2017 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 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.

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 a definition.	1	• One which would guarantee a true conclusion if the premises were true. • The conclusion follows from the premises.
		(ii)	This question asks the candidate to identify whether the argument is valid or invalid and asks the candidate to explain why.	2	• The argument is valid. **(1 mark)** • Their reason must relate to the given argument. Candidates must identify argument as valid to gain full marks in this question.
		(iii)	This question asks the candidate to identify whether the argument is valid or invalid and asks the candidate to explain why.	2	The argument is invalid. **(1 mark)** Any reason identified must relate to the given argument: • Even if we accept that snow makes people cold and you are cold, we do not have to accept that it was snowing. You could have been cold for another reason, eg you are unwell. Candidate must identify argument as invalid to gain full marks in this question.
	(b)		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 what an illegitimate appeal to authority is.	3	• An informal fallacy is when you appeal to an authority to support your claim in an argument when the authority is **not** an authority on the facts relevant to the argument. (**2 marks**) • Any correct example. (**1 mark**)
	(c)		This type of questions asks the candidate to analyse the given example, using their knowledge and understanding.	2	• It is unreliable because it contains the ad hominem fallacy (attacking the person). (**1 mark**) • The fact that she smokes is irrelevant to the conclusion. (**1 mark**)

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)		This is a straightforward question requiring the candidate to recall key points of knowledge.	**2**	**One mark** for each point. • Knowledge is based on experience. • Knowledge is accessed through the senses. • Knowledge cannot be discovered by reason alone. • No innate ideas.
	(b)		This is a straightforward question requiring the candidate to recall key points of knowledge.	**2**	**One mark** for a clear definition of each: An impression is a lively perception or experience. An idea is a faint copy of a previous experience.
	(c)		This type of questions asks the candidate to analyse the given example, using their knowledge and understanding.	**3**	Candidates should show awareness of complex ideas to gain full marks. • We can imagine gold and we can imagine a mountain because we have already experienced them. We can therefore put both ideas together in the imagination to form a golden mountain. (**3 marks**)
	(d)		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.	**3**	**One mark** for each developed point. In order to get full marks candidates must make it clear that the missing shade could be imagined. • A counter example that shows there is at least one idea that is not based on an impression. (**1 mark**) • Imagines someone who has seen every shade except one. (**1 mark**) • All the shades are arranged in order from darkest to lightest. (**1 mark**) • Questions whether such a person could imagine the missing shade. (**1 mark**) • Hume claims that such a person can imagine the missing shade. (**1 mark**) • This is a singularity and can be ignored. (**1 mark**)
	(e)		Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this	**4**	• Hume claims that all ideas are based on prior impressions but this counter example shows that there is at least one idea that is not based on an impression. (**2 marks**)

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			question the candidate must demonstrate an understanding of the ways the missing shade of blue is a problem for Hume's theory of impressions and ideas.		• Threatens to undermine his empirical stance. **(1 mark)** • Arguably opens the door to the notion of innate ideas. **(1 mark)** • Some critics think that this example is not singular as it can be applied to all other sensations such as sounds. **(1 mark)** • Hume could have said that this shade is a complex idea compounded from two others. **(1 mark)**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(f)		This is a straightforward question requiring the candidate to recall key points of knowledge and expand on them with detailed description.	6	To get full marks candidates should name the arguments and expand on them.

The senses argument. (**2 marks**)

For example:

- The senses are occasionally deceptive ("it is prudent never to trust completely those who have deceived us even once")
- Some candidates may give examples from Descartes – eg, a square tower can appear to be round when viewed from a distance.

The dream argument. (**2 marks**)

For example:

- Descartes realises that, eg, he sometimes believes he is sitting by the fire when in fact he is dreaming
- He notes there is no certain test to tell whether an experience/event is happening in reality or in a dream.

The evil genius argument. (**2 marks**)

For example:

- Even simple mathematical truths (such as 2+2= 4 and a square has 4 sides) are open to doubt
- Even the simple idea that there must be an external world is open to doubt.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(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 this.	**6**	To get full marks candidates **must** cover the areas below. • Consequentialist Principle - the consequences are the only relevant factor in judging the moral value of an action. (**2 marks**) • Hedonic Principle - pleasure is the only good, so good consequences must involve the maximisation of pleasure (or at least the minimisation of pain). (**2 marks**) • Equity Principle - everyone's pleasure/happiness is of equal value. (**2 marks**) Any suitable example will also be credited.
	(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 criticisms about Utilitarianism.	**6**	Any appropriate criticism should be credited. For example: • Utilitarianism might allow for the tyranny of the majority, where the few suffer for the benefit of the many - this shows Utilitarianism to be a theory that is not concerned with fairness/justice. (**2 marks**) • The consequences are not all that matters - people's motives are often important too. (**2 marks**) • We often don't find out what the consequences of an act are until long after the act has taken place, but we don't have the benefit of hindsight when we are making moral decisions. (**2 marks**) Only **one mark** can be awarded if a criticism is stated rather than explained.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)		This is a straightforward question in which candidates are required to recall key points of knowledge. In this question, that means to show understanding of the Hedonic Calculus.	4	Any relevant point with appropriate expansion or example, eg • Naming the Hedonic Calculus. **(1 mark)** • Reference to quantitative approach. **(1 mark)** • Description of the Hedonic Calculus as a way to measure pleasure and pain. **(1 mark)** • Mentioning at least one of the components from the Hedonic Calculus. **(1 mark)**
	(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.	4	Candidates must answer in relation to the given scenario. For example, by: • Weighing up the comparative pain and pleasure caused by the theft • Considering realistic consequences of stealing or not stealing the jacket. • Any other relevant points on merit. Candidates should be awarded **no marks** just for saying what a Utilitarian would advise you to do without giving an appropriate explanation.

[END OF MARKING INSTRUCTIONS]