



National  
Qualifications  
2024

---

# **2024 Philosophy**

## **National 5**

### **Question Paper Finalised Marking Instructions**

© Scottish Qualifications Authority 2024

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).



## 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	Detailed marking instructions for this question
1.	(a)		<i>Identify whether it is a statement, and argument, a command or an exclamation.</i>	5	<ul style="list-style-type: none"> <li>i. Statement</li> <li>ii. Command</li> <li>iii. Argument</li> <li>iv. Statement</li> <li>v. Exclamation.</li> </ul>
	(b)		<i>What is a premise?</i>	1	<ul style="list-style-type: none"> <li>• a premise is a reason that is given to support a claim</li> <li>• a statement that is used to support a conclusion.</li> </ul>
	(c)	(i)	<i>Put the argument below into standard form.</i>	3	<p>Candidates should be awarded <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>• replacing ‘they’ with ‘pizzas’ in the premise(s)</li> <li>• identifying the conclusion – pizzas are a better snack than burritos</li> <li>• omitting ‘it’s a no brainer that’.</li> </ul> <p>P1: Pizzas are pretty good cold the next day  P2: You can get thin, deep-pan or stuffed-crust pizzas  C: Pizzas are a better snack than burritos</p>



Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
		(iv)	No mark should be awarded if candidates note simply that there are other things Sasha could do – they must mention something related to housework.	3	<b>Finlay</b> <i>Name the fallacy.</i> <ul style="list-style-type: none"> <li>false dilemma. (1 mark)</li> </ul> <i>Describe the fallacy.</i> <ul style="list-style-type: none"> <li>in this fallacy two options are presented as the only options when in fact there are others. (1 mark)</li> </ul> <i>Explain, with reference to the above conversation, why this is a fallacy.</i> <ul style="list-style-type: none"> <li>it is a fallacy because the fact that Sasha isn't washing the dishes doesn't mean they must tidy their room – they could do the hoovering or clean the bathroom. (1 mark)</li> </ul>
		(v)			
		(vi)			
		(vii)		3	<b>Derek</b> <i>Name the fallacy.</i> <ul style="list-style-type: none"> <li>attacking the person. (1 mark)</li> </ul> <i>Describe the fallacy.</i> <ul style="list-style-type: none"> <li>in this fallacy the point a person is making is rejected on the grounds of an irrelevant fact about them. (1 mark)</li> </ul> <i>Explain, with reference to the above conversation, why this is a fallacy.</i> <ul style="list-style-type: none"> <li>it is a fallacy because the fact that Finlay's bedroom was a stinking mess when they were a kid has nothing to do with their claim that Sasha should tidy their room before they go out. (1 mark)</li> </ul>
		(viii)			
		(ix)			

## Section 2 – Knowledge and doubt

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
2.	(a)		<i>Explain the types of knowledge in each statement.</i>	2	<p>Candidates should be awarded <b>1 mark</b> for either of the following points:</p> <ul style="list-style-type: none"> <li>• knowing how to play the violin is an ability</li> <li>• ‘knowing how’ cannot be true or false.</li> </ul> <p>Candidates should be awarded <b>1 mark</b> for either of the following points:</p> <ul style="list-style-type: none"> <li>• knowing that to play the violin you must move your fingers quickly is knowledge of a fact</li> <li>• ‘knowing that’ is propositional knowledge.</li> </ul>
	(b)		<i>State the <b>three</b> conditions of the tripartite theory of knowledge.</i>	1	<ul style="list-style-type: none"> <li>• justification, truth and belief.</li> </ul>
	(c)		<i>What is scepticism?</i>	1	<ul style="list-style-type: none"> <li>• the view that at least some types of knowledge are impossible.</li> </ul>
	(d)		<i>Explain what is meant by the term ‘innate idea’.</i>	1	<ul style="list-style-type: none"> <li>• knowledge you are born with</li> <li>• concepts that are present in the mind at birth.</li> </ul>
	(e)		<i>According to empiricists, what is the foundation of knowledge?</i>	1	<ul style="list-style-type: none"> <li>• experience.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(f)		<i>According to rationalists, what is the foundation of knowledge?</i>	1	<ul style="list-style-type: none"> <li>reason.</li> </ul>
	(g)	(i)	<i>Describe Descartes' dreaming argument.</i>	3	<ul style="list-style-type: none"> <li>Descartes notes that there have been times when he thought he was sitting by the fire reading his paper but woke up and found that he was in bed dreaming <b>(1 mark)</b></li> <li>there are therefore no certain signs by which he can distinguish being awake from dreaming <b>(1 mark)</b></li> <li>so he cannot be certain he is not dreaming right now <b>(1 mark)</b></li> <li>Descartes concludes that he can't trust his senses. <b>(1 mark)</b></li> </ul>
		(ii)	<i>Describe <b>at least one</b> criticism of Descartes' dreaming argument. Criticisms may be strengths and/or weaknesses.</i>	3	<p><b>Dreaming argument:</b></p> <ul style="list-style-type: none"> <li>Descartes' argument is asymmetric. <b>(1 mark)</b> From the fact that we cannot tell we are dreaming when we are dreaming it does not follow that we cannot tell we are awake when we are awake <b>(1 mark)</b> We can't appeal to any experience of having mistaken waking life for a dream as this has never happened <b>(1 mark)</b></li> <li>we can tell the difference between dreaming and being awake because (for example) dreams do not follow the strict and logical order that waking life does. <b>(1 mark)</b></li> </ul>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(h)	(i)	<i>Describe Descartes' Cogito.</i>	3	<ul style="list-style-type: none"> <li>• Descartes says that even if he is being deceived then he is thinking (1 mark)</li> <li>• if he is thinking then he must exist <b>OR</b> 'I think therefore I am' (1 mark)</li> <li>• 'I am; I exist' is necessarily true every time it is uttered. (1 mark)</li> <li>• The demon can't deceive something that doesn't exist (1 mark)</li> </ul>
		(ii)	<p><i>Describe <b>at least one</b> criticism of Descartes' Cogito. Criticisms may be strengths and/or weaknesses.</i></p> <p><i>Candidates may be credited for considering the impact of the criticisms.</i></p>	3	<p>The list below gives examples of how marks should be awarded:</p> <ul style="list-style-type: none"> <li>• Descartes' cogito is sometimes presented as an argument but he may have intended it just to be an observation about an amazing statement that cannot be false (1 mark)</li> <li>• if it is an argument then it is missing a premise (1 mark), for example, 'thinking things exist' (1 mark) Descartes is not entitled to assume that thinking things exist, as he is only accepting things he cannot doubt as true (1 mark)</li> <li>• the cogito only works in the first person and the present tense (1 mark)</li> <li>• the cogito doesn't work with any activity other than thinking (1 mark)</li> <li>• the cogito isn't actually a new piece of knowledge but a feature of how 'I' operates (1 mark)</li> <li>• the reference of 'I' is always guaranteed (1 mark)</li> <li>• if he is being deceived by a malicious demon who is manipulating his memory, how can Descartes be sure that he is thinking the same thought at the end of the thought as he was when he began thinking it? (1 mark)</li> <li>• it is very difficult to argue against the cogito as it is a self-authenticating statement (1 mark)</li> <li>• some of these points suggest that Descartes is not actually entitled to say that he knows for certain that he exists. (1 mark)</li> </ul>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(i)		<p><i>Describe Hume's distinction between impressions and ideas.</i></p> <p><b>A maximum 2 marks</b> if both concepts are not correctly described.</p>	3	<p>Appropriate description might include the following points:</p> <ul style="list-style-type: none"> <li>• impressions have more force and vivacity than ideas (1 mark)</li> <li>• ideas are copies of impressions, (1 mark) and may be simple or complex (1 mark)</li> <li>• appropriate examples. (capped at 1 mark)</li> </ul>
	(j)	(i)	<p><i>Describe how Hume thinks we use the imagination to create complex ideas. You must refer to the idea of God in your answer.</i></p> <p><b>A maximum of 4 marks</b> if the candidate has not made reference to the idea of God in their answer.</p>	6	<ul style="list-style-type: none"> <li>• Hume thinks the imagination is bound only by things we have experienced (1 mark) It is also bound by logical possibility – we can't imagine a direct contradiction (1 mark)</li> <li>• the operations of the imagination are augmenting, diminishing, transposing and compounding (1 mark)</li> <li>• only by using the operations of the imagination can we arrive at complex ideas (1 mark)</li> <li>• an example of a complex idea, for example, golden mountain or virtuous horse (capped at 1 mark)</li> <li>• he thinks the idea of God is a complex idea (1 mark)</li> <li>• the imagination augments without limit our ideas of goodness and wisdom (1 mark)</li> </ul>
		(ii)	<p><i>Why does Hume choose the idea of God to support his claim that all ideas come from experience?</i></p>	2	<p>Hume challenges us to come up with an idea that cannot be traced back to experience. (1 mark)</p> <p>A lot of people think that the idea of God is an innate idea (1 mark) because the idea of God has no obvious basis in experience. (1 mark)</p> <p>Hume uses the idea of God to demonstrate all ideas can be traced back to an earlier impression as we can easily explain the notion of an all good, all-powerful God through the processes of the imagination (augmentation) (1 mark), therefore providing justification that innate ideas do not exist. (1 mark)</p>

### Section 3 – Moral philosophy

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
3.	(a)		<i>What is the purpose of the hedonic calculus?</i>	2	<ul style="list-style-type: none"> <li>to quantify happiness (1 mark)</li> <li>to work out the correct moral action. (1 mark)</li> </ul>
	(b)		<p><i>Explain two problems with using the hedonic calculus.</i></p> <p>Candidates should be awarded <b>2 marks</b> for a developed explanation of a problem.</p> <p>Candidates should not be credited for describing generic problems with Utilitarianism that are not specifically problems with using the hedonic calculus.</p>	4	<ul style="list-style-type: none"> <li>problem of predicting consequences. (1 mark) It's not uncommon for the consequences of an action to turn out quite differently from what was predicted. (1 mark) Any appropriate example (1 mark)</li> <li>using a quantitative measure to work out how much happiness is being created is unrealistic. (1 mark) For example, trying to decide what value to place on concepts like intensity and fecundity is very arbitrary and open to disagreement. (1 mark)</li> </ul> <p><b>Any other relevant explanatory comment.</b></p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		<i>According to Mill, what is the difference between higher and lower pleasures?</i>	4	<p>Candidates should be awarded <b>1 mark</b> for any of the following points:</p> <ul style="list-style-type: none"> <li>• a higher pleasure is a term used by Mill to describe intellectual pleasures</li> <li>• an example of a higher pleasure (for example, literature, art, music)</li> <li>• a lower pleasure is a term used by Mill to describe physical pleasures</li> <li>• example of a lower pleasure (for example, eating, sex)</li> <li>• higher pleasures improve your life in ways other than the experience of immediate pleasure.</li> </ul>
	(d)	(i)	<p><i>Use <b>two</b> factors of the hedonic calculus to show why Bentham would agree with David's parents.</i></p> <p>Candidates may approach this question in different ways. They may be awarded a mark for defining a factor and a further mark for explaining the factor, or they may be awarded more than one mark for explaining factors in more detail.</p> <p>If there is no attempt to show why Bentham would agree with David's parents, candidates should be awarded no more than <b>2 marks</b>.</p>	4	<p>For example:</p> <ul style="list-style-type: none"> <li>• duration: how long the pleasure will last (<b>1 mark</b>). The pleasure of playing an instrument or taking part in sport will last longer than the short-term experiences of playing games on your phone (<b>1 mark</b>)</li> <li>• fecundity: whether or not the pleasure will continue to be pleasurable if the act is repeated (<b>1 mark</b>). Playing an instrument or taking part in sport will have a more lasting repeated pleasure than playing games on your phone (<b>1 mark</b>)</li> <li>• extent: The other hobbies would score higher in relation to extent because they are the type of activities that involve more people (<b>1 mark</b>). For example, playing drums in a band will cause pleasure to the other band members and any potential audience. (<b>1 mark</b>)</li> </ul> <p><b>Any other explanation that shows why Bentham would agree with David's parents.</b></p> <p>Candidates could also be given credit if there is recognition that some factors of the Calculus might score high in relation to playing games on your phone. For example, playing games on his phone might score high in relation to intensity because of the nature of that experience. (<b>1 mark</b>)</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(d)	(ii)	<p><i>Explain why Mill would agree with David's parents.</i></p> <p>Candidates should be awarded <b>2 marks</b> for a developed explanation of an application of Mill's theory.</p>	<b>2</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Mill would agree with David's parents because playing drums is an activity that he would see as a higher pleasure <b>(1 mark)</b></li> <li>• the lasting impact of sport or music shows why these activities are higher pleasures <b>(1 mark)</b> rather than the immediate short-term pleasure gained by playing a game on your phone <b>(1 mark)</b></li> <li>• Mill would agree that because playing games on the phone does not develop any worthwhile skills, playing the drums is a more worthwhile pleasure, <b>(1 mark)</b> even if it is not immediately enjoyable. <b>(1 mark)</b></li> </ul>
	(e)		<p><i>What would followers of your other moral theory think about David's actions in the above scenario?</i></p> <p>Candidates should be awarded <b>(1 mark)</b> for each feature of the other moral theory, up to a <b>maximum of 6 marks</b>. There is no cap on the number of marks available for the explanation of why supporters of their other moral theory would not approve of David's actions.</p> <p><b>The chosen moral theory must be applied.</b></p> <p>Any moral theory other than utilitarianism is acceptable.</p>	<b>10</b>	<p>Two examples are:</p> <p><b>Kantianism:</b></p> <ul style="list-style-type: none"> <li>• deontological theory which focuses on duty <b>(1 mark)</b></li> <li>• the theory is based on motives rather than consequences <b>(1 mark)</b></li> <li>• reason is sovereign when making moral decisions <b>(1 mark)</b></li> <li>• maxims are universalised using the Categorical Imperative <b>(1 mark)</b></li> <li>• you must always treat people as ends in themselves <b>(1 mark)</b></li> <li>• Kant maintains that we have an imperfect duty to develop our talents. <b>(1 mark)</b></li> <li>• Kant condemns all lies <b>(1 mark)</b></li> </ul> <p><b>Kantianism points related to the scenario:</b></p> <ul style="list-style-type: none"> <li>• lying involves treating other people as a means to an end which Kant says is immoral if you do not also treat them as an end in themselves <b>(1 mark)</b></li> <li>• David is failing to respect his mum's autonomy and human dignity by deceiving her <b>(1 mark)</b> <ul style="list-style-type: none"> <li>– regardless of whether David's mum uncovers the lie, the lie itself is morally wrong <b>(1 mark)</b></li> <li>– the maxim 'lie to make people think well of you' cannot be universalised to a moral law, <b>(1 mark)</b> as it contains a contradiction in conception: <b>(1 mark)</b> if everybody lied to make others think well of them, then it would be impossible to have a concept of deception, because this requires trust <b>(2 marks)</b></li> <li>– someone who does not develop their talents neglects their imperfect duty to do so. <b>(1 mark)</b></li> </ul> </li> </ul>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
					<p><b>Virtue Ethics:</b></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> <li>• for Aristotle, the good life involves fulfilling one's potential (1 mark)</li> <li>• for Aristotle, virtues lay at a midpoint between two opposing vices. (1 mark)</li> </ul> <p><b>Virtue Ethics points related to the scenario:</b></p> <ul style="list-style-type: none"> <li>• Virtue Ethicists would condemn lying in this scenario because it is not for a virtuous purpose (1 mark)</li> <li>• a follower of Virtue Ethics would argue that lying is not what a virtuous person would do: it would be better to express the virtue of honesty (1 mark)</li> <li>• David is failing to show the virtue of respect towards his mum by lying to her (1 mark)</li> <li>• David is letting excessive pride/laziness get in the way of the virtue of humility (1 mark)</li> <li>• there is no justification for dishonesty here. Rather than acting on a conflicting virtue, David is only thinking about playing his game, not developing a virtuous character (1 mark)</li> <li>• a virtuous person would not want to upset their mum, however that doesn't justify lying in this situation (1 mark)</li> <li>• someone who doesn't cultivate their talents is neglecting that aspect of their potential. (1 mark)</li> </ul>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(f)		<p><i>Explain <b>two</b> criticisms of your other moral theory.</i></p> <p>Candidates will be credited <b>2 marks</b> for the explanation of a criticism.</p> <p><b>1 mark</b> for identifying a criticism and <b>1 mark</b> for explaining a criticism.</p>	4	<p>Candidates who have studied Kantianism may identify any of the following criticisms:</p> <ul style="list-style-type: none"> <li>• Kantianism completely ignores consequences. <b>(1 mark)</b> Yet human beings intuitively look at consequences when making moral decisions <b>(1 mark)</b></li> <li>• Kantianism ignores motives other than duty. <b>(1 mark)</b> Yet sometimes it would seem more morally praiseworthy to do something out of love, for example, rather than because it is your duty <b>(1 mark)</b></li> <li>• duties may seem to conflict with each other <b>(1 mark)</b> – 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. <b>(1 mark)</b></li> </ul> <p>Candidates who have studied Virtue Ethics may identify any of the following criticisms:</p> <ul style="list-style-type: none"> <li>• difficulty of giving clear moral guidance. <b>(1 mark)</b> 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 <b>(1 mark)</b></li> <li>• virtues can sometimes come into conflict with each other <b>(1 mark)</b> – 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 <b>(1 mark)</b></li> </ul>

[END OF MARKING INSTRUCTIONS]