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 |