



MARKSCHEME

May 2012

PHILOSOPHY

Higher Level

Paper 3

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Note to examiners

This markscheme outlines what members of the paper setting team had in mind when they devised the question. The topics listed in the bullet points indicate possible areas candidates might cover in their answers. They are not compulsory points and not necessarily the best possible points. They are only a framework to help examiners in their assessment. Examiners should be responsive to any other valid points or any other valid approaches.

Using the assessment criteria

Answers on Paper 3 are assessed according to the assessment criteria set out below.

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?

Achievement Level	Descriptor
0	The student has not reached level 1.
1	The student expresses some basic ideas but it is not always clear what the 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 the philosophical activity raised in the text?
- How effectively does the student explore the text and present appropriate examples and/or illustrations?
- How well does the student draw on the experience of doing philosophy throughout the whole course in exploring issues raised in the text?

Achievement Level	Descriptor
0	The student has not reached level 1.
1	The student demonstrates little or no evidence of identifying pertinent issues raised in the text.
2	The student demonstrates some evidence of identifying pertinent issues raised in the text.
3	The student demonstrates satisfactory evidence of identifying pertinent issues 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 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 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?

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

D Evaluation and personal response

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

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

Unseen text – exploring philosophical activity

This paper consists of an unseen text to which candidates are required to write a response. The purpose of the exercise is to allow candidates to reflect upon and explore the nature, function, methodology and meaning of philosophical activity as presented in the text, relating this to the candidate's experience of doing philosophy throughout the whole course. Responses might reflect this in very different ways, giving examples which draw from the candidate's experience of exploring philosophical activity throughout the whole course. The following points – referring to the text extract – might be included in a response, but they are neither exhaustive nor prescriptive.

Key Points

- Many people think about philosophical problems without referring to the long tradition of their discussion by philosophers
- Examples of typical philosophical problems: what really exists? Does life have any meaning *etc.*?
- The philosophical raw material of these problems comes directly from the world and our relation to it
- Philosophy centrally lies in certain questions which the reflective human mind finds naturally puzzling
- The best way to begin the study of philosophy is to think about the questions directly without recourse to the answers provided by others; once you have done that, you are in a better position to appreciate the work of others who have tried to solve the same problems
- Philosophy is different from science; it does not rely on experiments or observation
- Philosophy is different from mathematics; it has no formal methods of proof
- Philosophy is done by asking questions, arguing, trying out ideas and thinking of possible arguments against them
- The main concern of philosophy is to question and understand very common ideas that all of us use every day without thinking about them
- The philosopher's questioning is distinct from the historian's, mathematician's, physicist's and psychologist's
- Philosophical investigation aims to push our understanding of the world and ourselves a bit deeper
- The best way to learn about philosophy is to think about particular questions; the nine questions
- Philosophers disagree, and there are more than two sides to every philosophical question
- Nagel's aim (in the book) is not to give answers, but to introduce the problems
- Before learning a lot of philosophical theories it is better to get puzzled about the philosophical questions which those theories try to answer

Discussion

- Is there a fixed order or "best way" to begin the study of philosophy *e.g.* first to think about the question directly and afterwards to appreciate the work of others? Is it not possible to carry out both simultaneously?
 - Is this approach to philosophy as "natural" as it seems to be?
 - Are there any kinds of assumptions in it?
 - Does the passage encourage a kind of individualistic or even solipsistic approach to philosophy?
 - Does Nagel consider infantile questioning to be philosophical?
 - Does this approach to philosophy presuppose a certain kind of personality, or is it open to different classes, groups or types of person?
 - Is philosophy as portrayed in the text an activity for anyone or only for some? If the latter, should it be so?
 - Should philosophy only be concerned with mainly intellectual activities, *e.g.* questioning, arguing, constructing concepts? Or might it be open to, or related to, other human dimensions such as being open to different values, fostering emotions *etc.*? *E.g.* Greek classical philosophers emphasized the development of admiration towards reality or being
 - Comparison with other views or possible approaches to philosophy, *e.g.* continental European, non-Western, feminist, other contemporary critical positions
 - The more basic the question the fewer tools there are to help answer it
 - Ways in which Nagel's approach might be further developed or applied
 - Issues raised in the text in the light of doing philosophy throughout the whole course, *e.g.* the study of the prescribed text and Nagel's position regarding the history of thought, the starting point and range of questions deemed to be philosophical, the differences between philosophical questioning and that deployed in other areas, the personal experience of philosophical questioning during the course
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