

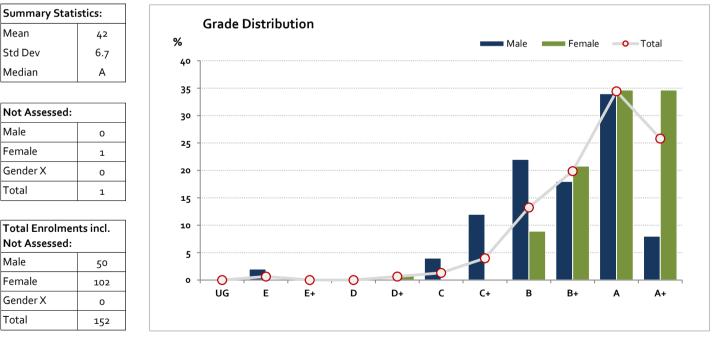
LOTE Vietnamese Second Language

Graded Assessment 1 COURSEWORK UNIT 3

2018

| Table of G | rade 🛛 | Distributio | n by Gende | er | | | | | | | | | | |
|------------|--------|-------------|------------|-----|-------|-------|-------|-------|-------|-------|-------|-------|-----|--------|
| Grade | | UG | Е | E+ | D | D+ | с | C+ | В | B+ | Α | A+ | NR | Total |
| Male | n | 0 | 1 | 0 | 0 | 0 | 2 | 6 | 11 | 9 | 17 | 4 | 0 | 50 |
| | % | 0.0 | 2.0 | 0.0 | 0.0 | 0.0 | 4.0 | 12.0 | 22.0 | 18.0 | 34.0 | 8.0 | 0.0 | 100.0 |
| Female | n | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 9 | 21 | 35 | 35 | 0 | 101 |
| | % | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 0.0 | 8.9 | 20.8 | 34.7 | 34.7 | 0.0 | 100.0 |
| Gender X | n | 0 | о | о | 0 | 0 | о | о | о | 0 | о | о | о | 0 |
| | % | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Total | n | 0 | 1 | о | о | 1 | 2 | 6 | 20 | 30 | 52 | 39 | о | 151 |
| | % | 0.0 | 0.7 | 0.0 | 0.0 | 0.7 | 1.3 | 4.0 | 13.2 | 19.9 | 34.4 | 25.8 | 0.0 | 100.0 |
| Score Ran | ges | 0-2 | 3-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-32 | 33-37 | 38-41 | 42-46 | 47-50 | N/A | Max 50 |

For privacy reasons, a gender with less than 5 students assessed has been assigned to the category of NR (Not Reported).



Gender X numbers are too low for a graph to be meaningful



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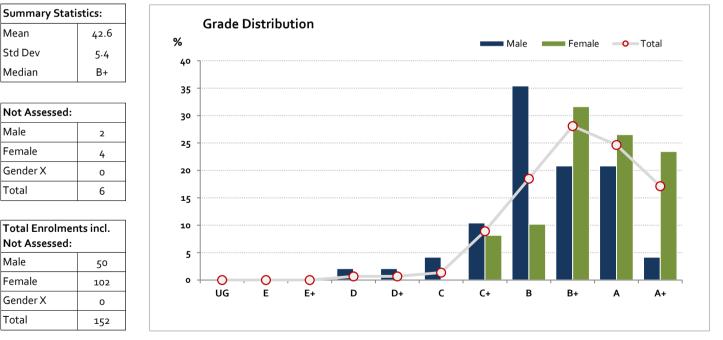
LOTE Vietnamese Second Language

Graded Assessment 2 COURSEWORK UNIT 4

2018

| Table of G | rade D | Distributio | n by Gende | er | | | | | | | | | | |
|------------|--------|-------------|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|--------|
| Grade | | UG | Е | E+ | D | D+ | С | C+ | В | B+ | A | A+ | NR | Total |
| Male | n | 0 | 0 | 0 | 1 | 1 | 2 | 5 | 17 | 10 | 10 | 2 | 0 | 48 |
| | % | 0.0 | 0.0 | 0.0 | 2.1 | 2.1 | 4.2 | 10.4 | 35.4 | 20.8 | 20.8 | 4.2 | 0.0 | 100.0 |
| Female | n | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 10 | 31 | 26 | 23 | 0 | 98 |
| | % | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 8.2 | 10.2 | 31.6 | 26.5 | 23.5 | 0.0 | 100.0 |
| Gender X | n | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | % | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Total | n | 0 | 0 | 0 | 1 | 1 | 2 | 13 | 27 | 41 | 36 | 25 | 0 | 146 |
| | % | 0.0 | 0.0 | 0.0 | 0.7 | 0.7 | 1.4 | 8.9 | 18.5 | 28.1 | 24.7 | 17.1 | 0.0 | 100.0 |
| Score Ran | ges | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-37 | 38-40 | 41-44 | 45-47 | 48-50 | N/A | Max 50 |

For privacy reasons, a gender with less than 5 students assessed has been assigned to the category of NR (Not Reported).



Gender X numbers are too low for a graph to be meaningful



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LOTE Vietnamese Second Language

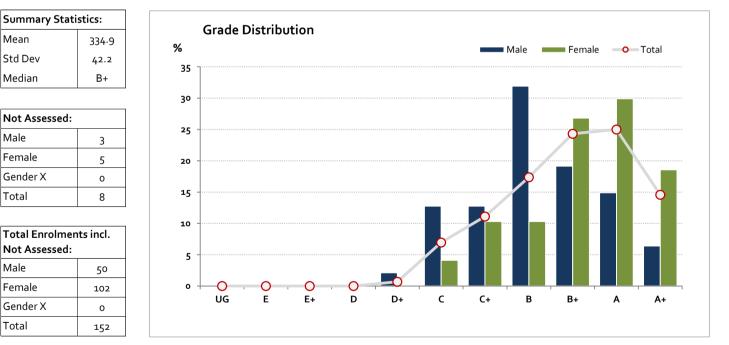
Graded Assessment 3 ORAL AND WRITTEN EXAMINATION

2018

| Table of Grade Distribution by | v Gender |
|--------------------------------|----------|
| | , |

| Table Of G | Tuuc L | | in by denu | | | | | | | | | | | |
|------------|--------|------|------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|-----|---------|
| Grade | | UG | E | E+ | D | D+ | с | C+ | В | B+ | Α | A+ | NR | Total |
| Male | n | 0 | 0 | 0 | 0 | 1 | 6 | 6 | 15 | 9 | 7 | 3 | 0 | 47 |
| | % | 0.0 | 0.0 | 0.0 | 0.0 | 2.1 | 12.8 | 12.8 | 31.9 | 19.1 | 14.9 | 6.4 | 0.0 | 100.0 |
| Female | n | 0 | 0 | 0 | 0 | 0 | 4 | 10 | 10 | 26 | 29 | 18 | 0 | 97 |
| | % | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.1 | 10.3 | 10.3 | 26.8 | 29.9 | 18.6 | 0.0 | 100.0 |
| Gender X | n | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | % | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Total | n | 0 | 0 | 0 | 0 | 1 | 10 | 16 | 25 | 35 | 36 | 21 | 0 | 144 |
| | % | 0.0 | 0.0 | 0.0 | 0.0 | 0.7 | 6.9 | 11.1 | 17.4 | 24.3 | 25.0 | 14.6 | 0.0 | 100.0 |
| Score Ran | ges | 0-39 | 40-79 | 80-119 | 120-159 | 160-199 | 200-259 | 260-302 | 303-325 | 326-353 | 354-374 | 375-400 | N/A | Max 400 |

For privacy reasons, a gender with less than 5 students assessed has been assigned to the category of NR (Not Reported).



Gender X numbers are too low for a graph to be meaningful



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