VCE Philosphy: Performance descriptors

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| **VCE PHILOSOPHY**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Example performance descriptors – Unit 3 Essay task** | | | | | |
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| **Unit 3**  **Outcome 1**  *Discuss philosophical questions related to the good life and the individual.*  **Unit 3**  **Outcome 2**  *Discuss philosophical questions related to the good life and others.* | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| Assertion of a general perspective in response to philosophical questions. Use of language is imprecise. | Clearly identifies distinctions between perspectives in response to philosophical questions, using appropriate language. | Explains distinct perspectives in response to philosophical questions, sometimes using clear and precise language. | Develops perspectives after critical discussion relating to philosophical questions, regularly using clear and precise language. | Synthesis of perspectives relating to philosophical questions, defending a position consistently using clear and precise language. |
| Identifies concepts, viewpoints and perspectives relevant to philosophical questions related to the good life and the individual. | Describes concepts, viewpoints and perspectives relevant to philosophical questions related to the good life and the individual. | Explains philosophical viewpoints and arguments related to the good life and the individual, with recognition of how conclusions are supported by reasoning and examples. | Analysis of philosophical arguments related to the good life and the individual, identifying premises, conclusions, any sub-arguments and any assumptions made. | Insightful analysis of philosophical arguments related to the good life and the individual, identifying comparisons between premises, conclusions and any assumptions made. |
| Broad recognition of challenges to viewpoints and arguments related to the good life and the individual. | Uses examples to support the critical discussion of viewpoints or arguments related to the good life and the individual. | Offers general criticisms of viewpoints or the quality of reasoning used within arguments related to the good life and the individual. | Compares arguments related to the good life and the individual, including assessing the plausibility of premises, any assumptions, or the validity of the argument. | Critically compares arguments related to the good life and the individual, including critical comparison of arguments or providing counterarguments. |
| Limited consideration of the implications of viewpoints for questions of relevance to contemporary living. | Some consideration of the implications of viewpoints for questions of relevance to contemporary living. | Broad consideration of the implications of viewpoints and arguments for questions of relevance to contemporary living. | Detailed consideration of the implications of viewpoints and arguments for questions of relevance to contemporary living. | Thoughtful and insightful considerations of the implications of arguments and perspectives for questions of relevance to contemporary living. |

KEY to marking scale based on the Outcome at least two tasks contributing total 50 marks

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| Very Low 1–10 | Low 11–20 | Medium 21–30 | High 31–40 | Very High 41–50 |