IBO

INTERNATIONAL BACCALAUREATE ORGANIZATION

DIPLOMA PROGRAMME

Philosophy

For first examinations in 2002

Philosophy Guide
February 2000

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INTRODUCTION

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school candidates between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfil requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of many. The programme is available in English, French and Spanish.

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and candidates are exposed to the two great traditions of learning: the humanities and the sciences.

Language A1
(Group 1)

Language A2,
B, *Ab initio*
(Group 2)

Individuals
and Societies
(Group 3)

Extended Essay

Theory of Knowledge

Creativity, Action, Service

Experimental
Sciences
(Group 4)

Mathematics
(Group 5)

Arts and Electives
(Group 6)
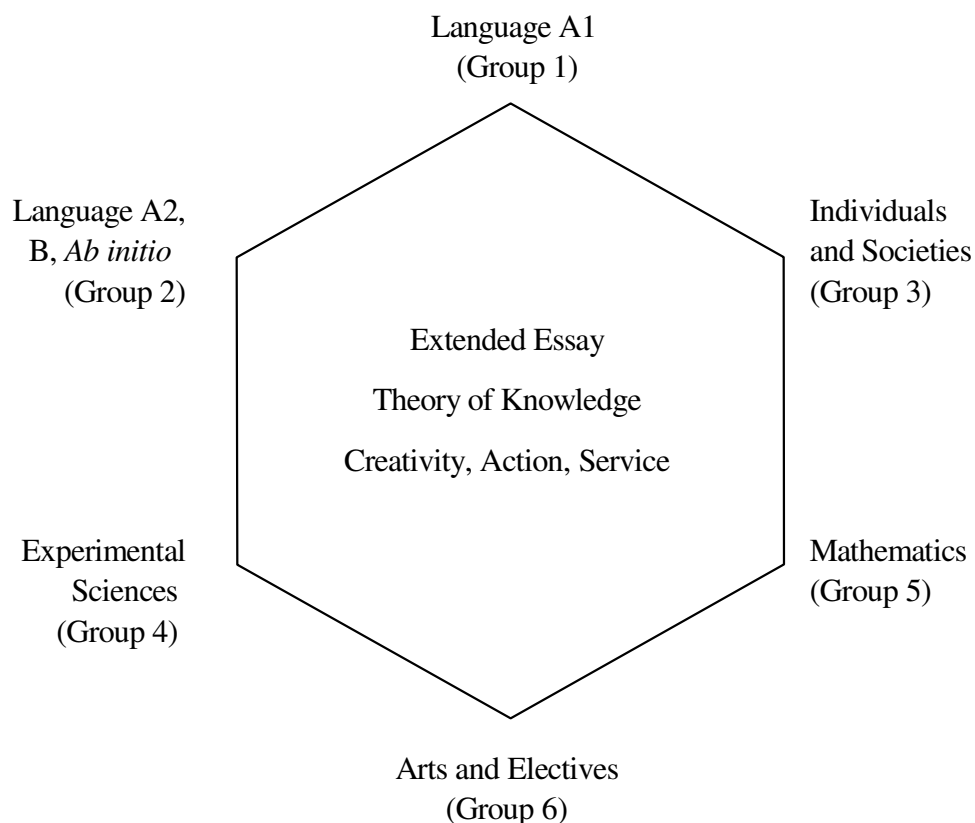
Diploma candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at Higher Level (HL), the others at Standard Level (SL). Higher Level courses represent 240 teaching hours; Standard Level courses cover 150 hours. By arranging work in this fashion, candidates are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others

Distribution requirements ensure that the science-orientated candidate is challenged to learn a foreign language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing Higher Level concentrations allows the candidate to pursue areas of personal interest and to meet special requirements for university entrance.

Successful Diploma candidates meet three requirements in addition to the six subjects. The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The Extended Essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints candidates with the independent research and writing skills expected at university. Participation in the school s Creativity, Action, Service (CAS) programme encourages candidates to be involved in artistic pursuits, sports and community service work.

For first examinations in 2002

NATURE OF THE SUBJECT

Philosophy deals with issues that are profound, usually difficult, and important for humanity. IBO Philosophy aims to be inclusive and to deal with a wide range of issues that can be approached in a philosophical way.

The IBO Philosophy programme explores the fundamental questions that people have asked since the beginning of time, and confronts new problems arising within contemporary society. What exists? What is it to be a human being? What can we know? How do I know what is the right thing to do? These questions are explored through an examination of themes and texts.

The emphasis of IBO Philosophy is very much on doing philosophy. Doing philosophy requires intellectual rigour, an open and critical mind, and a willingness to attempt to understand alternative views. One of the challenges of philosophy is for candidates to become aware of their own biases and those of others. At the core of philosophy lies a concern with truth and clarity of understanding achieved through critical and systematic thinking, careful analysis of arguments and close reading.

Every human being anywhere in the world can engage in a dialogue with living philosophers and the great philosophers of the past. This dialogue creates a tradition, a context, in which philosophy as an activity is undertaken without constraints of time or place. Thus, philosophy is not just an international activity, it is beyond internationalism, and fosters tolerance by transcending ethnic and religious boundaries.

AIMS

The aims of all subjects in **Group 3, Individuals and Societies**, are to:

encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions

develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society

enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material

promote the appreciation of the way in which what has been learned is relevant to both the culture in which the student lives, and the culture of other societies

develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity

enable the student to recognize that the content and methodologies of the subjects in Group 3 are contestable and that their study requires the toleration of uncertainty.

The aims of the **Philosophy** programme at Higher Level and Standard Level are to enable students to:

develop an intellectually independent and creative way of thinking

relate their philosophical understanding to other disciplines, and to personal and civic life

formulate arguments in a rational and logical way

examine critically their own experience and their ideological and cultural biases

become aware of the plurality of philosophical traditions

develop a way of thinking that draws on personal reflection and a knowledge of philosophical traditions.

OBJECTIVES

Having followed the **Philosophy** programme at Higher Level or Standard Level candidates will be expected to:

express ideas clearly and coherently, and use language appropriate to philosophy

demonstrate knowledge and understanding of philosophical concepts and arguments

identify and analyse relevant material and examples

develop and evaluate philosophical ideas and arguments.

SYLLABUS OUTLINE

Higher Level

The Philosophy syllabus at Higher Level consists of two compulsory parts.

Part 1: Themes

1.1 Core Theme

The study of the Core Theme, What is a human being? , and the two Topics for Study in the Theme, is compulsory.

1.2 Optional Themes

The study of **two** themes. All the Topics for Study in each selected theme are compulsory.

1	Political Philosophy
2	Knowledge
3	Philosophy of Culture
4	World Philosophies
5	Nature, Work and Technology
6	Philosophy of the Arts
7	Philosophy of Religion
8	Theories and Problems of Ethics

Part 2: Prescribed Texts

The study of **two** texts from the IBO Philosophy Prescribed Text List.

SYLLABUS OUTLINE

Standard Level

The Philosophy syllabus at Standard Level consists of two compulsory parts.

Part 1 : Themes

1.1 Core Theme

The study of the Core Theme, What is a human being? , and the two Topics for Study in the Theme, is compulsory.

1.2 Optional Themes

The study of **one** theme. All the Topics for Study in the selected theme are compulsory.

1	Political Philosophy
2	Knowledge
3	Philosophy of Culture
4	World Philosophies
5	Nature, Work and Technology
6	Philosophy of the Arts
7	Philosophy of Religion
8	Theories and Problems of Ethics

Part 2: Prescribed Texts

The study of **one** text from the IBO Philosophy Prescribed Text List.

SYLLABUS DETAILS

Doing Philosophy—An Independent Approach

Learning philosophy can be achieved through a study of the history of philosophy or by doing philosophy. The emphasis of the IBO syllabus is on doing philosophy. The aim is to encourage students to develop the ability to reason and argue and to learn to take a personal and independent position on philosophical issues. The questions below suggest an approach that will enable students to study themes or texts in a consistent way. They are not the only questions that can be asked but they provide a starting point from which students can develop into independent thinkers. This approach is suitable for all the tasks included in the syllabus, which are:

> an essay on a theme
> an essay on a text
> a dialogue
> a philosophical analysis of non-philosophical material.

The Key Questions

When they are doing philosophy students should first of all **identify** the issue presented in the exercise. Then they should ask: What do I think about the problem presented or the specific question being asked? Once they have answered this, students should move on to ask themselves a series of questions.

> What are the reasons that support my position on this issue?

> What possible objections or counter-arguments could be levelled against my position?

> How can I overcome these objections?

> What examples can support my argument and carry it forward?

> What possible and consistent resolution can I offer to this problem?

Using Texts

Students should adopt the same approach when they examine a classic philosophical issue or when they use a philosophical argument presented in a text. Students should always be careful not to refer to the text or the author as an authority: that is to commit the fallacy of argument by authority. Students should first **identify** the philosophical issue of the text and then ask themselves a series of questions.

What does the author think of this problem?

What do I think about the standpoint of the author?

What would a different author think of the same problem?

How do the different standpoints help me move forward in my thinking about the problem posed?

This approach goes beyond the mere presentation of arguments and counter-arguments from philosophers or texts and insists on students developing their own line of reasoning. Students must demonstrate how their personal reasoning underlies their argument.

Using Examples

Students should illustrate their arguments with carefully chosen examples. Examples are not a proof but they can often enrich an argument.

Brief examples should support the analysis and the discussion.

Counter-examples should be provided to carry the discussion forward.

Examples should be used as a starting point rather than a conclusion. The student s personal position should develop out of the arguments and examples used.

Part 1: Themes

General

Time Allocation

The same amount of time should be allocated to the study of each theme because no one theme is more important than another.

The themes, including the Core Theme, are self-contained and can be taught in any order to suit the needs of the teacher and the students.

Topics for Study

For the Core Theme and each of the Optional Themes a number of compulsory Topics for Study are listed.

Supporting Material

The aim of studying the Themes is to enable students to engage in their own disciplined reflection on central philosophical issues. Whenever teachers use the work of established philosophers in teaching the Themes, the purpose is to develop the student s own thinking rather than broadening their knowledge of philosophical theories and thinkers. A historical approach is to be discouraged at all times.

There is no prescribed supporting material for the Themes, and teachers can use a wide range of sources when studying the themes, including:

philosophical and non-philosophical texts
newspaper extracts
films/movies
television programmes
paintings
cartoons
advertisements.

Part 1.1: Core Theme

What Is a 'Human' Being?

One of the reasons we study philosophy is to search for a better understanding of ourselves both as individuals and as members of groups and wider communities. The Core Theme offers candidates the opportunity to do this from the more epistemological perspective of analytical philosophy as well as from the more ethical perspective of existential philosophy. These perspectives ask quite different questions: How can I be sure I really know the other? What specific meaning does the fact that we are conscious of being mortal give to our life? For the sake of clarity the topics below are in two lists, but this should not exclude the possibility of looking for links between the lists.

If the definition of person or identity in the first topic is the starting point for the investigation of the Core Theme, it may be enriched by the study of specific individual and social experiences mentioned in the second topic, The Human Condition. Becoming aware of the human condition can inspire us to examine our characteristics: self-conscious beings, capable of using language and making value judgements; or, made of mind and body, we combine reason, emotions and experiences in our understanding of ourselves, others and the world.

Topics for Study

Mind and Body

What is a person? The question of self, the relationship of mind and body.

Manifestations of personhood: self-consciousness, language, agency, dreams, imagination, intuition, passion, reason and emotion.

Could animals or machines be persons?

The universality of human nature and the diversity of individuals.

The question of self: Is it possible to know oneself? To know others? Solipsism and intersubjectivity.

Freedom and determinism.

The Human Condition

Interpretations of human nature : language use, sociability, empathy, aggression, creativity, play, reason and autonomy.

Interpretations of the human condition : our existence in time and space; biological and social necessities; gender and social conditioning.

Existential anxiety; meaning and meaninglessness.

Freedom, responsibility and authenticity.

Nihilism versus the invention of values.

Part 1.2: Optional Themes

Theme 1: Political Philosophy

Political philosophy is the study of people in societies, focusing on the claims they have on each other in the form of rights and obligations, and their demands for justice, equality and liberty. Political philosophy is concerned with an analysis of the state and related institutions.

This leads to questions about sovereignty (the power and authority assumed by the ruler) and political obligation (the duty and submission assumed by the ruled). It asks such questions as: Under which conditions can political obligation arise and what is its extent? Are freedom and equality compatible? What is justice   an idea, an ideal or simply a routine legal process? What connection is there between justice and law? What is a law? How are laws justified and are there aspects of human life that laws should not attempt to regulate? Should we always obey the law or are there conditions under which breaking the law is justifiable?

Topics for Study

Civil Society, the State and Government

Distinctions between state, nation, government and civil society.

Social contract theories of civil society and government.

Forms of government: democracy, oligarchy, monarchy, authoritarian and totalitarian rule.

Government versus anarchism; participation versus apathy.

Authority, sovereignty, power and corruption.

Limitations of the leader.

Censorship.

Liberty and Rights

Concepts of liberty and their relation to rights.

Legal and human rights: duties and responsibilities.

Liberty and rights in liberalism, conservatism, Marxism and socialism.

Liberty and equality: needs, merit, entitlement and social justice.

Denial of rights and the subsequent struggle.

Justice

The distinction between distributive and retributive justice: the right or will of the strong; substantive versus procedural justice; relations to fairness; truth; the moral and positive law.

Retributive justice: punishment as retribution; revenge; deterrence.

Distributive justice: merit versus need; liberty versus equality; equality of means versus equality of ends.

Crimes against humanity.

Theme 2: Knowledge

This theme concentrates on the theory of knowledge (epistemology), and the philosophy of science. Epistemology is the study of the nature, origin, scope and limits of human knowledge. It asks questions such as: Can I know anything at all? What role do experience and reason play in the acquisition of knowledge? What is the relationship between knowledge and certainty? Is certainty possible or is all knowledge relative? Is there an end to knowledge? Does language determine fact or do the facts speak for themselves?

The philosophy of science can be divided into the study of the process of science and the study of the metaphysics of science. The study of the process of science deals with the justification of scientific knowledge and relates to questions about how scientific theories can be produced. What are scientific theories? Is it a characteristic of scientific knowledge that it is cumulative? Do scientific paradigms inevitably exclude each other? The metaphysics of science is concerned with what science can tell us about reality , if anything. Do scientific theories presuppose a stable picture of the universe? Is the order and organization in the universe which scientific knowledge seems to reflect purposeful or has it come about by chance?

Topics for Study

Sceptical Arguments and Theories of Perception

Naive realism, scepticism and the arguments from illusion.

Theories of perception: causal theory, idealism, phenomenalism, perspectivism.

Theories of justification.

Knowledge, Truth and Certainty

Empiricism and rationalism.

The phenomenological notion of experience.

Knowledge as justified true belief.

Language and meaning.

Truth as coherence, as correspondence and as pragmatism.

Science and the Scientific Method

Induction and falsification.

Scientific theories as structures, as paradigms or as discourses.

Explanation and understanding.

Theme 3: Philosophy of Culture

This theme provides the opportunity to examine the full range of human cultural and symbolic systems from a philosophical standpoint. It allows us to ask what creates and constitutes a culture. The questions central to this theme are: Does it make sense to talk of humans existing without a culture or is it culture that makes us human? Language itself, myth, art and religion are cultural products, but must a culture also include some form of technology or science? To what extent does culture separate us from our biological origins and nature? What are the roles of institutions such as the family, schools, churches and the law in the process of cultural production and maintenance?

What are the dynamics of culture? Can a culture be in decline, or in crisis? Are some cultures superior to others and, if so, how and why? Does it make sense to talk about high and low culture? Is the range and diversity of culture to be welcomed, or can it lead to an absence of trustworthy norms and values, and consequent confusion? Are some cultures dangerous and threatening to human well-being? Could we rise above local concerns and preoccupations and develop a world culture? Would this be desirable?

Topics for Study

Culture and Civilization

The elements that make up culture, for example, language; taboos; rituals; beliefs and traditions; that which organizes everyday life.

How important are myths, art, religion, science even philosophy for the flourishing of a culture?

Institutions as a vehicle for a particular culture, for example, the Marxist analysis of culture as a superstructure rooted in the infrastructure of production.

The notion of patriarchal culture; the domination of symbolic forms by the masculine paradigm.

What is high culture? How is it different from low culture and can it be obtained by education alone and, if so, which sort of education?

The Dynamic Dimension of Culture

The rise and decline of cultures and the role of factors such as war, religion, art and technology.

Attitudes to culture and cultural change. What should we try to keep, to restore, to abandon? Cultural evolution or cultural revolution?

The impact of information technology on culture.

Cultural Diversity

Are some cultures superior to others? What criteria could we use to make such judgement?

Cultural relativism. Attitudes to other cultures: empathy, hostility, indifference.

The value and danger of nationalism: is it patriotism or xenophobia?

Is world citizenship a matter of pluralism or globalization?

Theme 4: World Philosophies

Different philosophical traditions propose different answers to the fundamental questions about human existence. The central questions for this theme are: What is the concept and value of an individual? What is good? What is worth fighting for? What are our responsibilities to other people? Do physical actions affect a person s moral purity?

This theme offers the possibility of examining some answers from the viewpoint of three world philosophical traditions: Buddhism, Hinduism, Islam. While these traditions are at the same time established religions, it must be stressed that the topics for study are to be considered from a philosophical perspective only.

Topics for Study

Buddhism

Metaphysics

The question of the existence of a Higher Being.

The concept of self: *an-atman* or *anatta.*

Transmigration and *nirvāna* .

Ethics

Egolessness.

The division and organization of society.

The notion of family.

Mindfulness.

Hinduism

Metaphysics

The Vedantic concept of *ātman*: oneness with the universe (Brahman)·

Transmigration: *samsara* and eternal life.

The relation of mind and body.

Free will (*karma*).

Ethics

The concept of social duty (*dharma*): family, caste, the world.

Non-violence (Jainism).

The notion of spiritual purity.

The realization of the self through yoga (Pataæjali).

The paths to liberation (*jnana*, *bhakti*, *karma*).

Theme 4: World Philosophies (continued)

Islam

Metaphysics

Allah and the Prophet.

Reason and faith.

Ethics

Sources of justice and law (Shari'ah): the Qur'ān and the Hadith .

The Jihad.

The inseparability of religion and politics.

The revelation of truth and the prohibition of reinterpretation.

The status of women.

Theme 5: Nature, Work and Technology

This theme invites candidates to explore concepts of nature, work and technology and the possible relations between them. Work and technology have enabled people to master the dangers nature can represent for human life. In many parts of the world, human beings have come to consider themselves as independent from their natural environment and to regard it as an object they can use as they wish. Is this an acceptable position?

Because the theme focuses on the purpose and the effect of work and technology it will lead to a consideration of some of the following questions: Why do we work? Why should we work? Who or what should dictate the function and value of work? Is there a connection between work and self-esteem? Is unemployment necessarily a social evil? Are some categories of work more socially valuable than others? How does technology transform the nature of work? How does it affect the value of work for humans? Do technological advances free us or enslave us?

Topics for Study

The Transformation of Nature

The relationship between nature and human beings: dependence, stewardship, domination.

Nature as an object of exploitation.

The relation between progress and environmental destruction.

Is technology a means to an end or an end in itself?

The Value of Work

What is work?

Work and its rewards. Does work necessarily involve monetary compensation?

How does work contribute to self-definition and self-worth?

How does work contribute to building the fabric of society?

Work and leisure.

The Conditions of Work

Division of labour and the working environment: economic, physical, political.

Exploitation, workers rights and trade unions.

Does work alienate or fulfil?

The impact of information technology on work.

Unemployment and exclusion.

Theme 6: Philosophy of the Arts

This theme covers questions about the artist, the relations between art and society, aesthetic judgement and the very nature of the work of art. It covers art in all its aspects, for example, music, painting, literature, photography, film, drama. Some questions related to this theme are: What is an artist? Are we all born artists? Do all works of art arise from the same artistic impulse?

The theme asks: What is art? Can we identify works of art outside what a given society calls art? Should art have any religious, moral or political message? How do we explain the fact that works of art are sometimes so expensive? Is it because they are unique, because they have an intrinsic value, or because they are expressing the unsayable? What are the connections and differences between art and science? How do we define what is beautiful and what is ugly? Is beauty in the eye of the beholder? Why should we be concerned with works of art when they do not seem to have any direct utility?

Topics for Study

The Artist

The artist as genius, craftsman, philosopher, visionary, beauty-seeker, worker, producer.

Freedom: obedience to rules; social conformity; respect of censorship.

Responsibility: to self; to a cause; to moral, political or social ends.

The artist as an agent of stability or change.

The Artistic Process

The search for truth.

The artistic process as imitation, transformation, creation.

The artistic process as a means of expression, communication, propaganda, indoctrination.

The impact of technology on the production and concept of art.

Art as a consumer good.

Art, Aesthetic Experience and Artistic Judgement

 Great works of art , artefacts, crafts or pop art: is there a difference? If so, what makes the difference?

Branches of the arts and how such classifications may be justified.

Art as a social construct dependent on a variety of contexts: historical, cultural, political, economic.

When can we make a judgment about a work of art? Does art need to last to be art?

Aesthetic experience and how it may be explained: pleasure, beauty, perfection, the sublime, spontaneity, subversiveness.

Theme 7: Philosophy of Religion

The aims of this theme are to analyse the nature of religion, to examine the rational arguments for and against various religious views and to analyse the nature of religious language. It asks such questions as: Can we prove the existence of a Higher Being through reasoning or experience? Can morality based on religion be justified? What is the nature and limitation of religious language? Can religion give meaning to life even if religious claims cannot be rationally justified? Is spirituality possible without religion or belief in a Higher Being? Could religion be seen only as a social phenomenon? How should we understand philosophy in the non-western religious context?

Topics for Study

Concepts of a Higher Being

What does the word God mean? The diversity of conceptions of the divine.

The philosophical debate about the proofs of the existence of God.

The problem of evil.

Religious Experience and Behaviour

Nature and value of religious experiences: from social conformity to true commitment.

Faith as subjective truth versus indoctrination, illusion, projection.

Religion and ethics: belief in a Higher Being as the basis of an ethical system.

Religion as a View of the World

Religious language, ritual and symbol.

Faith and motivation for belief.

Religion and science.

The postmodern view of faith.

Theme 8: Theories and Problems of Ethics

Through the study of ethical theories and problems this theme deals with ethical questions at a number of levels. It is concerned with practical decision-making and the way people should conduct their lives. This theme considers such questions as: What kind of a person do I want to be? How do I decide if a particular action is right or wrong? Ethics entails a reflection on experiences such as friendship, hospitality and love. It leads to an examination of power in relationships. How should I treat other people?

The theme goes on to ask if there are fundamental moral principles that apply in every situation. If there are, can we apply such principles consistently? Is breaking a promise always wrong? Is a moral decision affected by the situation in which it is made? Could it sometimes be right to lie? As we take our thinking further we go beyond the search for principles on which to base our actions and ask questions about the meaning and nature of moral judgements: What do we mean when we say something is right or wrong, or good or bad? Finally, in this theme, a study of applied ethics seeks to discover a rational approach to thinking about three important issues: biomedical ethics, environmental ethics and animal rights.

Topics for Study

Principles for Moral Actions—Normative Ethics

Moral principles: do they exist? Are they universal or relative to a particular situation?

Virtue ethics: are some virtues more important than others?

Self-interest versus the interests of others (ethical egoism).

Doing the right thing and doing the good thing (deontological versus teleological theories).

The greatest good of the greatest number: utilitarianism as a basis for moral action.

The Nature of Moral Judgements—Meta-ethics

The origins and nature of moral values.

Moral sense: innate or acquired? Relative or universal? Subjective or objective?

What is the significance of calling something right or wrong?

Is moral behaviour found only in human beings?

Applied Ethics

Biomedical ethics.

Environmental ethics.

Animal rights.

Part 2: Prescribed Texts

General

Requirements

The texts studied must be chosen from the 24 works on the IBO Philosophy Prescribed Text List.

Higher Level: the study of **two** texts.

Standard Level: the study of **one** text.

Scope and Purpose

In order to extend their knowledge and understanding of philosophy, students need to come into contact with at least some of the recognized and valued texts in philosophy. Each text presents a unique challenge and it is the teacher s responsibility to select the text or texts which are most suited to the students.

The texts are either examples of influential, classical works, or examples of important developments in modern philosophy. The purpose of the study of a philosophical text is for students to achieve an in-depth knowledge and understanding of a challenging piece of work. At the same time, students are expected to develop the skills required to undertake a critical analysis of the text.

The detailed study of a philosophical text is another way in which students learn to do philosophy by entering into dialogue with another philosopher. In studying a text students should be developing their ability to present a philosophical argument by testing their own position against the standpoint of the author and using the author to take their own thinking forward on the issue under discussion.

The study of texts should be from the texts themselves and not from a commentary. Furthermore, it is advisable that the study is conducted in class under the teacher s instruction.

IBO Philosophy Prescribed Text List

Lao Tzu	*Tao Te Ching*
Confucius	*The Analects*
Plato	*The Republic*, Books V IX
Aristotle	*The Nicomachean Ethics*, I, II, III (1109b30 1115a4), VI, X
Thomas Aquinas	*Summa Theologiae*, la qq 75 88: Concerning man
RenØDescartes	*Meditations*
John Locke	*Second Treatise on Government*
David Hume	*An Enquiry Concerning Human Understanding*
Jean-Jacques Rousseau	*Discourse on the Origin of Inequality and Social Contract* (first three books)
Immanuel Kant	*Groundwork of the Metaphysic of Morals*
Friedrich Nietzsche	*The Genealogy of Morals*
John Stuart Mill	*Essay on Liberty*
Sigmund Freud	*Civilisation and its Discontents* and *Outline of Psychoanalysis*
Martin Buber	*I and Thou*
Ortega y Gasset	*History as a System*
Ludwig Wittgenstein	*The Blue and Brown Books* (Blue Book section only)
Hannah Arendt	*The Human Condition*
Simone de Beauvoir	*The Ethics of Ambiguity*
John Rawls	*A Theory of Justice*, Chapter 1, sections 1 4; Chapter 2, sections 11 17; Chapter 3; Chapter 4, sections 33 35 and 39 40
Paul Feyerabend	*Farewell to Reason* (section entitled Notes on Relativism)
Michel Foucault	*The History of Sexuality*, Part 1
Hilary Putnam	*Reason, Truth and History*
Charles Taylor	*The Ethics of Authenticity*
Martha Nussbaum	*Poetic Justice*

ASSESSMENT OUTLINE

Higher Level

For first examinations in 2002

External Assessment   80%

Written Papers   4½ hours

Two written papers, externally set and externally assessed.

Paper 1   2½ hours   40%

Two compulsory sections, A and B.

Section A

Two structured questions based on the Core Theme.
One question to be answered.

Section B

Two essay questions based on each of the Optional Themes.
Two questions to be answered, each based on a different Optional Theme.

Paper 2   2 hours   40%

One essay question based on each of the Prescribed Texts.
Two questions to be answered.

Internal Assessment (Coursework)   20%

Two philosophical exercises, 1000 1200 words each, to be internally assessed
by the teacher and externally moderated by the IBO.

A critical analysis of non-philosophical material

A philosophical dialogue

ASSESSMENT OUTLINE

Standard Level

> *For first examinations in 2002*

External Assessment   80%

Written Papers   2¾ hours

Two written papers, externally set and externally assessed.

Paper 1   1¾ hours   50%

Two compulsory sections, A and B.

Section A

> **Two** structured questions on the Core Theme.
> **One** question to be answered.

Section B

> **Two** essay questions based on each of the Optional Themes.
> **One** question to be answered.

Paper 2   1 hour   30%

One essay question based on each of the Prescribed Texts.
One question to be answered.

Internal Assessment (Coursework)   20%

Two philosophical exercises, 1000 1200 words each, to be internally assessed
by the teacher and externally moderated by the IBO.

> A critical analysis of non-philosophical material

> A philosophical dialogue

ASSESSMENT DETAILS

External Assessment

Higher Level Written Papers

1   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. It is recommended that candidates divide their time equally between the questions on this paper.

1.1   Section A

Candidates must answer **one** of the two structured 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 stimulus such as a picture, a cartoon or an advertisement.

Each structured question is in three parts.

First part (approximately 50 words): candidates are asked to **identify** a central philosophical concept or issue raised by the stimulus material.

Second part (approximately 250 words): candidates are required to **compare** and **contrast** the philosophical concept or issue they have identified in the first part of the question with another issue related to the Core Theme.

Third part (approximately 500 words): candidates must undertake a **critical discussion** of a philosophical concept or issue related to the Core Theme.

This section is worth 30 marks.

1.2   Section B

The purpose of this section is to assess candidates knowledge and understanding of the Optional Themes. The questions will also assess the ability of candidates 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 on each of the Optional Themes. Candidates are required to answer **two** questions, each on a different Optional Theme. In order to develop their argument fully candidates should write approximately 1000 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.

2   Paper 2   (2 hours)   40%

2.1   This paper consists of essay questions based on the Prescribed Texts. **One** question will be set on each text.

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

2.3   Candidates are required to answer **two** questions, each on a different Prescribed Text. In order to develop their argument fully candidates should write approximately 1000 words in response to each question chosen.

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

2.5   Each question is worth 30 marks.

Standard Level Written Papers

1 Paper 1 (1 ¾ hours) 50%

This paper consists of two sections: Section A, based on the Core Theme, and Section B, based on the Optional Themes. It is recommended that candidates divide their time equally between the questions on this paper.

1.1 Section A

Candidates must answer **one** of the two structured 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 stimulus such as a picture, a cartoon or an advertisement.

Each structured question is in three parts.

First part (approximately 50 words): candidates are asked to **identify** a central philosophical concept or issue raised by the stimulus material.

Second part (approximately 250 words): candidates are required to **compare** and **contrast** the philosophical concept or issue they have identified in the first part of the question with another issue related to the Core Theme.

Third part (approximately 500 words): candidates must undertake a **critical discussion** of a philosophical concept or issue related to the Core Theme.

This section is worth 30 marks.

1.2 Section B

The purpose of this section of the paper is to assess candidates knowledge and understanding of the Optional Themes. The questions will also assess the ability of candidates 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 on each of the Optional Themes. Candidates are required to answer **one** question. In order to develop their argument fully candidates should write approximately 1000 words in response to the question chosen.

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

This section is worth 30 marks.

2 Paper 2 (1 hour) 30%

2.1 This paper consists of essay questions based on the Prescribed Texts. **One** question will be set on each text.

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

2.3 Candidates are required to answer **one** question. In order to develop their argument fully candidates should write approximately 1000 words in response to the question chosen.

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

2.5 The question chosen is worth 30 marks.

Internal Assessment

Higher Level and Standard Level Coursework   20%

1   Introduction

Internal assessment is an integral part of the course of study in Philosophy at both Higher Level and Standard Level. It allows candidates to apply their knowledge and understanding of philosophical ideas and concepts through the critical analysis of non-philosophical material and the production of a short philosophical dialogue. The exercises have been selected because they reflect common activities used in teaching and doing philosophy.

The internally assessed component also allows candidates to be rewarded for doing philosophy under ordinary conditions without the time constraints associated with written examinations.

2   Requirements

Candidates must produce **two** philosophical exercises of 1000 1200 words each. The word limit does not include bibliographical or other references.

2.1   Exercise 1: Critical Analysis

This exercise consists of a philosophical analysis of non-philosophical material. Candidates should identify an issue raised by the stimulus material and analyse it in a philosophical way. The critical analysis must relate to a philosophical issue or argument raised by the study of one of the Core Themes or Optional Themes, or one of the Prescribed Texts of the Philosophy syllabus. Suitable material for analysis includes:

- novels, plays, poetry
- films/movies
- TV and radio programmes
- newspaper articles
- Internet sites
- advertisements
- pamphlets
- propaganda.

The analysis should focus on a limited extract. 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 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 of the extract nor on the intellectual level of the source material.

Candidates should select their own material for analysis in consultation with the teacher. Each candidate should work on different material.

2.2   Exercise 2: Philosophical Dialogue

This exercise requires candidates to write a philosophical dialogue on an issue of their own choice. The choice of issue should be made in consultation with the teacher. The starting point of the dialogue must relate to a philosophical issue or argument raised by the study of one of the Core Themes or Optional Themes or one of the Prescribed Texts of the Philosophy syllabus. The dialogue will allow candidates to examine in detail an aspect of a theme or text which interests them.

There are no restrictions on the characters which candidates can use in their dialogues but the content must be clearly philosophical. Candidates can present a dialogue between two famous philosophers from the same or different periods, or between themselves and a famous philosopher. Alternatively, characters can be entirely fictitious or the dialogue can be drawn from class discussion.

Where a dialogue is based on classroom discussion, the written version of the dialogue must be the work of the individual candidate.

3   Management of Coursework

3.1   Integration into Classroom Activities

The two exercises should be completed at intervals throughout the course. Work for the exercises should be incorporated into normal classroom activities and be related to the themes or texts being studied as part of the Philosophy syllabus. Work on the exercises can be done in class but it may be completed at home.

3.2   Time Allocation

It is recommended that 20 hours of class time at both Higher Level and Standard Level should be allocated to these exercises.

During the suggested 20 hours candidates will be able to complete more than one exercise in each category. They will therefore have the opportunity to select their best piece in each category, which will be submitted for final assessment.

3.3   Record Keeping

The following information should be provided for each exercise.

Title
Date submitted
Part of the syllabus to which the exercise relates (theme or text)
Number of words
Bibliography and references.

4   Guidance and Authenticity

The teacher has an important role in advising candidates on the coursework exercises.

4.1   It is the responsibility of the teacher to ensure that candidates are familiar with:

> the requirements of the type of work internally assessed
> the means by which the work is assessed
> the assessment criteria.

4.2   Teachers and candidates will need to discuss the philosophical exercises. Candidates should be encouraged to initiate discussions with the teacher to obtain advice and information, and candidates will not be penalized for seeking guidance. However, if a candidate could not have completed the work without substantial support from the teacher, this should be recorded on the appropriate form in the *Vade Mecum*.

4.3   Teachers must explain clearly to candidates that the internally assessed work must be entirely their own, and that each candidate is required to sign a written declaration to this effect, verified by the teacher, when submitting their work.

5   Submission of Coursework

The two exercises which candidates submit for their coursework are assessed separately using the assessment criteria. The mean of these two marks is the candidates s final mark for the internal assessment. The mark for each criterion for each of the two exercises should be shown on the appropriate form in the *Vade Mecum*.

ASSESSMENT CRITERIA: GENERAL

The method of assessment used by the International Baccalaureate Organisation (IBO) is criterion-referenced, not norm-referenced: that is to say, the method of assessment judges each candidate in relation to identified assessment criteria and not in relation to the work of other candidates.

All components in Philosophy 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 are provided for information only.

For each assessed component of the Philosophy programme a number of assessment criteria have been identified which are related to the objectives established for the Philosophy programme.

The assessment criteria and achievement levels appear on the following pages.

For each assessment criterion, there are a number of descriptors each describing 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.

The aim is to find, for each assessment criterion, the descriptor which conveys most adequately the achievement level attained by the candidate s work.

Using the Internal Assessment Criteria

Teachers should judge the work against the criteria using the descriptors.

The same criteria are used for Higher Level and Standard Level. For each assessment criterion, achievement level descriptors are defined which concentrate on positive achievement, although a mark of 0 is awarded if a candidate fails to reach the standard described by any of the descriptors.

When assessing a candidate s work, teachers should read the descriptors for each criterion until they reach a descriptor which most appropriately describes the achievement level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one which more appropriately describes the candidate s work should be chosen.

Where there are two marks available for an achievement level the teacher should award the upper mark if the candidate s work demonstrates most or all of the qualities described. Teachers should award the lower mark if the candidate s work demonstrates some of the qualities described.

Only whole numbers should be recorded; partial marks, fractions and decimals are not acceptable.

Teachers should not think in terms of a pass/fail boundary, or make comparisons with the IBO 1 7 grade scale, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

The highest descriptors do not imply faultless performance but should be achievable by a candidate. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.

A candidate who attains a high level of achievement in relation to one criterion will not necessarily attain high levels of achievement in relation to the others, and vice versa. Teachers should not assume that the overall assessment of the candidates will produce any particular distribution of scores.

The assessment criteria should be available to candidates at all times.

Summary of Assessment Criteria

External Assessment (HL & SL)

Paper 1 Core Theme

A   Identification of a philosophical issue

B   Comparison and contrast

C   Critical discussion

Paper 1 Optional Themes

A   Expression

B   Knowledge and understanding

C   Identification and analysis of relevant material

D   Development and evaluation

Paper 2 Prescribed Texts

A   Expression

B   Knowledge and understanding of the text

C   Identification and analysis of relevant material

D   Development and evaluation

Internal Assessment (HL & SL)

Coursework: Critical Analysis and Philosophical Dialogue

A   Expression

B   Knowledge and understanding

C   Identification and analysis of relevant material

D   Development and evaluation

ASSESSMENT CRITERIA HL & SL

External Assessment

Paper 1 Core Theme

A Identification of a philosophical issue

How precisely does the candidate identify a philosophical issue related to the stimulus material of the question?

Achievement Level

0   The candidate has not reached level 1.

1   The candidate identifies a philosophical issue with limited relation to the stimulus or the Core Theme.

2   The candidate identifies a philosophical issue which is relevant to the stimulus and central to the Core Theme.

3   The candidate identifies a philosophical issue which is directly relevant to the stimulus and the Core Theme, and which is subtle or insightful.

Paper 1 Core Theme

B   Comparison and contrast

How well does the candidate illustrate different approaches to the same philosophical issue?

**Achievement
Level**

0   The candidate has not reached level 1.

1 2   The candidate identifies two different philosophical approaches to the same issue but makes only one or two basic points of comparison and contrast.

3 4   The candidate identifies two different philosophical approaches to the same issue and makes the obvious points of comparison and contrast.

5 6   The candidate identifies two different philosophical approaches to the same issue and makes a number of relevant points of comparison and contrast.

7 9   The candidate identifies two different philosophical approaches to the same issue and compares and contrasts them in a convincing way.

10 12   The candidate identifies two different philosophical approaches to the same issue and compares and contrasts them in an assured and thoughtful way.

Paper 1 Core Theme

C Critical discussion

How well has the candidate understood the specific demands of the question?
To what extent does the candidate provide relevant supporting material?
To what extent does the candidate provide appropriate examples?
How effectively does the candidate analyse the supporting material?

**Achievement
Level**

0   The candidate has not reached level 1.

1 3   The candidate discusses the issue in a superficial way, showing limited understanding, with no examples or critical evaluation. The language and format are generally inappropriate to philosophy.

4 6   The candidate makes some attempt at analysis but the discussion of the issue does not go beyond a common-sense approach. Examples, when used, are often irrelevant and do not particularly help the development of the argument. The language and philosophical terminology are often inappropriate and the argument is fragmentary or disorganized.

7 9   The candidate discusses the issue in a critical way and there is evidence of knowledge and understanding of philosophical concepts. There is some attempt at analysis and there may be the beginnings of evaluation. Relevant examples help in the development of the argument. Appropriate language and philosophical terminology is used and much of the argument is clearly presented.

10 12   The issue is analysed and evaluated in a thoughtful and convincing way and there is evidence that philosophical arguments and concepts are largely understood. Relevant examples and counter-examples are presented. The use of language and philosophical terminology is appropriate. The argument is presented clearly and coherently.

13 15   The candidate demonstrates knowledge which is comprehensive and in-depth, and philosophical concepts and arguments are fully understood. Examples and counter-examples are well-chosen and compelling. There is evidence of detailed analysis and the evaluation of the issues indicates thoughtful personal reflection. The use of language and philosophical terminology is always appropriate and may be sophisticated. The argument is well-organized and presented clearly and coherently.

Paper 1 Optional Themes

A Expression

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

Achievement Level

0   The candidate has not reached level 1.

1   The candidate 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.

2   The candidate presents some ideas in an organized manner. There is some clarity of expression, but the argument cannot always be followed. The use of language is not always appropriate to philosophy.

3   The candidate presents ideas in an organized way and the development of the argument can be easily followed. The use of language is appropriate to philosophy.

4   The candidate presents ideas in a clear and coherent way and insights are clearly articulated. The use of language is effective and appropriate to philosophy.

5   The candidate presents ideas in a coherent and incisive way, insights are clearly articulated and the argument is focused and sustained. The use of language is precise and fully appropriate to philosophy.

Paper 1 Optional Themes

B Knowledge and understanding

To what extent does the candidate demonstrate knowledge of philosophical issues?
How well has the candidate understood philosophical arguments and concepts?

Achievement
Level

0   The candidate has not reached level 1.

1   The candidate demonstrates a superficial knowledge of philosophical issues but there is only limited understanding of the concepts used.

2   The candidate demonstrates some knowledge of philosophical issues and there is a basic understanding of the concepts used.

3   The candidate demonstrates a secure knowledge of philosophical issues and concepts are generally understood.

4   The candidate demonstrates a wide-ranging knowledge of philosophical issues which is used effectively to support arguments. Philosophical arguments and concepts are largely understood.

5   The candidate demonstrates knowledge which is comprehensive and in-depth, and used incisively to support arguments. Philosophical arguments and concepts are fully understood.

Paper 1 Optional Themes

C Identification and analysis of relevant material

How well has the candidate understood the specific demands of the question?
To what extent does the candidate provide relevant supporting material?
To what extent does the candidate provide appropriate examples?
How effectively does the candidate analyse the supporting material?

Achievement Level

0   The candidate has not reached level 1.

1 2   The candidate shows little awareness of the specific demands of the question and identifies relevant material in only a limited way. There is little analysis and few or no examples are given.

3 4   The candidate shows some awareness of the specific demands of the question and identifies and analyses some relevant material. Some appropriate examples are used.

5 6   The candidate shows a good understanding of the specific demands of the question and identifies material which is nearly always relevant. There is a sound analysis of this material. Examples are appropriate and give support to the argument.

7 8   The candidate shows a clear understanding of the specific demands of the question and identifies relevant material which is analysed in a thoughtful way. Examples directly support the overall argument in a persuasive manner. Some counter-arguments are presented.

9 10   The candidate shows a full understanding of the specific demands of the question and identifies material which is always relevant. The implications of this material are drawn out in a detailed analysis. Examples are well-chosen and compelling in their support of the argument. Counter-arguments are presented in a convincing way.

Paper 1 Optional Themes

D Development and evaluation

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

Achievement Level

0 The candidate has not reached level 1.

1 2 The candidate develops ideas and arguments in a basic way but there is little or no evaluation.

3 4 The candidate 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.

5 6 The candidate develops ideas and arguments in a sound way and there is a consistent attempt to evaluate them, even if this is not fully developed.

7 8 The candidate develops ideas and arguments from a consistently held perspective. Evaluation of the ideas and arguments is thoughtful and convincing.

9 10 The candidate develops ideas and arguments from a consistently held and well-justified perspective. Evaluation of the ideas and arguments is compelling or subtle with strong evidence of personal reflection.

Paper 2 Prescribed Texts

A Expression

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

Achievement Level

0 The candidate has not reached level 1.

1 The candidate 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. The candidate understands the author s use of specific terminology in only a limited way.

2 The candidate presents some ideas in an organized manner. There is some clarity of expression, but the argument cannot always be followed. The use of language is not always appropriate to philosophy. The candidate shows understanding of the author s use of specific terminology, though sometimes in a limited way.

3 The candidate presents ideas in an organized way and the development of the argument can be easily followed. The use of language is appropriate to philosophy and the author s use of specific terms is generally understood.

4 The candidate presents ideas in a clear and coherent way and insights are clearly articulated. The use of language is effective and appropriate to philosophy and the candidate shows a clear understanding of the author s specific terminology.

5 The candidate presents ideas in a coherent and incisive way, insights are clearly articulated and the argument is focused and sustained. The use of language is precise and fully appropriate to philosophy and the candidate shows an assured understanding of the author s specific terminology.

Paper 2 Prescribed Texts

B Knowledge and understanding of the text

How well does the candidate know the text?
To what extent has the candidate understood the ideas and arguments presented in the text?
How detailed and appropriate are the candidate s references to the text?

Achievement Level

0 The candidate has not reached level 1.

1 The candidate demonstrates a superficial knowledge of the text but there is only limited understanding of the key concepts and the arguments of the author.

2 The candidate provides some evidence that the text has been read with a basic understanding of the key concepts and the arguments of the author.

3 The candidate demonstrates a secure knowledge of the text and the key concepts are generally understood. There is some insight into the author s arguments.

4 The candidate demonstrates a wide-ranging knowledge of the text and the key concepts are clearly understood. The candidate is able to show understanding of more difficult or subtle points of the author s arguments with attention to detail.

5 The candidate demonstrates that the text has been thoroughly and carefully read. The candidate shows an in-depth understanding of the arguments of the author with a close attention to detail.

Paper 2 Prescribed Texts

C Identification and analysis of relevant material

How well has the candidate understood the specific demands of the question?
To what extent does the candidate provide relevant supporting material?
To what extent does the candidate provide appropriate examples?
How effectively does the candidate analyse the supporting material?

**Achievement
Level**

0
The candidate has not reached level 1.

1 2
The candidate shows little awareness of the specific demands of the question and identifies relevant material in only a limited way. There is little analysis and few or no examples are given.

3 4
The candidate shows some awareness of the specific demands of the question and identifies and analyses some relevant material. Some appropriate examples are used.

5 6
The candidate shows a good understanding of the specific demands of the question and identifies material which is nearly always relevant. There is a sound analysis of this material. Examples are appropriate and give support to the argument.

7 8
The candidate shows a clear understanding of the specific demands of the question and identifies relevant material which is analysed in a thoughtful way. Examples directly support the overall argument in a persuasive manner. Some counter-arguments are presented.

9 10
The candidate shows a full understanding of the specific demands of the question and identifies material which is always relevant. The implications of this material are drawn out in a detailed analysis. Examples are well-chosen and compelling in their support of the argument. Counter-arguments are presented in a convincing way.

Paper 2 Prescribed Texts

D   Development and evaluation

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

**Achievement
Level**

0   The candidate has not reached level 1.

1 2   The candidate develops ideas and arguments in a basic way but there is little or no evaluation of the text.

3 4   The candidate 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.

5 6   The candidate develops ideas and arguments in a sound way and there is a consistent attempt to evaluate them, even if this is not fully developed.

7 8   The candidate develops ideas and arguments in a well-focused and coherent way in close response to the arguments of the text. Evaluation is thoughtful and convincing and the candidate offers a critique of the text which goes beyond a statement of opinion or belief.

9 10   The candidate develops ideas and arguments in an incisive and coherent way in a detailed response to the text. Evaluation is compelling or subtle and the candidate presents a critique of the text which shows clear evidence of personal reflection. There is an ability to challenge the assumptions made by the author and the candidate deals competently with counter-arguments.

Internal Assessment

Coursework: Critical Analysis and Philosophical Dialogue

A   Expression

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

Achievement
Level

0   The candidate has not reached level 1.

1   The candidate 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.

2   The candidate presents some ideas in an organized manner. There is some clarity of expression, but the argument cannot always be followed. The use of language is not always appropriate to philosophy.

3   The candidate presents ideas in an organized way and the development of the argument can be easily followed. The use of language is appropriate to philosophy.

4   The candidate presents ideas in a clear and coherent way and insights are clearly articulated. The use of language is effective and appropriate to philosophy.

5   The candidate presents ideas in a coherent and incisive way, insights are clearly articulated and the argument is focused and sustained. The use of language is precise and fully appropriate to philosophy.

Coursework: Critical Analysis and Philosophical Dialogue

B   Knowledge and understanding

To what extent does the candidate demonstrate knowledge of philosophical issues?
How well has the candidate understood philosophical arguments and concepts?

**Achievement
Level**

0   The candidate has not reached level 1.

1   The candidate demonstrates a superficial knowledge of philosophical issues but there is
only limited understanding of the concepts used.

2   The candidate demonstrates some knowledge of philosophical issues and there is a basic
understanding of the concepts used.

3   The candidate demonstrates a secure knowledge of philosophical issues and concepts are
generally understood.

4   The candidate demonstrates a wide-ranging knowledge of philosophical issues which is
used effectively to support arguments. Philosophical arguments and concepts are largely
understood.

5   The candidate demonstrates knowledge which is comprehensive and in-depth and used
incisively to support arguments. Philosophical arguments and concepts are fully
understood.

Coursework: Critical Analysis and Philosophical Dialogue

1 2   The candidate identifies relevant material in only a limited way. There is little analysis and few or no examples are given.

3 4   The candidate identifies and analyses some relevant material and some appropriate examples are used.

5 6   The candidate identifies material which is nearly always relevant. There is a sound analysis of this material. Examples are appropriate and give support to the argument.

7 8   The candidate identifies relevant material which is analysed in a thoughtful way. Examples directly support the overall argument in a persuasive manner. Some counter-arguments are presented.

9 10   The candidate identifies material which is fully relevant and the implications of this material are drawn out in a detailed analysis. Examples are well-chosen and compelling in their support of the argument. Counter-arguments are presented in a convincing way.

Coursework: Critical Analysis and Philosophical Dialogue

D   Development and evaluation

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

**Achievement
Level**

0   The candidate has not reached level 1.

1 2   The candidate develops ideas and arguments in a basic way but there is little or no evaluation.

3 4   The candidate 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.

5 6   The candidate develops ideas and arguments in a sound way and there is a consistent attempt to evaluate them, even if this is not fully developed.

7 8   The candidate develops ideas and arguments from a consistently held perspective. Evaluation of the ideas and arguments is thoughtful and convincing.

9 10   The candidate develops ideas and arguments from a consistently held and well-justified perspective. Evaluation of the ideas and arguments is compelling or subtle with strong evidence of personal reflection.

GLOSSARY OF COMMAND TERMS

Candidates should be familiar with the following key terms and phrases used in Paper 1 and Paper 2 examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct candidates to present an argument in a specific way.

Analyse	Directs candidates to respond with a closely argued and detailed examination of a particular concept or argument. An analysis will make clear the interrelationships between concepts and identify any relevant assumptions.
Assess	Asks candidates to measure and judge the merits and quality of an argument or concept. Candidates must clearly identify and explain the evidence for the assessment they make.
Compare and contrast	Asks candidates to describe the similarities and differences between two or more philosophical arguments or positions.
Define	Directs candidates to give a clear and precise account of an argument or concept.
Evaluate	Asks candidates to make an appraisal of the argument or concept under investigation or discussion. Candidates should identify and discuss the convincing and compelling aspects of the argument as well as its limitations and implications.
Examine	Invites candidates to investigate an argument or concept. Candidates should approach the question in a critical and detailed way which uncovers the assumptions and interrelationships of the issue.
Explain and discuss	Directs candidates to describe clearly and make intelligible a key concept or idea. The second term asks candidates to enter into a critical dialogue with the material. Candidates should present a conclusion supported by arguments.
Identify	Asks candidates to recognize one or more components in an argument or concept.
Outline	Invites candidates to present a brief summary of the relevant concept or argument referred to in the question, not to give an exhaustive description.
To what extent...?	Asks candidates to evaluate the success or otherwise of one argument or concept over another. Candidates should present a conclusion, supported by arguments.