.09	5.8	37.68			
Female	NO.	25	22	29	4	6	86		
	%	29.07	25.58	33.72	4.65	6.98			
Persons	NO.	33	35	47	8	32	155		
	%	21.29	22.58	30.32	5.16	20.65		0.48	
Male	NO.	164	193	240	125	71	793		
	%	20.68	24.34	30.26	15.76	8.95			



# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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  Applied Information Technology 1AAIT  1BAIT  1CAIT  1DAIT	Female	NO.	183	172	171	95	39	660	
		%	27.73	26.06	25.91	14.39	5.91		
	Persons	NO.	347	365	411	220	110	1453	4.48
		%	23.88	25.12	28.29	15.14	7.57		
	Male	NO.	164	185	240	114	73	776	
		%	21.13	23.84	30.93	14.69	9.41		
	Female	NO.	175	145	178	89	42	629	
		%	27.82	23.05	28.3	14.15	6.68		
	Persons	NO.	339	330	418	203	115	1405	4.33
		%	24.13	23.49	29.75	14.45	8.19		
	Male	NO.	77	182	437	146	161	1003	
		%	7.68	18.15	43.57	14.56	16.05		
	Female	NO.	97	182	251	69	67	666	
		%	14.56	27.33	37.69	10.36	10.06		
	Persons	NO.	174	364	688	215	228	1669	5.15
		%	10.43	21.81	41.22	12.88	13.66		
	Male	NO.	92	207	388	124	112	923	
		%	9.97	22.43	42.04	13.43	12.13		
	Female	NO.	111	181	202	44	43	581	
		%	19.1	31.15	34.77	7.57	7.4		
	Persons	NO.	203	388	590	168	155	1504	4.64
		%	13.5	25.8	39.23	11.17	10.31		
	Male	NO.	30	56	124	48	42	300	
		%	10	18.67	41.33	16	14		
Female	NO.	31	37	70	20	21	179		
	%	17.32	20.67	39.11	11.17	11.73			
Persons	NO.	61	93	194	68	63	479	1.48	
	%	12.73	19.42	40.5	14.2	13.15			
Male	NO.	37	57	124	31	37	286		
	%	12.94	19.93	43.36	10.84	12.94			
Female	NO.	30	38	66	11	18	163		
	%	18.4	23.31	40.49	6.75	11.04			
Persons	NO.	67	95	190	42	55	449	1.38	
	%	14.92	21.16	42.32	9.35	12.25			

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	2AAIT	Male	NO.	84	165	253	91	56	649	
			%	12.94	25.42	38.98	14.02	8.63		
	Female	NO.	73	105	144	25	16	363		
		%	20.11	28.93	39.67	6.89	4.41			
	Persons	NO.	157	270	397	116	72	1012	3.12	
		%	15.51	26.68	39.23	11.46	7.11			
	2BAIT	Male	NO.	87	180	251	87	44	649	
			%	13.41	27.73	38.67	13.41	6.78		
	Female	NO.	80	115	142	24	14	375		
		%	21.33	30.67	37.87	6.4	3.73			
	Persons	NO.	167	295	393	111	58	1024	3.16	
		%	16.31	28.81	38.38	10.84	5.66			
	3AAIT	Male	NO.	0	1	1	0	0	2	
			%	0	50	50	0	0		
	Female	NO.	1	0	1	0	0	2		
		%	50	0	50	0	0			
	Persons	NO.	1	1	2	0	0	4	0.01	
		%	25	25	50	0	0			
	3BAIT	Male	NO.	0	1	1	0	0	2	
			%	0	50	50	0	0		
	Female	NO.	1	0	1	0	0	2		
		%	50	0	50	0	0			
	Persons	NO.	1	1	2	0	0	4	0.01	
		%	25	25	50	0	0			
PAAIT	Male	NO.	16	0	0	0	0	16		
		%	100	0	0	0	0			
Female	NO.	33	0	0	0	0	33			
	%	100	0	0	0	0				
Persons	NO.	49	0	0	0	0	49	0.15		
	%	100	0	0	0	0				
PBAIT	Male	NO.	11	0	0	0	0	11		
		%	100	0	0	0	0			
Female	NO.	17	0	0	0	0	17			
	%	100	0	0	0	0				
Persons	NO.	28	0	0	0	0	28			
	%	100	0	0	0	0				

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 PBAIT									
		%	100	0	0	0	0	0.09	
Automotive Engineering and Technology 1AAET	Male	NO.	53	128	199	57	30	467	
		%	11.35	27.41	42.61	12.21	6.42		
	Female	NO.	2	9	8	7	4	30	
		%	6.67	30	26.67	23.33	13.33		
	Persons	NO.	55	137	207	64	34	497	
		%	11.07	27.57	41.65	12.88	6.84		1.53
1BAET	Male	NO.	61	126	182	44	29	442	
		%	13.8	28.51	41.18	9.95	6.56		
	Female	NO.	4	10	7	4	2	27	
		%	14.81	37.04	25.93	14.81	7.41		
	Persons	NO.	65	136	189	48	31	469	
		%	13.86	29	40.3	10.23	6.61		1.45
1CAET	Male	NO.	5	15	18	8	7	53	
		%	9.43	28.3	33.96	15.09	13.21		
	Female	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		
	Persons	NO.	5	16	20	8	7	56	
		%	8.93	28.57	35.71	14.29	12.5		0.17
1DAET	Male	NO.	9	14	18	5	5	51	
		%	17.65	27.45	35.29	9.8	9.8		
	Female	NO.	1	1	1	1	1	5	
		%	20	20	20	20	20		
	Persons	NO.	10	15	19	6	6	56	
		%	17.86	26.79	33.93	10.71	10.71		0.17
Building and Construction 1ABCN	Male	NO.	64	150	231	65	40	550	
		%	11.64	27.27	42	11.82	7.27		
	Female	NO.	2	2	9	3	3	19	
		%	10.53	10.53	47.37	15.79	15.79		
	Persons	NO.	66	152	240	68	43	569	
		%	11.6	26.71	42.18	11.95	7.56		1.75

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 1BBCN	Male	NO.	70	170	199	55	33	527		
		%	13.28	32.26	37.76	10.44	6.26			
	Female	NO.	2	2	12	2	3	21		
		%	9.52	9.52	57.14	9.52	14.29			
	Persons	NO.	72	172	211	57	36	548	1.69	
		%	13.14	31.39	38.5	10.4	6.57			
	1CBCN	Male	NO.	7	12	9	7	5	40	
			%	17.5	30	22.5	17.5	12.5		
		Female	NO.	0	0	1	0	0	1	
			%	0	0	100	0	0		
		Persons	NO.	7	12	10	7	5	41	0.13
			%	17.07	29.27	24.39	17.07	12.2		
	1DBCN	Male	NO.	6	22	19	5	2	54	
			%	11.11	40.74	35.19	9.26	3.7		
		Female	NO.	1	0	0	1	0	2	
			%	50	0	0	50	0		
		Persons	NO.	7	22	19	6	2	56	0.17
			%	12.5	39.29	33.93	10.71	3.57		
	Business Management and Enterprise 1ABME	Male	NO.	60	112	243	60	75	550	
			%	10.91	20.36	44.18	10.91	13.64		
		Female	NO.	111	139	155	35	37	477	
			%	23.27	29.14	32.49	7.34	7.76		
		Persons	NO.	171	251	398	95	112	1027	3.17
			%	16.65	24.44	38.75	9.25	10.91		
1BBME		Male	NO.	70	126	229	63	65	553	
			%	12.66	22.78	41.41	11.39	11.75		
		Female	NO.	123	117	162	20	36	458	
			%	26.86	25.55	35.37	4.37	7.86		
		Persons	NO.	193	243	391	83	101	1011	3.12
			%	19.09	24.04	38.67	8.21	9.99		
1CBME	Male	NO.	6	12	31	8	5	62		
		%	9.68	19.35	50	12.9	8.06			
	Female	NO.	15	36	22	5	5	83		
		%	18.07	43.37	26.51	6.02	6.02			

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 Management and Enterprise									
1CBME	Persons	NO.	21	48	53	13	10	145	
		%	14.48	33.1	36.55	8.97	6.9		0.45
1DBME	Male	NO.	8	16	27	6	4	61	
		%	13.11	26.23	44.26	9.84	6.56		
	Female	NO.	20	29	20	5	5	79	
		%	25.32	36.71	25.32	6.33	6.33		
	Persons	NO.	28	45	47	11	9	140	
		%	20	32.14	33.57	7.86	6.43		0.43
2ABME	Male	NO.	35	54	77	39	25	230	
		%	15.22	23.48	33.48	16.96	10.87		
	Female	NO.	45	69	89	23	7	233	
		%	19.31	29.61	38.2	9.87	3		
	Persons	NO.	80	123	166	62	32	463	
		%	17.28	26.57	35.85	13.39	6.91		1.43
2BBME	Male	NO.	40	54	79	33	23	229	
		%	17.47	23.58	34.5	14.41	10.04		
	Female	NO.	50	81	72	26	7	236	
		%	21.19	34.32	30.51	11.02	2.97		
	Persons	NO.	90	135	151	59	30	465	
		%	19.35	29.03	32.47	12.69	6.45		1.43
PABME	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
PBBME	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	
		%	100	0	0	0	0		0.02

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	Male	NO.	0	0	29	0	0	29		
		%	0	0	100	0	0			
	Female	NO.	0	0	41	0	0	41		
		%	0	0	100	0	0			
	Persons	NO.	0	0	70	0	0	70		
		%	0	0	100	0	0		0.22	
	Male	NO.	0	0	29	0	0	29		
		%	0	0	100	0	0			
	Female	NO.	0	0	41	0	0	41		
		%	0	0	100	0	0			
	Persons	NO.	0	0	70	0	0	70		
		%	0	0	100	0	0		0.22	
	Career and Enterprise 1ACAE  1BCAE  1CCAE  1DCAE	Male	NO.	128	311	623	170	188	1420	
			%	9.01	21.9	43.87	11.97	13.24		
Female		NO.	295	325	334	96	88	1138		
		%	25.92	28.56	29.35	8.44	7.73			
Persons		NO.	423	636	957	266	276	2558		
		%	16.54	24.86	37.41	10.4	10.79		7.89	
Male		NO.	112	281	589	139	131	1252		
		%	8.95	22.44	47.04	11.1	10.46			
Female		NO.	280	355	339	82	82	1138		
		%	24.6	31.2	29.79	7.21	7.21			
Persons		NO.	392	636	928	221	213	2390		
		%	16.4	26.61	38.83	9.25	8.91		7.37	
Male		NO.	44	125	263	95	89	616		
		%	7.14	20.29	42.69	15.42	14.45			
Female	NO.	111	132	163	44	56	506			
	%	21.94	26.09	32.21	8.7	11.07				
Persons	NO.	155	257	426	139	145	1122			
	%	13.81	22.91	37.97	12.39	12.92		3.46		
Male	NO.	37	97	154	49	61	398			
	%	9.3	24.37	38.69	12.31	15.33				
Female	NO.	62	70	97	19	38	286			
	%	21.68	24.48	33.92	6.64	13.29				

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
1DCAE	Persons	NO.	99	167	251	68	99	684	
		%	14.47	24.42	36.7	9.94	14.47		2.11
2ACAE	Male	NO.	2	9	10	1	1	23	
		%	8.7	39.13	43.48	4.35	4.35		
	Female	NO.	19	16	12	2	2	51	
		%	37.25	31.37	23.53	3.92	3.92		
	Persons	NO.	21	25	22	3	3	74	
		%	28.38	33.78	29.73	4.05	4.05		0.23
2BCAE	Male	NO.	2	9	10	0	1	22	
		%	9.09	40.91	45.45	0	4.55		
	Female	NO.	19	16	12	1	1	49	
		%	38.78	32.65	24.49	2.04	2.04		
	Persons	NO.	21	25	22	1	2	71	
		%	29.58	35.21	30.99	1.41	2.82		0.22
3ACAE	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
3BCAE	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
PACAE	Male	NO.	32	0	1	0	0	33	
		%	96.97	0	3.03	0	0		
	Female	NO.	10	0	0	0	0	10	
		%	100	0	0	0	0		
	Persons	NO.	42	0	1	0	0	43	
		%	97.67	0	2.33	0	0		0.13
PBCAE	Male	NO.	9	0	0	0	0	9	
		%	100	0	0	0	0		

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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.	5	0	0	0	0	5	
		%	100	0	0	0	0		
	Persons	NO.	14	0	0	0	0	14	
		%	100	0	0	0	0		0.04
	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.	12	22	43	17	11	105	
		%	11.43	20.95	40.95	16.19	10.48		
	Female	NO.	1	10	12	1	7	31	
		%	3.23	32.26	38.71	3.23	22.58		
Persons	NO.	13	32	55	18	18	136		
	%	9.56	23.53	40.44	13.24	13.24		0.42	
Male	NO.	12	26	28	24	10	100		
	%	12	26	28	24	10			
Female	NO.	3	12	17	3	3	38		
	%	7.89	31.58	44.74	7.89	7.89			
Persons	NO.	15	38	45	27	13	138		
	%	10.87	27.54	32.61	19.57	9.42		0.43	
Male	NO.	60	87	142	67	35	391		
	%	15.35	22.25	36.32	17.14	8.95			
Female	NO.	5	10	14	5	8	42		
	%	11.9	23.81	33.33	11.9	19.05			
Persons	NO.	65	97	156	72	43	433		
	%	15.01	22.4	36.03	16.63	9.93		1.34	
Male	NO.	65	93	142	58	23	381		
	%	17.06	24.41	37.27	15.22	6.04			
Female	NO.	6	12	12	4	7	41		
	%	14.63	29.27	29.27	9.76	17.07			



# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	Persons	NO.	71	105	154	62	30	422	
		%	16.82	24.88	36.49	14.69	7.11		1.3
3ACSC									
	Male	NO.	2	0	1	0	0	3	
		%	66.67	0	33.33	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	2	0	1	0	0	3	
		%	66.67	0	33.33	0	0		0.01
3BCSC									
	Male	NO.	2	0	1	0	0	3	
		%	66.67	0	33.33	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	2	0	1	0	0	3	
		%	66.67	0	33.33	0	0		0.01
Design									
1ADESD									
	Male	NO.	2	4	18	2	3	29	
		%	6.9	13.79	62.07	6.9	10.34		
	Female	NO.	11	16	22	3	0	52	
		%	21.15	30.77	42.31	5.77	0		
	Persons	NO.	13	20	40	5	3	81	
		%	16.05	24.69	49.38	6.17	3.7		0.25
1ADESG									
	Male	NO.	19	44	82	39	27	211	
		%	9	20.85	38.86	18.48	12.8		
	Female	NO.	46	57	65	16	15	199	
		%	23.12	28.64	32.66	8.04	7.54		
	Persons	NO.	65	101	147	55	42	410	
		%	15.85	24.63	35.85	13.41	10.24		1.26
1ADESP									
	Male	NO.	34	70	149	80	53	386	
		%	8.81	18.13	38.6	20.73	13.73		
	Female	NO.	165	217	262	120	77	841	
		%	19.62	25.8	31.15	14.27	9.16		
	Persons	NO.	199	287	411	200	130	1227	
		%	16.22	23.39	33.5	16.3	10.59		3.78
1ADEST									
	Male	NO.	90	172	235	84	47	628	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
1ADEST								
		%	14.33	27.39	37.42	13.38	7.48	
	Female	NO.	18	28	22	5	6	79
		%	22.78	35.44	27.85	6.33	7.59	
	Persons	NO.	108	200	257	89	53	707
		%	15.28	28.29	36.35	12.59	7.5	2.18
1BDESD								
	Male	NO.	3	4	18	1	1	27
		%	11.11	14.81	66.67	3.7	3.7	
	Female	NO.	16	18	22	1	3	60
		%	26.67	30	36.67	1.67	5	
	Persons	NO.	19	22	40	2	4	87
		%	21.84	25.29	45.98	2.3	4.6	0.27
1BDESG								
	Male	NO.	20	46	78	35	18	197
		%	10.15	23.35	39.59	17.77	9.14	
	Female	NO.	49	62	65	13	12	201
		%	24.38	30.85	32.34	6.47	5.97	
	Persons	NO.	69	108	143	48	30	398
		%	17.34	27.14	35.93	12.06	7.54	1.23
1BDESP								
	Male	NO.	37	96	146	54	61	394
		%	9.39	24.37	37.06	13.71	15.48	
	Female	NO.	208	227	267	78	69	849
		%	24.5	26.74	31.45	9.19	8.13	
	Persons	NO.	245	323	413	132	130	1243
		%	19.71	25.99	33.23	10.62	10.46	3.83
1BDEST								
	Male	NO.	100	149	232	66	49	596
		%	16.78	25	38.93	11.07	8.22	
	Female	NO.	27	21	30	3	7	88
		%	30.68	23.86	34.09	3.41	7.95	
	Persons	NO.	127	170	262	69	56	684
		%	18.57	24.85	38.3	10.09	8.19	2.11
1CDESD								
	Male	NO.	0	0	3	0	0	3
		%	0	0	100	0	0	
	Female	NO.	7	15	6	3	0	31
		%	22.58	48.39	19.35	9.68	0	
	Persons	NO.	7	15	9	3	0	34
		%	20.59	44.12	26.47	8.82	0	0.1

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
1CDESG									
	Male	NO.	5	8	7	3	1	24	
		%	20.83	33.33	29.17	12.5	4.17		
	Female	NO.	5	7	10	3	0	25	
		%	20	28	40	12	0		
	Persons	NO.	10	15	17	6	1	49	
		%	20.41	30.61	34.69	12.24	2.04		0.15
1CDESP									
	Male	NO.	8	13	34	20	14	89	
		%	8.99	14.61	38.2	22.47	15.73		
	Female	NO.	32	66	70	18	17	203	
		%	15.76	32.51	34.48	8.87	8.37		
	Persons	NO.	40	79	104	38	31	292	
		%	13.7	27.05	35.62	13.01	10.62		0.9
1CDEST									
	Male	NO.	24	36	65	29	3	157	
		%	15.29	22.93	41.4	18.47	1.91		
	Female	NO.	14	8	6	6	0	34	
		%	41.18	23.53	17.65	17.65	0		
	Persons	NO.	38	44	71	35	3	191	
		%	19.9	23.04	37.17	18.32	1.57		0.59
1DDESD									
	Male	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Female	NO.	9	9	8	3	0	29	
		%	31.03	31.03	27.59	10.34	0		
	Persons	NO.	9	9	11	3	0	32	
		%	28.12	28.12	34.38	9.38	0		0.1
1DDESG									
	Male	NO.	4	7	7	7	1	26	
		%	15.38	26.92	26.92	26.92	3.85		
	Female	NO.	6	7	9	4	2	28	
		%	21.43	25	32.14	14.29	7.14		
	Persons	NO.	10	14	16	11	3	54	
		%	18.52	25.93	29.63	20.37	5.56		0.17
1DDESP									
	Male	NO.	10	17	29	15	6	77	
		%	12.99	22.08	37.66	19.48	7.79		
	Female	NO.	34	62	53	9	12	170	
		%	20	36.47	31.18	5.29	7.06		
	Persons	NO.	44	79	82	24	18	247	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
1DDESP		%	17.81	31.98	33.2	9.72	7.29	0.76
1DDEST								
	Male	NO.	14	25	49	18	9	115
		%	12.17	21.74	42.61	15.65	7.83	
	Female	NO.	11	8	8	1	0	28
		%	39.29	28.57	28.57	3.57	0	
	Persons	NO.	25	33	57	19	9	143
		%	17.48	23.08	39.86	13.29	6.29	0.44
2ADESD								
	Male	NO.	5	13	7	2	0	27
		%	18.52	48.15	25.93	7.41	0	
	Female	NO.	12	9	9	1	0	31
		%	38.71	29.03	29.03	3.23	0	
	Persons	NO.	17	22	16	3	0	58
		%	29.31	37.93	27.59	5.17	0	0.18
2ADESG								
	Male	NO.	11	20	39	15	2	87
		%	12.64	22.99	44.83	17.24	2.3	
	Female	NO.	23	32	39	8	3	105
		%	21.9	30.48	37.14	7.62	2.86	
	Persons	NO.	34	52	78	23	5	192
		%	17.71	27.08	40.62	11.98	2.6	0.59
2ADESP								
	Male	NO.	17	23	30	15	9	94
		%	18.09	24.47	31.91	15.96	9.57	
	Female	NO.	63	47	42	11	9	172
		%	36.63	27.33	24.42	6.4	5.23	
	Persons	NO.	80	70	72	26	18	266
		%	30.08	26.32	27.07	9.77	6.77	0.82
2ADEST								
	Male	NO.	9	15	21	8	2	55
		%	16.36	27.27	38.18	14.55	3.64	
	Female	NO.	0	3	6	2	0	11
		%	0	27.27	54.55	18.18	0	
	Persons	NO.	9	18	27	10	2	66
		%	13.64	27.27	40.91	15.15	3.03	0.2
2BDESD								
	Male	NO.	5	13	7	2	0	27
		%	18.52	48.15	25.93	7.41	0	
	Female	NO.	12	9	8	1	0	30

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
2BDESD								
		%	40	30	26.67	3.33	0	
	Persons	NO.	17	22	15	3	0	57
		%	29.82	38.6	26.32	5.26	0	0.18
2BDESG								
	Male	NO.	16	19	38	5	4	82
		%	19.51	23.17	46.34	6.1	4.88	
	Female	NO.	35	33	21	5	8	102
		%	34.31	32.35	20.59	4.9	7.84	
	Persons	NO.	51	52	59	10	12	184
		%	27.72	28.26	32.07	5.43	6.52	0.57
2BDESP								
	Male	NO.	19	20	31	15	8	93
		%	20.43	21.51	33.33	16.13	8.6	
	Female	NO.	69	44	35	13	13	174
		%	39.66	25.29	20.11	7.47	7.47	
	Persons	NO.	88	64	66	28	21	267
		%	32.96	23.97	24.72	10.49	7.87	0.82
2BDEST								
	Male	NO.	4	17	25	7	1	54
		%	7.41	31.48	46.3	12.96	1.85	
	Female	NO.	0	3	6	2	0	11
		%	0	27.27	54.55	18.18	0	
	Persons	NO.	4	20	31	9	1	65
		%	6.15	30.77	47.69	13.85	1.54	0.2
PADESG								
	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
Engineering Studies								
1AEST								
	Male	NO.	39	77	75	29	21	241
		%	16.18	31.95	31.12	12.03	8.71	
	Female	NO.	2	2	2	2	1	9
		%	22.22	22.22	22.22	22.22	11.11	
	Persons	NO.	41	79	77	31	22	250
		%	16.4	31.6	30.8	12.4	8.8	0.77

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	1BEST	Male	NO.	37	63	76	24	14	214		
			%	17.29	29.44	35.51	11.21	6.54			
		Female	NO.	3	0	2	2	5	12		
			%	25	0	16.67	16.67	41.67			
		Persons	NO.	40	63	78	26	19	226	0.7	
			%	17.7	27.88	34.51	11.5	8.41			
	2AEST	Male	NO.	59	92	91	26	13	281		
			%	21	32.74	32.38	9.25	4.63			
		Female	NO.	5	0	7	1	0	13		
			%	38.46	0	53.85	7.69	0			
		Persons	NO.	64	92	98	27	13	294	0.91	
			%	21.77	31.29	33.33	9.18	4.42			
	2BEST	Male	NO.	59	91	91	23	13	277		
			%	21.3	32.85	32.85	8.3	4.69			
		Female	NO.	5	1	5	2	0	13		
			%	38.46	7.69	38.46	15.38	0			
		Persons	NO.	64	92	96	25	13	290	0.89	
			%	22.07	31.72	33.1	8.62	4.48			
	Food Science and Technology	1AFSTH	Male	NO.	56	149	308	82	57	652	
				%	8.59	22.85	47.24	12.58	8.74		
			Female	NO.	274	417	368	98	71	1228	
				%	22.31	33.96	29.97	7.98	5.78		
			Persons	NO.	330	566	676	180	128	1880	5.8
				%	17.55	30.11	35.96	9.57	6.81		
1AFSTN		Male	NO.	11	42	69	23	12	157		
			%	7.01	26.75	43.95	14.65	7.64			
		Female	NO.	75	105	102	25	9	316		
			%	23.73	33.23	32.28	7.91	2.85			
		Persons	NO.	86	147	171	48	21	473	1.46	
			%	18.18	31.08	36.15	10.15	4.44			
1AFSTP		Male	NO.	8	12	25	9	2	56		
			%	14.29	21.43	44.64	16.07	3.57			
		Female	NO.	33	37	29	7	5	111		
			%	29.73	33.33	26.13	6.31	4.5			

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
1AFSTP	Persons	NO.	41	49	54	16	7	167	
		%	24.55	29.34	32.34	9.58	4.19		0.51
1BFSTH	Male	NO.	61	133	300	58	48	600	
		%	10.17	22.17	50	9.67	8		
	Female	NO.	281	387	347	77	58	1150	
		%	24.43	33.65	30.17	6.7	5.04		
	Persons	NO.	342	520	647	135	106	1750	
		%	19.54	29.71	36.97	7.71	6.06		5.4
1BFSTN	Male	NO.	11	52	74	13	20	170	
		%	6.47	30.59	43.53	7.65	11.76		
	Female	NO.	89	120	100	15	6	330	
		%	26.97	36.36	30.3	4.55	1.82		
	Persons	NO.	100	172	174	28	26	500	
		%	20	34.4	34.8	5.6	5.2		1.54
1BFSTP	Male	NO.	10	13	24	9	5	61	
		%	16.39	21.31	39.34	14.75	8.2		
	Female	NO.	34	35	29	4	1	103	
		%	33.01	33.98	28.16	3.88	0.97		
	Persons	NO.	44	48	53	13	6	164	
		%	26.83	29.27	32.32	7.93	3.66		0.51
1CFSTH	Male	NO.	10	37	77	50	32	206	
		%	4.85	17.96	37.38	24.27	15.53		
	Female	NO.	105	154	121	40	29	449	
		%	23.39	34.3	26.95	8.91	6.46		
	Persons	NO.	115	191	198	90	61	655	
		%	17.56	29.16	30.23	13.74	9.31		2.02
1CFSTN	Male	NO.	0	7	13	5	1	26	
		%	0	26.92	50	19.23	3.85		
	Female	NO.	29	31	27	7	4	98	
		%	29.59	31.63	27.55	7.14	4.08		
	Persons	NO.	29	38	40	12	5	124	
		%	23.39	30.65	32.26	9.68	4.03		0.38
1CFSTP	Male	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	1CFSTP	Female	NO.	3	1	1	2	2	9	
			%	33.33	11.11	11.11	22.22	22.22		
	Persons	NO.	3	1	3	2	2	11		
		%	27.27	9.09	27.27	18.18	18.18		0.03	
	1DFSTH	Male	NO.	10	43	81	39	25	198	
			%	5.05	21.72	40.91	19.7	12.63		
		Female	NO.	111	155	110	31	30	437	
			%	25.4	35.47	25.17	7.09	6.86		
		Persons	NO.	121	198	191	70	55	635	
			%	19.06	31.18	30.08	11.02	8.66		1.96
	1DFSTN	Male	NO.	0	6	16	5	1	28	
			%	0	21.43	57.14	17.86	3.57		
		Female	NO.	28	35	20	7	7	97	
			%	28.87	36.08	20.62	7.22	7.22		
		Persons	NO.	28	41	36	12	8	125	
			%	22.4	32.8	28.8	9.6	6.4		0.39
	1DFSTP	Male	NO.	0	1	1	0	0	2	
			%	0	50	50	0	0		
		Female	NO.	4	2	1	0	1	8	
			%	50	25	12.5	0	12.5		
		Persons	NO.	4	3	2	0	1	10	
			%	40	30	20	0	10		0.03
	2AFSTH	Male	NO.	3	3	12	3	1	22	
			%	13.64	13.64	54.55	13.64	4.55		
		Female	NO.	34	32	27	1	2	96	
			%	35.42	33.33	28.12	1.04	2.08		
		Persons	NO.	37	35	39	4	3	118	
			%	31.36	29.66	33.05	3.39	2.54		0.36
2AFSTN	Male	NO.	0	0	1	0	0	1		
		%	0	0	100	0	0			
	Female	NO.	3	0	4	3	0	10		
		%	30	0	40	30	0			
	Persons	NO.	3	0	5	3	0	11		
		%	27.27	0	45.45	27.27	0		0.03	



# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	2BFSTH	Male	NO.	4	2	9	4	1	20	
			%	20	10	45	20	5		
	Female	NO.	31	33	31	1	0	96		
		%	32.29	34.38	32.29	1.04	0			
	Persons	NO.	35	35	40	5	1	116		
		%	30.17	30.17	34.48	4.31	0.86		0.36	
	2BFSTN	Male	NO.	0	0	1	0	0	1	
			%	0	0	100	0	0		
	Female	NO.	3	0	4	3	0	10		
		%	30	0	40	30	0			
	Persons	NO.	3	0	5	3	0	11		
		%	27.27	0	45.45	27.27	0		0.03	
	3AFSTH	Male	NO.	1	1	0	0	0	2	
			%	50	50	0	0	0		
	Female	NO.	2	0	1	0	0	3		
		%	66.67	0	33.33	0	0			
	Persons	NO.	3	1	1	0	0	5		
		%	60	20	20	0	0		0.02	
	3BFSTH	Male	NO.	1	1	0	0	0	2	
			%	50	50	0	0	0		
	Female	NO.	2	0	1	0	0	3		
		%	66.67	0	33.33	0	0			
	Persons	NO.	3	1	1	0	0	5		
		%	60	20	20	0	0		0.02	
PAFST	Male	NO.	19	0	0	0	0	19		
		%	100	0	0	0	0			
Female	NO.	23	0	3	0	0	26			
	%	88.46	0	11.54	0	0				
Persons	NO.	42	0	3	0	0	45			
	%	93.33	0	6.67	0	0		0.14		
PBFST	Male	NO.	13	0	0	0	0	13		
		%	100	0	0	0	0			
Female	NO.	11	0	0	0	0	11			
	%	100	0	0	0	0				
Persons	NO.	24	0	0	0	0	24			
	%									

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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								
PBFST		%	100	0	0	0	0	0.07
Hospitality: VET Industry Specific								
1AVHO	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
1BVHO	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
Information Technology: VET Industry Specific								
1CVITG	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
1DVITG	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
2AVITG	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

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 2BVITG	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
Materials Design and Technology 1AMDTM	Male	NO.	104	309	456	101	72	1042	
		%	9.98	29.65	43.76	9.69	6.91		
	Female	NO.	18	30	38	17	6	109	
		%	16.51	27.52	34.86	15.6	5.5		
	Persons	NO.	122	339	494	118	78	1151	
		%	10.6	29.45	42.92	10.25	6.78		3.55
1AMDTT	Male	NO.	2	3	6	0	0	11	
		%	18.18	27.27	54.55	0	0		
	Female	NO.	68	94	106	26	4	298	
		%	22.82	31.54	35.57	8.72	1.34		
	Persons	NO.	70	97	112	26	4	309	
		%	22.65	31.39	36.25	8.41	1.29		0.95
1AMDTW	Male	NO.	165	425	574	174	93	1431	
		%	11.53	29.7	40.11	12.16	6.5		
	Female	NO.	28	50	60	18	10	166	
		%	16.87	30.12	36.14	10.84	6.02		
	Persons	NO.	193	475	634	192	103	1597	
		%	12.09	29.74	39.7	12.02	6.45		4.92
1BMDTM	Male	NO.	102	282	360	85	81	910	
		%	11.21	30.99	39.56	9.34	8.9		
	Female	NO.	34	31	42	12	14	133	
		%	25.56	23.31	31.58	9.02	10.53		
	Persons	NO.	136	313	402	97	95	1043	
		%	13.04	30.01	38.54	9.3	9.11		3.22
1BMDTT	Male	NO.	2	3	7	0	0	12	
		%	16.67	25	58.33	0	0		
	Female	NO.	68	93	86	26	9	282	
		%	24.11	32.98	30.5	9.22	3.19		

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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									
1BMDTT	Persons	NO.	70	96	93	26	9	294	
		%	23.81	32.65	31.63	8.84	3.06		0.91
1BMDTW	Male	NO.	210	442	624	149	105	1530	
		%	13.73	28.89	40.78	9.74	6.86		
	Female	NO.	45	56	53	14	12	180	
		%	25	31.11	29.44	7.78	6.67		
	Persons	NO.	255	498	677	163	117	1710	
		%	14.91	29.12	39.59	9.53	6.84		5.27
1CMDTM	Male	NO.	32	61	120	43	24	280	
		%	11.43	21.79	42.86	15.36	8.57		
	Female	NO.	12	17	14	5	4	52	
		%	23.08	32.69	26.92	9.62	7.69		
	Persons	NO.	44	78	134	48	28	332	
		%	13.25	23.49	40.36	14.46	8.43		1.02
1CMDTT	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	58	56	65	20	5	204	
		%	28.43	27.45	31.86	9.8	2.45		
	Persons	NO.	58	56	65	21	5	205	
		%	28.29	27.32	31.71	10.24	2.44		0.63
1CMDTW	Male	NO.	45	114	213	58	37	467	
		%	9.64	24.41	45.61	12.42	7.92		
	Female	NO.	5	15	17	4	10	51	
		%	9.8	29.41	33.33	7.84	19.61		
	Persons	NO.	50	129	230	62	47	518	
		%	9.65	24.9	44.4	11.97	9.07		1.6
1DMDTM	Male	NO.	31	65	107	37	16	256	
		%	12.11	25.39	41.8	14.45	6.25		
	Female	NO.	3	5	5	1	3	17	
		%	17.65	29.41	29.41	5.88	17.65		
	Persons	NO.	34	70	112	38	19	273	
		%	12.45	25.64	41.03	13.92	6.96		0.84
1DMDTT	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	1DMDTT	Female	NO.	52	58	63	16	6	195	0.6
			%	26.67	29.74	32.31	8.21	3.08		
	Persons	NO.	52	58	63	16	6	195		
		%	26.67	29.74	32.31	8.21	3.08			
	1DMDTW	Male	NO.	42	86	162	46	19	355	
			%	11.83	24.23	45.63	12.96	5.35		
		Female	NO.	5	10	18	3	4	40	
			%	12.5	25	45	7.5	10		
		Persons	NO.	47	96	180	49	23	395	
			%	11.9	24.3	45.57	12.41	5.82		
	2AMDTM	Male	NO.	4	15	12	0	0	31	
			%	12.9	48.39	38.71	0	0		
		Female	NO.	0	0	0	0	0	0	
			%	0	0	0	0	0		
		Persons	NO.	4	15	12	0	0	31	
			%	12.9	48.39	38.71	0	0		
	2AMDTT	Male	NO.	0	0	0	0	0	0	
			%	0	0	0	0	0		
		Female	NO.	44	23	15	1	0	83	
			%	53.01	27.71	18.07	1.2	0		
		Persons	NO.	44	23	15	1	0	83	
			%	53.01	27.71	18.07	1.2	0		
	2AMDTW	Male	NO.	23	59	69	5	0	156	
			%	14.74	37.82	44.23	3.21	0		
Female		NO.	1	0	2	0	0	3		
		%	33.33	0	66.67	0	0			
Persons		NO.	24	59	71	5	0	159		
		%	15.09	37.11	44.65	3.14	0			
2BMDTM	Male	NO.	5	14	12	0	0	31		
		%	16.13	45.16	38.71	0	0			
	Female	NO.	0	0	0	0	0	0		
		%	0	0	0	0	0			
	Persons	NO.	5	14	12	0	0	31		
		%	16.13	45.16	38.71	0	0			

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	2BMDTT	Male	NO.	0	0	0	0	0		
			%	0	0	0	0	0		
	Female	NO.	44	22	14	1	0	81		
		%	54.32	27.16	17.28	1.23	0			
	Persons	NO.	44	22	14	1	0	81		
		%	54.32	27.16	17.28	1.23	0		0.25	
	2BMDTW	Male	NO.	22	57	74	5	1	159	
			%	13.84	35.85	46.54	3.14	0.63		
		Female	NO.	1	0	2	0	0	3	
			%	33.33	0	66.67	0	0		
		Persons	NO.	23	57	76	5	1	162	
			%	14.2	35.19	46.91	3.09	0.62		0.5
	3AMDTT	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
	3BMDTT	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
PAMDTM	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	
PAMDTW	Male	NO.	15	0	0	0	0	15		
		%	100	0	0	0	0			
	Female	NO.	14	0	0	0	0	14		
		%	100	0	0	0	0			
	Persons	NO.	29	0	0	0	0	29		
		%								

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 PAMDTW PBMDTT PBMDTW Workplace Learning 1AWPL 1BWPL 1CWPL 1DWPL		%	100	0	0	0	0	11	0.09	
		NO.	11	0	0	0	0	11		
	Male	%	100	0	0	0	0			
		NO.	2	0	0	0	0	2		
	Female	%	100	0	0	0	0			
		NO.	13	0	0	0	0	13		
	Persons	%	100	0	0	0	0		0.04	
		NO.	1	0	0	0	0	1		
	Male	%	100	0	0	0	0			
		NO.	0	0	0	0	0	0		
	Female	%	0	0	0	0	0			
		NO.	1	0	0	0	0	1		
	Persons	%	100	0	0	0	0		0	
		NO.								
	1AWPL	Male	NO.	279	503	704	127	208	1821	
			%	15.32	27.62	38.66	6.97	11.42		
		Female	NO.	490	415	321	85	131	1442	
			%	33.98	28.78	22.26	5.89	9.08		
Persons		NO.	769	918	1025	212	339	3263		
		%	23.57	28.13	31.41	6.5	10.39		10.06	
1BWPL	Male	NO.	252	484	618	111	184	1649		
		%	15.28	29.35	37.48	6.73	11.16			
	Female	NO.	485	355	277	78	97	1292		
		%	37.54	27.48	21.44	6.04	7.51			
	Persons	NO.	737	839	895	189	281	2941		
		%	25.06	28.53	30.43	6.43	9.55		9.07	
1CWPL	Male	NO.	7	14	42	11	20	94		
		%	7.45	14.89	44.68	11.7	21.28			
	Female	NO.	34	19	21	11	24	109		
		%	31.19	17.43	19.27	10.09	22.02			
	Persons	NO.	41	33	63	22	44	203		
		%	20.2	16.26	31.03	10.84	21.67		0.63	
1DWPL	Male	NO.	5	14	44	8	21	92		
		%	5.43	15.22	47.83	8.7	22.83			

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 1DWPL	Female	NO.	27	21	17	14	22	101		
		%	26.73	20.79	16.83	13.86	21.78			
	Persons	NO.	32	35	61	22	43	193		
		%	16.58	18.13	31.61	11.4	22.28		0.6	
	The Arts Dance 1ADAN  1BDAN  2ADAN  2BDAN  Drama 1ADRA	Male	NO.	2	18	18	4	6	48	
			%	4.17	37.5	37.5	8.33	12.5		
Female		NO.	90	167	155	52	51	515		
		%	17.48	32.43	30.1	10.1	9.9			
Persons		NO.	92	185	173	56	57	563		
		%	16.34	32.86	30.73	9.95	10.12		1.74	
Male		NO.	1	12	11	2	3	29		
		%	3.45	41.38	37.93	6.9	10.34			
Female		NO.	98	131	163	42	38	472		
		%	20.76	27.75	34.53	8.9	8.05			
Persons		NO.	99	143	174	44	41	501		
		%	19.76	28.54	34.73	8.78	8.18		1.54	
Male	NO.	1	14	11	1	2	29			
	%	3.45	48.28	37.93	3.45	6.9				
Female	NO.	102	176	161	26	11	476			
	%	21.43	36.97	33.82	5.46	2.31				
Persons	NO.	103	190	172	27	13	505			
	%	20.4	37.62	34.06	5.35	2.57		1.56		
Male	NO.	1	14	10	1	1	27			
	%	3.7	51.85	37.04	3.7	3.7				
Female	NO.	109	169	129	31	10	448			
	%	24.33	37.72	28.79	6.92	2.23				
Persons	NO.	110	183	139	32	11	475			
	%	23.16	38.53	29.26	6.74	2.32		1.46		
Male	NO.	11	52	94	38	23	218			
	%	5.05	23.85	43.12	17.43	10.55				
Female	NO.	44	112	147	48	29	380			



# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 Drama 1ADRA 1BDRA 2ADRA 2BDRA 3ADRA 3BDRA	Persons	%	11.58	29.47	38.68	12.63	7.63	
		NO.	55	164	241	86	52	598
		%	9.2	27.42	40.3	14.38	8.7	1.84
	Male	NO.	18	43	89	23	21	194
		%	9.28	22.16	45.88	11.86	10.82	
	Female	NO.	47	115	146	30	12	350
		%	13.43	32.86	41.71	8.57	3.43	
	Persons	NO.	65	158	235	53	33	544
		%	11.95	29.04	43.2	9.74	6.07	1.68
	Male	NO.	45	126	171	51	12	405
		%	11.11	31.11	42.22	12.59	2.96	
	Female	NO.	217	362	319	63	17	978
		%	22.19	37.01	32.62	6.44	1.74	
	Persons	NO.	262	488	490	114	29	1383
		%	18.94	35.29	35.43	8.24	2.1	4.26
	Male	NO.	47	138	156	45	9	395
		%	11.9	34.94	39.49	11.39	2.28	
	Female	NO.	224	365	286	61	15	951
		%	23.55	38.38	30.07	6.41	1.58	
	Persons	NO.	271	503	442	106	24	1346
		%	20.13	37.37	32.84	7.88	1.78	4.15
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	0	3	1	0	0	4
		%	0	75	25	0	0	
	Persons	NO.	0	3	1	0	0	4
		%	0	75	25	0	0	0.01
	Male	NO.	0	0	0	0	0	0
%		0	0	0	0	0		
Female	NO.	1	1	2	0	0	4	
	%	25	25	50	0	0		
Persons	NO.	1	1	2	0	0	4	
	%	25	25	50	0	0	0.01	

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	Male	NO.	29	119	212	79	54	493	
			%	5.88	24.14	43	16.02	10.95		
	Female	NO.	67	130	144	29	44	414		
		%	16.18	31.4	34.78	7	10.63			
	Persons	NO.	96	249	356	108	98	907	2.8	
		%	10.58	27.45	39.25	11.91	10.8			
	1BMPA	Male	NO.	35	127	216	78	37	493	
			%	7.1	25.76	43.81	15.82	7.51		
	Female	NO.	69	132	140	20	47	408		
		%	16.91	32.35	34.31	4.9	11.52			
	Persons	NO.	104	259	356	98	84	901	2.78	
		%	11.54	28.75	39.51	10.88	9.32			
	1CMPA	Male	NO.	10	23	60	19	10	122	
			%	8.2	18.85	49.18	15.57	8.2		
	Female	NO.	16	21	43	8	10	98		
		%	16.33	21.43	43.88	8.16	10.2			
	Persons	NO.	26	44	103	27	20	220	0.68	
		%	11.82	20	46.82	12.27	9.09			
	1DMPA	Male	NO.	14	21	62	10	9	116	
			%	12.07	18.1	53.45	8.62	7.76		
	Female	NO.	20	29	27	9	4	89		
		%	22.47	32.58	30.34	10.11	4.49			
	Persons	NO.	34	50	89	19	13	205	0.63	
		%	16.59	24.39	43.41	9.27	6.34			
2AMPA	Male	NO.	88	147	255	76	21	587		
		%	14.99	25.04	43.44	12.95	3.58			
Female	NO.	161	253	271	64	26	775			
	%	20.77	32.65	34.97	8.26	3.35				
Persons	NO.	249	400	526	140	47	1362	4.2		
	%	18.28	29.37	38.62	10.28	3.45				
2BMPA	Male	NO.	87	148	242	61	21	559		
		%	15.56	26.48	43.29	10.91	3.76			
Female	NO.	163	250	259	62	21	755			
	%	21.59	33.11	34.3	8.21	2.78				
Persons	NO.	250	398	501	123	42	1314			
	%									

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 Media Production and Analysis 2BMPA 3AMPA 3BMPA Music 1AMUS 1BMUS 1CMUS 1DMUS		%	19.03	30.29	38.13	9.36	3.2	4.05
	Male	NO.	0	2	2	0	0	4
		%	0	50	50	0	0	
	Female	NO.	0	1	2	0	0	3
		%	0	33.33	66.67	0	0	
	Persons	NO.	0	3	4	0	0	7
		%	0	42.86	57.14	0	0	0.02
	Male	NO.	0	2	0	0	0	2
		%	0	100	0	0	0	
	Female	NO.	0	1	1	0	0	2
		%	0	50	50	0	0	
	Persons	NO.	0	3	1	0	0	4
		%	0	75	25	0	0	0.01
	Male	NO.	37	84	87	37	17	262
		%	14.12	32.06	33.21	14.12	6.49	
	Female	NO.	46	68	64	22	15	215
		%	21.4	31.63	29.77	10.23	6.98	
	Persons	NO.	83	152	151	59	32	477
%		17.4	31.87	31.66	12.37	6.71	1.47	
Male	NO.	42	91	86	29	15	263	
	%	15.97	34.6	32.7	11.03	5.7		
Female	NO.	47	68	63	14	14	206	
	%	22.82	33.01	30.58	6.8	6.8		
Persons	NO.	89	159	149	43	29	469	
	%	18.98	33.9	31.77	9.17	6.18	1.45	
Male	NO.	8	19	25	3	7	62	
	%	12.9	30.65	40.32	4.84	11.29		
Female	NO.	11	11	13	1	2	38	
	%	28.95	28.95	34.21	2.63	5.26		
Persons	NO.	19	30	38	4	9	100	
	%	19	30	38	4	9	0.31	
Male	NO.	10	17	26	1	6	60	
	%	16.67	28.33	43.33	1.67	10		

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 1DMUS  2AMUSC  2AMUSJ  2AMUSW  2BMUSC  2BMUSJ	Female	NO.	10	11	13	3	0	37	
		%	27.03	29.73	35.14	8.11	0		
	Persons	NO.	20	28	39	4	6	97	0.3
		%	20.62	28.87	40.21	4.12	6.19		
	Male	NO.	14	30	34	10	0	88	
		%	15.91	34.09	38.64	11.36	0		
	Female	NO.	7	37	26	4	0	74	
		%	9.46	50	35.14	5.41	0		
	Persons	NO.	21	67	60	14	0	162	0.5
		%	12.96	41.36	37.04	8.64	0		
	Male	NO.	3	7	7	1	3	21	
		%	14.29	33.33	33.33	4.76	14.29		
	Female	NO.	0	4	6	1	0	11	
		%	0	36.36	54.55	9.09	0		
	Persons	NO.	3	11	13	2	3	32	0.1
		%	9.38	34.38	40.62	6.25	9.38		
	Male	NO.	46	58	40	8	3	155	
		%	29.68	37.42	25.81	5.16	1.94		
	Female	NO.	69	91	74	10	2	246	
		%	28.05	36.99	30.08	4.07	0.81		
	Persons	NO.	115	149	114	18	5	401	1.24
		%	28.68	37.16	28.43	4.49	1.25		
	Male	NO.	13	26	40	6	0	85	
		%	15.29	30.59	47.06	7.06	0		
Female	NO.	6	32	30	5	0	73		
	%	8.22	43.84	41.1	6.85	0			
Persons	NO.	19	58	70	11	0	158	0.49	
	%	12.03	36.71	44.3	6.96	0			
Male	NO.	2	7	5	2	3	19		
	%	10.53	36.84	26.32	10.53	15.79			
Female	NO.	0	3	6	2	0	11		
	%	0	27.27	54.55	18.18	0			
Persons	NO.	2	10	11	4	3	30	0.09	
	%	6.67	33.33	36.67	13.33	10			

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 2BMUSW  3AMUSC  3AMUSW  3BMUSC  3BMUSW  PAMUS	Male	NO.	45	55	40	9	2	151	
		%	29.8	36.42	26.49	5.96	1.32		
	Female	NO.	67	93	77	6	2	245	
		%	27.35	37.96	31.43	2.45	0.82		
	Persons	NO.	112	148	117	15	4	396	1.22
		%	28.28	37.37	29.55	3.79	1.01		
	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	1	1	1	0	3	
		%	0	33.33	33.33	33.33	0		
	Persons	NO.	0	1	2	1	0	4	0.01
		%	0	25	50	25	0		
	Male	NO.	3	1	3	0	0	7	
		%	42.86	14.29	42.86	0	0		
	Female	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Persons	NO.	3	2	4	0	0	9	0.03
		%	33.33	22.22	44.44	0	0		
	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	0.01
		%	0	0	66.67	33.33	0		
Male	NO.	3	1	3	0	0	7		
	%	42.86	14.29	42.86	0	0			
Female	NO.	0	1	1	0	0	2		
	%	0	50	50	0	0			
Persons	NO.	3	2	4	0	0	9	0.03	
	%	33.33	22.22	44.44	0	0			
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			

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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	PAMUS								
			%	100	0	0	0	0	0.03	
	PBMUS	Male	NO.	8	0	0	0	0	8	
			%	100	0	0	0	0		
	Female	NO.	5	0	0	0	0	5		
		%	100	0	0	0	0			
	Persons	NO.	13	0	0	0	0	13		
		%	100	0	0	0	0	0.04		
	Visual Arts	1AVAR	Male	NO.	27	118	254	113	65	577
				%	4.68	20.45	44.02	19.58	11.27	
		Female	NO.	199	424	469	134	84	1310	
			%	15.19	32.37	35.8	10.23	6.41		
		Persons	NO.	226	542	723	247	149	1887	
			%	11.98	28.72	38.31	13.09	7.9	5.82	
1BVAR		Male	NO.	37	128	241	91	56	553	
			%	6.69	23.15	43.58	16.46	10.13		
Female		NO.	242	458	446	106	58	1310		
		%	18.47	34.96	34.05	8.09	4.43			
Persons		NO.	279	586	687	197	114	1863		
		%	14.98	31.45	36.88	10.57	6.12	5.74		
1CVAR		Male	NO.	6	25	68	27	15	141	
			%	4.26	17.73	48.23	19.15	10.64		
Female	NO.	52	101	114	15	17	299			
	%	17.39	33.78	38.13	5.02	5.69				
Persons	NO.	58	126	182	42	32	440			
	%	13.18	28.64	41.36	9.55	7.27	1.36			
1DVAR	Male	NO.	8	25	64	15	18	130		
		%	6.15	19.23	49.23	11.54	13.85			
Female	NO.	57	86	96	14	28	281			
	%	20.28	30.6	34.16	4.98	9.96				
Persons	NO.	65	111	160	29	46	411			
	%	15.82	27.01	38.93	7.06	11.19	1.27			
2AVAR	Male	NO.	42	83	105	39	14	283		
		%	14.84	29.33	37.1	13.78	4.95			

# School Curriculum and Standards Authority

Table 2.2 Number and percentage of Year 11 students awarded grades for course units by sex, 2011 (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 2AVAR  2BVAR  PAVAR  PBVAR	Female	NO.	236	406	462	74	18	1196	
		%	19.73	33.95	38.63	6.19	1.51		
	Persons	NO.	278	489	567	113	32	1479	
		%	18.8	33.06	38.34	7.64	2.16		4.56
	Male	NO.	45	89	99	34	7	274	
		%	16.42	32.48	36.13	12.41	2.55		
	Female	NO.	249	407	433	70	16	1175	
		%	21.19	34.64	36.85	5.96	1.36		
	Persons	NO.	294	496	532	104	23	1449	
		%	20.29	34.23	36.71	7.18	1.59		4.47
	Male	NO.	6	0	0	0	0	6	
		%	100	0	0	0	0		
	Female	NO.	9	0	1	0	0	10	
		%	90	0	10	0	0		
	Persons	NO.	15	0	1	0	0	16	
		%	93.75	0	6.25	0	0		0.05
	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	

# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
English						
English: 1AENG	49	1	7	14	0	71
English: 1BENG	46	1	9	13	0	69
English: 1CENG	98	1	30	48	0	177
English: 1DENG	100	1	30	47	0	178
English: 2AENG	51	1	12	22	0	86
English: 2BENG	51	1	12	22	0	86
English: 2CENG	48	1	19	31	1	100
English: 2DENG	48	1	19	30	1	99
English: 3AENG	90	1	36	56	4	187
English: 3BENG	90	1	36	56	4	187
English: PAENG	18	1	9	4	0	32
English: PBENG	15	1	13	4	0	33
English as an Additional Language or Dialect: 1AELD	11	0	1	3	0	15
English as an Additional Language or Dialect: 1BELD	5	0	1	3	0	9
English as an Additional Language or Dialect: 1CELD	23	0	3	2	1	29
English as an Additional Language or Dialect: 1DELD	23	0	3	3	2	31
English as an Additional Language or Dialect: 2AELD	10	0	2	3	6	21
English as an Additional Language or Dialect: 2BELD	11	0	2	3	6	22
English as an Additional Language or Dialect: 3AELD	23	0	3	10	7	43
English as an Additional Language or Dialect: 3BELD	23	0	3	10	7	43
Literature: 1ALIT	2	0	0	1	0	3
Literature: 1BLIT	2	0	0	1	0	3
Literature: 1CLIT	1	0	1	0	0	2
Literature: 1DLIT	1	0	1	0	0	2
Literature: 2ALIT	0	0	1	1	0	2
Literature: 2BLIT	0	0	1	1	0	2
Literature: 3ALIT	33	1	30	40	0	104
Literature: 3BLIT	33	1	30	40	0	104
Health and Physical Education						
Children, Family and the Community: 1ACFCC	27	1	5	3	0	36
Children, Family and the Community: 1ACFCL	9	0	1	2	0	12
Children, Family and the Community: 1BCFCC	27	1	5	3	0	36
Children, Family and the Community: 1BCFCL	9	0	0	2	0	11
Children, Family and the Community: 1CCFCC	36	1	16	8	0	61
Children, Family and the Community: 1CCFCL	15	0	1	5	0	21
Children, Family and the Community: 1DCFCC	37	1	16	8	0	62
Children, Family and the Community: 1DCFCL	15	0	1	4	0	20
Children, Family and the Community: 2ACFCC	10	0	7	13	0	30
Children, Family and the Community: 2ACFCL	0	0	0	1	0	1
Children, Family and the Community: 2BCFCC	10	0	7	13	0	30

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



# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011 (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	0	2	0	2
Children, Family and the Community: 3ACFCC	0	0	1	1	0	2
Children, Family and the Community: 3BCFCC	0	0	1	1	0	2
Children, Family and the Community: PACFC	2	0	1	1	0	4
Children, Family and the Community: PBCFC	0	0	2	1	0	3
Health Studies: 1AHEA	14	1	1	1	0	17
Health Studies: 1BHEA	14	1	2	1	0	18
Health Studies: 1CHEA	31	1	1	1	0	34
Health Studies: 1DHEA	31	1	1	1	0	34
Health Studies: 2AHEA	11	1	0	2	0	14
Health Studies: 2BHEA	11	1	0	2	0	14
Health Studies: 3AHEA	2	1	0	3	0	6
Health Studies: 3BHEA	2	1	0	3	0	6
Health Studies: PAHEA	1	0	0	0	0	1
Outdoor Education: 1AOED	23	0	2	4	0	29
Outdoor Education: 1BOED	20	0	2	4	0	26
Outdoor Education: 1COED	50	0	9	7	0	66
Outdoor Education: 1DOED	50	0	9	8	0	67
Outdoor Education: 2AOED	6	0	4	10	0	20
Outdoor Education: 2BOED	6	0	4	10	0	20
Outdoor Education: 3AOED	5	0	7	2	0	14
Outdoor Education: 3BOED	5	0	7	2	0	14
Outdoor Education: PAOED	3	0	0	0	0	3
Outdoor Education: PBOED	1	0	0	0	0	1
Physical Education Studies: 1APES	42	0	3	10	0	55
Physical Education Studies: 1BPES	41	0	4	11	0	56
Physical Education Studies: 1CPES	76	0	22	26	0	124
Physical Education Studies: 1DPES	76	0	22	26	0	124
Physical Education Studies: 2APES	33	0	9	22	0	64
Physical Education Studies: 2BPES	33	0	9	22	0	64
Physical Education Studies: 3APES	35	0	27	35	0	97
Physical Education Studies: 3BPES	35	0	27	35	0	97
Physical Education Studies: PAPES	4	0	1	1	0	6
Physical Education Studies: PBPEs	4	0	2	0	0	6
Languages						
Aboriginal Languages of Western Australia: 1AABL	2	0	0	0	0	2
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: 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.

# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Languages						
Chinese: Background Speakers: 3ACBS	7	0	0	0	1	8
Chinese: Background Speakers: 3BCBS	7	0	0	0	1	8
Chinese: Second Language: 1ACSL	2	0	0	0	0	2
Chinese: Second Language: 1BCSL	2	0	0	0	0	2
Chinese: Second Language: 2ACSL	1	0	0	0	0	1
Chinese: Second Language: 3ACSL	5	0	0	1	0	6
Chinese: Second Language: 3BCSL	5	0	0	1	0	6
French: 1AFRE	2	1	0	0	0	3
French: 1BFRE	1	1	0	0	0	2
French: 2AFRE	0	1	0	2	0	3
French: 2BFRE	0	1	0	2	0	3
French: 3AFRE	11	1	7	21	0	40
French: 3BFRE	11	1	7	21	0	40
German: 2AGER	1	0	0	0	0	1
German: 2BGER	1	0	0	0	0	1
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: 2AIBS	0	1	0	0	0	1
Indonesian: Background Speakers: 2BIBS	0	1	0	0	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: 2AIND	0	1	0	1	0	2
Indonesian: Second Language: 2BIND	0	1	0	1	0	2
Indonesian: Second Language: 3AIND	1	1	2	13	0	17
Indonesian: Second Language: 3BIND	1	1	2	13	0	17
Italian: 1AITA	2	1	0	0	0	3
Italian: 1BITA	2	1	0	0	0	3
Italian: 2AITA	6	1	1	0	0	8
Italian: 2BITA	6	1	1	0	0	8
Italian: 3AITA	8	1	16	6	0	31
Italian: 3BITA	8	1	16	6	0	31
Japanese: Background Speakers: 3AJBS	0	0	0	1	0	1
Japanese: Background Speakers: 3BJBS	0	0	0	1	0	1
Japanese: Second Language: 1AJSL	5	1	1	0	0	7
Japanese: Second Language: 1BJSL	5	1	1	0	0	7
Japanese: Second Language: 2AJSL	4	1	1	2	0	8
Japanese: Second Language: 2BJSL	4	1	1	2	0	8
Japanese: Second Language: 3AJSL	13	1	9	16	0	39
Japanese: Second Language: 3BJSL	13	1	9	16	0	39

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

# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
<b>Languages</b>						
Modern Greek: 3AGRE	0	0	0	1	0	1
Modern Greek: 3BGRE	0	0	0	1	0	1
Polish: 3APOL	0	0	0	1	0	1
Polish: 3BPOL	0	0	0	1	0	1
<b>Mathematics</b>						
Mathematics: 1AMAT	26	1	2	7	0	36
Mathematics: 1BMAT	54	1	13	15	0	83
Mathematics: 1CMAT	48	1	14	12	0	75
Mathematics: 1DMAT	99	1	36	51	0	187
Mathematics: 1EMAT	98	1	36	51	0	186
Mathematics: 2AMAT	53	1	11	22	2	89
Mathematics: 2BMAT	52	1	11	22	2	88
Mathematics: 2CMAT	92	1	35	58	2	188
Mathematics: 2DMAT	92	1	35	58	2	188
Mathematics: 3AMAT	77	1	35	50	9	172
Mathematics: 3BMAT	77	1	35	50	9	172
Mathematics: 3CMAT	67	1	33	49	10	160
Mathematics: 3DMAT	67	1	33	49	10	160
Mathematics: PAMAT	15	1	5	2	0	23
Mathematics: PBMAT	10	1	5	2	0	18
Mathematics: Specialist: 3AMAS	11	1	3	5	5	25
Mathematics: Specialist: 3BMAS	11	1	3	5	5	25
Mathematics: Specialist: 3CMAS	55	1	28	39	9	132
Mathematics: Specialist: 3DMAS	55	1	28	39	9	132
<b>Science</b>						
Animal Production Systems: 1CAPS	6	0	1	0	0	7
Animal Production Systems: 1DAPS	6	0	1	0	0	7
Animal Production Systems: 2AAPS	6	0	0	0	0	6
Animal Production Systems: 2BAPS	6	0	0	0	0	6
Animal Production Systems: 3AAPS	3	0	1	0	0	4
Animal Production Systems: 3BAPS	3	0	1	0	0	4
Animal Production Systems: PAAPS	0	0	0	1	0	1
Aviation: 3AAVN	4	0	0	2	0	6
Aviation: 3BAVN	4	0	0	2	0	6
Biological Sciences: 1ABIO	2	1	0	2	0	5
Biological Sciences: 1BBIO	2	1	0	2	0	5
Biological Sciences: 2ABIO	9	1	1	3	0	14
Biological Sciences: 2BBIO	8	1	1	3	0	13
Biological Sciences: 3ABIO	51	1	24	36	6	118
Biological Sciences: 3BBIO	51	1	24	36	6	118

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

# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Science						
Chemistry: 1ACHE	4	0	0	1	0	5
Chemistry: 1BCHE	1	0	0	1	0	2
Chemistry: 2ACHE	8	1	4	2	3	18
Chemistry: 2BCHE	6	1	4	2	3	16
Chemistry: 3ACHE	77	1	34	55	11	178
Chemistry: 3BCHE	77	1	34	55	11	178
Earth and Environmental Science: 1AEES	4	1	1	0	0	6
Earth and Environmental Science: 1BEES	3	1	1	0	0	5
Earth and Environmental Science: 2AEES	2	0	3	1	0	6
Earth and Environmental Science: 2BEES	2	0	3	1	0	6
Earth and Environmental Science: 3AEES	8	0	4	2	0	14
Earth and Environmental Science: 3BEES	8	0	4	2	0	14
Human Biological Science: 1AHBS	12	0	0	1	0	13
Human Biological Science: 1BHBS	12	0	0	1	0	13
Human Biological Science: 2AHBS	30	1	10	8	1	50
Human Biological Science: 2BHBS	30	1	10	8	1	50
Human Biological Science: 3AHBS	82	1	35	52	1	171
Human Biological Science: 3BHBS	82	1	35	52	1	171
Integrated Science: 1AISC	20	1	4	7	0	32
Integrated Science: 1BISC	22	1	4	6	0	33
Integrated Science: 1CISC	45	0	18	23	0	86
Integrated Science: 1DISC	45	0	18	23	0	86
Integrated Science: 2AISC	5	0	1	4	1	11
Integrated Science: 2BISC	4	0	1	4	1	10
Integrated Science: 3AISC	7	0	0	3	0	10
Integrated Science: 3BISC	7	0	0	3	0	10
Integrated Science: PAISC	2	0	0	0	0	2
Integrated Science: PBISC	1	0	1	0	0	2
Marine and Maritime Studies: 1AMMS	4	0	2	0	0	6
Marine and Maritime Studies: 1BMMS	4	0	2	0	0	6
Marine and Maritime Studies: 1CMMS	5	0	0	2	0	7
Marine and Maritime Studies: 1DMMS	5	0	0	2	0	7
Marine and Maritime Studies: 3AMMS	2	0	1	1	0	4
Marine and Maritime Studies: 3BMMS	2	0	1	1	0	4
Physics: 1APHY	1	0	1	0	0	2
Physics: 1BPHY	3	0	1	1	0	5
Physics: 2APHY	12	1	1	2	2	18
Physics: 2BPHY	12	1	1	3	2	19
Physics: 3APHY	76	1	33	53	10	173
Physics: 3BPHY	76	1	33	53	10	173
Plant Production Systems: 1APPS	1	0	1	0	0	2

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

# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Science						
Plant Production Systems: 1BPPS	1	0	1	0	0	2
Plant Production Systems: 1CPPS	4	0	1	0	0	5
Plant Production Systems: 1DPPS	4	0	1	0	0	5
Plant Production Systems: 2APPS	5	0	1	0	0	6
Plant Production Systems: 2BPPS	5	0	1	0	0	6
Plant Production Systems: 3APPS	2	0	0	0	0	2
Plant Production Systems: 3BPPS	2	0	0	0	0	2
Plant Production Systems: PAPPS	1	0	0	1	0	2
Psychology: 1APSY	10	0	0	0	0	10
Psychology: 1BPSY	10	0	0	0	0	10
Psychology: 2APSY	13	0	0	3	0	16
Psychology: 2BPSY	14	0	0	3	0	17
Psychology: 3APSY	15	0	3	5	3	26
Psychology: 3BPSY	15	0	3	5	3	26
Society and Environment						
Aboriginal and Intercultural Studies: 1AAIS	6	0	0	0	0	6
Aboriginal and Intercultural Studies: 1BAIS	6	0	0	0	0	6
Ancient History: 1AHIA	4	0	0	2	0	6
Ancient History: 1BHIA	4	0	0	2	0	6
Ancient History: 2AHIA	0	0	0	1	0	1
Ancient History: 2BHIA	0	0	0	1	0	1
Ancient History: 3AHIA	7	0	0	7	0	14
Ancient History: 3BHIA	7	0	0	7	0	14
Aspects of the Tourism Industry: 1AAST	5	1	0	0	0	6
Aspects of the Tourism Industry: 1BAST	3	1	0	0	0	4
Aspects of the Tourism Industry: 1CAST	13	0	1	0	0	14
Aspects of the Tourism Industry: 1DAST	13	0	1	0	0	14
Economics: 1AECO	2	1	1	0	0	4
Economics: 1BECO	2	1	0	1	0	4
Economics: 2AECO	4	1	1	5	2	13
Economics: 2BECO	2	1	0	5	2	10
Economics: 3AECO	43	1	28	37	8	117
Economics: 3BECO	43	1	28	37	8	117
Geography: 1AGEO	5	1	1	3	0	10
Geography: 1BGEO	4	1	1	2	0	8
Geography: 2AGEO	5	1	2	8	0	16
Geography: 2BGEO	5	1	2	8	0	16
Geography: 3AGEO	62	1	31	40	0	134
Geography: 3BGEO	61	1	31	40	0	133
Modern History: 1AHIM	12	1	1	3	0	17

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

# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
<b>Society and Environment</b>						
Modern History: 1BHIM	13	1	1	4	0	19
Modern History: 2AHIM	10	0	0	3	0	13
Modern History: 2BHIM	9	0	0	3	0	12
Modern History: 3AHIM	78	1	34	52	0	165
Modern History: 3BHIM	78	1	34	52	0	165
Philosophy and Ethics: 1PAPE	2	0	0	0	0	2
Philosophy and Ethics: 1BPAP	2	0	0	0	0	2
Philosophy and Ethics: 2PAPE	1	0	0	1	0	2
Philosophy and Ethics: 2BPAP	1	0	0	1	0	2
Philosophy and Ethics: 3PAPE	3	0	0	6	0	9
Philosophy and Ethics: 3BPAP	3	0	0	6	0	9
Politics and Law: 1APAL	4	1	1	0	0	6
Politics and Law: 1BPAL	5	1	0	0	0	6
Politics and Law: 2APAL	2	1	1	3	0	7
Politics and Law: 2BPAL	2	1	1	3	0	7
Politics and Law: 3APAL	26	1	14	26	2	69
Politics and Law: 3BPAL	26	1	14	26	2	69
Religion and Life: 1AREL	0	0	5	2	0	7
Religion and Life: 1BREL	0	0	5	4	0	9
Religion and Life: 1CREL	0	0	36	0	0	36
Religion and Life: 1DREL	0	0	36	1	0	37
Religion and Life: 2AREL	0	0	9	0	0	9
Religion and Life: 2BREL	0	0	9	0	0	9
Religion and Life: 3AREL	0	0	28	2	0	30
Religion and Life: 3BREL	0	0	28	2	0	30
Religion and Life: PAREL	0	0	6	0	0	6
Religion and Life: PBREL	0	0	8	0	0	8
<b>Technology and Enterprise</b>						
Accounting and Finance: 1AACF	2	1	0	0	1	4
Accounting and Finance: 1BACF	5	1	0	1	1	8
Accounting and Finance: 2AACF	9	1	3	5	3	21
Accounting and Finance: 2BACF	8	1	3	5	3	20
Accounting and Finance: 3AACF	29	1	23	31	10	94
Accounting and Finance: 3BACF	29	1	23	31	10	94
Applied Information Technology: 1AAIT	22	1	5	17	0	45
Applied Information Technology: 1BAIT	25	1	5	14	0	45
Applied Information Technology: 1CAIT	52	1	15	21	0	89
Applied Information Technology: 1DAIT	51	1	15	20	0	87
Applied Information Technology: 2AAIT	22	0	10	21	2	55
Applied Information Technology: 2BAIT	22	0	10	21	2	55

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

# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Applied Information Technology: 3AAIT	22	1	16	22	1	62
Applied Information Technology: 3BAIT	22	1	16	22	1	62
Applied Information Technology: PAAIT	2	0	0	0	0	2
Applied Information Technology: PBAIT	1	0	0	1	0	2
Automotive Engineering and Technology: 1AAET	15	1	0	0	0	16
Automotive Engineering and Technology: 1BAET	19	1	0	0	0	20
Automotive Engineering and Technology: 1CAET	20	0	0	2	0	22
Automotive Engineering and Technology: 1DAET	20	0	0	2	0	22
Automotive: VET Industry Specific: 1VAU	0	0	1	0	0	1
Automotive: VET Industry Specific: 1VAUP	0	0	1	0	0	1
Automotive: VET Industry Specific: 1BVAU	0	0	1	0	0	1
Automotive: VET Industry Specific: 1BVAUP	0	0	1	0	0	1
Automotive: VET Industry Specific: 1CVAUP	0	0	1	0	0	1
Automotive: VET Industry Specific: 1DVAUP	0	0	1	0	0	1
Building and Construction: 1ABCN	13	0	1	0	0	14
Building and Construction: 1BBCN	13	0	1	0	0	14
Building and Construction: 1CBCN	23	0	2	1	0	26
Building and Construction: 1DBCN	22	0	2	2	0	26
Building and Construction: PABCN	0	0	1	0	0	1
Business Management and Enterprise: 1ABME	16	1	4	5	1	27
Business Management and Enterprise: 1BBME	16	1	5	6	1	29
Business Management and Enterprise: 1CBME	18	1	5	5	0	29
Business Management and Enterprise: 1DBME	18	1	4	5	0	28
Business Management and Enterprise: 2ABME	12	0	2	13	2	29
Business Management and Enterprise: 2BBME	11	0	2	13	2	28
Business Management and Enterprise: 3ABME	4	0	1	6	6	17
Business Management and Enterprise: 3BBME	4	0	1	6	6	17
Business Management and Enterprise: PABME	1	0	4	0	0	5
Business Management and Enterprise: PBBME	1	0	4	0	0	5
Business Services: VET Industry Specific: 1AVBS	1	0	1	1	0	3
Business Services: VET Industry Specific: 1BVBS	1	0	1	1	0	3
Business Services: VET Industry Specific: 1CVBSB	3	0	0	4	0	7
Business Services: VET Industry Specific: 1DVBSB	3	0	0	4	0	7
Business Services: VET Industry Specific: 2AVBSB	3	0	0	4	0	7
Business Services: VET Industry Specific: 2BVBSB	3	0	0	4	0	7
Career and Enterprise: 1ACAE	30	1	4	8	0	43
Career and Enterprise: 1BCAE	32	1	3	7	0	43
Career and Enterprise: 1CCAE	48	1	12	16	0	77
Career and Enterprise: 1DCAE	49	1	15	20	0	85
Career and Enterprise: 2ACAE	20	1	5	6	0	32
Career and Enterprise: 2BCAE	19	1	3	5	0	28

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

# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Career and Enterprise: 3ACAE	4	0	0	2	1	7
Career and Enterprise: 3BCAE	4	0	0	2	1	7
Career and Enterprise: PACAE	5	1	1	0	0	7
Career and Enterprise: PBCAE	4	1	2	0	0	7
Community Services: VET Industry Specific: 1AVCS	2	0	0	0	0	2
Community Services: VET Industry Specific: 1CVCSW	2	0	0	2	0	4
Community Services: VET Industry Specific: 1DVCSW	2	0	0	2	0	4
Community Services: VET Industry Specific: 2AVCSW	2	0	0	2	0	4
Community Services: VET Industry Specific: 2BVCSW	2	0	0	2	0	4
Computer Science: 1ACSC	3	0	0	2	0	5
Computer Science: 1BCSC	3	0	0	3	0	6
Computer Science: 2ACSC	4	0	0	4	2	10
Computer Science: 2BCSC	4	0	0	4	2	10
Computer Science: 3ACSC	20	0	10	11	3	44
Computer Science: 3BCSC	20	0	10	11	3	44
Construction: VET Industry Specific: 1AVCO	1	0	0	0	0	1
Construction: VET Industry Specific: 1AVCOP	1	0	0	0	0	1
Construction: VET Industry Specific: 1BVCO	1	0	0	0	0	1
Construction: VET Industry Specific: 1BVCOP	1	0	0	0	0	1
Construction: VET Industry Specific: 1CVCOP	1	0	0	0	0	1
Construction: VET Industry Specific: 1DVCOP	1	0	0	0	0	1
Creative Industries: Music - VET Industry Specific: 1CVMU	0	0	0	1	0	1
Creative Industries: Music - VET Industry Specific: 1DVMU	0	0	0	1	0	1
Creative Industries: Music - VET Industry Specific: 2AVMU	0	0	0	1	0	1
Creative Industries: Music - VET Industry Specific: 2BVMU	0	0	0	1	0	1
Design: 1ADESD	0	0	0	2	0	2
Design: 1ADESG	10	1	3	1	0	15
Design: 1ADESP	22	1	2	3	0	28
Design: 1ADEST	13	1	2	2	0	18
Design: 1BDESD	0	0	0	2	0	2
Design: 1BDESG	10	1	3	1	0	15
Design: 1BDESP	22	1	2	3	0	28
Design: 1BDEST	12	1	2	2	0	17
Design: 1CDESD	4	0	2	3	0	9
Design: 1CDESG	13	1	3	0	0	17
Design: 1CDESP	44	1	3	5	0	53
Design: 1CDEST	24	1	5	5	0	35
Design: 1DDESD	4	0	2	3	0	9
Design: 1DDESG	13	0	3	1	0	17
Design: 1DDESP	45	1	3	5	0	54
Design: 1DDEST	25	1	5	4	0	35

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



# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Design: 2ADESD	0	0	0	2	0	2
Design: 2ADESG	0	1	1	5	0	7
Design: 2ADESP	13	0	1	4	0	18
Design: 2ADEST	5	0	4	4	0	13
Design: 2BDESD	0	0	0	2	0	2
Design: 2BDESG	0	1	1	5	0	7
Design: 2BDESP	12	0	1	4	0	17
Design: 2BDEST	4	0	4	4	0	12
Design: 3ADESD	0	0	0	3	0	3
Design: 3ADESG	4	0	5	2	0	11
Design: 3ADESP	6	0	1	6	0	13
Design: 3ADEST	2	0	5	0	0	7
Design: 3BDESD	0	0	0	3	0	3
Design: 3BDESG	4	0	5	2	0	11
Design: 3BDESP	6	0	1	6	0	13
Design: 3BDEST	2	0	5	0	0	7
Design: PADESG	1	0	1	0	0	2
Engineering Studies: 1AEST	9	0	1	2	0	12
Engineering Studies: 1BEST	8	0	1	2	0	11
Engineering Studies: 2AEST	6	0	3	6	0	15
Engineering Studies: 2BEST	6	0	3	5	0	14
Engineering Studies: 3AEST	3	0	4	4	0	11
Engineering Studies: 3BEST	3	0	4	4	0	11
Food Science and Technology: 1AFSTH	36	0	4	11	0	51
Food Science and Technology: 1AFSTN	8	0	3	2	0	13
Food Science and Technology: 1AFSTP	4	0	0	0	0	4
Food Science and Technology: 1BFSTH	37	0	4	9	0	50
Food Science and Technology: 1BFSTN	7	0	3	2	0	12
Food Science and Technology: 1BFSTP	3	0	0	0	0	3
Food Science and Technology: 1CFSTH	52	0	12	16	0	80
Food Science and Technology: 1CFSTN	8	0	2	4	0	14
Food Science and Technology: 1CFSTP	5	0	0	2	0	7
Food Science and Technology: 1DFSTH	52	0	12	15	0	79
Food Science and Technology: 1DFSTN	7	0	2	4	0	13
Food Science and Technology: 1DFSTP	5	0	0	2	0	7
Food Science and Technology: 2AFSTH	7	0	2	14	0	23
Food Science and Technology: 2AFSTN	1	0	1	1	0	3
Food Science and Technology: 2AFSTP	0	0	1	0	0	1
Food Science and Technology: 2BFSTH	8	0	2	14	0	24
Food Science and Technology: 2BFSTN	1	0	1	1	0	3
Food Science and Technology: 2BFSTP	0	0	1	0	0	1

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

# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Food Science and Technology: 3AFSTH	3	0	1	3	0	7
Food Science and Technology: 3BFSTH	3	0	1	3	0	7
Food Science and Technology: PAFST	4	0	2	1	0	7
Food Science and Technology: PBFST	3	0	4	1	0	8
Hospitality: VET Industry Specific: 1AVHO	1	0	0	1	0	2
Hospitality: VET Industry Specific: 1AVHOK	2	0	1	0	0	3
Hospitality: VET Industry Specific: 1BVHO	1	0	0	1	0	2
Hospitality: VET Industry Specific: 1BVHOK	2	0	1	0	0	3
Hospitality: VET Industry Specific: 1CVHOF	1	0	0	1	0	2
Hospitality: VET Industry Specific: 1CVHOK	3	0	0	1	0	4
Hospitality: VET Industry Specific: 1DVHOF	0	0	0	1	0	1
Hospitality: VET Industry Specific: 1DVHOK	3	0	0	1	0	4
Hospitality: VET Industry Specific: 2AVHOF	1	0	0	1	0	2
Hospitality: VET Industry Specific: 2AVHOK	3	0	0	1	0	4
Hospitality: VET Industry Specific: 2BVHOF	1	0	0	1	0	2
Hospitality: VET Industry Specific: 2BVHOK	3	0	0	1	0	4
Information Technology: VET Industry Specific: 1AVIT	2	0	1	0	0	3
Information Technology: VET Industry Specific: 1BVIT	2	0	1	0	0	3
Information Technology: VET Industry Specific: 1CVITG	4	0	1	3	0	8
Information Technology: VET Industry Specific: 1DVITG	4	0	1	3	0	8
Information Technology: VET Industry Specific: 2AVITG	4	0	1	3	0	8
Information Technology: VET Industry Specific: 2BVITG	4	0	1	3	0	8
Materials Design and Technology: 1AMDTM	19	0	2	1	0	22
Materials Design and Technology: 1AMDTT	12	0	4	0	0	16
Materials Design and Technology: 1AMDTW	31	1	5	3	0	40
Materials Design and Technology: 1BMDTM	22	0	2	1	0	25
Materials Design and Technology: 1BMDTT	12	0	4	0	0	16
Materials Design and Technology: 1BMDTW	31	1	5	3	0	40
Materials Design and Technology: 1CMDTM	48	0	9	8	0	65
Materials Design and Technology: 1CMDTT	13	0	2	2	0	17
Materials Design and Technology: 1CMDTW	60	1	20	29	0	110
Materials Design and Technology: 1DMDTM	47	0	9	7	0	63
Materials Design and Technology: 1DMDTT	14	0	2	2	0	18
Materials Design and Technology: 1DMDTW	60	1	20	30	0	111
Materials Design and Technology: 2AMDTM	3	0	0	3	0	6
Materials Design and Technology: 2AMDTT	3	0	3	7	0	13
Materials Design and Technology: 2AMDTW	3	0	3	5	0	11
Materials Design and Technology: 2BMDTM	2	0	0	3	0	5
Materials Design and Technology: 2BMDTT	3	0	3	7	0	13
Materials Design and Technology: 2BMDTW	3	0	3	5	0	11
Materials Design and Technology: 3AMDTM	0	0	1	1	0	2

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

# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011 (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: 3AMDTT	1	0	0	6	0	7
Materials Design and Technology: 3AMDTW	1	0	5	6	0	12
Materials Design and Technology: 3BMDTM	0	0	1	1	0	2
Materials Design and Technology: 3BMDTT	1	0	0	6	0	7
Materials Design and Technology: 3BMDTW	1	0	5	6	0	12
Materials Design and Technology: PAMDTW	5	0	3	0	0	8
Materials Design and Technology: PBMDTT	1	0	0	0	0	1
Materials Design and Technology: PBMDTW	1	0	2	0	0	3
Primary Industries: VET Industry Specific: 1AVPI	2	0	0	0	0	2
Primary Industries: VET Industry Specific: 1BVPI	2	0	0	0	0	2
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	1	0	0	0	0	1
Tourism: VET Industry Specific: 1DVTOU	1	0	0	0	0	1
Tourism: VET Industry Specific: 2AVTOU	1	0	0	0	0	1
Tourism: VET Industry Specific: 2BVTOU	1	0	0	0	0	1
Workplace Learning: 1AWPL	35	0	11	11	0	57
Workplace Learning: 1BWPL	33	0	11	10	0	54
Workplace Learning: 1CWPL	47	0	18	30	0	95
Workplace Learning: 1DWPL	48	0	17	29	0	94
<b>The Arts</b>						
Dance: 1ADAN	48	0	4	2	0	54
Dance: 1BDAN	48	0	4	1	0	53
Dance: 2ADAN	29	0	8	5	0	42
Dance: 2BDAN	26	0	8	4	0	38
Dance: 3ADAN	12	0	7	9	0	28
Dance: 3BDAN	12	0	7	9	0	28
Drama: 1ADRA	42	0	9	12	0	63
Drama: 1BDRA	42	0	9	12	0	63
Drama: 2ADRA	20	0	4	4	0	28
Drama: 2BDRA	19	0	4	4	0	27
Drama: 3ADRA	38	0	27	37	0	102
Drama: 3BDRA	38	0	27	37	0	102
Media Production and Analysis: 1AMPA	17	0	3	3	0	23
Media Production and Analysis: 1BMPA	17	0	3	1	0	21
Media Production and Analysis: 1CMPA	37	0	2	9	0	48
Media Production and Analysis: 1DMPA	38	0	2	9	0	49
Media Production and Analysis: 2AMPA	19	0	2	13	0	34

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

# School Curriculum and Standards Authority

Table 3.1 Number of schools offering courses to Year 12 students by school type, 2011 (cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
The Arts						
Media Production and Analysis: 2BMPA	18	0	2	12	0	32
Media Production and Analysis: 3AMPA	32	0	12	29	1	74
Media Production and Analysis: 3BMPA	32	0	12	29	1	74
Music: 1AMUS	15	0	1	1	0	17
Music: 1BMUS	14	0	1	1	0	16
Music: 1CMUS	33	0	6	11	0	50
Music: 1DMUS	33	0	6	11	0	50
Music: 2AMUSC	2	0	3	1	0	6
Music: 2AMUSW	3	0	1	1	0	5
Music: 2BMUSC	2	0	3	1	0	6
Music: 2BMUSW	3	0	1	1	0	5
Music: 3AMUSC	8	0	4	6	0	18
Music: 3AMUSJ	3	0	2	1	0	6
Music: 3AMUSW	22	0	14	21	0	57
Music: 3BMUSC	8	0	4	6	0	18
Music: 3BMUSJ	3	0	2	1	0	6
Music: 3BMUSW	21	0	14	21	0	56
Music: PAMUS	2	0	0	0	0	2
Music: PBMUS	2	0	0	0	0	2
Visual Arts: 1AVAR	38	1	7	11	0	57
Visual Arts: 1BVAR	39	1	7	11	0	58
Visual Arts: 1CVAR	71	0	18	26	0	115
Visual Arts: 1DVAR	69	0	18	27	0	114
Visual Arts: 2AVAR	18	0	6	14	0	38
Visual Arts: 2BVAR	18	0	6	14	0	38
Visual Arts: 3AVAR	44	1	31	38	0	114
Visual Arts: 3BVAR	44	1	31	38	0	114
Visual Arts: PAVAR	4	0	1	0	0	5
Visual Arts: PBVAR	1	0	2	0	0	3

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

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011

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.	13	54	116	25	15	223	
		%	5.83	24.22	52.02	11.21	6.73		
English	Female	NO.	26	67	72	14	14	193	
		%	13.47	34.72	37.31	7.25	7.25		
1AENG	Persons	NO.	39	121	188	39	29	416	1.4
		%	9.38	29.09	45.19	9.38	6.97		
1BENG	Male	NO.	7	48	105	16	17	193	
		%	3.63	24.87	54.4	8.29	8.81		
1BENG	Female	NO.	36	56	61	5	16	174	
		%	20.69	32.18	35.06	2.87	9.2		
1BENG	Persons	NO.	43	104	166	21	33	367	1.24
		%	11.72	28.34	45.23	5.72	8.99		
1CENG	Male	NO.	284	915	1703	215	156	3273	
		%	8.68	27.96	52.03	6.57	4.77		
1CENG	Female	NO.	566	957	977	97	96	2693	
		%	21.02	35.54	36.28	3.6	3.56		
1CENG	Persons	NO.	850	1872	2680	312	252	5966	20.13
		%	14.25	31.38	44.92	5.23	4.22		
1DENG	Male	NO.	327	960	1648	90	108	3133	
		%	10.44	30.64	52.6	2.87	3.45		
1DENG	Female	NO.	652	943	893	55	56	2599	
		%	25.09	36.28	34.36	2.12	2.15		
1DENG	Persons	NO.	979	1903	2541	145	164	5732	19.34
		%	17.08	33.2	44.33	2.53	2.86		
2AENG	Male	NO.	41	146	514	73	19	793	
		%	5.17	18.41	64.82	9.21	2.4		
2AENG	Female	NO.	55	207	474	60	22	818	
		%	6.72	25.31	57.95	7.33	2.69		
2AENG	Persons	NO.	96	353	988	133	41	1611	5.44
		%	5.96	21.91	61.33	8.26	2.55		
2BENG	Male	NO.	36	155	538	42	13	784	
		%	4.59	19.77	68.62	5.36	1.66		
2BENG	Female	NO.	59	215	476	28	15	793	
		%	7.44	27.11	60.03	3.53	1.89		
2BENG	Persons	NO.	95	370	1014	70	28	1577	
		%							

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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		%	6.02	23.46	64.3	4.44	1.78	5.32
2CENG	Male	NO.	34	212	754	102	26	1128
		%	3.01	18.79	66.84	9.04	2.3	
	Female	NO.	99	309	583	56	18	1065
		%	9.3	29.01	54.74	5.26	1.69	
	Persons	NO.	133	521	1337	158	44	2193
		%	6.06	23.76	60.97	7.2	2.01	7.4
2DENG	Male	NO.	45	230	719	81	18	1093
		%	4.12	21.04	65.78	7.41	1.65	
	Female	NO.	108	319	550	41	9	1027
		%	10.52	31.06	53.55	3.99	0.88	
	Persons	NO.	153	549	1269	122	27	2120
		%	7.22	25.9	59.86	5.75	1.27	7.15
3AENG	Male	NO.	355	1130	2267	193	40	3985
		%	8.91	28.36	56.89	4.84	1	
	Female	NO.	804	1723	2317	132	21	4997
		%	16.09	34.48	46.37	2.64	0.42	
	Persons	NO.	1159	2853	4584	325	61	8982
		%	12.9	31.76	51.04	3.62	0.68	30.3
3BENG	Male	NO.	391	1136	2219	156	33	3935
		%	9.94	28.87	56.39	3.96	0.84	
	Female	NO.	851	1749	2216	105	20	4941
		%	17.22	35.4	44.85	2.13	0.4	
	Persons	NO.	1242	2885	4435	261	53	8876
		%	13.99	32.5	49.97	2.94	0.6	29.95
PAENG	Male	NO.	51	0	0	0	0	51
		%	100	0	0	0	0	
	Female	NO.	23	0	0	0	0	23
		%	100	0	0	0	0	
	Persons	NO.	74	0	0	0	0	74
		%	100	0	0	0	0	0.25
PBENG	Male	NO.	43	0	0	0	0	43
		%	100	0	0	0	0	
	Female	NO.	25	0	0	0	0	25

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	%	100	0	0	0	0	
		NO.	68	0	0	0	0	68
English PBENG	Persons	%	100	0	0	0	0	0.23
		NO.						
English as an Additional Language or Dialect	Male	NO.	2	4	8	4	12	30
		%	6.67	13.33	26.67	13.33	40	
1AELD	Female	NO.	0	0	5	3	2	10
		%	0	0	50	30	20	
1BELD	Persons	NO.	2	4	13	7	14	40
		%	5	10	32.5	17.5	35	0.13
1CELD	Male	NO.	2	2	4	3	10	21
		%	9.52	9.52	19.05	14.29	47.62	
1DELD	Female	NO.	0	0	0	0	1	1
		%	0	0	0	0	100	
1CELD	Persons	NO.	2	2	4	3	11	22
		%	9.09	9.09	18.18	13.64	50	0.07
1DELD	Male	NO.	15	33	100	13	11	172
		%	8.72	19.19	58.14	7.56	6.4	
1DELD	Female	NO.	10	37	60	13	4	124
		%	8.06	29.84	48.39	10.48	3.23	
1DELD	Persons	NO.	25	70	160	26	15	296
		%	8.45	23.65	54.05	8.78	5.07	1
1DELD	Male	NO.	23	42	86	16	13	180
		%	12.78	23.33	47.78	8.89	7.22	
1DELD	Female	NO.	19	45	58	6	7	135
		%	14.07	33.33	42.96	4.44	5.19	
1DELD	Persons	NO.	42	87	144	22	20	315
		%	13.33	27.62	45.71	6.98	6.35	1.06
2AELD	Male	NO.	7	29	78	29	19	162
		%	4.32	17.9	48.15	17.9	11.73	
2AELD	Female	NO.	12	42	61	15	6	136
		%	8.82	30.88	44.85	11.03	4.41	
2AELD	Persons	NO.	19	71	139	44	25	298
		%	6.38	23.83	46.64	14.77	8.39	1.01

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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.	6	34	55	30	19	144	
		%	4.17	23.61	38.19	20.83	13.19		
	Female	NO.	13	31	54	21	7	126	
		%	10.32	24.6	42.86	16.67	5.56		
	Persons	NO.	19	65	109	51	26	270	0.91
		%	7.04	24.07	40.37	18.89	9.63		
	Male	NO.	57	135	202	59	7	460	
		%	12.39	29.35	43.91	12.83	1.52		
	Female	NO.	108	176	238	61	9	592	
		%	18.24	29.73	40.2	10.3	1.52		
	Persons	NO.	165	311	440	120	16	1052	3.55
		%	15.68	29.56	41.83	11.41	1.52		
	Male	NO.	74	144	206	27	8	459	
		%	16.12	31.37	44.88	5.88	1.74		
	Female	NO.	133	183	246	23	6	591	
		%	22.5	30.96	41.62	3.89	1.02		
	Persons	NO.	207	327	452	50	14	1050	3.54
		%	19.71	31.14	43.05	4.76	1.33		
Male	NO.	0	3	7	1	4	15		
	%	0	20	46.67	6.67	26.67			
Female	NO.	2	4	4	2	0	12		
	%	16.67	33.33	33.33	16.67	0			
Persons	NO.	2	7	11	3	4	27	0.09	
	%	7.41	25.93	40.74	11.11	14.81			
Male	NO.	0	2	9	0	4	15		
	%	0	13.33	60	0	26.67			
Female	NO.	1	5	4	2	0	12		
	%	8.33	41.67	33.33	16.67	0			
Persons	NO.	1	7	13	2	4	27	0.09	
	%	3.7	25.93	48.15	7.41	14.81			
Male	NO.	1	9	42	4	1	57		
	%	1.75	15.79	73.68	7.02	1.75			
Female	NO.	9	14	18	1	0	42		
	%	21.43	33.33	42.86	2.38	0			



# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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.	10	23	60	5	1	99	
		%	10.1	23.23	60.61	5.05	1.01		0.33
1DLIT	Male	NO.	1	20	32	3	1	57	
		%	1.75	35.09	56.14	5.26	1.75		
	Female	NO.	14	12	16	0	0	42	
		%	33.33	28.57	38.1	0	0		
	Persons	NO.	15	32	48	3	1	99	
		%	15.15	32.32	48.48	3.03	1.01		0.33
2ALIT	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	2	7	5	0	0	14	
		%	14.29	50	35.71	0	0		
	Persons	NO.	2	8	5	0	0	15	
		%	13.33	53.33	33.33	0	0		0.05
2BLIT	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	2	7	5	0	0	14	
		%	14.29	50	35.71	0	0		
	Persons	NO.	2	8	5	0	0	15	
		%	13.33	53.33	33.33	0	0		0.05
3ALIT	Male	NO.	164	224	186	5	2	581	
		%	28.23	38.55	32.01	0.86	0.34		
	Female	NO.	353	482	341	8	1	1185	
		%	29.79	40.68	28.78	0.68	0.08		
	Persons	NO.	517	706	527	13	3	1766	
		%	29.28	39.98	29.84	0.74	0.17		5.96
3BLIT	Male	NO.	169	224	176	7	2	578	
		%	29.24	38.75	30.45	1.21	0.35		
	Female	NO.	367	470	336	6	2	1181	
		%	31.08	39.8	28.45	0.51	0.17		
	Persons	NO.	536	694	512	13	4	1759	
		%	30.47	39.45	29.11	0.74	0.23		5.93

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	0	1	0	2	3	0.58
			%	0	0	33.33	0	66.67		
		Female	NO.	41	45	60	13	10	169	
			%	24.26	26.63	35.5	7.69	5.92		
		Persons	NO.	41	45	61	13	12	172	
			%	23.84	26.16	35.47	7.56	6.98		
	1ACFCL	Male	NO.	2	0	6	0	0	8	
			%	25	0	75	0	0		
		Female	NO.	13	24	22	4	7	70	
			%	18.57	34.29	31.43	5.71	10		
		Persons	NO.	15	24	28	4	7	78	
			%	19.23	30.77	35.9	5.13	8.97		
	1BCFCC	Male	NO.	0	0	0	0	0	0	
			%	0	0	0	0	0		
		Female	NO.	39	51	55	12	9	166	
			%	23.49	30.72	33.13	7.23	5.42		
		Persons	NO.	39	51	55	12	9	166	
			%	23.49	30.72	33.13	7.23	5.42		
	1BCFCL	Male	NO.	2	2	5	0	0	9	
			%	22.22	22.22	55.56	0	0		
		Female	NO.	15	19	24	2	5	65	
			%	23.08	29.23	36.92	3.08	7.69		
		Persons	NO.	17	21	29	2	5	74	
			%	22.97	28.38	39.19	2.7	6.76		
1CCFCC	Male	NO.	4	6	6	3	2	21		
		%	19.05	28.57	28.57	14.29	9.52			
	Female	NO.	228	253	223	73	38	815		
		%	27.98	31.04	27.36	8.96	4.66			
	Persons	NO.	232	259	229	76	40	836		
		%	27.75	30.98	27.39	9.09	4.78			
1CCFCL	Male	NO.	12	18	28	10	7	75		
		%	16	24	37.33	13.33	9.33			
	Female	NO.	59	67	85	13	6	230		
		%	25.65	29.13	36.96	5.65	2.61			
	Persons	NO.	71	85	113	23	13	305		
		%	27.75	30.98	27.39	9.09	4.78			

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
		%	23.28	27.87	37.05	7.54	4.26	1.03
1DCFCC								
	Male	NO.	3	6	9	1	2	21
		%	14.29	28.57	42.86	4.76	9.52	
	Female	NO.	244	252	216	54	15	781
		%	31.24	32.27	27.66	6.91	1.92	
	Persons	NO.	247	258	225	55	17	802
		%	30.8	32.17	28.05	6.86	2.12	2.71
1DCFCL								
	Male	NO.	9	17	30	10	5	71
		%	12.68	23.94	42.25	14.08	7.04	
	Female	NO.	60	78	77	7	6	228
		%	26.32	34.21	33.77	3.07	2.63	
	Persons	NO.	69	95	107	17	11	299
		%	23.08	31.77	35.79	5.69	3.68	1.01
2ACFCC								
	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	106	134	107	22	2	371
		%	28.57	36.12	28.84	5.93	0.54	
	Persons	NO.	106	134	108	22	2	372
		%	28.49	36.02	29.03	5.91	0.54	1.26
2ACFCL								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	0	0	3	2	1	6
		%	0	0	50	33.33	16.67	
	Persons	NO.	0	0	3	2	1	6
		%	0	0	50	33.33	16.67	0.02
2BCFCC								
	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	108	129	104	22	2	365
		%	29.59	35.34	28.49	6.03	0.55	
	Persons	NO.	108	129	105	22	2	366
		%	29.51	35.25	28.69	6.01	0.55	1.23
2BCFCL								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	3	2	4	2	0	11

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
		%	27.27	18.18	36.36	18.18	0	
	Persons	NO.	3	2	4	2	0	11
		%	27.27	18.18	36.36	18.18	0	0.04
3ACFCC								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	4	5	3	0	1	13
		%	30.77	38.46	23.08	0	7.69	
	Persons	NO.	4	5	3	0	1	13
		%	30.77	38.46	23.08	0	7.69	0.04
3BCFCC								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	4	5	3	0	0	12
		%	33.33	41.67	25	0	0	
	Persons	NO.	4	5	3	0	0	12
		%	33.33	41.67	25	0	0	0.04
PACFC								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	
	Persons	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	0.01
PBCFC								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	
	Persons	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	0.01
Health Studies								
1AHEA								
	Male	NO.	1	6	15	7	12	41
		%	2.44	14.63	36.59	17.07	29.27	
	Female	NO.	26	16	22	6	5	75
		%	34.67	21.33	29.33	8	6.67	
	Persons	NO.	27	22	37	13	17	116
		%	23.28	18.97	31.9	11.21	14.66	0.39

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
1BHEA									
	Male	NO.	3	11	14	2	5	35	
		%	8.57	31.43	40	5.71	14.29		
	Female	NO.	23	17	26	4	6	76	
		%	30.26	22.37	34.21	5.26	7.89		
	Persons	NO.	26	28	40	6	11	111	
		%	23.42	25.23	36.04	5.41	9.91		0.37
1CHEA									
	Male	NO.	23	45	111	24	16	219	
		%	10.5	20.55	50.68	10.96	7.31		
	Female	NO.	108	144	130	37	23	442	
		%	24.43	32.58	29.41	8.37	5.2		
	Persons	NO.	131	189	241	61	39	661	
		%	19.82	28.59	36.46	9.23	5.9		2.23
1DHEA									
	Male	NO.	27	60	86	30	18	221	
		%	12.22	27.15	38.91	13.57	8.14		
	Female	NO.	123	138	118	30	10	419	
		%	29.36	32.94	28.16	7.16	2.39		
	Persons	NO.	150	198	204	60	28	640	
		%	23.44	30.94	31.87	9.38	4.38		2.16
2AHEA									
	Male	NO.	3	8	11	13	6	41	
		%	7.32	19.51	26.83	31.71	14.63		
	Female	NO.	24	30	36	9	7	106	
		%	22.64	28.3	33.96	8.49	6.6		
	Persons	NO.	27	38	47	22	13	147	
		%	18.37	25.85	31.97	14.97	8.84		0.5
2BHEA									
	Male	NO.	3	7	11	12	3	36	
		%	8.33	19.44	30.56	33.33	8.33		
	Female	NO.	25	31	35	7	6	104	
		%	24.04	29.81	33.65	6.73	5.77		
	Persons	NO.	28	38	46	19	9	140	
		%	20	27.14	32.86	13.57	6.43		0.47
3AHEA									
	Male	NO.	3	4	7	2	0	16	
		%	18.75	25	43.75	12.5	0		
	Female	NO.	20	33	37	4	0	94	
		%	21.28	35.11	39.36	4.26	0		
	Persons	NO.	23	37	44	6	0	110	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
3AHEA								
		%	20.91	33.64	40	5.45	0	0.37
3BHEA								
	Male	NO.	3	5	6	2	0	16
		%	18.75	31.25	37.5	12.5	0	
	Female	NO.	20	37	34	2	0	93
		%	21.51	39.78	36.56	2.15	0	
	Persons	NO.	23	42	40	4	0	109
		%	21.1	38.53	36.7	3.67	0	0.37
PAHEA								
	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
Outdoor Education								
1AOED								
	Male	NO.	13	41	30	11	2	97
		%	13.4	42.27	30.93	11.34	2.06	
	Female	NO.	13	23	20	8	3	67
		%	19.4	34.33	29.85	11.94	4.48	
	Persons	NO.	26	64	50	19	5	164
		%	15.85	39.02	30.49	11.59	3.05	0.55
1BOED								
	Male	NO.	13	37	29	5	5	89
		%	14.61	41.57	32.58	5.62	5.62	
	Female	NO.	9	19	18	2	6	54
		%	16.67	35.19	33.33	3.7	11.11	
	Persons	NO.	22	56	47	7	11	143
		%	15.38	39.16	32.87	4.9	7.69	0.48
1COED								
	Male	NO.	210	288	283	45	34	860
		%	24.42	33.49	32.91	5.23	3.95	
	Female	NO.	150	182	103	21	11	467
		%	32.12	38.97	22.06	4.5	2.36	
	Persons	NO.	360	470	386	66	45	1327
		%	27.13	35.42	29.09	4.97	3.39	4.48
1DOED								
	Male	NO.	227	287	252	33	25	824
		%	27.55	34.83	30.58	4	3.03	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
1DOED									
	Female	NO.	160	150	104	17	11	442	
		%	36.2	33.94	23.53	3.85	2.49		
	Persons	NO.	387	437	356	50	36	1266	
		%	30.57	34.52	28.12	3.95	2.84		4.27
2AOED									
	Male	NO.	13	52	85	12	6	168	
		%	7.74	30.95	50.6	7.14	3.57		
	Female	NO.	22	55	30	1	1	109	
		%	20.18	50.46	27.52	0.92	0.92		
	Persons	NO.	35	107	115	13	7	277	
		%	12.64	38.63	41.52	4.69	2.53		0.93
2BOED									
	Male	NO.	13	48	86	5	4	156	
		%	8.33	30.77	55.13	3.21	2.56		
	Female	NO.	21	57	28	1	0	107	
		%	19.63	53.27	26.17	0.93	0		
	Persons	NO.	34	105	114	6	4	263	
		%	12.93	39.92	43.35	2.28	1.52		0.89
3AOED									
	Male	NO.	13	37	37	10	0	97	
		%	13.4	38.14	38.14	10.31	0		
	Female	NO.	22	33	38	2	0	95	
		%	23.16	34.74	40	2.11	0		
	Persons	NO.	35	70	75	12	0	192	
		%	18.23	36.46	39.06	6.25	0		0.65
3BOED									
	Male	NO.	15	27	44	11	0	97	
		%	15.46	27.84	45.36	11.34	0		
	Female	NO.	23	29	40	2	0	94	
		%	24.47	30.85	42.55	2.13	0		
	Persons	NO.	38	56	84	13	0	191	
		%	19.9	29.32	43.98	6.81	0		0.64
PAOED									
	Male	NO.	14	0	0	0	0	14	
		%	100	0	0	0	0		
	Female	NO.	10	0	0	0	0	10	
		%	100	0	0	0	0		
	Persons	NO.	24	0	0	0	0	24	
		%	100	0	0	0	0		0.08

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
PBOED									
	Male	NO.	5	0	0	0	0	5	
		%	100	0	0	0	0	0	
	Female	NO.	5	0	0	0	0	5	
		%	100	0	0	0	0	0	
	Persons	NO.	10	0	0	0	0	10	
		%	100	0	0	0	0	0	0.03
Physical Education Studies									
1APES									
	Male	NO.	37	54	85	19	18	213	
		%	17.37	25.35	39.91	8.92	8.45		
	Female	NO.	20	37	38	13	16	124	
		%	16.13	29.84	30.65	10.48	12.9		
	Persons	NO.	57	91	123	32	34	337	
		%	16.91	27	36.5	9.5	10.09		1.14
1BPES									
	Male	NO.	50	56	86	9	15	216	
		%	23.15	25.93	39.81	4.17	6.94		
	Female	NO.	17	33	30	14	5	99	
		%	17.17	33.33	30.3	14.14	5.05		
	Persons	NO.	67	89	116	23	20	315	
		%	21.27	28.25	36.83	7.3	6.35		1.06
1CPES									
	Male	NO.	358	587	536	115	38	1634	
		%	21.91	35.92	32.8	7.04	2.33		
	Female	NO.	184	258	273	76	23	814	
		%	22.6	31.7	33.54	9.34	2.83		
	Persons	NO.	542	845	809	191	61	2448	
		%	22.14	34.52	33.05	7.8	2.49		8.26
1DPES									
	Male	NO.	334	580	521	93	28	1556	
		%	21.47	37.28	33.48	5.98	1.8		
	Female	NO.	184	240	269	59	20	772	
		%	23.83	31.09	34.84	7.64	2.59		
	Persons	NO.	518	820	790	152	48	2328	
		%	22.25	35.22	33.93	6.53	2.06		7.85
2APES									
	Male	NO.	38	132	178	46	13	407	
		%	9.34	32.43	43.73	11.3	3.19		
	Female	NO.	40	81	122	26	8	277	
		%	14.44	29.24	44.04	9.39	2.89		



# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	Persons	NO.	78	213	300	72	21	684	2.31
		%	11.4	31.14	43.86	10.53	3.07		
Physical Education Studies	Male	NO.	38	127	179	40	8	392	
		%	9.69	32.4	45.66	10.2	2.04		
2APES	Female	NO.	37	81	116	22	10	266	
		%	13.91	30.45	43.61	8.27	3.76		
2BPES	Persons	NO.	75	208	295	62	18	658	2.22
		%	11.4	31.61	44.83	9.42	2.74		
3APES	Male	NO.	184	367	422	35	4	1012	
		%	18.18	36.26	41.7	3.46	0.4		
3BPES	Female	NO.	136	253	320	43	5	757	
		%	17.97	33.42	42.27	5.68	0.66		
3BPES	Persons	NO.	320	620	742	78	9	1769	5.97
		%	18.09	35.05	41.94	4.41	0.51		
3BPES	Male	NO.	183	370	417	31	3	1004	
		%	18.23	36.85	41.53	3.09	0.3		
PAPES	Female	NO.	135	264	311	39	2	751	
		%	17.98	35.15	41.41	5.19	0.27		
PAPES	Persons	NO.	318	634	728	70	5	1755	5.92
		%	18.12	36.13	41.48	3.99	0.28		
PAPES	Male	NO.	20	0	0	0	0	20	
		%	100	0	0	0	0		
PAPES	Female	NO.	12	0	0	0	0	12	
		%	100	0	0	0	0		
PAPES	Persons	NO.	32	0	0	0	0	32	0.11
		%	100	0	0	0	0		
PBPES	Male	NO.	9	0	0	0	0	9	
		%	100	0	0	0	0		
PBPES	Female	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
PBPES	Persons	NO.	12	0	0	0	0	12	0.04
		%	100	0	0	0	0		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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  Aboriginal Languages of Western Australia 1AABL	Male	NO.	0	0	0	0	0	0		
		%	0	0	0	0	0			
	Female	NO.	0	1	1	1	0	3		
		%	0	33.33	33.33	33.33	0			
	Persons	NO.	0	1	1	1	0	3		
		%	0	33.33	33.33	33.33	0		0.01	
	Arabic  3AARA	Male	NO.	1	0	0	0	0	1	
			%	100	0	0	0	0		
		Female	NO.	6	2	2	0	0	10	
			%	60	20	20	0	0		
		Persons	NO.	7	2	2	0	0	11	
			%	63.64	18.18	18.18	0	0		0.04
3BARA		Male	NO.	0	1	0	0	0	1	
			%	0	100	0	0	0		
		Female	NO.	4	5	1	0	0	10	
			%	40	50	10	0	0		
		Persons	NO.	4	6	1	0	0	11	
			%	36.36	54.55	9.09	0	0		0.04
	Chinese: Background Speakers  3ACBS	Male	NO.	3	6	7	1	1	18	
			%	16.67	33.33	38.89	5.56	5.56		
		Female	NO.	9	13	15	0	0	37	
			%	24.32	35.14	40.54	0	0		
		Persons	NO.	12	19	22	1	1	55	
			%	21.82	34.55	40	1.82	1.82		0.19
3BCBS		Male	NO.	3	7	7	0	0	17	
			%	17.65	41.18	41.18	0	0		
		Female	NO.	10	12	15	0	0	37	
			%	27.03	32.43	40.54	0	0		
		Persons	NO.	13	19	22	0	0	54	
			%	24.07	35.19	40.74	0	0		0.18
	Chinese: Second Language 1ACSL	Male	NO.	1	1	3	0	0	5	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
Chinese: Second Language								
1ACSL								
		%	20	20	60	0	0	
	Female	NO.	1	0	2	1	0	4
		%	25	0	50	25	0	
	Persons	NO.	2	1	5	1	0	9
		%	22.22	11.11	55.56	11.11	0	0.03
1BCSL								
	Male	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	
	Female	NO.	1	0	1	0	0	2
		%	50	0	50	0	0	
	Persons	NO.	2	0	1	0	0	3
		%	66.67	0	33.33	0	0	0.01
3ACSL								
	Male	NO.	7	7	3	0	0	17
		%	41.18	41.18	17.65	0	0	
	Female	NO.	15	3	3	0	0	21
		%	71.43	14.29	14.29	0	0	
	Persons	NO.	22	10	6	0	0	38
		%	57.89	26.32	15.79	0	0	0.13
3BCSL								
	Male	NO.	7	7	3	0	0	17
		%	41.18	41.18	17.65	0	0	
	Female	NO.	15	3	3	0	0	21
		%	71.43	14.29	14.29	0	0	
	Persons	NO.	22	10	6	0	0	38
		%	57.89	26.32	15.79	0	0	0.13
French								
1AFRE								
	Male	NO.	2	2	0	0	4	8
		%	25	25	0	0	50	
	Female	NO.	4	9	8	1	7	29
		%	13.79	31.03	27.59	3.45	24.14	
	Persons	NO.	6	11	8	1	11	37
		%	16.22	29.73	21.62	2.7	29.73	0.12
1BFRE								
	Male	NO.	2	2	0	0	4	8
		%	25	25	0	0	50	
	Female	NO.	2	8	7	0	7	24
		%	8.33	33.33	29.17	0	29.17	
	Persons	NO.	4	10	7	0	11	32

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
French								
1BFRE		%	12.5	31.25	21.88	0	34.38	0.11
2AFRE	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	1	3	3	1	0	8
		%	12.5	37.5	37.5	12.5	0	
	Persons	NO.	1	3	4	1	0	9
		%	11.11	33.33	44.44	11.11	0	0.03
2BFRE	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	1	3	2	1	0	7
		%	14.29	42.86	28.57	14.29	0	
	Persons	NO.	1	3	3	1	0	8
		%	12.5	37.5	37.5	12.5	0	0.03
3AFRE	Male	NO.	28	38	32	10	0	108
		%	25.93	35.19	29.63	9.26	0	
	Female	NO.	69	87	118	17	4	295
		%	23.39	29.49	40	5.76	1.36	
	Persons	NO.	97	125	150	27	4	403
		%	24.07	31.02	37.22	6.7	0.99	1.36
3BFRE	Male	NO.	29	35	34	8	0	106
		%	27.36	33.02	32.08	7.55	0	
	Female	NO.	69	86	114	18	0	287
		%	24.04	29.97	39.72	6.27	0	
	Persons	NO.	98	121	148	26	0	393
		%	24.94	30.79	37.66	6.62	0	1.33
German								
2AGER	Male	NO.	0	1	2	0	0	3
		%	0	33.33	66.67	0	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	0	1	2	0	0	3
		%	0	33.33	66.67	0	0	0.01
2BGER	Male	NO.	0	1	2	0	0	3
		%	0	33.33	66.67	0	0	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 German 2BGER  3AGER  3BGER  Hebrew 3AHEB  3BHEB  Indonesian: Background Speakers 2AIBS	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	1	2	0	0	3	0.01
		%	0	33.33	66.67	0	0		
	Male	NO.	11	15	19	0	0	45	
		%	24.44	33.33	42.22	0	0		
	Female	NO.	12	6	10	2	0	30	
		%	40	20	33.33	6.67	0		
	Persons	NO.	23	21	29	2	0	75	0.25
		%	30.67	28	38.67	2.67	0		
	Male	NO.	12	14	19	0	0	45	
		%	26.67	31.11	42.22	0	0		
	Female	NO.	11	6	9	2	0	28	
		%	39.29	21.43	32.14	7.14	0		
	Persons	NO.	23	20	28	2	0	73	0.25
		%	31.51	27.4	38.36	2.74	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	0.01	
	%	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	0.01	
	%	100	0	0	0	0			
Male	NO.	0	0	0	0	0	0		
	%	0	0	0	0	0			
Female	NO.	0	1	0	1	0	2		
	%	0	50	0	50	0			

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
Indonesian: Background Speakers									
2AIBS	Persons	NO.	0	1	0	1	0	2	
		%	0	50	0	50	0		0.01
2BIBS	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	1	0	1	0	2	
		%	0	50	0	50	0		
	Persons	NO.	0	1	0	1	0	2	
		%	0	50	0	50	0		0.01
3AIBS	Male	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		
	Female	NO.	0	2	1	1	0	4	
		%	0	50	25	25	0		
	Persons	NO.	0	3	3	1	0	7	
		%	0	42.86	42.86	14.29	0		0.02
3BIBS	Male	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		
	Female	NO.	0	2	1	1	0	4	
		%	0	50	25	25	0		
	Persons	NO.	0	3	3	1	0	7	
		%	0	42.86	42.86	14.29	0		0.02
Indonesian: Second Language									
2AIND									
	Male	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	3	1	0	0	4	
		%	0	75	25	0	0		0.01
2BIND									
	Male	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		0.01
3AIND									
	Male	NO.	4	11	9	2	0	26	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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  Indonesian: Second Language  3AIND   3BIND   Italian  1AITA   1BITA   2AITA   2BITA	Female	%	15.38	42.31	34.62	7.69	0	39	0.22	
		NO.	7	11	19	2	0			
	Persons	%	17.95	28.21	48.72	5.13	0	65		
		NO.	11	22	28	4	0			
	Male	%	16.92	33.85	43.08	6.15	0	26		
		NO.	4	11	9	2	0			
	Female	%	15.38	42.31	34.62	7.69	0	39		
		NO.	7	11	19	2	0			
	Persons	%	17.95	28.21	48.72	5.13	0	65		
		NO.	11	22	28	4	0			
	Italian  1AITA	Male	NO.	0	0	4	0	0		4
			%	0	0	100	0	0		
		Female	NO.	0	0	1	0	1		2
			%	0	0	50	0	50		
		Persons	NO.	0	0	5	0	1		6
			%	0	0	83.33	0	16.67		
	1BITA	Male	NO.	0	1	3	0	0		4
			%	0	25	75	0	0		
		Female	NO.	0	1	0	0	0		1
			%	0	100	0	0	0		
		Persons	NO.	0	2	3	0	0		5
			%	0	40	60	0	0		
	2AITA	Male	NO.	0	1	4	1	0		6
			%	0	16.67	66.67	16.67	0		
Female		NO.	3	11	5	3	0	22		
		%	13.64	50	22.73	13.64	0			
Persons		NO.	3	12	9	4	0	28		
		%	10.71	42.86	32.14	14.29	0			
2BITA	Male	NO.	0	1	4	1	0	6		
		%	0	16.67	66.67	16.67	0			
	Female	NO.	3	10	6	2	0	21		
		%	14.29	47.62	28.57	9.52	0			
	Persons	NO.	3	11	10	3	0	27		
		%	10.71	40.74	37.04	11.11	0			

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	Italian	2BITA	%	11.11	40.74	37.04	11.11	0	64	0.09	
			NO.	17	17	25	2	3	64		
		3AITA	NO.	38	58	94	10	1	201		
			%	18.91	28.86	46.77	4.98	0.5	201		
		Persons	NO.	55	75	119	12	4	265		
			%	20.75	28.3	44.91	4.53	1.51	265	0.89	
	3BITA	Male	NO.	18	14	26	2	2	62		
			%	29.03	22.58	41.94	3.23	3.23	62		
		Female	NO.	38	57	92	8	0	195		
			%	19.49	29.23	47.18	4.1	0	195		
		Persons	NO.	56	71	118	10	2	257		
			%	21.79	27.63	45.91	3.89	0.78	257	0.87	
	Japanese: Background Speakers	3AJBS	Male	NO.	0	0	2	0	0	2	
				%	0	0	100	0	0	2	
		Female	NO.	0	0	0	0	0	0		
			%	0	0	0	0	0	0		
		Persons	NO.	0	0	2	0	0	2		
			%	0	0	100	0	0	2	0.01	
3BJBS	Male	NO.	0	0	1	1	0	2			
		%	0	0	50	50	0	2			
	Female	NO.	0	0	0	0	0	0			
		%	0	0	0	0	0	0			
	Persons	NO.	0	0	1	1	0	2			
		%	0	0	50	50	0	2	0.01		
Japanese: Second Language	1AJSL	Male	NO.	2	1	1	1	1	6		
			%	33.33	16.67	16.67	16.67	16.67	6		
	Female	NO.	3	3	3	0	0	9			
		%	33.33	33.33	33.33	0	0	9			
	Persons	NO.	5	4	4	1	1	15			
		%	33.33	26.67	26.67	6.67	6.67	15	0.05		



# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
Japanese: Second Language									
1BJSL									
	Male	NO.	2	0	2	1	0	5	
		%	40	0	40	20	0		
	Female	NO.	3	5	2	0	0	10	
		%	30	50	20	0	0		
	Persons	NO.	5	5	4	1	0	15	
		%	33.33	33.33	26.67	6.67	0		0.05
2AJSL									
	Male	NO.	1	2	5	2	0	10	
		%	10	20	50	20	0		
	Female	NO.	1	3	7	4	1	16	
		%	6.25	18.75	43.75	25	6.25		
	Persons	NO.	2	5	12	6	1	26	
		%	7.69	19.23	46.15	23.08	3.85		0.09
2BJSL									
	Male	NO.	1	2	5	1	0	9	
		%	11.11	22.22	55.56	11.11	0		
	Female	NO.	0	3	8	1	2	14	
		%	0	21.43	57.14	7.14	14.29		
	Persons	NO.	1	5	13	2	2	23	
		%	4.35	21.74	56.52	8.7	8.7		0.08
3AJSL									
	Male	NO.	22	15	27	8	2	74	
		%	29.73	20.27	36.49	10.81	2.7		
	Female	NO.	42	55	48	13	1	159	
		%	26.42	34.59	30.19	8.18	0.63		
	Persons	NO.	64	70	75	21	3	233	
		%	27.47	30.04	32.19	9.01	1.29		0.79
3BJSL									
	Male	NO.	22	19	22	8	2	73	
		%	30.14	26.03	30.14	10.96	2.74		
	Female	NO.	44	59	41	13	1	158	
		%	27.85	37.34	25.95	8.23	0.63		
	Persons	NO.	66	78	63	21	3	231	
		%	28.57	33.77	27.27	9.09	1.3		0.78
Modern Greek									
3AGRE									
	Male	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
Modern Greek 3AGRE  3BGRE    Polish 3APOL   3BPOL    Mathematics Mathematics 1AMAT  1BMAT	Persons	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		0.01
	Male	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	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	
Mathematics Mathematics 1AMAT  1BMAT	Male	NO.	8	21	29	7	24	89	
		%	8.99	23.6	32.58	7.87	26.97		
	Female	NO.	7	13	15	5	14	54	
		%	12.96	24.07	27.78	9.26	25.93		
	Persons	NO.	15	34	44	12	38	143	
		%	10.49	23.78	30.77	8.39	26.57		0.48
	Male	NO.	33	42	77	19	23	194	
		%	17.01	21.65	39.69	9.79	11.86		
	Female	NO.	41	50	60	19	20	190	
		%	21.58	26.32	31.58	10	10.53		
	Persons	NO.	74	92	137	38	43	384	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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		
Mathematics								
Mathematics								
1BMAT								
		%	19.27	23.96	35.68	9.9	11.2	1.3
1CMAT								
	Male	NO.	67	76	98	23	22	286
		%	23.43	26.57	34.27	8.04	7.69	
	Female	NO.	55	54	94	21	19	243
		%	22.63	22.22	38.68	8.64	7.82	
	Persons	NO.	122	130	192	44	41	529
		%	23.06	24.57	36.29	8.32	7.75	1.78
1DMAT								
	Male	NO.	506	727	928	251	162	2574
		%	19.66	28.24	36.05	9.75	6.29	
	Female	NO.	621	754	933	264	131	2703
		%	22.97	27.89	34.52	9.77	4.85	
	Persons	NO.	1127	1481	1861	515	293	5277
		%	21.36	28.07	35.27	9.76	5.55	17.8
1EMAT								
	Male	NO.	465	726	928	207	154	2480
		%	18.75	29.27	37.42	8.35	6.21	
	Female	NO.	622	709	944	218	126	2619
		%	23.75	27.07	36.04	8.32	4.81	
	Persons	NO.	1087	1435	1872	425	280	5099
		%	21.32	28.14	36.71	8.33	5.49	17.2
2AMAT								
	Male	NO.	54	134	242	85	32	547
		%	9.87	24.5	44.24	15.54	5.85	
	Female	NO.	39	111	212	95	37	494
		%	7.89	22.47	42.91	19.23	7.49	
	Persons	NO.	93	245	454	180	69	1041
		%	8.93	23.54	43.61	17.29	6.63	3.51
2BMAT								
	Male	NO.	45	110	255	77	42	529
		%	8.51	20.79	48.2	14.56	7.94	
	Female	NO.	39	104	206	84	36	469
		%	8.32	22.17	43.92	17.91	7.68	
	Persons	NO.	84	214	461	161	78	998
		%	8.42	21.44	46.19	16.13	7.82	3.37
2CMAT								
	Male	NO.	204	478	1056	467	152	2357
		%	8.66	20.28	44.8	19.81	6.45	
	Female	NO.	296	619	1387	540	146	2988

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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		
Mathematics								
Mathematics								
2CMAT								
		%	9.91	20.72	46.42	18.07	4.89	
	Persons	NO.	500	1097	2443	1007	298	5345
		%	9.35	20.52	45.71	18.84	5.58	18.03
2DMAT								
	Male	NO.	192	471	1057	445	122	2287
		%	8.4	20.59	46.22	19.46	5.33	
	Female	NO.	285	605	1391	511	120	2912
		%	9.79	20.78	47.77	17.55	4.12	
	Persons	NO.	477	1076	2448	956	242	5199
		%	9.17	20.7	47.09	18.39	4.65	17.54
3AMAT								
	Male	NO.	303	510	1067	367	55	2302
		%	13.16	22.15	46.35	15.94	2.39	
	Female	NO.	419	635	1043	319	55	2471
		%	16.96	25.7	42.21	12.91	2.23	
	Persons	NO.	722	1145	2110	686	110	4773
		%	15.13	23.99	44.21	14.37	2.3	16.1
3BMAT								
	Male	NO.	299	504	1050	366	57	2276
		%	13.14	22.14	46.13	16.08	2.5	
	Female	NO.	425	623	1034	310	59	2451
		%	17.34	25.42	42.19	12.65	2.41	
	Persons	NO.	724	1127	2084	676	116	4727
		%	15.32	23.84	44.09	14.3	2.45	15.95
3CMAT								
	Male	NO.	557	502	714	230	73	2076
		%	26.83	24.18	34.39	11.08	3.52	
	Female	NO.	367	336	555	142	32	1432
		%	25.63	23.46	38.76	9.92	2.23	
	Persons	NO.	924	838	1269	372	105	3508
		%	26.34	23.89	36.17	10.6	2.99	11.83
3DMAT								
	Male	NO.	556	494	718	230	66	2064
		%	26.94	23.93	34.79	11.14	3.2	
	Female	NO.	354	346	558	133	33	1424
		%	24.86	24.3	39.19	9.34	2.32	
	Persons	NO.	910	840	1276	363	99	3488
		%	26.09	24.08	36.58	10.41	2.84	11.77
PAMAT								
	Male	NO.	44	0	0	0	0	44

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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		
Mathematics  Mathematics PAMAT   PBMAT   Mathematics: Specialist 3AMAS   3BMAS   3CMAS   3DMAS	Female	%	100	0	0	0	0	
		NO.	23	0	0	0	0	23
	Persons	%	100	0	0	0	0	
		NO.	67	0	0	0	0	67
		%	100	0	0	0	0	0.23
	Male	NO.	20	0	0	0	0	20
		%	100	0	0	0	0	
	Female	NO.	16	0	0	0	0	16
		%	100	0	0	0	0	
	Persons	NO.	36	0	0	0	0	36
		%	100	0	0	0	0	0.12
	Male	NO.	9	15	16	13	3	56
		%	16.07	26.79	28.57	23.21	5.36	
	Female	NO.	6	5	16	9	2	38
		%	15.79	13.16	42.11	23.68	5.26	
	Persons	NO.	15	20	32	22	5	94
		%	15.96	21.28	34.04	23.4	5.32	0.32
	Male	NO.	9	14	17	12	4	56
%		16.07	25	30.36	21.43	7.14		
Female	NO.	6	5	16	8	2	37	
	%	16.22	13.51	43.24	21.62	5.41		
Persons	NO.	15	19	33	20	6	93	
	%	16.13	20.43	35.48	21.51	6.45	0.31	
Male	NO.	292	239	310	104	41	986	
	%	29.61	24.24	31.44	10.55	4.16		
Female	NO.	130	116	128	49	9	432	
	%	30.09	26.85	29.63	11.34	2.08		
Persons	NO.	422	355	438	153	50	1418	
	%	29.76	25.04	30.89	10.79	3.53	4.78	
Male	NO.	284	247	310	101	37	979	
	%	29.01	25.23	31.66	10.32	3.78		
Female	NO.	130	115	129	45	8	427	
	%	30.44	26.93	30.21	10.54	1.87		
Persons	NO.	414	362	439	146	45	1406	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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: Specialist 3DMAS									
		%	29.45	25.75	31.22	10.38	3.2		4.74
Science Animal Production Systems 1CAPS	Male	NO.	7	22	31	0	0	60	
		%	11.67	36.67	51.67	0	0		
	Female	NO.	5	8	8	0	0	21	
		%	23.81	38.1	38.1	0	0		
	Persons	NO.	12	30	39	0	0	81	
		%	14.81	37.04	48.15	0	0		0.27
1DAPS	Male	NO.	8	16	22	1	0	47	
		%	17.02	34.04	46.81	2.13	0		
	Female	NO.	7	8	7	0	0	22	
		%	31.82	36.36	31.82	0	0		
	Persons	NO.	15	24	29	1	0	69	
		%	21.74	34.78	42.03	1.45	0		0.23
2AAPS	Male	NO.	5	5	17	2	0	29	
		%	17.24	17.24	58.62	6.9	0		
	Female	NO.	3	5	11	2	0	21	
		%	14.29	23.81	52.38	9.52	0		
	Persons	NO.	8	10	28	4	0	50	
		%	16	20	56	8	0		0.17
2BAPS	Male	NO.	5	5	17	2	0	29	
		%	17.24	17.24	58.62	6.9	0		
	Female	NO.	3	5	11	2	0	21	
		%	14.29	23.81	52.38	9.52	0		
	Persons	NO.	8	10	28	4	0	50	
		%	16	20	56	8	0		0.17
3AAPS	Male	NO.	2	3	5	0	1	11	
		%	18.18	27.27	45.45	0	9.09		
	Female	NO.	3	10	10	7	1	31	
		%	9.68	32.26	32.26	22.58	3.23		
	Persons	NO.	5	13	15	7	2	42	
		%	11.9	30.95	35.71	16.67	4.76		0.14

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
Animal Production Systems									
3BAPS	Male	NO.	2	3	5	0	1	11	
		%	18.18	27.27	45.45	0	9.09		
	Female	NO.	3	10	11	2	0	26	
		%	11.54	38.46	42.31	7.69	0		
	Persons	NO.	5	13	16	2	1	37	
		%	13.51	35.14	43.24	5.41	2.7		0.12
PAAPS	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
Aviation									
3AAVN	Male	NO.	3	16	19	3	0	41	
		%	7.32	39.02	46.34	7.32	0		
	Female	NO.	0	3	0	2	0	5	
		%	0	60	0	40	0		
	Persons	NO.	3	19	19	5	0	46	
		%	6.52	41.3	41.3	10.87	0		0.16
3BAVN	Male	NO.	9	13	17	1	0	40	
		%	22.5	32.5	42.5	2.5	0		
	Female	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		
	Persons	NO.	9	15	19	1	0	44	
		%	20.45	34.09	43.18	2.27	0		0.15
Biological Sciences									
1ABIO	Male	NO.	2	4	2	0	0	8	
		%	25	50	25	0	0		
	Female	NO.	2	3	5	0	0	10	
		%	20	30	50	0	0		
	Persons	NO.	4	7	7	0	0	18	
		%	22.22	38.89	38.89	0	0		0.06
1BBIO	Male	NO.	2	4	2	0	0	8	
		%	25	50	25	0	0		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
1BBIO	Female	NO.	3	3	8	0	0	14	
		%	21.43	21.43	57.14	0	0		
	Persons	NO.	5	7	10	0	0	22	
		%	22.73	31.82	45.45	0	0		0.07
2ABIO	Male	NO.	0	2	7	2	1	12	
		%	0	16.67	58.33	16.67	8.33		
	Female	NO.	4	1	10	6	1	22	
		%	18.18	4.55	45.45	27.27	4.55		
	Persons	NO.	4	3	17	8	2	34	
		%	11.76	8.82	50	23.53	5.88		0.11
2BBIO	Male	NO.	0	2	7	2	1	12	
		%	0	16.67	58.33	16.67	8.33		
	Female	NO.	3	2	7	6	1	19	
		%	15.79	10.53	36.84	31.58	5.26		
	Persons	NO.	3	4	14	8	2	31	
		%	9.68	12.9	45.16	25.81	6.45		0.1
3ABIO	Male	NO.	64	139	251	62	13	529	
		%	12.1	26.28	47.45	11.72	2.46		
	Female	NO.	224	349	434	100	18	1125	
		%	19.91	31.02	38.58	8.89	1.6		
	Persons	NO.	288	488	685	162	31	1654	
		%	17.41	29.5	41.41	9.79	1.87		5.58
3BBIO	Male	NO.	65	137	247	63	12	524	
		%	12.4	26.15	47.14	12.02	2.29		
	Female	NO.	223	345	426	94	22	1110	
		%	20.09	31.08	38.38	8.47	1.98		
	Persons	NO.	288	482	673	157	34	1634	
		%	17.63	29.5	41.19	9.61	2.08		5.51
Chemistry									
1ACHE	Male	NO.	2	4	5	5	0	16	
		%	12.5	25	31.25	31.25	0		
	Female	NO.	5	5	3	1	1	15	
		%	33.33	33.33	20	6.67	6.67		
	Persons	NO.	7	9	8	6	1	31	
		%	22.58	29.03	25.81	19.35	3.23		0.1



# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
Chemistry									
1BCHE	Male	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		0.01
2ACHE	Male	NO.	1	6	18	9	5	39	
		%	2.56	15.38	46.15	23.08	12.82		
	Female	NO.	4	9	9	6	4	32	
		%	12.5	28.12	28.12	18.75	12.5		
	Persons	NO.	5	15	27	15	9	71	
		%	7.04	21.13	38.03	21.13	12.68		0.24
2BCHE	Male	NO.	2	7	17	5	5	36	
		%	5.56	19.44	47.22	13.89	13.89		
	Female	NO.	4	8	12	4	4	32	
		%	12.5	25	37.5	12.5	12.5		
	Persons	NO.	6	15	29	9	9	68	
		%	8.82	22.06	42.65	13.24	13.24		0.23
3ACHE	Male	NO.	784	608	816	268	80	2556	
		%	30.67	23.79	31.92	10.49	3.13		
	Female	NO.	644	637	762	226	39	2308	
		%	27.9	27.6	33.02	9.79	1.69		
	Persons	NO.	1428	1245	1578	494	119	4864	
		%	29.36	25.6	32.44	10.16	2.45		16.41
3BCHE	Male	NO.	768	623	812	252	68	2523	
		%	30.44	24.69	32.18	9.99	2.7		
	Female	NO.	632	649	754	207	32	2274	
		%	27.79	28.54	33.16	9.1	1.41		
	Persons	NO.	1400	1272	1566	459	100	4797	
		%	29.18	26.52	32.65	9.57	2.08		16.18
Earth and Environmental Science									
1AEES	Male	NO.	0	8	9	8	5	30	
		%	0	26.67	30	26.67	16.67		
	Female	NO.	10	11	7	2	5	35	
		%	28.57	31.43	20	5.71	14.29		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
Earth and Environmental Science									
1AEES	Persons	NO.	10	19	16	10	10	65	
		%	15.38	29.23	24.62	15.38	15.38		0.22
1BEES	Male	NO.	0	5	8	3	1	17	
		%	0	29.41	47.06	17.65	5.88		
	Female	NO.	5	6	5	0	2	18	
		%	27.78	33.33	27.78	0	11.11		
	Persons	NO.	5	11	13	3	3	35	
		%	14.29	31.43	37.14	8.57	8.57		0.12
2AEES	Male	NO.	0	4	19	4	1	28	
		%	0	14.29	67.86	14.29	3.57		
	Female	NO.	1	9	12	3	2	27	
		%	3.7	33.33	44.44	11.11	7.41		
	Persons	NO.	1	13	31	7	3	55	
		%	1.82	23.64	56.36	12.73	5.45		0.19
2BEES	Male	NO.	0	4	19	2	1	26	
		%	0	15.38	73.08	7.69	3.85		
	Female	NO.	1	9	12	3	1	26	
		%	3.85	34.62	46.15	11.54	3.85		
	Persons	NO.	1	13	31	5	2	52	
		%	1.92	25	59.62	9.62	3.85		0.18
3AEES	Male	NO.	10	32	39	8	2	91	
		%	10.99	35.16	42.86	8.79	2.2		
	Female	NO.	14	19	24	7	3	67	
		%	20.9	28.36	35.82	10.45	4.48		
	Persons	NO.	24	51	63	15	5	158	
		%	15.19	32.28	39.87	9.49	3.16		0.53
3BEES	Male	NO.	11	29	40	8	2	90	
		%	12.22	32.22	44.44	8.89	2.22		
	Female	NO.	16	16	26	5	1	64	
		%	25	25	40.62	7.81	1.56		
	Persons	NO.	27	45	66	13	3	154	
		%	17.53	29.22	42.86	8.44	1.95		0.52
Human Biological Science									
1AHBS	Male	NO.	1	3	4	2	1	11	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
1AHBS								
		%	9.09	27.27	36.36	18.18	9.09	
	Female	NO.	6	7	6	6	2	27
		%	22.22	25.93	22.22	22.22	7.41	
	Persons	NO.	7	10	10	8	3	38
		%	18.42	26.32	26.32	21.05	7.89	0.13
1BHBS								
	Male	NO.	1	2	5	1	1	10
		%	10	20	50	10	10	
	Female	NO.	10	5	9	6	2	32
		%	31.25	15.62	28.12	18.75	6.25	
	Persons	NO.	11	7	14	7	3	42
		%	26.19	16.67	33.33	16.67	7.14	0.14
2AHBS								
	Male	NO.	6	13	47	21	17	104
		%	5.77	12.5	45.19	20.19	16.35	
	Female	NO.	23	68	128	56	23	298
		%	7.72	22.82	42.95	18.79	7.72	
	Persons	NO.	29	81	175	77	40	402
		%	7.21	20.15	43.53	19.15	9.95	1.36
2BHBS								
	Male	NO.	4	10	54	20	13	101
		%	3.96	9.9	53.47	19.8	12.87	
	Female	NO.	16	65	134	52	13	280
		%	5.71	23.21	47.86	18.57	4.64	
	Persons	NO.	20	75	188	72	26	381
		%	5.25	19.69	49.34	18.9	6.82	1.29
3AHBS								
	Male	NO.	215	339	622	220	38	1434
		%	14.99	23.64	43.38	15.34	2.65	
	Female	NO.	557	768	1217	374	72	2988
		%	18.64	25.7	40.73	12.52	2.41	
	Persons	NO.	772	1107	1839	594	110	4422
		%	17.46	25.03	41.59	13.43	2.49	14.92
3BHBS								
	Male	NO.	216	339	615	207	32	1409
		%	15.33	24.06	43.65	14.69	2.27	
	Female	NO.	549	777	1204	346	61	2937
		%	18.69	26.46	40.99	11.78	2.08	
	Persons	NO.	765	1116	1819	553	93	4346
		%	17.6	25.68	41.85	12.72	2.14	14.66

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 1AISC  1BISC  1CISC  1DISC  2AISC  2BISC	Male	NO.	18	23	51	16	11	119	
		%	15.13	19.33	42.86	13.45	9.24		
	Female	NO.	29	31	39	4	3	106	
		%	27.36	29.25	36.79	3.77	2.83		
	Persons	NO.	47	54	90	20	14	225	0.76
		%	20.89	24	40	8.89	6.22		
	Male	NO.	19	23	52	16	6	116	
		%	16.38	19.83	44.83	13.79	5.17		
	Female	NO.	35	28	39	6	2	110	
		%	31.82	25.45	35.45	5.45	1.82		
	Persons	NO.	54	51	91	22	8	226	0.76
		%	23.89	22.57	40.27	9.73	3.54		
	Male	NO.	129	273	348	67	42	859	
		%	15.02	31.78	40.51	7.8	4.89		
	Female	NO.	208	246	235	36	14	739	
		%	28.15	33.29	31.8	4.87	1.89		
	Persons	NO.	337	519	583	103	56	1598	5.39
		%	21.09	32.48	36.48	6.45	3.5		
	Male	NO.	136	262	335	58	32	823	
		%	16.52	31.83	40.7	7.05	3.89		
	Female	NO.	206	261	206	32	16	721	
		%	28.57	36.2	28.57	4.44	2.22		
	Persons	NO.	342	523	541	90	48	1544	5.21
		%	22.15	33.87	35.04	5.83	3.11		
Male	NO.	8	17	24	1	3	53		
	%	15.09	32.08	45.28	1.89	5.66			
Female	NO.	9	13	16	11	7	56		
	%	16.07	23.21	28.57	19.64	12.5			
Persons	NO.	17	30	40	12	10	109	0.37	
	%	15.6	27.52	36.7	11.01	9.17			
Male	NO.	6	15	23	0	1	45		
	%	13.33	33.33	51.11	0	2.22			
Female	NO.	8	12	17	9	7	53		
	%	15.09	22.64	32.08	16.98	13.21			
Persons	NO.	14	27	40	9	8	98		
	%								

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
Integrated Science								
2BISC		%	14.29	27.55	40.82	9.18	8.16	0.33
3AISC	Male	NO.	4	9	27	8	3	51
		%	7.84	17.65	52.94	15.69	5.88	
	Female	NO.	8	14	25	16	1	64
		%	12.5	21.88	39.06	25	1.56	
	Persons	NO.	12	23	52	24	4	115
		%	10.43	20	45.22	20.87	3.48	0.39
3BISC	Male	NO.	5	11	25	6	1	48
		%	10.42	22.92	52.08	12.5	2.08	
	Female	NO.	9	13	30	9	0	61
		%	14.75	21.31	49.18	14.75	0	
	Persons	NO.	14	24	55	15	1	109
		%	12.84	22.02	50.46	13.76	0.92	0.37
PAISC	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
PBISC	Male	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	
	Female	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	
	Persons	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	0.01
Marine and Maritime Studies								
1AMMS	Male	NO.	4	8	13	2	0	27
		%	14.81	29.63	48.15	7.41	0	
	Female	NO.	3	5	7	2	0	17
		%	17.65	29.41	41.18	11.76	0	
	Persons	NO.	7	13	20	4	0	44
		%	15.91	29.55	45.45	9.09	0	0.15
1BMMS	Male	NO.	4	9	12	2	0	27
		%	14.81	33.33	44.44	7.41	0	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
Marine and Maritime Studies									
1BMMS	Female	NO.	3	6	6	2	0	17	
		%	17.65	35.29	35.29	11.76	0		
	Persons	NO.	7	15	18	4	0	44	
		%	15.91	34.09	40.91	9.09	0		0.15
1CMMS	Male	NO.	22	25	41	2	1	91	
		%	24.18	27.47	45.05	2.2	1.1		
	Female	NO.	1	8	6	2	0	17	
		%	5.88	47.06	35.29	11.76	0		
	Persons	NO.	23	33	47	4	1	108	
		%	21.3	30.56	43.52	3.7	0.93		0.36
1DMMS	Male	NO.	24	28	31	3	3	89	
		%	26.97	31.46	34.83	3.37	3.37		
	Female	NO.	1	8	6	2	0	17	
		%	5.88	47.06	35.29	11.76	0		
	Persons	NO.	25	36	37	5	3	106	
		%	23.58	33.96	34.91	4.72	2.83		0.36
3AMMS	Male	NO.	5	1	6	0	0	12	
		%	41.67	8.33	50	0	0		
	Female	NO.	7	7	6	2	0	22	
		%	31.82	31.82	27.27	9.09	0		
	Persons	NO.	12	8	12	2	0	34	
		%	35.29	23.53	35.29	5.88	0		0.11
3BMMS	Male	NO.	6	1	4	1	0	12	
		%	50	8.33	33.33	8.33	0		
	Female	NO.	7	7	8	0	0	22	
		%	31.82	31.82	36.36	0	0		
	Persons	NO.	13	8	12	1	0	34	
		%	38.24	23.53	35.29	2.94	0		0.11
Physics									
1APHY	Male	NO.	2	2	2	0	1	7	
		%	28.57	28.57	28.57	0	14.29		
	Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Persons	NO.	3	3	2	0	1	9	
		%	33.33	33.33	22.22	0	11.11		0.03

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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.	3	7	8	0	1	19	
		%	15.79	36.84	42.11	0	5.26		
	Female	NO.	2	2	0	0	0	4	
		%	50	50	0	0	0		
	Persons	NO.	5	9	8	0	1	23	
		%	21.74	39.13	34.78	0	4.35		0.08
2APHY	Male	NO.	4	8	10	4	4	30	
		%	13.33	26.67	33.33	13.33	13.33		
	Female	NO.	4	1	8	1	2	16	
		%	25	6.25	50	6.25	12.5		
	Persons	NO.	8	9	18	5	6	46	
		%	17.39	19.57	39.13	10.87	13.04		0.16
2BPHY	Male	NO.	7	11	14	3	6	41	
		%	17.07	26.83	34.15	7.32	14.63		
	Female	NO.	1	4	8	0	3	16	
		%	6.25	25	50	0	18.75		
	Persons	NO.	8	15	22	3	9	57	
		%	14.04	26.32	38.6	5.26	15.79		0.19
3APHY	Male	NO.	595	600	889	353	104	2541	
		%	23.42	23.61	34.99	13.89	4.09		
	Female	NO.	275	268	394	127	47	1111	
		%	24.75	24.12	35.46	11.43	4.23		
	Persons	NO.	870	868	1283	480	151	3652	
		%	23.82	23.77	35.13	13.14	4.13		12.32
3BPHY	Male	NO.	593	597	895	327	94	2506	
		%	23.66	23.82	35.71	13.05	3.75		
	Female	NO.	278	263	391	115	40	1087	
		%	25.57	24.2	35.97	10.58	3.68		
	Persons	NO.	871	860	1286	442	134	3593	
		%	24.24	23.94	35.79	12.3	3.73		12.12
Plant Production Systems									
1APPS	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
1APPS	Persons	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		0.01
1BPPS	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Persons	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		0.01
1CPPS	Male	NO.	4	17	26	1	0	48	
		%	8.33	35.42	54.17	2.08	0		
	Female	NO.	3	6	13	2	0	24	
		%	12.5	25	54.17	8.33	0		
	Persons	NO.	7	23	39	3	0	72	
		%	9.72	31.94	54.17	4.17	0		0.24
1DPPS	Male	NO.	6	9	19	2	0	36	
		%	16.67	25	52.78	5.56	0		
	Female	NO.	4	5	10	3	0	22	
		%	18.18	22.73	45.45	13.64	0		
	Persons	NO.	10	14	29	5	0	58	
		%	17.24	24.14	50	8.62	0		0.2
2APPS	Male	NO.	5	5	20	2	2	34	
		%	14.71	14.71	58.82	5.88	5.88		
	Female	NO.	2	8	7	3	0	20	
		%	10	40	35	15	0		
	Persons	NO.	7	13	27	5	2	54	
		%	12.96	24.07	50	9.26	3.7		0.18
2BPPS	Male	NO.	5	5	21	4	2	37	
		%	13.51	13.51	56.76	10.81	5.41		
	Female	NO.	2	8	8	3	0	21	
		%	9.52	38.1	38.1	14.29	0		
	Persons	NO.	7	13	29	7	2	58	
		%	12.07	22.41	50	12.07	3.45		0.2
3APPS	Male	NO.	3	5	2	0	0	10	
		%	30	50	20	0	0		



# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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.	3	4	5	3	0	15	
		%	20	26.67	33.33	20	0		
	Persons	NO.	6	9	7	3	0	25	
		%	24	36	28	12	0		0.08
3BPSS	Male	NO.	3	5	2	0	0	10	
		%	30	50	20	0	0		
	Female	NO.	3	4	5	3	0	15	
		%	20	26.67	33.33	20	0		
	Persons	NO.	6	9	7	3	0	25	
		%	24	36	28	12	0		0.08
PAPPS	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
Psychology									
1APSY	Male	NO.	2	4	11	4	1	22	
		%	9.09	18.18	50	18.18	4.55		
	Female	NO.	10	13	14	4	1	42	
		%	23.81	30.95	33.33	9.52	2.38		
	Persons	NO.	12	17	25	8	2	64	
		%	18.75	26.56	39.06	12.5	3.12		0.22
1BPSY	Male	NO.	2	4	11	4	0	21	
		%	9.52	19.05	52.38	19.05	0		
	Female	NO.	12	12	13	0	3	40	
		%	30	30	32.5	0	7.5		
	Persons	NO.	14	16	24	4	3	61	
		%	22.95	26.23	39.34	6.56	4.92		0.21
2APSY	Male	NO.	1	16	22	7	4	50	
		%	2	32	44	14	8		
	Female	NO.	40	52	68	11	6	177	
		%	22.6	29.38	38.42	6.21	3.39		
	Persons	NO.	41	68	90	18	10	227	
		%	18.06	29.96	39.65	7.93	4.41		0.77

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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.	2	14	23	8	2	49	
		%	4.08	28.57	46.94	16.33	4.08		
	Female	NO.	41	52	63	11	4	171	
		%	23.98	30.41	36.84	6.43	2.34		
	Persons	NO.	43	66	86	19	6	220	0.74
		%	19.55	30	39.09	8.64	2.73		
	Male	NO.	19	24	62	25	26	156	
		%	12.18	15.38	39.74	16.03	16.67		
	Female	NO.	122	143	160	50	23	498	
		%	24.5	28.71	32.13	10.04	4.62		
	Persons	NO.	141	167	222	75	49	654	2.21
		%	21.56	25.54	33.94	11.47	7.49		
	Male	NO.	19	26	61	24	24	154	
		%	12.34	16.88	39.61	15.58	15.58		
	Female	NO.	121	142	159	46	20	488	
		%	24.8	29.1	32.58	9.43	4.1		
	Persons	NO.	140	168	220	70	44	642	2.17
		%	21.81	26.17	34.27	10.9	6.85		
Society and Environment Aboriginal and Intercultural Studies 1AAIS  1BAIS  Ancient History 1AHIA	Male	NO.	0	2	16	5	21	44	
		%	0	4.55	36.36	11.36	47.73		
	Female	NO.	1	9	5	3	10	28	
		%	3.57	32.14	17.86	10.71	35.71		
	Persons	NO.	1	11	21	8	31	72	0.24
		%	1.39	15.28	29.17	11.11	43.06		
	Male	NO.	0	3	6	2	5	16	
		%	0	18.75	37.5	12.5	31.25		
	Female	NO.	3	8	4	3	3	21	
		%	14.29	38.1	19.05	14.29	14.29		
	Persons	NO.	3	11	10	5	8	37	0.12
		%	8.11	29.73	27.03	13.51	21.62		
Male	NO.	4	6	3	1	5	19		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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  1BHIA  2AHIA  2BHIA  3AHIA  3BHIA	Female	%	21.05	31.58	15.79	5.26	26.32	
		NO.	3	15	15	2	3	38
	Persons	%	7.89	39.47	39.47	5.26	7.89	
		NO.	7	21	18	3	8	57
		%	12.28	36.84	31.58	5.26	14.04	0.19
	Male	NO.	5	6	2	1	1	15
		%	33.33	40	13.33	6.67	6.67	
	Female	NO.	3	18	11	2	1	35
		%	8.57	51.43	31.43	5.71	2.86	
	Persons	NO.	8	24	13	3	2	50
		%	16	48	26	6	4	0.17
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	0	1	2	1	0	4
		%	0	25	50	25	0	
	Persons	NO.	0	1	2	1	0	4
		%	0	25	50	25	0	0.01
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	0	0	3	1	0	4
		%	0	0	75	25	0	
	Persons	NO.	0	0	3	1	0	4
		%	0	0	75	25	0	0.01
	Male	NO.	30	26	52	5	1	114
		%	26.32	22.81	45.61	4.39	0.88	
	Female	NO.	19	27	40	5	1	92
		%	20.65	29.35	43.48	5.43	1.09	
	Persons	NO.	49	53	92	10	2	206
%		23.79	25.73	44.66	4.85	0.97	0.69	
Male	NO.	30	26	51	5	1	113	
	%	26.55	23.01	45.13	4.42	0.88		
Female	NO.	20	24	41	4	1	90	
	%	22.22	26.67	45.56	4.44	1.11		
Persons	NO.	50	50	92	9	2	203	
	%	24.63	24.63	45.32	4.43	0.99	0.68	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	0	1	1	1	3	
		%	0	0	33.33	33.33	33.33		
	Female	NO.	5	7	6	1	0	19	
		%	26.32	36.84	31.58	5.26	0		
	Persons	NO.	5	7	7	2	1	22	
		%	22.73	31.82	31.82	9.09	4.55		0.07
1BAST									
	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	4	6	5	0	1	16	
		%	25	37.5	31.25	0	6.25		
	Persons	NO.	4	7	5	0	1	17	
		%	23.53	41.18	29.41	0	5.88		0.06
1CAST									
	Male	NO.	4	15	27	4	4	54	
		%	7.41	27.78	50	7.41	7.41		
	Female	NO.	64	91	62	10	2	229	
		%	27.95	39.74	27.07	4.37	0.87		
	Persons	NO.	68	106	89	14	6	283	
		%	24.03	37.46	31.45	4.95	2.12		0.95
1DAST									
	Male	NO.	3	15	27	6	2	53	
		%	5.66	28.3	50.94	11.32	3.77		
	Female	NO.	66	93	58	8	2	227	
		%	29.07	40.97	25.55	3.52	0.88		
	Persons	NO.	69	108	85	14	4	280	
		%	24.64	38.57	30.36	5	1.43		0.94
Economics									
1AECO									
	Male	NO.	4	6	6	1	0	17	
		%	23.53	35.29	35.29	5.88	0		
	Female	NO.	2	6	4	1	0	13	
		%	15.38	46.15	30.77	7.69	0		
	Persons	NO.	6	12	10	2	0	30	
		%	20	40	33.33	6.67	0		0.1
1BECO									
	Male	NO.	3	5	5	1	0	14	
		%	21.43	35.71	35.71	7.14	0		
	Female	NO.	1	2	1	1	1	6	
		%	16.67	33.33	16.67	16.67	16.67		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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.	4	7	6	2	1	20		
		%	20	35	30	10	5		0.07	
2AECO	Male	NO.	3	7	17	12	5	44		
		%	6.82	15.91	38.64	27.27	11.36			
	Female	NO.	3	8	14	2	1	28		
		%	10.71	28.57	50	7.14	3.57			
	Persons	NO.	6	15	31	14	6	72		
		%	8.33	20.83	43.06	19.44	8.33		0.24	
	2BECO	Male	NO.	3	5	14	8	6	36	
			%	8.33	13.89	38.89	22.22	16.67		
Female		NO.	3	4	8	3	1	19		
		%	15.79	21.05	42.11	15.79	5.26			
Persons	NO.	6	9	22	11	7	55			
	%	10.91	16.36	40	20	12.73		0.19		
3AECO	Male	NO.	222	306	457	112	21	1118		
		%	19.86	27.37	40.88	10.02	1.88			
	Female	NO.	215	271	364	100	24	974		
		%	22.07	27.82	37.37	10.27	2.46			
	Persons	NO.	437	577	821	212	45	2092		
		%	20.89	27.58	39.24	10.13	2.15		7.06	
3BECO	Male	NO.	224	295	444	121	27	1111		
		%	20.16	26.55	39.96	10.89	2.43			
	Female	NO.	209	257	378	101	24	969		
		%	21.57	26.52	39.01	10.42	2.48			
	Persons	NO.	433	552	822	222	51	2080		
		%	20.82	26.54	39.52	10.67	2.45		7.02	
Geography										
1AGEO										
1BCEO	Male	NO.	10	15	31	5	1	62		
		%	16.13	24.19	50	8.06	1.61			
Female	NO.	12	10	17	4	2	45			
	%	26.67	22.22	37.78	8.89	4.44				
Persons	NO.	22	25	48	9	3	107			
	%	20.56	23.36	44.86	8.41	2.8		0.36		
1BGEO	Male	NO.	9	13	26	5	3	56		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
		%	16.07	23.21	46.43	8.93	5.36	
	Female	NO.	13	12	16	1	1	43
		%	30.23	27.91	37.21	2.33	2.33	
	Persons	NO.	22	25	42	6	4	99
		%	22.22	25.25	42.42	6.06	4.04	0.33
2AGEO								
	Male	NO.	1	6	28	3	0	38
		%	2.63	15.79	73.68	7.89	0	
	Female	NO.	3	12	20	9	2	46
		%	6.52	26.09	43.48	19.57	4.35	
	Persons	NO.	4	18	48	12	2	84
		%	4.76	21.43	57.14	14.29	2.38	0.28
2BGEO								
	Male	NO.	0	8	25	5	0	38
		%	0	21.05	65.79	13.16	0	
	Female	NO.	3	13	19	9	2	46
		%	6.52	28.26	41.3	19.57	4.35	
	Persons	NO.	3	21	44	14	2	84
		%	3.57	25	52.38	16.67	2.38	0.28
3AGEO								
	Male	NO.	113	211	503	116	25	968
		%	11.67	21.8	51.96	11.98	2.58	
	Female	NO.	159	300	502	74	13	1048
		%	15.17	28.63	47.9	7.06	1.24	
	Persons	NO.	272	511	1005	190	38	2016
		%	13.49	25.35	49.85	9.42	1.88	6.8
3BGEO								
	Male	NO.	115	217	489	111	19	951
		%	12.09	22.82	51.42	11.67	2	
	Female	NO.	166	289	501	68	9	1033
		%	16.07	27.98	48.5	6.58	0.87	
	Persons	NO.	281	506	990	179	28	1984
		%	14.16	25.5	49.9	9.02	1.41	6.69
Modern History								
1AHIM								
	Male	NO.	8	28	32	7	2	77
		%	10.39	36.36	41.56	9.09	2.6	
	Female	NO.	26	24	29	4	3	86
		%	30.23	27.91	33.72	4.65	3.49	
	Persons	NO.	34	52	61	11	5	163

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
		%	20.86	31.9	37.42	6.75	3.07	0.55	
	1BHIM	Male	NO.	7	22	40	8	2	79
		%	8.86	27.85	50.63	10.13	2.53		
	Female	NO.	27	32	28	3	1	91	
		%	29.67	35.16	30.77	3.3	1.1		
	Persons	NO.	34	54	68	11	3	170	
		%	20	31.76	40	6.47	1.76	0.57	
	2AHIM	Male	NO.	3	5	5	4	2	19
			%	15.79	26.32	26.32	21.05	10.53	
		Female	NO.	2	4	8	9	0	23
			%	8.7	17.39	34.78	39.13	0	
		Persons	NO.	5	9	13	13	2	42
			%	11.9	21.43	30.95	30.95	4.76	0.14
	2BHIM	Male	NO.	3	4	5	4	3	19
			%	15.79	21.05	26.32	21.05	15.79	
		Female	NO.	2	4	5	7	0	18
			%	11.11	22.22	27.78	38.89	0	
Persons		NO.	5	8	10	11	3	37	
		%	13.51	21.62	27.03	29.73	8.11	0.12	
3AHIM	Male	NO.	115	225	478	115	23	956	
		%	12.03	23.54	50	12.03	2.41		
	Female	NO.	285	519	849	179	22	1854	
		%	15.37	27.99	45.79	9.65	1.19		
	Persons	NO.	400	744	1327	294	45	2810	
		%	14.23	26.48	47.22	10.46	1.6	9.48	
3BHIM	Male	NO.	119	222	473	107	19	940	
		%	12.66	23.62	50.32	11.38	2.02		
	Female	NO.	296	513	838	146	29	1822	
		%	16.25	28.16	45.99	8.01	1.59		
	Persons	NO.	415	735	1311	253	48	2762	
		%	15.03	26.61	47.47	9.16	1.74	9.32	
Philosophy and Ethics 1APAE	Male	NO.	1	0	2	0	1	4	
		%	25	0	50	0	25		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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.	3	4	3	3	2	15	
			%	20	26.67	20	20	13.33		
	Persons	NO.	4	4	5	3	3	19		
		%	21.05	21.05	26.32	15.79	15.79		0.06	
	1BPAE	Male	NO.	0	0	1	0	0	1	
			%	0	0	100	0	0		
		Female	NO.	2	2	1	0	0	5	
			%	40	40	20	0	0		
		Persons	NO.	2	2	2	0	0	6	
			%	33.33	33.33	33.33	0	0		0.02
	2APAE	Male	NO.	0	0	3	0	6	9	
			%	0	0	33.33	0	66.67		
		Female	NO.	0	0	0	0	9	9	
			%	0	0	0	0	100		
		Persons	NO.	0	0	3	0	15	18	
			%	0	0	16.67	0	83.33		0.06
	2BPAE	Male	NO.	0	1	2	0	1	4	
			%	0	25	50	0	25		
		Female	NO.	0	0	0	0	0	0	
			%	0	0	0	0	0		
		Persons	NO.	0	1	2	0	1	4	
			%	0	25	50	0	25		0.01
	3APAE	Male	NO.	21	20	21	2	0	64	
			%	32.81	31.25	32.81	3.12	0		
Female		NO.	27	28	12	2	0	69		
		%	39.13	40.58	17.39	2.9	0			
Persons		NO.	48	48	33	4	0	133		
		%	36.09	36.09	24.81	3.01	0		0.45	
3BPAE	Male	NO.	21	20	20	2	0	63		
		%	33.33	31.75	31.75	3.17	0			
	Female	NO.	27	27	13	2	0	69		
		%	39.13	39.13	18.84	2.9	0			
	Persons	NO.	48	47	33	4	0	132		
		%	36.36	35.61	25	3.03	0		0.45	



# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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.	2	6	3	0	1	12	
			%	16.67	50	25	0	8.33		
		Female	NO.	5	10	6	3	2	26	
			%	19.23	38.46	23.08	11.54	7.69		
		Persons	NO.	7	16	9	3	3	38	
			%	18.42	42.11	23.68	7.89	7.89	0.13	
	1BPAL	Male	NO.	3	3	7	0	0	13	
			%	23.08	23.08	53.85	0	0		
		Female	NO.	2	8	7	2	2	21	
			%	9.52	38.1	33.33	9.52	9.52		
		Persons	NO.	5	11	14	2	2	34	
			%	14.71	32.35	41.18	5.88	5.88	0.11	
	2APAL	Male	NO.	3	1	10	2	0	16	
			%	18.75	6.25	62.5	12.5	0		
		Female	NO.	4	8	15	5	3	35	
			%	11.43	22.86	42.86	14.29	8.57		
		Persons	NO.	7	9	25	7	3	51	
			%	13.73	17.65	49.02	13.73	5.88	0.17	
	2BPAL	Male	NO.	3	1	10	2	0	16	
			%	18.75	6.25	62.5	12.5	0		
		Female	NO.	4	8	14	5	1	32	
			%	12.5	25	43.75	15.62	3.12		
		Persons	NO.	7	9	24	7	1	48	
			%	14.58	18.75	50	14.58	2.08	0.16	
3APAL	Male	NO.	75	71	127	38	16	327		
		%	22.94	21.71	38.84	11.62	4.89			
	Female	NO.	139	161	236	56	13	605		
		%	22.98	26.61	39.01	9.26	2.15			
	Persons	NO.	214	232	363	94	29	932		
		%	22.96	24.89	38.95	10.09	3.11	3.14		
3BPAL	Male	NO.	74	67	124	37	14	316		
		%	23.42	21.2	39.24	11.71	4.43			
	Female	NO.	148	157	225	53	11	594		
		%	24.92	26.43	37.88	8.92	1.85			
	Persons	NO.	222	224	349	90	25	910		
		%								

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
		%	24.4	24.62	38.35	9.89	2.75	3.07
Religion and Life 1AREL	Male	NO.	5	6	7	0	2	20
		%	25	30	35	0	10	
	Female	NO.	4	4	4	0	0	12
		%	33.33	33.33	33.33	0	0	
	Persons	NO.	9	10	11	0	2	32
		%	28.12	31.25	34.38	0	6.25	0.11
1BREL	Male	NO.	38	37	46	9	7	137
		%	27.74	27.01	33.58	6.57	5.11	
	Female	NO.	44	66	42	4	1	157
		%	28.03	42.04	26.75	2.55	0.64	
	Persons	NO.	82	103	88	13	8	294
		%	27.89	35.03	29.93	4.42	2.72	0.99
1CREL	Male	NO.	297	450	648	105	15	1515
		%	19.6	29.7	42.77	6.93	0.99	
	Female	NO.	539	410	396	45	11	1401
		%	38.47	29.26	28.27	3.21	0.79	
	Persons	NO.	836	860	1044	150	26	2916
		%	28.67	29.49	35.8	5.14	0.89	9.84
1DREL	Male	NO.	297	477	650	84	17	1525
		%	19.48	31.28	42.62	5.51	1.11	
	Female	NO.	571	421	393	29	7	1421
		%	40.18	29.63	27.66	2.04	0.49	
	Persons	NO.	868	898	1043	113	24	2946
		%	29.46	30.48	35.4	3.84	0.81	9.94
2AREL	Male	NO.	11	25	65	21	4	126
		%	8.73	19.84	51.59	16.67	3.17	
	Female	NO.	20	49	53	9	0	131
		%	15.27	37.4	40.46	6.87	0	
	Persons	NO.	31	74	118	30	4	257
		%	12.06	28.79	45.91	11.67	1.56	0.87
2BREL	Male	NO.	11	25	63	20	3	122
		%	9.02	20.49	51.64	16.39	2.46	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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  3AREL  3BREL  PAREL  PBREL  Technology and Enterprise Accounting and Finance 1AACF	Female	NO.	20	50	52	9	0	131	
		%	15.27	38.17	39.69	6.87	0		
	Persons	NO.	31	75	115	29	3	253	0.85
		%	12.25	29.64	45.45	11.46	1.19		
	Male	NO.	86	197	275	50	1	609	
		%	14.12	32.35	45.16	8.21	0.16		
	Female	NO.	170	382	420	38	1	1011	
		%	16.82	37.78	41.54	3.76	0.1		
	Persons	NO.	256	579	695	88	2	1620	5.47
		%	15.8	35.74	42.9	5.43	0.12		
	Male	NO.	101	191	282	29	0	603	
		%	16.75	31.67	46.77	4.81	0		
	Female	NO.	174	375	425	26	1	1001	
		%	17.38	37.46	42.46	2.6	0.1		
	Persons	NO.	275	566	707	55	1	1604	5.41
		%	17.14	35.29	44.08	3.43	0.06		
	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	0.05
		%	100	0	0	0	0		
	Male	NO.	11	0	0	0	0	11	
		%	100	0	0	0	0		
Female	NO.	12	0	0	0	0	12		
	%	100	0	0	0	0			
Persons	NO.	23	0	0	0	0	23	0.08	
	%	100	0	0	0	0			
Male	NO.	1	3	4	5	1	14		
	%	7.14	21.43	28.57	35.71	7.14			
Female	NO.	2	6	3	1	2	14		
	%	14.29	42.86	21.43	7.14	14.29			

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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.	3	9	7	6	3	28	
		%	10.71	32.14	25	21.43	10.71		0.09
1BACF	Male	NO.	6	8	8	8	4	34	
		%	17.65	23.53	23.53	23.53	11.76		
	Female	NO.	3	8	11	1	2	25	
		%	12	32	44	4	8		
	Persons	NO.	9	16	19	9	6	59	
		%	15.25	27.12	32.2	15.25	10.17		0.2
2AACF	Male	NO.	5	12	28	5	8	58	
		%	8.62	20.69	48.28	8.62	13.79		
	Female	NO.	25	15	21	9	7	77	
		%	32.47	19.48	27.27	11.69	9.09		
	Persons	NO.	30	27	49	14	15	135	
		%	22.22	20	36.3	10.37	11.11		0.46
2BACF	Male	NO.	5	7	21	10	5	48	
		%	10.42	14.58	43.75	20.83	10.42		
	Female	NO.	10	11	12	6	6	45	
		%	22.22	24.44	26.67	13.33	13.33		
	Persons	NO.	15	18	33	16	11	93	
		%	16.13	19.35	35.48	17.2	11.83		0.31
3AACF	Male	NO.	115	165	255	95	37	667	
		%	17.24	24.74	38.23	14.24	5.55		
	Female	NO.	152	215	253	87	32	739	
		%	20.57	29.09	34.24	11.77	4.33		
	Persons	NO.	267	380	508	182	69	1406	
		%	18.99	27.03	36.13	12.94	4.91		4.74
3BACF	Male	NO.	111	155	247	101	47	661	
		%	16.79	23.45	37.37	15.28	7.11		
	Female	NO.	144	211	235	102	41	733	
		%	19.65	28.79	32.06	13.92	5.59		
	Persons	NO.	255	366	482	203	88	1394	
		%	18.29	26.26	34.58	14.56	6.31		4.7
Applied Information Technology									
1AAIT	Male	NO.	15	37	63	16	2	133	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
		%	11.28	27.82	47.37	12.03	1.5		
		Female	NO.	32	34	51	8	8	133
			%	24.06	25.56	38.35	6.02	6.02	
		Persons	NO.	47	71	114	24	10	266
			%	17.67	26.69	42.86	9.02	3.76	0.9
	1BAIT	Male	NO.	19	39	57	14	6	135
			%	14.07	28.89	42.22	10.37	4.44	
		Female	NO.	33	38	46	6	12	135
			%	24.44	28.15	34.07	4.44	8.89	
		Persons	NO.	52	77	103	20	18	270
			%	19.26	28.52	38.15	7.41	6.67	0.91
	1CAIT	Male	NO.	80	192	271	66	60	669
			%	11.96	28.7	40.51	9.87	8.97	
		Female	NO.	138	137	202	28	29	534
			%	25.84	25.66	37.83	5.24	5.43	
		Persons	NO.	218	329	473	94	89	1203
			%	18.12	27.35	39.32	7.81	7.4	4.06
	1DAIT	Male	NO.	102	189	265	44	31	631
			%	16.16	29.95	42	6.97	4.91	
		Female	NO.	133	156	184	18	15	506
			%	26.28	30.83	36.36	3.56	2.96	
		Persons	NO.	235	345	449	62	46	1137
			%	20.67	30.34	39.49	5.45	4.05	3.84
2AAIT	Male	NO.	26	92	163	48	26	355	
		%	7.32	25.92	45.92	13.52	7.32		
	Female	NO.	40	76	85	27	1	229	
		%	17.47	33.19	37.12	11.79	0.44		
	Persons	NO.	66	168	248	75	27	584	
		%	11.3	28.77	42.47	12.84	4.62	1.97	
2BAIT	Male	NO.	34	96	148	38	22	338	
		%	10.06	28.4	43.79	11.24	6.51		
	Female	NO.	43	82	74	18	3	220	
		%	19.55	37.27	33.64	8.18	1.36		
	Persons	NO.	77	178	222	56	25	558	
		%	13.8	31.9	39.78	10.04	4.48	1.88	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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.	64	114	184	40	15	417	
			%	15.35	27.34	44.12	9.59	3.6		
	Female	NO.	60	98	104	9	3	274		
		%	21.9	35.77	37.96	3.28	1.09			
	Persons	NO.	124	212	288	49	18	691		
		%	17.95	30.68	41.68	7.09	2.6			2.33
	3BAIT	Male	NO.	67	109	178	39	15	408	
			%	16.42	26.72	43.63	9.56	3.68		
		Female	NO.	68	90	99	11	4	272	
			%	25	33.09	36.4	4.04	1.47		
		Persons	NO.	135	199	277	50	19	680	
			%	19.85	29.26	40.74	7.35	2.79		
	PAAIT	Male	NO.	3	0	0	0	0	3	
			%	100	0	0	0	0		
		Female	NO.	4	0	0	0	0	4	
			%	100	0	0	0	0		
		Persons	NO.	7	0	0	0	0	7	
			%	100	0	0	0	0		
	PBAIT	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		
Automotive Engineering and Technology	1AAET	Male	NO.	11	24	18	1	2	56	
			%	19.64	42.86	32.14	1.79	3.57		
		Female	NO.	1	5	3	0	1	10	
			%	10	50	30	0	10		
		Persons	NO.	12	29	21	1	3	66	
			%	18.18	43.94	31.82	1.52	4.55		
	1BAET	Male	NO.	13	25	33	5	2	78	
			%	16.67	32.05	42.31	6.41	2.56		
		Female	NO.	3	4	5	0	1	13	
			%	23.08	30.77	38.46	0	7.69		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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.	16	29	38	5	3	91	0.31
		%	17.58	31.87	41.76	5.49	3.3		
1CAET	Male	NO.	35	64	92	20	9	220	
		%	15.91	29.09	41.82	9.09	4.09		
	Female	NO.	3	5	3	3	2	16	
		%	18.75	31.25	18.75	18.75	12.5		
Persons	NO.	38	69	95	23	11	236	0.8	
	%	16.1	29.24	40.25	9.75	4.66			
1DAET	Male	NO.	37	58	97	12	3	207	
		%	17.87	28.02	46.86	5.8	1.45		
	Female	NO.	4	2	5	0	1	12	
		%	33.33	16.67	41.67	0	8.33		
Persons	NO.	41	60	102	12	4	219	0.74	
	%	18.72	27.4	46.58	5.48	1.83			
Automotive: VET Industry Specific									
1AVAU	Male	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
Persons	NO.	0	0	3	0	0	3	0.01	
	%	0	0	100	0	0			
1BVAU	Male	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
Persons	NO.	0	0	3	0	0	3	0.01	
	%	0	0	100	0	0			
Building and Construction									
1ABCN	Male	NO.	3	18	17	5	4	47	
		%	6.38	38.3	36.17	10.64	8.51		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
Persons	NO.	3	20	18	5	4	50	0.17	
	%	6	40	36	10	8			

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 1BBCN	Male	NO.	5	16	15	5	2	43		
		%	11.63	37.21	34.88	11.63	4.65			
	Female	NO.	0	1	2	0	0	3		
		%	0	33.33	66.67	0	0			
	Persons	NO.	5	17	17	5	2	46	0.16	
		%	10.87	36.96	36.96	10.87	4.35			
	1CBCN	Male	NO.	60	86	113	14	16	289	
			%	20.76	29.76	39.1	4.84	5.54		
		Female	NO.	2	5	6	2	2	17	
			%	11.76	29.41	35.29	11.76	11.76		
		Persons	NO.	62	91	119	16	18	306	1.03
			%	20.26	29.74	38.89	5.23	5.88		
	1DBCN	Male	NO.	72	90	106	6	13	287	
			%	25.09	31.36	36.93	2.09	4.53		
		Female	NO.	2	6	3	4	0	15	
			%	13.33	40	20	26.67	0		
		Persons	NO.	74	96	109	10	13	302	1.02
			%	24.5	31.79	36.09	3.31	4.3		
	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	0
			%	100	0	0	0	0		
Business Management and Enterprise 1ABME	Male	NO.	17	23	42	8	4	94		
		%	18.09	24.47	44.68	8.51	4.26			
	Female	NO.	25	32	27	5	5	94		
		%	26.6	34.04	28.72	5.32	5.32			
	Persons	NO.	42	55	69	13	9	188	0.63	
		%	22.34	29.26	36.7	6.91	4.79			
	1BBME	Male	NO.	11	31	41	5	9	97	
			%	11.34	31.96	42.27	5.15	9.28		
		Female	NO.	19	36	31	3	5	94	
			%	20.21	38.3	32.98	3.19	5.32		



# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
1BBME	Persons	NO.	30	67	72	8	14	191	
		%	15.71	35.08	37.7	4.19	7.33		0.64
1CBME	Male	NO.	25	50	102	17	13	207	
		%	12.08	24.15	49.28	8.21	6.28		
	Female	NO.	74	70	46	4	12	206	
		%	35.92	33.98	22.33	1.94	5.83		
	Persons	NO.	99	120	148	21	25	413	
		%	23.97	29.06	35.84	5.08	6.05		1.39
1DBME	Male	NO.	25	58	94	7	32	216	
		%	11.57	26.85	43.52	3.24	14.81		
	Female	NO.	57	83	45	3	8	196	
		%	29.08	42.35	22.96	1.53	4.08		
	Persons	NO.	82	141	139	10	40	412	
		%	19.9	34.22	33.74	2.43	9.71		1.39
2ABME	Male	NO.	24	47	76	14	9	170	
		%	14.12	27.65	44.71	8.24	5.29		
	Female	NO.	45	65	72	12	6	200	
		%	22.5	32.5	36	6	3		
	Persons	NO.	69	112	148	26	15	370	
		%	18.65	30.27	40	7.03	4.05		1.25
2BBME	Male	NO.	22	55	63	17	5	162	
		%	13.58	33.95	38.89	10.49	3.09		
	Female	NO.	49	57	71	8	8	193	
		%	25.39	29.53	36.79	4.15	4.15		
	Persons	NO.	71	112	134	25	13	355	
		%	20	31.55	37.75	7.04	3.66		1.2
3ABME	Male	NO.	17	32	50	19	8	126	
		%	13.49	25.4	39.68	15.08	6.35		
	Female	NO.	23	35	40	11	4	113	
		%	20.35	30.97	35.4	9.73	3.54		
	Persons	NO.	40	67	90	30	12	239	
		%	16.74	28.03	37.66	12.55	5.02		0.81
3BBME	Male	NO.	18	31	49	18	8	124	
		%	14.52	25	39.52	14.52	6.45		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 3BBME  PABME  PBBME  Business Services: VET Industry Specific 1AVBS  1BVBS  1CVBSB	Female	NO.	23	36	35	13	3	110	
		%	20.91	32.73	31.82	11.82	2.73		
	Persons	NO.	41	67	84	31	11	234	
		%	17.52	28.63	35.9	13.25	4.7		
	Male	NO.	8	0	0	0	0	8	
		%	100	0	0	0	0		
	Female	NO.	6	0	0	0	0	6	
		%	100	0	0	0	0		
	Persons	NO.	14	0	0	0	0	14	
		%	100	0	0	0	0		
	Male	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		
	Female	NO.	10	0	0	0	0	10	
		%	100	0	0	0	0		
	Persons	NO.	14	0	0	0	0	14	
		%	100	0	0	0	0		
	Male	NO.	0	0	15	0	0	15	
		%	0	0	100	0	0		
	Female	NO.	0	0	22	0	0	22	
		%	0	0	100	0	0		
	Persons	NO.	0	0	37	0	0	37	
		%	0	0	100	0	0		
	Male	NO.	0	0	15	0	0	15	
		%	0	0	100	0	0		
Female	NO.	0	0	22	0	0	22		
	%	0	0	100	0	0			
Persons	NO.	0	0	37	0	0	37		
	%	0	0	100	0	0		0.12	
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	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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  1DVBSB  2AVBSB  2BVBSB  Career and Enterprise  1ACAE  1BCAE  1CCAE	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
	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.	47	67	143	32	21	310		
	%	15.16	21.61	46.13	10.32	6.77			
Female	NO.	101	106	99	13	18	337		
	%	29.97	31.45	29.38	3.86	5.34			
Persons	NO.	148	173	242	45	39	647		
	%	22.87	26.74	37.4	6.96	6.03		2.18	
Male	NO.	31	47	113	14	18	223		
	%	13.9	21.08	50.67	6.28	8.07			
Female	NO.	63	83	88	7	18	259		
	%	24.32	32.05	33.98	2.7	6.95			
Persons	NO.	94	130	201	21	36	482		
	%	19.5	26.97	41.7	4.36	7.47		1.63	
Male	NO.	86	189	310	51	39	675		
	%	12.74	28	45.93	7.56	5.78			
Female	NO.	218	204	163	29	37	651		
	%	33.49	31.34	25.04	4.45	5.68			

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	Persons	NO.	304	393	473	80	76	1326	4.47
		%	22.93	29.64	35.67	6.03	5.73		
Career and Enterprise	Male	NO.	116	216	387	44	37	800	
		%	14.5	27	48.38	5.5	4.62		
1CCA	Female	NO.	261	259	195	19	21	755	
		%	34.57	34.3	25.83	2.52	2.78		
1DCA	Persons	NO.	377	475	582	63	58	1555	5.25
		%	24.24	30.55	37.43	4.05	3.73		
2ACA	Male	NO.	19	51	109	24	9	212	
		%	8.96	24.06	51.42	11.32	4.25		
2ACA	Female	NO.	71	122	118	19	8	338	
		%	21.01	36.09	34.91	5.62	2.37		
2ACA	Persons	NO.	90	173	227	43	17	550	1.86
		%	16.36	31.45	41.27	7.82	3.09		
2BCA	Male	NO.	18	43	79	24	10	174	
		%	10.34	24.71	45.4	13.79	5.75		
2BCA	Female	NO.	54	84	89	12	6	245	
		%	22.04	34.29	36.33	4.9	2.45		
2BCA	Persons	NO.	72	127	168	36	16	419	1.41
		%	17.18	30.31	40.1	8.59	3.82		
3ACA	Male	NO.	12	31	28	7	0	78	
		%	15.38	39.74	35.9	8.97	0		
3ACA	Female	NO.	26	45	37	6	2	116	
		%	22.41	38.79	31.9	5.17	1.72		
3ACA	Persons	NO.	38	76	65	13	2	194	0.65
		%	19.59	39.18	33.51	6.7	1.03		
3BCA	Male	NO.	10	29	30	4	4	77	
		%	12.99	37.66	38.96	5.19	5.19		
3BCA	Female	NO.	25	43	36	8	3	115	
		%	21.74	37.39	31.3	6.96	2.61		
3BCA	Persons	NO.	35	72	66	12	7	192	0.65
		%	18.23	37.5	34.38	6.25	3.65		
PACA	Male	NO.	13	0	0	0	0	13	
		%	100	0	0	0	0		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 PACAE  PBCAE  Community Services: VET Industry Specific 1AVCS  1CVCSW  1DVCSW  2AVCSW	Female	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
	Persons	NO.	16	0	0	0	0	16	
		%	100	0	0	0	0		0.05
	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
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	5	0	0	5	
		%	0	0	100	0	0		
	Persons	NO.	0	0	5	0	0	5	
		%	0	0	100	0	0		0.02
	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.	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.	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	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 2BVCSW	Male	NO.	0	0	0	0	0	0		
		%	0	0	0	0	0			
	Female	NO.	0	0	14	0	0	14		
		%	0	0	100	0	0			
	Persons	NO.	0	0	14	0	0	14		
		%	0	0	100	0	0		0.05	
	Computer Science  1ACSC	Male	NO.	1	3	10	3	3	20	
			%	5	15	50	15	15		
		Female	NO.	1	2	4	0	2	9	
			%	11.11	22.22	44.44	0	22.22		
Persons		NO.	2	5	14	3	5	29		
		%	6.9	17.24	48.28	10.34	17.24		0.1	
1BCSC		Male	NO.	1	6	6	4	3	20	
			%	5	30	30	20	15		
		Female	NO.	1	4	2	1	3	11	
			%	9.09	36.36	18.18	9.09	27.27		
	Persons	NO.	2	10	8	5	6	31		
		%	6.45	32.26	25.81	16.13	19.35		0.1	
	2ACSC	Male	NO.	12	9	23	14	12	70	
			%	17.14	12.86	32.86	20	17.14		
		Female	NO.	10	12	14	11	3	50	
			%	20	24	28	22	6		
Persons		NO.	22	21	37	25	15	120		
		%	18.33	17.5	30.83	20.83	12.5		0.4	
2BCSC		Male	NO.	9	9	24	14	12	68	
			%	13.24	13.24	35.29	20.59	17.65		
		Female	NO.	6	11	16	12	3	48	
			%	12.5	22.92	33.33	25	6.25		
	Persons	NO.	15	20	40	26	15	116		
		%	12.93	17.24	34.48	22.41	12.93		0.39	
	3ACSC	Male	NO.	66	87	121	32	16	322	
			%	20.5	27.02	37.58	9.94	4.97		
		Female	NO.	8	13	16	11	5	53	
			%	15.09	24.53	30.19	20.75	9.43		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 3ACSC 3BCSC  Creative Industries: Music - VET Industry Specific 1CVMU  1DVMU  2AVMU  2BVMU	Persons	NO.	74	100	137	43	21	375	1.27	
		%	19.73	26.67	36.53	11.47	5.6			
	Male	NO.	66	87	119	30	12	314		
		%	21.02	27.71	37.9	9.55	3.82			
	Female	NO.	8	14	18	8	5	53		
		%	15.09	26.42	33.96	15.09	9.43			
	Persons	NO.	74	101	137	38	17	367	1.24	
		%	20.16	27.52	37.33	10.35	4.63			
	1CVMU	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	0.01
			%	0	0	100	0	0		
	1DVMU	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	0.01	
		%	0	0	100	0	0			
2AVMU	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	0.01	
		%	0	0	100	0	0			
2BVMU	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	0.01	
		%	0	0	100	0	0			

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
1ADESD									
	Male	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		
	Female	NO.	2	4	1	0	0	7	
		%	28.57	57.14	14.29	0	0		
	Persons	NO.	3	5	2	0	0	10	
		%	30	50	20	0	0		0.03
1ADESG									
	Male	NO.	8	17	27	10	2	64	
		%	12.5	26.56	42.19	15.62	3.12		
	Female	NO.	13	17	18	5	1	54	
		%	24.07	31.48	33.33	9.26	1.85		
	Persons	NO.	21	34	45	15	3	118	
		%	17.8	28.81	38.14	12.71	2.54		0.4
1ADESP									
	Male	NO.	8	7	26	7	9	57	
		%	14.04	12.28	45.61	12.28	15.79		
	Female	NO.	22	34	37	11	3	107	
		%	20.56	31.78	34.58	10.28	2.8		
	Persons	NO.	30	41	63	18	12	164	
		%	18.29	25	38.41	10.98	7.32		0.55
1ADEST									
	Male	NO.	14	25	26	5	3	73	
		%	19.18	34.25	35.62	6.85	4.11		
	Female	NO.	9	2	1	0	0	12	
		%	75	16.67	8.33	0	0		
	Persons	NO.	23	27	27	5	3	85	
		%	27.06	31.76	31.76	5.88	3.53		0.29
1BDESD									
	Male	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		
	Female	NO.	3	1	3	0	0	7	
		%	42.86	14.29	42.86	0	0		
	Persons	NO.	4	2	4	0	0	10	
		%	40	20	40	0	0		0.03
1BDESG									
	Male	NO.	8	18	27	9	0	62	
		%	12.9	29.03	43.55	14.52	0		
	Female	NO.	14	17	16	5	0	52	
		%	26.92	32.69	30.77	9.62	0		
	Persons	NO.	22	35	43	14	0	114	



# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
1BDESG		%	19.3	30.7	37.72	12.28	0	0.38
1BDESP	Male	NO.	7	12	20	6	9	54
		%	12.96	22.22	37.04	11.11	16.67	
	Female	NO.	25	34	31	12	2	104
		%	24.04	32.69	29.81	11.54	1.92	
	Persons	NO.	32	46	51	18	11	158
		%	20.25	29.11	32.28	11.39	6.96	0.53
1BDEST	Male	NO.	12	19	27	8	2	68
		%	17.65	27.94	39.71	11.76	2.94	
	Female	NO.	8	5	2	0	0	15
		%	53.33	33.33	13.33	0	0	
	Persons	NO.	20	24	29	8	2	83
		%	24.1	28.92	34.94	9.64	2.41	0.28
1CDESD	Male	NO.	5	9	20	3	2	39
		%	12.82	23.08	51.28	7.69	5.13	
	Female	NO.	17	32	26	3	0	78
		%	21.79	41.03	33.33	3.85	0	
	Persons	NO.	22	41	46	6	2	117
		%	18.8	35.04	39.32	5.13	1.71	0.39
1CDESG	Male	NO.	10	18	23	16	7	74
		%	13.51	24.32	31.08	21.62	9.46	
	Female	NO.	22	42	40	15	2	121
		%	18.18	34.71	33.06	12.4	1.65	
	Persons	NO.	32	60	63	31	9	195
		%	16.41	30.77	32.31	15.9	4.62	0.66
1CDESP	Male	NO.	27	47	106	26	36	242
		%	11.16	19.42	43.8	10.74	14.88	
	Female	NO.	150	196	203	46	49	644
		%	23.29	30.43	31.52	7.14	7.61	
	Persons	NO.	177	243	309	72	85	886
		%	19.98	27.43	34.88	8.13	9.59	2.99
1CDEST	Male	NO.	57	82	142	37	16	334
		%	17.07	24.55	42.51	11.08	4.79	
	Female	NO.	14	17	25	7	4	67

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
1CDEST								
		%	20.9	25.37	37.31	10.45	5.97	
	Persons	NO.	71	99	167	44	20	401
		%	17.71	24.69	41.65	10.97	4.99	1.35
1DDESD								
	Male	NO.	4	6	20	4	1	35
		%	11.43	17.14	57.14	11.43	2.86	
	Female	NO.	8	39	25	2	1	75
		%	10.67	52	33.33	2.67	1.33	
	Persons	NO.	12	45	45	6	2	110
		%	10.91	40.91	40.91	5.45	1.82	0.37
1DDESG								
	Male	NO.	11	20	33	7	7	78
		%	14.1	25.64	42.31	8.97	8.97	
	Female	NO.	29	49	41	2	5	126
		%	23.02	38.89	32.54	1.59	3.97	
	Persons	NO.	40	69	74	9	12	204
		%	19.61	33.82	36.27	4.41	5.88	0.69
1DDESP								
	Male	NO.	33	53	102	24	21	233
		%	14.16	22.75	43.78	10.3	9.01	
	Female	NO.	181	196	178	36	30	621
		%	29.15	31.56	28.66	5.8	4.83	
	Persons	NO.	214	249	280	60	51	854
		%	25.06	29.16	32.79	7.03	5.97	2.88
1DDEST								
	Male	NO.	81	93	147	26	8	355
		%	22.82	26.2	41.41	7.32	2.25	
	Female	NO.	18	20	29	3	3	73
		%	24.66	27.4	39.73	4.11	4.11	
	Persons	NO.	99	113	176	29	11	428
		%	23.13	26.4	41.12	6.78	2.57	1.44
2ADESD								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	1	4	2	2	0	9
		%	11.11	44.44	22.22	22.22	0	
	Persons	NO.	1	4	2	2	0	9
		%	11.11	44.44	22.22	22.22	0	0.03
2ADESG								
	Male	NO.	1	10	15	6	1	33

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
2ADESG								
		%	3.03	30.3	45.45	18.18	3.03	
	Female	NO.	13	10	20	2	0	45
		%	28.89	22.22	44.44	4.44	0	
	Persons	NO.	14	20	35	8	1	78
		%	17.95	25.64	44.87	10.26	1.28	0.26
2ADESP								
	Male	NO.	6	15	32	4	5	62
		%	9.68	24.19	51.61	6.45	8.06	
	Female	NO.	35	41	42	6	5	129
		%	27.13	31.78	32.56	4.65	3.88	
	Persons	NO.	41	56	74	10	10	191
		%	21.47	29.32	38.74	5.24	5.24	0.64
2ADEST								
	Male	NO.	15	38	34	7	0	94
		%	15.96	40.43	36.17	7.45	0	
	Female	NO.	13	8	9	0	0	30
		%	43.33	26.67	30	0	0	
	Persons	NO.	28	46	43	7	0	124
		%	22.58	37.1	34.68	5.65	0	0.42
2BDESD								
	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	2	4	3	0	0	9
		%	22.22	44.44	33.33	0	0	
	Persons	NO.	2	4	3	0	0	9
		%	22.22	44.44	33.33	0	0	0.03
2BDESG								
	Male	NO.	1	10	15	5	0	31
		%	3.23	32.26	48.39	16.13	0	
	Female	NO.	11	14	18	1	0	44
		%	25	31.82	40.91	2.27	0	
	Persons	NO.	12	24	33	6	0	75
		%	16	32	44	8	0	0.25
2BDESP								
	Male	NO.	5	13	28	5	3	54
		%	9.26	24.07	51.85	9.26	5.56	
	Female	NO.	40	31	39	3	1	114
		%	35.09	27.19	34.21	2.63	0.88	
	Persons	NO.	45	44	67	8	4	168
		%	26.79	26.19	39.88	4.76	2.38	0.57

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 2BDEST  3ADESD  3ADESG  3ADESP  3ADEST  3BDESD	Male	NO.	9	19	35	3	0	66	
		%	13.64	28.79	53.03	4.55	0		
	Female	NO.	8	7	10	0	0	25	
		%	32	28	40	0	0		
	Persons	NO.	17	26	45	3	0	91	0.31
		%	18.68	28.57	49.45	3.3	0		
	Male	NO.	18	4	6	0	0	28	
		%	64.29	14.29	21.43	0	0		
	Female	NO.	1	2	0	0	0	3	
		%	33.33	66.67	0	0	0		
	Persons	NO.	19	6	6	0	0	31	0.1
		%	61.29	19.35	19.35	0	0		
	Male	NO.	10	14	22	5	3	54	
		%	18.52	25.93	40.74	9.26	5.56		
	Female	NO.	24	19	15	2	0	60	
		%	40	31.67	25	3.33	0		
	Persons	NO.	34	33	37	7	3	114	0.38
		%	29.82	28.95	32.46	6.14	2.63		
	Male	NO.	21	26	26	5	2	80	
		%	26.25	32.5	32.5	6.25	2.5		
	Female	NO.	51	50	28	6	3	138	
		%	36.96	36.23	20.29	4.35	2.17		
	Persons	NO.	72	76	54	11	5	218	0.74
		%	33.03	34.86	24.77	5.05	2.29		
Male	NO.	16	22	28	1	1	68		
	%	23.53	32.35	41.18	1.47	1.47			
Female	NO.	6	6	2	0	0	14		
	%	42.86	42.86	14.29	0	0			
Persons	NO.	22	28	30	1	1	82	0.28	
	%	26.83	34.15	36.59	1.22	1.22			
Male	NO.	18	4	6	0	0	28		
	%	64.29	14.29	21.43	0	0			
Female	NO.	1	2	0	0	0	3		
	%	33.33	66.67	0	0	0			
Persons	NO.	19	6	6	0	0	31		
	%								

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
3BDESD		%	61.29	19.35	19.35	0	0	0.1
3BDESG	Male	NO.	12	15	20	1	3	51
		%	23.53	29.41	39.22	1.96	5.88	
	Female	NO.	29	17	12	1	1	60
		%	48.33	28.33	20	1.67	1.67	
	Persons	NO.	41	32	32	2	4	111
		%	36.94	28.83	28.83	1.8	3.6	0.37
3BDESP	Male	NO.	22	24	25	5	2	78
		%	28.21	30.77	32.05	6.41	2.56	
	Female	NO.	52	48	27	2	2	131
		%	39.69	36.64	20.61	1.53	1.53	
	Persons	NO.	74	72	52	7	4	209
		%	35.41	34.45	24.88	3.35	1.91	0.71
3BDEST	Male	NO.	16	23	27	1	0	67
		%	23.88	34.33	40.3	1.49	0	
	Female	NO.	7	6	1	0	0	14
		%	50	42.86	7.14	0	0	
	Persons	NO.	23	29	28	1	0	81
		%	28.4	35.8	34.57	1.23	0	0.27
PADESG	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
Engineering Studies								
1AEST	Male	NO.	8	20	26	3	4	61
		%	13.11	32.79	42.62	4.92	6.56	
	Female	NO.	0	1	1	0	0	2
		%	0	50	50	0	0	
	Persons	NO.	8	21	27	3	4	63
		%	12.7	33.33	42.86	4.76	6.35	0.21
1BEST	Male	NO.	10	23	19	3	5	60
		%	16.67	38.33	31.67	5	8.33	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	1BEST	Female	NO.	0	1	1	0	0	2	0.21		
			%	0	50	50	0	0				
		Persons	NO.	10	24	20	3	5	62			
			%	16.13	38.71	32.26	4.84	8.06				
		2AEST	Male	NO.	21	45	64	13	2		145	0.49
				%	14.48	31.03	44.14	8.97	1.38			
	Female		NO.	0	1	0	0	0	1			
			%	0	100	0	0	0				
	Persons		NO.	21	46	64	13	2	146			
			%	14.38	31.51	43.84	8.9	1.37				
	2BEST	Male	NO.	16	36	55	13	3	123	0.42		
			%	13.01	29.27	44.72	10.57	2.44				
		Female	NO.	0	1	0	0	0	1			
			%	0	100	0	0	0				
		Persons	NO.	16	37	55	13	3	124			
			%	12.9	29.84	44.35	10.48	2.42				
	3AEST	Male	NO.	45	50	38	2	0	135	0.47		
			%	33.33	37.04	28.15	1.48	0				
		Female	NO.	2	0	1	0	0	3			
			%	66.67	0	33.33	0	0				
		Persons	NO.	47	50	39	2	0	138			
			%	34.06	36.23	28.26	1.45	0				
	3BEST	Male	NO.	40	50	38	7	0	135	0.47		
			%	29.63	37.04	28.15	5.19	0				
Female		NO.	2	0	1	0	0	3				
		%	66.67	0	33.33	0	0					
Persons		NO.	42	50	39	7	0	138				
		%	30.43	36.23	28.26	5.07	0					
Food Science and Technology 1AFSTH	Male	NO.	13	29	59	13	8	122	1.31			
		%	10.66	23.77	48.36	10.66	6.56					
	Female	NO.	69	95	75	14	12	265				
		%	26.04	35.85	28.3	5.28	4.53					
	Persons	NO.	82	124	134	27	20	387				
		%	21.19	32.04	34.63	6.98	5.17					

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	1AFSTN	Male	NO.	3	11	16	4	0	34	
			%	8.82	32.35	47.06	11.76	0		
	Female	NO.	15	27	28	4	3	77		
		%	19.48	35.06	36.36	5.19	3.9			
	Persons	NO.	18	38	44	8	3	111		
		%	16.22	34.23	39.64	7.21	2.7		0.37	
	1AFSTP	Male	NO.	1	9	13	0	0	23	
			%	4.35	39.13	56.52	0	0		
		Female	NO.	7	6	4	0	0	17	
			%	41.18	35.29	23.53	0	0		
		Persons	NO.	8	15	17	0	0	40	
			%	20	37.5	42.5	0	0		0.13
	1BFSTH	Male	NO.	11	28	51	7	8	105	
			%	10.48	26.67	48.57	6.67	7.62		
		Female	NO.	75	84	68	11	12	250	
			%	30	33.6	27.2	4.4	4.8		
		Persons	NO.	86	112	119	18	20	355	
			%	24.23	31.55	33.52	5.07	5.63		1.2
	1BFSTN	Male	NO.	2	14	14	2	3	35	
			%	5.71	40	40	5.71	8.57		
		Female	NO.	18	30	21	1	2	72	
			%	25	41.67	29.17	1.39	2.78		
		Persons	NO.	20	44	35	3	5	107	
			%	18.69	41.12	32.71	2.8	4.67		0.36
1BFSTP	Male	NO.	2	6	11	0	0	19		
		%	10.53	31.58	57.89	0	0			
	Female	NO.	7	5	6	0	0	18		
		%	38.89	27.78	33.33	0	0			
	Persons	NO.	9	11	17	0	0	37		
		%	24.32	29.73	45.95	0	0		0.12	
1CFSTH	Male	NO.	52	156	264	65	18	555		
		%	9.37	28.11	47.57	11.71	3.24			
	Female	NO.	318	376	307	56	33	1090		
		%	29.17	34.5	28.17	5.14	3.03			
	Persons	NO.	370	532	571	121	51	1645		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
1CFSTH		%	22.49	32.34	34.71	7.36	3.1	5.55
1CFSTN	Male	NO.	7	21	15	1	1	45
		%	15.56	46.67	33.33	2.22	2.22	
	Female	NO.	57	53	32	5	5	152
		%	37.5	34.87	21.05	3.29	3.29	
	Persons	NO.	64	74	47	6	6	197
		%	32.49	37.56	23.86	3.05	3.05	0.66
1CFSTP	Male	NO.	1	6	18	6	5	36
		%	2.78	16.67	50	16.67	13.89	
	Female	NO.	25	24	37	9	6	101
		%	24.75	23.76	36.63	8.91	5.94	
	Persons	NO.	26	30	55	15	11	137
		%	18.98	21.9	40.15	10.95	8.03	0.46
1DFSTH	Male	NO.	58	149	260	53	14	534
		%	10.86	27.9	48.69	9.93	2.62	
	Female	NO.	335	343	307	43	27	1055
		%	31.75	32.51	29.1	4.08	2.56	
	Persons	NO.	393	492	567	96	41	1589
		%	24.73	30.96	35.68	6.04	2.58	5.36
1DFSTN	Male	NO.	6	19	18	1	1	45
		%	13.33	42.22	40	2.22	2.22	
	Female	NO.	51	47	38	5	5	146
		%	34.93	32.19	26.03	3.42	3.42	
	Persons	NO.	57	66	56	6	6	191
		%	29.84	34.55	29.32	3.14	3.14	0.64
1DFSTP	Male	NO.	1	5	22	2	2	32
		%	3.12	15.62	68.75	6.25	6.25	
	Female	NO.	32	23	28	7	3	93
		%	34.41	24.73	30.11	7.53	3.23	
	Persons	NO.	33	28	50	9	5	125
		%	26.4	22.4	40	7.2	4	0.42
2AFSTH	Male	NO.	4	10	37	3	4	58
		%	6.9	17.24	63.79	5.17	6.9	
	Female	NO.	82	78	81	10	5	256



# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
2AFSTH								
		%	32.03	30.47	31.64	3.91	1.95	
	Persons	NO.	86	88	118	13	9	314
		%	27.39	28.03	37.58	4.14	2.87	1.06
2AFSTN								
	Male	NO.	2	3	3	3	0	11
		%	18.18	27.27	27.27	27.27	0	
	Female	NO.	6	14	9	1	1	31
		%	19.35	45.16	29.03	3.23	3.23	
	Persons	NO.	8	17	12	4	1	42
		%	19.05	40.48	28.57	9.52	2.38	0.14
2AFSTP								
	Male	NO.	2	0	2	0	0	4
		%	50	0	50	0	0	
	Female	NO.	3	3	3	2	0	11
		%	27.27	27.27	27.27	18.18	0	
	Persons	NO.	5	3	5	2	0	15
		%	33.33	20	33.33	13.33	0	0.05
2BFSTH								
	Male	NO.	4	12	35	3	4	58
		%	6.9	20.69	60.34	5.17	6.9	
	Female	NO.	80	79	81	10	2	252
		%	31.75	31.35	32.14	3.97	0.79	
	Persons	NO.	84	91	116	13	6	310
		%	27.1	29.35	37.42	4.19	1.94	1.05
2BFSTN								
	Male	NO.	0	3	6	2	0	11
		%	0	27.27	54.55	18.18	0	
	Female	NO.	6	15	8	1	1	31
		%	19.35	48.39	25.81	3.23	3.23	
	Persons	NO.	6	18	14	3	1	42
		%	14.29	42.86	33.33	7.14	2.38	0.14
2BFSTP								
	Male	NO.	2	0	2	0	0	4
		%	50	0	50	0	0	
	Female	NO.	3	3	3	2	0	11
		%	27.27	27.27	27.27	18.18	0	
	Persons	NO.	5	3	5	2	0	15
		%	33.33	20	33.33	13.33	0	0.05
3AFSTH								
	Male	NO.	2	2	5	0	3	12

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
3AFSTH								
		%	16.67	16.67	41.67	0	25	
	Female	NO.	22	17	14	0	0	53
		%	41.51	32.08	26.42	0	0	
	Persons	NO.	24	19	19	0	3	65
		%	36.92	29.23	29.23	0	4.62	0.22
3BFSTH								
	Male	NO.	2	2	5	1	1	11
		%	18.18	18.18	45.45	9.09	9.09	
	Female	NO.	22	17	13	0	0	52
		%	42.31	32.69	25	0	0	
	Persons	NO.	24	19	18	1	1	63
		%	38.1	30.16	28.57	1.59	1.59	0.21
PAFST								
	Male	NO.	6	0	0	0	0	6
		%	100	0	0	0	0	
	Female	NO.	3	0	0	0	0	3
		%	100	0	0	0	0	
	Persons	NO.	9	0	0	0	0	9
		%	100	0	0	0	0	0.03
PBFST								
	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	0.03
Hospitality: VET Industry Specific								
1AVHO								
	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Persons	NO.	0	0	3	0	0	3
		%	0	0	100	0	0	0.01
1AVHOK								
	Male	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Female	NO.	0	0	4	0	0	4
		%	0	0	100	0	0	
	Persons	NO.	0	0	6	0	0	6

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
1AVHOK		%	0	0	100	0	0	0.02
1BVHO	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Persons	NO.	0	0	3	0	0	3
		%	0	0	100	0	0	0.01
1BVHOK	Male	NO.	0	0	2	0	0	2
		%	0	0	100	0	0	
	Female	NO.	0	0	4	0	0	4
		%	0	0	100	0	0	
	Persons	NO.	0	0	6	0	0	6
		%	0	0	100	0	0	0.02
1CVHOF	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	0	0	3	0	0	3
		%	0	0	100	0	0	
	Persons	NO.	0	0	3	0	0	3
		%	0	0	100	0	0	0.01
1CVHOK	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	0	0	8	0	0	8
		%	0	0	100	0	0	
	Persons	NO.	0	0	9	0	0	9
		%	0	0	100	0	0	0.03
1DVHOF	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	0	0	3	0	0	3
		%	0	0	100	0	0	
	Persons	NO.	0	0	3	0	0	3
		%	0	0	100	0	0	0.01
1DVHOK	Male	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Female	NO.	0	0	8	0	0	8

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 1DVHOK  2AVHOF  2AVHOK  2BVHOF  2BVHOK   Information Technology: VET Industry Specific 1AVIT	Persons	%	0	0	100	0	0		
		NO.	0	0	9	0	0	9	
		%	0	0	100	0	0		0.03
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Persons	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		0.01
	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	0	8	0	0	8	
		%	0	0	100	0	0		
	Persons	NO.	0	0	9	0	0	9	
		%	0	0	100	0	0		0.03
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Persons	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		0.01
	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	0	8	0	0	8	
		%	0	0	100	0	0		
Persons	NO.	0	0	9	0	0	9		
	%	0	0	100	0	0		0.03	
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	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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  1BVIT   1CVITG   1DVITG   2AVITG   2BVITG   Materials Design and Technology  1AMDTM	Male	NO.	0	0	0	0	0	0	0											
		%	0	0	0	0	0	0												
	Female	NO.	0	0	1	0	0	1		0										
		%	0	0	100	0	0	0												
	Persons	NO.	0	0	1	0	0	1			0									
		%	0	0	100	0	0	0												
	Male	NO.	0	0	6	0	0	6				0.06								
		%	0	0	100	0	0	0												
	Female	NO.	0	0	13	0	0	13					0.06							
		%	0	0	100	0	0	0												
	Persons	NO.	0	0	19	0	0	19						0.06						
		%	0	0	100	0	0	0												
	Male	NO.	0	0	6	0	0	6							0.06					
		%	0	0	100	0	0	0												
	Female	NO.	0	0	13	0	0	13								0.06				
		%	0	0	100	0	0	0												
	Persons	NO.	0	0	19	0	0	19									0.06			
		%	0	0	100	0	0	0												
	Male	NO.	0	0	6	0	0	6										0.06		
		%	0	0	100	0	0	0												
	Female	NO.	0	0	13	0	0	13											0.06	
		%	0	0	100	0	0	0												
	Persons	NO.	0	0	19	0	0	19												0.06
		%	0	0	100	0	0	0												
Male	NO.	9	34	50	11	1	105	0.06												
	%	8.57	32.38	47.62	10.48	0.95	0													
Female	NO.	0	3	8	0	2	13		0.06											
	%	0	23.08	61.54	0	15.38	0													

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
1AMDTM	Persons	NO.	9	37	58	11	3	118	
		%	7.63	31.36	49.15	9.32	2.54		0.4
1AMDTT	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	14	35	20	2	3	74	
		%	18.92	47.3	27.03	2.7	4.05		
	Persons	NO.	14	35	20	2	3	74	
		%	18.92	47.3	27.03	2.7	4.05		0.25
1AMDTW	Male	NO.	24	54	53	18	17	166	
		%	14.46	32.53	31.93	10.84	10.24		
	Female	NO.	0	12	13	4	2	31	
		%	0	38.71	41.94	12.9	6.45		
	Persons	NO.	24	66	66	22	19	197	
		%	12.18	33.5	33.5	11.17	9.64		0.66
1BMDTM	Male	NO.	18	32	41	9	5	105	
		%	17.14	30.48	39.05	8.57	4.76		
	Female	NO.	1	5	3	2	2	13	
		%	7.69	38.46	23.08	15.38	15.38		
	Persons	NO.	19	37	44	11	7	118	
		%	16.1	31.36	37.29	9.32	5.93		0.4
1BMDTT	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	21	31	17	0	1	70	
		%	30	44.29	24.29	0	1.43		
	Persons	NO.	21	31	17	0	1	70	
		%	30	44.29	24.29	0	1.43		0.24
1BMDTW	Male	NO.	24	56	56	15	12	163	
		%	14.72	34.36	34.36	9.2	7.36		
	Female	NO.	0	10	10	5	3	28	
		%	0	35.71	35.71	17.86	10.71		
	Persons	NO.	24	66	66	20	15	191	
		%	12.57	34.55	34.55	10.47	7.85		0.64
1CMDTM	Male	NO.	99	190	314	44	22	669	
		%	14.8	28.4	46.94	6.58	3.29		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	1CMDTM	Female	NO.	17	21	21	1	3	63	
			%	26.98	33.33	33.33	1.59	4.76		
	Persons	NO.	116	211	335	45	25	732	2.47	
		%	15.85	28.83	45.77	6.15	3.42			
	1CMDTT	Male	NO.	0	0	5	0	0	5	
			%	0	0	100	0	0		
	Female	NO.	33	41	52	7	4	137		
		%	24.09	29.93	37.96	5.11	2.92			
	Persons	NO.	33	41	57	7	4	142	0.48	
		%	23.24	28.87	40.14	4.93	2.82			
	1CMDTW	Male	NO.	157	309	439	105	33	1043	
			%	15.05	29.63	42.09	10.07	3.16		
	Female	NO.	20	32	42	8	3	105		
		%	19.05	30.48	40	7.62	2.86			
	Persons	NO.	177	341	481	113	36	1148	3.87	
		%	15.42	29.7	41.9	9.84	3.14			
	1DMDTM	Male	NO.	85	179	280	34	19	597	
			%	14.24	29.98	46.9	5.7	3.18		
	Female	NO.	27	23	16	2	2	70		
		%	38.57	32.86	22.86	2.86	2.86			
	Persons	NO.	112	202	296	36	21	667	2.25	
		%	16.79	30.28	44.38	5.4	3.15			
	1DMDTT	Male	NO.	0	0	4	0	0	4	
			%	0	0	100	0	0		
	Female	NO.	33	38	56	6	3	136		
		%	24.26	27.94	41.18	4.41	2.21			
	Persons	NO.	33	38	60	6	3	140	0.47	
		%	23.57	27.14	42.86	4.29	2.14			
1DMDTW	Male	NO.	169	312	400	88	34	1003		
		%	16.85	31.11	39.88	8.77	3.39			
Female	NO.	22	29	42	5	4	102			
	%	21.57	28.43	41.18	4.9	3.92				
Persons	NO.	191	341	442	93	38	1105	3.73		
	%	17.29	30.86	40	8.42	3.44				

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	2AMDTM	Male	NO.	10	14	32	2	1	59	
			%	16.95	23.73	54.24	3.39	1.69		
	Female	NO.	8	5	2	0	0	15		
		%	53.33	33.33	13.33	0	0			
	Persons	NO.	18	19	34	2	1	74		
		%	24.32	25.68	45.95	2.7	1.35		0.25	
	2AMDTT	Male	NO.	1	0	1	0	0	2	
			%	50	0	50	0	0		
		Female	NO.	47	28	28	8	4	115	
			%	40.87	24.35	24.35	6.96	3.48		
		Persons	NO.	48	28	29	8	4	117	
			%	41.03	23.93	24.79	6.84	3.42		0.39
	2AMDTW	Male	NO.	16	31	46	4	0	97	
			%	16.49	31.96	47.42	4.12	0		
		Female	NO.	3	2	2	0	0	7	
			%	42.86	28.57	28.57	0	0		
		Persons	NO.	19	33	48	4	0	104	
			%	18.27	31.73	46.15	3.85	0		0.35
	2BMDTM	Male	NO.	15	10	22	8	1	56	
			%	26.79	17.86	39.29	14.29	1.79		
		Female	NO.	0	0	0	0	0	0	
			%	0	0	0	0	0		
		Persons	NO.	15	10	22	8	1	56	
			%	26.79	17.86	39.29	14.29	1.79		0.19
2BMDTT	Male	NO.	1	0	1	0	0	2		
		%	50	0	50	0	0			
	Female	NO.	47	28	28	8	3	114		
		%	41.23	24.56	24.56	7.02	2.63			
	Persons	NO.	48	28	29	8	3	116		
		%	41.38	24.14	25	6.9	2.59		0.39	
2BMDTW	Male	NO.	18	32	41	7	0	98		
		%	18.37	32.65	41.84	7.14	0			
	Female	NO.	3	3	1	0	0	7		
		%	42.86	42.86	14.29	0	0			
	Persons	NO.	21	35	42	7	0	105		



# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
2BMDTW		%	20	33.33	40	6.67	0	0.35
3AMDTM	Male	NO.	4	7	2	1	0	14
		%	28.57	50	14.29	7.14	0	
	Female	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	
	Persons	NO.	5	7	2	1	0	15
		%	33.33	46.67	13.33	6.67	0	0.05
3AMDTT	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	32	25	16	2	0	75
		%	42.67	33.33	21.33	2.67	0	
	Persons	NO.	32	25	16	2	0	75
		%	42.67	33.33	21.33	2.67	0	0.25
3AMDTW	Male	NO.	14	40	36	4	2	96
		%	14.58	41.67	37.5	4.17	2.08	
	Female	NO.	0	2	1	1	0	4
		%	0	50	25	25	0	
	Persons	NO.	14	42	37	5	2	100
		%	14	42	37	5	2	0.34
3BMDTM	Male	NO.	4	7	2	1	0	14
		%	28.57	50	14.29	7.14	0	
	Female	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	
	Persons	NO.	5	7	2	1	0	15
		%	33.33	46.67	13.33	6.67	0	0.05
3BMDTT	Male	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Female	NO.	32	24	16	2	0	74
		%	43.24	32.43	21.62	2.7	0	
	Persons	NO.	32	24	16	2	0	74
		%	43.24	32.43	21.62	2.7	0	0.25
3BMDTW	Male	NO.	14	38	37	5	2	96
		%	14.58	39.58	38.54	5.21	2.08	
	Female	NO.	0	2	1	1	0	4

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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								
3BMDTW								
		%	0	50	25	25	0	
	Persons	NO.	14	40	38	6	2	100
		%	14	40	38	6	2	0.34
PAMDTW								
	Male	NO.	13	0	0	0	0	13
		%	100	0	0	0	0	
	Female	NO.	5	0	0	0	0	5
		%	100	0	0	0	0	
	Persons	NO.	18	0	0	0	0	18
		%	100	0	0	0	0	0.06
PBMDTT								
	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
		%	100	0	0	0	0	0.01
PBMDTW								
	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
Primary Industries: VET Industry Specific								
1CVPIA								
	Male	NO.	0	0	5	0	0	5
		%	0	0	100	0	0	
	Female	NO.	0	0	4	0	0	4
		%	0	0	100	0	0	
	Persons	NO.	0	0	9	0	0	9
		%	0	0	100	0	0	0.03
1DVPIA								
	Male	NO.	0	0	5	0	0	5
		%	0	0	100	0	0	
	Female	NO.	0	0	4	0	0	4
		%	0	0	100	0	0	
	Persons	NO.	0	0	9	0	0	9
		%	0	0	100	0	0	0.03

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
Primary Industries: VET Industry Specific									
2AVPIA									
	Male	NO.	0	0	5	0	0	5	
		%	0	0	100	0	0		
	Female	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		
	Persons	NO.	0	0	9	0	0	9	
		%	0	0	100	0	0		0.03
2BVPIA									
	Male	NO.	0	0	5	0	0	5	
		%	0	0	100	0	0		
	Female	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		
	Persons	NO.	0	0	9	0	0	9	
		%	0	0	100	0	0		0.03
Tourism: VET Industry Specific									
1CVTOU									
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Persons	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		0.01
1DVTOU									
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Persons	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		0.01
2AVTOU									
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Persons	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		0.01
2BVTOU									
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 Tourism: VET Industry Specific 2BVTOU	Persons	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		0.01
Workplace Learning 1AWPL	Male	NO.	49	93	101	12	25	280	
		%	17.5	33.21	36.07	4.29	8.93		
	Female	NO.	111	74	52	9	9	255	
		%	43.53	29.02	20.39	3.53	3.53		
	Persons	NO.	160	167	153	21	34	535	
		%	29.91	31.21	28.6	3.93	6.36		1.8
1BWPL	Male	NO.	69	104	107	14	22	316	
		%	21.84	32.91	33.86	4.43	6.96		
	Female	NO.	129	65	47	4	12	257	
		%	50.19	25.29	18.29	1.56	4.67		
	Persons	NO.	198	169	154	18	34	573	
		%	34.55	29.49	26.88	3.14	5.93		1.93
1CWPL	Male	NO.	183	271	316	33	67	870	
		%	21.03	31.15	36.32	3.79	7.7		
	Female	NO.	380	295	176	25	40	916	
		%	41.48	32.21	19.21	2.73	4.37		
	Persons	NO.	563	566	492	58	107	1786	
		%	31.52	31.69	27.55	3.25	5.99		6.03
1DWPL	Male	NO.	165	232	339	31	77	844	
		%	19.55	27.49	40.17	3.67	9.12		
	Female	NO.	391	271	170	17	33	882	
		%	44.33	30.73	19.27	1.93	3.74		
	Persons	NO.	556	503	509	48	110	1726	
		%	32.21	29.14	29.49	2.78	6.37		5.82
The Arts Dance 1ADAN	Male	NO.	3	7	18	4	3	35	
		%	8.57	20	51.43	11.43	8.57		
	Female	NO.	65	109	107	20	14	315	
		%	20.63	34.6	33.97	6.35	4.44		
	Persons	NO.	68	116	125	24	17	350	

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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									
1ADAN									
		%	19.43	33.14	35.71	6.86	4.86		1.18
1BDAN	Male	NO.	3	6	19	4	2	34	
		%	8.82	17.65	55.88	11.76	5.88		
	Female	NO.	85	94	94	21	11	305	
		%	27.87	30.82	30.82	6.89	3.61		
	Persons	NO.	88	100	113	25	13	339	
		%	25.96	29.5	33.33	7.37	3.83		1.14
2ADAN	Male	NO.	2	5	6	5	1	19	
		%	10.53	26.32	31.58	26.32	5.26		
	Female	NO.	45	68	80	26	11	230	
		%	19.57	29.57	34.78	11.3	4.78		
	Persons	NO.	47	73	86	31	12	249	
		%	18.88	29.32	34.54	12.45	4.82		0.84
2BDAN	Male	NO.	2	5	7	2	0	16	
		%	12.5	31.25	43.75	12.5	0		
	Female	NO.	32	57	63	16	5	173	
		%	18.5	32.95	36.42	9.25	2.89		
	Persons	NO.	34	62	70	18	5	189	
		%	17.99	32.8	37.04	9.52	2.65		0.64
3ADAN	Male	NO.	1	0	5	0	1	7	
		%	14.29	0	71.43	0	14.29		
	Female	NO.	67	92	60	4	1	224	
		%	29.91	41.07	26.79	1.79	0.45		
	Persons	NO.	68	92	65	4	2	231	
		%	29.44	39.83	28.14	1.73	0.87		0.78
3BDAN	Male	NO.	1	0	5	0	0	6	
		%	16.67	0	83.33	0	0		
	Female	NO.	68	84	62	6	1	221	
		%	30.77	38.01	28.05	2.71	0.45		
	Persons	NO.	69	84	67	6	1	227	
		%	30.4	37	29.52	2.64	0.44		0.77
Drama									
1ADRA	Male	NO.	15	47	65	19	12	158	
		%	9.49	29.75	41.14	12.03	7.59		

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 1ADRA  1BDRA  2ADRA  2BDRA  3ADRA  3BDRA	Female	NO.	32	71	77	22	9	211	
		%	15.17	33.65	36.49	10.43	4.27		
	Persons	NO.	47	118	142	41	21	369	1.24
		%	12.74	31.98	38.48	11.11	5.69		
	Male	NO.	20	51	65	15	11	162	
		%	12.35	31.48	40.12	9.26	6.79		
	Female	NO.	39	69	81	7	11	207	
		%	18.84	33.33	39.13	3.38	5.31		
	Persons	NO.	59	120	146	22	22	369	1.24
		%	15.99	32.52	39.57	5.96	5.96		
	Male	NO.	6	9	19	6	1	41	
		%	14.63	21.95	46.34	14.63	2.44		
	Female	NO.	7	26	31	11	3	78	
		%	8.97	33.33	39.74	14.1	3.85		
	Persons	NO.	13	35	50	17	4	119	0.4
		%	10.92	29.41	42.02	14.29	3.36		
	Male	NO.	2	4	11	7	2	26	
		%	7.69	15.38	42.31	26.92	7.69		
	Female	NO.	5	16	24	6	5	56	
		%	8.93	28.57	42.86	10.71	8.93		
	Persons	NO.	7	20	35	13	7	82	0.28
		%	8.54	24.39	42.68	15.85	8.54		
	Male	NO.	54	91	113	24	3	285	
		%	18.95	31.93	39.65	8.42	1.05		
Female	NO.	188	263	225	28	3	707		
	%	26.59	37.2	31.82	3.96	0.42			
Persons	NO.	242	354	338	52	6	992	3.35	
	%	24.4	35.69	34.07	5.24	0.6			
Male	NO.	52	91	113	19	4	279		
	%	18.64	32.62	40.5	6.81	1.43			
Female	NO.	186	277	207	25	3	698		
	%	26.65	39.68	29.66	3.58	0.43			
Persons	NO.	238	368	320	44	7	977	3.3	
	%	24.36	37.67	32.75	4.5	0.72			

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	Male	NO.	26	41	39	13	0	119	
			%	21.85	34.45	32.77	10.92	0		
		Female	NO.	24	43	25	8	3	103	
			%	23.3	41.75	24.27	7.77	2.91		
		Persons	NO.	50	84	64	21	3	222	
			%	22.52	37.84	28.83	9.46	1.35	0.75	
	1BMPA	Male	NO.	12	30	28	11	2	83	
			%	14.46	36.14	33.73	13.25	2.41		
		Female	NO.	19	24	23	4	8	78	
			%	24.36	30.77	29.49	5.13	10.26		
		Persons	NO.	31	54	51	15	10	161	
			%	19.25	33.54	31.68	9.32	6.21	0.54	
	1CMPA	Male	NO.	34	85	134	33	24	310	
			%	10.97	27.42	43.23	10.65	7.74		
		Female	NO.	29	81	79	24	22	235	
			%	12.34	34.47	33.62	10.21	9.36		
		Persons	NO.	63	166	213	57	46	545	
			%	11.56	30.46	39.08	10.46	8.44	1.84	
	1DMPA	Male	NO.	35	91	140	22	7	295	
			%	11.86	30.85	47.46	7.46	2.37		
		Female	NO.	46	77	75	9	11	218	
			%	21.1	35.32	34.4	4.13	5.05		
		Persons	NO.	81	168	215	31	18	513	
			%	15.79	32.75	41.91	6.04	3.51	1.73	
2AMPA	Male	NO.	12	25	51	14	6	108		
		%	11.11	23.15	47.22	12.96	5.56			
	Female	NO.	26	52	53	8	2	141		
		%	18.44	36.88	37.59	5.67	1.42			
	Persons	NO.	38	77	104	22	8	249		
		%	15.26	30.92	41.77	8.84	3.21	0.84		
2BMPA	Male	NO.	5	18	36	10	6	75		
		%	6.67	24	48	13.33	8			
	Female	NO.	19	47	43	7	3	119		
		%	15.97	39.5	36.13	5.88	2.52			
	Persons	NO.	24	65	79	17	9	194		
		%								

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 2BMPA 3AMPA 3BMPA Music 1AMUS 1BMUS 1CMUS 1DMUS		%	12.37	33.51	40.72	8.76	4.64		0.65
		NO.	51	107	167	23	8	356	
	Male	%	14.33	30.06	46.91	6.46	2.25		
		NO.	123	250	228	20	3	624	
	Female	%	19.71	40.06	36.54	3.21	0.48		
		NO.	174	357	395	43	11	980	
	Persons	%	17.76	36.43	40.31	4.39	1.12		3.31
		NO.	49	109	161	24	6	349	
	Male	%	14.04	31.23	46.13	6.88	1.72		
		NO.	121	253	220	19	3	616	
	Female	%	19.64	41.07	35.71	3.08	0.49		
		NO.	170	362	381	43	9	965	
	Persons	%	17.62	37.51	39.48	4.46	0.93		3.26
		NO.	13	15	10	4	3	45	
	Male	%	28.89	33.33	22.22	8.89	6.67		
		NO.	9	9	11	3	0	32	
	Female	%	28.12	28.12	34.38	9.38	0		
		NO.	22	24	21	7	3	77	
Persons	%	28.57	31.17	27.27	9.09	3.9		0.26	
	NO.	8	11	10	1	2	32		
Male	%	25	34.38	31.25	3.12	6.25			
	NO.	9	9	11	3	0	32		
Female	%	28.12	28.12	34.38	9.38	0			
	NO.	17	20	21	4	2	64		
Persons	%	26.56	31.25	32.81	6.25	3.12		0.22	
	NO.	34	79	65	12	7	197		
Male	%	17.26	40.1	32.99	6.09	3.55			
	NO.	29	50	55	7	2	143		
Female	%	20.28	34.97	38.46	4.9	1.4			
	NO.	63	129	120	19	9	340		
Persons	%	18.53	37.94	35.29	5.59	2.65		1.15	
	NO.	40	72	66	8	3	189		
Male	%	21.16	38.1	34.92	4.23	1.59			



# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 1DMUS  2AMUSC  2AMUSW  2BMUSC  2BMUSW  3AMUSC	Female	NO.	27	57	51	4	1	140	
		%	19.29	40.71	36.43	2.86	0.71		
	Persons	NO.	67	129	117	12	4	329	1.11
		%	20.36	39.21	35.56	3.65	1.22		
	Male	NO.	2	3	4	1	0	10	
		%	20	30	40	10	0		
	Female	NO.	3	4	2	1	0	10	
		%	30	40	20	10	0		
	Persons	NO.	5	7	6	2	0	20	0.07
		%	25	35	30	10	0		
	Male	NO.	2	1	4	1	0	8	
		%	25	12.5	50	12.5	0		
	Female	NO.	2	2	3	0	0	7	
		%	28.57	28.57	42.86	0	0		
	Persons	NO.	4	3	7	1	0	15	0.05
		%	26.67	20	46.67	6.67	0		
	Male	NO.	1	2	5	1	0	9	
		%	11.11	22.22	55.56	11.11	0		
	Female	NO.	2	3	3	1	0	9	
		%	22.22	33.33	33.33	11.11	0		
	Persons	NO.	3	5	8	2	0	18	0.06
		%	16.67	27.78	44.44	11.11	0		
	Male	NO.	2	0	4	2	0	8	
		%	25	0	50	25	0		
Female	NO.	2	1	3	1	0	7		
	%	28.57	14.29	42.86	14.29	0			
Persons	NO.	4	1	7	3	0	15	0.05	
	%	26.67	6.67	46.67	20	0			
Male	NO.	5	13	13	2	2	35		
	%	14.29	37.14	37.14	5.71	5.71			
Female	NO.	6	12	12	2	0	32		
	%	18.75	37.5	37.5	6.25	0			
Persons	NO.	11	25	25	4	2	67	0.23	
	%	16.42	37.31	37.31	5.97	2.99			

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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 3AMUSJ  3AMUSW  3BMUSC  3BMUSJ  3BMUSW  PAMUS	Male	NO.	8	7	8	0	0	23		
		%	34.78	30.43	34.78	0	0			
	Female	NO.	3	4	4	1	0	12		
		%	25	33.33	33.33	8.33	0			
	Persons	NO.	11	11	12	1	0	35		
		%	31.43	31.43	34.29	2.86	0		0.12	
	3AMUSW	Male	NO.	53	51	33	9	1	147	
			%	36.05	34.69	22.45	6.12	0.68		
		Female	NO.	60	69	62	6	2	199	
			%	30.15	34.67	31.16	3.02	1.01		
		Persons	NO.	113	120	95	15	3	346	
			%	32.66	34.68	27.46	4.34	0.87		1.17
	3BMUSC	Male	NO.	4	13	12	3	1	33	
			%	12.12	39.39	36.36	9.09	3.03		
		Female	NO.	6	12	11	2	0	31	
			%	19.35	38.71	35.48	6.45	0		
		Persons	NO.	10	25	23	5	1	64	
			%	15.62	39.06	35.94	7.81	1.56		0.22
	3BMUSJ	Male	NO.	8	7	8	0	0	23	
			%	34.78	30.43	34.78	0	0		
		Female	NO.	3	3	4	2	0	12	
			%	25	25	33.33	16.67	0		
		Persons	NO.	11	10	12	2	0	35	
			%	31.43	28.57	34.29	5.71	0		0.12
3BMUSW	Male	NO.	54	53	27	8	2	144		
		%	37.5	36.81	18.75	5.56	1.39			
	Female	NO.	60	70	60	6	1	197		
		%	30.46	35.53	30.46	3.05	0.51			
	Persons	NO.	114	123	87	14	3	341		
		%	33.43	36.07	25.51	4.11	0.88		1.15	
PAMUS	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			

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	PAMUS	%	100	0	0	0	0	0.03		
			PBMUS								
		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	Male	NO.	8	24	72	18	14	136	
				%	5.88	17.65	52.94	13.24	10.29		
			Female	NO.	40	65	73	21	13	212	
				%	18.87	30.66	34.43	9.91	6.13		
Persons			NO.	48	89	145	39	27	348		
			%	13.79	25.57	41.67	11.21	7.76		1.17	
1BVAR		Male	NO.	8	26	69	14	9	126		
			%	6.35	20.63	54.76	11.11	7.14			
		Female	NO.	35	69	76	21	9	210		
			%	16.67	32.86	36.19	10	4.29			
		Persons	NO.	43	95	145	35	18	336		
			%	12.8	28.27	43.15	10.42	5.36		1.13	
1CVAR	Male	NO.	40	99	219	50	34	442			
		%	9.05	22.4	49.55	11.31	7.69				
	Female	NO.	199	351	348	68	32	998			
		%	19.94	35.17	34.87	6.81	3.21				
	Persons	NO.	239	450	567	118	66	1440			
		%	16.6	31.25	39.38	8.19	4.58		4.86		
1DVAR	Male	NO.	47	125	201	33	20	426			
		%	11.03	29.34	47.18	7.75	4.69				
	Female	NO.	199	370	327	43	14	953			
		%	20.88	38.82	34.31	4.51	1.47				
	Persons	NO.	246	495	528	76	34	1379			
		%	17.84	35.9	38.29	5.51	2.47		4.65		
2AVAR	Male	NO.	2	2	16	12	4	36			
		%	5.56	5.56	44.44	33.33	11.11				

# School Curriculum and Standards Authority

Table 3.2 Number and percentage of Year 12 students awarded grades for course units by sex, 2011 (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	Female	NO.	16	54	58	14	8	150	
		%	10.67	36	38.67	9.33	5.33		
	Persons	NO.	18	56	74	26	12	186	
		%	9.68	30.11	39.78	13.98	6.45		
	Male	NO.	2	6	15	7	5	35	
		%	5.71	17.14	42.86	20	14.29		
	Female	NO.	15	51	63	12	7	148	
		%	10.14	34.46	42.57	8.11	4.73		
	Persons	NO.	17	57	78	19	12	183	
		%	9.29	31.15	42.62	10.38	6.56		
	Male	NO.	31	59	89	10	4	193	
		%	16.06	30.57	46.11	5.18	2.07		
	Female	NO.	140	313	305	26	10	794	
		%	17.63	39.42	38.41	3.27	1.26		
	Persons	NO.	171	372	394	36	14	987	
		%	17.33	37.69	39.92	3.65	1.42		
	Male	NO.	33	59	79	10	3	184	
		%	17.93	32.07	42.93	5.43	1.63		
	Female	NO.	146	316	296	17	5	780	
		%	18.72	40.51	37.95	2.18	0.64		
	Persons	NO.	179	375	375	27	8	964	
		%	18.57	38.9	38.9	2.8	0.83		
	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		
	%	100	0	0	0	0		0.02	
Male	NO.	1	0	0	0	0	1		
	%	100	0	0	0	0			
Female	NO.	2	0	0	0	0	2		
	%	100	0	0	0	0			
Persons	NO.	3	0	0	0	0	3		
	%	100	0	0	0	0		0.01	

# School Curriculum and Standards Authority

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2008-2011

Subject/course	Number of candidates sitting in the examinations								
	2008	2009	2010	2011					
				Male		Female		Persons	% Change *
				No.	%	No.	%		
Accounting	1444	1313	-	-	-	-	-	-	-
Accounting and Finance Stage 2	-	-	81	38	51	36	49	74	-9.5
Accounting and Finance Stage 3	-	-	1393	647	47	719	53	1366	-1.9
Ancient History	191	159	-	-	-	-	-	-	-
Ancient History Stage 2	-	-	4	0	0	4	100	4	0
Ancient History Stage 3	-	-	146	113	56	87	44	200	37
Animal Production Systems Stage 2	-	-	32	11	50	11	50	22	-31.2
Animal Production Systems Stage 3	-	-	26	11	30	26	70	37	42.3
Applicable Mathematics	3997	3975	-	-	-	-	-	-	-
Applied Information Technology	930	-	-	-	-	-	-	-	-
Applied Information Technology Stage 2	-	816	704	290	60	196	40	486	-31
Applied Information Technology Stage 3	-	598	558	377	59	264	41	641	14.9
Arabic (CCAFL)	14	-	-	-	-	-	-	-	-
Arabic Stage 3	-	17	2	1	9	10	91	11	450
Art	791	838	-	-	-	-	-	-	-
Aviation	53	-	-	-	-	-	-	-	-
Aviation Stage 2	-	1	4	-	-	-	-	-	-
Aviation Stage 3	-	72	79	38	90	4	10	42	-46.8
Biological Sciences Stage 2	-	-	37	8	38	13	62	21	-43.2
Biological Sciences Stage 3	-	-	1579	516	32	1090	68	1606	1.7
Biology	1403	1609	-	-	-	-	-	-	-
Business Management and Enterprise Stage 2	-	-	385	151	47	167	53	318	-17.4
Business Management and Enterprise Stage 3	-	-	148	118	52	108	48	226	52.7
Calculus	1764	1794	-	-	-	-	-	-	-
Career and Enterprise Stage 2	-	609	447	89	39	138	61	227	-49.2
Career and Enterprise Stage 3	-	102	115	77	41	112	59	189	64.3
Chemistry	3851	3914	-	-	-	-	-	-	-
Chemistry Stage 2	-	-	130	32	52	29	48	61	-53.1
Chemistry Stage 3	-	-	4509	2492	52	2261	48	4753	5.4
Children, Family and the Community Stage 2	-	-	339	1	0	291	100	292	-13.9
Children, Family and the Community Stage 3	-	-	-	0	0	12	100	12	-
Chinese: Advanced	39	-	-	-	-	-	-	-	-
Chinese: Background Speakers Stage 3	-	42	49	17	28	43	72	60	22.4
Chinese: Second Language	17	-	-	-	-	-	-	-	-
Chinese: Second Language Stage 2	-	3	-	1	100	0	0	1	-
Chinese: Second Language Stage 3	-	16	35	19	41	27	59	46	31.4
Computer Science Stage 2	-	168	129	65	60	43	40	108	-16.3
Computer Science Stage 3	-	416	363	292	86	49	14	341	-6.1
Dance Stage 2	-	300	202	12	8	139	92	151	-25.2
Dance Stage 3	-	150	158	6	3	210	97	216	36.7

\* Percentage change between 2010 and 2011

# School Curriculum and Standards Authority

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2008-2011

Subject/course	Number of candidates sitting in the examinations								
	2008	2009	2010	2011					
				Male		Female		Persons	% Change *
				No.	%	No.	%		
Design Stage 2	-	-	394	127	43	169	57	296	-24.9
Design Stage 3	-	-	198	214	52	194	48	408	106.1
Discrete Mathematics	6750	7315	-	-	-	-	-	-	-
Drama Stage 2	-	282	201	13	29	32	71	45	-77.6
Drama Stage 3	-	791	893	266	28	673	72	939	5.2
Drama Studies	844	-	-	-	-	-	-	-	-
Earth and Environmental Science	105	-	-	-	-	-	-	-	-
Earth and Environmental Science Stage 2	-	41	53	18	47	20	53	38	-28.3
Earth and Environmental Science Stage 3	-	136	215	88	59	62	41	150	-30.2
Economics	2084	1973	-	-	-	-	-	-	-
Economics Stage 2	-	-	80	32	64	18	36	50	-37.5
Economics Stage 3	-	-	1988	1093	53	952	47	2045	2.9
Engineering Studies Stage 2	49	121	84	85	99	1	1	86	2.4
Engineering Studies Stage 3	136	147	150	134	98	3	2	137	-8.7
English	9015	-	-	-	-	-	-	-	-
English as an Additional Language or Dialect	949	-	-	-	-	-	-	-	-
English as an Additional Language or Dialect Stage 2	-	359	305	128	51	121	49	249	-18.36
English as an Additional Language or Dialect Stage 3	-	763	901	455	43	592	57	1047	16.2
English Literature	1557	1562	-	-	-	-	-	-	-
English Stage 2	-	4141	3277	1481	55	1229	45	2710	-17.3
English Stage 3	-	6886	8466	3935	44	5007	56	8942	5.6
Food Science and Technology Stage 2	-	-	398	58	19	248	81	306	-23.1
Food Science and Technology Stage 3	-	-	29	13	19	54	81	67	131
French	324	350	-	-	-	-	-	-	-
French Stage 2	-	-	9	1	14	6	86	7	-22.2
French Stage 3	-	-	382	107	27	294	73	401	5
Geography	2198	2249	-	-	-	-	-	-	-
Geography Stage 2	-	-	264	32	46	38	54	70	-73.5
Geography Stage 3	-	-	1709	933	48	1016	52	1949	14
German	86	78	-	-	-	-	-	-	-
German Stage 2	-	-	-	4	100	0	0	4	-
German Stage 3	-	-	86	55	62	33	38	88	2.3
Health Studies Stage 2	-	-	158	33	28	85	72	118	-25.3
Health Studies Stage 3	-	-	67	15	14	92	86	107	59.7
Hebrew (CCAFL)	4	-	-	-	-	-	-	-	-
Hebrew Stage 3	-	2	5	2	100	0	0	2	-60
History	2536	2533	-	-	-	-	-	-	-
Human Biological Science Stage 2	-	-	426	77	26	220	74	297	-30.3
Human Biological Science Stage 3	-	-	3955	1369	32	2882	68	4251	7.5
Human Biology	4229	4076	-	-	-	-	-	-	-

\* Percentage change between 2010 and 2011

# School Curriculum and Standards Authority

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2008-2011

Subject/course	Number of candidates sitting in the examinations								
	2008	2009	2010	2011					
				Male		Female		Persons	% Change *
				No.	%	No.	%		
Indonesian Background Speakers Stage 3	-	-	6	-	-	-	-	-	-
Indonesian: Advanced	19	-	-	-	-	-	-	-	-
Indonesian: Background Speakers Stage 3	-	10	-	4	44	5	56	9	-
Indonesian: Second Language	64	50	-	-	-	-	-	-	-
Indonesian: Second Language Stage 2	-	-	15	2	67	1	33	3	-80
Indonesian: Second Language Stage 3	-	-	45	25	39	39	61	64	42.2
Information Systems	572	-	-	-	-	-	-	-	-
Integrated Science Stage 2	-	-	96	37	45	45	55	82	-14.6
Integrated Science Stage 3	-	-	117	47	44	61	56	108	-7.7
Italian	179	-	-	-	-	-	-	-	-
Italian Stage 2	-	16	15	4	17	19	83	23	53.3
Italian Stage 3	-	177	207	60	24	195	76	255	23.2
Japanese: Advanced	3	-	-	-	-	-	-	-	-
Japanese: Background Speakers Stage 3	-	2	7	2	67	1	33	3	-57.1
Japanese: Second Language	192	189	-	-	-	-	-	-	-
Japanese: Second Language Stage 2	-	-	24	8	40	12	60	20	-16.7
Japanese: Second Language Stage 3	-	-	185	70	31	159	69	229	23.8
Literature Stage 2	-	-	15	1	7	14	93	15	0
Literature Stage 3	-	-	1554	577	33	1173	67	1750	12.6
Malay: Advanced	20	-	-	-	-	-	-	-	-
Malay: Background Speakers Stage 3	-	3	1	-	-	-	-	-	-
Marine and Maritime Studies Stage 3	-	-	-	8	29	20	71	28	-
Marine and Maritime Technology Stage 2	-	16	47	-	-	-	-	-	-
Marine and Maritime Technology Stage 3	-	28	29	-	-	-	-	-	-
Materials Design and Technology Stage 2	-	363	277	98	49	102	51	200	-27.8
Materials Design and Technology Stage 3	-	86	132	105	59	74	41	179	35.6
Mathematics Stage 2AB	-	-	584	266	46	308	54	574	-1.7
Mathematics Stage 2CD	-	-	5094	1884	41	2680	59	4564	-10.4
Mathematics Stage 3AB	-	-	3856	2205	48	2423	52	4628	20
Mathematics Stage 3CD	-	-	3570	2066	59	1422	41	3488	-2.3
Mathematics: Specialist Stage 3AB	-	-	98	57	62	35	38	92	-6.1
Mathematics: Specialist Stage 3CD	-	-	1611	972	70	424	30	1396	-13.3
Media Production and Analysis	1061	-	-	-	-	-	-	-	-
Media Production and Analysis Stage 2	-	392	271	67	38	109	62	176	-35.1
Media Production and Analysis Stage 3	-	855	948	340	36	609	64	949	0.1
Modern Greek (SSABSA)	11	-	-	-	-	-	-	-	-
Modern Greek Stage 3	-	5	4	2	67	1	33	3	-25
Modern History Stage 2	-	-	58	12	57	9	43	21	-63.8
Modern History Stage 3	-	-	2492	912	34	1789	66	2701	8.4
Music	354	324	-	-	-	-	-	-	-
Music Stage 2	-	-	66	16	52	15	48	31	-53
Music Stage 3	-	-	432	200	45	241	55	441	2.1
Outdoor Education Stage 2	-	277	262	111	58	79	42	190	-27.5
Outdoor Education Stage 3	-	185	155	96	51	92	49	188	21.3

\* Percentage change between 2010 and 2011

# School Curriculum and Standards Authority

Table 4.1 Number of candidates sitting the tertiary entrance examination/WACE examination in each subject/course, 2008-2011

Subject/course	Number of candidates sitting in the examinations								
	2008	2009	2010	2011					
				Male		Female		Persons	% Change *
				No.	%	No.	%		
Persian: Background Speakers Stage 3	-	-	-	0	0	1	100	1	-
Philosophy and Ethics Stage 2	-	21	15	3	100	0	0	3	-80
Philosophy and Ethics Stage 3	-	71	129	62	48	68	52	130	0.8
Physical Education Studies	1641	-	-	-	-	-	-	-	-
Physical Education Studies Stage 2	-	1032	824	300	58	216	42	516	-37.4
Physical Education Studies Stage 3	-	1160	1433	984	57	742	43	1726	20.4
Physical Science	319	343	-	-	-	-	-	-	-
Physics	3243	3288	-	-	-	-	-	-	-
Physics Stage 2	-	-	81	26	70	11	30	37	-54.3
Physics Stage 3	-	-	3535	2474	70	1077	30	3551	0.5
Plant Production Systems Stage 2	-	-	28	10	50	10	50	20	-28.6
Plant Production Systems Stage 3	-	-	20	10	40	15	60	25	25
Polish Stage 3	-	-	8	0	0	5	100	5	-37.5
Political and Legal Studies	824	827	-	-	-	-	-	-	-
Politics and Law Stage 2	-	-	63	10	27	27	73	37	-41.3
Politics and Law Stage 3	-	-	801	307	34	583	66	890	11.1
Psychology Stage 2	-	93	191	38	20	155	80	193	1
Psychology Stage 3	-	173	425	150	24	475	76	625	47.1
Religion and Life Stage 2	-	-	827	110	47	122	53	232	-71.9
Religion and Life Stage 3	-	-	907	591	37	992	63	1583	74.5
Russian Stage 3	-	2	1	1	50	1	50	2	100
Serbian Stage 3	-	1	2	-	-	-	-	-	-
Spanish Stage 3	-	3	2	1	25	3	75	4	100
Turkish Stage 3	-	3	-	-	-	-	-	-	-
Vietnamese Stage 3	-	-	-	2	40	3	60	5	-
Visual Arts Stage 2	-	-	309	23	17	116	83	139	-55
Visual Arts Stage 3	-	-	883	177	19	751	81	928	5.1
Total number of students who sat at least one examination	11855	14614	15608	7175	46	8380	54	15555	-0.3

\* Percentage change between 2010 and 2011



# School Curriculum and Standards Authority

Table 4.2 Candidates in each TEE subject/WACE examination course, shown as percentage of total candidature\*, 2007-2011

Subject/course	Subject/course candidature as a percentage of the total candidature				
	2007	2008	2009	2010	2011
Accounting	13	12	9	-	-
Accounting and Finance Stage 2	-	-	-	0.52	0.48
Accounting and Finance Stage 3	-	-	-	9	9
Ancient History	2	2	1	-	-
Ancient History Stage 2	-	-	-	0.03	0.03
Ancient History Stage 3	-	-	-	0.94	1
Animal Production Systems Stage 2	-	-	-	0.21	0.14
Animal Production Systems Stage 3	-	-	-	0.17	0.24
Applicable Mathematics	34	34	27	-	-
Applied Information Technology	8	8	-	-	-
Applied Information Technology Stage 2	-	-	6	5	3
Applied Information Technology Stage 3	-	-	4	4	4
Arabic (CCAFL)	0.12	0.12	-	-	-
Arabic Stage 3	-	-	0.12	0.01	0.07
Art	7	7	6	-	-
Aviation	0.39	0.45	-	-	-
Aviation Stage 2	-	-	0.01	0.03	-
Aviation Stage 3	-	-	0.49	0.51	0.27
Biological Sciences Stage 2	-	-	-	0.24	0.14
Biological Sciences Stage 3	-	-	-	10	10
Biology	14	12	11	-	-
Business Management and Enterprise Stage 2	-	-	-	2	2
Business Management and Enterprise Stage 3	-	-	-	0.9	1
Calculus	13	15	12	-	-
Career and Enterprise Stage 2	-	-	4	3	1
Career and Enterprise Stage 3	-	-	0.7	0.74	1
Chemistry	31	32	27	-	-
Chemistry Stage 2	-	-	-	0.83	0.39
Chemistry Stage 3	-	-	-	29	31
Children, Family and the Community Stage 2	-	-	-	2	2
Children, Family and the Community Stage 3	-	-	-	-	0.08
Chinese: Advanced	0.33	0.33	-	-	-
Chinese: Background Speakers Stage 3	-	-	0.29	0.31	0.39
Chinese: Second Language	0.26	0.14	-	-	-
Chinese: Second Language Stage 2	-	-	0.02	-	0.01
Chinese: Second Language Stage 3	-	-	0.11	0.22	0.3
Computer Science Stage 2	-	-	1	0.83	0.69
Computer Science Stage 3	-	-	3	2	2
Dance Stage 2	-	-	2	1	0.97
Dance Stage 3	-	-	1	1	1
Design Stage 2	-	-	-	3	2
Design Stage 3	-	-	-	1	3
Discrete Mathematics	59	57	50	-	-
Drama Stage 2	-	-	2	1	0.29
Drama Stage 3	-	-	5	6	6
Drama Studies	7	7	-	-	-
Earth and Environmental Science	-	1	-	-	-
Earth and Environmental Science Stage 2	-	-	0.28	0.34	0.24
Earth and Environmental Science Stage 3	-	-	0.93	1	0.96

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

# School Curriculum and Standards Authority

Table 4.2 Candidates in each TEE subject/WACE examination course, shown as percentage of total candidature\*, 2007-2011, cont

Subject/course	Subject/course candidature as a percentage of the total candidature				
	2007	2008	2009	2010	2011
Economics	22	18	14	-	-
Economics Stage 2	-	-	-	0.51	0.32
Economics Stage 3	-	-	-	13	13
Engineering Studies	1	2	-	-	-
Engineering Studies Stage 2	-	-	0.83	0.54	0.55
Engineering Studies Stage 3	-	-	1	0.96	0.88
English	77	76	-	-	-
English a Second Language	6	-	-	-	-
English as an Additional Language or Dialect	-	8	-	-	-
English as an Additional Language or Dialect Stage 2	-	-	2	2	2
English as an Additional Language or Dialect Stage 3	-	-	5	6	7
English Literature	14	13	11	-	-
English Stage 2	-	-	28	21	17
English Stage 3	-	-	47	54	57
Food Science and Technology Stage 2	-	-	-	3	2
Food Science and Technology Stage 3	-	-	-	0.19	0.43
French	3	3	2	-	-
French Stage 2	-	-	-	0.06	0.05
French Stage 3	-	-	-	2	3
Geography	25	19	15	-	-
Geography Stage 2	-	-	-	2	0.45
Geography Stage 3	-	-	-	11	13
Geology	0.42	-	-	-	-
German	1	1	0.53	-	-
German Stage 2	-	-	-	-	0.03
German Stage 3	-	-	-	0.55	0.57
Health Studies Stage 2	-	-	-	1	0.76
Health Studies Stage 3	-	-	-	0.43	0.69
Hebrew (CCAFL)	0.03	0.03	-	-	-
Hebrew Stage 3	-	-	0.01	0.03	0.01
History	23	21	17	-	-
Human Biological Science Stage 2	-	-	-	3	2
Human Biological Science Stage 3	-	-	-	25	27
Human Biology	37	36	28	-	-
Indonesian Background Speakers Stage 3	-	-	-	0.04	-
Indonesian: Advanced	0.39	0.16	-	-	-
Indonesian: Background Speakers Stage 3	-	-	0.07	-	0.06
Indonesian: Second Language	1	1	0.34	-	-
Indonesian: Second Language Stage 2	-	-	-	0.1	0.02
Indonesian: Second Language Stage 3	-	-	-	0.29	0.41
Information Systems	5	5	-	-	-
Integrated Science Stage 2	-	-	-	0.62	0.53
Integrated Science Stage 3	-	-	-	0.75	0.69
Italian	2	2	-	-	-
Italian Stage 2	-	-	0.11	0.1	0.15
Italian Stage 3	-	-	1	1	2

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

# School Curriculum and Standards Authority

Table 4.2 Candidates in each TEE subject/WACE examination course, shown as percentage of total candidature\*, 2007-2011, cont

Subject/course	Subject/course candidature as a percentage of the total candidature				
	2007	2008	2009	2010	2011
Japanese: Advanced	0.04	0.03	-	-	-
Japanese: Background Speakers Stage 3	-	-	0.01	0.04	0.02
Japanese: Second Language	2	2	1	-	-
Japanese: Second Language Stage 2	-	-	-	0.15	0.13
Japanese: Second Language Stage 3	-	-	-	1	1
Literature Stage 2	-	-	-	0.1	0.1
Literature Stage 3	-	-	-	10	11
Malay: Advanced	0.45	0.17	-	-	-
Malay: Background Speakers Stage 3	-	-	0.02	0.01	-
Marine and Maritime Studies Stage 3	-	-	-	-	0.18
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	1
Materials Design and Technology Stage 3	-	-	0.59	0.85	1
Mathematics Stage 2AB	-	-	-	4	4
Mathematics Stage 2CD	-	-	-	33	29
Mathematics Stage 3AB	-	-	-	25	30
Mathematics Stage 3CD	-	-	-	23	22
Mathematics: Specialist Stage 3	-	-	-	10	-
Mathematics: Specialist Stage 3AB	-	-	-	-	0.59
Mathematics: Specialist Stage 3CD	-	-	-	-	9
Media Production and Analysis	8	9	-	-	-
Media Production and Analysis Stage 2	-	-	3	2	1
Media Production and Analysis Stage 3	-	-	6	6	6
Modern Greek (SSABSA)	0.09	0.09	-	-	-
Modern Greek Stage 3	-	-	0.03	0.03	0.02
Modern History Stage 2	-	-	-	0.37	0.14
Modern History Stage 3	-	-	-	16	17
Music	3	3	2	-	-
Music Stage 2	-	-	-	0.42	0.2
Music Stage 3	-	-	-	3	3
Outdoor Education Stage 2	-	-	2	2	1
Outdoor Education Stage 3	-	-	1	0.99	1
Persian: Background Speakers Stage 3	-	-	-	-	0.01
Philosophy and Ethics Stage 2	-	-	0.14	0.1	0.02
Philosophy and Ethics Stage 3	-	-	0.49	0.83	0.84
Physical Education Studies	-	14	-	-	-
Physical Education Studies Stage 2	-	-	7	5	3
Physical Education Studies Stage 3	-	-	8	9	11
Physical Science	3	3	2	-	-
Physics	26	27	22	-	-
Physics Stage 2	-	-	-	0.52	0.24
Physics Stage 3	-	-	-	23	23
Plant Production Systems Stage 2	-	-	-	0.18	0.13
Plant Production Systems Stage 3	-	-	-	0.13	0.16
Polish Stage 3	-	-	-	0.05	0.03
Political and Legal Studies	-	7	6	-	-
Politics and Law Stage 2	-	-	-	0.4	0.24
Politics and Law Stage 3	-	-	-	5	6

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

## School Curriculum and Standards Authority

Table 4.2 Candidates in each TEE subject/WACE examination course, shown as percentage of total candidature\*, 2007-2011, cont

Subject/course	Subject/course candidature as a percentage of the total candidature				
	2007	2008	2009	2010	2011
Psychology Stage 2	-	-	0.64	1	1
Psychology Stage 3	-	-	1	3	4
Religion and Life Stage 2	-	-	-	5	1
Religion and Life Stage 3	-	-	-	6	10
Russian Stage 3	-	-	0.01	0.01	0.01
Serbian Stage 3	-	-	0.01	0.01	-
Spanish Stage 3	-	-	0.02	0.01	0.03
Turkish Stage 3	-	-	0.02	-	-
Vietnamese Stage 3	-	-	-	-	0.03
Visual Arts Stage 2	-	-	-	2	0.89
Visual Arts Stage 3	-	-	-	6	6
Total Candidature	11756	11855	14614	15608	15555

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

## School Curriculum and Standards Authority

Table 4.3 Total number and percentage of full-time and part-time enrolments in tertiary admission/entrance subjects/WACE examination course, 1985-2011

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	22732
2011	21632	94.0	1381	6.0	23013

\* 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 2011 figures are higher than expected.

# School Curriculum and Standards Authority

Table 4.4 Age of enrolled students in WACE course examinations by enrolment type and sex, 2011

Age as at 31 December 2011	Full-time *			Part-time			Total (both full-time and part-time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Under 16	5	3	8	3	1	4	8	4	12
16+ -17**	62	69	131	6	6	12	68	75	143
17+ -18	8506	9750	18256	426	358	784	8932	10108	19040
18+ -19	1456	1293	2749	127	87	214	1583	1380	2963
19+ -20	195	201	396	40	30	70	235	231	466
20+ -21	41	21	62	35	25	60	76	46	122
21+ -22	6	5	11	26	20	46	32	25	57
22+ -23	4	3	7	15	6	21	19	9	28
23+ -24	5	3	8	12	13	25	17	16	33
24+ -25	2	0	2	4	3	7	6	3	9
25+ -30	1	1	2	18	10	28	19	11	30
30+ -35	0	0	0	9	9	18	9	9	18
35+ -40	0	0	0	6	1	7	6	1	7
40+ -45	0	0	0	5	5	10	5	5	10
45+ -50	0	0	0	4	6	10	4	6	10
50+ -55	0	0	0	2	15	17	2	15	17
55+ -60	0	0	0	9	17	26	9	17	26
60+ -65	0	0	0	5	6	11	5	6	11
65+ -70	0	0	0	2	5	7	2	5	7
70+ -75	0	0	0	1	1	2	1	1	2
<b>Total***</b>	10283	11349	21632	755	624	1379	11038	11973	23011

\* Full-time students are classified as those who studied eight 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 2011.

\*\*\* In 2011, Year 12 students who were enrolled in at least one pair of Stage 2 or Stage 3 units in 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.

# School Curriculum and Standards Authority

Table 4.5 Private candidature and absent private candidature in WACE course examinations, 2010-2011

Course	2010			2011		
	Enrolled	Absent	% of absentees*	Enrolled	Absent	% of absentees*
Accounting and Finance Stage 3	-	-	-	1	0	0
Ancient History Stage 2	1	0	0	-	-	-
Ancient History Stage 3	1	1	100	1	0	0
Applied Information Technology Stage 3	3	0	0	5	0	0
Aviation Stage 2	1	0	0	-	-	-
Biological Sciences Stage 3	-	-	-	3	0	0
Business Management and Enterprise Stage 3	-	-	-	1	0	0
Career and Enterprise Stage 2	1	0	0	1	0	0
Chemistry Stage 2	1	1	100	-	-	-
Chemistry Stage 3	4	1	25	5	2	40
Children, Family and the Community Stage 2	-	-	-	2	0	0
Chinese: Background Speakers Stage 3	11	0	0	6	0	0
Chinese: Second Language Stage 2	-	-	-	1	0	0
Chinese: Second Language Stage 3	9	0	0	7	0	0
Computer Science Stage 3	2	0	0	1	0	0
Dance Stage 3	3	0	0	-	-	-
Design Stage 3	2	0	0	3	0	0
Earth and Environmental Science Stage 3	1	0	0	-	-	-
Engineering Studies Stage 2	1	1	100	-	-	-
Engineering Studies Stage 3	-	-	-	1	0	0
English as an Additional Language or Dialect Stage 3	12	0	0	16	1	6.2
English Stage 2	3	0	0	4	0	0
English Stage 3	184	8	4.3	264	9	3.4
Food Science and Technology Stage 2	2	0	0	-	-	-
French Stage 3	6	1	16.7	10	1	10
Geography Stage 3	-	-	-	1	0	0
German Stage 2	-	-	-	1	0	0
German Stage 3	11	1	9.1	14	0	0
Human Biological Science Stage 3	1	0	0	1	1	100
Indonesian Background Speakers Stage 3	3	0	0	-	-	-
Indonesian: Background Speakers Stage 3	-	-	-	2	0	0
Integrated Science Stage 2	1	0	0	1	0	0
Italian Stage 3	5	0	0	2	0	0
Japanese: Background Speakers Stage 3	-	-	-	1	0	0
Japanese: Second Language Stage 2	1	0	0	1	0	0
Japanese: Second Language Stage 3	6	0	0	-	-	-
Literature Stage 3	2	1	50	1	0	0
Malay: Background Speakers Stage 3	2	1	50	-	-	-
Materials Design and Technology Stage 2	-	-	-	1	0	0
Materials Design and Technology Stage 3	1	0	0	2	0	0
Mathematics Stage 2AB	-	-	-	2	0	0
Mathematics Stage 2CD	5	0	0	4	1	25
Mathematics Stage 3AB	3	0	0	4	1	25

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

# School Curriculum and Standards Authority

Table 4.5 Private candidature and absent private candidature in WACE course examinations, 2010-2011

Course	2010			2011		
	Enrolled	Absent	% of absentees*	Enrolled	Absent	% of absentees*
Mathematics Stage 3CD	3	1	33.3	3	0	0
Mathematics: Specialist Stage 3AB	3	0	0	2	0	0
Mathematics: Specialist Stage 3CD	3	1	33.3	5	1	20
Media Production and Analysis Stage 2	-	-	-	1	0	0
Modern History Stage 3	2	1	50	1	0	0
Music Stage 3	-	-	-	1	0	0
Outdoor Education Stage 3	1	0	0	-	-	-
Persian: Background Speakers Stage 3	-	-	-	1	0	0
Philosophy and Ethics Stage 3	1	0	0	2	0	0
Physical Education Studies Stage 3	2	0	0	1	0	0
Physics Stage 3	2	1	50	4	2	50
Politics and Law Stage 3	1	1	100	-	-	-
Religion and Life Stage 2	6	0	0	1	0	0
Religion and Life Stage 3	4	0	0	11	5	45.5
Russian Stage 3	1	0	0	2	0	0
Serbian Stage 3	2	0	0	-	-	-
Spanish Stage 3	2	0	0	4	0	0
Vietnamese Stage 3	-	-	-	5	0	0
Visual Arts Stage 3	1	0	0	-	-	-

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



## School Curriculum and Standards Authority

Table 4.6 Number and percentage\* of background candidates in TEE subject/WACE course examinations, 2007-2011

Subject/course	2007		2008		2009		2010		2011	
	No.	%	No.	%	No.	%	No.	%	No.	%
Arabic (CCAFL)	11	78.6	10	66.7	-	-	-	-	-	-
Arabic Stage3	-	-	-	-	-	-	1	25.00	-	-
French	12	3	18	5.4	29	8.1	-	-	-	-
French Stage2	-	-	-	-	-	-	2	0.25	-	-
French Stage3	-	-	-	-	-	-	39	4.94	24	2.92
German	27	29	17	18.1	5	6.2	-	-	-	-
German Stage3	-	-	-	-	-	-	15	8.62	9	4.89
Italian	4	1.4	7	3.8	-	-	-	-	-	-
Italian Stage3	-	-	-	-	5	1.28	9	2.03	9	1.61
Modern Greek (SSABSA)	2	16.7	1	8.3	-	-	-	-	-	-
Modern Greek Stage3	-	-	-	-	-	-	1	12.50	-	-
Polish Stage3	-	-	-	-	-	-	3	18.75	-	-
Spanish Stage3	-	-	-	-	-	-	1	25.00	-	-

\*Background candidates as a percentage of enrolments in each subject/stage of course.

## School Curriculum and Standards Authority

Table 4.7 Number and percentage\* of candidates sitting for a specific number of TEE Subject/WACE course examinations, 2008-2011

Number of examinations sat for	2008		2009		2010		2011			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	379	3.2	1579	10.8	1053	6.7	510	449	959	6.2
2	278	2.3	786	5.4	737	4.7	366	333	699	4.5
3	216	1.8	464	3.2	617	4	261	310	571	3.7
4	3820	32.2	3843	26.3	3365	21.6	1415	1813	3228	20.8
5	6002	50.6	6878	47.1	7912	50.7	3731	4541	8272	53.2
6	1130	9.5	1041	7	1860	11.9	861	885	1746	11.2
7 or more	30	0.3	23	0.2	64	0.4	31	49	80	0.5
Total	11855	100	14614	100	15608	100	7175	8380	15555	100

\* Persons in each year who sat for 1,2,3 etc TEE subject/WACE course examinations as a percentage of the total.

# School Curriculum and Standards Authority

Table 4.8 Enrolments, absentees and candidates exempted from sitting examination in each WACE course examination, 2011

Course	Number of candidates				Absentees as a percentage of enrolments
	Exempted from sitting examination	Enrolled*	Sat	Absent**	
Accounting and Finance Stage 2	18	76	74	2	2.6
Accounting and Finance Stage 3	17	1379	1366	13	0.9
Ancient History Stage 2	0	4	4	0	0
Ancient History Stage 3	1	203	200	3	1.5
Animal Production Systems Stage 2	19	22	22	0	0
Animal Production Systems Stage 3	9	37	37	0	0
Applied Information Technology Stage 2	73	494	486	8	1.6
Applied Information Technology Stage 3	37	650	641	9	1.4
Arabic Stage 3	0	11	11	0	0
Aviation Stage 3	2	42	42	0	0
Biological Sciences Stage 2	11	23	21	2	8.7
Biological Sciences Stage 3	21	1617	1606	11	0.7
Business Management and Enterprise Stage 2	41	327	318	9	2.8
Business Management and Enterprise Stage 3	3	232	226	6	2.6
Career and Enterprise Stage 2	172	248	227	21	8.5
Career and Enterprise Stage 3	1	190	189	1	0.5
Chemistry Stage 2	1	65	61	4	6.2
Chemistry Stage 3	8	4797	4753	44	0.9
Children, Family and the Community Stage 2	71	303	292	11	3.6
Children, Family and the Community Stage 3	0	12	12	0	0
Chinese: Background Speakers Stage 3	0	60	60	0	0
Chinese: Second Language Stage 2	0	1	1	0	0
Chinese: Second Language Stage 3	0	46	46	0	0
Computer Science Stage 2	3	112	108	4	3.6
Computer Science Stage 3	14	355	341	14	3.9
Dance Stage 2	49	159	151	8	5.0
Dance Stage 3	11	217	216	1	0.5
Design Stage 2	39	298	296	2	0.7
Design Stage 3	20	415	408	7	1.7
Drama Stage 2	25	56	45	11	19.6
Drama Stage 3	29	957	939	18	1.9
Earth and Environmental Science Stage 2	14	38	38	0	0
Earth and Environmental Science Stage 3	2	153	150	3	2.0
Economics Stage 2	5	52	50	2	3.8
Economics Stage 3	9	2061	2045	16	0.8
Engineering Studies Stage 2	34	91	86	5	5.5
Engineering Studies Stage 3	1	138	137	1	0.7
English as an Additional Language or Dialect Stage 2	11	257	249	8	3.1
English as an Additional Language or Dialect Stage 3	10	1054	1047	7	0.7
English Stage 2	900	2809	2710	99	3.5

\* 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.

# School Curriculum and Standards Authority

Table 4.8 Enrolments, absentees and candidates exempted from sitting examination in each WACE course examination, 2011

Course	Number of candidates				Absentees as a percentage of enrolments
	Exempted from sitting examination	Enrolled*	Sat	Absent**	
English Stage 3	94	9052	8942	110	1.2
Food Science and Technology Stage 2	60	318	306	12	3.8
Food Science and Technology Stage 3	1	67	67	0	0
French Stage 2	1	7	7	0	0
French Stage 3	2	404	401	3	0.7
Geography Stage 2	9	73	70	3	4.1
Geography Stage 3	27	1966	1949	17	0.9
German Stage 2	0	4	4	0	0
German Stage 3	0	88	88	0	0
Health Studies Stage 2	13	127	118	9	7.1
Health Studies Stage 3	1	108	107	1	0.9
Hebrew Stage 3	0	2	2	0	0
Human Biological Science Stage 2	68	313	297	16	5.1
Human Biological Science Stage 3	49	4303	4251	52	1.2
Indonesian: Background Speakers Stage 3	0	9	9	0	0
Indonesian: Second Language Stage 2	1	3	3	0	0
Indonesian: Second Language Stage 3	0	65	64	1	1.5
Integrated Science Stage 2	19	84	82	2	2.4
Integrated Science Stage 3	0	109	108	1	0.9
Italian Stage 2	5	23	23	0	0
Italian Stage 3	5	257	255	2	0.8
Japanese: Background Speakers Stage 3	0	3	3	0	0
Japanese: Second Language Stage 2	2	22	20	2	9.1
Japanese: Second Language Stage 3	2	232	229	3	1.3
Literature Stage 2	0	15	15	0	0
Literature Stage 3	4	1758	1750	8	0.5
Marine and Maritime Studies Stage 3	6	28	28	0	0
Materials Design and Technology Stage 2	64	200	200	0	0
Materials Design and Technology Stage 3	13	180	179	1	0.6
Mathematics Stage 2	813	5364	5138	226	4.2
Mathematics Stage 3	65	8190	8116	74	0.9
Mathematics: Specialist Stage 3	3	1505	1488	17	1.1
Media Production and Analysis Stage 2	15	182	176	6	3.3
Media Production and Analysis Stage 3	12	955	949	6	0.6
Modern Greek Stage 3	0	3	3	0	0
Modern History Stage 2	16	22	21	1	4.5
Modern History Stage 3	26	2737	2701	36	1.3
Music Stage 2	1	32	31	1	3.1
Music Stage 3	4	442	441	1	0.2
Outdoor Education Stage 2	69	201	190	11	5.5

\* 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.

# School Curriculum and Standards Authority

Table 4.8 Enrolments, absentees and candidates exempted from sitting examination in each WACE course examination, 2011

Course	Number of candidates				Absentees as a percentage of enrolments
	Exempted from sitting examination	Enrolled*	Sat	Absent**	
Outdoor Education Stage 3	2	189	188	1	0.5
Persian: Background Speakers Stage 3	0	1	1	0	0
Philosophy and Ethics Stage 2	0	4	3	1	25.0
Philosophy and Ethics Stage 3	1	133	130	3	2.3
Physical Education Studies Stage 2	142	524	516	8	1.5
Physical Education Studies Stage 3	26	1732	1726	6	0.3
Physics Stage 2	2	39	37	2	5.1
Physics Stage 3	15	3581	3551	30	0.8
Plant Production Systems Stage 2	27	20	20	0	0
Plant Production Systems Stage 3	9	25	25	0	0
Polish Stage 3	0	5	5	0	0
Politics and Law Stage 2	9	37	37	0	0
Politics and Law Stage 3	5	907	890	17	1.9
Psychology Stage 2	30	195	193	2	1.0
Psychology Stage 3	5	642	625	17	2.6
Religion and Life Stage 2	17	237	232	5	2.1
Religion and Life Stage 3	18	1599	1583	16	1.0
Russian Stage 3	0	2	2	0	0
Spanish Stage 3	0	4	4	0	0
Vietnamese Stage 3	0	5	5	0	0
Visual Arts Stage 2	40	142	139	3	2.1
Visual Arts Stage 3	30	936	928	8	0.9

\* 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.

# School Curriculum and Standards Authority

Table 4.9 Number of anomalous performers\* identified in each WACE course examination, 2010-2011

Course	2010		2011	
	No.	Anomalous performers as a percentage of those who sat the subject/course	No.	Anomalous performers as a percentage of those who sat the subject/course
Accounting and Finance Stage2	0	0	2	2.7
Accounting and Finance Stage3	11	0.79	9	0.66
Ancient History Stage2	0	0	0	0
Ancient History Stage3	2	1.37	3	1.5
Animal Production Systems Stage2	1	3.12	0	0
Animal Production Systems Stage3	2	7.69	0	0
Applied Information Technology Stage2	34	4.83	18	3.7
Applied Information Technology Stage3	39	6.99	29	4.52
Arabic Stage3	0	0	0	0
Aviation Stage2	0	0	-	-
Aviation Stage3	1	1.27	7	16.67
Biological Sciences Stage2	1	2.7	0	0
Biological Sciences Stage3	18	1.14	18	1.12
Business Management and Enterprise Stage2	10	2.6	11	3.46
Business Management and Enterprise Stage3	6	4.05	1	0.44
Career and Enterprise Stage2	19	4.25	18	7.93
Career and Enterprise Stage3	5	4.35	6	3.17
Chemistry Stage 2	0	0	1	1.64
Chemistry Stage 3	24	0.53	19	0.4
Children, Family and the Community Stage2	13	3.83	8	2.74
Children, Family and the Community Stage3	-	-	2	16.67
Chinese: Background Speakers Stage3	0	0	0	0
Chinese: Second Language Stage2	-	-	0	0
Chinese: Second Language Stage3	0	0	2	4.35
Computer Science Stage2	1	0.78	0	0
Computer Science Stage3	4	1.1	2	0.59
Dance Stage2	11	5.45	8	5.3
Dance Stage3	7	4.43	8	3.7
Design Stage2	31	7.87	29	9.8
Design Stage3	6	3.03	38	9.31
Drama Stage2	16	7.96	3	6.67
Drama Stage3	26	2.91	68	7.24
Earth and Environmental Science Stage2	3	5.66	1	2.63
Earth and Environmental Science Stage3	4	1.86	4	2.67
Economics Stage2	2	2.5	0	0
Economics Stage3	19	0.96	20	0.98
Engineering Studies Stage2	4	4.76	2	2.33
Engineering Studies Stage3	7	4.67	6	4.38
English as an Additional Language or Dialect	14	4.59	23	9.24
English as an Additional Language or Dialect	36	4	109	10.41
English Stage2	175	5.34	117	4.32
English Stage3	475	5.6	382	4.27
Food Science and Technology Stage2	12	3.02	6	1.96
Food Science and Technology Stage3	1	3.45	0	0

\* 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.

# School Curriculum and Standards Authority

Table 4.9 Number of anomalous performers\* identified in each WACE course examination, 2010-2011, cont

Course	2010		2011	
	No.	Anomalous performers as a percentage of those who sat the subject/course	No.	Anomalous performers as a percentage of those who sat the subject/course
French Stage2	0	0	0	0
French Stage3	6	1.57	20	4.99
Geography Stage2	0	0	0	0
Geography Stage3	36	2.11	39	2
German Stage2	-	-	0	0
German Stage3	2	2.33	2	2.27
Health Studies Stage2	10	6.33	2	1.69
Health Studies Stage3	2	2.99	3	2.8
Hebrew Stage3	0	0	0	0
Human Biological Science Stage2	4	0.94	2	0.67
Human Biological Science Stage3	31	0.78	42	0.99
Indonesian Background Speakers Stage3	0	0	-	-
Indonesian: Background Speakers Stage3	-	-	0	0
Indonesian: Second Language Stage2	0	0	0	0
Indonesian: Second Language Stage3	1	2.22	3	4.69
Integrated Science Stage2	1	1.04	0	0
Integrated Science Stage3	2	1.71	2	1.85
Italian Stage2	1	6.67	1	4.35
Italian Stage3	3	1.45	8	3.14
Japanese: Background Speakers Stage3	0	0	0	0
Japanese: Second Language Stage2	0	0	0	0
Japanese: Second Language Stage3	1	0.54	3	1.31
Literature Stage2	0	0	2	13.33
Literature Stage3	92	5.92	92	5.26
Malay: Background Speakers Stage3	0	0	-	-
Marine and Maritime Studies Stage3	-	-	0	0
Marine and Maritime Technology Stage2	4	8.51	-	-
Marine and Maritime Technology Stage3	2	6.9	-	-
Materials Design and Technology Stage2	6	2.17	13	6.5
Materials Design and Technology Stage3	7	5.3	9	5.03
Mathematics Stage2AB	24	4.11	18	3.14
Mathematics Stage2CD	85	1.67	70	1.53
Mathematics Stage3AB	48	1.24	35	0.76
Mathematics Stage3CD	19	0.53	17	0.49
Mathematics: Specialist Stage3AB	0	0	0	0
Mathematics: Specialist Stage3CD	5	0.33	5	0.36
Media Production and Analysis Stage2	20	7.38	15	8.52
Media Production and Analysis Stage3	29	3.06	65	6.85
Modern Greek Stage3	0	0	0	0
Modern History Stage2	0	0	1	4.76
Modern History Stage3	76	3.05	82	3.04
Music Stage2	4	6.06	1	3.23
Music Stage3	10	2.31	12	2.72

\* 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.

## School Curriculum and Standards Authority

Table 4.9 Number of anomalous performers\* identified in each WACE course examination, 2010-2011, cont

Course	2010		2011	
	No.	Anomalous performers as a percentage of those who sat the subject/course	No.	Anomalous performers as a percentage of those who sat the subject/course
Outdoor Education Stage2	11	4.2	5	2.63
Outdoor Education Stage3	11	7.1	8	4.26
Persian: Background Speakers Stage3	-	-	0	0
Philosophy and Ethics Stage2	1	6.67	0	0
Philosophy and Ethics Stage3	5	3.88	2	1.54
Physical Education Studies Stage2	61	7.4	36	6.98
Physical Education Studies Stage3	73	5.09	170	9.85
Physics Stage2	0	0	0	0
Physics Stage3	21	0.59	21	0.59
Psychology Stage3	9	2.12	8	1.28
Religion and Life Stage2	51	6.17	10	4.31
Religion and Life Stage3	56	6.17	85	5.37
Russian Stage3	0	0	0	0
Serbian Stage3	0	0	-	-
Spanish Stage3	0	0	0	0
Vietnamese Stage3	-	-	0	0
Visual Arts Stage2	14	4.53	14	10.07
Visual Arts Stage3	44	4.98	78	8.41

\* 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.

# School Curriculum and Standards Authority

Table 4.10 Course absentee and anomalous performer rate in relation to date of examination, 2011

Course	Date of examination	Absentees as a percentage of enrolments	Anomalous performers as a percentage of those who sat
Indonesian: Background Speakers Stage 3	October 18	0	11.11
Japanese: Background Speakers Stage 3	October 18	0	0
Arabic Stage 3	October 24	0	0
Hebrew Stage 3	October 24	0	0
Persian: Background Speakers Stage 3	October 24	0	0
Polish Stage 3	October 24	0	0
Russian Stage 3	October 24	0	0
Chinese: Background Speakers Stage 3	October 27	0	0
Modern Greek Stage 3	October 31	0	0
Modern History Stage 2	October 31	4.55	4.76
Modern History Stage 3	October 31	1.32	3.04
Physics Stage 2	October 31	7.5	0
Physics Stage 3	October 31	1	0.59
Plant Production Systems Stage 2	October 31	0	5
Plant Production Systems Stage 3	October 31	0	8
Human Biological Science Stage 2	November 01	5.41	0.67
Human Biological Science Stage 3	November 01	1.3	0.99
Biological Sciences Stage 2	November 01	8.7	0
Biological Sciences Stage 3	November 01	0.86	1.12
Children, Family and the Community Stage 2	November 02	3.63	2.74
Children, Family and the Community Stage 3	November 02	0	16.67
Mathematics: Specialist Stage 3AB	November 02	3.16	0
Mathematics: Specialist Stage 3CD	November 02	1.06	0.36
Animal Production Systems Stage 2	November 02	0	0
Animal Production Systems Stage 3	November 02	0	0
Applied Information Technology Stage 2	November 02	1.62	3.7
Applied Information Technology Stage 3	November 02	1.38	4.52
Spanish Stage 3	November 03	0	0
English Stage 2	November 03	3.63	4.32
English Stage 3	November 03	1.29	4.27
English as an Additional Language or Dialect Stage 2	November 03	4.28	0.41
English as an Additional Language or Dialect Stage 3	November 03	1.51	3.06
Economics Stage 2	November 04	3.85	0
Economics Stage 3	November 04	1.02	0.98
Physical Education Studies Stage 2	November 04	2.67	1.37
Physical Education Studies Stage 3	November 04	0.87	3.44
Health Studies Stage 2	November 07	7.81	1.69
Health Studies Stage 3	November 07	0.93	2.8
Religion and Life Stage 2	November 07	2.11	4.31
Religion and Life Stage 3	November 07	1	5.37
Media Production and Analysis Stage 2	November 07	7.1	4.12
Media Production and Analysis Stage 3	November 07	1.88	2.99
Mathematics Stage 2AB	November 08	11.69	3.14
Mathematics Stage 2CD	November 08	3.41	1.53
Mathematics Stage 3AB	November 08	0.98	0.76



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Table 4.10 Course absentee and anomalous performer rate in relation to date of examination, 2011

Course	Date of examination	Absentees as a percentage of enrolments	Anomalous performers as a percentage of those who sat
Mathematics Stage 3CD	November 08	0.99	0.49
Chinese: Second Language Stage 2	November 08	0	0
Chinese: Second Language Stage 3	November 08	0	0
Chemistry Stage 2	November 09	10.29	1.64
Chemistry Stage 3	November 09	1	0.4
Japanese: Second Language Stage 2	November 09	13.64	0
Japanese: Second Language Stage 3	November 09	1.72	0
Materials Design and Technology Stage 2	November 09	0	4.5
Materials Design and Technology Stage 3	November 09	3.89	4.05
Geography Stage 2	November 10	4.11	0
Geography Stage 3	November 10	0.86	2
Marine and Maritime Studies Stage 3	November 10	0	0
Drama Stage 2	November 10	24.56	4.65
Drama Stage 3	November 10	2.51	4.29
Literature Stage 2	November 11	0	13.33
Literature Stage 3	November 11	0.46	5.26
Dance Stage 2	November 11	8.97	3.52
Dance Stage 3	November 11	0.92	2.33
German Stage 2	November 11	0	0
German Stage 3	November 11	0	0
Engineering Studies Stage 2	November 14	5.49	2.33
Engineering Studies Stage 3	November 14	0.72	4.38
Politics and Law Stage 2	November 14	0	2.7
Politics and Law Stage 3	November 14	1.87	1.24
Aviation Stage 3	November 14	0	9.52
Music Stage 2	November 14	3.12	0
Music Stage 3	November 14	0.68	0.68
Accounting and Finance Stage 2	November 15	2.63	2.7
Accounting and Finance Stage 3	November 15	0.94	0.66
Design Stage 2	November 15	1.68	4.44
Design Stage 3	November 15	2.88	4.95
Business Management and Enterprise Stage 2	November 16	2.75	3.46
Business Management and Enterprise Stage 3	November 16	2.59	0.44
Philosophy and Ethics Stage 2	November 16	25	0
Philosophy and Ethics Stage 3	November 16	2.26	1.54
Indonesian: Second Language Stage 2	November 16	0	0
Indonesian: Second Language Stage 3	November 16	1.54	3.12
Outdoor Education Stage 2	November 16	5.47	2.63
Outdoor Education Stage 3	November 16	0.53	4.26
Vietnamese Stage 3	November 17	0	0
Psychology Stage 2	November 17	1.03	3.63
Psychology Stage 3	November 17	2.65	1.28
Visual Arts Stage 2	November 17	5.63	6.72
Visual Arts Stage 3	November 17	2.35	4.59
Ancient History Stage 2	November 18	0	0

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Table 4.10 Course absentee and anomalous performer rate in relation to date of examination, 2011

Course	Date of examination	Absentees as a percentage of enrolments	Anomalous performers as a percentage of those who sat
Ancient History Stage 3	November 18	1.96	1.5
Career and Enterprise Stage 2	November 18	8.47	7.93
Career and Enterprise Stage 3	November 18	0.53	3.17
French Stage 2	November 18	0	0
French Stage 3	November 18	0.99	1
Computer Science Stage 2	November 21	3.57	0
Computer Science Stage 3	November 21	3.94	0.59
Earth and Environmental Science Stage 2	November 21	0	2.63
Earth and Environmental Science Stage 3	November 21	1.96	2.67
Italian Stage 2	November 21	0	4.35
Italian Stage 3	November 21	1.56	1.58
Integrated Science Stage 2	November 22	2.41	0
Integrated Science Stage 3	November 22	0.92	1.85
Food Science and Technology Stage 2	November 22	3.77	1.96
Food Science and Technology Stage 3	November 22	0	0

# School Curriculum and Standards Authority

Table 4.11 Summary statistics on WACE course examination papers\*, 2011

(For details relating to notes on this table, please refer to summary statistics on WACE course examination papers, 2011)

Subject/course	No of candidates**		Mean (%)		Range		Reliability				Concurrent validity	
							Multiple choice		Total examinations			
Accounting and Finance (Stage 2) ****	74	(81)	53.54	(53.89)	85	(87)	0.64	(0.61)	0.85	(0.79)	-	(0.92)
Accounting and Finance (Stage 3) ****	1366	(1386)	60.66	(49.81)	93	(88)	0.54	(0.54)	0.46	(0.52)	-	(0.92)
Ancient History (Stage 2) ****	4	(4)	36.75	(35.00)	21	(26)	-	-	0.96	(0.67)	-	(0.34)
Ancient History (Stage 3) ****	200	(146)	56.54	(57.38)	78	(73)	-	-	0.86	(0.86)	-	(0.90)
Animal Production Systems (Stage 2) ****	22	(32)	61.95	(53.88)	49	(62)	0.59	(0.20)	0.79	(0.75)	-	(0.88)
Animal Production Systems (Stage 3) ****	37	(26)	49.38	(45.58)	45	(69)	0.21	(0.04)	0.67	(0.80)	-	(0.74)
Applied Information Technology (Stage 2) ****	486	(704)	62.18	(48.33)	85	(79)	0.49	(0.54)	0.68	(0.73)	-	(0.76)
Applied Information Technology (Stage 3) ****	641	(558)	59.03	(49.20)	76	(79)	0.58	(0.48)	0.64	(0.71)	-	(0.70)
Arabic (Stage 3) ****	11	(2)	77.64	(78.50)	17	(26)	-	-	0.54	(0.93)	-	(1.00)
Aviation (Stage 2)	-	(4)	-	(41.75)	-	(31)	-	(0.38)	-	(0.62)	-	(0.84)
Aviation (Stage 3) ****	42	(79)	55.33	(52.68)	46	(74)	0.65	(0.66)	0.49	(0.61)	-	(0.90)
Biological Sciences (Stage 2) ****	21	(37)	64.67	(56.16)	35	(65)	0.58	(0.65)	0.54	(0.65)	-	(0.75)
Biological Sciences (Stage 3) ****	1606	(1579)	55.11	(48.90)	74	(69)	0.54	(0.51)	0.77	(0.78)	-	(0.89)
Business Management and Enterprise (Stage 2) ****	318	(385)	53.49	(52.57)	81	(83)	0.34	(0.52)	0.80	(0.81)	-	(0.79)
Business Management and Enterprise (Stage 3) ****	226	(141)	46.92	(53.67)	90	(92)	-	-	0.91	(0.96)	-	(0.84)
Career and Enterprise (Stage 2) ****	227	(447)	54.29	(54.85)	78	(95)	-	-	-	(0.92)	-	(0.71)
Career and Enterprise (Stage 3) ****	189	(115)	54.23	(53.43)	85	(76)	-	-	0.89	(0.74)	-	(0.78)
Chemistry (Stage 2) ****	61	(130)	43.92	(48.67)	77	(67)	0.74	(0.63)	0.88	(0.84)	-	(0.91)
Chemistry (Stage 3) ****	4753	(4509)	62.74	(63.61)	99	(93)	0.74	(0.73)	0.88	(0.88)	-	(0.93)
Children, Family and the Community (Stage 2) ****	292	(339)	62.46	(60.69)	79	(96)	0.38	(0.51)	0.31	(0.38)	-	(0.82)
Children, Family and the Community (Stage 3) ****	12	-	57.33	-	55	-	0.26	-	0.64	-	-	-
Chinese: Background Speakers (Stage 3) ****	60	(49)	53.85	(52.63)	55	(62)	-	-	0.62	(0.71)	-	(0.73)
Chinese: Second Language (Stage 2) ****	1	-	77.00	-	1	-	-	-	-	-	-	-
Chinese: Second Language (Stage 3) ****	46	(35)	76.87	(75.69)	65	(57)	-	-	0.89	(0.79)	-	(0.75)
Computer Science (Stage 2) ****	108	(129)	51.43	(55.13)	82	(91)	0.64	(0.69)	0.78	(0.87)	-	(0.88)
Computer Science (Stage 3) ****	341	(363)	53.98	(60.06)	89	(88)	-	-	0.87	(0.86)	-	(0.88)
Dance (Stage 2) ****	142	(193)	60.28	(55.01)	84	(82)	-	-	0.87	(0.85)	-	(0.89)
Dance (Stage 3) ****	215	(157)	59.87	(56.99)	78	(62)	-	-	0.88	(0.78)	-	(0.82)
Design (Stage 2) ****	293	(380)	66.66	(58.72)	78	(94)	-	-	0.69	(0.95)	-	(0.81)
Design (Stage 3) ****	404	(196)	63.90	(61.18)	96	(67)	-	-	0.71	(0.71)	-	(0.84)
Drama (Stage 2) ****	43	(199)	62.28	(61.02)	67	(89)	-	-	0.92	(0.98)	-	(0.85)
Drama (Stage 3) ****	933	(893)	61.97	(62.68)	78	(87)	-	-	0.89	(0.90)	-	(0.86)
Earth and Environmental Science (Stage 2) ****	38	(53)	64.29	(51.17)	49	(52)	0.48	(0.40)	0.68	(0.60)	-	(0.87)
Earth and Environmental Science (Stage 3) ****	150	(215)	61.53	(57.84)	83	(78)	0.42	(0.47)	0.71	(0.78)	-	(0.88)

\* 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 three specialised fields. These were not all 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.

(2010 statistics in parentheses)

# School Curriculum and Standards Authority

Table 4.11 Summary statistics on WACE course examination papers\*, 2011

(For details relating to notes on this table, please refer to summary statistics on WACE course examination papers, 2011)

Subject/course	No of candidates**		Mean (%)		Range		Reliability				Concurrent validity	
							Multiple choice		Total examinations			
Economics (Stage 2) ****	50	(80)	53.04	(55.81)	77	(87)	0.72	(0.73)	0.80	(0.83)	-	(0.93)
Economics (Stage 3) ****	2045	(1988)	55.48	(58.32)	91	(93)	0.69	(0.69)	0.86	(0.84)	-	(0.89)
Engineering Studies (Stage 2) ****	86	(84)	47.13	(39.36)	81	(86)	-	-	-	-	-	(0.78)
Engineering Studies (Stage 3) ****	137	(150)	67.62	(63.03)	66	(91)	-	-	-	-	-	(0.80)
English (Stage 2) ****	2710	(3277)	55.01	(55.89)	92	(97)	-	-	0.82	(0.79)	-	(0.72)
English (Stage 3) ****	8942	(8466)	58.77	(58.93)	100	(100)	-	-	0.73	(0.74)	-	(0.73)
English as an Additional Language or Dialect (Stage 2) ****	246	(298)	54.97	(56.98)	85	(84)	-	-	0.82	(0.87)	-	(0.85)
English as an Additional Language or Dialect (Stage 3) ****	1045	(899)	61.76	(60.17)	89	(71)	-	-	0.78	(0.80)	-	(0.75)
Food Science and Technology (Stage 2) ****	306	(398)	42.37	(44.38)	67	(74)	0.55	(0.68)	0.72	(0.78)	-	(0.81)
Food Science and Technology (Stage 3) ****	67	(29)	48.24	(47.34)	44	(48)	0.26	(0.27)	0.67	(0.49)	-	(0.66)
French (Stage 2) ****	7	(9)	58.71	(59.11)	50	(47)	-	-	0.94	(0.87)	-	(0.98)
French (Stage 3) ****	401	(382)	60.34	(61.38)	66	(79)	-	-	0.89	(0.90)	-	(0.93)
Geography (Stage 2) ****	70	(264)	53.27	(55.38)	65	(79)	0.39	(0.49)	0.90	(0.84)	-	(0.88)
Geography (Stage 3) ****	1949	(1709)	53.14	(56.02)	85	(86)	0.43	(0.50)	0.78	(0.82)	-	(0.85)
German (Stage 2) ****	4	-	56.75	-	45	-	-	-	0.94	-	-	-
German (Stage 3) ****	88	(86)	68.39	(70.62)	65	(69)	-	-	0.90	(0.94)	-	(0.87)
Health Studies (Stage 2) ****	118	(158)	64.96	(62.77)	67	(83)	0.48	(0.46)	0.74	(0.79)	-	(0.64)
Health Studies (Stage 3) ****	107	(67)	70.27	(69.70)	72	(89)	0.56	(0.54)	0.67	(0.81)	-	(0.80)
Hebrew (Stage 3) ****	2	(5)	85.00	(78.80)	15	(24)	-	-	0.75	(0.74)	-	(0.94)
Human Biological Science (Stage 2) ****	297	(426)	52.23	(49.37)	72	(80)	0.60	(0.69)	0.81	(0.85)	-	(0.91)
Human Biological Science (Stage 3) ****	4251	(3955)	54.88	(47.90)	90	(89)	0.61	(0.50)	0.84	(0.80)	-	(0.90)
Indonesian Background Speakers (Stage 3) ****	-	(6)	-	(43.00)	-	(27)	-	-	-	(0.37)	-	(0.74)
Indonesian: Background Speakers (Stage 3) ****	9	-	40.78	-	45	-	-	-	0.72	-	-	-
Indonesian: Second Language (Stage 2) ****	3	(15)	66.00	(56.80)	25	(55)	-	-	0.83	(0.86)	-	(0.95)
Indonesian: Second Language (Stage 3) ****	64	(45)	54.59	(60.71)	86	(80)	-	-	0.97	(0.95)	-	(0.94)
Integrated Science (Stage 2) ****	81	(96)	48.41	(45.36)	66	(68)	0.59	(0.57)	0.81	(0.71)	-	(0.84)
Integrated Science (Stage 3) ****	108	(117)	47.30	(50.72)	54	(70)	0.39	(0.25)	0.73	(0.76)	-	(0.82)
Italian (Stage 2) ****	23	(15)	49.22	(54.93)	66	(67)	-	-	0.96	(0.79)	-	(0.89)
Italian (Stage 3) ****	253	(207)	59.53	(63.84)	89	(77)	-	-	0.94	(0.82)	-	(0.92)
Japanese: Background Speakers (Stage 3) ****	3	(7)	54.67	(58.57)	7	(41)	-	-	-	(0.59)	-	(0.86)
Japanese: Second Language (Stage 2) ****	19	(24)	53.63	(52.75)	68	(52)	-	-	0.95	(0.82)	-	(0.83)
Japanese: Second Language (Stage 3) ****	228	(184)	57.94	(65.64)	89	(82)	-	-	0.93	(0.92)	-	(0.94)
Literature (Stage 2) ****	15	(15)	62.13	(50.13)	40	(55)	-	-	0.51	(0.65)	-	(0.95)
Literature (Stage 3) ****	1750	(1554)	64.19	(66.73)	90	(94)	-	-	0.61	(0.64)	-	(0.77)
Malay: Background Speakers (Stage 3)	-	(1)	-	(41.00)	-	(1)	-	-	-	-	-	-
Marine and Maritime Studies (Stage 3) ****	28	-	66.79	-	57	-	0.48	-	0.73	-	-	-
Marine and Maritime Technology (Stage 2)	-	(47)	-	(56.79)	-	(50)	-	(0.47)	-	(0.55)	-	(0.62)
Marine and Maritime Technology (Stage 3)	-	(29)	-	(55.55)	-	(50)	-	(0.43)	-	(0.76)	-	(0.77)

\* 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 three specialised fields. These were not all 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.

(2010 statistics in parentheses)

# School Curriculum and Standards Authority

Table 4.11 Summary statistics on WACE course examination papers\*, 2011

(For details relating to notes on this table, please refer to summary statistics on WACE course examination papers, 2011)

Subject/course	No of candidates**		Mean (%)		Range		Reliability				Concurrent validity	
							Multiple choice		Total examinations			
Materials Design and Technology (Stage 2) ****	200	(274)	59.16	(50.57)	79	(83)	-	-	-	-	-	(0.90)
Materials Design and Technology (Stage 3) ****	173	(126)	55.00	(58.77)	82	(57)	-	-	-	-	-	(0.88)
Mathematics (Stage 2) ****	5138	(5678)	49.99	(49.74)	96	(94)	-	-	-	-	-	(0.87)
Mathematics (Stage 3) ****	8116	(7419)	56.21	(52.86)	98	(101)	-	-	-	-	-	(0.90)
Mathematics: Specialist (Stage 3) ****	1488	(1604)	54.43	(55.14)	99	(96)	-	-	-	-	-	(0.92)
Media Production and Analysis (Stage 2) ****	170	(256)	60.22	(50.55)	72	(70)	-	-	0.06	(0.82)	-	(0.87)
Media Production and Analysis (Stage 3) ****	938	(938)	58.30	(55.96)	87	(90)	-	-	-	(0.71)	-	(0.83)
Modern Greek (Stage 3) ****	3	(4)	77.33	(62.75)	41	(15)	-	-	0.67	-	-	(0.94)
Modern History (Stage 2) ****	21	(58)	53.48	(53.59)	79	(78)	-	-	0.97	(0.98)	-	(0.89)
Modern History (Stage 3) ****	2701	(2492)	56.86	(56.09)	97	(92)	-	-	0.92	(0.91)	-	(0.82)
Music (Stage 2) ****	31	(63)	46.42	(50.13)	64	(66)	-	-	0.70	(0.61)	-	(0.77)
Music (Stage 3) ****	440	(430)	55.80	(59.28)	80	(72)	-	-	0.30	(0.01)	-	(0.89)
Outdoor Education (Stage 2) ****	190	(262)	47.08	(47.49)	80	(73)	0.48	(0.34)	0.79	(0.74)	-	(0.78)
Outdoor Education (Stage 3) ****	188	(155)	48.07	(52.21)	66	(72)	0.28	(0.32)	0.69	(0.63)	-	(0.69)
Persian: Background Speakers (Stage 3) ****	1	-	98.00	-	1	-	-	-	-	-	-	-
Philosophy and Ethics (Stage 2) ****	3	(15)	53.00	(69.53)	22	(37)	-	-	-	(0.80)	-	(0.61)
Philosophy and Ethics (Stage 3) ****	130	(129)	64.47	(57.59)	70	(77)	-	-	0.84	(0.79)	-	(0.85)
Physical Education Studies (Stage 2) ****	510	(812)	47.67	(48.15)	81	(75)	0.54	(0.57)	0.29	(0.66)	-	(0.80)
Physical Education Studies (Stage 3) ****	1717	(1427)	50.03	(52.01)	76	(64)	0.41	(0.15)	0.43	(0.77)	-	(0.78)
Physics (Stage 2) ****	37	(81)	59.49	(52.59)	68	(73)	-	-	0.82	(0.82)	-	(0.91)
Physics (Stage 3) ****	3551	(3535)	53.50	(57.95)	96	(97)	-	-	0.86	(0.82)	-	(0.92)
Plant Production Systems (Stage 2) ****	20	(28)	64.70	(43.36)	56	(55)	0.38	(-0.33)	0.55	(0.71)	-	(0.78)
Plant Production Systems (Stage 3) ****	25	(20)	39.72	(42.70)	40	(27)	0.41	(-0.14)	0.68	(0.56)	-	(0.74)
Polish (Stage 3) ****	5	(8)	84.40	(84.75)	15	(25)	-	-	0.42	(0.81)	-	(0.97)
Politics and Law (Stage 2) ****	37	(63)	49.22	(44.73)	71	(82)	-	-	0.89	(0.94)	-	(0.89)
Politics and Law (Stage 3) ****	890	(801)	45.94	(50.73)	97	(93)	-	-	0.92	(0.94)	-	(0.89)
Psychology (Stage 2) ****	193	(191)	56.87	(45.21)	83	(77)	-	-	0.77	(0.73)	-	(0.78)
Psychology (Stage 3) ****	625	(425)	57.15	(48.60)	93	(91)	-	-	0.79	(0.76)	-	(0.84)
Religion and Life (Stage 2) ****	232	(827)	62.14	(60.83)	94	(86)	-	-	0.97	(0.95)	-	(0.70)
Religion and Life (Stage 3) ****	1583	(907)	67.30	(60.50)	93	(93)	-	-	0.77	(0.79)	-	(0.75)
Russian (Stage 3) ****	2	(1)	85.50	(82.00)	4	(1)	-	-	0.51	-	-	-
Serbian (Stage 3)	-	(1)	-	(69.00)	-	(1)	-	-	-	-	-	-
Spanish (Stage 3) ****	4	(2)	84.75	(90.00)	34	(13)	-	-	0.68	(0.87)	-	-
Vietnamese (Stage 3) ****	5	-	70.00	-	64	-	-	-	-	-	-	-
Visual Arts (Stage 2) ****	134	(299)	59.02	(55.99)	81	(76)	-	-	-	(0.75)	-	(0.84)
Visual Arts (Stage 3) ****	915	(876)	57.17	(59.11)	91	(75)	-	-	-	(0.64)	-	(0.80)

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

\*\*\* This figure refers to the raw score average across all three specialised fields. These were not all 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.

(2010 statistics in parentheses)

# School Curriculum and Standards Authority

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients\* for WACE course examinations, by sex, 2011

Course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std dev	Mean	Std dev	
Accounting and Finance Stage 2 - Written	Male	38	58.35	14.63	48.28	22.74	0.92
	Female	36	63.86	13.08	59.02	19.35	
	Persons	74	61.03	14.08	53.50	21.70	
Accounting and Finance Stage 3 - Written	Male	646	59.43	14.69	59.42	19.95	0.91
	Female	719	60.58	14.12	61.76	18.45	
	Persons	1365	60.04	14.40	60.65	19.20	
Ancient History Stage 2 - Written	Male	0	N/A	N/A	N/A	N/A	0.39
	Female	4	36.55	8.30	36.50	8.36	
	Persons	4	36.55	8.30	36.50	8.36	
Ancient History Stage 3 - Written	Male	112	60.63	14.56	57.51	17.28	0.89
	Female	87	59.37	13.09	54.79	14.62	
	Persons	199	60.08	13.91	56.32	16.19	
Animal Production Systems Stage 2 - Written	Male	11	57.82	12.48	61.18	12.66	0.91
	Female	11	62.37	14.20	62.70	15.33	
	Persons	22	60.09	13.25	61.94	13.75	
Animal Production Systems Stage 3 - Written	Male	11	59.19	11.65	48.77	9.64	0.85
	Female	26	60.88	15.88	49.74	12.53	
	Persons	37	60.38	14.61	49.45	11.62	
Applied Information Technology Stage 2 - Written	Male	290	58.37	12.72	60.99	13.21	0.73
	Female	196	64.42	13.24	63.89	13.14	
	Persons	486	60.81	13.26	62.16	13.25	
Applied Information Technology Stage 3 - Written	Male	374	60.46	14.50	60.67	13.07	0.75
	Female	262	60.89	12.12	56.64	12.92	
	Persons	636	60.64	13.56	59.01	13.15	
Arabic Stage 3 - Written	Male	1	75.54	0.00	74.00	0.00	0.76
	Female	10	77.65	5.55	77.80	5.46	
	Persons	11	77.46	5.31	77.46	5.31	
Aviation Stage 3 - Practical	Male	38	63.99	12.94	31.39	5.09	0.61
	Female	4	66.69	17.63	34.25	3.20	
	Persons	42	64.25	13.21	31.67	4.99	
Aviation Stage 3 - Written	Male	38	62.81	13.17	40.68	12.54	0.88
	Female	4	57.97	7.67	36.50	6.96	
	Persons	42	62.35	12.76	40.29	12.12	
Biological Sciences Stage 2 - Written	Male	8	59.79	14.69	60.19	9.12	0.87
	Female	13	64.45	11.94	67.06	10.65	
	Persons	21	62.67	12.90	64.44	10.43	

\* Pearson product-moment correlation coefficients between moderated school assessment and raw examination marks for practical and written components of a WACE course/stage.

\*\* The populations consist of all Year 12 students who have a numerical school assessment and a raw examination mark for that component of the course/stage concerned.

# School Curriculum and Standards Authority

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients\* for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std dev	Mean	Std dev	
Biological Sciences Stage 3 - Written	Male	514	57.15	12.92	53.32	11.84	0.90
	Female	1089	61.58	13.52	55.81	12.68	
	Persons	1603	60.16	13.48	55.01	12.47	
Business Management and Enterprise Stage 2 - Written	Male	151	58.72	13.13	51.75	16.94	0.79
	Female	167	62.21	13.56	55.13	16.42	
	Persons	318	60.56	13.45	53.52	16.73	
Business Management and Enterprise Stage 3 - Written	Male	118	58.81	15.68	46.48	19.14	0.87
	Female	107	61.67	12.45	47.37	16.68	
	Persons	225	60.17	14.28	46.90	17.98	
Career and Enterprise Stage 2 - Written	Male	88	58.11	12.40	50.68	16.34	0.72
	Female	138	63.31	13.12	56.20	17.73	
	Persons	226	61.28	13.07	54.05	17.38	
Career and Enterprise Stage 3 - Written	Male	77	57.03	12.44	49.32	15.62	0.70
	Female	112	63.22	13.20	57.59	13.65	
	Persons	189	60.70	13.21	54.22	15.01	
Chemistry Stage 2 - Written	Male	32	60.72	13.10	46.87	16.64	0.90
	Female	29	60.47	16.47	40.55	18.84	
	Persons	61	60.60	14.67	43.87	17.86	
Chemistry Stage 3 - Written	Male	2490	60.04	14.90	63.76	18.85	0.93
	Female	2260	59.89	13.85	61.36	18.81	
	Persons	4750	59.97	14.41	62.61	18.87	
Children, Family and the Community Stage 2 - Written	Male	1	32.61	0.00	28.72	0.00	0.79
	Female	289	61.28	13.90	62.70	15.48	
	Persons	290	61.18	13.98	62.59	15.58	
Children, Family and the Community Stage 3 - Written	Male	0	N/A	N/A	N/A	N/A	0.62
	Female	12	67.07	15.44	57.42	14.69	
	Persons	12	67.07	15.44	57.42	14.69	
Chinese: Background Speakers Stage 3 - Written	Male	17	51.40	10.64	48.71	10.67	0.82
	Female	37	55.45	9.66	56.41	9.56	
	Persons	54	54.17	10.06	53.98	10.46	
Chinese: Second Language Stage 3 - Practical	Male	16	55.41	5.79	23.38	2.42	0.73
	Female	22	68.19	12.80	25.77	2.78	
	Persons	38	62.81	12.14	24.76	2.86	
Chinese: Second Language Stage 3 - Written	Male	17	54.29	11.35	48.37	9.66	0.89
	Female	22	67.51	12.64	55.14	8.69	
	Persons	39	61.75	13.66	52.19	9.62	

\* Pearson product-moment correlation coefficients between moderated school assessment and raw examination marks for practical and written components of a WACE course/stage.

\*\* The populations consist of all Year 12 students who have a numerical school assessment and a raw examination mark for that component of the course/stage concerned.

# School Curriculum and Standards Authority

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients\* for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std dev	Mean	Std dev	
Computer Science Stage 2 - Written	Male	65	58.47	15.11	50.93	19.14	0.88
	Female	43	62.34	12.41	52.19	17.12	
	Persons	108	60.01	14.16	51.43	18.29	
Computer Science Stage 3 - Written	Male	291	60.42	14.14	54.61	17.42	0.90
	Female	49	57.15	16.10	50.17	22.42	
	Persons	340	59.95	14.46	53.97	18.26	
Dance Stage 2 - Practical	Male	12	64.69	11.76	32.62	7.66	0.85
	Female	130	60.77	14.02	31.11	7.73	
	Persons	142	61.10	13.85	31.24	7.70	
Dance Stage 2 - Written	Male	12	53.56	12.51	25.37	10.39	0.83
	Female	130	61.37	14.60	30.63	10.65	
	Persons	142	60.71	14.56	30.19	10.69	
Dance Stage 3 - Practical	Male	6	54.28	12.32	31.99	6.83	0.87
	Female	199	60.75	14.42	32.17	7.69	
	Persons	205	60.56	14.38	32.16	7.65	
Dance Stage 3 - Written	Male	6	51.13	19.60	50.83	18.24	0.84
	Female	209	61.20	14.02	58.79	16.69	
	Persons	215	60.92	14.24	58.57	16.74	
Design Stage 2 - Practical	Male	126	58.67	14.05	30.71	8.40	0.66
	Female	169	65.03	14.04	33.53	7.11	
	Persons	295	62.32	14.37	32.33	7.80	
Design Stage 2 - Written	Male	124	55.47	14.60	31.56	9.05	0.75
	Female	169	65.93	12.14	36.39	7.51	
	Persons	293	61.50	14.19	34.35	8.53	
Design Stage 3 - Practical	Male	207	61.30	13.68	31.68	8.12	0.69
	Female	193	62.69	13.80	32.15	8.39	
	Persons	400	61.97	13.74	31.91	8.25	
Design Stage 3 - Written	Male	208	58.57	13.37	30.88	7.60	0.68
	Female	194	63.64	12.92	33.90	6.82	
	Persons	402	61.01	13.38	32.34	7.38	
Drama Stage 2 - Practical	Male	13	60.59	11.60	30.42	6.05	0.83
	Female	30	62.77	13.68	30.73	7.10	
	Persons	43	62.11	12.99	30.64	6.73	
Drama Stage 2 - Written	Male	13	57.75	13.56	31.58	7.33	0.74
	Female	30	63.94	14.13	33.58	6.82	
	Persons	43	62.07	14.10	32.97	6.95	

\* Pearson product-moment correlation coefficients between moderated school assessment and raw examination marks for practical and written components of a WACE course/stage.

\*\* The populations consist of all Year 12 students who have a numerical school assessment and a raw examination mark for that component of the course/stage concerned.



# School Curriculum and Standards Authority

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients\* for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std dev	Mean	Std dev	
Drama Stage 3 - Practical	Male	262	59.67	14.10	32.84	6.50	0.80
	Female	661	61.75	13.21	33.25	6.13	
	Persons	923	61.16	13.49	33.13	6.24	
Drama Stage 3 - Written	Male	265	55.53	13.25	26.96	6.87	0.79
	Female	668	63.14	13.29	30.19	6.33	
	Persons	933	60.98	13.71	29.27	6.64	
Earth and Environmental Science Stage 2 - Written	Male	18	62.61	13.48	68.55	10.29	0.77
	Female	20	60.20	13.97	60.41	14.77	
	Persons	38	61.34	13.60	64.26	13.33	
Earth and Environmental Science Stage 3 - Written	Male	88	60.67	13.12	62.51	17.59	0.82
	Female	62	61.69	13.43	60.08	18.22	
	Persons	150	61.09	13.21	61.50	17.83	
Economics Stage 2 - Written	Male	32	57.66	12.73	50.30	14.80	0.89
	Female	18	65.87	15.43	57.47	17.42	
	Persons	50	60.61	14.18	52.88	16.00	
Economics Stage 3 - Written	Male	1093	60.02	14.13	55.48	17.01	0.91
	Female	952	60.27	13.83	54.84	17.09	
	Persons	2045	60.13	13.99	55.19	17.05	
Engineering Studies Stage 2 - Written	Male	85	61.26	13.91	47.26	22.44	0.82
	Female	1	75.03	0.00	34.26	0.00	
	Persons	86	61.42	13.91	47.11	22.35	
Engineering Studies Stage 3 - Written	Male	133	61.14	14.06	67.57	13.65	0.80
	Female	3	65.76	14.46	68.67	10.94	
	Persons	136	61.24	14.03	67.59	13.57	
English as an Additional Language or Dialect Stage 2 - Practical	Male	127	59.23	13.98	60.05	15.59	0.71
	Female	116	66.11	12.75	64.91	15.16	
	Persons	243	62.51	13.81	62.37	15.55	
English as an Additional Language or Dialect Stage 2 - Written	Male	126	57.98	15.00	37.83	15.31	0.88
	Female	120	62.48	12.76	41.50	13.04	
	Persons	246	60.18	14.10	39.62	14.34	
English as an Additional Language or Dialect Stage 3 - Practical	Male	444	61.81	12.56	64.70	15.92	0.61
	Female	577	62.83	12.49	65.29	15.10	
	Persons	1021	62.39	12.52	65.03	15.46	
English as an Additional Language or Dialect Stage 3 - Written	Male	448	59.10	12.71	44.73	9.74	0.76
	Female	582	62.13	13.09	46.03	9.77	
	Persons	1030	60.81	13.00	45.46	9.78	

\* Pearson product-moment correlation coefficients between moderated school assessment and raw examination marks for practical and written components of a WACE course/stage.

\*\* The populations consist of all Year 12 students who have a numerical school assessment and a raw examination mark for that component of the course/stage concerned.

# School Curriculum and Standards Authority

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients\* for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std dev	Mean	Std dev	
English Stage 2 - Written	Male	1478	59.13	12.68	48.24	13.79	0.73
	Female	1228	62.93	12.19	51.07	12.51	
	Persons	2706	60.85	12.60	49.52	13.30	
English Stage 3 - Written	Male	3874	57.89	12.05	50.80	11.28	0.74
	Female	4813	62.33	11.96	54.06	10.92	
	Persons	8687	60.35	12.20	52.61	11.20	
Food Science and Technology Stage 2 - Written	Male	58	50.13	15.06	34.09	15.99	0.83
	Female	248	63.01	12.75	44.03	13.28	
	Persons	306	60.57	14.13	42.15	14.34	
Food Science and Technology Stage 3 - Written	Male	13	53.14	14.30	42.88	9.43	0.79
	Female	54	62.68	14.28	49.27	10.66	
	Persons	67	60.83	14.68	48.03	10.67	
French Stage 2 - Practical	Male	1	64.59	0.00	19.00	0.00	0.91
	Female	6	64.41	16.95	19.67	5.79	
	Persons	7	64.43	15.48	19.57	5.29	
French Stage 2 - Written	Male	1	49.66	0.00	34.76	0.00	1.00
	Female	6	57.06	16.20	39.73	12.35	
	Persons	7	56.00	15.05	39.02	11.43	
French Stage 3 - Practical	Male	103	61.59	14.08	21.08	5.31	0.84
	Female	284	62.33	14.10	21.08	4.76	
	Persons	387	62.13	14.08	21.08	4.90	
French Stage 3 - Written	Male	105	62.33	13.45	40.40	9.54	0.93
	Female	287	60.31	14.60	38.85	9.87	
	Persons	392	60.85	14.31	39.26	9.79	
Geography Stage 2 - Written	Male	32	58.79	12.73	52.53	13.14	0.87
	Female	38	61.87	14.59	53.53	13.70	
	Persons	70	60.46	13.76	53.07	13.36	
Geography Stage 3 - Written	Male	932	58.48	13.44	51.54	12.79	0.84
	Female	1016	61.78	13.21	54.16	12.22	
	Persons	1948	60.20	13.41	52.90	12.56	
German Stage 2 - Practical	Male	3	46.52	3.06	11.61	0.80	-0.99
	Female	0	N/A	N/A	N/A	N/A	
	Persons	3	46.52	3.06	11.61	0.80	
German Stage 2 - Written	Male	3	46.46	4.43	34.84	3.33	0.95
	Female	0	N/A	N/A	N/A	N/A	
	Persons	3	46.46	4.43	34.84	3.33	

\* Pearson product-moment correlation coefficients between moderated school assessment and raw examination marks for practical and written components of a WACE course/stage.

\*\* The populations consist of all Year 12 students who have a numerical school assessment and a raw examination mark for that component of the course/stage concerned.

# School Curriculum and Standards Authority

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients\* for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std dev	Mean	Std dev	
German Stage 3 - Practical	Male	45	63.05	15.89	18.14	4.46	0.82
	Female	28	63.02	17.08	18.40	5.00	
	Persons	73	63.04	16.24	18.24	4.64	
German Stage 3 - Written	Male	45	58.94	12.81	49.20	11.26	0.97
	Female	29	58.79	14.10	48.96	12.50	
	Persons	74	58.88	13.24	49.11	11.68	
Health Studies Stage 2 - Written	Male	33	52.07	14.65	61.97	14.19	0.76
	Female	85	63.56	13.39	65.77	15.00	
	Persons	118	60.35	14.64	64.71	14.82	
Health Studies Stage 3 - Written	Male	15	61.10	13.38	68.67	10.17	0.73
	Female	92	61.19	12.53	70.16	13.34	
	Persons	107	61.17	12.59	69.95	12.91	
Hebrew Stage 3 - Written	Male	2	84.63	9.90	84.63	9.90	1.00
	Female	0	N/A	N/A	N/A	N/A	
	Persons	2	84.63	9.90	84.63	9.90	
Human Biological Science Stage 2 - Written	Male	77	57.98	13.82	50.06	13.44	0.87
	Female	220	60.49	13.65	52.82	12.99	
	Persons	297	59.84	13.71	52.10	13.14	
Human Biological Science Stage 3 - Written	Male	1369	58.58	13.64	53.60	14.76	0.90
	Female	2882	60.61	13.78	55.33	15.09	
	Persons	4251	59.95	13.77	54.77	15.01	
Indonesian: Background Speakers Stage 3 - Written	Male	3	50.99	6.96	49.83	23.86	-0.02
	Female	4	46.88	17.04	38.13	6.54	
	Persons	7	48.64	12.89	43.14	15.82	
Indonesian: Second Language Stage 2 - Practical	Male	2	87.50	14.14	35.00	5.66	1.00
	Female	1	60.00	0.00	24.00	0.00	
	Persons	3	78.33	18.76	31.33	7.51	
Indonesian: Second Language Stage 2 - Written	Male	2	59.21	16.07	35.53	9.64	1.00
	Female	1	55.45	0.00	33.27	0.00	
	Persons	3	57.96	11.57	34.77	6.94	
Indonesian: Second Language Stage 3 - Practical	Male	24	65.50	15.37	26.33	9.82	0.90
	Female	37	58.95	13.61	22.08	8.20	
	Persons	61	61.53	14.57	23.75	9.04	
Indonesian: Second Language Stage 3 - Written	Male	25	65.24	15.74	35.59	11.76	0.85
	Female	39	59.49	11.02	29.33	10.34	
	Persons	64	61.74	13.26	31.78	11.25	

\* Pearson product-moment correlation coefficients between moderated school assessment and raw examination marks for practical and written components of a WACE course/stage.

\*\* The populations consist of all Year 12 students who have a numerical school assessment and a raw examination mark for that component of the course/stage concerned.

# School Curriculum and Standards Authority

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients\* for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std dev	Mean	Std dev	
Integrated Science Stage 2 - Written	Male	37	58.49	10.94	47.27	11.96	0.88
	Female	43	60.77	16.12	49.19	16.00	
	Persons	80	59.71	13.93	48.30	14.22	
Integrated Science Stage 3 - Written	Male	47	61.14	11.51	48.20	9.81	0.79
	Female	61	60.85	13.04	46.56	10.44	
	Persons	108	60.97	12.34	47.27	10.16	
Italian Stage 2 - Practical	Male	3	51.62	10.34	8.83	3.88	0.93
	Female	16	64.56	15.35	13.98	5.90	
	Persons	19	62.51	15.22	13.17	5.87	
Italian Stage 2 - Written	Male	4	66.60	18.51	31.04	5.42	0.82
	Female	19	63.14	13.91	39.94	11.85	
	Persons	23	63.74	14.38	38.39	11.44	
Italian Stage 3 - Practical	Male	58	60.56	17.87	16.70	8.76	0.91
	Female	191	62.33	13.93	17.73	6.44	
	Persons	249	61.92	14.92	17.49	7.05	
Italian Stage 3 - Written	Male	60	59.29	16.94	40.80	14.83	0.92
	Female	191	61.62	14.01	42.52	11.78	
	Persons	251	61.06	14.76	42.11	12.57	
Japanese: Background Speakers Stage 3 - Written	Male	2	54.75	3.89	54.75	3.89	-1.00
	Female	0	N/A	N/A	N/A	N/A	
	Persons	2	54.75	3.89	54.75	3.89	
Japanese: Second Language Stage 2 - Practical	Male	8	63.14	16.09	9.75	6.63	0.90
	Female	11	61.09	13.29	9.64	4.59	
	Persons	19	61.95	14.14	9.68	5.37	
Japanese: Second Language Stage 2 - Written	Male	7	62.22	16.82	44.17	18.69	0.96
	Female	11	59.96	15.21	39.04	15.48	
	Persons	18	60.84	15.40	41.03	16.46	
Japanese: Second Language Stage 3 - Practical	Male	70	60.01	16.24	12.40	4.68	0.88
	Female	157	63.17	15.03	13.30	3.80	
	Persons	227	62.20	15.45	13.02	4.10	
Japanese: Second Language Stage 3 - Written	Male	70	59.34	15.72	40.86	14.54	0.96
	Female	158	60.03	14.49	42.15	12.97	
	Persons	228	59.82	14.85	41.76	13.45	
Literature Stage 2 - Written	Male	1	49.07	0.00	53.00	0.00	-0.03
	Female	14	68.41	13.86	62.57	10.59	
	Persons	15	67.12	14.26	61.93	10.50	

\* Pearson product-moment correlation coefficients between moderated school assessment and raw examination marks for practical and written components of a WACE course/stage.

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# School Curriculum and Standards Authority

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients\* for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std dev	Mean	Std dev	
Literature Stage 3 - Written	Male	576	61.16	13.39	63.73	11.46	0.74
	Female	1173	61.27	12.66	64.04	10.76	
	Persons	1749	61.24	12.90	63.94	10.99	
Marine and Maritime Studies Stage 3 - Written	Male	8	63.69	12.96	71.21	12.20	0.81
	Female	20	60.47	13.13	64.92	16.54	
	Persons	28	61.39	12.92	66.72	15.47	
Materials Design and Technology Stage 2 - Practical	Male	98	56.67	13.86	13.20	5.44	0.85
	Female	96	66.51	12.82	17.15	5.36	
	Persons	194	61.54	14.20	15.15	5.74	
Materials Design and Technology Stage 2 - Written	Male	98	56.73	14.18	30.27	7.42	0.71
	Female	101	65.42	12.43	35.04	6.29	
	Persons	199	61.14	13.98	32.69	7.26	
Materials Design and Technology Stage 3 - Practical	Male	105	56.98	12.44	17.81	7.14	0.87
	Female	72	68.12	14.95	23.03	7.11	
	Persons	177	61.51	14.55	19.93	7.56	
Materials Design and Technology Stage 3 - Written	Male	101	58.02	13.13	22.85	6.90	0.76
	Female	72	65.16	13.38	26.93	7.21	
	Persons	173	60.99	13.66	24.55	7.30	
Mathematics Stage 2AB - Written	Male	265	60.69	12.98	58.87	18.51	0.84
	Female	307	60.29	14.01	59.04	18.68	
	Persons	572	60.47	13.53	58.96	18.59	
Mathematics Stage 2CD - Written	Male	1883	59.29	13.49	59.28	19.64	0.88
	Female	2678	60.45	13.44	60.62	19.10	
	Persons	4561	59.97	13.47	60.07	19.34	
Mathematics Stage 3AB - Written	Male	2203	59.27	13.90	70.01	20.69	0.90
	Female	2422	60.52	14.02	71.61	20.13	
	Persons	4625	59.92	13.98	70.85	20.41	
Mathematics Stage 3CD - Written	Male	2064	60.35	14.97	64.26	20.76	0.93
	Female	1421	59.15	13.54	60.74	18.37	
	Persons	3485	59.86	14.41	62.82	19.89	
Mathematics: Specialist Stage 3AB - Written	Male	55	60.83	16.64	65.53	29.40	0.96
	Female	35	57.73	12.54	58.19	26.83	
	Persons	90	59.62	15.18	62.67	28.50	
Mathematics: Specialist Stage 3CD - Written	Male	968	59.79	14.43	65.40	21.43	0.94
	Female	424	60.59	14.07	65.56	20.58	
	Persons	1392	60.03	14.32	65.45	21.17	

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Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients\* for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std dev	Mean	Std dev	
Media Production and Analysis Stage 2 - Practical	Male	67	59.57	12.00	21.57	5.65	0.70
	Female	107	63.84	13.84	22.75	5.75	
	Persons	174	62.19	13.29	22.29	5.73	
Media Production and Analysis Stage 2 - Written	Male	63	55.26	13.91	28.40	10.23	0.79
	Female	106	64.21	12.85	34.70	6.98	
	Persons	169	60.87	13.91	32.35	8.85	
Media Production and Analysis Stage 3 - Practical	Male	339	61.39	14.45	25.24	6.22	0.69
	Female	609	62.54	12.32	25.16	5.73	
	Persons	948	62.13	13.13	25.19	5.91	
Media Production and Analysis Stage 3 - Written	Male	336	57.24	13.29	25.07	6.99	0.79
	Female	602	62.49	13.29	27.53	6.78	
	Persons	938	60.61	13.52	26.65	6.95	
Modern Greek Stage 3 - Written	Male	2	75.95	26.91	72.68	28.12	0.99
	Female	1	82.89	0.00	86.08	0.00	
	Persons	3	78.26	19.45	77.14	21.34	
Modern History Stage 2 - Written	Male	12	61.44	18.42	53.50	21.54	0.86
	Female	9	61.01	13.26	53.00	17.60	
	Persons	21	61.25	16.03	53.29	19.47	
Modern History Stage 3 - Written	Male	911	59.65	13.18	56.11	13.93	0.81
	Female	1789	60.98	13.24	56.91	13.79	
	Persons	2700	60.53	13.23	56.64	13.84	
Music Stage 2 - Practical	Male	15	65.31	13.31	24.80	9.05	0.71
	Female	15	62.18	12.57	24.83	6.44	
	Persons	30	63.74	12.82	24.82	7.72	
Music Stage 2 - Written	Male	16	61.47	16.15	22.29	9.87	0.95
	Female	15	60.57	10.03	22.29	6.60	
	Persons	31	61.03	13.33	22.29	8.31	
Music Stage 3 - Practical	Male	198	62.30	14.64	31.42	7.40	0.82
	Female	241	59.88	12.98	29.73	6.60	
	Persons	439	60.97	13.79	30.49	7.02	
Music Stage 3 - Written	Male	199	60.87	15.25	26.02	9.48	0.93
	Female	240	59.05	13.21	24.73	7.89	
	Persons	439	59.88	14.18	25.31	8.66	
Outdoor Education Stage 2 - Written	Male	111	57.74	12.24	44.97	15.99	0.77
	Female	79	64.86	13.33	49.97	17.00	
	Persons	190	60.70	13.15	47.05	16.56	

\* Pearson product-moment correlation coefficients between moderated school assessment and raw examination marks for practical and written components of a WACE course/stage.

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# School Curriculum and Standards Authority

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients\* for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std dev	Mean	Std dev	
Outdoor Education Stage 3 - Written	Male	96	58.63	12.96	46.30	11.91	0.78
	Female	92	63.49	12.58	49.80	11.92	
	Persons	188	61.01	12.97	48.01	12.01	
Philosophy and Ethics Stage 2 - Written	Male	3	52.45	10.07	52.83	11.18	0.70
	Female	0	N/A	N/A	N/A	N/A	
	Persons	3	52.45	10.07	52.83	11.18	
Philosophy and Ethics Stage 3 - Written	Male	61	60.18	12.45	64.31	11.91	0.80
	Female	67	61.28	15.43	64.22	15.30	
	Persons	128	60.75	14.05	64.26	13.73	
Physical Education Studies Stage 2 - Written	Male	296	58.89	13.93	33.14	10.61	0.87
	Female	214	62.53	13.97	35.79	10.68	
	Persons	510	60.42	14.05	34.25	10.71	
Physical Education Studies Stage 3 - Written	Male	979	59.63	13.53	33.54	8.40	0.80
	Female	737	61.50	13.46	33.18	8.82	
	Persons	1716	60.43	13.53	33.39	8.58	
Physics Stage 2 - Written	Male	26	60.62	14.66	59.27	17.34	0.94
	Female	11	62.03	14.54	59.72	19.97	
	Persons	37	61.04	14.44	59.41	17.88	
Physics Stage 3 - Written	Male	2472	59.98	14.62	54.15	17.56	0.91
	Female	1077	59.58	13.81	51.91	16.79	
	Persons	3549	59.86	14.38	53.47	17.36	
Plant Production Systems Stage 2 - Written	Male	10	60.77	12.18	63.92	14.18	0.82
	Female	10	65.46	11.03	65.37	14.53	
	Persons	20	63.11	11.56	64.65	13.99	
Plant Production Systems Stage 3 - Written	Male	10	67.20	11.77	43.66	11.21	0.73
	Female	15	60.48	14.78	37.16	10.38	
	Persons	25	63.17	13.81	39.76	10.98	
Polish Stage 3 - Written	Male	0	N/A	N/A	N/A	N/A	1.00
	Female	5	84.41	5.24	84.41	5.24	
	Persons	5	84.41	5.24	84.41	5.24	
Politics and Law Stage 2 - Written	Male	10	61.09	17.39	51.95	16.91	0.78
	Female	27	62.40	13.47	47.87	17.61	
	Persons	37	62.05	14.39	48.97	17.29	
Politics and Law Stage 3 - Written	Male	307	59.28	14.96	45.02	18.61	0.88
	Female	583	60.43	13.43	46.07	16.34	
	Persons	890	60.03	13.98	45.70	17.15	

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\*\* The populations consist of all Year 12 students who have a numerical school assessment and a raw examination mark for that component of the course/stage concerned.

# School Curriculum and Standards Authority

Table 4.12 Mean and standard deviation of moderated school assessments, raw examination marks and correlation coefficients\* for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total**	Moderated school assessments		Raw examination marks		Correlation coefficient
			Mean	Std dev	Mean	Std dev	
Psychology Stage 2 - Written	Male	38	55.90	13.43	52.00	17.15	0.81
	Female	155	62.11	13.98	57.97	18.54	
	Persons	193	60.89	14.06	56.79	18.39	
Psychology Stage 3 - Written	Male	150	54.04	15.25	50.62	18.41	0.85
	Female	475	62.22	13.40	59.10	15.55	
	Persons	625	60.26	14.29	57.06	16.66	
Religion and Life Stage 2 - Written	Male	110	56.31	12.65	57.07	18.45	0.69
	Female	121	65.05	11.03	66.84	11.97	
	Persons	231	60.89	12.59	62.19	16.12	
Religion and Life Stage 3 - Written	Male	589	58.52	12.77	65.64	11.16	0.72
	Female	988	62.17	12.52	68.28	10.60	
	Persons	1577	60.80	12.73	67.29	10.88	
Visual Arts Stage 2 - Practical	Male	22	57.28	12.58	22.86	5.65	0.80
	Female	115	62.83	14.93	24.42	6.62	
	Persons	137	61.94	14.67	24.17	6.48	
Visual Arts Stage 2 - Written	Male	22	50.25	14.49	20.23	10.35	0.77
	Female	112	63.21	12.56	28.75	9.09	
	Persons	134	61.08	13.71	27.35	9.79	
Visual Arts Stage 3 - Practical	Male	176	62.09	13.86	24.70	6.36	0.76
	Female	750	60.93	13.52	24.11	5.77	
	Persons	926	61.15	13.58	24.23	5.89	
Visual Arts Stage 3 - Written	Male	173	58.55	12.78	25.08	8.23	0.72
	Female	742	61.61	12.93	27.22	7.85	
	Persons	915	61.03	12.95	26.81	7.96	

\* Pearson product-moment correlation coefficients between moderated school assessment and raw examination marks for practical and written components of a WACE course/stage.

\*\* The populations consist of all Year 12 students who have a numerical school assessment and a raw examination mark for that component of the course/stage concerned.



# School Curriculum and Standards Authority

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2011

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	38	57.44	14.99	57.31	15.50	36.62	13.15	66.99
	Female	36	63.73	13.45	64.09	13.72	42.14	11.80	69.97
	Persons	74	60.50	14.51	60.61	14.96	39.31	12.73	69.97
Accounting and Finance Stage 3	Male	647	58.97	14.91	61.70	18.06	59.98	12.44	91.68
	Female	720	60.40	13.97	63.10	17.26	61.17	11.66	92.93
	Persons	1367	59.72	14.44	62.44	17.65	60.61	12.05	92.93
Ancient History Stage 2	Male	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Female	4	36.52	6.94	36.52	6.94	31.59	4.31	37.75
	Persons	4	36.52	6.94	36.52	6.94	31.59	4.31	37.75
Ancient History Stage 3	Male	113	60.39	15.22	61.21	15.25	63.78	12.56	91.80
	Female	87	58.72	13.22	59.54	13.17	62.40	10.91	92.27
	Persons	200	59.66	14.37	60.48	14.37	63.18	11.86	92.27
Animal Production Systems Stage 2	Male	11	59.51	11.77	62.71	9.88	27.96	8.73	45.10
	Female	11	63.59	17.93	65.54	16.44	30.98	13.30	57.98
	Persons	22	61.55	14.95	64.12	13.31	29.47	11.08	57.98
Animal Production Systems Stage 3	Male	11	59.44	11.01	59.62	12.55	44.90	9.42	59.86
	Female	26	61.01	16.11	61.02	17.32	46.24	13.78	79.61
	Persons	37	60.54	14.64	60.60	15.89	45.84	12.53	79.61
Applied Information Technology Stage 2	Male	290	57.68	13.16	59.96	12.16	40.21	11.20	71.94
	Female	196	62.80	13.74	64.52	12.40	44.57	11.70	74.91
	Persons	486	59.74	13.62	61.80	12.45	41.97	11.59	74.91
Applied Information Technology Stage 3	Male	380	60.48	14.28	64.90	12.88	58.58	11.68	90.90
	Female	264	58.46	12.59	63.25	11.29	56.92	10.30	81.84
	Persons	644	59.65	13.64	64.22	12.27	57.90	11.16	90.90
Arabic Stage 3	Male	1	74.77	0.00	N/A	N/A	57.36	0.00	57.36
	Female	10	77.73	5.16	N/A	N/A	60.33	5.19	65.60
	Persons	11	77.46	4.98	N/A	N/A	60.06	5.00	65.60
Aviation Stage 3	Male	38	60.88	13.29	62.69	12.64	52.49	13.38	86.09
	Female	4	57.99	8.72	61.25	8.89	49.58	8.78	59.81
	Persons	42	60.61	12.87	62.55	12.26	52.22	12.96	86.09
Biological Sciences Stage 2	Male	8	58.92	13.04	57.62	13.22	30.15	13.22	55.88
	Female	13	64.92	14.28	63.62	14.37	36.23	14.48	59.25
	Persons	21	62.63	13.81	61.33	13.93	33.92	14.01	59.25
Biological Sciences Stage 3	Male	517	57.04	13.57	60.45	10.87	57.41	11.61	91.85
	Female	1092	61.02	14.64	63.64	11.77	60.81	12.53	94.18
	Persons	1609	59.74	14.42	62.62	11.58	59.72	12.34	94.18

\*The population consist of all Year 12 students with a combined mark for the course.

# School Curriculum and Standards Authority

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Business Management and Enterprise Stage 2	Male	152	58.13	13.79	52.54	14.42	40.60	10.83	73.50
	Female	167	61.41	13.81	56.13	14.29	43.17	10.85	67.00
	Persons	319	59.84	13.88	54.43	14.44	41.95	10.90	73.50
Business Management and Enterprise Stage 3	Male	118	58.93	15.73	61.97	15.36	58.74	12.77	91.21
	Female	109	60.76	12.62	64.03	11.82	60.22	10.24	90.70
	Persons	227	59.81	14.32	62.95	13.79	59.45	11.62	91.21
Career and Enterprise Stage 2	Male	89	56.84	13.40	58.99	10.18	36.62	10.92	67.33
	Female	139	61.69	13.82	62.80	10.20	40.57	11.26	71.79
	Persons	228	59.80	13.83	61.31	10.34	39.03	11.27	71.79
Career and Enterprise Stage 3	Male	77	55.13	13.09	62.64	11.60	55.31	10.52	76.35
	Female	113	62.99	12.98	68.93	10.46	61.63	10.43	85.37
	Persons	190	59.81	13.56	66.40	11.33	59.07	10.89	85.37
Chemistry Stage 2	Male	32	61.62	13.04	56.64	13.64	38.64	12.51	64.43
	Female	29	59.12	15.96	54.35	16.90	36.24	15.31	75.45
	Persons	61	60.43	14.44	55.55	15.19	37.50	13.85	75.45
Chemistry Stage 3	Male	2497	60.07	14.93	65.89	13.47	66.00	12.67	97.25
	Female	2264	59.10	14.13	65.09	12.68	65.17	11.98	98.14
	Persons	4761	59.61	14.56	65.51	13.11	65.60	12.35	98.14
Children, Family and the Community Stage 2	Male	1	31.48	0.00	33.95	0.00	20.61	0.00	20.61
	Female	294	59.86	13.95	68.49	13.51	48.22	13.57	79.78
	Persons	295	59.76	14.02	68.37	13.64	48.12	13.64	79.78
Children, Family and the Community Stage 3	Male	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Female	12	64.18	15.20	64.10	18.12	69.11	10.73	86.98
	Persons	12	64.18	15.20	64.10	18.12	69.11	10.73	86.98
Chinese: Background Speakers Stage 3	Male	17	50.05	10.24	N/A	N/A	54.46	15.52	78.53
	Female	43	55.11	9.03	N/A	N/A	62.13	13.67	90.38
	Persons	60	53.68	9.58	N/A	N/A	59.96	14.51	90.38
Chinese: Second Language Stage 2	Male	1	77.00	0.00	N/A	N/A	54.57	0.00	54.57
	Female	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Persons	1	77.00	0.00	N/A	N/A	54.57	0.00	54.57
Chinese: Second Language Stage 3	Male	19	54.03	13.58	54.36	7.43	63.28	13.89	98.60
	Female	27	66.09	12.99	65.35	12.67	75.60	13.28	100.00
	Persons	46	61.11	14.40	60.72	11.99	70.51	14.72	100.00
Computer Science Stage 2	Male	65	59.34	14.23	56.38	17.93	38.75	12.34	71.17
	Female	43	61.63	13.23	59.23	16.59	40.73	11.47	68.72
	Persons	108	60.25	13.82	57.52	17.38	39.54	11.98	71.17

\*The population consist of all Year 12 students with a combined mark for the course.

# School Curriculum and Standards Authority

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Computer Science Stage 3	Male	294	60.29	13.80	64.62	13.11	58.31	10.29	85.96
	Female	49	56.66	17.83	61.78	16.41	55.61	13.30	84.90
	Persons	343	59.77	14.47	64.22	13.63	57.92	10.79	85.96
Dance Stage 2	Male	12	58.12	11.02	63.96	9.58	38.44	10.20	52.19
	Female	136	58.73	14.57	66.21	10.44	39.03	13.45	72.98
	Persons	148	58.68	14.29	66.02	10.36	38.98	13.19	72.98
Dance Stage 3	Male	6	54.93	15.60	60.09	14.86	55.65	13.03	81.32
	Female	210	59.91	13.15	66.21	12.71	59.80	10.99	89.74
	Persons	216	59.77	13.21	66.04	12.77	59.69	11.03	89.74
Design Stage 2	Male	127	55.16	12.45	55.83	11.33	39.35	11.35	67.92
	Female	169	63.37	10.85	62.47	9.30	46.83	9.89	74.20
	Persons	296	59.85	12.24	59.66	10.70	43.62	11.16	74.20
Design Stage 3	Male	214	57.19	13.92	57.74	9.32	58.34	11.69	89.96
	Female	194	61.63	12.58	60.31	9.84	62.07	10.64	92.23
	Persons	408	59.30	13.47	58.99	9.65	60.11	11.35	92.23
Drama Stage 2	Male	13	58.52	11.00	64.59	11.91	34.10	12.87	52.89
	Female	32	57.67	15.02	67.22	11.11	33.76	16.02	64.42
	Persons	45	57.92	13.86	66.39	11.29	33.86	15.03	64.42
Drama Stage 3	Male	266	56.18	13.16	65.66	11.80	54.76	13.36	89.51
	Female	675	60.86	12.79	69.78	11.40	59.51	12.99	91.82
	Persons	941	59.54	13.06	68.62	11.65	58.17	13.26	91.82
Earth and Environmental Science Stage 2	Male	18	63.86	13.78	63.09	13.24	42.51	10.39	69.77
	Female	20	57.68	14.55	56.70	13.88	37.85	10.98	56.22
	Persons	38	60.61	14.34	59.73	13.78	40.06	10.82	69.77
Earth and Environmental Science Stage 3	Male	88	60.39	13.84	63.09	13.64	58.17	10.17	87.14
	Female	62	59.67	14.27	62.85	13.82	57.64	10.48	86.73
	Persons	150	60.09	13.98	62.99	13.67	57.95	10.27	87.14
Economics Stage 2	Male	32	57.63	13.02	55.01	14.75	36.85	11.32	69.30
	Female	18	65.36	16.19	61.62	17.94	43.56	14.07	69.31
	Persons	50	60.41	14.57	57.39	16.11	39.27	12.66	69.31
Economics Stage 3	Male	1095	59.87	14.50	60.63	15.51	62.89	12.33	96.32
	Female	955	59.74	14.28	60.49	15.31	62.78	12.14	96.80
	Persons	2050	59.81	14.39	60.57	15.41	62.84	12.24	96.80
Engineering Studies Stage 2	Male	85	60.33	14.36	49.29	20.09	45.20	10.13	69.67
	Female	1	65.14	0.00	56.85	0.00	48.60	0.00	48.60
	Persons	86	60.38	14.28	49.37	19.99	45.24	10.08	69.67

\*The population consist of all Year 12 students with a combined mark for the course.

# School Curriculum and Standards Authority

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Engineering Studies Stage 3	Male	134	59.75	14.20	63.05	16.89	63.32	9.57	86.97
	Female	3	63.17	12.09	67.11	13.11	65.63	8.15	71.37
	Persons	137	59.83	14.13	63.14	16.79	63.37	9.52	86.97
English as an Additional Language or Dialect Stage 2	Male	128	57.46	14.48	55.96	14.79	44.66	14.85	82.32
	Female	121	61.20	13.41	60.82	12.45	48.55	13.52	80.66
	Persons	249	59.28	14.07	58.27	13.92	46.55	14.32	82.32
English as an Additional Language or Dialect Stage 3	Male	455	58.33	13.37	59.33	10.94	61.33	12.58	96.92
	Female	592	60.78	13.29	61.10	11.46	63.64	12.53	97.03
	Persons	1047	59.71	13.37	60.33	11.26	62.64	12.60	97.03
English Stage 2	Male	1487	58.08	14.01	60.72	9.62	37.53	11.48	68.47
	Female	1238	61.87	13.09	63.29	9.34	40.64	10.76	71.97
	Persons	2725	59.80	13.73	61.89	9.58	38.94	11.26	71.97
English Stage 3	Male	3948	57.05	13.75	63.08	9.00	59.18	10.33	89.48
	Female	5028	62.03	13.47	66.19	9.04	62.92	10.11	91.42
	Persons	8976	59.84	13.82	64.81	9.15	61.28	10.37	91.42
Food Science and Technology Stage 2	Male	58	50.42	15.98	51.48	16.40	42.33	12.08	76.29
	Female	249	62.06	12.84	63.17	12.66	51.12	9.71	79.80
	Persons	307	59.86	14.21	60.96	14.18	49.46	10.74	79.80
Food Science and Technology Stage 3	Male	13	53.33	11.37	60.10	14.95	61.09	8.90	73.74
	Female	54	62.38	14.41	69.21	14.45	68.18	11.28	97.63
	Persons	67	60.63	14.26	67.45	14.89	66.81	11.16	97.63
French Stage 2	Male	1	53.95	0.00	55.45	0.00	37.54	0.00	37.54
	Female	6	59.34	17.03	58.44	18.38	43.16	17.77	67.31
	Persons	7	58.57	15.68	58.01	16.82	42.36	16.36	67.31
French Stage 3	Male	107	62.33	14.04	67.48	10.55	70.95	12.43	100.00
	Female	294	60.47	14.82	65.49	12.90	69.29	13.10	100.00
	Persons	401	60.97	14.62	66.02	12.34	69.74	12.93	100.00
Geography Stage 2	Male	33	58.90	13.42	58.23	11.85	34.83	12.69	68.67
	Female	38	61.46	14.47	59.26	11.89	37.24	13.68	61.40
	Persons	71	60.27	13.96	58.78	11.80	36.12	13.19	68.67
Geography Stage 3	Male	934	57.92	14.36	54.89	11.46	55.34	12.33	86.88
	Female	1018	61.37	13.86	57.81	11.40	58.29	11.90	89.68
	Persons	1952	59.72	14.20	56.41	11.52	56.88	12.20	89.68
German Stage 2	Male	4	56.85	20.94	46.46	3.31	53.56	12.48	72.12
	Female	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Persons	4	56.85	20.94	46.46	3.31	53.56	12.48	72.12

# School Curriculum and Standards Authority

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
German Stage 3	Male	55	63.40	16.48	67.07	12.50	70.51	12.07	97.32
	Female	33	61.12	15.87	66.93	14.23	68.84	11.63	95.82
	Persons	88	62.54	16.20	67.02	13.11	69.88	11.87	97.32
Health Studies Stage 2	Male	34	53.88	13.50	57.57	15.46	35.61	11.17	65.66
	Female	86	62.17	13.72	66.87	14.89	42.48	11.35	72.71
	Persons	120	59.82	14.11	64.24	15.57	40.53	11.67	72.71
Health Studies Stage 3	Male	15	59.28	12.01	66.33	7.28	57.66	8.35	71.30
	Female	93	60.77	13.96	67.42	9.21	58.69	9.71	85.97
	Persons	108	60.56	13.66	67.27	8.94	58.55	9.50	85.97
Hebrew Stage 3	Male	2	84.63	9.90	N/A	N/A	77.97	12.65	86.91
	Female	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Persons	2	84.63	9.90	N/A	N/A	77.97	12.65	86.91
Human Biological Science Stage 2	Male	78	57.68	14.47	49.16	12.75	31.45	13.18	70.55
	Female	221	60.56	14.02	51.64	11.80	34.04	13.00	64.20
	Persons	299	59.81	14.17	50.99	12.09	33.36	13.07	70.55
Human Biological Science Stage 3	Male	1371	58.33	14.06	59.23	11.61	58.20	11.27	87.72
	Female	2891	60.27	14.39	60.80	11.90	59.76	11.54	91.61
	Persons	4262	59.64	14.31	60.30	11.83	59.26	11.47	91.61
Indonesian: Background Speakers Stage 3	Male	4	44.81	13.17	N/A	N/A	52.27	14.90	64.99
	Female	5	41.00	10.09	N/A	N/A	47.97	11.42	62.87
	Persons	9	42.70	10.95	N/A	N/A	49.88	12.39	64.99
Indonesian: Second Language Stage 2	Male	2	70.53	15.29	70.53	15.29	52.64	8.07	58.34
	Female	1	57.27	0.00	57.27	0.00	45.64	0.00	45.64
	Persons	3	66.11	13.25	66.11	13.25	50.30	6.99	58.34
Indonesian: Second Language Stage 3	Male	26	64.40	15.59	59.85	16.50	63.97	14.41	88.38
	Female	39	56.66	13.01	53.17	11.76	56.82	12.03	81.80
	Persons	65	59.76	14.49	55.93	14.18	59.68	13.40	88.38
Integrated Science Stage 2	Male	37	58.36	10.73	59.05	10.76	38.66	8.78	58.59
	Female	44	60.88	15.97	60.86	15.84	40.72	13.07	72.72
	Persons	81	59.73	13.80	60.02	13.67	39.78	11.29	72.72
Integrated Science Stage 3	Male	47	61.14	13.09	61.19	10.45	56.85	10.32	78.42
	Female	61	59.90	14.20	60.25	11.84	55.87	11.19	84.80
	Persons	108	60.44	13.68	60.66	11.22	56.29	10.78	84.80
Italian Stage 2	Male	4	53.43	12.52	45.61	14.76	31.11	10.38	45.64
	Female	19	60.81	16.74	56.82	16.87	37.22	13.88	63.72
	Persons	23	59.53	16.09	55.05	16.70	36.16	13.34	63.72

\*The population consist of all Year 12 students with a combined mark for the course.

# School Curriculum and Standards Authority

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Italian Stage 3	Male	60	58.54	18.38	57.03	17.70	62.43	16.41	93.37
	Female	195	61.23	14.29	58.50	14.12	64.84	12.76	95.49
	Persons	255	60.60	15.36	58.16	15.01	64.27	13.71	95.49
Japanese: Background Speakers Stage 3	Male	2	54.75	0.00	N/A	N/A	50.97	0.00	50.97
	Female	1	53.50	0.00	N/A	N/A	49.13	0.00	49.13
	Persons	3	54.33	0.72	N/A	N/A	50.36	1.06	50.97
Japanese: Second Language Stage 2	Male	8	61.56	16.41	57.17	17.07	45.41	15.45	71.30
	Female	13	59.32	14.55	55.21	16.33	43.29	13.70	77.39
	Persons	21	60.17	14.92	55.99	16.21	44.10	14.05	77.39
Japanese: Second Language Stage 3	Male	70	58.82	16.04	56.20	17.12	64.97	12.12	89.80
	Female	159	60.28	13.99	58.32	14.82	66.07	10.57	93.35
	Persons	229	59.83	14.62	57.67	15.56	65.73	11.06	93.35
Literature Stage 2	Male	1	44.52	0.00	56.53	0.00	24.93	0.00	24.93
	Female	14	65.36	10.80	69.34	5.78	42.99	9.36	57.91
	Persons	15	63.97	11.71	68.48	6.48	41.79	10.15	57.91
Literature Stage 3	Male	577	59.48	14.20	70.11	11.28	68.26	13.01	99.63
	Female	1177	59.69	13.53	70.29	10.72	68.45	12.39	100.00
	Persons	1754	59.62	13.75	70.23	10.91	68.39	12.59	100.00
Marine and Maritime Studies Stage 3	Male	8	63.94	11.49	66.21	12.64	55.61	13.78	70.25
	Female	20	60.45	14.54	62.50	16.37	51.42	17.44	98.85
	Persons	28	61.45	13.63	63.56	15.26	52.62	16.34	98.85
Materials Design and Technology Stage 2	Male	98	55.61	11.25	59.72	9.57	39.96	11.37	73.76
	Female	102	63.16	14.64	68.32	9.92	47.58	14.80	73.39
	Persons	200	59.46	13.59	64.00	10.63	43.84	13.74	73.76
Materials Design and Technology Stage 3	Male	105	55.75	12.87	61.36	15.00	55.81	10.47	77.56
	Female	74	64.05	16.01	70.60	14.38	62.60	12.89	86.46
	Persons	179	59.18	14.79	65.20	15.40	58.62	11.98	86.46
Mathematics Stage 2AB	Male	268	59.72	13.67	59.54	13.01	33.14	10.26	56.98
	Female	309	59.73	14.55	59.26	14.31	33.14	10.93	61.20
	Persons	577	59.72	14.14	59.39	13.71	33.14	10.62	61.20
Mathematics Stage 2CD	Male	1889	58.92	14.33	54.42	12.62	47.34	9.83	74.52
	Female	2689	60.13	14.13	55.35	12.49	48.17	9.68	73.94
	Persons	4578	59.63	14.22	54.97	12.55	47.82	9.75	74.52
Mathematics Stage 3AB	Male	2210	59.05	14.39	60.97	11.73	60.20	9.71	85.64
	Female	2427	60.24	14.34	61.93	11.77	61.00	9.67	87.83
	Persons	4637	59.67	14.37	61.47	11.76	60.62	9.70	87.83

\*The population consist of all Year 12 students with a combined mark for the course.

# School Curriculum and Standards Authority

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2011 (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	2069	60.40	15.11	65.62	14.23	73.92	10.42	100.00
	Female	1425	58.54	13.39	63.97	12.67	72.63	9.23	98.58
	Persons	3494	59.64	14.46	64.95	13.64	73.40	9.97	100.00
Mathematics: Specialist Stage 3AB	Male	57	61.71	15.95	59.12	17.07	44.78	17.13	80.14
	Female	35	57.57	12.30	54.92	13.08	40.33	13.21	72.11
	Persons	92	60.13	14.73	57.48	15.69	43.08	15.83	80.14
Mathematics: Specialist Stage 3CD	Male	975	59.51	14.63	62.37	14.65	70.38	12.76	100.00
	Female	424	60.02	14.08	62.85	14.08	70.85	12.33	100.00
	Persons	1399	59.66	14.46	62.52	14.48	70.52	12.63	100.00
Media Production and Analysis Stage 2	Male	67	54.38	12.77	60.44	10.41	31.00	12.05	56.85
	Female	109	62.28	13.05	66.26	10.68	38.50	12.17	62.38
	Persons	176	59.27	13.47	64.12	10.92	35.64	12.63	62.38
Media Production and Analysis Stage 3	Male	340	57.89	12.93	66.01	10.04	55.69	12.41	84.18
	Female	609	61.03	11.84	68.37	9.49	58.70	11.37	87.64
	Persons	949	59.91	12.33	67.53	9.75	57.62	11.84	87.64
Modern Greek Stage 3	Male	2	74.32	27.51	N/A	N/A	60.54	23.36	77.06
	Female	1	84.49	0.00	N/A	N/A	69.18	0.00	69.18
	Persons	3	77.71	20.32	N/A	N/A	63.42	17.26	77.06
Modern History Stage 2	Male	12	61.58	19.70	54.40	20.09	35.47	17.98	72.82
	Female	9	61.17	13.16	53.06	11.75	34.41	13.02	60.01
	Persons	21	61.40	16.82	53.82	16.66	35.01	15.68	72.82
Modern History Stage 3	Male	915	58.99	14.00	60.30	9.91	58.32	12.94	91.25
	Female	1795	60.15	14.05	61.19	9.78	59.40	12.98	95.72
	Persons	2710	59.76	14.04	60.89	9.83	59.03	12.98	95.72
Music Stage 2	Male	16	59.79	17.11	64.59	14.33	37.28	16.43	68.15
	Female	15	60.80	10.16	63.71	9.14	38.25	9.76	55.46
	Persons	31	60.28	13.96	64.15	11.82	37.75	13.40	68.15
Music Stage 3	Male	200	61.32	13.82	65.29	11.81	66.83	13.30	100.00
	Female	241	58.84	11.36	63.49	9.52	64.46	10.98	89.20
	Persons	441	59.97	12.58	64.30	10.64	65.53	12.13	100.00
Outdoor Education Stage 2	Male	113	57.17	12.58	60.66	10.59	37.96	9.46	66.26
	Female	79	63.62	15.00	65.39	13.25	42.81	11.28	70.19
	Persons	192	59.82	13.96	62.63	11.97	39.96	10.50	70.19
Outdoor Education Stage 3	Male	96	57.28	13.54	61.99	11.47	56.06	10.07	74.85
	Female	92	62.38	13.90	66.76	10.91	59.85	10.33	87.74
	Persons	188	59.77	13.92	64.31	11.43	57.91	10.35	87.74

\*The population consist of all Year 12 students with a combined mark for the course.

# School Curriculum and Standards Authority

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2011 (cont)

Course	Sex of student	Total*	Combined marks		WACE scores		Scaled marks		Highest scaled marks
			Mean	Std dev	Mean	Std dev	Mean	Std dev	
Persian: Background Speakers Stage 3	Male	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Female	1	98.26	0.00	N/A	N/A	94.06	0.00	94.06
	Persons	1	98.26	0.00	N/A	N/A	94.06	0.00	94.06
Philosophy and Ethics Stage 2	Male	3	52.64	9.81	52.64	9.81	39.28	21.65	53.20
	Female	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Persons	3	52.64	9.81	52.64	9.81	39.28	21.65	53.20
Philosophy and Ethics Stage 3	Male	62	59.51	12.16	64.70	9.80	64.17	11.17	89.31
	Female	69	60.57	15.97	65.98	13.40	65.14	14.67	97.65
	Persons	131	60.07	14.25	65.37	11.81	64.68	13.09	97.65
Physical Education Studies Stage 2	Male	300	58.78	13.11	63.45	8.53	38.81	12.43	68.49
	Female	216	58.87	13.46	63.40	9.57	38.84	12.96	68.61
	Persons	516	58.82	13.24	63.43	8.97	38.82	12.64	68.61
Physical Education Studies Stage 3	Male	987	60.23	11.50	65.71	7.98	59.61	10.32	88.09
	Female	742	58.02	12.51	64.07	8.95	57.62	11.24	86.73
	Persons	1729	59.28	11.99	65.01	8.45	58.75	10.77	88.09
Physics Stage 2	Male	26	59.99	13.76	60.10	15.02	35.62	14.73	59.57
	Female	11	62.79	16.78	62.17	18.52	38.62	17.96	78.44
	Persons	37	60.83	14.54	60.72	15.90	36.51	15.56	78.44
Physics Stage 3	Male	2478	59.90	14.74	60.11	13.32	65.94	12.79	99.11
	Female	1078	58.77	13.82	59.04	12.39	64.95	12.00	98.21
	Persons	3556	59.56	14.47	59.79	13.06	65.64	12.56	99.11
Plant Production Systems Stage 2	Male	10	61.46	14.30	63.64	11.56	29.28	12.70	56.97
	Female	10	63.89	14.39	65.55	11.95	31.44	12.79	58.77
	Persons	20	62.68	14.02	64.59	11.49	30.36	12.46	58.77
Plant Production Systems Stage 3	Male	10	66.22	14.43	64.85	15.23	48.67	10.96	65.72
	Female	15	58.39	13.31	56.76	13.93	42.72	10.11	66.70
	Persons	25	61.52	14.03	60.00	14.71	45.10	10.66	66.70
Polish Stage 3	Male	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Female	5	84.41	5.24	N/A	N/A	71.15	6.83	80.67
	Persons	5	84.41	5.24	N/A	N/A	71.15	6.83	80.67
Politics and Law Stage 2	Male	10	62.79	17.57	58.35	18.69	41.14	16.50	71.22
	Female	27	60.56	13.15	55.83	12.86	39.04	12.35	61.01
	Persons	37	61.16	14.25	56.51	14.42	39.61	13.38	71.22
Politics and Law Stage 3	Male	309	58.86	15.60	57.01	14.84	63.10	13.43	98.50
	Female	583	60.14	13.59	58.24	12.77	64.20	11.70	94.85
	Persons	892	59.70	14.32	57.82	13.53	63.82	12.33	98.50

\*The population consist of all Year 12 students with a combined mark for the course.



# School Curriculum and Standards Authority

Table 4.13 Mean and standard deviation of combined marks, WACE course scores and scaled marks for WACE course examinations, by sex, 2011 (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 2	Male	38	55.39	13.50	57.83	12.79	38.81	11.11	69.01
	Female	155	60.99	14.26	62.92	12.86	43.42	11.73	75.52
	Persons	193	59.89	14.26	61.91	12.98	42.51	11.73	75.52
Psychology Stage 3	Male	150	53.97	15.36	57.40	13.03	55.76	11.81	87.83
	Female	476	61.72	13.47	63.73	11.58	61.72	10.35	88.59
	Persons	626	59.87	14.32	62.22	12.24	60.29	11.01	88.59
Religion and Life Stage 2	Male	110	55.05	14.42	55.70	12.21	38.50	12.13	65.22
	Female	124	64.14	11.75	62.98	11.21	46.14	9.88	73.07
	Persons	234	59.87	13.81	59.61	12.21	42.55	11.62	73.07
Religion and Life Stage 3	Male	594	57.06	13.77	61.25	9.19	60.71	10.83	89.61
	Female	994	61.04	13.40	63.83	9.34	63.84	10.53	91.64
	Persons	1588	59.55	13.67	62.87	9.36	62.67	10.75	91.64
Russian Stage 3	Male	1	87.25	0.00	N/A	N/A	58.90	0.00	58.90
	Female	1	83.63	0.00	N/A	N/A	52.54	0.00	52.54
	Persons	2	85.44	2.56	N/A	N/A	55.72	4.50	58.90
Spanish Stage 3	Male	1	96.06	0.00	N/A	N/A	87.78	0.00	87.78
	Female	3	80.94	16.84	N/A	N/A	71.36	18.28	89.21
	Persons	4	84.72	15.69	N/A	N/A	75.47	17.03	89.21
Vietnamese Stage 3	Male	2	53.57	42.52	N/A	N/A	42.04	26.89	61.05
	Female	3	80.50	8.02	N/A	N/A	59.08	5.07	63.11
	Persons	5	69.73	26.49	N/A	N/A	52.26	16.76	63.11
Visual Arts Stage 2	Male	23	50.50	12.87	52.94	10.60	29.05	12.64	50.95
	Female	116	60.14	13.98	61.69	11.87	38.81	14.00	74.03
	Persons	139	58.54	14.22	60.29	12.08	37.19	14.22	74.03
Visual Arts Stage 3	Male	177	57.95	12.92	61.50	10.41	57.41	12.55	92.88
	Female	751	59.67	11.84	62.25	10.30	59.07	11.50	93.01
	Persons	928	59.34	12.06	62.11	10.32	58.76	11.72	93.01

\*The population consist of all Year 12 students with a combined mark for the course.

# School Curriculum and Standards Authority

Table 4.14 Relationship between raw examination marks and standardised examination marks\* for WACE course examinations, 2011

Course															
Percentile Rank		0%	0.2%	0.9%	2.9%	8.9%	24%	50.5%	77%	92.1%	98.1%	Top	Popln	Mean	Std.
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			Dev.
ACF2W	Accounting and Finance Stage 2 - Written	0.00	N/A	N/A	7.91	22.11	37.69	52.19	73.13	81.44	89.03	91.45	74	53.50	21.55
ACF3W	Accounting and Finance Stage 3 - Written	0.00	3.80	9.70	18.09	30.76	47.31	64.13	76.53	84.49	89.56	93.93	1357	60.74	19.20
HIA2W	Ancient History Stage 2 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	4	36.50	7.24
HIA3W	Ancient History Stage 3 - Written	0.00	N/A	22.16	26.89	34.68	44.44	55.81	68.81	81.88	87.11	95.50	199	56.32	16.15
APS2W	Animal Production Systems Stage 2 - Written	0.00	N/A	N/A	N/A	42.83	52.70	65.63	74.62	76.37	79.89	81.79	21	63.25	12.30
APS3W	Animal Production Systems Stage 3 - Written	0.00	N/A	N/A	30.34	34.67	40.82	46.42	59.42	66.31	70.09	73.87	37	49.45	11.47
AIT2W	Applied Information Technology Stage 2 - Written	0.00	N/A	22.97	30.15	43.34	54.65	64.00	72.22	78.32	82.76	91.44	485	62.22	13.18
AIT3W	Applied Information Technology Stage 3 - Written	0.00	20.70	24.02	32.09	40.86	49.91	60.02	69.05	77.14	84.91	95.19	637	59.12	13.10
ARA3W	Arabic Stage 3 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	11	77.46	5.06
AVN3P	Aviation Stage 3 - Practical	0.00	N/A	N/A	20.44	23.37	28.02	31.55	35.45	37.84	39.40	41.00	42	31.67	4.93
AVN3W	Aviation Stage 3 - Written	0.00	N/A	N/A	19.77	22.09	31.22	38.08	50.88	58.15	59.92	61.20	42	40.29	11.98
BIO2W	Biological Sciences Stage 2 - Written	0.00	N/A	N/A	N/A	N/A	56.78	63.77	70.73	79.26	81.15	81.75	21	64.44	10.18
BIO3W	Biological Sciences Stage 3 - Written	0.00	16.11	22.09	28.10	37.37	46.65	56.11	64.19	71.50	77.84	87.00	1595	55.04	12.46
BME2W	Business Management and Enterprise Stage 2 - Written	0.00	N/A	12.72	16.74	29.15	42.19	55.21	66.90	75.83	83.68	91.20	315	53.57	16.70
BME3W	Business Management and Enterprise Stage 3 - Written	0.00	N/A	2.77	10.58	20.87	32.91	49.97	60.37	69.94	78.27	89.08	223	47.06	17.77
CAE2W	Career and Enterprise Stage 2 - Written	0.00	N/A	14.85	18.74	27.74	41.75	56.69	68.22	78.05	84.64	91.33	226	54.31	17.40
CAE3W	Career and Enterprise Stage 3 - Written	0.00	N/A	12.27	27.69	33.56	42.36	56.12	66.99	74.96	79.72	89.94	188	54.25	15.01
CHE2W	Chemistry Stage 2 - Written	0.00	N/A	N/A	8.75	16.82	29.07	47.78	56.72	65.16	78.41	82.25	61	43.87	17.71

\* The raw marks which are standardised to 10, 20, 30, 40, 50, 60, 70, 80, 90 are those of students whose mark is higher than 0.2, 0.9, 2.9, 8.9, 24, 50.5, 77, 92.1 and 98.1 per cent respectively of other 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.

\*\*\* Entries for these courses are not provided because each has significant elements of choice available in the examination (i.e. stages and contexts). This means that raw marks for different candidates of these courses are not directly comparable.

# School Curriculum and Standards Authority

Table 4.14 Relationship between raw examination marks and standardised examination marks\* for WACE course examinations, 2011

Course															
Percentile Rank		0%	0.2%	0.9%	2.9%	8.9%	24%	50.5%	77%	92.1%	98.1%	Top	Popln	Mean	Std.
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			Dev.
CHE3W	Chemistry Stage 3 - Written	0.00	10.21	16.27	23.32	34.84	48.75	64.84	78.60	87.50	93.07	98.00	4717	62.65	18.86
CFC2W	Children, Family and the Community Stage 2 - Written	0.00	N/A	10.48	22.98	38.91	55.03	65.20	75.09	79.83	84.23	86.45	286	62.71	15.61
CFC3W	Children, Family and the Community Stage 3 - Written	0.00	N/A	N/A	N/A	29.51	46.72	56.25	68.14	73.85	79.95	81.88	12	57.42	14.06
CBS3W	Chinese: Background Speakers Stage 3 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	60	53.59	10.10
CSL2P	Chinese: Second Language Stage 2 - Practical**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	1	25.00	0.00
CSL2W	Chinese: Second Language Stage 2 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	1	52.00	0.00
CSL3P	Chinese: Second Language Stage 3 - Practical	0.00	N/A	N/A	N/A	20.00	21.60	25.09	26.93	28.82	29.72	30.00	45	24.80	3.25
CSL3W	Chinese: Second Language Stage 3 - Written	0.00	N/A	N/A	28.15	33.46	47.87	53.31	59.88	62.42	63.25	63.98	45	52.44	9.09
CSC2W	Computer Science Stage 2 - Written	0.00	N/A	N/A	9.08	22.57	38.99	52.24	66.88	77.14	83.19	85.90	108	51.43	18.21
CSC3W	Computer Science Stage 3 - Written	0.00	N/A	13.15	18.02	26.88	40.55	56.84	68.66	77.26	84.26	87.70	337	54.27	17.95
DAN2P	Dance Stage 2 - Practical	0.00	N/A	11.26	17.92	20.49	24.86	31.50	37.27	42.02	47.36	47.67	143	31.15	7.69
DAN2W	Dance Stage 2 - Written	0.00	N/A	7.07	7.78	13.11	20.30	33.05	38.29	42.71	46.42	48.69	144	30.02	10.71
DAN3P	Dance Stage 3 - Practical	0.00	N/A	13.08	16.48	21.54	27.21	31.58	38.00	43.34	46.87	48.42	200	32.14	7.63
DAN3W	Dance Stage 3 - Written	0.00	N/A	12.28	17.91	36.02	45.94	60.52	70.98	80.05	86.64	93.00	214	58.63	16.72
DES2P	Design Stage 2 - Practical	0.00	N/A	10.31	16.28	21.25	26.42	32.26	39.06	42.34	44.88	50.00	295	32.33	7.79
DES2W	Design Stage 2 - Written	0.00	N/A	7.91	12.87	20.25	29.51	35.56	40.55	44.32	47.08	49.00	292	34.33	8.52
DES3P	Design Stage 3 - Practical	0.00	N/A	12.25	14.95	20.29	24.98	31.63	37.92	44.15	47.67	50.00	403	31.78	8.42
DES3W	Design Stage 3 - Written	0.00	N/A	14.84	18.20	21.99	27.62	32.75	37.88	42.64	46.48	49.54	398	32.46	7.36

\* The raw marks which are standardised to 10, 20, 30, 40, 50, 60, 70, 80, 90 are those of students whose mark is higher than 0.2, 0.9, 2.9, 8.9, 24, 50.5, 77, 92.1 and 98.1 per cent respectively of other 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.

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# School Curriculum and Standards Authority

Table 4.14 Relationship between raw examination marks and standardised examination marks\* for WACE course examinations, 2011

Course															
Percentile Rank		0%	0.2%	0.9%	2.9%	8.9%	24%	50.5%	77%	92.1%	98.1%	Top	PopIn	Mean	Std.
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			Dev.
DRA2P	Drama Stage 2 - Practical	0.00	N/A	N/A	17.87	19.91	25.33	30.68	35.02	38.81	46.27	47.50	43	30.64	6.65
DRA2W	Drama Stage 2 - Written	0.00	N/A	N/A	17.04	22.46	25.42	35.06	38.76	40.75	43.32	44.75	43	32.97	6.87
DRA3P	Drama Stage 3 - Practical	0.00	13.30	18.25	20.85	24.02	28.61	33.08	37.65	41.84	44.98	49.50	916	33.15	6.24
DRA3W	Drama Stage 3 - Written	0.00	2.21	8.99	15.35	20.30	25.14	29.83	33.89	37.83	41.87	47.00	925	29.30	6.62
EES2W	Earth and Environmental Science Stage 2 - Written	0.00	N/A	N/A	37.05	40.92	55.71	65.24	73.33	81.88	85.12	85.32	38	64.26	13.15
EES3W	Earth and Environmental Science Stage 3 - Written	0.00	N/A	15.20	23.40	33.58	47.47	63.56	75.21	84.50	91.91	94.90	150	61.50	17.77
ECO2W	Economics Stage 2 - Written	0.00	N/A	N/A	16.17	31.17	41.50	52.13	65.62	72.10	86.05	87.00	50	52.88	15.84
ECO3W	Economics Stage 3 - Written	0.00	9.68	14.57	20.99	30.16	42.52	55.69	68.84	78.36	86.94	97.00	2033	55.18	17.05
EST2W	Engineering Studies Stage 2 - Written***														
EST3W	Engineering Studies Stage 3 - Written***														
ELD2P	English as an Additional Language or Dialect Stage 2 - Practical	0.00	N/A	23.32	30.64	39.24	50.72	63.46	73.20	83.52	91.22	96.00	240	62.23	15.55
ELD2W	English as an Additional Language or Dialect Stage 2 - Written	0.00	N/A	3.82	11.05	17.80	28.40	40.68	50.67	59.77	63.17	67.00	245	39.64	14.33
ELD3P	English as an Additional Language or Dialect Stage 3 - Practical	0.00	25.06	29.16	35.00	42.01	53.34	65.35	77.52	86.02	91.56	100.00	1035	65.15	15.38
ELD3W	English as an Additional Language or Dialect Stage 3 - Written	0.00	13.04	21.85	26.41	31.81	38.07	45.84	53.03	58.85	62.86	69.00	1044	45.57	9.70
ENG2W	English Stage 2 - Written	0.00	0.18	11.53	19.87	30.63	41.38	50.77	59.11	66.41	73.14	82.00	2688	49.57	13.24
ENG3W	English Stage 3 - Written	0.00	9.94	24.09	31.02	37.94	45.13	52.92	60.92	68.77	75.52	89.00	8861	52.96	11.29
FST2W	Food Science and Technology Stage 2 - Written***														

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# School Curriculum and Standards Authority

Table 4.14 Relationship between raw examination marks and standardised examination marks\* for WACE course examinations, 2011

Course															
Percentile Rank		0%	0.2%	0.9%	2.9%	8.9%	24%	50.5%	77%	92.1%	98.1%	Top	Popln	Mean	Std.
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			Dev.
FST3W	Food Science and Technology Stage 3 - Written	0.00	N/A	N/A	29.15	31.44	39.80	48.83	56.41	61.39	66.62	69.00	66	48.11	10.65
FRE2P	French Stage 2 - Practical**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	7	19.57	4.89
FRE2W	French Stage 2 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	7	39.02	10.58
FRE3P	French Stage 3 - Practical	0.00	N/A	8.19	11.11	14.03	17.12	21.05	24.36	27.55	29.48	30.00	375	20.89	4.79
FRE3W	French Stage 3 - Written	0.00	N/A	19.58	22.94	26.43	31.55	37.89	45.44	52.73	59.65	65.50	378	38.70	9.31
GEO2W	Geography Stage 2 - Written	0.00	N/A	N/A	18.02	33.99	44.85	53.68	62.98	68.74	74.34	80.00	70	53.07	13.26
GEO3W	Geography Stage 3 - Written	0.00	12.69	19.59	26.99	35.41	44.36	53.59	62.23	69.83	76.17	90.50	1929	52.97	12.52
GER2P	German Stage 2 - Practical**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	4	14.96	5.83
GER2W	German Stage 2 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	4	41.88	12.42
GER3P	German Stage 3 - Practical	0.00	N/A	N/A	9.52	11.18	14.05	18.51	21.91	24.66	24.92	25.00	78	18.30	4.62
GER3W	German Stage 3 - Written	0.00	N/A	N/A	25.95	32.75	41.38	49.68	60.63	65.63	69.48	69.93	78	49.67	11.34
HEA2W	Health Studies Stage 2 - Written	0.00	N/A	26.11	29.59	42.21	57.53	67.01	75.04	84.38	90.05	92.00	117	64.63	14.79
HEA3W	Health Studies Stage 3 - Written	0.00	N/A	N/A	41.57	52.26	59.84	72.18	78.20	86.32	92.45	97.50	107	69.95	12.85
HEB3W	Hebrew Stage 3 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	2	84.63	7.00
HBS2W	Human Biological Science Stage 2 - Written	0.00	N/A	21.01	28.56	32.93	42.16	52.42	62.59	70.34	76.02	86.50	297	52.10	13.12
HBS3W	Human Biological Science Stage 3 - Written	0.00	15.30	19.07	24.97	33.73	43.23	55.66	66.73	75.67	82.33	93.50	4212	54.84	14.99
IBS3W	Indonesian: Background Speakers Stage 3 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	9	40.56	13.89
IND2P	Indonesian: Second Language Stage 2 - Practical**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	3	31.33	6.13

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# School Curriculum and Standards Authority

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Course															
Percentile Rank		0%	0.2%	0.9%	2.9%	8.9%	24%	50.5%	77%	92.1%	98.1%	Top	Popln	Mean	Std.
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			Dev.
IND2W	Indonesian: Second Language Stage 2 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	3	34.77	5.67
IND3P	Indonesian: Second Language Stage 3 - Practical	0.00	N/A	N/A	6.48	11.34	15.35	23.33	32.60	35.85	37.43	38.00	60	23.82	9.03
IND3W	Indonesian: Second Language Stage 3 - Written	0.00	N/A	N/A	6.82	17.88	21.53	31.90	40.03	48.22	51.90	52.63	63	31.86	11.23
ISC2W	Integrated Science Stage 2 - Written	0.00	N/A	N/A	17.29	26.65	39.34	49.55	59.32	67.82	71.58	77.00	82	48.52	14.13
ISC3W	Integrated Science Stage 3 - Written	0.00	N/A	N/A	19.93	32.88	40.53	47.86	55.07	59.08	63.91	70.00	107	47.23	10.15
ITA2P	Italian Stage 2 - Practical	0.00	N/A	N/A	N/A	3.88	7.51	13.04	17.41	20.69	21.16	21.25	19	13.17	5.71
ITA2W	Italian Stage 2 - Written	0.00	N/A	N/A	N/A	25.17	29.62	35.67	42.11	58.87	62.68	62.72	22	38.39	11.44
ITA3P	Italian Stage 3 - Practical	0.00	N/A	0.58	1.99	6.56	11.83	17.63	21.99	26.42	28.86	30.00	240	17.11	6.85
ITA3W	Italian Stage 3 - Written	0.00	N/A	10.57	18.86	23.15	31.98	42.45	51.27	58.09	63.92	68.00	244	41.55	12.24
JBS3W	Japanese: Background Speakers Stage 3 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	3	54.33	2.32
JSL2P	Japanese: Second Language Stage 2 - Practical	0.00	N/A	N/A	N/A	N/A	4.56	10.15	13.63	17.00	19.28	20.00	19	10.05	5.05
JSL2W	Japanese: Second Language Stage 2 - Written	0.00	N/A	N/A	N/A	21.22	24.83	40.26	55.79	63.86	68.38	69.30	18	41.96	15.53
JSL3P	Japanese: Second Language Stage 3 - Practical	0.00	N/A	2.08	4.60	6.47	9.74	12.57	16.19	18.51	19.67	20.00	227	13.02	4.09
JSL3W	Japanese: Second Language Stage 3 - Written	0.00	N/A	9.95	15.64	22.72	32.70	41.81	52.68	60.82	65.24	70.00	228	41.76	13.42
LIT2W	Literature Stage 2 - Written	0.00	N/A	N/A	N/A	47.18	53.60	61.15	63.78	79.59	83.43	84.00	15	61.93	10.14
LIT3W	Literature Stage 3 - Written	0.00	9.17	36.35	43.59	48.95	56.68	64.45	71.59	78.54	84.89	95.50	1731	64.01	10.98
MMS3W	Marine and Maritime Studies Stage 3 - Written	0.00	N/A	N/A	N/A	41.18	49.89	70.85	78.83	83.45	89.43	95.08	27	67.38	15.07
MDT2P	Materials Design and Technology Stage 2 - Practical***														

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Course															
Percentile Rank		0%	0.2%	0.9%	2.9%	8.9%	24%	50.5%	77%	92.1%	98.1%	Top	Popln	Mean	Std.
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			Dev.
MDT2W	Materials Design and Technology Stage 2 - Written***														
MDT3P	Materials Design and Technology Stage 3 - Practical***														
MDT3W	Materials Design and Technology Stage 3 - Written***														
MAT2AB W	Mathematics Stage 2AB - Written	0.00	5.07	12.29	21.15	33.24	44.29	61.09	72.97	83.85	94.64	102.00	572	58.96	18.56
MAT2CD W	Mathematics Stage 2CD - Written	0.00	5.52	14.41	23.52	32.93	45.61	59.98	75.29	87.91	97.77	113.50	4536	60.09	19.35
MAT3AB W	Mathematics Stage 3AB - Written	0.00	10.16	19.74	29.39	41.59	55.72	72.51	87.61	98.44	105.96	117.50	4591	70.96	20.36
MAT3CD W	Mathematics Stage 3CD - Written	0.00	5.93	16.31	25.08	35.64	48.10	62.74	77.71	91.71	103.34	116.50	3472	62.88	19.89
MAS3AB W	Mathematics: Specialist Stage 3AB - Written	0.00	N/A	N/A	6.47	24.60	41.45	61.98	92.04	101.41	111.32	112.00	91	62.75	28.18
MAS3CD W	Mathematics: Specialist Stage 3CD - Written	0.00	N/A	9.24	19.33	35.96	50.81	66.50	81.13	93.89	106.66	118.00	1388	65.47	21.16
MPA2P	Media Production and Analysis Stage 2 - Practical	0.00	N/A	2.57	11.36	14.52	17.92	21.67	26.55	29.31	32.68	36.00	175	22.36	5.76
MPA2W	Media Production and Analysis Stage 2 - Written	0.00	N/A	N/A	12.97	19.04	27.13	34.40	39.26	41.62	43.92	45.67	170	32.41	8.83
MPA3P	Media Production and Analysis Stage 3 - Practical	0.00	2.66	6.75	11.63	16.78	21.05	25.05	28.94	32.97	35.57	40.00	946	25.21	5.89
MPA3W	Media Production and Analysis Stage 3 - Written	0.00	3.10	8.61	13.25	16.73	21.61	26.85	32.04	36.24	39.91	48.50	930	26.66	6.93
GRE3W	Modern Greek Stage 3 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	3	77.14	17.42
HIM2W	Modern History Stage 2 - Written	0.00	N/A	N/A	N/A	13.03	44.02	59.61	62.84	73.55	77.80	78.00	21	53.29	19.00

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Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			Dev.
HIM3W	Modern History Stage 3 - Written	0.00	3.85	15.88	26.68	38.32	48.19	57.32	66.41	74.98	82.17	96.00	2682	56.71	13.79
MUS2P	Music Stage 2 - Practical	0.00	N/A	N/A	N/A	11.86	19.49	24.65	28.67	34.71	38.24	41.00	29	24.78	7.71
MUS2W	Music Stage 2 - Written	0.00	N/A	N/A	N/A	12.67	16.35	20.19	26.79	34.42	40.02	44.49	31	22.29	8.17
MUS3P	Music Stage 3 - Practical	0.00	N/A	14.24	16.59	20.60	25.66	30.22	35.64	40.80	44.89	49.00	438	30.53	7.04
MUS3W	Music Stage 3 - Written	0.00	N/A	5.36	9.08	13.61	18.78	25.43	32.62	37.73	42.80	45.98	438	25.37	8.69
OED2W	Outdoor Education Stage 2 - Written	0.00	N/A	5.71	11.54	23.82	34.64	47.91	61.34	68.82	75.23	83.64	190	47.05	16.52
OED3W	Outdoor Education Stage 3 - Written	0.00	N/A	10.91	22.53	30.56	40.76	48.65	57.50	63.68	70.24	74.29	186	48.13	11.99
PBS3W	Persian: Background Speakers Stage 3 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	1	98.26	0.00
PAE2W	Philosophy and Ethics Stage 2 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	3	52.83	9.13
PAE3W	Philosophy and Ethics Stage 3 - Written	0.00	N/A	21.29	32.37	45.52	55.38	65.66	75.48	80.60	88.14	90.00	124	64.49	13.60
PES2W	Physical Education Studies Stage 2 - Written	0.00	0.02	6.60	11.44	17.97	26.33	35.04	42.77	48.39	52.63	56.35	506	34.23	10.72
PES3W	Physical Education Studies Stage 3 - Written	0.00	7.81	12.28	16.05	21.56	27.38	33.82	40.21	45.12	49.79	58.58	1706	33.39	8.59
PHY2W	Physics Stage 2 - Written	0.00	N/A	N/A	20.66	28.50	43.30	63.50	72.08	81.61	84.07	88.13	36	59.45	17.87
PHY3W	Physics Stage 3 - Written	0.00	3.90	11.53	19.91	29.34	40.85	53.95	67.36	77.66	86.39	95.00	3529	53.52	17.33
PPS2W	Plant Production Systems Stage 2 - Written	0.00	N/A	N/A	N/A	47.34	54.09	65.88	73.20	80.85	88.37	90.39	19	66.20	12.14
PPS3W	Plant Production Systems Stage 3 - Written	0.00	N/A	N/A	N/A	26.73	30.49	37.82	47.57	53.45	61.93	62.02	25	39.76	10.76
POL3W	Polish Stage 3 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	5	84.41	4.68
PAL2W	Politics and Law Stage 2 - Written	0.00	N/A	N/A	11.76	27.59	33.94	47.71	60.99	73.23	77.98	81.50	37	48.97	17.05

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Course															
Percentile Rank		0%	0.2%	0.9%	2.9%	8.9%	24%	50.5%	77%	92.1%	98.1%	Top	Popln	Mean	Std.
Standardised Mark		0	10	20	30	40	50	60	70	80	90	100			Dev.
PAL3W	Politics and Law Stage 3 - Written	0.00	1.88	5.96	11.85	21.17	32.64	47.15	59.06	69.24	78.25	98.00	881	45.82	17.14
PSY2W	Psychology Stage 2 - Written	0.00	N/A	8.39	17.50	27.84	45.76	58.12	72.11	80.59	86.93	89.25	192	56.70	18.34
PSY3W	Psychology Stage 3 - Written	0.00	3.83	14.14	20.60	32.11	45.69	59.40	69.92	78.34	84.68	93.63	617	56.88	16.65
REL2W	Religion and Life Stage 2 - Written	0.00	N/A	0.13	13.81	41.96	55.30	63.89	73.21	80.49	87.26	93.11	231	62.20	16.07
REL3W	Religion and Life Stage 3 - Written	0.00	2.84	39.27	45.30	52.78	60.79	68.01	75.34	82.26	86.99	92.22	1572	67.29	10.87
RUS3W	Russian Stage 3 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	2	85.44	1.81
SPA3W	Spanish Stage 3 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	4	84.72	13.59
VIE3W	Vietnamese Stage 3 - Written**	0.00	10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	5	69.73	23.69
VAR2P	Visual Arts Stage 2 - Practical	0.00	N/A	N/A	10.24	13.37	19.79	24.24	28.77	32.88	35.21	36.50	136	24.15	6.48
VAR2W	Visual Arts Stage 2 - Written	0.00	N/A	1.22	7.41	12.19	21.34	29.72	34.50	38.64	44.11	47.25	132	27.68	9.43
VAR3P	Visual Arts Stage 3 - Practical	0.00	7.67	11.39	13.39	15.94	19.97	23.82	28.56	32.57	37.14	40.00	926	24.19	5.94
VAR3W	Visual Arts Stage 3 - Written	0.00	0.10	4.18	10.60	16.12	21.35	26.89	32.95	38.13	42.06	48.00	910	26.86	7.95

\* The raw marks which are standardised to 10, 20, 30, 40, 50, 60, 70, 80, 90 are those of students whose mark is higher than 0.2, 0.9, 2.9, 8.9, 24, 50.5, 77, 92.1 and 98.1 per cent respectively of other 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.

\*\*\* Entries for these courses are not provided because each has significant elements of choice available in the examination (i.e. stages and contexts). This means that raw marks for different candidates of these courses are not directly comparable.

# School Curriculum and Standards Authority

Table 4.15 Relationship between TISC derived combined marks and scaled marks for WACE course examinations, 2011

Course	Combined marks					
	Scaled to 35	Scaled to 50	Scaled to 65	Scaled to 75	Scaled to 85	Scaled to 100
Accounting and Finance	48.53	63.80	79.07	89.25	99.43	*
Ancient History	51.00	65.51	80.02	89.69	99.37	*
Animal Production Systems	50.62	65.49	80.35	90.26	*	*
Applied Information Technology	42.45	59.52	76.59	87.97	99.35	*
Arabic	70.27	76.25	82.24	86.23	90.22	96.21
Aviation	44.75	58.58	72.42	81.65	90.87	*
Biological Sciences	50.06	64.85	79.64	89.50	99.35	*
Business Management and Enterprise	40.68	57.92	75.16	86.65	98.14	*
Career and Enterprise	40.29	58.19	76.10	88.04	99.97	*
Chemistry	49.72	64.41	79.10	88.89	98.68	*
Children, Family and the Community	38.01	52.31	66.61	76.15	85.68	99.98
Chinese: Background Speakers	38.43	47.62	56.82	62.95	69.08	78.27
Chinese: Second Language	50.08	64.60	79.11	88.79	98.47	*
Computer Science	43.22	60.55	77.88	89.44	*	*
Dance	42.31	59.71	77.11	88.71	*	*
Design	41.81	58.95	76.09	87.52	98.95	*
Drama	50.31	65.04	79.78	89.60	99.43	*
Earth and Environmental Science	45.27	61.79	78.32	89.34	*	*
Economics	49.10	64.21	79.32	89.39	99.47	*
Engineering Studies	39.99	58.00	76.01	88.02	*	*
English	44.15	61.31	78.46	89.90	*	*
English as an Additional Language or Dialect	44.68	60.54	76.39	86.96	97.53	*
Food Science and Technology	36.98	53.56	70.14	81.20	92.25	*
French	50.55	65.29	80.03	89.86	99.69	*
Geography	50.36	65.04	79.72	89.51	99.30	*
German	47.00	62.61	78.23	88.64	99.05	*
Health Studies	41.42	58.41	75.39	86.71	98.03	*
Human Biological Science	49.00	64.38	79.76	90.01	*	*
Indonesian: Background Speakers	25.41	37.96	50.52	58.89	67.27	79.83
Indonesian: Second Language	52.81	66.53	80.24	89.38	98.52	*
Integrated Science	43.29	60.05	76.81	87.99	99.16	*
Italian	49.71	64.68	79.65	89.63	99.61	*
Japanese: Second Language	46.94	62.77	78.60	89.15	99.70	*
Literature	50.76	65.34	79.91	89.63	99.34	*
Marine and Maritime Studies	48.24	59.85	71.46	79.21	86.95	98.57
Materials Design and Technology	41.99	58.01	74.03	84.71	95.39	*
Mathematics	45.72	65.78	85.84	99.22	*	*
Mathematics: Specialist	48.98	63.62	78.26	88.01	97.77	*
Media Production and Analysis	46.95	63.10	79.26	90.03	*	*
Modern History	51.16	65.62	80.07	89.71	99.34	*
Music	48.38	63.72	79.06	89.29	99.51	*

\* Combined mark above 100.

## School Curriculum and Standards Authority

Table 4.15 Relationship between TISC derived combined marks and scaled marks for WACE course examinations, 2011

Course	Combined marks					
	Scaled to 35	Scaled to 50	Scaled to 65	Scaled to 75	Scaled to 85	Scaled to 100
Outdoor Education	39.91	57.95	75.98	88.00	*	*
Philosophy and Ethics	50.89	65.17	79.44	88.96	98.48	*
Physical Education Studies	44.23	61.42	78.62	90.08	*	*
Physics	50.12	64.51	78.90	88.50	98.09	*
Plant Production Systems	50.91	66.14	81.37	91.53	*	*
Politics and Law	49.20	64.42	79.63	89.77	99.91	*
Psychology	42.89	60.20	77.51	89.05	*	*
Religion and Life	46.97	62.89	78.81	89.42	*	*
Spanish	49.85	64.27	78.68	88.30	97.91	*
Vietnamese	66.58	74.92	83.25	88.80	94.36	*
Visual Arts	47.46	63.48	79.49	90.16	*	*

\* Combined mark above 100.

# School Curriculum and Standards Authority

Table 4.16 Course loading for each WACE examination, 2010-2011

The mean of all scaled scores across all courses is 60. The course loading is the difference between a 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.

Course	2010	2010	2011	2011
	Mean scaled mark*	Course loading	Mean scaled mark*	Course loading
Accounting and Finance	59.96	-0.04	60.04	0.04
Ancient History	64.2	4.2	62.84	2.84
Animal Production Systems	43.46	-16.54	40.72	-19.28
Applied Information Technology	52.08	-7.92	52.71	-7.29
Arabic **	56.32	-3.68	60.06	0.06
Aviation	51.84	-8.16	52.49	-7.51
Biological Sciences	59.95	-0.05	59.93	-0.07
Business Management and Enterprise	50.43	-9.57	51	-9
Career and Enterprise	52.01	-7.99	52	-8
Chemistry	65.71	5.71	65.52	5.52
Children, Family and the Community	51.15	-8.85	51.98	-8.02
Chinese: Background Speakers	49.72	-10.29	60.96	0.96
Chinese: Second Language	61.07	1.07	69.41	9.41
Computer Science	55.6	-4.4	53.98	-6.02
Dance	54.84	-5.16	54.7	-5.3
Design	55.53	-4.47	55.43	-4.57
Drama	57.73	-2.27	58.51	-1.49
Earth and Environmental Science	56.01	-3.99	55.34	-4.66
Economics	62.83	2.83	62.43	2.43
Engineering Studies	56.73	-3.27	58.72	-1.28
English	58.2	-1.8	58.09	-1.91
English as an Additional Language or Dialect	60.23	0.23	60.9	0.9
Food Science and Technology	52.56	-7.44	54.36	-5.64
French	66.96	6.96	68.29	8.29
Geography	57.14	-2.86	56.59	-3.41
German	68.27	8.27	67.77	7.77
Health Studies	51	-9	50.66	-9.34
Hebrew	76.64	16.64	77.97	17.97
Human Biological Science	58.31	-1.69	58.43	-1.57
Indonesian Background Speakers **	55.81	-4.19		
Indonesian: Background Speakers **			49.88	-10.12
Indonesian: Second Language	62.14	2.14	60.29	0.29
Integrated Science	53.43	-6.57	50.89	-9.11
Italian	60.94	0.94	62.59	2.59
Japanese: Background Speakers	63.89	3.89	50.36	-9.64
Japanese: Second Language	64.37	4.37	64.3	4.3
Literature	68.85	8.85	68.33	8.33
Malay: Background Speakers **	30.77	-29.23		

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

- have a combined mark for the course.
- have marks for at least four WACE examinations.

\*\* indicates that the course was not examined in either 2010 or 2011.

# School Curriculum and Standards Authority

Table 4.16 Course loading for each WACE examination, 2010-2011, (cont)

The mean of all scaled scores across all courses is 60. The course loading is the difference between a 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	2010	2010	2011	2011
	Mean scaled mark*	Course loading	Mean scaled mark*	Course loading
Marine and Maritime Studies **			52.62	-7.38
Marine and Maritime Technology **	53.15	-6.85		
Materials Design and Technology	54.94	-5.06	54.01	-5.99
Mathematics	59.62	-0.38	59.76	-0.24
Mathematics: Specialist	69.73	9.73	69.47	9.47
Media Production and Analysis	56.48	-3.52	55.84	-4.16
Modern Greek	51.66	-8.34	63.42	3.42
Modern History	60.02	0.02	59.58	-0.42
Music	62.35	2.35	64.38	4.38
Outdoor Education	51.92	-8.08	51.64	-8.36
Persian: Background Speakers **			94.06	34.06
Philosophy and Ethics	60.7	0.7	64.25	4.25
Physical Education Studies	55.7	-4.3	55.65	-4.35
Physics	65.85	5.85	65.6	5.6
Plant Production Systems	40.85	-19.15	39.36	-20.64
Polish	59.6	-0.4	71.15	11.15
Politics and Law	63.25	3.25	63.04	3.04
Psychology	56.99	-3.01	56.51	-3.49
Religion and Life	60.17	0.17	60.51	0.51
Russian **	55.27	-4.73	55.72	-4.28
Serbian **	51.71	-8.29		
Spanish	83.1	23.1	75.47	15.47
Vietnamese **			52.26	-7.74
Visual Arts	57.32	-2.68	57.65	-2.35

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

- have a combined mark for the course.
- have marks for at least four WACE examinations.

\*\* indicates that the course was not examined in either 2010 or 2011.

# School Curriculum and Standards Authority

Table 4.17 Ranges of WACE course scores in WACE course examinations, 2011

Course	Number*	Excellent	High	Satisfactory	Limited	Inadequate	Mean St.Dev	Min	Max
Accounting and Finance Stage 2	74	14 (19%)	18 (24%)	21 (29%)	18 (24%)	3 (4%)	60.61 14.85	28.33	95.38
Accounting and Finance Stage 3	1361	314 (23%)	503 (37%)	180 (13%)	214 (16%)	150 (11%)	62.44 17.64	6.59	98.71
Ancient History Stage 2	4	0 (0%)	0 (0%)	0 (0%)	2 (50%)	2 (50%)	36.52 6.01	30.59	46.43
Ancient History Stage 3	199	31 (16%)	39 (20%)	87 (42%)	33 (17%)	9 (5%)	60.48 14.33	24.67	95.16
Animal Production Systems Stage 2	22	3 (14%)	9 (41%)	7 (31%)	3 (14%)	0 (0%)	64.12 13.01	41.50	100.00
Animal Production Systems Stage 3	37	8 (22%)	5 (14%)	13 (35%)	9 (24%)	2 (5%)	60.60 15.67	32.32	100.00
Applied Information Technology Stage 2	486	49 (10%)	161 (33%)	214 (44%)	43 (9%)	19 (4%)	61.80 12.43	14.20	98.34
Applied Information Technology Stage 3	639	111 (17%)	221 (35%)	224 (35%)	72 (11%)	11 (2%)	64.22 12.26	12.47	100.00
Aviation Stage 3	42	3 (7%)	16 (38%)	16 (39%)	6 (14%)	1 (2%)	62.55 12.11	33.21	93.48
Biological Sciences Stage 2	21	5 (24%)	3 (14%)	6 (29%)	7 (33%)	0 (0%)	61.33 13.59	42.36	86.69
Biological Sciences Stage 3	1606	167 (10%)	560 (35%)	648 (41%)	213 (13%)	18 (1%)	62.62 11.58	13.02	100.00
Business Management and Enterprise Stage 2	318	20 (6%)	75 (24%)	84 (26%)	115 (36%)	24 (8%)	54.43 14.42	16.15	100.00
Business Management and Enterprise Stage 3	226	41 (18%)	63 (28%)	90 (40%)	23 (10%)	9 (4%)	62.95 13.76	13.39	99.04
Career and Enterprise Stage 2	225	8 (4%)	89 (40%)	104 (45%)	17 (8%)	7 (3%)	61.31 10.31	26.18	100.00
Career and Enterprise Stage 3	189	30 (16%)	90 (48%)	55 (29%)	12 (6%)	2 (1%)	66.40 11.30	19.97	93.32
Chemistry Stage 2	61	4 (7%)	12 (20%)	23 (37%)	14 (23%)	8 (13%)	55.55 15.07	23.00	100.00
Chemistry Stage 3	4752	1142 (24%)	1348 (28%)	1729 (36%)	459 (10%)	74 (2%)	65.51 13.10	7.03	98.33
Children, Family and the Community Stage 2	293	95 (32%)	113 (39%)	60 (21%)	18 (6%)	7 (2%)	68.37 13.62	20.13	94.27
Children, Family and the Community Stage 3	12	3 (25%)	3 (25%)	4 (34%)	1 (8%)	1 (8%)	64.10 17.34	31.64	90.85
Chinese: Second Language Stage 3	38	4 (11%)	7 (18%)	22 (58%)	5 (13%)	0 (0%)	60.72 11.83	37.45	89.13
Computer Science Stage 2	108	18 (17%)	22 (20%)	32 (30%)	22 (20%)	14 (13%)	57.52 17.30	21.35	96.90
Computer Science Stage 3	341	77 (23%)	89 (26%)	129 (37%)	37 (11%)	9 (3%)	64.22 13.61	20.87	97.76
Dance Stage 2	143	27 (19%)	49 (34%)	58 (40%)	8 (6%)	1 (1%)	65.89 10.33	33.83	96.13
Dance Stage 3	213	50 (23%)	88 (41%)	50 (25%)	22 (10%)	3 (1%)	66.04 12.74	20.93	96.52
Design Stage 2	293	14 (5%)	60 (20%)	190 (65%)	12 (4%)	17 (6%)	59.66 10.69	23.47	91.91
Design Stage 3	398	15 (4%)	69 (17%)	265 (67%)	44 (11%)	5 (1%)	58.99 9.64	27.01	96.45
Drama Stage 2	41	10 (24%)	14 (34%)	13 (32%)	4 (10%)	0 (0%)	66.39 11.15	47.31	88.20
Drama Stage 3	930	321 (35%)	265 (28%)	271 (29%)	70 (8%)	3 (0%)	68.62 11.65	26.86	94.76
Earth and Environmental Science Stage 2	38	3 (8%)	12 (32%)	14 (37%)	7 (18%)	2 (5%)	59.73 13.60	29.53	100.00

\* Statistics related to courses with small population numbers may vary considerably from year to year and from course to course.

# School Curriculum and Standards Authority

Table 4.17 Ranges of WACE course scores in WACE course examinations, 2011

Course	Number*	Excellent	High	Satisfactory	Limited	Inadequate	Mean St.Dev	Min	Max
Earth and Environmental Science Stage 3	149	19 (13%)	62 (42%)	41 (27%)	22 (15%)	5 (3%)	62.99 13.62	26.56	99.83
Economics Stage 2	50	4 (8%)	14 (28%)	20 (40%)	4 (8%)	8 (16%)	57.39 15.95	22.46	93.80
Economics Stage 3	2047	419 (20%)	377 (18%)	734 (37%)	417 (20%)	100 (5%)	60.57 15.41	7.60	99.78
Engineering Studies Stage 2	86	12 (14%)	6 (7%)	26 (30%)	12 (14%)	30 (35%)	49.37 19.87	17.19	94.90
Engineering Studies Stage 3	136	30 (22%)	50 (37%)	30 (21%)	13 (10%)	13 (10%)	63.14 16.73	16.46	95.58
English as an Additional Language or Dialect Stage 2	242	23 (10%)	58 (24%)	108 (44%)	33 (14%)	20 (8%)	58.27 13.89	18.01	93.45
English as an Additional Language or Dialect Stage 3	1022	89 (9%)	248 (24%)	516 (50%)	153 (15%)	16 (2%)	60.33 11.26	10.98	95.74
English Stage 2	2711	256 (9%)	495 (18%)	1797 (67%)	148 (5%)	15 (1%)	61.89 9.58	16.57	100.00
English Stage 3	8711	1005 (12%)	2896 (33%)	4508 (52%)	278 (3%)	24 (0%)	64.81 9.15	12.75	96.65
Food Science and Technology Stage 2	307	54 (18%)	60 (20%)	135 (43%)	42 (14%)	16 (5%)	60.96 14.15	17.41	100.00
Food Science and Technology Stage 3	67	19 (28%)	26 (39%)	15 (23%)	2 (3%)	5 (7%)	67.45 14.77	28.75	100.00
French Stage 2	7	1 (14%)	2 (29%)	2 (29%)	1 (14%)	1 (14%)	58.01 15.57	30.08	80.50
French Stage 3	389	70 (18%)	142 (37%)	153 (39%)	11 (3%)	13 (3%)	66.02 12.32	22.08	98.67
Geography Stage 2	71	5 (7%)	15 (21%)	41 (58%)	6 (8%)	4 (6%)	58.78 11.72	26.13	91.46
Geography Stage 3	1946	115 (6%)	252 (13%)	1039 (53%)	497 (26%)	43 (2%)	56.41 11.52	9.70	97.17
German Stage 2	3	0 (0%)	0 (0%)	1 (33%)	2 (67%)	0 (0%)	46.46 2.70	44.10	50.24
German Stage 3	74	19 (26%)	18 (24%)	33 (45%)	4 (5%)	0 (0%)	67.02 13.02	37.53	98.74
Health Studies Stage 2	120	32 (27%)	32 (27%)	33 (27%)	16 (13%)	7 (6%)	64.24 15.50	21.01	99.00
Health Studies Stage 3	108	17 (16%)	46 (43%)	43 (39%)	2 (2%)	0 (0%)	67.27 8.90	45.45	100.00
Human Biological Science Stage 2	298	11 (4%)	26 (9%)	78 (25%)	172 (58%)	11 (4%)	50.99 12.07	19.09	99.71
Human Biological Science Stage 3	4261	336 (8%)	1232 (29%)	1873 (44%)	737 (17%)	83 (2%)	60.30 11.83	3.95	100.00
Indonesian: Second Language Stage 2	3	1 (33%)	0 (0%)	2 (67%)	0 (0%)	0 (0%)	66.11 10.82	57.27	81.34
Indonesian: Second Language Stage 3	63	5 (8%)	13 (21%)	19 (29%)	23 (37%)	3 (5%)	55.93 14.07	28.72	88.64
Integrated Science Stage 2	81	10 (12%)	20 (25%)	38 (47%)	6 (7%)	7 (9%)	60.33 13.78	24.98	100.00
Integrated Science Stage 3	108	8 (7%)	26 (24%)	59 (55%)	13 (12%)	2 (2%)	60.66 11.16	32.78	95.75
Italian Stage 2	19	3 (16%)	0 (0%)	7 (37%)	8 (42%)	1 (5%)	55.05 16.26	32.81	91.63
Italian Stage 3	249	37 (15%)	42 (17%)	84 (34%)	75 (30%)	11 (4%)	58.16 14.98	23.92	95.14
Japanese: Second Language Stage 2	20	2 (10%)	5 (25%)	4 (20%)	8 (40%)	1 (5%)	55.99 15.80	34.81	93.35
Japanese: Second Language Stage 3	227	31 (14%)	49 (22%)	68 (30%)	62 (27%)	17 (7%)	57.67 15.52	15.62	96.16

\* Statistics related to courses with small population numbers may vary considerably from year to year and from course to course.

# School Curriculum and Standards Authority

Table 4.17 Ranges of WACE course scores in WACE course examinations, 2011

Course	Number*	Excellent	High	Satisfactory	Limited	Inadequate	Mean St.Dev	Min	Max
Literature Stage 2	15	1 (7%)	11 (73%)	3 (20%)	0 (0%)	0 (0%)	68.48 6.26	54.24	78.23
Literature Stage 3	1751	634 (36%)	568 (32%)	489 (29%)	55 (3%)	5 (0%)	70.23 10.90	19.70	97.17
Marine and Maritime Studies Stage 3	28	5 (18%)	12 (43%)	5 (18%)	6 (21%)	0 (0%)	63.56 14.99	35.92	100.00
Materials Design and Technology Stage 2	193	31 (16%)	56 (29%)	84 (44%)	22 (11%)	0 (0%)	64.00 10.60	40.16	90.04
Materials Design and Technology Stage 3	173	49 (28%)	61 (35%)	29 (18%)	23 (13%)	11 (6%)	65.20 15.36	23.46	94.88
Mathematics Stage 2AB	570	49 (9%)	194 (34%)	164 (29%)	144 (25%)	19 (3%)	59.39 13.70	15.47	96.58
Mathematics Stage 2CD	4567	100 (2%)	1033 (23%)	1908 (41%)	1214 (27%)	312 (7%)	54.97 12.55	3.76	97.09
Mathematics Stage 3AB	4628	454 (10%)	1382 (30%)	2078 (44%)	640 (14%)	74 (2%)	61.47 11.76	6.66	100.00
Mathematics Stage 3CD	3490	863 (25%)	860 (25%)	1353 (38%)	336 (10%)	78 (2%)	64.95 13.63	5.77	98.56
Mathematics: Specialist Stage 3AB	90	11 (12%)	18 (20%)	33 (36%)	23 (26%)	5 (6%)	57.48 15.61	20.51	94.21
Mathematics: Specialist Stage 3CD	1395	254 (18%)	353 (25%)	567 (41%)	151 (11%)	70 (5%)	62.52 14.47	8.92	99.49
Media Production and Analysis Stage 2	166	23 (14%)	59 (36%)	65 (39%)	19 (11%)	0 (0%)	64.12 10.88	37.48	88.31
Media Production and Analysis Stage 3	941	232 (25%)	299 (32%)	390 (41%)	18 (2%)	2 (0%)	67.53 9.74	28.08	92.95
Modern History Stage 2	21	1 (5%)	2 (10%)	13 (61%)	3 (14%)	2 (10%)	53.82 16.26	13.97	100.00
Modern History Stage 3	2693	113 (4%)	880 (33%)	1339 (50%)	332 (12%)	29 (1%)	60.89 9.83	9.40	99.14
Music Stage 2	30	6 (20%)	5 (17%)	17 (56%)	2 (7%)	0 (0%)	64.15 11.62	45.21	92.26
Music Stage 3	439	48 (11%)	182 (41%)	164 (37%)	42 (10%)	3 (1%)	64.30 10.63	28.25	99.53
Outdoor Education Stage 2	190	21 (11%)	65 (34%)	83 (44%)	16 (8%)	5 (3%)	62.63 11.93	25.47	100.00
Outdoor Education Stage 3	187	23 (12%)	70 (37%)	76 (41%)	15 (8%)	3 (2%)	64.31 11.40	26.03	99.90
Philosophy and Ethics Stage 2	3	0 (0%)	0 (0%)	2 (67%)	1 (33%)	0 (0%)	52.64 8.01	41.71	60.66
Philosophy and Ethics Stage 3	129	23 (18%)	41 (32%)	56 (43%)	8 (6%)	1 (1%)	65.37 11.76	25.34	96.30
Physical Education Studies Stage 2	487	49 (10%)	146 (30%)	261 (54%)	31 (6%)	0 (0%)	63.43 8.96	36.49	89.84
Physical Education Studies Stage 3	1701	183 (11%)	653 (38%)	828 (49%)	23 (1%)	14 (1%)	65.01 8.44	19.10	92.24
Physics Stage 2	37	7 (19%)	8 (22%)	11 (30%)	9 (24%)	2 (5%)	60.72 15.69	29.73	100.00
Physics Stage 3	3551	371 (10%)	848 (24%)	1618 (45%)	588 (17%)	126 (4%)	59.79 13.05	3.23	97.89
Plant Production Systems Stage 2	20	2 (10%)	8 (40%)	10 (50%)	0 (0%)	0 (0%)	64.59 11.20	52.64	93.34
Plant Production Systems Stage 3	25	4 (16%)	3 (12%)	10 (40%)	8 (32%)	0 (0%)	60.00 14.42	40.32	89.96
Politics and Law Stage 2	37	4 (11%)	7 (19%)	10 (27%)	14 (38%)	2 (5%)	56.51 14.23	30.21	93.72
Politics and Law Stage 3	890	77 (9%)	177 (20%)	421 (47%)	168 (19%)	47 (5%)	57.82 13.52	11.30	100.00

\* Statistics related to courses with small population numbers may vary considerably from year to year and from course to course.



# School Curriculum and Standards Authority

Table 4.17 Ranges of WACE course scores in WACE course examinations, 2011

Course	Number*	Excellent	High	Satisfactory	Limited	Inadequate	Mean St.Dev	Min	Max
Psychology Stage 2	191	30 (16%)	47 (25%)	85 (43%)	22 (12%)	7 (4%)	61.91 12.94	21.99	100.00
Psychology Stage 3	625	92 (15%)	148 (24%)	295 (47%)	81 (13%)	9 (1%)	62.22 12.23	21.04	96.65
Religion and Life Stage 2	227	30 (13%)	29 (13%)	124 (55%)	43 (19%)	1 (0%)	59.61 12.19	28.71	96.06
Religion and Life Stage 3	1576	143 (9%)	410 (26%)	934 (60%)	82 (5%)	7 (0%)	62.87 9.36	24.78	95.90
Visual Arts Stage 2	131	10 (8%)	52 (40%)	25 (18%)	44 (34%)	0 (0%)	60.29 12.03	41.42	94.22
Visual Arts Stage 3	914	79 (9%)	311 (34%)	413 (45%)	104 (11%)	7 (1%)	62.11 10.32	27.78	94.45

\* Statistics related to courses with small population numbers may vary considerably from year to year and from course to course.

## School Curriculum and Standards Authority

Table 4.19 Age of full fee paying overseas students\* enrolled in 2011 WACE course examinations by enrolment type and sex

Age as at 31 December 2011	Full-time*			Part-time			Total (both full-time and part-time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Under 16	0	1	1	0	0	0	0	1	1
16+ - 17**	6	4	10	0	0	0	6	4	10
17+ - 18	52	64	116	0	0	0	52	64	116
18+ - 19	280	375	655	2	0	2	282	375	657
19+ - 20	124	126	250	6	2	8	130	128	258
20+ - 21	16	9	25	4	1	5	20	10	30
21+ - 22	2	2	4	2	0	2	4	2	6
22+ - 23	1	0	1	1	0	1	2	0	2
23+ - 24	3	0	3	0	0	0	3	0	3
24+ - 55	0	0	0	0	0	0	0	0	0
55+ - 60	0	0	0	0	0	0	0	0	0
Total***	484	581	1065	15	3	18	499	584	1083

\* 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 2011.

\*\*\* In 2011, 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.

## School Curriculum and Standards Authority

Table 4.20 Number and percentage\* of full fee paying overseas students sitting for a specific number of WACE examination courses, 2008-2011

Number of examinations sat for	2008		2009		2010		2011			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	7	1	12	1.4	6	0.7	7	5	12	1.1
2	1	0.1	9	1.1	8	0.9	11	9	20	1.9
3	4	0.6	21	2.5	3	0.3	2	2	4	0.4
4	44	6.1	48	5.7	64	7.1	29	34	63	6
5	607	84.3	697	83.5	777	86.7	390	504	894	85.3
6	56	7.8	48	5.7	38	4.2	37	18	55	5.2
7 or more	1	0.1	0	0	0	0	0	0	0	0
Total	720	100	835	100	896	100	476	572	1048	100

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

# School Curriculum and Standards Authority

Table 4.21 Number of full fee paying overseas students sitting the tertiary entrance examination/WACE examination in each subject/course, 2008-2011

Subject/course	Number of candidates sitting in the examinations								
	2008	2009	2010	2011					
				Male		Female		Persons	% Change*
				No.	%	No.	%		
Accounting	308	276	-	-	-	-	-	-	-
Accounting and Finance Stage 2	-	-	20	19	70	8	30	27	35
Accounting and Finance Stage 3	-	-	287	157	41	230	59	387	38.2
Ancient History	2	2	-	-	-	-	-	-	-
Ancient History Stage 3	-	-	-	1	100	0	0	1	-
Applicable Mathematics	555	608	-	-	-	-	-	-	-
Applied Information Technology	5	-	-	-	-	-	-	-	-
Applied Information Technology Stage 2	-	47	86	54	59	37	41	91	5.8
Applied Information Technology Stage 3	-	9	6	11	46	13	54	24	300
Art	8	10	-	-	-	-	-	-	-
Aviation	4	-	-	-	-	-	-	-	-
Aviation Stage 3	-	6	-	-	-	-	-	-	-
Biological Sciences Stage 2	-	-	2	3	75	1	25	4	100
Biological Sciences Stage 3	-	-	214	54	25	160	75	214	0
Biology	155	167	-	-	-	-	-	-	-
Business Management and Enterprise Stage 2	-	-	70	26	48	28	52	54	-22.9
Business Management and Enterprise Stage 3	-	-	37	33	38	53	62	86	186.7
Calculus	295	303	-	-	-	-	-	-	-
Career and Enterprise Stage 2	-	24	-	0	0	3	100	3	-
Career and Enterprise Stage 3	-	61	78	32	48	34	52	66	-15.4
Chemistry	360	451	-	-	-	-	-	-	-
Chemistry Stage 2	-	-	13	14	64	8	36	22	69.2
Chemistry Stage 3	-	-	440	222	44	285	56	507	15.2
Children, Family and the Community Stage 2	-	-	2	0	0	2	100	2	0
Chinese: Advanced	15	-	-	-	-	-	-	-	-
Chinese: Background Speakers Stage 3	-	13	19	6	26	17	74	23	21.1
Chinese: Second Language	1	-	-	-	-	-	-	-	-
Chinese: Second Language Stage 3	-	1	-	2	100	0	0	2	-
Computer Science Stage 2	-	48	42	38	59	26	41	64	52.4
Computer Science Stage 3	-	114	98	26	55	21	45	47	-52
Dance Stage 3	-	1	1	-	-	-	-	-	-
Design Stage 2	-	-	3	-	-	-	-	-	-
Design Stage 3	-	-	2	3	60	2	40	5	150
Discrete Mathematics	151	182	-	-	-	-	-	-	-
Drama Stage 2	-	2	-	-	-	-	-	-	-
Drama Stage 3	-	3	1	0	0	3	100	3	200
Drama Studies	3	-	-	-	-	-	-	-	-
Earth and Environmental Science Stage 2	-	-	-	1	100	0	0	1	-
Earth and Environmental Science Stage 3	-	-	-	1	100	0	0	1	-
Economics	303	297	-	-	-	-	-	-	-
Economics Stage 2	-	-	36	15	54	13	46	28	-22.2
Economics Stage 3	-	-	247	154	44	193	56	347	40.5
Engineering Studies Stage 3	3	3	1	-	-	-	-	-	-

\* Percentage change between 2010 and 2011

# School Curriculum and Standards Authority

Table 4.21 Number of full fee paying overseas students sitting the tertiary entrance examination/WACE examination in each subject/course, 2008-2011, cont

Subject/course	Number of candidates sitting in the examinations								
	2008	2009	2010	2011					
				Male		Female		Persons	% Change*
				No.	%	No.	%		
French Stage 3	-	-	1	3	43	4	57	7	600
Geography	11	3	-	-	-	-	-	-	-
Geography Stage 2	-	-	1	-	-	-	-	-	-
Geography Stage 3	-	-	5	5	56	4	44	9	80
German	20	19	-	-	-	-	-	-	-
German Stage 3	-	-	19	18	90	2	10	20	5.3
History	9	8	-	-	-	-	-	-	-
Human Biological Science Stage 2	-	-	4	5	100	0	0	5	25
Human Biological Science Stage 3	-	-	32	10	24	32	76	42	31.2
Human Biology	33	24	-	-	-	-	-	-	-
Indonesian: Advanced	11	-	-	-	-	-	-	-	-
Indonesian: Background Speakers Stage 3	-	2	-	3	100	0	0	3	-
Indonesian: Second Language Stage 3	-	-	-	1	50	1	50	2	-
Information Systems	209	-	-	-	-	-	-	-	-
Integrated Science Stage 2	-	-	1	5	83	1	17	6	500
Integrated Science Stage 3	-	-	-	0	0	2	100	2	-
Italian	1	-	-	-	-	-	-	-	-
Japanese: Advanced	2	-	-	-	-	-	-	-	-
Japanese: Background Speakers Stage 3	-	2	3	2	100	0	0	2	-33.3
Japanese: Second Language	11	8	-	-	-	-	-	-	-
Japanese: Second Language Stage 3	-	-	8	1	12	7	88	8	0
Literature Stage 3	-	-	1	0	0	1	100	1	0
Malay: Advanced	15	-	-	-	-	-	-	-	-
Marine and Maritime Technology Stage 3	-	-	1	-	-	-	-	-	-
Materials Design and Technology Stage 2	-	4	-	0	0	1	100	1	-
Materials Design and Technology Stage 3	-	3	-	0	0	3	100	3	-
Mathematics Stage 2	-	-	86	60	58	44	42	104	20.9
Mathematics Stage 3	-	-	786	400	44	510	56	910	16.8
Mathematics: Specialist Stage 3	-	-	282	182	57	139	43	321	16.7
Media Production and Analysis	19	-	-	-	-	-	-	-	-
Media Production and Analysis Stage 2	-	8	8	1	100	0	0	1	-87.5
Media Production and Analysis Stage 3	-	9	5	6	67	3	33	9	80
Modern History Stage 3	-	-	6	3	50	3	50	6	0
Music	4	3	-	-	-	-	-	-	-
Music Stage 2	-	-	-	0	0	1	100	1	-
Music Stage 3	-	-	2	2	50	2	50	4	100
Outdoor Education Stage 2	-	-	1	1	100	0	0	1	0
Philosophy and Ethics Stage 3	-	-	-	1	33	2	67	3	-
Physical Education Studies	3	-	-	-	-	-	-	-	-
Physical Education Studies Stage 2	-	5	2	1	100	0	0	1	-50
Physical Education Studies Stage 3	-	3	3	3	75	1	25	4	33.3
Physical Science	2	4	-	-	-	-	-	-	-
Physics	322	376	-	-	-	-	-	-	-
Physics Stage 2	-	-	15	3	43	4	57	7	-53.3
Physics Stage 3	-	-	362	202	58	147	42	349	-3.6

\* Percentage change between 2010 and 2011

## School Curriculum and Standards Authority

Table 4.21 Number of full fee paying overseas students sitting the tertiary entrance examination/WACE examination in each subject/course, 2008-2011, cont

Subject/course	Number of candidates sitting in the examinations								
	2008	2009	2010	2011					
				Male		Female		Persons	% Change*
				No.	%	No.	%		
Political and Legal Studies	9	12	-	-	-	-	-	-	-
Politics and Law Stage 2	-	-	3	-	-	-	-	-	-
Politics and Law Stage 3	-	-	13	27	42	38	58	65	400
Psychology Stage 2	-	-	4	0	0	3	100	3	-25
Psychology Stage 3	-	117	154	57	29	141	71	198	28.6
Religion and Life Stage 2	-	-	-	0	0	2	100	2	-
Vietnamese Stage 3	-	-	-	2	50	2	50	4	-
Visual Arts Stage 2	-	-	1	-	-	-	-	-	-
Visual Arts Stage 3	-	-	6	2	18	9	82	11	83.3
Total number of students who sat at least one examination	720	835	896	476	45	572	55	1048	17.9

\* Percentage change between 2010 and 2011

# School Curriculum and Standards Authority

Table 4.22 Enrolments, absentees and full fee paying overseas students exempted from sitting examination in each WACE course examination, 2011

Course	Number of candidates				Absentees as a percentage of enrolments
	Exempted from sitting examination	Enrolled*	Sat	Absent**	
Accounting and Finance Stage 2	0	28	27	1	3.6
Accounting and Finance Stage 3	1	392	387	5	1.3
Ancient History Stage 3	0	1	1	0	0
Applied Information Technology Stage 2	0	93	91	2	2.2
Applied Information Technology Stage 3	0	25	24	1	4.0
Biological Sciences Stage 2	0	4	4	0	0
Biological Sciences Stage 3	0	214	214	0	0
Business Management and Enterprise Stage 2	1	55	54	1	1.8
Business Management and Enterprise Stage 3	0	87	86	1	1.1
Career and Enterprise Stage 2	0	6	3	3	50.0
Career and Enterprise Stage 3	0	66	66	0	0
Chemistry Stage 2	0	22	22	0	0
Chemistry Stage 3	0	512	507	5	1.0
Children, Family and the Community Stage 2	0	2	2	0	0
Chinese: Background Speakers Stage 3	0	23	23	0	0
Chinese: Second Language Stage 3	0	2	2	0	0
Computer Science Stage 2	0	65	64	1	1.5
Computer Science Stage 3	0	48	47	1	2.1
Dance Stage 2	1	0	0	0	0
Design Stage 3	0	5	5	0	0
Drama Stage 3	0	3	3	0	0
Earth and Environmental Science Stage 2	0	1	1	0	0
Earth and Environmental Science Stage 3	0	1	1	0	0
Economics Stage 2	0	28	28	0	0
Economics Stage 3	0	349	347	2	0.6
English as an Additional Language or Dialect Stage 2	0	189	186	3	1.6
English as an Additional Language or Dialect Stage 3	2	687	685	2	0.3
English Stage 2	0	21	21	0	0
English Stage 3	0	98	98	0	0
Food Science and Technology Stage 2	1	4	2	2	50.0
French Stage 3	0	7	7	0	0
Geography Stage 3	0	9	9	0	0
German Stage 3	0	20	20	0	0
Human Biological Science Stage 2	1	5	5	0	0
Human Biological Science Stage 3	0	43	42	1	2.3
Indonesian: Background Speakers Stage 3	0	3	3	0	0
Indonesian: Second Language Stage 3	0	2	2	0	0
Integrated Science Stage 2	1	6	6	0	0
Integrated Science Stage 3	0	2	2	0	0
Japanese: Background Speakers Stage 3	0	2	2	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.

# School Curriculum and Standards Authority

Table 4.22 Enrolments, absentees and full fee paying overseas students exempted from sitting examination in each WACE course examination, 2011

Course	Number of candidates				Absentees as a percentage of enrolments
	Exempted from sitting examination	Enrolled*	Sat	Absent**	
Japanese: Second Language Stage 3	0	9	8	1	11.1
Literature Stage 3	0	1	1	0	0
Materials Design and Technology Stage 2	0	1	1	0	0
Materials Design and Technology Stage 3	0	3	3	0	0
Mathematics Stage 2	5	107	104	3	2.8
Mathematics Stage 3	0	920	910	10	1.1
Mathematics: Specialist Stage 3	0	327	321	6	1.8
Media Production and Analysis Stage 2	0	1	1	0	0
Media Production and Analysis Stage 3	0	9	9	0	0
Modern History Stage 3	0	6	6	0	0
Music Stage 2	0	1	1	0	0
Music Stage 3	0	4	4	0	0
Outdoor Education Stage 2	0	1	1	0	0
Philosophy and Ethics Stage 3	0	3	3	0	0
Physical Education Studies Stage 2	0	2	1	1	50.0
Physical Education Studies Stage 3	0	4	4	0	0
Physics Stage 2	0	7	7	0	0
Physics Stage 3	0	353	349	4	1.1
Politics and Law Stage 3	0	65	65	0	0
Psychology Stage 2	1	3	3	0	0
Psychology Stage 3	0	199	198	1	0.5
Religion and Life Stage 2	0	2	2	0	0
Vietnamese Stage 3	0	4	4	0	0
Visual Arts Stage 3	0	11	11	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.



## School Curriculum and Standards Authority

Table 5.1 Year 12 students using unit equivalents to achieve a Western Australian Certificate of Education (WACE), 2011

<b>Category of Students*</b>	<b>Male</b>	<b>Female</b>	<b>Persons</b>
Students who achieved VET and/or endorsed program unit equivalents	6315	5427	11742
Students who had VET and/or endorsed program unit equivalents and needed these to achieve a WACE	799	762	1561
Students who had VET and/or endorsed program unit equivalents but did not achieve a WACE	1971	1088	3059

\* 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.

## School Curriculum and Standards Authority

Table 5.2 Number of schools with students who achieved at least one VET unit of competency, 2011

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	109	133	131	157
Catholic	0	27	36	38	39
Independent	0	19	52	57	61
Total	1	155	221	226	257

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, 2011

School Sector	Schools with Year 10 students	Schools with Year 11 students	Schools with Year 12 students	All Schools
Government	26	103	112	125
Catholic	4	19	22	23
Independent	0	21	26	29
Total	30	143	160	177

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, 2011

School Sector	Schools with Year 10 students	Schools with Year 11 students	Schools with Year 12 students	All Schools
Government	2	61	59	65
Catholic	0	23	22	26
Independent	1	25	26	30
Total	3	109	107	121

## School Curriculum and Standards Authority

Table 5.5.1 Number of years 8 and 9 students who participated in units of competency, by sex, 2011

School Sector	Years 8 and 9 Students					
	Male		Female		Persons	
	Enrolled	Completed*	Enrolled	Completed*	Enrolled	Completed*
Government	6	4	6	3	12	7
Catholic	0	0	0	0	0	0
Independent	0	0	0	0	0	0
Total	6	4	6	3	12	7

\* 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, 2011

School Sector	Year 10 Students					
	Male		Female		Persons	
	Enrolled	Completed*	Enrolled	Completed*	Enrolled	Completed*
Government	1418	1287	1022	928	2440	2215
Catholic	762	755	674	672	1436	1427
Independent	246	219	240	216	486	435
Total	2426	2261	1936	1816	4362	4077

\* Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

## School Curriculum and Standards Authority

Table 5.5.3 Number of year 11 students who participated in units of competency, by sex 2011

School Sector	Year 11 Students					
	Male		Female		Persons	
	Enrolled	Completed*	Enrolled	Completed*	Enrolled	Completed*
Government	4653	4257	3687	3319	8340	7576
Catholic	926	853	737	661	1663	1514
Independent	647	613	535	514	1182	1127
Total	6226	5723	4959	4494	11185	10217

\* 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 2011

School Sector	Year 12 Students					
	Male		Female		Persons	
	Enrolled	Completed*	Enrolled	Completed*	Enrolled	Completed*
Government	3252	3050	2963	2817	6215	5867
Catholic	729	726	823	816	1552	1542
Independent	615	606	512	508	1127	1114
Total	4596	4382	4298	4141	8894	8523

\* Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

## School Curriculum and Standards Authority

Table 5.5.5 Number of years 10 to 12 students who participated in units of competency, by sex 2011

School Sector	Years 10 to 12 Students					
	Male		Female		Persons	
	Enrolled	Completed*	Enrolled	Completed*	Enrolled	Completed*
Government	9322	8594	7672	7064	16994	15658
Catholic	2417	2334	2234	2149	4651	4483
Independent	1508	1438	1287	1238	2795	2676
Total	13247	12366	11193	10451	24440	22817

\* 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 2011

School Sector	Years 8 to 12 Students					
	Male		Female		Persons	
	Enrolled	Completed*	Enrolled	Completed*	Enrolled	Completed*
Government	9328	8598	7678	7067	17006	15665
Catholic	2417	2334	2234	2149	4651	4483
Independent	1508	1438	1287	1238	2795	2676
Total	13253	12370	11199	10454	24452	22824

\* Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

## School Curriculum and Standards Authority

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, 2011

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	13	5	18	1036	759	1795	555	564	1119	1604	1328	2932
Catholic	0	0	0	251	199	450	201	239	440	452	438	890
Independent	1	0	1	252	116	368	212	170	382	465	286	751
Total	14	5	19	1539	1074	2613	968	973	1941	2521	2052	4573

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, 2011

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	163	74	237	1214	857	2071	845	826	1671	2222	1757	3979
Catholic	21	13	34	166	99	265	98	132	230	285	244	529
Independent	0	0	0	77	38	115	81	47	128	158	85	243
Total	184	87	271	1457	994	2451	1024	1005	2029	2665	2086	4751

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, 2011

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	176	79	255	2056	1513	3569	1282	1287	2569	3514	2879	6393
Catholic	21	13	34	372	272	644	287	341	628	680	626	1306
Independent	1	0	1	309	146	455	284	210	494	594	356	950
Total	198	92	290	2737	1931	4668	1853	1838	3691	4788	3861	8649

# School Curriculum and Standards Authority

Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2011

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 basic knowledge of workplace relations	20007	0	0	0	63	51	114	63	51	114
Develop career and learning development plan	27834	0	0	0	66	48	114	66	48	114
Follow fundamental OHS principles and procedures	27835	0	0	0	65	56	121	65	56	121
Present a positive image in the workplace	27836	0	0	0	69	57	126	69	57	126
Participate in structured workplace learning	27837	0	0	0	70	65	135	70	65	135
Apply an enterprising approach in a team project	27839	0	0	0	67	56	123	67	56	123
Apply job search and interview skills	27841	0	0	0	68	57	125	68	57	125
CBS2003 (Japanese)	65695	0	0	0	8	17	25	8	17	25
CBS2004 (Japanese)	65696	0	0	0	8	17	25	8	17	25
CBS3001 (Japanese)	65697	0	0	0	9	21	30	9	21	30
CBS3002 (Japanese)	65698	0	0	0	9	21	30	9	21	30
CBS3003 (Japanese)	65699	0	0	0	7	18	25	7	18	25
CBS3004 (Japanese)	65700	0	0	0	7	18	25	7	18	25
LOTE3001 (French)	65709	0	0	0	7	45	52	7	45	52
LOTE3002 (French)	65710	0	0	0	6	45	51	6	45	51
LOTE3003 (French)	65711	0	0	0	5	32	37	5	32	37
LOTE3004 (French)	65712	0	0	0	5	32	37	5	32	37
LOTE2003 (Indonesian)	65731	0	0	0	2	7	9	2	7	9
LOTE2004 (Indonesian)	65732	0	0	0	2	7	9	2	7	9
LOTE3001 (Indonesian)	65733	0	0	0	6	4	10	6	4	10
LOTE3002 (Indonesian)	65734	0	0	0	6	4	10	6	4	10
LOTE3003 (Indonesian)	65735	0	0	0	2	1	3	2	1	3
LOTE3004 (Indonesian)	65736	0	0	0	2	1	3	2	1	3
Identify environmental regulations and best practice in a workplace or business	AURC172003A	0	0	0	33	1	34	33	1	34
Apply safe working practices	AURC270103A	0	0	0	53	1	54	53	1	54
Work effectively with others	AURC270688A	0	0	0	19	0	19	19	0	19
Service, maintain or replace batteries	AURE218670A	0	0	0	25	0	25	25	0	25
Remove and tag engine system components	AURT100064A	0	0	0	35	1	36	35	1	36
Remove and tag transmission system components	AURT100264A	0	0	0	7	0	7	7	0	7
Carry out workshop practice activities	AURT100308A	0	0	0	36	1	37	36	1	37
Carry out servicing operations	AURT200108A	0	0	0	35	1	36	35	1	36
Use and maintain workplace tools and equipment	AURT270278A	0	0	0	46	1	47	46	1	47
Follow OH&S policies and procedures	BCGCM1001B	0	0	0	2	0	2	2	0	2
Carry out OH&S requirements	BCPCM2003A	0	0	0	1	0	1	1	0	1
Use business equipment and resources	BSBADM101A	0	0	0	163	211	374	163	211	374
Produce texts from notes	BSBADM302B	0	0	0	4	20	24	4	20	24
Apply basic communication skills	BSBCMM101A	0	0	0	243	359	602	243	359	602
Communicate in the workplace	BSBCMM201A	0	0	0	38	70	108	38	70	108
Apply basic communication skills	BSBCMN103A	0	0	0	40	21	61	40	21	61
Plan skills development	BSBCMN104A	0	0	0	36	16	52	36	16	52
Use business equipment	BSBCMN105A	0	0	0	106	18	124	106	18	124
Follow workplace safety procedures	BSBCMN106A	0	0	0	205	94	299	205	94	299

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Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2011 (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	BSBCM202A	0	0	0	75	59	134	75	59	134
Handle mail	BSBCM212A	0	0	0	1	0	1	1	0	1
Maintain workplace safety	BSBCM311B	0	0	0	0	12	12	0	12	12
Develop and extend critical and creative thinking skills	BSBCTR301A	0	0	0	14	0	14	14	0	14
Deliver a service to customers	BSBCUS201A	0	0	0	5	33	38	5	33	38
Deliver and monitor a service to customers	BSBCUS301A	0	0	0	0	1	1	0	1	1
Follow a design process	BSBDES201A	0	0	0	46	20	66	46	20	66
Evaluate the nature of design in a specific industry context	BSBDES202A	0	0	0	14	0	14	14	0	14
Interpret and respond to a design brief	BSBDES402A	0	0	0	28	0	28	28	0	28
Work effectively with diversity	BSBDIV301A	0	0	0	0	13	13	0	13	13
Maintain financial records	BSBFIA301A	0	0	0	0	1	1	0	1	1
Contribute to effective workplace relationships	BSBFLM303A	0	0	0	17	13	30	17	13	30
Work effectively in a business environment	BSBIND201A	0	0	0	79	143	222	79	143	222
Process and maintain workplace information	BSBINM201A	0	0	0	9	33	42	9	33	42
Handle mail	BSBINM202A	0	0	0	0	2	2	0	2	2
Organise workplace information	BSBINM301A	0	0	0	0	13	13	0	13	13
Contribute to workplace innovation	BSBINN201A	0	0	0	3	5	8	3	5	8
Operate a personal computer	BSBITU101A	0	0	0	200	233	433	200	233	433
Develop keyboard skills	BSBITU102A	0	0	0	159	173	332	159	173	332
Produce simple word processed documents	BSBITU201A	0	0	0	76	85	161	76	85	161
Create and use spreadsheets	BSBITU202A	0	0	0	18	63	81	18	63	81
Communicate electronically	BSBITU203A	0	0	0	45	71	116	45	71	116
Create electronic presentations	BSBITU302A	0	0	0	0	1	1	0	1	1
Create electronic presentations	BSBITU302B	0	0	0	10	14	24	10	14	24
Design and produce text documents	BSBITU303A	0	0	0	0	13	13	0	13	13
Produce spreadsheets	BSBITU304A	0	0	0	0	12	12	0	12	12
Design and produce business documents	BSBITU306A	0	0	0	0	12	12	0	12	12
Develop keyboarding speed and accuracy	BSBITU307A	0	0	0	0	10	10	0	10	10
Produce desktop published documents	BSBITU309A	0	0	0	0	12	12	0	12	12
Plan skills development	BSBLED101A	0	0	0	103	118	221	103	118	221
Participate in OHS processes	BSBOHS201A	0	0	0	343	373	716	343	373	716
Identify suitability for micro business	BSBSMB201A	0	0	0	18	8	26	18	8	26
Participate in environmentally sustainable work practices	BSBSUS201A	0	0	0	0	4	4	0	4	4
Implement and monitor environmentally sustainable work practices	BSBSUS301A	0	0	0	0	1	1	0	1	1
Organise and complete daily work activities	BSBWOR202A	0	0	0	287	287	574	287	287	574
Work effectively with others	BSBWOR203A	0	0	0	55	107	162	55	107	162
Use business technology	BSBWOR204A	0	0	0	33	86	119	33	86	119
Organise personal work priorities and development	BSBWOR301A	0	0	0	0	13	13	0	13	13
Write simple documents	BSBWRT301A	0	0	0	0	12	12	0	12	12
Prepare for alcohol and other drugs work	CHCAOD201D	0	0	0	2	2	4	2	2	4
Support behaviour of children and young people	CHCCCHILD301A	0	0	0	0	2	2	0	2	2
Ensure children's health and safety	CHCCN301A	0	0	0	2	27	29	2	27	29
Provide care for children	CHCCN302A	0	0	0	0	9	9	0	9	9



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Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2011 (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
Contribute to provision of nutritionally balanced food in a safe and hygienic manner	CHCCN303A	0	0	0	2	7	9	2	7	9
Provide care for babies	CHCCN305A	0	0	0	0	5	5	0	5	5
Establish and maintain a safe and healthy environment for children	CHCCN511A	0	0	0	0	2	2	0	2	2
Communicate with people accessing the services of the organisation	CHCCOM201C	0	0	0	4	43	47	4	43	47
Deliver service to clients	CHCCS200D	0	0	0	2	2	4	2	2	4
Prepare for work in the community sector	CHCCS211A	0	0	0	48	121	169	48	121	169
Facilitate responsible behaviour	CHCCS401B	0	0	0	2	2	4	2	2	4
Identify and address specific client needs	CHCCS405C	0	0	0	2	2	4	2	2	4
Support the development of children	CHCFC301A	0	0	0	3	34	37	3	34	37
Support group activities	CHCGROUP302D	0	0	0	0	21	21	0	21	21
Communicate with children	CHCIC201B	0	0	0	1	29	30	1	29	30
Interact effectively with children	CHCIC301D	0	0	0	0	2	2	0	2	2
Follow safety procedures for direct care work	CHCOHS312A	0	0	0	0	25	25	0	25	25
Follow policies, procedures and programs of the organisation	CHCORG201A	0	0	0	4	47	51	4	47	51
Work with others	CHCORG202C	0	0	0	4	52	56	4	52	56
Provide experiences to support children's play and learning	CHCPR301A	0	0	0	1	28	29	1	28	29
Handle carpentry materials	CPCCCA2001A	0	0	0	17	1	18	17	1	18
Use carpentry tools and equipment	CPCCCA2002A	0	0	0	17	1	18	17	1	18
Install flooring systems	CPCCCA3003A	0	0	0	16	1	17	16	1	17
Work effectively and sustainably in the construction industry	CPCCCM1002A	0	0	0	51	2	53	51	2	53
Plan and organise work	CPCCCM1003A	0	0	0	52	2	54	52	2	54
Conduct workplace communication	CPCCCM1004A	0	0	0	53	2	55	53	2	55
Carry out measurements and calculations	CPCCCM1005A	0	0	0	38	1	39	38	1	39
Read and interpret plans and specifications	CPCCCM2001A	0	0	0	49	2	51	49	2	51
Handle construction materials	CPCCCM2004A	0	0	0	39	1	40	39	1	40
Use construction tools and equipment	CPCCCM2005A	0	0	0	55	2	57	55	2	57
Apply basic levelling procedures	CPCCCM2006A	0	0	0	41	1	42	41	1	42
Work safely in the construction industry	CPCCOHS1001A	0	0	0	60	2	62	60	2	62
Apply OHS requirements, policies and procedures in the construction industry	CPCCOHS2001A	0	0	0	4	0	4	4	0	4
Undertake a basic construction project	CPCCVE1001A	0	0	0	52	2	54	52	2	54
Carry out OHS requirements	CPCPCM2003A	0	0	0	1	0	1	1	0	1
Manage own work and learning	CUECOR1A	0	0	0	1	0	1	1	0	1
Handle physical elements safely during bump in/bump out	CUETGE15B	0	0	0	4	1	5	4	1	5
Create 2D digital animations	CUFANM301A	0	0	0	1	0	1	1	0	1
Maintain interactive content	CUFDIG201A	0	0	0	18	4	22	18	4	22
Prepare video assets	CUFDIG301A	0	0	0	14	0	14	14	0	14
Author interactive sequences	CUFDIG302A	0	0	0	41	0	41	41	0	41
Produce and prepare photo images	CUFDIG303A	0	0	0	50	3	53	50	3	53
Create visual design components	CUFDIG304A	0	0	0	14	0	14	14	0	14
Develop and apply creative arts industry knowledge	CUFIND201A	0	0	0	21	20	41	21	20	41
Work effectively in the screen and media industries	CUFIND301A	0	0	0	14	0	14	14	0	14

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Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2011 (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, manipulate and incorporate 2D graphics	CUFMEM14A	0	0	0	52	6	58	52	6	58
Collect and organise content for broadcast or publication	CUFRES201A	0	0	0	14	0	14	14	0	14
Prepare audio assets	CUFSOU301A	0	0	0	14	0	14	14	0	14
Write content for a range of media	CUFWRT301A	0	0	0	14	0	14	14	0	14
Develop and update music industry knowledge	CUSBGE01A	0	0	0	11	7	18	11	7	18
Contribute creative music ideas to a project	CUSMCP01A	0	0	0	11	7	18	11	7	18
Read music	CUSMGE06A	0	0	0	11	7	18	11	7	18
Develop and apply musical ideas and listening skills	CUSMLT201A	0	0	0	24	13	37	24	13	37
Develop technical skills for playing or singing music	CUSMPF02A	0	0	0	1	1	2	1	1	2
Play or sing simple musical pieces	CUSMPF201A	0	0	0	27	14	41	27	14	41
Play music from simple written notation	CUSMPF204A	0	0	0	14	10	24	14	10	24
Make a music demo	CUSMPF304A	0	0	0	8	2	10	8	2	10
Collect and organise information	CUSRAD01A	0	0	0	3	0	3	3	0	3
Follow health, safety and security procedures in the music industry	CUSSAF02A	0	0	0	1	1	2	1	1	2
Move and set up instruments and equipment	CUSSOU01A	0	0	0	11	7	18	11	7	18
Assist with sound recordings	CUSSOU201A	0	0	0	8	2	10	8	2	10
Source concept for own work	CUVCOR01B	0	0	0	21	10	31	21	10	31
Develop and articulate concept for own work	CUVCOR02B	0	0	0	39	16	55	39	16	55
Use drawing techniques to represent the object or idea	CUVCOR07B	0	0	0	49	10	59	49	10	59
Source information on history and theory and apply to own area of work	CUVCOR11B	0	0	0	28	0	28	28	0	28
Produce technical drawings	CUVCRS04B	0	0	0	28	0	28	28	0	28
Integrate colour theory and design processes in response to a brief	CUVDES04B	0	0	0	28	0	28	28	0	28
Apply techniques to produce digital images	CUVVSP11B	0	0	0	13	0	13	13	0	13
Apply techniques to produce drawings	CUVVSP14B	0	0	0	8	10	18	8	10	18
Apply techniques to produce paintings	CUVVSP34B	0	0	0	21	10	31	21	10	31
Apply techniques to produce prints	CUVVSP44A	0	0	0	1	1	2	1	1	2
Apply techniques to produce prints	CUVVSP44B	0	0	0	20	9	29	20	9	29
Apply techniques to produce sculpture	CUVVSP50B	0	0	0	13	0	13	13	0	13
Use technology in the workplace	FNSICGEN302B	0	0	0	0	8	8	0	8	8
Maintain daily financial/business records	FNSICGEN305A	0	0	0	0	1	1	0	1	1
Apply basic First Aid	HLTFA1A	0	0	0	7	11	18	7	11	18
Apply first aid	HLTFA301B	0	0	0	2	14	16	2	14	16
Participate in OHS processes	HLTOHS200A	0	0	0	48	95	143	48	95	143
Design a website to meet technical requirements	ICAA4142C	0	0	0	12	12	24	12	12	24
Use structured query language to create database structures and manipulate data	ICAB4136B	0	0	0	1	0	1	1	0	1
Use development software and IT tools to build a basic website	ICAB4169B	0	0	0	12	12	24	12	12	24
Apply mathematical techniques for software development	ICAB4224B	0	0	0	1	0	1	1	0	1
Receive and process oral and written communication	ICAD2003B	0	0	0	38	13	51	38	13	51
Design organisational documents using computing packages	ICAD2012B	0	0	0	145	75	220	145	75	220

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Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2011 (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 user documentation	ICAD3218B	0	0	0	45	39	84	45	39	84
Install software applications	ICAI2015B	0	0	0	10	5	15	10	5	15
Connect internal hardware components	ICAI3021B	0	0	0	16	3	19	16	3	19
Install and configure a network	ICAI4097C	0	0	0	1	0	1	1	0	1
Operate a personal computer	ICAITU128A	0	0	0	31	14	45	31	14	45
Operate a word processing application	ICAITU129A	0	0	0	1	1	2	1	1	2
Operate a presentation package	ICAITU132A	0	0	0	18	15	33	18	15	33
Maintain inventories for equipment, software and documentation	ICAS2008B	0	0	0	3	5	8	3	5	8
Interact with clients	ICAS2009B	0	0	0	3	11	14	3	11	14
Apply problem solving techniques to routine malfunctions	ICAS2010B	0	0	0	26	5	31	26	5	31
Connect hardware peripherals	ICAS2014B	0	0	0	84	32	116	84	32	116
Maintain system integrity	ICAS2017B	0	0	0	2	1	3	2	1	3
Detect and protect from spam and destructive software	ICAS2243B	0	0	0	11	6	17	11	6	17
Care for computer hardware	ICAS3234B	0	0	0	23	13	36	23	13	36
Run standard diagnostic tests	ICAT3025B	0	0	0	4	8	12	4	8	12
Operate a personal computer	ICAU1128B	0	0	0	331	164	495	331	164	495
Operate a word processing application	ICAU1129B	0	0	0	110	60	170	110	60	170
Operate a spreadsheet application	ICAU1130B	0	0	0	69	37	106	69	37	106
Operate a database application	ICAU1131B	0	0	0	6	0	6	6	0	6
Operate a presentation package	ICAU1132B	0	0	0	98	57	155	98	57	155
Send and retrieve information using web browsers and email	ICAU1133B	0	0	0	91	47	138	91	47	138
Locate and use relevant on-line information	ICAU1204A	0	0	0	2	2	4	2	2	4
Locate and use relevant online information	ICAU1204B	0	0	0	59	40	99	59	40	99
Operate computer hardware	ICAU2005B	0	0	0	208	85	293	208	85	293
Operate computing packages	ICAU2006B	0	0	0	149	67	216	149	67	216
Maintain equipment and consumables	ICAU2007B	0	0	0	34	22	56	34	22	56
Integrate commercial computing packages	ICAU2013A	0	0	0	7	8	15	7	8	15
Integrate commercial computing packages	ICAU2013B	0	0	0	126	67	193	126	67	193
Use computer operating system	ICAU2231B	0	0	0	168	83	251	168	83	251
Apply occupational health and safety procedures	ICAU3004B	0	0	0	17	14	31	17	14	31
Work effectively in an IT environment	ICAW2001B	0	0	0	135	73	208	135	73	208
Communicate in the workplace	ICAW2002B	0	0	0	119	61	180	119	61	180
Work individually or as a team member to achieve organisational goals	ICAW2011B	0	0	0	48	39	87	48	39	87
Access and use the Internet	ICPMM263A	0	0	0	4	5	9	4	5	9
Access and use the Internet	ICPMM263B	0	0	0	132	40	172	132	40	172
Capture a digital image	ICPMM321A	0	0	0	13	5	18	13	5	18
Capture a digital image	ICPMM321B	0	0	0	102	45	147	102	45	147
Capture a digital image	ICPMM321C	0	0	0	29	1	30	29	1	30
Edit a digital image	ICPMM322B	0	0	0	64	16	80	64	16	80
Access the Internet	ICPMM63BA	0	0	0	56	22	78	56	22	78
Produce pages using a page layout application	ICPPP224C	0	0	0	0	12	12	0	12	12
Follow safe working policies and practices	LMFCR0001B	0	0	0	198	19	217	198	19	217

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Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2011 (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 in the workplace	LMFCR0002B	0	0	0	194	18	212	194	18	212
Carry out measurements and calculations	LMFCR0003B	0	0	0	191	18	209	191	18	209
Work effectively with others	LMFCR0004B	0	0	0	195	18	213	195	18	213
Construct a basic timber furnishing product	LMFFM1001B	0	0	0	186	18	204	186	18	204
Operate basic woodworking machines	LMFFM1002B	0	0	0	30	0	30	30	0	30
Use furniture making sector hand and power tools	LMFFM2001B	0	0	0	185	18	203	185	18	203
Perform manual production assembly	MEM03001B	0	0	0	27	0	27	27	0	27
Perform precision assembly	MEM03002B	0	0	0	4	0	4	4	0	4
Perform sheet and plate assembly	MEM03003B	0	0	0	23	2	25	23	2	25
Perform routine oxy acetylene welding	MEM05004C	0	0	0	36	2	38	36	2	38
Carry out mechanical cutting	MEM05005B	0	0	0	36	2	38	36	2	38
Perform brazing and/or silver soldering	MEM05006B	0	0	0	73	3	76	73	3	76
Perform manual heating and thermal cutting	MEM05007C	0	0	0	29	1	30	29	1	30
Perform routine manual metal arc welding	MEM05012C	0	0	0	56	1	57	56	1	57
Use workshop machines for basic operations	MEM07032B	0	0	0	77	3	80	77	3	80
Manually finish/polish materials	MEM08010B	0	0	0	17	0	17	17	0	17
Apply protective coatings (basic)	MEM08014B	0	0	0	19	2	21	19	2	21
Use comparison and basic measuring devices	MEM12001B	0	0	0	17	0	17	17	0	17
Perform engineering measurements	MEM12023A	0	0	0	48	3	51	48	3	51
Perform computations	MEM12024A	0	0	0	12	0	12	12	0	12
Apply principles of occupational health and safety in the work environment	MEM13014A	0	0	0	76	3	79	76	3	79
Plan to undertake a routine task	MEM14004A	0	0	0	70	3	73	70	3	73
Plan a complete activity	MEM14005A	0	0	0	25	0	25	25	0	25
Apply quality systems	MEM15002A	0	0	0	12	0	12	12	0	12
Apply quality procedures	MEM15024A	0	0	0	68	3	71	68	3	71
Operate as a team member to conduct manufacturing, engineering or related activities	MEM16005A	0	0	0	28	1	29	28	1	29
Organise and communicate information	MEM16006A	0	0	0	27	1	28	27	1	28
Work with others in a manufacturing, engineering or related environment	MEM16007A	0	0	0	72	3	75	72	3	75
Interact with computing technology	MEM16008A	0	0	0	51	1	52	51	1	52
Use hand tools	MEM18001C	0	0	0	104	3	107	104	3	107
Use power tools/hand held operations	MEM18002B	0	0	0	76	3	79	76	3	79
Use computer aided drafting systems to produce basic engineering drawings	MEM30001A	0	0	0	40	0	40	40	0	40
Produce basic engineering graphics	MEM30002A	0	0	0	16	1	17	16	1	17
Produce detailed engineering drawings	MEM30003A	0	0	0	9	0	9	9	0	9
Use CAD to create and display 3D models	MEM30004A	0	0	0	11	0	11	11	0	11
Contribute to the design of basic mechanical systems	MEM30009A	0	0	0	16	1	17	16	1	17
Prepare a simple production schedule	MEM30021A	0	0	0	17	0	17	17	0	17
Prepare a simple cost estimate for a manufactured product	MEM30023A	0	0	0	14	0	14	14	0	14
Participate in environmentally sustainable work practices	MSAENV272A	0	0	0	10	6	16	10	6	16
Work within a laboratory/field workplace (induction)	MSL912001A	0	0	0	10	6	16	10	6	16
Communicate with other people	MSL913001A	0	0	0	10	6	16	10	6	16

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Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2011 (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
Record and present data	MSL922001A	0	0	0	10	6	16	10	6	16
Participate in laboratory/field workplace safety	MSL943002A	0	0	0	10	6	16	10	6	16
Collect routine site samples	MSL952001A	0	0	0	10	6	16	10	6	16
Conduct routine site measurements	MSL972001A	0	0	0	10	6	16	10	6	16
Perform basic tests	MSL973001A	0	0	0	2	2	4	2	2	4
Assist with fieldwork	MSL973005A	0	0	0	8	4	12	8	4	12
Follow OHS procedures and observe environmental work practices	RGRCMN201A	0	0	0	0	1	1	0	1	1
Support nursery work	RTC1006A	0	0	0	5	3	8	5	3	8
Operate basic machinery and equipment	RTC1301A	0	0	0	8	4	12	8	4	12
Assist with routine maintenance of machinery and equipment	RTC1302A	0	0	0	4	1	5	4	1	5
Follow basic chemical safety rules	RTC1701A	0	0	0	5	3	8	5	3	8
Prepare for work	RTC1801A	0	0	0	10	6	16	10	6	16
Install, maintain and repair fencing	RTC2209A	0	0	0	9	5	14	9	5	14
Operate machinery and equipment	RTC2307A	0	0	0	6	4	10	6	4	10
Operate tractors	RTC2309A	0	0	0	6	4	10	6	4	10
Observe environmental work practices	RTC2702A	0	0	0	6	4	10	6	4	10
Apply chemicals under supervision	RTC2706A	0	0	0	5	4	9	5	4	9
Support horticultural production	RTE1005A	0	0	0	5	3	8	5	3	8
Crutch sheep	RTE2107A	0	0	0	6	4	10	6	4	10
Maintain livestock water supplies	RTE2110A	0	0	0	5	4	9	5	4	9
Muster and move livestock	RTE2115A	0	0	0	5	4	9	5	4	9
Handle livestock using basic techniques	RTE2118A	0	0	0	5	4	9	5	4	9
Provide feed for livestock	RTE2128B	0	0	0	5	4	9	5	4	9
Support gardening work	RTF1004A	0	0	0	5	3	8	5	3	8
Follow OHS procedures in an animal care environment	RUV2102A	0	0	0	0	1	1	0	1	1
Carry out basic aquaculture activities	SFIAQUA102A	0	0	0	7	11	18	7	11	18
Handle stock	SFIAQUA206B	0	0	0	7	11	18	7	11	18
Apply basic food handling and safety practices	SFICORE101B	0	0	0	7	11	18	7	11	18
Communicate in the seafood industry	SFICORE103B	0	0	0	7	11	18	7	11	18
Work effectively in the seafood industry	SFICORE105A	0	0	0	7	11	18	7	11	18
Meet workplace OHS requirements	SFICORE106A	0	0	0	7	11	18	7	11	18
Clean work area	SFIPROC102B	0	0	0	7	11	18	7	11	18
Apply point-of-sale handling procedures	SIRXCCS001A	0	0	0	0	1	1	0	1	1
Organise and maintain work areas	SIRXCLM001A	0	0	0	0	1	1	0	1	1
Organise and prepare food	SITHCCC001A	0	0	0	17	57	74	17	57	74
Present food	SITHCCC002A	0	0	0	16	54	70	16	54	70
Receive and store kitchen supplies	SITHCCC003A	0	0	0	15	46	61	15	46	61
Clean and maintain kitchen premises	SITHCCC004A	0	0	0	17	46	63	17	46	63
Use basic methods of cookery	SITHCCC005A	0	0	0	1	16	17	1	16	17
Prepare appetisers and salads	SITHCCC006A	0	0	0	4	19	23	4	19	23
Prepare sandwiches	SITHCCC007A	0	0	0	16	55	71	16	55	71
Prepare stocks, sauces and soups	SITHCCC008A	0	0	0	8	22	30	8	22	30
Prepare vegetables, fruit, eggs and farinaceous dishes	SITHCCC009A	0	0	0	7	16	23	7	16	23

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Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2011 (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, prepare and cook poultry	SITHCCC010A	0	0	0	0	1	1	0	1	1
Select, prepare and cook meat	SITHCCC012A	0	0	0	0	1	1	0	1	1
Prepare hot and cold desserts	SITHCCC013A	0	0	0	5	15	20	5	15	20
Prepare pastries, cakes and yeast goods	SITHCCC014A	0	0	0	5	17	22	5	17	22
Prepare, cook and serve food for food service	SITHCCC027A	0	0	0	7	22	29	7	22	29
Serve food and beverage to customers	SITHFAB003A	0	0	0	6	18	24	6	18	24
Provide food and beverage service	SITHFAB004A	0	0	0	0	4	4	0	4	4
Provide responsible service of alcohol	SITHFAB009A	0	0	0	10	31	41	10	31	41
Prepare and serve non alcoholic beverages	SITHFAB010A	0	0	0	32	43	75	32	43	75
Prepare and serve non alcoholic beverages	SITHFAB010B	0	0	0	1	4	5	1	4	5
Prepare and serve espresso coffee	SITHFAB012A	0	0	0	30	50	80	30	50	80
Apply food and beverage skills in the workplace	SITHFAB020A	0	0	0	0	4	4	0	4	4
Develop and update hospitality industry knowledge	SITHIND001A	0	0	0	48	98	146	48	98	146
Develop and update hospitality industry knowledge	SITHIND001B	0	0	0	0	3	3	0	3	3
Apply hospitality skills in the workplace	SITHIND002A	0	0	0	0	8	8	0	8	8
Develop and update tourism industry knowledge	SITTIND001A	0	0	0	0	2	2	0	2	2
Access and interpret product information	SITTTSL002A	0	0	0	0	9	9	0	9	9
Source and provide international destination information and advice	SITTTSL003A	0	0	0	0	1	1	0	1	1
Source and provide Australian destination information and advice	SITTTSL004A	0	0	0	0	7	7	0	7	7
Receive and process reservations	SITTTSL007A	0	0	0	0	9	9	0	9	9
Perform office procedures	SITXADM001A	0	0	0	0	9	9	0	9	9
Source and present information	SITXADM002A	0	0	0	0	7	7	0	7	7
Provide visitor information	SITXCCS001A	0	0	0	0	5	5	0	5	5
Provide quality customer service	SITXCCS002A	0	0	0	0	7	7	0	7	7
Work with colleagues and customers	SITXCOM001A	0	0	0	49	109	158	49	109	158
Work in a socially diverse environment	SITXCOM002A	0	0	0	47	97	144	47	97	144
Communicate on the telephone	SITXCOM004A	0	0	0	0	9	9	0	9	9
Participate in environmentally sustainable work practices	SITXENV001A	0	0	0	0	4	4	0	4	4
Develop and update event industry knowledge	SITXEVT001A	0	0	0	0	1	1	0	1	1
Process and monitor event registrations	SITXEVT003A	0	0	0	0	4	4	0	4	4
Process financial transactions	SITXFIN001A	0	0	0	0	2	2	0	2	2
Implement food safety procedures	SITXFSA001A	0	0	0	0	1	1	0	1	1
Follow health, safety and security procedures	SITXOHS001A	0	0	0	32	62	94	32	62	94
Follow health, safety and security procedures	SITXOHS001B	0	0	0	17	83	100	17	83	100
Follow workplace hygiene procedures	SITXOHS002A	0	0	0	62	140	202	62	140	202
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003A	0	0	0	4	2	6	4	2	6
Demonstrate simple abseiling skills on artificial surfaces	SROABA001A	0	0	0	25	11	36	25	11	36
Demonstrate simple abseiling skills on natural surfaces	SROABN001A	0	0	0	19	0	19	19	0	19
Safeguard an abseiler using a single rope belay system	SROABN002A	0	0	0	17	11	28	17	11	28
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBWG001A	0	0	0	17	18	35	17	18	35

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Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2011 (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
Demonstrate simple canoeing skills	SROCNE001A	0	0	0	10	3	13	10	3	13
Demonstrate simple canoeing skills to a high standard	SROCNE002A	0	0	0	0	2	2	0	2	2
Move through a cave with minimal impact	SROCVE001A	0	0	0	6	8	14	6	8	14
Navigate in caves	SROCVE002A	0	0	0	6	8	14	6	8	14
Select, set up and maintain a bike	SROCYT001A	0	0	0	36	5	41	36	5	41
Demonstrate basic cycling skills	SROCYT002A	0	0	0	11	5	16	11	5	16
Navigate in tracked or easy untracked areas	SRONAV001B	0	0	0	21	20	41	21	20	41
Apply basic outdoor recreation logistics	SROODR001A	0	0	0	70	42	112	70	42	112
Plan outdoor recreation activities	SROODR002A	0	0	0	10	3	13	10	3	13
Assist in conducting outdoor recreation sessions	SROODR004A	0	0	0	17	18	35	17	18	35
Implement minimal environmental impact practices	SROOPS001B	0	0	0	68	42	110	68	42	110
Plan for minimal environmental impact	SROOPS002B	0	0	0	10	3	13	10	3	13
Apply weather information	SROOPS003B	0	0	0	10	3	13	10	3	13
Interpret weather conditions in the field	SROOPS004B	0	0	0	10	13	23	10	13	23
Use and maintain a temporary or overnight site	SROOPS006B	0	0	0	31	21	52	31	21	52
Participate in snorkelling activities	SROSNK001A	0	0	0	21	18	39	21	18	39
Apply surf survival and self rescue skills	SROSRF001B	0	0	0	27	21	48	27	21	48
Perform basic surfing manoeuvres in controlled conditions	SROSRF002B	0	0	0	27	21	48	27	21	48
Comply with maritime rules and regulations	SROYAC001B	0	0	0	6	13	19	6	13	19
Use basic skills to sail a small boat in controlled conditions	SROYSB001B	0	0	0	6	11	17	6	11	17
Teach or develop the basic skills of basketball	SRSBSB001A	0	0	0	55	31	86	55	31	86
Teach or develop the basic tactics and strategies of basketball	SRSBSB002A	0	0	0	55	31	86	55	31	86
Interpret and apply the fundamental rules of basketball at a junior or beginner level	SRSBSB003A	0	0	0	0	1	1	0	1	1
Use fundamental communication strategies to officiate basketball at a junior or beginner level	SRSBSB004A	0	0	0	0	1	1	0	1	1
Provide report and receive feedback relevant to officiating basketball at a junior or beginner level	SRSBSB005A	0	0	0	0	1	1	0	1	1
Demonstrate fundamental positioning skills relevant to officiating basketball at junior/beginner level	SRSBSB006A	0	0	0	0	1	1	0	1	1
Teach or develop the intermediate skills of basketball	SRSBSB007A	0	0	0	21	11	32	21	11	32
Teach or develop the intermediate tactics and strategies of basketball	SRSBSB008A	0	0	0	21	11	32	21	11	32
Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities	SRSCGP001A	0	0	0	57	40	97	57	40	97
Develop a career goal setting plan	SRSCOP013B	0	0	0	15	10	25	15	10	25
Prepare a sponsorship proposal	SRSCOP019B	0	0	0	2	2	4	2	2	4
Develop a personal financial plan	SRSCOP020B	0	0	0	16	13	29	16	13	29
Collect information on contracts	SRSCOP021B	0	0	0	1	2	3	1	2	3
Prepare to participate in competition	SRSCOP025B	0	0	0	15	10	25	15	10	25
Teach and develop the fundamental skills of netball	SRSNTB004A	0	0	0	53	39	92	53	39	92
Interpret and apply the fundamental rules of netball at the beginner level	SRSNTB005A	0	0	0	61	32	93	61	32	93

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Table 5.9 Successful completions of units of competency integrated in Curriculum Council courses, by sex, 2011 (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 basic communication strategies to umpire netball at the beginner level	SRSNTB006A	0	0	0	61	32	93	61	32	93
Demonstrate fundamental positioning skills relevant to umpiring netball at the beginner level	SRSNTB007A	0	0	0	61	32	93	61	32	93
Apply rules and regulations to conduct games and competitions	SRSOGP002A	0	0	0	190	100	290	190	100	290
Implement injury prevention and apply basic sports first aid	SRSSPT001A	0	0	0	46	35	81	46	35	81
Tape ankle, thumb and fingers	SRSSPT007A	0	0	0	7	2	9	7	2	9
Teach or develop the fundamental skills of squash	SRSSQU001A	0	0	0	19	7	26	19	7	26
Teach and develop the basic tactics and strategies of squash	SRSSQU002A	0	0	0	21	7	28	21	7	28
Perform the intermediate skills of touch in a competitive situation	SRSTOU006A	0	0	0	26	0	26	26	0	26
Perform the intermediate tactics and strategies of touch in a competitive situation	SRSTOU007A	0	0	0	26	0	26	26	0	26
Teach or develop the intermediate skills of volleyball	SRSVOL001A	0	0	0	22	22	44	22	22	44
Teach or develop the intermediate tactics and strategies of volleyball	SRSVOL002A	0	0	0	22	22	44	22	22	44
Interpret and apply the rules of volleyball in a competition game at a school or club level	SRSVOL003A	0	0	0	34	22	56	34	22	56
Use communication strategies to referee volleyball at a school or club level	SRSVOL004A	0	0	0	34	22	56	34	22	56
Assist in preparing sport and recreation sessions for participants	SRXCAI001B	0	0	0	152	72	224	152	72	224
Assist in conducting sport and recreation sessions for participants	SRXCAI002B	0	0	0	111	53	164	111	53	164
Provide equipment for activities	SRXCAI003B	0	0	0	221	112	333	221	112	333
Plan a session or program for participants	SRXCAI004B	0	0	0	8	1	9	8	1	9
Respond to emergency situations	SRXEMR001A	0	0	0	4	1	5	4	1	5
Maintain equipment for activities	SRXFAC001B	0	0	0	93	46	139	93	46	139
Maintain sport and recreational facilities	SRXFAC002B	0	0	0	1	0	1	1	0	1
Provide first aid	SRXFAD001A	0	0	0	227	115	342	227	115	342
Provide advanced first aid response	SRXFAD002A	0	0	0	23	19	42	23	19	42
Create client relationship	SRXGCS001A	0	0	0	91	16	107	91	16	107
Deal with client feedback	SRXGCS002A	0	0	0	142	68	210	142	68	210
Develop knowledge of the sport and recreation industry	SRXINU001A	0	0	0	240	117	357	240	117	357
Apply sport and recreation law	SRXINU002A	0	0	0	1	1	2	1	1	2
Follow defined occupational health and safety policies and procedures	SRXOHS001B	0	0	0	76	59	135	76	59	135
Apply safe working practices	WRRLP1B	0	0	0	0	2	2	0	2	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, 2011

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 presentation skills	11036	0	0	0	1	0	1	1	0	1
Develop basic message writing skills	11037	0	0	0	9	2	11	9	2	11
Work based project 1	13948	0	0	0	1	0	1	1	0	1
Work based project 2	13949	0	0	0	1	0	1	1	0	1
Body conditioning 1	13952	0	0	0	1	1	2	1	1	2
Improvisation	13954	0	0	0	1	0	1	1	0	1
Ballet repertoire of the 19th and early 20th century	13958	0	0	0	1	1	2	1	1	2
Dance history	13960	0	0	0	1	2	3	1	2	3
Production and design	13961	0	0	0	1	1	2	1	1	2
Rhythmic studies 1	13962	0	0	0	1	0	1	1	0	1
Bio-mechanics	13963	0	0	0	2	1	3	2	1	3
Acting	13964	0	0	0	1	1	2	1	1	2
The personal aspects of the dancer	13965	0	0	0	1	1	2	1	1	2
Develop awareness and technical skills in ballet	14265	0	0	0	1	18	19	1	18	19
Develop awareness and technical skills in contemporary dance	14266	0	0	0	1	18	19	1	18	19
Refine ballet technique and expand range of skills	14267	0	0	0	0	1	1	0	1	1
Use practical experience to develop basic contemporary dance technique	14268	0	0	0	0	1	1	0	1	1
Develop basic knowledge of workplace relations	20007	0	0	0	126	128	254	126	128	254
Identify how christian scripture, life and practice are understood today	21316	0	0	0	3	1	4	3	1	4
Identifies theological data	21317	0	0	0	3	1	4	3	1	4
Identifies a range of information within a theological theme or issue	21318	0	0	0	3	1	4	3	1	4
Identifies new theological insights	21319	0	0	0	3	1	4	3	1	4
Identifies theological knowledge in relation to the christian way of life	21320	0	0	0	3	1	4	3	1	4
Communicates theology in everyday language	21321	0	0	0	3	1	4	3	1	4
Discusses the nature of the Bible and present day christian life and practice	21322	0	0	0	0	3	3	0	3	3
Interprets theological data	21323	0	0	0	0	1	1	0	1	1
Investigates information within a theological theme or issue	21324	0	0	0	0	1	1	0	1	1
Gains new personal revelation	21325	0	0	0	0	1	1	0	1	1
Explores ideas about God in relation to the way we live as christians	21326	0	0	0	0	1	1	0	1	1
Communicates theological information in a clear, easy to understand form	21327	0	0	0	0	1	1	0	1	1
Communication	21739	0	0	0	22	5	27	22	5	27
Introduction to practical numeracy	21740	0	0	0	22	0	22	22	0	22
Personal development I	21741	0	0	0	21	0	21	21	0	21
Introduction to technology	21742	0	0	0	22	0	22	22	0	22
Program support I	21743	0	0	0	19	0	19	19	0	19
Introduction to enterprise	21745	0	0	0	22	0	22	22	0	22
Learning through practice I	21746	0	0	0	22	0	22	22	0	22
Communication for living	21747	0	0	0	73	71	144	73	71	144
Practical numeracy	21748	0	0	0	23	28	51	23	28	51

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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, 2011 (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
Introduction to career development	21749	0	0	0	86	84	170	86	84	170
Technology for living	21750	0	0	0	73	75	148	73	75	148
Program support 2	21751	0	0	0	15	23	38	15	23	38
Community participation 2	21752	0	0	0	2	8	10	2	8	10
Learning through practice 2	21755	0	0	0	22	16	38	22	16	38
Workplace practice	21756	0	0	0	50	46	96	50	46	96
Personal development 2	21757	0	0	0	8	4	12	8	4	12
Health and wellbeing	21758	0	0	0	2	9	11	2	9	11
Develop self	23407	0	2	2	171	169	340	171	171	342
Introduction to applied leadership	23408	0	0	0	183	168	351	183	168	351
Effective team membership	23409	0	0	0	189	165	354	189	165	354
Personal role in society	23410	0	0	0	178	164	342	178	164	342
Develop problem solving skills	23411	0	0	0	178	161	339	178	161	339
Promote a socially diverse environment	23416	0	0	0	8	12	20	8	12	20
Verify human role in a flight operations safety	24140	0	0	0	16	1	17	16	1	17
Outline aeronautical essentials	24141	0	0	0	16	1	17	16	1	17
Determine factors influencing aircraft performance	24142	0	0	0	16	1	17	16	1	17
Describe operations of aircraft engine and systems	24144	0	0	0	16	1	17	16	1	17
Explicate meteorological influences on flight operations	24145	0	0	0	6	1	7	6	1	7
Clarify prime aerodynamic postulations	24146	0	0	0	16	1	17	16	1	17
Identify flight operations legal requirements	24147	0	0	0	9	1	10	9	1	10
ENGL 164 English 1 - getting into writing	25600	0	0	0	6	10	16	6	10	16
ENGL 165 English 2 - communicating clearly	25601	0	0	0	3	9	12	3	9	12
ENGL 166 English 3 - powerful paragraphs	25602	0	0	0	2	5	7	2	5	7
ENGL 167 English 4 - structured writing: essay and report	25603	0	0	0	3	3	6	3	3	6
ENGL 168 English 5 - media and you	25604	0	0	0	3	4	7	3	4	7
MATH 212 Mathematics 1 - getting started	25605	0	0	0	9	8	17	9	8	17
MATH 213 Mathematics 2 - expanding mathematical connections	25606	0	0	0	4	6	10	4	6	10
MATH 214 Mathematics 3 - working with data	25607	0	0	0	1	5	6	1	5	6
MATH 215 Mathematics 4 - using formula	25608	0	0	0	4	4	8	4	4	8
MATH 216 Mathematics 5 - active mathematics	25609	0	0	0	2	2	4	2	2	4
COMP 372 Computing basics	25610	0	0	0	3	5	8	3	5	8
ACCS 215 The environment and you	25611	0	0	0	2	3	5	2	3	5
ACCS 213 Preparing for tomorrow	25612	0	0	0	3	5	8	3	5	8
ACCS 210 Living in Australia	25613	0	0	0	2	6	8	2	6	8
ACCS 218 Personal development	25614	0	0	0	2	5	7	2	5	7
COMP 373 Computing 1 - know those keys	25616	0	0	0	1	3	4	1	3	4
COMP 374 Computing 2 - what's the word?	25617	0	0	0	1	3	4	1	3	4
COMP 375 Computing 3 - using spreadsheets	25618	0	0	0	1	3	4	1	3	4
SCNC 133 Science - substances	25621	0	0	0	2	4	6	2	4	6
ACCS 208 Diverse Australia	25622	0	0	0	2	2	4	2	2	4
ACCS 207 Australia in the world	25623	0	0	0	2	2	4	2	2	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, 2011 (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
ACCS 212 Popular culture	25624	0	0	0	2	2	4	2	2	4
ACCS 214 Preparing for vocational education and training (VET)	25625	0	0	0	3	5	8	3	5	8
Develop career and learning development plan	27834	0	0	0	319	305	624	319	305	624
Follow fundamental OHS principles and procedures	27835	0	0	0	439	416	855	439	416	855
Present a positive image in the workplace	27836	0	0	0	255	251	506	255	251	506
Participate in structured workplace learning	27837	0	0	0	247	222	469	247	222	469
Receive and convey messages	27838	0	0	0	112	96	208	112	96	208
Apply an enterprising approach in a team project	27839	0	0	0	293	275	568	293	275	568
Locate and select relevant information	27840	0	0	0	102	89	191	102	89	191
Apply job search and interview skills	27841	0	0	0	246	234	480	246	234	480
Develop basic knowledge of rights and responsibilities in the workplace	27842	0	0	0	102	89	191	102	89	191
Apply an enterprising approach in an approved project	27844	0	0	0	19	15	34	19	15	34
Interact effectively in a workplace	27845	0	0	0	9	14	23	9	14	23
Demonstrate knowledge of workplace relations	27846	0	0	0	10	15	25	10	15	25
Develop job acquisition strategies	27847	0	0	0	18	16	34	18	16	34
Work safely according to OHS principles and procedures	27848	0	0	0	19	16	35	19	16	35
Project workplace behaviour and image	27849	0	0	0	11	16	27	11	16	27
Manage personal work performance	27850	0	0	0	9	15	24	9	15	24
Work effectively in a team	27851	0	0	0	19	16	35	19	16	35
Participate in structured workplace learning 2	27852	0	0	0	18	15	33	18	15	33
Access employment and training options	27853	0	0	0	9	15	24	9	15	24
Produce simple engineering drawings	41991	0	0	0	27	6	33	27	6	33
Use a personal computer in engineering	41992	0	0	0	12	3	15	12	3	15
Use arithmetic and algebra in engineering	41993	0	0	0	5	0	5	5	0	5
Use computers for drafting	41994	0	0	0	28	6	34	28	6	34
Use geometry and trigonometry in engineering	41995	0	0	0	16	3	19	16	3	19
Use mechanics in engineering	41996	0	0	0	1	0	1	1	0	1
Use scale models in engineering	41997	0	0	0	18	3	21	18	3	21
Use science in engineering	41998	0	0	0	3	0	3	3	0	3
Work in an equine organisation	47293	0	0	0	1	21	22	1	21	22
Respond to equine injury and disease	47294	0	0	0	0	21	21	0	21	21
Equine form and function	47295	0	0	0	0	20	20	0	20	20
Equine anatomy and physiology	47296	0	0	0	1	20	21	1	20	21
Undertake a basic project - 1	50647	0	0	0	53	1	54	53	1	54
Undertake a basic project - 2	50648	0	0	0	42	1	43	42	1	43
Undertake a basic project - 3	50649	0	0	0	40	0	40	40	0	40
Undertake a work placement - 1	50650	0	0	0	33	1	34	33	1	34
Undertake a work placement - 2	50651	0	0	0	41	1	42	41	1	42
Refine ballet technique and expand range of skills	51029	0	0	0	1	5	6	1	5	6
Use practical experience to develop basic contemporary dance technique	51030	0	0	0	1	5	6	1	5	6
Computing introduction 001	51507	0	0	0	0	1	1	0	1	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, 2011 (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 effective study skills and write in academic format	55252	0	0	0	1	17	18	1	17	18
Use fundamentals of mathematics in health contexts	55253	0	0	0	1	19	20	1	19	20
Develop knowledge of the fundamentals of microbiology	55254	0	0	0	1	14	15	1	14	15
Use fundamentals of physics and chemistry in a health context	55255	0	0	0	1	20	21	1	20	21
CBS2001 (Japanese)	65693	0	0	0	35	51	86	35	51	86
CBS2002 (Japanese)	65694	0	0	0	28	46	74	28	46	74
CBS2003 (Japanese)	65695	0	0	0	19	27	46	19	27	46
CBS2004 (Japanese)	65696	0	0	0	18	25	43	18	25	43
CBS3001 (Japanese)	65697	0	0	0	10	18	28	10	18	28
CBS3002 (Japanese)	65698	0	0	0	10	18	28	10	18	28
CBS3003 (Japanese)	65699	0	0	0	6	17	23	6	17	23
CBS3004 (Japanese)	65700	0	0	0	3	10	13	3	10	13
LOTE2001 (French)	65705	0	0	0	35	49	84	35	49	84
LOTE2002 (French)	65706	0	0	0	37	51	88	37	51	88
LOTE2003 (French)	65707	0	0	0	32	49	81	32	49	81
LOTE2004 (French)	65708	0	0	0	32	51	83	32	51	83
LOTE3001 (French)	65709	0	0	0	0	4	4	0	4	4
LOTE3002 (French)	65710	0	0	0	0	4	4	0	4	4
LOTE3003 (French)	65711	0	0	0	0	3	3	0	3	3
LOTE3004 (French)	65712	0	0	0	0	3	3	0	3	3
LOTE2001 (German)	65717	0	0	0	6	4	10	6	4	10
LOTE2002 (German)	65718	0	0	0	6	3	9	6	3	9
LOTE2003 (German)	65719	0	0	0	2	0	2	2	0	2
LOTE2004 (German)	65720	0	0	0	2	0	2	2	0	2
LOTE2001 (Indonesian)	65729	0	0	0	4	18	22	4	18	22
LOTE2002 (Indonesian)	65730	0	0	0	3	14	17	3	14	17
LOTE2003 (Indonesian)	65731	0	0	0	3	18	21	3	18	21
LOTE2004 (Indonesian)	65732	0	0	0	3	18	21	3	18	21
LOTE3001 (Indonesian)	65733	0	0	0	2	9	11	2	9	11
LOTE3002 (Indonesian)	65734	0	0	0	2	8	10	2	8	10
LOTE3003 (Indonesian)	65735	0	0	0	2	8	10	2	8	10
LOTE3004 (Indonesian)	65736	0	0	0	2	8	10	2	8	10
LOTE2003 (Italian)	65743	0	0	0	4	3	7	4	3	7
LOTE2004 (Italian)	65744	0	0	0	4	3	7	4	3	7
Applied english language oracy	67004	0	0	0	1	0	1	1	0	1
Applied Writing Techniques: Workplace	67006	0	0	0	1	0	1	1	0	1
Applied mathematics: computation	67013	0	0	0	1	0	1	1	0	1
Identify and develop a career path in the equine industry	73121	0	0	0	0	14	14	0	14	14
Horse riding or driving skills 1	73124	0	0	0	2	23	25	2	23	25
Horse riding or driving skills 2 - specific equine discipline	73127	0	0	0	0	5	5	0	5	5
Assist in the conduct of an event in the equine industry	73128	0	0	0	0	5	5	0	5	5
Care for mares and foals in the equine industry	73129	0	0	0	0	7	7	0	7	7

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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, 2011 (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 preparation of a horse for competition	73131	0	0	0	0	9	9	0	9	9
Identify horse breeding principles and assist in practices	73132	0	0	0	1	4	5	1	4	5
Australian environmental issues	81362	0	0	0	19	7	26	19	7	26
Create short simple texts for learning purposes	81369	0	0	0	39	32	71	39	32	71
Use computer language and perform simple computing tasks	81376	0	0	0	25	22	47	25	22	47
Access the internet for language learning	81377	0	0	0	22	20	42	22	20	42
Job seeking	81379	0	0	0	3	0	3	3	0	3
Health care	81382	0	0	0	6	7	13	6	7	13
Indigenous history	81384	0	0	0	14	20	34	14	20	34
Develop and document a learning plan and portfolio with guidance	81385	0	0	0	29	12	41	29	12	41
Conduct a project with guidance	81386	0	0	0	32	13	45	32	13	45
Engage with simple texts for personal purposes	81387	0	0	0	38	16	54	38	16	54
Engage with simple texts for learning purposes	81388	0	0	0	24	8	32	24	8	32
Engage with simple texts for employment purposes	81389	0	0	0	13	7	20	13	7	20
Engage with simple texts to participate in the community	81390	0	0	0	34	13	47	34	13	47
Create simple texts for personal purposes	81391	0	0	0	38	18	56	38	18	56
Create simple texts for learning purposes	81392	0	0	0	24	7	31	24	7	31
Create simple texts for employment purposes	81393	0	0	0	10	7	17	10	7	17
Create simple texts to participate in the community	81394	0	0	0	30	13	43	30	13	43
Work with time, money and directions in simple everyday situations	81395	0	0	0	33	17	50	33	17	50
Work with simple measurement and design	81396	0	0	0	3	5	8	3	5	8
Work with simple numerical and statistical information	81397	0	0	0	27	13	40	27	13	40
Communicate with others in familiar and predictable contexts	81398	0	0	0	2	0	2	2	0	2
Participate in a practical placement	81399	0	0	0	86	42	128	86	42	128
Sports numbers	81400	0	0	0	4	2	6	4	2	6
Basic presentation skills	81401	0	0	0	18	9	27	18	9	27
Basic personal letter writing	81402	0	0	0	22	11	33	22	11	33
Investigate a social issue	81403	0	0	0	17	8	25	17	8	25
Elections & Government	81404	0	0	0	2	0	2	2	0	2
The legal system	81405	0	0	0	2	0	2	2	0	2
Driving & owning a car	81406	0	0	0	52	31	83	52	31	83
Investigating current issues	81408	0	0	0	35	33	68	35	33	68
Develop and document a learning plan and portfolio	81409	0	0	0	123	54	177	123	54	177
Plan and undertake a project	81410	0	0	0	121	49	170	121	49	170
Engage with texts of limited complexity for personal purposes	81411	0	0	0	125	64	189	125	64	189
Engage with texts of limited complexity for learning purposes	81412	0	0	0	98	44	142	98	44	142
Engage with texts of limited complexity for employment purposes	81413	0	0	0	22	14	36	22	14	36
Engage with texts of limited complexity to participate in the community	81414	0	0	0	112	49	161	112	49	161

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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, 2011 (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 texts of limited complexity for personal purposes	81415	0	0	0	111	58	169	111	58	169
Create texts of limited complexity for learning purposes	81416	0	0	0	113	50	163	113	50	163
Create texts of limited complexity to participate in the community	81417	0	0	0	108	45	153	108	45	153
Work with time, money and directions in familiar situations	81418	0	0	0	118	53	171	118	53	171
Work with measurement and design in familiar situations	81419	0	0	0	95	49	144	95	49	144
Work with numerical and statistical information in familiar situations	81420	0	0	0	48	12	60	48	12	60
Undertake a simple investigation of health and wellbeing	81422	0	0	0	33	30	63	33	30	63
Undertake a simple investigation of an environmental issue	81423	0	0	0	7	6	13	7	6	13
Undertake a simple investigation of physical behaviour of matter	81424	0	0	0	20	11	31	20	11	31
Undertake a simple investigation of chemical behaviour of matter	81425	0	0	0	11	5	16	11	5	16
Research pathways and produce a learning plan and portfolio	81428	0	0	0	120	74	194	120	74	194
Implement and review a project	81429	0	0	0	103	66	169	103	66	169
Engage with texts of some complexity for personal purposes	81430	0	0	0	72	34	106	72	34	106
Engage with texts of some complexity for learning purposes	81431	0	0	0	65	45	110	65	45	110
Engage with texts of some complexity for employment purposes	81432	0	0	0	19	7	26	19	7	26
Engage with texts of some complexity to participate in the community	81433	0	0	0	66	48	114	66	48	114
Create texts of some complexity for personal purposes	81434	0	0	0	68	35	103	68	35	103
Create texts of some complexity for learning purposes	81435	0	0	0	58	44	102	58	44	102
Create a range of texts of some complexity to participate in the workplace	81436	0	0	0	23	8	31	23	8	31
Create texts of some complexity to participate in the community	81437	0	0	0	66	48	114	66	48	114
Investigate and interpret measurements and related formulae for everyday purposes	81438	0	0	0	93	56	149	93	56	149
Investigate, interpret and produce numerical and statistical information	81439	0	0	0	43	29	72	43	29	72
Investigate and use simple mathematical formulae for everyday purposes	81440	0	0	0	84	56	140	84	56	140
Investigate the solar system	81444	0	0	0	0	2	2	0	2	2
Evaluate pathway options, design a learning plan and compile a portfolio	81447	0	0	0	0	3	3	0	3	3
Engage with a range of complex texts for personal purposes	81448	0	0	0	0	2	2	0	2	2
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	3	3	0	3	3
Create a range of complex texts for personal purposes	81452	0	0	0	0	3	3	0	3	3
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	4	4	0	4	4
Analyse and evaluate numerical and statistical information	81455	0	0	0	0	1	1	0	1	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, 2011 (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 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
Design and review a project	81458	0	0	0	0	2	2	0	2	2
Undertake a SAL work placement 1	82030	0	0	0	0	44	44	0	44	44
Undertake a SAL work placement 2	82031	0	0	0	0	40	40	0	40	40
Undertake a SAL work placement 3	82032	0	0	0	0	39	39	0	39	39
Undertake a SAL basic project 1	82033	0	0	0	1	43	44	1	43	44
Undertake a SAL Basic Project 2	82034	0	0	0	1	40	41	1	40	41
Occupational health and safety	87530	0	0	0	9	0	9	9	0	9
Electrical wiring and equipment 1	87549	0	0	0	9	0	9	9	0	9
Electrical safe wiring	90309	0	0	0	5	0	5	5	0	5
Literacy 2	99023	0	0	0	1	2	3	1	2	3
Numeracy 2	99024	0	0	0	0	1	1	0	1	1
Vocational skills (for learners with a disability)	99041	0	0	0	1	2	3	1	2	3
Literacy 3	99043	0	0	0	4	6	10	4	6	10
Numeracy 3	99044	0	0	0	5	8	13	5	8	13
ICT General 3	99047	0	0	0	5	5	10	5	5	10
OH&S Awareness 3	99058	0	0	0	5	5	10	5	5	10
Workplace preparation 3	99062	0	0	0	7	5	12	7	5	12
Adapt to work requirements in agri-food industry	AGFCMN101A	0	0	0	4	3	7	4	3	7
Apply effective work practices	AGFCMN102A	0	0	0	4	3	7	4	3	7
Demonstrate care and apply safe practices at work	AGFCMN103A	0	0	0	4	3	7	4	3	7
Contribute to animal care through work activities	AGFCMN201A	0	0	0	18	7	25	18	7	25
Contribute to work activities to produce food	AGFCMN202A	0	0	0	3	3	6	3	3	6
First stage keyboarding	ARYP	0	0	0	1	0	1	1	0	1
Service bicycle mechanical braking systems	AUR12170A	0	0	0	11	0	11	11	0	11
Repair bicycle steering systems	AUR15666A	0	0	0	20	10	30	20	10	30
Remove, repair and refit bicycle tyres	AUR18168A	0	0	0	31	8	39	31	8	39
Remove/refit and adjust bicycle wheels	AUR18265A	0	0	0	12	2	14	12	2	14
Repair bicycle wheels	AUR18266A	0	0	0	21	10	31	21	10	31
Test, service and replace batteries	AUR18676B	0	0	0	1	1	2	1	1	2
Operate information technology systems	AURA254180A	0	0	0	19	2	21	19	2	21
Service bicycle mechanical braking systems	AURB212170A	0	0	0	1	0	1	1	0	1
Service bicycle hydraulic braking systems	AURB212370A	0	0	0	1	0	1	1	0	1
Service bicycle drivetrain systems	AURB214670A	0	0	0	1	0	1	1	0	1
Service and repair bicycle steering systems	AURB215671A	0	0	0	1	0	1	1	0	1
Service and repair bicycle suspension systems	AURB216671A	0	0	0	1	0	1	1	0	1
Remove, repair and fit bicycle tyres	AURB218168A	0	0	0	1	0	1	1	0	1
Remove/refit and adjust bicycle wheels	AURB218265A	0	0	0	1	0	1	1	0	1
Repair bicycle wheels	AURB218266A	0	0	0	1	0	1	1	0	1
Service and repair bicycle wheel hubs	AURB218271A	0	0	0	1	0	1	1	0	1
Service bicycle frames	AURB228270A	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, 2011 (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, replace, fit and adjust bicycle accessories	AURB232265A	0	0	0	1	0	1	1	0	1
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	1	0	1	1	0	1
Identify environmental regulations and best practice in a workplace or business	AURC172003A	0	0	0	433	27	460	433	27	460
Write routine texts in the workplace and complete automotive documentation	AURC251179A	0	0	0	26	2	28	26	2	28
Read in the workplace	AURC251356A	0	0	0	492	18	510	492	18	510
Use numbers in the workplace	AURC251677A	0	0	0	429	17	446	429	17	446
Apply basic automotive troubleshooting processes	AURC252103A	0	0	0	48	1	49	48	1	49
Contribute to quality work outcomes	AURC261314A	0	0	0	1	0	1	1	0	1
Apply safe working practices	AURC270103A	0	0	0	819	78	897	819	78	897
Establish relations with customers	AURC270421A	0	0	0	14	2	16	14	2	16
Work effectively with others	AURC270688A	0	0	0	61	2	63	61	2	63
Communicate effectively in the workplace	AURC270789A	0	0	0	82	5	87	82	5	87
Apply environmental regulations and best practice in a workplace or business	AURC272003A	0	0	0	16	0	16	16	0	16
Remove and tag automotive electrical system components	AURE100064A	0	0	0	44	3	47	44	3	47
Test, service and maintain battery storage systems	AURE118671A	0	0	0	27	2	29	27	2	29
Remove and replace electrical/electronic units/assemblies	AURE218664A	0	0	0	10	1	11	10	1	11
Service, maintain or replace batteries	AURE218670A	0	0	0	222	29	251	222	29	251
Test, service and charge batteries	AURE218676A	0	0	0	258	13	271	258	13	271
Carry out repairs to single electrical circuits	AURE218708A	0	0	0	163	6	169	163	6	169
Install, test and repair low voltage wiring/lighting systems	AURE219331A	0	0	0	40	7	47	40	7	47
Install, test and repair electrical security systems/components	AURE219431A	0	0	0	1	0	1	1	0	1
Install ancillary electrical components	AURE219531A	0	0	0	16	0	16	16	0	16
Carry out soldering of electrical wiring/circuits	AURE224008A	0	0	0	4	0	4	4	0	4
Operate in a motorsport environment	AURM240080A	0	0	0	7	0	7	7	0	7
Set up and dismantle temporary work location and equipment	AURM240172A	0	0	0	10	0	10	10	0	10
Comply with motorsport team and event safety requirements	AURM340413A	0	0	0	5	0	5	5	0	5
Identify and select automotive parts and products	AURS238127A	0	0	0	1	0	1	1	0	1
Promote products and services	AURS242621A	0	0	0	1	0	1	1	0	1
Remove and tag engine system components	AURT100064A	0	0	0	310	20	330	310	20	330
Remove and tag steering, suspension and brake system components	AURT100164A	0	0	0	27	1	28	27	1	28
Remove and tag transmission system components	AURT100264A	0	0	0	10	1	11	10	1	11
Carry out workshop practice activities	AURT100308A	0	0	0	362	25	387	362	25	387
Use and maintain basic measuring devices	AURT125667A	0	0	0	374	24	398	374	24	398
Carry out servicing operations	AURT200108A	0	0	0	355	25	380	355	25	380
Select and use bearings, seals, gaskets, sealants and adhesives	AURT200368A	0	0	0	78	6	84	78	6	84
Remove and install engine assemblies	AURT201164A	0	0	0	15	0	15	15	0	15
Inspect and service engines	AURT201170A	0	0	0	342	27	369	342	27	369
Repair cooling systems	AURT202166A	0	0	0	55	0	55	55	0	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, 2011 (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
Inspect and service cooling systems	AURT202170A	0	0	0	308	40	348	308	40	348
Service petrol fuel systems	AURT203170A	0	0	0	124	7	131	124	7	131
Service petrol fuel systems	AURT203170B	0	0	0	97	6	103	97	6	103
Service diesel fuel injection systems	AURT203670A	0	0	0	21	0	21	21	0	21
Inspect and service emission control systems	AURT204670A	0	0	0	5	0	5	5	0	5
Fabricate exhaust system/components	AURT205123A	0	0	0	4	0	4	4	0	4
Repair exhaust system components	AURT205166A	0	0	0	2	0	2	2	0	2
Inspect and service transmissions (manual)	AURT206670A	0	0	0	227	20	247	227	20	247
Inspect and service transmissions (automatic)	AURT207170A	0	0	0	114	9	123	114	9	123
Inspect and service braking systems	AURT210170A	0	0	0	228	24	252	228	24	252
Machine brake drums and brake disc rotors	AURT210736A	0	0	0	17	2	19	17	2	19
Service final drive assemblies	AURT212670A	0	0	0	156	16	172	156	16	172
Remove and refit driveline components	AURT213165A	0	0	0	4	0	4	4	0	4
Service final drive (driveline)	AURT213170A	0	0	0	162	19	181	162	19	181
Inspect and service steering systems	AURT215170A	0	0	0	215	22	237	215	22	237
Inspect suspension systems	AURT216130A	0	0	0	0	1	1	0	1	1
Inspect and service suspension systems	AURT216170A	0	0	0	245	25	270	245	25	270
Balance wheels and tyres	AURT217606A	0	0	0	135	14	149	135	14	149
Remove, fit and inspect wheel assemblies	AURT217665A	0	0	0	27	3	30	27	3	30
Select tyres and rims for specific applications (light)	AURT217668A	0	0	0	2	0	2	2	0	2
Remove, inspect, repair and fit tyres and tubes (light)	AURT217766A	0	0	0	92	11	103	92	11	103
Service, repair and replace air compressors/components	AURT222171A	0	0	0	2	0	2	2	0	2
Service air conditioning systems	AURT222670A	0	0	0	3	0	3	3	0	3
Produce drawings from design concepts	AURT225191A	0	0	0	14	0	14	14	0	14
Use and maintain measuring equipment	AURT225667A	0	0	0	211	10	221	211	10	221
Carry out pre-repair operations (mechanical)	AURT226008A	0	0	0	3	0	3	3	0	3
Use and maintain workplace tools and equipment	AURT270278A	0	0	0	687	62	749	687	62	749
Implement and monitor environmental regulations in the automotive mechanical industry	AURT271781A	0	0	0	359	37	396	359	37	396
Repair engines and associated engine components	AURT301166A	0	0	0	1	0	1	1	0	1
Repair and replace emission control systems	AURT304666A	0	0	0	2	0	2	2	0	2
Inspect, service and/or repair clutch assemblies and associated operating system components	AURT306170A	0	0	0	19	0	19	19	0	19
Repair hydraulic braking systems	AURT310166A	0	0	0	5	0	5	5	0	5
Select and install performance enhanced suspension system products	AURT316168A	0	0	0	7	0	7	7	0	7
Carry out vehicle safety/roadworthy inspection	AURT365508A	0	0	0	19	2	21	19	2	21
Carry out diagnostic procedures	AURT366108A	0	0	0	12	0	12	12	0	12
Remove and tag vehicle body system components	AURV100064A	0	0	0	25	2	27	25	2	27
Carry out oxy acetylene welding, thermal cutting and thermal heating procedures	AURV223608A	0	0	0	3	0	3	3	0	3
Carry out soft soldering techniques	AURV223808A	0	0	0	1	0	1	1	0	1
Carry out panel repairs	AURV225908A	0	0	0	9	0	9	9	0	9
Carry out pre-repair operations (vehicle body)	AURV226108A	0	0	0	37	10	47	37	10	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, 2011 (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, replace and realign bolt-on panels, sections and fittings	AURV226864A	0	0	0	51	1	52	51	1	52
Remove and replace/fit protector mouldings, transfers and decals	AURV226965A	0	0	0	5	0	5	5	0	5
Remove and replace mechanical units/assemblies	AURV227064A	0	0	0	5	0	5	5	0	5
Apply paint removal methods	AURV229503A	0	0	0	10	0	10	10	0	10
Apply acrylic lacquer refinishing materials	AURV229603AA	0	0	0	5	0	5	5	0	5
Carry out masking procedures	AURV229608A	0	0	0	16	0	16	16	0	16
Prepare spray painting materials and equipment	AURV229749A	0	0	0	13	0	13	13	0	13
Apply fundamental colour matching techniques	AURV229803AA	0	0	0	7	0	7	7	0	7
Apply rust prevention and sound deadening materials	AURV230203A	0	0	0	4	0	4	4	0	4
Prepare vehicle components for paint repairs	AURV230349A	0	0	0	17	2	19	17	2	19
Apply paint touchup techniques	AURV230449A	0	0	0	4	0	4	4	0	4
Prepare vehicle/component/equipment for customer use	AURV231649A	0	0	0	9	0	9	9	0	9
Wash/clean vehicle body and door cavities	AURV231786A	0	0	0	3	0	3	3	0	3
Wash/clean vehicle body and door cavities	AURV231786AA	0	0	0	48	4	52	48	4	52
Wash/clean vehicle engine and engine compartment	AURV231786BA	0	0	0	2	0	2	2	0	2
Carry out fundamental airbrush application techniques	AURV232208A	0	0	0	2	0	2	2	0	2
Apply environmental regulations and best practice in the body repair industry	AURV271403A	0	0	0	10	0	10	10	0	10
Carry out manual metal arc welding procedures	AURV281108A	0	0	0	9	0	9	9	0	9
Repair body panels (metal finishing)	AURV326266BA	0	0	0	5	0	5	5	0	5
Repair body panels (incorporating filler)	AURV326266CA	0	0	0	1	0	1	1	0	1
Prepare substrate for refinishing	AURV329649A	0	0	0	2	0	2	2	0	2
Use hand and power tools	BCC1005A	0	0	0	44	30	74	44	30	74
Use small plant and equipment	BCC1006A	0	0	0	7	0	7	7	0	7
Carry out concrete work	BCC2009A	0	0	0	6	6	12	6	6	12
Follow OH&S policies & procedures	BCCCM1001C	0	0	0	22	4	26	22	4	26
Drain and dewater site	BCCCM2004B	0	0	0	78	5	83	78	5	83
Spread and compact materials manually	BCCCM2007B	0	0	0	23	1	24	23	1	24
Install trench support	BCCCM2010B	0	0	0	44	0	44	44	0	44
Control traffic with a stop-slow bat	BCCCM2013C	0	0	0	1	0	1	1	0	1
Erect and dismantle formwork for footings and slabs on ground	BCGCA2003B	0	0	0	2	0	2	2	0	2
Work effectively in the general construction industry	BCGCM1002B	0	0	0	2	0	2	2	0	2
Plan and organise work	BCGCM1003B	0	0	0	2	0	2	2	0	2
Conduct workplace communication	BCGCM1004B	0	0	0	2	0	2	2	0	2
Carry out measurements and calculations	BCGCM1005B	0	0	0	2	0	2	2	0	2
Read and interpret plans and specifications	BCGCM2001B	0	0	0	2	0	2	2	0	2
Carry out excavation	BCGCM2002B	0	0	0	19	0	19	19	0	19
Handle construction materials	BCGCM2004B	0	0	0	1	0	1	1	0	1
Use construction tools and equipment	BCGCM2005B	0	0	0	2	0	2	2	0	2
Apply basic levelling procedures	BCGCM2006B	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, 2011 (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
Erect and dismantle restricted height scaffolding	BCGCM2008B	0	0	0	2	0	2	2	0	2
Carry out basic demolition	BCGCM2009B	0	0	0	1	0	1	1	0	1
Carry out concreting to simple forms	BCGCO2003B	0	0	0	19	0	19	19	0	19
Place and fix reinforcement materials	BCGSF2004B	0	0	0	2	0	2	2	0	2
Handle construction materials	BCGVE1001B	0	0	0	3	0	3	3	0	3
Undertake a basic construction project	BCGVE1002B	0	0	0	18	0	18	18	0	18
Undertake basic estimation and costing	BCGVE1004B	0	0	0	15	0	15	15	0	15
Complete penetrations and flashings	BCGWC2004B	0	0	0	2	0	2	2	0	2
Work effectively in the plumbing and services sector	BCPCM2001A	0	0	0	18	0	18	18	0	18
Carry out interactive workplace communication	BCPCM2002A	0	0	0	21	0	21	21	0	21
Carry out OH&S requirements	BCPCM2003A	0	0	0	23	0	23	23	0	23
Read plans and calculate plumbing quantities	BCPCM2004A	0	0	0	17	0	17	17	0	17
Handle and store plumbing materials	BCPCM2005A	0	0	0	20	0	20	20	0	20
Use plumbing hand and power tools	BCPCM2006A	0	0	0	22	0	22	22	0	22
Carry out levelling	BCPCM2007A	0	0	0	18	0	18	18	0	18
Cut and join sheet metal	BCPCM2008A	0	0	0	20	0	20	20	0	20
Cut with oxy-LPG/acetylene	BCPCM2009A	0	0	0	18	0	18	18	0	18
Mark out materials	BCPCM2010A	0	0	0	15	0	15	15	0	15
Apply first aid in the workplace	BCPCM2011A	0	0	0	24	0	24	24	0	24
Weld using oxy-acetylene equipment	BCPCM2012A	0	0	0	20	0	20	20	0	20
Weld using arc welding equipment	BCPCM2013A	0	0	0	18	0	18	18	0	18
Fabricate and install non-ferrous pressure piping	BCPCM3003A	0	0	0	19	0	19	19	0	19
Work safely on roofs	BCPRF2001A	0	0	0	18	0	18	18	0	18
Produce technical drawings to architectural conventions using CAD software	BDCAD401A	0	0	0	1	0	1	1	0	1
Provide design solutions for small residential living units	BDES401A	0	0	0	1	0	1	1	0	1
Apply communication processes in the design office	BDOFF401A	0	0	0	1	0	1	1	0	1
Use sketching presentation techniques to communicate design concepts	BDPRE401A	0	0	0	1	0	1	1	0	1
Produce working drawings of two-storey or multi-residential buildings	BDWDG402A	0	0	0	1	0	1	1	0	1
Use business equipment and resources	BSBADM101A	0	0	0	802	945	1747	802	945	1747
Produce texts from notes	BSBADM302B	0	0	0	11	1	12	11	1	12
Design and develop text documents	BSBADM304A	0	0	0	2	14	16	2	14	16
Organise schedules	BSBADM307B	0	0	0	5	53	58	5	53	58
Maintain a general ledger	BSBADM310A	0	0	0	1	10	11	1	10	11
Maintain business resources	BSBADM311A	0	0	0	15	56	71	15	56	71
Organise meetings	BSBADM405B	0	0	0	69	86	155	69	86	155
Organise business travel	BSBADM406B	0	0	0	3	1	4	3	1	4
Administer projects	BSBADM407B	0	0	0	0	3	3	0	3	3
Prepare financial reports	BSBADM408A	0	0	0	1	8	9	1	8	9
Action customer contact	BSBCCO201A	0	0	0	14	5	19	14	5	19
Use multiple information systems	BSBCCO301A	0	0	0	14	5	19	14	5	19
Apply basic communication skills	BSBCMM101A	0	0	0	1797	1704	3501	1797	1704	3501
Communicate in the workplace	BSBCMM201A	0	0	0	471	931	1402	471	931	1402

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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, 2011 (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 customer complaints	BSBMM301A	0	0	0	55	71	126	55	71	126
Make a presentation	BSBMM401A	0	0	0	18	57	75	18	57	75
Prepare for work	BSBMM101A	0	0	0	537	214	751	537	214	751
Complete daily work activities	BSBMM102A	0	0	0	516	210	726	516	210	726
Apply basic communication skills	BSBMM103A	0	0	0	3	1	4	3	1	4
Use business equipment	BSBMM105A	0	0	0	372	177	549	372	177	549
Follow workplace safety procedures	BSBMM106A	0	0	0	778	432	1210	778	432	1210
Operate a personal computer	BSBMM107A	0	0	0	57	23	80	57	23	80
Develop keyboard skills	BSBMM108A	0	0	0	8	16	24	8	16	24
Work effectively in a business environment	BSBMM201A	0	0	0	62	57	119	62	57	119
Organise and complete daily work activities	BSBMM202A	0	0	0	684	393	1077	684	393	1077
Communicate in the workplace	BSBMM203A	0	0	0	33	27	60	33	27	60
Work effectively with others	BSBMM204A	0	0	0	50	74	124	50	74	124
Use business technology	BSBMM205A	0	0	0	67	61	128	67	61	128
Process and maintain workplace information	BSBMM206A	0	0	0	56	36	92	56	36	92
Prepare and process financial/business documents	BSBMM207A	0	0	0	51	29	80	51	29	80
Deliver a service to customers	BSBMM208A	0	0	0	8	9	17	8	9	17
Implement improved work practices	BSBMM210A	0	0	0	11	1	12	11	1	12
Participate in workplace safety procedures	BSBMM211A	0	0	0	3	2	5	3	2	5
Handle mail	BSBMM212A	0	0	0	49	29	78	49	29	78
Produce simple word-processed documents	BSBMM213A	0	0	0	22	47	69	22	47	69
Create and use simple spreadsheets	BSBMM214A	0	0	0	16	14	30	16	14	30
Participate in environmental work practices	BSBMM215A	0	0	0	2	0	2	2	0	2
Exercise initiative in a business environment	BSBMM301A	0	0	0	1	0	1	1	0	1
Organise personal work priorities and development	BSBMM302A	0	0	0	1	5	6	1	5	6
Contribute to personal skill development and learning	BSBMM304A	0	0	0	15	1	16	15	1	16
Maintain financial records	BSBMM308A	0	0	0	1	10	11	1	10	11
Deliver and monitor a service to customers	BSBMM310A	0	0	0	0	4	4	0	4	4
Maintain workplace safety	BSBMM311B	0	0	0	2	6	8	2	6	8
Develop work priorities	BSBMM402A	0	0	0	2	4	6	2	4	6
Apply critical thinking techniques	BSBRT101A	0	0	0	177	136	313	177	136	313
Develop and extend critical and creative thinking skills	BSBRT301A	0	0	0	50	34	84	50	34	84
Deliver a service to customers	BSBUS201A	0	0	0	229	512	741	229	512	741
Deliver and monitor a service to customers	BSBUS301A	0	0	0	76	126	202	76	126	202
Coordinate implementation of customer service strategies	BSBUS401A	0	0	0	64	77	141	64	77	141
Address customer needs	BSBUS402A	0	0	0	64	77	141	64	77	141
Implement customer service standards	BSBUS403A	0	0	0	55	42	97	55	42	97
Follow a design process	BSDES201A	0	0	0	188	130	318	188	130	318
Evaluate the nature of design in a specific industry context	BSDES202A	0	0	0	12	17	29	12	17	29
Explore the use of colour	BSDES301A	0	0	0	15	24	39	15	24	39
Explore and apply the creative design process to 2D forms	BSDES302A	0	0	0	62	55	117	62	55	117
Explore and apply the creative design process to 3D forms	BSDES303A	0	0	0	30	25	55	30	25	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, 2011 (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 respond to a design brief	BSBDES402A	0	0	0	36	40	76	36	40	76
Work effectively with diversity	BSBDIV301A	0	0	0	86	158	244	86	158	244
Search and assess online business information	BSBEBUS301A	0	0	0	0	9	9	0	9	9
Conduct online research	BSBEBUS401A	0	0	0	0	1	1	0	1	1
Maintain financial records	BSBFIA301A	0	0	0	13	32	45	13	32	45
Process payroll	BSBFIA302A	0	0	0	1	26	27	1	26	27
Process accounts payable and receivable	BSBFIA303A	0	0	0	2	36	38	2	36	38
Maintain a general ledger	BSBFIA304A	0	0	0	0	8	8	0	8	8
Contribute to effective workplace relationships	BSBFLM303A	0	0	0	9	8	17	9	8	17
Contribute to effective workplace relationships	BSBFLM303B	0	0	0	1	15	16	1	15	16
Contribute to effective workplace relationships	BSBFLM303C	0	0	0	5	17	22	5	17	22
Support a workplace learning environment	BSBFLM311C	0	0	0	2	6	8	2	6	8
Contribute to team effectiveness	BSBFLM312B	0	0	0	19	12	31	19	12	31
Work effectively in a contact centre environment	BSBIND101A	0	0	0	14	5	19	14	5	19
Work effectively in a business environment	BSBIND201A	0	0	0	913	1153	2066	913	1153	2066
Process and maintain workplace information	BSBINM201A	0	0	0	248	528	776	248	528	776
Handle mail	BSBINM202A	0	0	0	169	454	623	169	454	623
Organise workplace information	BSBINM301A	0	0	0	54	104	158	54	104	158
Handle receipt and despatch of information	BSBINM303A	0	0	0	1	12	13	1	12	13
Contribute to workplace innovation	BSBINN201A	0	0	0	69	122	191	69	122	191
Promote innovation in a team environment	BSBINN301A	0	0	0	6	17	23	6	17	23
Maintain business technology	BSBITS401A	0	0	0	3	1	4	3	1	4
Operate a personal computer	BSBITU101A	0	2	2	1301	1426	2727	1301	1428	2729
Develop keyboard skills	BSBITU102A	0	2	2	652	1001	1653	652	1003	1655
Produce simple word processed documents	BSBITU201A	0	0	0	443	983	1426	443	983	1426
Create and use spreadsheets	BSBITU202A	0	0	0	322	737	1059	322	737	1059
Communicate electronically	BSBITU203A	0	0	0	306	691	997	306	691	997
Create and use databases	BSBITU301A	0	0	0	32	67	99	32	67	99
Create electronic presentations	BSBITU302A	0	0	0	107	210	317	107	210	317
Create electronic presentations	BSBITU302B	0	0	0	10	23	33	10	23	33
Design and produce text documents	BSBITU303A	0	0	0	92	186	278	92	186	278
Produce spreadsheets	BSBITU304A	0	0	0	74	142	216	74	142	216
Conduct online transactions	BSBITU305A	0	0	0	1	14	15	1	14	15
Design and produce business documents	BSBITU306A	0	0	0	98	198	296	98	198	296
Develop keyboarding speed and accuracy	BSBITU307A	0	0	0	6	51	57	6	51	57
Produce desktop published documents	BSBITU309A	0	0	0	39	101	140	39	101	140
Design and develop complex text documents	BSBITU401A	0	0	0	56	42	98	56	42	98
Produce complex desktop published documents	BSBITU404A	0	0	0	4	1	5	4	1	5
Plan skills development	BSBLED101A	0	0	0	849	802	1651	849	802	1651
Develop teams and individuals	BSBLED401A	0	0	0	61	61	122	61	61	122
Apply knowledge of the legal system to complete tasks	BSBLEG301A	0	0	0	0	3	3	0	3	3
Deliver court documentation	BSBLEG303A	0	0	0	0	1	1	0	1	1
Apply the principles of confidentiality and security within the legal environment	BSBLEG304A	0	0	0	1	13	14	1	13	14

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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, 2011 (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 legal terminology in order to carry out tasks	BSBLEG305A	0	0	0	1	13	14	1	13	14
Maintain records for time and disbursements in a legal practice	BSBLEG306A	0	0	0	1	12	13	1	12	13
Assist in prioritising and planning activities in a legal practice	BSBLEG308A	0	0	0	0	1	1	0	1	1
Use basic medical terminology	BSBMED201A	0	0	0	2	51	53	2	51	53
Show leadership in the workplace	BSBMGT401A	0	0	0	7	20	27	7	20	27
Implement operational plan	BSBMGT402A	0	0	0	6	20	26	6	20	26
Conduct electronic marketing communications	BSBMKG412A	0	0	0	16	27	43	16	27	43
Promote products and services	BSBMKG413A	0	0	0	77	86	163	77	86	163
Undertake marketing activities	BSBMKG414B	0	0	0	0	2	2	0	2	2
Participate in OHS processes	BSBOHS201A	0	0	0	2508	3264	5772	2508	3264	5772
Apply knowledge of OHS legislation in the workplace	BSBOHS301B	0	0	0	14	22	36	14	22	36
Contribute to implementing emergency prevention activities and response procedures	BSBOHS306B	0	0	0	2	12	14	2	12	14
Monitor a safe workplace	BSBOHS407A	0	0	0	66	79	145	66	79	145
Assist with compliance with OHS and other relevant laws	BSBOHS408A	0	0	0	1	0	1	1	0	1
Recommend products and services	BSBPRO301A	0	0	0	9	46	55	9	46	55
Purchase goods and services	BSBPUR301B	0	0	0	15	53	68	15	53	68
Build client relationships and business networks	BSBREL402A	0	0	0	1	0	1	1	0	1
Analyse and present research information	BSBRES401A	0	0	0	6	13	19	6	13	19
Provide information from and about records	BSBRKG402B	0	0	0	55	42	97	55	42	97
Research business opportunities	BSBSBM301A	0	0	0	0	9	9	0	9	9
Identify suitability for micro business	BSBSMB201A	0	0	0	24	22	46	24	22	46
Participate in environmentally sustainable work practices	BSBSUS201A	0	0	0	278	309	587	278	309	587
Implement and monitor environmentally sustainable work practices	BSBSUS301A	0	0	0	1	12	13	1	12	13
Manage personal stress in the workplace	BSBWOR201A	0	0	0	14	5	19	14	5	19
Organise and complete daily work activities	BSBWOR202A	0	0	0	1342	1745	3087	1342	1745	3087
Work effectively with others	BSBWOR203A	0	0	0	598	966	1564	598	966	1564
Use business technology	BSBWOR204A	0	0	0	370	980	1350	370	980	1350
Organise personal work priorities and development	BSBWOR301A	0	0	0	95	210	305	95	210	305
Establish effective workplace relationships	BSBWOR401A	0	0	0	3	4	7	3	4	7
Promote team effectiveness	BSBWOR402A	0	0	0	7	24	31	7	24	31
Develop work priorities	BSBWOR404A	0	0	0	8	24	32	8	24	32
Write simple documents	BSBWRT301A	0	0	0	80	185	265	80	185	265
Write complex documents	BSBWRT401A	0	0	0	55	45	100	55	45	100
Provide care support which is responsive to the specific nature of dementia	CHCAC15A	0	0	0	0	10	10	0	10	10
Provide food services	CHCAC316B	0	0	0	1	24	25	1	24	25
Support older people to maintain their independence	CHCAC317A	0	0	0	5	71	76	5	71	76
Work effectively with older people	CHCAC318A	0	0	0	1	50	51	1	50	51
Provide support to people living with dementia	CHCAC319A	0	0	0	0	26	26	0	26	26
Implement interventions with older people at risk of falls	CHCAC417A	0	0	0	0	5	5	0	5	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, 2011 (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
Advocate for clients	CHCAD401D	0	0	0	1	3	4	1	3	4
Undertake basic administrative duties	CHCADMIN1B	0	0	0	0	1	1	0	1	1
Undertake basic administrative duties	CHCADMIN201C	0	0	0	1	106	107	1	106	107
Work within the administration protocols of the organisation	CHCADMIN305D	0	0	0	1	4	5	1	4	5
Prepare for alcohol and other drugs work	CHCAOD201D	0	0	0	0	3	3	0	3	3
Work effectively in the alcohol and other drugs sector	CHCAOD402A	0	0	0	0	3	3	0	3	3
Support community participation	CHCCD401D	0	0	0	0	1	1	0	1	1
Work within a community development framework	CHCCD412A	0	0	0	1	2	3	1	2	3
Support behaviour of children and young people	CHCCHILD301A	0	0	0	1	61	62	1	61	62
Identify and respond to children and young people at risk	CHCCHILD401A	0	0	0	0	33	33	0	33	33
Ensure children's health and safety	CHCCN1D	0	0	0	0	1	1	0	1	1
Ensure children's health and safety	CHCCN301A	0	0	0	3	236	239	3	236	239
Provide care for children	CHCCN302A	0	0	0	0	96	96	0	96	96
Contribute to provision of nutritionally balanced food in a safe and hygienic manner	CHCCN303A	0	0	0	2	101	103	2	101	103
Provide care for babies	CHCCN305A	0	0	0	0	63	63	0	63	63
Establish and maintain a safe and healthy environment for children	CHCCN511A	0	0	0	0	3	3	0	3	3
Communicate with people accessing the services of the organisation	CHCCOM1B	0	0	0	1	2	3	1	2	3
Communicate with people accessing the services of the organisation	CHCCOM201C	0	0	0	12	294	306	12	294	306
Communicate appropriately with clients and colleagues	CHCCOM302C	0	0	0	1	31	32	1	31	32
Use targeted communication skills to build relationships	CHCCOM403A	0	0	0	0	1	1	0	1	1
Prepare for work	CHCCS101A	0	0	0	2	1	3	2	1	3
Deliver service to clients	CHCCS200D	0	0	0	0	14	14	0	14	14
Prepare for work in the community services industry	CHCCS201A	0	0	0	0	3	3	0	3	3
Prepare for work in the community sector	CHCCS211A	0	0	0	286	620	906	286	620	906
Work within a legal and ethical framework.	CHCCS301A	0	0	0	0	4	4	0	4	4
Provide first point of contact	CHCCS308B	0	0	0	0	12	12	0	12	12
Support inclusive practice in the workplace	CHCCS310A	0	0	0	0	30	30	0	30	30
Use electronic learning materials	CHCCS312A	0	0	0	0	4	4	0	4	4
Work within a relevant legal and ethical framework	CHCCS400A	0	0	0	0	60	60	0	60	60
Facilitate responsible behaviour	CHCCS401B	0	0	0	0	2	2	0	2	2
Identify and address specific client needs	CHCCS405C	0	0	0	6	22	28	6	22	28
Work effectively in the community sector	CHCCS411A	0	0	0	6	48	54	6	48	54
Maintain legal and ethical work practices	CHCCS502A	0	0	0	0	1	1	0	1	1
Prepare for disability work	CHCDIS220B	0	0	0	0	3	3	0	3	3
Work effectively with people with a disability	CHCDIS301A	0	0	0	0	16	16	0	16	16
Maintain an environment to empower people with disabilities	CHCDIS302A	0	0	0	0	11	11	0	11	11
Support people with disabilities who are ageing	CHCDIS313A	0	0	0	0	10	10	0	10	10
Support community participation and inclusion	CHCDIS322A	0	0	0	0	11	11	0	11	11
Contribute to skill development and maintenance	CHCDIS323A	0	0	0	0	10	10	0	10	10

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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, 2011 (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
Contribute to positive learning	CHCDIS5C	0	0	0	1	0	1	1	0	1
Comply with legislative, policy and industrial requirements in the education environment	CHCEDS301A	0	0	0	2	54	56	2	54	56
Facilitate implementation of planned educational programs	CHCEDS302A	0	0	0	0	37	37	0	37	37
Contribute to student education in all developmental domains	CHCEDS303A	0	0	0	2	70	72	2	70	72
Contribute to organisation and management of classroom or centre	CHCEDS304A	0	0	0	2	28	30	2	28	30
Support the development of reading skills	CHCEDS305A	0	0	0	3	59	62	3	59	62
Support the development of writing skills	CHCEDS306A	0	0	0	3	60	63	3	60	63
Support the development of numeracy skills	CHCEDS307A	0	0	0	0	21	21	0	21	21
Support the development of oral language skills	CHCEDS308A	0	0	0	3	65	68	3	65	68
Contribute to the safety and health of students	CHCEDS311A	0	0	0	2	22	24	2	22	24
Work with diversity in the education environment	CHCEDS312A	0	0	0	2	53	55	2	53	55
Communicate with students	CHCEDS313A	0	0	0	2	121	123	2	121	123
Work effectively in an education team	CHCEDS314A	0	0	0	4	61	65	4	61	65
Support students with additional needs in the classroom	CHCEDS315B	0	0	0	2	39	41	2	39	41
Comply with school administrative requirements	CHCEDS316A	0	0	0	4	60	64	4	60	64
Set up and sustain individual and small group learning areas	CHCEDS320A	0	0	0	0	25	25	0	25	25
Support the development of children in the service	CHCFC1C	0	0	0	0	1	1	0	1	1
Support the development of children	CHCFC301A	0	0	0	3	198	201	3	198	201
Support the activities of existing groups	CHCGROUP201C	0	0	0	0	5	5	0	5	5
Support group activities	CHCGROUP2C	0	0	0	0	1	1	0	1	1
Support group activities	CHCGROUP302D	0	0	0	10	128	138	10	128	138
Plan and conduct group activities	CHCGROUP403D	0	0	0	0	1	1	0	1	1
Work effectively in a home and community care environment	CHCHC311A	0	0	0	0	5	5	0	5	5
Communicate with children	CHCIC201B	0	0	0	2	167	169	2	167	169
Interact effectively with children	CHCIC301D	0	0	0	0	82	82	0	82	82
Support Aboriginal and/or Torres Strait Islander families to participate in children's services	CHCIC302A	0	0	0	0	12	12	0	12	12
Communicate with children	CHCICAB	0	0	0	0	3	3	0	3	3
Provide support to meet personal care needs	CHCICS301A	0	0	0	0	26	26	0	26	26
Participate in the implementation of individualised plans	CHCICS302A	0	0	0	0	26	26	0	26	26
Support individual health and emotional well being	CHCICS303A	0	0	0	0	22	22	0	22	22
Work effectively with carers	CHCICS304A	0	0	0	0	5	5	0	5	5
Provide behaviour support in the context of individualised plans	CHCICS305A	0	0	0	0	10	10	0	10	10
Comply with information requirements of the aged care and community care sectors	CHCINF408C	0	0	0	0	6	6	0	6	6
Recognise stages of lifespan development	CHCLD315A	0	0	0	2	53	55	2	53	55
Work effectively in mental health	CHCMH301A	0	0	0	0	3	3	0	3	3
Participate in networks	CHCNET301D	0	0	0	1	3	4	1	3	4
Follow OHS procedures	CHCOHS201A	0	0	0	18	31	49	18	31	49
Follow safety procedures for direct care work	CHCOHS312A	0	0	0	8	127	135	8	127	135



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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, 2011 (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 the organisation's policies, procedures and programs	CHCORG1B	0	0	0	0	1	1	0	1	1
Follow policies, procedures and programs of the organisation	CHCORG201A	0	0	0	11	310	321	11	310	321
Work with others	CHCORG202C	0	0	0	15	293	308	15	293	308
Work with others	CHCORG2B	0	0	0	0	1	1	0	1	1
Participate effectively in the work environment	CHCORG303A	0	0	0	1	67	68	1	67	68
Deliver care services using a palliative approach	CHCPA301B	0	0	0	0	19	19	0	19	19
Deliver services/activities to stimulate children's development and enhance their leisure	CHCPR1C	0	0	0	0	15	15	0	15	15
Provide experiences to support children's play and learning	CHCPR301A	0	0	0	5	255	260	5	255	260
Support sustainable practice	CHCPR302A	0	0	0	1	7	8	1	7	8
Develop understanding of children's interests and developmental needs	CHCPR303D	0	0	0	0	59	59	0	59	59
Organise experiences to facilitate and enhance children's development	CHCPR502D	0	0	0	0	8	8	0	8	8
Work effectively with families to care for the child	CHCRF301D	0	0	0	0	74	74	0	74	74
Work effectively with young people	CHCYTH1C	0	0	0	2	1	3	2	1	3
Provide care and protection for young people	CHCYTH2C	0	0	0	0	1	1	0	1	1
Work effectively with young people	CHCYTH301D	0	0	0	2	31	33	2	31	33
Handle and prepare bricklaying and blocklaying materials	CPCCBL2001A	0	0	0	114	6	120	114	6	120
Use bricklaying and blocklaying tools and equipment	CPCCBL2002A	0	0	0	51	0	51	51	0	51
Lay paving	CPCCBL3001A	0	0	0	15	0	15	15	0	15
Carry out cavity brick construction	CPCCBL3003A	0	0	0	1	0	1	1	0	1
Lay masonry walls and corners	CPCCBL3005A	0	0	0	8	0	8	8	0	8
Lay multi-thickness walls and piers	CPCCBL3006A	0	0	0	1	0	1	1	0	1
Install flashings and damp proof course	CPCCBL3009A	0	0	0	3	0	3	3	0	3
Construct masonry structural systems	CPCCBL3013A	0	0	0	3	0	3	3	0	3
Construct decorative brickwork	CPCCBL3015A	0	0	0	2	0	2	2	0	2
Handle carpentry materials	CPCCCA2001A	0	0	0	203	5	208	203	5	208
Use carpentry tools and equipment	CPCCCA2002A	0	0	0	185	0	185	185	0	185
Erect and dismantle formwork for footings and slabs on ground	CPCCCA2003A	0	0	0	138	6	144	138	6	144
Carry out general demolition of minor building structures	CPCCCA3001A	0	0	0	11	0	11	11	0	11
Carry out setting out	CPCCCA3002A	0	0	0	71	0	71	71	0	71
Install flooring systems	CPCCCA3003A	0	0	0	74	0	74	74	0	74
Construct wall frames	CPCCCA3004A	0	0	0	60	0	60	60	0	60
Erect roof trusses	CPCCCA3006A	0	0	0	22	0	22	22	0	22
Construct pitched roofs	CPCCCA3007A	0	0	0	7	0	7	7	0	7
Construct eaves	CPCCCA3008A	0	0	0	7	0	7	7	0	7
Install and replace windows and doors	CPCCCA3010A	0	0	0	8	0	8	8	0	8
Carry out levelling operations	CPCCCA3023A	0	0	0	32	0	32	32	0	32
Undertake basic estimation and costing	CPCCCM1001A	0	0	0	75	1	76	75	1	76
Work effectively and sustainably in the construction industry	CPCCCM1002A	0	0	0	816	47	863	816	47	863
Plan and organise work	CPCCCM1003A	0	0	0	863	53	916	863	53	916

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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, 2011 (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 workplace communication	CPCCCM1004A	0	0	0	790	44	834	790	44	834
Carry out measurements and calculations	CPCCCM1005A	0	0	0	761	33	794	761	33	794
Work safely at heights	CPCCCM1006A	0	0	0	137	5	142	137	5	142
Read and interpret plans and specifications	CPCCCM2001A	0	0	0	722	34	756	722	34	756
Carry out excavation	CPCCCM2002A	0	0	0	105	5	110	105	5	110
Calculate and cost construction work	CPCCCM2003A	0	0	0	7	5	12	7	5	12
Handle construction materials	CPCCCM2004A	0	0	0	629	32	661	629	32	661
Use construction tools and equipment	CPCCCM2005A	0	0	0	583	29	612	583	29	612
Apply basic levelling procedures	CPCCCM2006A	0	0	0	674	29	703	674	29	703
Use explosive power tools	CPCCCM2007A	0	0	0	41	0	41	41	0	41
Erect and dismantle restricted height scaffolding	CPCCCM2008A	0	0	0	227	11	238	227	11	238
Carry out basic demolition	CPCCCM2009A	0	0	0	77	5	82	77	5	82
Carry out concreting to simple forms	CPCCCO2003A	0	0	0	211	6	217	211	6	217
Use static machines	CPCCJN3001A	0	0	0	26	0	26	26	0	26
Work safely in the construction industry	CPCCOHS1001A	0	0	0	1013	121	1134	1013	121	1134
Apply OHS requirements, policies and procedures in the construction industry	CPCCOHS2001A	0	0	0	575	23	598	575	23	598
Erect and maintain trestle and plank systems	CPCCPB3026A	0	0	0	7	5	12	7	5	12
Handle painting and decorating materials	CPCCPD2001A	0	0	0	8	5	13	8	5	13
Use painting and decorating tools and equipment	CPCCPD2002A	0	0	0	9	5	14	9	5	14
Prepare surfaces for painting	CPCCPD3001A	0	0	0	9	5	14	9	5	14
Apply paint by brush and roller	CPCCPD3002A	0	0	0	7	5	12	7	5	12
Apply lead paint and asbestos management	CPCCPD3011A	0	0	0	1	0	1	1	0	1
Place and fix reinforcement materials	CPCCSF2004A	0	0	0	104	6	110	104	6	110
Handle solid plastering materials	CPCCSP2001A	0	0	0	15	3	18	15	3	18
Use solid plastering tools and equipment	CPCCSP2002A	0	0	0	11	0	11	11	0	11
Prepare surfaces for plastering	CPCCSP2003A	0	0	0	23	0	23	23	0	23
Prepare for stonemasonry construction process	CPCCST2001A	0	0	0	6	0	6	6	0	6
Undertake a basic construction project	CPCCVE1001A	0	0	0	556	28	584	556	28	584
Undertake a basic computer design project	CPCCVE1002A	0	0	0	49	5	54	49	5	54
Complete penetrations and flashings	CPCCWC2001A	0	0	0	55	1	56	55	1	56
Handle wall and floor tiling materials	CPCCWF2001A	0	0	0	14	6	20	14	6	20
Use wall and floor tiling tools and equipment	CPCCWF2002A	0	0	0	27	0	27	27	0	27
Prepare surfaces for tiling application	CPCCWF3001A	0	0	0	8	0	8	8	0	8
Repair wall and floor tiles	CPCCWF3004A	0	0	0	11	0	11	11	0	11
Work effectively in the plumbing and services sector	CPCPCM2001A	0	0	0	33	0	33	33	0	33
Carry out interactive workplace communication	CPCPCM2002A	0	0	0	33	0	33	33	0	33
Carry out OHS requirements	CPCPCM2003A	0	0	0	32	0	32	32	0	32
Read plans and calculate plumbing quantities	CPCPCM2004A	0	0	0	33	0	33	33	0	33
Handle and store plumbing materials	CPCPCM2005A	0	0	0	32	0	32	32	0	32
Use plumbing hand and power tools	CPCPCM2006A	0	0	0	33	0	33	33	0	33
Carry out levelling	CPCPCM2007A	0	0	0	15	0	15	15	0	15
Cut and join sheet metal	CPCPCM2008A	0	0	0	20	0	20	20	0	20
Cut using oxy-LPG-acetylene equipment	CPCPCM2009A	0	0	0	15	0	15	15	0	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, 2011 (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
Mark out materials	CPCPCM2010A	0	0	0	31	0	31	31	0	31
Apply first aid in the workplace	CPCPCM2011A	0	0	0	31	0	31	31	0	31
Weld using oxy-acetylene equipment	CPCPCM2012A	0	0	0	33	0	33	33	0	33
Weld using arc welding equipment	CPCPCM2013A	0	0	0	17	0	17	17	0	17
Carry out simple concreting and rendering	CPCPCM2014A	0	0	0	14	0	14	14	0	14
Work safely on roofs	CPCPCM2015A	0	0	0	13	0	13	13	0	13
Fabricate and install non-ferrous pressure piping	CPCPCM3003A	0	0	0	17	0	17	17	0	17
Locate and clear blockages	CPCPDR2001A	0	0	0	2	0	2	2	0	2
Install stormwater and sub-soil drainage systems	CPCPDR2004A	0	0	0	14	0	14	14	0	14
Drain work site	CPCPDR2005A	0	0	0	12	0	12	12	0	12
Install discharge pipes	CPCPSN3002A	0	0	0	2	0	2	2	0	2
Fabricate and install sanitary stacks	CPCPSN3003A	0	0	0	2	0	2	2	0	2
Install and fit off sanitary fixtures	CPCPSN3004A	0	0	0	2	0	2	2	0	2
Identify and report security risk situations	CPPSEC1001A	0	0	0	13	0	13	13	0	13
Communicate effectively in the security industry	CPPSEC2001A	0	0	0	14	0	14	14	0	14
Follow workplace safety procedures in the security industry	CPPSEC2002A	0	0	0	14	0	14	14	0	14
Work effectively in the security industry	CPPSEC2003A	0	0	0	13	0	13	13	0	13
Respond to security risk situation	CPPSEC2004A	0	0	0	11	0	11	11	0	11
Work as part of a security team	CPPSEC2005A	0	0	0	12	0	12	12	0	12
Provide security services to clients	CPPSEC2006A	0	0	0	12	0	12	12	0	12
Protect safety of persons	CPPSEC2010A	0	0	0	8	0	8	8	0	8
Control access to and exit from premises	CPPSEC2011A	0	0	0	12	0	12	12	0	12
Monitor and control individual and crowd behaviour	CPPSEC2012A	0	0	0	12	0	12	12	0	12
Operate basic security equipment	CPPSEC2014A	0	0	0	7	0	7	7	0	7
Patrol premises	CPPSEC2015A	0	0	0	10	0	10	10	0	10
Protect self and others using basic defensive techniques	CPPSEC2017A	0	0	0	8	0	8	8	0	8
Manage conflict through negotiation	CPPSEC3002A	0	0	0	7	0	7	7	0	7
Control persons using empty hand techniques	CPPSEC3013A	0	0	0	7	0	7	7	0	7
Prepare for work in the spatial information services industry	CPPSIS2001A	0	0	0	11	1	12	11	1	12
Assist in the collection of basic spatial data	CPPSIS2002A	0	0	0	10	0	10	10	0	10
Assist in the storage and retrieval of spatial data	CPPSIS2003A	0	0	0	11	1	12	11	1	12
Assist in the selection, operation and maintenance of equipment and supplies	CPPSIS2004A	0	0	0	12	1	13	12	1	13
Assist in field activity	CPPSIS2005A	0	0	0	10	0	10	10	0	10
Use information technology for spatial information services activity	CPPSIS2007A	0	0	0	11	1	12	11	1	12
Apply a general knowledge of vision systems to work activities	CUEAUD06B	0	0	0	15	24	39	15	24	39
Manage own work and learning	CUECOR01B	0	0	0	2	7	9	2	7	9
Manage own work and learning	CUECOR01C	0	0	0	36	72	108	36	72	108
Work with others	CUECOR02B	0	0	0	6	15	21	6	15	21
Work with others	CUECOR02C	0	0	0	18	87	105	18	87	105
Provide quality service to customers	CUECOR03A	0	0	0	0	2	2	0	2	2
Provide quality service to customers	CUECOR03B	0	0	0	5	24	29	5	24	29

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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, 2011 (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 own work and learning	CUECOR1A	0	0	0	1	2	3	1	2	3
Work with others	CUECOR2A	0	0	0	6	6	12	6	6	12
Dress performers	CUECOS302A	0	0	0	1	2	3	1	2	3
Modify, repair and maintain costumes	CUECOS303A	0	0	0	1	2	3	1	2	3
Provide seating and ticketing advice	CUEFOH03C	0	0	0	3	9	12	3	9	12
Usher patrons	CUEFOH04C	0	0	0	7	29	36	7	29	36
Process financial transactions	CUEFOH07B	0	0	0	0	2	2	0	2	2
Provide venue information and assistance	CUEFOH09B	0	0	0	3	10	13	3	10	13
Source and apply entertainment industry knowledge	CUEIND01B	0	0	0	0	2	2	0	2	2
Source and apply entertainment industry knowledge	CUEIND01C	0	0	0	7	10	17	7	10	17
Apply a general knowledge of lighting to work activities	CUELGT09A	0	0	0	0	1	1	0	1	1
Apply a general knowledge of lighting to work activities	CUELGT09B	0	0	0	15	3	18	15	3	18
Apply a general knowledge of props construction	CUEPRP03B	0	0	0	0	1	1	0	1	1
Apply set construction techniques	CUESET05C	0	0	0	0	1	1	0	1	1
Analyse performance outline/script	CUESMT12A	0	0	0	1	0	1	1	0	1
Analyse performance outline/script	CUESMT12B	0	0	0	4	13	17	4	13	17
Repair and maintain audio equipment	CUESOU01C	0	0	0	8	8	16	8	8	16
Operate professional audio equipment	CUESOU03C	0	0	0	1	0	1	1	0	1
Apply a general knowledge of audio to work activities	CUESOU07A	0	0	0	0	1	1	0	1	1
Apply a general knowledge of audio to work activities	CUESOU07B	0	0	0	82	96	178	82	96	178
Select and manage microphone and other audio input sources	CUESOU08B	0	0	0	4	1	5	4	1	5
Apply a general knowledge of staging to work activities	CUESTA05C	0	0	0	24	60	84	24	60	84
Maintain physical production elements	CUETGE05B	0	0	0	1	1	2	1	1	2
Handle physical elements safely during bump in/bump out	CUETGE15B	0	0	0	57	128	185	57	128	185
Undertake simple lighting/sound/audiovisual activities	CUETGE1A	0	0	0	0	1	1	0	1	1
Develop techniques for presenting information on radio	CUFAIR201A	0	0	0	1	0	1	1	0	1
Create 2D digital animations	CUFANM301A	0	0	0	57	41	98	57	41	98
Create 3D digital animations	CUFANM302A	0	0	0	7	0	7	7	0	7
Create 3D digital models	CUFANM303A	0	0	0	10	0	10	10	0	10
Compose camera shots and operate a camera	CUFCAM03A	0	0	0	11	6	17	11	6	17
Assist with a basic camera shoot	CUFCAM201A	0	0	0	93	63	156	93	63	156
Implement copyright arrangements	CUFCMP301A	0	0	0	41	31	72	41	31	72
Dress performers	CUFCOS06B	0	0	0	5	12	17	5	12	17
Maintain interactive content	CUFDIG201A	0	0	0	78	31	109	78	31	109
Prepare video assets	CUFDIG301A	0	0	0	5	6	11	5	6	11
Author interactive sequences	CUFDIG302A	0	0	0	42	19	61	42	19	61
Produce and prepare photo images	CUFDIG303A	0	0	0	136	92	228	136	92	228
Create visual design components	CUFDIG304A	0	0	0	31	16	47	31	16	47
Author interactive media	CUFDIG401A	0	0	0	3	3	6	3	3	6
Produce and manipulate digital images	CUFIMA01A	0	0	0	1	0	1	1	0	1

# School Curriculum and Standards Authority

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2011 (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 apply creative arts industry knowledge	CUFIND201A	0	0	0	360	343	703	360	343	703
Work effectively in the screen and media industries	CUFIND301A	0	0	0	35	29	64	35	29	64
Work effectively in the screen and media industries	CUFIND301B	0	0	0	14	7	21	14	7	21
Apply a general knowledge of lighting to work activities	CUFLGT101A	0	0	0	12	51	63	12	51	63
Update web pages	CUFMEM12A	0	0	0	1	0	1	1	0	1
Create, manipulate and incorporate 2D graphics	CUFMEM14A	0	0	0	1	0	1	1	0	1
Perform basic vision and sound editing	CUFPOS201A	0	0	0	80	47	127	80	47	127
Plan and prepare programs	CUFPPM301A	0	0	0	8	2	10	8	2	10
Collect and organise content for broadcast or publication	CUFRES201A	0	0	0	30	21	51	30	21	51
Follow health, safety and security procedures	CUFSAF01B	0	0	0	1	1	2	1	1	2
Perform basic sound editing	CUFSOU204A	0	0	0	50	54	104	50	54	104
Prepare audio assets	CUFSOU301A	0	0	0	16	14	30	16	14	30
Compile audio material for broadcast	CUFSOU302A	0	0	0	15	10	25	15	10	25
Write content for a range of media	CUFWRT301A	0	0	0	12	6	18	12	6	18
Write simple stories	CUFWRT302A	0	0	0	8	2	10	8	2	10
Develop and apply knowledge of the library/information services industry	CULLB001B	0	0	0	0	2	2	0	2	2
Search databases	CULLB005B	0	0	0	0	1	1	0	1	1
Develop and use information literacy skills	CULLB203C	0	0	0	0	2	2	0	2	2
Process and maintain information resources	CULLB205C	0	0	0	0	2	2	0	2	2
Assist with circulation services	CULLB206C	0	0	0	0	2	2	0	2	2
Use multimedia	CULLB307C	0	0	0	102	74	176	102	74	176
Assist with the presentation of public activities and events	CULMS207C	0	0	0	0	1	1	0	1	1
Address copyright requirements	CUSADM08A	0	0	0	3	2	5	3	2	5
Develop and update music industry knowledge	CUSBGE01A	0	0	0	11	5	16	11	5	16
Plan a career in music	CUSBGE11A	0	0	0	3	2	5	3	2	5
Use and adapt to changes in technology	CUSGEN01A	0	0	0	7	17	24	7	17	24
Work in a culturally diverse environment	CUSGEN02A	0	0	0	0	1	1	0	1	1
Work effectively in the music industry	CUSIND301A	0	0	0	34	26	60	34	26	60
Plan a career in the creative arts industry	CUSIND302A	0	0	0	5	0	5	5	0	5
Contribute creative music ideas to a project	CUSMCP01A	0	0	0	0	2	2	0	2	2
Compose a simple song or tune	CUSMCP02A	0	0	0	3	2	5	3	2	5
Compose simple songs or musical pieces	CUSMCP301A	0	0	0	27	22	49	27	22	49
Develop simple musical pieces using electronic media	CUSMCP303A	0	0	0	13	8	21	13	8	21
Use MIDI devices or software to perform music	CUSMGE09A	0	0	0	3	3	6	3	3	6
Develop music knowledge and listening skills	CUSMGE11A	0	0	0	8	6	14	8	6	14
Develop and apply musical ideas and listening skills	CUSMLT201A	0	0	0	58	38	96	58	38	96
Apply knowledge of music culture to music making	CUSMLT202A	0	0	0	6	1	7	6	1	7
Apply knowledge of genre to music making	CUSMLT301A	0	0	0	18	14	32	18	14	32
Develop and apply aural-perception skills	CUSMLT302A	0	0	0	17	8	25	17	8	25
Notate music	CUSMLT303A	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, 2011 (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
Notate music for performance	CUSMLT401A	0	0	0	4	4	8	4	4	8
Articulate ideas about music	CUSMLT402A	0	0	0	1	1	2	1	1	2
Analyse functional harmony	CUSMLT403A	0	0	0	1	1	2	1	1	2
Develop basic technical skills for playing or singing music	CUSMPF01A	0	0	0	0	1	1	0	1	1
Develop technical skills for playing or singing music	CUSMPF02A	0	0	0	5	4	9	5	4	9
Prepare self for performance	CUSMPF04A	0	0	0	3	2	5	3	2	5
Extend technical skills in performance	CUSMPF06A	0	0	0	3	2	5	3	2	5
Contribute to backup accompaniment for a performance	CUSMPF08A	0	0	0	3	2	5	3	2	5
Develop skills to play or sing music	CUSMPF101A	0	0	0	49	32	81	49	32	81
Develop ensemble skills to perform simple musical parts	CUSMPF102A	0	0	0	31	22	53	31	22	53
Develop and practise improvisation	CUSMPF10A	0	0	0	3	2	5	3	2	5
Play or sing simple musical pieces	CUSMPF201A	0	0	0	94	103	197	94	103	197
Incorporate music technology into performance	CUSMPF202A	0	0	0	28	31	59	28	31	59
Develop ensemble skills for playing or singing music	CUSMPF203A	0	0	0	134	126	260	134	126	260
Play music from simple written notation	CUSMPF204A	0	0	0	49	70	119	49	70	119
Develop technical skills in performance	CUSMPF301A	0	0	0	34	23	57	34	23	57
Prepare for performances	CUSMPF302A	0	0	0	42	39	81	42	39	81
Contribute to backup accompaniment	CUSMPF303A	0	0	0	27	25	52	27	25	52
Make a music demo	CUSMPF304A	0	0	0	23	16	39	23	16	39
Develop improvisation skills	CUSMPF305A	0	0	0	17	13	30	17	13	30
Rehearse music for group performances	CUSMPF401A	0	0	0	5	3	8	5	3	8
Develop and maintain stagecraft skills	CUSMPF402A	0	0	0	0	2	2	0	2	2
Develop repertoire as part of a backup group	CUSMPF403A	0	0	0	5	1	6	5	1	6
Perform music as part of a group	CUSMPF404A	0	0	0	1	2	3	1	2	3
Develop instrumental techniques	CUSMPF405A	0	0	0	5	2	7	5	2	7
Perform music as a soloist	CUSMPF406A	0	0	0	0	2	2	0	2	2
Develop performance techniques on a second instrument	CUSMPF408A	0	0	0	3	2	5	3	2	5
Perform music from written notation	CUSMPF410A	0	0	0	1	1	2	1	1	2
Follow occupational health and safety procedures	CUSOHS301A	0	0	0	225	158	383	225	158	383
Collect and organise information	CUSRAD01A	0	0	0	3	16	19	3	16	19
Follow safe practices in performing and/or listening to music	CUSSAF01A	0	0	0	8	5	13	8	5	13
Follow health, safety and security procedures in the music industry	CUSSAF02A	0	0	0	7	5	12	7	5	12
Move and set up instruments and equipment	CUSSOU01A	0	0	0	3	3	6	3	3	6
Operate portable audio recorder	CUSSOU02A	0	0	0	3	3	6	3	3	6
Transfer sound	CUSSOU03A	0	0	0	1	1	2	1	1	2
Record sound	CUSSOU04A	0	0	0	13	11	24	13	11	24
Mix sound sources	CUSSOU09A	0	0	0	5	3	8	5	3	8
Assist with sound recordings	CUSSOU201A	0	0	0	47	31	78	47	31	78
Mix sound in a broadcasting environment	CUSSOU202A	0	0	0	6	4	10	6	4	10
Provide sound reinforcement	CUSSOU301A	0	0	0	10	7	17	10	7	17
Record and mix a basic music demo	CUSSOU302A	0	0	0	6	1	7	6	1	7

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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, 2011 (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
Set up and disassemble audio equipment	CUSSOU303A	0	0	0	24	18	42	24	18	42
Source concept for own work	CUVCOR01B	0	0	0	160	305	465	160	305	465
Develop and articulate concept for own work	CUVCOR02A	0	0	0	2	6	8	2	6	8
Develop and articulate concept for own work	CUVCOR02B	0	0	0	219	369	588	219	369	588
Develop, refine and communicate concept for own work	CUVCOR03B	0	0	0	26	16	42	26	16	42
Use drawing techniques to represent the object or idea	CUVCOR07A	0	0	0	2	5	7	2	5	7
Use drawing techniques to represent the object or idea	CUVCOR07B	0	0	0	376	623	999	376	623	999
Produce drawings to represent and communicate the concept	CUVCOR08B	0	0	0	77	100	177	77	100	177
Source information on history and theory and apply to own area of work	CUVCOR11A	0	0	0	2	4	6	2	4	6
Source information on history and theory and apply to own area of work	CUVCOR11B	0	0	0	112	273	385	112	273	385
Review history and theory for application to artistic practice	CUVCOR12B	0	0	0	14	6	20	14	6	20
Produce computer-aided drawings	CUVCRS03B	0	0	0	85	17	102	85	17	102
Produce technical drawings	CUVCRS04B	0	0	0	66	16	82	66	16	82
Use typography techniques for design work	CUVCRS05B	0	0	0	7	7	14	7	7	14
Document the work progress	CUVCRS08B	0	0	0	5	6	11	5	6	11
Select and prepare work for exhibition	CUVCRS11B	0	0	0	5	7	12	5	7	12
Store finished work	CUVCRS13A	0	0	0	2	11	13	2	11	13
Store finished work	CUVCRS13B	0	0	0	32	129	161	32	129	161
Integrate colour theory and design processes in response to a brief	CUVDES04A	0	0	0	0	3	3	0	3	3
Integrate colour theory and design processes in response to a brief	CUVDES04B	0	0	0	17	10	27	17	10	27
Research and apply techniques for application to spatial design	CUVDSP15B	0	0	0	0	1	1	0	1	1
Contribute to workplace improvements	CUVICS01B	0	0	0	3	9	12	3	9	12
Share ideas in the workplace	CUVICS02B	0	0	0	2	9	11	2	9	11
Apply photoimaging lighting techniques	CUVPHI04B	0	0	0	3	3	6	3	3	6
Use a 35mm SLR camera or digital equivalent	CUVPHI05A	0	0	0	3	15	18	3	15	18
Use a 35mm SLR camera or digital equivalent	CUVPHI05B	0	0	0	17	45	62	17	45	62
Plan and carry out image capture in response to a brief	CUVPHI06B	0	0	0	0	4	4	0	4	4
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	CUVPRP02A	0	0	0	2	3	5	2	3	5
Develop understanding of own Aboriginal or Torres Strait Islander identity	CUVPRP02B	0	0	0	0	1	1	0	1	1
Apply techniques to produce ceramics	CUVVSP04A	0	0	0	0	1	1	0	1	1
Apply techniques to produce ceramics	CUVVSP04B	0	0	0	82	206	288	82	206	288
Produce ceramics	CUVVSP05B	0	0	0	2	8	10	2	8	10
Apply techniques to produce digital images	CUVVSP11A	0	0	0	26	16	42	26	16	42
Apply techniques to produce digital images	CUVVSP11B	0	0	0	117	253	370	117	253	370
Produce digital images	CUVVSP12B	0	0	0	11	30	41	11	30	41
Research and experiment with techniques for digital image enhancement and manipulation	CUVVSP13B	0	0	0	0	3	3	0	3	3
Apply techniques to produce drawings	CUVVSP14A	0	0	0	4	19	23	4	19	23
Apply techniques to produce drawings	CUVVSP14B	0	0	0	187	376	563	187	376	563

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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, 2011 (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
Produce drawings	CUVVSP15B	0	0	0	34	51	85	34	51	85
Apply techniques to produce glass work	CUVVSP17B	0	0	0	2	7	9	2	7	9
Apply techniques to produce video art	CUVVSP18B	0	0	0	4	3	7	4	3	7
Produce glass work	CUVVSP21B	0	0	0	5	14	19	5	14	19
Apply techniques to produce jewellery	CUVVSP26B	0	0	0	11	40	51	11	40	51
Produce jewellery	CUVVSP27B	0	0	0	7	13	20	7	13	20
Apply techniques to produce paintings	CUVVSP34A	0	0	0	4	17	21	4	17	21
Apply techniques to produce paintings	CUVVSP34B	0	0	0	141	403	544	141	403	544
Produce paintings	CUVVSP35B	0	0	0	20	49	69	20	49	69
Research and experiment with techniques to produce paintings	CUVVSP36B	0	0	0	6	20	26	6	20	26
Apply techniques to produce prints	CUVVSP44A	0	0	0	2	5	7	2	5	7
Apply techniques to produce prints	CUVVSP44B	0	0	0	79	267	346	79	267	346
Produce prints	CUVVSP45B	0	0	0	4	25	29	4	25	29
Research and experiment with techniques to produce prints	CUVVSP46A	0	0	0	3	3	6	3	3	6
Apply techniques to produce sculpture	CUVVSP50A	0	0	0	0	2	2	0	2	2
Apply techniques to produce sculpture	CUVVSP50B	0	0	0	58	91	149	58	91	149
Produce sculpture	CUVVSP51B	0	0	0	1	1	2	1	1	2
Apply techniques to produce textile/fibre work	CUVVSP54B	0	0	0	42	134	176	42	134	176
Produce textile/fibre work	CUVVSP55B	0	0	0	1	27	28	1	27	28
Apply techniques to produce wood objects	CUVVSP57B	0	0	0	8	1	9	8	1	9
Perform fermentation operations	FDFCELFERA	0	0	0	11	6	17	11	6	17
Operate a confectionery depositing process	FDFCONFDP2A	0	0	0	1	0	1	1	0	1
Use basic mathematical concepts	FDFCORBM2A	0	0	0	11	13	24	11	13	24
Follow work procedures to maintain food safety	FDFCORFSY1A	0	0	0	8	8	16	8	8	16
Implement the food safety program and procedures	FDFCORFSY2A	0	0	0	2	0	2	2	0	2
Follow work procedures to maintain health and safety	FDFCORHS1A	0	0	0	9	9	18	9	9	18
Implement occupational health and safety systems and procedures	FDFCORHS2A	0	0	0	1	0	1	1	0	1
Follow work procedures to maintain quality	FDFCORQAS1A	0	0	0	12	9	21	12	9	21
Implement quality systems and procedures	FDFCORQAS2A	0	0	0	1	0	1	1	0	1
Communicate workplace information	FDFCORWCM1A	0	0	0	9	9	18	9	9	18
Present and apply workplace information	FDFCORWCM2A	0	0	0	1	0	1	1	0	1
Measure and record workplace information	FDFOPTMR1A	0	0	0	22	15	37	22	15	37
Work in a socially diverse environment	FDFOPTSD2A	0	0	0	1	0	1	1	0	1
Participate in work teams and groups	FDFOPTTG2A	0	0	0	21	8	29	21	8	29
Bake bread	FDFRBBB2B	0	0	0	7	15	22	7	15	22
Bake sponges, cakes and cookies	FDFRBBC2B	0	0	0	0	1	1	0	1	1
Decorate cakes and cookies	FDFRBDC2B	0	0	0	4	10	14	4	10	14
Form and fill pastry products	FDFRBFF2B	0	0	0	10	8	18	10	8	18
Produce sponge, cake and cookie batter	FDFRBPC2B	0	0	0	0	1	1	0	1	1
Prepare fillings	FDFRBPF2B	0	0	0	1	6	7	1	6	7
Scale and mould dough for intermediate proof	FDFRBSM2B	0	0	0	13	9	22	13	9	22
Hand prune vines	FDFWGGHPVB	0	0	0	22	13	35	22	13	35
Pick grapes by hand	FDFWGGPGHB	0	0	0	31	16	47	31	16	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, 2011 (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
Take vine cuttings	FDWGGVCB	0	0	0	8	9	17	8	9	17
Perform effectively in the workplace (induction)	FDFWUIINDB	0	0	0	9	9	18	9	9	18
Clean equipment in place	FDFZCSCIP2A	0	0	0	1	0	1	1	0	1
Clean and sanitize equipment	FDFZCSCS2A	0	0	0	1	0	1	1	0	1
Carry out manual handling tasks	FDFZMHH1A	0	0	0	1	0	1	1	0	1
Work in a clean room environment	FDFZPRCR2A	0	0	0	1	0	1	1	0	1
Work within a financial services industry context	FNBFS01A	0	0	0	2	6	8	2	6	8
Work within a financial services context	FNBFS01B	0	0	0	0	2	2	0	2	2
Process business tax requirements	FNSACCT401B	0	0	0	0	1	1	0	1	1
Prepare operational budgets	FNSACCT403B	0	0	0	0	3	3	0	3	3
Set up and operate a computerised accounting system	FNSACCT407B	0	0	0	3	1	4	3	1	4
Establish and maintain a payroll system	FNSBKPG405A	0	0	0	1	9	10	1	9	10
Develop and use a personal budget	FNSFLIT201A	0	0	0	15	8	23	15	8	23
Develop and use a personal budget	FNSFLIT201B	0	0	0	7	25	32	7	25	32
Administer accounts payable	FNSICACC301B	0	0	0	2	6	8	2	6	8
Prepare and bank receipts	FNSICACC304B	0	0	0	1	11	12	1	11	12
Process journal entries	FNSICACC306B	0	0	0	1	10	11	1	10	11
Reconcile and monitor accounts receivable	FNSICACC307B	0	0	0	3	5	8	3	5	8
Communicate in the workplace	FNSICGEN301B	0	0	0	0	2	2	0	2	2
Use technology in the workplace	FNSICGEN302B	0	0	0	5	9	14	5	9	14
Apply health and safety practices in the workplace	FNSICGEN304B	0	0	0	0	2	2	0	2	2
Maintain daily financial/business records	FNSICGEN305A	0	0	0	46	117	163	46	117	163
Maintain daily financial/business records	FNSICGEN305B	0	0	0	71	249	320	71	249	320
Work in the financial services industry	FNSICIND301B	0	0	0	4	18	22	4	18	22
Apply principles of professional practice to work in the financial services industry	FNSICIND401B	0	0	0	3	7	10	3	7	10
Work effectively in the forest and forest products industry	FPICOR2201A	0	0	0	6	1	7	6	1	7
Communicate and interact effectively in the workplace	FPICOR2202A	0	0	0	6	1	7	6	1	7
Follow environmental care procedures	FPICOR2203A	0	0	0	6	1	7	6	1	7
Follow fire prevention procedures	FPICOR2204A	0	0	0	6	1	7	6	1	7
Follow OHS policies and procedures	FPICOR2205A	0	0	0	6	1	7	6	1	7
Apply basic first aid	FPICOR2206A	0	0	0	6	1	7	6	1	7
Maintain chainsaws	FPICOT2204A	0	0	0	17	1	18	17	1	18
Cross cut materials with a hand-held chainsaw	FPICOT2206A	0	0	0	17	1	18	17	1	18
Use hand-held tools	FPICOT2219A	0	0	0	6	1	7	6	1	7
Select trees for tending operations	FPICOT2220A	0	0	0	6	1	7	6	1	7
Conduct seed collecting operations	FPIFGM008A	0	0	0	1	0	1	1	0	1
Read and interpret maps	FPIFGM147A	0	0	0	2	2	4	2	2	4
Collect, treat and store seed	FPIFGM162A	0	0	0	2	7	9	2	7	9
Plant trees by hand	FPIFGM2203A	0	0	0	6	1	7	6	1	7
Prune trees	FPIFGM2205A	0	0	0	6	1	7	6	1	7
Measure trees	FPIFGM2215A	0	0	0	6	1	7	6	1	7
Work with Aboriginal and/or Torres Strait Islander clients	HLTAHW201A	0	0	0	1	1	2	1	1	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, 2011 (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 nursing team in an acute care environment	HLTAIN301A	0	0	0	1	15	16	1	15	16
Provide support in an acute care environment	HLTAIN302A	0	0	0	1	15	16	1	15	16
Recognise healthy body systems in a health care context	HLTAP301A	0	0	0	2	55	57	2	55	57
Confirm physical health status	HLTAP401A	0	0	0	0	4	4	0	4	4
Communicate effectively with clients	HLTCOM404B	0	0	0	0	1	1	0	1	1
Communicate effectively with clients/patients	HLTCOM4A	0	0	0	1	0	1	1	0	1
Perform CPR	HLTCPR201A	0	0	0	98	79	177	98	79	177
Maintain high standard of client service	HLTCSD201B	0	0	0	6	49	55	6	49	55
Prepare and maintain beds	HLTCSD203B	0	0	0	10	57	67	10	57	67
Transport clients	HLTCSD208B	0	0	0	1	15	16	1	15	16
Transport clients	HLTCSD208C	0	0	0	5	9	14	5	9	14
Support the care of clients	HLTCSD304B	0	0	0	1	15	16	1	15	16
Assist with client movement	HLTCSD305B	0	0	0	1	15	16	1	15	16
Assist with client movement	HLTCSD305C	0	0	0	6	9	15	6	9	15
Respond effectively to difficult or challenging behaviour	HLTCSD306B	0	0	0	6	58	64	6	58	64
Promote positive health outcomes	HLTEN413A	0	0	0	2	33	35	2	33	35
Apply understanding of the Australian health care system	HLTEN516A	0	0	0	0	4	4	0	4	4
Apply basic First Aid	HLTFA1A	0	0	0	73	50	123	73	50	123
Provide basic emergency life support	HLTFA201A	0	0	0	130	124	254	130	124	254
Apply first aid	HLTFA301B	4	3	7	499	735	1234	503	738	1241
Apply First Aid	HLTFA301C	0	0	0	8	5	13	8	5	13
Distribute meals and refreshments to clients	HLTFS201B	0	0	0	1	2	3	1	2	3
Follow basic food safety practices	HLTFS207B	0	0	0	1	69	70	1	69	70
Prepare foods suitable for a range of food service settings	HLTFS302B	0	0	0	0	10	10	0	10	10
Communicate and work effectively in health	HLHIR301A	0	0	0	9	54	63	9	54	63
Work effectively with culturally diverse clients and co-workers	HLHIR403B	0	0	0	0	47	47	0	47	47
Work effectively with Aboriginal and/or Torres Strait Islander people	HLHIR404B	0	0	0	0	5	5	0	5	5
Follow safe manual handling practices	HLHSE204B	0	0	0	10	57	67	10	57	67
Comply with infection control policies and procedures in health work	HLTIN301A	0	0	0	6	31	37	6	31	37
Comply with infection control policies and procedures	HLTIN301B	0	0	0	6	87	93	6	87	93
Collect and manage linen stock at user-location	HLTMS201B	0	0	0	9	56	65	9	56	65
Undertake routine stock maintenance	HLTMS203B	0	0	0	1	1	2	1	1	2
Perform general cleaning tasks in a clinical setting	HLTMS206B	0	0	0	4	45	49	4	45	49
Participate in OHS processes	HLTOHS200A	0	0	0	335	650	985	335	650	985
Contribute to OHS processes	HLTOHS300A	0	0	0	5	135	140	5	135	140
Apply a population health framework	HLTPOP501B	0	0	0	0	4	4	0	4	4
Undertake home visits	HLTRAH302A	0	0	0	0	5	5	0	5	5
Determine and confirm client business expectations and needs	ICAA4041C	0	0	0	28	1	29	28	1	29
Design a website to meet technical requirements	ICAA4142C	0	0	0	2	2	4	2	2	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, 2011 (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 macros and templates for clients using standard products	ICAB3018B	0	0	0	4	0	4	4	0	4
Create a simple mark up language document to specification	ICAB4135A	0	0	0	7	0	7	7	0	7
Create a simple mark-up language document to specification	ICAB4135B	0	0	0	28	1	29	28	1	29
Use structured query language to create database structures and manipulate data	ICAB4136B	0	0	0	7	0	7	7	0	7
Produce basic client side script for dynamic web pages	ICAB4137B	0	0	0	19	1	20	19	1	20
Use development software and IT tools to build a basic website	ICAB4169B	0	0	0	66	19	85	66	19	85
Develop cascading style sheets	ICAB4171B	0	0	0	1	0	1	1	0	1
Create scripts for networking	ICAB4220A	0	0	0	1	0	1	1	0	1
Create scripts for networking	ICAB4220B	0	0	0	12	0	12	12	0	12
Apply mathematical techniques for software development	ICAB4224B	0	0	0	7	0	7	7	0	7
Automate processes	ICAB4225B	0	0	0	35	1	36	35	1	36
Receive and process oral and written communication	ICAD2003B	0	0	0	85	40	125	85	40	125
Design organisational documents using computing packages	ICAD2012A	0	0	0	17	15	32	17	15	32
Design organisational documents using computing packages	ICAD2012B	0	0	0	451	247	698	451	247	698
Create user documentation	ICAD3218A	0	0	0	35	4	39	35	4	39
Create user documentation	ICAD3218B	0	0	0	132	44	176	132	44	176
Develop and present a feasibility report	ICAD4043B	0	0	0	28	1	29	28	1	29
Maintain information standards	ICAD4190B	0	0	0	19	1	20	19	1	20
Develop guidelines for uploading information to a website	ICAD4198B	0	0	0	19	1	20	19	1	20
Write content for web pages	ICAD4209B	0	0	0	19	1	20	19	1	20
Create technical documentation	ICAD4217B	0	0	0	37	4	41	37	4	41
Integrate commercial computing packages	ICAI2013B	0	0	0	1	0	1	1	0	1
Install software applications	ICAI2015A	0	0	0	1	0	1	1	0	1
Install software applications	ICAI2015B	0	0	0	216	91	307	216	91	307
Install and optimise operating system software	ICAI3020B	0	0	0	85	8	93	85	8	93
Connect internal hardware components	ICAI3021A	0	0	0	2	0	2	2	0	2
Connect internal hardware components	ICAI3021B	0	0	0	58	18	76	58	18	76
Install and manage network protocols	ICAI3101A	0	0	0	1	0	1	1	0	1
Install and manage network protocols	ICAI3101B	0	0	0	37	2	39	37	2	39
Implement system software changes	ICAI3110B	0	0	0	21	4	25	21	4	25
Implement system software changes	ICAI3110C	0	0	0	14	2	16	14	2	16
Install network hardware to a network	ICAI4029A	0	0	0	1	0	1	1	0	1
Install network hardware to a network	ICAI4029B	0	0	0	4	0	4	4	0	4
Install network hardware to a network	ICAI4029C	0	0	0	13	0	13	13	0	13
Install software to networked computers	ICAI4030A	0	0	0	1	0	1	1	0	1
Install software to networked computers	ICAI4030B	0	0	0	13	1	14	13	1	14
Install and configure a network	ICAI4097A	0	0	0	1	0	1	1	0	1
Install and configure a network	ICAI4097C	0	0	0	26	1	27	26	1	27
Build an intranet	ICAI4099B	0	0	0	14	0	14	14	0	14
Install and maintain a server	ICAI4188A	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, 2011 (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 maintain a server	ICAI4188B	0	0	0	14	1	15	14	1	15
Maintain system integrity	ICAITS017B	0	0	0	11	4	15	11	4	15
Apply occupational health and safety procedures	ICAITU004B	0	0	0	0	2	2	0	2	2
Operate computing packages	ICAITU006C	0	0	0	16	30	46	16	30	46
Design organisational documents using computing packages	ICAITU012B	0	0	0	17	11	28	17	11	28
Operate a personal computer	ICAITU128A	0	0	0	18	12	30	18	12	30
Operate a word processing application	ICAITU129A	0	0	0	31	21	52	31	21	52
Operate database application	ICAITU131A	0	0	0	1	0	1	1	0	1
Operate a presentation package	ICAITU132A	0	0	0	4	0	4	4	0	4
Send and retrieve information over the internet using browsers and email	ICAITU133A	0	0	0	5	0	5	5	0	5
Maintain inventories for equipment, software and documentation	ICAS2008B	0	0	0	20	17	37	20	17	37
Interact with clients	ICAS2009A	0	0	0	35	3	38	35	3	38
Interact with clients	ICAS2009B	0	0	0	50	23	73	50	23	73
Apply problem solving techniques to routine malfunctions	ICAS2010B	0	0	0	32	17	49	32	17	49
Connect hardware peripherals	ICAS2014A	0	0	0	33	16	49	33	16	49
Connect hardware peripherals	ICAS2014B	0	0	0	299	125	424	299	125	424
Record client support requirements	ICAS2016B	0	0	0	0	1	1	0	1	1
Maintain system integrity	ICAS2017B	0	0	0	73	39	112	73	39	112
Detect and protect from spam and destructive software	ICAS2243B	0	0	0	143	48	191	143	48	191
Protect and secure information assets	ICAS2248B	0	0	0	10	4	14	10	4	14
Provide basic system administration	ICAS3024B	0	0	0	34	1	35	34	1	35
Provide advice to clients	ICAS3031B	0	0	0	58	5	63	58	5	63
Provide network systems administration	ICAS3032A	0	0	0	1	0	1	1	0	1
Provide network systems administration	ICAS3032B	0	0	0	28	2	30	28	2	30
Determine and action network problems	ICAS3034B	0	0	0	14	1	15	14	1	15
Maintain equipment and software in working order	ICAS3115B	0	0	0	27	4	31	27	4	31
Configure and administer a network operating system	ICAS3120B	0	0	0	12	0	12	12	0	12
Configure and administer a network operating system	ICAS3120C	0	0	0	5	1	6	5	1	6
Administer network peripherals	ICAS3121B	0	0	0	40	17	57	40	17	57
Care for computer hardware	ICAS3234A	0	0	0	11	7	18	11	7	18
Care for computer hardware	ICAS3234B	0	0	0	160	39	199	160	39	199
Complete database back up and recovery	ICAS4108B	0	0	0	1	0	1	1	0	1
Monitor and administer network security	ICAS4124A	0	0	0	1	0	1	1	0	1
Monitor and administer network security	ICAS4124B	0	0	0	13	1	14	13	1	14
Support system software	ICAS4127B	0	0	0	13	0	13	13	0	13
Run standard diagnostic tests	ICAT3025B	0	0	0	109	26	135	109	26	135
Locate equipment, system and software faults	ICAT4221B	0	0	0	13	0	13	13	0	13
Operate a personal computer	ICAU1128A	0	0	0	55	24	79	55	24	79
Operate a personal computer	ICAU1128B	0	0	0	1666	1151	2817	1666	1151	2817
Operate a word processing application	ICAU1129A	0	0	0	28	11	39	28	11	39
Operate a word processing application	ICAU1129B	0	0	0	979	708	1687	979	708	1687
Operate a spreadsheet application	ICAU1130A	0	0	0	23	9	32	23	9	32

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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, 2011 (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
Operate a spreadsheet application	ICAU1130B	0	0	0	677	471	1148	677	471	1148
Operate a database application	ICAU1131A	0	0	0	18	10	28	18	10	28
Operate a database application	ICAU1131B	0	0	0	302	221	523	302	221	523
Operate a presentation package	ICAU1132A	0	0	0	43	24	67	43	24	67
Operate a presentation package	ICAU1132B	0	0	0	745	581	1326	745	581	1326
Send and retrieve information using web browsers and email	ICAU1133A	0	0	0	24	14	38	24	14	38
Send and retrieve information using web browsers and email	ICAU1133B	0	0	0	987	733	1720	987	733	1720
Locate and use relevant on-line information	ICAU1204A	0	0	0	21	11	32	21	11	32
Locate and use relevant online information	ICAU1204B	0	0	0	609	479	1088	609	479	1088
Operate computer hardware	ICAU2005A	0	0	0	2	0	2	2	0	2
Operate computer hardware	ICAU2005B	0	0	0	622	308	930	622	308	930
Operate computing packages	ICAU2006A	0	0	0	6	2	8	6	2	8
Operate computing packages	ICAU2006B	0	0	0	575	296	871	575	296	871
Maintain equipment and consumables	ICAU2007A	0	0	0	1	3	4	1	3	4
Maintain equipment and consumables	ICAU2007B	0	0	0	165	81	246	165	81	246
Integrate commercial computing packages	ICAU2013A	0	0	0	18	2	20	18	2	20
Integrate commercial computing packages	ICAU2013B	0	0	0	509	232	741	509	232	741
Use computer operating system	ICAU2231A	0	0	0	1	0	1	1	0	1
Use computer operating system	ICAU2231B	0	0	0	519	249	768	519	249	768
Apply occupational health and safety procedures	ICAU3004A	0	0	0	9	11	20	9	11	20
Apply occupational health and safety procedures	ICAU3004B	0	0	0	145	55	200	145	55	200
Migrate to new technology	ICAU3019B	0	0	0	74	6	80	74	6	80
Customise packaged software applications for clients	ICAU3028A	0	0	0	1	0	1	1	0	1
Customise packaged software applications for clients	ICAU3028B	0	0	0	50	9	59	50	9	59
Use advanced features of computer applications	ICAU3126B	0	0	0	63	16	79	63	16	79
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	457	226	683	457	226	683
Communicate in the workplace	ICAW2002A	0	0	0	2	1	3	2	1	3
Communicate in the workplace	ICAW2002B	0	0	0	486	256	742	486	256	742
Work individually or as a team member to achieve organisational goals	ICAW2011B	0	0	0	109	59	168	109	59	168
Maintain ethical conduct	ICAW4214B	0	0	0	28	1	29	28	1	29
Apply knowledge of the graphic pre-press sector	ICPKN311B	0	0	0	1	0	1	1	0	1
Identify components of multimedia	ICPMM111BA	0	0	0	3	1	4	3	1	4
Capture a digital image	ICPMM21CA	0	0	0	2	1	3	2	1	3
Access and use the Internet	ICPMM263A	0	0	0	5	2	7	5	2	7
Access and use the Internet	ICPMM263B	0	0	0	300	194	494	300	194	494
Access and use the Internet	ICPMM263C	0	0	0	39	40	79	39	40	79
Create and test a CD-ROM/DVD	ICPMM296A	0	0	0	26	29	55	26	29	55
Create and test a CD-ROM/DVD	ICPMM296B	0	0	0	0	17	17	0	17	17
Capture a digital image	ICPMM321B	0	0	0	256	205	461	256	205	461
Capture a digital image	ICPMM321C	0	0	0	77	30	107	77	30	107
Edit a digital image	ICPMM322B	0	0	0	78	74	152	78	74	152

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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, 2011 (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
Edit a digital image	ICPMM322C	0	0	0	3	11	14	3	11	14
Incorporate video into multimedia presentations	ICPMM346B	0	0	0	1	2	3	1	2	3
Incorporate digital photography into multimedia presentations	ICPMM43CA	0	0	0	0	2	2	0	2	2
Access the Internet	ICPMM63BA	0	0	0	33	15	48	33	15	48
Develop a basic design concept	ICPPP211B	0	0	0	0	8	8	0	8	8
Select and apply type	ICPPP221B	0	0	0	10	14	24	10	14	24
Scan a line image	ICPPP222B	0	0	0	0	8	8	0	8	8
Produce pages using a page layout application	ICPPP224B	0	0	0	5	10	15	5	10	15
Produce graphics using a graphics application	ICPPP225B	0	0	0	9	12	21	9	12	21
Produce interactive PDF files	ICPPP226B	0	0	0	0	4	4	0	4	4
Electronically combine and assemble data	ICPPP232B	0	0	0	3	6	9	3	6	9
Output images	ICPPP252B	0	0	0	0	8	8	0	8	8
Inspect quality against required standards	ICPSU216B	0	0	0	0	2	2	0	2	2
Maintain a safe work environment	ICPSU260B	0	0	0	1	8	9	1	8	9
Communicate in the workplace	ICPSU262B	0	0	0	1	4	5	1	4	5
Use computer systems	ICPSU281B	0	0	0	0	4	4	0	4	4
Manage customer relationships	ICTCC330A	0	0	0	27	4	31	27	4	31
Use hand and power tools	ICTTC140B	0	0	0	0	2	2	0	2	2
Follow safe working policies and practices	LMFCR0001B	0	0	0	515	76	591	515	76	591
Communicate in the workplace	LMFCR0002B	0	0	0	508	67	575	508	67	575
Carry out measurements and calculations	LMFCR0003B	0	0	0	485	69	554	485	69	554
Work effectively with others	LMFCR0004B	0	0	0	506	72	578	506	72	578
Prepare surfaces for finishing	LMFFF2004B	0	0	0	46	13	59	46	13	59
Construct a basic timber furnishing product	LMFFM1001B	0	0	0	445	58	503	445	58	503
Operate basic woodworking machines	LMFFM1002A	0	0	0	12	1	13	12	1	13
Operate basic woodworking machines	LMFFM1002B	0	0	0	18	0	18	18	0	18
Use furniture making sector hand and power tools	LMFFM2001B	0	0	0	507	66	573	507	66	573
Assemble furnishing components	LMFFM2002B	0	0	0	31	3	34	31	3	34
Select and apply hardware	LMFFM2003A	0	0	0	7	0	7	7	0	7
Select and apply hardware	LMFFM2003B	0	0	0	18	3	21	18	3	21
Apply sheet laminates by hand	LMFFM2004B	0	0	0	10	1	11	10	1	11
Join solid timber	LMFFM2005B	0	0	0	47	4	51	47	4	51
Hand make timber joints	LMFFM2006A	0	0	0	6	1	7	6	1	7
Hand make timber joints	LMFFM2006B	0	0	0	72	22	94	72	22	94
Follow plans to assemble production furniture	LMFFM2007B	0	0	0	2	1	3	2	1	3
Set up, operate and maintain basic static machines	LMFFM2010B	0	0	0	4	2	6	4	2	6
Apply manufactured board conversion techniques	LMFFM2011B	0	0	0	10	3	13	10	3	13
Apply First Aid	LMFGG2002B	0	0	0	16	0	16	16	0	16
Read and interpret work documents	LMFGN3001B	0	0	0	5	2	7	5	2	7
Use picture framing sector hand and power tools	LMFFP2001B	0	0	0	3	11	14	3	11	14
Produce a simple garment	LMTCL1001B	0	0	0	0	3	3	0	3	3
Use a sewing machine	LMTCL2001B	0	0	0	1	47	48	1	47	48

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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, 2011 (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 hand sewing and finishing support	LMTCL2002B	0	0	0	0	1	1	0	1	1
Identify fibres and fabrics	LMTCL2003B	0	0	0	1	40	41	1	40	41
Sew components	LMTCL2004B	0	0	0	1	42	43	1	42	43
Press work	LMTCL2006B	0	0	0	0	1	1	0	1	1
Despatch work	LMTCL2009B	0	0	0	0	1	1	0	1	1
Modify patterns to create basic styles	LMTCL2010B	0	0	0	0	34	34	0	34	34
Draw and interpret a basic sketch	LMTCL2011B	0	0	0	1	42	43	1	42	43
Design and produce a simple garment	LMTFD2001B	0	0	0	1	37	38	1	37	38
Identify design process for fashion designs	LMTFD2005B	0	0	0	1	35	36	1	35	36
Follow defined OH&S policies and procedures	LMTGN2001B	0	0	0	1	46	47	1	46	47
Apply quality standards	LMTGN2002B	0	0	0	1	45	46	1	45	46
Operate computing technology in a textiles, clothing and footwear workplace	LMTGN2009B	0	0	0	1	41	42	1	41	42
Make a simple headpiece	LMTML1001A	0	0	0	7	13	20	7	13	20
Make a small furniture item from timber	MCMP296A	0	0	0	7	0	7	7	0	7
Make an object from metal	MCMP298A	0	0	0	28	1	29	28	1	29
Apply quality standards	MCMT251A	0	0	0	2	0	2	2	0	2
Apply self in the aviation maintenance environment	MEA117A	0	0	0	4	1	5	4	1	5
Use electrical test equipment to perform basic electrical tests	MEA240B	0	0	0	4	1	5	4	1	5
Dismantle, inspect, maintain and assemble aircraft basic hydraulic and pneumatic components or parts	MEA329B	0	0	0	4	1	5	4	1	5
Dismantle, inspect, maintain and assemble aircraft non-primary structural removable components or parts and internal fittings	MEA330B	0	0	0	4	1	5	4	1	5
Dismantle, inspect, maintain and assemble aircraft mechanical components or parts	MEA332B	0	0	0	4	1	5	4	1	5
Perform manual production assembly	MEM03001B	0	0	0	36	1	37	36	1	37
Perform sheet and plate assembly	MEM03003B	0	0	0	244	7	251	244	7	251
Fettle and trim metal castings/forgings	MEM04008B	0	0	0	43	0	43	43	0	43
Perform manual soldering/desoldering electrical/electronic components	MEM05001B	0	0	0	45	1	46	45	1	46
Perform soft soldering	MEM05003B	0	0	0	38	3	41	38	3	41
Perform routine oxy acetylene welding	MEM05004C	0	0	0	924	51	975	924	51	975
Carry out mechanical cutting	MEM05005B	0	0	0	521	37	558	521	37	558
Perform brazing and/or silver soldering	MEM05006B	0	0	0	798	46	844	798	46	844
Perform manual heating and thermal cutting	MEM05007C	0	0	0	537	30	567	537	30	567
Perform routine manual metal arc welding	MEM05012C	0	0	0	777	40	817	777	40	817
Perform manual production welding	MEM05013C	0	0	0	118	3	121	118	3	121
Weld using manual metal arc welding process	MEM05015C	0	0	0	5	4	9	5	4	9
Perform geometric development	MEM05037B	0	0	0	11	0	11	11	0	11
Perform routine gas tungsten arc welding	MEM05049B	0	0	0	25	0	25	25	0	25
Perform routine gas metal arc welding	MEM05050B	0	0	0	447	22	469	447	22	469
Select welding processes	MEM05051A	0	0	0	10	0	10	10	0	10
Apply safe welding practices	MEM05052A	0	0	0	62	3	65	62	3	65
Perform basic incidental heat/quenching, tempering and annealing	MEM06007B	0	0	0	54	2	56	54	2	56
Perform operational maintenance of machines/equipment	MEM07001B	0	0	0	201	8	209	201	8	209

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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, 2011 (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 general machining	MEM07005C	0	0	0	1	0	1	1	0	1
Operate and monitor machine/process	MEM07024B	0	0	0	18	1	19	18	1	19
Operate computer controlled machine/processes	MEM07028B	0	0	0	47	0	47	47	0	47
Perform metal spinning lathe operations (basic)	MEM07030C	0	0	0	6	0	6	6	0	6
Use workshop machines for basic operations	MEM07032B	0	0	0	859	54	913	859	54	913
Pre-treat work for subsequent surface coating	MEM08002C	0	0	0	1	1	2	1	1	2
Manually finish/polish materials	MEM08010B	0	0	0	87	7	94	87	7	94
Apply protective coatings (basic)	MEM08014B	0	0	0	15	5	20	15	5	20
Interpret technical drawing	MEM09002B	0	0	0	324	24	348	324	24	348
Create 2D drawings using computer aided design system	MEM09009C	0	0	0	11	6	17	11	6	17
Create 3D models using computer aided design system	MEM09010C	0	0	0	5	1	6	5	1	6
Terminate and connect electrical wiring	MEM10002B	0	0	0	14	0	14	14	0	14
Erect/dismantle scaffolding and equipment	MEM11001C	0	0	0	4	0	4	4	0	4
Undertake manual handling	MEM11011B	0	0	0	309	18	327	309	18	327
Purchase materials	MEM11012B	0	0	0	6	0	6	6	0	6
Use comparison and basic measuring devices	MEM12001B	0	0	0	444	28	472	444	28	472
Perform electrical/electronic measurement	MEM12002B	0	0	0	68	0	68	68	0	68
Mark off/out (general engineering)	MEM12006B	0	0	0	19	0	19	19	0	19
Mark off/out (general engineering)	MEM12006C	0	0	0	1	0	1	1	0	1
Perform engineering measurements	MEM12023A	0	0	0	644	39	683	644	39	683
Perform computations	MEM12024A	0	0	0	281	14	295	281	14	295
Perform emergency first aid	MEM13001B	0	0	0	325	51	376	325	51	376
Undertake occupational health and safety activities in the workplace	MEM13002B	0	0	0	10	0	10	10	0	10
Work safely with industrial chemicals and materials	MEM13003B	0	0	0	43	16	59	43	16	59
Work safely with molten metals/glass	MEM13004B	0	0	0	10	3	13	10	3	13
Work safely with ionizing radiation	MEM13013B	0	0	0	7	0	7	7	0	7
Apply principles of occupational health and safety in the work environment	MEM13014A	0	0	0	1247	87	1334	1247	87	1334
Plan to undertake a routine task	MEM14004A	0	0	0	1120	76	1196	1120	76	1196
Plan a complete activity	MEM14005A	0	0	0	495	31	526	495	31	526
Apply quality systems	MEM15002A	0	0	0	307	22	329	307	22	329
Use improvement processes in team activities	MEM15003B	0	0	0	14	0	14	14	0	14
Apply quality procedures	MEM15024A	0	0	0	1028	65	1093	1028	65	1093
Operate as a team member to conduct manufacturing, engineering or related activities	MEM16005A	0	0	0	36	1	37	36	1	37
Organise and communicate information	MEM16006A	0	0	0	382	82	464	382	82	464
Work with others in a manufacturing, engineering or related environment	MEM16007A	0	0	0	1145	74	1219	1145	74	1219
Interact with computing technology	MEM16008A	0	0	0	269	15	284	269	15	284
Assist in the provision of on the job training	MEM17003A	0	0	0	21	1	22	21	1	22
Use hand tools	MEM18001C	0	0	0	1274	84	1358	1274	84	1358
Use power tools/hand held operations	MEM18002B	0	0	0	1171	75	1246	1171	75	1246
Use tools for precision work	MEM18003C	0	0	0	5	5	10	5	5	10
Maintain engine cooling systems	MEM18024B	0	0	0	27	1	28	27	1	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, 2011 (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	MEM18025B	0	0	0	71	2	73	71	2	73
Maintain wheels and tyres	MEM18038B	0	0	0	6	1	7	6	1	7
Dismantle, replace and assemble engineering components	MEM18055B	0	0	0	48	5	53	48	5	53
Use computer aided drafting systems to produce basic engineering drawings	MEM30001A	0	0	0	24	7	31	24	7	31
Produce basic engineering graphics	MEM30002A	0	0	0	34	4	38	34	4	38
Produce detailed engineering drawings	MEM30003A	0	0	0	26	4	30	26	4	30
Use CAD to create and display 3D models	MEM30004A	0	0	0	14	2	16	14	2	16
Select common engineering materials	MEM30007A	0	0	0	10	1	11	10	1	11
Apply mathematical techniques in a manufacturing engineering or related environment	MEM30012A	0	0	0	5	1	6	5	1	6
Analyse a simple electrical system circuit	MEM30025A	0	0	0	14	1	15	14	1	15
Classify recreational boating technologies and features	MEM50001B	0	0	0	24	1	25	24	1	25
Work safely on marine craft	MEM50002B	0	0	0	24	1	25	24	1	25
Follow work procedures to maintain the marine environment	MEM50003B	0	0	0	24	1	25	24	1	25
Carry out trip preparation and planning	MEM50008B	0	0	0	99	37	136	99	37	136
Safely operate a mechanically powered recreational boat	MEM50009B	0	0	0	129	45	174	129	45	174
Respond to boating emergencies and incidents	MEM50010B	0	0	0	93	24	117	93	24	117
Manual heating and thermal cutting	MEM57AB	0	0	0	1	0	1	1	0	1
Operate a computer to produce documents	MNCG1026A	0	0	0	23	14	37	23	14	37
Participate in environmentally sustainable work practices	MSAENV272A	0	0	0	27	29	56	27	29	56
Participate in environmentally sustainable work practices	MSAENV272B	0	0	0	10	25	35	10	25	35
Adapt to work requirements in industry	MSAPCI101	0	0	0	6	1	7	6	1	7
Adapt to work requirements in industry	MSAPCI101A	0	0	0	76	4	80	76	4	80
Apply effective work practices	MSAPCI102	0	0	0	6	1	7	6	1	7
Apply effective work practices	MSAPCI102A	0	0	0	83	8	91	83	8	91
Demonstrate care and apply safe practices at work	MSAPCI103	0	0	0	6	1	7	6	1	7
Demonstrate care and apply safe practices at work	MSAPCI103A	0	0	0	96	6	102	96	6	102
Make a small furniture item from timber	MSAPCII296A	0	0	0	23	1	24	23	1	24
Make an object from metal	MSAPCII298A	0	0	0	21	2	23	21	2	23
Follow OHS procedures	MSAPMOHS100A	0	0	0	8	1	9	8	1	9
Follow emergency response procedures	MSAPMOHS110A	0	0	0	9	1	10	9	1	10
Work safely	MSAPMOHS200A	0	0	0	7	1	8	7	1	8
Use equipment	MSAPMOPS100A	0	0	0	31	3	34	31	3	34
Make measurements	MSAPMOPS101A	0	0	0	32	3	35	32	3	35
Apply workplace procedures	MSAPMSUP100A	0	0	0	8	1	9	8	1	9
Clean workplace or equipment	MSAPMSUP101A	0	0	0	8	1	9	8	1	9
Communicate in the workplace	MSAPMSUP102A	0	0	0	10	2	12	10	2	12
Work in a team	MSAPMSUP106A	0	0	0	3	1	4	3	1	4
Achieve work outcomes	MSAPMSUP200A	0	0	0	2	0	2	2	0	2
Process and record information	MSAPMSUP210A	0	0	0	2	0	2	2	0	2
Monitor process operations	MSAPMSUP230A	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, 2011 (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
Work within a laboratory/field workplace (induction)	MSL912001A	0	0	0	31	45	76	31	45	76
Communicate with other people	MSL913001A	0	0	0	33	26	59	33	26	59
Plan and conduct laboratory/field work	MSL913002A	0	0	0	4	2	6	4	2	6
Record and present data	MSL922001A	0	0	0	17	40	57	17	40	57
Process and interpret data	MSL924001A	0	0	0	1	0	1	1	0	1
Maintain the laboratory_field workplace fit for purpose	MSL933001A	0	0	0	34	11	45	34	11	45
Contribute to the achievement of quality objectives	MSL933002A	0	0	0	2	0	2	2	0	2
Participate in laboratory/field workplace safety	MSL943002A	0	0	0	33	46	79	33	46	79
Collect routine site samples	MSL952001A	0	0	0	13	37	50	13	37	50
Handle and transport samples or equipment	MSL952002A	0	0	0	0	18	18	0	18	18
Conduct routine site measurements	MSL972001A	0	0	0	20	33	53	20	33	53
Perform basic tests	MSL973001A	0	0	0	5	15	20	5	15	20
Prepare working solutions	MSL973002A	0	0	0	1	0	1	1	0	1
Prepare culture media	MSL973003A	0	0	0	0	5	5	0	5	5
Perform aseptic techniques	MSL973004A	0	0	0	2	0	2	2	0	2
Assist with fieldwork	MSL973005A	0	0	0	1	11	12	1	11	12
Perform microscopic examination	MSL973007A	0	0	0	2	5	7	2	5	7
Capture and manage scientific images	MSL974008A	0	0	0	2	14	16	2	14	16
Maintain personal equipment	MTMMP1C	0	0	0	4	0	4	4	0	4
Apply hygiene and sanitation practices	MTMMP2C	0	0	0	3	0	3	3	0	3
Apply quality assurance practices	MTMMP3C	0	0	0	4	0	4	4	0	4
Follow safe work policies and procedures	MTMMP4C	0	0	0	3	0	3	3	0	3
Communicate in the workplace	MTMMP5C	0	0	0	2	0	2	2	0	2
Overview the meat industry	MTMMP6C	0	0	0	3	0	3	3	0	3
Identify species and meat cuts	MTMR101B	0	0	0	1	0	1	1	0	1
Store meat product	MTMR103B	0	0	0	1	0	1	1	0	1
Provide service to customers	MTMR106B	0	0	0	1	0	1	1	0	1
Provide advice on cooking and storage of meat products	MTMR202B	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
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
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
Read dials and indicators	PMAOPS101C	0	0	0	0	1	1	0	1	1
Select and prepare materials	PMAOPS105C	0	0	0	8	0	8	8	0	8
Interpret process plant schematics	PMAOPS280A	0	0	0	8	1	9	8	1	9
Finish products and components	PMBFIN201C	0	0	0	1	0	1	1	0	1
Fit attachments to products	PMBFIN202C	0	0	0	1	0	1	1	0	1
Shift materials safely by hand	PMBHAN103C	0	0	0	2	0	2	2	0	2
Use materials and process knowledge to complete work operations	PMBPROD235C	0	0	0	1	0	1	1	0	1
Operate granulating equipment	PMBPROD259C	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, 2011 (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 with other people	PMLCOM300B	0	0	0	0	1	1	0	1	1
Record and present data	PMLDATA200A	0	0	0	0	1	1	0	1	1
Participate in laboratory/field workplace safety	PMLOHS302A	0	0	0	7	10	17	7	10	17
Work within a laboratory/field workplace (induction)	PMLORG200A	0	0	0	0	1	1	0	1	1
Plan and conduct laboratory/field work	PMLORG301A	0	0	0	7	9	16	7	9	16
Collect routine site samples	PMLSAMP200A	0	0	0	0	1	1	0	1	1
Handle and transport samples or equipment	PMLSAMP201A	0	0	0	0	1	1	0	1	1
Clean a food handling area	PRMCL38A	0	0	0	1	0	1	1	0	1
Participate in workplace safety arrangements	PRMCMN201A	0	0	0	10	0	10	10	0	10
Use portable fire fighting equipment	PRMPFES05B	0	0	0	29	17	46	29	17	46
Uphold the values and principles of public service	PSPETHC301B	0	0	0	0	1	1	0	1	1
Work in a public sector environment	PSPGOV201B	0	0	0	0	1	1	0	1	1
Use routine workplace communication techniques	PSPGOV202B	0	0	0	11	1	12	11	1	12
Deliver a service to clients	PSPGOV203B	0	0	0	0	1	1	0	1	1
Follow workplace safety procedures	PSPOHS201B	0	0	0	0	1	1	0	1	1
Manage simple projects	PSPPM402B	0	0	0	28	1	29	28	1	29
Communicate in the workplace	PUACOM001B	0	0	0	2	12	14	2	12	14
Communicate in the workplace	PUACOM001C	0	0	0	11	0	11	11	0	11
Provide emergency care	PUAEME001A	0	0	0	1	0	1	1	0	1
Provide emergency care	PUAEME001B	0	0	0	11	0	11	11	0	11
Follow defined occupational health and safety policies and procedures	PUAOHS001B	0	0	0	1	0	1	1	0	1
Follow defined occupational health and safety policies and procedures	PUAOHS001C	0	0	0	11	0	11	11	0	11
Operate communications systems and equipment	PUAOPE002A	0	0	0	29	22	51	29	22	51
Operate communications systems and equipment	PUAOPE002B	0	0	0	11	0	11	11	0	11
Participate in an aquatic rescue operation	PUASAR009A	0	0	0	1	0	1	1	0	1
Participate in an aquatic rescue operation	PUASAR009B	0	0	0	11	0	11	11	0	11
Apply surf awareness and self-rescue skills	PUASAR012A	0	0	0	1	0	1	1	0	1
Apply surf awareness and self-rescue skills	PUASAR012B	0	0	0	11	0	11	11	0	11
Work in a team	PUATEA001A	0	0	0	7	7	14	7	7	14
Work in a team	PUATEA001B	0	0	0	37	8	45	37	8	45
Work effectively in a public safety organisation	PUATEA004B	0	0	0	2	0	2	2	0	2
Work effectively in a public safety organisation	PUATEA004C	0	0	0	10	0	10	10	0	10
Handle horses or greyhounds safely	RGR007A	0	0	0	0	10	10	0	10	10
Comply with the rules of racing and related protocols	RGRCMN001A	0	0	0	1	10	11	1	10	11
Investigate job opportunities in racing and related industries	RGRCMN002A	0	0	0	1	7	8	1	7	8
Manage personal health and fitness	RGRCMN003A	0	0	0	0	3	3	0	3	3
Follow OHS procedures and observe environmental work practices	RGRCMN201A	0	0	0	1	10	11	1	10	11
Achieve requirements for industry induction	RGRCMN202A	0	0	0	1	11	12	1	11	12
Handle horses safely	RGRH207A	0	0	0	0	4	4	0	4	4
Handle horses	RGRPSH201A	0	0	0	1	12	13	1	12	13

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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, 2011 (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 with transportation of horses	RGRPSH202A	0	0	0	1	10	11	1	10	11
Perform basic driving tasks	RGRPSH203A	0	0	0	0	2	2	0	2	2
Perform basic riding tasks	RGRPSH205A	0	0	0	1	12	13	1	12	13
Develop riding skills for flatwork	RGRPSH206A	0	0	0	1	11	12	1	11	12
Perform stable duties	RGRPSH207A	0	0	0	1	11	12	1	11	12
Attend horses at trackwork	RGRPSH208A	0	0	0	1	11	12	1	11	12
Attend horses at race meetings and trials	RGRPSH209A	0	0	0	1	11	12	1	11	12
Implement stable operations	RGRPSH301A	0	0	0	0	1	1	0	1	1
Identify factors that affect racehorse performance	RGRPSH304A	0	0	0	1	1	2	1	1	2
Develop basic trackwork riding skills	RGRPSH306A	0	0	0	1	4	5	1	4	5
Exercise horses in pacework	RGRPSH307A	0	0	0	1	4	5	1	4	5
Implement feeding programs for racehorses under direction	RGRPSH309A	0	0	0	0	1	1	0	1	1
Ride horses at trackwork	RGRPSH404A	0	0	0	1	3	4	1	3	4
Ride horses in jump outs	RGRPSH405A	0	0	0	1	0	1	1	0	1
Educate thoroughbred horses for racing	RGRPSH407A	0	0	0	1	0	1	1	0	1
Plan and organise work	RIIBEF201A	1	0	1	52	17	69	53	17	70
Carry out measurements and calculations	RIICCM201A	1	0	1	79	35	114	80	35	115
Read and interpret plans and specifications	RIICCM203A	0	0	0	13	1	14	13	1	14
Carry out manual excavation	RIICCM205A	0	0	0	10	1	11	10	1	11
Support plant operations	RIICCM206A	0	0	0	10	1	11	10	1	11
Spread and compact materials manually	RIICCM207A	0	0	0	1	0	1	1	0	1
Communicate in the workplace	RIICOM201A	0	0	0	66	38	104	66	38	104
Use hand and power tools	RIIG2003A	0	0	0	21	1	22	21	1	22
Operate small plant and equipment	RIIG2004A	0	0	0	1	0	1	1	0	1
Comply with site work processes/procedures	RIIGOV201A	0	0	0	13	0	13	13	0	13
Work safely and follow OHS policies and procedures	RIIOHS201A	1	0	1	102	45	147	103	45	148
Conduct local risk control	RIIRIS201A	0	0	0	23	3	26	23	3	26
Handle resources and infrastructure materials and safely dispose of non toxic materials	RIISAM201A	1	0	1	2	0	2	3	0	3
Use hand and power tools	RIISAM203A	0	0	0	48	11	59	48	11	59
Operate small plant and equipment	RIISAM204A	0	0	0	18	8	26	18	8	26
Cut, weld and bend materials	RIISAM205A	0	0	0	18	1	19	18	1	19
Read and interpret maps	RIISTD201A	0	0	0	24	23	47	24	23	47
Drain and dewater civil construction site	RIIWMG203A	0	0	0	1	0	1	1	0	1
Support nursery work	RTC1006A	0	0	0	64	59	123	64	59	123
Maintain the workplace	RTC1201A	0	0	0	152	64	216	152	64	216
Support landscape work	RTC1202A	0	0	0	41	29	70	41	29	70
Operate basic machinery and equipment	RTC1301A	0	0	0	55	16	71	55	16	71
Assist with routine maintenance of machinery and equipment	RTC1302A	0	0	0	44	6	50	44	6	50
Follow basic chemical safety rules	RTC1701A	0	0	0	87	27	114	87	27	114
Prepare for work	RTC1801A	0	0	0	198	113	311	198	113	311
Plant trees and shrubs	RTC2012A	0	0	0	45	35	80	45	35	80
Recognise plants	RTC2016A	0	0	0	57	34	91	57	34	91
Undertake propagation activities	RTC2026A	0	0	0	37	27	64	37	27	64

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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, 2011 (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 visual inspection of park facilities	RTC2203A	0	0	0	2	2	4	2	2	4
Install, maintain and repair fencing	RTC2209A	0	0	0	96	63	159	96	63	159
Maintain properties and structures	RTC2210A	0	0	0	62	9	71	62	9	71
Undertake operational maintenance of machinery	RTC2301A	0	0	0	113	30	143	113	30	143
Operate and maintain chainsaws	RTC2304A	0	0	0	0	1	1	0	1	1
Operate vehicles	RTC2306A	0	0	0	179	55	234	179	55	234
Operate machinery and equipment	RTC2307A	0	0	0	112	28	140	112	28	140
Operate tractors	RTC2309A	0	0	0	179	59	238	179	59	238
Treat weeds	RTC2401A	0	0	0	33	24	57	33	24	57
Treat plant pests, diseases and disorders	RTC2404A	0	0	0	9	1	10	9	1	10
Follow OHS procedures	RTC2701A	0	0	0	313	122	435	313	122	435
Observe environmental work practices	RTC2702A	0	0	0	256	97	353	256	97	353
Provide basic first aid	RTC2704A	0	0	0	260	112	372	260	112	372
Work effectively in the industry	RTC2705A	0	0	0	267	108	375	267	108	375
Apply chemicals under supervision	RTC2706A	0	0	0	163	67	230	163	67	230
Participate in workplace communications	RTC2801A	0	0	0	262	101	363	262	101	363
Provide information on plants and their culture	RTC3016A	0	0	0	1	0	1	1	0	1
Plan and construct conventional fencing	RTC3209A	0	0	0	4	0	4	4	0	4
Implement property improvement, construction and repair	RTC3213A	0	0	0	3	0	3	3	0	3
Undertake a site assessment	RTC3218A	0	0	0	2	0	2	2	0	2
Operate specialised machinery and equipment	RTC3310A	0	0	0	1	0	1	1	0	1
Control weeds	RTC3401A	0	0	0	3	0	3	3	0	3
Control plant pests, diseases and disorders	RTC3404A	0	0	0	6	0	6	6	0	6
Respond to emergencies	RTC3701A	0	0	0	13	8	21	13	8	21
Prepare and apply chemicals	RTC3704A	0	0	0	2	1	3	2	1	3
Implement and monitor the enterprise OHS program	RTC4701A	0	0	0	12	8	20	12	8	20
Support natural area conservation	RTD1501A	0	0	0	38	31	69	38	31	69
Collect, prepare and preserve plant specimens	RTD2004A	0	0	0	7	7	14	7	7	14
Carry out natural area restoration works	RTD2022A	0	0	0	10	14	24	10	14	24
Recognise animals	RTD2126A	0	0	0	5	7	12	5	7	12
Install aggregate paths	RTD2206A	0	0	0	2	4	6	2	4	6
Clean machinery of plant, animal and soil material	RTD2313A	0	0	0	26	7	33	26	7	33
Maintain cultural places	RTD2501A	0	0	0	0	1	1	0	1	1
Operate in isolated and remote situations	RTD2703A	0	0	0	4	1	5	4	1	5
Observe and report plants and/or animals	RTD2803A	0	0	0	2	6	8	2	6	8
Implement revegetation works	RTD3034A	0	0	0	2	0	2	2	0	2
Maintain natural areas	RTD3505A	0	0	0	1	0	1	1	0	1
Undertake sampling and testing of water	RTD3507A	0	0	0	1	0	1	1	0	1
Maintain biological cultures	RTD3706A	0	0	0	1	0	1	1	0	1
Provide appropriate information on cultural knowledge	RTD3802A	0	0	0	1	0	1	1	0	1
Support agricultural crop work	RTE1001A	0	0	0	12	5	17	12	5	17
Support horticultural production	RTE1005A	0	0	0	66	40	106	66	40	106

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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, 2011 (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 extensive livestock work	RTE1101A	0	0	0	17	16	33	17	16	33
Support intensive livestock work	RTE1102A	0	0	0	11	14	25	11	14	25
Support woolshed activities	RTE1103A	0	0	0	12	19	31	12	19	31
Support horse work	RTE1104A	0	0	0	6	1	7	6	1	7
Undertake basic shearing and crutching	RTE1105A	0	0	0	3	1	4	3	1	4
Shear sheep to novice level	RTE1106A	0	0	0	19	1	20	19	1	20
Support irrigation work	RTE1601A	0	0	0	2	3	5	2	3	5
Establish horticultural crops	RTE2010A	0	0	0	18	13	31	18	13	31
Assist agricultural crop establishment	RTE2011A	0	0	0	66	17	83	66	17	83
Support horticultural crop harvesting	RTE2021A	0	0	0	15	8	23	15	8	23
Assist agricultural crop maintenance	RTE2029A	0	0	0	8	3	11	8	3	11
Assist agricultural crop harvesting	RTE2030A	0	0	0	56	20	76	56	20	76
Brood poultry	RTE2102A	0	0	0	1	2	3	1	2	3
Carry out milking shed routines	RTE2103A	0	0	0	55	27	82	55	27	82
Carry out regular horse observation	RTE2104A	0	0	0	3	47	50	3	47	50
Collect, store and handle eggs from breeder flocks	RTE2105A	0	0	0	3	5	8	3	5	8
Crutch sheep	RTE2107A	0	0	0	76	12	88	76	12	88
Incubate eggs	RTE2109A	0	0	0	1	2	3	1	2	3
Maintain livestock water supplies	RTE2110A	0	0	0	43	36	79	43	36	79
Identify and mark livestock	RTE2111A	0	0	0	107	37	144	107	37	144
Milk livestock	RTE2112A	0	0	0	78	34	112	78	34	112
Monitor livestock to parturition	RTE2113A	0	0	0	56	29	85	56	29	85
Monitor water supplies	RTE2114A	0	0	0	18	6	24	18	6	24
Mustering and move livestock	RTE2115A	0	0	0	162	56	218	162	56	218
Pen sheep	RTE2117A	0	0	0	117	35	152	117	35	152
Handle livestock using basic techniques	RTE2118A	0	0	0	45	36	81	45	36	81
Perform board duties	RTE2119A	0	0	0	94	27	121	94	27	121
Assist with pressing wool	RTE2120A	0	0	0	77	32	109	77	32	109
Provide daily care for horses	RTE2121A	0	0	0	2	47	49	2	47	49
Carry out birthing duties	RTE2124A	0	0	0	19	4	23	19	4	23
Castrate livestock	RTE2127A	0	0	0	95	30	125	95	30	125
Provide feed for livestock	RTE2128A	0	0	0	112	62	174	112	62	174
Provide feed for livestock	RTE2128B	0	0	0	2	0	2	2	0	2
Move and handle pigs	RTE2129A	0	0	0	47	14	61	47	14	61
Ride and care for horses and equipment	RTE2130A	0	0	0	7	31	38	7	31	38
Care for health and welfare of livestock	RTE2131A	0	0	0	12	13	25	12	13	25
Care for health and welfare of livestock	RTE2131B	0	0	0	3	0	3	3	0	3
Assist with artificial insemination procedures	RTE2132A	0	0	0	19	17	36	19	17	36
Artificially inseminate pigs	RTE2133A	0	0	0	1	0	1	1	0	1
Assist with feeding in an intensive production system	RTE2134A	0	0	0	143	46	189	143	46	189
Load and unload livestock	RTE2136A	0	0	0	38	26	64	38	26	64
Assist with natural mating procedures and parturition of horses	RTE2137A	0	0	0	1	4	5	1	4	5
Maintain health and welfare of poultry	RTE2140A	0	0	0	72	19	91	72	19	91
Collect and pack eggs for human consumption	RTE2142A	0	0	0	37	6	43	37	6	43

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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, 2011 (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
Mate pigs and monitor dry sow performance	RTE2143A	0	0	0	26	7	33	26	7	33
Carry out regular livestock observation	RTE2144A	0	0	0	31	19	50	31	19	50
Care for weaner and grower pigs	RTE2145A	0	0	0	23	7	30	23	7	30
Mix and mill standard stockfeed	RTE2146A	0	0	0	39	12	51	39	12	51
Handle young horses	RTE2148A	0	0	0	2	16	18	2	16	18
Shear sheep to improver level	RTE2149A	0	0	0	17	0	17	17	0	17
Maintain intensive production growing environments	RTE2150A	0	0	0	17	7	24	17	7	24
Care for health and welfare of pigs	RTE2151A	0	0	0	38	12	50	38	12	50
Carry out alpaca handling and husbandry operations	RTE2153A	0	0	0	4	1	5	4	1	5
Support beekeeping work	RTE2156A	0	0	0	1	0	1	1	0	1
Open and reassemble a beehive	RTE2157A	0	0	0	6	0	6	6	0	6
Carry out basic electric fencing operations	RTE2201A	0	0	0	3	2	5	3	2	5
Fabricate and repair metal or plastic structures	RTE2205A	0	0	0	82	10	92	82	10	92
Prepare grain storages	RTE2212A	0	0	0	21	9	30	21	9	30
Clean out intensive production sheds	RTE2214A	0	0	0	4	2	6	4	2	6
Assist in preparing for shearing and crutching	RTE2216A	0	0	0	72	23	95	72	23	95
Construct and repair beehives	RTE2217A	0	0	0	2	0	2	2	0	2
Grind combs and cutters for machine shearing	RTE2302A	0	0	0	48	6	54	48	6	54
Use a bee smoker	RTE2305A	0	0	0	6	0	6	6	0	6
Operate ride-on vehicles	RTE2308A	0	0	0	49	25	74	49	25	74
Prepare handpiece and downtube for machine shearing	RTE2310A	0	0	0	46	12	58	46	12	58
Observe and report on weather	RTE2503A	0	0	0	64	18	82	64	18	82
Assist with the operation of pressurised irrigation	RTE2602A	0	0	0	4	0	4	4	0	4
Lay irrigation and/or drainage pipes	RTE2603A	0	0	0	4	2	6	4	2	6
Maintain pressurised irrigation systems	RTE2606A	0	0	0	17	5	22	17	5	22
Install micro-irrigation systems	RTE2607A	0	0	0	11	1	12	11	1	12
Follow site quarantine procedures	RTE2707A	0	0	0	44	12	56	44	12	56
Collect and record production data	RTE2902A	0	0	0	27	12	39	27	12	39
Undertake agricultural crop harvesting activities	RTE3009A	0	0	0	1	0	1	1	0	1
Undertake agricultural crop maintenance activities	RTE3022A	0	0	0	1	0	1	1	0	1
Undertake preparation of land for agricultural crop production	RTE3024A	0	0	0	1	0	1	1	0	1
Establish agricultural crops	RTE3029A	0	0	0	1	0	1	1	0	1
Apply quality assurance procedures in wool preparation	RTE3103A	0	0	0	12	8	20	12	8	20
Class fleece wool	RTE3108A	0	0	0	12	8	20	12	8	20
Appraise wool using industry descriptions	RTE3111A	0	0	0	12	8	20	12	8	20
Identify and draft livestock	RTE3113A	0	0	0	1	0	1	1	0	1
Implement feeding plans for livestock	RTE3114A	0	0	0	1	0	1	1	0	1
Prepare facilities for shearing and crutching	RTE3120A	0	0	0	13	8	21	13	8	21
Prepare livestock for shearing	RTE3122A	0	0	0	1	0	1	1	0	1
Supervise clip preparation	RTE3130A	0	0	0	12	8	20	12	8	20
Prepare livestock for competition	RTE3133A	0	0	0	16	22	38	16	22	38

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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, 2011 (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
Determine wool characteristics	RTE3138A	0	0	0	12	8	20	12	8	20
Prepare fleece wool for classing	RTE3141A	0	0	0	12	8	20	12	8	20
Prepare skirtings and oddments	RTE3142A	0	0	0	12	8	20	12	8	20
Press wool	RTE3145A	0	0	0	13	8	21	13	8	21
Install irrigation systems	RTE3601A	0	0	0	5	2	7	5	2	7
Carry out workplace OHS procedures	RTE3713A	0	0	0	1	0	1	1	0	1
Document a wool clip	RTE3902A	0	0	0	12	8	20	12	8	20
Support turf work	RTF1003A	0	0	0	22	22	44	22	22	44
Support gardening work	RTF1004A	0	0	0	65	52	117	65	52	117
Apply a range of treatments to trees	RTF2001A	0	0	0	2	4	6	2	4	6
Maintain indoor plants	RTF2008A	0	0	0	1	0	1	1	0	1
Pot-on plants	RTF2013A	0	0	0	9	1	10	9	1	10
Prepare and maintain plant displays	RTF2014A	0	0	0	1	0	1	1	0	1
Prune shrubs and small trees	RTF2017A	0	0	0	22	8	30	22	8	30
Renovate grassed areas	RTF2019A	0	0	0	7	0	7	7	0	7
Assist with turf construction	RTF2020A	0	0	0	2	0	2	2	0	2
Support turf establishment	RTF2023A	0	0	0	6	4	10	6	4	10
Tend nursery plants	RTF2024A	0	0	0	18	0	18	18	0	18
Lay paving	RTF2208A	0	0	0	12	8	20	12	8	20
Assist with landscape construction work	RTF2215A	0	0	0	8	2	10	8	2	10
Undertake stump removal	RTF2311A	0	0	0	1	0	1	1	0	1
Determine basic properties of soil/growing media	RTF2504A	0	0	0	58	12	70	58	12	70
Implement a plant nutrition program	RTF3012A	0	0	0	8	1	9	8	1	9
Implement a propagation plan	RTF3014A	0	0	0	1	0	1	1	0	1
Implement a tree maintenance program	RTF3015A	0	0	0	4	0	4	4	0	4
Prepare for animal care work	RUV1101A	0	0	0	8	23	31	8	23	31
Support animal care work	RUV1102A	0	0	0	7	11	18	7	11	18
Support animal care cleaning activities	RUV1103A	0	0	0	3	4	7	3	4	7
Maintain the animal care workplace	RUV1104A	0	0	0	6	6	12	6	6	12
Work in the animal care industry	RUV2101A	0	0	0	3	23	26	3	23	26
Follow OHS procedures in an animal care environment	RUV2102A	0	0	0	4	19	23	4	19	23
Assist with general animal care	RUV2103A	0	0	0	3	23	26	3	23	26
Provide food and water for animals	RUV2104A	0	0	0	4	25	29	4	25	29
Participate in workplace communications	RUV2105A	0	0	0	5	19	24	5	19	24
Assist with food preparation	RUV2106A	0	0	0	2	5	7	2	5	7
Provide basic first aid for animals	RUV2107A	0	0	0	2	10	12	2	10	12
Rescue animals and apply basic animal care	RUV2108A	0	0	0	2	0	2	2	0	2
Prepare for and conduct a tour or presentation	RUV2401A	0	0	0	2	0	2	2	0	2
Provide information on companion animals, products and services	RUV2501A	0	0	0	0	7	7	0	7	7
Carry out veterinary reception duties	RUV2601A	0	0	0	3	15	18	3	15	18
Carry out daily clinic routines	RUV2602A	0	0	0	3	16	19	3	16	19
Assist with surgery preparations	RUV2603A	0	0	0	3	16	19	3	16	19
Provide advice on companion animal selection and general care	RUV3501A	0	0	0	0	1	1	0	1	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, 2011 (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
Monitor and maintain health of companion animals	RUV3504A	0	0	0	0	1	1	0	1	1
Provide enrichment for companion animals	RUV3505A	0	0	0	2	0	2	2	0	2
Prepare companion animal diets and monitor feeding	RUV3508A	0	0	0	0	1	1	0	1	1
Carry out basic aquaculture activities	SFIAQUA102A	0	0	0	52	27	79	52	27	79
Collect broodstock and seedstock	SFIAQUA201B	0	0	0	0	4	4	0	4	4
Feed stock	SFIAQUA205B	0	0	0	21	11	32	21	11	32
Handle stock	SFIAQUA206A	0	0	0	21	10	31	21	10	31
Handle stock	SFIAQUA206B	0	0	0	20	11	31	20	11	31
Manipulate stock culture environment	SFIAQUA209B	0	0	0	36	30	66	36	30	66
Monitor stock and environmental conditions	SFIAQUA213B	0	0	0	26	11	37	26	11	37
Produce algal or live-feed cultures	SFIAQUA214A	0	0	0	10	6	16	10	6	16
Carry out on-farm post-harvest operations	SFIAQUA215A	0	0	0	0	4	4	0	4	4
Harvest aquacultured stock	SFIAQUA216A	0	0	0	20	16	36	20	16	36
Maintain stock culture and other farm structures	SFIAQUA217A	0	0	0	9	7	16	9	7	16
Control predators, pests and diseases	SFIAQUA218A	0	0	0	9	11	20	9	11	20
Construct or install stock culture structures and farm structures	SFIAQUA302B	0	0	0	1	1	2	1	1	2
Coordinate stock handling activities	SFIAQUA303B	0	0	0	1	1	2	1	1	2
Optimise feed uptake	SFIAQUA305B	0	0	0	1	1	2	1	1	2
Maintain water quality and environmental monitoring	SFIAQUA308B	0	0	0	2	1	3	2	1	3
Oversee harvest and post-harvest activities	SFIAQUA309B	0	0	0	1	1	2	1	1	2
Oversee production and maintain algal or live-feed cultures	SFIAQUA311A	0	0	0	0	1	1	0	1	1
Oversee the control of pests, predators and diseases	SFIAQUA312A	0	0	0	1	1	2	1	1	2
Promote sustainable use of local marine and freshwater environments	SFICOMP203A	0	0	0	2	1	3	2	1	3
Apply basic food handling and safety practices	SFICORE101A	0	0	0	21	10	31	21	10	31
Apply basic food handling and safety practices	SFICORE101B	0	0	0	83	50	133	83	50	133
Carry out work effectively in the seafood industry	SFICORE102A	0	0	0	21	10	31	21	10	31
Communicate in the seafood industry	SFICORE103A	0	0	0	21	10	31	21	10	31
Communicate in the seafood industry	SFICORE103B	0	0	0	103	62	165	103	62	165
Work effectively in the seafood industry	SFICORE105A	0	0	0	87	49	136	87	49	136
Meet workplace OHS requirements	SFICORE106A	0	0	0	151	121	272	151	121	272
Participate in environmentally sustainable work practices	SFIEMS201A	0	0	0	35	25	60	35	25	60
Cook on board a vessel	SFIFISH202B	0	0	0	9	2	11	9	2	11
Maintain, prepare, deploy and retrieve pots and traps to land catch	SFIFISH204B	0	0	0	9	2	11	9	2	11
Maintain, prepare, deploy and retrieve hand operated lines to land catch	SFIFISH206B	0	0	0	56	77	133	56	77	133
Maintain the temperature of seafood	SFIFISH209B	0	0	0	16	10	26	16	10	26
Apply deckhand skills aboard a fishing vessel	SFIFISH215A	0	0	0	3	0	3	3	0	3
Perform breath hold diving operations	SFIFISH307B	0	0	0	49	49	98	49	49	98
Collect reliable scientific data and samples	SFIOBSV302A	0	0	0	4	15	19	4	15	19
Implement OHS policies and guidelines	SFIOHS301B	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, 2011 (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 fish	SFIPROC101B	0	0	0	25	5	30	25	5	30
Clean work area	SFIPROC102B	0	0	0	25	5	30	25	5	30
Fillet fish and prepare portions	SFIPROC105A	0	0	0	31	16	47	31	16	47
Work with knives	SFIPROC106A	0	0	0	37	16	53	37	16	53
Contribute to safe navigation	SFISHIP202B	0	0	0	2	14	16	2	14	16
Operate a small vessel	SFISHIP206A	0	0	0	11	4	15	11	4	15
Operate a small vessel	SFISHIP206B	0	0	0	73	97	170	73	97	170
Operate and maintain outboard motors	SFISHIP207B	0	0	0	45	53	98	45	53	98
Prepare for maintenance	SFISHIP211B	0	0	0	22	12	34	22	12	34
Take emergency action on board a vessel	SFISHIP212B	0	0	0	90	97	187	90	97	187
Prepare and pack stock for live transport	SFISTOR201A	0	0	0	9	1	10	9	1	10
Prepare and pack stock for live transport	SFISTOR201B	0	0	0	25	5	30	25	5	30
Design and apply make-up	SIBXFAS201A	0	0	0	0	1	1	0	1	1
Accept prescriptions and deliver medicine	SIRPDIS001A	0	0	0	1	3	4	1	3	4
Support the sale of pharmacy and pharmacist-only medicines	SIRPPKS001A	0	0	0	1	5	6	1	5	6
Identify, locate and sell products related to allergies	SIRPPKS002A	0	0	0	1	4	5	1	4	5
Identify, locate and sell analgesic and antiinflammatory products	SIRPPKS003A	0	0	0	1	4	5	1	4	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	1	4	5	1	4	5
Identify, locate and sell eye, ear and oral care products	SIRPPKS006A	0	0	0	1	3	4	1	3	4
Identify, locate and sell products for gastrointestinal conditions	SIRPPKS007A	0	0	0	1	3	4	1	3	4
Identify, locate and sell first aid and wound care products	SIRPPKS008A	0	0	0	1	3	4	1	3	4
Identify, locate and sell products for skin and fungal conditions	SIRPPKS009A	0	0	0	1	3	4	1	3	4
Apply retail food safety practices	SIRRFSA001A	0	0	0	9	13	22	9	13	22
Merchandise food products	SIRRMER001A	0	0	0	1	0	1	1	0	1
Prepare and display fast food items	SIRRMER003A	0	0	0	8	12	20	8	12	20
Advise on food products and services	SIRRRPK001A	0	0	0	1	2	3	1	2	3
Advise on fast food products	SIRRRPK003A	0	0	0	10	10	20	10	10	20
Advise on bakery products	SIRRRPK004A	0	0	0	2	0	2	2	0	2
Recommend specialised products and services	SIRRRPK014A	0	0	0	0	8	8	0	8	8
Apply retail office procedures	SIRXADM001A	0	0	0	0	9	9	0	9	9
Apply point-of-sale handling procedures	SIRXCCS001A	0	0	0	29	73	102	29	73	102
Interact with customers	SIRXCCS002A	0	0	0	34	81	115	34	81	115
Coordinate interaction with customers	SIRXCCS003A	0	0	0	0	1	1	0	1	1
Organise and maintain work areas	SIRXCLM001A	0	0	0	46	134	180	46	134	180
Communicate in the workplace	SIRXCOM001A	0	0	0	52	281	333	52	281	333
Balance point-of-sale terminal	SIRXFIN001A	0	0	0	12	45	57	12	45	57
Perform retail finance duties	SIRXFIN002A	0	0	0	2	11	13	2	11	13
Operate retail technology	SIRXICT001A	0	0	0	53	123	176	53	123	176
Use computers as part of business and e-commerce processes	SIRXICT002A	0	0	0	2	0	2	2	0	2
Work effectively in a retail environment	SIRXIND001A	0	0	0	45	170	215	45	170	215

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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, 2011 (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	SIRXINV001A	0	0	0	20	71	91	20	71	91
Maintain and order stock	SIRXINV002A	0	0	0	0	2	2	0	2	2
Merchandise products	SIRXMER001A	0	0	0	3	92	95	3	92	95
Create a display	SIRXMER005A	0	0	0	5	30	35	5	30	35
Apply safe working practices	SIRXOHS001A	0	0	0	50	279	329	50	279	329
Recommend health and nutritional products and services	SIRXRPK001A	0	0	0	1	3	4	1	3	4
Recommend hair, beauty and cosmetic products and services	SIRXRPK002A	0	0	0	0	12	12	0	12	12
Minimise theft	SIRXRSK001A	0	0	0	19	69	88	19	69	88
Sell products and services	SIRXSL001A	0	0	0	42	212	254	42	212	254
Advise on products and services	SIRXSL002A	0	0	0	17	57	74	17	57	74
Build relationships with customers	SIRXSL004A	0	0	0	0	1	1	0	1	1
Provide porter services	SITHACS003A	0	0	0	0	1	1	0	1	1
Prepare rooms for guests	SITHACS005A	0	0	0	0	1	1	0	1	1
Clean premises and equipment	SITHACS006A	0	0	0	8	38	46	8	38	46
Organise and prepare food	SITHCCC001A	0	0	0	213	396	609	213	396	609
Organise and prepare food	SITHCCC001B	0	0	0	38	91	129	38	91	129
Present food	SITHCCC002A	0	0	0	226	463	689	226	463	689
Receive and store kitchen supplies	SITHCCC003A	0	0	0	177	361	538	177	361	538
Receive and store kitchen supplies	SITHCCC003B	0	0	0	28	67	95	28	67	95
Clean and maintain kitchen premises	SITHCCC004A	0	0	0	168	370	538	168	370	538
Clean and maintain kitchen premises	SITHCCC004B	0	0	0	33	63	96	33	63	96
Use basic methods of cookery	SITHCCC005A	0	0	0	145	347	492	145	347	492
Prepare appetisers and salads	SITHCCC006A	0	0	0	112	318	430	112	318	430
Prepare sandwiches	SITHCCC007A	0	0	0	165	379	544	165	379	544
Prepare stocks, sauces and soups	SITHCCC008A	0	0	0	58	137	195	58	137	195
Prepare vegetables, fruit, eggs and farinaceous dishes	SITHCCC009A	0	0	0	65	147	212	65	147	212
Select, prepare and cook poultry	SITHCCC010A	0	0	0	4	6	10	4	6	10
Select, prepare and cook seafood	SITHCCC011A	0	0	0	0	1	1	0	1	1
Select, prepare and cook meat	SITHCCC012A	0	0	0	4	5	9	4	5	9
Prepare hot and cold desserts	SITHCCC013A	0	0	0	6	18	24	6	18	24
Prepare pastries, cakes and yeast goods	SITHCCC014A	0	0	0	5	7	12	5	7	12
Plan and prepare food for buffets	SITHCCC015A	0	0	0	9	20	29	9	20	29
Develop cost-effective menus	SITHCCC016A	0	0	0	1	1	2	1	1	2
Handle and serve cheese	SITHCCC021A	0	0	0	1	2	3	1	2	3
Prepare, cook and serve food for food service	SITHCCC027A	0	0	0	82	237	319	82	237	319
Prepare, cook and serve food for menus	SITHCCC028A	0	0	0	1	1	2	1	1	2
Prepare foods according to dietary and cultural needs	SITHCCC029A	0	0	0	21	70	91	21	70	91
Package prepared foodstuffs	SITHCCC030A	0	0	0	1	5	6	1	5	6
Operate a fast food outlet	SITHCCC031A	0	0	0	1	0	1	1	0	1
Clean and tidy bar areas	SITHFAB001A	0	0	0	5	15	20	5	15	20
Clean and tidy bar areas	SITHFAB001B	0	0	0	0	1	1	0	1	1
Operate a bar	SITHFAB002A	0	0	0	5	14	19	5	14	19
Serve food and beverage to customers	SITHFAB003A	0	0	0	22	91	113	22	91	113
Provide food and beverage service	SITHFAB004A	0	0	0	4	20	24	4	20	24

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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, 2011 (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 responsible service of alcohol	SITHFAB009A	0	0	0	80	235	315	80	235	315
Prepare and serve non alcoholic beverages	SITHFAB010A	0	0	0	40	86	126	40	86	126
Prepare and serve non alcoholic beverages	SITHFAB010B	0	0	0	72	241	313	72	241	313
Prepare and serve non alcoholic beverages	SITHFAB010C	0	0	0	2	35	37	2	35	37
Develop and update food and beverage knowledge	SITHFAB011A	0	0	0	25	58	83	25	58	83
Prepare and serve espresso coffee	SITHFAB012A	0	0	0	184	566	750	184	566	750
Prepare and serve espresso coffee	SITHFAB012B	0	0	0	4	22	26	4	22	26
Prepare and serve cocktails	SITHFAB015A	0	0	0	5	14	19	5	14	19
Apply food and beverage skills in the workplace	SITHFAB020A	0	0	0	18	29	47	18	29	47
Provide and coordinate food and beverage service	SITHFAB021A	0	0	0	5	14	19	5	14	19
Develop and update hospitality industry knowledge	SITHIND001A	0	0	0	240	602	842	240	602	842
Develop and update hospitality industry knowledge	SITHIND001B	0	0	0	23	65	88	23	65	88
Apply hospitality skills in the workplace	SITHIND002A	0	0	0	21	63	84	21	63	84
Provide and coordinate hospitality service	SITHIND003A	0	0	0	0	1	1	0	1	1
Prepare and produce cakes	SITHPAT002A	0	0	0	1	1	2	1	1	2
Prepare and produce yeast goods	SITHPAT003A	0	0	0	1	0	1	1	0	1
Work as a guide	SITTGDE001A	0	0	0	3	2	5	3	2	5
Provide arrival and departure assistance	SITTGDE002A	0	0	0	1	0	1	1	0	1
Prepare and present tour commentaries or activities	SITTGDE006A	0	0	0	3	2	5	3	2	5
Develop and maintain the general and regional knowledge required by guides	SITTGDE007A	0	0	0	3	2	5	3	2	5
Interpret aspects of local Australian Indigenous culture	SITTGDE009A	0	0	0	18	33	51	18	33	51
Develop and update tourism industry knowledge	SITTIND001A	0	0	0	58	248	306	58	248	306
Operate an online information system	SITTTSL001A	0	0	0	3	5	8	3	5	8
Access and interpret product information	SITTTSL002A	0	0	0	29	114	143	29	114	143
Source and provide international destination information and advice	SITTTSL003A	0	0	0	11	53	64	11	53	64
Source and provide Australian destination information and advice	SITTTSL004A	0	0	0	16	108	124	16	108	124
Sell tourism products and services	SITTTSL005A	0	0	0	10	41	51	10	41	51
Prepare quotations	SITTTSL006A	0	0	0	0	14	14	0	14	14
Receive and process reservations	SITTTSL007A	0	0	0	7	54	61	7	54	61
Book and coordinate supplier services	SITTTSL008A	0	0	0	0	13	13	0	13	13
Process travel-related documentation	SITTTSL009A	0	0	0	0	2	2	0	2	2
Control reservations or operations using a computerised system	SITTTSL010A	0	0	0	0	15	15	0	15	15
Construct domestic airfares	SITTTSL012A	0	0	0	0	1	1	0	1	1
Provide venue information and assistance	SITTVAF001A	0	0	0	1	12	13	1	12	13
Provide a briefing or scripted commentary	SITTVAF002A	0	0	0	1	8	9	1	8	9
Perform office procedures	SITXADM001A	0	0	0	35	179	214	35	179	214
Source and present information	SITXADM002A	0	0	0	5	48	53	5	48	53
Provide visitor information	SITXCCS001A	0	0	0	32	58	90	32	58	90
Provide visitor information	SITXCCS001B	0	0	0	22	100	122	22	100	122
Provide quality customer service	SITXCCS002A	0	0	0	16	39	55	16	39	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, 2011 (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
Work with colleagues and customers	SITXCOM001A	0	0	0	425	1013	1438	425	1013	1438
Work in a socially diverse environment	SITXCOM002A	0	0	0	378	978	1356	378	978	1356
Deal with conflict situations	SITXCOM003A	0	0	0	2	11	13	2	11	13
Communicate on the telephone	SITXCOM004A	0	0	0	88	238	326	88	238	326
Make presentations	SITXCOM005A	0	0	0	1	7	8	1	7	8
Address protocol requirements	SITXCOM006A	0	0	0	0	13	13	0	13	13
Participate in environmentally sustainable work practices	SITXENV001A	0	0	0	9	45	54	9	45	54
Develop and update event industry knowledge	SITXEVT001A	0	0	0	2	42	44	2	42	44
Provide event staging support	SITXEVT002A	0	0	0	1	13	14	1	13	14
Process and monitor event registrations	SITXEVT003A	0	0	0	0	13	13	0	13	13
Coordinate on-site event registrations	SITXEVT004A	0	0	0	1	25	26	1	25	26
Process financial transactions	SITXFIN001A	0	0	0	14	73	87	14	73	87
Maintain financial records	SITXFIN002A	0	0	0	0	13	13	0	13	13
Implement food safety procedures	SITXFSA001A	0	0	0	3	8	11	3	8	11
Coach others in job skills	SITXHRM001A	0	0	0	5	16	21	5	16	21
Receive and store stock	SITXINV001A	0	0	0	2	13	15	2	13	15
Create a promotional display or stand	SITXMPR002A	0	0	0	38	35	73	38	35	73
Follow health, safety and security procedures	SITXOHS001A	0	0	0	224	360	584	224	360	584
Follow health, safety and security procedures	SITXOHS001B	0	0	0	223	621	844	223	621	844
Follow workplace hygiene procedures	SITXOHS002A	0	0	0	392	863	1255	392	863	1255
Implement and monitor workplace health, safety and security practices	SITXOHS004A	0	0	0	8	14	22	8	14	22
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003A	0	0	0	90	47	137	90	47	137
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003B	0	0	0	14	29	43	14	29	43
Supervise clients at an aquatic facility or environment	SRCAQU006B	0	0	0	0	2	2	0	2	2
Respond to an aquatic emergency using advanced water rescue techniques	SRCAQU007B	0	0	0	0	2	2	0	2	2
Apply the principles of movement in water to aquatic activities	SRCAQU008B	0	0	0	1	0	1	1	0	1
Instruct the strokes of swimming	SRCAQU011B	0	0	0	1	0	1	1	0	1
Promote the benefits of healthy eating to participants	SRCCAP002A	0	0	0	1	8	9	1	8	9
Support delivery of a group activity	SRCCAP004A	0	0	0	20	32	52	20	32	52
Perform warm-up stretching and cool-down techniques before and after participation in an activity	SRCCAP005A	0	0	0	44	43	87	44	43	87
Access information and resources for community recreation	SRCCRD001B	0	0	0	91	76	167	91	76	167
Apply the principles of community development to community recreation work	SRCCRD002B	0	0	0	30	38	68	30	38	68
Promote access, equity and diversity in community recreation	SRCCRD003B	0	0	0	0	4	4	0	4	4
Assist with recreation games not requiring equipment	SRCCRO001B	0	0	0	88	75	163	88	75	163
Respond to clients at risk	SRCCRO002A	0	0	0	2	0	2	2	0	2
Respond to clients at risk	SRCCRO002B	0	0	0	37	29	66	37	29	66
Apply point of sale handling procedures in a recreation setting	SRCCRO003B	0	0	0	27	20	47	27	20	47
Work within a budget for a recreation initiative or program	SRCCRO004B	0	0	0	0	4	4	0	4	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, 2011 (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
Operate in accordance with accepted instructional practice, styles & legal & ethical responsibilities	SRCCRO007B	0	0	0	0	5	5	0	5	5
Plan and deliver exercise for children and young adolescents	SRFCHA001A	0	0	0	1	0	1	1	0	1
Plan and instruct a circuit training class	SRFCTC001A	0	0	0	1	0	1	1	0	1
Plan and instruct an endurance training program	SRFETP001A	0	0	0	1	0	1	1	0	1
Provide orientation to clients prior to undertaking a fitness program	SRFFIT001B	0	0	0	7	7	14	7	7	14
Undertake client induction and screening	SRFFIT003B	0	0	0	3	2	5	3	2	5
Develop basic fitness programs	SRFFIT004B	0	0	0	32	33	65	32	33	65
Apply basic exercise science to exercise instruction	SRFFIT005B	0	0	0	13	15	28	13	15	28
Use and maintain core fitness industry equipment	SRFFIT006B	0	0	0	6	6	12	6	6	12
Undertake relevant exercise planning and programming	SRFFIT007B	0	0	0	2	0	2	2	0	2
Utilise a broad knowledge of exercise science in exercise planning, programming and instruction	SRFFIT008B	0	0	0	2	0	2	2	0	2
Undertake postural appraisal of low risk clients	SRFFIT009B	0	0	0	2	0	2	2	0	2
Utilise a broad range of fitness equipment	SRFFIT010B	0	0	0	2	0	2	2	0	2
Provide exercise for fitness industry clients with special requirements	SRFFIT011B	0	0	0	1	0	1	1	0	1
Utilise an understanding of motivational psychology with fitness clients	SRFFIT012B	0	0	0	2	0	2	2	0	2
Provide information and exercise related to nutrition and body composition	SRFFIT013B	0	0	0	2	0	2	2	0	2
Provide advice to clients on the application of basic anatomy and physiology to fitness programs	SRFFIT014A	0	0	0	3	2	5	3	2	5
Provide nutrition advice to clients in accordance with recommended guidelines	SRFFIT015A	0	0	0	2	1	3	2	1	3
Provide information about injury prevention and management to fitness clients	SRFFSP002A	0	0	0	1	0	1	1	0	1
Instruct fitness activity skills to a client using fitness equipment	SRFGYM001B	0	0	0	6	6	12	6	6	12
Customise gym instructional skills to include specific areas of expertise current in the fitness industry	SRFGYM002B	0	0	0	1	1	2	1	1	2
Plan and deliver exercise for older adults	SRFOLD001B	0	0	0	1	0	1	1	0	1
Plan and deliver personal training	SRFPTI001B	0	0	0	2	0	2	2	0	2
Develop and apply an awareness of specific populations to exercise delivery	SRFSPP002A	0	0	0	1	1	2	1	1	2
Demonstrate simple abseiling skills on artificial surfaces	SROABA001A	0	0	0	30	36	66	30	36	66
Apply single pitch abseiling skills on artificial surfaces	SROABA002A	0	0	0	20	4	24	20	4	24
Demonstrate simple abseiling skills on natural surfaces	SROABN001A	0	0	0	82	41	123	82	41	123
Safeguard an abseiler using a single rope belay system	SROABN002A	0	0	0	103	48	151	103	48	151
Apply single pitch abseiling skills on natural surfaces	SROABN003A	0	0	0	5	4	9	5	4	9
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBWG001A	0	0	0	129	97	226	129	97	226
Demonstrate simple climbing skills on artificial surfaces	SROCLA001A	0	0	0	15	6	21	15	6	21
Demonstrate simple climbing skills on natural surfaces	SROCLN001A	0	0	0	5	4	9	5	4	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, 2011 (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
Demonstrate simple canoeing skills	SROCNE001A	0	0	0	64	57	121	64	57	121
Perform deep water rescues	SROCNE003A	0	0	0	18	12	30	18	12	30
Select, set up and maintain a bike	SROCYT001A	0	0	0	68	40	108	68	40	108
Demonstrate basic cycling skills	SROCYT002A	0	0	0	93	44	137	93	44	137
Handle horses safely	SROEQO001A	0	0	0	1	25	26	1	25	26
Demonstrate basic horseriding skills	SROEQO002A	0	0	0	2	17	19	2	17	19
Determine nutritional requirements for horses	SROEQO008A	0	0	0	0	23	23	0	23	23
Use basic skills to catch and handle fish	SROFSH001A	0	0	0	12	7	19	12	7	19
Comply with fisheries management regulations and conservation strategies	SROFSH002A	0	0	0	36	15	51	36	15	51
Demonstrate simple kayaking skills	SROKYK001A	0	0	0	36	12	48	36	12	48
Demonstrate simple sea kayaking skills	SROKYS001A	0	0	0	0	2	2	0	2	2
Demonstrate basic off-road cycling skills	SROMBK001B	0	0	0	18	8	26	18	8	26
Navigate in tracked or easy untracked areas	SRONAV001B	0	0	0	240	146	386	240	146	386
Apply basic outdoor recreation logistics	SROODR001A	0	0	0	234	115	349	234	115	349
Plan outdoor recreation activities	SROODR002A	0	0	0	109	56	165	109	56	165
Assist in conducting outdoor recreation sessions	SROODR004A	0	0	0	170	104	274	170	104	274
Implement minimal environmental impact practices	SROOPS001A	0	0	0	0	2	2	0	2	2
Implement minimal environmental impact practices	SROOPS001B	0	0	0	263	171	434	263	171	434
Plan for minimal environmental impact	SROOPS002B	0	0	0	88	53	141	88	53	141
Apply weather information	SROOPS003B	0	0	0	128	37	165	128	37	165
Interpret weather conditions in the field	SROOPS004B	0	0	0	49	5	54	49	5	54
Use and maintain a temporary or overnight site	SROOPS006B	0	0	0	210	118	328	210	118	328
Interpret weather for marine environments	SROOPS007A	0	0	0	8	20	28	8	20	28
Prepare to participate in a supervised outdoor activity requiring basic skills	SROORE001A	0	0	0	17	16	33	17	16	33
Participate in outdoor activities	SROORE004A	0	0	0	4	1	5	4	1	5
Apply rafting skills on moving water	SRORAF001B	0	0	0	17	13	30	17	13	30
SCUBA dive in open water to a maximum depth of 18 metres	SROSCB001A	0	0	0	1	0	1	1	0	1
Complete specialty open water dives	SROSCB002A	0	0	0	5	2	7	5	2	7
Complete night dives	SROSCB003A	0	0	0	5	2	7	5	2	7
Complete deep dives to between 18 and 40 metres	SROSCB004A	0	0	0	5	2	7	5	2	7
Complete underwater search and recovery dives	SROSCB005A	0	0	0	5	2	7	5	2	7
Take still photographs underwater	SROSCB018A	0	0	0	5	2	7	5	2	7
Complete wreck dives	SROSCB021A	0	0	0	5	2	7	5	2	7
Complete dives off boats	SROSCB022A	0	0	0	5	2	7	5	2	7
Participate in snorkelling activities	SROS NK001A	0	0	0	144	144	288	144	144	288
Apply surf survival and self rescue skills	SROSRF001B	0	0	0	9	4	13	9	4	13
Perform basic surfing manoeuvres in controlled conditions	SROSRF002B	0	0	0	41	14	55	41	14	55
Apply self rescue skills in white water	SROWWR001B	0	0	0	16	13	29	16	13	29
Comply with maritime rules and regulations	SROYAC001B	0	0	0	110	22	132	110	22	132
Use basic skills to sail a small boat in controlled conditions	SROYSB001B	0	0	0	77	11	88	77	11	88

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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, 2011 (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 the intermediate skills of Australian football	SRSAFL001A	0	0	0	138	24	162	138	24	162
Perform the intermediate tactics of Australian football	SRSAFL002A	0	0	0	137	25	162	137	25	162
Participate in conditioning for Australian football	SRSAFL003A	0	0	0	131	28	159	131	28	159
Interpret and apply the fundamental rules of Australian football at a junior or beginner level	SRSAFL004A	0	0	0	20	0	20	20	0	20
Use basic communication strategies to umpire Aust football at a junior or beginner level	SRSAFL005A	0	0	0	20	0	20	20	0	20
Provide reports and receive feedback relevant to umpiring Australian football at a junior or beginner	SRSAFL006A	0	0	0	9	0	9	9	0	9
Demonstrate fundamental positioning skills rel to umpiring Aust football at a jnr/beginner level	SRSAFL007A	0	0	0	20	0	20	20	0	20
Teach and/or develop the fundamental skills of athletics	SRSATH001A	0	0	0	99	59	158	99	59	158
Manage an athletics competition/event at a beginner level	SRSATH002A	0	0	0	99	57	156	99	57	156
Teach or develop the basic skills of basketball	SRBSB001A	0	0	0	157	93	250	157	93	250
Teach or develop the basic tactics and strategies of basketball	SRBSB002A	0	0	0	126	85	211	126	85	211
Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities	SRSCGP001A	0	0	0	365	221	586	365	221	586
Include special interest groups or people with special needs	SRSCGP002A	0	0	0	15	10	25	15	10	25
Customise coaching to include children	SRSCGP005A	0	0	0	31	6	37	31	6	37
Coach participants	SRSCGP018A	0	0	0	43	19	62	43	19	62
Perform the intermediate skills of cricket	SRSCKT001A	0	0	0	38	0	38	38	0	38
Perform the intermediate tactics and strategies of cricket in a competitive situation	SRSCKT002A	0	0	0	49	0	49	49	0	49
Interpret and apply the laws of cricket in a competition game at a local or district level	SRSCKT003A	0	0	0	53	0	53	53	0	53
Prepare for public speaking	SRSCOP001B	0	0	0	54	0	54	54	0	54
Plan for and participate in a media interview	SRSCOP002B	0	0	0	40	0	40	40	0	40
Demonstrate personal image and presentation skills	SRSCOP003B	0	0	0	55	0	55	55	0	55
Develop negotiation skills	SRSCOP004B	0	0	0	69	9	78	69	9	78
Demonstrate basic assertive communication skills	SRSCOP005B	0	0	0	79	21	100	79	21	100
Complete a tax return	SRSCOP006B	0	0	0	40	0	40	40	0	40
Develop a financial goal setting plan	SRSCOP007B	0	0	0	37	0	37	37	0	37
Prepare a pre-event or post-event meal	SRSCOP008B	0	0	0	73	9	82	73	9	82
Collect information on drugs in sport	SRSCOP009B	0	0	0	62	13	75	62	13	75
Collect information on stress management	SRSCOP010B	0	0	0	47	9	56	47	9	56
Develop an integrated time management plan	SRSCOP011B	0	0	0	42	0	42	42	0	42
Develop a travel and accommodation plan	SRSCOP012B	0	0	0	40	0	40	40	0	40
Develop a career goal setting plan	SRSCOP013B	0	0	0	80	8	88	80	8	88
Prepare to study	SRSCOP014B	0	0	0	53	0	53	53	0	53
Design an athlete's diet	SRSCOP023B	0	0	0	8	5	13	8	5	13
Prepare to participate in competition	SRSCOP025B	0	0	0	3	5	8	3	5	8
Perform the a grade skills of golf	SRSGLF001A	0	0	0	6	2	8	6	2	8
Apply the a grade tactics and strategies of golf in a competitive situation	SRSGLF002A	0	0	0	6	2	8	6	2	8



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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, 2011 (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 a grade level	SRSGLF003A	0	0	0	7	2	9	7	2	9
Develop knowledge of the martial arts industry	SRSMAR001A	0	0	0	11	2	13	11	2	13
Collect fundamental information on the philosophy and structure of the martial arts industry	SRSMAR002A	0	0	0	2	1	3	2	1	3
Collect information on the philosophy and foundations of the martial arts industry	SRSMAR003A	0	0	0	2	1	3	2	1	3
Teach or develop the basic skills of martial arts	SRSMAR004A	0	0	0	2	1	3	2	1	3
Perform the intermediate skills of netball	SRSNTB001A	0	0	0	0	24	24	0	24	24
Perform the intermediate tactics and strategies of netball in a competitive situation	SRSNTB002A	0	0	0	0	24	24	0	24	24
Participate in conditioning for netball	SRSNTB003A	0	0	0	0	23	23	0	23	23
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	1	1	0	1	1
Use basic communication strategies to umpire netball at the beginner level	SRSNTB006A	0	0	0	0	1	1	0	1	1
Demonstrate fundamental positioning skills relevant to umpiring netball at the beginner level	SRSNTB007A	0	0	0	0	1	1	0	1	1
Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk	SRSOGP001A	0	0	0	90	29	119	90	29	119
Apply rules and regulations to conduct games and competitions	SRSOGP002A	0	0	0	602	330	932	602	330	932
Judge competitive situations	SRSOGP003A	0	0	0	9	0	9	9	0	9
Interpret and apply the fundamental laws of soccer at a junio or beginner level	SRSSOC001B	0	0	0	18	10	28	18	10	28
Use basic communication strategies to referee soccer at a junior or beginner level	SRSSOC002B	0	0	0	6	4	10	6	4	10
Provide reports and receive feedback relevant to referee soccer at a junior or begginer level	SRSSOC003B	0	0	0	6	4	10	6	4	10
Demonstrate fundamental positioning skills relevant to referee soccer at junior or beginner level	SRSSOC004B	0	0	0	6	4	10	6	4	10
Perform the advanced skills of soccer	SRSSOC008A	0	0	0	22	10	32	22	10	32
Perform the advanced tactics and strategies of soccer in a competitive situation	SRSSOC009A	0	0	0	22	9	31	22	9	31
Develop and maintain volunteer participation	SRSSPA008A	0	0	0	36	15	51	36	15	51
Develop practices to conduct effective club management	SRSSPA009A	0	0	0	1	0	1	1	0	1
Implement injury prevention and apply basic sports first aid	SRSSPT001A	0	0	0	232	104	336	232	104	336
Implement sports first aid procedures and apply sports first aid	SRSSPT003A	0	0	0	25	0	25	25	0	25
Conduct basic warm-up, stretching and cool-down programs	SRSSPT005A	0	0	0	1	0	1	1	0	1
Conduct basic warm-up, stretching and cool-down programs	SRSSPT005B	0	0	0	26	16	42	26	16	42
Tape ankle, thumb and fingers	SRSSPT007B	0	0	0	57	16	73	57	16	73
Teach and develop the basic skills of surf life saving	SRSSUR001A	0	0	0	5	3	8	5	3	8
Assist in conducting safe tennis activities for beginner players	SRSTNS001A	0	0	0	88	25	113	88	25	113
Interpret and apply the rules of modified touch in a competition game at a local or district level	SRSTOU001A	0	0	0	12	10	22	12	10	22
Use communication strategies to referee modified touch at a local or district level	SRSTOU002A	0	0	0	12	11	23	12	11	23

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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, 2011 (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
Demonstrate positioning skills relevant to refereeing modified touch at a local or district level	SRSTOU003A	0	0	0	12	10	22	12	10	22
Perform the intermediate skills of touch in a competitive situation	SRSTOU006A	0	0	0	0	2	2	0	2	2
Teach or develop the intermediate skills of volleyball	SRSVOL001A	0	0	0	51	29	80	51	29	80
Teach or develop the intermediate tactics and strategies of volleyball	SRSVOL002A	0	0	0	51	29	80	51	29	80
Interpret and apply the rules of volleyball in a competition game at a school or club level	SRSVOL003A	0	0	0	9	9	18	9	9	18
Use communication strategies to referee volleyball at a school or club level	SRSVOL004A	0	0	0	9	9	18	9	9	18
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	0	0	0	0	4	4	0	4	4
Assist in preparing sport and recreation sessions for participants	SRXCAI001B	0	0	0	684	380	1064	684	380	1064
Assist in conducting sport and recreation sessions for participants	SRXCAI002B	0	0	0	596	327	923	596	327	923
Provide equipment for activities	SRXCAI003A	0	0	0	9	10	19	9	10	19
Provide equipment for activities	SRXCAI003B	0	0	0	809	451	1260	809	451	1260
Plan a session or program for participants	SRXCAI004B	0	0	0	40	26	66	40	26	66
Conduct a sport and recreation session for participants	SRXCAI005B	0	0	0	38	25	63	38	25	63
Organise a sport and recreation program	SRXCAI006B	0	0	0	0	4	4	0	4	4
Conduct a sport and recreation program	SRXCAI007B	0	0	0	0	4	4	0	4	4
Respond to emergency situations	SRXEMR001A	0	0	0	377	195	572	377	195	572
Maintain equipment for activities	SRXFAC001B	0	0	0	350	210	560	350	210	560
Maintain sport and recreational facilities	SRXFAC002A	0	0	0	3	4	7	3	4	7
Maintain sport and recreational facilities	SRXFAC002B	0	0	0	71	34	105	71	34	105
Provide first aid	SRXFAD001A	0	0	0	1158	619	1777	1158	619	1777
Provide advanced first aid response	SRXFAD002A	0	0	0	112	37	149	112	37	149
Create client relationship	SRXGCSO01A	0	0	0	537	280	817	537	280	817
Deal with client feedback	SRXGCSO02A	0	0	0	751	402	1153	751	402	1153
Meet client needs and expectations	SRXGCSO04A	0	0	0	5	6	11	5	6	11
Address client needs	SRXGCSO06A	0	0	0	2	0	2	2	0	2
Process client complaints	SRXGCST03A	0	0	0	2	5	7	2	5	7
Coordinate client service activities	SRXGCST05A	0	0	0	2	0	2	2	0	2
Facilitate a group	SRXGRO001A	0	0	0	1	5	6	1	5	6
Deal with conflict	SRXGRO002A	0	0	0	10	9	19	10	9	19
Provide leadership to groups	SRXGRO003A	0	0	0	17	17	34	17	17	34
Develop knowledge of the sport and recreation industry	SRXINU001A	0	0	0	1151	632	1783	1151	632	1783
Apply sport and recreation law	SRXINU002A	0	0	0	6	6	12	6	6	12
Analyse participation patterns in specific markets of the leisure and recreation industry	SRXINU003A	0	0	0	1	0	1	1	0	1
Promote compliance with laws and legal principles	SRXINU004A	0	0	0	2	0	2	2	0	2
Conduct projects	SRXOGN001A	0	0	0	2	0	2	2	0	2
Follow defined occupational health and safety policies and procedures	SRXOHS001B	0	0	0	693	413	1106	693	413	1106
Implement and monitor the organisation's occupational health and safety policies, procedures and pro	SRXOHS002B	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, 2011 (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
Educate the public on the safe use of a sport and recreational resource	SRXRES001B	0	0	0	3	4	7	3	4	7
Undertake risk analysis of activities	SRXRIK001A	0	0	0	11	8	19	11	8	19
Work in teams	SRXTEM001A	0	0	0	7	5	12	7	5	12
Monitor condition and seaworthiness of a small vessel up to 24 metres	TDMMB4507A	0	0	0	1	0	1	1	0	1
Apply seamanship skills and techniques when operating a small vessel within limits of responsibility of a Coxswain	TDMMC707C	0	0	0	19	21	40	19	21	40
Manoeuvre a domestic vessel within limits of responsibility of a Coxswain	TDMMC907C	0	0	0	11	0	11	11	0	11
Contribute to effective communications and teamwork on a coastal vessel	TDMME1107A	0	0	0	35	20	55	35	20	55
Transmit and receive information by marine radio or telephone	TDMME507B	0	0	0	11	1	12	11	1	12
Provide elementary first aid	TDMMF1007B	0	0	0	19	13	32	19	13	32
Survive at sea in the event of vessel abandonment	TDMMF1107B	0	0	0	49	22	71	49	22	71
Apply domestic regulations and industry practices when operating a small coastal vessel	TDMMF3207C	0	0	0	25	14	39	25	14	39
Observe safety and emergency procedures on a coastal vessel	TDMMF5407A	0	0	0	45	20	65	45	20	65
Fight and extinguish fires on board a coastal vessel	TDMMF5507A	0	0	0	44	20	64	44	20	64
Assist in safe operations and emergency procedures on a coastal vessel	TDMMF5707A	0	0	0	27	6	33	27	6	33
Plan and navigate a short voyage within inshore limits	TDMMH1207B	0	0	0	15	28	43	15	28	43
Operate and carry out basic service checks on small vessel marine propulsion systems	TDMMR3007B	0	0	0	1	1	2	1	1	2
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	1	1	2	1	1	2
Carry out refuelling and fuel transfer operations	TDMMR5407B	0	0	0	1	1	2	1	1	2
Assist in routine deck operations within limits of responsibility of a General Purpose Hand	TDMMR6007A	0	0	0	32	6	38	32	6	38
Ensure compliance with environmental considerations in a small domestic vessel	TDMMU507B	0	0	0	18	14	32	18	14	32
Use product knowledge to complete work operations	TDTA1497B	0	0	0	1	0	1	1	0	1
Shift materials safely using manual handling methods	TDTD197B	0	0	0	2	0	2	2	0	2
Prepare workplace documents	TDTE497B	0	0	0	21	10	31	21	10	31
Interpret road maps and navigate pre-determined routes	TDTH197C	0	0	0	28	38	66	28	38	66
Sell products and services	TDTQ1201A	0	0	0	1	0	1	1	0	1
Work with colleagues and customers	THHCOR01B	0	0	0	9	4	13	9	4	13
Work in a socially diverse environment	THHCOR02B	0	0	0	10	4	14	10	4	14
Promote products and services to customers	THHGCS02B	0	0	0	50	31	81	50	31	81
Follow workplace hygiene procedures	THHGHS01B	0	0	0	7	5	12	7	5	12
Provide first aid	THHGHS03A	0	0	0	2	1	3	2	1	3
Provide first aid	THHGHS03B	0	0	0	7	8	15	7	8	15
Provide on-site information and assistance	THTFAT01B	0	0	0	1	1	2	1	1	2
Work as a guide	THFTG01B	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, 2011 (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
Research and share general information on Australian indigenous cultures	THTFTG07B	0	0	0	1	0	1	1	0	1
Provide campsite catering	THTFTO04B	0	0	0	3	0	3	3	0	3
Coordinate the production of brochures and marketing materials	THTSMA01B	0	0	0	50	31	81	50	31	81
Create a promotional display/stand	THTSMA02B	0	0	0	51	39	90	51	39	90
Package goods	TLIA1107C	0	0	0	3	0	3	3	0	3
Pick and process orders	TLIA1207C	0	0	0	14	0	14	14	0	14
Receive goods	TLIA1307C	0	0	0	14	0	14	14	0	14
Use product knowledge to complete work operations	TLIA1407C	0	0	0	22	5	27	22	5	27
Replenish stock	TLIA2007C	0	0	0	3	0	3	3	0	3
Despatch stock	TLIA2107C	0	0	0	5	0	5	5	0	5
Participate in stocktakes	TLIA2207C	0	0	0	5	0	5	5	0	5
Check and assess operational capabilities of equipment	TLIB107C	0	0	0	1	0	1	1	0	1
Carry out maintenance of trailers	TLIB2007A	0	0	0	1	0	1	1	0	1
Carry out inspection of trailers	TLIB2008A	0	0	0	1	0	1	1	0	1
Use and maintain minor mechanical equipment	TLIB2029A	0	0	0	1	0	1	1	0	1
Maintain and use hand tools	TLIB2807B	0	0	0	8	1	9	8	1	9
Clean up plant, equipment and worksite	TLIB3107B	0	0	0	3	1	4	3	1	4
Carry out vehicle inspection	TLIB407C	0	0	0	1	0	1	1	0	1
Ride courier/delivery bicycle	TLIC1307C	0	0	0	2	1	3	2	1	3
Shift materials safely using manual handling methods	TLID107C	0	0	0	41	10	51	41	10	51
Load and unload goods/cargo	TLID2004A	0	0	0	1	0	1	1	0	1
Shift a load using manually-operated equipment	TLID207C	0	0	0	20	1	21	20	1	21
Load and unload goods/cargo	TLID407C	0	0	0	9	0	9	9	0	9
Present routine workplace information	TLIE107C	0	0	0	10	5	15	10	5	15
Participate in basic workplace communication	TLIE307C	0	0	0	25	6	31	25	6	31
Prepare workplace documents	TLIE407C	0	0	0	20	5	25	20	5	25
Carry out basic workplace calculations	TLIE507C	0	0	0	33	1	34	33	1	34
Use communication systems	TLIE707B	0	0	0	10	0	10	10	0	10
Process workplace documentation	TLIE807C	0	0	0	9	5	14	9	5	14
Follow occupational health and safety procedures	TLIF107C	0	0	0	37	10	47	37	10	47
Conduct housekeeping activities	TLIF207C	0	0	0	19	6	25	19	6	25
Apply accident-emergency procedures	TLIF607C	0	0	0	9	5	14	9	5	14
Work effectively with others	TLIG107C	0	0	0	16	5	21	16	5	21
Interpret road maps and navigate pre-determined routes	TLIH107D	0	0	0	0	1	1	0	1	1
Apply customer service skills	TLII207D	0	0	0	30	9	39	30	9	39
Apply quality procedures	TLIJ107C	0	0	0	9	5	14	9	5	14
Complete workplace orientation/induction procedures	TLIL107C	0	0	0	21	5	26	21	5	26
Follow security procedures	TLIO207D	0	0	0	4	0	4	4	0	4
Develop plans to meet customer and organisation needs	TLIP107C	0	0	0	1	0	1	1	0	1
Demonstrate care and apply safe practices at work	TLIPC107A	0	0	0	9	4	13	9	4	13

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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, 2011 (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
Adapt to work requirements in the transport and logistics industry	TLIPC207A	0	0	0	9	4	13	9	4	13
Apply effective work practices	TLIPC307A	0	0	0	9	4	13	9	4	13
Complete courier delivery operations	TLIPC407A	0	0	0	0	1	1	0	1	1
Complete small store operations	TLIPC507A	0	0	0	9	4	13	9	4	13
Sell products and services	TLIQ1207B	0	0	0	9	0	9	9	0	9
Marine biology	TOU025	0	0	0	5	0	5	5	0	5
Select electronic components	UEENEEA002B	0	0	0	3	0	3	3	0	3
Maintain documentation	UEENEEC001B	0	0	0	16	1	17	16	1	17
Provide quotations for installation or service jobs	UEENEEC003B	0	0	0	1	1	2	1	1	2
Use basic computer applications relevant to a Part 2.1D - computer systems units workplace	UEENEED001B	0	0	0	64	6	70	64	6	70
Assemble, set up and test personal computers	UEENEED002B	0	0	0	9	0	9	9	0	9
Administer user networks	UEENEED015B	0	0	0	9	1	10	9	1	10
Install and configure a computer operating system and software	UEENEED043B	0	0	0	14	1	15	14	1	15
Set up and configure basic local area network	UEENEED046B	0	0	0	9	1	10	9	1	10
Apply OHS practices in the workplace	UEENEEE001B	0	0	0	197	9	206	197	9	206
Dismantle, assemble and fabricate electrotechnology components	UEENEEE002B	0	0	0	151	6	157	151	6	157
Solve problems in extra-low voltage single path circuits	UEENEEE003B	0	0	0	183	5	188	183	5	188
Solve problems in multiple path d.c. circuits	UEENEEE004B	0	0	0	142	5	147	142	5	147
Fix and secure equipment	UEENEEE005B	0	0	0	118	5	123	118	5	123
Use drawings, diagrams, schedules and manuals	UEENEEE007B	0	0	0	92	3	95	92	3	95
Lay wiring/cablings and terminate accessories for extra-low voltage circuits	UEENEEE008B	0	0	0	61	1	62	61	1	62
Provide basic instruction in the use of electrotechnology apparatus	UEENEEE020B	0	0	0	10	0	10	10	0	10
Document occupational hazards and risks in electrical	UEENEEE033B	0	0	0	43	0	43	43	0	43
Document occupational hazards and risks in electronics	UEENEEE034B	0	0	0	10	0	10	10	0	10
Identify and select components/accessories/materials for electrotechnology work activities	UEENEEE040B	0	0	0	33	0	33	33	0	33
Use of routine equipment/plant/technologies in an electrotechnology environment	UEENEEE041B	0	0	0	81	3	84	81	3	84
Produce routine tools/devices for carrying out electrotechnology work activities	UEENEEE043B	0	0	0	17	0	17	17	0	17
Identify building techniques, methods and materials used in electrotechnology work activities	UEENEEE047B	0	0	0	26	0	26	26	0	26
Carry out routine work activities in an electrotechnology environment	UEENEEE048B	0	0	0	27	2	29	27	2	29
Carry out routine work activities in an electrotechnology environment	UEENEEE048C	0	0	0	38	1	39	38	1	39
Identify and select components, accessories and materials for electrotechnology work activities	UEENEEE079A	0	0	0	49	1	50	49	1	50
Solve problems in electromagnetic circuits	UEENEEG001B	0	0	0	40	1	41	40	1	41
Carry out basic repairs to electronic apparatus by replacement of components	UEENEEH002B	0	0	0	10	0	10	10	0	10
Troubleshoot frequency dependent circuits	UEENEEH014B	0	0	0	4	0	4	4	0	4
Participate in environmentally sustainable work practices	UEENEK042A	0	0	0	68	3	71	68	3	71

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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, 2011 (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 gas metal arc welding process (GMAW)	UTPNEG091A	0	0	0	6	5	11	6	5	11
Induction	VBP511	0	0	0	1	0	1	1	0	1
Interpersonal communication skills	VBP513	0	0	0	1	0	1	1	0	1
Personal management skills	VBP514	0	0	0	1	0	1	1	0	1
Community skills	VBP515	0	0	0	1	0	1	1	0	1
Indigenous history	VBQM479	0	0	0	12	7	19	12	7	19
Driving & owning a car	VBQM482	0	0	0	22	12	34	22	12	34
Investigating current issues	VBQM484	0	0	0	12	2	14	12	2	14
Engage with short simple texts for personal purposes	VBQU106	0	0	0	1	0	1	1	0	1
Engage with short simple texts for employment purposes	VBQU108	0	0	0	1	0	1	1	0	1
Engage with short simple texts to participate in the community	VBQU109	0	0	0	1	0	1	1	0	1
Create short simple texts for personal purposes	VBQU110	0	0	0	1	0	1	1	0	1
Create short simple texts for employment purposes	VBQU112	0	0	0	1	0	1	1	0	1
Create short simple texts to participate in the community	VBQU113	0	0	0	1	0	1	1	0	1
Develop and document a learning plan and portfolio with guidance	VBQU117	0	0	0	19	4	23	19	4	23
Conduct a project with guidance	VBQU118	0	0	0	18	5	23	18	5	23
Engage with simple texts for personal purposes	VBQU119	0	0	0	19	4	23	19	4	23
Engage with simple texts for learning purposes	VBQU120	0	0	0	15	2	17	15	2	17
Engage with simple texts for employment purposes	VBQU121	0	0	0	6	3	9	6	3	9
Engage with simple texts to participate in the community	VBQU122	0	0	0	20	5	25	20	5	25
Create simple texts for personal purposes	VBQU123	0	0	0	18	4	22	18	4	22
Create simple texts for learning purposes	VBQU124	0	0	0	14	2	16	14	2	16
Create simple texts for employment purposes	VBQU125	0	0	0	5	3	8	5	3	8
Create simple texts to participate in the community	VBQU126	0	0	0	19	5	24	19	5	24
Work with time, money and directions in simple everyday situations	VBQU127	0	0	0	20	4	24	20	4	24
Work with simple measurement and design	VBQU128	0	0	0	2	0	2	2	0	2
Work with simple numerical and statistical information	VBQU129	0	0	0	18	4	22	18	4	22
Develop and document a learning plan and portfolio	VBQU130	0	0	0	27	10	37	27	10	37
Plan and undertake a project	VBQU131	0	0	0	28	11	39	28	11	39
Engage with texts of limited complexity for personal purposes	VBQU132	0	0	0	30	11	41	30	11	41
Engage with texts of limited complexity for learning purposes	VBQU133	0	0	0	24	11	35	24	11	35
Engage with texts of limited complexity for employment purposes	VBQU134	0	0	0	6	1	7	6	1	7
Engage with texts of limited complexity to participate in the community	VBQU135	0	0	0	30	12	42	30	12	42
Create texts of limited complexity for personal purposes	VBQU136	0	0	0	33	10	43	33	10	43
Create texts of limited complexity for learning purposes	VBQU137	0	0	0	32	12	44	32	12	44
Create texts of limited complexity to participate in the community	VBQU138	0	0	0	29	11	40	29	11	40

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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, 2011 (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
Work with time, money and directions in familiar situations	VBQU139	0	0	0	24	12	36	24	12	36
Work with measurement and design in familiar situations	VBQU140	0	0	0	30	10	40	30	10	40
Work with numerical and statistical information in familiar situations	VBQU141	0	0	0	8	1	9	8	1	9
Research pathways and produce a learning plan and portfolio	VBQU142	0	0	0	35	18	53	35	18	53
Implement and review a project	VBQU143	0	0	0	34	19	53	34	19	53
Engage with texts of some complexity for personal purposes	VBQU144	0	0	0	23	12	35	23	12	35
Engage with texts of some complexity for learning purposes	VBQU145	0	0	0	21	15	36	21	15	36
Engage with texts of some complexity to participate in the community	VBQU147	0	0	0	13	12	25	13	12	25
Create texts of some complexity for personal purposes	VBQU148	0	0	0	24	15	39	24	15	39
Create texts of some complexity for learning purposes	VBQU149	0	0	0	19	15	34	19	15	34
Create texts of some complexity to participate in the community	VBQU151	0	0	0	10	9	19	10	9	19
Investigate and interpret measurements and related formulae for everyday purposes	VBQU152	0	0	0	35	17	52	35	17	52
Investigate, interpret and produce numerical and statistical information	VBQU153	0	0	0	27	16	43	27	16	43
Investigate and use simple mathematical formulae for everyday purposes	VBQU154	0	0	0	17	1	18	17	1	18
Develop verbal communication skills	VBQU166	0	0	0	1	0	1	1	0	1
Communicate with others in familiar and predictable contexts	VBQU170	0	0	0	12	2	14	12	2	14
Participate in a practical placement	VBQU171	0	0	0	44	17	61	44	17	61
Undertake a simple investigation of health and wellbeing	VBQU173	0	0	0	2	3	5	2	3	5
Develop awareness and technical skills in ballet	WAAPA00021	0	0	0	0	1	1	0	1	1
Develop awareness and technical skills in contemporary dance	WAAPA00022	0	0	0	0	1	1	0	1	1
Provide manicure and pedicure services	WRBBS201B	0	0	0	1	72	73	1	72	73
Apply gel nail enhancement	WRBBS202A	0	0	0	0	30	30	0	30	30
Apply acrylic nail enhancement	WRBBS203A	0	0	0	0	32	32	0	32	32
Apply nail art	WRBBS204B	0	0	0	0	1	1	0	1	1
Conduct financial transactions	WRBCS201B	0	0	0	2	106	108	2	106	108
Apply techniques to update beauty industry knowledge	WRBCS202A	0	0	0	3	148	151	3	148	151
Provide service to clients	WRBCS203B	0	0	0	3	116	119	3	116	119
Apply knowledge of nail science to nail services	WRBCS204A	0	0	0	1	73	74	1	73	74
Apply knowledge of skin biology to beauty treatments	WRBCS305A	0	0	0	0	16	16	0	16	16
Advise on beauty services	WRBCS306B	0	0	0	0	17	17	0	17	17
Develop a treatment plan for beauty therapy treatments	WRBCS407A	0	0	0	0	1	1	0	1	1
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	1	1	0	1	1
Demonstrate retail skin care products	WRBFS201B	0	0	0	3	102	105	3	102	105
Design and apply make-up	WRBFS202B	0	0	0	8	183	191	8	183	191
Design and apply make-up for photography	WRBFS203B	0	0	0	1	94	95	1	94	95

# School Curriculum and Standards Authority

Table 5.10 Successful completions of units of competency studied in addition to Curriculum Council courses (VET credit transfer), by sex, 2011 (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
Design and apply remedial camouflage	WRBFS204B	0	0	0	1	88	89	1	88	89
Provide lash and brow treatments	WRBFS305B	0	0	0	0	15	15	0	15	15
Provide facial treatments	WRBFS406B	0	0	0	0	1	1	0	1	1
Provide temporary epilation and bleaching treatments	WRBSS302B	0	0	0	0	15	15	0	15	15
Create floristry designs using a base medium	WRFD303B	0	0	0	0	1	1	0	1	1
Provide service to floristry customers	WRFO201B	0	0	0	0	2	2	0	2	2
Care for floristry stock and merchandise	WRFO202B	0	0	0	0	6	6	0	6	6
Prepare and display floristry stock	WRFO203B	0	0	0	0	2	2	0	2	2
Assemble and prepare floristry products	WRFO204B	0	0	0	0	6	6	0	6	6
Apply product knowledge to meet customer needs	WRFO306B	0	0	0	0	1	1	0	1	1
Recommend on floristry products and services	WRFO307B	0	0	0	0	1	1	0	1	1
Apply temporary hair colour and remove residual colour products	WRHCL201A	0	0	0	0	27	27	0	27	27
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	6	151	157	6	151	157
Maintain tools and equipment	WRHCS202A	0	0	0	0	11	11	0	11	11
Maintain tools and equipment	WRHCS202B	0	0	0	6	136	142	6	136	142
Maintain and organise work areas	WRHCS204A	0	0	0	6	147	153	6	147	153
Follow personal health and safety routines at work	WRHCS205A	0	0	0	6	135	141	6	135	141
Perform head, neck and shoulder massage	WRHCS206A	0	0	0	6	146	152	6	146	152
Develop hairdressing industry knowledge	WRHCS207A	0	0	0	0	25	25	0	25	25
Dry hair to shape	WRHHD201A	0	0	0	6	139	145	6	139	145
Apply single, two and three strand braiding techniques	WRHHD202A	0	0	0	6	100	106	6	100	106
Assist colleagues providing multiple salon services as a team member	WRHWP201A	0	0	0	2	32	34	2	32	34
Profile a retail market	WRR07A	0	0	0	0	2	2	0	2	2
Operate retail equipment	WRRCA1B	0	0	0	1	72	73	1	72	73
Communicate in the workplace	WRRCS1B	0	0	0	3	124	127	3	124	127
Apply point of sale handling procedures	WRRCS2B	0	0	0	0	5	5	0	5	5
Work effectively in a retail environment	WRRER1B	0	0	0	2	162	164	2	162	164
Coordinate work teams	WRRER2B	0	0	0	0	1	1	0	1	1
Balance register/terminal	WRRF1B	0	0	0	0	4	4	0	4	4
Perform stock control procedures	WRR11B	0	0	0	2	31	33	2	31	33
Apply safe working practices	WRRLP1B	0	0	0	3	117	120	3	117	120
Minimise theft	WRRLP2B	0	0	0	0	19	19	0	19	19
Merchandise products	WRRM1B	0	0	0	2	145	147	2	145	147
Perform routine housekeeping duties	WRRM2B	0	0	0	3	123	126	3	123	126
Create a display for a small business	WRRM6A	0	0	0	0	63	63	0	63	63
Develop innovative ideas at work	WRRO8A	0	0	0	0	48	48	0	48	48
Sell products and services	WRRS1B	0	0	0	5	143	148	5	143	148
Advise on products and services	WRRS2B	0	0	0	2	2	4	2	2	4



## School Curriculum and Standards Authority

Table 5.11 Number of students who achieved at least one VET unit of competency by WACE delivery type, by sex, 2011

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	0	20	20	550	397	947	418	389	807	968	806	1774
Credit transfer	4	3	7	2250	1770	4020	4764	3852	8616	3677	3479	7156	10695	9104	19799
Both integrated and credit transfer	0	0	0	11	25	36	381	239	620	250	242	492	642	506	1148
Total	4	3	7	2261	1815	4076	5695	4488	10183	4345	4110	8455	12305	10416	22721

# School Curriculum and Standards Authority

Table 5.12 Number of students who completed VET qualifications, by sex, 2011

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	10	0	10	0	0	0	0	0	0	10	0	10
Certificate I in Agri-Food (Pathways)	AGF10107	0	0	0	4	3	7	0	0	0	0	0	0	4	3	7
Certificate I in Animal Studies	RUV10104	0	0	0	0	0	0	1	1	2	0	0	0	1	1	2
Certificate I in Automotive	AUR10105	0	0	0	0	0	0	182	9	191	132	4	136	314	13	327
Certificate I in Boating Services	MEM10205	0	0	0	12	1	13	3	0	3	4	0	4	19	1	20
Certificate I in Business	BSB10101	0	0	0	0	3	3	0	0	0	0	0	0	0	3	3
Certificate I in Business	BSB10107	0	0	0	393	296	689	313	321	634	365	456	821	1071	1073	2144
Certificate I in Community Recreation	SRC10206	0	0	0	81	70	151	0	0	0	0	0	0	81	70	151
Certificate I in Conservation and Land Management	RTD10102	0	0	0	0	0	0	0	2	2	6	2	8	6	4	10
Certificate I in Construction	CPC10108	0	0	0	34	3	37	163	5	168	160	11	171	357	19	376
Certificate I in Creative Industries	CUF10107	0	0	0	44	36	80	32	51	83	17	38	55	93	125	218
Certificate I in Electrotechnology Pre-Apprentice Electrical	51908	0	0	0	1	0	1	12	0	12	12	0	12	25	0	25
Certificate I in Engineering	MEM10105	0	0	0	36	2	38	217	10	227	339	13	352	592	25	617
Certificate I in Food Processing (Wine)	FDG10403	0	0	0	0	0	0	0	0	0	8	8	16	8	8	16
Certificate I in Furnishing	LMF10108	0	0	0	29	3	32	238	24	262	262	36	298	529	63	592
Certificate I in Gaining Access to Training and Employment (GATE)	52174	0	0	0	8	6	14	0	0	0	50	46	96	58	52	110
Certificate I in General Education for Adults	21772VIC	0	0	0	25	14	39	20	8	28	21	10	31	66	32	98
Certificate I in General Education for Adults (Introductory)	21771VIC	0	0	0	19	8	27	15	4	19	1	2	3	35	14	49
Certificate I in Horticulture	RTF10103	0	0	0	20	12	32	9	5	14	8	14	22	37	31	68

# School Curriculum and Standards Authority

Table 5.12 Number of students who completed VET qualifications, by sex, 2011 (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 Hospitality	SIT10207	0	0	0	0	10	10	47	168	215	37	82	119	84	260	344
Certificate I in Hospitality (Kitchen Operations)	SIT10307	0	0	0	6	21	27	60	102	162	35	72	107	101	195	296
Certificate I in Information Technology	ICA10105	0	0	0	230	125	355	253	206	459	227	195	422	710	526	1236
Certificate I in Leadership Development	52183	0	0	0	99	88	187	13	7	20	20	19	39	132	114	246
Certificate I in Manufacturing (Pathways)	MSA10107	0	0	0	29	4	33	15	0	15	0	0	0	44	4	48
Certificate I in Resources and Infrastructure Operations	RII10109	0	0	0	19	21	40	0	0	0	15	5	20	34	26	60
Certificate I in Retail Services	SIR10107	0	0	0	5	8	13	0	7	7	6	25	31	11	40	51
Certificate I in Rural Operations	RTE10103	0	0	0	22	17	39	0	0	0	1	3	4	23	20	43
Certificate I in Seafood Industry (Aquaculture)	SFI10104	0	0	0	4	1	5	12	12	24	35	25	60	51	38	89
Certificate I in Seafood Industry (Fishing Operations)	SFI10204	0	0	0	0	0	0	12	10	22	0	0	0	12	10	22
Certificate I in Security Operations	CPP10107	0	0	0	0	0	0	1	0	1	8	0	8	9	0	9
Certificate I in Sport and Recreation	SRO10106	0	0	0	40	24	64	152	75	227	126	61	187	318	160	478
Certificate I in Tourism (Australian Indigenous Culture)	SIT10107	0	0	0	0	0	0	4	18	22	0	0	0	4	18	22
Certificate I in TRANSPORT DISTRIBUTION (MARITIME OPERATIONS)	TDM10107	0	0	0	0	0	0	27	6	33	0	0	0	27	6	33
Certificate I in Transport and Logistics (Pathways)	TLIPC107	0	0	0	0	0	0	1	0	1	1	1	2	2	1	3
Certificate I in Transport and Logistics (Warehousing and Storage)	TLI10107	0	0	0	0	0	0	1	0	1	1	1	2	2	1	3
Certificate I in Visual Arts and Contemporary Craft	CUV10103	0	0	0	45	92	137	35	84	119	64	49	113	144	225	369
Certificate I in Work Education	30626QLD	0	0	0	0	0	0	43	51	94	41	42	83	84	93	177
Certificate I in Work Preparation (Community services)	CHC10108	0	0	0	129	132	261	94	146	240	44	111	155	267	389	656

# School Curriculum and Standards Authority

Table 5.12 Number of students who completed VET qualifications, by sex, 2011 (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 Work Readiness	30625QLD	0	0	0	88	81	169	0	0	0	0	0	0	88	81	169
Certificate II in Aeroskills	MEA20407	0	0	0	0	0	0	0	0	0	4	1	5	4	1	5
Certificate II in Agriculture	RTE20103	0	0	0	0	0	0	3	0	3	151	58	209	154	58	212
Certificate II in Animal Studies	RUV20104	0	0	0	0	0	0	0	1	1	4	16	20	4	17	21
Certificate II in Applied Fashion Design and Technology	LMT21707	0	0	0	0	0	0	0	8	8	0	21	21	0	29	29
Certificate II in Applied Language	39042QLD	0	0	0	48	79	127	0	0	0	2	1	3	50	80	130
Certificate II in Asset Maintenance (Fire Protection Equipment)	PRM20406	0	0	0	0	0	0	2	0	2	0	0	0	2	0	2
Certificate II in Automotive Electrical Technology	AUR20408	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Automotive Mechanical	AUR20705	0	0	0	0	0	0	0	0	0	106	14	120	106	14	120
Certificate II in Automotive Vehicle Body	AUR20905	0	0	0	0	0	0	1	0	1	6	0	6	7	0	7
Certificate II in Automotive Vehicle Servicing	AUR20505	0	0	0	0	0	0	11	2	13	16	2	18	27	4	31
Certificate II in Business	BSB20101	0	0	0	0	0	0	0	0	0	9	5	14	9	5	14
Certificate II in Business	BSB20107	0	0	0	0	0	0	46	124	170	244	590	834	290	714	1004
Certificate II in Community Pharmacy	SIR20107	0	0	0	0	0	0	0	0	0	1	3	4	1	3	4
Certificate II in Community Recreation	SRC20206	0	0	0	0	0	0	0	1	1	26	27	53	26	28	54
Certificate II in Community Services	CHC20108	0	0	0	5	6	11	0	32	32	3	183	186	8	221	229
Certificate II in Community Services Work	CHC20202	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Conservation and Land Management	RTD20102	0	0	0	0	0	0	2	0	2	9	10	19	11	10	21
Certificate II in Construction	CPC20108	0	0	0	2	0	2	4	1	5	112	5	117	118	6	124

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Table 5.12 Number of students who completed VET qualifications, by sex, 2011 (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 Construction Pathways	CPC20208	0	0	0	2	0	2	49	0	49	15	0	15	66	0	66
Certificate II in Creative Industries (Media)	CUF20107	0	0	0	0	0	0	33	22	55	73	57	130	106	79	185
Certificate II in Crutching	RTE20503	0	0	0	0	0	0	0	0	0	15	1	16	15	1	16
Certificate II in Customer Contact	BSB20207	0	0	0	0	0	0	0	1	1	2	3	5	2	4	6
Certificate II in Dance	51728	0	0	0	0	0	0	1	5	6	0	0	0	1	5	6
Certificate II in Dance	52189	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Electrotechnology (Career Start)	UEE22010	0	0	0	0	0	0	3	0	3	7	1	8	10	1	11
Certificate II in Electrotechnology (Career Start)	UEE22007	0	0	0	0	0	0	9	0	9	18	0	18	27	0	27
Certificate II in Emergency Medical Service First Response	HLT21107	0	0	0	0	0	0	3	3	6	0	0	0	3	3	6
Certificate II in Engineering	MEM20105	0	0	0	0	0	0	24	1	25	153	11	164	177	12	189
Certificate II in Equine Industry	21908VIC	0	0	0	0	0	0	0	0	0	0	13	13	0	13	13
Certificate II in Floristry	WRF20104	0	0	0	0	0	0	0	1	1	0	1	1	0	2	2
Certificate II in Forest Growing and Management	FPI20105	0	0	0	0	0	0	0	0	0	6	1	7	6	1	7
Certificate II in Furniture Making	LMF20309	0	0	0	0	0	0	1	1	2	0	0	0	1	1	2
Certificate II in General Construction	BCG20103	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2
Certificate II in General Education for Adults	21773VIC	0	0	0	8	7	15	44	24	68	29	13	42	81	44	125
Certificate II in Government	PSP20104	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Hairdressing	WRH20106	0	0	0	0	0	0	0	0	0	0	4	4	0	4	4
Certificate II in Hairdressing	WRH20109	0	0	0	0	5	5	0	8	8	0	12	12	0	25	25

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Table 5.12 Number of students who completed VET qualifications, by sex, 2011 (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 Health Support Services	HLT21207	0	0	0	0	0	0	2	25	27	3	16	19	5	41	46
Certificate II in Horticulture	RTF20103	0	0	0	1	0	1	3	1	4	7	2	9	11	3	14
Certificate II in Hospitality	SIT20207	0	0	0	0	0	0	1	2	3	12	64	76	13	66	79
Certificate II in Hospitality (Kitchen Operations)	SIT20307	0	0	0	0	0	0	13	49	62	61	173	234	74	222	296
Certificate II in Information Technology	ICA20105	0	0	0	0	0	0	90	11	101	365	188	553	455	199	654
Certificate II in Jewellery Manufacture	52299	0	0	0	0	0	0	0	0	0	1	3	4	1	3	4
Certificate II in Library/Information Services	CUL20104	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Certificate II in Live Production, Theatre and Events	CUE20103	0	0	0	0	0	0	1	0	1	1	11	12	2	11	13
Certificate II in Make-up Services	WRB20204	0	0	0	0	3	3	0	24	24	0	32	32	0	59	59
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 Motorsport	AUR21005	0	0	0	0	0	0	3	0	3	0	0	0	3	0	3
Certificate II in Music	CUS20109	0	0	0	9	12	21	21	32	53	46	25	71	76	69	145
Certificate II in Music Industry (Foundation)	CUS20101	0	0	0	0	0	0	0	0	0	14	8	22	14	8	22
Certificate II in Nail Technology	WRB20104	0	0	0	0	0	0	0	6	6	0	5	5	0	11	11
Certificate II in Outdoor Recreation	SRO20206	0	0	0	14	0	14	0	15	15	35	39	74	49	54	103
Certificate II in Outdoor Recreation (Multiple Activities)	SRO20306	0	0	0	0	0	0	0	0	0	56	33	89	56	33	89
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	0	0	0	0	2	2	0	2	2
Certificate II in Process Plant Operations	PMA20108	0	0	0	0	0	0	1	0	1	1	0	1	2	0	2

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Table 5.12 Number of students who completed VET qualifications, by sex, 2011 (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 Production Horticulture	RTE20603	0	0	0	0	0	0	0	0	0	3	0	3	3	0	3
Certificate II in Public Safety (Aquatic Rescue)	PUA21004	0	0	0	5	0	5	4	0	4	0	0	0	9	0	9
Certificate II in Racing (Stablehand)	RGR20108	0	0	0	0	0	0	1	0	1	0	6	6	1	6	7
Certificate II in Resources and Infrastructure Work Preparation	RII20109	0	0	0	0	0	0	0	0	0	10	0	10	10	0	10
Certificate II in Retail	SIR20207	0	0	0	0	0	0	0	6	6	12	38	50	12	44	56
Certificate II in Retail Cosmetic Services	WRB20304	0	0	0	0	0	0	1	10	11	0	17	17	1	27	28
Certificate II in Rural Operations	RTE20703	0	0	0	0	0	0	0	0	0	8	3	11	8	3	11
Certificate II in Sampling and Measurement	MSL20109	0	0	0	8	15	23	2	11	13	13	7	20	23	33	56
Certificate II in Sampling and Measurement	PML20104	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Seafood Industry (Aquaculture)	SFI20104	0	0	0	2	1	3	0	2	2	11	5	16	13	8	21
Certificate II in Seafood Industry (Fishing Operations)	SFI20204	0	0	0	0	0	0	0	0	0	9	2	11	9	2	11
Certificate II in Security Operations	CPP20207	0	0	0	0	0	0	2	0	2	8	0	8	10	0	10
Certificate II in Shearing	RTE20403	0	0	0	0	0	0	0	0	0	8	0	8	8	0	8
Certificate II in Spatial Information Services	CPP20107	0	0	0	0	0	0	1	0	1	1	0	1	2	0	2
Certificate II in Sport (Career-oriented participation)	SRS20206	0	0	0	0	0	0	10	0	10	22	0	22	32	0	32
Certificate II in Sport (Coaching)	SRS20306	0	0	0	10	14	24	51	33	84	181	112	293	242	159	401
Certificate II in Sport (Officiating)	SRS20406	0	0	0	0	0	0	0	0	0	18	0	18	18	0	18
Certificate II in Sport and Recreation	SRO20106	0	0	0	0	0	0	5	6	11	35	18	53	40	24	64
Certificate II in Tourism	SIT20107	0	0	0	0	0	0	0	14	14	9	90	99	9	104	113

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Table 5.12 Number of students who completed VET qualifications, by sex, 2011 (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 Transport and Distribution (Coastal Maritime Operations - Coxswain)	TDM20307	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2
Certificate II in Transport and Distribution (Maritime Operations)	TDM20107	0	0	0	1	0	1	1	0	1	19	16	35	21	16	37
Certificate II in Transport and Logistics (Logistics Operations)	TLI21107	0	0	0	0	0	0	0	0	0	8	5	13	8	5	13
Certificate II in Transport and Logistics (Warehousing and Storage)	TLI20107	0	0	0	0	0	0	0	0	0	14	0	14	14	0	14
Certificate II in Visual Arts and Contemporary Craft	CUV20103	0	0	0	0	0	0	12	31	43	98	131	229	110	162	272
Certificate II in Wool Handling	RTE20303	0	0	0	0	0	0	0	0	0	22	9	31	22	9	31
Certificate II in Workplace Practices	30627QLD	0	0	0	0	0	0	0	0	0	9	14	23	9	14	23
Certificate III in Advanced Wool Handling	RTE32003	0	0	0	0	0	0	0	0	0	12	5	17	12	5	17
Certificate III in Aged Care	CHC30208	0	0	0	0	0	0	0	3	3	0	15	15	0	18	18
Certificate III in Agriculture	RTE30103	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate III in Applied Language	39043QLD	0	0	0	0	0	0	0	0	0	17	60	77	17	60	77
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	BSB30110	0	0	0	0	0	0	0	0	0	3	12	15	3	12	15
Certificate III in Business	BSB30107	0	0	0	0	0	0	3	3	6	48	115	163	51	118	169
Certificate III in Business Administration	BSB30407	0	0	0	0	0	0	0	1	1	1	20	21	1	21	22
Certificate III in Business Administration (Legal)	BSB31007	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Certificate III in Children's Services	CHC30708	0	0	0	0	0	0	0	11	11	0	39	39	0	50	50
Certificate III in Christian Ministry and Theology	30771QLD	0	0	0	0	0	0	3	1	4	0	0	0	3	1	4
Certificate III in Civil and Structural Engineering	52013	0	0	0	0	0	0	0	0	0	6	3	9	6	3	9



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Table 5.12 Number of students who completed VET qualifications, by sex, 2011 (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 Community Recreation	SRC30206	0	0	0	0	0	0	0	0	0	0	4	4	0	4	4
Certificate III in Community Services Work	CHC30108	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate III in Design Fundamentals	CUV30303	0	0	0	0	0	0	0	0	0	0	8	8	0	8	8
Certificate III in Disability	CHC30408	0	0	0	0	0	0	0	2	2	0	6	6	0	8	8
Certificate III in Education Support	CHC30808	0	0	0	0	0	0	0	2	2	1	48	49	1	50	51
Certificate III in Engineering - Technical	MEM30505	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2
Certificate III in Events	SIT30607	0	0	0	0	0	0	0	12	12	0	1	1	0	13	13
Certificate III in Fitness	SRF30206	0	0	0	0	0	0	0	0	0	1	1	2	1	1	2
Certificate III in Frontline Management	BSB31207	0	0	0	0	0	0	0	0	0	2	5	7	2	5	7
Certificate III in General Education for Adults	21774VIC	0	0	0	0	0	0	0	1	1	0	3	3	0	4	4
Certificate III in Hairdressing	WRH30109	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate III in Health Services Assistance	HLT32507	0	0	0	0	0	0	3	2	5	1	13	14	4	15	19
Certificate III in Home and Community Care	CHC30308	0	0	0	0	0	0	0	0	0	0	5	5	0	5	5
Certificate III in Hospitality	SIT30707	0	0	0	0	0	0	1	4	5	4	10	14	5	14	19
Certificate III in Information Technology	ICA30105	0	0	0	0	0	0	2	0	2	21	4	25	23	4	27
Certificate III in Laboratory Skills	MSL30109	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2
Certificate III in Media	CUF30107	0	0	0	0	0	0	6	1	7	34	13	47	40	14	54
Certificate III in Music	CUS30109	0	0	0	0	0	0	3	1	4	20	21	41	23	22	45
Certificate III in Music	CUS30101	0	0	0	0	0	0	0	0	0	3	2	5	3	2	5

# School Curriculum and Standards Authority

Table 5.12 Number of students who completed VET qualifications, by sex, 2011 (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 Plumbing	CPC32408	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2
Certificate III in Racing (Trackrider)	RGR30108	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate III in Seafood Industry (Aquaculture)	SFI30104	0	0	0	0	0	0	0	0	0	1	1	2	1	1	2
Certificate III in Sport (Career-oriented participation)	SRS30206	0	0	0	0	0	0	0	0	0	12	12	24	12	12	24
Certificate III in Technical Production	CUS30209	0	0	0	0	0	0	2	0	2	3	1	4	5	1	6
Certificate III in Tourism	SIT30107	0	0	0	0	0	0	0	0	0	1	24	25	1	24	25
Certificate III in Visual Arts and Contemporary Craft	CUV30103	0	0	0	0	0	0	0	0	0	14	6	20	14	6	20
Certificate III in Wool Clip Preparation	RTE31403	0	0	0	0	0	0	0	0	0	12	8	20	12	8	20
Certificate IV in Aged Care	CHC40108	0	0	0	0	0	0	0	0	0	0	4	4	0	4	4
Certificate IV in Business	BSB40207	0	0	0	0	0	0	1	0	1	63	56	119	64	56	120
Certificate IV in Christian Ministry and Theology	30772QLD	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Certificate IV in Fitness	SRF40206	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Certificate IV in Frontline Management	BSB40807	0	0	0	0	0	0	1	0	1	4	5	9	5	5	10
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	6	0	6	3	0	3	9	0	9
Certificate IV in Music	CUS40101	0	0	0	0	0	0	0	0	0	3	2	5	3	2	5
Certificate IV in Preparation for Entry into Enrolled Nursing	51863	0	0	0	0	0	0	0	0	0	1	15	16	1	15	16
Course In Gaining Access to Training and Employment (GATE) (Introductory)	52173	0	0	0	12	0	12	0	0	0	0	0	0	12	0	12
Course In General Plumbing and Gas Fitting (Pre-Apprenticeship)	51991	0	0	0	0	0	0	3	0	3	3	0	3	6	0	6

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Table 5.12 Number of students who completed VET qualifications, by sex, 2011 (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
Course In School Apprenticeship Link in Hairdressing	52293	0	0	0	0	0	0	1	20	21	0	9	9	1	29	30

## School Curriculum and Standards Authority

Table 5.13 Number of VET unit equivalents achieved by students, by sex 2011

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	1	0	1	368	259	627	563	491	1054	260	165	425	1192	915	2107
2.0	0	2	2	824	708	1532	945	850	1795	673	648	1321	2442	2208	4650
3.0	0	0	0	196	192	388	784	531	1315	378	359	737	1358	1082	2440
4.0	0	0	0	208	192	400	586	400	986	362	360	722	1156	952	2108
5.0	0	0	0	142	112	254	430	428	858	355	475	830	927	1015	1942
6.0	0	0	0	123	100	223	383	271	654	411	386	797	917	757	1674
7.0	0	0	0	32	17	49	216	195	411	306	332	638	554	544	1098
8.0	0	0	0	38	29	67	197	91	288	161	147	308	396	267	663
9.0	0	0	0	12	8	20	133	90	223	144	133	277	289	231	520
10.0*	0	0	0	93	27	120	232	119	351	516	367	883	841	513	1354

\* Up to 10 unit equivalents could have been used towards meeting the requirements for a Western Australian Certificate of Education (WACE).

# School Curriculum and Standards Authority

Table 5.14 Registered Training Organisations offering VET units of competency to students who completed at least one VET unit of competency, by sex, 2011

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	1	1	0	1	1	0	2	2
Activ Pathways	51960	0	0	0	9	3	12	13	1	14	4	1	5	26	5	31
Albany Worklink Inc	0362	0	0	0	0	0	0	0	1	1	0	1	1	0	2	2
AMA Training Services	2010	0	0	0	0	0	0	2	1	3	0	2	2	2	3	5
Apprenticeships Australia Pty Ltd t/as Industrial Training Institute	5891	0	0	0	2	4	6	5	1	6	0	0	0	7	5	12
Aspire Performance Training	51907	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Ausmusic College	0109	0	0	0	7	5	12	14	6	20	10	4	14	31	15	46
Australasian Maritime Institute	2407	0	0	0	21	10	31	9	1	10	0	0	0	30	11	41
Australia-International Institute of Workplace Training (AIWT)	51174	0	0	0	0	0	0	0	12	12	0	6	6	0	18	18
Australian Centre for Advanced Studies Inc	50392	0	0	0	0	11	11	38	41	79	31	23	54	69	75	144
Australian College of Beauty Therapy Pty Ltd	50129	0	0	0	0	0	0	0	5	5	0	8	8	0	13	13
Australian College of Ministries	90965	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Australian College of Sports Development	6930	0	0	0	0	0	0	10	1	11	0	0	0	10	1	11
Australian Institute of Fitness	121508	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Australian Institute of Technology Transfer	50834	0	0	0	0	0	0	27	23	50	41	50	91	68	73	141
Australian Red Cross Society	3605	0	0	0	0	0	0	42	43	85	2	2	4	44	45	89
Australian School of Tourism and Hotel Management	1973	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2
Australian Skills Training	1917	0	0	0	24	30	54	21	2	23	2	0	2	47	32	79
Australian Trades College (WA) Ltd	51899	0	0	0	10	2	12	147	6	153	98	4	102	255	12	267
Australind Senior High School	50533	0	0	0	10	8	18	54	27	81	35	38	73	99	73	172
Automotive Training Centre WA	0627	0	0	0	0	0	0	29	1	30	16	0	16	45	1	46
Aveling	50503	0	0	0	0	0	0	26	9	35	11	1	12	37	10	47
Ballajura Community College	51258	0	0	0	10	17	27	24	34	58	17	20	37	51	71	122
Ballet Centre of WA	51417	0	0	0	0	0	0	0	1	1	2	1	3	2	2	4
Bridging the Gap Inc	52113	0	0	0	0	0	0	2	1	3	3	2	5	5	3	8
Brightwater Care Group (Inc)	50883	0	0	0	0	0	0	0	0	0	1	24	25	1	24	25
Bunbury Senior High School	50536	0	0	0	0	0	0	0	9	9	0	5	5	0	14	14

# School Curriculum and Standards Authority

Table 5.14 Registered Training Organisations offering VET units of competency to students who completed at least one VET unit of competency, by sex, 2011

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
Busselton Senior High School	50537	0	0	0	0	0	0	38	32	70	44	33	77	82	65	147
BYAC Training	52092	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
C Y O'Connor Institute	1980	0	0	0	73	58	131	119	100	219	78	73	151	270	231	501
Cambridge International College	2325	0	0	0	0	0	0	1	16	17	4	11	15	5	27	32
Catholic Agricultural College Bindoon	51155	0	0	0	0	0	0	17	16	33	7	11	18	24	27	51
Central Institute of Technology	1988	0	0	0	312	402	714	636	691	1327	613	765	1378	1561	1858	3419
Challenger Institute of Technology	4265	0	0	0	89	62	151	688	513	1201	554	466	1020	1331	1041	2372
Charles Darwin University	0373	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
College of Electrical Training	2394	0	0	0	0	0	0	53	1	54	18	0	18	71	1	72
College of Retail Training	0149	0	0	0	2	1	3	1	8	9	5	12	17	8	21	29
Community and Youth Training Services Inc	1969	0	0	0	8	1	9	0	0	0	15	31	46	23	32	55
Construction On Site Training	52280	0	0	0	6	0	6	17	0	17	8	0	8	31	0	31
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	20	24	44	0	0	0	0	0	0	20	24	44
Department of Environment and Conservation	0397	0	0	0	0	0	0	12	4	16	8	3	11	20	7	27
Dillon Whitelaw and Associates Pty Ltd	0842	0	0	0	0	0	0	2	3	5	5	15	20	7	18	25
Directions	50154	0	0	0	12	9	21	4	24	28	13	39	52	29	72	101
Durack Institute of Technology	2065	0	0	0	104	109	213	147	106	253	62	98	160	313	313	626
Edith Cowan University t/as WA Academy of Performing Arts	4756	0	0	0	1	13	14	5	12	17	4	6	10	10	31	41
Excelior Pty Ltd	20985	0	0	0	0	0	0	0	0	0	0	2	2	0	2	2
Farm Information Services	6717	0	0	0	17	2	19	5	6	11	9	10	19	31	18	49
First Impressions Resources, The Australian Retail College	0826	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Franklyn Scholar	7134	0	0	0	0	0	0	0	0	0	0	2	2	0	2	2
Fremantle Education Centre	50354	0	0	0	0	0	0	12	2	14	57	61	118	69	63	132
Ging Mo Institute Australia Pty Ltd	52101	0	0	0	0	0	0	1	1	2	1	0	1	2	1	3
Goolarri Media Enterprises	51278	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Great Southern Institute of Technology	2056	0	0	0	73	20	93	129	94	223	58	68	126	260	182	442

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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, 2011

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
Group Training South West t/as The Apprentice & Traineeship Company	2317	0	0	0	0	0	0	30	10	40	14	21	35	44	31	75
Hartog B & M t/as Horseriding Coach	5455	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Health Ageing Training Services	52114	0	0	0	0	0	0	0	0	0	0	5	5	0	5	5
Health Training Australia (Inc)	50804	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Hospitality Group Training (WA) Inc	0386	0	0	0	1	9	10	31	36	67	30	52	82	62	97	159
Housing Industry Association	1091	0	0	0	10	0	10	16	0	16	2	0	2	28	0	28
Hungry Jack's Pty Ltd	3868	0	0	0	0	0	0	0	3	3	4	5	9	4	8	12
Indian Ocean Group Training	2083	0	0	0	0	0	0	4	1	5	3	1	4	7	2	9
Industry Training and Workplace Services Pty Ltd	51655	0	0	0	3	4	7	15	1	16	14	0	14	32	5	37
Jet Consultants trading as Jet Employment & Training	51161	0	0	0	13	3	16	0	0	0	0	0	0	13	3	16
Jobs South West	0305	0	0	0	30	23	53	56	64	120	36	30	66	122	117	239
JobTrain WA Pty Ltd	51501	0	0	0	7	6	13	0	0	0	0	0	0	7	6	13
John Curtin College of the Arts	50549	0	0	0	2	8	10	23	47	70	7	10	17	32	65	97
Kidogo Art Institute	50092	0	0	0	0	0	0	1	6	7	6	9	15	7	15	22
Kimberley Training Institute	1932	0	0	0	42	22	64	47	30	77	31	17	48	120	69	189
LaMon Interactive Systems, The Peel Safety Institute	51692	0	0	0	0	0	0	6	0	6	1	0	1	7	0	7
Manjimup Senior High School	50565	0	0	0	3	17	20	11	34	45	8	21	29	22	72	94
McDonald's Australia Ltd	90820	0	0	0	0	0	0	1	1	2	2	3	5	3	4	7
Meerilinga Training College	6000	0	0	0	0	0	0	0	6	6	1	27	28	1	33	34
MEGT (Australia) Ltd	3945	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
Morley Senior High School	50638	0	0	0	0	0	0	18	24	42	33	17	50	51	41	92
Motor Trade Association of WA Inc	50932	0	0	0	0	0	0	14	1	15	1	0	1	15	1	16
MPA Skills Training Centre	1892	0	0	0	0	0	0	29	5	34	13	0	13	42	5	47
Mt Barker Community College	50561	0	0	0	15	20	35	22	4	26	11	6	17	48	30	78
Mt Pleasant Baptist Community College	52297	0	0	0	1	0	1	20	19	39	10	7	17	31	26	57
Mueller College	30414	0	0	0	0	0	0	3	1	4	0	0	0	3	1	4
Murray Mallee Training Company Ltd	3974	0	0	0	0	0	0	6	0	6	8	0	8	14	0	14

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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, 2011

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
Narbil Training and Consultancy Services	31890	0	0	0	0	0	0	3	0	3	2	0	2	5	0	5
National Corporate Training	50918	0	0	0	872	598	1470	2238	1682	3920	1779	1544	3323	4889	3824	8713
National Training Pty Ltd	21792	0	0	0	0	0	0	1	0	1	1	1	2	2	1	3
Nationwide Transport Training (Australia)	1933	0	0	0	7	0	7	29	5	34	11	9	20	47	14	61
Newton Moore Senior High School	50562	0	0	0	0	0	0	25	32	57	26	17	43	51	49	100
NQ Powertrain Pty Ltd	32302	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
PCYC Institute of Training	50901	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Peron Alliance of Curriculum & Teaching	52306	0	0	0	15	11	26	199	157	356	103	105	208	317	273	590
Perth College of Beauty Therapy	0249	0	0	0	0	0	0	0	1	1	0	3	3	0	4	4
PFI Consulting Pty Ltd	52289	0	0	0	8	7	15	21	10	31	0	0	0	29	17	46
Phoenix Business College (Laurielee Ptd Ltd)	0114	0	0	0	0	0	0	3	13	16	4	7	11	7	20	27
Pilbara Institute	0353	3	0	3	21	9	30	83	44	127	98	57	155	205	110	315
Pindan Industry Connect	52377	0	0	0	0	0	0	6	3	9	11	0	11	17	3	20
Pizza Hut	91014	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Polytechnic West	1979	0	0	0	332	254	586	819	347	1166	453	324	777	1604	925	2529
PPD Training	52080	0	0	0	6	2	8	2	1	3	0	1	1	8	4	12
Progressive Training (WA) Pty Ltd	5274	0	0	0	5	7	12	8	7	15	4	3	7	17	17	34
Quality Hospital International	21907	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Racing and Wagering WA	1921	0	0	0	0	0	0	1	0	1	0	6	6	1	6	7
Royal Life Saving Society Australia (WA Branch)	0854	0	0	0	0	0	0	7	18	25	54	30	84	61	48	109
RTO Solutions Pty Ltd	52022	0	0	0	0	0	0	1	0	1	3	3	6	4	3	7
SELMAR Institute of Education	121531	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
Sevenoaks Senior College	51891	0	0	0	0	0	0	78	104	182	63	74	137	141	178	319
Skill Hire WA Pty Ltd	0361	0	0	0	0	0	0	9	0	9	9	0	9	18	0	18
Skills Strategies International	2401	0	0	0	2	7	9	37	34	71	61	72	133	100	113	213
South Metropolitan Youth Link	4674	0	0	0	49	35	84	74	111	185	159	149	308	282	295	577
South West Institute of Technology	2433	0	0	0	15	24	39	151	165	316	68	130	198	234	319	553



# School Curriculum and Standards Authority

Table 5.14 Registered Training Organisations offering VET units of competency to students who completed at least one VET unit of competency, by sex, 2011

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
Southern Grampians Adult Education Centre Inc	20645	0	0	0	0	0	0	1	0	1	44	24	68	45	24	69
Southland Training Australia	1565	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Spring into Training Company	51870	0	0	0	0	0	0	0	0	0	8	5	13	8	5	13
St John Ambulance Australia (WA) t/as The College of Pre-Hospital Care	0392	0	0	0	8	10	18	125	104	229	35	67	102	168	181	349
St John Ambulance Australian Inc	88041	0	0	0	9	7	16	0	0	0	0	0	0	9	7	16
Sterling Business College Pty Ltd	2417	0	0	0	0	6	6	0	8	8	4	11	15	4	25	29
Stirling Skills Training Inc t/as Jobwest	5272	0	0	0	2	4	6	12	0	12	4	0	4	18	4	22
Surf Life Saving Western Australia Inc	51104	0	0	0	7	3	10	40	9	49	21	30	51	68	42	110
Tabor College	52167	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
The Pharmacy Guild of Australia - National Secretariat	0452	0	0	0	0	0	0	0	1	1	0	3	3	0	4	4
The West Australian Group Training Scheme Inc	50159	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Thornlie Senior High School	50555	0	0	0	10	4	14	47	56	103	27	43	70	84	103	187
TR7 Training Services Pty Ltd	51620	0	0	0	0	0	0	0	2	2	0	6	6	0	8	8
Training Sense Pty Ltd	21675	0	0	0	0	0	0	32	4	36	15	2	17	47	6	53
Training Solutions Australia	51502	0	0	0	0	0	0	2	0	2	1	0	1	3	0	3
University of Notre Dame Australia	0064	0	0	0	0	0	0	1	1	2	0	1	1	1	2	3
VTEC Training WA	2465	0	0	0	51	16	67	93	53	146	47	46	93	191	115	306
WA College of Agriculture (Cunderdin)	50505	0	0	0	0	0	0	0	0	0	49	12	61	49	12	61
WA College of Agriculture (Denmark)	50502	0	0	0	17	4	21	37	8	45	19	9	28	73	21	94
WA College of Agriculture (Harvey)	50421	0	0	0	22	7	29	40	15	55	15	8	23	77	30	107
WA College of Agriculture (Morawa)	50530	0	0	0	0	0	0	15	5	20	16	5	21	31	10	41
WA College of Agriculture (Narrogin)	50506	0	0	0	0	0	0	39	14	53	45	10	55	84	24	108
Wallis Training	50993	0	0	0	0	0	0	11	4	15	3	1	4	14	5	19
Warwick Senior High School	50556	0	0	0	0	0	0	21	11	32	18	16	34	39	27	66
West Australian Academy of Hair, Beauty, Make-up and Nails	50384	0	0	0	0	3	3	2	31	33	0	4	4	2	38	40
West Australian Fitness Academy (WAFA)	50263	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
West Coast Institute of Training	2536	0	0	0	15	14	29	110	96	206	89	132	221	214	242	456

## School Curriculum and Standards Authority

Table 5.14 Registered Training Organisations offering VET units of competency to students who completed at least one VET unit of competency, by sex, 2011

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
Westrac Institute (WA) Pty Ltd	50737	0	0	0	0	0	0	13	0	13	1	0	1	14	0	14
Wongutha CAPS Campus	50504	0	0	0	1	0	1	19	22	41	7	10	17	27	32	59
XLT College of Welding	6220	0	0	0	0	0	0	5	0	5	3	0	3	8	0	8

## School Curriculum and Standards Authority

Table 5.15 Number of schools with students who achieved at least one endorsed program, 2011

School Sector	Schools with Year 10 students	Schools with Year 11 students	Schools with Year 12 students	All Schools
Government	116	133	135	158
Catholic	28	32	33	37
Independent	36	48	48	55
Overseas	0	1	5	5
Total	180	214	221	255

Table 5.16 Number of schools with students who achieved at least one unit equivalent through endorsed programs, 2011

School Sector	Schools with Year 10 students	Schools with Year 11 students	Schools with Year 12 students	All Schools
Government	96	131	132	154
Catholic	21	29	32	36
Independent	35	45	47	52
Overseas	0	1	5	5
Total	152	206	216	247

Table 5.17 Number of schools with students who achieved at least one workplace learning endorsed program, 2011

School Sector	Schools with Year 10 students	Schools with Year 11 students	Schools with Year 12 students	All Schools
Government	38	112	119	133
Catholic	7	20	23	24
Independent	2	27	31	34
Total	47	159	175	193

# School Curriculum and Standards Authority

Table 5.18 Number of students who achieved at least one endorsed program, by sex, 2011

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	1943	1871	3814	2446	1995	4441	1551	1674	3225	5940	5540	11480
Catholic	517	807	1324	780	1005	1785	445	742	1187	1742	2554	4296
Independent	407	880	1287	456	592	1048	312	343	655	1175	1815	2990
Overseas	0	0	0	41	33	74	78	64	142	119	97	216
Total	2867	3558	6425	3723	3625	7348	2386	2823	5209	8976	10006	18982

Table 5.19 Number of students who achieved at least one unit equivalent through endorsed programs, by sex, 2011

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	497	547	1044	2107	1669	3776	1422	1570	2992	4026	3786	7812
Catholic	97	155	252	424	508	932	253	379	632	774	1042	1816
Independent	194	282	476	330	429	759	260	285	545	784	996	1780
Overseas	0	0	0	41	33	74	78	64	142	119	97	216
Total	788	984	1772	2902	2639	5541	2013	2298	4311	5703	5921	11624

Table 5.20 Number of students who achieved at least one workplace learning endorsed program, by sex, 2011

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	208	115	323	1526	1037	2563	988	984	1972	2722	2136	4858
Catholic	33	17	50	228	147	375	131	167	298	392	331	723
Independent	6	0	6	119	90	209	129	86	215	254	176	430
Total	247	132	379	1873	1274	3147	1248	1239	2487	3368	2645	6013

# School Curriculum and Standards Authority

Table 5.21 Achievement of Workplace Learning Endorsed programs, by sex, 2011

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	159	68	227	1209	790	1999	806	741	1547	2174	1599	3773
Workplace Learning Employability Skills	WL2	88	58	146	638	468	1106	402	405	807	1128	931	2059
Workplace Learning Employability Skills B	WL2B	0	1	1	44	30	74	53	28	81	97	59	156
Work Skills	PGWS	5	6	11	37	20	57	51	99	150	93	125	218

## School Curriculum and Standards Authority

Table 5.22 Number of endorsed program unit equivalents achieved by students, by sex, 2011

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	445	681	1126	883	1065	1948	367	540	907	1695	2286	3981
2.0	248	200	448	1148	964	2112	572	679	1251	1968	1843	3811
3.0	37	50	87	346	250	596	196	244	440	579	544	1123
4.0	28	36	64	285	190	475	331	328	659	644	554	1198
5.0	19	6	25	107	69	176	129	155	284	255	230	485
6.0	7	6	13	62	51	113	155	115	270	224	172	396
7.0	0	2	2	24	17	41	90	69	159	114	88	202
8.0	1	2	3	21	19	40	63	37	100	85	58	143
9.0	1	0	1	6	3	9	27	27	54	34	30	64
10.0*	2	1	3	20	11	31	83	104	187	105	116	221

\* Up to 10 unit equivalents could have been used towards meeting the requirements for a Western Australian Certificate of Education (WACE).

# School Curriculum and Standards Authority

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2011

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										
CWR100	ASDAN: Preparatory Award Programs – Workright	3	0	0	0	0	3	9	3	12
CTISM04	ASDAN: Preparatory Award Programs Towards Independence – Everyday Living	1	0	0	0	0	1	1	0	1
CTISM09	ASDAN: Preparatory Award Programs Towards Independence – Independent Living	2	0	0	0	0	2	2	0	2
CTISM11	ASDAN: Preparatory Award Programs Towards Independence – Meal Preparation and Cooking	2	0	0	0	0	2	2	0	2
CTISM12	ASDAN: Preparatory Award Programs Towards Independence – Money	2	0	0	0	0	2	3	1	4
CTISM13	ASDAN: Preparatory Award Programs Towards Independence – Out in the Community	1	0	0	0	0	1	6	3	9
CTISM22	ASDAN: Preparatory Award Programs Towards Independence – Recognising and Using Everyday Signs	1	0	0	0	0	1	3	0	3
CTISM25	ASDAN: Preparatory Award Programs Towards Independence – Sport and Leisure	1	0	0	0	0	1	1	0	1
CTISM44	ASDAN: Preparatory Award Programs Towards Independence – Time Management and Self Organisation	1	0	0	0	0	1	0	2	2
CTISM27	ASDAN: Preparatory Award Programs Towards Independence – Using a Computer	1	0	0	0	0	1	3	2	5
CTC100	ASDAN: Preparatory Award Programs Transition Challenge Module 1 – Knowing How	4	0	0	1	0	5	6	5	11
CTC200	ASDAN: Preparatory Award Programs Transition Challenge Module 2 – Making Choices	3	0	0	0	0	3	6	2	8
CTC300	ASDAN: Preparatory Award Programs Transition Challenge Module 3 – Feeling Good	5	0	0	0	0	5	9	3	12
CTC400	ASDAN: Preparatory Award Programs Transition Challenge Module 4 – Moving Forward	2	0	0	0	0	2	2	1	3

# School Curriculum and Standards Authority

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CTC500	ASDAN: Preparatory Award Programs Transition Challenge Module 5 – Taking the Lead	1	0	0	0	0	1	0	1	1
CABP2P	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 2 (Piano)	0	0	1	0	0	1	0	1	1
CABP4G	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 4 (Guitar)	0	0	1	0	0	1	1	0	1
CABP5JC	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 5 (Jazz Clarinet)	1	0	0	1	0	2	0	2	2
CABP6SX	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 6 (Saxophone)	0	0	1	0	0	1	1	0	1
CABP7CL	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 7 (Clarinet)	1	0	0	0	0	1	0	1	1
CABP7P	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 7 (Piano)	1	0	0	0	0	1	0	1	1
CABP8P	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 8 (Piano)	1	0	0	0	0	1	0	1	1
CABTM2	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 2	1	0	0	0	0	1	1	0	1
CABTM3	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 3	2	0	0	0	0	2	1	1	2
CABTM7	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 7	1	0	0	0	0	1	0	1	1
CAFBST	Australian Air Force Cadets: Basic Stage Training	2	0	0	1	0	3	2	1	3
CAFJNCO	Australian Air Force Cadets: Junior Non-commissioned Officer Promotion Course	2	0	2	0	0	4	4	0	4
CAFPST	Australian Air Force Cadets: Proficiency Stage Training	0	0	1	0	0	1	1	0	1
CAZMS4	Australian and New Zealand Cultural Arts Limited: Modern Singing Grade Four	0	0	1	0	0	1	0	1	1



# School Curriculum and Standards Authority

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CAZMTH4	Australian and New Zealand Cultural Arts Limited: Music Theory Grade Four	1	0	0	0	0	1	0	2	2
CAZMTH2	Australian and New Zealand Cultural Arts Limited: Music Theory Grade Two	1	0	0	0	0	1	1	0	1
CAAC1B	Australian Army Cadets: Annual Camp Tier 1B	1	0	0	0	0	1	1	0	1
CAAC2B	Australian Army Cadets: Annual Camp Tier 2B	1	0	0	0	0	1	1	0	1
CAJNCO	Australian Army Cadets: Junior Non Commissioned Officers' Course	2	0	0	0	0	2	2	0	2
CASNCO	Australian Army Cadets: Senior Non Commissioned Officers' Course	1	0	0	0	0	1	1	0	1
CAIBVI	Australian Institute of Classical Dance: Borovansky Syllabus in Grade VI	1	0	0	0	0	1	0	1	1
CAIBI	Australian Institute of Classical Dance: Borovansky Syllabus in Intermediate	0	0	0	1	0	1	0	1	1
CAMD4	Australian Music Examinations Board: Drama and Performance Fourth Grade	1	0	0	0	0	1	0	1	1
CAMD7	Australian Music Examinations Board: Drama and Performance Seventh Grade	0	0	0	1	0	1	0	2	2
CAMD6	Australian Music Examinations Board: Drama and Performance Sixth Grade	0	0	3	1	0	4	1	7	8
CAMM5	Australian Music Examinations Board: Fifth Grade Musicianship	0	0	0	1	0	1	0	1	1
CAMT1	Australian Music Examinations Board: First Grade Theory of Music	0	0	1	0	0	1	0	2	2
CAMM4	Australian Music Examinations Board: Fourth Grade Musicianship	0	0	0	1	0	1	1	0	1
CAMT4	Australian Music Examinations Board: Fourth Grade Theory of Music	2	0	1	1	0	4	1	3	4
CAMP812	Australian Music Examinations Board: Practice of Music Eighth Grade (Flute)	0	0	0	1	0	1	0	1	1
CAMP81	Australian Music Examinations Board: Practice of Music Eighth Grade (Piano)	1	0	1	0	0	2	0	2	2
CAMP512	Australian Music Examinations Board: Practice of Music Fifth Grade (Flute)	0	0	0	1	0	1	0	3	3
CAMP51	Australian Music Examinations Board: Practice of Music Fifth Grade (Piano)	0	0	1	1	0	2	1	1	2
CAMP518	Australian Music Examinations Board: Practice of Music Fifth Grade (Trumpet)	0	0	1	2	0	3	2	1	3
CAMP114	Australian Music Examinations Board: Practice of Music First Grade (Clarinet)	0	0	0	1	0	1	0	1	1
CAMP112	Australian Music Examinations Board: Practice of Music First Grade (Flute)	0	0	1	0	0	1	0	1	1

# School Curriculum and Standards Authority

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CAMP15	Australian Music Examinations Board: Practice of Music First Grade (Violin)	0	0	1	0	0	1	0	1	1
CAMP47	Australian Music Examinations Board: Practice of Music Fourth Grade (Cello)	1	0	0	0	0	1	0	1	1
CAMP414	Australian Music Examinations Board: Practice of Music Fourth Grade (Clarinet)	0	0	0	1	0	1	0	4	4
CAMP422	Australian Music Examinations Board: Practice of Music Fourth Grade (Euphonium)	0	0	0	1	0	1	0	1	1
CAMP412	Australian Music Examinations Board: Practice of Music Fourth Grade (Flute)	0	0	2	0	0	2	0	3	3
CAMP413	Australian Music Examinations Board: Practice of Music Fourth Grade (Oboe)	1	0	0	0	0	1	0	1	1
CAMP42	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano for Leisure)	1	0	1	1	0	3	0	3	3
CAMP41	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano)	0	0	0	2	0	2	0	2	2
CAMP424	Australian Music Examinations Board: Practice of Music Fourth Grade (Singing for Leisure)	0	0	0	1	0	1	0	1	1
CAMP418	Australian Music Examinations Board: Practice of Music Fourth Grade (Trumpet)	0	0	0	1	0	1	0	1	1
CAMP214	Australian Music Examinations Board: Practice of Music Second Grade (Clarinet)	0	0	1	0	0	1	0	1	1
CAMP29	Australian Music Examinations Board: Practice of Music Second Grade (Guitar)	1	0	0	0	0	1	1	0	1
CAMP72	Australian Music Examinations Board: Practice of Music Seventh Grade (Piano for Leisure)	1	0	0	1	0	2	2	1	3
CAMP71	Australian Music Examinations Board: Practice of Music Seventh Grade (Piano)	2	0	1	0	0	3	0	3	3
CAMP612	Australian Music Examinations Board: Practice of Music Sixth Grade (Flute)	2	0	1	0	0	3	0	3	3
CAMP62	Australian Music Examinations Board: Practice of Music Sixth Grade (Piano for Leisure)	0	0	0	2	0	2	1	1	2

# School Curriculum and Standards Authority

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CAMP66	Australian Music Examinations Board: Practice of Music Sixth Grade (Viola)	0	0	0	1	0	1	0	1	1
CAMP315	Australian Music Examinations Board: Practice of Music Third Grade (Bassoon)	0	0	0	1	0	1	0	1	1
CAMP32	Australian Music Examinations Board: Practice of Music Third Grade (Piano for Leisure)	0	0	1	0	0	1	1	0	1
CAMP31	Australian Music Examinations Board: Practice of Music Third Grade (Piano)	0	0	1	0	0	1	1	0	1
CAMP323	Australian Music Examinations Board: Practice of Music Third Grade (Singing)	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	0	1
CAMT2	Australian Music Examinations Board: Second Grade Theory of Music	0	0	2	3	0	5	3	6	9
CAMM6	Australian Music Examinations Board: Sixth Grade Musicianship	1	0	0	0	0	1	1	0	1
CAMSPT5	Australian Music Examinations Board: Speech and Performance Theory Fifth Grade	0	0	0	1	0	1	0	2	2
CAMSPT6	Australian Music Examinations Board: Speech and Performance Theory Sixth Grade	0	0	0	1	0	1	0	2	2
CAMM3	Australian Music Examinations Board: Third Grade Musicianship	0	0	0	1	0	1	0	5	5
CAMT3	Australian Music Examinations Board: Third Grade Theory of Music	0	0	0	5	0	5	0	6	6
CAMV6	Australian Music Examinations Board: Voice and Communication Sixth Grade	0	0	1	1	0	2	0	6	6
CNPAS	Australian Navy Cadets: Able Seaman Qualifying Course	0	0	0	1	0	1	3	0	3
CRCC	Australian Red Cross: Cadet	0	0	0	1	0	1	1	0	1
CCACC	Calisthenics Association of Western Australia: Cadet Coach	0	0	0	1	0	1	0	1	1
CCB6	Cecchetti Ballet Australia: Grade 6	0	0	1	0	0	1	0	1	1
CCOB4	Commonwealth Society of Teachers of Dancing: Classical Ballet Grade 4	0	0	1	0	0	1	0	1	1
CCOJ4	Commonwealth Society of Teachers of Dancing: Modern Jazz Grade 4	0	0	1	0	0	1	0	1	1
CCOJ5	Commonwealth Society of Teachers of Dancing: Modern Jazz Grade 5	0	0	1	1	0	2	0	2	2

# School Curriculum and Standards Authority

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CCOJ6	Commonwealth Society of Teachers of Dancing: Modern Jazz Grade 6	1	0	0	1	0	2	0	3	3
CCOJ7	Commonwealth Society of Teachers of Dancing: Modern Jazz Grade 7	1	0	0	0	0	1	0	1	1
CCOTB5	Commonwealth Society of Teachers of Dancing: Tap Dance Advanced Bronze Grade 5	0	0	0	1	0	1	0	1	1
CCOTS6	Commonwealth Society of Teachers of Dancing: Tap Dance Advanced Silver 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	0	0	1	0	0	1	0	1	1
CCOTHA	Commonwealth Society of Teachers of Dancing: Theatrical Dance Advanced	0	0	0	1	0	1	0	2	2
CCOTHP	Commonwealth Society of Teachers of Dancing: Theatrical Dance Pre-advanced	0	0	0	1	0	1	0	1	1
CCVFA	Conservation Volunteers Australia: Monitoring, Evaluation and Recording of Native Fauna	1	0	0	0	0	1	6	19	25
CCVFL	Conservation Volunteers Australia: Monitoring, Evaluation and Recording of Native Flora	1	0	0	1	0	2	1	5	6
CBIOG	Department of Commerce: sanofi-aventis BioGENEius Challenge	1	0	0	1	0	2	1	1	2
CDEC1	Department of Environment and Conservation: Bush Rangers Western Australia Level One	7	0	2	3	0	12	42	47	89
CDEC3	Department of Environment and Conservation: Bush Rangers Western Australia Level Three	2	0	0	0	0	2	10	4	14
CDEC2	Department of Environment and Conservation: Bush Rangers Western Australia Level Two	1	0	1	1	0	3	9	8	17
CPLRST	Department of Transport: WA Recreational Skipper's Ticket	3	0	4	4	0	11	50	125	175
CDEB	Duke of Edinburgh WA: Bronze Award	5	0	0	9	0	14	22	85	107

# School Curriculum and Standards Authority

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CDES	Duke of Edinburgh WA: Silver Award	0	0	0	2	0	2	1	1	2
CESFS	Emergency Services Cadet Corps: Fire Safety Management Skills	1	0	0	0	0	1	5	3	8
CESFA	Emergency Services Cadet Corps: First Aid and Emergency Care Management Skills	3	0	0	0	0	3	12	12	24
CESGR	Emergency Services Cadet Corps: General Rescue Skills	1	0	0	0	0	1	5	3	8
CESLI	Emergency Services Cadet Corps: Leadership and Instructional Skills	1	0	0	1	0	2	2	9	11
CESNH	Emergency Services Cadet Corps: Natural Hazards Management Skills	1	0	0	0	0	1	5	3	8
CESSR	Emergency Services Cadet Corps: Search and Rescue Management Skills	1	0	0	0	0	1	5	3	8
CESTPC1	Emergency Services Cadet Corps: Training Program Cadet Level 1	2	0	0	1	0	3	7	14	21
CESTPC2	Emergency Services Cadet Corps: Training Program Cadet Level 2	2	0	0	2	0	4	9	6	15
CESTPCR	Emergency Services Cadet Corps: Training Program Cadet Recruit	2	0	0	0	0	2	7	7	14
CESWS	Emergency Services Cadet Corps: Water Safety Management Skills	1	0	0	0	0	1	5	3	8
CEQIHM	Equestrian Western Australia: Introductory Horse Management	1	0	1	2	0	4	0	5	5
CEQIR	Equestrian Western Australia: Introductory Riding	1	0	0	0	0	1	0	1	1
CEQGR1	Equestrian Western Australia: Level 1 General Riding	0	0	1	0	0	1	0	1	1
CHDR	Holyoake Institute: DRUMBEAT Social Development Program	1	0	0	0	0	1	2	0	2
CIPEA	Image Power Australia Pty Ltd: The Employment Advantage	4	0	0	1	0	5	17	17	34
CLSMT1	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 1	0	0	2	2	0	4	9	36	45
CLSMT2	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 2	0	0	1	0	0	1	0	8	8
CLAPA5	London Academy of Music and Dramatic Art: Level 2 Award in Performance Acting Grade 5	0	0	0	2	0	2	0	14	14

# School Curriculum and Standards Authority

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CLAPA6	London Academy of Music and Dramatic Art: Level 3 Award in Performance Acting Grade 6	0	0	0	1	0	1	0	2	2
COBN	Outward Bound Australia: Navigator Program	1	0	0	0	0	1	1	0	1
CPCESA	Pony Club Association of Western Australia: PCA Efficiency A Standard	0	0	0	1	0	1	0	1	1
CPADOW	Professional Association of Diving Instructors (PADI): Open Water Diver	2	0	1	0	0	3	14	5	19
CRADA1	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced 1	1	0	0	0	0	1	1	1	2
CRADAF	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced Foundation	2	0	0	0	0	2	0	3	3
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	4	0	3	2	0	9	22	162	184
CSSIOW	Scuba Schools International Australasia Pty Ltd: Open Water Diver	0	0	0	2	0	2	0	25	25
CSDMT	Stage Door School of Performing Arts: Program in Music Theatre	1	0	1	0	0	2	0	2	2
CSL1	Surf Life Saving WA: Bronze Medallion	2	0	3	5	0	10	13	5	18
CSLSR	Surf Life Saving WA: Surf Rescue Certificate	1	0	1	1	0	3	13	8	21
CGCB10	The Graduate College of Dance: Classical Ballet Year 10	1	0	2	0	0	3	1	4	5
CGCB11	The Graduate College of Dance: Classical Ballet Year 11	0	0	1	0	0	1	0	1	1
CSVBC	The Salvation Army: Beyond the Classroom	0	0	1	0	0	1	0	10	10
CSTE	The Scout Association of Australia: Endeavour Award	1	0	0	0	0	1	1	0	1
CSTV	The Scout Association of Australia: Venturer Award	1	0	0	0	0	1	1	0	1
CTCDS5	Trinity College London: Drama and Speech Grade 5	0	0	1	1	0	2	0	14	14
CTCDS6	Trinity College London: Drama and Speech Grade 6	0	0	0	1	0	1	0	6	6
CTCDS7	Trinity College London: Drama and Speech Grade 7	0	0	0	1	0	1	0	2	2

# School Curriculum and Standards Authority

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CTCP4PE	Trinity College London: Music Performance Grade 4 (Percussion)	0	0	0	1	0	1	1	0	1
CLRSEP	WA/La Réunion Student Exchange (Inc): Student Exchange Programme	0	0	0	1	0	1	0	1	1
CPRFCR	Western Australia Police Rangers: First Class Ranger Training Program	3	0	0	1	0	4	6	13	19
CPRSR	Western Australia Police Rangers: Senior Ranger Training Program	1	0	0	0	0	1	1	0	1
CVBR2	Western Australian Volleyball Association Inc.: Volleyball Referee Level 1 Regional	1	0	0	0	0	1	0	1	1
CWCE	World Challenge Australia: World Challenge Expedition	2	0	1	0	0	3	4	10	14
CYPHC	Yachting Australia: Powerboat Handling Certificate	1	0	0	1	0	2	1	1	2
CYSBS1	Yachting Australia: Small Boat Sailing – Basic Skills 1	1	0	0	1	0	2	2	0	2
CYMYP	YMCA: Western Australian Youth Parliament	1	0	0	0	0	1	0	1	1
Personal development programs										
PACH1	Anglicare WA: Changemakers	1	0	0	0	0	1	8	6	14
PAVA	AVP WA: Peaceful Pathways Advanced	1	0	0	0	0	1	5	8	13
PAVB	AVP WA: Peaceful Pathways Basic	1	0	0	0	0	1	5	7	12
PAVT4F	AVP WA: Peaceful Pathways Training for Facilitators	1	0	0	0	0	1	3	5	8
PCVCT1	Canning Vale College: Circus Troupe 1 – Entry Level	1	0	0	0	0	1	7	2	9
PCECSL	Catholic Education Office of WA: Christian Service Learning in Catholic Schools	0	0	2	0	0	2	91	117	208
PCLHB	Collie Senior High School: Introduction to Hair and Beauty	1	0	0	0	0	1	0	6	6
PFYOH	Community Solutions Inc.: YOH Fest	3	0	1	0	0	4	21	36	57
PD2CS	Department of Education : Community Service	3	0	0	0	0	3	108	96	204
PLS1	Department of Education : Life Skills for Senior School Students 1 – The Life Journey	5	0	1	0	0	6	3	11	14

# School Curriculum and Standards Authority

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2011 (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	7	0	0	0	0	7	8	9	17
PLS3	Department of Education : Life Skills for Senior School Students 3 – Belonging to a Community	2	0	0	0	0	2	1	3	4
PLS4	Department of Education : Life Skills for Senior School Students 4 – Being an Individual	4	0	0	0	0	4	2	7	9
PLS5	Department of Education : Life Skills for Senior School Students 5 – Planning for the Future	2	0	0	0	0	2	2	3	5
PLS6	Department of Education : Life Skills for Senior School Students 6 – The Project	2	0	1	0	0	3	3	4	7
PLS7	Department of Education : Life Skills for Senior School Students 7 – Personal Money Matters 1	1	0	0	0	0	1	4	0	4
PEFMP	Department of Training and Workforce Development: Finding MY Place	1	0	0	0	0	1	5	6	11
PDUEL1	Duncraig Senior High School: Eco Leader 1	1	0	0	0	0	1	4	0	4
PELBC	Elite Sports Programs: Basketball Coaching	0	0	0	1	0	1	18	5	23
PIPSS	Image Power Australia Pty Ltd: Developing Social Skills	1	0	0	0	0	1	13	11	24
PSIM2	Instrumental Music School Services: Extension Ensemble Performance	2	0	0	0	0	2	29	37	66
PSIM1	Instrumental Music School Services: Music Ensemble Performance	3	0	0	0	0	3	4	8	12
PVC101	John Calvin Christian College: Reformed Christian Studies 101	0	0	0	1	0	1	21	27	48
PJCB1	John Curtin College of the Arts: Ballet Showcase 1 (Corps de ballet)	1	0	0	0	0	1	1	12	13
PLYEV	Leeuwin Ocean Adventure Foundation: Youth Explorer Voyage	10	0	3	3	0	16	18	22	40
PLEO	Lions Club International : Leo Club	1	0	0	0	0	1	0	1	1
PLWCS	Living Waters Lutheran College: Community Service Program	0	0	0	1	0	1	19	30	49
PCELP	Mater Dei College: Leadership Program	1	0	0	0	0	1	6	4	10
PMSL	Mercy Colleges: Mercy Service-Learning	0	0	1	0	0	1	0	144	144



# School Curriculum and Standards Authority

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2011 (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										
PMBG	My Big Gig: Music Competition	1	0	0	2	0	3	3	6	9
POBS	Outward Bound Australia: School Program	0	0	0	3	0	3	110	97	207
PRF1	Re-engineering Australia Foundation: F1 in Schools Technology Challenge	1	0	0	0	0	1	3	0	3
PREBS	Rock Eisteddfod Challenge: Backstage Support Crew	3	0	0	0	0	3	5	9	14
PRESP	Rock Eisteddfod Challenge: Stage Performance	4	0	0	0	0	4	1	24	25
PROINT	Rotary International: Interact	2	0	0	0	0	2	5	19	24
PRSPCA	RSPCA WA (Inc): Working with Animals	0	0	3	0	0	3	0	3	3
PSHYV	Sacred Heart College: Young Vinnies Program	0	0	1	0	0	1	1	1	2
PGAM	School Curriculum and Standards Authority: Administration and Management	4	0	0	0	0	4	1	18	19
PGCAP	School Curriculum and Standards Authority: Community Arts Performance	5	0	0	2	0	7	7	29	36
PGCSP	School Curriculum and Standards Authority: Community Sports Performance	1	1	0	2	0	4	2	4	6
PGMPE	School Curriculum and Standards Authority: Music Performance Ensemble	4	0	3	2	0	9	56	61	117
PGRP	School Curriculum and Standards Authority: Recreational Pursuits	5	0	1	2	0	8	17	12	29
PGST	School Curriculum and Standards Authority: School Trip	11	0	4	7	0	22	108	139	247
PGWSPP	School Curriculum and Standards Authority: Whole School Production – Performance	6	0	4	1	0	11	26	85	111
PGWSPPD	School Curriculum and Standards Authority: Whole School Production – Production and Design	2	0	0	1	0	3	2	4	6
PGWS	School Curriculum and Standards Authority: Work Skills	3	1	1	1	0	6	5	6	11
PK4L+	School Drug Education and Road Aware: Keys for Life - Plus	1	0	0	0	0	1	3	1	4
PK4L	School Drug Education and Road Aware: Keys for Life – Pre-driver Education Course	36	0	8	9	0	53	1955	2324	4279
PSCPF	Stage Combat Perth: Foundation Course	1	0	0	0	0	1	9	9	18

## School Curriculum and Standards Authority

Table 5.23 Number of schools and number of Year 10 students who completed endorsed programs by program provider, program and school type, 2011 (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)	3	0	0	1	0	4	5	28	33
Workplace learning programs										
WL2	School Curriculum and Standards Authority: Workplace Learning Employability Skills	11	1	6	1	0	19	88	58	146
WL2B	School Curriculum and Standards Authority: Workplace Learning Employability Skills B	1	0	0	0	0	1	0	1	1
WL1	School Curriculum and Standards Authority: Workplace Learning On-the-job Training	25	0	0	0	0	25	159	68	227

# School Curriculum and Standards Authority

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011

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		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CWR100	ASDAN: Preparatory Award Programs – Workright	2	0	0	0	0	2	2	2	4
CTISM49	ASDAN: Preparatory Award Programs Towards Independence – Business Enterprise	1	0	0	0	0	1	0	1	1
CTISM41	ASDAN: Preparatory Award Programs Towards Independence – Citizenship	1	0	0	0	0	1	1	1	2
CTISM01	ASDAN: Preparatory Award Programs Towards Independence – Coping with People	1	0	0	0	0	1	2	0	2
CTISM03	ASDAN: Preparatory Award Programs Towards Independence – Current Affairs	2	0	0	0	0	2	2	0	2
CTISM04	ASDAN: Preparatory Award Programs Towards Independence – Everyday Living	1	0	0	0	0	1	1	0	1
CTISM08	ASDAN: Preparatory Award Programs Towards Independence – Horticulture	2	0	0	0	0	2	4	0	4
CTISM09	ASDAN: Preparatory Award Programs Towards Independence – Independent Living	3	0	0	0	0	3	6	1	7
CTISM33	ASDAN: Preparatory Award Programs Towards Independence – Making Pictures	1	0	0	0	0	1	10	1	11
CTISM11	ASDAN: Preparatory Award Programs Towards Independence – Meal Preparation and Cooking	4	0	2	0	0	6	9	1	10
CTISM12	ASDAN: Preparatory Award Programs Towards Independence – Money	5	0	0	0	0	5	8	2	10
CTISM43	ASDAN: Preparatory Award Programs Towards Independence – Multi-Sensory Experiences	2	0	0	0	0	2	2	2	4
CTISM22	ASDAN: Preparatory Award Programs Towards Independence – Recognising and Using Everyday Signs	3	0	0	0	0	3	2	2	4
CTISM40	ASDAN: Preparatory Award Programs Towards Independence – Relationships	1	0	0	0	0	1	3	2	5
CTISM44	ASDAN: Preparatory Award Programs Towards Independence – Time Management and Self Organisation	1	0	1	0	0	2	3	0	3

# School Curriculum and Standards Authority

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CTISM27	ASDAN: Preparatory Award Programs Towards Independence – Using a Computer	3	0	0	0	0	3	4	0	4
CTISM36	ASDAN: Preparatory Award Programs Towards Independence – Using ICT	1	0	0	0	0	1	1	2	3
CTISM28	ASDAN: Preparatory Award Programs Towards Independence – Using Transport	1	0	0	0	0	1	4	0	4
CTISM42	ASDAN: Preparatory Award Programs Towards Independence – Vocational training / Experience	2	0	0	0	0	2	3	0	3
CTISM29	ASDAN: Preparatory Award Programs Towards Independence – Water Skills	1	0	0	0	0	1	0	1	1
CTISM30	ASDAN: Preparatory Award Programs Towards Independence – Work Awareness	1	0	0	0	0	1	1	0	1
CTC100	ASDAN: Preparatory Award Programs Transition Challenge Module 1 – Knowing How	3	0	0	1	0	4	1	3	4
CTC200	ASDAN: Preparatory Award Programs Transition Challenge Module 2 – Making Choices	4	0	1	0	0	5	3	2	5
CTC300	ASDAN: Preparatory Award Programs Transition Challenge Module 3 – Feeling Good	4	0	0	0	0	4	4	3	7
CTC400	ASDAN: Preparatory Award Programs Transition Challenge Module 4 – Moving Forward	2	0	0	0	0	2	2	1	3
CTC500	ASDAN: Preparatory Award Programs Transition Challenge Module 5 – Taking the Lead	1	0	0	0	0	1	1	0	1
CABP5H	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 5 (Harp)	1	0	0	0	0	1	0	1	1
CABP5P	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 5 (Piano)	1	0	0	0	0	1	0	1	1
CABP8S	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 8 (Singing)	0	0	0	1	0	1	0	1	1
CABP8V	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 8 (Violin)	0	0	0	1	0	1	0	1	1

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Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011 (cont)

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		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CABTM3	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 3	2	0	0	0	0	2	1	1	2
CABTM5	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 5	1	0	0	0	0	1	1	0	1
CABTM6	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 6	0	0	0	1	0	1	0	1	1
CAFAST	Australian Air Force Cadets: Advanced Stage Training	0	0	1	1	0	2	0	2	2
CAFBST	Australian Air Force Cadets: Basic Stage Training	4	0	0	0	0	4	2	2	4
CAFJNCO	Australian Air Force Cadets: Junior Non-commissioned Officer Promotion Course	1	0	1	0	0	2	1	1	2
CAFPST	Australian Air Force Cadets: Proficiency Stage Training	2	0	2	1	0	5	2	3	5
CAFSNCO	Australian Air Force Cadets: Senior Non-commissioned Officers' Course	1	0	1	2	0	4	4	0	4
CAFWOC	Australian Air Force Cadets: Warrant Officers Course	0	0	1	0	0	1	1	0	1
CAZCP4	Australian and New Zealand Cultural Arts Limited: Classical Pianoforte Grade Four	1	0	0	0	0	1	0	1	1
CAZCP7	Australian and New Zealand Cultural Arts Limited: Classical Pianoforte Grade Seven	0	0	0	1	0	1	1	0	1
CAZMPA	Australian and New Zealand Cultural Arts Limited: Modern Pianoforte Associate Diploma	1	0	0	0	0	1	1	0	1
CAZMP4	Australian and New Zealand Cultural Arts Limited: Modern Pianoforte Grade Four	0	0	0	1	0	1	1	0	1
CAZMTH4	Australian and New Zealand Cultural Arts Limited: Music Theory Grade Four	0	0	0	1	0	1	1	0	1
CAZMTH3	Australian and New Zealand Cultural Arts Limited: Music Theory Grade Three	0	0	0	1	0	1	1	0	1
CAZVO7	Australian and New Zealand Cultural Arts Limited: Violoncello Grade Seven	1	0	0	0	0	1	1	0	1
CAZVO6	Australian and New Zealand Cultural Arts Limited: Violoncello Grade Six	0	0	0	1	0	1	1	0	1
CAAC2A	Australian Army Cadets: Annual Camp Tier 2A	0	0	1	0	0	1	1	0	1

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Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CAAC2B	Australian Army Cadets: Annual Camp Tier 2B	1	0	0	0	0	1	1	0	1
CAAC3	Australian Army Cadets: Annual Camp Tier 3	1	0	1	0	0	2	2	0	2
CAJNCO	Australian Army Cadets: Junior Non Commissioned Officers' Course	1	0	0	0	0	1	1	0	1
CASNCO	Australian Army Cadets: Senior Non Commissioned Officers' Course	3	0	0	0	0	3	3	1	4
CAWO	Australian Army Cadets: Warrant Officer Course	1	0	0	0	0	1	1	0	1
CAIBA1	Australian Institute of Classical Dance: Borovansky Syllabus in Advanced I	0	0	1	0	0	1	0	2	2
CAIBI	Australian Institute of Classical Dance: Borovansky Syllabus in Intermediate	0	0	0	1	0	1	0	1	1
CAMCGA1	Australian Music Examinations Board: Contemporary Popular Music Guitar Advancing Step 1	0	0	0	1	0	1	0	1	1
CAMT5	Australian Music Examinations Board: Fifth Grade Theory of Music	1	0	1	1	0	3	3	1	4
CAMT1	Australian Music Examinations Board: First Grade Theory of Music	0	0	1	0	0	1	1	1	2
CAMM4	Australian Music Examinations Board: Fourth Grade Musicianship	0	0	0	1	0	1	0	1	1
CAMT4	Australian Music Examinations Board: Fourth Grade Theory of Music	2	0	2	3	0	7	3	4	7
CAMPL1	Australian Music Examinations Board: Licentiate of Music Australia (Piano)	0	0	0	1	0	1	1	0	1
CAMP87	Australian Music Examinations Board: Practice of Music Eighth Grade (Cello)	0	0	0	1	0	1	0	1	1
CAMP81	Australian Music Examinations Board: Practice of Music Eighth Grade (Piano)	1	0	0	0	0	1	1	0	1
CAMP514	Australian Music Examinations Board: Practice of Music Fifth Grade (Clarinet)	0	0	0	1	0	1	0	1	1
CAMP512	Australian Music Examinations Board: Practice of Music Fifth Grade (Flute)	0	0	0	2	0	2	0	2	2
CAMP52	Australian Music Examinations Board: Practice of Music Fifth Grade (Piano for Leisure)	0	0	0	1	0	1	1	0	1
CAMP51	Australian Music Examinations Board: Practice of Music Fifth Grade (Piano)	0	0	2	0	0	2	0	2	2
CAMP516	Australian Music Examinations Board: Practice of Music Fifth Grade (Saxophone)	1	0	0	0	0	1	0	1	1
CAMP523	Australian Music Examinations Board: Practice of Music Fifth Grade (Singing)	0	0	0	1	0	1	0	1	1

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Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011 (cont)

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		Government		Non-government		Overseas schools	Total	Male	Female	Total
		Schools	Other	Catholic schools	Independent schools					
Community organisation programs										
CAMP519	Australian Music Examinations Board: Practice of Music Fifth Grade (Trombone)	0	0	0	1	0	1	1	0	1
CAMP518	Australian Music Examinations Board: Practice of Music Fifth Grade (Trumpet)	0	0	0	1	0	1	2	0	2
CAMP521	Australian Music Examinations Board: Practice of Music Fifth Grade (Tuba)	0	0	0	1	0	1	1	0	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	1	0	0	1	0	1	1
CAMP42	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano for Leisure)	0	0	0	1	0	1	0	1	1
CAMP41	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano)	0	0	1	0	0	1	0	1	1
CAMP416	Australian Music Examinations Board: Practice of Music Fourth Grade (Saxophone)	0	0	0	1	0	1	1	0	1
CAMP424	Australian Music Examinations Board: Practice of Music Fourth Grade (Singing for Leisure)	0	0	0	1	0	1	0	1	1
CAMP423	Australian Music Examinations Board: Practice of Music Fourth Grade (Singing)	0	0	1	1	0	2	0	2	2
CAMP45	Australian Music Examinations Board: Practice of Music Fourth Grade (Violin)	0	0	0	1	0	1	1	0	1
CAMPP1	Australian Music Examinations Board: Practice of Music Preliminary Grade (Piano)	0	0	1	0	0	1	1	0	1
CAMP71	Australian Music Examinations Board: Practice of Music Seventh Grade (Piano)	2	0	1	0	0	3	1	2	3
CAMP612	Australian Music Examinations Board: Practice of Music Sixth Grade (Flute)	1	0	0	2	0	3	1	2	3
CAMP62	Australian Music Examinations Board: Practice of Music Sixth Grade (Piano for Leisure)	0	0	0	1	0	1	1	0	1
CAMP61	Australian Music Examinations Board: Practice of Music Sixth Grade (Piano)	2	0	0	0	0	2	1	1	2
CAMP616	Australian Music Examinations Board: Practice of Music Sixth Grade (Saxophone)	0	0	0	1	0	1	0	1	1

# School Curriculum and Standards Authority

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CAMP619	Australian Music Examinations Board: Practice of Music Sixth Grade (Trombone)	0	0	0	1	0	1	1	0	1
CAMP621	Australian Music Examinations Board: Practice of Music Sixth Grade (Tuba)	0	0	0	1	0	1	1	0	1
CAMP65	Australian Music Examinations Board: Practice of Music Sixth Grade (Violin)	0	0	0	1	0	1	0	1	1
CAMP32	Australian Music Examinations Board: Practice of Music Third Grade (Piano for Leisure)	0	0	1	0	0	1	0	1	1
CAMP31	Australian Music Examinations Board: Practice of Music Third Grade (Piano)	1	0	0	0	0	1	0	1	1
CAMT2	Australian Music Examinations Board: Second Grade Theory of Music	2	0	1	1	0	4	1	3	4
CAMSPT4	Australian Music Examinations Board: Speech and Performance Theory Fourth Grade	0	0	1	0	0	1	0	1	1
CAMT3	Australian Music Examinations Board: Third Grade Theory of Music	0	0	2	2	0	4	0	7	7
CAMV7	Australian Music Examinations Board: Voice and Communication Seventh Grade	0	0	1	0	0	1	0	1	1
CNPAS	Australian Navy Cadets: Able Seaman Qualifying Course	0	0	0	1	0	1	3	0	3
CNPLS	Australian Navy Cadets: Leading Seaman Qualifying Course	1	0	0	0	0	1	1	0	1
CRCC	Australian Red Cross: Cadet	0	0	0	1	0	1	1	0	1
CRCFC	Australian Red Cross: Cadet First Class	0	0	0	1	0	1	1	0	1
CRSC	Australian Red Cross: Senior Cadet	0	0	0	1	0	1	3	0	3
CCACC	Calisthenics Association of Western Australia: Cadet Coach	0	0	1	0	0	1	0	2	2
CCNAD1	Cisco Networking Academy: Certified Networking Associate Discovery 1	3	0	0	0	0	3	16	1	17
CCNAD2	Cisco Networking Academy: Certified Networking Associate Discovery 2	3	0	0	0	0	3	13	0	13
CCNAE4	Cisco Networking Academy: IT Essentials PC Hardware and Software v4.0	2	0	0	0	0	2	17	0	17
CCOB6	Commonwealth Society of Teachers of Dancing: Classical Ballet Grade 6	0	0	0	1	0	1	0	1	1
CCOJ6	Commonwealth Society of Teachers of Dancing: Modern Jazz Grade 6	1	0	1	0	0	2	0	3	3



# School Curriculum and Standards Authority

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CCOTGB5	Commonwealth Society of Teachers of Dancing: Tap Dance Intermediate Gold Bar Grade 4	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	0	3
CBIQG	Department of Commerce: sanofi-aventis BioGENEius Challenge	2	0	0	1	0	3	0	7	7
CVEB1	Department of Education Vision Education Services: Braille Literary Code - Reading and Writing Level 1	1	0	0	0	0	1	0	1	1
CDEC1	Department of Environment and Conservation: Bush Rangers Western Australia Level One	9	0	0	0	0	9	13	12	25
CDEC3	Department of Environment and Conservation: Bush Rangers Western Australia Level Three	1	0	1	1	0	3	3	5	8
CDEC2	Department of Environment and Conservation: Bush Rangers Western Australia Level Two	1	0	0	1	0	2	5	2	7
CPLES	Department of Transport: Expedition Seatrek	7	0	0	0	0	7	60	23	83
CPLRST	Department of Transport: WA Recreational Skipper's Ticket	22	0	6	8	0	36	272	110	382
CDEB	Duke of Edinburgh WA: Bronze Award	6	0	2	10	0	18	37	48	85
CDES	Duke of Edinburgh WA: Silver Award	3	0	0	3	0	6	3	4	7
CESFS	Emergency Services Cadet Corps: Fire Safety Management Skills	2	0	0	0	0	2	8	3	11
CESFA	Emergency Services Cadet Corps: First Aid and Emergency Care Management Skills	6	0	0	0	0	6	35	17	52
CESLI	Emergency Services Cadet Corps: Leadership and Instructional Skills	1	0	0	1	0	2	2	0	2
CESNH	Emergency Services Cadet Corps: Natural Hazards Management Skills	2	0	0	0	0	2	17	18	35
CESTPC1	Emergency Services Cadet Corps: Training Program Cadet Level 1	4	0	0	0	0	4	30	23	53
CESTPC2	Emergency Services Cadet Corps: Training Program Cadet Level 2	2	0	0	1	0	3	12	12	24
CESTPCR	Emergency Services Cadet Corps: Training Program Cadet Recruit	5	0	0	0	0	5	38	24	62

# School Curriculum and Standards Authority

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CEQIHM	Equestrian Western Australia: Introductory Horse Management	0	0	1	0	0	1	1	10	11
CEQHM1	Equestrian Western Australia: Level 1 Horse Management	0	0	0	1	0	1	0	1	1
CHDR	Holyoake Institute: DRUMBEAT Social Development Program	4	0	0	0	0	4	13	10	23
CIPEA	Image Power Australia Pty Ltd: The Employment Advantage	5	0	0	3	0	8	102	101	203
CLSMT1	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 1	2	0	4	4	0	10	23	97	120
CLSMT2	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 2	0	0	1	3	0	4	7	13	20
CLSMT3	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 3	0	0	0	2	0	2	2	11	13
CLSMT4	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 4	0	0	0	1	0	1	2	0	2
CLAPA6	London Academy of Music and Dramatic Art: Level 3 Award in Performance Acting Grade 6	0	0	0	1	0	1	0	6	6
COBN	Outward Bound Australia: Navigator Program	0	0	0	2	0	2	1	1	2
CPCESC	Pony Club Association of Western Australia: PCA Efficiency C Standard	1	0	1	0	0	2	0	2	2
CPCESC*	Pony Club Association of Western Australia: PCA Efficiency C* Standard	0	0	0	1	0	1	0	1	1
CPADOW	Professional Association of Diving Instructors (PADI): Open Water Diver	1	0	0	1	0	2	26	1	27
CPADSC	Professional Association of Diving Instructors (PADI): Scuba Diver	0	0	0	1	0	1	1	0	1
CRADA1	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced 1	4	0	1	0	0	5	1	6	7
CRADAF	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced Foundation	0	0	0	1	0	1	0	1	1
CRADI	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Intermediate	1	0	1	1	0	3	0	3	3
CRLBM	Royal Life Saving Society WA Inc.: Bronze Medallion	8	0	3	6	0	17	49	20	69

# School Curriculum and Standards Authority

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CSSIOW	Scuba Schools International Australasia Pty Ltd: Open Water Diver	0	0	0	1	0	1	1	0	1
CSDA	Stage Door School of Performing Arts: Program in Acting	2	0	0	0	0	2	1	1	2
CSDMT	Stage Door School of Performing Arts: Program in Music Theatre	0	0	1	2	0	3	0	5	5
CSL1	Surf Life Saving WA: Bronze Medallion	7	0	6	4	0	17	30	17	47
CSLSR	Surf Life Saving WA: Surf Rescue Certificate	3	0	1	2	0	6	7	5	12
CGCB11	The Graduate College of Dance: Classical Ballet Year 11	2	0	0	1	0	3	0	7	7
CUWAS	The University of Western Australia: SmARTS	6	0	7	9	0	22	33	53	86
CTCDS5	Trinity College London: Drama and Speech Grade 5	0	0	0	1	0	1	0	1	1
CTCDS6	Trinity College London: Drama and Speech Grade 6	0	0	1	1	0	2	0	11	11
CTCDS7	Trinity College London: Drama and Speech Grade 7	1	0	0	1	0	2	0	2	2
CTCDS8	Trinity College London: Drama and Speech Grade 8	1	0	0	1	0	2	0	7	7
CLRSEP	WA/La Réunion Student Exchange (Inc): Student Exchange Programme	2	0	1	1	0	4	0	4	4
CPRFCR	Western Australia Police Rangers: First Class Ranger Training Program	1	0	0	0	0	1	3	1	4
CPRSR	Western Australia Police Rangers: Senior Ranger Training Program	1	0	0	0	0	1	0	4	4
CVBR2	Western Australian Volleyball Association Inc.: Volleyball Referee Level 1 Regional	1	0	0	0	0	1	0	1	1
CWCE	World Challenge Australia: World Challenge Expedition	3	0	1	3	0	7	24	40	64
CYPHC	Yachting Australia: Powerboat Handling Certificate	1	0	0	1	0	2	2	2	4
CYSBS1	Yachting Australia: Small Boat Sailing – Basic Skills 1	0	0	0	3	0	3	34	2	36
CYSBS2	Yachting Australia: Small Boat Sailing – Basic Skills 2	0	0	0	1	0	1	0	2	2
CYMYP	YMCA: Western Australian Youth Parliament	3	0	0	2	0	5	2	5	7
CYCR4Y	Youth Affairs Council of WA : Roofs for Youth Tenancy Education Program	2	0	0	0	0	2	13	9	22

# School Curriculum and Standards Authority

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011 (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	9	13
PACH1	Anglicare WA: Changemakers	2	0	1	0	0	3	12	13	25
PTSYL	Australian Institute of Theatresports: Yes Let's!!! Life and Work Skills through Improvisation	1	0	0	0	0	1	3	3	6
PAVB	AVP WA: Peaceful Pathways Basic	1	0	0	0	0	1	1	0	1
PBLWA	Balga Senior High School: Living and Working in Australian Society	2	0	0	0	0	2	24	18	42
PBYPP	Balga Senior High School: Young Parent Program	1	0	0	0	0	1	0	3	3
PBCPL1	Ballajura Community College: Practical Living 1 – All Aussie Adventure	1	0	0	0	0	1	4	3	7
PCVCT2	Canning Vale College: Circus Troupe 2 – Intermediate	1	0	0	0	0	1	0	1	1
PCECSL	Catholic Education Office of WA: Christian Service Learning in Catholic Schools	0	0	6	0	0	6	242	387	629
PFYOH	Community Solutions Inc.: YOH Fest	5	0	1	0	0	6	8	54	62
PDSPFA	Darling Range Sports College: Personal Fitness A	1	0	0	0	0	1	24	10	34
PDSBSL	Darling Range Sports College: Strong Bodies, Strong Lives	1	0	0	0	0	1	9	1	10
PD2CS	Department of Education : Community Service	5	0	0	0	0	5	19	32	51
PL2L1	Department of Education : Learning to Live General Construction	1	0	0	0	0	1	1	2	3
PLS1	Department of Education : Life Skills for Senior School Students 1 – The Life Journey	23	0	0	0	0	23	88	84	172
PLS2	Department of Education : Life Skills for Senior School Students 2 – Belonging to a Culture	15	0	0	0	0	15	64	39	103
PLS3	Department of Education : Life Skills for Senior School Students 3 – Belonging to a Community	16	0	0	0	0	16	63	48	111
PLS4	Department of Education : Life Skills for Senior School Students 4 – Being an Individual	18	0	0	0	0	18	78	71	149

# School Curriculum and Standards Authority

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011 (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										
PLS5	Department of Education : Life Skills for Senior School Students 5 – Planning for the Future	10	0	0	0	0	10	38	36	74
PLS6	Department of Education : Life Skills for Senior School Students 6 – The Project	15	0	1	0	0	16	72	63	135
PLS7	Department of Education : Life Skills for Senior School Students 7 – Personal Money Matters 1	7	0	1	1	0	9	29	33	62
PLS8	Department of Education : Life Skills for Senior School Students 8 – Personal Money Matters 2	6	0	0	0	0	6	31	21	52
PLS9	Department of Education : Life Skills for Senior School Students 9 – Resolving Conflict 1	2	0	0	0	0	2	18	13	31
PEFMP	Department of Training and Workforce Development: Finding MY Place	2	0	0	0	0	2	12	14	26
PDUEL1	Duncraig Senior High School: Eco Leader 1	2	0	0	0	0	2	4	4	8
PIPSS	Image Power Australia Pty Ltd: Developing Social Skills	5	0	1	1	0	7	31	32	63
PSIM2	Instrumental Music School Services: Extension Ensemble Performance	5	0	0	0	0	5	35	45	80
PSIM1	Instrumental Music School Services: Music Ensemble Performance	29	0	0	0	0	29	63	91	154
PVC111	John Calvin Christian College: Reformed Christian Studies 111	0	0	0	1	0	1	24	24	48
PJCB2	John Curtin College of the Arts: Ballet Showcase 2 (Coryphée)	1	0	0	0	0	1	2	8	10
PJCB3	John Curtin College of the Arts: Ballet Showcase 3 (Soloist)	1	0	0	0	0	1	2	8	10
PMACN	John Tonkin College: Eyes Wide Open Community Network	1	0	0	0	0	1	0	1	1
PMAHW	John Tonkin College: Eyes Wide Open Health and Wellbeing	1	0	0	0	0	1	0	1	1
PMALB	John Tonkin College: Eyes Wide Open Life after Birth	1	0	0	0	0	1	0	1	1
PMATP	John Tonkin College: Eyes Wide Open The Pregnancy	1	0	0	0	0	1	0	3	3
PLYEV	Leeuwin Ocean Adventure Foundation: Youth Explorer Voyage	9	0	8	6	0	23	24	26	50
PLEO	Lions Club International : Leo Club	1	0	0	0	0	1	1	4	5

# School Curriculum and Standards Authority

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011 (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										
PLWCS	Living Waters Lutheran College: Community Service Program	0	0	0	1	0	1	8	9	17
PMSL	Mercy Colleges: Mercy Service-Learning	0	0	1	0	0	1	0	92	92
PMBG	My Big Gig: Music Competition	1	0	0	1	0	2	5	0	5
PJBMCM	Newman College: JBM Career Mentoring Program	0	0	1	0	0	1	2	0	2
PNLFB	North Lake Senior Campus: Focus on Self and Career Development Module B	1	0	0	0	0	1	30	27	57
PNLJS1	North Lake Senior Campus: Jump Start Module One	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	0	0	1	3	0	4	155	264	419
PPSP	Peer Support Australia: Peer Support Program	0	0	1	1	0	2	31	66	97
PMMYEP	Principals Australia Institute: MindMatters Youth Empowerment Process	1	0	0	0	0	1	1	11	12
PREBS	Rock Eisteddfod Challenge: Backstage Support Crew	2	0	0	0	0	2	1	2	3
PRESP	Rock Eisteddfod Challenge: Stage Performance	4	0	0	0	0	4	1	23	24
PROINT	Rotary International: Interact	2	0	0	1	0	3	2	13	15
PRSPCA	RSPCA WA (Inc): Working with Animals	1	0	2	2	0	5	0	5	5
PVS1	Saigon International College: Vietnamese Studies 1	0	0	0	0	1	1	41	33	74
PGAM	School Curriculum and Standards Authority: Administration and Management	3	0	0	0	0	3	2	5	7
PGCAP	School Curriculum and Standards Authority: Community Arts Performance	5	1	0	1	0	7	5	23	28
PGCSP	School Curriculum and Standards Authority: Community Sports Performance	4	1	2	4	0	11	10	9	19
PGMPE	School Curriculum and Standards Authority: Music Performance Ensemble	5	0	3	1	0	9	54	53	107
PGRP	School Curriculum and Standards Authority: Recreational Pursuits	11	0	1	1	0	13	81	46	127
PGST	School Curriculum and Standards Authority: School Trip	23	0	8	7	0	38	167	283	450
PGWSP	School Curriculum and Standards Authority: Whole School Production – Performance	7	0	4	1	0	12	41	96	137

## School Curriculum and Standards Authority

Table 5.24 Number of schools and number of Year 11 students who completed endorsed programs by program provider, program and school type, 2011 (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										
PGWSPPD	School Curriculum and Standards Authority: Whole School Production – Production and Design	3	0	0	1	0	4	13	1	14
PGWS	School Curriculum and Standards Authority: Work Skills	12	1	3	1	0	17	37	20	57
PWSM	School Curriculum and Standards Authority: Work Skills for the Music Industry	0	0	0	1	0	1	8	6	14
PK4L+	School Drug Education and Road Aware: Keys for Life - Plus	1	0	0	0	0	1	5	5	10
PK4L	School Drug Education and Road Aware: Keys for Life – Pre-driver Education Course	31	1	3	2	0	37	385	418	803
PIESIL	Schools of Isolated and Distance Education: Succeeding as an Independent Learner	0	1	0	0	0	1	5	8	13
PSWYDP	South West Youth Driver Development Program: Young Drivers Program	1	0	0	0	0	1	24	20	44
University studies										
UMICT08	Murdoch University: Introduction to Multimedia and the Internet	1	0	0	0	0	1	2	0	2
Workplace learning programs										
WL2	School Curriculum and Standards Authority: Workplace Learning Employability Skills	47	1	19	22	0	89	638	468	1106
WL2B	School Curriculum and Standards Authority: Workplace Learning Employability Skills B	6	0	5	3	0	14	44	30	74
WL1	School Curriculum and Standards Authority: Workplace Learning On-the-job Training	91	1	7	8	0	107	1209	790	1999

# School Curriculum and Standards Authority

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2011

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										
CWR100	ASDAN: Preparatory Award Programs – Workright	3	0	0	0	0	3	9	3	12
CTISM49	ASDAN: Preparatory Award Programs Towards Independence – Business Enterprise	1	0	0	0	0	1	3	4	7
CTISM41	ASDAN: Preparatory Award Programs Towards Independence – Citizenship	2	0	0	0	0	2	7	4	11
CTISM01	ASDAN: Preparatory Award Programs Towards Independence – Coping with People	1	0	0	0	0	1	0	1	1
CTISM03	ASDAN: Preparatory Award Programs Towards Independence – Current Affairs	3	0	0	0	0	3	5	5	10
CTISM51	ASDAN: Preparatory Award Programs Towards Independence – Engaging with the World Around Me – Events	1	0	0	0	0	1	1	0	1
CTISM53	ASDAN: Preparatory Award Programs Towards Independence – Engaging with the World Around Me – Objects	1	0	0	0	0	1	1	0	1
CTISM52	ASDAN: Preparatory Award Programs Towards Independence – Engaging with the World Around Me – People	1	0	0	0	0	1	1	0	1
CTISM08	ASDAN: Preparatory Award Programs Towards Independence – Horticulture	1	0	0	0	0	1	1	1	2
CTISM09	ASDAN: Preparatory Award Programs Towards Independence – Independent Living	3	0	0	0	0	3	3	4	7
CTISM33	ASDAN: Preparatory Award Programs Towards Independence – Making Pictures	1	0	0	0	0	1	4	1	5
CTISM11	ASDAN: Preparatory Award Programs Towards Independence – Meal Preparation and Cooking	8	0	2	0	0	10	13	11	24
CTISM12	ASDAN: Preparatory Award Programs Towards Independence – Money	1	0	0	0	0	1	1	2	3
CTISM43	ASDAN: Preparatory Award Programs Towards Independence – Multi-Sensory Experiences	1	0	0	0	0	1	1	0	1
CTISM13	ASDAN: Preparatory Award Programs Towards Independence – Out in the Community	1	0	0	0	0	1	2	0	2



# School Curriculum and Standards Authority

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CTISM22	ASDAN: Preparatory Award Programs Towards Independence – Recognising and Using Everyday Signs	3	0	0	0	0	3	7	7	14
CTISM40	ASDAN: Preparatory Award Programs Towards Independence – Relationships	2	0	0	0	0	2	9	8	17
CTISM24	ASDAN: Preparatory Award Programs Towards Independence – Sound, Rhythm and Music	1	0	0	0	0	1	1	0	1
CTISM25	ASDAN: Preparatory Award Programs Towards Independence – Sport and Leisure	1	0	0	0	0	1	5	4	9
CTISM37	ASDAN: Preparatory Award Programs Towards Independence – The World Around Us	1	0	0	0	0	1	1	0	1
CTISM44	ASDAN: Preparatory Award Programs Towards Independence – Time Management and Self Organisation	1	0	1	0	0	2	3	1	4
CTISM27	ASDAN: Preparatory Award Programs Towards Independence – Using a Computer	2	0	0	0	0	2	1	1	2
CTISM36	ASDAN: Preparatory Award Programs Towards Independence – Using ICT	1	0	0	0	0	1	1	0	1
CTISM28	ASDAN: Preparatory Award Programs Towards Independence – Using Transport	2	0	0	0	0	2	2	4	6
CTISM42	ASDAN: Preparatory Award Programs Towards Independence – Vocational training / Experience	2	0	0	0	0	2	2	3	5
CTISM30	ASDAN: Preparatory Award Programs Towards Independence – Work Awareness	1	0	0	0	0	1	1	1	2
CTC100	ASDAN: Preparatory Award Programs Transition Challenge Module 1 – Knowing How	1	0	0	0	0	1	4	1	5
CTC200	ASDAN: Preparatory Award Programs Transition Challenge Module 2 – Making Choices	3	0	1	0	0	4	7	1	8
CTC300	ASDAN: Preparatory Award Programs Transition Challenge Module 3 – Feeling Good	3	0	0	0	0	3	6	3	9
CTC400	ASDAN: Preparatory Award Programs Transition Challenge Module 4 – Moving Forward	2	0	0	0	0	2	5	3	8

# School Curriculum and Standards Authority

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CTC500	ASDAN: Preparatory Award Programs Transition Challenge Module 5 – Taking the Lead	1	0	0	0	0	1	2	0	2
CABP7P	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 7 (Piano)	0	0	0	1	0	1	0	1	1
CABTM3	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 3	1	0	0	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
CABTM6	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 6	0	0	0	1	0	1	0	1	1
CAFAST	Australian Air Force Cadets: Advanced Stage Training	1	0	0	0	0	1	2	0	2
CAFBST	Australian Air Force Cadets: Basic Stage Training	1	0	0	0	0	1	3	0	3
CAFPST	Australian Air Force Cadets: Proficiency Stage Training	1	0	0	0	0	1	3	0	3
CAFQST	Australian Air Force Cadets: Qualified Stage Training	1	0	0	0	0	1	1	0	1
CAFSNCO	Australian Air Force Cadets: Senior Non-commissioned Officers' Course	2	0	1	1	0	4	5	1	6
CAFUOC	Australian Air Force Cadets: Under Officers' Course	1	0	0	0	0	1	1	0	1
CAFWOC	Australian Air Force Cadets: Warrant Officers Course	1	0	0	0	0	1	1	0	1
CAZCP6	Australian and New Zealand Cultural Arts Limited: Classical Pianoforte Grade Six	0	0	1	0	0	1	0	1	1
CAZMTH3	Australian and New Zealand Cultural Arts Limited: Music Theory Grade Three	1	0	0	0	0	1	1	1	2
CAZMTH2	Australian and New Zealand Cultural Arts Limited: Music Theory Grade Two	1	0	0	0	0	1	0	1	1
CAAC2A	Australian Army Cadets: Annual Camp Tier 2A	0	0	1	0	0	1	1	0	1
CAAC2B	Australian Army Cadets: Annual Camp Tier 2B	0	0	1	0	0	1	1	0	1
CAAC3	Australian Army Cadets: Annual Camp Tier 3	1	0	1	0	0	2	2	0	2
CACUO	Australian Army Cadets: Cadet Under Officers' Course	1	0	0	0	0	1	1	0	1

# School Curriculum and Standards Authority

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2011 (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										
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	2	0	0	3	3	0	3
CAWO	Australian Army Cadets: Warrant Officer Course	2	0	0	0	0	2	2	0	2
CAIBA2	Australian Institute of Classical Dance: Borovansky Syllabus in Advanced II	1	0	0	1	0	2	0	2	2
CAMPC14	Australian Music Examinations Board: Certificate of Performance (Clarinet)	0	0	0	1	0	1	1	0	1
CAMD8	Australian Music Examinations Board: Drama and Performance Eighth Grade	1	0	0	1	0	2	1	1	2
CAMM8	Australian Music Examinations Board: Eighth Grade Musicianship	0	0	0	1	0	1	1	0	1
CAMT5	Australian Music Examinations Board: Fifth Grade Theory of Music	0	0	2	0	0	2	0	2	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	0	0	2	2	0	4	1	3	4
CAMPL1	Australian Music Examinations Board: Licentiate of Music Australia (Piano)	0	0	0	1	0	1	1	0	1
CAMP814	Australian Music Examinations Board: Practice of Music Eighth Grade (Clarinet)	0	0	0	1	0	1	0	1	1
CAMP82	Australian Music Examinations Board: Practice of Music Eighth Grade (Piano for Leisure)	1	0	0	0	0	1	0	1	1
CAMP81	Australian Music Examinations Board: Practice of Music Eighth Grade (Piano)	0	0	1	2	0	3	1	2	3
CAMP811	Australian Music Examinations Board: Practice of Music Eighth Grade (Recorder)	0	0	0	1	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
CAMP52	Australian Music Examinations Board: Practice of Music Fifth Grade (Piano for Leisure)	1	0	1	0	0	2	0	2	2
CAMP51	Australian Music Examinations Board: Practice of Music Fifth Grade (Piano)	4	0	0	0	0	4	2	3	5
CAMP524	Australian Music Examinations Board: Practice of Music Fifth Grade (Singing for Leisure)	1	0	0	0	0	1	0	1	1

# School Curriculum and Standards Authority

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CAMP518	Australian Music Examinations Board: Practice of Music Fifth Grade (Trumpet)	0	0	1	0	0	1	0	1	1
CAMP42	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano for Leisure)	1	0	1	0	0	2	0	2	2
CAMP41	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano)	4	0	1	0	0	5	1	4	5
CAMP424	Australian Music Examinations Board: Practice of Music Fourth Grade (Singing for Leisure)	1	0	0	0	0	1	0	1	1
CAMP22	Australian Music Examinations Board: Practice of Music Second Grade (Piano for Leisure)	1	0	0	0	0	1	0	1	1
CAMP21	Australian Music Examinations Board: Practice of Music Second Grade (Piano)	1	0	0	1	0	2	0	2	2
CAMP72	Australian Music Examinations Board: Practice of Music Seventh Grade (Piano for Leisure)	1	0	1	0	0	2	0	2	2
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)	0	0	1	0	0	1	0	1	1
CAMP62	Australian Music Examinations Board: Practice of Music Sixth Grade (Piano for Leisure)	2	0	1	1	0	4	1	3	4
CAMP61	Australian Music Examinations Board: Practice of Music Sixth Grade (Piano)	1	0	1	2	0	4	3	1	4
CAMP624	Australian Music Examinations Board: Practice of Music Sixth Grade (Singing for Leisure)	1	0	0	0	0	1	0	1	1
CAMP623	Australian Music Examinations Board: Practice of Music Sixth Grade (Singing)	0	0	0	2	0	2	0	2	2
CAMP31	Australian Music Examinations Board: Practice of Music Third Grade (Piano)	1	0	1	0	0	2	1	1	2
CAMT2	Australian Music Examinations Board: Second Grade Theory of Music	1	0	0	0	0	1	0	1	1
CAMM7	Australian Music Examinations Board: Seventh Grade Musicianship	0	0	0	1	0	1	1	0	1
CAMT3	Australian Music Examinations Board: Third Grade Theory of Music	1	0	1	0	0	2	1	1	2

# School Curriculum and Standards Authority

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CAMV8	Australian Music Examinations Board: Voice and Communication Eighth Grade	0	0	1	0	0	1	0	3	3
CNPM	Australian Navy Cadets: Midshipman Course	1	0	0	0	0	1	1	0	1
CNPPO	Australian Navy Cadets: Petty Officer Qualifying Course	0	0	1	0	0	1	0	1	1
CNPS	Australian Navy Cadets: Seaman Qualifying Course	1	0	0	0	0	1	0	1	1
CNPWO	Australian Navy Cadets: Warrant Officer Qualifying Course	1	0	0	0	0	1	1	0	1
CSWIM	AUSTSWIM: Teacher of Swimming and Water Safety	0	0	1	1	0	2	1	1	2
CBTE	Bibbulmun Track Foundation: End-to-end Expedition	1	0	0	1	0	2	9	0	9
CBBLG	Boys' Brigade Australia: Advanced Certificate of Leadership (Gold)	0	0	0	1	0	1	1	0	1
CBBLS	Boys' Brigade Australia: Intermediate Certificate of Leadership (Silver)	0	0	0	2	0	2	1	1	2
CBBLB	Boys' Brigade Australia: Preliminary Certificate of Leadership (Bronze)	0	0	0	2	0	2	1	1	2
CBBP	Boys' Brigade Australia: President's Badge	0	0	0	1	0	1	1	0	1
CBBQ	Boys' Brigade Australia: Queen's Badge	0	0	0	2	0	2	1	1	2
CBB100	Boys' Brigade Australia: Young Volunteer Award – 100 Hours	0	0	0	1	0	1	1	0	1
CBB200	Boys' Brigade Australia: Young Volunteer Award – 200 Hours	0	0	0	1	0	1	1	0	1
CBB50	Boys' Brigade Australia: Young Volunteer Award – 50 Hours	0	0	0	1	0	1	1	0	1
CCBI	Cecchetti Ballet Australia: Intermediate	1	0	0	0	0	1	0	1	1
CCNAD1	Cisco Networking Academy: Certified Networking Associate Discovery 1	2	0	0	0	0	2	6	0	6
CCNAD2	Cisco Networking Academy: Certified Networking Associate Discovery 2	3	0	0	0	0	3	8	0	8
CCNAD3	Cisco Networking Academy: Certified Networking Associate Discovery 3	1	0	0	0	0	1	4	0	4
CCNAD4	Cisco Networking Academy: Certified Networking Associate Discovery 4	1	0	0	0	0	1	3	0	3
CCNAE4	Cisco Networking Academy: IT Essentials PC Hardware and Software v4.0	1	0	0	0	0	1	4	0	4

# School Curriculum and Standards Authority

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CCOB7	Commonwealth Society of Teachers of Dancing: Classical Ballet Elementary Grade 7	0	0	0	1	0	1	0	2	2
CCOB6	Commonwealth Society of Teachers of Dancing: Classical Ballet Grade 6	0	0	0	1	0	1	0	1	1
CCOBS7	Commonwealth Society of Teachers of Dancing: Classical Ballet Sub-elementary Grade 7	0	0	1	3	0	4	0	5	5
CCOJ5	Commonwealth Society of Teachers of Dancing: Modern Jazz Grade 5	0	0	1	0	0	1	0	1	1
CCOJ6	Commonwealth Society of Teachers of Dancing: Modern Jazz 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
CCOTGS7	Commonwealth Society of Teachers of Dancing: Tap Dance Advanced Gold Star Grade 7	0	0	0	1	0	1	0	1	1
CCOTHA	Commonwealth Society of Teachers of Dancing: Theatrical Dance Advanced	0	0	0	1	0	1	0	1	1
CCOTHP	Commonwealth Society of Teachers of Dancing: Theatrical Dance Pre-advanced	0	0	1	0	0	1	0	1	1
CBIOG	Department of Commerce: sanofi-aventis BioGENEius Challenge	1	0	0	0	0	1	1	0	1
CDEC1	Department of Environment and Conservation: Bush Rangers Western Australia Level One	8	0	0	1	0	9	19	23	42
CDEC3	Department of Environment and Conservation: Bush Rangers Western Australia Level Three	1	0	0	0	0	1	1	4	5
CDEC2	Department of Environment and Conservation: Bush Rangers Western Australia Level Two	1	0	0	0	0	1	1	0	1
CPLES	Department of Transport: Expedition Seatrek	7	0	0	1	0	8	76	44	120
CPLRST	Department of Transport: WA Recreational Skipper's Ticket	23	0	6	11	0	40	235	122	357
CDEB	Duke of Edinburgh WA: Bronze Award	2	0	2	9	0	13	27	43	70
CDEG	Duke of Edinburgh WA: Gold Award	0	0	0	4	0	4	2	2	4
CDES	Duke of Edinburgh WA: Silver Award	1	0	2	8	0	11	5	16	21

# School Curriculum and Standards Authority

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CESFS	Emergency Services Cadet Corps: Fire Safety Management Skills	3	0	0	0	0	3	12	10	22
CESFA	Emergency Services Cadet Corps: First Aid and Emergency Care Management Skills	4	0	0	1	0	5	10	28	38
CESGR	Emergency Services Cadet Corps: General Rescue Skills	1	0	0	0	0	1	5	5	10
CESLI	Emergency Services Cadet Corps: Leadership and Instructional Skills	2	0	0	0	0	2	0	2	2
CESNH	Emergency Services Cadet Corps: Natural Hazards Management Skills	1	0	0	0	0	1	11	9	20
CESSR	Emergency Services Cadet Corps: Search and Rescue Management Skills	2	0	0	0	0	2	12	8	20
CESTPC1	Emergency Services Cadet Corps: Training Program Cadet Level 1	1	0	1	1	0	3	4	3	7
CESTPC2	Emergency Services Cadet Corps: Training Program Cadet Level 2	2	0	1	1	0	4	5	4	9
CESTPCR	Emergency Services Cadet Corps: Training Program Cadet Recruit	1	0	0	1	0	2	1	2	3
CENSS	Enhanced Learning Educational Services: Study Skills Handbook	1	0	0	0	0	1	3	2	5
CEQIHM	Equestrian Western Australia: Introductory Horse Management	0	0	1	1	0	2	0	8	8
CEQIR	Equestrian Western Australia: Introductory Riding	1	0	0	1	0	2	0	2	2
CGGQG	Girl Guides Australia: Queen's Guide Award	1	0	1	0	0	2	0	2	2
CGCM1	Gymnastics Australia: Men's Gymnastics Level 1 Coach	0	0	0	1	0	1	0	1	1
CHDR	Holyoake Institute: DRUMBEAT Social Development Program	1	0	0	0	0	1	0	2	2
CIPEA	Image Power Australia Pty Ltd: The Employment Advantage	3	0	1	1	0	5	27	28	55
CLSMT1	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 1	2	0	2	4	0	8	20	37	57
CLSMT2	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 2	1	0	1	1	0	3	5	4	9
CLSMT3	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 3	1	0	0	3	0	4	0	30	30

# School Curriculum and Standards Authority

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2011 (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										
CLSMT5	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 5	0	0	0	1	0	1	6	0	6
CLAPA7	London Academy of Music and Dramatic Art: Level 3 Award in Performance Acting Grade 7	0	0	0	1	0	1	0	3	3
CLAPA8	London Academy of Music and Dramatic Art: Level 3 Award in Performance Acting Grade 8	0	0	0	1	0	1	0	3	3
CLACSV8	London Academy of Music and Dramatic Art: Level 3 Certificate in Communication Speaking Verse and Prose Grade 8	0	0	0	1	0	1	0	1	1
CMHT	Murdoch University: HighTrack	1	0	0	0	0	1	1	5	6
CPCESC*	Pony Club Association of Western Australia: PCA Efficiency C* Standard	1	0	0	0	0	1	0	1	1
CPADAOW	Professional Association of Diving Instructors (PADI): Advanced Open Water Diver	2	0	0	1	0	3	4	8	12
CPADOW	Professional Association of Diving Instructors (PADI): Open Water Diver	1	0	0	3	0	4	6	5	11
CPADSC	Professional Association of Diving Instructors (PADI): Scuba Diver	2	0	0	0	0	2	2	1	3
CPADSD	Professional Association of Diving Instructors (PADI): Skin Diver	0	0	0	1	0	1	0	1	1
CRADA1	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced 1	0	1	0	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
CRADAF	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced Foundation	1	0	0	0	0	1	0	1	1
CRADI	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Intermediate	0	0	1	0	0	1	0	1	1
CRLBM	Royal Life Saving Society WA Inc.: Bronze Medallion	9	0	6	6	0	21	40	42	82
CSSIOW	Scuba Schools International Australasia Pty Ltd: Open Water Diver	2	0	0	0	0	2	3	0	3
CSL1	Surf Life Saving WA: Bronze Medallion	7	0	4	0	0	11	11	16	27



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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, 2011 (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										
CSLSR	Surf Life Saving WA: Surf Rescue Certificate	4	0	0	0	0	4	7	7	14
CGCB12	The Graduate College of Dance: Classical Ballet Year 12	1	0	0	0	0	1	0	7	7
CSTQS	The Scout Association of Australia: Queen's Scout Award	0	0	0	1	0	1	1	0	1
CNDLS	The University of Notre Dame Australia: Learning Skills Academic Enabling Program	0	0	6	3	0	9	5	23	28
CUWAS	The University of Western Australia: SmARTS	0	0	0	1	0	1	1	0	1
CTCDS7	Trinity College London: Drama and Speech Grade 7	0	0	1	0	0	1	0	3	3
CLRSEP	WA/La Réunion Student Exchange (Inc): Student Exchange Programme	2	0	0	2	0	4	2	6	8
CPRFCR	Western Australia Police Rangers: First Class Ranger Training Program	1	0	0	1	0	2	2	0	2
CPRSR	Western Australia Police Rangers: Senior Ranger Training Program	1	0	0	2	0	3	4	0	4
CVBR2	Western Australian Volleyball Association Inc.: Volleyball Referee Level 1 Regional	1	0	0	0	0	1	1	0	1
CWCE	World Challenge Australia: World Challenge Expedition	2	0	0	1	0	3	2	10	12
CYPHC	Yachting Australia: Powerboat Handling Certificate	1	0	0	2	0	3	21	4	25
CYSBAI	Yachting Australia: Small Boat Sailing – Assistant Instructor	1	0	0	1	0	2	1	1	2
CYSBS1	Yachting Australia: Small Boat Sailing – Basic Skills 1	0	0	0	1	0	1	0	1	1
CYMYP	YMCA: Western Australian Youth Parliament	4	0	1	2	0	7	1	6	7
Personal development programs										
PALTA	Alta-1: Personal Recovery and Community Building	0	0	0	1	0	1	3	0	3
PACH1	Anglicare WA: Changemakers	1	0	1	0	0	2	6	1	7
PTSYL	Australian Institute of Theatresports: Yes Let's!!! Life and Work Skills through Improvisation	1	0	0	0	0	1	5	9	14
PAVB	AVP WA: Peaceful Pathways Basic	1	0	0	0	0	1	2	0	2

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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, 2011 (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										
PBYPP	Balga Senior High School: Young Parent Program	2	0	0	0	0	2	0	4	4
PBCPL1	Ballajura Community College: Practical Living 1 – All Aussie Adventure	1	0	0	0	0	1	0	1	1
PCVCT3	Canning Vale College: Circus Troupe 3 – Advanced	1	0	0	0	0	1	1	1	2
PCESEG	Career Enterprise Centre: Social Emotional Growth Through Art Therapy	1	0	0	0	0	1	3	3	6
PCARY	Carmel School: Yahadut	0	0	0	1	0	1	4	4	8
PCECSL	Catholic Education Office of WA: Christian Service Learning in Catholic Schools	0	0	4	0	0	4	195	372	567
PFYOH	Community Solutions Inc.: YOH Fest	5	0	1	1	0	7	11	53	64
PDSPFA	Darling Range Sports College: Personal Fitness A	1	0	0	0	0	1	2	1	3
PDSPFC	Darling Range Sports College: Personal Fitness C	1	0	0	0	0	1	17	6	23
PDSBSL	Darling Range Sports College: Strong Bodies, Strong Lives	1	0	0	0	0	1	5	0	5
PD2CS	Department of Education : Community Service	4	0	0	0	0	4	46	33	79
PL2L3	Department of Education : Learning to Live Horticulture	1	0	0	0	0	1	3	1	4
PLS1	Department of Education : Life Skills for Senior School Students 1 – The Life Journey	11	0	0	0	0	11	23	17	40
PLS2	Department of Education : Life Skills for Senior School Students 2 – Belonging to a Culture	9	0	0	0	0	9	23	20	43
PLS3	Department of Education : Life Skills for Senior School Students 3 – Belonging to a Community	7	0	0	0	0	7	16	23	39
PLS4	Department of Education : Life Skills for Senior School Students 4 – Being an Individual	9	0	0	1	0	10	13	31	44
PLS5	Department of Education : Life Skills for Senior School Students 5 – Planning for the Future	8	0	0	0	0	8	16	16	32
PLS6	Department of Education : Life Skills for Senior School Students 6 – The Project	8	0	1	1	0	10	25	34	59

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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, 2011 (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	7	0	1	0	0	8	13	22	35
PLS8	Department of Education : Life Skills for Senior School Students 8 – Personal Money Matters 2	2	0	0	0	0	2	7	3	10
PLS9	Department of Education : Life Skills for Senior School Students 9 – Resolving Conflict 1	1	0	0	0	0	1	1	0	1
PEFMP	Department of Training and Workforce Development: Finding MY Place	1	0	0	0	0	1	3	4	7
PIPSS	Image Power Australia Pty Ltd: Developing Social Skills	3	0	1	1	0	5	17	26	43
PSIM2	Instrumental Music School Services: Extension Ensemble Performance	10	0	0	0	0	10	33	62	95
PSIM1	Instrumental Music School Services: Music Ensemble Performance	22	0	0	0	0	22	50	67	117
PVC121	John Calvin Christian College: Reformed Christian Studies 121	0	0	0	1	0	1	25	19	44
PJCB4	John Curtin College of the Arts: Ballet Showcase 4 (Principal dancer)	1	0	0	0	0	1	0	11	11
PMACN	John Tonkin College: Eyes Wide Open Community Network	1	0	0	0	0	1	0	3	3
PMAHW	John Tonkin College: Eyes Wide Open Health and Wellbeing	1	0	0	0	0	1	0	3	3
PMALP	John Tonkin College: Eyes Wide Open Learning through Play	1	0	0	0	0	1	0	2	2
PMALB	John Tonkin College: Eyes Wide Open Life after Birth	1	0	0	0	0	1	0	2	2
PMAPP	John Tonkin College: Eyes Wide Open Positive Parenting Skills	1	0	0	0	0	1	0	2	2
PMATP	John Tonkin College: Eyes Wide Open The Pregnancy	1	0	0	0	0	1	0	2	2
PLYEV	Leeuwin Ocean Adventure Foundation: Youth Explorer Voyage	7	0	1	5	0	13	5	10	15
PLEO	Lions Club International : Leo Club	1	0	0	0	0	1	1	2	3
PLWCS	Living Waters Lutheran College: Community Service Program	0	0	0	1	0	1	15	16	31
PCELP	Mater Dei College: Leadership Program	0	0	1	0	0	1	3	3	6
PMSL	Mercy Colleges: Mercy Service-Learning	0	0	1	0	0	1	0	11	11
PMBG	My Big Gig: Music Competition	2	0	0	3	0	5	16	2	18

# School Curriculum and Standards Authority

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2011 (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										
PJBMCM	Newman College: JBM Career Mentoring Program	0	0	1	0	0	1	3	1	4
PNLFB	North Lake Senior Campus: Focus on Self and Career Development Module B	1	0	0	0	0	1	11	13	24
PPSL	Pinjarra Senior High School: Seniors Leading	1	0	0	0	0	1	0	2	2
PMMTA	Principals Australia Institute: MindMatters Youth Empowerment Process Taking Action	1	0	0	0	0	1	4	7	11
PREBS	Rock Eisteddfod Challenge: Backstage Support Crew	2	0	0	0	0	2	3	13	16
PRESP	Rock Eisteddfod Challenge: Stage Performance	2	0	0	0	0	2	5	15	20
PROINT	Rotary International: Interact	2	0	0	0	0	2	6	16	22
PRSPCA	RSPCA WA (Inc): Working with Animals	3	0	1	0	0	4	1	4	5
PVS2	Saigon International College: Vietnamese Studies 2	0	0	0	0	1	1	50	31	81
PGAM	School Curriculum and Standards Authority: Administration and Management	7	0	2	0	0	9	17	51	68
PGCAP	School Curriculum and Standards Authority: Community Arts Performance	4	0	1	1	0	6	4	10	14
PGCSP	School Curriculum and Standards Authority: Community Sports Performance	5	1	4	5	0	15	12	16	28
PGMPE	School Curriculum and Standards Authority: Music Performance Ensemble	6	0	2	2	0	10	50	53	103
PGRP	School Curriculum and Standards Authority: Recreational Pursuits	11	0	2	2	0	15	34	33	67
PGST	School Curriculum and Standards Authority: School Trip	22	0	8	3	0	33	87	158	245
PGWSPP	School Curriculum and Standards Authority: Whole School Production – Performance	7	0	4	1	0	12	35	78	113
PGWSPPD	School Curriculum and Standards Authority: Whole School Production – Production and Design	2	0	0	1	0	3	7	5	12
PGWS	School Curriculum and Standards Authority: Work Skills	28	1	5	5	2	41	51	99	150
PWSM	School Curriculum and Standards Authority: Work Skills for the Music Industry	0	0	0	1	0	1	8	3	11
PK4L+	School Drug Education and Road Aware: Keys for Life - Plus	0	0	1	0	0	1	0	4	4

# School Curriculum and Standards Authority

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2011 (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										
PK4L	School Drug Education and Road Aware: Keys for Life – Pre-driver Education Course	21	1	2	1	0	25	119	93	212
PSMAL	Sunway College Johor Bahru: Malaysian Studies	0	0	0	0	2	2	28	31	59
PSISL	Sunway College Johor Bahru: Malaysian Studies – Islamic Studies	0	0	0	0	1	1	1	0	1
PSMOR	Sunway College Johor Bahru: Malaysian Studies – Morals, Values and Ethics	0	0	0	0	2	2	27	31	58
University studies										
UC10987	Curtin University: Accounting 100	4	0	6	3	0	13	17	31	48
UC10830	Curtin University: Business Information Systems 100	1	0	2	0	0	3	2	5	7
UC1234	Curtin University: Economics 100	4	0	2	2	0	8	4	11	15
UEUPC2	Edith Cowan University: University Preparation Course Academic Writing	2	0	0	0	0	2	3	14	17
UEUPC3	Edith Cowan University: University Preparation Course Foundation Mathematics	1	0	0	0	0	1	3	11	14
UEUPC4	Edith Cowan University: University Preparation Course Humanities	2	0	0	0	0	2	3	15	18
UEUPC1	Edith Cowan University: University Preparation Course Learning Skills	3	0	0	0	0	3	4	14	18
UMLAW15	Murdoch University: Australian Legal Systems	0	0	0	1	0	1	0	3	3
UMICT1	Murdoch University: Introduction to 3D Graphics and Animation	1	0	0	0	0	1	1	0	1
UMICT08	Murdoch University: Introduction to Multimedia and the Internet	1	0	0	0	0	1	1	0	1
UMTLC11	Murdoch University: Learning for Tomorrow	4	0	0	0	0	4	4	20	24
Workplace learning programs										
WL2	School Curriculum and Standards Authority: Workplace Learning Employability Skills	48	1	21	24	0	94	402	405	807
WL2B	School Curriculum and Standards Authority: Workplace Learning Employability Skills B	6	0	5	5	0	16	53	28	81

## School Curriculum and Standards Authority

Table 5.25 Number of schools and number of Year 12 students who completed endorsed programs by program provider, program and school type, 2011 (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					
Workplace learning programs										
WL1	School Curriculum and Standards Authority: Workplace Learning On-the-job Training	91	1	7	9	0	108	806	741	1547

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011

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													
CWR100	ASDAN: Preparatory Award Programs – Workright	9	3	12	2	2	4	9	3	12	20	8	28
CTISM49	ASDAN: Preparatory Award Programs Towards Independence – Business Enterprise	0	0	0	0	1	1	3	4	7	3	5	8
CTISM41	ASDAN: Preparatory Award Programs Towards Independence – Citizenship	0	0	0	1	1	2	7	4	11	8	5	13
CTISM01	ASDAN: Preparatory Award Programs Towards Independence – Coping with People	0	0	0	2	0	2	0	1	1	2	1	3
CTISM03	ASDAN: Preparatory Award Programs Towards Independence – Current Affairs	0	0	0	2	0	2	5	5	10	7	5	12
CTISM51	ASDAN: Preparatory Award Programs Towards Independence – Engaging with the World Around Me – Events	0	0	0	0	0	0	1	0	1	1	0	1
CTISM53	ASDAN: Preparatory Award Programs Towards Independence – Engaging with the World Around Me – Objects	0	0	0	0	0	0	1	0	1	1	0	1
CTISM52	ASDAN: Preparatory Award Programs Towards Independence – Engaging with the World Around Me – People	0	0	0	0	0	0	1	0	1	1	0	1
CTISM04	ASDAN: Preparatory Award Programs Towards Independence – Everyday Living	1	0	1	1	0	1	0	0	0	2	0	2
CTISM08	ASDAN: Preparatory Award Programs Towards Independence – Horticulture	0	0	0	4	0	4	1	1	2	5	1	6
CTISM09	ASDAN: Preparatory Award Programs Towards Independence – Independent Living	2	0	2	6	1	7	3	4	7	11	5	16
CTISM33	ASDAN: Preparatory Award Programs Towards Independence – Making Pictures	0	0	0	10	1	11	4	1	5	14	2	16
CTISM11	ASDAN: Preparatory Award Programs Towards Independence – Meal Preparation and Cooking	2	0	2	9	1	10	13	11	24	24	12	36
CTISM12	ASDAN: Preparatory Award Programs Towards Independence – Money	3	1	4	8	2	10	1	2	3	12	5	17
CTISM43	ASDAN: Preparatory Award Programs Towards Independence – Multi-Sensory Experiences	0	0	0	2	2	4	1	0	1	3	2	5
CTISM13	ASDAN: Preparatory Award Programs Towards Independence – Out in the Community	6	3	9	0	0	0	2	0	2	8	3	11
CTISM22	ASDAN: Preparatory Award Programs Towards Independence – Recognising and Using Everyday Signs	3	0	3	2	2	4	7	7	14	12	9	21
CTISM40	ASDAN: Preparatory Award Programs Towards Independence – Relationships	0	0	0	3	2	5	9	8	17	12	10	22

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CTISM24	ASDAN: Preparatory Award Programs Towards Independence – Sound, Rhythm and Music	0	0	0	0	0	0	1	0	1	1	0	1
CTISM25	ASDAN: Preparatory Award Programs Towards Independence – Sport and Leisure	1	0	1	0	0	0	5	4	9	6	4	10
CTISM37	ASDAN: Preparatory Award Programs Towards Independence – The World Around Us	0	0	0	0	0	0	1	0	1	1	0	1
CTISM44	ASDAN: Preparatory Award Programs Towards Independence – Time Management and Self Organisation	0	2	2	3	0	3	3	1	4	6	3	9
CTISM27	ASDAN: Preparatory Award Programs Towards Independence – Using a Computer	3	2	5	4	0	4	1	1	2	8	3	11
CTISM36	ASDAN: Preparatory Award Programs Towards Independence – Using ICT	0	0	0	1	2	3	1	0	1	2	2	4
CTISM28	ASDAN: Preparatory Award Programs Towards Independence – Using Transport	0	0	0	4	0	4	2	4	6	6	4	10
CTISM42	ASDAN: Preparatory Award Programs Towards Independence – Vocational training / Experience	0	0	0	3	0	3	2	3	5	5	3	8
CTISM29	ASDAN: Preparatory Award Programs Towards Independence – Water Skills	0	0	0	0	1	1	0	0	0	0	1	1
CTISM30	ASDAN: Preparatory Award Programs Towards Independence – Work Awareness	0	0	0	1	0	1	1	1	2	2	1	3
CTC100	ASDAN: Preparatory Award Programs Transition Challenge Module 1 – Knowing How	6	5	11	1	3	4	4	1	5	11	9	20
CTC200	ASDAN: Preparatory Award Programs Transition Challenge Module 2 – Making Choices	6	2	8	3	2	5	7	1	8	16	5	21
CTC300	ASDAN: Preparatory Award Programs Transition Challenge Module 3 – Feeling Good	9	3	12	4	3	7	6	3	9	19	9	28
CTC400	ASDAN: Preparatory Award Programs Transition Challenge Module 4 – Moving Forward	2	1	3	2	1	3	5	3	8	9	5	14
CTC500	ASDAN: Preparatory Award Programs Transition Challenge Module 5 – Taking the Lead	0	1	1	1	0	1	2	0	2	3	1	4
CABP2P	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 2 (Piano)	0	1	1	0	0	0	0	0	0	0	1	1
CABP4G	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 4 (Guitar)	1	0	1	0	0	0	0	0	0	1	0	1
CABP5H	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 5 (Harp)	0	0	0	0	1	1	0	0	0	0	1	1



# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CABP5JC	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 5 (Jazz Clarinet)	0	2	2	0	0	0	0	0	0	0	2	2
CABP5P	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 5 (Piano)	0	0	0	0	1	1	0	0	0	0	1	1
CABP6SX	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 6 (Saxophone)	1	0	1	0	0	0	0	0	0	1	0	1
CABP7CL	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 7 (Clarinet)	0	1	1	0	0	0	0	0	0	0	1	1
CABP7P	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 7 (Piano)	0	1	1	0	0	0	0	1	1	0	2	2
CABP8P	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 8 (Piano)	0	1	1	0	0	0	0	0	0	0	1	1
CABP8S	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 8 (Singing)	0	0	0	0	1	1	0	0	0	0	1	1
CABP8V	Associated Board of the Royal Schools of Music (ABRSM): Music Performance Grade 8 (Violin)	0	0	0	0	1	1	0	0	0	0	1	1
CABTM2	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 2	1	0	1	0	0	0	0	0	0	1	0	1
CABTM3	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 3	1	1	2	1	1	2	0	1	1	2	3	5
CABTM4	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 4	0	0	0	0	0	0	0	1	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	0	0	1	0	1
CABTM6	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 6	0	0	0	0	1	1	0	1	1	0	2	2
CABTM7	Associated Board of the Royal Schools of Music (ABRSM): Theory of Music Grade 7	0	1	1	0	0	0	0	0	0	0	1	1
CAFAST	Australian Air Force Cadets: Advanced Stage Training	0	0	0	0	2	2	2	0	2	2	2	4
CAFBST	Australian Air Force Cadets: Basic Stage Training	2	1	3	2	2	4	3	0	3	7	3	10
CAFJNCO	Australian Air Force Cadets: Junior Non-commissioned Officer Promotion Course	4	0	4	1	1	2	0	0	0	5	1	6
CAFPST	Australian Air Force Cadets: Proficiency Stage Training	1	0	1	2	3	5	3	0	3	6	3	9

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CAFQST	Australian Air Force Cadets: Qualified Stage Training	0	0	0	0	0	0	1	0	1	1	0	1
CAFSNCO	Australian Air Force Cadets: Senior Non-commissioned Officers' Course	0	0	0	4	0	4	5	1	6	9	1	10
CAFUOC	Australian Air Force Cadets: Under Officers' Course	0	0	0	0	0	0	1	0	1	1	0	1
CAFWOC	Australian Air Force Cadets: Warrant Officers Course	0	0	0	1	0	1	1	0	1	2	0	2
CAZCP4	Australian and New Zealand Cultural Arts Limited: Classical Pianoforte Grade Four	0	0	0	0	1	1	0	0	0	0	1	1
CAZCP7	Australian and New Zealand Cultural Arts Limited: Classical Pianoforte Grade Seven	0	0	0	1	0	1	0	0	0	1	0	1
CAZCP6	Australian and New Zealand Cultural Arts Limited: Classical Pianoforte Grade Six	0	0	0	0	0	0	0	1	1	0	1	1
CAZMPA	Australian and New Zealand Cultural Arts Limited: Modern Pianoforte Associate Diploma	0	0	0	1	0	1	0	0	0	1	0	1
CAZMP4	Australian and New Zealand Cultural Arts Limited: Modern Pianoforte Grade Four	0	0	0	1	0	1	0	0	0	1	0	1
CAZMS4	Australian and New Zealand Cultural Arts Limited: Modern Singing Grade Four	0	1	1	0	0	0	0	0	0	0	1	1
CAZMTH4	Australian and New Zealand Cultural Arts Limited: Music Theory Grade Four	0	2	2	1	0	1	0	0	0	1	2	3
CAZMTH3	Australian and New Zealand Cultural Arts Limited: Music Theory Grade Three	0	0	0	1	0	1	1	1	2	2	1	3
CAZMTH2	Australian and New Zealand Cultural Arts Limited: Music Theory Grade Two	1	0	1	0	0	0	0	1	1	1	1	2
CAZVO7	Australian and New Zealand Cultural Arts Limited: Violoncello Grade Seven	0	0	0	1	0	1	0	0	0	1	0	1
CAZVO6	Australian and New Zealand Cultural Arts Limited: Violoncello Grade Six	0	0	0	1	0	1	0	0	0	1	0	1
CAAC1B	Australian Army Cadets: Annual Camp Tier 1B	1	0	1	0	0	0	0	0	0	1	0	1
CAAC2A	Australian Army Cadets: Annual Camp Tier 2A	0	0	0	1	0	1	1	0	1	2	0	2
CAAC2B	Australian Army Cadets: Annual Camp Tier 2B	1	0	1	1	0	1	1	0	1	3	0	3

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CAAC3	Australian Army Cadets: Annual Camp Tier 3	0	0	0	2	0	2	2	0	2	4	0	4
CACUO	Australian Army Cadets: Cadet Under Officers' Course	0	0	0	0	0	0	1	0	1	1	0	1
CAJNCO	Australian Army Cadets: Junior Non Commissioned Officers' Course	2	0	2	1	0	1	1	0	1	4	0	4
CASNCO	Australian Army Cadets: Senior Non Commissioned Officers' Course	1	0	1	3	1	4	3	0	3	7	1	8
CAWO	Australian Army Cadets: Warrant Officer Course	0	0	0	1	0	1	2	0	2	3	0	3
CAIBA1	Australian Institute of Classical Dance: Borovansky Syllabus in Advanced I	0	0	0	0	2	2	0	0	0	0	2	2
CAIBA2	Australian Institute of Classical Dance: Borovansky Syllabus in Advanced II	0	0	0	0	0	0	0	2	2	0	2	2
CAIBVI	Australian Institute of Classical Dance: Borovansky Syllabus in Grade VI	0	1	1	0	0	0	0	0	0	0	1	1
CAIBI	Australian Institute of Classical Dance: Borovansky Syllabus in Intermediate	0	1	1	0	1	1	0	0	0	0	2	2
CAMPC14	Australian Music Examinations Board: Certificate of Performance (Clarinet)	0	0	0	0	0	0	1	0	1	1	0	1
CAMCGA1	Australian Music Examinations Board: Contemporary Popular Music Guitar Advancing Step 1	0	0	0	0	1	1	0	0	0	0	1	1
CAMD8	Australian Music Examinations Board: Drama and Performance Eighth Grade	0	0	0	0	0	0	1	1	2	1	1	2
CAMD4	Australian Music Examinations Board: Drama and Performance Fourth Grade	0	1	1	0	0	0	0	0	0	0	1	1
CAMD7	Australian Music Examinations Board: Drama and Performance Seventh Grade	0	2	2	0	0	0	0	0	0	0	2	2
CAMD6	Australian Music Examinations Board: Drama and Performance Sixth Grade	1	7	8	0	0	0	0	0	0	1	7	8
CAMM8	Australian Music Examinations Board: Eighth Grade Musicianship	0	0	0	0	0	0	1	0	1	1	0	1
CAMM5	Australian Music Examinations Board: Fifth Grade Musicianship	0	1	1	0	0	0	0	0	0	0	1	1
CAMT5	Australian Music Examinations Board: Fifth Grade Theory of Music	0	0	0	3	1	4	0	2	2	3	3	6

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CAMT1	Australian Music Examinations Board: First Grade Theory of Music	0	2	2	1	1	2	0	1	1	1	4	5
CAMM4	Australian Music Examinations Board: Fourth Grade Musicianship	1	0	1	0	1	1	0	0	0	1	1	2
CAMT4	Australian Music Examinations Board: Fourth Grade Theory of Music	1	3	4	3	4	7	1	3	4	5	10	15
CAMPL1	Australian Music Examinations Board: Licentiate of Music Australia (Piano)	0	0	0	1	0	1	1	0	1	2	0	2
CAMP87	Australian Music Examinations Board: Practice of Music Eighth Grade (Cello)	0	0	0	0	1	1	0	0	0	0	1	1
CAMP814	Australian Music Examinations Board: Practice of Music Eighth Grade (Clarinet)	0	0	0	0	0	0	0	1	1	0	1	1
CAMP812	Australian Music Examinations Board: Practice of Music Eighth Grade (Flute)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP82	Australian Music Examinations Board: Practice of Music Eighth Grade (Piano for Leisure)	0	0	0	0	0	0	0	1	1	0	1	1
CAMP81	Australian Music Examinations Board: Practice of Music Eighth Grade (Piano)	0	2	2	1	0	1	1	2	3	2	4	6
CAMP811	Australian Music Examinations Board: Practice of Music Eighth Grade (Recorder)	0	0	0	0	0	0	0	1	1	0	1	1
CAMP816	Australian Music Examinations Board: Practice of Music Eighth Grade (Saxophone)	0	0	0	0	0	0	1	0	1	1	0	1
CAMP514	Australian Music Examinations Board: Practice of Music Fifth Grade (Clarinet)	0	0	0	0	1	1	0	0	0	0	1	1
CAMP512	Australian Music Examinations Board: Practice of Music Fifth Grade (Flute)	0	3	3	0	2	2	0	0	0	0	5	5
CAMP52	Australian Music Examinations Board: Practice of Music Fifth Grade (Piano for Leisure)	0	0	0	1	0	1	0	2	2	1	2	3
CAMP51	Australian Music Examinations Board: Practice of Music Fifth Grade (Piano)	1	1	2	0	2	2	2	3	5	3	6	9
CAMP516	Australian Music Examinations Board: Practice of Music Fifth Grade (Saxophone)	0	0	0	0	1	1	0	0	0	0	1	1
CAMP524	Australian Music Examinations Board: Practice of Music Fifth Grade (Singing for Leisure)	0	0	0	0	0	0	0	1	1	0	1	1
CAMP523	Australian Music Examinations Board: Practice of Music Fifth Grade (Singing)	0	0	0	0	1	1	0	0	0	0	1	1

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CAMP519	Australian Music Examinations Board: Practice of Music Fifth Grade (Trombone)	0	0	0	1	0	1	0	0	0	1	0	1
CAMP518	Australian Music Examinations Board: Practice of Music Fifth Grade (Trumpet)	2	1	3	2	0	2	0	1	1	4	2	6
CAMP521	Australian Music Examinations Board: Practice of Music Fifth Grade (Tuba)	0	0	0	1	0	1	0	0	0	1	0	1
CAMP55	Australian Music Examinations Board: Practice of Music Fifth Grade (Violin)	0	0	0	0	1	1	0	0	0	0	1	1
CAMP114	Australian Music Examinations Board: Practice of Music First Grade (Clarinet)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP112	Australian Music Examinations Board: Practice of Music First Grade (Flute)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP15	Australian Music Examinations Board: Practice of Music First Grade (Violin)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP47	Australian Music Examinations Board: Practice of Music Fourth Grade (Cello)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP414	Australian Music Examinations Board: Practice of Music Fourth Grade (Clarinet)	0	4	4	0	0	0	0	0	0	0	4	4
CAMP422	Australian Music Examinations Board: Practice of Music Fourth Grade (Euphonium)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP412	Australian Music Examinations Board: Practice of Music Fourth Grade (Flute)	0	3	3	0	1	1	0	0	0	0	4	4
CAMP413	Australian Music Examinations Board: Practice of Music Fourth Grade (Oboe)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP42	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano for Leisure)	0	3	3	0	1	1	0	2	2	0	6	6
CAMP41	Australian Music Examinations Board: Practice of Music Fourth Grade (Piano)	0	2	2	0	1	1	1	4	5	1	7	8
CAMP416	Australian Music Examinations Board: Practice of Music Fourth Grade (Saxophone)	0	0	0	1	0	1	0	0	0	1	0	1
CAMP424	Australian Music Examinations Board: Practice of Music Fourth Grade (Singing for Leisure)	0	1	1	0	1	1	0	1	1	0	3	3
CAMP423	Australian Music Examinations Board: Practice of Music Fourth Grade (Singing)	0	0	0	0	2	2	0	0	0	0	2	2
CAMP418	Australian Music Examinations Board: Practice of Music Fourth Grade (Trumpet)	0	1	1	0	0	0	0	0	0	0	1	1

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CAMP45	Australian Music Examinations Board: Practice of Music Fourth Grade (Violin)	0	0	0	1	0	1	0	0	0	1	0	1
CAMP P1	Australian Music Examinations Board: Practice of Music Preliminary Grade (Piano)	0	0	0	1	0	1	0	0	0	1	0	1
CAMP214	Australian Music Examinations Board: Practice of Music Second Grade (Clarinet)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP29	Australian Music Examinations Board: Practice of Music Second Grade (Guitar)	1	0	1	0	0	0	0	0	0	1	0	1
CAMP22	Australian Music Examinations Board: Practice of Music Second Grade (Piano for Leisure)	0	0	0	0	0	0	0	1	1	0	1	1
CAMP21	Australian Music Examinations Board: Practice of Music Second Grade (Piano)	0	0	0	0	0	0	0	2	2	0	2	2
CAMP72	Australian Music Examinations Board: Practice of Music Seventh Grade (Piano for Leisure)	2	1	3	0	0	0	0	2	2	2	3	5
CAMP71	Australian Music Examinations Board: Practice of Music Seventh Grade (Piano)	0	3	3	1	2	3	0	1	1	1	6	7
CAMP716	Australian Music Examinations Board: Practice of Music Seventh Grade (Saxophone)	0	0	0	0	0	0	0	1	1	0	1	1
CAMP612	Australian Music Examinations Board: Practice of Music Sixth Grade (Flute)	0	3	3	1	2	3	0	0	0	1	5	6
CAMP62	Australian Music Examinations Board: Practice of Music Sixth Grade (Piano for Leisure)	1	1	2	1	0	1	1	3	4	3	4	7
CAMP61	Australian Music Examinations Board: Practice of Music Sixth Grade (Piano)	0	0	0	1	1	2	3	1	4	4	2	6
CAMP616	Australian Music Examinations Board: Practice of Music Sixth Grade (Saxophone)	0	0	0	0	1	1	0	0	0	0	1	1
CAMP624	Australian Music Examinations Board: Practice of Music Sixth Grade (Singing for Leisure)	0	0	0	0	0	0	0	1	1	0	1	1
CAMP623	Australian Music Examinations Board: Practice of Music Sixth Grade (Singing)	0	0	0	0	0	0	0	2	2	0	2	2
CAMP619	Australian Music Examinations Board: Practice of Music Sixth Grade (Trombone)	0	0	0	1	0	1	0	0	0	1	0	1
CAMP621	Australian Music Examinations Board: Practice of Music Sixth Grade (Tuba)	0	0	0	1	0	1	0	0	0	1	0	1
CAMP66	Australian Music Examinations Board: Practice of Music Sixth Grade (Viola)	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, 2011 (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													
CAMP65	Australian Music Examinations Board: Practice of Music Sixth Grade (Violin)	0	0	0	0	1	1	0	0	0	0	1	1
CAMP315	Australian Music Examinations Board: Practice of Music Third Grade (Bassoon)	0	1	1	0	0	0	0	0	0	0	1	1
CAMP32	Australian Music Examinations Board: Practice of Music Third Grade (Piano for Leisure)	1	0	1	0	1	1	0	0	0	1	1	2
CAMP31	Australian Music Examinations Board: Practice of Music Third Grade (Piano)	1	0	1	0	1	1	1	1	2	2	2	4
CAMP323	Australian Music Examinations Board: Practice of Music Third Grade (Singing)	0	1	1	0	0	0	0	0	0	0	1	1
CAMMC2	Australian Music Examinations Board: Second Grade Music Craft	1	0	1	0	0	0	0	0	0	1	0	1
CAMT2	Australian Music Examinations Board: Second Grade Theory of Music	3	6	9	1	3	4	0	1	1	4	10	14
CAMM7	Australian Music Examinations Board: Seventh Grade Musicianship	0	0	0	0	0	0	1	0	1	1	0	1
CAMM6	Australian Music Examinations Board: Sixth Grade Musicianship	1	0	1	0	0	0	0	0	0	1	0	1
CAMSPT5	Australian Music Examinations Board: Speech and Performance Theory Fifth Grade	0	2	2	0	0	0	0	0	0	0	2	2
CAMSPT4	Australian Music Examinations Board: Speech and Performance Theory Fourth Grade	0	0	0	0	1	1	0	0	0	0	1	1
CAMSPT6	Australian Music Examinations Board: Speech and Performance Theory Sixth Grade	0	2	2	0	0	0	0	0	0	0	2	2
CAMM3	Australian Music Examinations Board: Third Grade Musicianship	0	5	5	0	0	0	0	0	0	0	5	5
CAMT3	Australian Music Examinations Board: Third Grade Theory of Music	0	6	6	0	7	7	1	1	2	1	14	15
CAMV8	Australian Music Examinations Board: Voice and Communication Eighth Grade	0	0	0	0	0	0	0	3	3	0	3	3
CAMV7	Australian Music Examinations Board: Voice and Communication Seventh Grade	0	0	0	0	1	1	0	0	0	0	1	1
CAMV6	Australian Music Examinations Board: Voice and Communication Sixth Grade	0	6	6	0	0	0	0	0	0	0	6	6
CNPAS	Australian Navy Cadets: Able Seaman Qualifying Course	3	0	3	3	0	3	0	0	0	6	0	6

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CNPLS	Australian Navy Cadets: Leading Seaman Qualifying Course	0	0	0	1	0	1	0	0	0	1	0	1
CNPM	Australian Navy Cadets: Midshipman Course	0	0	0	0	0	0	1	0	1	1	0	1
CNPPO	Australian Navy Cadets: Petty Officer Qualifying Course	0	0	0	0	0	0	0	1	1	0	1	1
CNPS	Australian Navy Cadets: Seaman Qualifying Course	0	0	0	0	0	0	0	1	1	0	1	1
CNPWO	Australian Navy Cadets: Warrant Officer Qualifying Course	0	0	0	0	0	0	1	0	1	1	0	1
CRCC	Australian Red Cross: Cadet	1	0	1	1	0	1	0	0	0	2	0	2
CRCFC	Australian Red Cross: Cadet First Class	0	0	0	1	0	1	0	0	0	1	0	1
CRCS	Australian Red Cross: Senior Cadet	0	0	0	3	0	3	0	0	0	3	0	3
CSWIM	AUSTSWIM: Teacher of Swimming and Water Safety	0	0	0	0	0	0	1	1	2	1	1	2
CBTE	Bibbulmun Track Foundation: End-to-end Expedition	0	0	0	0	0	0	9	0	9	9	0	9
CBBLG	Boys' Brigade Australia: Advanced Certificate of Leadership (Gold)	0	0	0	0	0	0	1	0	1	1	0	1
CBBLS	Boys' Brigade Australia: Intermediate Certificate of Leadership (Silver)	0	0	0	0	0	0	1	1	2	1	1	2
CBBLB	Boys' Brigade Australia: Preliminary Certificate of Leadership (Bronze)	0	0	0	0	0	0	1	1	2	1	1	2
CBBP	Boys' Brigade Australia: President's Badge	0	0	0	0	0	0	1	0	1	1	0	1
CBBQ	Boys' Brigade Australia: Queen's Badge	0	0	0	0	0	0	1	1	2	1	1	2
CBB100	Boys' Brigade Australia: Young Volunteer Award – 100 Hours	0	0	0	0	0	0	1	0	1	1	0	1
CBB200	Boys' Brigade Australia: Young Volunteer Award – 200 Hours	0	0	0	0	0	0	1	0	1	1	0	1
CBB50	Boys' Brigade Australia: Young Volunteer Award – 50 Hours	0	0	0	0	0	0	1	0	1	1	0	1



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Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CCACC	Calisthenics Association of Western Australia: Cadet Coach	0	1	1	0	2	2	0	0	0	0	3	3
CCB6	Cecchetti Ballet Australia: Grade 6	0	1	1	0	0	0	0	0	0	0	1	1
CCBI	Cecchetti Ballet Australia: Intermediate	0	0	0	0	0	0	0	1	1	0	1	1
CCNAD1	Cisco Networking Academy: Certified Networking Associate Discovery 1	0	0	0	16	1	17	6	0	6	22	1	23
CCNAD2	Cisco Networking Academy: Certified Networking Associate Discovery 2	0	0	0	13	0	13	8	0	8	21	0	21
CCNAD3	Cisco Networking Academy: Certified Networking Associate Discovery 3	0	0	0	0	0	0	4	0	4	4	0	4
CCNAD4	Cisco Networking Academy: Certified Networking Associate Discovery 4	0	0	0	0	0	0	3	0	3	3	0	3
CCNAE4	Cisco Networking Academy: IT Essentials PC Hardware and Software v4.0	0	0	0	17	0	17	4	0	4	21	0	21
CCOB7	Commonwealth Society of Teachers of Dancing: Classical Ballet Elementary Grade 7	0	0	0	0	0	0	0	2	2	0	2	2
CCOB4	Commonwealth Society of Teachers of Dancing: Classical Ballet Grade 4	0	1	1	0	0	0	0	0	0	0	1	1
CCOB6	Commonwealth Society of Teachers of Dancing: Classical Ballet Grade 6	0	0	0	0	1	1	0	1	1	0	2	2
CCOBS7	Commonwealth Society of Teachers of Dancing: Classical Ballet Sub-elementary Grade 7	0	0	0	0	0	0	0	5	5	0	5	5
CCOJ4	Commonwealth Society of Teachers of Dancing: Modern Jazz Grade 4	0	1	1	0	0	0	0	0	0	0	1	1
CCOJ5	Commonwealth Society of Teachers of Dancing: Modern Jazz Grade 5	0	2	2	0	0	0	0	1	1	0	3	3
CCOJ6	Commonwealth Society of Teachers of Dancing: Modern Jazz Grade 6	0	3	3	0	3	3	0	1	1	0	7	7
CCOJ7	Commonwealth Society of Teachers of Dancing: Modern Jazz Grade 7	0	1	1	0	0	0	0	0	0	0	1	1
CCOTB5	Commonwealth Society of Teachers of Dancing: Tap Dance Advanced Bronze Grade 5	0	1	1	0	0	0	0	0	0	0	1	1
CCOTGB7	Commonwealth Society of Teachers of Dancing: Tap Dance Advanced Gold Bar Grade 7	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, 2011 (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													
CCOTGS7	Commonwealth Society of Teachers of Dancing: Tap Dance Advanced Gold Star Grade 7	0	0	0	0	0	0	0	1	1	0	1	1
CCOTS6	Commonwealth Society of Teachers of Dancing: Tap Dance Advanced Silver Grade 6	0	1	1	0	0	0	0	0	0	0	1	1
CCOTGB5	Commonwealth Society of Teachers of Dancing: Tap Dance Intermediate Gold Bar Grade 4	0	1	1	0	1	1	0	0	0	0	2	2
CCOTG4	Commonwealth Society of Teachers of Dancing: Tap Dance Intermediate Gold Grade 4	0	1	1	0	0	0	0	0	0	0	1	1
CCOTHA	Commonwealth Society of Teachers of Dancing: Theatrical Dance Advanced	0	2	2	0	0	0	0	1	1	0	3	3
CCOTHP	Commonwealth Society of Teachers of Dancing: Theatrical Dance Pre-advanced	0	1	1	0	0	0	0	1	1	0	2	2
CCVFA	Conservation Volunteers Australia: Monitoring, Evaluation and Recording of Native Fauna	6	19	25	0	0	0	0	0	0	6	19	25
CCVFL	Conservation Volunteers Australia: Monitoring, Evaluation and Recording of Native Flora	1	5	6	3	0	3	0	0	0	4	5	9
CBIOG	Department of Commerce: sanofi-aventis BioGENEius Challenge	1	1	2	0	7	7	1	0	1	2	8	10
CVEB1	Department of Education Vision Education Services: Braille Literary Code - Reading and Writing Level 1	0	0	0	0	1	1	0	0	0	0	1	1
CDEC1	Department of Environment and Conservation: Bush Rangers Western Australia Level One	42	47	89	13	12	25	19	23	42	74	82	156
CDEC3	Department of Environment and Conservation: Bush Rangers Western Australia Level Three	10	4	14	3	5	8	1	4	5	14	13	27
CDEC2	Department of Environment and Conservation: Bush Rangers Western Australia Level Two	9	8	17	5	2	7	1	0	1	15	10	25
CPLES	Department of Transport: Expedition Seatrek	0	0	0	60	23	83	76	44	120	136	67	203
CPLRST	Department of Transport: WA Recreational Skipper's Ticket	50	125	175	272	110	382	235	122	357	557	357	914
CDEB	Duke of Edinburgh WA: Bronze Award	22	85	107	37	48	85	27	43	70	86	176	262
CDEG	Duke of Edinburgh WA: Gold Award	0	0	0	0	0	0	2	2	4	2	2	4
CDES	Duke of Edinburgh WA: Silver Award	1	1	2	3	4	7	5	16	21	9	21	30

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Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CESFS	Emergency Services Cadet Corps: Fire Safety Management Skills	5	3	8	8	3	11	12	10	22	25	16	41
CESFA	Emergency Services Cadet Corps: First Aid and Emergency Care Management Skills	12	12	24	35	17	52	10	28	38	57	57	114
CESGR	Emergency Services Cadet Corps: General Rescue Skills	5	3	8	0	0	0	5	5	10	10	8	18
CESLI	Emergency Services Cadet Corps: Leadership and Instructional Skills	2	9	11	2	0	2	0	2	2	4	11	15
CESNH	Emergency Services Cadet Corps: Natural Hazards Management Skills	5	3	8	17	18	35	11	9	20	33	30	63
CESSR	Emergency Services Cadet Corps: Search and Rescue Management Skills	5	3	8	0	0	0	12	8	20	17	11	28
CESTPC1	Emergency Services Cadet Corps: Training Program Cadet Level 1	7	14	21	30	23	53	4	3	7	41	40	81
CESTPC2	Emergency Services Cadet Corps: Training Program Cadet Level 2	9	6	15	12	12	24	5	4	9	26	22	48
CESTPCR	Emergency Services Cadet Corps: Training Program Cadet Recruit	7	7	14	38	24	62	1	2	3	46	33	79
CESWS	Emergency Services Cadet Corps: Water Safety Management Skills	5	3	8	0	0	0	0	0	0	5	3	8
CENSS	Enhanced Learning Educational Services: Study Skills Handbook	0	0	0	0	0	0	3	2	5	3	2	5
CEQIHM	Equestrian Western Australia: Introductory Horse Management	0	5	5	1	10	11	0	8	8	1	23	24
CEQIR	Equestrian Western Australia: Introductory Riding	0	1	1	0	0	0	0	2	2	0	3	3
CEQGR1	Equestrian Western Australia: Level 1 General Riding	0	1	1	0	0	0	0	0	0	0	1	1
CEQHM1	Equestrian Western Australia: Level 1 Horse Management	0	0	0	0	1	1	0	0	0	0	1	1
CGGQG	Girl Guides Australia: Queen's Guide Award	0	0	0	0	0	0	0	2	2	0	2	2
CGCM1	Gymnastics Australia: Men's Gymnastics Level 1 Coach	0	0	0	0	0	0	0	1	1	0	1	1
CHDR	Holyoake Institute: DRUMBEAT Social Development Program	2	0	2	13	10	23	0	2	2	15	12	27

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Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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	Image Power Australia Pty Ltd: The Employment Advantage	17	17	34	102	101	203	27	28	55	146	146	292
CLSMT1	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 1	9	36	45	23	97	120	20	37	57	52	170	222
CLSMT2	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 2	0	8	8	7	13	20	5	4	9	12	25	37
CLSMT3	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 3	0	0	0	2	11	13	0	30	30	2	41	43
CLSMT4	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 4	0	0	0	2	0	2	0	0	0	2	0	2
CLSMT5	Law Society of Western Australia: Inter School Mock Trials Certificate of Completion Level 5	0	0	0	0	0	0	6	0	6	6	0	6
CLAPA5	London Academy of Music and Dramatic Art: Level 2 Award in Performance Acting Grade 5	0	14	14	0	0	0	0	0	0	0	14	14
CLAPA6	London Academy of Music and Dramatic Art: Level 3 Award in Performance Acting Grade 6	0	2	2	0	6	6	0	0	0	0	8	8
CLAPA7	London Academy of Music and Dramatic Art: Level 3 Award in Performance Acting Grade 7	0	0	0	0	0	0	0	3	3	0	3	3
CLAPA8	London Academy of Music and Dramatic Art: Level 3 Award in Performance Acting Grade 8	0	0	0	0	0	0	0	3	3	0	3	3
CLACSV8	London Academy of Music and Dramatic Art: Level 3 Certificate in Communication Speaking Verse and Prose Grade 8	0	0	0	0	0	0	0	1	1	0	1	1
CMHT	Murdoch University: HighTrack	0	0	0	0	0	0	1	5	6	1	5	6
COBN	Outward Bound Australia: Navigator Program	1	0	1	1	1	2	0	0	0	2	1	3
CPCESA	Pony Club Association of Western Australia: PCA Efficiency A Standard	0	1	1	0	0	0	0	0	0	0	1	1
CPCESC	Pony Club Association of Western Australia: PCA Efficiency C Standard	0	0	0	0	2	2	0	0	0	0	2	2
CPCESC*	Pony Club Association of Western Australia: PCA Efficiency C* Standard	0	0	0	0	1	1	0	1	1	0	2	2
CPADAOW	Professional Association of Diving Instructors (PADI): Advanced Open Water Diver	0	0	0	0	0	0	4	8	12	4	8	12
CPADOW	Professional Association of Diving Instructors (PADI): Open Water Diver	14	5	19	26	1	27	6	5	11	46	11	57

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Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CPADSC	Professional Association of Diving Instructors (PADI): Scuba Diver	0	0	0	1	0	1	2	1	3	3	1	4
CPADSD	Professional Association of Diving Instructors (PADI): Skin Diver	0	0	0	0	0	0	0	1	1	0	1	1
CRADA1	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced 1	1	1	2	1	6	7	0	1	1	2	8	10
CRADA2	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced 2	0	0	0	0	0	0	0	1	1	0	1	1
CRADAF	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Advanced Foundation	0	3	3	0	1	1	0	1	1	0	5	5
CRADI	Royal Academy of Dance: Vocational Graded Examination in Classical Ballet Intermediate	0	1	1	0	3	3	0	1	1	0	5	5
CRLBM	Royal Life Saving Society WA Inc.: Bronze Medallion	22	162	184	49	20	69	40	42	82	111	224	335
CSSIOW	Scuba Schools International Australasia Pty Ltd: Open Water Diver	0	25	25	1	0	1	3	0	3	4	25	29
CSDA	Stage Door School of Performing Arts: Program in Acting	0	0	0	1	1	2	0	0	0	1	1	2
CSDMT	Stage Door School of Performing Arts: Program in Music Theatre	0	2	2	0	5	5	0	0	0	0	7	7
CSL1	Surf Life Saving WA: Bronze Medallion	13	5	18	30	17	47	11	16	27	54	38	92
CSLSR	Surf Life Saving WA: Surf Rescue Certificate	13	8	21	7	5	12	7	7	14	27	20	47
CGCB10	The Graduate College of Dance: Classical Ballet Year 10	1	4	5	0	0	0	0	0	0	1	4	5
CGCB11	The Graduate College of Dance: Classical Ballet Year 11	0	1	1	0	7	7	0	0	0	0	8	8
CGCB12	The Graduate College of Dance: Classical Ballet Year 12	0	0	0	0	0	0	0	7	7	0	7	7
CSVBC	The Salvation Army: Beyond the Classroom	0	10	10	0	0	0	0	0	0	0	10	10
CSTE	The Scout Association of Australia: Endeavour Award	1	0	1	0	0	0	0	0	0	1	0	1
CSTQS	The Scout Association of Australia: Queen's Scout Award	0	0	0	0	0	0	1	0	1	1	0	1

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Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CSTV	The Scout Association of Australia: Venturer Award	1	0	1	0	0	0	0	0	0	1	0	1
CNDLS	The University of Notre Dame Australia: Learning Skills Academic Enabling Program	0	0	0	0	0	0	5	23	28	5	23	28
CUWAS	The University of Western Australia: SmARTS	0	0	0	33	53	86	1	0	1	34	53	87
CTCDS5	Trinity College London: Drama and Speech Grade 5	0	14	14	0	1	1	0	0	0	0	15	15
CTCDS6	Trinity College London: Drama and Speech Grade 6	0	6	6	0	11	11	0	0	0	0	17	17
CTCDS7	Trinity College London: Drama and Speech Grade 7	0	2	2	0	2	2	0	3	3	0	7	7
CTCDS8	Trinity College London: Drama and Speech Grade 8	0	0	0	0	7	7	0	0	0	0	7	7
CTCP4PE	Trinity College London: Music Performance Grade 4 (Percussion)	1	0	1	0	0	0	0	0	0	1	0	1
CLRSEP	WA/La Réunion Student Exchange (Inc): Student Exchange Programme	0	1	1	0	4	4	2	6	8	2	11	13
CPRFCR	Western Australia Police Rangers: First Class Ranger Training Program	6	13	19	3	1	4	2	0	2	11	14	25
CPRSR	Western Australia Police Rangers: Senior Ranger Training Program	1	0	1	0	4	4	4	0	4	5	4	9
CVBR2	Western Australian Volleyball Association Inc.: Volleyball Referee Level 1 Regional	0	1	1	0	1	1	1	0	1	1	2	3
CWCE	World Challenge Australia: World Challenge Expedition	4	10	14	24	40	64	2	10	12	30	60	90
CYPHC	Yachting Australia: Powerboat Handling Certificate	1	1	2	2	2	4	21	4	25	24	7	31
CYSBAI	Yachting Australia: Small Boat Sailing – Assistant Instructor	0	0	0	0	0	0	1	1	2	1	1	2
CYSBS1	Yachting Australia: Small Boat Sailing – Basic Skills 1	2	0	2	34	2	36	0	1	1	36	3	39
CYSBS2	Yachting Australia: Small Boat Sailing – Basic Skills 2	0	0	0	0	2	2	0	0	0	0	2	2
CYMYP	YMCA: Western Australian Youth Parliament	0	1	1	2	5	7	1	6	7	3	12	15

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
CYCR4Y	Youth Affairs Council of WA : Roofs for Youth Tenancy Education Program	0	0	0	13	9	22	0	0	0	13	9	22
Personal development programs													
PALTA	Alta-1: Personal Recovery and Community Building	0	0	0	4	9	13	3	0	3	7	9	16
PACH1	Anglicare WA: Changemakers	8	6	14	12	13	25	6	1	7	26	20	46
PTSYL	Australian Institute of Theatresports: Yes Let's!!! Life and Work Skills through Improvisation	0	0	0	3	3	6	5	9	14	8	12	20
PAVA	AVP WA: Peaceful Pathways Advanced	5	8	13	0	0	0	0	0	0	5	8	13
PAVB	AVP WA: Peaceful Pathways Basic	5	7	12	1	0	1	2	0	2	8	7	15
PAVT4F	AVP WA: Peaceful Pathways Training for Facilitators	3	5	8	0	0	0	0	0	0	3	5	8
PBLWA	Balga Senior High School: Living and Working in Australian Society	0	0	0	24	18	42	0	0	0	24	18	42
PBYPP	Balga Senior High School: Young Parent Program	0	0	0	0	3	3	0	4	4	0	7	7
PBCPL1	Ballajura Community College: Practical Living 1 – All Aussie Adventure	0	0	0	4	3	7	0	1	1	4	4	8
PCVCT1	Canning Vale College: Circus Troupe 1 – Entry Level	7	2	9	0	0	0	0	0	0	7	2	9
PCVCT2	Canning Vale College: Circus Troupe 2 – Intermediate	0	0	0	0	1	1	0	0	0	0	1	1
PCVCT3	Canning Vale College: Circus Troupe 3 – Advanced	0	0	0	0	0	0	1	1	2	1	1	2
PCSEEG	Career Enterprise Centre: Social Emotional Growth Through Art Therapy	0	0	0	0	0	0	3	3	6	3	3	6
PCARY	Carmel School: Yahadut	0	0	0	0	0	0	4	4	8	4	4	8
PCECSL	Catholic Education Office of WA: Christian Service Learning in Catholic Schools	91	117	208	242	387	629	195	372	567	528	876	1404
PCLHB	Collie Senior High School: Introduction to Hair and Beauty	0	6	6	0	0	0	0	0	0	0	6	6

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
PFYOH	Community Solutions Inc.: YOH Fest	21	36	57	8	54	62	11	53	64	40	143	183
PDSPFA	Darling Range Sports College: Personal Fitness A	0	0	0	24	10	34	2	1	3	26	11	37
PDSPFC	Darling Range Sports College: Personal Fitness C	0	0	0	0	0	0	17	6	23	17	6	23
PDSBSL	Darling Range Sports College: Strong Bodies, Strong Lives	0	0	0	9	1	10	5	0	5	14	1	15
PD2CS	Department of Education : Community Service	108	96	204	19	32	51	46	33	79	173	161	334
PL2L1	Department of Education : Learning to Live General Construction	0	0	0	1	2	3	0	0	0	1	2	3
PL2L3	Department of Education : Learning to Live Horticulture	0	0	0	0	0	0	3	1	4	3	1	4
PLS1	Department of Education : Life Skills for Senior School Students 1 – The Life Journey	3	11	14	88	84	172	23	17	40	114	112	226
PLS2	Department of Education : Life Skills for Senior School Students 2 – Belonging to a Culture	8	9	17	64	39	103	23	20	43	95	68	163
PLS3	Department of Education : Life Skills for Senior School Students 3 – Belonging to a Community	1	3	4	63	48	111	16	23	39	80	74	154
PLS4	Department of Education : Life Skills for Senior School Students 4 – Being an Individual	2	7	9	78	71	149	13	31	44	93	109	202
PLS5	Department of Education : Life Skills for Senior School Students 5 – Planning for the Future	2	3	5	38	36	74	16	16	32	56	55	111
PLS6	Department of Education : Life Skills for Senior School Students 6 – The Project	3	4	7	72	63	135	25	34	59	100	101	201
PLS7	Department of Education : Life Skills for Senior School Students 7 – Personal Money Matters 1	4	0	4	29	33	62	13	22	35	46	55	101
PLS8	Department of Education : Life Skills for Senior School Students 8 – Personal Money Matters 2	0	0	0	31	21	52	7	3	10	38	24	62
PLS9	Department of Education : Life Skills for Senior School Students 9 – Resolving Conflict 1	0	0	0	18	13	31	1	0	1	19	13	32
PEFMP	Department of Training and Workforce Development: Finding MY Place	5	6	11	12	14	26	3	4	7	20	24	44
PDUEL1	Duncraig Senior High School: Eco Leader 1	4	0	4	4	4	8	0	0	0	8	4	12



# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
PELBC	Elite Sports Programs: Basketball Coaching	18	5	23	0	0	0	0	0	0	18	5	23
PIPSS	Image Power Australia Pty Ltd: Developing Social Skills	13	11	24	31	32	63	17	26	43	61	69	130
PSIM2	Instrumental Music School Services: Extension Ensemble Performance	29	37	66	35	45	80	33	62	95	97	144	241
PSIM1	Instrumental Music School Services: Music Ensemble Performance	4	8	12	63	91	154	50	67	117	117	166	283
PVC101	John Calvin Christian College: Reformed Christian Studies 101	21	27	48	0	0	0	0	0	0	21	27	48
PVC111	John Calvin Christian College: Reformed Christian Studies 111	0	0	0	24	24	48	0	0	0	24	24	48
PVC121	John Calvin Christian College: Reformed Christian Studies 121	0	0	0	0	0	0	25	19	44	25	19	44
PJCB1	John Curtin College of the Arts: Ballet Showcase 1 (Corps de ballet)	1	12	13	0	0	0	0	0	0	1	12	13
PJCB2	John Curtin College of the Arts: Ballet Showcase 2 (Coryphée)	0	0	0	2	8	10	0	0	0	2	8	10
PJCB3	John Curtin College of the Arts: Ballet Showcase 3 (Soloist)	0	0	0	2	8	10	0	0	0	2	8	10
PJCB4	John Curtin College of the Arts: Ballet Showcase 4 (Principal dancer)	0	0	0	0	0	0	0	11	11	0	11	11
PMACN	John Tonkin College: Eyes Wide Open Community Network	0	0	0	0	1	1	0	3	3	0	4	4
PMAHW	John Tonkin College: Eyes Wide Open Health and Wellbeing	0	0	0	0	1	1	0	3	3	0	4	4
PMALP	John Tonkin College: Eyes Wide Open Learning through Play	0	0	0	0	0	0	0	2	2	0	2	2
PMALB	John Tonkin College: Eyes Wide Open Life after Birth	0	0	0	0	1	1	0	2	2	0	3	3
PMAPP	John Tonkin College: Eyes Wide Open Positive Parenting Skills	0	0	0	0	0	0	0	2	2	0	2	2
PMATP	John Tonkin College: Eyes Wide Open The Pregnancy	0	0	0	0	3	3	0	2	2	0	5	5
PLYEV	Leeuwin Ocean Adventure Foundation: Youth Explorer Voyage	18	22	40	24	26	50	5	10	15	47	58	105

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
PLEO	Lions Club International : Leo Club	0	1	1	1	4	5	1	2	3	2	7	9
PLWCS	Living Waters Lutheran College: Community Service Program	19	30	49	8	9	17	15	16	31	42	55	97
PCELP	Mater Dei College: Leadership Program	6	4	10	0	0	0	3	3	6	9	7	16
PMSL	Mercy Colleges: Mercy Service-Learning	0	144	144	0	92	92	0	11	11	0	247	247
PMBG	My Big Gig: Music Competition	3	6	9	5	0	5	16	2	18	24	8	32
PJBMCM	Newman College: JBM Career Mentoring Program	0	0	0	2	0	2	3	1	4	5	1	6
PNLFB	North Lake Senior Campus: Focus on Self and Career Development Module B	0	0	0	30	27	57	11	13	24	41	40	81
PNLJS1	North Lake Senior Campus: Jump Start Module One	0	0	0	1	0	1	0	0	0	1	0	1
PNLJS2	North Lake Senior Campus: Jump Start Module Two	0	0	0	1	0	1	0	0	0	1	0	1
POBS	Outward Bound Australia: School Program	110	97	207	155	264	419	0	0	0	265	361	626
PPSP	Peer Support Australia: Peer Support Program	0	0	0	31	66	97	0	0	0	31	66	97
PPSL	Pinjarra Senior High School: Seniors Leading	0	0	0	0	0	0	0	2	2	0	2	2
PMMYEP	Principals Australia Institute: MindMatters Youth Empowerment Process	0	0	0	1	11	12	0	0	0	1	11	12
PMMTA	Principals Australia Institute: MindMatters Youth Empowerment Process Taking Action	0	0	0	0	0	0	4	7	11	4	7	11
PRF1	Re-engineering Australia Foundation: F1 in Schools Technology Challenge	3	0	3	0	0	0	0	0	0	3	0	3
PREBS	Rock Eisteddfod Challenge: Backstage Support Crew	5	9	14	1	2	3	3	13	16	9	24	33
PRESP	Rock Eisteddfod Challenge: Stage Performance	1	24	25	1	23	24	5	15	20	7	62	69
PROINT	Rotary International: Interact	5	19	24	2	13	15	6	16	22	13	48	61

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
PRSPCA	RSPCA WA (Inc): Working with Animals	0	3	3	0	5	5	1	4	5	1	12	13
PSHYV	Sacred Heart College: Young Vinnies Program	1	1	2	0	0	0	0	0	0	1	1	2
PVS1	Saigon International College: Vietnamese Studies 1	0	0	0	41	33	74	0	0	0	41	33	74
PVS2	Saigon International College: Vietnamese Studies 2	0	0	0	0	0	0	50	31	81	50	31	81
PGAM	School Curriculum and Standards Authority: Administration and Management	1	18	19	2	5	7	17	51	68	20	74	94
PGCAP	School Curriculum and Standards Authority: Community Arts Performance	7	29	36	5	23	28	4	10	14	16	62	78
PGCSP	School Curriculum and Standards Authority: Community Sports Performance	2	4	6	10	9	19	12	16	28	24	29	53
PGMPE	School Curriculum and Standards Authority: Music Performance Ensemble	56	61	117	54	53	107	50	53	103	160	167	327
PGRP	School Curriculum and Standards Authority: Recreational Pursuits	17	12	29	81	46	127	34	33	67	132	91	223
PGST	School Curriculum and Standards Authority: School Trip	108	139	247	167	283	450	87	158	245	362	580	942
PGWSPP	School Curriculum and Standards Authority: Whole School Production – Performance	26	85	111	41	96	137	35	78	113	102	259	361
PGWSPPD	School Curriculum and Standards Authority: Whole School Production – Production and Design	2	4	6	13	1	14	7	5	12	22	10	32
PGWS	School Curriculum and Standards Authority: Work Skills	5	6	11	37	20	57	51	99	150	93	125	218
PWSM	School Curriculum and Standards Authority: Work Skills for the Music Industry	0	0	0	8	6	14	8	3	11	16	9	25
PK4L+	School Drug Education and Road Aware: Keys for Life - Plus	3	1	4	5	5	10	0	4	4	8	10	18
PK4L	School Drug Education and Road Aware: Keys for Life – Pre-driver Education Course	1955	2324	4279	385	418	803	119	93	212	2459	2835	5294
PIESIL	Schools of Isolated and Distance Education: Succeeding as an Independent Learner	0	0	0	5	8	13	0	0	0	5	8	13
PSWYDP	South West Youth Driver Development Program: Young Drivers Program	0	0	0	24	20	44	0	0	0	24	20	44

# School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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													
PSCPF	Stage Combat Perth: Foundation Course	9	9	18	0	0	0	0	0	0	9	9	18
PSMAL	Sunway College Johor Bahru: Malaysian Studies	0	0	0	0	0	0	28	31	59	28	31	59
PSISL	Sunway College Johor Bahru: Malaysian Studies – Islamic Studies	0	0	0	0	0	0	1	0	1	1	0	1
PSMOR	Sunway College Johor Bahru: Malaysian Studies – Morals, Values and Ethics	0	0	0	0	0	0	27	31	58	27	31	58
PSCRAM	WA Dispute Resolution Association: Schools Conflict Resolution and Mediation (SCRAM)	5	28	33	0	0	0	0	0	0	5	28	33
University studies													
UC10987	Curtin University: Accounting 100	0	0	0	0	0	0	17	31	48	17	31	48
UC10830	Curtin University: Business Information Systems 100	0	0	0	0	0	0	2	5	7	2	5	7
UC1234	Curtin University: Economics 100	0	0	0	0	0	0	4	11	15	4	11	15
UEUPC2	Edith Cowan University: University Preparation Course Academic Writing	0	0	0	0	0	0	3	14	17	3	14	17
UEUPC3	Edith Cowan University: University Preparation Course Foundation Mathematics	0	0	0	0	0	0	3	11	14	3	11	14
UEUPC4	Edith Cowan University: University Preparation Course Humanities	0	0	0	0	0	0	3	15	18	3	15	18
UEUPC1	Edith Cowan University: University Preparation Course Learning Skills	0	0	0	0	0	0	4	14	18	4	14	18
UMLAW15	Murdoch University: Australian Legal Systems	0	0	0	0	0	0	0	3	3	0	3	3
UMICT1	Murdoch University: Introduction to 3D Graphics and Animation	0	0	0	0	0	0	1	0	1	1	0	1
UMICT08	Murdoch University: Introduction to Multimedia and the Internet	0	0	0	2	0	2	1	0	1	3	0	3
UMTLC11	Murdoch University: Learning for Tomorrow	0	0	0	0	0	0	4	20	24	4	20	24

## School Curriculum and Standards Authority

Table 5.26 Number of students who achieved an endorsed program, by sex, 2011 (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
Workplace learning programs													
WL2	School Curriculum and Standards Authority: Workplace Learning Employability Skills	88	58	146	638	468	1106	402	405	807	1128	931	2059
WL2B	School Curriculum and Standards Authority: Workplace Learning Employability Skills B	0	1	1	44	30	74	53	28	81	97	59	156
WL1	School Curriculum and Standards Authority: Workplace Learning On-the-job Training	159	68	227	1209	790	1999	806	741	1547	2174	1599	3773

## School Curriculum and Standards Authority

Table 6.1 Full-time secondary students\* years 7 to 12 by sex (government non-government schools) - 1989 to 2011\*\*

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Female</b>						
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
2011	14519	13924	8568	14248	13594	11408
<b>Male</b>						
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
2011	15285	14920	9449	15055	14235	10538

\* 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.

## School Curriculum and Standards Authority

Table 6.1 Full-time secondary students\* years 7 to 12 by sex (government non-government schools) - 1989 to 2011\*\* (cont)

Total	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
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
2011	29804	28844	18017	29303	27829	21946

\* 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.

## School Curriculum and Standards Authority

Table 6.2 Full-time secondary student progression rates\* years 8 to 12 by sex (government and non-government schools) - July, 1989 to 2011

	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Female</b>					
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
2011	100.8	101.3	100.2	95.2	83.1
<b>Male</b>					
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
2011	100.5	100.8	100.3	93.0	75.7

\* 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.



## School Curriculum and Standards Authority

Table 6.2 Full-time secondary student progression rates\* years 8 to 12 by sex (government and non-government schools) - July, 1989 to 2011 (cont)

Total	Year 8	Year 9	Year 10	Year 11	Year 12
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
2011	100.6	101.0	100.3	94.0	79.4

\* 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.

## School Curriculum and Standards Authority

Table 6.3 Full-time secondary student apparent retention rates\* years 8 to 12 by sex (government and non-government schools) - July, 1989 to 2011

	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Female</b>					
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
2011	100.0	101.3	101.0	96.8	81.1
<b>Male</b>					
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
2011	100.0	100.8	100.7	94.4	70.7

\* 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.

## School Curriculum and Standards Authority

Table 6.3 Full-time secondary student apparent retention rates\* years 8 to 12 by sex (government and non-government schools) - July, 1989 to 2011 (cont)

Total	Year 8	Year 9	Year 10	Year 11	Year 12
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
2011	100.0	101.0	100.8	95.6	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.

# School Curriculum and Standards Authority

Table 7.1 Number of schools offering courses to Year 10 students by school type, 2011

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
English						
English: 1AENG	16	1	3	5	0	25
English: 1BENG	14	0	3	2	0	19
English: 1CENG	4	0	1	3	0	8
English: 1DENG	3	0	1	3	0	7
English: 2AENG	1	0	0	0	0	1
English: 2BENG	2	0	0	0	1	3
English: 2CENG	0	0	1	0	0	1
English: 2DENG	0	0	1	0	0	1
English: PAENG	9	1	1	3	0	14
English: PBENG	7	0	0	3	0	10
English as an Additional Language or Dialect: 1AELD	7	0	2	1	0	10
English as an Additional Language or Dialect: 1BELD	2	0	2	2	0	6
English as an Additional Language or Dialect: 1CELD	0	0	0	2	0	2
English as an Additional Language or Dialect: 1DELD	0	0	0	1	0	1
Literature: 1ALIT	3	0	4	0	0	7
Literature: 1BLIT	3	0	4	0	0	7
Literature: 1CLIT	2	0	0	0	0	2
Literature: 1DLIT	2	0	0	0	0	2
Health and Physical Education						
Children, Family and the Community: 1ACFCC	3	0	1	2	0	6
Children, Family and the Community: 1BCFCC	1	0	1	1	0	3
Children, Family and the Community: PACFC	0	1	0	0	0	1
Health Studies: 1AHEA	2	0	0	0	0	2
Health Studies: PAHEA	1	0	0	0	0	1
Outdoor Education: 1AOED	4	0	4	3	0	11
Outdoor Education: 1BOED	3	0	3	2	0	8
Outdoor Education: PAOED	1	0	0	0	0	1
Physical Education Studies: 1APES	9	0	8	3	0	20
Physical Education Studies: 1BPES	5	0	8	3	0	16
Physical Education Studies: 1CPES	3	0	0	1	0	4
Physical Education Studies: 1DPES	3	0	0	1	0	4
Physical Education Studies: PAPES	5	0	0	1	0	6
Physical Education Studies: PBPEs	5	0	0	0	0	5
Languages						
Aboriginal Languages of Western Australia: 1AABL	1	0	0	0	0	1
Chinese: Background Speakers: 2ACBS	1	0	0	0	0	1
Chinese: Background Speakers: 2BCBS	1	0	0	0	0	1
Chinese: Second Language: 1ACSL	0	0	1	0	0	1
Chinese: Second Language: 1BCSL	0	0	1	0	0	1

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

# School Curriculum and Standards Authority

Table 7.1 Number of schools offering courses to Year 10 students by school type, 2011  
(cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
<b>Languages</b>						
Chinese: Second Language: 2ACSL	0	0	0	1	0	1
Chinese: Second Language: 2BCSL	0	0	0	1	0	1
French: 1AFRE	0	1	3	1	0	5
French: 1BFRE	0	0	3	1	0	4
French: 2AFRE	1	0	0	1	0	2
French: 2BFRE	1	0	0	1	0	2
Indonesian: Second Language: 1AIND	1	0	3	2	0	6
Indonesian: Second Language: 1BIND	0	0	2	1	0	3
Italian: 1AITA	2	1	9	1	0	13
Italian: 1BITA	1	1	9	2	0	13
Japanese: Second Language: 1AJSL	1	0	3	2	0	6
Japanese: Second Language: 1BJSL	1	0	2	2	0	5
Japanese: Second Language: 2AJSL	2	0	0	0	0	2
Japanese: Second Language: 2BJSL	2	0	0	0	0	2
Modern Greek: 2AGRE	0	0	0	1	0	1
Polish: 3APOL	2	0	0	0	0	2
Polish: 3BPOL	2	0	0	0	0	2
<b>Mathematics</b>						
Mathematics: 1AMAT	41	1	4	7	0	53
Mathematics: 1BMAT	21	1	3	2	0	27
Mathematics: 1CMAT	13	1	2	2	0	18
Mathematics: 1DMAT	3	0	0	1	0	4
Mathematics: 1EMAT	2	0	0	1	0	3
Mathematics: 2AMAT	12	1	1	0	0	14
Mathematics: 2BMAT	11	1	1	0	1	14
Mathematics: 2CMAT	3	0	0	1	0	4
Mathematics: 2DMAT	3	0	0	1	0	4
Mathematics: 3AMAT	2	0	1	1	0	4
Mathematics: 3BMAT	2	0	1	1	0	4
Mathematics: 3CMAT	1	0	0	0	0	1
Mathematics: 3DMAT	1	0	0	0	0	1
Mathematics: PAMAT	8	1	2	1	0	12
Mathematics: PBMAT	5	0	1	0	0	6
Mathematics: Specialist: 3CMAS	1	0	0	0	0	1
Mathematics: Specialist: 3DMAS	1	0	0	0	0	1
<b>Science</b>						
Animal Production Systems: 1AAPS	1	0	0	0	0	1
Animal Production Systems: 1BAPS	1	0	0	0	0	1
Animal Production Systems: PAAPS	2	0	0	0	0	2
Animal Production Systems: PBAPS	1	0	0	0	0	1

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

# School Curriculum and Standards Authority

Table 7.1 Number of schools offering courses to Year 10 students by school type, 2011  
(cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Science						
Biological Sciences: 1ABIO	0	0	1	1	0	2
Biological Sciences: 1BBIO	1	1	1	0	0	3
Biological Sciences: 2BBIO	0	0	0	0	1	1
Chemistry: 1ACHE	2	0	2	2	0	6
Chemistry: 1BCHE	1	0	3	1	0	5
Chemistry: 2ACHE	1	0	0	1	1	3
Chemistry: 2BCHE	1	0	0	1	0	2
Earth and Environmental Science: 1AEES	0	1	1	0	0	2
Earth and Environmental Science: 1BEES	1	0	1	0	0	2
Human Biological Science: 1AHBS	3	0	3	0	0	6
Human Biological Science: 1BHBS	1	0	3	0	0	4
Human Biological Science: 2AHBS	1	0	0	0	0	1
Human Biological Science: 2BHBS	1	0	0	0	0	1
Integrated Science: 1AISC	9	1	4	2	0	16
Integrated Science: 1BISC	6	1	3	1	0	11
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	5	0	2	2	0	9
Integrated Science: PBISC	5	0	2	2	0	9
Marine and Maritime Studies: 1AMMS	2	0	1	0	0	3
Marine and Maritime Studies: 1BMMS	1	0	1	0	0	2
Physics: 1APHY	1	0	2	1	0	4
Physics: 1BPHY	0	0	3	0	0	3
Physics: 2APHY	1	0	0	0	0	1
Physics: 2BPHY	1	0	0	0	0	1
Plant Production Systems: 1APPS	1	0	0	0	0	1
Plant Production Systems: 1BPPS	1	0	0	0	0	1
Plant Production Systems: PAPPS	4	0	0	0	0	4
Plant Production Systems: PBPPS	1	0	0	0	0	1
Psychology: 1APSY	0	0	1	0	0	1
Society and Environment						
Aboriginal and Intercultural Studies: 1AAIS	6	0	0	0	0	6
Aboriginal and Intercultural Studies: 1BAIS	3	0	0	0	0	3
Ancient History: 1AHIA	0	0	0	1	0	1
Ancient History: 1BHIA	0	0	0	1	0	1
Economics: 1AECO	1	1	3	0	0	5
Economics: 1BECO	1	1	1	0	0	3
Economics: 2AECO	1	0	1	0	0	2

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

# School Curriculum and Standards Authority

Table 7.1 Number of schools offering courses to Year 10 students by school type, 2011  
(cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
<b>Society and Environment</b>						
Economics: 2BECO	1	0	1	0	0	2
Geography: 1AGEO	8	1	3	2	0	14
Geography: 1BGEO	3	0	1	0	0	4
Geography: 2AGEO	1	0	0	0	0	1
Geography: 2BGEO	1	0	0	0	0	1
Modern History: 1AHIM	5	1	4	2	0	12
Modern History: 1BHIM	2	0	2	0	0	4
Modern History: 2AHIM	0	0	1	0	0	1
Modern History: 2BHIM	0	0	1	0	1	2
Modern History: 3AHIM	0	0	1	0	0	1
Modern History: 3BHIM	0	0	1	0	0	1
Philosophy and Ethics: 1APAE	1	0	0	0	0	1
Philosophy and Ethics: 1BPAE	2	0	0	0	0	2
Politics and Law: 1APAL	0	0	1	1	0	2
Politics and Law: 1BPAL	1	0	0	0	0	1
Religion and Life: 1AREL	0	0	1	4	0	5
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
<b>Technology and Enterprise</b>						
Accounting and Finance: 1AACF	0	0	3	0	0	3
Accounting and Finance: 1BACF	0	0	3	0	0	3
Accounting and Finance: 2AACF	0	0	0	1	0	1
Accounting and Finance: 2BACF	0	0	0	1	0	1
Applied Information Technology: 1AAIT	5	1	3	4	0	13
Applied Information Technology: 1BAIT	3	1	2	3	0	9
Applied Information Technology: 1CAIT	2	0	1	1	0	4
Applied Information Technology: 1DAIT	1	0	0	1	0	2
Applied Information Technology: 2BAIT	0	0	0	0	1	1
Applied Information Technology: PAAIT	2	0	0	0	0	2
Automotive Engineering and Technology: 1AAET	0	1	0	0	0	1
Automotive Engineering and Technology: 1BAET	0	1	0	0	0	1
Building and Construction: 1ABCN	1	0	0	0	0	1
Business Management and Enterprise: 1ABME	2	0	0	3	0	5
Business Management and Enterprise: 1BBME	1	0	0	2	0	3
Business Management and Enterprise: PABME	1	0	1	0	0	2
Business Services: VET Industry Specific: 1AVBS	0	0	1	0	0	1
Business Services: VET Industry Specific: 1BVBS	0	0	1	0	0	1
Career and Enterprise: 1ACAE	7	1	1	2	0	11
Career and Enterprise: 1BCAE	4	1	0	1	0	6

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

# School Curriculum and Standards Authority

Table 7.1 Number of schools offering courses to Year 10 students by school type, 2011  
(cont)

Course units within learning areas	Government		Non-government		Overseas schools	Total
	Schools	Other*	Catholic schools	Independent schools		
Technology and Enterprise						
Career and Enterprise: 1CCAIE	2	0	1	2	0	5
Career and Enterprise: 1DCAIE	1	0	1	0	0	2
Career and Enterprise: PACAIE	2	1	0	0	0	3
Career and Enterprise: PBCAIE	2	1	0	0	0	3
Community Services: VET Industry Specific: 1AVCS	1	0	1	0	0	2
Computer Science: 1ACSC	0	0	2	0	0	2
Computer Science: 1BCSC	1	0	2	0	0	3
Design: 1ADESD	0	0	1	0	0	1
Design: 1ADESG	0	1	2	0	0	3
Design: 1ADESP	1	1	2	0	0	4
Design: 1ADEST	0	1	0	0	0	1
Design: 1BDESD	0	0	1	0	0	1
Design: 1BDESG	1	1	2	0	0	4
Design: 1BDESP	1	1	0	0	0	2
Design: 1BDEST	0	1	0	0	0	1
Design: 1CDESP	1	0	0	0	0	1
Design: PADESG	1	0	0	0	0	1
Design: PADESP	1	0	0	0	0	1
Design: PBDESP	1	0	0	0	0	1
Engineering Studies: 1AEST	0	0	2	1	0	3
Engineering Studies: 1BEST	0	0	2	1	0	3
Food Science and Technology: 1AFSTH	3	0	2	4	0	9
Food Science and Technology: 1AFSTN	1	0	2	1	0	4
Food Science and Technology: 1AFSTP	2	0	0	0	0	2
Food Science and Technology: 1BFSTH	1	0	3	3	0	7
Food Science and Technology: 1BFSTN	0	0	2	1	0	3
Food Science and Technology: 1CFSTH	2	0	0	1	0	3
Food Science and Technology: 1CFSTN	1	0	0	0	0	1
Food Science and Technology: 1DFSTH	1	0	0	0	0	1
Food Science and Technology: PAFST	3	0	0	0	0	3
Food Science and Technology: PBFST	2	0	1	0	0	3
Hospitality: VET Industry Specific: 1CVHOF	1	0	0	0	0	1
Hospitality: VET Industry Specific: 1DVHOF	1	0	0	0	0	1
Hospitality: VET Industry Specific: 2AVHOF	1	0	0	0	0	1
Hospitality: VET Industry Specific: 2BVHOF	1	0	0	0	0	1
Information Technology: VET Industry Specific: 1AVIT	0	0	1	0	0	1
Information Technology: VET Industry Specific: 1BVIT	0	0	1	0	0	1
Materials Design and Technology: 1AMDTM	2	0	1	0	0	3
Materials Design and Technology: 1AMDTT	2	0	1	1	0	4
Materials Design and Technology: 1AMDTW	5	0	4	3	0	12

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



# School Curriculum and Standards Authority

Table 7.1 Number of schools offering courses to Year 10 students by school type, 2011  
(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: 1BMDTM	3	0	1	0	0	4
Materials Design and Technology: 1BMDTT	0	0	1	1	0	2
Materials Design and Technology: 1BMDTW	3	0	3	3	0	9
Materials Design and Technology: 1CMDTM	2	0	0	0	0	2
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	2	0	0	0	0	2
Materials Design and Technology: PAMDTM	0	0	0	1	0	1
Materials Design and Technology: PAMDTW	3	0	1	0	0	4
Materials Design and Technology: PBMDTM	0	0	0	1	0	1
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
Workplace Learning: 1AWPL	7	0	1	1	0	9
Workplace Learning: 1BWPL	3	0	1	1	0	5
Workplace Learning: 1CWPL	1	0	1	0	0	2
Workplace Learning: 1DWPL	1	0	1	0	0	2
<b>The Arts</b>						
Dance: 1ADAN	2	0	6	1	0	9
Dance: 1BDAN	1	0	6	1	0	8
Drama: 1ADRA	4	0	7	1	0	12
Drama: 1BDRA	3	0	7	1	0	11
Drama: 2ADRA	1	0	0	0	0	1
Drama: 2BDRA	1	0	0	0	0	1
Media Production and Analysis: 1AMPA	2	0	5	3	0	10
Media Production and Analysis: 1BMPA	2	0	3	2	0	7
Media Production and Analysis: 1CMPA	0	0	1	1	0	2
Media Production and Analysis: 1DMPA	0	0	1	1	0	2
Music: 1AMUS	1	0	4	2	0	7
Music: 1BMUS	1	0	4	2	0	7
Visual Arts: 1AVAR	10	1	7	2	0	20
Visual Arts: 1BVAR	7	0	7	2	0	16
Visual Arts: 1CVAR	0	0	0	1	0	1
Visual Arts: 1DVAR	2	0	1	1	0	4
Visual Arts: 2AVAR	0	0	1	0	0	1
Visual Arts: 2BVAR	0	0	1	0	0	1
Visual Arts: PAVAR	2	0	0	0	0	2
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.

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011

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	Male	NO.	8	36	114	38	20	216	
		%	3.7	16.67	52.78	17.59	9.26		
	Female	NO.	27	52	61	16	18	174	
		%	15.52	29.89	35.06	9.2	10.34		
	Persons	NO.	35	88	175	54	38	390	1.3
		%	8.97	22.56	44.87	13.85	9.74		
1BENG	Male	NO.	8	28	100	20	16	172	
		%	4.65	16.28	58.14	11.63	9.3		
	Female	NO.	19	45	48	13	10	135	
		%	14.07	33.33	35.56	9.63	7.41		
	Persons	NO.	27	73	148	33	26	307	1.02
		%	8.79	23.78	48.21	10.75	8.47		
1CENG	Male	NO.	5	30	36	6	5	82	
		%	6.1	36.59	43.9	7.32	6.1		
	Female	NO.	13	29	38	2	1	83	
		%	15.66	34.94	45.78	2.41	1.2		
	Persons	NO.	18	59	74	8	6	165	0.55
		%	10.91	35.76	44.85	4.85	3.64		
1DENG	Male	NO.	5	23	48	7	4	87	
		%	5.75	26.44	55.17	8.05	4.6		
	Female	NO.	14	28	35	4	1	82	
		%	17.07	34.15	42.68	4.88	1.22		
	Persons	NO.	19	51	83	11	5	169	0.56
		%	11.24	30.18	49.11	6.51	2.96		
2AENG	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	1	3	1	5	
		%	0	0	20	60	20		
	Persons	NO.	0	0	1	3	1	5	0.02
		%	0	0	20	60	20		
2BENG	Male	NO.	0	0	0	1	2	3	
		%	0	0	0	33.33	66.67		
	Female	NO.	0	0	1	4	0	5	
		%	0	0	20	80	0		
	Persons	NO.	0	0	1	5	2	8	
		%	0	0	20	62.5	25		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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		%	0	0	12.5	62.5	25	0.03
2CENG	Male	NO.	1	7	34	0	0	42
		%	2.38	16.67	80.95	0	0	
	Female	NO.	10	36	38	0	0	84
		%	11.9	42.86	45.24	0	0	
	Persons	NO.	11	43	72	0	0	126
		%	8.73	34.13	57.14	0	0	0.42
2DENG	Male	NO.	1	7	34	0	0	42
		%	2.38	16.67	80.95	0	0	
	Female	NO.	10	36	36	0	0	82
		%	12.2	43.9	43.9	0	0	
	Persons	NO.	11	43	70	0	0	124
		%	8.87	34.68	56.45	0	0	0.41
PAENG	Male	NO.	61	0	0	0	0	61
		%	100	0	0	0	0	
	Female	NO.	32	0	0	0	0	32
		%	100	0	0	0	0	
	Persons	NO.	93	0	0	0	0	93
		%	100	0	0	0	0	0.31
PBENG	Male	NO.	79	0	0	0	0	79
		%	100	0	0	0	0	
	Female	NO.	42	0	0	0	0	42
		%	100	0	0	0	0	
	Persons	NO.	121	0	0	0	0	121
		%	100	0	0	0	0	0.4
English as an Additional Language or Dialect								
1AELD	Male	NO.	0	2	7	6	4	19
		%	0	10.53	36.84	31.58	21.05	
	Female	NO.	1	3	10	2	4	20
		%	5	15	50	10	20	
	Persons	NO.	1	5	17	8	8	39
		%	2.56	12.82	43.59	20.51	20.51	0.13
1BELD	Male	NO.	0	3	3	0	0	6

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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
English English as an Additional Language or Dialect 1BELD	Female	%	0	50	50	0	0		
		NO.	4	3	11	1	1	20	
	Persons	%	20	15	55	5	5		
		NO.	4	6	14	1	1	26	
		%	15.38	23.08	53.85	3.85	3.85	0.09	
	1CELD	Male	NO.	0	0	0	0	0	0
			%	0	0	0	0	0	
		Female	NO.	2	1	1	0	0	4
			%	50	25	25	0	0	
		Persons	NO.	2	1	1	0	0	4
%			50	25	25	0	0	0.01	
Literature 1ALIT	Male	NO.	11	38	71	11	11	142	
		%	7.75	26.76	50	7.75	7.75		
	Female	NO.	30	72	61	4	4	171	
		%	17.54	42.11	35.67	2.34	2.34		
	Persons	NO.	41	110	132	15	15	313	
		%	13.1	35.14	42.17	4.79	4.79	1.04	
	1BLIT	Male	NO.	14	31	68	3	7	123
			%	11.38	25.2	55.28	2.44	5.69	
		Female	NO.	37	63	51	6	1	158
			%	23.42	39.87	32.28	3.8	0.63	
Persons		NO.	51	94	119	9	8	281	
		%	18.15	33.45	42.35	3.2	2.85	0.94	
1CLIT	Male	NO.	3	18	20	3	4	48	
		%	6.25	37.5	41.67	6.25	8.33		
	Female	NO.	17	26	14	3	3	63	
		%	26.98	41.27	22.22	4.76	4.76		
	Persons	NO.	20	44	34	6	7	111	
		%	18.02	39.64	30.63	5.41	6.31	0.37	
1DLIT	Male	NO.	5	18	18	1	0	42	
		%	11.9	42.86	42.86	2.38	0		
	Female	NO.	9	29	23	4	0	65	
		%	13.85	44.62	35.38	6.15	0		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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	
English Literature 1DLIT	Persons	NO.	14	47	41	5	0	107		
		%	13.08	43.93	38.32	4.67	0		0.36	
Health and Physical Education Children, Family and the Community 1ACFCC	Male	NO.	0	0	0	0	1	1		
		%	0	0	0	0	100			
	Female	NO.	24	17	28	19	14	102		
		%	23.53	16.67	27.45	18.63	13.73			
	Persons	NO.	24	17	28	19	15	103		
		%	23.3	16.5	27.18	18.45	14.56		0.34	
	1BCFCC	Male	NO.	0	0	0	0	0	0	
			%	0	0	0	0	0		
		Female	NO.	14	10	13	10	9	56	
			%	25	17.86	23.21	17.86	16.07		
	Persons	NO.	14	10	13	10	9	56		
		%	25	17.86	23.21	17.86	16.07		0.19	
PACFC	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		
Health Studies 1AHEA	Male	NO.	0	0	2	0	2	4		
		%	0	0	50	0	50			
	Female	NO.	0	0	2	1	3	6		
		%	0	0	33.33	16.67	50			
	Persons	NO.	0	0	4	1	5	10		
		%	0	0	40	10	50		0.03	
	PAHEA	Male	NO.	4	0	0	0	0	4	
			%	100	0	0	0	0		
		Female	NO.	3	0	0	0	0	3	
			%	100	0	0	0	0		
Persons	NO.	7	0	0	0	0	7			

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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								
Health Studies								
PAHEA		%	100	0	0	0	0	0.02
Outdoor Education								
1AOED	Male	NO.	34	52	23	9	2	120
		%	28.33	43.33	19.17	7.5	1.67	
	Female	NO.	46	55	24	4	6	135
		%	34.07	40.74	17.78	2.96	4.44	
	Persons	NO.	80	107	47	13	8	255
		%	31.37	41.96	18.43	5.1	3.14	0.85
1BOED	Male	NO.	22	37	21	15	4	99
		%	22.22	37.37	21.21	15.15	4.04	
	Female	NO.	36	49	14	5	2	106
		%	33.96	46.23	13.21	4.72	1.89	
	Persons	NO.	58	86	35	20	6	205
		%	28.29	41.95	17.07	9.76	2.93	0.68
Physical Education Studies								
1APES	Male	NO.	23	65	85	30	8	211
		%	10.9	30.81	40.28	14.22	3.79	
	Female	NO.	39	72	62	9	0	182
		%	21.43	39.56	34.07	4.95	0	
	Persons	NO.	62	137	147	39	8	393
		%	15.78	34.86	37.4	9.92	2.04	1.31
1BPES	Male	NO.	17	48	69	21	7	162
		%	10.49	29.63	42.59	12.96	4.32	
	Female	NO.	41	70	48	7	0	166
		%	24.7	42.17	28.92	4.22	0	
	Persons	NO.	58	118	117	28	7	328
		%	17.68	35.98	35.67	8.54	2.13	1.09
1CPES	Male	NO.	1	10	19	2	0	32
		%	3.12	31.25	59.38	6.25	0	
	Female	NO.	6	8	7	0	0	21
		%	28.57	38.1	33.33	0	0	
	Persons	NO.	7	18	26	2	0	53
		%	13.21	33.96	49.06	3.77	0	0.18

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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 1DPES  PAPES  PBPES	Male	NO.	1	7	15	2	0	25	
		%	4	28	60	8	0		
	Female	NO.	6	6	7	0	0	19	
		%	31.58	31.58	36.84	0	0		
	Persons	NO.	7	13	22	2	0	44	
		%	15.91	29.55	50	4.55	0		0.15
	Male	NO.	25	0	5	0	0	30	
		%	83.33	0	16.67	0	0		
	Female	NO.	12	0	0	0	0	12	
		%	100	0	0	0	0		
	Persons	NO.	37	0	5	0	0	42	
		%	88.1	0	11.9	0	0		0.14
	Male	NO.	19	0	0	0	0	19	
		%	100	0	0	0	0		
	Female	NO.	2	0	0	0	0	2	
		%	100	0	0	0	0		
	Persons	NO.	21	0	0	0	0	21	
		%	100	0	0	0	0		0.07
Languages Aboriginal Languages of Western Australia 1AABL  Chinese: Background Speakers 2ACBS  2BCBS	Male	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		0.01
	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	1	0	0	0	1		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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  Chinese: Background Speakers 2BCBS  Chinese: Second Language 1ACSL  1BCSL  2ACSL  2BCSL  French 1AFRE	Female	%	0	100	0	0	0	
		NO.	0	0	0	0	0	0
	Persons	%	0	0	0	0	0	
		NO.	0	1	0	0	0	1
		%	0	100	0	0	0	0
	Male	NO.	2	3	2	3	0	10
		%	20	30	20	30	0	
	Female	NO.	7	2	1	1	0	11
		%	63.64	18.18	9.09	9.09	0	
	Persons	NO.	9	5	3	4	0	21
		%	42.86	23.81	14.29	19.05	0	0.07
	Male	NO.	2	3	2	3	0	10
		%	20	30	20	30	0	
	Female	NO.	7	2	1	1	0	11
		%	63.64	18.18	9.09	9.09	0	
	Persons	NO.	9	5	3	4	0	21
		%	42.86	23.81	14.29	19.05	0	0.07
	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.	3	1	4	4	1	13	
	%	23.08	7.69	30.77	30.77	7.69		
Female	NO.	53	22	18	7	0	100	
	%	53	22	18	7	0		



# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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	French	1AFRE	Persons	NO.	56	23	22	11	1	113	
				%	49.56	20.35	19.47	9.73	0.88		0.38
	1BFRE	Male	NO.	3	1	4	4	1	13		
			%	23.08	7.69	30.77	30.77	7.69			
	Female	NO.	51	23	17	6	0	97			
		%	52.58	23.71	17.53	6.19	0				
	Persons	NO.	54	24	21	10	1	110			
		%	49.09	21.82	19.09	9.09	0.91		0.37		
	2AFRE	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		
	2BFRE	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		
Indonesian: Second Language	1AIND	Male	NO.	7	7	7	7	1	29		
			%	24.14	24.14	24.14	24.14	3.45			
		Female	NO.	15	11	15	3	1	45		
			%	33.33	24.44	33.33	6.67	2.22			
		Persons	NO.	22	18	22	10	2	74		
			%	29.73	24.32	29.73	13.51	2.7		0.25	
	1BIND	Male	NO.	5	3	5	1	0	14		
			%	35.71	21.43	35.71	7.14	0			
		Female	NO.	4	6	1	0	0	11		
			%	36.36	54.55	9.09	0	0			
		Persons	NO.	9	9	6	1	0	25		
			%	36	36	24	4	0		0.08	

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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	Italian 1AITA	Male	NO.	8	28	27	9	0	72		
			%	11.11	38.89	37.5	12.5	0			
		Female	NO.	61	75	44	4	1	185		
			%	32.97	40.54	23.78	2.16	0.54			
		Persons	NO.	69	103	71	13	1	257		
			%	26.85	40.08	27.63	5.06	0.39		0.86	
	1BITA	Male	NO.	11	24	21	7	0	63		
			%	17.46	38.1	33.33	11.11	0			
		Female	NO.	63	65	38	5	0	171		
			%	36.84	38.01	22.22	2.92	0			
		Persons	NO.	74	89	59	12	0	234		
			%	31.62	38.03	25.21	5.13	0		0.78	
	Japanese: Second Language	1AJSL	Male	NO.	9	3	2	0	0	14	
				%	64.29	21.43	14.29	0	0		
			Female	NO.	34	14	17	2	0	67	
				%	50.75	20.9	25.37	2.99	0		
			Persons	NO.	43	17	19	2	0	81	
				%	53.09	20.99	23.46	2.47	0		0.27
1BJSL		Male	NO.	2	1	3	0	0	6		
			%	33.33	16.67	50	0	0			
		Female	NO.	30	8	9	3	0	50		
			%	60	16	18	6	0			
		Persons	NO.	32	9	12	3	0	56		
			%	57.14	16.07	21.43	5.36	0		0.19	
2AJSL	Male	NO.	0	0	0	0	0	0			
		%	0	0	0	0	0				
	Female	NO.	2	3	0	0	0	5			
		%	40	60	0	0	0				
	Persons	NO.	2	3	0	0	0	5			
		%	40	60	0	0	0		0.02		
2BJSL	Male	NO.	0	0	0	0	0	0			
		%	0	0	0	0	0				
	Female	NO.	3	1	0	1	0	5			
		%	60	20	0	20	0				

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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										
Japanese: Second Language 2BJSL	Persons	NO.	3	1	0	1	0	5		
		%	60	20	0	20	0		0.02	
Modern Greek 2AGRE	Male	NO.	1	0	0	0	0	1		
		%	100	0	0	0	0			
	Female	NO.	1	2	0	0	0	3		
		%	33.33	66.67	0	0	0			
	Persons	NO.	2	2	0	0	0	4		
		%	50	50	0	0	0		0.01	
Polish 3APOL	Male	NO.	0	0	0	0	0	0		
		%	0	0	0	0	0			
	Female	NO.	2	0	0	0	0	2		
		%	100	0	0	0	0			
	Persons	NO.	2	0	0	0	0	2		
		%	100	0	0	0	0		0.01	
3BPOL	Male	NO.	0	0	0	0	0	0		
		%	0	0	0	0	0			
	Female	NO.	2	0	0	0	0	2		
		%	100	0	0	0	0			
	Persons	NO.	2	0	0	0	0	2		
		%	100	0	0	0	0		0.01	
Mathematics										
Mathematics 1AMAT	Male	NO.	130	180	295	136	140	881		
		%	14.76	20.43	33.48	15.44	15.89			
	Female	NO.	136	148	235	102	107	728		
		%	18.68	20.33	32.28	14.01	14.7			
	Persons	NO.	266	328	530	238	247	1609		
		%	16.53	20.39	32.94	14.79	15.35		5.37	
	1BMAT	Male	NO.	31	53	112	65	46	307	
			%	10.1	17.26	36.48	21.17	14.98		
		Female	NO.	35	55	77	50	38	255	
			%	13.73	21.57	30.2	19.61	14.9		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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									
1BMAT	Persons	NO.	66	108	189	115	84	562	
		%	11.74	19.22	33.63	20.46	14.95		1.87
1CMAT									
	Male	NO.	37	39	89	44	22	231	
		%	16.02	16.88	38.53	19.05	9.52		
	Female	NO.	23	40	65	46	27	201	
		%	11.44	19.9	32.34	22.89	13.43		
	Persons	NO.	60	79	154	90	49	432	
		%	13.89	18.29	35.65	20.83	11.34		1.44
1DMAT									
	Male	NO.	4	2	5	2	1	14	
		%	28.57	14.29	35.71	14.29	7.14		
	Female	NO.	0	0	12	7	5	24	
		%	0	0	50	29.17	20.83		
	Persons	NO.	4	2	17	9	6	38	
		%	10.53	5.26	44.74	23.68	15.79		0.13
1EMAT									
	Male	NO.	0	1	4	3	1	9	
		%	0	11.11	44.44	33.33	11.11		
	Female	NO.	0	0	16	7	2	25	
		%	0	0	64	28	8		
	Persons	NO.	0	1	20	10	3	34	
		%	0	2.94	58.82	29.41	8.82		0.11
2AMAT									
	Male	NO.	21	48	72	37	14	192	
		%	10.94	25	37.5	19.27	7.29		
	Female	NO.	19	36	94	36	8	193	
		%	9.84	18.65	48.7	18.65	4.15		
	Persons	NO.	40	84	166	73	22	385	
		%	10.39	21.82	43.12	18.96	5.71		1.28
2BMAT									
	Male	NO.	17	42	75	32	4	170	
		%	10	24.71	44.12	18.82	2.35		
	Female	NO.	14	37	96	36	5	188	
		%	7.45	19.68	51.06	19.15	2.66		
	Persons	NO.	31	79	171	68	9	358	
		%	8.66	22.07	47.77	18.99	2.51		1.19
2CMAT									
	Male	NO.	15	18	31	9	3	76	
		%	19.74	23.68	40.79	11.84	3.95		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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								
2CMAT	Female	NO.	19	5	24	13	0	61
		%	31.15	8.2	39.34	21.31	0	
	Persons	NO.	34	23	55	22	3	137
		%	24.82	16.79	40.15	16.06	2.19	0.46
2DMAT	Male	NO.	10	8	39	11	6	74
		%	13.51	10.81	52.7	14.86	8.11	
	Female	NO.	14	6	26	8	4	58
		%	24.14	10.34	44.83	13.79	6.9	
	Persons	NO.	24	14	65	19	10	132
		%	18.18	10.61	49.24	14.39	7.58	0.44
3AMAT	Male	NO.	37	6	5	0	0	48
		%	77.08	12.5	10.42	0	0	
	Female	NO.	19	7	2	0	0	28
		%	67.86	25	7.14	0	0	
	Persons	NO.	56	13	7	0	0	76
		%	73.68	17.11	9.21	0	0	0.25
3BMAT	Male	NO.	36	7	5	0	0	48
		%	75	14.58	10.42	0	0	
	Female	NO.	19	6	3	0	0	28
		%	67.86	21.43	10.71	0	0	
	Persons	NO.	55	13	8	0	0	76
		%	72.37	17.11	10.53	0	0	0.25
3CMAT	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
3DMAT	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

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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									
PAMAT									
	Male	NO.	41	0	0	0	0	41	
		%	100	0	0	0	0		
	Female	NO.	21	0	0	0	0	21	
		%	100	0	0	0	0		
	Persons	NO.	62	0	0	0	0	62	
		%	100	0	0	0	0		0.21
PBMAT									
	Male	NO.	23	0	0	0	0	23	
		%	100	0	0	0	0		
	Female	NO.	10	0	0	0	0	10	
		%	100	0	0	0	0		
	Persons	NO.	33	0	0	0	0	33	
		%	100	0	0	0	0		0.11
Mathematics: Specialist									
3CMAS									
	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
3DMAS									
	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
Science									
Animal Production Systems									
1AAPS									
	Male	NO.	4	3	10	3	2	22	
		%	18.18	13.64	45.45	13.64	9.09		
	Female	NO.	1	2	2	1	0	6	
		%	16.67	33.33	33.33	16.67	0		
	Persons	NO.	5	5	12	4	2	28	
		%	17.86	17.86	42.86	14.29	7.14		0.09
1BAPS									
	Male	NO.	1	7	5	0	0	13	

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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								
Animal Production Systems								
1BAPS								
		%	7.69	53.85	38.46	0	0	
	Female	NO.	2	2	1	0	0	5
		%	40	40	20	0	0	
	Persons	NO.	3	9	6	0	0	18
		%	16.67	50	33.33	0	0	0.06
PAAPS								
	Male	NO.	19	0	0	0	0	19
		%	100	0	0	0	0	
	Female	NO.	16	0	0	0	0	16
		%	100	0	0	0	0	
	Persons	NO.	35	0	0	0	0	35
		%	100	0	0	0	0	0.12
PBAPS								
	Male	NO.	12	0	0	0	0	12
		%	100	0	0	0	0	
	Female	NO.	8	0	0	0	0	8
		%	100	0	0	0	0	
	Persons	NO.	20	0	0	0	0	20
		%	100	0	0	0	0	0.07
Biological Sciences								
1ABIO								
	Male	NO.	5	1	11	4	2	23
		%	21.74	4.35	47.83	17.39	8.7	
	Female	NO.	10	8	29	10	3	60
		%	16.67	13.33	48.33	16.67	5	
	Persons	NO.	15	9	40	14	5	83
		%	18.07	10.84	48.19	16.87	6.02	0.28
1BBIO								
	Male	NO.	0	6	7	11	6	30
		%	0	20	23.33	36.67	20	
	Female	NO.	5	5	14	3	18	45
		%	11.11	11.11	31.11	6.67	40	
	Persons	NO.	5	11	21	14	24	75
		%	6.67	14.67	28	18.67	32	0.25
2BBIO								
	Male	NO.	0	0	0	1	0	1
		%	0	0	0	100	0	
	Female	NO.	0	0	0	1	0	1
		%	0	0	0	100	0	
	Persons	NO.	0	0	0	2	0	2

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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								
Biological Sciences								
2BBIO		%	0	0	0	100	0	0.01
Chemistry								
1ACHE	Male	NO.	17	37	49	8	4	115
		%	14.78	32.17	42.61	6.96	3.48	
	Female	NO.	22	32	55	10	3	122
		%	18.03	26.23	45.08	8.2	2.46	
	Persons	NO.	39	69	104	18	7	237
		%	16.46	29.11	43.88	7.59	2.95	0.79
1BCHE	Male	NO.	17	35	39	9	7	107
		%	15.89	32.71	36.45	8.41	6.54	
	Female	NO.	24	36	35	13	1	109
		%	22.02	33.03	32.11	11.93	0.92	
	Persons	NO.	41	71	74	22	8	216
		%	18.98	32.87	34.26	10.19	3.7	0.72
2ACHE	Male	NO.	4	0	0	1	0	5
		%	80	0	0	20	0	
	Female	NO.	0	0	1	0	0	1
		%	0	0	100	0	0	
	Persons	NO.	4	0	1	1	0	6
		%	66.67	0	16.67	16.67	0	0.02
2BCHE	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
		%	100	0	0	0	0	0.01
Earth and Environmental Science								
1AEES	Male	NO.	0	4	10	6	4	24
		%	0	16.67	41.67	25	16.67	
	Female	NO.	6	4	4	3	0	17
		%	35.29	23.53	23.53	17.65	0	
	Persons	NO.	6	8	14	9	4	41
		%	14.63	19.51	34.15	21.95	9.76	0.14



# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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									
Earth and Environmental Science									
1BEES									
	Male	NO.	2	3	10	8	6	29	
		%	6.9	10.34	34.48	27.59	20.69		
	Female	NO.	5	4	5	5	1	20	
		%	25	20	25	25	5		
	Persons	NO.	7	7	15	13	7	49	
		%	14.29	14.29	30.61	26.53	14.29		0.16
Human Biological Science									
1AHBS									
	Male	NO.	12	16	31	16	8	83	
		%	14.46	19.28	37.35	19.28	9.64		
	Female	NO.	56	34	47	13	2	152	
		%	36.84	22.37	30.92	8.55	1.32		
	Persons	NO.	68	50	78	29	10	235	
		%	28.94	21.28	33.19	12.34	4.26		0.78
1BHBS									
	Male	NO.	3	17	33	17	3	73	
		%	4.11	23.29	45.21	23.29	4.11		
	Female	NO.	23	43	47	8	3	124	
		%	18.55	34.68	37.9	6.45	2.42		
	Persons	NO.	26	60	80	25	6	197	
		%	13.2	30.46	40.61	12.69	3.05		0.66
2AHBS									
	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
2BHBS									
	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Persons	NO.	0	0	1	1	0	2	
		%	0	0	50	50	0		0.01
Integrated Science									
1AISC									
	Male	NO.	46	72	140	118	93	469	
		%	9.81	15.35	29.85	25.16	19.83		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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									
1AISC	Female	NO.	43	93	130	94	95	455	
		%	9.45	20.44	28.57	20.66	20.88		
	Persons	NO.	89	165	270	212	188	924	
		%	9.63	17.86	29.22	22.94	20.35		3.08
1BISC	Male	NO.	32	56	82	49	35	254	
		%	12.6	22.05	32.28	19.29	13.78		
	Female	NO.	39	83	89	43	26	280	
		%	13.93	29.64	31.79	15.36	9.29		
	Persons	NO.	71	139	171	92	61	534	
		%	13.3	26.03	32.02	17.23	11.42		1.78
2AISC	Male	NO.	0	1	5	4	0	10	
		%	0	10	50	40	0		
	Female	NO.	2	6	0	1	0	9	
		%	22.22	66.67	0	11.11	0		
	Persons	NO.	2	7	5	5	0	19	
		%	10.53	36.84	26.32	26.32	0		0.06
2BISC	Male	NO.	3	2	3	2	0	10	
		%	30	20	30	20	0		
	Female	NO.	6	2	1	0	0	9	
		%	66.67	22.22	11.11	0	0		
	Persons	NO.	9	4	4	2	0	19	
		%	47.37	21.05	21.05	10.53	0		0.06
PAISC	Male	NO.	121	0	1	0	0	122	
		%	99.18	0	0.82	0	0		
	Female	NO.	66	0	0	0	0	66	
		%	100	0	0	0	0		
	Persons	NO.	187	0	1	0	0	188	
		%	99.47	0	0.53	0	0		0.63
PBISC	Male	NO.	85	0	0	0	0	85	
		%	100	0	0	0	0		
	Female	NO.	53	0	0	0	0	53	
		%	100	0	0	0	0		
	Persons	NO.	138	0	0	0	0	138	
		%	100	0	0	0	0		0.46

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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								
Marine and Maritime Studies								
1AMMS	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
1BMMS	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
Physics								
1APHY	Male	NO.	19	22	26	15	1	83
		%	22.89	26.51	31.33	18.07	1.2	
	Female	NO.	9	15	22	6	0	52
		%	17.31	28.85	42.31	11.54	0	
	Persons	NO.	28	37	48	21	1	135
		%	20.74	27.41	35.56	15.56	0.74	0.45
1BPHY	Male	NO.	18	34	25	10	0	87
		%	20.69	39.08	28.74	11.49	0	
	Female	NO.	18	23	13	5	0	59
		%	30.51	38.98	22.03	8.47	0	
	Persons	NO.	36	57	38	15	0	146
		%	24.66	39.04	26.03	10.27	0	0.49
2APHY	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
2BPHY	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	

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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									
Physics									
2BPHY	Persons	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		0
Plant Production Systems									
1APPS	Male	NO.	4	1	14	3	0	22	
		%	18.18	4.55	63.64	13.64	0		
	Female	NO.	2	2	2	0	0	6	
		%	33.33	33.33	33.33	0	0		
	Persons	NO.	6	3	16	3	0	28	
		%	21.43	10.71	57.14	10.71	0		0.09
1BPPS	Male	NO.	7	2	4	0	0	13	
		%	53.85	15.38	30.77	0	0		
	Female	NO.	3	1	1	0	0	5	
		%	60	20	20	0	0		
	Persons	NO.	10	3	5	0	0	18	
		%	55.56	16.67	27.78	0	0		0.06
PAPPS	Male	NO.	23	0	0	0	0	23	
		%	100	0	0	0	0		
	Female	NO.	14	0	0	0	0	14	
		%	100	0	0	0	0		
	Persons	NO.	37	0	0	0	0	37	
		%	100	0	0	0	0		0.12
PBPPS	Male	NO.	12	0	0	0	0	12	
		%	100	0	0	0	0		
	Female	NO.	8	0	0	0	0	8	
		%	100	0	0	0	0		
	Persons	NO.	20	0	0	0	0	20	
		%	100	0	0	0	0		0.07
Psychology									
1APSY	Male	NO.	5	6	8	4	1	24	
		%	20.83	25	33.33	16.67	4.17		
	Female	NO.	22	31	4	2	0	59	
		%	37.29	52.54	6.78	3.39	0		
	Persons	NO.	27	37	12	6	1	83	
		%	32.53	44.58	14.46	7.23	1.2		0.28

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Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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									
Aboriginal and Intercultural Studies									
1AAIS									
	Male	NO.	0	6	14	7	8	35	
		%	0	17.14	40	20	22.86		
	Female	NO.	0	1	5	2	4	12	
		%	0	8.33	41.67	16.67	33.33		
	Persons	NO.	0	7	19	9	12	47	
		%	0	14.89	40.43	19.15	25.53		0.16
1BAIS									
	Male	NO.	0	4	4	0	3	11	
		%	0	36.36	36.36	0	27.27		
	Female	NO.	0	0	2	2	1	5	
		%	0	0	40	40	20		
	Persons	NO.	0	4	6	2	4	16	
		%	0	25	37.5	12.5	25		0.05
Economics									
1AECO									
	Male	NO.	16	18	22	4	13	73	
		%	21.92	24.66	30.14	5.48	17.81		
	Female	NO.	27	17	20	8	8	80	
		%	33.75	21.25	25	10	10		
	Persons	NO.	43	35	42	12	21	153	
		%	28.1	22.88	27.45	7.84	13.73		0.51
1BECO									
	Male	NO.	8	2	4	12	0	26	
		%	30.77	7.69	15.38	46.15	0		
	Female	NO.	11	4	3	5	4	27	
		%	40.74	14.81	11.11	18.52	14.81		
	Persons	NO.	19	6	7	17	4	53	
		%	35.85	11.32	13.21	32.08	7.55		0.18
2AECO									
	Male	NO.	4	5	7	1	0	17	
		%	23.53	29.41	41.18	5.88	0		
	Female	NO.	6	6	3	1	0	16	
		%	37.5	37.5	18.75	6.25	0		
	Persons	NO.	10	11	10	2	0	33	
		%	30.3	33.33	30.3	6.06	0		0.11
2BECO									
	Male	NO.	6	3	7	0	0	16	
		%	37.5	18.75	43.75	0	0		
	Female	NO.	3	9	2	0	1	15	
		%	20	60	13.33	0	6.67		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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									
Economics									
2BECO									
	Persons	NO.	9	12	9	0	1	31	0.1
		%	29.03	38.71	29.03	0	3.23		
Geography									
1AGEO									
	Male	NO.	33	65	96	64	28	286	
		%	11.54	22.73	33.57	22.38	9.79		
	Female	NO.	58	69	80	35	22	264	
		%	21.97	26.14	30.3	13.26	8.33		
	Persons	NO.	91	134	176	99	50	550	1.83
		%	16.55	24.36	32	18	9.09		
1BGEO									
	Male	NO.	6	4	22	10	6	48	
		%	12.5	8.33	45.83	20.83	12.5		
	Female	NO.	4	6	8	7	1	26	
		%	15.38	23.08	30.77	26.92	3.85		
	Persons	NO.	10	10	30	17	7	74	0.25
		%	13.51	13.51	40.54	22.97	9.46		
2AGEO									
	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	0	100	0		
Modern History									
1AHIM									
	Male	NO.	26	45	96	39	21	227	
		%	11.45	19.82	42.29	17.18	9.25		
	Female	NO.	52	55	100	23	17	247	
		%	21.05	22.27	40.49	9.31	6.88		
	Persons	NO.	78	100	196	62	38	474	1.58
		%	16.46	21.1	41.35	13.08	8.02		
1BHIM									
	Male	NO.	3	6	9	4	3	25	
		%	12	24	36	16	12		
	Female	NO.	9	5	7	4	2	27	
		%	33.33	18.52	25.93	14.81	7.41		
	Persons	NO.	12	11	16	8	5	52	0.17
		%	23.08	21.15	30.77	15.38	9.62		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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									
2AHIM									
	Male	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		
	Female	NO.	2	4	0	0	0	6	
		%	33.33	66.67	0	0	0		
	Persons	NO.	3	5	1	0	0	9	
		%	33.33	55.56	11.11	0	0		0.03
2BHIM									
	Male	NO.	0	3	0	0	1	4	
		%	0	75	0	0	25		
	Female	NO.	3	3	0	1	0	7	
		%	42.86	42.86	0	14.29	0		
	Persons	NO.	3	6	0	1	1	11	
		%	27.27	54.55	0	9.09	9.09		0.04
3AHIM									
	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
3BHIM									
	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
Philosophy and Ethics									
1APAE									
	Male	NO.	0	3	4	0	0	7	
		%	0	42.86	57.14	0	0		
	Female	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		
	Persons	NO.	0	5	6	0	0	11	
		%	0	45.45	54.55	0	0		0.04
1BPAAE									
	Male	NO.	31	7	4	0	0	42	
		%	73.81	16.67	9.52	0	0		
	Female	NO.	34	3	2	0	0	39	
		%	87.18	7.69	5.13	0	0		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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 Philosophy and Ethics 1BPAE	Persons	NO.	65	10	6	0	0	81	
		%	80.25	12.35	7.41	0	0		0.27
Politics and Law 1APAL	Male	NO.	2	3	16	3	0	24	
		%	8.33	12.5	66.67	12.5	0		
	Female	NO.	14	7	17	8	2	48	
		%	29.17	14.58	35.42	16.67	4.17		
	Persons	NO.	16	10	33	11	2	72	
		%	22.22	13.89	45.83	15.28	2.78		0.24
Religion and Life 1AREL	Male	NO.	12	24	58	14	3	111	
		%	10.81	21.62	52.25	12.61	2.7		
	Female	NO.	22	44	30	8	1	105	
		%	20.95	41.9	28.57	7.62	0.95		
	Persons	NO.	34	68	88	22	4	216	
		%	15.74	31.48	40.74	10.19	1.85		0.72
1BREL	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		
	Persons	NO.	2	2	1	0	0	5	
		%	40	40	20	0	0		0.02
1CREL	Male	NO.	1	3	2	1	1	8	
		%	12.5	37.5	25	12.5	12.5		
	Female	NO.	6	1	3	2	1	13	
		%	46.15	7.69	23.08	15.38	7.69		
	Persons	NO.	7	4	5	3	2	21	
		%	33.33	19.05	23.81	14.29	9.52		0.07
1DREL	Male	NO.	11	24	40	21	1	97	
		%	11.34	24.74	41.24	21.65	1.03		
	Female	NO.	35	31	40	23	2	131	
		%	26.72	23.66	30.53	17.56	1.53		
	Persons	NO.	46	55	80	44	3	228	
		%	20.18	24.12	35.09	19.3	1.32		0.76



# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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.	2	7	6	2	0	17	
		%	11.76	41.18	35.29	11.76	0		
	Female	NO.	12	7	6	3	0	28	
		%	42.86	25	21.43	10.71	0		
	Persons	NO.	14	14	12	5	0	45	0.15
		%	31.11	31.11	26.67	11.11	0		
	Male	NO.	5	7	10	3	0	25	
		%	20	28	40	12	0		
	Female	NO.	15	12	7	1	0	35	
		%	42.86	34.29	20	2.86	0		
	Persons	NO.	20	19	17	4	0	60	0.2
		%	33.33	31.67	28.33	6.67	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.	20	33	41	28	29	151		
	%	13.25	21.85	27.15	18.54	19.21			
Female	NO.	9	17	18	8	18	70		
	%	12.86	24.29	25.71	11.43	25.71			
Persons	NO.	29	50	59	36	47	221	0.74	
	%	13.12	22.62	26.7	16.29	21.27			
Male	NO.	13	22	39	15	12	101		
	%	12.87	21.78	38.61	14.85	11.88			
Female	NO.	13	15	13	1	3	45		
	%	28.89	33.33	28.89	2.22	6.67			

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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.	26	37	52	16	15	146	
		%	17.81	25.34	35.62	10.96	10.27		0.49
1CAIT	Male	NO.	3	7	9	3	14	36	
		%	8.33	19.44	25	8.33	38.89		
	Female	NO.	10	10	15	1	3	39	
		%	25.64	25.64	38.46	2.56	7.69		
Persons	NO.	13	17	24	4	17	75		
	%	17.33	22.67	32	5.33	22.67		0.25	
1DAIT	Male	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Female	NO.	6	6	1	0	0	13	
		%	46.15	46.15	7.69	0	0		
Persons	NO.	7	6	2	0	0	15		
	%	46.67	40	13.33	0	0		0.05	
2BAIT	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
Persons	NO.	0	0	0	2	0	2		
	%	0	0	0	100	0		0.01	
PAAIT	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	
Automotive Engineering and Technology									
1AAET									
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	

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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 Building and Construction 1ABCN	Male	NO.	0	2	9	0	0	11		
		%	0	18.18	81.82	0	0			
	Female	NO.	0	0	2	0	0	2		
		%	0	0	100	0	0			
	Persons	NO.	0	2	11	0	0	13		
		%	0	15.38	84.62	0	0		0.04	
	Business Management and Enterprise 1ABME	Male	NO.	0	10	18	6	12	46	
			%	0	21.74	39.13	13.04	26.09		
		Female	NO.	11	21	19	4	7	62	
			%	17.74	33.87	30.65	6.45	11.29		
		Persons	NO.	11	31	37	10	19	108	
			%	10.19	28.7	34.26	9.26	17.59		0.36
1BBME		Male	NO.	0	0	1	4	3	8	
			%	0	0	12.5	50	37.5		
		Female	NO.	13	20	10	1	1	45	
			%	28.89	44.44	22.22	2.22	2.22		
		Persons	NO.	13	20	11	5	4	53	
			%	24.53	37.74	20.75	9.43	7.55		0.18
	PABME	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
Career and Enterprise 1ACAE		Male	NO.	7	27	55	34	20	143	
			%	4.9	18.88	38.46	23.78	13.99		
		Female	NO.	12	26	28	12	12	90	
			%	13.33	28.89	31.11	13.33	13.33		
		Persons	NO.	19	53	83	46	32	233	
			%	8.15	22.75	35.62	19.74	13.73		0.78
	1BCAE	Male	NO.	2	2	14	9	5	32	
			%	6.25	6.25	43.75	28.12	15.62		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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 1BCAE  1CCAE  1DCAE  PACAE  PBCAE   Computer Science 1ACSC	Female	NO.	1	4	4	0	0	9	
		%	11.11	44.44	44.44	0	0		
	Persons	NO.	3	6	18	9	5	41	
		%	7.32	14.63	43.9	21.95	12.2		0.14
	Male	NO.	0	1	7	1	0	9	
		%	0	11.11	77.78	11.11	0		
	Female	NO.	60	48	31	1	0	140	
		%	42.86	34.29	22.14	0.71	0		
	Persons	NO.	60	49	38	2	0	149	
		%	40.27	32.89	25.5	1.34	0		0.5
	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	2	2	0	1	0	5	
		%	40	40	0	20	0		
	Persons	NO.	2	2	1	1	0	6	
		%	33.33	33.33	16.67	16.67	0		0.02
	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
	Male	NO.	40	0	0	0	0	40	
		%	100	0	0	0	0		
Female	NO.	41	0	0	0	0	41		
	%	100	0	0	0	0			
Persons	NO.	81	0	0	0	0	81		
	%	100	0	0	0	0		0.27	
Male	NO.	12	7	9	7	1	36		
	%	33.33	19.44	25	19.44	2.78			
Female	NO.	2	3	0	4	0	9		
	%	22.22	33.33	0	44.44	0			
Persons	NO.	14	10	9	11	1	45		
	%	31.11	22.22	20	24.44	2.22		0.15	

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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 Computer Science 1BCSC	Male	NO.	8	12	6	10	5	41		
		%	19.51	29.27	14.63	24.39	12.2			
	Female	NO.	1	2	2	3	1	9		
		%	11.11	22.22	22.22	33.33	11.11			
	Persons	NO.	9	14	8	13	6	50		
		%	18	28	16	26	12		0.17	
	Design 1ADESD	Male	NO.	3	3	4	0	0	10	
			%	30	30	40	0	0		
		Female	NO.	0	0	0	0	0	0	
			%	0	0	0	0	0		
		Persons	NO.	3	3	4	0	0	10	
			%	30	30	40	0	0		0.03
	1ADESG	Male	NO.	1	2	3	0	0	6	
			%	16.67	33.33	50	0	0		
		Female	NO.	4	6	10	0	1	21	
			%	19.05	28.57	47.62	0	4.76		
		Persons	NO.	5	8	13	0	1	27	
			%	18.52	29.63	48.15	0	3.7		0.09
1ADESP	Male	NO.	6	11	12	0	3	32		
		%	18.75	34.38	37.5	0	9.38			
	Female	NO.	7	14	12	5	1	39		
		%	17.95	35.9	30.77	12.82	2.56			
	Persons	NO.	13	25	24	5	4	71		
		%	18.31	35.21	33.8	7.04	5.63		0.24	
1ADEST	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	
1BDESD	Male	NO.	3	3	4	0	0	10		
		%	30	30	40	0	0			
	Female	NO.	0	0	0	0	0	0		
		%	0	0	0	0	0			

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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								
Design								
1BDESD	Persons	NO.	3	3	4	0	0	10
		%	30	30	40	0	0	0.03
1BDESG	Male	NO.	1	6	13	9	5	34
		%	2.94	17.65	38.24	26.47	14.71	
	Female	NO.	9	9	12	2	2	34
		%	26.47	26.47	35.29	5.88	5.88	
	Persons	NO.	10	15	25	11	7	68
		%	14.71	22.06	36.76	16.18	10.29	0.23
1BDESP	Male	NO.	2	5	10	1	6	24
		%	8.33	20.83	41.67	4.17	25	
	Female	NO.	5	9	21	6	0	41
		%	12.2	21.95	51.22	14.63	0	
	Persons	NO.	7	14	31	7	6	65
		%	10.77	21.54	47.69	10.77	9.23	0.22
1BDEST	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
1CDESP	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
PADESG	Male	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	
	Female	NO.	2	0	0	0	0	2
		%	100	0	0	0	0	
	Persons	NO.	4	0	0	0	0	4
		%	100	0	0	0	0	0.01
PADESP	Male	NO.	1	0	0	0	0	1
		%	100	0	0	0	0	

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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									
PADESP									
	Female	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0	0	
	Persons	NO.	5	0	0	0	0	5	
		%	100	0	0	0	0	0	0.02
PBDESP									
	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0	0	
	Female	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0	0	
	Persons	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0	0	0.01
Engineering Studies									
1AEST									
	Male	NO.	23	27	41	4	1	96	
		%	23.96	28.12	42.71	4.17	1.04		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Persons	NO.	23	29	42	4	1	99	
		%	23.23	29.29	42.42	4.04	1.01		0.33
1BEST									
	Male	NO.	17	22	36	17	5	97	
		%	17.53	22.68	37.11	17.53	5.15		
	Female	NO.	0	0	2	1	0	3	
		%	0	0	66.67	33.33	0		
	Persons	NO.	17	22	38	18	5	100	
		%	17	22	38	18	5		0.33
Food Science and Technology									
1AFSTH									
	Male	NO.	0	1	15	7	10	33	
		%	0	3.03	45.45	21.21	30.3		
	Female	NO.	8	15	23	16	9	71	
		%	11.27	21.13	32.39	22.54	12.68		
	Persons	NO.	8	16	38	23	19	104	
		%	7.69	15.38	36.54	22.12	18.27		0.35
1AFSTN									
	Male	NO.	4	4	13	9	0	30	
		%	13.33	13.33	43.33	30	0		
	Female	NO.	26	21	20	5	0	72	
		%	36.11	29.17	27.78	6.94	0		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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									
1AFSTN	Persons	NO.	30	25	33	14	0	102	
		%	29.41	24.51	32.35	13.73	0		0.34
1AFSTP	Male	NO.	0	0	4	3	0	7	
		%	0	0	57.14	42.86	0		
	Female	NO.	3	7	0	2	1	13	
		%	23.08	53.85	0	15.38	7.69		
	Persons	NO.	3	7	4	5	1	20	
		%	15	35	20	25	5		0.07
1BFSTH	Male	NO.	4	17	28	15	0	64	
		%	6.25	26.56	43.75	23.44	0		
	Female	NO.	31	40	21	11	6	109	
		%	28.44	36.7	19.27	10.09	5.5		
	Persons	NO.	35	57	49	26	6	173	
		%	20.23	32.95	28.32	15.03	3.47		0.58
1BFSTN	Male	NO.	4	3	13	6	0	26	
		%	15.38	11.54	50	23.08	0		
	Female	NO.	30	15	16	6	0	67	
		%	44.78	22.39	23.88	8.96	0		
	Persons	NO.	34	18	29	12	0	93	
		%	36.56	19.35	31.18	12.9	0		0.31
1CFSTH	Male	NO.	2	6	24	1	1	34	
		%	5.88	17.65	70.59	2.94	2.94		
	Female	NO.	12	15	6	1	0	34	
		%	35.29	44.12	17.65	2.94	0		
	Persons	NO.	14	21	30	2	1	68	
		%	20.59	30.88	44.12	2.94	1.47		0.23
1DFSTH	Male	NO.	0	0	2	0	2	4	
		%	0	0	50	0	50		
	Female	NO.	0	0	7	0	0	7	
		%	0	0	100	0	0		
	Persons	NO.	0	0	9	0	2	11	
		%	0	0	81.82	0	18.18		0.04
PAFST	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		



# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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									
PAFST									
	Female	NO.	7	0	0	0	0	7	
		%	100	0	0	0	0	0	
	Persons	NO.	7	0	0	0	0	7	
		%	100	0	0	0	0	0	0.02
PBFST									
	Male	NO.	7	0	0	0	0	7	
		%	100	0	0	0	0	0	
	Female	NO.	5	0	0	0	0	5	
		%	100	0	0	0	0	0	
	Persons	NO.	12	0	0	0	0	12	
		%	100	0	0	0	0	0	0.04
Materials Design and Technology									
1AMDTM									
	Male	NO.	9	19	62	10	5	105	
		%	8.57	18.1	59.05	9.52	4.76		
	Female	NO.	2	1	4	1	0	8	
		%	25	12.5	50	12.5	0		
	Persons	NO.	11	20	66	11	5	113	
		%	9.73	17.7	58.41	9.73	4.42		0.38
1AMDTT									
	Male	NO.	0	0	1	0	1	2	
		%	0	0	50	0	50		
	Female	NO.	29	24	11	2	0	66	
		%	43.94	36.36	16.67	3.03	0		
	Persons	NO.	29	24	12	2	1	68	
		%	42.65	35.29	17.65	2.94	1.47		0.23
1AMDTW									
	Male	NO.	32	62	94	33	6	227	
		%	14.1	27.31	41.41	14.54	2.64		
	Female	NO.	6	7	7	6	3	29	
		%	20.69	24.14	24.14	20.69	10.34		
	Persons	NO.	38	69	101	39	9	256	
		%	14.84	26.95	39.45	15.23	3.52		0.85
1BMDTM									
	Male	NO.	7	12	51	9	2	81	
		%	8.64	14.81	62.96	11.11	2.47		
	Female	NO.	4	6	5	1	0	16	
		%	25	37.5	31.25	6.25	0		
	Persons	NO.	11	18	56	10	2	97	
		%	11.34	18.56	57.73	10.31	2.06		0.32

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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	1BMDTT	Male	NO.	0	0	0	0	0		
			%	0	0	0	0	0		
	Female	NO.	13	17	21	4	0	55		
		%	23.64	30.91	38.18	7.27	0			
	Persons	NO.	13	17	21	4	0	55		
		%	23.64	30.91	38.18	7.27	0		0.18	
	1BMDTW	Male	NO.	14	40	59	18	7	138	
			%	10.14	28.99	42.75	13.04	5.07		
		Female	NO.	3	5	2	4	2	16	
			%	18.75	31.25	12.5	25	12.5		
		Persons	NO.	17	45	61	22	9	154	
			%	11.04	29.22	39.61	14.29	5.84		0.51
	1CMDTM	Male	NO.	0	0	2	1	0	3	
			%	0	0	66.67	33.33	0		
		Female	NO.	0	0	0	0	0	0	
			%	0	0	0	0	0		
		Persons	NO.	0	0	2	1	0	3	
			%	0	0	66.67	33.33	0		0.01
	1CMDTW	Male	NO.	1	0	0	4	1	6	
			%	16.67	0	0	66.67	16.67		
		Female	NO.	0	0	0	2	0	2	
			%	0	0	0	100	0		
		Persons	NO.	1	0	0	6	1	8	
			%	12.5	0	0	75	12.5		0.03
1DMDTM	Male	NO.	1	0	2	2	1	6		
		%	16.67	0	33.33	33.33	16.67			
	Female	NO.	0	0	0	0	0	0		
		%	0	0	0	0	0			
	Persons	NO.	1	0	2	2	1	6		
		%	16.67	0	33.33	33.33	16.67		0.02	
1DMDTW	Male	NO.	0	0	9	4	2	15		
		%	0	0	60	26.67	13.33			
	Female	NO.	0	0	1	1	1	3		
		%	0	0	33.33	33.33	33.33			
	Persons	NO.	0	0	10	5	3	18		
		%	0	0	55.56	27.78	16.67			

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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								
Materials Design and Technology								
1DMDTW								
		%	0	0	55.56	27.78	16.67	0.06
PAMDTM								
	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
PAMDTW								
	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
PBMDTM								
	Male	NO.	7	0	0	0	0	7
		%	100	0	0	0	0	
	Female	NO.	0	0	0	0	0	0
		%	0	0	0	0	0	
	Persons	NO.	7	0	0	0	0	7
		%	100	0	0	0	0	0.02
PBMDTW								
	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
Workplace Learning								
1AWPL								
	Male	NO.	2	11	16	3	0	32
		%	6.25	34.38	50	9.38	0	
	Female	NO.	7	3	4	1	0	15
		%	46.67	20	26.67	6.67	0	
	Persons	NO.	9	14	20	4	0	47
		%	19.15	29.79	42.55	8.51	0	0.16
1BWPL								
	Male	NO.	1	5	2	2	0	10
		%	10	50	20	20	0	

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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 Workplace Learning 1BWPL  1CWPL  1DWPL  The Arts Dance 1ADAN  1BDAN  Drama 1ADRA	Female	NO.	3	0	2	0	0	5	
		%	60	0	40	0	0		
	Persons	NO.	4	5	4	2	0	15	
		%	26.67	33.33	26.67	13.33	0		0.05
	Male	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Female	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Persons	NO.	2	1	1	0	0	4	
		%	50	25	25	0	0		0.01
	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
	Male	NO.	0	1	5	2	1	9	
		%	0	11.11	55.56	22.22	11.11		
Female	NO.	36	61	52	9	0	158		
	%	22.78	38.61	32.91	5.7	0			
Persons	NO.	36	62	57	11	1	167		
	%	21.56	37.13	34.13	6.59	0.6		0.56	
Male	NO.	0	0	3	0	2	5		
	%	0	0	60	0	40			
Female	NO.	40	42	35	9	1	127		
	%	31.5	33.07	27.56	7.09	0.79			
Persons	NO.	40	42	38	9	3	132		
	%	30.3	31.82	28.79	6.82	2.27		0.44	
Male	NO.	3	16	23	5	5	52		
	%	5.77	30.77	44.23	9.62	9.62			
Female	NO.	38	82	64	10	5	199		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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 1ADRA 1BDRA 2ADRA Media Production and Analysis 1AMPA 1BMPA 1CMPA	Persons	%	19.1	41.21	32.16	5.03	2.51		
		NO.	41	98	87	15	10	251	
		%	16.33	39.04	34.66	5.98	3.98		0.84
	Male	NO.	3	15	20	4	3	45	
		%	6.67	33.33	44.44	8.89	6.67		
	Female	NO.	50	83	51	9	1	194	
		%	25.77	42.78	26.29	4.64	0.52		
	Persons	NO.	53	98	71	13	4	239	
		%	22.18	41	29.71	5.44	1.67		0.8
	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
	Male	NO.	14	37	41	27	6	125	
		%	11.2	29.6	32.8	21.6	4.8		
	Female	NO.	22	31	40	27	3	123	
		%	17.89	25.2	32.52	21.95	2.44		
	Persons	NO.	36	68	81	54	9	248	
		%	14.52	27.42	32.66	21.77	3.63		0.83
	Male	NO.	9	18	23	9	5	64	
		%	14.06	28.12	35.94	14.06	7.81		
	Female	NO.	15	23	22	5	3	68	
%		22.06	33.82	32.35	7.35	4.41			
Persons	NO.	24	41	45	14	8	132		
	%	18.18	31.06	34.09	10.61	6.06		0.44	
Male	NO.	1	0	2	1	0	4		
	%	25	0	50	25	0			
Female	NO.	14	8	13	0	0	35		
	%	40	22.86	37.14	0	0			
Persons	NO.	15	8	15	1	0	39		
	%	38.46	20.51	38.46	2.56	0		0.13	

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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	Male	NO.	0	1	1	1	0	3		
		%	0	33.33	33.33	33.33	0			
	Female	NO.	12	13	12	0	0	37		
		%	32.43	35.14	32.43	0	0			
	Persons	NO.	12	14	13	1	0	40		
		%	30	35	32.5	2.5	0		0.13	
	Music 1AMUS	Male	NO.	5	5	6	4	0	20	
			%	25	25	30	20	0		
		Female	NO.	14	9	13	3	0	39	
			%	35.9	23.08	33.33	7.69	0		
		Persons	NO.	19	14	19	7	0	59	
			%	32.2	23.73	32.2	11.86	0		0.2
1BMUS		Male	NO.	5	7	11	3	0	26	
			%	19.23	26.92	42.31	11.54	0		
		Female	NO.	16	10	8	1	0	35	
			%	45.71	28.57	22.86	2.86	0		
		Persons	NO.	21	17	19	4	0	61	
			%	34.43	27.87	31.15	6.56	0		0.2
	Visual Arts 1AVAR	Male	NO.	2	23	22	17	30	94	
			%	2.13	24.47	23.4	18.09	31.91		
		Female	NO.	50	74	76	16	13	229	
			%	21.83	32.31	33.19	6.99	5.68		
		Persons	NO.	52	97	98	33	43	323	
			%	16.1	30.03	30.34	10.22	13.31		1.08
1BVAR		Male	NO.	4	14	26	11	7	62	
			%	6.45	22.58	41.94	17.74	11.29		
		Female	NO.	57	95	74	24	6	256	
			%	22.27	37.11	28.91	9.38	2.34		
		Persons	NO.	61	109	100	35	13	318	
			%	19.18	34.28	31.45	11.01	4.09		1.06
	1CVAR	Male	NO.	0	0	0	0	0	0	
			%	0	0	0	0	0		

# School Curriculum and Standards Authority

Table 7.2 Number and percentage of Year 10 students awarded grades for course units by sex, 2011 (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 Visual Arts 1CVAR  1DVAR  2AVAR  2BVAR	Female	NO.	7	9	3	0	0	19	
		%	36.84	47.37	15.79	0	0		
	Persons	NO.	7	9	3	0	0	19	
		%	36.84	47.37	15.79	0	0		0.06
	Male	NO.	3	11	10	3	0	27	
		%	11.11	40.74	37.04	11.11	0		
	Female	NO.	21	45	15	5	2	88	
		%	23.86	51.14	17.05	5.68	2.27		
	Persons	NO.	24	56	25	8	2	115	
		%	20.87	48.7	21.74	6.96	1.74		0.38
	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
	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	

# School Curriculum and Standards Authority

## Appendix 1 Intercorrelations\* among humanities/social sciences TER subjects/courses, 2011

### Humanities/social sciences Year 12 subjects/courses

	Aboriginal and Intercultural Studies	Ancient History	Children, Family and the Community	Dance	Drama	Economics	English	English as an Additional Language or Dialect	Geography	Health Studies	Literature	Media Production and Analysis	Modern History	Music	Outdoor Education	Philosophy and Ethics	Physical Education Studies	Politics and Law	Religion and Life	Visual Arts
Aboriginal and Intercultural Studies	0																			
Ancient History	0	1 204																		
Children, Family and the Community	0	0	1 307																	
Dance	0	0.84 3	0.87 10	1 367																
Drama	0	0.75 26	0.38 18	0.74 49	1 986															
Economics	0	0.89 27	0.92 16	0.84 12	0.61 61	1 2100														
English	0	0.71 141	0.7 270	0.68 307	0.69 779	0.66 1454	1 11701													
English as an Additional Language or Dialect	0	1	2	3	4	372	11	1297												
Geography	0	0.54 30	0.73 29	0.66 32	0.58 52	0.75 170	0.69 1849	0.83 22	1 2023											
Health Studies	0	1 2	0.77 8	0.97 5	0.94 7	0.8 10	0.77 196	0.32 7	0.81 27	1 228										
Literature	0	0.7 62	0.49 15	0.68 30	0.58 223	0.71 298	0.66 279	1 2	0.71 149	0.8 12	1 1769									
Media Production and Analysis	0	0.85 14	0.53 17	0.6 25	0.73 194	0.76 66	0.74 977	0.84 5	0.57 105	-0.01 8	0.6 140	1 1125								
Modern History	0	0.92 34	0.67 39	0.73 56	0.72 261	0.72 313	0.75 2166	0.58 13	0.78 441	0.69 29	0.74 619	0.61 294	1 2731							
Music	0	0.64 6	0.94 5	0.89 7	0.47 77	0.65 34	0.57 311	0.63 8	0.54 23	-1 2	0.67 155	0.69 36	0.59 71	1 472						
Outdoor Education	0	1	0.73 10	0.97 6	0.77 18	0.48 17	0.65 336	1 2	0.68 30	0.97 12	0.66 13	0.82 16	0.72 42	1 380						
Philosophy and Ethics	0	0.44 9			0.54 11	0.9 12	0.71 80		0.14 9	1 2	0.62 59	0.85 11	0.69 43	-0.01 6		1 134				
Physical Education Studies	0	0.74 16	0.75 26	0.69 44	0.63 71	0.74 171	0.6 2071	0.41 16	0.66 318	0.78 59	0.5 96	0.53 89	0.56 259	-0.06 20	0.66 120	0.75 7	1 2245			
Politics and Law	0	0.92 21	0.24 7	0.78 9	0.69 73	0.85 181	0.76 632	0.6 53	0.76 71	0.77 14	0.73 266	0.68 76	0.85 335	0.6 28	0.61 6	0.92 20	0.62 67	1 929		
Religion and Life	0	0	0.74 51	0.79 44	0.79 157	0.51 237	0.75 1560	0.73 7	0.55 209		0.66 338	0.61 116	0.74 367	0.54 48	0.58 36		0.58 275	0.65 140	1 1822	

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

Note: Details relating to Japanese, Advanced, Hebrew, Arabic and Modern Greek details are not included as the examinations in these subjects are produced by other Australian states and the subjects have very small candidatures.



# School Curriculum and Standards Authority

## Appendix 1 Intercorrelations\* among humanities/social sciences TER subjects/courses, 2011

Humanities/social sciences Year 12 subjects/courses

	Aboriginal and Intercultural Studies	Ancient History	Children, Family and the Community	Dance	Drama	Economics	English	English as an Additional Language or Dialect	Geography	Health Studies	Literature	Media Production and Analysis	Modern History	Music	Outdoor Education	Philosophy and Ethics	Physical Education Studies	Politics and Law	Religion and Life	Visual Arts
Visual Arts	0.64	0.63	0.53	0.69	0.63	0.65	0.42	0.69	0.16	0.61	0.5	0.62	0.57	0.25	0.4	0.5	0.71	0.54	1	
	0	23	27	30	87	46	863	18	124	10	187	125	231	21	19	8	65	43	134	1067

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

Note: Details relating to Japanese: Advanced, Hebrew, Arabic and Modern Greek details are not included as the examinations in these subjects are produced by other Australian states and the subjects have very small candidatures.

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

### Quantitative/sciences Year 12 subjects/courses

Quantitative/sciences Year 12 subjects/courses

	Aboriginal Languages of Western Australia	Accounting and Finance	Albanian	Animal Production Systems	Applied Information Technology	Arabic	Armenian	Auslan	Automotive Engineering and Technology	Aviation	Biological Sciences	Bosnian	Building and Construction	Business Management and Enterprise	Career and Enterprise	Chemistry	Chinese: Background Speakers	Chinese: Second Language	Computer Science	Croatian	Design
Aboriginal Languages of Western Australia	0																				
Accounting and Finance	0	1 1441																			
Albanian	0	0	0																		
Animal Production Systems	0	0	0	1 59																	
Applied Information Technology	0	0.68 107	0	0	1 1130																
Arabic	0	-1 2	0	0	0	1 11															
Armenian	0	0	0	0	0	0	0														
Auslan	0	0	0	0	0	0	0	0													
Automotive Engineering and Technology	0	0	0	0	0	0	0	0	0												
Aviation	0	1 2	0	0	0.58 5	0	0	0	0	1 42											
Biological Sciences	0	0.78 78	0	0.91 10	0.74 58	0	0	0	0	0.9 3	1 1630										
Bosnian	0	0	0	0	0	0	0	0	0	0	0	0									
Building and Construction	0	0	0	0	0	0	0	0	0	0	0	0	0								
Business Management and Enterprise	0	0.62 148	0	0.87 23	0.81 92	0.22 4	0	0	0	0	0.53 13	0	0	1 546							
Career and Enterprise	0	0.7 63	0	0	0.83 34	0	0	0	0	0	0.5 12	0	0	0.8 14	1 418						
Chemistry	0	0.81 285	0	0.09 3	0.57 140	0.9 4	0	0	0	0.87 9	0.76 692	0	0	0.75 25	0.66 32	1 4822					
Chinese: Background Speakers	0	0.52 8	0	0	-1 2	0	0	0	0	0	0	0	0	0.35 6	0	0.59 29	1 60				
Chinese: Second Language	0	1 2	0	0	1	0	0	0	0	0	1	0	0	1 2	0.21 28	0	1 47				
Computer Science	0	0.79 78	0	0	0.79 145	0.91 3	0	0	0	0	0.4 15	0	0	0.89 48	0.75 8	0.66 95	1 1	0 451			
Croatian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Dutch	Earth and Environmental Science	Engineering Studies	Filipino	Food Science and Technology	French	German	Hebrew	Hindi	Human Biological Science	Hungarian	Indonesian: Background Speakers	Indonesian: Second Language	Integrated Science	Italian	Japanese: Background Speakers	Japanese: Second Language	Khmer	Macedonian	Malay: Background Speakers	Maltese	
Aboriginal Languages of Western Australia																						
Accounting and Finance																						
Albanian																						
Animal Production Systems																						
Applied Information Technology																						
Arabic																						
Armenian																						
Auslan																						
Automotive Engineering and Technology																						
Aviation																						
Biological Sciences																						
Bosnian																						
Building and Construction																						
Business Management and Enterprise																						
Career and Enterprise																						
Chemistry																						
Chinese: Background Speakers																						
Chinese: Second Language																						
Computer Science																						
Croatian																						

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Marine and Maritime Studies	Materials Design and Technology	Mathematics	Mathematics : Specialist	Modern Greek	Persian: Background Speakers	Physics	Plant Production Systems	Polish	Portuguese	Psychology	Punjabi	Romanian	Russian	Russian: Background Speakers	Serbian	Sinhala	Spanish	Swedish	Tamil	Turkish	
Aboriginal Languages of Western Australia																						
Accounting and Finance																						
Albanian																						
Animal Production Systems																						
Applied Information Technology																						
Arabic																						
Armenian																						
Auslan																						
Automotive Engineering and Technology																						
Aviation																						
Biological Sciences																						
Bosnian																						
Building and Construction																						
Business Management and Enterprise																						
Career and Enterprise																						
Chemistry																						
Chinese: Background Speakers																						
Chinese: Second Language																						
Computer Science																						
Croatian																						

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Ukrainian	Vietnamese	Yiddish
Aboriginal Languages of Western Australia			
Accounting and Finance			
Albanian			
Animal Production Systems			
Applied Information Technology			
Arabic			
Armenian			
Auslan			
Automotive Engineering and Technology			
Aviation			
Biological Sciences			
Bosnian			
Building and Construction			
Business Management and Enterprise			
Career and Enterprise			
Chemistry			
Chinese: Background Speakers			
Chinese: Second Language			
Computer Science			
Croatian			

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Aboriginal Languages of Western Australia	Accounting and Finance	Albanian	Animal Production Systems	Applied Information Technology	Arabic	Armenian	Auslan	Automotive Engineering and Technology	Aviation	Biological Sciences	Bosnian	Building and Construction	Business Management and Enterprise	Career and Enterprise	Chemistry	Chinese: Background Speakers	Chinese: Second Language	Computer Science	Croatian	Design	
Design	0	0.63 24	0	0	0.63 77	0	0	0	0	1	0.56 60	0	0	0.75 29	0.78 6	0.61 57	1	-1 2	0.35 19	0	1 704	
Dutch	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earth and Environmental Science	0	0.72 8	0	1	0.36 4	0	0	0	0	0.99 3	0.89 36	0	0	1 2	0	0.57 31	0	0	0.01 3	0	0.62 7	
Engineering Studies	0	0.62 9	0	0	0.53 13	0	0	0	0	0	0.8 5	0	0	0.56 10	0.16 7	0.69 81	0	1	0.57 14	0	0.87 16	
Filipino	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Food Science and Technology	0	0.64 17	0	0	0.78 20	0	0	0	0	1 2	0.75 35	0	0	0.96 12	0.62 21	0.29 31	1	1	1	0	0.36 21	
French	0	0.22 24	0	0	0.9 5	0	0	0	0	0	0.48 47	0	0	-0.67 3	1	0.5 181	0	-0.83 3	1	0	-0.52 14	
German	0	1	0	0	-0.6 3	0	0	0	0	0	1	0	0	1	-1 3	0.66 49	0	0	1	0	1 2	
Hebrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0
Hindi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Human Biological Science	0	0.67 245	0	1	0.61 189	-1 2	0	0	0	1 2	0.81 23	0	0	0.65 60	0.73 86	0.77 1248	-0.21 9	0.69 16	0.67 33	0	0.54 133	
Hungarian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indonesian: Background Speakers	0	0.57 5	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Indonesian: Second Language	0	0.58 3	0	0	-0.35 4	0	0	0	0	0	0.36 7	0	0	1	1	0.61 21	0	0	1	0	0.07 5	
Integrated Science	0	0.87 12	0	0	0.66 27	0	0	0	0	0	0.73 22	0	0	0.93 8	0.86 5	0.42 7	1	0	0.95 10	0	0.36 5	
Italian	0	0.51 11	0	0	0.73 18	0	0	0	0	0	0.61 22	0	0	1	0.31 3	0.6 74	0	1	0.61 3	0	0.8 3	
Japanese: Background Speakers	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Japanese: Second Language	0	0.02 22	0	0	0.21 8	0	0	0	0	0	0.71 18	0	0	0.03 4	1	0.37 117	1	1	1	0	0.08 9	
Khmer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Macedonian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malay: Background Speakers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

### Quantitative/sciences Year 12 subjects/courses

	Dutch	Earth and Environmental Science	Engineering Studies	Filipino	Food Science and Technology	French	German	Hebrew	Hindi	Human Biological Science	Hungarian	Indonesian: Background Speakers	Indonesian: Second Language	Integrated Science	Italian	Japanese: Background Speakers	Japanese: Second Language	Khmer	Macedonian	Malay: Background Speakers	Maltese	
Design																						
Dutch	0																					
Earth and Environmental Science	0	1																				
Engineering Studies	0	1	223																			
Filipino	0	0	0	0																		
Food Science and Technology	0	1	2	0	1																	
French	0	1	1	0	0.56	1																
German	0	0	0	0	0	0.43	1															
Hebrew	0	0	0	0	0	0	0	1														
Hindi	0	0	0	0	0	0	0	0	0													
Human Biological Science	0	0.75	0.55	0	0.67	0.39	0.5	0	0	1												
Hungarian	0	0	0	0	0	0	0	0	0	0	0											
Indonesian: Background Speakers	0	0	0	0	0	0	0	0	0	0	0	1										
Indonesian: Second Language	0	0	0	0	1	0	0	0	0	0.45	0	0	1									
Integrated Science	0	0	0	0	0.72	0.6	1	1	0	0.6	0	0	0	1								
Italian	0	0	1	0	1	0.91	0	0	0	0.72	0	0	1	1	1							
Japanese: Background Speakers	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1						
Japanese: Second Language	0	1	1	0	0.6	0.53	0	0	0	0.53	0	0	0	1	1	0	1					
Khmer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Macedonian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malay: Background Speakers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Marine and Maritime Studies	Materials Design and Technology	Mathematics	Mathematics : Specialist	Modern Greek	Persian: Background Speakers	Physics	Plant Production Systems	Polish	Portuguese	Psychology	Punjabi	Romanian	Russian	Russian: Background Speakers	Serbian	Sinhala	Spanish	Swedish	Tamil	Turkish	
Design																						
Dutch																						
Earth and Environmental Science																						
Engineering Studies																						
Filipino																						
Food Science and Technology																						
French																						
German																						
Hebrew																						
Hindi																						
Human Biological Science																						
Hungarian																						
Indonesian: Background Speakers																						
Indonesian: Second Language																						
Integrated Science																						
Italian																						
Japanese: Background Speakers																						
Japanese: Second Language																						
Khmer																						
Macedonian																						
Malay: Background Speakers																						

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



# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Ukrainian	Vietnamese	Yiddish
Design			
Dutch			
Earth and Environmental Science			
Engineering Studies			
Filipino			
Food Science and Technology			
French			
German			
Hebrew			
Hindi			
Human Biological Science			
Hungarian			
Indonesian: Background Speakers			
Indonesian: Second Language			
Integrated Science			
Italian			
Japanese: Background Speakers			
Japanese: Second Language			
Khmer			
Macedonian			
Malay: Background Speakers			

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Aboriginal Languages of Western Australia	Accounting and Finance	Albanian	Animal Production Systems	Applied Information Technology	Arabic	Armenian	Auslan	Automotive Engineering and Technology	Aviation	Biological Sciences	Bosnian	Building and Construction	Business Management and Enterprise	Career and Enterprise	Chemistry	Chinese: Background Speakers	Chinese: Second Language	Computer Science	Croatian	Design
Maltese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Marine and Maritime Studies	0	0	0	0	1	0	0	0	0	0	0.77	0	0	0	0	0.81	0	0	0	0	0
Materials Design and Technology	0	0.41	0	0	0.51	0	0	0	0	0	0.58	0	0	0.54	-0.08	0.59	0	0	1	0	0.48
Mathematics	0	0.75	0	0.54	0.49	0.34	0	0	0	0.82	0.72	0	0	0.54	0.49	0.84	0.62	0.35	0.59	0	0.52
Mathematics : Specialist	0	1390	0	55	916	11	0	0	0	42	1515	0	0	454	302	4756	58	42	423	0	534
Mathematics : Specialist	0	0.83	0	0	0.57	0	0	0	0	0.92	0.63	0	0	0.5	0.51	0.82	0.57	-0.09	0.83	0	0.45
Modern Greek	0	170	0	0	18	0	0	0	0	6	37	0	0	51	4	1154	24	9	50	0	13
Modern Greek	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0
Persian: Background Speakers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Physics	0	0.71	0	-1	0.5	0.1	0	0	0	0.9	0.76	0	0	0.71	0.42	0.87	0.56	0.03	0.52	0	0.67
Physics	0	148	0	2	115	4	0	0	0	27	286	0	0	19	26	2793	30	19	110	0	50
Plant Production Systems	0	0	0	0.89	45	0	0	0	0	0	0	0	0	0.85	23	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Portuguese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Psychology	0	0.74	0	0	0.71	0	0	0	0	0	0.82	0	0	0.84	0.7	0.51	0	0	1	0	0.63
Psychology	0	107	0	0	29	0	0	0	0	0	92	0	0	29	45	140	0	0	3	0	30
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Romanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	-1	0	0	0	0	1
Russian: Background Speakers	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	0	0	0	0	0	0	0	0	0	0	0	0	0
Sinhala	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Spanish	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Swedish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tamil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

### Quantitative/sciences Year 12 subjects/courses

	Dutch	Earth and Environmental Science	Engineering Studies	Filipino	Food Science and Technology	French	German	Hebrew	Hindi	Human Biological Science	Hungarian	Indonesian: Background Speakers	Indonesian: Second Language	Integrated Science	Italian	Japanese: Background Speakers	Japanese: Second Language	Khmer	Macedonian	Malay: Background Speakers	Maltese
Maltese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Marine and Maritime Studies	0	0	0	0	0	0	1	0	0	0.94	0	0	0	0	0	0	0	0	0	0	0
Materials Design and Technology	0	0.99	0.53	0	0.6	-0.17	8	1	0	0.5	0	0	1	0.34	1	0	0	0	0	0	0
Mathematics	0	0.67	0.77	0	0.58	0.45	0.47	1	0	0.72	0	0.73	0.41	0.67	0.5	-0.91	0.5	0	0	0	0
Mathematics : Specialist	0	154	201	0	244	367	81	2	0	4028	0	9	59	154	228	3	229	0	0	0	0
Modern Greek	0	3	12	0	22	8	1	0	0	60	0	0	1	8	3	0	0	0	0	0	0
Persian: Background Speakers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physics	0	0.84	0.66	0	0.68	0.35	0.5	1	0	0.71	0	0	0.69	0.16	0.51	0	0.29	0	0	0	0
Plant Production Systems	0	24	118	0	13	91	38	1	0	551	0	0	11	4	50	0	63	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Portuguese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Psychology	0	0.91	0	0	0.76	0.68	-1	0	0	0.73	0	-1	1	0.83	0	-0.32	0	0	0	0	0
Punjabi	0	9	0	0	21	8	2	0	0	247	0	0	2	2	10	0	3	0	0	0	0
Romanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian: Background Speakers	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	0	0	0	0	0	0	0	0	0	0	0	0	0
Sinhala	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Spanish	0	0	0	0	0	1	0	0	0	-1	0	0	0	0	1	0	0	0	0	0	0
Swedish	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2	0	0	0	0	0	0
Tamil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

### Quantitative/sciences Year 12 subjects/courses

	Marine and Maritime Studies	Materials Design and Technology	Mathematics	Mathematics : Specialist	Modern Greek	Persian: Background Speakers	Physics	Plant Production Systems	Polish	Portuguese	Psychology	Punjabi	Romanian	Russian	Russian: Background Speakers	Serbian	Sinhala	Spanish	Swedish	Tamil	Turkish	
Maltese																						
Marine and Maritime Studies	1																					
Materials Design and Technology	0.28	1																				
Mathematics	0.66	0.45	1																			
Mathematics : Specialist	0.19	-0.99	0.92	1																		
Modern Greek	0	0.3	0.84	0.1491	1																	
Persian: Background Speakers	0	0	0.3	0	0.3	1																
Physics	0	0.4	0.83	0.8	0	0.1	1															
Plant Production Systems	0	0.41	0.3564	0.1190	0.1	0.1	0.3593	1														
Polish	0	0	0.49	0	0	0	0	0.45	1													
Portuguese	0	0	0.43	0	0	0	0	0	0.5	1												
Psychology	0	0	0	0	0	0	0	0	0	0	1											
Punjabi	1	0.52	0.58	0.43	0	0	0.41	0	0	0	0.819	1										
Romanian	2	15	648	6	0	0	41	0	0	0		0	1									
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	1								
Russian: Background Speakers	0	0	-1	0	0	0	1	0	0	0	0	0	0	0	2							
Serbian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1						
Sinhala	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1					
Spanish	0	0	1	-1	0	0	1	0	0	0	1	0	0	0	0	0	0	1				
Swedish	0	0	2	2	0	0	1	0	0	0	1	0	0	0	0	0	0	0	4			
Tamil	0	0	0	0	0	0	0	0	0	0	0	0	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 subject/course combination is indicated under the correlation.

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Ukrainian	Vietnamese	Yiddish
Maltese			
Marine and Maritime Studies			
Materials Design and Technology			
Mathematics			
Mathematics : Specialist			
Modern Greek			
Persian: Background Speakers			
Physics			
Plant Production Systems			
Polish			
Portuguese			
Psychology			
Punjabi			
Romanian			
Russian			
Russian: Background Speakers			
Serbian			
Sinhala			
Spanish			
Swedish			
Tamil			

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Aboriginal Languages of Western Australia	Accounting and Finance	Albanian	Animal Production Systems	Applied Information Technology	Arabic	Armenian	Auslan	Automotive Engineering and Technology	Aviation	Biological Sciences	Bosnian	Building and Construction	Business Management and Enterprise	Career and Enterprise	Chemistry	Chinese: Background Speakers	Chinese: Second Language	Computer Science	Croatian	Design
Turkish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ukrainian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vietnamese	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Yiddish	0	3	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Dutch	Earth and Environmental Science	Engineering Studies	Filipino	Food Science and Technology	French	German	Hebrew	Hindi	Human Biological Science	Hungarian	Indonesian: Background Speakers	Indonesian: Second Language	Integrated Science	Italian	Japanese: Background Speakers	Japanese: Second Language	Khmer	Macedonian	Malay: Background Speakers	Maltese	
Turkish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Ukrainian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vietnamese	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Marine and Maritime Studies	Materials Design and Technology	Mathematics	Mathematics : Specialist	Modern Greek	Persian: Background Speakers	Physics	Plant Production Systems	Polish	Portuguese	Psychology	Punjabi	Romanian	Russian	Russian: Background Speakers	Serbian	Sinhala	Spanish	Swedish	Tamil	Turkish		
Turkish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Ukrainian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vietnamese	0	0	0.96	1	0	0	-1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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



# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Ukrainian	Vietnamese	Yiddish
Turkish			
Ukrainian	0		
Vietnamese	0	1 5	
Yiddish	0	0	0

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

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences and humanities/social sciences TER subjects/courses, 2011

### Quantitative/sciences Year 12 subjects/courses

	Aboriginal Languages of Western Australia	Accounting and Finance	Albanian	Animal Production Systems	Applied Information Technology	Arabic	Armenian	Auslan	Automotive Engineering and Technology	Aviation	Biological Sciences	Bosnian	Building and Construction	Business Management and Enterprise	Career and Enterprise	Chemistry	Chinese: Background Speakers	Chinese: Second Language	Computer Science	Croatian	Design	
Humanities/social sciences Year 12 subjects/courses	Aboriginal and Intercultural Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Ancient History	0.77			0.44						0.75					0.79			0.91		-0.05	
	Children, Family and the Community	0.78			0.44						0.34			0.91	0.88	0.62						0.23
	Dance	0.48			0.28						0.53			-0.09	0.95	0.53						0.43
	Drama	0.68			0.51						0.43			0.83	0.55	0.33			-0.36			0.53
	Economics	0.82			0.72					-0.14	0.79			0.7	0.66	0.79	0.01	0.6	0.73			0.5
	English	0.59		0.66	0.61	0.84				0.45	0.63			0.67	0.71	0.51	0.43	0.37	0.52			0.59
	English as an Additional Language or Dialect	0.63			0.65	0.21					0.55			0.45	0.63	0.47	0.47	-0.11	0.68			0.04
	Geography	0.73			0.74					0.8	0.74			0.56	0.46	0.61			0.82			0.5
	Health Studies	0.38			0.49						0.32			0.91	0.66	0.61						0.37
	Literature	0.45		-1	0.64					-1	0.55			0.61	0.63	0.54		0.03	0.74			0.43
	Media Production and Analysis	0.72			0.55						0.57			0.4	0.43	0.47		0.25	0.59			0.59
	Modern History	0.62			0.6						0.69			0.62	0.55	0.63		0.85	0.67			0.57
	Music	0.24			0.64						0.53			0.88	0.47	0.63	1	0.64	0.36			0.66
	Outdoor Education	0.68			0.55					0.78	0.59					0.58			-1			0.38
	Philosophy and Ethics	1			0.93						0.84					0.49		-1				0.57
	Physical Education Studies	0.58			0.58						0.71			0.72	0.56	0.66		1	-0.1			0.57
	Politics and Law	0.68			0.49						0.74			0.4	0.95	0.66	1	-0.38	0.82			0.36
	Religion and Life	0.57			0.67						0.56			0.31	0.89	0.48			0.39			0.53
		0	139	0	0	160	0	0	0	0	0	143	0	0	34	20	503	0	0	29	0	73

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

Note: Details relating to Japanese: Advanced, Hebrew, Arabic and Modern Greek details are not included as the examinations in these subjects are produced by other Australian states and the subjects have very small candidatures.

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences and humanities/social sciences TER subjects/courses, 2011

### Quantitative/sciences Year 12 subjects/courses

	Dutch	Earth and Environmental Science	Engineering Studies	Filipino	Food Science and Technology	French	German	Hebrew	Hindi	Human Biological Science	Hungarian	Indonesian: Background Speakers	Indonesian: Second Language	Integrated Science	Italian	Japanese: Background Speakers	Japanese: Second Language	Khmer	Macedonian	Malay: Background Speakers	Maltese
Aboriginal and Intercultural Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ancient History	0	1	0	0	0	0.85	1	0	0	0.65	0	0	0	0	0	0	0.76	0	0	0	0
Children, Family and the Community	0	2	0	0	0	10	2	0	0	49	0	0	0	1	1	0	4	0	0	0	0
Dance	0	1	0	0	0.63	1	0	0	0	0.65	0	0	1	3	11	0	3	0	0	0	0
Drama	0	2	0	0	0.84	0.57	0	0	0	0.52	0	0	1	2	0.31	0	0.94	0	0	0	0
Economics	0	3	0	0	11	9	0	0	0	132	0	0	1	2	12	0	3	0	0	0	0
English	0	0.83	0	0	0.63	0.58	-0.52	1	0	0.63	0	0	-0.32	-0.36	0.72	0	0.58	0	0	0	0
English as an Additional Language or Dialect	0	6	3	0	0.6	0.5	0.73	8	0	0.79	0	0.69	5	9	0.33	0	0.58	0	0	0	0
Geography	0	0.54	0.33	0	0.6	0.5	0.73	8	0	0.79	0	0.69	5	9	0.33	0	0.58	0	0	0	0
Health Studies	0	169	189	0	0.59	0.5	0.57	44	0	0.65	0	0.48	3	160	0.63	1	0.44	0	0	0	0
Literature	0	0.74	0	0	0.61	-0.27	0.81	0	0	0.67	0	0.31	40	0.77	0.48	1	0.38	0	0	0	0
Media Production and Analysis	0	3	1	0	16	12	23	0	0	154	0	5	1	13	3	2	21	0	0	0	0
Modern History	0	0.56	0.74	0	0.56	0.72	0.48	0	0	0.72	0	0.3	11	0.62	0.66	1	0.59	0	0	0	0
Music	0	41	28	0	26	31	6	0	0	571	0	0	11	42	15	1	11	0	0	0	0
Outdoor Education	0	0	0	0	1	1	0	0	0	104	0	1	3	0	1	0	5	0	0	0	0
Philosophy and Ethics	0	0.88	0.84	0	0.72	0.55	0.4	1	0	0.59	0	0.41	26	0.83	0.68	0	0.43	0	0	0	0
Physical Education Studies	0	11	8	0	15	157	22	2	0	496	0	1	26	6	63	0	74	0	0	0	0
Politics and Law	0	0.32	1	0	0.57	0.5	0.93	0	0	0.62	0	0.93	3	0.48	0.75	0	0.45	0	0	0	0
Religion and Life	0	8	2	0	26	17	3	0	0	256	0	0	3	23	8	0	13	0	0	0	0
	0	0.26	0.28	0	0.75	0.7	0.64	0	0	0.68	0	-1	0.18	0.59	0.59	0	0.62	0	0	0	0
	0	24	7	0	33	84	14	0	0	868	0	2	15	29	52	0	38	0	0	0	0
	0	0.65	0.82	0	0.08	-0.06	1	0	0	0.59	0	0	0.8	1	0.36	0	0.45	0	0	0	0
	0	4	8	0	6	27	2	0	0	106	0	0	4	2	10	1	12	0	0	0	0
	0	0.67	0.79	0	0.6	0	0	0	0	0.75	0	0	0	0	-0.12	0	-0.06	0	0	0	0
	0	6	7	0	7	1	0	0	0	109	0	0	0	0	7	0	3	0	0	0	0
	0	0	0	0	-1	0.9	0.86	0	0	0.53	0	0	1	0	0.56	0	-0.88	0	0	0	0
	0	0	0	0	2	6	5	0	0	28	0	0	1	0	4	0	3	0	0	0	0
	0	0.59	0.5	0	0.56	0.67	0.58	0	0	0.69	0	0.61	9	0.46	0.19	0	0.72	0	0	0	0
	0	21	13	0	43	18	6	1	0	1117	0	0	9	23	19	0	6	0	0	0	0
	0	-0.22	0	0	0.76	0.71	0.7	0	0	0.7	0	0.21	6	0.47	0.72	0	0.68	0	0	0	0
	0	4	0	0	20	40	4	0	0	241	0	0	6	7	14	0	16	0	0	0	0
	0	0.65	0.05	0	0.81	0.14	0	0	0	0.62	0	0.46	4	0.53	0.63	0	0.59	0	0	0	0
	0	23	38	0	13	39	1	0	0	620	0	0	4	6	102	0	29	0	0	0	0

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

Note: Details relating to Japanese: Advanced, Hebrew, Arabic and Modern Greek details are not included as the examinations in these subjects are produced by other Australian states and the subjects have very small candidatures.

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences and humanities/social sciences TER subjects/courses, 2011

### Quantitative/sciences Year 12 subjects/courses

	Marine and Maritime Studies	Materials Design and Technology	Mathematics	Mathematics : Specialist	Modern Greek	Persian: Background Speakers	Physics	Plant Production Systems	Polish	Portuguese	Psychology	Punjabi	Romanian	Russian	Russian: Background Speakers	Serbian	Sinhala	Spanish	Swedish	Tamil	Turkish	
Aboriginal and Intercultural Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ancient History	0	-1	0.56	1	0	0	0.6	0	0	0	0.82	0	0	0	0	0	0	0	0	0	0	0
Children, Family and the Community	0	0.87	0.62	2	0	0	-1	0	0	0	0.86	0	0	0	0	0	0	0	0	0	0	0
Dance	0	8	219	0	0	0	2	0	0	0	11	0	0	0	0	0	0	0	0	0	0	0
Drama	0	0.67	0.54	1	0	0	0.21	0	0	0	0.8	0	0	0	0	0	0	0	0	0	0	0
Economics	0	10	273	1	0	0	13	0	0	0	13	0	0	0	0	0	0	0	0	0	0	0
English	1	0.18	0.51	0.33	0	0	0.43	0	0	0	0.61	0	0	0	0	0	0	0	0	0	0	0
English as an Additional Language or Dialect	0.57	12	701	10	0	0	62	0	0	0	44	0	0	0	0	0	0	0	0	0	0	0
Geography	0	0.66	0.7	0.68	1	1	0.75	0	0	0	0.79	0	0	0	0	0	0	1	0	0	0	0
Health Studies	0	20	1984	175	0	0	423	0	0	0	148	0	0	0	0	0	0	0	0	0	0	0
Literature	0.57	0.44	0.49	0.42	0	0	0.52	0.68	1	0	0.67	0	0	1	0	0	0	0.95	0	0	0	0
Media Production and Analysis	26	321	10171	827	1	1	2591	45	0	0	584	0	0	0	0	0	0	3	0	0	0	0
Modern History	0	-1	0.34	0.4	0	0	0.45	0	0	0	0.66	0	0	0	0	0	0	0	0	0	0	0
Outdoor Education	0	2	1231	380	0	0	483	0	0	0	179	0	0	0	0	0	0	0	0	0	0	0
Physical Education Studies	0	0.59	0.64	0.65	0	0	0.65	0	0	0	0.72	0	0	0	0	0	0	0	0	0	0	0
Religion and Life	0	36	1782	21	0	0	232	0	0	0	60	0	0	0	0	0	0	0	0	0	0	0
Spanish	0	1	169	0	0	0	5	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0
Tamil	1	0.08	0.45	0.53	0	0	0.58	0	0	0	0.68	0	0	0	0	0	0	1	0	0	0	0
Turkish	2	10	1563	278	1	0	572	0	0	0	62	0	0	1	0	0	0	2	0	0	0	0
Visual Arts	0	0.43	0.5	-1	0	0	0.33	0	0	0	0.65	0	0	0	0	0	0	1	0	0	0	0
Workshop Technology	0	24	789	2	1	0	41	0	0	0	48	0	0	0	0	0	0	0	0	0	0	0
Yr 12 Mathematics	1	0.53	0.58	0.47	0	0	0.57	0	0	0	0.67	0	0	0	0	0	0	0	0	0	0	0
Yr 12 Science	2	19	2186	30	0	0	178	0	0	0	123	0	0	0	0	0	0	0	0	0	0	0
Yr 12 Social Sciences	0	0.53	0.6	0.71	0	0	0.6	0	0	0	0.61	0	0	0	0	0	0	0	0	0	0	0
Yr 12 Visual Arts	0	4	398	48	0	0	119	0	0	0	7	0	0	0	0	0	0	1	0	0	0	0
Yr 12 WorkShop Technology	1	0.42	0.52	-0.64	0	0	0.54	0	0	0	0.7	0	0	0	0	0	0	0	0	0	0	0
Yr 12 Music	0	5	283	3	0	0	24	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0
Yr 12 Ancient History	0	0.65	0.65	-0.19	0	0	0.39	0	0	0	0.66	0	0	0	0	0	0	0	0	0	0	0
Yr 12 Modern History	0	1	110	5	0	0	18	0	0	0	21	0	0	0	0	0	0	0	0	0	0	0
Yr 12 Physical Education Studies	0.93	0.48	0.59	0.34	0	0	0.6	0	0	0	0.54	0	0	0	0	0	0	0	0	0	0	0
Yr 12 Politics and Law	3	0.68	0.6	0.44	0	0	0.75	0	0	0	0.73	0	0	1	0	0	0	0	0	0	0	0
Yr 12 Religion and Life	1	8	778	14	0	0	76	0	0	0	76	0	0	0	0	0	0	0	0	0	0	0
Yr 12 Visual Arts	-0.3	0.19	0.45	0.4	0	0	0.43	0	0	0	0.83	0	0	0	0	0	0	0	0	0	0	0
Yr 12 WorkShop Technology	4	42	1609	117	0	0	353	0	0	0	39	0	0	0	0	0	0	0	0	0	0	0

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

Note: Details relating to Japanese: Advanced, Hebrew, Arabic and Modern Greek details are not included as the examinations in these subjects are produced by other Australian states and the subjects have very small candidatures.

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences and humanities/social sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Ukrainian	Vietnamese	Yiddish
Aboriginal and Intercultural Studies	0	0	0
Ancient History	0	0	0
Children, Family and the Community	0	0	0
Dance	0	0	0
Drama	0	0	0
Economics	0	1 3	0
English	0	0	0
English as an Additional Language or Dialect	0	0.94 4	0
Geography	0	0	0
Health Studies	0	0	0
Literature	0	1	0
Media Production and Analysis	0	0	0
Modern History	0	0	0
Music	0	0	0
Outdoor Education	0	0	0
Philosophy and Ethics	0	0	0
Physical Education Studies	0	0	0
Politics and Law	0	0	0
Religion and Life	0	1	0

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

Note: Details relating to Japanese: Advanced, Hebrew, Arabic and Modern Greek details are not included as the examinations in these subjects are produced by other Australian states and the subjects have very small candidatures.

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences and humanities/social sciences TER subjects/courses, 2011

### Quantitative/sciences Year 12 subjects/courses

	Aboriginal Languages of Western Australia	Accounting and Finance	Albanian	Animal Production Systems	Applied Information Technology	Arabic	Armenian	Auslan	Automotive Engineering and Technology	Aviation	Biological Sciences	Bosnian	Building and Construction	Business Management and Enterprise	Career and Enterprise	Chemistry	Chinese: Background Speakers	Chinese: Second Language	Computer Science	Croatian	Design
Visual Arts	0	0.43 34	0	0	0.65 87	0	0	0	0	0	0.65 118	0	0	0.38 21	0.72 19	0.66 107	-1 2	1	0.75 8	0	0.44 119

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

Note: Details relating to Japanese: Advanced, Hebrew, Arabic and Modern Greek details are not included as the examinations in these subjects are produced by other Australian states and the subjects have very small candidatures.

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences and humanities/social sciences TER subjects/courses, 2011

### Quantitative/sciences Year 12 subjects/courses

	Dutch	Earth and Environmental Science	Engineering Studies	Filipino	Food Science and Technology	French	German	Hebrew	Hindi	Human Biological Science	Hungarian	Indonesian: Background Speakers	Indonesian: Second Language	Integrated Science	Italian	Japanese: Background Speakers	Japanese: Second Language	Khmer	Macedonian	Malay: Background Speakers	Maltese
Visual Arts	0	0.36 10	0.82 4	0	0.45 21	0.54 29	-1 2	0	0	0.57 250	0	0	-0.74 4	0.89 10	0.8 13	0	0.06 24	0	0	0	0

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

Note: Details relating to Japanese: Advanced, Hebrew, Arabic and Modern Greek details are not included as the examinations in these subjects are produced by other Australian states and the subjects have very small candidatures.

# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences and humanities/social sciences TER subjects/courses, 2011

### Quantitative/sciences Year 12 subjects/courses

	Marine and Maritime Studies	Materials Design and Technology	Mathematics	Mathematics : Specialist	Modern Greek	Persian: Background Speakers	Physics	Plant Production Systems	Polish	Portuguese	Psychology	Punjabi	Romanian	Russian	Russian: Background Speakers	Serbian	Sinhala	Spanish	Swedish	Tamil	Turkish	
Visual Arts		0.45	0.48	0.58			0.7				0.61											
	0	51	792	9	0	0	50	0	0	0	48	0	0	0	0	0	0	0	0	0	0	0

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

Note: Details relating to Japanese: Advanced, Hebrew, Arabic and Modern Greek details are not included as the examinations in these subjects are produced by other Australian states and the subjects have very small candidatures.



# School Curriculum and Standards Authority

## Appendix 1 (cont) Intercorrelations\* among quantitative/sciences and humanities/social sciences TER subjects/courses, 2011

Quantitative/sciences Year 12 subjects/courses

	Ukrainian	Vietnamese	Yiddish
Visual Arts	0	0	0

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

Note: Details relating to Japanese: Advanced, Hebrew, Arabic and Modern Greek details are not included as the examinations in these subjects are produced by other Australian states and the subjects have very small candidatures.