



National
Qualifications
2018

2018 Philosophy

Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2018

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



General marking principles for Higher 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 for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

Marks should always be assigned in accordance with these marking instructions. In problematic cases advice should be sought from your team leader or principal assessor.

In the short answer questions marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.

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. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

For credit to be given, points must relate to the questions asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question.

In giving their responses, candidates will show the following skills, knowledge and understanding.

Knowledge: 1 mark should be awarded for each relevant, developed point of knowledge and understanding which is used to respond to the question. Not all related information will be relevant. For example, it is unlikely that biographical information will be relevant.

Analysis: This is the breakdown of something into its constituent parts and detection of the relationships of those parts and the way they are organised. This might, for example, involve identifying the component parts of an argument and showing how they are related, explaining how an argument develops or identifying key features of a philosophical position.

Evaluation: This occurs when a judgement is made on the basis of certain criteria. The judgement may be based on internal criteria such as consistency and logical accuracy or on external criteria such as whether a philosophical position accords with widely held moral intuitions.

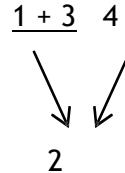
Reasoned view: This is the ability to develop and sustain an argument that leads to and supports a clear conclusion.

Questions requiring candidates to represent an argument using an argument diagram.

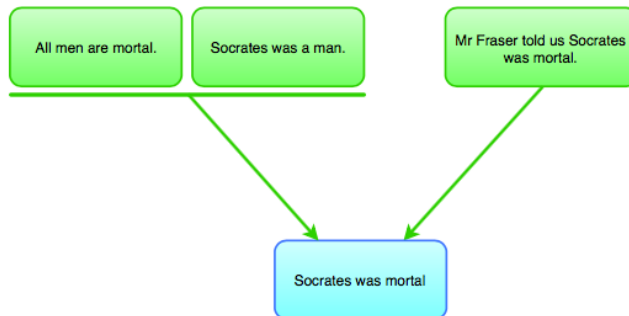
There is more than one way of constructing an argument diagram but it is expected that candidates will be familiar with those using numbers and an accompanying legend, eg

All men are mortal so Socrates was mortal. After all, Socrates was a man. Anyway, Mr Fraser told us he was mortal, although quite why he thought we would be interested in that, I'm not sure.

1. All men are mortal.
2. Socrates was mortal.
3. Socrates was a man.
4. Mr Fraser told us Socrates was mortal.



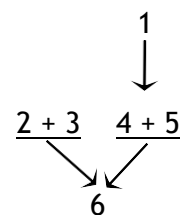
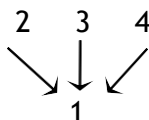
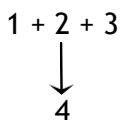
and those where the statements are written directly into boxes, eg



It is usual for those with numbers to be written such that the **final conclusion** is at the bottom of the diagram; it is common for those with boxes to be written such that the **final conclusion** is at the top of the diagram. Diagrams of either type and written in either direction are acceptable. It is common for the statements in the legend to be arranged in standard form with the final conclusion at the end rather than have the statements listed in the order in which they occur in the passage. Either option is acceptable.

If a candidate includes an unstated premise or conclusion in their diagram it should be clearly indicated as such. When using a legend, some people choose to indicate unstated premises and conclusions by using letters rather than numbers. This is acceptable.

It is expected that candidates will be able to recognise, explain and construct diagrams that represent **linked arguments** where the premises are **dependent**; **convergent arguments** where the premises give **independent** support to the conclusion; and **serial arguments** where there is at least one **intermediate conclusion**. These may also be combined to form a **complex argument**.



Questions requiring discussion of ‘acceptability’, ‘relevance’ and ‘sufficiency’

‘Acceptability’, ‘relevance’ and ‘sufficiency’ primarily refer to the premises of the argument, ie:

- **acceptability** concerns whether the premises are true or, if not known to be true, can at least provisionally be taken as true,
- **relevance** concerns whether the premises are relevant to the conclusion they are intended to support, and
- **sufficiency** concerns the degree of support they give to the conclusion and whether or not there is enough support to rationally accept the conclusion.

In considering these issues, it would be usual to consider them in order – are the premises acceptable? If they are acceptable then are they relevant? If they are both acceptable and relevant, then are they sufficient? The reason for this is that if the premises fail to be acceptable and/or relevant then they will also fail to be sufficient; it only becomes an issue of sufficiency *per se* if the premises have already been deemed acceptable and relevant. However, learners are not required to follow this procedure and should be rewarded for any accurate answer supported by appropriate reasons.

Markers should also note that the procedure isn’t strictly necessary for if an argument is deductively valid then it will have met the relevance and sufficiency criteria but the acceptability criterion may still need to be assessed on other grounds. Similarly, some arguments may be trying to establish what conclusion would follow *if* the premises were true and the *actual* truth of the premises might not be a matter of concern.

Markers should be aware that some textbooks use different terms and may divide the material up differently. Although it is expected that learners will be familiar with the approach taken in this course as laid out in the course assessment specification markers should be aware that there may be legitimate reasons for considering a topic in relation to more than one of the three criteria.

Learners should be rewarded for any accurate answer supported by appropriate reasons.

Marking instructions for each question

Section 1 – Arguments in Action

Question			Specific marking instructions for this question	Max mark
1.			• 1 mark for every reason given in support of the claim that it is not an argument • 1 mark for saying that arguments are attempts to establish something as true. The mark can be awarded if this is clearly implied by the answer given even if not explicitly stated • 1 mark for any additional relevant point such as this is just a series of statements or the person is giving an explanation of why they are pleased. To gain the 2 marks the answer must contain two distinct points, ie the implied answer for the first mark cannot be drawn from the same statement that is awarded the second mark.	2
2.	(a)		Any argument that has dependent premises, eg if I am blue I come from Venus; I am blue; therefore, I come from Venus. The mark can be awarded to any argument where it is clear that the intention is that the argument has at least one premise that doesn't support the conclusion unless it is paired with the other premise. If a candidate fails to number their statements it should be assumed that they have been written in order (1, 2, 3) and marked accordingly.	1
	(b)		Any argument that has independent premises, eg it will be cold outside – that's what the forecast predicted and there's ice on the windows. The mark can be awarded to any argument where each of the premises would still give some support to the conclusion even if the other premise wasn't present and where it is clear that the premises are not intended to function as dependent premises. If a candidate fails to number their statements it should be assumed that they have been written in order (1, 2, 3) and marked accordingly.	1
	(c)		Any argument with a single intermediate conclusion, eg it has been raining therefore the match will be cancelled and therefore he will be free to go out tonight. If the candidate does not provide appropriate inference indicators the mark can still be awarded if the natural reading of the argument suggests a correct answer, ie if without changing the meaning, it can be rewritten as three statements connected by two 'therefores'. If a candidate fails to number their statements it should be assumed that they have been written in order (1, 2, 3) and marked accordingly.	1

Question			Specific marking instructions for this question	Max mark
3.			1 mark for any relevant point up to a total of 2 marks, eg: - pointing out that there is a relevant similarity between the two situations - identifying any relevant dissimilarities, eg buying the DVD from a charity shop means it is no longer available for anyone else to buy whereas this is not true for downloads; the scale of the problem is different and the possible loss is correspondingly different; etc.	2
4.	(a)		1 mark for demonstrating a clear understanding of deductive arguments – a deductive argument is an attempt to establish a conclusion that must be true/a deductive argument is one that is <u>intended</u> to be deductively valid. It is not enough to say the premises guarantee the conclusion. It is not acceptable to say deductive reasoning is arguing from the general to the specific. It is not enough to say deductive arguments can be described as valid/invalid and sound/unsound.	1
	(b)		1 mark for demonstrating a clear understanding of inductive arguments – an inductive argument is an attempt to establish a conclusion that is likely to be true. It is not acceptable to say inductive reasoning is arguing from the specific to the general. It is not enough to say inductive arguments can be described as strong/weak and cogent/not cogent.	1
5.			1 mark for any substantive point, eg: - relevant area of expertise - legitimate discipline - no vested interest/bias - recognised authority - representing the standard view. A candidate should not be awarded a second mark for making the same point in a different way eg ‘An appropriate appeal to authority is where the person is a recognised authority. A fallacious appeal to authority is where a person is not a recognised authority.’ This would be worth only 1 mark.	3
6.			1 mark for each developed point and/or example, eg: - lack of plausibility - ambiguity - inappropriate appeals to authority - premises are false.	2
7.			1 mark for each relevant substantive point or example. From a rational point of view a fallacy can be unacceptable for a number of different reasons but because of the way humans think an appeal to emotion, for example, may be more successful in persuading someone to agree with a conclusion than the use of a properly reasoned argument.	2

Question			Specific marking instructions for this question	Max mark
8.			• there is a course of action which seems appealing (1 mark) • there is a claim that accepting the course of action will inevitably result in later having to accept a state of affairs which is currently unappealing (1 mark) • therefore, the course of action should be rejected (1 mark) • slippery slope arguments contain a series of incremental steps that may be made explicit or may be just implied (1 mark) • slippery slope arguments are usually regarded as fallacious on the grounds that the resulting state of affairs is not inevitable (1 mark) • if a candidate equates a slippery slope argument with a slippery slope fallacy then they may say there is a failure of justification (1 mark) • a candidate may distinguish slippery slope arguments from appeals to consequences (1 mark) • any substantive relevant point (1 mark) • any relevant example. (1 mark) An essential feature of the example is that there is a warning against taking a course of action based on the supposed eventual outcome. It is not enough to list a series of consequences. 1 of the 4 marks is reserved for the example. There are various ways in which slippery slopes can be characterized and learners will be credited for any appropriate answer.	4

Section 2 – Knowledge and Doubt

Question	Specific marking instructions for this question	Max mark
9.	• 1 mark if the answer contains the sequence – v, i, iv • 1 mark if the final two in a sequence of five are ii & iii in that order.	2
10.	1 mark for each reason that is clearly drawn from the following passage: <i>‘...it is not enough merely to have noticed this; I must make an effort to remember it. My habitual opinions keep coming back, and, despite my wishes, they capture my belief, which is as it were bound over to them as a result of long occupation and the law of custom. I shall never get out of the habit of confidently assenting to these opinions, so long as I suppose them to be what in fact they are, namely highly probable opinions – opinions which, despite the fact that they are in a sense doubtful, as has just been shown, it is still much more reasonable to believe than to deny. In view of this, I think it will be a good plan to turn my will in completely the opposite direction and deceive myself, by pretending for a time that these former opinions are utterly false and imaginary. I shall do this until the weight of preconceived opinion is counter-balanced and the distorting influence of habit no longer prevents my judgement from perceiving things correctly. In the meantime, I know that no danger or error will result from my plan, and that I cannot possibly go too far in my distrustful attitude. This is because the task now in hand does not involve action but merely the acquisition of knowledge.</i> <i>I will suppose therefore that not God, who is supremely good and the source of truth, but rather some malicious demon of the utmost power and cunning has employed all his energies in order to deceive me. I shall think that the sky, the air, the earth, colours, shapes, sounds and all external things are merely the delusions of dreams which he has devised to ensnare my judgement. I shall consider myself as not having hands or eyes, or flesh, or blood or senses, but as falsely believing that I have all these things. I shall stubbornly and firmly persist in this meditation; and, even if it is not in my power to know any truth, I shall at least do what is in my power, that is, resolutely guard against assenting to any falsehoods, so that the deceiver, however powerful and cunning he may be, will be unable to impose on me in the slightest degree’.</i> It is important to note that the demon is not there to raise any new doubts, but to enable Descartes to believe that his former opinions, about which he has previously raised doubts, are actually false.	3

Question			Specific marking instructions for this question	Max mark
			Acceptable answers would include: • to sustain the doubts previously raised/to prevent his habitual opinions from returning • to stop himself from believing things just because they are highly probable • to enable himself to pretend for a time that his former opinions are utterly false • to ensure that the distorting influence of habit no longer prevents his judgement from perceiving things correctly • because God is supremely good and the source of truth. Candidates can also be credited for saying that in Med 2 he adds, 'I will proceed in this way until I recognize something certain, or, if nothing else, until I at least recognize for certain that there is no certainty'.	
11.			1 mark can be awarded for any appropriate objection, eg: • Descartes says 'I see plainly that there are never any sure signs by means of which being awake can be distinguished from being asleep' but our ability to even discuss the topic presupposes that this is not the case • just because when we are asleep we cannot tell that we are asleep doesn't mean that when we are awake we are not able to know that we are awake.	1
12.			1 mark to be awarded for each appropriate objection, eg: • Descartes' conclusion is meant to be the result of doubting everything else but this conclusion seems to depend on him not doubting that he knows what existence and certainty are • the concept of 'I' seems to contain more than the notion of conceiving something and the conviction that there must be something that is doing the conceiving may just be the result of the way our language works. Although the question uses the formulation found in Meditation II candidates may also respond to the formulation Descartes uses in the Second Replies – 'I am thinking, therefore I am, or I exist,' – this is acceptable and should be rewarded appropriately.	2
13.	(a)		A clear idea is one that is present to the attentive mind.	1
	(b)		A distinct idea is one that is not mixed up with anything that is not clear.	1

Question			Specific marking instructions for this question	Max mark
14.	(a)		Hume supports this claim through illustrations and arguments. 1 mark may be awarded to each substantive point/illustration eg: • Adam • marble, gun powder/magnetism, bread and milk nourishing humans but not tigers • billiard balls • cause and the effect are distinct • the effect cannot be found in the cause. A developed point may be awarded more than 1 mark.	6
	(b)		1 mark can be awarded for each substantive point: • Kant claims causation is necessary to make sense of experience • science has made successful predictions about causation prior to observation, eg Einstein's theory of relativity • constant conjunctions, eg collateral rather than direct • is more than one event needed to assume causation? • any other relevant point.	4

Section 3 – Moral Philosophy

Question	Specific marking instructions for this question	Max mark
15.	Note: Candidates will be neither credited or penalised for stating that Mill was a rule utilitarian. Candidates who equate rule utilitarianism with Mill’s higher and lower pleasures will have this inaccuracy count against them when the answer is considered according to the whether it contains ‘relevant, mainly accurate and detailed descriptive information’. Accuracy aside, in the context of this question any discussion of higher and lower pleasures is also irrelevant. This question will be marked holistically according to the criteria given below. An answer gaining 0 – 8 marks will Be a poor answer lacking in detail and/or accuracy. Candidates should be awarded 1 mark up to a maximum of 8 marks for each relevant point that they make. An answer gaining 9 marks will typically • have some relevant but basic descriptive material but information necessary to demonstrate understanding crucial to the question is either missing or confused, and/or • have basic descriptive material but no evaluative comments. eg a candidate may demonstrate a basic understanding of utilitarianism. They may say that rule utilitarian’s have to follow the rules, the law. An answer gaining 10 – 11 marks • will be a satisfactory response that includes the essential descriptive material but which may be undeveloped and contain some inaccuracies • will contain at least one appropriate evaluative comment • may include a personal view on the issue that is not necessarily well supported. eg a candidate <u>will</u> demonstrate a basic understanding of utilitarianism as a consequentialist theory and suggest how a decision about maximising happiness may be arrived at. Rule utilitarianism may be mentioned but lack development. There may be an attempt to link their description of utilitarianism to the scenario but this may not be in much depth. There will be at least one evaluative comment such as noting the difficulties utilitarians have in predicting future consequences. An answer gaining 12 – 13 marks • will be a good answer that clearly addresses the question using relevant, mainly accurate and detailed descriptive information • will contain several evaluative comments that are well explained • may include a personal view on the issue that is well supported. eg a candidate <u>will</u> give a description of utilitarianism as a consequentialist theory that, whilst it may not be comprehensive in its detail, shows a clear understanding of its key features. There will be an attempt to properly differentiate act and rule utilitarianism. Evaluative comments will clearly link the theory to the scenario.	20

Question	Specific marking instructions for this question	Max mark
	An answer gaining 14 – 17 marks • will be a well-structured answer that clearly addresses the question using relevant, accurate and detailed descriptive information • will contain several evaluative comments that are developed and well explained and may themselves be evaluated • is likely to include a clear and well supported personal judgment on the issue, although this need not be in the form of a concluding paragraph and may be implicit rather than explicit. eg a candidate <u>will</u> give a detailed account of utilitarianism and make clear how the theory would be applied to the scenario. To gain 14 or more marks a candidate must demonstrate an understanding that rule utilitarians advocate having rules which will in the long run maximise happiness. Evaluative comments will be detailed and are likely to include evaluative comments on rule utilitarianism. An answer gaining 18 – 20 marks • will be an excellent and full answer that demonstrates a detailed and clear understanding of the relevant information • will contain evaluative comments that are well developed and are likely to be the basis of discussion rather than just being described • will, either implicitly or explicitly, reveal a clear personal position on the issue that is well supported and fully consistent with the descriptive and evaluative material presented in the answer. eg a candidate <u>will</u> give a very detailed account of both act and rule utilitarianism. Evaluative comments will be more than just a list of problems but will be the basis of discussion. A candidate may explain why act utilitarians would also follow rules and why this doesn't make them a rule utilitarian. Knowledge, understanding and analysis points that a candidate might make regarding utilitarianism: • Bentham's hedonic calculus – properties of the happiness (intensity, duration, certainty & propinquity); properties of the action (fecundity & purity, ie a consideration of future consequences); extent, ie the need to calculate the effects on all those affected by the action • act utilitarianism – an action is right if it maximises happiness • rule utilitarianism – an action is right if it conforms to a rule that is in place because having that rule maximises happiness • the rules that rule utilitarians advocate are not necessarily the same as the laws of the land • act utilitarians will advocate the use of rules as a way of ensuring that people end up performing actions which maximise happiness.	

Question	Specific marking instructions for this question	Max mark
	In relation to the scenario candidates may discuss: • superficially it might be thought that crossing the red light was the right thing to do because it would cause no problems to anyone else and reduce the suffering of the child • difficulties of predicting consequences – a general problem for utilitarianism illustrated in the scenario in that the parents were not to know that they would then be delayed by the police. The problem goes deeper because it may be that if the police hadn't stopped them they would have arrived at the next junction just as somebody else jumped the lights causing an accident. If that were the case this action did minimise pain. Before the event utilitarians have to predict all future possibilities but after the event only one series has been realised and it is still unknown what the other options might have entailed • intended consequences vs actual consequences. It might be argued that as a result of the consequences the parent's actions were wrong but because they intended a course of action that might reasonably have been expected to minimise pain the decision was morally right. There may be a distinction between what is the morally right choice and what turns out to be the right choice • long term vs short term consequences. It might be argued that both rule and act utilitarians would advocate stopping at the red light but would do so for different reasons. The rule utilitarian might argue that having a rule 'stop when the lights are red' or more generally 'obey the highway code' or even more generally 'obey the laws of the land' is the right thing to do because having that law will, in the long run maximise happiness and minimise pain. All the individual then has to do is follow the rule. The act utilitarian might note that in the short term it might seem a good idea to ignore the red light but in the long term (nb purity) the breaking of the law might lead to more people breaking the law and a resulted decrease in happiness • the use of rules to avoid bias in calculations. A general difficulty with utilitarianism is the difficulty in calculating happiness and in a scenario such as this it might be unreasonable to expect the parent to make the calculation in an unbiased way. Act utilitarians may advocate the use of rules as a way of more reliably selecting the action that maximises happiness or minimises pain • the ignoring of special responsibilities. A general criticism of utilitarianism which is highlighted in the scenario because it may be argued that the parent has a special responsibility to their child. A theory that asks them to ignore that and perform a dispassionate calculation is unrealistic. This might be taken further in that perhaps they shouldn't even have a car to take their child to hospital because they should have spent the money saving the lives of children elsewhere in the world.	

[END OF MARKING INSTRUCTIONS]