

## Community Services

### Graded Assessment 1 COURSEWORK 2015

Table of Grade Distributions: male, female and all students assessed

Grade	UG	E	E+	D	D+	C	C+	B	B+	A	A+	Total
<b>Male</b>												
n	0	1	1	4	3	4	5	4	5	3	3	33
%	0.0	3.0	3.0	12.1	9.1	12.1	15.2	12.1	15.2	9.1	9.1	100.0
<b>Female</b>												
n	3	1	8	11	12	18	30	50	62	56	54	305
%	1.0	0.3	2.6	3.6	3.9	5.9	9.8	16.4	20.3	18.4	17.7	100.0
<b>All</b>												
n	3	2	9	15	15	22	35	54	67	59	57	338
%	0.9	0.6	2.7	4.4	4.4	6.5	10.4	16.0	19.8	17.5	16.9	100.0
<b>Cumul</b>												
n	3	5	14	29	44	66	101	155	222	281	338	
%	0.9	1.5	4.1	8.6	13.0	19.5	29.9	45.9	65.7	83.1	100.0	
<b>Score Ranges</b>	0-8	9-11	12-26	27-31	32-38	39-43	44-48	49-56	57-62	63-69	70-75	Max 75

#### Summary Statistics:

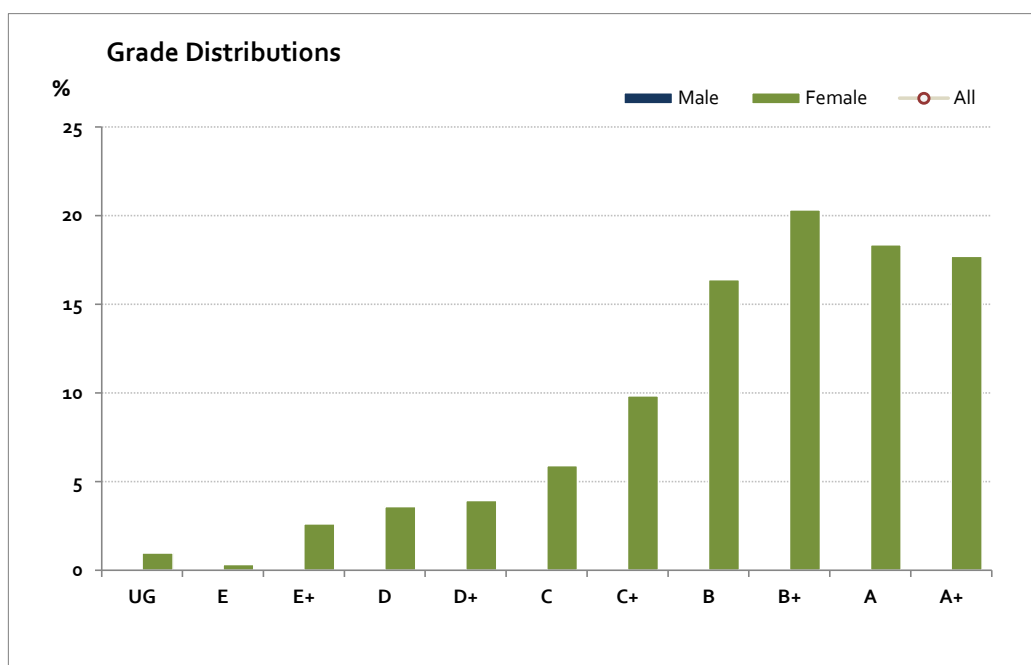
Mean	54.9
Std Dev	14.8
Median	B+

#### Not Assessed:

Male	n	30
	%	48
Female	n	188
	%	38
All	n	218
	%	39

#### Total Enrolments incl. Not Assessed:

Male	n	63
Female	n	493
All	n	556



Male numbers are too low for a graph to be meaningful

The Victorian Curriculum and Assessment Authority provides high quality curriculum, assessment and reporting that enables individual lifelong learning.

## Community Services

### Graded Assessment 2 WRITTEN EXAMINATION 2015

Table of Grade Distributions: male, female and all students assessed

Grade	UG	E	E+	D	D+	C	C+	B	B+	A	A+	Total
Male	n	0	0	3	5	5	4	3	3	1	0	27
	%	0.0	0.0	11.1	18.5	18.5	14.8	11.1	11.1	3.7	0.0	100.0
Female	n	0	0	8	17	27	44	43	39	38	32	275
	%	0.0	0.0	2.9	6.2	9.8	16.0	15.6	14.2	13.8	11.6	9.8
All	n	0	0	11	22	32	48	46	42	41	33	302
	%	0.0	0.0	3.6	7.3	10.6	15.9	15.2	13.9	13.6	10.9	8.9
Cumul	n	0	0	11	33	65	113	159	201	242	275	302
	%	0.0	0.0	3.6	10.9	21.5	37.4	52.6	66.6	80.1	91.1	100.0
Score Ranges	0-9	10-27	28-64	65-82	83-100	101-114	115-129	130-141	142-152	153-163	164-200	Max 200

#### Summary Statistics:

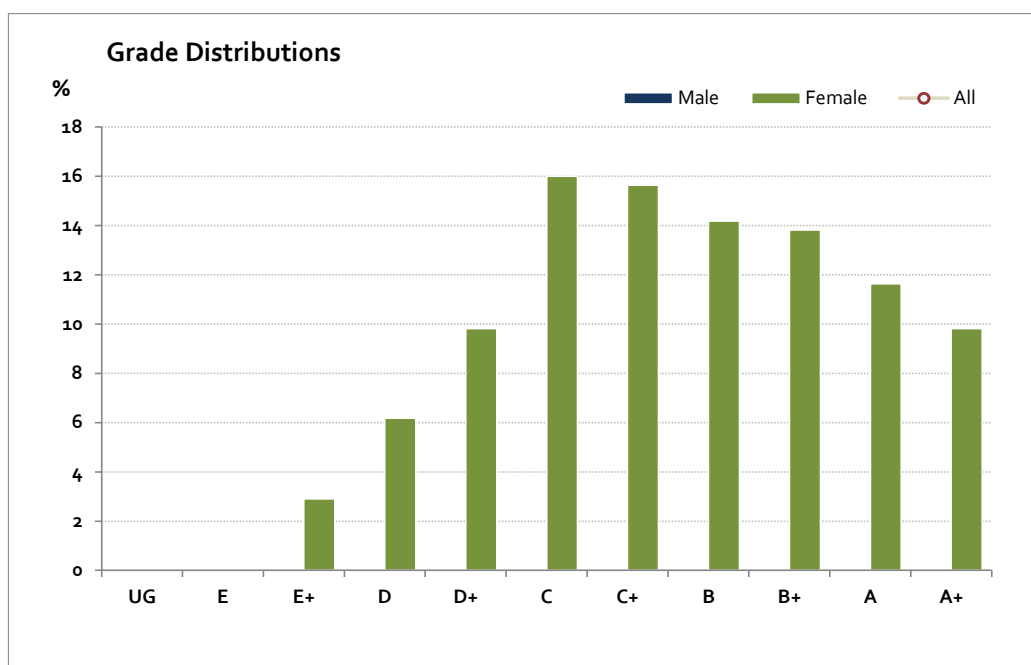
Mean	124.3
Std Dev	31.8
Median	C+

#### Not Assessed:

Male	n	36
	%	57
Female	n	218
	%	44
All	n	254
	%	46

#### Total Enrolments incl. Not Assessed:

Male	n	63
Female	n	493
All	n	556



Male numbers are too low for a graph to be meaningful

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