

SENIOR SECONDARY  
ASSESSMENT  
BOARD OF  
SOUTH AUSTRALIA

*ANNUAL REPORT*

*31 December*

*2 0 0 4*



**SSABSA**

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To the Honourable Jane Lomax-Smith, MP  
Minister for Education and Children's Services

My dear Minister

I have pleasure in submitting to you the Annual Report of the Senior Secondary Assessment Board of South Australia, in accordance with Section 20 of the *Senior Secondary Assessment Board of South Australia Act 1983*. The report records the activities of the Board for the year ended 31 December 2004. The main function of the Board is to award the South Australian Certificate of Education (SACE) to South Australians who have completed a rigorous, sound, and balanced secondary education, including the recognition of equivalent learning.

In 2004 the Board was pleased again to award an increased number of SACEs over the previous year and strove to improve the system in order to produce even greater and more equitable increases in future years. The Board therefore welcomed the SACE Review as an opportunity to greatly increase the participation and certification rates of all South Australians and looks forward to implementing the recommendations of the Review expeditiously.

The Board and its standing committees met frequently throughout the year and invited guest speakers to meetings on several occasions. We were delighted that you were able to join us in May, and we enjoyed a Board seminar with the SACE Review Panel in April. The sustained commitment of Board members to participation in Board and committee meetings is highly commendable. I am grateful for their support, particularly the support of the Executive Group — the Deputy Presiding Member, Mr Graeden Horsell, JP, and his predecessor, Ms Christine Harrison, the Commissioner for Equal Opportunity, Ms Linda Matthews, the Chairpersons of the two standing committees, Ms Christine Hudson and Professor Robin Storer, and the Chief Executive, Dr Janet Keightley.

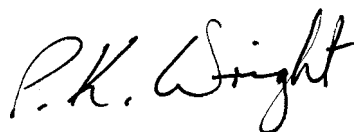
I would also like to acknowledge the excellent service that the Board and I have received from the Board Secretary, Mrs Julie Andrews, until she began leave in July, and Ms Kimberly Couzner since then.

I would also like to thank the members who retired from the Board during the year: Ms Sue Frazer, Ms Pamela Walsh, Ms Nancy Schupelius, Professor Alan Reid, Mr Trevor Fletcher, Mr Andrew Gleeson, Ms Christine Egan, and Associate Professor Kathryn Moyle. Their service has been valuable.

The Board and the senior secondary students of South Australia have been well served by the Chief Executive and staff of the Authority and the often voluntary efforts of hundreds of teachers serving as examiners, moderators, markers, assessors, and curriculum developers. We congratulate them all on their excellent standard of service.

I have pleasure in referring the 2004 report to you.

Yours sincerely



Patrick Wright

Presiding Member



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## INTRODUCTION AND EXECUTIVE SUMMARY

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SSABSA is committed to excellence in the provision of curriculum, assessment, reporting, and certification services to the students of South Australia, the Northern Territory, and South-East Asia who undertake studies for the South Australian Certificate of Education (SACE). This commitment was exemplified again in 2004, underpinned by SSABSA's collaborative partnerships with schools, parent bodies, tertiary institutions, and the industry sector.

### *SSABSA Online*

#### Website

The 2004 results release and results information pages were again posted on the website on the day of delivery of postal results.

New on the website in 2004 were the SACE Operations page and the Learning Area Conference pages, with an online registration facility.

Data Information Releases related to specific topics were posted on the website to support research by schools and other institutions aimed at improving learning outcomes for students.

As a recruitment facility, SSABSA Online is used in conjunction with external publications to call for nominations for the positions of Chief Assessors and membership of assessment panels, and provides access to Position Identification Documents for external advertisements for SSABSA positions.

For the first time, the languages passages, formerly available only on CD or cassette tape, were made available online as MP3 audio files. The SSABSA Copyright and Royalty Policies were formally adopted by the Board and posted on the website.

#### Online Communities

Twelve new interactive email discussion groups were added in 2004, bringing the total number of interactive online communities for teachers in specific subject areas to forty-six.

### *Collaborative Curriculum and Assessment Framework for Languages*

In 2004 SSABSA continued its commitment to the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), a national languages sharing arrangement under the auspices of the Australasian Curriculum, Assessment, and Certification Authorities (ACACA).

### *Recognition of Community-based Learning*

In 2004 SSABSA worked with a range of community organisations to determine the equivalent value of community programs for recognition towards SACE completion.

In the 2004 results cycle, nine young people were given status for community-based programs.

The second phase of the recognition of community-based learning project, to be developed in 2005, is aimed at recognising experiential or informal learning, such as part-time work, carer responsibilities, mentoring, sports coaching, and participation in youth advisory groups.

### *Recognition Policy — Statement of Comparability*

In May 2004 the Board considered a report on the determination of recognition of the UniSA-PAL (University of South Australia Pathway for Adult Learners) program as it operates at four adult colleges compared to the South Australian Certificate of Education (SACE).

The Board approved the development of a Statement of Comparability to be granted to students who undertake a course that is deemed comparable to having successfully completed secondary education in South Australia.



### *SACE Review*

A number of issues papers were written to inform the SSABSA response to the SACE Review discussion paper, *Reviewing Senior Secondary Education in South Australia*. They discussed complexities surrounding the definitions of retention, participation and completion, part-time students, patterns of engagement, and the inclusion of generic skills and employability skills in curricula.

### *Aboriginal Education Strategy*

The Aboriginal Education Strategy began in 1997 and aims to improve access, participation, and outcomes for Aboriginal students in the SACE.

In 2004 a record number of ninety-two Aboriginal students achieved the SACE. As part of the strategy, these students will be invited to share their experiences, to encourage Aboriginal students to complete the SACE.

### *Expansion of the SAM Program*

During 2004 discussions continued with a number of schools in China interested in delivering the SAM program. SSABSA signed a Memorandum of Understanding in June 2004 with one school, Jiangsu Province Qianhuang Senior Middle School. The intention is that the program will begin in Qianhuang Senior Middle School in February 2005.

### *SSABSA's Strategic Plan*

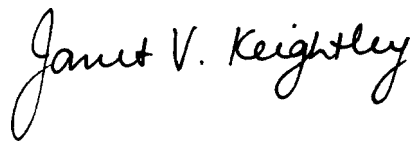
In 2003 the Board started to revise its Strategic Plan. This process was completed and a new Strategic Plan was approved in March 2004. Three strategies and associated indicators and targets for the four components of the Aim were identified for 2004–05.

### *Collaborative Research and Reference Groups*

SSABSA Research staff provided support to the Social Inclusion Initiative Working Party, led by SSABSA, in the development of a 4-year action plan for the Recognition of Community-based Learning Initiative and planning for the Community Learning Development Network.

Although this summary is necessarily selective in its mention of specific projects, initiatives, or new directions for SSABSA in 2004, other activities that are central to the work of SSABSA are mentioned in more detail in the pages following. These activities are listed under outcomes achieved in the key result areas of the Strategic Plan.

The Annual Report again contains a set of statistics on student enrolments and results for Stage 1 and Stage 2 of the SACE.



Janet V. Keightley  
Chief Executive

# SSABSA STRATEGIC PLAN

## 2004–05

The SSABSA Strategic Plan has been established in the context of government education, social, and economic development priorities for South Australia.

## OUR VISION

Our vision is for the citizens of South Australia to be able to develop their full potential by being lifelong learners and active participants in local and global environments.

## OUR MISSION

Our mission is to provide a SACE for all students that is personally enriching and prepares students for lifelong learning and active citizenship in a local and global environment.

## VALUES

In doing this, we will be true to the following values:

Accessibility	Flexibility
Creativity	Integrity
Equity	Proactivity
Excellence	Quality
Fairness	Respect.

## OUR AIM

Our Aim is improved levels of student access, participation in learning, achievement, and completion of the SACE.

Targets have been set for all four components of the Aim.

In 2004–05 we will work towards achieving this Aim by:

### STRATEGY 1

**Improving the SACE completion rate.**

### STRATEGY 2

**Strengthening effective working relationships with relevant organisations.**

### STRATEGY 3

**Continue to improve the current high level of service offered by SSABSA.**

In undertaking these strategies, SSABSA will focus on the core business key result areas of Assessment, Community Information, Curriculum, Equity, Income Generation, Management, Research, and Systems. An Operational Plan guides the work of the Authority and ensures that these activities are focused (along with the resource allocations to these activities) on the achievement of the SSABSA Aim.

## THE BOARD

---

The legislation establishing SSABSA is the *Senior Secondary Assessment Board of South Australia Act 1983*. This Act was amended before its proclamation in February 1984 to enable the Chief Executive Officer to be a full member of the Board.

As a result of the acceptance by the South Australian Government of the first *Report* and the *Second Report* of the Ministerial Enquiry into Immediate Post-Compulsory Education, the *Senior Secondary Assessment Board of South Australia Act 1983* was amended by parliament in 1990 to take into account the new functions of the Board to operate and implement the South Australian Certificate of Education (SACE) from 1992.

The *Senior Secondary Assessment Board of South Australia Act Amendment Act 1990* (pp. 2–3) sets out the following functions of the Board:

15. (1) The Board has the following functions:
- (a) to approve syllabuses (which may consist of a detailed structure or a more general outline) for subjects comprised in the prescribed certification requirements of senior secondary education that have been prepared at the direction of the Board or submitted to it by a school, institution or other authority;
  - (b) to direct the preparation of syllabuses for its consideration under paragraph (a);
  - (c) to assess, by such means as the Board thinks fit, achievements in or satisfactory completion of subjects or other requirements comprised in the prescribed certification requirements by students at senior secondary education levels;
  - (d) to recognize, if it thinks fit and to such extent as it thinks fit, assessments of students at senior secondary education levels made by schools, institutions or other authorities;
  - (e) to recognize, if it thinks fit and to such extent as it thinks fit, the qualifications or experience of a student in or towards completion of the prescribed certification requirements of senior secondary education;
  - (f) to prepare and maintain records of assessments made or recognized by the Board and to provide, on request, a copy or extract of those records to a student or former student or to such other person as the student or former student directs;
  - (g) to certify satisfactory completion of the prescribed certification requirements of senior secondary education by students;
  - (h) to provide to schools, institutions and other authorities, on request, such information as they may reasonably request in relation to the Board's policies and processes, including information as to the criteria that will be applied by the Board in granting approvals and recognitions;

(i) to publicize the prescribed certification requirements of senior secondary education and the assessment, recognition and certification processes as it thinks fit and to make syllabuses prepared or approved by the Board available to members of the public;

(j) to undertake or commission research related to any matter for which it is responsible and to publish the results of such research as it thinks fit;

(k) to keep under review the operation of this Act and the policies and processes of the Board.

(2) The Board may adopt and apply such transitional arrangements with respect to syllabuses, assessment or other processes of the Board as it considers appropriate in view of any legislative change or any change in its policies or processes.

The Senior Secondary Assessment Board of South Australia is an independent statutory authority that reports to parliament through the Minister for Education and Children's Services. It extends its services to all schools in South Australia that offer Stage 1 and Stage 2 studies. These include schools that are part of the South Australian Department of Education and Children's Services (DECS) and non-government schools, including those linked with Catholic Education SA and the Association of Independent Schools of South Australia (AISSA). Through negotiated arrangements, the Board offers its subjects and assessment services to students in the Northern Territory and in a number of centres in South-East Asia.

## Membership

The Board consists of the Chief Executive, and twenty-six other members appointed by the Governor of South Australia. The present Board was appointed in July 2003 for a 2-year term:

Four people nominated by the Director-General of Education [*now* Chief Executive of the Department of Education and Children's Services] and at least one of those four a practising teacher

One person nominated by the Director-General of Technical and Further Education [*now* Chief Executive of the Department of Further Education, Employment, Science and Technology]

Two people nominated by the Council of The University of Adelaide

Two people nominated by the Council of the Flinders University of South Australia

Two people nominated by the Council of the University of South Australia

One person nominated by the South Australian

Independent Schools Board Incorporated [*now* Association of Independent Schools of South Australia (AISSA)]

One person nominated by the South Australian Commission for Catholic Schools [Inc.]

One person nominated by the South Australian Association of State School Organizations Incorporated

Two people nominated by the South Australian Institute of Teachers [*now* Australian Education Union (SA Branch)] and at least one of those two a practising teacher

One person nominated by the Association of Non-Government Education Employees [*now* Independent Education Union (SA)]

One person nominated by the South Australian Association of School Parents Clubs Incorporated

One person nominated by the Federation of

Parents and Friends Associations of Independent Schools of SA [*now* Independent Schools Parents Council of SA Inc.]

One person nominated by the Federation of Parents and Friends Associations of South Australian Catholic Schools

One person nominated by the Industrial and Commercial Training Commission [*now* Training and Skills Commission]

Two people nominated by the United Trades and Labor Council

Two people nominated by the Chamber of Commerce and Industry, South Australia, Incorporated [*now* Business SA]

One person nominated by the Commissioner of Equal Opportunity [*now* Commissioner for Equal Opportunity].

In addition, each board member has an appointed deputy.



**FRONT ROW** (left to right): Ms K. Couzner (Secretary to the Board), Mr R.E. Johnson, Dr J.V. Keightley (Chief Executive), Mr P.K. Wright (Presiding Member), Ms C. Hudson (Chairperson, Resources Policy Committee), Mr G.R. Horsell, JP (Deputy Presiding Member).

**MIDDLE ROW** (left to right): Assoc. Prof. A. Vicary, Mrs K. Agostinetto, Ms W. Engliss, Mr B.M. Eckermann, Ms J.E. Lundberg, Ms H. Carey, Mrs J. Zerna.

**BACK ROW** (left to right): Ms S. Cameron, Prof. E. Ramsay, Prof. N. Harvey, Ms S. MacDonald-Taylor, Ms C. Lopez, Ms B.M. Kameniar, Mr B.W. Stratfold.

**ABSENT:** Ms J.D. Bone-George, Dr P. Buckley, Mr C. Dolan, Ms C. Harrison, Ms S. Hyde, Com. L.R. Matthews, Mr B.J. Meatheringham, Prof. R.G. Storer (Chairperson, Curriculum and Assessment Policy Committee).

## Structure

To assist in carrying out its functions the Board has established a system of committees. These include the two standing committees of the Board — Curriculum and Assessment Policy Committee (CAPC) and Resources Policy Committee (RPC).

The committee structure takes into account SSABSA’s wider functions at Year 11 and Year 12

with the introduction of the SACE. It has a curriculum committee system based on Subject Advisory Committees (SACs), which report through the Chief Executive to CAPC. Tenure of membership of SACs is usually 3 years. Members of committees are listed in Appendix III.

Curriculum Project Groups (CPGs) are established by the Authority for specific tasks identified by the Board, the Authority, or SACs.

### BOARD OPERATIONAL AND COMMITTEE STRUCTURE

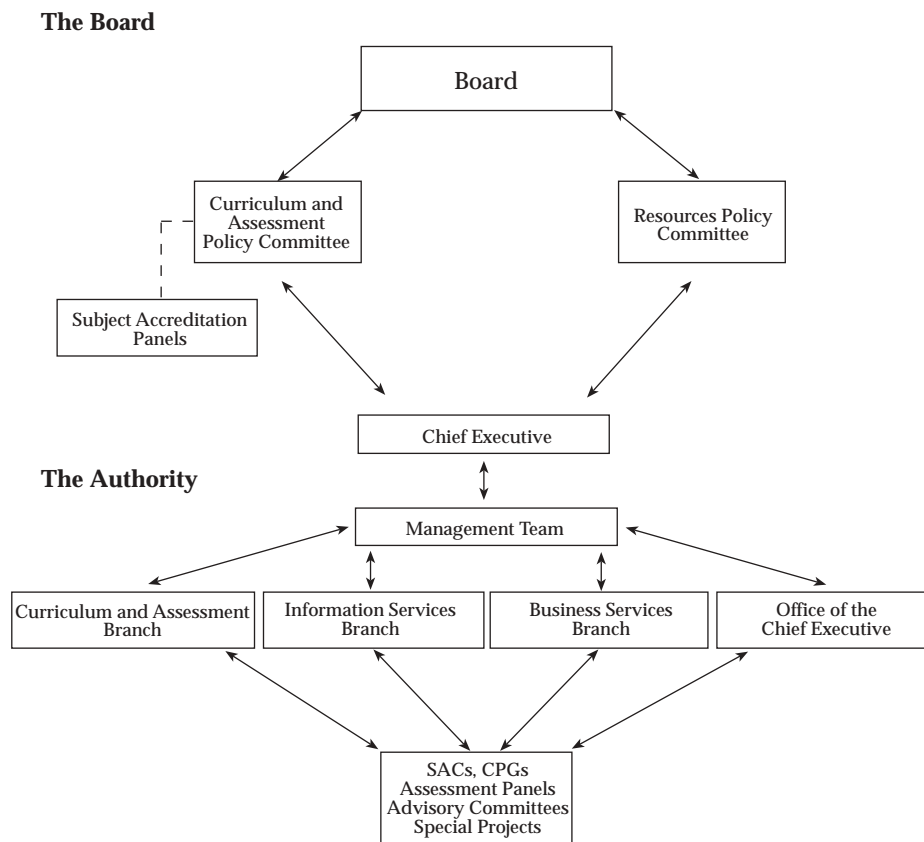


Figure 1: Board Operational and Committee Structure

# THE AUTHORITY

The organisational arm of the Board, known as ‘the Authority’, is headed by the Chief Executive. The role of the Authority is to carry out the functions of the Board as set down in the legislation and to implement the Board’s decisions. To achieve the outcomes and legislated functions of the Board, SSABSA has an organisational structure of 78.6 positions. The organisational structure is set out below.

## ORGANISATIONAL STRUCTURE OF SSABSA

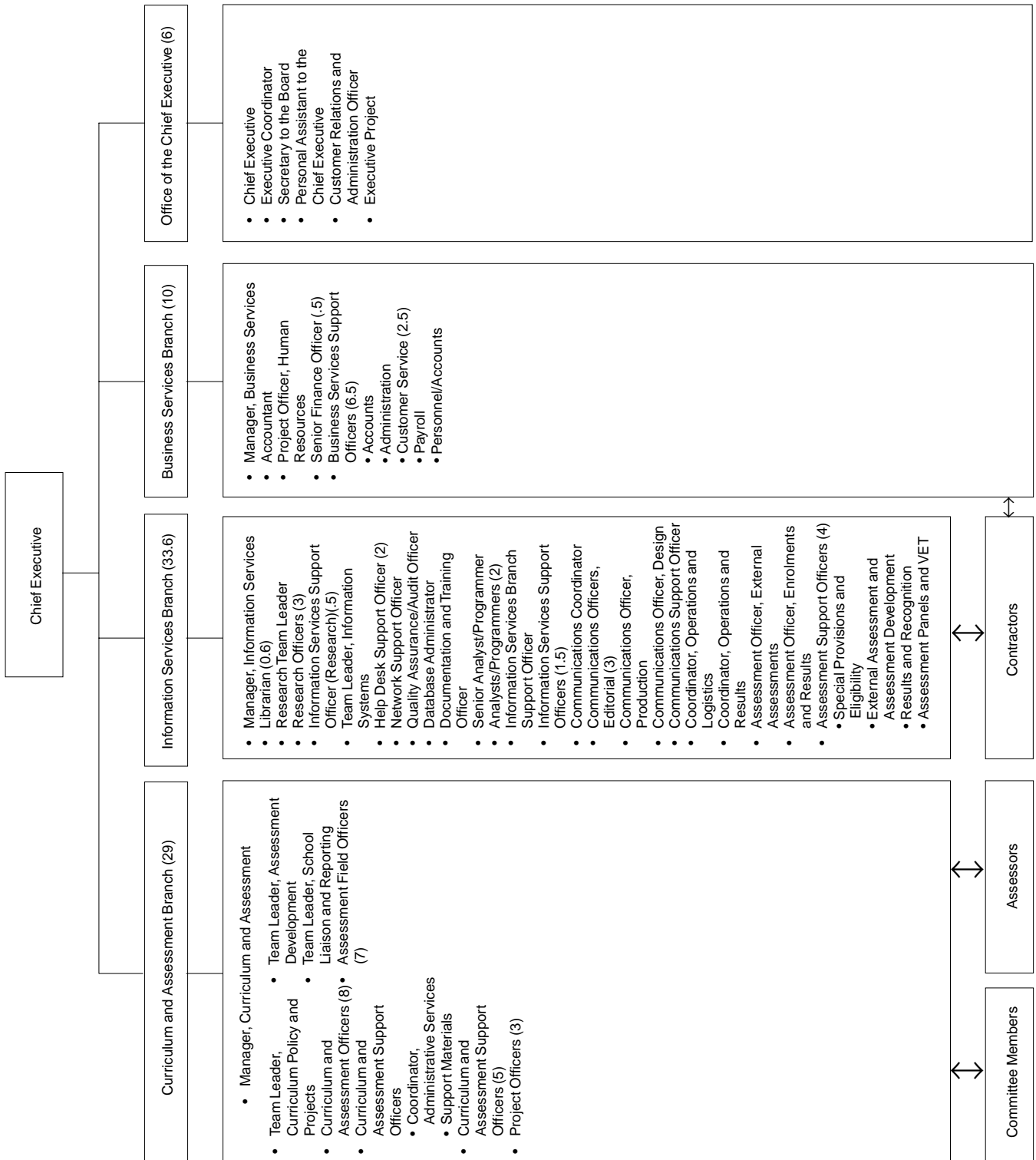


Figure 2: Organisational Structure of SSABSA

## INFORMATION STATEMENT

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The structure and functions of the Senior Secondary Assessment Board of South Australia are described on pages 4 to 7 of this report.

SSABSA is responsible for the curriculum, assessment, certification, and reporting of Year 11 and Year 12 students in South Australia. These functions affect students undertaking SACE studies and their families.

Membership of the Board is by nomination from one of the seventeen government departments/organisations/institutions represented on the Board.

Board meetings are not open to the public; however, bona fide observers may be admitted to all or part of the Board's proceedings upon prior request and with the permission of the Presiding Member to attend as an observer. Requests should be made through the Secretary to the Board.

Membership of most SSABSA committees is open to the public and to members of particular professional groups, teachers, people from higher education, employers, parents, and people associated with the various education and training sectors through submission of expressions of interest.

The only committees that are not open to membership in this way are the Curriculum and Assessment Policy Committee and Resources Policy Committee, the two standing committees of the Board. These committees are filled by board and deputy board members and by *ex officio* SSABSA staff. The standing committees have the power to co-opt members from the Board, with the general approval of the Board. Membership of all other committees is sought from time to time through expressions of interest, which are advertised on the SSABSA website, in the *SACE Operations Manual*, in the press, and through approaches to relevant educational sectors.

SSABSA curriculum development processes include consultation with schools and stakeholder organisations.

SSABSA maintains records of the results obtained by South Australian, Northern Territory, and South-East Asian students in SSABSA and Public Examinations Board assessments, some dating back to 1894. Statements and verification of such results are available on application to SSABSA.

The various publications of the agency are published in hard copy and are also available electronically on the SSABSA website ([www.ssabsa.sa.edu.au](http://www.ssabsa.sa.edu.au)).

SSABSA policies and policy summaries, previously published in the SSABSA Handbook, are now available online ([www.ssabsa.sa.edu.au/policy.htm](http://www.ssabsa.sa.edu.au/policy.htm)). Policies that are published in full include the policy statement and details of relevant procedures. Policy summaries include the policy statement.

More information on SSABSA policies is available from the Manager, Curriculum and Assessment, telephone 8372 7400.

### *Policies Published in Full*

- Assessment and Moderation Policy
- Assessment Deadlines Policy
- Copyright and Royalty Policies
- Curriculum and Assessment Policy
- Curriculum Development Policy (incorporating Accreditation Policy, Curriculum Statement Changes Policy, Proposals for New Subjects Policy, Review of Subject Offerings Policy)
- Memorandum of Assessment Principles and Practices
- Private Candidature Policy
- Recognition of Non-formal Community-based Learning Policy
- Recruitment and Selection Policy Manual
- Research Policy
- SACE Requirements Policy
- Special Provisions in Curriculum and Assessment Policy
- Subject Advisory Committees and Curriculum Project Groups Policy (incorporating Curriculum Committees Policy)
- Supervision and Verification of Students' Work Policy
- Recognition of VET Outcomes Towards the SACE Policy
- Waiver or Remission of Fees Policy
- Word-count Policy

### *Policy Summaries*

- Board Committees Policy
- Conflict of Interest Policy
- Country Participation Policy
- Freedom of Information and Confidentiality Policy
- Literacy Policy (incorporating English Language Skills Policy)
- Occupational Health, Safety, and Welfare Policy
- Prizes and Awards Policy
- Professional Development Policy
- Public Functions Policy
- Publications Policy
- SACE Reporting and Certification Policy
- Sexual Harassment Policy
- Social Justice and Equity Policy
- Subject Classification Policy
- Subject Combinations, Overlap, Preclusions Policy
- Writing-based Literacy Assessment (WBLA) Policy
- Work-related Studies Policy
- Fieldwork Guidelines

In order to protect the privacy and rights of schools and individual students, it is necessary for SSABSA to restrict public access to certain information. SSABSA is an exempt agency under Freedom of Information Exempt Agency Regulations, 1993, Subregulation 5(a).

## ACHIEVEMENTS OF THE BOARD

### Key Result Area — Assessment

#### Outcomes Achieved

##### Results Release

The 2004 SACE Stage 2 results release was probably the smoothest release since the introduction of the SACE. Students received their results within four weeks of the last examination. This occurred only because of the dedication and commitment of SSABSA staff, assessors, markers, and moderators who remained very focused during this period of high profile for the organisation. A significant increase in the number of double-marked investigations added to the workload and the pressure in 2004.

##### Workshops in Schools

Six different workshops were offered in 2004 on the following general assessment matters:

- The Power of Assessment Criteria
- Planning for Student Success
- Supporting Student Writing
- Flexibility in the SACE
- Assessment for Learning
- Assessment Accountability.

Schools were asked to choose the workshop or workshops that best suited their strategic plans. All workshops were received positively.

Assessment Field Officers (AFOs) visited schools across the State, suggesting support strategies for staff and students. AFOs have also helped schools to analyse and use the comprehensive data on the achievements of their students in the preceding year. This information is provided to schools by SSABSA in early Term 1.

The AFOs, each of whom supports about twenty-five schools, moderated and supported their schools in Stage 1 assessment plans across all learning areas, and in Stage 2 Community Studies. Using Datex Online, ongoing support was also provided to schools with SACE patterns checks and follow-up action, to support student achievement and completion of the SACE.

AFOs delivered workshops on the recognition of community-based learning, and supported teachers of Extension Studies early in the year. They supported WBLA moderation in schools, and initiated discussions on the new SACE Literacy Policy. AFOs conducted parent–student information evenings in the metropolitan area and in some country regions.

The Assessment Team Leaders developed workshops to support teachers in the assessment of the investigations component in a number of subjects.

The Assessment Team Leaders also ran conferences for SACE coordinators in September.

##### Investigations

The following subjects have externally assessed assessment components called ‘investigations’:

- Australian Languages
- Business Studies
- Contemporary Issues and Science
- Design and Technology Studies
- Home Economics
- Philosophy
- Studies of Societies
- Tourism
- Women’s Studies.

These assessment components require students to choose a topic for investigation, conduct research on this topic, and present the findings. These investigations are double-marked; first by the teacher and then by an external marker appointed by SSABSA.

During 2004 SSABSA conducted marker-training conferences for all these subjects in metropolitan and country areas. In an effort to improve reliability between the two markers (teacher and SSABSA-appointed marker), SSABSA received advice from the Australian Council for Educational Research on how to reformulate the criteria for judging performance.

An evaluation of the effectiveness of the 2004 training and marking processes will be undertaken in 2005.

##### Refinement of Criteria for Judging Performance

In 2003, in an effort to improve reliability in assessment, SSABSA initiated a change in the way criteria for judging performance were described in curriculum statements. SSABSA is committed to providing students with clear information about the criteria that will be used to judge their achievements. It was decided to rewrite the criteria for judging performance as qualities or features (expressed as nouns) with a set of explanatory questions. The assessment components in 85% of the curriculum statements were rewritten in this way. The remaining 15%, the mathematics and languages curriculum statements, have adopted alternative models. The languages follow the models used in the national Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

##### Assessment Plans

Assessment plans are a requirement for all Stage 1 subjects. Although most Stage 2 assessment plans do not require approval by SSABSA, schools are encouraged to provide assessment plans for all subjects to all students.

In 2004 the strategy of Assessment Field Officers approving Stage 1 assessment plans continued.



## Key Result Area — Community Information

### Outcomes Achieved

#### Communications

A draft Communications Policy and Communications Plan were developed to guide the dissemination of information both internally and externally to the community. They will be submitted to the Board in 2005. A communications plan for Recognition of Community-based Learning was written and approved. The Communications Committee was re-formed to provide feedback to the Communications Coordinator on communications issues.

#### SSABSA Online

##### *Website*

The 2004 results release and results information pages were again posted on the website on the day of delivery of postal results.

New on the website in 2004 were the SACE Operations page and the Learning Area Conference pages, with an online registration facility. The SSABSA policies were placed on the website, replacing the former *SSABSA Handbook*.

Curriculum support materials, which are published online, were for the first time updated by authors using Macromedia Contribute instead of being routed through a third person. Data Information Releases on specific topics were posted on the website to support research by schools and other institutions aimed at improving learning outcomes for students.

As a recruitment facility, SSABSA Online is used in conjunction with external publications to call for nominations for the positions of Chief Assessors and membership of assessment panels, and provides access to Position Identification Documents for external advertisements for SSABSA positions.

The website has proven to be a valuable facility for showcasing students' work from the Art Show and Technology Show long after the exhibitions have finished.

##### *Intranet*

Work began on revising the Staff Manual, including its legislative component, the Employment Conditions Manual, for placement on the intranet in 2005.

##### *Schools Data*

Schools were provided with data at the time of the results release to support students in understanding and interpreting their results. The data included SACE completion check information and class

Subject Achievement Score summary information. More information to support results analysis is provided in late January, and Like Schools data is provided in early February to enable benchmarking to occur. SSABSA staff provide ongoing advice to schools on understanding and using the data.

##### *Results Release*

The *Results Information* sheet was revised and redesigned and mailed to students with their results. It was again linked to the website log-in for student results, providing immediate answers to many questions arising from the results data.

##### *Online Communities*

Twelve new interactive email discussion groups were added in 2004, bringing the total number of interactive online communities for teachers in specific subject areas to forty-six. There are also several closed groups that are not available for general viewing, such as those for the Board, for SACE operations (for SACE coordinators and principals), and for community-based learning.

#### Publishing

As part of its annual revision and publication cycle, in 2004 SSABSA again published and distributed approximately 45 000 booklets representing more than 100 individually titled publications related to curriculum and assessment. These documents were also published on SSABSA Online.

##### *Annual Publications*

SSABSA prepared and distributed the *SACE Operations Manual*, eight learning area manuals, and the new *Flexible Learning Programs Manual*, to support the administration of the SACE in schools.

Ninety-seven updated and/or new curriculum statements for the 2005 Stage 1 and Stage 2 subjects were posted on the SSABSA website and distributed to schools. Schools were notified of changes to the curriculum statements for 2005 on the website.

Ninety Chief Assessors' reports for the 2003 assessment cycle were edited and published online. The writers' guide and template for assessment reports were revised and circulated to all Chief Assessors in December 2004.

The *SSABSA Annual Report 2003* was prepared and distributed to schools.

##### *Examination Papers and Related Materials*

The production cycle for the 2004 external examinations began with the nationally assessed language subjects in April, and ended with the printing of the last few papers in late October. Examination papers for fifty-five subjects and compact discs and or/cassette tapes for twenty-nine subjects were produced. Sample examination papers

were prepared as assessment exemplars illustrating new or redeveloped curriculum statements in several subjects. Two examination papers were also reformatted to aid the marking process. The 2003 papers were reformatted and sent to schools to show how they would look.

### *Curriculum Information*

Information previously disseminated in the quarterly published *SACE Curriculum Bulletin* was delivered in 2004 by a threefold strategy incorporating the Learning Area pages of SSABSA Online, thirty-three issues of *E-news* (an email bulletin to 417 nominated recipients), and conference and workshop information and registration forms distributed in hard copy to SACE coordinators at the beginning of each term.

The Student Fact Sheets were updated and published online.

### *Community Consultation*

Consultation drafts of four proposed Stage 1 and Stage 2 curriculum statements and one proposed Stage 2 curriculum statement were posted on SSABSA Online and distributed to schools and nominating agencies of the Board.

### **Media and Promotions**

Regular articles on specialised SACE-related topics, including community-based learning and the new Literacy Strategy, were again placed in *Xpress*, *Parents Say*, and *School Post*. Information was provided to the *Advertiser*, resulting in comprehensive and positive coverage of the February Merit Ceremony (for 2003 students) and the 2004 results release.

SSABSA Online leaflets were prepared and sent to SACE, NTCE, and SAM students.

### **Copyright**

Copyright clearance of third-party material in the 2003 examination papers was carried out expeditiously, enabling their timely release as leftover paper copies and on SSABSA Online. For the first time, the languages passages, formerly available only on CD or cassette tape, were made available online as MP3 audio files. The SSABSA Copyright and Royalty Policies were formally adopted by the Board and posted on the website.

### **Merit Ceremony**

Each year SSABSA publicly recognises and honours students who attain outstanding achievement and are awarded a Merit Certificate in any of the Board's accredited Stage 2 subjects in the previous year. In the 2003 assessments a total of 1030 students from South Australia (953), the Northern Territory (45), and South-East Asia (32) achieved outstanding scores in at least one subject.

On Tuesday 17 February, more than 900 South Australian students and their parents and friends, as

well as invited distinguished guests, attended the SSABSA Merit Ceremony in the grounds of Government House.

The eighty-six students who received three or more Merit Certificates were presented to Her Excellency the Governor, Marjorie Jackson-Nelson, AC, CVO, MBE. The Honourable Trish White, MP, Minister for Education and Children's Services, presented the prestigious Tennyson Medal for English to Edwina Watson and Merit Certificates to 149 of the 155 students who received two Merit Certificates. Ms Skye Innes responded on behalf of all students.

The following special guests presented Merit Certificates to 687 of the 712 students who achieved an outstanding result in one subject:

Arts: Mr Stephen Page, Artistic Director of the Adelaide Bank 2004 Festival of Arts

English: Dr Peter Goldsworthy, novelist, poet, short story writer and Chair of the Literature Board of the Australia Council

Health and Personal Development: Ms Virginia Bullock, Managing Director of Home Nurses and Chairperson and State Coordinator of SA Dragons Abreast Inc.

Languages: Mr Luis Domergue, Honorary Consul of Guatemala in South Australia

Mathematics: Ms Alison Kimber, applied mathematician and policy adviser in the Department of Premier and Cabinet

Science: Professor Kazem Abhary, Associate Professor in Mechanical and Manufacturing Engineering, University of South Australia, linguist, and author

Society and Environment: Professor Lowitja O'Donoghue, AC, trustee of the Rio Tinto Aboriginal Foundation and National Living Treasure; and Mr Kevin Liston, Director, Australian Refugee Association Inc.

Technology: Mr Stephen Watt, Product Development Manager of Tecreation and SA Vice President of the Australian Interactive Media Industry Association.

The following schools provided music for the ceremony: Blackfriars Priory School, Brighton Secondary School, Concordia College, Fremont-Elizabeth City High School, Marryatville High School, Scotch College, and Woodville High School. The Viceregal salute was played by the Combined Special Interest Music Centres brass ensemble from the Department of Education and Children's Services specialist music schools.

The Board expresses its appreciation to the following organisations for their support of the 2004 Merit Ceremony: Adelaide City Council, Coca-Cola Amatil (Aust.) Pty Ltd, ETSA Utilities, KESAB, Knispel Fruit Juices Pty Ltd (Nippy's), Piccadilly Natural Springs Pty Ltd, Santos Ltd, and the South Australian Motor Sport Board.

## Library

Library services returned to normal in 2004 following staff leave and breaks in service in 2003.

Continuing policy development, various research projects, and special projects by SSABSA staff required many information and literature searches during the year. Through access to online databases, the Internet, online journals and documents, and electronic document requesting, the Library has added to its own valuable collection to provide further reading and information sources.

The library purchased library software add-on Athena Webserver, which will enable Internet access to the library catalogue and the development of an informative and comprehensive library website on the intranet and Internet. It is anticipated that installation will be completed in early 2005.

### Key Result Area — Curriculum

#### Outcomes Achieved

## Curriculum Statement Development and Accreditation

The following curriculum statements were accredited for teaching in 2006:

- Stage 1 and Stage 2 Media Studies
- Stage 1 and Stage 2 Music
- Stage 1 and Stage 2 Nutrition
- Stage 1 and Stage 2 Sustainable Futures (replacing Stage 1 Environmental Studies, Stage 2 Geography, and Stage 2 Natural Resources Management).

Routine changes were approved for Stage 2 Accounting Studies, Geology, and Home Economics.

Minor changes were approved for Stage 1 and Stage 2 German (continuers) and Modern Greek (continuers), and Stage 2 Extension Studies, Malay (background speakers), and Physical Education.

Major changes were approved for SSABSA-VET subjects, Stage 1 English, and Stage 2 Agricultural and Horticultural Science, Biology, Dance Studies, English Communications, Nutrition, Philosophy, and Physics.

Across a number of subjects from each of the learning areas, criteria for judging student performance in assessment components were rewritten to make each criterion clearer for students.

## Curriculum Audits

The curriculum audit process is designed to consider whether a curriculum statement should be reaccredited or placed on the redevelopment

schedule. Audit panels comprise representatives of the Board, subject teachers and other experts, Subject Advisory Committee members, the Curriculum and Assessment Officer, a Research Officer, and the Manager, Curriculum and Assessment.

Audit panels meet twice, to consider participation and performance, workload, and the resource impact on schools of the subject; the validity, reliability, and manageability of assessment procedures; teacher and student survey data; and other research as requested by the panel.

This auditing process replaces the curriculum evaluation process and has a focus on the future directions that a subject should be taking, to ensure that it remains relevant to the interests, needs, and transition goals of students.

The following subjects were audited in 2004:

- Stage 1 and Stage 2 Information Processing and Publishing
- Stage 1 and Stage 2 Biology
- Stage 1 and Stage 2 Chemistry
- Stage 1 and Stage 2 Geology
- Stage 1 and Stage 2 Physics
- Stage 1 and Stage 2 Visual Arts Studies.

## Collaborative Curriculum and Assessment Framework for Languages

SSABSA continued its commitment to the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), a national languages sharing arrangement under the auspices of the Australasian Curriculum, Assessment, and Certification Authorities (ACACA). In 2004 SSABSA staff worked with Board of Studies NSW staff on a beginners level framework.

The CCAFL arrangement enables students in participating States and Territories to undertake study in one or more of thirty-one language subjects, in addition to those offered by individual State assessment authorities.

Most students who enrol in CCAFL subjects identify with the cultures and communities who speak those languages — ranging from more recent arrivals to students whose families arrived as migrants or refugees in earlier generations.

The national sharing arrangement began as the National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL) Project in 1985. The first national languages examinations were conducted in 1992, and in 2002 the name of the project changed to the Collaborative Curriculum and Assessment Framework for Languages. Enrolments in the CCAFL subjects have increased nationally from 1283 students in 1992 to 2382 in 2004.

To support the CCAFL arrangement, the preparation of curriculum and assessment materials, or 'language hosting', is shared by three of the

participating assessment authorities: SSABSA, Board of Studies NSW, and the Victorian Curriculum and Assessment Authority. Each of these authorities is responsible for preparing annual examination papers for the language subjects that they host, and then sharing them among participating assessment authorities. The host authorities also manage any curriculum changes and updating of resources.

In 2004 SSABSA hosted the following languages:

Hungarian (continuers)  
Japanese (accelerated)  
Khmer (continuers)  
Latvian (continuers)  
Malay (background speakers)  
Persian (background speakers)  
Polish (continuers)  
Ukrainian (continuers).

Other CCAFL languages in which students in South Australia were enrolled in 2004 were:

Auslan (continuers)  
Croatian (continuers)  
Portuguese (continuers)  
Russian (background speakers)  
Russian (continuers)  
Serbian (continuers)  
Swedish (continuers).

Through the CCAFL arrangement, assessment authorities may also 'borrow' an examination for a language that is not one of the thirty-one CCAFL languages, but which is offered by another hosting assessment authority. Through this arrangement, one authority will use the examination papers set in another State, and may also arrange for the hosting authority to mark the papers completed by students in the 'borrowing' State.

In 2004 the Tasmanian Senior Secondary Assessment Board 'borrowed' the SSABSA examinations for Chinese (background speakers and continuers), Modern Greek, and Spanish. The Curriculum Council of Western Australia 'borrowed' the SSABSA examinations for Modern Greek and Spanish. SSABSA 'borrowed' the examinations for Arabic (continuers) and Korean (first language) from the Victorian Curriculum and Assessment Authority, and the examination for Latin (continuers) from the Board of Studies NSW.

The management group of the Collaborative Curriculum and Assessment Framework for Languages meets annually and reports to ACACA.

### **International Benchmarking in Curriculum Project**

In 2004 SSABSA again participated in the International Benchmarking in Curriculum Project with three other international assessment authorities:

- Assessment and Qualifications Alliance (AQA) in England;
- New Zealand Qualifications Authority (NZQA);
- Scottish Qualifications Authority (SQA).

The project, which was a SSABSA initiative, benchmarked curriculum in four subjects — Biology, English, History, and Mathematics — to compare similarities and differences.

The purpose of the project was to:

- support the work of individual agencies in providing international leadership in curriculum development and assessment;
- foster productive relations between curriculum development and assessment personnel to share best practice strategies;
- provide, for each agency, professional, collegiate reviews of curriculum development and assessment strategies that will lead to improved practices.

A project evaluation meeting involving the SSABSA teams in the four subjects was held in August 2004. Participants agreed that the process had been highly valuable, both to themselves as professionals and to the curriculum development and review processes in each of their subjects.

The AQA, NZQA, and SQA critiques of SSABSA curriculum will contribute in 2005 to the audit of Stage 2 English Communications and English Studies, and to planning for the redevelopment of the Science subjects in 2006. The critiques of History and Mathematics will contribute to the ongoing monitoring of those subjects by the Subject Advisory Committees.

Feedback from the international critiques will also be used to inform the development and publication of performance standards, using annotated student work samples to make clearer teachers' and assessors' interpretations of criteria for judging performance.

### **SACE Literacy Strategy**

In March 2004 the Board approved a new SACE Literacy Strategy. This followed research and consultation with the community and schools in the previous 3 years. The implementation of the new Literacy Strategy began with broad notification of the impending changes to SACE completion requirements, which will take effect from 1 January 2006.

A key priority for the implementation has been a literacy audit of all SACE curriculum, to map literate practices across the curriculum. The audit recommended changes to curriculum statements to encourage student proficiency in a range of literate practices across all learning areas. Professional development and support materials were then prepared to assist schools in engaging with contemporary literate practices. A new workshop for schools, *More Than Writing — An Introduction to the New SACE Literacy Strategy*, was trialled in November 2004 and will be delivered extensively in 2005. The workshop will be complemented by literacy support materials on the SSABSA website.

In addition, the Supporting Student Writing workshop was delivered to some 800 teachers from across the learning areas in 2004.

Changes to the English as a Second Language student eligibility process were also finalised and advertised, and English as a Second Language teachers were trained in preparation for the introduction of the new process in 2005.

### **Extension Studies**

The Board approved the development of Extension Studies in November 2001, and accredited it in August 2003 for teaching in 2004–05 as a pilot. Extension Studies charts a new direction in the curriculum available at Stage 2 of the SACE. It advocates the possibility of students undertaking a 2-unit independent investigation of an idea, skill, or question.

What makes this curriculum statement unique is the focus and the length of the investigation. The focus of the investigation is very much dependent on the student's interest. It may relate to existing subjects (and thus constitute an extension of an existing subject), be interdisciplinary, or be outside the scope of an existing subject. The extension study may have either a Group 1 or a Group 2 classification, depending on the focus of the study.

Another distinguishing feature of this subject is that it constitutes a full-year Stage 2 study. Although many subjects in the SACE allow for or require individual investigations, this subject offers students an opportunity for sustained reflection on a particular idea, skill, or question.

In 2004 forty-one students from eighteen schools achieved a result in Extension Studies.

Participating students, contact teachers, and mentors expressed support for the continuation of this subject. There is a growing interest in Extension Studies and the Board has extended the pilot for a further 2 years, until 2007.

### **Community Studies**

In 2004 Community Studies maintained strong enrolments.

After community consultation, a new curriculum statement for Community Studies was accredited in May 2004, for use in 2005.

The redevelopment of this curriculum statement represents a major innovation in curriculum style. Community Studies is a subject that places the students in control of what they learn and how they will go about learning it. As the active focus of this curriculum statement is the student, not the teacher, the curriculum statement is therefore written in language that is accessible to the student.

Until 2004, students were limited to 1-unit contracts in Community Studies. In response to the trend of students taking a major year-long project in the form of two single units, the redeveloped curriculum statement allows for both 1-unit and

2-unit contracts. In addition, from 2005 students will be able to negotiate undertaking units from any of twelve different areas of study, rather than nine, and will be able to focus their contracts of work on either Group 1 or Group 2.

### **Recognition of Community-based Learning**

In December 2002 the Board approved a policy to recognise community-based learning towards SACE completion — the Recognition of Non-formal Community-based Learning Policy — and in 2003 SSABSA began work on a project to implement the policy.

In 2004 SSABSA worked with a range of community organisations to determine the equivalent value of community programs for recognition towards SACE completion. In December 2004 SSABSA recognised programs from the following organisations: Royal Life Saving Society of Australia, Scouts Australia, Guides Australia, Duke of Edinburgh's Award, St John Ambulance Australia, South Australian Country Fire Service, Australian Air Force Cadets, Australian Music Examinations Board, Trinity College London, and Australian Guild of Music and Speech.

In the 2004 results cycle, nine young people were given status for community-based programs.

Certification of student achievement of community-based awards is collected at schools and validated at SSABSA.

The second phase of the recognition of community-based learning project, to be developed in 2005, is aimed at recognising experiential or informal learning, such as part-time work, carer responsibilities, mentoring, sports coaching, and participation in youth advisory groups. A pilot research project into the types of learning gained informally was launched in November 2004.

As the lead agency for the recognition of Community-based Learning in the Social Inclusion School Retention Initiative, SSABSA gained funding for a Social Inclusion Project Officer to liaise with community and youth organisations that work with young people at risk, and to promote the recognition of community-based learning towards completion of the SACE.

### **Recognition Policy — Statement of Comparability**

In May 2004 the Board considered a report on the determination of recognition of the UniSA–PAL (University of South Australia Pathway for Adult Learners) program as it operates at four adult colleges compared to the South Australian Certificate of Education (SACE).

The Board approved the development of a Statement of Comparability to be granted to students who undertake a course that is deemed comparable to having successfully completed secondary education in South Australia. Students who successfully complete the UniSA–PAL program will, on request, be granted a Statement of Comparability.

## Review of Subject Offerings

Since 1999, SSABSA has conducted a Review of Subject Offerings every 3 years.

The first two reviews provided strong direction to the deletion, amalgamation, substitution and/or writing of new subjects. They led to a tight list of subjects in terms of student needs, educational significance, coherence within the SACE, resources, and student numbers. This third review, conducted in 2004, concurrent with the SACE Review, focused on broader issues than simply which subjects should be offered in the SACE.

The review began by mapping subject offerings across all States and Territories and the English requirements for university entrance across Australia, which provided the background for analysis of school/student/subject data. The review determined that there are approximately fifty areas of learning in South Australia, interpreted as sixty-six subjects and 139 enrolment options at Stage 2, which is comparable with other States and Territories.

In approving the report of the Review of Subject Offerings in November 2004, the Board put in place further research into areas that impinge on the development of subjects in the SACE. In particular, research was commissioned into the groupness requirement of the SACE and in vocational education and training.

## Vocational Education and Training (VET)

The Recognition of VET Outcomes Towards the SACE Policy (2000) allows for three options for recognising VET outcomes towards the SACE:

- Option 1. Embedded VET — units of competency delivered within SSABSA-accredited subjects.
- Option 2. Stand-alone VET — units of competency delivered without reference to SSABSA-accredited subjects, and recognised as SACE units.
- Option 3. SSABSA–VET subjects — units of competency from training packages that are selected to form a SACE subject.

In 2004, 46.9% of the students who completed the SACE included vocational education and training in their studies. More female students than male students undertook VET as part of their studies.

Of the 11 327 students who completed the SACE in 2004, 654 (or 5.8%) would not have done so without stand-alone VET (Option 2 above).

The number of students who study Stage 2 Work Education, Vocational Studies A and Vocational Studies B has increased considerably over the last 3 years. These subjects allow students to embed units of competencies from training packages within them (Option 1 above). In 2002, 491 students completed Vocational Studies A and 210 completed Vocational Studies B, in 2003, 598 Vocational Studies A and 250 Vocational Studies B, and in 2004, 869

Vocational Studies A and 394 Vocational Studies B.

SSABSA has thirteen SSABSA–VET curriculum statements (Option 3). All thirteen subjects were incorporated into a new single document template for publication for 2005, giving increased choice and flexibility. A major feature of the new format is the realignment of curriculum statements under the three new strands of Work Skills, Work Knowledge, and Creating and Managing Opportunities.

## Community Consultation and In-service Activities

The Aim of the SSABSA Strategic Plan is improved levels of student access, participation in learning, achievement, and completion of the SACE. In 2004–05 SSABSA will work towards achieving this Aim by addressing the following strategies:

- *Strategy 1* — Improving the SACE completion rate.
- *Strategy 2* — Strengthening effective working relationships with relevant organisations.
- *Strategy 3* — Continue to improve the current high level of service offered by SSABSA.

These three strategies are supported by workshops, in-service programs, meetings, conferences, online communities, and forums.

The following seven categories summarise the range of consultation activities that are available to teachers and other stakeholders:

1. Curriculum and assessment committee meetings, e.g. of Subject Advisory Committees.
2. Subject accreditation meetings, e.g. of audit panels.
3. Teacher in-service workshops, e.g. for teachers new to a subject.
4. Online communities, e.g. Mathematics teachers online community, Aboriginal Education online community, and the literacy educators online community.
5. Assessment and moderation meetings, e.g. assessment support, assessment validation, marking conferences, assessment support and flexibility workshops;
6. Operational conferences, e.g. for SACE coordinators.
7. Specific purpose meetings, e.g. of the Aboriginal Education Strategy Reference Group.

Subject Advisory Committees met to oversee curriculum statements and support materials for sixty-six designated areas of study for Stage 1 and Stage 2 of the SACE. In 2004, SSABSA conducted 185 Subject Advisory Committee meetings to which 2270 members contributed.

As the name suggests, subject accreditation meetings are held to consider the appropriateness of a draft curriculum statement for teaching and assessment as part of the SACE. In 2004, five such meetings were held, with 123 participants.

Each year meetings are held for teachers new to a subject. In 2004, 154 meetings were held and 2126 teachers took part.

Forty-six online communities were operating in 2004, with 5369 members enrolled in one or more online community. This is an important strategy in responding quickly to teacher needs in a particular area of the curriculum or subject. Regular reviews of the types of questions that were posted on the online communities were undertaken to ascertain areas for improvement.

A key legislative function of SSABSA is to deliver fair, reliable, and valid assessments. A large number of moderation meetings in support of teachers and in validating standards were held in 2004. These meetings were supported by a specifically designed set of Assessment and Flexibility workshops (266 in 2004) with 6345 attendees.

SACE coordinators provide an important link between schools and SSABSA. Each year SSABSA conducts two rounds of SACE coordinators conferences. The first round, which is conducted in February, is designed for first-time SACE coordinators. The second round, which is conducted in September, targets SACE coordinators in all schools. These conferences foreshadow changes for the following year. In 2004 sixteen SACE coordinators conferences were held, in both metropolitan and country areas, and 319 SACE coordinators attended.

A number of specific purpose workshops were also conducted in 2004. These included workshops for principals to inform them of the kinds of data that can be generated about the performance of students in their school and to assist them in interpreting the data.

### **Art Show 2004**

From 5 April to 12 May SSABSA hosted the annual SSABSA Art Show. The official opening was held on 2 April at the Light Square Gallery — AIT Arts.

The guest speaker was Hossein Valamanesh, an internationally recognised visual artist.

Eckersley's — Arts, Crafts and Imagination was the main sponsor. Encouragement awards were also received from Kelly Farm Educational. AIT Arts continues to sponsor the Art Show through provision of the gallery.

On behalf of the Government, the Honourable Stephanie Key, MP, Minister for Youth, provided \$1000 for awards to the student who created the work used on the poster and incentives to art students studying in rural schools. The Honourable Vini Ciccarello, MP, member for Norwood, presented these encouragement awards.

Works of visual art from the four Stage 2 curriculum statements were exhibited by 176 students from eighty-five schools. To increase the value of the show to visiting students, the criteria for selection of each work were given, and a moderator was present at all times to answer questions.

Including students and the general public, 6562 people visited the exhibition.

Following the exhibition, a selection of works was sent to the Fountain Gallery, Port Augusta. SSABSA and Country Arts SA again funded this extension of the Art Show. As in previous years, the entire collection of works exhibited at the Light Square Gallery was photographed and was available for viewing on the SSABSA website.

Selected works were hung in SSABSA offices, in the Office of the Minister for Education and Children's Services, and in the offices of the Teachers Registration Board of South Australia.

### **SSABSA Technology Show 2004**

The SSABSA Technology Show 2004, held from 7 April to 12 May at the Centre Gallery at the Education Centre, was opened by Mr Martyn Manuel, Managing Director and owner of Fibrelogic Pty Ltd. Among those who attended the opening were the Minister for Education and Children's Services, the Honourable Jane Lomax-Smith, MP, and the Minister for Youth, the Honourable Stephanie Key, MP.

There were 1019 visitors, including students from fifty-two city schools and twenty-three country schools.

The dates of the show were set to coincide with the SSABSA Art Show. Schools reported that they took students to both shows in the one visit to the city.

Forty-nine students from twenty-one schools accepted the invitation to exhibit work. Members of the Technology moderation panel issued these invitations when visiting schools to conduct moderation of the skills component of the curriculum, and at central moderation of the designing, knowledge and understanding, and issues components. Work selected for exhibition was considered to be of a high standard against the criteria in the curriculum statement. Moderators also looked for work that was unusual and/or innovative.

One hundred and one pieces of work were on display. This work reflected the wide range of contexts available to students, including photography, computing applications, furniture construction, construction technology, digital systems, computer-aided drafting/manufacturing, metals engineering, graphics, welding, and energy technology.

### **SACE Review**

In May 2004 the Minister for Education and Children's Services, the Honourable Jane Lomax-Smith, attended a Board meeting to speak specifically about the terms of reference and the conduct of the SACE Review. In April 2004 the SACE Review Panel, the Honourable Greg Crafter, Professor Alan Reid, and Dr Patricia Crook, addressed the Board on matters relating to the SACE Review.

In August 2004 SSABSA forwarded a submission

to the SACE Review Panel. The submission referred to SSABSA's research into the changing patterns of students' lives and engagement with schooling, training and/or employment, and suggested changes to the SACE need to be cognisant of these changing patterns. In its submission, the Board reaffirmed its view that the new SACE should be a certificate of completion rather than a certificate of achievement. In doing so, it understood the need for certification of both functions.

In its submission, the Board urged the Review Panel to ensure that any proposed changes to the SACE and the operations underpinning the SACE do not compromise the valuing of teacher judgment in assessment processes and the international reputation earned by SSABSA over the years.

The Board saw the importance of building within the education community its assessment expertise. The submission proposed the establishment of an Assessment Leadership Centre where academics and practitioners could focus on assessment and provide leadership and development.

The Board's submission pointed to a need for legislative clarification of the responsibility for in-servicing teachers.

The submission called for a review of tertiary entrance requirements (TER). SSABSA strongly urged the Review Panel to consider the influence that the TER is exerting on schools with a view to simplifying these requirements and minimising this impact.

SSABSA's ground-breaking work towards recognition of community-based learning is one of the many ways in which the Board has anticipated and responded to changing student needs.

In its submission, SSABSA also emphasised the need for additional resources to enable schools to take advantage of the existing flexibility of the SACE.

<b>Key Result Area — Equity</b>
<b>Outcomes Achieved</b>

Equity underpins the activities of the Authority and is addressed in each of the key result areas — in particular in curriculum, assessment, community information, and research.

### **Aboriginal Education Strategy**

The Aboriginal Education Strategy began in 1997 and aims to improve access, participation, and outcomes for Aboriginal students in the SACE.

In 2004 a record number of ninety-two Aboriginal students achieved the SACE. As part of the strategy, these students will be invited to share their experiences, to encourage Aboriginal students to

complete the SACE.

The 2003 completers were invited to join in a group photograph that featured on the Indigenous SACE Achievers poster entitled 'Be a Star in Your Future — SACE Achievers Have a Brighter Future'. As in previous years, the poster was distributed to schools to promote the value of SACE completion.

A new reference group was established to guide the work of the Aboriginal Education Strategy. The new reference group is widely representative, comprising Aboriginal parents and teachers, community members, and school, university, and further education sector representatives. The reference group is chaired by the Project Officer, Aboriginal Education Strategy.

The reference group has provided opportunities for sharing information and showcasing existing strategies, as well as giving advice to the Project Officer on implementing the strategy.

In 2004 the Aboriginal Education Strategy maintained its focus on the improvement of access, participation, achievement, and completion for Indigenous students in the SACE, and began to increase its focus on how the curriculum that is provided through the SACE reflects reconciliation.

The work of the Project Officer included liaising with, and responding to requests for support from, schools and organisations for presentations on the value of SACE completion to Aboriginal students. The Project Officer also worked with schools and organisations on a range of strategies supporting Aboriginal students to complete the SACE.

### **STAR 3 Report**

Following on from the Star 2 Project, which reported to the Board in March 2003, the STAR 3 Project was initiated with the following terms of reference:

- Work collaboratively with specialist groups to obtain evidence of policy barriers to students at Stage 1 moving into Stage 2, leaving during Stage 2, or being unsuccessful in completing Stage 2.
- Identify curriculum and assessment strategies that have emerged from school experience as assisting students to successfully complete Stage 2.
- Recommend to the Board curriculum and assessment strategies that might encourage students at Stage 1 to continue to Stage 2 and successfully complete the SACE.

Eleven schools participated in the research phase of the project, using action-research methodology, and seven continued into the trialling phase. Six schools presented reports on their long-term projects to the Board in March 2004. These were subsequently published on SSABSA Online and forwarded to the SACE Review Secretariat.

The Curriculum and Assessment Policy Committee resolved to explore the findings of the project in relation to its policy reviews.



## Key Result Area — Income Generation

### Outcomes Achieved

Grants from the State Government as part of the education portfolio are the primary source of income for SSABSA. This funding is supplemented by income from the delivery of the South Australian Matriculation (SAM) program in Malaysia, by services to the Northern Territory, and by income generated from the financial management of cash held.

#### Delivery of the SAM Program

The SAM program has been delivered in Malaysia since 1984, with 1298 students enrolled in the program in five centres in 2004. The SAM program has maintained its position as a reputable pre-university program and the most popular of the pre-university courses offered by any Australian assessment authority in Asia. At present the program consists of fifteen subjects with an external assessment. The SAM program was delivered at the following centres in 2004:

- Taylor's College (929 students)
- INTEC, Universiti Teknologi Mara (270 students)
- Kolej Disted-Stamford (47 students)
- INTI College (41 students)
- Olympia College (11 students).

The number of students who received a result in one or more Year 12/Stage 2 subjects in the SAM program since the establishment of the Board has been as follows:

1984	1985	1986	1987	1988	1989	1990
784	1407	1017	1097	970	772	892
1991	1992	1993	1994	1995	1996	1997
1131	985	1062	1028	1245	1181	1150
1998	1999	2000	2001	2002	2003	2004
923	947	988	1005	1069	1219	1298

#### Expansion of the SAM Program

During 2004 discussions continued with a number of schools in China interested in delivering the SAM program. SSABSA signed a Memorandum of Understanding in June 2004 with one school, Jiangsu Province Qianhuang Senior Middle School. The intention is that the program will begin in Qianhuang Senior Middle School in February 2005.

SSABSA management has an ongoing commitment to expanding the world-recognised SAM program into other countries.

#### Visits by SSABSA Staff

The Manager, Information Services and the Curriculum and Assessment Officer for English visited Malaysia and China in May. The annual

visit to the SAM schools in Malaysia was to conduct in-service training that focused on administration and results processing.

In China, a site inspection was undertaken at Qianhuang Senior Middle School to ensure that facilities and equipment at the school were adequate for the delivery of the SAM program. The Curriculum and Assessment Officer for English observed English classes being conducted and engaged in conversations with potential SAM students.

The Chief Executive visited China in June for the official signing ceremony of the Memorandum of Understanding between SSABSA, Qianhuang Senior Middle School, and the education provider, NCCE Group. Australian consular officials, the media, and potential SAM program parents and students attended the ceremony.

In early 2004 SSABSA was successful in a partnership tender submission with the University of South Australia and the Department of Education and Children's Services to provide curriculum and assessment expertise to the Papua New Guinea (PNG) Curriculum Reform Implementation Project: Lower Secondary Partnership Activity. A SSABSA-appointed project officer visited PNG in November 2004 to provide expertise in the science curriculum area. SSABSA will continue its involvement in this project during 2005.

#### Northern Territory

SSABSA continued to deliver the SACE to students in the Northern Territory in 2004. Under SSABSA's arrangement with the Northern Territory Department of Employment, Education and Training (NTDEET), Northern Territory students are able to study the same Stage 1 and Stage 2 subjects as South Australian students.

The results release for the Northern Territory students coincided with the results release in South Australia and was also undertaken in a smooth manner. SSABSA provided online support to NTDEET officers as well as an Internet support service for students and counsellors during the results release period.

SSABSA looks forward to continuing its close working relationship with the Northern Territory in delivering a quality certificate to its senior secondary students.

## Key Result Area — Management

### Outcomes Achieved

#### Financial Management

The Board has continued, through Resources Policy Committee (RPC), to develop accounting policies that have further enhanced the financial management of SSABSA.

To complete the results release process before Christmas, SSABSA relies heavily on its workforce of assessors, moderators, and markers to ensure the provision of accurate and timely results. The Business Services Branch ensured that all claims submitted to the Branch were paid promptly. Most claims were paid before Christmas.

### **Enterprise Bargaining**

A ballot for a new enterprise agreement was held between 30 July and 16 August 2004 and gave all government employees an opportunity to vote on the agreement. The proposed new enterprise agreement was not successful; however, on 15 November the Industrial Relations Commission of South Australia settled on the South Australian Government (Public Sector Salaried Employees) Salaries Interim Award 2004. This new agreement included a 3.5% salary increase from 1 October 2004. From 29 October 2004 the Salaries Interim Award replaces the South Australian Government Wages Parity Enterprise Agreement 2001, with specific clauses remaining to accommodate SSABSA's unique organisational requirements.

### **SSABSA's Strategic Plan**

In 2003 the Board started to revise its Strategic Plan. This process was completed and a new Strategic Plan was approved in March 2004. Three strategies and associated indicators and targets for the four components of the Aim were identified for 2004–05 (see page 3 for details).

The Management Team of the Authority then developed an Operational Plan to guide the activities of the Authority, ensuring that these were aligned with the Board's Aim and strategies.

### **Key Performance Indicators**

The Board once again defined priorities, indicators, and targets in the key result areas and monitored their achievement in 2004.

### **AS/NZS ISO 9001: 2000**

In order to maintain AS/NZS ISO 9001: 2000 accreditation, SSABSA staff carried out an internal audit during 2004. An external audit was also conducted by a representative from Société Générale de Surveillance (SGS). These audits ensure that SSABSA has appropriate processes in place to maintain accreditation under the standard.

The three key advantages for SSABSA in maintaining the AS/NZS ISO 9001: 2000 standard are:

- ensuring that SSABSA continuously improves its processes and methods of operations;
- formalising the improvement process;
- providing a recognisable accreditation in overseas countries.

### **Lease Renewal**

In 2004 the SSABSA Management Team reviewed the current office accommodation lease, which was

due to expire on 31 May 2005. An office accommodation proposal to remain at 60 Greenhill Road, Wayville was presented to the government. SSABSA's proposal met the government's office accommodation standards and a 5-year lease with a 3-year right of renewal was accepted on 16 December 2004.

### **Human Resources**

#### *Staff Retirement*

In 2004, one of SSABSA's longest serving employees, Mr Mostyn Coleman, retired. Mostyn held many positions in SSABSA, including Coordinator, School-assessed Subjects (1984 to 1986), Registrar of Assessment Services (1986 to 1991), Manager, Assessment Services (1992 to 1994), and Manager, Assessment Operations (1995 to 2004). Mostyn was a member of the Management Team at SSABSA from 1995 to his retirement. In these positions, Mostyn made a significant contribution to policy development. Mostyn fostered strong links with teachers and coordinators in schools, and will be remembered as a person who assisted schools in the smooth running of their assessment operations.

#### *Vale*

In June 2004, the Board was saddened by the death of Ms Winifred Sarre. Winifred was appointed to SSABSA in 1984 as the Curriculum Officer for Languages. Win worked with SSABSA for the next 20 years. She nurtured the many community groups in their important work in maintaining their languages and cultures. She led a team of languages experts that made a significant impact on the teaching of languages in Australia, through the design and development of the National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL). In the mid-nineties, Winifred obtained a position with the Board of Studies NSW. Here she worked as the coordinator of the NaFLaSSL Project and thus continued to work closely with SSABSA. On her return to Adelaide she worked in a part-time capacity drafting and editing curriculum documents. She made a significant contribution to the teaching and assessment of languages at senior secondary level.

#### *Strategic Human Resources*

Policies and procedures related to the management of human resources continued to be reviewed throughout 2004. A Risk Management policy and a procedure related to the appropriate disclosure of public interest information under the *South Australia Whistleblowers Act 1993* were developed and implemented. Policies and procedures have been reformatted to provide a consistent framework for their development. The framework, policies, and procedures are on the SSABSA intranet and are accessible to all staff.

Implementation of the Complete Human Resource Information System (CHRIS) continued in 2004 with the operationalisation of payroll, data reporting

for management decision-making, and staff access to CHRIS 21 for their personal information.

#### Training and Development

SSABSA has addressed staff training and development in a number of ways, including the provision of in-house and external training providers to support the development of skills.

Each staff member completes an individual development plan in consultation with his or her manager. Training and development activities are considered that will support the acquisition of skills and link to the Board's strategic outcomes (see table on page 22).

With the introduction of CHRIS 21, staff are also able to look at their training records and managers are able to look at their staff training records. A pilot program was run in the Information Services Branch that gave staff access to online training. Staff were able to apply for and record training online. Based on the success of this pilot, the online application facility will be extended to all staff.

Training and development programs provided in 2004 included Recruitment and Selection, and a Stretching, Workplace and Healthy Lifestyles program that presented information on flexibility, postural cues, stretches, exercises, and health tips for providing safe systems of work, especially for staff when using computers.

#### Leave Management

The Management Team of the Authority monitors on a quarterly basis the level of accumulated recreation leave that staff hold. Any staff member with leave entitlements in excess of the current year is then encouraged to plan and take leave.

Average Days Leave Taken per Full-time Equivalent Employee

Leave Type	2001	2002	2003	2004
Sick Leave Taken	4.1	4.4	4.7	6.5
Family Carer's Leave Taken	0.1	0.2	0.3	0.5
Special Leave with Pay	NA	NA	1.5	1.9

#### Executive Employment

The Board has one female and two male staff members at the Executive Level. The female executive staff member is employed on an

untenured contract. The male executive staff members are employed on tenured contracts and have a right to return to their substantive positions in the public sector at the conclusion of their appointments.

#### Targeted Voluntary Separation Packages (TVSPs)

The Authority manages TVSP requests through the across-agency provisions of Commissioner's Determination No. 4.

No TVSPs were paid in 2004.

#### Fraud

There have been no instances of fraud detected in SSABSA. The Board has established fraud-prevention strategies and record-keeping procedures for securing the premises and assets, for handling funds, and for access to equipment.

#### Occupational Health, Safety, and Welfare

As part of the organisational strategy to promote a harmonious and efficient working environment, staff continue to have access to an Employee Assistance Program. This program provides a confidential service with professional counsellors who can assist staff with personal or work-related problems.

Formal workplace assessments were conducted for a number of staff to promote safe systems of work, and a flu vaccination reimbursement program was available to staff.

All occupational health, safety, and welfare training and workplace assessment information is now recorded on CHRIS 21 and is accessible to staff.

One emergency evacuation was carried out in July 2004. Improvements were made to evacuation procedures from feedback on this evacuation.

Evacuation procedures for the annual Merit Ceremony were also reviewed.

The security system was reviewed, consistent with government policy, towards the end of the year.

Annual testing of portable electrical equipment was carried out in April.

Appropriate staff training in emergency procedures, manual handling, several types of first aid, and defensive driving has also been conducted.

A new Occupational Health, Safety, and Welfare Committee was formed in March 2004. The committee met four times in 2004.

Number of Executives by Status in Current Position, Gender and Classification

Classification	Ongoing		Contract Tenured		Contract Untenured		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
EX A	–	–	2	–	–	–	2	–	2
EX C	–	–	–	–	–	1	–	1	1
Total	–	–	2	–	–	1	2	1	3

## Consultants

SSABSA engaged the services of two consultants whose individual fees were less than \$10 000. The total expenditure on these two consultancies was \$5000.

## Energy Efficiency Action Plan

Electricity Usage		
	Usage (units)	Cost (\$)
Base year 2001	235 530	36 496.28
2002	220 260	37 284.15
2003	231 740	38 586.51
2004	289 116	47 279.93
After hours Airconditioning		
	Usage (units)	Cost (\$)
Base year 2002	3093.43	91 712.54
2003	2550.74	69 768.10
2004	3051.59	54 482.85

From January 2002 SSABSA took responsibility for all costs associated with after hours airconditioning.

A major works program to replace the buildings's airconditioning units began in late 2004 on the ground floor.

Motor Vehicle Fuel Usage		
	Fuel (litres)	Cost (\$)
2001	23 704.95	18 619.37
2002	25 295.01	18 512.41
2003	26 803.51	20 549.70
2004	26 165.00	21 201.15

SSABSA provides needs-based moderation support to all schools in the State, including remote and isolated schools. Officers continued to make every attempt to optimise the number of schools visited on a single journey to achieve maximum efficiency, including fuel efficiency.

## Disability Action Plan

People with disabilities can gain access to SSABSA offices via a ramp and lift. Toilets for people with disabilities are located on the first floor of the building.

Students are advised when they register for the SACE of the Special Provisions in Curriculum and Assessment Policy that accommodates the special needs of students with long-term impairment. This policy was developed in consultation with disability advisory services and with the support of the Office of the Commissioner for Equal Opportunity.

The operation of this policy is guided by a specialist advisory group. SACE coordinators are

given training in the operations of this policy, which is further elaborated in the *SACE Operations Manual*.

In external examinations, schools can request for individual students with disabilities one or more of the following provisions:

- enlarged print examinations;
- examinations in Braille;
- recorded examinations either on compact disc or tape;
- extra reading time;
- the use of a scribe;
- the use of a reader;
- extra time with supervised rest breaks.

In the past 3 years 1609 students (2002: 468, 2003: 521, 2004: 620) with a long-term impairment have accessed SSABSA's special provisions procedures.

Other subjects are available in which a contract of learning is negotiated; this can be customised to address individual student's specific needs.

Subjects such as Auslan and Communication for the Hearing-impaired were developed in close collaboration with the relevant communities. All curriculum statements are available on SSABSA's website during consultation, thus providing broad community access.

SSABSA complies with the draft education standards of the *Commonwealth Disability Discrimination Act 1992* in the areas relevant to its core business.

## Contractual Arrangements

SSABSA has no contractual arrangements where the total value of the contract exceeds \$4 million and the contract extends beyond a single year.

## Accounts Payable

The table below summarises the Authority's accounts payable record for 2004.

Accounts Paid				
Particulars	Number	% of Total	Value in \$A	% of \$A Total
Paid by the due date	6262	96	5 500 723.63	93
Paid late but paid 30 days or less after the due date	226	3	397 718.24	7
Paid late and paid more than 30 days after the due date	46	1	20 077.99	—

Overseas Travel

<i>Number of Employees</i>	<i>Destination</i>	<i>Reasons for Travel</i>	<i>Total Cost* to Agency (\$)</i>
1	Paris (France)	To attend the IAEA Executive Committee meeting in the capacity of Treasurer	10 256.09
1	Nadi (Fiji)	To represent SSABSA at the ACEAB biannual conference	4 331.66
2	Malaysia and China	To provide in-service support to schools in Malaysia; to inspect a school in China	16 743.04
1	Philadelphia (USA)	To attend the IAEA Conference, Executive Committee meeting, and AGM	18 270.83
1	China	To participate in the signing ceremony for the new school	8 413.53
2	Wellington (NZ)	To attend the ACACA conference	8 975.22
1	Malaysia	To conduct in-service programs for oral examiners	3 218.17
9			70 208.54

\* Total cost includes salary, on costs, travel, accommodation, conference fees, etc.

Documented Individual Performance Development Plans

<i>Salary Bracket</i>	<i>% with a plan negotiated within the past 12 months</i>	<i>% with plan older than 12 months</i>	<i>% with no plan</i>
\$0-\$38 000	19	1.5	1.5
\$38 001-\$49 000	19	1.5	1.5
\$49 001-\$64 000	26	4	1.5
\$64 001-\$83 000	17	3	0
\$83 001+	4.5	0	0
<b>Total</b>	85.5	10	4.5

SSABSA Employees, by Gender and Status

<i>Persons</i>	71	
<i>FTEs</i>	65.3	
<i>Gender</i>	<i>% Persons</i>	<i>% FTEs</i>
Male	29.6	32.2
Female	70.4	67.8
Number of persons separated from the agency during the 2004 calendar year	10	
Number of persons recruited to the agency during the 2004 calendar year	10	
Number of persons on leave without pay at 31 December 2004	11	

Number of Employees by Salary Bracket

<i>Salary Bracket</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
\$0-\$38000	3	12	15
\$38001-\$49000	2	13	15
\$49001-\$64000	6	17	23
\$64001-\$83000	8	7	15
\$83001+	2	1	3
<b>Total</b>	<b>21</b>	<b>50</b>	<b>71</b>

Status of Employees in Current Position

	<i>FTEs</i>				<i>Total</i>
	<i>Ongoing</i>	<i>Short-term Contract</i>	<i>Long-term Contract</i>	<i>Casual</i>	
Female	19.1	5.5	19.7	55.60	99.90
Male	8	2	11	44.29	65.29
<b>Total</b>	<b>27.1</b>	<b>7.5</b>	<b>30.7</b>	<b>99.89</b>	<b>165.19</b>

	<i>Persons</i>				<i>Total</i>
	<i>Ongoing</i>	<i>Short-term Contract</i>	<i>Long-term Contract</i>	<i>Casual</i>	
Female	22	8	20	228	278
Male	8	2	11	152	173
<b>Total</b>	<b>30</b>	<b>10</b>	<b>31</b>	<b>380</b>	<b>451</b>

Number of Employees by Age Bracket by Gender

<i>Age Bracket</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>% of Total</i>	<i>South Australian Workforce*</i>
15-19	-	-	-	-	7.3
20-24	3	1	4	5.6	10.7
25-29	5	3	8	11.3	10.2
30-34	7	2	9	12.7	11.2
35-39	4	2	6	8.5	11.4
40-44	4	-	4	5.6	13.3
45-49	9	1	10	14.1	12.0
50-54	8	7	15	21.1	10.7
55-59	6	2	8	11.3	7.7
60-64	4	3	7	9.8	3.6
65+	-	-	-	-	2.0
<b>Total</b>	<b>50</b>	<b>21</b>	<b>71</b>	<b>100.0</b>	<b>100.0</b>

\* As at March 2004 from ABS Supertable LM8

Number of Aboriginal and/or Torres Strait Islander Employees

	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>% of Agency</i>	<i>Strategic Benchmark*</i>
Aboriginal/Torres Strait Islander	-	1	1	1.4	2.0

\* Benchmark from State Strategic Plan

### Cultural and Linguistic Diversity

	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>% of Agency</i>	<i>SA Community*</i>
Number of employees born overseas	4	9	13	18.3	20.3%
Number of employees who speak language(s) other than English at home	2	–	2	2.8	15.5%

\* ABS publication Basic Community Profile (SA) Cat. No. 2001.0

### Number of Employees with Ongoing Disabilities

	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>% of Agency</i>
<b>Total</b>	1	1	2	2.8

### Number of Employees Using Voluntary Flexible Working Arrangements by Gender

<i>Type of Arrangement</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Purchased Leave			
Flexitime	21	50	71
Compressed Weeks			
Part-time/Job Share		7	7
Working from Home			

## Occupational Health, Safety, and Injury Management

	2004	2003	2002
<b>1. OHS legislative requirements</b>			
Number of notifiable occurrences pursuant to OHS&W Regulations Division 6.6	0	0	0
Number of notifiable injuries pursuant to OHS&W Regulations Division 6.6	0	0	0
Number of notices served pursuant to OHS&W Act s35, s39 and s40	0	0	0
<b>2. Injury management legislative requirements</b>			
Total number of employees who participated in the rehabilitation program	1	0	0
Total number of employees rehabilitated and reassigned to alternative duties	0	0	0
Total number of employees rehabilitated back to their original work	0	0	0
<b>3. WorkCover action limits</b>			
Number of open claims as at 31 December	1	0	0
Percentage of workers compensation expenditure over gross annual remuneration	1.00%	0.90%	1.40%
<b>4. Number of claims</b>			
Number of new workers compensation claims in the calendar year	3	1	0
Number of fatalities, lost-time injuries, medical treatment only	F	0	0
	LTI	0	0
	MTO	3	1
Total number of whole working days lost	0	0	0
<b>5. Cost of workers compensation</b>			
Cost of new claims for financial year	\$2582	\$347	\$1966
Cost of all claims excluding lump sum payments	\$2582	\$347	\$1966
Amount paid for lump sum payments (s42, s43, s44)	s42	0	0
	s43	0	0
	s44	0	0
Total amount recovered from external sources (s54)	0	0	0
Budget allocation for workers compensation	\$61 700	\$50 904	\$45 080
<b>6. Trends</b>			
Injury frequency rate for new lost-time injury/disease for each million hours worked	0	0	0
Most frequent cause (mechanism) of injury	Non-powered hand tools — equipment strain, bruise	Other mental stress factors	Other mental stress factors
Most expensive cause (mechanism) of injury	Other mental stress factors	Other mental stress factors	Other mental stress factors
<b>7. Meeting the organisation's strategic targets</b>			
As part of SSABSA's continual awareness of occupational health and safety legislative requirements as they apply in the workplace, the following actions were taken in 2004:			
<i>Training</i>	<i>Cost (\$)</i>		
Training in use of semi-automatic defibrillator (5 participants)	190		
Senior first aid training (1 participant)	90		
Emergency response training (6 participants)	800		
Defensive driving (2 participants)	426		
Manual handling (2 participants)	390		



<i>Safety Maintenance and Prevention</i>	<i>Cost (\$)</i>
Fire extinguisher inspections	164.79
Monthly cleaning of telephones	756.00
Security guards	51 037.76
Ergonomic furniture purchased following workplace assessments	11 800.60
Hygiene — toilets	12 509.20
Portable electrical equipment testing	1 286.32
 <i>Special Programs</i>	
Air vent cleaning	1 464.00
Workplace assessments, including site visits and consultations	<u>1 992.87</u>
<b>Total</b>	<b>82 907.54</b>

## Key Result Area — Research

### Outcomes Achieved

#### Curriculum and Assessment Research

##### *Subject Evaluations and Audits*

Participation and performance data were extracted and graphed for all subject audits undertaken in 2004. As part of the curriculum redevelopment process, teachers and students were consulted for the evaluation and auditing of subjects in the Arts, Science, and Technology learning areas.

Widespread consultation in both country and metropolitan schools included teacher forums and paper and online student and teacher surveys. Summary reports of subject evaluations and audits completed in 2004 will be published on SSABSA Online early in 2005.

##### *Generic Skills*

A research and positioning paper was written on generic skills, examining the issues associated with generic and employability skills and developments around the world.

##### *Indigenous Students*

A profile of participation and performance by Aboriginal students who gained the SACE over the past 5 years was prepared for the Aboriginal Education Strategy.

##### *Destination Studies*

The data from the 2003 student registration survey, for students registering for the SACE for the first time, were analysed. The survey asked students about their intentions with regards to completing the SACE, and for permission to contact them after they left school.

The registration survey for 2004 was extended and converted to Teleform to enable the returned surveys to be scanned. The survey was sent out with registration forms in May and August.

#### Process Monitoring

SSABSA Research staff provided subject assessment information packages to all Curriculum and Assessment Officers. The packages included examination reliability analyses, information on the impact of moderation, subject summary information, and achievement score graphs.

Ongoing analysis of participation in the SACE and impediments to SACE completion were a large component of performance monitoring. Projects have included detailed data on SACE participation and completion, percentages of completers out of potential completers for each school, analyses of

pattern requirements not met, number of students receiving merits by gender and subject, means and correlations of marks for selected subject assessment components, and combinations of subjects studied.

The double-marking procedures employed in 2003 for the investigation assessment component were examined. Four subjects — Philosophy, Tourism, Studies of Societies, and Women's Studies — had a double-marked investigation component. An analysis was done of the differences between the school marks, the SSABSA marks, and the moderated marks. A report was prepared, summarising this data and providing recommendations to improve the marking of investigations.

A pilot project was started in August to investigate the construction and validity of school-assessed components in two Stage 2 subjects — Chemistry and Studies of Societies. A member of the Research team interviewed fourteen teachers of each subject at randomly selected schools, of which approximately one-third were country schools, to discuss how they design and mark the school-assessed components. A paper summarising the findings of the project will be finalised in 2005, and will inform and provide the Curriculum and Assessment Branch with recommendations on improving the validity of the school-assessed components in these subjects.

#### Legislative Responsibilities — Provision of Information

##### *Annual Data*

SSABSA Research staff extracted statistical tables of data for the 2003 Annual Report, revising the format so that it no longer uses the outdated terminology PES, PAS, and SAS.

The 2003 edition of the publication *SSABSA Statistics: Participation and Performance* was prepared. Explanatory notes on each year's statistics were updated.

The reporting of student participation and performance in vocational education and training (VET) continued in 2004. To better understand how much VET students are undertaking as part of their SACE, data were provided on the different VET combinations undertaken, hours of VET completed, SSABSA-VET subject enrolments and performance, and the use of VET by students who gained the SACE.

##### *Review of the SACE*

A number of issues papers were written to inform the SSABSA response to the SACE Review discussion paper, *Reviewing Senior Secondary Education in South Australia*. They discussed complexities surrounding the definitions of retention, participation and completion, part-time students, patterns of engagement, and the inclusion of generic skills and employability skills in curricula.

A significant part of SSABSA's research resources were allocated to extracting data to inform the SACE Review Panel. Information sought by the panel and provided by the Research Section included:

- the range of SACE subjects offered by and undertaken within each school, and influencing factors;
- enrolment numbers, grade distributions, and achievement score means for Stage 2 subjects, disaggregated by student characteristics;
- SACE completion numbers by gender, age, and statistical local area (SLA) in South Australia, a measure determined by the Australian Bureau of Statistics;
- student characteristics of the 2003 cohort;
- the number of full-time and part-time students undertaking Stage 2 of the SACE;
- the demographic profile of students who began the SACE in 2000, including the time taken to complete the SACE, and completion of compulsory subjects and pattern requirements.

### **Collaborative Research and Reference Groups**

#### *Social Inclusion Initiative on School Retention*

SSABSA Research staff provided support to the Social Inclusion Initiative Working Party, led by SSABSA, in the development of a 4-year action plan for the Recognition of Community-based Learning Initiative and planning for the Community Learning Development Network.

#### *Parent Reference Group*

A parent reference group was created to obtain feedback from parents on their information needs and ways to disseminate information about SSABSA and the SACE. The project was initiated as an outcome of the report 'Perceptions and Attitudes of SACE and SSABSA'.

The reference group comprises parent representatives from each schooling sector. A survey for parents was drafted in consultation with the parent representatives. It is intended that the feedback from this project will inform future SSABSA communication strategies and publications.

#### *Part-time Students Reference Group*

A member of the Research team attended meetings of the Part-time Students Reference Group, which included members from SSABSA, the Department of Education and Children's Services, Open Access, and the University of South Australia. The purpose of the reference group was to discuss and provide information on the effect of part-time schooling on student retention.

In order to better understand the nature of the cohort of part-time students, data were extracted and analysed on the profile of student engagement

with the SACE. A preliminary investigation was conducted that looked at the different patterns of SACE study undertaken over a period of 4 years or up until SACE completion, for students who started the SACE in 2000.

### **Publications**

A report entitled *Procedural Changes in Senior Secondary Assessment and Reporting: Communication and Implementation Issues* was published on SSABSA Online. The report contains a literature review on assessment for learning, and discusses issues and perceptions about the changes introduced in 2002 to Stage 1 reporting procedures.

In a new initiative to support research by schools and other institutions, the following Data Information Releases were placed on SSABSA Online in November 2004:

- 'Students Eligible for Bonus Points on Application for University Entrance — Disaggregated by Socio-economic Status';
- 'Students Returning to SACE Study After Completing the SACE — Disaggregated by Socio-economic Status';
- 'Students Who Completed Stage 2 of the SACE Part-time in 2002 and 2003, and Completed the SACE in 2003 — Disaggregated by Socio-economic Status';
- 'Review of Results in Specialist Mathematics and Languages Other than English Following the Introduction of the Bonus Points Scheme';
- 'Profile of the 2003 Stage 2 Cohort of Students';
- 'Profile of Student Engagement with the SACE';
- 'Student Participation in Vocational Education and Training (VET) as Part of SACE Studies'.

### **Results Release**

The results release generates enormous amounts of data that support ongoing research into student participation and performance. SSABSA Research staff undertook extensive checks of data integrity during the processing period. The data were analysed to provide feedback to students and schools, and to provide feedback on processes to the Curriculum and Assessment Branch and Information Systems staff.

During the results release, staff of the Research Section responded to queries, assisted with the printing and packing of registers and results, and prepared and printed candidate records.

### **Data and Information Requests**

The demand for data from schools and other institutions, both State and Federal, is relatively constant throughout the year. SSABSA data are sought for purposes ranging from future-oriented projects to accountability.

Information was requested in 2004 by the Department of Education and Children's Services, the Northern Territory Department of Employment, Education and Training, the Department of Education, Science and Training, the South Australian Tourism Commission, and the Department of Health and Ageing.

Protocols on the use of SSABSA data were written to accompany data releases.

### **Policies and Procedures Framework**

Work continued on updating SSABSA policies and procedures, including the Information Services policies, the SSABSA Risk Management Policy, the Ethical Conduct and Excellence Policy, the Outsourcing Policy, the International and Enterprise Policy, the Copyright and Royalty Policies, and the Governance and Management Policy.

SSABSA Research staff also provided support on the mapping of the Business Services Branch policies and the design of contract templates.

<b>Key Result Area — Systems</b>
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<b>Outcomes Achieved</b>
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### **Results Release**

The 2004 results release was again highly successful. Students were able to access their results online and receive their formal hard-copy documentation in the post in the week before Christmas. On the first day of the results release, 2104 students viewed their results on the Student Results Online site in the first hour and another 5120 did so during the day.

### **Transition to DATEX Online**

Testing by pilot schools in South Australia and the Northern Territory highlighted important issues leading to software changes to improve the interaction between DATEX Online and external systems. A progressive rollout of the 'live' system began in June in pilot and Northern Territory schools. Existing DATEX users performed data conversions via a tool supplied by SSABSA before using the live system. Mid-year Stage 1 results for most Northern Territory schools (except for 'paper' schools) and the South Australian Open Access College were entered via DATEX Online. The remaining schools submitted results via the DATEX disk exchange procedure or paper.

By November approximately 150 schools were DATEX Online operational for entry of student details, Stage 1 results, and Stage 2 enrolment information. The remaining schools are expected to

transfer to DATEX Online after exchanging their data in December.

### **Online Developments**

The web facility now hosts both DATEX Online and enrolment and results data. The Online Reporting and Enquiry system (ORE) and DATEX Online were upgraded to implement SSL Encryption. This security mechanism encrypts all interaction between external users' PCs with the server. In 2004 students and teachers were able for the first time to query the SSABSA database directly when viewing results online, eliminating the need for a complex and often unreliable synchronisation system between the web server and the SSABSA database.

### **Like Schools Data**

The Like Schools data for 2003 were uploaded to the Online Results Enquiries (ORE) website in February 2004. School principals were able to access these pages in a secure browser environment via a SSABSA-issued personal identification number (PIN). Principals are able to compare their school's performance with that of similar schools, and with all schools in the State using this data.

### **Hardware**

The installation of the infrastructure for DATEX Online was completed in September. This included the DATEX Application Server, and optical fibre cabling necessary for dedicated traffic between the Web Server, Application Server, and the Database Server used by SSABSA.

An additional database connection was made to the DATEX Application Server in March to enable two versions of DATEX Online to run at the same time. This allowed new school operators to train on a 'test' version using a 'scratch' database while trained operators used the live version connected to the SSABSA database.

### **Disaster Recovery**

Controlled testing revealed the need for corrective measures in the electrical feed from the generator to the ground floor UPS (uninterruptible power supply). The power feed from the generator to the UPS was successfully reconfigured.

### **System Testing**

SSABSA staff performed significant testing of DATEX Online internally before a pilot version of the software was released to members of the reference group of schools in January. The reference group double-entered data into both the old version of DATEX and the pilot version of DATEX Online. As a result they were able to suggest improvements that might be made to the new system.

**F**INANCIAL STATEMENT FOR THE YEAR ENDED  
31 DECEMBER 2004

**Senior Secondary Assessment Board of South Australia**

**Statement of Financial Performance for the year ended 31 December 2004**

	Note	2004 \$'000	2003 \$'000
<b>REVENUES FROM ORDINARY ACTIVITIES</b>			
Grants	3	9,876	10,104
Candidates' Fees	4	1,539	1,541
Interest Revenue		198	226
Sale of Publications		7	10
Replacement Teachers Write-Back	5	120	119
Proceeds from Sale of Non-Current Assets		-	4
Other Revenues		315	559
<b>Total Revenues</b>		<u>12,055</u>	<u>12,563</u>
<b>EXPENSES FROM ORDINARY ACTIVITIES</b>			
Salaries and Related Payments	6	6,920	7,019
Replacement Teachers	7	828	886
Administration Expenses	9	3,310	4,193
Office Accommodation		813	696
Depreciation	2(c), 10	249	313
<b>Total Expenses</b>		<u>12,120</u>	<u>13,107</u>
<b>SURPLUS/(DEFICIT) FROM ORDINARY ACTIVITIES</b>		<u>(65)</u>	<u>(544)</u>
<b>TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTIONS WITH THE STATE GOVERNMENT AS OWNER</b>		<u>(65)</u>	<u>(544)</u>

**Senior Secondary Assessment Board of South Australia**

**Statement of Financial Position as at 31 December 2004**

	Note	2004 \$'000	2003 \$'000
<b>CURRENT ASSETS</b>			
Cash and Deposits	20 (a)	3,826	4,152
Receivables	19	86	414
Prepayments		42	46
<b>Total Current Assets</b>		<u>3,954</u>	<u>4,612</u>
<b>NON-CURRENT ASSETS</b>			
Furniture and Fittings	10	75	129
Equipment	10	201	260
Computer Equipment	10	165	229
DATEX Software	10	573	6
<b>Total Non-current Assets</b>		<u>1,014</u>	<u>624</u>
<b>TOTAL ASSETS</b>		<u>4,968</u>	<u>5,236</u>
<b>CURRENT LIABILITIES</b>			
Creditors and Accruals	11	363	385
Employee Entitlements	2(e), 12	382	493
Replacement Teachers	13	236	282
<b>Total Current Liabilities</b>		<u>981</u>	<u>1,160</u>
<b>NON-CURRENT LIABILITIES</b>			
Employee Entitlements	2(e), 12	540	564
<b>Total Non-current Liabilities</b>		<u>540</u>	<u>564</u>
<b>TOTAL LIABILITIES</b>		1,521	1,724
<b>NET ASSETS</b>		<u>3,447</u>	<u>3,512</u>
<b>EQUITY</b>			
Accumulated Surplus		<u>3,447</u>	<u>3,512</u>
<b>TOTAL EQUITY</b>	14	<u>3,447</u>	<u>3,512</u>

**Senior Secondary Assessment Board of South Australia**

**Statement of Cash Flows for the year ended 31 December 2004**

	Note	2004 \$'000 Inflows (Outflows)	2003 \$'000 Inflows (Outflows)
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Payments			
Salaries and related payments, suppliers and service providers		(12,241)	(12,612)
GST Paid on Purchases		(497)	(594)
GST Payments to ATO		(47)	(5)
Receipts			
Candidates Fees		1,914	2,030
Interest Received		190	245
Sale of Publications		7	10
Other		315	365
GST Collected on Sales		145	150
GST Refunded from ATO		360	454
Grants	3	<u>9,876</u>	<u>10,104</u>
<b>NET CASH FROM OPERATING ACTIVITIES</b>	20(b)	<u>22</u>	<u>147</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Purchase of non-current assets	2(d)	(348)	(327)
Proceeds from sale of non-current assets		<u>-</u>	<u>4</u>
<b>NET CASH USED IN INVESTING ACTIVITIES</b>		<u>(348)</u>	<u>(323)</u>
Net decrease in cash held		(326)	(176)
Cash at beginning of reporting period		4,152	4,328
Cash at end of reporting period	20(a)	<u>3,826</u>	<u>4,152</u>

## Senior Secondary Assessment Board of South Australia

### Notes to the Financial Statements for the reporting period ended 31 December 2004

#### 1. Objectives and Funding

The Board's objectives are to provide to senior secondary students' high quality curriculum, assessment, reporting, and certification services that value and promote educational excellence, equal opportunity, and access to and participation in post-compulsory education. These services should meet the needs and aspirations of students to develop their individual talents and equip them to be confident in making positive contributions to society.

The Board is predominantly funded from grants provided by the State Government of \$9.8 million (2003: \$10.1 million).

#### 2. Significant Accounting Policies

##### (a) *Basis of Preparation*

The financial report has been prepared in accordance with Statements of Accounting Concepts, applicable Accounting Standards, Urgent Issues Group Consensus Views and the Treasurer's Instructions and Accounting Policy Statements issued pursuant to the *Public Finance and Audit Act 1987*. The accounts have been prepared on an accrual basis of accounting using historical cost accounting, which does not take into account changing money values or, except where stated, current valuations of non-current assets.

The accounting policies adopted for the reporting period are consistent with those of the previous reporting period.

##### (b) *Revenue Recognition*

Revenue from Operating Activities is recorded in the Statement of Financial Performance at the time it is earned or at the time control passes to the Board. This is generally at the conclusion of an event or after a service has been provided. Interest revenues are recognised as they accrue.

##### (c) *Depreciation of Non-Current Assets*

All non-current assets having a limited useful life are systematically depreciated over their useful lives in a manner that reflects the consumption of their future economic benefits.

The Board expenses items of equipment and furniture with an initial purchase price below \$10,000 except where that item is part of a group of like assets that have a combined value in excess of \$10,000.

Depreciation is provided for on a straight-line balance basis. The estimated useful lives of each asset class are:

Furniture and Fittings	3-10 years
Equipment	5-10 years
Computer Equipment	3 years
DATEX Software	5 years

##### (d) *DATEX Online*

The DATEX Online system went into full production in late 2004. As a result of this, on 31 December SSABSA elected to capitalise costs related to the project incorrectly expensed during 2003 and incurred in 2004.

The 2004 cost incurred totalling \$282,000 are reflected in the Cash Flows from Investing Activities in the Statement of Cash Flows. The 2003 cost incurred totalling \$291,000 are reflected as a reconciling item in the Reconciliation of Net Cash Used in Operating Activities.



## 2. Significant Accounting Policies (continued)

### *(e) Employee Entitlements*

Provision has been made in the financial statements for the Board's liability for employee entitlements arising from services rendered by employees to balance date in accordance with Accounting Standard AASB1028 'Employee Benefits'. Employee entitlements include entitlements to salaries and wages, annual leave and long-service leave. Employment on-costs, relating to employee entitlements owing, are recognised as liabilities in the Statement of Financial Position. Employee entitlements and employment on-costs accrued during the reporting period are treated as an expense in the Statement of Financial Performance.

#### *Salaries and Wages and Annual Leave*

Liabilities for salaries and wages and annual leave have been recognised, and are measured as the amount unpaid at the reporting date at current pay rates in respect of employees' services up to that date.

#### *Long Service Leave*

Long service leave is recognised on a pro-rata basis in respect of services provided by employees up to the reporting date. In calculating long service leave entitlements SSABSA takes into account, as a benchmark, an actuarial assessment prepared by the Department of Treasury and Finance based on a significant sample of employees throughout the South Australian public sector. This benchmark is the number of years of service that produces a value equal to the actuarially calculated net present value.

Long Service Leave liability entitlements have been calculated using a benchmark of seven years, advised by the Department of Treasury and Finance, based on actual salaries and wages.

#### *Sick Leave*

No provision has been made in respect of sick leave. As sick leave taken by employees is considered to be taken from the current year's accrual, no liability is recognised.

### *(f) Leases*

The Board has entered into operating lease agreements for buildings and items of equipment where the lessors effectively retain all of the risks and benefits incidental to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the operating statement over the lease terms, as this is representative of the pattern of benefits to be derived from the leased property.

### *(g) Financial Instruments*

The Board's accounting policies in relation to the terms and conditions of each class of financial asset and financial liability recognised at 31 December 2004 are as follows:

Cash and Deposits and Investments comprise three interest-bearing bank accounts. Interest is calculated based on average daily balances of the interest bearing funds. The interest rates applying at 31 December 2004 range from 4.90 percent to 5.26 percent (2003: 5.10 percent to 5.28 percent).

Receivables relate to debtors and are reported as amounts billed but unpaid.

Creditors are raised for amounts billed but unpaid, and are normally settled within 30 days.

All financial instruments are valued at historical cost in the Statement of Financial Position, which approximates net fair value.

### *(h) Assets not recognised in the Financial Report*

The Board has not recognised its Library as an asset in the financial report. The Library is predominantly a collection of books and journals and a range of historical documents, including records of student assessment results, examination papers and Chief examiner's comments.

## 2. Significant Accounting Policies (continued)

### (i) Goods and Services Tax

In accordance with the requirements of UIG Abstract 31 'Accounting for the Goods and Services Tax (GST)', revenues, expenses and assets are recognised net of the amount of GST except that:

- The amount of GST incurred by the Board as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense;
- Receivables and payables are stated with the amount of GST included.

The net GST receivable/payable to the Australian Taxation Office has been recognised as a receivable/payable in the Statement of Financial Position.

Cash flows are reported on a gross basis in the Statement of Cash Flows. The GST component of the cash flows arising from investing or financing activities, which are recoverable from, or payable to, the Australian Taxation Office have however been classified as operating cash flows.

### (j) Impacts of Adopting Australian Equivalents to International Financial Reporting Standards

Australia will be adopting Australian equivalents to the International Financial Reporting Standards (AIFRS) for reporting periods commencing on or after 1 January 2005. SSABSA will adopt these standards for the first time in the published financial report for the year ended 31 December 2005.

In accordance with the requirements of AASB 1047 "Disclosing the Impacts of Adopting Australian Equivalents to International Financial Reporting Standards", a table has been prepared summarising any known or reliably estimated information about the impacts on the financial report had it been prepared using the Australian equivalents to IFRS's.

Area	Amount currently reported per GAAP	Known or reliably estimated impact on the financial report			Amount to be reported after adopting AIFRS
		AASB 138 Intangible Assets	AASB 132 Financial Instruments: Disclosure and Presentation  AASB 139 Financial Instruments: Recognition and Measurement	AASB 119 Employee Benefits	
Net Result from Ordinary Activities	(65)	(573)	-	-	(638)
Total Assets	4,968	(573)	-	-	4,395
Total Liabilities	1,521	-	-	-	1,521
Cash Flows from Operating Activities	22	(282)	-	-	(260)
Cash Flows from Investing Activities	(348)	282	-	-	(66)
Cash Flows from Financing Activities	-	-	-	-	-

#### AASB 138 Intangible Assets

SSABSA will derecognise internally developed software in relation to development costs previously expensed and subsequently capitalised.

#### AASB 132 Financial Instruments: Disclosure and Presentation and AASB 139 Financial Instrument: Recognition and Measurement

SSABSA will continue to measure its financial assets and liabilities at cost. SSABSA does not, nor expects to hold any derivative financial instruments.

The following standards will have some impact on the financial statements, although it is expected that the impact will not be significant.

#### AASB 123 Borrowing Costs

SSABSA has not previously capitalised any borrowing costs, so this standard will have no impact.

#### AASB 119 Employee Benefits

This standard requires employee benefits payable later than 12 months (currently measured at nominal amounts) to be measured at present value. However, for Long Service Leave, SSABSA adopts the shorthand method allowed under Accounting Policy Statement 9 which is a short-cut method of estimating the liability which does not materially differ from the present value. SSABSA currently has no Annual Leave benefit liability relating to leave expected to be taken later than 12 Months.

### 3. Grants

Grants received from South Australian Government and other bodies are recognised as revenues in the period in which the Board gains control of the funds. The nature of grants received is as follows:

	2004 \$'000	2003 \$'000
State Government:		
Operating Grant	9,800	10,028
Scaling Project	38	38
Other Bodies		
Scaling Project	38	38
Total Grants	<u>9,876</u>	<u>10,104</u>

The State Government Operating Grant for 2004 has 12 payments, which includes an amount of \$870,000 relating to January 2005 paid in advance. The Operating Grant for 2003 had 13 payments including an amount of \$742,000 relating to January 2004.

### 4. Candidates' Fees

Candidates' fees collected during 2004 from students in South East Asia who entered the Board's assessment program totalled \$439,000 (2003: \$372,000), students from the Northern Territory \$927,000 (2003: \$1,015,000), and amounts collected from overseas students studying in South Australia totalled \$173,000 (2003: \$153,000).

The service provided to the Northern Territory Department of Education during the calendar year 2004 operated under a fixed price contract arrangement. The income earned from this service has been shown in 2004 in the Statement of Financial Performance under Candidate Fees.

**5. Replacement Teachers Write-Back**

During 2004 \$120,000 was written-back (2003: \$119,000) of the liability for Replacement Teachers. The write-back relates to outstanding amounts raised prior to 31 December 2003, for which the Department of Education and Children's Services and private schools have not sought reimbursement.

Refer to Note 13 for additional explanation of the liability for Replacement Teachers.

<b>6. Salaries and Related Payments</b>	2004 \$'000	2003 \$'000
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Salaries and Related Payments include:

Salaries	4,110	4,198
Salary On-Costs	1,056	1,028
Examiners	1,073	1,012
Moderators	681	781
	<u>6,920</u>	<u>7,019</u>

<b>7. Replacement Teachers</b>	2004 \$'000	2003 \$'000
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Replacement Teachers comprises:

Temporary Replacement Teachers	671	706
Fraction Release Teachers	157	180
	<u>828</u>	<u>886</u>

**8. Superannuation**

During 2004 the Board paid \$660,000 (2003: \$614,000) to the Department of Treasury and Finance towards the accruing Government liability for superannuation in respect of its employees.

<b>9. Administration Expenses</b>	2004 \$'000	2003 \$'000
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Administration expenses include:

Payments to contractors	729	1,319
Printing and stationery	461	523
Travel and accommodation	631	650
Postage and freight costs	213	223
Computing charges	523	664
Other	753	814
	<u>3,310</u>	<u>4,193</u>

<b>10. Non-Current Assets</b>	2004 \$'000	2003 \$'000
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**(a) Furniture, Equipment and Computer Assets**

Furniture and Fittings at cost	389	385
Less: accumulated depreciation	314	256
	<u>75</u>	<u>129</u>

Equipment at cost	683	683
Less: accumulated depreciation	482	423
	<u>201</u>	<u>260</u>
Computer Equipment at Cost	891	829
Less: accumulated depreciation	726	600
	<u>165</u>	<u>229</u>
DATEX Software at cost	1,269	696
Less: accumulated depreciation	696	690
	<u>573</u>	<u>6</u>
Total Non-current Assets	<u>1,014</u>	<u>624</u>

**(b) Reconciliation of Carrying Amount**

	Carrying Amount \$'000's	Additions \$'000's	Disposals \$'000's	Depreciation Expense \$'000's	Carrying Amount \$'000's
Furniture and Fittings	129	4	-	58	75
Equipment	260	-	-	59	201
Computer Equipment	229	62	-	126	165
DATEX Software	6	573 *	-	6	573
Total Furniture, Equipment and Computer Assets	<u>624</u>	<u>639</u>	<u>-</u>	<u>249</u>	<u>1,014</u>

\* The \$573,000 represents a transfer of Expenses from Ordinary Activities for the capitalisation of DATEX Software. Refer to note 2 (d) for further details.

<b>11. Creditors and Accruals</b>	2004 \$'000	2003 \$'000
Current:		
Creditors	19	-
Accruals	344	385
	<u>363</u>	<u>385</u>

<b>12. Employee Entitlements</b>	2004 \$'000	2003 \$'000
Current:		
Annual Leave	330	339
Long Service Leave	-	86
On-costs on provision for employee entitlements	52	68
	<u>382</u>	<u>493</u>
Non-Current		
Long Service Leave	468	488
On-costs on provision for employee entitlements	72	76
	<u>540</u>	<u>564</u>
Aggregate Employee Entitlement Liability	<u>922</u>	<u>1,057</u>

**13. Replacement Teachers**

This expense relates to the reimbursement to the Department of Education and Children's Services and private schools for staff released to undertake duties for the Board and for employing relieving teachers to replace staff engaged in the Board's activities. The liability for Replacement Teachers represents the unclaimed portion of funds up to 31 December 2004.

	2004 \$'000	2003 \$'000
Current Liability		
Portion of funds provided during the current year	236	282
<b>14. Equity</b>	<b>2004 \$'000</b>	<b>2003 \$'000</b>
Accumulated Surplus at 1 January	3,512	4,056
Operating Surplus/(deficit)	(65)	(544)
	<u>3,447</u>	<u>3,512</u>

#### 15. Remuneration of Employees

The number of employees whose total remuneration fell within the following bands was:

	2004 Number of Employees	2003 Number of Employees
\$110,000 - \$119,999	2	-
\$150 000 - \$159 999	-	1
\$180 000 - \$189 999	1	-

#### 16. Payments to Consultants

	2004 Number of Consultants	2003 Number of Consultants
\$0 - \$10 000	2	7

Total payments to consultants engaged were \$5,000 (2003: \$29,000).

	2004 \$'000	2003 \$'000
<b>17. Auditors Remuneration</b>		
Amounts paid or payable for audit services	39	32

The Auditors received no other benefits.

#### 18. Operating Lease Commitments

The operating lease expenses incurred by the Board in 2004 was \$608,000 (2003: \$599,000)

At the reporting date, the Board had the following obligations under non-cancellable operating leases (these obligations are not recognised as liabilities):

	2004 \$'000	2003 \$'000

Not later than one year	620	608
Later than one year and not later than five years	2,726	398
Later than five years	319	-
	<u>3,665</u>	<u>1,006</u>

## 19. Receivables

	2004	2003
	\$'000	\$'000
Debtors	7	402
Accrued Interest	17	9
BAS Reconciliation	63	24
Provision for Doubtful Debts	(1)	(21)
	<u>86</u>	<u>414</u>

## 20. Notes to the Statement of Cash Flows

### (a) Reconciliation of Cash

For the purposes of the statement of cash flows, cash includes cash on hand, cash at bank and investments in money market instruments. Cash at the end of the reporting period as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of financial position as follows:

	2004	2003
	\$'000	\$'000
Cash and Deposits include:		
Cash on Hand and at Bank	1,190	655
Investments	2,636	3,497
	<u>3,826</u>	<u>4,152</u>

### (b) Reconciliation of Net Cash used in Operating Activities to Operating Result

	Note	2004	2003
		\$'000	\$'000
Operating Surplus/(deficit)		(65)	(544)
Depreciation		249	313
Capitalisation of DATEX Online items expensed in prior years	2(d)	(295)	-
Replacement Teachers Write-Back		(120)	(119)
Proceeds from sale of non-current assets		-	(4)
Changes in assets and liabilities:			
(Increase)/Decrease in prepayments		4	31
(Increase)/Decrease in receivables		332	527
Increase/(Decrease) in creditors and accruals		(22)	(291)
Increase/(Decrease) in employee entitlements		(135)	133
Increase/(Decrease) in replacement teachers		74	101
Net Cash provided by Operating Activities		<u>22</u>	<u>147</u>

## 21. Remuneration of Board Members

	2004 \$'000	2003 \$'000
(a) Income paid or due and payable to or on behalf of Board Members	11	14
	Number of Members 2004	Number of Members 2003
(b) The number of Board Members whose remuneration was within the following bands were: \$1 – 9,999	27	33

## 22. Related Party Disclosure

The following persons held the position of Board member during the 2004 calendar year:

Presiding Member: Mr P.K. Wright  
 Deputy Presiding Member: Mr G.R. Horsell, JP  
 Chief Executive: Dr J.V. Keightley

Member	Deputy Member
Ms S. Hyde	Mr W. Parker
Ms S. Cameron	Ms T. Rogers
	Ms W. Engliss
Mr B.W. Stratfold	Ms J. Scott
Ms C. Harrison	Ms T. O'Leary
Dr P. Buckley	Assoc. Prof. G. Crisp
Prof. N. Harvey	Dr M. Secombe
Prof. R.G. Storer	Mr R. Hosking
Ms B.M. Kameniar	Dr L.D. Owens
Assoc. Prof. A. Vicary	Ms A. Scarino
Prof. E. Ramsay	Mr L. Colgan
Mr B.M. Eckermann	Ms H. Whelan
Ms H. Carey	Ms H.F. O'Brien
Mr G.R. Horsell, JP	Dr M. Evans
Mr C. Dolan	Mr P. Trethewey
Ms J.D. Bone-George	Ms T. Carellas
Ms J.E. Lundberg	Ms C.J. Litchfield
Mrs J. Zerna	Mrs G. Woolford
	Ms C. Lopez
Mr B.J. Meatheringham	Mrs K. Agostinetto
Ms S. Macdonald-Taylor	Ms S. Jeremic
Mr P.K. Wright	
Mr R.E. Johnson	Mr M. Dawe
Ms C. Hudson	Mr A. Bevan
	Mr M.C. Henley
Com. L.R. Matthews	Ms A. Burgess

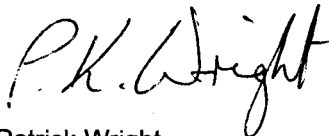


Mr T Fletcher  
Ms C J Egan  
Mr A M Gleeson  
Prof A Reid  
Ms S Frazer

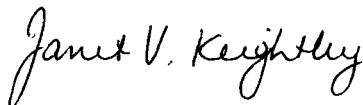
Ms N Schupelius  
Ms P Walsh  
Dr K P Moyle



To the best of our knowledge and belief the foregoing Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows and Notes to the Financial Statements present fairly, in accordance with Statements of Accounting Concepts, applicable Australian Accounting Standards, Urgent Issues Group Consensus Views and the Treasurer's Instructions and Accounting Policy Statements issued pursuant to the *Public Finance and Audit Act 1987*, the financial position of the Board as at 31 December 2004 and the results of its operations and cash flows for the year ended 31 December 2004. In addition, internal controls over financial reporting have been effective throughout the financial reporting period.



Patrick Wright  
Presiding Member



Janet V Keightley  
Chief Executive



## **INDEPENDENT AUDIT REPORT**

### **TO THE PRESIDING MEMBER SENIOR SECONDARY ASSESSMENT BOARD OF SOUTH AUSTRALIA**

#### **SCOPE**

As required by section 31 of the *Public Finance and Audit Act 1987* and section 19 of the *Senior Secondary Assessment Board of South Australia Act 1983*, I have audited the financial report of the Senior Secondary Assessment Board of South Australia for the financial year ended 31 December 2004. The financial report comprises:

- A Statement of Financial Performance;
- A Statement of Financial Position;
- A Statement of Cash Flows;
- Notes to and forming part of the Financial Statements;
- Certificate by the Presiding Member and Chief Executive.

The members of the Board are responsible for the financial report. I have conducted an independent audit of the financial report in order to express an opinion on it to the Presiding Member.

The audit has been conducted in accordance with the requirements of the *Public Finance and Audit Act 1987* and Australian Auditing Standards to provide reasonable assurance that the financial report is free of material misstatement.

Audit procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion whether, in all material respects, the financial report is presented fairly in accordance with Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987*, Accounting Standards and other mandatory professional reporting requirements in Australia so as to present a view which is consistent with my understanding of the Senior Secondary Assessment Board of South Australia's financial position, its financial performance and its cash flows.

The audit opinion expressed in this report has been formed on the above basis.

#### **AUDIT OPINION**

In my opinion, the financial report presents fairly in accordance with the Treasurer's Instructions promulgated under the provisions of the *Public Finance and Audit Act 1987*, applicable Accounting Standards and other mandatory professional reporting requirements in Australia, the financial position of the Senior Secondary Assessment Board of South Australia as at 31 December 2004, its financial performance and its cash flows for the year then ended.

17 March 2005

**K I MacPherson  
AUDITOR-GENERAL**

## APPENDIX I

### Organisation of the Board

#### The Board and its Committees

The SSABSA Board comprises twenty-seven members (including the Chief Executive) and deputy members (see Appendix II). Members are appointed by the Governor.

The current Board was appointed in July 2003.

In 2004 the Board met on the fourth Wednesday of each month, with the exceptions of January, February, April, July, October, and December. Deputy board members normally attend Board meetings only in the absence of their designated board members. However, deputy board members are invited by the Presiding Member to attend Board meetings as observers if they wish.

The Board conducted one seminar in April.

Board members represent the various education systems and sectors, parent groups, employer and employee associations, the Australian Education

Union (SA Branch), and the Commissioner for Equal Opportunity (see Figure 3 in Appendix II). All have formal and informal networks for consultation, to ensure that a broad range of opinions underlie Board decisions. In addition, specially formed consultative groups provide advice to the Authority.

Two standing committees help in the organisation of business. Curriculum and Assessment Policy Committee (CAPC) is responsible for the key result areas of curriculum, assessment, research, and equity. Resources Policy Committee (RPC) is responsible for the key result areas of management, research, systems, community information, equity, and income generation. A small Executive Group arranges the business of the Board. The members of these three groups are listed in Appendix IV.

The Board has established a curriculum committee structure to advise on matters relating to its curriculum statements. A number of Subject Advisory Committees (SACs) report through the Chief Executive to CAPC.

Curriculum Project Groups are established by the Authority for specific tasks identified by the Board, the SACs, or the Authority.

The committee structure is shown in Appendix III, where members of committees are listed.

## APPENDIX II

### Members of the Senior Secondary Assessment Board of South Australia, as at 31 December 2004

Presiding Member: Mr P.K. Wright  
 Deputy Presiding Member: Mr G.R. Horsell, JP  
 Chief Executive: Dr J.V. Keightley

Nominating Agency	Member	Deputy Member
Director-General of Education [ <i>now</i> Chief Executive of the Department of Education and Children's Services]	Ms S. Hyde Ms S. Cameron	Mr W. Parker Ms T. Rogers Ms W. Engliss Ms J. Scott
Director-General of Technical and Further Education [ <i>now</i> Chief Executive of the Department of Further Education, Employment, Science and Technology]	Mr B.W. Stratfold Ms C. Harrison	Ms T. O'Leary
Council of The University of Adelaide	Dr P. Buckley Prof. N. Harvey	Assoc. Prof. G. Crisp Dr M. Secombe
Council of the Flinders University of South Australia	Prof. R.G. Storer Ms B.M. Kameniar	Mr R. Hosking Dr L.D. Owens
Council of the University of South Australia	Assoc. Prof. A. Vicary Prof. E. Ramsay	Ms A. Scarino Mr L. Colgan
South Australian Independent Schools Board Inc. [ <i>now</i> Association of Independent Schools of South Australia (AISSA)]	Mr B.M. Eckermann	Ms H. Whelan
South Australian Commission for Catholic Schools [Inc.]	Ms H. Carey	Ms H.F. O'Brien
South Australian Association of State School Organizations Inc.	Mr G.R. Horsell, JP	Dr M. Evans
South Australian Institute of Teachers [ <i>now</i> Australian Education Union (SA Branch)]	Mr C. Dolan Ms J.D. Bone-George	Mr P. Trethewey Ms T. Carellas
Association of Non-Government Education Employees [(SA) Inc.] [ <i>now</i> Independent Education Union (SA)]	Ms J.E. Lundberg	Ms C.J. Litchfield
South Australian Association of School Parents Clubs Inc.	Mrs J. Zerna	Mrs G. Woolford
The Federation of Parents and Friends Associations of Independent Schools of SA [ <i>now</i> Independent Schools Parents Council of SA Inc.]		Ms C. Lopez
The Federation of Parents and Friends Associations of South Australian Catholic Schools	Mr B.J. Meatheringham	Mrs K. Agostinnetto
Industrial and Commercial Training Commission [ <i>now</i> Training and Skills Commission]	Ms S. MacDonald-Taylor	Ms S. Jeremic
United Trades and Labor Council	Mr P.K. Wright Mr R.E. Johnson	Mr M. Dawe
Chamber of Commerce and Industry, South Australia, Inc. [ <i>now</i> Business SA]	Ms C. Hudson	Mr A. Bevan Mr M.C. Henley
Commissioner of Equal Opportunity [ <i>now</i> Commissioner for Equal Opportunity]	Com. L.R. Matthews	Ms A. Burgess

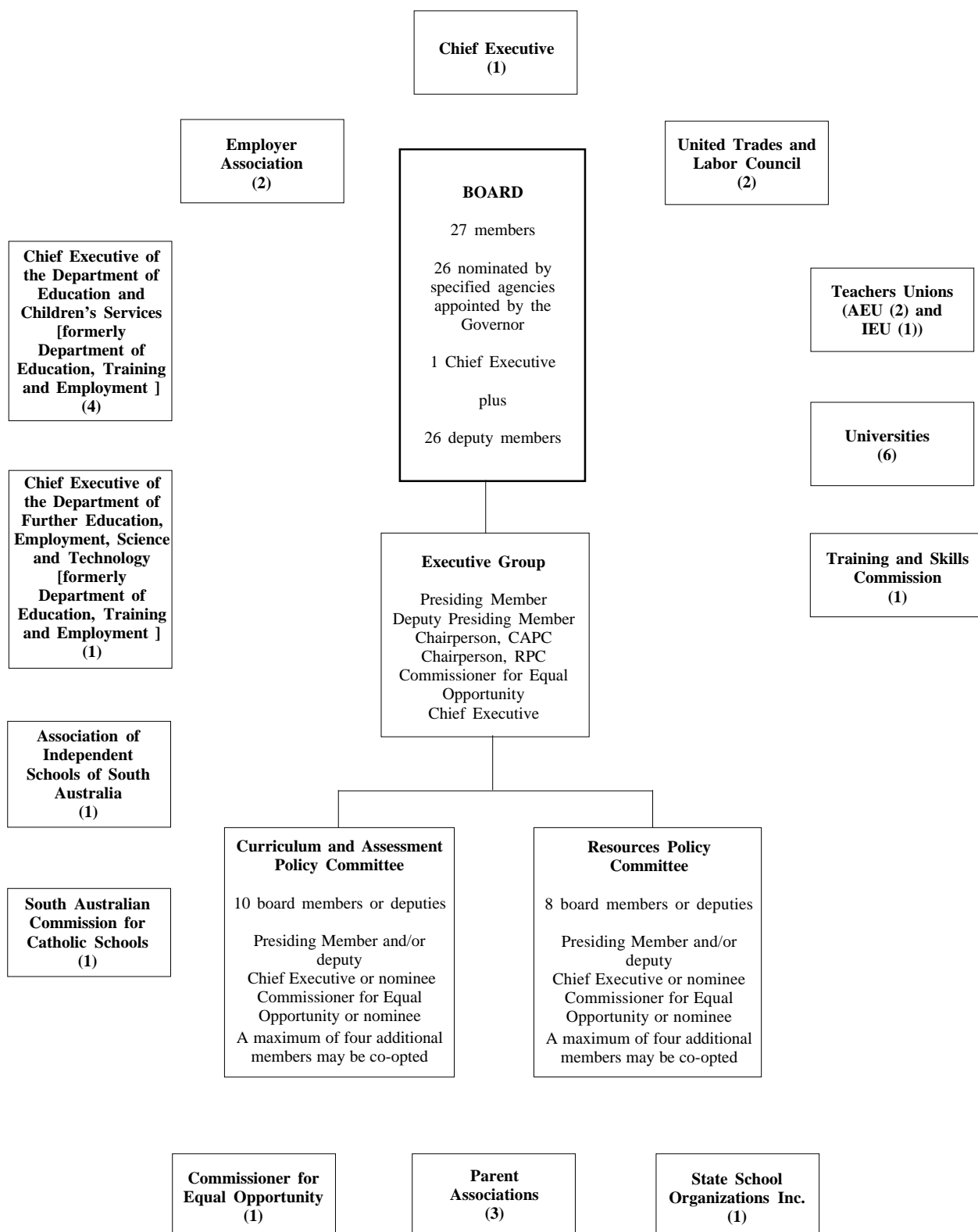


Figure 3: The Representational Base of the Board

## APPENDIX III

### Committee Lists, 2004

The purpose of this appendix is to acknowledge publicly the many people who have given professional service and advice to the Board during 2004.

#### Executive Group

Mr P.K. Wright (Presiding Member)  
Mr G.R. Horsell, JP  
Prof. R.G. Storer  
Ms C. Hudson  
Dr J.V. Keightley  
Com. L.R. Matthews

#### Standing Committees

##### Curriculum and Assessment Policy Committee

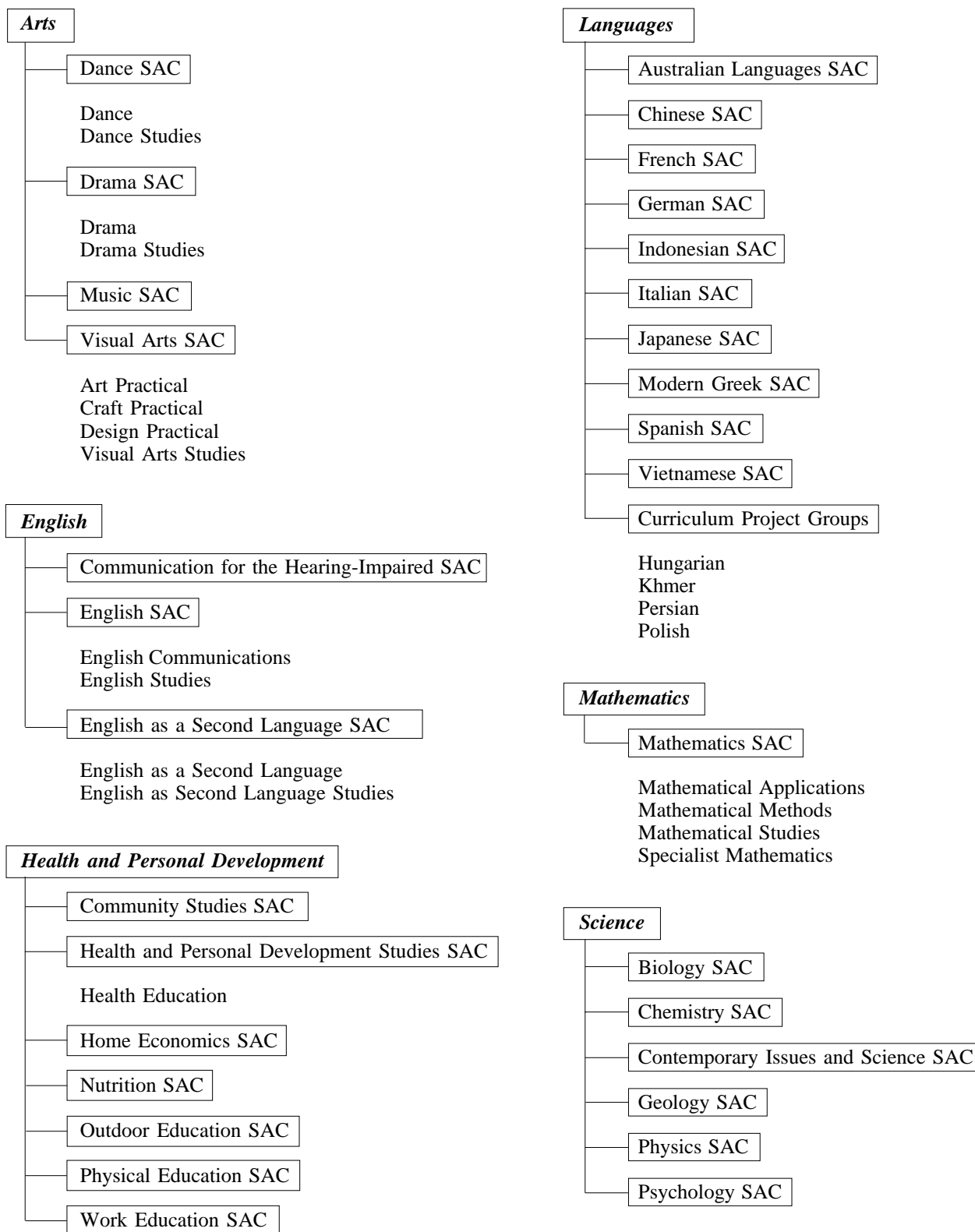
Prof. R.G. Storer (Chairperson)  
Ms S. Cameron  
Ms H. Carey  
Mr M. Dawe  
Mr B.M. Eckermann  
Ms W. Engliss  
Ms C. Harrison  
Mr G.R. Horsell, JP  
Ms B.M. Kameniar  
Dr J.V. Keightley  
Ms C. Lopez  
Ms S. MacDonald-Taylor  
Dr A. Mercurio (*ex officio*)  
Ms H. O'Brien  
Ms A. Scarino  
Ms J. Scott  
Mr B.W. Stratfold  
Ms H. Whelan  
Mr P.K. Wright

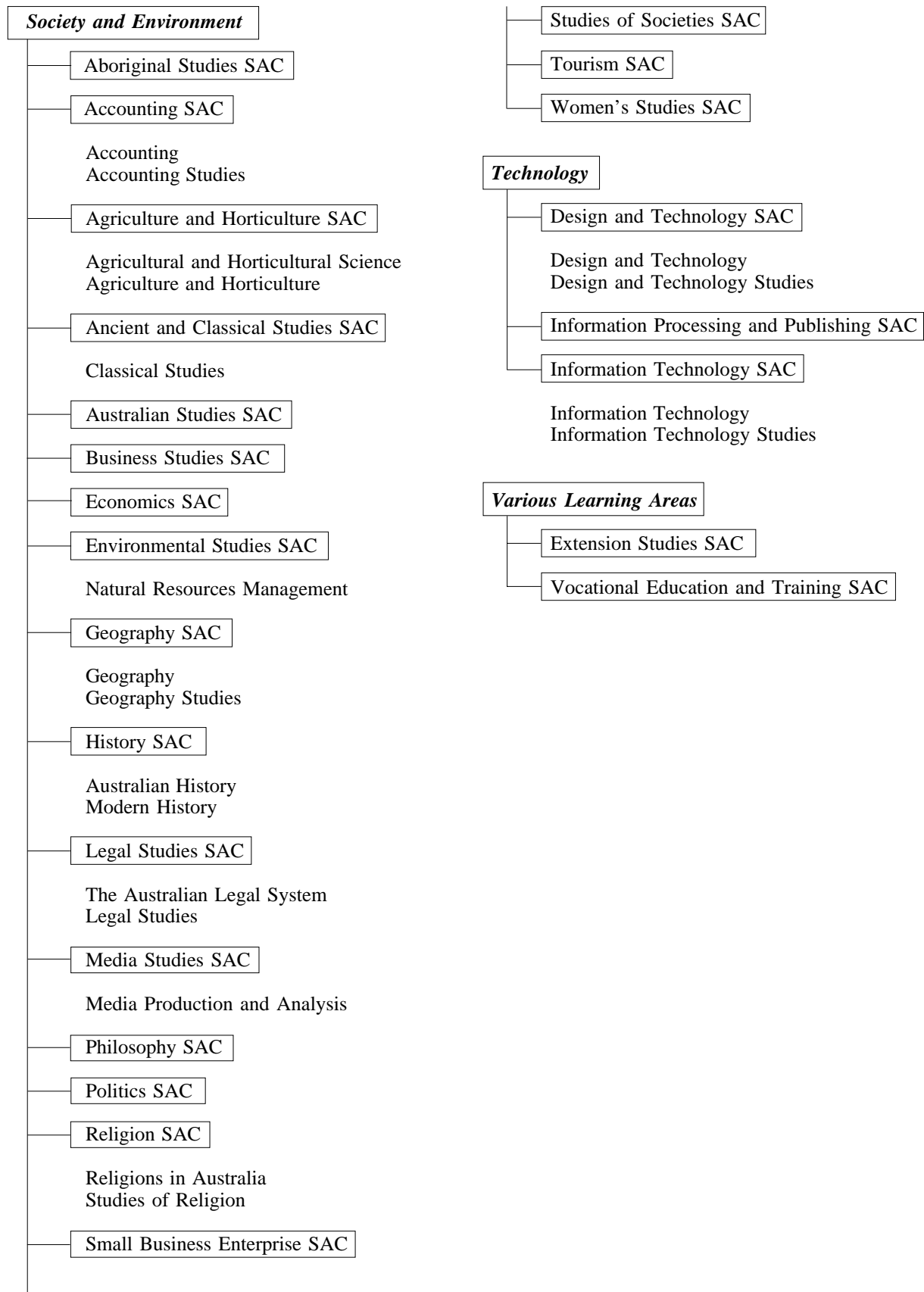
##### Resources Policy Committee

Ms C. Hudson (Chairperson)  
Mr G. Benger, JP (*ex officio*)  
Mr M. Dawe  
Mr M.C. Henley  
Mr G.R. Horsell, JP  
Ms S. Hyde  
Mr R.E. Johnson  
Dr J.V. Keightley  
Com. L.R. Matthews  
Mr B.J. Meatheringham  
Ms T. Rogers  
Mr P.K. Wright

## Subject Management Structure

The subject management structure is shown below, with each Subject Advisory Committee (SAC) listed under its learning area. Where only one subject is administered by a particular SAC, and it bears the same name as the SAC, it is not repeated.







## Subject Advisory Committees

Subject Advisory Committees are listed alphabetically under the eight learning areas.

*Note:* (c.) indicates corresponding/country/interstate/overseas member.

### Arts

#### Dance

Ms J. Swan (Chairperson)  
Ms R. Callan  
Ms D. Capuoto  
Ms L. Haines  
Ms A. Kimber  
Ms M.-L. Michael  
Mr T. Newman  
Ms C. Obst  
Mrs K. Skinner  
Ms M. Statton  
Ms L. Stokes-Chapman (c.)  
Mr J. Henriks (Executive Officer, SSABSA)

#### Drama

Mr R. Masters (Chairperson)  
Ms C. Backler  
Mr M. Butler  
Ms J. Calder  
Ms S. Crawford  
Mr G. Elliott  
Mr M. Gray  
Mr D. Hill  
Mr J. Holmes  
Ms H. McCarthy  
Ms J. Perkins (c.)  
Ms C. Schultz  
Mr R. Seidel  
Mr J. Henriks (Executive Officer, SSABSA)

#### Music

Mr J. Henriks (Chairperson)  
Mr M. Carroll  
Ms C. Coen  
Mr F. Dennis  
Ms L. Duncan (c.)  
Mrs B. Elsegood  
Ms K. Fitton  
Ms L. Herring  
Ms V. Lakeman  
Ms V. McGregor (c.)  
Ms R. McKibbin  
Mr S. Millar  
Ms J. Newsome  
Miss L. Pech  
Mr D. Pereira (c.)  
Mr D. Pope  
Ms S. Rodger  
Ms J. Rosevear  
Ms C. Saddler  
Ms B. Sedgley  
Mr J. Henriks (Executive Officer, SSABSA)

### Visual Arts

Mr J. Henriks (Chairperson)  
Ms C. Backler  
Mr S. Carson  
Mr J. Caskey  
Mr M. Cheffirs  
Mr R. Corso  
Ms A. Fairey  
Ms M. Feneley (c.)  
Mr I. Hamilton  
Mr P. Hughes  
Mr T. Jeffrey  
Mr V. Jurevicius  
Ms S. Kuhl (c.)  
Mr A. Noll  
Mr D. Northcote  
Ms Y. Paterson  
Ms A. Poland  
Ms G. Statten  
Mrs T. Tetlow  
Mr J. Henriks (Executive Officer, SSABSA)

### English

#### English

Mrs M. Donovan (Chairperson)  
Dr G. Bastin  
Mr G. Bayly-Jones  
Ms S. Butler  
Ms E. Casagrande  
Ms P. Cashen  
Mrs H. De Blasio  
Ms T. Dorian  
Ms M. Evans (c.)  
Mrs N. Foo (c.)  
Ms J. Fox (c.)  
Ms A. Fusco  
Mr A. Hughes  
Mr G. Jeffery (c.)  
Ms R. Kerin  
Ms P. Marks  
Assoc. Prof. P. Morton  
Dr R. Phiddian  
Ms A. Robertson  
Dr P. Skrebels  
Mrs J. Storer  
Mr J. Freeman (Executive Officer, SSABSA)

#### English as a Second Language

Ms S. Goldfain (Chairperson)  
Ms R. Antenucci  
Mrs O. Benias  
Ms D. Burke  
Ms B. Custance  
Ms C. Ellul  
Ms S. Emberson  
Mrs N. Foo (c.)  
Ms D. Lange  
Ms B. Lemke (c.)  
Ms P. Marks  
Mrs S. Narayan

Ms A. Rooney  
Mrs M. Wark  
Mr J. Freeman (Executive Officer, SSABSA)

## **H**ealth and Personal Development

### **C**ommunity Studies

Ms E. Casagrande (Chairperson)  
Ms C. Bennett  
Ms M. Cole  
Ms J. Dowding  
Mr K. Grant  
Ms K. Lee  
Ms A. Moody  
Ms C. Moran (c.)  
Mrs G. Rogers  
Ms V. Smith  
Ms A. Marks (Executive Officer, SSABSA)

### **H**ealth and Personal Development Studies

Mrs D. White (Chairperson)  
Mr D. Bayer  
Ms C. Bennett  
Mr G. Bracegirdle  
Mrs J. Grove  
Ms J. Hilterbrand  
Mr B. Jackson  
Ms T. Knott  
Ms A. McAskill  
Mr S. Polley  
Mr P. Pritchard  
Ms S. Schnell  
Ms M. Simons  
Mr I. Smyth  
Ms I. Stupans  
Ms A. Marks (Executive Officer, SSABSA)

### **H**ome Economics

Mr S. Warren (Chairperson)  
Ms L. Allwright  
Ms K. Dodgson  
Ms P. Greaves  
Ms T. Knott  
Ms S. Melhuish  
Mr S. MacDiarmid  
Ms M. McDonald (c.)  
Ms S. Richards  
Ms C. Tassell  
Mrs D. White  
Ms A. Marks (Executive Officer, SSABSA)

### **N**utrition

Mrs S. Quong (c.)(Chairperson)  
Mrs J. Clark  
Ms J. Engelhardt  
Ms A. Hales  
Ms I. Lindemann  
Ms K. Magee  
Ms M. Oliver  
Ms A. Palombaro  
Ms B. Parsons  
Mr J. Ralph

Mr S. Warren  
Ms A. Marks (Executive Officer, SSABSA)

### **O**utdoor Education

Mr G. Begg (Chairperson)  
Mr P. Cosentino (c.)  
Mr C. Davidson  
Mr M. Dennis (c.)  
Ms J. Engelhardt  
Ms K. Hayward  
Mr S. Polley  
Mr A. Pope  
Mr P. Pritchard  
Mr A. Quinn  
Mr F. Taylor  
Ms A. Marks (Executive Officer, SSABSA)

### **P**hysical Education

Mr C. Daw (Chairperson)  
Mr P. Baldock (c.)  
Mr R. Baldock  
Mr G. Bracegirdle  
Ms S. Cibich  
Mr C. Davidson  
Mr S. Inman  
Mr S. Inglis  
Mr B. Jackson  
Mr C. Johncock  
Mr B. Jordan  
Mr J. Mason  
Mr B. Nicholls  
Ms M. Omand  
Ms W. Piltz  
Ms J. Psellos  
Mr M. Randall (c.)  
Ms R. Roennfeldt  
Ms M. Sanderson  
Ms J. Sutherland  
Mr G. Urbani  
Ms A. Marks (Executive Officer, SSABSA)

### **W**ork Education

Mr J. Schocroft (Chairperson)  
Ms J. Blight  
Ms A. Bridges  
Mr T. Ey  
Ms J. Giles  
Ms C. Green  
Ms S. Risk  
Mrs C. Searle  
Mr C. Shearing  
Ms M. Simons  
Ms J. Watt (c.)  
Mr P. Willis  
Mr P. Wilson  
Ms A. Marks (Executive Officer, SSABSA)

### **L**anguages

#### **A**ustralian Languages

Dr R. Amery  
Ms N. Smibert  
Mr G. Tunstill

Ms C. Warren  
Ms C. Watkins  
Mr G. Wilson  
Ms S. Bradshaw (Executive Officer, SSABSA)

### Chinese

Ms K. Purvis (Chairperson)  
Mrs S. Andrews  
Ms W. Huang  
Ms M.-C. Lam  
Ms M. Latif (c.)  
Ms L. Liang  
Mr A. Scrimgeour  
Ms X. Wang  
Mr M. Williss  
Mr P. Wilson  
Ms L. Wong  
Mr Y. Yao  
Mr S. Yusoph  
Ms N. Zhang  
Ms J. Harris (Executive Officer, SSABSA)

### French

Mr C. Thorburn (Chairperson)  
Ms L. Benoist  
Mrs J. Bird  
Mr A. Cleggett  
Ms C. Emblem  
Ms M. Jarema  
Mr A. McKenzie  
Mr P. Poiana  
Mrs J. Taylor  
Ms M. Treleaven  
Mr J. van Dalen (c.)  
Mrs A. Vandeppeer  
Mr C. Webb  
Ms J. Harris (Executive Officer, SSABSA)

### German

Mr M. Venz (c.) (Chairperson)  
Mrs K. Andrews  
Mrs P. Doyle (c.)  
Mr E. Hebart  
Ms M. King  
Mrs J. Makai  
Mr H. Ohlendorf  
Ms K. Ohlhaber  
Ms U. Schwartz  
Ms G. Walldorf-Davis  
Ms J. Harris (Executive Officer, SSABSA)

### Indonesian

Ms H. Pedler (Chairperson)  
Ms I. Batten (c.)  
Ms Firdaus  
Ms S. Letcher  
Ms M. Ruggiero  
Mr P. Stollznow  
Ms C. Thiem  
Ms B. Ward  
Ms J. Harris (Executive Officer, SSABSA)

### Italian

Ms N. Mercurio (Chairperson)  
Mr M. Absalom  
Ms C. Bamford  
Mrs K. Bernardi  
Mrs T. Cimmino  
Ms F. Coassin  
Mr R. D'Onofrio  
Ms A. Peek  
Ms P. Puglia (c.)  
Mr G. Rosmini  
Ms A. Zocchi  
Ms J. Harris (Executive Officer, SSABSA)

### Japanese

Ms L. Lycett (Chairperson)  
Ms M. Beck  
Mr D. Chapman  
Mrs E. Eckermann  
Ms J. Francis  
Ms Y. Fujiwara  
Mr H. Haga  
Ms A. Moody  
Mr G. Nielsen  
Ms A. Parsons  
Ms Y. Shaw (c.)  
Ms K. Taguchi  
Mrs R. Thomas  
Ms L. Wright  
Ms J. Harris (Executive Officer, SSABSA)

### Modern Greek

Mrs L. Karamanis (Chairperson)  
Ms M. Batzavalis  
Mr G. Frazis  
Mrs E. Glaros  
Ms M. Palaktsoglou  
Ms V. Papapetros  
Dr M. Tsianikas  
Ms J. Harris (Executive Officer, SSABSA)

### Spanish

Mrs G. Godfrey (Chairperson)  
Mr B. Candeloro  
Ms L. Cereceda  
Ms C. de Miguel Rodriguez  
Ms D. Di Palma  
Mr C. Gallardo  
Ms M. McEwen  
Ms C. Ryan  
Ms J. Harris (Executive Officer, SSABSA)

### Vietnamese

Mr V.P. Nguyen (Chairperson)  
Ms T.T.V. Dang  
Mr A. Hoang  
Mr Luan Ly Le  
Mr M.V. Pham  
Mrs Phuong Ngo  
Mr Minh-Hua Tran  
Mr T.D. Tran  
Sr M. Thi-Nien Tran  
Ms J. Harris (Executive Officer, SSABSA)

## Curriculum Project Groups

### Hungarian

Mrs A. Banhazi  
Ms M. Galambos  
Mr S. Maglai  
Ms M. Nagy  
Ms E. Revesz  
Ms J. Harris (Executive Officer, SSABSA)

### Khmer

Mr Sokho Chau  
Mr Sunlay Ly  
Mrs Yok Le Ly  
Mr Phann Pech  
Ms J. Harris (Executive Officer, SSABSA)

### Persian

Mrs T.Z. Abhary  
Prof. K. Abhary  
Ms S. Davani  
Mrs M. Entesari  
Ms S. Pakrou  
Mr M. Raisi  
Ms J. Harris (Executive Officer, SSABSA)

### Polish

Ms H. Pietrzak  
Mrs M. Poprawski  
Mrs L. Pukiewicz  
Ms J. Rzetelski  
Mrs A. Wozniak  
Ms J. Harris (Executive Officer, SSABSA)

## Mathematics

### Mathematics

Mr J. Baxter (Chairperson)  
Mr D. Andrew  
Dr P. Andrew  
Ms E. Andrews  
Mr J. Bament (c.)  
Ms J. Clark  
Mr R. Davey  
Mr T. Dermody (c.)  
Ms T. Hanel  
Mr A. Harradine  
Ms T. Hogan (c.)  
Ms A. Ind  
Ms J. Kellaway  
Mr K. Linke  
Mr J. Owen  
Ms W. Ozolos  
Ms Pek Fun Lee (c.)  
Mrs J. Raymond  
Mr I. Thomson  
Ms L. Wills  
Dr A. Wolff  
Mrs D. Woodard-Knight  
Ms H. Parrington (Executive Officer, SSABSA)

## Science

### Biology

Mr M. Rumsby (Chairperson)  
Mrs L. Barritt  
Mrs J. Brooks  
Mrs A. Bullock  
Mr D. Carter  
Ms S. Craig  
Mr A. Crierie  
Ms S. Farrelly  
Mr J. Glistak (c.)  
Ms A. Le Cornu  
Mr B. Le Cornu  
Ms Y. Loke  
Ms A. Pascoe (c.)  
Mr P. Perry  
Prof. I. Stupans  
Mr R. Templeman  
Dr J. Walker  
Mr P. Walwyn  
Ms D. Whittington  
Dr A. Wood  
Mr C. Rothenberg (Executive Officer, SSABSA)

### Chemistry

Mrs A. Murray (Chairperson)  
Mr B. Atherton  
Mrs H. Brown  
Mr R. Cadd  
Ms Y. Chee (c.)  
Ms S. Davey  
Mr C. Evans  
Ms M. Ferguson  
Mr I. Kershaw  
Ms D. Kingston  
Ms M. de Lima  
Dr M. Perkins  
Ms R. Pillans  
Dr S. Pyke  
Mrs S. Quong (c.)  
Dr J. Ralph  
Mrs M. Scicluna  
Mr C. Rothenberg (Executive Officer, SSABSA)

### Contemporary Issues and Science

Mr W. Chambers (Chairperson)  
Mr B. Atherton  
Mrs L. Barritt  
Ms L. Clayton  
Mr R. Drogemuller  
Mrs V. Dunaiski  
Ms K. Elliott  
Mr J. Glistak (c.)  
Ms S. Hodgson (c.)  
Ms G. Hoffman  
Mr P. Perry  
Ms K. Turton  
Mr C. Rothenberg (Executive Officer, SSABSA)

### Geology

Mrs B. Nicholls (Chairperson)  
Ms L. Bird

Ms J. Bosch  
Dr I. Clark  
Mr I. Harkiss  
Mr R. Marchioro  
Mrs K. Nussio  
Mr P. Perry  
Mrs C. Pyle  
Mr G. Rehn (c.)  
Ms R. Sellick  
Ms D. Whittington  
Mr C. Rothenberg (Executive Officer, SSABSA)

### **Physics**

Mr D. Jeffrey (Chairperson)  
Prof. K. Abhary  
Ms L. Bird  
Dr M. Brunger  
Ms S. Cornell  
Mr D. Dobrijevic  
Mr R. Drogemuller  
Mr C. Gambell (c.)  
Ms M. McGrath  
Mr D. Marozzi (c.)  
Mr D. Pyman  
Dr P. Veitch  
Mr R. Victory  
Mrs J. Wedding  
Mr B. White  
Mr C. Rothenberg (Executive Officer, SSABSA)

### **Psychology**

Dr J. Robinson (Chairperson)  
Ms I. Atherton  
Miss M. Chorney  
Dr P. Delfabbro  
Mr M. Doube  
Mrs C. Grady  
Mr D. Greig  
Ms M. Hartstone  
Dr A. Huber  
Mr J. Kaye  
Dr A. LeCouteur  
Dr C. Litchfield  
Assoc. Prof. C. MacMullin  
Ms L. Murphy  
Mr P. Perry  
Mrs S. Quong (c.)  
Mr G. Sara  
Mr G. Slater  
Mr C. Wilson  
Mr C. Rothenberg (Executive Officer, SSABSA)

### **Society and Environment**

#### **Aboriginal Studies**

Ms J. Hodgkinson (Chairperson)  
Ms F. Blanch  
Ms J. Burford  
Ms S. Emberson  
Ms M. Evans (c.)  
Mr G. Hamlyn  
Ms L. Hughes  
Mr N. Mifsud

Ms H. Monaghan  
Dr A. Pattel-Gray  
Ms A. Pring  
Ms S. Sifa  
Ms M. Sired (c.)  
Ms C. Uren  
Ms A. Wilson  
Mrs B. Telfer (Executive Officer, SSABSA)

### **Accounting**

Mrs D. Groves (Chairperson)  
Mr G. Bailey  
Ms K. Buckley  
Ms Ooi Mei Choo (c.)  
Mr M. Demosthenous  
Ms G. Kershaw  
Ms J. Stewart  
Ms I. Toumazos  
Ms M.-A. Urbano  
Mrs B. Telfer (Executive Officer, SSABSA)

### **Agriculture and Horticulture**

Mr P. Smith (Chairperson)  
Mr R. Bell  
Mr B. Borchardt (c.)  
Mr D. Cresswell  
Mr P. Friedrichs  
Mr D. Rainsford  
Mr R. Templeman  
Ms J. Verhoef  
Dr A. Wood  
Mrs B. Telfer (Executive Officer, SSABSA)

### **Ancient and Classical Studies**

Ms K. Fisher (Chairperson)  
Ms R. Bywaters  
Ms M. Constable-Gray  
Ms C. Fine-Clementi  
Ms C. Flenley  
Dr B. Harding  
Ms C. McEwen  
Mr P. Stewart  
Ms A. Thornton  
Mrs B. Telfer (Executive Officer, SSABSA)

### **Australian Studies**

Ms J. Russo (Chairperson)  
Ms J. Calder  
Mr L. Cook  
Mr J. Cousins (c.)  
Mr P. Gale  
Dr B. Harding  
Mr S. Inglis  
Mr R. Johnson  
Mr M. Krips  
Dr A. Pattel-Gray  
Ms C. Tomlian  
Ms C. Uren  
Mrs B. Telfer (Executive Officer, SSABSA)

### **Business Studies**

Ms M. Maycock (Chairperson)  
Mr P. Cashmore (c.)

Ms M. Cundy  
Mr M. Demosthenous  
Ms C. Flight  
Mr R. Johnson  
Mrs V. Lackey  
Mr S. McCulloch  
Ms J. Rzetelski  
Mr C. Shearing  
Ms H. Thomas  
Ms M.-A. Urbano  
Mrs B. Telfer (Executive Officer, SSABSA)

### **E**conomics

Mrs B. Chaustowski (Chairperson)  
Ms A. Bitter  
Ms N. Da Metto  
Mr M. Henderson  
Mr R. Johnson  
Mr H. Sim (c.)  
Ms M.-A. Urbano  
Mr A. Wilkins  
Mr J. Freeman (Executive Officer, SSABSA)

### **E**nvironmental Studies

Mr P. Allen (Chairperson)  
Mr M. Allen  
Ms S. Farrelly  
Mr B. Germein  
Mr R. Mason  
Mr J. Shankar-Noble  
Dr A. Wood  
Mrs B. Telfer (Executive Officer, SSABSA)

### **G**eography

Mr M. Manuel (Chairperson)  
Mr G. Boggs (c.)  
Mr D. Chapple  
Mr J. Cousins (c.)  
Mrs A. Forster  
Mr J. Holgate  
Mr R. Johnson  
Mr M. McInerney  
Mr D. Pack  
Mr J. Risk  
Ms S. Risk  
Mrs R. Shepherd  
Mr J. Simpson  
Mrs S. Stuart  
Ms S. Walter  
Mrs B. Telfer (Executive Officer, SSABSA)

### **H**istory

Mrs J. Farrall (Chairperson)  
Mr T. Clohessy  
Mrs H. De Blasio  
Ms P. Fabian  
Ms L. Fenwick  
Mr S. Hawkins (c.)  
Ms K. Kildare  
Mr M. McInerney  
Ms L. MacLeod  
Ms A. Rooney  
Mr G. Ross (c.)

Ms J. Russo  
Mr P. Stewart  
Mrs K. Teague  
Ms C. Uren  
Mrs B. Telfer (Executive Officer, SSABSA)

### **L**egal Studies

Mr P. Cavouras (Chairperson)  
Mr R. Aukett  
Mr G. Bailey  
Ms P. Cavanagh  
Mrs B. Chaustowski  
Ms N. Da Metto  
Ms C. Ellul  
Mr S. Hennessy  
Ms N. Mardon  
Ms C. Partington  
Mrs H. Peake  
Mr F. Rieuwers  
Mr M. Simpson  
Mr C. Stain  
Ms S. Trounson  
Mr J. Freeman (Executive Officer, SSABSA)

### **M**edia Studies

Mr T. Burns (Chairperson)  
Mr C. Anyanwu  
Mr S. Bartholomew (c.)  
Mr G. Brindal  
Mr G. Lomax  
Mr D. Modra  
Ms K. Orr Vered  
Mr G. Saunders  
Mrs L. Thornton (c.)  
Mr D. Watt  
Mrs C. Webber  
Mr J. Freeman (Executive Officer, SSABSA)

### **P**hilosophy

Ms C. Schultz (Chairperson)  
Prof. L. Burns  
Mrs J. Farrall  
Prof. P. Jewell  
Prof. S. Knight  
Dr D. Rawnsley  
Mr J. Richardson  
Mr J. Robertson  
Mr J. Simpson  
Mrs B. Telfer (Executive Officer, SSABSA)

### **P**olitics

Mr M. Allen (Chairperson)  
Mr S. Bartholomew (c.)  
Mr L. Cook  
Prof. Y. Corcoran-Nantes  
Mr C. Lancione  
Mr G. Parker (c.)  
Mr I. Plisko  
Mr J. Robertson  
Mrs B. Telfer (Executive Officer, SSABSA)

## **R**eligion

Mr M. O'Donoghue (Chairperson)  
Sr J. Armour  
Mr G. Bowyer  
Mr S. Clark  
Ms J. Coffey  
Ms S. Craig  
Ms A. Harvey  
Ms B. Kameniar  
Ms G. Lockley (c.)  
Ms S. Mitchell  
Mr M. Nankivell  
Dr A. Pattel-Gray  
Mrs S. Sifa  
Mr J. Freeman (Executive Officer, SSABSA)

## **S**mall Business Enterprise

Ms R. Sih (Chairperson)  
Mr D. Pereira (c.)  
Ms M. Short  
Mr H. Sturitis  
Mrs B. Telfer (Executive Officer, SSABSA)

## **S**tudies of Societies

Mrs C. Thompson (Chairperson)  
Ms M. Cole  
Ms V. Grantham  
Ms A. Harvey  
Ms S. Hassan  
Ms B. Kameniar  
Mr M. Krips  
Ms G. Lockley (c.)  
Mr J. Richardson  
Ms A. Rooney  
Ms L. Securo  
Ms F. Sutton  
Mr A. Tait  
Mrs K. Teague  
Ms C. Tomlian  
Ms C. Uren  
Mr J. Freeman (Executive Officer, SSABSA)

## **T**ourism

Ms C. Athanasos  
Mr S. Bone  
Mrs J. Boothby  
Ms F. Botting  
Mr D. Chapple  
Dr J. Davies  
Ms M. Davis  
Ms C. Fanning  
Mr S. Inglis  
Mr N. Jamieson  
Mr R. Kirkby  
Mr S. MacDiarmid  
Mrs A. Martin  
Ms S. Melhuish  
Mr J. Simpson  
Ms H. Sparrow  
Mrs B. Telfer (Executive Officer, SSABSA)

## **W**omen's Studies

Ms M. Sanderson (Chairperson)  
Prof. C. Bulbeck  
Prof. Y. Corcoran-Nantes

Ms K. Fisher  
Ms L. McMutrie  
Ms S. Morrison  
Ms S. Owen  
Ms J. Rzetelski  
Ms C. Tomlian  
Mrs B. Telfer (Executive Officer, SSABSA)

## **T**echnology

### **D**esign and Technology

Mr T. Curtis (Chairperson)  
Mr R. Corso  
Mr A. Izzo  
Mr B. James  
Mr D. Jones  
Mr I. McEgan  
Mr S. Read  
Ms S. Richards  
Mr T. Smith  
Mr A. Stewart  
Mr C. Taylor (c.)  
Mr R. Yon  
Ms A. Ballard (Executive Officer, SSABSA)

### **I**nformation Processing and Publishing

Mr D. Roberts (Chairperson)  
Ms J. Amor  
Mr C. Anyanwu  
Ms S. Barker  
Ms M. Cundy  
Mrs M. Short  
Mrs E. Tapp  
Ms H. Thomas  
Ms A. Ballard (Executive Officer, SSABSA)

### **I**nformation Technology

Ms J. Ruiz (Chairperson)  
Mr B. Alexander  
Mr J. Cundy  
Mr D. Finkemeyer  
Mr F. Fursenko  
Mr J. Gray  
Mr P. Langshaw  
Mr P. Mitchell  
Mrs M. Northcote  
Mr W. Sweeney  
Mr H. van der Wijngaart  
Ms J. Zucco  
Ms A. Ballard (Executive Officer, SSABSA)

## **V**arious Learning Areas

### **E**xtension Studies

Mr B. Atherton  
Ms E. Casagrande  
Ms J. Cook  
Ms A. Harvey  
Ms J. Heath  
Mr S. Johnston  
Mr K. McHugh  
Mrs J. Raymond  
Ms J. Schocroft  
Mrs K. Teague  
Mr S. Inglis (Executive Officer, SSABSA)

## APPENDIX IV

### Accredited Subjects, 2004

The name in square brackets after each subject indicates the learning area (i.e. Arts, English, Health and Personal Development, Languages, Mathematics, Science, Society and Environment, Technology, Various Learning Areas) to which that subject belongs.

#### Stage 2

Full-year (2 units)

Aboriginal Studies [Society and Environment]  
Accounting [Society and Environment]  
Accounting Studies [Society and Environment]  
Agricultural and Horticultural Science [Society and Environment]  
Agriculture and Horticulture [Society and Environment]  
Agricultural and Horticultural Management  
Agricultural and Horticultural Practice  
Agricultural and Horticultural Principles  
Agricultural and Horticultural Studies  
\*Albanian (continuers) [Languages]  
†Arabic (continuers) [Languages]  
\*Armenian (continuers) [Languages]  
Art Practical [Arts]  
\*Auslan (continuers) [Languages]  
Australian History [Society and Environment]  
Australian Languages [Languages] (any 2 units)  
First Language Maintenance I  
First Language Maintenance II  
Language Awareness I  
Language Awareness II  
Language Revival I  
Language Revival II  
Second Language Learning I  
Second Language Learning II  
The Australian Legal System [Society and Environment]  
\*Bengali (continuers) [Languages]  
Biology [Science]  
Broadcasting and Multimedia (VET) [Arts]  
Broadcasting and Multimedia A  
Broadcasting and Multimedia B  
Business Services (VET) [Society and Environment]  
Business Services A  
Business Services B  
Business Studies [Society and Environment]  
Chemistry [Science]  
Chinese (accelerated) [Languages]  
Chinese (accelerated) A [Languages]  
Chinese (background speakers) [Languages]  
Chinese (continuers) [Languages]  
Classical Studies [Society and Environment]  
Communication for the Hearing-impaired [English]  
Community Services (VET) [Health and Personal Development]  
Community Services A  
Community Services B

Conservation and Land Management (VET) [Society and Environment]  
Conservation and Land Management A  
Conservation and Land Management B  
Contemporary Issues and Science [Science]  
Craft Practical [Arts]  
\*Croatian (continuers) [Languages]  
\*Czech (continuers) [Languages]  
Dance [Arts]  
Dance Studies [Arts]  
Design and Technology [Technology]  
Communication Products A  
Communication Products B  
Material Products A  
Material Products B  
Systems and Control Products A  
Systems and Control Products B  
Design and Technology Studies [Technology]  
Design Practical [Arts]  
Drama [Arts]  
Drama Studies [Arts]  
\*Dutch (continuers) [Languages]  
Economics [Society and Environment]  
English as a Second Language [English]  
English as Second Language Studies [English]  
English Communications [English]  
English Studies [English]  
Extension Studies [Various Learning Areas]  
Extension Studies A  
Extension Studies B  
\*Filipino (continuers) [Languages]  
Financial Services (VET) [Society and Environment]  
Financial Services A  
Financial Services B  
French (accelerated) [Languages]  
French (accelerated) A [Languages]  
French (continuers) [Languages]  
Geography [Society and Environment]  
Geography Studies [Society and Environment]  
Geology [Science]  
German (accelerated) [Languages]  
German (accelerated) A [Languages]  
German (continuers) [Languages]  
Health Education [Health and Personal Development]  
\*Hebrew (continuers) [Languages]  
\*Hindi (continuers) [Languages]  
Home Economics [Health and Personal Development]  
Early Childhood Studies  
Food and Hospitality Studies  
Nutrition Studies  
Textile Studies  
Hospitality (VET) [Health and Personal Development]  
Hospitality — Kitchen Operations A  
Hospitality — Kitchen Operations B  
\*Hungarian (continuers) [Languages]  
Indonesian (accelerated) [Languages]

\* Nationally assessed language subjects.

† Examinations in this subject are conducted by the Victorian Curriculum and Assessment Authority.



Indonesian (accelerated) A [Languages]  
 Indonesian (continuers) [Languages]  
 Information Technology [Technology]  
 Information Technology (VET) [Technology]  
     Information Technology A  
     Information Technology B  
 Information Technology Studies [Technology]  
 Italian (accelerated) [Languages]  
 Italian (accelerated) A [Languages]  
 Italian (continuers) [Languages]  
 \*Japanese (accelerated) [Languages]  
 Japanese (accelerated) A [Languages]  
 Japanese (continuers) [Languages]  
 \*Khmer (continuers) [Languages]  
 †Korean (background speakers) [Languages]  
 Laboratory Operations (VET) [Science]  
     Laboratory Operations A  
     Laboratory Operations B  
 ‡Latin (continuers) [Languages]  
 \*Latvian (continuers) [Languages]  
 Legal Studies [Society and Environment]  
 \*Lithuanian (continuers) [Languages]  
 \*Macedonian (continuers) [Languages]  
 \*Malay (background speakers) [Languages]  
 \*Maltese (continuers) [Languages]  
 Manufacturing and Engineering (VET) [Technology]  
     Engineering Applications A  
     Engineering Applications B  
 Mathematical Applications [Mathematics]  
 Mathematical Methods [Mathematics]  
 Mathematical Studies [Mathematics]  
 Media Production and Analysis [Society and Environment]  
 Modern Greek (accelerated) [Languages]  
 Modern Greek (accelerated) A [Languages]  
 Modern Greek (continuers) [Languages]  
 Modern History [Society and Environment]  
 Natural Resources Management [Society and Environment]  
 Nutrition [Health and Personal Development]  
 Outdoor Education [Health and Personal Development]  
 \*Persian (background speakers) [Languages]  
 Philosophy [Society and Environment]  
 Physical Education [Health and Personal Development]  
 Physics [Science]  
 \*Polish (continuers) [Languages]  
 Politics [Society and Environment]  
 \*Portuguese (continuers) [Languages]  
 Psychology [Science]  
 Religions in Australia [Society and Environment]  
 Retail (VET) [Society and Environment]  
     Retail A  
     Retail B  
 \*Romanian (continuers) [Languages]  
 \*Russian (background speakers) [Languages]  
 \*Russian (continuers) [Languages]  
 Seafood Operations (VET) [Science]  
     Seafood Operations A  
     Seafood Operations B  
 \*Serbian (continuers) [Languages]  
 \*Sinhala (continuers) [Languages]  
 \*Slovenian (continuers) [Languages]  
 Small Business Enterprise [Society and Environment]  
 Spanish (accelerated) [Languages]  
 Spanish (accelerated) A [Languages]  
 Spanish (continuers) [Languages]  
 Specialist Mathematics [Mathematics]  
 Sport and Recreation (VET) [Health and Personal Development]  
     Sport and Recreation A  
     Sport and Recreation B  
 Studies of Religion [Society and Environment]  
 Studies of Societies [Society and Environment]  
 \*Swedish (continuers) [Languages]  
 \*Tamil (continuers) [Languages]  
 Tourism [Society and Environment]  
 Tourism Operations (VET) [Society and Environment]  
     Tourism Operations A  
     Tourism Operations B  
 \*Turkish (continuers) [Languages]  
 \*Ukrainian (continuers) [Languages]  
 Vietnamese (background speakers) [Languages]  
 Vietnamese (continuers) [Languages]  
 Visual Arts Studies [Arts]  
 Women's Studies [Society and Environment]  
 Work Education [Health and Personal Development]  
     Vocational Studies A  
     Vocational Studies B

Half-year (1 unit)

Aboriginal Studies [Society and Environment]  
 Agriculture and Horticulture [Society and Environment]  
     Agricultural and Horticultural Management I  
     Agricultural and Horticultural Management II  
     Agricultural and Horticultural Practice I  
     Agricultural and Horticultural Practice II  
     Agricultural and Horticultural Principles I  
     Agricultural and Horticultural Principles II  
     Agricultural and Horticultural Studies I  
     Agricultural and Horticultural Studies II  
 Art Practical [Arts]  
 Australian Languages [Languages]  
     First Language Maintenance I  
     First Language Maintenance II  
     Language Awareness I  
     Language Awareness II  
     Language Revival I  
     Language Revival II  
     Second Language Learning I  
     Second Language Learning II  
 The Australian Legal System [Society and Environment]  
 Business Studies [Society and Environment]  
 Community Studies [Health and Personal Development]  
     The Arts and the Community  
     Business and the Community  
     The Community and the Environment  
     Design, Construction, and the Community  
     Foods and the Community  
     Health, Recreation, and the Community  
     Language and the Community  
     Lifestyles and the Community  
     Mathematics and the Community

\* Nationally assessed language subjects.

† Examinations in this subject are conducted by the Victorian Curriculum and Assessment Authority.

‡ Examinations in this subject are conducted by the Board of Studies NSW.

Science and the Community  
 Technology and the Community  
 Work and the Community  
 Craft Practical [Arts]  
 Design and Technology [Technology]  
   Communication Products A  
   Communication Products B  
   Material Products A  
   Material Products B  
   Systems and Control Products A  
   Systems and Control Products B  
 Design Practical [Arts]  
 Drama [Arts]  
 English Communications [English]  
 Geography [Society and Environment]  
 Health Education [Health and Personal Development]  
 Home Economics [Health and Personal Development]  
   Early Childhood Studies  
   Food and Hospitality Studies  
   Nutrition Studies  
   Textile Studies  
 Information Processing and Publishing [Technology]  
   Business Documents  
   Desktop Publishing  
   Electronic Publishing  
   Personal Documents  
 Mathematical Applications [Mathematics]  
 Media Production and Analysis [Society and Environment]  
 Music [Arts]  
   Analytical Studies  
   Composing and Arranging  
   Ensemble Performance  
   Music in Society  
   Music Individual Study  
   Musicianship  
   Performance Special Study  
   Solo Performance  
 Outdoor Education [Health and Personal Development]  
 Psychology [Science]  
 Religions in Australia [Society and Environment]  
 Studies of Societies [Society and Environment]  
 Work Education [Health and Personal Development]  
   Work Studies A  
   Work Studies B

## Stage 1

With the exception of Community Studies, from which only 1-unit programs can be developed, all other Stage 1 subjects can have 1- or 2-unit programs developed.

Aboriginal Studies [Society and Environment]  
 Accounting [Society and Environment]  
 Agriculture [Society and Environment]  
 Albanian (accelerated) [Languages]  
 Albanian (background speakers) [Languages]  
 Albanian (continuers) [Languages]  
 Ancient Studies [Society and Environment]  
 Arabic (accelerated) [Languages]  
 Arabic (background speakers) [Languages]

Arabic (continuers) [Languages]  
 Armenian (accelerated) [Languages]  
 Armenian (background speakers) [Languages]  
 Armenian (continuers) [Languages]  
 Art [Arts]  
 Auslan (continuers) [Languages]  
 Australian Languages [Languages]  
 Australian Studies [Society and Environment]  
 Bengali (accelerated) [Languages]  
 Bengali (background speakers) [Languages]  
 Bengali (continuers) [Languages]  
 Biology [Science]  
 Broadcasting and Multimedia (VET) [Arts]  
 Business Services (VET) [Society and Environment]  
 Business Studies [Society and Environment]  
 Chemistry [Science]  
 Chinese (accelerated) [Languages]  
 Chinese (accelerated) A [Languages]  
 Chinese (background speakers) [Languages]  
 Chinese (continuers) [Languages]  
 Communication for the Hearing-impaired [English]  
 Community Services (VET) [Health and Personal Development]  
 Community Studies [Health and Personal Development]  
   The Arts and the Community  
   Business and the Community  
   The Community and the Environment  
   Design, Construction, and the Community  
   Foods and the Community  
   Health, Recreation, and the Community  
   Language and the Community  
   Lifestyles and the Community  
   Mathematics and the Community  
   Science and the Community  
   Technology and the Community  
   Work and the Community  
 Conservation and Land Management (VET) [Society and Environment]  
 Contemporary Issues and Science [Science]  
 Craft [Art]  
 Croatian (accelerated) [Languages]  
 Croatian (background speakers) [Languages]  
 Croatian (continuers) [Languages]  
 Czech (accelerated) [Languages]  
 Czech (background speakers) [Languages]  
 Czech (continuers) [Languages]  
 Dance [Arts]  
 Design [Arts]  
 Design and Technology [Technology]  
   Communication Products A  
   Communication Products B  
   Material Products A  
   Material Products B  
   Systems and Control Products A  
   Systems and Control Products B  
 Drama [Arts]  
 Dutch (accelerated) [Languages]  
 Dutch (background speakers) [Languages]  
 Dutch (continuers) [Languages]  
 Economics [Society and Environment]  
 English [English]  
 English as a Second Language [English]  
 Environmental Studies [Society and Environment]  
 Filipino (accelerated) [Languages]  
 Filipino (background speakers) [Languages]  
 Filipino (continuers) [Languages]  
 Financial Services (VET) [Society and Environment]

French (accelerated) [Languages]  
 French (accelerated) A [Languages]  
 French (background speakers) [Languages]  
 French (continuers) [Languages]  
 Geography [Society and Environment]  
 Geology [Science]  
 German (accelerated) [Languages]  
 German (accelerated) A [Languages]  
 German (background speakers) [Languages]  
 German (continuers) [Languages]  
 Health Education [Health and Personal Development]  
 Hebrew (accelerated) [Languages]  
 Hebrew (background speakers) [Languages]  
 Hebrew (continuers) [Languages]  
 Hindi (accelerated) [Languages]  
 Hindi (background speakers) [Languages]  
 Hindi (continuers) [Languages]  
 History [Society and Environment]  
 Home Economics [Health and Personal Development]  
 Hospitality (VET) [Health and Personal Development]  
 Hungarian (accelerated) [Languages]  
 Hungarian (background speakers) [Languages]  
 Hungarian (continuers) [Languages]  
 Indonesian (accelerated) [Languages]  
 Indonesian (accelerated) A [Languages]  
 Indonesian (background speakers) [Languages]  
 Indonesian (continuers) [Languages]  
 Information Processing and Publishing [Technology]  
 Information Technology [Technology]  
 Information Technology (VET) [Technology]  
 Integrated Studies [Health and Personal Development]  
 Italian (accelerated) [Languages]  
 Italian (accelerated) A [Languages]  
 Italian (background speakers) [Languages]  
 Italian (continuers) [Languages]  
 Japanese (accelerated) [Languages]  
 Japanese (accelerated) A [Languages]  
 Japanese (background speakers) [Languages]  
 Japanese (continuers) [Languages]  
 Khmer (accelerated) [Languages]  
 Khmer (background speakers) [Languages]  
 Khmer (continuers) [Languages]  
 Korean (accelerated) [Languages]  
 Korean (background speakers) [Languages]  
 Korean (continuers) [Languages]  
 Laboratory Operations (VET) [Science]  
 Latin (continuers) [Languages]  
 Latvian (accelerated) [Languages]  
 Latvian (background speakers) [Languages]  
 Latvian (continuers) [Languages]  
 Legal Studies [Society and Environment]  
 Lithuanian (accelerated) [Languages]  
 Lithuanian (background speakers) [Languages]  
 Lithuanian (continuers) [Languages]  
 Macedonian (accelerated) [Languages]  
 Macedonian (background speakers) [Languages]  
 Macedonian (continuers) [Languages]  
 Malay (accelerated) [Languages]  
 Malay (background speakers) [Languages]  
 Malay (continuers) [Languages]  
 Maltese (accelerated) [Languages]  
 Maltese (background speakers) [Languages]  
 Maltese (continuers) [Languages]  
 Manufacturing and Engineering (VET) [Technology]  
 Mathematics [Mathematics]  
 Media Studies [Society and Environment]  
 Modern Greek (accelerated) [Languages]  
 Modern Greek (accelerated) A [Languages]  
 Modern Greek (background speakers) [Languages]  
 Modern Greek (continuers) [Languages]  
 Multi Arts [Arts]  
 Music [Arts]  
 Outdoor Education [Health and Personal Development]  
 Persian (accelerated) [Languages]  
 Persian (background speakers) [Languages]  
 Persian (continuers) [Languages]  
 Personal Development Studies [Health and Personal Development]  
 Philosophy [Society and Environment]  
 Physical Education [Health and Personal Development]  
 Physics [Science]  
 Polish (accelerated) [Languages]  
 Polish (background speakers) [Languages]  
 Polish (continuers) [Languages]  
 Politics [Society and Environment]  
 Portuguese (accelerated) [Languages]  
 Portuguese (background speakers) [Languages]  
 Portuguese (continuers) [Languages]  
 Psychology [Science]  
 Retail (VET) [Society and Environment]  
 Romanian (accelerated) [Languages]  
 Romanian (background speakers) [Languages]  
 Romanian (continuers) [Languages]  
 Russian (background speakers) [Languages]  
 Russian (continuers) [Languages]  
 Seafood Operations (VET) [Science]  
 Serbian (accelerated) [Languages]  
 Serbian (background speakers) [Languages]  
 Serbian (continuers) [Languages]  
 Sinhala (accelerated) [Languages]  
 Sinhala (background speakers) [Languages]  
 Sinhala (continuers) [Languages]  
 Slovenian (accelerated) [Languages]  
 Slovenian (background speakers) [Languages]  
 Slovenian (continuers) [Languages]  
 Spanish (accelerated) [Languages]  
 Spanish (accelerated) A [Languages]  
 Spanish (background speakers) [Languages]  
 Spanish (continuers) [Languages]  
 Sport and Recreation (VET) [Health and Personal Development]  
 Studies in Religion [Society and Environment]  
 Studies of Societies [Society and Environment]  
 Swedish (accelerated) [Languages]  
 Swedish (background speakers) [Languages]  
 Swedish (continuers) [Languages]  
 Tamil (accelerated) [Languages]  
 Tamil (background speakers) [Languages]  
 Tamil (continuers) [Languages]  
 Technical Drawing [Arts]  
 Tourism [Society and Environment]  
 Tourism Operations (VET) [Society and Environment]  
 Turkish (accelerated) [Languages]  
 Turkish (background speakers) [Languages]  
 Turkish (continuers) [Languages]  
 Ukrainian (accelerated) [Languages]  
 Ukrainian (background speakers) [Languages]  
 Ukrainian (continuers) [Languages]  
 Vietnamese (accelerated) [Languages]  
 Vietnamese (background speakers) [Languages]  
 Vietnamese (continuers) [Languages]  
 Women's Studies  
 Work Education

## APPENDIX V

### Prize-winners, 2004

*Alliance Française de l'Australie du Sud Prize* for French  
Eleanor Claire Mitchell

*Annie Montgomerie Martin Prize and Medal* for French  
Eleanor Claire Mitchell

*Annie Montgomerie Martin Prize and Medal* for Modern History  
Eleanor Claire Mitchell

*Association of Ukrainians in South Australia Prize* for Ukrainian  
No prize awarded

*Australian Hellenic Educational Progressive Association Prize* for Modern Greek  
Liberty Privopoulos

*Australian Institute of Physics (South Australian Branch) Prize — Bronze Bragg Medal* for Physics  
Emily Victoria Cooper

*Azhar Abbas Memorial Trust Prize* for Indonesian  
Abigail Disa Sung

*Campbell Award* for highest achiever in government schools  
Simon Oliver Uppill  
Helena Billington  
Benjamin Philip Ashley

*Classical Association of South Australia Prize* for Classical Studies  
Henry O'Sullivan Boylan

*Classical Association of South Australia Prize* for Latin  
No prize awarded

*Co-ordinating Italian Committee Prize* for Italian  
Marta Vezzosi

*Don Maynard Music Prize* for Music  
Joshua Luke Thompson

*Economics Teachers Society of South Australia Award for Excellence* in Economics  
Anna Olshansky

*Geological Society of Australia Prize* for Geology  
Diane Elsbey

*Goethe Prize* for German  
Sam Oliver Ellis

*Hardwicke College Prize* for Biology  
Nicola Anne Sweeney

*John Lewis Medal and Prize* for Geography Studies  
Katherine Keene

*Krisjanis Barons Prize* for Latvian  
No prize awarded

*OneSteel Prize and Medal* for Specialist Mathematics, Mathematical Studies, Physics, and Chemistry  
Simon Oliver Uppill

*Pulgis Andriušis Award* for Lithuanian  
No prize awarded

*Schiller Prize* for German  
Simon Christopher Doyle

*Shevchenko Prize* for Ukrainian  
No prize awarded

*Tennyson Medal* for English Studies  
Katherine Keene

*Way College Prize* for Chemistry  
Phillip Edward Lemon

## Special Awards, 2004

All Merit students in particular subject areas are recognised through special awards that are offered by the organisations named in the following list:

*ACMA SA Award for Excellence in Chinese (continuers)* — Australian Chinese Medical Association (SA Inc.)

*Ann Sexton Memorial Award* for English as a Second Language subjects — English as a Second Language Educators (South Australia) Inc.

*Australian Hellenic Educational Progressive Association Award* for Modern Greek

*Australian Institute of Physics (South Australian Branch) Award* for Physics

*BETA SA Award for Outstanding Achievement in Accounting Studies*

*Council of Australian Secondary Tourism Teachers (South Australian Chapter) Award for Excellence in Tourism*

*Institute of Justice Studies Award* for Legal Studies — Legal Education Teachers Association of South Australia

*Japan Australia Friendship Association (JAFA) Award for Excellence in Japanese*

*Jean Pavy Award for Excellence in Women's Studies* — awarded by the Australian Education Union (SA Branch) to students attending government schools

*Leila Rankine Aboriginal Studies Award* for Aboriginal Studies — Aboriginal Studies Educators Association

*Royal Australian Chemical Institute Award* for Chemistry

*SMA (SA Branch) Bert Apps Special Award of Excellence in Physical Education* — Sports Medicine Australia (South Australian Branch)

*Spanish Embassy Award for Excellence in Spanish* — Spanish Teachers Association of South Australia

*State Theatre South Australia Award for Excellence in Drama* for Drama subjects

## APPENDIX VI

### Merit List, 2004

*Note:* This list includes students from the Northern Territory, South Australia, and South-East Asia who signed the declaration for the release of results.

Subjects are arranged alphabetically under the eight learning areas.

#### Arts

##### Art Practical

Simone Abbs  
Laura Jane Allen  
Janice Anne Beames  
Angelica May Budarick  
Lulu Fogg  
Charlotte Jeanette Gilmore  
Sophie Louise Kaden  
Laura Lantieri  
Kate Marie Lewis  
Sarah Jane Mason  
Cimarra Jade Oates  
Stephen Charles Schwark  
Harry Rosebery Thring  
Elizabeth Rose Williams  
Yu Wu

##### Broadcasting and Multimedia (VET)

##### Broadcasting and Multimedia B

Todd Lamont  
Andrew MacGregor  
Lauren Shai Mengel  
Tobias Rex Robinson  
Nicholas David Wiles

##### Craft Practical

Regina Burgess  
Jade Whitney Gunstone  
Shirley Dawn Woodhouse

##### Dance

Sophie Elizabeth Kirtland

##### Dance Studies

Alyce Bronwyn Bociulis  
Clementine Sophie Rose Mellor

##### Design Practical

Thomas Denton  
Jane-Marie Fiebig  
Lulu Fogg

James Michael Martin  
William Morgan  
Tyson O'Connell  
Hugh Penhall  
Hamish Smyth

##### Drama

Naomi Helena Denniss  
Kate Elizabeth Martin  
Courtney Elyse Prettejohn

##### Drama Studies

Tim Deane-Freeman  
Riley Ellard  
Fiona May Graney  
Simon John Douglas Harley  
Sophie Gibb Harper  
Heather Claire Kitchener  
Benjamin John Mellows  
Danielle Mullins  
Laura Christine Osti  
Rohan Arun Shirodkar  
Leah Suzanne Stevens  
James Charles Wilson  
James Zacharia

##### Music

##### Composing and Arranging

Thomas James Hart  
Andrew Katsivas  
Margaret Jean Lewis  
Minnie Ryan-Murray  
Joshua Luke Thompson

##### Ensemble Performance

Jehanne Nicole Bastoni  
Felicity Davies  
Alana Elizabeth Marie Dawes  
Brenton John Foster  
Ellin Rose Hofmann-Thorpe  
Georgia Ioakimidis-MacDougall  
Donna Felicity Johnson  
Reid Alain Jones  
Eleanor Artemis Kelly  
Rebecca Liascos  
Anouvong Liensavanh  
Liana Julieanne Nagy  
Ella Mae Patricia Jen Pak Poy  
Melanie Pierides  
Minnie Ryan-Murray  
Joshua Luke Thompson  
Jared William Vause  
Kyle Joseph Vause  
Michael Jeffrey Venning  
Amy Lael Wauchope  
Russell Aaron Webb

##### Music in Society

Kari Bowling  
Abigail Kristy Hansen

##### Music Individual Study

Lisa Carlino  
Benjamin Scott Cutts  
Joshua Evans  
Kahli Joy Evans  
Brenton John Foster  
Sarah Gill Hueppauff  
Samuel Joyce  
Kate Briana Kowald  
Daniel Kradolfer  
Ryan Denis Pollard  
Lynette Russ  
Jacqueline Scaffidi  
Kylie Sederstrom  
Ngoc Hong Chau Teresa Thai  
Christopher Trenberth  
Mathew Scott Wilson

##### Musicianship

Sarah Joy Brinkley  
Melissa Kaye Evans  
Yolanda Megan Herczeg  
Margaret Jean Lewis  
Anna Louise Lockery  
Lenard Pederick  
Joshua Luke Thompson

##### Performance Special Study

Aaron Harris Davis  
Alexandra Edwards  
Georgia Ioakimidis-MacDougall  
Deanne Leslie Johnson  
Fleur Susannah Kilpatrick  
Bradley James Kunda  
Anouvong Liensavanh  
Steven Miceli  
Clare Elizabeth Mary Mitchell  
Elise Michelle Morris  
Cindy Dianna Catherine Platten  
Amy Lael Wauchope  
Justin Westneat  
Christopher Xin Jie Wong

##### Solo Performance

Alexis James Gordon Anderson  
Ryan Mark Anderson  
Sarah Kimberly Blackman  
Kari Bowling  
Samuel Lloyd Burt  
Chelsea Calderbank  
Jonathon Colville  
Dylan Joshua Crismani  
Cristina D'Agostino  
Aaron Freer  
Bi Thien-Chuong Giang  
Kate Amelia Hillgrove  
Deanne Leslie Johnson  
Reid Alain Jones  
Fleur Susannah Kilpatrick  
Steven Miceli  
Aaron Anthony Nash  
Sarah Gloria Obrien

Stevan Pavlovic  
Amanda Jaye Pickering  
Cindy Dianna Catherine Platten  
Patrick Joseph Ramm  
Imogen Cara Richards  
Laura Elizabeth Searle  
Belinda Margaret Smith  
Graham Song  
Jessica Louise Stanhope  
Alexander Thomas Stevanovic  
Joshua Luke Thompson  
Kathryn Tiver  
Stefania Velardo  
Justin Westneat  
Leesa Charlotte Williamson  
Kiyoe Yasui

### **V**isual Arts Studies

Kari Bowling  
Monpetta Brunt-Mackenzie  
Yanni Burton  
Sarah Collier  
Mubing Duan  
Kathryn Forth  
Malorie Fourrier  
Tsering Hannaford  
Rhiannon Kate Hardy  
Ryang Ja Jeong  
Mia Kelly-Johnson  
Jayne Le Dan  
Amy Elizabeth Limbert  
Jade Merritt  
Joanne Louise Sandow  
Matthew Lionel Peter Sheens  
Sonja van Bavel  
Martin Renfrey van de Weyer  
Rebecca Alexandra Weston  
Meredith Lauren Young

### **E**nglish

#### **E**nglish as a Second Language

Rong Zhong

#### **E**nglish as Second Language Studies

Hila Ajdari  
Daniel Encarnado Ali  
Joanne Ang  
Yongjie Chen  
Adam Ciuk  
Monika Gilada  
Hansel Goh Chien Syrn  
Christopher Goldfinch  
Perona Pui Yui Ho  
Sara Ibrahim  
David Karapetian  
Siok Bie (Amanda) Kheng  
Kho Boon Phiaw  
Anastasia Krivenkova

Duc Binh (Kei) Le  
David Chuan Yung Ling  
Loke Cheok Quen  
Ken Ly  
Vanisri A/P Muniandy  
Cathy Nguyen  
Huong Thien Nguyen  
Julia Pushkin  
Branka Radovanovic  
Athena Maria Skaltsas  
Ivana Stankov  
Tony Tang  
David Thiu  
Anh Tuyet Tran  
Joon-Yip Wong  
Celestine Yeoh Ai Chin  
Yong Chan Wen  
Yong Sze Mei

### **E**nglish Communications

James Richard Foster Adam  
Frances Ann Sorby Adams  
Rebecca Catherine Astley  
Catie Sarah Bell  
Lucy Bradshaw  
Nicholas Bromell  
Alexandra Marie Brook  
Eryn Louise Brumby  
Demelza Clare Cadwallader  
Lucy Dempster  
Thomas Denton  
Hannah Elizabeth Donaldson  
Jessica Emilie Louise Dowdy  
Philip Mark Richard Downey  
Samantha Fassina  
Lulu Fogg  
Claire Gizelle Forgie  
Kathryn Forth  
Kelly Louise Frost  
Alice Lucy Gent  
Caitlin Alexandra Gibson  
Claudia Rachel Lister Grosset  
Alex Haines  
Stuart Hodge  
Georgina Anne Howlett  
Tomas Alexander Kasauskas  
Markus Adam Kerber  
Bridgette Mary Kildea  
Emily Jane Kilsby  
Alicia Kirkby  
Erin Leahy  
Emma Kathryn Limbert  
Steven Matthew McNaughton  
Katherine Ann Meyer  
Alice Emily Monfries  
Jessica Frances Morley  
Timothy Edward Morris  
Katherine Sarah Myers  
Philippe Oliver Georges Naudin  
Sarah Elizabeth Oppes  
Sally Lydia Paech  
Brianna Jane Potter  
Jessica Elizabeth Powell

Hayley Emma Rohrlach  
Jacinta Ellen Rose  
Kelly Anne Russ  
Jennifer Dawn Sanders  
David Simpson  
Caitlin Stanley  
Tyronne Lee Swift  
Alexandra Louise Thomas  
Minh-Son To  
Alex Robert Tonkin  
Kerin Peta Tregoning  
Emma Alice Viezzi  
Jeannette Wallace  
Amy Joy Watson  
Jennifer Meegan Wells  
Alexandra Sophie Wilson

### **E**nglish Studies

Lisa Jayne Altmann  
Laura Jane Anderson  
Cherie Barnett  
Erin-Claire Barrow  
Brittannie Michelle Bierton  
Harry Ash Black  
Tania Sze Ling Bong  
Henry O'Sullivan Boylan  
Renee Brooker  
Nicola Jane Brown  
Nicole Brown  
Renee Brunt  
Nicola Esti Caon  
Melody Sunshine Carr  
Benjamin John Castine  
Angela Xun-Nan Chen  
Carolyn Ru-Hsin Chew  
Helen Christina Cooper  
Hannah Jasmine Corbett  
Alice Elizabeth Costello  
William Jack Cowie  
Mubing Duan  
Chloe Simone Dutschke  
Timothy Edwards  
Andrew Ey  
Sally Eliza Fox  
Georgia Goldsworthy  
Fiona May Graney  
Rachel Kate Grant  
Dakota Jade Ha  
Sophie Gibb Harper  
Kimberley Height  
Fiona Jane Heuch  
Nicole Maree Hopper  
Tamara Louise Hughes  
Vanessa Siobhan Hughes  
Dzenana Imamovic  
Elise Robyn Jenkin  
Katherine Keene  
Bradley James Kunda  
Scott Laidlaw  
Brady Lloyd  
Edward Luong  
Laura Elizabeth McGuigan  
Micaela McLean

Preeya Maharaj  
James Edward Marcus  
William Marsh  
Nicholas Martin  
Eleanor Claire Mitchell  
Mayooran Namasisvayam  
Lauren Dailey Novak  
Anna Olshansky  
Laura Christine Osti  
Chloe Panizza  
Natalie Payne  
Jessica Pengelly  
Hollie Amanda Pezet  
Rifly Rafiudeen  
Alana Schild  
Chelsea Schramm  
Stephen James Smiley  
Ryan Curtis Spencer  
Leah Suzanne Stevens  
Jessica Louise Stranks  
Madeleine Jane Trott  
Angus Robert Upton  
Denitza Valkova  
Matthew Vesely  
Karen Maureen Webber  
Cassandra Hui San Wee  
Christopher Xin Jie Wong  
Mathew Woodrup  
Lauren Simran Zwaans

## **H**Health and Personal Development

### **C**ommunity Services (VET)

#### **C**ommunity Services B

Kylie Bennier  
Ella Beth Hausler  
Briohny Woollett

#### **C**ommunity Studies

#### **T**he Arts and the Community

Hacer Arican  
Megan Renee Bertoli  
Alyce Emma Dick  
Andrea Lee Duregon  
Ruth Irene England  
Andrew Paul Ferors  
Heather Lynne Freeling  
Kellie Barbara Hearn  
Joanne Beryl Hughes  
Olwyne Margaret Hughes  
Raelene Kenny  
Meghan Ann Livingstone  
Jessica Elaine Matthews  
Sheree Jade Richardson  
Matthew Ryan Sweet

Nigel Christopher Whibley  
Christine Joy Wilkinson  
Maria Cristina Williams

#### **B**usiness and the Community

Deidre Annette Clark  
Liana Lee Gray  
Stefan Neale

#### **T**he Community and the Environment

Thomas James Densley  
Thomasina Garrnyita Hayes  
Clarice Lorraine Milne  
Nathan Steicke  
Louise Thrussell  
Jessica Ellina Varcoe

#### **D**esign, Construction, and the Community

Brandon David Altus  
Michael John Bak  
Renee Karen Brown  
Marie Avril Button  
Cristina D'Agostino  
Ruth Irene England  
Jelina Haines  
Alicia Hillier  
Elise Lorraine Lehmann  
Dena Livaditis  
Brett Michael Mannion  
Rebecca Lee Scherer  
Ida Slater  
Christina Helen Staschik  
Patricia Anne Upton  
Laura Maree Wilkinson

#### **F**oods and the Community

Rebecca Rachael Brooks  
Christina Francesca Crea  
Nicholas Crettenden  
Daniel Elliott  
Lana Jade Gabryelczyk  
Luisa Gioffre  
Jarrad Taubers

#### **H**Health, Recreation, and the Community

Kira Salena Aroonsiri  
Lisa Jayne Brazzalotto  
Samantha Jayne Chandler  
Richard Giles Christmann  
Hayden Kenneth Cleveland  
Terri Jane Coote  
Cherie Fillmore  
Clarice Lorraine Milne  
Anna Michelle Taylor  
Samuel Richard Whitwell

#### **L**anguage and the Community

Kellie-Anne Duncan  
Jessica Tracey Gawronski

Anthony Dante Giaccio  
Damien Guyula  
Gloria Anne Hunt  
Kylie Marguerite Leane  
Cheryl Lee Williams  
Karen Lee-Ann Winning

#### **L**ifestyles and the Community

Megan Louise Buckby  
Terri Jane Coote  
Frank Furina  
Damien Guyula  
Meredith Walkington  
Samuel Richard Whitwell

#### **M**athematics and the Community

Thomasina Garrnyita Hayes  
Emma Louise Janeway  
Isaiah Taylor

#### **S**cience and the Community

Renee Anne Ritchie

#### **T**echnology and the Community

Rebecca Baxter  
Samantha Jayne Chandler  
Samuel Kane Horsley  
Pamela Louise James  
Nathan Mark Jericho  
Tammy Merinda Lane  
Linden James May  
Derek Henry Slater  
Donna Anne Yates

#### **W**ork and the Community

Rebecca Joy Brooks  
Christina Francesca Crea  
Emma Elworthy  
Tammy Merinda Lane  
Emma Grace Mitchell  
Linda Moore  
Natasha Moroney  
Bradley James Twartz (2 Merits)

#### **H**Health Education

Emily Elizabeth Brown  
Michelle Kate Hill  
Meagan Laura Jones  
Joanna Livaditis

#### **H**ome Economics

#### **E**arly Childhood Studies

Alexa Jay Angeletti  
Rachel Leigh Baldock  
Courtney Jayde Brook  
Ruth Chiknaikin  
Kate Dempsey  
Kathryn May Denton



Tabitha Carlie Ellis  
Shellee Jade Harradine  
Samara Jaeger  
Jacinta Lee Johnson  
Britt Michelle Morrow  
Megan Jane Pocock  
Katie Reynolds  
Hannah Lee Stringer  
Maija Sarma Sverns  
Emma Alice Viezzi

#### Food and Hospitality Studies

Laura Jane Allen  
Emma Louise Bailes  
Danielle Lauren Bott  
Aleisha Louise Brine  
Zoe Burdett  
Dominique Condo  
Candice Copley  
Alexandra Edwards  
Sally Rose Mangan  
Samantha Alice Nutt  
Lauren Michelle Papillo  
Alicia Jane Rohrig  
Jessie Wallis  
Jane Alexandra Young

#### Textile Studies

Cornelia Maria Wende

#### Hospitality (VET)

Kitchen Operations A  
Camille Maree Berto  
Edward Francais

#### Nutrition

Bruce William Campbell  
Jacinta Lee Johnson  
Kylie Nicole Markow  
Chelsea Lee Moss  
Hannah Eileen Priede  
Joanne Louise Sandow  
Anthony Michael Villani

#### Outdoor Education

Shane Bracegirdle  
Todd Craker  
Samuel Leslie Dewing  
Miles Lachlan Philip Rowland  
Matthew James Shand Smith  
Jaimen Todd Stringer  
Justine Patria Toms  
Thomas Michael Walker  
Jessica Lauren Watson

#### Physical Education

William Michael Alexander  
Georgia Brunger Allen  
Chad Alston  
Catie Sarah Bell

Lucinda Kate Bell  
Monpetta Brunt-Mackenzie  
Brigette Marie Clarke  
Adam Rex Collins  
Thomas Graeme Cornish  
Michael Stephen Curtis  
Simon Dellamalva  
Lucy Dempster  
Hannah Elizabeth Donaldson  
Courtney Jade Dowd  
Craig Andrew Ellis  
Louise Jane Flohr  
Dustin Paul Fromm  
Lisa Jane Hall  
Kate Hay  
Talia Hayman  
Sarah Catherine Howley  
Jessica Hruby  
Matthew Kent Lovell  
Robert Edwin McCusker  
Cameron Maxwell  
Alice Emily Monfries  
Louise Elizabeth Mossop  
Carlyn Pearson  
Lauren Pisaniello  
David Provis  
Amy Jade Riedel  
Joshua Robinson  
Benjamin Rogers  
Erin Saunders  
Lisa Marie Small  
Elise Clare Stacy  
Anika Mary Weifen  
Alice Elizabeth Wilson  
Thomas Wilson  
Ryan Winter

#### Sport and Recreation (VET)

#### Sport and Recreation B

Llian Hayter  
Jane Anne Jenner  
Jesse-Lee Jones  
Rowan Michael Mumford  
Laura Zunic

#### Work Education

#### Vocational Studies A

Brianna Bailey  
Heather James  
Joel Juncken  
Simon Kilcoyne  
Sarah Lelli  
Malachi McClaren  
Jessica Manser  
Hayden Mattiske  
Scott Reilly  
Steven Salopek  
Jacqueline Scaffidi  
Kareen Ann Stringer  
Liana Tripodi

#### Vocational Studies B

Malachi McClaren  
Jennifer Smith

## Languages

#### Chinese (background speakers)

Xue Fei (Sophie) Guo  
Carolyn Jia Lin  
Shu Liu  
Xin Long  
Serena Shi

#### Chinese (continuers)

Susan Mi  
Kit-Ying Poon  
Jing Wang

#### French (continuers)

Ivans Andy Casseeram  
Jonathan Jay Gill  
Eleanor Claire Mitchell  
Charlotte Amelie Pagna Wakam  
Jessica Louise Stranks  
Minh-Son To  
Stephanie Adeline Wood

#### German (continuers)

Kirsten Elise Dicker  
Simon Christopher Doyle  
Sam Oliver Ellis  
Elizabeth Gayler  
Anne Marie Hundhammer  
Lisa Nicole Japp  
Elise Robyn Jenkin  
Sarah-Lena Reinhold  
Stephanie Elisabeth Wende

#### Indonesian (continuers)

Tatyana-Aspen Abdul Rahman  
Yuan Bing Sylvester Kong  
Pik Seen Lai  
Abigail Disa Sung

#### Italian (continuers)

Melissa Anne Bedson  
Samantha Georgina Amy Kenny  
Loredana Nardone  
Marta Vezzosi

#### Japanese (accelerated)

Jasmin Leah Stacey

#### Japanese (continuers)

Kanako Aiba  
Leighton Davis  
Yukiko Hasegawa

Kai McMahon  
Ren McMahon  
Kaoru Matsunaga  
Takako Oue  
Tara Bianca Robinson  
Phoebe Jane Donaldson Sheahan  
Aya Tamura  
Joji Tanaka

**Malay** (background speakers)

Neo Teng Chia

**Modern Greek** (continuers)

Liberty Privopoulos

**Spanish** (continuers)

Sandra Cecilia Barrera

**Vietnamese** (background speakers)

Chi Thong Ma

**Mathematics**

**Mathematical Applications**

Samuel James Barnett  
Paul Benz  
Henry O'Sullivan Boylan  
William Bruce  
Daniel Charles Castle  
Alice Elizabeth Costello  
Michael Stephen Curtis  
James Dalrymple  
Anthony Donald Densley  
Simone Green  
Rachel Lee Hall  
Sarah Jane Heatley  
Joseph Ross Hunt  
Lauren Jahnke  
Catherine Margaret Lacey  
Lauren Kylie McGuinness  
Nicole Jane Menz  
Matthew Moss  
Cassandra Ostle  
Kerry Melissa Pearce  
Thomas David Robert Shaw  
Marielle Smith  
Elise Clare Stacy  
Melody Belle Stanford  
Carly Rebecca Stewart  
Jenna Ward  
Tara Celeste Wenzel  
Danielle Williams  
Drew Withers  
Jane Alexandra Young

**Mathematical Methods**

Christina Kerry Ball  
Melissa Bills

Nicola Esti Caon  
Chelsea Christie  
Melissa Kaye Evans  
Jon Frith  
Georgia Goldsworthy  
Aleksander Koller-Perger  
Katelin Nelligan  
Michael J. Smith  
Mai-Lan Dac Tran  
Thai V. Trinh  
Jared William Vause

**Mathematical Studies**

Anton Andreacchio  
Matthew Arbon  
Benjamin Philip Ashley  
Denley Michael Bihari  
Helena Billington  
Tania Sze Ling Bong  
Mark Clifton Bott  
George Bowden  
James Andrew Bowden  
Celeste Catalano  
Chan Wai Ling  
Chang Sook Wai  
Angela Xun-Nan Chen  
Christina Chen  
Carolyn Ru-Hsin Chew  
Brian Chong Shyue-Wen  
Michelle Chong Siu Tze  
Mark Evans Crowhurst  
Philip Mark Richard Downey  
Simon Christopher Doyle  
Timothy Edwards  
Mark Ferguson  
Olga Gaitsgory  
Anna Caroline Gallasch  
Adam A. Gatt  
Goh Shze Wei  
Christopher Goldfinch  
Simon Keith Golding  
Buu Ngoc Ha  
Victoria Giles Hall  
Charles David Handley  
Rachel Harch  
Daniel John Harvey  
Alexander Edward Herve  
Fiona Jane Heuch  
Ho Poh Mun  
Simon John Hoffman  
Vanessa Siobhan Hughes  
Samuel Rohan Hurst  
Sy Vann Huynh  
Cecilia Brigitte C. Innes-Wong  
Norman Khor Chee Khin  
Amy Louise Klar  
Donna Renee Kupke  
Alexander Khoi Nguyen Thanh Lam  
Garry Law  
Emma Louise Lawrance  
Sharon Xinling Lee  
Lee Kelly

Lee Myn Wee  
Lee Yi Man  
Benjamin Lee Zhao Peng  
Leong Hao Yi  
Lim Xi Roa  
David Chuan Yung Ling  
Shu Liu  
Loh Sheng Chieh  
Edward Luong  
Christopher Malec  
Thomas Samuel Marshall  
Mayooran Namasivayam  
Ng Lee Yoong  
Ng Sue Zen  
Kristina Noicos  
Benjamin Michael Nunis  
Jae Wook Oh  
Natalie Payne  
William Anthony Pham  
Li Li Qi  
Claire Louise Quartuccio  
Rifly Rafiudeen  
Edward John Ross  
Vaughn Ian Rothall  
Sunit Sarkar  
Nicholas Luke Schultz  
Bartholomew James Scicchitano  
Brendan Christopher Sims  
Jessica Mary Sutton  
Philippa Helen Tallis  
Michelle Tan Lay Hwa  
Jonathan Tan Wei-Jen  
Tan Xuan Ni  
Loc Phuoc Thai  
Jarrad Kale Thiele  
Joanna Tieu  
Simon Oliver Uppill  
Thanges A/P Venkathaialam  
Matthew Vesely  
Saul Wakerman  
David Andrew White  
William James Whiting  
Wong Mun Kit  
Ka Shun Wu  
Charmaine Hiu-Ying Yam  
Yam Heng Yee  
Yew Chang Yang  
Yu Yen Lin  
Rong Zhong

**Specialist Mathematics**

Anton Andreacchio  
Benjamin Philip Ashley  
Denley Michael Bihari  
Helena Billington  
Benjamin John Castine  
Chan Qing Feng  
Carolyn Ru-Hsin Chew  
Brian Chong Shyue-Wen  
Mark Evans Crowhurst  
Christopher Davies  
Philip Mark Richard Downey  
James Michael Duffy

Olga Gaitsgory  
Kimberley Anne Heenan  
Vanessa Siobhan Hughes  
Emma Louise Lawrance  
Shu Liu  
Edward Luong  
Thomas Samuel Marshall  
Michael Murphy  
Sophie Victoria Nelson  
Ng Tien Yue Jonathan  
Natalie Payne  
Li Li Qi  
Claire Louise Quartuccio  
Nathan Geoffrey Stolz  
Jessica Mary Sutton  
Tan Xuan Ni  
Loc Phuoc Thai  
Joanna Tieu  
Minh-Son To  
Simon Oliver Uppill  
Matthew Vesely  
Kate Wheldrake  
David Andrew White  
Charmaine Hiu-Ying Yam  
Yam Heng Yee  
Yew Chang Yang

## Science

### Biology

Matthew Arbon  
Abbie Seon Beasley  
Beh Kwok Hoe  
Catie Sarah Bell  
Lucinda Kate Bell  
Jacqueline Fay Bens  
Brittannie Michelle Bierton  
Kate Amanda Biven  
Verity Jane Bruce  
Melody Sunshine Carr  
Christina Chen  
Andrew Yew Chong  
Melissa Chong Peck Yen  
Andrew Chung  
Emily Victoria Cooper  
Renee Karen Cowley  
Sarah Jayne Cranwell  
Alke Dannenberg  
Casey Doolette  
Mubing Duan  
Goh Lynn Yeen  
Nelson Granchi  
Alex Haines  
Victoria Giles Hall  
Kathryn Anne Halyburton  
Nicole Alexandra Hartnett  
Jackson Harvey  
Nikki Elise Stirling Hebenstreit  
Natalia Jastrzebski  
Siok Bie (Amanda) Kheng  
Emily Victoria Kilner  
Lee Yi Ling

Lee Yi Man  
Phillip Edward Lemon  
Kate Marie Lewis  
Lin Lin Li  
Lim Heng Liang  
Lim Kheng Shan  
Stephanie Yin Ting Lo  
Andrew John Lorbeer  
Preeya Maharaj  
Toby John Moen  
Alice Emily Monfries  
Chelsea Lee Moss  
Vanisri A/P Muniandy  
Jessica Jodi Murray  
Mayooran Namasivayam  
Priya Nandoskar  
Nathaniel Thi Nguyen  
Nicola Anne Pearce  
Sarah Nicole Schwetlik  
Siah Yi Ching  
Soo Li Ping  
Jessica Louise Stranks  
Nicola Anne Sweeney  
Amy Tan Chen Wee  
Minh-Son To  
Hugh Trahair  
Tuyen Minh Ngoc Tran  
Angus Robert Upton  
Cassandra Hui San Wee  
Lauren Sue Whyte  
Sophie Caroline Wickins  
Christopher Xin Jie Wong  
Wong Mun Kit  
Yeoh Shuen Sing  
Yong Sze Mei

### Chemistry

Jemima Amery-Gale  
Anna Louise Ashenden  
Benjamin Philip Ashley  
Renata Nicole Baum  
Katherine Beazley  
Brittannie Michelle Bierton  
Helena Billington  
Stephen Joseph Bolling  
George Bowden  
Nicola Esti Caon  
Kevin Wai Leung Chan  
Chan Sia Hui  
Angela Xun-Nan Chen  
Christina Chen  
Carolyn Ru-Hsin Chew  
Brigitte Marie Clarke  
Brittany Erin Coff  
Emily Victoria Cooper  
Christopher Davies  
Michael Di Matteo  
Casey Doolette  
Simon Christopher Doyle  
Mubing Duan  
Justin Chun-Mun Fong  
Kathryn Forth  
Nelson Granchi

Buu Ngoc Ha  
Alex Haines  
Victoria Giles Hall  
Matthew David Harm  
Benjamin David Hiscock-Croft  
Nicole Maree Hopper  
Vanessa Siobhan Hughes  
David Hvasanov  
Benjamin James Joyce  
David James Kaczan  
Katherine Keene  
Siok Bie (Amanda) Kheng  
Lauren Elise Komoll  
Alexander Khoi Nguyen Thanh Lam  
Emma Louise Lawrance  
Lee Yi Man  
Phillip Edward Lemon  
Lin Lin Li  
Sarah Anne Mantel  
Jade Merritt  
Eleanor Claire Mitchell  
Michael Murphy  
Mayooran Namasivayam  
Sophie Victoria Nelson  
Benjamin Michael Nunis  
Ong Meng Sang  
Natalie Payne  
Rifly Rafiudeen  
Emma Rischbieth  
Troy Adam Schuler  
Nathan Geoffrey Stolz  
Jessica Louise Stranks  
Joanna Tieu  
Kathryn Tiver  
Evelyn Cathryn Tran  
Tuyen Minh Ngoc Tran  
Simon Oliver Uppill  
Angus Robert Upton  
Sophie Caroline Wickins  
Christopher Xin Jie Wong  
Wong Mun Kit  
Stephanie Adeline Wood

### Contemporary Issues and Science

Louise Claire Dodd  
Joseph Anton Fayad  
Audrey Jane Nicholas  
Lucy Katharine Pillay

### Geology

Diane Elsby  
Hannah Rae Martin

### Physics

Sajeeva Niranta Abeywardena  
Matthew Arbon  
Benjamin Philip Ashley  
Katherine Beazley  
Helena Billington  
George Bowden

Nicola Jane Brown  
 Kevin Wai Leung Chan  
 Chan Qing Feng  
 Angela Xun-Nan Chen  
 Melissa Chong Peck Yen  
 Brian Chong Shyue-Wen  
 Michelle Chong Siu Tze  
 Choo Kim Hoon  
 Chua Pei Ling  
 Brittany Erin Coff  
 Emily Victoria Cooper  
 Christopher Davies  
 Michael Di Matteo  
 Colette Michelle Dignam  
 Ding Min Tien  
 Alexander Dorsch  
 Simon Christopher Doyle  
 Khalee Ioanne Field  
 Justin Chun-Mun Fong  
 Jackson Thomas Frazer  
 Olga Gaitsgory  
 Goh Yen Min  
 Buu Ngoc Ha  
 Victoria Giles Hall  
 Christopher Francis Halman  
 David Paul William Hammersley  
 Charles David Handley  
 Matthew David Harm  
 Kimberley Anne Heenan  
 Nicole Maree Hopper  
 Alex John Horstmann  
 Vanessa Siobhan Hughes  
 Kevin Hui Yip Soon  
 Sara Ibrahim  
 David James Kaczan  
 Khaw Sze Yuin  
 Siok Bie (Amanda) Kheng  
 Ned Kinnear  
 Lauren Elise Komoll  
 Vinda Kong  
 Se Hoo Ivy Mun Kuen  
 Alexander Khoi Nguyen Thanh  
 Lam  
 Emma Louise Lawrance  
 Lee Yi Man  
 Phillip Edward Lemon  
 Lim Li Chin  
 David Chuan Yung Ling  
 Edward Luong  
 David Meister  
 Warrick Alan Miller  
 Stephanie Kate Mitris  
 Caroline Rose Moran  
 Michael Murphy  
 Jessica Jodi Murray  
 Mayooran Namasivayam  
 Priya Nandoskar  
 Sophie Victoria Nelson  
 Ashley Lee Ng  
 Benjamin Michael Nunis  
 Jae Wook Oh  
 Natalie Payne  
 Adrian Michael Plevin

David Provis  
 Julia Pushkin  
 Rifly Rafiudeen  
 Edward John Ross  
 Vaughn Ian Rothall  
 Nadia Lorraine Stanke  
 Benjamin Stewart  
 Jessica Mary Sutton  
 Tan Xuan Ni  
 Joanna Tieu  
 Minh-Son To  
 David Tong  
 Evelyn Cathryn Tran  
 Zoe Anne Tregloan  
 Simon Oliver Uppill  
 Matthew Vesely  
 Kate Wheldrake  
 David Andrew White  
 Christopher Xin Jie Wong  
 Joon-Yip Wong  
 Wong Mun Kit  
 Yew Chang Yang

### **Psychology**

Sarah Jane Bouchier  
 Verity Jane Bruce  
 Alice Elizabeth Costello  
 Mecia Elliott  
 Nichole Fairney  
 Dakota Jade Ha  
 Nicole Hendry  
 Julie-Ann Hulin  
 Lucy Rosamund McHugh  
 Linda Nguyen  
 Alice Sainsbury  
 Emily Su-Yen Wong

### **Seafood Operations (VET)**

**Seafood Operations B**  
 Ryan Beattie

### **Society and Environment**

**Aboriginal Studies**  
 Emilie Charlotte McCallum

### **Accounting Studies**

Laura Jane Allen  
 Nicole Brown  
 Peter Rowan Buckingham  
 Christina Chen  
 William Jack Cowie  
 Goh Shze Wei  
 Ho Poh Mun  
 Vanessa Hean Meow Hoon  
 Benjamin James Joyce  
 Leong Yit Peng

Lin Lin Li  
 Loh Sheng Chieh  
 Daniella Giuseppina Luciano  
 Joshua John McCann  
 Jonathan Nguyen  
 Rozanne Palma  
 Philip Selby  
 Phoebe Jane Donaldson Sheahan  
 Philippa Helen Tallis  
 Cassandra Hui San Wee  
 Tara Celeste Wenzel  
 Sophie Grace Wilkinson  
 Yap Vin Li  
 Yow Huai Yi

### **Agricultural and Horticultural Science**

Erica Morgan Marshall

### **Agriculture and Horticulture**

**Agricultural and Horticultural Practice**

Stewart William Hinze

### **Australian History**

William Jack Cowie  
 Fuchsia Lucy Millevoi  
 Sage Narelle Othams  
 Rebecca Louise Spencer  
 Alicia Elva Thomas  
 William Thorne

### **The Australian Legal System**

Rohan Arun Shirodkar  
 Sarah Jane Verrall

### **Business Studies**

Lucy Bradshaw  
 Olivia Caruso  
 Jacqueline Mei-Yan de Meyrick  
 Kathryn Forth  
 Chloe Debra Hooper  
 Lauren Elise Komoll  
 Sarah Ruth Newman  
 Phoebe Jane Donaldson Sheahan

### **Classical Studies**

Stephen James Andruchowycz  
 Kate Louise Aston  
 Henry O'Sullivan Boylan  
 Stephanie Elizabeth Chesser  
 Malorie Fourier  
 Samantha Georgina Amy Kenny  
 Bradley James Kunda  
 Laura Elizabeth McGuigan  
 Kate Helen Rosewall  
 Stephen James Smiley  
 Kathryn Durack Wyles  
 Meredith Lauren Young

## **E**conomics

Katherine Beazley  
Henry O'Sullivan Boylan  
Alexandra Marie Brook  
Melody Sunshine Carr  
Rebecca Leigh Dolan  
Alexander Dorsch  
Andrew Ey  
Georgia Goldsworthy  
Larissa Kaye Harrison  
Aaron Patrick Hill  
David Karapetian  
Lin Lin Li  
Corey Dylan McCann  
Samuel Andrew McLaughlin  
Natalie Matthews  
Sarah Ruth Newman  
Anna Olshansky  
Lucy Katharine Pillay  
Tom Saint  
Anna Joy Saunders  
Shakira Lea Silvestri  
Benjamin Stewart  
Saul Wakerman  
Scott Chong Xu

## **E**xtension Studies

**E**xtension Studies B  
Sarah Catherine White

## **G**eography

Patricia Hale  
Emma Louise Ridgway

## **G**eography Studies

Sarah Agar  
Lisa Jayne Altmann  
Renata Nicole Baum  
Brittany Erin Coff  
Emily Victoria Cooper  
Casey Doolette  
Amelia Katherine Fotheringham  
Benjamin Hancock  
Alex John Horstmann  
Katherine Keene  
Daniel Alexander Kiley  
Elissa Koch  
Lauren Amanda Krause  
Phillip Edward Lemon  
Sarah Anne Mantel  
Piers Luxmoore Mussared  
Laura Erin Paterson  
Mercedes Anna Ramsey  
Jacinta Ellen Rose  
Joanne Louise Sandow  
Andrew Robert Hyatt Shepherd  
William Thorne  
Evelyn Cathryn Tran  
Angus Robert Upton

Robert Ian Walker  
Sophie Grace Wilkinson  
Jared Dylan Wright

## **L**egal Studies

Benjamin Philip Ashley  
Erin-Claire Barrow  
Helena Billington  
Daniel McGowan Blue  
Richard James Boe  
Amanda Louise Brady  
Angela Burford  
Melissa Elizabeth Carnell  
Lisa Marie Colyer  
Samantha Fassina  
Cristina Maria Florea  
Amy Marie Gransden  
Larissa Kaye Harrison  
Caitlin Healy Jones  
Clarissa Jade Maywald  
Alice Emily Monfries  
Adrian Michael Plevin  
Sophia Raffaella Talotta  
Tara Celeste Wenzel  
Tyson Ray Williams  
Julia Rose Wilson  
Elizabeth Jane Woods  
Jenna Kate Woodward

## **M**edia Production and Analysis

Aaron Stephen George Allitt  
Travis Allitt  
Laura Jane Anderson  
David Grant Ashby  
Stephanie Baggalley  
Victoria Elizabeth Barker  
Katherine Gillian Eastham  
Ryan Anthony Flavel  
Michael Gregory Jamieson  
Michael Manto  
Krystle Alexandra Penhall  
Jessica Marie Schumann-Riley

## **M**odern History

Cherie Barnett  
John Baulis  
Henry O'Sullivan Boylan  
Louise May Craven  
Wilhelm Richard Daehn  
Felicity Davies  
Aisha Crawford Dow  
Craig Andrew Ellis  
Khalee Ioanne Field  
Georgia Goldsworthy  
Fiona May Graney  
Sophie Gibb Harper  
Timothy Colin Haslam  
Kimberley Anne Heenan  
Lucy Hollingsworth  
Nina Ivanov  
Elise Robyn Jenkin

Emily Jane Kilsby  
Heather Claire Kitchener  
Preeya Maharaj  
Eleanor Claire Mitchell  
Sarah Ruth Newman  
Chloe Panizza  
Alexandra Kathryn Riley  
Stephen James Smiley  
Marielle Smith  
Leah Suzanne Stevens  
Kimberley Renee Ward  
Sophie Wignall

## **N**atural Resources Management

Brooke Lamey  
Heidi Pitman

## **P**hilosophy

Thi Kieu Nhi Tran  
Emily Walker  
Lucy Jean West-Sooby

## **P**olitics

Marielle Smith  
Tim Surman

## **R**eligions in Australia

Aleisha Louise Brine  
Matthew Gerard Carter  
Jaclyn Cross  
Dejan Davidovic  
Adam A. Gatt  
Mark Anthony Giancaspro  
Kylie Cherie Hodgkin  
Jessica Pengelly  
Kenneth Ross

## **R**etail (VET)

### **R**etail A

Hannah Catherine Carter

## **S**mall Business Enterprise

Heather Dickson  
Simone Gabrielle Humphrys  
Andrew Leighton Kelly  
Simone Kate Tymukas

## **S**tudies of Religion

Erin-Claire Barrow  
Eleanor Claire Mitchell  
Christopher K. Shute  
Vincent Tarzia

## **S**tudies of Societies

Allan John Ball  
Alice Elizabeth Costello

Daniel Daleris  
Kate Louise de Garis  
Jessie Reid Eatts  
Melissa Kaye Evans  
Rachel Ellen Girdham  
Nikki Elise Stirling Hebenstreit  
Prue Herde  
Emilie Charlotte McCallum  
Kirsty Marie McCallum  
Lisa Helen Papatraianou  
Hannah Jane Pryor  
Luke Andrew Sizer

## **T**ourism

Rola Andary  
Georgina Kate Burns  
Melissa Cameron  
Nada Cargo  
Sarah Patricia Copping  
Sarah Jane Davey  
Sheree de Vries  
Brittany Dupree  
Talia Hayman  
Rebecca Natani Hill  
Matilda Eliza Mack  
Ashley Louise Pladson  
Emma Katie Radowicz  
Nadia Lorraine Stanke  
Melissa Carly Stewart  
Anna Maria Szulerecka  
Sera Jane Zachat

## **T**ourism Operations (VET)

Tourism Operations A  
Shannon Dale Allwright  
Camille Maree Berto  
Matilda Jane Pritchard

Tourism Operations B  
Sinead Chandler  
Alysia Ioannidis

## **W**omen's Studies

Jackie Coppe  
Ella Mae Patricia Jen Pak Poy  
Jacqueline Ann Raggatt

## **T**echnology

### **D**esign and Technology

Communication Products A  
Bronte Malcolm Campbell  
Laura Elise Carrington  
Bianca Demarchi  
Christopher James Dennistoun  
Gilbert  
Laura Anne Haywood  
Fleur Susannah Kilpatrick

Robert William Ladd  
John Michael Lippett  
Jana Marie O'Callaghan  
Amanda Jaye Pickering  
Anita Alida Pinkster  
Maximo Armando Salazar  
Carly Jade Spencley  
Amy Joan Wiseman  
Louise Young

### **C**ommunication Products B

Jordan Hoad Crowe

### **M**aterial Products A

William Michael Alexander  
Stephen Faizal Ali  
Wade Russell Dabinett  
Michael Dalla  
Seann Padraig Kelly  
James Michael Preuss

### **M**aterial Products B

James Michael Preuss  
Nathanael James Todd

### **S**ystems and Control Products A

Daniel Jason Ian Paterson

### **D**esign and Technology Studies

Jessica Emily Reynolds  
Simon Oliver Uppill

### **I**nformation Processing and Publishing

### **B**usiness Documents

Lauren Michelle Astill  
Amy Margaret Bicknell  
Cindy Curtis  
Sarah Jane Davey  
Amanda Louise Jamieson  
Nicole Le Bherz  
Alison Gemma Lockwood  
Rachel McGuire  
Matilda Eliza Mack  
Elise Adele Matthews  
Ivan Obaydin  
Danielle Marissa Vatsinaris

### **D**esktop Publishing

Amy Louise Antenucci  
Jessica Emilie Louise Dowdy  
Mark Anthony Giancaspro  
Matilda Eliza Mack  
Lauren Manser  
Robyn Lorraine Mason  
Nancy Matricciani  
Ivan Obaydin  
Marina Skrlj

### **E**lectronic Publishing

Vanessa Rose Forrest  
Carly May Izod  
Emilie Charlotte McCallum

### **P**ersonal Documents

Amy Louise Antenucci  
Lauren Michelle Astill  
Cindy Curtis  
Amanda Louise Jamieson  
Nancy Matricciani  
Elise Adele Matthews  
Kim Louise Vallance

### **I**nformation Technology

Karalee Ruth Angel-Smith  
Francis Reuben Georg  
Natalie Clara Oliveri

### **I**nformation Technology (VET)

### **I**nformation Technology B

Xu Huang  
Jakob Wilson

### **I**nformation Technology Studies

Marc Cheong Chi Yan  
Melissa Dreckow  
Daniel Alexander Kiley  
Christopher Kok Keng Fai  
Shannon Lane  
Matthew Lukaszewicz  
Nicholas Eric Manser  
Catherine Anne Norman  
Claire Louise Quartuccio  
Kheng Yan Joshua Swee  
Kimberley Renee Ward

## APPENDIX VII

### Statistics

Stage 1 tables that contain lists of subjects are arranged in learning areas. Subjects are listed alphabetically under each learning area.

In Stage 2 tables that contain lists of subjects, subjects have been separated into 2-unit and 1-unit subjects. Subjects are listed alphabetically under each learning area.

An alphabetical list of subjects with learning areas is in Appendix IV.

These tables are based on the information contained in SSABSA's database on 2 March 2005.

Individual student results data are collected from assessment schools (schools that assess students and send their results to SSABSA); other data are collected from contact schools (schools where students spend most of their time, where SSABSA communications can most easily reach them).

*Note:* Student numbers appearing in the tables for Stage 2 include only those students who signed the declaration for release of results.

#### Stage 1

Table 1: Number of students in South Australia completing at least 1 unit, 1994–2004

Table 2: Number of students in the Northern Territory completing at least 1 unit, 2002–04

Table 3: Stage 1 subjects (2 units) — number of students in South Australia receiving a result, by learning area, 2004

Table 4: Stage 1 subjects (2 units) — number of students in the Northern Territory receiving a result, by learning area, 2004

Table 5: Stage 1 subjects (1 unit) — number of students in South Australia receiving a result, by learning area, 2004

Table 6: Stage 1 subjects (1 unit) — number of students in the Northern Territory receiving a result, by learning area, 2004

Table 7: Stage 1 subjects (2 units) — results distribution for students in South Australia, by learning area, 2004

Table 8: Stage 1 subjects (2 units) — results distribution for students in the Northern Territory, by learning area, 2004

Table 9: Stage 1 subjects (1 unit) — results distribution for students in South Australia, by learning area, 2004

Table 10: Stage 1 subjects (1 unit) — results distribution for students in the Northern Territory, by learning area, 2004

**Table 1: Number of students in South Australia completing at least 1 unit, 1994–2004**

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	<b>2004</b>
Students with Stage 1 results only	18507	18386	19984	23007	26449	29224	31133	32450	32881	32933	<b>33872</b>
Students with Stage 1 and Stage 2 results	3513	3421	3163	3189	3479	3681	3501	3730	4140	3479	<b>3799</b>
<b>Total with Stage 1 results</b>	<b>22020</b>	<b>21807</b>	<b>23147</b>	<b>26196</b>	<b>29928</b>	<b>32905</b>	<b>34634</b>	<b>36180</b>	<b>37021</b>	<b>36412</b>	<b>37671</b>

**Table 2: Number of students in the Northern Territory completing at least 1 unit, 2002–04**

	2002	2003	<b>2004</b>
Students with Stage 1 results only	2754	2667	<b>2645</b>
Students with Stage 1 and Stage 2 results	440	478	<b>591</b>
<b>Total with Stage 1 results</b>	<b>3194</b>	<b>3145</b>	<b>3236</b>

*Note:* 2002 was the first year in which students from the Northern Territory undertook SSABSA Stage 1 studies.

Table 3: Stage 1 subjects (2 units) — number of students in South Australia receiving a result, by learning area, 2004

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	%		
<b>ARTS</b>											
Art	0	0	8	16	3	8	11	31	24	69	<b>35</b>
Broadcasting and Multimedia (VET)	10	17	6	15	0	9	16	28	41	72	<b>57</b>
Dance	0	0	12	1	22	0	34	97	1	3	<b>35</b>
Design	0	0	0	0	0	30	0	0	30	100	<b>30</b>
Drama*	0	0	22	9	7	1	29	74	10	26	<b>39</b>
Music	0	0	24	32	17	29	41	40	61	60	<b>102</b>
<b>Total results</b>	<b>10</b>	<b>17</b>	<b>72</b>	<b>73</b>	<b>49</b>	<b>77</b>	<b>131</b>	<b>44</b>	<b>167</b>	<b>56</b>	<b>298</b>
<b>ENGLISH</b>											
English	0	0	282	283	94	117	376	48	400	52	<b>776</b>
English as a Second Language	1	4	28	32	0	0	29	45	36	55	<b>65</b>
<b>Total results</b>	<b>1</b>	<b>4</b>	<b>310</b>	<b>315</b>	<b>94</b>	<b>117</b>	<b>405</b>	<b>48</b>	<b>436</b>	<b>52</b>	<b>841</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>											
Community Services (VET)	0	0	37	2	0	0	37	95	2	5	<b>39</b>
Home Economics*	0	0	15	2	14	3	29	85	5	15	<b>34</b>
Hospitality (VET)	8	4	0	0	0	0	8	67	4	33	<b>12</b>
Integrated Studies	0	0	31	31	0	0	31	50	31	50	<b>62</b>
Outdoor Education	0	0	4	9	0	0	4	31	9	69	<b>13</b>
Personal Development Studies	0	0	16	0	0	0	16	100	0	0	<b>16</b>
Physical Education*	0	0	21	21	4	13	25	42	34	58	<b>59</b>
Sport and Recreation (VET)	0	0	8	9	0	0	8	47	9	53	<b>17</b>
Work Education*	49	49	31	56	7	2	87	45	107	55	<b>194</b>
<b>Total results</b>	<b>57</b>	<b>53</b>	<b>163</b>	<b>130</b>	<b>25</b>	<b>18</b>	<b>245</b>	<b>55</b>	<b>201</b>	<b>45</b>	<b>446</b>
<b>LANGUAGES</b>											
Arabic (continuers)	0	0	1	1	5	4	6	55	5	45	<b>11</b>
Auslan (continuers)	0	0	3	1	0	0	3	75	1	25	<b>4</b>
Chinese (accelerated)	0	0	4	2	0	0	4	67	2	33	<b>6</b>
Chinese (accelerated) A†	0	0	4	0	0	0	4	100	0	0	<b>4</b>
Chinese (background speakers)	4	9	18	23	5	11	27	39	43	61	<b>70</b>
Chinese (continuers)	0	6	19	12	0	0	19	51	18	49	<b>37</b>
Croatian (continuers)	0	0	4	3	0	0	4	57	3	43	<b>7</b>
French (accelerated)	0	0	10	10	0	0	10	50	10	50	<b>20</b>
French (accelerated) A†	0	0	1	0	0	0	1	100	0	0	<b>1</b>
French (continuers)	0	0	19	2	14	1	33	92	3	8	<b>36</b>
German (accelerated)	0	0	3	1	0	1	3	60	2	40	<b>5</b>
German (accelerated) A†	0	0	2	0	0	0	2	100	0	0	<b>2</b>
German (continuers)	0	0	6	4	7	3	13	65	7	35	<b>20</b>
Indonesian (accelerated)	0	0	10	3	0	0	10	77	3	23	<b>13</b>
Indonesian (accelerated) A†	0	0	4	0	0	0	4	100	0	0	<b>4</b>
Indonesian (continuers)	0	0	13	8	0	0	13	62	8	38	<b>21</b>
Italian (accelerated)	0	0	19	1	0	0	19	95	1	5	<b>20</b>
Italian (accelerated) A†	0	0	2	1	0	0	2	67	1	33	<b>3</b>
Italian (continuers)	11	1	8	3	0	0	19	83	4	17	<b>23</b>
Japanese (accelerated)	0	0	6	8	0	0	6	43	8	57	<b>14</b>
Japanese (accelerated) A†	0	0	1	0	0	0	1	100	0	0	<b>1</b>
Japanese (continuers)	0	0	6	8	2	0	8	50	8	50	<b>16</b>
Khmer (continuers)	0	0	10	10	0	0	10	50	10	50	<b>20</b>
Korean (background speakers)	0	0	8	9	0	0	8	47	9	53	<b>17</b>
Modern Greek (continuers)	0	0	7	9	8	9	15	45	18	55	<b>33</b>
Persian (background speakers)	0	0	4	5	0	0	4	44	5	56	<b>9</b>
Polish (accelerated)	0	0	3	1	0	0	3	75	1	25	<b>4</b>
Polish (continuers)	0	0	5	5	2	2	7	50	7	50	<b>14</b>
Russian (background speakers)	0	0	0	0	0	1	0	0	1	100	<b>1</b>
Russian (continuers)	0	1	0	0	1	1	1	33	2	67	<b>3</b>
Serbian (continuers)	0	0	7	7	0	0	7	50	7	50	<b>14</b>
Spanish (accelerated)	0	0	27	10	0	0	27	73	10	27	<b>37</b>
Spanish (accelerated) A†	0	0	4	3	0	0	4	57	3	43	<b>7</b>
Spanish (continuers)	0	0	33	11	0	0	33	75	11	25	<b>44</b>
Ukrainian (continuers)	0	0	0	0	0	1	0	0	1	100	<b>1</b>
Vietnamese (background speakers)	3	0	0	0	3	0	6	100	0	0	<b>6</b>
Vietnamese (continuers)	0	0	2	0	10	4	12	75	4	25	<b>16</b>
<b>Total results</b>	<b>18</b>	<b>17</b>	<b>273</b>	<b>161</b>	<b>57</b>	<b>38</b>	<b>348</b>	<b>62</b>	<b>216</b>	<b>38</b>	<b>564</b>



	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		%	M		
<b>MATHEMATICS</b>											
Mathematics	0	0	48	41	39	46	87	50	87	50	174
<b>Total results</b>	<b>0</b>	<b>0</b>	<b>48</b>	<b>41</b>	<b>39</b>	<b>46</b>	<b>87</b>	<b>50</b>	<b>87</b>	<b>50</b>	<b>174</b>
<b>SCIENCE</b>											
Biology*	0	0	22	9	44	50	66	53	59	47	125
Chemistry*	0	0	11	14	27	67	38	32	81	68	119
Physics*	0	0	11	41	8	53	19	17	94	83	113
Seafood Operations (VET)	0	0	0	6	0	0	0	0	6	100	6
<b>Total results</b>	<b>0</b>	<b>0</b>	<b>44</b>	<b>70</b>	<b>79</b>	<b>170</b>	<b>123</b>	<b>34</b>	<b>240</b>	<b>66</b>	<b>363</b>
<b>SOCIETY AND ENVIRONMENT</b>											
Aboriginal Studies	0	0	1	0	0	0	1	100	0	0	1
Accounting*	0	0	0	0	0	24	0	0	24	100	24
Agriculture	0	0	3	9	0	0	3	25	9	75	12
Australian Studies	0	0	3	4	0	0	3	43	4	57	7
Business Services (VET)‡	0	0	15	9	0	0	15	63	9	38	24
Business Studies*	0	0	1	1	0	4	1	17	5	83	6
Conservation and Land Management (VET)‡	0	0	1	15	0	0	1	6	15	94	16
Economics	0	1	0	0	5	29	5	14	30	86	35
Geography	0	19	0	0	6	50	6	8	69	92	75
History	0	0	0	0	2	10	2	17	10	83	12
Legal Studies	0	0	1	1	7	18	8	30	19	70	27
Studies in Religion	223	284	0	0	0	0	223	44	284	56	507
Studies of Societies	0	0	1	1	0	0	1	50	1	50	2
Tourism	0	0	14	3	0	0	14	82	3	18	17
Tourism Operations (VET)	10	8	8	4	0	0	18	60	12	40	30
<b>Total results</b>	<b>233</b>	<b>312</b>	<b>48</b>	<b>47</b>	<b>20</b>	<b>135</b>	<b>301</b>	<b>38</b>	<b>494</b>	<b>62</b>	<b>795</b>
<b>TECHNOLOGY</b>											
Design and Technology*											
Communication Products A	0	0	5	3	0	0	5	63	3	38	8
Material Products A	0	0	7	28	0	8	7	16	36	84	43
Material Products B	0	0	0	5	0	0	0	0	5	100	5
Systems and Control Products B	0	0	0	0	0	9	0	0	9	100	9
Information Processing and Publishing	0	0	3	0	0	0	3	100	0	0	3
Information Technology	0	0	8	6	5	11	13	43	17	57	30
Information Technology (VET)	0	0	1	28	0	7	1	3	35	97	36
Manufacturing and Engineering (VET)	0	16	0	0	0	0	0	0	16	100	16
<b>Total results</b>	<b>0</b>	<b>16</b>	<b>24</b>	<b>70</b>	<b>5</b>	<b>35</b>	<b>29</b>	<b>19</b>	<b>121</b>	<b>81</b>	<b>150</b>
<b>Total results</b>	<b>319</b>	<b>419</b>	<b>982</b>	<b>907</b>	<b>368</b>	<b>636</b>	<b>1669</b>	<b>46</b>	<b>1962</b>	<b>54</b>	<b>3631</b>
<b>Total students</b>	<b>309</b>	<b>412</b>	<b>816</b>	<b>734</b>	<b>222</b>	<b>320</b>	<b>1347</b>	<b>48</b>	<b>1466</b>	<b>52</b>	<b>2813</b>

\* Redeveloped subject for 2004.

† Alternative accelerated-level language pathway.

‡ New subject for 2004.

Note: Since redevelopment some subjects have been renamed, for example:

Design and Technology replaces Technology Studies

History replaces Modern History

Information Processing and Publishing replaces Practical Information Processing

Information Technology replaces Computing

Language subjects at background speakers level replace language subjects at specialist level

Language subjects at continuers level replace language subjects at extended level

Studies of Societies replaces Social Studies.

Table 4: Stage 1 subjects (2 units) — number of students in the Northern Territory receiving a result, by learning area, 2004

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	M		
<b>ARTS</b>											
Music	0	2	0	0	0	0	0	0	2	100	2
<b>Total results</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>100</b>	<b>2</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>											
Integrated Studies	0	0	3	9	0	0	3	25	9	75	12
<b>Total results</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>25</b>	<b>9</b>	<b>75</b>	<b>12</b>
<b>SCIENCE</b>											
Physics*	0	0	0	0	3	11	3	21	11	79	14
<b>Total results</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>11</b>	<b>3</b>	<b>21</b>	<b>11</b>	<b>79</b>	<b>14</b>
<b>Total results</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>11</b>	<b>6</b>	<b>21</b>	<b>22</b>	<b>79</b>	<b>28</b>
<b>Total students</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>11</b>	<b>6</b>	<b>22</b>	<b>22</b>	<b>78</b>	<b>28</b>

\* Redeveloped subject for 2004.

Table 5: Stage 1 subjects (1 unit) — number of students in South Australia receiving a result, by learning area, 2004

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	M		
<b>ARTS</b>											
Art	637	411	2584	1684	863	389	4084	62	2484	38	6568
Broadcasting and Multimedia (VET)	13	17	30	102	0	5	43	26	124	74	167
Craft	24	64	305	100	6	0	335	67	164	33	499
Dance	42	0	470	18	89	4	601	96	22	4	623
Design	367	392	995	1142	300	302	1662	48	1836	52	3498
Drama*	442	188	1186	622	533	264	2161	67	1074	33	3235
Multi Arts	0	0	158	85	9	5	167	65	90	35	257
Music	267	232	787	651	303	230	1357	55	1113	45	2470
Technical Drawing	0	0	11	171	0	0	11	6	171	94	182
<b>Total results</b>	<b>1792</b>	<b>1304</b>	<b>6526</b>	<b>4575</b>	<b>2103</b>	<b>1199</b>	<b>10421</b>	<b>60</b>	<b>7078</b>	<b>40</b>	<b>17499</b>
<b>ENGLISH</b>											
Communication for the Hearing-impaired	0	0	15	10	0	0	15	60	10	40	25
English	2921	2989	9880	9612	2841	2712	15642	51	15313	49	30955
English as a Second Language	283	270	617	785	151	219	1051	45	1274	55	2325
<b>Total results</b>	<b>3204</b>	<b>3259</b>	<b>10512</b>	<b>10407</b>	<b>2992</b>	<b>2931</b>	<b>16708</b>	<b>50</b>	<b>16597</b>	<b>50</b>	<b>33305</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>											
Community Services (VET)	0	0	63	0	0	0	63	100	0	0	63
<b>Community Studies</b>											
The Arts and the Community	34	17	400	292	17	24	451	58	333	42	784
Business and the Community	15	16	171	142	6	2	192	55	160	45	352
The Community and the Environment	26	21	115	159	0	3	141	44	183	56	324
Design, Construction, and the Community	7	4	184	261	9	10	200	42	275	58	475
Foods and the Community	25	7	499	300	21	15	545	63	322	37	867
Health, Recreation, and the Community	53	36	535	509	26	24	614	52	569	48	1183
Language and the Community	0	0	224	154	7	15	231	58	169	42	400
Lifestyles and the Community	83	11	624	429	12	20	719	61	460	39	1179
Mathematics and the Community	6	3	93	130	3	4	102	43	137	57	239
Science and the Community	23	5	71	99	1	3	95	47	107	53	202
Technology and the Community	18	30	219	467	15	37	252	32	534	68	786
Work and the Community	509	295	684	694	92	86	1285	54	1075	46	2360
Health Education	9	0	885	523	47	24	941	63	547	37	1488
Home Economics*	801	290	4182	1489	767	298	5750	73	2077	27	7827
Hospitality (VET)	7	32	80	33	8	5	95	58	70	42	165
Integrated Studies	478	303	2431	2169	73	79	2982	54	2551	46	5533
Outdoor Education	67	85	358	704	114	103	539	38	892	62	1431
Personal Development Studies	59	87	436	186	32	45	527	62	318	38	845
Physical Education*	621	882	1791	3768	501	756	2913	35	5406	65	8319
Sport and Recreation (VET)	0	0	49	68	0	0	49	42	68	58	117
Work Education*	490	387	4444	4631	795	805	5729	50	5823	50	11552
<b>Total results</b>	<b>3331</b>	<b>2511</b>	<b>18538</b>	<b>17207</b>	<b>2546</b>	<b>2358</b>	<b>24415</b>	<b>53</b>	<b>22076</b>	<b>47</b>	<b>46491</b>

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	M		
<b>LANGUAGES</b>											
Auslan (continuers)	0	0	28	9	0	0	28	76	9	24	<b>37</b>
Australian Languages*	0	9	40	12	0	0	40	66	21	34	<b>61</b>
Chinese (accelerated)	0	0	0	0	52	15	52	78	15	22	<b>67</b>
Chinese (background speakers)	49	55	105	115	40	46	194	47	216	53	<b>410</b>
Chinese (continuers)	25	5	48	38	71	32	144	66	75	34	<b>219</b>
French (accelerated)	0	0	0	1	0	0	0	0	1	100	<b>1</b>
French (accelerated) A†	0	0	1	1	0	0	1	50	1	50	<b>2</b>
French (continuers)	161	28	190	61	130	43	481	78	132	22	<b>613</b>
German (accelerated)	0	0	0	1	0	1	0	0	2	100	<b>2</b>
German (continuers)	0	27	206	159	208	100	414	59	286	41	<b>700</b>
Hebrew (continuers)	0	0	0	0	4	4	4	50	4	50	<b>8</b>
Hungarian (continuers)	0	0	0	0	0	1	0	0	1	100	<b>1</b>
Indonesian (accelerated)	51	0	7	4	0	0	58	94	4	6	<b>62</b>
Indonesian (continuers)	20	27	125	66	57	25	202	63	118	37	<b>320</b>
Italian (accelerated)	0	0	0	0	26	21	26	55	21	45	<b>47</b>
Italian (continuers)	302	151	102	43	0	0	404	68	194	32	<b>598</b>
Japanese (accelerated)	0	0	11	2	0	0	11	85	2	15	<b>13</b>
Japanese (continuers)	61	49	271	149	190	84	522	65	282	35	<b>804</b>
Korean (background speakers)	0	0	1	4	0	0	1	20	4	80	<b>5</b>
Latin (continuers)	2	0	0	0	0	18	2	10	18	90	<b>20</b>
Macedonian (continuers)	0	0	0	0	2	0	2	100	0	0	<b>2</b>
Modern Greek (accelerated)	0	0	0	0	2	0	2	100	0	0	<b>2</b>
Modern Greek (continuers)	0	0	53	34	16	10	69	61	44	39	<b>113</b>
Persian (background speakers)	0	0	0	1	0	0	0	0	1	100	<b>1</b>
Polish (continuers)	0	0	0	0	6	1	6	86	1	14	<b>7</b>
Spanish (accelerated)	0	0	50	3	0	0	50	94	3	6	<b>53</b>
Spanish (accelerated) A†	0	0	1	0	0	0	1	100	0	0	<b>1</b>
Spanish (continuers)	0	0	34	18	0	0	34	65	18	35	<b>52</b>
Vietnamese (background speakers)	6	2	0	0	0	1	6	67	3	33	<b>9</b>
Vietnamese (continuers)	15	29	12	8	10	4	37	47	41	53	<b>78</b>
<b>Total results</b>	<b>692</b>	<b>382</b>	<b>1285</b>	<b>729</b>	<b>814</b>	<b>406</b>	<b>2791</b>	<b>65</b>	<b>1517</b>	<b>35</b>	<b>4308</b>
<b>MATHEMATICS</b>											
Mathematics	3576	3884	10133	11202	3732	4068	17441	48	19154	52	<b>36595</b>
<b>Total results</b>	<b>3576</b>	<b>3884</b>	<b>10133</b>	<b>11202</b>	<b>3732</b>	<b>4068</b>	<b>17441</b>	<b>48</b>	<b>19154</b>	<b>52</b>	<b>36595</b>
<b>SCIENCE</b>											
Biology*	1406	693	3991	2051	1419	651	6816	67	3395	33	<b>10211</b>
Chemistry*	880	848	2266	2481	1035	958	4181	49	4287	51	<b>8468</b>
Contemporary Issues and Science*	249	211	328	364	42	64	619	49	639	51	<b>1258</b>
Geology*	0	13	30	43	0	16	30	29	72	71	<b>102</b>
Physics*	511	972	1165	3269	574	1175	2250	29	5416	71	<b>7666</b>
Psychology‡	151	52	664	229	212	64	1027	75	345	25	<b>1372</b>
Seafood Operations (VET)	0	0	5	27	0	0	5	16	27	84	<b>32</b>
<b>Total results</b>	<b>3197</b>	<b>2789</b>	<b>8449</b>	<b>8464</b>	<b>3282</b>	<b>2928</b>	<b>14928</b>	<b>51</b>	<b>14181</b>	<b>49</b>	<b>29109</b>
<b>SOCIETY AND ENVIRONMENT</b>											
Aboriginal Studies	5	0	93	18	0	0	98	84	18	16	<b>116</b>
Accounting*	266	294	487	346	199	266	952	51	906	49	<b>1858</b>
Agriculture	1	56	382	541	51	113	434	38	710	62	<b>1144</b>
Ancient Studies	105	43	478	343	107	99	690	59	485	41	<b>1175</b>
Australian Studies	1917	1867	5737	5870	1669	1774	9323	50	9511	50	<b>18834</b>
Business Services (VET)‡	37	10	28	11	0	0	65	76	21	24	<b>86</b>
Business Studies*	582	563	1660	1693	227	182	2469	50	2438	50	<b>4907</b>
Conservation and Land Management (VET)‡	0	0	1	56	5	8	6	9	64	91	<b>70</b>
Economics	248	382	109	250	206	384	563	36	1016	64	<b>1579</b>
Environmental Studies	0	0	36	21	14	9	50	63	30	38	<b>80</b>
Geography	239	341	637	812	437	468	1313	45	1621	55	<b>2934</b>
History	529	435	861	684	639	467	2029	56	1586	44	<b>3615</b>
Legal Studies	600	482	1340	915	263	183	2203	58	1580	42	<b>3783</b>
Media Studies	75	91	358	435	12	41	445	44	567	56	<b>1012</b>
Philosophy	24	11	133	160	58	108	215	44	279	56	<b>494</b>
Politics	0	0	23	12	57	52	80	56	64	44	<b>144</b>
Retail (VET)‡	10	0	4	4	0	0	14	78	4	22	<b>18</b>
Studies in Religion	1978	1971	0	0	877	1021	2855	49	2992	51	<b>5847</b>
Studies of Societies	34	22	271	129	2	18	307	64	169	36	<b>476</b>

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
Tourism	269	184	1077	578	96	26	1442	65	788	35		<b>2230</b>
Tourism Operations (VET)	18	0	28	3	0	0	46	94	3	6		<b>49</b>
Women's Studies	0	0	45	0	0	0	45	100	0	0		<b>45</b>
<b>Total results</b>	<b>6937</b>	<b>6752</b>	<b>13788</b>	<b>12881</b>	<b>4919</b>	<b>5219</b>	<b>25644</b>	<b>51</b>	<b>24852</b>	<b>49</b>		<b>50496</b>
<b>TECHNOLOGY</b>												
Design and Technology*												
Communication Products A	208	253	1213	1048	35	132	1456	50	1433	50		<b>2889</b>
Communication Products B	0	20	137	231	0	0	137	35	251	65		<b>388</b>
Material Products A	22	525	537	2743	111	541	670	15	3809	85		<b>4479</b>
Material Products B	3	106	185	730	1	81	189	17	917	83		<b>1106</b>
Systems and Control Products A	1	83	49	836	3	64	53	5	983	95		<b>1036</b>
Systems and Control Products B	0	30	7	184	0	0	7	3	214	97		<b>221</b>
Information Processing and Publishing	451	230	1940	1025	282	113	2673	66	1368	34		<b>4041</b>
Information Technology	349	853	795	2022	313	547	1457	30	3422	70		<b>4879</b>
Information Technology (VET)	1	20	107	186	0	12	108	33	218	67		<b>326</b>
<b>Total results</b>	<b>1035</b>	<b>2120</b>	<b>4970</b>	<b>9005</b>	<b>745</b>	<b>1490</b>	<b>6750</b>	<b>35</b>	<b>12615</b>	<b>65</b>		<b>19365</b>
<b>Total results</b>	<b>23764</b>	<b>23001</b>	<b>74201</b>	<b>74470</b>	<b>21133</b>	<b>20599</b>	<b>119098</b>	<b>50</b>	<b>118070</b>	<b>50</b>		<b>237168</b>
<b>Total students</b>	<b>3725</b>	<b>3379</b>	<b>12535</b>	<b>12551</b>	<b>3046</b>	<b>3024</b>	<b>19306</b>	<b>50</b>	<b>18954</b>	<b>50</b>		<b>38260</b>

\* Redeveloped subject for 2004.

† Alternative accelerated-level language pathway.

‡ New subject for 2004.

Note: Since redevelopment some subjects have been renamed, for example:

Australian Languages replaces Australian Indigenous Languages

Contemporary Issues and Science replaces Integrated Science

Design and Technology replaces Technology Studies

History replaces Modern History

Information Processing and Publishing replaces Practical Information Processing

Information Technology replaces Computing

Language subjects at background speakers level replace language subjects at specialist level

Language subjects at continuers level replace language subjects at extended level

Studies of Societies replaces Social Studies.

**Table 6: Stage 1 subjects (1 unit) — number of students in the Northern Territory receiving a result by learning area, 2004**

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		F	M		
<b>ARTS</b>											
Art	43	9	447	350	60	16	550	59	375	41	<b>925</b>
Craft	16	1	73	28	0	0	89	75	29	25	<b>118</b>
Dance	0	0	56	1	14	0	70	99	1	1	<b>71</b>
Design	12	21	64	71	0	0	76	45	92	55	<b>168</b>
Drama*	43	18	108	31	55	23	206	74	72	26	<b>278</b>
Multi Arts	0	0	40	18	0	0	40	69	18	31	<b>58</b>
Music	10	0	83	97	23	30	116	48	127	52	<b>243</b>
<b>Total results</b>	<b>124</b>	<b>49</b>	<b>871</b>	<b>596</b>	<b>152</b>	<b>69</b>	<b>1147</b>	<b>62</b>	<b>714</b>	<b>38</b>	<b>1861</b>
<b>ENGLISH</b>											
English	153	115	1215	1233	178	165	1546	51	1513	49	<b>3059</b>
English as a Second Language	51	29	84	99	17	17	152	51	145	49	<b>297</b>
<b>Total results</b>	<b>204</b>	<b>144</b>	<b>1299</b>	<b>1332</b>	<b>195</b>	<b>182</b>	<b>1698</b>	<b>51</b>	<b>1658</b>	<b>49</b>	<b>3356</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>											
Community Studies											
The Arts and the Community	3	0	28	7	0	0	31	82	7	18	<b>38</b>
Business and the Community	0	0	4	4	0	0	4	50	4	50	<b>8</b>
The Community and the Environment	0	0	7	5	0	0	7	58	5	42	<b>12</b>
Design, Construction, and the Community	0	0	20	9	0	0	20	69	9	31	<b>29</b>
Foods and the Community	0	0	9	2	0	0	9	82	2	18	<b>11</b>
Health, Recreation, and the Community	0	2	29	53	0	0	29	35	55	65	<b>84</b>
Language and the Community	0	0	4	2	0	0	4	67	2	33	<b>6</b>
Lifestyles and the Community	7	1	48	34	0	0	55	61	35	39	<b>90</b>
Mathematics and the Community	1	0	0	0	0	0	1	100	0	0	<b>1</b>
Technology and the Community	1	1	8	19	0	0	9	31	20	69	<b>29</b>
Work and the Community	1	3	133	129	0	0	134	50	132	50	<b>266</b>
Health Education	0	0	47	36	0	0	47	57	36	43	<b>83</b>
Home Economics*	67	17	183	98	11	3	261	69	118	31	<b>379</b>
Integrated Studies	66	51	223	292	31	66	320	44	409	56	<b>729</b>
Outdoor Education	33	43	64	114	62	85	159	40	242	60	<b>401</b>
Personal Development Studies	0	0	44	37	0	0	44	54	37	46	<b>81</b>
Physical Education*	23	62	278	582	72	91	373	34	735	66	<b>1108</b>
Work Education*	8	7	107	124	50	36	165	50	167	50	<b>332</b>
<b>Total results</b>	<b>210</b>	<b>187</b>	<b>1236</b>	<b>1547</b>	<b>226</b>	<b>281</b>	<b>1672</b>	<b>45</b>	<b>2015</b>	<b>55</b>	<b>3687</b>
<b>LANGUAGES</b>											
Australian Languages*	10	0	30	10	25	9	65	77	19	23	<b>84</b>
Chinese (continuers)	0	0	16	16	0	0	16	50	16	50	<b>32</b>
French (accelerated)	0	0	12	15	0	0	12	44	15	56	<b>27</b>
French (continuers)	0	0	4	0	12	7	16	70	7	30	<b>23</b>
German (continuers)	0	0	24	3	0	0	24	89	3	11	<b>27</b>
Indonesian (accelerated)	0	0	28	11	0	0	28	72	11	28	<b>39</b>
Indonesian (continuers)	12	14	51	18	6	2	69	67	34	33	<b>103</b>
Italian (accelerated)	6	0	0	0	0	0	6	100	0	0	<b>6</b>
Italian (continuers)	2	0	4	0	0	0	6	100	0	0	<b>6</b>
Japanese (accelerated)	0	0	23	8	0	0	23	74	8	26	<b>31</b>
Japanese (continuers)	0	0	35	24	6	2	41	61	26	39	<b>67</b>
Modern Greek (continuers)	0	0	4	16	0	0	4	20	16	80	<b>20</b>
Spanish (continuers)	0	0	5	0	0	0	5	100	0	0	<b>5</b>
<b>Total results</b>	<b>30</b>	<b>14</b>	<b>236</b>	<b>121</b>	<b>49</b>	<b>20</b>	<b>315</b>	<b>67</b>	<b>155</b>	<b>33</b>	<b>470</b>
<b>MATHEMATICS</b>											
Mathematics	186	143	1227	1299	212	203	1625	50	1645	50	<b>3270</b>
<b>Total results</b>	<b>186</b>	<b>143</b>	<b>1227</b>	<b>1299</b>	<b>212</b>	<b>203</b>	<b>1625</b>	<b>50</b>	<b>1645</b>	<b>50</b>	<b>3270</b>
<b>SCIENCE</b>											
Biology*	59	24	442	231	81	57	582	65	312	35	<b>894</b>
Chemistry*	45	37	260	275	36	44	341	49	356	51	<b>697</b>
Contemporary Issues and Science*	12	2	140	113	12	21	164	55	136	45	<b>300</b>
Geology*	0	0	5	12	0	0	5	29	12	71	<b>17</b>
Physics*	22	38	141	296	16	47	179	32	381	68	<b>560</b>
Psychology‡	74	27	239	83	0	0	313	74	110	26	<b>423</b>
<b>Total results</b>	<b>212</b>	<b>128</b>	<b>1227</b>	<b>1010</b>	<b>145</b>	<b>169</b>	<b>1584</b>	<b>55</b>	<b>1307</b>	<b>45</b>	<b>2891</b>

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
<b>SOCIETY AND ENVIRONMENT</b>												
Aboriginal Studies	0	0	1	6	0	0	1	14	6	86		<b>7</b>
Accounting*	26	19	93	86	13	7	132	54	112	46		<b>244</b>
Agriculture	0	0	5	7	0	0	5	42	7	58		<b>12</b>
Ancient Studies	5	8	24	17	0	0	29	54	25	46		<b>54</b>
Australian Studies	0	0	20	12	0	0	20	63	12	38		<b>32</b>
Business Studies*	10	20	183	221	49	20	242	48	261	52		<b>503</b>
Economics	5	10	61	54	10	13	76	50	77	50		<b>153</b>
Geography	6	3	89	62	20	30	115	55	95	45		<b>210</b>
History	6	5	159	122	40	15	205	59	142	41		<b>347</b>
Legal Studies	19	16	146	103	25	19	190	58	138	42		<b>328</b>
Media Studies	4	10	56	35	0	0	60	57	45	43		<b>105</b>
Philosophy	0	0	10	7	0	0	10	59	7	41		<b>17</b>
Politics	5	6	31	16	0	0	36	62	22	38		<b>58</b>
Studies in Religion	148	106	0	0	37	41	185	56	147	44		<b>332</b>
Studies of Societies	0	0	15	12	0	0	15	56	12	44		<b>27</b>
Tourism	44	13	144	88	0	0	188	65	101	35		<b>289</b>
<b>Total results</b>	<b>278</b>	<b>216</b>	<b>1037</b>	<b>848</b>	<b>194</b>	<b>145</b>	<b>1509</b>	<b>56</b>	<b>1209</b>	<b>44</b>		<b>2718</b>
<b>TECHNOLOGY</b>												
Design and Technology*												
Communication Products A	10	10	76	141	0	0	86	36	151	64		<b>237</b>
Communication Products B	0	0	6	10	0	0	6	38	10	63		<b>16</b>
Material Products A	6	22	25	125	11	33	42	19	180	81		<b>222</b>
Material Products B	0	0	14	37	30	23	44	42	60	58		<b>104</b>
Systems and Control Products A	0	0	2	93	0	0	2	2	93	98		<b>95</b>
Information Processing and Publishing	70	29	80	68	19	28	169	57	125	43		<b>294</b>
Information Technology	55	50	88	264	25	27	168	33	341	67		<b>509</b>
<b>Total results</b>	<b>141</b>	<b>111</b>	<b>291</b>	<b>738</b>	<b>85</b>	<b>111</b>	<b>517</b>	<b>35</b>	<b>960</b>	<b>65</b>		<b>1477</b>
<b>Total results</b>	<b>1385</b>	<b>992</b>	<b>7424</b>	<b>7491</b>	<b>1258</b>	<b>1180</b>	<b>10067</b>	<b>51</b>	<b>9663</b>	<b>49</b>		<b>19730</b>
<b>Total students</b>	<b>181</b>	<b>141</b>	<b>1295</b>	<b>1247</b>	<b>219</b>	<b>197</b>	<b>1695</b>	<b>52</b>	<b>1585</b>	<b>48</b>		<b>3280</b>

\* Redeveloped subject for 2004.

‡ New subject for 2004.

Note: Since redevelopment some subjects have been renamed, for example:

- Australian Languages replaces Australian Indigenous Languages
- Contemporary Issues and Science replaces Integrated Science
- Design and Technology replaces Technology Studies
- History replaces Modern History
- Information Processing and Publishing replaces Practical Information Processing
- Information Technology replaces Computing
- Language subjects at continuers level replace language subjects at extended level
- Studies of Societies replaces Social Studies.

**Table 7: Stage 1 subjects (2 units) — results distribution for students in South Australia, by learning area, 2004**

	SA	RA	RNM	Total
<b>ARTS</b>				
Art	29	6	0	35
Broadcasting and Multimedia (VET)	51	6	0	57
Dance	34	1	0	35
Design	29	1	0	30
Drama*	27	6	6	39
Music	95	5	2	102
<b>Total results</b>	<b>265</b>	<b>25</b>	<b>8</b>	<b>298</b>
<b>ENGLISH</b>				
English	705	59	12	776
English as a Second Language	56	6	3	65
<b>Total results</b>	<b>761</b>	<b>65</b>	<b>15</b>	<b>841</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>				
Community Services (VET)	32	2	5	39
Home Economics*	31	1	2	34
Hospitality (VET)	11	0	1	12
Integrated Studies	54	7	1	62
Outdoor Education	10	1	2	13
Personal Development Studies	11	5	0	16
Physical Education*	53	6	0	59
Sport and Recreation (VET)	16	1	0	17
Work Education*	180	14	0	194
<b>Total results</b>	<b>398</b>	<b>37</b>	<b>11</b>	<b>446</b>
<b>LANGUAGES</b>				
Arabic (continuers)	11	0	0	11
Auslan (continuers)	4	0	0	4
Chinese (accelerated)	6	0	0	6
Chinese (accelerated) A†	4	0	0	4
Chinese (background speakers)	69	1	0	70
Chinese (continuers)	36	1	0	37
Croatian (continuers)	7	0	0	7
French (accelerated)	19	1	0	20
French (accelerated) A†	1	0	0	1
French (continuers)	32	4	0	36
German (accelerated)	4	0	1	5
German (accelerated) A†	2	0	0	2
German (continuers)	20	0	0	20
Indonesian (accelerated)	13	0	0	13
Indonesian (accelerated) A†	4	0	0	4
Indonesian (continuers)	21	0	0	21
Italian (accelerated)	20	0	0	20
Italian (accelerated) A†	2	1	0	3
Italian (continuers)	20	2	1	23
Japanese (accelerated)	14	0	0	14
Japanese (accelerated) A†	1	0	0	1
Japanese (continuers)	15	1	0	16
Khmer (continuers)	20	0	0	20
Korean (background speakers)	17	0	0	17
Modern Greek (continuers)	32	0	1	33
Persian (background speakers)	9	0	0	9
Polish (accelerated)	4	0	0	4
Polish (continuers)	12	2	0	14
Russian (background speakers)	1	0	0	1
Russian (continuers)	3	0	0	3
Serbian (continuers)	11	1	2	14
Spanish (accelerated)	36	1	0	37
Spanish (accelerated) A†	7	0	0	7
Spanish (continuers)	44	0	0	44
Ukrainian (continuers)	1	0	0	1
Vietnamese (background speakers)	6	0	0	6
Vietnamese (continuers)	14	2	0	16
<b>Total results</b>	<b>542</b>	<b>17</b>	<b>5</b>	<b>564</b>

	SA	RA	RNM	Total
<b>MATHEMATICS</b>				
Mathematics	155	16	3	<b>174</b>
<b>Total results</b>	<b>155</b>	<b>16</b>	<b>3</b>	<b>174</b>
<b>SCIENCE</b>				
Biology*	121	3	1	<b>125</b>
Chemistry*	119	0	0	<b>119</b>
Physics*	106	7	0	<b>113</b>
Seafood Operations (VET)	5	1	0	<b>6</b>
<b>Total results</b>	<b>351</b>	<b>11</b>	<b>1</b>	<b>363</b>
<b>SOCIETY AND ENVIRONMENT</b>				
Aboriginal Studies	1	0	0	<b>1</b>
Accounting*	24	0	0	<b>24</b>
Agriculture	8	4	0	<b>12</b>
Australian Studies	7	0	0	<b>7</b>
Business Services (VET)‡	17	7	0	<b>24</b>
Business Studies*	6	0	0	<b>6</b>
Conservation and Land Management (VET)‡	13	3	0	<b>16</b>
Economics	32	3	0	<b>35</b>
Geography	74	1	0	<b>75</b>
History	12	0	0	<b>12</b>
Legal Studies	27	0	0	<b>27</b>
Studies in Religion	485	17	5	<b>507</b>
Studies of Societies	2	0	0	<b>2</b>
Tourism	12	0	5	<b>17</b>
Tourism Operations (VET)	23	7	0	<b>30</b>
<b>Total results</b>	<b>743</b>	<b>42</b>	<b>10</b>	<b>795</b>
<b>TECHNOLOGY</b>				
Design and Technology*				
Communication Products A	4	4	0	<b>8</b>
Material Products A	39	4	0	<b>43</b>
Material Products B	5	0	0	<b>5</b>
Systems and Control Products B	9	0	0	<b>9</b>
Information Processing and Publishing	3	0	0	<b>3</b>
Information Technology	28	2	0	<b>30</b>
Information Technology (VET)	30	3	3	<b>36</b>
Manufacturing and Engineering (VET)	15	1	0	<b>16</b>
<b>Total results</b>	<b>133</b>	<b>14</b>	<b>3</b>	<b>150</b>
<b>Total results</b>	<b>3348</b>	<b>227</b>	<b>56</b>	<b>3631</b>

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

\* Redeveloped subject for 2004.

† Alternative accelerated-level language pathway.

‡ New subject for 2004.

*Note:* Since redevelopment some subjects have been renamed, for example:

Design and Technology replaces Technology Studies

History replaces Modern History

Information Processing and Publishing replaces Practical Information Processing

Information Technology replaces Computing

Language subjects at background speakers level replace language subjects at specialist level

Language subjects at continuers level replace language subjects at extended level

Studies of Societies replaces Social Studies.



**Table 8: Stage 1 subjects (2 units) — results distribution for students in the Northern Territory, by learning area, 2004**

	SA	RA	RNM	Total
<b>ARTS</b>				
Music	2	0	0	2
<b>Total results</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>				
Integrated Studies	7	0	5	12
<b>Total results</b>	<b>7</b>	<b>0</b>	<b>5</b>	<b>12</b>
<b>SCIENCE</b>				
Physics*	13	1	0	14
<b>Total results</b>	<b>13</b>	<b>1</b>	<b>0</b>	<b>14</b>
<b>Total results</b>	<b>22</b>	<b>1</b>	<b>5</b>	<b>28</b>

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

\* Redeveloped subject for 2004.

**Table 9: Stage 1 subjects (1 unit) — results distribution for students in South Australia, by learning area, 2004**

	SA	RA	RNM	Total
<b>ARTS</b>				
Art	5516	843	209	6568
Broadcasting and Multimedia (VET)	138	20	9	167
Craft	406	76	17	499
Dance	559	53	11	623
Design	2943	427	128	3498
Drama*	2905	271	59	3235
Multi Arts	231	19	7	257
Music	2297	137	36	2470
Technical Drawing	143	29	10	182
<b>Total results</b>	<b>15138</b>	<b>1875</b>	<b>486</b>	<b>17499</b>
<b>ENGLISH</b>				
Communication for the Hearing-impaired	22	3	0	25
English	27214	2906	835	30955
English as a Second Language	2027	238	60	2325
<b>Total results</b>	<b>29263</b>	<b>3147</b>	<b>895</b>	<b>33305</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>				
Community Services (VET)	57	4	2	63
Community Studies				
The Arts and the Community	666	87	31	784
Business and the Community	286	52	14	352
The Community and the Environment	248	64	12	324
Design, Construction, and the Community	376	76	23	475
Foods and the Community	694	136	37	867
Health, Recreation, and the Community	960	170	53	1183
Language and the Community	334	46	20	400
Lifestyles and the Community	1026	114	39	1179
Mathematics and the Community	203	35	1	239
Science and the Community	179	17	6	202
Technology and the Community	646	115	25	786
Work and the Community	2035	245	80	2360
Health Education	1134	303	51	1488
Home Economics*	6560	1010	257	7827
Hospitality (VET)	138	20	7	165
Integrated Studies	4773	607	153	5533
Outdoor Education	1237	152	42	1431
Personal Development Studies	711	116	18	845

	SA	RA	RNM	Total
Physical Education*	7227	955	137	<b>8319</b>
Sport and Recreation (VET)	98	14	5	<b>117</b>
Work Education*	9826	1359	367	<b>11552</b>
<b>Total results</b>	<b>39414</b>	<b>5697</b>	<b>1380</b>	<b>46491</b>
<b>LANGUAGES</b>				
Auslan (continuers)	34	3	0	<b>37</b>
Australian Languages*	45	15	1	<b>61</b>
Chinese (accelerated)	66	1	0	<b>67</b>
Chinese (background speakers)	401	9	0	<b>410</b>
Chinese (continuers)	216	3	0	<b>219</b>
French (accelerated)	0	1	0	<b>1</b>
French (accelerated) A†	1	1	0	<b>2</b>
French (continuers)	591	19	3	<b>613</b>
German (accelerated)	1	0	1	<b>2</b>
German (continuers)	670	27	3	<b>700</b>
Hebrew (continuers)	8	0	0	<b>8</b>
Hungarian (continuers)	1	0	0	<b>1</b>
Indonesian (accelerated)	57	4	1	<b>62</b>
Indonesian (continuers)	300	15	5	<b>320</b>
Italian (accelerated)	45	2	0	<b>47</b>
Italian (continuers)	577	15	6	<b>598</b>
Japanese (accelerated)	13	0	0	<b>13</b>
Japanese (continuers)	775	28	1	<b>804</b>
Korean (background speakers)	5	0	0	<b>5</b>
Latin (continuers)	20	0	0	<b>20</b>
Macedonian (continuers)	2	0	0	<b>2</b>
Modern Greek (accelerated)	2	0	0	<b>2</b>
Modern Greek (continuers)	111	2	0	<b>113</b>
Persian (background speakers)	1	0	0	<b>1</b>
Polish (continuers)	5	2	0	<b>7</b>
Spanish (accelerated)	51	2	0	<b>53</b>
Spanish (accelerated) A†	1	0	0	<b>1</b>
Spanish (continuers)	44	7	1	<b>52</b>
Vietnamese (background speakers)	9	0	0	<b>9</b>
Vietnamese (continuers)	76	1	1	<b>78</b>
<b>Total results</b>	<b>4128</b>	<b>157</b>	<b>23</b>	<b>4308</b>
<b>MATHEMATICS</b>				
Mathematics	30637	5027	931	<b>36595</b>
<b>Total results</b>	<b>30637</b>	<b>5027</b>	<b>931</b>	<b>36595</b>
<b>SCIENCE</b>				
Biology*	8966	1078	167	<b>10211</b>
Chemistry*	7726	650	92	<b>8468</b>
Contemporary Issues and Science*	1066	154	38	<b>1258</b>
Geology*	79	19	4	<b>102</b>
Physics*	6892	682	92	<b>7666</b>
Psychology‡	1148	179	45	<b>1372</b>
Seafood Operations (VET)	30	2	0	<b>32</b>
<b>Total results</b>	<b>25907</b>	<b>2764</b>	<b>438</b>	<b>29109</b>
<b>SOCIETY AND ENVIRONMENT</b>				
Aboriginal Studies	91	24	1	<b>116</b>
Accounting*	1615	211	32	<b>1858</b>
Agriculture	1011	111	22	<b>1144</b>
Ancient Studies	1015	131	29	<b>1175</b>
Australian Studies	15990	2196	648	<b>18834</b>
Business Services (VET)‡	77	7	2	<b>86</b>
Business Studies*	4228	605	74	<b>4907</b>
Conservation and Land Management (VET)‡	62	8	0	<b>70</b>
Economics	1437	133	9	<b>1579</b>
Environmental Studies	62	13	5	<b>80</b>
Geography	2595	299	40	<b>2934</b>
History	3276	267	72	<b>3615</b>
Legal Studies	3329	369	85	<b>3783</b>
Media Studies	866	116	30	<b>1012</b>
Philosophy	440	49	5	<b>494</b>
Politics	132	11	1	<b>144</b>
Retail (VET)‡	11	6	1	<b>18</b>

	SA	RA	RNM	Total
Studies in Religion	5377	410	60	<b>5847</b>
Studies of Societies	388	76	12	<b>476</b>
Tourism	1831	303	96	<b>2230</b>
Tourism Operations (VET)	34	10	5	<b>49</b>
Women's Studies	42	3	0	<b>45</b>
<b>Total results</b>	<b>43909</b>	<b>5358</b>	<b>1229</b>	<b>50496</b>
<b>TECHNOLOGY</b>				
Design and Technology*				
Communication Products A	2301	429	159	<b>2889</b>
Communication Products B	295	69	24	<b>388</b>
Material Products A	3529	769	181	<b>4479</b>
Material Products B	906	145	55	<b>1106</b>
Systems and Control Products A	834	157	45	<b>1036</b>
Systems and Control Products B	174	38	9	<b>221</b>
Information Processing and Publishing	3416	527	98	<b>4041</b>
Information Technology	4131	622	126	<b>4879</b>
Information Technology (VET)	257	48	21	<b>326</b>
<b>Total results</b>	<b>15843</b>	<b>2804</b>	<b>718</b>	<b>19365</b>
<b>Total results</b>	<b>204239</b>	<b>26829</b>	<b>6100</b>	<b>237168</b>

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\* Redeveloped subject for 2004.

† Alternative accelerated-level language pathway.

‡ New subject for 2004.

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Australian Languages replaces Australian Indigenous Languages

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Design and Technology replaces Technology Studies

History replaces Modern History

Information Processing and Publishing replaces Practical Information Processing

Information Technology replaces Computing

Language subjects at background speakers level replace language subjects at specialist level

Language subjects at continuers level replace language subjects at extended level

Studies of Societies replaces Social Studies.

**Table 10: Stage 1 subjects (1 unit) — results distribution for students in the Northern Territory, by learning area, 2004**

	SA	RA	RNM	Total
<b>ARTS</b>				
Art	703	165	57	<b>925</b>
Craft	93	16	9	<b>118</b>
Dance	62	9	0	<b>71</b>
Design	127	34	7	<b>168</b>
Drama*	240	34	4	<b>278</b>
Multi Arts	45	10	3	<b>58</b>
Music	180	49	14	<b>243</b>
<b>Total results</b>	<b>1450</b>	<b>317</b>	<b>94</b>	<b>1861</b>
<b>ENGLISH</b>				
English	2371	539	149	<b>3059</b>
English as a Second Language	229	59	9	<b>297</b>
<b>Total results</b>	<b>2600</b>	<b>598</b>	<b>158</b>	<b>3356</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>				
Community Studies				
The Arts and the Community	30	6	2	<b>38</b>
Business and the Community	8	0	0	<b>8</b>
The Community and the Environment	9	3	0	<b>12</b>
Design, Construction, and the Community	22	6	1	<b>29</b>
Foods and the Community	7	1	3	<b>11</b>
Health, Recreation, and the Community	59	20	5	<b>84</b>
Language and the Community	5	1	0	<b>6</b>
Lifestyles and the Community	78	6	6	<b>90</b>
Mathematics and the Community	1	0	0	<b>1</b>
Technology and the Community	21	3	5	<b>29</b>
Work and the Community	233	15	18	<b>266</b>
Health Education	61	11	11	<b>83</b>
Home Economics*	309	59	11	<b>379</b>
Integrated Studies	589	102	38	<b>729</b>
Outdoor Education	359	35	7	<b>401</b>
Personal Development Studies	58	14	9	<b>81</b>
Physical Education*	942	151	15	<b>1108</b>
Work Education*	220	84	28	<b>332</b>
<b>Total results</b>	<b>3011</b>	<b>517</b>	<b>159</b>	<b>3687</b>
<b>LANGUAGES</b>				
Australian Languages*	62	20	2	<b>84</b>
Chinese (continuers)	32	0	0	<b>32</b>
French (accelerated)	19	5	3	<b>27</b>
French (continuers)	22	1	0	<b>23</b>
German (continuers)	24	3	0	<b>27</b>
Indonesian (accelerated)	39	0	0	<b>39</b>
Indonesian (continuers)	99	4	0	<b>103</b>
Italian (accelerated)	6	0	0	<b>6</b>
Italian (continuers)	6	0	0	<b>6</b>
Japanese (accelerated)	31	0	0	<b>31</b>
Japanese (continuers)	57	9	1	<b>67</b>
Modern Greek (continuers)	20	0	0	<b>20</b>
Spanish (continuers)	5	0	0	<b>5</b>
<b>Total results</b>	<b>422</b>	<b>42</b>	<b>6</b>	<b>470</b>
<b>MATHEMATICS</b>				
Mathematics	2294	782	194	<b>3270</b>
<b>Total results</b>	<b>2294</b>	<b>782</b>	<b>194</b>	<b>3270</b>
<b>SCIENCE</b>				
Biology*	709	165	20	<b>894</b>
Chemistry*	582	96	19	<b>697</b>
Contemporary Issues and Science*	196	79	25	<b>300</b>
Geology*	8	7	2	<b>17</b>
Physics*	442	100	18	<b>560</b>
Psychology‡	319	85	19	<b>423</b>
<b>Total results</b>	<b>2256</b>	<b>532</b>	<b>103</b>	<b>2891</b>

	SA	RA	RNM	Total
<b>SOCIETY AND ENVIRONMENT</b>				
Aboriginal Studies	5	0	2	7
Accounting*	202	35	7	244
Agriculture	8	4	0	12
Ancient Studies	38	16	0	54
Australian Studies	24	5	3	32
Business Studies*	400	75	28	503
Economics	133	18	2	153
Geography	147	48	15	210
History	280	52	15	347
Legal Studies	228	81	19	328
Media Studies	80	16	9	105
Philosophy	13	3	1	17
Politics	49	8	1	58
Studies in Religion	273	54	5	332
Studies of Societies	15	5	7	27
Tourism	188	66	35	289
<b>Total results</b>	<b>2083</b>	<b>486</b>	<b>149</b>	<b>2718</b>
<b>TECHNOLOGY</b>				
Design and Technology*				
Communication Products A	190	36	11	237
Communication Products B	15	1	0	16
Material Products A	155	49	18	222
Material Products B	75	27	2	104
Systems and Control Products A	72	18	5	95
Information Processing and Publishing	231	56	7	294
Information Technology	387	99	23	509
<b>Total results</b>	<b>1125</b>	<b>286</b>	<b>66</b>	<b>1477</b>
<b>Total results</b>	<b>15241</b>	<b>3560</b>	<b>929</b>	<b>19730</b>

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Information Technology replaces Computing

Language subjects at continuers level replace language subjects at extended level

Studies of Societies replaces Social Studies.

## Stage 2

Tables that contain lists of subjects have been separated into 2-unit and 1-unit subjects. Subjects are listed alphabetically under each learning area.

An alphabetical list of subjects with learning areas is in Appendix IV.

Table 1: Number of students receiving a result in one or more Stage 2 subjects, 2004

Table 2: Number of students receiving a result in one or more Year 12/Stage 2 subjects, 1992–2004

Table 3: Number of South Australian schools and colleges offering 2-unit subjects, by learning area, 2004

Table 4: Number of Northern Territory and South-East Asian schools and colleges offering 2-unit subjects, by learning area, 2004

Table 5: Number of South Australian and Northern Territory schools and colleges offering 1-unit subjects, by learning area, 2004

Table 6: Number of students in South Australia receiving a result in a 2-unit subject, by learning area, 2004

Table 7: Number of students in the Northern Territory and South-East Asia receiving a result in a 2-unit subject, by learning area, 2004

Table 8: Number of students in South Australia and the Northern Territory receiving a result in at least one 2-unit subject, 2004

Table 9: Number of individual subject results in 2-unit subjects, 2004

Table 10: Number of students in South Australia receiving a result in a 1-unit subject, by learning area, 2004

Table 11: Number of students in the Northern Territory receiving a result in a 1-unit subject, by learning area, 2004

Table 12: Number of students in South Australia and the Northern Territory receiving a result in at least one 1-unit subject, 2004

Table 13: Number of individual subject results in 1-unit subjects, 2004

Table 14: 2-unit subjects by learning area — grade distribution, 2004

Table 15: 1-unit subjects by learning area — grade distribution, 2004

Table 16: Community Studies — results distribution, 2004

Table 17: Number of students completing all requirements of the SACE, 1993–2004

Table 18: Number of students receiving a tertiary entrance rank (TER),\* 2004

Table 19: Number of students receiving a TAFE score,\* 2004

Table 20: Number of students fulfilling the Higher Education Selection Subjects (HESS) requirements for all courses at Adelaide University, Flinders University, and the University of South Australia, 2004

**Table 1:** Number of students receiving a result in one or more Stage 2 subjects, 2004

	F	%	M	%	Total
South Australia	9273	56	7369	44	<b>16642</b>
Northern Territory	817	52	759	48	<b>1576</b>
South-East Asia	735	57	563	43	<b>1298</b>
<b>Total candidature</b>	<b>10825</b>	<b>55</b>	<b>8691</b>	<b>45</b>	<b>19516</b>

**Table 2:** Number of students receiving a result in one or more Year 12/Stage 2 subjects, 1992–2004

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
South Australia	19951	18335	17430	14987	14172	14434	15190	15562	15950	16439	16806	16703	<b>16642</b>
Northern Territory	1193	1341	1201	1206	1186	1205	1247	1233	1269	1431	1410	1485	<b>1576</b>
South-East Asia	985	1062	1028	1245	1181	1150	923	947	988	1005	1069	1219	<b>1298</b>
<b>Total candidature</b>	<b>22129</b>	<b>20738</b>	<b>19659</b>	<b>17438</b>	<b>16539</b>	<b>16789</b>	<b>17360</b>	<b>17742</b>	<b>18207</b>	<b>18875</b>	<b>19285</b>	<b>19407</b>	<b>19516</b>

**Table 3: Number of South Australian schools and colleges offering 2-unit subjects, by learning area, 2004**

	Cath	Govt	Indp	Total
<b>ARTS</b>				
Art Practical	25	102	34	<b>161</b>
Broadcasting and Multimedia (VET)				
Broadcasting and Multimedia A	1	1	0	<b>2</b>
Broadcasting and Multimedia B	1	3	1	<b>5</b>
Craft Practical	3	22	1	<b>26</b>
Dance	2	15	2	<b>19</b>
Dance Studies	1	10	6	<b>17</b>
Design Practical	11	62	16	<b>89</b>
Drama	14	41	18	<b>73</b>
Drama Studies	21	40	22	<b>83</b>
Visual Arts Studies	25	74	32	<b>131</b>
<b>Total</b>	<b>28</b>	<b>118</b>	<b>41</b>	<b>187</b>
<b>ENGLISH</b>				
English as a Second Language	5	23	0	<b>28</b>
English as Second Language Studies	15	30	11	<b>56</b>
English Communications	28	124	35	<b>187</b>
English Studies	26	73	31	<b>130</b>
<b>Total</b>	<b>28</b>	<b>125</b>	<b>38</b>	<b>191</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>				
Community Services (VET)				
Community Services A	0	7	0	<b>7</b>
Community Services B	1	3	1	<b>5</b>
Health Education	0	23	2	<b>25</b>
Home Economics*				
Early Childhood Studies	11	61	9	<b>81</b>
Food and Hospitality Studies	14	90	17	<b>121</b>
Nutrition Studies	4	5	2	<b>11</b>
Textile Studies	2	4	1	<b>7</b>
Nutrition	4	20	3	<b>27</b>
Outdoor Education	3	15	2	<b>20</b>
Physical Education*	26	88	32	<b>146</b>
Sport and Recreation (VET)				
Sport and Recreation A	0	4	0	<b>4</b>
Sport and Recreation B	0	4	0	<b>4</b>
Work Education*				
Vocational Studies A	15	66	12	<b>93</b>
Vocational Studies B	10	34	6	<b>50</b>
<b>Total</b>	<b>27</b>	<b>118</b>	<b>34</b>	<b>179</b>
<b>LANGUAGES</b>				
Arabic (continuers)	0	1	3	<b>4</b>
Auslan (continuers)	0	1	0	<b>1</b>
Chinese (accelerated)	0	0	1	<b>1</b>
Chinese (background speakers)	3	9	5	<b>17</b>
Chinese (continuers)	2	5	4	<b>11</b>
Croatian (continuers)	0	1	0	<b>1</b>
French (accelerated)	0	1	0	<b>1</b>
French (accelerated) A†	0	1	0	<b>1</b>
French (continuers)	5	11	8	<b>24</b>
German (accelerated)	0	1	0	<b>1</b>
German (continuers)	1	16	17	<b>34</b>
Hungarian (continuers)	0	0	1	<b>1</b>
Indonesian (accelerated)	1	1	0	<b>2</b>
Indonesian (accelerated) A†	0	1	0	<b>1</b>
Indonesian (continuers)	1	7	4	<b>12</b>
Italian (accelerated)	0	1	0	<b>1</b>
Italian (continuers)	16	7	0	<b>23</b>
Japanese (accelerated)	1	2	0	<b>3</b>
Japanese (accelerated) A†	0	1	0	<b>1</b>
Japanese (continuers)	3	13	12	<b>28</b>
Khmer (continuers)	0	1	0	<b>1</b>
Korean (background speakers)	0	1	0	<b>1</b>
Latin (continuers)	0	0	1	<b>1</b>
Latvian (continuers)	0	0	1	<b>1</b>
Malay (background speakers)	0	1	0	<b>1</b>



	Cath	Govt	Indp	Total
Modern Greek (accelerated)	0	0	1	1
Modern Greek (continuers)	0	4	3	7
Persian (background speakers)	0	1	0	1
Polish (continuers)	0	2	2	4
Portuguese (continuers)	0	1	0	1
Russian (background speakers)	0	0	1	1
Russian (continuers)	0	0	2	2
Serbian (continuers)	0	1	0	1
Spanish (accelerated)	0	2	0	2
Spanish (accelerated) A†	0	1	0	1
Spanish (continuers)	0	4	0	4
Swedish (continuers)	0	1	0	1
Ukrainian (continuers)	0	0	1	1
Vietnamese (background speakers)	1	2	0	3
Vietnamese (continuers)	2	2	1	5
<b>Total</b>	<b>22</b>	<b>40</b>	<b>42</b>	<b>104</b>
<b>MATHEMATICS</b>				
Mathematical Applications	28	110	35	173
Mathematical Methods	10	11	10	31
Mathematical Studies	27	78	33	138
Specialist Mathematics	15	41	25	81
<b>Total</b>	<b>28</b>	<b>114</b>	<b>37</b>	<b>179</b>
<b>SCIENCE</b>				
Biology	28	91	36	155
Chemistry	26	65	31	122
Contemporary Issues and Science*	9	21	6	36
Geology	1	6	0	7
Physics	27	66	30	123
Psychology‡	2	11	5	18
Seafood Operations (VET)				
Seafood Operations A	1	1	0	2
Seafood Operations B	0	1	0	1
<b>Total</b>	<b>28</b>	<b>100</b>	<b>36</b>	<b>164</b>
<b>SOCIETY AND ENVIRONMENT</b>				
Aboriginal Studies	1	12	1	14
Accounting	0	2	0	2
Accounting Studies	23	34	16	73
Agricultural and Horticultural Science	1	3	4	8
Agriculture and Horticulture				
Agricultural and Horticultural Management	0	5	0	5
Agricultural and Horticultural Practice	0	4	0	4
Agricultural and Horticultural Principles	1	4	1	6
Agricultural and Horticultural Studies	0	14	5	19
Australian History	5	16	2	23
The Australian Legal System	1	1	0	2
Business Services (VET)‡				
Business Services A	1	0	0	1
Business Services B	0	1	0	1
Business Studies*	24	58	23	105
Classical Studies	8	14	12	34
Conservation and Land Management (VET)‡				
Conservation and Land Management A	1	0	0	1
Economics	17	13	16	46
Financial Services (VET)‡				
Financial Services A	1	0	0	1
Geography	0	5	1	6
Geography Studies	18	43	26	87
Legal Studies	19	44	17	80
Media Production and Analysis	1	14	2	17
Modern History	20	50	33	103
Natural Resources Management	0	3	0	3
Philosophy	1	3	1	5
Politics	0	4	3	7
Religions in Australia	6	0	2	8
Retail (VET)‡				
Retail A	1	0	0	1
Small Business Enterprise	3	16	1	20
Studies of Religion	9	0	4	13

	Cath	Govt	Indp	Total
Studies of Societies	21	50	8	<b>79</b>
Tourism	13	66	10	<b>89</b>
Tourism Operations (VET)				
Tourism Operations A	0	1	0	<b>1</b>
Women's Studies	2	10	0	<b>12</b>
<b>Total</b>	<b>28</b>	<b>110</b>	<b>38</b>	<b>176</b>
<b>TECHNOLOGY</b>				
Design and Technology*				
Communication Products A	9	55	8	<b>72</b>
Communication Products B	2	13	1	<b>16</b>
Material Products A	12	66	16	<b>94</b>
Material Products B	2	15	3	<b>20</b>
Systems and Control Products A	3	9	1	<b>13</b>
Systems and Control Products B	0	2	0	<b>2</b>
Design and Technology Studies*	1	9	5	<b>15</b>
Information Technology	7	24	7	<b>38</b>
Information Technology (VET)				
Information Technology A	1	4	0	<b>5</b>
Information Technology B	1	5	2	<b>8</b>
Information Technology Studies	14	30	12	<b>56</b>
Manufacturing and Engineering (VET)				
Engineering Applications B	1	0	0	<b>1</b>
<b>Total</b>	<b>23</b>	<b>103</b>	<b>30</b>	<b>156</b>
<b>VARIOUS LEARNING AREAS</b>				
Extension Studies‡				
Extension Studies A	1	9	2	<b>12</b>
Extension Studies B	1	5	2	<b>8</b>
<b>Total</b>	<b>2</b>	<b>11</b>	<b>3</b>	<b>16</b>
<b>Total number of schools</b>	<b>28</b>	<b>131</b>	<b>57</b>	<b>216</b>

\* Redeveloped subject for 2004.

† Alternative accelerated-level language pathway.

‡ New subject for 2004.

*Note:* Since redevelopment some subjects have been renamed, for example:

Accounting Studies replaces Accounting P  
Agricultural and Horticultural Science replaces Agricultural Science  
Agriculture and Horticulture replaces Agriculture  
Art Practical replaces Art Practical and Theory  
The Australian Legal System replaces Legal Studies  
Contemporary Issues and Science replaces Science  
Craft Practical replaces Craft Practical and Theory  
Dance Studies replaces Dance Performance and Theory  
Design and Technology replaces Technology  
Design and Technology Studies replaces Technology Studies  
Design Practical replaces Design Practical and Theory  
Drama Studies replaces Drama P  
English Communications replaces English  
Geography Studies replaces Geography P  
Information Technology replaces Computing Studies  
Language subjects at background speakers level replace language subjects at specialist level  
Language subjects at continuers level replace language subjects at extended level  
Legal Studies replaces Legal Studies P  
Mathematical Applications replaces Applied Mathematics and Business Mathematics  
Mathematical Methods replaces Quantitative Methods  
Mathematical Studies replaces Mathematics 1 (Double) and Mathematics 1 (Single)  
Media Production and Analysis replaces Media Studies  
Modern History replaces Modern History — Asia, Modern History — Europe, Modern History — United States of America, Modern History — World  
Politics replaces Politics P  
Religions in Australia replaces Religion Studies  
Small Business Enterprise replaces Small Business Management  
Specialist Mathematics replaces Mathematics 2  
Studies of Religion replaces Religion Studies P  
Studies of Societies replaces Social Studies  
Visual Arts Studies replaces Art P.

Table 4: Number of Northern Territory and South-East Asian schools and colleges offering 2-unit subjects, by learning area, 2004

	Cath	Northern Territory			South-East Asia	Grand total
		Govt	Indp	Total		
<b>ARTS</b>						
Art Practical	2	9	3	14	0	14
Broadcasting and Multimedia (VET)						
Broadcasting and Multimedia A	0	1	0	1	0	1
Broadcasting and Multimedia B	0	1	0	1	0	1
Craft Practical	0	3	1	4	0	4
Dance	0	2	1	3	0	3
Dance Studies	0	1	1	2	0	2
Design Practical	1	2	1	4	0	4
Drama	1	4	2	7	0	7
Drama Studies	0	3	3	6	0	6
Visual Arts Studies	0	3	2	5	0	5
<b>Total</b>	<b>2</b>	<b>10</b>	<b>3</b>	<b>15</b>	<b>0</b>	<b>15</b>
<b>ENGLISH</b>						
English as a Second Language	1	4	1	6	0	6
English as Second Language Studies	1	2	0	3	5	8
English Communications	3	12	3	18	0	18
English Studies	3	10	3	16	0	16
<b>Total</b>	<b>3</b>	<b>13</b>	<b>3</b>	<b>19</b>	<b>5</b>	<b>24</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>						
Health Education	0	1	0	1	0	1
Home Economics*						
Early Childhood Studies	1	1	0	2	0	2
Food and Hospitality Studies	0	6	0	6	0	6
Nutrition Studies	1	1	0	2	0	2
Hospitality (VET)						
Hospitality — Kitchen Operations A	0	1	0	1	0	1
Hospitality — Kitchen Operations B	0	1	0	1	0	1
Nutrition	0	1	0	1	0	1
Outdoor Education	2	1	2	5	0	5
Physical Education*	3	10	2	15	0	15
Work Education*						
Vocational Studies A	0	5	1	6	0	6
<b>Total</b>	<b>3</b>	<b>12</b>	<b>3</b>	<b>18</b>	<b>0</b>	<b>18</b>
<b>LANGUAGES</b>						
Chinese (background speakers)	0	1	0	1	0	1
Chinese (continuers)	0	1	0	1	0	1
German (continuers)	0	1	0	1	0	1
Indonesian (accelerated)	0	2	0	2	0	2
Indonesian (continuers)	0	2	0	2	0	2
Japanese (continuers)	0	1	1	2	0	2
Malay (background speakers)	0	0	0	0	3	3
Modern Greek (continuers)	0	1	0	1	0	1
Spanish (accelerated)	0	0	1	1	0	1
<b>Total</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>9</b>
<b>MATHEMATICS</b>						
Mathematical Applications	3	11	3	17	0	17
Mathematical Methods	0	5	1	6	0	6
Mathematical Studies	2	8	3	13	5	18
Specialist Mathematics	0	3	1	4	5	9
<b>Total</b>	<b>3</b>	<b>11</b>	<b>3</b>	<b>17</b>	<b>5</b>	<b>22</b>
<b>SCIENCE</b>						
Biology	2	9	3	14	5	19
Chemistry	1	7	2	10	5	15
Contemporary Issues and Science*	1	9	1	11	0	11
Geology	0	1	0	1	0	1
Physics	1	6	2	9	5	14
Psychology†	0	1	0	1	0	1
<b>Total</b>	<b>3</b>	<b>11</b>	<b>3</b>	<b>17</b>	<b>5</b>	<b>22</b>

	Northern Territory				South-East Asia	Grand total
	Cath	Govt	Indp	Total		
<b>SOCIETY AND ENVIRONMENT</b>						
Aboriginal Studies	0	2	1	3	0	3
Accounting	0	1	0	1	0	1
Accounting Studies	1	4	0	5	5	10
Agriculture and Horticulture						
Agricultural and Horticultural Management	0	1	0	1	0	1
Australian History	0	2	1	3	0	3
The Australian Legal System	0	2	0	2	0	2
Business Services (VET)†						
Business Services B	0	2	0	2	0	2
Business Studies*	2	4	1	7	0	7
Conservation and Land Management (VET)†						
Conservation and Land Management A	0	1	0	1	0	1
Conservation and Land Management B	0	1	0	1	0	1
Economics	1	4	1	6	5	11
Geography	1	2	1	4	0	4
Geography Studies	1	2	1	4	0	4
Legal Studies	1	5	2	8	2	10
Media Production and Analysis	1	0	0	1	0	1
Modern History	2	5	1	8	0	8
Politics	0	2	0	2	0	2
Religions in Australia	2	0	0	2	0	2
Small Business Enterprise	0	5	0	5	0	5
Studies of Religion	2	0	0	2	0	2
Studies of Societies	0	1	0	1	0	1
Tourism	3	6	0	9	0	9
Tourism Operations (VET)						
Tourism Operations A	0	1	0	1	0	1
Tourism Operations B	0	1	0	1	0	1
Women's Studies	0	1	0	1	0	1
<b>Total</b>	<b>3</b>	<b>12</b>	<b>3</b>	<b>18</b>	<b>5</b>	<b>23</b>
<b>TECHNOLOGY</b>						
Design and Technology*						
Communication Products A	2	7	2	11	0	11
Communication Products B	0	2	0	2	0	2
Material Products A	2	2	1	5	0	5
Material Products B	0	0	1	1	0	1
Systems and Control Products A	0	1	0	1	0	1
Design and Technology Studies*	0	0	1	1	0	1
Information Technology	0	1	1	2	0	2
Information Technology Studies	1	3	1	5	4	9
<b>Total</b>	<b>2</b>	<b>8</b>	<b>3</b>	<b>13</b>	<b>4</b>	<b>17</b>
<b>VARIOUS LEARNING AREAS</b>						
Extension Studies†						
Extension Studies A	0	1	0	1	0	1
Extension Studies B	0	1	0	1	0	1
<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Total number of schools</b>	<b>3</b>	<b>14</b>	<b>3</b>	<b>20</b>	<b>5</b>	<b>25</b>

\* Redeveloped subject for 2004.

† New subject for 2004.

*Note:* Since redevelopment some subjects have been renamed, for example:

Accounting Studies replaces Accounting P  
Agriculture and Horticulture replaces Agriculture  
Art Practical replaces Art Practical and Theory  
The Australian Legal System replaces Legal Studies  
Contemporary Issues and Science replaces Science  
Craft Practical replaces Craft Practical and Theory  
Dance Studies replaces Dance Performance and Theory  
Design and Technology replaces Technology  
Design and Technology Studies replaces Technology Studies  
Design Practical replaces Design Practical and Theory  
Drama Studies replaces Drama P  
English Communications replaces English  
Geography Studies replaces Geography P

Information Technology replaces Computing Studies  
Language subjects at background speakers level replace language subjects at specialist level  
Language subjects at continuers level replace language subjects at extended level  
Legal Studies replaces Legal Studies P  
Mathematical Applications replaces Applied Mathematics and Business Mathematics  
Mathematical Methods replaces Quantitative Methods  
Mathematical Studies replaces Mathematics 1 (Double) and Mathematics 1 (Single)  
Media Production and Analysis replaces Media Studies  
Modern History replaces Modern History — Asia, Modern History — Europe, Modern History  
— United States of America, Modern History — World  
Politics replaces Politics P  
Religions in Australia replaces Religion Studies  
Small Business Enterprise replaces Small Business Management  
Specialist Mathematics replaces Mathematics 2  
Studies of Religion replaces Religion Studies P  
Studies of Societies replaces Social Studies  
Visual Arts Studies replaces Art P.

**Table 5: Number of South Australian and Northern Territory schools and colleges offering 1-unit subjects, by learning area, 2004**

	South Australia				Northern Territory				Grand total
	Cath	Govt	Indp	Total	Cat	Govt	Indp	Total	
<b>ARTS</b>									
Art Practical	0	10	0	10	0	1	0	1	<b>11</b>
Craft Practical	0	4	0	4	0	0	0	0	<b>4</b>
Design Practical	0	7	0	7	0	0	0	0	<b>7</b>
Drama	0	2	0	2	0	2	0	2	<b>4</b>
Music									
Analytical Studies	0	0	2	2	0	0	0	0	<b>2</b>
Composing and Arranging	5	14	12	31	0	5	0	5	<b>36</b>
Ensemble Performance	13	52	19	84	0	5	2	7	<b>91</b>
Music in Society	4	11	6	21	0	1	0	1	<b>22</b>
Music Individual Study	8	31	9	48	0	2	1	3	<b>51</b>
Musicianship	9	21	16	46	1	2	2	5	<b>51</b>
Performance Special Study	4	7	12	23	0	0	0	0	<b>23</b>
Solo Performance	19	53	28	100	1	3	3	7	<b>107</b>
<b>Total</b>	<b>22</b>	<b>73</b>	<b>30</b>	<b>125</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>10</b>	<b>135</b>
<b>ENGLISH</b>									
English Communications	2	7	2	11	0	0	0	0	<b>11</b>
<b>Total</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>									
Community Studies									
The Arts and the Community	9	47	3	59	0	7	2	9	<b>68</b>
Business and the Community	2	35	6	43	0	4	0	4	<b>47</b>
The Community and the Environment	7	39	7	53	0	3	1	4	<b>57</b>
Design, Construction, and the Community	14	64	5	83	0	7	2	9	<b>92</b>
Foods and the Community	9	60	6	75	0	6	0	6	<b>81</b>
Health, Recreation, and the Community	16	69	10	95	1	9	2	12	<b>107</b>
Language and the Community	9	37	2	48	0	5	1	6	<b>54</b>
Lifestyles and the Community	12	52	4	68	0	9	2	11	<b>79</b>
Mathematics and the Community	10	40	6	56	0	3	1	4	<b>60</b>
Science and the Community	7	29	2	38	0	1	0	1	<b>39</b>
Technology and the Community	12	59	5	76	0	8	1	9	<b>85</b>
Work and the Community	17	76	10	103	0	9	1	10	<b>113</b>
Health Education	0	3	0	3	0	0	0	0	<b>3</b>
Home Economics*									
Early Childhood Studies	0	3	0	3	0	0	0	0	<b>3</b>
Food and Hospitality Studies	1	3	0	4	1	1	0	2	<b>6</b>
Nutrition Studies	0	1	0	1	1	1	0	2	<b>3</b>
Work Education*									
Work Studies A	4	28	4	36	0	4	0	4	<b>40</b>
Work Studies B	4	26	4	34	0	4	0	4	<b>38</b>
<b>Total</b>	<b>20</b>	<b>106</b>	<b>17</b>	<b>143</b>	<b>2</b>	<b>13</b>	<b>2</b>	<b>17</b>	<b>160</b>
<b>LANGUAGES</b>									
Australian Languages*									
Language Revival I	0	1	0	1	0	0	0	0	<b>1</b>
Second Language Learning I	0	1	0	1	0	0	2	2	<b>3</b>
Second Language Learning II	0	1	0	1	0	0	2	2	<b>3</b>
<b>Total</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>MATHEMATICS</b>									
Mathematical Applications	0	13	3	16	2	0	0	2	<b>18</b>
<b>Total</b>	<b>0</b>	<b>13</b>	<b>3</b>	<b>16</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>18</b>
<b>SOCIETY AND ENVIRONMENT</b>									
Aboriginal Studies	0	0	1	1	0	0	0	0	<b>1</b>
Agriculture and Horticulture									
Agricultural and Horticultural Management I	0	1	0	1	0	0	0	0	<b>1</b>
Agricultural and Horticultural Management II	0	1	0	1	0	0	0	0	<b>1</b>
Agricultural and Horticultural Practice I	0	1	0	1	0	0	0	0	<b>1</b>
Agricultural and Horticultural Practice II	0	1	0	1	0	0	0	0	<b>1</b>
Agricultural and Horticultural Principles I	0	1	0	1	0	0	0	0	<b>1</b>
Agricultural and Horticultural Principles II	0	1	0	1	0	0	0	0	<b>1</b>
Agricultural and Horticultural Studies I	0	2	0	2	0	0	0	0	<b>2</b>
Agricultural and Horticultural Studies II	0	2	0	2	0	0	0	0	<b>2</b>

	South Australia				Northern Territory				Grand total
	Cath	Govt	Indp	Total	Cat	Govt	Indp	Total	
Geography	0	1	0	1	0	0	0	0	1
Media Production and Analysis	0	1	0	1	0	0	0	0	1
Religions in Australia	5	0	0	5	0	0	0	0	5
Studies of Societies	0	1	0	1	0	0	0	0	1
<b>Total</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>TECHNOLOGY</b>									
Design and Technology*									
Communication Products A	1	8	0	9	0	0	0	0	9
Communication Products B	1	1	0	2	0	0	0	0	2
Material Products A	1	31	3	35	0	0	0	0	35
Material Products B	1	27	2	30	0	0	0	0	30
Systems and Control Products A	0	19	1	20	0	0	0	0	20
Systems and Control Products B	0	7	0	7	0	0	0	0	7
Information Processing and Publishing									
Business Documents	2	34	5	41	0	4	0	4	45
Desktop Publishing	14	83	14	111	2	4	0	6	117
Electronic Publishing	8	27	7	42	2	4	0	6	48
Personal Documents	8	42	7	57	0	4	0	4	61
<b>Total</b>	<b>16</b>	<b>98</b>	<b>17</b>	<b>131</b>	<b>2</b>	<b>7</b>	<b>0</b>	<b>9</b>	<b>140</b>
<b>Total number of schools</b>	<b>28</b>	<b>123</b>	<b>36</b>	<b>187</b>	<b>3</b>	<b>14</b>	<b>3</b>	<b>20</b>	<b>207</b>

\* Redeveloped subject for 2004.

Note: Since redevelopment some subjects have been renamed, for example:

- Agriculture and Horticulture replaces Agriculture
- Australian Languages replaces Australian Indigenous Languages
- Design and Technology replaces Technology
- Drama replaces Drama: Group Production and Drama: Individual Project
- English Communications replaces English
- Information Processing and Publishing replaces Information Processing
- Mathematical Applications replaces Applied Mathematics and Business Mathematics
- Religions in Australia replaces Religion Studies
- Studies of Societies replaces Social Studies.

Table 6: Number of students in South Australia receiving a result in a 2-unit subject, by learning area, 2004

	Cath		Govt		Indp		F	Total		%	Grand total
	F	M	F	M	F	M		%	M		
<b>ARTS</b>											
Art Practical	92	52	294	162	78	39	464	65	253	35	717
Broadcasting and Multimedia (VET)											
Broadcasting and Multimedia A	0	4	1	0	0	0	1	20	4	80	5
Broadcasting and Multimedia B	2	10	2	14	0	4	4	13	28	88	32
Craft Practical	5	6	86	12	2	0	93	84	18	16	111
Dance	4	0	86	4	4	0	94	96	4	4	98
Dance Studies	7	0	49	3	40	0	96	97	3	3	99
Design Practical	50	70	153	196	28	65	231	41	331	59	562
Drama	28	13	116	61	27	10	171	67	84	33	255
Drama Studies	152	57	284	99	175	74	611	73	230	27	841
Visual Arts Studies	198	70	536	209	310	109	1044	73	388	27	1432
<b>Total</b>	<b>538</b>	<b>282</b>	<b>1607</b>	<b>760</b>	<b>664</b>	<b>301</b>	<b>2809</b>	<b>68</b>	<b>1343</b>	<b>32</b>	<b>4152</b>
<b>ENGLISH</b>											
English as a Second Language	15	7	88	107	0	0	103	47	114	53	217
English as Second Language Studies	134	117	219	274	92	86	445	48	477	52	922
English Communications	677	487	2220	1514	710	625	3607	58	2626	42	6233
English Studies	383	239	904	393	533	270	1820	67	902	33	2722
<b>Total</b>	<b>1209</b>	<b>850</b>	<b>3431</b>	<b>2288</b>	<b>1335</b>	<b>981</b>	<b>5975</b>	<b>59</b>	<b>4119</b>	<b>41</b>	<b>10094</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>											
Community Services (VET)											
Community Services A	0	0	24	0	0	0	24	100	0	0	24
Community Services B	1	0	8	0	1	0	10	100	0	0	10
Health Education	0	0	289	110	11	5	300	72	115	28	415
Home Economics*											
Early Childhood Studies	160	5	836	30	117	4	1113	97	39	3	1152
Food and Hospitality Studies	216	85	878	398	183	93	1277	69	576	31	1853
Nutrition Studies	68	9	60	24	20	10	148	77	43	23	191
Textile Studies	16	0	10	0	2	0	28	100	0	0	28
Nutrition	64	32	401	101	39	7	504	78	140	22	644
Outdoor Education	0	25	41	78	13	36	54	28	139	72	193
Physical Education*	266	340	620	945	264	303	1150	42	1588	58	2738
Sport and Recreation (VET)											
Sport and Recreation A	0	0	6	11	0	0	6	35	11	65	17
Sport and Recreation B	0	0	10	10	0	0	10	50	10	50	20
Work Education*											
Vocational Studies A	86	78	302	292	57	54	445	51	424	49	869
Vocational Studies B	47	33	120	139	28	27	195	49	199	51	394
<b>Total</b>	<b>924</b>	<b>607</b>	<b>3605</b>	<b>2138</b>	<b>735</b>	<b>539</b>	<b>5264</b>	<b>62</b>	<b>3284</b>	<b>38</b>	<b>8548</b>
<b>LANGUAGES</b>											
Arabic (continuers)	0	0	0	1	11	7	11	58	8	42	19
Auslan (continuers)	0	0	8	0	0	0	8	100	0	0	8
Chinese (accelerated)	0	0	0	0	13	1	13	93	1	7	14
Chinese (background speakers)	38	29	94	120	32	34	164	47	183	53	347
Chinese (continuers)	4	5	16	21	26	14	46	53	40	47	86
Croatian (continuers)	0	0	16	5	0	0	16	76	5	24	21
French (accelerated)	0	0	7	5	0	0	7	58	5	42	12
French (accelerated) A†	0	0	1	0	0	0	1	100	0	0	1
French (continuers)	46	10	78	17	63	19	187	80	46	20	233
German (accelerated)	0	0	1	2	0	0	1	33	2	67	3
German (continuers)	0	8	82	28	89	27	171	73	63	27	234
Hungarian (continuers)	0	0	0	0	1	4	1	20	4	80	5
Indonesian (accelerated)	10	0	4	3	0	0	14	82	3	18	17
Indonesian (accelerated) A†	0	0	1	0	0	0	1	100	0	0	1
Indonesian (continuers)	9	1	49	35	18	7	76	64	43	36	119
Italian (accelerated)	0	0	9	2	0	0	9	82	2	18	11
Italian (continuers)	117	36	34	19	0	0	151	73	55	27	206
Japanese (accelerated)	5	0	10	6	0	0	15	71	6	29	21
Japanese (accelerated) A†	0	0	1	0	0	0	1	100	0	0	1
Japanese (continuers)	16	4	96	44	84	27	196	72	75	28	271
Khmer (continuers)	0	0	8	3	0	0	8	73	3	27	11
Korean (background speakers)	0	0	3	6	0	0	3	33	6	67	9
Latin (continuers)	0	0	0	0	3	2	3	60	2	40	5
Latvian (continuers)	0	0	0	0	3	2	3	60	2	40	5
Malay (background speakers)	0	0	1	0	0	0	1	100	0	0	1



	Cath		Govt		Indp		Total				Grand total
	F	M	F	M	F	M	F	%	M	%	
Modern Greek (accelerated)	0	0	0	0	2	2	2	50	2	50	4
Modern Greek (continuers)	0	0	27	19	19	14	46	58	33	42	79
Persian (background speakers)	0	0	10	20	0	0	10	33	20	67	30
Polish (continuers)	0	0	7	10	4	1	11	50	11	50	22
Portuguese (continuers)	0	0	1	0	0	0	1	100	0	0	1
Russian (background speakers)	0	0	0	0	1	4	1	20	4	80	5
Russian (continuers)	0	0	0	0	3	0	3	100	0	0	3
Serbian (continuers)	0	0	7	5	0	0	7	58	5	42	12
Spanish (accelerated)	0	0	24	9	0	0	24	73	9	27	33
Spanish (accelerated) A†	0	0	3	0	0	0	3	100	0	0	3
Spanish (continuers)	0	0	34	12	0	0	34	74	12	26	46
Swedish (continuers)	0	0	1	0	0	0	1	100	0	0	1
Ukrainian (continuers)	0	0	0	0	1	2	1	33	2	67	3
Vietnamese (background speakers)	1	2	10	7	0	0	11	55	9	45	20
Vietnamese (continuers)	4	8	12	5	8	2	24	62	15	38	39
<b>Total</b>	<b>250</b>	<b>103</b>	<b>655</b>	<b>404</b>	<b>381</b>	<b>169</b>	<b>1286</b>	<b>66</b>	<b>676</b>	<b>34</b>	<b>1962</b>
<b>MATHEMATICS</b>											
Mathematical Applications	386	326	874	850	475	379	1735	53	1555	47	3290
Mathematical Methods	101	90	106	70	120	131	327	53	291	47	618
Mathematical Studies	322	370	654	1047	395	557	1371	41	1974	59	3345
Specialist Mathematics	80	171	183	429	107	241	370	31	841	69	1211
<b>Total</b>	<b>889</b>	<b>957</b>	<b>1817</b>	<b>2396</b>	<b>1097</b>	<b>1308</b>	<b>3803</b>	<b>45</b>	<b>4661</b>	<b>55</b>	<b>8464</b>
<b>SCIENCE</b>											
Biology	487	278	1564	713	709	384	2760	67	1375	33	4135
Chemistry	228	241	571	616	322	331	1121	49	1188	51	2309
Contemporary Issues and Science*	71	43	111	105	43	18	225	58	166	42	391
Geology	9	13	30	34	0	0	39	45	47	55	86
Physics	132	283	340	889	189	429	661	29	1601	71	2262
Psychology‡	64	8	282	83	122	26	468	80	117	20	585
Seafood Operations (VET)											
Seafood Operations A	0	1	0	1	0	0	0	0	2	100	2
Seafood Operations B	0	0	0	1	0	0	0	0	1	100	1
<b>Total</b>	<b>991</b>	<b>867</b>	<b>2898</b>	<b>2442</b>	<b>1385</b>	<b>1188</b>	<b>5274</b>	<b>54</b>	<b>4497</b>	<b>46</b>	<b>9771</b>
<b>SOCIETY AND ENVIRONMENT</b>											
Aboriginal Studies	10	0	73	21	5	1	88	80	22	20	110
Accounting	0	0	3	3	0	0	3	50	3	50	6
Accounting Studies	189	165	263	274	124	160	576	49	599	51	1175
Agricultural and Horticultural Science	0	16	19	11	11	37	30	32	64	68	94
Agriculture and Horticulture											
Agricultural and Horticultural Management	0	0	1	13	0	0	1	7	13	93	14
Agricultural and Horticultural Practice	0	0	1	14	0	0	1	7	14	93	15
Agricultural and Horticultural Principles	0	3	5	8	7	7	12	40	18	60	30
Agricultural and Horticultural Studies	0	0	21	42	6	21	27	30	63	70	90
Australian History	47	10	174	65	31	12	252	74	87	26	339
The Australian Legal System	4	6	3	4	0	0	7	41	10	59	17
Business Services (VET)‡											
Business Services A	1	0	0	0	0	0	1	100	0	0	1
Business Services B	0	0	17	0	0	0	17	100	0	0	17
Business Studies*	341	321	573	471	220	207	1134	53	999	47	2133
Classical Studies	82	30	160	75	119	50	361	70	155	30	516
Conservation and Land Management (VET)‡											
Conservation and Land Management A	2	1	0	0	0	0	2	67	1	33	3
Economics	75	188	68	143	121	239	264	32	570	68	834
Financial Services (VET)‡											
Financial Services A	1	0	0	0	0	0	1	100	0	0	1
Geography	0	0	15	21	0	2	15	39	23	61	38
Geography Studies	119	153	291	340	243	320	653	45	813	55	1466
Legal Studies	175	162	488	285	142	112	805	59	559	41	1364
Media Production and Analysis	5	8	56	80	5	13	66	40	101	60	167
Modern History	194	164	478	301	353	199	1025	61	664	39	1689
Natural Resources Management	0	0	17	12	0	0	17	59	12	41	29
Philosophy	4	9	30	33	12	3	46	51	45	49	91
Politics	0	0	21	20	64	37	85	60	57	40	142
Religions in Australia	155	81	0	0	36	39	191	61	120	39	311
Retail (VET)‡											
Retail A	1	0	0	0	0	0	1	100	0	0	1
Small Business Enterprise	7	26	58	152	4	1	69	28	179	72	248

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
Studies of Religion	66	79	0	0	25	11	91	50	90	50		181
Studies of Societies	363	167	770	351	98	35	1231	69	553	31		1784
Tourism	194	129	888	432	146	67	1228	66	628	34		1856
Tourism Operations (VET)												
Tourism Operations A	0	0	0	1	0	0	0	0	1	100		1
Women's Studies	24	0	185	7	0	0	209	97	7	3		216
<b>Total</b>	<b>2059</b>	<b>1718</b>	<b>4678</b>	<b>3179</b>	<b>1772</b>	<b>1573</b>	<b>8509</b>	<b>57</b>	<b>6470</b>	<b>43</b>		<b>14979</b>
<b>TECHNOLOGY</b>												
Design and Technology*												
Communication Products A	45	56	414	284	31	24	490	57	364	43		854
Communication Products B	1	11	87	95	1	0	89	46	106	54		195
Material Products A	7	112	49	388	5	121	61	9	621	91		682
Material Products B	0	14	10	106	1	24	11	7	144	93		155
Systems and Control Products A	0	36	2	59	0	7	2	2	102	98		104
Systems and Control Products B	0	0	3	38	0	0	3	7	38	93		41
Design and Technology Studies*	13	0	8	64	11	56	32	21	120	79		152
Information Technology	29	49	22	133	41	34	92	30	216	70		308
Information Technology (VET)												
Information Technology A	0	1	2	21	0	0	2	8	22	92		24
Information Technology B	0	5	3	12	0	9	3	10	26	90		29
Information Technology Studies	69	116	72	248	41	115	182	28	479	72		661
Manufacturing and Engineering (VET)												
Engineering Applications B	0	5	0	0	0	0	0	0	5	100		5
<b>Total</b>	<b>164</b>	<b>405</b>	<b>672</b>	<b>1448</b>	<b>131</b>	<b>390</b>	<b>967</b>	<b>30</b>	<b>2243</b>	<b>70</b>		<b>3210</b>
<b>VARIOUS LEARNING AREAS</b>												
Extension Studies‡												
Extension Studies A	0	2	9	6	1	3	10	48	11	52		21
Extension Studies B	0	1	3	6	2	0	5	42	7	58		12
<b>Total</b>	<b>0</b>	<b>3</b>	<b>12</b>	<b>12</b>	<b>3</b>	<b>3</b>	<b>15</b>	<b>45</b>	<b>18</b>	<b>55</b>		<b>33</b>
<b>Total results</b>	<b>7024</b>	<b>5792</b>	<b>19375</b>	<b>15067</b>	<b>7503</b>	<b>6452</b>	<b>33902</b>	<b>55</b>	<b>27311</b>	<b>45</b>		<b>61213</b>

\* Redeveloped subject for 2004.

† Alternative accelerated-level language pathway.

‡ New subject for 2004.

Note: Since redevelopment some subjects have been renamed, for example:

Accounting Studies replaces Accounting P  
Agricultural and Horticultural Science replaces Agricultural Science  
Agriculture and Horticulture replaces Agriculture  
Art Practical replaces Art Practical and Theory  
The Australian Legal System replaces Legal Studies  
Contemporary Issues and Science replaces Science  
Craft Practical replaces Craft Practical and Theory  
Dance Studies replaces Dance Performance and Theory  
Design and Technology replaces Technology  
Design and Technology Studies replaces Technology Studies  
Design Practical replaces Design Practical and Theory  
Drama Studies replaces Drama P  
English Communications replaces English  
Geography Studies replaces Geography P  
Information Technology replaces Computing Studies  
Language subjects at background speakers level replace language subjects at specialist level  
Language subjects at continuers level replace language subjects at extended level  
Legal Studies replaces Legal Studies P  
Mathematical Applications replaces Applied Mathematics and Business Mathematics  
Mathematical Methods replaces Quantitative Methods  
Mathematical Studies replaces Mathematics 1 (Double) and Mathematics 1 (Single)  
Media Production and Analysis replaces Media Studies  
Modern History replaces Modern History — Asia, Modern History — Europe, Modern History — United States of America, Modern History — World  
Politics replaces Politics P  
Religions in Australia replaces Religion Studies  
Small Business Enterprise replaces Small Business Management  
Specialist Mathematics replaces Mathematics 2  
Studies of Religion replaces Religion Studies P  
Studies of Societies replaces Social Studies  
Visual Arts Studies replaces Art P.

**Table 7:** Number of students in the Northern Territory and South-East Asia receiving a result in a 2-unit subject, by learning area, 2004

	Cath		Northern Territory						South-East Asia				Grand total		
	F	M	Govt		Indp		Total		F	%	M	%			
<b>ARTS</b>															
Art Practical	3	1	77	51	7	9	87	59	61	41	0	0	0	0	<b>148</b>
Broadcasting and Multimedia (VET)															
Broadcasting and Multimedia A	0	0	3	7	0	0	3	30	7	70	0	0	0	0	<b>10</b>
Broadcasting and Multimedia B	0	0	2	10	0	0	2	17	10	83	0	0	0	0	<b>12</b>
Craft Practical	0	0	14	3	3	0	17	85	3	15	0	0	0	0	<b>20</b>
Dance	0	0	10	0	2	0	12	100	0	0	0	0	0	0	<b>12</b>
Dance Studies	0	0	7	0	1	1	8	89	1	11	0	0	0	0	<b>9</b>
Design Practical	7	4	15	14	0	1	22	54	19	46	0	0	0	0	<b>41</b>
Drama	4	0	21	15	1	1	26	62	16	38	0	0	0	0	<b>42</b>
Drama Studies	0	0	23	4	13	4	36	82	8	18	0	0	0	0	<b>44</b>
Visual Arts Studies	0	0	45	11	11	1	56	82	12	18	0	0	0	0	<b>68</b>
<b>Total</b>	<b>14</b>	<b>5</b>	<b>217</b>	<b>115</b>	<b>38</b>	<b>17</b>	<b>269</b>	<b>66</b>	<b>137</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>406</b>
<b>ENGLISH</b>															
English as a Second Language	2	1	8	14	4	4	14	42	19	58	0	0	0	0	<b>33</b>
English as Second Language Studies	5	4	22	29	0	0	27	45	33	55	734	57	563	43	<b>1357</b>
English Communications	26	34	224	232	22	37	272	47	303	53	0	0	0	0	<b>575</b>
English Studies	30	6	190	101	38	23	258	66	130	34	0	0	0	0	<b>388</b>
<b>Total</b>	<b>63</b>	<b>45</b>	<b>444</b>	<b>376</b>	<b>64</b>	<b>64</b>	<b>571</b>	<b>54</b>	<b>485</b>	<b>46</b>	<b>734</b>	<b>57</b>	<b>563</b>	<b>43</b>	<b>2353</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>															
Health Education	0	0	10	2	0	0	10	83	2	17	0	0	0	0	<b>12</b>
Home Economics*															
Early Childhood Studies	4	0	22	1	0	0	26	96	1	4	0	0	0	0	<b>27</b>
Food and Hospitality Studies	0	0	69	16	0	0	69	81	16	19	0	0	0	0	<b>85</b>
Nutrition Studies	2	4	12	4	0	0	14	64	8	36	0	0	0	0	<b>22</b>
Hospitality (VET)															
Hospitality — Kitchen Operations A	0	0	3	3	0	0	3	50	3	50	0	0	0	0	<b>6</b>
Hospitality — Kitchen Operations B	0	0	2	0	0	0	2	100	0	0	0	0	0	0	<b>2</b>
Nutrition	0	0	54	23	0	0	54	70	23	30	0	0	0	0	<b>77</b>
Outdoor Education	7	8	5	14	3	11	15	31	33	69	0	0	0	0	<b>48</b>
Physical Education*	14	17	69	118	6	9	89	38	144	62	0	0	0	0	<b>233</b>
Work Education*															
Vocational Studies A	0	0	8	5	5	6	13	54	11	46	0	0	0	0	<b>24</b>
<b>Total</b>	<b>27</b>	<b>29</b>	<b>254</b>	<b>186</b>	<b>14</b>	<b>26</b>	<b>295</b>	<b>55</b>	<b>241</b>	<b>45</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>536</b>
<b>LANGUAGES</b>															
Chinese (background speakers)	0	0	6	4	0	0	6	60	4	40	0	0	0	0	<b>10</b>
Chinese (continuers)	0	0	5	3	0	0	5	63	3	38	0	0	0	0	<b>8</b>
German (continuers)	0	0	3	1	0	0	3	75	1	25	0	0	0	0	<b>4</b>
Indonesian (accelerated)	0	0	9	7	0	0	9	56	7	44	0	0	0	0	<b>16</b>
Indonesian (continuers)	0	0	17	16	0	0	17	52	16	48	0	0	0	0	<b>33</b>
Japanese (continuers)	0	0	12	9	4	0	16	64	9	36	0	0	0	0	<b>25</b>
Malay (background speakers)	0	0	0	0	0	0	0	0	0	0	82	69	36	31	<b>118</b>
Modern Greek (continuers)	0	0	5	3	0	0	5	63	3	38	0	0	0	0	<b>8</b>
Spanish (accelerated)	0	0	0	0	2	0	2	100	0	0	0	0	0	0	<b>2</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>57</b>	<b>43</b>	<b>6</b>	<b>0</b>	<b>63</b>	<b>59</b>	<b>43</b>	<b>41</b>	<b>82</b>	<b>69</b>	<b>36</b>	<b>31</b>	<b>224</b>
<b>MATHEMATICS</b>															
Mathematical Applications	32	24	144	126	21	28	197	53	178	47	0	0	0	0	<b>375</b>
Mathematical Methods	0	0	82	70	9	5	91	55	75	45	0	0	0	0	<b>166</b>
Mathematical Studies	7	14	75	112	13	22	95	39	148	61	732	57	560	43	<b>1535</b>
Specialist Mathematics	0	0	5	36	0	4	5	11	40	89	206	43	271	57	<b>522</b>
<b>Total</b>	<b>39</b>	<b>38</b>	<b>306</b>	<b>344</b>	<b>43</b>	<b>59</b>	<b>388</b>	<b>47</b>	<b>441</b>	<b>53</b>	<b>938</b>	<b>53</b>	<b>831</b>	<b>47</b>	<b>2598</b>
<b>SCIENCE</b>															
Biology	22	3	164	78	28	17	214	69	98	31	380	66	195	34	<b>887</b>
Chemistry	4	3	85	86	8	13	97	49	102	51	504	56	396	44	<b>1099</b>

	Northern Territory										South-East Asia				Grand total
	Cath		Govt		Indp		Total				F	%	M	%	
	F	M	F	M	F	M	F	%	M	%					
Contemporary Issues and Science*	4	0	45	51	7	2	56	51	53	49	0	0	0	0	<b>109</b>
Geology	0	0	3	5	0	0	3	38	5	63	0	0	0	0	<b>8</b>
Physics	0	5	47	103	2	17	49	28	125	72	471	53	417	47	<b>1062</b>
Psychology†	0	0	6	6	0	0	6	50	6	50	0	0	0	0	<b>12</b>
<b>Total</b>	<b>30</b>	<b>11</b>	<b>350</b>	<b>329</b>	<b>45</b>	<b>49</b>	<b>425</b>	<b>52</b>	<b>389</b>	<b>48</b>	<b>1355</b>	<b>57</b>	<b>1008</b>	<b>43</b>	<b>3177</b>
<b>SOCIETY AND ENVIRONMENT</b>															
Aboriginal Studies	0	0	17	10	5	2	22	65	12	35	0	0	0	0	<b>34</b>
Accounting	0	0	4	12	0	0	4	25	12	75	0	0	0	0	<b>16</b>
Accounting Studies	5	4	22	33	0	0	27	42	37	58	222	62	134	38	<b>420</b>
Agriculture and Horticulture															
Agricultural and Horticultural Management	0	0	6	2	0	0	6	75	2	25	0	0	0	0	<b>8</b>
Australian History	0	0	22	9	7	1	29	74	10	26	0	0	0	0	<b>39</b>
The Australian Legal System	0	0	8	12	0	0	8	40	12	60	0	0	0	0	<b>20</b>
Business Services (VET)†															
Business Services B	0	0	7	3	0	0	7	70	3	30	0	0	0	0	<b>10</b>
Business Studies*	1	5	44	39	4	2	49	52	46	48	0	0	0	0	<b>95</b>
Conservation and Land Management (VET)†															
Conservation and Land Management A	0	0	3	3	0	0	3	50	3	50	0	0	0	0	<b>6</b>
Conservation and Land Management B	0	0	2	0	0	0	2	100	0	0	0	0	0	0	<b>2</b>
Economics	2	9	32	36	7	3	41	46	48	54	227	63	133	37	<b>449</b>
Geography	2	2	8	11	4	6	14	42	19	58	0	0	0	0	<b>33</b>
Geography Studies	10	2	16	14	9	8	35	59	24	41	0	0	0	0	<b>59</b>
Legal Studies	6	2	44	22	10	4	60	68	28	32	63	64	35	36	<b>186</b>
Media Production and Analysis	2	0	0	0	0	0	2	100	0	0	0	0	0	0	<b>2</b>
Modern History	14	5	50	24	7	2	71	70	31	30	0	0	0	0	<b>102</b>
Politics	0	0	14	8	0	0	14	64	8	36	0	0	0	0	<b>22</b>
Religions in Australia	8	13	0	0	0	0	8	38	13	62	0	0	0	0	<b>21</b>
Small Business Enterprise	0	0	40	40	0	0	40	50	40	50	0	0	0	0	<b>80</b>
Studies of Religion	12	5	0	0	0	0	12	71	5	29	0	0	0	0	<b>17</b>
Studies of Societies	0	0	2	2	0	0	2	50	2	50	0	0	0	0	<b>4</b>
Tourism	11	6	53	20	0	0	64	71	26	29	0	0	0	0	<b>90</b>
Tourism Operations (VET)															
Tourism Operations A	0	0	3	3	0	0	3	50	3	50	0	0	0	0	<b>6</b>
Tourism Operations B	0	0	2	0	0	0	2	100	0	0	0	0	0	0	<b>2</b>
Women's Studies	0	0	9	0	0	0	9	100	0	0	0	0	0	0	<b>9</b>
<b>Total</b>	<b>73</b>	<b>53</b>	<b>408</b>	<b>303</b>	<b>53</b>	<b>28</b>	<b>534</b>	<b>58</b>	<b>384</b>	<b>42</b>	<b>512</b>	<b>63</b>	<b>302</b>	<b>37</b>	<b>1732</b>
<b>TECHNOLOGY</b>															
Design and Technology*															
Communication Products A	10	20	59	60	8	4	77	48	84	52	0	0	0	0	<b>161</b>
Communication Products B	0	0	3	2	0	0	3	60	2	40	0	0	0	0	<b>5</b>
Material Products A	3	9	2	3	0	5	5	23	17	77	0	0	0	0	<b>22</b>
Material Products B	0	0	0	0	4	2	4	67	2	33	0	0	0	0	<b>6</b>
Systems and Control Products A	0	0	0	9	0	0	0	0	9	100	0	0	0	0	<b>9</b>
Design and Technology Studies*	0	0	0	0	2	1	2	67	1	33	0	0	0	0	<b>3</b>
Information Technology	0	0	3	13	2	8	5	19	21	81	0	0	0	0	<b>26</b>
Information Technology Studies	1	7	8	44	1	6	10	15	57	85	52	41	75	59	<b>194</b>
<b>Total</b>	<b>14</b>	<b>36</b>	<b>75</b>	<b>131</b>	<b>17</b>	<b>26</b>	<b>106</b>	<b>35</b>	<b>193</b>	<b>65</b>	<b>52</b>	<b>41</b>	<b>75</b>	<b>59</b>	<b>426</b>
<b>VARIOUS LEARNING AREAS</b>															
Extension Studies†															
Extension Studies A	0	0	2	1	0	0	2	67	1	33	0	0	0	0	<b>3</b>
Extension Studies B	0	0	1	4	0	0	1	20	4	80	0	0	0	0	<b>5</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>38</b>	<b>5</b>	<b>63</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>Total results</b>	<b>260</b>	<b>217</b>	<b>2114</b>	<b>1832</b>	<b>280</b>	<b>269</b>	<b>2654</b>	<b>53</b>	<b>2318</b>	<b>47</b>	<b>3673</b>	<b>57</b>	<b>2815</b>	<b>43</b>	<b>11460</b>

\* Redeveloped subject for 2004.

† New subject for 2004.

*Note:* Since redevelopment some subjects have been renamed, for example:

Accounting Studies replaces Accounting P  
Agriculture and Horticulture replaces Agriculture  
Art Practical replaces Art Practical and Theory  
The Australian Legal System replaces Legal Studies  
Contemporary Issues and Science replaces Science  
Craft Practical replaces Craft Practical and Theory  
Dance Studies replaces Dance Performance and Theory  
Design and Technology replaces Technology  
Design and Technology Studies replaces Technology Studies  
Design Practical replaces Design Practical and Theory  
Drama Studies replaces Drama P  
English Communications replaces English  
Geography Studies replaces Geography P  
Information Technology replaces Computing Studies  
Language subjects at background speakers level replace language subjects at specialist level  
Language subjects at continuers level replace language subjects at extended level  
Legal Studies replaces Legal Studies P  
Mathematical Applications replaces Applied Mathematics and Business Mathematics  
Mathematical Methods replaces Quantitative Methods  
Mathematical Studies replaces Mathematics 1 (Double) and Mathematics 1 (Single)  
Media Production and Analysis replaces Media Studies  
Modern History replaces Modern History — Asia, Modern History — Europe, Modern History — United States of America,  
Modern History — World  
Politics replaces Politics P  
Religions in Australia replaces Religion Studies  
Small Business Enterprise replaces Small Business Management  
Specialist Mathematics replaces Mathematics 2  
Studies of Religion replaces Religion Studies P  
Studies of Societies replaces Social Studies  
Visual Arts Studies replaces Art P.

**Table 8:** Number of students in South Australia and the Northern Territory receiving a result in at least one 2-unit subject, 2004

			<b>2004</b>
<b>South Australia</b>			
Catholic	Female		<b>1613</b>
	Male		<b>1327</b>
	Total		<b>2940</b>
Government	Female		<b>5240</b>
	Male		<b>4117</b>
	Total		<b>9357</b>
Independent	Female		<b>1801</b>
	Male		<b>1512</b>
	Total		<b>3313</b>
Total	Female		<b>8654</b>
	Male		<b>6956</b>
South Australian total			<b>15610</b>
<b>Northern Territory</b>			
Catholic	Female		<b>71</b>
	Male		<b>65</b>
	Total		<b>136</b>
Government	Female		<b>606</b>
	Male		<b>538</b>
	Total		<b>1144</b>
Independent	Female		<b>69</b>
	Male		<b>72</b>
	Total		<b>141</b>
Total	Female		<b>746</b>
	Male		<b>675</b>
Northern Territory total			<b>1421</b>
<b>Grand total</b>			<b>17031</b>

**Table 9:** Number of individual subject results in 2-unit subjects, 2004

			<b>2004</b>
<b>South Australia</b>			
Catholic	Female		<b>7024</b>
	Male		<b>5792</b>
	Total		<b>12816</b>
Government	Female		<b>19375</b>
	Male		<b>15067</b>
	Total		<b>34442</b>
Independent	Female		<b>7503</b>
	Male		<b>6452</b>
	Total		<b>13955</b>
Total	Female		<b>33902</b>
	Male		<b>27311</b>
South Australian total			<b>61213</b>
<b>Northern Territory</b>			
Catholic	Female		<b>260</b>
	Male		<b>217</b>
	Total		<b>477</b>
Government	Female		<b>2114</b>
	Male		<b>1832</b>
	Total		<b>3946</b>
Independent	Female		<b>280</b>
	Male		<b>269</b>
	Total		<b>549</b>
Total	Female		<b>2654</b>
	Male		<b>2318</b>
Northern Territory total			<b>4972</b>
<b>Grand total</b>			<b>66185</b>

Table 10: Number of students in South Australia receiving a result in a 1-unit subject, by learning area, 2004

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
<b>ARTS</b>												
Art Practical	0	0	9	9	0	0	9	50	9	50		<b>18</b>
Craft Practical	0	0	4	1	0	0	4	80	1	20		<b>5</b>
Design Practical	0	0	7	11	0	0	7	39	11	61		<b>18</b>
Drama	0	0	2	1	0	0	2	67	1	33		<b>3</b>
Music												
Analytical Studies	0	0	0	0	5	4	5	56	4	44		<b>9</b>
Composing and Arranging	4	7	13	14	12	13	29	46	34	54		<b>63</b>
Ensemble Performance	22	27	106	111	48	27	176	52	165	48		<b>341</b>
Music in Society	20	11	33	22	29	12	82	65	45	35		<b>127</b>
Music Individual Study	16	12	42	45	9	5	67	52	62	48		<b>129</b>
Musicianship	23	12	86	71	72	36	181	60	119	40		<b>300</b>
Performance Special Study	3	3	12	13	18	4	33	62	20	38		<b>53</b>
Solo Performance	63	32	147	113	102	51	312	61	196	39		<b>508</b>
<b>Total</b>	<b>151</b>	<b>104</b>	<b>461</b>	<b>411</b>	<b>295</b>	<b>152</b>	<b>907</b>	<b>58</b>	<b>667</b>	<b>42</b>		<b>1574</b>
<b>ENGLISH</b>												
English Communications	1	1	9	4	1	1	11	65	6	35		<b>17</b>
<b>Total</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>11</b>	<b>65</b>	<b>6</b>	<b>35</b>		<b>17</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>												
Community Studies												
The Arts and the Community	6	13	83	64	4	7	93	53	84	47		<b>177</b>
Business and the Community	0	2	88	80	5	4	93	52	86	48		<b>179</b>
The Community and the Environment	7	6	54	53	2	5	63	50	64	50		<b>127</b>
Design, Construction, and the Community	10	28	143	137	4	8	157	48	173	52		<b>330</b>
Foods and the Community	12	21	174	95	4	9	190	60	125	40		<b>315</b>
Health, Recreation, and the Community	23	35	204	170	6	16	233	51	221	49		<b>454</b>
Language and the Community	8	19	105	65	2	2	115	57	86	43		<b>201</b>
Lifestyles and the Community	9	19	152	97	3	5	164	58	121	42		<b>285</b>
Mathematics and the Community	7	17	109	70	2	6	118	56	93	44		<b>211</b>
Science and the Community	11	5	62	40	1	1	74	62	46	38		<b>120</b>
Technology and the Community	7	35	114	150	7	6	128	40	191	60		<b>319</b>
Work and the Community	25	34	201	177	10	11	236	52	222	48		<b>458</b>
Health Education	0	0	9	2	0	0	9	82	2	18		<b>11</b>
Home Economics*												
Early Childhood Studies	0	0	8	0	0	0	8	100	0	0		<b>8</b>
Food and Hospitality Studies	1	0	4	1	0	0	5	83	1	17		<b>6</b>
Nutrition Studies	0	0	2	0	0	0	2	100	0	0		<b>2</b>
Work Education*												
Work Studies A	11	16	107	117	22	12	140	49	145	51		<b>285</b>
Work Studies B	10	15	93	82	20	11	123	53	108	47		<b>231</b>
<b>Total</b>	<b>147</b>	<b>265</b>	<b>1712</b>	<b>1400</b>	<b>92</b>	<b>103</b>	<b>1951</b>	<b>52</b>	<b>1768</b>	<b>48</b>		<b>3719</b>
<b>LANGUAGES</b>												
Australian Languages*												
Language Revival I	0	0	1	0	0	0	1	100	0	0		<b>1</b>
Second Language Learning I	0	0	2	0	0	0	2	100	0	0		<b>2</b>
Second Language Learning II	0	0	1	0	0	0	1	100	0	0		<b>1</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>100</b>	<b>0</b>	<b>0</b>		<b>4</b>
<b>MATHEMATICS</b>												
Mathematical Applications	0	0	7	19	1	2	8	28	21	72		<b>29</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>19</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>28</b>	<b>21</b>	<b>72</b>		<b>29</b>
<b>SOCIETY AND ENVIRONMENT</b>												
Aboriginal Studies	0	0	0	0	0	1	0	0	1	100		<b>1</b>
Agriculture and Horticulture												
Agricultural and Horticultural Management I	0	0	15	15	0	0	15	50	15	50		<b>30</b>
Agricultural and Horticultural Management II	0	0	7	5	0	0	7	58	5	42		<b>12</b>
Agricultural and Horticultural Practice I	0	0	3	2	0	0	3	60	2	40		<b>5</b>
Agricultural and Horticultural Practice II	0	0	1	2	0	0	1	33	2	67		<b>3</b>
Agricultural and Horticultural Principles I	0	0	23	16	0	0	23	59	16	41		<b>39</b>
Agricultural and Horticultural Principles II	0	0		4	0	0	0	0	4	100		<b>4</b>
Agricultural and Horticultural Studies I	0	0	23	11	0	0	23	68	11	32		<b>34</b>
Agricultural and Horticultural Studies II	0	0	4	6	0	0	4	40	6	60		<b>10</b>

	Cath		Govt		Indp		Total				Grand total
	F	M	F	M	F	M	F	%	M	%	
Geography	0	0	1	0	0	0	1	100	0	0	<b>1</b>
Media Production and Analysis	0	0	1	0	0	0	1	100	0	0	<b>1</b>
Religions in Australia	125	72	0	0	0	0	125	63	72	37	<b>197</b>
Studies of Societies	0	0	1	1	0	0	1	50	1	50	<b>2</b>
<b>Total</b>	<b>125</b>	<b>72</b>	<b>79</b>	<b>62</b>	<b>0</b>	<b>1</b>	<b>204</b>	<b>60</b>	<b>135</b>	<b>40</b>	<b>339</b>
<b>TECHNOLOGY</b>											
Design and Technology*											
Communication Products A	11	15	14	52	0	0	25	27	67	73	<b>92</b>
Communication Products B	12	14	5	13	0	0	17	39	27	61	<b>44</b>
Material Products A	0	14	20	220	2	29	22	8	263	92	<b>285</b>
Material Products B	0	11	24	180	1	18	25	11	209	89	<b>234</b>
Systems and Control Products A	0	0	7	114	1	9	8	6	123	94	<b>131</b>
Systems and Control Products B	0	0	5	50	0	0	5	9	50	91	<b>55</b>
Information Processing and Publishing											
Business Documents	9	5	307	133	36	9	352	71	147	29	<b>499</b>
Desktop Publishing	187	75	774	392	100	56	1061	67	523	33	<b>1584</b>
Electronic Publishing	79	53	179	125	23	30	281	57	208	43	<b>489</b>
Personal Documents	117	28	448	215	57	25	622	70	268	30	<b>890</b>
<b>Total</b>	<b>415</b>	<b>215</b>	<b>1783</b>	<b>1494</b>	<b>220</b>	<b>176</b>	<b>2418</b>	<b>56</b>	<b>1885</b>	<b>44</b>	<b>4303</b>
<b>Total results</b>	<b>839</b>	<b>657</b>	<b>4055</b>	<b>3390</b>	<b>609</b>	<b>435</b>	<b>5503</b>	<b>55</b>	<b>4482</b>	<b>45</b>	<b>9985</b>

\* Redeveloped subject for 2004.

Note: Since redevelopment some subjects have been renamed, for example:

- Agriculture and Horticulture replaces Agriculture
- Australian Languages replaces Australian Indigenous Languages
- Design and Technology replaces Technology
- Drama replaces Drama: Group Production and Drama: Individual Project
- English Communications replaces English
- Information Processing and Publishing replaces Information Processing
- Mathematical Applications replaces Applied Mathematics and Business Mathematics
- Media Production and Analysis replaces Media Studies
- Religions in Australia replaces Religion Studies
- Studies of Societies replaces Social Studies.



Table 11: Number of students in the Northern Territory receiving a result in a 1-unit subject, by learning area, 2004

	Cath		Govt		Indp		F	Total		%	%	Grand total
	F	M	F	M	F	M		F	M			
<b>ARTS</b>												
Art Practical	0	0	1	0	0	0	1	100	0	0		<b>1</b>
Drama	0	0	1	1	0	0	1	50	1	50		<b>2</b>
Music												
Composing and Arranging	0	0	5	7	0	0	5	42	7	58		<b>12</b>
Ensemble Performance	0	0	5	8	4	13	9	30	21	70		<b>30</b>
Music in Society	0	0	7	1	0	0	7	88	1	13		<b>8</b>
Music Individual Study	0	0	1	2	1	9	2	15	11	85		<b>13</b>
Musicianship	1	0	14	9	4	2	19	63	11	37		<b>30</b>
Solo Performance	1	0	13	8	6	4	20	63	12	38		<b>32</b>
<b>Total</b>	<b>2</b>	<b>0</b>	<b>47</b>	<b>36</b>	<b>15</b>	<b>28</b>	<b>64</b>	<b>50</b>	<b>64</b>	<b>50</b>		<b>128</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>												
Community Studies												
The Arts and the Community	0	0	23	8	0	3	23	68	11	32		<b>34</b>
Business and the Community	0	0	7	4	0	0	7	64	4	36		<b>11</b>
The Community and the Environment	0	0	3	13	1	1	4	22	14	78		<b>18</b>
Design, Construction, and the Community	0	0	17	12	3	2	20	59	14	41		<b>34</b>
Foods and the Community	0	0	11	6	0	0	11	65	6	35		<b>17</b>
Health, Recreation, and the Community	1	0	24	41	1	7	26	35	48	65		<b>74</b>
Language and the Community	0	0	7	7	3	7	10	42	14	58		<b>24</b>
Lifestyles and the Community	0	0	16	17	0	3	16	44	20	56		<b>36</b>
Mathematics and the Community	0	0	6	5	1	0	7	58	5	42		<b>12</b>
Science and the Community	0	0	0	10	0	0	0	0	10	100		<b>10</b>
Technology and the Community	0	0	21	23	1	4	22	45	27	55		<b>49</b>
Work and the Community	0	0	23	18	3	10	26	48	28	52		<b>54</b>
Home Economics*												
Food and Hospitality Studies	8	0	7	0	0	0	15	100	0	0		<b>15</b>
Nutrition Studies	8	0	18	4	0	0	26	87	4	13		<b>30</b>
Work Education*												
Work Studies A	0	0	23	26	0	0	23	47	26	53		<b>49</b>
Work Studies B	0	0	17	9	0	0	17	65	9	35		<b>26</b>
<b>Total</b>	<b>17</b>	<b>0</b>	<b>223</b>	<b>203</b>	<b>13</b>	<b>37</b>	<b>253</b>	<b>51</b>	<b>240</b>	<b>49</b>		<b>493</b>
<b>LANGUAGES</b>												
Australian Languages*												
Second Language Learning I	0	0	0	0	7	5	7	58	5	42		<b>12</b>
Second Language Learning II	0	0	0	0	7	5	7	58	5	42		<b>12</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>10</b>	<b>14</b>	<b>58</b>	<b>10</b>	<b>42</b>		<b>24</b>
<b>MATHEMATICS</b>												
Mathematical Applications	1	1	0	0	0	0	1	50	1	50		<b>2</b>
<b>Total</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>50</b>	<b>1</b>	<b>50</b>		<b>2</b>
<b>TECHNOLOGY</b>												
Information Processing and Publishing												
Business Documents	0	0	44	31	0	0	44	59	31	41		<b>75</b>
Desktop Publishing	17	13	29	22	0	0	46	57	35	43		<b>81</b>
Electronic Publishing	12	11	22	27	0	0	34	47	38	53		<b>72</b>
Personal Documents	0	0	41	42	0	0	41	49	42	51		<b>83</b>
<b>Total</b>	<b>29</b>	<b>24</b>	<b>136</b>	<b>122</b>	<b>0</b>	<b>0</b>	<b>165</b>	<b>53</b>	<b>146</b>	<b>47</b>		<b>311</b>
<b>Total results</b>	<b>49</b>	<b>25</b>	<b>406</b>	<b>361</b>	<b>42</b>	<b>75</b>	<b>497</b>	<b>52</b>	<b>461</b>	<b>48</b>		<b>958</b>

\* Redeveloped subject for 2004.

Note: Since redevelopment some subjects have been renamed, for example:

Australian Languages replaces Australian Indigenous Languages

Information Processing and Publishing replaces Information Processing

Mathematical Applications replaces Applied Mathematics and Business Mathematics.

**Table 12: Number of students in South Australia and the Northern Territory receiving a result in at least one 1-unit subject, 2004**

		<b>2004</b>
<b>South Australia</b>		
Catholic	Female	<b>442</b>
	Male	<b>300</b>
	Total	<b>742</b>
Government	Female	<b>1796</b>
	Male	<b>1464</b>
	Total	<b>3260</b>
Independent	Female	<b>299</b>
	Male	<b>206</b>
	Total	<b>505</b>
Total	Female	<b>2537</b>
	Male	<b>1970</b>
South Australian total		<b>4507</b>
<b>Northern Territory</b>		
Catholic	Female	<b>23</b>
	Male	<b>14</b>
	Total	<b>37</b>
Government	Female	<b>182</b>
	Male	<b>171</b>
	Total	<b>353</b>
Independent	Female	<b>19</b>
	Male	<b>29</b>
	Total	<b>48</b>
Total	Female	<b>224</b>
	Male	<b>214</b>
Northern Territory total		<b>438</b>
<b>Grand total</b>		<b>4945</b>

**Table 13: Number of individual subject results in 1-unit subjects, 2004**

Subjects excluding Community Studies		<b>2004</b>
<b>South Australia</b>		
Catholic	Female	<b>714</b>
	Male	<b>423</b>
	Total	<b>1137</b>
Government	Female	<b>2566</b>
	Male	<b>2192</b>
	Total	<b>4758</b>
Independent	Female	<b>559</b>
	Male	<b>355</b>
	Total	<b>914</b>
Total	Female	<b>3839</b>
	Male	<b>2970</b>
South Australian total		<b>6809</b>
<b>Northern Territory</b>		
Catholic	Female	<b>48</b>
	Male	<b>25</b>
	Total	<b>73</b>
Government	Female	<b>248</b>
	Male	<b>197</b>
	Total	<b>445</b>
Independent	Female	<b>29</b>
	Male	<b>38</b>
	Total	<b>67</b>
Total	Female	<b>325</b>
	Male	<b>260</b>
Northern Territory total		<b>585</b>
<b>Grand total</b>		<b>7394</b>
<hr/>		
Community Studies		<b>2004</b>
<b>South Australia</b>		
Catholic	Female	<b>125</b>
	Male	<b>234</b>
	Total	<b>359</b>
Government	Female	<b>1489</b>
	Male	<b>1198</b>
	Total	<b>2687</b>
Independent	Female	<b>50</b>
	Male	<b>80</b>
	Total	<b>130</b>
Total	Female	<b>1664</b>
	Male	<b>1512</b>
South Australian total		<b>3176</b>
<b>Northern Territory</b>		
Catholic	Female	<b>1</b>
	Male	<b>0</b>
	Total	<b>1</b>
Government	Female	<b>158</b>
	Male	<b>164</b>
	Total	<b>322</b>
Independent	Female	<b>13</b>
	Male	<b>37</b>
	Total	<b>50</b>
Total	Female	<b>172</b>
	Male	<b>201</b>
Northern Territory total		<b>373</b>
<b>Grand total</b>		<b>3549</b>

Table 14: 2-unit subjects by learning area — grade distribution, 2004

	A 20–17		B 16–14		C 13–11		D 10–8		E 7–0		Partial ☒ Assessments		Total		Grand total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
<b>ARTS</b>															
Art Practical	89	21	114	45	173	78	106	72	69	98	0	0	551	314	<b>865</b>
Broadcasting and Multimedia (VET)															
Broadcasting and Multimedia B	6	20	0	9	0	4	0	2	0	3	0	0	6	38	<b>44</b>
Craft Practical	14	2	23	1	32	3	28	9	13	6	0	0	110	21	<b>131</b>
Dance	9	0	16	1	41	2	26	1	14	0	0	0	106	4	<b>110</b>
Dance Studies	19	2	30	0	40	2	11	0	4	0	0	0	104	4	<b>108</b>
Design Practical	37	31	65	71	66	103	49	82	36	63	0	0	253	350	<b>603</b>
Drama	27	2	51	16	59	32	35	20	25	30	0	0	197	100	<b>297</b>
Drama Studies	105	30	234	67	236	93	45	30	14	15	13	3	647	238	<b>885</b>
Visual Arts Studies	184	45	350	101	400	141	133	76	25	30	8	7	1100	400	<b>1500</b>
<b>Total</b>	<b>490</b>	<b>153</b>	<b>883</b>	<b>311</b>	<b>1047</b>	<b>458</b>	<b>433</b>	<b>292</b>	<b>200</b>	<b>245</b>	<b>21</b>	<b>10</b>	<b>3074</b>	<b>1469</b>	<b>4543</b>
<b>ENGLISH</b>															
English as a Second Language 24		7	41	42	37	50	7	19	8	15	0	0	117	133	<b>250</b>
English as Second Language Studies	396	197	502	419	234	303	56	110	16	39	2	5	1206	1073	<b>2279</b>
English Communications	1046	461	1722	1169	753	824	223	295	135	180	0	0	3879	2929	<b>6808</b>
English Studies	479	202	917	407	514	310	121	77	39	31	8	5	2078	1032	<b>3110</b>
<b>Total</b>	<b>1945</b>	<b>867</b>	<b>3182</b>	<b>2037</b>	<b>1538</b>	<b>1487</b>	<b>407</b>	<b>501</b>	<b>198</b>	<b>265</b>	<b>10</b>	<b>10</b>	<b>7280</b>	<b>5167</b>	<b>12447</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>															
Community Services (VET)															
Community Services B	9	0	1	0	0	0	0	0	0	0	0	0	10	0	<b>10</b>
Health Education	119	11	92	29	53	29	19	22	27	26	0	0	310	117	<b>427</b>
Home Economics*															
Early Childhood Studies	224	2	516	17	255	14	85	3	59	4	0	0	1139	40	<b>1179</b>
Food and Hospitality Studies															
Nutrition Studies	383	40	508	183	263	187	128	111	64	71	0	0	1346	592	<b>1938</b>
Textile Studies	33	2	88	22	33	16	8	11	0	0	0	0	162	51	<b>213</b>
Hospitality (VET)															
Hospitality — Kitchen Operations B															
Nutrition	6	0	12	0	9	0	0	0	1	0	0	0	28	0	<b>28</b>
Outdoor Education	2	0	0	0	0	0	0	0	0	0	0	0	2	0	<b>2</b>
Physical Education	116	13	211	42	136	56	63	38	23	12	9	2	558	163	<b>721</b>
Sport and Recreation B	22	40	20	52	21	50	3	18	3	12	0	0	69	172	<b>241</b>
Work Education*	285	328	459	633	309	485	124	147	51	79	11	60	1239	1732	<b>2971</b>
Sport and Recreation (VET)															
Sport and Recreation B	8	6	2	4	0	0	0	0	0	0	0	0	10	10	<b>20</b>
Vocational Studies A															
Vocational Studies B	212	109	170	195	45	83	21	26	10	22	0	0	458	435	<b>893</b>
<b>Total</b>	<b>1481</b>	<b>583</b>	<b>2142</b>	<b>1247</b>	<b>1167</b>	<b>987</b>	<b>463</b>	<b>390</b>	<b>253</b>	<b>243</b>	<b>20</b>	<b>62</b>	<b>5526</b>	<b>3512</b>	<b>9038</b>
<b>LANGUAGES</b>															
Arabic (continuers)	0	0	5	6	2	1	4	1	0	0	0	0	11	8	<b>19</b>
Auslan (continuers)	0	0	3	0	2	0	2	0	0	0	1	0	8	0	<b>8</b>
Chinese (accelerated)	5	0	6	0	2	1	0	0	0	0	0	0	13	1	<b>14</b>
Chinese (background speakers)	86	39	59	80	23	49	1	11	0	8	1	0	170	187	<b>357</b>
Chinese (continuers)	19	19	21	10	8	5	3	7	0	1	0	1	51	43	<b>94</b>
Croatian (continuers)	3	1	8	2	4	1	1	1	0	0	0	0	16	5	<b>21</b>
French (accelerated)	2	0	3	3	0	2	2	0	0	0	0	0	7	5	<b>12</b>
French (continuers)	68	20	71	20	37	4	8	1	3	1	0	0	187	46	<b>233</b>
German (accelerated)	0	2	1	0	0	0	0	0	0	0	0	0	1	2	<b>3</b>
German (continuers)	75	22	66	29	28	10	4	2	1	1	0	0	174	64	<b>238</b>
Hungarian (continuers)	1	1	0	2	0	1	0	0	0	0	0	0	1	4	<b>5</b>
Indonesian (accelerated)	9	2	7	5	4	3	3	0	0	0	0	0	23	10	<b>33</b>
Indonesian (continuers)	32	27	26	17	24	7	8	7	3	1	0	0	93	59	<b>152</b>
Italian (accelerated)	3	1	5	1	1	0	0	0	0	0	0	0	9	2	<b>11</b>
Italian (continuers)	42	13	67	22	31	16	10	3	1	1	0	0	151	55	<b>206</b>
Japanese (accelerated)	6	1	4	1	3	2	2	1	0	1	0	0	15	6	<b>21</b>
Japanese (continuers)	78	32	72	30	33	12	18	5	8	2	3	3	212	84	<b>296</b>
Khmer (continuers)	1	1	4	1	3	0	0	0	0	0	0	1	8	3	<b>11</b>
Korean (background speakers)	2	3	1	2	0	1	0	0	0	0	0	0	3	6	<b>9</b>
Latin (continuers)	1	0	0	1	2	1	0	0	0	0	0	0	3	2	<b>5</b>

	A		B		C		D		E		Partial ☒		Total		Grand total
	20–17		16–14		13–11		10–8		7–0		Assessments		F	M	
	F	M	F	M	F	M	F	M	F	M	F	M			
Latvian (continuers)	2	0	1	2	0	0	0	0	0	0	0	0	3	2	<b>5</b>
Malay (background speakers)	32	8	33	8	17	10	1	8	0	2	0	0	83	36	<b>119</b>
Modern Greek (accelerated)	1	0	1	2	0	0	0	0	0	0	0	0	2	2	<b>4</b>
Modern Greek (continuers)	13	8	22	13	12	9	3	5	0	1	1	0	51	36	<b>87</b>
Persian (background speakers)	2	2	5	4	1	5	0	5	0	2	2	2	10	20	<b>30</b>
Polish (continuers)	4	2	3	9	2	0	2	0	0	0	0	0	11	11	<b>22</b>
Portuguese (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	<b>1</b>
Russian (background speakers)	1	0	0	1	0	2	0	1	0	0	0	0	1	4	<b>5</b>
Russian (continuers)	1	0	2	0	0	0	0	0	0	0	0	0	3	0	<b>3</b>
Serbian (continuers)	0	0	3	3	3	2	1	0	0	0	0	0	7	5	<b>12</b>
Spanish (accelerated)	8	3	11	3	5	3	2	0	0	0	0	0	26	9	<b>35</b>
Spanish (continuers)	14	1	10	5	8	5	2	1	0	0	0	0	34	12	<b>46</b>
Swedish (continuers)	0	0	1	0	0	0	0	0	0	0	0	0	1	0	<b>1</b>
Ukrainian (continuers)	1	0	0	2	0	0	0	0	0	0	0	0	1	2	<b>3</b>
Vietnamese (background speakers)	4	4	3	3	1	1	3	1	0	0	0	0	11	9	<b>20</b>
Vietnamese (continuers)	14	0	5	8	1	4	0	3	1	0	3	0	24	15	<b>39</b>
<b>Total</b>	<b>530</b>	<b>212</b>	<b>530</b>	<b>295</b>	<b>257</b>	<b>157</b>	<b>80</b>	<b>63</b>	<b>17</b>	<b>21</b>	<b>11</b>	<b>7</b>	<b>1425</b>	<b>755</b>	<b>2180</b>
<b>MATHEMATICS</b>															
Mathematical Applications	317	161	623	414	533	538	276	316	183	304	0	0	1932	1733	<b>3665</b>
Mathematical Methods	90	61	153	115	109	113	54	53	6	20	6	4	418	366	<b>784</b>
Mathematical Studies	634	671	774	839	547	692	176	326	58	127	9	27	2198	2682	<b>4880</b>
Specialist Mathematics	253	360	177	323	107	273	39	133	4	59	1	4	581	1152	<b>1733</b>
<b>Total</b>	<b>1294</b>	<b>1253</b>	<b>1727</b>	<b>1691</b>	<b>1296</b>	<b>1616</b>	<b>545</b>	<b>828</b>	<b>251</b>	<b>510</b>	<b>16</b>	<b>35</b>	<b>5129</b>	<b>5933</b>	<b>11062</b>
<b>SCIENCE</b>															
Biology	703	288	1193	553	891	514	397	231	133	62	37	20	3354	1668	<b>5022</b>
Chemistry	428	363	607	566	475	463	162	226	48	63	2	5	1722	1686	<b>3408</b>
Contemporary Issues and Science*	37	12	91	46	87	61	42	52	24	48	0	0	281	219	<b>500</b>
Geology	7	4	11	20	12	19	8	4	3	2	1	3	42	52	<b>94</b>
Physics	426	561	463	756	221	558	53	193	14	58	4	16	1181	2142	<b>3323</b>
Psychology†	107	12	177	30	118	47	54	20	16	13	2	1	474	123	<b>597</b>
Seafood Operations (VET)															
Seafood Operations B	0	1	0	0	0	0	0	0	0	0	0	0	0	1	<b>1</b>
<b>Total</b>	<b>1708</b>	<b>1241</b>	<b>2542</b>	<b>1971</b>	<b>1804</b>	<b>1662</b>	<b>716</b>	<b>726</b>	<b>238</b>	<b>246</b>	<b>46</b>	<b>45</b>	<b>7054</b>	<b>5891</b>	<b>12945</b>
<b>SOCIETY AND ENVIRONMENT</b>															
Aboriginal Studies	16	6	46	6	29	12	7	4	12	6	0	0	110	34	<b>144</b>
Accounting	0	0	3	4	1	10	2	1	1	0	0	0	7	15	<b>22</b>
Accounting Studies	184	133	255	218	232	218	118	151	30	39	6	11	825	770	<b>1595</b>
Agricultural and Horticultural Science	7	3	12	21	7	25	2	13	2	2	0	0	30	64	<b>94</b>
Agriculture and Horticulture															
Agricultural and Horticultural Management	0	0	3	6	1	6	3	1	0	2	0	0	7	15	<b>22</b>
Agricultural and Horticultural Practice	0	5	0	3	1	4	0	1	0	1	0	0	1	14	<b>15</b>
Agricultural and Horticultural Principles	1	2	7	8	2	6	2	2	0	0	0	0	12	18	<b>30</b>
Agricultural and Horticultural Studies	4	3	8	21	8	23	2	8	5	8	0	0	27	63	<b>90</b>
Australian History	50	10	118	29	71	24	24	22	6	9	12	3	281	97	<b>378</b>
The Australian Legal System	2	3	5	4	4	8	2	4	2	3	0	0	15	22	<b>37</b>
Business Services (VET)†															
Business Services B	8	0	7	2	4	1	2	0	3	0	0	0	24	3	<b>27</b>
Business Studies*	151	79	423	310	376	324	137	175	96	157	0	0	1183	1045	<b>2228</b>
Classical Studies	71	26	163	65	97	37	22	19	8	7	0	1	361	155	<b>516</b>
Conservation and Land Management (VET)†															
Conservation and Land Management B	1	0	0	0	1	0	0	0	0	0	0	0	2	0	<b>2</b>
Economics	115	149	196	253	135	222	67	93	15	26	4	8	532	751	<b>1283</b>
Geography	7	2	5	13	11	11	4	5	2	11	0	0	29	42	<b>71</b>
Geography Studies	125	120	244	277	229	286	65	106	23	39	2	9	688	837	<b>1525</b>
Legal Studies	193	103	293	185	251	167	119	113	54	40	18	14	928	622	<b>1550</b>
Media Production and Analysis	19	19	27	30	7	19	11	12	4	21	0	0	68	101	<b>169</b>

	A		B		C		D		E		Partial ☒		Total		Grand total
	20–17		16–14		13–11		10–8		7–0		Assessments				
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Modern History	263	126	401	267	283	185	112	86	27	21	10	10	1096	695	<b>1791</b>
Natural Resources															
Management	5	2	6	5	5	4	1	0	0	1	0	0	17	12	<b>29</b>
Philosophy	9	5	12	11	19	13	3	9	3	7	0	0	46	45	<b>91</b>
Politics	34	13	39	29	21	13	3	6	1	3	1	1	99	65	<b>164</b>
Religions in Australia	30	26	98	36	42	35	14	13	15	23	0	0	199	133	<b>332</b>
Small Business Enterprise	24	28	43	58	25	69	13	41	4	23	0	0	109	219	<b>328</b>
Studies of Religion	16	16	44	34	31	28	9	12	3	5	0	0	103	95	<b>198</b>
Studies of Societies	174	32	456	121	398	211	129	115	76	76	0	0	1233	555	<b>1788</b>
Tourism	189	39	386	111	363	224	211	153	143	127	0	0	1292	654	<b>1946</b>
Tourism Operations (VET)															
Tourism Operations B	2	0	0	0	0	0	0	0	0	0	0	0	2	0	<b>2</b>
Women's Studies	46	3	59	0	58	3	36	1	19	0	0	0	218	7	<b>225</b>
<b>Total</b>	<b>1746</b>	<b>953</b>	<b>3359</b>	<b>2127</b>	<b>2712</b>	<b>2188</b>	<b>1120</b>	<b>1166</b>	<b>554</b>	<b>657</b>	<b>53</b>	<b>57</b>	<b>9544</b>	<b>7148</b>	<b>16692</b>
<b>TECHNOLOGY</b>															
Design and Technology*															
Communication Products A	152	87	175	125	144	114	51	55	45	67	0	0	567	448	<b>1015</b>
Communication Products B	27	24	25	31	28	26	3	14	9	13	0	0	92	108	<b>200</b>
Material Products A	14	98	19	225	16	187	10	79	7	49	0	0	66	638	<b>704</b>
Material Products B	1	28	6	58	5	34	1	15	2	11	0	0	15	146	<b>161</b>
Systems and Control															
Products A	2	21	0	40	0	19	0	16	0	15	0	0	2	111	<b>113</b>
Systems and Control															
Products B	0	6	1	8	1	9	0	3	1	12	0	0	3	38	<b>41</b>
Design and Technology															
Studies*	5	14	14	39	12	35	2	16	1	17	0	0	34	121	<b>155</b>
Information Technology	18	28	36	42	24	65	10	41	9	61	0	0	97	237	<b>334</b>
Information Technology (VET)															
Information Technology B	0	10	2	10	1	4	0	1	0	1	0	0	3	26	<b>29</b>
Information Technology Studies	39	80	69	195	84	201	38	88	13	42	1	5	244	611	<b>855</b>
Manufacturing and Engineering (VET)															
Engineering Applications B	0	1	0	2	0	2	0	0	0	0	0	0	0	5	<b>5</b>
<b>Total</b>	<b>258</b>	<b>397</b>	<b>347</b>	<b>775</b>	<b>315</b>	<b>696</b>	<b>115</b>	<b>328</b>	<b>87</b>	<b>288</b>	<b>1</b>	<b>5</b>	<b>1123</b>	<b>2489</b>	<b>3612</b>
<b>VARIOUS LEARNING AREAS</b>															
Extension Studies†															
Extension Studies A	5	4	3	2	1	4	1	1	2	1	0	0	12	12	<b>24</b>
Extension Studies B	2	3	3	3	1	4	0	0	0	1	0	0	6	11	<b>17</b>
<b>Total</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>23</b>	<b>41</b>
<b>Total</b>	<b>9459</b>	<b>5666</b>	<b>14718</b>	<b>10459</b>	<b>10138</b>	<b>9259</b>	<b>3880</b>	<b>4295</b>	<b>1800</b>	<b>2477</b>	<b>178</b>	<b>231</b>	<b>40173</b>	<b>32387</b>	<b>72560</b>

☒ Partial assessments are recorded for students who present only a school assessment or an examination assessment.

\* Redeveloped subject for 2004.

† New subject for 2004.

Note: Since redevelopment some subjects have been renamed, for example:

- Accounting Studies replaces Accounting P
- Agricultural and Horticultural Science replaces Agricultural Science
- Agriculture and Horticulture replaces Agriculture
- Art Practical replaces Art Practical and Theory
- The Australian Legal System replaces Legal Studies
- Contemporary Issues and Science replaces Science
- Craft Practical replaces Craft Practical and Theory
- Dance Studies replaces Dance Performance and Theory
- Design and Technology replaces Technology
- Design and Technology Studies replaces Technology Studies
- Design Practical replaces Design Practical and Theory
- Drama Studies replaces Drama P
- English Communications replaces English
- Geography Studies replaces Geography P
- Information Technology replaces Computing Studies
- Language subjects at background speakers level replace language subjects at specialist level
- Language subjects at continuers level replace language subjects at extended level
- Legal Studies replaces Legal Studies P
- Mathematical Applications replaces Applied Mathematics and Business Mathematics

Mathematical Methods replaces Quantitative Methods  
Mathematical Studies replaces Mathematics 1 (Double) and Mathematics 1 (Single)  
Media Production and Analysis replaces Media Studies  
Modern History replaces Modern History — Asia, Modern History — Europe, Modern History — United States of America,  
Modern History — World  
Politics replaces Politics P  
Religions in Australia replaces Religion Studies  
Small Business Enterprise replaces Small Business Management  
Specialist Mathematics replaces Mathematics 2  
Studies of Religion replaces Religion Studies P  
Studies of Societies replaces Social Studies  
Visual Arts Studies replaces Art P.

Table 15: 1-unit subjects by learning area — grade distribution, 2004

	A 20–17		B 16–14		C 13–11		D 10–8		E 7–0		Total		Grand total
	F	M	F	M	F	M	F	M	F	M	F	M	
<b>ARTS</b>													
Art Practical	0	1	1	0	2	4	3	1	4	3	10	9	<b>19</b>
Craft Practical	1	1	0	0	2	0	1	0	0	0	4	1	<b>5</b>
Design Practical	1	0	1	0	1	0	1	3	3	8	7	11	<b>18</b>
Drama	0	0	0	0	0	1	3	1	0	0	3	2	<b>5</b>
Music													
Analytical Studies	1	0	2	2	1	2	1	0	0	0	5	4	<b>9</b>
Composing and Arranging	7	17	13	12	14	9	0	1	0	2	34	41	<b>75</b>
Ensemble Performance	90	81	67	64	21	33	7	4	0	4	185	186	<b>371</b>
Music in Society	30	6	28	19	23	12	6	7	2	2	89	46	<b>135</b>
Music Individual Study	28	31	13	15	19	10	7	7	2	10	69	73	<b>142</b>
Musicianship	41	33	75	48	51	29	27	17	6	3	200	130	<b>330</b>
Performance Special Study	29	17	3	2	1	1	0	0	0	0	33	20	<b>53</b>
Solo Performance	171	107	130	63	29	31	2	4	0	3	332	208	<b>540</b>
<b>Total</b>	<b>399</b>	<b>294</b>	<b>333</b>	<b>225</b>	<b>164</b>	<b>132</b>	<b>58</b>	<b>45</b>	<b>17</b>	<b>35</b>	<b>971</b>	<b>731</b>	<b>1702</b>
<b>ENGLISH</b>													
English Communications	1	0	1	1	5	3	1	2	3	0	11	6	<b>17</b>
<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>11</b>	<b>6</b>	<b>17</b>
<b>HEALTH AND PERSONAL DEVELOPMENT</b>													
Health Education	2	0	4	2	0	0	1	0	2	0	9	2	<b>11</b>
Home Economics*													
Early Childhood Studies	4	0	1	0	2	0	1	0	0	0	8	0	<b>8</b>
Food and Hospitality Studies	2	0	9	0	6	1	3	0	0	0	20	1	<b>21</b>
Nutrition Studies	3	0	10	0	13	3	2	1	0	0	28	4	<b>32</b>
Work Education*													
Work Studies A	31	18	57	41	42	51	13	29	20	32	163	171	<b>334</b>
Work Studies B	14	8	45	34	49	41	20	22	12	12	140	117	<b>257</b>
<b>Total</b>	<b>56</b>	<b>26</b>	<b>126</b>	<b>77</b>	<b>112</b>	<b>96</b>	<b>40</b>	<b>52</b>	<b>34</b>	<b>44</b>	<b>368</b>	<b>295</b>	<b>663</b>
<b>LANGUAGES</b>													
Australian Languages*													
Language Revival I	0	0	0	0	1	0	0	0	0	0	1	0	<b>1</b>
Second Language Learning I	1	0	4	2	1	1	0	0	3	2	9	5	<b>14</b>
Second Language Learning II	0	0	3	3	2	0	0	0	3	2	8	5	<b>13</b>
<b>Total</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>4</b>	<b>18</b>	<b>10</b>	<b>28</b>
<b>MATHEMATICS</b>													
Mathematical Applications	0	0	4	0	1	4	2	11	2	7	9	22	<b>31</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>11</b>	<b>2</b>	<b>7</b>	<b>9</b>	<b>22</b>	<b>31</b>
<b>SOCIETY AND ENVIRONMENT</b>													
Aboriginal Studies	0	0	0	1	0	0	0	0	0	0	0	1	<b>1</b>
Agriculture and Horticulture													
Agricultural and Horticultural Management I	1	0	4	3	4	7	4	5	2	0	15	15	<b>30</b>
Agricultural and Horticultural Management II	1	1	3	0	2	2	1	1	0	1	7	5	<b>12</b>
Agricultural and Horticultural Practice I	0	0	2	0	0	1	1	1	0	0	3	2	<b>5</b>
Agricultural and Horticultural Practice II	0	0	1	1	0	0	0	1	0	0	1	2	<b>3</b>
Agricultural and Horticultural Principles I	1	1	5	3	11	5	6	6	0	1	23	16	<b>39</b>
Agricultural and Horticultural Principles II	0	0	0	1	0	0	0	2	0	1	0	4	<b>4</b>
Agricultural and Horticultural Studies I	1	1	7	0	6	6	3	3	6	1	23	11	<b>34</b>
Agricultural and Horticultural Studies II	0	0	0	0	3	2	0	1	1	3	4	6	<b>10</b>
Geography	0	0	1	0	0	0	0	0	0	0	1	0	<b>1</b>
Media Production and Analysis	0	0	0	0	0	0	1	0	0	0	1	0	<b>1</b>
Religions in Australia	19	8	63	27	25	23	6	10	12	4	125	72	<b>197</b>
Studies of Societies	0	0	0	0	0	1	0	0	1	0	1	1	<b>2</b>
<b>Total</b>	<b>23</b>	<b>11</b>	<b>86</b>	<b>36</b>	<b>51</b>	<b>47</b>	<b>22</b>	<b>30</b>	<b>22</b>	<b>11</b>	<b>204</b>	<b>135</b>	<b>339</b>
<b>TECHNOLOGY</b>													
Design and Technology*													
Communication Products A	3	6	12	24	5	26	0	3	5	8	25	67	92
Communication Products B	2	4	10	19	3	3	1	1	1	0	17	27	44
Material Products A	1	10	4	71	10	88	5	35	2	59	22	263	285
Material Products B	2	16	5	44	11	65	5	31	2	53	25	209	234

	A 20-17		B 16-14		C 13-11		D 10-8		E 7-0		Total		Grand total
	F	M	F	M	F	M	F	M	F	M	F	M	
Systems and Control Products A	0	1	2	40	4	46	0	16	2	20	8	123	<b>131</b>
Systems and Control Products B	0	2	1	18	1	17	1	6	2	7	5	50	<b>55</b>
Information Processing and Publishing													
Business Documents	91	16	139	46	96	56	40	31	31	29	397	178	<b>575</b>
Desktop Publishing	262	70	408	177	231	159	105	84	101	68	1107	558	<b>1665</b>
Electronic Publishing	95	29	111	75	65	76	22	35	22	31	315	246	<b>561</b>
Personal Documents	152	34	225	80	153	74	63	49	70	73	663	310	<b>973</b>
<b>Total</b>	<b>608</b>	<b>188</b>	<b>917</b>	<b>594</b>	<b>579</b>	<b>610</b>	<b>242</b>	<b>291</b>	<b>238</b>	<b>348</b>	<b>2584</b>	<b>2031</b>	<b>4615</b>
<b>Total</b>	<b>1088</b>	<b>519</b>	<b>1474</b>	<b>938</b>	<b>916</b>	<b>893</b>	<b>365</b>	<b>431</b>	<b>322</b>	<b>449</b>	<b>4165</b>	<b>3230</b>	<b>7395</b>

\* Redeveloped subject for 2004.

*Note:* Since redevelopment some subjects have been renamed, for example:

- Agriculture and Horticulture replaces Agriculture
- Australian Languages replaces Australian Indigenous Languages
- Design and Technology replaces Technology
- Drama replaces Drama: Group Production and Drama: Individual Project
- English Communications replaces English
- Information Processing and Publishing replaces Information Processing
- Mathematical Applications replaces Applied Mathematics and Business Mathematics
- Media Production and Analysis replaces Media Studies
- Religions in Australia replaces Religion Studies
- Studies of Societies replaces Social Studies.



Table 16: Community Studies — results distribution, 2004

Module	SA		RA		RNM		Total		Grand total
	F	M	F	M	F	M	F	M	
The Arts and the Community	103	85	4	9	9	3	116	97	<b>213</b>
Business and the Community	84	75	10	10	6	5	100	90	<b>190</b>
The Community and the Environment	58	58	8	17	1	3	67	78	<b>145</b>
Design, Construction, and the Community	156	145	16	23	6	22	178	190	<b>368</b>
Foods and the Community	181	100	15	20	5	11	201	131	<b>332</b>
Health, Recreation, and the Community	229	210	16	39	15	22	260	271	<b>531</b>
Language and the Community	109	80	7	15	9	5	125	100	<b>225</b>
Lifestyles and the Community	152	115	14	16	15	12	181	143	<b>324</b>
Mathematics and the Community	114	91	10	4	2	3	126	98	<b>224</b>
Science and the Community	67	41	4	13	3	2	74	56	<b>130</b>
Technology and the Community	130	177	11	26	9	18	150	221	<b>371</b>
Work and the Community	229	205	19	25	15	23	263	253	<b>516</b>
<b>Grand total</b>	<b>1612</b>	<b>1382</b>	<b>134</b>	<b>217</b>	<b>95</b>	<b>129</b>	<b>1841</b>	<b>1728</b>	<b>3569</b>

SA = satisfactory achievement

RA = recorded achievement

RNM = requirements not met

Table 17: Number of students completing all requirements of the SACE, 1993–2004

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	<b>2004</b>
<b>South Australia</b>												
Female	5170	5629	5365	5194	5526	5836	6015	6173	6186	6307	6292	<b>6428</b>
Male	4189	4593	4331	4149	4282	4400	4544	4650	4739	4795	4778	<b>4899</b>
Total	9359	10222	9696	9343	9808	10236	10559	10823	10925	11102	11070	<b>11327</b>
<b>Northern Territory</b>												
Female	320	411	376	386	426	408	457	478	487	484	444	<b>491</b>
Male	268	309	324	307	251	309	313	303	334	335	365	<b>365</b>
Total	588	720	700	693	677	717	770	781	821	819	809	<b>856</b>
<b>South-East Asia</b>												
Female	431	484	509	575	572	448	483	483	548	587	654	<b>706</b>
Male	393	410	393	358	388	303	345	363	372	427	513	<b>517</b>
Total	824	894	902	933	960	751	828	846	920	1014	1167	<b>1223</b>
<b>Grand total</b>	<b>10771</b>	<b>11836</b>	<b>11298</b>	<b>10969</b>	<b>11445</b>	<b>11704</b>	<b>12157</b>	<b>12450</b>	<b>12666</b>	<b>12935</b>	<b>13046</b>	<b>13406</b>

**Table 18: Number of students receiving a tertiary entrance rank (TER),\* 2004**

	Cath		Govt		Indp		Total		Grand total
	F	M	F	M	F	M	F	M	
South Australia	1287	960	3108	2080	1438	1164	5833	4204	<b>10037</b>
Northern Territory	49	30	318	236	50	47	417	313	<b>730</b>
South-East Asia	0	0	170	100	538	419	708	519	<b>1227</b>
<b>Total</b>	<b>1336</b>	<b>990</b>	<b>3596</b>	<b>2416</b>	<b>2026</b>	<b>1630</b>	<b>6958</b>	<b>5036</b>	<b>11994</b>

\* The tertiary entrance rank (TER) is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student performance from year to year.

Note: Five schools in South-East Asia offer SSABSA subjects.

**Table 19: Number of students receiving a TAFE score,\* 2004**

	Cath		Govt		Indp		Total		Grand total
	F	M	F	M	F	M	F	M	
South Australia	1418	1094	3576	2532	1514	1277	6508	4903	<b>11411</b>
Northern Territory	53	35	371	265	53	50	477	350	<b>827</b>
South-East Asia	0	0	170	100	537	419	707	519	<b>1226</b>
<b>Total</b>	<b>1471</b>	<b>1129</b>	<b>4117</b>	<b>2897</b>	<b>2104</b>	<b>1746</b>	<b>7692</b>	<b>5772</b>	<b>13464</b>

\* For TAFE courses that use a score based on performance in the SACE, the TAFE score is calculated by totalling the tertiary entrance points for the best three full-year (or equivalent) Stage 2 subjects.

Note: Five schools in South-East Asia offer SSABSA subjects.

**Table 20: Number of students fulfilling the Higher Education Selection Subjects (HESS) requirements for all courses at Adelaide University, Flinders University, and the University of South Australia, 2004**

	Cath		Govt		Indp		Total		Grand total
	F	M	F	M	F	M	F	M	
South Australia	1222	882	2663	1693	1374	1060	5259	3635	<b>8894</b>
Northern Territory	29	17	211	166	36	27	276	210	<b>486</b>
South-East Asia	0	0	170	100	534	413	704	513	<b>1217</b>
<b>Total</b>	<b>1251</b>	<b>899</b>	<b>3044</b>	<b>1959</b>	<b>1944</b>	<b>1500</b>	<b>6239</b>	<b>4358</b>	<b>10597</b>

Note: Five schools in South-East Asia offer SSABSA subjects.