VCE Biology: Performance descriptors

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| **VCE BIOLOGY**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | | |
| **Performance descriptors: ‘Analysis and evaluation of a selected biological case study’** | | | | | | | |
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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 some appropriate data to construct diagrams, flow charts, tables and graphs relevant to the selected biological case study. | Selects and organises some appropriate data to construct diagrams, flow charts, tables and graphs relevant to the selected biological case study. | Selects and organises generally appropriate data to construct useful and meaningful diagrams, flow charts, tables and graphs relevant to the selected biological case study. | Effective selection and organisation of appropriate data to construct useful and meaningful diagrams, flow charts, tables and graphs relevant to the selected biological case study. | Proficient selection and highly appropriate organisation of data to construct useful and meaningful diagrams, flow charts, tables and graphs relevant to the selected biological case study. |
| *Analyse end evaluate data and investigation methods* | | Identifies some trends, patterns and relationships in qualitative and quantitative data relevant to the selected biological case study. | Some identification and analysis of trends patterns and relationships in qualitative and quantitative data relevant to the selected biological case study. | Accurate analysis of trends patterns and relationships in qualitative and quantitative data relevant to the selected biological case study with some identification of limitations in the data available. | Detailed analysis of trends patterns and relationships in qualitative and quantitative data relevant to the selected biological case study with appropriate identification of some limitations in the data available. | Highly proficient analysis of trends patterns and relationships in qualitative and quantitative data relevant to the selected biological case study with through identification limitations in the data available. |
| Identifies some aspects of the context, purpose and significance of the selected biological case study, including some elements of the selected investigation methodology and method. | Some identification and evaluation of the context, purpose significance of selected biological case study, including appropriate identification of the selected case study method. | Generally accurate evaluation of the context, purpose significance of selected biological case study, including identification of the selected case study method and some ways in which the method maybe be improved. | Detailed evaluation of the context, purpose significance of selected biological case study, including appropriate analysis of the selected case study method and ways in which the method maybe be improved. | Comprehensive evaluation of the context, purpose significance of selected biological case study, including detailed analysis of the selected case study method and ways in which the method maybe be improved. |
| *Construct evidence-based arguments and draw conclusions* | | Very limited use of qualitative and/or quantitative data to construct scientific arguments and draw conclusions consistent with aim and the evidence available for the selected biological case study. | Some appropriate selection and use of qualitative and/or quantitative data to construct scientific arguments and draw conclusions consistent with the aim and evidence available for the selected biological case study. | Appropriate selection and use of qualitative and/or quantitative data to construct scientific arguments and draw conclusions consistent with the aim and evidence available for the selected biological case study | Effective use of qualitative and/or quantitative data to construct scientific arguments and draw conclusions consistent with the aim and evidence available for the selected biological case study | Insightful selection and use of qualitative and/or quantitative data to construct scientific arguments and draw conclusions consistent with the aim evidence available for the selected biological case study |
| Very limited evaluation of the degree to which the evidence available supports the aim of the selected biological case study with very limited recommendations for modifying or extending the investigation. | Some evaluation of the degree to which the evidence available supports the aim of the selected biological case study with limited recommendations for modifying or extending the investigation. | Accurate evaluation of the degree to which the evidence available supports the aim of the selected biological case study and some appropriate recommendations for modifying or extending the investigation. | Detailed evaluation of the degree to which the evidence available supports the aim of the selected biological case study and appropriate recommendations for modifying or extending the investigation. | Sophisticated evaluation of the degree to which the evidence available supports the aim of the selected biological case study and insightful recommendations for modifying or extending the investigation. |
| Limited identification of the limitations and implications of the findings from the selected biological case study. | Some appropriate identification and discussion of the limitations and implications of the findings from the selected biological case study. | Appropriate discussion of the limitations and implications of the findings from the selected biological case study. | Thorough discussion of the limitations and implications of the findings from the selected biological case study. | Insightful discussion of the limitations and implications of the findings from the selected biological case study. |
| *Analyse, evaluate and communicate scientific ideas* | | Very limited use of appropriate biological terminology, representations and conventions relevant to the selected biological case study. | Limited use of appropriate biological terminology, representations and conventions relevant to the selected biological case study. | Mostly appropriate biological terminology, representations and conventions relevant to the selected biological case study. | Effective and appropriate biological terminology, representations and conventions relevant to the selected biological case study. | Proficient and highly appropriate biological terminology, representations and conventions relevant to the selected biological case study. |
| Limited interpretation and discussion of the selected case study findings and associated biological knowledge, concepts, relationships, theories and models, including where relevant information presented in the public domain through selected scientific and media texts. | Some appropriate interpretation and discussion of the selected case study findings and associated biological knowledge, concepts, relationships, theories and models, including where relevant information presented in the public domain through selected scientific and media texts. | Appropriate interpretation and discussion of the selected case study findings and associated biological knowledge, concepts, relationships, theories and models, including where relevant information presented in the public domain through selected scientific and media texts. | Detailed interpretation and discussion of the selected case study findings and associated biological knowledge, concepts, relationships, theories and models, including where relevant information presented in the public domain through selected scientific and media texts. | Insightful interpretation and discussion of the selected case study findings and associated biological knowledge, concepts, relationships, theories and models, including where relevant information presented in the public domain through selected scientific and media texts. |

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 |