VCE Chemistry: Performance descriptors

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CHEMISTRY**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
|  | | | | | |
| ***Unit 3***  ***Outcome 1***  ***Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited quantitative comparison of fuels with some reference to combustion products and outputs. | Limited quantitative comparison of fuels with some reference to combustion products and outputs. | Sound quantitative comparison of fuels with appropriate reference to combustion products and outputs. | Well-developed quantitative comparison of fuels with accurate reference to combustion products and outputs. | Comprehensive quantitative comparison of fuels with detailed reference to combustion products and outputs. |
| Very limited application of the electrochemical series to the design, construction and testing of galvanic cells. | Some application of the electrochemical series to the design, construction and testing of galvanic cells. | Adequate application of the electrochemical series to the design, construction and testing of galvanic cells. | Effective application of the electrochemical series to the design, construction and testing of galvanic cells. | Highly proficient application of the electrochemical series to the design, construction and testing of galvanic cells. |
| Very limited evaluation of energy resources with reference to energy efficiency, renewability and environmental impact. | Some evaluation of energy resources with reference to energy efficiency, renewability and environmental impact. | Satisfactory evaluation of energy resources with reference to energy efficiency, renewability and environmental impact. | Detailed evaluation of energy resources with reference to energy efficiency, renewability and environmental impact. | Sophisticated evaluation of energy resources with reference to energy efficiency, renewability and environmental impact. |
| Very limited collection of relevant data and limited use of simple data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations. | Very limited collection of relevant data and some use of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations. | Appropriate collection of relevant data and sound use of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations. | Purposeful collection of relevant data and accurate use of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations. | Highly proficient collection of relevant data and insightful use of complex data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Very limited use of chemical terminology, units, representations and conventions in explaining qualitative and quantitative concepts. | Some appropriate use of chemical terminology, units, representations and conventions in explaining qualitative and quantitative concepts. | Appropriate use of most chemical terminology, units, representations and conventions in explaining qualitative and quantitative concepts. | Effective and appropriate use of chemical terminology, units, representations and conventions in explaining qualitative and quantitative concepts. | Proficient and highly appropriate use of chemical terminology, units, representations and conventions in explaining qualitative and quantitative concepts. |

KEY to marking scale based on the outcome contributing 50 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–10 | Low 11–20 | Medium 21–30 | High 31–40 | Very High 41–50 |