VCE Philosphy: Performance descriptors

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| **VCE PHILOSOPHY**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Example performance descriptors – Essay task** | | | | | |
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| **Unit 4**  **Outcome 2**  Discuss case studies in light of epistemological issues associated with belief, belief formation and justification. | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very Low** | **Low** | **Medium** | **High** | **Very high** |
| Identifies a relevant source to support discussion. | Outlines perspectives within relevant source to support discussion. | Explains how reasoning and viewpoints in relevant source support discussion. | Analyses source in coherent and relevant way to support discussion. | Uses various sources with rigour when critically discussing contrasting perspectives. |
| Epistemological concepts used to identify relevant aspects of case study. | Viewpoints drawn from Area of Study 1 used to explain aspects of the case study. | Reasoning and examples drawn from Area of Study 1 used to explain an issue arising from the case study. | Arguments drawn from Area of Study 1 used to outline reasoning relating to broader epistemological issues in the case study. | Comparisons made between arguments drawn from Area of Study 1 and the analysis of broader epistemological arguments arising in case studies. |
| Takes a general stance on epistemological issues arising in case study that is generally informed by epistemological concepts. | Identifies a general reasons to support a perspective on epistemological issue, informed by perspectives found in Area of  Study 1. | Explains reasoning, examples or counterexamples from Area of Study 1 to either support or criticise an epistemological viewpoint drawn from case studies. | Outlines arguments from Area of Study 1 to test the relative strength of premises of an epistemological argument drawn from case studies. | Brings an argument from Area of Study 1 into critical discussion with arguments drawn from epistemological case study, in order to identify how each argument might inform evaluations of the other. |
| Assertion of a general perspective in response to epistemological issues. Use of language is imprecise. | Clearly identifies distinctions between perspectives given in response to epistemological issues, using appropriate language. | Reflects critically on distinct perspectives given in response to epistemological issues, sometimes using clear and precise language. | Develops perspectives after critical discussion relating to epistemological issues, regularly using clear and precise language. | Synthesis of perspectives relating to epistemological issues, defending a position consistently using clear and precise language. |

KEY to marking scale based on the Outcome at least two different tasks contributing total 40 marks

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