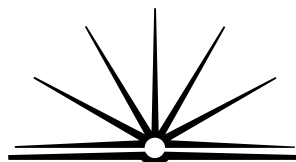


**1999 School Certificate**  
**Test and Award Statistics**



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

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## PREFACE

The *School Certificate Test and Award Statistics* report replaces the *School Certificate Reference Test and Award Statistics* report, which has been published annually since 1993 by the Board of Studies. Each volume provides a statistical view of the candidature, the courses and the awarding of grades for a particular year while also serving as a public record of the School Certificate Tests (from 1998) and Reference Tests (prior to 1998). The statistical tables can provide a valuable resource for teachers and researchers.

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

## Overview

### The 1999 School Certificate Program

In 1999 a School Certificate was awarded to school students who completed a satisfactory program of studies in Years 7 to 10. The results in each course are issued as grades awarded by each student's school, the grades being based on the Course Performance Descriptors for each course.

The mid-year Reference Tests conducted previously in the subjects of English, Mathematics and Science were discontinued from 1998 as part of wide ranging government reforms of the School Certificate and Higher School Certificate programs. Grading patterns in these subjects were no longer issued to schools. Tests were developed by the Board of Studies to test foundation knowledge and skills needed to undertake the Higher School Certificate program of studies and to participate effectively in the wider community.

Externally set tests in *English-literacy*, *Mathematics* and *Science* were held in November with the results being issued to students as marks which had been aligned to performance scales containing both marks and descriptions of performance. A test in *Australian History, Geography, Civics and Citizenship* was trialed in 1999. Participation in the trial was optional and the results did not form part of the School Certificate credential, although they were reported separately to schools.

In 1999, 80516 Year 10 students participated in the School Certificate Program. Of these, 77,580 students in NSW and overseas schools completed the full program of study for the award of the School Certificate. A further 1437 students with special education needs followed special programs of study while 1349 students did not complete requirements and received a Record of Achievement or a Special Record of Achievement.

### Test Performance Bands

The School Certificate Tests are part of a significant change to the Board's previous marking, scaling and reporting practices. The following procedures are used so that achievement can be reported in terms directly related to the student's foundation knowledge and skills:

- Each test question is marked in relation to pre-determined criteria.
- For each test, a panel of expert judges assesses the questions in relation to performance band descriptions and determines cut-off marks for each performance band. The question cut-off marks are then aggregated for each band to produce band cut-off marks for the whole paper. The panel refines its judgements through several iterations that include consideration of student response statistics and inspection of student scripts with marks near these band cut-off points.
- The test marks are then aligned through a multi-linear mapping process so that the band cut-off marks correspond to defined marks that are constant across subjects and over time. The band cut-off marks that are reported are shown in the following table:

<b>Performance Band</b>	<b>Reported Mark Cut-off</b>
<b>6</b>	90%
<b>5</b>	80%
<b>4</b>	70%
<b>3</b>	60%
<b>2</b>	50% (Minimum standard expected)
<b>1</b>	-

- Each student's mark and the corresponding performance band are reported.
- Each student receives a report describing typical performance in each band. The report includes a histogram showing the distribution of marks across the bands and the location of the student's mark.

The result of this process is that the bands and marks awarded specify achievement in relation to the test band descriptions, in addition to indicating the candidates' relative standing in the candidature.

## **Prescribed Pattern of Courses**

In 1999, the Board of Studies required students to undertake a program of approved courses (Board Developed Courses and Board Endorsed Courses):

- Courses in each of English, Mathematics and Science studied substantially throughout each of Years 7 to 10 for a minimum of 400 hours.
- Courses in Human Society and Its Environment studied substantially throughout each of Years 7 to 10 for a minimum of 400 hours, including at least 100 hours each of Australian History and Australian Geography.
- Courses in each of Creative Arts (Visual Arts and Music) and Technological and Applied Studies, studied for a minimum of 200 hours each by the end of Year 10.
- A course in Personal Development, Health and Physical Education in each of Years 7 to 10, with 300 hours to be completed by the end of Year 10.

## **Reporting Achievement**

The School Certificate is issued as a testamur. Student results are reported separately on a Record of Achievement (Parts A and B) and through the test reports.

To be eligible for a School Certificate, students must have:

- attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by the Board;
- satisfactorily completed a prescribed pattern of courses;
- undertaken the requisite School Certificate Tests and also satisfactorily completed the required school-based assessment program;
- completed Year 10.

Students who have not completed the above requirements but who have:

- satisfactorily completed at least one course;
- a satisfactory record of attendance and application,

receive a Record of Achievement and test reports where appropriate.

The Record of Achievement (Part A) lists the courses studied, together with the grades awarded by the school based on matching their achievement in the courses with the appropriate Course Performance Descriptor statement.

The Record of Achievement (Part B) lists the tests undertaken, together with the marks attained and the corresponding performance bands. The Test Report shows the Performance Scale containing marks from 0 to 100; the Band cut-off marks 90, 80, 70 60, 50; the description for each band summarising the knowledge and skills typically demonstrated by students awarded each band; and the mark awarded to the student.

## Determining Course Grades

All courses have grades determined by the school using common Course Performance Descriptors. The Course Performance Descriptors were developed by the Board from its General Performance Descriptors.

There is no pre-determined pattern of grades applied to courses. The Board monitors the patterns of grades that each school awards.

## General Performance Descriptors

The General Performance Descriptors and their matching grades are the basis on which the Course Performance Descriptors were developed for each course.

**Grade A** *Indicates excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.*

**Grade B** *Indicates a high level of achievement in the course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.*

**Grade C** *Indicates substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.*

**Grade D** *Indicates satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.*

**Grade E** *Indicates elementary achievement in the course. The student has an elementary level of knowledge and understanding of the course content and has achieved limited competence in the processes and skills of the course.*

## **Course Performance Descriptors**

Course Performance Descriptors relate to the objectives and outcomes of individual courses and are a series of statements that summarise the observable and measurable features of student achievement by describing the main features of performance typically demonstrated by students at each level of achievement in that course. They serve as benchmarks against which teachers match their professional judgement in determining course grades for particular students.

Teachers compare the overall characteristics of each student's performance with the descriptors and award a grade to each student, which most accurately describes the student's achievement in the course.

## **Further Reading**

The Board produces several pamphlets and booklets that provide further information concerning School Certificate procedures and reporting:

- *Parent and Employer Guide to the School Certificate Grading System.*
- *Rules and Procedures for 2000 School Certificate Candidates.*
- *The School Certificate.*

These publications are available from the Office of the Board of Studies.



## Statistical Tables

### Introduction to the Statistical Tables

All Board Developed Courses studied in Stage 5 (Years 9 and 10) are included in the statistical tables. The number of indicative hours of study is also shown for each course. A 100-hour course may be studied in Year 9, followed by a different 100-hour course in Year 10. Other courses may be studied for 200 hours over both years.

School Certificate 1999

**Table 1 - Total Candidature by Award and Sex**

Category	Number of Candidates	Percentage of Candidature	Number of Males	Number of Females	Male Percent- age	Female Percent- age
<b>School Certificate<sup>1</sup></b>	77580	<b>96.4%</b>	39182	38398	50.5%	49.5%
<b>Record of Achievement<sup>2</sup></b>	1288	<b>1.6%</b>	727	561	56.4%	43.6%
<b>Special Record of Achievement<sup>3</sup></b>	61	<b>0.1%</b>	44	17	72.1%	27.9%
<b>Special Program of Study<sup>4</sup></b>	1437	<b>1.8%</b>	865	572	60.2%	39.8%
<b>No Award<sup>5</sup></b>	150	<b>0.2%</b>	61	89	40.7%	59.3%
<b>Total</b>	<b>80516</b>	<b>100.0%</b>	<b>40879</b>	<b>39637</b>	<b>50.8%</b>	<b>49.2%</b>

<sup>1</sup> Students who completed all requirements for the award of the School Certificate Credential.

<sup>2</sup> Students who satisfactorily completed one or more courses but did not meet all requirements for the award of the School certificate credential.

<sup>3</sup> Students who satisfactorily completed one or more special education courses.

<sup>4</sup> Students who completed all requirements for the award of the School Certificate credential and included one or more special education courses in their program of study.

<sup>5</sup> Students who did not satisfactorily complete any courses.

School Certificate 1999  
**Table 2 - SC Schools by Type**

Type of School	Number of Schools	Percentage of Total
<b>Government Schools</b>	502	62.8%
<b>Catholic Independent Schools</b>	43	5.4%
<b>Catholic Systemic Schools</b>	106	13.3%
<b>Christian Community Schools</b>	19	2.4%
<b>Independent Central Schools</b>	2	0.3%
<b>Other Independent Schools</b>	109	13.6%
<b>Seventh Day Adventist Schools</b>	7	0.9%
<b>Overseas Schools</b>	5	0.6%
<b>Total</b>	<b>800</b>	<b>100.0%</b>

School Certificate 1999  
**Table 3 - Total Candidature by School Type and Sex**

Type of School	Total	Total%	Male	Female	M%	F%
<b>Government Schools</b>	53806	<b>66.8%</b>	27414	26392	50.9%	49.1%
<b>Catholic Independent</b>	5521	<b>6.9%</b>	2711	2810	49.1%	50.9%
<b>Catholic Systemic</b>	12151	<b>15.1%</b>	6210	5941	51.1%	48.9%
<b>Christian Community</b>	850	<b>1.1%</b>	439	411	51.6%	48.4%
<b>Independent Central</b>	29	<b>0.0%</b>	17	12	58.6%	41.4%
<b>Other Independent</b>	7759	<b>9.6%</b>	3869	3890	49.9%	50.1%
<b>Seventh Day Adventist</b>	231	<b>0.3%</b>	122	109	52.8%	47.2%
<b>Overseas Schools</b>	121	<b>0.2%</b>	65	56	53.7%	46.3%
<b>Total</b>	<b>80516</b>	<b>100.0%</b>	<b>40879</b>	<b>39637</b>	<b>50.8%</b>	<b>49.2%</b>

School Certificate 1999

Table 4 - Entries in Board Developed Courses by Subject, Course and Sex

Subject and Course			Total	M	F	M%	F%
<b>Aboriginal Studies</b>			<b>601</b>	<b>284</b>	<b>317</b>	<b>47.3%</b>	<b>52.7%</b>
410	200hr	Aboriginal Studies	470	235	235	50.0%	50.0%
411	100hr	Aboriginal Studies	131	49	82	37.4%	62.6%
<b>Agriculture</b>			<b>6692</b>	<b>4239</b>	<b>2453</b>	<b>63.3%</b>	<b>36.7%</b>
1600	200hr	Agriculture	5625	3584	2041	63.7%	36.3%
1601	100hr	Agriculture	1067	655	412	61.4%	38.6%
<b>Arabic</b>			<b>616</b>	<b>252</b>	<b>364</b>	<b>40.9%</b>	<b>59.1%</b>
800	200hr	Arabic	582	230	352	39.5%	60.5%
801	100hr	Arabic	34	22	12	64.7%	35.3%
<b>Asian Social Studies</b>				<b>1452</b>	<b>491</b>	<b>961</b>	<b>33.8%</b>
<b>66.2%</b>							
400	200hr	Asian Social Studies	1199	416	783	34.7%	65.3%
401	100hr	Asian Social Studies	253	75	178	29.6%	70.4%
<b>Chinese</b>			<b>654</b>	<b>326</b>	<b>328</b>	<b>49.8%</b>	<b>50.2%</b>
810	200hr	Chinese	550	279	271	50.7%	49.3%
811	100hr	Chinese	104	47	57	45.2%	54.8%
<b>Classical Greek</b>			<b>28</b>	<b>24</b>	<b>4</b>	<b>85.7%</b>	<b>14.3%</b>
820	200hr	Classical Greek	28	24	4	85.7%	14.3%
<b>Commerce</b>			<b>29396</b>	<b>15071</b>	<b>14325</b>	<b>51.3%</b>	<b>48.7%</b>
430	200hr	Commerce	25901	13374	12527	51.6%	48.4%
431	100hr	Commerce	3495	1697	1798	48.6%	51.4%
<b>Computing Studies</b>			<b>28687</b>	<b>16130</b>	<b>12557</b>	<b>56.2%</b>	<b>43.8%</b>
1620	200hr	Computing Studies	24221	13819	10402	57.1%	42.9%
1621	100hr	Computing Studies	4466	2311	2155	51.7%	48.3%
<b>Dance</b>			<b>1543</b>	<b>39</b>	<b>1504</b>	<b>2.5%</b>	<b>97.5%</b>
2000	200hr	Dance	1203	30	1173	2.5%	97.5%
2001	100hr	Dance	340	9	331	2.6%	97.4%
<b>Design and Technology</b>			<b>4343</b>	<b>2243</b>	<b>2100</b>	<b>51.6%</b>	<b>48.4%</b>
1650	200hr	Design and Technology	3452	1831	1621	53.0%	47.0%
1651	100hr	Design and Technology	891	412	479	46.2%	53.8%
<b>Drama</b>			<b>11754</b>	<b>3175</b>	<b>8579</b>	<b>27.0%</b>	<b>73.0%</b>
2010	200hr	Drama	9842	2553	7289	25.9%	74.1%
2011	100hr	Drama	1912	622	1290	32.5%	67.5%
<b>Dutch</b>			<b>2</b>	<b>1</b>	<b>1</b>	<b>50.0%</b>	<b>50.0%</b>
850	200hr	Dutch	1	1	0	100.0%	0.0%
851	100hr	Dutch	1	0	1	0.0%	100.0%
<b>English</b>			<b>78658</b>	<b>39759</b>	<b>38899</b>	<b>50.5%</b>	<b>49.5%</b>
300	200hr	English	78658	39759	38899	50.5%	49.5%

School Certificate 1999

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

Subject and Course			Total	M	F	M%	F%
<b>Food Technology</b>			<b>17219</b>	<b>4884</b>	<b>12335</b>	<b>28.4%</b>	<b>71.6%</b>
1625	200hr	Food Technology	13932	3745	10187	26.9%	73.1%
1626	100hr	Food Technology	3287	1139	2148	34.7%	65.3%
<b>French</b>			<b>4242</b>	<b>1213</b>	<b>3029</b>	<b>28.6%</b>	<b>71.4%</b>
870	200hr	French	3772	1059	2713	28.1%	71.9%
871	100hr	French	470	154	316	32.8%	67.2%
<b>Geography</b>			<b>39329</b>	<b>20281</b>	<b>19048</b>	<b>51.6%</b>	<b>48.4%</b>
440	200hr	Geography	23406	12447	10959	53.2%	46.8%
441	100hr	Geography	15923	7834	8089	49.2%	50.8%
<b>German</b>			<b>2344</b>	<b>995</b>	<b>1349</b>	<b>42.4%</b>	<b>57.6%</b>
880	200hr	German	2010	780	1230	38.8%	61.2%
881	100hr	German	334	215	119	64.4%	35.6%
<b>Hebrew</b>			<b>219</b>	<b>107</b>	<b>112</b>	<b>48.9%</b>	<b>51.1%</b>
890	200hr	Hebrew	212	103	109	48.6%	51.4%
891	100hr	Hebrew	7	4	3	57.1%	42.9%
<b>History</b>			<b>48219</b>	<b>23367</b>	<b>24852</b>	<b>48.5%</b>	<b>51.5%</b>
450	200hr	History	32435	15584	16851	48.0%	52.0%
451	100hr	History	15784	7783	8001	49.3%	50.7%
<b>Indonesian</b>			<b>712</b>	<b>210</b>	<b>502</b>	<b>29.5%</b>	<b>70.5%</b>
910	200hr	Indonesian	633	182	451	28.8%	71.2%
911	100hr	Indonesian	79	28	51	35.4%	64.6%
<b>Italian</b>			<b>1712</b>	<b>623</b>	<b>1089</b>	<b>36.4%</b>	<b>63.6%</b>
920	200hr	Italian	1542	569	973	36.9%	63.1%
921	100hr	Italian	170	54	116	31.8%	68.2%
<b>Japanese</b>			<b>4109</b>	<b>1352</b>	<b>2757</b>	<b>32.9%</b>	<b>67.1%</b>
930	200hr	Japanese	3714	1209	2505	32.6%	67.4%
931	100hr	Japanese	395	143	252	36.2%	63.8%
<b>Korean</b>			<b>70</b>	<b>25</b>	<b>45</b>	<b>35.7%</b>	<b>64.3%</b>
940	200hr	Korean	55	21	34	38.2%	61.8%
941	100hr	Korean	15	4	11	26.7%	73.3%
<b>Latin</b>			<b>553</b>	<b>323</b>	<b>230</b>	<b>58.4%</b>	<b>41.6%</b>
950	200hr	Latin	519	310	209	59.7%	40.3%
951	100hr	Latin	34	13	21	38.2%	61.8%
<b>Mathematics</b>			<b>78635</b>	<b>39783</b>	<b>38852</b>	<b>50.6%</b>	<b>49.4%</b>
320	200hr	Mathematics Standard	16992	9399	7593	55.3%	44.7%
321	200hr	Mathematics Intermediate	33935	16832	17103	49.6%	50.4%
322	200hr	Mathematics Advanced	27708	13552	14156	48.9%	51.1%

School Certificate 1999

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

Subject and Course			Total	M	F	M%	F%
<b>Modern Greek</b>			<b>369</b>	<b>177</b>	<b>192</b>	<b>48.0%</b>	<b>52.0%</b>
990	200hr	Modern Greek	352	171	181	48.6%	51.4%
991	100hr	Modern Greek	17	6	11	35.3%	64.7%
<b>Music</b>			<b>11167</b>	<b>5295</b>	<b>5872</b>	<b>47.4%</b>	<b>52.6%</b>
2050	200hr	Music	9539	4521	5018	47.4%	52.6%
2051	100hr	Music	1628	774	854	47.5%	52.5%
<b>Personal Development, Health and Physical Education</b>			<b>76618</b>	<b>38974</b>	<b>37644</b>	<b>50.9%</b>	<b>49.1%</b>
2420	200hr	Personal Development, Health and Physical Education	50062	25649	24413	51.2%	48.8%
2421	100hr	Personal Development, Health and Physical Education	26556	13325	13231	50.2%	49.8%
<b>Russian</b>			<b>41</b>	<b>16</b>	<b>25</b>	<b>39.0%</b>	<b>61.0%</b>
1010	200hr	Russian	31	11	20	35.5%	64.5%
1011	100hr	Russian	10	5	5	50.0%	50.0%
<b>Science</b>			<b>78668</b>	<b>39804</b>	<b>38864</b>	<b>50.6%</b>	<b>49.4%</b>
350	200hr	Science	78668	39804	38864	50.6%	49.4%
<b>Sheep Husbandry and Wool Science</b>			<b>64</b>	<b>55</b>	<b>9</b>	<b>85.9%</b>	<b>14.1%</b>
1660	200hr	Sheep Husbandry and Wool Science	43	39	4	90.7%	9.3%
1661	100hr	Sheep Husbandry and Wool Science	21	16	5	76.2%	23.8%
<b>Spanish</b>			<b>346</b>	<b>144</b>	<b>202</b>	<b>41.6%</b>	<b>58.4%</b>
1040	200hr	Spanish	278	106	172	38.1%	61.9%
1041	100hr	Spanish	68	38	30	55.9%	44.1%
<b>Studies in Society</b>			<b>765</b>	<b>266</b>	<b>499</b>	<b>34.8%</b>	<b>65.2%</b>
480	200hr	Studies in Society	581	202	379	34.8%	65.2%
481	100hr	Studies in Society	184	64	120	34.8%	65.2%
<b>Studies of Religion</b>			<b>704</b>	<b>262</b>	<b>442</b>	<b>37.2%</b>	<b>62.8%</b>
490	200hr	Studies of Religion	75	38	37	50.7%	49.3%
491	100hr	Studies of Religion	629	224	405	35.6%	64.4%
<b>Technical Drawing</b>			<b>6988</b>	<b>5996</b>	<b>992</b>	<b>85.8%</b>	<b>14.2%</b>
1670	200hr	Technical Drawing	5758	4999	759	86.8%	13.2%
1671	100hr	Technical Drawing	1230	997	233	81.1%	18.9%
<b>Technics</b>			<b>29601</b>	<b>26508</b>	<b>3093</b>	<b>89.6%</b>	<b>10.4%</b>
1679	100hr	Technics I	3481	2802	679	80.5%	19.5%
1680	200hr	Technics I	21309	18975	2334	89.0%	11.0%
1681	200hr	Technics II	4811	4731	80	98.3%	1.7%

School Certificate 1999

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

Subject and Course			Total	M	F	M%	F%
<b>Textiles and Design</b>			<b>4717</b>	<b>83</b>	<b>4634</b>	<b>1.8%</b>	<b>98.2%</b>
1690	200hr	Textiles and Design	3683	57	3626	1.5%	98.5%
1691	100hr	Textiles and Design	1034	26	1008	2.5%	97.5%
<b>Turkish</b>			<b>103</b>	<b>52</b>	<b>51</b>	<b>50.5%</b>	<b>49.5%</b>
1050	200hr	Turkish	84	42	42	50.0%	50.0%
1051	100hr	Turkish	19	10	9	52.6%	47.4%
<b>Vietnamese</b>				<b>146</b>	<b>55</b>	<b>91</b>	<b>37.7%</b>
<b>62.3%</b>							
1071	200hr	Vietnamese	132	52	80	39.4%	60.6%
1072	100hr	Vietnamese	14	3	11	21.4%	78.6%
<b>Visual Arts</b>			<b>22537</b>	<b>7858</b>	<b>14679</b>	<b>34.9%</b>	<b>65.1%</b>
2060	200hr	Visual Arts	19209	6487	12722	33.8%	66.2%
2061	100hr	Visual Arts	3328	1371	1957	41.2%	58.8%

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Table 5 - Grades Awarded by Subject, Course and Sex for Candidatures Larger Than 100

Subject and Course		Sex	A%	B%	C%	D%	E%	N%
<b>Aboriginal Studies</b>								
410	200hr Aboriginal Studies		<b>9.2</b>	<b>19.8</b>	<b>34.5</b>	<b>23.0</b>	<b>13.6</b>	<b>0.0</b>
		<b>M</b>	4.7	16.2	37.0	26.0	16.2	0.0
		<b>F</b>	13.6	23.4	31.9	20.0	11.1	0.0
411	100hr Aboriginal Studies		<b>5.3</b>	<b>17.6</b>	<b>31.3</b>	<b>34.4</b>	<b>11.5</b>	<b>0.0</b>
		<b>M</b>	6.1	4.1	30.6	34.7	24.5	0.0
		<b>F</b>	4.9	25.6	31.7	34.2	3.7	0.0
<b>Agriculture</b>								
1600	200hr Agriculture		<b>15.8</b>	<b>23.2</b>	<b>32.7</b>	<b>19.2</b>	<b>9.0</b>	<b>0.0</b>
		<b>M</b>	12.9	21.6	33.4	21.5	10.5	0.0
		<b>F</b>	20.9	26.0	31.5	15.2	6.4	0.0
1601	100hr Agriculture		<b>6.8</b>	<b>18.4</b>	<b>36.8</b>	<b>24.6</b>	<b>13.5</b>	<b>0.0</b>
		<b>M</b>	4.0	15.7	38.5	25.8	16.0	0.0
		<b>F</b>	11.2	22.6	34.2	22.6	9.5	0.0
<b>Arabic</b>								
800	200hr Arabic		<b>19.2</b>	<b>25.1</b>	<b>32.1</b>	<b>13.2</b>	<b>10.3</b>	<b>0.0</b>
		<b>M</b>	22.2	21.7	29.1	11.7	15.2	0.0
		<b>F</b>	17.3	27.3	34.1	14.2	7.1	0.0
801	100hr Arabic		<b>14.7</b>	<b>23.5</b>	<b>11.8</b>	<b>29.4</b>	<b>20.6</b>	<b>0.0</b>
		<b>M</b>	18.2	22.7	13.6	18.2	27.3	0.0
		<b>F</b>	8.3	25.0	8.3	50.0	8.3	0.0
<b>Asian Social Studies</b>								
400	200hr Asian Social Studies		<b>26.8</b>	<b>23.8</b>	<b>26.3</b>	<b>14.9</b>	<b>8.3</b>	<b>0.0</b>
		<b>M</b>	18.0	21.4	28.8	17.8	13.9	0.0
		<b>F</b>	31.4	25.0	24.9	13.3	5.4	0.0
401	100hr Asian Social Studies		<b>16.6</b>	<b>23.3</b>	<b>31.6</b>	<b>21.3</b>	<b>7.1</b>	<b>0.0</b>
		<b>M</b>	13.3	17.3	29.3	24.0	16.0	0.0
		<b>F</b>	18.0	25.8	32.6	20.2	3.4	0.0
<b>Chinese</b>								
810	200hr Chinese		<b>36.2</b>	<b>30.7</b>	<b>18.2</b>	<b>10.0</b>	<b>4.9</b>	<b>0.0</b>
		<b>M</b>	31.2	30.1	19.7	11.1	7.9	0.0
		<b>F</b>	41.3	31.4	16.6	8.9	1.8	0.0
811	100hr Chinese		<b>37.5</b>	<b>30.8</b>	<b>14.4</b>	<b>7.7</b>	<b>9.6</b>	<b>0.0</b>
		<b>M</b>	23.4	29.8	17.0	12.8	17.0	0.0
		<b>F</b>	49.1	31.6	12.3	3.5	3.5	0.0
<b>Classical Greek</b>								
820	200hr Classical Greek		<b>60.7</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
		<b>M</b>	54.2	0.0	0.0	0.0	0.0	0.0
		<b>F</b>	100.0	0.0	0.0	0.0	0.0	0.0
<b>Commerce</b>								
430	200hr Commerce		<b>21.5</b>	<b>25.4</b>	<b>31.4</b>	<b>15.2</b>	<b>6.4</b>	<b>0.0</b>
		<b>M</b>	18.3	24.0	32.6	17.3	7.8	0.0
		<b>F</b>	24.9	27.0	30.2	12.9	5.0	0.0
431	100hr Commerce		<b>13.0</b>	<b>21.2</b>	<b>33.9</b>	<b>21.4</b>	<b>10.4</b>	<b>0.0</b>
		<b>M</b>	10.3	17.5	35.5	22.8	14.0	0.0
		<b>F</b>	15.6	24.7	32.5	20.1	7.1	0.0

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Grades Awarded by Subject, Course and Sex for Candidatures Larger than 100  
(continued)

Subject and Course	Sex	A%	B%	C%	D%	E%	N%
<b>Computing Studies</b>							
1620 200hr Computing Studies		<b>15.7</b>	<b>24.2</b>	<b>34.5</b>	<b>17.6</b>	<b>8.0</b>	<b>0.0</b>
	<b>M</b>	16.5	23.4	33.6	18.0	8.5	0.0
	<b>F</b>	14.6	25.2	35.8	17.1	7.3	0.0
1621 100hr Computing Studies		<b>10.3</b>	<b>21.2</b>	<b>36.6</b>	<b>22.5</b>	<b>9.4</b>	<b>0.0</b>
	<b>M</b>	9.4	20.1	34.5	25.1	10.8	0.0
	<b>F</b>	11.3	22.5	38.8	19.6	7.9	0.0
<b>Dance</b>							
2000 200hr Dance		<b>24.0</b>	<b>28.1</b>	<b>28.8</b>	<b>14.6</b>	<b>4.4</b>	<b>0.0</b>
	<b>M</b>	30.0	13.3	33.3	20.0	3.3	0.0
	<b>F</b>	23.9	28.5	28.7	14.5	4.4	0.0
2001 100hr Dance		<b>0.0</b>	<b>25.0</b>	<b>40.6</b>	<b>14.4</b>	<b>6.8</b>	<b>0.0</b>
	<b>M</b>	0.0	11.1	22.2	44.4	22.2	0.0
	<b>F</b>	0.0	25.4	41.1	13.6	6.3	0.0
<b>Design and Technology</b>							
1650 200hr Design and Technology		<b>18.9</b>	<b>26.5</b>	<b>32.9</b>	<b>16.1</b>	<b>5.7</b>	<b>0.0</b>
	<b>M</b>	15.0	22.9	36.3	18.6	7.2	0.0
	<b>F</b>	23.3	30.5	29.2	13.1	3.9	0.0
1651 100hr Design and Technology		<b>10.1</b>	<b>28.6</b>	<b>32.9</b>	<b>19.2</b>	<b>9.2</b>	<b>0.0</b>
	<b>M</b>	5.6	24.8	35.2	23.5	10.9	0.0
	<b>F</b>	14.0	31.9	30.9	15.4	7.7	0.0
<b>Drama</b>							
2010 200hr Drama		<b>21.6</b>	<b>28.6</b>	<b>31.1</b>	<b>13.1</b>	<b>5.7</b>	<b>0.0</b>
	<b>M</b>	16.1	25.8	32.9	16.9	8.3	0.0
	<b>F</b>	23.6	29.5	30.5	11.7	4.7	0.0
2011 100hr Drama		<b>13.3</b>	<b>24.7</b>	<b>37.7</b>	<b>17.2</b>	<b>7.1</b>	<b>0.0</b>
	<b>M</b>	8.2	19.1	40.0	23.2	9.5	0.0
	<b>F</b>	15.7	27.4	36.5	14.3	6.0	0.0
<b>English</b>							
300 200hr English		<b>13.7</b>	<b>22.3</b>	<b>37.1</b>	<b>19.1</b>	<b>7.8</b>	<b>0.0</b>
	<b>M</b>	8.5	17.9	37.7	24.6	11.3	0.0
	<b>F</b>	19.0	26.8	36.5	13.6	4.2	0.0
<b>Food Technology</b>							
1625 200hr Food Technology		<b>15.6</b>	<b>24.8</b>	<b>33.5</b>	<b>17.9</b>	<b>8.3</b>	<b>0.0</b>
	<b>M</b>	5.7	15.5	34.9	28.1	15.7	0.0
	<b>F</b>	19.2	28.2	33.0	14.1	5.5	0.0
1626 100hr Food Technology		<b>10.3</b>	<b>23.3</b>	<b>34.3</b>	<b>22.0</b>	<b>10.0</b>	<b>0.0</b>
	<b>M</b>	4.1	12.2	34.1	31.4	18.2	0.0
	<b>F</b>	13.6	29.2	34.4	17.0	5.7	0.0
<b>French</b>							
870 200hr French		<b>29.8</b>	<b>28.7</b>	<b>24.3</b>	<b>12.5</b>	<b>4.7</b>	<b>0.0</b>
	<b>M</b>	26.5	24.6	25.7	14.1	9.1	0.0
	<b>F</b>	31.1	30.3	23.7	11.9	3.0	0.0
871 100hr French		<b>13.2</b>	<b>26.0</b>	<b>28.7</b>	<b>20.8</b>	<b>11.3</b>	<b>0.0</b>
	<b>M</b>	9.1	19.5	28.6	22.7	20.1	0.0
	<b>F</b>	15.2	29.1	28.8	19.9	7.0	0.0



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Grades Awarded by Subject, Course and Sex for Candidatures Larger than 100  
(continued)

Subject and Course	Sex	A%	B%	C%	D%	E%	N%
<b>Geography</b>							
440 200hr Geography		<b>18.5</b>	<b>23.3</b>	<b>32.3</b>	<b>17.5</b>	<b>8.5</b>	<b>0.0</b>
	<b>M</b>	14.3	21.1	33.9	19.8	10.9	0.0
	<b>F</b>	23.3	25.7	30.4	14.9	5.7	0.0
441 100hr Geography		<b>13.1</b>	<b>21.7</b>	<b>35.9</b>	<b>20.0</b>	<b>9.3</b>	<b>0.0</b>
	<b>M</b>	10.5	18.4	35.3	23.7	12.0	0.0
	<b>F</b>	15.5	24.9	36.5	16.4	6.7	0.0
<b>German</b>							
880 200hr German		<b>30.2</b>	<b>29.3</b>	<b>25.9</b>	<b>10.9</b>	<b>3.7</b>	<b>0.0</b>
	<b>M</b>	27.1	25.8	29.6	12.0	5.5	0.0
	<b>F</b>	32.2	31.5	23.6	10.2	2.5	0.0
881 100hr German		<b>7.8</b>	<b>21.3</b>	<b>29.6</b>	<b>25.1</b>	<b>16.2</b>	<b>0.0</b>
	<b>M</b>	4.7	18.6	30.7	26.5	19.5	0.0
	<b>F</b>	13.5	26.1	27.7	22.7	10.1	0.0
<b>Hebrew</b>							
890 200hr Hebrew		<b>20.8</b>	<b>28.3</b>	<b>31.6</b>	<b>14.6</b>	<b>4.7</b>	<b>0.0</b>
	<b>M</b>	18.4	24.3	31.1	18.4	7.8	0.0
	<b>F</b>	22.9	32.1	32.1	11.0	1.8	0.0
891 100hr Hebrew		<b>28.6</b>	<b>0.0</b>	<b>0.0</b>	<b>28.6</b>	<b>0.0</b>	<b>0.0</b>
	<b>M</b>	25.0	0.0	0.0	25.0	0.0	0.0
	<b>F</b>	33.3	0.0	0.0	33.3	0.0	0.0
<b>History</b>							
450 200hr History		<b>19.2</b>	<b>24.5</b>	<b>32.8</b>	<b>16.3</b>	<b>7.3</b>	<b>0.0</b>
	<b>M</b>	14.1	21.9	34.4	19.6	10.0	0.0
	<b>F</b>	23.9	27.0	31.3	13.2	4.8	0.0
451 100hr History		<b>12.2</b>	<b>21.8</b>	<b>36.9</b>	<b>20.0</b>	<b>9.0</b>	<b>0.0</b>
	<b>M</b>	9.0	17.8	36.8	24.1	12.3	0.0
	<b>F</b>	15.4	25.7	37.1	16.0	5.9	0.0
<b>Indonesian</b>							
910 200hr Indonesian		<b>29.4</b>	<b>29.7</b>	<b>24.8</b>	<b>11.7</b>	<b>4.4</b>	<b>0.0</b>
	<b>M</b>	26.9	21.4	26.9	18.1	6.6	0.0
	<b>F</b>	30.4	33.0	23.9	9.1	3.5	0.0
911 100hr Indonesian		<b>10.1</b>	<b>13.9</b>	<b>24.1</b>	<b>38.0</b>	<b>13.9</b>	<b>0.0</b>
	<b>M</b>	7.1	14.3	28.6	25.0	25.0	0.0
	<b>F</b>	11.8	13.7	21.6	45.1	7.8	0.0
<b>Italian</b>							
920 200hr Italian		<b>23.7</b>	<b>25.4</b>	<b>26.6</b>	<b>17.1</b>	<b>7.3</b>	<b>0.0</b>
	<b>M</b>	18.3	21.8	29.0	20.2	10.7	0.0
	<b>F</b>	26.8	27.4	25.2	15.2	5.3	0.0
921 100hr Italian		<b>11.8</b>	<b>14.7</b>	<b>27.7</b>	<b>31.2</b>	<b>14.7</b>	<b>0.0</b>
	<b>M</b>	13.0	13.0	22.2	37.0	14.8	0.0
	<b>F</b>	11.2	15.5	30.2	28.4	14.7	0.0
<b>Japanese</b>							
930 200hr Japanese		<b>30.0</b>	<b>24.7</b>	<b>23.4</b>	<b>14.0</b>	<b>7.8</b>	<b>0.0</b>
	<b>M</b>	24.6	24.1	22.8	17.4	11.0	0.0
	<b>F</b>	32.6	24.9	23.8	12.4	6.3	0.0
931 100hr Japanese		<b>10.9</b>	<b>18.5</b>	<b>29.6</b>	<b>25.8</b>	<b>15.2</b>	<b>0.0</b>
	<b>M</b>	3.5	14.0	35.7	27.3	19.6	0.0
	<b>F</b>	15.1	21.0	26.2	25.0	12.7	0.0

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Grades Awarded by Subject, Course and Sex for Candidatures Larger than 100  
(continued)

Subject and Course			Sex	A%	B%	C%	D%	E%	N%
<b>Korean</b>									
940	200hr	Korean		<b>34.5</b>	<b>27.3</b>	<b>29.1</b>	<b>5.5</b>	<b>0.0</b>	<b>0.0</b>
			<b>M</b>	33.3	14.3	38.1	4.8	0.0	0.0
			<b>F</b>	35.3	35.3	23.5	5.9	0.0	0.0
941	100hr	Korean		<b>33.3</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
			<b>M</b>	25.0	0.0	0.0	0.0	0.0	0.0
			<b>F</b>	36.4	0.0	0.0	0.0	0.0	0.0
<b>Latin</b>									
950	200hr	Latin		<b>48.8</b>	<b>28.1</b>	<b>13.5</b>	<b>6.2</b>	<b>3.5</b>	<b>0.0</b>
			<b>M</b>	48.4	31.9	10.3	5.2	4.2	0.0
			<b>F</b>	49.3	22.5	18.2	7.7	2.4	0.0
951	100hr	Latin		<b>8.8</b>	<b>38.2</b>	<b>29.4</b>	<b>20.6</b>	<b>0.0</b>	<b>0.0</b>
			<b>M</b>	15.4	30.8	30.8	15.4	0.0	0.0
			<b>F</b>	4.8	42.9	28.6	23.8	0.0	0.0
<b>Mathematics</b>									
320	200hr	Mathematics Standard		<b>8.9</b>	<b>20.0</b>	<b>34.6</b>	<b>23.5</b>	<b>13.1</b>	<b>0.0</b>
			<b>M</b>	9.1	20.0	33.7	23.5	13.8	0.0
			<b>F</b>	8.6	19.9	35.8	23.5	12.2	0.0
321	200hr	Mathematics Intermediate		<b>10.5</b>	<b>22.3</b>	<b>37.6</b>	<b>21.5</b>	<b>8.2</b>	<b>0.0</b>
			<b>M</b>	10.5	22.0	37.8	21.6	8.1	0.0
			<b>F</b>	10.4	22.6	37.3	21.4	8.2	0.0
322	200hr	Mathematics Advanced		<b>17.6</b>	<b>26.8</b>	<b>35.5</b>	<b>15.6</b>	<b>4.5</b>	<b>0.0</b>
			<b>M</b>	18.4	26.9	34.4	15.7	4.6	0.0
			<b>F</b>	17.0	26.6	36.5	15.5	4.4	0.0
<b>Modern Greek</b>									
990	200hr	Modern Greek		<b>28.1</b>	<b>28.7</b>	<b>24.7</b>	<b>13.1</b>	<b>5.4</b>	<b>0.0</b>
			<b>M</b>	19.3	28.6	27.5	15.8	8.8	0.0
			<b>F</b>	36.5	28.7	22.1	10.5	2.2	0.0
991	100hr	Modern Greek		<b>23.5</b>	<b>11.8</b>	<b>23.5</b>	<b>29.4</b>	<b>0.0</b>	<b>0.0</b>
			<b>M</b>	16.7	16.7	16.7	16.7	0.0	0.0
			<b>F</b>	27.3	9.1	27.3	36.4	0.0	0.0
<b>Music</b>									
2050	200hr	Music		<b>19.9</b>	<b>25.9</b>	<b>28.9</b>	<b>16.0</b>	<b>9.3</b>	<b>0.0</b>
			<b>M</b>	15.5	23.0	29.9	18.9	12.7	0.0
			<b>F</b>	23.9	28.5	27.9	13.4	6.2	0.0
2051	100hr	Music		<b>9.3</b>	<b>19.6</b>	<b>34.3</b>	<b>24.0</b>	<b>12.8</b>	<b>0.0</b>
			<b>M</b>	6.7	13.3	32.4	29.2	18.4	0.0
			<b>F</b>	11.7	25.3	36.1	19.2	7.7	0.0
<b>Personal Development, Health and Physical Education</b>									
2420	200hr	Personal Development, Health and Physical Education		<b>12.9</b>	<b>25.3</b>	<b>35.7</b>	<b>18.1</b>	<b>8.0</b>	<b>0.0</b>
			<b>M</b>	10.8	23.2	36.5	19.9	9.6	0.0
			<b>F</b>	15.0	27.5	34.9	16.2	6.4	0.0
2421	100hr	Personal Development, Health and Physical Education		<b>12.3</b>	<b>25.8</b>	<b>36.8</b>	<b>18.5</b>	<b>6.8</b>	<b>0.0</b>
			<b>M</b>	10.0	23.7	37.6	20.8	7.9	0.0
			<b>F</b>	14.6	27.8	35.9	16.1	5.6	0.0

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Grades Awarded by Subject, Course and Sex for Candidatures Larger than 100  
(continued)

Subject and Course	Sex	A%	B%	C%	D%	E%	N%
<b>Russian</b>							
1010 200hr Russian		<b>58.1</b>	<b>29.0</b>	<b>12.9</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
	<b>M</b>	54.5	36.4	9.1	0.0	0.0	0.0
	<b>F</b>	60.0	25.0	15.0	0.0	0.0	0.0
1011 100hr Russian		<b>50.0</b>	<b>40.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
	<b>M</b>	60.0	20.0	0.0	0.0	0.0	0.0
	<b>F</b>	40.0	60.0	0.0	0.0	0.0	0.0
<b>Science</b>							
350 200hr Science		<b>13.1</b>	<b>22.0</b>	<b>35.8</b>	<b>19.9</b>	<b>9.2</b>	<b>0.0</b>
	<b>M</b>	12.8	20.5	34.8	21.0	10.9	0.0
	<b>F</b>	13.4	23.5	36.9	18.8	7.5	0.0
<b>Sheep Husbandry and Wool Science</b>							
1660 200hr Sheep Husbandry and Wool Science		<b>25.6</b>	<b>23.3</b>	<b>41.9</b>	<b>7.0</b>	<b>0.0</b>	<b>0.0</b>
	<b>M</b>	25.6	23.1	43.6	5.1	0.0	0.0
	<b>F</b>	25.0	25.0	25.0	25.0	0.0	0.0
1661 100hr Sheep Husbandry and Wool Science		<b>9.5</b>	<b>33.3</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
	<b>M</b>	6.3	18.8	0.0	0.0	0.0	0.0
	<b>F</b>	20.0	80.0	0.0	0.0	0.0	0.0
<b>Spanish</b>							
1040 200hr Spanish		<b>17.6</b>	<b>27.3</b>	<b>33.1</b>	<b>18.0</b>	<b>4.0</b>	<b>0.0</b>
	<b>M</b>	17.9	20.8	34.0	20.8	6.6	0.0
	<b>F</b>	17.4	31.4	32.6	16.3	2.3	0.0
1041 100hr Spanish		<b>19.1</b>	<b>25.0</b>	<b>33.8</b>	<b>16.2</b>	<b>5.9</b>	<b>0.0</b>
	<b>M</b>	21.1	23.7	34.2	13.2	7.9	0.0
	<b>F</b>	16.7	26.7	33.3	20.0	3.3	0.0
<b>Studies in Society</b>							
480 200hr Studies in Society		<b>21.9</b>	<b>25.8</b>	<b>29.3</b>	<b>15.0</b>	<b>8.1</b>	<b>0.0</b>
	<b>M</b>	13.9	19.3	34.6	19.8	12.4	0.0
	<b>F</b>	26.1	29.3	26.4	12.4	5.8	0.0
481 100hr Studies in Society		<b>20.1</b>	<b>26.1</b>	<b>35.3</b>	<b>12.0</b>	<b>6.5</b>	<b>0.0</b>
	<b>M</b>	15.6	17.2	35.9	20.3	10.9	0.0
	<b>F</b>	22.5	30.8	35.0	7.5	4.2	0.0
<b>Studies of Religion</b>							
490 200hr Studies of Religion		<b>8.0</b>	<b>33.3</b>	<b>46.7</b>	<b>9.3</b>	<b>0.0</b>	<b>0.0</b>
	<b>M</b>	5.3	23.7	57.9	13.2	0.0	0.0
	<b>F</b>	10.8	43.2	35.1	5.4	0.0	0.0
491 100hr Studies of Religion		<b>18.8</b>	<b>28.9</b>	<b>35.1</b>	<b>10.8</b>	<b>6.4</b>	<b>0.0</b>
	<b>M</b>	12.0	25.0	36.2	13.8	13.0	0.0
	<b>F</b>	22.5	31.1	34.6	9.1	2.7	0.0
<b>Technical Drawing</b>							
1670 200hr Technical Drawing		<b>18.9</b>	<b>25.7</b>	<b>31.4</b>	<b>16.1</b>	<b>7.9</b>	<b>0.0</b>
	<b>M</b>	17.4	25.4	32.2	16.7	8.3	0.0
	<b>F</b>	28.3	27.9	26.4	11.7	5.7	0.0
1671 100hr Technical Drawing		<b>9.7</b>	<b>20.6</b>	<b>33.9</b>	<b>24.0</b>	<b>11.8</b>	<b>0.0</b>
	<b>M</b>	7.9	20.9	33.7	25.0	12.5	0.0
	<b>F</b>	17.2	19.7	34.8	19.7	8.6	0.0

School Certificate 1999

Grades Awarded by Subject, Course and Sex for Candidatures Larger than 100  
(continued)

Subject and Course	Sex	A%	B%	C%	D%	E%	N%
<b>Technics</b>							
1679 100hr Technics I		<b>8.8</b>	<b>21.0</b>	<b>38.4</b>	<b>22.4</b>	<b>9.4</b>	<b>0.0</b>
	<b>M</b>	7.3	20.1	39.2	23.3	10.1	0.0
	<b>F</b>	14.9	24.9	34.9	18.6	6.8	0.0
1680 200hr Technics I		<b>13.0</b>	<b>24.1</b>	<b>34.7</b>	<b>19.1</b>	<b>9.1</b>	<b>0.0</b>
	<b>M</b>	12.8	23.8	34.9	19.2	9.3	0.0
	<b>F</b>	14.6	26.4	33.3	18.0	7.7	0.0
1681 200hr Technics II		<b>11.4</b>	<b>23.8</b>	<b>34.7</b>	<b>19.5</b>	<b>10.6</b>	<b>0.0</b>
	<b>M</b>	11.2	23.9	34.6	19.7	10.6	0.0
	<b>F</b>	17.5	20.0	42.5	12.5	7.5	0.0
<b>Textiles and Design</b>							
1690 200hr Textiles and Design		<b>20.8</b>	<b>26.4</b>	<b>30.5</b>	<b>15.8</b>	<b>6.5</b>	<b>0.0</b>
	<b>M</b>	3.5	8.8	15.8	47.4	24.6	0.0
	<b>F</b>	21.0	26.7	30.8	15.3	6.2	0.0
1691 100hr Textiles and Design		<b>0.0</b>	<b>22.4</b>	<b>37.8</b>	<b>22.1</b>	<b>7.8</b>	<b>0.0</b>
	<b>M</b>	0.0	7.7	46.2	19.2	26.9	0.0
	<b>F</b>	0.0	22.8	37.6	22.2	7.3	0.0
<b>Turkish</b>							
1050 200hr Turkish		<b>23.8</b>	<b>41.7</b>	<b>28.6</b>	<b>4.8</b>	<b>0.0</b>	<b>0.0</b>
	<b>M</b>	14.3	50.0	26.2	7.1	0.0	0.0
	<b>F</b>	33.3	33.3	30.9	2.4	0.0	0.0
1051 100hr Turkish		<b>26.3</b>	<b>26.3</b>	<b>26.3</b>	<b>15.8</b>	<b>0.0</b>	<b>0.0</b>
	<b>M</b>	20.0	30.0	30.0	20.0	0.0	0.0
	<b>F</b>	33.3	22.2	22.2	11.1	0.0	0.0
<b>Vietnamese</b>							
1071 200hr Vietnamese		<b>28.8</b>	<b>34.1</b>	<b>20.4</b>	<b>12.1</b>	<b>4.5</b>	<b>0.0</b>
	<b>M</b>	17.3	32.7	25.0	19.2	5.8	0.0
	<b>F</b>	36.3	35.0	17.5	7.5	3.8	0.0
1072 100hr Vietnamese		<b>35.7</b>	<b>0.0</b>	<b>0.0</b>	<b>21.4</b>	<b>0.0</b>	<b>0.0</b>
	<b>M</b>	66.7	0.0	0.0	33.3	0.0	0.0
	<b>F</b>	27.3	0.0	0.0	18.2	0.0	0.0
<b>Visual Arts</b>							
2060 200hr Visual Arts		<b>20.2</b>	<b>27.0</b>	<b>31.6</b>	<b>14.8</b>	<b>6.4</b>	<b>0.0</b>
	<b>M</b>	12.3	21.2	34.6	20.7	11.2	0.0
	<b>F</b>	24.2	29.9	30.1	11.8	4.0	0.0
2061 100hr Visual Arts		<b>10.1</b>	<b>24.3</b>	<b>35.3</b>	<b>21.0</b>	<b>9.3</b>	<b>0.0</b>
	<b>M</b>	4.2	16.7	33.7	30.2	15.2	0.0
	<b>F</b>	14.2	29.6	36.4	14.6	5.3	0.0

School Certificate 1999

**Performance Band Percentages Awarded in English - literacy Test**

<b>Band</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Mark Range</b>	90 - 100	80 - 89	70 - 79	60 - 69	50 – 59	< 50
<b>Proportion</b>	8.2%	25.8%	30.0%	20.5%	11.3%	4.2%

**A typical performance in each band is demonstrated when a student:**

<b>6</b>	<p>Reads and thoroughly understands a variety of texts written for the general community. Locates, interprets, evaluates and synthesises information in written and visual material and infers meaning from context. Identifies and understands the purpose and tone of the material. Evaluates and explains the effectiveness of particular language techniques and features. Writes a sustained first draft, with original ideas. Writes with a clear purpose and controls tone and language to communicate successfully. Writes in logically sequenced paragraphs. Crafts sentences to suit audience and purpose. Shows an extensive and appropriate vocabulary. Uses complex punctuation appropriately and correctly. Spells accurately and uses correct grammar.</p>
<b>5</b>	<p>Reads and thoroughly understands a variety of texts written for the general community. Locates, interprets and evaluates information in written and visual material and infers meaning from context. Identifies and understands the purpose and tone of the material. Links particular language techniques and features to the writer's purpose and describes the effect. Writes a sustained first draft that develops ideas from stimulus material provided. Writes with a clear purpose, using tone and language appropriately. Writes in logically sequenced paragraphs. Produces sentences that vary in length and type. Shows a wide vocabulary, with words used appropriately in context. Shows a high level of accuracy in spelling, punctuation and grammar.</p>
<b>4</b>	<p>Reads and understands the main ideas and issues in a variety of texts written for the general community. Locates and interprets information in written and visual material and infers meaning from context. Identifies the purpose of the material and links particular features to the audience and purpose. Writes a first draft in response to stimulus material provided. Writes with a clear purpose, using tone and language appropriately. Organises writing into paragraphs. Produces sentences that vary in length and type. Uses vocabulary to suit purpose and audience. Demonstrates skills in spelling, grammar and punctuation, with infrequent errors.</p>
<b>3</b>	<p>Reads and understands most of the main ideas and issues in a variety of texts written for the general community. Locates information in written and visual material and applies it in response to questions. Identifies the purpose of the material and identifies features of the texts. Writes a first draft in response to stimulus material provided. Writes an introduction, expresses a point of view and makes a conclusion. Organises writing into paragraphs. Demonstrates some sentence variety. Uses vocabulary to suit purpose and audience. Spells routine words accurately and uses basic punctuation consistently.</p>
<b>2</b>	<p>Reads and recalls some of the main ideas in a variety of texts written for the general community. Identifies the main issues and names features of the texts and quotes examples. Locates information in written and visual material and matches it to a correct answer. Uses an issue from stimulus material provided to produce a piece of writing as a first draft that has an introduction, a point of view and a conclusion. Produces simple sentences. Uses vocabulary that is appropriate to the subject matter. Spells routine words accurately and uses basic punctuation consistently.</p>

School Certificate 1999

**Performance Band Percentages Awarded in Mathematics Test**

<b>Band</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Mark Range</b>	90 - 100	80 - 89	70 - 79	60 - 69	50 – 59	< 50
<b>Proportion</b>	8.3%	21.9%	26.1%	26.3%	15.8%	1.6%

**A typical performance in each band is demonstrated when a student:**

<b>6</b>	Communicates extensive mathematical knowledge and understanding effectively using words, numbers, pronumerals, graphs and diagrams. Selects and uses mathematical techniques across a wide range of topic areas. Solves problems that involve several steps and interprets information presented in a variety of forms such as graphs, diagrams or algebraic expressions. Shows a high level of competence with respect to number sense by using and moving between different representations such as integers, fractions, decimals and percentages. Estimates and interprets answers in context. Extends and generalises given patterns. Analyses statistical and geometrical data and draws conclusions with justification.
<b>5</b>	Communicates substantial mathematical knowledge and understanding effectively using words, numbers, pronumerals, graphs and diagrams. Selects and uses mathematical techniques across a range of topic areas. Uses a variety of strategies to solve both routine and unfamiliar problems. Shows well-developed computation skills including estimation and calculation with integers, fractions, decimals and percentages. Extends given patterns to determine a particular term.
<b>4</b>	Communicates substantial mathematical knowledge and skills such as recall and use of geometrical facts and properties. Displays competency in number skills by calculating with integers, decimals, fractions and percentages. Chooses appropriate strategies in solving familiar problems such as those involving area, volume and statistics. Extends given patterns for several terms.
<b>3</b>	Recalls and communicates mathematical knowledge such as geometrical facts and properties. Displays competency in number skills when calculating with whole numbers, decimals and percentages. Solves problems in familiar contexts such as those involving chance and data, and measurement.
<b>2</b>	Recognises mathematical symbols and common geometrical shapes. Completes some calculations with whole numbers and decimals. Solves routine problems such as those involving money and time. Reads from, and plots data on, familiar graphs. Determines the next term in a given pattern.

School Certificate 1999

**Performance Band Percentages Awarded in Science Test**

<b>Band</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Mark Range</b>	90 - 100	80 - 89	70 - 79	60 - 69	50 – 59	< 50
<b>Proportion</b>	5.6%	22.8%	34.2%	24.6%	11.0%	1.8%

**A typical performance in each band is demonstrated when a student:**

<b>6</b>	Demonstrates extensive and detailed knowledge and understanding of complex scientific concepts. Communicates logically, using correct scientific terminology and appropriate scientific formats, such as written text, diagrams, tables, graphs and flow charts. Identifies and uses correct components of a scientific investigation. Demonstrates complex graphing skills, including locating information and identifying trends; uses information from graphs to solve complex problems. Performs complex calculations using data from scientific processes, concepts and scales. Justifies the choice of appropriate scientific equipment to suit a hypothetical situation. Analyses and evaluates scientific relationships, synthesising information to draw conclusions. Applies scientific ideas to unfamiliar situations.
<b>5</b>	Demonstrates thorough knowledge and understanding of most scientific concepts. Communicates using correct scientific terminology and appropriate scientific formats, such as written text, diagrams, tables and graphs. Identifies components of a scientific investigation. Demonstrates competent graphing skills, including locating information and identifying trends; uses information from graphs to solve problems. Performs calculations using data from scientific processes, concepts and scales. Justifies the choice of appropriate scientific equipment to suit a specific task. Explains scientific relationships and identifies patterns from information to draw conclusions. Applies scientific ideas to familiar situations.
<b>4</b>	Demonstrates sound knowledge and understanding of some scientific concepts. Communicates using correct scientific terminology and some scientific formats, such as written text, diagrams and tables. Recalls components of a scientific investigation. Demonstrates graphing skills, including locating some information and identifying trends. Performs basic calculations using data from scientific processes, concepts and scales. Selects appropriate scientific equipment to suit a specific task. Explains straightforward scientific relationships from information. Describes scientific ideas.
<b>3</b>	Recalls basic knowledge of some scientific concepts. Communicates using some scientific terminology and several scientific formats, such as written text and diagrams. States scientific observations from experimental data. Graphs data appropriately and locates some information in graphs. Performs basic calculations using data from scientific processes. Selects appropriate scientific equipment to suit general types of experiments. States straightforward scientific relationships.
<b>2</b>	Recalls basic knowledge of some straightforward scientific concepts. Uses fundamental communication relating to science using written text. Describes experiments in non-scientific terms. Demonstrates elementary graphing skills in science. Performs elementary calculations using simple data from science processes. Recognises common scientific equipment.