VCE Philosophy: Performance Descriptors

| **PHILOSOPHY**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
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| **Performance Descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 1***  *Examine concepts relating to the mind and body, analyse, compare and evaluate viewpoints and arguments concerning the relationship between the mind and body found in the set texts, and discuss contemporary debates.* | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Demonstrates limited knowledge and understanding of the concepts of mind and body and their relationship as well as general concepts related to mind and body. | Demonstrates some knowledge and understanding of the concepts of mind and body and their relationship as well as the general concepts related to each. | Demonstrates sound knowledge and an appropriate understanding of the concepts of mind and body and their relationship as well as the general concepts related to each. | Demonstrates detailed knowledge and a thorough understanding of the concepts of mind and body and their relationship as well as the general concepts related to each. | Demonstrates a precise and detailed knowledge and a sophisticated understanding of the concepts of mind and body and their relationship as well as the general concepts related to each. |
| Very limited analysis of arguments, assumptions and viewpoints. | Some analysis and limited evaluation of arguments, assumptions and viewpoints, supported by some basic reasons and basic logical thinking. | Satisfactory analysis and evaluation of arguments, assumptions and viewpoints, supported by coherent reasons and logical thinking. | Detailed analysis and evaluation of arguments, assumptions and viewpoints, supported by cogent reasons and logical thinking. | Precise and detailed analysis and evaluation of arguments, assumptions and viewpoints, supported by insightful and cogent reasons and logical thinking. |
| Very limited comparison of arguments, assumptions and viewpoints. | Some comparison of arguments, assumptions and viewpoints. | Satisfactory critical comparison of arguments, assumptions and viewpoints. | Detailed critical comparison of arguments, assumptions and viewpoints. | Sophisticated critical comparison of arguments, viewpoints and assumptions. |
| Very limited development and application of concepts, arguments and viewpoints to relevant contemporary debates. | Some application of concepts, arguments and viewpoints to relevant contemporary debates with a limited understanding of the impact of scientific developments. | Some application of concepts, arguments and viewpoints to the analysis and evaluation of relevant contemporary debates with a basic understanding of the impact of scientific developments. | Well developed application of concepts, arguments and viewpoints to the analysis and evaluation of relevant contemporary debates with a thorough understanding of the impact of scientific developments. | Sophisticated application of concepts, arguments and viewpoints to the analysis and evaluation of relevant contemporary debates with a sophisticated understanding of the impact of scientific developments. |
| Discussion is very limited. Very limited language precision and accuracy. | Discussion is brief and not always focused or sustained. Limited language 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 50 marks

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