VCE Philosophy: Performance Descriptors

| **PHILOSOPHY** **SCHOOL-ASSESSED COURSEWORK** |
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| **Performance Descriptors** |
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| ***Unit 4******Outcome 1*** *Discuss concepts related to the good life, and analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.*  | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Demonstrates limited understanding and knowledge of the arguments and viewpoints employed in the set text/s related to the good life. | Demonstrates some understanding and knowledge of the arguments and viewpoints employed in the set text/s related to the good life. | Demonstrates satisfactory understanding and knowledge of the arguments and viewpoints employed in the set text/s related to the good life. | Demonstrates detailed understanding and knowledge of the arguments and viewpoints employed in the set text/s related to the good life. | Demonstrates thorough understanding and detailed knowledge of the arguments and viewpoints employed in the set text/s related to the good life. |
| Limited explanation of the concepts used in the discussion of the good life generally and their connections, and limited discussion of relevant social, historical and philosophical contexts. | Some explanation of the concepts used in the discussion of the good life generally and their connections, and some discussion of relevant social, historical and philosophical contexts. | Satisfactory analysis and application of the concepts used in the discussion of the good life generally and their connections, and discussion of relevant social, historical and philosophical contexts. | Detailed analysis and relevant application of the concepts used in the discussion of the good life generally and their connections, and detailed discussion of relevant social, historical and philosophical contexts. | Thorough and insightful analysis and application of the concepts used in the discussion of the good life generally, and insightful consideration of relevant social, historical and philosophical contexts. |
| Very limited or unsupported analysis of arguments, viewpoints and assumptions expressed in the set text/s.  | Some analysis of arguments, viewpoints and assumptions expressed in the set text/s, supported by some reasons and basic logical thinking. | Satisfactory analysis and evaluation of arguments, viewpoints and assumptions expressed in the set text/s, supported by adequate reasons and logical thinking. | Detailed analysis and evaluation of arguments, viewpoints and assumptions expressed in the set text/s, supported by cogent reasons and logical thinking. | Precise and detailed analysis and evaluation of arguments, viewpoints, assumptions and concepts expressed in the set text/s, supported by insightful and cogent reasons and logical thinking. |
| Very limited comparison of arguments, assumptions and viewpoints expressed within the set text/s. | Some comparison of arguments, assumptions and viewpoints expressed within the set text/s. | Satisfactory critical comparison of arguments, assumptions and viewpoints expressed within the set text/s. | Detailed critical comparison of arguments, assumptions and viewpoints expressed within the set text/s. | Sophisticated critical comparison of arguments, viewpoints and assumptions expressed within the set text/s. |
| Discussion is very limited. Use of language shows very limited precision and accuracy. | Discussion is brief and not always focused or sustained. Use of language shows limited precision. | Discussion is relevant and general. Language is appropriate. | Discussion is sustained and generally coherent. Language is precise and highly appropriate. | Discussion is focused, sustained and coherent. Language is precise and highly appropriate. |

KEY to marking scale based on the Outcome contributing 60 marks

| Very Low 1–12 | Low 13–24 | Medium 25–36 | High 37–48 | Very High 49–60 |
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