



National
Qualifications
2016

Philosophy

National 5

Finalised Marking Instructions

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General Marking Principles for National 5 Philosophy

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of learner’s answers. The skill of using appropriate philosophical terminology is reflected in exemplar responses, however at this level candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (e) A glossary of terminology is provided in the Course and Unit Support Notes to show teachers and lecturers how these terms are used in SQA documentation. Different text books may use terms in different ways and should candidates use a definition or explanation or use language that is different from that given in the glossary, their response will be positively marked provided that the information given is correct.
- (f) Questions that ask the candidate to ‘name’, ‘give’, ‘state’ or ask ‘what is’ or ‘what are’ are straightforward questions requiring candidates to recall key points of knowledge or to give examples. Marks available for these questions reflect the number of points the candidate needs to make. For example, if one mark is available, the candidate needs to give one correct point. If three marks are available the candidate needs to make three correct key points in their response.
- (g) Questions that ask the candidate to ‘describe’ require the candidate to make a point and then develop this point by giving further information about this. For example, if two marks are available, the candidate should get a mark for making the main point and a further mark for developing the point by giving additional or related information.
- (h) Questions that ask the candidate to ‘explain’ or ‘use’ require the candidate to give reasons or show connections. This may include giving reasons why an argument is valid. For example, if three marks are available for an ‘explain’ question, the candidate should get one mark for making a key point of explanation and a further mark for each additional correct key point of explanation.
- (i) Questions that ask the candidate to ‘evaluate’ or ‘apply’ require the candidate to use their knowledge and understanding of a theory or argument to examine its validity or its usefulness in a given situation. For example, if a scenario is provided, candidates will be required to apply their knowledge and understanding of a theory or argument to a given situation. Evaluation can occur when asked to give information about strengths and weaknesses of a theory.
- (j) For credit to be given, points must relate to the questions asked. Within a structured question of, for example, two or three parts, a candidate may give more information in the first part than is required and inadvertently give the answer to the second part. In this case, although the candidate has given the answer for part b) in part a), marks should be awarded if the answer is relevant and correct.

- (k) There are three questions in this paper. Each question is structured to assess the candidate's breadth of philosophical knowledge and understanding and their skill in using this. Within the structure of each question, short stimulus pieces or scenarios are used requiring the candidate to use their skills knowledge and understanding in unfamiliar contexts. In some questions, the candidate can respond by drawing on learning where personalisation and choice has been exercised. If the marker is not familiar with the theory chosen, guidance should be sought.

Detailed Marking Instructions for each question

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)	(i)	This is a straightforward question that asks the candidate to give one example of a statement.	1	Any suitable example of a sentence which has a truth value, eg 'Paris is the capital of France'.
		(ii)	Questions that ask candidates to 'give' are straightforward questions require the candidate to recall key points of knowledge. For this question, the candidate is required to recall one example of an argument.	1	Any suitable example which contains at least one premise and connected conclusion, eg 'Brighton is a city in England and England is in Europe so Brighton must be a European city.'
		(iii)	Candidates are not asked to give example but some may find it easier to exemplify to show the difference.	2	<p>Any accurate distinction which may include:</p> <ul style="list-style-type: none"> • Statements assert or deny. (1 mark) • Arguments prove or refute. (1 mark) • Statements have a truth value, arguments do not. (1 mark) • Statements can be premises in an argument. (1 mark) • Arguments contain premise/s and a conclusion. (1 mark) • Arguments can be valid and or sound, statements cannot. (1 mark) <p>If only one distinction is made but then developed the additional mark can be awarded.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	(i)	1	<ul style="list-style-type: none"> • A premise which is not explicitly stated in an argument but on which the argument may rest for its strength or validity. • A premise which is not stated but implies the conclusion of the argument.
		(ii)	1	<ul style="list-style-type: none"> • Things which pollute the environment are bad. • We have an obligation to save the environment • Any other suitable example.
	(c)	(i)	2	<ul style="list-style-type: none"> • An informal fallacy whereby a person asserts that events will inevitably follow on from other events without providing justification. • Any suitable example.
		(ii)	2	<p>Candidates can get a mark for identifying the fallacy</p> <ul style="list-style-type: none"> • Just because voluntary euthanasia is introduced it does not follow that involuntary euthanasia will be introduced. • The argument has a missing premise which explains why the legalisation of voluntary euthanasia would lead to everyone over 75 being killed. • Any other suitable comment.

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)	This is a straightforward question that asks the candidate to recall three key points of knowledge.	3	Any three of the following is acceptable. <ul style="list-style-type: none"> To find certainty. (1 mark) To find a foundation of knowledge. (1 mark) To examine his beliefs and keep only true beliefs. (1 mark) To defeat the sceptics. (1 mark) To establish something 'firm and lasting in the sciences'. (1 mark) To build a new philosophy. (1 mark) To show the supremacy of rationalism. (1 mark) To prove the existence of God. (1 mark)
	(b)	Questions that ask "why" require the candidate to give reasons or show connections. For this question the candidate must demonstrate an understanding of why Descartes says we should not trust our senses.	2	Two points from the following: <ul style="list-style-type: none"> The senses are occasionally deceptive. (1 mark) "It is prudent never to trust completely those who have deceived us even once". (1 mark) Some candidates may give examples from Descartes - eg, a square tower can appear to be round when viewed from a distance. (1 mark) Any other relevant point.
	(c)	Questions that ask the candidate to 'describe' require the candidate to give reasons or show connections. For this question the candidate must demonstrate an understanding of Descartes' dream argument.	4	Four marks can be awarded when the candidate makes four points. <ul style="list-style-type: none"> The senses initially seem to be reliable for things that are very obvious, eg, he sometimes believes he is sitting by the fire when in fact he is in bed, dreaming that he is awake. (1 mark) Thus, in dreams, we can have the experience of seeing things yet these things are not there in reality. (1 mark) Perhaps all his supposed experiences of the external world are a product of his mind. (1 mark) There are no definitive signs to distinguish wakefulness from dreaming state. (1 mark) He concludes that as he could be dreaming, he cannot trust any knowledge gained from his sense experiences. (1 mark)

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(d)	Questions that ask the candidate to 'explain' why require the candidate to give reasons or show connections. For this question the candidate must demonstrate an understanding of the role of the evil genius in helping Descartes' achieve his aims.	4	<p>Any four points from the following is acceptable:</p> <ul style="list-style-type: none"> • An accurate explanation of Descartes' Evil Genius argument. (1 mark) • The Evil Genius is Descartes' ultimate sceptical argument. (1 mark) • It allows Descartes to argue against the idea that God might be fooling us about basic reasoning processes. (1 mark) • Even simple mathematical truths are open to doubt. (1 mark) • The Evil Genius could be interfering with our logic. (1 mark) • He uses the Evil Genius to suggest that the external world is a complete Illusion. (1 mark) • The Evil Genius allows Descartes to say that he has found a certain piece of knowledge that is beyond doubt. (1 mark) • Any other relevant point.
(e)	Questions that ask the candidate to 'explain' why require the candidate to give reasons or show connections. For this question the candidate must demonstrate an understanding of why Descartes thinks his Cogito is beyond doubt.	3	<p>Three marks for any three points from the following:</p> <ul style="list-style-type: none"> • Define the cogito as either "I think, I exist" or "I think therefore I am". (1 mark) • It is necessarily true, every time that he thinks it. (1 mark) • Descartes argues there is one thing he can be completely sure of. (1 mark) • Even if the evil genius is deceiving him, he thinks, and therefore he exists. (1 mark) • He cannot doubt that he thinks, because doubting is a form of thinking. (1 mark) • If he were to doubt that he exists, that would prove he does exist - as something that thinks must exist. (1 mark) • The Cogito is a clear and distinct idea. (1 mark) • Any other relevant point.

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(f)	Questions that ask the candidate to 'evaluate' require the candidate to use their knowledge and understanding of a theory/idea to examine its validity. For this question the candidate must evaluate the Cogito by explaining its strengths and/or weaknesses.	4	<p>One mark for each evaluative comment from the following:</p> <ul style="list-style-type: none"> • The Cogito shows that there is a thought, not necessarily that there is a thinker. (1 mark) • There is an unjustified jump in reasoning from 'I think' to 'I am'. (1 mark) • A hidden premise ("thinking things exist") needs to be inserted to allow the conclusion. (1 mark) • Any relevant accusation of circularity - the cogito is circular since it assumes what it is setting out to prove. (1 mark) • Descartes does not doubt reason in his Cogito argument, despite his doubt in the Evil Genius argument about the laws of logic. (1 mark) • The Cogito stands up to Descartes' sceptical challenge. (1 mark) • Any other relevant evaluative comment.

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	(i)	This is a straightforward question in which candidates are required to recall key points of knowledge.	2	<p>Responses may include the following:</p> <ul style="list-style-type: none"> Bentham's theory of measuring pleasure in a quantitative way was inadequate because it didn't take account of the different types of pleasure. (1 mark) Mill thought it was important to measure the quality of pleasure not just the quantity. (1 mark)
		(ii)	This type of question asks the candidate to analyse the given example, using their knowledge and understanding.	4	<p>Higher Pleasures:</p> <ul style="list-style-type: none"> A term used by Mill to describe intellectual pleasures. (1 mark) Such as literature, art or music. (1 mark) <p>Lower Pleasures:</p> <ul style="list-style-type: none"> A term used by Mill to describe 'lower' physical or animalistic pleasures. (1 mark) Such as food, drink and sex. (1 mark)
		(iii)	This type of question asks the candidate to state two criticisms of a theory.	2	<p>Responses may include the following:</p> <ul style="list-style-type: none"> There may be a difficulty in determining if a given experience counts as a higher or lower pleasure.(1 mark) It is arguably difficult to agree on what constitutes a higher or lower pleasure Any other appropriate comment. (1 mark) <p>No marks for saying someone may get more pleasure from eating a burger than going to the opera because Mill's point was that higher pleasures are to do with improving oneself.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	This is a straightforward question in which candidates are required to recall key points of knowledge. In this question, that means to recall key main features about the other moral theory they have studied.	4	<p>For candidates who have studied Kantianism. Any three main features, such as:</p> <ul style="list-style-type: none"> • Deontological theory (1 mark) • It is based on intentions, not consequences. (1 mark) • Reason is sovereign when making moral decisions. (1 mark) • Maxims are universalised using the Categorical Imperative. (1 mark) • No one should be used “merely as a means to an end but at the same time as an end in themselves”. (1 mark) <p>For candidates who have studied Virtue Ethics. Any three main features, such as:</p> <ul style="list-style-type: none"> • It is concerned with how to live a good life - emphasis is on character rather than actions. (1 mark) • In order to live a good life we ought to strive for a virtuous character. (1 mark) • An action is good if it is what a virtuous person would do. (1 mark) • Virtues are what we need to live a good life. (1 mark)

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(c)	This question requires the candidates to identify and then explain criticisms.	6	<p>1 mark for identifying a criticism and 1 mark for explaining the criticism.</p> <p>Maximum of 3 marks for simply stating criticisms.</p> <p>Candidates who have studied Kantianism may identify the following criticisms:</p> <ul style="list-style-type: none"> • Kantianism completely ignores consequences. Yet human beings intuitively look at consequences when making moral decisions. (2 marks) • Kantianism ignores motives other than duty. Yet sometimes it would seem more morally praiseworthy to do something out of love, for example, rather than because it is your duty. (2 marks) • Duties often seem to conflict with each other - for example, we may have a duty to keep a promise and a duty to tell the truth. It is difficult in such cases to know what is the right thing to do. (2 marks) <p>Candidates who have studied Virtue Ethics may identify the following criticisms:</p> <ul style="list-style-type: none"> • Virtue Ethics might not help us figure out what we ought to do in a moral dilemma, as there is not a clear cut list of virtues. (2 marks) • Virtues can sometimes come into conflict with each other - for example, it is virtuous to be kind and to be honest, but it is sometimes not possible to be both. It is difficult in such cases to know what to do. (2 marks) • It seems that Virtue Ethics can be reduced to deontological moral theory - honesty being a virtue is very much like a moral law that says 'do not tell lies'. (2 marks)

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(d)	Questions that ask the candidate to explain a possible response to a scenario require the candidate to use their knowledge and understanding of a theory and to apply this in a given situation.	2	<p>Candidates must provide a judgment and reason for their answer.</p> <p>For candidates who have studied Kantianism:</p> <ul style="list-style-type: none"> • Not lie because lying would involve treating someone as a means to an end. (2 marks) • Not lie because maxims that involve lying result in a contradiction in conception when you try to universalise them. (2 marks) <p>For candidates who have studied Virtue Ethics:</p> <ul style="list-style-type: none"> • Not lie because we ought to try to develop a virtuous character, and honesty is a virtue. (2 marks) • Not lie because a virtuous person would tell the truth. (2 marks)

[END OF MARKING INSTRUCTIONS]