

**Descriptors for Assessment of Theory of Knowledge Papers Starting in the year 2008**

<p><b>A.</b></p> <p>K I N S O W U L E S D E G E</p>	<p align="center"><b>1- 2 points</b></p> <p>This essay includes very little treatment of knowledge issues that are relevant to the title and demonstrates very little understanding of them. If present, areas of knowledge and/or ways of knowing are merely mentioned.</p>	<p align="center"><b>3- 4 points</b></p> <p>This essay includes some treatment of knowledge issues that are relevant but they are very rudimentary in understanding. Some links to areas of knowledge and/or ways of knowing have been attempted but they are largely ineffective.</p>	<p align="center"><b>5 – 6 points</b></p> <p>For the most part the essay treats knowledge issues that are relevant to the prescribed title and demonstrates some understanding of them. Some effective links are drawn between areas of knowledge and/or ways of knowing.</p>	<p align="center"><b>7- 8 points</b></p> <p>This essay consistently maintains as its focus knowledge issues that are relevant to the title. Effective links and some comparisons between areas of knowledge and/or ways of knowing are drawn, so that the essay demonstrates a good understanding of issues.</p>	<p align="center"><b>9 – 10 points</b></p> <p>The essay consistently maintains as its focus knowledge issues that are relevant to the title. Effective links and comparisons between areas of knowledge and/or ways of knowing are elaborated, so that the essay demonstrates a sophisticated understanding of issues.</p>
<p><b>B.</b></p> <p>K P N E O R W S E P R E ' C S T I V E</p>	<p>This essay shows no evidence of independent thinking about the knowledge issues related to the title. There is limited personal engagement with the knowledge issues and no attempt to acknowledge or explore different perspectives. There are no appropriate examples.</p>	<p>This essay shows very little evidence of independent thinking about the knowledge issues related to the title. There is some personal engagement with the knowledge issues. Different perspectives may be mentioned but there is no attempt to explore them. Examples chosen are sometimes appropriate.</p>	<p>The essay shows some evidence of independent thinking about the knowledge issues related to the title. The student shows personal engagement with the knowledge issues. There is awareness that different perspectives may exist, although there is little attempt to explore these. Examples are appropriate but lack variety in their sources.</p>	<p>The essays shows adequate evidence of independent thinking about the knowledge issues related to the title. The student reveals thoughtful, personal engagement with the knowledge issues and some self-awareness as a knower. There is an acknowledgement of different perspectives and some attempt to explore these. Examples chosen are effective, with some variety.</p>	<p>The essay shows much evidence of independent thinking about the knowledge issues related to the prescribed title. The student shows a personal, reflective exploration of the knowledge issues and significant self-awareness as a knower. There is serious consideration of different perspectives. Examples chosen are varied and effectively used.</p>
<p><b>C.</b></p> <p>A Q N U A L I T Y S  O F</p>	<p>There is no inquiry into knowledge issues, only description. There are very few attempts at justifying the main points of the essay. There is very little evidence of any awareness of counterclaims.</p>	<p>The inquiry partly explores, but largely describes, knowledge issues. There is some justification of main points and some coherent argument. Counterclaims are implicitly identified.</p>	<p>The inquiry explores knowledge issues. Most points are justified; most arguments are coherent. Some counterclaims are considered.</p>	<p>The inquiry explores with some insight, in some depth and/or detail knowledge issues. All, or nearly all, main points are justified and arguments are coherent. Counterclaims are explored. Implications of the essay's argument are identified.</p>	<p>The inquiry explores with a high degree of insight, in considerable depth and/or detail, knowledge issues. All main points are justified and arguments are coherent and compelling. Counterclaims are explored and evaluated. Implications and underlying assumptions of the essay's argument are identified.</p>
<p><b>D.</b></p> <p>O O R F G A I N D I E Z A S T I O N</p>	<p>The essay is poorly structured, with little overall organization. It is difficult to understand what the writer intends. Factual information used to support the argument may contain inaccuracies. Sources of information and ideas may not be acknowledged and there is no attempt at referencing.</p>	<p>The essay is poorly structured, with limited overall organization. It is sometimes difficult to understand what the writer intends. There may be some attempt to explain or explore the meaning of terms but this contributes little to conceptual clarity. There are minor inaccuracies; sources may be missing or unreliable. There is some attempt to reference, but it is not precise enough to permit tracing of sources.</p>	<p>The essay is satisfactorily structured, with adequate overall organization. In general, concepts are used clearly and concepts are explained adequately. Factual information is mostly correct. Most sources are acknowledged and most referencing permits tracing of sources, although some precision may be lacking. The word limit has been met.</p>	<p>The essay is well structured, with a clear overall organization. Concepts are used or developed clearly: some explanations are included, where appropriate. Factual information used to support arguments is correct. Sources of information and ideas are acknowledged; most referencing permits tracing of sources. The word limit has been met.</p>	<p>The essay is very well structured, with an effective overall organization. Concepts are used clearly and, where appropriate, refined by helpful explanations. Factual information is correct and sources and ideas are acknowledged; all referencing permits tracing. The word limit has been met.</p>

General Mark scheme (Changes from year to year) Excellent (A) 31 – 40 points Good (B) 25 – 30 points Satisfactory (C ) 20 –24 points Mediocre (D) 14- 19 points Elementary (E) 0 –13 points To gain the full diploma, a student must turn in both the ToK paper and the Extended Essay and must not get an elementary on both.