Curriculum Council

Summary Statistics on Tertiary Entrance Examination Papers, 2005

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 (9 in 2004) the marks spanned 90 or more percentage points, and in a further 6 subjects (10 in 2004) the range was 80–89. Subjects with a range of 70 to 80 were Ancient History, ESL, German, Italian and Physical Science. No subject with a candidature greater than 100, had a range of less than 70 percentage points.

Subjects with candidatures of less than 100 can be expected to have restricted range of ability relative to the examination, and therefore a restricted range of examination marks. This was true of Chinese: Advanced, Chinese: Second Language, Geology, Indonesian: Advanced, and Malay: Advanced, which all had a range of less than 70 percentage points. Most notably, the range for Indonesian: Advanced and Chinese: Second Language were equal lowest at 49.

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

There were 2 examinations with a mean mark below 50 percent in 2005 (none in 2004).

Three subjects had comparatively easy papers with mean marks above 65 — German (65.61), Music (66.22), and Chinese: Second Language (78.67). Examiners of these three subjects will be asked to make their papers for 2006 more difficult.

Reliability
Overall, the reliabilities of all of the examinations were high in 2005, considering that they were untrialled tests. They ranged from 0.58 to 0.93 (0.63 to 0.95 in 2004). Fourteen subjects had a higher reliability in 2005 than in 2004, while twelve had lower reliabilities.

The largest increase in reliability (from 0.69 in 2004, to 0.79 in 2005) occurred in Malay: Advanced. The largest decrease in reliability in 2005 occurred in Indonesian: Advanced, for which the reliability of 0.58 was 0.22 below the 2004 value. Such variations continue to be expected in subjects with small candidatures below 100

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

It can be seen in Table 4.11 that the correlations between school-based marks and the TEE are generally high, ranging from 0.65 to 0.94 (0.72 to 0.95 in 2004). An overall judgement that the TEE assessed the same achievements as the school-based assessments seems reasonable.

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 Score (TES) (out of 510) and subsequently the Tertiary Entrance Rank (TER).

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 (TEE) 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 in that subject.

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

Standardisation of Examination Marks

The raw examination marks for each subject are adjusted so that they indicate students' relative positions in the whole group taking the examination. Equal standardised marks have equal ranks in all subjects (ie a standardised mark of 60 in English has the same rank as a standardised mark in any other subject).

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 fairly added together to produce the Tertiary Entrance Scores which are used to calculate Tertiary Entrance Ranks.

The Average Marks Scaling (AMS) method is used to adjust the combined marks to produce scaled marks. Basically, the higher the general ability of the cohort of students in a subject, the higher will be the scaled marks in the subject.

The diagram below summarises the steps involved in obtaining scaled marks in a subject.
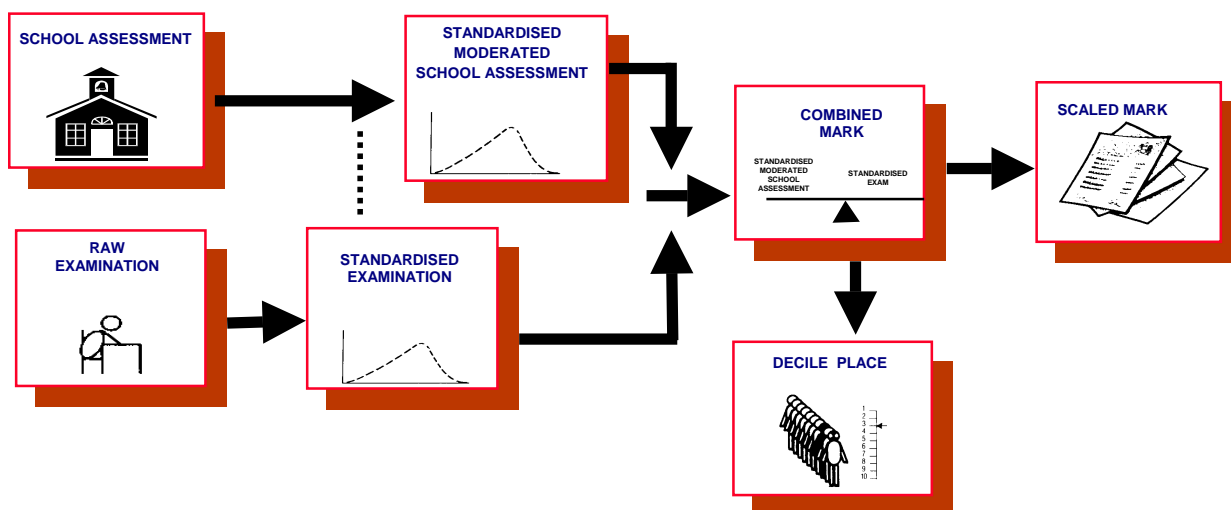
Notes on Table 4.11

Table 4.11 displays statistical data relating to the effectiveness of the 2005 Tertiary Entrance Examinations as assessment instruments for the purpose of university entrance. Statistics in parentheses are for the 2004 papers, and are included for comparison. The notes provided below should be read in conjunction with the table.

Since these statistics are intended to allow the reader to evaluate the TEE papers, rather than the candidates, summary statistics for papers set in other States (i.e. Japanese: Advanced and Modern Greek) are not stated. For these examinations some of the summary statistics are unavailable because only a limited set of marks was available to the Curriculum Council.

Column 2:	The *number of candidates* in WA in 2005 (2004 in parentheses).
Column 3:	The *mean* is the average percentage score achieved by candidates on the paper and acts as a rough measure of difficulty. Examining panels are instructed by the Curriculum Council to try to set a paper with a mean in the range 55-60. When the mean is outside this range, standardisation may change students' marks considerably.
Column 4:	The *range* is one plus the difference between the maximum and minimum percentage scores achieved by candidates. It is a measure of the spread of scores and use of the measurement scale. Examining panels are instructed to try to use the full measurement scale of 1 to 99 as this allows greater discrimination between students.
Column 5:	The *reliability* indicates how internally consistent the examination is. A high reliability is needed for candidates to be ranked accurately. A perfectly reliable examination would be completely free of errors of measurement and would produce the same candidate scores each time it was set and marked. A perfectly reliable examination would have all items measuring in the same dimension and would result in a reliability of 1.0. Where papers allow students a choice of questions between sections, or throughout the entire paper, it is not appropriate to calculate the reliability. The reliability is given for the paper as a whole and for the multiple-choice section where appropriate.
Column 6:	The Pearson correlation coefficient between the standardised examination marks and the standardised moderated school assessments provides the concurrent evidence for validity of the paper. A perfectly linear relationship between candidates' standardised examination marks and standardised moderated school assessments would result in a correlation of 1.0 and would be evidence that the examination measured the same achievements as were assessed in class by teachers.

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Table 1.1   Number of Schools with Students Enrolled in Upper Secondary Subjects, by School Sector, 2005

School Sector	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government*	123	128	135
Catholic	39	37	39
Other Independent**	54	55	59
Total	216	220	233

*   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, 2005

Other Independent 25%

Catholic 17%
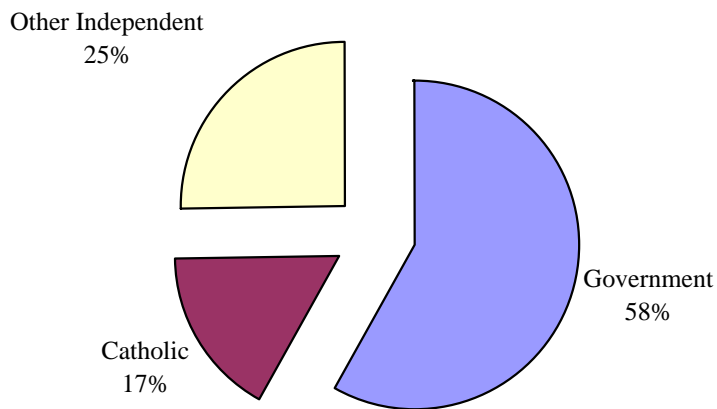
Government 58%

Curriculum Council

Table 1.2   Number of Students* in Year 11 and Year 12 by School Sector, 2005

School Sector	Year 11 Students	Year 12 Students	All Students
Government**	13646	11841	25487
Catholic	4780	4133	8913
Other Independent***	4794	4481	9275
Total	23220	20455	43675

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

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

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

Figure 1.2   Percentage of Year 11 and Year 12 Students by School Sector, 2005

Other Independent
21%

Catholic
20%

Government
59%
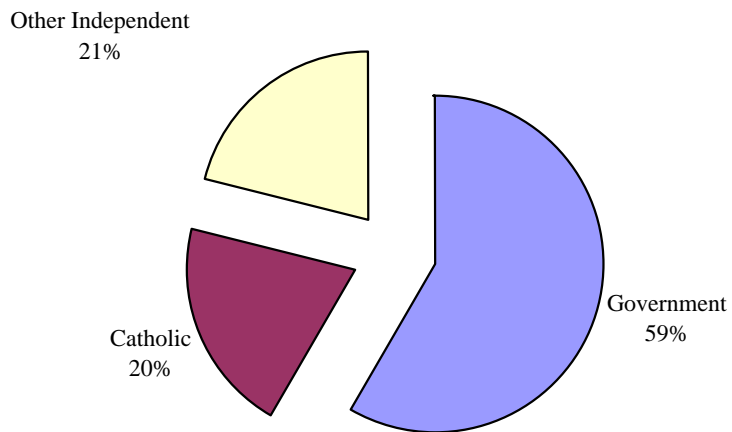
Curriculum Council

Table 1.3   Number of Year 12 Students who Completed Wholly School-assessed Subjects only,
1-3 TEE Subjects and 4 or more TEE Subjects, by School Sector, by Sex, 2005

School Sector	Sex of Student	Wholly School-assessed Subjects Only	1 - 3 TEE Subjects	4+ TEE Subjects	Total
Government*	Male	2347	866	2314	5527
	Female	2620	908	2722	6250
	Persons	4967	1774	5036	11777
Catholic	Male	582	243	1149	1974
	Female	581	226	1332	2139
	Persons	1163	469	2481	4113
Other Independent**	Male	309	199	1632	2140
	Female	352	182	1801	2335
	Persons	661	381	3433	4475
All Schools	Male	3238	1308	5095	9641
	Female	3553	1316	5855	10724
	Persons	6791	2624	10950	20365
	Persons Percentage	33.3%	12.9%	53.8%	

* This category includes secondary students studying at TAFE institutions.

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

Curriculum Council

Table 1.4   Composition of Year 12 Cohorts, 2004 - 2005

Category of Students	Year							
	2004				2005			
	Male	Female	Persons	%*	Male	Female	Persons	%*
"Repeating" Students**	374	362	736	3.7	348	328	676	3.3
"Re-entry" Students***	78	66	144	0.7	64	53	117	0.6
Mature-age Students****	193	277	470	2.3	170	214	384	1.9
Students who sat for four or more Tertiary Entrance Rank (TER) subjects*****	3809	5150	8959	44.5	4014	5137	9151	44.9
Students who sat for three or fewer TER subjects*****	5149	4732	9881	49.1	5081	5020	10101	49.6
Number of Year 12 students completing approved Year 12 subjects	9565	10549	20114		9641	10724	20365	

  *   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 2005 received a grade in it in 2004.

***   "Re-entry" students are Year 12 students who received a grade in at least one Curriculum Council approved Year 12 subject and had not
        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 2005

		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	119	117	115	517	3326	3799	441
		Female	0	141	150	153	596	4009	3577	461
		Persons	0	260	267	268	1113	7335	7376	902
	1	Male	309	24	16	46	241	452	170	47
		Female	249	18	23	54	292	626	289	69
		Persons	558	42	39	100	533	1078	459	116
	2	Male	180	20	12	34	52	34	17	7
		Female	146	21	15	50	90	43	14	8
		Persons	326	41	27	84	142	77	31	15
	3	Male	177	60	25	12	3	3	0	0
		Female	162	41	15	15	8	1	0	1
		Persons	339	101	40	27	11	4	0	1
	4	Male	453	143	49	4	1	0	0	0
		Female	351	192	66	1	0	2	0	0
		Persons	804	335	115	5	1	2	0	0
	5	Male	2024	458	16	0	0	0	0	0
		Female	1844	694	11	0	0	0	0	0
		Persons	3868	1152	27	0	0	0	0	0
	6	Male	6878	47	0	0	0	0	0	0
		Female	7197	116	1	0	0	0	0	0
		Persons	14075	163	1	0	0	0	0	0
	7 or More	Male	581	16	0	0	0	0	0	0
		Female	594	25	1	0	0	0	0	0
		Persons	1175	41	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 2005

Category of Students	Male	Female	Persons	Percentage of Eligible Cohort
Eligible for a Western Australian Certificate of Education (WACE)	8455	9440	17895	100.0%
Achieving a WACE	7981	9146	17127	95.7%
Not Achieving a WACE only on the English Language Competence Criterion	32	8	40	0.2%
Not Achieving a WACE on the Grade Criterion	442	286	728	4.1%

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

Curriculum Council

Table 1.7   Number of Exhibitions and Awards Granted in 2005

Type of Award	Male	Female	Number Awarded
Beazley Medal : TEE	1	0	1
Beazley Medal : VET	0	1	1
General Exhibition	23	17	40
Special General Award	0	2	2
Subject Exhibition: TER Subject	12	12	26*
Subject Exhibition: Wholly School-assessed Subject	8	19	27
Special Subject Award: TER Subject	0	2	2
Certificate of Distinction: TER Subject	84	111	240*
Certificate of Distinction: Wholly School-assessed Subject	40	89	137*
Special Certificate of Distinction: TER Subject	5	11	20*
Special Certificate of Distinction: Wholly School-assessed Subject	0	2	2
Certificate of Excellence	239	331	570

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

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

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

Curriculum Council

Table 1.8   Number of Full Fee Paying Overseas Students* in Year 11 and Year 12 by
School Sector, 2005

School Sector	Year 11 Students	Year 12 Students	All Students
Government	148	102	250
Catholic	85	66	151
Other Independent	456	576	1032
Total	689	744	1433

* 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, 2005

Government
17%

Catholic
11%

Other Independent
72%
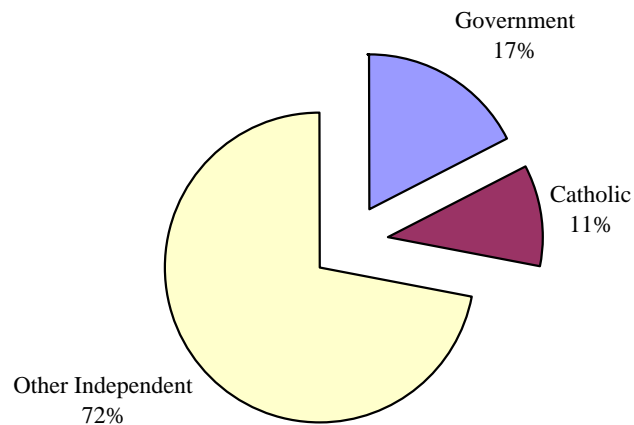
Curriculum Council

Table 1.9   Number of Full Fee Paying Overseas Students* Achieving a Western Australian Certificate of Education (WACE) in 2005

Category of Students	Male	Female	Persons	Percentage of Eligible Cohort
Eligible for a Western Australian Certificate of Education (WACE)	201	176	377	100.0%
Achieving a WACE	171	167	338	89.7%
Not Achieving a WACE only on the English Language Competence Criterion	2	0	2	0.5%
Not Achieving a WACE on the Grade Criterion	28	9	37	9.8%

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

Curriculum Council

Table 1.10   Number of Aboriginal and Torres Strait Islander Students* Achieving a Western Australian Certificate of Education (WACE), 2004 - 2005

School Sector	Year	
	2004	**2005**
Government	182	199
Catholic	56	76
Other Independent	25	31
Total	263	306

*   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/Course By School Type, 2005

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
ENGLISH								
English	4	74	4	1	35	44	0	162
English (Part A)	0	2	2	0	1	0	0	5
English (Part B)	0	2	2	0	1	1	0	6
English as a Second Language	0	15	1	0	12	15	2	45
English Literature	1	39	4	1	31	34	0	110
Senior English	3	74	1	1	34	39	0	152
Senior English (Part A)	0	2	4	0	1	0	0	7
Senior English (Part B)	0	3	4	0	1	0	0	8
Vocational English	15	70	4	8	19	8	0	124
HEALTH AND PHYSICAL EDUCATION								
Early Childhood Studies	2	39	2	0	22	18	0	83
Early Childhood Studies (Part A)	0	1	3	1	0	0	0	5
Early Childhood Studies (Part B)	0	2	3	1	0	0	0	6
Health Studies	1	26	1	1	1	1	0	31
Health Studies (Part A)	1	1	3	0	0	0	0	5
Health Studies (Part B)	0	2	3	0	0	0	0	5
Independent Living	1	31	2	0	10	9	0	53
Independent Living (Part A)	0	0	2	0	0	0	0	2
Independent Living (Part B)	0	0	2	0	0	0	0	2
Outdoor Education	2	46	2	0	15	13	0	78
Outdoor Education (Part A)	0	1	2	0	0	0	0	3
Outdoor Education (Part B)	0	0	2	0	0	0	0	2
Physical Education Studies	3	61	2	0	31	32	0	129
Physical Education Studies (Part A)	0	1	4	0	0	0	0	5
Physical Education Studies (Part B)	0	2	4	0	0	0	0	6
LANGUAGES OTHER THAN ENGLISH								
Arabic (CCAFL)	0	0	0	0	0	1	0	1
Chinese for Beginners	0	1	0	0	0	0	0	1
Chinese: Second Language	0	4	0	0	0	3	0	7
French	0	11	0	1	7	20	0	39
French for Beginners	0	1	0	1	0	2	0	4
German	0	6	0	0	0	4	0	10
Hebrew (CCAFL)	0	0	0	0	0	1	0	1
Indonesian: Second Language	0	5	1	1	8	12	1	28
Italian	0	13	0	1	20	4	0	38
Italian for Beginners	0	2	0	0	1	0	0	3
Japanese for Beginners	0	5	0	0	0	0	0	5
Japanese: Second Language	0	21	1	0	12	14	0	48

* 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/Course By School Type, 2005 (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	6	74	1	1	34	45	1	162
Foundations of Mathematics (Part A)	0	2	4	0	1	1	0	8
Foundations of Mathematics (Part B)	0	2	4	0	1	2	0	9
Geometry and Trigonometry	0	59	5	1	32	39	2	138
Introductory Calculus	0	73	5	1	34	43	2	158
Mathematics in Practice	9	73	1	1	34	40	0	158
Mathematics in Practice (Part A)	0	6	4	1	2	2	0	15
Mathematics in Practice (Part B)	0	10	3	0	4	2	0	19
Vocational Mathematics	10	43	4	7	5	3	0	72
SCIENCE								
Biology	0	55	5	1	24	32	1	118
Chemistry	0	72	5	1	35	43	2	158
Geology	0	3	0	0	0	0	0	3
Human Biology	3	75	5	1	36	42	0	162
Physical Science	0	17	1	0	5	4	0	27
Physics	0	69	1	1	34	42	2	149
Physics (Part A)	0	1	4	0	0	0	0	5
Physics (Part B)	0	1	4	0	0	0	0	5
Senior Science	2	63	1	1	28	32	0	127
Senior Science (Part A)	0	1	4	0	0	0	0	5
Senior Science (Part B)	0	2	4	0	0	0	0	6
SOCIETY AND ENVIRONMENT								
Ancient History	0	5	0	0	0	8	0	13
Beliefs and Values	0	0	0	0	0	1	0	1
Beliefs and Values (Part A)	0	0	0	0	0	1	0	1
Beliefs and Values (Part B)	0	0	0	0	1	1	0	2
Economics	0	56	5	1	31	34	2	129
Geography	2	74	1	1	32	42	0	152
Geography (Part A)	0	1	4	0	1	0	0	6
Geography (Part B)	0	1	4	0	1	0	0	6
History	2	69	5	1	36	41	0	154
History (Part A)	0	1	1	0	1	1	0	4
Law	0	6	2	0	3	1	0	12
Law (Part A)	0	0	2	0	0	0	0	2
Political and Legal Studies	0	22	5	0	18	23	0	68
Practical Geography	0	5	1	0	0	0	0	6
TECHNOLOGY AND ENTERPRISE								
Accounting	0	44	3	1	27	29	2	106
Administrative Systems	1	5	1	0	1	0	0	8
Animal Production and Marketing	0	8	0	0	1	0	0	9

* 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/Course By School Type, 2005 (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)								
Animal Production and Marketing (Part A)	1	1	0	0	0	0	0	2
Applied Technology	0	1	0	1	3	4	0	9
Automotive Workshop	1	26	2	1	3	2	0	35
Automotive Workshop (Part A)	0	5	0	0	0	0	0	5
Aviation (WACE course)	0	7	0	0	0	1	0	8
Building and Construction	0	23	1	0	3	0	0	27
Building and Construction (Part A)	0	3	0	0	0	0	0	3
Business Information Technology	1	43	3	0	14	6	0	67
Digital Media	2	54	5	0	28	26	0	115
Fabrics, Design and Technology	0	10	1	0	2	5	0	18
Farm Practice	0	6	0	0	1	0	0	7
Food Technology	0	2	2	0	0	3	0	7
Furniture Design and Technology	6	51	3	0	25	25	0	110
Graphics Technology	0	7	1	0	0	3	0	11
Information Systems	0	24	4	0	13	15	2	58
Management and Marketing	0	7	0	0	7	3	0	17
Metals Technology	0	38	1	0	12	7	0	58
Metals Technology (Part A)	0	4	0	0	0	0	0	4
Nautical Studies	0	4	1	0	0	1	0	6
Personal Information Technology	1	29	3	2	8	11	0	54
Plant Production and Marketing	0	8	0	0	1	0	0	9
Plant Production and Marketing (Part A)	1	1	0	0	0	0	0	2
Small Business Management and Enterprise	1	28	4	0	5	9	0	47
Small Business Management and Enterprise (Part A)	0	0	0	0	0	1	0	1
Systems Technology	0	15	3	1	2	5	0	26
Technical Graphics	1	37	0	1	19	15	0	73
Technical Graphics (Part A)	0	2	0	0	0	0	0	2
Visual Communication - Photography	1	44	4	1	2	8	0	60
THE ARTS								
Art	0	56	5	1	33	32	1	128
Art and Design	8	75	5	1	36	41	0	166
Art and Design (Part A)	0	0	1	0	0	0	0	1
Ballet Studies	0	2	0	0	1	0	0	3
Dance Studies	0	46	3	0	3	7	0	59
Drama	0	61	4	0	26	31	0	122
Drama (Part A)	0	0	1	0	0	0	0	1
Drama Studies	0	54	5	0	24	34	1	118
Media Studies	1	36	3	0	6	15	0	61
Media Studies (Part A)	0	1	2	0	0	0	0	3
Media Studies (Part B)	0	0	2	0	0	0	0	2
Music	0	30	0	0	22	22	0	74
Music in Society	1	38	4	0	13	11	0	67
Music in Society (Part A)	0	11	0	0	0	0	0	11

* 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/Course By School Type, 2005 (Cont)

Subjects within Industry Related Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
VOCATIONAL EDUCATION								
ACROSS INDUSTRY STUDIES								
Career and Industry Awareness	9	36	3	5	4	11	0	68
SWL Generic Skills	21	82	5	18	35	42	0	203
Work Studies	3	50	2	1	20	17	0	93
Work Studies (Part A)	0	2	1	0	1	0	0	4
Work Studies (Part B)	0	2	1	0	0	0	0	3
ARTS AND RELATED TECHNOLOGIES								
Audio Visual Production - Radio	0	5	2	0	0	0	0	7
Audio Visual Production - Video	0	6	2	0	0	0	0	8
Video Production - TV Studio	0	6	3	0	0	0	0	9
Video Production - Video Location	0	5	1	0	0	0	0	6
BUSINESS AND CLERICAL								
Business Financial Management	0	8	2	0	1	0	0	11
Computer Fundamentals	6	31	4	0	4	3	0	48
Computerised Accounting	0	2	1	0	1	0	0	4
Financial Procedures and Records Management	0	8	0	1	2	1	0	12
Introduction to Workplace Skills	0	3	0	1	0	0	0	4
Keyboard Operations - Application	0	6	1	1	2	3	0	13
Keyboard Operations - Technique	1	8	2	1	1	2	0	15
Office Administration	0	9	0	1	1	0	0	11
Politics, Law and the Workplace	0	0	0	0	0	1	0	1
ELECTRICAL/ELECTRONICS								
Electrical Foundations	0	0	0	0	1	0	0	1
Test Equipment and Power Supplies	0	0	0	0	1	0	0	1
HEALTH AND COMMUNITY SERVICES								
Child Care	0	11	0	0	0	0	0	11
The Study of Teaching	0	3	0	0	0	0	0	3
Vocational Community Networking 1	0	3	0	0	0	0	0	3
Vocational Community Networking 2	0	3	0	0	0	1	0	4
HOSPITALITY TRAVEL AND TOURISM								
Aspects of the Tourism Industry (Part A)	2	28	4	1	3	2	0	40
Aspects of the Tourism Industry (Part B)	0	21	5	1	1	2	0	30
Catering	1	27	2	0	1	2	0	33
Computer Fund. for Hospitality & Tourism	0	1	0	1	1	0	0	3

* 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/Course By School Type, 2005 (Cont)

Subjects within Industry Related Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
VOCATIONAL EDUCATION (Cont)								
HOSPITALITY TRAVEL AND TOURISM (Cont)								
Food Production	4	54	3	0	19	16	0	96
Food Science and Nutrition	0	1	0	0	0	0	0	1
Workplace and Health Issues	1	4	1	0	0	0	0	6
LIGHT MANUFACTURING								
Composite Materials	0	1	0	0	0	0	0	1
Wood Fabrication	0	17	3	0	3	1	0	24
Wood Fabrication - Introduction	0	3	1	0	0	0	0	4
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)								
Computer Assisted Drawing and Design	0	3	3	0	0	0	0	6
General Workshop	3	21	2	0	1	1	0	28
Metal Machinery and Fabrication - Introduction	0	2	0	0	0	0	0	2
Metal Machining and Fabrication	0	8	2	0	2	0	0	12
Trade Drawing	0	13	0	1	0	0	0	14
MINING								
Computer Fundamentals in Mining Industry	0	0	1	0	0	0	0	1
O H & S in the Mineral Industry	0	1	0	0	0	0	0	1
PRIMARY INDUSTRIES								
Animal Husbandry and Enterprise - Equine	0	1	0	0	0	0	0	1
Animal Production and Enterprise - Introduction	0	1	0	0	0	1	0	2
Applied Land & Resource Management-Intro	0	2	0	0	0	0	0	2
Facilities Development	0	1	0	0	0	0	0	1
Plant Production and Enterprise	0	1	0	0	0	0	0	1
Plant Production and Enterprise - Introduction	0	1	0	0	0	1	0	2
SPORT AND RECREATION								
Recreation and Leisure Industry Studies 1	0	2	0	0	0	0	0	2
Recreation and Leisure Industry Studies 2	0	2	0	0	0	0	0	2
Sport Specific Skills and Training	0	7	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

* Does not include Semesterised or Vocational Subjects.

Number of Students

160742_1.XLS Fig 2.1 (1)

Curriculum Council

Figure 2.1   Number of Students Who Completed Year 11 Subjects*, by Sex, 2005 (Cont)

* Does not include Semesterised or Vocational Subjects.

Number of Students

Curriculum Council

Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005

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.	249	928	2663	650	130	4620	
		%	5.39	20.09	57.64	14.07	2.81		
	Female	NO.	592	1620	2477	435	53	5177	
		%	11.44	31.29	47.85	8.4	1.02		
	Persons	NO.	841	2548	5140	1085	183	9797	
		%	8.58	26.01	52.47	11.07	1.87		41.94
English (Part A)	Male	NO.	2	20	72	24	7	125	
		%	1.6	16	57.6	19.2	5.6		
	Female	NO.	4	30	88	27	4	153	
		%	2.61	19.61	57.52	17.65	2.61		
	Persons	NO.	6	50	160	51	11	278	
		%	2.16	17.99	57.55	18.35	3.96		1.19
English (Part B)	Male	NO.	7	26	59	21	6	119	
		%	5.88	21.85	49.58	17.65	5.04		
	Female	NO.	5	42	69	16	4	136	
		%	3.68	30.88	50.74	11.76	2.94		
	Persons	NO.	12	68	128	37	10	255	
		%	4.71	26.67	50.2	14.51	3.92		1.09
English as a Second Language	Male	NO.	32	90	189	53	22	386	
		%	8.29	23.32	48.96	13.73	5.7		
	Female	NO.	35	105	148	31	11	330	
		%	10.61	31.82	44.85	9.39	3.33		
	Persons	NO.	67	195	337	84	33	716	
		%	9.36	27.23	47.07	11.73	4.61		3.06
English Literature	Male	NO.	129	272	288	19	3	711	
		%	18.14	38.26	40.51	2.67	0.42		
	Female	NO.	366	614	517	38	16	1551	
		%	23.6	39.59	33.33	2.45	1.03		
	Persons	NO.	495	886	805	57	19	2262	
		%	21.88	39.17	35.59	2.52	0.84		9.68
Senior English	Male	NO.	155	1099	1390	171	102	2917	
		%	5.31	37.68	47.65	5.86	3.5		
	Female	NO.	446	1351	811	105	43	2756	
		%	16.18	49.02	29.43	3.81	1.56		
	Persons	NO.	601	2450	2201	276	145	5673	
		%	10.59	43.19	38.8	4.87	2.56		24.28
Senior English (Part A)	Male	NO.	12	72	109	26	6	225	
		%	5.33	32	48.44	11.56	2.67		
	Female	NO.	31	112	74	20	10	247	
		%	12.55	45.34	29.96	8.1	4.05		
	Persons	NO.	43	184	183	46	16	472	
		%	9.11	38.98	38.77	9.75	3.39		2.02
Senior English (Part B)	Male	NO.	25	84	95	19	10	233	
		%	10.73	36.05	40.77	8.15	4.29		
	Female	NO.	70	108	57	10	12	257	
		%	27.24	42.02	22.18	3.89	4.67		
	Persons	NO.	95	192	152	29	22	490	
		%	19.39	39.18	31.02	5.92	4.49		2.09

Curriculum Council

Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (Cont)

Subjects within Learning Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population
			A	B	C	D	E		
ENGLISH (Cont)									
Vocational English	Male	NO.	124	627	918	128	72	1869	
		%	6.63	33.55	49.12	6.85	3.85		
	Female	NO.	165	543	404	60	24	1196	
		%	13.8	45.4	33.78	5.02	2.01		
	Persons	NO.	289	1170	1322	188	96	3065	
		%	9.43	38.17	43.13	6.13	3.13		13.12
HEALTH AND PHYSICAL EDUCATION									
Early Childhood Studies	Male	NO.	1	2	5	1	0	9	
		%	11.11	22.22	55.56	11.11	0		
	Female	NO.	269	638	414	81	13	1415	
		%	19.01	45.09	29.26	5.72	0.92		
	Persons	NO.	270	640	419	82	13	1424	
		%	18.96	44.94	29.42	5.76	0.91		6.09
Early Childhood Studies (Part A)	Male	NO.	0	0	2	1	0	3	
		%	0	0	66.67	33.33	0		
	Female	NO.	9	18	19	6	3	55	
		%	16.36	32.73	34.55	10.91	5.45		
	Persons	NO.	9	18	21	7	3	58	
		%	15.52	31.03	36.21	12.07	5.17		0.24
Early Childhood Studies (Part B)	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	14	21	13	0	2	50	
		%	28	42	26	0	4		
	Persons	NO.	14	21	14	0	2	51	
		%	27.45	41.18	27.45	0	3.92		0.21
Health Studies	Male	NO.	19	73	70	13	3	178	
		%	10.67	41.01	39.33	7.3	1.69		
	Female	NO.	130	217	92	29	4	472	
		%	27.54	45.97	19.49	6.14	0.85		
	Persons	NO.	149	290	162	42	7	650	
		%	22.92	44.62	24.92	6.46	1.08		2.78
Health Studies (Part A)	Male	NO.	0	8	14	5	1	28	
		%	0	28.57	50	17.86	3.57		
	Female	NO.	11	37	31	4	0	83	
		%	13.25	44.58	37.35	4.82	0		
	Persons	NO.	11	45	45	9	1	111	
		%	9.91	40.54	40.54	8.11	0.9		0.47
Health Studies (Part B)	Male	NO.	1	1	13	5	1	21	
		%	4.76	4.76	61.9	23.81	4.76		
	Female	NO.	20	30	26	5	1	82	
		%	24.39	36.59	31.71	6.1	1.22		
	Persons	NO.	21	31	39	10	2	103	
		%	20.39	30.1	37.86	9.71	1.94		0.44
Independent Living	Male	NO.	8	52	104	35	14	213	
		%	3.76	24.41	48.83	16.43	6.57		
	Female	NO.	115	333	216	61	24	749	
		%	15.35	44.46	28.84	8.14	3.2		
	Persons	NO.	123	385	320	96	38	962	
		%	12.79	40.02	33.26	9.98	3.95		4.11

Curriculum Council

Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (Cont)

Subjects within Learning Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population
			A	B	C	D	E		
HEALTH AND PHYSICAL EDUCATION (Cont)									
Independent Living (Part A)	Male	NO.	0	0	1	3	2	6	
		%	0	0	16.67	50	33.33		
	Female	NO.	1	6	9	5	4	25	
		%	4	24	36	20	16		
	Persons	NO.	1	6	10	8	6	31	
		%	3.23	19.35	32.26	25.81	19.35		0.13
Independent Living (Part B)	Male	NO.	0	1	0	2	0	3	
		%	0	33.33	0	66.67	0		
	Female	NO.	3	10	6	4	3	26	
		%	11.54	38.46	23.08	15.38	11.54		
	Persons	NO.	3	11	6	6	3	29	
		%	10.34	37.93	20.69	20.69	10.34		0.12
Outdoor Education	Male	NO.	141	502	246	120	53	1062	
		%	13.28	47.27	23.16	11.3	4.99		
	Female	NO.	137	340	124	47	11	659	
		%	20.79	51.59	18.82	7.13	1.67		
	Persons	NO.	278	842	370	167	64	1721	
		%	16.15	48.93	21.5	9.7	3.72		7.36
Outdoor Education (Part A)	Male	NO.	10	51	28	14	5	108	
		%	9.26	47.22	25.93	12.96	4.63		
	Female	NO.	5	22	31	8	2	68	
		%	7.35	32.35	45.59	11.76	2.94		
	Persons	NO.	15	73	59	22	7	176	
		%	8.52	41.48	33.52	12.5	3.98		0.75
Outdoor Education (Part B)	Male	NO.	19	69	23	1	3	115	
		%	16.52	60	20	0.87	2.61		
	Female	NO.	7	39	14	3	0	63	
		%	11.11	61.9	22.22	4.76	0		
	Persons	NO.	26	108	37	4	3	178	
		%	14.61	60.67	20.79	2.25	1.69		0.76
Physical Education Studies	Male	NO.	462	1171	449	229	40	2351	
		%	19.65	49.81	19.1	9.74	1.7		
	Female	NO.	332	656	278	59	15	1340	
		%	24.78	48.96	20.75	4.4	1.12		
	Persons	NO.	794	1827	727	288	55	3691	
		%	21.51	49.5	19.7	7.8	1.49		15.8
Physical Education Studies (Part A)	Male	NO.	12	41	22	8	1	84	
		%	14.29	48.81	26.19	9.52	1.19		
	Female	NO.	5	24	21	8	1	59	
		%	8.47	40.68	35.59	13.56	1.69		
	Persons	NO.	17	65	43	16	2	143	
		%	11.89	45.45	30.07	11.19	1.4		0.61
Physical Education Studies (Part B)	Male	NO.	21	44	16	9	0	90	
		%	23.33	48.89	17.78	10	0		
	Female	NO.	5	32	20	3	4	64	
		%	7.81	50	31.25	4.69	6.25		
	Persons	NO.	26	76	36	12	4	154	
		%	16.88	49.35	23.38	7.79	2.6		0.65

Curriculum Council

Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (Cont)

Subjects within Learning Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population
			A	B	C	D	E		
LANGUAGES OTHER THAN ENGLISH									
Arabic (CCAFL)	Male	NO.	3	1	1	0	0	5	
		%	60	20	20	0	0		
	Female	NO.	6	2	1	0	1	10	
		%	60	20	10	0	10		
	Persons	NO.	9	3	2	0	1	15	
		%	60	20	13.33	0	6.67		0.06
Chinese for Beginners	Male	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	0	1	0	0	2	
		%	50	0	50	0	0		0
Chinese: Second Language	Male	NO.	9	10	9	2	0	30	
		%	30	33.33	30	6.67	0		
	Female	NO.	25	8	6	1	1	41	
		%	60.98	19.51	14.63	2.44	2.44		
	Persons	NO.	34	18	15	3	1	71	
		%	47.89	25.35	21.13	4.23	1.41		0.3
French	Male	NO.	21	45	43	13	1	123	
		%	17.07	36.59	34.96	10.57	0.81		
	Female	NO.	73	110	128	19	1	331	
		%	22.05	33.23	38.67	5.74	0.3		
	Persons	NO.	94	155	171	32	2	454	
		%	20.7	34.14	37.67	7.05	0.44		1.94
French for Beginners	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	2	5	3	2	0	12	
		%	16.67	41.67	25	16.67	0		
	Persons	NO.	2	6	3	2	0	13	
		%	15.38	46.15	23.08	15.38	0		0.05
German	Male	NO.	9	14	11	3	0	37	
		%	24.32	37.84	29.73	8.11	0		
	Female	NO.	16	16	10	5	0	47	
		%	34.04	34.04	21.28	10.64	0		
	Persons	NO.	25	30	21	8	0	84	
		%	29.76	35.71	25	9.52	0		0.35
Hebrew (CCAFL)	Male	NO.	1	3	0	0	0	4	
		%	25	75	0	0	0		
	Female	NO.	1	2	0	0	0	3	
		%	33.33	66.67	0	0	0		
	Persons	NO.	2	5	0	0	0	7	
		%	28.57	71.43	0	0	0		0.02
Indonesian: Second Language	Male	NO.	16	45	59	7	1	128	
		%	12.5	35.16	46.09	5.47	0.78		
	Female	NO.	34	72	39	18	3	166	
		%	20.48	43.37	23.49	10.84	1.81		
	Persons	NO.	50	117	98	25	4	294	
		%	17.01	39.8	33.33	8.5	1.36		1.25

Curriculum Council

Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (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)									
Italian	Male	NO.	10	12	34	13	4	73	
		%	13.7	16.44	46.58	17.81	5.48		
	Female	NO.	46	80	140	30	2	298	
		%	15.44	26.85	46.98	10.07	0.67		
	Persons	NO.	56	92	174	43	6	371	
		%	15.09	24.8	46.9	11.59	1.62		1.58
Italian for Beginners	Male	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Female	NO.	2	8	4	2	0	16	
		%	12.5	50	25	12.5	0		
	Persons	NO.	2	8	7	2	0	19	
		%	10.53	42.11	36.84	10.53	0		0.08
Japanese for Beginners	Male	NO.	0	2	4	1	1	8	
		%	0	25	50	12.5	12.5		
	Female	NO.	6	6	5	0	0	17	
		%	35.29	35.29	29.41	0	0		
	Persons	NO.	6	8	9	1	1	25	
		%	24	32	36	4	4		0.1
Japanese: Second Language	Male	NO.	22	28	35	10	2	97	
		%	22.68	28.87	36.08	10.31	2.06		
	Female	NO.	60	73	70	27	2	232	
		%	25.86	31.47	30.17	11.64	0.86		
	Persons	NO.	82	101	105	37	4	329	
		%	24.92	30.7	31.91	11.25	1.22		1.4
MATHEMATICS									
Foundations of Mathematics	Male	NO.	482	765	1255	489	187	3178	
		%	15.17	24.07	39.49	15.39	5.88		
	Female	NO.	590	994	1641	625	218	4068	
		%	14.5	24.43	40.34	15.36	5.36		
	Persons	NO.	1072	1759	2896	1114	405	7246	
		%	14.79	24.28	39.97	15.37	5.59		31.02
Foundations of Mathematics (Part A)	Male	NO.	23	36	73	64	40	236	
		%	9.75	15.25	30.93	27.12	16.95		
	Female	NO.	34	41	79	52	51	257	
		%	13.23	15.95	30.74	20.23	19.84		
	Persons	NO.	57	77	152	116	91	493	
		%	11.56	15.62	30.83	23.53	18.46		2.11
Foundations of Mathematics (Part B)	Male	NO.	16	42	52	57	28	195	
		%	8.21	21.54	26.67	29.23	14.36		
	Female	NO.	28	51	66	46	24	215	
		%	13.02	23.72	30.7	21.4	11.16		
	Persons	NO.	44	93	118	103	52	410	
		%	10.73	22.68	28.78	25.12	12.68		1.75
Geometry and Trigonometry	Male	NO.	286	298	447	183	84	1298	
		%	22.03	22.96	34.44	14.1	6.47		
	Female	NO.	176	143	183	65	16	583	
		%	30.19	24.53	31.39	11.15	2.74		
	Persons	NO.	462	441	630	248	100	1881	
		%	24.56	23.44	33.49	13.18	5.32		8.05

Curriculum Council

Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (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)									
Introductory Calculus	Male	NO.	619	642	1042	578	213	3094	
		%	20.01	20.75	33.68	18.68	6.88		
	Female	NO.	511	538	916	429	107	2501	
		%	20.43	21.51	36.63	17.15	4.28		
	Persons	NO.	1130	1180	1958	1007	320	5595	
		%	20.2	21.09	35	18	5.72		23.95
Mathematics in Practice	Male	NO.	183	884	1093	200	168	2528	
		%	7.24	34.97	43.24	7.91	6.65		
	Female	NO.	328	1023	847	146	93	2437	
		%	13.46	41.98	34.76	5.99	3.82		
	Persons	NO.	511	1907	1940	346	261	4965	
		%	10.29	38.41	39.07	6.97	5.26		21.25
Mathematics in Practice (Part A)	Male	NO.	15	103	172	41	46	377	
		%	3.98	27.32	45.62	10.88	12.2		
	Female	NO.	28	128	113	20	31	320	
		%	8.75	40	35.31	6.25	9.69		
	Persons	NO.	43	231	285	61	77	697	
		%	6.17	33.14	40.89	8.75	11.05		2.98
Mathematics in Practice (Part B)	Male	NO.	40	118	136	22	33	349	
		%	11.46	33.81	38.97	6.3	9.46		
	Female	NO.	35	93	59	17	21	225	
		%	15.56	41.33	26.22	7.56	9.33		
	Persons	NO.	75	211	195	39	54	574	
		%	13.07	36.76	33.97	6.79	9.41		2.45
Vocational Mathematics	Male	NO.	108	344	478	138	66	1134	
		%	9.52	30.34	42.15	12.17	5.82		
	Female	NO.	132	273	258	68	45	776	
		%	17.01	35.18	33.25	8.76	5.8		
	Persons	NO.	240	617	736	206	111	1910	
		%	12.57	32.3	38.53	10.79	5.81		8.17
SCIENCE									
Biology	Male	NO.	93	203	422	127	29	874	
		%	10.64	23.23	48.28	14.53	3.32		
	Female	NO.	266	382	455	131	27	1261	
		%	21.09	30.29	36.08	10.39	2.14		
	Persons	NO.	359	585	877	258	56	2135	
		%	16.81	27.4	41.08	12.08	2.62		9.14
Chemistry	Male	NO.	482	487	944	493	165	2571	
		%	18.75	18.94	36.72	19.18	6.42		
	Female	NO.	496	473	829	385	144	2327	
		%	21.31	20.33	35.63	16.54	6.19		
	Persons	NO.	978	960	1773	878	309	4898	
		%	19.97	19.6	36.2	17.93	6.31		20.96
Geology	Male	NO.	3	5	10	2	0	20	
		%	15	25	50	10	0		
	Female	NO.	4	1	4	0	0	9	
		%	44.44	11.11	44.44	0	0		
	Persons	NO.	7	6	14	2	0	29	
		%	24.14	20.69	48.28	6.9	0		0.12

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Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (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)									
Human Biology	Male	NO.	200	353	874	338	73	1838	
		%	10.88	19.21	47.55	18.39	3.97		
	Female	NO.	673	984	1637	675	139	4108	
		%	16.38	23.95	39.85	16.43	3.38		
	Persons	NO.	873	1337	2511	1013	212	5946	
		%	14.68	22.49	42.23	17.04	3.57		25.45
Physical Science	Male	NO.	18	35	94	30	23	200	
		%	9	17.5	47	15	11.5		
	Female	NO.	24	61	70	33	9	197	
		%	12.18	30.96	35.53	16.75	4.57		
	Persons	NO.	42	96	164	63	32	397	
		%	10.58	24.18	41.31	15.87	8.06		1.69
Physics	Male	NO.	557	572	864	360	137	2490	
		%	22.37	22.97	34.7	14.46	5.5		
	Female	NO.	305	299	426	124	50	1204	
		%	25.33	24.83	35.38	10.3	4.15		
	Persons	NO.	862	871	1290	484	187	3694	
		%	23.34	23.58	34.92	13.1	5.06		15.81
Physics (Part A)	Male	NO.	7	18	23	15	7	70	
		%	10	25.71	32.86	21.43	10		
	Female	NO.	3	8	5	6	3	25	
		%	12	32	20	24	12		
	Persons	NO.	10	26	28	21	10	95	
		%	10.53	27.37	29.47	22.11	10.53		0.4
Physics (Part B)	Male	NO.	11	13	28	13	9	74	
		%	14.86	17.57	37.84	17.57	12.16		
	Female	NO.	4	6	3	5	0	18	
		%	22.22	33.33	16.67	27.78	0		
	Persons	NO.	15	19	31	18	9	92	
		%	16.3	20.65	33.7	19.57	9.78		0.39
Senior Science	Male	NO.	82	544	532	165	50	1373	
		%	5.97	39.62	38.75	12.02	3.64		
	Female	NO.	138	504	347	77	21	1087	
		%	12.7	46.37	31.92	7.08	1.93		
	Persons	NO.	220	1048	879	242	71	2460	
		%	8.94	42.6	35.73	9.84	2.89		10.53
Senior Science (Part A)	Male	NO.	3	31	41	10	6	91	
		%	3.3	34.07	45.05	10.99	6.59		
	Female	NO.	7	33	24	6	4	74	
		%	9.46	44.59	32.43	8.11	5.41		
	Persons	NO.	10	64	65	16	10	165	
		%	6.06	38.79	39.39	9.7	6.06		0.7
Senior Science (Part B)	Male	NO.	7	45	38	8	4	102	
		%	6.86	44.12	37.25	7.84	3.92		
	Female	NO.	10	42	16	8	7	83	
		%	12.05	50.6	19.28	9.64	8.43		
	Persons	NO.	17	87	54	16	11	185	
		%	9.19	47.03	29.19	8.65	5.95		0.79

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Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (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									
Ancient History	Male	NO.	21	25	51	12	5	114	
		%	18.42	21.93	44.74	10.53	4.39		
	Female	NO.	31	42	45	12	5	135	
		%	22.96	31.11	33.33	8.89	3.7		
	Persons	NO.	52	67	96	24	10	249	
		%	20.88	26.91	38.55	9.64	4.02		1.06
Beliefs and Values	Male	NO.	0	1	1	1	0	3	
		%	0	33.33	33.33	33.33	0		
	Female	NO.	0	0	3	2	0	5	
		%	0	0	60	40	0		
	Persons	NO.	0	1	4	3	0	8	
		%	0	12.5	50	37.5	0		0.03
Beliefs and Values (Part A)	Male	NO.	2	3	17	1	0	23	
		%	8.7	13.04	73.91	4.35	0		
	Female	NO.	4	12	9	0	1	26	
		%	15.38	46.15	34.62	0	3.85		
	Persons	NO.	6	15	26	1	1	49	
		%	12.24	30.61	53.06	2.04	2.04		0.2
Beliefs and Values (Part B)	Male	NO.	3	8	18	12	14	55	
		%	5.45	14.55	32.73	21.82	25.45		
	Female	NO.	63	76	16	3	2	160	
		%	39.38	47.5	10	1.88	1.25		
	Persons	NO.	66	84	34	15	16	215	
		%	30.7	39.07	15.81	6.98	7.44		0.92
Economics	Male	NO.	340	468	752	257	85	1902	
		%	17.88	24.61	39.54	13.51	4.47		
	Female	NO.	294	347	524	138	52	1355	
		%	21.7	25.61	38.67	10.18	3.84		
	Persons	NO.	634	815	1276	395	137	3257	
		%	19.47	25.02	39.18	12.13	4.21		13.94
Geography	Male	NO.	216	477	847	264	54	1858	
		%	11.63	25.67	45.59	14.21	2.91		
	Female	NO.	300	582	952	259	37	2130	
		%	14.08	27.32	44.69	12.16	1.74		
	Persons	NO.	516	1059	1799	523	91	3988	
		%	12.94	26.55	45.11	13.11	2.28		17.07
Geography (Part A)	Male	NO.	7	14	33	9	1	64	
		%	10.94	21.88	51.56	14.06	1.56		
	Female	NO.	13	20	32	13	5	83	
		%	15.66	24.1	38.55	15.66	6.02		
	Persons	NO.	20	34	65	22	6	147	
		%	13.61	23.13	44.22	14.97	4.08		0.62
Geography (Part B)	Male	NO.	9	14	30	17	0	70	
		%	12.86	20	42.86	24.29	0		
	Female	NO.	15	24	27	12	3	81	
		%	18.52	29.63	33.33	14.81	3.7		
	Persons	NO.	24	38	57	29	3	151	
		%	15.89	25.17	37.75	19.21	1.99		0.64

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Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (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)									
History	Male	NO.	180	335	592	140	39	1286	
		%	14	26.05	46.03	10.89	3.03		
	Female	NO.	436	774	999	184	36	2429	
		%	17.95	31.86	41.13	7.58	1.48		
	Persons	NO.	616	1109	1591	324	75	3715	
		%	16.58	29.85	42.83	8.72	2.02		15.9
History (Part A)	Male	NO.	0	0	3	3	3	9	
		%	0	0	33.33	33.33	33.33		
	Female	NO.	1	1	6	2	2	12	
		%	8.33	8.33	50	16.67	16.67		
	Persons	NO.	1	1	9	5	5	21	
		%	4.76	4.76	42.86	23.81	23.81		0.08
Law	Male	NO.	4	18	18	6	3	49	
		%	8.16	36.73	36.73	12.24	6.12		
	Female	NO.	14	42	38	7	0	101	
		%	13.86	41.58	37.62	6.93	0		
	Persons	NO.	18	60	56	13	3	150	
		%	12	40	37.33	8.67	2		0.64
Law (Part A)	Male	NO.	1	0	5	0	0	6	
		%	16.67	0	83.33	0	0		
	Female	NO.	0	1	0	1	0	2	
		%	0	50	0	50	0		
	Persons	NO.	1	1	5	1	0	8	
		%	12.5	12.5	62.5	12.5	0		0.03
Political and Legal Studies	Male	NO.	70	120	196	58	22	466	
		%	15.02	25.75	42.06	12.45	4.72		
	Female	NO.	202	247	302	100	25	876	
		%	23.06	28.2	34.47	11.42	2.85		
	Persons	NO.	272	367	498	158	47	1342	
		%	20.27	27.35	37.11	11.77	3.5		5.74
Practical Geography	Male	NO.	2	11	15	1	0	29	
		%	6.9	37.93	51.72	3.45	0		
	Female	NO.	5	13	15	1	0	34	
		%	14.71	38.24	44.12	2.94	0		
	Persons	NO.	7	24	30	2	0	63	
		%	11.11	38.1	47.62	3.17	0		0.26
TECHNOLOGY AND ENTERPRISE									
Accounting	Male	NO.	184	244	367	247	133	1175	
		%	15.66	20.77	31.23	21.02	11.32		
	Female	NO.	237	318	409	182	88	1234	
		%	19.21	25.77	33.14	14.75	7.13		
	Persons	NO.	421	562	776	429	221	2409	
		%	17.48	23.33	32.21	17.81	9.17		10.31
Administrative Systems	Male	NO.	2	5	15	5	1	28	
		%	7.14	17.86	53.57	17.86	3.57		
	Female	NO.	13	25	27	2	1	68	
		%	19.12	36.76	39.71	2.94	1.47		
	Persons	NO.	15	30	42	7	2	96	
		%	15.63	31.25	43.75	7.29	2.08		0.41

Curriculum Council

Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (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	Male	NO.	31	73	50	15	10	179	
		%	17.32	40.78	27.93	8.38	5.59		
	Female	NO.	17	41	15	3	2	78	
		%	21.79	52.56	19.23	3.85	2.56		
	Persons	NO.	48	114	65	18	12	257	
		%	18.68	44.36	25.29	7	4.67		1.1
Animal Production and Marketing (Part A)	Male	NO.	0	6	7	1	0	14	
		%	0	42.86	50	7.14	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	6	7	1	0	14	
		%	0	42.86	50	7.14	0		0.05
Applied Technology	Male	NO.	9	68	62	11	3	153	
		%	5.88	44.44	40.52	7.19	1.96		
	Female	NO.	4	2	3	0	0	9	
		%	44.44	22.22	33.33	0	0		
	Persons	NO.	13	70	65	11	3	162	
		%	8.02	43.21	40.12	6.79	1.85		0.69
Automotive Workshop	Male	NO.	49	176	202	53	21	501	
		%	9.78	35.13	40.32	10.58	4.19		
	Female	NO.	2	4	12	7	2	27	
		%	7.41	14.81	44.44	25.93	7.41		
	Persons	NO.	51	180	214	60	23	528	
		%	9.66	34.09	40.53	11.36	4.36		2.26
Automotive Workshop (Part A)	Male	NO.	4	14	30	9	4	61	
		%	6.56	22.95	49.18	14.75	6.56		
	Female	NO.	0	1	0	1	0	2	
		%	0	50	0	50	0		
	Persons	NO.	4	15	30	10	4	63	
		%	6.35	23.81	47.62	15.87	6.35		0.26
Building and Construction	Male	NO.	22	178	144	32	15	391	
		%	5.63	45.52	36.83	8.18	3.84		
	Female	NO.	0	0	2	1	3	6	
		%	0	0	33.33	16.67	50		
	Persons	NO.	22	178	146	33	18	397	
		%	5.54	44.84	36.78	8.31	4.53		1.69
Building and Construction (Part A)	Male	NO.	1	10	14	0	0	25	
		%	4	40	56	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	10	14	0	0	25	
		%	4	40	56	0	0		0.1
Business Information Technology	Male	NO.	60	179	264	88	23	614	
		%	9.77	29.15	43	14.33	3.75		
	Female	NO.	130	307	245	56	29	767	
		%	16.95	40.03	31.94	7.3	3.78		
	Persons	NO.	190	486	509	144	52	1381	
		%	13.76	35.19	36.86	10.43	3.77		5.91

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Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (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)									
Digital Media	Male	NO.	121	532	636	178	48	1515	
		%	7.99	35.12	41.98	11.75	3.17		
	Female	NO.	130	303	227	52	20	732	
		%	17.76	41.39	31.01	7.1	2.73		
	Persons	NO.	251	835	863	230	68	2247	
		%	11.17	37.16	38.41	10.24	3.03		9.61
Fabrics, Design and Technology	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	42	92	45	29	4	212	
		%	19.81	43.4	21.23	13.68	1.89		
	Persons	NO.	42	93	46	29	4	214	
		%	19.63	43.46	21.5	13.55	1.87		0.91
Farm Practice	Male	NO.	15	35	13	4	1	68	
		%	22.06	51.47	19.12	5.88	1.47		
	Female	NO.	7	16	15	0	1	39	
		%	17.95	41.03	38.46	0	2.56		
	Persons	NO.	22	51	28	4	2	107	
		%	20.56	47.66	26.17	3.74	1.87		0.45
Food Technology	Male	NO.	1	7	25	5	2	40	
		%	2.5	17.5	62.5	12.5	5		
	Female	NO.	6	35	29	9	1	80	
		%	7.5	43.75	36.25	11.25	1.25		
	Persons	NO.	7	42	54	14	3	120	
		%	5.83	35	45	11.67	2.5		0.51
Furniture Design and Technology	Male	NO.	166	497	571	157	40	1431	
		%	11.6	34.73	39.9	10.97	2.8		
	Female	NO.	13	61	56	13	3	146	
		%	8.9	41.78	38.36	8.9	2.05		
	Persons	NO.	179	558	627	170	43	1577	
		%	11.35	35.38	39.76	10.78	2.73		6.75
Graphics Technology	Male	NO.	11	37	31	14	3	96	
		%	11.46	38.54	32.29	14.58	3.13		
	Female	NO.	6	15	19	6	6	52	
		%	11.54	28.85	36.54	11.54	11.54		
	Persons	NO.	17	52	50	20	9	148	
		%	11.49	35.14	33.78	13.51	6.08		0.63
Information Systems	Male	NO.	104	167	313	107	29	720	
		%	14.44	23.19	43.47	14.86	4.03		
	Female	NO.	54	63	67	17	12	213	
		%	25.35	29.58	31.46	7.98	5.63		
	Persons	NO.	158	230	380	124	41	933	
		%	16.93	24.65	40.73	13.29	4.39		3.99
Management and Marketing	Male	NO.	25	65	55	6	2	153	
		%	16.34	42.48	35.95	3.92	1.31		
	Female	NO.	15	47	32	9	5	108	
		%	13.89	43.52	29.63	8.33	4.63		
	Persons	NO.	40	112	87	15	7	261	
		%	15.33	42.91	33.33	5.75	2.68		1.11

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Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (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.	79	274	247	78	30	708	
		%	11.16	38.7	34.89	11.02	4.24		
	Female	NO.	17	19	11	2	3	52	
		%	32.69	36.54	21.15	3.85	5.77		
	Persons	NO.	96	293	258	80	33	760	
		%	12.63	38.55	33.95	10.53	4.34		3.25
Metals Technology (Part A)	Male	NO.	2	5	25	4	2	38	
		%	5.26	13.16	65.79	10.53	5.26		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	2	6	25	4	2	39	
		%	5.13	15.38	64.1	10.26	5.13		0.16
Nautical Studies	Male	NO.	23	42	42	2	3	112	
		%	20.54	37.5	37.5	1.79	2.68		
	Female	NO.	1	2	12	2	0	17	
		%	5.88	11.76	70.59	11.76	0		
	Persons	NO.	24	44	54	4	3	129	
		%	18.6	34.11	41.86	3.1	2.33		0.55
Personal Information Technology	Male	NO.	41	261	268	56	19	645	
		%	6.36	40.47	41.55	8.68	2.95		
	Female	NO.	88	223	186	19	15	531	
		%	16.57	42	35.03	3.58	2.82		
	Persons	NO.	129	484	454	75	34	1176	
		%	10.97	41.16	38.61	6.38	2.89		5.03
Plant Production and Marketing	Male	NO.	29	72	51	22	6	180	
		%	16.11	40	28.33	12.22	3.33		
	Female	NO.	9	40	19	1	1	70	
		%	12.86	57.14	27.14	1.43	1.43		
	Persons	NO.	38	112	70	23	7	250	
		%	15.2	44.8	28	9.2	2.8		1.07
Plant Production and Marketing (Part A)	Male	NO.	0	5	6	5	0	16	
		%	0	31.25	37.5	31.25	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	5	6	5	0	16	
		%	0	31.25	37.5	31.25	0		0.06
Small Business Management and Enterprise	Male	NO.	42	171	231	48	10	502	
		%	8.37	34.06	46.02	9.56	1.99		
	Female	NO.	62	181	86	19	14	362	
		%	17.13	50	23.76	5.25	3.87		
	Persons	NO.	104	352	317	67	24	864	
		%	12.04	40.74	36.69	7.75	2.78		3.69
Small Business Management and Enterprise (Part A)	Male	NO.	0	1	3	0	0	4	
		%	0	25	75	0	0		
	Female	NO.	0	7	8	0	0	15	
		%	0	46.67	53.33	0	0		
	Persons	NO.	0	8	11	0	0	19	
		%	0	42.11	57.89	0	0		0.08

Curriculum Council

Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (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.	27	129	157	26	15	354	
		%	7.63	36.44	44.35	7.34	4.24		
	Female	NO.	1	5	12	1	0	19	
		%	5.26	26.32	63.16	5.26	0		
	Persons	NO.	28	134	169	27	15	373	
		%	7.51	35.92	45.31	7.24	4.02		1.59
Technical Graphics	Male	NO.	128	250	289	93	25	785	
		%	16.31	31.85	36.82	11.85	3.18		
	Female	NO.	39	45	42	6	1	133	
		%	29.32	33.83	31.58	4.51	0.75		
	Persons	NO.	167	295	331	99	26	918	
		%	18.19	32.14	36.06	10.78	2.83		3.93
Technical Graphics (Part A)	Male	NO.	0	3	8	1	0	12	
		%	0	25	66.67	8.33	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	3	8	1	0	12	
		%	0	25	66.67	8.33	0		0.05
Visual Communication - Photography	Male	NO.	26	74	110	35	25	270	
		%	9.63	27.41	40.74	12.96	9.26		
	Female	NO.	149	241	188	69	37	684	
		%	21.78	35.23	27.49	10.09	5.41		
	Persons	NO.	175	315	298	104	62	954	
		%	18.34	33.02	31.24	10.9	6.5		4.08
THE ARTS									
Art	Male	NO.	26	114	135	47	8	330	
		%	7.88	34.55	40.91	14.24	2.42		
	Female	NO.	137	409	362	68	11	987	
		%	13.88	41.44	36.68	6.89	1.11		
	Persons	NO.	163	523	497	115	19	1317	
		%	12.38	39.71	37.74	8.73	1.44		5.63
Art and Design	Male	NO.	44	177	330	146	70	767	
		%	5.74	23.08	43.02	19.04	9.13		
	Female	NO.	263	738	681	148	55	1885	
		%	13.95	39.15	36.13	7.85	2.92		
	Persons	NO.	307	915	1011	294	125	2652	
		%	11.58	34.5	38.12	11.09	4.71		11.35
Art and Design (Part A)	Male	NO.	0	3	1	0	0	4	
		%	0	75	25	0	0		
	Female	NO.	0	5	0	0	0	5	
		%	0	100	0	0	0		
	Persons	NO.	0	8	1	0	0	9	
		%	0	88.89	11.11	0	0		0.03

Curriculum Council

Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (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)									
Ballet Studies	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	30	19	1	0	0	50	
		%	60	38	2	0	0		
	Persons	NO.	31	19	1	0	0	51	
		%	60.78	37.25	1.96	0	0		0.21
Dance Studies	Male	NO.	2	12	5	2	1	22	
		%	9.09	54.55	22.73	9.09	4.55		
	Female	NO.	257	403	213	52	22	947	
		%	27.14	42.56	22.49	5.49	2.32		
	Persons	NO.	259	415	218	54	23	969	
		%	26.73	42.83	22.5	5.57	2.37		4.14
Drama	Male	NO.	19	94	108	60	9	290	
		%	6.55	32.41	37.24	20.69	3.1		
	Female	NO.	72	286	208	80	16	662	
		%	10.88	43.2	31.42	12.08	2.42		
	Persons	NO.	91	380	316	140	25	952	
		%	9.56	39.92	33.19	14.71	2.63		4.07
Drama (Part A)	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		0
Drama Studies	Male	NO.	42	169	73	21	3	308	
		%	13.64	54.87	23.7	6.82	0.97		
	Female	NO.	193	570	165	47	3	978	
		%	19.73	58.28	16.87	4.81	0.31		
	Persons	NO.	235	739	238	68	6	1286	
		%	18.27	57.47	18.51	5.29	0.47		5.5
Media Studies	Male	NO.	68	195	190	38	9	500	
		%	13.6	39	38	7.6	1.8		
	Female	NO.	121	226	141	44	10	542	
		%	22.32	41.7	26.01	8.12	1.85		
	Persons	NO.	189	421	331	82	19	1042	
		%	18.14	40.4	31.77	7.87	1.82		4.46
Media Studies (Part A)	Male	NO.	3	12	10	1	2	28	
		%	10.71	42.86	35.71	3.57	7.14		
	Female	NO.	2	7	19	6	3	37	
		%	5.41	18.92	51.35	16.22	8.11		
	Persons	NO.	5	19	29	7	5	65	
		%	7.69	29.23	44.62	10.77	7.69		0.27
Media Studies (Part B)	Male	NO.	5	8	8	1	0	22	
		%	22.73	36.36	36.36	4.55	0		
	Female	NO.	3	7	13	0	1	24	
		%	12.5	29.17	54.17	0	4.17		
	Persons	NO.	8	15	21	1	1	46	
		%	17.39	32.61	45.65	2.17	2.17		0.19

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Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (Cont)

Subjects within Learning Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population
			A	B	C	D	E		
THE ARTS (Cont)									
Music	Male	NO.	40	56	49	7	5	157	
		%	25.48	35.67	31.21	4.46	3.18		
	Female	NO.	80	94	89	7	2	272	
		%	29.41	34.56	32.72	2.57	0.74		
	Persons	NO.	120	150	138	14	7	429	
		%	27.97	34.97	32.17	3.26	1.63		1.83
Music in Society	Male	NO.	48	106	94	38	23	309	
		%	15.53	34.3	30.42	12.3	7.44		
	Female	NO.	63	122	84	25	9	303	
		%	20.79	40.26	27.72	8.25	2.97		
	Persons	NO.	111	228	178	63	32	612	
		%	18.14	37.25	29.08	10.29	5.23		2.62
Music in Society (Part A)	Male	NO.	3	2	1	0	1	7	
		%	42.86	28.57	14.29	0	14.29		
	Female	NO.	8	10	3	2	0	23	
		%	34.78	43.48	13.04	8.7	0		
	Persons	NO.	11	12	4	2	1	30	
		%	36.67	40	13.33	6.67	3.33		0.12
SUBJECTS WITHIN INDUSTRY RELATED AREAS									
VOCATIONAL EDUCATION									
ACROSS INDUSTRY STUDIES									
Career and Industry Awareness	Male	NO.	78	291	469	83	66	987	
		%	7.9	29.48	47.52	8.41	6.69		
	Female	NO.	120	299	259	38	27	743	
		%	16.15	40.24	34.86	5.11	3.63		
	Persons	NO.	198	590	728	121	93	1730	
		%	11.45	34.1	42.08	6.99	5.38		7.4
SWL Generic Skills	Male	NO.	1120	1376	483	95	124	3198	
		%	35.02	43.03	15.1	2.97	3.88		
	Female	NO.	1349	1129	343	54	126	3001	
		%	44.95	37.62	11.43	1.8	4.2		
	Persons	NO.	2469	2505	826	149	250	6199	
		%	39.83	40.41	13.32	2.4	4.03		26.53
Work Studies	Male	NO.	109	436	509	128	71	1253	
		%	8.7	34.8	40.62	10.22	5.67		
	Female	NO.	284	621	358	121	62	1446	
		%	19.64	42.95	24.76	8.37	4.29		
	Persons	NO.	393	1057	867	249	133	2699	
		%	14.56	39.16	32.12	9.23	4.93		11.55

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Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (Cont)

Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population
			A	B	C	D	E		
VOCATIONAL EDUCATION (Cont)									
ACROSS INDUSTRY STUDIES									
Work Studies (Part A)	Male	NO.	6	15	16	2	4	43	
		%	13.95	34.88	37.21	4.65	9.3		
	Female	NO.	7	15	14	2	7	45	
		%	15.56	33.33	31.11	4.44	15.56		
	Persons	NO.	13	30	30	4	11	88	
		%	14.77	34.09	34.09	4.55	12.5		0.37
Work Studies (Part B)	Male	NO.	0	5	6	0	2	13	
		%	0	38.46	46.15	0	15.38		
	Female	NO.	3	12	8	0	0	23	
		%	13.04	52.17	34.78	0	0		
	Persons	NO.	3	17	14	0	2	36	
		%	8.33	47.22	38.89	0	5.56		0.15
ARTS AND RELATED TECHNOLOGIES									
Audio Visual Production - Radio	Male	NO.	11	28	25	5	5	74	
		%	14.86	37.84	33.78	6.76	6.76		
	Female	NO.	15	9	8	1	4	37	
		%	40.54	24.32	21.62	2.7	10.81		
	Persons	NO.	26	37	33	6	9	111	
		%	23.42	33.33	29.73	5.41	8.11		0.47
Audio Visual Production - Video	Male	NO.	14	34	26	12	3	89	
		%	15.73	38.2	29.21	13.48	3.37		
	Female	NO.	15	8	10	7	4	44	
		%	34.09	18.18	22.73	15.91	9.09		
	Persons	NO.	29	42	36	19	7	133	
		%	21.8	31.58	27.07	14.29	5.26		0.56
Video Production - TV Studio	Male	NO.	8	21	24	6	0	59	
		%	13.56	35.59	40.68	10.17	0		
	Female	NO.	4	14	14	1	1	34	
		%	11.76	41.18	41.18	2.94	2.94		
	Persons	NO.	12	35	38	7	1	93	
		%	12.9	37.63	40.86	7.53	1.08		0.39
Video Production - Video Location	Male	NO.	7	21	19	2	0	49	
		%	14.29	42.86	38.78	4.08	0		
	Female	NO.	9	10	11	2	2	34	
		%	26.47	29.41	32.35	5.88	5.88		
	Persons	NO.	16	31	30	4	2	83	
		%	19.28	37.35	36.14	4.82	2.41		0.35

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Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (Cont)

Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population
			A	B	C	D	E		
VOCATIONAL EDUCATION (Cont)									
BUSINESS AND CLERICAL									
Business Financial Management	Male	NO.	6	13	29	4	3	55	
		%	10.91	23.64	52.73	7.27	5.45		
	Female	NO.	12	37	41	9	4	103	
		%	11.65	35.92	39.81	8.74	3.88		
	Persons	NO.	18	50	70	13	7	158	
		%	11.39	31.65	44.3	8.23	4.43		0.67
Computer Fundamentals	Male	NO.	23	107	184	38	35	387	
		%	5.94	27.65	47.55	9.82	9.04		
	Female	NO.	69	213	152	41	23	498	
		%	13.86	42.77	30.52	8.23	4.62		
	Persons	NO.	92	320	336	79	58	885	
		%	10.4	36.16	37.97	8.93	6.55		3.78
Computerised Accounting	Male	NO.	3	5	6	1	0	15	
		%	20	33.33	40	6.67	0		
	Female	NO.	1	16	11	3	2	33	
		%	3.03	48.48	33.33	9.09	6.06		
	Persons	NO.	4	21	17	4	2	48	
		%	8.33	43.75	35.42	8.33	4.17		0.2
Financial Procedures and Records Management	Male	NO.	3	3	13	2	1	22	
		%	13.64	13.64	59.09	9.09	4.55		
	Female	NO.	20	39	34	7	3	103	
		%	19.42	37.86	33.01	6.8	2.91		
	Persons	NO.	23	42	47	9	4	125	
		%	18.4	33.6	37.6	7.2	3.2		0.53
Introduction to Workplace Skills	Male	NO.	0	12	8	6	4	30	
		%	0	40	26.67	20	13.33		
	Female	NO.	5	24	12	8	2	51	
		%	9.8	47.06	23.53	15.69	3.92		
	Persons	NO.	5	36	20	14	6	81	
		%	6.17	44.44	24.69	17.28	7.41		0.34
Keyboard Operations - Application	Male	NO.	5	13	21	10	6	55	
		%	9.09	23.64	38.18	18.18	10.91		
	Female	NO.	25	53	32	14	3	127	
		%	19.69	41.73	25.2	11.02	2.36		
	Persons	NO.	30	66	53	24	9	182	
		%	16.48	36.26	29.12	13.19	4.95		0.77
Keyboard Operations - Technique	Male	NO.	8	24	39	7	2	80	
		%	10	30	48.75	8.75	2.5		
	Female	NO.	26	81	41	5	2	155	
		%	16.77	52.26	26.45	3.23	1.29		
	Persons	NO.	34	105	80	12	4	235	
		%	14.47	44.68	34.04	5.11	1.7		1

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Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (Cont)

Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population
			A	B	C	D	E		
VOCATIONAL EDUCATION (Cont)									
BUSINESS AND CLERICAL (Cont)									
Office Administration	Male	NO.	0	5	17	0	2	24	
		%	0	20.83	70.83	0	8.33		
	Female	NO.	17	34	32	4	1	88	
		%	19.32	38.64	36.36	4.55	1.14		
	Persons	NO.	17	39	49	4	3	112	
		%	15.18	34.82	43.75	3.57	2.68		0.47
Politics, Law and the Workplace	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	3	2	3	0	0	8	
		%	37.5	25	37.5	0	0		
	Persons	NO.	3	2	3	0	0	8	
		%	37.5	25	37.5	0	0		0.03
ELECTRICAL/ELECTRONICS									
Electrical Foundations	Male	NO.	5	2	6	0	0	13	
		%	38.46	15.38	46.15	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	5	2	6	0	0	13	
		%	38.46	15.38	46.15	0	0		0.05
Test Equipment and Power Supplies	Male	NO.	5	2	2	0	0	9	
		%	55.56	22.22	22.22	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	5	2	2	0	0	9	
		%	55.56	22.22	22.22	0	0		0.03
HEALTH AND COMMUNITY SERVICES									
Child Care	Male	NO.	0	1	2	1	0	4	
		%	0	25	50	25	0		
	Female	NO.	41	62	52	16	12	183	
		%	22.4	33.88	28.42	8.74	6.56		
	Persons	NO.	41	63	54	17	12	187	
		%	21.93	33.69	28.88	9.09	6.42		0.8
The Study of Teaching	Male	NO.	1	1	4	0	0	6	
		%	16.67	16.67	66.67	0	0		
	Female	NO.	11	22	8	1	0	42	
		%	26.19	52.38	19.05	2.38	0		
	Persons	NO.	12	23	12	1	0	48	
		%	25	47.92	25	2.08	0		0.2
Vocational Community Networking 1	Male	NO.	2	4	0	0	0	6	
		%	33.33	66.67	0	0	0		
	Female	NO.	9	5	7	0	0	21	
		%	42.86	23.81	33.33	0	0		
	Persons	NO.	11	9	7	0	0	27	
		%	40.74	33.33	25.93	0	0		0.11

Curriculum Council

Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (Cont)

Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population
			A	B	C	D	E		
VOCATIONAL EDUCATION (Cont)									
HEALTH AND COMMUNITY SERVICES (Cont)									
Vocational Community Networking 2	Male	NO.	3	3	1	0	0	7	
		%	42.86	42.86	14.29	0	0		
	Female	NO.	11	11	7	0	0	29	
		%	37.93	37.93	24.14	0	0		
	Persons	NO.	14	14	8	0	0	36	
		%	38.89	38.89	22.22	0	0		0.15
HOSPITALITY TRAVEL AND TOURISM									
Aspects of the Tourism Industry (Part A)	Male	NO.	6	54	62	12	15	149	
		%	4.03	36.24	41.61	8.05	10.07		
	Female	NO.	90	191	141	29	31	482	
		%	18.67	39.63	29.25	6.02	6.43		
	Persons	NO.	96	245	203	41	46	631	
		%	15.21	38.83	32.17	6.5	7.29		2.7
Aspects of the Tourism Industry (Part B)	Male	NO.	7	30	45	10	15	107	
		%	6.54	28.04	42.06	9.35	14.02		
	Female	NO.	71	119	106	26	29	351	
		%	20.23	33.9	30.2	7.41	8.26		
	Persons	NO.	78	149	151	36	44	458	
		%	17.03	32.53	32.97	7.86	9.61		1.96
Catering	Male	NO.	11	58	69	15	10	163	
		%	6.75	35.58	42.33	9.2	6.13		
	Female	NO.	98	191	85	6	8	388	
		%	25.26	49.23	21.91	1.55	2.06		
	Persons	NO.	109	249	154	21	18	551	
		%	19.78	45.19	27.95	3.81	3.27		2.35
Computer Fundamentals for Hospitality and Tourism	Male	NO.	0	3	5	1	0	9	
		%	0	33.33	55.56	11.11	0		
	Female	NO.	0	2	3	1	0	6	
		%	0	33.33	50	16.67	0		
	Persons	NO.	0	5	8	2	0	15	
		%	0	33.33	53.33	13.33	0		0.06
Food Production	Male	NO.	48	208	199	97	35	587	
		%	8.18	35.43	33.9	16.52	5.96		
	Female	NO.	256	547	288	103	33	1227	
		%	20.86	44.58	23.47	8.39	2.69		
	Persons	NO.	304	755	487	200	68	1814	
		%	16.76	41.62	26.85	11.03	3.75		7.76
Food Science and Nutrition	Male	NO.	0	0	2	0	1	3	
		%	0	0	66.67	0	33.33		
	Female	NO.	0	0	3	0	0	3	
		%	0	0	100	0	0		
	Persons	NO.	0	0	5	0	1	6	
		%	0	0	83.33	0	16.67		0.02

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Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (Cont)

Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population
			A	B	C	D	E		
VOCATIONAL EDUCATION (Cont)									
HOSPITALITY TRAVEL AND TOURISM (Cont)									
Workplace and Health Issues	Male	NO.	1	8	3	2	1	15	
		%	6.67	53.33	20	13.33	6.67		
	Female	NO.	9	7	3	1	2	22	
		%	40.91	31.82	13.64	4.55	9.09		
	Persons	NO.	10	15	6	3	3	37	
		%	27.03	40.54	16.22	8.11	8.11		0.15
LIGHT MANUFACTURING									
Composite Materials	Male	NO.	0	4	1	2	2	9	
		%	0	44.44	11.11	22.22	22.22		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	4	1	2	2	9	
		%	0	44.44	11.11	22.22	22.22		0.03
Wood Fabrication	Male	NO.	47	115	113	32	13	320	
		%	14.69	35.94	35.31	10	4.06		
	Female	NO.	5	9	4	3	0	21	
		%	23.81	42.86	19.05	14.29	0		
	Persons	NO.	52	124	117	35	13	341	
		%	15.25	36.36	34.31	10.26	3.81		1.45
Wood Fabrication - Introduction	Male	NO.	6	20	15	1	1	43	
		%	13.95	46.51	34.88	2.33	2.33		
	Female	NO.	2	2	0	0	0	4	
		%	50	50	0	0	0		
	Persons	NO.	8	22	15	1	1	47	
		%	17.02	46.81	31.91	2.13	2.13		0.2
METALS AND ENGINEERING									
Computer Assisted Drawing and Design	Male	NO.	13	22	39	8	3	85	
		%	15.29	25.88	45.88	9.41	3.53		
	Female	NO.	4	7	1	0	1	13	
		%	30.77	53.85	7.69	0	7.69		
	Persons	NO.	17	29	40	8	4	98	
		%	17.35	29.59	40.82	8.16	4.08		0.41
General Workshop	Male	NO.	33	155	150	23	12	373	
		%	8.85	41.55	40.21	6.17	3.22		
	Female	NO.	3	2	6	0	1	12	
		%	25	16.67	50	0	8.33		
	Persons	NO.	36	157	156	23	13	385	
		%	9.35	40.78	40.52	5.97	3.38		1.64
Metal Machinery and Fabrication - Introduction	Male	NO.	4	6	11	1	0	22	
		%	18.18	27.27	50	4.55	0		
	Female	NO.	1	1	3	0	0	5	
		%	20	20	60	0	0		
	Persons	NO.	5	7	14	1	0	27	
		%	18.52	25.93	51.85	3.7	0		0.11

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Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (Cont)

| Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population
			A	B	C	D	E		
VOCATIONAL EDUCATION (Cont)									
METALS AND ENGINEERING (Cont)									
Metal Machining and Fabrication	Male	NO.	4	46	29	14	9	102	
		%	3.92	45.1	28.43	13.73	8.82		
	Female	NO.	1	0	0	0	1	2	
		%	50	0	0	0	50		
	Persons	NO.	5	46	29	14	10	104	
		%	4.81	44.23	27.88	13.46	9.62		0.44
Trade Drawing	Male	NO.	16	68	91	17	4	196	
		%	8.16	34.69	46.43	8.67	2.04		
	Female	NO.	3	3	2	1	0	9	
		%	33.33	33.33	22.22	11.11	0		
	Persons	NO.	19	71	93	18	4	205	
		%	9.27	34.63	45.37	8.78	1.95		0.87
MINING									
Computer Fundamentals in the Mining Industry	Male	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	0	0	1	0	1	
		%	0	0	0	100	0		0
Occupational Health and Safety in the Mining Industry	Male	NO.	0	1	11	0	0	12	
		%	0	8.33	91.67	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	0	1	11	0	0	12	
		%	0	8.33	91.67	0	0		0.05
PRIMARY INDUSTRIES									
Animal Husbandry and Enterprise - Equine	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	0	3	0	0	0	3	
		%	0	100	0	0	0		
	Persons	NO.	0	3	1	0	0	4	
		%	0	75	25	0	0		0.01
Animal Production and Enterprise - Introduction	Male	NO.	1	3	2	0	0	6	
		%	16.67	50	33.33	0	0		
	Female	NO.	0	0	3	1	0	4	
		%	0	0	75	25	0		
	Persons	NO.	1	3	5	1	0	10	
		%	10	30	50	10	0		0.04
Applied Land and Resource Management - Introduction	Male	NO.	0	0	2	0	0	2	
		%	0	0	100	0	0		
	Female	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		
	Persons	NO.	0	2	4	0	0	6	
		%	0	33.33	66.67	0	0		0.02

Curriculum Council

Table 2.2.1   Number And Percentage of Students Awarded Grades For Year 11 Subjects By Sex, 2005 (Cont)

Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 11 population
			A	B	C	D	E		
VOCATIONAL EDUCATION (Cont)									
PRIMARY INDUSTRIES									
Facilities Development	Male	NO.	1	1	3	0	0	5	
		%	20	20	60	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	1	1	3	0	0	5	
		%	20	20	60	0	0		0.02
Plant Production and Enterprise	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		
	Persons	NO.	0	2	2	0	0	4	
		%	0	50	50	0	0		0.01
Plant Production and Enterprise - Introduction	Male	NO.	1	5	2	0	0	8	
		%	12.5	62.5	25	0	0		
	Female	NO.	0	3	1	0	0	4	
		%	0	75	25	0	0		
	Persons	NO.	1	8	3	0	0	12	
		%	8.33	66.67	25	0	0		0.05
SPORT AND RECREATION									
Recreation and Leisure Industry Studies 1	Male	NO.	1	12	6	1	0	20	
		%	5	60	30	5	0		
	Female	NO.	3	1	6	0	0	10	
		%	30	10	60	0	0		
	Persons	NO.	4	13	12	1	0	30	
		%	13.33	43.33	40	3.33	0		0.12
Recreation and Leisure Industry Studies 2	Male	NO.	1	15	6	1	0	23	
		%	4.35	65.22	26.09	4.35	0		
	Female	NO.	3	1	6	0	0	10	
		%	30	10	60	0	0		
	Persons	NO.	4	16	12	1	0	33	
		%	12.12	48.48	36.36	3.03	0		0.14
Sport Specific Skills and Training	Male	NO.	12	52	30	10	4	108	
		%	11.11	48.15	27.78	9.26	3.7		
	Female	NO.	17	13	1	1	0	32	
		%	53.13	40.63	3.13	3.13	0		
	Persons	NO.	29	65	31	11	4	140	
			20.71	46.43	22.14	7.86	2.86		0.59
TRANSPORT AND STORAGE									
Seamanship	Male	NO.	3	8	3	0	0	14	
		%	21.43	57.14	21.43	0	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	4	8	3	0	0	15	
		%	26.67	53.33	20	0	0		0.06

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Figure 2.2   Number of Students Who Completed Year 11 Semesterised Subjects, by Sex, 2005
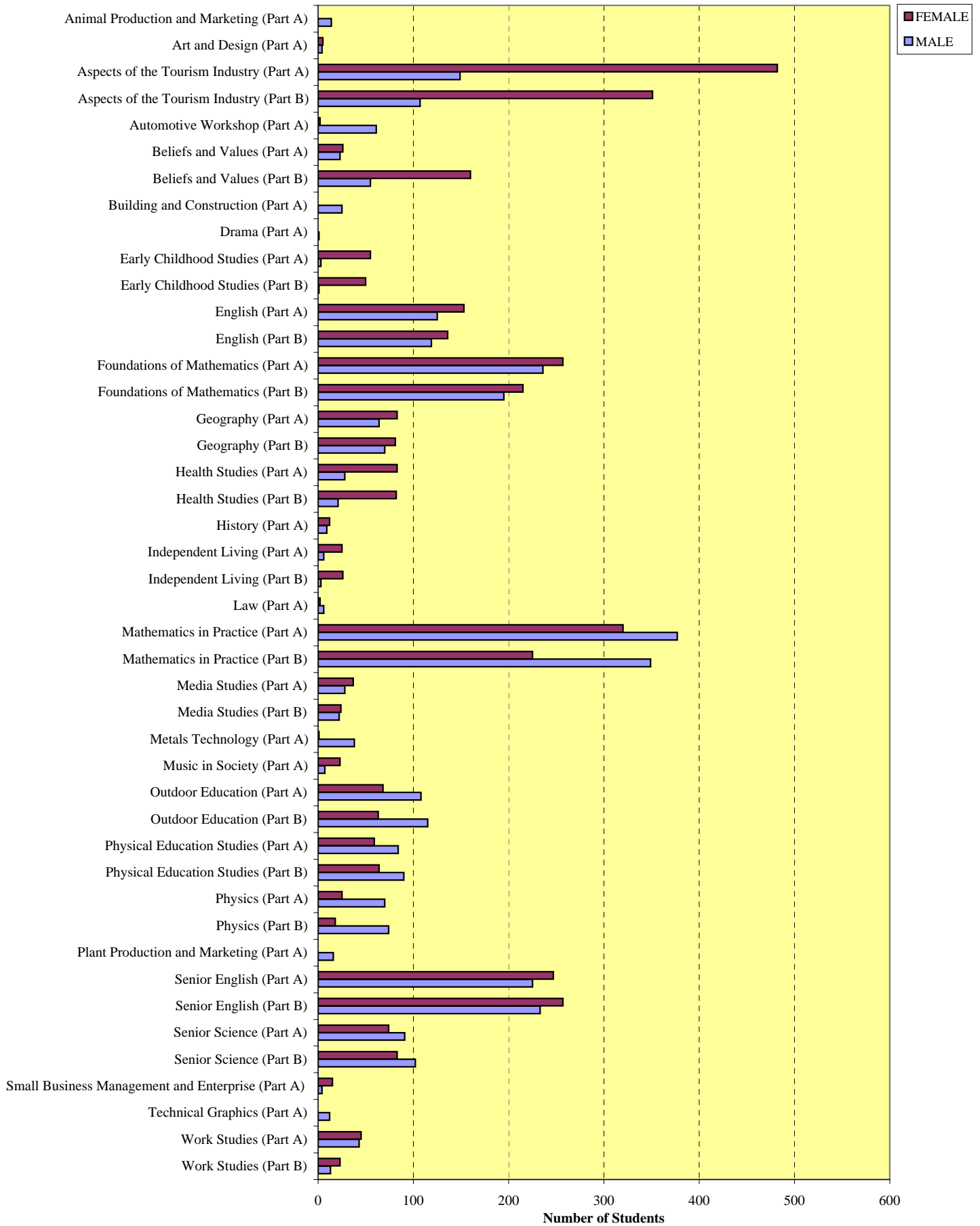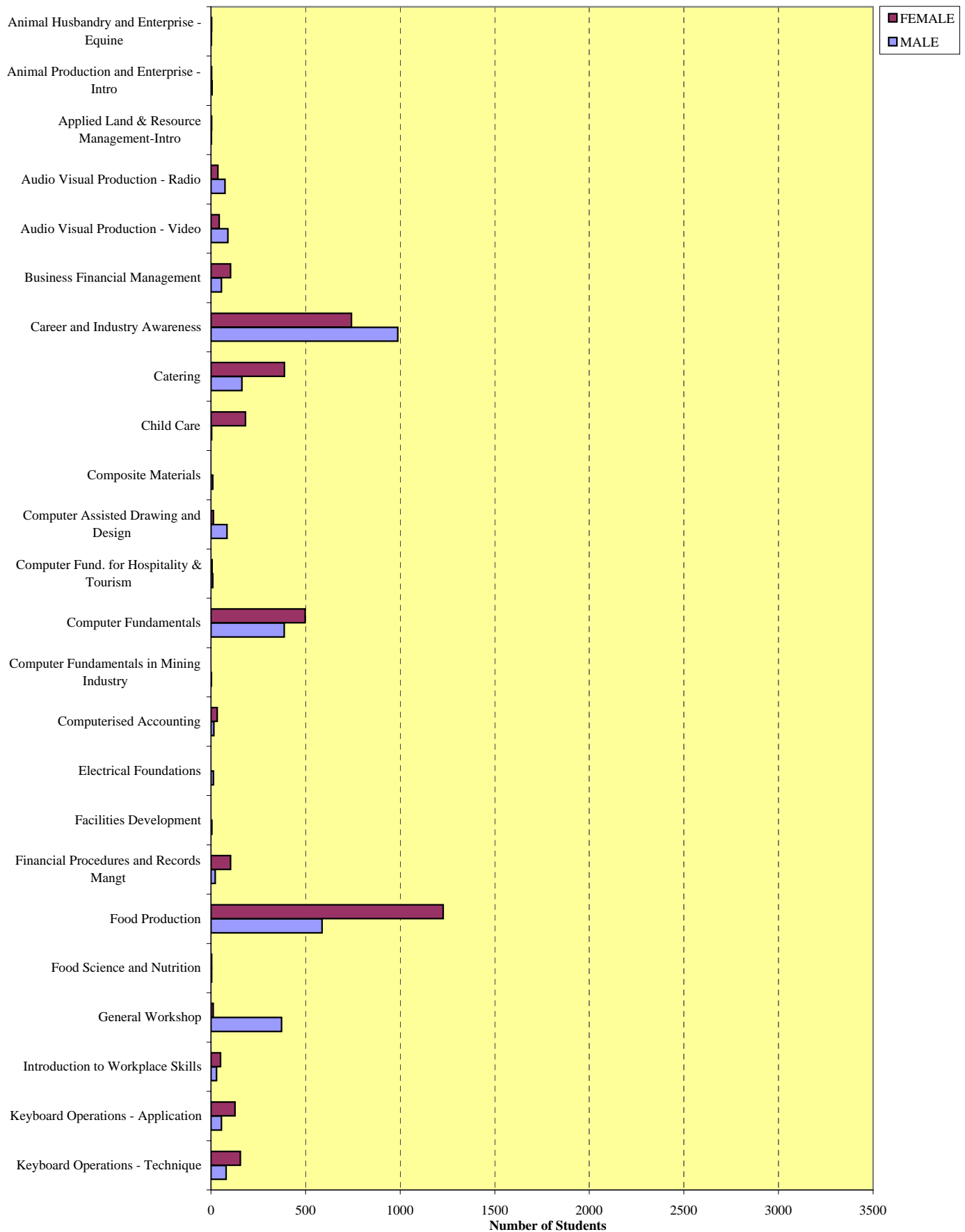
Curriculum Council

Table 2.2.2   Achievement Distribution of Year 11 Students Awarded Levels and Bands for the
                   Aviation WACE Course by Sex, 2005

Levels and Bands	Sex of Student	1		2		3		4		Overall	
		No.	%	No.	%	No.	%	No.	%	No.	%
7M - 8M	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Persons	0	0	0	0	0	0	0	0	0	0
7F	Male	0	0	0	0	1	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Persons	0	0	0	0	1	0	0	0	0	0
6H	Male	0	0	1	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Persons	0	0	1	0	0	0	0	0	0	0
6M	Male	1	1.3	1	1.3	2	2.6	0	0.0	1	1.3
	Female	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Persons	1	1.2	1	1.2	2	2.4	0	0.0	1	1.2
6F	Male	4	5.3	2	2.6	4	5.3	1	1.3	2	2.6
	Female	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Persons	4	4.8	2	2.4	4	4.8	1	1.2	2	2.4
5H	Male	3	3.9	2	2.6	6	7.9	1	1.3	3	3.9
	Female	0	0.0	1	12.5	0	0.0	1	12.5	0	0.0
	Persons	3	3.6	3	3.6	6	7.1	2	2.4	3	3.6
5M	Male	11	14.5	6	7.9	9	11.8	2	2.6	7	9.2
	Female	1	12.5	0	0.0	1	12.5	0	0.0	1	12.5
	Persons	12	14.3	6	7.1	10	11.9	2	2.4	8	9.5
5F	Male	14	18.4	12	15.8	16	21.1	14	18.4	13	17.1
	Female	2	25.0	3	37.5	2	25.0	2	25.0	3	37.5
	Persons	16	19.0	15	17.9	18	21.4	16	19.0	16	19.0
4H	Male	9	11.8	8	10.5	9	11.8	12	15.8	21	27.6
	Female	2	25.0	2	25.0	3	37.5	1	12.5	1	12.5
	Persons	11	13.1	10	11.9	12	14.3	13	15.5	22	26.2
4M	Male	15	19.7	23	30.3	8	10.5	16	21.1	15	19.7
	Female	2	25.0	2	25.0	2	25.0	2	25.0	3	37.5
	Persons	17	20.2	25	29.8	10	11.9	18	21.4	18	21.4
4F	Male	8	10.5	8	10.5	12	15.8	15	19.7	2	2.6
	Female	1	12.5	0	0.0	0	0.0	1	12.5	0	0.0
	Persons	9	10.7	8	9.5	12	14.3	16	19.0	2	2.4
Working towards Level 4	Male	11	14.5	13	17.1	9	11.8	15	19.7	12	15.8
	Female	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0
	Persons	11	13.1	13	15.5	9	10.7	16	19.0	12	14.3
All Levels	Male	76	90.5	76	90.5	76	90.5	76	90.5	76	90.5
	Female	8	9.5	8	9.5	8	9.5	8	9.5	8	9.5
	Persons	84	100.0	84	100.0	84	100.0	84	100.0	84	100.0

Note: Male percentages for each level and band were calculated for the total male cohort. Similarly, female percentages and persons percentages
      for each level and band were calculated in relation to the total female cohort and total persons cohort respectively.
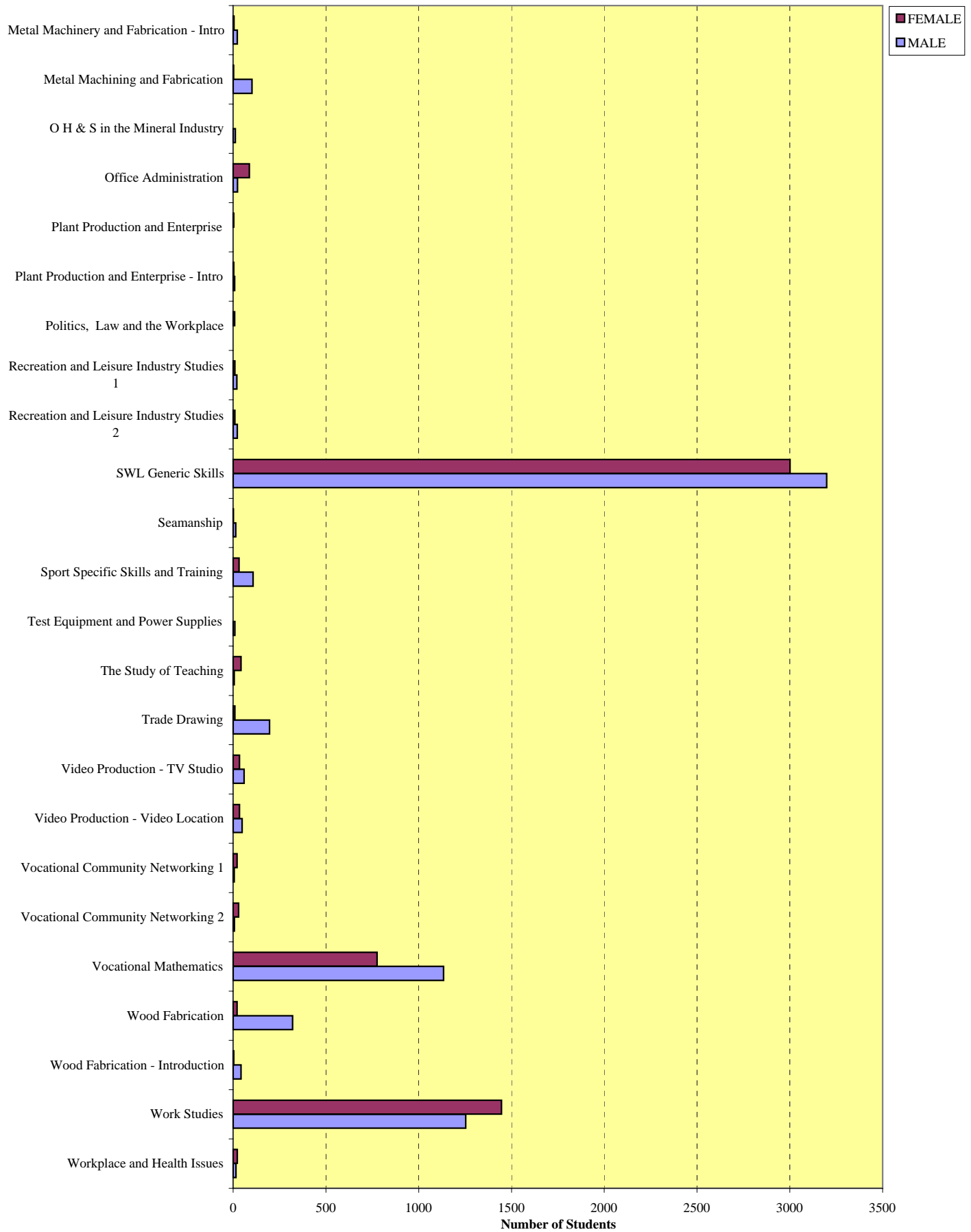
Curriculum Council

Figure 2.3   Number of Students Who Completed Year 11 Vocational Subjects, by Sex, 2005

Curriculum Council

Figure 2.3   Number of Students Who Completed Year 11 Vocational Subjects, by Sex, 2005 (Cont)

Curriculum Council

Table 3.1   Number of Schools Offering Year 12 Subjects By School Type, 2005

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
ENGLISH								
English **	3	76	7	2	34	43	3	168
English as a Second Language **	0	15	4	0	14	17	7	57
English Literature **	0	36	6	1	29	35	0	107
Senior English	4	77	7	1	34	40	0	163
Vocational English	13	66	4	5	17	7	0	112
HEALTH AND PHYSICAL EDUCATION								
Early Childhood Studies	0	39	4	1	23	15	0	82
Health Studies	1	24	5	1	0	0	0	31
Independent Living	2	34	4	1	12	12	0	65
Outdoor Education	0	38	5	0	14	8	0	65
Physical Education Studies	1	63	5	0	28	29	0	126
LANGUAGES OTHER THAN ENGLISH								
Arabic (CCAFL)	0	0	0	0	0	1	0	1
Chinese: Advanced **	0	1	0	0	0	0	0	1
Chinese: Second Language **	0	4	1	0	0	4	1	10
French **	0	3	0	0	0	2	0	5
French for Beginners	0	11	1	1	8	21	0	42
German **	0	2	0	0	0	0	0	2
Hebrew (CCAFL)	0	6	0	0	0	7	1	14
Indonesian: Advanced **	0	0	0	0	0	1	0	1
Indonesian: Second Language **	0	0	1	0	3	3	2	9
Italian **	0	5	1	1	7	14	0	28
Italian for Beginners	0	16	0	1	17	4	0	38
Japanese for Beginners	0	1	0	0	1	0	0	2
Japanese: Advanced **	0	2	0	0	0	1	0	3
Japanese: Second Language **	0	0	0	0	2	1	0	3
Malay: Advanced **	0	18	1	0	11	14	0	44
Modern Greek (SSABSA) **	0	0	0	0	0	0	2	2
Polish (CCAFL)	0	0	0	0	0	1	0	1
	0	1	0	0	3	0	0	4
MATHEMATICS								
Applicable Mathematics **	0	71	7	1	32	40	7	158
Calculus **	0	56	7	1	31	39	5	139
Discrete Mathematics **	4	76	7	1	34	45	2	169
Modelling with Mathematics	10	79	7	1	35	45	0	177
SCIENCE								
Biology **	0	55	7	1	26	27	5	121
Chemistry **	0	67	7	1	33	41	6	155
Geology **	0	3	0	0	0	1	0	4
Human Biology **	1	74	7	2	34	43	1	162
Physical Science **	0	15	3	0	5	4	0	27
Physics **	0	67	7	1	34	41	5	155
Senior Science	1	62	7	1	28	30	0	129

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

**   These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.1   Number of Schools Offering Year 12 Subjects By School Type, 2005 (Cont)

Subjects within Learning Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
SOCIETY AND ENVIRONMENT								
Ancient History **	0	6	3	0	1	8	0	18
Beliefs and Values	0	0	0	0	15	5	0	20
Economics **	0	56	7	1	30	32	7	133
Geography **	2	73	7	1	34	42	0	159
History **	1	66	7	1	34	39	0	148
Law	0	1	1	0	2	0	0	4
Political and Legal Studies **	0	25	7	0	14	20	0	66
Practical Geography	0	4	2	0	0	0	0	6
TECHNOLOGY AND ENTERPRISE								
Accounting **	0	43	5	1	27	27	7	110
Administrative Systems	0	4	2	0	2	0	0	8
Aeronautics	0	4	0	0	0	0	0	4
Animal Production and Marketing	0	8	0	0	1	0	0	9
Applied Technology	0	1	0	0	4	5	0	10
Automotive Workshop	0	30	2	0	1	2	0	35
Building and Construction	0	18	1	0	2	0	0	21
Business Information Technology	1	45	4	2	16	8	0	76
Fabrics, Design and Technology	0	5	2	0	0	3	0	10
Farm Practice	0	5	0	0	0	0	0	5
Food Technology	0	0	2	0	0	3	0	5
Furniture Design and Technology	4	53	3	0	23	22	0	105
Graphics Technology	0	6	2	0	1	3	0	12
Industry Information Technology	0	23	2	0	8	12	1	46
Information Systems **	0	25	6	0	14	15	5	65
Interactive Media	1	57	6	0	25	23	0	112
Management and Marketing	0	6	0	0	8	5	0	19
Metals Technology	0	40	0	0	11	6	0	57
Nautical Studies	0	4	1	0	0	1	0	6
Plant Production and Marketing	0	7	0	0	1	0	0	8
Small Business Management and Enterprise	1	21	5	1	5	9	0	42
Systems Technology	0	13	1	0	1	4	0	19
Technical Graphics	2	32	0	1	16	11	0	62
Visual Communication - Photography	2	47	5	0	3	7	0	64
THE ARTS								
Art **	0	58	6	1	30	36	1	132
Art and Design	9	75	7	1	34	41	0	167
Ballet Studies	0	2	0	0	0	0	0	2
Dance Studies	0	42	3	0	3	4	0	52
Drama	0	56	6	0	28	29	0	119
Drama Studies **	0	50	6	0	28	31	2	117
Media Studies	1	38	7	0	6	16	0	68
Music **	0	31	0	0	18	21	0	70
Music in Society	1	34	4	0	14	11	0	64

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

**   These subjects have a Tertiary Entrance Examination.

Curriculum Council

Table 3.1   Number of Schools Offering Year 12 Subjects By School Type, 2005 (Cont)

Subjects within Industry Related Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
VOCATIONAL EDUCATION								
ACROSS INDUSTRY STUDIES								
Work Studies	3	52	3	2	21	15	0	96
ARTS AND RELATED TECHNOLOGIES								
SWL - Design	1	31	3	0	23	16	0	74
BUILDING AND CONSTRUCTION								
SWL - Building Construction and Services	4	52	3	2	19	21	0	101
BUSINESS AND CLERICAL								
Business Financial Management	0	11	0	0	0	1	0	12
Computer Fundamentals	6	28	4	0	2	5	0	45
Office Administration	0	6	1	0	1	0	0	8
SWL - Business and Clerical	8	69	6	5	26	24	0	138
SWL - Information Technology	0	40	4	0	17	13	0	74
ELECTRICAL/ELECTRONICS								
SWL - Electronics Servicing	0	26	2	0	9	9	0	46
HEALTH AND COMMUNITY SERVICES								
Child Care	0	9	0	0	0	1	0	10
SWL - Community Services, Health and Educ	3	63	6	3	24	32	0	131
The Study of Teaching	0	2	0	0	0	0	0	2
Vocational Community Networking	0	2	0	0	0	0	0	2
HOSPITALITY TRAVEL AND TOURISM								
Aspects of the Tourism Industry	0	24	3	0	1	2	0	30
Food Production	2	49	3	1	12	17	0	84
Reception and Customer Service	1	16	2	1	0	1	0	21
SWL - Food Processing	1	15	1	0	2	3	0	22
SWL - Hospitality	4	60	5	6	21	26	0	122
SWL - Tourism	1	19	1	1	6	9	0	37
LIGHT MANUFACTURING								
Composite Materials, Machining and Fab	0	2	0	0	0	0	0	2
SWL - Light Manufacturing	0	20	1	1	8	4	0	34
Wood Fabrication	0	17	3	0	3	1	0	24

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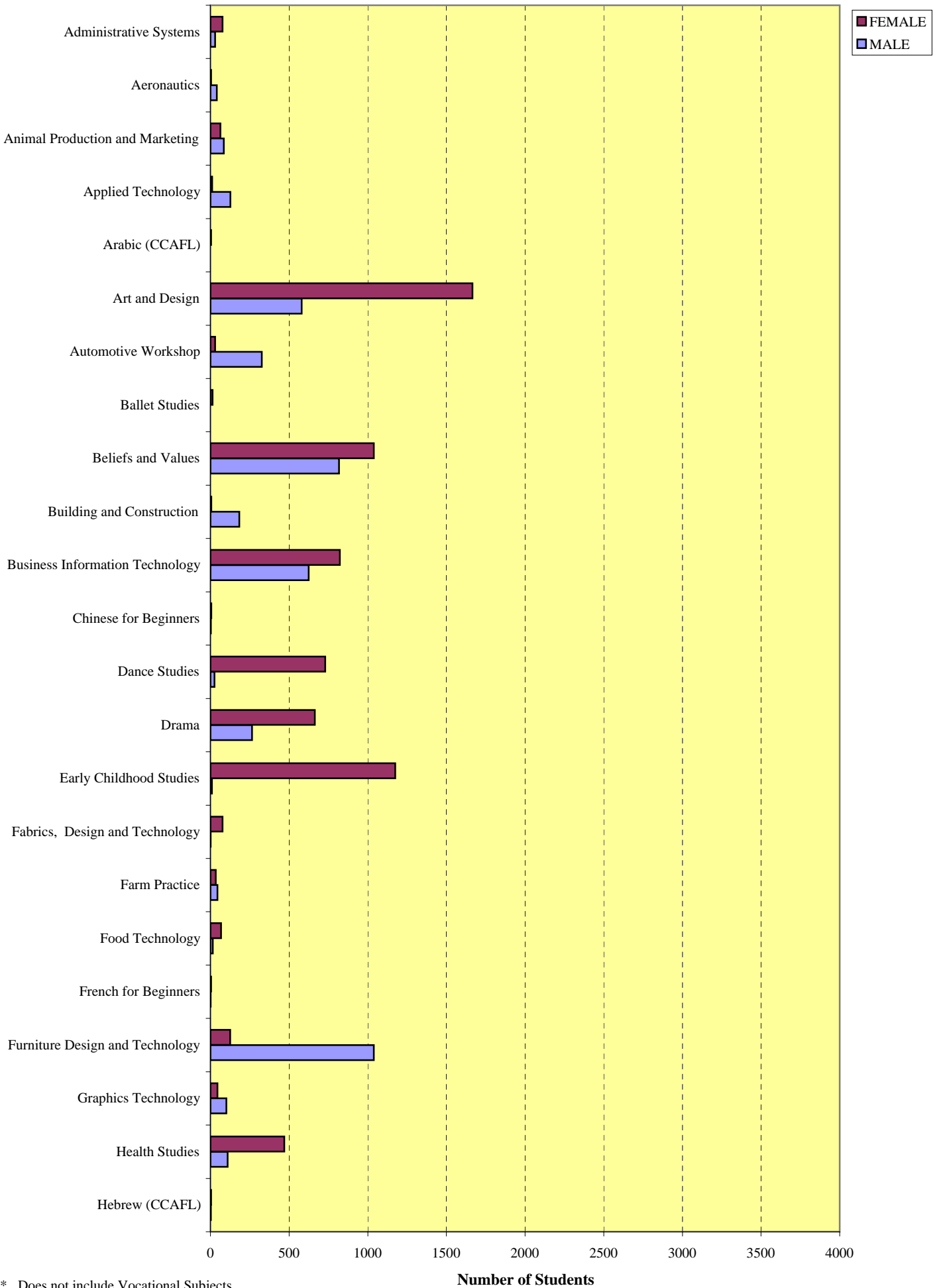
Curriculum Council

Table 3.1   Number of Schools Offering Year 12 Subjects By School Type, 2005 (Cont)

Subjects within Industry Related Areas	Government				Non-Government		Overseas Schools	Total
	High Schools	Senior High Schools	Senior Colleges	Other*	Catholic Schools	Non-Catholic Schools		
VOCATIONAL EDUCATION (Cont)								
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)								
Computer Assisted Drawing and Design	0	6	3	0	0	0	0	9
General Workshop	2	17	2	0	1	2	0	24
Metal Machining and Fabrication	1	7	2	0	1	0	0	11
SWL - Automotive	5	56	5	2	24	17	0	109
SWL - Metals and Engineering	3	32	3	1	12	10	0	61
MINING								
SWL - Mining	0	3	0	0	1	1	0	5
PRIMARY INDUSTRIES								
Animal Production and Enterprise	0	3	0	0	0	0	0	3
Applied Land & Resource Management-Intro	0	3	0	0	0	0	0	3
Pastoral Industries	0	1	0	0	0	0	0	1
Plant Production and Enterprise	0	3	0	0	0	0	0	3
SWL - Animal Care	0	33	4	0	16	16	0	69
SWL - Primary Industries	4	34	2	1	11	7	0	59
RETAIL								
SWL - Sales and Personal Services	6	64	6	3	24	26	0	129
SPORT AND RECREATION								
Fitness	0	1	1	0	0	0	0	2
Sport, Specific Skills and Training	0	4	0	0	0	0	0	4
SWL - Sport and Recreation	2	38	4	0	17	18	0	79
TRANSPORT AND STORAGE								
SWL - Transport and Storage	0	9	2	1	3	3	0	18

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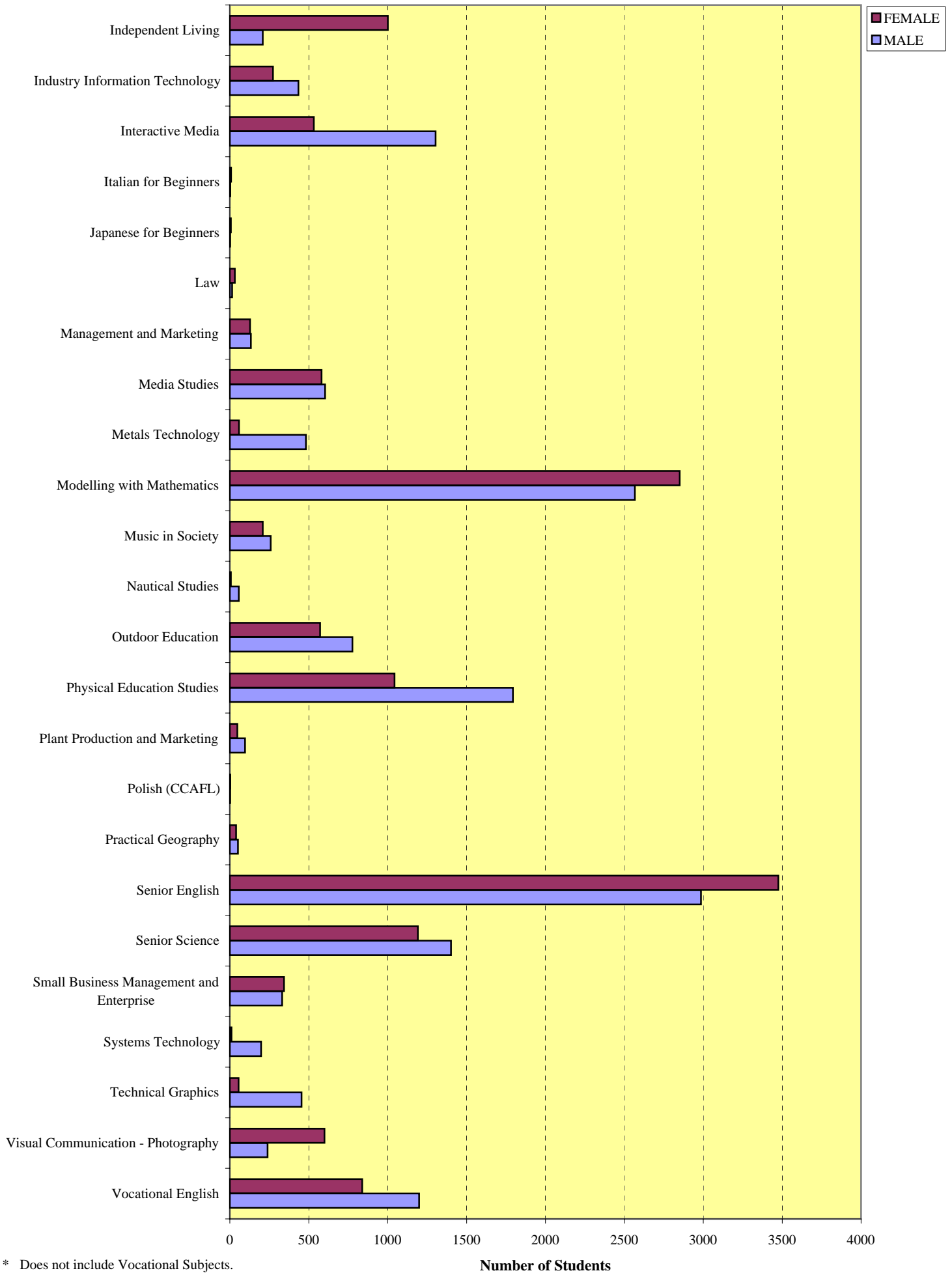
Curriculum Council

Figure 3.1   Number of Students Who Completed Year 12 Wholly School-assessed Subjects*, by Sex, 2005

* Does not include Vocational Subjects.

Number of Students

Curriculum Council

Figure 3.1   Number of Students Who Completed Year 12 Wholly School-assessed Subjects*, by Sex, 2005 (Cont)

*   Does not include Vocational Subjects.

Curriculum Council

Table 3.2   Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2005

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.	354	1135	2536	223	49	4297	
		%	8.24	26.41	59.02	5.19	1.14		
	Female	NO.	678	1623	2133	123	25	4582	
		%	14.8	35.42	46.55	2.68	0.55		
	Persons	NO.	1032	2758	4669	346	74	8879	
		%	11.62	31.06	52.58	3.9	0.83		43.40
English as a Second Language *	Male	NO.	56	130	200	50	13	449	
		%	12.47	28.95	44.54	11.14	2.9		
	Female	NO.	80	160	170	28	12	450	
		%	17.78	35.56	37.78	6.22	2.67		
	Persons	NO.	136	290	370	78	25	899	
		%	15.13	32.26	41.16	8.68	2.78		4.39
English Literature *	Male	NO.	164	199	203	4	3	573	
		%	28.62	34.73	35.43	0.7	0.52		
	Female	NO.	343	558	394	13	2	1310	
		%	26.18	42.6	30.08	0.99	0.15		
	Persons	NO.	507	757	597	17	5	1883	
		%	26.93	40.2	31.7	0.9	0.27		9.20
Senior English	Male	NO.	255	1184	1427	73	47	2986	
		%	8.54	39.65	47.79	2.44	1.57		
	Female	NO.	894	1746	785	38	13	3476	
		%	25.72	50.23	22.58	1.09	0.37		
	Persons	NO.	1149	2930	2212	111	60	6462	
		%	17.78	45.34	34.23	1.72	0.93		31.58
Vocational English	Male	NO.	102	511	556	18	13	1200	
		%	8.5	42.58	46.33	1.5	1.08		
	Female	NO.	198	378	248	10	5	839	
		%	23.6	45.05	29.56	1.19	0.6		
	Persons	NO.	300	889	804	28	18	2039	
		%	14.71	43.6	39.43	1.37	0.88		9.96
HEALTH AND PHYSICAL EDUCATION									
Early Childhood Studies	Male	NO.	1	5	3	0	0	9	
		%	11.11	55.56	33.33	0	0		
	Female	NO.	291	544	266	59	15	1175	
		%	24.77	46.3	22.64	5.02	1.28		
	Persons	NO.	292	549	269	59	15	1184	
		%	24.66	46.37	22.72	4.98	1.27		5.78
Health Studies	Male	NO.	6	43	43	9	8	109	
		%	5.5	39.45	39.45	8.26	7.34		
	Female	NO.	116	211	111	26	5	469	
		%	24.73	44.99	23.67	5.54	1.07		
	Persons	NO.	122	254	154	35	13	578	
		%	21.11	43.94	26.64	6.06	2.25		2.82
Independent Living	Male	NO.	16	42	117	23	11	209	
		%	7.66	20.1	55.98	11	5.26		
	Female	NO.	246	466	247	33	9	1001	
		%	24.58	46.55	24.68	3.3	0.9		
	Persons	NO.	262	508	364	56	20	1210	
		%	21.65	41.98	30.08	4.63	1.65		5.91

* 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, 2005 (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.	117	363	220	64	13	777	
		%	15.06	46.72	28.31	8.24	1.67		
	Female	NO.	149	266	122	27	8	572	
		%	26.05	46.5	21.33	4.72	1.4		
	Persons	NO.	266	629	342	91	21	1349	
		%	19.72	46.63	25.35	6.75	1.56		6.59
Physical Education Studies	Male	NO.	398	919	381	78	18	1794	
		%	22.19	51.23	21.24	4.35	1		
	Female	NO.	306	514	188	32	4	1044	
		%	29.31	49.23	18.01	3.07	0.38		
	Persons	NO.	704	1433	569	110	22	2838	
		%	24.81	50.49	20.05	3.88	0.78		13.87
LANGUAGES OTHER THAN ENGLISH									
Arabic (CCAFL)	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		
	Persons	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		0.01
Chinese for Beginners	Male	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Female	NO.	2	1	3	0	0	6	
		%	33.33	16.67	50	0	0		
	Persons	NO.	2	3	4	0	0	9	
		%	22.22	33.33	44.44	0	0		0.04
Chinese: Advanced *	Male	NO.	11	16	8	4	5	44	
		%	25	36.36	18.18	9.09	11.36		
	Female	NO.	9	9	14	4	5	41	
		%	21.95	21.95	34.15	9.76	12.2		
	Persons	NO.	20	25	22	8	10	85	
		%	23.53	29.41	25.88	9.41	11.76		0.41
Chinese: Second Language *	Male	NO.	3	2	1	3	1	10	
		%	30	20	10	30	10		
	Female	NO.	5	4	7	1	0	17	
		%	29.41	23.53	41.18	5.88	0		
	Persons	NO.	8	6	8	4	1	27	
		%	29.63	22.22	29.63	14.81	3.7		0.13
French *	Male	NO.	27	26	45	7	1	106	
		%	25.47	24.53	42.45	6.6	0.94		
	Female	NO.	69	69	98	17	2	255	
		%	27.06	27.06	38.43	6.67	0.78		
	Persons	NO.	96	95	143	24	3	361	
		%	26.59	26.32	39.61	6.65	0.83		1.76

*   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, 2005 (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)									
French for Beginners	Male	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Female	NO.	0	1	3	0	0	4	
		%	0	25	75	0	0		
	Persons	NO.	0	2	3	0	0	5	
		%	0	40	60	0	0		0.02
German *	Male	NO.	2	11	36	10	2	61	
		%	3.28	18.03	59.02	16.39	3.28		
	Female	NO.	18	19	13	4	1	55	
		%	32.73	34.55	23.64	7.27	1.82		
	Persons	NO.	20	30	49	14	3	116	
		%	17.24	25.86	42.24	12.07	2.59		0.56
Hebrew (CCAFL)	Male	NO.	0	3	0	0	0	3	
		%	0	100	0	0	0		
	Female	NO.	3	1	0	0	0	4	
		%	75	25	0	0	0		
	Persons	NO.	3	4	0	0	0	7	
		%	42.86	57.14	0	0	0		0.03
Indonesian: Advanced *	Male	NO.	3	19	43	4	0	69	
		%	4.35	27.54	62.32	5.8	0		
	Female	NO.	5	18	24	0	0	47	
		%	10.64	38.3	51.06	0	0		
	Persons	NO.	8	37	67	4	0	116	
		%	6.9	31.9	57.76	3.45	0		0.56
Indonesian: Second Language *	Male	NO.	4	11	20	4	0	39	
		%	10.26	28.21	51.28	10.26	0		
	Female	NO.	18	27	45	15	1	106	
		%	16.98	25.47	42.45	14.15	0.94		
	Persons	NO.	22	38	65	19	1	145	
		%	15.17	26.21	44.83	13.1	0.69		0.70
Italian *	Male	NO.	7	11	28	13	1	60	
		%	11.67	18.33	46.67	21.67	1.67		
	Female	NO.	33	50	105	22	6	216	
		%	15.28	23.15	48.61	10.19	2.78		
	Persons	NO.	40	61	133	35	7	276	
		%	14.49	22.1	48.19	12.68	2.54		1.34
Italian for Beginners	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	3	4	1	0	0	8	
		%	37.5	50	12.5	0	0		
	Persons	NO.	3	5	2	0	0	10	
		%	30	50	20	0	0		0.04
Japanese for Beginners	Male	NO.	0	0	1	0	0	1	
		%	0	0	100	0	0		
	Female	NO.	1	3	3	0	0	7	
		%	14.29	42.86	42.86	0	0		
	Persons	NO.	1	3	4	0	0	8	
		%	12.5	37.5	50	0	0		0.03

*   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, 2005 (Cont)

Subjects within Learning Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population
			A	B	C	D	E		
LANGUAGES OTHER THAN ENGLISH (Cont)									
Japanese: Advanced *	Male	NO.	0	1	1	0	0	2	
		%	0	50	50	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		0.01
Japanese: Second Language *	Male	NO.	16	20	29	19	2	86	
		%	18.6	23.26	33.72	22.09	2.33		
	Female	NO.	43	54	58	25	3	183	
		%	23.5	29.51	31.69	13.66	1.64		
	Persons	NO.	59	74	87	44	5	269	
		%	21.93	27.51	32.34	16.36	1.86		1.31
Malay: Advanced *	Male	NO.	1	4	3	3	0	11	
		%	9.09	36.36	27.27	27.27	0		
	Female	NO.	3	10	15	2	0	30	
		%	10	33.33	50	6.67	0		
	Persons	NO.	4	14	18	5	0	41	
		%	9.76	34.15	43.9	12.2	0		0.20
Modern Greek (SSABSA) *	Male	NO.	3	2	0	1	0	6	
		%	50	33.33	0	16.67	0		
	Female	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Persons	NO.	4	2	0	1	0	7	
		%	57.14	28.57	0	14.29	0		0.03
Polish (CCAFL)	Male	NO.	1	0	0	0	0	1	
		%	100	0	0	0	0		
	Female	NO.	3	0	0	0	0	3	
		%	100	0	0	0	0		
	Persons	NO.	4	0	0	0	0	4	
		%	100	0	0	0	0		0.01
MATHEMATICS									
Applicable Mathematics *	Male	NO.	684	651	888	271	75	2569	
		%	26.63	25.34	34.57	10.55	2.92		
	Female	NO.	425	487	647	154	41	1754	
		%	24.23	27.77	36.89	8.78	2.34		
	Persons	NO.	1109	1138	1535	425	116	4323	
		%	25.65	26.32	35.51	9.83	2.68		21.13
Calculus *	Male	NO.	353	299	386	127	30	1195	
		%	29.54	25.02	32.3	10.63	2.51		
	Female	NO.	150	138	123	40	11	462	
		%	32.47	29.87	26.62	8.66	2.38		
	Persons	NO.	503	437	509	167	41	1657	
		%	30.36	26.37	30.72	10.08	2.47		8.09
Discrete Mathematics *	Male	NO.	651	940	1418	405	68	3482	
		%	18.7	27	40.72	11.63	1.95		
	Female	NO.	871	1168	1717	428	98	4282	
		%	20.34	27.28	40.1	10	2.29		
	Persons	NO.	1522	2108	3135	833	166	7764	
		%	19.6	27.15	40.38	10.73	2.14		37.95

*   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, 2005 (Cont)

Subjects within Learning Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population
			A	B	C	D	E		
MATHEMATICS (Cont)									
Modelling with Mathematics	Male	NO.	225	1000	1114	129	99	2567	
		%	8.77	38.96	43.4	5.03	3.86		
	Female	NO.	514	1273	922	82	60	2851	
		%	18.03	44.65	32.34	2.88	2.1		
	Persons	NO.	739	2273	2036	211	159	5418	
		%	13.64	41.95	37.58	3.89	2.93		26.48
SCIENCE									
Biology *	Male	NO.	97	200	350	62	17	726	
		%	13.36	27.55	48.21	8.54	2.34		
	Female	NO.	285	324	415	74	13	1111	
		%	25.65	29.16	37.35	6.66	1.17		
	Persons	NO.	382	524	765	136	30	1837	
		%	20.79	28.52	41.64	7.4	1.63		8.97
Chemistry *	Male	NO.	611	539	679	261	66	2156	
		%	28.34	25	31.49	12.11	3.06		
	Female	NO.	479	442	562	193	48	1724	
		%	27.78	25.64	32.6	11.19	2.78		
	Persons	NO.	1090	981	1241	454	114	3880	
		%	28.09	25.28	31.98	11.7	2.94		18.96
Geology *	Male	NO.	3	11	18	3	1	36	
		%	8.33	30.56	50	8.33	2.78		
	Female	NO.	1	6	10	2	1	20	
		%	5	30	50	10	5		
	Persons	NO.	4	17	28	5	2	56	
		%	7.14	30.36	50	8.93	3.57		0.27
Human Biology *	Male	NO.	222	362	612	172	37	1405	
		%	15.8	25.77	43.56	12.24	2.63		
	Female	NO.	690	928	1371	349	59	3397	
		%	20.31	27.32	40.36	10.27	1.74		
	Persons	NO.	912	1290	1983	521	96	4802	
		%	18.99	26.86	41.3	10.85	2		23.47
Physical Science *	Male	NO.	20	57	94	36	10	217	
		%	9.22	26.27	43.32	16.59	4.61		
	Female	NO.	46	63	81	18	5	213	
		%	21.6	29.58	38.03	8.45	2.35		
	Persons	NO.	66	120	175	54	15	430	
		%	15.35	27.91	40.7	12.56	3.49		2.10
Physics *	Male	NO.	625	582	759	249	65	2280	
		%	27.41	25.53	33.29	10.92	2.85		
	Female	NO.	241	265	294	91	19	910	
		%	26.48	29.12	32.31	10	2.09		
	Persons	NO.	866	847	1053	340	84	3190	
		%	27.15	26.55	33.01	10.66	2.63		15.59
Senior Science	Male	NO.	173	613	499	94	22	1401	
		%	12.35	43.75	35.62	6.71	1.57		
	Female	NO.	250	593	282	56	11	1192	
		%	20.97	49.75	23.66	4.7	0.92		
	Persons	NO.	423	1206	781	150	33	2593	
		%	16.31	46.51	30.12	5.78	1.27		12.67

*   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, 2005 (Cont)

Subjects within Learning Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population
			A	B	C	D	E		
SOCIETY AND ENVIRONMENT									
Ancient History *	Male	NO.	22	40	56	15	1	134	
		%	16.42	29.85	41.79	11.19	0.75		
	Female	NO.	33	39	56	15	1	144	
		%	22.92	27.08	38.89	10.42	0.69		
	Persons	NO.	55	79	112	30	2	278	
		%	19.78	28.42	40.29	10.79	0.72		1.35
Beliefs and Values	Male	NO.	64	341	346	62	4	817	
		%	7.83	41.74	42.35	7.59	0.49		
	Female	NO.	226	550	235	27	1	1039	
		%	21.75	52.94	22.62	2.6	0.1		
	Persons	NO.	290	891	581	89	5	1856	
		%	15.63	48.01	31.3	4.8	0.27		9.07
Economics *	Male	NO.	341	446	624	178	34	1623	
		%	21.01	27.48	38.45	10.97	2.09		
	Female	NO.	247	308	439	120	14	1128	
		%	21.9	27.3	38.92	10.64	1.24		
	Persons	NO.	588	754	1063	298	48	2751	
		%	21.37	27.41	38.64	10.83	1.74		13.44
Geography *	Male	NO.	196	449	812	194	35	1686	
		%	11.63	26.63	48.16	11.51	2.08		
	Female	NO.	295	502	895	202	22	1916	
		%	15.4	26.2	46.71	10.54	1.15		
	Persons	NO.	491	951	1707	396	57	3602	
		%	13.63	26.4	47.39	10.99	1.58		17.60
History *	Male	NO.	157	334	535	87	17	1130	
		%	13.89	29.56	47.35	7.7	1.5		
	Female	NO.	373	640	867	125	21	2026	
		%	18.41	31.59	42.79	6.17	1.04		
	Persons	NO.	530	974	1402	212	38	3156	
		%	16.79	30.86	44.42	6.72	1.2		15.42
Law	Male	NO.	0	5	8	2	0	15	
		%	0	33.33	53.33	13.33	0		
	Female	NO.	5	14	7	5	1	32	
		%	15.63	43.75	21.88	15.63	3.13		
	Persons	NO.	5	19	15	7	1	47	
		%	10.64	40.43	31.91	14.89	2.13		0.22
Political and Legal Studies *	Male	NO.	77	111	132	35	4	359	
		%	21.45	30.92	36.77	9.75	1.11		
	Female	NO.	152	197	253	54	12	668	
		%	22.75	29.49	37.87	8.08	1.8		
	Persons	NO.	229	308	385	89	16	1027	
		%	22.3	29.99	37.49	8.67	1.56		5.02
Practical Geography	Male	NO.	5	20	23	3	1	52	
		%	9.62	38.46	44.23	5.77	1.92		
	Female	NO.	3	15	18	2	1	39	
		%	7.69	38.46	46.15	5.13	2.56		
	Persons	NO.	8	35	41	5	2	91	
		%	8.79	38.46	45.05	5.49	2.2		0.44

*   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, 2005 (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.	145	222	257	94	51	769	
		%	18.86	28.87	33.42	12.22	6.63		
	Female	NO.	186	234	269	78	25	792	
		%	23.48	29.55	33.96	9.85	3.16		
	Persons	NO.	331	456	526	172	76	1561	
		%	21.2	29.21	33.7	11.02	4.87		7.63
Administrative Systems	Male	NO.	3	10	13	4	0	30	
		%	10	33.33	43.33	13.33	0		
	Female	NO.	16	31	26	3	1	77	
		%	20.78	40.26	33.77	3.9	1.3		
	Persons	NO.	19	41	39	7	1	107	
		%	17.76	38.32	36.45	6.54	0.93		0.52
Aeronautics	Male	NO.	7	8	16	4	5	40	
		%	17.5	20	40	10	12.5		
	Female	NO.	0	2	1	0	1	4	
		%	0	50	25	0	25		
	Persons	NO.	7	10	17	4	6	44	
		%	15.91	22.73	38.64	9.09	13.64		0.21
Animal Production and Marketing	Male	NO.	21	28	29	4	3	85	
		%	24.71	32.94	34.12	4.71	3.53		
	Female	NO.	20	31	12	1	0	64	
		%	31.25	48.44	18.75	1.56	0		
	Persons	NO.	41	59	41	5	3	149	
		%	27.52	39.6	27.52	3.36	2.01		0.72
Applied Technology	Male	NO.	13	65	44	3	2	127	
		%	10.24	51.18	34.65	2.36	1.57		
	Female	NO.	3	5	3	0	0	11	
		%	27.27	45.45	27.27	0	0		
	Persons	NO.	16	70	47	3	2	138	
		%	11.59	50.72	34.06	2.17	1.45		0.67
Automotive Workshop	Male	NO.	58	114	128	20	7	327	
		%	17.74	34.86	39.14	6.12	2.14		
	Female	NO.	7	8	13	1	1	30	
		%	23.33	26.67	43.33	3.33	3.33		
	Persons	NO.	65	122	141	21	8	357	
		%	18.21	34.17	39.5	5.88	2.24		1.74
Building and Construction	Male	NO.	28	88	59	4	5	184	
		%	15.22	47.83	32.07	2.17	2.72		
	Female	NO.	0	2	2	1	0	5	
		%	0	40	40	20	0		
	Persons	NO.	28	90	61	5	5	189	
		%	14.81	47.62	32.28	2.65	2.65		0.92
Business Information Technology	Male	NO.	50	214	287	50	23	624	
		%	8.01	34.29	45.99	8.01	3.69		
	Female	NO.	182	368	228	29	15	822	
		%	22.14	44.77	27.74	3.53	1.82		
	Persons	NO.	232	582	515	79	38	1446	
		%	16.04	40.25	35.62	5.46	2.63		7.06

*   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, 2005 (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	0	0	0	1	1	
		%	0	0	0	0	100		
	Female	NO.	28	26	12	6	5	77	
		%	36.36	33.77	15.58	7.79	6.49		
	Persons	NO.	28	26	12	6	6	78	
		%	35.9	33.33	15.38	7.69	7.69		0.38
Farm Practice	Male	NO.	6	22	14	2	1	45	
		%	13.33	48.89	31.11	4.44	2.22		
	Female	NO.	5	17	12	0	0	34	
		%	14.71	50	35.29	0	0		
	Persons	NO.	11	39	26	2	1	79	
		%	13.92	49.37	32.91	2.53	1.27		0.38
Food Technology	Male	NO.	0	3	9	2	1	15	
		%	0	20	60	13.33	6.67		
	Female	NO.	12	24	26	3	2	67	
		%	17.91	35.82	38.81	4.48	2.99		
	Persons	NO.	12	27	35	5	3	82	
		%	14.63	32.93	42.68	6.1	3.66		0.40
Furniture Design and Technology	Male	NO.	185	391	391	55	16	1038	
		%	17.82	37.67	37.67	5.3	1.54		
	Female	NO.	26	50	44	4	2	126	
		%	20.63	39.68	34.92	3.17	1.59		
	Persons	NO.	211	441	435	59	18	1164	
		%	18.13	37.89	37.37	5.07	1.55		5.68
Graphics Technology	Male	NO.	21	37	37	6	0	101	
		%	20.79	36.63	36.63	5.94	0		
	Female	NO.	4	22	18	1	0	45	
		%	8.89	48.89	40	2.22	0		
	Persons	NO.	25	59	55	7	0	146	
		%	17.12	40.41	37.67	4.79	0		0.71
Industry Information Technology	Male	NO.	49	145	184	41	15	434	
		%	11.29	33.41	42.4	9.45	3.46		
	Female	NO.	36	120	104	11	3	274	
		%	13.14	43.8	37.96	4.01	1.09		
	Persons	NO.	85	265	288	52	18	708	
		%	12.01	37.43	40.68	7.34	2.54		3.46
Information Systems *	Male	NO.	115	156	257	72	33	633	
		%	18.17	24.64	40.6	11.37	5.21		
	Female	NO.	42	70	54	22	12	200	
		%	21	35	27	11	6		
	Persons	NO.	157	226	311	94	45	833	
		%	18.85	27.13	37.33	11.28	5.4		4.07
Interactive Media	Male	NO.	163	495	529	102	15	1304	
		%	12.5	37.96	40.57	7.82	1.15		
	Female	NO.	116	218	153	38	8	533	
		%	21.76	40.9	28.71	7.13	1.5		
	Persons	NO.	279	713	682	140	23	1837	
		%	15.19	38.81	37.13	7.62	1.25		8.97

*   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, 2005 (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.	19	52	48	15	0	134	
		%	14.18	38.81	35.82	11.19	0		
	Female	NO.	46	55	25	2	0	128	
		%	35.94	42.97	19.53	1.56	0		
	Persons	NO.	65	107	73	17	0	262	
		%	24.81	40.84	27.86	6.49	0		1.28
Metals Technology	Male	NO.	88	179	182	26	7	482	
		%	18.26	37.14	37.76	5.39	1.45		
	Female	NO.	13	15	24	4	2	58	
		%	22.41	25.86	41.38	6.9	3.45		
	Persons	NO.	101	194	206	30	9	540	
		%	18.7	35.93	38.15	5.56	1.67		2.63
Nautical Studies	Male	NO.	20	20	12	3	2	57	
		%	35.09	35.09	21.05	5.26	3.51		
	Female	NO.	3	2	1	1	0	7	
		%	42.86	28.57	14.29	14.29	0		
	Persons	NO.	23	22	13	4	2	64	
		%	35.94	34.38	20.31	6.25	3.13		0.31
Plant Production and Marketing	Male	NO.	13	32	41	7	4	97	
		%	13.4	32.99	42.27	7.22	4.12		
	Female	NO.	9	24	12	2	0	47	
		%	19.15	51.06	25.53	4.26	0		
	Persons	NO.	22	56	53	9	4	144	
		%	15.28	38.89	36.81	6.25	2.78		0.70
Small Business Management and Enterprise	Male	NO.	34	120	142	19	16	331	
		%	10.27	36.25	42.9	5.74	4.83		
	Female	NO.	89	153	84	10	8	344	
		%	25.87	44.48	24.42	2.91	2.33		
	Persons	NO.	123	273	226	29	24	675	
		%	18.22	40.44	33.48	4.3	3.56		3.29
Systems Technology	Male	NO.	27	59	96	13	3	198	
		%	13.64	29.8	48.48	6.57	1.52		
	Female	NO.	3	2	5	0	0	10	
		%	30	20	50	0	0		
	Persons	NO.	30	61	101	13	3	208	
		%	14.42	29.33	48.56	6.25	1.44		1.01
Technical Graphics	Male	NO.	86	136	201	22	10	455	
		%	18.9	29.89	44.18	4.84	2.2		
	Female	NO.	23	14	15	2	1	55	
		%	41.82	25.45	27.27	3.64	1.82		
	Persons	NO.	109	150	216	24	11	510	
		%	21.37	29.41	42.35	4.71	2.16		2.49
Visual Communication - Photography	Male	NO.	33	60	102	29	15	239	
		%	13.81	25.1	42.68	12.13	6.28		
	Female	NO.	168	213	161	34	24	600	
		%	28	35.5	26.83	5.67	4		
	Persons	NO.	201	273	263	63	39	839	
		%	23.96	32.54	31.35	7.51	4.65		4.10

*   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, 2005 (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.	32	86	86	17	8	229	
		%	13.97	37.55	37.55	7.42	3.49		
	Female	NO.	164	362	267	34	8	835	
		%	19.64	43.35	31.98	4.07	0.96		
	Persons	NO.	196	448	353	51	16	1064	
		%	18.42	42.11	33.18	4.79	1.5		5.20
Art and Design	Male	NO.	48	179	283	54	16	580	
		%	8.28	30.86	48.79	9.31	2.76		
	Female	NO.	299	657	590	85	34	1665	
		%	17.96	39.46	35.44	5.11	2.04		
	Persons	NO.	347	836	873	139	50	2245	
		%	15.46	37.24	38.89	6.19	2.23		10.97
Ballet Studies	Male	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Female	NO.	10	3	0	0	0	13	
		%	76.92	23.08	0	0	0		
	Persons	NO.	10	3	0	0	0	13	
		%	76.92	23.08	0	0	0		0.06
Dance Studies	Male	NO.	6	7	11	1	0	25	
		%	24	28	44	4	0		
	Female	NO.	230	289	178	27	6	730	
		%	31.51	39.59	24.38	3.7	0.82		
	Persons	NO.	236	296	189	28	6	755	
		%	31.26	39.21	25.03	3.71	0.79		3.69
Drama	Male	NO.	16	103	102	35	8	264	
		%	6.06	39.02	38.64	13.26	3.03		
	Female	NO.	104	311	200	43	6	664	
		%	15.66	46.84	30.12	6.48	0.9		
	Persons	NO.	120	414	302	78	14	928	
		%	12.93	44.61	32.54	8.41	1.51		4.53
Drama Studies *	Male	NO.	49	148	49	7	4	257	
		%	19.07	57.59	19.07	2.72	1.56		
	Female	NO.	184	481	87	17	2	771	
		%	23.87	62.39	11.28	2.2	0.26		
	Persons	NO.	233	629	136	24	6	1028	
		%	22.67	61.19	13.23	2.33	0.58		5.02
Media Studies	Male	NO.	77	239	217	57	14	604	
		%	12.75	39.57	35.93	9.44	2.32		
	Female	NO.	136	219	192	24	10	581	
		%	23.41	37.69	33.05	4.13	1.72		
	Persons	NO.	213	458	409	81	24	1185	
		%	17.97	38.65	34.51	6.84	2.03		5.79
Music *	Male	NO.	40	55	49	7	0	151	
		%	26.49	36.42	32.45	4.64	0		
	Female	NO.	65	80	71	4	0	220	
		%	29.55	36.36	32.27	1.82	0		
	Persons	NO.	105	135	120	11	0	371	
		%	28.3	36.39	32.35	2.96	0		1.81
Music in Society	Male	NO.	56	105	75	15	8	259	
		%	21.62	40.54	28.96	5.79	3.09		
	Female	NO.	63	70	52	14	10	209	
		%	30.14	33.49	24.88	6.7	4.78		
	Persons	NO.	119	175	127	29	18	468	
		%	25.43	37.39	27.14	6.2	3.85		2.28

*   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, 2005 (Cont)

Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population
			A	B	C	D	E		
VOCATIONAL EDUCATION									
ACROSS INDUSTRY STUDIES									
Work Studies	Male	NO.	122	422	400	64	27	1035	
		%	11.79	40.77	38.65	6.18	2.61		
	Female	NO.	355	666	261	31	17	1330	
		%	26.69	50.08	19.62	2.33	1.28		
	Persons	NO.	477	1088	661	95	44	2365	
		%	20.17	46	27.95	4.02	1.86		11.56
ARTS AND RELATED TECHNOLOGIES									
SWL - Design	Male	NO.	73	29	8	1	4	115	
		%	63.48	25.22	6.96	0.87	3.48		
	Female	NO.	67	27	3	1	1	99	
		%	67.68	27.27	3.03	1.01	1.01		
	Persons	NO.	140	56	11	2	5	214	
		%	65.42	26.17	5.14	0.93	2.34		1.04
BUILDING AND CONSTRUCTION									
SWL - Building Construction and Services	Male	NO.	116	141	23	3	3	286	
		%	40.56	49.3	8.04	1.05	1.05		
	Female	NO.	0	3	1	0	0	4	
		%	0	75	25	0	0		
	Persons	NO.	116	144	24	3	3	290	
		%	40	49.66	8.28	1.03	1.03		1.41
BUSINESS AND CLERICAL									
Business Financial Management	Male	NO.	2	9	15	6	1	33	
		%	6.06	27.27	45.45	18.18	3.03		
	Female	NO.	17	36	36	7	2	98	
		%	17.35	36.73	36.73	7.14	2.04		
	Persons	NO.	19	45	51	13	3	131	
		%	14.5	34.35	38.93	9.92	2.29		0.64
Computer Fundamentals	Male	NO.	43	107	133	24	12	319	
		%	13.48	33.54	41.69	7.52	3.76		
	Female	NO.	75	167	116	15	7	380	
		%	19.74	43.95	30.53	3.95	1.84		
	Persons	NO.	118	274	249	39	19	699	
		%	16.88	39.2	35.62	5.58	2.72		3.41
Office Administration	Male	NO.	2	2	7	2	0	13	
		%	15.38	15.38	53.85	15.38	0		
	Female	NO.	11	26	21	0	0	58	
		%	18.97	44.83	36.21	0	0		
	Persons	NO.	13	28	28	2	0	71	
		%	18.31	39.44	39.44	2.82	0		0.34

Curriculum Council

Table 3.2   Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2005 (Cont)

Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population
			A	B	C	D	E		
VOCATIONAL EDUCATION (Cont)									
BUSINESS AND CLERICAL (Cont)									
SWL - Business and Clerical	Male	NO.	46	36	11	2	3	98	
		%	46.94	36.73	11.22	2.04	3.06		
	Female	NO.	264	167	37	3	6	477	
		%	55.35	35.01	7.76	0.63	1.26		
	Persons	NO.	310	203	48	5	9	575	
		%	53.91	35.3	8.35	0.87	1.57		2.81
SWL - Information Technology	Male	NO.	84	53	6	1	1	145	
		%	57.93	36.55	4.14	0.69	0.69		
	Female	NO.	6	4	0	0	0	10	
		%	60	40	0	0	0		
	Persons	NO.	90	57	6	1	1	155	
		%	58.06	36.77	3.87	0.65	0.65		0.75
ELECTRICAL/ELECTRONICS									
SWL - Electronics Servicing	Male	NO.	34	26	9	2	1	72	
		%	47.22	36.11	12.5	2.78	1.39		
	Female	NO.	1	3	0	0	0	4	
		%	25	75	0	0	0		
	Persons	NO.	35	29	9	2	1	76	
		%	46.05	38.16	11.84	2.63	1.32		0.37
HEALTH AND COMMUNITY SERVICES									
Child Care	Male	NO.	0	0	0	0	2	2	
		%	0	0	0	0	100		
	Female	NO.	47	58	26	6	2	139	
		%	33.81	41.73	18.71	4.32	1.44		
	Persons	NO.	47	58	26	6	4	141	
		%	33.33	41.13	18.44	4.26	2.84		0.68
SWL - Community Services, Health and Education	Male	NO.	34	21	2	0	0	57	
		%	59.65	36.84	3.51	0	0		
	Female	NO.	359	173	47	7	5	591	
		%	60.74	29.27	7.95	1.18	0.85		
	Persons	NO.	393	194	49	7	5	648	
		%	60.65	29.94	7.56	1.08	0.77		3.16
The Study of Teaching	Male	NO.	0	1	1	1	0	3	
		%	0	33.33	33.33	33.33	0		
	Female	NO.	6	12	8	1	0	27	
		%	22.22	44.44	29.63	3.7	0		
	Persons	NO.	6	13	9	2	0	30	
		%	20	43.33	30	6.67	0		0.14
Vocational Community Networking	Male	NO.	4	3	0	0	0	7	
		%	57.14	42.86	0	0	0		
	Female	NO.	10	6	7	0	0	23	
		%	43.48	26.09	30.43	0	0		
	Persons	NO.	14	9	7	0	0	30	
		%	46.67	30	23.33	0	0		0.14

Curriculum Council

Table 3.2   Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2005 (Cont)

Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population
			A	B	C	D	E		
HOSPITALITY TRAVEL AND TOURISM									
Aspects of the Tourism Industry	Male	NO.	14	24	44	9	9	100	
		%	14	24	44	9	9		
	Female	NO.	85	178	106	18	9	396	
		%	21.46	44.95	26.77	4.55	2.27		
	Persons	NO.	99	202	150	27	18	496	
		%	19.96	40.73	30.24	5.44	3.63		2.42
Food Production	Male	NO.	61	174	197	42	12	486	
		%	12.55	35.8	40.53	8.64	2.47		
	Female	NO.	259	521	256	27	11	1074	
		%	24.12	48.51	23.84	2.51	1.02		
	Persons	NO.	320	695	453	69	23	1560	
		%	20.51	44.55	29.04	4.42	1.47		7.62
Reception and Customer Service	Male	NO.	8	13	27	5	0	53	
		%	15.09	24.53	50.94	9.43	0		
	Female	NO.	64	97	59	8	1	229	
		%	27.95	42.36	25.76	3.49	0.44		
	Persons	NO.	72	110	86	13	1	282	
		%	25.53	39.01	30.5	4.61	0.35		1.37
SWL - Food Processing	Male	NO.	16	14	2	2	0	34	
		%	47.06	41.18	5.88	5.88	0		
	Female	NO.	20	5	6	0	0	31	
		%	64.52	16.13	19.35	0	0		
	Persons	NO.	36	19	8	2	0	65	
		%	55.38	29.23	12.31	3.08	0		0.31
SWL - Hospitality	Male	NO.	48	43	14	2	0	107	
		%	44.86	40.19	13.08	1.87	0		
	Female	NO.	161	85	26	6	2	280	
		%	57.5	30.36	9.29	2.14	0.71		
	Persons	NO.	209	128	40	8	2	387	
		%	54.01	33.07	10.34	2.07	0.52		1.89
SWL - Tourism	Male	NO.	7	3	0	0	0	10	
		%	70	30	0	0	0		
	Female	NO.	18	20	3	1	0	42	
		%	42.86	47.62	7.14	2.38	0		
	Persons	NO.	25	23	3	1	0	52	
		%	48.08	44.23	5.77	1.92	0		0.25
LIGHT MANUFACTURING									
Composite Materials, Machining and Fabrication	Male	NO.	3	3	11	0	0	17	
		%	17.65	17.65	64.71	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	3	3	11	0	0	17	
		%	17.65	17.65	64.71	0	0		0.08
SWL - Light Manufacturing	Male	NO.	15	24	4	1	1	45	
		%	33.33	53.33	8.89	2.22	2.22		
	Female	NO.	2	1	0	0	0	3	
		%	66.67	33.33	0	0	0		
	Persons	NO.	17	25	4	1	1	48	
		%	35.42	52.08	8.33	2.08	2.08		0.23
Wood Fabrication	Male	NO.	48	80	92	20	3	243	
		%	19.75	32.92	37.86	8.23	1.23		
	Female	NO.	5	16	10	1	0	32	
		%	15.63	50	31.25	3.13	0		
	Persons	NO.	53	96	102	21	3	275	
		%	19.27	34.91	37.09	7.64	1.09		1.34

Curriculum Council

Table 3.2   Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2005 (Cont)

| Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population
			A	B	C	D	E		
VOCATIONAL EDUCATION (Cont)									
LIGHT MANUFACTURING									
Computer Assisted Drawing and Design	Male	NO.	25	38	32	9	0	104	
		%	24.04	36.54	30.77	8.65	0		
	Female	NO.	0	1	8	0	0	9	
		%	0	11.11	88.89	0	0		
	Persons	NO.	25	39	40	9	0	113	
		%	22.12	34.51	35.4	7.96	0		0.55
METALS & ENGINEERING (INCLUDING AUTOMOTIVE)									
General Workshop	Male	NO.	24	86	55	14	0	179	
		%	13.41	48.04	30.73	7.82	0		
	Female	NO.	2	8	10	1	0	21	
		%	9.52	38.1	47.62	4.76	0		
	Persons	NO.	26	94	65	15	0	200	
		%	13	47	32.5	7.5	0		0.97
Metal Machining and Fabrication	Male	NO.	15	36	34	5	1	91	
		%	16.48	39.56	37.36	5.49	1.1		
	Female	NO.	0	2	1	0	0	3	
		%	0	66.67	33.33	0	0		
	Persons	NO.	15	38	35	5	1	94	
		%	15.96	40.43	37.23	5.32	1.06		0.45
SWL - Automotive	Male	NO.	135	126	33	2	4	300	
		%	45	42	11	0.67	1.33		
	Female	NO.	3	6	0	0	1	10	
		%	30	60	0	0	10		
	Persons	NO.	138	132	33	2	5	310	
		%	44.52	42.58	10.65	0.65	1.61		1.51
SWL - Metals and Engineering	Male	NO.	63	77	11	0	4	155	
		%	40.65	49.68	7.1	0	2.58		
	Female	NO.	1	1	1	0	0	3	
		%	33.33	33.33	33.33	0	0		
	Persons	NO.	64	78	12	0	4	158	
		%	40.51	49.37	7.59	0	2.53		0.77
MINING									
SWL - Mining	Male	NO.	3	2	1	0	0	6	
		%	50	33.33	16.67	0	0		
	Female	NO.	0	0	0	0	0	0	
		%	0	0	0	0	0		
	Persons	NO.	3	2	1	0	0	6	
		%	50	33.33	16.67	0	0		0.02
PRIMARY INDUSTRIES									
Animal Production and Enterprise	Male	NO.	3	10	13	0	0	26	
		%	11.54	38.46	50	0	0		
	Female	NO.	1	2	1	0	0	4	
		%	25	50	25	0	0		
	Persons	NO.	4	12	14	0	0	30	
		%	13.33	40	46.67	0	0		0.14

Curriculum Council

Table 3.2   Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2005 (Cont)

Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population
			A	B	C	D	E		
VOCATIONAL EDUCATION (Cont)									
PRIMARY INDUSTRIES (Cont)									
Applied Land Resource Management	Male	NO.	1	4	10	2	1	18	
		%	5.56	22.22	55.56	11.11	5.56		
	Female	NO.	4	3	2	2	0	11	
		%	36.36	27.27	18.18	18.18	0		
	Persons	NO.	5	7	12	4	1	29	
		%	17.24	24.14	41.38	13.79	3.45		0.14
Pastoral Industries	Male	NO.	0	3	2	0	0	5	
		%	0	60	40	0	0		
	Female	NO.	0	1	0	0	0	1	
		%	0	100	0	0	0		
	Persons	NO.	0	4	2	0	0	6	
		%	0	66.67	33.33	0	0		0.02
Plant Production and Enterprise	Male	NO.	0	9	15	1	0	25	
		%	0	36	60	4	0		
	Female	NO.	0	2	0	0	0	2	
		%	0	100	0	0	0		
	Persons	NO.	0	11	15	1	0	27	
		%	0	40.74	55.56	3.7	0		0.13
SWL - Animal Care	Male	NO.	10	11	4	0	0	25	
		%	40	44	16	0	0		
	Female	NO.	63	32	5	0	0	100	
		%	63	32	5	0	0		
	Persons	NO.	73	43	9	0	0	125	
		%	58.4	34.4	7.2	0	0		0.61
SWL - Primary Industries	Male	NO.	57	112	37	6	1	213	
		%	26.76	52.58	17.37	2.82	0.47		
	Female	NO.	24	32	18	3	0	77	
		%	31.17	41.56	23.38	3.9	0		
	Persons	NO.	81	144	55	9	1	290	
		%	27.93	49.66	18.97	3.1	0.34		1.41
RETAIL									
SWL - Sales and Personal Services	Male	NO.	103	72	15	2	4	196	
		%	52.55	36.73	7.65	1.02	2.04		
	Female	NO.	251	170	38	4	6	469	
		%	53.52	36.25	8.1	0.85	1.28		
	Persons	NO.	354	242	53	6	10	665	
		%	53.23	36.39	7.97	0.9	1.5		3.25
SPORT AND RECREATION									
Fitness	Male	NO.	10	10	10	0	0	30	
		%	33.33	33.33	33.33	0	0		
	Female	NO.	1	5	5	0	0	11	
		%	9.09	45.45	45.45	0	0		
	Persons	NO.	11	15	15	0	0	41	
		%	26.83	36.59	36.59	0	0		0.20

Curriculum Council

Table 3.2　　　　Number And Percentage of Students Awarded Grades For Year 12 Subjects By Sex, 2005 (Cont)

Subjects within Industry Related Areas	Sex of Student		Number and Percentage of Students who obtained each grade					Total	Percentage of Year 12 population
			A	B	C	D	E		
VOCATIONAL EDUCATION (Cont)									
SPORT AND RECREATION (Cont)									
Sport, Specific Skills and Training	Male	NO.	22	12	3	2	0	39	
		%	56.41	30.77	7.69	5.13	0		
	Female	NO.	11	4	4	0	0	19	
		%	57.89	21.05	21.05	0	0		
	Persons	NO.	33	16	7	2	0	58	
		%	56.9	27.59	12.07	3.45	0		0.28
SWL - Sport and Recreation	Male	NO.	83	42	12	1	1	139	
		%	59.71	30.22	8.63	0.72	0.72		
	Female	NO.	51	28	6	2	1	88	
		%	57.95	31.82	6.82	2.27	1.14		
	Persons	NO.	134	70	18	3	2	227	
		%	59.03	30.84	7.93	1.32	0.88		1.10
TRANSPORT AND STORAGE									
SWL - Transport and Storage	Male	NO.	10	10	3	1	0	24	
		%	41.67	41.67	12.5	4.17	0		
	Female	NO.	4	2	0	0	0	6	
		%	66.67	33.33	0	0	0		
	Persons	NO.	14	12	3	1	0	30	
		%	46.67	40	10	3.33	0		0.14

Curriculum Council

Figure 3.2   Number of Students Who Completed Year 12 TEE Subjects, by Sex, 2005
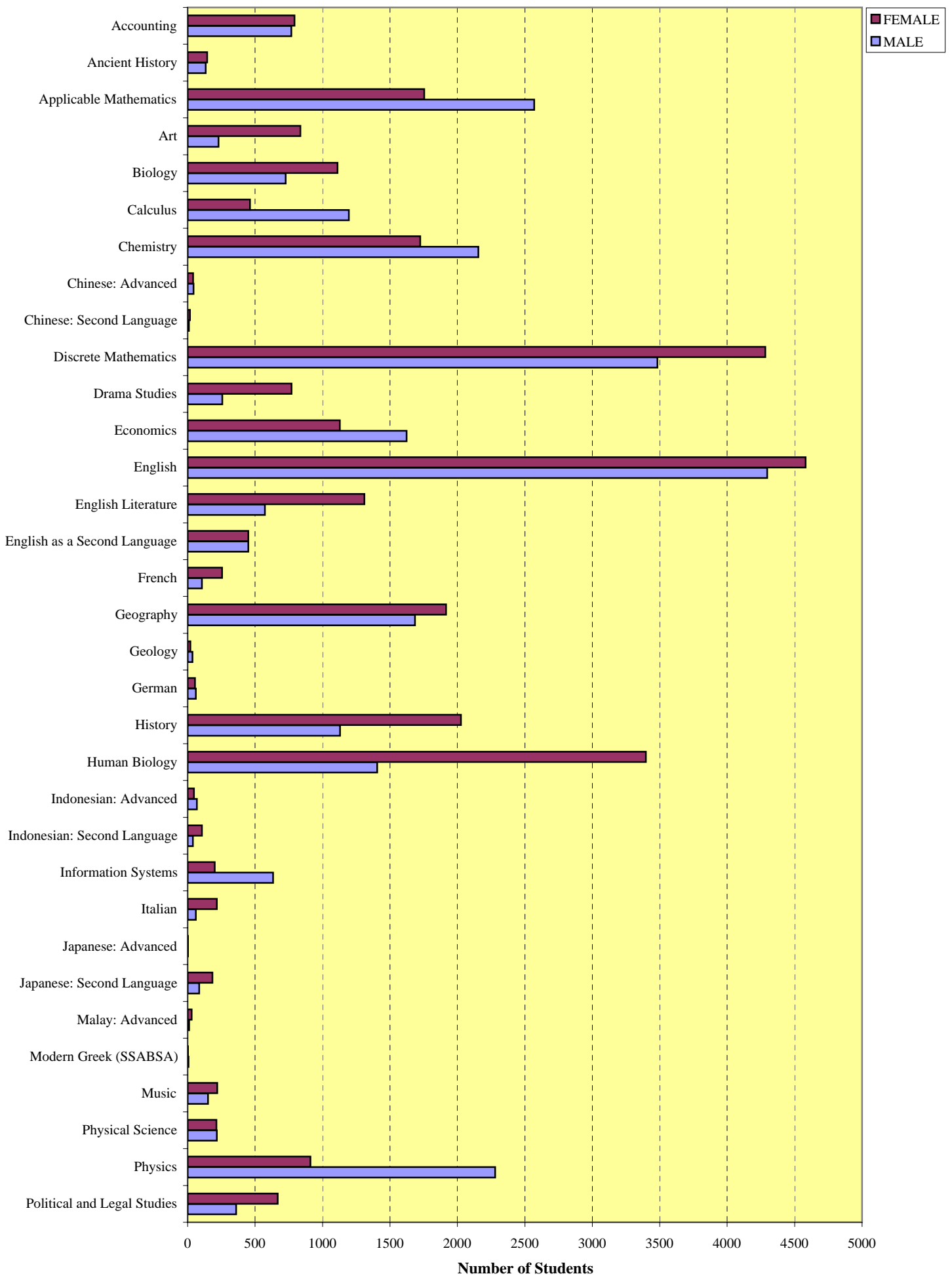
Curriculum Council

Table 3.3   Combinations of the Number of Year 12 Tertiary Entrance Examination* and
Wholly School-assessed** Subjects Completed, 2005

		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	64	97	67	295	1665	768	3
		Female	0	70	135	80	400	2001	552	2
		Persons	0	134	232	147	695	3666	1320	5
	1	Male	68	5	10	20	818	932	47	0
		Female	71	6	15	37	1214	974	39	0
		Persons	139	11	25	57	2032	1906	86	0
	2	Male	46	13	21	68	522	36	0	0
		Female	48	15	26	63	601	42	0	0
		Persons	94	28	47	131	1123	78	0	0
	3	Male	93	48	86	52	9	0	0	0
		Female	148	45	108	39	29	1	0	0
		Persons	241	93	194	91	38	1	0	0
	4	Male	429	177	153	3	0	0	0	0
		Female	472	194	108	2	0	0	0	0
		Persons	901	371	261	5	0	0	0	0
	5	Male	999	330	17	0	0	0	0	0
		Female	1099	287	11	0	0	0	0	0
		Persons	2098	617	28	0	0	0	0	0
	6	Male	1227	71	3	0	0	0	0	0
		Female	1319	70	1	0	0	0	0	0
		Persons	2546	141	4	0	0	0	0	0
	7 or More	Male	303	3	0	0	0	0	0	0
		Female	338	4	0	0	0	0	0	0
		Persons	641	7	0	0	0	0	0	0

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

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

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

Curriculum Council

Figure 3.3   Number of Students Who Completed Year 12 Vocational Subjects, by Sex, 2005

Number of Students
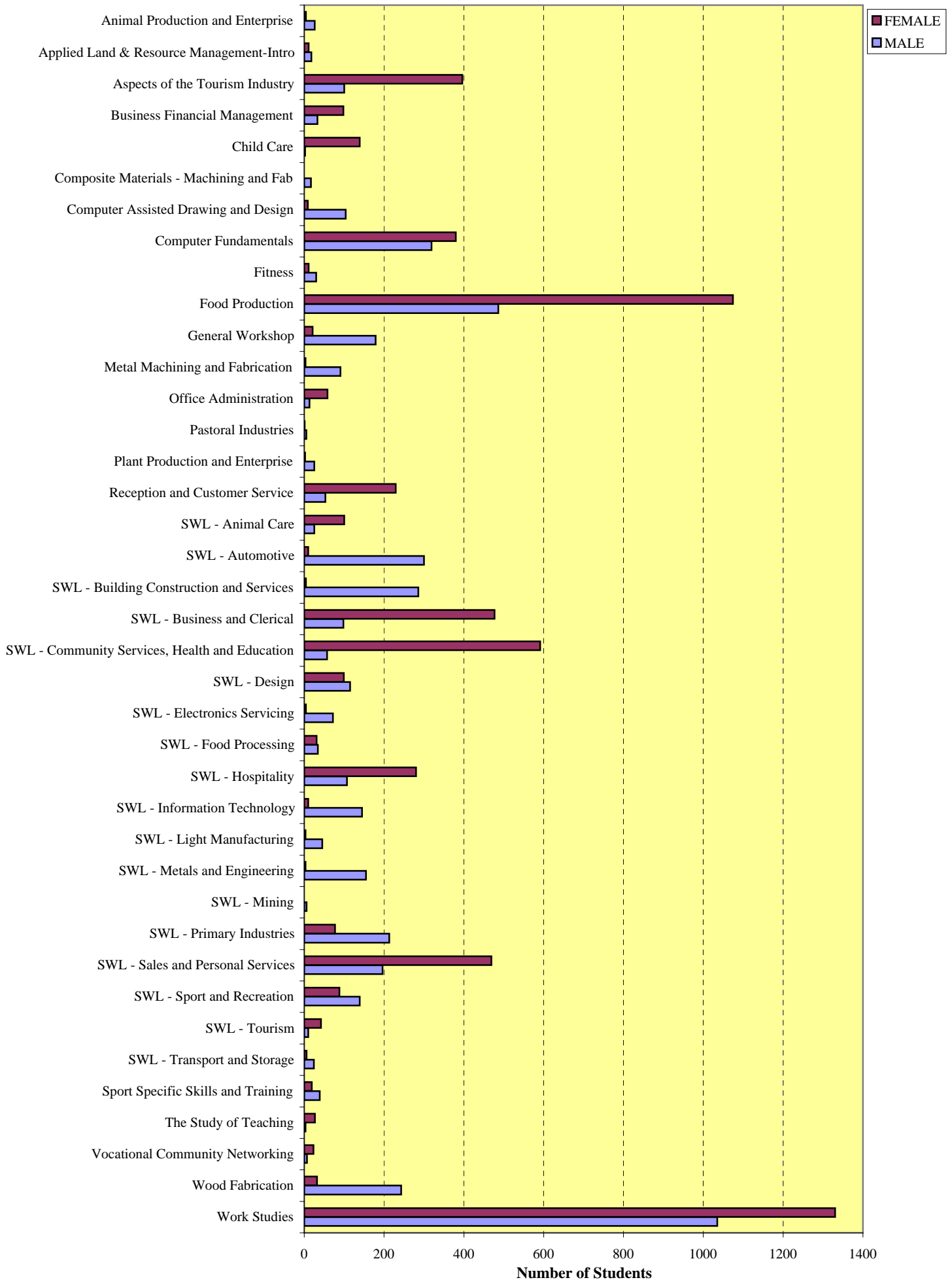
Curriculum Council

Table 4.1   Number of Candidates Sitting the Tertiary Entrance Examination in Each Subject, 2002-2005

Subject	Number of Candidates Sitting in the Examinations								
	2002	2003	2004	2005					
				Male		Female		Persons	% Change*
				No.	%	No.	%		
Accounting	1172	1102	1214	671	48	724	52	1395	14.9
Ancient History	371	361	296	124	48	132	52	256	-13.5
Applicable Mathematics	4455	4499	4124	2443	59	1711	41	4154	0.7
Art	1076	1061	917	202	22	724	78	926	1.0
Biology	1984	1812	1908	640	39	1013	61	1653	-13.4
Calculus	1649	1769	1574	1150	72	451	28	1601	1.7
Chemistry	3385	3594	3636	2019	55	1664	45	3683	1.3
Chinese: Advanced	101	128	93	39	51	38	49	77	-17.2
Chinese: Second Language	19	28	30	8	24	25	76	33	10.0
Discrete Mathematics	7686	7763	6515	2704	41	3815	59	6519	0.1
Drama Studies	1000	1087	956	247	25	725	75	972	1.7
Economics	2959	3087	2703	1527	59	1069	41	2596	-4.0
English	8467	8509	8318	4063	49	4279	51	8342	0.3
English as a Second Language	661	740	732	386	49	406	51	792	8.2
English Literature	2459	2393	1924	562	31	1271	69	1833	-4.7
French	385	336	297	104	30	243	70	347	16.8
Geography	4063	4024	3226	1497	46	1735	54	3232	0.2
Geology	30	43	37	31	66	16	34	47	27.0
German	87	104	140	68	53	61	47	129	-7.9
History	3099	3230	2835	1014	35	1849	65	2863	1.0
Human Biology	4229	4352	4058	1244	29	3014	71	4258	4.9
Indonesian: Advanced	129	105	96	44	50	44	50	88	-8.3
Indonesian: Second Language	151	140	107	39	29	95	71	134	25.2
Information Systems	763	761	699	511	75	173	25	684	-2.1
Italian	217	218	214	48	20	191	80	239	11.7
Japanese: Advanced	13	13	3	2	67	1	33	3	0.0
Japanese/Japanese: Second Lang	269	259	211	79	31	176	69	255	20.9
Malay: Advanced	54	87	43	14	28	36	72	50	16.3
Modern Greek	6	2	7	5	83	1	17	6	-14.3
Music	322	341	328	144	40	214	60	358	9.1
Physical Science	277	320	354	178	47	203	53	381	7.6
Physics	3001	3154	2975	2142	71	879	29	3021	1.5
Political and Legal Studies	957	1068	967	339	35	631	65	970	0.3
Total number of students who sat at least one TEE subject	12272	12426	11652	5373	46	6237	54	11610	-0.4

*   Percentage change between 2004 and 2005.

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Curriculum Council

Table 4.2   Candidates in Each TEE Subject, Shown as Percentage of Total Candidature*, 2001-2005

Subject	Subject Candidature as a Percentage of the Total Candidature				
	2001	2002	2003	2004	2005
Accounting	9	10	9	10	12
Ancient History	2	3	3	3	2
Applicable Mathematics	38	36	36	35	36
Art	9	9	9	8	8
Biology	15	16	15	16	14
Calculus	15	13	14	14	14
Chemistry	29	28	29	31	32
Chinese: Advanced	1	1	1	1	1
Chinese: Second Language	0.18	0.15	0.23	0.26	0.28
Discrete Mathematics	60	63	62	56	56
Drama Studies	8	8	9	8	8
Economics	24	24	25	23	22
English	66	69	68	71	72
English as a Second Language	6	5	6	6	7
English Literature	22	20	19	17	16
French	3	3	3	3	3
Geography	33	33	32	28	28
Geology	0.33	0.24	0.35	0.32	0.4
German	1	1	1	1	1
History	25	25	26	24	25
Human Biology	34	34	35	35	37
Indonesian: Advanced	2	1	1	1	1
Indonesian: Second Language	1	1	1	1	1
Information Systems	6	6	6	6	6
Italian	2	2	2	2	2
Japanese: Advanced	0.08	0.11	0.10	0.03	0.03
Japanese/Japanese: Second Lang	2	2	2.08	1.81	2
Malay: Advanced	1	0.44	1	0.37	0.43
Modern Greek	0.09	0.05	0.02	0.06	0.05
Music	3	3	3	3	3
Physical Science	2	2	3	3	3
Physics	26	24	25	26	26
Political and Legal Studies	9	8	9	8	8
Total Candidature	12042	12272	12426	11652	11610

*   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, 1983-2005

| Year | Type of Enrolment* | | | | |
| | Full-Time** | | Part-Time** | | Total |
	Number	%	Number	%	Number
1983	8994	79.8	2271	20.2	11265
1984	9843	78.2	2740	21.8	12583
1985	10823	79.2	2844	20.8	13667
1986	12113	84.8	2171	15.2	14284
1987	12916	84.8	2320	15.2	15236
1988	14758	86.1	2374	13.9	17132
1989	14727	86.1	2371	13.9	17098
1990	14764	85.6	2477	14.4	17241
1991	15914	85.1	2782	14.9	18696
1992	16318	87.7	2288	12.3	18606
1993	15967	89.5	1876	10.5	17843
1994	14603	90.9	1465	9.1	16068
1995	13768	93.0	1042	7.0	14810
1996	13555	93.9	886	6.1	14441
1997	13389	93.7	903	6.3	14292
1998	13290	94.6	759	5.4	14049
1999	13312	94.9	709	5.1	14021
2000	13574	95.4	661	4.6	14235
2001	13340	95.4	641	4.6	13981
2002	13565	94.6	778	5.4	14343
2003	13860	94.2	849	5.8	14709
2004	13250	93.6	903	6.4	14153
2005	13178	94.9	702	5.1	13880

* Enrolments include students who were non-examination candidates.

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

Curriculum Council

Table 4.4   Age of Enrolled Students in 2005 Tertiary Entrance Examination Subjects by Enrolment Type and Sex

Age as at 31 December 2005	Full-Time*			Part-Time*			Total (Both Full-Time and Part-Time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Under 16	2	2	4	6	9	15	8	11	19
16+ - 17**	66	68	134	44	51	95	110	119	229
17+ - 18	5131	5974	11105	26	33	59	5157	6007	11164
18+ - 19	771	715	1486	66	63	129	837	778	1615
19+ - 20	179	131	310	21	35	56	200	166	366
20+ - 21	31	26	57	31	44	75	62	70	132
21+ - 22	14	14	28	12	16	28	26	30	56
22+ - 23	7	2	9	18	23	41	25	25	50
23+ - 24	9	2	11	8	7	15	17	9	26
24+ - 25	4	3	7	8	11	19	12	14	26
25+ - 30	10	6	16	23	32	55	33	38	71
30+ - 35	2	2	4	25	18	43	27	20	47
35+ - 40	2	1	3	2	14	16	4	15	19
40+ - 45	0	1	1	4	10	14	4	11	15
45+ - 50	0	1	1	7	14	21	7	15	22
50+ - 55	0	1	1	4	7	11	4	8	12
55+ - 60	1	0	1	3	2	5	4	2	6
60+ - 65	0	0	0	1	1	2	1	1	2
65+ - 70	0	0	0	1	1	2	1	1	2
70+ - 75	0	0	0	0	1	1	0	1	1
TOTAL	6229	6949	13178	310	392	702	6539	7341	13880

 * 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 2005.

Curriculum Council

Table 4.5   Private Candidature and Absent Private Candidates in TEE Subjects, 2004-2005

Subject	2004			2005		
	Enrolled	Absent	% of Absentees*	Enrolled	Absent	% of Absentees*
Accounting	8	4	50	0	0	0.0
Ancient History	12	8	66.7	0	0	0.0
Applicable Mathematics	59	20	33.9	19	9	47.4
Art	1	0	0	0	0	0.0
Biology	14	2	14.3	3	1	33.3
Calculus	25	11	44	9	5	55.6
Chemistry	33	11	33.3	13	7	53.8
Chinese: Advanced	13	3	23.1	10	0	0.0
Chinese: Second Language	11	0	0	12	0	0.0
Discrete Mathematics	55	13	23.6	19	7	36.8
Drama Studies	11	5	45.5	3	1	33.3
Economics	20	5	25	2	0	0.0
English	224	36	16.1	102	21	20.6
English Literature	11	2	18.2	3	1	33.3
French	3	0	0	6	1	16.7
Geography	18	7	38.9	5	2	40.0
Geology	0	0	0	0	0	0.0
German	18	1	5.6	22	0	0.0
History	14	6	42.9	1	0	0.0
Human Biology	39	15	38.5	12	4	33.3
Indonesian: Advanced	16	0	0	17	0	0.0
Indonesian: Second Language	5	0	0	4	0	0.0
Information Systems	6	1	16.7	6	2	33.3
Italian	1	0	0	3	0	0.0
Japanese: Second Language	3	1	33.3	4	0	0.0
Malay: Advanced	7	0	0	10	1	10.0
Music	3	1	33.3	3	1	33.3
Physical Science	34	5	14.7	9	1	11.1
Physics	35	12	34.3	12	4	33.3
Political and Legal Studies	8	1	12.5	2	1	50.0

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

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

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Table 4.6   Number and Percentage* of Background Candidates in TEE Subjects, 2001-2005

Subject	2001		2002		2003		2004		2005	
	No.	%	No.	%	No.	%	No.	%	No.	%
French	18	5.7	17	4.2	14	3.9	20	6.4	15	4.1
German	39	36.4	31	33	37	31.4	32	21.1	28	20.1
Italian	6	2.9	12	4.7	10	3.9	6	2.4	6	2.2
Modern Greek	2	18.2	1	16.7	1	33.3	4	57.1	3	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, 2002-2005

Number of TEE Subjects sat for	2002		2003		2004		2005			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	568	5	546	4	586	5	240	275	515	4.4
2	518	4	517	4	481	4.1	179	220	399	3.4
3	330	3	366	3	312	2.6	118	141	259	2.2
4	3941	32	3873	31	3776	32.4	1642	2173	3815	32.9
5	4654	38	4741	38	5084	43.6	2410	2804	5214	44.9
6	1975	16	2083	17	1365	11.7	770	609	1379	11.9
7 or more	286	2	301	3	48	0.4	14	15	29	0.3
Total	12272	100	12426	100	11652	100	5373	6237	11610	100

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

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Table 4.8   Enrolments, Absentees and Non-Examination Candidates in Each Tertiary Entrance Examination Subject, 2005

Subject	Number of Candidates				Absentees as a Percentage of Enrolments
	Enrolled*	Non-Exam Candidate	Sat	Absent**	
Accounting	1574	34	1395	145	9.2
Ancient History	284	2	256	26	9.2
Applicable Mathematics	4367	23	4154	190	4.4
Art	1077	63	926	88	8.2
Biology	1849	55	1653	141	7.6
Calculus	1675	5	1601	69	4.1
Chemistry	3916	18	3683	215	5.5
Chinese: Advanced	96	1	77	18	18.8
Chinese: Second Language	39	1	33	5	12.8
Discrete Mathematics	7833	357	6519	957	12.2
Drama Studies	1045	31	972	42	4.0
Economics	2767	23	2596	148	5.3
English	9043	134	8342	567	6.3
English as a Second Language	913	10	792	111	12.2
English Literature	1889	12	1833	44	2.3
French	367	7	347	13	3.5
Geography	3626	108	3232	286	7.9
Geology	57	4	47	6	10.5
German	139	1	129	9	6.5
History	3185	78	2863	244	7.7
Human Biology	4864	139	4258	467	9.6
Indonesian: Advanced	134	0	88	46	34.3
Indonesian: Second Language	151	4	134	13	8.6
Information Systems	859	38	684	137	15.9
Italian	279	11	239	29	10.4
Japanese: Advanced	3	0	3	0	0.0
Japanese: Second Language	274	9	255	10	3.6
Malay: Advanced	51	0	50	1	2.0
Modern Greek	9	3	6	0	0.0
Music	376	7	358	11	2.9
Physical Science	444	9	381	54	12.2
Physics	3220	29	3021	170	5.3
Political and Legal Studies	1038	11	970	57	5.5

*   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, 2004-2005

Subject	2004		2005	
	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	33	2.72	55	3.94
Ancient History	25	8.45	10	3.91
Applicable Mathematics	71	1.72	75	1.81
Art	40	4.36	35	3.78
Biology	56	2.94	47	2.84
Calculus	20	1.27	33	2.06
Chemistry	36	0.99	46	1.25
Chinese: Advanced	8	8.60	2	2.60
Chinese: Second Language	0	0.00	2	6.06
Discrete Mathematics	142	2.18	164	2.52
Drama Studies	72	7.53	63	6.48
Economics	64	2.37	72	2.77
English	823	9.89	896	10.74
English as a Second Language	37	5.05	57	7.20
English Literature	213	11.07	178	9.71
French	3	1.01	1	0.29
Geography	191	5.92	180	5.57
Geology	2	5.41	2	4.26
German	3	2.14	1	0.78
History	262	9.24	237	8.28
Human Biology	104	2.56	113	2.65
Indonesian: Advanced	14	14.58	11	12.50
Indonesian: Second Language	1	0.93	5	3.73
Information Systems	48	6.87	40	5.85
Italian	2	0.93	3	1.26
Japanese: Advanced	0	0.00	0	0.00
Japanese: Second Language	1	0.47	2	0.78
Malay: Advanced	1	2.33	5	10.00
Modern Greek	0	0.00	0	0.00
Music	2	0.61	9	2.51
Physical Science	12	3.39	16	4.20
Physics	56	1.88	70	2.32
Political and Legal Studies	65	6.72	60	6.19

*   'Anomalous Performers' are examination candidates who performances were significantly different from their of achievement in school. In the interests of accuracy their marks were not used to calculate the parameters on which statistical moderation of school assessments was based. Any student for whom the difference between the Standardised Moderated School mark and the Standardised TEE mark exceeds approximately 17 marks will be classified as an 'Anomalous Performer'.

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Table 4.10   Subject Absentee and Anomalous Performer Rate in Relation to Date of Examination, 2005

Subject	Date of Examination	Absentees as a Percentage of Enrolments	Anomalous Performers as a Percentage of those who Sat
Japanese: Advanced	October 19	0.00	0.00
Applicable Mathematics	November 7	4.35	1.81
Art	November 7	8.17	3.78
Biology	November 8	7.63	2.84
Chinese: Second Language	November 8	12.82	6.06
Human Biology	November 8	9.60	2.65
Chinese: Advanced	November 9	18.75	2.60
History	November 9	7.66	8.28
Modern Greek (SSABSA)	November 9	0.00	0.00
Music	November 9	2.93	2.51
English	November 10	6.27	10.74
English as a Second Language	November 10	12.16	7.20
Calculus	November 11	4.12	2.06
Discrete Mathematics	November 11	12.22	2.52
Chemistry	November 14	5.49	1.25
French	November 14	3.54	0.29
Economics	November 15	5.35	2.77
German	November 15	6.47	0.78
Indonesian: Second Language	November 15	8.61	3.73
English Literature	November 16	2.33	9.71
Indonesian: Advanced	November 16	34.33	12.50
Information Systems	November 16	15.95	5.85
Drama Studies	November 17	4.02	6.48
Geography	November 17	7.89	5.57
Ancient History	November 18	9.15	3.91
Physical Science	November 18	12.16	4.20
Physics	November 18	5.28	2.32
Accounting	November 21	9.21	3.94
Malay: Advanced	November 21	1.96	10.00
Political and Legal Studies	November 21	5.49	6.19
Italian	November 22	10.39	1.26
Japanese: Second Language	November 22	3.65	0.78
Geology	November 23	10.53	4.26

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Table 4.11   Summary Statistics on Tertiary Entrance Examination Papers*, 2005
(For details relating to notes on this table, please refer to Summary Statistics on
TEE Papers, 2005).

Subject	No. of Candidates*		Mean (%)		Range		Reliabilty				Concurrent Validity	
							Multiple Choice		Total Examination			
Accounting	1395	(1214)	59.12	(56.28)	96	(89)			0.91	(0.90)	0.89	(0.90)
Ancient History	256	(296)	56.57	(58.94)	78	(79)				(NA)	0.88	(0.80)
Applicable Mathematics	4154	(4124)	61.14	(61.24)	97	(95)			0.90	(0.92)	0.91	(0.90)
Art	926	(917)	58.79	(58.24)	86	(76)			0.72	(0.69)	0.82	(0.79)
Biology	1653	(1908)	62.53	(57.54)	80	(89)	0.94	(0.83)	0.85	(0.84)	0.88	(0.87)
Calculus	1601	(1574)	51.78	(67.67)	99	(96)			0.92	(0.91)	0.92	(0.91)
Chemistry	3683	(3637)	63.89	(60.98)	92	(86)	0.97	(0.88)	0.88	(0.88)	0.92	(0.92)
Chinese: Advanced	77	(94)	57.49	(53.34)	66	(69)			0.84	(0.92)	0.87	(0.79)
Chinese: 2nd Language	33	(30)	78.67	(78.73)	49	(52)			0.68	(0.72)	0.69	(0.91)
Discrete Mathematics	6519	(6516)	61.26	(69.11)	99	(90)			0.90	(0.89)	0.88	(0.88)
Drama Studies	972	(956)	56.59	(57.46)	88	(80)			0.64	(0.63)	0.79	(0.77)
Economics	2596	(2703)	56.18	(53.51)	89	(89)	0.72	(0.67)	0.80	(0.73)	0.89	(0.89)
English	8342	(8318)	57.69	(57.22)	97	(101)			0.75	(0.76)	0.74	(0.72)
ESL	792	(732)	64.73	(59.73)	70	(79)	0.67	(0.86)	0.76	(0.79)	0.82	(0.84)
English Literature	1833	(1924)	63.28	(62.88)	94	(96)			0.65	(0.66)	0.72	(0.73)
French	347	(297)	57.46	(59.18)	78	(67)			0.93	(0.94)	0.95	(0.95)
Geography	3231	(3226)	52.06	(56.71)	91	(86)	0.45	(0.61)	0.70	(0.69)	0.82	(0.81)
Geology	47	(37)	55.81	(57.76)	59	(65)	0.93	(0.75)	0.85	(0.87)	0.90	(0.87)
German	129	(140)	65.61	(68.06)	73	(79)			0.93	(0.91)	0.92	(0.94)
History	2863	(2835)	59.62	(58.83)	99	(84)			0.89	(0.85)	0.78	(0.76)
Human Biology	4258	(4058)	57.23	(54.80)	92	(82)	0.95	(0.88)	0.82	(0.82)	0.88	(0.87)
Indonesian: Advanced	88	(96)	55.22	(55.81)	49	(64)	0.26	(0.76)	0.58	(0.80)	0.65	(0.73)
Indonesian: Second Language	134	(107)	56.66	(50.25)	81	(88)			0.93	(0.95)	0.86	(0.90)
Information Systems	684	(700)	60.57	(60.84)	90	(91)			0.86	(0.86)	0.84	(0.83)
Italian	239	(214)	61.46	(62.02)	72	(90)			0.85	(0.87)	0.91	(0.92)
Japanese: Second Language	255	(211)	60.30	(62.27)	90	(85)			0.92	(0.90)	0.94	(0.94)
Malay: Advanced	50	(43)	58.92	(64.07)	57	(41)			0.79	(0.69)	0.65	(0.75)
Music	358	(328)	66.22	(64.84)	83	(73)			0.95	(0.91)	0.89	(0.93)
Physical Science	381	(315)	51.78	(50.91)	71	(71)	0.91	(0.76)	0.58	(0.63)	0.88	(0.88)
Physics	3021	(2975)	52.21	(60.62)	93	(94)			0.91	(0.90)	0.90	(0.90)
Political & Legal Studies	970	(967)	53.67	(52.30)	93	(93)			0.86	(0.87)	0.85	(0.83)

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

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

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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, 2005

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
Accounting	Male	671	64.41	13.11	58.17	19.69	
	Female	724	66.01	12.80	60.00	19.30	
	Persons	1395	65.24	12.98	59.12	19.51	0.90
Ancient History	Male	124	66.29	11.58	57.45	14.26	
	Female	132	65.44	11.87	55.75	14.19	
	Persons	256	65.85	11.74	56.57	14.25	0.86
Applicable Mathematics	Male	2434	65.98	12.49	61.64	17.19	
	Female	1708	65.40	11.96	60.60	16.59	
	Persons	4142	65.74	12.28	61.21	16.95	0.91
Art	Male	201	64.36	11.88	57.31	12.53	
	Female	724	66.82	10.85	59.27	12.51	
	Persons	925	66.29	11.13	58.84	12.54	0.79
Biology	Male	640	64.28	11.23	61.23	12.24	
	Female	1011	66.96	11.62	63.37	12.50	
	Persons	1651	65.92	11.55	62.54	12.45	0.89
Calculus	Male	1145	65.10	12.76	51.51	17.80	
	Female	450	66.27	13.28	52.60	18.55	
	Persons	1595	65.43	12.92	51.82	18.02	0.92
Chemistry	Male	2015	66.41	12.37	65.39	16.13	
	Female	1662	65.20	12.19	62.14	16.26	
	Persons	3677	65.86	12.31	63.92	16.27	0.92
Chinese: Advanced	Male	35	68.75	10.64	60.49	12.07	
	Female	32	63.12	14.16	54.06	14.24	
	Persons	67	66.06	12.76	57.42	13.54	0.88
Chinese: Second Language	Male	5	66.86	5.51	77.40	12.04	
	Female	16	62.24	9.38	76.00	10.39	
	Persons	21	63.34	8.84	76.33	10.82	0.86
Discrete Mathematics	Male	2694	65.98	12.00	61.34	14.75	
	Female	3808	65.57	12.12	61.28	14.66	
	Persons	6502	65.74	12.07	61.31	14.70	0.89
Drama Studies	Male	246	63.50	11.18	54.55	12.17	
	Female	724	66.80	11.38	57.80	10.98	
	Persons	970	65.96	11.42	56.97	11.38	0.77
Economics	Male	1526	65.54	11.87	56.43	15.49	
	Female	1067	65.80	12.34	55.89	16.49	
	Persons	2593	65.65	12.07	56.21	15.91	0.89

*   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, 2005 (Cont)

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
English	Male	4032	63.60	10.20	55.79	12.17	
	Female	4221	67.60	10.33	59.52	12.47	
	Persons	8253	65.65	10.46	57.70	12.46	0.73
English as a Second Language	Male	383	64.04	11.50	63.84	11.85	
	Female	405	66.91	11.39	65.65	11.76	
	Persons	788	65.52	11.53	64.77	11.84	0.82
English Literature	Male	562	65.69	11.42	62.13	12.34	
	Female	1268	66.71	10.20	63.72	10.05	
	Persons	1830	66.40	10.60	63.23	10.83	0.70
French	Male	101	65.31	12.35	56.11	14.84	
	Female	240	66.55	12.13	57.98	14.58	
	Persons	341	66.18	12.21	57.42	14.68	0.95
Geography	Male	1496	65.36	10.71	52.08	11.50	
	Female	1732	66.14	10.99	52.09	11.37	
	Persons	3228	65.78	10.87	52.09	11.43	0.82
Geology	Male	31	64.69	11.96	54.39	12.44	
	Female	16	65.68	11.28	58.56	11.39	
	Persons	47	65.02	11.74	55.81	12.25	0.89
German	Male	59	61.47	10.22	55.12	12.26	
	Female	48	73.25	12.71	71.54	16.62	
	Persons	107	66.76	12.82	62.49	16.54	0.93
History	Male	1015	65.33	11.05	59.67	12.99	
	Female	1847	66.30	11.05	59.59	12.21	
	Persons	2862	65.96	11.06	59.62	12.49	0.78
Human Biology	Male	1241	64.44	11.49	56.95	13.40	
	Female	3008	66.27	11.50	57.40	13.18	
	Persons	4249	65.74	11.53	57.27	13.25	0.88
Indonesian: Advanced	Male	39	65.61	9.16	55.10	8.97	
	Female	32	67.94	9.24	56.00	8.27	
	Persons	71	66.66	9.27	55.51	8.67	0.68
Indonesian: Second Language	Male	38	67.19	13.42	53.97	22.70	
	Female	92	66.09	10.45	56.99	16.05	
	Persons	130	66.41	11.41	56.11	18.30	0.83
Information Systems	Male	505	65.12	13.23	61.00	16.44	
	Female	173	65.27	13.14	59.31	18.07	
	Persons	678	65.16	13.21	60.57	16.89	0.85

*   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, 2005 (Cont)

Subject	Sex of Student	Total**	Moderated School Assessments		Raw Examination Marks		Correlation Coefficient
			Mean	Std Dev	Mean	Std Dev	
Italian	Male	47	62.90	12.35	57.81	14.86	
	Female	189	66.60	11.94	62.26	14.20	
	Persons	236	65.86	12.11	61.37	14.45	0.87
Japanese: Advanced	Male	2	54.00	10.00	54.00	10.00	
	Female	0	0.00	0.00	0.00	0.00	
	Persons	2	54.00	10.00	54.00	10.00	1.00
Japanese: Second Language	Male	78	64.61	12.48	58.15	19.86	
	Female	173	66.66	11.53	60.85	16.92	
	Persons	251	66.02	11.87	60.01	17.93	0.94
Malay: Advanced	Male	11	67.90	8.34	60.64	11.78	
	Female	30	66.07	10.62	58.03	13.81	
	Persons	41	66.56	10.09	58.73	13.35	0.72
Modern Greek (SSABSA)	Male	4	77.51	11.63	76.25	11.12	
	Female	0	0.00	0.00	0.00	0.00	
	Persons	4	77.51	11.63	76.25	11.12	0.92
Music	Male	143	67.49	11.43	67.21	12.15	
	Female	213	65.69	11.72	66.11	12.52	
	Persons	356	66.42	11.64	66.55	12.38	0.87
Physical Science	Male	173	64.07	11.53	50.61	12.65	
	Female	200	67.06	12.18	52.99	14.74	
	Persons	373	65.67	11.98	51.88	13.86	0.87
Physics	Male	2135	65.75	12.21	53.01	17.31	
	Female	877	64.72	12.08	50.38	16.59	
	Persons	3012	65.45	12.18	52.25	17.14	0.91
Political and Legal Studies	Male	338	66.16	12.22	54.49	15.47	
	Female	630	65.57	11.97	53.26	14.92	
	Persons	968	65.78	12.06	53.69	15.13	0.86

*   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, 2005

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
Accounting	Male	673	64.73	12.38	55.10	13.93	90.00
	Female	728	66.14	12.30	56.69	13.85	93.97
	Persons	1401	65.46	12.36	55.92	13.91	93.97
Ancient History	Male	124	66.41	11.79	59.33	14.08	96.39
	Female	132	65.36	11.54	58.08	13.79	92.61
	Persons	256	65.87	11.67	58.69	13.94	96.39
Applicable Mathematics	Male	2448	65.87	12.09	62.61	14.67	100.00
	Female	1712	65.22	11.52	61.81	13.99	100.00
	Persons	4160	65.60	11.86	62.28	14.40	100.00
Art	Male	201	63.88	12.35	50.24	15.73	92.62
	Female	724	66.28	11.49	53.29	14.62	92.25
	Persons	925	65.76	11.72	52.63	14.92	92.62
Biology	Male	642	64.22	11.20	53.44	13.68	90.11
	Female	1017	66.70	11.88	56.47	14.52	94.85
	Persons	1659	65.74	11.68	55.30	14.28	94.85
Calculus	Male	1152	65.16	12.22	64.43	14.16	100.00
	Female	451	66.06	12.78	65.48	14.82	100.00
	Persons	1603	65.41	12.39	64.72	14.36	100.00
Chemistry	Male	2024	66.41	11.91	63.79	14.08	100.00
	Female	1665	64.65	11.79	61.70	13.94	97.86
	Persons	3689	65.62	11.89	62.85	14.06	100.00
Chinese: Advanced	Male	39	68.16	11.00	55.35	15.97	100.00
	Female	38	64.10	12.50	49.45	18.33	85.45
	Persons	77	66.16	11.93	52.44	17.43	100.00
Chinese: Second Language	Male	8	72.95	11.24	64.80	12.61	81.54
	Female	25	66.10	12.29	57.12	13.78	81.54
	Persons	33	67.76	12.40	58.98	13.90	81.54
Discrete Mathematics	Male	2709	65.74	11.74	54.21	13.79	94.46
	Female	3828	65.59	11.71	54.03	13.76	91.84
	Persons	6537	65.65	11.72	54.10	13.77	94.46
Drama Studies	Male	247	62.74	11.44	50.98	14.87	88.53
	Female	725	66.27	11.30	55.54	14.80	94.79
	Persons	972	65.38	11.44	54.38	14.95	94.79
Economics	Male	1529	65.60	11.37	58.82	13.93	93.67
	Female	1072	65.52	12.11	58.72	14.83	98.53
	Persons	2601	65.57	11.68	58.78	14.31	98.53

*   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, 2005 (Cont)

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
English	Male	4073	63.46	10.71	52.80	13.45	96.92
	Female	4289	67.55	10.76	57.93	13.48	94.51
	Persons	8362	65.56	10.93	55.43	13.71	96.92
English as a Second Language **	Male	383	64.64	11.43	N/A	N/A	N/A
	Female	405	67.16	11.60	N/A	N/A	N/A
	Persons	788	65.94	11.59	N/A	N/A	N/A
English Literature	Male	565	64.79	11.80	63.21	14.96	100.00
	Female	1276	66.25	10.40	65.09	13.23	100.00
	Persons	1841	65.80	10.87	64.51	13.81	100.00
French	Male	104	65.65	13.00	64.53	14.68	100.00
	Female	243	66.71	12.48	65.75	14.14	100.00
	Persons	347	66.40	12.65	65.38	14.31	100.00
Geography	Male	1502	65.30	10.98	53.81	13.46	87.17
	Female	1741	65.78	11.06	54.40	13.56	94.41
	Persons	3243	65.56	11.02	54.13	13.51	94.41
Geology	Male	31	65.57	12.62	49.31	12.85	79.42
	Female	16	68.08	11.77	51.86	11.99	80.76
	Persons	47	66.43	12.40	50.18	12.62	80.76
German	Male	68	64.07	12.85	60.29	14.00	99.43
	Female	61	76.59	14.47	73.92	15.77	99.43
	Persons	129	69.99	15.00	66.74	16.35	99.43
History	Male	1018	65.29	11.34	56.47	14.29	99.10
	Female	1860	65.79	11.09	57.11	13.98	90.62
	Persons	2878	65.62	11.18	56.89	14.09	99.10
Human Biology	Male	1248	64.86	11.41	53.65	13.76	92.40
	Female	3024	66.01	11.41	55.04	13.76	92.28
	Persons	4272	65.67	11.42	54.63	13.77	92.40
Indonesian: Advanced	Male	44	64.78	10.69	52.45	14.60	84.06
	Female	44	66.96	10.44	55.43	14.26	85.97
	Persons	88	65.87	10.62	53.94	14.51	85.97
Indonesian: Second Language	Male	39	65.83	15.64	58.18	17.84	95.31
	Female	95	65.92	10.77	58.28	12.29	97.16
	Persons	134	65.89	12.39	58.25	14.13	97.16
Information Systems	Male	512	65.45	12.01	51.29	14.26	85.65
	Female	174	65.12	12.75	50.86	15.33	87.16
	Persons	686	65.36	12.21	51.18	14.54	87.16

*   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, 2005 (Cont)

Subject	Sex of Student	Total*	Combined Marks		Scaled Marks		Highest Scaled Mark
			Mean	Std Dev	Mean	Std Dev	
Italian	Male	48	62.30	12.10	54.96	13.12	82.25
	Female	191	67.04	12.13	60.10	13.14	95.83
	Persons	239	66.08	12.27	59.07	13.30	95.83
Japanese: Advanced	Male	2	54.00	10.00	46.96	14.14	61.10
	Female	0	0.00	0.00	0.00	0.00	0.00
	Persons	2	54.00	10.00	46.96	14.14	61.10
Japanese: Second Language	Male	79	64.68	13.19	58.56	14.81	91.25
	Female	176	66.69	11.86	60.82	13.33	96.53
	Persons	255	66.07	12.32	60.12	13.84	96.53
Malay: Advanced	Male	14	68.60	11.65	53.12	14.09	78.37
	Female	36	66.10	12.81	50.09	15.50	91.11
	Persons	50	66.80	12.54	50.94	15.18	91.11
Modern Greek (SSABSA)	Male	4	76.88	11.14	65.35	11.33	82.41
	Female	0	0.00	0.00	0.00	0.00	0.00
	Persons	4	76.88	11.14	65.35	11.33	82.41
Music	Male	144	66.79	11.70	62.49	12.99	98.61
	Female	214	65.12	11.71	60.65	13.01	96.39
	Persons	358	65.79	11.73	61.39	13.03	98.61
Physical Science	Male	178	64.36	11.12	52.13	13.02	89.89
	Female	203	66.67	12.37	54.84	14.49	93.88
	Persons	381	65.59	11.86	53.57	13.89	93.88
Physics	Male	2147	65.83	12.02	62.65	14.24	100.00
	Female	879	64.42	11.69	60.99	13.85	96.67
	Persons	3026	65.42	11.95	62.17	14.15	100.00
Political and Legal Studies	Male	340	66.22	12.28	60.90	14.37	97.80
	Female	630	65.38	11.85	59.91	13.87	95.05
	Persons	970	65.67	12.01	60.26	14.06	97.80

*   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, 2005

Subject	Raw Examination Marks				
	Standardised to 48	Standardised to 60	Standardised to 72	Standardised to 80	Standardised to 100
Accounting	31.33	50.05	71.89	81.96	96.00
Ancient History	36.05	51.29	64.34	72.58	92.00
Applicable Mathematics	36.97	52.02	71.42	82.11	98.00
Art	44.56	53.43	64.85	72.79	92.00
Biology	45.57	56.53	69.37	77.10	91.00
Calculus	28.04	41.11	61.97	74.67	97.00
Chemistry	41.03	55.48	73.49	83.51	98.00
Chinese: Advanced	40.50	50.55	63.83	73.43	84.00
Chinese: Second Language	63.20	73.95	86.52	89.70	93.00
Discrete Mathematics	41.63	53.56	69.26	79.05	98.00
Drama Studies	43.85	52.27	62.63	69.72	89.00
Economics	33.80	47.95	64.92	75.80	96.00
English	42.08	51.43	63.75	72.68	98.00
English as a Second Language	49.29	58.44	70.94	78.84	95.00
English Literature	50.38	57.54	68.14	75.99	96.00
French	38.03	48.51	65.38	75.70	90.00
Geography	36.84	46.36	57.78	65.89	93.00
Geology	39.60	48.93	62.60	70.70	81.00
German	42.30	50.90	69.10	82.90	95.00
History	43.66	54.10	65.47	73.81	98.00
Human Biology	38.86	49.82	64.79	73.60	91.00
Indonesian: Advanced	43.40	51.06	58.80	65.07	79.00
Indonesian: Second Language	33.06	47.18	68.55	77.70	90.00
Information Systems	36.34	52.64	71.05	79.87	96.00
Italian	43.38	53.81	69.29	80.28	94.00
Japanese: Advanced*	-	-	-	-	-
Japanese: Second Language	36.10	48.78	71.35	83.57	98.00
Malay: Advanced	40.00	51.00	64.00	81.00	88.00
Modern Greek*	-	-	-	-	-
Music	51.50	60.00	72.92	81.85	96.00
Physical Science	33.97	43.87	58.59	70.30	88.00
Physics	29.06	42.40	62.31	74.16	96.00
Political And Legal Studies	32.80	46.37	61.97	70.92	92.00

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

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

Curriculum Council

Table 4.15 Relationship between Combined Marks and Scaled Marks for Tertiary Entrance Examination Subjects, 2005

Subject	Combined Marks					
	Scaled to 35	Scaled to 50	Scaled to 65	Scaled to 75	Scaled to 85	Scaled to 100
Accounting	46.87	60.20	73.52	82.40	91.29	*
Ancient History	46.05	58.60	71.16	79.53	87.90	*
Applicable Mathematics	43.13	55.49	67.84	76.08	84.31	96.67
Art	51.91	63.69	75.47	83.33	91.18	*
Biology	49.13	61.40	73.68	81.86	90.05	*
Calculus	39.79	52.72	65.65	74.27	82.89	95.82
Chemistry	42.06	54.75	67.44	75.89	84.35	97.04
Chinese: Advanced	54.25	64.48	74.70	81.52	88.34	98.57
Chinese: Second Language	46.38	59.75	73.13	82.05	90.96	*
Discrete Mathematics	49.39	62.16	74.93	83.44	91.95	*
Drama Studies	50.85	62.14	73.43	80.96	88.48	99.77
Economics	46.16	58.40	70.65	78.81	86.97	99.22
English	49.28	61.23	73.18	81.15	89.11	*
English Literature	42.62	54.40	66.17	74.02	81.87	93.65
French	39.68	52.85	66.03	74.81	83.59	96.77
Geography	49.95	62.19	74.43	82.58	90.74	*
Geology	51.52	66.25	80.99	90.81	100.63	*
German	40.86	54.63	68.40	77.57	86.75	*
History	48.25	60.15	72.05	79.98	87.92	99.82
Human Biology	49.39	61.83	74.27	82.57	90.86	*
Indonesian: Advanced	52.00	62.99	73.97	81.29	88.61	99.59
Indonesian: Second Language	45.52	58.66	71.81	80.58	89.34	*
Information Systems	51.93	64.41	76.89	85.21	93.53	*
Italian	43.88	57.72	71.56	80.78	90.01	*
Japanese: Advanced***	-	-	-	-	-	-
Japanese: Second Language	43.71	57.06	70.41	79.31	88.22	*
Malay: Advanced	53.62	66.02	78.42	86.69	94.95	*
Modern Greek***	-	-	-	-	-	-
Music	42.03	55.54	69.04	78.04	87.04	*
Physical Science	49.73	62.54	75.35	83.88	92.42	*
Physics	42.48	55.14	67.80	76.24	84.69	97.35
Political and Legal Studies	44.09	56.90	69.72	78.27	86.81	99.63

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

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

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

Curriculum Council

Table 4.16   Subject Loading for each Tertiary Entrance Examination Subject, 2004-2005

The subject loading is the mean Scaled Mark minus 58. Fifty-eight is the overall mean of the scaled marks for all subjects. The subject loading is the extent to which an average student's combined mark is affected by the scaling process. For instance in 2004, an average student's scaled mark in Accounting was 3.10 marks lower than his/her combined marks.

Subject	2004 Mean scaled mark[*]	2004 Subject Loading	2005 Mean scaled mark[*]	2005 Subject Loading
Accounting	54.90	-3.10	56.15	-1.85
Ancient History	59.13	1.13	59.27	1.27
Applicable Mathematics	62.66	4.66	62.83	4.83
Art	54.64	-3.36	54.04	-3.96
Biology	55.85	-2.15	55.71	-2.29
Calculus	65.26	7.26	65.02	7.02
Chemistry	63.33	5.33	63.06	5.06
Chinese: Advanced	54.32	-3.68	53.82	-4.18
Chinese: Second Language	63.69	5.69	58.72	0.72
Discrete Mathematics	54.35	-3.65	54.54	-3.46
Drama Studies	54.85	-3.15	55.56	2.44
Economics	59.27	1.27	58.91	0.91
English	55.72	-2.28	55.77	-2.23
English as a Second Language	NA			
English Literature	64.59	6.59	64.59	6.59
French	65.49	7.49	64.95	6.95
Geography	54.73	-3.27	54.38	-3.62
Geology	53.71	-4.29	50.37	-7.63
German	65.14	7.14	62.67	4.67
History	56.87	-1.13	57.26	-0.74
Human Biology	54.91	-3.09	55.04	-2.96
Indonesian: Advanced	50.28	-7.72	53.71	-4.29
Indonesian: Second Language	59.05	1.05	59.09	1.09
Information Systems	51.07	-6.93	51.44	-6.56
Italian	59.41	1.41	59.24	1.24
Japanese: Advanced[**]				
Japanese: Second Language	63.78	5.78	59.75	1.75
Malay: Advanced	43.60	-14.40	50.93	-7.07
Modern Greek[**]				
Music	62.03	4.03	61.68	3.68
Physical Science	55.40	-2.60	54.16	-3.84
Physics	62.56	4.56	62.37	4.37
Political and Legal Studies	59.19	1.19	60.31	2.31

*   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, 2005

Subject	Lowest Scaled Mark in Each Decile Place*									
	1	2	3	4	5	6	7	8	9	10
Accounting	72.62	67.49	63.39	60.34	57.00	53.55	49.61	44.41	37.24	0.00
Ancient History	75.68	69.95	66.44	62.48	59.52	55.61	52.76	47.63	39.15	0.00
Applicable Mathematics	79.75	74.30	70.09	66.58	63.31	59.62	55.52	50.28	42.14	0.00
Art	71.05	64.73	60.82	57.46	53.66	49.37	45.48	39.95	32.22	0.00
Biology	73.43	67.42	63.10	59.39	55.91	52.64	48.56	42.75	35.29	0.00
Calculus	81.80	76.28	72.30	68.78	65.83	62.62	58.46	53.69	45.23	0.00
Chemistry	80.28	74.57	70.64	67.27	63.85	60.51	56.08	50.53	43.14	0.00
Chinese: Advanced	73.62	67.59	62.10	57.40	53.79	49.30	45.63	40.22	30.35	0.00
Chinese: Second Language	80.21	70.78	69.41	63.17	60.48	57.84	54.73	48.41	42.53	0.00
Discrete Mathematics	71.22	65.67	61.71	58.21	54.97	51.60	47.55	42.36	34.94	0.00
Drama Studies	73.32	66.87	62.85	58.56	55.08	51.20	47.83	42.35	33.95	0.00
Economics	76.75	70.63	66.52	63.32	60.14	56.60	52.32	46.19	38.77	0.00
English	72.78	67.14	63.18	59.54	56.16	52.71	48.83	43.59	36.76	0.00
English as a Second Lang**	81.06	75.38	72.09	69.20	66.18	63.35	60.30	56.52	50.16	0.00
English Literature	82.05	76.38	72.33	68.36	65.01	61.79	57.37	52.55	45.14	0.00
French	82.71	76.95	72.75	68.94	65.50	61.70	58.91	53.98	45.44	0.00
Geography	71.12	66.17	62.04	58.32	54.93	51.52	47.49	42.50	34.88	0.00
Geology	69.70	60.55	57.13	53.12	50.85	48.19	46.31	39.51	35.03	0.00
German	91.47	83.49	74.55	69.86	65.81	62.68	58.91	52.57	46.35	0.00
History	74.41	68.72	64.80	61.14	57.74	54.32	50.22	44.93	37.52	0.00
Human Biology	71.85	66.31	62.55	58.85	55.46	51.95	47.74	42.64	35.01	0.00
Indonesian: Advanced	73.12	67.01	62.90	59.16	55.03	49.46	46.21	39.46	35.80	0.00
Indonesian: Second Lang	77.52	70.43	64.76	62.95	60.00	55.73	51.50	45.73	39.21	0.00
Information Systems	68.79	63.52	58.94	55.93	52.60	49.39	44.84	38.75	31.60	0.00
Italian	76.64	69.26	66.38	62.64	58.80	55.91	51.84	48.70	40.63	0.00
Japanese: Advanced	0.00	0.00	0.00	0.00	0.00	0.00	61.10	0.00	0.00	0.00
Japanese: Second Language	77.21	71.29	67.13	64.41	60.43	57.67	53.66	48.03	41.70	0.00
Malay: Advanced	77.28	64.45	59.06	56.66	52.77	48.43	44.32	37.32	32.93	0.00
Modern Greek	0.00	83.62	0.00	82.41	0.00	79.52	68.73	0.00	56.13	0.00
Music	77.67	72.53	68.82	64.71	61.97	58.75	55.08	49.83	43.66	0.00
Physical Science	71.38	65.57	60.86	57.72	53.88	51.17	47.01	42.70	34.76	0.00
Physics	79.80	74.15	70.14	66.48	63.10	59.69	55.78	50.27	42.98	0.00
Political and Legal Studies	77.18	71.56	67.84	64.95	61.26	57.89	54.08	48.06	41.43	0.00

*   For example:

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

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

Curriculum Council

Table 4.18   Number and Percentage* of Students Who Sat the Curriculum Council English Language Competence Test in 2005

Sex of Student	Failed Test		Passed Test		Number who sat Test
	No.	%	No.	%	
Male	228	37.3	384	62.7	612
Female	100	30.1	232	69.9	332
Persons	328	34.7	616	65.3	944

*   The percentages were calculated for each sex.

Curriculum Council

Table 4.19   Age of Full Fee Paying Overseas Students* Enrolled in 2005 Tertiary Entrance Examination Subjects by Enrolment Type and Sex

Age as at 31 December 2005	Full-Time*			Part-Time			Total (Both Full-Time and Part-Time)		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Under 16	1	0	1	1	2	3	2	2	4
16+ - 17**	5	8	13	2	4	6	7	12	19
17+ - 18	96	95	191	4	8	12	100	103	203
18+ - 19	152	161	313	6	3	9	158	164	322
19+ - 20	87	60	147	3	3	6	90	63	153
20+ - 21	8	10	18	0	0	0	8	10	18
21+ - 22	2	4	6	0	0	0	2	4	6
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	0	0	0	0	0	0
40+ - 45	0	0	0	0	0	0	0	0	0
45+ - 50	0	0	0	1	0	1	1	0	1
50+ - 55	0	0	0	0	1	1	0	1	1
Total	352	338	690	17	21	38	369	359	728

* 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 2005.

Table 4.20   Number and Percentage* of Full Fee Paying Overseas Students Sitting for a Specific Number of TEE Subjects, 2002-2005

Number of TEE Subjects sat for	2002		2003		2004		2005			
	No.	%	No.	%	No.	%	Male	Female	Persons	%
1	27	6.3	20	3.7	38	6.6	11	22	33	5.1
2	10	2.3	13	2.4	5	0.9	2	5	7	1.1
3	2	0.5	2	0.4	8	1.4	4	4	8	1.3
4	20	4.6	10	1.9	32	5.6	19	12	31	4.8
5	259	60.4	360	67.7	356	62.2	167	194	361	56.2
6	94	21.9	118	22.2	128	22.4	112	85	197	30.7
7 or more	17	4.0	9	1.7	5	0.9	1	4	5	0.8
Total	429	100	532	100	572	100	316	326	642	100

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

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Curriculum Council

Table 4.21   Number of Full Fee Paying Overseas Students Sitting the Tertiary Entrance
              Examination in Each Subject, 2002-2005

Subject	Number of Students Sitting the Examination								
				2005					
	2002	2003	2004	Male		Female		Persons	% Change*
				No.	%	No.	%		
Accounting	124	172	190	77	39	119	61	196	3.2
Ancient History	2	5	3	1	50	1	50	2	-33.3
Applicable Mathematics	278	384	396	221	49	226	51	447	12.9
Art	23	12	21	10	38	16	62	26	23.8
Biology	31	34	107	49	44	62	56	111	3.7
Calculus	154	214	168	139	58	100	42	239	42.3
Chemistry	161	227	266	161	51	152	49	313	17.7
Chinese: Advanced	67	89	66	24	55	20	45	44	-33.3
Chinese: Second Language	3	3	3	3	75	1	25	4	33.3
Discrete Mathematics	122	108	111	76	51	72	49	148	33.3
Drama Studies	3	14	12	13	57	10	43	23	91.7
Economics	212	286	318	158	48	168	52	326	2.5
English	115	119	127	83	54	71	46	154	21.3
English as a Second Language	292	373	409	218	48	234	52	452	10.5
English Literature	5	13	10	7	44	9	56	16	60.0
French	3	2	3	6	43	8	57	14	366.7
Geography	36	39	37	18	41	26	59	44	18.9
Geology	0	0	0	0	0	1	100	1	-
German	2	3	38	29	73	11	28	40	5.3
History	23	11	18	14	50	14	50	28	55.6
Human Biology	72	69	64	23	27	62	73	85	32.8
Indonesian: Advanced	79	62	54	35	58	25	42	60	11.1
Indonesian: Second Language	0	0	0	0	0	1	100	1	-
Information Systems	49	96	107	74	58	53	42	127	18.7
Italian	0	0	1	0	0	1	100	1	0.0
Japanese: Advanced	7	9	3	1	50	1	50	2	-33.3
Japanese: Second Language	7	18	6	3	18	14	82	17	183.3
Malay: Advanced	49	82	38	12	27	33	73	45	18.4
Music	3	1	5	1	14	6	86	7	40.0
Physical Science	6	0	4	2	40	3	60	5	25.0
Physics	162	199	177	154	68	71	32	225	27.1
Political and Legal Studies	20	17	22	5	36	9	64	14	-36.4
Total Number of Students who sat at least one TEE Subject	429	532	572	316	49	326	51	642	12.2

*   Percentage change between 2004 and 2005.

Curriculum Council

Table 4.22   Enrolments, Absentees and Non-Examination Full Fee Paying Overseas Students
in Each Tertiary Entrance Examination Subject, 2005

Subject	Number of Students				Absentees as a Percentage of Enrolments
	Enrolled*	Non-Exam Candidate	Sat	Absent**	
Accounting	219	0	196	23	10.5
Ancient History	3	0	2	1	33.3
Applicable Mathematics	480	1	447	32	6.7
Art	33	0	26	7	21.2
Biology	117	1	111	5	4.3
Calculus	252	0	239	13	5.2
Chemistry	342	0	313	29	8.5
Chinese: Advanced	59	0	44	15	25.4
Chinese: Second Language	6	0	4	2	33.3
Discrete Mathematics	185	4	148	33	17.8
Drama Studies	30	0	23	7	23.3
Economics	352	1	326	25	7.1
English	160	0	154	6	3.8
English as a Second Language	518	3	452	63	12.2
English Literature	16	0	16	0	0.0
French	14	0	14	0	0.0
Geography	49	2	44	3	6.1
Geology	1	0	1	0	0.0
German	40	0	40	0	0.0
History	34	2	28	4	11.8
Human Biology	90	0	85	5	5.6
Indonesian: Advanced	105	0	60	45	42.9
Indonesian: Second Language	2	1	1	0	0.0
Information Systems	164	1	127	36	22
Italian	2	1	1	0	0.0
Japanese: Advanced	2	0	2	0	0.0
Japanese: Second Language	17	0	17	0	0.0
Malay: Advanced	45	0	45	0	0.0
Music	7	0	7	0	0.0
Physical Science	5	0	5	0	0.0
Physics	255	0	225	30	11.8
Political and Legal Studies	15	0	14	1	6.7

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

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

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

Curriculum Council

Table 5.1   Number of Schools with Students* who Completed Units of Competency/National Training Modules, 2005

School Sector	Schools with Years 8, 9 or 10 Students	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	75	113	124	141
Catholic	10	32	34	38
Other Independent	9	27	34	37
Total	94	172	192	216

*   Students who successfully completed at least one Unit of Competency/National Training Module in 2005.

Table 5.2   Number of Schools with Students* who Completed Structured Workplace Learning Subjects, 2005

School Sector	Schools with Years 8, 9 or 10 Students	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	19	117	123	132
Catholic	1	36	34	38
Other Independent	3	42	41	44
Total	23	195	198	214

*   Students who completed at least one Structured Workplace Learning Subject in 2005.

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Curriculum Council

Table 5.3   Number of Schools with Students* who Completed Units of Competency/
National Training Modules and Structured Workplace Learning Subjects, 2005

School Sector	Schools with Years 8, 9 or 10 Students	Schools with Year 11 Students	Schools with Year 12 Students	All Schools
Government	12	107	122	129
Catholic	1	28	32	36
Other Independent	2	23	30	31
Total	15	158	184	196

* Students who successfully completed at least one Unit of Competency/National Training Module and at least one Structured
Workplace Learning Subject in 2005.

Table 5.4.1   Number of Years 8 to 10 Students who Participated in Units of Competency/
National Training Modules, 2005

School Sector	Years 8 to 10 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	1064	685	816	553	1880	1238
Catholic	121	116	62	60	183	176
Other Independent	160	147	85	77	245	224
Total	1345	948	963	690	2308	1638

* Students who enrolled in at least one Unit of Competency/National Training Module in 2005. Enrolled refers to
those students who studied the competency/module, however, they may not have successfully completed the competency/module
in 2005.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2005.
Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

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Curriculum Council

Table 5.4.2   Number of Year 11 Students who Participated in Units of Competency/National Training Modules, 2005

| School Sector | Year 11 Students | | | | | |
| | Male | | Female | | Persons | |
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	3416	2697	2975	2331	6391	5028
Catholic	630	574	556	510	1186	1084
Other Independent	375	351	397	370	772	721
Total	4421	3622	3928	3211	8349	6833

* Students who enrolled in at least one Unit of Competency/National Training Module in 2005. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2005.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2005. Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

Table 5.4.3   Number of Year 12 Students who Participated in Units of Competency/National Training Modules, 2005

| School Sector | Year 12 Students | | | | | |
| | Male | | Female | | Persons | |
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	2166	1884	2362	2128	4528	4012
Catholic	432	419	420	416	852	835
Other Independent	277	270	374	364	651	634
Total	2875	2573	3156	2908	6031	5481

* Students who enrolled in at least one Unit of Competency/National Training Module in 2005. Enrolled refers to those students who studied the competency/module, however, they may not have successfully completed the competency/module in 2005.

** Students who successfully completed at least one Unit of Competency/National Training Module in 2005. Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

Curriculum Council

Table 5.4.4   Number of Students who Participated in Units of Competency/National Training Modules, 2005

School Sector	Years 8 to 12 Students					
	Male		Female		Persons	
	Enrolled*	Completed**	Enrolled*	Completed**	Enrolled*	Completed**
Government	6646	5266	6153	5012	12799	10278
Catholic	1183	1109	1038	986	2221	2095
Other Independent	812	768	856	811	1668	1579
Total	8641	7143	8047	6809	16688	13952

  *   Students who enrolled in at least one Unit of Competency/National Training Module in 2005. Enrolled refers to
     those students who studied the competency/module, however, they may not have successfully completed the competency/module
     in 2005.

 ** Students who successfully completed at least one Unit of Competency/National Training Module in 2005.
     Those students who were given either recognition of prior learning or credit transfer are also included in the completed numbers.

Curriculum Council

Table 5.5   Number of Students* who Completed Structured Workplace Learning Subjects, 2005

School Sector	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	93	48	141	2128	1849	3977	1455	1664	3119	3676	3561	7237
Catholic	16	3	19	491	447	938	376	385	761	883	835	1718
Other Independent	6	9	15	294	288	582	267	320	587	567	617	1184
Total	115	60	175	2913	2584	5497	2098	2369	4467	5126	5013	10139

* Students who completed at least one Structured Workplace Learning Subject in 2005.

Table 5.6   Number of Students* who Completed Units of Competency/National Training Modules and Structured Workplace Learning Subjects, 2005

School Sector	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Government	50	35	85	1640	1385	3025	1168	1343	2511	2858	2763	5621
Catholic	16	3	19	304	292	596	253	276	529	573	571	1144
Other Independent	1	8	9	174	165	339	194	225	419	369	398	767
Total	67	46	113	2118	1842	3960	1615	1844	3459	3800	3732	7532

* Students who successfully completed at least one Unit of Competency/National Training Module and at least one Structured Workplace Learning Subject in 2005.

Curriculum Council

Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Structured work placement 1 (support practice)	27820	0	0	0	3	0	3	3	0	3
Structured work placement 3 (support practice)	27822	0	0	0	10	20	30	10	20	30
CBS3001 (Mandarin)	65685	0	0	0	4	5	9	4	5	9
CBS2004 (Japanese)	65696	0	0	0	0	1	1	0	1	1
CBS3001 (Japanese)	65697	0	0	0	2	19	21	2	19	21
CBS3002 (Japanese)	65698	0	0	0	2	19	21	2	19	21
CBS3003 (Japanese)	65699	0	0	0	1	4	5	1	4	5
CBS3004 (Japanese)	65700	0	0	0	1	3	4	1	3	4
LOTE2001 (French)	65705	0	0	0	8	37	45	8	37	45
LOTE2002 (French)	65706	0	0	0	7	34	41	7	34	41
LOTE2003 (French)	65707	0	0	0	8	37	45	8	37	45
LOTE2004 (French)	65708	0	0	0	8	37	45	8	37	45
LOTE3001 (French)	65709	0	0	0	9	45	54	9	45	54
LOTE3002 (French)	65710	0	0	0	8	45	53	8	45	53
LOTE3003 (French)	65711	0	0	0	6	50	56	6	50	56
LOTE3004 (French)	65712	0	0	0	6	50	56	6	50	56
LOTE2003 (German)	65719	0	0	0	0	1	1	0	1	1
LOTE2004 (German)	65720	0	0	0	2	3	5	2	3	5
LOTE2001 (Indonesian)	65729	0	0	0	8	13	21	8	13	21
LOTE2002 (Indonesian)	65730	0	0	0	8	13	21	8	13	21
LOTE2003 (Indonesian)	65731	0	0	0	8	13	21	8	13	21
LOTE2004 (Indonesian)	65732	0	0	0	8	13	21	8	13	21
LOTE3001 (Indonesian)	65733	0	0	0	4	36	40	4	36	40
LOTE3002 (Indonesian)	65734	0	0	0	6	34	40	6	34	40
LOTE3003 (Indonesian)	65735	0	0	0	5	25	30	5	25	30
LOTE3004 (Indonesian)	65736	0	0	0	5	24	29	5	24	29
Carry out maintenance and/or component servicing operations	AUR00108A	0	0	0	7	0	7	7	0	7
Service engines and associated engine components	AUR01170A	0	0	0	62	2	64	62	2	64
Service cooling systems and associated components	AUR02170A	0	0	0	14	0	14	14	0	14
Service bicycle steering systems	AUR15670A	0	0	0	44	1	45	44	1	45
Remove, repair and refit bicycle tyres	AUR18168A	0	0	0	11	0	11	11	0	11
Test, service and replace battery	AUR18676A	0	0	0	51	2	53	51	2	53
Carry out minor repairs to electrical circuit/systems	AUR18708A	7	2	9	0	0	0	7	2	9
Use and maintain measuring equipment	AUR25678A	0	0	0	34	2	36	34	2	36
Carry out pre-repair operations	AUR26108A	0	0	0	2	0	2	2	0	2
Remove and replace mechanical units/assemblies	AUR27064A	0	0	0	10	0	10	10	0	10
Remove and replace electrical/electronic units/assemblies	AUR27164A	0	0	0	1	0	1	1	0	1
Remove salvageable components	AUR28662A	6	1	7	0	0	0	6	1	7
Prepare vehicle components for minor paint repairs	AUR30349A	0	0	0	2	0	2	2	0	2
Inspect and appraise used motor vehicles in preparation for purchase	AUR44230A	6	2	8	0	0	0	6	2	8
Follow workplace occupational health and safety procedures	AUR70125A	0	0	0	69	8	77	69	8	77
Follow workplace occupational health and safety requirements	AUR70125B	9	2	11	25	0	25	34	2	36
Use and maintain workplace tools and equipment	AUR70278A	0	0	0	50	2	52	50	2	52
Use and maintain workplace tools and equipment	AUR70278B	0	0	0	11	0	11	11	0	11
Contribute to workplace communication	AUR70314A	0	0	0	52	1	53	52	1	53

Curriculum Council

Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Establish relations with customers	AUR70421A	0	0	0	11	0	11	11	0	11
Establish relations with customers	AUR70421B	0	0	0	11	0	11	11	0	11
Carry out interactive workplace communication	BCG1000A	0	0	0	7	0	7	7	0	7
Carry out OH&S requirements	BCG1001A	0	0	0	10	0	10	10	0	10
Plan and organise work	BCG1002A	0	0	0	9	0	9	9	0	9
Read and interpret plans	BCG1003A	0	0	0	16	0	16	16	0	16
Carry out measurements and calculations	BCG1004A	0	0	0	23	0	23	23	0	23
Use hand and power tools	BCG1005A	0	0	0	11	0	11	11	0	11
Use small plant and equipment	BCG1006A	0	0	0	26	0	26	26	0	26
Use simple levelling devices	BCG1008A	0	0	0	31	0	31	31	0	31
Handle construction materials and safely dispose of waste	BCG1011A	0	0	0	27	0	27	27	0	27
Follow OH&S policies and procedures	BCGCM1001B	1	0	1	49	2	51	50	2	52
Work effectively in the general construction industry	BCGCM1002B	0	0	0	19	0	19	19	0	19
Plan and organise work	BCGCM1003B	0	0	0	28	0	28	28	0	28
Conduct workplace communication	BCGCM1004B	2	0	2	23	0	23	25	0	25
Carry out measurements and calculations	BCGCM1005B	0	0	0	27	0	27	27	0	27
Read and interpret plans and specifications	BCGCM2001B	0	0	0	20	0	20	20	0	20
Use construction tools and equipment	BCGCM2005B	0	0	0	19	0	19	19	0	19
Handle construction materials	BCGVE1001B	0	0	0	11	0	11	11	0	11
Prepare for work	BSBCMN101A	11	9	20	407	483	890	418	492	910
Complete daily work activities	BSBCMN102A	2	5	7	272	363	635	274	368	642
Apply basic communication skills	BSBCMN103A	17	8	25	312	402	714	329	410	739
Plan skills development	BSBCMN104A	1	1	2	116	158	274	117	159	276
Use business equipment	BSBCMN105A	1	1	2	60	94	154	61	95	156
Follow workplace safety procedures	BSBCMN106A	44	40	84	624	704	1328	668	744	1412
Operate a personal computer	BSBCMN107A	0	1	1	304	361	665	304	362	666
Develop keyboard skills	BSBCMN108A	0	0	0	203	312	515	203	312	515
Follow environmental work practices	BSBCMN109A	0	1	1	34	50	84	34	51	85
Work effectively in a business environment	BSBCMN201A	0	0	0	147	177	324	147	177	324
Organise and complete daily work activities	BSBCMN202A	0	0	0	291	385	676	291	385	676
Communicate in the workplace	BSBCMN203A	4	1	5	298	471	769	302	472	774
Work effectively with others	BSBCMN204A	0	0	0	232	252	484	232	252	484
Use business technology	BSBCMN205A	0	0	0	114	180	294	114	180	294
Process and maintain workplace information	BSBCMN206A	0	0	0	15	15	30	15	15	30
Prepare and process financial/business documents	BSBCMN207A	0	0	0	9	27	36	9	27	36
Deliver a service to customers	BSBCMN208A	0	0	0	7	15	22	7	15	22
Provide information to clients	BSBCMN209A	0	0	0	0	2	2	0	2	2
Implement improved work practices	BSBCMN210A	0	0	0	0	3	3	0	3	3
Participate in workplace safety procedures	BSBCMN211A	0	0	0	240	324	564	240	324	564
Handle mail	BSBCMN212A	0	0	0	14	28	42	14	28	42
Produce simple word processed documents	BSBCMN213A	0	0	0	233	361	594	233	361	594
Create and use simple spreadsheets	BSBCMN214A	0	0	0	143	222	365	143	222	365
Participate in environmental work practices	BSBCMN215A	0	0	0	5	13	18	5	13	18
Process customer feedback	BSBCMN217A	0	0	0	0	2	2	0	2	2
Apply basic first aid	BSBCMN218A	0	0	0	4	3	7	4	3	7

Curriculum Council

Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Exercise initiative in a business environment	BSBCMN301A	0	0	0	11	2	13	11	2	13
Research business opportunities	BSBSBM301A	0	0	0	25	1	26	25	1	26
Undertake business planning	BSBSBM404A	0	0	0	15	1	16	15	1	16
Provide food services	CHCAC16A	0	0	0	0	2	2	0	2	2
Provide support to an older person	CHCAC1C	0	0	0	0	2	2	0	2	2
Provide personal care	CHCAC2C	0	0	0	0	2	2	0	2	2
Orientation to aged care work	CHCAC3C	0	0	0	0	4	4	0	4	4
Assist in the provision of an appropriate environment	CHCAC4B	0	0	0	0	2	2	0	2	2
Undertake basic administrative duties	CHCADMIN1B	0	0	0	5	7	12	5	7	12
Identify and respond to children and young people at risk of harm	CHCCHILD1C	0	0	0	0	2	2	0	2	2
Ensure children's health and safety	CHCCN1C	0	0	0	1	79	80	1	79	80
Ensure children's health and safety	CHCCN1D	0	0	0	0	27	27	0	27	27
Care for children	CHCCN2C	0	0	0	1	54	55	1	54	55
Prepare nutritionally balanced food in a safe and hygienic manner	CHCCN3C	0	0	0	0	25	25	0	25	25
Respond to illness, accidents and emergencies	CHCCN4C	0	0	0	0	13	13	0	13	13
Respond to illness accidents and emergencies	CHCCN4D	0	0	0	0	3	3	0	3	3
Care for babies	CHCCN5C	0	0	0	0	2	2	0	2	2
Communicate with people accessing the services of the organisation	CHCCOM1A	0	0	0	0	16	16	0	16	16
Communicate with people accessing the services of the organisation	CHCCOM1B	0	0	0	6	96	102	6	96	102
Communicate appropriately with clients and colleagues	CHCCOM2B	0	0	0	0	2	2	0	2	2
Prepare for work	CHCCS101A	0	0	0	0	7	7	0	7	7
Prepare for work in the community services industry	CHCCS201A	0	0	0	0	119	119	0	119	119
Orientation to disability work	CHCDIS1C	0	0	0	0	2	2	0	2	2
Support the development of children in the service	CHCFC1C	0	0	0	2	109	111	2	109	111
Support the activities of existing groups	CHCGROUP1B	0	0	0	5	13	18	5	13	18
Support group activities	CHCGROUP2C	0	0	0	6	85	91	6	85	91
Interact effectively with children	CHCIC1C	0	0	0	0	23	23	0	23	23
Communicate with children	CHCICAB	0	0	0	3	112	115	3	112	115
Follow OHS procedures	CHCOHS201A	0	0	0	1	132	133	1	132	133
Participate in workplace safety procedures	CHCOHS301A	0	0	0	0	12	12	0	12	12
Participate in safety procedures for direct care work	CHCOHS302A	0	0	0	0	4	4	0	4	4
Follow the organisation's policies, procedures and programs	CHCORG1B	0	0	0	6	148	154	6	148	154
Work with others	CHCORG2B	0	0	0	5	162	167	5	162	167
Participate in the work environment	CHCORG3B	0	0	0	0	4	4	0	4	4
Deliver services/activities to stimulate children's development and enhance their leisure	CHCPR1C	0	0	0	2	108	110	2	108	110
Develop an understanding of children's interests and developmental needs	CHCPR3C	0	0	0	0	21	21	0	21	21
Work effectively with families in caring for their child	CHCRF1C	0	0	0	0	1	1	0	1	1
Manage own work and learning	CUECOR01B	0	0	0	5	4	9	5	4	9
Work with others	CUECOR02B	0	0	0	5	4	9	5	4	9
Manage own work and learning	CUECOR1A	0	0	0	17	10	27	17	10	27
Work with others	CUECOR2A	0	0	0	10	6	16	10	6	16
Address copyright	CUFADM02A	0	0	0	7	0	7	7	0	7
Communicate using a two way system	CUFBRD01A	0	0	0	1	4	5	1	4	5
Set up and operate a basic video camera	CUFCAM01A	0	0	0	5	8	13	5	8	13
Develop and apply industry knowledge	CUFGEN01A	0	0	0	7	3	10	7	3	10

Curriculum Council

Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Produce and manipulate digital images	CUFIMA01A	0	0	0	8	0	8	8	0	8
Create 2D digital animation	CUFIMA03A	0	0	0	7	0	7	7	0	7
Use an authoring tool to create an interactive sequence	CUFMEM01A	0	0	0	4	3	7	4	3	7
Apply principles of visual design and communication to the development of a multimedia product	CUFMEM07A	0	0	0	7	0	7	7	0	7
Incorporate, design and edit digital video	CUFMEM13A	0	0	0	0	1	1	0	1	1
Create, manipulate and incorporate 2D graphics	CUFMEM14A	0	0	0	4	1	5	4	1	5
Prepare and participate in an electronic media activity	CUFPOP01A	0	0	0	0	1	1	0	1	1
Follow health, safety and security procedures	CUFSAF01A	0	0	0	7	1	8	7	1	8
Write content and/or copy	CUFWRT05A	0	0	0	8	0	8	8	0	8
Use information technology	CULMS413A	0	0	0	2	6	8	2	6	8
Address copyright requirements	CUSADM08A	0	0	0	8	1	9	8	1	9
Develop and update music industry knowledge	CUSBGE01A	0	0	0	19	21	40	19	21	40
Use and adapt to changes in technology	CUSGEN01A	0	0	0	5	1	6	5	1	6
Work in a culturally diverse environment	CUSGEN02A	0	0	0	2	6	8	2	6	8
Compose a simple song or tune	CUSMCP02A	0	0	0	3	1	4	3	1	4
Create a simple accompaniment for a song or tune	CUSMCP03A	0	0	0	3	1	4	3	1	4
Maintain self or group in music	CUSMGE01A	0	0	0	6	4	10	6	4	10
Read music	CUSMGE06A	0	0	0	13	13	26	13	13	26
Use MIDI devices and/or software to perform music	CUSMGE09A	0	0	0	6	4	10	6	4	10
Develop music knowledge and listening skills	CUSMGE11A	0	0	0	9	14	23	9	14	23
Maintain and expand music knowledge and critical listening skills	CUSMGE12A	0	0	0	3	1	4	3	1	4
Develop basic technical skills for playing or singing music	CUSMPF01A	0	0	0	2	4	6	2	4	6
Develop technical skills for playing or singing music	CUSMPF02A	0	0	0	12	11	23	12	11	23
Prepare self for performance	CUSMPF04A	0	0	0	3	1	4	3	1	4
Extend technical skills in performance	CUSMPF06A	0	0	0	5	4	9	5	4	9
Collect and organise information	CUSRAD01A	0	0	0	11	12	23	11	12	23
Follow safe practices in performing and/or listening to music	CUSSAF01A	0	0	0	7	8	15	7	8	15
Follow health, safety and security procedures in the music industry	CUSSAF02A	0	0	0	13	11	24	13	11	24
Move and set up instruments and equipment	CUSSOU01A	0	0	0	4	10	14	4	10	14
Operate portable audio recorder	CUSSOU02A	0	0	0	2	3	5	2	3	5
Transfer sound	CUSSOU03A	0	0	0	13	7	20	13	7	20
Record sound	CUSSOU04A	0	0	0	12	4	16	12	4	16
Lay soundtracks	CUSSOU06A	0	0	0	10	5	15	10	5	15
Edit sound using digital systems	CUSSOU12A	0	0	0	7	0	7	7	0	7
Develop and articulate concept for own work	CUVCOR02A	0	0	0	2	7	9	2	7	9
Use a 35mm SLR camera or digital equivalent	CUVPHI05A	0	0	0	4	1	5	4	1	5
Use and extend wet darkroom techniques to produce monochrome photographs	CUVPHI10A	0	0	0	4	1	5	4	1	5
Apply techniques to produce paintings	CUVVSP34A	0	0	0	2	7	9	2	7	9
Follow work procedures to maintain food safety	FDFCORFSY1A	0	0	0	4	14	18	4	14	18
Follow work procedures to maintain health and safety	FDFCORHS1A	0	0	0	4	15	19	4	15	19
Follow work procedures to maintain quality	FDFCORQAS1A	0	0	0	4	14	18	4	14	18
Communicate workplace information	FDFCORWCM1A	0	0	0	0	2	2	0	2	2
Measure and record workplace information	FDFOPTMR1A	0	0	0	0	2	2	0	2	2
Hand prune vines	FDFWGGHPVB	0	0	0	5	5	10	5	5	10
Pick grapes by hand	FDFWGGPGHB	0	0	0	6	7	13	6	7	13

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Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Take vine cuttings	FDFWGGVCB	0	0	0	5	5	10	5	5	10
Read and interpret maps	FPIFGM147A	0	0	0	1	0	1	1	0	1
Collect, treat and store seed	FPIFGM162A	0	0	0	7	6	13	7	6	13
Apply basic first Aid	HLTFA1A	0	0	0	66	70	136	66	70	136
Create a simple mark-up language document to specification	ICAITB135A	0	0	0	69	30	99	69	30	99
Receive and process oral and written communication	ICAITD003B	0	0	0	103	120	223	103	120	223
Create user and technical documentation	ICAITD128A	0	0	0	5	3	8	5	3	8
Interact with clients	ICAITS009B	0	0	0	52	73	125	52	73	125
Apply problem solving techniques to achieve organisation goals	ICAITS010B	0	0	0	95	97	192	95	97	192
Apply problem solving techniques to achieve organisation goals	ICAITS010C	0	0	0	20	15	35	20	15	35
Connect hardware peripherals	ICAITS014B	0	0	0	111	93	204	111	93	204
Connect hardware peripherals	ICAITS014C	0	0	0	115	47	162	115	47	162
Install software applications	ICAITS015B	0	0	0	180	129	309	180	129	309
Maintain system integrity	ICAITS017B	0	0	0	107	97	204	107	97	204
Maintain system integrity	ICAITS017C	0	0	0	70	35	105	70	35	105
Install and optimise system software	ICAITS020B	0	0	0	7	3	10	7	3	10
Connect internal hardware components	ICAITS021B	0	0	0	7	3	10	7	3	10
Provide one to one instruction	ICAITS023B	0	0	0	5	3	8	5	3	8
Run standard diagnostic tests	ICAITS025B	0	0	0	9	3	12	9	3	12
Provide advice to clients	ICAITS031B	0	0	0	5	3	8	5	3	8
Maintain equipment and software in working order	ICAITS115A	0	0	0	7	3	10	7	3	10
Work effectively in an information technology environment	ICAITTW001B	0	0	0	290	191	481	290	191	481
Communicate in the workplace	ICAITTW002B	0	0	0	310	217	527	310	217	527
Participate in a team and individually to achieve organisation goals	ICAITTW011B	0	0	0	50	46	96	50	46	96
Relate to clients on a business level	ICAITTW027B	0	0	0	5	3	8	5	3	8
Apply occupation health and safety procedures	ICAITU004B	0	0	0	177	164	341	177	164	341
Apply occupational health and safety procedures	ICAITU004C	0	0	0	156	75	231	156	75	231
Operate computer hardware	ICAITU005B	0	0	0	138	123	261	138	123	261
Operate computer hardware	ICAITU005C	0	0	0	140	68	208	140	68	208
Operate computing packages	ICAITU006B	0	0	0	155	140	295	155	140	295
Operate computing packages	ICAITU006C	0	0	0	126	93	219	126	93	219
Maintain equipment and consumables	ICAITU007B	0	0	0	173	131	304	173	131	304
Design organisational documents using computing packages	ICAITU012B	0	0	0	152	139	291	152	139	291
Design organisational documents using computing packages	ICAITU012C	0	0	0	188	211	399	188	211	399
Integrate commercial computing packages	ICAITU013B	0	0	0	115	117	232	115	117	232
Integrate commercial computing packages	ICAITU013C	0	0	0	188	140	328	188	140	328
Develop macros and templates for clients using standard products	ICAITU018B	0	0	0	5	3	8	5	3	8
Migrate to new technology	ICAITU019B	0	0	0	7	3	10	7	3	10
Customise packaged software applications for clients	ICAITU028B	0	0	0	5	3	8	5	3	8
Use advanced features of computer applications	ICAITU126A	0	0	0	38	26	64	38	26	64
Use advanced features of computer applications	ICAITU126B	0	0	0	35	10	45	35	10	45
Operate system software	ICAITU127A	0	0	0	7	0	7	7	0	7
Operate a personal computer	ICAITU128A	0	0	0	228	150	378	228	150	378
Operate a word processing application	ICAITU129A	0	0	0	205	154	359	205	154	359
Operate a spreadsheet application	ICAITU130A	0	0	0	151	123	274	151	123	274

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Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Operate database application	ICAITU131A	0	0	0	142	101	243	142	101	243
Operate a presentation package	ICAITU132A	0	0	0	229	178	407	229	178	407
Send and retrieve information over the internet using browsers and email	ICAITU133A	0	0	0	147	108	255	147	108	255
Identify components of multimedia	ICPMM11BA	0	0	0	73	32	105	73	32	105
Capture a digital image	ICPMM21CA	0	0	0	184	83	267	184	83	267
Incorporate digital photography into multimedia presentations	ICPMM43CA	0	0	0	55	14	69	55	14	69
Access the internet	ICPMM63BA	0	0	0	219	122	341	219	122	341
Create web pages with multimedia	ICPMM65DA	0	0	0	120	47	167	120	47	167
Select and apply type	ICPPP21BA	0	0	0	19	0	19	19	0	19
Scan a line image	ICPPP22BA	0	0	0	1	0	1	1	0	1
Understanding self and others	LDWA001	0	0	0	0	2	2	0	2	2
Introduction to citizenship	LDWA002	0	0	0	0	2	2	0	2	2
Health and safety essentials	LDWA003	0	0	0	0	2	2	0	2	2
Effective team membership	LDWA004	0	0	0	0	2	2	0	2	2
Senior first aid	LDWA005	0	0	0	12	14	26	12	14	26
Introduction to applied leadership	LDWA006	0	0	0	0	2	2	0	2	2
Follow safe working policies and practices	LMFCR0001A	0	0	0	115	10	125	115	10	125
Communicate in the workplace	LMFCR0002A	0	0	0	98	9	107	98	9	107
Carry out measurements and calculations	LMFCR0003A	0	0	0	93	5	98	93	5	98
Work effectively with others	LMFCR0004A	0	0	0	109	11	120	109	11	120
Use furniture finishing sector hand and power tools	LMFFF2001A	0	0	0	12	1	13	12	1	13
Prepare surfaces for finishing	LMFFF2004A	0	0	0	8	0	8	8	0	8
Construct a basic timber furnishing product	LMFFM1001A	0	0	0	121	14	135	121	14	135
Operate basic woodworking machines	LMFFM1002A	0	0	0	88	9	97	88	9	97
Use furniture making sector hand and power tools	LMFFM2001A	0	0	0	44	3	47	44	3	47
Join solid timber	LMFFM2005A	0	0	0	9	0	9	9	0	9
Hand make timber joints	LMFFM2006A	0	0	0	15	0	15	15	0	15
Read and interpret work documents	LMFGN3001A	0	0	0	9	0	9	9	0	9
Undertake interactive workplace communication	MEM1.1FA	0	0	0	135	9	144	135	9	144
Apply principles of occupational health & safety in work environment	MEM1.2FA	0	0	0	113	7	120	113	7	120
Apply quality procedures	MEM1.3FA	0	0	0	100	4	104	100	4	104
Plan to undertake a routine task	MEM1.4FA	0	0	0	95	4	99	95	4	99
Electrical/electronic measurement	MEM12.2AA	0	0	0	6	0	6	6	0	6
Perform emergency first aid	MEM13.1AA	0	0	0	37	10	47	37	10	47
Use hand tools	MEM18.1AA	0	0	0	48	1	49	48	1	49
Use hand tools	MEM18.1AB	0	0	0	46	3	49	46	3	49
Use power tools/hand held operations	MEM18.2AA	0	0	0	71	0	71	71	0	71
Apply quality systems	MEM2.1C12A	0	0	0	25	0	25	25	0	25
Operate in a work based team environment	MEM2.3C11A	0	0	0	32	0	32	32	0	32
Measure with graduated devices	MEM2.5C11A	0	0	0	60	1	61	60	1	61
Plan a complete activity	MEM2.6C10A	0	0	0	18	0	18	18	0	18
Perform computations - basic	MEM2.7C10A	0	0	0	42	0	42	42	0	42
Perform computations	MEM2.8C10A	0	0	0	10	0	10	10	0	10
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	0	0	0	5	1	6	5	1	6
Perform routine manual metal arc welding	MEM5.12AB	0	0	0	49	1	50	49	1	50

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Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Soft soldering (basic)	MEM5.3AA	0	0	0	2	0	2	2	0	2
Perform routine gas tungsten arc welding	MEM5.49AA	0	0	0	1	0	1	1	0	1
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	0	0	0	13	0	13	13	0	13
Perform routine oxy acetylene welding	MEM5.4AB	0	0	0	24	0	24	24	0	24
Perform routine gas metal arc welding	MEM5.50AA	0	0	0	7	0	7	7	0	7
Perform brazing and/or silver soldering	MEM5.6AA	0	0	0	43	0	43	43	0	43
Manual heating and thermal cutting	MEM5.7AB	0	0	0	1	0	1	1	0	1
Use workshop machines for basic operations	MEM7.32AA	0	0	0	71	1	72	71	1	72
Perform general machining	MEM7.5AA	0	0	0	19	0	19	19	0	19
Create 3D models using computer aided design system	MEM9.10BA	0	0	0	9	1	10	9	1	10
Draw and interpret sketch	MEM9.1AA	0	0	0	72	3	75	72	3	75
Interpret technical drawing	MEM9.2AA	0	0	0	15	0	15	15	0	15
Create 2D drawings using computer aided design system	MEM9.9BA	0	0	0	1	0	1	1	0	1
Create 2D drawings using computer aided design system	MEM9.9BB	0	0	0	9	1	10	9	1	10
Sharpen knives	MTMMP11B	0	0	0	1	1	2	1	1	2
Apply hygiene and sanitation practices	MTMMP2B	0	0	0	1	1	2	1	1	2
Apply quality assurance practices	MTMMP3B	0	0	0	1	1	2	1	1	2
Follow safe work policies and procedures	MTMMP4B	0	0	0	1	1	2	1	1	2
Communicate in the workplace	MTMMP5B	0	0	0	1	1	2	1	1	2
Clean work area during operations	MTMPS201A	0	0	0	1	0	1	1	0	1
Link and tie product	MTMS19B	0	0	0	1	1	2	1	1	2
Blend meat product	MTMS201A	0	0	0	0	1	1	0	1	1
Prepare and fill casings	MTMS202A	0	0	0	1	1	2	1	1	2
Shape and form product	MTMS203A	0	0	0	1	1	2	1	1	2
Apply mathematical concepts	MTMS2B	0	0	0	1	1	2	1	1	2
Occupational health and safety	NBB02	0	0	0	3	0	3	3	0	3
Electrical wiring and equipment 1	NE172	0	0	0	1	0	1	1	0	1
Workshop practices	NE175	0	0	0	4	0	4	4	0	4
Electronic hand soldering technology	NE184	0	0	0	1	0	1	1	0	1
Parts and component selection	NUE095	0	0	0	1	0	1	1	0	1
Drawing interpretation and sketching	NUE210	0	0	0	1	0	1	1	0	1
Operate communications systems and equipment	PUAOPE002A	0	0	0	0	3	3	0	3	3
Provide emergency care	PUXEMEO01A	0	0	0	13	12	25	13	12	25
Manage injuries in emergency incidents	PUXEMEO02A	0	0	0	5	0	5	5	0	5
Support nursery work	RTC1006A	0	0	0	29	15	44	29	15	44
Maintain the workplace	RTC1201A	0	0	0	36	23	59	36	23	59
Support landscape work	RTC1202A	0	0	0	5	1	6	5	1	6
Operate basic machinery and equipment	RTC1301A	0	0	0	19	15	34	19	15	34
Assist with routine maintenance of machinery and equipment	RTC1302A	0	0	0	2	0	2	2	0	2
Follow basic chemical safety rules	RTC1701A	0	0	0	29	16	45	29	16	45
Prepare for work	RTC1801A	8	0	8	35	17	52	43	17	60
Plant trees and shrubs	RTC2012A	0	0	0	9	14	23	9	14	23
Recognise plants	RTC2016A	0	0	0	41	16	57	41	16	57
Undertake propagation activities	RTC2026A	0	0	0	15	7	22	15	7	22
Install, maintain and repair fencing	RTC2209A	1	0	1	27	8	35	28	8	36

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Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Undertake operational maintenance of machinery	RTC2301A	0	0	0	26	10	36	26	10	36
Operate vehicles	RTC2306A	0	0	0	29	12	41	29	12	41
Operate machinery and equipment	RTC2307A	1	0	1	16	1	17	17	1	18
Operate tractors	RTC2309A	1	0	1	25	8	33	26	8	34
Treat weeds	RTC2401A	0	0	0	11	7	18	11	7	18
Treat plant pests, diseases and disorders	RTC2404A	0	0	0	3	6	9	3	6	9
Follow OHS procedures	RTC2701A	0	0	0	54	40	94	54	40	94
Observe environmental work practices	RTC2702A	1	0	1	62	43	105	63	43	106
Provide basic first aid	RTC2704A	0	0	0	96	48	144	96	48	144
Work effectively in the industry	RTC2705A	3	5	8	71	43	114	74	48	122
Apply chemicals under supervision	RTC2706A	1	0	1	27	10	37	28	10	38
Participate in workplace communications	RTC2801A	1	0	1	42	34	76	43	34	77
Transport, handle and store chemicals	RTC3705A	0	0	0	4	0	4	4	0	4
Support natural area conservation	RTD1501A	0	0	0	20	8	28	20	8	28
Collect, prepare and preserve plant specimens	RTD2004A	0	0	0	8	9	17	8	9	17
Carry out natural area restoration works	RTD2022A	0	0	0	14	7	21	14	7	21
Apply animal trapping techniques	RTD2101A	0	0	0	3	6	9	3	6	9
Recognise animals	RTD2126A	0	0	0	3	6	9	3	6	9
Observe and report plants and/or animals	RTD2803A	0	0	0	13	1	14	13	1	14
Undertake sampling and testing of water	RTD3507A	0	0	0	3	0	3	3	0	3
Shear sheep to novice level	RTE1106A	0	0	0	20	3	23	20	3	23
Crutch sheep	RTE2107A	0	0	0	19	3	22	19	3	22
Identify and mark livestock	RTE2111A	1	0	1	28	12	40	29	12	41
Milk livestock	RTE2112A	0	0	0	28	14	42	28	14	42
Monitor livestock to parturition	RTE2113A	0	0	0	21	10	31	21	10	31
Muster and move livestock	RTE2115A	1	0	1	29	19	48	30	19	49
Pen up sheep	RTE2117A	1	0	1	34	16	50	35	16	51
Handle livestock using basic techniques	RTE2118A	0	0	0	1	6	7	1	6	7
Perform board duties	RTE2119A	0	0	0	32	12	44	32	12	44
Assist with pressing wool	RTE2120A	0	0	0	29	11	40	29	11	40
Carry out birthing duties	RTE2124A	1	0	1	0	0	0	1	0	1
Castrate livestock	RTE2127A	0	0	0	29	9	38	29	9	38
Provide feed for livestock	RTE2128A	1	0	1	27	16	43	28	16	44
Load and unload livestock	RTE2136A	1	0	1	0	0	0	1	0	1
Carry out regular livestock observation	RTE2144A	1	0	1	0	0	0	1	0	1
Shear sheep to improver level	RTE2149A	0	0	0	3	0	3	3	0	3
Carry out basic electric fencing operations	RTE2201A	0	0	0	24	7	31	24	7	31
Assist in preparing for shearing and crutching	RTE2216A	0	0	0	31	12	43	31	12	43
Grind combs and cutters for machine shearing	RTE2302A	0	0	0	27	11	38	27	11	38
Prepare handpiece and downtube for machine shearing	RTE2310A	0	0	0	28	11	39	28	11	39
Observe enterprise quality assurance procedures	RTE2901A	1	0	1	0	0	0	1	0	1
Prepare livestock for competition	RTE3133A	0	0	0	11	15	26	11	15	26
Support turf work	RTF1003A	0	0	0	16	14	30	16	14	30
Support gardening work	RTF1004A	0	0	0	39	35	74	39	35	74
Communicate in the workplace	RUHHRT204A	0	0	0	1	0	1	1	0	1

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Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Assist with general animal care	RUV2103A	0	0	0	4	8	12	4	8	12
Carry out reception duties	RUVVEN201A	0	0	0	0	2	2	0	2	2
Communicate in the workplace	RUVVEN206A	0	0	0	1	6	7	1	6	7
Carry out basic aquaculture operations	SFIAQUA101A	0	1	1	2	0	2	2	1	3
Feed stock	SFIAQUA205B	0	0	0	9	3	12	9	3	12
Handle stock	SFIAQUA206B	0	0	0	9	3	12	9	3	12
Monitor stock and environmental conditions	SFIAQUA213A	0	0	0	36	13	49	36	13	49
Monitor stock and environmental conditions	SFIAQUA213B	0	0	0	9	3	12	9	3	12
Harvest aquacultured stock	SFIAQUA216A	0	0	0	9	3	12	9	3	12
Apply basic food handling and safety practices	SFICORE101B	0	0	0	11	4	15	11	4	15
Carry out work effectively in the seafood industry	SFICORE102A	0	0	0	36	13	49	36	13	49
Communicate in the seafood industry	SFICORE103A	0	0	0	5	0	5	5	0	5
Meet workplace health and safety requirements	SFICORE104A	0	0	0	18	8	26	18	8	26
Take emergency action on board a vessel	SFISHIP212A	0	0	0	2	0	2	2	0	2
Apply basic exercise science to fitness activities	SRFFIT002A	0	0	0	1	0	1	1	0	1
Apply basic exercise science to exercise instruction	SRFFIT005B	0	0	0	31	28	59	31	28	59
Demonstrate simple abseiling skills on artificial surfaces	SROABA001A	0	0	0	33	14	47	33	14	47
Apply single pitch abseiling skills on artificial surfaces	SROABA002A	0	0	0	9	1	10	9	1	10
Take assistant leadership role in adventure activities	SROABL001A	0	0	0	7	2	9	7	2	9
Demonstrate simple abseiling skills on natural surfaces	SROABN001A	0	0	0	8	1	9	8	1	9
Apply abseiling skills in a range of single pitch contexts	SROABS002A	0	0	0	5	0	5	5	0	5
Demonstrate bushwalking skills in tracked or easy untracked areas	SROBWG001A	0	0	0	63	40	103	63	40	103
Demonstrate simple canoeing, kayaking or sea kayaking skills	SROCAN001A	0	0	0	8	2	10	8	2	10
Perform deep water rescues	SROCAN003A	0	0	0	8	2	10	8	2	10
Demonstrate simple canoeing skills	SROCNE001A	0	0	0	55	39	94	55	39	94
Conduct activities on a challenge ropes course with low elements	SROCRC001A	0	0	0	7	2	9	7	2	9
Conduct activities on a challenge ropes course with high elements	SROCRC002A	0	0	0	5	0	5	5	0	5
Demonstrate basic cycling skills	SROCYT002A	0	0	0	9	1	10	9	1	10
Demonstrate simple kayaking skills	SROKYK001A	0	0	0	15	12	27	15	12	27
Navigate in tracked or easy untracked areas	SRONAV001A	0	0	0	14	1	15	14	1	15
Navigate in tracked or easy untracked areas	SRONAV001B	0	0	0	68	52	120	68	52	120
Apply basic outdoor recreation logistics	SROODR001A	0	0	0	10	4	14	10	4	14
Assist in conducting outdoor recreation sessions	SROODR004A	0	0	0	0	3	3	0	3	3
Implement minimal environmental impact practices	SROOPS001A	0	0	0	17	1	18	17	1	18
Implement minimal environmental impact practices	SROOPS001B	0	0	0	73	54	127	73	54	127
Plan for minimal environmental impact	SROOPS002A	0	0	0	5	2	7	5	2	7
Plan for minimal environmental impact	SROOPS002B	0	0	0	54	39	93	54	39	93
Apply weather information	SROOPS003A	0	0	0	5	2	7	5	2	7
Apply weather information	SROOPS003B	0	0	0	34	26	60	34	26	60
Interpret weather conditions in the field	SROOPS004B	0	0	0	39	25	64	39	25	64
Apply search and rescue skills	SROOPS005A	0	0	0	5	0	5	5	0	5
Use and maintain a temporary or overnight site	SROOPS006A	0	0	0	5	0	5	5	0	5
Use and maintain a temporary or overnight site	SROOPS006B	0	0	0	75	54	129	75	54	129
Prepare to participate in a supervised outdoor activity requiring basic skills	SROORE001A	0	0	0	2	0	2	2	0	2
Participate in a supervised outdoor activity requiring basic skills	SROORE002A	0	0	0	2	0	2	2	0	2

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Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Prepare to participate in outdoor activities	SROORE003A	0	0	0	8	2	10	8	2	10
Participate in outdoor activities	SROORE004A	0	0	0	8	2	10	8	2	10
Select suitable natural and/or fixed anchors for roping activities	SROROP003A	0	0	0	5	0	5	5	0	5
Rig a rope pitch	SROROP005A	0	0	0	4	2	6	4	2	6
Perform whitewater rescues and recoveries	SROWWR002A	0	0	0	5	0	5	5	0	5
Comply with maritime rules and regulations	SROYAC001B	0	0	0	2	3	5	2	3	5
Use basic skills to sail a small boat in controlled conditions	SROYSB001B	0	0	0	7	3	10	7	3	10
Perform the intermediate skills of Australian football	SRSAFL001A	0	0	0	4	0	4	4	0	4
Perform the intermediate tactics of Australian football	SRSAFL002A	0	0	0	4	0	4	4	0	4
Participate in conditioning for Australian football	SRSAFL003A	0	0	0	4	0	4	4	0	4
Interpret and apply the fundamental rules of Australian football at a junior or beginner level	SRSAFL004A	0	0	0	9	0	9	9	0	9
Use basic communication strategies to umpire Aust football at a junior or beginner level	SRSAFL005A	0	0	0	9	0	9	9	0	9
Provide reports & receive feedback relevant to umpiring Aust football at a junior or beginner level	SRSAFL006A	0	0	0	5	0	5	5	0	5
Demonstrate fundamental positioning skills rel to umpiring Aust football at a jnr/beginner level	SRSAFL007A	0	0	0	5	0	5	5	0	5
Interpret and apply the rules of Australian football at a local or district level	SRSAFL010A	0	0	0	5	0	5	5	0	5
Interpret and apply the laws of cricket in a competition game at a local or district level	SRSCKT003A	0	0	0	9	10	19	9	10	19
Use communication strategies to umpire cricket at a local or district level	SRSCKT010A	0	0	0	9	10	19	9	10	19
Plan individualised training programs to improve skills	SRSCOA002A	0	0	0	9	12	21	9	12	21
Develop a financial goal setting plan	SRSCOP007A	0	1	1	10	20	30	10	21	31
Develop a financial goal setting plan	SRSCOP007B	0	1	1	0	0	0	0	1	1
Prepare to participate in competition	SRSCOP025A	0	0	0	9	12	21	9	12	21
Interpret and apply the fundamental rules of netball at the beginner level	SRSNTB005A	0	0	0	30	15	45	30	15	45
Use basic communication strategies to umpire netball at the beginner level	SRSNTB006A	0	0	0	30	16	46	30	16	46
Demonstrate fundamental positioning skills relevant to umpiring netball at the beginner level	SRSNTB007A	0	0	0	30	16	46	30	16	46
Teach or develop basic skills of strength and conditioning	SRSSAC001A	0	0	0	9	12	21	9	12	21
Interpret and apply the fundamental rules of surf life saving at a beginner level	SRSSLS001A	0	0	0	1	0	1	1	0	1
Use fundamental communication strategies to officiate surf life saving at a beginner level	SRSSLS002A	0	0	0	1	0	1	1	0	1
Assist in the prevention of emergencies in surf life saving competitions	SRSSLS003A	0	0	0	1	0	1	1	0	1
Demonstrate fundamental positioning skills relevant to officiate surf life saving at beginner level	SRSSLS004A	0	0	0	1	0	1	1	0	1
Interpret and apply the rules of surf life saving at an intermediate level	SRSSLS005A	0	0	0	1	0	1	1	0	1
Use communication strategies to officiate surf life saving at an intermediate level	SRSSLS007A	0	0	0	1	0	1	1	0	1
Interpret and apply the rules of surf life saving at an advanced level	SRSSLS009A	0	0	0	1	0	1	1	0	1
Use communication strategies to officiate surf life saving at an advanced level	SRSSLS010A	0	0	0	1	0	1	1	0	1
Interpret and apply the fundamental laws of soccer at a junior or beginner level	SRSSOC001B	0	0	0	2	1	3	2	1	3

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Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Demonstrate fundamental positioning skills relevant to referee soccer at junior or beginner level	SRSSOC004B	0	0	0	1	0	1	1	0	1
Conduct basic warm-up, stretching and cool down programs	SRSSPT005A	0	0	0	7	10	17	7	10	17
Implement sports first aid procedures and apply sports first aid	SRSSTR001A	0	0	0	9	12	21	9	12	21
Interpret and apply the rules of volleyball in a competition game at a school or club level	SRSVOL003A	0	0	0	18	9	27	18	9	27
Use communication strategies to referee volleyball at a school or club level	SRSVOL004A	0	0	0	18	9	27	18	9	27
Handle mail to facilitate communication	SRXADM001A	0	0	0	9	3	12	9	3	12
Handle information to maintain access to and security of records	SRXADM002A	0	0	0	9	3	12	9	3	12
Apply knowledge of the organisation to complete routine administration tasks	SRXADM003A	0	0	0	18	11	29	18	11	29
Operate a range of office equipment to complete routine tasks	SRXADM004A	0	0	0	23	11	34	23	11	34
Handle mail to facilitate the information flow of the organisation	SRXADM005A	0	0	0	21	13	34	21	13	34
Process and analyse information to provide access to and security of records	SRXADM006A	0	0	0	26	13	39	26	13	39
Select, operate and maintain a range of office equipment to complete a range of tasks	SRXADM007A	0	0	0	41	20	61	41	20	61
Organise the copying and collating of documents	SRXADM008A	0	0	0	19	11	30	19	11	30
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	0	0	0	41	26	67	41	26	67
Assist in preparing sport and recreation sessions for participants	SRXCAI001B	0	0	0	22	31	53	22	31	53
Assist in conducting sport and recreation sessions for clients	SRXCAI002A	0	0	0	40	26	66	40	26	66
Assist in conducting sport and recreation sessions for participants	SRXCAI002B	0	0	0	13	21	34	13	21	34
Provide equipment for activities	SRXCAI003A	0	0	0	37	21	58	37	21	58
Provide equipment for activities	SRXCAI003B	0	0	0	14	21	35	14	21	35
Plan a sport and recreation session for clients	SRXCAI004A	0	0	0	23	24	47	23	24	47
Conduct a sport and recreation session for clients	SRXCAI005A	0	0	0	12	12	24	12	12	24
Interact with clients	SRXCLS001A	0	0	0	26	17	43	26	17	43
Deliver service to clients	SRXCLS002A	0	0	0	68	34	102	68	34	102
Coordinate interaction with clients	SRXCLS003A	0	0	0	5	0	5	5	0	5
Communicate in the workplace	SRXCOM001A	0	0	0	23	6	29	23	6	29
Receive and pass on information to facilitate effective routine communication	SRXCOM002A	0	0	0	36	21	57	36	21	57
Collect and provide information to facilitate communication flow	SRXCOM003A	0	0	0	5	0	5	5	0	5
React safely in an emergency and help prevent emergencies	SRXEME001A	0	0	0	25	12	37	25	12	37
Participate in the control of minor emergencies	SRXEME002A	0	0	0	13	12	25	13	12	25
Respond to emergency situations	SRXEME003A	0	0	0	5	0	5	5	0	5
Respond to emergency situations	SRXEMR001A	0	0	0	30	26	56	30	26	56
Maintain equipment for activities	SRXFAC001A	0	0	0	31	14	45	31	14	45
Maintain equipment for activities	SRXFAC001B	0	0	0	9	10	19	9	10	19
Provide first aid	SRXFAD001A	0	0	0	65	42	107	65	42	107
Provide advanced first aid response	SRXFAD002A	0	0	0	31	43	74	31	43	74
Create client relationship	SRXGCSO01A	0	0	0	41	30	71	41	30	71
Deal with client feedback	SRXGCSO02A	0	0	0	0	3	3	0	3	3
Facilitate a group	SRXGRP001A	0	0	0	5	0	5	5	0	5
Develop knowledge of the sport and recreation industry	SRXIND001A	0	0	0	11	8	19	11	8	19
Develop and implement a career path	SRXIND002A	0	0	0	24	13	37	24	13	37

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Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Develop knowledge of the sport and recreation industry	SRXINU001A	0	0	0	55	34	89	55	34	89
Follow defined occupational health and safety policy and procedures	SRXOHS001A	0	0	0	52	22	74	52	22	74
Follow defined occupational health and safety policies and procedures	SRXOHS001B	0	0	0	0	3	3	0	3	3
Organise work	SRXORG001A	0	0	0	12	3	15	12	3	15
Work effectively in a sport and recreation organisation	SRXORG002A	0	0	0	42	23	65	42	23	65
Undertake risk analysis of activities	SRXRIS001A	0	0	0	5	0	5	5	0	5
Operate a computer to gain access to and retrieve data using keyboard skills	SRXTEC001A	0	0	0	46	27	73	46	27	73
Operate a computer and printer to produce and print simple documents	SRXTEC002A	0	0	0	53	17	70	53	17	70
Design, develop and produce documents, reports and worksheets using advanced functions	SRXTEC003A	0	0	0	5	0	5	5	0	5
Work in teams	SRXTEM001A	0	0	0	43	16	59	43	16	59
Support the work of a team	SRXTEM002A	0	0	0	13	12	25	13	12	25
Survive at sea in the event of vessel abandonment	TDMMF1101A	0	0	0	2	0	2	2	0	2
Minimise risk of fire and maintain a state of readiness to respond to emergency situations	TDMMF1201A	0	0	0	2	0	2	2	0	2
Fight and extinguish fires on board a small vessel	TDMMF5302A	0	0	0	2	0	2	2	0	2
Observe safe working practices	TDMMF701A	0	0	0	2	0	2	2	0	2
Comply with emergency procedures	TDMMF801A	0	0	0	2	0	2	2	0	2
Provide first-aid in the workplace	TDTF897B	0	0	0	1	1	2	1	1	2
Prepare bakery products for patissiers	THHADPT01B	0	0	0	1	0	1	1	0	1
Prepare foods according to dietary and cultural needs	THHBCAT01B	0	0	0	1	0	1	1	0	1
Prepare sandwiches	THHBCC00B	0	0	0	69	159	228	69	159	228
Use basic methods of cookery	THHBCC01B	0	0	0	72	141	213	72	141	213
Prepare appetisers and salads	THHBCC02B	0	0	0	50	123	173	50	123	173
Prepare stocks, sauces and soups	THHBCC03B	0	0	0	10	37	47	10	37	47
Clean and tidy bar areas	THHBFB00B	0	0	0	2	3	5	2	3	5
Provide a link between kitchen and service areas	THHBFB02B	0	0	0	68	148	216	68	148	216
Provide food and beverage service	THHBFB03B	0	0	0	1	1	2	1	1	2
Prepare and serve non alcoholic beverages	THHBFB10B	0	0	0	32	80	112	32	80	112
Develop and update food and beverage knowledge	THHBFB11B	0	0	0	0	2	2	0	2	2
Prepare and serve espresso coffee	THHBFB12A	0	0	0	1	2	3	1	2	3
Prepare and serve espresso coffee	THHBFB12B	0	0	0	31	86	117	31	86	117
Organise and prepare food	THHBKA01B	0	0	0	131	288	419	131	288	419
Present food	THHBKA02B	0	0	0	91	203	294	91	203	294
Receive and store kitchen supplies	THHBKA03B	0	0	0	44	89	133	44	89	133
Clean and maintain kitchen premises	THHBKA04B	0	0	0	56	125	181	56	125	181
Prepare and produce pastries	THHBPT01B	0	0	0	1	0	1	1	0	1
Prepare and produce cakes	THHBPT02B	0	0	0	1	0	1	1	0	1
Prepare and produce yeast goods	THHBPT03B	0	0	0	1	0	1	1	0	1
Prepare, cook and serve food	THHCCH01A	0	0	0	57	117	174	57	117	174
Work with colleagues and customers	THHCOR01A	0	0	0	0	1	1	0	1	1
Work with colleagues and customers	THHCOR01B	1	0	1	187	341	528	188	341	529
Work in a socially diverse environment	THHCOR02B	0	0	0	123	251	374	123	251	374
Follow health, safety and security procedures	THHCOR03B	1	0	1	197	375	572	198	375	573
Develop and update local knowledge	THHGCS01B	0	0	0	11	39	50	11	39	50
Promote products and services to customers	THHGCS02B	0	0	0	1	1	2	1	1	2

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Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Deal with conflict situations	THHGCS03A	0	0	0	3	23	26	3	23	26
Deal with conflict situations	THHGCS03B	0	0	0	7	21	28	7	21	28
Process financial transactions	THHGFA01B	0	0	0	1	2	3	1	2	3
Communicate on the telephone	THHGGA01B	0	0	0	52	96	148	52	96	148
Perform office procedures	THHGGA02B	0	0	0	6	27	33	6	27	33
Follow workplace hygiene procedures	THHGHS01B	0	0	0	233	444	677	233	444	677
Clean premises and equipment	THHGHS02B	0	0	0	1	1	2	1	1	2
Provide first aid	THHGHS03A	0	0	0	3	9	12	3	9	12
Develop and update hospitality industry knowledge	THHHCO01A	0	0	0	1	8	9	1	8	9
Develop and update hospitality industry knowledge	THHHCO01B	0	0	0	71	173	244	71	173	244
Plan the catering for an event or function	THHSCAT02B	0	0	0	1	5	6	1	5	6
Provide on-site information and assistance	THTFAT01B	0	0	0	0	1	1	0	1	1
Coordinate guests/delegates registrations at a venue	THTFME01B	0	0	0	0	1	1	0	1	1
Develop and update event industry knowledge	THTFME03A	0	0	0	0	1	1	0	1	1
Provide campsite catering	THTFTO04B	0	0	0	0	3	3	0	3	3
Create a promotional display/stand	THTSMA02A	0	0	0	10	9	19	10	9	19
Operate an automated information system	THTSOP01B	0	0	0	1	1	2	1	1	2
Source and provide destination information and advice	THTSOP02B	0	0	0	2	11	13	2	11	13
Develop and update tourism industry knowledge	THTTCO01B	0	0	0	4	25	29	4	25	29
Use of routine equipment/plant/technologies in an electrotech environment	UTENES051A	0	0	0	3	0	3	3	0	3
Carry out routine work activities in an electrotech environment	UTENES060A	0	0	0	3	0	3	3	0	3
Identify and develop a career path in the equine industry	VBM657	0	0	0	1	4	5	1	4	5
Communicate within the equine industry	VBM658	0	0	0	1	4	5	1	4	5
Monitor horse health	VBM659	0	0	0	1	4	5	1	4	5
Horse riding or driving skills 1	VBM660	0	0	0	1	4	5	1	4	5
Handle horses safely in the equine industry	VBM661	0	0	0	1	4	5	1	4	5
Care for horses in the equine industry	VBM662	0	0	0	1	4	5	1	4	5
Horse riding or driving skills 2 - specific equine discipline	VBM663	0	0	0	0	1	1	0	1	1
Assist in the conduct of an event in the equine industry	VBM664	0	0	0	1	4	5	1	4	5
Care for mares and foals in the equine industry	VBM665	0	0	0	1	4	5	1	4	5
General curriculum options I	VBM670	0	0	0	2	1	3	2	1	3
Reading and writing I	VBM688	0	0	0	0	2	2	0	2	2
Assist in preparation of a horse for competition	VBM709	0	0	0	1	4	5	1	4	5
Identify horse breeding principles and assist in practices	VBM739	0	0	0	0	3	3	0	3	3
Communicate with clients	WRB01A	0	0	0	0	8	8	0	8	8
Demonstrate retail skin care products	WRB12A	0	0	0	0	5	5	0	5	5
Conduct financial transactions	WRBCS201B	0	0	0	0	2	2	0	2	2
Apply techniques to update beauty industry knowledge	WRBCS202A	0	0	0	0	2	2	0	2	2
Provide service to clients	WRBCS203B	0	0	0	0	2	2	0	2	2
Demonstrate retail skin care products	WRBFS201B	0	0	0	0	2	2	0	2	2
Design and apply make-up	WRBFS202B	0	0	0	0	3	3	0	3	3
Design and apply make-up for photography	WRBFS203B	0	0	0	0	2	2	0	2	2
Operate retail equipment	WRRCA1B	0	0	0	2	9	11	2	9	11
Interact with customers	WRRCS.3A	0	0	0	0	10	10	0	10	10
Communicate in the workplace	WRRCS1B	0	0	0	10	38	48	10	38	48
Apply point of sale handling procedures	WRRCS2B	0	0	0	0	3	3	0	3	3
Interact with customers	WRRCS3B	0	0	0	3	7	10	3	7	10
Work effectively in a retail environment	WRRER1B	0	0	0	2	7	9	2	7	9
Balance register/terminal	WRRF1B	0	0	0	1	0	1	1	0	1

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Table 5.7   Successful Completions of Units of Competency/National Training Modules embedded/integrated in Curriculum Council Subjects, by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Prepare and display fast food items	WRRFM3B	0	0	0	1	0	1	1	0	1
Advise on fast food products	WRRFS3B	0	0	0	1	0	1	1	0	1
Perform stock control procedures	WRRI1B	0	0	0	0	2	2	0	2	2
Apply safe working practices	WRRLP1B	0	0	0	5	20	25	5	20	25
Minimise theft	WRRLP2B	0	0	0	1	0	1	1	0	1
Apply retail food safety practices	WRRLP6C	0	0	0	1	0	1	1	0	1
Merchandise products	WRRM1B	0	0	0	0	2	2	0	2	2
Perform routine housekeeping duties	WRRM2B	0	0	0	2	9	11	2	9	11
Create a display for a small business	WRRM6A	0	0	0	0	2	2	0	2	2
Sell products and services	WRRS1B	0	0	0	1	2	3	1	2	3
Advise on products and services	WRRS2B	0	0	0	1	2	3	1	2	3
Workplace placement 1 (Mfb)	Y0150	0	0	0	1	0	1	1	0	1

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied
in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Design processes (NSW)	10096	0	0	0	0	1	1	0	1	1
Applied design colour (NSW)	10097	0	0	0	0	1	1	0	1	1
Applied interior design 1A (NSW)	10098	0	0	0	0	1	1	0	1	1
Interior design drafting (NSW)	10099	0	0	0	0	1	1	0	1	1
Design sketching and presentation skills A (NSW)	10100	0	0	0	0	1	1	0	1	1
Interior design material technologies 1 (NSW)	10103	0	0	0	0	1	1	0	1	1
Design computing A (NSW)	10290	0	0	0	0	1	1	0	1	1
Structured work placement 1 (support practice)	27820	25	32	57	9	3	12	34	35	69
Structured work placement 2 (support practice)	27821	24	33	57	12	2	14	36	35	71
Structured work placement 3 (support practice)	27822	40	35	75	11	3	14	51	38	89
Survey assistant techniques	34055	0	0	0	8	0	8	8	0	8
Survey distance measurement 1	34064	0	0	0	8	0	8	8	0	8
Survey levelling 1	34065	0	0	0	8	0	8	8	0	8
Survey theodolite 1	34066	0	0	0	8	0	8	8	0	8
Senior first aid	46199	0	0	0	1	4	5	1	4	5
Horse handling	47101	0	0	0	1	4	5	1	4	5
Raceday procedures for trainee stablehand	47103	0	0	0	2	4	6	2	4	6
Equine work practice A	47328	0	0	0	2	4	6	2	4	6
Equine work practice B	47329	0	0	0	1	4	5	1	4	5
Horse handling and control B	47400	0	0	0	1	3	4	1	3	4
Riding 1	47997	0	0	0	0	1	1	0	1	1
Vessel handling	57008	0	0	0	11	7	18	11	7	18
CBS2001 (Japanese)	65693	5	2	7	4	6	10	9	8	17
CBS2002 (Japanese)	65694	5	2	7	4	6	10	9	8	17
CBS2003 (Japanese)	65695	16	18	34	2	7	9	18	25	43
CBS2004 (Japanese)	65696	16	18	34	2	7	9	18	25	43
CBS3001 (Japanese)	65697	0	0	0	0	3	3	0	3	3
CBS3002 (Japanese)	65698	0	0	0	0	3	3	0	3	3
CBS3003 (Japanese)	65699	0	0	0	1	7	8	1	7	8
CBS3004 (Japanese)	65700	0	0	0	1	2	3	1	2	3
LOTE3001 (French)	65709	0	0	0	0	7	7	0	7	7
LOTE3002 (French)	65710	0	0	0	0	7	7	0	7	7
LOTE3003 (French)	65711	0	0	0	0	5	5	0	5	5
LOTE3004 (French)	65712	0	0	0	0	5	5	0	5	5
LOTE2003 (German)	65719	0	0	0	2	2	4	2	2	4
LOTE2001 (Indonesian)	65729	0	0	0	0	1	1	0	1	1
LOTE2002 (Indonesian)	65730	0	0	0	0	1	1	0	1	1
LOTE2003 (Indonesian)	65731	0	0	0	1	6	7	1	6	7
LOTE2004 (Indonesian)	65732	0	0	0	1	5	6	1	5	6
LOTE3001 (Indonesian)	65733	0	0	0	3	3	6	3	3	6
LOTE3002 (Indonesian)	65734	0	0	0	3	3	6	3	3	6
LOTE3003 (Indonesian)	65735	0	0	0	0	2	2	0	2	2
LOTE3004 (Indonesian)	65736	0	0	0	0	2	2	0	2	2
LOTE2003 (Italian)	65743	0	5	5	0	0	0	0	5	5
LOTE2004 (Italian)	65744	0	5	5	0	0	0	0	5	5
LOTE3001 (Italian)	65745	0	0	0	1	10	11	1	10	11
LOTE3002 (Italian)	65746	0	0	0	1	9	10	1	9	10
LOTE3003 (Italian)	65747	0	0	0	0	3	3	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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
LOTE3004 (Italian)	65748	0	0	0	0	3	3	0	3	3
Internet 1 (Cisco)	69164	0	0	0	2	0	2	2	0	2
Literacy for self expression 1	81281	3	2	5	0	0	0	3	2	5
Literacy for knowledge I	81282	4	1	5	0	0	0	4	1	5
Literacy for practical purposes 1	81283	3	2	5	0	0	0	3	2	5
Literacy for public debate 1	81284	3	1	4	0	0	0	3	1	4
Core concepts I	81285	2	2	4	0	0	0	2	2	4
Design I	81286	2	2	4	0	0	0	2	2	4
Measuring I	81287	2	2	4	0	0	0	2	2	4
Location I	81288	2	2	4	0	0	0	2	2	4
Data I	81289	2	2	4	0	0	0	2	2	4
Money and time I	81290	2	2	4	0	0	0	2	2	4
Oracy for knowledge I	81291	3	2	5	0	0	0	3	2	5
Oracy for practical purposes I	81292	3	2	5	0	0	0	3	2	5
Oracy for exploring issues and problem solving I	81293	3	2	5	0	0	0	3	2	5
Literacy for self expression II	81294	8	5	13	5	7	12	13	12	25
Literacy for knowledge II	81295	10	6	16	4	6	10	14	12	26
Literacy for practical purposes II	81296	7	4	11	4	7	11	11	11	22
Literacy for public debate II	81297	5	4	9	4	7	11	9	11	20
Core concepts II	81298	4	6	10	3	7	10	7	13	20
Design II	81299	4	6	10	3	6	9	7	12	19
Measuring II	81300	4	6	10	3	6	9	7	12	19
Location II	81301	4	6	10	3	7	10	7	13	20
Data II	81302	3	4	7	3	7	10	6	11	17
Formulae II	81303	4	6	10	3	6	9	7	12	19
Problem solving II	81304	3	6	9	1	5	6	4	11	15
Oracy for knowledge II	81305	6	3	9	1	4	5	7	7	14
Oracy for practical purposes II	81306	6	3	9	1	4	5	7	7	14
Oracy for exploring issues and problem solving II	81307	5	3	8	1	5	6	6	8	14
Locate and clear blockages	83380	0	0	0	1	0	1	1	0	1
Install water heating systems	83382	0	0	0	1	0	1	1	0	1
Undertake trench excavation	83383	0	0	0	1	0	1	1	0	1
Fit off and make final connections to hot and cold water systems	83385	0	0	0	1	0	1	1	0	1
Supervised skills practice (PPA1)	83387	0	0	0	4	0	4	4	0	4
Supervised skills practice (PPA2)	83388	0	0	0	4	0	4	4	0	4
Supervised skills practice (PPA3)	83389	0	0	0	4	0	4	4	0	4
Introduction to commercial food trades Part 1	83393	0	0	0	4	1	5	4	1	5
Introduction to commercial food trades Part 2	83394	0	0	0	2	1	3	2	1	3
Electrical theory	90350	0	0	0	1	0	1	1	0	1
Carry out maintenance and/or component servicing operations	AUR00108A	12	0	12	290	20	310	302	20	322
Carry out maintenance operations	AUR00208A	1	0	1	16	0	16	17	0	17
Repair engines and associated engine components	AUR01166A	0	0	0	1	0	1	1	0	1
Service engines and associated engine components	AUR01170A	8	0	8	352	26	378	360	26	386
Service and repair engines and associated engine components (outdoor power equipment)	AUR01271A	7	3	10	1	0	1	8	3	11
Assemble cylinder heads, check tolerances and carry out relevant testing procedures	AUR01404A	0	0	0	8	0	8	8	0	8
Disassemble cylinder heads and evaluate components	AUR01417A	0	0	0	9	0	9	9	0	9
Repair cooling systems and associated components	AUR02166A	0	0	0	14	0	14	14	0	14
Service cooling systems and associated components	AUR02170A	0	0	0	274	26	300	274	26	300

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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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Service petrol fuel systems	AUR03170A	2	1	3	113	9	122	115	10	125
Service diesel fuel injection systems	AUR03670A	0	0	0	35	2	37	35	2	37
Service and repair emission control systems	AUR04671A	0	0	0	2	0	2	2	0	2
Repair exhaust systems	AUR05166A	0	0	0	4	0	4	4	0	4
Service clutch assemblies and/or associated operating system components	AUR06170A	0	0	0	102	9	111	102	9	111
Service transmissions (manual)	AUR06670A	6	1	7	117	8	125	123	9	132
Service transmissions (automatic)	AUR07170A	0	0	0	74	6	80	74	6	80
Service hydraulic systems	AUR09170A	0	0	0	27	2	29	27	2	29
Service braking systems	AUR10170A	0	0	0	96	6	102	96	6	102
Service bicycle mechanical braking systems	AUR12170A	1	0	1	0	0	0	1	0	1
Service final drive assemblies	AUR12670A	0	0	0	99	7	106	99	7	106
Repair final drive (driveline)	AUR13166A	0	0	0	3	0	3	3	0	3
Service final drive (driveline)	AUR13170A	0	0	0	91	6	97	91	6	97
Service steering systems	AUR15170A	0	0	0	82	7	89	82	7	89
Service bicycle steering systems	AUR15670A	1	0	1	0	0	0	1	0	1
Inspect suspension systems	AUR16130A	0	0	0	20	0	20	20	0	20
Repair suspension systems	AUR16166A	0	0	0	0	1	1	0	1	1
Service suspension systems	AUR16170A	0	0	0	100	8	108	100	8	108
Service bicycle suspension systems	AUR16670A	1	0	1	0	0	0	1	0	1
Balance tyres/wheels	AUR17606A	10	0	10	63	2	65	73	2	75
Remove, fit and adjust wheel(s)	AUR17665A	0	0	0	1	0	1	1	0	1
Select tyres and rims for specific applications (light)	AUR17668A	0	0	0	1	0	1	1	0	1
Remove, repair and fit tyres and tubes (light)	AUR17766A	7	0	7	146	24	170	153	24	177
Select tyres and rims for specific applications (heavy)	AUR17968A	0	0	0	1	0	1	1	0	1
Remove, repair and refit bicycle tyres	AUR18168A	1	0	1	0	0	0	1	0	1
Test, service and replace batteries	AUR18676A	12	0	12	302	34	336	314	34	348
Test, service and replace batteries	AUR18676B	0	0	0	1	0	1	1	0	1
Carry out minor repairs to electrical circuit/systems	AUR18708A	6	0	6	69	9	78	75	9	84
Repair charging and starting systems	AUR19066A	0	0	0	1	0	1	1	0	1
Install, test and repair wiring/lighting systems	AUR19331A	0	0	0	1	0	1	1	0	1
Install, test and repair electrical security system/components	AUR19431A	0	0	0	1	0	1	1	0	1
Install ancillary electrical equipment	AUR19531A	0	0	0	1	0	1	1	0	1
Service air conditioning systems	AUR22670A	0	0	0	0	1	1	0	1	1
Carry out welding, soldering, thermal cutting and thermal heating procedures	AUR23608A	0	0	0	20	1	21	20	1	21
Carry out welding, thermal cutting and heating procedures	AUR23708A	0	0	0	1	0	1	1	0	1
Carry out soldering techniques	AUR23808A	0	0	0	6	0	6	6	0	6
Use and maintain measuring equipment	AUR25678A	4	0	4	94	4	98	98	4	102
Use and maintain measuring equipment	AUR25678B	0	0	0	24	1	25	24	1	25
Carry out pre-repair operations	AUR26108A	0	0	0	82	3	85	82	3	85
Repair body panels	AUR26266A	0	0	0	1	0	1	1	0	1
Remove and replace vehicle body panels, panel sections and ancillary fittings	AUR26864A	0	0	0	4	1	5	4	1	5
Remove and replace/fit protector mouldings, transfers and decals	AUR26965A	0	0	0	11	0	11	11	0	11
Remove and replace mechanical units/assemblies	AUR27064A	7	3	10	53	2	55	60	5	65
Remove and replace electrical/electronic units/assemblies	AUR27164A	0	0	0	48	1	49	48	1	49
Remove salvageable components	AUR28662A	7	0	7	30	5	35	37	5	42
Prepare and paint plastic components	AUR30149A	0	0	0	6	0	6	6	0	6
Apply rust prevention and sound deadening materials	AUR30203A	0	0	0	6	0	6	6	0	6
Prepare vehicle components for minor paint repairs	AUR30349A	0	0	0	40	1	41	40	1	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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Carry out buffing and burnishing	AUR30508A	0	0	0	6	0	6	6	0	6
Prepare vehicle/component/equipment for customer use	AUR31649A	0	0	0	7	0	7	7	0	7
Remove, replace, fit and test components/accessories	AUR32165A	0	0	0	9	0	9	9	0	9
Identify, remove and label vehicle replacement parts	AUR37727A	0	0	0	12	0	12	12	0	12
Identify automotive parts/components	AUR37827A	0	0	0	12	0	12	12	0	12
Identify automotive parts/components/accessories	AUR37927A	11	3	14	87	8	95	98	11	109
Plan and organise stock	AUR38038A	0	0	0	1	0	1	1	0	1
Present stock and sales area	AUR38150A	0	0	0	4	0	4	4	0	4
Apply sales procedures	AUR41303A	0	0	0	1	0	1	1	0	1
Carry out merchandising procedures	AUR42008A	0	0	0	1	0	1	1	0	1
Promote products and services	AUR42621A	0	0	0	1	0	1	1	0	1
Inspect and appraise used motor vehicles in preparation for purchase	AUR44230A	8	0	8	0	0	0	8	0	8
Spot clean internal/external surfaces	AUR49909A	0	0	0	6	0	6	6	0	6
Dispose of waste and maintain a tidy work area	AUR50318A	0	0	0	23	0	23	23	0	23
Determine availability, location and price of replacement parts/components	AUR65416A	0	0	0	5	0	5	5	0	5
Carry out diagnostic procedures	AUR66108A	0	0	0	1	0	1	1	0	1
Follow workplace occupational health and safety procedures	AUR70125A	28	4	32	403	37	440	431	41	472
Follow workplace occupational health and safety requirements	AUR70125B	12	0	12	47	3	50	59	3	62
Use and maintain workplace tools and equipment	AUR70278A	14	0	14	438	39	477	452	39	491
Use and maintain workplace tools and equipment	AUR70278B	0	0	0	65	3	68	65	3	68
Contribute to workplace communication	AUR70314A	21	1	22	445	41	486	466	42	508
Establish relations with customers	AUR70421A	16	1	17	376	35	411	392	36	428
Establish relations with customers	AUR70421B	0	0	0	48	3	51	48	3	51
Carry out manual handling operations	AUR70508A	0	0	0	28	6	34	28	6	34
Use hand and power tools	BCC1005A	0	0	0	9	4	13	9	4	13
Use small plant and equipment	BCC1006A	0	0	0	7	7	14	7	7	14
Conduct front end loader operations	BCC3005A	0	0	0	3	0	3	3	0	3
Conduct skid steer loader operations	BCC3008A	0	0	0	2	0	2	2	0	2
Prepare for construction process (stone masonry)	BCF1000A	22	1	23	18	0	18	40	1	41
Carry out interactive workplace communication	BCG1000A	0	0	0	28	2	30	28	2	30
Carry out OH&S requirements	BCG1001A	9	1	10	43	2	45	52	3	55
Plan and organise work	BCG1002A	0	0	0	15	2	17	15	2	17
Read and interpret plans	BCG1003A	0	0	0	14	3	17	14	3	17
Carry out measurements and calculations	BCG1004A	0	0	0	14	3	17	14	3	17
Use hand and power tools	BCG1005A	7	0	7	53	10	63	60	10	70
Use small plant and equipment	BCG1006A	0	0	0	41	4	45	41	4	45
Erect and dismantle restricted height scaffolding	BCG1007A	0	0	0	5	0	5	5	0	5
Use simple levelling devices	BCG1008A	0	0	0	22	7	29	22	7	29
Carry out concreting to simple forms	BCG1010A	0	0	0	0	1	1	0	1	1
Handle construction materials and safely dispose of waste	BCG1011A	0	0	0	22	2	24	22	2	24
Prepare for construction process (wall and floor tiling)	BCG1012A	13	0	13	9	0	9	22	0	22
Prepare for construction process (solid plastering)	BCG1013A	21	1	22	7	0	7	28	1	29
Prepare for construction process (dry wall plastering)	BCG1014A	22	1	23	8	0	8	30	1	31
Prepare for construction process (brick/block laying)	BCG1015A	0	0	0	5	0	5	5	0	5
Prepare for construction process (carpentry)	BCG1016A	0	0	0	7	0	7	7	0	7
Prepare for construction process (painting and decorating)	BCG1019A	0	0	0	4	0	4	4	0	4
Carry out levelling	BCG2004A	0	0	0	4	0	4	4	0	4
Use static machines	BCG2011A	0	0	0	6	0	6	6	0	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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Carry out basic setting out	BCG3011A	0	0	0	4	0	4	4	0	4
Construct and erect timber wall framing	BCG3012A	0	0	0	3	0	3	3	0	3
Install sub floor framing	BCG3016A	0	0	0	4	0	4	4	0	4
Install timber and sheet flooring	BCG3017A	0	0	0	4	0	4	4	0	4
Finish eaves	BCG3022A	0	0	0	3	0	3	3	0	3
Erect ceiling framing (pitched roof)	BCG3047A	0	0	0	3	0	3	3	0	3
Handle and prepare bricklaying and block-laying materials	BCGBL2001B	0	0	0	12	0	12	12	0	12
Use bricklaying and block laying tools and equipment	BCGBL2002B	0	0	0	12	0	12	12	0	12
Handle carpentry materials	BCGCA2001B	0	0	0	10	0	10	10	0	10
Use carpentry tools and equipment	BCGCA2002B	0	0	0	13	0	13	13	0	13
Install flooring systems	BCGCA3003B	0	0	0	1	0	1	1	0	1
Construct wall frames	BCGCA3004B	0	0	0	1	0	1	1	0	1
Follow OH&S policies and procedures	BCGCM1001B	22	0	22	92	1	93	114	1	115
Work effectively in the general construction industry	BCGCM1002B	23	0	23	107	5	112	130	5	135
Plan and organise work	BCGCM1003B	18	0	18	118	5	123	136	5	141
Conduct workplace communication	BCGCM1004B	9	0	9	114	5	119	123	5	128
Carry out measurements and calculations	BCGCM1005B	16	0	16	111	4	115	127	4	131
Read and interpret plans and specifications	BCGCM2001B	17	0	17	112	5	117	129	5	134
Handle construction materials	BCGCM2004B	1	0	1	21	0	21	22	0	22
Use construction tools and equipment	BCGCM2005B	0	0	0	25	0	25	25	0	25
Apply basic levelling procedures	BCGCM2006B	22	0	22	117	5	122	139	5	144
Erect and dismantle restricted height scaffolding	BCGCM2008B	0	0	0	13	0	13	13	0	13
Carry out basic demolition	BCGCM2009B	0	0	0	26	0	26	26	0	26
Carry out concreting to simple forms	BCGCO2003B	0	0	0	6	0	6	6	0	6
Handle painting and decorating materials	BCGPD2001B	0	0	0	20	0	20	20	0	20
Use painting and decorating tools and equipment	BCGPD2002B	0	0	0	20	0	20	20	0	20
Remove and replace doors and door and window furniture	BCGPD2003B	0	0	0	20	0	20	20	0	20
Handle construction materials	BCGVE1001B	18	0	18	103	6	109	121	6	127
Undertake a basic construction project	BCGVE1002B	18	0	18	126	6	132	144	6	150
Undertake a basic computer design project	BCGVE1003B	0	0	0	13	0	13	13	0	13
Undertake basic estimation and costing	BCGVE1004B	0	0	0	89	2	91	89	2	91
Produce construction drawings	BCGVE2001B	16	0	16	29	1	30	45	1	46
Introduction to the Old Testament	BPD106	0	0	0	2	1	3	2	1	3
Introduction to the New Testament	BPD108	0	0	0	2	1	3	2	1	3
Monitor cash control for accounting purposes	BSAFIN302A	0	0	0	0	1	1	0	1	1
Operate a computer to gain access to and retrieve data	BSATEC202A	0	0	0	4	9	13	4	9	13
Operate a computer to produce simple documents	BSATEC203B	0	0	0	1	0	1	1	0	1
Produce texts from audio transcription	BSBADM303A	0	0	0	0	7	7	0	7	7
Design and develop text documents	BSBADM304A	0	0	0	0	15	15	0	15	15
Create and use databases	BSBADM305A	0	0	0	4	13	17	4	13	17
Create electronic presentations	BSBADM306A	0	0	0	5	39	44	5	39	44
Organise schedules	BSBADM307A	0	0	0	0	4	4	0	4	4
Process payroll	BSBADM308A	0	0	0	1	6	7	1	6	7
Process accounts payable and receivable	BSBADM309A	0	0	0	2	7	9	2	7	9
Maintain a general ledger	BSBADM310A	0	0	0	0	1	1	0	1	1
Prepare for work	BSBCMN101A	323	311	634	164	167	331	487	478	965
Complete daily work activities	BSBCMN102A	248	215	463	233	231	464	481	446	927
Apply basic communication skills	BSBCMN103A	212	182	394	296	308	604	508	490	998

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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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Plan skills development	BSBCMN104A	125	132	257	154	164	318	279	296	575
Use business equipment	BSBCMN105A	103	94	197	107	136	243	210	230	440
Follow workplace safety procedures	BSBCMN106A	152	127	279	224	242	466	376	369	745
Operate a personal computer	BSBCMN107A	191	169	360	113	198	311	304	367	671
Develop keyboard skills	BSBCMN108A	58	63	121	126	289	415	184	352	536
Follow environmental work practices	BSBCMN109A	116	106	222	97	63	160	213	169	382
Work effectively in a business environment	BSBCMN201A	11	5	16	80	224	304	91	229	320
Organise and complete daily work activities	BSBCMN202A	11	5	16	157	379	536	168	384	552
Communicate in the workplace	BSBCMN203A	10	5	15	210	390	600	220	395	615
Work effectively with others	BSBCMN204A	24	5	29	156	393	549	180	398	578
Use business technology	BSBCMN205A	19	5	24	93	406	499	112	411	523
Process and maintain workplace information	BSBCMN206A	0	0	0	57	250	307	57	250	307
Prepare and process financial/business documents	BSBCMN207A	0	0	0	59	249	308	59	249	308
Deliver a service to customers	BSBCMN208A	16	0	16	59	258	317	75	258	333
Provide information to clients	BSBCMN209A	0	0	0	36	148	184	36	148	184
Implement improved work practices	BSBCMN210A	0	0	0	14	44	58	14	44	58
Participate in workplace safety procedures	BSBCMN211A	16	1	17	180	436	616	196	437	633
Handle mail	BSBCMN212A	0	0	0	61	235	296	61	235	296
Produce simple wordprocessed documents	BSBCMN213A	19	5	24	168	459	627	187	464	651
Create and use simple spreadsheets	BSBCMN214A	0	4	4	119	313	432	119	317	436
Participate in environmental work practices	BSBCMN215A	0	0	0	13	26	39	13	26	39
Create customer relationship	BSBCMN216A	0	0	0	3	16	19	3	16	19
Process customer feedback	BSBCMN217A	0	0	0	10	40	50	10	40	50
Apply basic first aid	BSBCMN218A	16	11	27	7	24	31	23	35	58
Exercise initiative in a business environment	BSBCMN301A	0	1	1	1	13	14	1	14	15
Organise personal work priorities and development	BSBCMN302A	0	0	0	1	3	4	1	3	4
Contribute to personal skill development and learning	BSBCMN304A	0	0	0	1	3	4	1	3	4
Organise workplace information	BSBCMN305A	0	0	0	2	6	8	2	6	8
Produce business documents	BSBCMN306A	0	0	0	7	28	35	7	28	35
Maintain business resources	BSBCMN307A	0	0	0	1	3	4	1	3	4
Maintain financial records	BSBCMN308A	0	0	0	0	3	3	0	3	3
Recommend products and services	BSBCMN309A	0	0	0	0	1	1	0	1	1
Deliver and monitor a service to customers	BSBCMN310A	0	0	0	1	5	6	1	5	6
Maintain workplace safety	BSBCMN311A	0	0	0	1	10	11	1	10	11
Support innovation and change	BSBCMN312A	0	0	0	1	1	2	1	1	2
Maintain environmental procedures	BSBCMN313A	0	0	0	1	1	2	1	1	2
Process customer complaints	BSBCMN316A	0	0	0	0	1	1	0	1	1
Meet customer needs and expectations	BSBCMN317A	0	0	0	0	1	1	0	1	1
Write simple documents	BSBCMN318A	0	0	0	0	1	1	0	1	1
Apply advanced first aid	BSBCMN319A	9	5	14	0	0	0	9	5	14
Develop teams and individuals	BSBCMN404A	0	0	0	0	1	1	0	1	1
Analyse and present research information	BSBCMN405A	0	0	0	1	6	7	1	6	7
Report on financial activity	BSBCMN408A	0	0	0	1	0	1	1	0	1
Promote products and services	BSBCMN409A	0	0	0	5	1	6	5	1	6
Coordinate implementation of customer service strategies	BSBCMN410A	0	0	0	1	1	2	1	1	2
Promote innovation and change	BSBCMN412A	0	0	0	0	1	1	0	1	1
Write complex documents	BSBCMN420A	0	0	0	1	6	7	1	6	7
Search and assess online business information	BSBEBUS301A	0	0	0	0	3	3	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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Use and maintain electronic mail system	BSBEBUS302A	0	0	0	0	1	1	0	1	1
Conduct online research	BSBEBUS401A	0	0	0	4	0	4	4	0	4
Contribute to effective workplace relationships	BSBFLM303A	0	0	0	2	1	3	2	1	3
Implement effective workplace relationships	BSBFLM403B	0	0	0	0	4	4	0	4	4
Lead work teams	BSBFLM404A	0	0	0	0	1	1	0	1	1
Promote team effectiveness	BSBFLM412A	0	0	0	0	4	4	0	4	4
Use basic medical terminology	BSBMED201A	0	0	0	0	1	1	0	1	1
Follow OHS policies and procedures in a medical office	BSBMED202A	0	0	0	0	1	1	0	1	1
Use advanced medical terminology	BSBMED301A	0	0	0	0	1	1	0	1	1
Prepare and process medical accounts	BSBMED302A	0	0	0	0	1	1	0	1	1
Make a presentation	BSBMKG407A	0	0	0	1	6	7	1	6	7
Research business opportunities	BSBSBM301A	0	0	0	6	2	8	6	2	8
Establish business and legal requirements	BSBSBM401A	0	0	0	0	1	1	0	1	1
Undertake financial planning	BSBSBM402A	0	0	0	0	1	1	0	1	1
Promote the business	BSBSBM403A	0	0	0	1	1	2	1	1	2
Undertake business planning	BSBSBM404A	0	0	0	6	1	7	6	1	7
Manage finances	BSBSBM406A	0	0	0	0	2	2	0	2	2
Develop product knowledge	BSBSLS301A	0	0	0	0	4	4	0	4	4
Present a sales solution	BSBSLS303A	0	0	0	0	4	4	0	4	4
Provide care support which is responsive to the specific nature of dementia	CHCAC15A	0	0	0	0	4	4	0	4	4
Provide food services	CHCAC16A	0	0	0	1	15	16	1	15	16
Provide support to an older person	CHCAC1C	0	0	0	0	19	19	0	19	19
Provide personal care	CHCAC2C	0	0	0	0	21	21	0	21	21
Orientation to aged care work	CHCAC3C	0	0	0	1	35	36	1	35	36
Assist in the provision of an appropriate environment	CHCAC4B	0	0	0	0	18	18	0	18	18
Support the older person to meet their emotional and psychosocial needs	CHCAC6C	0	0	0	0	3	3	0	3	3
Undertake basic administrative duties	CHCADMIN1B	0	0	0	1	14	15	1	14	15
Undertake administrative work	CHCADMIN3B	0	0	0	0	14	14	0	14	14
Support community resources	CHCCD7B	0	0	0	0	1	1	0	1	1
Support client participation in the organisation	CHCCH26A	0	0	0	1	0	1	1	0	1
Identify and respond to children and young people at risk of harm	CHCCHILD1C	0	0	0	1	39	40	1	39	40
Ensure children's health and safety	CHCCN1C	0	0	0	1	13	14	1	13	14
Ensure children's health and safety	CHCCN1D	0	3	3	1	122	123	1	125	126
Care for children	CHCCN2C	0	0	0	2	39	41	2	39	41
Prepare nutritionally balanced food in a safe and hygienic manner	CHCCN3C	0	0	0	0	52	52	0	52	52
Respond to illness, accidents and emergencies	CHCCN4A	0	0	0	0	2	2	0	2	2
Respond to illness accidents and emergencies	CHCCN4D	0	0	0	1	32	33	1	32	33
Care for babies	CHCCN5C	0	0	0	0	24	24	0	24	24
Communicate with people accessing the services of the organisation	CHCCOM1A	0	0	0	0	2	2	0	2	2
Communicate with people accessing the services of the organisation	CHCCOM1B	0	3	3	4	74	78	4	77	81
Communicate appropriately with clients and colleagues	CHCCOM2B	0	0	0	0	20	20	0	20	20
Prepare for work	CHCCS101A	3	0	3	0	2	2	3	2	5
Prepare for work in the community services industry	CHCCS201A	0	2	2	3	107	110	3	109	112
Work within a legal and ethical framework	CHCCS301A	0	3	3	0	39	39	0	42	42
Work effectively with culturally diverse clients and co-workers	CHCCS405A	0	0	0	0	16	16	0	16	16

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Orientation to disability work	CHCDIS1C	0	0	0	0	19	19	0	19	19
Support the development of children in the service	CHCFC1C	0	2	2	2	120	122	2	122	124
Support the activities of existing groups	CHCGROUP1B	0	0	0	1	0	1	1	0	1
Support group activities	CHCGROUP2C	0	0	0	1	14	15	1	14	15
Interact effectively with children	CHCIC1C	0	0	0	3	60	63	3	60	63
Communicate with children	CHCICAA	0	0	0	0	1	1	0	1	1
Communicate with children	CHCICAB	0	3	3	1	115	116	1	118	119
Comply with information requirements of the aged care and community care sectors	CHCINF8B	0	0	0	0	4	4	0	4	4
Follow OHS procedures	CHCOHS201A	3	3	6	3	119	122	6	122	128
Participate in workplace safety procedures	CHCOHS301A	0	0	0	0	5	5	0	5	5
Participate in safety procedures for direct care work	CHCOHS302A	0	0	0	1	33	34	1	33	34
Follow the organisation's policies, procedures and programs	CHCORG1B	0	3	3	3	98	101	3	101	104
Contribute to service delivery strategy	CHCORG22A	0	0	0	0	3	3	0	3	3
Work with others	CHCORG2B	0	3	3	3	100	103	3	103	106
Participate in the work environment	CHCORG3B	0	0	0	0	48	48	0	48	48
Deliver services/activities to stimulate children's development and enhance their leisure	CHCPR1C	0	2	2	2	101	103	2	103	105
Develop an understanding of children's interests and developmental needs	CHCPR3C	0	2	2	0	43	43	0	45	45
Work effectively with families in caring for their child	CHCRF1C	0	0	0	0	18	18	0	18	18
Work effectively with young people	CHCYTH1C	0	0	0	1	0	1	1	0	1
Manage own work and learning	CUECOR1A	2	2	4	10	5	15	12	7	19
Work with others	CUECOR2A	3	2	5	19	7	26	22	9	31
Present information on-air	CUFAIR03A	1	0	1	4	0	4	5	0	5
Communicate using a two way system	CUFBRD01A	1	0	1	6	0	6	7	0	7
Set up and operate a basic video camera	CUFCAM01A	1	2	3	29	14	43	30	16	46
Develop and apply industry knowledge	CUFGEN01A	5	16	21	61	30	91	66	46	112
Produce and manipulate digital images	CUFIMA01A	0	0	0	36	17	53	36	17	53
Create 2D digital animation	CUFIMA03A	0	0	0	1	0	1	1	0	1
Use an authoring tool to create an interactive sequence	CUFMEM01A	0	0	0	13	5	18	13	5	18
Apply principles of visual design and communication to the development of a multimedia product	CUFMEM07A	0	0	0	14	6	20	14	6	20
Update web pages	CUFMEM12A	0	0	0	34	15	49	34	15	49
Incorporate, design and edit digital video	CUFMEM13A	0	0	0	26	9	35	26	9	35
Create, manipulate and incorporate 2D graphics	CUFMEM14A	0	0	0	39	22	61	39	22	61
Prepare and participate in an electronic media activity	CUFPOP01A	5	16	21	26	15	41	31	31	62
Follow health, safety and security procedures	CUFSAF01A	5	15	20	57	25	82	62	40	102
Follow health, safety and security procedures	CUFSAF01B	0	0	0	6	5	11	6	5	11
Repair, maintain and alter sets	CUFSET04A	1	0	1	6	0	6	7	0	7
Operate the boom	CUFSOU01A	0	0	0	5	0	5	5	0	5
Assist with circulation services	CULLB206B	1	0	1	3	0	3	4	0	4
Use information technology	CULMS413A	0	0	0	8	7	15	8	7	15
Establish and maintain work and contractual relationships	CUSADM07A	0	0	0	0	1	1	0	1	1
Address copyright requirements	CUSADM08A	0	0	0	1	7	8	1	7	8
Develop and update music industry knowledge	CUSBGE01A	0	0	0	26	12	38	26	12	38
Maintain and apply music industry knowledge	CUSBGE17A	0	0	0	2	7	9	2	7	9
Make presentations	CUSGEN05A	0	0	0	2	2	4	2	2	4
Contribute creative music ideas to a project	CUSMCP01A	0	0	0	16	5	21	16	5	21
Compose a simple song or tune	CUSMCP02A	0	0	0	7	6	13	7	6	13

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Create a simple accompaniment for a song or tune	CUSMCP03A	0	0	0	8	6	14	8	6	14
Maintain self or group in music	CUSMGE01A	0	0	0	2	2	4	2	2	4
Use instruments, equipment and/or electronic technology for making music	CUSMGE03A	0	0	0	2	4	6	2	4	6
Use MIDI devices and/or software to perform music	CUSMGE09A	0	0	0	2	2	4	2	2	4
Develop music knowledge and listening skills	CUSMGE11A	0	0	0	25	11	36	25	11	36
Maintain and expand music knowledge and critical listening skills	CUSMGE12A	0	0	0	1	5	6	1	5	6
Read music for performance and analysis	CUSMGE14A	0	0	0	1	5	6	1	5	6
Develop basic technical skills for playing or singing music	CUSMPF01A	0	0	0	19	11	30	19	11	30
Develop technical skills for playing or singing music	CUSMPF02A	0	0	0	20	10	30	20	10	30
Contribute to backup accompaniment for a performance	CUSMPF08A	0	0	0	7	1	8	7	1	8
Develop and practice improvisation	CUSMPF10A	0	0	0	2	2	4	2	2	4
Perform music as part of a group	CUSMPF11A	0	0	0	7	1	8	7	1	8
Perform music as a soloist	CUSMPF15A	0	0	0	0	5	5	0	5	5
Collect and organise information	CUSRAD01A	0	0	0	24	10	34	24	10	34
Follow safe practices in performing and/or listening to music	CUSSAF01A	0	0	0	18	10	28	18	10	28
Follow health, safety and security procedures in the music industry	CUSSAF02A	0	0	0	30	21	51	30	21	51
Move and set up instruments and equipment	CUSSOU01A	0	0	0	28	15	43	28	15	43
Operate portable audio recorder	CUSSOU02A	6	16	22	19	14	33	25	30	55
Transfer sound	CUSSOU03A	0	0	0	17	11	28	17	11	28
Record sound	CUSSOU04A	0	0	0	9	2	11	9	2	11
Lay soundtracks	CUSSOU06A	0	0	0	21	6	27	21	6	27
Mix sound sources	CUSSOU09A	0	0	0	12	4	16	12	4	16
Operate sound mixing console	CUSSOU11A	0	0	0	14	4	18	14	4	18
Set up, operate and de-rig portable sound recording equipment	CUSSOU13A	0	0	0	12	4	16	12	4	16
Develop and articulate concept for own work	CUVCOR02A	0	0	0	2	11	13	2	11	13
Develop, refine and communicate concept for own work	CUVCOR03A	0	0	0	1	2	3	1	2	3
Use drawing techniques to represent the object or idea	CUVCOR07A	0	1	1	0	1	1	0	2	2
Produce drawings to represent and communicate the concept	CUVCOR08A	0	0	0	5	7	12	5	7	12
Source information on history and theory and apply to own area of work	CUVCOR11A	0	0	0	0	1	1	0	1	1
Review history and theory for application to artistic practice	CUVCOR12A	0	0	0	1	1	2	1	1	2
Apply colour theory in response to a brief	CUVDES01A	0	0	0	0	1	1	0	1	1
Integrate colour theory and design processes in response to a brief	CUVDES04A	0	0	0	0	1	1	0	1	1
Source and apply design industry knowledge	CUVDSP01A	0	0	0	5	5	10	5	5	10
Research and apply the history and theory of design to design practice	CUVDSP04A	0	0	0	5	5	10	5	5	10
Develop self as artist	CUVPRP01A	0	0	0	0	1	1	0	1	1
Apply techniques to produce ceramics	CUVVSP04A	1	1	2	0	0	0	1	1	2
Apply techniques to produce digital images	CUVVSP11A	0	0	0	3	13	16	3	13	16
Produce drawings	CUVVSP15A	0	0	0	0	1	1	0	1	1
Apply techniques to produce jewellery	CUVVSP26A	0	0	0	3	12	15	3	12	15
Apply techniques to produce paintings	CUVVSP34A	0	0	0	3	11	14	3	11	14
Produce paintings	CUVVSP35A	0	0	0	0	1	1	0	1	1
Apply techniques to produce prints	CUVVSP44A	0	0	0	3	13	16	3	13	16
Apply techniques to produce sculpture	CUVVSP50A	0	0	0	1	1	2	1	1	2
Engineering maths A	EA002	0	0	0	1	0	1	1	0	1
Science	EA011	0	0	0	1	0	1	1	0	1

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Table 5.8 Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
CAD 3D	EA068	0	0	0	1	0	1	1	0	1
Engineering drawing (detail)	EA701	0	0	0	1	0	1	1	0	1
Mechanical systems	EA704	0	0	0	1	0	1	1	0	1
Industrial fluid power 1	EA708	0	0	0	1	0	1	1	0	1
Workshop practices (fabrication)	EA740	0	0	0	1	0	1	1	0	1
Workshop processes (machine shop)	EA741	0	0	0	1	0	1	1	0	1
Functional mathematics (AATM01)	EPC173	0	0	0	1	0	1	1	0	1
Communicate in the workplace	FDFCORCOM1A	0	0	0	1	0	1	1	0	1
Apply basic food safety practices	FDFCORFS1A	0	0	0	10	2	12	10	2	12
Follow work procedures to maintain health and safety	FDFCORHS1A	0	0	0	4	2	6	4	2	6
Apply basic mathematical concepts	FDFCORNUM1A	0	0	0	1	0	1	1	0	1
Apply basic quality assurance practices	FDFCORQA1A	0	0	0	10	2	12	10	2	12
Follow work procedures to maintain quality	FDFCORQAS1A	0	0	0	0	1	1	0	1	1
Communicate workplace information	FDFCORWCM1A	0	0	0	6	1	7	6	1	7
Measure and record workplace information	FDFOPTMR1A	0	0	0	9	3	12	9	3	12
Carry out basic canopy maintenance	FDFWGGCMBA	0	0	0	10	2	12	10	2	12
Hand prune vines	FDFWGGHPVA	0	0	0	10	2	12	10	2	12
Hand prune vines	FDFWGGHPVB	0	0	0	2	2	4	2	2	4
Undertake irrigation systems maintenance activities	FDFWGGISMA	0	0	0	1	0	1	1	0	1
Pick grapes by hand	FDFWGGPGHA	0	0	0	10	2	12	10	2	12
Pick grapes by hand	FDFWGGPGHB	0	0	0	2	2	4	2	2	4
Take vine cuttings	FDFWGGVCA	0	0	0	10	2	12	10	2	12
Perform effectively in the workplace (induction)	FDFWIUINDA	0	0	0	10	2	12	10	2	12
Make decisions within a legal context	FNBACC29A	0	0	0	1	0	1	1	0	1
Prepare and bank receipts	FNBFIN61A	0	0	0	0	1	1	0	1	1
Process journal entries	FNBFIN65A	0	0	0	0	1	1	0	1	1
Work within a financial services context	FNBFS01B	0	0	0	0	1	1	0	1	1
Communicate in the workplace	FNBFS02A	0	0	0	0	1	1	0	1	1
Work as part of a team	FNBFS03B	0	0	0	0	1	1	0	1	1
Use technology in the workplace	FNBFS04B	0	0	0	0	1	1	0	1	1
Apply health and safety practices in the workplace	FNBFS05A	0	0	0	0	1	1	0	1	1
Resolve customer complaints	FNBFS06B	0	0	0	0	1	1	0	1	1
Plant trees by hand	FPIFGM052A	0	0	0	3	9	12	3	9	12
Fertilise plantation trees	FPIFGM054A	0	0	0	3	8	11	3	8	11
Select trees (for tending operations)	FPIFGM065A	0	0	0	3	9	12	3	9	12
Prune trees	FPIFGM067A	0	0	0	3	8	11	3	8	11
Read and interpret maps	FPIFGM147A	0	0	0	9	3	12	9	3	12
Collect, treat and store seed	FPIFGM162A	0	0	0	6	6	12	6	6	12
Maintain interactive communication in the workplace - intermediate	FPIG16A	0	0	0	3	8	11	3	8	11
Plan to undertake a routine task	FPIG22A	0	0	0	3	8	11	3	8	11
Work effectivley with other	FPIG25A	0	0	0	3	7	10	3	7	10
Interpret and solve numerical problems - basic	FPIG30A	0	0	0	2	7	9	2	7	9
Administer first aid procedures	FPIG38A	0	0	0	19	9	28	19	9	28
Use hand held tools	FPIG41A	0	0	0	3	9	12	3	9	12
Reduce wildfire hazards	FPIL2191516A	1	0	1	1	1	2	2	1	3
Follow defined occupational health and safety policies and procedures	FPIOHS1A	0	0	0	3	8	11	3	8	11
Administer first aid procedures	FPPAID2A	3	1	4	4	0	4	7	1	8
Prepare and maintain beds	HLTCSD3A	0	0	0	0	2	2	0	2	2

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied
in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Assist with client/patient involvement	HLTCSD5A	0	0	0	0	2	2	0	2	2
Respond effectively to difficult or challenging behaviour	HLTCSD6A	0	0	0	0	3	3	0	3	3
Transport clients/patients	HLTCSD8A	0	0	0	0	1	1	0	1	1
Apply basic first Aid	HLTFA1A	72	35	107	108	206	314	180	241	421
Apply advanced first aid	HLTFA2A	0	0	0	26	19	45	26	19	45
Provide ward or unit-based food preparation and distribution services	HLTFS4A	0	0	0	0	3	3	0	3	3
Follow basic food safety practices	HLTFS7A	0	0	0	0	1	1	0	1	1
Work effectively in the health industry	HLTHIR1A	0	0	0	0	4	4	0	4	4
Contribute to organisational effectiveness in the health industry	HLTHIR2A	0	0	0	0	1	1	0	1	1
Work effectively with culturally diverse patients, clients, customers and co-workers	HLTHIR3A	0	0	0	0	4	4	0	4	4
Follow the organisation's occupational health and safety policies	HLTHSE1A	0	0	0	0	5	5	0	5	5
Follow safe manual handling practices	HLTHSE4A	0	0	0	0	4	4	0	4	4
Comply with infection control policies and procedures	HLTIN1A	0	0	0	0	5	5	0	5	5
Collect and maintain linen stocks at user-locations	HLTMS1A	0	0	0	0	1	1	0	1	1
Undertake routine inventory maintenance	HLTMS3A	0	0	0	0	1	1	0	1	1
Handle and move equipment goods, mail and furniture	HLTMS4A	0	0	0	0	2	2	0	2	2
Perform general cleaning tasks in a clinical setting	HLTMS6A	0	0	0	0	5	5	0	5	5
Handling waste in a health care environment	HLTMS8A	0	0	0	0	2	2	0	2	2
Create a simple mark-up language document to specification	ICAITB135A	0	0	0	101	34	135	101	34	135
Use development software and it tools to build a basic website to specification	ICAITB169A	0	0	0	9	4	13	9	4	13
Receive and process oral and written communication	ICAITD003B	0	0	0	10	7	17	10	7	17
Create user and technical documentation	ICAITD128A	0	0	0	14	0	14	14	0	14
Install and configure a network	ICAITI097A	0	0	0	1	0	1	1	0	1
Install and configure a network	ICAITI097B	0	0	0	21	1	22	21	1	22
Install and manage network protocols	ICAITI101B	0	0	0	33	1	34	33	1	34
Maintain equipment/software inventory	ICAITS008B	0	0	0	1	0	1	1	0	1
Interact with clients	ICAITS009B	0	0	0	37	5	42	37	5	42
Apply problem solving techniques to achieve organisation goals	ICAITS010B	0	0	0	7	4	11	7	4	11
Apply problem solving techniques to achieve organisation goals	ICAITS010C	0	0	0	7	1	8	7	1	8
Connect hardware peripherals	ICAITS014B	0	0	0	10	2	12	10	2	12
Connect hardware peripherals	ICAITS014C	1	1	2	73	10	83	74	11	85
Install software applications	ICAITS015B	1	1	2	36	3	39	37	4	41
Record client support requirements	ICAITS016C	0	0	0	2	0	2	2	0	2
Maintain system integrity	ICAITS017B	0	1	1	12	1	13	12	2	14
Maintain system integrity	ICAITS017C	1	0	1	36	10	46	37	10	47
Install and optimise system software	ICAITS020B	0	0	0	4	0	4	4	0	4
Install and optimise system software	ICAITS020C	0	0	0	31	1	32	31	1	32
Connect internal hardware components	ICAITS021C	0	0	0	21	0	21	21	0	21
Determine client computing problems and action	ICAITS022B	0	0	0	10	2	12	10	2	12
Provide basic system administration	ICAITS024C	0	0	0	11	0	11	11	0	11
Run standard diagnostic tests	ICAITS025B	0	0	0	21	0	21	21	0	21
Install network hardware to a network	ICAITS029B	0	0	0	34	1	35	34	1	35
Provide advice to clients	ICAITS031B	0	0	0	10	0	10	10	0	10
Provide network systems administration	ICAITS032B	0	0	0	36	1	37	36	1	37
Determine and action network problem	ICAITS034B	0	0	0	29	1	30	29	1	30
Action and complete change requests	ICAITS106A	0	0	0	10	0	10	10	0	10
Maintain equipment and software in working order	ICAITS115B	0	0	0	23	0	23	23	0	23

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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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Administer and configure a network operating system	ICAITS120B	0	0	0	9	0	9	9	0	9
Administer network peripherals	ICAITS121A	0	0	0	24	0	24	24	0	24
Work effectively in an information technology environment	ICAITTW001B	19	3	22	55	30	85	74	33	107
Communicate in the workplace	ICAITTW002B	29	11	40	156	78	234	185	89	274
Participate in a team and individually to achieve organisation goals	ICAITTW011B	0	0	0	10	5	15	10	5	15
Relate to clients on a business level	ICAITTW027B	0	0	0	1	0	1	1	0	1
Apply occupation health and safety procedures	ICAITU004B	19	3	22	50	56	106	69	59	128
Apply occupational health and safety procedures	ICAITU004C	10	8	18	95	33	128	105	41	146
Operate computer hardware	ICAITU005B	18	4	22	73	50	123	91	54	145
Operate computer hardware	ICAITU005C	1	0	1	74	22	96	75	22	97
Operate computing packages	ICAITU006B	4	15	19	40	27	67	44	42	86
Operate computing packages	ICAITU006C	0	0	0	62	36	98	62	36	98
Maintain equipment and consumables	ICAITU007B	1	1	2	49	17	66	50	18	68
Design organisational documents using computing packages	ICAITU012B	0	0	0	27	20	47	27	20	47
Design organisational documents using computing packages	ICAITU012C	0	0	0	29	9	38	29	9	38
Integrate commercial computing packages	ICAITU013B	0	0	0	14	11	25	14	11	25
Integrate commercial computing packages	ICAITU013C	0	0	0	39	12	51	39	12	51
Develop macros and templates for clients using standard products	ICAITU018B	0	0	0	10	1	11	10	1	11
Develop macros and templates for clients using standard products	ICAITU018C	0	0	0	3	0	3	3	0	3
Migrate to new technology	ICAITU019C	0	0	0	34	1	35	34	1	35
Customise packaged software applications for clients	ICAITU028C	0	0	0	10	0	10	10	0	10
Use advanced features of computer applications	ICAITU126A	0	0	0	54	25	79	54	25	79
Use advanced features of computer applications	ICAITU126B	19	3	22	40	15	55	59	18	77
Operate a personal computer	ICAITU128A	126	33	159	207	119	326	333	152	485
Operate a word processing application	ICAITU129A	134	40	174	173	108	281	307	148	455
Operate a spreadsheet application	ICAITU130A	109	26	135	166	94	260	275	120	395
Operate database application	ICAITU131A	85	22	107	149	82	231	234	104	338
Operate a presentation package	ICAITU132A	114	35	149	176	109	285	290	144	434
Send and retrieve information over the internet using browsers and email	ICAITU133A	100	30	130	161	97	258	261	127	388
Locate and evaluate online information	ICAITU204A	0	0	0	1	4	5	1	4	5
Operate accounting applications	ICAITU211A	0	0	0	2	0	2	2	0	2
Produce basic folded (single/continuous) product	ICPCF42BA	0	0	0	2	0	2	2	0	2
Identify components of multimedia	ICPMM11BA	0	0	0	92	44	136	92	44	136
Capture a digital image	ICPMM21CA	19	3	22	61	36	97	80	39	119
Incorporate text into multimedia presentations	ICPMM41CA	0	0	0	23	12	35	23	12	35
Incorporate digital photography into multimedia presentations	ICPMM43CA	29	11	40	82	53	135	111	64	175
Incorporate audio into multimedia presentations	ICPMM44CA	0	0	0	24	16	40	24	16	40
Access the internet	ICPMM63BA	0	0	0	56	31	87	56	31	87
Create web pages with multimedia	ICPMM65DA	0	0	0	28	13	41	28	13	41
Develop a basic design concept	ICPPP11BA	0	0	0	2	8	10	2	8	10
Select and apply type	ICPPP21BA	0	0	0	0	8	8	0	8	8
Output images to film and paper	ICPPP52BA	0	0	0	2	8	10	2	8	10
Output images to electronic media	ICPPP53BA	0	0	0	2	8	10	2	8	10
Prepare, load and unload reel(s) and cores on and off machine	ICPSU01BA	0	0	0	2	0	2	2	0	2
Prepare machine for operation (basic)	ICPSU07BA	0	0	0	2	0	2	2	0	2
Operate and monitor machines (basic)	ICPSU08BA	0	0	0	2	0	2	2	0	2
Inspect quality against required standards	ICPSU16AA	0	0	0	4	8	12	4	8	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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Pack and dispatch product	ICPSU21BA	0	0	0	2	0	2	2	0	2
Treat and dispose of liquid waste	ICPSU23BA	0	0	0	2	0	2	2	0	2
Perform basic machine maintenance	ICPSU24BA	0	0	0	2	0	2	2	0	2
Undertake inventory procedures	ICPSU42CA	0	0	0	2	0	2	2	0	2
Follow OH&S practices and identify environmental hazards	ICPSU61AA	0	0	0	4	8	12	4	8	12
Communicate in the workplace	ICPSU62AA	0	0	0	4	8	12	4	8	12
Use computer systems	ICPSU81BA	0	0	0	4	8	12	4	8	12
Follow occupational health and safety policy and procedures	ICTCC100A	0	0	0	1	0	1	1	0	1
Install cable support systems	ICTTC005C	0	0	0	1	0	1	1	0	1
Place and secure cable	ICTTC006C	0	0	0	1	0	1	1	0	1
Terminate metallic conductor cable	ICTTC008C	0	0	0	7	0	7	7	0	7
Install functional and protective telecommunications earthing system	ICTTC012C	0	0	0	1	0	1	1	0	1
Install, maintain and modify customer premises communications	ICTTC136B	0	0	0	1	0	1	1	0	1
Install, maintain and modify customer premises communications	ICTTC137B	0	0	0	1	0	1	1	0	1
Use hand and power tools	ICTTC140A	0	0	0	1	0	1	1	0	1
Work effectively in a telecommunications technology team	ICTTC141A	0	0	0	6	0	6	6	0	6
Occupational health and safety	JP103	0	0	0	1	4	5	1	4	5
Work environment (t/ship)	JP104	0	0	0	1	4	5	1	4	5
Understanding the thoroughbred horse (t/ship)	JP107	0	0	0	2	4	6	2	4	6
Stable skills and practices (stable management t/ship)	JP108	0	0	0	1	4	5	1	4	5
Stable skills and practices (feeding and watering horses)	JP109	0	0	0	2	4	6	2	4	6
Stable skills and practices (hoof care) (t/ship)	JP113	0	0	0	1	4	5	1	4	5
Basic riding (t/ship)	JP116	0	0	0	1	4	5	1	4	5
Understanding self and others	LDWA001	9	12	21	27	28	55	36	40	76
Introduction to citizenship	LDWA002	9	12	21	27	28	55	36	40	76
Health and safety essentials	LDWA003	9	12	21	31	41	72	40	53	93
Effective team membership	LDWA004	9	12	21	27	28	55	36	40	76
Senior first aid	LDWA005	16	12	28	26	27	53	42	39	81
Introduction to applied leadership	LDWA006	9	12	21	27	28	55	36	40	76
Interact with others	LDWA007	0	0	0	4	17	21	4	17	21
Support and work in a socially diverse environment	LDWA008	0	0	0	4	17	21	4	17	21
Work as part of a team	LDWA009	0	0	0	4	16	20	4	16	20
Communicate effectively	LDWA010	0	0	0	4	16	20	4	16	20
Organise own work schedule to achieve designated team/group goals	LDWA011	0	0	0	4	16	20	4	16	20
Provide leadership to others	LDWA012	0	0	0	4	16	20	4	16	20
Follow safe working policies and practices	LMFCR0001A	4	3	7	61	10	71	65	13	78
Communicate in the workplace	LMFCR0002A	4	3	7	50	10	60	54	13	67
Carry out measurements and calculations	LMFCR0003A	4	3	7	57	10	67	61	13	74
Work effectively with others	LMFCR0004A	4	3	7	52	10	62	56	13	69
Complete a basic furniture finishing product	LMFFF1001A	0	0	0	9	0	9	9	0	9
Use furniture finishing sector hand and power tools	LMFFF2001A	2	2	4	10	0	10	12	2	14
Prepare surfaces for finishing	LMFFF2004A	0	0	0	22	6	28	22	6	28
Construct a basic timber furnishing product	LMFFM1001A	6	5	11	73	15	88	79	20	99
Operate basic woodworking machines	LMFFM1002A	0	0	0	26	3	29	26	3	29
Use furniture making sector hand and power tools	LMFFM2001A	4	3	7	23	6	29	27	9	36
Assemble furnishing components	LMFFM2002A	0	0	0	2	1	3	2	1	3
Apply sheet laminates by hand	LMFFM2004A	0	0	0	1	1	2	1	1	2
Join solid timber	LMFFM2005A	0	0	0	4	1	5	4	1	5

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied
in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Hand make timber joints	LMFFM2006A	0	0	0	23	6	29	23	6	29
Follow plans to assemble production furniture	LMFFM2007A	0	0	0	2	0	2	2	0	2
Set up, operate and maintain basic static machines	LMFFM2010A	0	0	0	2	1	3	2	1	3
Apply manufactured board conversion techniques	LMFFM2011A	0	0	0	2	1	3	2	1	3
Read and interpret work documents	LMFGN3001A	0	0	0	2	1	3	2	1	3
Assist in preparation of preliminary design concepts	LMTPDCL01A	0	0	0	0	1	1	0	1	1
Sew garments - 1	LMTPRCL01AA	0	0	0	0	1	1	0	1	1
Sew garments - 2	LMTPRCL01BA	0	0	0	0	1	1	0	1	1
Cut work - 1	LMTPRCL02AA	0	0	0	0	1	1	0	1	1
Cut work - 2	LMTPRCL02BA	0	0	0	0	1	1	0	1	1
Organise and plan own work to achieve planned outcomes	LMTPRGN16A	0	0	0	0	1	1	0	1	1
Gas standards legislation (consumer installations)wa	M1191	0	0	0	1	0	1	1	0	1
Gas safety	M1192	0	0	0	1	0	1	1	0	1
Basic combustion, flueing and exhaust principles	M1193	0	0	0	1	0	1	1	0	1
Undertake interactive workplace communication	MEM1.1FA	14	1	15	330	35	365	344	36	380
Apply principles of occupational health & safety in work environment	MEM1.2FA	14	1	15	418	34	452	432	35	467
Apply quality procedures	MEM1.3FA	11	1	12	370	32	402	381	33	414
Plan to undertake a routine task	MEM1.4FA	13	1	14	418	33	451	431	34	465
Manual handling	MEM11.11AA	0	0	0	39	0	39	39	0	39
Use comparison and basic measuring devices	MEM12.1AA	0	0	0	43	9	52	43	9	52
Electrical/electronic measurement	MEM12.2AA	0	0	0	18	1	19	18	1	19
Precision mechanical measurement	MEM12.3AA	0	0	0	1	0	1	1	0	1
Mark off/out (general engineering)	MEM12.6AA	0	0	0	2	0	2	2	0	2
Perform emergency first aid	MEM13.1AA	0	0	0	255	17	272	255	17	272
Undertake occupational health & safety activities in the workplace	MEM13.2AA	0	0	0	9	0	9	9	0	9
Use hand tools	MEM18.1AA	4	0	4	235	21	256	239	21	260
Use hand tools	MEM18.1AB	2	0	2	244	10	254	246	10	256
Service combustion engines	MEM18.25AA	0	0	0	6	1	7	6	1	7
Use power tools/hand held operations	MEM18.2AA	14	1	15	315	17	332	329	18	347
Use tools for precision work	MEM18.3AA	0	0	0	1	0	1	1	0	1
Use tools for precision work	MEM18.3AB	0	0	0	6	1	7	6	1	7
Dismantle, replace and assemble engineering components	MEM18.55AA	0	0	0	32	2	34	32	2	34
Dismantle/repair/replace/assemble and fit engineering components	MEM18.6AA	0	0	0	2	0	2	2	0	2
Perform mathematical computations	MEM2.13C5A	0	0	0	1	0	1	1	0	1
Apply quality systems	MEM2.1C12A	10	1	11	168	11	179	178	12	190
Organise and analyse information	MEM2.2C11A	0	0	0	85	9	94	85	9	94
Operate in a work based team environment	MEM2.3C11A	0	0	0	6	0	6	6	0	6
Operate in a work based team environment	MEM2.3C11B	0	0	0	2	0	2	2	0	2
Assist in the provision of on the job training	MEM2.4C11A	0	0	0	2	0	2	2	0	2
Measure with graduated devices	MEM2.5C11A	0	0	0	308	23	331	308	23	331
Plan a complete activity	MEM2.6C10A	0	0	0	22	0	22	22	0	22
Perform computations - basic	MEM2.7C10A	7	0	7	254	16	270	261	16	277
Perform computations	MEM2.8C10A	7	0	7	147	9	156	154	9	163
Perform computer operations	MEM2.9C10A	0	0	0	98	11	109	98	11	109
Manual production assembly	MEM3.1AA	0	0	0	2	0	2	2	0	2
Sheet and plate assembly	MEM3.3AA	0	0	0	1	0	1	1	0	1
General woodworking machine operations	MEM4.18AA	0	0	0	4	0	4	4	0	4

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied
in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Undertake fabrication, forming, bending and shaping	MEM5.10AA	0	0	0	7	0	7	7	0	7
Perform routine manual arc and/or gas metal arc welding	MEM5.12AA	0	0	0	39	7	46	39	7	46
Perform routine manual metal arc welding	MEM5.12AB	1	0	1	138	5	143	139	5	144
Perform manual production welding	MEM5.13AA	0	0	0	40	4	44	40	4	44
Weld using manual metal arc welding process	MEM5.15AA	0	0	0	3	0	3	3	0	3
Weld using manual metal arc welding process	MEM5.15AB	0	0	0	23	1	24	23	1	24
Weld using gas metal arc welding process	MEM5.17AA	0	0	0	1	0	1	1	0	1
Weld using gas metal arc welding process	MEM5.17AB	0	0	0	16	1	17	16	1	17
Manual soldering/desoldering - electrical/electronic components	MEM5.1AA	0	0	0	4	0	4	4	0	4
Soft soldering (basic)	MEM5.3AA	0	0	0	37	0	37	37	0	37
Perform routine gas tungsten arc welding	MEM5.49AA	0	0	0	22	1	23	22	1	23
Perform routine oxyacetylene welding (fuel gas welding)	MEM5.4AA	0	0	0	39	7	46	39	7	46
Perform routine oxy acetylene welding	MEM5.4AB	3	0	3	193	8	201	196	8	204
Perform routine gas metal arc welding	MEM5.50AA	1	0	1	159	5	164	160	5	165
Carry out mechanical cutting	MEM5.5AA	9	1	10	187	24	211	196	25	221
Perform brazing and/or silver soldering	MEM5.6AA	3	0	3	129	13	142	132	13	145
Manual heating, thermal cutting and gouging	MEM5.7AA	0	0	0	31	2	33	31	2	33
Manual heating and thermal cutting	MEM5.7AB	1	0	1	87	3	90	88	3	91
Advanced manual thermal cutting, gouging and shaping	MEM5.8AB	0	0	0	1	0	1	1	0	1
Respond to boating emergencies and incidents	MEM50.10EA	0	0	0	16	3	19	16	3	19
Carry out trip preparation and planning	MEM50.8EA	0	0	0	16	3	19	16	3	19
Safely operate a mechanically powered recreational boat	MEM50.9AA	0	0	0	9	3	12	9	3	12
Safely operate a powered recreational vessel	MEM50.9EA	0	0	0	19	5	24	19	5	24
Perform basic incidental heat/quenching, tempering and annealing	MEM6.7AA	0	0	0	68	3	71	68	3	71
Operational maintenance of machines/equipment	MEM7.1AA	0	0	0	29	4	33	29	4	33
Use workshop machines for basic operations	MEM7.32AA	0	0	0	117	11	128	117	11	128
Perform general machining	MEM7.5AA	0	0	0	25	1	26	25	1	26
Perform lathe operations	MEM7.6AA	0	0	0	1	0	1	1	0	1
Draw and interpret sketch	MEM9.1AA	4	0	4	362	28	390	366	28	394
Interpret technical drawing	MEM9.2AA	0	0	0	174	10	184	174	10	184
Prepare basic engineering drawing	MEM9.3AA	0	0	0	1	0	1	1	0	1
Basic engineering detail drafting	MEM9.5AA	0	0	0	1	0	1	1	0	1
Ministry to youth I	MND-102	0	0	0	0	1	1	0	1	1
Practical ministry I	MND-105	0	0	0	0	1	1	0	1	1
Introduction to counselling	MND-204	0	0	0	0	1	1	0	1	1
Contribute to quality system	MNQ.OP/05.A	0	0	0	14	6	20	14	6	20
Supervised skills practice 1 (BCG10198)	N0450	0	0	0	2	0	2	2	0	2
Supervised skills practice 2 (BCG10198)	N0451	0	0	0	2	0	2	2	0	2
Supervised skills practice 3 (BCG10198)	N0452	0	0	0	2	0	2	2	0	2
Work placement 1 (BCG10198)	N0456	0	0	0	3	0	3	3	0	3
Work placement 2 (BCG10198)	N0457	0	0	0	2	0	2	2	0	2
Supervised skills practice 20 (BCG10198)	N0471	0	0	0	2	0	2	2	0	2
Work placement 3 (BCG10198)	N0474	0	0	0	2	0	2	2	0	2
Work placement 4 (BCG10198)	N0475	0	0	0	2	0	2	2	0	2
Work placement 5 (BCG10198)	N0476	0	0	0	2	0	2	2	0	2
Work placement 6 (BCG10198)	N0477	0	0	0	2	0	2	2	0	2
Work placement 7 (BCG10198)	N0478	0	0	0	2	0	2	2	0	2
Work placement 8 (BCG10198)	N0479	0	0	0	2	0	2	2	0	2
Set out and rough in discharge pipes and fixing	N0555	0	0	0	1	0	1	1	0	1

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied
in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Install and fit off sanitary fixture	N0558	0	0	0	1	0	1	1	0	1
Carry out simple forms of concreting associated with plumbing work	N0563	0	0	0	1	0	1	1	0	1
Set out and install water piping systems	N0570	0	0	0	1	0	1	1	0	1
Install and adjust system controls and devices	N0572	0	0	0	1	0	1	1	0	1
Flash penetrations through roofs and walls (mirror roof penetration)	N0584	0	0	0	1	0	1	1	0	1
Cut and joint sheet metal	N0588	0	0	0	1	0	1	1	0	1
Fabricate and install non-ferrous pressure piping	N0596	0	0	0	1	0	1	1	0	1
Mark out materials	N0602	0	0	0	1	0	1	1	0	1
Install water service	N0619	0	0	0	1	0	1	1	0	1
Apply first aid in the workplace	N0648	0	0	0	1	0	1	1	0	1
Develop plumbing skills	NO831	0	0	0	1	0	1	1	0	1
Occupational health and safety	NBB02	0	0	0	4	1	5	4	1	5
Workplace communication	NCS001	0	0	0	0	4	4	0	4	4
Job seeking skills	NCS003	0	0	0	2	4	6	2	4	6
Electrical drawing interpretation & connection	NE031	0	0	0	12	0	12	12	0	12
Personal computer servicing (1)	NE111	0	0	0	9	0	9	9	0	9
Electrical wiring and equipment 1	NE172	0	0	0	5	0	5	5	0	5
Workshop practices	NE175	0	0	0	24	1	25	24	1	25
Electronic hand soldering technology	NE184	0	0	0	23	0	23	23	0	23
Introduction to the electrical industry	NUE050	0	0	0	3	0	3	3	0	3
Parts and component selection	NUE095	0	0	0	4	0	4	4	0	4
Science and materials - electrotechnology	NUE204	0	0	0	1	0	1	1	0	1
Drawing interpretation and sketching	NUE210	0	0	0	5	0	5	5	0	5
Applied electricity 1	NUE52	0	0	0	4	0	4	4	0	4
Process and record data	PMLDATA300A	0	0	0	1	0	1	1	0	1
Maintain the laboratory fit for purpose	PMLMAIN300A	0	0	0	1	0	1	1	0	1
Follow established work plan	PMLORG300A	0	0	0	1	0	1	1	0	1
Perform basic tests	PMLTEST300A	0	0	0	1	0	1	1	0	1
Youth issues	PPD190	0	0	0	2	1	3	2	1	3
Field work 1	PPD272	0	0	0	2	1	3	2	1	3
Operate communications systems and equipment	PUAOPE002A	0	0	0	9	6	15	9	6	15
Provide emergency care	PUXEMEO01A	0	0	0	49	22	71	49	22	71
Manage injuries in emergency incidents	PUXEMEO02A	0	0	0	2	0	2	2	0	2
Evangelism	PXB228	0	0	0	2	1	3	2	1	3
Introduction to occupational health and safety procedures	RGRH101A	0	0	0	2	4	6	2	4	6
Apply principles of basic anatomy and physiology to horses	RGRH311A	0	0	0	1	3	4	1	3	4
Determine nutritional requirements for standardbreds or thoroughbreds	RGRH318A	0	0	0	1	7	8	1	7	8
Support nursery work	RTC1006A	15	2	17	17	11	28	32	13	45
Maintain the workplace	RTC1201A	25	0	25	14	8	22	39	8	47
Support landscape work	RTC1202A	0	0	0	2	1	3	2	1	3
Operate basic machinery and equipment	RTC1301A	32	1	33	15	4	19	47	5	52
Assist with routine maintenance of machinery and equipment	RTC1302A	15	0	15	14	10	24	29	10	39
Follow basic chemical safety rules	RTC1701A	9	1	10	3	4	7	12	5	17
Prepare for work	RTC1801A	24	1	25	28	19	47	52	20	72
Plant trees and shrubs	RTC2012A	1	0	1	35	16	51	36	16	52
Recognise plants	RTC2016A	1	0	1	46	14	60	47	14	61
Undertake propagation activities	RTC2026A	0	0	0	43	12	55	43	12	55

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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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Conduct visual inspection of park facilities	RTC2203A	1	0	1	7	2	9	8	2	10
Install, maintain and repair fencing	RTC2209A	0	0	0	57	32	89	57	32	89
Maintain properties and structures	RTC2210A	0	0	0	44	6	50	44	6	50
Undertake operational maintenance of machinery	RTC2301A	0	0	0	71	23	94	71	23	94
Operate and maintain chainsaws	RTC2304A	0	0	0	1	1	2	1	1	2
Operate vehicles	RTC2306A	0	0	0	153	34	187	153	34	187
Operate machinery and equipment	RTC2307A	1	0	1	148	41	189	149	41	190
Operate tractors	RTC2309A	1	0	1	113	36	149	114	36	150
Treat weeds	RTC2401A	0	0	0	15	6	21	15	6	21
Treat plant pests, diseases and disorders	RTC2404A	0	0	0	10	2	12	10	2	12
Follow OHS procedures	RTC2701A	1	0	1	139	49	188	140	49	189
Observe environmental work practices	RTC2702A	2	0	2	121	40	161	123	40	163
Provide basic first aid	RTC2704A	0	0	0	202	74	276	202	74	276
Work effectively in the industry	RTC2705A	0	0	0	112	35	147	112	35	147
Apply chemicals under supervision	RTC2706A	0	0	0	120	32	152	120	32	152
Participate in workplace communications	RTC2801A	1	0	1	130	42	172	131	42	173
Respond to emergencies	RTC3701A	0	0	0	12	0	12	12	0	12
Implement and monitor the enterprise OHS program	RTC4701A	0	0	0	12	0	12	12	0	12
Support natural area conservation	RTD1501A	0	0	0	12	4	16	12	4	16
Collect, prepare and preserve plant specimens	RTD2004A	0	0	0	12	14	26	12	14	26
Carry out natural area restoration works	RTD2022A	1	0	1	30	8	38	31	8	39
Apply animal trapping techniques	RTD2101A	0	0	0	1	0	1	1	0	1
Recognise animals	RTD2126A	1	0	1	9	4	13	10	4	14
Clean machinery of plant, animal and soil material	RTD2313A	0	0	0	23	6	29	23	6	29
Maintain cultural places	RTD2501A	0	0	0	3	1	4	3	1	4
Operate in isolated and remote situations	RTD2703A	0	0	0	2	1	3	2	1	3
Observe and report plants and/or animals	RTD2803A	1	0	1	8	6	14	9	6	15
Support agricultural crop work	RTE1001A	10	0	10	3	1	4	13	1	14
Support extensive livestock work	RTE1101A	0	0	0	13	14	27	13	14	27
Support intensive livestock work	RTE1102A	0	0	0	2	6	8	2	6	8
Support woolshed activities	RTE1103A	10	0	10	4	6	10	14	6	20
Undertake basic shearing and crutching	RTE1105A	0	0	0	4	0	4	4	0	4
Shear sheep to novice level	RTE1106A	0	0	0	5	1	6	5	1	6
Support irrigation work	RTE1601A	0	0	0	1	3	4	1	3	4
Carry out postharvest operations	RTE2003A	0	0	0	1	0	1	1	0	1
Carry out canopy maintenance	RTE2006A	0	0	0	1	0	1	1	0	1
Establish horticultural crops	RTE2010A	0	0	0	35	10	45	35	10	45
Assist agricultural crop establishment	RTE2011A	0	0	0	57	17	74	57	17	74
Support horticultural crop harvesting	RTE2021A	0	0	0	2	2	4	2	2	4
Assist agricultural crop maintenance	RTE2029A	0	0	0	18	8	26	18	8	26
Assist agricultural crop harvesting	RTE2030A	0	0	0	37	8	45	37	8	45
Carry out milking shed routines	RTE2103A	0	0	0	24	5	29	24	5	29
Carry out regular horse observation	RTE2104A	0	0	0	2	14	16	2	14	16
Crutch sheep	RTE2107A	0	0	0	45	5	50	45	5	50
Maintain livestock water supplies	RTE2110A	0	0	0	53	27	80	53	27	80
Identify and mark livestock	RTE2111A	1	0	1	72	23	95	73	23	96
Milk livestock	RTE2112A	0	0	0	41	13	54	41	13	54
Monitor livestock to parturition	RTE2113A	0	0	0	26	6	32	26	6	32
Monitor water supplies	RTE2114A	0	0	0	9	3	12	9	3	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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Muster and move livestock	RTE2115A	0	0	0	131	40	171	131	40	171
Pen up sheep	RTE2117A	0	0	0	47	17	64	47	17	64
Handle livestock using basic techniques	RTE2118A	0	0	0	54	22	76	54	22	76
Perform board duties	RTE2119A	0	0	0	47	21	68	47	21	68
Assist with pressing wool	RTE2120A	0	0	0	44	16	60	44	16	60
Provide daily care for horses	RTE2121A	0	0	0	1	7	8	1	7	8
Carry out birthing duties	RTE2124A	0	0	0	16	4	20	16	4	20
Castrate livestock	RTE2127A	0	0	0	56	14	70	56	14	70
Provide feed for livestock	RTE2128A	0	0	0	124	43	167	124	43	167
Move and handle pigs	RTE2129A	0	0	0	19	7	26	19	7	26
Ride horses and care for equipment	RTE2130A	0	0	0	1	5	6	1	5	6
Care for health and welfare of livestock	RTE2131A	0	0	0	2	1	3	2	1	3
Assist with artificial insemination procedures	RTE2132A	0	0	0	3	7	10	3	7	10
Artificially inseminate pigs	RTE2133A	0	0	0	2	3	5	2	3	5
Assist with feeding in an intensive production system	RTE2134A	0	0	0	54	22	76	54	22	76
Load and unload livestock	RTE2136A	0	0	0	124	25	149	124	25	149
Maintain health and welfare of poultry	RTE2140A	0	0	0	20	9	29	20	9	29
Collect and pack eggs for human consumption	RTE2142A	0	0	0	21	8	29	21	8	29
Mate pigs and monitor dry sow performance	RTE2143A	0	0	0	8	5	13	8	5	13
Carry out regular livestock observation	RTE2144A	0	0	0	12	8	20	12	8	20
Care for weaner and grower pigs	RTE2145A	0	0	0	12	6	18	12	6	18
Mix and mill standard stockfeed	RTE2146A	0	0	0	21	11	32	21	11	32
Handle young horses	RTE2148A	0	0	0	1	4	5	1	4	5
Shear sheep to improver level	RTE2149A	0	0	0	8	0	8	8	0	8
Maintain intensive production growing environments	RTE2150A	0	0	0	11	6	17	11	6	17
Care for health and welfare of pigs	RTE2151A	0	0	0	10	6	16	10	6	16
Carry out basic electric fencing operations	RTE2201A	0	0	0	4	1	5	4	1	5
Fabricate and repair metal or plastic structures	RTE2205A	0	0	0	17	5	22	17	5	22
Prepare grain storages	RTE2212A	0	0	0	41	12	53	41	12	53
Assist in preparing for shearing and crutching	RTE2216A	0	0	0	39	12	51	39	12	51
Grind combs and cutters for machine shearing	RTE2302A	0	0	0	27	2	29	27	2	29
Operate ride-on vehicles	RTE2308A	1	0	1	36	12	48	37	12	49
Prepare handpiece and downtube for machine shearing	RTE2310A	0	0	0	45	1	46	45	1	46
Observe and report on weather	RTE2503A	0	0	0	26	8	34	26	8	34
Assist with the operation of pressurised irrigation	RTE2602A	0	0	0	5	1	6	5	1	6
Lay irrigation and/or drainage pipes	RTE2603A	0	0	0	1	0	1	1	0	1
Maintain pressurised irrigation systems	RTE2606A	0	0	0	5	0	5	5	0	5
Install micro-irrigation systems	RTE2607A	0	0	0	2	0	2	2	0	2
Follow site quarantine procedures	RTE2707A	0	0	0	21	8	29	21	8	29
Observe enterprise quality assurance procedures	RTE2901A	0	0	0	5	0	5	5	0	5
Collect and record production data	RTE2902A	0	0	0	25	9	34	25	9	34
Coordinate horticultural crop harvesting	RTE3003A	0	0	0	0	1	1	0	1	1
Apply quality assurance procedures in wool preparation	RTE3103A	0	0	0	12	0	12	12	0	12
Class fleece wool	RTE3108A	0	0	0	12	0	12	12	0	12
Appraise wool using industry descriptions	RTE3111A	0	0	0	12	0	12	12	0	12
Identify and draft livestock	RTE3113A	0	0	0	1	1	2	1	1	2
Prepare facilities for shearing and crutching	RTE3120A	0	0	0	12	0	12	12	0	12
Supervise clip preparation	RTE3130A	0	0	0	12	0	12	12	0	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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Determine wool characteristics	RTE3138A	0	0	0	12	0	12	12	0	12
Prepare fleece wood for classing	RTE3141A	0	0	0	12	0	12	12	0	12
Prepare skirtings and oddments	RTE3142A	0	0	0	12	0	12	12	0	12
Press wool	RTE3145A	0	0	0	12	0	12	12	0	12
Document a wool clip	RTE3902A	0	0	0	12	0	12	12	0	12
Support turf work	RTF1003A	9	1	10	4	3	7	13	4	17
Support gardening work	RTF1004A	19	3	22	15	7	22	34	10	44
Maintain indoor plants	RTF2008A	0	0	0	3	0	3	3	0	3
Pot-on plants	RTF2013A	0	0	0	26	1	27	26	1	27
Prepare turf surfaces for play	RTF2015A	0	0	0	1	0	1	1	0	1
Prune shrubs and small trees	RTF2017A	0	0	0	11	3	14	11	3	14
Renovate grassed areas	RTF2019A	0	0	0	1	1	2	1	1	2
Assist with turf construction	RTF2020A	0	0	0	1	1	2	1	1	2
Support turf establishment	RTF2023A	0	0	0	4	0	4	4	0	4
Tend nursery plants	RTF2024A	0	0	0	13	1	14	13	1	14
Transplant small trees	RTF2025A	0	0	0	1	0	1	1	0	1
Protect trees during construction work	RTF2207A	0	0	0	1	0	1	1	0	1
Lay paving	RTF2208A	0	0	0	1	0	1	1	0	1
Assist with landscape construction work	RTF2215A	0	0	0	1	0	1	1	0	1
Determine basic properties of soil/growing media	RTF2504A	0	0	0	36	13	49	36	13	49
Construct brick and/or block structures and features	RTF3203A	0	0	0	1	0	1	1	0	1
Define rural customer base	RUAAG2800RMA	0	0	0	0	1	1	0	1	1
Communicate within the (rural merchandising) workplace	RUAAG2801RMA	0	0	0	0	1	1	0	1	1
Sell products	RUAAG2802RMA	0	0	0	0	1	1	0	1	1
Service customer needs	RUAAG2803RMA	0	0	0	0	1	1	0	1	1
Deal with difficult customers	RUAAG2804RMA	0	0	0	0	1	1	0	1	1
Mark and price stock	RUAAG2805RMA	0	0	0	0	1	1	0	1	1
Minimise losses in the store or workplace	RUAAG2806RMA	0	0	0	0	1	1	0	1	1
Operate rural merchandising retail equipment	RUAAG2807RMA	0	0	0	0	1	1	0	1	1
Perform stock control procedures	RUAAG2808RMA	0	0	0	0	1	1	0	1	1
Order rural merchandise/stock	RUAAG2809RMA	0	0	0	0	1	1	0	1	1
Utilise basic legal concepts in the completion of work routines	RUAAG2810RMA	0	0	0	0	1	1	0	1	1
Observe legal obligations	RUAAG2811RMA	0	0	0	0	1	1	0	1	1
Handle and transport rural merchandise	RUAAG2812RMA	0	0	0	0	1	1	0	1	1
Store rural merchandise	RUAAG2813RMA	0	0	0	0	1	1	0	1	1
Sell farm chemicals	RUAAG2817RMA	0	0	0	0	1	1	0	1	1
Provide advice on farm chemical usage	RUAAG2818RMA	0	0	0	0	1	1	0	1	1
Provide advice on stockfeeds	RUAAG2826RMA	0	0	0	0	1	1	0	1	1
Provide advice on crop and lawn seeds	RUAAG2829RMA	0	0	0	0	1	1	0	1	1
Plan daily work routines	RUAAGCORE6A	0	0	0	12	0	12	12	0	12
Manage personal work priorities and professional development	RUAFLM1A	0	0	0	0	1	1	0	1	1
Meet industry requirements	RUHCORE1A	0	0	0	4	0	4	4	0	4
Meet workplace health and safety requirements	RUHCORE2A	0	0	0	3	0	3	3	0	3
Use hazardous substances safely	RUHCORE3A	0	0	0	3	0	3	3	0	3
Cooperate in the workplace	RUHCORE4A	0	0	0	3	0	3	3	0	3
Act in an emergency	RUHCORE5A	0	0	0	6	0	6	6	0	6
Plan daily work routines	RUHCORE6A	0	0	0	3	0	3	3	0	3
Provide crop care	RUHHRT101A	0	0	0	1	0	1	1	0	1

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied
in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Provide work site support	RUHHRT103A	0	0	0	1	0	1	1	0	1
Provide turf care	RUHHRT104A	0	0	0	2	0	2	2	0	2
Provide planted area care	RUHHRT106A	0	0	0	3	0	3	3	0	3
Maintain the work environment	RUHHRT109A	0	0	0	2	0	2	2	0	2
Provide propagation support	RUHHRT112A	0	0	0	1	0	1	1	0	1
Treat weeds	RUHHRT201A	0	0	0	3	0	3	3	0	3
Treat pests and diseases	RUHHRT202A	0	0	0	3	0	3	3	0	3
Plant trees and shrubs	RUHHRT203A	0	0	0	1	0	1	1	0	1
Communicate in the workplace	RUHHRT204A	0	0	0	2	0	2	2	0	2
Operate equipment and machinery	RUHHRT207A	0	0	0	2	0	2	2	0	2
Prune shrubs and small trees	RUHHRT208A	0	0	0	1	0	1	1	0	1
Apply chemicals and biological agents	RUHHRT212A	0	0	0	3	0	3	3	0	3
Transplant small trees	RUHHRT214A	0	0	0	1	0	1	1	0	1
Maintain supplies of chemicals and biological agents	RUHHRT216A	0	0	0	2	0	2	2	0	2
Undertake propagation activities	RUHHRT224A	0	0	0	1	0	1	1	0	1
Undertake irrigation systems maintenance activities	RUHHRT226A	0	0	0	3	0	3	3	0	3
Recognise plants, products and treatments	RUHHRT227A	0	0	0	3	0	3	3	0	3
Pot-on plants	RUHHRT228A	0	0	0	1	0	1	1	0	1
Renovate grassed areas	RUHHRT233A	0	0	0	2	0	2	2	0	2
Prepare turf surfaces for play	RUHHRT234A	0	0	0	2	0	2	2	0	2
Install paving	RUHHRT238A	0	0	0	1	0	1	1	0	1
Establish turf	RUHHRT240A	0	0	0	1	0	1	1	0	1
Operate irrigation systems	RUHHRT315A	0	0	0	1	0	1	1	0	1
Undertake operational maintenance of machinery	RUHHRT318A	0	0	0	1	0	1	1	0	1
Install brick structures and features	RUHHRT343A	0	0	0	1	0	1	1	0	1
Prepare for animal care work	RUV1101A	0	0	0	4	9	13	4	9	13
Work in the animal care industry	RUV2101A	0	0	0	4	9	13	4	9	13
Follow OH&S procedures in the animal care environment	RUV2102A	0	0	0	4	9	13	4	9	13
Carry out daily clinic routines	RUVVEN202A	0	0	0	0	3	3	0	3	3
Carry out surgery preparations	RUVVEN203A	0	0	0	0	2	2	0	2	2
Follow clinic occupational health and safety (OHS) procedures	RUVVEN204A	0	0	0	0	3	3	0	3	3
Use hazardous substances safely	RUVVEN205A	0	0	0	1	7	8	1	7	8
Act to minimise emergencies and respond to a variety of situations	RUVVEN207A	0	0	0	1	7	8	1	7	8
Plan daily work routines	RUVVEN208A	0	0	0	1	7	8	1	7	8
Carry out basic aquaculture operations	SFIAQUA101A	18	6	24	37	12	49	55	18	73
Carry out basic aquaculture activities	SFIAQUA102A	0	0	0	8	4	12	8	4	12
Control pests, predators and diseases	SFIAQUA202A	0	0	0	1	2	3	1	2	3
Feed stock	SFIAQUA205A	0	0	0	2	0	2	2	0	2
Feed stock	SFIAQUA205B	0	0	0	4	2	6	4	2	6
Handle stock	SFIAQUA206A	7	0	7	21	7	28	28	7	35
Handle stock	SFIAQUA206B	0	0	0	12	3	15	12	3	15
Harvest stock	SFIAQUA207A	0	0	0	1	2	3	1	2	3
Maintain stock culture and other aquaculture operations structures	SFIAQUA208A	0	0	0	13	5	18	13	5	18
Manipulate stock culture environment	SFIAQUA209B	0	0	0	11	3	14	11	3	14
Monitor stock and environmental conditions	SFIAQUA213A	0	0	0	0	2	2	0	2	2
Monitor stock and environmental conditions	SFIAQUA213B	0	0	0	20	7	27	20	7	27
Maintain stock culture and other farm structures	SFIAQUA217A	0	0	0	11	3	14	11	3	14

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Control predators, pests and diseases	SFIAQUA218A	0	0	0	11	3	14	11	3	14
Apply basic food handling and safety practices	SFICORE101A	11	1	12	41	16	57	52	17	69
Apply basic food handling and safety practices	SFICORE101B	2	0	2	16	3	19	18	3	21
Carry out work effectively in the seafood industry	SFICORE102A	22	8	30	40	16	56	62	24	86
Communicate in the seafood industry	SFICORE103A	22	8	30	42	13	55	64	21	85
Communicate in the seafood industry	SFICORE103B	2	0	2	19	5	24	21	5	26
Meet workplace health and safety requirements	SFICORE104A	11	1	12	58	20	78	69	21	90
Work effectively in the seafood industry	SFICORE105A	2	0	2	27	5	32	29	5	34
Meet workplace OHS requirements	SFICORE106A	2	0	2	17	4	21	19	4	23
Maintain, prepare, deploy and retrieve hand operated lines to land catch	SFIFISH206A	4	1	5	1	0	1	5	1	6
Assemble and repair damaged netting	SFIFISH210A	4	1	5	0	0	0	4	1	5
Clean fish	SFIPROC101A	4	1	5	4	0	4	8	1	9
Clean fish	SFIPROC101B	2	0	2	13	1	14	15	1	16
Clean work area	SFIPROC102A	4	1	5	0	0	0	4	1	5
Clean work area	SFIPROC102B	0	0	0	14	5	19	14	5	19
Fillet fish and cut portions	SFIPROC103A	4	1	5	0	0	0	4	1	5
Sharpen and work with knives	SFIPROC104A	4	1	5	0	0	0	4	1	5
Fillet fish and prepare portions	SFIPROC105A	0	0	0	6	1	7	6	1	7
Work with knives	SFIPROC106A	0	0	0	6	1	7	6	1	7
Contribute to safe navigation	SFISHIP202A	0	0	0	5	3	8	5	3	8
Maintain the safety and security of the vessel	SFISHIP203A	0	0	0	1	0	1	1	0	1
Maintain marine vessels and equipment	SFISHIP204A	0	0	0	1	0	1	1	0	1
Operate a small vessel	SFISHIP206A	7	0	7	15	4	19	22	4	26
Operate and maintain outboard motors	SFISHIP207A	0	0	0	4	0	4	4	0	4
Operate marine communications equipment	SFISHIP209A	4	1	5	10	3	13	14	4	18
Operate marine communications equipment	SFISHIP209B	0	0	0	14	1	15	14	1	15
Prepare for maintenance	SFISHIP211A	4	1	5	13	8	21	17	9	26
Prepare for maintenance	SFISHIP211B	2	0	2	3	0	3	5	0	5
Take emergency action on board a vessel	SFISHIP212A	3	1	4	28	13	41	31	14	45
Take emergency action on board a vessel	SFISHIP212B	2	0	2	18	1	19	20	1	21
Operate inmarsat C communications equipment	SFISHIP213A	4	1	5	0	0	0	4	1	5
Respond to an aquatic emergency using basic water rescue techniques	SRCAQU003A	0	0	0	50	28	78	50	28	78
Supervise clients at an aquatic facility or environment	SRCAQU006A	0	0	0	0	1	1	0	1	1
Respond to an aquatic emergency using advanced water rescue techniques	SRCAQU007A	0	0	0	0	1	1	0	1	1
Apply the principles of community development to community recreation work	SRCCRD002A	0	0	0	0	2	2	0	2	2
Respond to clients at risk	SRCCRO002A	0	0	0	0	2	2	0	2	2
Apply point of sale handling procedures in a recreation setting	SRCCRO003A	0	0	0	0	2	2	0	2	2
Operate in accordance with accepted instructional practice,styles & legal & ethical responsibilities	SRCCRO007A	0	0	0	1	0	1	1	0	1
Provide orientation to clients prior to undertaking a fitness program	SRFFIT001A	0	0	0	3	0	3	3	0	3
Apply basic exercise science to fitness activities	SRFFIT002A	0	0	0	2	0	2	2	0	2
Undertake client induction and screening	SRFFIT003A	0	0	0	1	0	1	1	0	1
Develop basic fitness programs	SRFFIT004A	0	0	0	1	0	1	1	0	1
Apply basic exercise science to exercise instruction	SRFFIT005A	0	0	0	1	0	1	1	0	1
Use and maintain core fitness industry equipment	SRFFIT006A	0	0	0	1	0	1	1	0	1
Undertake advanced exercise planning and programming	SRFFIT007A	0	0	0	1	0	1	1	0	1

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Utilise a broad knowledge of exercise science in exercise planning, programming and instruction	SRFFIT008A	0	0	0	1	0	1	1	0	1
Undertake postural screening and appraisal	SRFFIT009A	0	0	0	1	0	1	1	0	1
Utilise a broad range of fitness equipment	SRFFIT010A	0	0	0	1	0	1	1	0	1
Provide exercise for fitness industry clients with special requirements	SRFFIT011A	0	0	0	1	0	1	1	0	1
Utilise an understanding of motivational psychology with fitness clients	SRFFIT012A	0	0	0	1	0	1	1	0	1
Provide information and exercise related to nutrition and bodyfat	SRFFIT013A	0	0	0	1	0	1	1	0	1
Instruct fitness activity skills to a client using fitness equipment	SRFGYM001A	0	0	0	1	0	1	1	0	1
Customise gym instructional skills to incl specific areas of expertise current in fitness industry	SRFGYM002A	0	0	0	1	0	1	1	0	1
Plan and supervise advanced exercise to specific populations	SRFSPP001A	0	0	0	1	0	1	1	0	1
Demonstrate simple abseiling skills on artificial surfaces	SROABA001A	0	0	0	7	11	18	7	11	18
Demonstrate abseiling skills	SROABS001A	0	0	0	14	2	16	14	2	16
Demonstrate simple canoeing skills	SROCNE001A	0	0	0	10	11	21	10	11	21
Use basic skills to catch and handle fish	SROFSH001A	0	0	0	11	5	16	11	5	16
Comply with fisheries management regulations and conservation strategies	SROFSH002A	0	0	0	11	5	16	11	5	16
Navigate in tracked or easy untracked areas	SRONAV001A	0	0	0	14	3	17	14	3	17
Navigate in tracked or easy untracked areas	SRONAV001B	0	0	0	13	20	33	13	20	33
Apply basic outdoor recreation logistics	SROODR001A	0	0	0	11	8	19	11	8	19
Assist in conducting outdoor recreation sessions	SROODR004A	0	0	0	11	8	19	11	8	19
Implement minimal environmental impact practices	SROOPS001A	0	0	0	29	4	33	29	4	33
Implement minimal environmental impact practices	SROOPS001B	0	0	0	15	31	46	15	31	46
Plan for minimal environmental impact	SROOPS002B	0	0	0	0	13	13	0	13	13
Apply weather information	SROOPS003B	0	0	0	0	14	14	0	14	14
Use and maintain a temporary or overnight site	SROOPS006B	0	0	0	13	30	43	13	30	43
Prepare to participate in a supervised outdoor activity requiring basic skills	SROORE001A	0	0	0	29	4	33	29	4	33
Participate in a supervised outdoor activity requiring basic skills	SROORE002A	0	0	0	29	4	33	29	4	33
Snorkel dive	SROSCU001A	0	0	0	14	2	16	14	2	16
Apply surf survival and self rescue skills	SROSRF001B	0	0	0	9	3	12	9	3	12
Perform basic surfing manoeuvres in controlled conditions	SROSRF002B	0	0	0	9	3	12	9	3	12
Comply with maritime rules and regulations	SROYAC001A	0	0	0	15	2	17	15	2	17
Comply with maritime rules and regulations	SROYAC001B	0	0	0	11	8	19	11	8	19
Use basic skills to sail a small boat in controlled conditions	SROYSB001A	0	0	0	17	2	19	17	2	19
Use basic skills to sail a small boat in controlled conditions	SROYSB001B	0	0	0	11	8	19	11	8	19
Demonstrate positioning skills relevant to umpiring Australian football at an advanced level	SRSAFT10A	0	0	0	9	6	15	9	6	15
Apply the intermediate tactics and strategies of Australian football in a competitive situation	SRSAFT12A	0	0	0	23	0	23	23	0	23
Develop the intermediate skills in Australian football	SRSAFT13A	0	0	0	23	0	23	23	0	23
Customise coaching to include children	SRSCOA008A	0	0	0	0	1	1	0	1	1
Prepare for public speaking	SRSCOP001A	0	0	0	1	0	1	1	0	1
Plan for and participate in a media interview	SRSCOP002A	0	0	0	22	1	23	22	1	23
Demonstrate personal image and presentation skills	SRSCOP003A	0	0	0	1	1	2	1	1	2
Develop negotiation skills	SRSCOP004A	0	0	0	19	1	20	19	1	20
Demonstrate basic assertive communication skills	SRSCOP005A	0	0	0	9	4	13	9	4	13
Develop a financial goal setting plan	SRSCOP007A	47	35	82	20	11	31	67	46	113
Develop a financial goal setting plan	SRSCOP007B	16	13	29	0	0	0	16	13	29

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Collect information on drugs in sport	SRSCOP009A	0	0	0	22	2	24	22	2	24
Collect information on stress management	SRSCOP010A	0	0	0	4	0	4	4	0	4
Develop an integrated time management plan	SRSCOP011A	0	0	0	12	0	12	12	0	12
Develop a travel and accommodation plan	SRSCOP012A	0	0	0	1	0	1	1	0	1
Prepare to study	SRSCOP014A	0	0	0	1	1	2	1	1	2
Perform the A grade skills of golf	SRSGLF001A	0	0	0	4	0	4	4	0	4
Interpret and apply the rules of golf at the advanced level	SRSGLF006A	0	0	0	4	0	4	4	0	4
Teach or develop basic skills of strength and conditioning	SRSSAC001A	0	0	0	1	0	1	1	0	1
Teach or develop intermediate skills of strength and conditioning	SRSSAC002A	0	0	0	1	0	1	1	0	1
Implement sports first aid procedures and apply sports first aid	SRSSTR001A	0	0	0	1	0	1	1	0	1
Conduct basic warm-up, stretching and cool-down programs	SRSSTR004A	0	0	0	1	0	1	1	0	1
Handle mail to facilitate communication	SRXADM001A	0	0	0	64	25	89	64	25	89
Handle information to maintain access to and security of records	SRXADM002A	0	0	0	43	19	62	43	19	62
Apply knowledge of the organisation to complete routine administration tasks	SRXADM003A	0	0	0	12	4	16	12	4	16
Operate a range of office equipment to complete routine tasks	SRXADM004A	0	0	0	56	23	79	56	23	79
Handle mail to facilitate the information flow of the organisation	SRXADM005A	0	0	0	53	18	71	53	18	71
Process and analyse information to provide access to and security of records	SRXADM006A	0	0	0	45	17	62	45	17	62
Select, operate and maintain a range of office equipment to complete a range of tasks	SRXADM007A	0	0	0	59	23	82	59	23	82
Organise the copying and collating of documents	SRXADM008A	0	0	0	54	19	73	54	19	73
Assist in preparing sport and recreation sessions for clients	SRXCAI001A	1	0	1	77	30	107	78	30	108
Assist in preparing sport and recreation sessions for participants	SRXCAI001B	0	0	0	38	17	55	38	17	55
Assist in conducting sport and recreation sessions for clients	SRXCAI002A	1	0	1	77	30	107	78	30	108
Assist in conducting sport and recreation sessions for participants	SRXCAI002B	0	0	0	34	17	51	34	17	51
Provide equipment for activities	SRXCAI003A	1	0	1	66	24	90	67	24	91
Provide equipment for activities	SRXCAI003B	0	0	0	37	16	53	37	16	53
Plan a sport and recreation session for clients	SRXCAI004A	0	0	0	61	17	78	61	17	78
Conduct a sport and recreation session for clients	SRXCAI005A	0	0	0	57	17	74	57	17	74
Organise a sport and recreation program	SRXCAI006A	0	0	0	1	0	1	1	0	1
Conduct a sport and recreation program	SRXCAI007A	0	0	0	1	0	1	1	0	1
Plan and prepare an individualised long-term training program	SRXCAI008A	0	0	0	1	0	1	1	0	1
Interact with clients	SRXCLS001A	1	0	1	0	0	0	1	0	1
Deliver service to clients	SRXCLS002A	0	0	0	98	43	141	98	43	141
Coordinate interaction with clients	SRXCLS003A	0	0	0	1	0	1	1	0	1
Provide advice in order to meet current and anticipated client requirements	SRXCLS004A	0	0	0	1	0	1	1	0	1
Communicate in the workplace	SRXCOM001A	3	0	3	2	11	13	5	11	16
Receive and pass on information to facilitate effective routine communication	SRXCOM002A	0	0	0	90	46	136	90	46	136
Collect and provide information to facilitate communication flow	SRXCOM003A	0	0	0	1	0	1	1	0	1
Source and present information in response to requests	SRXCOM004A	0	0	0	1	0	1	1	0	1
React safely in an emergency and help prevent emergencies	SRXEME001A	1	0	1	57	20	77	58	20	78
Participate in the control of minor emergencies	SRXEME002A	0	0	0	64	26	90	64	26	90
Respond to emergency situations	SRXEME003A	0	0	0	1	0	1	1	0	1
Respond to emergency situations	SRXEMR001A	0	0	0	0	3	3	0	3	3
Coordinate guest/delegate registrations at venue	SRXEVT001B	0	0	0	1	0	1	1	0	1
Maintain equipment for activities	SRXFAC001A	0	0	0	14	6	20	14	6	20
Maintain equipment for activities	SRXFAC001B	0	0	0	8	6	14	8	6	14

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied
in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Maintain sport and recreational facilities	SRXFAC002A	0	0	0	4	0	4	4	0	4
Maintain sport and recreational facilities	SRXFAC002B	0	0	0	3	3	6	3	3	6
Implement facility maintenance programs	SRXFAC003B	0	0	0	1	0	1	1	0	1
Provide first aid	SRXFAD001A	0	0	0	87	71	158	87	71	158
Provide advanced first aid response	SRXFAD002A	0	0	0	2	1	3	2	1	3
Create client relationship	SRXGCSO01A	0	0	0	19	13	32	19	13	32
Deal with client feedback	SRXGCSO02A	0	0	0	13	10	23	13	10	23
Meet client needs and expectations	SRXGCSO04A	0	0	0	1	0	1	1	0	1
Process client complaints	SRXGCST03A	0	0	0	1	0	1	1	0	1
Develop knowledge of the sport and recreation industry	SRXIND001A	3	0	3	95	34	129	98	34	132
Develop and implement a career path	SRXIND002A	0	0	0	83	37	120	83	37	120
Apply sport and recreation law	SRXIND003A	0	0	0	1	0	1	1	0	1
Establish and maintain an effective industry network	SRXIND004A	0	0	0	1	0	1	1	0	1
Develop knowledge of the sport and recreation industry	SRXINU001A	0	0	0	30	20	50	30	20	50
Apply sport and recreation law	SRXINU002A	0	0	0	1	0	1	1	0	1
Analyse participation patterns in specific markets of the leisure and recreation industry	SRXINU003A	0	0	0	1	0	1	1	0	1
Follow defined occupational health and safety policy and procedures	SRXOHS001A	1	0	1	91	51	142	92	51	143
Follow defined occupational health and safety policies and procedures	SRXOHS001B	0	0	0	19	14	33	19	14	33
Implement & monitor the organisations OH&S policies, procedures & programs & maintain OH&S standards	SRXOHS002A	0	0	0	1	0	1	1	0	1
Organise work	SRXORG001A	0	0	0	74	28	102	74	28	102
Work effectively in a sport and recreation organisation	SRXORG002A	0	0	0	98	35	133	98	35	133
Coordinate work and work priorities in a sport and recreation organisation	SRXORG003A	0	0	0	1	0	1	1	0	1
Plan, allocate and evaluate work carried out by teams, individuals and self	SRXORG004A	0	0	0	1	0	1	1	0	1
Participate in the meeting process	SRXORG005A	0	0	0	1	0	1	1	0	1
Conduct projects	SRXORG006A	0	0	0	1	0	1	1	0	1
Educate the public on the safe use of a sport and recreational resource	SRXRES001B	0	0	0	1	0	1	1	0	1
Improve client awareness and implementation of environmental management practices	SRXRES002B	0	0	0	1	0	1	1	0	1
Undertake risk analysis of activities	SRXRIK001A	0	0	0	1	0	1	1	0	1
Undertake risk analysis of activities	SRXRIS001A	0	0	0	1	0	1	1	0	1
Operate a computer to gain access to and retrieve data using keyboard skills	SRXTEC001A	3	0	3	97	39	136	100	39	139
Operate a computer and printer to produce and print simple documents	SRXTEC002A	0	0	0	87	40	127	87	40	127
Design, develop and produce documents, reports and worksheets using advanced functions	SRXTEC003A	0	0	0	1	0	1	1	0	1
Assist with analysis and use of emerging technology	SRXTEC004A	0	0	0	1	0	1	1	0	1
Work in teams	SRXTEM001A	0	0	0	82	38	120	82	38	120
Support the work of a team	SRXTEM002A	0	0	0	79	35	114	79	35	114
Work autonomously	SRXTEM003A	0	0	0	1	0	1	1	0	1
Deal with conflict	SRXTEM004A	0	0	0	1	0	1	1	0	1
Lead, manage and develop work teams	SRXTEM005A	0	0	0	1	0	1	1	0	1
Work effectively in an educational environment	TA01A	0	0	0	0	14	14	0	14	14
Monitor condition and seaworthiness of a small vessel	TDMMB601A	0	0	0	5	3	8	5	3	8
Apply seamanship skills and techniques when operating a small domestic vessel	TDMMC701B	0	0	0	12	7	19	12	7	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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Manoeuvre a domestic vessel of less than 12 metres in length operating within inshore limits	TDMMC901B	0	0	0	5	3	8	5	3	8
Understand orders and be understood in relation to shipboard duties	TDMME101A	0	0	0	19	8	27	19	8	27
Transmit and receive information by marine radio or telephone	TDMME501A	0	0	0	13	8	21	13	8	21
Provide first aid	TDMMF1001A	0	0	0	19	9	28	19	9	28
Survive at sea in the event of vessel abandonment	TDMMF1101A	0	0	0	7	0	7	7	0	7
Minimise risk of fire and maintain a state of readiness to respond to emergency situations	TDMMF1201A	0	0	0	7	0	7	7	0	7
Respond to navigational emergencies	TDMMF201A	0	0	0	5	3	8	5	3	8
Apply domestic regulations when operating a small vessel	TDMMF3201B	0	0	0	5	3	8	5	3	8
Fight and extinguish fires on board a small vessel	TDMMF5302A	0	0	0	7	0	7	7	0	7
Observe safe working practices and procedures on board a vessel	TDMMF701B	0	0	0	7	0	7	7	0	7
Comply with emergency procedures on board a vessel	TDMMF801B	0	0	0	7	0	7	7	0	7
Plan and navigate a short voyage within inshore limits	TDMMH1202A	0	0	0	5	3	8	5	3	8
Apply weather information when navigating a small vessel	TDMMH1302A	0	0	0	5	3	8	5	3	8
Contribute to effective human relationships on board a vessel	TDMML201A	0	0	0	20	8	28	20	8	28
Operate and carry out basic service checks on small vessel marine propulsion systems	TDMMR3001A	0	0	0	5	3	8	5	3	8
Operate and carry out basic servicing on auxiliary systems	TDMMR3101A	0	0	0	5	3	8	5	3	8
Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems	TDMMR3201A	0	0	0	5	3	8	5	3	8
Assist in mooring and anchor handling activities	TDMMR4301A	0	0	0	12	7	19	12	7	19
Shift materials safely	TDTD197A	3	1	4	0	0	0	3	1	4
Shift a load using manually-operated equipment	TDTD297B	0	0	0	1	0	1	1	0	1
Participate in basic workplace communication	TDTE397B	0	0	0	1	0	1	1	0	1
Carry out basic workplace calculations	TDTE597B	0	0	0	1	0	1	1	0	1
Follow OHS procedures	TDTF197B	0	0	0	1	0	1	1	0	1
Conduct housekeeping activities	TDTF297B	0	0	0	1	0	1	1	0	1
Work effectively with others	TDTG197B	0	0	0	1	0	1	1	0	1
Interpret road maps and navigate pre-determined routes	TDTH197C	0	0	0	0	3	3	0	3	3
Prepare bakery products for patissiers	THHADPT01B	0	0	0	0	1	1	0	1	1
Present desserts	THHADPT03B	0	0	0	5	4	9	5	4	9
Package prepared foodstuffs	THHBCAT02B	0	0	0	19	26	45	19	26	45
Transport and store food in a safe and hygienic manner	THHBCAT03B	0	0	0	1	0	1	1	0	1
Operate a fast food outlet	THHBCAT04B	0	0	0	1	0	1	1	0	1
Apply cook-chill production processes	THHBCAT05B	0	0	0	1	0	1	1	0	1
Apply catering control principles	THHBCAT06B	0	0	0	1	0	1	1	0	1
Prepare sandwiches	THHBCC00B	2	8	10	96	242	338	98	250	348
Use basic methods of cookery	THHBCC01B	0	0	0	60	113	173	60	113	173
Prepare appetisers and salads	THHBCC02B	0	0	0	22	63	85	22	63	85
Prepare stocks, sauces and soups	THHBCC03B	0	0	0	4	2	6	4	2	6
Prepare vegetables, eggs and farinaceous dishes	THHBCC04B	0	0	0	1	1	2	1	1	2
Prepare hot and cold desserts	THHBCC08B	0	0	0	3	2	5	3	2	5
Plan and prepare food for buffets	THHBCC10B	0	0	0	1	0	1	1	0	1
Implement food safety procedures	THHBCC11B	0	0	0	0	2	2	0	2	2
Clean and tidy bar areas	THHBFB00B	0	0	0	3	18	21	3	18	21
Operate a bar	THHBFB01B	0	0	0	1	2	3	1	2	3

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Provide food and beverage service	THHBFB02/3A	0	0	0	1	0	1	1	0	1
Provide a link between kitchen and service areas	THHBFB02B	1	1	2	44	111	155	45	112	157
Provide food and beverage service	THHBFB03B	0	0	0	7	29	36	7	29	36
Provide room service	THHBFB08B	0	0	0	1	5	6	1	5	6
Provide responsible service of alcohol	THHBFB09B	0	0	0	1	6	7	1	6	7
Prepare and serve non alcoholic beverages	THHBFB10B	1	1	2	61	165	226	62	166	228
Develop and update food and beverage knowledge	THHBFB11B	1	1	2	9	29	38	10	30	40
Prepare and serve espresso coffee	THHBFB12A	0	0	0	35	65	100	35	65	100
Prepare and serve espresso coffee	THHBFB12B	1	1	2	28	61	89	29	62	91
Provide accommodation reception services	THHBFO02B	0	0	0	1	5	6	1	5	6
Provide porter services	THHBFO10B	0	0	0	1	1	2	1	1	2
Provide housekeeping services to guests	THHBH01B	0	0	0	2	8	10	2	8	10
Prepare rooms for guests	THHBH03B	0	0	0	5	9	14	5	9	14
Organise and prepare food	THHBKA01B	3	7	10	111	246	357	114	253	367
Present food	THHBKA02A	0	0	0	1	0	1	1	0	1
Present food	THHBKA02B	3	7	10	135	288	423	138	295	433
Receive and store kitchen supplies	THHBKA03B	2	4	6	82	177	259	84	181	265
Clean and maintain kitchen premises	THHBKA04B	0	5	5	91	226	317	91	231	322
Prepare and produce pastries	THHBPT01B	0	0	0	0	1	1	0	1	1
Prepare and produce cakes	THHBPT02B	0	0	0	0	2	2	0	2	2
Prepare and produce yeast goods	THHBPT03B	0	0	0	0	1	1	0	1	1
Prepare, cook and serve food	THHCCH01A	0	1	1	10	21	31	10	22	32
Work with colleagues and customers	THHCOR01A	0	0	0	2	7	9	2	7	9
Work with colleagues and customers	THHCOR01B	3	6	9	287	480	767	290	486	776
Work in a socially diverse environment	THHCOR02B	1	5	6	213	376	589	214	381	595
Follow health, safety and security procedures	THHCOR03A	0	3	3	3	10	13	3	13	16
Follow health, safety and security procedures	THHCOR03B	3	3	6	260	441	701	263	444	707
Develop and update local knowledge	THHGCS01B	1	1	2	42	147	189	43	148	191
Promote products and services to customers	THHGCS02B	0	0	0	12	68	80	12	68	80
Deal with conflict situations	THHGCS03B	0	0	0	6	44	50	6	44	50
Process financial transactions	THHGFA01B	0	0	0	7	39	46	7	39	46
Maintain financial records	THHGFA02B	0	0	0	1	3	4	1	3	4
Interpret financial information	THHGFA06A	0	0	0	1	2	3	1	2	3
Communicate on the telephone	THHGGA01B	1	1	2	124	252	376	125	253	378
Perform office procedures	THHGGA02B	0	0	0	12	51	63	12	51	63
Source and present information	THHGGA03B	0	0	0	3	2	5	3	2	5
Prepare business documents	THHGGA04B	0	0	0	0	1	1	0	1	1
Receive and store stock	THHGGA06B	0	0	0	0	4	4	0	4	4
Control and order stock	THHGGA07B	0	0	0	1	2	3	1	2	3
Follow workplace hygiene procedures	THHGHS01A	0	6	6	3	9	12	3	15	18
Follow workplace hygiene procedures	THHGHS01B	3	12	15	177	356	533	180	368	548
Clean premises and equipment	THHGHS02B	0	0	0	1	2	3	1	2	3
Provide first aid	THHGHS03A	0	0	0	5	1	6	5	1	6
Provide first aid	THHGHS03B	0	0	0	24	63	87	24	63	87
Monitor work operations	THHGLE01B	0	0	0	1	2	3	1	2	3
Implement workplace health, safety and security procedures	THHGLE02B	0	0	0	1	2	3	1	2	3
Lead and manage people	THHGLE08B	0	0	0	1	2	3	1	2	3
Manage quality customer service	THHGLE11B	0	0	0	0	1	1	0	1	1

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Develop and update the legal knowledge required for business compliance	THHGLE20B	0	0	0	0	1	1	0	1	1
Coach others in job skills	THHGTR01B	0	0	0	1	4	5	1	4	5
Develop and update hospitality industry knowledge	THHHCO01A	0	0	0	1	6	7	1	6	7
Develop and update hospitality industry knowledge	THHHCO01B	1	6	7	138	264	402	139	270	409
Provide on-site information and assistance	THTFAT01B	0	0	0	15	29	44	15	29	44
Operate animal enclosure/exhibit	THTFAT10B	0	0	0	1	0	1	1	0	1
Coordinate guests/delegates registrations at a venue	THTFME01B	0	0	0	2	11	13	2	11	13
Develop and update event industry knowledge	THTFME03A	0	0	0	4	10	14	4	10	14
Work as a guide	THTFTG01A	0	0	0	1	0	1	1	0	1
Work as a guide	THTFTG01B	0	0	0	17	46	63	17	46	63
Offer arrival and departure assistance	THTFTG02B	0	0	0	1	3	4	1	3	4
Develop and maintain the general knowledge required by guides	THTFTG03B	0	0	0	9	38	47	9	38	47
Prepare and present tour commentaries or activities	THTFTG06B	0	0	0	0	5	5	0	5	5
Provide campsite catering	THTFTO04B	0	0	0	0	3	3	0	3	3
Coordinate the production of brochures and marketing materials	THTSMA01B	0	0	0	2	2	4	2	2	4
Create a promotional display/stand	THTSMA02A	0	0	0	0	1	1	0	1	1
Create a promotional display/stand	THTSMA02B	0	0	0	2	2	4	2	2	4
Operate an automated information system	THTSOP01B	0	0	0	4	17	21	4	17	21
Source and provide destination information and advice	THTSOP02B	0	0	0	2	18	20	2	18	20
Access and interpret product information	THTSOP03B	0	0	0	1	3	4	1	3	4
Sell tourism products and services	THTSOP04B	0	0	0	0	2	2	0	2	2
Receive and process reservations	THTSOP06B	0	0	0	6	25	31	6	25	31
Process non-air documentation	THTSOP09B	0	0	0	0	4	4	0	4	4
Process air documentation	THTSOP18A	0	0	0	0	2	2	0	2	2
Construct domestic airfares	THTSOP19A	0	0	0	0	2	2	0	2	2
Develop and update tourism industry knowledge	THTTCO01B	0	0	0	29	110	139	29	110	139
Weld using manual metal arc welding process	UPTNEG090A	0	0	0	1	0	1	1	0	1
Co-ordinate materials	UTENES005A	0	0	0	22	1	23	22	1	23
Identify and select component/accessories/materials for electrotech work activities	UTENES050A	0	0	0	15	0	15	15	0	15
Use of routine equipment/plant/technologies in an electrotech environment	UTENES051A	0	0	0	19	0	19	19	0	19
Interact with customers/clients for quality service	UTENES052A	0	0	0	27	0	27	27	0	27
Apply technologies and concepts to electrotech work activities	UTENES056A	0	0	0	15	0	15	15	0	15
Identify building techniques, methods and materials used in electrotech work activities	UTENES059A	0	0	0	7	0	7	7	0	7
Carry out routine work activities in an electrotech environment	UTENES060A	0	0	0	19	0	19	19	0	19
Install & terminate wiring systems (power & control - extra low voltage)	UTENES105IA	0	0	0	21	1	22	21	1	22
Perform basic repair to electrical/electronic apparatus (electrical)	UTENES201BA	0	0	0	15	0	15	15	0	15
Perform basic repair to electrical/electronic apparatus (electronics)	UTENES201CB	0	0	0	7	1	8	7	1	8
Assemble/disassemble electrical/electronic components (electrical)	UTENES202BA	0	0	0	15	0	15	15	0	15
Assemble/disassemble electrical/electronic components (electronics)	UTENES202CB	0	0	0	6	1	7	6	1	7
Perform functional apparatus checks (electrical)	UTENES401BA	0	0	0	15	0	15	15	0	15
Perform functional apparatus checks (electronics)	UTENES401CB	0	0	0	6	1	7	6	1	7
Oral communication - introductory	VBM563	0	0	0	11	3	14	11	3	14
Oral communication I	VBM564	14	24	38	9	12	21	23	36	59
Oral communication II	VBM565	7	10	17	30	25	55	37	35	72

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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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Oral communication III	VBM566	0	0	0	9	10	19	9	10	19
Work effectively in the equine industry	VBM656	0	0	0	5	15	20	5	15	20
Identify and develop a career path in the equine industry	VBM657	0	0	0	2	11	13	2	11	13
Communicate within the equine industry	VBM658	0	0	0	2	11	13	2	11	13
Monitor horse health	VBM659	0	0	0	1	7	8	1	7	8
Horse riding or driving skills 1	VBM660	0	0	0	2	3	5	2	3	5
Handle horses safely in the equine industry	VBM661	0	0	0	1	3	4	1	3	4
Horse riding or driving skills 2 - specific equine discipline	VBM663	0	0	0	1	6	7	1	6	7
General curriculum options I	VBM670	17	24	41	8	10	18	25	34	59
Reading and writing - introductory	VBM685	0	0	0	9	2	11	9	2	11
Numeracy and mathematics - introductory	VBM686	0	0	0	13	2	15	13	2	15
General curriculum options - introductory	VBM687	0	0	0	15	3	18	15	3	18
Reading and writing I	VBM688	16	22	38	6	6	12	22	28	50
Numeracy and mathematics I	VBM689	15	18	33	9	7	16	24	25	49
Reading and writing II	VBM691	7	15	22	32	27	59	39	42	81
Numeracy and mathematics II	VBM692	5	15	20	31	27	58	36	42	78
General curriculum options II	VBM693	7	14	21	18	25	43	25	39	64
Reading and writing III	VBM694	0	0	0	9	10	19	9	10	19
Numeracy and mathematics III	VBM695	0	0	0	9	10	19	9	10	19
General curriculum options III	VBM696	0	0	0	25	16	41	25	16	41
Assist in preparation of a horse for competition	VBM709	0	0	0	1	3	4	1	3	4
Communicate with clients	WRB01A	0	0	0	0	25	25	0	25	25
Work effectively in a salon/store environment	WRB02A	0	0	0	0	27	27	0	27	27
Apply safe working practices	WRB03A	0	0	0	0	42	42	0	42	42
Perform salon/store cleaning duties	WRB04A	0	0	0	0	27	27	0	27	27
Merchandise beauty products	WRB05A	0	0	0	0	38	38	0	38	38
Sell beauty products	WRB06A	0	0	0	0	24	24	0	24	24
Conduct financial transactions	WRB07A	0	0	0	0	12	12	0	12	12
Provide service to clients	WRB08A	0	0	0	0	27	27	0	27	27
Perform stock control procedures	WRB09A	0	0	0	0	16	16	0	16	16
Minimise theft	WRB10A	0	0	0	0	18	18	0	18	18
Operate retail equipment	WRB11A	0	0	0	0	17	17	0	17	17
Demonstrate retail skin care products	WRB12A	0	2	2	0	35	35	0	37	37
Advise on beauty services	WRB13A	0	0	0	0	1	1	0	1	1
Pierce ears	WRB14A	0	2	2	0	12	12	0	14	14
Provide lash and brow treatments	WRB15A	0	0	0	0	2	2	0	2	2
Provide temporary epilation and bleaching treatments	WRB16A	0	0	0	0	1	1	0	1	1
Provide manicare and pedicare service	WRB17A	0	0	0	0	3	3	0	3	3
Apply nail enhancement	WRB18A	0	0	0	0	2	2	0	2	2
Use electrical equipment for nails	WRB19A	0	0	0	0	2	2	0	2	2
Apply nail art	WRB20A	0	0	0	0	1	1	0	1	1
Design and apply make-up	WRB21A	0	0	0	0	29	29	0	29	29
Design and apply make up for photography	WRB22A	0	0	0	0	6	6	0	6	6
Design and apply remedial camouflage	WRB23A	0	0	0	0	6	6	0	6	6
Assess client treatment needs	WRB24A	0	0	0	0	2	2	0	2	2
Provide facial treatments	WRB25A	0	0	0	0	2	2	0	2	2
Provide manicure and pedicare services	WRBBS201B	0	0	0	0	2	2	0	2	2
Apply acrylic nail enhancement	WRBBS203A	0	0	0	0	1	1	0	1	1
Apply nail art	WRBBS204B	0	0	0	0	1	1	0	1	1

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied
in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Conduct financial transactions	WRBCS201B	0	0	0	0	33	33	0	33	33
Apply techniques to update beauty industry knowledge	WRBCS202A	0	0	0	0	13	13	0	13	13
Provide service to clients	WRBCS203B	0	0	0	0	19	19	0	19	19
Apply knowledge of nail science to nail services	WRBCS204A	0	0	0	0	1	1	0	1	1
Demonstrate retail skin care products	WRBFS201B	0	0	0	0	30	30	0	30	30
Design and apply make-up	WRBFS202B	0	0	0	0	29	29	0	29	29
Design and apply make-up for photography	WRBFS203B	0	0	0	0	13	13	0	13	13
Design and apply remedial camouflage	WRBFS204B	0	0	0	0	4	4	0	4	4
Pierce ears	WRBSS201B	0	0	0	0	5	5	0	5	5
Maintain a safe, clean and efficient work environment	WRH01A	0	28	28	0	37	37	0	65	65
Receive and direct clients	WRH03A	0	28	28	0	37	37	0	65	65
Remove chemicals from hair	WRH06A	0	25	25	0	16	16	0	41	41
Meet and greet pharmacy customers	WRPCS101A	0	0	0	0	4	4	0	4	4
Work effectively within the pharmacy industry	WRPCS102A	0	0	0	0	4	4	0	4	4
Accept prescriptions for dispensing	WRPDIS101A	0	0	0	0	4	4	0	4	4
Delivery of medication	WRPDIS202A	0	0	0	0	2	2	0	2	2
Apply product knowledge for analgesic and anti-inflammatory needs	WRPPK201A	0	0	0	0	3	3	0	3	3
Apply product knowledge for baby/infant care needs	WRPPK202A	0	0	0	0	2	2	0	2	2
Apply product knowledge for cough and cold needs	WRPPK203A	0	0	0	0	2	2	0	2	2
Apply product knowledge for diet and nutrition needs	WRPPK204A	0	0	0	0	1	1	0	1	1
Apply product knowledge for eye, ear and oral care needs	WRPPK205A	0	0	0	0	2	2	0	2	2
Apply product knowledge for gastro-intestinal needs	WRPPK206A	0	0	0	0	2	2	0	2	2
Apply product knowledge for home health care needs	WRPPK207A	0	0	0	0	1	1	0	1	1
Apply product knowledge for injury and wound care needs	WRPPK208A	0	0	0	0	2	2	0	2	2
Apply product knowledge for personal grooming needs	WRPPK209A	0	0	0	0	2	2	0	2	2
Apply product knowledge for allergy conditions	WRPPK210A	0	0	0	0	2	2	0	2	2
Apply product knowledge for skin and fungal conditions	WRPPK211A	0	0	0	0	2	2	0	2	2
Apply product knowledge for vitamin and mineral requirements	WRPPK213A	0	0	0	0	2	2	0	2	2
Apply product knowledge for women's and men's health needs	WRPPK214A	0	0	0	0	2	2	0	2	2
Operate retail equipment	WRRCA1B	0	9	9	35	113	148	35	122	157
Apply retail office procedures	WRRCA2B	0	0	0	1	0	1	1	0	1
Apply retail office keyboard skills	WRRCA3B	0	0	0	6	1	7	6	1	7
Communicate in the workplace	WRRCS.1A	0	28	28	0	20	20	0	48	48
Interact with customers	WRRCS.3A	0	25	25	0	7	7	0	32	32
Communicate in the workplace	WRRCS1B	0	13	13	31	123	154	31	136	167
Apply point of sale handling procedures	WRRCS2B	0	0	0	20	76	96	20	76	96
Interact with customers	WRRCS3B	0	0	0	21	94	115	21	94	115
Work effectively in a retail environment	WRRER.1A	0	24	24	0	25	25	0	49	49
Work effectively in a retail environment	WRRER1B	0	10	10	41	149	190	41	159	200
Balance register/terminal	WRRF1B	0	0	0	17	63	80	17	63	80
Perform retail finance duties	WRRF2B	0	0	0	0	1	1	0	1	1
Merchandise food products	WRRFM1B	0	0	0	1	1	2	1	1	2
Prepare and display fast food items	WRRFM3B	0	0	0	10	20	30	10	20	30
Prepare and display bakery products	WRRFM5B	0	0	0	0	1	1	0	1	1
Advise on food products and services	WRRFS1B	0	0	0	2	1	3	2	1	3
Advise on fast food products	WRRFS3B	0	0	0	8	21	29	8	21	29
Advise on bakery products	WRRFS5B	0	0	0	0	3	3	0	3	3
Perform stock control procedures	WRRI1B	0	0	0	21	76	97	21	76	97
Apply safe working practices	WRRLP1B	0	13	13	35	118	153	35	131	166

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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, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Minimise theft	WRRLP2B	0	0	0	19	69	88	19	69	88
Apply retail food safety practices	WRRLP6C	0	0	0	11	22	33	11	22	33
Perform routine housekeeping duties	WRRM.2A	0	25	25	0	18	18	0	43	43
Merchandise products	WRRM1B	0	0	0	13	82	95	13	82	95
Perform routine housekeeping duties	WRRM2B	0	13	13	35	133	168	35	146	181
Coordinate merchandise presentation	WRRM3B	0	0	0	0	2	2	0	2	2
Create a display for a small business	WRRM6A	0	0	0	0	13	13	0	13	13
Sell products and services	WRRS1B	0	0	0	22	96	118	22	96	118
Advise on products and services	WRRS2B	0	0	0	12	57	69	12	57	69
Recommend sporting products and services	WRRSS10B	0	0	0	3	0	3	3	0	3
Recommend newsagency products and services	WRRSS13B	0	0	0	0	1	1	0	1	1
Hire and sell video products and services	WRRSS14B	0	0	0	0	1	1	0	1	1
Recommend hair/beauty/cosmetic products	WRRSS15B	0	0	0	0	1	1	0	1	1
Recommend music/audio products and services	WRRSS19B	0	0	0	0	1	1	0	1	1
Recommend and fit clothing and accessories	WRRSS1B	0	0	0	2	17	19	2	17	19
Recommend hardware products and services	WRRSS7B	0	0	0	1	2	3	1	2	3
Recommend computer products and services	WRRSS9B	0	0	0	1	0	1	1	0	1
Workplace placement 3 (Csi)	Y0040	0	0	0	0	8	8	0	8	8
Workplace placement 4 (Csi)	Y0041	0	0	0	0	10	10	0	10	10
Supervised skills practice 1 (Aae)	Y0077	0	0	0	27	2	29	27	2	29
Supervised skills practice 1 (Mvl)	Y0082	0	0	0	19	0	19	19	0	19
Supervised skills practice 2 (Mvl)	Y0083	0	0	0	14	0	14	14	0	14
Supervised skills practice 3 (Mvl)	Y0084	0	0	0	8	0	8	8	0	8
Workplace placement 1 (Mvl)	Y0086	0	0	0	2	0	2	2	0	2
Workplace placement 1 (Aft)	Y0116	0	0	0	9	0	9	9	0	9
Supervised skills practice 1 (Csi)	Y0117	0	2	2	0	12	12	0	14	14
Supervised skills practice 2 (Csi)	Y0118	0	2	2	0	12	12	0	14	14
Supervised skills practice 1 (Mfb)	Y0145	0	0	0	34	0	34	34	0	34
Supervised skills practice 2 (Mfb)	Y0146	0	0	0	3	0	3	3	0	3
Workplace placement 1 (Mfb)	Y0150	0	0	0	7	0	7	7	0	7
Supervised skills practice 1 (Mmp)	Y0195	0	0	0	17	0	17	17	0	17
Workplace placement 1 (Mmp)	Y0200	0	0	0	8	0	8	8	0	8
Supervised skills practice 1 (Mmf)	Y0205	0	0	0	10	0	10	10	0	10
Workplace placement 1 (Mmf)	Y0210	0	0	0	8	0	8	8	0	8
Supervised skills practice 1 (Mft)	Y0235	0	0	0	1	0	1	1	0	1
Supervised skills practice 2 (Mft)	Y0236	0	0	0	1	0	1	1	0	1
Supervised skills practice 3 (Mft)	Y0237	0	0	0	2	0	2	2	0	2
Workplace placement 1 (Mft)	Y0240	0	0	0	10	0	10	10	0	10
Workplace placement 2 (Mft)	Y0241	0	0	0	10	0	10	10	0	10
Workplace placement 3 (Mft)	Y0242	0	0	0	2	0	2	2	0	2
Workplace placement 4 (Mft)	Y0243	0	0	0	2	0	2	2	0	2
Workplace placement 2 (Mvl)	Y0249	0	0	0	2	0	2	2	0	2
Workplace placement 3 (Mvl)	Y0250	0	0	0	2	0	2	2	0	2
Workplace placement 4 (Mvl)	Y0251	0	0	0	2	0	2	2	0	2
Workplace placement 5 (Mvl)	Y0252	0	0	0	2	0	2	2	0	2
Workplace placement 2 (Aft)	Y0273	0	0	0	9	0	9	9	0	9
Workplace placement 3 (Aft)	Y0274	0	0	0	9	0	9	9	0	9
Work placement 1	Y0281	0	0	0	7	1	8	7	1	8
Work placement 2	Y0282	0	0	0	6	1	7	6	1	7
Work placement 3	Y0283	0	0	0	4	1	5	4	1	5

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Table 5.8   Successful Completions of Units of Competency/National Training Modules studied in Addition to Curriculum Council Subjects (stand alone), by Sex, 2005 (Cont)

Units of Competency/National Training Modules	Unit/Module Code	Years 8 to 10			Years 11 and 12			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Supervised skills practice 1	Y0299	0	0	0	5	0	5	5	0	5
Supervised skills practice 2	Y0300	0	0	0	5	0	5	5	0	5
Supervised skills practice 1	Y0305	0	0	0	2	0	2	2	0	2
Supervised skills practice 1 (automotive electrical)	Y0310	0	0	0	16	1	17	16	1	17
Supervised skills practice 1 (automotive light)	Y0311	0	0	0	25	1	26	25	1	26
Supervised skills practice 1 (panel repair)	Y0313	0	0	0	14	0	14	14	0	14
Supervised skills practice 1 (refinishing)	Y0314	0	0	0	20	1	21	20	1	21

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Table 5.9   Structured Workplace Learning, by Sex, 2005

Structured Workplace Learning Subjects	Subject Code	Years 8 to 10 Students			Years 11 and 12 Students			All Students		
		Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
SWL Generic Skills	D962	115	60	175	3198	3002	6200	3313	3062	6375
SWL - Sport and Recreation	E801	0	0	0	139	88	227	139	88	227
SWL - Automotive	E802	0	0	0	300	10	310	300	10	310
SWL - Building Construction and Services	E803	0	0	0	286	4	290	286	4	290
SWL - Business and Clerical	E804	0	0	0	98	477	575	98	477	575
SWL - Light Manufacturing	E805	0	0	0	45	3	48	45	3	48
SWL - Transport and Storage	E806	0	0	0	24	6	30	24	6	30
SWL - Community Services, Health and Education	E807	0	0	0	57	591	648	57	591	648
SWL - Information Technology	E808	0	0	0	145	10	155	145	10	155
SWL - Metals and Engineering	E809	0	0	0	155	3	158	155	3	158
SWL - Tourism	E810	0	0	0	10	42	52	10	42	52
SWL - Food Processing	E811	0	0	0	34	31	65	34	31	65
SWL - Hospitality	E812	0	0	0	107	280	387	107	280	387
SWL - Primary Industries	E813	0	0	0	213	77	290	213	77	290
SWL - Sales and Personal Services	E814	0	0	0	196	469	665	196	469	665
SWL - Electronics Servicing	E815	0	0	0	72	4	76	72	4	76
SWL - Mining	E816	0	0	0	6	0	6	6	0	6
SWL - Animal Care	E817	0	0	0	25	100	125	25	100	125
SWL - Design	E818	0	0	0	115	99	214	115	99	214

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Table 5.10 Number of Students* who Completed Units of Competency/National Training Modules by Type of Competency/Module, 2005

Type of Competency/ Module Completed	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Embedded only	19	13	32	1463	1551	3014	935	1188	2123	2417	2752	5169
Stand Alone only	867	632	1499	1267	997	2264	1139	1170	2309	3273	2799	6072
Both Embedded and Stand Alone	62	45	107	892	663	1555	499	550	1049	1453	1258	2711
Total	948	690	1638	3622	3211	6833	2573	2908	5481	7143	6809	13952

* Number of students who successfully completed at least one Unit of Competency/National Training Module in 2005.

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Table 5.11   Number of Students who Successfully Completed a Qualification, 2005

Qualification Name	Qual Code	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Certificate I in Automotive	AUR10199	10	0	10	91	3	94	132	25	157	233	28	261
Certificate I in Business	BSB10101	154	165	319	73	71	144	12	34	46	239	270	509
Certificate I in Conservation and Land Management	RTD10102	0	0	0	5	2	7	9	0	9	14	2	16
Certificate I in Construction	BCF10100	0	0	0	2	0	2	2	0	2	4	0	4
Certificate I in Construction	BCG10198	0	0	0	4	2	6	27	2	29	31	4	35
Certificate I in Electrotechnology	UTE10102	0	0	0	6	0	6	10	0	10	16	0	16
Certificate I in Electrotechnology	UTE10199	0	0	0	4	0	4	1	0	1	5	0	5
Certificate I in Engineering	MEM10198	0	0	0	46	4	50	116	14	130	162	18	180
Certificate I in Food Processing (Wine)	FDF10498	0	0	0	0	0	0	1	0	1	1	0	1
Certificate I in Forest & Forest Products (General)	FPI10199	0	0	0	0	0	0	2	7	9	2	7	9
Certificate I in Furnishing	LMF10102	0	0	0	43	3	46	56	8	64	99	11	110
Certificate I in General Construction	BCG10103	0	0	0	23	1	24	19	2	21	42	3	45
Certificate I in General Education for Adults	21250VIC	3	3	6	0	2	2	5	3	8	8	8	16
Certificate I in General Education for Adults (Introductory)	21249VIC	0	0	0	0	1	1	2	1	3	2	2	4
Certificate I in Horticulture	RTF10103	9	1	10	5	1	6	20	16	36	34	18	52
Certificate I in Horticulture (Production)	RUH10898	0	0	0	0	0	0	4	0	4	4	0	4
Certificate I in Hospitality (Kitchen Operations)	THH11102	0	0	0	4	4	8	13	55	68	17	59	76
Certificate I in Hospitality (Operations)	THH11002	0	0	0	8	18	26	3	20	23	11	38	49
Certificate I in Information Technology	ICA10101	32	15	47	89	58	147	21	16	37	142	89	231
Certificate I in Introduction to Construction	15167WA	0	0	0	0	0	0	2	0	2	2	0	2
Certificate I in Leadership Development	51263	9	12	21	16	19	35	11	10	21	36	41	77
Certificate I in Media	CUF10101	10	31	41	0	0	0	5	4	9	15	35	50
Certificate I in Music Industry (Foundation)	CUS10101	0	0	0	11	9	20	1	1	2	12	10	22
Certificate I in Pre-Apprenticeship (Customer Service Industries)	50955	0	0	0	0	8	8	0	2	2	0	10	10
Certificate I in Retail Operations	WRR10102	0	9	9	7	22	29	3	25	28	10	56	66
Certificate I in Retail Operations	WRR10197	0	0	0	1	0	1	0	3	3	1	3	4
Certificate I in Rural Operations	RTE10103	9	0	9	0	0	0	1	0	1	10	0	10
Certificate I in School Apprenticeship Link Pilot-Food Family of Trades	51403	0	0	0	0	0	0	1	2	3	1	2	3
Certificate I in Seafood Industry (Aquaculture)	SFI10100	0	0	0	6	1	7	5	3	8	11	4	15
Certificate I in Seafood Industry (Aquaculture)	SFI10104	7	0	7	9	3	12	10	2	12	26	5	31
Certificate I in Seafood Industry (Fishing Operations)	SFI10200	1	0	1	1	0	1	2	0	2	4	0	4

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Table 5.11   Number of Students who Successfully Completed a Qualification, 2005 (Cont)

Qualification Name	Qual Code	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Certificate I in Seafood Industry (Fishing Operations)	SFI10204	2	0	2	3	0	3	0	0	0	5	0	5
Certificate I in Sport and Recreation	SRO10103	0	0	0	4	4	8	21	9	30	25	13	38
Certificate I in Transport and Distribution (Maritime Operations)	TDM10101	0	0	0	7	0	7	0	0	0	7	0	7
Certificate I in Work Preparation	CHC10102	3	0	3	0	7	7	0	10	10	3	17	20
Certificate I in Workplace Readiness	51190	34	20	54	10	20	30	0	0	0	44	40	84
Certificate II in Agriculture	RTE20103	0	0	0	3	0	3	124	49	173	127	49	176
Certificate II in Agriculture (Rural Merchandising)	RUA21298	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Animal Studies	RUV20198	0	0	0	0	0	0	1	6	7	1	6	7
Certificate II in Applied Language	39042QLD	6	12	18	16	54	70	1	5	6	23	71	94
Certificate II in Automotive (Electrical - Accessory Fitting)	AUR20699	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Automotive (Mechanical - Vehicle Servicing)	AUR21799	0	0	0	0	0	0	60	4	64	60	4	64
Certificate II in Automotive (Vehicle Body - Paint/panel Preparaion)	AUR22899	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Broadcasting (Television)	CUF20501	1	0	1	0	0	0	3	0	3	4	0	4
Certificate II in Business	BSB20101	0	1	1	13	30	43	85	316	401	98	347	445
Certificate II in Community Pharmacy	WRP20102	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Community Recreation	SRC20201	0	0	0	0	2	2	1	3	4	1	5	6
Certificate II in Community Services (Childrens Services)	CHC20399	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Community Services Work	CHC20202	0	2	2	0	23	23	3	93	96	3	118	121
Certificate II in Conservation and Land Management	RTD20102	0	0	0	1	1	2	7	6	13	8	7	15
Certificate II in Crutching	RTE20503	0	0	0	0	0	0	4	0	4	4	0	4
Certificate II in Electrotechnology Servicing	UTE20502	0	0	0	0	0	0	12	0	12	12	0	12
Certificate II in Electrotechnology Servicing	UTE20599	0	0	0	0	0	0	6	1	7	6	1	7
Certificate II in Engineering - Production	MEM20198	0	0	0	1	0	1	83	3	86	84	3	87
Certificate II in Equine Industry	21327VIC	0	0	0	0	0	0	2	11	13	2	11	13
Certificate II in Floor Covering and Finishing	LMF20102	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Furniture Making	LMF20302	0	0	0	0	0	0	2	0	2	2	0	2
Certificate II in General Education for Adults	21251VIC	3	5	8	16	20	36	0	1	1	19	26	45
Certificate II in Health Support Services (Client/Patient Support Services)	HLT20702	0	0	0	0	0	0	0	2	2	0	2	2
Certificate II in Horticulture (Landscape)	RTF20403	0	0	0	0	0	0	2	0	2	2	0	2
Certificate II in Horticulture (Landscape)	RUH20498	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Horticulture (Parks and Gardens)	RTF20703	0	0	0	0	0	0	2	0	2	2	0	2

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Table 5.11   Number of Students who Successfully Completed a Qualification, 2005 (Cont)

Qualification Name	Qual Code	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Certificate II in Horticulture (Parks and Gardens)	RUH20698	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Horticulture (Turf)	RTF20803	0	0	0	0	0	0	2	0	2	2	0	2
Certificate II in Horticulture (Wholesale Nursery)	RTF20603	0	0	0	2	0	2	1	0	1	3	0	3
Certificate II in Hospitality (Kitchen Operations)	THH22002	0	0	0	0	0	0	15	35	50	15	35	50
Certificate II in Hospitality (Operations)	THH21802	1	1	2	4	7	11	43	113	156	48	121	169
Certificate II in Information Technology	ICA20199	0	0	0	22	22	44	117	93	210	139	115	254
Certificate II in Information Technology (Applications)	ICA20201	0	0	0	0	0	0	90	52	142	90	52	142
Certificate II in Leadership Development	51264	0	0	0	0	0	0	0	3	3	0	3	3
Certificate II in Make-up Artistry	WRB20299	0	0	0	0	0	0	0	6	6	0	6	6
Certificate II in Makeup Services	WRB20204	0	0	0	0	1	1	0	0	0	0	1	1
Certificate II in Multimedia	CUF20601	0	0	0	10	8	18	23	12	35	33	20	53
Certificate II in Music Industry (Foundation)	CUS20101	0	0	0	8	8	16	17	7	24	25	15	40
Certificate II in Nail Technology	WRB20104	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Nail Technology	WRB20199	0	0	0	0	0	0	0	1	1	0	1	1
Certificate II in Outdoor Recreation	SRO20203	0	0	0	0	0	0	0	6	6	0	6	6
Certificate II in Outdoor Recreation (Multiple Activities)	SRO20303	0	0	0	0	0	0	9	3	12	9	3	12
Certificate II in Printing and Graphic Arts (Print Design)	ICP20299	0	0	0	0	0	0	2	8	10	2	8	10
Certificate II in Printing and Graphic Arts (Print Production Support)	ICP21299	0	0	0	0	0	0	2	0	2	2	0	2
Certificate II in Production Horticulture	RTE20603	0	0	0	0	0	0	1	0	1	1	0	1
Certificate II in Retail Cosmetic Assistant	WRB20399	0	0	0	0	4	4	0	2	2	0	6	6
Certificate II in Retail Cosmetic Services	WRB20304	0	0	0	0	6	6	0	7	7	0	13	13
Certificate II in Retail Operations	WRR20102	0	0	0	0	8	8	15	41	56	15	49	64
Certificate II in Rural Operations	RTE20703	0	0	0	0	0	0	18	1	19	18	1	19
Certificate II in Screen	CUF20301	0	0	0	0	0	0	0	0	0	0	0	0
Certificate II in Sport and Recreation	SRO20103	0	0	0	0	0	0	2	1	3	2	1	3
Certificate II in Sport and Recreation	SRO20199	0	0	0	0	0	0	11	4	15	11	4	15
Certificate II in Surveying (Survey Assistant)	4980	0	0	0	0	0	0	7	0	7	7	0	7
Certificate II in Visual Arts and Contemporary Craft	CUV20103	0	0	0	0	1	1	1	11	12	1	12	13
Certificate II in Wool Handling	RTE20303	0	0	0	0	0	0	17	3	20	17	3	20
Certificate III in Aged Care Work	CHC30102	0	0	0	0	3	3	0	16	16	0	19	19
Certificate III in Applied Language	39043QLD	0	0	0	0	0	0	10	78	88	10	78	88

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Table 5.11   Number of Students who Successfully Completed a Qualification, 2005

Qualification Name	Qual Code	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Certificate III in Beauty	WRB30199	0	0	0	0	0	0	0	1	1	0	1	1
Certificate III in Business	BSB30101	0	0	0	0	0	0	0	5	5	0	5	5
Certificate III in Business Administration	BSB30201	0	0	0	0	2	2	0	1	1	0	3	3
Certificate III in Children's Services	CHC30402	0	0	0	0	7	7	0	15	15	0	22	22
Certificate III in Financial Services (Accounts Clerical)	FNB30302	0	0	0	0	0	0	0	1	1	0	1	1
Certificate III in General Education for Adults	21252VIC	0	0	0	0	0	0	9	10	19	9	10	19
Certificate III in Information Technology (General)	ICA30299	0	0	0	0	0	0	11	1	12	11	1	12
Certificate III in Information Technology (Network Administration)	ICA30399	0	0	0	0	0	0	6	0	6	6	0	6
Certificate III in Information Technology (Software Applications)	ICA30199	0	0	0	0	0	0	5	3	8	5	3	8
Certificate III in Multimedia	CUF30601	0	0	0	0	0	0	7	0	7	7	0	7
Certificate III in Music Industry (Technical Production)	CUS30201	0	0	0	0	0	0	0	1	1	0	1	1
Certificate III in Sport and Recreation	SRO30103	0	0	0	0	0	0	1	0	1	1	0	1
Certificate III in Visual Arts and Contemporary Craft	CUV30103	0	0	0	0	0	0	1	0	1	1	0	1
Certificate III in Wool Clip Preparation	RTE31403	0	0	0	0	0	0	12	0	12	12	0	12
Certificate IV in Business Management	BSB41101	0	0	0	0	0	0	1	1	2	1	1	2
Certificate IV in Hospitality (Supervision)	THH42602	0	0	0	0	0	0	0	1	1	0	1	1
Certificate IV in Teacher Assistant	51195	0	0	0	0	0	0	0	3	3	0	3	3

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Table 5.12   Number of VET Subject Equivalents Achieved by Students, 2005

Number of Subject Equivalents Achieved	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
0.5	165	77	242	418	376	794	216	233	449	799	686	1485
1.0	148	124	272	520	454	974	361	315	676	1029	893	1922
1.5	154	72	226	395	270	665	233	225	458	782	567	1349
2.0	36	53	89	210	118	328	159	213	372	405	384	789
2.5	48	52	100	103	102	205	164	239	403	315	393	708
3.0	30	12	42	89	54	143	124	108	232	243	174	417
3.5	9	5	14	72	44	116	123	109	232	204	158	362
4.0*	10	12	22	84	34	118	285	225	510	379	271	650

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

Table 5.13   Year 12 Students VET using Subject Equivalents to Achieve a Western Australian
              Certificate of Education (WACE), 2005

Category of Students*	Male	Female	Persons
Students who achieved subject equivalents	1665	1667	3332
Students who had subject equivalents and needed these to achieve a WACE	299	216	515
Students who had subject equivalents but did not achieve a WACE	280	193	473

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

Curriculum Council

Table 5.14   Registered Training Organisations/Registered Training Providers Offering Units of Competency/
National Training Modules to Students*, 2005

Registered Training Organisations (RTO)/ Registered Training Providers (RTP)	RTO/RTP Code	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Albany Worklink Inc	0362	0	0	0	1	0	1	0	0	0	1	0	1
Alexander Education Group	0057	0	0	0	5	2	7	38	8	46	43	10	53
AMA Training Services	2010	0	0	0	3	0	3	6	1	7	9	1	10
Asstock Pty Ltd (also Regional Training Services)	0361	0	0	0	1	11	12	0	8	8	1	19	20
AUSMUSIC Ltd	0109	0	0	0	14	10	24	3	22	25	17	32	49
Austral Training and Human Resources	6201	0	0	0	3	0	3	24	0	24	27	0	27
Australasian Hotel College	4795	0	0	0	0	0	0	2	0	2	2	0	2
Australian College of Beauty Therapy Pty Ltd	50129	0	0	0	5	0	5	5	0	5	10	0	10
Australian Institute trading as Australian	21508	0	0	0	0	1	1	0	0	0	0	1	1
Australian Red Cross Society	3605	1	24	25	0	0	0	0	0	0	1	24	25
Australian School of Tourism and Hotel Management	1973	1	1	2	9	4	13	15	11	26	25	16	41
Australind Senior High School	50533	0	0	0	43	37	80	46	24	70	89	61	150
Automotive Training and Technology Centre	50681	0	11	11	1	36	37	1	21	22	2	68	70
Automotive Training Australia Ltd (ATA)	3303	3	6	9	1	3	4	0	10	10	4	19	23
Balcatta Senior High School	50534	0	0	0	0	0	0	5	4	9	5	4	9
Ballajura Community College	51258	12	29	41	35	45	80	46	43	89	93	117	210
Brightwater Care Group (Inc)	50883	0	0	0	0	0	0	17	1	18	17	1	18
Bunbury Senior High School	50536	0	0	0	6	3	9	28	8	36	34	11	45
Busselton Senior High School	50537	0	0	0	33	49	82	17	24	41	50	73	123
C Y O'Connor College of TAFE	1980	14	31	45	136	94	230	109	98	207	259	223	482
Cambridge International College	2325	0	0	0	5	9	14	4	12	16	9	21	30
Catholic Agricultural College Bindoon	51155	0	0	0	6	8	14	9	11	20	15	19	34
CCI Training Services Pty Ltd	5891	0	0	0	0	0	0	3	0	3	3	0	3
Centacare Employment and Training	0300	0	0	0	0	0	0	1	1	2	1	1	2
Central Area Regional Training Services	50154	0	1	1	108	92	200	117	46	163	225	139	364
Central TAFE	1988	18	34	52	267	198	465	286	234	520	571	466	1037
Central West TAFE	2065	29	47	76	32	107	139	37	30	67	98	184	282
Challenger TAFE	4265	33	58	91	578	697	1275	497	483	980	1108	1238	2346
College of Electrical Training	2394	0	0	0	1	7	8	0	4	4	1	11	12
Corporate Training Australia Pty Ltd.	5701	0	0	0	0	0	0	2	0	2	2	0	2
Curtin University Vocational Training and Education	2465	1	17	18	44	41	85	42	29	71	87	87	174

*   Students who successfully completed at least one Unit of Competency/National Training Module in 2005.

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Table 5.14 Registered Training Organisations/Registered Training Providers Offering Units of Competency/
National Training Modules to Students*, 2005 (Cont)

Registered Training Organisations (RTO)/ Registered Training Providers (RTP)	RTO/RTP Code	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Cyril Jackson Senior Campus	50543	0	0	0	36	28	64	19	10	29	55	38	93
Department of Conservation and Land Management	0397	6	6	12	1	2	3	1	5	6	8	13	21
Dillon Whitelaw and Associates Pty Ltd	0842	0	0	0	1	1	2	3	2	5	4	3	7
Djaringo Pty Ltd	50292	0	0	0	0	9	9	0	0	0	0	9	9
Edith Cowan University trading as WA Academy of Performing Arts	4756	0	0	0	6	7	13	2	2	4	8	9	17
Excel Consulting Australia Pty Ltd trading	4721	0	0	0	0	4	4	0	0	0	0	4	4
Farm Information Services	6717	0	1	1	0	5	5	22	20	42	22	26	48
Federation of Western Australian Police and Citizens Youth Clubs	50901	0	4	4	1	0	1	0	0	0	1	4	5
Film and Television Institute (FTI)	50661	0	0	0	2	2	4	4	21	25	6	23	29
Flowers by Design School Pty Ltd.	2606	0	0	0	0	0	0	1	0	1	1	0	1
Great Southern TAFE	2056	22	25	47	85	97	182	63	49	112	170	171	341
Group Training South West t/as The Apprentice - Traineeship Company	2317	3	4	7	33	50	83	19	14	33	55	68	123
Harvest West Bible College	51202	0	0	0	1	0	1	0	0	0	1	0	1
Health Training Australia (Inc)	50804	0	0	0	1	0	1	2	0	2	3	0	3
Hospitality Group Training (WA) Inc	0386	0	1	1	167	187	354	200	128	328	367	316	683
Hungry Jack's Pty Ltd	3868	1	0	1	6	6	12	11	6	17	18	12	30
Indian Ocean Group Training	2083	0	0	0	5	9	14	3	2	5	8	11	19
Integrated Training Pty Ltd	6933	0	0	0	1	0	1	2	0	2	3	0	3
International Academy for Professional Beauty Therapy	51000	0	0	0	0	0	0	1	0	1	1	0	1
Jet Consultants trading as Jet Employment	51161	4	5	9	0	0	0	0	0	0	4	5	9
Jobs South West	0305	0	0	0	6	3	9	10	11	21	16	14	30
John Curtin College of the Arts	50549	16	6	22	8	4	12	6	7	13	30	17	47
Karratha Senior High School	50564	0	0	0	23	25	48	35	21	56	58	46	104
Karrayili Adult Education Centre Aboriginal Corporation	1989	0	4	4	0	0	0	0	0	0	0	4	4
Kent Street Senior High School	50441	0	0	0	12	4	16	11	9	20	23	13	36
Kimberley College of TAFE	1932	9	7	16	10	21	31	22	14	36	41	42	83
Manjimup Senior High School	50565	0	0	0	11	1	12	12	0	12	23	1	24
McDonald's Australia Ltd.	90820	0	0	0	2	2	4	5	2	7	7	4	11
Meerilinga Training College	6000	5	4	9	21	0	21	31	2	33	57	6	63
Morley Senior High School	50638	0	0	0	51	49	100	46	32	78	97	81	178
Motor Industry Training Association of WA	0627	0	0	0	0	9	9	1	11	12	1	20	21
MPA Skills	1892	0	0	0	0	0	0	0	1	1	0	1	1

*   Students who successfully completed at least one Unit of Competency/National Training Module in 2005.

Curriculum Council

Table 5.14   Registered Training Organisations/Registered Training Providers Offering Units of Competency/
National Training Modules to Students*, 2005 (Cont)

Registered Training Organisations (RTO)/ Registered Training Providers (RTP)	RTO/RTP Code	Years 8 to 10 Students			Year 11 Students			Year 12 Students			All Students		
		Female	Male	Persons	Female	Male	Persons	Female	Male	Persons	Female	Male	Persons
Mt Barker Senior High School	50561	0	0	0	0	8	8	6	7	13	6	15	21
National Corporate Training	50918	128	169	297	590	676	1266	532	467	999	1250	1312	2562
Nationwide Transport Training (Australia)	1933	0	0	0	0	1	1	0	1	1	0	2	2
Newton Moore Senior High School	50562	0	0	0	46	27	73	25	15	40	71	42	113
Pharmacy Guild of Australia - National Secretariat	0452	0	0	0	0	0	0	1	0	1	1	0	1
Pilbara TAFE	0353	5	8	13	56	106	162	52	57	109	113	171	284
Retail Skills Centre WA (Inc) trading as C	0149	0	0	0	0	0	0	2	0	2	2	0	2
Royal Life Saving Society Australia (WA Branch)	0854	0	0	0	88	106	194	28	31	59	116	137	253
Sevenoaks Senior College	51891	0	0	0	42	49	91	25	16	41	67	65	132
South Metropolitan Youth Link	4674	0	2	2	58	36	94	80	36	116	138	74	212
South West Regional College of TAFE	2433	5	9	14	80	111	191	90	57	147	175	177	352
Southern Cross College	90525	0	0	0	0	0	0	1	2	3	1	2	3
Sterling Business College Pty Ltd	2417	0	0	0	2	0	2	32	4	36	34	4	38
Stirling Skills Training Inc (trading as Jobwest)	5272	0	0	0	0	8	8	1	19	20	1	27	28
Study Group Australia Pty Limited	5806	37	44	81	86	76	162	64	66	130	187	186	373
Swan Maritime Institute Foundation (Inc)	2407	0	0	0	6	8	14	25	31	56	31	39	70
Swan TAFE	1979	123	150	273	368	554	922	288	387	675	779	1091	1870
The College of Pre-Hospital Care (St John Ambulance Australia/WA Ambulance Service Inc)	0392	34	46	80	116	137	253	38	14	52	188	197	385
Thornlie Senior High School	50555	94	87	181	78	81	159	71	55	126	243	223	466
Volona Nominees PTY LTD (trading as Vivaldi, Checkers and Price Wave Family Hairdressing)	50384	0	0	0	10	0	10	1	0	1	11	0	11
WA College of Agriculture (Cunderdin)	50505	0	0	0	5	64	69	9	34	43	14	98	112
WA College of Agriculture (Denmark)	50502	0	0	0	7	40	47	15	29	44	22	69	91
WA College of Agriculture (Harvey)	50421	0	0	0	0	0	0	8	25	33	8	25	33
WA College of Agriculture (Morawa)	50530	0	0	0	6	19	25	2	7	9	8	26	34
WA College of Agriculture (Narrogin)	50506	0	0	0	0	0	0	10	40	50	10	40	50
Wallis Training	50993	0	0	0	10	13	23	12	4	16	22	17	39
Warwick Senior High School	50556	0	0	0	7	1	8	9	16	25	16	17	33
West Coast TAFE	2536	33	32	65	176	163	339	133	128	261	342	323	665
Wongutha CAPS Campus	50504	0	0	0	7	5	12	4	4	8	11	9	20
XLT Industrial Training Pty Ltd	6220	0	0	0	0	0	0	0	3	3	0	3	3
Young Achievement Australia	90248	0	17	17	0	0	0	0	0	0	0	17	17

*   Students who successfully completed at least one Unit of Competency/National Training Module in 2005.

Curriculum Council

Table 6.1 Full-Time Secondary Students* Years 7 to 12 by Sex (Government and Non-Government Schools) - 1984 to 2005**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Female						
1984	12147	12729	12175	11583	7892	4574
1985	11318	12262	12765	11892	8328	5046
1986	11374	11610	12409	12540	8558	5807
1987	11290	11482	11691	12145	9316	6345
1988	11432	11537	11627	11520	9292	7111
1989	11543	11621	11571	11487	8968	7145
1990	11512	11698	11769	11489	9320	7198
1991	11826	11548	11687	11627	9809	7821
1992	12010	12071	11682	11712	10240	8118
1993	12289	12134	12081	11566	10312	8459
1994	12463	12396	12114	11977	10125	8208
1995	12840	12617	12391	11932	10374	8063
1996	12969	12971	12659	12229	10452	8416
1997	13348	13108	13016	12578	10821	8630
1998	13273	13454	13142	12897	11100	8876
1999	13152	13367	13530	13061	11371	9086
2000	13361	13240	13464	13438	11485	9425
2001	13482	13507	13266	13431	11818	9472
2002	13718	13561	13507	13283	11787	9883
2003	13402	13955	13625	13552	11858	9803
2004	13515	13587	14060	13647	12034	9862
2005	13611	13690	13716	14135	12247	10173
Male						
1984	12794	13369	12790	12056	7800	4525
1985	11934	12897	13405	12401	8221	5000
1986	11735	12210	12967	12998	8577	5514
1987	11899	11966	12186	12514	9064	6125
1988	12083	12186	12039	11821	9146	6534
1989	12274	12296	12189	11669	8666	6612
1990	12365	12391	12344	11992	8954	6274
1991	12179	12378	12393	12180	9839	7052
1992	12612	12466	12546	12317	10476	7616
1993	13177	12683	12443	12309	10577	8017
1994	13214	13238	12642	12124	10268	7653
1995	13815	13310	13175	12197	9859	7494
1996	13818	13867	13294	12912	10119	7175
1997	13788	13976	13948	13033	10862	7386
1998	14006	13963	13999	13643	10798	7996
1999	13904	14147	13943	13685	11413	8010
2000	14122	13980	14209	13659	11265	8450
2001	14146	14243	14042	14166	11497	8680
2002	14486	14288	14292	13935	12065	8870
2003	13941	14688	14376	14155	11903	9233
2004	14533	14218	14762	14302	12028	9091
2005	14523	14705	14289	14668	12142	9235
Total						
1984	24941	26098	24965	23639	15692	9099
1985	23252	25159	26170	24293	16549	10046
1986	23109	23820	25376	25538	17135	11321
1987	23189	23448	23877	24659	18380	12470
1988	23515	23723	23666	23341	18437	13645
1989	23817	23917	23760	23156	17634	13757
1990	23877	24089	24113	23481	18273	13472
1991	24005	23926	24080	23807	19648	14873
1992	24622	24537	24228	24029	20716	15733
1993	25466	24817	24524	23873	20886	16472
1994	25677	25634	24756	24101	20393	15861
1995	26655	25927	25566	24129	20232	15557
1996	26787	26838	25953	25141	20571	15591
1997	27136	27084	26964	25611	21683	16016
1998	27279	27417	27141	26524	21898	16869
1999	27056	27514	27473	26743	22784	17096
2000	27483	27220	27673	27097	22750	17875
2001	27628	27750	27308	27597	23315	18152
2002	28204	27849	27799	27218	23852	18753
2003	27343	28643	28001	27707	23761	19036
2004	28048	27805	28822	27949	24062	18953
2005	28134	28395	28005	28803	24389	19408

* 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, 1984 to 2005

	Year 8	Year 9	Year 10	Year 11	Year 12
Female					
1984	100.5	100.2	97.9	70.6	61.5
1985	100.9	100.3	97.7	71.9	63.9
1986	102.6	101.2	98.2	72.0	69.7
1987	100.9	100.7	97.9	74.3	74.1
1988	102.2	101.3	98.5	76.5	76.3
1989	101.7	100.3	98.8	77.8	76.9
1990	101.3	101.3	99.3	81.1	80.3
1991	100.3	99.9	98.8	85.4	83.9
1992	102.1	101.2	100.2	88.1	82.8
1993	101.0	100.1	99.0	88.0	82.6
1994	100.9	99.8	99.1	87.5	79.6
1995	101.2	100.0	98.5	86.6	79.6
1996	101.0	100.3	98.7	87.6	81.1
1997	101.1	100.3	99.4	88.5	82.6
1998	100.8	100.3	99.1	88.2	82.0
1999	100.7	100.6	99.4	88.2	81.9
2000	100.7	100.7	99.3	87.9	82.9
2001	101.1	100.2	99.8	87.9	82.5
2002	100.6	100.0	100.1	87.8	83.6
2003	101.7	100.5	100.3	89.7	82.2
2004	101.4	100.8	100.2	88.8	83.2
2005	101.3	100.9	100.5	89.7	84.5
Male					
1984	100.5	99.4	97.6	66.8	65.1
1985	100.8	100.3	97.0	68.2	64.1
1986	102.3	100.5	97.0	69.2	67.1
1987	102.0	99.8	96.5	69.7	71.4
1988	102.4	100.6	97.0	73.1	72.1
1989	101.8	100.0	96.9	73.3	72.3
1990	101.0	100.4	98.4	76.7	72.4
1991	100.1	100.0	98.7	82.0	78.8
1992	102.4	101.4	99.4	86.0	77.4
1993	100.6	99.8	98.1	85.9	76.5
1994	100.5	99.7	97.4	83.4	72.4
1995	100.7	99.5	96.5	81.3	73.0
1996	100.4	99.9	98.0	83.0	73.2
1997	101.1	100.6	98.0	84.1	73.0
1998	101.3	100.2	97.8	82.9	73.6
1999	101.0	99.9	97.8	83.7	74.2
2000	100.5	100.4	98.0	82.3	74.0
2001	100.9	100.4	99.7	84.2	77.1
2002	101.0	100.3	99.2	85.2	77.2
2003	101.4	100.6	99.0	85.8	76.5
2004	102.0	100.5	99.5	85.0	76.4
2005	101.2	100.5	99.4	84.9	76.8
Total					
1984	100.5	99.8	97.8	68.7	63.2
1985	100.9	100.3	97.3	70.0	64.0
1986	102.4	100.9	97.6	70.5	68.4
1987	101.5	100.2	97.2	72.0	72.8
1988	102.3	100.9	97.8	74.8	74.2
1989	101.7	100.2	97.8	75.5	74.6
1990	101.1	100.8	98.8	78.9	76.4
1991	100.2	100.0	98.7	83.7	81.4
1992	102.2	101.3	99.8	87.0	80.1
1993	100.8	99.9	98.5	86.9	79.5
1994	100.7	99.8	98.3	85.4	75.9
1995	101.0	99.7	97.5	83.9	76.3
1996	100.7	100.1	98.3	85.3	77.1
1997	101.1	100.5	98.7	86.2	77.9
1998	101.0	100.2	98.4	85.5	77.8
1999	100.9	100.2	98.5	85.9	78.1
2000	100.6	100.6	98.6	85.1	78.4
2001	101.0	100.3	99.7	86.0	79.8
2002	100.8	100.2	99.7	86.4	80.4
2003	101.6	100.5	99.7	87.3	79.8
2004	101.7	100.6	99.8	86.8	79.8
2005	101.2	100.7	99.9	87.3	80.7

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

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

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Curriculum Council

Table 6.3   Full-Time Secondary Student Apparent Retention Rates* Years 8 to 12 by Sex
(Government and Non-Government Schools) - July, 1984 to 2005

	Year 8	Year 9	Year 10	Year 11	Year 12
Female					
1984	100.0	100.2	97.9	69.8	42.4
1985	100.0	100.3	97.9	70.4	44.5
1986	100.0	101.2	98.5	70.4	49.1
1987	100.0	100.7	99.0	73.2	52.2
1988	100.0	101.3	99.2	75.8	55.9
1989	100.0	100.3	100.0	77.2	58.3
1990	100.0	101.3	99.6	81.2	62.0
1991	100.0	99.9	100.1	85.0	68.1
1992	100.0	101.1	100.1	88.1	70.4
1993	100.0	100.1	100.2	88.2	72.8
1994	100.0	99.8	99.2	87.7	70.2
1995	100.0	100.0	98.3	85.9	69.8
1996	100.0	100.3	98.7	86.1	69.7
1997	100.0	100.3	99.7	87.3	71.1
1998	100.0	100.3	99.4	88.0	71.6
1999	100.0	100.6	99.6	87.7	72.0
2000	100.0	100.7	99.9	87.6	72.7
2001	100.0	100.2	100.5	87.8	72.3
2002	100.0	100.0	100.3	88.2	73.5
2003	100.0	100.5	100.3	89.6	73.3
2004	100.0	100.8	100.6	89.1	74.5
2005	100.0	100.9	101.3	90.3	75.3
Male					
1984	100.0	99.4	97.4	65.3	40.0
1985	100.0	100.3	96.4	66.4	42.0
1986	100.0	100.5	97.2	66.7	44.6
1987	100.0	99.8	97.0	67.8	47.6
1988	100.0	100.6	96.8	70.9	48.9
1989	100.0	100.0	97.5	71.0	51.3
1990	100.0	100.4	98.4	74.8	51.4
1991	100.0	100.0	99.1	80.7	58.9
1992	100.0	101.3	99.4	85.2	62.5
1993	100.0	99.8	99.4	85.4	65.2
1994	100.0	99.7	97.3	83.0	61.8
1995	100.0	99.5	96.2	79.1	60.5
1996	100.0	99.9	97.5	79.8	57.6
1997	100.0	100.6	97.9	82.1	58.2
1998	100.0	100.2	98.4	81.1	60.4
1999	100.0	99.9	97.9	82.3	60.2
2000	100.0	100.4	97.8	80.6	60.9
2001	100.0	100.4	100.1	82.3	62.1
2002	100.0	100.3	99.7	85.3	63.5
2003	100.0	100.6	99.4	85.1	65.3
2004	100.0	100.5	100.1	84.4	65.0
2005	100.0	100.5	99.9	85.0	64.8
Total					
1984	100.0	99.8	97.6	67.5	41.2
1985	100.0	100.3	97.1	68.3	43.2
1986	100.0	100.9	97.9	68.5	46.8
1987	100.0	100.2	98.0	70.4	49.9
1988	100.0	100.9	98.0	73.3	52.3
1989	100.0	100.2	98.8	74.0	54.7
1990	100.0	100.8	99.0	77.9	56.6
1991	100.0	100.0	99.5	82.8	63.4
1992	100.0	101.4	99.8	86.6	66.3
1993	100.0	99.9	99.8	86.7	68.9
1994	100.0	99.8	98.2	85.2	65.8
1995	100.0	99.7	97.2	82.5	65.0
1996	100.0	100.1	98.1	82.9	63.5
1997	100.0	100.5	98.8	84.6	64.5
1998	100.0	100.2	98.8	84.5	65.8
1999	100.0	100.2	98.7	84.9	65.9
2000	100.0	100.6	98.8	84.0	66.6
2001	100.0	100.3	100.3	85.0	67.0
2002	100.0	100.2	100.0	86.7	68.4
2003	100.0	100.5	99.8	87.3	69.2
2004	100.0	100.6	100.4	86.7	69.6
2005	100.0	100.7	100.6	87.6	69.9

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

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

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Intercorrelations* Among Humanities/Social Sciences TER Subjects, 2005

Humanities/Social Sciences Year 12 Subjects

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	1.00 256																		
Art	0.56 21	1.00 925																	
Chinese: Adv	0	0.89 3	1.00 77																
Chinese: Sec Lang	0	0	0	1.00 33															
Drama Studies	0.53 31	0.73 86	0	1	1.00 972														
Economics	0.64 18	0.57 45	0.42 18	-0.02 8	0.63 66	1.00 2602													
English	0.66 162	0.57 655	1.00 2	0.35 24	0.61 666	0.63 1852	1.00 8364												
English Literature	0.58 71	0.60 183	-1.00 2	0.99 3	0.57 276	0.57 365	0.48 85	1.00 1841											
French	0.23 8	0.57 25	1	0	0.30 24	0.83 31	0.36 165	0.61 170	1.00 348										
Geography	0.73 36	0.57 179	0.36 4	1.00 2	0.49 130	0.71 307	0.63 2807	0.58 269	0.43 26	1.00 3244									
German	0.29 3	0.10 4	0	0	0.17 10	0.84 4	0.28 46	0.44 27	0.39 9	0.70 13	1.00 129								
History	0.84 58	0.62 213	0	1	0.51 321	0.71 357	0.72 2107	0.72 754	0.53 93	0.72 587	-0.22 14	1.00 2878							
Indonesian: Adv	0	0.72 7	1	0	1.00 2	0.12 27	0.07 4	0	0	0.85 6	0	1	1.00 88						
Indonesian: Sec Lang	1	0.83 7	0	1	0.95 3	0.53 10	0.43 94	0.42 33	0	0.61 19	0	0.54 35	0	1.00 134					
Italian	0.47 4	0.50 12	0	1	0.48 22	0.84 22	0.39 157	0.65 66	-0.02 9	0.42 26	0	0.43 57	0	1	1.00 239				
Japanese: Sec Lang	0.28 5	0.50 19	1	-1.00 2	0.55 6	0.50 45	0.53 139	0.38 71	-0.12 3	0.42 24	0	0.55 33	1	1	0	1.00 255			
Malay: Advanced	0	1	1	0	1	0.63 16	0.47 10	0	1	2	-1.00 0	1	0	0	0	0	1.00 50		
Music	-0.95 3	0.16 13	0	0	0.48 47	0.58 26	0.35 233	0.49 101	0.68 9	0.16 24	1.00 2	0.35 66	0	0.55 5	-0.50 6	-0.31 5	1	1.00 358	
Political and Legal Studies	0.77 21	0.61 34	1.00 2	0.93 3	0.72 93	0.83 147	0.69 669	0.68 300	0.51 37	0.74 110	0.55 5	0.81 393	1.00 2	0.61 12	0.65 24	0.46 13	1	0.60 15	1.00 970

*   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, 2005

Quantitative/Sciences Year 12 Subjects

	Accounting	Applicable Mathematics	Biology	Calculus	Chemistry	Discrete Mathematics	Geology	Human Biology	Information Systems	Physical Science	Physics
Accounting	1.00										
	1401										
Applicable Mathematics	0.75	1.00									
	445	4161									
Biology	0.61	0.78	1.00								
	123	378	1659								
Calculus	0.82	0.87	0.77	1.00							
	84	1566	36	1604							
Chemistry	0.69	0.81	0.77	0.78	1.00						
	177	2826	472	1171	3690						
Discrete Mathematics	0.68	0.81	0.70	0.69	0.69	1.00					
	957	354	1129	13	981	6541					
Geology	-0.90	-1.00	0.89			0.45	1.00				
	3	2	8	0	1	41	47				
Human Biology	0.70	0.71	0.64	0.69	0.75	0.65	0.81	1.00			
	364	762	24	54	728	3036	18	4273			
Information Systems	0.74	0.63	0.56	0.58	0.53	0.62		0.75	1.00		
	151	263	52	79	108	381	0	82	687		
Physical Science	0.68	0.69	0.75	0.23	0.90	0.71		0.73	0.58	1.00	
	39	58	59	8	9	310	1	147	26	381	
Physics	0.59	0.83	0.84	0.78	0.85	0.74		0.79	0.56	0.73	1.00
	96	2531	144	1276	2088	600	1	334	154	4	3026

Quantitative/Sciences Year 12 Subjects

*   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, 2005

Quantitative/Sciences Year 12 Subjects

		Accounting	Applicable Mathematics	Biology	Calculus	Chemistry	Discrete Mathematics	Geology	Human Biology	Information Systems	Physical Science	Physics
Humanities/Social Sciences Year 12 Subjects	**Ancient History**	0.74	0.53	0.67	0.61	0.63	0.59	0.95	0.63	0.86		0.61
		12	47	44	10	50	151	4	97	9	0	25
	Art	0.43	0.45	0.59	0.51	0.35	0.42	1.00	0.54	0.68	0.40	0.58
		55	134	167	31	109	582	2	351	28	21	75
	Chinese: Adv	0.59	0.66	1.00	0.67	0.64	0.51		0.83	0.10		0.60
		23	55	2	39	27	14	0	7	3	0	29
	Chinese: Sec Lang	0.41	0.46		-0.32	0.19	0.49		0.60	0.85		0.46
		5	23	0	7	18	13	0	10	3	0	14
	Drama Studies	0.61	0.54	0.50	0.65	0.55	0.42	1.00	0.47	0.84	0.67	0.55
		36	132	144	21	112	627	2	435	17	20	65
	Economics	0.77	0.71	0.79	0.75	0.75	0.66		0.80	0.76	0.67	0.77
		666	1281	262	490	918	1324	1	675	214	59	773
	English	0.50	0.44	0.59	0.48	0.47	0.40	0.56	0.59	0.46	0.43	0.49
		1040	2643	1287	956	2407	5239	43	3469	465	304	2075
	English Literature	0.47	0.40	0.52	0.47	0.51	0.42		0.62	0.54	0.35	0.54
		118	870	272	329	835	894	1	616	43	37	610
	French	0.02	0.46	0.56	0.42	0.57	0.45		0.61	-0.05	0.33	0.55
		19	156	45	47	140	165	1	109	6	5	104
	Geography	0.65	0.63	0.78	0.58	0.67	0.62	0.64	0.75	0.54	0.62	0.68
		254	707	599	168	614	2324	22	1448	124	130	542
	German	-0.12	0.60	0.47	0.63	0.57	0.11		0.11		-1.00	0.68
		4	64	15	40	69	55	0	23	1	3	52
	History	0.61	0.57	0.71	0.61	0.57	0.49	0.65	0.69	0.50	0.32	0.63
		190	520	428	97	473	1931	5	1320	81	66	299
	Indonesian: Adv	0.47	0.41	0.75	0.46	0.45	0.23		0.68	0.51		0.55
		27	54	14	26	46	28	0	4	30	1	30
	Indonesian: Sec Lang	0.15	0.41	0.75	0.50	0.63	0.61		0.32	0.89	0.92	0.70
		12	50	19	7	40	73	0	44	3	5	25
	Italian	0.56	0.43	0.43	0.29	0.40	0.30		0.42	0.59	0.30	0.30
		22	64	18	13	52	146	0	99	3	6	43
	Japanese: Sec Lang	0.52	0.40	0.80	0.35	0.47	0.43		0.57	-0.23	0.68	0.59
		29	139	27	45	125	109	0	64	8	7	77
	Malay: Advanced	0.66	0.73	0.70	0.78	0.60	0.30		0.55	0.27	1.00	0.66
		14	36	14	10	31	10	0	12	5	2	12
	Music	0.12	0.42	0.58	0.49	0.53	0.29	1.00	0.44	0.59	0.60	0.53
		11	155	46	75	135	175	2	108	11	10	106
	Political and Legal Studies	0.72	0.44	0.79	0.55	0.60	0.60	0.70	0.80	0.51	0.65	0.63
		126	207	124	36	159	652	4	361	37	14	93

*   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.