2015 Philosophy

National 5

Finalised Marking Instructions

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 <u>always</u> 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 learners' 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 for example giving reasons why an argument is sound. 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 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)		This is a straightforward question requiring the candidate to recall key points of knowledge.	1	• Any question, command or exclamation, for example: • Is it raining? (1 mark) • Shut the door (1 mark) • Good grief! (1 mark)
	(b)	(i)	This is a straightforward question requiring the candidate to recall key points of knowledge.	2	• The conclusion does not go beyond the premises (1 mark). • The premises provide evidence/support for the conclusions (1 mark). • Universal premises are used to prove particular conclusions (1 mark). • Deductive arguments can be valid or invalid (1 mark).
		(ii)	This question requires the candidate to show the structure of a deductive argument thus applying knowledge and understanding.	1	• Any suitable example (valid or invalid), for example: • All men are mortal • Socrates is a man • Therefore Socrates is mortal
	(c)		This question is asking the candidate to examine the possible validity of the argument and giving appropriate reasons for their answer.	3	• 1 mark for stating it is valid. • 1 mark for saying that if the premises are true, the conclusion must be true or that the conclusion follows from the premises. • 1 mark for saying that if all cooks love food, then Peter must also love food since he is a cook. • Credit any accurate reference to the structure of the argument.
	(d)		This is a straightforward question requiring the candidate to recall key points of knowledge and applying their knowledge and understanding by giving an example.	3	• False dilemma is the name for arguments which try to convince their opponent that there are only two options available when in reality there are more (2 marks) • Any suitable example – 1 mark • Maximum of 2 marks if there is no suitable example

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)		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 this question the candidate must give a definition of knowledge and expand on it.	4	It is likely that most candidates will give the standard definition of knowledge as the Tripartite Theory of Knowledge. • Identification of Tripartite Theory of Knowledge (1 mark) • The standard definition of knowledge is summarised into the phrase 'justified, true belief' (1 mark) • Candidates may say that each condition is individually necessary (1 mark) • And that all three together are jointly sufficient (1 mark) • Candidates may give an example to illustrate how the definition works — for instance Edinburgh is the capital city of Scotland. The statement has to be believed, supported/justified with evidence and true so it can be regarded as knowledge. • Candidates may also state that knowledge in philosophy is concerned with 'propositional' or 'factual' knowledge. • Any other relevant point. No credit will be awarded for description of theories of knowledge.

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	(i)		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 this question the candidate's example serves as the further information.	4	Candidates should be awarded up to 2 marks for describing what impressions and ideas are and up to 2 marks for their examples. Maximum 3 marks if both concepts are not described. Appropriate description might include the following points: • The contents of the mind can be divided into impressions and ideas. • Both impressions and ideas are perceptions of the mind. • Impressions have more force and vivacity than ideas. • Impressions are the immediate experiences we access through our senses. • Ideas are copies of impressions, and may be simple or complex. • Examples of impressions may include feeling too warm, wanting an ice cream, hearing the phone ring; and examples of ideas may include the recollection of any impression, or examples of complex ideas (golden mountain, virtuous horse, etc)
	(ii)		Questions that ask the candidate to 'evaluate' require the candidate to use their knowledge and understanding of a theory to examine its validity. For this question the criticisms should be developed to explain why they are criticisms.	4	Candidates may identify the following problems: • Some impressions seem less vivid than the corresponding idea, for example, dreams, hallucinations and drunkenness • Hume's own counter-example, the missing shade of blue, leaves the door open for innate ideas • The idea that we may need some innate concepts to make any sense of what we perceive • The lack of clarity in the distinction Hume makes between impressions and ideas (what does he mean by force and vivacity?) Candidates should not be awarded any marks for adding to their description of the distinction between impressions and ideas.

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c)	(i)	This is a straightforward question in which candidates are required to recall key points of knowledge. In this question, that means to recall key points about rationalism.	2	One mark for any of the following: • Rationalism is a foundationalist theory of knowledge • Knowledge is acquired through reason • We have innate ideas • Examples of innate ideas such as knowledge of God and mathematics • The importance of deductive reasoning If there is no mention of reason a maximum of 1 mark.
		(ii)	Questions that ask the candidate to 'evaluate' require the candidate to use their knowledge and understanding of a theory to examine its validity. For this question the candidate must evaluate rationalism by explaining its strengths and/or weaknesses.	6	Candidates should be awarded one mark for each evaluative point they make. Up to two marks may be awarded for a developed point. These may (but need not) include: • Support for the claim that we have innate knowledge • Rationalists may argue that innate ideas do explain why there is universal understanding of certain concepts • Chomsky claims that we have innate linguistic structures in our brains which account for how quickly children learn language • Objections to the claim that we have innate ideas • Innate ideas are controversial – how do we acquire them? What are they? • Innate truths such as God and knowledge of maths are easily challenged • A priori truths cannot tell us anything about the world • Knowledge of necessary truths does not advance our knowledge of the world • Candidates will be credited for evaluation of Descartes' rationalism • Candidates may contrast Rationalism with Empiricism Or 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)	Questions that ask the candidate to 'state' are straightforward questions requiring candidates to recall key points of knowledge or give examples. Marks available for these questions reflect the number of points the candidate needs to make.	2	Any of the following is acceptable for 1 mark each: • Greatest Happiness Principle • Consequences • Hedonism • Equity • Hedonic calculus • Act utilitarianism
		(ii)		4	Two marks may be awarded for identifying each problem. If only one problem is mentioned, a maximum of two marks can be awarded. • Difficulty of predicting consequences (1 mark) • Does not take account of motive/intention (1 mark) • Evil pleasures may be justified (1 mark) • Pleasure and pain difficult to measure objectively (1 mark) • Problem with equity – tyranny of the majority (1 mark) • Any other relevant criticism (1 mark)
	(b)		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.	4	A maximum of one mark can be awarded for an explanation of Rule Utilitarianism. • A Rule Utilitarian formulates rules based on the GHP (1 mark) • A Rule Utilitarian would ascertain the best rule of conduct (1 mark) • They could use a rule 'obey the law' which would not allow them to go through the red light (1 mark) • They could use a rule 'preserve life at all costs' which would allow them to go through the light (1 mark) • The candidate could explain that there could be a conflict of rules (1 mark) • Differentiation between strong and weak RU should be credited No clear understanding of RU – maximum 2 marks.

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c)			4	Suggestions are given below for Kantianism and Virtue ethics, although any relevant theory is acceptable. Note: candidates are asked to name their chosen theory. This is not allocated a mark; however, if it is not named and consequently unclear which theory is being used, no marks can be awarded.

Marks should be awarded for any two relevant problems.

Up to 3 marks may be awarded for a well-developed answer that focuses on one relevant problem.

Kantianism:
• There are other relevant motives apart from duty, eg love (1 mark).
• Creating maxims for each situation is not always practicable (1 mark).
• Any other relevant problem.
• In each case a mark should be given for use of a suitable example.

Virtue Ethics:
• 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 (1 mark).
• If there are different ways of expressing the same virtue it is hard to choose between them and you will have to fall back on another ethical theory (1 mark), eg out of love one person may choose euthanasia, another to prolong life (1 mark).
• Any other relevant problem.
• In each case a mark should be given for use of a suitable example. |

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.	6	The chosen moral theory must be applied; no marks can be awarded if the candidate simply recounts their personal views. Kantianism: • Use of the categorical imperative (1 mark). • Construct a maxim, eg always help a friend in trouble; never lie; always follow school rules (1 mark for each maxim, up to 2 marks). • Show whether the maxim passes or fails the categorical imperative test (up to 2 marks). • Explain that this situation creates a conflict of duty (1 mark). • Come to a conclusion about how a Kantian may resolve this dilemma (1 mark). • Any other relevant point Virtue Ethics: • Conflict arises for a virtuous person who may wish to help a friend, but would need to lie and cheat in order to do so (1 mark). • Cheating in this case also involves justice as it is unfair to the friend to pretend they can do something which perhaps they cannot in the long run, and unfair to others taking the course who have not had help (1 mark). • A virtuous person would neither lie nor cheat, because they are honest (1 mark). • Lying and cheating are not virtuous (1 mark). • In some cases, a virtuous person may break a rule to help a friend in need (1 mark). • The student would not carry out this action in accordance with virtue ethics (1 mark). • Any other relevant point

[END OF MARKING INSTRUCTIONS]