

Essay Sample D Marks and Comments

Essays such as this are easy to mark but difficult to describe in any detail because of the almost total logical meltdown at their core. This presents us with the difficulty of justifying any mark greater than zero. Nevertheless the current essay is a good example of a low level 1 response. While none of the examples is effectively analysed and there is very little evidence of any critical thinking at all, almost all of the text relates in one way or another to the question.

The essay starts off on the wrong foot with a peculiar definition of knowledge that includes procedural knowledge and historical knowledge but defines out of existence other kinds of propositional knowledge, for example, that of the natural sciences and mathematics. This is an unfortunate strategy given that the candidate chooses mathematics as the first source of examples. But the candidate's plan becomes clear when mathematics is revealed as a mere set of procedures that have to be followed by the long suffering school student rather than a fully-fledged area of human intellectual activity in its own right. Distressingly, it appears that the sole purpose of mathematical knowledge (and any other sorts it seems) is to enable the execution of everyday activities such as cooking and driving a car. Sadly, the discussion of history is no better and is riddled with self-contradiction.

A list of key characteristics of this essay have to include words such as 'incoherent' and 'formless'. There is a wholesale failure to understand the nature of the systems of knowledge chosen as examples and there is no attempt to bring any counterargument to bear on the thesis in the title. The only positive characteristic of the essay is that within the hyper narrow redefinition of the examples adopted it answers the question.

The correct answer is: 1