VCE Physics: Performance descriptors

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| **PHYSICS**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
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| ***Unit 4***  ***Outcome 1***  ***Apply wave concepts to analyse, interpret and explain the behaviour of light.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited understanding of concepts related to waves and the behaviour of light as a wave. | Limited understanding of concepts related to waves and the behaviour of light as a wave. | Satisfactory understanding of concepts related to waves and the behaviour of light as a wave. | Well-developed understanding of concepts related to waves and the behaviour of light as a wave. | Comprehensive understanding of concepts related to waves and the behaviour of light as a wave. |
| Very limited application of wave concepts to describe the behaviour of light. | Limited application of wave concepts to analyse, interpret and explain the behaviour of light. | Satisfactory application of wave concepts to analyse, interpret and explain the behaviour of light. | Effective application of wave concepts to analyse, interpret and explain the behaviour of light. | Integrated and insightful application of wave concepts to analyse, interpret and explain the behaviour of light. |
| Very limited application of quantitative models to describe how light changes direction. | Limited application of quantitative models to explain how light changes direction. | Satisfactory application of quantitative models to explain how light changes direction. | Effective application of quantitative models to explain how light changes direction. | Highly proficient application of quantitative models to explain how light changes direction. |
| Very limited collection of some data. | Limited collection of relevant data. | Appropriate collection of relevant data. | Purposeful collection of relevant data. | Highly proficient collection of relevant data. |
| Very limited use of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations. | Some use of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations. | Sound use of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations. | Accurate use of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations. | Insightful use of 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 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 |