VCE Psychology: Performance descriptors

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| **PSYCHOLOGY****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
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| ***Unit 3******Outcome 2******Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person’s inability to remember information.*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited biological and psychological explanations of how new information can be learnt and remembered.  | Limited biological and psychological explanations of how new information can be learnt and remembered.  | Satisfactory biological and psychological explanations of how new information can be learnt and remembered.  | Well-considered biological and psychological explanations of how new information can be learnt and remembered.  | Comprehensive biological and psychological explanations of how new information can be learnt and remembered.  |
| Very limited biological, psychological and social descriptions of the inability to remember information.  | Limited biological, psychological and social explanations of the inability to remember information.  | Satisfactory biological, psychological and social explanations of the inability to remember information.  | Well-considered biological, psychological and social explanations of the inability to remember information.  | Comprehensive biological, psychological and social explanations of the inability to remember information.  |
| Very limited explanation of the reliability of memory.  | Limited explanation and discussion of the reliability of memory.  | Sound explanation and discussion of the reliability of memory.  | Well-argued explanation and discussion of the reliability of memory.  | Thorough explanation and discussion of the reliability of memory.  |
| Limited use of qualitative and quantitative data and evidence to answer questions and draw conclusions in investigations related to learning and memory. | Some use of qualitative and quantitative data and evidence to answer questions, to draw conclusions and to recognise experimental errors and limitations in investigations related to learning and memory. | Appropriate use of qualitative and quantitative data and evidence to answer questions, to draw conclusions and to recognise experimental errors and limitations in investigations related to learning and memory. | Accurate use of qualitative and quantitative data and evidence to answer questions, to draw conclusions and to recognise experimental errors and limitations in investigations related to learning and memory. | Insightful use of qualitative and quantitative data and evidence to answer questions, to draw conclusions and to recognise experimental errors and limitations in investigations related to learning and memory. |

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|  | Very limited use of psychological terminology, representations, conventions and scientific data. | Some appropriate use of psychological terminology, representations, conventions and scientific data.  | Satisfactory use of most psychological terminology, representations, conventions and scientific data.  | Effective and appropriate use of psychological terminology, representations, conventions and scientific data. | Proficient, complete and appropriate use of psychological terminology, representations, conventions and scientific data.  |

KEY to marking scale based on the outcome contributing 50 marks

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