



# **MARKSCHEME**

**May 2014**

**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 questions. 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.*

**Paper 3 guidance**

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.*

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.*

**Using the assessment criteria**

Answers on Paper 3 are assessed according to the assessment criteria set out on pages 4–6.

**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.

Philosophy is seen as doing more than finding knowledge. It is claimed that philosophy can change us by being applied to real issues of today.

Four basic traits of doing philosophy are identified: having the courage to challenge one's beliefs; hypothesizing; searching for truth; and trying to be objective. It is claimed that philosophy is different to psychology because it investigates why certain positions, attitudes and opinions are held. Philosophy does not/should not commit the "genetic fallacy" that is, establish criticism based upon upbringing or social conditions. This fallacy often appears in discussions about religion and morality. It should be clear that philosophy is not centrally concerned with facts and information, but the reasons why arguments are constructed and whether they are sound arguments in themselves.

Consequently philosophy is not just critical, it enables the outlining of a new and better view through constructive criticism. Philosophy is fundamentally an intellectual pursuit that is about seeking truth and a love of wisdom.

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

- Is philosophy the only or best way to change one's life and to increase happiness?
  - The complexity of creating a balance between negative and positive criticism
  - Is philosophy restricted to humans, and if so, why? Can computers and non-human beings philosophize?
  - Are reason and a rational approach to issues universal?
  - Examples of philosophical theories that can be analysed and applied that effectively impact on everyday life; examples might come from areas of ethics and politics which illustrate real life philosophical dilemmas
  - Is it possible to argue without expressing personal feelings? Could good philosophy be personally intense?
  - Is there a link between pursuit of truth and wisdom?
  - To what extent is doing philosophy a solitary activity? Can it be beneficial to do philosophy as a group activity?
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