VCE Psychology: Performance descriptors

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| **VCE PSYCHOLOGY****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors: ‘Analysis and evaluation of at least one psychological case study, experiment, model or simulation’** |
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| ***Unit: <insert>******Outcome: <insert no.>******<insert outcome statement>*** |  | **DESCRIPTOR: typical performance in each range** |
| **Key Science Skill**  | **Very Low** | **Low** | **Medium** | **High** | **Very high** |
| *Generate, collate and record data* | Identifies and records limited generated and/or collated data relevant to the selected psychological case study, experiment, model or simulation (investigation(s)) in the student logbook. | Records some generated and/or collated data as appropriate in the student logbook and organises and presents some appropriate data relevant to the selected investigation(s). | Accurately records generated and/or collated data as appropriate in the student logbook with satisfactory organisation and presentation of data relevant to the selected investigation(s). | Effectively records generated and/or collated data as appropriate in the student logbook with effective organisation and presentation of data in useful and meaningful ways relevant to the selected investigation(s). | Proficient recording of generated and/or collated data as appropriate in the student logbook and proficient organisation and presentation of data in useful and meaningful ways relevant to the selected investigation(s).  |
| *Analyse and evaluate data and investigation methods* | Identifies some trends, patterns and relationships in qualitative and/or quantitative data relevant to the selected investigation(s). | Some analysis of trends, patterns and relationships in qualitative and/or quantitative data relevant to the selected investigation(s). | Sound analysis of trends, patterns and relationships in qualitative and/or quantitative data relevant to the selected investigation(s) with some identification of limitations in the data available. | Detailed analysis of trends, patterns and relationships in qualitative and/or quantitative data relevant to the selected investigation(s) with appropriate identification of limitations in the data available. | Comprehensive analysis of trends, patterns and relationships in qualitative and/or quantitative data relevant to the selected investigation(s) with detailed identification of limitations in the data available. |
| Identifies some aspects of the context, purpose and significance of the selected investigation(s). | Some identification and evaluation of the context, purpose and significance of the selected investigation(s), including some identification of limitations in the investigation method(s). | Accurate evaluation of the context, purpose significance of the selected investigation(s), including some ways in which the method(s) may be improved.  | Detailed evaluation of the context, purpose and significance of the selected investigation(s) including accurate ways in which the method(s) may be improved.  | Comprehensive evaluation of the context, purpose and significance of the selected investigation(s), including detailed analysis of the ways in which the method(s) may be improved.  |

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|  | *Construct evidence-based arguments and draw conclusions* | Very limited use of qualitative and/or quantitative data to construct scientific arguments and/or draw conclusions consistent with the aim and evidence available for the selected investigation(s). | Limited use of qualitative and/or quantitative data to construct scientific arguments and/or draw conclusions consistent with the aim and evidence available for the selected investigation(s). | Appropriate use of qualitative and/or quantitative data to construct scientific arguments and/or draw conclusions consistent with the aim and evidence available for the selected investigation(s). | Effective use of qualitative and/or quantitative data to construct scientific arguments and/or draw conclusions consistent with the aim and evidence available for the selected investigation(s). | Insightful use of qualitative and/or quantitative data to construct scientific arguments and/or draw conclusions consistent with the aim evidence available for the selected investigation(s). |
| Very limited evaluation of the degree to which the evidence available supports the aim and conclusions of the selected investigation(s). | Some evaluation of the degree to which the evidence available supports the aim and conclusions of the selected investigation(s). including limited discussion of the implications of the findings from the selected investigation(s).  | Accurate evaluation of the degree to which the evidence available supports the aim and conclusions of the selected investigation(s), including some appropriate discussion of the implications of the findings from the selected investigation(s).  | Detailed evaluation of the degree to which the evidence available supports the aim and conclusions of the selected investigation(s), including appropriate discussion of the implications of the findings from the selected investigation(s). | Thorough evaluation of the degree to which the evidence available supports the aim and conclusions of the selected investigation(s), including detailed discussion of the implications of the findings from the selected investigation(s). |
| *Analyse, evaluate and communicate scientific ideas* | Limited use of appropriate psychological terminology, representations and conventions relevant to the selected investigation(s). | Some appropriate use of appropriate psychological terminology, representations and conventions relevant to the selected investigation(s). | Appropriate use of psychological terminology, representations and conventions relevant to the selected investigation(s). | Effective use of psychological terminology, representations and conventions relevant to the selected investigation(s). | Proficient use of appropriate psychological terminology, representations and conventions relevant to the selected investigation(s). |
| Limited discussion of the findings and psychological knowledge, concepts, relationships, theories and/or models relevant to the selected investigation(s). | Some appropriate interpretation and discussion of the findings and psychological knowledge, concepts, relationships, theories and/or models relevant to the selected investigation(s). | Appropriate interpretation and discussion of the findings and psychological knowledge, concepts, relationships, theories and/or models relevant to the selected investigation(s). | Detailed interpretation and discussion of the findings and psychological knowledge, concepts, relationships, theories and/or models relevant to the selected investigation(s). | Insightful interpretation and discussion of the findings and psychological knowledge, concepts, relationships, theories and/or models relevant to the selected investigation(s). |
| Limited understanding of how concepts, theories and models can be used to organise and interpret observed psychological phenomena relevant to the selected investigation(s). | Some understanding of how concepts, theories and models can be used to organise and interpret observed psychological phenomena relevant to the selected investigation(s). | Sound understanding of how concepts, theories and models can be used to organise and interpret observed psychological phenomena relevant to the selected investigation(s). | Detailed understanding of how concepts, theories and models can be used to organise and interpret observed psychological phenomena relevant to the selected investigation(s). | Insightful understanding of how concepts, theories and models can be used to organise and interpret observed psychological phenomena relevant to the selected investigation(s). |

KEY to marking scale based on the outcome contributing 40 marks

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| Very Low 1-8 | Low 9–16 | Medium 17–24 | High 25–32 | Very High 33–40 |