THE RIVERS SECONDARY COLLEGE
The heart of secondary education for Lismore

Assessment Task Notification

RICHMOND RIVER HIGH CAMPUS

Marking Rubric for Vectors Investigation Assignment

Criteria	A (90–100%)	B (75–89%)	C (60–74%)	D(50–59%)	E (<50%)	Grade
Task Completion 10%	All tasks completed with clear, accurate, and detailed responses. Evidence of deep understanding and critical analysis.	Most tasks completed accurately with minor errors. Clear explanations and good understanding demonstrated.	Tasks mostly completed with some errors. Responses show basic understanding but lack detail in places.	Partial completion of tasks with significant errors. Limited understanding demonstrated in responses.	Many tasks incomplete or incorrect. Little to no understanding demonstrated.	

Mathematical Accuracy 12%	All calculations, notation, and reasoning are accurate and precise.	Minor errors in calculations or notation but do not affect overall conclusions.	Some errors in calculations or notation that affect the accuracy of some results.	Frequent errors in calculations or notation that undermine the accuracy of results.	Numerous significant errors in calculations or notation. Results are largely incorrect or absent.	
Use of Vector Notation 12%	Consistent and correct use of vector notation throughout (e.g., bold, arrows, matrices).	Mostly correct use of vector notation, with minor inconsistencies.	Some attempt to use vector notation correctly, but with noticeable errors or inconsistencies.	Inconsistent or limited use of vector notation, with frequent errors.	Little to no use of correct vector notation.	
Geometric Representation 12%	Accurate and clear diagrams illustrating all vectors and relationships.	Diagrams are mostly accurate and clear, with minor omissions or inaccuracies.	Diagrams are present but may lack clarity, accuracy, or completeness.	Diagrams are incomplete, unclear, or inaccurate.	Diagrams are missing or do not relate to the task.	

Clarity of Explanations 10%	Explanations are thorough, clear, and logically structured.	Explanations are clear and logical but may lack depth or detail in some areas.	Explanations are adequate but may lack clarity or logical structure in places.	Explanations are minimal, unclear, or poorly structured.	Explanations are missing or incoherent.	
Application of Scalar Multiplication and Scaling 15%	Demonstrates clear understanding of scalar multiplication, with accurate calculations and explanations of scaling effects.	Demonstrates good understanding of scalar multiplication, with minor errors in calculations or explanations.	Some understanding of scalar multiplication, but explanations or calculations may be incomplete or flawed.	Limited understanding of scalar multiplication, with significant errors in calculations or explanations.	Little to no understanding of scalar multiplication demonstrated.	
Midpoint and Magnitude Calculations 12%	Midpoint and magnitude calculations are accurate and fully explained.	Calculations are mostly accurate, with clear explanations but minor errors.	Calculations and explanations are adequate but may include some errors or lack of detail.	Calculations and explanations are partially correct but lack depth or contain significant errors.	Calculations are mostly incorrect or missing, with no clear explanations.	

Presentation and Organization 5%	Work is professionally presented, well-organized, and easy to follow.	Work is neatly presented and organized, with minor formatting issues.	Presentation and organization are adequate, but some sections may be unclear or disorganized.	Presentation is inconsistent or disorganized, making it difficult to follow.	Work is poorly presented and disorganized, lacking readability.	
Challenge and Critical Thinking 12%	Demonstrates creativity and critical thinking through optional extension tasks or insights.	Some evidence of creativity or critical thinking beyond basic requirements.	Minimal attempt at extension or critical thinking beyond the core tasks.	Little to no attempt at extension or critical thinking.	No evidence of extension or critical thinking.	