



Curriculum Council
Government of Western Australia

Secondary Education Statistics
(Years 11 and 12)
2003

Secondary Education Statistics (Years 11 and 12) 2003

Produced June 2004

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SECONDARY EDUCATION STATISTICS

(Years 11 and 12)

2003

SECTION 1

GENERAL

Certification of Post-compulsory Student Achievement in 2003

Upper Secondary Schools and Student Information

Certification and Western Australian Certificate of Education

Full Fee Paying Overseas Students

Aboriginal and Torres Strait Islander Students

Abbreviations used in section:

- * TAFE refers to Technical and Further Education.
- * TEE refers to Tertiary Entrance Examination.
- * TER refers to Tertiary Entrance Rank.

SECTION 2

YEAR 11 SUBJECT STATISTICS

Abbreviations used in section:

- * **SWL Generic Skills** refers to **Structured Workplace Learning Generic Skills.**
- * **CCAFL** refers to **Collaborative Curriculum and Assessment Framework for Languages.**
- * **TAFE** refers to **Technical and Further Education.**

SECTION 3

YEAR 12 SUBJECT STATISTICS

Abbreviations used in section:

- * **CCAFL refers to Collaborative Curriculum and Assessment Framework for Languages.**
- * **SWL refers to Structured Workplace Learning.**
- * **TAFE refers to Technical and Further Education.**
- * **TEE refers to Tertiary Entrance Examination.**

SECTION 4

TERTIARY ENTRANCE EXAMINATIONS (TEE)

Tertiary Entrance Examination - Explanation of Marks

Candidate Information

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Full Fee Paying Overseas Students

Abbreviations used in section:

- * **ESL refers to English as a Second Language.**
- * **LOTE refers to Languages other than English.**
- * **TEE refers to Tertiary Entrance Examination.**

SECTION 5

VOCATIONAL EDUCATION AND TRAINING (VET)

This section contains data relating to Year 11 and Year 12 students who successfully completed Units of Competency/National Training Modules and/or studied Structured Workplace Learning Subjects.

Data relating to students who studied Vocational Subjects can be found in Sections 2 and 3.

Abbreviations used in this section:

- * ANTA refers Australian National Training Authority.**
- * SWL refers to Structured Workplace Learning.**
- * TAFE refers to Technical and Further Education.**

SECTION 6

SECONDARY STUDENT PROGRESSION AND RETENTION RATES

SELECTED YEARS

This section contains the number of full-time students in Years 7 to 12 and the full-time secondary student progression and retention rates for Years 8 to 12, for selected years.

The figures were provided by the Information Services Branch of the Department of Education and Training.

Certification of Post-compulsory Student Achievement in 2003

In 2003, the Curriculum Council continued to issue the *Statement of Results* to all Year 11 and Year 12 students who completed either an upper school Curriculum Council subject or a Unit of Competency/National Training Module. In addition, those Year 12 students who met the requirements were issued with the *Western Australian Certificate of Education (WACE)*.

Statement of Results for Year 12 Students

Statements of Results were issued to all Year 12 students who had achieved at least one Unit of Competency/National Training Module or a Curriculum Council subject. The *Statement of Results* was issued to 20337 (9780 males and 10557 females) 2003 Year 12 students.

The *Statement of Results* recorded the following:

- (a) Grades achieved in Year 11 and Year 12 Curriculum Council subjects (A, B, C, D or E).
- (b) Achievement of Units of Competency/National Training Modules and the name of the relevant Registered Training Organisation/Registered Training Provider. The number of Vocational Education and Training (VET) subject equivalents were also indicated. Some students received a grade for their performance when studying Units of Competency/National Training Modules.
- (c) Achievement of a WACE
- (d) Achievement of Curriculum Council English language competence.
- (e) Completion of Murdoch University units.
- (f) Results in Tertiary Entrance Examination subjects.
- (g) Achievement of Exhibitions and Awards.

Details relating to each item which appears on the *Statement of Results* are given below.

Grades in Curriculum Council Subjects

Curriculum Council subjects were certificated on the *Statement of Results*. Full year Curriculum Council subjects typically have been studied for at least 110 hours. In order to provide a sound basis for standards-referenced assessment, materials for Curriculum Council subjects included a syllabus statement with:

- either objectives or outcomes stated in behavioural terms;
- either an Assessment Structure or a Common Assessment Framework; and
- either a set of grade-related descriptors or performance criteria.

The Curriculum Council moderated the grades in its subjects (eg by visitation or consensus) to ensure comparability of grades from school to school.

The grades awarded at the conclusion of a subject were based on each student's performance as judged by reference to the grade-related descriptors or grading algorithm. The grades may be interpreted as follows:

- Grade A indicates 'Very High Achievement'
- Grade B indicates 'High Achievement'
- Grade C indicates 'Satisfactory Achievement'
- Grade D indicates 'Limited Achievement'
- Grade E indicates 'Inadequate Achievement'.

Structured Workplace Learning

Structured Workplace Learning subjects provided students the opportunity to develop skills in the workplace and obtain grades contributing to the *Western Australian Certificate of Education*.

For the *Western Australian Certificate of Education*, students could only obtain recognition for one Stage 1 Introduction to Workplace Learning subject and one Stage 2 Industry-specific Workplace Learning subject.

Units of Competency (competencies)/National Training Modules (modules)

Units of Competency (competencies)/National Training Modules (modules) were available for a range of industry areas. These competencies/modules were included in schools' Year 11 and Year 12 programs. Students who demonstrated or met the required outcomes for the competencies/modules, through a school which was accredited to run them, had the achievement recorded on their *Statements of Results*. From 2000, the name and code of the Registered Training Organisation (RTO) responsible for assessing the competency/module has also been recorded.

From 2002, following the signing of the Joint Ministerial Policy Statement in regard to the future policy directions for VET in schools, the Curriculum Council has issued certificates to students who completed negotiated competencies/modules through a school with Registered Training Provider status (there were 23 such schools in 2002 and 19 in 2003). The name and code of the Registered Training Provider (RTP) was recorded on these students' *Statements of Results*. The Curriculum Council issued 181 full qualifications to 149 Year 12 students and 837 partial qualifications to 590 Year 12 students. Also, the Curriculum Council issued 61 full qualifications to 57 Year 11 students and 1240 partial qualifications to 976 Year 11 students.

The achievement of competencies/modules was recognised by the Curriculum Council for the *Statement of Results* and *Western Australian Certificate of Education* in two categories. The first category includes those which were studied as part of a Curriculum Council subject (ie embedded/integrated competencies/modules). The second category is where a student studied a competency/module in addition to Curriculum Council subjects (ie stand alone/non-embedded competency/module).

Stand alone/non-embedded competencies/modules successfully completed by students were grouped by the Curriculum Council into 55 hour or 110 hour blocks (using approved notional hours) to form half and full subject equivalents respectively. Competencies/modules from any industry area were grouped by the Curriculum Council to form Vocational Education and Training (VET) subject equivalents. These VET subject equivalents contributed towards the *Western Australian Certificate of Education*. Students who successfully completed competencies/modules that represented subject equivalents had the number of subject equivalents indicated on their *Statement of Results*.

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

In 2003, there were six schools that were involved in the WA Graded performance pilot in the industry areas of Hospitality, Information Technology and Business Services. These schools were required to provide a graded result for their Year 11 and Year 12 students when studying Units of Competency/National Training Modules. The grades were reported on the students' *Statements of Results*.

Western Australian Certificate of Education

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

- complete at least ten full year (or equivalent) Curriculum Council subjects* ;
- obtain an average grade of C or better in at least eight full year (or equivalent) Curriculum Council subjects** . At least four of these subjects must be at Year 12 level; and
- achieve Curriculum Council English language competence.

* Up to 40% of a student's program of study (ie 4 out of 10 full year subjects) for meeting the subject completion requirement may comprise Vocational Education and Training (VET) subject equivalents.

** Up to 25% (ie 2 out of 8 full year subjects) for meeting the C grade or better requirement may comprise VET subject equivalents. The inclusion of the VET subject equivalents for meeting WACE requirements applies to stand alone Units of Competency/National Training Modules successfully completed by Year 11 and Year 12 students from 1999.

Students who completed Year 12 and met the above requirements were issued with the *Western Australian Certificate of Education (WACE)*. *Western Australian Certificates of Education* were issued to 17396 (8200 males and 9196 females) 2003 Year 12 students.

English Language Competence

To achieve Curriculum Council English language competence students must have received a grade of C or better in one of the following Year 12 Curriculum Council subjects:

- English
- English Literature
- English as a Second Language
- Senior English
- Vocational English.

Alternatively, students who completed one of the above subjects and were enrolled in another Curriculum Council accredited subject may have sat for the Curriculum Council English Language Competence Test. A pass satisfied the English language competence requirement.

Units Completed at Murdoch University

The Curriculum Council continued to include successful completion of university units on students' *Statements of Results*. In 2003, seven schools advised the Curriculum Council of the students who had successfully completed two units being offered at Murdoch University. These units were as follows: Introduction to Economics (C161) and Interactions of Society and Technology (A1151). The code and name of the unit was recorded on the 47 Year 12 students' *Statement of Results*.

Tertiary Entrance Examination Results

The following information was listed for each Tertiary Entrance Examination subject:

- school assessment
- raw examination mark
- scaled mark (except in the case of English as a Second Language)
- decile place (except in the case of English as a Second Language).

Exhibitions and Awards

The Curriculum Council granted the following awards:

- Beazley Medal: TEE
- Beazley Medal: VET
- General Exhibitions
- Subject Exhibitions
- Certificates of Distinction
- Certificates of Excellence
- Special General Awards
- Special Subject Awards
- Special Certificates of Distinction.

Statement of Results for Year 11 Students

Statements of Results were issued to 22493 (11168 males and 11325 females) Year 11 students who completed either at least one Curriculum Council subject or at least one competency/module in 2003. The *Statements of Results* were sent to schools in March 2004 and staff at these schools were asked to distribute them to their students.

Secondary Education Statistics (Years 11 and 12) 2003

Information is provided on the participation and achievement of students in Curriculum Council approved subjects in 2003.

The statistics presented are based upon information provided by government and non-government schools. Students who completed at least one approved Curriculum Council subject and who were awarded a grade of achievement in that subject are included in the statistics. Students who successfully completed Units of Competency/National Training Modules are also included in the statistics.

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

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Tertiary Entrance Examination - Explanation of Marks

The steps by which a scaled mark is reached for a Year 12 Tertiary Entrance Rank Subject are detailed below. The scaled mark is the one that appears on the Statement of Results sent to examination candidates and is the mark which is used to calculate a Tertiary Entrance Rank.

1. SCHOOL-BASED MARKS

At the end of the year teachers use information based upon such things as semester examinations, classroom tests, class work, research assignments and practical work to summarise each student's performance.

(i) Grades

Grades of A, B, C, D or E are awarded by schools in accordance with procedures established by the Curriculum Council. These procedures help ensure that the grades are comparable between schools.

(ii) School Assessment/School Marks

School Assessments are numerical marks in the range of 0 to 100 awarded to students and are submitted by teachers for each Tertiary Entrance Examination subject.

Statistical Moderation of School Assessments

It is likely that there will be some differences in the ways that teachers in different schools award school assessments. To adjust for these differences, the standardised examination marks are used to moderate school assessments so that marks given by different teachers are comparable.

After the moderation process has been carried out students can be confident that the resulting mark (called the moderated school assessment) can be directly compared with the moderated school assessments of students from other schools in the same subject.

It is to be expected that assessment marks awarded by a school will change as a consequence of moderation; however, moderation never alters a student's relative position in the school/subject group.

The moderated school assessments are standardised using the same procedure which is used to standardise the raw examination marks.

2. EXAMINATION MARKS

Raw Examination Mark

Each student enrolled in a Tertiary Entrance Examination subject is eligible to sit for the Tertiary Entrance Examination (TEE) in that subject.

Students' answers to written examination questions are marked by two qualified markers independently under the supervision of a Chief Marker. The overall mark obtained by the student on the examination is recorded as a mark out of 100. It is referred to as the *Raw Examination Mark*.

Standardisation of Examination Marks

The raw examination marks for each subject are adjusted so that they indicate students' relative positions in the whole group taking the examination. For example, after standardisation a mark, say 75, in any examination has the same (standard) meaning as the same mark in any other examination. A standardised mark of 75 means that the student's performance in the examination is better than 90% of the students attempting the examination.

3. COMBINED MARK

The Curriculum Council believes that a better indicator of a student's past performance and potential for future success is provided by a mark which represents a combination of the examination mark and the moderated school assessment.

The combined mark is obtained by taking the average of the standardised examination mark and the standardised moderated school assessment.

4. DECILE PLACE

The decile place of a student's combined mark is indicated by a number from 1 to 10 and gives an indication of how well the student performed in comparison to all students in the subject. For example:

- 1 indicates the student is in the top 10% of students in the subject.
- 2 indicates the student is in the second 10% of students in the subject.

5. SCALING

(i) Method of Scaling

Scaling adjusts for differences in difficulty between subjects and aims to ensure that students are not disadvantaged by their subject choice. The Average Marks Scaling (AMS) method is used jointly by the Curriculum Council and the Tertiary Institutions Service Centre to adjust combined marks onto a common scale.

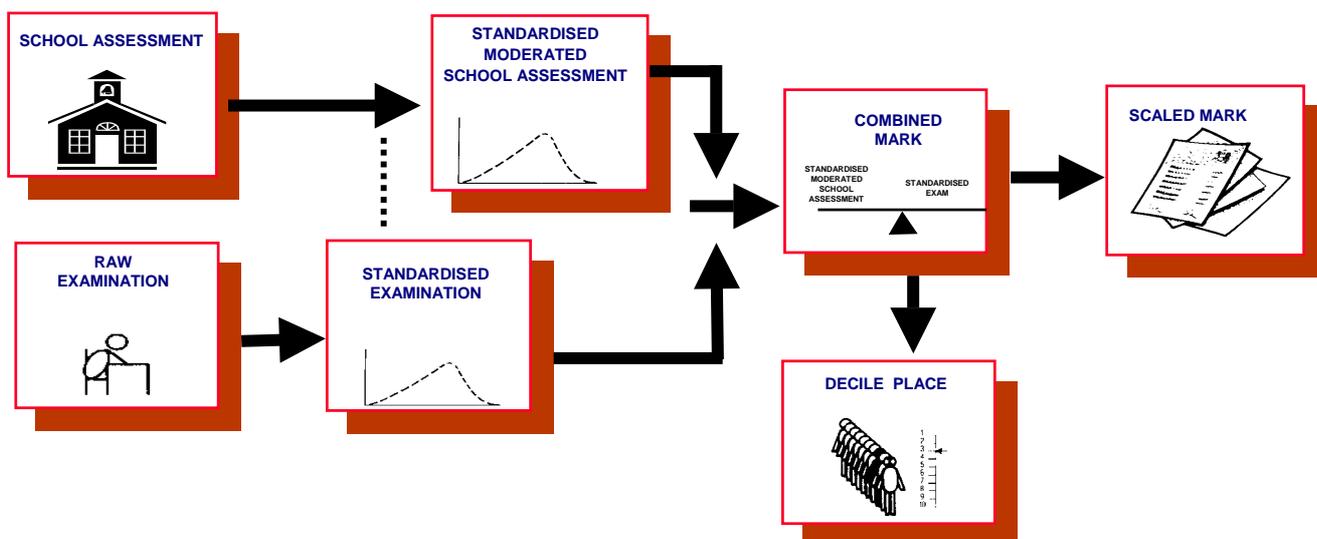
The AMS method uses the information provided by students' combined marks to compare the abilities of groups of students studying each subject. This information is used to scale the marks of all subjects.

(ii) Scaled Marks

Marks for Tertiary Entrance Rank Subjects are scaled so that marks in different subjects can be compared with each other, and can be added together to calculate Tertiary Entrance Ranks.

Scaled marks are obtained by using the information obtained from the Average Marks Scaling (AMS) method to adjust the combined marks for a subject according to the ability of the students sitting the examination.

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



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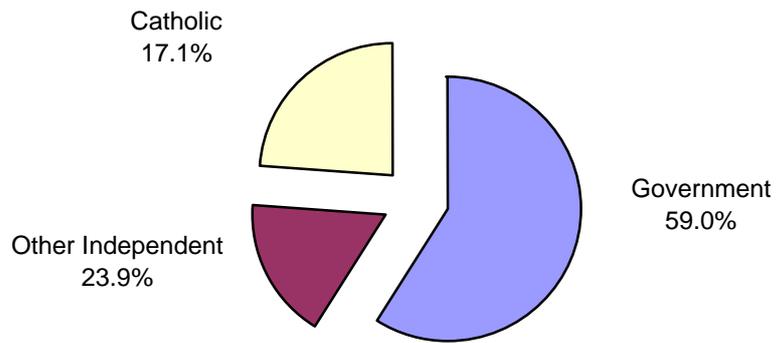
Table 1.1 Number of Schools with Students Enrolled in Upper Secondary Subjects, by School Sector, 2003

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government*	118	124	128
Catholic	36	37	37
Other Independent**	49	48	52
Total	203	209	217

* This category includes secondary students studying at TAFE institutions.

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

Figure 1.1 Percentage of Upper Secondary Schools in each School Sector, 2003



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Table 1.2 Number of Students* in Year 11 and Year 12 by School Sector, 2003

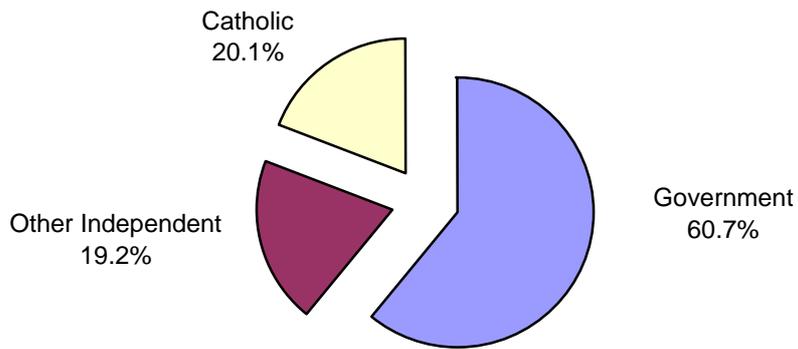
School Sector	Year 11 Students	Year 12 Students	All Students
Government**	13558	12353	25911
Catholic	4665	3904	8569
Other Independent***	4195	3984	8179
Total	22418	20241	42659

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

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

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

Figure 1.2 Percentage of Year 11 and Year 12 Students by School Sector, 2003



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Table 1.3 Number of Year 12 Students who Completed Wholly School-assessed Subjects only, 1-3 TEE Subjects and 4 or more TEE Subjects, by School Sector, by Sex, 2003

School Sector	Sex of Student	Wholly School-assessed Subjects Only	1 - 3 TEE Subjects	4+ TEE Subjects	Total
Government*	Male	2201	1066	2661	5928
	Female	2126	1098	3201	6425
	Persons	4327	2164	5862	12353
Catholic	Male	547	231	1104	1882
	Female	450	193	1379	2022
	Persons	997	424	2483	3904
Other Independent**	Male	250	188	1476	1914
	Female	264	133	1673	2070
	Persons	514	321	3149	3984
All Schools	Male	2998	1485	5241	9724
	Female	2840	1424	6253	10517
	Persons	5838	2909	11494	20241
	Persons Percentage	28.8%	14.4%	56.8%	

* This category includes secondary students studying at TAFE institutions.

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

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Table 1.4 Composition of Year 12 Cohorts, 2002 - 2003

Category of Students	Year							
	2002				2003			
	Male	Female	Persons	%*	Male	Female	Persons	%*
"Repeating" Students**	352	328	680	3.4	385	358	743	3.7
"Re-entry" Students***	62	47	109	0.5	86	103	189	0.9
Mature-age Students****	260	312	572	2.9	262	330	592	2.9
Students who sat for four or more Tertiary Entrance Rank (TER) subjects*****	4569	5838	10407	52.8	4709	5804	10513	51.9
Students who sat for three or fewer TER subjects*****	4103	3906	8009	40.6	4335	3964	8299	41.0
Number of Year 12 students completing approved Year 12 subjects	9306	10405	19711		9724	10517	20241	

* The percentage of the number of Year 12 students who completed approved Year 12 subjects. For a given year, the addition of the percentages is greater than 100 per cent as the categories used are not independent. That is, some "re-entry" students could also be classified as mature-age students. These students would have been counted in both categories.

** "Repeating" students are Year 12 students who repeat at least one Curriculum Council approved Year 12 subject in which they had a grade in the previous year. For example a student who repeated Year 12 Chemistry in 2003 received a grade in it in 2002.

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

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

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

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Table 1.5 Combinations of Year 11 and Year 12 Subjects* Completed in 2003

		Sex of Student	Number of Year 12 Subjects Completed							
			0	1	2	3	4	5	6	7 or More
Number of Year 11 Subjects Completed	0	Male	0	158	175	202	589	2961	4095	534
		Female	0	188	254	171	579	3850	3651	472
		Persons	0	346	429	373	1168	6811	7746	1006
	1	Male	224	21	19	38	180	374	172	44
		Female	236	35	13	37	221	548	264	37
		Persons	460	56	32	75	401	922	436	81
	2	Male	158	21	12	33	71	28	4	0
		Female	121	14	13	28	70	61	11	0
		Persons	279	35	25	61	141	89	15	0
	3	Male	185	27	9	20	6	0	0	0
		Female	131	29	15	29	9	5	2	0
		Persons	316	56	24	49	15	5	2	0
	4	Male	361	136	56	3	0	0	0	0
		Female	296	153	61	3	1	0	0	0
		Persons	657	289	117	6	1	0	0	0
	5	Male	1678	428	31	0	1	0	0	0
		Female	1642	649	28	0	0	0	0	0
		Persons	3320	1077	59	0	1	0	0	0
	6	Male	7112	76	0	0	0	0	0	0
		Female	7365	93	1	0	0	0	0	0
		Persons	14477	169	1	0	0	0	0	0
	7 or More	Male	582	14	1	0	0	0	0	0
		Female	425	9	0	0	0	0	0	0
		Persons	1007	23	1	0	0	0	0	0

Population is all Year 11 and Year 12 students who completed at least one full year subject or equivalent.

* A completed subject means a full year subject or equivalent. For example two half year subjects are equivalent to one full year subject.

Curriculum Council

Table 1.6 'Typical' School Students* Achieving a Western Australian Certificate of Education (WACE) in 2003

Category of Students	Male	Female	Persons	Percentage of Eligible Cohort
Eligible for a Western Australian Certificate of Education (WACE)	8329	8952	17281	100.0%
Achieving a WACE	7656	8547	16203	93.7%
Not Achieving a WACE only on the English Language Competence Criterion	44	21	65	0.4%
Not Achieving a WACE on the Grade Criterion	629	384	1013	5.9%

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

Curriculum Council

Table 1.7 Number of Exhibitions and Awards Granted in 2003

Type of Award	Male	Female	Number Awarded
Beazley Medal : TEE	1	0	1
Beazley Medal : VET	1	0	1
General Exhibition	22	18	40
Subject Exhibition: TER Subject	9	18	28*
Subject Exhibition: Wholly School-assessed Subject	9	11	21*
Special Subject Award: TER Subject	1	3	4
Certificate of Distinction: TER Subject	92	111	259*
Certificate of Distinction: Wholly School-assessed Subject	25	52	83*
Special Certificate of Distinction: TER Subject	7	15	23*
Special Certificate of Distinction: Wholly School-assessed Subject	1	10	11
Certificate of Excellence	235	365	600

* The number awarded does not equal the addition of the number of male and female award recipients. This is because a student may have received more than one award.

Beazley Medal:TEE	was awarded to the highest ranked eligible student with a General Exhibition.
Beazley Medal:VET	was awarded to the eligible student who had demonstrated the best results in a vocational program.
General Exhibitions	were awarded to the top 40 eligible students based on the Curriculum Council Award Score.
Subject Exhibitions: TER Subjects	were awarded to the eligible student who obtained the highest raw examination mark in each Tertiary Entrance Rank Subject.
Subject Exhibitions: Wholly School-assessed Subjects	were awarded to the eligible student who was the top student in the subject for the award of the Certificate of Distinction for wholly school-assessed subjects.
Certificates of Distinction: TER Subjects	were awarded to the eligible students in the top 0.5% of the candidates or the top two candidates (whichever was the greater) in a Tertiary Entrance Rank Subject which had 100 or more candidates sitting the examination. The determination is based on the 'combined mark'.
Certificates of Distinction: Wholly School-assessed Subjects	were awarded to the eligible students in the top 0.5% of students in Year 12 wholly school-assessed subjects with an enrolment greater than 100. Selection was by panels appointed by Curriculum Council from nominations by schools.
Certificates of Excellence	were awarded to students who obtained at least ten grades of A in year-long (or equivalent) Curriculum Council subjects, nine A grades in year-long Curriculum Council subjects if they have one VET subject equivalent or eight A grades in year-long Curriculum Council subjects if they have two or more subjects equivalents in their last two consecutive years of post-compulsory secondary education in Western Australia.
Special Awards	were given to students who met the award conditions but failed to meet the eligibility criteria such as residency, for example.

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

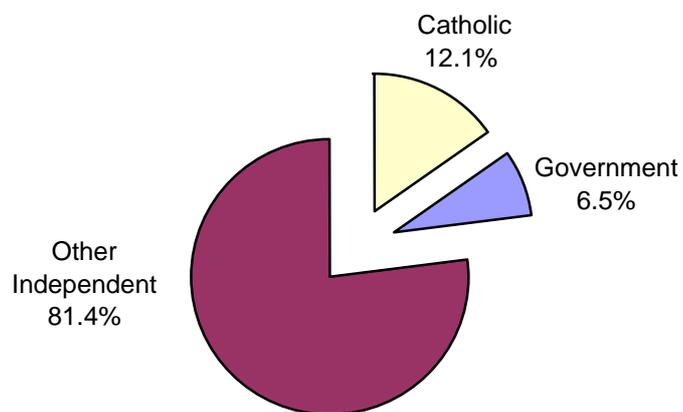
Curriculum Council

Table 1.8 Number of Full Fee Paying Overseas Students* in Year 11 and Year 12 by School Sector, 2003

School Sector	Year 11 Students	Year 12 Students	All Students
Government	27	32	59
Catholic	57	54	111
Other Independent	263	481	744
Total	347	567	914

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

Figure 1.3 Percentage of Year 11 and Year 12 Full Fee Paying Overseas Students* by School Sector, 2003



Curriculum Council

Table 1.9 Number of Full Fee Paying Overseas Students* Achieving a Western Australian Certificate of Education (WACE) in 2003

Category of Students	Male	Female	Persons	Percentage of Eligible Cohort
Eligible for a Western Australian Certificate of Education (WACE)	145	126	271	100.0%
Achieving a WACE	116	116	232	85.6%
Not Achieving a WACE only on the English Language Competence Criterion	2	1	3	1.1%
Not Achieving a WACE on the Grade Criterion	27	9	36	13.3%

* These students are identified through the enrolment process as per their entry visa category. Non-Australian citizens attending Sunway College (Malaysia), Methodist College (Malaysia), Bina Nusantara High School (Indonesia) or St Francis Methodist School (Singapore) were also classified as full fee paying overseas students.

Curriculum Council

Table 1.10 Number of Aboriginal and Torres Strait Islander Students* Achieving a Western Australian Certificate of Education (WACE), 2002 - 2003

School Sector	Year	
	2002	2003
Government	158	144
Catholic	46	58
Other Independent	21	22
Total	225	224

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

Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2003

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
ENGLISH								
English	5	73	4	2	32	41	0	157
English (Part A)	0	2	2	0	1	0	0	5
English (Part B)	0	2	2	0	1	0	0	5
English as a Second Language	1	14	1	0	12	13	1	42
English Literature	1	56	4	1	32	33	0	127
Media Studies	2	33	3	0	7	12	0	57
Media Studies (Part A)	0	2	1	0	0	0	0	3
Media Studies (Part B)	0	2	0	0	0	0	0	2
Senior English	8	74	2	1	32	37	0	154
Senior English (Part A)	0	3	3	0	1	0	0	7
Senior English (Part B)	0	3	4	0	1	0	0	8
HEALTH AND PHYSICAL EDUCATION								
Early Childhood Studies	1	36	2	0	25	14	0	78
Early Childhood Studies (Part A)	0	2	2	1	0	0	0	5
Early Childhood Studies (Part B)	0	3	2	1	0	0	0	6
Health Studies	0	24	1	1	0	1	0	27
Health Studies (Part A)	0	1	3	0	0	0	0	4
Health Studies (Part B)	0	1	3	0	0	0	0	4
Independent Living	2	29	2	0	12	8	0	53
Independent Living (Part A)	0	2	2	0	0	1	0	5
Independent Living (Part B)	0	2	2	0	0	0	0	4
Outdoor Education	3	42	2	0	13	10	0	70
Outdoor Education (Part A)	0	0	2	0	0	0	0	2
Outdoor Education (Part B)	0	0	2	0	0	0	0	2
Physical Education Studies	2	63	3	0	23	27	0	118
Physical Education Studies (Part A)	0	1	4	0	0	0	0	5
Physical Education Studies (Part B)	0	2	4	0	0	0	0	6
LANGUAGES OTHER THAN ENGLISH								
Arabic (CCAFL)	0	0	0	0	0	1	0	1
Chinese: Second Language	0	3	0	0	0	5	0	8
French	0	12	0	1	7	21	0	41
French for Beginners	0	1	0	1	0	0	0	2
German	0	7	0	0	0	5	0	12
Hebrew (CCAFL)	0	0	0	0	0	1	0	1
Indonesian for Beginners	0	0	1	0	0	1	0	2
Indonesian: Second Language	0	7	1	1	10	15	1	35
Italian	0	16	0	1	18	4	0	39
Italian for Beginners	0	4	1	0	2	0	0	7
Japanese for Beginners	0	4	1	0	0	0	0	5
Japanese for Beginners (Part A)	0	1	0	0	0	0	0	1
Japanese: Second Language	0	23	1	0	12	15	0	51

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

Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2003 (Cont)

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
MATHEMATICS								
Foundations of Mathematics	5	75	2	2	33	41	1	159
Foundations of Mathematics (Part A)	0	3	4	0	1	1	0	9
Foundations of Mathematics (Part B)	0	1	4	0	1	1	0	7
Geometry and Trigonometry	1	64	5	1	32	37	1	141
Introductory Calculus	2	75	5	1	33	42	1	159
Mathematics in Practice	8	76	1	1	32	38	0	156
Mathematics in Practice (Part A)	0	4	4	0	1	1	0	10
Mathematics in Practice (Part B)	0	5	4	0	2	1	0	12
SCIENCE								
Biology	0	58	5	1	25	30	1	120
Biology (Part A)	0	1	0	0	0	0	0	1
Chemistry	2	74	5	1	33	41	1	157
Geology	0	3	0	0	0	1	0	4
Human Biology	3	73	5	1	34	39	0	155
Physical Science	0	16	1	0	5	4	0	26
Physics	0	71	1	1	33	41	1	148
Physics (Part A)	0	1	4	0	0	0	0	5
Physics (Part B)	0	1	4	0	0	0	0	5
Senior Science	4	59	1	0	27	22	0	113
Senior Science (Part A)	0	1	4	0	0	1	0	6
Senior Science (Part B)	0	2	4	0	0	0	0	6
SOCIETY AND ENVIRONMENT								
Ancient History	0	5	0	0	0	7	0	12
Australian Studies	0	0	1	0	0	0	0	1
Beliefs and Values	0	0	0	0	1	1	0	2
Beliefs and Values (Part A)	0	0	0	0	1	0	0	1
Beliefs and Values (Part B)	0	0	0	0	0	1	0	1
Economics	0	61	5	1	30	32	1	130
Geography	2	73	1	1	34	39	0	150
Geography (Part A)	0	2	4	0	0	0	0	6
Geography (Part B)	0	1	4	0	0	0	0	5
History	2	66	5	1	34	38	0	146
History (Part A)	0	1	2	0	0	0	0	3
Law	0	2	1	0	2	0	0	5
Law (Part A)	0	0	1	0	0	0	0	1
Political and Legal Studies	0	25	4	0	16	19	0	64
Political and Legal Studies (Part A)	0	0	1	0	0	0	0	1
Practical Geography	0	4	1	0	1	0	0	6
TECHNOLOGY AND ENTERPRISE								
Accounting	0	46	5	1	27	25	1	105
Administrative Systems	0	5	1	0	1	0	0	7

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

Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2003 (Cont)

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
TECHNOLOGY AND ENTERPRISE (Cont)								
Aeronautics	0	5	0	0	0	0	0	5
Animal Production and Marketing	0	8	0	0	1	0	0	9
Animal Production and Marketing (Part A)	0	2	0	0	0	0	0	2
Applied Technology	0	1	0	1	4	4	0	10
Automotive Workshop	1	27	2	1	1	2	0	34
Automotive Workshop (Part A)	0	5	1	0	0	0	0	6
Building and Construction	1	20	2	0	2	0	0	25
Building and Construction (Part A)	0	4	0	1	0	0	0	5
Business Information Technology	2	51	3	0	18	6	0	80
Digital Media	3	49	5	0	28	22	0	107
Fabrics, Design and Technology	0	6	2	0	1	4	0	13
Farm Practice	0	5	0	0	1	0	0	6
Food Technology	0	3	2	0	1	3	0	9
Furniture Design and Technology	8	58	3	0	23	21	0	113
Furniture Design and Technology (Part A)	0	2	0	0	0	0	0	2
Graphics Technology	0	5	0	0	0	3	0	8
Information Systems	0	28	3	0	13	14	1	59
Management and Marketing	0	4	0	0	7	3	0	14
Metals Technology	2	38	1	0	10	8	0	59
Metals Technology (Part A)	0	4	0	0	0	0	0	4
Nautical Studies	0	5	1	0	0	1	0	7
Personal Information Technology	2	42	3	1	9	13	0	70
Plant Production and Marketing	0	7	0	0	1	0	0	8
Plant Production and Marketing (Part A)	0	2	0	0	0	0	0	2
Small Business Management and Enterprise	0	31	2	0	5	7	0	45
Small Business Management and Enterprise (Part A)	0	0	0	0	0	1	0	1
Systems Technology	0	17	2	0	3	3	0	25
Technical Graphics	1	44	2	1	17	11	0	76
Technical Graphics (Part A)	0	1	0	0	0	0	0	1
Visual Communication - Photography	1	48	4	0	3	9	0	65
THE ARTS								
Art	1	62	5	1	30	33	0	132
Art and Design	6	75	6	1	34	38	1	161
Art and Design (Part A)	0	1	1	0	0	0	0	2
Ballet Studies	0	1	0	0	0	1	0	2
Dance Studies	1	41	3	0	3	3	0	51
Drama	1	58	4	0	25	30	0	118
Drama (Part A)	0	2	1	0	0	0	0	3
Drama Studies	0	53	5	0	24	29	1	112
Music	1	35	1	0	20	20	0	77
Music in Society	1	31	3	0	16	8	0	59
Music in Society (Part A)	0	2	0	0	0	0	0	2

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

Curriculum Council

Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2003 (Cont)

Subjects within Industry Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
VOCATIONAL EDUCATION								
ACROSS INDUSTRY STUDIES								
Career and Industry Awareness	8	37	3	4	6	11	0	69
SWL Generic Skills	15	83	5	16	36	36	0	191
Vocational English	11	67	4	3	15	6	0	106
Vocational Mathematics	8	44	4	3	8	4	0	71
Work Studies	4	57	1	2	26	16	0	106
Work Studies (Part A)	0	2	2	0	0	0	0	4
Work Studies (Part B)	0	2	2	0	0	0	0	4
ARTS AND RELATED TECHNOLOGIES								
Audio Visual Production - Radio	0	4	1	0	0	0	0	5
Audio Visual Production - Video	0	5	2	0	0	0	0	7
Video Production - TV Studio	0	5	1	0	0	0	0	6
Video Production - Video Location	0	5	1	0	0	0	0	6
BUILDING AND CONSTRUCTION								
Workplace Communication and Organisation	0	1	0	0	0	0	0	1
BUSINESS AND CLERICAL								
Business Financial Management	0	8	0	0	1	0	0	9
Computer Fundamentals	6	31	4	0	2	3	0	46
Computerised Accounting	0	2	0	0	1	0	0	3
Financial Procedures and Records Mangt	1	10	1	1	2	0	0	15
Introduction to Workplace Skills	0	3	0	1	0	0	0	4
Keyboard Operations - Application	0	8	1	1	0	3	0	13
Keyboard Operations - Technique	1	8	2	1	2	2	0	16
Office Administration	0	11	1	2	1	0	0	15
Politics, Law and the Workplace	0	0	0	0	0	1	0	1
ELECTRICAL/ELECTRONICS								
Electrical Foundations	0	0	0	0	1	0	0	1
Test Equipment and Power Supplies	0	0	0	0	1	0	0	1
Workshop Practice and Electrical Fab	0	1	0	0	0	0	0	1
HEALTH AND COMMUNITY SERVICES								
Child Care	0	10	0	0	0	0	0	10
The Study of Teaching	0	3	0	0	0	0	0	3
Vocational Community Networking 1	0	6	0	0	0	0	0	6
Vocational Community Networking 2	0	6	0	0	0	1	0	7

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

Curriculum Council

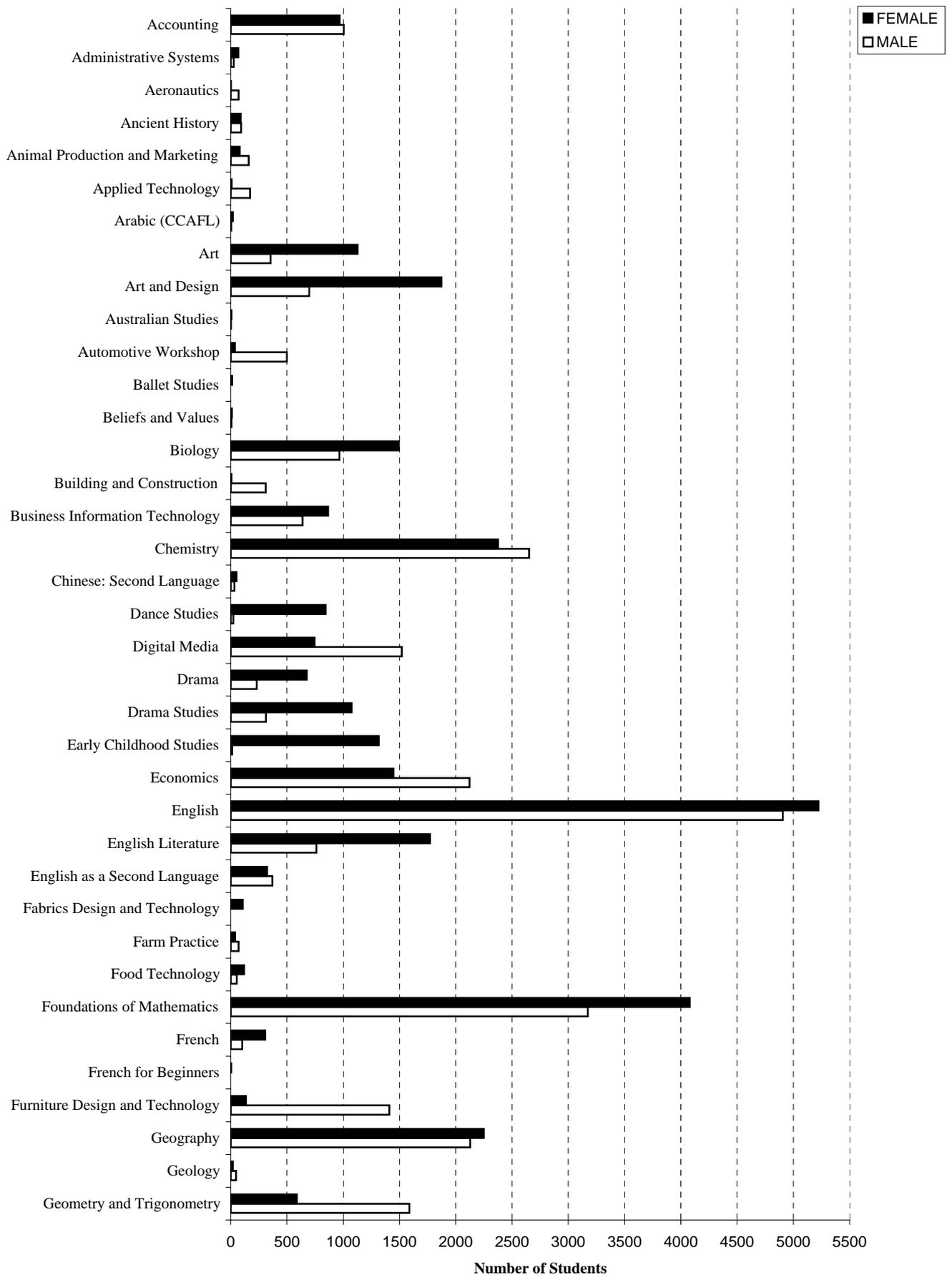
Table 2.1 Number of Schools Offering Year 11 Subjects By School Type, 2003 (Cont)

Subjects within Industry Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
VOCATIONAL EDUCATION (Cont)								
HOSPITALITY TRAVEL AND TOURISM								
Aspects of the Tourism Industry (Part A)	2	28	3	1	2	1	0	37
Aspects of the Tourism Industry (Part B)	0	23	3	1	1	1	0	29
Catering	1	30	2	0	1	2	0	36
Computer Fund. for Hospitality & Tourism	0	7	0	1	0	0	0	8
Food Production	4	55	2	1	15	15	0	92
Food Science and Nutrition	0	2	0	0	0	1	0	3
Workplace and Health Issues	1	5	1	0	0	0	0	7
LIGHT MANUFACTURING								
Wood Fabrication	0	17	3	0	3	0	0	23
Wood Fabrication - Introduction	0	3	1	0	0	0	0	4
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)								
Computer Assisted Drawing and Design	1	2	3	0	0	0	0	6
General Workshop	1	21	3	0	1	0	0	26
General Workshop - Introduction	0	1	0	0	0	0	0	1
Metal Machinery and Fabrication - Intro	0	2	0	0	0	0	0	2
Metal Machining and Fabrication	1	12	2	0	1	0	0	16
Trade Drawing	0	14	1	1	0	0	0	16
MINING								
Computer Fundamentals in Mining Industry	0	1	0	0	0	0	0	1
Intro to Scientific Application in Mining	0	1	0	0	0	0	0	1
O H & S in the Mineral Industry	0	2	0	0	0	0	0	2
PRIMARY INDUSTRIES								
Animal Husbandry and Enterprise - Equine	0	1	0	0	0	0	0	1
Animal Production and Enterprise	0	2	0	0	0	0	0	2
Animal Production and Enterprise - Intro	0	1	0	0	0	1	0	2
Applied Land & Resource Management-Intro	0	2	0	0	1	0	0	3
Aquaculture	0	1	0	0	0	0	0	1
Facilities Development	0	1	0	0	0	0	0	1
Facilities Development and Maintenance	0	1	0	0	0	0	0	1
Plant Production and Enterprise - Intro	0	3	0	0	0	1	0	4
Plant Prod. and Enterprise - Viticulture	0	2	0	0	0	0	0	2
SPORT AND RECREATION								
Recreation and Leisure Industry Studies 1	0	2	0	0	0	0	0	2
Recreation and Leisure Industry Studies 2	0	2	0	0	0	0	0	2
Sport Specific Skills and Training	1	6	0	0	0	0	0	7
TRANSPORT AND STORAGE								
Seamanship	0	1	0	0	0	0	0	1

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

Curriculum Council

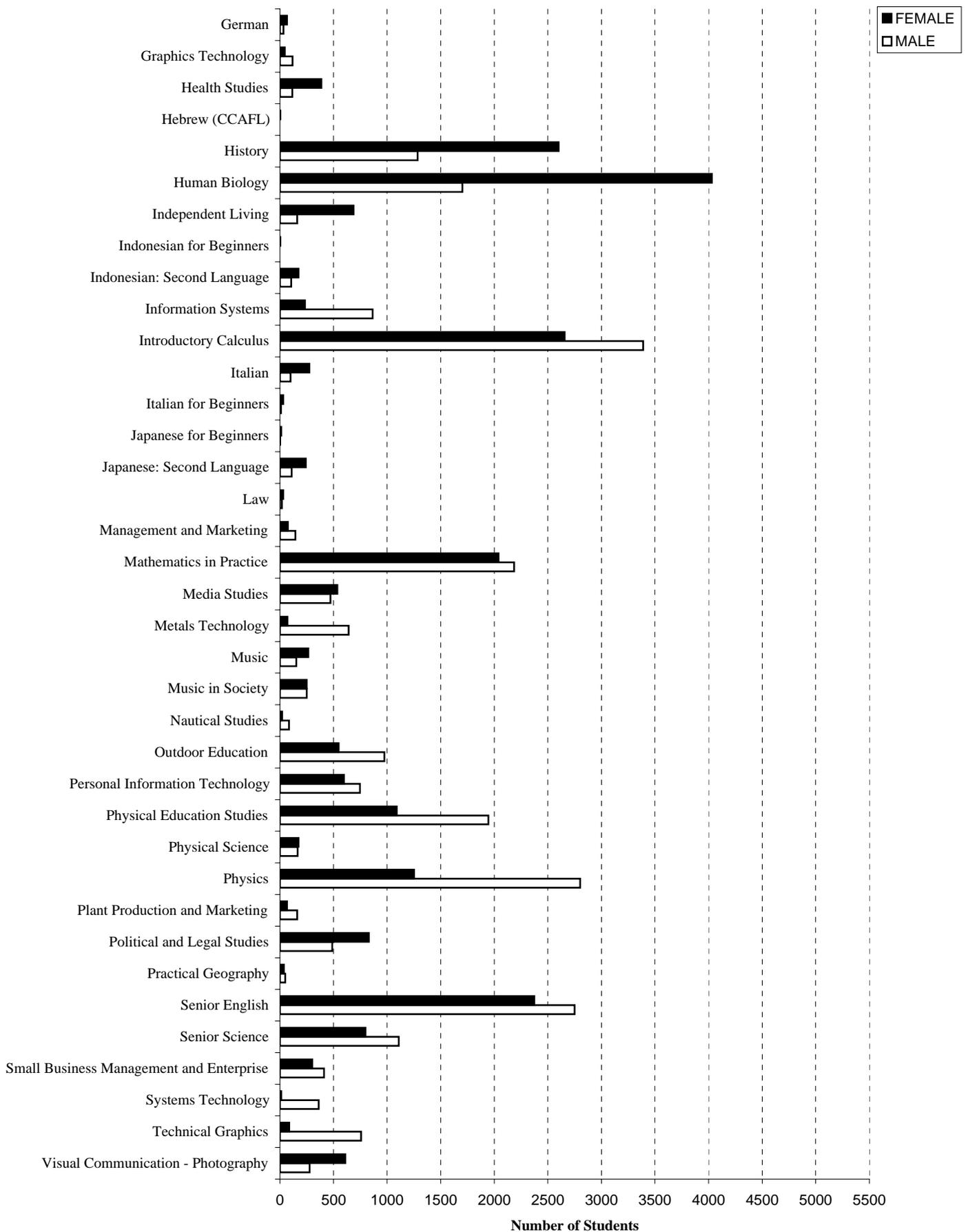
Figure 2.1 Number of Students Who Completed Year 11 Subjects*, by Sex, 2003



* Does not include Semesterised or Vocational Subjects.

Curriculum Council

Figure 2.1 Number of Students Who Completed Year 11 Subjects*, by Sex, 2003 (Cont)



* Does not include Semesterised or Vocational Subjects.

ACCREDITED COURSES YR 11	MALE	FEMALE	Total
Visual Communication - Photography	277	610	887
Technical Graphics	758	87	845
Systems Technology	362	12	374
Small Business Management and Enterprise	411	302	713
Senior Science	1110	798	1908
Senior English	2751	2374	5125
Practical Geography	50	38	88
Political and Legal Studies	489	829	1318
Plant Production and Marketing	161	67	228
Physics	2801	1251	4052
Physical Science	165	174	339
Physical Education Studies	1946	1090	3036
Personal Information Technology	746	598	1344
Outdoor Education	974	548	1522
Nautical Studies	85	21	106
Music in Society	251	251	502
Music	153	264	417
Metals Technology	641	71	712
Media Studies	471	536	1007
Mathematics in Practice	2185	2041	4226
Management and Marketing	144	75	219
Law	18	31	49
Japanese: Second Language	110	242	352
Japanese for Beginners	2	12	14
Italian for Beginners	11	32	43
Italian	99	276	375
Introductory Calculus	3390	2657	6047
Information Systems	864	233	1097
Indonesian: Second Language	105	173	278
Indonesian for Beginners	0	5	5
Independent Living	161	686	847
Human Biology	1703	4031	5734
History	1286	2601	3887
Hebrew (CCAFL)	1	4	5
Health Studies	115	387	502
Graphics Technology	117	45	162
German	33	67	100

ACCREDITED COURSES YR 11	MALE	FEMALE	Total
Geometry and Trigonometry	1588	588	2176
Geology	47	18	65
Geography	2127	2248	4375
Furniture Design and Technology	1409	136	1545
French for Beginners	0	5	5
French	102	306	408
Foundations of Mathematics	3174	4080	7254
Food Technology	54	118	172
Farm Practice	70	38	108
Fabrics Design and Technology	0	106	106
English as a Second Language	370	324	694
English Literature	761	1772	2533
English	4907	5223	10130
Economics	2121	1446	3567
Early Childhood Studies	13	1316	1329
Drama Studies	314	1074	1388
Drama	231	676	907
Digital Media	1521	745	2266
Dance Studies	22	842	864
Chinese: Second Language	33	51	84
Chemistry	2651	2376	5027
Business Information Technology	639	865	1504
Building and Construction	311	6	317
Biology	965	1494	2459
Beliefs and Values	6	10	16
Ballet Studies	0	12	12
Automotive Workshop	499	36	535
Australian Studies	3	6	9
Art and Design	697	1872	2569
Art	354	1128	1482
Arabic (CCAFL)	4	18	22
Applied Technology	172	9	181
Animal Production and Marketing	159	80	239
Ancient History	92	87	179
Aeronautics	69	3	72
Administrative Systems	27	67	94
Accounting	1005	967	1972

Curriculum Council

Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
ENGLISH									
English	Male	NO.	252	944	2660	895	156	4907	
		%	5.14	19.24	54.21	18.24	3.18		
	Female	NO.	499	1456	2642	530	96	5223	
English (Part A)	Male	NO.	751	2400	5302	1425	252	10130	44.74
		%	7.41	23.69	52.34	14.07	2.49		
	Female	NO.	4	11	48	38	6	107	
English (Part B)	Male	NO.	7	32	95	24	18	176	
		%	3.98	18.18	53.98	13.64	10.23		
	Female	NO.	11	43	143	62	24	283	1.25
English as a Second Language	Male	NO.	3	11	59	17	4	94	
		%	3.19	11.7	62.77	18.09	4.26		
	Female	NO.	4	42	91	16	9	162	
English Literature	Male	NO.	7	53	150	33	13	256	1.13
		%	2.73	20.7	58.59	12.89	5.08		
	Female	NO.	30	105	173	52	10	370	
Media Studies	Male	NO.	49	110	143	18	4	324	
		%	15.12	33.95	44.14	5.56	1.23		
	Female	NO.	79	215	316	70	14	694	
Media Studies (Part A)	Male	NO.	11.38	30.98	45.53	10.09	2.02	3.06	
		%	11.38	30.98	45.53	10.09	2.02		
	Female	NO.	123	261	317	49	11	761	
Media Studies (Part B)	Male	NO.	16.16	34.3	41.66	6.44	1.45	11.18	
		%	16.16	34.3	41.66	6.44	1.45		
	Female	NO.	388	632	657	89	6	1772	
Media Studies (Part B)	Male	NO.	21.9	35.67	37.08	5.02	0.34	2533	
		%	21.9	35.67	37.08	5.02	0.34		
	Female	NO.	511	893	974	138	17	2533	
Media Studies (Part B)	Male	NO.	20.17	35.25	38.45	5.45	0.67	11.18	
		%	20.17	35.25	38.45	5.45	0.67		
	Female	NO.	58	149	201	46	17	471	
Media Studies (Part B)	Male	NO.	12.31	31.63	42.68	9.77	3.61	4.44	
		%	12.31	31.63	42.68	9.77	3.61		
	Female	NO.	111	236	159	26	4	536	
Media Studies (Part B)	Male	NO.	20.71	44.03	29.66	4.85	0.75	1007	
		%	20.71	44.03	29.66	4.85	0.75		
	Female	NO.	169	385	360	72	21	1007	
Media Studies (Part B)	Male	NO.	16.78	38.23	35.75	7.15	2.09	4.44	
		%	16.78	38.23	35.75	7.15	2.09		
	Female	NO.	1	14	18	11	6	50	
Media Studies (Part B)	Male	NO.	2	28	36	22	12	76	
		%	2	28	36	22	12		
	Female	NO.	10	38	17	7	4	76	
Media Studies (Part B)	Male	NO.	13.16	50	22.37	9.21	5.26	126	0.55
		%	13.16	50	22.37	9.21	5.26		
	Female	NO.	11	52	35	18	10	126	
Media Studies (Part B)	Male	NO.	8.73	41.27	27.78	14.29	7.94	0.55	
		%	8.73	41.27	27.78	14.29	7.94		
	Female	NO.	0	1	6	1	3	11	
Media Studies (Part B)	Male	NO.	0	9.09	54.55	9.09	27.27	11	
		%	0	9.09	54.55	9.09	27.27		
	Female	NO.	1	5	5	0	0	11	
Media Studies (Part B)	Male	NO.	9.09	45.45	45.45	0	0	22	0.09
		%	9.09	45.45	45.45	0	0		
	Female	NO.	1	6	11	1	3	22	
Media Studies (Part B)	Male	NO.	4.55	27.27	50	4.55	13.64	0.09	
		%	4.55	27.27	50	4.55	13.64		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
ENGLISH (Cont)									
Senior English	Male	NO.	115	967	1364	209	96	2751	
		%	4.18	35.15	49.58	7.6	3.49		
	Female	NO.	359	1127	728	104	56	2374	
		%	15.12	47.47	30.67	4.38	2.36		
	Persons	NO.	474	2094	2092	313	152	5125	
		%	9.25	40.86	40.82	6.11	2.97		22.63
Senior English (Part A)	Male	NO.	7	72	94	49	15	237	
		%	2.95	30.38	39.66	20.68	6.33		
	Female	NO.	19	102	85	26	3	235	
		%	8.09	43.4	36.17	11.06	1.28		
	Persons	NO.	26	174	179	75	18	472	
		%	5.51	36.86	37.92	15.89	3.81		2.08
Senior English (Part B)	Male	NO.	7	92	109	29	6	243	
		%	2.88	37.86	44.86	11.93	2.47		
	Female	NO.	22	116	83	12	3	236	
		%	9.32	49.15	35.17	5.08	1.27		
	Persons	NO.	29	208	192	41	9	479	
		%	6.05	43.42	40.08	8.56	1.88		2.11
HEALTH AND PHYSICAL EDUCATION									
Early Childhood Studies	Male	NO.	2	6	4	1	0	13	
		%	15.38	46.15	30.77	7.69	0		
	Female	NO.	266	603	341	88	18	1316	
		%	20.21	45.82	25.91	6.69	1.37		
	Persons	NO.	268	609	345	89	18	1329	
		%	20.17	45.82	25.96	6.7	1.35		5.87
Early Childhood Studies (Part A)	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	7	22	24	15	2	70	
		%	10	31.43	34.29	21.43	2.86		
	Persons	NO.	7	23	24	15	2	71	
		%	9.86	32.39	33.8	21.13	2.82		0.31
Early Childhood Studies (Part B)	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	4	27	25	7	3	66	
		%	6.06	40.91	37.88	10.61	4.55		
	Persons	NO.	4	27	26	7	3	67	
		%	5.97	40.3	38.81	10.45	4.48		0.29
Health Studies	Male	NO.	7	49	47	12	0	115	
		%	6.09	42.61	40.87	10.43	0		
	Female	NO.	90	178	81	26	12	387	
		%	23.26	45.99	20.93	6.72	3.1		
	Persons	NO.	97	227	128	38	12	502	
		%	19.32	45.22	25.5	7.57	2.39		2.21
Health Studies (Part A)	Male	NO.	1	5	6	2	1	15	
		%	6.67	33.33	40	13.33	6.67		
	Female	NO.	10	31	12	3	1	57	
		%	17.54	54.39	21.05	5.26	1.75		
	Persons	NO.	11	36	18	5	2	72	
		%	15.28	50	25	6.94	2.78		0.31

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
HEALTH AND PHYSICAL EDUCATION(Cont)									
Health Studies (Part B)	Male	NO.	0	4	10	0	0	14	
		%	0	28.57	71.43	0	0		
	Female	NO.	6	42	9	1	5	63	
		%	9.52	66.67	14.29	1.59	7.94		
	Persons	NO.	6	46	19	1	5	77	
		%	7.79	59.74	24.68	1.3	6.49		0.34
Independent Living	Male	NO.	7	32	88	25	9	161	
		%	4.35	19.88	54.66	15.53	5.59		
	Female	NO.	117	317	184	47	21	686	
		%	17.06	46.21	26.82	6.85	3.06		
	Persons	NO.	124	349	272	72	30	847	
		%	14.64	41.2	32.11	8.5	3.54		3.74
Independent Living (Part A)	Male	NO.	1	2	4	1	4	12	
		%	8.33	16.67	33.33	8.33	33.33		
	Female	NO.	3	21	27	2	6	59	
		%	5.08	35.59	45.76	3.39	10.17		
	Persons	NO.	4	23	31	3	10	71	
		%	5.63	32.39	43.66	4.23	14.08		0.31
Independent Living (Part B)	Male	NO.	1	0	4	0	5	10	
		%	10	0	40	0	50		
	Female	NO.	2	24	16	7	10	59	
		%	3.39	40.68	27.12	11.86	16.95		
	Persons	NO.	3	24	20	7	15	69	
		%	4.35	34.78	28.99	10.14	21.74		0.3
Outdoor Education	Male	NO.	122	440	251	130	31	974	
		%	12.53	45.17	25.77	13.35	3.18		
	Female	NO.	124	262	105	46	11	548	
		%	22.63	47.81	19.16	8.39	2.01		
	Persons	NO.	246	702	356	176	42	1522	
		%	16.16	46.12	23.39	11.56	2.76		6.72
Outdoor Education (Part A)	Male	NO.	1	21	43	15	4	84	
		%	1.19	25	51.19	17.86	4.76		
	Female	NO.	10	18	33	2	0	63	
		%	15.87	28.57	52.38	3.17	0		
	Persons	NO.	11	39	76	17	4	147	
		%	7.48	26.53	51.7	11.56	2.72		0.64
Outdoor Education (Part B)	Male	NO.	6	35	28	6	5	80	
		%	7.5	43.75	35	7.5	6.25		
	Female	NO.	19	30	10	2	1	62	
		%	30.65	48.39	16.13	3.23	1.61		
	Persons	NO.	25	65	38	8	6	142	
		%	17.61	45.77	26.76	5.63	4.23		0.62
Physical Education Studies	Male	NO.	346	953	392	220	35	1946	
		%	17.78	48.97	20.14	11.31	1.8		
	Female	NO.	271	488	222	83	26	1090	
		%	24.86	44.77	20.37	7.61	2.39		
	Persons	NO.	617	1441	614	303	61	3036	
		%	20.32	47.46	20.22	9.98	2.01		13.4

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
Physical Education Studies (Part A)	Male	NO.	10	29	25	10	0	74	
		%	13.51	39.19	33.78	13.51	0		
	Female	NO.	7	18	14	2	1	42	
		%	16.67	42.86	33.33	4.76	2.38		
	Persons	NO.	17	47	39	12	1	116	0.51
		%	14.66	40.52	33.62	10.34	0.86		
Physical Education Studies (Part B)	Male	NO.	16	43	31	0	1	91	
		%	17.58	47.25	34.07	0	1.1		
	Female	NO.	12	23	12	3	0	50	
		%	24	46	24	6	0		
	Persons	NO.	28	66	43	3	1	141	0.62
		%	19.86	46.81	30.5	2.13	0.71		
LANGUAGES OTHER THAN ENGLISH									
Arabic (CCAFL)	Male	NO.	1	0	3	0	0	4	
		%	25	0	75	0	0		
	Female	NO.	0	9	7	2	0	18	
		%	0	50	38.89	11.11	0		
	Persons	NO.	1	9	10	2	0	22	0.09
		%	4.55	40.91	45.45	9.09	0		
Chinese: Second Language	Male	NO.	15	9	5	3	1	33	
		%	45.45	27.27	15.15	9.09	3.03		
	Female	NO.	30	13	8	0	0	51	
		%	58.82	25.49	15.69	0	0		
	Persons	NO.	45	22	13	3	1	84	0.37
		%	53.57	26.19	15.48	3.57	1.19		
French	Male	NO.	22	27	42	9	2	102	
		%	21.57	26.47	41.18	8.82	1.96		
	Female	NO.	81	67	142	13	3	306	
		%	26.47	21.9	46.41	4.25	0.98		
	Persons	NO.	103	94	184	22	5	408	1.8
		%	25.25	23.04	45.1	5.39	1.23		
French for Beginners	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	3	0	2	0	0	5	
		%	60	0	40	0	0		
	Persons	NO.	3	0	2	0	0	5	0.02
		%	60	0	40	0	0		
German	Male	NO.	7	13	12	1	0	33	
		%	21.21	39.39	36.36	3.03	0		
	Female	NO.	25	15	22	3	2	67	
		%	37.31	22.39	32.84	4.48	2.99		
	Persons	NO.	32	28	34	4	2	100	0.44
		%	32	28	34	4	2		
Hebrew (CCAFL)	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	1	2	1	0	0	4	
		%	25	50	25	0	0		
	Persons	NO.	1	3	1	0	0	5	0.02
		%	20	60	20	0	0		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
LANGUAGES OTHER THAN ENGLISH(Cont)									
Indonesian for Beginners	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
Indonesian: Second Language	Male	NO.	17	38	40	9	1	105	
		%	16.19	36.19	38.1	8.57	0.95		
	Female	NO.	54	63	45	9	2	173	
		%	31.21	36.42	26.01	5.2	1.16		
	Persons	NO.	71	101	85	18	3	278	
		%	25.54	36.33	30.58	6.47	1.08		1.22
Italian	Male	NO.	14	27	43	14	1	99	
		%	14.14	27.27	43.43	14.14	1.01		
	Female	NO.	42	69	130	32	3	276	
		%	15.22	25	47.1	11.59	1.09		
	Persons	NO.	56	96	173	46	4	375	
		%	14.93	25.6	46.13	12.27	1.07		1.65
Italian for Beginners	Male	NO.	1	3	6	0	1	11	
		%	9.09	27.27	54.55	0	9.09		
	Female	NO.	7	11	14	0	0	32	
		%	21.88	34.38	43.75	0	0		
	Persons	NO.	8	14	20	0	1	43	
		%	18.6	32.56	46.51	0	2.33		0.18
Japanese for Beginners	Male	NO.	1	0	0	0	1	2	
		%	50	0	0	0	50		
	Female	NO.	4	6	1	1	0	12	
		%	33.33	50	8.33	8.33	0		
	Persons	NO.	5	6	1	1	1	14	
		%	35.71	42.86	7.14	7.14	7.14		0.06
Japanese for Beginners (Part A)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		0.00
Japanese: Second Language	Male	NO.	26	26	37	12	9	110	
		%	23.64	23.64	33.64	10.91	8.18		
	Female	NO.	49	58	110	22	3	242	
		%	20.25	23.97	45.45	9.09	1.24		
	Persons	NO.	75	84	147	34	12	352	
		%	21.31	23.86	41.76	9.66	3.41		1.55
MATHEMATICS									
Foundations of Mathematics	Male	NO.	371	723	1235	620	225	3174	
		%	11.69	22.78	38.91	19.53	7.09		
	Female	NO.	559	905	1638	727	251	4080	
		%	13.7	22.18	40.15	17.82	6.15		
	Persons	NO.	930	1628	2873	1347	476	7254	
		%	12.82	22.44	39.61	18.57	6.56		32.04

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
MATHEMATICS (Cont)									
Foundations of Mathematics (Part A)	Male	NO.	29	24	82	45	26	206	
		%	14.08	11.65	39.81	21.84	12.62		
	Female	NO.	21	53	100	62	44	280	
		%	7.5	18.93	35.71	22.14	15.71		
	Persons	NO.	50	77	182	107	70	486	
		%	10.29	15.84	37.45	22.02	14.4		2.14
Foundations of Mathematics (Part B)	Male	NO.	19	27	59	42	23	170	
		%	11.18	15.88	34.71	24.71	13.53		
	Female	NO.	18	42	87	78	28	253	
		%	7.11	16.6	34.39	30.83	11.07		
	Persons	NO.	37	69	146	120	51	423	
		%	8.75	16.31	34.52	28.37	12.06		1.86
Geometry and Trigonometry	Male	NO.	354	354	560	235	85	1588	
		%	22.29	22.29	35.26	14.8	5.35		
	Female	NO.	191	157	185	44	11	588	
		%	32.48	26.7	31.46	7.48	1.87		
	Persons	NO.	545	511	745	279	96	2176	
		%	25.05	23.48	34.24	12.82	4.41		9.61
Introductory Calculus	Male	NO.	699	689	1172	607	223	3390	
		%	20.62	20.32	34.57	17.91	6.58		
	Female	NO.	553	543	948	464	149	2657	
		%	20.81	20.44	35.68	17.46	5.61		
	Persons	NO.	1252	1232	2120	1071	372	6047	
		%	20.7	20.37	35.06	17.71	6.15		26.7
Mathematics in Practice	Male	NO.	127	785	933	175	165	2185	
		%	5.81	35.93	42.7	8.01	7.55		
	Female	NO.	272	887	674	123	85	2041	
		%	13.33	43.46	33.02	6.03	4.16		
	Persons	NO.	399	1672	1607	298	250	4226	
		%	9.44	39.56	38.03	7.05	5.92		18.66
Mathematics in Practice (Part A)	Male	NO.	16	104	119	28	17	284	
		%	5.63	36.62	41.9	9.86	5.99		
	Female	NO.	35	114	92	16	10	267	
		%	13.11	42.7	34.46	5.99	3.75		
	Persons	NO.	51	218	211	44	27	551	
		%	9.26	39.56	38.29	7.99	4.9		2.43
Mathematics in Practice (Part B)	Male	NO.	15	95	104	43	21	278	
		%	5.4	34.17	37.41	15.47	7.55		
	Female	NO.	24	87	74	24	13	222	
		%	10.81	39.19	33.33	10.81	5.86		
	Persons	NO.	39	182	178	67	34	500	
		%	7.8	36.4	35.6	13.4	6.8		2.2
SCIENCE									
Biology	Male	NO.	98	237	476	128	26	965	
		%	10.16	24.56	49.33	13.26	2.69		
	Female	NO.	291	440	583	160	20	1494	
		%	19.48	29.45	39.02	10.71	1.34		
	Persons	NO.	389	677	1059	288	46	2459	
		%	15.82	27.53	43.07	11.71	1.87		10.86

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
SCIENCE (Cont)									
Biology (Part A)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
Chemistry	Persons	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		0
	Male	NO.	564	524	921	436	206	2651	
		%	21.27	19.77	34.74	16.45	7.77		
Geology	Female	NO.	487	518	782	452	137	2376	
		%	20.5	21.8	32.91	19.02	5.77		
	Persons	NO.	1051	1042	1703	888	343	5027	
		%	20.91	20.73	33.88	17.66	6.82		22.2
Human Biology	Male	NO.	3	7	34	3	0	47	
		%	6.38	14.89	72.34	6.38	0		
	Female	NO.	2	7	8	1	0	18	
		%	11.11	38.89	44.44	5.56	0		
Physical Science	Persons	NO.	5	14	42	4	0	65	
		%	7.69	21.54	64.62	6.15	0		0.28
	Male	NO.	179	307	776	347	94	1703	
		%	10.51	18.03	45.57	20.38	5.52		
Physics	Female	NO.	634	893	1707	667	130	4031	
		%	15.73	22.15	42.35	16.55	3.23		
	Persons	NO.	813	1200	2483	1014	224	5734	
		%	14.18	20.93	43.3	17.68	3.91		25.32
Physics (Part A)	Male	NO.	13	32	68	45	7	165	
		%	7.88	19.39	41.21	27.27	4.24		
	Female	NO.	27	54	65	22	6	174	
		%	15.52	31.03	37.36	12.64	3.45		
Physics (Part B)	Persons	NO.	40	86	133	67	13	339	
		%	11.8	25.37	39.23	19.76	3.83		1.49
	Male	NO.	556	614	1010	458	163	2801	
		%	19.85	21.92	36.06	16.35	5.82		
Physics (Part A)	Female	NO.	302	304	456	150	39	1251	
		%	24.14	24.3	36.45	11.99	3.12		
	Persons	NO.	858	918	1466	608	202	4052	
		%	21.17	22.66	36.18	15	4.99		17.89
Physics (Part B)	Male	NO.	7	7	27	11	16	68	
		%	10.29	10.29	39.71	16.18	23.53		
	Female	NO.	3	5	15	7	4	34	
		%	8.82	14.71	44.12	20.59	11.76		
Physics (Part B)	Persons	NO.	10	12	42	18	20	102	
		%	9.8	11.76	41.18	17.65	19.61		0.45
	Male	NO.	7	8	22	13	17	67	
		%	10.45	11.94	32.84	19.4	25.37		
Physics (Part B)	Female	NO.	3	3	16	5	6	33	
		%	9.09	9.09	48.48	15.15	18.18		
	Persons	NO.	10	11	38	18	23	100	
		%	10	11	38	18	23		0.44

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
SCIENCE (Cont)									
Senior Science	Male	NO.	71	409	467	118	45	1110	
		%	6.4	36.85	42.07	10.63	4.05		
	Female	NO.	124	371	236	55	12	798	
		%	15.54	46.49	29.57	6.89	1.5		
	Persons	NO.	195	780	703	173	57	1908	
		%	10.22	40.88	36.84	9.07	2.99		8.42
Senior Science (Part A)	Male	NO.	5	22	34	13	1	75	
		%	6.67	29.33	45.33	17.33	1.33		
	Female	NO.	8	24	23	4	0	59	
		%	13.56	40.68	38.98	6.78	0		
	Persons	NO.	13	46	57	17	1	134	
		%	9.7	34.33	42.54	12.69	0.75		0.59
Senior Science (Part B)	Male	NO.	6	25	24	12	6	73	
		%	8.22	34.25	32.88	16.44	8.22		
	Female	NO.	6	18	24	10	0	58	
		%	10.34	31.03	41.38	17.24	0		
	Persons	NO.	12	43	48	22	6	131	
		%	9.16	32.82	36.64	16.79	4.58		0.57
SOCIETY AND ENVIRONMENT									
Ancient History	Male	NO.	19	29	30	11	3	92	
		%	20.65	31.52	32.61	11.96	3.26		
	Female	NO.	21	21	29	16	0	87	
		%	24.14	24.14	33.33	18.39	0		
	Persons	NO.	40	50	59	27	3	179	
		%	22.35	27.93	32.96	15.08	1.68		0.79
Australian Studies	Male	NO.	1	0	2	0	0	3	
		%	33.33	0	66.67	0	0		
	Female	NO.	2	3	1	0	0	6	
		%	33.33	50	16.67	0	0		
	Persons	NO.	3	3	3	0	0	9	
		%	33.33	33.33	33.33	0	0		0.03
Beliefs and Values	Male	NO.	0	2	3	1	0	6	
		%	0	33.33	50	16.67	0		
	Female	NO.	4	6	0	0	0	10	
		%	40	60	0	0	0		
	Persons	NO.	4	8	3	1	0	16	
		%	25	50	18.75	6.25	0		0.07
Beliefs and Values (Part A)	Male	NO.	0	10	25	2	13	50	
		%	0	20	50	4	26		
	Female	NO.	0	3	12	2	8	25	
		%	0	12	48	8	32		
	Persons	NO.	0	13	37	4	21	75	
		%	0	17.33	49.33	5.33	28		0.33

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
SOCIETY AND ENVIRONMENT (Cont)									
Beliefs and Values (Part B)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	83	62	5	2	0	152	
Economics	Male	NO.	346	532	872	301	70	2121	
		%	54.61	40.79	3.29	1.32	0		
	Female	NO.	325	376	531	167	47	1446	
Geography	Male	NO.	238	466	990	360	73	2127	
		%	11.19	21.91	46.54	16.93	3.43		
	Female	NO.	315	619	969	280	65	2248	
Geography (Part A)	Male	NO.	6	15	33	24	3	81	
		%	7.41	18.52	40.74	29.63	3.7		
	Female	NO.	7	18	45	21	6	97	
Geography (Part B)	Male	NO.	13	33	78	45	9	178	
		%	7.3	18.54	43.82	25.28	5.06		0.78
	Female	NO.	14	24	35	18	5	96	
History	Male	NO.	167	327	582	163	47	1286	
		%	12.99	25.43	45.26	12.67	3.65		
	Female	NO.	459	756	1076	255	55	2601	
History (Part A)	Male	NO.	0	0	0	3	2	5	
		%	0	0	0	60	40		
	Female	NO.	1	1	2	5	2	11	
Law	Male	NO.	1	1	2	8	4	16	
		%	6.25	6.25	12.5	50	25		0.07
	Female	NO.	6	16	9	0	0	31	
Law	Male	NO.	8	24	16	1	0	49	
		%	16.33	48.98	32.65	2.04	0		0.21

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
SOCIETY AND ENVIRONMENT (Cont)									
Law (Part A)	Male	NO.	0	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	
Political and Legal Studies	Male	NO.	83	123	195	65	23	489	
		%	16.97	25.15	39.88	13.29	4.7		
	Female	NO.	186	247	302	77	17	829	
	%	22.44	29.79	36.43	9.29	2.05			
Persons	NO.	269	370	497	142	40	1318		
	%	20.41	28.07	37.71	10.77	3.03		5.82	
Political and Legal Studies (Part A)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	0	1	0	0	1	
	%	0	0	100	0	0			
Persons	NO.	0	0	1	0	0	1		
	%	0	0	100	0	0		0	
Practical Geography	Male	NO.	1	18	23	4	4	50	
		%	2	36	46	8	8		
	Female	NO.	5	15	12	5	1	38	
	%	13.16	39.47	31.58	13.16	2.63			
Persons	NO.	6	33	35	9	5	88		
	%	6.82	37.5	39.77	10.23	5.68		0.38	
TECHNOLOGY AND ENTERPRISE									
Accounting	Male	NO.	165	207	327	195	111	1005	
		%	16.42	20.6	32.54	19.4	11.04		
	Female	NO.	198	241	321	149	58	967	
	%	20.48	24.92	33.2	15.41	6			
Persons	NO.	363	448	648	344	169	1972		
	%	18.41	22.72	32.86	17.44	8.57		8.71	
Administrative Systems	Male	NO.	3	6	8	7	3	27	
		%	11.11	22.22	29.63	25.93	11.11		
	Female	NO.	13	25	28	0	1	67	
	%	19.4	37.31	41.79	0	1.49			
Persons	NO.	16	31	36	7	4	94		
	%	17.02	32.98	38.3	7.45	4.26		0.41	
Aeronautics	Male	NO.	6	16	33	9	5	69	
		%	8.7	23.19	47.83	13.04	7.25		
	Female	NO.	0	0	1	0	2	3	
	%	0	0	33.33	0	66.67			
Persons	NO.	6	16	34	9	7	72		
	%	8.33	22.22	47.22	12.5	9.72		0.31	
Animal Production and Marketing	Male	NO.	13	57	74	13	2	159	
		%	8.18	35.85	46.54	8.18	1.26		
	Female	NO.	15	38	24	3	0	80	
	%	18.75	47.5	30	3.75	0			
Persons	NO.	28	95	98	16	2	239		
	%	11.72	39.75	41	6.69	0.84		1.05	

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Animal Production and Marketing (Part A)	Male	NO.	0	4	7	10	0	21	
		%	0	19.05	33.33	47.62	0		
	Female	NO.	0	3	1	3	0	7	
		%	0	42.86	14.29	42.86	0		
	Persons	NO.	0	7	8	13	0	28	
		%	0	25	28.57	46.43	0		0.12
Applied Technology	Male	NO.	17	70	60	21	4	172	
		%	9.88	40.7	34.88	12.21	2.33		
	Female	NO.	0	7	1	1	0	9	
		%	0	77.78	11.11	11.11	0		
	Persons	NO.	17	77	61	22	4	181	
		%	9.39	42.54	33.7	12.15	2.21		0.79
Automotive Workshop	Male	NO.	51	158	188	80	22	499	
		%	10.22	31.66	37.68	16.03	4.41		
	Female	NO.	2	8	19	4	3	36	
		%	5.56	22.22	52.78	11.11	8.33		
	Persons	NO.	53	166	207	84	25	535	
		%	9.91	31.03	38.69	15.7	4.67		2.36
Automotive Workshop (Part A)	Male	NO.	1	12	33	10	4	60	
		%	1.67	20	55	16.67	6.67		
	Female	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Persons	NO.	1	12	36	10	4	63	
		%	1.59	19.05	57.14	15.87	6.35		0.27
Building and Construction	Male	NO.	21	109	123	46	12	311	
		%	6.75	35.05	39.55	14.79	3.86		
	Female	NO.	0	2	2	1	1	6	
		%	0	33.33	33.33	16.67	16.67		
	Persons	NO.	21	111	125	47	13	317	
		%	6.62	35.02	39.43	14.83	4.1		1.4
Building and Construction (Part A)	Male	NO.	5	12	28	2	0	47	
		%	10.64	25.53	59.57	4.26	0		
	Female	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Persons	NO.	5	12	31	2	0	50	
		%	10	24	62	4	0		0.22
Business Information Technology	Male	NO.	43	176	296	92	32	639	
		%	6.73	27.54	46.32	14.4	5.01		
	Female	NO.	150	351	264	74	26	865	
		%	17.34	40.58	30.52	8.55	3.01		
	Persons	NO.	193	527	560	166	58	1504	
		%	12.83	35.04	37.23	11.04	3.86		6.64
Digital Media	Male	NO.	146	507	620	221	27	1521	
		%	9.6	33.33	40.76	14.53	1.78		
	Female	NO.	116	324	232	66	7	745	
		%	15.57	43.49	31.14	8.86	0.94		
	Persons	NO.	262	831	852	287	34	2266	
		%	11.56	36.67	37.6	12.67	1.5		10

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Fabrics, Design and Technology	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	37	40	16	8	5	106	
		%	34.91	37.74	15.09	7.55	4.72		
	Persons	NO.	37	40	16	8	5	106	
		%	34.91	37.74	15.09	7.55	4.72		0.46
Farm Practice	Male	NO.	3	22	42	2	1	70	
		%	4.29	31.43	60	2.86	1.43		
	Female	NO.	2	11	22	2	1	38	
		%	5.26	28.95	57.89	5.26	2.63		
	Persons	NO.	5	33	64	4	2	108	
		%	4.63	30.56	59.26	3.7	1.85		0.47
Food Technology	Male	NO.	1	10	24	10	9	54	
		%	1.85	18.52	44.44	18.52	16.67		
	Female	NO.	10	29	51	23	5	118	
		%	8.47	24.58	43.22	19.49	4.24		
	Persons	NO.	11	39	75	33	14	172	
		%	6.4	22.67	43.6	19.19	8.14		0.75
Furniture Design and Technology	Male	NO.	173	500	532	149	55	1409	
		%	12.28	35.49	37.76	10.57	3.9		
	Female	NO.	14	48	54	15	5	136	
		%	10.29	35.29	39.71	11.03	3.68		
	Persons	NO.	187	548	586	164	60	1545	
		%	12.1	35.47	37.93	10.61	3.88		6.82
Furniture Design and Technology (Part A)	Male	NO.	0	5	7	5	3	20	
		%	0	25	35	25	15		
	Female	NO.	0	0	0	0	1	1	
		%	0	0	0	0	100		
	Persons	NO.	0	5	7	5	4	21	
		%	0	23.81	33.33	23.81	19.05		0.09
Graphics Technology	Male	NO.	15	48	39	13	2	117	
		%	12.82	41.03	33.33	11.11	1.71		
	Female	NO.	16	14	10	5	0	45	
		%	35.56	31.11	22.22	11.11	0		
	Persons	NO.	31	62	49	18	2	162	
		%	19.14	38.27	30.25	11.11	1.23		0.71
Information Systems	Male	NO.	130	220	350	131	33	864	
		%	15.05	25.46	40.51	15.16	3.82		
	Female	NO.	48	51	99	25	10	233	
		%	20.6	21.89	42.49	10.73	4.29		
	Persons	NO.	178	271	449	156	43	1097	
		%	16.23	24.7	40.93	14.22	3.92		4.84
Management and Marketing	Male	NO.	18	45	63	13	5	144	
		%	12.5	31.25	43.75	9.03	3.47		
	Female	NO.	14	31	18	12	0	75	
		%	18.67	41.33	24	16	0		
	Persons	NO.	32	76	81	25	5	219	
		%	14.61	34.7	36.99	11.42	2.28		0.96

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Metals Technology	Male	NO.	64	229	253	77	18	641	
		%	9.98	35.73	39.47	12.01	2.81		
	Female	NO.	22	23	17	6	3	71	
		%	30.99	32.39	23.94	8.45	4.23		
	Persons	NO.	86	252	270	83	21	712	
		%	12.08	35.39	37.92	11.66	2.95		
Metals Technology (Part A)	Male	NO.	2	7	22	7	0	38	
		%	5.26	18.42	57.89	18.42	0		
	Female	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Persons	NO.	2	7	25	7	0	41	
		%	4.88	17.07	60.98	17.07	0		
Nautical Studies	Male	NO.	14	31	29	9	2	85	
		%	16.47	36.47	34.12	10.59	2.35		
	Female	NO.	1	7	11	0	2	21	
		%	4.76	33.33	52.38	0	9.52		
	Persons	NO.	15	38	40	9	4	106	
		%	14.15	35.85	37.74	8.49	3.77		
Personal Information Technology	Male	NO.	75	258	295	102	16	746	
		%	10.05	34.58	39.54	13.67	2.14		
	Female	NO.	96	259	186	44	13	598	
		%	16.05	43.31	31.1	7.36	2.17		
	Persons	NO.	171	517	481	146	29	1344	
		%	12.72	38.47	35.79	10.86	2.16		
Plant Production and Marketing	Male	NO.	12	69	67	10	3	161	
		%	7.45	42.86	41.61	6.21	1.86		
	Female	NO.	11	26	30	0	0	67	
		%	16.42	38.81	44.78	0	0		
	Persons	NO.	23	95	97	10	3	228	
		%	10.09	41.67	42.54	4.39	1.32		
Plant Production and Marketing (Part A)	Male	NO.	1	4	8	8	0	21	
		%	4.76	19.05	38.1	38.1	0		
	Female	NO.	0	3	1	3	0	7	
		%	0	42.86	14.29	42.86	0		
	Persons	NO.	1	7	9	11	0	28	
		%	3.57	25	32.14	39.29	0		
Small Business Management and Enterprise	Male	NO.	24	149	183	41	14	411	
		%	5.84	36.25	44.53	9.98	3.41		
	Female	NO.	55	121	93	28	5	302	
		%	18.21	40.07	30.79	9.27	1.66		
	Persons	NO.	79	270	276	69	19	713	
		%	11.08	37.87	38.71	9.68	2.66		
Small Business Management and Enterprise (Part A)	Male	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Female	NO.	0	4	4	0	1	9	
		%	0	44.44	44.44	0	11.11		
	Persons	NO.	0	4	6	0	1	11	
		%	0	36.36	54.55	0	9.09		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Systems Technology	Male	NO.	45	112	145	46	14	362	
		%	12.43	30.94	40.06	12.71	3.87		
	Female	NO.	4	6	2	0	0	12	
		%	33.33	50	16.67	0	0		
	Persons	NO.	49	118	147	46	14	374	1.65
		%	13.1	31.55	39.3	12.3	3.74		
Technical Graphics	Male	NO.	94	257	285	98	24	758	
		%	12.4	33.91	37.6	12.93	3.17		
	Female	NO.	21	35	20	9	2	87	
		%	24.14	40.23	22.99	10.34	2.3		
	Persons	NO.	115	292	305	107	26	845	3.73
		%	13.61	34.56	36.09	12.66	3.08		
Technical Graphics (Part A)	Male	NO.	1	0	2	4	0	7	
		%	14.29	0	28.57	57.14	0		
	Female	NO.	0	0	1	1	0	2	
		%	0	0	50	50	0		
	Persons	NO.	1	0	3	5	0	9	0.03
		%	11.11	0	33.33	55.56	0		
Visual Communication - Photography	Male	NO.	18	55	106	63	35	277	
		%	6.5	19.86	38.27	22.74	12.64		
	Female	NO.	131	244	148	54	33	610	
		%	21.48	40	24.26	8.85	5.41		
	Persons	NO.	149	299	254	117	68	887	3.91
		%	16.8	33.71	28.64	13.19	7.67		
THE ARTS									
Art	Male	NO.	37	93	151	54	19	354	
		%	10.45	26.27	42.66	15.25	5.37		
	Female	NO.	171	483	389	63	22	1128	
		%	15.16	42.82	34.49	5.59	1.95		
	Persons	NO.	208	576	540	117	41	1482	6.54
		%	14.04	38.87	36.44	7.89	2.77		
Art and Design	Male	NO.	50	151	309	142	45	697	
		%	7.17	21.66	44.33	20.37	6.46		
	Female	NO.	301	740	650	147	34	1872	
		%	16.08	39.53	34.72	7.85	1.82		
	Persons	NO.	351	891	959	289	79	2569	11.34
		%	13.66	34.68	37.33	11.25	3.08		
Art and Design (Part A)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	5	1	1	0	8	
		%	12.5	62.5	12.5	12.5	0		
	Persons	NO.	1	5	1	1	0	8	0.03
		%	12.5	62.5	12.5	12.5	0		
Ballet Studies	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	12	0	0	0	0	12	
		%	100	0	0	0	0		
	Persons	NO.	12	0	0	0	0	12	0.05
		%	100	0	0	0	0		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
THE ARTS (Cont)									
Dance Studies	Male	NO.	6	9	4	2	1	22	
		%	27.27	40.91	18.18	9.09	4.55		
	Female	NO.	188	364	201	80	9	842	
		%	22.33	43.23	23.87	9.5	1.07		
	Persons	NO.	194	373	205	82	10	864	3.81
		%	22.45	43.17	23.73	9.49	1.16		
Drama	Male	NO.	8	66	86	61	10	231	
		%	3.46	28.57	37.23	26.41	4.33		
	Female	NO.	64	265	248	85	14	676	
		%	9.47	39.2	36.69	12.57	2.07		
	Persons	NO.	72	331	334	146	24	907	4
		%	7.94	36.49	36.82	16.1	2.65		
Drama (Part A)	Male	NO.	0	0	4	3	0	7	
		%	0	0	57.14	42.86	0		
	Female	NO.	0	2	2	1	2	7	
		%	0	28.57	28.57	14.29	28.57		
	Persons	NO.	0	2	6	4	2	14	0.06
		%	0	14.29	42.86	28.57	14.29		
Drama Studies	Male	NO.	55	136	79	40	4	314	
		%	17.52	43.31	25.16	12.74	1.27		
	Female	NO.	187	607	190	86	4	1074	
		%	17.41	56.52	17.69	8.01	0.37		
	Persons	NO.	242	743	269	126	8	1388	6.13
		%	17.44	53.53	19.38	9.08	0.58		
Music	Male	NO.	48	51	38	14	2	153	
		%	31.37	33.33	24.84	9.15	1.31		
	Female	NO.	72	102	74	12	4	264	
		%	27.27	38.64	28.03	4.55	1.52		
	Persons	NO.	120	153	112	26	6	417	1.84
		%	28.78	36.69	26.86	6.24	1.44		
Music in Society	Male	NO.	47	85	75	30	14	251	
		%	18.73	33.86	29.88	11.95	5.58		
	Female	NO.	61	114	51	16	9	251	
		%	24.3	45.42	20.32	6.37	3.59		
	Persons	NO.	108	199	126	46	23	502	2.21
		%	21.51	39.64	25.1	9.16	4.58		
Music in Society (Part A)	Male	NO.	2	1	1	0	0	4	
		%	50	25	25	0	0		
	Female	NO.	1	5	0	1	0	7	
		%	14.29	71.43	0	14.29	0		
	Persons	NO.	3	6	1	1	0	11	0.04
		%	27.27	54.55	9.09	9.09	0		
SUBJECTS WITHIN INDUSTRY AREAS									
VOCATIONAL EDUCATION									
ACROSS INDUSTRY STUDIES									
Career and Industry Awareness	Male	NO.	75	247	349	65	42	778	
		%	9.64	31.75	44.86	8.35	5.4		
	Female	NO.	67	271	191	27	25	581	
		%	11.53	46.64	32.87	4.65	4.3		
	Persons	NO.	142	518	540	92	67	1359	6
		%	10.45	38.12	39.74	6.77	4.93		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
ACROSS INDUSTRY STUDIES (Cont)									
SWL Generic Skills	Male	NO.	964	1147	423	102	108	2744	
		%	35.13	41.8	15.42	3.72	3.94		
	Female	NO.	1008	911	254	56	70	2299	
		%	43.85	39.63	11.05	2.44	3.04		
	Persons	NO.	1972	2058	677	158	178	5043	22.27
		%	39.1	40.81	13.42	3.13	3.53		
Vocational English	Male	NO.	80	467	783	115	52	1497	
		%	5.34	31.2	52.3	7.68	3.47		
	Female	NO.	104	384	336	29	14	867	
		%	12	44.29	38.75	3.34	1.61		
	Persons	NO.	184	851	1119	144	66	2364	10.44
		%	7.78	36	47.34	6.09	2.79		
Vocational Mathematics	Male	NO.	86	254	433	71	47	891	
		%	9.65	28.51	48.6	7.97	5.27		
	Female	NO.	55	228	232	44	20	579	
		%	9.5	39.38	40.07	7.6	3.45		
	Persons	NO.	141	482	665	115	67	1470	6.49
		%	9.59	32.79	45.24	7.82	4.56		
Work Studies	Male	NO.	103	474	580	213	72	1442	
		%	7.14	32.87	40.22	14.77	4.99		
	Female	NO.	256	610	319	93	39	1317	
		%	19.44	46.32	24.22	7.06	2.96		
	Persons	NO.	359	1084	899	306	111	2759	12.18
		%	13.01	39.29	32.58	11.09	4.02		
Work Studies (Part A)	Male	NO.	3	11	10	3	5	32	
		%	9.38	34.38	31.25	9.38	15.63		
	Female	NO.	6	14	7	2	2	31	
		%	19.35	45.16	22.58	6.45	6.45		
	Persons	NO.	9	25	17	5	7	63	0.27
		%	14.29	39.68	26.98	7.94	11.11		
Work Studies (Part B)	Male	NO.	0	14	11	10	3	38	
		%	0	36.84	28.95	26.32	7.89		
	Female	NO.	6	19	8	0	1	34	
		%	17.65	55.88	23.53	0	2.94		
	Persons	NO.	6	33	19	10	4	72	0.31
		%	8.33	45.83	26.39	13.89	5.56		
ARTS AND RELATED TECHNOLOGIES									
Audio Visual Production - Radio	Male	NO.	6	22	10	5	5	48	
		%	12.5	45.83	20.83	10.42	10.42		
	Female	NO.	11	5	8	2	0	26	
		%	42.31	19.23	30.77	7.69	0		
	Persons	NO.	17	27	18	7	5	74	0.32
		%	22.97	36.49	24.32	9.46	6.76		
Audio Visual Production - Video	Male	NO.	18	34	20	14	6	92	
		%	19.57	36.96	21.74	15.22	6.52		
	Female	NO.	18	35	19	4	3	79	
		%	22.78	44.3	24.05	5.06	3.8		
	Persons	NO.	36	69	39	18	9	171	0.75
		%	21.05	40.35	22.81	10.53	5.26		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
ARTS AND RELATED TECHNOLOGIES(Cont)									
Video Production - TV Studio	Male	NO.	4	10	31	5	0	50	
		%	8	20	62	10	0		
	Female	NO.	8	9	10	6	4	37	
		%	21.62	24.32	27.03	16.22	10.81		
	Persons	NO.	12	19	41	11	4	87	
		%	13.79	21.84	47.13	12.64	4.6		
Video Production - Video Location	Male	NO.	7	9	29	6	1	52	
		%	13.46	17.31	55.77	11.54	1.92		
	Female	NO.	6	12	17	6	3	44	
		%	13.64	27.27	38.64	13.64	6.82		
	Persons	NO.	13	21	46	12	4	96	
		%	13.54	21.88	47.92	12.5	4.17		
BUILDING AND CONSTRUCTION									
Workplace Communication and Organisation	Male	NO.	0	0	2	1	0	3	
		%	0	0	66.67	33.33	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	0	0	3	1	0	4	
		%	0	0	75	25	0		
BUSINESS AND CLERICAL									
Business Financial Management	Male	NO.	3	13	13	10	1	40	
		%	7.5	32.5	32.5	25	2.5		
	Female	NO.	9	42	38	4	2	95	
		%	9.47	44.21	40	4.21	2.11		
	Persons	NO.	12	55	51	14	3	135	
		%	8.89	40.74	37.78	10.37	2.22		
Computer Fundamentals	Male	NO.	20	126	201	44	45	436	
		%	4.59	28.9	46.1	10.09	10.32		
	Female	NO.	68	189	193	30	23	503	
		%	13.52	37.57	38.37	5.96	4.57		
	Persons	NO.	88	315	394	74	68	939	
		%	9.37	33.55	41.96	7.88	7.24		
Computerised Accounting	Male	NO.	0	3	10	0	0	13	
		%	0	23.08	76.92	0	0		
	Female	NO.	1	5	15	2	0	23	
		%	4.35	21.74	65.22	8.7	0		
	Persons	NO.	1	8	25	2	0	36	
		%	2.78	22.22	69.44	5.56	0		
Financial Procedures and Records Management	Male	NO.	3	15	16	6	4	44	
		%	6.82	34.09	36.36	13.64	9.09		
	Female	NO.	27	54	53	9	1	144	
		%	18.75	37.5	36.81	6.25	0.69		
	Persons	NO.	30	69	69	15	5	188	
		%	15.96	36.7	36.7	7.98	2.66		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
BUSINESS AND CLERICAL (Cont)									
Introduction to Workplace Skills	Male	NO.	2	1	1	0	0	4	
		%	50	25	25	0	0		
	Female	NO.	3	8	7	1	0	19	
		%	15.79	42.11	36.84	5.26	0		
	Persons	NO.	5	9	8	1	0	23	
		%	21.74	39.13	34.78	4.35	0		0.1
Keyboard Operations - Application	Male	NO.	3	11	11	6	4	35	
		%	8.57	31.43	31.43	17.14	11.43		
	Female	NO.	13	35	39	9	2	98	
		%	13.27	35.71	39.8	9.18	2.04		
	Persons	NO.	16	46	50	15	6	133	
		%	12.03	34.59	37.59	11.28	4.51		0.58
Keyboard Operations - Technique	Male	NO.	3	29	31	6	5	74	
		%	4.05	39.19	41.89	8.11	6.76		
	Female	NO.	34	68	46	7	4	159	
		%	21.38	42.77	28.93	4.4	2.52		
	Persons	NO.	37	97	77	13	9	233	
		%	15.88	41.63	33.05	5.58	3.86		1.02
Office Administration	Male	NO.	3	9	14	9	2	37	
		%	8.11	24.32	37.84	24.32	5.41		
	Female	NO.	21	58	38	5	3	125	
		%	16.8	46.4	30.4	4	2.4		
	Persons	NO.	24	67	52	14	5	162	
		%	14.81	41.36	32.1	8.64	3.09		0.71
Politics, Law and the Workplace	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	1	3	2	0	0	6	
		%	16.67	50	33.33	0	0		
	Persons	NO.	1	3	2	0	0	6	
		%	16.67	50	33.33	0	0		0.02
ELECTRICAL/ELECTRONICS									
Electrical Foundations	Male	NO.	1	5	0	0	0	6	
		%	16.67	83.33	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	5	0	0	0	6	
		%	16.67	83.33	0	0	0		0.02
Test Equipment and Power Supplies	Male	NO.	5	7	2	0	0	14	
		%	35.71	50	14.29	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	5	7	2	0	0	14	
		%	35.71	50	14.29	0	0		0.06
Workshop Practice and Electrical Fabrication	Male	NO.	1	2	3	0	0	6	
		%	16.67	33.33	50	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	2	3	0	0	6	
		%	16.67	33.33	50	0	0		0.02

Curriculum Council

Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
HEALTH AND COMMUNITY SERVICES									
Child Care	Male	NO.	0	2	0	0	0	2	
		%	0	100	0	0	0		
	Female	NO.	22	61	49	14	13	159	
		%	13.84	38.36	30.82	8.81	8.18		
	Persons	NO.	22	63	49	14	13	161	
		%	13.66	39.13	30.43	8.7	8.07		0.71
The Study of Teaching	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	6	8	7	1	0	22	
		%	27.27	36.36	31.82	4.55	0		
	Persons	NO.	6	8	7	2	0	23	
		%	26.09	34.78	30.43	8.7	0		0.1
Vocational Community Networking 1	Male	NO.	1	1	1	4	1	8	
		%	12.5	12.5	12.5	50	12.5		
	Female	NO.	16	7	13	9	0	45	
		%	35.56	15.56	28.89	20	0		
	Persons	NO.	17	8	14	13	1	53	
		%	32.08	15.09	26.42	24.53	1.89		0.23
Vocational Community Networking 2	Male	NO.	0	4	1	2	1	8	
		%	0	50	12.5	25	12.5		
	Female	NO.	20	26	12	5	0	63	
		%	31.75	41.27	19.05	7.94	0		
	Persons	NO.	20	30	13	7	1	71	
		%	28.17	42.25	18.31	9.86	1.41		0.31
HOSPITALITY TRAVEL AND TOURISM									
Aspects of the Tourism Industry (Part A)	Male	NO.	7	30	58	9	5	109	
		%	6.42	27.52	53.21	8.26	4.59		
	Female	NO.	74	174	115	28	16	407	
		%	18.18	42.75	28.26	6.88	3.93		
	Persons	NO.	81	204	173	37	21	516	
		%	15.7	39.53	33.53	7.17	4.07		2.27
Aspects of the Tourism Industry (Part B)	Male	NO.	6	32	42	4	10	94	
		%	6.38	34.04	44.68	4.26	10.64		
	Female	NO.	56	137	110	16	14	333	
		%	16.82	41.14	33.03	4.8	4.2		
	Persons	NO.	62	169	152	20	24	427	
		%	14.52	39.58	35.6	4.68	5.62		1.88
Catering	Male	NO.	11	51	56	4	3	125	
		%	8.8	40.8	44.8	3.2	2.4		
	Female	NO.	117	207	95	21	10	450	
		%	26	46	21.11	4.67	2.22		
	Persons	NO.	128	258	151	25	13	575	
		%	22.26	44.87	26.26	4.35	2.26		2.53

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
HOSPITALITY TRAVEL AND TOURISM (Cont)									
Computer Fundamentals for Hospitality and Tourism	Male	NO.	6	14	7	0	0	27	
		%	22.22	51.85	25.93	0	0		
	Female	NO.	9	24	18	7	6	64	
		%	14.06	37.5	28.13	10.94	9.38		
	Persons	NO.	15	38	25	7	6	91	
		%	16.48	41.76	27.47	7.69	6.59		0.4
Food Production	Male	NO.	25	152	191	93	24	485	
		%	5.15	31.34	39.38	19.18	4.95		
	Female	NO.	228	571	355	71	21	1246	
		%	18.3	45.83	28.49	5.7	1.69		
	Persons	NO.	253	723	546	164	45	1731	
		%	14.62	41.77	31.54	9.47	2.6		7.64
Food Science and Nutrition	Male	NO.	0	0	2	0	1	3	
		%	0	0	66.67	0	33.33		
	Female	NO.	2	8	8	3	0	21	
		%	9.52	38.1	38.1	14.29	0		
	Persons	NO.	2	8	10	3	1	24	
		%	8.33	33.33	41.67	12.5	4.17		0.1
Workplace and Health Issues	Male	NO.	2	14	12	9	1	38	
		%	5.26	36.84	31.58	23.68	2.63		
	Female	NO.	9	20	3	0	3	35	
		%	25.71	57.14	8.57	0	8.57		
	Persons	NO.	11	34	15	9	4	73	
		%	15.07	46.58	20.55	12.33	5.48		0.32
LIGHT MANUFACTURING									
Wood Fabrication	Male	NO.	29	111	139	39	10	328	
		%	8.84	33.84	42.38	11.89	3.05		
	Female	NO.	6	5	10	1	1	23	
		%	26.09	21.74	43.48	4.35	4.35		
	Persons	NO.	35	116	149	40	11	351	
		%	9.97	33.05	42.45	11.4	3.13		1.55
Wood Fabrication - Introduction	Male	NO.	7	21	18	7	2	55	
		%	12.73	38.18	32.73	12.73	3.64		
	Female	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		
	Persons	NO.	7	22	20	7	2	58	
		%	12.07	37.93	34.48	12.07	3.45		0.25
METALS AND ENGINEERING									
Computer Assisted Drawing and Design	Male	NO.	18	28	27	2	0	75	
		%	24	37.33	36	2.67	0		
	Female	NO.	2	5	1	2	0	10	
		%	20	50	10	20	0		
	Persons	NO.	20	33	28	4	0	85	
		%	23.53	38.82	32.94	4.71	0		0.37

Curriculum Council

Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
METALS AND ENGINEERING (Cont)									
General Workshop	Male	NO.	36	154	168	33	11	402	
		%	8.96	38.31	41.79	8.21	2.74		
	Female	NO.	0	9	13	1	1	24	
		%	0	37.5	54.17	4.17	4.17		
	Persons	NO.	36	163	181	34	12	426	1.88
		%	8.45	38.26	42.49	7.98	2.82		
General Workshop - Introduction	Male	NO.	0	5	7	1	0	13	
		%	0	38.46	53.85	7.69	0		
	Female	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		
	Persons	NO.	0	6	9	1	0	16	0.07
		%	0	37.5	56.25	6.25	0		
Metal Machinery and Fabrication - Introduction	Male	NO.	5	11	11	13	0	40	
		%	12.5	27.5	27.5	32.5	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	5	12	11	13	0	41	0.18
		%	12.2	29.27	26.83	31.71	0		
Metal Machining and Fabrication	Male	NO.	25	76	68	10	14	193	
		%	12.95	39.38	35.23	5.18	7.25		
	Female	NO.	0	1	1	1	0	3	
		%	0	33.33	33.33	33.33	0		
	Persons	NO.	25	77	69	11	14	196	0.86
		%	12.76	39.29	35.2	5.61	7.14		
Trade Drawing	Male	NO.	20	80	91	30	4	225	
		%	8.89	35.56	40.44	13.33	1.78		
	Female	NO.	1	2	2	0	0	5	
		%	20	40	40	0	0		
	Persons	NO.	21	82	93	30	4	230	1.01
		%	9.13	35.65	40.43	13.04	1.74		
MINING									
Computer Fundamentals in the Mining Industry	Male	NO.	2	6	3	1	0	12	
		%	16.67	50	25	8.33	0		
	Female	NO.	1	3	1	0	0	5	
		%	20	60	20	0	0		
	Persons	NO.	3	9	4	1	0	17	0.07
		%	17.65	52.94	23.53	5.88	0		
Introduction to Scientific Application in Mining	Male	NO.	9	2	1	0	0	12	
		%	75	16.67	8.33	0	0		
	Female	NO.	3	2	0	0	0	5	
		%	60	40	0	0	0		
	Persons	NO.	12	4	1	0	0	17	0.07
		%	70.59	23.53	5.88	0	0		

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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
MINING (Cont)									
Occupational Health and Safety in the Mining Industry	Male	NO.	9	9	14	0	0	32	
		%	28.13	28.13	43.75	0	0		
	Female	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		
	Persons	NO.	9	11	16	0	0	36	
		%	25	30.56	44.44	0	0		
PRIMARY INDUSTRIES									
Animal Husbandry and Enterprise - Equine	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	2	1	1	0	4	
		%	0	50	25	25	0		
	Persons	NO.	0	2	1	1	0	4	
		%	0	50	25	25	0		
Animal Production and Enterprise	Male	NO.	0	1	8	1	0	10	
		%	0	10	80	10	0		
	Female	NO.	7	2	1	0	0	10	
		%	70	20	10	0	0		
	Persons	NO.	7	3	9	1	0	20	
		%	35	15	45	5	0		
Animal Production and Enterprise - Introduction	Male	NO.	1	4	4	2	1	12	
		%	8.33	33.33	33.33	16.67	8.33		
	Female	NO.	3	1	2	0	0	6	
		%	50	16.67	33.33	0	0		
	Persons	NO.	4	5	6	2	1	18	
		%	22.22	27.78	33.33	11.11	5.56		
Applied Land and Resource Management - Introduction	Male	NO.	0	1	2	0	0	3	
		%	0	33.33	66.67	0	0		
	Female	NO.	1	0	2	0	0	3	
		%	33.33	0	66.67	0	0		
	Persons	NO.	1	1	4	0	0	6	
		%	16.67	16.67	66.67	0	0		
Aquaculture	Male	NO.	2	3	1	0	2	8	
		%	25	37.5	12.5	0	25		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	2	4	1	0	2	9	
		%	22.22	44.44	11.11	0	22.22		
Facilities Development	Male	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Female	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Persons	NO.	1	0	4	0	0	5	
		%	20	0	80	0	0		

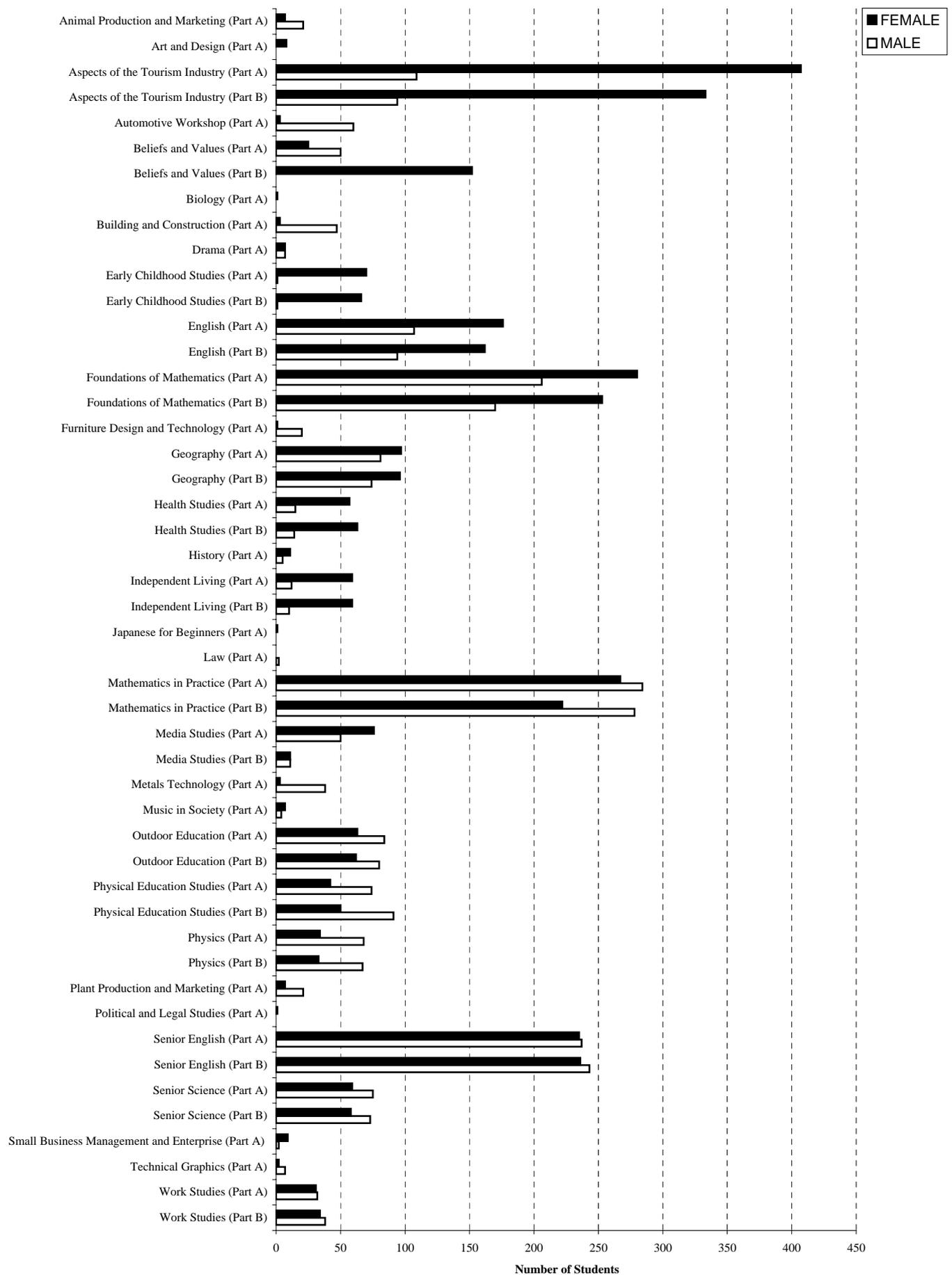
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Table 2.2 Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
PRIMARY INDUSTRIES (Cont)									
Facilities Development and Maintenance	Male	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Female	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Persons	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		0.01
Plant Production and Enterprise - Introduction	Male	NO.	1	9	7	8	1	26	
		%	3.85	34.62	26.92	30.77	3.85		
	Female	NO.	0	4	3	1	0	8	
		%	0	50	37.5	12.5	0		
	Persons	NO.	1	13	10	9	1	34	
		%	2.94	58.24	29.41	26.47	2.94		0.15
Plant Production and Enterprise - Viticulture	Male	NO.	7	4	4	2	0	17	
		%	41.18	23.53	23.53	11.76	0		
	Female	NO.	1	1	0	0	0	2	
		%	50	50	0	0	0		
	Persons	NO.	8	5	4	2	0	19	
		%	42.11	26.32	21.05	10.53	0		0.08
SPORT AND RECREATION									
Recreation and Leisure Industry Studies 1	Male	NO.	3	11	5	2	0	21	
		%	14.29	52.38	23.81	9.52	0		
	Female	NO.	2	5	2	2	0	11	
		%	18.18	45.45	18.18	18.18	0		
	Persons	NO.	5	16	7	4	0	32	
		%	15.63	50	21.88	12.5	0		0.14
Recreation and Leisure Industry Studies 2	Male	NO.	1	10	7	1	0	19	
		%	5.26	52.63	36.84	5.26	0		
	Female	NO.	0	5	6	0	0	11	
		%	0	45.45	54.55	0	0		
	Persons	NO.	1	15	13	1	0	30	
		%	3.33	50	43.33	3.33	0		0.13
Sport Specific Skills and Training	Male	NO.	27	28	36	3	11	105	
		%	25.71	26.67	34.29	2.86	10.48		
	Female	NO.	10	7	7	0	0	24	
		%	41.67	29.17	29.17	0	0		
	Persons	NO.	37	35	43	3	11	129	
		%	28.68	27.13	33.33	2.33	8.53		0.56
TRANSPORT AND STORAGE									
Seamanship	Male	NO.	5	7	4	0	0	16	
		%	31.25	43.75	25	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	5	8	4	0	0	17	
		%	29.41	47.06	23.53	0	0		0.07

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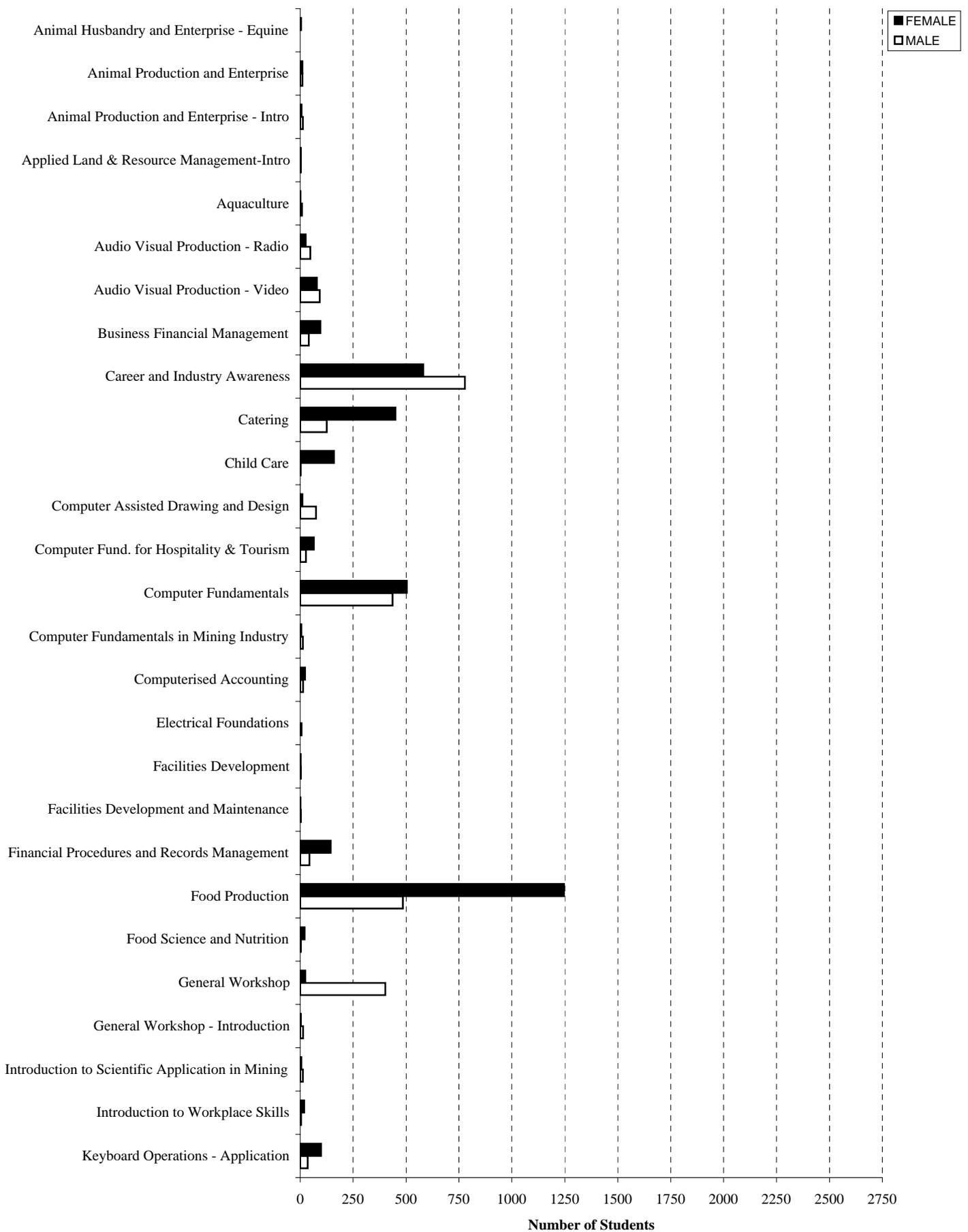
Figure 2.2 Number of Students Who Completed Year 11 Semesterised Subjects, by Sex, 2003



SEMESTERISED COURSES	MALE	FEMALE	TOTAL
Work Studies (Part B)	38	34	72
Work Studies (Part A)	32	31	63
Technical Graphics (Part A)	7	2	9
Small Business Management and Enterprise (Part A)	2	9	11
Senior Science (Part B)	73	58	131
Senior Science (Part A)	75	59	134
Senior English (Part B)	243	236	479
Senior English (Part A)	237	235	472
Political and Legal Studies (Part A)	0	1	1
Plant Production and Marketing (Part A)	21	7	28
Physics (Part B)	67	33	100
Physics (Part A)	68	34	102
Physical Education Studies (Part B)	91	50	141
Physical Education Studies (Part A)	74	42	116
Outdoor Education (Part B)	80	62	142
Outdoor Education (Part A)	84	63	147
Music in Society (Part A)	4	7	11
Metals Technology (Part A)	38	3	41
Media Studies (Part B)	11	11	22
Media Studies (Part A)	50	76	126
Mathematics in Practice (Part B)	278	222	500
Mathematics in Practice (Part A)	284	267	551
Law (Part A)	2	0	2
Japanese for Beginners (Part A)	0	1	1
Independent Living (Part B)	10	59	69
Independent Living (Part A)	12	59	71
History (Part A)	5	11	16
Health Studies (Part B)	14	63	77
Health Studies (Part A)	15	57	72
Geography (Part B)	74	96	170
Geography (Part A)	81	97	178
Furniture Design and Technology (Part A)	20	1	21
Foundations of Mathematics (Part B)	170	253	423
Foundations of Mathematics (Part A)	206	280	486
English (Part B)	94	162	256
English (Part A)	107	176	283
Early Childhood Studies (Part B)	1	66	67
Early Childhood Studies (Part A)	1	70	71
Drama (Part A)	7	7	14
Building and Construction (Part A)	47	3	50
Biology (Part A)	0	1	1
Beliefs and Values (Part B)	0	152	152
Beliefs and Values (Part A)	50	25	75
Automotive Workshop (Part A)	60	3	63
Aspects of the Tourism Industry (Part B)	94	333	427
Aspects of the Tourism Industry (Part A)	109	407	516
Art and Design (Part A)	0	8	8
Animal Production and Marketing (Part A)	21	7	28

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Figure 2.3 Number of Students Who Completed Year 11 Vocational Subjects, by Sex, 2003



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Figure 2.3 Number of Students Who Completed Year 11 Vocational Subjects, by Sex, 2003 (Cont)



VOCATIONAL COURSES YR 11	MALE	FEMALE	TOTAL
Keyboard Operations - Application	35	98	133
Introduction to Workplace Skills	4	19	23
Introduction to Scientific Application in Mining	12	5	17
General Workshop - Introduction	13	3	16
General Workshop	402	24	426
Food Science and Nutrition	3	21	24
Food Production	485	1246	1731
Financial Procedures and Records Management	44	144	188
Facilities Development and Maintenance	3	1	4
Facilities Development	3	2	5
Electrical Foundations	6	0	6
Computerised Accounting	13	23	36
Computer Fundamentals in Mining Industry	12	5	17
Computer Fundamentals	436	503	939
Computer Fund. for Hospitality & Tourism	27	64	91
Computer Assisted Drawing and Design	75	10	85
Child Care	2	159	161
Catering	125	450	575
Career and Industry Awareness	778	581	1359
Business Financial Management	40	95	135
Audio Visual Production - Video	92	79	171
Audio Visual Production - Radio	48	26	74
Aquaculture	8	1	9
Applied Land & Resource Management-Intro	3	3	6
Animal Production and Enterprise - Intro	12	6	18
Animal Production and Enterprise	10	10	20
Animal Husbandry and Enterprise - Equine	0	4	4

VOCATIONAL COURSES YR 11	MALE	FEMALE	TOTAL
Workshop Practice and Electrical Fabrication	6	0	6
Workplace and Health Issues	38	35	73
Workplace Communication and Organisation	3	1	4
Work Studies	1442	1317	2759
Wood Fabrication - Introduction	55	3	58
Wood Fabrication	328	23	351
Vocational Mathematics	891	579	1470
Vocational English	1497	867	2364
Vocational Community Networking 2	8	63	71
Vocational Community Networking 1	8	45	53
Video Production - Video Location	52	44	96
Video Production - TV Studio	50	37	87
Trade Drawing	225	5	230
The Study of Teaching	1	22	23
Test Equipment and Power Supplies	14	0	14
Sport Specific Skills and Training	105	24	129
Seamanship	16	1	17
SWL Generic Skills	2744	2299	5043
Recreation and Leisure Industry Studies 2	19	11	30
Recreation and Leisure Industry Studies 1	21	11	32
Politics Law and the Workplace	0	6	6
Plant Production and Enterprise - Intro	26	8	34
Plant Prod. and Enterprise - Viticulture	17	2	19
Office Administration	37	125	162
O H & S in the Mineral Industry	32	4	36
Metal Machining and Fabrication	193	3	196
Metal Machinery and Fabrication - Intro	40	1	41
Keyboard Operations - Technique	74	159	233

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Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2003

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
ENGLISH								
English **	5	75	6	3	33	40	2	164
English as a Second Language **	1	12	4	0	14	16	4	51
English Literature **	1	60	5	1	31	35	0	133
Media Studies	2	35	6	0	4	12	0	59
Senior English	6	76	6	1	34	36	0	159
HEALTH AND PHYSICAL EDUCATION								
Early Childhood Studies	2	42	4	1	20	13	0	82
Health Studies	1	20	5	1	0	0	0	27
Independent Living	2	35	3	0	12	9	0	61
Outdoor Education	1	43	3	0	12	9	0	68
Physical Education Studies	3	64	5	0	29	25	0	126
LANGUAGES OTHER THAN ENGLISH								
Arabic (CCAFL)	0	0	0	0	0	1	0	1
Chinese: Advanced **	0	3	1	0	0	5	2	11
Chinese: Second Language **	0	3	0	0	0	3	0	6
French **	0	12	1	1	9	20	0	43
German **	0	6	1	0	0	5	0	12
Indonesian for Beginners	0	0	1	0	0	2	0	3
Indonesian: Advanced **	0	0	2	0	2	1	1	6
Indonesian: Second Language **	0	4	1	1	8	14	0	28
Italian **	0	14	1	1	17	4	0	37
Italian for Beginners	0	4	0	0	2	0	0	6
Japanese for Beginners	0	5	1	0	0	0	0	6
Japanese: Advanced **	0	0	0	0	1	2	0	3
Japanese: Second Language **	0	21	1	0	11	13	0	46
Malay: Advanced **	0	0	0	0	0	2	1	3
Modern Greek (SSABSA) **	0	1	0	0	0	1	0	2
Polish (CCAFL)	0	1	0	0	1	0	0	2
MATHEMATICS								
Applicable Mathematics **	2	71	6	1	33	40	3	156
Calculus **	0	59	6	1	28	34	3	131
Discrete Mathematics **	5	77	6	3	34	41	1	167
Modelling with Mathematics	9	80	6	1	35	37	0	168
SCIENCE								
Biology **	2	57	6	1	26	32	2	126
Chemistry **	2	73	6	1	33	40	4	159
Geology **	0	3	0	0	0	1	0	4
Human Biology **	3	74	6	2	35	37	1	158
Physical Science **	0	15	3	0	2	5	0	25
Physics **	1	71	6	1	33	40	4	156
Senior Science	1	64	5	1	25	25	0	121

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

** These subjects have a Tertiary Entrance Examination.

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Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2003 (Cont)

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
SOCIETY AND ENVIRONMENT								
Ancient History **	0	6	3	0	1	7	0	17
Australian Studies	0	0	0	0	0	1	0	1
Beliefs and Values	0	0	0	0	14	6	0	20
Economics **	1	64	6	1	32	33	3	140
Geography **	5	74	6	1	34	38	0	158
History **	2	70	6	2	32	36	0	148
Law	0	2	2	0	1	0	0	5
Political and Legal Studies **	0	26	6	0	17	19	1	69
Practical Geography	0	3	1	0	0	0	0	4
TECHNOLOGY AND ENTERPRISE								
Accounting **	1	46	4	1	26	24	3	105
Administrative Systems	0	6	2	0	2	0	0	10
Aeronautics	0	4	0	0	0	1	0	5
Animal Production and Marketing	0	10	0	0	1	0	0	11
Applied Technology	0	1	1	0	2	4	0	8
Automotive Workshop	0	29	2	1	1	2	0	35
Building and Construction	0	25	0	0	0	0	0	25
Business Information Technology	3	52	4	1	16	8	0	84
Fabrics, Design and Technology	0	3	2	0	0	0	0	5
Farm Practice	0	5	0	0	0	0	0	5
Food Technology	0	1	1	0	2	3	0	7
Furniture Design and Technology	3	61	2	1	20	17	0	104
Graphics Technology	0	6	1	0	0	2	0	9
Industry Information Technology	1	35	1	0	11	14	1	63
Information Systems **	0	25	5	0	13	14	2	59
Interactive Media	3	55	5	0	22	23	0	108
Management and Marketing	0	6	0	0	9	3	0	18
Metals Technology	1	40	1	0	9	8	0	59
Nautical Studies	0	7	1	0	0	1	0	9
Plant Production and Marketing	0	7	0	0	1	0	0	8
Small Business Management and Enterprise	1	27	3	1	5	7	0	44
Systems Technology	1	12	1	0	3	2	0	19
Technical Graphics	0	39	2	1	17	11	0	70
Visual Communication - Photography	0	49	5	0	3	7	0	64
THE ARTS								
Art **	1	63	6	1	30	31	1	133
Art and Design	7	75	6	1	32	38	0	159
Ballet Studies	0	2	0	0	0	0	0	2
Dance Studies	0	41	2	0	3	2	0	48
Drama	1	59	5	0	26	21	0	112
Drama Studies **	1	55	5	0	27	28	2	118
Music **	1	32	1	0	19	21	0	74
Music in Society	2	27	3	0	13	7	0	52

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

** These subjects have a Tertiary Entrance Examination.

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Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2003 (Cont)

Subjects within Industry Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
VOCATIONAL EDUCATION								
ACROSS INDUSTRY STUDIES								
Computer Assisted Drawing and Design	1	5	2	0	0	0	0	8
Vocational English	10	60	4	4	13	6	0	97
Work Studies	4	52	3	2	22	12	0	95
ARTS AND RELATED TECHNOLOGIES								
SWL - Design	1	28	3	0	20	15	0	67
BUILDING AND CONSTRUCTION								
SWL - Building Construction and Services	2	43	2	2	19	15	0	83
BUSINESS AND CLERICAL								
Audio and Word Processing Skills	0	3	0	0	0	0	0	3
Business Financial Management	0	12	1	0	1	0	0	14
Computer Fundamentals	6	27	4	0	3	3	0	43
Office Administration	0	10	1	0	1	0	0	12
SWL - Business and Clerical	5	63	4	5	23	22	0	122
SWL - Information Technology	1	43	4	0	21	11	0	80
ELECTRICAL/ELECTRONICS								
SWL - Electronics Servicing	2	27	2	0	13	5	0	49
HEALTH AND COMMUNITY SERVICES								
Child Care	0	8	0	0	1	1	0	10
SWL - Community Services, Health and Educ	8	57	3	1	27	23	0	119
The Study of Teaching	0	3	0	0	0	0	0	3
Vocational Community Networking	0	5	0	0	0	0	0	5
HOSPITALITY TRAVEL AND TOURISM								
Aspects of the Tourism Industry	0	36	3	0	2	2	0	43
Food Production	2	50	3	0	14	14	0	83
Reception and Customer Service	1	18	2	1	3	1	0	26
SWL - Food Processing	1	13	2	0	2	2	0	20
SWL - Hospitality	4	45	4	2	24	19	0	98
SWL - Tourism	0	10	0	0	13	6	0	29

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

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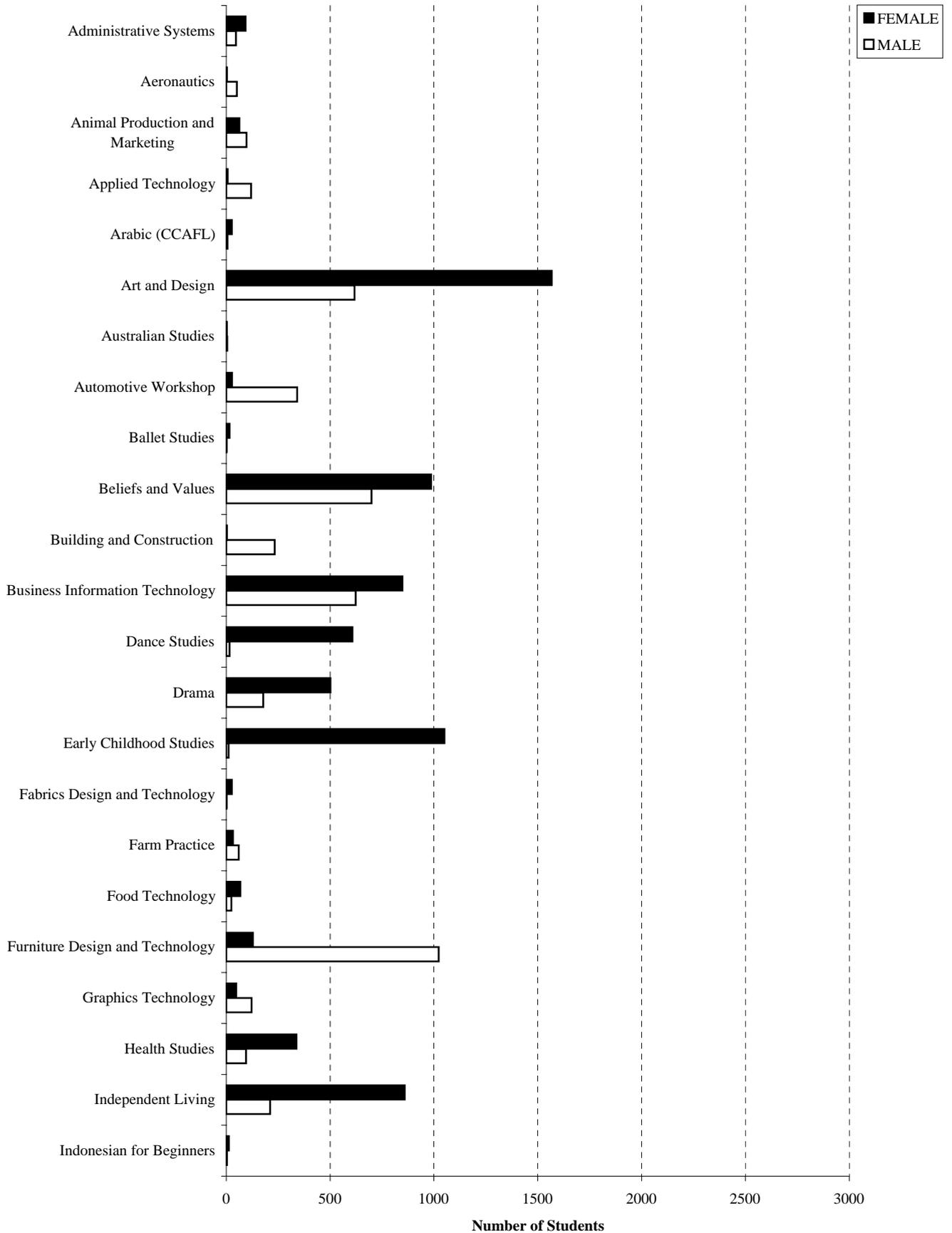
Table 3.1 Number of Schools Offering Year 12 Subjects By School Type, 2003 (Cont)

Subjects within Industry Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
VOCATIONAL EDUCATION (Cont)								
LIGHT MANUFACTURING								
Composite Materials	0	2	0	0	0	0	0	2
Composite Materials, Machining and Fab	0	2	1	0	0	0	0	3
SWL - Light Manufacturing	2	18	1	1	10	6	0	38
Wood Fabrication	0	16	3	0	3	1	0	23
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)								
General Workshop	1	20	3	0	1	0	0	25
Metal Machining and Fabrication	0	9	1	0	1	0	0	11
SWL - Automotive	5	50	4	1	22	14	0	96
SWL - Metals and Engineering	3	24	3	1	9	6	0	46
MINING								
SWL - Mining	0	4	0	0	0	1	0	5
PRIMARY INDUSTRIES								
Animal Production and Enterprise	0	2	0	0	0	0	0	2
Applied Land & Resource Management-Intro	0	3	0	0	0	0	0	3
Facilities Development and Maintenance	0	2	0	0	0	0	0	2
Pastoral Industries	0	1	0	0	0	0	0	1
Plant Production and Enterprise	0	2	0	0	0	0	0	2
SWL - Animal Care	1	35	2	0	10	14	0	62
SWL - Primary Industries	2	30	2	0	15	12	0	61
RETAIL								
SWL - Sales and Personal Services	3	56	3	4	26	23	0	115
SPORT AND RECREATION								
Fitness	0	0	1	0	0	0	0	1
Sport, Specific Skills and Training	0	4	0	0	0	0	0	4
SWL - Sport and Recreation	1	38	2	0	18	16	0	75
TRANSPORT AND STORAGE								
SWL - Transport and Storage	0	12	1	0	1	2	0	16

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

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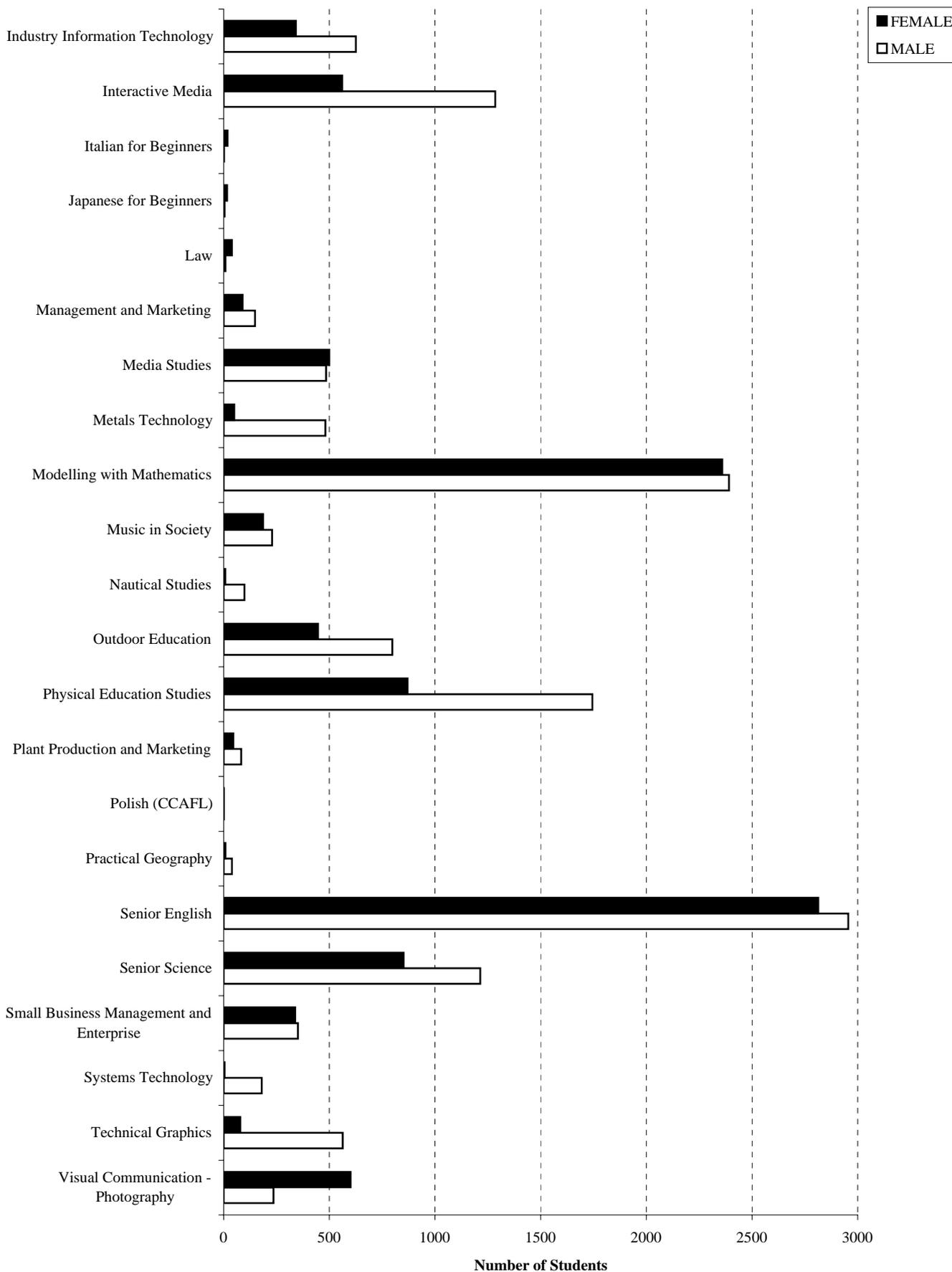
Figure 3.1 Number of Students Who Completed Year 12 Wholly School-assessed Subjects*, by Sex, 2003



* Does not include Vocational Subjects.

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Figure 3.1 Number of Students Who Completed Year 12 Wholly School-assessed Subjects*, by Sex, 2003 (Cont)



* Does not include Vocational Subjects.

ACCREDITED COURSES YR 12	MALE	FEMALE	TOTAL
Indonesian for Beginners	3	12	15
Independent Living	211	859	1070
Health Studies	95	338	433
Graphics Technology	121	48	169
Furniture Design and Technology	1023	128	1151
Food Technology	24	67	91
Farm Practice	60	32	92
Fabrics Design and Technology	1	26	27
Early Childhood Studies	11	1050	1061
Drama	178	502	680
Dance Studies	16	608	624
Business Information Technology	623	848	1471
Building and Construction	233	3	236
Beliefs and Values	699	986	1685
Ballet Studies	1	15	16
Automotive Workshop	341	28	369
Australian Studies	4	2	6
Art and Design	618	1567	2185
Arabic (CCAFL)	5	27	32
Applied Technology	119	7	126
Animal Production and Marketing	97	63	160
Aeronautics	51	3	54
Administrative Systems	46	93	139

ACCREDITED COURSES YR 12	MALE	FEMALE	TOTAL
Visual Communication - Photography	236	600	836
Technical Graphics	563	79	642
Systems Technology	180	4	184
Small Business Management and Enterprise	351	338	689
Senior Science	1214	851	2065
Senior English	2955	2813	5768
Practical Geography	39	9	48
Polish (CCAFL)	1	1	2
Plant Production and Marketing	83	46	129
Physical Education Studies	1744	870	2614
Outdoor Education	798	447	1245
Nautical Studies	98	8	106
Music in Society	229	187	416
Modelling with Mathematics	2391	2359	4750
Metals Technology	481	50	531
Media Studies	485	500	985
Management and Marketing	148	89	237
Law	9	39	48
Japanese for Beginners	4	16	20
Italian for Beginners	2	19	21
Interactive Media	1285	561	1846
Industry Information Technology	626	342	968

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
ENGLISH									
English *	Male	NO.	287	915	2661	385	63	4311	
		%	6.66	21.22	61.73	8.93	1.46		
	Female	NO.	581	1519	2413	222	35	4770	
		%	12.18	31.84	50.59	4.65	0.73		
	Persons	NO.	868	2434	5074	607	98	9081	
		%	9.56	26.8	55.87	6.68	1.08		44.64
English as a Second Language *	Male	NO.	47	117	205	61	9	439	
		%	10.71	26.65	46.7	13.9	2.05		
	Female	NO.	64	131	172	37	4	408	
		%	15.69	32.11	42.16	9.07	0.98		
	Persons	NO.	111	248	377	98	13	847	
		%	13.11	29.28	44.51	11.57	1.53		4.16
English Literature *	Male	NO.	150	246	368	26	3	793	
		%	18.92	31.02	46.41	3.28	0.38		
	Female	NO.	403	624	603	33	6	1669	
		%	24.15	37.39	36.13	1.98	0.36		
	Persons	NO.	553	870	971	59	9	2462	
		%	22.46	35.34	39.44	2.4	0.37		12.1
Media Studies	Male	NO.	78	161	184	44	18	485	
		%	16.08	33.2	37.94	9.07	3.71		
	Female	NO.	125	205	143	20	7	500	
		%	25	41	28.6	4	1.4		
	Persons	NO.	203	366	327	64	25	985	
		%	20.61	37.16	33.2	6.5	2.54		4.84
Senior English	Male	NO.	233	1124	1454	89	55	2955	
		%	7.88	38.04	49.2	3.01	1.86		
	Female	NO.	611	1455	702	25	20	2813	
		%	21.72	51.72	24.96	0.89	0.71		
	Persons	NO.	844	2579	2156	114	75	5768	
		%	14.63	44.71	37.38	1.98	1.3		28.35
HEALTH AND PHYSICAL EDUCATION									
Early Childhood Studies	Male	NO.	0	3	6	1	1	11	
		%	0	27.27	54.55	9.09	9.09		
	Female	NO.	291	437	232	69	21	1050	
		%	27.71	41.62	22.1	6.57	2		
	Persons	NO.	291	440	238	70	22	1061	
		%	27.43	41.47	22.43	6.6	2.07		5.21
Health Studies	Male	NO.	7	39	35	9	5	95	
		%	7.37	41.05	36.84	9.47	5.26		
	Female	NO.	89	145	86	16	2	338	
		%	26.33	42.9	25.44	4.73	0.59		
	Persons	NO.	96	184	121	25	7	433	
		%	22.17	42.49	27.94	5.77	1.62		2.12
Independent Living	Male	NO.	9	63	106	24	9	211	
		%	4.27	29.86	50.24	11.37	4.27		
	Female	NO.	212	370	225	43	9	859	
		%	24.68	43.07	26.19	5.01	1.05		
	Persons	NO.	221	433	331	67	18	1070	
		%	20.65	40.47	30.93	6.26	1.68		5.26

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
HEALTH AND PHYSICAL EDUCATION (Cont)									
Outdoor Education	Male	NO.	96	354	233	86	29	798	
		%	12.03	44.36	29.2	10.78	3.63		
	Female	NO.	109	219	84	23	12	447	
		%	24.38	48.99	18.79	5.15	2.68		
	Persons	NO.	205	573	317	109	41	1245	6.12
		%	16.47	46.02	25.46	8.76	3.29		
Physical Education Studies	Male	NO.	379	876	408	69	12	1744	
		%	21.73	50.23	23.39	3.96	0.69		
	Female	NO.	246	434	168	20	2	870	
		%	28.28	49.89	19.31	2.3	0.23		
	Persons	NO.	625	1310	576	89	14	2614	12.85
		%	23.91	50.11	22.04	3.4	0.54		
LANGUAGES OTHER THAN ENGLISH									
Arabic (CCAFL)	Male	NO.	1	1	2	1	0	5	
		%	20	20	40	20	0		
	Female	NO.	3	16	5	3	0	27	
		%	11.11	59.26	18.52	11.11	0		
	Persons	NO.	4	17	7	4	0	32	0.15
		%	12.5	53.13	21.88	12.5	0		
Chinese: Advanced *	Male	NO.	12	21	24	5	3	65	
		%	18.46	32.31	36.92	7.69	4.62		
	Female	NO.	32	19	24	3	1	79	
		%	40.51	24.05	30.38	3.8	1.27		
	Persons	NO.	44	40	48	8	4	144	0.7
		%	30.56	27.78	33.33	5.56	2.78		
Chinese: Second Language *	Male	NO.	3	1	5	0	1	10	
		%	30	10	50	0	10		
	Female	NO.	5	3	4	0	0	12	
		%	41.67	25	33.33	0	0		
	Persons	NO.	8	4	9	0	1	22	0.1
		%	36.36	18.18	40.91	0	4.55		
French *	Male	NO.	17	27	39	8	1	92	
		%	18.48	29.35	42.39	8.7	1.09		
	Female	NO.	59	71	101	22	3	256	
		%	23.05	27.73	39.45	8.59	1.17		
	Persons	NO.	76	98	140	30	4	348	1.71
		%	21.84	28.16	40.23	8.62	1.15		
German *	Male	NO.	3	10	12	1	0	26	
		%	11.54	38.46	46.15	3.85	0		
	Female	NO.	29	14	22	2	0	67	
		%	43.28	20.9	32.84	2.99	0		
	Persons	NO.	32	24	34	3	0	93	0.45
		%	34.41	25.81	36.56	3.23	0		

* These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
LANGUAGES OTHER THAN ENGLISH (Cont)									
Indonesian for Beginners	Male	NO.	1	1	0	1	0	3	
		%	33.33	33.33	0	33.33	0		
	Female	NO.	2	6	1	3	0	12	
Indonesian: Advanced *	Male	NO.	2	8	43	4	2	59	
		%	3.39	13.56	72.88	6.78	3.39		0.07
	Female	NO.	4	8	20	1	0	33	
Indonesian: Second Language *	Male	NO.	6	16	63	5	2	92	
		%	6.52	17.39	68.48	5.43	2.17		0.45
	Female	NO.	11	13	21	6	1	52	
Italian *	Male	NO.	19	25	40	10	2	96	
		%	19.79	26.04	41.67	10.42	2.08		0.72
	Female	NO.	30	38	61	16	3	148	
Italian for Beginners	Male	NO.	20.27	25.68	41.22	10.81	2.03		
		%	9	10	24	9	0	52	
	Female	NO.	17.31	19.23	46.15	17.31	0		
Japanese for Beginners	Male	NO.	23	43	99	27	5	197	
		%	11.68	21.83	50.25	13.71	2.54		1.22
	Female	NO.	32	53	123	36	5	249	
Japanese: Advanced *	Male	NO.	12.85	21.29	49.4	14.46	2.01		
		%	0	0	100	0	0	2	
	Female	NO.	4	5	10	0	0	19	
Japanese: Second Language *	Male	NO.	21.05	26.32	52.63	0	0		
		%	4	5	12	0	0	21	
	Female	NO.	19.05	23.81	57.14	0	0		0.1
Indonesian: Second Language *	Male	NO.	1	0	1	2	0	4	
		%	25	0	25	50	0		0.09
	Female	NO.	2	6	5	2	1	16	
Indonesian: Second Language *	Male	NO.	12.5	37.5	31.25	12.5	6.25		
		%	0	1	6	0	0	7	
	Female	NO.	3	6	6	4	1	20	
Indonesian: Second Language *	Male	NO.	15	30	30	20	5		
		%	0	14.29	85.71	0	0	7	
	Female	NO.	0	0	5	2	0	7	
Indonesian: Second Language *	Male	NO.	0	0	71.43	28.37	0		
		%	0	1	11	2	0	14	
	Female	NO.	0	7.14	78.57	14.29	0		0.06
Indonesian: Second Language *	Male	NO.	15	25	28	20	1	89	
		%	16.85	28.09	31.46	22.47	1.12		
	Female	NO.	37	52	66	16	5	176	
Indonesian: Second Language *	Male	NO.	21.02	29.55	37.5	9.09	2.84		
		%	52	77	94	36	6	265	
	Female	NO.	19.62	29.06	35.47	13.58	2.26		1.3

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
LANGUAGES OTHER THAN ENGLISH (Cont)									
Malay: Advanced *	Male	NO.	3	13	10	1	0	27	
		%	11.11	48.15	37.04	3.7	0		
	Female	NO.	8	36	13	0	0	57	
		%	14.04	63.16	22.81	0	0		
	Persons	NO.	11	49	23	1	0	84	
		%	13.1	58.33	27.38	1.19	0		0.41
Modern Greek (SSABSA) *	Male	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	2	0	1	0	0	3	
		%	66.67	0	33.33	0	0		0.01
Polish (CCAFL)	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
MATHEMATICS									
Applicable Mathematics *	Male	NO.	686	671	956	300	94	2707	
		%	25.34	24.79	35.32	11.08	3.47		
	Female	NO.	509	516	738	148	50	1961	
		%	25.96	26.31	37.63	7.55	2.55		
	Persons	NO.	1195	1187	1694	448	144	4668	
		%	25.6	25.43	36.29	9.6	3.08		22.94
Calculus *	Male	NO.	360	308	425	171	47	1311	
		%	27.46	23.49	32.42	13.04	3.59		
	Female	NO.	178	140	139	44	13	514	
		%	34.63	27.24	27.04	8.56	2.53		
	Persons	NO.	538	448	564	215	60	1825	
		%	29.48	24.55	30.9	11.78	3.29		8.97
Discrete Mathematics *	Male	NO.	632	890	1478	360	80	3440	
		%	18.37	25.87	42.97	10.47	2.33		
	Female	NO.	874	1163	1782	449	78	4346	
		%	20.11	26.76	41	10.33	1.79		
	Persons	NO.	1506	2053	3260	809	158	7786	
		%	19.34	26.37	41.87	10.39	2.03		38.27
Modelling with Mathematics	Male	NO.	166	877	1067	169	112	2391	
		%	6.94	36.68	44.63	7.07	4.68		
	Female	NO.	365	1031	788	104	71	2359	
		%	15.47	43.7	33.4	4.41	3.01		
	Persons	NO.	531	1908	1855	273	183	4750	
		%	11.18	40.17	39.05	5.75	3.85		23.35

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
SCIENCE									
Biology *	Male	NO.	100	207	402	125	9	843	
		%	11.86	24.56	47.69	14.83	1.07		
	Female	NO.	275	386	439	92	18	1210	
		%	22.73	31.9	36.28	7.6	1.49		
	Persons	NO.	375	593	841	217	27	2053	
		%	18.27	28.88	40.96	10.57	1.32		10.09
Chemistry *	Male	NO.	534	420	650	221	76	1901	
		%	28.09	22.09	34.19	11.63	4		
	Female	NO.	508	454	626	228	38	1854	
		%	27.4	24.49	33.76	12.3	2.05		
	Persons	NO.	1042	874	1276	449	114	3755	
		%	27.75	23.28	33.98	11.96	3.04		18.46
Geology *	Male	NO.	5	11	18	7	1	42	
		%	11.9	26.19	42.86	16.67	2.38		
	Female	NO.	1	3	6	0	0	10	
		%	10	30	60	0	0		
	Persons	NO.	6	14	24	7	1	52	
		%	11.54	26.92	46.15	13.46	1.92		0.25
Human Biology *	Male	NO.	220	334	611	157	30	1352	
		%	16.27	24.7	45.19	11.61	2.22		
	Female	NO.	769	984	1346	350	68	3517	
		%	21.87	27.98	38.27	9.95	1.93		
	Persons	NO.	989	1318	1957	507	98	4869	
		%	20.31	27.07	40.19	10.41	2.01		23.93
Physical Science *	Male	NO.	18	41	59	34	12	164	
		%	10.98	25	35.98	20.73	7.32		
	Female	NO.	50	53	61	14	2	180	
		%	27.78	29.44	33.89	7.78	1.11		
	Persons	NO.	68	94	120	48	14	344	
		%	19.77	27.33	34.88	13.95	4.07		1.69
Physics *	Male	NO.	589	537	866	299	65	2356	
		%	25	22.79	36.76	12.69	2.76		
	Female	NO.	306	233	313	98	20	970	
		%	31.55	24.02	32.27	10.1	2.06		
	Persons	NO.	895	770	1179	397	85	3326	
		%	26.91	23.15	35.45	11.94	2.56		16.35
Senior Science	Male	NO.	157	525	441	70	21	1214	
		%	12.93	43.25	36.33	5.77	1.73		
	Female	NO.	171	397	232	43	8	851	
		%	20.09	46.65	27.26	5.05	0.94		
	Persons	NO.	328	922	673	113	29	2065	
		%	15.88	44.65	32.59	5.47	1.4		10.15
SOCIETY AND ENVIRONMENT									
Ancient History *	Male	NO.	42	57	67	14	2	182	
		%	23.08	31.32	36.81	7.69	1.1		
	Female	NO.	39	72	77	17	3	208	
		%	18.75	34.62	37.02	8.17	1.44		
	Persons	NO.	81	129	144	31	5	390	
		%	20.77	33.08	36.92	7.95	1.28		1.91

* These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
SOCIETY AND ENVIRONMENT (Cont)									
Australian Studies	Male	NO.	0	0	4	0	0	4	
		%	0	0	100	0	0		
	Female	NO.	0	2	0	0	0	2	
Beliefs and Values	Male	NO.	42	274	320	58	5	699	
		%	6.01	39.2	45.78	8.3	0.72		
	Female	NO.	196	489	266	34	1	986	
Economics *	Male	NO.	313	470	851	274	45	1953	
		%	16.03	24.07	43.57	14.03	2.3		
	Female	NO.	276	329	541	153	22	1321	
Geography *	Male	NO.	256	484	1060	309	52	2161	
		%	11.85	22.4	49.05	14.3	2.41		
	Female	NO.	325	614	1016	265	39	2259	
History *	Male	NO.	178	333	591	143	18	1263	
		%	14.09	26.37	46.79	11.32	1.43		
	Female	NO.	412	670	991	181	20	2274	
Law	Male	NO.	0	3	4	1	1	9	
		%	0	33.33	44.44	11.11	11.11		
	Female	NO.	8	19	8	4	0	39	
Political and Legal Studies *	Male	NO.	100	127	217	46	9	499	
		%	20.04	25.45	43.49	9.22	1.8		
	Female	NO.	170	172	239	46	11	638	
Practical Geography	Male	NO.	2	19	11	7	0	39	
		%	5.13	48.72	28.21	17.95	0		
	Female	NO.	3	2	2	1	1	9	
Persons	Male	NO.	5	21	13	8	1	48	
		%	10.42	43.75	27.08	16.67	2.08		0.23

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE									
Accounting *	Male	NO.	96	121	219	101	50	587	
		%	16.35	20.61	37.31	17.21	8.52		
	Female	NO.	143	167	239	96	32	677	
		%	21.12	24.67	35.3	14.18	4.73		
	Persons	NO.	239	288	458	197	82	1264	
		%	18.91	22.78	36.23	15.59	6.49		
Administrative Systems	Male	NO.	2	13	22	9	0	46	
		%	4.35	28.26	47.83	19.57	0		
	Female	NO.	18	39	33	2	1	93	
		%	19.35	41.94	35.48	2.15	1.08		
	Persons	NO.	20	52	55	11	1	139	
		%	14.39	37.41	39.57	7.91	0.72		
Aeronautics	Male	NO.	6	20	17	3	5	51	
		%	11.76	39.22	33.33	5.88	9.8		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Persons	NO.	6	22	18	3	5	54	
		%	11.11	40.74	33.33	5.56	9.26		
Animal Production and Marketing	Male	NO.	11	48	38	0	0	97	
		%	11.34	49.48	39.18	0	0		
	Female	NO.	15	28	16	3	1	63	
		%	23.81	44.44	25.4	4.76	1.59		
	Persons	NO.	26	76	54	3	1	160	
		%	16.25	47.5	33.75	1.88	0.63		
Applied Technology	Male	NO.	9	55	43	8	4	119	
		%	7.56	46.22	36.13	6.72	3.36		
	Female	NO.	2	4	1	0	0	7	
		%	28.57	57.14	14.29	0	0		
	Persons	NO.	11	59	44	8	4	126	
		%	8.73	46.83	34.92	6.35	3.17		
Automotive Workshop	Male	NO.	43	105	148	33	12	341	
		%	12.61	30.79	43.4	9.68	3.52		
	Female	NO.	1	7	13	7	0	28	
		%	3.57	25	46.43	25	0		
	Persons	NO.	44	112	161	40	12	369	
		%	11.92	30.35	43.63	10.84	3.25		
Building and Construction	Male	NO.	22	90	97	20	4	233	
		%	9.44	38.63	41.63	8.58	1.72		
	Female	NO.	0	1	1	1	0	3	
		%	0	33.33	33.33	33.33	0		
	Persons	NO.	22	91	98	21	4	236	
		%	9.32	38.56	41.53	8.9	1.69		
Business Information Technology	Male	NO.	58	203	291	51	20	623	
		%	9.31	32.58	46.71	8.19	3.21		
	Female	NO.	215	376	216	36	5	848	
		%	25.35	44.34	25.47	4.25	0.59		
	Persons	NO.	273	579	507	87	25	1471	
		%	18.56	39.36	34.47	5.91	1.7		

* There subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Fabrics, Design and Technology	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	3	17	5	0	1	26	
		%	11.54	65.38	19.23	0	3.85		
	Persons	NO.	3	18	5	0	1	27	
		%	11.11	66.67	18.52	0	3.7		0.13
Farm Practice	Male	NO.	6	29	20	5	0	60	
		%	10	48.33	33.33	8.33	0		
	Female	NO.	3	13	15	1	0	32	
		%	9.38	40.63	46.88	3.13	0		
	Persons	NO.	9	42	35	6	0	92	
		%	9.78	45.65	38.04	6.52	0		0.45
Food Technology	Male	NO.	2	11	9	0	2	24	
		%	8.33	45.83	37.5	0	8.33		
	Female	NO.	11	33	16	5	2	67	
		%	16.42	49.25	23.88	7.46	2.99		
	Persons	NO.	13	44	25	5	4	91	
		%	14.29	48.35	27.47	5.49	4.4		0.44
Furniture Design and Technology	Male	NO.	120	383	416	82	22	1023	
		%	11.73	37.44	40.66	8.02	2.15		
	Female	NO.	18	38	63	8	1	128	
		%	14.06	29.69	49.22	6.25	0.78		
	Persons	NO.	138	421	479	90	23	1151	
		%	11.99	36.58	41.62	7.82	2		5.65
Graphics Technology	Male	NO.	20	41	39	14	7	121	
		%	16.53	33.88	32.23	11.57	5.79		
	Female	NO.	19	16	11	2	0	48	
		%	39.58	33.33	22.92	4.17	0		
	Persons	NO.	39	57	50	16	7	169	
		%	23.08	33.73	29.59	9.47	4.14		0.83
Industry Information Technology	Male	NO.	59	213	271	68	15	626	
		%	9.42	34.03	43.29	10.86	2.4		
	Female	NO.	36	157	119	24	6	342	
		%	10.53	45.91	34.8	7.02	1.75		
	Persons	NO.	95	370	390	92	21	968	
		%	9.81	38.22	40.29	9.5	2.17		4.75
Information Systems *	Male	NO.	105	172	269	95	38	679	
		%	15.46	25.33	39.62	13.99	5.6		
	Female	NO.	36	76	84	24	8	228	
		%	15.79	33.33	36.84	10.53	3.51		
	Persons	NO.	141	248	353	119	46	907	
		%	15.55	27.34	38.92	13.12	5.07		4.45
Interactive Media	Male	NO.	147	491	496	120	31	1285	
		%	11.44	38.21	38.6	9.34	2.41		
	Female	NO.	103	245	165	40	8	561	
		%	18.36	43.67	29.41	7.13	1.43		
	Persons	NO.	250	736	661	160	39	1846	
		%	13.54	39.87	35.81	8.67	2.11		9.07

* There subjects have a Tertiary Entrance Examination.

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
TECHNOLOGY AND ENTERPRISE (Cont)									
Management and Marketing	Male	NO.	20	67	52	7	2	148	
		%	13.51	45.27	35.14	4.73	1.35		
	Persons	NO.	48	106	70	11	2	237	
Metals Technology	Male	NO.	76	161	176	53	15	481	1.16
		%	15.8	33.47	36.59	11.02	3.12		
	Persons	NO.	85	181	188	61	16	531	
Nautical Studies	Male	NO.	20	32	34	10	2	98	
		%	20.41	32.65	34.69	10.2	2.04		
	Persons	NO.	21	36	37	10	2	106	
Plant Production and Marketing	Male	NO.	9	49	24	1	0	83	
		%	10.84	59.04	28.92	1.2	0		
	Persons	NO.	15	78	34	2	0	129	
Small Business Management and Enterprise	Male	NO.	36	146	139	26	4	351	0.63
		%	10.26	41.6	39.6	7.41	1.14		
	Persons	NO.	123	284	228	49	5	689	
Systems Technology	Male	NO.	27	59	74	14	6	180	3.38
		%	15	32.78	41.11	7.78	3.33		
	Persons	NO.	27	60	76	15	6	184	
Technical Graphics	Male	NO.	89	203	218	46	7	563	
		%	15.81	36.06	38.72	8.17	1.24		
	Persons	NO.	107	239	241	47	8	642	
Visual Communication - Photography	Male	NO.	25	53	97	39	22	236	3.15
		%	10.59	22.46	41.1	16.53	9.32		
	Persons	NO.	185	291	247	71	42	836	
		%	22.13	34.81	29.55	8.49	5.02		4.1

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
THE ARTS									
Art *	Male	NO.	40	73	113	18	6	250	
		%	16	29.2	45.2	7.2	2.4		
	Female	NO.	206	401	295	38	12	952	
		%	21.64	42.12	30.99	3.99	1.26		
	Persons	NO.	246	474	408	56	18	1202	5.9
		%	20.47	39.43	33.94	4.66	1.5		
Art and Design	Male	NO.	47	179	251	94	47	618	
		%	7.61	28.96	40.61	15.21	7.61		
	Female	NO.	314	580	549	97	27	1567	
		%	20.04	37.01	35.04	6.19	1.72		
	Persons	NO.	361	759	800	191	74	2185	10.74
		%	16.52	34.74	36.61	8.74	3.39		
Ballet Studies	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	8	5	2	0	0	15	
		%	53.33	33.33	13.33	0	0		
	Persons	NO.	9	5	2	0	0	16	0.07
		%	56.25	31.25	12.5	0	0		
Dance Studies	Male	NO.	5	6	5	0	0	16	
		%	31.25	37.5	31.25	0	0		
	Female	NO.	185	235	141	40	7	608	
		%	30.43	38.65	23.19	6.58	1.15		
	Persons	NO.	190	241	146	40	7	624	3.06
		%	30.45	38.62	23.4	6.41	1.12		
Drama	Male	NO.	15	56	68	28	11	178	
		%	8.43	31.46	38.2	15.73	6.18		
	Female	NO.	57	221	158	61	5	502	
		%	11.35	44.02	31.47	12.15	1		
	Persons	NO.	72	277	226	89	16	680	3.34
		%	10.59	40.74	33.24	13.09	2.35		
Drama Studies *	Male	NO.	40	117	74	24	2	257	
		%	15.56	45.53	28.79	9.34	0.78		
	Female	NO.	190	533	145	23	3	894	
		%	21.25	59.62	16.22	2.57	0.34		
	Persons	NO.	230	650	219	47	5	1151	5.65
		%	19.98	56.47	19.03	4.08	0.43		
Music *	Male	NO.	30	52	41	12	2	137	
		%	21.9	37.96	29.93	8.76	1.46		
	Female	NO.	55	86	71	11	1	224	
		%	24.55	38.39	31.7	4.91	0.45		
	Persons	NO.	85	138	112	23	3	361	1.77
		%	23.55	38.23	31.02	6.37	0.83		

* There subjects have a Tertiary Entrance Examination.

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Learning Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
THE ARTS (Cont)									
Music in Society	Male	NO.	41	81	83	20	4	229	
		%	17.9	35.37	36.24	8.73	1.75		
	Female	NO.	57	62	57	8	3	187	
		%	30.48	33.16	30.48	4.28	1.6		
	Persons	NO.	98	143	140	28	7	416	
		%	23.56	34.38	33.65	6.73	1.68		
SUBJECTS WITHIN INDUSTRY AREAS									
VOCATIONAL EDUCATION									
ACROSS INDUSTRY STUDIES									
Computer Assisted Drawing and Design	Male	NO.	16	19	25	3	1	64	
		%	25	29.69	39.06	4.69	1.56		
	Female	NO.	0	5	2	0	0	7	
		%	0	71.43	28.57	0	0		
	Persons	NO.	16	24	27	3	1	71	
		%	22.54	33.8	38.03	4.23	1.41		
Vocational English	Male	NO.	81	388	493	36	16	1014	
		%	7.99	38.26	48.62	3.55	1.58		
	Female	NO.	142	332	200	21	3	698	
		%	20.34	47.56	28.65	3.01	0.43		
	Persons	NO.	223	720	693	57	19	1712	
		%	13.03	42.06	40.48	3.33	1.11		
Work Studies	Male	NO.	102	399	472	88	20	1081	
		%	9.44	36.91	43.66	8.14	1.85		
	Female	NO.	297	536	282	36	15	1166	
		%	25.47	45.97	24.19	3.09	1.29		
	Persons	NO.	399	935	754	124	35	2247	
		%	17.76	41.61	33.56	5.52	1.56		
ARTS AND RELATED TECHNOLOGIES									
SWL - Design	Male	NO.	42	31	5	0	2	80	
		%	52.5	38.75	6.25	0	2.5		
	Female	NO.	47	24	5	1	0	77	
		%	61.04	31.17	6.49	1.3	0		
	Persons	NO.	89	55	10	1	2	157	
		%	56.69	35.03	6.37	0.64	1.27		
BUILDING AND CONSTRUCTION									
SWL - Building Construction and Services	Male	NO.	81	72	21	5	2	181	
		%	44.75	39.78	11.6	2.76	1.1		
	Female	NO.	1	2	0	0	0	3	
		%	33.33	66.67	0	0	0		
	Persons	NO.	82	74	21	5	2	184	
		%	44.57	40.22	11.41	2.72	1.09		

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
BUSINESS AND CLERICAL (Cont)									
Audio and Word Processing Skills	Male	NO.	1	1	3	1	1	7	
		%	14.29	14.29	42.86	14.29	14.29		
	Female	NO.	2	8	7	0	0	17	
		%	11.76	47.06	41.18	0	0		
	Persons	NO.	3	9	10	1	1	24	
		%	12.5	37.5	41.67	4.17	4.17		0.11
Business Financial Management	Male	NO.	2	17	19	8	5	51	
		%	3.92	33.33	37.25	15.69	9.8		
	Female	NO.	20	36	43	15	4	118	
		%	16.95	30.51	36.44	12.71	3.39		
	Persons	NO.	22	53	62	23	9	169	
		%	13.02	31.36	36.69	13.61	5.33		0.83
Computer Fundamentals	Male	NO.	29	102	154	33	9	327	
		%	8.87	31.19	47.09	10.09	2.75		
	Female	NO.	83	183	105	16	9	396	
		%	20.96	46.21	26.52	4.04	2.27		
	Persons	NO.	112	285	259	49	18	723	
		%	15.49	39.42	35.82	6.78	2.49		3.55
Office Administration	Male	NO.	2	8	7	3	0	20	
		%	10	40	35	15	0		
	Female	NO.	21	41	19	6	0	87	
		%	24.14	47.13	21.84	6.9	0		
	Persons	NO.	23	49	26	9	0	107	
		%	21.5	45.79	24.3	8.41	0		0.52
SWL - Business and Clerical	Male	NO.	43	33	10	1	0	87	
		%	49.43	37.93	11.49	1.15	0		
	Female	NO.	204	147	35	5	4	395	
		%	51.65	37.22	8.86	1.27	1.01		
	Persons	NO.	247	180	45	6	4	482	
		%	51.24	37.34	9.34	1.24	0.83		2.36
SWL - Information Technology	Male	NO.	75	71	16	1	2	165	
		%	45.45	43.03	9.7	0.61	1.21		
	Female	NO.	7	7	3	0	0	17	
		%	41.18	41.18	17.65	0	0		
	Persons	NO.	82	78	19	1	2	182	
		%	45.05	42.86	10.44	0.55	1.1		0.89
ELECTRICAL/ELECTRONICS									
SWL - Electronics Servicing	Male	NO.	33	26	9	0	0	68	
		%	48.53	38.24	13.24	0	0		
	Female	NO.	2	0	1	0	0	3	
		%	66.67	0	33.33	0	0		
	Persons	NO.	35	26	10	0	0	71	
		%	49.3	36.62	14.08	0	0		0.34

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Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
HEALTH AND COMMUNITY SERVICES									
Child Care	Male	NO.	1	1	1	0	1	4	
		%	25	25	25	0	25		
	Female	NO.	23	29	34	5	2	93	
		%	24.73	31.18	36.56	5.38	2.15		
	Persons	NO.	24	30	35	5	3	97	
		%	24.74	30.93	36.08	5.15	3.09		0.47
SWL - Community Services, Health and Education	Male	NO.	23	8	8	1	2	42	
		%	54.76	19.05	19.05	2.38	4.76		
	Female	NO.	232	129	36	5	4	406	
		%	57.14	31.77	8.87	1.23	0.99		
	Persons	NO.	255	137	44	6	6	448	
		%	56.92	30.58	9.82	1.34	1.34		2.2
The Study of Teaching	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	1	9	13	0	0	23	
		%	4.35	39.13	56.52	0	0		
	Persons	NO.	1	9	14	0	0	24	
		%	4.17	37.5	58.33	0	0		0.11
Vocational Community Networking	Male	NO.	1	1	3	3	0	8	
		%	12.5	12.5	37.5	37.5	0		
	Female	NO.	11	15	17	0	0	43	
		%	25.58	34.88	39.53	0	0		
	Persons	NO.	12	16	20	3	0	51	
		%	23.53	31.37	39.22	5.88	0		0.25
HOSPITALITY TRAVEL AND TOURISM									
Aspects of the Tourism Industry	Male	NO.	6	28	70	24	13	141	
		%	4.26	19.86	49.65	17.02	9.22		
	Female	NO.	100	207	157	31	20	515	
		%	19.42	40.19	30.49	6.02	3.88		
	Persons	NO.	106	235	227	55	33	656	
		%	16.16	35.82	34.6	8.38	5.03		3.22
Food Production	Male	NO.	31	114	169	40	13	367	
		%	8.45	31.06	46.05	10.9	3.54		
	Female	NO.	196	457	253	49	2	957	
		%	20.48	47.75	26.44	5.12	0.21		
	Persons	NO.	227	571	422	89	15	1324	
		%	17.15	43.13	31.87	6.72	1.13		6.5
Reception and Customer Service	Male	NO.	3	21	25	7	1	57	
		%	5.26	36.84	43.86	12.28	1.75		
	Female	NO.	43	93	56	7	7	206	
		%	20.87	45.15	27.18	3.4	3.4		
	Persons	NO.	46	114	81	14	8	263	
		%	17.49	43.35	30.8	5.32	3.04		1.29

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
HOSPITALITY TRAVEL AND TOURISM (Cont)									
SWL - Food Processing	Male	NO.	16	11	6	0	0	33	
		%	48.48	33.33	18.18	0	0		
	Female	NO.	12	7	3	1	0	23	
		%	52.17	30.43	13.04	4.35	0		
	Persons	NO.	28	18	9	1	0	56	
		%	50	32.14	16.07	1.79	0		0.27
SWL - Hospitality	Male	NO.	59	46	15	0	3	123	
		%	47.97	37.4	12.2	0	2.44		
	Female	NO.	102	74	14	6	5	201	
		%	50.75	36.82	6.97	2.99	2.49		
	Persons	NO.	161	120	29	6	8	324	
		%	49.69	37.04	8.95	1.85	2.47		1.59
SWL - Tourism	Male	NO.	7	1	0	0	0	8	
		%	87.5	12.5	0	0	0		
	Female	NO.	19	12	3	1	0	35	
		%	54.29	34.29	8.57	2.86	0		
	Persons	NO.	26	13	3	1	0	43	
		%	60.47	30.23	6.98	2.33	0		0.21
LIGHT MANUFACTURING									
Composite Materials	Male	NO.	2	5	5	4	4	20	
		%	10	25	25	20	20		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	2	5	5	4	4	20	
		%	10	25	25	20	20		0.09
Composite Materials, Machining and Fabrication	Male	NO.	4	14	8	1	1	28	
		%	14.29	50	28.57	3.57	3.57		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	4	14	8	1	1	28	
		%	14.29	50	28.57	3.57	3.57		0.13
SWL - Light Manufacturing	Male	NO.	27	21	2	2	1	53	
		%	50.94	39.62	3.77	3.77	1.89		
	Female	NO.	2	1	0	1	0	4	
		%	50	25	0	25	0		
	Persons	NO.	29	22	2	3	1	57	
		%	50.88	38.6	3.51	5.26	1.75		0.28
Wood Fabrication	Male	NO.	34	77	78	24	7	220	
		%	15.45	35	35.45	10.91	3.18		
	Female	NO.	2	10	10	3	1	26	
		%	7.69	38.46	38.46	11.54	3.85		
	Persons	NO.	36	87	88	27	8	246	
		%	14.63	35.37	35.77	10.98	3.25		1.2

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)									
General Workshop	Male	NO.	34	83	99	12	3	231	
		%	14.72	35.93	42.86	5.19	1.3		
	Female	NO.	0	8	8	0	1	17	
		%	0	47.06	47.06	0	5.88		
	Persons	NO.	34	91	107	12	4	248	
		%	13.71	36.69	43.15	4.84	1.61		
Metal Machining and Fabrication	Male	NO.	14	35	37	11	2	99	
		%	14.14	35.35	37.37	11.11	2.02		
	Female	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		
	Persons	NO.	14	37	39	11	2	103	
		%	13.59	35.92	37.86	10.68	1.94		
SWL - Automotive	Male	NO.	132	93	30	8	7	270	
		%	48.89	34.44	11.11	2.96	2.59		
	Female	NO.	6	11	3	3	0	23	
		%	26.09	47.83	13.04	13.04	0		
	Persons	NO.	138	104	33	11	7	293	
		%	47.1	35.49	11.26	3.75	2.39		
SWL - Metals and Engineering	Male	NO.	40	56	13	1	1	111	
		%	36.04	50.45	11.71	0.9	0.9		
	Female	NO.	3	3	1	0	0	7	
		%	42.86	42.86	14.29	0	0		
	Persons	NO.	43	59	14	1	1	118	
		%	36.44	50	11.86	0.85	0.85		
MINING									
SWL - Mining	Male	NO.	11	4	0	0	0	15	
		%	73.33	26.67	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	11	4	0	0	0	15	
		%	73.33	26.67	0	0	0		
PRIMARY INDUSTRIES									
Animal Production and Enterprise	Male	NO.	0	8	2	0	0	10	
		%	0	80	20	0	0		
	Female	NO.	0	4	1	1	0	6	
		%	0	66.67	16.67	16.67	0		
	Persons	NO.	0	12	3	1	0	16	
		%	0	75	18.75	6.25	0		

Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
PRIMARY INDUSTRIES (Cont)									
Applied Land Resource Management	Male	NO.	3	1	1	1	0	6	
		%	50	16.67	16.67	16.67	0		
	Female	NO.	4	7	2	0	0	13	
		%	30.77	53.85	15.38	0	0		
	Persons	NO.	7	8	3	1	0	19	
		%	36.84	42.11	15.79	5.26	0		0.09
Facilities Development and Maintenance	Male	NO.	0	2	2	3	3	10	
		%	0	20	20	30	30		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	3	2	3	3	11	
		%	0	27.27	18.18	27.27	27.27		0.05
Pastoral Industries	Male	NO.	1	5	0	0	0	6	
		%	16.67	83.33	0	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	1	6	0	0	0	7	
		%	14.29	85.71	0	0	0		0.03
Plant Production and Enterprise	Male	NO.	0	8	2	1	0	11	
		%	0	72.73	18.18	9.09	0		
	Female	NO.	0	2	0	0	0	2	
		%	0	100	0	0	0		
	Persons	NO.	0	10	2	1	0	13	
		%	0	76.92	15.38	7.69	0		0.06
SWL - Animal Care	Male	NO.	12	6	3	0	0	21	
		%	57.14	28.57	14.29	0	0		
	Female	NO.	61	15	3	2	0	81	
		%	75.31	18.52	3.7	2.47	0		
	Persons	NO.	73	21	6	2	0	102	
		%	71.57	20.59	5.88	1.96	0		0.5
SWL - Primary Industries	Male	NO.	66	115	38	7	2	228	
		%	28.95	50.44	16.67	3.07	0.88		
	Female	NO.	20	34	14	1	0	69	
		%	28.99	49.28	20.29	1.45	0		
	Persons	NO.	86	149	52	8	2	297	
		%	28.96	50.17	17.51	2.69	0.67		1.46
RETAIL									
SWL - Sales and Personal Services	Male	NO.	80	67	20	8	4	179	
		%	44.69	37.43	11.17	4.47	2.23		
	Female	NO.	178	94	25	14	2	313	
		%	56.87	30.03	7.99	4.47	0.64		
	Persons	NO.	258	161	45	22	6	492	
		%	52.44	32.72	9.15	4.47	1.22		2.41

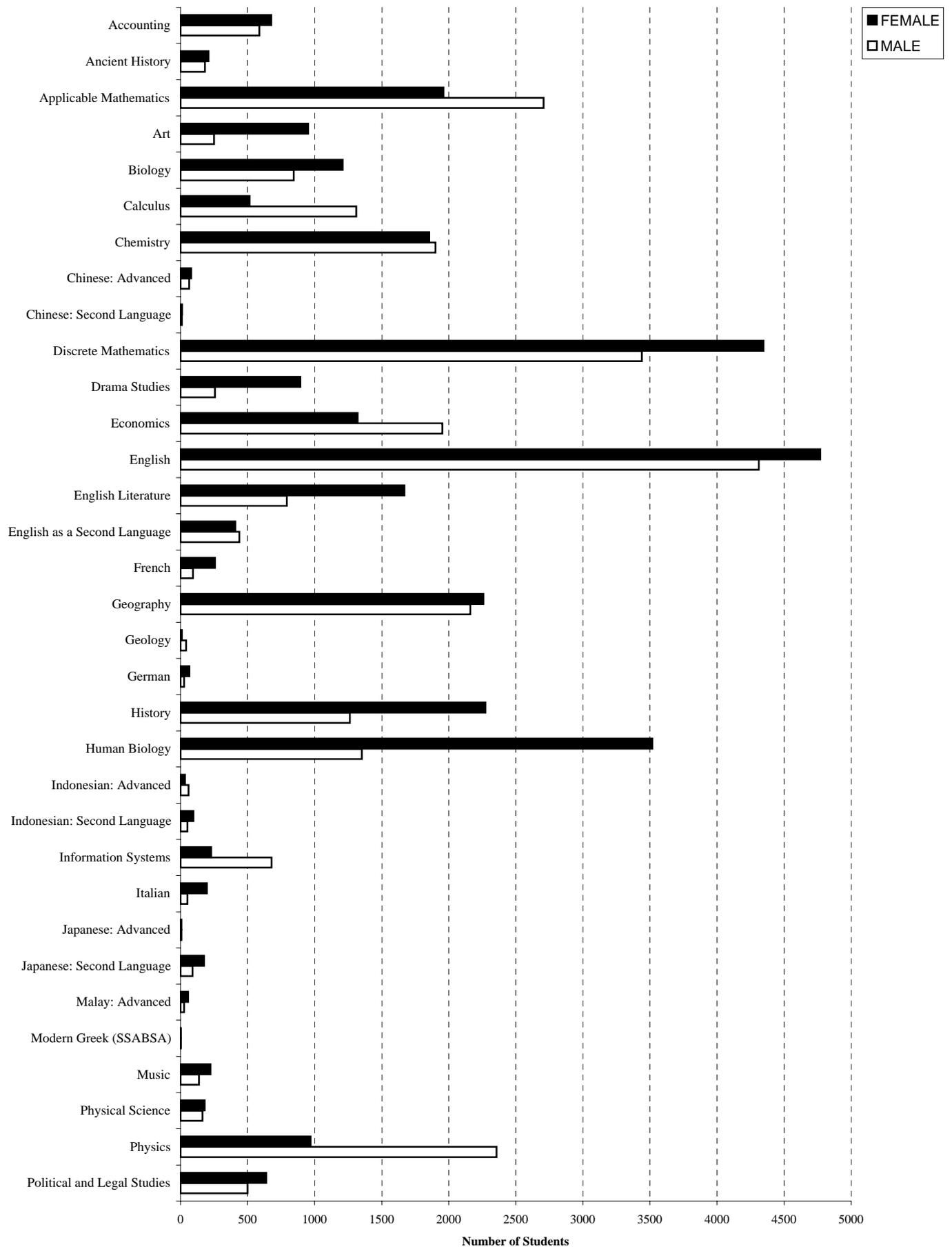
Curriculum Council

Table 3.2 Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2003 (Cont)

Subjects within Industry Areas	Sex of Student	Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population	
			A	B	C	D			E
VOCATIONAL EDUCATION (Cont)									
SPORT AND RECREATION									
Fitness	Male	NO.	1	4	1	0	0	6	
		%	16.67	66.67	16.67	0	0		
	Female	NO.	2	2	1	0	0	5	
		%	40	40	20	0	0		
	Persons	NO.	3	6	2	0	0	11	
		%	27.27	54.55	18.18	0	0		0.05
Sport, Specific Skills and Training	Male	NO.	17	22	18	2	4	63	
		%	26.98	34.92	28.57	3.17	6.35		
	Female	NO.	8	11	7	3	2	31	
		%	25.81	35.48	22.58	9.68	6.45		
	Persons	NO.	25	33	25	5	6	94	
		%	26.6	35.11	26.6	5.32	6.38		0.46
SWL - Sport and Recreation	Male	NO.	65	54	10	1	1	131	
		%	49.62	41.22	7.63	0.76	0.76		
	Female	NO.	28	15	0	0	0	43	
		%	65.12	34.88	0	0	0		
	Persons	NO.	93	69	10	1	1	174	
		%	53.45	39.66	5.75	0.57	0.57		0.85
TRANSPORT AND STORAGE									
SWL - Transport and Storage	Male	NO.	11	10	4	0	0	25	
		%	44	40	16	0	0		
	Female	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
	Persons	NO.	14	10	4	0	0	28	
		%	50	35.71	14.29	0	0		0.13

Curriculum Council

Figure 3.2 Number of Students Who Completed Year 12 TEE Subjects, by Sex, 2003



TES COURSES YR 12	MALE	FEMALE	TOTAL
Political and Legal Studies	499	638	1137
Physics	2356	970	3326
Physical Science	164	180	344
Music	137	224	361
Modern Greek (SSABSA)	2	1	3
Malay: Advanced	27	57	84
Japanese: Second Language	89	176	265
Japanese: Advanced	7	7	14
Italian	52	197	249
Information Systems	679	228	907
Indonesian: Second Language	52	96	148
Indonesian: Advanced	59	33	92
Human Biology	1352	3517	4869
History	1263	2274	3537
German	26	67	93
Geology	42	10	52
Geography	2161	2259	4420
French	92	256	348
English as a Second Language	439	408	847
English Literature	793	1669	2462
English	4311	4770	9081
Economics	1953	1321	3274
Drama Studies	257	894	1151
Discrete Mathematics	3440	4346	7786
Chinese: Second Language	10	12	22
Chinese: Advanced	65	79	144
Chemistry	1901	1854	3755
Calculus	1311	514	1825
Biology	843	1210	2053
Art	250	952	1202
Applicable Mathematics	2707	1961	4668
Ancient History	182	208	390
Accounting	587	677	1264

Curriculum Council

Table 3.3 Combinations of the Number of Year 12 Tertiary Entrance Examination* and Wholly School-assessed** Subjects Completed, 2003

		Sex of Student	Tertiary Entrance Examination Subjects Completed							
			0	1	2	3	4	5	6	7 or More
Wholly School-assessed Subjects Completed	0	Male	0	85	134	117	384	1578	893	2
		Female	0	132	204	102	442	2041	611	2
		Persons	0	217	338	219	826	3619	1504	4
	1	Male	71	14	14	41	766	939	94	0
		Female	67	17	23	39	1270	1125	55	4
		Persons	138	31	37	80	2036	2064	149	4
	2	Male	50	14	19	75	512	45	0	0
		Female	58	13	29	59	643	31	0	0
		Persons	108	27	48	134	1155	76	0	0
	3	Male	131	50	76	70	27	0	0	0
		Female	102	55	82	48	29	0	0	0
		Persons	233	105	158	118	56	0	0	0
	4	Male	347	140	182	10	1	0	0	0
		Female	301	178	128	7	0	0	0	0
		Persons	648	318	310	17	1	0	0	0
	5	Male	724	346	18	0	0	0	0	0
		Female	834	231	18	1	0	0	0	0
		Persons	1558	577	36	1	0	0	0	0
	6	Male	1329	75	1	0	0	0	0	0
		Female	1142	57	0	0	0	0	0	0
		Persons	2471	132	1	0	0	0	0	0
	7 or More	Male	301	4	0	0	0	0	0	0
		Female	304	1	0	0	0	0	0	0
		Persons	605	5	0	0	0	0	0	0

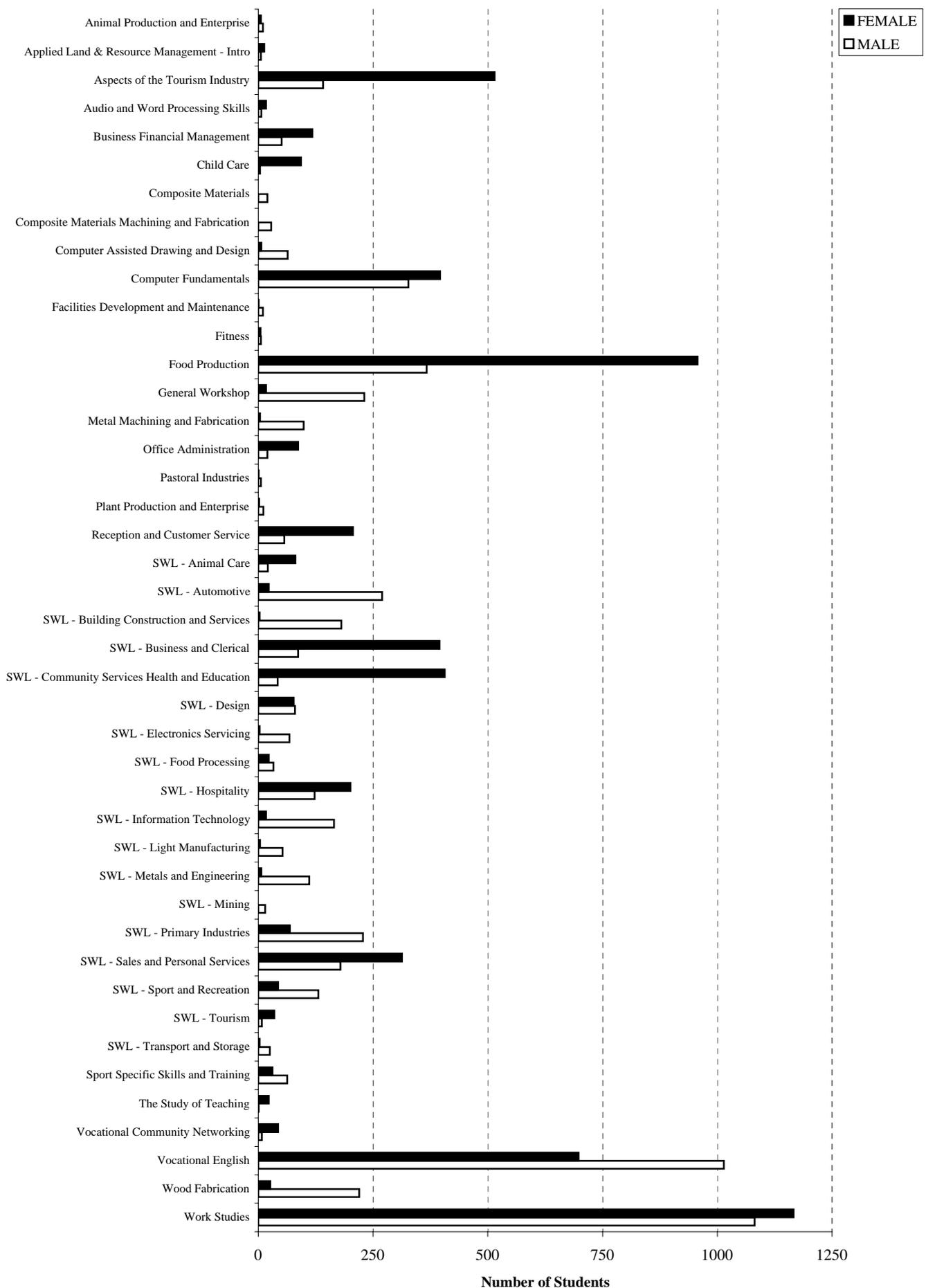
* These are Year 12 Curriculum Council subjects which have a Tertiary Entrance Examination.

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

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

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Figure 3.3 Number of Students Who Completed Year 12 Vocational Subjects, by Sex, 2003



Curriculum Council

Table 4.1 Number of Candidates Sitting the Tertiary Entrance Examination in Each Subject, 2000-2003

Subject	Number of Candidates Sitting in the Examinations								
	2000	2001	2002	2003					
				Male		Female		Persons	% Change*
				No.	%	No.	%		
Accounting	1176	1120	1172	507	46	595	54	1102	-6.0
Ancient History	303	285	371	169	47	192	53	361	-2.7
Applicable Mathematics	4783	4577	4455	2591	58	1908	42	4499	1.0
Art	1085	1077	1076	220	21	841	79	1061	-1.4
Biology	1965	1815	1984	711	39	1101	61	1812	-8.7
Calculus	1886	1761	1649	1268	72	501	28	1769	7.3
Chemistry	3623	3441	3385	1803	50	1791	50	3594	6.2
Chinese: Advanced	70	77	101	62	48	66	52	128	26.7
Chinese: Second Language	14	22	19	11	39	17	61	28	47.4
Discrete Mathematics	6695	7215	7686	3282	42	4481	58	7763	1.0
Drama Studies	922	1015	1000	239	22	848	78	1087	8.7
Economics	2980	2833	2959	1842	60	1245	40	3087	4.3
English	8019	7965	8467	4028	47	4481	53	8509	0.5
English as a Second Language	748	716	661	768	51	365	49	740	-2.7
English Literature	2641	2704	2459	375	32	1625	68	2393	12.0
French	335	314	385	88	26	248	74	336	-12.7
Geography	3949	3949	4063	1937	48	2087	52	4024	-1.0
Geology	68	40	30	35	81	8	19	43	43.3
German	150	107	87	31	30	73	70	104	19.5
History	2856	2968	3099	1142	35	2088	65	3230	4.2
Human Biology	3905	4121	4229	1203	28	3149	72	4352	2.9
Indonesian: Advanced	224	191	129	63	60	42	40	105	-18.6
Indonesian: Second Language	112	159	151	49	35	91	65	140	-7.3
Information Systems	679	693	763	552	73	209	27	761	-0.3
Italian	197	209	217	44	20	174	80	218	0.5
Japanese: Advanced	7	10	13	6	46	7	54	13	0.0
Japanese/Japanese: Second Lang	282	294	269	88	34	171	66	259	-3.7
Malay: Advanced	87	64	54	28	32	59	68	87	61.1
Modern Greek	5	11	6	2	100	0	0	2	-66.7
Music	322	340	322	128	38	213	62	341	5.9
Physical Science	268	294	277	145	45	175	55	320	15.5
Physics	3237	3131	3001	2220	70	934	30	3154	5.1
Political and Legal Studies	868	1034	957	468	44	600	56	1068	11.6
Total number of students who sat at least one TEE subject	11986	12042	12272	5641	45	6785	55	12426	1.3

* Percentage change between 2002 and 2003.

Curriculum Council

Table 4.2 Candidates in Each TEE Subject, Shown as Percentage of Total Candidature*, 1999-2003

Subject	Subject Candidature as a Percentage of the Total Candidature				
	1999	2000	2001	2002	2003
Accounting	11	10	9	10	9
Ancient History	2	3	2	3	3
Applicable Mathematics	40	40	38	36	36
Art	9	9	9	9	9
Biology	17	16	15	16	15
Calculus	16	16	15	13	14
Chemistry	31	30	29	28	29
Chinese: Advanced	1	1	1	1	1
Chinese: Second Language	0.17	0.12	0.18	0.15	0.23
Discrete Mathematics	52	56	60	63	62
Drama Studies	-	-	8	8	9
Economics	25	25	24	24	25
English	65	67	66	69	68
English as a Second Language	6	6	6	5	6
English Literature	25	22	22	20	19
French	3	3	3	3	3
Geography	36	33	33	33	32
Geology	0.47	1	0.33	0.24	0.35
German	1	1	1	1	1
History	24	24	25	25	26
Human Biology	32	33	34	34	35
Indonesian: Advanced	1	2	2	1	1
Indonesian: Second Language	1	1	1	1	1
Information Systems	4	6	6	6	6
Italian	2	2	2	2	2
Japanese: Advanced	0.06	0.06	0.08	0.11	0.10
Japanese/Japanese: Second Lang	3	2	2	2	2
Malay Specialist	-	0	-	-	-
Malay: Advanced	1	1	1	0.44	1
Modern Greek	0.1	0.04	0.09	0.05	0.02
Music	3	3	3	3	3
Physical Science	2	2	2	2	3
Physics	28	27	26	24	25
Political and Legal Studies	8	7	9	8	9
Total Candidature	11959	11986	12042	12272	12426

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

Curriculum Council

Table 4.3 Total Number and Percentage of Full-Time and Part-Time Enrolments in Tertiary Admissions/Entrance Examinations, 1983-2003

Year	Type of Enrolment*				
	Full-Time		Part-Time		Total
	Number	%	Number	%	Number
1983	8994	79.8	2271	20.2	11265
1984	9843	78.2	2740	21.8	12583
1985	10823	79.2	2844	20.8	13667
1986	12113	84.8	2171	15.2	14284
1987	12916	84.8	2320	15.2	15236
1988	14758	86.1	2374	13.9	17132
1989	14727	86.1	2371	13.9	17098
1990	14764	85.6	2477	14.4	17241
1991	15914	85.1	2782	14.9	18696
1992	16318	87.7	2288	12.3	18606
1993	15967	89.5	1876	10.5	17843
1994	14603	90.9	1465	9.1	16068
1995	13768	93.0	1042	7.0	14810
1996	13555	93.9	886	6.1	14441
1997	13389	93.7	903	6.3	14292
1998	13290	94.6	759	5.4	14049
1999	13312	94.9	709	5.1	14021
2000	13574	95.4	661	4.6	14235
2001	13340	95.4	641	4.6	13981
2002	13565	94.6	778	5.4	14343
2003	13860	94.2	849	5.8	14709

* Up until and including 1994, full-time students were those enrolled in five or more Secondary Education Authority (SEA) approved subjects. Students enrolled in four or fewer approved subjects were classified as part-time. However, in 1995, the SEA resolved that full-time students be classified as those who studied four or more (full year or equivalent) SEA approved subjects.

Curriculum Council

Table 4.4 Age of Enrolled Students in 2003 Tertiary Entrance Examination Subjects by Enrolment Type and Sex

Age as at 31 December 2003	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	3	6	9	3	7	10
16+ - 17**	52	76	128	26	35	61	78	111	189
17+ - 18	5268	6189	11457	24	54	78	5292	6243	11535
18+ - 19	891	822	1713	63	83	146	954	905	1859
19+ - 20	165	152	317	29	37	66	194	189	383
20+ - 21	61	39	100	35	48	83	96	87	183
21+ - 22	25	16	41	27	22	49	52	38	90
22+ - 23	16	9	25	15	15	30	31	24	55
23+ - 24	8	2	10	12	20	32	20	22	42
24+ - 25	9	4	13	12	10	22	21	14	35
25+ - 30	16	12	28	36	59	95	52	71	123
30+ - 35	5	4	9	19	38	57	24	42	66
35+ - 40	9	2	11	17	36	53	26	38	64
40+ - 45	2	1	3	13	20	33	15	21	36
45+ - 50	1	0	1	3	14	17	4	14	18
50+ - 55	0	2	2	2	7	9	2	9	11
55+ - 60	0	1	1	3	2	5	3	3	6
60+ - 65	0	0	0	0	4	4	0	4	4
Total	6528	7332	13860	339	510	849	6867	7842	14709

* Up until and including 1994, full-time students were those enrolled in five or more Secondary Education Authority (SEA) approved subjects. Students enrolled in four or fewer approved subjects were classified as part-time. However, in 1995, the SEA resolved that full-time students be classified as those who studied four or more (full year or equivalent) SEA approved subjects.

** 16+ - 17 This age range includes candidates who are older than 16 years and up to and including 17 years as at 31 December 2003.

Curriculum Council

Table 4.5 Private Candidature and Absent Private Candidates in TEE Subjects, 2002-2003

Subject	2002			2003		
	Enrolled	Absent	% of Absentees*	Enrolled	Absent	% of Absentees*
Accounting	2	2	100.0	8	3	37.5
Ancient History	6	3	50.0	6	1	16.7
Applicable Mathematics	41	16	39.0	41	14	34.1
Art	3	2	66.7	4	3	75.0
Biology	9	0	0.0	5	0	0.0
Calculus	20	4	20.0	16	7	43.8
Chemistry	30	5	16.7	32	13	40.6
Chinese: Advanced	4	2	50.0	20	5	25.0
Chinese: Second Language	3	0	0.0	11	1	9.1
Discrete Mathematics	1245	107	8.6	1287	106	8.2
Drama Studies	2	1	50.0	7	2	28.6
Economics	12	3	25.0	15	0	0.0
English	122	31	25.4	137	25	18.2
English Literature	23	7	30.4	19	9	47.4
French	10	0	0.0	3	1	33.3
Geography	23	4	17.4	32	8	25.0
Geology	0	0	0.0	0	0	0.0
German	18	0	0.0	24	2	8.3
History	13	5	38.5	16	4	25.0
Human Biology	42	14	33.3	41	7	17.1
Indonesian: Advanced	26	1	3.8	28	0	0.0
Indonesian: Second Language	5	0	0.0	4	0	0.0
Information Systems	16	4	25.0	7	0	0.0
Italian	6	0	0.0	5	1	20.0
Japanese: Second Language	4	0	0.0	4	0	0.0
Malay: Advanced	15	1	6.7	3	0	0.0
Music	1	0	0.0	2	0	0.0
Physical Science	32	5	15.6	46	17	37.0
Physics	24	7	29.2	36	11	30.6
Political and Legal Studies	8	3	37.5	10	4	40.0
				1869		

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

Note: Examinations in English as a Second Language, Japanese: Advanced and Modern Greek could not be taken as a private candidate.

Curriculum Council

Table 4.6 Number and Percentage* of Background Candidates in TEE Subjects, 1999-2003

Subject	1999		2000		2001		2002		2003	
	No.	%								
French	9	2.5	15	4.3	18	5.7	17	4.2	14	3.9
German	32	28.3	37	23.9	39	36.4	31	33	37	31.4
Italian	8	3.1	1	0.4	6	2.9	12	4.7	10	3.9
Modern Greek	1	8.3	0	0	2	18.2	1	16.7	1	33.3

* Background candidates as a percentage of TEE enrolments in each subject.

Table 4.7 Number and Percentage* of Candidates Sitting for a Specific Number of TEE Subjects, 2000-2003

Number of TEE Subjects sat for	2000		2001		2002		2003			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	516	4	548	5	568	5	243	303	546	4
2	449	4	491	4	518	4	225	292	517	4
3	289	2	322	3	330	3	194	172	366	3
4	3781	32	3764	31	3941	32	1555	2318	3873	31
5	4816	40	4748	39	4654	38	2114	2627	4741	38
6	1970	17	1939	16	1975	16	1144	938	2083	17
7 or more	165	1	230	2	286	2	166	135	301	3
Total	11986	100	12042	100	12272	100	5641	6785	12426	100

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

Curriculum Council

Table 4.8 Enrolments, Absentees and Non-Examination Candidates in Each Tertiary Entrance Examination Subject, 2003

Subject	Number of Candidates				Absentees as a Percentage of Enrolments
	Enrolled*	Non-Exam Candidate	Sat	Absent**	
Accounting	1286	38	1102	146	11.4
Ancient History	405	6	361	38	9.4
Applicable Mathematics	4758	29	4499	230	4.8
Art	1236	78	1061	97	7.8
Biology	2068	88	1812	168	8.1
Calculus	1865	6	1769	90	4.8
Chemistry	3826	25	3594	207	5.4
Chinese: Advanced	166	0	128	38	22.9
Chinese: Second Language	33	1	28	4	12.1
Discrete Mathematics	9146	491	7763	892	9.8
Drama Studies	1179	41	1087	51	4.3
Economics	3322	29	3087	206	6.2
English	9318	171	8509	638	6.8
English as a Second Language	856	26	740	90	10.5
English Literature	2506	18	2393	95	3.8
French	358	7	336	15	4.2
Geography	4506	132	4024	350	7.8
Geology	52	3	43	6	11.5
German	118	7	104	7	5.9
History	3597	105	3230	262	7.3
Human Biology	4967	218	4352	397	8.0
Indonesian: Advanced	120	2	105	13	10.8
Indonesian: Second Language	153	5	140	8	5.2
Information Systems	935	62	761	112	12.0
Italian	255	14	218	23	9.0
Japanese: Advanced	15	0	13	2	13.3
Japanese: Second Language	274	13	259	2	0.7
Malay: Advanced	87	0	87	0	0.0
Modern Greek	3	1	2	0	0.0
Music	365	13	341	11	3.0
Physical Science	400	15	320	65	16.3
Physics	3408	45	3154	209	6.1
Political and Legal Studies	1159	16	1068	75	6.5

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

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

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

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Table 4.9 Number of Anomalous Performers* Identified in Each Tertiary Entrance Subject, 2002-2003

Subject	2002		2003	
	No.	Anomalous performers as a percentage of those who sat the subject	No.	Anomalous performers as a percentage of those who sat the subject
Accounting	60	5.12	42	3.81
Ancient History	26	7.01	21	5.82
Applicable Mathematics	91	2.04	104	2.31
Art	44	4.09	51	4.81
Biology	54	2.72	43	2.37
Calculus	29	1.76	53	3.00
Chemistry	35	1.03	24	0.67
Chinese: Advanced	4	3.96	8	6.25
Chinese: Second Language	1	5.26	1	3.57
Discrete Mathematics	173	2.25	212	2.73
Drama Studies	66	6.60	75	6.90
Economics	100	3.38	87	2.82
English	893	10.55	878	10.32
English as a Second Language	30	4.54	41	5.54
English Literature	167	6.79	168	7.02
French	1	0.26	4	1.19
Geography	235	5.78	237	5.89
Geology	0	0.00	4	9.30
German	0	0.00	1	0.96
History	282	9.10	311	9.63
Human Biology	76	1.80	94	2.16
Indonesian: Advanced	12	9.30	8	7.62
Indonesian: Second Language	1	0.66	2	1.43
Information Systems	60	7.86	39	5.12
Italian	3	1.38	5	2.29
Japanese: Advanced	0	0.00	0	0.00
Japanese: Second Language	3	1.12	2	0.77
Malay: Advanced	4	7.41	10	11.49
Modern Greek	0	0.00	0	0.00
Music	12	3.73	12	3.52
Physical Science	3	1.08	7	2.19
Physics	66	2.20	93	2.95
Political and Legal Studies	33	3.45	63	5.90

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

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Table 4.10 Subject Absentee and Anomalous Performer Rate in Relation to Date of Examination, 2003

Subject	Date of Examination	Absentees as a Percentage of Enrolments	Anomalous Performers as a Percentage of those who Sat
Japanese: Advanced	October 21	13.33	0.00
Calculus	November 3	4.83	3.00
History	November 3	7.28	9.63
Modern Greek (SSABSA)	November 3	0.00	0.00
Human Biology	November 4	7.99	2.16
Physics	November 4	6.13	2.95
Applicable Mathematics	November 5	4.83	2.31
Art	November 5	7.85	4.81
English	November 6	6.85	10.32
English as a Second Language	November 6	10.51	5.54
Discrete Mathematics	November 7	9.75	2.73
Malay: Advanced	November 7	0.00	11.49
Music	November 7	3.01	3.52
Chemistry	November 10	5.41	0.67
Indonesian: Second Language	November 10	5.23	1.43
Italian	November 10	9.02	2.29
Economics	November 11	6.20	2.82
Geology	November 11	11.54	9.30
German	November 11	5.93	0.96
English Literature	November 12	3.79	7.02
Information Systems	November 12	11.98	5.12
Chinese: Advanced	November 13	22.89	6.25
Drama Studies	November 13	4.33	6.90
Geography	November 13	7.77	5.89
Ancient History	November 14	9.38	5.82
Biology	November 14	8.12	2.37
Indonesian: Advanced	November 14	10.83	7.62
Chinese: Second Language	November 17	12.12	3.57
Physical Science	November 17	16.25	2.19
Political and Legal Studies	November 17	6.47	5.90
Accounting	November 18	11.35	3.81
Japanese: Second Language	November 18	0.73	0.77
French	November 19	4.19	1.19

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Table 4.11 Summary Statistics on Tertiary Entrance Examination Papers, 2003
(For details relating to notes on this table, please refer to Summary Statistics on TEE Papers, 2003).

Subject	No. of Candidates*		Mean (%)		Range		Reliability				Concurrent Validity	
							Multiple Choice		Total Examination			
Accounting	1102	(1172)	59.32	(60.54)	93	(96)			0.92	(0.92)	0.9	(0.88)
Ancient History	361	(371)	59.96	(60.05)	93	(93)			N/A	(N/A)	0.84	(0.82)
Applicable Mathematics	4499	(4455)	60.37	(65.47)	94	(96)			0.89	(0.9)	0.9	(0.89)
Art	1061	(1076)	57.6	(57.25)	92	(94)			0.68	(0.95)	0.81	(0.82)
Biology	1812	(1984)	59.87	(56.76)	78	(84)	0.94	(0.93)	0.86	(0.85)	0.89	(0.89)
Calculus	1769	(1649)	62.29	(56.02)	97	(91)			0.87	(0.91)	0.9	(0.91)
Chemistry	3594	(3385)	61.53	(58.16)	98	(91)	0.96	(0.95)	0.88	(0.91)	0.93	(0.91)
Chinese: Advanced	128	(101)	54.1	(62)	80	(54)			0.76	(0.93)	0.78	(0.89)
Chinese: Second Language	28	(19)	73.53	(72.32)	42	(41)			0.54	(0.92)	0.86	(0.9)
Discrete Mathematics	7763	(7686)	59.77	(59.14)	94	(96)			0.88	(0.88)	0.87	(0.87)
Drama Studies	1087	(1000)	57.66	(57.37)	82	(83)			0.65	(0.91)	0.76	(0.79)
Economics	3087	(2959)	58.77	(57.5)	91	(98)	0.75	(0.69)	0.78	(0.74)	0.89	(0.88)
English	8509	(8468)	57.77	(56.58)	96	(99)			0.76	(0.75)	0.73	(0.72)
English as a Second Language	740	(661)	57.07	(61.46)	73	(71)	0.66	(0.65)	0.78	(0.79)	0.84	(0.84)
English Literature	2393	(2459)	61.07	(60.45)	91	(94)			0.72	(0.81)	0.79	(0.79)
French	336	(385)	58.06	(62.99)	80	(80)			0.92	(0.93)	0.94	(0.96)
Geography	4024	(4063)	51.73	(53.7)	78	(88)	0.49	(0.52)	0.68	(0.72)	0.82	(0.83)
Geology	43	(30)	56.42	(56.3)	64	(56)	0.95	(0.92)	0.9	(0.8)	0.89	(0.92)
German	104	(87)	74.36	(69.84)	78	(65)			0.92	(0.9)	0.94	(0.96)
History	3230	(3099)	60.28	(59.41)	92	(90)			0.86	(0.87)	0.76	(0.77)
Human Biology	4352	(4229)	50.8	(61.95)	76	(80)	0.95	(0.96)	0.82	(0.82)	0.9	(0.89)
Indonesian: Advanced	105	(129)	48.97	(55.36)	65	(44)	0.18	(0.28)	0.66	(0.66)	0.75	(0.75)
Indonesian: Second Language	140	(151)	59.35	(58.99)	80	(75)			0.86	(0.82)	0.86	(0.9)
Information Systems	761	(763)	53.48	(56.18)	80	(87)			0.85	(0.82)	0.85	(0.8)
Italian	218	(217)	60.06	(57.24)	82	(89)			0.87	(0.88)	0.93	(0.92)
Japanese: Advanced**												
Japanese: Second Language	259	(269)	56.57	(56.61)	95	(99)			0.92	(0.91)	0.92	(0.95)
Malay: Advanced	87	(54)	63	(58.65)	61	(56)			0.68	(0.78)	0.81	(0.81)
Modern Greek**												
Music	341	(322)	62.33	(65.74)	78	(68)			0.92	(0.67)	0.89	(0.9)
Physical Science	320	(277)	55.07	(51.27)	83	(72)	0.92	(0.93)	0.86	(0.87)	0.89	(0.91)
Physics	3154	(3001)	58.73	(57.37)	97	(97)			0.89	(0.88)	0.89	(0.9)
Political and Legal Studies	1068	(957)	52.63	(57.26)	96	(90)			0.88	(0.88)	0.78	(0.89)

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

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

(2002 statistics in parenthesis)

Curriculum Council

Summary Statistics on Tertiary Entrance Examination Papers, 2003

Full use of the marking scale

Examiners are expected to make full use of the marking scale. A restricted range of marks increases the risk of mis-ranking candidates. In 14 subjects (14 in 2002) the marks spanned 90 or more percentage points, and in a further 7 subjects (7 in 2002) the range was 80–89. The subjects with a range less than 80 were Biology, Chinese: Second Language, ESL, Geography, Geology, German, Human Biology, Indonesian: Advanced, Malay: Advanced, and Music. With the exceptions of Biology, ESL, Human Biology and Music, the examinations in these subjects customarily have a restricted range of marks because of the small number of candidates and their restricted range of ability relative to the examination. Notably Chinese: Second Language and Indonesian: Advanced both continue to have small enrolment numbers but in 2003 the range of marks in these subjects was 20 marks more than in 2002.

Level of difficulty

TEE examiners were asked to set examinations that would result in mean raw marks of 55–60 percent. Seventeen examining panels (18 in 2002) achieved the desired level of difficulty.

There was one examination with a mean mark below 50 percent in 2003 (none in 2002).

Two subjects had comparatively easy papers with mean marks above 65 — Chinese: Second Language and German both had mean scores of 74. The next two highest means occurred in Music and Calculus, which both had mean scores of 62.

In German, where the mean raw examination mark was 74.37, the high number of background candidates did inflate the figure to give an impression, as in 2002, that the 2003 examination paper was too easy. However, with background speakers excluded the mean raw examination mark is 71.93, which is still well above the desired level. Eligibility for this subject remains problematic because there is a wide spectrum of language background amongst candidates, including many of those who are not categorised by the Curriculum Council as 'Background Candidates'. The same applies to the mean raw mark for the TEE in Chinese: Second Language.

Examiners of these four subjects will be asked to make their papers for 2004 more difficult.

Raw TEE marks were subjected to standardisation, which adjusted them to the same distribution in every subject. Thus candidates who sat examinations of different difficulty and performed to the best of their ability experienced no disadvantage even though their raw examination marks may have been adjusted by a considerable amount during standardisation.

Reliability

Overall, the reliabilities of all of the examinations were high in 2003, considering that they were untrials tests. They ranged from 0.54 to 0.92 (0.66 to 0.95 in 2002). Nine subjects had a higher reliability in 2003 than in 2002, while sixteen had lower reliabilities.

In 2003 conspicuous increases in the reliability statistic were seen in Music and Geology. It is suggested that in the case of Geology the increase was an anomaly arising from the small number of candidates.

Conspicuous decreases in the reliability statistic were seen in Chinese: Second Language, Drama Studies and Art in 2003. It is suggested that in the case of Chinese: Second Language the decrease was again an anomaly arising from the small number of candidates, and a return from the 2002 high to the lower reliability reported in 2001.

Concurrent evidence for validity

The Pearson correlation coefficients between TEE marks and school marks, after adjustment to a common scale, provide concurrent evidence of validity for the examinations. They represent the extent to which the two measures—the external assessment and the internal assessment—measure the same construct. If the TEE measures something markedly different from what teachers measure with their assessments, the correlation will be substantially lower than 1.00.

It can be seen in Table 4.11 that the correlations between school-based marks and the TEE are generally high, ranging from 0.73 to 0.94 (0.72 to 0.96 in 2002). An overall judgment that the TEE assessed the same achievements as the school-based assessments seems reasonable.

Notes on Table 4.11

Table 4.11 displays statistical data relating to the effectiveness of the 2003 Tertiary Entrance Examinations as assessment instruments for the purpose of university entrance. Statistics in parentheses are for the 2002 papers, and are included for comparison. The notes provided below should be read in conjunction with the table.

Since these statistics are intended to allow the reader to evaluate the TEE papers, rather than the candidates, summary statistics for papers set in other states (ie Japanese: Advanced and Modern Greek) relate to the total candidature rather than to Western Australian candidates alone. For these examinations some of the summary statistics are unavailable because only a limited set of marks was available to the Curriculum Council. The number of candidates, however, refers only to candidates in WA.

Column 2:	The <i>number of candidates</i> in WA in 2003 (2002 in parentheses).
Column 3:	The <i>mean</i> is the average percentage score achieved by candidates on the paper and acts as a rough measure of difficulty. Examining panels are instructed by the Curriculum Council to try to set a paper with a mean in the range 55-60. When the mean is outside this range, standardisation may change students' marks considerably.
Column 4:	The <i>range</i> is one plus the difference between the maximum and minimum percentage scores achieved by candidates. It is a measure of the spread of scores and use of the measurement scale. Examining panels are instructed to try to use the full measurement scale of 1 to 99 as this allows greater discrimination between students.
Column 5:	<p>The <i>reliability</i> indicates how internally consistent the examination is. A high reliability is needed for candidates to be ranked accurately. A perfectly reliable examination would be completely free of errors of measurement and would produce the same candidate scores each time it was set and marked. A perfectly reliable examination would have all items measuring in the same dimension and would result in a reliability of 1.0.</p> <p>Where papers allow students a choice of questions between sections, or throughout the entire paper, it is not appropriate to calculate the reliability. The reliability is given for the paper as a whole and for the multiple-choice section where appropriate.</p>
Column 6:	The Pearson correlation coefficient between the standardised examination marks and the standardised moderated school assessments measures the concurrent evidence for validity of the paper. A perfectly linear relationship between candidates' standardised examination marks and standardised moderated school assessments would result in a correlation of 1.0 and would indicate that the examination measured the same achievements as were assessed in class by teachers.

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Table 4.12 Mean and Standard Deviation of Moderated School Assessments, Raw Examination Marks and Correlation Coefficients* for the Tertiary Entrance Examination Subjects, by Sex, 2003

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
Accounting	Male	504	63.57	13.79	57.14	20.53	0.90
	Female	593	66.96	12.26	61.32	17.18	
	Persons	1097	65.41	13.10	59.40	18.91	
Ancient History	Male	166	67.04	12.18	62.72	12.50	0.83
	Female	190	64.26	12.20	58.05	13.77	
	Persons	356	65.56	12.27	60.23	13.39	
Applicable Mathematics	Male	2562	65.63	12.60	60.33	15.56	0.90
	Female	1904	66.07	11.90	60.69	14.60	
	Persons	4466	65.82	12.31	60.48	15.16	
Art	Male	220	63.62	11.70	53.82	14.06	0.79
	Female	840	67.08	10.91	58.63	13.25	
	Persons	1060	66.36	11.17	57.63	13.57	
Biology	Male	709	63.44	10.94	57.77	12.21	0.89
	Female	1098	67.49	11.32	61.30	12.41	
	Persons	1807	65.90	11.34	59.91	12.45	
Calculus	Male	1258	65.18	12.56	61.72	16.23	0.90
	Female	500	67.34	11.91	64.13	15.23	
	Persons	1758	65.80	12.42	62.41	15.99	
Chemistry	Male	1793	65.95	12.70	62.03	17.48	0.93
	Female	1782	65.63	12.02	61.24	16.98	
	Persons	3575	65.79	12.37	61.63	17.24	
Chinese: Advanced	Male	52	62.36	11.56	50.85	13.67	0.77
	Female	61	69.19	10.01	58.85	10.41	
	Persons	113	66.05	11.27	55.17	12.66	
Chinese: Second Language	Male	8	63.51	11.50	72.13	12.13	0.95
	Female	10	70.78	9.07	77.20	8.10	
	Persons	18	67.54	10.84	74.94	10.40	
Discrete Mathematics	Male	2666	65.20	11.71	60.03	15.32	0.87
	Female	3903	64.30	11.73	57.19	15.27	
	Persons	6569	64.67	11.73	58.34	15.36	
Drama Studies	Male	237	63.64	11.45	56.34	13.18	0.74
	Female	843	67.13	10.54	58.37	11.67	
	Persons	1080	66.37	10.85	57.92	12.04	
Economics	Male	1830	65.09	11.98	58.51	16.89	0.89
	Female	1241	66.34	12.17	59.27	17.38	
	Persons	3071	65.60	12.07	58.82	17.09	

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

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

Curriculum Council

Table 4.12 Mean and Standard Deviation of Moderated School Assessments, Raw Examination Marks and Correlation Coefficients* for the Tertiary Entrance Examination Subjects, by Sex, 2003 (Cont)

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
English	Male	3980	63.41	10.17	55.51	12.54	0.73
	Female	4409	67.78	10.11	59.92	11.85	
	Persons	8389	65.71	10.37	57.83	12.38	
English as a Second Language	Male	375	64.24	11.48	56.03	13.03	0.84
	Female	365	67.12	11.54	58.14	12.89	
	Persons	740	65.66	11.60	57.07	13.00	
English Literature	Male	762	63.39	11.35	58.81	11.91	0.78
	Female	1620	67.09	10.70	62.23	10.94	
	Persons	2382	65.91	11.05	61.14	11.37	
French	Male	87	65.87	12.49	56.49	17.88	0.92
	Female	246	66.54	12.21	58.37	15.62	
	Persons	333	66.37	12.29	57.88	16.26	
Geography	Male	1920	65.31	11.47	51.53	11.60	0.82
	Female	2078	66.29	11.07	52.08	10.91	
	Persons	3998	65.82	11.27	51.82	11.25	
Geology	Male	35	64.46	11.73	54.71	14.59	0.89
	Female	8	70.62	10.63	63.88	9.18	
	Persons	43	65.60	11.78	56.42	14.20	
German	Male	21	62.82	11.39	68.62	14.46	0.86
	Female	61	68.98	12.52	73.98	15.73	
	Persons	82	67.40	12.53	72.61	15.60	
History	Male	1135	64.54	11.20	59.54	12.50	0.75
	Female	2082	66.45	10.87	60.77	11.60	
	Persons	3217	65.78	11.03	60.34	11.94	
Human Biology	Male	1187	64.40	11.71	50.67	13.54	0.90
	Female	3126	66.20	11.49	51.01	13.63	
	Persons	4313	65.71	11.58	50.92	13.61	
Indonesian: Advanced	Male	50	63.59	10.03	47.60	9.25	0.78
	Female	27	69.79	9.20	50.33	8.73	
	Persons	77	65.77	10.18	48.56	9.17	
Indonesian: Second Language	Male	48	67.13	11.75	59.81	16.16	0.85
	Female	88	65.58	11.69	58.53	13.68	
	Persons	136	66.12	11.74	58.99	14.62	
Information Systems	Male	547	65.33	12.58	53.97	16.73	0.85
	Female	206	65.81	11.82	52.61	15.83	
	Persons	753	65.46	12.38	53.59	16.50	

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

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

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Table 4.12 Mean and Standard Deviation of Moderated School Assessments, Raw Examination Marks and Correlation Coefficients* for the Tertiary Entrance Examination Subjects, by Sex, 2003 (Cont)

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
Italian	Male	43	66.38	13.15	61.40	17.89	0.93
	Female	171	65.90	11.57	59.15	16.43	
	Persons	214	65.99	11.91	59.60	16.76	
Japanese: Advanced	Male	5	59.84	6.33	60.00	5.66	0.77
	Female	7	52.06	9.76	54.57	14.84	
	Persons	12	55.31	9.32	56.83	12.21	
Japanese: Second Language	Male	86	63.70	13.06	54.06	17.25	0.92
	Female	169	67.18	11.33	57.73	16.88	
	Persons	255	66.00	12.05	56.49	17.09	
Malay: Advanced	Male	27	65.45	9.76	62.15	10.98	0.70
	Female	57	69.39	9.02	64.49	7.68	
	Persons	84	68.13	9.45	63.74	8.94	
Modern Greek (SSABSA)	Male	2	71.00	17.00	71.00	17.00	1.00
	Female	0	0.00	0.00	0.00	0.00	
	Persons	2	71.00	17.00	71.00	17.00	
Music	Male	128	65.24	12.31	61.63	13.74	0.86
	Female	211	66.69	11.12	62.61	12.05	
	Persons	339	66.14	11.60	62.24	12.73	
Physical Science	Male	126	61.53	11.88	49.42	16.15	0.89
	Female	165	67.49	11.08	57.30	14.43	
	Persons	291	64.91	11.81	53.89	15.69	
Physics	Male	2201	65.49	12.27	59.21	16.13	0.90
	Female	928	65.98	12.06	58.01	15.89	
	Persons	3129	65.64	12.21	58.86	16.07	
Political and Legal Studies	Male	465	65.71	12.00	52.69	16.65	0.84
	Female	597	65.93	11.56	52.75	16.01	
	Persons	1062	65.84	11.75	52.72	16.29	

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

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

Curriculum Council

Table 4.13 Mean and Standard Deviation of Combined Marks and Scaled Marks for the Tertiary Entrance Examination Subjects, by Sex, 2003

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
Accounting	Male	509	63.91	13.58	53.72	14.88	91.33
	Female	602	66.82	11.87	56.91	13.00	89.18
	Persons	1111	65.48	12.77	55.45	13.99	91.33
Ancient History	Male	169	67.45	11.56	60.90	13.91	98.39
	Female	194	63.73	12.29	56.41	14.80	96.96
	Persons	363	65.46	12.10	58.50	14.57	98.39
Applicable Mathematics	Male	2593	65.32	12.24	61.83	14.85	100.00
	Female	1911	65.79	11.44	62.41	13.88	100.00
	Persons	4504	65.52	11.91	62.08	14.45	100.00
Art	Male	220	62.35	12.28	49.54	15.57	95.82
	Female	841	66.50	11.25	54.80	14.32	95.99
	Persons	1061	65.64	11.60	53.71	14.74	95.99
Biology	Male	712	63.39	11.02	52.88	13.25	87.21
	Female	1106	67.25	11.43	57.51	13.75	96.89
	Persons	1818	65.74	11.43	55.70	13.74	96.89
Calculus	Male	1268	65.05	12.25	64.32	14.32	100.00
	Female	501	67.02	11.40	66.64	13.35	100.00
	Persons	1769	65.61	12.05	64.97	14.09	100.00
Chemistry	Male	1810	65.86	12.26	63.85	14.54	100.00
	Female	1791	65.37	11.71	63.27	13.88	100.00
	Persons	3601	65.61	11.99	63.56	14.22	100.00
Chinese: Advanced	Male	62	61.05	11.93	46.51	16.69	79.80
	Female	66	69.57	11.32	58.43	15.83	96.35
	Persons	128	65.44	12.38	52.66	17.31	96.35
Chinese: Second Language	Male	11	63.56	11.49	56.80	11.43	82.54
	Female	16	67.93	11.13	61.16	11.07	84.27
	Persons	27	66.15	11.49	59.38	11.42	84.27
Discrete Mathematics	Male	3280	67.13	11.62	55.83	13.63	94.37
	Female	4488	65.27	11.70	53.64	13.72	91.00
	Persons	7768	66.06	11.70	54.57	13.73	94.37
Drama Studies	Male	238	63.28	11.94	50.86	15.54	93.69
	Female	847	66.18	11.07	54.64	14.40	96.61
	Persons	1085	65.55	11.33	53.81	14.74	96.61
Economics	Male	1844	65.17	11.63	58.43	14.00	94.62
	Female	1249	66.05	12.06	59.49	14.51	98.95
	Persons	3093	65.52	11.81	58.86	14.22	98.95

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

Curriculum Council

Table 4.13 Mean and Standard Deviation of Combined Marks and Scaled Marks for the Tertiary Entrance Examination Subjects, by Sex, 2003 (Cont)

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
English	Male	4038	63.04	10.89	51.46	13.70	96.45
	Female	4487	67.72	10.58	57.35	13.32	96.64
	Persons	8525	65.50	10.98	54.56	13.82	96.64
English as a Second Language **	Male	377	64.47	11.48	N/A	N/A	N/A
	Female	366	66.96	11.77	N/A	N/A	N/A
	Persons	743	65.70	11.69	N/A	N/A	N/A
English Literature	Male	771	62.97	11.47	61.13	14.33	100.00
	Female	1633	66.88	10.79	66.03	13.50	100.00
	Persons	2404	65.62	11.16	64.46	13.96	100.00
French	Male	87	65.74	13.03	65.56	15.53	100.00
	Female	248	66.68	12.07	66.66	14.31	100.00
	Persons	335	66.44	12.33	66.37	14.65	100.00
Geography	Male	1939	65.23	11.54	53.40	14.00	90.09
	Female	2093	66.02	11.09	54.35	13.47	95.61
	Persons	4032	65.64	11.31	53.89	13.74	95.61
Geology	Male	35	65.41	12.27	51.37	13.02	85.14
	Female	8	72.89	11.55	59.31	12.25	87.04
	Persons	43	66.80	12.49	52.85	13.25	87.04
German	Male	31	68.03	13.66	66.88	14.95	100.00
	Female	73	70.64	14.58	69.82	16.11	100.00
	Persons	104	69.86	14.36	68.94	15.83	100.00
History	Male	1145	64.62	11.38	54.96	14.30	96.81
	Female	2097	66.21	10.97	56.96	13.78	95.22
	Persons	3242	65.65	11.14	56.26	14.00	96.81
Human Biology	Male	1203	64.79	11.48	53.31	13.77	91.92
	Female	3157	65.76	11.59	54.48	13.91	95.57
	Persons	4360	65.50	11.57	54.15	13.88	95.57
Indonesian: Advanced	Male	62	64.10	11.03	46.99	13.77	79.68
	Female	43	68.77	11.65	52.82	14.54	91.80
	Persons	105	66.01	11.52	49.38	14.38	91.80
Indonesian: Second Language	Male	49	66.92	12.10	58.89	15.56	92.25
	Female	91	65.75	11.92	57.37	15.28	100.00
	Persons	140	66.16	11.99	57.90	15.39	100.00
Information Systems	Male	554	65.62	12.07	51.52	14.97	91.43
	Female	209	65.43	11.46	51.28	14.22	90.64
	Persons	763	65.57	11.91	51.45	14.77	91.43

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

** Scaled marks for English as a Second Language students are not derived as the subject is not a Tertiary Entrance Rank Subject.

Curriculum Council

Table 4.13 Mean and Standard Deviation of Combined Marks and Scaled Marks for the Tertiary Entrance Examination Subjects, by Sex, 2003 (Cont)

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
Italian	Male	44	67.39	13.46	59.29	15.64	91.24
	Female	174	66.12	11.89	57.82	13.82	97.19
	Persons	218	66.38	12.23	58.12	14.22	97.19
Japanese: Advanced	Male	5	59.92	5.91	52.45	7.52	63.40
	Female	7	53.32	11.52	44.04	14.67	57.48
	Persons	12	56.07	10.13	47.55	12.90	63.40
Japanese: Second Language	Male	88	64.37	12.70	61.16	14.35	96.91
	Female	171	66.85	11.63	63.96	13.11	100.00
	Persons	259	66.01	12.06	63.01	13.61	100.00
Malay: Advanced	Male	28	63.72	12.49	52.84	16.33	80.96
	Female	59	67.71	11.20	58.05	14.63	100.00
	Persons	87	66.42	11.78	56.37	15.39	100.00
Modern Greek (SSABSA)	Male	2	71.00	17.00	57.22	24.55	81.77
	Female	0	0.00	0.00	0.00	0.00	0.00
	Persons	2	71.00	17.00	57.22	24.55	81.77
Music	Male	128	65.21	12.32	60.19	14.76	92.30
	Female	213	66.44	11.43	61.65	13.68	100.00
	Persons	341	65.98	11.79	61.10	14.11	100.00
Physical Science	Male	145	63.54	12.75	52.06	15.25	95.65
	Female	175	68.41	10.99	57.88	13.14	89.69
	Persons	320	66.20	12.07	55.24	14.43	95.65
Physics	Male	2221	65.62	11.92	62.32	14.43	100.00
	Female	935	65.34	11.67	61.98	14.13	100.00
	Persons	3156	65.53	11.85	62.22	14.35	100.00
Political and Legal Studies	Male	470	65.33	12.10	59.70	14.06	98.93
	Female	604	65.47	11.50	59.86	13.37	91.16
	Persons	1074	65.41	11.76	59.79	13.68	98.93

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

Curriculum Council

Table 4.14 Relationship between Raw Examination Marks and Standardised Examination Marks, for Tertiary Entrance Examination Subjects, 2003

Subject	Raw Examination Marks				
	Standardised to 48	Standardised to 60	Standardised to 72	Standardised to 80	Standardised to 100
Accounting	32.04	52.55	70.48	80.25	94.00
Ancient History	43.71	53.93	66.74	76.10	96.00
Applicable Mathematics	40.50	52.32	68.63	79.11	97.00
Art	41.19	51.29	64.44	74.20	92.00
Biology	42.26	53.38	66.62	75.36	90.00
Calculus	40.66	54.03	71.26	82.03	98.00
Chemistry	37.34	52.01	71.73	82.99	98.00
Chinese: Advanced	35.40	45.68	62.37	71.44	82.00
Chinese: Second Language	56.40	67.10	80.60	85.20	92.00
Discrete Mathematics	38.31	51.39	68.46	79.16	99.00
Drama Studies	44.08	52.99	63.62	71.96	90.00
Economics	34.30	50.19	68.83	79.70	97.00
English	42.27	51.48	63.78	73.06	97.00
English as a Second Language	40.40	49.76	63.11	73.52	91.00
English Literature	47.27	55.13	66.60	74.82	94.00
French	35.20	48.82	65.78	79.00	89.00
Geography	36.91	45.85	57.44	65.16	85.00
Geology	35.60	48.95	65.10	71.68	82.00
German	54.30	62.45	81.05	88.70	99.00
History	45.30	54.61	66.20	74.34	94.00
Human Biology	32.38	42.47	58.42	68.10	90.00
Indonesian: Advanced	37.75	44.50	53.08	61.50	82.00
Indonesian: Second Language	41.00	51.50	68.00	75.60	91.00
Information Systems	30.43	44.14	63.01	74.34	92.00
Italian	36.80	49.13	68.12	81.44	98.00
Japanese: Advanced*	-	-	-	-	-
Japanese: Second Language	32.54	46.35	65.73	78.06	98.00
Malay: Advanced	51.14	58.83	67.69	72.77	83.00
Modern Greek*	-	-	-	-	-
Music	45.23	56.39	69.33	77.91	90.00
Physical Science	32.25	47.13	63.83	74.93	95.00
Physics	36.85	50.03	67.92	78.81	98.00
Political And Legal Studies	30.28	44.05	61.22	73.15	96.00

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

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

Curriculum Council

Table 4.15 Relationship between Combined Marks and Scaled Marks for Tertiary Entrance Examination Subjects, 2003

Subject	Combined Marks					
	Scaled to 35	Scaled to 50	Scaled to 65	Scaled to 75	Scaled to 85	Scaled to 100
Accounting	46.82	60.51	74.20	83.33	92.46	*
Ancient History	45.94	58.40	70.86	79.16	87.47	99.93
Applicable Mathematics	43.21	55.56	67.92	76.16	84.40	96.76
Art	50.94	62.73	74.52	82.38	90.24	*
Biology	48.52	61.00	73.48	81.79	90.11	*
Calculus	40.02	52.82	65.62	74.15	82.69	95.49
Chemistry	41.54	54.18	66.82	75.25	83.68	96.32
Chinese: Advanced	52.82	63.54	74.27	81.42	88.57	99.29
Chinese: Second Language	41.63	56.71	71.80	81.86	91.91	*
Discrete Mathematics	49.37	62.17	74.96	83.49	92.01	*
Drama Studies	51.09	62.62	74.15	81.83	89.52	*
Economics	45.70	58.16	70.63	78.94	87.25	99.72
English	49.96	61.88	73.80	81.74	89.69	*
English Literature	42.10	54.08	66.05	74.03	82.02	93.99
French	40.13	52.69	65.26	73.64	82.01	94.58
Geography	50.10	62.45	74.80	83.03	91.27	*
Geology	49.98	64.12	78.26	87.68	97.11	*
German	39.19	52.73	66.27	75.29	84.32	97.86
History	48.73	60.67	72.61	80.57	88.53	*
Human Biology	49.54	62.03	74.53	82.86	91.20	*
Indonesian: Advanced	54.50	66.51	78.53	86.54	94.55	*
Indonesian: Second Language	48.34	60.01	71.67	79.45	87.23	98.90
Information Systems	52.31	64.40	76.50	84.56	92.62	*
Italian	46.48	59.39	72.30	80.90	89.51	*
Japanese: Advanced**	-	-	-	-	-	-
Japanese: Second Language	41.21	54.49	67.77	76.62	85.47	98.75
Malay: Advanced	50.08	61.55	73.02	80.66	88.31	99.77
Modern Greek**	-	-	-	-	-	-
Music	44.19	56.71	69.23	77.58	85.93	98.45
Physical Science	49.28	61.82	74.37	82.73	91.09	*
Physics	43.06	55.44	67.83	76.09	84.35	96.73
Political and Legal Studies	44.09	56.99	69.89	78.50	87.10	*

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

** Scaling points for Japanese: Advanced and Modern Greek are not provided as the combined marks are not based on standardised distributions and are not comparable with other subjects.

Curriculum Council

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

The subject loading has previously been defined as:

- (1) the mean Scaled Mark minus 58 (the overall mean of the scaled marks for all subjects); and
- (2) the extent to which an average student's combined mark is affected by the scaling process.

Prior to 2003, these definitions produced the same result. From 2003 this is not the case, with the first definition (1) producing a result which is eight lower than before (as in Subject Loading 1[#] column). The second definition (2) produces results which are comparable to figures from previous years (as in Subject Loading 2^{##} column).

Subject	Mean Scaled Marks*	Subject Loading 1 [#]	Subject Loading 2 ^{##}
Accounting	55.67	-10.33	-2.33
Ancient History	59.43	-6.57	1.43
Applicable Mathematics	62.58	-3.42	4.58
Art	55.32	-10.68	-2.68
Biology	56.16	-9.84	-1.84
Calculus	65.39	-0.61	7.39
Chemistry	63.86	-2.14	5.86
Chinese: Advanced	53.00	-13.00	-5.00
Chinese: Second Language	60.82	-5.18	2.82
Discrete Mathematics	55.10	-10.90	-2.90
Drama Studies	55.07	-10.93	-2.93
Economics	59.08	-6.92	1.08
English	55.08	-10.92	-2.92
English as a Second Language	NA	-	-
English Literature	64.72	-1.28	6.72
French	65.90	-0.10	7.90
Geography	54.30	-11.70	-3.70
Geology	53.46	-12.54	-4.54
German	65.33	-0.67	7.33
History	56.66	-9.34	-1.34
Human Biology	54.70	-11.30	-3.30
Indonesian: Advanced	49.94	-16.06	-8.06
Indonesian: Second Language	59.10	-6.90	1.10
Information Systems	51.66	-14.34	-6.34
Italian	57.78	-8.22	-0.22
Japanese: Advanced**	-	-	-
Japanese: Second Language	62.86	-3.14	4.86
Malay: Advanced	56.43	-9.57	-1.57
Modern Greek**	-	-	-
Music	61.56	-4.44	3.56
Physical Science	55.41	-10.59	-2.59
Physics	62.51	-3.49	4.51
Political and Legal Studies	60.01	-5.99	2.01

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

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

For language subjects that include both background and non-background speakers, the results of students who are background speakers are excluded.

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

Curriculum Council

Table 4.17 Ranges of Scaled Marks Corresponding to Decile Places in Tertiary Entrance Examination Subjects, 2003

Subject	Lowest Scaled Mark in Each Decile Place*									
	1	2	3	4	5	6	7	8	9	10
Accounting	72.13	66.50	62.84	59.78	56.65	53.37	49.78	43.85	36.86	0.00
Ancient History	77.46	69.58	66.03	63.12	59.37	55.35	51.63	46.54	38.96	0.00
Applicable Mathematics	80.03	74.11	69.97	66.18	62.53	59.24	55.52	49.87	42.13	0.00
Art	72.05	66.29	61.82	57.64	54.05	50.40	46.80	41.34	34.01	0.00
Biology	73.00	67.19	63.49	59.87	56.73	53.11	49.29	44.02	35.75	0.00
Calculus	81.72	76.09	72.47	69.31	65.68	62.44	58.76	53.40	45.91	0.00
Chemistry	81.06	75.77	71.37	67.71	64.45	60.84	56.79	51.67	43.69	0.00
Chinese: Advanced	75.84	66.01	62.10	58.49	54.07	49.34	43.17	37.74	31.34	0.00
Chinese: Second Language	84.27	71.71	67.81	63.79	63.38	56.72	54.95	50.92	45.41	0.00
Discrete Mathematics	71.84	66.40	62.12	58.93	55.50	52.06	47.96	42.82	35.48	0.00
Drama Studies	72.10	65.99	61.60	57.85	54.21	50.33	46.36	41.64	34.24	0.00
Economics	76.29	70.77	66.78	63.03	59.67	56.13	51.99	46.94	39.01	0.00
English	71.95	66.53	62.27	58.55	55.17	51.86	47.90	42.84	35.73	0.00
English as a Second Lang**	79.67	74.78	71.96	68.82	65.99	63.19	60.47	55.56	49.48	0.00
English Literature	82.21	76.11	72.23	68.62	65.22	61.53	57.36	52.17	44.57	0.00
French	84.28	78.17	73.75	71.08	66.77	63.57	59.81	53.90	45.97	0.00
Geography	70.98	65.73	61.60	58.07	54.84	51.28	47.33	41.94	34.59	0.00
Geology	68.95	63.54	60.07	58.18	54.44	50.33	45.66	40.41	37.94	0.00
German	91.59	83.01	78.08	73.23	69.52	65.51	62.95	55.68	48.74	0.00
History	74.21	68.18	63.67	60.23	56.80	53.39	49.59	44.66	36.74	0.00
Human Biology	71.58	66.04	61.97	58.26	54.81	51.52	47.46	41.59	34.64	0.00
Indonesian: Advanced	69.58	60.31	56.26	53.80	51.43	47.99	43.87	39.11	29.44	0.00
Indonesian: Second Lang	76.03	72.62	66.53	62.95	57.18	53.73	51.07	45.99	37.24	0.00
Information Systems	70.13	63.85	59.28	55.39	52.22	48.62	45.04	39.54	31.04	0.00
Italian	76.34	70.52	66.55	62.62	57.92	55.17	51.27	47.25	38.21	0.00
Japanese: Advanced	63.40	57.48	56.65	54.11	54.10	48.59	47.75	45.01	43.10	0.00
Japanese: Second Language	79.26	74.39	70.57	67.27	64.33	60.35	56.52	51.55	44.04	0.00
Malay: Advanced	73.05	66.06	65.03	62.40	60.58	56.06	51.21	42.79	34.33	0.00
Modern Greek	-	-	-	-	-	81.77	-	-	-	0.00
Music	77.60	73.09	67.97	65.04	62.20	58.95	53.75	48.69	41.43	0.00
Physical Science	74.20	67.23	62.73	59.69	56.01	52.82	49.08	42.87	35.30	0.00
Physics	79.94	74.38	70.06	66.33	63.09	59.72	55.26	49.89	42.28	0.00
Political and Legal Studies	77.18	70.97	67.62	64.18	60.46	57.31	53.69	48.70	40.03	0.00

* For example:

- 1 indicates the student is in the top 10% of students in the subject
- 2 indicates the student is in the second 10% of students in the subject
- 3 indicates the student is in the third 10% of students in the subject etc.

** The figures in the table for English as a Second Language are the combined marks, as the marks are not scaled for this subject.

Curriculum Council

Table 4.18 'Typical' School Students* Achieving a Western Australian Certificate of Education (WACE), 2002-2003

Category of Students	2002				2003			
	Male	Female	Persons	%	Male	Female	Persons	%
Eligible for a WACE	8024	9021	17045	100.0	8329	8949	17278	100.0
Achieving a WACE	7336	8664	16000	93.9	7653	8543	16196	93.7
Not Achieving a WACE only on the English Language Competence Criterion	40	28	68	0.4	44	21	65	0.4
Not Achieving a WACE on the Grade Criterion	648	329	977	5.7	632	385	1017	5.9

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

Curriculum Council

Table 4.18 Number and Percentage* of Students Who Sat** the Curriculum Council English Language Competence Test in 2003

Sex of Student	Failed Test		Passed Test		Number who sat Test
	No.	%	No.	%	
Male	160	30.5	365	69.5	525
Female	75	25.6	218	74.4	293
Persons	235	28.7	583	71.3	818

* The percentages were calculated for each sex.

** There were 16 students who sat the test but were ineligible to obtain a result. Most of these students had not completed their Year 12 English subject (ie they received an "U" notation). The "ineligible" students' details have not been included in the figures.

Curriculum Council

Table 4.19 Age of Full Fee Paying Overseas Students* Enrolled in 2003 Tertiary Entrance Examination Subjects by Enrolment Type and Sex

Age as at 31 December 2003	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	3	9	0	1	1	6	4	10
17+ - 18	42	64	106	3	12	15	45	76	121
18+ - 19	139	159	298	9	10	19	148	169	317
19+ - 20	46	45	91	2	5	7	48	50	98
20+ - 21	22	14	36	0	0	0	22	14	36
21+ - 22	4	5	9	0	0	0	4	5	9
22+ - 23	0	0	0	0	0	0	0	0	0
23+ - 24	1	0	1	0	0	0	1	0	1
24+ - 25	0	0	0	0	0	0	0	0	0
25+ - 30	0	0	0	0	0	0	0	0	0
30+ - 35	0	0	0	0	0	0	0	0	0
35+ - 40	0	0	0	1	0	1	1	0	1
Total	260	291	551	15	28	43	275	319	594

* Up until and including 1994, full-time students were those enrolled in five or more Secondary Education Authority (SEA) approved subjects. Students enrolled in four or fewer approved subjects were classified as part-time. However, in 1995, the SEA resolved that full-time students be classified as those who studied four or more (full year or equivalent) SEA approved subjects.

** 16+ - 17 This age range includes candidates who are older than 16 years and up to and including 17 years as at 31 December 2003.

Table 4.20 Number and Percentage* of Full Fee Paying Overseas Students Sitting for a Specific Number of TEE Subjects, 2000-2003

Number of TEE Subjects sat for	2000		2001		2002		2003			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	15	2.6	11	2.1	27	6.3	4	16	20	3.7
2	8	1.4	4	0.8	10	2.3	4	9	13	2.4
3	9	1.5	4	0.8	2	0.5	1	1	2	0.4
4	16	2.8	17	3.3	20	4.6	5	5	10	1.9
5	323	55.6	320	61.5	259	60.4	159	201	360	67.7
6	189	32.5	142	27.3	94	21.9	62	56	118	22.2
7 or more	21	3.6	22	4.2	17	4.0	6	3.0	9	1.7
Total	581	100	520	100	429	100	241	291	532	100

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

Curriculum Council

Table 4.21 Number of Full Fee Paying Overseas Students Sitting the Tertiary Entrance Examination in Each Subject, 2000-2003

Subject	Number of Students Sitting the Examination								
	2000	2001	2002	2003					
				Male		Female		Persons	% Change*
				No.	%	No.	%		
Accounting	228	176	124	64	37	108	63	172	38.7
Ancient History	3	1	2	3	60	2	40	5	150.0
Applicable Mathematics	396	351	278	179	47	205	53	384	38.1
Art	30	33	23	1	8	11	92	12	-47.8
Biology	37	41	31	17	50	17	50	34	9.7
Calculus	223	198	154	120	56	94	44	214	39.0
Chemistry	210	222	161	96	42	131	58	227	41.0
Chinese: Advanced	47	52	67	46	52	43	48	89	32.8
Chinese: Second Language	0	0	3	2	67	1	33	3	0.0
Discrete Mathematics	168	137	122	51	47	57	53	108	-11.5
Drama Studies	18	15	3	5	36	9	64	14	366.7
Economics	341	277	212	122	43	164	57	286	34.9
English	155	116	115	44	37	75	63	119	3.5
English as a Second Language	414	381	292	183	49	190	51	373	27.7
English Literature	6	16	5	1	8	12	92	13	160.0
French	9	8	3	1	50	1	50	2	-33.3
Geography	37	31	36	23	59	16	41	39	8.3
Geology	0	0	0	0	0	0	0	0	0.0
German	3	7	2	2	67	1	33	3	50.0
History	30	37	23	6	55	5	45	11	-52.2
Human Biology	95	97	72	20	29	49	71	69	-4.2
Indonesian: Advanced	165	140	79	37	60	25	40	62	-21.5
Indonesian: Second Language	0	2	2	2	100	0	0	2	0.0
Information Systems	110	66	49	52	54	44	46	96	95.9
Italian	0	1	0	0	0	0	0	0	0.0
Japanese: Advanced	1	4	7	2	22	7	78	9	28.6
Japanese: Second Lang	2	13	7	8	44	10	56	18	157.1
Malay: Advanced	82	61	49	28	34	54	66	82	67.3
Modern Greek	0	0	0	0	0	0	0	0	0.0
Music	5	4	3	0	0	1	100	1	-66.7
Physical Science	3	6	6	0	0	0	0	0	-100.0
Physics	193	189	162	121	61	78	39	199	22.8
Political and Legal Studies	7	23	20	8	47	9	53	17	-15.0
Total Number of Students who sat at least one TEE Subject	581	520	429	241	45	291	55	532	24

* Percentage change between 2002 and 2003.

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Table 4.22 Enrolments, Absentees and Non-Examination Full Fee Paying Overseas Students in Each Tertiary Entrance Examination Subject, 2003

Subject	Number of Students				Absentees as a Percentage of Enrolments
	Enrolled*	Non-Exam Candidate	Sat	Absent**	
Accounting	186	1	172	13	7.0
Ancient History	5	0	5	0	0.0
Applicable Mathematics	397	2	384	11	2.8
Art	22	4	12	6	27.3
Biology	37	0	34	3	8.1
Calculus	223	0	214	9	4.0
Chemistry	239	1	227	11	4.6
Chinese: Advanced	126	0	89	37	29.4
Chinese: Second Language	3	0	3	0	0.0
Discrete Mathematics	132	1	108	23	17.4
Drama Studies	21	7	14	0	0.0
Economics	307	1	286	20	6.5
English	123	2	119	2	1.6
English as a Second Language	412	5	373	34	8.3
English Literature	13	0	13	0	0.0
French	2	0	2	0	0.0
Geography	41	1	39	1	2.4
German	3	0	3	0	0.0
History	13	2	11	0	0.0
Human Biology	71	1	69	1	1.4
Indonesian: Advanced	75	2	62	11	14.7
Indonesian: Second Language	3	0	2	1	33.3
Information Systems	101	0	96	5	5.0
Japanese: Advanced	10	0	9	1	10.0
Japanese: Second Language	20	2	18	0	0.0
Malay: Advanced	82	0	82	0	0.0
Music	1	0	1	0	0.0
Physical Science	2	0	0	2	100.0
Physics	206	0	199	7	3.4
Political and Legal Studies	20	0	17	3	15.0

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

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

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

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E200	Accounting	247	8	228	11	4.45
E300	Ancient History	3	0	3	0	0
E504	Applicable Mathematics	409	5	396	8	1.96
E630	Art	32	1	30	1	3.13
E402	Biology	40	0	37	3	7.5
E506	Calculus	237	5	223	9	3.8
E403	Chemistry	222	1	210	11	4.96
E027	Chinese: Advanced	51	0	47	4	7.84
E502	Discrete Mathematics	195	8	168	19	9.74
E647	Drama Studies	20	0	18	2	10
E304	Economics	360	7	341	12	3.33
E004	English	163	5	155	3	1.84
E026	English as a Second Language	436	8	414	14	3.21
E005	English Literature	9	0	6	3	33.33
E006	French	9	0	9	0	0
E305	Geography	40	0	37	3	7.5
E405	Geology	1	0	0	1	100
E008	German	3	0	3	0	0
E306	History	31	1	30	0	0
E406	Human Biology	100	2	95	3	3
E028	Indonesian: Advanced	170	1	165	4	2.35
E238	Information Systems	115	0	110	5	4.35
E013	Japanese: Advanced	1	0	1	0	0
E011	Japanese: Second Language	3	1	2	0	0
E070	Malay: Advanced	84	2	82	0	0
E632	Music	5	0	5	0	0
E408	Physical Science	5	1	3	1	20
E409	Physics	205	5	193	7	3.42
E315	Political and Legal Studies	9	0	7	2	22.22

Curriculum Council

Table 5.1 Number of Schools with Students* who Completed Units of Competency/National Training Modules, 2003

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	108	112	115
Catholic	24	31	33
Other Independent	25	25	29
Total	157	168	177

* Students who successfully completed at least one Unit of Competency/National Training Module in 2003.

Table 5.2 Number of Schools with Students* who Completed Structured Workplace Learning Subjects, 2003

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	113	116	122
Catholic	35	37	37
Other Independent	36	32	37
Total	184	185	196

* Students who completed at least one Structured Workplace Learning Subject in 2003.

Curriculum Council

Table 5.3 Number of Schools with Students* who Completed Units of Competency/
National Training Modules and Structured Workplace Learning Subjects, 2003

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	104	107	113
Catholic	22	30	33
Other Independent	19	24	26
Total	145	161	172

* Students who successfully completed at least one Unit of Competency/National Training Module and at least one Structured Workplace Learning Subject in 2003.

Table 5.4.1 Number of Year 11 Students who Participated in Units of Competency/
National Training Modules, 2003

School Sector	Year 11 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	3254	2471	2628	2041	5882	4512
Catholic	395	347	301	260	696	607
Other Independent	339	313	241	225	580	538
Total	3988	3131	3170	2526	7158	5657

* Students who enrolled in at least one Unit of Competency/National Training Module in 2003. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2003.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2003. Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

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Table 5.4.2 Number of Year 12 Students* who Participated in Units of Competency/National Training Modules, 2003

School Sector	Year 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	2146	1740	2114	1830	4260	3570
Catholic	308	298	235	230	543	528
Other Independent	224	203	231	213	455	416
Total	2678	2241	2580	2273	5258	4514

* Students who enrolled in at least one Unit of Competency/National Training Module in 2003. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2003.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2003. Those students who were given either recognition of prior learning or credit transfer are also included the completed numbers.

Table 5.4.3 Number of Students who Participated in Units of Competency/National Training Modules, 2003

School Sector	Year 11 and Year 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	5400	4211	4742	3871	10142	8082
Catholic	703	645	536	490	1239	1135
Other Independent	563	516	472	438	1035	954
Total	6666	5372	5750	4799	12416	10171

* Students who enrolled in at least one Unit of Competency/National Training Module in 2003. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2003.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2003. Those students who were given either recognition of prior learning or credit transfer are also included the completed numbers.

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Table 5.5 Number of Students* who Completed Structured Workplace Learning Subjects, 2003

School Sector	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	1861	1463	3324	1238	1219	2457	3099	2682	5781
Catholic	438	356	794	351	303	654	789	659	1448
Other Independent	200	222	422	184	196	380	384	418	802
Total	2499	2041	4540	1773	1718	3491	4272	3759	8031

* Students who completed at least one Structured Workplace Learning Subject in 2003.

Table 5.6 Number of Students* who Completed Units of Competency/National Training Modules and Structured Workplace Learning Subjects, 2003

School Sector	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	1433	1126	2559	977	1008	1985	2410	2134	4544
Catholic	229	190	419	203	170	373	432	360	792
Other Independent	107	82	189	133	129	262	240	211	451
Total	1769	1398	3167	1313	1307	2620	3082	2705	5787

* Students who successfully completed at least one Unit of Competency/National Training Module and at least one Structured Workplace Learning Subject in 2003.

Curriculum Council

Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ARTS, ENTERTAINMENT AND RECREATION				
LOTE 2A (Indonesian)	64056	6	9	15
LOTE 2B (Indonesian)	64057	4	3	7
LOTE 2A (French)	64074	0	11	11
LOTE 2B (French)	64075	6	11	17
Design for multidisciplinary applications 1	ADMDES1	2	9	11
Drawing for multidisciplinary applications 1	ADMDRAW1	2	9	11
Preparing a general art portfolio 1	ADMPPC1	2	9	11
Complete daily work activities	BSBCMN102A	28	19	47
Apply basic communication skills	BSBCMN103A	28	19	47
Plan skills development	BSBCMN104A	30	21	51
Follow workplace safety procedures	BSBCMN106A	31	24	55
Communicate in the workplace	BSBCMN203A	17	7	24
Manage own work and learning	CUECOR1A	5	6	11
Work with others	CUECOR2A	9	10	19
Set up and operate a basic video camera	CUF CAM01A	2	1	3
Create, manipulate and incorporate 2D graphics	CUFMEM14A	4	8	12
Use information technology	CULMS413A	6	6	12
Develop and update music industry knowledge	CUSBGE01A	24	12	36
Work in a culturally diverse environment	CUSGEN02A	3	1	4
Read music	CUSMGE06A	7	6	13
Develop music knowledge and listening skills	CUSMGE11A	29	13	42
Develop basic technical skills for playing or singing music	CUSMPF01A	27	14	41
Develop technical skills for playing or singing music	CUSMPF02A	7	6	13
Collect and organise information	CUSRAD01A	3	1	4
Follow safe practices in performing and/or listening to music	CUSSAF01A	27	14	41
Follow health, safety and security procedures in the music industry	CUSSAF02A	2	5	7
Move and set up instruments and equipment	CUSSOU01A	32	19	51
Operate portable audio recorder	CUSSOU02A	12	4	16
Transfer sound	CUSSOU03A	16	12	28
Record sound	CUSSOU04A	7	3	10
Lay sound tracks	CUSSOU06A	1	0	1
Edit sound using digital systems	CUSSOU12A	8	0	8
Incorporate audio into multimedia presentations	ICPMM44CA	8	0	8
Access the internet	ICPMM63BA	53	32	85
Create web pages with multimedia	ICPMM65DA	29	10	39
Develop a detailed design concept	ICPPP11CA	22	13	35
Select and apply type	ICPPP21BA	50	28	78
Scan a line image	ICPPP22BA	50	27	77
Output images to electronic media	ICPPP53BA	26	14	40
Inspect quality against required standards	ICPSU16AA	52	29	81
Communicate in the workplace	ICPSU62AA	51	28	79
Use computer systems	ICPSU81BA	53	29	82
Provide emergency care	PUXEMEO01A	71	42	113
Demonstrate abseiling skills	SROABS001A	23	5	28
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBWK001A	44	24	68
Demonstrate simple canoeing, kayaking or sea kayaking skills	SROCAN001A	30	19	49

Curriculum Council

Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ARTS, ENTERTAINMENT AND RECREATION (Cont)				
Demonstrate basic cycling skills	SROCYC001A	11	5	16
Navigate in tracked or easy untracked areas	SRONAV001A	57	28	85
Implement minimal environmental impact practices	SROOPS001A	47	40	87
Plan for minimal environmental impact	SROOPS002A	45	20	65
Apply weather information	SROOPS003A	40	18	58
Use and maintain a temporary or overnight site	SROOPS006A	46	22	68
Prepare to participate in a supervised outdoor activity requiring basic skills	SROORE001A	57	42	99
Participate in a supervised outdoor activity requiring basic skills	SROORE002A	57	42	99
Prepare to participate in outdoor activities	SROORE003A	28	17	45
Participate in outdoor activities	SROORE004A	47	24	71
Prepare to participate in outdoor activities in a broad range of situations and circumstances	SROORE005A	1	0	1
Safeguard a person using a single rope belay system	SROROP001A	29	16	45
Comply with maritime rules and regulations	SROYAC001A	2	2	4
Use basic skills to sail a small boat in controlled conditions	SROYSB001A	14	7	21
Interpret and apply the fundamental laws of soccer at a junior or beginner level	SRSSOC001B	4	0	4
Use basic communication strategies to referee soccer at a junior or beginner level	SRSSOC002B	4	0	4
Provide reports and receive feedback relevant to referee soccer at junior or beginner level	SRSSOC003B	4	0	4
Demonstrate fundamental positioning skills relevant to referee soccer at junior or beginner level	SRSSOC004B	4	0	4
Implement sports first aid procedures and apply sports first aid	SRSTR001A	12	3	15
Handle mail to facilitate communication	SRXADM001A	35	16	51
Handle information to maintain access to and security of records	SRXADM002A	33	15	48
Apply knowledge of the organisation to complete routine administration tasks	SRXADM003A	1	0	1
Operate a range of office equipment to complete routine tasks	SRXADM004A	35	16	51
Handle mail to facilitate the information flow of the organisation	SRXADM005A	33	21	54
Process and analyse information to provide access to and security of records	SRXADM006A	23	21	44
Select, operate and maintain a range of office equipment to complete a range of tasks	SRXADM007A	33	21	54
Organise the copying and collating of documents	SRXADM008A	33	21	54
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	36	32	68
Assist in conducting sport and recreation sessions for clients	SRXCAI002A	28	24	52
Provide equipment for activities	SRXCAI003A	39	32	71
Plan a sport and recreation session for clients	SRXCAI004A	23	22	45
Conduct a sport and recreation session for clients	SRXCAI005A	21	22	43
Interact with clients	SRXCLS001A	8	2	10
Deliver services to clients	SRXCLS002A	32	16	48
Communicate in the workplace	SRXCOM001A	9	2	11
Receive and pass on information to facilitate effective routine communication	SRXCOM002A	34	16	50
React safely in an emergency and help prevent emergencies	SRXEME001A	30	20	50
Participate in the control of minor emergencies	SRXEME002A	63	38	101
Maintain equipment for activities	SRXFAC001A	64	44	108
Develop knowledge of the sport and recreation industry	SRXIND001A	13	8	21
Develop and implement a career path	SRXIND002A	12	8	20
Follow defined occupational health and safety policy and procedures	SRXOHS001A	80	39	119
Organise work	SRXORG001A	40	21	61
Work effectively in a sport and recreation organisation	SRXORG002A	7	4	11
Operate a computer to gain access to and retrieve data using keyboard skills	SRXTEC001A	49	31	80
Operate a computer and printer to produce and print simple documents	SRXTEC002A	87	44	131

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ARTS, ENTERTAINMENT AND RECREATION (Cont)				
Work in teams	SRXTEM001A	39	17	56
Support the work of a team	SRXTEM002A	79	38	117
Interpret road maps and navigate routes	TDTH197A	1	0	1
AUTOMOTIVE				
Carry out maintenance and/or component servicing operations	AUR00108A	4	0	4
Service engines and associated engine components	AUR01170A	13	0	13
Repair cooling systems and associated components	AUR02166A	3	0	3
Service cooling systems and associated components	AUR02170A	46	0	46
Service petrol fuel systems	AUR03170A	8	0	8
Service bicycle steering systems	AUR15670A	9	0	9
Remove, repair and refit bicycle tyres	AUR18168A	9	0	9
Test, service and replace battery	AUR18676A	23	0	23
Use and maintain measuring equipment	AUR25678A	10	0	10
Follow workplace occupational health and safety procedures	AUR70125A	21	0	21
Use and maintain workplace tools and equipment	AUR70278A	44	0	44
Contribute to workplace communication	AUR70314A	37	1	38
Establish relations with customers	AUR70421A	23	0	23
Plan skills development	BSBCMN104A	4	0	4
Follow workplace safety procedures	BSBCMN106A	18	1	19
Communicate in the workplace	BSBCMN203A	6	0	6
Communicate in the workplace	ICAITW002B	1	0	1
Apply occupational health and safety procedures	ICAITU004C	1	0	1
Follow health, safety and security procedures	THHCOR03A	2	0	2
BUILDING AND CONSTRUCTION				
Introduction to the furnishings industry	ABC501	7	0	7
Occupational health and safety (1)	ABC502	6	0	6
Workplace environment	ABC503	7	0	7
Calculations	ABC504	8	0	8
Introduction to materials	ABC506	7	0	7
Information technology	ABC507	10	0	10
Hand tools and equipment	ABC508	10	0	10
Power tools and equipment	ABC509	10	0	10
Basic construction	ABC511	8	0	8
Drawing/sketching	ABC512	10	0	10
Carry out interactive workplace communication	BCG1000A	96	1	97
Carry out OH and S requirements	BCG1001A	78	0	78
Plan and organise work	BCG1002A	98	0	98
Read and interpret plans	BCG1003A	79	0	79
Carry out measurements and calculations	BCG1004A	82	0	82
Use hand and power tools	BCG1005A	89	0	89
Use small plant and equipment	BCG1006A	83	0	83
Erect and dismantle restricted height scaffolding	BCG1007A	1	0	1

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUILDING AND CONSTRUCTION (Cont)				
Use simple levelling devices	BCG1008A	73	0	73
Carry out excavation and install support	BCG1009A	1	0	1
Carry out concreting to simple forms	BCG1010A	1	0	1
Handle construction materials and safely dispose of waste	BCG1011A	84	0	84
Prepare for construction process (wall and floor tiling)	BCG1012A	1	0	1
Prepare for construction process (painting and decorating)	BCG1019A	1	0	1
Prepare surfaces	BCG2001A	1	0	1
Carry out general demolition	BCG2003A	1	0	1
Carry out levelling	BCG2004A	1	0	1
Operate elevating work platforms (EWP)	BCG2007A	1	0	1
Remove/replace door and window furniture	BCG2010A	1	0	1
Follow workplace safety procedures	BSBCM106A	1	0	1
Communicate in the workplace	BSBCM203A	2	0	2
Participate in workplace safety procedures	BSBCM211A	1	0	1
Produce simple word processed documents	BSBCM213A	1	1	2
Use hand tools	MEM18.1AA	20	0	20
Use power tools/hand held operations	MEM18.2AA	20	0	20
Create 3D models using computer aided design system	MEM9.10BB	15	0	15
Create 2D drawings using computer aided design system	MEM9.9BB	15	0	15
Occupational health and safety	NBB02	1	0	1
Electrical Wiring and Equipment	NE172.2	1	0	1
Workshop practice	NE175	1	0	1
Electronic hand soldering technology	NE184	1	0	1
Parts and component selection	NUE095	1	0	1
Drawing interpretation and sketching	NUE210	1	0	1
Work in a socially diverse environment	THHCOR02B	1	0	1
Communicate on the telephone	THHGA01B	1	0	1
BUSINESS AND CLERICAL				
Create and use databases	BSBADM305A	1	7	8
Create electronic presentations	BSBADM306A	6	7	13
Prepare for work in business	BSBCM101A	211	220	431
Complete daily work activities	BSBCM102A	84	108	192
Apply basic communication skills	BSBCM103A	252	297	549
Plan skills development	BSBCM104A	57	62	119
Use business equipment	BSBCM105A	21	28	49
Follow workplace safety procedures	BSBCM106A	409	491	900
Operate a personal computer	BSBCM107A	300	333	633
Develop keyboard skills	BSBCM108A	201	295	496
Follow environmental work practices	BSBCM109A	30	36	66
Work effectively in a business environment	BSBCM201A	77	148	225
Organise and complete daily work activities	BSBCM202A	146	271	417
Communicate in the workplace	BSBCM203A	310	399	709
Work effectively with others	BSBCM204A	143	198	341
Use business technology	BSBCM205A	132	218	350

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUSINESS AND CLERICAL (Cont)				
Process and maintain workplace information	BSBCMN206A	33	80	113
Prepare and process financial/business documents	BSBCMN207A	33	100	133
Deliver a service to customers	BSBCMN208A	22	47	69
Provide information to clients	BSBCMN209A	14	19	33
Participate in workplace safety procedures	BSBCMN211A	166	223	389
Handle mail	BSBCMN212A	18	63	81
Produce simple word processed documents	BSBCMN213A	285	426	711
Create and use simple spreadsheets	BSBCMN214A	242	340	582
Participate in environmental work practices	BSBCMN215A	3	3	6
Organise workplace information	BSBCMN305A	0	1	1
Produce business documents	BSBCMN306A	1	8	9
Maintain financial records	BSBCMN308A	0	4	4
Research business opportunities	BSBSBM301A	6	0	6
Undertake business planning	BSBSBM404A	6	0	6
Communicate in the workplace	ICAITW002B	1	0	1
Operate computer hardware	ICAITU005B	5	13	18
Operate computing packages	ICAITU006B	7	16	23
Design organisational documents using computing packages	ICAITU012B	4	11	15
Design organisational documents using commercial computing	ICAITU012C	63	86	149
Integrate commercial computing packages	ICAITU013B	3	9	12
Integrate commercial computing packages	ICAITU013C	65	81	146
Operate a personal computer	ICAITU128A	5	4	9
Operate a word processing application	ICAITU129A	5	4	9
Operate a spreadsheet application	ICAITU130A	5	3	8
Operate database application	ICAITU131A	2	3	5
Operate a presentation package	ICAITU132A	5	3	8
Send and retrieve information over the internet using browsers and email	ICAITU133A	5	4	9
Use computer systems	ICPSU81BA	0	1	1
Occupational health and safety	NBB002	1	0	1
Electical Wiring and Equipment	NE172.2	1	0	1
Provide crop care	RUHHRT101A	0	1	1
Work in teams	SRXTEM001A	1	0	1
Clean and maintain kitchen premises	THHBKA04B	1	0	1
Follow health, safety and security procedures	THHCOR03A	4	0	4
Provide first aid	THHGHS03A	0	3	3
CHEMICAL PRODUCTION				
Maintain equipment and consumables	ICAITU007B	11	5	16
COMMUNITY SERVICES, HEALTH AND EDUCATION				
Plan skills development	BSBCMN104A	0	3	3
Follow workplace safety procedures	BSBCMN106A	3	9	12
Communicate in the workplace	BSBCMN203A	1	8	9
Participate in workplace safety procedures	BSBCMN211A	1	0	1

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMMUNITY SERVICES, HEALTH AND EDUCATION (Cont)				
Provide care support to aged people	CHCAC1A	0	1	1
Orientation to aged care work	CHCAC3A	0	1	1
Assist in the provision of an appropriate environment	CHCAC4A	0	1	1
Advocate for clients	CHCAD1A	0	1	1
Undertake basic administrative duties	CHCADMIN1A	2	15	17
Support community resources	CHCCD7A	1	15	16
Work within legislative and ethical requirements	CHCCHILD1A	0	21	21
Maintain a healthy and safe environment	CHCCN1A	0	59	59
Provide physical care	CHCCN2A	0	29	29
Respond to illness, accidents and emergencies	CHCCN4A	0	23	23
Foster children's self help skills	CHCCN7A	0	22	22
Support babies' needs	CHCCNAA	0	6	6
Communicate with people accessing the services of the organisation	CHCCOM1A	3	75	78
Deliver service to clients	CHCCS0A	0	1	1
Orientation to disability work	CHCDIS1A	0	1	1
Support the development of children in the service	CHCFC1A	0	16	16
Support the activities of existing groups	CHCGROUP1A	1	20	21
Support group activities	CHCGROUP2A	2	24	26
Work within legislative and ethical requirements	CHCHILD1A	0	19	19
Interact positively with children	CHCIC1A	3	55	58
Work collaboratively with children	CHCIC4A	3	10	13
Communicate with children	CHCICAA	3	67	70
Follow the organisation's policies, procedures and programs	CHCORG1A	3	24	27
Work with others	CHCORG2A	3	83	86
Participate in the work environment	CHCORG3A	0	2	2
Follow the organisation's occupational health and safety policies	CHCORG4A	0	37	37
Apply occupational health and safety procedures	ICAITU004C	0	1	1
Apply basic exercise science to exercise instruction	SRFFIT005A	0	7	7
Work in a socially diverse environment	THHCOR02B	0	3	3
Communicate on the telephone	THHGGA01B	0	3	3
COMMUNICATIONS				
LOTE 2A (Indonesian)	64056	4	5	9
LOTE 2A (French)	64074	4	5	9
Follow the organisation's policies, procedures and programs	CHCORG1A	2	4	6
Follow the organisation's occupational health and safety policies	CHCORG4A	2	5	7
COMPUTING				
Follow workplace safety procedures	BSBCMN106A	1	0	1
Operate a personal computer	BSBCMN107A	8	12	20
Communicate in the workplace	BSBCMN203A	2	5	7
Produce simple word processed documents	BSBCMN213A	41	23	64
Create and use simple spreadsheets	BSBCMN214A	42	23	65
Create a simple mark-up language document to specification	ICAITB135A	49	38	87

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMPUTING (Cont)				
Receive and process oral and written communication	ICAITD003B	100	69	169
Install and manage network protocols	ICAITH101A	17	0	17
Maintain equipment/software inventory	ICAITS008B	24	18	42
Interact with clients	ICAITS009B	50	34	84
Apply problem solving techniques to achieve organisation goals	ICAITS010B	102	61	163
Connect hardware peripherals	ICAITS014B	135	62	197
Connect hardware peripherals	ICAITS014C	22	6	28
Install software applications	ICAITS015B	161	58	219
Maintain system integrity	ICAITS017B	114	44	158
Maintain system integrity	ICAITS017C	30	9	39
Install and optimise system software	ICAITS020B	19	0	19
Run standard diagnostic tests	ICAITS025B	18	0	18
Provide network systems administration	ICAITS032B	13	0	13
Determine and action network problem	ICAITS034B	6	0	6
Maintain equipment and software in working order	ICAITS115A	10	0	10
Administer and configure a network operating system	ICAITS120A	18	0	18
Administer network peripherals	ICAITS121A	18	1	19
Work effectively in an information technology environment	ICAITTW001B	186	107	293
Communicate in the workplace	ICAITTW002B	310	181	491
Participate in a team and individually to achieve organisation goals	ICAITTW011B	145	94	239
Apply occupation health and safety procedures	ICAITU004B	178	115	293
Apply occupational health and safety procedures	ICAITU004C	74	62	136
Operate computer hardware	ICAITU005B	214	148	362
Operate computer hardware	ICAITU005C	91	51	142
Operate computing packages	ICAITU006B	215	145	360
Operate computing packages	ICAITU006C	54	11	65
Maintain equipment and consumables	ICAITU007B	85	42	127
Design organisational documents using computing packages	ICAITU012B	138	99	237
Design organisational documents using commercial computing	ICAITU012C	42	7	49
Integrate commercial computing packages	ICAITU013B	119	70	189
Integrate commercial computing packages	ICAITU013C	40	16	56
Use advanced features of computer applications	ICAITU126A	9	5	14
Use advanced features of computer applications	ICAITU126B	48	34	82
Operate a personal computer	ICAITU128A	139	87	226
Operate a word processing application	ICAITU129A	140	89	229
Operate a spreadsheet application	ICAITU130A	95	78	173
Operate database application	ICAITU131A	102	72	174
Operate a presentation package	ICAITU132A	110	79	189
Send and retrieve information over the internet using browsers and email	ICAITU133A	97	73	170
Identify components of multimedia	ICPMM11BA	80	39	119
Capture a digital image	ICPMM21CA	130	51	181
Incorporate 2D graphics into multimedia presentation	ICPMM42CA	14	7	21
Incorporate digital photography into multimedia presentations	ICPMM43CA	93	52	145
Incorporate audio into multimedia presentations	ICPMM44CA	2	0	2
Incorporate animation into multimedia presentations	ICPMM45CA	13	7	20
Access the internet	ICPMM63BA	215	135	350
Create web pages with multimedia	ICPMM65DA	64	12	76
Follow OH and S practices and identify environmental hazards	ICPSU61AA	5	0	5

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMPUTING (Cont)				
Communicate in the workplace	ICPSU62AA	1	0	1
Perform basic industry calculations	ICPSU63BA	13	7	20
ENGINEERING AND MINING				
Occupational health and safety at sea	ABF511	16	1	17
Marine radio - telephone operations	ABF523	14	0	14
Follow workplace safety procedures	BSBCMN106A	2	0	2
Communicate in the workplace	BSBCMN203A	2	0	2
Produce simple word processed documents	BSBCMN213A	3	0	3
Apply basic first aid	HLTFA1A	5	0	5
Apply advanced first aid	HLTFA2A	4	0	4
Maintain first aid equipment and resources	HLTFA3A	4	0	4
Undertake interactive workplace communication	MEM1.1FA	153	12	165
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	181	11	192
Apply quality procedures	MEM1.3FA	88	10	98
Plan to undertake a routine task	MEM1.4FA	127	8	135
Perform emergency first aid	MEM13.1AA	32	11	43
Use hand tools	MEM18.1AA	93	12	105
Use hand tools	MEM18.1AB	39	0	39
Use power tools/hand held operations	MEM18.2AA	110	7	117
Research and prepare presentations and reports	MEM2.11C5A	36	40	76
Apply quality systems	MEM2.1C12A	52	0	52
Measure with graduated devices	MEM2.5C11A	64	2	66
Perform computations - basic	MEM2.7C10A	51	3	54
Perform computations	MEM2.8C10A	16	1	17
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	34	2	36
Perform routine manual metal arc welding	MEM5.12AB	37	1	38
Soft soldering (basic)	MEM5.3AA	19	0	19
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	13	2	15
Perform routine oxyacetylene welding	MEM5.4AB	69	3	72
Perform routine gas metal and arc welding	MEM5.50AA	19	1	20
Carry out mechanical cutting	MEM5.5AA	16	0	16
Perform brazing and/or silver soldering	MEM5.6AA	57	1	58
Manual heating and thermal cutting	MEM5.7AB	17	0	17
Use workshop machines for basic operations	MEM7.32AA	44	4	48
Perform general machining	MEM7.5AA	15	0	15
Draw and interpret sketch	MEM9.1AA	106	9	115
Interpret technical drawing	MEM9.2AA	27	0	27
Read and interpret sketch	MEM91AA	7	0	7
Occupational health and safety	NBB02	3	0	3
Electrical Wiring and Equipment	NE172.2	3	0	3
Workshop practice	NE175	3	0	3
Electronic hand soldering technology	NE184	3	0	3
Applied Electricity 1	NUE052	3	0	3
Parts and component selection	NUE095	3	0	3
Drawing interpretation and sketching	NUE210	3	0	3
Follow health, safety and security procedures	THHCOR03A	1	0	1

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
FOOD PROCESSING				
Communicate in the workplace	BSBCMN203A	1	0	1
Apply basic food safety practices	FDFCORFS1A	9	13	22
Apply safe work procedures	FDFCOROHS1A	9	13	22
Apply basic quality assurance practices	FDFCORQA1A	5	11	16
Hand prune vines	FDFWGGHPVA	8	2	10
Pick grapes by hand	FDFWGGPGHA	7	1	8
Take vine cuttings	FDFWGGVCA	7	2	9
Package prepared foodstuffs	THHBCCAT02B	3	17	20
Use basic methods of cookery	THHBCC01A	0	1	1
Use basic methods of cookery	THHBCC01B	3	17	20
Prepare sandwiches	THHBCC02AA	0	1	1
Organise bulk cooking operations	THHBCC14B	3	17	20
Provide a link between kitchen and service area	THHBFB02/3AA	0	1	1
Prepare and serve non alcoholic beverages	THHBFB10A	0	1	1
Organise and prepare food	THHBKA01A	1	9	10
Organise and prepare food	THHBKA01B	3	18	21
Present food	THHBKA02A	1	9	10
Present food	THHBKA02B	0	1	1
Receive and store stock	THHBKA03A	0	1	1
Receive and store kitchen supplies	THHBKA03B	0	1	1
Clean and maintain premises	THHBKA04A	6	16	22
Clean and maintain kitchen premises	THHBKA04B	0	1	1
Prepare, cook and serve food	THHCCH01A	3	18	21
Work with colleagues and customers	THHCOR01A	1	9	10
Work with colleagues and customers	THHCOR01B	3	18	21
Work in a socially diverse environment	THHCOR02A	1	9	10
Work in a socially diverse environment	THHCOR02B	3	17	20
Follow health, safety and security procedures	THHCOR03A	1	9	10
Follow health, safety and security procedures	THHCOR03B	3	18	21
Follow workplace hygiene procedures	THHGH01A	2	12	14
Follow workplace hygiene procedures	THHGH01B	3	18	21
Develop and update hospitality industry knowledge	THHHC001A	1	9	10
Develop and update hospitality industry knowledge	THHHC001B	3	18	21
Design menus to meet market needs	THHSCAT04A	0	1	1
GENERAL EDUCATION AND TRAINING				
Course in basic life support (first aid)	21264	12	6	18
LOTE 2A (French)	64074	2	38	40
LOTE 2B (French)	64075	3	21	24
LOTE 2A (Italian)	64093	10	10	20
LOTE 2B (Italian)	64094	3	6	9
CGEA3 Reading and writing	81031	8	5	13
CGEA3 Oral communications	81032	8	5	13
CGEA3 General curriculum options	81034	5	5	10
Receive and pass on messages to facilitate communication flow	BSACOM101B	4	6	10

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
GENERAL EDUCATION AND TRAINING (Cont)				
Receive and pass on messages to facilitate communication flow	BSACOM101B	4	6	10
Apply knowledge of enterprise to complete routine administrative tasks	BSAENT101A	5	6	11
Prepare for work in business	BSBCMN101A	13	18	31
Complete daily work activities	BSBCMN102A	1	1	2
Apply basic communication skills	BSBCMN103A	12	5	17
Plan skills development	BSBCMN104A	36	22	58
Follow workplace safety procedures	BSBCMN106A	35	11	46
Communicate in the workplace	BSBCMN203A	9	2	11
Work effectively with others	BSBCMN204A	29	24	53
Incorporate 2D graphics into multimedia presentation	ICPMM42CA	4	7	11
Incorporate audio into multimedia presentations	ICPMM44CA	3	5	8
Develop a basic design concept	ICPPP11BA	21	13	34
Select and apply type	ICPPP21BA	21	13	34
Output images to electronic media	ICPPP53BA	21	13	34
Inspect quality against required standards	ICPSU16AA	16	8	24
Perform basic industry calculations	ICPSU63BA	1	0	1
Use computer systems	ICPSU81BA	25	18	43
Access learning opportunities	LGACORE101A	5	7	12
Follow defined occupational health and safety (OHS) policies and procedures	LGACORE102A	5	7	12
Provide service to customers in local government environment	LGACORE103A	4	7	11
Work effectively in local government context	LGACORE104A	2	3	5
Work with others in local government	LGACORE105A	1	2	3
Understanding self and others	LWA001	12	9	21
Health and safety essentials	LWA003	8	5	13
Effective team membership	LWA004	12	9	21
Introduction to applied leadership	LWA005	12	9	21
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	6	2	8
Perform emergency first aid	MEM13.1AA	10	9	19
Provide emergency care	PUXEMEO01A	3	12	15
Follow health, safety and security procedures	THHCOR03B	20	12	32
Communicate on the telephone	THHGGA01A	6	12	18
Provide first aid	THHGHS03A	2	7	9
HOSPITALITY AND TOURISM				
Basic first aid	48037	0	4	4
Plan skills development	BSBCMN104A	0	1	1
Follow workplace safety procedures	BSBCMN106A	10	13	23
Organise and complete daily work activities	BSBCMN202A	1	0	1
Communicate in the workplace	BSBCMN203A	0	2	2
Work effectively with others	BSBCMN204A	0	1	1
Use business technology	BSBCMN205A	5	50	55
Participate in workplace safety procedures	BSBCMN211A	0	4	4
Produce simple word processed documents	BSBCMN213A	12	82	94
Produce business documents	BSBCMN306A	2	9	11
Work with others	CHCORG2A	5	1	6

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
HOSPITALITY AND TOURISM (Cont)				
Prepare sandwiches	THHBCC00B	29	44	73
Use basic methods of cookery	THHBCC01A	28	30	58
Use basic methods of cookery	THHBCC01B	82	169	251
Prepare sandwiches	THHBCC02AA	11	60	71
Prepare appetisers and salads	THHBCC02B	21	14	35
Prepare soups	THHBCC03AA	3	7	10
Prepare stocks, sauces and soups	THHBCC03B	17	13	30
Operate bar	THHBFB01A	4	10	14
Clean and tidy bar areas	THHBFB01AA	4	10	14
Provide food and beverage service	THHBFB02/3A	6	21	27
Provide a link between kitchen and service area	THHBFB02/3AA	9	18	27
Provide a link between kitchen and service areas	THHBFB02B	31	62	93
Prepare and serve non alcoholic beverages	THHBFB10A	7	13	20
Prepare and serve non alcoholic beverages	THHBFB10B	25	75	100
Develop and update food and beverage knowledge	THHBFB11A	4	10	14
Prepare and serve espresso coffee	THHBFB12A	5	15	20
Communicate on the telephone	THHBFO07A	7	4	11
Provide financial transactions	THHBGO05A	4	10	14
Organise and prepare food	THHBKA01A	12	65	77
Organise and prepare food	THHBKA01B	130	278	408
Present food	THHBKA02A	16	74	90
Present food	THHBKA02B	112	298	410
Receive and store stock	THHBKA03A	3	23	26
Receive and store kitchen supplies	THHBKA03B	23	38	61
Clean and maintain premises	THHBKA04A	15	36	51
Clean and maintain kitchen premises	THHBKA04B	80	150	230
Prepare, cook and serve food	THHCCH01A	50	77	127
Work with colleagues and customers	THHCOR01A	50	193	243
Work with colleagues and customers	THHCOR01B	99	315	414
Work in a socially diverse environment	THHCOR02A	31	134	165
Work in a socially diverse environment	THHCOR02B	86	305	391
Follow health, safety and security procedures	THHCOR03A	55	144	199
Follow health, safety and security procedures	THHCOR03B	103	326	429
Develop and update local knowledge	THHGCS01A	3	28	31
Develop and update local knowledge	THHGCS01B	13	78	91
Promote products and services to customers	THHGCS02A	4	10	14
Deal with conflict situations	THHGCS03A	5	32	37
Deal with conflict situations	THHGCS03B	6	32	38
Access and retrieve computer data	THHGCT01A	14	39	53
Produce documents on computer	THHGCT02A	15	35	50
Design and develop computer documents, reports and worksheets	THHGCT03A	7	4	11
Process financial transactions	THHGFA01A	1	27	28
Process financial transactions	THHGFA01B	0	15	15
Communicate on the telephone	THHGGA01A	5	34	39
Communicate on the telephone	THHGGA01B	17	103	120
Perform clerical procedures	THHGGA02A	1	28	29
Perform office procedures	THHGGA02B	7	40	47

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
HOSPITALITY AND TOURISM (Cont)				
Receive and store stock	THHGGA06A	23	42	65
Follow workplace hygiene procedures	THHGHS01A	27	105	132
Follow workplace hygiene procedures	THHGHS01B	163	392	555
Provide first aid	THHGHS03A	6	12	18
Develop and update hospitality industry knowledge	THHHCO01A	27	111	138
Develop and update hospitality industry knowledge	THHHCO01B	70	194	264
Plan the catering for an event or function	THHSCAT02B	14	37	51
Provide on-site information and assistance	THTFAT01B	2	9	11
Provide a site briefing or scripted commentary	THTFAT03B	0	5	5
Source and provide destination information and advice	THTSOP02B	2	25	27
Develop and update tourism industry knowledge	THTTCO01A	0	19	19
Develop and update tourism industry knowledge	THTTCO01B	6	32	38
PRIMARY INDUSTRY				
First aid	AAA854	10	9	19
Operate a computer to gain access to and retrieve data	BSATEC202A	5	8	13
Follow workplace safety procedures	BSBCMN106A	2	1	3
Organise and complete daily work activities	BSBCMN202A	0	4	4
Communicate in the workplace	BSBCMN203A	2	0	2
Communicate in the workplace	FDFCORCOM1A	2	5	7
Apply safe work procedures	FDFCOROHS1A	2	8	10
Carry out basic canopy maintenance	FDFWGGCMBBA	8	0	8
Hand prune vines	FDFWGGHPVA	12	9	21
Undertake irrigation systems maintenance activities	FDFWGGISMA	1	0	1
Pick grapes by hand	FDFWGGPGHA	13	7	20
Train vines	FDFWGGTVA	8	0	8
Take vine cuttings	FDFWGGVCA	3	8	11
Plant trees by hand	FPIFGM052A	5	7	12
Fertilise plantation trees	FPIFGM054A	5	5	10
Select trees for tending operations	FPIFGM065A	4	8	12
Prune trees	FPIFGM067A	4	8	12
Collect, treat and store seed	FPIFGM162A	7	8	15
Maintain effective communication in the workplace-intermediate	FPIG16A	5	8	13
Plan to undertake a routine task	FPIG22A	5	8	13
Work effectively with others	FPIG25A	5	8	13
Interpret and solve numerical problems	FPIG30A	3	4	7
Administer first aid procedures	FPIG38A	4	8	12
Use hand held tools	FPIG41A	5	4	9
Follow defined occupational health and safety policies and procedures	FPIOHS1A	5	8	13
Undertake interactive workplace communication	MEM1.1FA	0	1	1
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	0	1	1
Apply quality procedures	MEM1.3FA	0	1	1
Plan to undertake a routine task	MEM1.4FA	0	1	1
Perform emergency first aid	MEM13.1AA	0	1	1
Use hand tools	MEM18.1AA	0	1	1
Use power tools/hand held operations	MEM18.2AA	0	1	1
Apply quality systems	MEM2.1C12A	0	1	1
Organise and analyse information	MEM2.2C11A	0	1	1

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRY (Cont)				
Measure with graduated devices	MEM2.5C11A	0	1	1
Perform computations - basic	MEM2.7C10A	0	1	1
Perform computer operations	MEM2.9C10A	0	1	1
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	0	1	1
Carry out mechanical cutting	MEM5.5AA	0	1	1
Draw and interpret sketch	MEM9.1AA	0	1	1
Interpret technical drawing	MEM9.2AA	0	1	1
Plant trees and shrubs	RTC2012A	12	6	18
Follow OHS procedures	RTC2701A	16	6	22
Observe environmental work practices	RTC2702A	10	7	17
Provide basic first aid	RTC2704A	17	8	25
Work effectively in the industry	RTC2705A	5	5	10
Participate in workplace communications	RTC2801A	5	5	10
Transport, handle and store chemicals	RTC3705A	10	2	12
Collect, prepare and preserve plant specimens	RTD2004A	7	8	15
Undertake sampling and testing of water	RTD3507A	13	7	20
Implement pest control programs	RUAAG1070PMA	0	2	2
Operate equipment	RUAAG1100EOA	26	13	39
Perform routine maintenance	RUAAG1130EMA	28	14	42
Carry out basic beef cattle handling duties.	RUAAG1500BCA	11	13	24
Observe, record and report in the workplace	RUAAG1520DYA	17	12	29
Manage personal skills	RUAAG1521DYA	9	9	18
Operate farm vehicles	RUAAG1522DYA	15	12	27
Move, count and feed livestock	RUAAG1523DYA	16	11	27
Assist with milking operations	RUAAG1524DYA	16	11	27
Feed and water pigs	RUAAG1600PGA	7	1	8
Move and control pigs	RUAAG1601PGA	7	1	8
Carry out industry responsibilities	RUAAG1700HBA	0	2	2
Carry out daily horse routines	RUAAG2700HBA	0	2	2
Carry out regular horse observation	RUAAG2701HBA	0	2	2
Care for growing pigs	RUAAG3601PGA	14	10	24
Treat pig disease	RUAAG3602PGA	13	9	22
Identify and select pigs	RUAAG3603PGA	7	3	10
Dispose of piggery effluent	RUAAG3605PGA	6	2	8
Meet industry employment criteria	RUAAGCORE1A	25	16	41
Follow enterprise occupational health and safety (OHS) procedures	RUAAGCORE2A	24	16	40
Use hazardous substances safely	RUAAGCORE3A	25	16	41
Communicate in the workplace	RUAAGCORE4A	25	16	41
Act to minimise emergencies and to respond to a variety of situations	RUAAGCORE5A	24	16	40
Plan daily work routines	RUAAGCORE6A	25	25	50
Meet industry requirements	RUHCORE1A	1	2	3
Meet workplace health and safety requirements	RUHCORE2A	17	6	23
Use hazardous substances safely	RUHCORE3A	2	1	3
Cooperate in the workplace	RUHCORE4A	2	2	4
Act in an emergency	RUHCORE5A	7	4	11
Plan daily work routines	RUHCORE6A	3	2	5
Provide crop care	RUHHRT101A	5	7	12
Plant a crop by hand	RUHHRT102A	5	8	13

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRY (Cont)				
Provide planted area care	RUHHRT106A	29	10	39
Provide nursery plant care	RUHHRT107A	2	5	7
Operate ride on vehicles	RUHHRT113A	2	1	3
Sow plant materials	RUHHRT116A	2	1	3
Operate tractors	RUHHRT206A	6	1	7
Operate equipment and machinery	RUHHRT207A	2	1	3
Undertake propagation activities	RUHHRT224A	2	1	3
Carry out basic aquaculture operations	SFIAQUA101A	8	1	9
Handle stock	SFIAQUA206A	8	1	9
Apply basic food handling and safety practices	SFICORE101A	8	1	9
Carry out work effectively in seafood industry	SFICORE102A	8	1	9
Communicate in the seafood industry	SFICORE103A	9	1	10
Meet workplace health and safety requirements	SFICORE104A	9	1	10
Clean fish	SFIPROC101A	8	1	9
Sharpen and work with knives	SFIPROC104A	8	1	9
Shift materials safely	TDTD197A	1	0	1
Follow health, safety and security procedures	THHCOR03A	1	0	1
SALES AND PERSONAL SERVICES				
Plan skills development	BSBCMN104A	6	3	9
Follow workplace safety procedures	BSBCMN106A	10	13	23
Organise and complete daily work activities	BSBCMN202A	2	12	14
Communicate in the workplace	BSBCMN203A	0	6	6
Operate a personal computer	ICAITU128A	1	0	1
Operate a word processing application	ICAITU129A	1	0	1
Send and retrieve information over the internet using browsers and email	ICAITU133A	1	0	1
Communicate in the workplace	WRRC5.1A	1	5	6
Interact with customers	WRRC5.3B	1	6	7
Apply safe working practices	WRRLP.1A	1	0	1
Apply safe working practices	WRRLP1B	3	1	4
SCIENCE AND TECHNICAL				
Collect, treat and store seed	FPIFGM162A	1	4	5
Perform basic tests	PMLTEST300A	8	2	10
Plant trees and shrubs	RTC2012A	8	6	14
Recognise plants	RTC2016A	1	4	5
Undertake propagation activities	RTC2026A	8	6	14
Treat weeds	RTC2401A	1	4	5
Treat plant pests, disease and disorders	RTC2404A	8	6	14
Follow OHS procedures	RTC2701A	1	4	5
Provide basic first aid	RTC2704A	1	4	5
Participate in workplace communications	RTC2801A	1	4	5
Collect, prepare and preserve plant specimens	RTD2004A	1	4	5
Carry out natural area restoration works	RTD2022A	8	6	14
Apply animal trapping techniques	RTD2101A	8	6	14
Recognise animals	RTD2126A	1	4	5

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Table 5.7 Successful Completions of Units of Competency/National Training Modules embedded in Curriculum Council Subjects, by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
TEXTILE CLOTHING, FOOTWEAR AND FURNISHINGS				
Introduction to the furnishings industry	ABC501	45	16	61
Occupational health and safety (1)	ABC502	4	0	4
Calculations	ABC504	3	0	3
Introduction to materials	ABC506	63	17	80
Information technology	ABC507	18	1	19
Hand tools and equipment	ABC508	49	10	59
Power tools and equipment	ABC509	33	8	41
Drawing/sketching	ABC512	7	2	9
Carry out interactive workplace communication	BCG1000A	6	1	7
Plan and organise work	BCG1002A	5	1	6
Read and interpret plans	BCG1003A	15	1	16
Carry out measurements and calculations	BCG1004A	15	1	16
Use hand and power tools	BCG1005A	15	1	16
Follow workplace safety procedures	BSBCMN106A	2	0	2
TRANSPORT AND STORAGE				
Plan skills development	BSBCMN104A	2	0	2
Follow workplace safety procedures	BSBCMN106A	4	0	4
Participate in workplace safety procedures	BSBCMN211A	5	0	5
Operate a small vessel	SFISHIP206A	10	1	11
Implement minimal environmental impact practices	SROOPS001A	9	1	10
Prepare to participate in a supervised outdoor activity requiring basic skills	SROORE001A	9	1	10
Participate in a supervised outdoor activity requiring basic skills	SROORE002A	9	1	10
Comply with maritime rules and regulations	SROYAC001A	9	1	10
Use basic skills to sail a small boat in controlled conditions	SROYSB001A	9	1	10
Manoeuvre a domestic vessel of less than 12 metres in length operating within inshore limits	TDMMC901B	10	1	11
Understand orders and be understood in relation to shipboard duties	TDMME101A	9	1	10
Contribute to effective human relationships on board a vessel	TDMML201A	8	1	9
Follow health, safety and security procedures	THHCOR03A	1	0	1
UTILITIES - GAS, WATER AND ELECTRICAL				
Communicate in the workplace	BSBCMN203A	1	0	1
Occupational health and safety	NBB002	11	0	11
Workshop practice	NE175	1	0	1
DC power supplies	NE178	7	0	7
Electronic hand soldering technology	NE184	1	0	1
Applied Electricity 1	NUE052	1	0	1
Parts and component selection	NUE095	1	0	1
Computing in the electrotechnology industry	NUE123	6	0	6
Workshop practices	NUE175	6	0	6
Drawing interpretation and sketching	NUE210	7	0	7
Applied electricity 1	NUE52	1	0	1

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ARTS, ENTERTAINMENT AND RECREATION				
Visual design	10796	4	7	11
Design basics	10798	4	7	11
Design drawing	10800	2	2	4
Three dimensional design	10803	4	7	11
Graphic design	10804	3	6	9
Creative enquiry	14328	3	7	10
Design basics	14329	1	7	8
Elements of drawing	14331	1	7	8
Working in the arts	31788	0	1	1
Managing your own work	31789	0	1	1
Working with others	31790	0	1	1
Working with technology	31791	0	1	1
Communicating with the office	31792	0	1	1
Handling information	31793	0	1	1
Safety, security and access	31794	0	1	1
Setting up an exhibition	31795	0	1	1
Working with artists, customers, patrons and clients	31798	0	1	1
Working with your local community	31800	0	1	1
Design for multidisciplinary applications 1	ADMDES1	0	7	7
Drawing for multidisciplinary applications 1	ADMDRAW1	0	7	7
Preparing a general art portfolio 1	ADMPPC1	0	7	7
Manage own work and learning	CUECOR1A	7	6	13
Work with others	CUECOR2A	10	9	19
Set up and operate a basic video camera	CUFCAM01A	21	7	28
Operate a non linear editing system	CUFEDT05A	8	0	8
Develop and apply industry knowledge	CUFGEN01A	25	10	35
Create 2Ddigital animation	CUFIMA03A	9	2	11
Create 3Ddigital models and images	CUFIMA05A	8	0	8
Use an authoring tool to create an interactive sequence	CUFMEM01A	16	6	22
Incorporate, design and edit digital video	CUFMEM13A	16	6	22
Create, manipulate and incorporate 2D graphics	CUFMEM14A	5	1	6
Prepare and participate in an electronic media activity	CUFPOP01A	15	6	21
Prepare and participate in an electronic media activity	CUFPOP1A	9	4	13
Follow health, safety and security procedures	CUFSAF01A	24	10	34
Use information technology	CULMS413A	4	1	5
Develop and update music industry knowledge	CUSBGE01A	7	7	14
Contribute creative music ideas to a project	CUSMCP01A	2	2	4
Read music	CUSMGE06A	0	1	1
Develop music knowledge and listening skills	CUSMGE11A	7	5	12
Develop basic technical skills for playing or singing music	CUSMPF01A	4	4	8
Develop technical skills for playing or singing music	CUSMPF02A	10	10	20
Collect and organise information	CUSRAD01A	17	8	25
Follow safe practices in performing and/or listening to music	CUSSAF01A	8	4	12
Follow health, safety and security procedures in the music industry	CUSSAF02A	15	11	26
Move and set up instruments and equipment	CUSSOU01A	7	5	12
Operate portable audio recorder	CUSSOU02A	3	3	6

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ARTS, ENTERTAINMENT AND RECREATION (Cont)				
Transfer sound	CUSSOU03A	10	8	18
Record sound	CUSSOU04A	4	0	4
Lay sound tracks	CUSSOU06A	4	1	5
Operate computer hardware	ICAITU005B	20	7	27
Operate computing packages	ICAITU006B	29	11	40
Incorporate text into multimedia presentations	ICPMM41CA	5	1	6
Access the internet	ICPMM63BA	8	4	12
Senior first aid	NRC2001	41	21	62
Provide emergency care	PUXEMEO01A	50	16	66
Operate communications systems	PUXOPE004A	14	2	16
Bronze medallion	REC119	26	4	30
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003A	7	3	10
Provide orientation to clients prior to undertaking a fitness program	SRFFIT001A	8	3	11
Apply basic exercise science to fitness activities	SRFFIT002A	8	3	11
Demonstrate abseiling skills	SROABS001A	9	4	13
Apply abseiling skills in a range of single pitch contexts	SROABS002A	2	0	2
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBWK001A	1	0	1
Demonstrate simple canoeing, kayaking or sea kayaking skills	SROCAN001A	2	0	2
Demonstrate simple canoeing, kayaking or sea kayaking skills to a high standard of technical correct	SROCAN002A	2	0	2
Perform deep water rescues	SROCAN003A	2	0	2
Demonstrate climbing skills	SROCLM001A	2	0	2
Apply climbing skills in a limited range of situations	SROCLM002A	2	0	2
Use basic skills to catch and handle fish	SROFIS001A	13	3	16
Comply with fisheries management regulations and conservation strategies	SROFIS002A	13	3	16
Navigate in tracked or easy untracked areas	SRONAV001A	23	6	29
Implement minimal environmental impact practices	SROOPS001A	37	7	44
Plan for minimal environmental impact	SROOPS002A	2	0	2
Apply weather information	SROOPS003A	2	0	2
Use and maintain a temporary or overnight site	SROOPS006A	16	2	18
Prepare to participate in a supervised outdoor activity requiring basic skills	SROORE001A	22	7	29
Participate in a supervised outdoor activity requiring basic skills	SROORE002A	32	7	39
Prepare to participate in outdoor activities	SROORE003A	2	0	2
Participate in outdoor activities	SROORE004A	2	0	2
Apply rafting skills on moving water	SRORAF001A	2	0	2
Safeguard a person using a single rope belay system	SROROP001A	2	1	3
Use belay systems to safeguard self and others	SROROP002A	2	0	2
Rig a rope pitch	SROROP005A	2	0	2
Perform vertical rescues of self and others	SROROP006A	2	0	2
Scuba dive in open water to a maximum depth of 18 metres	SROSCU002A	12	2	14
Apply surf survival and self rescue skills	SROSRF001A	14	1	15
Perform basic surfing manoeuvres in controlled conditions	SROSRF002A	13	1	14
Apply self rescue skills in white water	SROWWR001A	1	0	1
Comply with maritime rules and regulations	SROYAC001A	13	3	16
Use basic skills to sail a small boat in controlled conditions	SROYSB001A	13	4	17
Apply rules and regulations to conduct games and competitions	SRSOFF002A	10	3	13
Handle mail to facilitate communication	SRXADM001A	21	3	24

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ARTS, ENTERTAINMENT AND RECREATION (Cont)				
Handle information to maintain access to and security of records	SRXADM002A	28	4	32
Apply knowledge of the organisation to complete routine administration tasks	SRXADM003A	28	5	33
Operate a range of office equipment to complete routine tasks	SRXADM004A	28	5	33
Handle mail to facilitate the information flow of the organisation	SRXADM005A	7	1	8
Process and analyse information to provide access to and security of records	SRXADM006A	10	0	10
Select, operate and maintain a range of office equipment to complete a range of tasks	SRXADM007A	0	1	1
Organise the copying and collating of documents	SRXADM008A	0	1	1
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	50	13	63
Assist in conducting sport and recreation sessions for clients	SRXCAI002A	51	12	63
Provide equipment for activities	SRXCAI003A	37	11	48
Plan a sport and recreation session for clients	SRXCAI004A	22	3	25
Conduct a sport and recreation session for clients	SRXCAI005A	22	3	25
Interact with clients	SRXCLS001A	28	4	32
Deliver services to clients	SRXCLS002A	36	3	39
Communicate in the workplace	SRXCOM001A	57	7	64
Receive and pass on information to facilitate effective routine communication	SRXCOM002A	44	6	50
Collect and provide information to facilitate communication flow	SRXCOM003A	1	0	1
React safely in an emergency and help prevent emergencies	SRXEME001A	52	12	64
Participate in the control of minor emergencies	SRXEME002A	27	5	32
Maintain equipment for activities	SRXFAC001A	23	3	26
Maintain sport and recreational facilities	SRXFAC002A	4	2	6
Develop knowledge of the sport and recreation industry	SRXIND001A	35	9	44
Develop and implement a career path	SRXIND002A	14	2	16
Follow defined occupational health and safety policy and procedures	SRXOHS001A	41	5	46
Organise work	SRXORG001A	33	7	40
Work effectively in a sport and recreation organisation	SRXORG002A	35	6	41
Operate a computer to gain access to and retrieve data using keyboard skills	SRXTEC001A	35	15	50
Operate a computer and printer to produce and print simple documents	SRXTEC002A	20	4	24
Work in teams	SRXTEM001A	55	10	65
Support the work of a team	SRXTEM002A	34	6	40
Provide first aid	THHGHS03A	1	0	1
AUTOMOTIVE				
Carry out maintenance and/or component servicing operations	AUR00108A	169	21	190
Carry out maintenance operations	AUR00208A	12	3	15
Repair engines and associated engine components	AUR01166A	2	1	3
Service engines and associated engine components	AUR01170A	206	27	233
Service and repair engines and associated engine components (outdoor power equipment)	AUR01271A	1	0	1
Assemble cylinder heads, check tolerances and carry out relevant testing procedures	AUR01404A	13	5	18
Disassemble cylinder heads and evaluate components	AUR01417A	12	5	17
Repair cooling systems and associated components	AUR02166A	11	1	12
Service cooling systems and associated components	AUR02170A	186	31	217
Service petrol fuel systems	AUR03170A	122	13	135
Service diesel fuel injection systems	AUR03670A	33	4	37

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
AUTOMOTIVE (Cont)				
Service and repair emission control systems	AUR04671A	1	0	1
Repair exhaust systems	AUR05166A	12	1	13
Service clutch assemblies and/or associated operating system components	AUR06170A	106	7	113
Service transmissions (manual)	AUR06670A	103	9	112
Service transmissions (automatic)	AUR07170A	77	10	87
Service hydraulic systems	AUR09170A	33	3	36
Repair braking systems	AUR10166A	1	0	1
Service braking systems	AUR10170A	71	8	79
Service final drive assemblies	AUR12670A	110	9	119
Service final drive (driveline)	AUR13170A	101	9	110
Service steering systems	AUR15170A	87	10	97
Service suspension systems	AUR16170A	90	11	101
Balance tyres/wheels	AUR17606A	8	0	8
Select tyres and rims for specific applications (light)	AUR17668A	15	3	18
Remove, repair and fit tyres and tubes (light)	AUR17766A	89	24	113
Test, service and replace battery	AUR18676A	209	41	250
Carry out minor repairs to electrical circuit/systems	AUR18708A	74	11	85
Install, test and repair wiring/lighting systems	AUR19331A	17	3	20
Repair ignition systems	AUR20666A	11	1	12
Carry out welding, soldering, thermal cutting and thermal heating procedures	AUR23608A	35	2	37
Use and maintain measuring equipment	AUR25678A	26	2	28
Carry out pre-repair operations	AUR26108A	41	9	50
Remove and replace vehicle body panels, panel sections and ancillary fittings	AUR26864A	1	1	2
Remove and replace mechanical units/assemblies	AUR27064A	20	0	20
Remove salvageable components	AUR28662A	48	8	56
Carry out masking procedures	AUR29608A	9	1	10
Prepare vehicle components for minor paint repairs	AUR30349A	2	1	3
Prepare and use equipment and materials for minor paint repairs	AUR30449A	1	0	1
Prepare vehicle/components/equipment for customer use	AUR31649A	20	5	25
Remove, replace, fit and test components/accessories	AUR32165A	15	0	15
Identify automotive parts/components	AUR37827A	1	0	1
Identify automotive parts/ components/accessories	AUR37927A	31	2	33
Follow workplace occupational health and safety procedures	AUR70125A	335	60	395
Use and maintain workplace tools and equipment	AUR70278A	318	53	371
Contribute to workplace communication	AUR70314A	283	54	337
Establish relations with customers	AUR70421A	264	44	308
Carry out manual handling operations	AUR70508A	46	11	57
Carry out interactive workplace communication	BCG1000A	1	0	1
Use hand and power tools	BCG1005A	1	1	2
Use small plant and equipment	BCG1006A	1	0	1
Complete daily work activities	BSBCMN102A	1	0	1
Plan skills development	BSBCMN104A	1	0	1
Follow environmental work practices	BSBCMN109A	1	0	1
Undertake interactive workplace communication	MEM1.1FA	13	1	14
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	12	1	13
Apply quality procedures	MEM1.3FA	11	1	12

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
AUTOMOTIVE (Cont)				
Plan to undertake a routine task	MEM1.4FA	12	1	13
Use hand tools	MEM18.1AA	12	1	13
Perform computations - basic	MEM2.7C10A	1	1	2
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	1	1	2
Manual soldering/desoldering - electrical/electronic components	MEM5.1AA	10	1	11
Soft soldering (basic)	MEM5.3AA	12	1	13
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	6	0	6
Perform routine oxyacetylene welding	MEM5.4AB	7	1	8
Carry out mechanical cutting	MEM5.5AA	12	1	13
Perform brazing and/or silver soldering	MEM5.6AA	11	1	12
Manual heating, thermal cutting and gouging	MEM5.7AA	13	1	14
Introduction to surface preparation	NAM68	8	0	8
Autobody repair techniques	NAM86	10	0	10
Operate and maintain outboard motors	SFISHIP207A	14	3	17
Supervised skills practice 1 (Aae)	Y0077	12	0	12
Work placement	Y0086	1	0	1
BUILDING AND CONSTRUCTION				
Fit off and make final connections to hot and cold water system parts	83315	1	0	1
Locate and clear blockages	83380	1	0	1
Install water heating systems	83382	1	0	1
Undertake trench excavation	83383	1	0	1
Supervised skills practice (PPA1)	83387	6	0	6
Electrical theory	90350	1	0	1
Introduction to the furnishings industry	ABC501	14	0	14
Occupational health and safety (1)	ABC502	1	0	1
Workplace environment	ABC503	1	0	1
Calculations	ABC504	14	0	14
Introduction to materials	ABC506	1	0	1
Hand tools and equipment	ABC508	2	0	2
Power tools and equipment	ABC509	2	0	2
Basic construction	ABC511	1	0	1
Drawing/sketching	ABC512	1	0	1
Occupational health and safety	ABC541	1	0	1
Surface preparation	ABC542	1	0	1
Basic static machines and equipment	ABC544	1	0	1
Plan reading and documentation	ABC545	1	0	1
Frame construction	ABC601	1	0	1
Panel construction	ABC602	1	0	1
Manufactured board construction	ABC614	1	0	1
Carry out interactive workplace communication	BCG1000A	89	18	107
Carry out OH and S requirements	BCG1001A	97	17	114
Plan and organise work	BCG1002A	85	19	104
Read and interpret plans	BCG1003A	75	12	87
Carry out measurements and calculations	BCG1004A	79	14	93

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUILDING AND CONSTRUCTION (Cont)				
Use hand and power tools	BCG1005A	110	15	125
Use small plant and equipment	BCG1006A	91	18	109
Erect and dismantle restricted height scaffolding	BCG1007A	5	0	5
Use simple levelling devices	BCG1008A	95	20	115
Carry out excavation and install support	BCG1009A	5	0	5
Carry out concreting to simple forms	BCG1010A	27	5	32
Handle construction materials and safely dispose of waste	BCG1011A	73	6	79
Prepare for construction process (wall and floor tiling)	BCG1012A	1	0	1
Prepare for construction process (solid plastering)	BCG1013A	1	0	1
Prepare for construction process (brick/block laying)	BCG1015A	6	0	6
Prepare for construction process (carpentry)	BCG1016A	15	5	20
Prepare for construction process (demolition)	BCG1017A	2	0	2
Prepare for construction process (steelwork)	BCG1018A	8	5	13
Prepare for construction process (painting and decorating)	BCG1019A	1	0	1
Prepare surfaces	BCG2001A	12	5	17
Oxy/LPG acetylene cutting	BCG2002A	7	0	7
Carry out general demolition	BCG2003A	5	0	5
Carry out levelling	BCG2004A	13	0	13
Erect and strip formwork for concrete work	BCG2005A	9	5	14
Operate elevating work platforms (EWP)	BCG2007A	5	0	5
Use explosive power tools	BCG2008A	1	0	1
Carry out concrete work	BCG2009A	9	5	14
Remove/replace door and window furniture	BCG2010A	1	0	1
Use static machines	BCG2011A	2	0	2
Make set-outs	BCG2012A	1	0	1
Follow workplace safety procedures	BSBCM106A	1	0	1
Gas standards legislation (consumer installations)	M1191	1	0	1
Basic combustion and flueing principles	M1193	1	0	1
Gas safety	M1992	1	0	1
Perform routine oxyacetylene welding	MEM5.4AB	8	0	8
Occupational health and safety	NBB002	7	0	7
Electrical wiring and equipment 1	NE172	3	0	3
Mark out materials	NO0602	7	0	7
Supervised skills practice 1	NO450	5	0	5
Set out and rough in discharge pipes and fixings	NO555	1	0	1
Install and fit off sanitary fixtures	NO558	1	0	1
Set out and install water piping systems	NO570	1	0	1
Install and adjust system controls and devices	NO572	1	0	1
Flash penetrations through roofs and walls	NO584	1	0	1
Cut and joint sheet metal	NO588	8	0	8
Fabricate and install non-ferrous pressure piping	NO596	7	0	7
Mark out materials	NO602	1	0	1
Install water service	NO619	1	0	1
Apply first aid in the workplace	NO648	1	0	1
Parts and component selection	NUE095	3	0	3
Applied electricity 1	NUE52	9	0	9

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUSINESS AND CLERICAL				
Produce texts from audio transcription	BSBADM303A	0	1	1
Design and develop text documents	BSBADM304A	0	1	1
Create and use databases	BSBADM305A	1	2	3
Create electronic presentations	BSBADM306A	7	11	18
Process payroll	BSBADM308A	2	8	10
Process accounts payable and accounts receivable	BSBADM309A	0	1	1
Prepare financial reports	BSBADM408A	1	1	2
Prepare for work in business	BSBCMN101A	46	42	88
Complete daily work activities	BSBCMN102A	30	39	69
Apply basic communication skills	BSBCMN103A	35	58	93
Plan skills development	BSBCMN104A	33	33	66
Use business equipment	BSBCMN105A	19	55	74
Follow workplace safety procedures	BSBCMN106A	60	66	126
Operate a personal computer	BSBCMN107A	51	115	166
Develop keyboard skills	BSBCMN108A	41	178	219
Follow environmental work practices	BSBCMN109A	26	20	46
Work effectively in a business environment	BSBCMN201A	26	104	130
Organise and complete daily work activities	BSBCMN202A	34	144	178
Communicate in the workplace	BSBCMN203A	31	162	193
Work effectively with others	BSBCMN204A	36	156	192
Use business technology	BSBCMN205A	33	140	173
Process and maintain workplace information	BSBCMN206A	24	132	156
Prepare and process financial/business documents	BSBCMN207A	15	84	99
Deliver a service to customers	BSBCMN208A	13	91	104
Provide information to clients	BSBCMN209A	5	40	45
Implement improved work practices	BSBCMN210A	4	21	25
Participate in workplace safety procedures	BSBCMN211A	41	201	242
Handle mail	BSBCMN212A	14	86	100
Produce simple word processed documents	BSBCMN213A	50	189	239
Create and use simple spreadsheets	BSBCMN214A	52	162	214
Participate in environmental work practices	BSBCMN215A	0	9	9
Organise personal work priorities and development	BSBCMN302A	0	8	8
Organise workplace information	BSBCMN305A	0	5	5
Produce business documents	BSBCMN306A	5	10	15
Maintain business resources	BSBCMN307A	0	1	1
Maintain financial records	BSBCMN308A	1	1	2
Deliver and monitor a service to customers	BSBCMN310A	0	1	1
Maintain business technology	BSBCMN406A	1	1	2
Contribute to effective workplace relationships	BSBFLM303A	0	1	1
Prepare and bank receipts	FNBFIN61A	1	1	2
Process journal entries	FNBFIN65A	1	1	2
Work within a financial services context	FNBFS01B	0	1	1
Communicate in the workplace	FNBFS02A	0	1	1
Work as part of a team	FNBFS03A	0	1	1
Use technology in the workplace	FNBFS04A	1	1	2
Apply health and safety practices in the workplace	FNBFS05A	0	1	1

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
BUSINESS AND CLERICAL (Cont)				
Resolve customer complaints	FNBS06A	0	1	1
Create user and technical documentation	ICAITD128A	1	0	1
Connect hardware peripherals	ICAITS014B	3	0	3
Connect hardware peripherals	ICAITS014C	6	3	9
Install software applications	ICAITS015B	8	2	10
Maintain system integrity	ICAITS017B	17	1	18
Maintain system integrity	ICAITS017C	4	1	5
Install and optimise system software	ICAITS020B	1	0	1
Work effectively in an information technology environment	ICAITTW001B	23	5	28
Communicate in the workplace	ICAITTW002B	8	2	10
Participate in a team and individually to achieve organisation goals	ICAITTW011B	3	4	7
Apply occupation health and safety procedures	ICAITU004B	2	0	2
Apply occupational health and safety procedures	ICAITU004C	6	3	9
Operate computer hardware	ICAITU005B	20	5	25
Operate computer hardware	ICAITU005C	5	4	9
Operate computing packages	ICAITU006B	2	0	2
Operate computing packages	ICAITU006C	5	4	9
Maintain equipment and consumables	ICAITU007B	21	3	24
Design organisational documents using commercial computing	ICAITU012C	12	18	30
Integrate commercial computing packages	ICAITU013B	2	2	4
Integrate commercial computing packages	ICAITU013C	4	2	6
Operate a personal computer	ICAITU128A	27	9	36
Operate a word processing application	ICAITU129A	26	8	34
Operate a spreadsheet application	ICAITU130A	26	8	34
Operate database application	ICAITU131A	21	7	28
Operate a presentation package	ICAITU132A	26	10	36
Send and retrieve information over the internet using browsers and email	ICAITU133A	25	21	46
Identify components of multimedia	ICPMM11BA	8	1	9
Capture a digital image	ICPMM21CA	12	2	14
Access the internet	ICPMM63BA	25	8	33
Create web pages with multimedia	ICPMM65DA	15	4	19
Develop a financial goal setting plan	SRSCOP007A	7	3	10
Communicate on the telephone	THHGGA01B	0	1	1
Apply point of sale handling procedures	WRRCS.2A	0	1	1
Interact with customers	WRRCS.3A	0	1	1
Balance register/terminal	WRRF.1A	0	1	1
Perform stock control procedures	WRR1.1A	0	1	1
Minimise theft	WRRLP.2A	0	1	1
Merchandise products	WRRM.1A	0	1	1
Sell products and services	WRRS.1A	0	1	1
Advise on products and services	WRRS.2A	0	1	1
COMMUNITY SERVICES, HEALTH AND EDUCATION				
Nutrition	55221	0	11	11
Introduction to critical thinking	55237	0	6	6

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMMUNITY SERVICES, HEALTH AND EDUCATION (Cont)				
Use basic medical terminology	BSBMED201A	0	3	3
Provide care support to aged people	CHCAC1A	1	7	8
Assist with aged people's personal needs	CHCAC2A	0	1	1
Orientation to aged care work	CHCAC3A	1	7	8
Assist in the provision of an appropriate environment	CHCAC4A	1	6	7
Advocate for clients	CHCAD1A	1	6	7
Undertake basic administrative duties	CHCADMIN1A	1	10	11
Work within legislative and ethical requirements	CHCCHILD1A	1	50	51
Maintain a healthy and safe environment	CHCCN1A	1	81	82
Provide physical care	CHCCN2A	1	95	96
Prepare food	CHCCN3A	0	27	27
Respond to illness, accidents and emergencies	CHCCN4A	1	97	98
Support the emotional wellbeing of babies/infants	CHCCN5A	0	13	13
Travel with children safely	CHCCN6A	0	55	55
Foster children's self help skills	CHCCN7A	0	16	16
Support babies' needs	CHCCNAA	0	11	11
Communicate with people accessing the services of the organisation	CHCCOM1A	2	87	89
Deliver service to clients	CHCCS0A	1	7	8
Orientation to disability work	CHCDIS1A	1	6	7
Support the development of children in the service	CHCFC1A	1	59	60
Foster the physical development of children	CHCFC2A	0	16	16
Foster the social development of children	CHCFC3A	0	16	16
Support group activities	CHCGROUP2A	0	6	6
Work within legislative and ethical requirements	CHCHILD1A	0	8	8
Interact positively with children	CHCIC1A	1	61	62
Guide children's behaviour	CHCIC2A	0	17	17
Work collaboratively with children	CHCIC4A	0	16	16
Communicate with children	CHCICAA	1	72	73
Follow the organisation's policies, procedures and programs	CHCORG1A	1	9	10
Work with others	CHCORG2A	2	52	54
Participate in the work environment	CHCORG3A	0	20	20
Follow the organisation's occupational health and safety policies	CHCORG4A	2	96	98
Facilitate play and leisure	CHCPR1A	0	18	18
Organise experiences for children	CHCPR2A	0	15	15
Observe children	CHCPR3A	0	15	15
Communicate with family members about their child	CHCRF1A	0	17	17
Use specific medical terminology to communicate with client/patients, fellow workers and health professionals	HLTCOM8A	0	10	10
Prepare and maintain beds	HLTCSD3A	0	10	10
Assist with client/patient movement	HLTCSD5A	0	8	8
Apply basic first aid	HLTFA1A	51	35	86
Senior first aid	NRC2001	30	23	53
Provide emergency care	PUXEMEO01A	0	1	1
Handle mail to facilitate communication	SRXADM001A	0	1	1
Handle information to maintain access to and security of records	SRXADM002A	0	1	1
Apply knowledge of the organisation to complete routine administration tasks	SRXADM003A	0	1	1
Operate a range of office equipment to complete routine tasks	SRXADM004A	0	1	1

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMMUNITY SERVICES, HEALTH AND EDUCATION (Cont)				
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	0	1	1
Assist in conducting sport and recreation sessions for clients	SRXCAI002A	0	1	1
Provide equipment for activities	SRXCAI003A	0	1	1
Interact with clients	SRXCLS001A	0	1	1
Communicate in the workplace	SRXCOM001A	0	1	1
React safely in an emergency and help prevent emergencies	SRXEME001A	0	1	1
Develop knowledge of the sport and recreation industry	SRXIND001A	0	1	1
Organise work	SRXORG001A	0	1	1
Operate a computer to gain access to and retrieve data using keyboard skills	SRXTEC001A	0	1	1
Work in teams	SRXTEM001A	0	1	1
Provide aesthetic aromatherapy massage	WRB28A	0	9	9
COMMUNICATIONS				
Advocate for clients	CHCAD1A	1	14	15
Undertake basic administrative duties	CHCADMIN1A	0	14	14
Provide administrative support	CHCADMIN2A	0	14	14
Undertake work in the community services industry	CHCCD12A	1	13	14
Support community resources	CHCCD7A	1	14	15
Work within legislative and ethical requirements	CHCCHILD1A	3	5	8
Maintain a healthy and safe environment	CHCCN1A	3	5	8
Provide physical care	CHCCN2A	3	5	8
Respond to illness, accidents and emergencies	CHCCN4A	2	5	7
Communicate with people accessing the services of the organisation	CHCCOM1A	3	17	20
Support the development of children in the service	CHCFC1A	3	5	8
Support the activities of existing groups	CHCGROUP1A	0	8	8
Support group activities	CHCGROUP2A	1	13	14
Interact positively with children	CHCIC1A	3	5	8
Communicate with children	CHCICAA	2	5	7
Follow the organisation's policies, procedures and programs	CHCORG1A	1	12	13
Work with others	CHCORG2A	3	18	21
Follow the organisation's occupational health and safety policies	CHCORG4A	1	9	10
COMPUTING				
Set up and operate a basic video camera	CUFCAM01A	1	0	1
Develop and apply industry knowledge	CUFGEN01A	1	0	1
Use an authoring tool to create an interactive sequence	CUFMEM01A	1	0	1
Incorporate, design and edit digital video	CUFMEM13A	1	0	1
Prepare and participate in an electronic media activity	CUFPOP1A	1	0	1
Follow health, safety and security procedures	CUFSAF01A	1	0	1
Collect and organise information	CUSRAD01A	1	0	1
Create a simple mark-up language document to specification	ICAITB135A	44	25	69
Receive and process oral and written communication	ICAITD003B	45	33	78
Create user and technical documentation	ICAITD128A	20	0	20
Install and manage network protocols	ICAITI101A	18	1	19

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMPUTING (Cont)				
Maintain equipment/software inventory	ICAITS008B	22	1	23
Interact with clients	ICAITS009B	10	7	17
Apply problem solving techniques to achieve organisation goals	ICAITS010B	9	7	16
Apply problem solving techniques to achieve organisation goals	ICAITS010C	2	1	3
Connect hardware peripherals	ICAITS014B	48	26	74
Connect hardware peripherals	ICAITS014C	19	5	24
Install software applications	ICAITS015B	71	37	108
Install software applications	ICAITS015C	1	0	1
Record client support requirements	ICAITS016C	1	1	2
Maintain system integrity	ICAITS017B	42	11	53
Maintain system integrity	ICAITS017C	26	18	44
Install and optimise system software	ICAITS020B	32	4	36
Connect internal hardware components	ICAITS021B	24	1	25
Determine client computer problems and action	ICAITS022B	1	0	1
Provide one to one instruction	ICAITS023B	1	0	1
Provide basic system administration	ICAITS024B	16	0	16
Run standard diagnostic tests	ICAITS025B	28	0	28
Install network hardware to a network	ICAITS029B	16	0	16
Provide advice to clients	ICAITS031B	16	0	16
Provide network systems administration	ICAITS032B	15	0	15
Determine and action network problem	ICAITS034B	16	0	16
Action and complete change requests	ICAITS106A	9	0	9
Maintain equipment and software in working order	ICAITS115A	40	0	40
Administer and configure a network operating system	ICAITS120A	15	0	15
Administer network peripherals	ICAITS121A	45	6	51
Connect hardware peripherals	ICAITS014C	1	0	1
Install software applications	ICAITS015B	1	0	1
Work effectively in an information technology environment	ICAITTW001B	52	48	100
Communicate in the workplace	ICAITTW002B	92	76	168
Participate in a team and individually to achieve organisation goals	ICAITTW011B	26	26	52
Relate to clients on a business level	ICAITTW027B	6	0	6
Apply occupation health and safety procedures	ICAITU004B	43	45	88
Apply occupational health and safety procedures	ICAITU004C	29	23	52
Operate computer hardware	ICAITU005B	73	55	128
Operate computer hardware	ICAITU005C	35	9	44
Operate computing packages	ICAITU006B	62	38	100
Operate computing packages	ICAITU006C	15	11	26
Maintain equipment and consumables	ICAITU007B	60	36	96
Design organisational documents using computing packages	ICAITU012B	54	31	85
Design organisational documents using commercial computing	ICAITU012C	15	10	25
Integrate commercial computing packages	ICAITU013B	37	28	65
Integrate commercial computing packages	ICAITU013C	13	10	23
Develop macros and templates for clients using standard products	ICAITU018B	3	0	3
Migrate to new technology	ICAITU019B	24	0	24
Customise packaged software application for clients	ICAITU028B	2	0	2
Use advanced features of computer applications	ICAITU126A	25	16	41

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
COMPUTING (Cont)				
Use advanced features of computer applications	ICAITU126B	12	8	20
Operate a personal computer	ICAITU128A	59	41	100
Operate a word processing application	ICAITU129A	51	41	92
Operate a spreadsheet application	ICAITU130A	47	34	81
Operate database application	ICAITU131A	49	26	75
Operate a presentation package	ICAITU132A	61	38	99
Send and retrieve information over the internet using browsers and email	ICAITU133A	67	44	111
Identify components of multimedia	ICPMM11BA	38	40	78
Capture a digital image	ICPMM21CA	17	18	35
Incorporate digital photography into multimedia presentations	ICPMM43CA	17	17	34
Access the internet	ICPMM63BA	48	34	82
Create web pages with multimedia	ICPMM65DA	5	5	10
Perform computations - basic	MEM2.7C10A	3	2	5
Perform computations	MEM2.8C10A	3	2	5
Electronic hand soldering technology	NE184	6	0	6
ENGINEERING AND MINING				
Survey assistant techniques	34055	12	5	17
Repair engines and associated engine components	AUR01166A	4	1	5
Service engines and associated engine components	AUR01170A	3	1	4
Follow workplace occupational health and safety procedures	AUR70125A	4	1	5
Use and maintain workplace tools and equipment	AUR70278A	4	1	5
Carry out interactive workplace communication	BCG1000A	2	1	3
Use hand and power tools	BCG1005A	4	1	5
Use small plant and equipment	BCG1006A	4	1	5
Operate computing packages	ICAITU006B	13	0	13
Supervised skills practice 1	MEF566	11	0	11
Undertake interactive workplace communication	MEM1.1FA	280	26	306
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	288	25	313
Apply quality procedures	MEM1.3FA	267	19	286
Plan to undertake a routine task	MEM1.4FA	299	20	319
Use comparison and basic measuring devices	MEM12.1AA	110	11	121
Mark off/out structural fabrications and shapes	MEM12.7AA	11	0	11
Perform emergency first aid	MEM13.1AA	162	26	188
Use hand tools	MEM18.1AA	261	28	289
Use hand tools	MEM18.1AB	71	0	71
Use power tools/hand held operations	MEM18.2AA	253	17	270
Dismantle, replace and assemble engineering components	MEM18.55AA	14	0	14
Apply quality systems	MEM2.1C12A	145	11	156
Organise and analyse information	MEM2.2C11A	45	6	51
Operate in a work based team environment	MEM2.3C11A	66	2	68
Measure with graduated devices	MEM2.5C11A	201	14	215
Plan a complete activity	MEM2.6C10A	1	0	1
Perform computations - basic	MEM2.7C10A	86	7	93
Perform computations	MEM2.8C10A	45	2	47
Perform computer operations	MEM2.9C10A	39	7	46

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
ENGINEERING AND MINING (Cont)				
Manual production assembly	MEM3.1AA	4	1	5
Sheet and plate assembly	MEM3.3AA	9	0	9
Undertake fabrication, forming, bending and shaping	MEM5.10AA	22	3	25
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	196	16	212
Perform routine manual metal arc welding	MEM5.12AB	83	1	84
Perform manual production welding	MEM5.13AA	30	0	30
Weld using manual metal arc welding process (MMAW)	MEM5.15AA	51	3	54
Weld using manual metal arc welding process	MEM5.15AB	15	0	15
Weld using gas metal arc welding process (GMAW)	MEM5.17AA	47	2	49
Weld using gas metal arc welding process	MEM5.17AB	23	1	24
Soft soldering (basic)	MEM5.3AA	35	3	38
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	80	6	86
Perform routine oxyacetylene welding	MEM5.4AB	141	10	151
Perform routine gas metal and arc welding	MEM5.50AA	197	5	202
Perform routine gas metal arc welding	MEM5.50AB	6	1	7
Carry out mechanical cutting	MEM5.5AA	218	23	241
Perform brazing and/or silver soldering	MEM5.6AA	156	15	171
Manual heating, thermal cutting and gouging	MEM5.7AA	99	5	104
Manual heating and thermal cutting	MEM5.7AB	54	0	54
Advanced manual thermal cutting, gouging and shaping	MEM5.8AA	10	0	10
Hand forging	MEM6.1AA	4	1	5
Operational maintenance of machines/equipment	MEM7.1AA	23	0	23
Use workshop machines for basic operations	MEM7.32AA	185	11	196
Perform general machining	MEM7.5AA	52	2	54
Draw and interpret sketch	MEM9.1AA	189	18	207
Interpret technical drawing	MEM9.2AA	142	7	149
Supervised skills practice 1 (Mfb)	YO145	30	0	30
Supervised skills practice 2 (Mfb)	YO146	24	0	24
FOOD PROCESSING				
Operate retail equipment	WRRCA1B	0	1	1
Communicate in the workplace	WRRCS1B	0	1	1
Apply point of sale handling procedures	WRRCS2B	0	1	1
Interact with customers	WRRCS3B	0	1	1
Work effectively in a retail environment	WRRER1B	0	1	1
Balance register/terminals	WRRF1B	0	1	1
Prepare and display fast food items	WRRFM3B	0	1	1
Advise on fast food products	WRRFS3B	0	1	1
Perform stock control procedures	WRR11B	0	1	1
Apply safe working practices	WRRLP1B	0	1	1
Minimise theft	WRRLP2B	0	1	1
Apply retail food safety practices	WRRLP6C	0	1	1
Perform routine housekeeping duties	WRRM2B	0	1	1
Sell products and services	WRRS1B	0	1	1

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
GENERAL EDUCATION AND TRAINING				
Basic first aid	48037	3	1	4
LOTE 1A (Japanese)	64043	2	5	7
LOTE 1B (Japanese)	64044	2	5	7
LOTE 1C (Japanese)	64045	2	4	6
LOTE 1D (Japanese)	64046	2	4	6
LOTE 2A (German)	64084	0	1	1
LOTE 2B (German)	64085	1	5	6
Workplace communication	65009	3	1	4
Writing skills for work	65010	3	1	4
Job seeking skills	65011	3	1	4
Assertiveness training	67050	3	1	4
Health issues	67055	3	1	4
Abilities and aptitudes	67087	3	1	4
Hands-on skills	67096	3	1	4
Practical maths	67303	3	1	4
Workplace health and safety	69002	3	1	4
Recreation	70110	3	1	4
CGEA1 Reading and writing	81023	2	1	3
CGEA1 Oral communication	81024	3	1	4
CGEA1 General curriculum options	81025	2	1	3
CGEA1 General curriculum options	81026	4	1	5
CGEA2 Reading and writing	81027	9	14	23
CGEA2 Oral communications	81028	9	14	23
CGEA2 Numerical and mathematical	81029	9	14	23
CGEA2 General curriculum options	81030	9	14	23
CGEA3 Reading and writing	81031	7	12	19
CGEA3 Oral communications	81032	7	10	17
CGEA3 Numerical and mathematical	81033	7	13	20
CGEA3 General curriculum options	81034	10	12	22
Fractions and decimals	AAB100	12	4	16
Ratio, proportion and percent	AAB101	12	3	15
Measurement and mensuration	AAB102	12	4	16
Introduction to algebra	AAB111	11	3	14
Apply knowledge of enterprise to complete routine administrative tasks	BSAENT101A	0	1	1
Complete daily work activities	BSBCMN102A	1	0	1
Follow workplace safety procedures	BSBCMN106A	8	1	9
Communicate in the workplace	BSBCMN203A	7	4	11
Install and optimise system software	ICAITS020B	14	0	14
Connect internal hardware components	ICAITS021B	15	0	15
Run standard diagnostic tests	ICAITS025B	13	0	13
Provide network systems administration	ICAITS032B	12	0	12
Migrate to new technology	ICAITU019B	12	0	12
Follow OH and S practices and identify environmental hazards	ICPSU61AA	1	0	1
Perform basic industry calculations	ICPSU63BA	3	1	4
Investigate alleged breaches of legislation and prepare documentation	LGACOM406A	0	1	1
Access learning opportunities	LGACORE101A	0	1	1
Follow defined occupational health and safety (OHS) policies and procedures	LGACORE102A	0	1	1

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
GENERAL EDUCATION AND TRAINING (Cont)				
Provide service to customers in local government environment	LGACORE103A	0	1	1
Undertake interactive workplace communication	MEM1.1FA	5	2	7
Apply principles of occupational health and safety (OH&S) in work environment	MEM1.2FA	4	2	6
Apply quality procedures	MEM1.3FA	3	2	5
Plan to undertake a routine task	MEM1.4FA	4	2	6
Use hand tools	MEM18.1AA	3	3	6
Use power tools/hand held operations	MEM18.2AA	4	2	6
Measure with graduated devices	MEM2.5C11A	3	2	5
Perform computations - basic	MEM2.7C10A	2	2	4
Perform computations	MEM2.8C10A	1	0	1
Perform routine manual metal arc welding	MEM5.12AB	4	0	4
Perform routine gas metal and arc welding	MEM5.50AA	3	0	3
Carry out mechanical cutting	MEM5.5AA	3	2	5
Manual heating and thermal cutting	MEM5.7AB	3	1	4
Use workshop machines for basic operations	MEM7.32AA	5	2	7
Draw and interpret sketch	MEM9.1AA	3	2	5
Interpret technical drawing	MEM9.2AA	2	0	2
Exercise regulatory powers	PSPREG401A	0	1	1
Assess compliance with legislation	PSPREG403A	0	1	1
Act on non-compliance	PSPREG405A	0	1	1
Maintain the workplace	RTC1201A	4	3	7
Operate basic machinery and equipment	RTC1301A	4	3	7
Assist with routine maintenance of machinery and equipment	RTC1302A	4	3	7
Prepare for work	RTC1801A	4	3	7
Support natural area conservation	RTD1501A	4	3	7
Collect, prepare and preserve plant specimens	RTD2004A	4	3	7
Apply basic food handling and safety practices	SFICORE101A	11	2	13
Carry out work effectively in seafood industry	SFICORE102A	11	2	13
Communicate in the seafood industry	SFICORE103A	11	2	13
Meet workplace health and safety requirements	SFICORE104A	11	2	13
Take emergency action on board a vessel	SFISHIP212A	11	2	13
HOSPITALITY AND TOURISM				
Collect and provide information to facilitate communication flow	BSACOM301A	0	1	1
Apply basic communication skills	BSBCMN103A	1	0	1
Use business technology	BSBCMN205A	4	12	16
Produce simple word processed documents	BSBCMN213A	16	26	42
Produce business documents	BSBCMN306A	6	6	12
Use an authoring tool to create an interactive sequence	CUFMEM01A	1	0	1
Operate a fast food outlet	THHBCAT04A	4	1	5
Prepare sandwiches	THHBCC00B	20	63	83
Use basic methods of cookery	THHBCC01A	8	6	14
Use basic methods of cookery	THHBCC01B	32	80	112
Prepare appetisers and salads	THHBCC02A	5	10	15
Prepare sandwiches	THHBCC02AA	5	12	17
Prepare appetisers and salads	THHBCC02B	2	19	21

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
HOSPITALITY AND TOURISM (Cont)				
Prepare stocks and sauces	THHBCC03A	0	2	2
Prepare soups	THHBCC03AA	0	1	1
Prepare stocks, sauces and soups	THHBCC03B	1	1	2
Prepare vegetables, eggs and farinaceous dishes	THHBCC04A	0	2	2
Prepare vegetables, eggs and farinaceous dishes	THHBCC04B	1	1	2
Prepare and cook poultry and game	THHBCC05A	0	1	1
Prepare and cook seafood	THHBCC06B	0	2	2
Select, prepare and cook meat	THHBCC07B	0	1	1
Implement food safety procedures	THHBCC11A	0	2	2
Clean and tidy bar areas	THHBFB00B	5	23	28
Operate bar	THHBFB01A	4	11	15
Clean and tidy bar areas	THHBFB01AA	4	10	14
Operate a bar	THHBFB01B	3	22	25
Provide food and beverage service	THHBFB02/3A	2	7	9
Provide a link between kitchen and service area	THHBFB02/3AA	1	5	6
Provide a link between kitchen and service areas	THHBFB02/3AB	1	0	1
Provide a link between kitchen and service areas	THHBFB02B	29	55	84
Provide food and beverage service	THHBFB03B	14	46	60
Provide responsible service of alcohol	THHBFB09A	0	1	1
Provide responsible service of alcohol	THHBFB09B	13	41	54
Prepare and serve non alcoholic beverages	THHBFB10A	7	19	26
Prepare and serve non alcoholic beverages	THHBFB10B	35	94	129
Develop and update food and beverage knowledge	THHBFB11B	9	35	44
Prepare and serve espresso coffee	THHBFB12A	6	15	21
Perform clerical procedures	THHBFO06A	0	2	2
Communicate on the telephone	THHBFO07A	4	2	6
Provide housekeeping services to guests	THHBH01A	0	1	1
Clean premises and equipment	THHBH02A	0	3	3
Prepare rooms for guests	THHBH03B	2	4	6
Prepare rooms for guests	THHBH03/4A	0	1	1
Organise and prepare food	THHBKA01A	4	9	13
Organise and prepare food	THHBKA01B	47	129	176
Present food	THHBKA02A	10	19	29
Present food	THHBKA02B	48	133	181
Receive and store stock	THHBKA03A	1	2	3
Receive and store kitchen supplies	THHBKA03B	37	78	115
Clean and maintain premises	THHBKA04A	10	15	25
Clean and maintain kitchen premises	THHBKA04B	46	115	161
Prepare, cook and serve food	THHCCH01A	20	22	42
Work with colleagues and customers	THHCOR01A	246	42	288
Work with colleagues and customers	THHCOR01B	162	330	492
Work in a socially diverse environment	THHCOR02A	35	32	67
Work in a socially diverse environment	THHCOR02B	127	242	369
Follow health, safety and security procedures	THHCOR03A	272	63	335

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
HOSPITALITY AND TOURISM (Cont)				
Follow health, safety and security procedures	THHCOR03B	163	312	475
Develop and update local knowledge	THHGCS01A	0	1	1
Develop and update local knowledge	THHGCS01B	2	16	18
Promote products and services to customers	THHGCS02A	14	14	28
Promote products and services to customers	THHGCS02B	4	29	33
Deal with conflict situations	THHGCS03A	9	12	21
Deal with conflict situations	THHGCS03B	5	17	22
Make presentations	THHGCS04A	9	6	15
Make presentations	THHGCS04B	0	1	1
Access and retrieve computer data	THHGCT01A	0	2	2
Produce documents on computer	THHGCT02A	0	2	2
Process financial transactions	THHGFA01A	0	1	1
Interpret financial information	THHGFA06A	0	1	1
Communicate on the telephone	THHGGA01A	0	7	7
Communicate on the telephone	THHGGA01B	63	117	180
Perform clerical procedures	THHGGA02A	0	1	1
Perform office procedures	THHGGA02B	0	15	15
Source and present information	THHGGA03A	4	4	8
Source and present information	THHGGA03B	12	16	28
Prepare business documents	THHGGA04B	0	1	1
Plan and manage meetings	THHGGA05B	0	1	1
Control and order stock	THHGGA07B	0	2	2
Follow workplace hygiene procedures	THHGHS01A	12	39	51
Follow workplace hygiene procedures	THHGHS01B	89	210	299
Clean premises and equipment	THHGHS02B	2	4	6
Provide first aid	THHGHS03A	26	32	58
Provide first aid	THHGHS03B	19	40	59
Lead and manage people	THHGLE08B	0	1	1
Manage workplace relations	THHGLE10B	0	1	1
Prepare and monitor budgets	THHGLE14B	0	1	1
Coach others in job skills	THHGTR01B	0	1	1
Develop and update hospitality industry knowledge	THHHCO01A	9	22	31
Develop and update hospitality industry knowledge	THHHCO01B	80	197	277
Prepare and present tour commentaries or activities	THTFTG06B	0	1	1
Set up and operate a campsite	THTFTO03B	2	3	5
Source and package tourism products and services	THTPPD03B	0	1	1
Operate an automated information system	THTSOP01A	0	4	4
Operate an automated information system	THTSOP01B	3	20	23
Source and provide destination information and advice	THTSOP02A	0	1	1
Source and provide destination information and advice	THTSOP02B	0	24	24
Access and interpret product information	THTSOP03A	0	6	6
Access and interpret product information	THTSOP03B	0	18	18
Sell tourism products and services	THTSOP04B	0	13	13
Prepare quotations	THTSOP05B	0	12	12
Process air documentation	THTSOP18A	0	1	1
Construct domestic airfares	THTSOP19A	0	1	1

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
HOSPITALITY AND TOURISM (Cont)				
Develop and update tourism industry knowledge	THITCO01A	0	1	1
Develop and update tourism industry knowledge	THITCO01B	14	60	74
Operate retail equipment	WRRCA1B	0	1	1
Communicate in the workplace	WRRCS1B	1	2	3
Apply point of sale handling procedures	WRRCS2B	0	1	1
Interact with customers	WRRCS3B	0	1	1
Work effectively in a retail environment	WRRER1B	1	2	3
Balance register/terminals	WRRF1B	1	1	2
Prepare and display fast food items	WRRFM3B	1	2	3
Advise on fast food products	WRRFS3B	1	1	2
Perform stock control procedures	WRR11B	1	1	2
Apply safe working practices	WRRLP1B	1	2	3
Minimise theft	WRRLP2B	1	1	2
Apply retail food safety practices	WRRLP6C	1	2	3
Perform routine housekeeping duties	WRRM2B	1	2	3
Sell products and services	WRRS1B	1	1	2
PRIMARY INDUSTRY				
Workplace communication	65009	1	0	1
Tractor operations and maintenance	AHT013	1	0	1
Customer service	AHT019	1	0	1
Point of sales systems	AHT020	1	0	1
Chainsaw operations (Vic)	AHT026	1	0	1
Senior first aid (Qld TAFE)	ALI102	2	0	2
Introduction to machinery service and operations	ALI109	1	0	1
Introduction to hand and power tools used in the landscape/construction industry	ALI110	2	0	2
Site tours - planning and preparation	ALI221	1	0	1
Use hand and power tools	BCG1005A	5	1	6
Use small plant and equipment	BCG1006A	5	1	6
Communicate in the workplace	FDFCORCOM1A	2	1	3
Collect, present and apply workplace information	FDFCORCOM2A	1	1	2
Apply basic food safety practices	FDFCORFS1A	1	1	2
Implement the food safety plan	FDFCORFS2A	1	1	2
Apply basic mathematical concepts	FDFCORNUM1A	2	1	3
Apply safe work procedures	FDFCOROHS1A	1	1	2
Implement occupational health and safety principles and procedures	FDFCOROHS2A	1	1	2
Apply basic quality assurance practices	FDFCORQA1A	1	1	2
Implement the quality system	FDFCORQA2A	1	1	2
Participate in teams	FDFOPTW2A	2	1	3
Hand prune vines	FDFWGGHPVA	2	1	3
Undertake irrigation systems maintenance activities	FDFWGGISMA	2	1	3
Install and maintain vine trellis	FDFWGGMVTA	2	1	3
Pick grapes by hand	FDFWGGPGHA	2	1	3
Train vines	FDFWGGTVA	2	1	3
Take vine cuttings	FDFWGGVCA	2	1	3

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRY (Cont)				
Reduce wildfire hazards	FPIL2191516A	0	1	1
Administer first aid procedures	FPPAID2A	5	2	7
Introduction to the land conservation and restoration industry	LCR001	2	0	2
Occupational health and safety	LCR002	2	0	2
Literacy and numeracy	LCR003	2	0	2
Introduction to history of aboriginal land management	LCR004	2	0	2
Introduction to site assessment	LCR005	2	0	2
Tools for plant recognition	LCR006	2	0	2
Maintaining facilities in reserves	LCR261	1	0	1
Weed control techniques	LCR268	2	0	2
Use hand tools	MEM18.1AA	1	0	1
Use power tools/hand held operations	MEM18.2AA	1	1	2
Workplace communication	NCS001	1	0	1
Office equipment - routine tasks	NOS109V2	1	0	1
Computer operations - data retrieval	NOS118V2	2	0	2
Computer operations - fundamentals	NOS143	2	0	2
Database fundamentals	NOS215V2	2	0	2
Support nursery work	RTC1006A	1	3	4
Maintain the workplace	RTC1201A	1	3	4
Operate basic machinery and equipment	RTC1301A	1	3	4
Prepare for work	RTC1801A	1	3	4
Plant trees and shrubs	RTC2012A	8	5	13
Recognise plants	RTC2016A	0	1	1
Conduct visual inspection of park facilities	RTC2203A	0	1	1
Treat weeds	RTC2401A	8	2	10
Treat plant pests, disease and disorders	RTC2404A	0	1	1
Follow OHS procedures	RTC2701A	6	2	8
Observe environmental work practices	RTC2702A	0	1	1
Provide basic first aid	RTC2704A	0	1	1
Work effectively in the industry	RTC2705A	0	1	1
Participate in workplace communications	RTC2801A	0	1	1
Support natural area conservation	RTD1501A	1	3	4
Carry out natural area restoration works	RTD2022A	6	2	8
Recognise animals	RTD2126A	0	1	1
Maintain cultural places	RTD2501A	0	1	1
Observe and report on plants and/or animals	RTD2803A	0	1	1
Implement pest control programs	RUAAG1070PMA	6	7	13
Operate equipment	RUAAG1100EOA	93	29	122
Perform routine maintenance	RUAAG1130EMA	20	15	35
Carry out basic field duties	RUAAG1300CTA	4	11	15
Carry out basic beef cattle handling duties.	RUAAG1500BCA	64	16	80
Observe, record and report in the workplace	RUAAG1520DYA	4	4	8
Manage personal skills	RUAAG1521DYA	4	5	9
Operate farm vehicles	RUAAG1522DYA	4	5	9
Move, count and feed livestock	RUAAG1523DYA	28	13	41
Assist with milking operations	RUAAG1524DYA	48	17	65

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRY (Cont)				
Feed and water pigs	RUAAG1600PGA	146	37	183
Move and control pigs	RUAAG1601PGA	60	18	78
Wean and rear pigs and evaluate performance	RUAAG1602PGA	11	5	16
Care of poultry	RUAAG1614PLA	15	8	23
Collect and handle eggs for human consumption	RUAAG1619PLA	15	8	23
Maintain supplies of chemical and biological agents	RUAAG2005CHA	167	44	211
Determine chemicals and biological agents	RUAAG2006CHA	169	43	212
Prepare chemicals and biological agents	RUAAG2007CHA	168	43	211
Maintain chemical equipment	RUAAG2008CHA	167	43	210
Apply chemicals and biological agents	RUAAG2009CHA	200	49	249
Clean up following application of chemicals and biological agents	RUAAG2010CHA	171	48	219
Manage a chemical spillage/leakage	RUAAG2011CHA	170	43	213
Notify authorities of a chemical spill	RUAAG2012CHA	170	44	214
Operate ride-on farm vehicles	RUAAG2100EOA	81	19	100
Operate property vehicles	RUAAG2101EOA	214	51	265
Operate tractors	RUAAG2102EOA	183	39	222
Equip a workshop	RUAAG2130EMA	2	2	4
Provide support for basic repair of plant and equipment	RUAAG2131EMA	39	9	48
Fabricate and repair metal and plastic structures	RUAAG2132EMA	60	13	73
Perform routine maintenance	RUAAG2133EMA	64	16	80
Prepare grain storages	RUAAG2350GRA	122	29	151
Operate plant and machinery	RUAAG2351GRA	114	18	132
Carry out basic field duties	RUAAG2352GRA	93	16	109
Operate trailed/mounted equipment	RUAAG2353GRA	153	31	184
Feed sheep	RUAAG2400SWA	142	37	179
Muster and move sheep	RUAAG2401SWA	141	35	176
Handle sheep in yards	RUAAG2402SWA	155	47	202
Monitor ewes from joining to lambing	RUAAG2403SWA	44	7	51
Carry out lambing duties	RUAAG2405SWA	71	19	90
Carry out lamb marking duties	RUAAG2406SWA	99	39	138
Slaughter sheep	RUAAG2407SWA	3	0	3
Prepare sheep for competitions	RUAAG2408SWA	32	7	39
Fulfil employment requirements	RUAAG2430WHA	54	7	61
Meet workplace health and safety requirements	RUAAG2431WHA	54	8	62
Pen up sheep	RUAAG2432WH	1	0	1
Pen up sheep	RUAAG2432WHA	72	13	85
Prepare wool	RUAAG2433WHA	50	8	58
Press wool into bales	RUAAG2434WHA	47	10	57
Ensure shed and yards prepared for shearing	RUAAG2435WHA	72	15	87
Prepare for machine shearing	RUAAG2436WHA	28	2	30
Crutch sheep	RUAAG2437WHA	17	2	19
Feed livestock	RUAAG2450GTA	16	8	24
Muster and move goats	RUAAG2451GTA	95	18	113
Handle goats in yards	RUAAG2452GTA	86	17	103
Monitor does from joining to kidding	RUAAG2453GTA	5	6	11
Implement kidding process	RUAAG2454GTA	5	6	11

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRY (Cont)				
Carry out kidding duties	RUAAG2455GTA	5	6	11
Feed livestock	RUAAG2500BCA	158	40	198
Muster and move cattle	RUAAG2501BCA	183	44	227
Monitor cows from joining to calving	RUAAG2502BCA	22	9	31
Carry out calving duties	RUAAG2503BCA	26	11	37
Carry out calf marking duties	RUAAG2504BCA	46	21	67
Prepare cattle for competitions	RUAAG2506BCA	23	22	45
Maintain stock water supply equipment	RUAAG2507BCA	9	5	14
Participate in the workplace	RUAAG2520DYA	3	5	8
Carry out basic fencing operations	RUAAG2521DYA	127	38	165
Carry out basic irrigation routines	RUAAG2522DYA	3	5	8
Handle, move and draft livestock	RUAAG2523DYA	12	5	17
Perform basic health care	RUAAG2524DYA	16	6	22
Purchase and receive farm supplies	RUAAG2525DYA	3	5	8
Rear calves	RUAAG2526DYA	14	7	21
Assist with calving	RUAAG2527DYA	9	4	13
Carry out milk harvesting	RUAAG2528DYA	29	19	48
Carry out industry responsibilities	RUAAG2600PGA	54	20	74
Establish and maintain good health of pigs	RUAAG2601PGA	36	21	57
Transport pigs	RUAAG2602PGA	23	9	32
Prepare and assist with farrowing of pigs	RUAAG2603PGA	17	12	29
Carry out industry responsibilities	RUAAG2610PLA	13	8	21
Service equipment	RUAAG3358GRA	15	4	19
Select sheep for market	RUAAG3400SWA	46	7	53
Implement internal parasite control programs	RUAAG3409SWA	1	2	3
Work as a team	RUAAG3436WHA	52	12	64
Select livestock for market	RUAAG3500BCA	6	5	11
Load and unload cattle	RUAAG3502BCA	6	0	6
Implement cattle husbandry practices	RUAAG3504BCA	51	10	61
Implement internal parasite control programs	RUAAG3509BCA	1	0	1
Carry out feedlot operations	RUAAG3517BCA	6	6	12
Operate specialised farm machinery	RUAAG3521DYA	19	2	21
Plan and coordinate the feeding of beef cattle	RUAAG3536DYA	5	2	7
Mate pigs and monitor dry sow performance	RUAAG3600PGA	11	7	18
Care for growing pigs	RUAAG3601PGA	30	12	42
Mix and mill pig feed	RUAAG3604PGA	31	11	42
Meet industry employment criteria	RUAAGCORE1A	155	50	205
Follow enterprise occupational health and safety (OHS) procedures	RUAAGCORE2A	181	52	233
Use hazardous substances safely	RUAAGCORE3A	185	60	245
Communicate in the workplace	RUAAGCORE4A	154	44	198
Act to minimise emergencies and to respond to a variety of situations	RUAAGCORE5A	154	49	203
Plan daily work routines	RUAAGCORE6A	154	48	202
Meet industry requirements	RUHCORE1A	17	11	28
Meet workplace health and safety requirements	RUHCORE2A	15	10	25
Use hazardous substances safely	RUHCORE3A	12	10	22

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRY (Cont)				
Cooperate in the workplace	RUHCORE4A	14	9	23
Plan daily work routines	RUHCORE6A	13	7	20
Provide crop care	RUHHRT101A	22	13	35
Plant a crop by hand	RUHHRT102A	9	8	17
Provide work site support	RUHHRT103A	3	0	3
Provide turf care	RUHHRT104A	2	0	2
Pick a crop	RUHHRT105A	4	5	9
Provide planted area care	RUHHRT106A	14	10	24
Provide nursery plant care	RUHHRT107A	2	0	2
Maintain the work environment	RUHHRT109A	18	12	30
Provide postharvest care	RUHHRT111A	3	5	8
Operate ride on vehicles	RUHHRT113A	5	6	11
Sow plant materials	RUHHRT116A	7	8	15
Treat weeds	RUHHRT201A	17	10	27
Treat pests and diseases	RUHHRT202A	5	5	10
Plant trees and shrubs	RUHHRT203A	4	5	9
Communicate in the workplace	RUHHRT204A	15	14	29
Operate tractors	RUHHRT206A	25	10	35
Operate equipment and machinery	RUHHRT207A	25	10	35
Prune shrubs and small trees	RUHHRT208A	1	0	1
Apply chemicals and biological agents	RUHHRT212A	2	1	3
Maintain supplies of chemicals and biological agents	RUHHRT216A	21	11	32
Establish crops	RUHHRT218A	15	9	24
Maintain a crop	RUHHRT219A	14	6	20
Support crop harvesting	RUHHRT220A	1	1	2
Carry out postharvest processes	RUHHRT221A	1	1	2
Undertake propagation activities	RUHHRT224A	11	4	15
Undertake irrigation systems maintenance activities	RUHHRT226A	3	0	3
Pot-on plants	RUHHRT228A	11	4	15
Carry out canopy management	RUHHRT232A	1	0	1
Maintain nursery plants	RUHHRT303A	2	0	2
Establish planted areas	RUHHRT306A	1	0	1
Install irrigation systems	RUHHRT313A	2	0	2
Operate irrigation systems	RUHHRT315A	1	0	1
Propagate plants	RUHHRT324A	1	0	1
Erect horticultural structures	RUHHRT330A	3	0	3
Install hydroponic systems	RUHHRT337A	2	0	2
Maintain hydroponic systems	RUHHRT338A	3	0	3
Carry out reception duties	RUVVEN201A	0	3	3
Carry out daily clinic routines	RUVVEN202A	2	13	15
Carry out surgery preparations	RUVVEN203A	1	11	12
Follow clinic occupational health and safety procedures	RUVVEN204A	1	3	4
Use hazardous substances safely	RUVVEN205A	0	3	3
Communicate in the workplace	RUVVEN206A	2	13	15
Act to minimise emergencies and respond to a variety of situations	RUVVEN207A	0	3	3
Plan daily work routines	RUVVEN208A	0	3	3

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
PRIMARY INDUSTRY (Cont)				
Carry out basic aquaculture operations	SFIAQUA101A	5	1	6
Control pests, predators and diseases	SFIAQUA202A	6	4	10
Handle stock	SFIAQUA206A	5	3	8
Harvest stock	SFIAQUA207A	6	4	10
Maintain stock culture and other aquaculture operations structures	SFIAQUA208A	10	4	14
Manipulate stock culture environment	SFIAQUA209A	6	4	10
Apply basic food handling and safety practices	SFICORE101A	13	5	18
Carry out work effectively in seafood industry	SFICORE102A	15	6	21
Communicate in the seafood industry	SFICORE103A	13	6	19
Meet workplace health and safety requirements	SFICORE104A	13	6	19
Maintain the temperature of seafood	SFIFISH209A	1	0	1
Clean fish	SFIPROC101A	7	3	10
Clean work area	SFIPROC102A	7	3	10
Fillet fish and cut portions	SFIPROC103A	7	3	10
Sharpen and work with knives	SFIPROC104A	6	2	8
Shuck molluscs	SFIPROC203A	6	3	9
Operate a small vessel	SFISHIP206A	13	3	16
Operate and maintain outboard motors	SFISHIP207A	2	0	2
Operate marine communications equipment	SFISHIP209A	6	4	10
Prepare for maintenance	SFISHIP211A	6	3	9
Take emergency action on board a vessel	SFISHIP212A	1	0	1
Prepare and pack stock for live transport	SFISTOR201A	5	2	7
Eco skills 1	SIM003	2	0	2
Understand orders and be understood in relation to shipboard duties	TDMME101A	6	3	9
Provide first aid	TDMMF1001A	5	3	8
Survive at sea in the event of vessel abandonment	TDMMF1101A	5	2	7
Minimise the risk of fire and maintain a state of readiness to respond to emergency situations	TDMMF1201A	5	2	7
Fight and extinguish fires on board a commercial vessel	TDMMF5302A	1	0	1
Observe safe working practices	TDMMF701A	4	2	6
Comply with emergency procedures	TDMMF801A	4	2	6
Fight and extinguish fires	TDMMF901A	4	2	6
Contribute to effective human relationships on board a vessel	TDMML201A	6	3	9
Provide on-site information and assistance	THTFAT01B	0	1	1
Work as a guide	THFTG01B	0	1	1
SALES AND PERSONAL SERVICES				
Follow the organisation's occupational health and safety policies	CHCORG4A	0	1	1
Communicate with clients	WRB01A	0	16	16
Work effectively in a salon environment	WRB02A	0	15	15
Apply safe working practices	WRB03A	0	14	14
Perform salon/store cleaning duties	WRB04A	0	15	15
Merchandise beauty products	WRB05A	0	16	16
Sell beauty products	WRB06A	0	14	14
Conduct financial transactions	WRB07A	0	15	15
Provide service to clients	WRB08A	0	19	19

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
SALES AND PERSONAL SERVICES (Cont)				
Perform stock control procedures	WRB09A	0	12	12
Minimise theft	WRB10A	0	13	13
Operate retail equipment	WRB11A	0	13	13
Demonstrate retail skin care products	WRB12A	0	18	18
Pierce ears	WRB14A	0	1	1
Design and apply make up	WRB21A	0	13	13
Communicate in the workplace	WRH02A	0	10	10
Receive and direct clients	WRH03A	0	11	11
Prepare clients for salon service	WRH04A	0	11	11
Schedule and check-out clients	WRH07A	0	11	11
Operate retail equipment	WRRCA.1A	3	8	11
Operate retail equipment	WRRCA1B	12	36	48
Communicate in the workplace	WRRCS.1A	8	22	30
Apply point of sale handling procedures	WRRCS.2A	1	4	5
Interact with customers	WRRCS.3A	2	4	6
Communicate in the workplace	WRRCS1B	15	29	44
Apply point of sale handling procedures	WRRCS2B	7	9	16
Interact with customers	WRRCS3B	8	20	28
Work effectively in a retail environment	WRRER.1A	9	21	30
Work effectively in a retail environment	WRRER1B	15	34	49
Balance register/terminal	WRRF.1A	1	4	5
Balance register/terminals	WRRF1B	5	4	9
Prepare and display fast food items	WRRFM.3A	2	1	3
Prepare and display bakery products	WRRFM.5A	0	1	1
Merchandise food products	WRRFM1B	1	0	1
Prepare and display fast food items	WRRFM3B	6	2	8
Advise on fast food products	WRRFS.3A	1	1	2
Advise on bakery products	WRRFS.5A	0	1	1
Advise on food products and services	WRRFS1B	1	0	1
Advise on fast food products	WRRFS3B	5	3	8
Perform stock control procedures	WRR1.1A	2	17	19
Perform stock control procedures	WRR11B	7	4	11
Apply safe working practices	WRRLP.1A	6	15	21
Minimise theft	WRRLP.2A	1	4	5
Apply hygiene and sanitation practices	WRRLP.6A	1	0	1
Apply retail food safety practices	WRRLP.6B	0	1	1
Apply safe working practices	WRRLP1B	16	30	46
Minimise theft	WRRLP2B	8	18	26
Apply retail food safety practices	WRRLP6C	5	4	9
Merchandise products	WRRM.1A	1	17	18
Perform routine housekeeping duties	WRRM.2A	5	16	21
Merchandise products	WRRM1B	3	2	5
Perform routine housekeeping duties	WRRM2B	17	35	52
Sell products and services	WRRS.1A	2	17	19
Advise on products and services	WRRS.2A	1	17	18
Sell products and services	WRRS1B	6	6	12

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
SALES AND PERSONAL SERVICES (Cont)				
Advise on products and services	WRRS.2A	1	17	18
Sell products and services	WRRS1B	6	6	12
Advise on products and services	WRRS2B	3	2	5
Recommend sporting products and services	WRRSS10B	1	0	1
Recommend soft furnishings/fabrics/manchester/haberdashery products and services	WRRSS18B	0	1	1
Recommend hardware products and services	WRRSS7B	1	0	1
SCIENCE AND TECHNICAL				
Reduce wildfire hazards	FPIL2191516A	0	1	1
Plant trees and shrubs	RTC2012A	0	1	1
Recognise plants	RTC2016A	0	1	1
Conduct visual inspection of park facilities	RTC2203A	0	1	1
Treat weeds	RTC2401A	0	1	1
Treat plant pests, disease and disorders	RTC2404A	0	1	1
Follow OHS procedures	RTC2701A	0	1	1
Observe environmental work practices	RTC2702A	0	1	1
Provide basic first aid	RTC2704A	0	1	1
Work effectively in the industry	RTC2705A	0	1	1
Participate in workplace communications	RTC2801A	0	1	1
Carry out natural area restoration works	RTD2022A	0	1	1
Recognise animals	RTD2126A	0	1	1
Maintain cultural places	RTD2501A	0	1	1
Observe and report on plants and/or animals	RTD2803A	0	1	1
Provide on-site information and assistance	THTFAT01B	0	1	1
Work as a guide	THTFTG01B	0	1	1
TEXTILE CLOTHING, FOOTWEAR AND FURNISHINGS				
Occupational health and safety (1)	ABC502	1	0	1
Workplace environment	ABC503	1	0	1
Hand tools and equipment	ABC508	1	0	1
Power tools and equipment	ABC509	1	0	1
TRANSPORT AND STORAGE				
Administer first aid procedures	FPPAID2A	0	2	2
Introduction to aviation and occupational health and safety	NAC40	9	1	10
Aircraft servicing and handling	NAC42	9	1	10
Aircraft materials and processes	NAS40	9	1	10
Communicate in the seafood industry	SFICORE103A	0	2	2
Meet workplace health and safety requirements	SFICORE104A	0	2	2
Contribute to safe navigation	SFISHIP202A	8	3	11
Operate a small vessel	SFISHIP206A	11	0	11
Take emergency action on board a vessel	SFISHIP212A	14	14	28
Monitor condition and seaworthiness of a small vessel	TDMMB601A	9	4	13
Apply seamanship skills and techniques when operating a small vessel	TDMMC701A	14	12	26

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2003 (Cont)

Units of Competency/National Training Modules Within ANTA Industry Areas	Unit/Module Code	Number of Students		
		Male	Female	Persons
TRANSPORT AND STORAGE (Cont)				
Manoeuvre a commercial vessel of less than 12 metres in length within inshore limits	TDMMC901A	10	4	14
Understand orders and be understood in relation to shipboard duties	TDMMME101A	26	13	39
Transmit and	TDMMME501A	35	16	51
Understand orders and be understood in relation to shipboard duties	TDMMME101A	26	13	39
Transmit and	TDMMME501A	35	16	51
Provide first aid	TDMMMF1001A	26	13	39
Survive at sea in the event of vessel abandonment	TDMMMF1101A	10	0	10
Minimise the risk of fire and maintain a state of readiness to respond to emergency situations	TDMMMF1201A	10	0	10
Respond to navigational emergencies	TDMMMF201A	12	3	15
Apply regulations when operating a small vessel	TDMMMF3201A	10	4	14
Observe safe working practices	TDMMMF701A	24	12	36
Comply with emergency procedures	TDMMMF801A	10	0	10
Fight and extinguish fires	TDMMMF901A	10	0	10
Apply weather information when navigating a small vessel	TDMMMH701A	10	3	13
Contribute to effective human relationships on board a vessel	TDMMML201A	26	13	39
Operate and carry out basic service checks on small vessel marine propulsion systems	TDMMMR3001A	10	2	12
Operate and carry out basic servicing on auxiliary systems	TDMMMR3101A	10	2	12
Assist in mooring and anchor handling activities	TDMMMR4301A	14	12	26
UTILITIES - GAS, WATER AND ELECTRICAL				
Occupational health and safety	NBB002	2	0	2
Occupational health and safety	NBB02	11	0	11
Electrical wiring and equipment 1	NE172	2	0	2
Electrical wiring and equipment	NE172.1	10	0	10
Electical Wiring and Equipment	NE172.2	3	0	3
Workshop practice	NE175	8	0	8
Electronic hand soldering technology	NE184	7	0	7
Introduction to the electrical industry	NUE050	5	0	5
Applied Electricity 1	NUE052	6	0	6
Parts and component selection	NUE095	9	0	9
Science, materials and electrotechnology	NUE204	4	0	4
Drawing interpretation and sketching	NUE210	8	0	8
Applied electricity 1	NUE52	11	0	11
Undertake basic work activities (electrical)	UTENES001BA	9	1	10
Undertake basic work activities (electronics)	UTENES001CA	8	1	9

Curriculum Council

Table 5.9 Structured Workplace Learning, by Sex, 2003

Structured Workplace Learning Subjects	Code Number	Number of Students		
		Male	Female	Persons
SWL Generic Skills	D962	2744	2299	5043
SWL - Sport and Recreation	E801	131	43	174
SWL - Automotive	E802	270	23	293
SWL - Building Construction and Services	E803	181	3	184
SWL - Business and Clerical	E804	87	395	482
SWL - Light Manufacturing	E805	53	4	57
SWL - Transport and Storage	E806	25	3	28
SWL - Community Services,	E807	42	406	448
SWL - Information Technology	E808	165	17	182
SWL - Metals and Engineering	E809	111	7	118
SWL - Tourism	E810	8	35	43
SWL - Food Processing	E811	33	23	56
SWL - Hospitality	E812	123	201	324
SWL - Primary Industries	E813	228	69	297
SWL - Sales and Personal Services	E814	179	313	492
SWL - Electronics Servicing	E815	68	3	71
SWL - Mining	E816	15	0	15
SWL - Animal Care	E817	21	81	102
SWL - Design	E818	80	77	157

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Table 5.10 Number of Students* who Completed Units of Competency/National Training Modules by Type of Competency/Module, 2003

Type of Competency/Module Completed	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Embedded only	1683	1604	3287	1262	1478	2740	2945	3082	6027
Non-Embedded only	926	586	1512	701	528	1229	1627	1114	2741
Both Embedded and Non-Embedded	522	336	858	278	267	545	800	603	1403
Total	3131	2526	5657	2241	2273	4514	5372	4799	10171

* Number of students who successfully completed at least one Unit of Competency/National Training Module in 2003.

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Table 5.11 Distribution of Units of Competency/National Training Modules by Industry Area, 2003

ANTA Industry Area	Schools* with Year 11 Students	Year 11 Students**			Schools* with Year 12 Students	Year 12 Students**		
		Male	Female	Persons		Male	Female	Persons
Arts, Entertainment and Recreation	35	326	182	508	42	218	148	366
Automotive	41	332	37	369	51	215	39	254
Building and Construction	23	198	5	203	35	129	17	146
Business and Clerical	93	989	1106	2095	103	813	1096	1909
Chemical Production	1	11	5	16	0	0	0	0
Communication Services	2	11	16	27	1	1	14	15
Community Services, Health and Education	38	67	207	274	43	30	175	205
Computing	50	617	379	996	43	394	244	638
Engineering and Mining	43	555	49	604	41	335	69	404
Food Processing	3	18	23	41	7	10	30	40
General VET and Other	32	200	214	414	20	115	85	200
Hospitality Tourism and Travel	82	512	785	1297	99	381	815	1196
Primary Industries	27	215	85	300	31	242	105	347
Sales and Personal Services	22	24	59	83	39	28	80	108
Science and Technical	2	9	6	15	2	8	7	15
Textile Clothing, Footwear and Furnishing	4	60	14	74	4	50	9	59
Transport and Storage	6	24	14	38	13	45	7	52
Utilities - Gas, Water and Electrical	8	22	0	22	10	23	1	24

* Schools with students who successfully completed at least one Unit of Competency/National Training Module in 2003.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2003.

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Table 5.12 Number of Units of Competency/National Training Modules Achieved by Year 11 Students in each Industry Area, 2003

ANTA Industry Area	Sex of Student	Number of Competencies/Modules Successfully Completed											Total
		1	2	3	4	5	6	7	8	9	10	11+	
Arts, Entertainment and Recreation	Female	50	11	18	12	31	18	7	2	2	8	23	182
	Male	71	15	13	29	55	30	14	2	9	17	71	326
	Persons	121	26	31	41	86	48	21	4	11	25	94	508
Automotive	Female	2	12	2	2	5	2	3	8	0	0	1	37
	Male	41	43	32	32	37	15	25	62	3	13	29	332
	Persons	43	55	34	34	42	17	28	70	3	13	30	369
Building and Construction	Female	0	2	0	0	1	0	2	0	0	0	0	5
	Male	30	57	19	1	10	13	5	8	40	9	6	198
	Persons	30	59	19	1	11	13	7	8	40	9	6	203
Business and Clerical	Female	526	199	56	44	48	78	44	35	31	9	36	1106
	Male	571	214	44	34	26	36	26	12	9	9	8	989
	Persons	1097	413	100	78	74	114	70	47	40	18	44	2095
Chemical Production	Female	5	0	0	0	0	0	0	0	0	0	0	5
	Male	11	0	0	0	0	0	0	0	0	0	0	11
	Persons	16	0	0	0	0	0	0	0	0	0	0	16
Communication Services	Female	11	0	0	0	0	0	0	0	0	1	4	16
	Male	8	0	0	0	0	1	0	0	0	0	2	11
	Persons	19	0	0	0	0	1	0	0	0	1	6	27
Community Services, Health and Education	Female	55	18	32	17	35	14	1	0	5	20	10	207
	Male	65	0	0	0	1	1	0	0	0	0	0	67
	Persons	120	18	32	17	36	15	1	0	5	20	10	274
Computing	Female	87	33	26	23	61	46	24	6	52	4	17	379
	Male	104	54	46	50	103	60	38	4	48	18	92	617
	Persons	191	87	72	73	164	106	62	10	100	22	109	996
Engineering and Mining	Female	24	1	3	8	7	1			2		3	49
	Male	100	48	49	76	33	52	24	11	15	27	120	555
	Persons	124	49	52	84	40	53	24	11	17	27	123	604
Food Processing	Female	0	3	11	0	0	0	0	9	0	0	0	23
	Male	1	4	12	0	0	0	0	1	0	0	0	18
	Persons	1	7	23	0	0	0	0	10	0	0	0	41
General VET and Other	Female	145	11	13	25	6	3	3	4	1	0	3	214
	Male	112	22	15	24	16	3	2	0	0	1	5	200
	Persons	257	33	28	49	22	6	5	4	1	1	8	414
Hospitality Tourism and Travel	Female	139	163	51	96	88	40	63	22	13	40	70	785
	Male	93	232	23	45	46	14	9	5	10	17	18	512
	Persons	232	395	74	141	134	54	72	27	23	57	88	1297
Primary Industries	Female	8	6	14	12	3	5	3	3	8	3	20	85
	Male	14	5	24	18	9	7	6	17	12	9	94	215
	Persons	22	11	38	30	12	12	9	20	20	12	114	300
Sales and Personal Service	Female	9	7	5	9	17	1	1	2	5	0	3	59
	Male	9	2	3	2	2	4	0	0	1	1	0	24
	Persons	18	9	8	11	19	5	1	2	6	1	3	83
Science and Technical	Female	2	0	0	0	0	0	0	4	0	0	0	6
	Male	8	0	0	0	0	0	0	1	0	0	0	9
	Persons	10	0	0	0	0	0	0	5	0	0	0	15
Textile Clothing, Footwear and Furnishing	Female	4	9	0	1	0	0	0	0	0	0	0	14
	Male	18	33	0	2	7	0	0	0	0	0	0	60
	Persons	22	42	0	3	7	0	0	0	0	0	0	74
Transport and Storage	Female	0	0	1	1	0	0	0	12	0	0	0	14
	Male	2	0	2		0	0	0	15	4	1	0	24
	Persons	2	0	3	1	0	0	0	27	4	1	0	38
Utilities - Gas, Water and Electrical	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	7	9	0	2	0	0	1	3	0	0	0	22
	Persons	7	9	0	2	0	0	1	3	0	0	0	22

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Table 5.13 Number of Units of Competency/National Training Modules Achieved by Year 12 Students in each Industry Area, 2003

ANTA Industry Area	Sex of Student	Number of Competencies/Modules Successfully Completed											Total
		1	2	3	4	5	6	7	8	9	10	11+	
Arts, Entertainment and Recreation	Female	27	10	20	5	11	1	8	6	16	3	41	148
	Male	28	4	18	8	14	3	4	10	31	7	91	218
	Persons	55	14	38	13	25	4	12	16	47	10	132	366
Automotive	Female	0	1	1	3	2	2	13	4	0	1	12	39
	Male	29	4	14	10	6	6	41	6	2	8	89	215
	Persons	29	5	15	13	8	8	54	10	2	9	101	254
Building and Construction	Female	2	0	0	0	2	1	0	3	4	0	5	17
	Male	12	6	5	2	6	6	2	20	53	2	15	129
	Persons	14	6	5	2	8	7	2	23	57	2	20	146
Business and Clerical	Female	518	159	93	55	16	61	10	19	18	20	127	1096
	Male	413	143	71	34	21	44	9	7	5	10	56	813
	Persons	931	302	164	89	37	105	19	26	23	30	183	1909
Communication Services	Female	0	0	0	0	0	1	0	1	3	5	4	14
	Male	0	0	0	0	0	0	1	0	0	0	0	1
	Persons	0	0	0	0	0	1	1	1	3	5	4	15
Community Services, Health and Education	Female	52	17	8	5	17	24	3	5	7	20	17	175
	Male	25	0	3	0	0	0	0	0	0	1	1	30
	Persons	77	17	11	5	17	24	3	5	7	21	18	205
Computing	Female	33	14	27	16	12	21	50	14	3	3	51	244
	Male	56	29	46	34	20	25	66	6	10	6	96	394
	Persons	89	43	73	50	32	46	116	20	13	9	147	638
Engineering and Mining	Female	41	1	2	1	1	2	1	0	3	2	15	69
	Male	82	16	26	10	12	12	5	13	19	6	134	335
	Persons	123	17	28	11	13	14	6	13	22	8	149	404
Food Processing	Female	9	0	1	0	0	1	0	0	1	17	1	30
	Male	7	0	0	0	0	0	0	0	0	3	0	10
	Persons	16	0	1	0	0	1	0	0	1	20	1	40
General VET and Other	Female	63	6	0	6	9	1	0	0	0	0	0	85
	Male	59	4	2	14	29	6	1	0	0	0	0	115
	Persons	122	10	2	20	38	7	1	0	0	0	0	200
Hospitality Tourism and Travel	Female	139	204	66	63	57	40	20	28	12	31	155	815
	Male	62	138	13	30	12	23	10	14	9	15	55	381
	Persons	201	342	79	93	69	63	30	42	21	46	210	1196
Primary Industries	Female	12	3	5	4	6	4	1	5	4	0	61	105
	Male	33	6	7	5	10	5	1	4	1	0	170	242
	Persons	45	9	12	9	16	9	2	9	5	0	231	347
Sales and Personal Service	Female	29	2	2	10	12	0	7	0	0	0	18	80
	Male	14	2	0	2	3	0	1	0	0	0	6	28
	Persons	43	4	2	12	15	0	8	0	0	0	24	108
Science and Technical	Female	0	0	0	0	6	0	0	0	0	0	1	7
	Male	0	0	0	0	8	0	0	0	0	0	0	8
	Persons	0	0	0	0	14	0	0	0	0	0	1	15
Textile Clothing, Footwear and Furnishing	Female	0	1	1	7	0	0	0	0	0	0	0	9
	Male	0	11	21	18	0	0	0	0	0	0	0	50
	Persons	0	12	22	25	0	0	0	0	0	0	0	59
Transport and Storage	Female	0	0	1	2	0	0	1	0	3	0	0	7
	Male	11	2	8	1	0	1	0	2	12	5	3	45
	Persons	11	2	9	3	0	1	1	2	15	5	3	52
Utilities - Gas, Water and Electrical	Female	0	1	0	0	0	0	0	0	0	0	0	1
	Male	8	6	0	0	1	1	5	2	0	0	0	23
	Persons	8	7	0	0	1	1	5	2	0	0	0	24

Curriculum Council

Table 5.14 Number of VET Subject Equivalents Achieved by Students, 2003

Number of Subject Equivalents Achieved	Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
0.5	246	220	466	121	116	237	367	336	703
1.0	299	203	502	206	140	346	505	343	848
1.5	149	93	242	142	86	228	291	179	470
2.0	53	55	108	79	107	186	132	162	294
2.5	95	56	151	89	105	194	184	161	345
3.0	46	21	67	49	69	118	95	90	185
3.5	9	8	17	55	46	101	64	54	118
4.0*	49	25	74	225	109	334	274	134	408

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

Table 5.15 Year 12 Students VET using Subject Equivalents to Achieve a Western Australian Certificate of Education (WACE), 2003

Category of Students*	Male	Female	Persons
Students who achieved subject equivalents	966	778	1744
Students who had subject equivalents and needed these to achieve a WACE	173	90	263
Students who had subject equivalents but did not achieve a WACE	182	122	304

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

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Table 5.16 Registered Training Organisations/Registered Training Providers Offering Units of Competency/
National Training Modules to Students*, 2003

Registered Training Organisations (RTO)/ Registered Training Providers (RTP)	RTO/RTP Code	Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Academie Accor	90821	0	0	0	1	0	1	1	0	1
Alexander Education Group	57	21	11	32	39	23	62	60	34	94
AMA Training Services	2010	0	0	0	1	0	1	1	0	1
Anglicare WA	2023	0	2	2	1	6	7	1	8	9
Armadale Senior High School	50532	8	5	13	3	4	7	11	9	20
Asstock Pty Ltd (also Regional Training Services)	361	17	35	52	8	10	18	25	45	70
AUSMUSIC Ltd	109	14	31	45	12	17	29	26	48	74
Austral Training and Human Resources	6201	2	0	2	5	1	6	7	1	8
Australian Child Care Academy	1915	1	0	1	1	0	1	2	0	2
Australian Red Cross	4482	0	0	0	9	10	19	9	10	19
Australian School of Tourism and Hotel Management	1973	0	0	0	0	1	1	0	1	1
Australind Senior High School	50533	62	62	124	46	29	75	108	91	199
Automotive Training Australia Ltd (ATA)	3303	0	0	0	0	7	7	0	7	7
Automotive Training and Technology Centre	50681	0	0	0	0	1	1	0	1	1
Avon Personnel & Training	4779	2	0	2	0	0	0	2	0	2
Balcatta Senior High School	50534	7	1	8	7	2	9	14	3	17
Bunbury Senior High School	50536	12	47	59	30	18	48	42	65	107
Busselton Senior High School	50537	29	47	76	20	40	60	49	87	136
C Y O'Connor College of TAFE	1980	90	65	155	98	61	159	188	126	314
Catholic Agricultural College Bindoon	51155	9	17	26	9	11	20	18	28	46
Centacare Employment and Training	300	0	0	0	0	1	1	0	1	1
Central Area Regional Training Services	50154	18	16	34	14	6	20	32	22	54
Central TAFE	1988	170	132	302	155	117	272	325	249	574
Central West College of TAFE	2065	45	76	121	36	40	76	81	116	197
Challenger TAFE	4265	415	555	970	396	398	794	811	953	1764
College of Electrical Training	2394	0	12	12	0	9	9	0	21	21
Creative Courses and The Kidigo Institute	50092	4	0	4	12	2	14	16	2	18
Curtin University of Technology - Kalgoorlie Campus Vocational Training and Education Centre	2465	52	62	114	27	16	43	79	78	157
Cyril Jackson Senior Campus	50543	30	21	51	5	2	7	35	23	58
Department of Conservation and Land Management	397	3	1	4	2	0	2	5	1	6

* Students who successfully completed at least one Unit of Competency/National Training Module in 2003.

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Table 5.16 Registered Training Organisations/Registered Training Providers Offering Units of Competency/
National Training Modules to Students*, 2003 (Cont)

Registered Training Organisations (RTO)/ Registered Training Providers (RTP)	RTO/RTP Code	Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Fairbridge Western Australia	50612	11	26	37	12	22	34	23	48	71
Farm Information Services	6717	0	0	0	1	22	23	1	22	23
Great Southern Regional College of TAFE	2056	44	59	103	34	28	62	78	87	165
Hospitality Group Training (WA) Inc	386	115	262	377	138	144	282	253	406	659
Hungry Jack's Pty Ltd	3868	5	4	9	4	3	7	9	7	16
Indian Ocean Group Training Association	2083	4	1	5	2	0	2	6	1	7
IndustryI Pty Ltd	50694	1	4	5	0	0	0	1	4	5
Jobs South West	305	6	3	9	1	5	6	7	8	15
John Curtin College of the Arts	50549	6	14	20	8	4	12	14	18	32
Kambalda West District High School	50563	1	8	9	1	4	5	2	12	14
Karratha Senior High School	50564	26	44	70	14	14	28	40	58	98
Karrayili Adult Education Centre Aboriginal Corporation	1989	0	0	0	2	2	4	2	2	4
Kent Street Senior High School	50441	14	34	48	10	22	32	24	56	80
Kimberley College of TAFE	1932	21	20	41	16	21	37	37	41	78
Manjimup Senior High School	50565	0	2	2	1	5	6	1	7	8
McDonalds Australia Ltd	90820	1	1	2	0	1	1	1	2	3
Meerilinga Training College	6000	26	3	29	39	2	41	65	5	70
Morley Senior High School	50638	26	40	66	22	25	47	48	65	113
Motor Industry Training Association of WA (Inc)	627	0	12	12	1	13	14	1	25	26
Motor Trade Association of WA Inc	50932	0	0	0	1	2	3	1	2	3
MPA Skills	1892	0	0	0	0	1	1	0	1	1
Mt Barker Senior High School	50561	8	24	32	4	6	10	12	30	42
National Corporate Training	50918	358	409	767	331	326	657	689	735	1424
Nationwide Transport Training (Australia)	1933	0	0	0	17	3	20	17	3	20
Newton Moore Senior High School	50562	45	22	67	30	6	36	75	28	103
Perth Modern School	50553	30	18	48	9	21	30	39	39	78
Peter Markham & Associates Pty Ltd	5712	3	12	15	0	0	0	3	12	15
Pilbara TAFE	353	47	55	102	22	20	42	69	75	144
Retail Industry Training and Advisory Services SA Inc	230	0	0	0	1	0	1	1	0	1
Retail Skills Centre WA (Inc)	149	0	1	1	0	1	1	0	2	2

* Students who successfully completed at least one Unit of Competency/National Training Module in 2003.

Curriculum Council

Table 5.16 Registered Training Organisations/Registered Training Providers Offering Units of Competency/
National Training Modules to Students*, 2003 (Cont)

Registered Training Organisations (RTO)/ Registered Training Providers (RTP)	RTO/RTP Code	Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Royal Life Saving Society Australia (WA Branch)	854	62	70	132	7	27	34	69	97	166
Satterthwaite Consulting	4685	0	0	0	1	0	1	1	0	1
Sevenoaks Senior College	51891	50	65	115	55	37	92	105	102	207
Skills Strategies	2401	21	32	53	9	13	22	30	45	75
South Metropolitan Youth Link	4674	4	1	5	3	1	4	7	2	9
South West Regional College of TAFE	2433	62	67	129	33	54	87	95	121	216
Study Group Australia Pty Limited	5806	80	98	178	112	91	203	192	189	381
Swan Education District Office	50559	0	0	0	3	0	3	3	0	3
Swan TAFE	1979	338	465	803	326	326	652	664	791	1455
The College of Pre-Hospital Care (St John Ambulance Australia/WA Ambulance Service Inc)	392	36	50	86	7	9	16	43	59	102
The Film and Television Institute (FTI)	50661	4	11	15	20	33	53	24	44	68
The Training and Skills Co	2317	1	20	21	2	4	6	3	24	27
The West Australian Group Training Scheme Inc	50159	1	6	7	1	15	16	2	21	23
Thornlie Senior High School	50555	89	69	158	68	61	129	157	130	287
Training Synergies Australia Pty Ltd	7134	1	0	1	0	0	0	1	0	1
Tri Star Training Australia	50792	34	24	58	8	11	19	42	35	77
WA College of Agriculture (Cunderdin)	50505	10	50	60	9	46	55	19	96	115
WA College of Agriculture (Denmark)	50502	6	21	27	12	20	32	18	41	59
WA College of Agriculture (Harvey)	50421	10	29	39	11	23	34	21	52	73
WA College of Agriculture (Morawa)	50530	5	32	37	4	15	19	9	47	56
WA College of Agriculture (Narrogin)	50506	0	19	19	8	47	55	8	66	74
WA College of Construction	5748	0	0	0	0	1	1	0	1	1
Wallis Training	50993	0	5	5	0	0	0	0	5	5
Warwick Senior High School	50556	6	15	21	10	15	25	16	30	46
West Coast College of TAFE	2536	162	123	285	148	129	277	310	252	562
Western Australian Law Training Services	6586	1	0	1	0	0	0	1	0	1
Wongutha CAPS Campus	50504	6	11	17	1	0	1	7	11	18
XLT Industrial Training Pty Ltd	6220	0	0	0	0	1	1	0	1	1

* Students who successfully completed at least one Unit of Competency/National Training Module in 2003.

Curriculum Council

Table 6.1 Full-Time Secondary Students* Years 7 to 12 by Sex (Government and Non-Government Schools) - 1982 to 2003**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Female						
1982	12060	11837	11383	10642	6790	4002
1983	12669	12148	11835	11176	7443	4250
1984	12147	12729	12175	11583	7892	4574
1985	11318	12262	12765	11892	8328	5046
1986	11374	11610	12409	12540	8558	5807
1987	11290	11482	11691	12145	9316	6345
1988	11432	11537	11627	11520	9292	7111
1989	11543	11621	11571	11487	8968	7145
1990	11512	11698	11769	11489	9320	7198
1991	11826	11548	11687	11627	9809	7821
1992	12010	12071	11682	11712	10240	8118
1993	12289	12134	12081	11566	10312	8459
1994	12463	12396	12114	11977	10125	8208
1995	12840	12617	12391	11932	10374	8063
1996	12969	12971	12659	12229	10452	8416
1997	13348	13108	13016	12578	10821	8630
1998	13273	13454	13142	12897	11100	8876
1999	13152	13367	13530	13061	11371	9086
2000	13361	13240	13464	13438	11485	9425
2001	13482	13507	13266	13431	11818	9472
2002	13718	13561	13507	13283	11787	9883
2003	13402	13955	13625	13552	11858	9803
Male						
1982	12758	12376	11962	11062	6171	3670
1983	13303	12866	12347	11677	6948	4196
1984	12794	13369	12790	12056	7800	4525
1985	11934	12897	13405	12401	8221	5000
1986	11735	12210	12967	12998	8577	5514
1987	11899	11966	12186	12514	9064	6125
1988	12083	12186	12039	11821	9146	6534
1989	12274	12296	12189	11669	8666	6612
1990	12365	12391	12344	11992	8954	6274
1991	12179	12378	12393	12180	9839	7052
1992	12612	12466	12546	12317	10476	7616
1993	13177	12683	12443	12309	10577	8017
1994	13214	13238	12642	12124	10268	7653
1995	13815	13310	13175	12197	9859	7494
1996	13818	13867	13294	12912	10119	7175
1997	13788	13976	13948	13033	10862	7386
1998	14006	13963	13999	13643	10798	7996
1999	13904	14147	13943	13685	11413	8010
2000	14122	13980	14209	13659	11265	8450
2001	14146	14243	14042	14166	11497	8680
2002	14486	14288	14292	13935	12065	8870
2003	13941	14688	14376	14155	11903	9233
Total						
1982	24818	24213	23345	21704	12961	7672
1983	25972	25014	24182	22853	14391	8446
1984	24941	26098	24965	23639	15692	9099
1985	23252	25159	26170	24293	16549	10046
1986	23109	23820	25376	25538	17135	11321
1987	23189	23448	23877	24659	18380	12470
1988	23515	23723	23666	23341	18437	13645
1989	23817	23917	23760	23156	17634	13757
1990	23877	24089	24113	23481	18273	13472
1991	24005	23926	24080	23807	19648	14873
1992	24622	24537	24228	24029	20716	15733
1993	25466	24817	24524	23873	20886	16472
1994	25677	25634	24756	24101	20393	15861
1995	26655	25927	25566	24129	20232	15557
1996	26787	26838	25953	25141	20571	15591
1997	27136	27084	26964	25611	21683	16016
1998	27279	27417	27141	26524	21898	16869
1999	27056	27514	27473	26743	22784	17096
2000	27483	27220	27673	27097	22750	17875
2001	27628	27750	27308	27597	23315	18152
2002	28204	27849	27799	27218	23852	18753
2003	27343	28643	28001	27707	23761	19036

* Senior college students, full fee paying overseas students and mature age students at senior campuses (from 1996) are not included.

** Figures are taken from the July Census.

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

Curriculum Council

Table 6.2 Full-Time Secondary Student Progression Rates* Years 8 to 12 by Sex
(Government and Non-Government Schools) - July, 1982 to 2003

	Year 8	Year 9	Year 10	Year 11	Year 12
Female					
1982	101.2	100.6	98.7	65.8	60.0
1983	100.7	100.0	98.2	69.9	62.6
1984	100.5	100.2	97.9	70.6	61.5
1985	100.9	100.3	97.7	71.9	63.9
1986	102.6	101.2	98.2	72.0	69.7
1987	100.9	100.7	97.9	74.3	74.1
1988	102.2	101.3	98.5	76.5	76.3
1989	101.7	100.3	98.8	77.8	76.9
1990	101.3	101.3	99.3	81.1	80.3
1991	100.3	99.9	98.8	85.4	83.9
1992	102.1	101.2	100.2	88.1	82.8
1993	101.0	100.1	99.0	88.0	82.6
1994	100.9	99.8	99.1	87.5	79.6
1995	101.2	100.0	98.5	86.6	79.6
1996	101.0	100.3	98.7	87.6	81.1
1997	101.1	100.3	99.4	88.5	82.6
1998	100.8	100.3	99.1	88.2	82.0
1999	100.7	100.6	99.4	88.2	81.9
2000	100.7	100.7	99.3	87.9	82.9
2001	101.1	100.2	99.8	87.9	82.5
2002	100.6	100.0	100.1	87.8	83.6
2003	101.7	100.5	100.3	89.7	82.2
Male					
1982	101.0	100.2	97.5	57.2	64.1
1983	100.8	99.8	97.6	62.8	68.0
1984	100.5	99.4	97.6	66.8	65.1
1985	100.8	100.3	97.0	68.2	64.1
1986	102.3	100.5	97.0	69.2	67.1
1987	102.0	99.8	96.5	69.7	71.4
1988	102.4	100.6	97.0	73.1	72.1
1989	101.8	100.0	96.9	73.3	72.3
1990	101.0	100.4	98.4	76.7	72.4
1991	100.1	100.0	98.7	82.0	78.8
1992	102.4	101.4	99.4	86.0	77.4
1993	100.6	99.8	98.1	85.9	76.5
1994	100.5	99.7	97.4	83.4	72.4
1995	100.7	99.5	96.5	81.3	73.0
1996	100.4	99.9	98.0	83.0	73.2
1997	101.1	100.6	98.0	84.1	73.0
1998	101.3	100.2	97.8	82.9	73.6
1999	101.0	99.9	97.8	83.7	74.2
2000	100.5	100.4	98.0	82.3	74.0
2001	100.9	100.4	99.7	84.2	77.1
2002	101.0	100.3	99.2	85.2	77.2
2003	101.4	100.6	99.0	85.8	76.5
Total					
1982	101.1	100.4	98.1	61.4	61.9
1983	100.8	99.9	97.9	66.3	65.2
1984	100.5	99.8	97.8	68.7	63.2
1985	100.9	100.3	97.3	70.0	64.0
1986	102.4	100.9	97.6	70.5	68.4
1987	101.5	100.2	97.2	72.0	72.8
1988	102.3	100.9	97.8	74.8	74.2
1989	101.7	100.2	97.8	75.5	74.6
1990	101.1	100.8	98.8	78.9	76.4
1991	100.2	100.0	98.7	83.7	81.4
1992	102.2	101.3	99.8	87.0	80.1
1993	100.8	99.9	98.5	86.9	79.5
1994	100.7	99.8	98.3	85.4	75.9
1995	101.0	99.7	97.5	83.9	76.3
1996	100.7	100.1	98.3	85.3	77.1
1997	101.1	100.5	98.7	86.2	77.9
1998	101.0	100.2	98.4	85.5	77.8
1999	100.9	100.2	98.5	85.9	78.1
2000	100.6	100.6	98.6	85.1	78.4
2001	101.0	100.3	99.7	86.0	79.8
2002	100.8	100.2	99.7	86.4	80.4
2003	101.6	100.5	99.7	87.3	79.8

* Progression rates are expressed as percentages of the previous year. The calculations do not include senior college students, full fee paying overseas students or mature age students at senior campuses (from 1996).

Curriculum Council

Table 6.3 Full-Time Secondary Student Apparent Retention Rates* Years 8 to 12 by S (Government and Non-Government Schools) - July, 1982 to 2003

	Year 8	Year 9	Year 10	Year 11	Year 12
Female					
1982	100.0	100.6	98.6	63.3	37.4
1983	100.0	100.0	98.7	69.0	39.6
1984	100.0	100.2	97.9	69.8	42.4
1985	100.0	100.3	97.9	70.4	44.5
1986	100.0	101.2	98.5	70.4	49.1
1987	100.0	100.7	99.0	73.2	52.2
1988	100.0	101.3	99.2	75.8	55.9
1989	100.0	100.3	100.0	77.2	58.3
1990	100.0	101.3	99.6	81.2	62.0
1991	100.0	99.9	100.1	85.0	68.1
1992	100.0	101.1	100.1	88.1	70.4
1993	100.0	100.1	100.2	88.2	72.8
1994	100.0	99.8	99.2	87.7	70.2
1995	100.0	100.0	98.3	85.9	69.8
1996	100.0	100.3	98.7	86.1	69.7
1997	100.0	100.3	99.7	87.3	71.1
1998	100.0	100.3	99.4	88.0	71.6
1999	100.0	100.6	99.6	87.7	72.0
2000	100.0	100.7	99.9	87.6	72.7
2001	100.0	100.2	100.5	87.8	72.3
2002	100.0	100.0	100.3	88.2	73.5
2003	100.0	100.5	100.3	89.6	73.3
Male					
1982	100.0	100.2	97.7	53.8	32.9
1983	100.0	99.8	97.8	61.3	36.6
1984	100.0	99.4	97.4	65.3	40.0
1985	100.0	100.3	96.4	66.4	42.0
1986	100.0	100.5	97.2	66.7	44.6
1987	100.0	99.8	97.0	67.8	47.6
1988	100.0	100.6	96.8	70.9	48.9
1989	100.0	100.0	97.5	71.0	51.3
1990	100.0	100.4	98.4	74.8	51.4
1991	100.0	100.0	99.1	80.7	58.9
1992	100.0	101.3	99.4	85.2	62.5
1993	100.0	99.8	99.4	85.4	65.2
1994	100.0	99.7	97.3	83.0	61.8
1995	100.0	99.5	96.2	79.1	60.5
1996	100.0	99.9	97.5	79.8	57.6
1997	100.0	100.6	97.9	82.1	58.2
1998	100.0	100.2	98.4	81.1	60.4
1999	100.0	99.9	97.9	82.3	60.2
2000	100.0	100.4	97.8	80.6	60.9
2001	100.0	100.4	100.1	82.3	62.1
2002	100.0	100.3	99.7	85.3	63.5
2003	100.0	100.6	99.4	85.1	65.3
Total					
1982	100.0	100.4	98.2	58.4	35.1
1983	100.0	99.9	98.2	65.1	38.0
1984	100.0	99.8	97.6	67.5	41.2
1985	100.0	100.3	97.1	68.3	43.2
1986	100.0	100.9	97.9	68.5	46.8
1987	100.0	100.2	98.0	70.4	49.9
1988	100.0	100.9	98.0	73.3	52.3
1989	100.0	100.2	98.8	74.0	54.7
1990	100.0	100.8	99.0	77.9	56.6
1991	100.0	100.0	99.5	82.8	63.4
1992	100.0	101.4	99.8	86.6	66.3
1993	100.0	99.9	99.8	86.7	68.9
1994	100.0	99.8	98.2	85.2	65.8
1995	100.0	99.7	97.2	82.5	65.0
1996	100.0	100.1	98.1	82.9	63.5
1997	100.0	100.5	98.8	84.6	64.5
1998	100.0	100.2	98.8	84.5	65.8
1999	100.0	100.2	98.7	84.9	65.9
2000	100.0	100.6	98.8	84.0	66.6
2001	100.0	100.3	100.3	85.0	67.0
2002	100.0	100.2	100.0	86.7	68.4
2003	100.0	100.5	99.8	87.3	69.2

* Retention rates are expressed as percentages of the Year 8 cohort. The calculations do not include senior college students, full fee paying overseas students or mature age students at senior campuses (from 1996).

APPENDIX 1

INTERCORRELATIONS AMONG TERTIARY ENTRANCE RANK (TER) SUBJECTS

Intercorrelations* Among Humanities/Social Sciences TER Subjects, 2003

Humanities/Social Sciences Year 12 Subjects

	Ancient History	Art	Chinese: Adv	Chinese: Sec Lang	Drama Studies	Economics	English	English Literature	French	Geography	German	History	Indonesian: Adv	Indonesian: Sec Lang	Italian	Japanese: Sec Lang	Malay: Advanced	Music	Political and Legal Studies
Ancient History	1.00 363																		
Art	0.54 18	1.00 1061																	
Chinese: Adv	-1.00 2	. 0	1.00 128																
Chinese: Sec Lang	. 0	. 1	. 0	1.00 28															
Drama Studies	0.51 24	0.75 115	. 0	. 0	1.00 932														
Economics	0.58 26	0.68 67	0.51 39	-0.36 7	0.56 87	1.00 3093													
English	0.56 232	0.58 757	0.59 10	0.41 12	0.63 735	0.63 2204	1.00 8527												
English Literature	0.70 114	0.66 208	. 1	0.71 7	0.65 296	0.66 519	0.72 102	1.00 2404											
French	0.43 13	0.82 20	. 0	. 1	0.60 26	0.51 33	0.46 165	0.64 156	1.00 335										
Geography	0.79 46	0.58 234	-0.17 8	1.00 2	0.65 143	0.71 391	0.63 3484	0.56 357	0.30 31	1.00 4032									
German	. 1	0.22 4	. 0	. 0	-0.13 8	0.20 16	-0.02 58	0.50 29	-0.96 3	-0.02 17	1.00 104								
History	0.79 100	0.62 221	1.00 2	. 0	0.61 350	0.73 406	0.74 2309	0.78 895	0.67 75	0.73 663	0.06 27	1.00 3242							
Indonesian: Adv	. 0	0.04 10	. 0	0.97 3	. 1	0.57 28	. 2	. 1	. 1	0.86 5	1.00 2	. 1	1.00 107						
Indonesian: Sec Lang	. 1	0.97 3	. 0	. 0	0.68 6	0.30 12	0.31 95	0.63 43	. 0	-0.13 19	. 1	0.41 34	. 0	1.00 140					
Italian	0.98 3	0.44 23	. 0	. 0	0.51 14	0.34 23	0.39 143	0.56 63	. 0	0.27 27	-1.00 2	0.53 41	. 0	. 0	1.00 218				
Japanese: Sec Lang	0.83 5	0.32 16	1.00 2	. 1	0.80 11	0.19 33	0.43 141	0.51 81	. 0	0.33 31	. 0	0.69 30	1.00 2	. 1	. 1	1.00 259			
Malay: Advanced	. 0	. 1	. 0	. 0	. 0	0.67 24	0.90 18	. 1	. 0	. 0	. 0	. 1	. 0	. 0	. 0	. 0	1.00 87		
Music	0.77 14	0.63 15	1.00 2	. 1	0.46 39	0.36 17	0.52 185	0.50 146	0.66 11	0.59 37	0.88 3	0.47 57	. 0	. 1	0.11 5	0.80 7	. 0	1.00 341	
Political and Legal Studies	0.89 40	0.40 32	. 0	. 0	0.56 75	0.77 221	0.70 709	0.72 334	0.46 26	0.68 113	-0.16 4	0.81 408	-1.00 2	0.00 11	0.42 16	0.61 15	. 1	0.52 15	1.00 1074

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

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

Intercorrelations* Among Quantitative/Sciences TER Subjects, 2003

Quantitative/Sciences Year 12 Subjects

Quantitative/Sciences Year 12 Subjects

	Accounting	Applicable Mathematics	Biology	Calculus	Chemistry	Discrete Mathematics	Geology	Human Biology	Information Systems	Physical Science	Physics
Accounting	1.00 1111										
Applicable Mathematics	0.82 378	1.00 4508									
Biology	0.78 62	0.68 418	1.00 1818								
Calculus	0.75 56	0.85 1725	0.69 32	1.00 1771							
Chemistry	0.69 115	0.81 2803	0.75 462	0.78 1198	1.00 3601						
Discrete Mathematics	0.64 800	0.71 1298	0.68 1389	0.58 225	0.64 1471	1.00 7773					
Geology	. 1	0.56 8	0.77 12	. 0	0.84 4	0.62 29	1.00 43				
Human Biology	0.75 229	0.77 731	0.86 27	0.73 30	0.75 667	0.67 3240	0.83 8	1.00 4362			
Information Systems	0.73 127	0.62 301	0.64 60	0.42 76	0.68 82	0.54 454	1.00 2	0.66 78	1.00 763		
Physical Science	0.61 17	0.70 70	0.73 44	0.56 13	0.83 36	0.70 270	. 0	0.76 108	0.49 15	1.00 320	
Physics	0.73 66	0.84 2688	0.70 93	0.78 1501	0.83 1996	0.67 1070	0.98 3	0.76 214	0.63 170	0.55 24	1.00 3156

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

Intercorrelations* Among Quantitative/Sciences and Humanities/Social Sciences TER Subjects, 2003

Quantitative/Sciences Year 12 Subjects

Humanities/Social Sciences Year 12 Subjects

	Accounting	Applicable Mathematics	Biology	Calculus	Chemistry	Discrete Mathematics	Geology	Human Biology	Information Systems	Physical Science	Physics
Ancient History	0.38 15	0.52 82	0.59 75	0.68 28	0.76 67	0.56 228	. 1	0.72 107	0.04 9	. 0	0.76 43
Art	0.56 46	0.50 176	0.56 193	0.28 33	0.47 134	0.46 716	0.77 3	0.60 386	0.79 35	0.65 25	0.49 99
Chinese: Adv	0.56 39	0.65 80	1.00 2	0.64 50	0.70 44	0.27 32	. 0	0.82 16	0.40 11	. 0	0.63 40
Chinese: Sec Lang	-0.31 6	0.57 22	. 1	0.35 13	0.59 19	0.37 7	. 0	0.88 4	. 1	. 0	0.29 13
Drama Studies	0.59 43	0.34 148	0.60 155	0.49 24	0.44 117	0.46 732	0.85 3	0.59 480	0.37 21	0.69 13	0.49 62
Economics	0.81 631	0.76 1617	0.78 285	0.73 680	0.79 1053	0.63 1813	0.94 3	0.83 721	0.69 278	0.72 52	0.79 1065
English	0.48 778	0.46 2584	0.53 1353	0.42 880	0.45 1988	0.41 5958	0.20 36	0.58 3342	0.49 502	0.49 236	0.48 1853
English Literature	0.59 116	0.44 1338	0.60 391	0.53 550	0.56 1220	0.40 1326	1.00 2	0.63 728	0.45 71	0.50 50	0.52 925
French	0.21 23	0.49 158	0.71 60	0.56 50	0.60 150	0.35 192	. 0	0.57 89	0.66 7	0.74 8	0.59 102
Geography	0.70 247	0.59 1136	0.72 807	0.52 338	0.64 894	0.60 2975	0.74 28	0.77 1634	0.60 200	0.65 147	0.68 844
German	0.20 5	0.34 40	0.01 17	0.80 11	0.50 36	0.14 56	. 0	0.30 25	0.65 8	. 1	0.53 24
History	0.61 163	0.54 699	0.69 496	0.35 112	0.66 574	0.53 2299	0.31 4	0.73 1438	0.64 97	0.71 52	0.59 367
Indonesian: Adv	0.55 36	0.42 63	0.76 18	0.52 28	0.26 57	0.23 54	. 0	0.43 8	0.29 31	. 1	0.38 46
Indonesian: Sec Lang	-0.54 5	0.45 50	0.68 16	0.63 23	0.48 41	0.25 89	. 0	0.52 60	-0.87 4	0.97 3	0.37 32
Italian	0.33 22	0.48 66	0.53 29	0.25 16	0.48 51	0.32 156	. 0	0.58 87	0.94 4	0.90 4	0.45 38
Japanese: Sec Lang	0.15 22	0.38 143	0.47 24	0.46 73	0.54 125	0.42 146	. 1	0.54 62	0.65 10	-0.07 4	0.49 92
Malay: Advanced	0.52 20	0.63 66	. 1	0.62 47	0.59 43	1.00 2	. 0	0.85 7	0.98 4	. 0	0.44 37
Music	-0.06 6	0.58 185	0.54 50	0.64 73	0.61 148	0.52 182	-0.19 3	0.64 85	0.10 7	1.00 2	0.50 118
Political and Legal Studies	0.75 98	0.57 263	0.68 150	0.48 55	0.69 189	0.54 767	0.48 5	0.71 370	0.65 71	0.57 26	0.52 127

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

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