[](http://pactiss.org/wp-content/uploads/2011/09/SP.jpg)

FOLIO TASK

Socrates said ‘The unexamined life is not worth living’ (<http://pactiss.org>)

Summative Task:

Write a 300- word essay explaining

1) What you think Socrates meant by "The unexamined life is not worth living" and

2) Why is it undignified for a human to not question their existence and the world around them?

|  | Knowledge and Understanding | Reasoning | Critical Analysis | Communication |
| --- | --- | --- | --- | --- |
|  | Identification and understanding of philosophical issues and philosophical positions on issues.  Knowledge and understanding of the general structure of a philosophical argument. | ~~Reasoning and use of evidence to support or contest philosophical issues and positions.~~  ~~Differentiation between good and bad arguments~~. | ~~Analysis of strengths and weaknesses of philosophical assumptions, positions, and arguments~~. | Communication of philosophical issues and positions, with conventions observed.  Use of appropriate philosophical terminology, and acknowledgment of sources. |

Assessment Design Criteria Stage 1 & 2 Philosophy Student

|  | | Knowledge and Understanding | Reasoning | Critical Analysis | Communication |
| --- | --- | --- | --- | --- | --- |
| A | | Consistently clear and perceptive identification and understanding of philosophical issues, and of philosophical positions on issues.  In-depth and well-informed understanding of the general structure of a philosophical argument. | Astute and incisive reasoning, and use of evidence, to support or contest philosophical issues and positions.  Perceptive and convincing differentiation between good and bad arguments. | Consistently accurate and perceptive analysis of strengths and weaknesses of philosophical assumptions, positions, and arguments. | Clear, coherent, and fluent communication of philosophical issues and positions, with conventions consistently observed.  Accurate and consistent use of relevant philosophical terminology, with appropriate acknowledgment of sources. |
| B | | Clear and thoughtful identification and understanding of philosophical issues, and of philosophical positions on issues.  Well-informed understanding of the general structure of a philosophical argument. | Well-considered reasoning, and use of evidence, to support or contest philosophical issues and positions.  Well-considered and appropriate differentiation between good and bad arguments. | Mostly accurate and well-considered analysis of strengths and weaknesses of philosophical assumptions, positions, and arguments. | Clear and coherent communication of philosophical issues and positions, with conventions mostly observed.  Mostly accurate and appropriate use of philosophical terminology, with appropriate acknowledgment of sources. |
| C | | Generally clear identification and understanding of philosophical issues, and of some philosophical positions on issues.  Informed understanding of the general structure of a philosophical argument. | Considered reasoning, and some use of evidence, to support or contest philosophical issues and positions.  Considered and appropriate differentiation between good and bad arguments. | Considered analysis of some strengths and weaknesses of philosophical assumptions, positions, and arguments. | Competent communication of philosophical issues and positions, with some conventions observed.  Generally appropriate use of philosophical terminology, with mostly appropriate acknowledgment of sources. |
| D | | Some recognition of philosophical issues, and awareness of a philosophical position on an issue.  Recognition of some of the general structure of a philosophical argument. | Superficial or inconsistent reasoning, with some limited use of evidence, to support or contest a philosophical issue and/or position.  Recognition of some differentiation between good and bad arguments. | Some identification of one or more strengths and/or weaknesses of a philosophical assumption, position, and/or argument. | Partial communication of aspects of a philosophical issue and/or position.  Use of a limited range of appropriate philosophical terminology, with some acknowledgment of sources. |
| E | | Limited recognition of what is philosophical in an issue.  Recognition of a structural feature of a philosophical argument. | Attempted consideration of a philosophical issue or position.  Emerging recognition of some differentiation between good and bad arguments. | Identification of a strength or weakness of a philosophical assumption, position, or argument. | Attempted communication of an aspect of a philosophical issue or position.  Limited use of any philosophical terminology, with limited acknowledgment of sources. |
| **Overall / Additional Comments**  **Result /15** | | | | |

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| **A+/ 15** | **A**  **14** | **A-**  **13** | **B+**  **12** | **B**  **11** | **B-**  **10** | **C+**  **9** | **C**  **8** | **C-**  **7** | **D+**  **6** | **D**  **5** | **D-**  **4** | **E+**  **3** | **E**  **2** | **E-**  **1** |