

Assessment details

External assessment

Higher level written papers

Paper 1

2½ hours, 40%

This paper consists of two sections: section A (based on the core theme) and section B (based on the optional themes).

Section A

The purpose of this section is to assess students' knowledge and understanding of the core theme. Students are required to answer **one** from a choice of two questions based on the core theme.

Each question will be based on stimulus material, which could take the form of a short extract from a text, or a visual piece such as a picture, a cartoon or an advertisement.

The questions will ask for the identification, analysis, critical discussion, exploration and evaluation of a philosophical concept or issue arising from the core theme.

In developing their answers students should:

- identify a philosophical concept or issue arising from the core theme they will explore
- show an awareness of two philosophical perspectives regarding this concept or issue
- engage in critical discussion of the concept or issue identified
- develop a personal and relevant evaluation of the concept or issue identified.

Students should write approximately 750–1,000 words in response to the question chosen.

Each question is worth 30 marks.

Section B

The purpose of this section is to assess students' knowledge and understanding of the optional themes. The questions will also assess students' ability to identify and analyse material relevant to the specific question posed, and their ability to use language appropriate to philosophy as they develop arguments and counter-arguments.

Two essay questions will be set for each optional theme. Students are required to answer **two** questions, each from a **different** optional theme. Students should write approximately 750–1,000 words in response to each question chosen.

Questions may take the form of a direct question, a quotation or a statement.

Each question is worth 30 marks.

Paper 2

1 hour, 20%

This paper consists of essay questions based on the prescribed philosophical texts. Two questions will be set for each prescribed text. Students are required to answer **one** question.

The purpose of this paper is to assess students' knowledge and understanding of the prescribed text they have studied. The questions will also assess students' ability to identify and analyse material relevant to the specific question posed on the text, and their ability to use language appropriate to philosophy and the prescribed text as they develop arguments and counter-arguments.

Students should write approximately 750–1,000 words in response to the question chosen.

Questions may take the form of a direct question, a quotation or a statement.

Each question is worth 30 marks.

Paper 3

1½ hours, 20%

This paper consists of an unseen text to which students are required to write a response. The unseen text will address general problems concerning the nature, function, methodology and meaning of philosophical activity.

The purpose of this paper is to allow students to demonstrate an understanding of what doing philosophy means through a holistic application of knowledge, skills and ideas developed throughout the course.

Students should formulate a response of approximately 800 words about philosophical activity. This should demonstrate their ability to reason, argue and take an independent position on the nature of philosophical activity itself. The response should draw upon the experience and skills gained by students throughout the course.

It is recommended that students take approximately 20–30 minutes to read and reflect upon the text carefully before formulating their response.

This question is worth 30 marks.

Standard level written papers

Paper 1

1½ hours, 40%

This paper consists of two sections: section A (based on the core theme) and section B (based on the optional themes).

Section A

The purpose of this section is to assess students' knowledge and understanding of the core theme. Students are required to answer **one** from a choice of two questions based on the core theme.

Each question will be based on stimulus material, which could take the form of a short extract from a text, or a visual piece such as a picture, a cartoon or an advertisement.

The questions will ask for the identification, analysis, critical discussion, exploration and evaluation of a philosophical concept or issue arising from the core theme.

In developing their answers students should:

- identify a philosophical concept or issue arising from the core theme they will explore

- show an awareness of two philosophical perspectives regarding this concept or issue
- engage in critical discussion of the concept or issue identified
- develop a personal and relevant evaluation of the concept or issue identified.

Students should write approximately 750–1,000 words in response to the question chosen.

Each question is worth 30 marks.

Section B

The purpose of this section is to assess students' knowledge and understanding of the optional themes. The questions will also assess students' ability to identify and analyse material relevant to the specific question posed, and their ability to use language appropriate to philosophy as they develop arguments and counter-arguments.

Two essay questions will be set for each optional theme. Students are required to answer **one** question. Students should write approximately 750–1,000 words in response to the question chosen.

Questions may take the form of a direct question, a quotation or a statement.

Each question is worth 30 marks.

Paper 2

1 hour, 30%

This paper consists of essay questions based on the prescribed philosophical texts. Two questions will be set for each prescribed text. Students are required to answer **one** question.

The purpose of this paper is to assess students' knowledge and understanding of the prescribed text they have studied. The questions will also assess students' ability to identify and analyse material relevant to the specific question posed on the text, and their ability to use language appropriate to philosophy and the prescribed text as they develop arguments and counter-arguments.

Students should write approximately 750–1,000 words in response to the question chosen.

Questions may take the form of a direct question, a quotation or a statement.

Each question is worth 30 marks.

Internal assessment

Higher level (20%) and standard level (30%)

The internal assessment exercise is worth 30 marks.

Introduction

Internal assessment is an integral part of the philosophy course at both HL and SL. The activity of writing a philosophical analysis of non-philosophical material has been chosen to reflect common activities used in teaching and doing philosophy. It allows students to explore what doing philosophy means. Through this activity, students will demonstrate their ability to apply their philosophical knowledge and understanding to real-life examples or situations, and how non-philosophical material can be treated in a philosophical way and challenge their philosophical reflection.

Nature of the internal assessment

Students at both HL and SL must produce a philosophical analysis of 1,600–2,000 words. This word limit does not include the bibliography or references. It also does not include the 200-word description that is necessary for lengthier non-philosophical material (for example, texts containing over 200 words, play/film/movie scenes, television scenes, radio shows, lengthier extracts from novels).

Students should identify an issue raised by the non-philosophical material and analyse it in a philosophical way. This analysis must relate to a philosophical issue or argument raised by the study of the course.

Suitable material for analysis includes:

- novels, plays, poetry, song lyrics
- films/movies, television and radio shows
- cartoons, paintings, photographs or other visual images
- newspaper articles/letters
- internet sites
- advertisements
- pamphlets
- propaganda.

Students should select a short piece of non-philosophical material to analyse. A newspaper article can stand alone but where novels or plays are used, no more than two pages should be selected for analysis, and in the case of a television or radio show, film/movie or play, no more than two scenes should be used. The emphasis should be on the depth and quality of the philosophical analysis, and not on the length or the intellectual level of the source material used.

When the source material contains 200 words or fewer students must include a copy of this material. When the source material contains more than 200 words students must include a description of this material. Sources of 200 words or fewer may take the form of poems, pamphlets, song lyrics and newspaper articles/letters. Sources of over 200 words (poems, novels, newspaper articles) and film/movie scenes or television/radio shows (not the whole movie or show) must be described in no more than 200 words.

Management of internal assessment

Integration into classroom activities

The philosophical analysis should be completed during the course. Work for the exercise should be incorporated into normal classroom activities and be related to one of the themes or a text being studied as part of the philosophy syllabus.

Time allocation

It is recommended that 20 hours of class time at both HL and SL should be allocated to this assessment component. During the suggested 20 hours, students may be able to complete more than one philosophical analysis. These students can then select their best piece to be submitted for final assessment.

Formal requirements

Students must adhere to the word limit and must provide the following information.

- Title.
- Part of the syllabus to which the exercise relates.

- Number of words.
- Bibliography and references.
- A copy or description of the source material used for their philosophical analysis. Texts of over 200 words (poems, novels, newspaper articles) and film/movie scenes or television scenes/radio shows (not the whole movie or show) must be described in **no more than 200 words**.

Guidance and authenticity

The teacher plays an important role in advising students on the philosophical analysis. In particular, it is the responsibility of the teacher to ensure that students are familiar with:

- the formal requirements for the internal assessment exercise
- the assessment criteria that are used to assess their work
- the amount of guidance students are allowed to receive from their teacher regarding the development and presentation of the exercise.

Teachers must discuss the activity with their students before they start work on the philosophical analysis. Students should also be encouraged to initiate discussions with the teacher to obtain advice and information. However, if a student could not have completed the work without substantial support from the teacher, this should be recorded on the appropriate form from the *Vade Mecum*.

As part of the learning process, teachers can give advice to students on a first draft of the philosophical analysis. Advice on improving the work can be given, but this first draft must not be heavily annotated or edited by the teacher. Constant drafting and redrafting is not allowed, and the next version handed to the teacher after the first draft must be the final one.

Teachers must explain clearly to students that the internally assessed work must be entirely their own. When authenticity is in doubt, the teacher should first discuss this with the student. In addition, one or more of the following actions may be helpful.

- Compare the style of writing in the philosophical analysis with work known to be that of the student.
- Check the references cited by the student and the original sources for the philosophical analysis.
- Interview the student in the presence of a third party.
- Use one of the many web sites set up to detect plagiarism.

Teachers are required to sign the IA coversheet in the *Vade Mecum* to confirm that the work of each student is his or her own unaided work.

Submission of internal assessment

Teachers must assess the work students submit using the internal assessment criteria. The mark for each criterion for the exercise should be written on the appropriate form from the *Vade Mecum*.

Assessment criteria

General information

The method of assessment used by the IBO is criterion-related. That is to say, the method of assessment judges each student in relation to identified assessment criteria and not in relation to the work of other students.

All components in the philosophy course are assessed according to sets of assessment criteria and achievement level descriptors. The internal assessment criteria are for the use of teachers; the external assessment criteria (used by external examiners) are provided for information only.

- For each assessed component of the philosophy course, a number of assessment criteria have been identified that relate to the objectives established for the philosophy course.
- For each assessment criterion, there are a number of descriptors that each describe a specific level of achievement.
- The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Using the internal assessment criteria

Teachers should judge the internal assessment exercise against the descriptors for each criterion. The same internal assessment criteria are used for both HL and SL.

- The aim is to find, for each criterion, the descriptor that conveys most adequately the achievement level attained by the student. The process, therefore, is one of approximation. In the light of any one criterion, a student's work may contain features denoted by a high achievement level descriptor combined with features appropriate to a lower one. A professional judgment should be made in identifying the descriptor that approximates most closely to the work.
- Having scrutinized the work to be assessed, the descriptors for each criterion should be read, starting with level 0, until one is reached that describes an achievement level that the work being assessed does not match as well as the previous level. The work is, therefore, best described by the preceding achievement level descriptor and this level should be recorded. In cases where a single descriptor covers two levels, a further decision is needed as to whether the work fulfills the descriptor to a greater or lesser extent.
- Only whole numbers should be used, not partial points such as fractions or decimals.
- The highest descriptors do not imply faultless performance and assessors and teachers should not hesitate to use the extremes, including zero, if they are appropriate descriptions of the work being assessed.

- Descriptors should not be considered as marks or percentages, although the descriptor levels are ultimately added together to obtain a total. It should not be assumed that there are other arithmetical relationships; for example, a level 4 performance is not necessarily twice as good as a level 2 performance.
- A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others. It should not be assumed that the overall assessment of the students will produce any particular distribution of scores.
- The assessment criteria should be available to students at all times.

External assessment criteria

Paper 1 Section A: Core theme (HL and SL)

A Expression

- Has the student presented the answer in an organized way?
- How clear and precise is the language used by the student?
- To what extent is the language appropriate to philosophy?

Achievement level	Descriptor
0	The student has not reached level 1.
1	The student expresses some basic ideas but it is not always clear what the answer is trying to convey. The use of language is not appropriate to philosophy.
2	The student presents some ideas in an organized way. There is some clarity of expression but the answer cannot always be followed. The use of language is not always appropriate to philosophy.
3	The student presents ideas in an organized way and the answer can be easily followed. The use of language is appropriate to philosophy.
4	The student presents ideas in an organized and coherent way and the answer is clearly articulated. The use of language is effective and appropriate to philosophy.
5	The student presents ideas in an organized, coherent and incisive way, insights are clearly articulated and the answer is focused and sustained. The use of language is precise and appropriate to philosophy.

B Knowledge and understanding

- To what extent does the student demonstrate knowledge of philosophical issues arising from the core theme?
- How well has the student understood the philosophical arguments and concepts used?

Achievement level	Descriptor
0	The student has not reached level 1.
1	The student demonstrates a superficial knowledge of philosophical issues arising from the core theme. There is only a basic understanding of the philosophical arguments and concepts used.
2	The student demonstrates some knowledge of philosophical issues arising from the core theme. There is a limited understanding of the philosophical arguments and concepts used.
3	The student demonstrates satisfactory knowledge of philosophical issues arising from the core theme. Philosophical arguments and concepts are satisfactorily understood.
4	The student demonstrates a good knowledge of philosophical issues arising from the core theme, which is used effectively to support the answer. Philosophical arguments and concepts are largely understood.
5	The student demonstrates a comprehensive and in-depth knowledge of the philosophical issues arising from the core theme, which is used incisively to support the answer. Philosophical arguments and concepts are well understood.

C Identification and analysis of relevant material

- How clearly has the student identified a relevant philosophical issue arising from the core theme?
- To what extent does the student present and explore two different philosophical approaches to the issue arising from the core theme?
- How effectively does the student critically discuss the issue arising from the core theme?
- How effectively does the student identify and analyse relevant counter-arguments?

Achievement level	Descriptor
0	The student has not reached level 1.
1-2	The student shows little awareness of a relevant philosophical issue arising from the core theme and identifies relevant material in only a limited way. There is little analysis and few or no examples are given.
3-4	The student shows some awareness of a relevant philosophical issue arising from the core theme and identifies some relevant material. Some appropriate examples are given.
5-6	The student shows an understanding of a relevant philosophical issue arising from the core theme and explores two different philosophical approaches to the issue. There is a satisfactory analysis of the material. Examples are generally appropriate and give some support to the answer.
7-8	The student shows an effective understanding of a relevant philosophical issue arising from the core theme. The student explores two different philosophical approaches to the issue in a convincing way. There is a compelling critical discussion of the issue. Examples are appropriate in their support of the answer. Counter-arguments are identified.
9-10	The student shows an in-depth understanding of a relevant philosophical issue arising from the core theme. The student explores two different philosophical approaches to the issue in a convincing, engaging and thoughtful way. There is an incisive and compelling critical discussion of the issue. Examples are appropriate and effective in their support of the answer. Counter-arguments are identified and analysed in a convincing way.

D Development and evaluation

- Does the student develop the argument in a coherent way?
- How well does the student develop and evaluate ideas and arguments?
- To what extent does the student express a relevant personal response?

Achievement level	Descriptor
0	The student has not reached level 1.
1-2	The student develops ideas and arguments in a basic way with little or no evaluation of them.
3-4	The student develops some ideas and arguments but the development is simple, or is asserted without support or reference. There may be some basic evaluation of the ideas and arguments but it is not developed.
5-6	The student develops ideas and arguments in a satisfactory way and evaluates them to some extent. There is some evidence of a relevant personal response.
7-8	The student develops ideas and arguments from a consistently held perspective. Evaluation of the ideas and arguments is effective. There is good evidence of a relevant personal response.
9-10	The student develops ideas and arguments from a consistently held and well-justified perspective. Evaluation of the ideas and arguments is compelling or subtle, and convincing. There is strong evidence of a relevant personal response.

Paper 1 Section B: Optional themes (HL and SL)**A Expression**

- Has the student presented the answer in an organized way?
- How clear and precise is the language used by the student?
- To what extent is the language appropriate to philosophy?

Achievement level	Descriptor
0	The student has not reached level 1.
1	The student expresses some basic ideas but it is not always clear what the answer is trying to convey. The use of language is not appropriate to philosophy.
2	The student presents some ideas in an organized way. There is some clarity of expression but the answer cannot always be followed. The use of language is not always appropriate to philosophy.
3	The student presents ideas in an organized way and the answer can be easily followed. The use of language is appropriate to philosophy.
4	The student presents ideas in a clear and organized way and the answer is clearly articulated. The use of language is effective and appropriate to philosophy.
5	The student presents ideas in an organized, coherent and incisive way, insights are clearly articulated and the answer is focused and sustained. The use of language is precise and appropriate to philosophy.

26 - 26 7
 20 - 20 6
 18 - 20 5
 14 - 18 4

B Knowledge and understanding

- To what extent does the student demonstrate knowledge of philosophical issues arising from the optional theme?
- How well has the student understood the philosophical arguments and concepts used?

Achievement level	Descriptor
0	The student has not reached level 1.
1	The student demonstrates a superficial knowledge of philosophical issues arising from the optional theme. There is only a basic understanding of the philosophical arguments and concepts used.
2	The student demonstrates some knowledge of philosophical issues arising from the optional theme. There is a limited understanding of the philosophical arguments and concepts used.
3	The student demonstrates satisfactory knowledge of philosophical issues arising from the optional theme. Philosophical arguments and concepts are satisfactorily understood.
4	The student demonstrates a good knowledge of philosophical issues arising from the optional theme, which is used effectively to support the answer. Philosophical arguments and concepts are largely understood.
5	The student demonstrates a comprehensive and in-depth knowledge of philosophical issues arising from the optional theme, which is used incisively to support the answer. Philosophical arguments and concepts are well understood.

C Identification and analysis of relevant material

- How well has the student understood the specific demands of the question?
- To what extent does the student identify and analyse relevant supporting material?
- To what extent does the student provide appropriate examples and use them to support the overall argument?
- How effectively does the student identify and analyse relevant counter-arguments?

Achievement level	Descriptor
0	The student has not reached level 1.
1-2	The student shows little understanding of the specific demands of the question and identifies relevant supporting material in only a limited way. There is little analysis and few or no examples are provided.
3-4	The student shows some understanding of the specific demands of the question and identifies and analyses some relevant supporting material. Some appropriate examples are provided.
5-6	The student shows a satisfactory understanding of the specific demands of the question and identifies supporting material that is nearly always relevant. There is a satisfactory analysis of this material. The examples provided are generally appropriate and give some support to the overall argument.
7-8	The student shows an effective understanding of the specific demands of the question and identifies relevant supporting material that is analysed in a sound and thoughtful way. The examples provided are appropriate in their support of the overall argument. Counter-arguments are identified.
9-10	The student shows an in-depth understanding of the specific demands of the question and identifies supporting material that is always relevant. The implications of this material are analysed in detail. The examples provided are well chosen and compelling in their support of the overall argument. Counter-arguments are identified and analysed in a convincing way.

D Development and evaluation

- Does the student develop the argument in a coherent way?
- How well does the student develop and evaluate ideas and arguments?
- To what extent does the student express a relevant personal response?

Achievement level	Descriptor
0	The student has not reached level 1.
1-2	The student develops ideas and arguments in a basic way with little or no evaluation of them.
3-4	The student develops some ideas and arguments but the development is simple, or is asserted without support or reference. There may be some basic evaluation of the ideas and arguments but it is not developed.
5-6	The student develops ideas and arguments in a satisfactory way and evaluates them to some extent. There is some evidence of a relevant personal response.
7-8	The student develops ideas and arguments from a consistently held perspective. Evaluation of the ideas and arguments is effective. There is good evidence of a relevant personal response.
9-10	The student develops ideas and arguments from a consistently held and well-justified perspective. Evaluation of the ideas and arguments is compelling or subtle, and convincing. There is strong evidence of a relevant personal response.

Paper 2 Prescribed text (HL and SL)

A Expression

- Has the student presented ideas in an organized way?
- How clear and precise is the language used by the student?
- To what extent is the language appropriate to philosophy?
- To what extent has the student understood the author's use of specific terminology?

Achievement level	Descriptor
0	The student has not reached level 1.
1	The student expresses some basic ideas but it is not clear what the answer is trying to convey. The use of language is not appropriate to philosophy.
2	The student presents some ideas in an organized way. There is some clarity of expression but the answer cannot always be followed. The use of language is not always appropriate to philosophy. The student shows some understanding of the author's use of specific terminology but only in a limited way.
3	The student presents ideas in an organized way and the answer can be easily followed. The use of language is appropriate to philosophy and the author's use of specific terminology is satisfactorily understood.
4	The student presents ideas in an organized and coherent way and insights are clearly articulated. The use of language is effective and appropriate to philosophy. The student shows a clear understanding and use of the author's specific terminology.
5	The student presents ideas in an organized, coherent and incisive way, insights are clearly articulated and the answer is focused and sustained. The use of language is precise and appropriate to philosophy. The student shows an assured understanding and use of the author's specific terminology.

B Knowledge and understanding of the text

- How well does the student know the text?
- To what extent has the student understood the author's ideas, arguments and key concepts?

Achievement level	Descriptor
0	The student has not reached level 1.
1	The student demonstrates a superficial knowledge of the text and there is only a basic understanding of the author's ideas, arguments and key concepts.
2	The student demonstrates some knowledge of the text, with a limited understanding of the author's ideas, arguments and key concepts.
3	The student demonstrates satisfactory knowledge of the text and the author's ideas, arguments and key concepts are satisfactorily understood. There is some insight into the author's arguments.
4	The student demonstrates a good knowledge of the text and the author's ideas, arguments and key concepts are clearly understood. The student is able to show an understanding of some of the more difficult or subtle points of the author's arguments.
5	The student demonstrates that the text has been thoroughly and carefully read. The student shows an in-depth understanding of the author's arguments, with a close attention to detail.

C Identification and analysis of relevant material

- How well has the student understood the specific demands of the question?
- To what extent does the student identify and analyse relevant supporting material?
- How effectively does the student analyse the supporting material, examples and counter-arguments?

Achievement level	Descriptor
0	The student has not reached level 1.
1-2	The student shows little understanding of the specific demands of the question and identifies relevant supporting material in only a limited way. There is little analysis and few or no examples are given.
3-4	The student shows some understanding of the specific demands of the question and identifies and analyses some relevant supporting material. Some appropriate examples are used.
5-6	The student shows a satisfactory understanding of the specific demands of the question and identifies supporting material that is nearly always relevant. There is a satisfactory analysis of this material. Examples are appropriate and give some support to the argument.
7-8	The student shows an effective understanding of the specific demands of the question and identifies relevant supporting material that is analysed in a sound and thoughtful way. Examples are appropriate in their support of the overall argument. Some counter-arguments are identified.
9-10	The student shows an in-depth understanding of the specific demands of the question and identifies supporting material that is always relevant. The implications of this material are analysed in detail. Examples are well chosen and compelling in their support of the overall argument. Counter-arguments are identified and analysed in a convincing way.

D Development and evaluation

- Does the student develop the argument in a coherent way?
- How well does the student develop and evaluate the ideas and arguments of the text?
- To what extent does the student express a relevant personal response?

Achievement level	Descriptor
0	The student has not reached level 1.
1-2	The student develops ideas and arguments in a basic way and there is little or no evaluation of the text.
3-4	The student develops some ideas and arguments but the development is simple, or is asserted without reference to the text. There may be some basic evaluation of the ideas and arguments of the text but it is not developed.
5-6	The student develops ideas and arguments in a satisfactory way and evaluates them to some extent. A limited critique of the ideas and arguments of the text is offered. There is some evidence of a relevant personal response.
7-8	The student develops ideas and arguments from a consistently held perspective, in close response to the ideas and arguments of the text. Evaluation is thoughtful and convincing and the student offers a critique of the text that goes beyond a statement of opinion or belief. There is good evidence of a relevant personal response.
9-10	The student develops ideas and arguments in an incisive and coherent way in detailed response to the text. Evaluation is compelling or subtle, and convincing, and the student offers a critique of the text that shows strong evidence of a relevant personal response. The student shows an ability to challenge the assumptions made by the author and explores different approaches to the text.

Identification and analysis of relevant material

o what extent does the student identify stimulus material that is appropriate for philosophical analysis?

o how effectively does the student analyse the stimulus material with the aid of supporting material from other areas of the course?

o what extent does the student identify and analyse appropriate examples and counter-arguments?

Assessment level	Descriptor
0	The student has not reached level 1.
1-2	The student identifies appropriate stimulus material in only a limited way. There is little analysis and few or no examples are given.
3-4	The student identifies and analyses some appropriate stimulus material and some appropriate examples are used.
5-6	The student identifies stimulus material that is nearly always appropriate. There is a satisfactory analysis of this material. The examples used are appropriate and give some support to the argument.
7-8	The student identifies stimulus material that is always appropriate. This material is analysed in a thoughtful way. The examples used are appropriate in their support of the argument. Counter-arguments are identified.
9-10	The student identifies stimulus material that is clearly appropriate and the implications of this material are analysed in detail. The examples used are well chosen and compelling in their support of the argument. Counter-arguments are identified and analysed in a convincing way.

B Exploration

- How well does the student identify pertinent issues regarding the philosophical activity raised in the text?
- How effectively does the student explore the text and present appropriate examples and/or illustrations?
- How well does the student draw on the experience of doing philosophy throughout the whole course in exploring issues raised in the text?

Achievement level	Descriptor
0	The student has not reached level 1.
1	The student shows very little awareness of the issues raised in the text and makes few or no references to the course.
2	The student identifies issues raised in the text in a limited way. The student gives a few examples or illustrations and makes a few basic references to the course.
3	The student identifies issues raised in the text. Examples or illustrations are used in support of exploring the issues. The student incorporates some limited references to the course.
4	The student identifies pertinent issues raised in the text. Appropriate examples or illustrations are used in support of exploring the issues. The student draws on some experience of doing philosophy throughout the course in exploring the issues.
5	The student precisely identifies pertinent issues raised in the text. Examples or illustrations are well chosen and are compelling in support of exploring the issues. The student draws insightfully on the experience of doing philosophy throughout the whole course in exploring the issues.

C Relevance of the response and understanding of philosophical activity

- How detailed and appropriate are the student's references to the text?
- How relevant is the response to the text?
- How well does the response demonstrate an understanding of philosophical activity?

Achievement level	Descriptor
0	The student has not reached level 1.
1-2	The student makes no references to the text. There is only a basic understanding of the way the text raises issues about philosophy as an activity.
3-4	The student makes few relevant references to the text. There is a limited understanding of the way the text raises issues about philosophy as an activity and the beginnings of an awareness of how philosophical activity is carried out.
5-6	The student makes some relevant references to the text. There is a satisfactory understanding of the way the text raises issues about philosophy as an activity and a limited awareness of how philosophical activity is carried out.
7-8	The student makes effective references to the text. There is a good understanding of the way the text raises issues about philosophy as an activity and an awareness of how philosophical activity is carried out.
9-10	The student makes compelling and convincing references to the text. There is an in-depth understanding of the way the text raises issues about philosophy as an activity and a clear awareness of how philosophical activity is carried out.

D Evaluation and personal response

- How well does the student evaluate the philosophical activity raised in the text?
- To what extent does the student express a relevant personal response?

Achievement level	Descriptor
0	The student has not reached level 1.
1-2	The student expresses little or no personal response. There is little or no evaluation of the philosophical activity raised in the text.
3-4	The student expresses little personal response to the issues regarding philosophical activity raised in the text. There is a basic evaluation of the philosophical activity raised in the text.
5-6	The student expresses some personal response to the issues regarding philosophical activity raised in the text. There is a satisfactory evaluation of the philosophical activity raised in the text.
7-8	The student expresses a relevant personal response to the issues regarding philosophical activity raised in the text. There is a convincing evaluation of the philosophical activity raised in the text.
9-10	The student expresses a thoughtful and insightful personal response to the issues regarding philosophical activity raised in the text. There is a compelling or subtle, and convincing, evaluation of the philosophical activity raised in the text.

Internal assessment criteria

Philosophical analysis (HL and SL)

Expression

Has the student presented ideas and arguments in an organized way?

How clear and precise is the language used by the student?

To what extent is the language appropriate to philosophy?

Has the student met all the formal requirements (that is, has the student stayed within the 1,600–2,000-word limit and provided the following information)?

- Title
- Part of the syllabus to which the exercise relates
- Bibliography and references
- Number of words
- A copy or description of the source material used for the philosophical analysis. Texts of over 200 words (poems, novels, newspaper articles) and film/movie scenes or television scenes/radio shows (not the whole movie or show) must be described **in no more than 200 words**.

Achievement level	Descriptor
0	The student has not reached level 1. or All formal requirements have not been met.
1	The student expresses some basic ideas but it is not always clear what the argument is trying to convey. The use of language is not appropriate to philosophy. All formal requirements have been met.
2	The student presents some ideas in an organized way. There is some clarity of expression but the argument cannot always be followed. The use of language is not always appropriate to philosophy. All formal requirements have been met.
3	The student presents ideas in an organized way and the argument can be easily followed. The use of language is appropriate to philosophy. All formal requirements have been met.
4	The student presents ideas in an organized and coherent way and the argument is clearly articulated. The use of language is effective and appropriate to philosophy. All formal requirements have been met.
5	The student presents ideas in an organized, coherent and incisive way, insights are clearly articulated and the argument is focused and sustained. The use of language is precise and appropriate to philosophy. All formal requirements have been met.

B Knowledge and understanding

- To what extent does the student demonstrate knowledge of philosophical issues?
- To what extent does the student apply the skills of philosophical analysis to material of a non-philosophical nature?
- How well does the student demonstrate an understanding of the philosophical arguments, concepts and perspectives used?

Achievement level	Descriptor
0	The student has not reached level 1.
1	The student demonstrates a superficial knowledge of philosophical issues. There is only a limited application of the skills of philosophical analysis to material of a non-philosophical nature. There is only a basic understanding of the arguments, concepts and perspectives used.
2	The student demonstrates some knowledge of philosophical issues. There is a basic application of the skills of philosophical analysis to material of a non-philosophical nature. There is a limited understanding of the arguments, concepts and perspectives used.
3	The student demonstrates satisfactory knowledge of philosophical issues. There is a satisfactory application of the skills of philosophical analysis to material of a non-philosophical nature. There is a satisfactory understanding of the arguments, concepts and perspectives used.
4	The student demonstrates a good knowledge of philosophical issues, which is used effectively to support arguments. There is a convincing application of the skills of philosophical analysis to material of a non-philosophical nature. There is a convincing understanding of the arguments, concepts and perspectives used.
5	The student demonstrates a comprehensive and in-depth knowledge of philosophical issues, which is used incisively to support arguments. There is a compelling application of the skills of philosophical analysis to material of a non-philosophical nature. There is a compelling understanding of the arguments, concepts and perspectives used.

D Development and evaluation

- Does the student develop the argument in a coherent way?
- How well does the student develop and evaluate ideas and arguments?
- How well has the student demonstrated that non-philosophical material can be treated in a philosophical way?
- To what extent does the student express a relevant personal response?

Achievement level	Descriptor
0	The student has not reached level 1.
1-2	The student develops ideas and arguments in a basic way with little or no evaluation of them. There is little evidence of a philosophical treatment of non-philosophical material.
3-4	The student develops some ideas and arguments but the development is simple, or is asserted without support or reference. There may be some basic evaluation of the ideas and arguments but it is not developed. There is some evidence of a philosophical treatment of non-philosophical material.
5-6	The student develops ideas and arguments in a satisfactory way and evaluates them to some extent. There is evidence of a philosophical treatment of non-philosophical material. There is some evidence of a relevant personal response.
7-8	The student develops ideas and arguments from a consistently held perspective. Evaluation of the ideas and arguments is effective. There is good evidence of a philosophical treatment of non-philosophical material. There is good evidence of a relevant personal response.
9-10	The student develops ideas and arguments from a consistently held and well-justified perspective. Evaluation of the ideas and arguments is compelling or subtle, and convincing. There is a convincing philosophical treatment of non-philosophical material. There is strong evidence of a relevant personal response.