VCE Physics: Performance descriptors

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| **PHYSICS**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 2***  ***Analyse and evaluate an electricity generation and distribution system.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Fully guided approach to investigations of electric power. | Mainly guided and partially systematic approach to investigations of electric power. | Minimally guided and mostly systematic approach to investigations of electric power. | Mostly independent, systematic and comprehensive approach to investigations of electric power. | Independent, systematic and comprehensive approach to investigations of electric power. |
| Very limited descriptions of the generation and distribution of electricity that include some links between qualitative and quantitative concepts. | Limited explanations of the generation and distribution of electricity that include some links between qualitative and quantitative concepts. | Sound explanations of the generation and distribution of electricity that include relevant links between qualitative and quantitative concepts. | Well-developed explanations of the generation and distribution of electricity that include relevant links between qualitative and quantitative concepts. | Comprehensive explanations of the generation and distribution of electricity that include multiple relevant links between qualitative and quantitative concepts. |
| Very limited collection of relevant data. | Limited collection of relevant data. | Appropriate collection of relevant data. | Purposeful collection of relevant data. | Highly proficient collection of relevant data. |
| Very limited analysis and interpretation of relevant experimental results and statement of their significance. | Limited analysis and interpretation of relevant experimental results and statement of their significance. | Sound analysis and interpretation of relevant experimental results and statement of their significance. | Well-developed analysis and interpretation of relevant experimental results and statement of their significance. | Highly proficient analysis and interpretation of relevant experimental results and explanation of their significance. |
| Very limited analysis and application of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations. | Limited analysis and application of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw valid conclusions and to recognise experimental errors and limitations. | Sound analysis and application of complex data from experiments, texts, tables, graphs and diagrams to answer questions, to draw valid conclusions and to discuss experimental errors and limitations. | Well-considered analysis and application of complex data from experiments, texts, tables, graphs and diagrams to answer questions, to draw valid conclusions and to discuss experimental errors and limitations. | Integrated and insightful analysis and application of complex data from experiments, texts, tables, graphs and diagrams to answer questions, to draw valid conclusions and to discuss experimental errors and limitations. |
| Very limited use of physics terminology, units, representations and conventions. | Some appropriate use of physics terminology, units, representations and conventions. | Appropriate use of most physics terminology, units, representations and conventions. | Effective and appropriate use of physics terminology, units, representations and conventions. | Proficient and highly appropriate use of physics terminology, units, representations and conventions. |

KEY to marking scale based on the outcome contributing 30 marks

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| Very Low 1–6 | Low 7–12 | Medium 13–18 | High 19–24 | Very High 25–30 |