

Generic Matrix Philosophy P4*						
Tasks	Competences	Weight in %	Learning objectives	Question	Evaluation/ marking	Weight in points
Philosophical essay	Analytical competence: The competence to make links between knowledge in philosophy, personal culture and personal experience.	100%	<ul style="list-style-type: none"> - identify philosophical areas, linking them relevantly and with intellectual curiosity to the contemporary world - link ideas, based on evidence, and diverse ways of knowing including the cross-cultural - acknowledge the limits of human faculties and language - dare to overcome egocentric, ethnocentric and stereotypical thinking - acknowledge and understand ideas other than one's own - critically appreciate the power of philosophical ideas, discourse, texts and other forms of human expression - move from the concrete to the abstract, from the particular to the general, and vice versa - develop an intellectual agility within discourse by freely using different registers, levels, voices and domains, etc. 		Examination Paper specific marking scheme (Proposed answers and Rubric for the correction of the written examination)	100

	<p>Evaluative competence: The competence to (being faced with a philosophical problem) build, develop and justify an independent point of view.</p> <p>Creative competence: The competence to think autonomously, with a philosophical attitude.</p>		<ul style="list-style-type: none"> - define and rigorously use concepts and terminology of philosophy - identify philosophical problems correctly - explore, shape and sustain pertinent and sound responses to the problems - recognise contradictions, dubious premises and invalid conclusions - articulate a coherent and critical, sequential and progressive response which includes multi-perspectives - exchange arguments and contra-arguments. <ul style="list-style-type: none"> - thinking independently and crafting ideas - overcoming limiting illusions - courage and empathy - critical reflection - the value of doubt, ambiguity and uncertainty - the habit of investigating the essence and complexity of the world - engaging in a dialogue, debate, etc 			
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*Comment: It is essential that all competences be tested holistically

Paper-Specific Matrix Philosophy P4*						
Tasks	Competences	Weight in %	Learning objectives	Question	Evaluation/ marking	Weight in points
Philosophical essay	<p>Analytical competence: The competence to make links between knowledge in philosophy, personal culture and personal experience.</p> <p>Evaluative competence: The competence to (being faced with a philosophical problem) build, develop and justify an independent point of view.</p> <p>Creative competence: The competence to think autonomously, with a philosophical attitude.</p>	100%	<p>Rational use of academic knowledge Make links between ideas and examples within at least two philosophical domains. Make links between the theoretical/conceptual, and contemporary experience, culture, etc.</p> <p>Construct and justify an autonomous view Apply philosophical reflection and analysis Use of relevant philosophical terminology</p> <p>Identify the key philosophical problem(s)</p>	<p>Instruction: You must respond to the compulsory question by constructing a coherent philosophical essay. You should express your point of view based on the philosophy that you have studied and on your personal, cultural experiences and academic knowledge.</p> <p>You should establish links between the compulsory question and the text, and at least two of the four philosophical domains that you have studied. You can also freely use the other documents and the guiding questions.</p>	Paper specific marking scheme (Proposed answers and Rubric for the Correction of Written Examinations)	100

*Comment: It is essential that all competences be tested holistically

SAMPLE PAPER

**PHILOSOPHY 4 PERIODS
WRITTEN EXAMINATION**

DATE:

LENGTH OF THE EXAMINATION: 240 minutes (4 hours)

PERMITTED EQUIPMENT: None

INSTRUCTION:

You must respond to the compulsory question by constructing a coherent philosophical essay. You should express your point of view based on the philosophy that you have studied and on your personal, cultural experiences and academic knowledge.

You should establish links between the compulsory question and the text, and at least two of the four philosophical domains that you have studied. You can also freely use the other documents and the guiding questions.

Evaluation:

An overall mark of 100 will be given on the following evaluation criteria:

- The identification of key philosophical problem(s)
- The construction and justification of autonomous view
- The rational use of academic knowledge
- The degree of philosophical reflection and analysis
- The links between ideas and examples within at least two philosophical domains
- The links between the theoretical/conceptual, and contemporary experience, culture, etc.
- The relevant use of philosophical terminology

Compulsory Question

How complete can our human understanding of the universe be?

Compulsory supporting document

The value of philosophy is, in fact, to be sought largely in its very uncertainty. The man who has no tincture of philosophy goes through life imprisoned in the prejudices derived from common sense, from the habitual beliefs of his age or his nation, and from convictions which have grown up in his mind without the co-operation or consent of his deliberate reason. To such a man the world tends to become definite, finite, obvious; common objects rouse no questions, and unfamiliar possibilities are contemptuously rejected. As soon as we begin to philosophize, on the contrary, we find ... that even the most everyday things lead to problems to which only very incomplete answers can be given. Philosophy, though unable to tell us with certainty what is the true answer to the doubts which it raises, is able to suggest many possibilities which enlarge our thoughts and free them from the tyranny of custom. Thus, while diminishing our feeling of certainty as to what things are, it greatly increases our knowledge as to what they may be; it removes the somewhat arrogant dogmatism of those who have never travelled into the region of liberating doubt, and it keeps alive our sense of wonder by showing familiar things in an unfamiliar aspect.

(Bertrand Russell, "Problems of Philosophy", Chapter XV, 1912.)

Guiding Questions:

- What obstructions face those who attempt to gain a full understanding of the universe?
- To what extent can scientific knowledge be complete?
- What moral or political dangers might arise from far reaching truth claims?

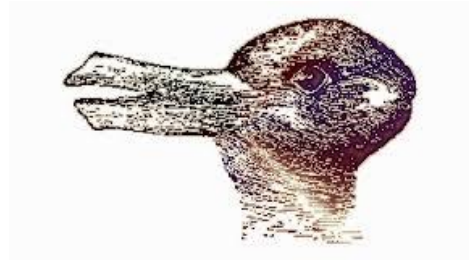
Other document:

"Ever since the dawn of civilization, people have not been content to see events as unconnected and inexplicable. They have craved an understanding of the underlying order in the world. Today we still yearn to know why we are here and where we came from. Humanity's deepest desire for knowledge is justification enough for our continuing quest. And our goal is nothing less than a complete description of the universe we live in."

(Stephen Hawking, Speech at the Para-Olympics opening ceremony, London 2012)

Other document:

**Ludwig Wittgenstein, Duck-rabbit illusion,
Philosophical Investigations, 1953.**



Philosophy 4 Written Examination

Examination Paper Specific Marking Scheme

Proposed Solutions + Rubric

[Sample paper]

The compulsory question being broad, a large range of answers can qualify as good answers.

Generally speaking, a good essay will be well structured, take a clear, identifiable position with regard to the compulsory question, and will use both academic knowledge and independent reasoning to defend the position taken.

One important presupposition for a very good performance is to demonstrate an awareness that this question is one of the key issues in philosophy in general and a question that has been at the heart of philosophic discussion throughout history.

As indicated by the guiding questions, the answer to this question might be focused around a discussion of any of the four subject domains, crossing over into at least one other subject domain as required by the task and the criteria.

The following areas of the syllabus could inform the student's independent discussion of the question:

Epistemology

- Knowledge
- Opinion
- Experience
- Reason
- Certainty
- Doubt
- Intuition
- Emotion
- Representation
- Truth
- Relativism
- Theory and Model
- Criterion
- Method
- Observation
- Experimentation
- Principle of Falsifiability
- Reality
- Idea
- The limits of Knowledge
- Illusion

Ethical philosophy

- Liberty
- Happiness
- Morality
- Responsibility
- Autonomy
- Foundation
- Relativism
- Universalism

Political philosophy

- Power and Violence
- Society
- Freedom and Equality

Anthropology

- Essentialism
- Existentialism
- Meaning and Absurdity
- Creativity

PHILOSOPHY 4 PERIODS RUBRIC

General descriptor and mark /10	Mark /100	Descriptive assessment scale - Philosophy Baccalaureate exams (oral & written) - According to the attainment descriptors (see Syllabus V, 5.1, 2017-07-D-10-en-2)
A Excellent But not flawless performance 10-9.0	90.00-100	<ul style="list-style-type: none"> • The student identifies key philosophical problem(s) accurately and clearly. • The student constructs and justifies fully, in-depth and methodically his/her independent critical view. • The response is characterized by purposeful rigor, intellectual flair and originality. • The student demonstrates in-depth and detailed academic/philosophical knowledge and uses it at the right moment with precise reasoning. • The student demonstrates a rigorous, subtle and complex degree of analytical reflection and grasp of ambiguities and contradictions (even if not flawless). • The student makes detailed links between at least two philosophical domains, with real perception and articulate skill. Judicious examples are chosen. • The student shows a precise and cogent capacity to link the abstract and conceptual with her/his own experience, contemporary culture, etc. Originality and plasticity of intellectual response is very apparent. • The student uses philosophical terminology and concepts precisely, lucidly and relevantly.
B Very good Performance 8.9-8.0	80.00–89.99	<ul style="list-style-type: none"> • The student identifies key philosophical problem(s) clearly. • The student constructs and justifies his/her independent critical view in a methodical way avoiding assumptive reasoning. There may be moments of originality. • The student demonstrates very good academic/philosophical knowledge and uses it with precise reasoning. • The student demonstrates very good analytical reflection and a sound, usually consistent, grasp of ambiguities and contradictions. • The student demonstrates a very sound grasp of at least two philosophical domains, showing a very solid grasp of linkages between them, as well as some understanding of their complexity. • The student shows a confident and consistent capacity to link the abstract and conceptual with her/his own experience, contemporary culture, etc. • The student nearly always uses relevant and appropriate philosophical terminology.

<p>C Good Performance</p> <p>7.9-7.0</p>	<p>70.00-79.99</p>	<ul style="list-style-type: none"> • The student identifies a key problem(s) well and clearly enough. • The student constructs and justifies his/her independent critical view well. • The student demonstrates sound academic/philosophical knowledge and reasoning. • The student demonstrates analytical reflection and some grasp of ambiguities and contradictions well enough. • The student demonstrates a good grasp of at least two philosophical domains, showing an awareness of their complexity and of links between them. • The student makes links between the abstract and the concrete, and also with his/her experience, contemporary culture, etc. • The student uses philosophical terminology relevantly and appropriately, generally speaking.
<p>D Satisfactory performance</p> <p>6.9-6.0</p>	<p>60.00-69.99</p>	<ul style="list-style-type: none"> • The student identifies a key philosophical problem. • The student constructs and justifies his/her independent critical view. • The student demonstrates some academic knowledge and basic reasoning, some valid argumentation. • The student demonstrates a satisfactory grasp of at least two philosophical domains and attempts to demonstrate links between them. He/she shows some understanding and awareness of the complexity of the domains. • The student makes some links between the abstract and his/her concrete experience and culture. • The student attempts to use some philosophical terminology.
<p>E Performance Corresponding to the minimum</p> <p>5.9-5.0</p>	<p>50.00-59.99</p>	<ul style="list-style-type: none"> • The student identifies a key problem partially only. • The student makes an attempt to construct an independent, critical viewpoint. • The student demonstrates a limited degree of academic knowledge and basic reasoning. Some valid argumentation. • The student shows basic knowledge of one field and attempts to make links with another. • An attempt is made to relate theory and contemporary experience. • Limited use of philosophical terminology.
<p>F Weak performance almost entirely failing</p> <p>4.9-3.0</p>	<p>30.00-49.99</p>	<ul style="list-style-type: none"> • The student does not identify at all convincingly any key philosophical problem(s) relevant to the question. • A superficial response, with inadequate and limited reasoning/structure, palpable lack of purpose, poor conceptual and academic grasp, and overly narrow and/or overly broad generalisations. It may be highly subjective, demonstrating a very limited capacity to link the abstract with the concrete, cultural and experiential.

FX* Weak performance entirely failing 2.9-0	0-29.99	<ul style="list-style-type: none">• The student does not identify at all convincingly any philosophical problems relevant to the question.• An extremely superficial response, with fragmented reasoning and structure, very poor conceptual and academic understanding, and little to no convincing demonstration of an understanding of complexity and/or cultural aspects.
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