Exercise walk-through

4.2
HL: Paper 3 unseen-text practice

International Baccalaureate · IB Diploma · Philosophy · HL

Philosophy and contemporary issues

- explain what philosophy does: **conceptual analysis**, argument and thought experiments;
- distinguish conceptual questions from empirical ones;
- discuss philosophical issues in artificial intelligence, the environment and technology;
- respond to an unseen text in Paper 3 in four steps.

Answering Paper 3 (2)

- Evaluation: Searle's **Chinese room** shows that behaviour and understanding can come apart; but a functionalist would reply that understanding just is the right kind of behaviour.
- Reflection: science can tell us what the systems do; philosophy must decide what would *count* as thinking. The text shows why philosophy remains necessary even when the technology advances.

Key terms (2)

- **Turing test**: a test in which a machine counts as thinking if a judge cannot tell it from a human in text conversation.
- **Chinese room**: Searle's **thought experiment** meant to show that following rules for symbols is not understanding.
- **Non-identity problem**: Parfit's puzzle that a policy can seem to harm future people who would not have existed without it.

Exercises 2.1·2.2

2.1 State the **main claim** of the unseen text and **one** of its **assumptions**. [2]

2.2 Explain the **metaphor** “A society that sells its attention has sold its freedom”, and **one** weakness of using it as evidence. [3]

Exercises 2.1·2.2

2.1 State the **main claim** of the unseen text and **one** of its **assumptions**. [2]

2.1

main claim: smartphones reduce human freedom; assumption, e.g. people cannot choose to ignore notifications / freedom means control of attention

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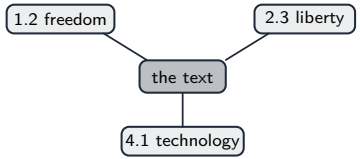
2.2 Explain the **metaphor** “A society that sells its attention has sold its freedom”, and **one** weakness of using it as evidence. [3]

2.2

attention is treated as a good that companies buy through free apps and sell to advertisers; losing control of attention is presented as losing freedom; weakness: a metaphor is not evidence; it persuades through images, not reasons or data

Exercises 2.3·2.4

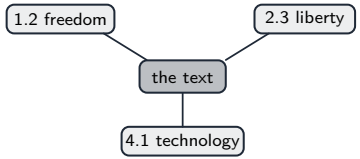
2.3 Connect the text to **two** ideas you have studied. [4]



2.4 Give the strongest **objection** to the text, and a reply its author could make. [6]

Exercises 2.3·2.4

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2.3

any two, explained: positive liberty (Berlin): freedom as real self-control, not just absence of interference; non-neutral technology (Heidegger, Winner): design shapes behaviour; compatibilism: acting on desires shaped by others may still be free; Mill: individuality needs space to think for oneself

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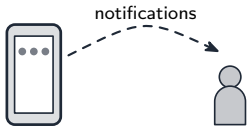
2.4

objection clearly stated, e.g. users can switch off notifications or the phone, so their freedom remains (negative liberty); explained with an example; reply: design exploits psychology, so the ability to resist is weak in practice; with support, e.g. features such as infinite scrolling; evaluation of who has the better argument; clear reasoning

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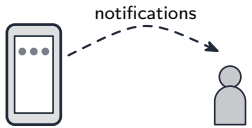
Exercise 3.1

3.1 *(HL Paper 3 style.)* With reference to the unseen text, evaluate the claim that modern technology threatens human freedom. [15]



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3.1

Mark with the markbands: [13-15] clearly focused on the question, clear explanation of the philosophical issue, relevant philosophers and arguments used accurately, counter-arguments evaluated, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: explicit use of the text: its claim, concept of freedom and assumptions; explains freedom: negative and positive liberty; for: attention design, recommendation algorithms, surveillance; non-neutral technology: Heidegger, Winner; against: technology increases options and access to knowledge; negative liberty remains: no one forces use; compatibilist view of shaped desires; a contemporary example in detail; evaluation of the text's argument; a reasoned conclusion