VCE Philosophy: Performance Descriptors

| **PHILOSOPHY**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
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| **Performance Descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 2***  *Analyse, compare and evaluate viewpoints and arguments on personal identity in the set texts and discuss related contemporary debates.* | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Demonstrates limited knowledge and understanding of philosophical concepts in the set text/s relating to personal identity. | Demonstrates some knowledge and understanding of philosophical concepts in the set text/s relating to personal identity. | Demonstrates sound knowledge and an appropriate understanding of philosophical concepts in the set text/s relating to personal identity. | Demonstrates detailed knowledge and understanding of philosophical concepts in the set text/s relating to personal identity. | Demonstrates detailed and precise knowledge and thorough understanding of philosophical concepts in the set text/s relating to personal identity. |
| Very limited analysis of arguments, assumptions and viewpoints expressed in the set text/s. | Some analysis and limited evaluation of arguments, assumptions and viewpoints expressed in the set text/s, supported by some basic 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 in the set text/s. | Some comparison of arguments, assumptions and viewpoints expressed in the set text/s. | Satisfactory critical comparison of arguments, assumptions and viewpoints expressed in the set text/s. | Detailed critical comparison of arguments, assumptions and viewpoints expressed in the set text/s. | Sophisticated critical comparison of arguments, viewpoints and assumptions expressed in the set text/s. |
| Very limited application of concepts, arguments and viewpoints to the analysis and discussion of relevant contemporary debates, thought experiments and moral questions as necessary. | Some application of concepts, arguments and viewpoints to the analysis and discussion of relevant contemporary debates, thought experiments and moral questions as necessary. | Some application of concepts, arguments and viewpoints to the analysis and discussion of relevant contemporary debates, thought experiments and moral questions as necessary. | Competent application of concepts, arguments and viewpoints to the analysis and discussion of relevant contemporary debates, thought experiments and moral questions as necessary. | Sophisticated application of concepts, arguments and viewpoints to the analysis and discussion of relevant contemporary debates, thought experiments and moral questions as necessary. |
| Discussion is very limited. Language use shows very limited precision and accuracy. | Discussion is brief and not always focused or sustained. Language use 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 50 marks

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