

# Markscheme

**May 2015**

**Philosophy**

**Higher level**

**Paper 3**

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## How to use the Diploma Philosophy markscheme

The assessment criteria constitute the formal tool for marking examination scripts, and in these assessment criteria examiners can see the skills being assessed in the examinations. The markschemes are designed to assist examiners in possible routes taken by candidates in terms of the content of their answers when demonstrating their skills of doing philosophy through their responses. The points listed are not compulsory points, and not necessarily the best possible points. They are a framework to help examiners contextualize the requirements of the question, and to facilitate the application of marks according to the criteria listed on pages 5–8.

It is important that examiners understand that the main idea of the course is to promote *doing* philosophy, and this involves activity and engagement throughout a two-year programme, as opposed to emphasizing the chance to display knowledge in a terminal set of examination papers. Even in the examinations, responses should not be assessed on how much candidates *know* as much as how they are able to use their knowledge in support of an argument, using the skills listed in the assessment criteria published in the subject guide, reflecting an engagement in philosophical activity throughout the course. As a tool intended to help examiners in assessing scripts, the following points should be kept in mind when using a markscheme as an examiner:

- The IB Philosophy programme is designed to encourage the skills of *doing* philosophy in the students. These skills can be accessed through reading the assessment criteria in the subject guide
- The markscheme does not intend to outline a model/correct/good answer
- The markscheme has an introductory paragraph which contextualizes the emphasis of the question being asked
- The bullet points below the paragraph are suggested possible points of development that should *not* be considered a prescriptive list where necessarily all (or even some) should appear in the answer
- The names of philosophers and references to their work associated with the question help to give a context for the examiners and does *not* reflect a requirement that such philosophers and references should appear in an answer: they are possible lines of development with the emphasis being on *how* the material is used in support of the candidate's answer and *not* whether it appears in the answer
- Candidates can legitimately select from a wide range of ideas, arguments and concepts in service of the question they are answering, and it is possible that candidates will use material effectively that is *not* mentioned in the markscheme
- In markschemes for Paper 3, there are suggested pertinent points found in the text extract relating to philosophical activity. The markschemes include suggested questions that might stimulate analysis of those points. These bullet points cannot predict how a candidate will relate his or her personal experience of the IB HL Philosophy course to the text extract, so the examiner must be aware that much of the response of the candidate will *not* be covered by material in the markscheme.

**A reminder of candidate requirements for Paper 3 (Unseen text – exploring philosophical activity):**

Examiners are reminded that in the examination paper it states that candidates are expected to demonstrate the following skills. Since these skills are encouraged within the assessment criteria, examiners should take them into account in their marking:

- develop a response in an organized way using clear, precise language, which is appropriate to philosophy
- identify pertinent issues regarding the philosophical activity raised in the text
- take an independent position about the nature of philosophical activity in relation to the ideas developed in the text
- draw upon, and show a holistic appreciation of, the skills, material and ideas developed throughout the course.

In the examination paper candidates are required to:

Write a response (of approximately 800 words) in which they:

Candidates are also told that their responses are expected to include:

- a concise description of philosophical activity as presented in the text
- an exploration of the pertinent issues regarding philosophical activity raised in the text, relating this to their experience of doing philosophy throughout the whole course
- appropriate references to the text that illustrate their understanding of philosophical activity
- their personal evaluation of the issues regarding philosophical activity raised in the text.

**Paper 3 assessment criteria**

**A Expression**

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

<b>Achievement Level</b>	<b>Descriptor</b>
0	The student has not reached level 1.
1	The student expresses some basic ideas but it is not always clear what the response 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 response 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 response 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 response 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 response is focused and sustained. The use of language is precise and appropriate to philosophy.

**B Exploration**

- How well does the student identify pertinent issues regarding 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?

<b>Achievement Level</b>	<b>Descriptor</b>
0	The student has not reached level 1.
1	The student demonstrates little or no evidence of identifying pertinent issues regarding philosophical activity raised in the text.
2	The student demonstrates some evidence of identifying pertinent issues regarding philosophical activity raised in the text.
3	The student demonstrates satisfactory evidence of identifying pertinent issues regarding philosophical activity raised in the text. Examples or illustrations are used in support of exploring the issues.
4	The student demonstrates good evidence of identifying pertinent issues regarding philosophical activity 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 raised in the text.
5	The student demonstrates precise evidence of identifying pertinent issues raised regarding philosophical activity 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 raised in the text.

**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?

<b>Achievement Level</b>	<b>Descriptor</b>
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?

<b>Achievement Level</b>	<b>Descriptor</b>
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 thoughtful personal response to the issues regarding philosophical activity raised in the text. There is a good 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 convincing evaluation of the philosophical activity raised in the text.



### Unseen text – exploring philosophical activity

The purpose of the exercise is to allow candidates to reflect upon the nature, function, methodology and meaning of philosophical activity, relating this to the candidates' experience of doing philosophy throughout the whole course. Candidates may reflect this in very different ways in their responses, giving examples which draw from their experience of the course or from their experience in general. The following points—referring to the text extract—might be included in a response, but they are neither exhaustive nor prescriptive.

Throughout the passage, philosophy is characterized as an activity with a number of features:

- As an activity which is best described by example rather than by definition
- As a bridge between science and common sense
- As a rational activity with a goal of truth
- As a rational activity with a goal of wisdom
- As an activity with a preoccupation with the “big picture”
- As an activity that shares the same concerns and preoccupations as empirical sciences
- As an activity that looks to its past for current guidance and ideas.

Candidates might consider the following given their experience of doing the course in response to this text extract:

- Is there a necessary tension between the goals of truth and wisdom? Are the truths of philosophy like the truths of science, *ie*, are they empirically based?
  - Though the claim is that philosophy deals with the big picture, is the reality that a lot of philosophy is thinking about the minutiae of arguments and semantics?
  - Does philosophy provide any sort of truth and wisdom? Is the only legacy of philosophical activity a series of further questions rather than answers?
  - Is philosophy not also a bridge between common sense and other disciplines, like religion? Moreover, is our “common sense” not a view of the world subject to analysis and evaluation in isolation?
  - If science and philosophy are continuous to some degree because they examine and evaluate evidence, and look for a best explanation, then can the same not be said for police work and philosophy, or police work and science, or philosophy and jury duty?
  - Is Philosopher 2 suggesting that we are wiser not to consult texts from the past because we are divorced from their context, and hence misunderstand them? Do we always have to understand and interpret these texts as they were originally intended?
  - If the claim that rational arguments rarely change anyone's beliefs is true, then is the aim of practical wisdom unattainable? Is there a practical point to philosophy?
  - Does philosophy make progress? Are philosophers better organized in understanding the perennial problems and issues? Does philosophy have any predictive function?
  - Any relevant examples from candidate experience addressing any of the points above.
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