VCE Psychology: Performance descriptors

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **VCE PSYCHOLOGY**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | | |
| **Performance descriptors: ‘Analysis and evaluation of generated primary and/or collated secondary data’** | | | | | | | |
|  | |  | | | | | |
| ***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* | | Limited ability to generate primary data and/or collate secondary data and limited ability to record and summarise qualitative and/or quantitative data relevant to the topic under investigation using the student logbook. | Some ability to generate primary data and/or collate secondary data and some ability to record and summarise qualitative and/or quantitative data relevant to the topic under investigation using the student logbook. | Sound ability to generate primary data and/or collate secondary data and sound ability to summarise qualitative and/or quantitative data relevant to the topic under investigation using the student logbook. | Competent ability to generate primary data and/or collate secondary data and competent ability to summarise qualitative and/or quantitative data relevant to the topic under investigation in the student logbook. | Proficient ability to generate primary data and/or collate secondary data and proficient ability to record and summarise qualitative and/or quantitative data relevant to the topic under investigation using the student logbook. |
| Identifies some appropriate data to construct tables, bar charts and/or graphs relevant to the topic under investigation. | Selects and appropriately organises some data to construct tables, bar charts and/or graphs relevant to the topic under investigation. | Some effective selection and organisation of data to construct useful and meaningful tables, bar charts and/or graphs relevant to the topic under investigation, including mostly appropriate graphing conventions and units of measurement where relevant. | Effective selection and organisation of appropriate data to construct useful and meaningful tables, bar charts and/or graphs relevant to the topic under investigation, including appropriate graphing conventions and units of measurement where relevant. | Proficient selection and organisation of data to construct useful and meaningful tables, bar charts and/or graphs relevant to the topic under investigation, including highly appropriate graphing conventions and units of measurement where relevant. |
| *Analyse and evaluate data and investigation methods* | | Limited processing of quantitative data using appropriate mathematical relationships and units and limited identification of outliers, contradictory or provisional data and sources of error. | Some appropriate processing of quantitative data using appropriate mathematical relationships and units and some identification of outliers, contradictory or provisional data and sources of error. | Appropriate processing of quantitative data using appropriate mathematical relationships and units and identification of relevant outliers, contradictory or provisional data and sources of error. | Detailed processing of quantitative data using appropriate mathematical relationships and units and appropriate identification of outliers, contradictory or provisional data and sources of error. | Highly proficient processing of quantitative data using appropriate mathematical relationships and units and sophisticated identification of outliers, contradictory or provisional data and sources of error. |
| Identifies some trends, patterns and relationships in qualitative and/or quantitative data relevant to the topic under investigation. | Some identification and analysis of trends, patterns and relationships in qualitative and/or quantitative data relevant to the topic under investigation. | Accurate analysis of trends patterns and relationships in qualitative and/or quantitative data relevant to the topic under investigation, 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 topic under investigation, with appropriate identification of limitations in the data available. | Proficient analysis of trends patterns and relationships in qualitative and/or quantitative data relevant to the topic under investigation, with detailed identification of limitations in the data available, including certainty of data and effect of sample size. |
| *Construct evidence-based arguments and draw conclusions* | | Very limited evaluation of the data to determine the degree to which the evidence available supports or refutes the prediction or hypothesis. | Some evaluation of the data to determine the degree to which the evidence available supports or refutes the prediction or hypothesis. | Accurate evaluation of the data to determine the degree to which the evidence available supports or refutes the prediction or hypothesis and some identification of further evidence required. | Detailed evaluation of the data to determine the degree to which the evidence available supports or refutes the prediction or hypothesis and accurate identification of further evidence required. | Thorough evaluation of the data to determine the degree to which the evidence available supports or refutes the prediction or hypothesis and detailed identification of further evidence required. |
| Very limited selection and use of qualitative and/or quantitative data to construct scientific arguments and/or draw conclusions relevant to the topic under investigation. | Some appropriate selection and use of qualitative and/or quantitative data to construct scientific arguments and/or draw conclusions relevant to the topic under investigation. | Appropriate selection and use of qualitative and/or quantitative data and reasoning to construct scientific arguments and draw conclusions consistent with data and evidence available. | Effective selection and use of qualitative and/or quantitative data and reasoning to construct scientific arguments and draw conclusions consistent with data and evidence available. | Insightful selection and use of qualitative and/or quantitative data and reasoning to construct scientific arguments and draw conclusions consistent with data and evidence available. |
| *Analyse, evaluate and communicate scientific ideas* | | Limited use of appropriate psychological terminology, representations and conventions relevant to the topic under investigation. | Mostly appropriate use of appropriate psychological terminology, representations and conventions relevant to the topic under investigation. | Appropriate use of psychological terminology, representations and conventions relevant to the topic under investigation. | Effective use of psychological terminology, representations and conventions relevant to the topic under investigation. | Proficient use of psychological terminology, representations and conventions relevant to the topic under investigation. |
| Limited interpretation and discussion of connections between relevant psychological information, concepts, relationships, theories and models, including how these can be used to organise and understand observed psychological phenomena and concepts related to the topic under investigation. | Some appropriate interpretation and discussion of connections between relevant psychological information, concepts, relationships, theories and models, including how these can be used to organise and understand observed psychological phenomena and concepts related to the topic under investigation. | Appropriate interpretation and discussion of connections between relevant psychological information, concepts, relationships, theories and models, including how these can be used to organise and understand observed psychological phenomena and concepts related to topic under investigation. | Detailed interpretation and discussion of connections between relevant psychological information, concepts, relationships, theories and models, including how these can be used to organise and understand observed psychological phenomena and concepts related to the topic under investigation. | Insightful interpretation and discussion of connections between relevant psychological information, concepts, relationships, theories and models, including how these can be used to organise and understand observed psychological phenomena and concepts related to the topic under investigation. |

KEY to marking scale based on the outcome contributing 40 marks

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