International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

MARKSCHEME

November 2014

PHILOSOPHY

Higher Level

Paper 3

*This markscheme is **confidential** and for the exclusive use of examiners in this examination session.*

*It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Assessment Centre.*

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?

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 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 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?

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 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.

We might act with or without understanding of what we are doing. When that which we do is in the nature of thinking, it is better if we understand what we are trying to do. In philosophy no great progress can be made until we reflect on what we are doing; reflection upon it is part of philosophy itself. The question of what philosophy is might be approached from different angles. One approach consists of defining the proper object of philosophical thought, and then deducing from this definition the proper methods it should follow. A second way follows the relation between means and ends, asking what kind of results philosophy hopes or desires to achieve. A third line of approach states that philosophy never reaches its ultimate goal, conceiving it is an activity which goes on in our minds. Giving an account of philosophical method is a possible answer to the question of what philosophy is but it can never be a complete answer because the question of what philosophy is cannot be separated from the question of what philosophy ought to be. In general, an account of philosophical method must attempt to satisfy two conditions: first, it must never lose sight of the question of what methods have actually been used by philosophers of the past; and second, the final appeal must be to our own experience of philosophical work, and to our consciousness of the principles which we are trying to follow.

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

- The text understands philosophy mainly in relation to intellectual activity. What about the possibility of directing philosophical reflection towards other human dimensions which require consideration of different values, or foster emotions?
- The approach based on the relation between means and ends seems to have been productive according to significant traditions, among them those of Aristotle and Kant
- Comparison with other views or possible approaches to philosophy, *eg,* non-Western, feminist, other contemporary critical positions
- Ways in which Collingwood's approach might be further developed or applied
- The strong distinction between the question of "what philosophy is" and an historical approach might go too far, in that many philosophical problems have their conceptual history as part of the problem
- Possible relations between the arguments of the text and non-Western conceptions and philosophical activity, *eg,* Taoist approach of *wu wei* (non-action), where non-action is not the same as inaction.