

2007

NSW HSC



Report on the Scaling of the 2007 NSW Higher School Certificate

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Preface

In New South Wales student achievement in Stage 6 (Years 11 and 12) is reported in two ways: through the Higher School Certificate (HSC) Record of Achievement and through the Universities Admission Index (UAI).

A student's HSC Record of Achievement presents a profile of their achievement in the courses they have completed, both academic and vocational. Their achievement is reported in terms of the standards they have reached in the courses they have completed.

In contrast, the UAI is a numerical measure of a student's overall academic achievement in the HSC in relation to that of other students. This measure allows the comparison of students who have completed different combinations of HSC courses and indicates the positions of a student in relation to other students. The UAI is calculated solely for use by universities, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to university.

Calculation of the UAI is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors' Committee. The NSW Board of Studies provides the HSC data from which the UAIs are calculated and the Universities Admissions Centre (UAC) advises individual students of their UAIs. Because of confidentiality provisions specified in government legislation, UAIs cannot be provided to the NSW Board of Studies, to schools or to other agencies.

This report, which follows the general pattern of previous reports, contains information on the calculation of the UAI in 2007. Questions are still asked about the scaling of English, why UAIs are generally lower than the HSC marks reported to students, and why one course contributes to a UAI and not another. These matters are again covered in this report.

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Chair, Technical Committee on Scaling

February 2008

Acknowledgements

Calculating 51 036 individual UAIs and distributing them to the students who requested them is a considerable task. It requires a high degree of expertise, commitment and co-operation between the staff of several agencies during a period in the year when resources are stretched and time is very limited.

The calculation and distribution of the UAIs would not be possible without the skill and commitment of the following people:

- staff of the NSW Board of Studies who supply the HSC data from which the UAIs are calculated
- staff of UAC who distribute the UAIs to individual students, handle enquiries from students following the release of the results, and distribute information about the UAI to schools during the year
- members of the Technical Committee on Scaling who play a central role with responsibility for translating policy decisions into processes, and for developing and maintaining programs that ensure the integrity of the data and the accuracy of the individual UAIs
- members of the Technical Committee on Scaling who work closely with the Chair of the Committee when the UAIs are calculated, and at other times during the year.

Definitions in this report

The Board

The Board refers to the NSW Board of Studies.

UAC

UAC refers to the Universities Admissions Centre (NSW and ACT) Pty Ltd.

Board Developed courses

Board Developed courses are courses whose syllabuses have been developed by the NSW Board of Studies.

UAI courses

UAI courses are Board Developed courses for which there are examinations conducted by the NSW Board of Studies that yield graded assessments. VET courses for which there are no written examinations and Life Skills courses are not UAI courses.

HSC cohort

HSC cohort refers to students who have completed at least one UAI course in a particular year.

UAI cohort

UAI cohort is used to refer to those students who received a UAI in a particular year. The students may have accumulated courses over a five-year period.

SC cohort

SC cohort refers to students who completed the School Certificate Examination in a particular year.

VET examination courses

VET Curriculum Frameworks are based on training packages where the assessment is competency-based. As competency-based assessment does not yield a mark that can be used in the UAI calculations, the NSW Board of Studies introduced an additional course that includes an examination for each VET Curriculum Framework.

If students wish to have a VET course contribute to their UAI, they must enrol in the appropriate additional course and complete the examination. These additional courses are termed *VET examination courses*. Students who do not want their VET courses to contribute towards their UAIs are not required to complete these optional examinations.

I The Higher School Certificate

The Higher School Certificate (HSC) is an exit certificate awarded and issued by the NSW Board of Studies. It marks the completion of 13 years of schooling, is the gateway to further study and employment, and it presents a profile of student achievement in a set of courses.

I.1 Eligibility for an HSC

To qualify for an HSC, students must complete a pattern of Preliminary and HSC courses containing at least 12 units of Preliminary courses and at least 10 units of HSC courses.

These HSC courses must include at least:

- six units of Board Developed courses
- two units of a Board Developed course in English
- three courses of two unit value or greater (either Board Developed or Board Endorsed courses)
- four subjects.

Further details about HSC eligibility and HSC courses can be found in the *Assessment, Certification and Examination Manual* and in the booklet *Rules and Procedures for Higher School Certificate Candidates* which are published annually by the Board and are available on the Board's website www.boardofstudies.nsw.edu.au.

I.2 Reporting student achievement in the HSC

For most UAI courses, the Board reports student achievement against published standards by:

- an examination mark
- a school assessment
- an HSC mark
- a Performance Band.

These results are shown on a student's Record of Achievement. For most Board Developed courses, a Course Report is also provided, which uses Performance Bands to describes the standard achieved in the course, and provides a graph indicating the student's position in the course candidature.

I.2.1 Defining standards by Performance Bands

Standards in a course are described in terms of the content, skills, concepts and principles relevant to the course and represent the range of achievement expected of students completing the course. Performance Band descriptors of the typical achievement at different standards (Bands) have been developed for each course. There are six Performance Bands for 2 unit courses and four Performance Bands for Extension courses.

The percentage of students in any Performance Band depends only on how many students enrolled in that course perform at the standard specified by the Performance Band descriptor. There are no predetermined percentages of students to be placed in the Performance Bands.

It follows that, although the standards described by the Performance Bands in a course will be the same from year to year, **standards in different courses are not the same as they are based on different criteria**. Because of this, it should not be expected that the percentages of students in the six Performance Bands will be the same across courses. For any course, the percentages may also vary from year to year if student performance changes.

The range of marks for the Performance Bands are as follows:

2 unit courses

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------|------|-------|-------|-------|-------|--------|
| Mark range | 0-49 | 50-59 | 60-69 | 70-79 | 80-89 | 90-100 |

Extension courses (except Mathematics Extension 2)

| Band | E1 | E2 | E3 | E4 |
|------------|------|-------|-------|-------|
| Mark range | 0-24 | 25-34 | 35-44 | 45-50 |

Mathematics Extension 2*

| Band | E1 | E2 | E3 | E4 |
|------------|------|-------|-------|--------|
| Mark range | 0-49 | 50-69 | 70-89 | 90-100 |

* Mathematics Extension 2 students have their achievement reported using four Performance Bands but the mark range is out of 100 rather than 50.

1.2.2 Examination marks

The examination mark reported on a student's Record of Achievement indicates the standard a student has attained in that examination. If, for example, a student's performance in the Society and Culture examination is at the standard described for Band 3, the examination mark reported on their Record of Achievement for that course will lie between 60 and 69. **In general this mark, termed the aligned examination mark, will differ from the mark the student actually gained on the examination (the raw examination mark).**

What the aligned mark indicates is the standard reached by a student and their position in the Performance Band. For example, a mark of 62 means that while the student has performed at a Performance Band 3 standard, their achievement is towards the bottom of this Band.

1.2.3 School assessments

To enable school assessments from different schools to be compared, marks submitted by schools (raw assessments) are first moderated using the raw examination marks gained by their students and then aligned to course standards. The school assessments reported on a student's Record of Achievement are the aligned assessments.

Although school assessments are moderated and then aligned against standards, a school's rank order of students in a course is maintained.

1.2.4 HSC marks

For each course students receive three marks: an examination mark, a school assessment and an HSC mark. All marks are aligned to the Board's published standards and rounded to whole numbers. **The HSC mark is the average of the examination mark and the school assessment.** It is the HSC mark that determines a student's Performance Band for the course.

Further details about the Board's processes can be found in Board Bulletins, in *The Media Guide 2007* and on the Board's website www.boardofstudies.nsw.edu.au

2 The Universities Admission Index (UAI) – an overview

2.1 Background

The Universities Admission Index (UAI) is a numerical measure of a student's overall academic achievement in the HSC, in relation to that of other students. This measure allows the overall achievement of students who have completed different combinations of HSC courses to be compared. The UAI is calculated solely for use by tertiary institutions, either on its own or in conjunction with other criteria, to rank and select school leavers for admission. Calculation of the UAI is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors' Committee.

Students who indicate on their HSC entry forms that they wish to be notified of their UAIs will receive a UAI Advice Notice from UAC. UAIs are also made available to institutions for selection purposes.

The UAI is reported as a **number** between 0 and 100, with increments of 0.05. The UAI is not a mark. Specifically, a student's UAI indicates the position of that student relative to their SC cohort.

Students who receive a UAI of 80.00 in 2007, for example, have performed well enough in the HSC to place them 20% from the top of their SC cohort, if all the 2005 Year 10 students completed Year 12 and were eligible for a UAI in 2007.

2.2 Categorisation of UAI courses

UAI courses are assessed by formal examinations conducted by the Board and have sufficient academic rigour to be regarded as suitable preparation for university study.

UAI courses are classified as either Category A or Category B courses. The criteria for Category A courses are academic rigour, depth of knowledge, the degree to which the course contributes to assumed knowledge for tertiary studies, and the coherence with other courses included in the UAI calculations. Category B courses are those whose level of cognitive and performance demands are not regarded as satisfactory in themselves, but their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more academically demanding.

In 2007 the Category B courses were:

- Accounting¹
- Business Services Examination
- Construction Examination
- Entertainment Examination
- Hospitality Examination
- Industrial Technology
- Information Technology Examination
- Metal and Engineering Examination
- Primary Industries Examination
- Retail Operations Examination
- Tourism Examination.

¹ A Board Developed course delivered by TAFE.

2.3 Eligibility for a UAI in 2007

To be eligible for a UAI in 2007, a student must have satisfactorily completed at least 10 units of UAI courses, which included at least:

- eight units from Category A courses
- two units of English
- three courses of two units or greater
- four subjects.

2.4 Calculation of the UAI

The UAI is based on an aggregate of scaled marks in 10 units of UAI courses comprising:

- the best two units of English
- the best eight units from the remaining units, which can include up to two units of Category B courses.

Marks to be included in the UAI calculations can be accumulated over a five-year period. If a course is repeated, only the last satisfactory attempt is used in the calculation of the UAI.

For students accumulating courses towards their HSC, scaled marks are calculated the year the courses are completed.

2.5 The scale on which the UAI is reported

Prior to 1998 the ranking of students was based only on those HSC students who were eligible for a Tertiary Entrance Rank (TER), as it was then called. It was therefore difficult to compare TERs across years if the nature of the HSC cohort changed – either because of changes in the retention rate or in the quality of the group completing Year 12. As retention rates were not the same in each state, TERs could not be compared across Australia. This made it difficult to process out-of-state university applications.

A procedure providing a fair and equitable method of ranking out-of-state applicants was developed by a taskforce set up by the Ministerial Council on Education, Employment, Training and Youth Affairs. The procedure was based on the assumption that age cohorts from which the states' HSC cohorts are drawn are equally able to undertake tertiary study. That is, if everyone in the age group completed Year 12, it would be fair to consider as admissible to any particular university course the same proportion of each state's students.

The result of this procedure is a number which represents the position of a student in the appropriate age cohort, based on their overall academic achievement in the HSC.

In New South Wales few students leave school before completing Year 10. The age cohort for an HSC group is therefore taken as the group of students who completed the School Certificate examination two years earlier. The School Certificate examination provides the link that allows the positions of students relative to their Year 10 group to be estimated from their positions relative to their Year 12 group.

Reporting the positions of students using this measure allows UAIs to be compared across years in New South Wales and makes out-of-state applications easier to process.

2.6 The UAI Advice Notice

The UAI Advice Notice includes:

- the student's UAI
- a list of the UAI courses which the student studied and the categorisation of each course
- the number of units of each UAI course that were actually included in the calculation of the UAI.

While UAIs are calculated for all UAI-eligible students, only those students who indicate on their HSC entry forms that they wish to be notified of their UAI will receive a UAI Advice Notice from UAC.

There are two circumstances where a UAI will not be shown on the UAI Advice Notice. The first is when a student receives a UAI between 0.00 and 30.00, in which case the UAI will be indicated as "30 or less". The second is when the student has not met the requirements for a UAI, in which case the statement "Not Eligible" will appear.

An example of a UAI Advice Notice is given below.

| 2007 Universities Admission Index Advice | | | | |
|---|----------|----------------|------------|--------------------------------------|
| Your Universities Admission Index (UAI): 73:00 *SEVEN*THREE***ZERO*ZERO | | | | |
| Course name | Category | Year completed | Unit value | Units included in calculation of UAI |
| Economics | A | 2007 | 2 | 1 |
| English Standard | A | 2007 | 2 | 2 |
| Legal Studies | A | 2007 | 2 | 2 |
| Mathematics | A | 2007 | 2 | 2 |
| Studies of Religion I | A | 2007 | 1 | 0 |
| French Continuers | A | 2007 | 2 | 2 |
| French Extension | A | 2007 | 1 | 1 |

2.7 The UAI – an endangered species?

At different times it has been argued that the UAI is a blunt instrument and that different indices should be used for selection for different university courses. Despite the apparent attractiveness of this view, there is little empirical evidence in its favour. With all other factors being equal, the choice of a university course is likely to be determined by a student's knowledge, interests and skills, so that applicants for a particular course will have their UAIs based on HSC courses that provide a suitable academic background required for that course. Students with UAIs based on different patterns of HSC courses are likely to apply for different university courses.

A UAI will obviously have greatest predictive validity when there is congruence between the outcomes a student achieves and the knowledge and skills required for the chosen university course. Consequently, students should be advised to choose HSC courses that provide a suitable background for their proposed university study.

Advising students in terms of which courses are likely to result in a high UAI, while ignoring the nature of the courses they wish to study, is to trivialise education. If students choose courses in which they are interested and which will provide a suitable background for their future career, they are likely to work harder. Consequently, they are more likely to succeed.

3 Calculating the UAI in 2007

3.1 Overview

Tertiary institutions are concerned with ranking school leaver applicants. From their perspective, the importance of HSC marks is that they convey information about a student's position in relation to other students.

With the exception of English which is compulsory, students are free to choose their courses of study. Consequently, individual course candidatures vary in size and nature and there are many different enrolment patterns. In 2007 there were 27 088 different enrolment patterns for UAI-eligible students. Only 196 of these 27 088 combinations were completed by 18 or more students and 19 919 were taken by only one student. Given the choice available, it follows that a student's rank in different courses will not necessarily have the same meaning, as good rankings are more difficult to obtain when the student is competing against students of high academic ability.

Because of the lack of comparability of HSC marks achieved in different courses, either when reported against standards or in terms of ranking, marks of individual students are scaled before they are added to give the aggregates from which the UAI is determined.

The scaling process is designed to encourage students to take the courses for which they are best suited and which best prepare them for their future studies. The underlying principle is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another. The scaling algorithm estimates what students' marks would have been if all courses had been studied by all students.

The scaling model assumes that a student's position in a course depends on the student's developed ability in that course and the 'strength of the competition'. Since the UAI is a rank that reflects academic achievement, 'strength of the competition' is defined in terms of the demonstrated overall academic attainment of a course candidature.

Scaling first modifies the mean, the standard deviation and the maximum mark in each course. Adjustments are then made to the marks of individual students to produce scaled marks, which are the marks the students would have received if all courses had the same candidature.

Although scaled marks are generally different from the raw marks from which they are derived, the ranking of students within a course is not changed.

Once the raw marks have been scaled, aggregates are calculated for UAI-eligible students. Percentiles, which indicate the ranking of students with respect to other UAI-eligible students, are then determined on the basis of these aggregates. In most cases, the ranking or order of merit based on these aggregates is quite different from the order of merit using aggregates based on HSC marks.

The next-to-last step is to determine what the percentiles would have been if all students in their SC cohort completed Year 12 and were eligible for a UAI two years later.

The last step is to round the percentiles to the nearest 0.05. These are the UAIs. Each UAI corresponds to a range of aggregates and the number of students with each UAI varies. Students who received a UAI of 100 in 2007, for example, had aggregates spread across the range 485.0 to 496.3.

The scaling process, which does not assume that one course is intrinsically more difficult than another or that the quality of the course candidature is always the same, is carried out afresh each year.

All students who complete at least one UAI course in a given year are included in the scaling process for that year. Students who are accumulating courses towards their HSC have their scaled marks calculated in the year the courses are completed.

3.2 The scaling process in 2007

The scaling process used in 2007 and described in this section was unchanged from the scaling process used in 2006.

3.2.1 Marks used in the UAI calculations

For each course a student completes, the Board provides the following marks:

- a raw examination mark
- a raw moderated school assessment*
- an examination mark, which has been aligned to course standards
- a school assessment, which has been aligned to course standards
- an HSC mark.

* These are school assessments that have been moderated using the raw examination marks.

All marks are provided on a one-unit basis to one decimal place. In the description of the scaling process that follows, to cater for both 2 unit and Extension courses, marks are described on a one-unit basis.

3.2.2 Raw HSC marks

Raw HSC marks, rather than the Board's reported HSC marks, are used in the scaling process. **A student's raw HSC mark in a course is the average of their raw examination mark and their raw moderated school assessment.** These marks are not reported to students.

3.2.3 Combined courses

As the Board places Standard and Advanced English raw marks on a common scale, these courses are combined and scaled as a single course, but are reported as separate courses in order to be consistent with the Board's reporting practice. Mathematics Extension 1 is scaled as a single course and is reported as a single course in this report. The three Distinction courses are also combined and scaled and reported as a single course.

3.2.4 Initial standardisation

Before the scaling algorithm is implemented, a linear transformation is applied to the raw HSC marks in each course to set the top mark to a common value. The marks in each course are then standardised to a mean of 25 and standard deviation of 12 on a one-unit basis.

3.2.5 Calculating scaled means and standard deviations

The model underpinning the scaling algorithm specifies that the scaled mean in a course is equal to the average academic achievement of the course candidature where, for individual students, the measure of academic achievement is taken as the average scaled mark in all courses completed. The model specification leads to a set of simultaneous equations from which the scaled means of 2 unit courses are calculated.

The scaled standard deviations for 2 unit courses are the standard deviations of the measure of overall academic achievement of the course candidatures.

For Extension courses, the scaled means and standard deviations are determined by the performance of the Extension students on the corresponding 2 unit courses. The exceptions are History Extension which can be completed by both Modern History and Ancient History students, and the second Extension courses in English and Mathematics: English Extension 2 and Mathematics Extension 2.

A scaled mean is determined for the Modern History students in History Extension on the basis of their performance in the 2 unit Modern History course. A scaled mean for the Ancient History students in History Extension is found in a similar manner. The scaled mean for History Extension is then set equal to the weighted average of these two scaled means. The scaled standard deviation is found in a similar manner.

Scaled means and standard deviations for English and Mathematics Extension 1 courses are calculated as described on the previous page. The scaled mean and standard deviation for the Mathematics Extension 2 course are then determined by the performance of the Extension 2 students in the Mathematics Extension 1 course. For English Extension 2, the scaled mean and standard deviation are determined by their performance in English Advanced. This option is not available for Mathematics as the Extension 2 students do not complete the Mathematics 2 unit paper.

3.2.6 Setting maximum marks

The maximum possible scaled mark in a course is determined according to the quality of the course candidature on the basis that the maximum possible scaled mark in the combined 2 unit English course is 50 on a one-unit basis.

In 2007 the maximum possible scaled mark in a course was given by the smaller of 50 and the scaled mean + 2.51 times the initial scaled standard deviation, where the scaled mean and initial scaled standard deviation of the course are determined using the scaling algorithm.

The number 2.51 was determined on the basis that the maximum possible scaled mark in the combined 2 unit English course is 50. This number is calculated afresh each year.

3.2.7 Scaling individual marks

Once the scaled means and standard deviations are determined, individual raw marks are scaled using a non-linear transformation. This preserves the scaled mean and standard deviation of a course and restricts the scaled marks to the range (0 – 50).

If the actual maximum scaled mark in a course is less than the maximum possible scaled mark a further linear transformation is applied. The effect of this linear transformation is that, while the scaled mean for a course is not changed, the standard deviation is modified so that the actual maximum scaled mark in the course is the same as the maximum possible scaled mark. In all tables presented in this report the modified standard deviations rather than the original standard deviations are shown.

For some courses with very small candidatures the non-linear transformation is not always appropriate, in which case alternative transformations, which are consistent with the principles of the scaling algorithm, are used.

3.2.8 Calculating aggregates and percentiles

Aggregates of scaled marks are calculated to one decimal place according to the rules described in section 2.4. Percentiles, which show the position of students relative to their UAI cohort, are then determined for these aggregates. The percentile corresponding to a particular aggregate is the percentage of the UAI cohort who received an aggregate mark less than or equal to that aggregate.

Table 3.1 shows the percentiles corresponding to selected aggregates for the 2007 UAI cohort. From the table it can be seen that, for example, 77.1% of the 2007 UAI cohort received an aggregate mark of 350 or less.

Table 3.1 Percentiles corresponding to selected aggregates: 2007

| Aggregate | Percentile * |
|-----------|--------------|
| 450.0 | 98.5 |
| 400.0 | 90.9 |
| 350.0 | 77.1 |
| 300.0 | 60.1 |
| 250.0 | 42.2 |
| 200.0 | 25.4 |
| 150.0 | 11.9 |

* In earlier years these percentiles, rounded to the nearest 0.05, were called the Tertiary Entrance Ranks (TERs).

3.2.9 Calculating the UAI – establishing the link

The percentiles that have been calculated show students' positions relative to their 2007 UAI cohort. The next step is to calculate what their positions would have been in relation to their 2005 SC cohort if all students in this cohort had been eligible for a UAI in 2007. These positions represented by percentiles rounded to the nearest 0.05 are their UAIs. An observed score equating procedure is employed using the School Certificate (SC) examination as the anchor variable.

A total SC mark is first calculated for each student. For example, in 2005 the SC examination had four papers (English, Mathematics, Science and Australian History and Geography) so the maximum possible SC mark was 400. Of the 51 036 students in the 2007 UAI cohort, 46 788 (58.4%) were also part of the 2005 SC cohort, which had 80 158 students.

The next step is to calculate frequency distributions of the SC mark for all 2005 Year 10 students and for those who were eligible for a UAI in 2007. The differences in the two frequency distributions (Figure 3.1) show that the 2005 Year 10 students who were eligible for a UAI in 2007 were generally academically more able than the total 2005 SC cohort..

Another way of presenting the data is to calculate the proportion of students on each SC mark in 2005 who subsequently gained a UAI in 2007 and plot the proportions against corresponding SC marks. The resultant graph (Figure 3.2) shows that the likelihood of 2005 Year 10 students continuing with their schooling and being eligible for a UAI in 2007 increases with SC mark.

Figure 3.1 Frequency distributions of SC marks for the 2005 SC cohort and for those students who were also in the 2007 UAI cohort

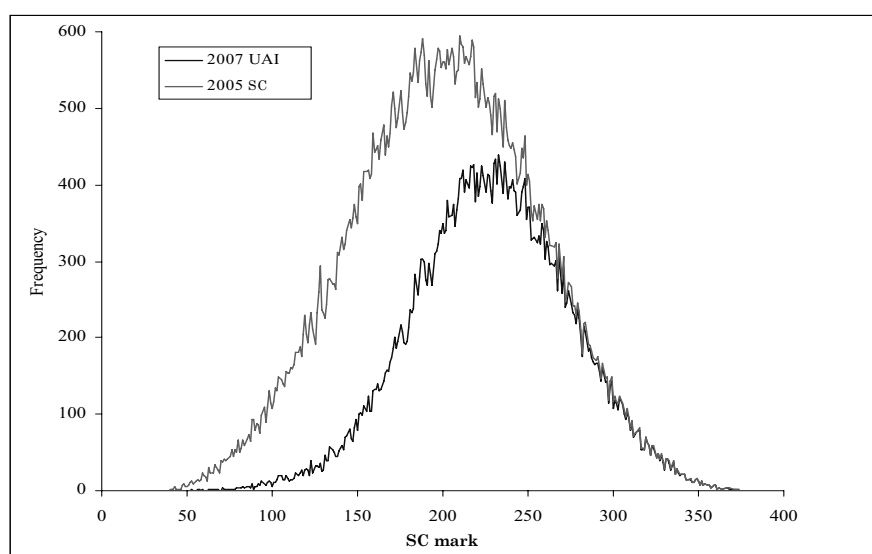
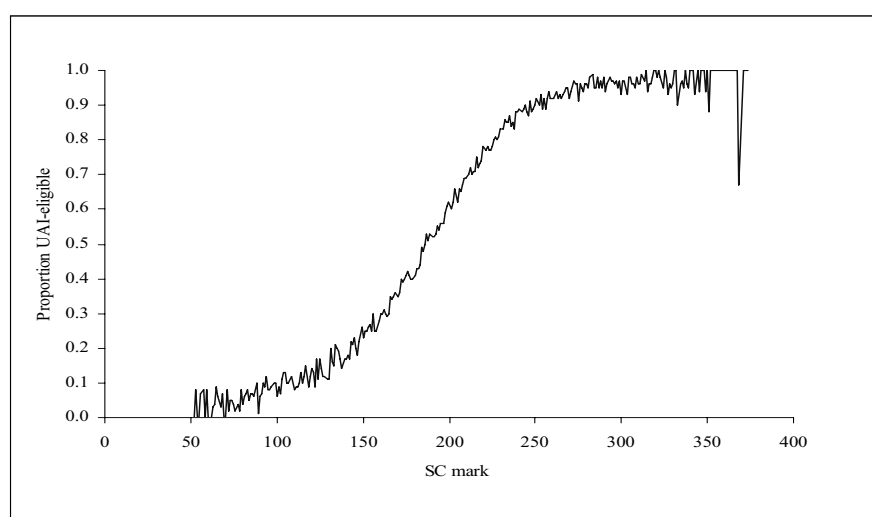


Figure 3.2 Proportion of the 2005 SC cohort who were also in the 2007 UAI cohort by SC mark



The data underlying Figure 3.1 are then used to link the position relative to the 2007 UAI cohort with the position relative to the 2005 SC cohort. For each SC mark two percentages are calculated:

- the percentage of the SC cohort who have an SC mark less than or equal to the given SC mark (SC percentile), and
- the percentage of those who were also in the 2007 UAI cohort who had an SC mark less than or equal to the given SC mark (UAI-eligible percentile).

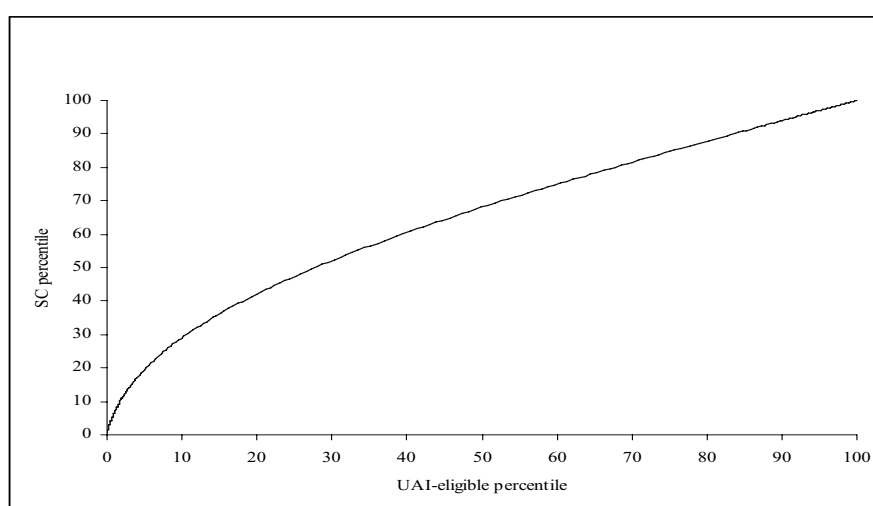
The relationship between the two sets of percentiles are shown in Table 3.2 for a selected set of UAI-eligible percentiles. In this table, the percentiles have been rounded to one decimal place but for the actual calculations they are not rounded. The relationship is also shown graphically in Figure 3.3.

Table 3.2 Relationship between UAI-eligible percentiles and SC percentiles

| UAI-eligible percentile | SC percentile |
|-------------------------|---------------|
| 99.0 | 99.4 |
| 90.0 | 94.0 |
| 80.0 | 87.9 |
| 70.0 | 81.5 |
| 60.0 | 75.0 |
| 50.0 | 68.1 |
| 40.0 | 60.5 |
| 30.0 | 52.1 |
| 20.0 | 42.2 |
| 15.0 | 36.3 |

This table shows, for example, that students who were better than 90.0% of the 2007 UAI-cohort would have been better than 94.0% of the 2005 SC cohort.

Figure 3.3 Relationship between UAI-eligible percentiles and SC percentiles



3.2.10 Calculating the UAI – the final step

The last step is to determine the relationship between aggregate and SC percentile. This is done by converting the percentiles found in section 3.2.8 to SC percentiles using the equivalences from section 3.2.9. When rounded to 0.05, these SC percentiles become the UAIs.

The relationship between aggregate and UAI is shown for selected aggregates in Table 3.3 and shown graphically in Figure 3.4.

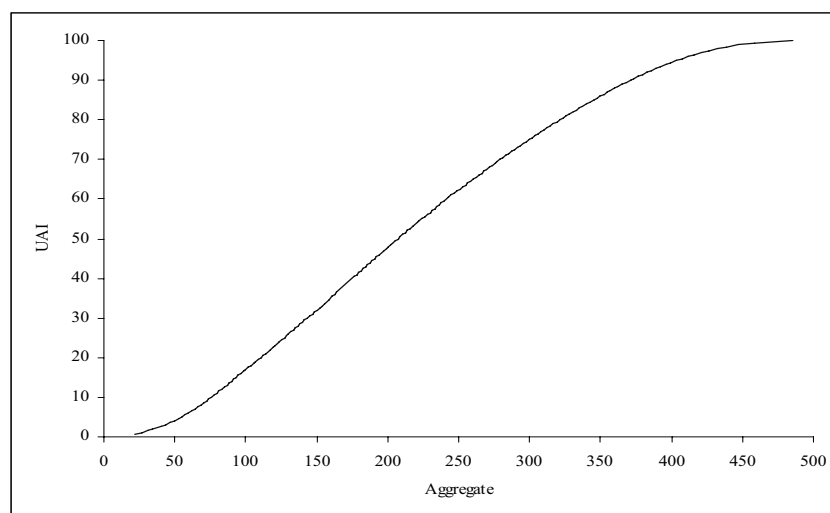
Table 3.3 Relationship between aggregate and UAI

| Aggregate | UAI |
|-----------|-------|
| 450.0 | 99.10 |
| 400.0 | 94.50 |
| 350.0 | 86.05 |
| 300.0 | 75.00 |
| 250.0 | 62.25 |
| 200.0 | 47.80 |
| 150.0 | 31.85 |

The example uses data from Tables 3.1 and 3.2 to illustrate the procedure. In the actual UAI calculations the full data set is used, not just the data presented in these tables. The UAI estimated from data presented in these tables will only be an estimate of the actual UAI which is calculated using the full data set.

Table 3.1 shows that students with an aggregate of 350.0 performed well enough in the HSC to be 22.9% from the top of the 2007 UAI cohort; a percentile of 77.1. From Table 3.2 we can estimate by linear interpolation that students who are at the 77.1th percentile of the UAI-eligible percentile are at the 86.0446,788 percentile of the 2005 SC cohort. This means that students with an aggregate of 350.0 have performed well enough in the HSC to be at the 86.04th percentile of their SC cohort. Their percentile is rounded, giving an estimated UAI of 86.05.

Figure 3.4 Relationship between aggregate and UAI



4 The HSC and UAI in 2007 – some results

4.1 Overview

In 2007 a total of 66 357 students completed at least one HSC course but 1 352 were removed from the database as they completed no UAI course in 2007. Of the remaining pool of 65 005 students, 61 074 (95.0%) received an HSC and 51 036 (78.5%) received a UAI. Only 24 students who received a UAI were not eligible for the HSC. While studies contributing to the underlying aggregate may be accumulated over a five-year period, 96.6% of those receiving a UAI in 2007 completed their requirements on the basis of their current courses.

The percentage of female students (52.4%) enrolled in at least one UAI course was similar to that of previous years, as was the percentage of female students (53.5%) who received a UAI.

4.2 Percentage of students receiving a UAI

One feature of the HSC in recent years has been the change in the percentage of students in the HSC cohort who receive a UAI (or TER). The percentage increased from 80.5% in 1997 to 82.8% in 2000, was relatively steady from 2001 to 2003, dropped to 78.9% in 2006 and then to 78.5% in 2007.

Students who do not receive a UAI fall into one of two broad groups:

1. Those who are studying less than 10 units. These include private study students who enrol in one or two courses, mature age students who are studying a limited HSC program, students who are accumulating their HSC over two or more years, and students who are sitting for one or more HSC courses ahead of their cohort.
2. Those who enrol in a full HSC program which does not satisfy the requirements for a UAI. These students normally complete six or eight units of Board Developed courses, and choose the remaining units from Board Endorsed courses. They receive an HSC but not a UAI. In 2007 there were 10 062 (16.5% of the total) such students.

Table 4.1 Proportion of students receiving a TER/UAI: 1997 – 2007

| Year | HSC candidature | Students receiving a TER/UAI | |
|------|-----------------|------------------------------|------|
| | | Number | % |
| 1997 | 60 631 | 48 785 | 80.5 |
| 1998 | 62 967 | 49 965 | 79.4 |
| 1999 | 63 926 | 50 560 | 79.1 |
| 2000 | 61 768 | 51 172 | 82.8 |
| 2001 | 60 788 | 49 782 | 81.9 |
| 2002 | 63 120 | 51 648 | 81.8 |
| 2003 | 63 387 | 51 736 | 81.6 |
| 2004 | 64 267 | 51 999 | 80.9 |
| 2005 | 63 867 | 51 461 | 80.5 |
| 2006 | 64 274 | 50 744 | 78.9 |
| 2007 | 65 005 | 51 036 | 78.5 |

4.3 Number of units of UAI courses completed

The pattern in 2007 was similar to that observed in 2006, with 41.5% students completing exactly 10 UAI units and 38.0% completing more than the required minimum number of UAI units (Table 4.2)

Table 4.2 Percentage of students completing specified numbers of units of UAI courses: 2004 – 2007*

| Number of units | 2004 % | 2005 % | 2006 % | 2007 | |
|-----------------|--------|--------|--------|------|--------|
| | | | | % | Number |
| 1 | 0.05 | 0.04 | 0.03 | 0.1 | 34 |
| 2 | 3.0 | 3.2 | 3.2 | 3.4 | 2 198 |
| 3 | 0.3 | 0.2 | 0.3 | 0.3 | 186 |
| 4 | 2.6 | 2.8 | 2.9 | 3.0 | 1 950 |
| 5 | 0.1 | 0.1 | 0.1 | 0.2 | 98 |
| 6 | 5.4 | 5.2 | 5.6 | 6.0 | 3 931 |
| 7 | 0.2 | 0.2 | 0.2 | 0.2 | 154 |
| 8 | 6.9 | 7.0 | 7.1 | 6.8 | 4 435 |
| 9 | 0.4 | 0.5 | 0.5 | 0.5 | 307 |
| 10 | 42.4 | 42.2 | 41.8 | 41.5 | 26 977 |
| 11 | 19.9 | 19.9 | 20.0 | 20.1 | 13 067 |
| 12 | 15.6 | 15.6 | 15.6 | 15.2 | 9 910 |
| 13 | 2.4 | 2.3 | 2.1 | 2.2 | 1 412 |
| 14 | 0.4 | 0.4 | 0.4 | 0.4 | 266 |
| 15+ | 0.2 | 0.2 | 0.1 | 0.1 | 80 |
| HSC cohort | 64 267 | 63 867 | 64 274 | - | 65 005 |

* The units include current year units and units accumulated in previous years.

4.4 Course enrolments – Table A1

Table A1 in the Appendix provides the size of the candidature, percentage of females and maximum UAI gained by a student enrolled in each course. The table includes students who have completed the course in 2007 and in previous years but excludes courses where there were less than 10 students.

What is clear is that in almost all courses some students gained a UAI in excess of 95.00 and for the majority of courses the maximum UAI is higher.

The pattern of ‘male-dominated’ and ‘female dominated’ courses was similar to the pattern exhibited previously. Female students were in the majority in languages, creative arts and the humanities, while males were in the majority in technology and computing courses.

A total of 16 800 students enrolled in at least one VET course, of whom 12 714 enrolled in a VET examination course. These figures are slightly lower than the corresponding numbers for 2006 (16 960 and 13 109 respectively).

Overall, 78.5% of the 2007 HSC cohort received UAIs but the percentage varied across courses, from 65.9% to 100% for Category A courses with candidatures exceeding 100. For students enrolled in any VET courses the overall figure was 58.3% but was higher (76.3%) for students enrolled in VET examination courses.

4.5 Distributions of HSC marks – Table A2

Table A2 in the Appendix shows the distributions of HSC marks in 2007. For each course the percentage of students in Bands 2 to 6 are given, together with the median HSC mark and the Band in which the median lies. Data are not provided for courses with less than 10 students.

Since the introduction of standards referenced reporting in 2001, marks reported to students have not been constrained to a set distribution. Students demonstrating the highest level of achievement in a 2 unit course are placed in Band 6 and receive HSC marks of 90 and above. The data show clearly that patterns of HSC marks vary across courses.

There are few students in Band 1. For most 2 unit courses, medians lie in Band 4.

Comparison of Table A2 with the corresponding table in 2006 shows that the distribution of HSC marks has changed for some courses. This is not surprising and will be further discussed in section 5.1.

4.6 Descriptive statistics of HSC and scaled marks – Table A3

Table A3 in the Appendix presents descriptive statistics and the 99th, 90th, 75th, 50th and 25th percentiles for HSC and scaled marks for each course. Data are not provided for courses with less than 10 students. Percentiles are not included for courses with less than 40 students.

Although HSC marks are not used as the basis for scaling, they are shown in Table A3 because raw HSC marks are not released to students or teachers and hence cannot be presented in this report. Scaled marks are generally lower than HSC marks. Few students receive HSC marks less than 25 (on a one-unit basis), whereas the average scaled mark for the total HSC candidature is approximately 25.

In Table A3, marks are shown on a one-unit basis, so the range is 0 to 50. The percentiles in a course are based on all students completing that course in 2007 irrespective of whether they were eligible for a UAI or not.

When reading Table A3 it must be remembered that an HSC mark indicates a standard reached whereas a scaled mark indicates a student's position in the course candidature if all students had completed that course. Because HSC marks and scaled marks serve different purposes, comparing HSC and scaled marks is of little value, and can lead to misinterpretations that may affect student choices of courses to study.

The Board reports HSC marks rounded to the nearest integer whereas raw marks are calculated to one decimal place. Because of the rounding, for each HSC mark there will be a range of raw marks, and hence a range of scaled marks. Therefore there is no unique scaled mark for each HSC mark; the scaled marks reported in Table A3 are the scaled marks at the specified percentiles.

The primary purpose of Table A3 is to show the relativities between courses.

For example, the following table (Table 4.3) shows the scaled marks corresponding to the 75th and 90th percentiles for Economics, Geography and Legal Studies. Legal Studies and Geography have similar scaled means and similar scaled marks corresponding to the 75th and 90th percentiles. Economics has a higher scaled mean and higher scaled marks at the two percentiles.

Table 4.3 Scaled marks for selected percentiles

| Course | Scaled mean | Scaled mark for | |
|---------------|-------------|-----------------|------|
| | | P90 | P75 |
| Economics | 31.2 | 42.3 | 38.7 |
| Geography | 25.7 | 39.0 | 33.4 |
| Legal Studies | 25.3 | 39.2 | 33.6 |

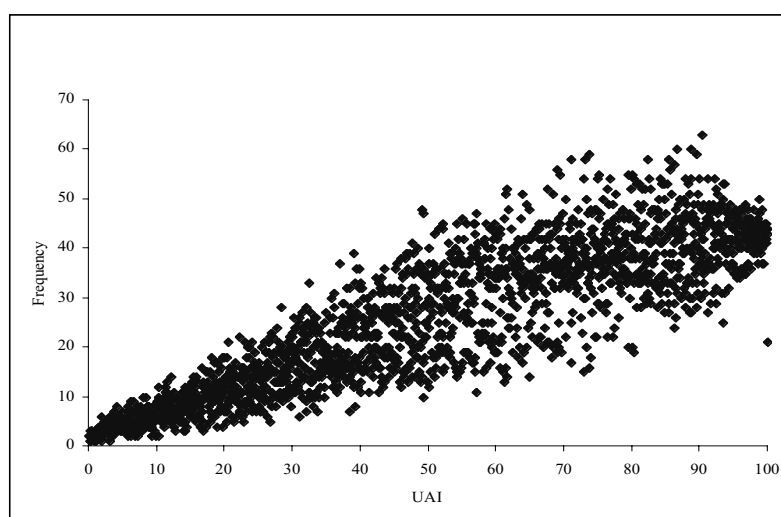
The table also shows that Geography and Legal Studies students have to be in the top 10% of their candidatures to obtain scaled marks comparable to those obtained by the top 25% of the Economics candidature.

4.7 Distribution of UAI

A UAI of 99.00 does **not** represent the top 1% of the UAI cohort; 1.7% of the 2007 UAI cohort actually gained a UAI of 99.00 or above. It does, however, represent the level of achievement necessary to be in the top 1% of the 2005 SC cohort if all those students continued to Year 12 and been eligible for a UAI in 2007.

UAIs are **not** evenly distributed (see Table A7 in the Appendix and Figure 4.1). For most UAIs the number of students on that UAI lies between 20 and 50. The number of students is less for lower UAIs.

Figure 4.1 Frequency distribution of UAIs, 2007



In 2007 the distribution of UAIs was similar to those of previous years (see Table 4.4) with 16.5% of the UAI-eligible students receiving a UAI of 90.00 or above and 32.4% gaining a UAI of 80.00 and above.

Table 4.4 Percentage of UAI students receiving specific UAIs and above: 2004 – 2007

| UAI | 2004 % | 2005 % | 2006 % | 2007 % |
|-------|-----------|-----------|-----------|-----------|
| 99.00 | 1.6 | 1.7 | 1.7 | 1.7 |
| 95.00 | 8.1 | 8.1 | 8.2 | 8.4 |
| 90.00 | 16.0 | 15.9 | 16.3 | 16.5 |
| 80.00 | 31.3 | 31.3 | 32.0 | 32.4 |
| 70.00 | 45.8 | 45.7 | 46.8 | 47.3 |
| 60.00 | 59.1 | 59.0 | 60.2 | 60.7 |
| 50.00 | 70.8 | 70.9 | 71.9 | 72.3 |

Over the period 2004 to 2007 the median UAI increased from 66.85 to 68.05 (Table 4.5).

Table 4.5 Median UAI: 2004 – 2007

| | 2004 | 2005 | 2006 | 2007 |
|------------|-------|-------|-------|-------|
| Median UAI | 66.85 | 66.90 | 67.65 | 68.05 |

In 2007, 21 students received a UAI of 100, 12 males and 9 females, from a mix of government and independent schools.

4.8 Gender differences

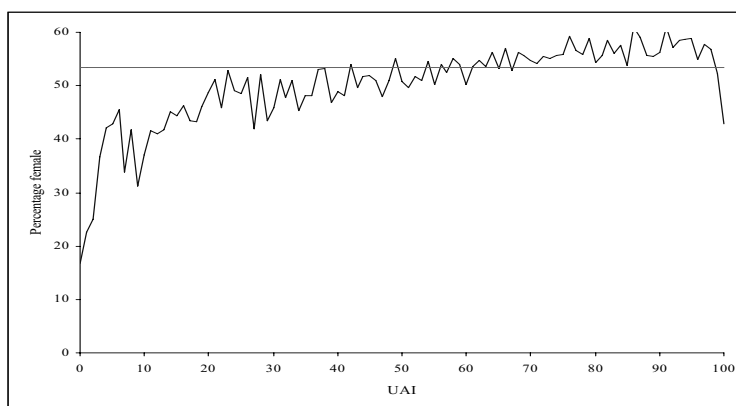
As in previous years, female students outperformed male students in the majority of courses and had a higher average UAI. The percentages of students receiving UAIs on or above specified values who were female (Table 4.6) have not changed substantially over the past four years.

Table 4.6 Percentage of students receiving UAIs on or above specified values who were female: 2004 – 2007

| UAI | 2004 % | 2005 % | 2006 % | 2007 % |
|-------|-----------|-----------|-----------|-----------|
| 99.00 | 56.7 | 54.0 | 52.8 | 52.0 |
| 98.00 | 56.8 | 55.3 | 55.7 | 54.4 |
| 95.00 | 57.6 | 56.3 | 56.6 | 56.1 |
| 90.00 | 58.1 | 58.1 | 57.7 | 57.2 |
| 80.00 | 57.9 | 58.7 | 57.6 | 56.9 |
| 70.00 | 57.3 | 58.1 | 57.1 | 56.7 |
| 60.00 | 56.9 | 57.3 | 56.5 | 56.2 |
| 50.00 | 56.0 | 56.4 | 55.6 | 55.6 |
| 40.00 | 55.2 | 55.6 | 55.0 | 55.0 |
| 30.00 | 54.3 | 54.9 | 54.4 | 54.5 |
| Total | 52.5 | 53.2 | 53.3 | 53.5 |

Figure 4.2 shows the percentage of students on each UAI who were female. For this graph the UAIs have been truncated, so that a UAI of 90, for example, includes UAIs from 90.00 to 90.95. Overall 53.5% of the 2007 UAI cohort was female, which is represented by the horizontal line on the graph. The graph shows clearly that there were proportionally more females on UAIs above 60.00 than males.

Figure 4.2 Percentage of students on each UAI who were female



4.9 University offers

UAC makes several rounds of offers: firstly the Early and Preliminary Rounds, then the Main Round, which is followed by the Late and Final Rounds. In this report offer refers to offers made on or before the Main Round. In contrast to the data in previous reports the UAC data reported below does not contain full-fee paying overseas students.

Of the 51 036 students who received a UAI in 2007, 36 570 (71.7%) applied through UAC for a university course. Of these applicants 29 849 (81.6%) were made at least one offer of a place, which was slightly higher than the corresponding figure for the previous year (78.7%). Table 4.7 provides a breakdown of applicants by UAI band.

Not all the applicants would have been ranked solely on the basis of their UAIs. For some courses other criteria would have been used, while for other courses their UAI would have been supplemented by additional criteria.

Table 4.7 Applicants for university places by UAI

| UAI band | Total number of students | Applicants | | Offers | |
|----------------|--------------------------|------------|----------------|--------|----------------|
| | | Number | % ¹ | Number | % ² |
| 90.00 – 100.00 | 8 444 | 8 060 | 95.5 | 8 046 | 99.8 |
| 80.00 – 89.95 | 8 067 | 7 427 | 92.1 | 7 403 | 99.7 |
| 70.00 – 79.95 | 7 627 | 6 587 | 86.4 | 6 448 | 97.9 |
| 60.00 – 69.95 | 6 832 | 5 369 | 78.6 | 4 883 | 90.0 |
| 50.00 – 59.95 | 5 953 | 3 876 | 65.1 | 2 305 | 59.5 |
| Below 50.00 | 14 113 | 5 251 | 37.2 | 764 | 14.5 |
| Total | 51 036 | 36 570 | 71.7 | 29 849 | 81.6 |

¹ These are percentages of the number of students in the given UAI band.

² These are percentages of the number of applicants in the given UAI band.

The table above shows an obvious relationship between the UAI and the probability of an offer.

While the number of applicants with UAIs less than 70.00 has not changed substantially in recent years, the percentage of offers made to this group has increased steadily. This may be a consequence of universities having additional places available in some courses or of alternative selection procedures being used in some areas.

5 Trends and other issues

5.1 Variation in patterns of HSC and scaled marks – Tables A4, A5

A concern frequently raised in the media and by parents and students is that the observed variation in the patterns of HSC marks across different courses affects scaling and hence the UAI calculation. HSC marks that the Board uses to report student achievement are not used in the scaling process so any variation in the distribution of these marks does not affect the UAI calculation at all.

A related question is whether changes in the pattern of HSC marks from one year to the next affects the pattern of scaled marks and hence the pattern of UAIs. For the above reason, the answer is also No. It is to be expected that the patterns of HSC marks may change from year to year, reflecting differences in student achievement (against the published standards) in individual courses. In contrast, one would expect to see differences in the patterns of scaled marks only if the overall academic quality of a course candidature changed.

Tables A4 and A5 in the Appendix show the distributions of HSC and scaled marks, respectively, in 2007 and 2006. The marks are on a one-unit basis (0-50) and courses with less than 40 students are not included. Table A4 shows the percentages of each course candidature with an HSC mark less than 45, 40, 35, 30 and 25 for 2007 and 2006. Table A5 provides similar information for scaled marks. The data show clearly that while the distributions of HSC marks have changed for some courses, the distributions of scaled marks were generally the same.

Advanced English is an example of a course where there was a very small (1.3%) increase in candidature in 2007 and a change in the distribution of HSC marks (Table 5.1), with more students gaining higher HSC marks than in 2006. For example, in 2007 46.9% of the candidature achieved at least Band 4 compared to 38.8% in 2006. The distributions of scaled marks in the two years were, however, similar.

Table 5.1 Distributions of HSC and scaled marks for English Advanced: 2006 and 2007

| Mark | Year | Enrolment | Percentage of students with marks less than: | | | | |
|-------------|------|-----------|--|------|------|------|------|
| | | | 45 | 40 | 35 | 30 | 25 |
| HSC mark | 2007 | 28 086 | 90.8 | 53.1 | 10.5 | 0.9 | 0.1 |
| | 2006 | 27 734 | 94.0 | 61.2 | 17.6 | 1.7 | 0.1 |
| Scaled mark | 2007 | 28 086 | 96.1 | 82.6 | 64.1 | 44.2 | 25.1 |
| | 2006 | 27 734 | 97.1 | 84.6 | 64.5 | 42.9 | 23.3 |

Taken together, the data indicate that the 2007 candidature in Advanced English performed better than the corresponding cohort in 2006 in terms of English but not in terms of their overall performance as judged by their scaled marks.

5.2 Distributions of English and Mathematics marks: 2004 – 2007

Because all students study English and most study Mathematics, comparative data is shown for English and Mathematics courses for the four years, 2004 to 2007. Table 5.2 shows the changes in the distributions of HSC marks and Table 5.3 shows the changes in the distributions of scaled marks.

Table 5.2 Distribution of HSC marks for English and Mathematics courses: 2004 – 2007

| Course | Year | Enrolment | Percentage of students with HSC marks less than: | | | | |
|------------------------------|------|-----------|--|------|------|------|-----|
| | | | 45 | 40 | 35 | 30 | 25 |
| English Standard | 2007 | 31 015 | 99.9 | 96.6 | 61.2 | 22.0 | 5.7 |
| | 2006 | 30 470 | 99.9 | 96.7 | 66.1 | 19.4 | 4.8 |
| | 2005 | 30 140 | 99.9 | 97.6 | 66.2 | 20.6 | 3.7 |
| | 2004 | 30 887 | 99.9 | 98.0 | 67.7 | 19.9 | 1.1 |
| English Advanced | 2007 | 28 086 | 90.8 | 53.1 | 10.5 | 0.9 | 0.1 |
| | 2006 | 27 734 | 94.0 | 61.2 | 17.6 | 1.7 | 0.1 |
| | 2005 | 27 542 | 92.0 | 54.1 | 10.0 | 1.1 | 0.1 |
| | 2004 | 26 969 | 92.4 | 49.8 | 9.9 | 0.8 | 0.1 |
| English Extension 1 | 2007 | 6 153 | 78.0 | 45.7 | 19.4 | 5.4 | 1.7 |
| | 2006 | 6 207 | 83.1 | 47.2 | 16.3 | 4.2 | 1.2 |
| | 2005 | 6 282 | 76.1 | 40.1 | 14.5 | 3.9 | 1.2 |
| | 2004 | 5 972 | 77.3 | 43.5 | 18.6 | 6.4 | 1.7 |
| English Extension 2 | 2007 | 2 500 | 67.8 | 41.2 | 20.6 | 7.0 | 2.2 |
| | 2006 | 2 559 | 68.7 | 41.7 | 20.6 | 8.1 | 3.2 |
| | 2005 | 2 608 | 67.7 | 41.8 | 19.4 | 6.0 | 2.3 |
| | 2004 | 2 439 | 60.5 | 31.3 | 13.0 | 6.1 | 2.3 |
| English as a Second Language | 2007 | 2 603 | 98.0 | 72.3 | 36.0 | 11.8 | 4.6 |
| | 2006 | 2 763 | 98.8 | 78.1 | 38.2 | 14.9 | 5.2 |
| | 2005 | 2 920 | 98.0 | 79.2 | 45.4 | 21.2 | 7.6 |
| | 2004 | 3 060 | 99.0 | 75.5 | 44.6 | 18.6 | 6.7 |
| General Mathematics | 2007 | 29 437 | 95.9 | 77.4 | 40.5 | 15.8 | 3.5 |
| | 2006 | 29 248 | 96.9 | 82.1 | 50.1 | 23.0 | 7.5 |
| | 2005 | 28 673 | 95.6 | 76.5 | 42.1 | 14.2 | 4.8 |
| | 2004 | 29 375 | 96.1 | 80.7 | 48.6 | 18.9 | 6.2 |
| Mathematics | 2007 | 17 758 | 84.5 | 60.4 | 29.9 | 11.7 | 3.6 |
| | 2006 | 18 124 | 85.4 | 61.1 | 34.8 | 16.5 | 7.5 |
| | 2005 | 19 006 | 84.9 | 61.0 | 35.9 | 16.8 | 6.2 |
| | 2004 | 19 749 | 84.4 | 57.9 | 31.2 | 13.5 | 4.5 |
| Mathematics Extension 1 | 2007 | 8 614 | 67.7 | 45.4 | 25.2 | 10.4 | 3.9 |
| | 2006 | 9 017 | 69.6 | 46.8 | 28.2 | 15.4 | 8.7 |
| | 2005 | 9 359 | 68.7 | 45.4 | 25.8 | 12.8 | 6.2 |
| | 2004 | 9 955 | 69.2 | 46.8 | 30.1 | 16.9 | 9.1 |
| Mathematics Extension 2 | 2007 | 3 009 | 67.0 | 38.7 | 16.9 | 4.9 | 1.3 |
| | 2006 | 3 146 | 71.2 | 40.3 | 17.9 | 9.2 | 4.6 |
| | 2005 | 3 240 | 69.0 | 35.8 | 13.4 | 4.9 | 2.0 |
| | 2004 | 3 512 | 72.7 | 41.7 | 18.0 | 7.5 | 3.6 |

Table 5.3 Distribution of scaled marks for English and Mathematics courses: 2004 – 2007

| Course | Year | Enrolment | Percentage of students with scaled marks less than: | | | | | |
|------------------------------|------|-----------|---|------|------|------|------|------|
| | | | 45 | 40 | 35 | 30 | 25 | 20 |
| English Standard | 2007 | 31 015 | 99.9 | 99.6 | 97.9 | 93.2 | 82.8 | 63.7 |
| | 2006 | 30 470 | 99.9 | 99.7 | 98.0 | 93.2 | 82.1 | 62.3 |
| | 2005 | 30 140 | 99.9 | 99.6 | 97.9 | 92.8 | 81.2 | 62.1 |
| | 2004 | 30 887 | 99.9 | 99.7 | 98.0 | 92.7 | 80.1 | 60.7 |
| English Advanced | 2007 | 28 086 | 96.1 | 82.6 | 64.1 | 44.2 | 25.1 | 9.9 |
| | 2006 | 27 734 | 97.1 | 84.6 | 64.5 | 42.9 | 23.3 | 10.0 |
| | 2005 | 27 542 | 97.7 | 85.2 | 64.6 | 42.8 | 23.0 | 9.3 |
| | 2004 | 26 969 | 97.3 | 85.1 | 65.5 | 43.1 | 22.1 | 9.6 |
| English Extension 1 | 2007 | 6 153 | 94.4 | 68.2 | 36.6 | 14.9 | 5.6 | 2.2 |
| | 2006 | 6 207 | 94.1 | 68.1 | 36.1 | 15.5 | 5.8 | 2.2 |
| | 2005 | 6 282 | 95.3 | 69.6 | 37.5 | 14.6 | 4.9 | 1.7 |
| | 2004 | 5 972 | 91.7 | 65.7 | 37.2 | 17.0 | 6.0 | 1.9 |
| English Extension 2 | 2007 | 2 500 | 89.9 | 66.0 | 37.3 | 16.9 | 6.0 | 2.0 |
| | 2006 | 2 559 | 89.5 | 64.4 | 37.9 | 17.4 | 5.6 | 2.1 |
| | 2005 | 2 608 | 90.8 | 67.2 | 37.3 | 15.8 | 5.0 | 1.8 |
| | 2004 | 2 439 | 89.3 | 62.0 | 35.1 | 14.8 | 6.8 | 2.4 |
| English as a Second Language | 2007 | 2 603 | 98.9 | 94.7 | 86.1 | 74.3 | 60.8 | 47.2 |
| | 2006 | 2 763 | 98.7 | 94.3 | 85.3 | 74.9 | 61.2 | 46.9 |
| | 2005 | 2 920 | 97.9 | 93.6 | 86.1 | 74.1 | 60.2 | 46.3 |
| | 2004 | 3 060 | 98.7 | 93.0 | 83.4 | 70.7 | 56.8 | 42.6 |
| General Mathematics | 2007 | 29 437 | 99.9 | 98.7 | 91.3 | 78.7 | 63.9 | 47.0 |
| | 2006 | 29 248 | 99.9 | 98.3 | 91.1 | 79.6 | 64.6 | 47.8 |
| | 2005 | 28 673 | 99.9 | 98.0 | 90.1 | 78.4 | 64.3 | 49.2 |
| | 2004 | 29 375 | 100 | 98.5 | 91.4 | 80.2 | 66.1 | 50.0 |
| Mathematics | 2007 | 17 758 | 97.6 | 84.2 | 64.1 | 43.6 | 26.4 | 14.6 |
| | 2006 | 18 124 | 97.7 | 84.1 | 64.1 | 44.2 | 28.0 | 16.1 |
| | 2005 | 19 006 | 97.6 | 84.9 | 65.9 | 45.8 | 28.9 | 16.3 |
| | 2004 | 19 749 | 98.1 | 84.5 | 65.1 | 45.8 | 29.6 | 17.6 |
| Mathematics Extension 1 | 2007 | 8 614 | 76.6 | 43.1 | 20.5 | 9.4 | 4.4 | 1.9 |
| | 2006 | 9 017 | 80.3 | 42.6 | 19.6 | 9.5 | 4.9 | 2.4 |
| | 2005 | 9 359 | 74.4 | 40.7 | 20.9 | 10.3 | 5.5 | 2.9 |
| | 2004 | 9 955 | 78.7 | 42.7 | 22.2 | 11.2 | 5.3 | 2.5 |
| Mathematics Extension 2 | 2007 | 3 009 | 53.8 | 16.2 | 4.2 | 1.4 | 0.7 | 0.3 |
| | 2006 | 3 146 | 57.2 | 15.5 | 5.1 | 2.3 | 1.1 | 0.5 |
| | 2005 | 3 240 | 48.2 | 14.0 | 5.3 | 2.7 | 1.5 | 0.8 |
| | 2004 | 3 512 | 60.5 | 17.0 | 5.8 | 2.9 | 1.6 | 0.8 |

5.3 Courses that contribute to the UAI – Table A6

There are three related questions regarding which courses contribute towards the UAI. The first two are at an individual level:

- 1 “Which courses will contribute to my UAI?”, which is normally asked in either Year 10 or Year 11 when students are choosing courses to study.
- 2 “Why has this course contributed towards my UAI rather than this other course?”, which is asked when students receive their UAI Advice Notices.
- 3 “Do some groups of courses contribute to the UAI less often than other groups of courses?”, which is usually asked by teachers.

The first two questions are addressed in the next chapter of this report and in the *You and Your UAI* booklet which is distributed to HSC students in December of each year and is available to download from UAC’s website at www.uac.edu.au

The third question is not an easy question to answer because not all students complete the same number of units. If students complete only 10 units all courses must be counted, whereas if students complete more than 10 units at least one unit will be omitted.

Table A6 in the Appendix provides some information about students who completed more than 10 units. Data are not provided for courses with less than 10 students. For each course:

- the first column shows the total number of students who received a UAI
- the second column shows the number of students who completed more than 10 units
- the third column expresses this number as a percentage, which varies across courses. For example, 36% for Dance, 74% for English Extension 1 and 39% for Society and Culture
- the fourth column gives the percentage of students who counted all units of that course towards their UAI, and is based on the number of students who completed more than 10 units.

Of the 103 courses listed in Table A6, 70% have 70% or more of their students counting the course. The data also show that although there are differences in the percentages of students who count a particular course towards their UAI, there is no evidence of systematic differences across Key Learning Areas.

A further analysis has been completed of students who completed only 10 units of UAI courses. For these students all their courses must contribute towards their UAI so for each course, the percentage of students for whom the scaled mark in that course was their best scaled mark was calculated. The proportions of students for whom their scaled mark in that course was their second best, third best, fourth best and fifth best scaled mark were also calculated. The patterns of percentages were compared across individual courses and groups of courses, and while there were differences between individual courses there was no evidence of systematic differences across Key Learning Areas.

5.4 UAI and number of units completed – Table A7

A question that is often posed concerns the relationship between the number of units studied and the UAI: ‘Do students gain a better UAI if they study more units?’ The data in Table A7 in the Appendix show that students with high UAIs tend to have studied more than 10 units, but determining causality is difficult. It is likely that the more academically able students complete more units, so it is not surprising that they gain higher UAIs. On the other hand, if students only study 10 units of UAI courses and do badly in one course, their UAIs will be depressed.

To address this question, HSC students were grouped according to their achievement in the SC examination. What the data show is that the better students did, indeed, tend to study more units and within each group there was a tendency for students who studied more units to obtain higher UAIs.

This does not, however, completely answer the question of causality. The relationship between number of units studied and UAI within each group might result from personal attributes including interest, motivation, effort and time management. One cannot assume that simply by studying more units, one’s UAI will be increased!

5.5 Relationship between UAI and aggregate – Table A8

A further question that is frequently raised concerns the relationship between the UAI and the aggregate of scaled marks from which it is derived.

Table A8 in the Appendix shows, for the years 2003 to 2007, both the aggregate and percentile corresponding to selected UAIs. The *percentile* in this table is the percentage of the UAI cohort whose UAIs are *less than or equal to* the particular UAI: a UAI of 99.00 in 2007 corresponds to a percentile of 98.4, which means that 1.6% of the UAI cohort received a UAI above 99.00. Each UAI corresponds to a range of aggregates and the figure provided in the table is the minimum aggregate corresponding to the UAI.

The data in Table A8 show that while the relationship between UAI, aggregate and percentile has been reasonably stable, there are minor differences from year to year.

6 Frequently asked questions

There were relatively few enquiries and little media attention following release of the UAI in 2007. Most of the enquiries from students received by the UAI Enquiry Centre at UAC concerned the relationship between their HSC marks and their UAIs, and the reason why one course contributed to their UAI and not another. These two major enquiries will be fully discussed in this report, along with the scaling of English. Following that, there is a summary of some of the other frequently asked questions.

In the previous section, marks were given on a *per unit* basis. In this section, the marks are given on a *per course* basis.

6.1 Why is my UAI low in comparison to my HSC marks?

Before 2001 there was some correspondence between average HSC marks and the middle UAI, since students who received HSC marks in the 60s (around the course average) were also in the middle of the UAI cohort (a UAI around 66). This correspondence no longer applies. Since 2001 students who are in the middle group of students enrolled in their courses are likely to gain HSC marks in the 70s but their UAIs are still likely to be in the 60s.

There is, however, no general rule as courses do not necessarily have the same scaled means and the pattern of HSC marks varies across courses so that the same HSC mark does not necessarily indicate the same position across courses. The following examples illustrate the complexity of the relationship between HSC marks and UAIs.

Example 1

Consider the following two students, Belinda and Jeremy, whose HSC marks are shown in Table 6.1. Their average HSC marks are similar, 76.2 and 76.8 respectively, but their UAIs are quite different, 64.45 and 76.90 respectively.

Table 6.1 Two examples of student achievement to show the effect of different scaled mean

| Belinda | | | Jeremy | | |
|---------|-----------------------------|----------|--------|---------------------|----------|
| UAI | Course | HSC mark | UAI | Course | HSC mark |
| 64.45 | English Advanced | 79 | 76.90 | Chemistry | 76 |
| | Information Proc. and Tech. | 76 | | Economics | 79 |
| | Legal Studies | 76 | | Engineering Studies | 74 |
| | General Mathematics | 72 | | English Advanced | 79 |
| | Modern History | 78 | | Mathematics | 76 |

The data in Table A3 show that both students are middle students (the 50th percentile) in all their courses. What is different is that the scaled means of the courses that Jeremy completed are generally higher than Belinda's courses. The average scaled mean for Belinda's courses was 50.7, compared to 59.7 for Jeremy's courses. This means that Jeremy has done better overall as he has competed against students of higher academic quality than Belinda. Consequently his UAI is considerably higher.

Now consider Adam, whose HSC marks were similar to those of Belinda and Jeremy, with an average HSC mark of 80.4, and Janette, whose HSC marks were lower, with an average HSC mark of 62.8 (Table 6.2).

Table 6.2 Two examples of student achievement to show the effect of position

| Adam | | | Janette | | |
|-------|---------------------|----------|---------|--------------------------------------|----------|
| UAI | Course | HSC mark | UAI | Course | HSC mark |
| 76.20 | Biology | 82 | 28.70 | Ancient History | 63 |
| | English Standard | 72 | | Business Studies | 62 |
| | Geography | 85 | | English Standard | 60 |
| | Legal Studies | 84 | | Food Technology | 62 |
| | General Mathematics | 79 | | Information Processes and Technology | 67 |

Adam's UAI of 76.20 was higher than Belinda's and similar to Jeremy's. However, the average scaled mean of Adam's courses (46.6) was lower than Belinda's (50.7) and Jeremy's (59.6). On the other hand, Adam's position in all his courses was at the 75th percentile. His higher position in his courses was enough to compensate for their lower scaled course means.

Janette's HSC marks were in the 60s and Table A3 shows she was at the 25th percentile in each of her courses, so it is not surprising that her UAI is 28.70. (The average scaled mean of her courses was 43.2 which indicates that she was competing against students from the full range of academic achievement.)

Example 2

Table 6.3 shows examples of student performance corresponding to specific UAIs.

Table 6.3 Examples of student achievement for specified UAIs

| UAI | Course | HSC mark |
|-------|---|----------|
| 65.00 | Business Studies | 73 |
| | English Standard | 75 |
| | Food Technology | 84 |
| | General Mathematics | 74 |
| | Personal Development, Health and Physical Education | 73 |
| | Studies of Religion I | 36 |
| | | |

| UAI | Course | HSC mark |
|-------|---------------------------------|----------|
| 65.00 | Business Studies | 69 |
| | English Advanced | 71 |
| | English Extension I | 32 |
| | Mathematics | 71 |
| | Mathematics Extension I | 22 |
| | Software Design and Development | 82 |

| UAI | Course | HSC mark |
|-------|---------------------|----------|
| 75.00 | English Standard | 75 |
| | General Mathematics | 83 |
| | Hospitality Exam | 84 |
| | Modern History | 76 |
| | Society and Culture | 82 |
| | | |

| UAI | Course | HSC mark |
|-------|-----------------------|----------|
| 75.00 | English Advanced | 86 |
| | Drama | 82 |
| | General Mathematics | 73 |
| | Modern History | 74 |
| | Society and Culture | 81 |
| | Studies of Religion I | 39 |

| UAI | Course | HSC mark |
|-------|------------------------------|----------|
| 85.00 | English Standard | 77 |
| | Community and Family Studies | 88 |
| | Society and Culture | 84 |
| | Studies of Religion II | 85 |
| | Visual Arts | 92 |
| | | |

| UAI | Course | HSC mark |
|-------|---|----------|
| 85.00 | Biology | 81 |
| | Chemistry | 81 |
| | English Advanced | 75 |
| | Mathematics | 88 |
| | Mathematics Extension I | 38 |
| | Personal Development, Health and Physical Education | 86 |

| UAI | Course | HSC mark |
|-------|---------------------|----------|
| 99.65 | Economics | 96 |
| | English Advanced | 95 |
| | English Extension I | 47 |
| | Legal Studies | 94 |
| | Mathematics | 97 |
| | Modern History | 94 |

| UAI | Course | HSC mark |
|-------|-------------------------|----------|
| 96.90 | Chemistry | 87 |
| | English Advanced | 87 |
| | English Extension I | 42 |
| | Mathematics Extension I | 87 |
| | Mathematics Extension 2 | 83 |
| | Physics | 88 |

Two further examples will be given to demonstrate some of the complexity of trying to estimate UAIs from HSC marks. The first is the case of Mitchell and the second a comparison of two students, Laura and Fred.

Example 3

Table 6.4 Mitchell's Record of Achievement

| Course | Examination mark | Assessment mark | HSC mark | Performance Band |
|---------------------|------------------|-----------------|----------|------------------|
| Economics | 83 | 77 | 80 | 5 |
| English Standard | 73 | 73 | 73 | 4 |
| General Mathematics | 84 | 88 | 86 | 5 |
| Music I | 86 | 89 | 87 | 5 |
| Japanese Continuers | 79 | 87 | 83 | 5 |
| Japanese Extension | 38 | 36 | 37 | E3 |

The HSC marks on Mitchell's Record of Achievement (Table 6.4) are marks that have been aligned to the Board's standards but the starting point for the UAI is the corresponding set of raw marks, which are not released. However, from Table A3 it is possible to estimate the percentiles corresponding to his HSC marks and estimate the corresponding scaled marks (Table 6.5).

Table 6.5 Mitchell's HSC marks, percentiles and scaled marks

| Course | HSC mark | Unit value | Percentile | Scaled mark | Scaled mean |
|---------------------|----------|------------|------------|-------------|-------------|
| Economics | 80 | 2 | 56 | 68.1 | 62.4 |
| English Standard | 73 | 2 | 81 | 48.9 | 35.4 |
| General Mathematics | 86 | 2 | 92 | 70.7 | 42.0 |
| Music I | 87 | 2 | 79 | 61.2 | 44.0 |
| Japanese Continuers | 83 | 2 | 55 | 68.8 | 63.2 |
| Japanese Extension | 37 | 1 | 31 | 35.8 | 38.4 |

The order of Mitchell's scaled marks is different from the order of his HSC marks. General Mathematics is his second best HSC mark and the second best scaled mark. In contrast, Music 1 is his highest HSC mark but his second lowest scaled mark. The scaled means of both courses are similar, but Mitchell's position in General Mathematics is very high (92th percentile) compared to his position in Music 1 (79th percentile).

Economics and Japanese have similar scaled means and Mitchell's position in both courses is similar, so his scaled marks in these courses are almost the same. The high scaled mean in Japanese Continuers is sufficient to compensate for Mitchell's lower relative position in this course compared to General Mathematics. His scaled marks in these two courses are similar.

English Standard has the lowest scaled mark, but the two units of English must be included. One unit of Music 1 is therefore discarded in the calculation of Mitchell's aggregate mark which is 323.8. This mark corresponds to a percentile of 68.6 against his UAI-eligible cohort, yielding a UAI of 80.60.

Mitchell's UAI is similar to the average of his HSC marks, but this is not always the case as seen in Examples 1 and 2.

Example 4

To pursue the issue further, consider the following two students who completed the same courses. The first student, Fred, receives an HSC mark of 70 in each course, while the second student, Laura, receives an HSC mark of 80 in each course (Table 6.6).

Table 6.6 Two examples of student achievement: Fred and Laura

| Course | Fred | | Laura | |
|------------------|----------|------------|----------|------------|
| | HSC mark | Percentile | HSC mark | Percentile |
| Biology | 70 | 36 | 80 | 70 |
| Business Studies | 70 | 51 | 80 | 77 |
| English Advanced | 70 | 13 | 80 | 57 |
| Mathematics | 70 | 32 | 80 | 63 |
| Modern History | 70 | 30 | 80 | 60 |
| Visual Arts | 70 | 12 | 80 | 53 |
| UAI | 58.45 | | 81.75 | |

Their HSC marks in each course differ by only 10, yet their UAIs differ by 23.30. Laura's UAI is similar to her HSC marks while Fred's UAI is much lower than his HSC marks.

The reason for the large difference in the UAIs can be found in the differences in the percentiles shown in Table 6.6 (which can be estimated from Table A3 in the Appendix). The percentiles are much higher for Laura than for Fred. Given these large differences, it is not surprising that their UAIs are very different.

The UAI is all about position, whereas HSC marks indicate levels of achievement in individual courses.

The courses and HSC marks shown for Laura and Fred are the same as used in previous reports and *You and Your UAI* booklets. While the HSC marks have been the same for all examples, the percentiles (their positions in their courses) have varied because of changes in the distributions of HSC marks, so their UAIs were different. Table 6.7 presents a summary of the results.

Table 6.7 UAIs for Fred and Laura: 2001–2007

| Year | Fred | Laura |
|------|-------|-------|
| 2001 | 57.90 | 85.30 |
| 2002 | 55.90 | 83.35 |
| 2003 | 57.15 | 81.90 |
| 2004 | 56.95 | 80.80 |
| 2005 | 56.05 | 81.25 |
| 2006 | 59.90 | 82.50 |
| 2007 | 58.45 | 81.75 |

6.2 Why does this course contribute to my UAI when another course where I received a higher mark does not count?

As in previous years, this question arose after the results were released because each student's UAI Advice Notice shows which units contribute to their UAI. The question is not always easy to answer, especially as students are only aware of their HSC marks, which provide little information as to their rankings in their courses.

The question can only be answered by reference to data on the distributions of HSC marks (Table A2 in the Appendix) in addition to data on the distributions of scaled marks (Table A3 in the Appendix). Some examples are presented to illustrate the principles involved. All marks shown in these examples can be found in Table A3 in the Appendix.

Example 1

The first example (Table 6.8) shows a student's set of HSC marks. Although these marks are different, each is the 90th percentile of the course. Since the student's position is the same for each course the scaled mark will depend on the academic quality of the candidature of the course concerned. The highest scaled mark is for Economics, which has the highest scaled mean.

Table 6.8 HSC and scaled marks

| Course | Scaled mean | P90 | |
|--------------------------------------|-------------|----------|-------------|
| | | HSC mark | Scaled mark |
| Drama | 48.8 | 90 | 75.8 |
| Economics | 62.4 | 91 | 84.6 |
| English Standard | 35.4 | 76 | 56.0 |
| Information Processes and Technology | 43.8 | 88 | 71.4 |
| Modern History | 54.8 | 89 | 80.4 |

Example 2

Table 6.9 shows a student's marks in four courses.

Table 6.9 HSC and scaled marks

| Course | Scaled mean | HSC mark | Percentile | Scaled mark |
|--------------------------------------|-------------|----------|-----------------|-------------|
| Information Processes and Technology | 43.8 | 93 | P ₉₉ | 82.8 |
| Legal Studies | 50.6 | 95 | P ₉₉ | 90.8 |
| Physics | 60.4 | 94 | P ₉₀ | 92.6 |
| French Continuers | 68.8 | 93 | P ₉₀ | 91.2 |

French Continuers attracts high achieving students and has a scaled mean of 68.8. Although the student's HSC mark of 93 is high, it is the 90th percentile for that course, and the corresponding scaled mark is 91.2. In contrast, Legal Studies does not attract students of the same overall academic calibre and its scaled mean is 50.4. An HSC mark of 95, however, is the 99th percentile, and the corresponding scaled mark is 90.8, close to the scaled French mark. The difference in the position of the student in the two courses almost compensates for the difference in the scaled means.

The HSC marks in Physics and Information Processes and Technology are similar, 94 and 93 respectively, and both correspond to the 99th percentile. The scaled marks in the two courses, 92.6 and 82.8, reflect the differences in the scaled means of the two courses.

Example 3

A third example is of a student whose HSC marks for English Extension 2 and Geography were 47 and 94 (47 per unit) respectively. The student had completed 11 units and found that, despite the fact that the scaled mean for Geography was much lower than the scaled mean for English Extension 2, her English Extension 2 mark did not count towards her UAI.

The entries from Table A3 (Table 6.10) show that the student's HSC mark of 47 for English Extension 2 places her between the 75th and 90th percentiles for that course so that her scaled mark lies between 41.6 and 45.0. However, her HSC mark of 94 for Geography (47 per unit) places her on the 99th percentile for that course and gives her a scaled mark of 45.5 per unit (Table 6.10). Consequently Geography was included before English Extension 2.

Table 6.10 Entries for English Extension 2 and Geography from Table A3*

| Course | Number | Mark | Mean | S.D. | Max | P99 | P90 | P75 | P50 | P25 |
|---------------------|--------|--------|------|------|------|------|------|------|------|------|
| English Extension 2 | 2 500 | HSC | 40.1 | 6.8 | 50.0 | 50.0 | 48.0 | 46.0 | 41.0 | 36.0 |
| | | Scaled | 36.6 | 7.0 | 50.0 | 49.2 | 45.0 | 41.6 | 37.2 | 32.3 |
| Geography | 4 528 | HSC | 38.6 | 5.5 | 48.5 | 47.0 | 45.0 | 42.5 | 39.5 | 35.0 |
| | | Scaled | 25.7 | 10.2 | 50.0 | 45.5 | 39.0 | 33.4 | 26.2 | 18.2 |

* The marks in this table are on a one-unit basis

The student's higher position in Geography, compared with her position in English Extension 2, was just enough to compensate for the lower scaled mean in Geography.

The above examples illustrate the general principle that *a student's position in their courses **and** the scaled means of their courses are **both** important in determining which of their courses contribute towards their UAI.*

6.3 If Standard and Advanced English are scaled as a single group, why does the same HSC mark give different scaled marks in Standard English and Advanced English?

This issue has been raised since 2001. Since it is likely to be raised again, the explanation will be repeated.

HSC marks and scaled marks are different marks. HSC marks are the marks released by the Board to students and are the result of the standards-setting exercise. Scaled marks are, however, based on raw HSC marks.

- In 2 unit English all students complete a common paper (Paper 1) which counts for 40% of the total mark. Standard and Advanced students then complete separate papers that count for 60% of the total mark.
- The Board then uses Paper 1 to place the marks of the separate Standard and Advanced papers on the same scale so that a total (raw) examination mark can be calculated for 2 unit English. The marks for Standard and Advanced students are deemed to be on the same scale.
- The Board moderates school assessments using these raw examination marks.
- The raw HSC mark which is used for scaling is then calculated.
- The raw HSC marks for the Standard and Advanced English students are combined, and scaled as a single course. A raw HSC mark yields the same scaled mark for Standard and Advanced students. The Board aligns the raw examination marks against standards separately for Standard and Advanced students. As a result, Advanced students on a given raw mark receive a higher aligned mark than Standard students on the same raw mark. Consequently an aligned HSC mark corresponds to different scaled marks for Standard and Advanced students. This gives the appearance that Advanced students have been disadvantaged, but this is not true.

If Table A3 in the Appendix showed the correspondence between raw HSC marks and scaled marks rather than between HSC marks and scaled marks, it would be clear that Advanced students are not disadvantaged in the scaling process.

6.4 Other frequently asked questions

Does the school I attend matter?

No. The school attended does not feature in the UAI calculation. The UAI calculation is based only on marks provided by the Board; no other information is used.

Does my postcode matter?

No.

Are certain courses always 'scaled down'?

No. Scaling is carried out afresh each year. If the quality of the candidature changes, the scaled mean will also change.

Is it true that if I study this course I can't get a high UAI?

No. As Table A1 in the Appendix shows, there are students in every course who achieve high UAIs.

What impact did the variation in patterns of HSC marks have on the UAI calculations?

None. It is the raw HSC marks rather than the aligned HSC marks that are scaled. The fact that the percentage of students who are placed in Performance Band 6 differs across courses has no effect on the calculation of the UAI.

Why can't I use my HSC marks to check the calculation of my UAI?

There are two reasons. The first is that scaled marks are used in the calculation of the UAI, and secondly the UAI is not an average mark. It is a rank that indicates your position in relation to other students.

Can I find out what my scaled marks are?

No. Scaled marks are not reported to students. They are determined during an interim phase in the UAI calculation.

I have similar HSC marks to my friend, but we don't have similar UAIs. Why not?

Your UAIs would be similar if your courses were the same. If your courses were different your UAIs are likely to be different as different courses have different scaled means.

Which course should I study?

Do not choose courses on the basis of what you believe is the likely effect of scaling. Choice of which courses to study should be determined only by your interests, your demonstrated abilities and the value of courses for your future career plans. The scaling process is designed to allow students to choose according to these principles and not, as far as university selection is concerned, be disadvantaged by their choice. It treats all students on their merits.

Do I get a better UAI if I study more units?

This is a common question. While the data show that students who study more units tend to gain higher UAIs, determining causality is difficult. The relationship between number of units studied and UAI might result from personal attributes including interest, motivation, effort and time management. You cannot assume that simply by studying more units your UAI will be increased.

What happens if I repeat a course?

If a course is repeated only the last satisfactory attempt is used towards the calculation of the UAI. Your aggregate will be re-calculated using your new mark and your previous marks. Your aggregate may increase, remain the same or decrease; it depends on your new mark. Since you are being compared with a different cohort your UAI may increase, remain the same or decrease.

What happens if I accumulate the HSC?

Students who accumulate courses towards their HSC have their scaled marks calculated the year they complete the courses. Marks are not re-scaled in later years.

What happens if I already have a UAI and add a new UAI course the following year?

Your aggregate will be re-calculated using your new course and your previous courses. It may increase or stay the same but it will not go down. Since you are being compared with a different cohort your UAI may increase, remain the same or decrease.

7 Appendix

The following courses are not included in the tables in the Appendix as they as they have less than 10 students.

- Dutch
- Hungarian
- Korean Beginners
- Maltese
- Ukrainian

| | |
|----------|--|
| Table A1 | Gender, UAI eligibility and maximum UAI by course <i>Hindi, Khmer, Swedish and Tamil are also excluded from this table as less than 50% of their candidatures are UAI-eligible.</i> |
| Table A2 | Distributions of HSC marks by course |
| Table A3 | Descriptive statistics and selected percentiles for HSC marks and scaled marks by course <i>No percentile data are given for courses with less than 40 students.</i> |
| Table A4 | Distributions of HSC marks by course: 2006 – 2007 <i>Courses with less than 40 students in either year are also excluded from this table.</i> |
| Table A5 | Distributions of scaled marks by course: 2006 – 2007 Courses with less than 40 students in either year are also excluded from this table. |
| Table A6 | Courses that contribute to the UAI |
| Table A7 | Number of units students completed, by UAI |
| Table A8 | Relationship between UAI, percentile and aggregate: 2003 – 2007 |

Table A1 Gender, UAI eligibility and maximum UAI by course

Notes: (i) The **Number** column includes students who have completed the course in 2007 and in previous years.
(ii) The **% Female** column shows the gender split.
(iii) The **% UAI eligible** column shows the percentage of students in the course who were eligible for a UAI.
(iv) The table excludes courses with less than 10 students and courses with less than 50% UAI-eligible students.

| Course | Number | % Female | % UAI eligible | Maximum UAI |
|------------------------------------|--------|----------|----------------|-------------|
| Aboriginal Studies | 314 | 72.6 | 65.9 | 99.35 |
| Agriculture | 1 331 | 44.3 | 75.0 | 100.00 |
| Ancient History | 11 477 | 59.7 | 90.2 | 100.00 |
| Biology | 14 678 | 62.6 | 95.1 | 100.00 |
| Business Studies | 15 881 | 49.3 | 89.8 | 99.95 |
| Chemistry | 10 444 | 45.4 | 97.3 | 100.00 |
| Community & Family Studies | 4 745 | 94.5 | 75.6 | 98.65 |
| Dance | 753 | 96.1 | 81.9 | 98.85 |
| Design & Technology | 3 945 | 41.7 | 81.8 | 99.65 |
| Drama | 5 185 | 70.3 | 86.3 | 100.00 |
| Earth & Environmental Science | 1 259 | 44.7 | 90.5 | 99.95 |
| Economics | 5 722 | 39.3 | 98.4 | 100.00 |
| Engineering Studies | 1 564 | 3.9 | 94.3 | 99.95 |
| English Standard | 31 266 | 47.2 | 68.4 | 99.85 |
| English Advanced | 28 285 | 59.0 | 96.9 | 100.00 |
| English Extension 1 | 6 197 | 65.5 | 99.0 | 100.00 |
| English Extension 2 | 2 512 | 67.2 | 99.3 | 100.00 |
| ESL | 2 609 | 50.1 | 86.8 | 99.95 |
| Food Technology | 3 336 | 75.7 | 75.6 | 99.05 |
| Geography | 4 590 | 47.7 | 90.2 | 99.95 |
| Industrial Technology | 3 579 | 7.5 | 53.1 | 98.30 |
| Information Processes & Technology | 5 445 | 29.0 | 85.2 | 99.95 |
| Legal Studies | 8 731 | 61.7 | 93.1 | 99.95 |
| General Mathematics | 29 665 | 51.5 | 81.4 | 99.80 |
| Mathematics | 17 974 | 46.1 | 93.6 | 100.00 |
| Mathematics Extension 1 | 8 756 | 42.1 | 96.9 | 100.00 |
| Mathematics Extension 2 | 3 049 | 38.2 | 98.3 | 100.00 |
| Modern History | 9 749 | 54.3 | 92.2 | 100.00 |
| History Extension | 2 171 | 59.8 | 99.0 | 100.00 |
| Music 1 | 4 840 | 44.3 | 82.5 | 99.50 |
| Music 2 | 712 | 52.8 | 95.9 | 99.95 |
| Music Extension | 412 | 51.9 | 96.6 | 99.95 |
| PDH&PE | 12 506 | 54.4 | 87.5 | 99.85 |
| Physics | 9 232 | 24.5 | 97.7 | 100.00 |
| Senior Science | 4 250 | 44.0 | 81.7 | 99.05 |
| Society & Culture | 3 746 | 83.2 | 88.2 | 99.95 |
| Software Design & Development | 1 887 | 7.7 | 91.0 | 99.90 |
| Studies of Religion I | 10 125 | 53.4 | 94.8 | 100.00 |
| Studies of Religion II | 3 082 | 68.9 | 96.2 | 99.90 |
| Textiles & Design | 2 088 | 98.1 | 77.3 | 99.85 |
| Visual Arts | 9 445 | 69.3 | 81.9 | 99.95 |

Table A1 Gender, UAI eligibility and maximum UAI by course (continued)

| Course | Number | % Female | % UAI eligible | Maximum UAI |
|--------------------------------|--------|----------|----------------|-------------|
| Arabic Continuers | 248 | 60.1 | 78.6 | 98.50 |
| Arabic Extension | 85 | 61.2 | 90.6 | 93.85 |
| Armenian | 22 | 63.6 | 95.5 | 98.35 |
| Chinese Beginners | 19 | 89.5 | 100.0 | 89.10 |
| Chinese Continuers | 131 | 52.7 | 97.7 | 99.95 |
| Chinese Extension | 39 | 51.3 | 100.0 | 99.90 |
| Chinese Background Speakers | 928 | 50.8 | 88.8 | 99.95 |
| Classical Greek Continuers | 16 | 37.5 | 93.8 | 100.00 |
| Classical Greek Extension | 12 | 33.3 | 100.0 | 100.00 |
| Classical Hebrew Continuers | 56 | 69.6 | 85.7 | 99.70 |
| Classical Hebrew Extension | 32 | 62.5 | 93.8 | 99.70 |
| Croatian | 23 | 43.5 | 100.0 | 99.40 |
| Filipino | 21 | 47.6 | 100.0 | 86.80 |
| French Beginners | 555 | 85.9 | 89.0 | 99.30 |
| French Continuers | 906 | 70.2 | 93.7 | 100.00 |
| French Extension | 230 | 62.6 | 97.0 | 100.00 |
| German Beginners | 139 | 63.3 | 89.9 | 99.85 |
| German Continuers | 453 | 57.6 | 93.8 | 100.00 |
| German Extension | 131 | 53.4 | 93.9 | 100.00 |
| Indonesian Beginners | 44 | 81.8 | 95.5 | 99.60 |
| Indonesian Continuers | 88 | 68.2 | 90.9 | 99.35 |
| Indonesian Extension | 26 | 61.5 | 100.0 | 99.35 |
| Indonesian Background Speakers | 87 | 50.6 | 100.0 | 98.35 |
| Italian Beginners | 342 | 82.5 | 86.0 | 99.85 |
| Italian Continuers | 403 | 74.4 | 92.3 | 99.95 |
| Italian Extension | 62 | 74.2 | 96.8 | 99.95 |
| Japanese Beginners | 598 | 65.1 | 92.8 | 99.60 |
| Japanese Continuers | 709 | 62.3 | 95.2 | 100.00 |
| Japanese Extension | 241 | 60.6 | 97.1 | 100.00 |
| Japanese Background Speakers | 55 | 47.3 | 92.7 | 96.95 |
| Korean Background Speakers | 112 | 50.0 | 94.6 | 95.65 |
| Latin Continuers | 187 | 40.6 | 100.0 | 100.00 |
| Latin Extension | 100 | 34.0 | 100.0 | 100.00 |
| Macedonian | 22 | 54.5 | 90.9 | 93.15 |
| Modern Greek Beginners | 41 | 70.7 | 85.4 | 99.05 |
| Modern Greek Continuers | 131 | 56.5 | 88.5 | 98.45 |
| Modern Greek Extension | 55 | 63.6 | 92.7 | 98.45 |
| Modern Hebrew | 50 | 58.0 | 76.0 | 99.70 |
| Persian | 62 | 54.8 | 56.5 | 96.40 |
| Polish | 35 | 51.4 | 94.3 | 99.20 |
| Portuguese | 21 | 66.7 | 76.2 | 97.25 |
| Russian | 28 | 57.1 | 78.6 | 99.35 |
| Serbian | 26 | 69.2 | 96.2 | 97.80 |
| Spanish Beginners | 171 | 78.9 | 85.4 | 98.25 |
| Spanish Continuers | 211 | 62.6 | 88.6 | 95.80 |
| Spanish Extension | 78 | 71.8 | 92.3 | 92.70 |
| Turkish | 71 | 67.6 | 70.4 | 95.90 |
| Vietnamese | 128 | 60.2 | 78.1 | 98.75 |

Table A1 Gender, UAI eligibility and maximum UAI by course (continued)

| Course | Number | % Female | % UAI eligible | Maximum UAI |
|-----------------------------|--------|----------|----------------|-------------|
| Accounting | 469 | 50.7 | 87.2 | 99.95 |
| Business Services Exam | 1 287 | 82.4 | 77.4 | 97.15 |
| Construction Exam | 1 370 | 1.2 | 48.9 | 93.95 |
| Entertainment Exam | 696 | 51.0 | 79.0 | 99.55 |
| Hospitality Exam | 5 600 | 71.4 | 79.5 | 98.80 |
| Information Technology Exam | 2 079 | 22.7 | 79.7 | 99.00 |
| Metal & Engineering Exam | 507 | 1.8 | 52.3 | 88.10 |
| Primary Industries Exam | 459 | 40.3 | 61.7 | 95.70 |
| Retail Operations Exam | 1 260 | 73.2 | 61.9 | 97.25 |
| Tourism Exam | 337 | 92.6 | 78.3 | 93.25 |
| Distinction courses | 90 | 48.9 | 91.1 | 100.00 |

Table A2 Distributions of HSC marks by course

- Notes: (i) The **Median HSC mark** column shows the median HSC mark.
(ii) The **Median Band** column indicates the Performance Band in which the median lies.
(iii) The **Percentage of students in Performance Band** columns shows the percentage of a course candidature in each of the Performance Bands 6 to 2. Extension courses have four Bands only, E1 to E4.
(iv) The table excludes courses with less than 10 students.

| Course | Number | Median HSC mark | Median Band | Percentage of students in Performance Band | | | | |
|------------------------------------|--------|-----------------|-------------|--|----|----|----|----|
| | | | | 6 | 5 | 4 | 3 | 2 |
| Aboriginal Studies | 313 | 71 | 4 | 7 | 21 | 28 | 23 | 15 |
| Agriculture | 1 254 | 74 | 4 | 9 | 22 | 36 | 22 | 10 |
| Ancient History | 11 348 | 74 | 4 | 11 | 25 | 25 | 21 | 12 |
| Biology | 14 447 | 75 | 4 | 8 | 25 | 34 | 22 | 8 |
| Business Studies | 15 713 | 70 | 4 | 6 | 19 | 27 | 29 | 15 |
| Chemistry | 10 287 | 76 | 4 | 11 | 29 | 30 | 22 | 6 |
| Community & Family Studies | 4 729 | 76 | 4 | 7 | 28 | 35 | 21 | 6 |
| Dance | 713 | 73 | 4 | 6 | 20 | 35 | 30 | 7 |
| Design & Technology | 3 904 | 73 | 4 | 6 | 18 | 39 | 30 | 7 |
| Drama | 5 096 | 77 | 4 | 10 | 31 | 35 | 18 | 5 |
| Earth & Environmental Science | 1 244 | 80 | 5 | 12 | 38 | 30 | 14 | 5 |
| Economics | 5 678 | 79 | 4 | 15 | 32 | 26 | 16 | 8 |
| Engineering Studies | 1 547 | 74 | 4 | 6 | 22 | 35 | 24 | 9 |
| English Standard | 31 015 | 67 | 3 | <1 | 3 | 35 | 39 | 16 |
| English Advanced | 28 086 | 79 | 4 | 9 | 38 | 43 | 10 | 1 |
| English Extension 1 | 6 153 | 40 | E3 | | | 22 | 59 | 18 |
| English Extension 2 | 2 500 | 41 | E3 | | | 32 | 47 | 18 |
| English as a Second Language (ESL) | 2 603 | 73 | 4 | 2 | 26 | 36 | 24 | 7 |
| Food Technology | 3 314 | 71 | 4 | 6 | 21 | 27 | 25 | 12 |
| Geography | 4 528 | 79 | 4 | 11 | 38 | 28 | 16 | 5 |
| Industrial Technology | 3 561 | 74 | 4 | 10 | 23 | 30 | 23 | 10 |
| Information Processes & Technology | 5 129 | 76 | 4 | 7 | 31 | 31 | 19 | 7 |
| Legal Studies | 8 644 | 76 | 4 | 9 | 32 | 25 | 21 | 9 |
| General Mathematics | 29 437 | 72 | 4 | 4 | 19 | 37 | 25 | 12 |
| Mathematics | 17 758 | 76 | 4 | 15 | 24 | 30 | 18 | 8 |
| Mathematics Extension 1 | 8 614 | 41 | E3 | | | 32 | 42 | 21 |
| Mathematics Extension 2 | 3 009 | 84 | E3 | | | 33 | 50 | 16 |
| Modern History | 9 636 | 78 | 4 | 9 | 35 | 29 | 16 | 7 |
| History Extension | 2 159 | 39 | E3 | | | 18 | 54 | 21 |
| Music 1 | 4 795 | 80 | 5 | 15 | 37 | 33 | 12 | 2 |
| Music 2 | 687 | 85 | 5 | 29 | 47 | 19 | 4 | <1 |
| Music Extension | 401 | 44 | E3 | | | 46 | 47 | 7 |
| PDH&PE | 12 409 | 74 | 4 | 9 | 26 | 28 | 23 | 9 |
| Physics | 9 126 | 75 | 4 | 8 | 26 | 33 | 22 | 7 |
| Senior Science | 4 210 | 76 | 4 | 8 | 30 | 34 | 23 | 4 |
| Society & Culture | 3 697 | 74 | 4 | 8 | 25 | 30 | 27 | 9 |
| Software Design & Development | 1 840 | 76 | 4 | 9 | 31 | 27 | 20 | 9 |
| Studies of Religion I | 10 062 | 38 | 4 | 9 | 29 | 39 | 22 | 1 |
| Studies of Religion II | 3 041 | 78 | 4 | 10 | 34 | 34 | 19 | 3 |
| Textiles & Design | 2 084 | 80 | 5 | 13 | 38 | 28 | 17 | 4 |
| Visual Arts | 9 348 | 80 | 5 | 11 | 41 | 38 | 9 | <1 |

Table A2 Distributions of HSC marks by course (continued)

| Course | Number | Median HSC mark | Median Band | Percentage of students in Performance Band | | | | |
|--------------------------------|--------|-----------------|-------------|--|----|----|----|----|
| | | | | 6 | 5 | 4 | 3 | 2 |
| Arabic Continuers | 232 | 76 | 4 | 7 | 29 | 29 | 20 | 7 |
| Arabic Extension | 74 | 36 | E3 | | | 8 | 54 | 32 |
| Armenian | 22 | 83 | 5 | 9 | 64 | 27 | | |
| Chinese Beginners | 18 | 84 | 5 | 17 | 50 | 22 | 11 | |
| Chinese Continuers | 130 | 88 | 5 | 42 | 36 | 15 | 5 | 1 |
| Chinese Extension | 39 | 45 | E4 | | | 64 | 36 | |
| Chinese Background Speakers | 922 | 80 | 5 | 10 | 44 | 36 | 8 | 2 |
| Classical Greek Continuers | 16 | 97 | 6 | 75 | 13 | 6 | 6 | |
| Classical Greek Extension | 12 | 49 | E4 | | | 92 | | 8 |
| Classical Hebrew Continuers | 54 | 86 | 5 | 33 | 39 | 24 | 4 | |
| Classical Hebrew Extension | 32 | 44 | E3 | | | 47 | 41 | 13 |
| Croatian | 23 | 84 | 5 | 26 | 61 | 9 | | 4 |
| Filipino | 21 | 80 | 5 | 5 | 48 | 29 | 10 | 10 |
| French Beginners | 544 | 76 | 4 | 19 | 23 | 21 | 21 | 10 |
| French Continuers | 842 | 82 | 5 | 29 | 29 | 23 | 13 | 5 |
| French Extension | 222 | 43 | E3 | | | 42 | 48 | 9 |
| German Beginners | 136 | 74 | 4 | 16 | 25 | 15 | 19 | 17 |
| German Continuers | 422 | 83 | 5 | 28 | 30 | 26 | 12 | 2 |
| German Extension | 125 | 44 | E3 | | | 44 | 45 | 10 |
| Hindi | 40 | 91 | 6 | 58 | 43 | | | |
| Indonesian Beginners | 43 | 79 | 4 | 19 | 28 | 33 | 14 | 2 |
| Indonesian Continuers | 86 | 81 | 5 | 19 | 35 | 23 | 19 | 3 |
| Indonesian Extension | 24 | 41 | E3 | | | 25 | 71 | 4 |
| Indonesian Background Speakers | 87 | 79 | 4 | 6 | 40 | 49 | 5 | |
| Italian Beginners | 339 | 77 | 4 | 17 | 25 | 29 | 18 | 9 |
| Italian Continuers | 365 | 81 | 5 | 15 | 42 | 28 | 12 | 2 |
| Italian Extension | 52 | 40 | E3 | | | 29 | 46 | 25 |
| Japanese Beginners | 597 | 76 | 4 | 17 | 24 | 25 | 16 | 12 |
| Japanese Continuers | 669 | 82 | 5 | 26 | 30 | 19 | 15 | 8 |
| Japanese Extension | 233 | 41 | E3 | | | 27 | 58 | 14 |
| Japanese Background Speakers | 52 | 78 | 4 | 8 | 38 | 38 | 15 | |
| Khmer | 15 | 89 | 5 | 47 | 33 | 13 | 7 | |
| Korean Background Speakers | 112 | 82 | 5 | 15 | 43 | 29 | 12 | 1 |
| Latin Continuers | 180 | 93 | 6 | 74 | 22 | 3 | 1 | |
| Latin Extension | 100 | 48 | E4 | | | 83 | 16 | 1 |
| Macedonian | 22 | 80 | 5 | 18 | 32 | 45 | 5 | |
| Modern Greek Beginners | 41 | 85 | 5 | 32 | 29 | 12 | 12 | 12 |
| Modern Greek Continuers | 127 | 80 | 5 | 24 | 29 | 28 | 17 | 2 |
| Modern Greek Extension | 51 | 41 | E3 | | | 22 | 59 | 18 |
| Modern Hebrew | 45 | 88 | 5 | 42 | 40 | 11 | 7 | |
| Persian | 41 | 82 | 5 | 32 | 32 | 29 | | 7 |
| Polish | 35 | 90 | 6 | 54 | 29 | 11 | 6 | |
| Portuguese | 18 | 86 | 5 | 44 | 28 | 28 | | |
| Russian | 24 | 88 | 5 | 42 | 54 | 4 | | |
| Serbian | 24 | 85 | 5 | 8 | 79 | 8 | 4 | |
| Spanish Beginners | 168 | 72 | 4 | 10 | 24 | 21 | 27 | 11 |
| Spanish Continuers | 208 | 82 | 5 | 9 | 53 | 30 | 7 | 1 |

Table A2 Distributions of HSC marks by course (continued)

| Course | Number | Median HSC mark | Median Band | Percentage of students in Performance Band | | | | |
|-----------------------------|--------|-----------------|-------------|--|----|----|----|----|
| | | | | 6 | 5 | 4 | 3 | 2 |
| Spanish Extension | 76 | 37 | E3 | | | 8 | 58 | 34 |
| Swedish | 11 | 89 | 5 | 45 | 27 | 18 | | 9 |
| Tamil | 20 | 85 | 5 | 20 | 80 | | | |
| Turkish | 61 | 78 | 4 | 10 | 34 | 44 | 10 | 2 |
| Vietnamese | 125 | 76 | 4 | 2 | 31 | 34 | 27 | 6 |
| Accounting | 464 | 76 | 4 | 14 | 26 | 25 | 17 | 12 |
| Business Services Exam | 1 272 | 70 | 4 | 1 | 18 | 32 | 32 | 13 |
| Construction Exam | 1 355 | 72 | 4 | 2 | 19 | 37 | 34 | 6 |
| Entertainment Exam | 691 | 76 | 4 | 3 | 30 | 39 | 23 | 4 |
| Hospitality Exam | 5 566 | 71 | 4 | 3 | 17 | 36 | 33 | 9 |
| Information Technology Exam | 2 007 | 72 | 4 | 2 | 12 | 43 | 26 | 13 |
| Metal & Engineering Exam | 504 | 71 | 4 | 3 | 14 | 40 | 24 | 14 |
| Primary Industries Exam | 459 | 73 | 4 | 1 | 20 | 42 | 31 | 7 |
| Retail Operations Exam | 1 249 | 75 | 4 | 6 | 28 | 37 | 23 | 5 |
| Tourism Exam | 332 | 72 | 4 | 2 | 18 | 44 | 27 | 7 |
| Distinction Courses | 90 | 83 | 5 | 23 | 46 | 28 | 1 | 1 |

Table A3 Descriptive statistics and selected percentiles for HSC marks and scaled marks by course

Notes: (i) *The P99, P90, P75, P50, P25 columns refer to the 99th, 90th, 75th, 50th and 25th percentiles respectively.*
(ii) *The table excludes courses with less than 10 students and no percentile data are given for courses with less than 40 students.*

| Course | Number | Type of mark | Mean | SD | Mark | P99 | P90 | P75 | P50 | P25 |
|------------------------------------|--------|--------------|------|------|------|------|------|------|------|------|
| Aboriginal Studies | 313 | HSC | 35.5 | 6.6 | 47.5 | 47.0 | 44.0 | 40.5 | 35.5 | 31.0 |
| | | scaled | 15.8 | 11.3 | 43.3 | 41.7 | 33.2 | 23.3 | 13.5 | 6.4 |
| Agriculture | 1 254 | HSC | 36.9 | 5.8 | 49.5 | 48.0 | 44.0 | 40.5 | 37.0 | 33.0 |
| | | scaled | 21.7 | 10.9 | 47.7 | 45.0 | 36.6 | 29.6 | 21.5 | 13.3 |
| Ancient History | 11 348 | HSC | 36.4 | 7.2 | 50.0 | 48.5 | 45.0 | 42.0 | 37.0 | 31.5 |
| | | scaled | 25.0 | 10.6 | 49.7 | 45.7 | 38.9 | 33.2 | 25.2 | 17.0 |
| Biology | 14 447 | HSC | 36.8 | 5.9 | 49.5 | 47.5 | 44.0 | 41.0 | 37.5 | 33.5 |
| | | scaled | 26.9 | 9.5 | 50.0 | 45.5 | 39.0 | 34.1 | 27.6 | 20.3 |
| Business Studies | 15 713 | HSC | 35.1 | 6.4 | 49.5 | 47.0 | 43.5 | 40.0 | 35.0 | 31.0 |
| | | scaled | 23.6 | 10.3 | 48.5 | 43.8 | 37.7 | 31.9 | 23.3 | 15.2 |
| Chemistry | 10 278 | HSC | 37.6 | 5.9 | 49.0 | 47.5 | 45.0 | 42.0 | 38.0 | 34.0 |
| | | scaled | 31.3 | 9.3 | 50.0 | 46.8 | 42.5 | 38.5 | 32.5 | 25.2 |
| Community & Family Studies | 4 729 | HSC | 37.2 | 5.7 | 49.5 | 47.5 | 44.0 | 41.0 | 38.0 | 34.0 |
| | | scaled | 20.0 | 9.9 | 44.2 | 41.0 | 33.9 | 27.2 | 19.4 | 12.0 |
| Dance | 713 | HSC | 36.5 | 5.3 | 48.0 | 47.5 | 43.5 | 40.0 | 36.5 | 33.0 |
| | | scaled | 23.3 | 9.5 | 46.2 | 45.1 | 36.7 | 30.1 | 22.6 | 16.4 |
| Design & Technology | 3 904 | HSC | 36.5 | 4.8 | 49.5 | 47.5 | 43.0 | 39.5 | 36.5 | 33.0 |
| | | scaled | 21.5 | 9.6 | 45.2 | 42.3 | 35.0 | 28.4 | 21.0 | 14.0 |
| Drama | 5 096 | HSC | 38.3 | 5.1 | 50.0 | 47.5 | 45.0 | 42.0 | 38.5 | 35.0 |
| | | scaled | 24.4 | 10.0 | 49.3 | 44.8 | 37.9 | 31.9 | 24.7 | 16.8 |
| Earth & Environmental Science | 1 244 | HSC | 38.9 | 5.2 | 49.0 | 47.5 | 45.0 | 43.0 | 40.0 | 36.0 |
| | | scaled | 24.5 | 9.9 | 48.3 | 44.8 | 37.6 | 32.0 | 24.9 | 17.3 |
| Economics | 5 678 | HSC | 38.0 | 6.8 | 49.5 | 48.0 | 45.5 | 43.0 | 39.5 | 34.0 |
| | | scaled | 31.2 | 9.8 | 50.0 | 46.7 | 42.3 | 38.7 | 33.2 | 25.4 |
| Engineering Studies | 1 547 | HSC | 36.4 | 5.7 | 49.0 | 46.5 | 43.5 | 40.5 | 37.0 | 33.0 |
| | | scaled | 25.0 | 9.3 | 47.7 | 43.1 | 36.9 | 32.1 | 25.4 | 18.4 |
| English Standard | 31 015 | HSC | 32.8 | 5.0 | 47.0 | 42.0 | 38.0 | 36.0 | 33.5 | 30.0 |
| | | scaled | 17.7 | 7.8 | 47.2 | 37.5 | 28.0 | 22.7 | 17.2 | 12.0 |
| English Advanced | 28 086 | HSC | 39.5 | 3.9 | 49.5 | 47.5 | 44.5 | 42.5 | 39.5 | 37.0 |
| | | scaled | 31.2 | 8.5 | 50.0 | 47.2 | 42.6 | 37.7 | 31.4 | 25.0 |
| English Extension 1 | 6 153 | HSC | 39.4 | 5.8 | 50.0 | 48.0 | 46.0 | 44.0 | 40.0 | 36.0 |
| | | scaled | 36.3 | 6.6 | 50.0 | 47.3 | 43.7 | 41.1 | 37.3 | 32.8 |
| English Extension 2 | 2 500 | HSC | 40.1 | 6.8 | 50.0 | 50.0 | 48.0 | 46.0 | 41.0 | 36.0 |
| | | scaled | 36.6 | 7.0 | 50.0 | 49.2 | 45.0 | 41.6 | 37.2 | 32.3 |
| English as a Second Language (ESL) | 2 603 | HSC | 35.9 | 6.0 | 48.5 | 45.5 | 42.5 | 40.0 | 36.5 | 33.0 |
| | | scaled | 21.4 | 11.4 | 49.7 | 45.4 | 37.1 | 30.1 | 21.1 | 12.3 |
| Food Technology | 3 314 | HSC | 34.9 | 7.3 | 49.5 | 47.0 | 43.5 | 40.0 | 35.5 | 31.0 |
| | | scaled | 19.7 | 10.6 | 45.7 | 41.8 | 34.8 | 27.9 | 19.0 | 11.1 |
| Geography | 4 528 | HSC | 38.6 | 5.5 | 48.5 | 47.0 | 45.0 | 42.5 | 39.5 | 35.0 |
| | | scaled | 25.7 | 10.2 | 50.0 | 45.5 | 39.0 | 33.4 | 26.2 | 18.2 |
| Information Processes & Technology | 5 129 | HSC | 36.9 | 6.5 | 49.0 | 46.5 | 44.0 | 41.5 | 38.0 | 33.5 |
| | | scaled | 21.9 | 10.2 | 46.8 | 41.4 | 35.7 | 29.7 | 22.2 | 14.2 |

Table A3 Descriptive statistics and selected percentiles for HSC marks and scaled marks by course (continued)

| Course | Number | Type of mark | Mean | SD | Mark | P99 | P90 | P75 | P50 | P25 |
|-------------------------------|--------|--------------|------|------|------|------|------|------|------|------|
| Legal Studies | 8 644 | HSC | 37.1 | 6.6 | 49.0 | 47.5 | 44.5 | 42.0 | 38.0 | 33.0 |
| | | scaled | 25.3 | 10.7 | 50.0 | 45.4 | 39.2 | 33.6 | 26.0 | 17.2 |
| General Mathematics | 29 437 | HSC | 35.5 | 5.8 | 49.0 | 46.5 | 42.5 | 39.5 | 36.0 | 32.0 |
| | | scaled | 21.0 | 9.8 | 45.0 | 40.6 | 34.4 | 28.7 | 20.9 | 13.3 |
| Mathematics | 17 758 | HSC | 37.5 | 6.8 | 50.0 | 48.0 | 46.0 | 42.5 | 38.0 | 33.5 |
| | | scaled | 30.5 | 9.3 | 50.0 | 46.3 | 41.7 | 37.6 | 31.6 | 24.5 |
| Mathematics Extension 1 | 8 614 | HSC | 39.3 | 7.8 | 50.0 | 49.5 | 47.5 | 46.0 | 40.5 | 34.5 |
| | | scaled | 39.6 | 7.1 | 50.0 | 49.1 | 47.0 | 44.8 | 41.0 | 36.3 |
| Mathematics Extension 2 | 3 009 | HSC | 40.7 | 6.1 | 50.0 | 49.0 | 47.5 | 45.5 | 42.0 | 37.0 |
| | | scaled | 43.7 | 4.5 | 50.0 | 49.4 | 48.0 | 46.7 | 44.7 | 41.8 |
| Modern History | 9 636 | HSC | 37.6 | 6.5 | 49.5 | 47.5 | 44.5 | 42.0 | 39.0 | 34.0 |
| | | scaled | 27.4 | 10.4 | 50.0 | 46.6 | 40.2 | 35.3 | 28.7 | 20.5 |
| History Extension | 2 159 | HSC | 37.9 | 7.4 | 50.0 | 49.0 | 46.0 | 43.0 | 39.0 | 34.0 |
| | | scaled | 34.0 | 6.7 | 49.5 | 46.1 | 41.7 | 38.6 | 34.9 | 30.3 |
| Music 1 | 4 795 | HSC | 39.7 | 4.8 | 49.5 | 48.0 | 45.5 | 43.0 | 40.0 | 36.5 |
| | | scaled | 22.0 | 10.0 | 46.7 | 44.0 | 36.3 | 29.1 | 21.0 | 14.6 |
| Music 2 | 687 | HSC | 42.3 | 3.8 | 50.0 | 49.0 | 47.0 | 45.5 | 42.5 | 40.0 |
| | | scaled | 32.8 | 7.7 | 50.0 | 47.8 | 43.2 | 38.7 | 32.9 | 27.2 |
| Music Extension | 401 | HSC | 43.2 | 5.2 | 50.0 | 50.0 | 49.0 | 47.0 | 44.0 | 40.0 |
| | | scaled | 34.7 | 8.1 | 50.0 | 50.0 | 46.9 | 40.3 | 33.7 | 29.3 |
| PDH&PE | 12 409 | HSC | 36.7 | 6.4 | 50.0 | 47.5 | 44.5 | 41.5 | 37.0 | 32.5 |
| | | scaled | 23.3 | 10.1 | 47.7 | 42.9 | 37.0 | 31.3 | 23.2 | 15.4 |
| Physics | 9 126 | HSC | 36.9 | 6.3 | 49.0 | 47.0 | 44.5 | 41.0 | 37.5 | 33.5 |
| | | scaled | 30.2 | 9.6 | 50.0 | 46.3 | 41.7 | 37.7 | 31.6 | 23.8 |
| Senior Science | 4 210 | HSC | 37.7 | 5.4 | 49.5 | 47.0 | 44.5 | 41.5 | 38.0 | 34.0 |
| | | scaled | 20.1 | 9.6 | 43.8 | 40.0 | 33.2 | 27.4 | 20.2 | 12.4 |
| Society & Culture | 3 697 | HSC | 36.7 | 5.9 | 50.0 | 48.0 | 44.0 | 41.0 | 37.0 | 33.0 |
| | | scaled | 23.9 | 10.4 | 49.0 | 45.6 | 38.0 | 31.6 | 23.8 | 15.9 |
| Software Design & Development | 1 840 | HSC | 37.2 | 6.4 | 49.0 | 48.0 | 44.5 | 42.0 | 38.0 | 33.0 |
| | | scaled | 24.6 | 10.2 | 47.9 | 45.4 | 37.9 | 32.3 | 25.0 | 16.8 |
| Studies of Religion I | 10 062 | HSC | 38.2 | 4.5 | 50.0 | 48.0 | 44.0 | 41.0 | 38.0 | 35.0 |
| | | scaled | 26.9 | 8.7 | 47.7 | 44.6 | 38.5 | 33.4 | 27.0 | 20.7 |
| Studies of Religion II | 3 041 | HSC | 38.6 | 4.9 | 49.0 | 47.5 | 44.5 | 42.5 | 39.0 | 35.5 |
| | | scaled | 27.7 | 10.0 | 50.0 | 47.0 | 40.4 | 35.2 | 28.4 | 21.2 |
| Textiles & Design | 2 084 | HSC | 39.2 | 5.0 | 49.5 | 48.5 | 45.5 | 43.0 | 40.0 | 35.5 |
| | | scaled | 22.2 | 10.1 | 46.3 | 44.1 | 36.2 | 29.8 | 21.4 | 14.1 |
| Visual Arts | 9 348 | HSC | 39.9 | 3.9 | 50.0 | 48.0 | 45.0 | 43.0 | 40.0 | 37.5 |
| | | scaled | 22.8 | 10.8 | 49.1 | 46.1 | 38.3 | 30.9 | 21.8 | 14.3 |
| Arabic Continuers | 232 | HSC | 36.1 | 8.0 | 47.5 | 46.5 | 44.0 | 41.5 | 38.0 | 32.5 |
| | | scaled | 17.9 | 10.2 | 42.6 | 39.6 | 31.6 | 24.8 | 17.6 | 9.8 |
| Arabic Extension | 74 | HSC | 35.4 | 7.6 | 49.0 | 49.0 | 43.0 | 40.0 | 36.0 | 32.0 |
| | | scaled | 24.1 | 7.0 | 40.7 | 40.7 | 32.5 | 28.5 | 23.9 | 19.7 |
| Armenian | 22 | HSC | 41.6 | 2.8 | 48.0 | | | | | |
| | | scaled | 24.1 | 9.5 | 47.0 | | | | | |
| Chinese Beginners | 18 | HSC | 41.3 | 4.1 | 46.5 | | | | | |
| | | scaled | 26.3 | 7.6 | 40.1 | | | | | |

Table A3 Descriptive statistics and selected percentiles for HSC marks and scaled marks by course (continued)

| Course | Number | Type of mark | Mean | SD | Mark | P99 | P90 | P75 | P50 | P25 |
|--------------------------------|--------|--------------|------|------|------|------|------|------|------|------|
| Chinese Continuers | 130 | HSC | 43.1 | 4.2 | 48.5 | 48.0 | 47.0 | 46.5 | 44.0 | 41.0 |
| | | scaled | 31.9 | 10.5 | 50.0 | 47.9 | 43.6 | 40.6 | 33.2 | 25.4 |
| Chinese Extension | 39 | HSC | 44.7 | 1.8 | 48.0 | | | | | |
| | | scaled | 35.2 | 8.2 | 50.0 | | | | | |
| Chinese Background Speakers | 922 | HSC | 39.8 | 4.3 | 48.0 | 47.0 | 45.0 | 43.0 | 40.0 | 37.5 |
| | | scaled | 21.1 | 10.6 | 47.4 | 44.5 | 35.4 | 29.0 | 20.4 | 12.6 |
| Classical Greek Continuers | 16 | HSC | 46.0 | 4.6 | 49.5 | | | | | |
| | | scaled | 38.6 | 11.6 | 50.0 | | | | | |
| Classical Greek Extension | 12 | HSC | 46.8 | 6.7 | 50.0 | | | | | |
| | | scaled | 40.2 | 9.4 | 50.0 | | | | | |
| Classical Hebrew Continuers | 54 | HSC | 42.4 | 3.9 | 49.0 | 49.0 | 47.0 | 45.0 | 43.0 | 39.5 |
| | | scaled | 34.6 | 8.1 | 50.0 | 50.0 | 45.0 | 40.5 | 34.4 | 27.0 |
| Classical Hebrew Extension | 32 | HSC | 41.7 | 6.1 | 48.0 | | | | | |
| | | scaled | 37.3 | 7.3 | 50.0 | | | | | |
| Croatian | 23 | HSC | 42.1 | 4.2 | 48.5 | | | | | |
| | | scaled | 27.9 | 11.2 | 50.0 | | | | | |
| Filipino | 21 | HSC | 38.8 | 4.8 | 46.0 | | | | | |
| | | scaled | 21.7 | 8.4 | 39.5 | | | | | |
| French Beginners | 544 | HSC | 36.9 | 8.3 | 49.5 | 49.5 | 46.5 | 43.5 | 38.0 | 31.5 |
| | | scaled | 24.6 | 10.7 | 47.7 | 47.3 | 38.7 | 32.6 | 24.5 | 16.3 |
| French Continuers | 842 | HSC | 40.1 | 6.4 | 49.5 | 49.0 | 47.5 | 45.5 | 41.0 | 36.0 |
| | | scaled | 34.4 | 9.1 | 50.0 | 49.4 | 45.6 | 41.8 | 35.5 | 27.8 |
| French Extension | 222 | HSC | 41.9 | 5.5 | 49.0 | 49.0 | 48.0 | 46.0 | 43.0 | 38.0 |
| | | scaled | 41.2 | 5.3 | 50.0 | 49.4 | 47.7 | 45.1 | 42.0 | 38.3 |
| German Beginners | 136 | HSC | 36.2 | 8.1 | 49.5 | 49.5 | 47.0 | 43.0 | 36.5 | 30.0 |
| | | scaled | 25.0 | 11.4 | 50.0 | 49.3 | 41.0 | 33.5 | 24.9 | 15.1 |
| German Continuers | 422 | HSC | 40.5 | 6.2 | 50.0 | 49.5 | 47.5 | 45.5 | 41.5 | 36.5 |
| | | scaled | 32.7 | 9.4 | 50.0 | 49.1 | 44.2 | 39.7 | 33.7 | 26.5 |
| German Extension | 125 | HSC | 42.0 | 5.5 | 50.0 | 49.0 | 48.0 | 46.0 | 44.0 | 38.0 |
| | | scaled | 38.6 | 5.3 | 50.0 | 48.9 | 45.8 | 42.6 | 39.4 | 34.6 |
| Hindi | 40 | HSC | 45.0 | 1.9 | 48.0 | 48.0 | 47.5 | 47.0 | 45.0 | 43.5 |
| | | scaled | 27.5 | 8.6 | 47.2 | 47.2 | 39.5 | 36.4 | 24.3 | 20.2 |
| Indonesian Beginners | 43 | HSC | 39.0 | 7.2 | 49.0 | 49.0 | 48.0 | 44.5 | 39.5 | 35.5 |
| | | scaled | 27.1 | 12.0 | 50.0 | 50.0 | 45.9 | 36.8 | 26.0 | 18.4 |
| Indonesian Continuers | 86 | HSC | 39.4 | 6.2 | 50.0 | 50.0 | 47.0 | 44.5 | 40.5 | 35.0 |
| | | scaled | 31.0 | 9.3 | 50.0 | 50.0 | 43.1 | 38.6 | 32.2 | 23.9 |
| Indonesian Extension | 24 | HSC | 40.8 | 4.7 | 50.0 | | | | | |
| | | scaled | 36.4 | 4.5 | 46.7 | | | | | |
| Indonesian Background Speakers | 87 | HSC | 39.6 | 3.1 | 46.5 | 46.1 | 44.0 | 41.5 | 39.5 | 37.5 |
| | | scaled | 29.3 | 8.2 | 49.2 | 49.2 | 40.7 | 34.6 | 28.8 | 23.2 |
| Italian Beginners | 339 | HSC | 37.9 | 6.6 | 49.5 | 49.0 | 46.0 | 43.0 | 38.5 | 34.0 |
| | | scaled | 26.7 | 10.8 | 50.0 | 47.8 | 40.4 | 34.9 | 27.0 | 18.9 |
| Italian Continuers | 365 | HSC | 39.7 | 5.4 | 49.5 | 47.5 | 45.5 | 43.5 | 40.5 | 36.5 |
| | | scaled | 28.7 | 9.3 | 50.0 | 45.4 | 40.5 | 35.9 | 29.2 | 22.0 |
| Italian Extension | 52 | HSC | 39.3 | 5.9 | 50.0 | 50.0 | 47.0 | 45.0 | 39.0 | 34.0 |
| | | scaled | 37.2 | 6.2 | 50.0 | 50.0 | 45.2 | 42.4 | 37.3 | 32.1 |
| Japanese Beginners | 597 | HSC | 37.0 | 8.0 | 49.5 | 49.0 | 46.5 | 43.0 | 38.0 | 32.5 |
| | | scaled | 23.9 | 10.5 | 46.5 | 44.4 | 37.9 | 31.9 | 24.4 | 16.3 |

Table A3 Descriptive statistics and selected percentiles for HSC marks and scaled marks by course (continued)

| Course | Number | Type of mark | Mean | SD | Mark | P99 | P90 | P75 | P50 | P25 |
|------------------------------|--------|--------------|------|------|------|------|------|------|------|------|
| Japanese Continuers | 669 | HSC | 39.4 | 6.5 | 48.5 | 48.0 | 46.5 | 45.0 | 41.0 | 35.0 |
| | | scaled | 31.6 | 9.8 | 50.0 | 47.5 | 43.3 | 39.4 | 33.2 | 24.7 |
| Japanese Extension | 233 | HSC | 40.2 | 5.2 | 48.0 | 48.0 | 46.0 | 45.0 | 41.0 | 37.0 |
| | | scaled | 38.4 | 5.0 | 49.6 | 48.6 | 44.7 | 42.1 | 38.2 | 35.1 |
| Japanese Background Speakers | 52 | HSC | 39.1 | 3.9 | 45.5 | 45.5 | 44.0 | 42.0 | 39.0 | 36.0 |
| | | scaled | 18.6 | 9.9 | 41.4 | 41.4 | 32.9 | 23.2 | 15.3 | 10.5 |
| Khmer | 15 | HSC | 43.3 | 4.3 | 47.0 | | | | | |
| | | scaled | 24.1 | 12.5 | 41.1 | | | | | |
| Korean Background Speakers | 112 | HSC | 40.4 | 4.4 | 49.0 | 47.0 | 46.0 | 43.5 | 40.5 | 37.5 |
| | | scaled | 21.9 | 9.0 | 44.1 | 38.8 | 34.2 | 28.2 | 21.4 | 14.8 |
| Latin Continuers | 180 | HSC | 45.9 | 2.8 | 50.0 | 50.0 | 49.0 | 47.5 | 46.5 | 44.5 |
| | | scaled | 40.0 | 7.1 | 50.0 | 50.0 | 47.1 | 44.3 | 41.7 | 36.4 |
| Latin Extension | 100 | HSC | 46.2 | 3.6 | 50.0 | 50.0 | 49.0 | 48.0 | 48.0 | 45.0 |
| | | scaled | 41.1 | 6.2 | 50.0 | 50.0 | 47.5 | 45.2 | 42.9 | 37.8 |
| Macedonian | 22 | HSC | 40.1 | 3.3 | 46.5 | | | | | |
| | | scaled | 19.8 | 13.5 | 46.4 | | | | | |
| Modern Greek Beginners | 41 | HSC | 39.7 | 7.7 | 48.5 | 48.5 | 47.5 | 46.5 | 42.5 | 34.5 |
| | | scaled | 29.9 | 12.9 | 48.0 | 48.0 | 44.9 | 42.6 | 32.9 | 20.0 |
| Modern Greek Continuers | 127 | HSC | 39.8 | 5.5 | 49.0 | 49.0 | 46.0 | 44.5 | 40.0 | 35.5 |
| | | scaled | 28.3 | 10.4 | 48.4 | 48.4 | 41.8 | 37.9 | 25.9 | 19.7 |
| Modern Greek Extension | 51 | HSC | 40.0 | 6.3 | 48.0 | 48.0 | 47.0 | 44.0 | 41.0 | 38.0 |
| | | scaled | 30.7 | 8.1 | 46.7 | 46.7 | 41.0 | 35.2 | 30.7 | 26.5 |
| Modern Hebrew | 45 | HSC | 43.1 | 4.1 | 49.5 | 49.5 | 47.0 | 46.0 | 44.0 | 41.5 |
| | | scaled | 35.3 | 7.9 | 50.0 | 50.0 | 43.6 | 41.0 | 36.7 | 31.6 |
| Persian | 41 | HSC | 41.1 | 5.2 | 49.0 | 49.0 | 46.5 | 45.5 | 41.0 | 38.5 |
| | | scaled | 20.3 | 11.6 | 46.5 | 46.5 | 34.9 | 30.2 | 17.8 | 11.7 |
| Polish | 35 | HSC | 43.5 | 4.5 | 48.5 | | | | | |
| | | scaled | 33.1 | 9.3 | 50.0 | | | | | |
| Portuguese | 18 | HSC | 42.7 | 3.8 | 48.0 | | | | | |
| | | scaled | 29.8 | 8.3 | 46.9 | | | | | |
| Russian | 24 | HSC | 43.5 | 2.1 | 46.5 | | | | | |
| | | scaled | 27.8 | 12.1 | 50.0 | | | | | |
| Serbian | 24 | HSC | 41.8 | 3.4 | 48.5 | | | | | |
| | | scaled | 22.0 | 10.1 | 46.7 | | | | | |
| Spanish Beginners | 168 | HSC | 35.5 | 8.1 | 48.0 | 48.0 | 44.5 | 42.0 | 36.0 | 31.0 |
| | | scaled | 24.5 | 11.5 | 49.5 | 49.8 | 40.8 | 33.7 | 23.7 | 15.6 |
| Spanish Continuers | 208 | HSC | 40.3 | 3.9 | 49.0 | 46.5 | 44.5 | 43.5 | 41.0 | 37.5 |
| | | scaled | 21.2 | 9.3 | 44.1 | 39.7 | 33.0 | 29.5 | 21.7 | 13.6 |
| Spanish Extension | 76 | HSC | 37.1 | 4.5 | 47.0 | 47.0 | 44.0 | 40.0 | 37.0 | 33.0 |
| | | scaled | 25.6 | 6.9 | 41.7 | 41.7 | 35.2 | 29.6 | 26.3 | 20.4 |
| Swedish | 11 | HSC | 42.5 | 6.1 | 47.5 | | | | | |
| | | scaled | 30.4 | 8.7 | 44.6 | | | | | |
| Tamil | 20 | HSC | 43.1 | 2.0 | 47.0 | | | | | |
| | | scaled | 21.6 | 12.6 | 48.1 | | | | | |
| Turkish | 61 | HSC | 38.9 | 4.1 | 46.0 | 46.0 | 44.5 | 42.0 | 39.0 | 35.5 |
| | | scaled | 19.2 | 12.1 | 47.8 | 47.8 | 41.4 | 25.9 | 15.7 | 9.3 |
| Vietnamese | 125 | HSC | 37.3 | 4.7 | 46.5 | 45.5 | 43.5 | 41.0 | 38.0 | 34.0 |
| | | scaled | 20.7 | 11.6 | 49.2 | 46.4 | 39.7 | 28.7 | 20.2 | 11.1 |

Table A3 Descriptive statistics and selected percentiles for HSC marks and scaled marks by course (continued)

| Course | Number | Type of mark | Mean | SD | Mark | P99 | P90 | P75 | P50 | P25 |
|-----------------------------|--------|--------------|------|------|------|------|------|------|------|------|
| Accounting | 464 | HSC | 36.8 | 7.6 | 49.0 | 49.0 | 45.5 | 43.0 | 38.0 | 31.5 |
| | | scaled | 27.0 | 11.2 | 49.6 | 49.6 | 41.0 | 36.0 | 27.8 | 18.1 |
| Business Services Exam | 1 272 | HSC | 34.6 | 5.7 | 47.0 | 45.0 | 41.5 | 39.0 | 35.0 | 31.0 |
| | | scaled | 18.6 | 9.5 | 42.1 | 39.3 | 31.8 | 26.1 | 18.4 | 11.1 |
| Construction Exam | 1 355 | HSC | 36.0 | 4.5 | 47.0 | 45.5 | 42.0 | 39.0 | 36.0 | 33.0 |
| | | scaled | 15.5 | 9.0 | 37.9 | 36.3 | 29.3 | 21.2 | 14.7 | 8.3 |
| Entertainment Exam | 691 | HSC | 37.5 | 4.5 | 48.5 | 46.5 | 43.0 | 40.5 | 38.0 | 34.5 |
| | | scaled | 21.0 | 9.0 | 43.1 | 40.6 | 33.2 | 26.9 | 21.1 | 14.2 |
| Hospitality Exam | 5 566 | HSC | 35.6 | 5.0 | 48.5 | 46.0 | 42.5 | 39.0 | 35.5 | 32.0 |
| | | scaled | 19.9 | 9.5 | 43.6 | 40.4 | 33.4 | 27.2 | 19.0 | 12.0 |
| Industrial Technology | 3 561 | HSC | 36.7 | 6.4 | 49.5 | 48.0 | 45.0 | 41.5 | 37.0 | 33.0 |
| | | scaled | 16.3 | 9.5 | 39.8 | 37.5 | 30.0 | 23.1 | 15.4 | 8.6 |
| Information Technology Exam | 2 007 | HSC | 34.6 | 5.8 | 48.5 | 45.5 | 40.5 | 38.5 | 36.0 | 31.5 |
| | | scaled | 18.7 | 9.3 | 41.5 | 37.5 | 30.8 | 25.9 | 19.3 | 11.9 |
| Metal and Engineering Exam | 504 | HSC | 34.9 | 6.1 | 48.5 | 45.5 | 42.0 | 38.5 | 35.5 | 31.5 |
| | | scaled | 17.0 | 8.6 | 38.5 | 35.2 | 29.5 | 23.4 | 16.4 | 10.4 |
| Primary Industries Exam | 459 | HSC | 36.2 | 4.4 | 47.0 | 44.5 | 41.5 | 39.0 | 36.5 | 33.5 |
| | | scaled | 17.3 | 9.1 | 39.7 | 36.0 | 29.8 | 24.2 | 16.5 | 9.9 |
| Retail Operations Exam | 1 249 | HSC | 37.5 | 4.7 | 48.0 | 46.5 | 43.5 | 41.0 | 37.5 | 34.0 |
| | | scaled | 16.8 | 9.1 | 39.6 | 37.0 | 29.9 | 23.4 | 16.1 | 9.5 |
| Tourism Exam | 332 | HSC | 36.2 | 4.5 | 46.5 | 45.5 | 42.0 | 39.0 | 36.0 | 33.5 |
| | | scaled | 21.0 | 8.8 | 42.5 | 41.5 | 33.1 | 27.0 | 20.0 | 14.8 |
| Distinction courses | 90 | HSC | 41.5 | 4.6 | 50.0 | 50.0 | 47.5 | 44.5 | 41.5 | 38.0 |
| | | scaled | 40.6 | 5.6 | 50.0 | 50.0 | 47.7 | 44.4 | 40.8 | 36.4 |

Table A4 Distributions of HSC marks by course: 2006 – 2007

- Notes: (i) Columns 45, 40, 35, 30 and 25 show the percentages of a course candidature with an HSC mark less than the specified marks.
- (ii) The Table excludes courses with less than 40 students in either year.

| Course | Year | Number | Percentage of students with HSC marks less than: | | | | |
|------------------------------------|------|--------|--|------|------|------|-----|
| | | | 45 | 40 | 35 | 30 | 25 |
| Aboriginal Studies | 2007 | 313 | 92.7 | 71.2 | 43.1 | 19.8 | 5.1 |
| | 2006 | 267 | 95.1 | 74.2 | 46.8 | 14.6 | 2.2 |
| Agriculture | 2007 | 1 254 | 91.5 | 69.4 | 33.5 | 11.3 | 1.5 |
| | 2006 | 1 410 | 92.9 | 70.4 | 43.8 | 14.3 | 4.4 |
| Ancient History | 2007 | 11 348 | 88.7 | 63.9 | 38.6 | 18.0 | 5.6 |
| | 2006 | 11 262 | 89.3 | 59.7 | 28.4 | 12.1 | 3.2 |
| Biology | 2007 | 14 447 | 92.3 | 67.3 | 33.2 | 10.7 | 3.0 |
| | 2006 | 14 067 | 92.2 | 69.8 | 40.7 | 14.9 | 3.1 |
| Business Studies | 2007 | 15 713 | 93.7 | 74.9 | 48.0 | 19.3 | 4.7 |
| | 2006 | 16 020 | 95.0 | 70.4 | 41.4 | 16.5 | 3.8 |
| Chemistry | 2007 | 10 287 | 89.2 | 60.7 | 30.8 | 8.5 | 2.3 |
| | 2006 | 10 217 | 91.1 | 63.8 | 36.3 | 10.4 | 2.3 |
| Community & Family Studies | 2007 | 4 729 | 92.7 | 64.6 | 30.0 | 8.8 | 2.5 |
| | 2006 | 4 489 | 92.4 | 63.2 | 31.9 | 10.1 | 1.9 |
| Dance | 2007 | 713 | 93.7 | 73.5 | 38.0 | 8.1 | 1.1 |
| | 2006 | 750 | 92.7 | 72.1 | 38.4 | 9.3 | 2.3 |
| Design & Technology | 2007 | 3 904 | 94.4 | 76.1 | 36.7 | 7.1 | 0.5 |
| | 2006 | 4 094 | 93.9 | 75.0 | 37.1 | 7.3 | 0.7 |
| Drama | 2007 | 5 096 | 89.9 | 58.7 | 23.5 | 5.9 | 0.7 |
| | 2006 | 5 243 | 90.9 | 58.5 | 23.3 | 5.4 | 0.8 |
| Earth & Environmental Science | 2007 | 1 244 | 88.2 | 49.9 | 19.9 | 5.9 | 0.8 |
| | 2006 | 1 140 | 89.9 | 59.3 | 26.7 | 9.8 | 2.7 |
| Economics | 2007 | 5 678 | 85.3 | 53.2 | 27.1 | 11.3 | 3.7 |
| | 2006 | 5 421 | 86.0 | 53.0 | 24.7 | 9.0 | 2.7 |
| Engineering Studies | 2007 | 1 547 | 93.6 | 71.2 | 35.9 | 11.4 | 2.8 |
| | 2006 | 1 407 | 94.7 | 68.7 | 30.6 | 9.6 | 2.8 |
| English Standard | 2007 | 31 015 | 99.9 | 96.6 | 61.2 | 22.0 | 5.7 |
| | 2006 | 30 470 | 99.9 | 96.7 | 66.1 | 19.4 | 4.8 |
| English Advanced | 2007 | 28 086 | 90.8 | 53.1 | 10.5 | 0.9 | 0.1 |
| | 2006 | 27 734 | 94.0 | 61.2 | 17.6 | 1.7 | 0.1 |
| English Extension 1 | 2007 | 6 153 | 78.0 | 45.7 | 19.4 | 5.4 | 1.7 |
| | 2006 | 6 207 | 83.1 | 47.2 | 16.3 | 4.2 | 1.2 |
| English Extension 2 | 2007 | 2 500 | 67.8 | 41.2 | 20.6 | 7.0 | 2.2 |
| | 2006 | 2 559 | 68.7 | 41.7 | 20.6 | 8.1 | 3.2 |
| English as a Second Language (ESL) | 2007 | 2 603 | 98.0 | 72.3 | 36.0 | 11.8 | 4.6 |
| | 2006 | 2 763 | 98.8 | 78.1 | 38.2 | 14.9 | 5.2 |
| Food Technology | 2007 | 3 314 | 93.6 | 72.8 | 45.6 | 20.5 | 8.1 |
| | 2006 | 3 057 | 91.6 | 65.3 | 33.6 | 12.1 | 4.5 |
| Geography | 2007 | 4 528 | 88.7 | 50.8 | 22.5 | 6.3 | 1.6 |
| | 2006 | 4 504 | 90.1 | 52.2 | 21.9 | 6.8 | 2.0 |
| Information Processes & Technology | 2007 | 5 129 | 92.8 | 62.2 | 31.1 | 11.9 | 5.1 |
| | 2006 | 5 190 | 92.1 | 65.8 | 37.2 | 15.5 | 5.3 |

Table A4 Distributions of HSC marks by course: 2006 – 2007 (continued)

| Course | Year | Number | Percentage of students with HSC marks less than: | | | | |
|-------------------------------|------|--------|--|------|------|------|-----|
| | | | 45 | 40 | 35 | 30 | 25 |
| Legal Studies | 2007 | 8 644 | 90.6 | 59.0 | 34.0 | 13.2 | 4.1 |
| | 2006 | 8 535 | 91.8 | 62.5 | 32.5 | 10.7 | 2.7 |
| General Mathematics | 2007 | 29 437 | 95.9 | 77.4 | 40.5 | 15.8 | 3.5 |
| | 2006 | 29 248 | 96.9 | 82.1 | 50.1 | 23.0 | 7.5 |
| Mathematics | 2007 | 17 758 | 84.5 | 60.4 | 29.9 | 11.7 | 3.6 |
| | 2006 | 18 124 | 85.4 | 61.1 | 34.8 | 16.5 | 7.5 |
| Mathematics Extension 1 | 2007 | 8 614 | 67.7 | 45.4 | 25.2 | 10.4 | 3.9 |
| | 2006 | 9 017 | 69.6 | 46.8 | 28.2 | 15.4 | 8.7 |
| Mathematics Extension 2 | 2007 | 3 009 | 67.0 | 38.7 | 16.9 | 4.9 | 1.3 |
| | 2006 | 3 146 | 71.2 | 40.3 | 17.9 | 9.2 | 4.6 |
| Modern History | 2007 | 9 636 | 91.2 | 56.1 | 27.5 | 11.2 | 4.5 |
| | 2006 | 9 541 | 90.4 | 57.4 | 24.9 | 8.2 | 2.9 |
| History Extension | 2007 | 2 159 | 81.7 | 50.2 | 27.2 | 13.1 | 6.0 |
| | 2006 | 2 352 | 85.0 | 57.7 | 33.9 | 17.0 | 7.3 |
| Music 1 | 2007 | 4 795 | 84.8 | 47.9 | 14.5 | 2.8 | 0.7 |
| | 2006 | 4 403 | 84.6 | 53.0 | 18.8 | 4.0 | 0.8 |
| Music 2 | 2007 | 687 | 70.7 | 23.4 | 4.7 | 0.3 | |
| | 2006 | 621 | 71.3 | 20.0 | 1.8 | 0.0 | |
| Music Extension | 2007 | 401 | 54.4 | 21.9 | 7.5 | 0.7 | 0.2 |
| | 2006 | 387 | 41.3 | 20.2 | 7.2 | 1.3 | 0.0 |
| PDH&PE | 2007 | 12 409 | 90.6 | 64.3 | 36.3 | 13.4 | 3.9 |
| | 2006 | 11 936 | 90.4 | 61.8 | 34.5 | 15.4 | 6.4 |
| Physics | 2007 | 9 126 | 91.9 | 65.8 | 32.4 | 10.4 | 3.8 |
| | 2006 | 9 116 | 92.3 | 62.5 | 29.1 | 8.5 | 2.0 |
| Senior Science | 2007 | 4 210 | 92.1 | 62.3 | 28.4 | 5.7 | 1.9 |
| | 2006 | 4 019 | 92.6 | 66.6 | 31.2 | 8.4 | 2.8 |
| Society & Culture | 2007 | 3 697 | 92.0 | 67.3 | 37.8 | 10.8 | 2.0 |
| | 2006 | 3 752 | 92.8 | 69.4 | 38.2 | 12.0 | 2.6 |
| Software Design & Development | 2007 | 1 840 | 90.7 | 59.9 | 32.7 | 12.5 | 3.7 |
| | 2006 | 1 862 | 93.9 | 68.0 | 33.4 | 10.1 | 1.0 |
| Studies of Religion I | 2007 | 10 062 | 90.6 | 61.8 | 23.1 | 1.5 | 0.2 |
| | 2006 | 9 271 | 85.8 | 52.2 | 22.8 | 5.7 | 1.5 |
| Studies of Religion II | 2007 | 3 041 | 90.4 | 56.4 | 22.1 | 3.4 | 0.6 |
| | 2006 | 3 041 | 89.9 | 53.5 | 23.0 | 7.1 | 1.9 |
| Textiles & Design | 2007 | 2 084 | 86.9 | 49.2 | 21.0 | 3.7 | 0.2 |
| | 2006 | 2 052 | 87.5 | 51.8 | 25.2 | 6.3 | 0.6 |
| Visual Arts | 2007 | 9 348 | 88.6 | 47.9 | 9.5 | 0.5 | 0.1 |
| | 2006 | 8 739 | 86.7 | 44.2 | 8.7 | 0.5 | 0.1 |
| Arabic Continuers | 2007 | 232 | 92.7 | 63.8 | 34.5 | 14.2 | 6.9 |
| | 2006 | 222 | 95.9 | 57.7 | 27.9 | 9.0 | 1.8 |
| Arabic Extension | 2007 | 74 | 91.9 | 71.6 | 37.8 | 17.6 | 5.4 |
| | 2006 | 78 | 87.2 | 59.0 | 37.2 | 12.8 | 2.6 |
| Chinese Continuers | 2007 | 130 | 57.7 | 21.5 | 6.2 | 0.8 | 0.0 |
| | 2006 | 101 | 67.3 | 30.7 | 7.9 | 2.0 | 0.0 |
| Chinese Background Speakers | 2007 | 922 | 89.9 | 46.1 | 10.5 | 2.6 | 0.5 |
| | 2006 | 1 076 | 89.8 | 44.2 | 7.3 | 1.1 | 0.7 |
| Classical Hebrew Continuers | 2007 | 54 | 66.7 | 27.8 | 3.7 | 0.0 | |
| | 2006 | 51 | 74.5 | 21.6 | 2.0 | 0.0 | |
| French Beginners | 2007 | 544 | 81.1 | 58.5 | 37.9 | 16.7 | 6.3 |
| | 2006 | 613 | 84.7 | 63.5 | 40.3 | 19.3 | 8.6 |

Table A4 Distributions of HSC marks by course: 2006 – 2007 (continued)

| Course | Year | Number | Percentage of students with HSC marks less than: | | | | |
|--------------------------------|------|--------|--|------|------|------|-----|
| | | | 45 | 40 | 35 | 30 | 25 |
| French Continuers | 2007 | 842 | 71.3 | 42.5 | 19.7 | 6.3 | 1.4 |
| | 2006 | 872 | 72.1 | 41.1 | 13.1 | 5.4 | 1.5 |
| French Extension | 2007 | 222 | 58.1 | 30.2 | 10.4 | 3.2 | 0.9 |
| | 2006 | 193 | 56.5 | 28.0 | 11.9 | 1.6 | 0.5 |
| German Beginners | 2007 | 136 | 83.8 | 58.8 | 43.4 | 24.3 | 7.4 |
| | 2006 | 142 | 74.6 | 56.3 | 32.4 | 15.5 | 4.2 |
| German Continuers | 2007 | 422 | 71.6 | 41.5 | 15.4 | 3.3 | 1.4 |
| | 2006 | 385 | 69.9 | 41.8 | 17.9 | 3.1 | 0.8 |
| German Extension | 2007 | 125 | 56.0 | 30.4 | 11.2 | 2.4 | 0.8 |
| | 2006 | 106 | 63.2 | 38.7 | 23.6 | 6.6 | 1.9 |
| Indonesian Continuers | 2007 | 86 | 81.4 | 46.5 | 23.3 | 4.7 | 1.2 |
| | 2006 | 102 | 81.4 | 56.9 | 32.4 | 9.8 | 0.0 |
| Indonesian Background Speakers | 2007 | 87 | 94.3 | 54.0 | 4.6 | 0.0 | |
| | 2006 | 75 | 92.0 | 42.7 | 2.7 | 0.0 | |
| Italian Beginners | 2007 | 339 | 83.2 | 58.4 | 29.2 | 11.5 | 3.0 |
| | 2006 | 373 | 84.7 | 67.6 | 39.7 | 20.6 | 6.7 |
| Italian Continuers | 2007 | 365 | 85.2 | 43.0 | 15.1 | 3.3 | 1.6 |
| | 2006 | 367 | 86.1 | 50.1 | 18.5 | 7.4 | 2.5 |
| Italian Extension | 2007 | 52 | 71.2 | 50.0 | 25.0 | 3.8 | 0.0 |
| | 2006 | 74 | 78.4 | 56.8 | 20.3 | 4.1 | 0.0 |
| Japanese Beginners | 2007 | 597 | 82.7 | 59.1 | 34.2 | 18.3 | 6.4 |
| | 2006 | 568 | 76.1 | 55.6 | 31.7 | 15.3 | 3.0 |
| Japanese Continuers | 2007 | 669 | 74.3 | 43.9 | 24.5 | 9.7 | 1.5 |
| | 2006 | 789 | 76.3 | 51.1 | 27.4 | 10.9 | 2.5 |
| Japanese Extension | 2007 | 233 | 72.5 | 45.5 | 14.6 | 2.6 | 0.4 |
| | 2006 | 263 | 80.6 | 55.1 | 24.7 | 3.0 | 0.4 |
| Japanese Background Speakers | 2007 | 52 | 92.3 | 53.8 | 15.4 | 0.0 | |
| | 2006 | 49 | 95.9 | 69.4 | 34.7 | 0.0 | |
| Korean Background Speakers | 2007 | 112 | 84.8 | 42.0 | 12.5 | 0.9 | 0.0 |
| | 2006 | 123 | 80.5 | 35.0 | 11.4 | 3.3 | 3.3 |
| Latin Continuers | 2007 | 180 | 25.6 | 3.9 | 1.1 | 0.0 | |
| | 2006 | 182 | 26.4 | 4.9 | 0.5 | 0.0 | |
| Latin Extension | 2007 | 100 | 17.0 | 9.0 | 1.0 | 0.0 | |
| | 2006 | 101 | 17.8 | 2.0 | 0.0 | 0.0 | |
| Modern Greek Continuers | 2007 | 127 | 76.4 | 47.2 | 19.7 | 2.4 | 0.0 |
| | 2006 | 118 | 81.4 | 39.8 | 16.9 | 5.1 | 0.8 |
| Modern Greek Extension | 2007 | 51 | 78.4 | 31.4 | 19.6 | 5.9 | 2.0 |
| | 2006 | 53 | 79.2 | 60.4 | 26.4 | 9.4 | 1.9 |
| Persian | 2007 | 41 | 68.3 | 36.6 | 7.3 | 7.3 | 0.0 |
| | 2006 | 41 | 85.4 | 43.9 | 9.8 | 0.0 | |
| Spanish Beginners | 2007 | 168 | 90.5 | 66.1 | 45.2 | 18.5 | 7.1 |
| | 2006 | 124 | 82.3 | 50.8 | 27.4 | 14.5 | 0.8 |
| Spanish Continuers | 2007 | 208 | 91.3 | 38.0 | 8.2 | 1.4 | |
| | 2006 | 221 | 85.5 | 35.7 | 8.6 | 1.8 | |
| Spanish Extension | 2007 | 76 | 92.1 | 71.1 | 34.2 | 2.6 | 0.0 |
| | 2006 | 73 | 86.3 | 49.3 | 11.0 | 2.7 | 1.4 |
| Turkish | 2007 | 61 | 90.2 | 55.7 | 11.5 | 1.6 | 0.0 |
| | 2006 | 59 | 96.6 | 59.3 | 28.8 | 1.7 | 0.0 |

Table A4 Distributions of HSC marks by course: 2006 – 2007 (continued)

| Course | Year | Number | Percentage of students with HSC marks less than: | | | | |
|-----------------------------|------|--------|--|------|------|------|-----|
| | | | 45 | 40 | 35 | 30 | 25 |
| Vietnamese | 2007 | 125 | 97.6 | 66.4 | 32.8 | 5.6 | 0.0 |
| | 2006 | 116 | 97.4 | 69.8 | 25.9 | 8.6 | 2.6 |
| Accounting | 2007 | 464 | 86.2 | 60.3 | 35.3 | 18.3 | 6.7 |
| | 2006 | 351 | 80.6 | 59.0 | 34.8 | 21.1 | 9.1 |
| Business Services Exam | 2007 | 1 272 | 98.7 | 80.5 | 48.9 | 17.2 | 3.9 |
| | 2006 | 1 482 | 99.1 | 89.0 | 59.5 | 20.4 | 4.6 |
| Construction Exam | 2007 | 1 355 | 97.9 | 78.5 | 41.3 | 6.9 | 0.4 |
| | 2006 | 1 242 | 98.6 | 84.2 | 47.2 | 9.3 | 1.0 |
| Entertainment Exam | 2007 | 691 | 96.8 | 66.6 | 27.6 | 4.9 | 0.6 |
| | 2006 | 674 | 96.9 | 72.6 | 33.7 | 9.9 | 0.7 |
| Hospitality Exam | 2007 | 5 566 | 96.6 | 79.6 | 43.4 | 10.2 | 1.3 |
| | 2006 | 5 597 | 96.6 | 69.4 | 28.3 | 5.9 | 0.6 |
| Industrial Technology | 2007 | 3 561 | 89.8 | 66.4 | 36.3 | 13.1 | 3.3 |
| | 2006 | 3 374 | 89.8 | 68.5 | 36.8 | 11.4 | 2.5 |
| Information Technology Exam | 2007 | 2 007 | 98.0 | 86.2 | 43.4 | 17.9 | 4.5 |
| | 2006 | 2 263 | 98.7 | 90.1 | 60.7 | 23.9 | 8.2 |
| Metal & Engineering Exam | 2007 | 504 | 96.6 | 82.1 | 42.3 | 18.5 | 4.0 |
| | 2006 | 469 | 96.4 | 65.2 | 28.8 | 7.7 | 1.5 |
| Primary Industries Exam | 2007 | 459 | 99.1 | 79.1 | 37.5 | 7.0 | 0.4 |
| | 2006 | 562 | 98.0 | 76.9 | 31.9 | 8.0 | 1.2 |
| Retail Operations Exam | 2007 | 1 249 | 93.9 | 65.7 | 28.8 | 5.5 | 0.4 |
| | 2006 | 1 314 | 93.4 | 59.5 | 18.7 | 5.1 | 0.3 |
| Tourism Exam | 2007 | 332 | 97.6 | 79.2 | 35.5 | 8.4 | 1.5 |
| | 2006 | 317 | 98.1 | 71.3 | 24.3 | 5.0 | 0.9 |
| Distinction Courses | 2007 | 90 | 76.7 | 31.1 | 3.3 | 2.2 | 1.1 |
| | 2006 | 83 | 71.1 | 16.9 | 3.6 | 1.2 | 0.0 |

Table A5 Distributions of scaled marks by course: 2006 – 2007

Notes: (i) Columns 45, 40, 35, 30, 25, 20 and 15 show the percentages of a course candidature with a scaled mark less than the specified marks.

(ii) The Table excludes courses with less than 40 students in either year.

| Course | Year | Number | Percentage of students with scaled marks less than: | | | | | | |
|------------------------------------|------|--------|---|------|------|------|------|------|------|
| | | | 45 | 40 | 35 | 30 | 25 | 20 | 15 |
| Aboriginal Studies | 2007 | 313 | 100.0 | 96.8 | 92.7 | 85.9 | 77.3 | 68.4 | 55.3 |
| | 2006 | 267 | 99.6 | 96.3 | 90.6 | 83.9 | 74.9 | 67.4 | 52.1 |
| Agriculture | 2007 | 1 254 | 99.0 | 94.0 | 88.0 | 76.4 | 61.1 | 44.8 | 28.8 |
| | 2006 | 1 410 | 99.1 | 93.9 | 86.2 | 76.7 | 63.7 | 48.7 | 31.6 |
| Ancient History | 2007 | 11 348 | 98.7 | 92.2 | 79.8 | 65.3 | 49.0 | 33.6 | 20.4 |
| | 2006 | 11 262 | 98.3 | 91.8 | 80.5 | 65.3 | 49.2 | 33.4 | 19.9 |
| Biology | 2007 | 14 447 | 98.6 | 92.2 | 78.1 | 59.6 | 40.6 | 24.3 | 12.2 |
| | 2006 | 14 067 | 99.0 | 91.4 | 76.4 | 59.1 | 41.2 | 25.1 | 12.8 |
| Business Studies | 2007 | 15 713 | 99.6 | 94.4 | 83.1 | 69.6 | 55.0 | 39.7 | 24.4 |
| | 2006 | 16 020 | 99.7 | 95.1 | 83.9 | 68.8 | 53.7 | 37.5 | 22.6 |
| Chemistry | 2007 | 10 287 | 96.6 | 81.1 | 60.2 | 40.4 | 24.5 | 13.7 | 6.5 |
| | 2006 | 10 217 | 97.0 | 80.9 | 58.7 | 39.0 | 23.7 | 13.0 | 6.1 |
| Community & Family Studies | 2007 | 4 729 | 100.0 | 97.9 | 91.8 | 81.9 | 68.3 | 51.7 | 34.2 |
| | 2006 | 4 489 | 100.0 | 98.6 | 92.7 | 82.2 | 67.7 | 52.0 | 36.4 |
| Dance | 2007 | 713 | 98.9 | 94.3 | 87.0 | 74.9 | 59.0 | 39.4 | 19.4 |
| | 2006 | 750 | 98.9 | 94.8 | 86.9 | 74.7 | 58.9 | 39.5 | 21.5 |
| Design & Technology | 2007 | 3 904 | 99.9 | 97.1 | 90.0 | 78.7 | 64.5 | 46.7 | 28.8 |
| | 2006 | 4 094 | 99.9 | 96.9 | 89.9 | 79.0 | 64.6 | 48.4 | 30.2 |
| Drama | 2007 | 5 096 | 99.1 | 93.9 | 83.5 | 68.9 | 51.0 | 34.4 | 20.0 |
| | 2006 | 5 234 | 98.3 | 93.2 | 83.8 | 70.1 | 53.1 | 37.0 | 20.4 |
| Earth & Environmental Science | 2007 | 1 244 | 99.0 | 95.7 | 83.8 | 68.9 | 50.3 | 33.3 | 19.1 |
| | 2006 | 1 140 | 99.1 | 94.0 | 84.3 | 69.8 | 51.8 | 33.3 | 18.5 |
| Economics | 2007 | 5 678 | 96.8 | 81.2 | 58.2 | 38.0 | 24.2 | 14.5 | 8.0 |
| | 2006 | 5 421 | 97.2 | 80.6 | 58.8 | 39.9 | 26.1 | 16.0 | 9.1 |
| Engineering Studies | 2007 | 1 547 | 99.6 | 95.0 | 84.6 | 67.6 | 48.9 | 31.3 | 15.6 |
| | 2006 | 1 407 | 99.1 | 94.1 | 83.1 | 65.5 | 45.6 | 29.1 | 13.2 |
| English Standard | 2007 | 31 015 | 99.9 | 99.6 | 97.9 | 93.2 | 82.8 | 63.7 | 38.6 |
| | 2006 | 30 470 | 99.9 | 99.7 | 98.0 | 93.2 | 82.1 | 62.3 | 37.7 |
| English Advanced | 2007 | 28 086 | 96.1 | 82.6 | 64.1 | 44.2 | 25.1 | 9.9 | 2.8 |
| | 2006 | 27 734 | 97.1 | 84.6 | 64.5 | 42.9 | 23.3 | 10.0 | 3.2 |
| English Extension 1 | 2007 | 6 153 | 94.4 | 68.2 | 36.6 | 14.9 | 5.6 | 2.2 | 1.1 |
| | 2006 | 6 207 | 94.1 | 68.1 | 36.1 | 15.5 | 5.8 | 2.2 | 0.9 |
| English Extension 2 | 2007 | 2 500 | 89.9 | 66.0 | 37.3 | 16.9 | 6.0 | 2.0 | 0.6 |
| | 2006 | 2 559 | 89.5 | 64.4 | 37.9 | 17.4 | 5.6 | 2.1 | 0.5 |
| English as a Second Language (ESL) | 2007 | 2 603 | 98.9 | 94.7 | 86.1 | 74.3 | 60.8 | 47.2 | 32.7 |
| | 2006 | 2 763 | 98.7 | 94.3 | 85.3 | 74.9 | 61.2 | 46.9 | 32.8 |
| Food Technology | 2007 | 3 314 | 99.9 | 97.4 | 90.6 | 80.7 | 67.4 | 53.3 | 37.0 |
| | 2006 | 3 057 | 99.8 | 96.3 | 89.3 | 78.1 | 65.5 | 50.6 | 35.1 |
| Geography | 2007 | 4 528 | 98.6 | 92.0 | 80.2 | 63.5 | 45.8 | 30.1 | 17.0 |
| | 2006 | 4 504 | 98.6 | 92.1 | 79.1 | 62.2 | 45.8 | 29.6 | 17.2 |
| Information Processes & Technology | 2007 | 5 129 | 99.9 | 97.6 | 88.5 | 75.9 | 59.7 | 42.8 | 27.4 |
| | 2006 | 5 190 | 99.8 | 96.8 | 89.1 | 75.6 | 60.4 | 43.8 | 28.2 |
| Legal Studies | 2007 | 8 644 | 98.8 | 91.8 | 79.1 | 62.8 | 47.0 | 32.1 | 19.7 |
| | 2006 | 8 535 | 99.3 | 93.0 | 81.0 | 64.9 | 47.6 | 31.6 | 18.6 |

Table A5 Distributions of scaled marks by course: 2006 – 2007 (continued)

| Course | Year | Number | Percentage of students with scaled marks less than: | | | | | | |
|-------------------------------|------|--------|---|-------|------|------|------|------|------|
| | | | 45 | 40 | 35 | 30 | 25 | 20 | 15 |
| General Mathematics | 2007 | 29 473 | 99.9 | 98.7 | 91.3 | 78.7 | 63.9 | 47.0 | 30.3 |
| | 2006 | 29 248 | 99.9 | 98.3 | 91.1 | 79.6 | 64.6 | 47.8 | 31.2 |
| Mathematics | 2007 | 17 758 | 97.6 | 84.2 | 64.1 | 43.6 | 26.4 | 14.6 | 7.2 |
| | 2006 | 18 124 | 97.7 | 84.1 | 64.1 | 44.2 | 28.0 | 16.1 | 8.6 |
| Mathematics Extension 1 | 2007 | 8 614 | 76.6 | 43.1 | 20.5 | 9.4 | 4.4 | 1.9 | 1.0 |
| | 2006 | 9 017 | 80.3 | 42.6 | 19.6 | 9.5 | 4.9 | 2.4 | 1.2 |
| Mathematics Extension 2 | 2007 | 3 009 | 53.8 | 16.2 | 4.2 | 1.4 | 0.7 | 0.3 | 0.1 |
| | 2006 | 3 146 | 57.2 | 15.5 | 5.1 | 2.3 | 1.1 | 0.5 | 0.4 |
| Modern History | 2007 | 9 636 | 97.8 | 89.5 | 73.8 | 55.2 | 37.6 | 23.7 | 14.0 |
| | 2006 | 9,541 | 98.5 | 89.2 | 73.2 | 53.2 | 35.9 | 23.3 | 14.0 |
| History Extension | 2007 | 2 159 | 97.5 | 82.4 | 50.6 | 23.5 | 8.8 | 3.6 | 1.5 |
| | 2006 | 2 352 | 96.9 | 80.9 | 50.2 | 22.4 | 8.1 | 3.0 | 1.0 |
| Music 1 | 2007 | 4 795 | 99.5 | 95.2 | 87.5 | 77.4 | 63.2 | 45.9 | 26.3 |
| | 2006 | 4 403 | 99.5 | 95.7 | 88.2 | 77.4 | 62.5 | 45.5 | 27.6 |
| Music 2 | 2007 | 687 | 95.2 | 79.3 | 60.0 | 35.8 | 15.7 | 5.5 | 1.0 |
| | 2006 | 621 | 94.0 | 78.3 | 55.6 | 31.7 | 14.5 | 5.0 | 0.8 |
| Music Extension | 2007 | 401 | 85.8 | 73.8 | 58.9 | 27.2 | 10.0 | 4.2 | 0.7 |
| | 2006 | 387 | 84.8 | 72.6 | 50.1 | 24.0 | 9.0 | 2.8 | 0.3 |
| PDH&PE | 2007 | 12 409 | 99.9 | 95.7 | 85.5 | 70.7 | 55.5 | 39.3 | 23.6 |
| | 2006 | 11 936 | 99.6 | 95.6 | 85.7 | 71.3 | 54.9 | 38.8 | 23.7 |
| Physics | 2007 | 9 126 | 97.8 | 84.0 | 64.1 | 43.8 | 28.5 | 16.7 | 8.1 |
| | 2006 | 9 116 | 98.1 | 85.3 | 63.5 | 42.9 | 27.2 | 17.0 | 8.9 |
| Senior Science | 2007 | 4 210 | 100.0 | 99.0 | 93.6 | 82.6 | 67.6 | 49.6 | 32.8 |
| | 2006 | 4 019 | 100.0 | 98.9 | 93.9 | 83.8 | 70.6 | 53.0 | 34.2 |
| Society & Culture | 2007 | 3 697 | 98.6 | 93.1 | 83.0 | 71.1 | 54.6 | 38.1 | 22.4 |
| | 2006 | 3 752 | 98.7 | 93.1 | 84.3 | 71.2 | 55.0 | 37.7 | 22.3 |
| Software Design & Development | 2007 | 1 840 | 99.0 | 94.0 | 82.8 | 66.3 | 49.5 | 34.7 | 20.1 |
| | 2006 | 1 862 | 99.2 | 94.6 | 84.0 | 67.5 | 48.6 | 31.5 | 17.6 |
| Studies of Religion I | 2007 | 10 062 | 99.2 | 93.0 | 80.5 | 62.2 | 41.0 | 22.5 | 9.6 |
| | 2006 | 9 271 | 99.6 | 93.9 | 79.2 | 60.3 | 39.8 | 22.8 | 10.9 |
| Studies of Religion II | 2007 | 3 041 | 97.8 | 89.3 | 74.4 | 56.2 | 37.1 | 22.1 | 12.6 |
| | 2006 | 3 041 | 98.3 | 90.6 | 76.1 | 56.3 | 38.4 | 23.7 | 13.2 |
| Textiles & Design | 2007 | 2 084 | 99.6 | 95.6 | 86.9 | 75.1 | 61.9 | 44.8 | 28.0 |
| | 2006 | 2 052 | 99.0 | 95.2 | 86.4 | 74.5 | 60.7 | 45.2 | 28.5 |
| Visual Arts | 2007 | 9 348 | 98.2 | 92.6 | 83.7 | 72.9 | 59.8 | 44.3 | 27.2 |
| | 2006 | 8 739 | 98.7 | 93.1 | 84.4 | 72.9 | 59.4 | 43.9 | 27.0 |
| Arabic Continuers | 2007 | 232 | 100.0 | 99.1 | 93.1 | 86.6 | 75.4 | 58.2 | 44.4 |
| | 2006 | 222 | 100.0 | 97.7 | 93.7 | 87.8 | 73.4 | 53.6 | 40.5 |
| Arabic Extension | 2007 | 74 | 100.0 | 98.6 | 94.6 | 79.7 | 55.4 | 27.0 | 8.1 |
| | 2006 | 78 | | 100.0 | 94.9 | 76.9 | 48.7 | 17.9 | 6.4 |
| Chinese Continuers | 2007 | 130 | 91.5 | 73.1 | 56.9 | 36.9 | 23.8 | 15.4 | 7.7 |
| | 2006 | 101 | 97.0 | 82.2 | 56.4 | 39.6 | 25.7 | 13.9 | 7.9 |
| Chinese Background Speakers | 2007 | 922 | 99.2 | 95.6 | 89.3 | 78.1 | 64.8 | 48.7 | 32.1 |
| | 2006 | 1 076 | 98.9 | 94.4 | 87.8 | 78.3 | 64.8 | 50.2 | 33.1 |
| Classical Hebrew Continuers | 2007 | 54 | 90.7 | 66.7 | 51.9 | 33.3 | 14.8 | 1.9 | 0.0 |
| | 2006 | 51 | 86.3 | 70.6 | 47.1 | 29.4 | 11.8 | 3.9 | 2.0 |
| French Beginners | 2007 | 544 | 97.2 | 91.4 | 81.1 | 67.8 | 51.5 | 36.2 | 19.5 |
| | 2006 | 613 | 97.4 | 92.2 | 84.3 | 69.8 | 55.8 | 37.8 | 22.5 |

Table A5 Distributions of scaled marks by course: 2006 – 2007 (continued)

| Course | Year | Number | Percentage of students with scaled marks less than: | | | | | | |
|--------------------------------|------|--------|---|------|------|------|------|------|------|
| | | | 45 | 40 | 35 | 30 | 25 | 20 | 15 |
| French Continuers | 2007 | 842 | 87.8 | 67.9 | 48.0 | 30.2 | 17.5 | 6.7 | 2.5 |
| | 2006 | 872 | 91.3 | 71.0 | 48.4 | 29.8 | 14.8 | 7.8 | 4.1 |
| French Extension | 2007 | 222 | 74.8 | 35.6 | 10.8 | 4.5 | 1.4 | 0.5 | 0.0 |
| | 2006 | 193 | 74.1 | 32.6 | 14.0 | 3.1 | 1.6 | 0.5 | 0.0 |
| German Beginners | 2007 | 136 | 94.9 | 89.0 | 79.4 | 63.2 | 50.0 | 38.2 | 24.3 |
| | 2006 | 142 | 95.1 | 85.9 | 73.2 | 53.5 | 36.6 | 24.6 | 14.1 |
| German Continuers | 2007 | 422 | 91.9 | 76.3 | 53.8 | 37.2 | 19.9 | 10.0 | 3.8 |
| | 2006 | 385 | 88.1 | 70.6 | 49.4 | 32.5 | 17.9 | 6.5 | 2.3 |
| German Extension | 2007 | 125 | 88.0 | 56.0 | 26.4 | 5.6 | 0.8 | 0.0 | |
| | 2006 | 106 | 82.1 | 42.5 | 20.8 | 5.7 | 1.9 | 0.0 | |
| Indonesian Continuers | 2007 | 86 | 95.3 | 83.7 | 61.6 | 44.2 | 29.1 | 12.8 | 4.7 |
| | 2006 | 102 | 92.2 | 82.4 | 64.7 | 52.9 | 30.4 | 15.7 | 5.9 |
| Indonesian Background Speakers | 2007 | 87 | 94.3 | 89.7 | 75.9 | 55.2 | 32.2 | 11.5 | 2.3 |
| | 2006 | 75 | 92.0 | 86.7 | 78.7 | 54.7 | 33.3 | 10.7 | 2.7 |
| Italian Beginners | 2007 | 339 | 95.9 | 89.1 | 75.8 | 59.3 | 42.8 | 28.6 | 16.2 |
| | 2006 | 373 | 96.0 | 89.3 | 79.9 | 66.5 | 50.7 | 33.0 | 20.1 |
| Italian Continuers | 2007 | 365 | 98.9 | 89.3 | 71.2 | 53.2 | 32.3 | 17.3 | 8.8 |
| | 2006 | 367 | 96.7 | 85.8 | 69.8 | 49.6 | 31.9 | 15.3 | 9.3 |
| Italian Extension | 2007 | 52 | 86.5 | 69.2 | 36.5 | 11.5 | 3.8 | 0.0 | |
| | 2006 | 74 | 94.6 | 68.9 | 36.5 | 8.1 | 1.4 | 0.0 | |
| Japanese Beginners | 2007 | 597 | 99.3 | 94.1 | 84.9 | 68.7 | 51.4 | 34.8 | 22.6 |
| | 2006 | 568 | 98.1 | 91.7 | 81.3 | 63.6 | 55.5 | 40.8 | 26.8 |
| Japanese Continuers | 2007 | 669 | 93.9 | 77.3 | 56.4 | 39.2 | 25.7 | 14.9 | 7.3 |
| | 2006 | 789 | 94.3 | 76.6 | 58.3 | 37.9 | 22.8 | 12.9 | 5.2 |
| Japanese Extension | 2007 | 233 | 90.6 | 60.1 | 23.2 | 5.6 | 0.4 | 0.4 | |
| | 2006 | 263 | 90.1 | 57.8 | 24.3 | 6.1 | 1.9 | 0.0 | |
| Japanese Background Speakers | 2007 | 52 | 100.0 | 98.1 | 90.4 | 80.8 | 75.0 | 63.5 | 42.3 |
| | 2006 | 49 | 95.9 | 91.8 | 87.8 | 81.6 | 71.4 | 61.2 | 42.9 |
| Korean Background Speakers | 2007 | 112 | 100.0 | 99.1 | 91.1 | 79.5 | 57.1 | 45.5 | 25.0 |
| | 2006 | 123 | 96.7 | 90.2 | 80.5 | 65.9 | 54.5 | 35.8 | 24.4 |
| Latin Continuers | 2007 | 180 | 78.3 | 40.6 | 20.0 | 7.8 | 4.4 | 2.8 | 1.1 |
| | 2006 | 182 | 78.6 | 40.7 | 23.1 | 9.3 | 3.3 | 0.5 | 0.5 |
| Latin Extension | 2007 | 100 | 74.0 | 35.0 | 15.0 | 8.0 | 2.0 | 0.0 | 0.0 |
| | 2006 | 101 | 67.3 | 33.7 | 14.9 | 4.0 | 2.0 | 0.0 | 0.0 |
| Modern Greek Continuers | 2007 | 127 | 93.7 | 81.9 | 66.9 | 55.9 | 48.8 | 27.6 | 9.4 |
| | 2006 | 118 | 99.2 | 94.9 | 88.1 | 77.1 | 60.2 | 42.4 | 27.1 |
| Modern Greek Extension | 2007 | 51 | 96.1 | 86.3 | 74.5 | 39.2 | 21.6 | 9.8 | 3.9 |
| | 2006 | 53 | 100.0 | 96.2 | 81.1 | 66.0 | 34.0 | 15.1 | 3.8 |
| Persian | 2007 | 41 | 97.6 | 95.1 | 90.2 | 73.2 | 65.9 | 53.7 | 41.5 |
| | 2006 | 41 | 95.1 | 90.2 | 85.4 | 82.9 | 58.5 | 51.2 | 46.3 |
| Spanish Beginners | 2007 | 168 | 95.8 | 88.7 | 78.0 | 67.9 | 52.4 | 39.3 | 21.4 |
| | 2006 | 124 | 96.8 | 89.5 | 83.9 | 77.4 | 66.9 | 54.0 | 36.3 |
| Spanish Continuers | 2007 | 208 | 100.0 | 99.0 | 94.2 | 76.9 | 65.4 | 45.2 | 29.8 |
| | 2006 | 221 | 100.0 | 98.2 | 93.7 | 80.1 | 65.6 | 50.7 | 33.0 |
| Spanish Extension | 2007 | 76 | 100.0 | 97.4 | 89.5 | 75.0 | 46.1 | 23.7 | 2.6 |
| | 2006 | 73 | 100.0 | 98.6 | 90.4 | 67.1 | 31.5 | 11.0 | 4.1 |

Table A5 Distributions of scaled marks by course: 2006 – 2007 (continued)

| Course | Year | Number | Percentage of students with scaled marks less than: | | | | | | |
|-----------------------------|------|--------|---|-------|------|------|------|------|------|
| | | | 45 | 40 | 35 | 30 | 25 | 20 | 15 |
| Turkish | 2007 | 61 | 95.1 | 88.5 | 86.9 | 85.2 | 70.5 | 59.0 | 44.3 |
| | 2006 | 59 | 98.3 | 98.3 | 91.5 | 79.7 | 67.8 | 59.3 | 52.5 |
| Vietnamese | 2007 | 125 | 98.4 | 92.0 | 87.2 | 75.2 | 66.4 | 48.0 | 37.6 |
| | 2006 | 116 | 97.4 | 94.0 | 89.7 | 79.3 | 62.9 | 47.4 | 31.9 |
| Accounting | 2007 | 464 | 95.7 | 87.9 | 70.7 | 57.5 | 41.8 | 27.2 | 16.6 |
| | 2006 | 351 | 93.7 | 85.8 | 72.9 | 59.0 | 43.0 | 28.5 | 20.2 |
| Construction Exam | 2007 | 1 355 | | 100.0 | 98.5 | 91.4 | 83.5 | 71.5 | 52.6 |
| | 2006 | 1 242 | | 100.0 | 98.6 | 93.3 | 81.6 | 68.0 | 49.8 |
| Entertainment Exam | 2007 | 691 | 100.0 | 98.6 | 92.9 | 82.8 | 66.6 | 43.3 | 27.6 |
| | 2006 | 674 | 100.0 | 98.2 | 92.4 | 81.2 | 65.0 | 44.2 | 26.6 |
| Hospitality Exam | 2007 | 5 566 | 100.0 | 98.6 | 92.9 | 82.7 | 70.7 | 53.5 | 33.5 |
| | 2006 | 5 597 | 100.0 | 99.0 | 93.1 | 82.2 | 69.4 | 50.3 | 31.8 |
| Industrial Technology | 2007 | 3 561 | | 100.0 | 96.7 | 89.9 | 79.3 | 66.4 | 48.9 |
| | 2006 | 3 374 | | 100.0 | 97.4 | 89.5 | 79.5 | 64.4 | 47.0 |
| Information Technology Exam | 2007 | 2 007 | 100.0 | 99.9 | 96.9 | 88.2 | 73.3 | 52.6 | 36.0 |
| | 2006 | 2 263 | 100.0 | 99.1 | 95.5 | 85.3 | 70.1 | 52.9 | 36.7 |
| Metal & Engineering Exam | 2007 | 504 | | 100.0 | 98.8 | 91.3 | 79.4 | 65.1 | 44.8 |
| | 2006 | 469 | | 100.0 | 99.6 | 94.5 | 83.8 | 67.8 | 48.6 |
| Primary Industries Exam | 2007 | 459 | | 100.0 | 98.9 | 90.4 | 75.2 | 61.4 | 44.9 |
| | 2006 | 562 | 100.0 | 99.8 | 97.0 | 90.6 | 76.9 | 60.5 | 41.5 |
| Retail Operations Exam | 2007 | 1 249 | | 100.0 | 97.0 | 90.5 | 79.0 | 62.6 | 46.0 |
| | 2006 | 1 314 | 100.0 | 99.2 | 96.6 | 87.9 | 79.2 | 62.2 | 48.4 |
| Tourism Exam | 2007 | 332 | 100.0 | 97.6 | 93.1 | 81.9 | 67.5 | 50.9 | 28.0 |
| | 2006 | 317 | 100.0 | 98.4 | 93.4 | 82.3 | 66.2 | 45.1 | 26.8 |
| Distinction courses | 2007 | 90 | 76.7 | 41.1 | 13.3 | 2.2 | 2.2 | 1.1 | 0.0 |
| | 2006 | 83 | 74.7 | 44.6 | 15.7 | 4.8 | 2.4 | 1.2 | 1.2 |

Table A6 Courses that contribute to the UAI

- Notes: (i) This table shows the percentage of a course candidature for whom **all** units of that course contributed to their UAI, of those students who completed more than 10 units of UAI courses.
- (ii) The **Number receiving UAI** column shows the number of students in a course who received a UAI in 2007. The course attempt may have been in 2007 or in an earlier year.
- (iii) The **UAI students with > 10 units** columns shows the number and percentage of students who completed more than 10 units of UAI courses.
- (iv) The **Percentage who counted course** column shows the percentage of students who completed more than 10 units of UAI courses for whom all units of that course contributed towards their UAI.
- (v) The table excludes courses with less than 10 students.

| Course | Number receiving UAI | UAI students with >10 units | | Percentage who counted course |
|------------------------------------|----------------------|-----------------------------|------------|-------------------------------|
| | | Number | Percentage | |
| Aboriginal Studies | 207 | 49 | 24 | 90 |
| Agriculture | 998 | 518 | 52 | 77 |
| Ancient History | 10 348 | 5 094 | 49 | 84 |
| Biology | 13 962 | 7 639 | 55 | 82 |
| Business Studies | 14 257 | 6 681 | 47 | 85 |
| Chemistry | 10 159 | 6 914 | 68 | 75 |
| Community & Family Studies | 3 585 | 1 392 | 39 | 89 |
| Dance | 617 | 225 | 36 | 68 |
| Design & Technology | 3 226 | 1 411 | 44 | 76 |
| Drama | 4 475 | 1 897 | 42 | 76 |
| Earth & Environmental Science | 1 140 | 566 | 50 | 81 |
| Economics | 5 630 | 3 608 | 64 | 76 |
| Engineering Studies | 1 475 | 837 | 57 | 70 |
| English Standard | 21 372 | 7 954 | 37 | 100 |
| English Advanced | 27 399 | 15 910 | 58 | 98 |
| English Extension 1 | 6 137 | 4 565 | 74 | 86 |
| English Extension 2 | 2 494 | 1 665 | 67 | 84 |
| English as a Second Language (ESL) | 2 265 | 785 | 35 | 100 |
| Food Technology | 2 521 | 954 | 38 | 88 |
| Geography | 4 139 | 2 206 | 53 | 81 |
| Information Processes & Technology | 4 639 | 2 352 | 51 | 76 |
| Legal Studies | 8 125 | 4 059 | 50 | 86 |
| General Mathematics | 24 135 | 9 622 | 40 | 71 |
| Mathematics | 16 822 | 10 822 | 64 | 70 |
| Mathematics Extension 1 | 8 486 | 6 809 | 80 | 91 |
| Mathematics Extension 2 | 2 997 | 1 928 | 64 | 99 |
| Modern History | 8 987 | 4 775 | 53 | 82 |
| History Extension | 2 149 | 1 776 | 83 | 84 |
| Music 1 | 3 991 | 1 720 | 43 | 63 |
| Music 2 | 683 | 498 | 73 | 67 |
| Music Extension | 398 | 333 | 84 | 71 |
| PDH&PE | 10 949 | 4 907 | 45 | 85 |
| Physics | 9 020 | 5 919 | 66 | 75 |
| Senior Science | 3 474 | 1 431 | 41 | 86 |
| Society & Culture | 3 303 | 1 274 | 39 | 89 |
| Software Design & Development | 1 718 | 944 | 55 | 75 |
| Studies of Religion I | 9 597 | 8 933 | 93 | 80 |
| Studies of Religion II | 2 964 | 1 470 | 50 | 82 |

Table A6 Courses that contribute to the UAI (continued)

| Course | Number receiving UAI | UAI students with >10 units | | Percentage who counted course |
|--------------------------------|----------------------|-----------------------------|------------|-------------------------------|
| | | Number | Percentage | |
| Textiles & Design | 1 614 | 558 | 35 | 79 |
| Visual Arts | 7 740 | 3 210 | 41 | 74 |
| Arabic Continuers | 195 | 128 | 66 | 70 |
| Arabic Extension | 77 | 72 | 94 | 86 |
| Armenian | 21 | 11 | 52 | 82 |
| Chinese Beginners | 19 | 4 | 21 | 50 |
| Chinese Continuers | 128 | 97 | 76 | 64 |
| Chinese Extension | 39 | 36 | 92 | 69 |
| Chinese Background Speakers | 824 | 268 | 33 | 67 |
| Classical Greek Continuers | 15 | 14 | 93 | 64 |
| Classical Greek Extension | 12 | 12 | 100 | 83 |
| Classical Hebrew Continuers | 48 | 33 | 69 | 79 |
| Classical Hebrew Extension | 30 | 26 | 87 | 73 |
| Croatian | 23 | 15 | 65 | 73 |
| Filipino | 21 | 17 | 81 | 59 |
| French Beginners | 494 | 179 | 36 | 75 |
| French Continuers | 849 | 637 | 75 | 72 |
| French Extension | 223 | 198 | 89 | 84 |
| German Beginners | 125 | 51 | 41 | 73 |
| German Continuers | 425 | 294 | 69 | 65 |
| German Extension | 123 | 111 | 90 | 79 |
| Hindi | 22 | 17 | 77 | 76 |
| Indonesian Beginners | 42 | 14 | 33 | 64 |
| Indonesian Continuers | 80 | 58 | 73 | 66 |
| Indonesian Extension | 26 | 21 | 81 | 76 |
| Indonesian Background Speakers | 87 | 47 | 54 | 53 |
| Italian Beginners | 294 | 154 | 52 | 68 |
| Italian Continuers | 372 | 257 | 69 | 74 |
| Italian Extension | 60 | 52 | 87 | 92 |
| Japanese Beginners | 555 | 212 | 38 | 69 |
| Japanese Continuers | 675 | 449 | 67 | 62 |
| Japanese Extension | 234 | 180 | 77 | 79 |
| Japanese Background Speakers | 51 | 12 | 24 | 67 |
| Khmer | 12 | 4 | 33 | 100 |
| Korean Background Speakers | 106 | 40 | 38 | 80 |
| Latin Continuers | 187 | 168 | 90 | 64 |
| Latin Extension | 100 | 96 | 96 | 73 |
| Macedonian | 20 | 11 | 55 | 55 |
| Modern Greek Beginners | 35 | 15 | 43 | 93 |
| Modern Greek Continuers | 116 | 88 | 76 | 89 |
| Modern Greek Extension | 51 | 49 | 96 | 73 |
| Modern Hebrew | 38 | 25 | 66 | 60 |
| Persian | 35 | 16 | 46 | 63 |
| Polish | 33 | 27 | 82 | 81 |
| Portuguese | 16 | 12 | 75 | 83 |
| Russian | 22 | 14 | 64 | 64 |
| Serbian | 25 | 13 | 52 | 77 |

Table A6 Courses that contribute to the UAI (continued)

| Course | Number receiving UAI | UAI students with >10 units | | Percentage who counted course |
|-----------------------------|----------------------|-----------------------------|------------|-------------------------------|
| | | Number | Percentage | |
| Spanish Beginners | 146 | 68 | 47 | 69 |
| Spanish Continuers | 187 | 127 | 68 | 80 |
| Spanish Extension | 72 | 63 | 88 | 89 |
| Tamil | 16 | 9 | 56 | 56 |
| Turkish | 50 | 25 | 50 | 64 |
| Vietnamese | 100 | 43 | 43 | 60 |
| Accounting | 409 | 228 | 56 | 71 |
| Business Services Exam | 996 | 412 | 41 | 76 |
| Construction Exam | 670 | 295 | 44 | 72 |
| Entertainment Exam | 550 | 213 | 39 | 75 |
| Hospitality Exam | 4 450 | 1 751 | 39 | 79 |
| Industrial Technology | 1 900 | 770 | 41 | 58 |
| Information Technology Exam | 1 658 | 738 | 45 | 67 |
| Metal & Engineering Exam | 265 | 133 | 50 | 59 |
| Primary Industries Exam | 283 | 148 | 52 | 74 |
| Retail Operations Exam | 780 | 328 | 42 | 76 |
| Tourism Exam | 264 | 118 | 45 | 64 |
| Distinction courses | 82 | 82 | 100 | 44 |

Table A7 Number of units students completed, by UAI

- Notes: (i) The **Number** column shows the number of students with each specified UAI.
(ii) UAIs are truncated so that, for example, a UAI of 90 includes all UAIs from 90.00 to 90.95.
(iii) The **Percentage of students who completed** columns show the percentage of students who completed 10, 11, 12, 13, 14, >14 and >10 units.

| UAI | Number | Percentage of students who completed | | | | | | |
|-----|--------|--------------------------------------|----------|----------|----------|----------|-----------|-----------|
| | | 10 units | 11 units | 12 units | 13 units | 14 units | >14 units | >10 units |
| 100 | 21 | | 10 | 43 | 24 | 14 | 10 | 100 |
| 99 | 852 | 17 | 22 | 38 | 12 | 7 | 3 | 83 |
| 98 | 856 | 20 | 32 | 36 | 7 | 4 | 2 | 80 |
| 97 | 846 | 21 | 31 | 38 | 8 | 2 | <1 | 79 |
| 96 | 838 | 23 | 34 | 33 | 7 | 2 | <1 | 77 |
| 95 | 851 | 27 | 35 | 31 | 5 | 2 | 1 | 73 |
| 94 | 835 | 27 | 36 | 31 | 5 | 1 | 1 | 73 |
| 93 | 840 | 28 | 34 | 30 | 7 | 1 | <1 | 72 |
| 92 | 840 | 27 | 38 | 28 | 6 | 1 | | 73 |
| 91 | 836 | 28 | 35 | 32 | 5 | 1 | <1 | 72 |
| 90 | 829 | 29 | 38 | 28 | 5 | <1 | | 71 |
| 89 | 830 | 33 | 33 | 29 | 5 | 1 | <1 | 67 |
| 88 | 828 | 32 | 36 | 28 | 4 | 1 | | 68 |
| 87 | 820 | 34 | 35 | 26 | 5 | <1 | | 66 |
| 86 | 806 | 32 | 38 | 25 | 4 | 1 | | 68 |
| 85 | 806 | 36 | 35 | 24 | 5 | <1 | | 64 |
| 84 | 818 | 35 | 34 | 26 | 4 | <1 | | 65 |
| 83 | 792 | 34 | 33 | 29 | 4 | <1 | | 66 |
| 82 | 790 | 38 | 33 | 25 | 4 | 1 | | 62 |
| 81 | 798 | 41 | 29 | 25 | 4 | <1 | <1 | 59 |
| 80 | 779 | 40 | 33 | 23 | 3 | | <1 | 60 |
| 79 | 781 | 44 | 31 | 22 | 2 | <1 | <1 | 56 |
| 78 | 792 | 42 | 35 | 19 | 4 | <1 | | 58 |
| 77 | 770 | 41 | 34 | 21 | 3 | <1 | <1 | 59 |
| 76 | 772 | 45 | 30 | 21 | 3 | <1 | | 55 |
| 75 | 779 | 44 | 31 | 22 | 3 | <1 | | 56 |
| 74 | 773 | 43 | 32 | 21 | 3 | <1 | | 57 |
| 73 | 740 | 45 | 32 | 21 | 3 | 1 | | 55 |
| 72 | 739 | 47 | 29 | 20 | 4 | <1 | | 53 |
| 71 | 750 | 52 | 27 | 18 | 2 | <1 | <1 | 48 |
| 70 | 731 | 52 | 26 | 19 | 2 | <1 | | 48 |
| 69 | 723 | 50 | 29 | 18 | 2 | <1 | <1 | 50 |
| 68 | 718 | 48 | 30 | 19 | 3 | <1 | <1 | 52 |
| 67 | 718 | 52 | 28 | 18 | 2 | <1 | | 48 |
| 66 | 689 | 51 | 28 | 18 | 2 | <1 | <1 | 49 |
| 65 | 676 | 54 | 27 | 17 | 2 | <1 | <1 | 46 |
| 64 | 677 | 55 | 24 | 19 | 2 | | | 45 |
| 63 | 685 | 59 | 24 | 16 | 1 | <1 | | 41 |
| 62 | 658 | 56 | 27 | 15 | 2 | <1 | | 44 |
| 61 | 640 | 53 | 26 | 19 | 2 | | | 47 |
| 60 | 648 | 57 | 23 | 18 | 1 | <1 | | 43 |

**Table A8 Relationship between UAI, percentile and aggregate:
2003 – 2007**

Note: The percentile shown in this table is the percentage of the UAI cohort for that year with a UAI less than or equal to the selected value. Since there is a range of aggregates corresponding to each UAI the aggregates given in this table are the lowest aggregates for the selected UAIs.

| UAI | Percentile | | | | | Aggregate | | | | |
|--------|------------|-------|-------|-------|-------|-----------|-------|-------|-------|-------|
| | 2003 | 2004 | 2005 | 2006 | 2007 | 2003 | 2004 | 2005 | 2006 | 2007 |
| 100.00 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 485.6 | 483.0 | 482.4 | 482.5 | 485.0 |
| 99.50 | 99.2 | 99.2 | 99.2 | 99.2 | 99.2 | 458.6 | 454.9 | 456.7 | 454.2 | 458.1 |
| 99.00 | 98.4 | 98.4 | 98.4 | 98.4 | 98.4 | 448.2 | 444.8 | 446.5 | 444.1 | 447.3 |
| 98.00 | 96.8 | 96.8 | 96.8 | 96.7 | 96.7 | 433.1 | 430.4 | 431.6 | 430.7 | 432.3 |
| 95.00 | 92.0 | 92.0 | 92.0 | 91.8 | 91.7 | 403.8 | 403.5 | 404.1 | 403.9 | 403.2 |
| 90.00 | 84.3 | 84.1 | 84.1 | 83.8 | 83.5 | 371.3 | 371.7 | 371.9 | 372.8 | 370.9 |
| 85.00 | 76.7 | 76.4 | 76.3 | 75.9 | 75.5 | 345.0 | 346.0 | 346.6 | 346.4 | 345.0 |
| 80.00 | 69.3 | 68.8 | 68.8 | 68.1 | 67.7 | 322.2 | 322.6 | 323.7 | 322.5 | 321.2 |
| 75.00 | 62.2 | 61.5 | 61.4 | 60.7 | 60.1 | 301.9 | 301.5 | 303.3 | 301.6 | 300.0 |
| 70.00 | 55.3 | 54.3 | 54.3 | 53.3 | 52.8 | 282.6 | 281.5 | 283.2 | 281.5 | 279.3 |
| 65.00 | 48.6 | 47.5 | 47.5 | 46.3 | 45.8 | 264.6 | 262.1 | 264.0 | 262.2 | 260.3 |
| 60.00 | 42.3 | 41.0 | 41.0 | 39.8 | 39.4 | 246.6 | 243.7 | 244.9 | 243.9 | 241.4 |
| 55.00 | 36.4 | 34.9 | 34.9 | 33.7 | 33.3 | 230.0 | 225.9 | 227.5 | 226.2 | 224.4 |
| 50.00 | 30.9 | 29.3 | 29.2 | 28.2 | 27.7 | 213.0 | 207.9 | 209.2 | 209.1 | 207.2 |



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