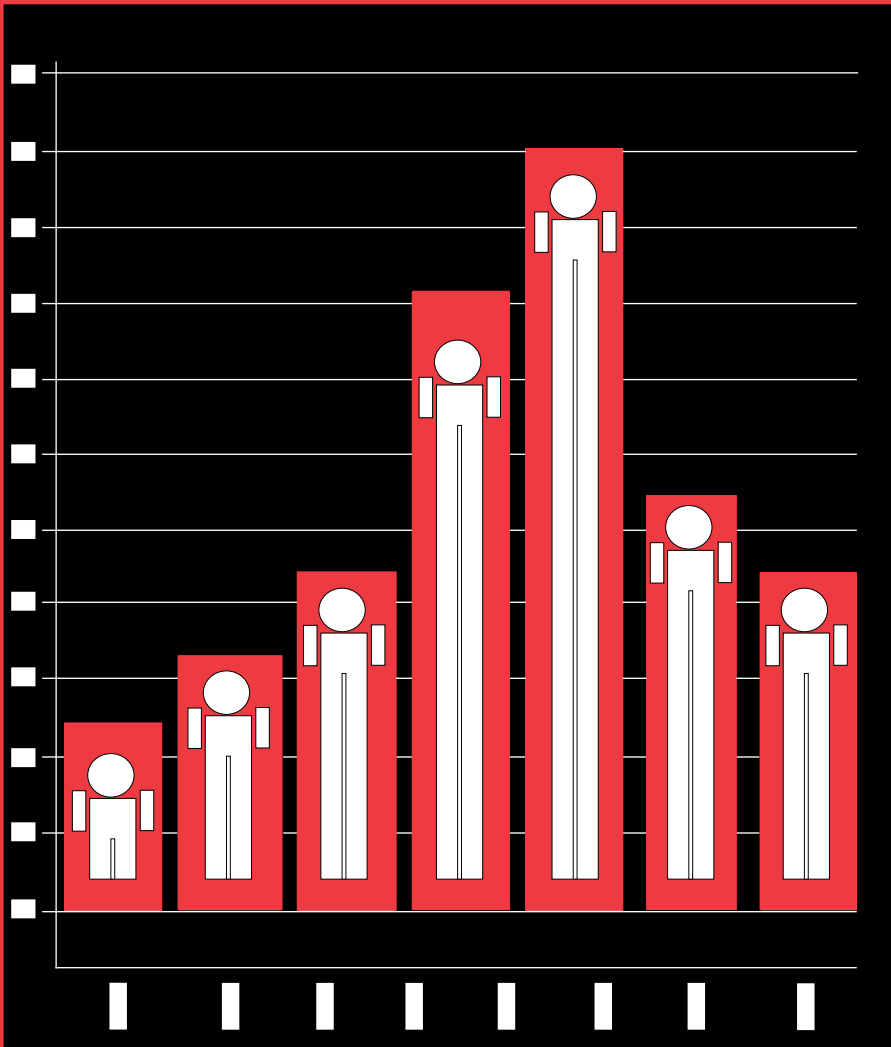


1996

HIGHER SCHOOL CERTIFICATE

EXAMINATION

STATISTICS



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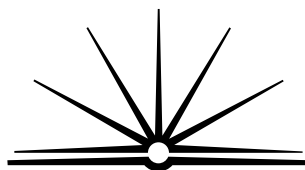
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HIGHER SCHOOL CERTIFICATE

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B O A R D O F S T U D I E S
N E W S O U T H W A L E S

Contents

Preface	5
Chapter 1. Overview	7
Higher School Certificate Pathways	8
The 1996 Higher School Certificate Examination	9
Table 1 — Total Candidature by Award and Sex	9
Reporting Results to Candidates	10
The Tertiary Entrance Rank	11
Table 2 — Total Candidature by Tertiary Entrance Rank Eligibility and Sex	12
Table 3 — HSC Schools by Type	13
Table 4 — Total Candidature by School Type and Sex	13
Chapter 2. Study Pattern Statistics	15
Table 5 — Summary of Subjects and Courses Offered by Key Learning Area	16
NAFLaSSL COURSES	17
Table 6 — NAFLaSSL Courses by Host Authority	17
Table 7 — Frequency Distribution of Units Studied	18
Table 8 — Entries in Board-Developed Courses by Key Learning Area and Sex	19
Table 9 — Entries in Board-Developed Courses by Subject, Course and Sex	20
Chapter 3. Award And Scaling Statistics	27
Gender Differences in HSC Courses	28
Table 10 — Gender Differences by Course for Selected Courses	29
Moderating School Assessment Marks	33
Table 11 — Correlation — Scaled Examination Mark vs Moderated Assessment	34
Percentile Bands	41
Table 12 — Distribution of Percentiles by Course for Candidatures Larger Than 100	42
Marking the Examination Scripts	55
A Guide to the Course Scaling Statistics	58
Course Scaling Statistics — Graphs and Tables	60
Index to Course Scaling Statistics by Subject and Course	252

Preface

The Higher School Certificate Examination Statistics report has been published annually since 1985 by the Board of Studies and its predecessors. Each volume provides a statistical view of the candidature, the courses and the scaling of marks for a particular year while also serving as a public record of the Higher School Certificate Examination. The statistical tables can provide a valuable resource for teachers and researchers, with comparisons able to be made both within a single year and over an extended period of time.

The report is provided to schools, universities and other interested parties. Copies of the current report can be purchased from the Board and back copies of previous volumes may be available.

The *1996 Higher School Certificate Examination Statistics* report was prepared by the Measurement and Research Services Unit of the Board of Studies. Inquiries concerning the content of the report and suggestions for items to include in future volumes are welcomed.

Chapter 1 — Overview

Contents

Higher School Certificate Pathways	8
The 1996 Higher School Certificate Examination	9
Table 1 — Total Candidature by Award and Sex	9
Reporting Results to Candidates	10
The Tertiary Entrance Rank	11
Table 2 — Total Candidature by Tertiary Entrance Rank Eligibility and Sex	12
Table 3 — HSC Schools by Type	13
Table 4 — Total Candidature by School Type and Sex	13

Higher School Certificate Pathways

The Higher School Certificate program has traditionally been school-based, with most courses being of two years' duration. Students studied these courses in Years 11 and 12 only, while students wishing to repeat had to repeat the whole of Year 11 and/or Year 12.

The HSC Pathways provisions have been available since 1995 and significant numbers of students have made use of them to provide greater flexibility in completing the required program of studies for the award of the HSC. Under Pathways, courses have been restructured into one-year components — Preliminary and HSC courses — with completion of a Preliminary course being a prerequisite for the corresponding HSC course.

The Pathways provisions include:

- *accelerating* — students may complete and be examined in one or more HSC courses ahead of their cohort;
- *accumulating* — students may complete HSC requirements over up to five years and be examined in each course in the year in which it is completed;
- *repeating* — students may repeat individual courses and have their Tertiary Entrance Rank recalculated by including the most recent attempt;
- *topping up* — students may attempt further courses after being awarded the HSC and have their TER recalculated with the additional courses being available for inclusion in the 'best ten' units.

The effects of Pathways continue to be seen in the 1996 HSC statistics and should be considered when comparisons are made with previous years. For instance, in 1996 the proportion of candidates awarded the HSC declined further while the proportion awarded a Record of Achievement has increased further in comparison to the 1994 pre-Pathways statistics. Similarly, the number of candidates presenting less than the 11 units required for the award of the HSC has again increased considerably.

All candidates who were examined in each course are included in the reported statistics and in the scaling of each course.

The 1996 Higher School Certificate Examination

In 1996 a Higher School Certificate was awarded to school and College of TAFE students who completed a satisfactory program of Preliminary and HSC courses, based on a public examination and, in most cases, a school assessment.

Each year tens of thousands of students sit for the Higher School Certificate Examination. In total they produce hundreds of thousands of pages of written scripts. In 1996, 61 638 candidates presented for the Higher School Certificate, with examinations being available in 150 courses, drawn from 78 subject areas. 47.4% of candidates were male and 52.6% were female. Most students presented 5 or 6 Board-Developed courses, with each course involving at least one paper, usually of 3 hours' duration. Students may also present Other Endorsed Studies courses. These are examined internally by schools and are not subject to scaling or moderation. Other Endorsed Studies courses are not included in this report.

Candidates who meet all the Board's requirements for the full program of study are awarded the Higher School Certificate. Table 1 shows the total candidature cross-tabulated by award and sex.

Higher School Certificate Examination 1996

Table 1 — Total Candidature by Award and Sex

Category	Number of Candidates	Percentage of Candidature	Number of Males	Number of Females	Male Percentage	Female Percentage
Higher School Certificate	54 479	88.4%	25 736	28 743	47.2%	52.8%
Result Notice	84	0.1%	43	41	51.2%	48.8%
Record of Achievement	6631	10.8%	3162	3469	47.7%	52.3%
Special Program of Study	74	0.1%	41	33	55.4%	44.6%
No Award	370	0.6%	215	155	58.1%	41.9%
Total	61 638	100.0%	29197	32441	47.4%	52.6%

Reporting Results to Candidates

Before 1986 the Board of Senior School Studies had applied iterative scaling procedures across different subjects to produce scaled examination marks for each course. These were combined with adjusted school estimates to arrive at scaled course marks. An aggregate mark was derived from these scaled course marks and was used as a basis for selecting students for entry to tertiary institutions and for some areas of employment. These procedures were discontinued by the Board in 1986. Since then, an aggregate mark has been calculated by the University of Sydney.

Since 1986 students have received two separate marks for each course:

- a *Scaled Examination Mark*,
- a *Moderated Assessment Mark*,

except in subjects taken outside the school, for which only the Scaled Examination Mark is available.

Since 1988 students have also received a *Percentile Band* for each course.

In 1988 and 1989 students received a *Tertiary Entrance Score*. This index, which was printed on the Higher School Certificate, was used as the basis for selecting students for tertiary courses.

From 1990, an index called the *Tertiary Entrance Rank* has been calculated. This figure is not reported on the Higher School Certificate. It is provided, however, to students at the same time as their certificate.

From 1991, the Higher School Certificate has been issued as a *testamur*, with the results being reported separately on a Record of Achievement.

The Tertiary Entrance Rank

The *Tertiary Entrance Rank* (TER) is a figure between 0 and 100. It is expressed in steps of 0.05 with the top students receiving 100. It is in effect the cumulative frequency percentage of the *Tertiary Entrance Score* (TES) of the candidate. Only candidates who present 10 or more units receive a TER, although there is provision for a limited TER, based on fewer than 10 units, to be awarded in certain circumstances. In 1996, 49 067 candidates received a TER. This represented 79.6% of the total candidature.

The marks used in the calculation of the TER from the TES were rescaled by the University of Sydney. The scaled examination marks and the moderated assessment marks for each candidate as calculated by the Board were averaged and then put through a further scaling process that reshaped the distributions, producing a new mean and standard deviation for each course. The new distribution shape, mean and standard deviation for a course are dependent on the performance of the candidates taking that course on all the other courses they have taken.

In order to calculate the Tertiary Entrance Ranks, the Tertiary Entrance Scores were first calculated, although these were not reported. The TES is a score out of 500, being the sum of the candidate's best 10 composite marks on a one-unit basis. Marks for Other Endorsed Studies are not included in the calculation of the TES. From 1996 the 10 unit marks included in a candidate's TES are selected in this order:

- the best unit mark in English;
- the best unit mark from Key Learning Area Group 1 (Mathematics, Science, Technological and Applied Studies);
- the best unit mark from KLA Group 2 (the remaining Key Learning Areas);
- the seven best unit marks from those remaining.

Table 2 shows the total candidature cross-tabulated by TER eligibility and sex.

Higher School Certificate Examination 1996

Table 2 — Total Candidature by Tertiary Entrance Rank Eligibility and Sex

Category	Number of Candidates	Percentage of Candidature	Number of Males	Number of Females	Male Percent- age	Female Percent- age
Eligible for TER	49067	79.6%	23092	25975	47.1%	52.9%
Not eligible for TER	12571	20.4%	6105	6466	48.6%	51.4%
Total	61638	100.0%	29197	32441	47.4%	52.6%

A statistical report of the TER scaling is prepared annually by the New South Wales Vice Chancellors' Conference Technical Committee on Scaling and may be purchased from the Universities Admissions Centre (UAC).

Report title: *Report on the scaling of the 1996 New South Wales Higher School Certificate.*

Postal Address:

UAC
Locked Bag 500
LIDCOMBE NSW 2141

Street Address:

Universities Admissions Centre
3-5 Rawson St (Cnr Percy St)
AUBURN NSW

Higher School Certificate Examination 1996

Table 3 — HSC Schools by Type

Type of School	Number of Schools	Percentage of Total
Government Schools	444	64.3%
Catholic Independent Schools	42	6.1%
Catholic Systemic Schools	66	9.6%
Independent Schools	99	14.3%
TAFE Colleges	34	4.9%
Overseas Schools	5	0.7%
Total	690	100.0%

Higher School Certificate Examination 1996

Table 4 — Total Candidature by School Type and Sex

Type of School	Total	Total%	Male	Female	M%	F%
Government Schools	37420	60.7%	17234	20186	46.1%	53.9%
Catholic Independent Schools	5026	8.2%	2584	2442	51.4%	48.6%
Catholic Systemic Schools	8762	14.2%	4107	4655	46.9%	53.1%
Independent Schools	7373	12.0%	3647	3726	49.5%	50.5%
TAFE Colleges	2705	4.4%	1461	1244	54.0%	46.0%
Overseas Schools	249	0.4%	112	137	45.0%	55.0%
Self-tuition Candidates	103	0.2%	52	51	50.5%	49.5%
Total	61638	100.0%	29197	32441	47.4%	52.6%

Chapter 2 — Study Pattern Statistics

Contents

Table 5 — Summary of Subjects and Courses Offered by Key Learning Area... 16	16
NAFLaSSL Courses..... 17	17
Table 6 — NAFLaSSL Courses by Host Authority 17	17
Table 7 — Frequency Distribution of Units Studied..... 18	18
Table 8 — Entries in Board-Developed Courses by Key Learning Area and Sex... 19	19
Table 9 — Entries in Board-Developed Courses by Subject, Course and Sex 20	20

Higher School Certificate Examination 1996

Table 5 — Summary of Subjects and Courses Offered
by Key Learning Area

Key Learning Area	Number of Subjects	Number of Courses	Percentage of Courses
1 English	1	4	2.7%
2 Mathematics	1	5	3.3%
3 Science	8	9	6.0%
4 Human Society and Its Environment	13	26	17.3%
5 Languages Other Than English	35	71	47.3%
6 Technological and Applied Studies	12	21	14.0%
7 Creative Arts	6	11	7.3%
8 Personal Development, Health and Physical Education	2	3	2.0%
Total	78	150	100.0%

NAFLaSSL Courses

A *National Assessment Framework for Languages at Senior Secondary Level* (NAFLaSSL) has been developed for Australia-wide assessment and accreditation of languages other than English. Common national syllabuses are in place and the Board sets and marks the NAFLaSSL assessment tasks in several courses, while others are set and marked interstate.

The NAFLaSSL marks of those candidates sitting for the NSW Higher School Certificate Examination are then treated as raw examination marks and scaled in accordance with the Board's rules.

Higher School Certificate Examination 1996

Table 6 — NAFLaSSL Courses by Host Authority

Host Authority	Subject Responsibility
Board of Studies, New South Wales	Arabic
	Armenian
	Croatian
	Czech
	Estonian
	Russian
	Slovenian
	Ukrainian
	Board of Studies, Victoria
Hungarian	
Korean	
Macedonian	
Maltese	
Serbian	
Swedish	
Senior Secondary Assessment Board, South Australia	Turkish
	Khmer
	Latvian
	Lithuanian
Secondary Education Authority, Western Australia	Polish
	Thai (Accelerated)

Higher School Certificate Examination 1996

Table 7 — Frequency Distribution of Units Studied

Number of Units	Number of Candidates	Percentage of Candidates	Cumulative % Ascending	Cumulative % Descending
17	4	0.0%	0.0%	100.0%
16	13	0.0%	0.0%	100.0%
15	89	0.1%	0.2%	100.0%
14	672	1.1%	1.3%	99.8%
13	4663	7.6%	8.8%	98.7%
12	21466	34.8%	43.7%	91.2%
11	26213	42.5%	86.2%	56.3%
10	659	1.1%	87.2%	13.8%
9	444	0.7%	88.0%	12.8%
8	452	0.7%	88.7%	12.0%
7	477	0.8%	89.5%	11.3%
6	880	1.4%	90.9%	10.5%
5	425	0.7%	91.6%	9.1%
4	535	0.9%	92.5%	8.4%
3	386	0.6%	93.1%	7.5%
2	1217	2.0%	95.1%	6.9%
1	3043	4.9%	100.0%	4.9%
Total	61638			

Higher School Certificate Examination 1996
Table 8 — Entries in Board-Developed Courses
by Key Learning Area and Sex

Key Learning Area	Total	Total%	Male	Female	M%	F%
1 English	56042	18.9%	26562	29480	47.4%	52.6%
2 Mathematics	55065	18.5%	26334	28731	47.8%	52.2%
3 Science	41374	13.9%	21702	19672	52.5%	47.5%
4 Human Society and Its Environment	81626	27.5%	37574	44052	46.0%	54.0%
5 Languages Other Than English	8266	2.8%	2739	5527	33.1%	66.9%
6 Technological and Applied Studies	28577	9.6%	16295	12282	57.0%	43.0%
7 Creative Arts	15107	5.1%	5346	9761	35.4%	64.6%
8 Personal Development, Health and Physical Education	10898	3.7%	4378	6520	40.2%	59.8%

Higher School Certificate Examination 1996

Table 9 — Entries in Board-Developed Courses by Subject, Course and Sex

Subject and Course	Total	Male	Female	M%	F%
Aboriginal Studies	607	178	429	29.3%	70.7%
20600 2u Aboriginal Studies	607	178	429	29.3%	70.7%
Accounts Clerical	374	127	247	34.0%	66.0%
21801 2u Accounting	374	127	247	34.0%	66.0%
Agriculture	1764	1086	678	61.6%	38.4%
21810 2u Agriculture	1413	881	532	62.3%	37.7%
21811 3u Agriculture	351	205	146	58.4%	41.6%
Ancient History	6547	2511	4036	38.4%	61.6%
20621 2u Ancient History (P & T)	2296	917	1379	39.9%	60.1%
20630 2u Ancient History	2756	1079	1677	39.2%	60.8%
20631 3u Ancient History	1495	515	980	34.4%	65.6%
Applied Studies	1116	581	535	52.1%	47.9%
21905 1u Applied Studies	1116	581	535	52.1%	47.9%
Arabic	399	151	248	37.8%	62.2%
21200 2u Arabic Z	37	10	27	27.0%	73.0%
21201 2u Arabic (General)	170	58	112	34.1%	65.9%
21202 2u Arabic	57	25	32	43.9%	56.1%
21203 3u Arabic	135	58	77	43.0%	57.0%
Armenian	37	7	30	18.9%	81.1%
21208 2u Armenian	37	7	30	18.9%	81.1%
Biology	14199	5080	9119	35.8%	64.2%
20260 2u Biology	14199	5080	9119	35.8%	64.2%
Business Studies	12576	6570	6006	52.2%	47.8%
20640 2u Business Studies	9608	5077	4531	52.8%	47.2%
20641 3u Business Studies	2968	1493	1475	50.3%	49.7%
Chemistry	10383	5652	4731	54.4%	45.6%
20270 2u Chemistry	10383	5652	4731	54.4%	45.6%
Chinese	687	328	359	47.7%	52.3%
21220 2u Chinese Z	32	12	20	37.5%	62.5%
21222 2u Chinese (BS)	247	130	117	52.6%	47.4%
21223 3u Chinese (BS)	376	162	214	43.1%	56.9%
21224 2u Chinese	19	13	6	68.4%	31.6%
21225 3u Chinese	13	11	2	84.6%	15.4%
Classical Ballet	34	2	32	5.9%	94.1%
22200 2u Classical Ballet	26	0	26	0.0%	100.0%
22201 3u Classical Ballet	8	2	6	25.0%	75.0%

Higher School Certificate Examination 1996

Entries in Board-Developed Courses by Subject, Course and Sex (cont)

Subject and Course	Total	Male	Female	M%	F%
Classical Greek	13	11	2	84.6%	15.4%
21232 2u Classical Greek	3	3	0	100.0%	0.0%
21233 3u Classical Greek	10	8	2	80.0%	20.0%
Computing Studies	12081	7141	4940	59.1%	40.9%
21819 2u Computing Studies (Gen)	3782	1846	1936	48.8%	51.2%
21820 2u Computing Studies	6835	4112	2723	60.2%	39.8%
21821 3u Computing Studies	1464	1183	281	80.8%	19.2%
Croatian	45	14	31	31.1%	68.9%
21240 2u Croatian	45	14	31	31.1%	68.9%
Czech	4	4	0	100.0%	0.0%
21250 2u Czech	4	4	0	100.0%	0.0%
Dance	237	17	220	7.2%	92.8%
22210 2u Dance	237	17	220	7.2%	92.8%
Design and Technology	5028	4119	909	81.9%	18.1%
21880 2u Design and Technology	4452	3736	716	83.9%	16.1%
21881 3u Design and Technology	576	383	193	66.5%	33.5%
Distinction Courses	40	21	19	52.5%	47.5%
25010 2u Comparative Literature	4	1	3	25.0%	75.0%
25020 2u Cosmology	13	9	4	69.2%	30.8%
25030 2u Philosophy	23	11	12	47.8%	52.2%
Drama	2850	697	2153	24.5%	75.5%
22220 2u Drama	2850	697	2153	24.5%	75.5%
Dutch	3	2	1	66.7%	33.3%
21262 2u Dutch	3	2	1	66.7%	33.3%
Economics	7790	4420	3370	56.7%	43.3%
20650 2u Economics	5644	3175	2469	56.3%	43.7%
20651 3u Economics	2146	1245	901	58.0%	42.0%
Electronics Technology	211	203	8	96.2%	3.8%
21830 2u Electronics Technology	211	203	8	96.2%	3.8%
Engineering Science	1757	1651	106	94.0%	6.0%
21840 2u Engineering Science	1500	1407	93	93.8%	6.2%
21841 3u Engineering Science	257	244	13	94.9%	5.1%

Higher School Certificate Examination 1996

Entries in Board-Developed Courses by Subject, Course and Sex (cont)

Subject and Course	Total	Male	Female	M%	F%
English	56042	26562	29480	47.4%	52.6%
20050 2u Contemporary English	18390	10730	7660	58.3%	41.7%
20060 2u English (General)	29863	13288	16575	44.5%	55.5%
20070 2u English	6050	2073	3977	34.3%	65.7%
20071 3u English	1739	471	1268	27.1%	72.9%
Estonian	1	1	0	100.0%	0.0%
21270 2u Estonian	1	1	0	100.0%	0.0%
Food Technology	3660	756	2904	20.7%	79.3%
21870 2u Food Technology	3116	689	2427	22.1%	77.9%
21871 3u Food Technology	544	67	477	12.3%	87.7%
French	1453	314	1139	21.6%	78.4%
21280 2u French Z	483	68	415	14.1%	85.9%
21281 2u French (General)	444	93	351	20.9%	79.1%
21282 2u French	342	82	260	24.0%	76.0%
21283 3u French	184	71	113	38.6%	61.4%
General Science	2057	1155	902	56.1%	43.9%
20300 2u General Science	2057	1155	902	56.1%	43.9%
General Studies	17136	8166	8970	47.7%	52.3%
20660 1u General Studies	17136	8166	8970	47.7%	52.3%
Geography	9182	4888	4294	53.2%	46.8%
20670 2u Geography	6307	3493	2814	55.4%	44.6%
20671 3u Geography	2768	1345	1423	48.6%	51.4%
20672 2u Geography	105	48	57	45.7%	54.3%
20673 3u Geography	2	2	0	100.0%	0.0%
Geology	239	150	89	62.8%	37.2%
20280 2u Geology	239	150	89	62.8%	37.2%
German	731	218	513	29.8%	70.2%
21290 2u German Z	171	51	120	29.8%	70.2%
21291 2u German (General)	180	41	139	22.8%	77.2%
21292 2u German	198	62	136	31.3%	68.7%
21293 3u German	182	64	118	35.2%	64.8%
Hebrew	72	27	45	37.5%	62.5%
21301 2u Hebrew (General)	47	13	34	27.7%	72.3%
21302 2u Hebrew	16	8	8	50.0%	50.0%
21303 3u Hebrew	9	6	3	66.7%	33.3%
Hindi	12	4	8	33.3%	66.7%
21305 2u Hindi	12	4	8	33.3%	66.7%

Higher School Certificate Examination 1996

Entries in Board-Developed Courses by Subject, Course and Sex (cont)

Subject and Course	Total	Male	Female	M%	F%
Hungarian	14	6	8	42.9%	57.1%
21310 2u Hungarian	14	6	8	42.9%	57.1%
Indonesian	357	107	250	30.0%	70.0%
21320 2u Indonesian Z	105	18	87	17.1%	82.9%
21322 2u Indonesian	102	27	75	26.5%	73.5%
21323 3u Indonesian	52	12	40	23.1%	76.9%
21324 2u Indonesian (BS)	58	28	30	48.3%	51.7%
21325 3u Indonesian (BS)	40	22	18	55.0%	45.0%
Industry Studies	1477	662	815	44.8%	55.2%
20675 2u Ind Stud - Retail (HSIE)	162	88	74	54.3%	45.7%
21865 2u Ind Stud - Hospitality	960	260	700	27.1%	72.9%
21866 2u Ind Stud - Metal & Engin.	280	275	5	98.2%	1.8%
21867 2u Ind Stud - Retail (TAS)	75	39	36	52.0%	48.0%
Italian	678	204	474	30.1%	69.9%
21330 2u Italian Z	227	67	160	29.5%	70.5%
21332 2u Italian	356	100	256	28.1%	71.9%
21333 3u Italian	95	37	58	38.9%	61.1%
Japanese	1746	485	1261	27.8%	72.2%
21340 2u Japanese Z	586	204	382	34.8%	65.2%
21342 2u Japanese	770	143	627	18.6%	81.4%
21343 3u Japanese	314	99	215	31.5%	68.5%
21344 2u Japanese (BS)	76	39	37	51.3%	48.7%
Korean	170	91	79	53.5%	46.5%
21350 2u Korean Z	6	2	4	33.3%	66.7%
21354 2u Korean (BS)	67	41	26	61.2%	38.8%
21355 3u Korean (BS)	97	48	49	49.5%	50.5%
Latin	153	89	64	58.2%	41.8%
21362 2u Latin	71	40	31	56.3%	43.7%
21363 3u Latin	82	49	33	59.8%	40.2%
Latvian	4	2	2	50.0%	50.0%
21370 2u Latvian	4	2	2	50.0%	50.0%
Legal Studies	7983	2858	5125	35.8%	64.2%
20680 2u Legal Studies	6409	2374	4035	37.0%	63.0%
20681 3u Legal Studies	1574	484	1090	30.7%	69.3%
Life Management Studies	2925	428	2497	14.6%	85.4%
22300 2u Life Man. Studies	2134	375	1759	17.6%	82.4%
22301 3u Life Man. Studies	791	53	738	6.7%	93.3%

Higher School Certificate Examination 1996

Entries in Board-Developed Courses by Subject, Course and Sex (cont)

Subject and Course	Total	Male	Female	M%	F%
Lithuanian	3	1	2	33.3%	66.7%
21380 2u Lithuanian	3	1	2	33.3%	66.7%
Macedonian	88	43	45	48.9%	51.1%
21390 2u Macedonian	88	43	45	48.9%	51.1%
Malay	130	53	77	40.8%	59.2%
21392 2u Malay (BS)	100	38	62	38.0%	62.0%
21393 3u Malay (BS)	30	15	15	50.0%	50.0%
Maltese	2	1	1	50.0%	50.0%
21395 2u Maltese	2	1	1	50.0%	50.0%
Mathematics	55065	26334	28731	47.8%	52.2%
20150 2u Mathematics in Practice	4913	2077	2836	42.3%	57.7%
20160 2u Mathematics in Society	23047	10201	12846	44.3%	55.7%
20170 2u Mathematics	16506	7916	8590	48.0%	52.0%
20171 3u Mathematics	8343	4632	3711	55.5%	44.5%
20172 4u Mathematics	2256	1508	748	66.8%	33.2%
Modern Greek	405	168	237	41.5%	58.5%
21400 2u Modern Greek Z	13	3	10	23.1%	76.9%
21402 2u Modern Greek	170	83	87	48.8%	51.2%
21403 3u Modern Greek	222	82	140	36.9%	63.1%
Modern History	10652	4738	5914	44.5%	55.5%
20690 2u Modern History (P & E)	3820	1847	1973	48.4%	51.6%
20700 2u Modern History	4860	2088	2772	43.0%	57.0%
20701 3u Modern History	1972	803	1169	40.7%	59.3%
Music (AMEB)	175	55	120	31.4%	68.6%
22240 2u Music (AMEB)	104	33	71	31.7%	68.3%
22241 3u Music (AMEB)	71	22	49	31.0%	69.0%
Music (Board)	3058	1405	1653	45.9%	54.1%
22230 2u Music (Board) Course 1	2396	1173	1223	49.0%	51.0%
22231 2u Music (Board)	259	95	164	36.7%	63.3%
22232 3u Music (Board)	403	137	266	34.0%	66.0%
Persian	39	19	20	48.7%	51.3%
21405 2u Persian	39	19	20	48.7%	51.3%
Personal Development, Health & PE	7973	3950	4023	49.5%	50.5%
22600 2u Pers Dev, Health & PE	7973	3950	4023	49.5%	50.5%
Physics	9404	6908	2496	73.5%	26.5%
20290 2u Physics	9404	6908	2496	73.5%	26.5%

Higher School Certificate Examination 1996

Entries in Board-Developed Courses by Subject, Course and Sex (cont)

Subject and Course	Total	Male	Female	M%	F%
Polish	33	11	22	33.3%	66.7%
21410 2u Polish	33	11	22	33.3%	66.7%
Portuguese	15	8	7	53.3%	46.7%
21415 2u Portuguese	15	8	7	53.3%	46.7%
Rural Technology	75	74	1	98.7%	1.3%
21890 2u Rural Technology	75	74	1	98.7%	1.3%
Russian	56	20	36	35.7%	64.3%
21420 2u Russian Z	4	0	4	0.0%	100.0%
21422 2u Russian	16	6	10	37.5%	62.5%
21423 3u Russian	36	14	22	38.9%	61.1%
Science	729	353	376	48.4%	51.6%
20250 3u Science	204	94	110	46.1%	53.9%
20251 4u Science	525	259	266	49.3%	50.7%
Science for Life	4350	2395	1955	55.1%	44.9%
20310 2u Science for Life	4350	2395	1955	55.1%	44.9%
Serbian	49	19	30	38.8%	61.2%
21430 2u Serbian	49	19	30	38.8%	61.2%
Sheep Husbandry & Wool Technology	28	26	2	92.9%	7.1%
21900 2u Sheep Husb & Wool Tech	28	26	2	92.9%	7.1%
Society and Culture	2691	432	2259	16.1%	83.9%
20720 2u Society & Culture	2055	359	1696	17.5%	82.5%
20721 3u Society & Culture	636	73	563	11.5%	88.5%
Spanish	415	137	278	33.0%	67.0%
21450 2u Spanish Z	102	17	85	16.7%	83.3%
21452 2u Spanish	177	74	103	41.8%	58.2%
21453 3u Spanish	136	46	90	33.8%	66.2%
Studies of Religion	5899	2586	3313	43.8%	56.2%
20710 2u Studies of Religion	463	145	318	31.3%	68.7%
20711 1u Studies of Religion	5436	2441	2995	44.9%	55.1%
Swedish	11	5	6	45.5%	54.5%
21445 2u Swedish	11	5	6	45.5%	54.5%
Textiles and Design	920	13	907	1.4%	98.6%
21920 2u Textiles & Design	664	11	653	1.7%	98.3%
21921 3u Textiles & Design	256	2	254	0.8%	99.2%
Thai	12	2	10	16.7%	83.3%
21455 2u Thai Z	12	2	10	16.7%	83.3%

Higher School Certificate Examination 1996

Entries in Board-Developed Courses by Subject, Course and Sex (cont)

Subject and Course	Total	Male	Female	M%	F%
Travel	622	71	551	11.4%	88.6%
21930 2u Travel	622	71	551	11.4%	88.6%
Turkish	108	43	65	39.8%	60.2%
21460 2u Turkish	36	15	21	41.7%	58.3%
21461 3u Turkish	72	28	44	38.9%	61.1%
Ukrainian	7	3	4	42.9%	57.1%
21470 2u Ukrainian	7	3	4	42.9%	57.1%
Vietnamese	314	141	173	44.9%	55.1%
21480 2u Vietnamese	314	141	173	44.9%	55.1%
Visual Arts	8753	3170	5583	36.2%	63.8%
22250 2u Visual Arts	5019	1943	3076	38.7%	61.3%
22251 3u Visual Arts	3734	1227	2507	32.9%	67.1%

Chapter 3 — Award and Scaling Statistics

Contents

Gender Differences in HSC Courses	28
Table 10 — Gender Differences by Course for Selected Courses.....	29
Moderating School Assessment Marks	33
Table 11 — Correlation — Scaled Examination Mark vs Moderated Assessment	34
Percentile Bands	41
Table 12 — Distribution of Percentiles by Course for Candidatures Larger Than 100	42
Marking the Examination Scripts	55
A Guide to the Course Scaling Statistics	58
Course Scaling Statistics — Graphs and Tables	60
Index to Course Scaling Statistics by Subject and Course	252

Gender Differences in HSC Courses

Table 10 shows gender differences in performance in HSC subjects and individual HSC courses. To avoid the instability of including differences that are based on a small number of students, only those courses having a total candidature of one hundred or more, and having at least thirty students of the minority sex, were included in the table.

The differences are based on the composite mark comprising the average of the scaled examination mark and the moderated school assessment. This is the mark that is rescaled by the universities and aggregated to form the Tertiary Entrance Rank (TER).

The difference displayed is the *female mean minus the male mean*. Thus a positive difference indicates that females have performed better, while a negative difference indicates that males have performed better. To simplify the reporting so that differences from courses of different unit value could be compared, all differences are expressed as percentages.

Higher School Certificate Examination 1996

Table 10 — Gender Differences by Course for Selected Courses

Subject Course	Number of Candidates	Female -Male
Aboriginal Studies	602	10.2%
20600 2u Aboriginal Studies	602	10.2%
Accounts Clerical	374	1.0%
21801 2u Accounting	374	1.0%
Agriculture	1761	6.3%
21810 2u Agriculture	1410	7.6%
21811 3u Agriculture	351	1.0%
Ancient History	6505	5.8%
20621 2u Ancient History (Personalities & Times)	2284	8.0%
20630 2u Ancient History	2728	5.0%
20631 3u Ancient History	1493	4.0%
Applied Studies	1102	1.4%
21905 1u Applied Studies	1102	1.4%
Biology	14095	5.0%
20260 2u Biology	14095	5.0%
Business Studies	12518	3.0%
20640 2u Business Studies	9556	3.0%
20641 3u Business Studies	2962	3.0%
Chemistry	10301	0.4%
20270 2u Chemistry	10301	0.4%
Chinese	619	3.5%
21222 2u Chinese (BS)	246	2.2%
21223 3u Chinese (BS)	373	4.4%
Computing Studies	12023	1.2%
21819 2u Computing Studies (General)	3763	3.0%
21820 2u Computing Studies	6803	0.2%
21821 3u Computing Studies	1457	1.0%
Design and Technology	5016	7.9%
21880 2u Design and Technology	4440	8.0%
21881 3u Design and Technology	576	6.8%

Higher School Certificate Examination 1996
Gender Differences by Course for Selected Courses (cont)

Subject Course	Number of Candidates	Female -Male
Drama	2842	6.2%
22220 2u Drama	2842	6.2%
Economics	7729	2.3%
20650 2u Economics	5591	1.6%
20651 3u Economics	2138	4.2%
Engineering Science	1495	1.2%
21840 2u Engineering Science	1495	1.2%
English	55725	5.3%
20050 2u Contemporary English	18224	5.2%
20060 2u English (General)	29741	6.2%
20070 2u English	6031	2.2%
20071 3u English	1729	1.4%
Food Technology	3647	8.6%
21870 2u Food Technology	3104	9.0%
21871 3u Food Technology	543	6.2%
French	1264	3.8%
21280 2u French Z	482	3.0%
21281 2u French (General)	442	3.8%
21282 2u French	340	5.0%
General Science	2048	1.8%
20300 2u General Science	2048	1.8%
General Studies	16963	6.0%
20660 1u General Studies	16963	6.0%
Geography	9008	4.8%
20670 2u Geography	6245	5.0%
20671 3u Geography	2763	4.4%
Geology	238	3.0%
20280 2u Geology	238	3.0%
Industry Studies	958	5.6%
21865 2u Industry Studies - Hospitality	958	5.6%

Higher School Certificate Examination 1996
Gender Differences by Course for Selected Courses (cont)

Subject Course	Number of Candidates	Female -Male
Italian	355	3.6%
21332 2u Italian	355	3.6%
Japanese	1663	0.6%
21340 2u Japanese Z	579	-2.4%
21342 2u Japanese	770	2.2%
21343 3u Japanese	314	2.4%
Legal Studies	7928	5.2%
20680 2u Legal Studies	6355	5.2%
20681 3u Legal Studies	1573	5.4%
Life Management Studies	2116	12.2%
22300 2u Life Management Studies	2116	12.2%
Mathematics	54704	1.8%
20150 2u Mathematics in Practice	4886	-0.6%
20160 2u Mathematics in Society	22904	1.0%
20170 2u Mathematics	16392	3.2%
20171 3u Mathematics	8283	3.0%
20172 4u Mathematics	2239	-0.4%
Modern Greek	221	7.8%
21403 3u Modern Greek	221	7.8%
Modern History	10578	4.4%
20690 2u Modern History (People and Events)	3801	5.6%
20700 2u Modern History	4810	4.0%
20701 3u Modern History	1967	2.8%
Music (Board)	3050	3.5%
22230 2u Music (Board) Course 1	2390	4.4%
22231 2u Music (Board)	259	5.2%
22232 3u Music (Board)	401	-2.6%
Personal Dev, Health & PE	7949	9.6%
22600 2u Personal Development, Health & PE	7949	9.6%
Physics	9332	2.2%
20290 2u Physics	9332	2.2%

Higher School Certificate Examination 1996
Gender Differences by Course for Selected Courses (cont)

Subject Course	Number of Candidates	Female -Male
Science	728	2.0%
20250 3u Science	204	7.2%
20251 4u Science	524	0.0%
Science for Life	4325	2.8%
20310 2u Science for Life	4325	2.8%
Society and Culture	2686	6.9%
20720 2u Society & Culture	2050	8.0%
20721 3u Society & Culture	636	3.4%
Studies of Religion	5890	7.1%
20710 2u Studies of Religion	463	5.4%
20711 1u Studies of Religion	5427	7.2%
Travel	622	4.2%
21930 2u Travel	622	4.2%
Vietnamese	314	3.2%
21480 2u Vietnamese	314	3.2%
Visual Arts	8722	5.7%
22250 2u Visual Arts	4999	8.4%
22251 3u Visual Arts	3723	2.0%

Moderating School Assessment Marks

From 1992, the *raw assessment marks* provided by each school for students taking a course are given the same average as the scaled examination marks for that school group. The top assessments are then made equal to the top examination marks, after which curvilinear mapping is applied to the remaining marks. This may result in the relativities between the school's assessment marks being altered if their distribution shape is markedly different from that of the examination marks. However, the rank order is unchanged. Generally, the standard deviation of these *moderated assessment marks* will be different from that of the scaled examination marks.

Table 12, on the following pages, lists the means and standard deviations of the scaled examination marks and the moderated assessments for each course. For large candidatures these figures should be similar for each measure.

The correlation between the two measures is also shown for each course. The high correlation coefficients observed in large candidature courses imply that the scaled examination marks and the moderated assessment marks are comparable measures.

Further details about these scaling and assessment processes may be found in the following publications, which are available from the Board's office:

- *Interpreting the HSC — An Explanation of the Results and Scaling Procedures*
- *Higher School Certificate Assessments — General Guidelines.*

Higher School Certificate Examination 1996

Table 11 — Correlation — Scaled Examination Mark vs Moderated Assessment

Subject Course	Number of Candidates	—SEM— Mn SD		—MA— Mn SD		Correl. Coeff.
Aboriginal Studies						
20600 2u Aboriginal Studies	598	29.5	8.2	28.9	9.2	0.71
Agriculture						
21810 2u Agriculture	1749	30.1	7.8	30.2	7.8	0.94
21811 3u Agriculture	351	32.7	5.6	32.9	5.5	0.88
Ancient History						
20621 2u Ancient History (P & T)	2278	29.6	8.4	29.9	8.5	0.91
20630 2u Ancient History	4201	31.0	7.9	31.2	8.0	0.91
20631 3u Ancient History	1487	34.2	7.0	34.5	6.9	0.87
Applied Studies						
21905 1u Applied Studies	1094	29.1	8.3	29.4	8.6	0.81
Arabic						
21200 2u Arabic Z	37	29.2	10.2	29.2	10.8	0.97
21201 2u Arabic (General)	170	29.6	9.0	29.6	9.4	0.85
21202 2u Arabic	191	31.3	9.2	31.4	9.3	0.91
21203 3u Arabic	134	34.2	7.8	34.4	7.7	0.82
Armenian						
21208 2u Armenian	37	32.0	7.1	31.1	9.2	0.74
Biology						
20260 2u Biology	14038	29.6	8.2	29.8	8.4	0.92
Business Studies						
20640 2u Business Studies	12477	31.0	7.8	31.2	8.0	0.90
20641 3u Business Studies	2946	35.5	6.1	35.7	6.3	0.81
Chemistry						
20270 2u Chemistry	10279	29.4	8.5	29.6	8.7	0.93
Chinese						
21220 2u Chinese Z	32	30.9	10.5	30.9	10.3	0.96
21222 2u Chinese (BS)	620	32.0	7.8	32.0	8.7	0.82
21223 3u Chinese (BS)	374	33.5	7.2	33.6	7.8	0.77
21224 2u Chinese	32	32.8	9.7	31.5	10.5	0.60
21225 3u Chinese	13	41.3	8.9	41.7	8.4	0.95
Classical Ballet						
22200 2u Classical Ballet	32	37.8	6.4	19.0	20.5	0.36
22201 3u Classical Ballet	8	44.3	2.9	44.3	3.0	0.71

Higher School Certificate Examination 1996

Correlation — Scaled Examination Mark vs Moderated Assessment (cont)

Subject Course	Number of Candidates	—SEM—		—MA—		Correl. Coeff.
		Mn	SD	Mn	SD	
Classical Greek						
21232 2u Classical Greek	13	40.7	6.1	41.6	5.3	0.94
21233 3u Classical Greek	10	43.6	3.8	43.9	4.1	0.95
Computing Studies						
21819 2u Computing Studies (Gen)	3747	29.2	8.1	29.4	8.2	0.89
21820 2u Computing Studies	8212	30.6	8.2	30.8	8.4	0.91
21821 3u Computing Studies	1451	36.2	6.2	36.4	6.5	0.81
Croatian						
21240 2u Croatian	45	32.5	8.9	30.9	11.1	0.73
Czech						
21250 2u Czech	4	41.8	6.4	41.8	6.0	0.98
Dance						
22210 2u Dance	237	29.7	8.3	28.8	9.6	0.73
Design and Technology						
21880 2u Design and Technology	5027	29.8	8.0	30.1	8.2	0.86
21881 3u Design and Technology	576	34.0	7.0	34.3	6.7	0.88
Drama						
22220 2u Drama	2844	29.6	8.0	29.8	8.2	0.89
Dutch						
21262 2u Dutch	3	43.7	6.1	45.3	3.8	1.00
Economics						
20650 2u Economics	7699	31.1	8.1	31.3	8.3	0.93
20651 3u Economics	2133	35.5	6.5	35.7	6.6	0.87
Engineering Science						
21840 2u Engineering Science	1744	30.3	8.6	30.5	8.6	0.94
21841 3u Engineering Science	253	35.6	7.2	35.8	7.2	0.93
English						
20050 2u Contemporary English	18205	29.6	7.6	29.8	7.8	0.85
20060 2u English (General)	29687	29.7	7.2	29.9	7.2	0.85
20070 2u English	7733	38.6	6.1	38.7	6.1	0.81
20071 3u English	1717	40.7	5.6	40.8	5.9	0.77
Estonian						
21270 2u Estonian	1	36.5	0.0	0.0	0.0	0.00
Food Technology						
21870 2u Food Technology	3628	30.3	7.9	30.5	8.1	0.87
21871 3u Food Technology	540	35.3	6.4	35.6	6.3	0.91

Higher School Certificate Examination 1996

Correlation — Scaled Examination Mark vs Moderated Assessment (cont)

Subject Course	Number of Candidates	—SEM—		—MA—		Correl. Coeff.
		Mn	SD	Mn	SD	
French						
21280 2u French Z	481	29.7	8.3	29.8	8.4	0.97
21281 2u French (General)	443	29.5	8.2	29.4	8.4	0.92
21282 2u French	523	32.3	8.1	32.4	8.8	0.90
21283 3u French	184	36.6	7.0	36.4	8.0	0.85
General Science						
20300 2u General Science	2041	29.8	7.5	29.9	7.7	0.87
General Studies						
20660 1u General Studies	16911	29.5	8.0	29.7	8.2	0.82
Geography						
20670 2u Geography	8972	31.3	7.8	31.5	7.9	0.91
20671 3u Geography	2756	35.6	5.8	35.8	5.8	0.85
20672 2u Geography	102	29.0	8.3	28.4	9.3	0.69
20673 3u Geography	2	30.9	10.6	30.9	10.6	1.00
Geology						
20280 2u Geology	237	29.1	8.5	29.3	8.8	0.93
German						
21290 2u German Z	171	30.4	9.6	30.3	9.9	0.92
21291 2u German (General)	180	30.4	8.9	30.5	8.9	0.98
21292 2u German	378	33.8	9.2	33.9	9.2	0.92
21293 3u German	182	37.9	7.3	37.8	8.1	0.87
Hebrew						
21301 2u Hebrew (General)	47	33.7	7.2	32.9	8.6	0.55
21302 2u Hebrew	25	42.1	6.0	26.3	21.7	0.31
21303 3u Hebrew	9	44.0	5.1	44.0	5.1	1.00
Hindi						
21305 2u Hindi	12	40.5	7.4	0.0	0.0	0.00
Hungarian						
21310 2u Hungarian	14	38.4	8.2	38.5	7.0	0.88
Indonesian						
21320 2u Indonesian Z	105	30.6	10.4	30.7	10.4	0.98
21322 2u Indonesian	154	34.2	9.5	33.7	10.6	0.87
21323 3u Indonesian	52	41.2	5.5	40.6	7.8	0.69
21324 2u Indonesian (BS)	97	32.0	6.9	32.1	7.2	0.85
21325 3u Indonesian (BS)	40	35.1	7.8	35.3	8.5	0.80

Higher School Certificate Examination 1996

Correlation — Scaled Examination Mark vs Moderated Assessment (cont)

Subject Course	Number of Candidates	—SEM—		—MA—		Correl. Coeff.
		Mn	SD	Mn	SD	
Italian						
21330 2u Italian Z	223	29.5	8.7	29.8	8.7	0.96
21332 2u Italian	450	31.2	8.6	31.0	9.1	0.86
21333 3u Italian	94	39.0	6.1	37.5	9.0	0.43
Japanese						
21340 2u Japanese Z	581	29.4	8.8	29.4	9.3	0.97
21342 2u Japanese	1078	31.9	8.9	32.0	9.1	0.96
21343 3u Japanese	314	38.4	5.9	38.3	6.5	0.89
21344 2u Japanese (BS)	73	30.7	7.2	29.2	9.2	0.41
Korean						
21350 2u Korean Z	6	34.7	2.4	0.0	0.0	0.00
21354 2u Korean (BS)	162	32.6	7.1	32.1	8.6	0.55
21355 3u Korean (BS)	96	34.3	6.1	33.8	8.4	0.63
Latin						
21362 2u Latin	150	33.4	8.9	33.6	9.0	0.97
21363 3u Latin	81	36.1	7.6	36.8	7.6	0.91
Latvian						
21370 2u Latvian	4	40.4	7.5	40.4	5.8	0.88
Legal Studies						
20680 2u Legal Studies	7894	30.5	7.9	30.7	8.0	0.90
20681 3u Legal Studies	1568	35.0	6.4	35.3	6.3	0.88
Life Management Studies						
22300 2u Life Management Studies	2885	30.9	7.9	31.2	8.0	0.85
22301 3u Life Management Studies	781	34.5	6.4	34.8	6.3	0.82
Lithuanian						
21380 2u Lithuanian	3	45.4	4.2	45.4	4.2	1.00
Macedonian						
21390 2u Macedonian	88	31.1	9.6	31.0	10.4	0.76
Malay						
21392 2u Malay (BS)	130	30.5	8.2	30.8	8.6	0.78
21393 3u Malay (BS)	30	30.8	9.1	31.0	8.4	0.67
Maltese						
21395 2u Maltese	2	35.3	13.8	44.6	4.5	1.00

Higher School Certificate Examination 1996

Correlation — Scaled Examination Mark vs Moderated Assessment (cont)

Subject Course	Number of Candidates	—SEM—		—MA—		Correl. Coeff.
		Mn	SD	Mn	SD	
Mathematics						
20150 2u Mathematics in Practice	4863	29.4	7.7	29.6	7.9	0.85
20160 2u Mathematics in Society	22828	29.3	8.0	29.4	8.5	0.91
20170 2u Mathematics	24600	33.0	9.2	33.1	9.6	0.93
20171 3u Mathematics	10490	41.0	6.8	41.2	6.5	0.89
20172 4u Mathematics	2238	45.4	3.9	45.3	4.5	0.79
Modern Greek						
21400 2u Modern Greek Z	13	37.0	12.5	38.0	10.1	0.96
21402 2u Modern Greek	387	34.0	8.0	34.0	8.0	0.86
21403 3u Modern Greek	221	37.7	5.9	37.5	6.9	0.78
Modern History						
20690 2u Modern History (P & E)	3790	29.4	7.9	29.6	8.1	0.91
20700 2u Modern History	6745	30.8	7.7	30.9	7.8	0.89
20701 3u Modern History	1958	33.8	6.7	34.1	6.6	0.85
Music (AMEB)						
22240 2u Music (AMEB)	104	31.1	7.5	0.0	0.0	0.00
22241 3u Music (AMEB)	71	34.7	6.7	0.0	0.0	0.00
Music (Board)						
22230 2u Music (Board) Course 1	2394	29.6	8.3	29.9	8.3	0.90
22231 2u Music (Board)	660	32.9	7.7	33.2	7.6	0.87
22232 3u Music (Board)	402	36.4	7.6	36.7	7.3	0.80
Persian						
21405 2u Persian	39	39.0	9.0	4.2	12.7	0.12
Personal Dev, Health & PE						
22600 2u Pers Dev, Health & PE	7907	29.5	8.0	29.7	8.2	0.91
Physics						
20290 2u Physics	9318	29.5	8.3	29.6	8.7	0.92
Polish						
21410 2u Polish	33	35.8	7.0	34.4	10.7	0.59
Portuguese						
21415 2u Portuguese	15	39.2	10.5	16.2	20.4	0.22
Rural Technology						
21890 2u Rural Technology	75	29.7	7.0	29.7	6.9	0.88

Higher School Certificate Examination 1996

Correlation — Scaled Examination Mark vs Moderated Assessment (cont)

Subject Course	Number of Candidates	—SEM—		—MA—		Correl. Coeff.
		Mn	SD	Mn	SD	
Russian						
21420 2u Russian Z	4	43.9	4.7	43.9	4.5	1.00
21422 2u Russian	50	46.9	3.7	46.9	3.4	0.91
21423 3u Russian	36	47.2	3.3	47.2	3.2	0.74
Science						
20250 3u Science	204	29.4	8.2	29.6	8.2	0.95
20251 4u Science	524	37.4	6.7	37.6	6.7	0.93
Science for Life						
20310 2u Science for Life	4310	29.5	7.7	29.8	7.9	0.81
Serbian						
21430 2u Serbian	49	32.1	10.2	32.8	10.4	0.88
Sheep Husbandry & Wool Tech						
21900 2u Sheep Husb & Wool Tech	28	28.8	8.4	29.1	8.4	0.80
Society and Culture						
20720 2u Society & Culture	2685	30.9	7.7	31.1	7.7	0.89
20721 3u Society & Culture	633	35.0	6.6	35.2	6.6	0.87
Spanish						
21450 2u Spanish Z	102	30.5	9.6	30.1	10.5	0.88
21452 2u Spanish	312	32.2	6.8	32.4	7.2	0.82
21453 3u Spanish	136	35.5	5.8	35.5	6.8	0.74
Studies of Religion						
20710 2u Studies of Religion	459	29.7	7.9	30.0	8.1	0.88
20711 1u Studies of Religion	5404	29.5	7.9	29.6	8.1	0.83
Swedish						
21445 2u Swedish	11	44.4	5.7	0.0	0.0	0.00
Textiles and Design						
21920 2u Textiles & Design	909	31.0	8.1	31.3	8.0	0.88
21921 3u Textiles & Design	256	34.8	6.1	35.1	6.1	0.85
Thai						
21455 2u Thai Z	11	45.7	3.4	0.0	0.0	0.00
Turkish						
21460 2u Turkish	108	30.2	9.9	30.6	10.4	0.86
21461 3u Turkish	72	33.9	7.9	34.0	8.4	0.86

Higher School Certificate Examination 1996

Correlation — Scaled Examination Mark vs Moderated Assessment (cont)

Subject Course	Number of Candidates	—SEM—		—MA—		Correl. Coeff.
		Mn	SD	Mn	SD	
Ukrainian						
21470 2u Ukrainian	7	38.1	8.9	38.1	7.3	0.66
Vietnamese						
21480 2u Vietnamese	315	29.6	7.9	29.8	8.0	0.87
Visual Arts						
22250 2u Visual Arts	8705	31.2	7.2	31.4	7.5	0.85
22251 3u Visual Arts	3726	33.3	6.8	33.6	7.2	0.73

Percentile Bands

The *percentile bands* provide an indication of a candidate's standing relative to other candidates presenting the particular course. The percentile bands were determined on the basis of the combination of the examination mark and the assessment mark. Nine percentile bands were used, the top eight covering 10% each and the bottom one covering the remaining 20%.

Thus a candidate who received a band of:

- 91 - 100% was in the top 10% of the course candidature;
- 0 - 20% was in the bottom 20% of the course candidature.

Two percentile bands were reported in each 3 Unit course. The percentile band corresponding to the 'Common Paper' performance was a notional figure that indicated what the candidate's standing within the 2 Unit candidature would have been had he/she been a 2 Unit candidate. The second Percentile Band indicated the candidate's standing within the 3 Unit candidature based on performance in the 'Additional Paper' only.

A similar relationship existed between the percentile bands reported for 4 Unit Mathematics and the 3 Unit Mathematics course. Separate percentile bands were reported for each of the 3 Unit and 4 Unit Science courses.

Where the number of candidates presenting a particular course was small (usually less than 100), percentile bands were not reported.

Table 12, on the following pages, lists the number and percentage of candidates in each percentile band as well as the band cutoff marks. The table includes courses with candidatures greater than 100. For courses with a single candidature, the percentage of candidates in each band will be close to 10% (20% for the bottom band).

Related courses have two candidatures, one taking only the Common course and the other taking both the Common and Additional courses. Candidates taking both courses are excluded from the scaling of the Common course so that 10% of those taking only the Common course will fall into each band (20% for the bottom band). The other candidates are then placed back into the distribution, resulting in the percentage of candidates in each band being altered.

Additional courses are scaled to produce the same distribution as those candidates obtained on the Common paper. Generally there will not be 10% of candidates in each band for Additional courses.

Higher School Certificate Examination 1996

Table 12 — Distribution of Percentiles by Course for Candidatures Larger Than 100

Subject Course Total									
BAND:	91-100	81-90	71-80	61-70	51-60	41-50	31-40	21-30	0-20
Aboriginal Studies									
20600	2u Aboriginal Studies								602
Number	60	59	62	61	62	57	63	59	119
Percent	10.0	9.8	10.3	10.1	10.3	9.5	10.5	9.8	19.8
Cutoff	39.7	36.7	34.4	31.9	30.2	28.1	25.3	22.8	0.1
Accounts Clerical									
21801	2u Accounting								374
Number	41	33	39	38	39	35	36	40	73
Percent	11.0	8.8	10.4	10.2	10.4	9.4	9.6	10.7	19.5
Cutoff	43.6	40.7	37.1	33.6	30.0	28.5	26.6	23.9	11.0
Agriculture									
21810	2/3u Agriculture								1758
Number	184	203	206	196	179	176	161	158	295
Percent	10.5	11.6	11.7	11.2	10.2	10.0	9.2	9.0	16.8
Cutoff	39.6	36.0	33.7	32.0	30.2	28.1	25.9	23.1	0.1
21811	3u Agriculture								351
Number	35	36	34	35	33	39	35	33	71
Percent	10.0	10.3	9.7	10.0	9.4	11.1	10.0	9.4	20.2
Cutoff	39.8	37.3	35.8	34.1	32.8	31.7	30.9	28.6	15.3
Ancient History									
20621	2u Ancient History (Personalities & Times)								2284
Number	232	225	231	221	230	227	232	227	459
Percent	10.2	9.9	10.1	9.7	10.1	9.9	10.2	9.9	20.1
Cutoff	40.4	36.9	34.2	32.2	30.3	28.3	26.1	22.9	1.6
20630	2/3u Ancient History								4217
Number	727	491	453	428	416	365	366	345	626
Percent	17.2	11.6	10.7	10.2	9.9	8.7	8.7	8.2	14.8
Cutoff	38.4	35.8	33.7	31.9	30.1	28.2	26.0	23.2	1.6
20631	3u Ancient History								1493
Number	153	145	154	146	151	148	152	145	299
Percent	10.3	9.7	10.3	9.8	10.1	9.9	10.2	9.7	20.0
Cutoff	42.7	40.5	38.1	36.3	34.6	33.0	31.4	29.1	7.9

Higher School Certificate Examination 1996

Distribution of Percentiles by Course for Candidatures Larger Than 100 (cont)

Subject Course Total										
BAND:	91-100	81-90	71-80	61-70	51-60	41-50	31-40	21-30	0-20	
Applied Studies										
21905	1u Applied Studies									1101
Number	110	112	108	114	105	110	112	112	218	
Percent	10.0	10.2	9.8	10.4	9.5	10.0	10.2	10.2	19.8	
Cutoff	38.9	36.3	34.1	31.9	30.2	28.0	25.9	22.7	0.1	
Arabic										
21201	2u Arabic (General)									170
Number	16	18	17	17	18	16	17	16	35	
Percent	9.4	10.6	10.0	10.0	10.6	9.4	10.0	9.4	20.6	
Cutoff	42.3	38.1	34.7	32.7	30.3	28.1	25.6	21.5	6.0	
Biology										
20260	2u Biology									14095
Number	1416	1404	1424	1373	1390	1472	1377	1430	2809	
Percent	10.1	10.0	10.1	9.7	9.9	10.4	9.8	10.2	19.9	
Cutoff	40.0	36.7	34.3	32.3	30.4	28.3	26.0	23.0	0.6	
Business Studies										
20640	2/3u Business Studies									12510
Number	1919	1571	1398	1212	1185	1127	1060	1055	1983	
Percent	15.3	12.6	11.2	9.7	9.5	9.0	8.5	8.4	15.9	
Cutoff	39.0	36.1	33.9	32.1	30.3	28.3	26.2	23.4	1.7	
20641	3u Business Studies									2962
Number	291	296	314	273	315	279	312	282	600	
Percent	9.8	10.0	10.6	9.2	10.6	9.4	10.5	9.5	20.3	
Cutoff	42.7	40.7	39.1	37.7	36.2	34.8	33.1	31.2	3.5	
Chemistry										
20270	2u Chemistry									10301
Number	1028	1039	1036	1030	1004	1038	1049	1010	2067	
Percent	10.0	10.1	10.1	10.0	9.8	10.1	10.2	9.8	20.1	
Cutoff	40.3	36.8	34.1	32.1	30.2	28.1	25.7	22.5	3.2	
Chinese										
21222	2/3u Chinese (BS)									619
Number	121	102	61	55	55	56	45	49	75	
Percent	19.6	16.5	9.9	8.9	8.9	9.1	7.3	7.9	12.1	
Cutoff	39.1	35.5	33.3	31.9	30.0	28.2	26.4	23.4	4.3	

Higher School Certificate Examination 1996

Distribution of Percentiles by Course for Candidatures Larger Than 100 (cont)

Subject Course Total									
BAND:	91-100	81-90	71-80	61-70	51-60	41-50	31-40	21-30	0-20
Chinese (cont)									
21223	3u	Chinese (BS)							373
Number	38	37	35	36	40	38	38	36	75
Percent	10.2	9.9	9.4	9.7	10.7	10.2	10.2	9.7	20.1
Cutoff	41.9	39.4	37.7	36.0	34.5	32.2	30.7	28.8	9.8
Computing Studies									
21819	2u	Computing Studies (General)							3763
Number	380	370	389	369	369	388	363	383	752
Percent	10.1	9.8	10.3	9.8	9.8	10.3	9.7	10.2	20.0
Cutoff	39.2	36.1	33.9	32.1	30.1	28.1	25.9	22.8	3.8
21820	2/3u	Computing Studies							8242
Number	1199	937	906	798	793	744	742	738	1385
Percent	14.6	11.4	11.0	9.7	9.6	9.0	9.0	8.9	16.8
Cutoff	39.2	36.4	34.1	32.2	30.3	28.3	26.0	23.1	3.5
21821	3u	Computing Studies							1457
Number	145	145	147	145	147	147	150	139	292
Percent	9.9	9.9	10.1	9.9	10.1	10.1	10.3	9.5	20.0
Cutoff	44.0	41.8	39.9	38.5	36.8	35.1	33.3	31.2	12.9
Dance									
22210	2u	Dance							237
Number	23	24	24	24	24	23	24	24	47
Percent	9.7	10.1	10.1	10.1	10.1	9.7	10.1	10.1	19.8
Cutoff	40.9	36.1	33.9	32.4	30.4	28.6	26.7	23.1	4.7
Design and Technology									
21880	2/3u	Design and Technology							5015
Number	595	566	494	533	486	486	471	468	916
Percent	11.9	11.3	9.9	10.6	9.7	9.7	9.4	9.3	18.3
Cutoff	39.1	36.0	33.9	31.9	30.0	28.1	25.9	23.3	1.8
21881	3u	Design and Technology							576
Number	53	61	57	60	53	62	53	62	115
Percent	9.2	10.6	9.9	10.4	9.2	10.8	9.2	10.8	20.0
Cutoff	42.3	40.0	38.1	36.1	34.7	33.1	31.5	29.3	0.1

Higher School Certificate Examination 1996

Distribution of Percentiles by Course for Candidatures Larger Than 100 (cont)

**Subject
Course
Total**

BAND:	91-100	81-90	71-80	61-70	51-60	41-50	31-40	21-30	0-20
Drama									
22220	2u	Drama							2842
Number	285	284	291	285	280	279	294	278	566
Percent	10.0	10.0	10.2	10.0	9.9	9.8	10.3	9.8	19.9
Cutoff	39.8	36.4	34.0	32.0	30.2	28.4	26.2	23.5	3.2
Economics									
20650	2/3u	Economics							7722
Number	1301	984	881	743	728	673	600	625	1187
Percent	16.9	12.7	11.4	9.6	9.4	8.7	7.8	8.1	15.4
Cutoff	39.0	36.1	33.9	32.0	30.0	28.0	25.8	22.9	2.1
20651	3u	Economics							2138
Number	213	211	215	231	211	201	219	207	430
Percent	10.0	9.9	10.1	10.8	9.9	9.4	10.2	9.7	20.1
Cutoff	42.9	40.9	39.3	37.7	36.2	34.8	33.3	31.4	0.1
Electronics Technology									
21830	2u	Electronics Technology							211
Number	22	21	22	19	21	20	21	23	42
Percent	10.4	9.9	10.4	9.0	9.9	9.5	9.9	10.9	19.9
Cutoff	41.7	38.5	36.5	33.3	30.7	29.2	27.1	25.1	12.0
Engineering Science									
21840	2/3u	Engineering Science							1751
Number	227	193	185	178	172	172	158	157	309
Percent	13.0	11.0	10.6	10.2	9.8	9.8	9.0	9.0	17.7
Cutoff	40.0	36.8	34.2	32.2	30.2	28.0	25.9	22.7	1.1
21841	3u	Engineering Science							256
Number	26	26	22	28	26	26	26	24	52
Percent	10.2	10.2	8.6	10.9	10.2	10.2	10.2	9.4	20.3
Cutoff	44.3	42.5	40.8	37.7	36.3	34.6	32.8	30.5	13.2
English									
20050	2u	Contemporary English							18223
Number	1851	1802	1862	1742	1883	1769	1854	1839	3621
Percent	10.2	9.9	10.2	9.6	10.3	9.7	10.2	10.1	19.9
Cutoff	38.8	36.1	34.1	32.3	30.4	28.5	26.3	23.8	0.4

Higher School Certificate Examination 1996

Distribution of Percentiles by Course for Candidatures Larger Than 100 (cont)

Subject Course Total										
BAND:	91-100	81-90	71-80	61-70	51-60	41-50	31-40	21-30	0-20	
English (cont)										
20060	2u English (General)									29741
Number	2938	3041	2870	3055	2941	2928	2983	3040	5945	
Percent	9.9	10.2	9.7	10.3	9.9	9.8	10.0	10.2	20.0	
Cutoff	38.6	35.8	33.8	32.0	30.2	28.4	26.4	24.0	1.7	
20070	2/3u English									7749
Number	1053	931	767	786	714	756	685	714	1343	
Percent	13.6	12.0	9.9	10.1	9.2	9.8	8.8	9.2	17.3	
Cutoff	44.8	43.0	41.5	40.0	38.7	37.3	35.8	33.8	8.1	
20071	3u English									1729
Number	173	172	177	174	162	178	176	165	352	
Percent	10.0	9.9	10.2	10.1	9.4	10.3	10.2	9.5	20.4	
Cutoff	46.7	45.4	44.3	43.1	41.8	40.4	38.8	36.7	4.1	
Food Technology										
21870	2/3u Food Technology									3646
Number	501	404	366	380	345	351	332	327	640	
Percent	13.7	11.1	10.0	10.4	9.5	9.6	9.1	9.0	17.6	
Cutoff	38.8	36.1	34.0	32.0	30.1	28.1	25.8	23.2	3.5	
21871	3u Food Technology									543
Number	55	50	59	53	54	56	56	54	106	
Percent	10.1	9.2	10.9	9.8	9.9	10.3	10.3	9.9	19.5	
Cutoff	43.3	41.3	39.3	37.8	36.0	33.8	32.3	30.0	8.7	
French										
21280	2u French Z									482
Number	48	48	49	48	48	50	47	48	96	
Percent	10.0	10.0	10.2	10.0	10.0	10.4	9.8	10.0	19.9	
Cutoff	40.6	36.3	33.8	32.0	30.3	28.3	26.3	23.4	2.7	
21281	2u French (General)									442
Number	47	40	44	45	44	46	43	45	88	
Percent	10.6	9.1	9.9	10.2	9.9	10.4	9.7	10.2	19.9	
Cutoff	39.7	36.3	33.9	31.8	30.2	29.1	26.6	22.6	2.4	

Higher School Certificate Examination 1996

Distribution of Percentiles by Course for Candidatures Larger Than 100 (cont)

Subject Course Total										
BAND:	91-100	81-90	71-80	61-70	51-60	41-50	31-40	21-30	0-20	
French (cont)										
21282	2/3u French									523
Number	106	67	57	47	44	44	41	40	77	
Percent	20.3	12.8	10.9	9.0	8.4	8.4	7.8	7.7	14.7	
Cutoff	39.9	36.9	34.5	32.7	30.3	28.4	26.3	23.5	9.2	
21283	3u French									184
Number	21	18	17	17	21	16	18	18	38	
Percent	11.4	9.8	9.2	9.2	11.4	8.7	9.8	9.8	20.7	
Cutoff	44.4	42.8	41.2	39.3	38.1	36.4	34.7	30.6	12.8	
General Science										
20300	2u General Science									2048
Number	207	205	204	207	203	204	204	210	404	
Percent	10.1	10.0	10.0	10.1	9.9	10.0	10.0	10.3	19.7	
Cutoff	39.4	36.2	33.9	32.0	30.1	28.2	26.1	23.7	6.6	
General Studies										
20660	1u General Studies									16963
Number	1679	1747	1692	1625	1778	1654	1724	1675	3389	
Percent	9.9	10.3	10.0	9.6	10.5	9.8	10.2	9.9	20.0	
Cutoff	39.3	36.1	34.0	32.2	30.2	28.3	26.0	23.2	1.3	
Geography										
20670	2/3u Geography									9003
Number	1573	1154	996	879	857	790	744	713	1297	
Percent	17.5	12.8	11.1	9.8	9.5	8.8	8.3	7.9	14.4	
Cutoff	38.7	35.9	33.8	32.0	30.2	28.3	26.2	23.2	1.3	
20671	3u Geography									2763
Number	279	281	267	281	280	286	271	273	545	
Percent	10.1	10.2	9.7	10.2	10.1	10.4	9.8	9.9	19.7	
Cutoff	42.8	40.5	39.0	37.6	36.1	34.4	32.9	31.1	9.9	
20672	2/3u Geography									103
Number	11	9	10	12	9	9	10	12	21	
Percent	10.7	8.7	9.7	11.7	8.7	8.7	9.7	11.7	20.4	
Cutoff	40.5	36.1	34.4	31.5	29.8	27.8	25.5	21.1	12.4	

Higher School Certificate Examination 1996

Distribution of Percentiles by Course for Candidatures Larger Than 100 (cont)

Subject Course Total									
BAND:	91-100	81-90	71-80	61-70	51-60	41-50	31-40	21-30	0-20
Geology									
20280	2u	Geology							238
Number	24	23	25	24	23	23	25	24	47
Percent	10.1	9.7	10.5	10.1	9.7	9.7	10.5	10.1	19.8
Cutoff	39.0	35.9	33.8	32.4	30.4	28.6	25.9	21.9	3.0
German									
21290	2u	German Z							171
Number	17	17	19	15	18	17	17	17	34
Percent	9.9	9.9	11.1	8.8	10.5	9.9	9.9	9.9	19.9
Cutoff	43.2	40.1	37.3	34.0	30.3	27.6	24.9	22.4	3.5
21291	2u	German (General)							180
Number	18	19	16	19	17	20	18	17	36
Percent	10.0	10.6	8.9	10.6	9.4	11.1	10.0	9.4	20.0
Cutoff	42.8	38.0	34.8	32.2	30.5	28.9	26.6	24.1	2.8
21292	2/3u	German							379
Number	89	47	40	36	43	29	29	22	44
Percent	23.5	12.4	10.6	9.5	11.4	7.7	7.7	5.8	11.6
Cutoff	41.8	38.2	35.1	33.6	31.3	28.1	25.0	21.4	8.0
21293	3u	German							182
Number	19	18	17	19	17	19	18	20	35
Percent	10.4	9.9	9.3	10.4	9.3	10.4	9.9	11.0	19.2
Cutoff	46.2	45.0	43.3	41.8	39.6	37.1	34.1	31.8	12.3
Indonesian									
21320	2u	Indonesian Z							105
Number	10	10	11	10	11	10	11	11	21
Percent	9.5	9.5	10.5	9.5	10.5	9.5	10.5	10.5	20.0
Cutoff	44.8	41.1	38.5	35.0	30.1	27.8	24.6	21.5	1.9
21322	2/3u	Indonesian							154
Number	33	21	21	11	14	13	10	11	20
Percent	21.4	13.6	13.6	7.1	9.1	8.4	6.5	7.1	13.0
Cutoff	43.8	39.9	35.2	33.8	31.1	28.4	26.0	23.6	5.5

Higher School Certificate Examination 1996

Distribution of Percentiles by Course for Candidatures Larger Than 100 (cont)

**Subject
Course
Total**

BAND: **91-100** **81-90** **71-80** **61-70** **51-60** **41-50** **31-40** **21-30** **0-20**

Industry Studies

20675	2u	Industry Studies — Retail (HSIE)								162
Number	16	15	18	17	16	16	15	17	32	
Percent	9.9	9.3	11.1	10.5	9.9	9.9	9.3	10.5	19.8	
Cutoff	42.3	38.7	35.8	33.4	32.0	30.3	27.3	24.5	0.0	
21865	2u	Industry Studies — Hospitality								960
Number	91	102	86	112	95	99	93	91	191	
Percent	9.5	10.6	9.0	11.7	9.9	10.3	9.7	9.5	19.9	
Cutoff	40.0	36.7	34.7	32.7	30.0	28.4	26.8	24.7	0.0	
21866	2u	Industry Studies — Metal and Engineering								280
Number	29	29	30	26	30	30	27	24	55	
Percent	10.4	10.4	10.7	9.3	10.7	10.7	9.6	8.6	19.6	
Cutoff	35.5	33.2	30.4	28.1	25.0	23.5	21.5	19.5	8.1	

Italian

21330	2u	Italian Z								223
Number	23	22	22	21	23	23	24	20	45	
Percent	10.3	9.9	9.9	9.4	10.3	10.3	10.8	9.0	20.2	
Cutoff	41.3	36.8	34.0	32.0	30.0	28.7	26.1	22.6	4.5	
21332	2/3u	Italian								449
Number	91	49	44	38	38	41	40	36	72	
Percent	20.3	10.9	9.8	8.5	8.5	9.1	8.9	8.0	16.0	
Cutoff	38.9	36.3	33.8	31.8	30.1	27.9	26.1	23.6	3.0	

Japanese

21340	2u	Japanese Z								579
Number	57	58	59	58	56	58	61	57	115	
Percent	9.8	10.0	10.2	10.0	9.7	10.0	10.5	9.8	19.9	
Cutoff	41.3	37.0	34.5	32.3	30.1	27.4	25.2	22.1	5.5	
21342	2/3u	Japanese								1079
Number	233	128	116	104	89	89	84	75	161	
Percent	21.6	11.9	10.8	9.6	8.3	8.3	7.8	7.0	14.9	
Cutoff	39.8	36.4	34.0	31.7	30.0	28.0	25.5	22.3	0.8	
21343	3u	Japanese								314
Number	31	33	29	36	27	33	30	32	63	
Percent	9.9	10.5	9.2	11.5	8.6	10.5	9.6	10.2	20.1	
Cutoff	45.0	43.5	42.4	41.3	39.3	37.9	36.2	33.4	10.1	

Higher School Certificate Examination 1996

Distribution of Percentiles by Course for Candidatures Larger Than 100 (cont)

Subject Course Total	BAND:	91-100	81-90	71-80	61-70	51-60	41-50	31-40	21-30	0-20
Legal Studies										
20680	2/3u	Legal Studies								7922
Number		1135	912	878	798	733	749	701	675	1341
Percent		14.3	11.5	11.1	10.1	9.3	9.4	8.9	8.5	16.9
Cutoff		38.9	36.1	33.9	32.0	30.1	28.2	26.0	23.3	2.5
20681	3u	Legal Studies								1573
Number		157	158	162	154	152	163	162	146	319
Percent		10.0	10.0	10.3	9.8	9.7	10.4	10.3	9.3	20.3
Cutoff		42.9	40.5	38.7	37.2	35.6	34.2	32.5	30.4	6.4
Life Management Studies										
22300	2/3u	Life Management Studies								2904
Number		435	339	332	313	269	264	252	245	455
Percent		15.0	11.7	11.4	10.8	9.3	9.1	8.7	8.4	15.7
Cutoff		39.0	36.2	34.1	32.0	30.3	28.5	26.2	23.4	2.1
22301	3u	Life Management Studies								787
Number		80	74	82	78	83	79	74	80	157
Percent		10.2	9.4	10.4	9.9	10.6	10.0	9.4	10.2	20.0
Cutoff		41.9	40.1	37.9	36.7	35.1	33.5	32.1	30.3	7.5
Malay										
21392	2/3u	Malay (BS)								130
Number		13	12	16	10	14	11	14	11	29
Percent		10.0	9.2	12.3	7.7	10.8	8.5	10.8	8.5	22.3
Cutoff		41.3	37.2	34.9	33.7	31.8	29.9	26.7	23.8	12.8
Mathematics										
20150	2u	Mathematics in Practice								4884
Number		487	481	511	471	491	479	505	473	986
Percent		10.0	9.9	10.5	9.6	10.1	9.8	10.3	9.7	20.2
Cutoff		38.6	36.0	34.0	32.1	30.1	28.3	26.0	23.5	4.0
20160	2u	Mathematics in Society								22904
Number		2279	2311	2267	2333	2230	2375	2281	2258	4570
Percent		9.9	10.1	9.9	10.2	9.7	10.4	10.0	9.9	20.0
Cutoff		39.4	36.4	34.2	32.2	30.3	28.0	25.6	22.6	2.0

Higher School Certificate Examination 1996

Distribution of Percentiles by Course for Candidatures Larger Than 100 (cont)

Subject Course Total										
BAND:	91-100	81-90	71-80	61-70	51-60	41-50	31-40	21-30	0-20	
Mathematics (cont)										
20170	2/3u Mathematics									24671
Number	7164	2817	2138	2071	1873	1759	1714	1740	3395	
Percent	29.0	11.4	8.7	8.4	7.6	7.1	7.0	7.1	13.8	
Cutoff	39.5	36.5	34.3	32.1	30.1	28.1	25.8	22.6	0.0	
20171	3u Mathematics									10515
Number	2036	1145	1086	944	914	880	934	870	1706	
Percent	19.4	10.9	10.3	9.0	8.7	8.4	8.9	8.3	16.2	
Cutoff	46.4	45.2	44.0	42.8	41.5	40.2	38.3	36.0	0.1	
20172	4u Mathematics									2239
Number	228	228	210	244	211	238	214	220	446	
Percent	10.2	10.2	9.4	10.9	9.4	10.6	9.6	9.8	19.9	
Cutoff	48.6	48.0	47.5	46.9	46.4	45.8	44.9	43.8	13.3	
Modern Greek										
21402	2/3u Modern Greek									388
Number	128	51	38	30	27	29	22	24	39	
Percent	33.0	13.1	9.8	7.7	7.0	7.5	5.7	6.2	10.1	
Cutoff	38.4	36.0	33.7	32.0	30.7	28.5	26.8	23.2	7.6	
21403	3u Modern Greek									221
Number	23	20	24	21	23	23	21	23	43	
Percent	10.4	9.1	10.9	9.5	10.4	10.4	9.5	10.4	19.5	
Cutoff	45.1	43.0	41.3	39.7	38.3	36.7	35.1	33.2	21.7	
Modern History										
20690	2u Modern History (People and Events)									3801
Number	382	383	373	373	389	386	378	371	766	
Percent	10.1	10.1	9.8	9.8	10.2	10.2	9.9	9.8	20.2	
Cutoff	39.4	36.4	34.0	32.2	30.2	28.2	26.1	23.0	3.8	
20700	2/3u Modern History									6775
Number	1049	771	726	733	622	644	587	583	1060	
Percent	15.5	11.4	10.7	10.8	9.2	9.5	8.7	8.6	15.7	
Cutoff	38.5	35.9	33.8	31.8	30.1	28.2	26.2	23.6	2.4	
20701	3u Modern History									1967
Number	203	194	186	209	193	194	194	200	394	
Percent	10.3	9.9	9.5	10.6	9.8	9.9	9.9	10.2	20.0	
Cutoff	41.9	39.5	37.6	35.9	34.4	32.7	31.0	29.0	5.8	

Higher School Certificate Examination 1996

Distribution of Percentiles by Course for Candidatures Larger Than 100 (cont)

Subject Course Total										
BAND:	91-100	81-90	71-80	61-70	51-60	41-50	31-40	21-30	0-20	
Music (AMEB)										
22240	2u Music (AMEB)									104
Number	11	10	10	10	11	10	11	10	21	
Percent	10.6	9.6	9.6	9.6	10.6	9.6	10.6	9.6	20.2	
Cutoff	42.2	37.7	34.5	32.2	30.0	28.6	27.5	26.4	9.5	
Music (Board)										
22230	2u Music (Board) Course 1									2390
Number	236	238	247	239	243	233	240	241	473	
Percent	9.9	10.0	10.3	10.0	10.2	9.8	10.0	10.1	19.8	
Cutoff	39.9	36.5	34.0	32.2	30.3	28.5	26.4	23.7	0.6	
22231	2/3u Music (Board)									660
Number	157	113	57	63	52	45	46	51	76	
Percent	23.8	17.1	8.6	9.6	7.9	6.8	7.0	7.7	11.5	
Cutoff	38.8	35.3	33.9	32.2	30.0	28.5	26.4	23.6	12.5	
22232	3u Music (Board)									401
Number	40	41	40	37	42	40	41	40	80	
Percent	10.0	10.2	10.0	9.2	10.5	10.0	10.2	10.0	20.0	
Cutoff	45.6	42.6	40.7	39.0	37.2	35.3	33.6	31.9	2.1	
Personal Dev, Health & PE										
22600	2u Personal Development Health & PE									7949
Number	786	793	819	793	786	783	795	810	1584	
Percent	9.9	10.0	10.3	10.0	9.9	9.9	10.0	10.2	19.9	
Cutoff	39.7	36.5	34.0	32.1	30.2	28.3	26.2	23.2	1.5	
Physics										
20290	2u Physics									9332
Number	930	958	931	899	960	916	933	941	1864	
Percent	10.0	10.3	10.0	9.6	10.3	9.8	10.0	10.1	20.0	
Cutoff	40.3	36.8	34.3	32.3	30.1	28.1	25.8	22.7	0.5	
Science										
20250	3u Science									204
Number	20	21	20	20	20	21	21	20	41	
Percent	9.8	10.3	9.8	9.8	9.8	10.3	10.3	9.8	20.1	
Cutoff	39.1	36.7	34.0	32.3	29.9	28.1	26.3	24.2	3.3	

Higher School Certificate Examination 1996

Distribution of Percentiles by Course for Candidatures Larger Than 100 (cont)

Subject Course Total										
BAND:	91-100	81-90	71-80	61-70	51-60	41-50	31-40	21-30	0-20	
Science (cont)										
20251	4u	Science								524
Number	51	55	50	54	52	52	53	52	105	
Percent	9.7	10.5	9.5	10.3	9.9	9.9	10.1	9.9	20.0	
Cutoff	45.4	43.5	41.7	39.9	38.4	36.7	34.9	32.3	10.3	
Science for Life										
20310	2u	Science for Life								4324
Number	436	428	430	447	412	445	432	424	870	
Percent	10.1	9.9	9.9	10.3	9.5	10.3	10.0	9.8	20.1	
Cutoff	38.7	35.9	33.8	32.0	30.3	28.4	26.5	24.0	1.0	
Society and Culture										
20720	2/3u	Society & Culture								2686
Number	406	325	271	274	258	255	248	216	433	
Percent	15.1	12.1	10.1	10.2	9.6	9.5	9.2	8.0	16.1	
Cutoff	39.1	36.1	33.7	31.8	30.0	28.1	26.1	23.8	5.7	
20721	3u	Society & Culture								636
Number	65	61	65	62	62	67	64	63	127	
Percent	10.2	9.6	10.2	9.8	9.8	10.5	10.1	9.9	20.0	
Cutoff	43.4	40.8	38.7	37.3	35.9	34.0	32.0	29.7	11.4	
Spanish										
21452	2/3u	Spanish								312
Number	61	55	30	36	23	26	21	22	38	
Percent	19.6	17.6	9.6	11.5	7.4	8.3	6.7	7.1	12.2	
Cutoff	38.2	34.8	33.4	31.6	30.5	28.7	26.8	25.0	8.8	
21453	3u	Spanish								136
Number	14	14	13	13	14	14	13	14	27	
Percent	10.3	10.3	9.6	9.6	10.3	10.3	9.6	10.3	19.9	
Cutoff	42.8	40.8	38.7	37.2	35.7	34.4	33.5	31.0	13.2	
Studies of Religion										
20710	2u	Studies of Religion								463
Number	46	47	45	47	47	45	47	46	93	
Percent	9.9	10.2	9.7	10.2	10.2	9.7	10.2	9.9	20.1	
Cutoff	39.5	36.5	34.4	32.3	30.5	28.9	26.4	23.6	5.4	

Higher School Certificate Examination 1996

Distribution of Percentiles by Course for Candidatures Larger Than 100 (cont)

Subject Course Total										
BAND:	91-100	81-90	71-80	61-70	51-60	41-50	31-40	21-30	0-20	
Studies of Religion (cont)										
20711	1u Studies of Religion									5427
Number	551	536	552	538	524	558	551	534	1083	
Percent	10.2	9.9	10.2	9.9	9.7	10.3	10.2	9.8	20.0	
Cutoff	39.2	36.3	34.0	32.0	30.1	28.2	26.0	23.3	1.9	
Textiles and Design										
21920	2/3u Textiles & Design									916
Number	132	125	107	94	91	76	79	74	138	
Percent	14.4	13.7	11.7	10.3	9.9	8.3	8.6	8.1	15.1	
Cutoff	39.2	35.8	33.8	31.9	30.1	28.3	25.9	23.3	0.8	
21921	3u Textiles & Design									256
Number	25	26	26	25	26	26	25	25	52	
Percent	9.8	10.2	10.2	9.8	10.2	10.2	9.8	9.8	20.3	
Cutoff	42.2	40.2	38.1	36.8	35.1	34.1	32.7	30.9	14.6	
Travel										
21930	2u Travel									622
Number	57	72	47	86	43	61	74	60	122	
Percent	9.2	11.6	7.6	13.8	6.9	9.8	11.9	9.7	19.6	
Cutoff	42.9	38.6	36.4	33.2	31.1	29.6	28.0	26.4	8.9	
Vietnamese										
21480	2u Vietnamese									314
Number	33	30	31	31	32	29	34	32	62	
Percent	10.5	9.6	9.9	9.9	10.2	9.2	10.8	10.2	19.8	
Cutoff	39.3	36.3	33.4	31.7	30.2	28.8	27.5	24.3	8.9	
Visual Arts										
22250	2/3u Visual Arts									8696
Number	1281	1076	1006	974	890	807	719	688	1255	
Percent	14.7	12.4	11.6	11.2	10.2	9.3	8.3	7.9	14.4	
Cutoff	38.6	35.9	33.8	31.9	30.1	28.2	26.2	23.7	4.1	
22251	3u Visual Arts									3723
Number	375	371	358	389	356	377	372	377	748	
Percent	10.1	10.0	9.6	10.5	9.6	10.1	10.0	10.1	20.1	
Cutoff	41.6	38.6	36.9	35.1	33.6	32.1	30.5	28.5	0.1	

Marking the Examination Scripts

Over a period of many years a procedure for marking the examination scripts has been developed to ensure that each candidate is treated as fairly as possible. Based on their knowledge of the subject and their experience, teachers from schools and universities are selected to carry out the marking according to carefully determined, detailed marking schemes. Some are appointed to more senior positions to control and check the marking process. They ensure that the marking schemes are applied accurately and consistently to all scripts. The application of this process, after the required weightings are applied to each section of the paper, results in a set of *raw examination marks*.

This set of marks places all candidates in each subject in an order of merit or a *rank order*, and indicates the relative magnitudes of the differences in performance of candidates in the examination. The marks are not a measure of achievement in an absolute sense. That is, a mark of 75% does not indicate that a candidate knows 75% of a given course; a mark of 10% does not indicate that a candidate has correctly answered only one-tenth of the examination paper.

Scaling of Raw Examination marks

For all courses, raw examination marks are converted to *scaled examination marks*. For *large candidature 2 Unit courses*, taken by 200 or more 2 Unit candidates, the scaled examination mark is a mark out of 100, with the statewide mean mark of the 2 Unit candidates set at 60 and with the distribution mapped to defined proportions. These proportions result in each course having a similar distribution of scaled examination marks and a standard deviation close to 12.5.

Scaled examination marks for candidates taking a 3 Unit Additional paper are generally marks out of 50, set to reflect the performance of the 3 Unit candidature on the 2 Unit common paper. Similarly, the marks for 4 Unit candidates in Mathematics and Science are set to reflect the performance of the 4 Unit candidature on the paper they take in common with the 3 Unit candidates.

These scaled examination marks do not involve any iterative scaling across different subjects or courses.

This method of arriving at a scaled examination mark is appropriate for large 2 Unit candidatures, which tend to have relatively symmetrical distributions of raw examination marks. Different methods are employed for small candidatures because of the relatively unstable distributions from year to year.

For *small candidature 2 Unit courses*, taken by between 20 and 200 candidates, scaled examination marks have been determined by setting the median mark at 60 but not mapping the distribution to closely defined proportions.

For *very small candidature 2 Unit courses*, taken by less than 20 candidates, no central mark is defined, the scaled examination marks being based on examiner judgements of the quality of performance of the highest and lowest-scoring candidates on a 100-mark scale.

The 1996 HSC raw examination marks were scaled according to the following constraints:

Two Unit Courses

For each 2 Unit course the raw examination mark distribution of the 2 Unit candidature was converted to an initial scaled examination mark distribution by a simple proportion that placed the marks on a scale of 0 to 100.

Large Candidature 2 Unit Courses — Candidatures Exceeding 200

The maximum final scaled mark for each course was set to reflect the expectation for an able, well-prepared candidate in that course. In most courses, this ranged from 95 to 100.

The minimum final scaled mark for each course was set to resemble the minimum raw mark on a 100-mark scale.

Other mapping points were inserted, if necessary, to meet the Board's requirements that:

- the mean of the scaled marks would be 60, + or - 0.2;
- approximately 1% of candidates would be awarded marks of 90 or more (In general, when establishing the percentage of candidates above 90 marks, the mapping point that gave the percentage closest to, but not less than 1% was chosen. In subjects that do not have a 3 Unit Additional course approximately 2% of the students were given a mark of 90 or more);
- approximately 20% of candidates would be awarded marks of 70 or more;
- approximately 80% of candidates would be awarded marks of 50 or more; and
- approximately 1% of candidates would be awarded marks of less than 30.

Small Candidature 2 Unit Courses — Candidatures Between 20 and 200

The maximum final scaled mark for each course was set to reflect the expectation for an able, well-prepared candidate in that course.

The minimum final scaled mark was set to resemble the minimum raw mark on a 100-mark scale.

The median initial scaled mark was set to a final scaled mark of 60.

Care is also taken to ensure that no more than about 5% of candidates receive marks that are greater than 90, with a similar limit on those receiving a mark less than 30.

Very small candidature 2 Unit courses — Candidatures Less Than 20

The maximum final scaled mark for each course was set to reflect the expectation for an able, well-prepared candidate in that course.

The minimum final scaled mark was set to resemble the minimum raw mark on a 100-mark scale.

Three Unit Courses

Unless there were compelling reasons to the contrary, the distribution of final scaled marks on the 3 Unit Additional paper was set to be the same as that of the scaled marks of the 3 Unit candidature on the 2/3 Unit Common paper in that subject.

In the 3 Unit Science course, for which there was no 2/3 Unit Common paper, the mean of the final scaled marks was set at approximately 90 on a 150-mark scale, and the mark levels corresponding to designated percentages of the candidature (as in large 2 Unit candidature courses) were adjusted accordingly, eg approximately 1% of candidates were awarded marks of 135 or more.

Four Unit Courses

In Mathematics, the distribution of final scaled marks on the 4 Unit paper was set to be similar to that of the scaled marks of the 4 Unit candidature on the 3/4 Unit Common paper in the subject. Variations to this principle occurred where considered necessary.

In Science, the distribution of marks was set to be similar to that of the scaled marks of the 4 Unit candidates on the 3/4 Unit Core paper.

A Guide to the Course Scaling Statistics

The following pages show, for each of the course candidatures in every subject presented at the Higher School Certificate, the various statistics relating to examination performance. The tables and graphs describe the decisions taken by the Examination Consultative and Executive Committee in conjunction with the various Examination Committees.

For Single and Common courses the histogram pairs show the relationship between the Initial (inverted) and Final (upright) distributions. The lines joining the histograms represent the mapping points used to produce the Final distribution by reshaping the Initial distribution. Since the Initial marks are derived from the Raw marks by a linear transformation, the Initial marks have the same distribution shape as the Raw marks.

For Additional courses, from 1996, the histogram pairs show the relationship between the Raw (inverted) and Final (upright) distributions. The Initial marks do not have the same distribution shape as the raw marks for Additional courses because they reflect the relative performance of the Additional candidature on the Common paper. Consequently, the transformation from Raw to Initial marks is non-linear. The mapping points used to produce the Final distribution reshape the Initial distribution further.

For courses with fewer than 200 candidates, the final distribution does not have to be within the close tolerances required for larger candidature courses. Grouped frequency distribution tables are not included for such courses.

The scaling statistics are presented in alphabetical order by subject and course. Any particular course can be located by reference to the alphabetical index at the back of the book.

Data are provided for three phases of the examination marks:

Raw Scores

These are the scores awarded by the examiners at the marking stage and are on the scales specified by the Examination Committees. The maximum possible mark for each course is shown in its table of statistics.

Initial Scaled Scores

These are the scores obtained after converting the marks in each 2 Unit course onto a scale from 0 to 50 by a simple ratio transformation. The shape of the distribution of marks is not changed.

Final Scaled Scores

These are produced by the application of mapping points as listed at the bottom of each page. These mapping points are determined by the subject Examination Committees during deliberations with the Board of Studies' Consultative and Executive Committee.

Index to Course Scaling Statistics by Subject and Course

Aboriginal Studies		Croatian	
20600 2u Aboriginal Studies	60	21240 2u Croatian	100
Accounts Clerical		Czech	
21801 2u Accounting	61	21250 2u Czech	101
Agriculture		Dance	
21810 2u Agriculture	62	22210 2u Dance	102
21811 3u Agriculture	64	Design and Technology	
Ancient History		21880 2u Design and Technology	103
20621 2u Ancient History (P & T)	65	21881 3u Design and Technology	105
20630 2u Ancient History	66	Distinction Courses	
20631 3u Ancient History	68	25010 2u Comparative Literature – Distinction Course	106
Applied Studies		25020 2u Cosmology — Distinction Course	107
21905 1u Applied Studies	69	25030 2u Philosophy — Distinction Course	108
Arabic		Drama	
21200 2u Arabic Z	70	22220 2u Drama	109
21201 2u Arabic (General)	71	Dutch	
21202 2u Arabic	72	21262 2u Dutch	110
21203 3u Arabic	75	Economics	
Armenian		20650 2u Economics	111
21208 2u Armenian	76	20651 3u Economics	113
Biology		Electronics Technology	
20260 2u Biology	77	21830 2u Electronics Technology	114
Business Studies		Engineering Science	
20640 2u Business Studies	78	21840 2u Engineering Science	115
20641 3u Business Studies	80	21841 3u Engineering Science	117
Chemistry		English	
20270 2u Chemistry	81	20050 2u Contemporary English	118
Chinese		20060 2u English (General)	119
21220 2u Chinese Z	82	20070 2u English	120
21222 2u Chinese (BS)	83	20071 3u English	122
21223 3u Chinese (BS)	85	Estonian	
21224 2u Chinese	86	21270 2u Estonian	123
21225 3u Chinese	88	Food Technology	
Classical Ballet		21870 2u Food Technology	124
22200 2u Classical Ballet	89	21871 3u Food Technology	126
22201 3u Classical Ballet	91	French	
Classical Greek		21280 2u French Z	127
21232 2u Classical Greek	92	21281 2u French (General)	128
21233 3u Classical Greek	95	21282 2u French	129
Computing Studies		21283 3u French	131
21819 2u Computing Studies (Gen)	96		
21820 2u Computing Studies	97		
21821 3u Computing Studies	99		

Index to Course Scaling Statistics by Subject and Course (cont)

General Science		Japanese	
20300 2u General Science	132	21340 2u Japanese Z	167
General Studies		21342 2u Japanese	168
20660 1u General Studies	133	21343 3u Japanese	170
Geography		21344 2u Japanese (BS)	171
20670 2u Geography	134	Korean	
20671 3u Geography	136	21350 2u Korean Z	172
20672 2u Geography	137	21354 2u Korean (BS)	173
20673 3u Geography	139	21355 3u Korean (BS)	175
Geology		Latin	
20280 2u Geology	140	21362 2u Latin	176
German		21363 3u Latin	178
21290 2u German Z	141	Latvian	
21291 2u German (General)	142	21370 2u Latvian	179
21292 2u German	143	Legal Studies	
21293 3u German	145	20680 2u Legal Studies	180
Hebrew		20681 3u Legal Studies	182
21301 2u Hebrew (General)	146	Life Management Studies	
21302 2u Hebrew	147	22300 2u Life Management Studies	183
21303 3u Hebrew	149	22301 3u Life Management Studies	185
Hindi		Lithuanian	
21305 2u Hindi	150	21380 2u Lithuanian	186
Hungarian		Macedonian	
21310 2u Hungarian	151	21390 2u Macedonian	187
Indonesian		Malay	
21320 2u Indonesian Z	152	21392 2u Malay (BS)	188
21322 2u Indonesian	153	21393 3u Malay (BS)	190
21323 3u Indonesian	155	Maltese	
21324 2u Indonesian (BS)	156	21395 2u Maltese	191
21325 3u Indonesian (BS)	158	Mathematics	
Industry Studies		20150 2u Mathematics in Practice	192
20675 2u Industry Studies – Retail (HIS)	159	20160 2u Mathematics in Society	193
21865 2u Industry Studies – Hospitality	160	20170 2u Mathematics	194
21866 2u Industry Studies – Metal and Engineering	161	20171 3u Mathematics	196
21867 2u Industry Studies – Retail (TAS)	162	20172 4u Mathematics	198
Italian		Modern Greek	
21330 2u Italian Z	163	21400 2u Modern Greek Z	199
21332 2u Italian	164	21402 2u Modern Greek	200
21333 3u Italian	166	21403 3u Modern Greek	202
		Modern History	
		20690 2u Modern History (P & E)	203
		20700 2u Modern History	204
		20701 3u Modern History	206

Index to Course Scaling Statistics by Subject and Course (cont)

Music (AMEB)	Sheep Husbandry & Wool Technology
22240 2u Music (AMEB) 207	21900 2u Sheep Husb & Tech 227
22241 3u Music (AMEB) 208	Society and Culture
Music (Board)	20720 2u Society & Culture 228
22230 2u Music (Board) Course 1 209	20721 3u Society & Culture 230
22231 2u Music (Board) 210	Spanish
22232 3u Music (Board) 212	21450 2u Spanish Z 231
Persian	21452 2u Spanish 232
21405 2u Persian 213	21453 3u Spanish 234
Personal Dev Health & PE	Studies of Religion
22600 2u Pers Dev Health & PE 214	20710 2u Studies of Religion 235
Physics	20711 1u Studies of Religion 236
20290 2u Physics 215	Swedish
Polish	21445 2u Swedish 237
21410 2u Polish 216	Textiles and Design
Portuguese	21920 2u Textiles & Design 238
21415 2u Portuguese 217	21921 3u Textiles & Design 240
Rural Technology	Thai
21890 2u Rural Technology 218	21455 2u Thai Z 241
Russian	Travel
21420 2u Russian Z 219	21930 2u Travel 242
21422 2u Russian 220	Turkish
21423 3u Russian 222	21460 2u Turkish 243
Science	21461 3u Turkish 246
20250 3u Science 223	Ukrainian
20251 4u Science 224	21470 2u Ukrainian 247
Science for Life	Vietnamese
20310 2u Science for Life 225	21480 2u Vietnamese 248
Serbian	Visual Arts
21430 2u Serbian 226	22250 2u Visual Arts 249
	22251 3u Visual Arts 251