National Qualifications

X854/75/01

Philosophy

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

General Marking Principles for National 5 Philosophy

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

(a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

(b) If a 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.

(c) 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.

(d) 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.

(e) 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 **1 mark** is available, the candidate needs to give **one** correct point. If **3 marks** are available, the candidate needs to make **three** correct key points in their response.

(f) 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 **2 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.

(g) 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 **3 marks** are available for an 'explain' question, the candidate should get **1 mark** for making a key point of explanation and **a further mark** for each additional correct key point of explanation.

(h) 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

Section 1 — Arguments in action

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a)	(i)		1	**1 mark** for any of the following: • it must be true or false • it must have a truth value • it asserts or denies a claim.
		(ii)		1	**1 mark** for any appropriate example.
	(b)	(i)		1	**1 mark** for any of the following: • it contains a premise • it contains a conclusion • it involves an attempt to persuade • at least one reason is given to support a claim • it proves or refutes a claim.
		(ii)		1	**1 mark** for any appropriate example.
	(c)			2	**1 mark** for each of the following points: • it does not contain a premise • it does not contain a conclusion • there is no attempt to persuade • no reasons are given to support a claim.
	(d)			4	Each correct answer should be given **1 mark**. The correct answers are: My rabbit has an infestation of fleas. All fleas are bacteria so my rabbit has an infestation of bacteria. Elaine has two sweets and Jennifer has three sweets. So they have five sweets altogether. Bob is taller than Alfie. Alfie is taller than Joe. So Joe is shorter than Bob. If you are a politician you want to be famous. Susan is a politician therefore Susan wants to be famous.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(e)				2	Either of the following two versions of the argument is acceptable. Premise — Research has shown that dog owners are less likely to suffer from high blood pressure than people who don't have a dog. **(1 mark)** Conclusion — Dogs are good for your health. **(1 mark)** Premise — Dogs are good for your health. **(1 mark)** Conclusion — You should get a dog. **(1 mark)** No marks should be awarded for the conclusion 'get a dog!'.
(f)				3	Candidates should be awarded **1 mark** for any of the following points. The candidate: • has not removed 'so' • has not changed 'she' to 'Lynne' • has not labelled the premises and conclusion • has not included all the premises.
(g)				1	A fallacy is a common error in reasoning. **(1 mark)**
(h)	(i)			2	A conclusion is established on the grounds that it is the better of the two options that are presented in the argument **(1 mark)**, when in fact more than two options are available. **(1 mark)**
	(ii)			1	Any appropriate example. (**1 mark**)
(i)				1	**1 mark** for attacking the person.

Section 2 — Knowledge and doubt

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)			2	'Knowing how' refers to knowing how to do something/ability. **(1 mark)** 'Knowing that' refers to propositional knowledge/knowledge of facts. **(1 mark)** 'Knowing that' concerns truth. **(1 mark)** 'Knowing how' concerns ability/skill. **(1 mark)**
	(b)			3	**1 mark** for each description. Justified — there must be support for the knowledge claim. True — the claim must be true. Belief — the claim must be accepted. Candidates should be awarded **1 mark** for only stating **justified true belief.** Candidates may say that each condition is individually necessary and that all three together are jointly sufficient. **(2 marks)**
	(c)	(i)		1	Any of the following will be awarded **1 mark:** • knowledge is based on experience **(1 mark)** • knowledge is acquired through the senses. **(1 mark)**
		(ii)		3	Candidates should be awarded **1 mark** for each of the following: • Locke rejects the existence of innate ideas — says we are born without knowledge • he uses his metaphor of a blank sheet of paper to represent the human mind before it acquires knowledge • he claims that we gain knowledge gradually through our experiences/a-posteriori • any of Locke's criticisms of innate ideas. If there is no reference to Locke's blank sheet of paper, a **maximum of 1 mark** can be awarded. Candidates can be awarded **1 mark** for a criticism of innate ideas.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(d)	(i)			1	Any of the following will be awarded **1 mark:** • knowledge is acquired through reason **(1 mark)** • we have innate ideas. **(1 mark)**
	(ii)			3	Candidates should be awarded **1 mark** for each of the following: • Leibniz claims that we have some innate ideas — says we are born with some knowledge • he uses his metaphor of veined marble to represent the human mind prior to experience • the veins in the marble guide the sculptor towards the sculpture in the same way that innate ideas guide the thinker towards knowledge • any appropriate example of ideas that Leibniz considered innate. If there is no reference to Leibniz's veined marble, a **maximum of 1 mark** can be awarded.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(e)	(i)			2	The following points can be awarded **1 mark** each: • to find certainty • to find a foundation of knowledge • to examine his beliefs and keep only true beliefs • to defeat the sceptics.
	(ii)			8	A **maximum of 6 marks** can be awarded if **all three** arguments are **not** covered. Candidates should be awarded marks for the following points. **Senses argument:** • Descartes' claim that many of the beliefs he has taken to be completely reliable come from his sense experience **(1 mark)** • his assertion that his senses have been shown to deceive him **(1 mark)** • his conclusion that it might be wise not to trust in them completely **(1 mark)** • his examples of the kinds of things our senses deceive us about — things that are very small or very far away **(1 mark)** • we can't doubt all knowledge from our senses otherwise we would be insane. **(1 mark)** **Dream argument:** • his belief that he sometimes thinks he is sitting by the fire when in fact he is in bed, dreaming that he is awake **(1 mark)** • his view that, in dreams, we can have the experience of seeing things yet these things are not there in reality **(1 mark)** • his suggestion that perhaps all his supposed experiences of the external world are, similarly, a product of his mind **(1 mark)** • his claim that there are no definitive signs by which he can distinguish wakefulness from sleep **(1 mark)** • his conclusion that, as he could be dreaming, he cannot trust any knowledge gained from his sense experiences **(1 mark)** • certain kinds of knowledge are retained, for example, mathematical. **(1 mark)**

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			Deceiving God: • Descartes uses the deceiving God to cast doubt over knowledge based on reason **(1 mark)** • for example, God may even be deceiving him about mathematical truths **(1 mark)** • he also speculates that God is deceiving him about the existence of the entire world **(1 mark)** • Descartes concludes that the foundations for all of his knowledge are undermined by the possibility that God might be deceiving him. **(1 mark)**
(f)		1	**1 mark** for any of the following points: • I think, therefore I am • I am, I exist • a foundational belief • Descartes' argument that he cannot doubt his own existence.
(g)		6	Any relevant points will be credited such as: • the Cogito has a powerful psychological appeal — it feels right **(1 mark)** and seems impossible to doubt **(1 mark)** • it's a strong argument because Descartes claims only the certainty of his own existence **(1 mark)** — he is making no claims for the existence of other minds **(1 mark)** • 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)** • Accusation of circularity **(1 mark)** — 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 **(1 mark)**, despite his doubt in the Evil Genius argument about the laws of logic. **(1 mark)**

Section 3 — Moral philosophy

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)			**2**	This principle claims that the more happiness and the less unhappiness an action produces **(1 mark)** the more morally praiseworthy it will be. **(1 mark)**
	(b)			**1**	The view that the consequences of an action **(1 mark)** are the primary factor in calculating its moral worth. **(1 mark)**
	(c)			**1**	The principle that claims everyone's interests are of equal importance or at least are worthy of equal consideration.
	(d)			**1**	The principle that claims an action is morally right or wrong depending on whether it promotes the maximum pleasure.
	(e)			**1**	**1 mark** for either of the following point or equivalent: • a method of calculating how much utility an action produces • Bentham's Hedonic Calculus was devised to provide a way of calculating how much pleasure any action will bring about.
	(f)			**4**	**1 mark** should be awarded for each of the following points: • the homeless person will feel intense pleasure from getting something to eat • the pleasure of the food may not last long • a charity will be able to add the donation to its funds and invest it, so it will be able to continue helping homeless people • giving to the homeless charity will dilute the intensity • you would feel bad if you walked past the homeless person and gave your money to the homeless charity. No marks are awarded for stating what you should do. Marks are awarded for the application of the two components to the situation. Both components must be considered to gain full marks.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(g)			2	**1 mark** each awarded for any of the following points: • Mill wanted to counter Bentham's claim that all pleasures are equal • Mill thought that the quality of pleasure is important as well as quantity • Mill wanted to answer the criticism that Utilitarianism was a 'swine philosophy'.
	(h)			2	**1 mark** for higher pleasures appeal to higher faculties. **1 mark** for an appropriate example.
	(i)			8	**A maximum of 6 marks** will be awarded if there is no reference to a scenario. **For candidates who have studied Kantianism.** Any main features, such as: • 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 always at the same time as an end in themselves'. **(1 mark)** **For candidates who have studied Virtue Ethics.** Any main features, such as: • it is concerned with how to live a good life — emphasis is on character rather than action **(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
	(j)			6	Candidates will be credited **2 marks** for the explanation of a criticism.
					1 mark for identifying a criticism and **1 mark** for explaining a criticism.
					Candidates who have studied Kantianism may identify any one of the following criticisms: • Kantianism completely ignores consequences. **(1 mark)** Yet human beings intuitively look at consequences when making moral decisions **(1 mark)** • Kantianism ignores motives other than duty. **(1 mark)** Yet sometimes it would seem more morally praiseworthy to do something out of love, for example, rather than because it is your duty **(1 mark)** • duties often seem to conflict with each other **(1 mark)** − 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. **(1 mark)**
					Candidates who have studied Virtue Ethics may identify any one of the following criticisms: • difficulty of giving clear moral guidance. **(1 mark)** 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 **(1 mark)** • virtues can sometimes come into conflict with each other **(1 mark)** − 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 **(1 mark)** • it seems that Virtue Ethics can be reduced to a deontological moral theory **(1 mark)** − honesty being a virtue is very much like a moral law that says 'do not tell lies'. **(1 mark)**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(k)			2	Candidates should give a judgement and reason for their answer. For example: • Utilitarianism is more convincing than Kantian Ethics as it takes the circumstances of each action into consideration. **(1 mark)** The exact details of a situation are important to humans when making moral decisions **(1 mark)** • Virtue Ethics is more convincing that Utilitarianism because it encourages us to be sensitive to others **(1 mark)** and not just calculate the maximum happiness. **(1 mark)** Any other suitable responses should be credited.

[END OF MARKING INSTRUCTIONS]