VCE Psychology: Performance descriptors

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| **VCE PSYCHOLOGY****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors: ‘Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries’** |
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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** |
| *Develop aims and questions, formulate hypotheses and make predictions* | Limited attempt at formulating an aim and investigable question with limited understanding of the appropriateness of the use of variables in the selected scientific investigation.  | Some attempt at formulating an appropriate aim and investigable question with some understanding of the appropriateness of the use of variables in the selected scientific investigation. | Formulation of a sufficient aim and investigable question with satisfactory understanding of the appropriateness of the use of variables in the selected scientific investigation. | Formulation of a focused aim and investigable question with sound understanding of the appropriateness of the use of variables in the selected scientific investigation. | Proficient formulation of an aim and investigable question with thorough understanding of the appropriateness of the use of variables in the selected scientific investigation. |
| *Plan and conduct investigations* | Limited skills in designing and conducting the selected scientific investigation, including very limited understanding of an appropriate methodology and method and application of ethical concepts and guidelines. | Some skills in designing and conducting the selected scientific investigation, including some understanding of an appropriate methodology and method and ethical concepts and guidelines. | Adequate skills in designing and conducting the selected scientific investigation to generate primary data, including satisfactory understanding of an appropriate methodology and method and application of ethical concepts and guidelines. | Competent skills in designing and conducting the selected scientific investigation to generate primary data, including detailed understanding of an appropriate methodology and method and application of ethical concepts and guidelines. | Proficient skills in designing and conducting the selected scientific investigation to generate primary data, including sophisticated understanding of an appropriate methodology and method and application of ethical concept and guidelines. |
| *Generate, collate and record data* | Limited ability to appropriately record and summarise generated primary data in the student logbook and very limited skills in organising and presenting selected data in useful and meaningful ways as part of the scientific poster.  | Some ability to appropriately record and summarise generated primary data in the student logbook and limited skills in organising and presenting selected data in useful and meaningful ways as part of the scientific poster. | Sound ability to record and summarise generated primary data in the student logbook and sound skills in organising and presenting selected data in useful and meaningful ways as part of the scientific poster. | Competent ability to record and summarise generated primary data in the student logbook and competent skills in organising and presenting selected data in useful and meaningful ways as part of the scientific poster. | Highly proficient ability to record and summarise generated primary data in the student logbook and proficient skills in organising and presenting selected data in useful and meaningful ways as part of the scientific poster. |
| *Analyse and evaluate data and investigation methods* | Identifies some trends, patterns and relationships in qualitative and/or quantitative data relevant to the selected scientific investigation with very limited identification of errors, limitations and uncertainly in the data available. | Some analysis of trends patterns and relationships in qualitative and/or quantitative data relevant to the selected scientific investigation with limited identification of errors, limitations and uncertainly in the data available. | Accurate analysis of trends, patterns and relationships in qualitative and/or quantitative data relevant to the selected scientific investigation with some identification of errors, limitations and uncertainly in the data available. | Detailed analysis of trends, patterns and relationships in qualitative and/or quantitative data relevant to the selected scientific investigation with appropriate identification of errors, limitations and uncertainly in the data available. | Proficient analysis of trends, patterns and relationships in qualitative and/or quantitative data relevant to the selected scientific investigation with detailed identification of errors, limitations and uncertainly in the data available. |
| Very limited evaluation of the investigation methodology and method of the selected scientific investigation as part of the logbook entries and scientific poster. | Limited evaluation of the investigation methodology and method of the selected scientific investigation, including limited ways in which the method may be improved, as part of the logbook entries and scientific poster. | Accurate evaluation of the investigation methodology and method of the selected scientific investigation, including some ways in which the method may be improved, as part of the logbook entries and scientific poster. | Detailed evaluation of the investigation methodology and method of the selected scientific investigation, including appropriate ways in which the method may be improved, as part of the logbook entries and scientific poster. | Comprehensive evaluation of the investigation methodology and method of the selected scientific investigation, including detailed ways in which the method may be improved, as part of the logbook entries and scientific poster. |
| *Construct evidence-based arguments and draw conclusions* | Very limited evaluation of qualitative and/or quantitative data to draw conclusions consistent with evidence available and the initial prediction or hypothesis for the selected scientific investigation. | Some appropriate evaluation of qualitative and/or quantitative data to draw conclusions consistent with evidence available and the initial prediction or hypothesis for the selected scientific investigation. | Appropriate evaluation of qualitative and/or quantitative data and use of reasoning to draw conclusions consistent with the evidence available and the initial prediction or hypothesis for the selected scientific investigation. | Detailed evaluation of qualitative and/or quantitative data and use of reasoning to draw conclusions consistent with evidence available and the initial prediction or hypothesis for the selected scientific investigation. | Insightful evaluation of qualitative and/or quantitative data and use of reasoning to draw conclusions consistent with evidence available and the initial prediction or hypothesis for the selected scientific investigation. |
| *Analyse, evaluate and communicate scientific ideas* | Very limited use of appropriate psychological terminology, representations and conventions and limited use of clear, coherent and concise expression in the communication of the selected scientific investigation as part of the scientific poster. | Limited use of appropriate psychological terminology, representations and conventions and some use of clear, coherent and concise expression in the communication of the selected scientific investigation as part of the scientific poster. | Mostly appropriate use of psychological terminology, representations and conventions and appropriate use of clear, coherent and concise expression in the communication of the selected scientific investigation as part of the scientific poster. | Effective use of psychological terminology, representations and conventions and proficient use of clear, coherent and concise expression in the communication of the selected scientific investigation as part of the scientific poster. | Proficient use of psychological terminology, representations and conventions and sophisticated use of clear, coherent and concise expression in the communication of the selected scientific investigation as part of the scientific poster. |

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|  |  | Limited discussion of relevant psychological information, concepts, relationships, theories and models in communicating the design, analysis and findings of the selected scientific investigation. | Some appropriate discussion of relevant psychological information, concepts, relationships, theories and models in communicating the design, analysis and findings of the selected scientific investigation. | Appropriate discussion of relevant psychological information, concepts, relationships, theories and models in communicating the design, analysis and findings of the selected scientific investigation. | Detailed discussion of relevant psychological information, concepts, relationships, theories and models in communicating the design, analysis and findings of the selected scientific investigation. | Insightful discussion of relevant psychological information, concepts, relationships, theories and models in communicating the design, analysis and findings of the selected scientific investigation. |

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 |