VCE Philosophy: Performance Descriptors

| **PHILOSOPHY** **SCHOOL-ASSESSED COURSEWORK** |
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| **Performance Descriptors** |
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| ***Unit 4******Outcome 2****Discuss contemporary debates related to technological development and the good life, and examine the interplay between technological development and conceptions of the good life.*  | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited identification of arguments on the nature of the good life and technological development in a range of sources and philosophical assumptions made. | Some identification of arguments on the nature of the good life and technological development in a range of sources and philosophical assumptions made. | Satisfactory identification of arguments on the nature of the good life and technological development in a range of sources and philosophical assumptions made. | Perceptive identification of arguments on the nature of the good life and technological development in a range of sources and philosophical assumptions made. | Insightful identification of arguments on the nature of the good life and technological development in a range of sources and philosophical assumptions made. |
| Very limited evaluation of arguments and viewpoints relating to the interplay between conceptions of the good life and technological development. | Some limited evaluation of arguments and viewpoints relating to the interplay between conceptions of the good life and technological development. | Satisfactory evaluation of arguments and viewpoints relating to the interplay between conceptions of the good life and technological development. | Detailed evaluation of arguments and viewpoints relating to the interplay between conceptions of the good life and technological development. | Insightful evaluation of arguments and viewpoints relating to the interplay between conceptions of the good life and technological development. |
| Very limited application, analysis and synthesis of concepts, arguments and examples drawn from philosophical sources to support critical reflection on the nature of the good life and technological development. | Some application, analysis and synthesis of concepts, arguments and examples drawn from philosophical sources to support critical reflection on the nature of the good life and technological development. | Satisfactory application, analysis and synthesis of concepts, arguments and examples drawn from philosophical sources to support critical reflection on the nature of the good life and technological development. | Detailed application, analysis and synthesis of concepts, arguments and examples drawn from philosophical sources to support critical reflection on the nature of the good life and technological development. | Thoughtful application, analysis and synthesis of concepts, arguments and examples drawn from philosophical sources to support critical reflection on the nature of the good life and technological development. |
| Very limited explanation and evaluation of arguments, viewpoints and assumptions expressed in relevant contemporary debates on the good life and technological development. | Some explanation and evaluation of arguments, viewpoints and assumptions expressed in relevant contemporary debates on the good life and technological development. | Satisfactory understanding and sound evaluation of arguments, viewpoints and assumptions expressed in relevant contemporary debates on the good life and technological development. | Detailed understanding and compelling evaluation of arguments, viewpoints and assumptions expressed in relevant contemporary debates on the good life and technological development. | Thorough understanding and insightful evaluation of arguments, viewpoints and assumptions expressed in relevant contemporary debates on the good life and technological development. |
| 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 40 marks

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