School Certificate in Philosophy

Examiners' Report - August 2023

1383 entries were made from 36 schools.

Projects were marked in a manner that showed good understanding of the marking bands. The level of commitment shown is a valuable indicator of the level of work and much good quality work was seen.

There were many well-written, interesting projects which explored some challenging philosophical topics. Students engaged in relevant research and successfully explored the arguments surrounding their chosen issue.

In the majority of cases, the process of marking and submitting work was very well managed. There were some cases where the projects sent in for moderation were not clearly scanned and a few where the signatures of teachers / students had been omitted.

Questions varied across a wide range of topics. It was pleasing to see work from students who chose explicitly philosophical or ethical questions. Those who chose topics with more philosophical scope generally fared well as this provided them with a clear opportunity to present a line of argument. The stronger projects also made use of research material during the course of discussing arguments and contained careful explanation of source material.

Students should be reminded that sources, including images, should be appropriately cited and quotation marks used if material comes direct from websites. Freely available online referencing and bibliography tools can be helpful here.

The exemplar projects on the Northeastern University London School Certificate in Philosophy website may offer a helpful model and the resources available on the website may be helpful in providing guidance about the process of creating Philosophy projects.

When students produce presentations or creative project work, it is helpful if they include some comments about how they have created these. These can be included at the end of a presentation in the form of slides reviewing the project. Alternatively, submitting a script to go with the presentation can help to show depth of engagement.