



National
Qualifications
2014

2014 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) 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.
- (d) 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.
- (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 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.
- (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 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.
- (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 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.
- (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 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.
- (i) 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.

- (j) 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. | 2 | <ul style="list-style-type: none"> • A collection of premises which support a conclusion . (2 marks) • Used to prove or disprove a claim (1 mark) • Where candidates merely give an example (1 mark) • 1 mark if candidates just mention premises • 1 mark if candidates just mention conclusion |
| | (b) | (i) | This question requires the candidate to show connections in the arguments thus demonstrating awareness of the relationship between premises and conclusions in arguments. | 1 | Conclusion Therefore, an apple is edible. |
| | | (ii) | | 1 | Premise 2 I am in Glasgow. |
| | (c) | | This question requires the candidate to apply philosophical skills to analyse a simple argument by putting it into standard form. | 3 | <ul style="list-style-type: none"> • Standard form (1 mark) • Premise 1 When people tell a lie, they blush • Premise 2 James is blushing. (1 mark) • Conclusion. James is telling a lie. (1 mark) • Candidates need to get both premises right for 1 mark |
| | (d) | | This question requires the candidate to recall key points of knowledge and apply it to the given argument. | 3 | <ul style="list-style-type: none"> • Attacking The Person/Ad Hominem. (1 mark) • A personal aspect of the opponent is attacked rather than the argument. (1 mark) • In this case not accepting the person's argument because of an irrelevant personal detail (his father caught speeding).(1 mark) • A maximum of 2 marks if the response does not link back to the argument |

| 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 a key point of knowledge. For this question the candidate needs to recall the meaning of the term 'sceptic'. | 1 | Someone who believes it is not possible to have certain knowledge. Or any other appropriate definition |
| | (b) | | 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 describe a sceptical argument. | 3 | One mark should be awarded for identifying a sceptical argument, and two marks for identifying and explaining the claim in the argument. Likely arguments are: <ul style="list-style-type: none"> • The unreliability of the senses • The difficulty of determining if we might constantly be in a dream • The evil genius argument • Any other relevant sceptical argument. |
| | (c) | | Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidate must demonstrate an understanding of the role Descartes thinks the Cogito plays in providing a secure foundation for knowledge. | 4 | <ul style="list-style-type: none"> • Candidates should be credited for making the following points, with a maximum of one mark being awarded for explaining the 'Cogito': • Cogito refers to 'I think therefore I am'. • Descartes believes that, even if he can doubt everything else, with 'I think therefore I am' he has arrived at something he can know for certain. • The Evil Genius cannot deceive something that does not exist. • The Cogito is the end-point of Descartes' method of doubt. • 'I think therefore I am' is necessarily true whenever Descartes thinks it. • 'I think therefore I am' is self-evident. • The Cogito lays the foundation for Descartes' clear and distinct rule • Developed points should be awarded 2 marks. • Any other relevant points may be awarded up to 2 marks |
| | (d) | | In this question the candidate is required to use their knowledge and understanding of Descartes' Cogito to evaluate it. | 4 | For the full 4 marks candidates should give at least two reasons. Credit may be given for appropriate points of evaluation, which may include strengths and weaknesses: <ul style="list-style-type: none"> • Perhaps Descartes should have said 'there is thinking' instead of 'I think'. |

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| | | | | | <ul style="list-style-type: none"> • In 'I think', the 'I' presupposes a subject. • There is an unjustified jump in reasoning from 'I think' to 'I am'. • Descartes does not doubt reason in his Cogito argument, despite his doubt in the Evil Genius argument about the laws of logic. • The Cogito demonstrates the strength of Descartes' rationalism. • The Cogito stands up to Descartes' sceptical challenges • Any other relevant evaluative points |
| | (e) | | Questions that ask candidates to 'explain' require candidates to give reasons or show connections. In this case, the candidate is expected to offer a developed reason for Hume's rejection of innate ideas. | 2 | <ul style="list-style-type: none"> • Hume was an empiricist, so thought all ideas were arrived at through experience. (2 marks) • Candidates may describe how Hume explained the concept of God - so called innate ideas could be derived from experience. (2 marks) • Candidates should be awarded no more than one mark for simply stating what an innate idea is. • Any other relevant points. |

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| | (f) | Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidate is expected to give reasons for Hume's theory of causation or show an understanding of the relationship between the descriptive points they make. | 6 | <p>This is a general question about Hume's theory of causation and should be marked accordingly. Candidates should be credited for any accurate descriptive comments about Hume's theory (including his views about how we do not arrive at knowledge of cause and effect). The following points may be made:</p> <ul style="list-style-type: none"> • All of our knowledge of matters of fact, besides what we remember and immediately perceive, is founded on our knowledge of the relation of cause and effect. • We do not find out about the causal relations between events through deductive reason. • Hume's examples - Adam couldn't have known water would suffocate him or that fire would consume him independently of experience. • We do not find out about the causal relations between events through inductive reasoning, as we never have sufficient reason from experience to justify an inference from what has happened in the past to what will happen in the future. • Any attempt to make the inductive inference is circular. • Hume's examples (bread, billiard balls) • Hume completely rejects reason as a possible source of our knowledge of cause and effect. • We never have any impression of a necessary connection between events. • We simply experience the constant conjunction of events of type A and events of type B - in our experience, events of type A have always been temporally prior to events of type B • This is reinforced through repeated experience, and we come to expect an event of type B whenever we experience an event of type A. • This expectation is simply a custom or habit of the mind. • Hume is describing a psychological process that he does not consider to be any kind of intellectual achievement. • Animals learn about cause and effect in the same way as we do. • Appropriate examples to illustrate. |

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| | | | | | <p>Candidates should be awarded a maximum of 3 marks for describing any one example.</p> <p>A maximum of 4 marks should be awarded if candidates show no understanding of Hume's theory of causation.</p> |

| 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 '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 | <ul style="list-style-type: none"> Consequentialism refers to an ethical theory where the consequences of an action are the primary factor in assessing its moral worth (2 marks) A consequentialist decides whether to carry out an action based on the likely consequences. (2 marks) Candidates may refer to the consequentialist component of Utilitarianism. |
| | (b) | (i) | Questions that ask the candidate to 'state' are straightforward questions requiring candidates to recall key points of knowledge or give examples. | 2 | <ul style="list-style-type: none"> Rule utilitarians make up rules based on The Greatest Happiness Principle (1 mark) Rules are applied to every similar situation thus promoting the greatest happiness for the greatest number of people (1 mark) 1 mark may be awarded for a suitable example, eg Do not lie They are not like Act utilitarians who judge morality on individual acts (1 mark) Or any other appropriate answer |
| | | (ii) | Questions that ask the candidate to 'describe' require the candidate to make a point and develop the point by giving further information about it. | 2 | <p>The candidate could argue about any feature of Rule utilitarianism and render it as negative. The following are possible examples.</p> <ul style="list-style-type: none"> It can be difficult to decide how strictly to stick to the rules, eg Should you never break a promise, even if it would save a life? (2 marks) If exceptions are allowed Rule utilitarianism can easily collapse into Act utilitarianism which defeats the purpose of having rules. (2 marks) Unlike Act utilitarianism it is not sensitive to individual situations, whereby not following the rule they might increase the amount of happiness (2 marks) <p>Two marks may be awarded for any other acceptable weakness.</p> |

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|----------|-----|--|----------|--|
| | (c) | 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. | 5 | <p>The candidate should apply Act Utilitarianism to the situation, for example:</p> <ul style="list-style-type: none"> • The Act Utilitarian would apply the Greatest Happiness Principle (1 mark) • Application of the hedonic calculus to the situation (2 marks) • Application of the equity principle to the situation (2 marks) • Weighing up consequences of the action. Maximum of 2 marks for examples such as: <ul style="list-style-type: none"> ○ being caught with fake ID (1 mark) ○ missing friend's birthday (1 mark) ○ unhappiness of the others going if you do not go (1 mark) ○ any other relevant point (1 mark) <p>Maximum of 2 marks for simply describing Act Utilitarianism. Maximum of 3 marks if insufficient explanation of Act Utilitarianism</p> |
| | (d) | Questions that ask the candidate to 'describe' require the candidate to make a point and develop the point by giving further information about it. | 4 | <p>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.</p> <p>1 mark will be allocated for a basic description of a main feature</p> <p>2 marks will be allocated for an expanded description of a main feature</p> <p>Up to 3 marks may be awarded for a well-developed answer that focuses on one relevant feature.</p> |

| Question | | | General Marking Instructions for this type of question | Max Mark | Specific Marking Instructions for this question |
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| | | | | | <p>Kantianism:</p> <ul style="list-style-type: none"> • Categorical Imperative - Act only on that maxim through which you can at the same time will that it should become a universal law. (1 mark) • Act in such a way that you always treat humanity, whether in your own person or in the person of any other, never simply as a means, but always at the same time as an end. (1 mark) • Focus on duty/intention rather than consequences -(1 mark • An action is right if it is considered a duty to do it. (1 mark) • Any other relevant point. <p>Virtue ethics:</p> <ul style="list-style-type: none"> • Focus on the individual person rather than individual course of action. (1 mark) It looks at the virtue or moral character of the person carrying out an action, rather than at ethical duties and rules, or the consequences of particular actions. (1 mark). • An action is good if it builds moral character and develops virtues. (1 mark) • Virtue ethics not only deals with the rightness or wrongness of individual actions, it provides guidance as to the sort of characteristics and behaviours a good person will seek to achieve. (1 mark). • Any other relevant point. |

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|----------|-----|--|----------|--|
| | (e) | 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. | 5 | <p>Suggestions are given below for Kantianism and Virtue ethics, although any relevant theory is acceptable.</p> <p>Kantianism:</p> <ul style="list-style-type: none"> • Use of the categorical imperative. (1 mark) • Construct a maxim, eg always help those in need; be loyal to family; never lie; never cheat. (1 mark) • Explain whether the maxim passes or fails the categorical imperative test. (1 mark) • Consider that the money was given for the charity (1 mark) - the candidate may formulate a maxim which would support them keeping the money, or giving only some of it. (1 mark) • Come to a conclusion about how a Kantian may resolve this situation. (1 mark) • Any other relevant point. <p>Virtue Ethics:</p> <ul style="list-style-type: none"> • Conflict arises for a virtuous person who may wish to be loyal to their family, but may need to lie and cheat in order to do so. (1 mark). • A virtuous person may not give the money to their family, because they are honest and the money was given in good faith for the charity. (1 mark). • A virtuous person is aiming to build their moral character. (1 mark) • It is not virtuous to be dishonest. (1 mark). • A follower of this theory would not carry out this action in accordance with virtue ethics. (1 mark). • Any other relevant point |

[END OF MARKING INSTRUCTIONS]