



National  
Qualifications  
2018

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**2018 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) The term ‘or any other acceptable answer’ allows for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of the candidate’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) Refer to the glossary of terms provided in the course support notes. 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 it. 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 need 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.

## Marking instructions for each question

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a)			4	<p>Each correct answer should be given <b>1 mark</b>.</p> <p>The correct answers are:</p> <ul style="list-style-type: none"> <li>• He loves her and he has promised to marry her. That means he should marry her.</li> <li>• The sewing machine needs electricity. So, because it is not plugged in it will not work.</li> <li>• Storm clouds are coming in this direction, so it is definitely going to rain today.</li> <li>• All horses have four legs. Cloppy is a horse. Therefore, Cloppy has four legs.</li> </ul>
	(b)			2	<p>Any appropriate comment will be credited.</p> <p>Listing the premises followed by the conclusion. <b>(1 mark)</b></p> <p>Writing premises and conclusion as stand-alone meaningful claims. <b>(1 mark)</b></p> <p>Drawing an inference bar between the premises and conclusion. <b>(1 mark)</b></p> <p>Any other appropriate comment will be credited.</p>
	(c)			2	<p>Premise: Eight out of ten people report having smoother and softer skin after using 'Smooth and Soft' skin cream for thirty days. <b>(1 mark)</b></p> <p>Conclusion: 'Smooth and Soft' skin cream actually makes skin smoother and softer. <b>(1 mark)</b></p> <p>A <b>maximum of 1 mark</b> if 'buy it!' is included in the argument.</p>
	(d)			1	<p>Any suitable definition:</p> <ul style="list-style-type: none"> <li>• a fallacy is an error in reasoning</li> <li>• a fallacious argument may have an invalid structure.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(e)				<ul style="list-style-type: none"> <li>• name the fallacy</li> <li>• describe the fallacy</li> <li>• explain, with reference to the argument, why you think it is this fallacy.</li> </ul>
		(i)		3	<ul style="list-style-type: none"> <li>• attacking the person <b>(1 mark)</b></li> <li>• an informal fallacy when a person attacks his opponent as a justification for rejecting what the opponent claims in an argument <b>(1 mark)</b></li> <li>• in this case not accepting the person's argument because of an <b>irrelevant</b> personal detail (he has no children of his own). <b>(1 mark)</b></li> </ul>
		(ii)		3	<ul style="list-style-type: none"> <li>• false dilemma</li> <li>• an informal fallacy when a person attempts to establish a conclusion by presenting two options when there are more options available</li> <li>• it doesn't follow that you support the terrorists because you don't support the bombing of Syria. There are other options: eg other sanctions against the terrorists such as cutting off their weapon supplies or engaging in diplomatic negotiations.</li> </ul>
		(iii)		3	<ul style="list-style-type: none"> <li>• slippery slope</li> <li>• an informal fallacy when a person asserts that events will inevitably follow on from other events without providing sufficient justification or showing any necessary connection between them</li> <li>• just because the voting age is lowered to 16, it does not follow that 5-year-old children will be allowed to vote. there is no support for this claim.</li> </ul>
	(f)			2	<p>The conclusion does not follow from the premises. <b>(1 mark)</b></p> <p>There are other ways of getting ten pounds - for example, as a gift. <b>(1 mark)</b></p> <p>Candidates must refer to the given argument to gain <b>2 marks</b>.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)			4	<p><b>1 mark</b> for a point and <b>1 mark</b> for a development of that point.</p> <ul style="list-style-type: none"> <li>• sceptics are concerned about the justification criterion of the tripartite theory of knowledge (<b>1 mark</b>)</li> <li>• all justification/evidence for knowledge can be doubted (<b>1 mark</b>)</li> <li>• sceptics argue that our senses might be deceiving us (<b>1 mark</b>)</li> <li>• sceptics argue that we can't know for sure if we are dreaming (<b>1 mark</b>)</li> <li>• sceptics argue that maybe we are being deceived about the existence of the external world. (<b>1 mark</b>)</li> </ul> <p>Any other appropriate answer will be credited such as accurate reference to infinite regress.</p>
	(b)			2	<p>'Knowing how' refers to knowing how to do something/ability, eg like playing the guitar. (<b>1 mark</b>)</p> <p>'Knowing that' refers to propositional knowledge, which is knowledge of facts, for example, I know that there is a boy in the room. (<b>1 mark</b>)</p> <p>'Knowing that' concerns truth. (<b>1 mark</b>)</p> <p>'Knowing how' concerns ability. (<b>1 mark</b>)</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	(i)		3	<p>Candidates must show understanding of what the metaphor means to gain <b>full marks</b>.</p> <p><b>1 mark</b> for a point and an <b>additional mark</b> for a developed point.</p> <ul style="list-style-type: none"> <li>• Locke rejects the existence of innate ideas</li> <li>• he uses his metaphor of a blank sheet of paper to represent the human mind before it acquires knowledge</li> <li>• he claims that we gain knowledge gradually through our experiences.</li> </ul>
		(ii)		3	<p>Candidates must show understanding of what the metaphor means to gain <b>full marks</b>.</p> <p><b>1 mark</b> for a point and an <b>additional mark</b> for a developed point.</p> <ul style="list-style-type: none"> <li>• Leibniz uses his metaphor of veined marble to represent the human mind prior to experience</li> <li>• he claims that we have some innate ideas</li> <li>• an appropriate reference to the sculpture of Hercules.</li> </ul>
	(d)			4	<p>Any <b>two</b> of the following is acceptable:</p> <ul style="list-style-type: none"> <li>• to find certainty <b>(1 mark)</b></li> <li>• to find a foundation of knowledge <b>(1 mark)</b></li> <li>• to examine his beliefs and keep only true beliefs <b>(1 mark)</b></li> <li>• to defeat the sceptics. <b>(1 mark)</b></li> </ul> <p>Credit may also be awarded for the following points:</p> <ul style="list-style-type: none"> <li>• to establish something ‘firm and lasting in the sciences’ <b>(1 mark)</b></li> <li>• to build a new philosophy <b>(1 mark)</b></li> <li>• to show the supremacy of rationalism <b>(1 mark)</b></li> <li>• to prove the existence of God. <b>(1 mark)</b></li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(e)			2	<p>Candidates can gain marks in different ways, for example:</p> <ul style="list-style-type: none"> <li>• Descartes considers the possibility that he is being deceived by the evil demon about his existence <b>(1 mark)</b></li> <li>• he is doubting that he exists <b>(1 mark)</b></li> <li>• he can't be deceived if he doesn't exist <b>(1 mark)</b></li> <li>• he must exist if he is thinking <b>(1 mark)</b></li> <li>• even if the evil demon is deceiving him, he must exist in order to be deceived. <b>(1 mark)</b></li> </ul>
	(f)			2	<p><b>2 marks</b> for any <b>two</b> points from the following:</p> <ul style="list-style-type: none"> <li>• it is necessarily true every time that he thinks it <b>(1 mark)</b></li> <li>• it would be logically impossible to be false <b>(1 mark)</b></li> <li>• he cannot doubt that he thinks because doubting is a form of thinking <b>(1 mark)</b></li> <li>• if he were to doubt that he exists, that would prove he does exist - as something that thinks must exist <b>(1 mark)</b></li> <li>• he sees the Cogito as a clear and distinct idea. <b>(1 mark)</b></li> </ul>
	(g)			4	<p>Any relevant points will be credited.</p> <p>The Cogito shows that there is a thought, not necessarily that there is a thinker. <b>(2 marks)</b></p> <p>There is an unjustified jump in reasoning from 'I think' to 'I am'. A hidden premise ('thinking things exist') needs to be inserted to allow the conclusion. <b>(2 marks)</b></p> <p>Accusation of circularity - the cogito is circular since it assumes what it is setting out to prove. <b>(2 marks)</b></p> <p>Descartes does not doubt reason in his Cogito argument, despite his doubt in the Evil Genius argument about the laws of logic. <b>(2 marks)</b></p> <p>Appropriate reference to the existence of God may be credited.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(h)			1	Knowledge is gained through experience or the senses. <b>(1 mark)</b>
	(i)			1	Simple ideas are copies of impressions. <b>(1 mark)</b>
	(j)			4	<p>Candidates may answer in a variety of ways but they should cover the following areas:</p> <p>How we can form complex ideas by combining simple ideas. <b>(1 mark)</b>  An explanation of how the operations of the imagination might be used to arrive at the idea of a unicorn. <b>(up to 2 marks)</b>  Reference to ‘compound’ or ‘transpose’, showing understanding of the meaning. <b>(2 marks)</b></p> <p>Appropriate reference to ‘golden mountain’ and ‘virtuous horse’ will be credited.</p>



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)			1	<p>Any correct point such as:</p> <ul style="list-style-type: none"> <li>Bentham's Hedonic Calculus was devised to provide a way of calculating how much pleasure any action will bring about <b>(1 mark)</b></li> <li>it allows us to quantify happiness. <b>(1 mark)</b></li> </ul>
	(b)			2	<p>Any <b>two</b> components from:</p> <ul style="list-style-type: none"> <li>intensity</li> <li>duration</li> <li>certainty</li> <li>propinquity</li> <li>fecundity</li> <li>purity</li> <li>extent.</li> </ul>
	(c)			6	<p><b>1 mark</b> should be awarded for each relevant point, which may include:</p> <ul style="list-style-type: none"> <li>the right thing to do will be the thing that leads to the best consequences</li> <li>Utilitarians seek to bring the greatest happiness to the greatest number</li> <li>principle of equity - everyone's happiness ought to be equalled considered but the happiness of people in need would seem to be overlooked when supermarkets throw out food</li> <li>Utilitarians would probably find that more pleasure could be gained by giving food to people in need than by throwing it out</li> <li>disposing of food that's still edible doesn't bring about any pleasure at all</li> <li>giving food to people in need would reduce their suffering</li> <li>possible long-term consequences of food rotting and damaging the environment for future generations.</li> </ul> <p>Any relevant consideration of positive and negative consequences of supermarkets always donating to people in need will also be credited.</p> <p><b>Maximum of 3 marks will be awarded if there is no reference to the scenario.</b></p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(d)	(i)		1	Evil pleasures. <b>(1 mark)</b>
		(ii)		2	Someone may derive great pleasure from the suffering of others. This is a problem for Utilitarianism because most people would view inflicting suffering on others as wrong. <b>(1 mark)</b>  Any suitable example. <b>(1 mark)</b>
		(iii)		1	Difficulties of predicting consequences. <b>(1 mark)</b>
		(iv)		2	This is a problem for Utilitarianism because events can turn out differently from what is expected. We have no control over anything but our own actions, so unexpected consequences can happen. <b>(1 mark)</b>  Any suitable example. <b>(1 mark)</b>
		(v)		1	Tyranny of the majority. <b>(1 mark)</b>
		(vi)		2	This is a problem for Utilitarianism because the majority's interests are served and those of a minority are suppressed. What the majority want is not necessarily right as it ignores justice/rights of the minority. <b>(1 mark)</b>  Any suitable example. <b>(1 mark)</b>  Candidates may answer in any order.  Any other relevant criticisms may be credited.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(e)			4	<p>For candidates who have studied Kantianism. Any main features, such as:</p> <ul style="list-style-type: none"> <li>• deontological theory (1 mark)</li> <li>• it is based on intentions, not consequences (1 mark)</li> <li>• reason is sovereign when making moral decisions (1 mark)</li> <li>• Maxims are universalised using the Categorical Imperative (1 mark)</li> <li>• no one should be used 'merely as a means to an end but always at the same time as an end in themselves'. (1 mark)</li> </ul> <p>For candidates who have studied Virtue Ethics. Any main features, such as:</p> <ul style="list-style-type: none"> <li>• it is concerned with how to live a good life - emphasis is on character rather than action (1 mark)</li> <li>• in order to live a good life, we ought to strive for a virtuous character (1 mark)</li> <li>• an action is good if it is what a virtuous person would do (1 mark)</li> <li>• virtues are what we need to live a good life. (1 mark)</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(f)			4	<p>The chosen moral theory must be applied; <b>no marks</b> can be awarded if the candidate simply recounts their personal views.</p> <p><b>Kantianism:</b></p> <ul style="list-style-type: none"> <li>• Kant would not think it is acceptable to lie <b>(1 mark)</b></li> <li>• telling the truth is your perfect duty <b>(1 mark)</b></li> <li>• Katy is treating her parents as a means to an end, which Kant would find unacceptable <b>(1 mark)</b></li> <li>• allowing Katy to take the blame would be motivated by fear rather than duty. <b>(1 mark)</b></li> </ul> <p>Candidates should be credited for describing the decision making process including the categorical imperative.</p> <p><b>Virtue Ethics:</b></p> <ul style="list-style-type: none"> <li>• conflict arises for a virtuous person who may wish to help a friend but would need to lie in order to do so <b>(1 mark)</b></li> <li>• in taking the blame, Katy is demonstrating a virtuous character, eg bravery, compassion and kindness <b>(1 mark)</b></li> <li>• lying is not virtuous: it would be better to be honest <b>(1 mark)</b></li> <li>• to own up would display the virtue of bravery. <b>(1 mark)</b></li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(g)			4	<p>Marks should be awarded for any <b>two</b> relevant criticisms.  <b>1 mark</b> for stating a criticism and <b>1 mark</b> for development of the point.  Suggestions are given below for Kantianism and Virtue ethics, although any relevant theory is acceptable.</p> <p><b>Kantianism:</b></p> <ul style="list-style-type: none"> <li>• there are other relevant motives apart from duty, eg Katy has a desire to support you (<b>2 marks</b>)</li> <li>• Kant does not consider consequences but it could be argued that they are important in this situation because you will suffer distress as you cannot afford to pay for the laptop (<b>2 marks</b>)</li> <li>• Katy may have conflicting duties between protecting her friend and telling her parents the truth (<b>2 marks</b>)</li> <li>• any other relevant criticism that is related to the scenario.</li> </ul> <p><b>Virtue Ethics:</b></p> <ul style="list-style-type: none"> <li>• Katy is getting moral praise for her courage, but she may be naturally virtuous: if our actions are shaped by our essential nature and factors over which we have no control, we cannot necessarily be held responsible for our actions (<b>2 marks</b>)</li> <li>• if there are different ways of expressing the same virtue it is hard to choose between them: Katy could express kindness to you by encouraging you to tell the truth (<b>2 marks</b>)</li> <li>• you may have to fall back on another ethical theory to express a virtue, eg out of kindness, Katy has chosen to protect you but she could have chosen to encourage you to tell the truth (<b>2 marks</b>)</li> <li>• any other relevant criticism that is related to the scenario.</li> </ul> <p><b>No marks if there is no reference to the scenario.</b></p>

[END OF MARKING INSTRUCTIONS]