



National
Qualifications
2023

2023 Philosophy

National 5

Finalised Marking Instructions

© Scottish Qualifications Authority 2023

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.



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)		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.	1	Candidates are asked to identify the option with a truth value. a statement.
	(b)		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.	3	Candidates are asked to identify the statements. - they don't play real music - anyone can manufacture music on a computer - you should only go to see bands who have genuine musical talent.
	(c)		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.	2	Candidates are asked whether the conversation contains an argument in the philosophical sense. Award 0 marks for merely stating that the conversation is not an argument. - this is just a disagreement, so it does not count as an argument in philosophy (1 mark) - there is no attempt to persuade (1 mark) - there are no premises and/or no conclusion. (1 mark) Candidates should be awarded no marks if they say the conversation contains an argument.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(d)	(i)	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.	1	Candidates are asked to identify the conclusion. I have to work hard and practise every day. (1 mark)
		(ii)	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.	1	Candidates are asked to identify the conclusion. You'll have to go to college. (1 mark)
		(iii)	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.	1	Candidates are asked to identify the conclusion. George speaks Gaelic. (1 mark)
	(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.	3	Candidates are asked what they would do to put an argument into standard form: - label each premise and the conclusion (1 mark) - write each premise and the conclusion on separate lines (1 mark) - write each premise and the conclusion in a logical order (1 mark) - remove any context-dependent language so that the argument is presented entirely in standalone statements (1 mark) - remove any unnecessary words or phrases. (1 mark)

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(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.	2	Candidates are asked to put the argument into standard form. 1 mark awarded for the correct premises: • P1 Good health depends on eating well. • P2 Eating well requires enough money to buy fruit and vegetables. Candidates should not receive credit if they have included 'surely it's obvious' and/or 'which'. 1 mark for the correct conclusion: • Good health requires enough money to buy fruit and vegetables. Candidates should not receive credit if they have included 'so'.
	(g)	(i)	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.	1	Candidates are asked what a valid argument is: • a valid argument is one in which the truth of the premises guarantees the truth of the conclusion. (1 mark)
		(ii)	Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	1	Candidates are asked to explain why the given argument is invalid: • it's invalid because you can't be certain the harvest was good from the price of apples having fallen (1 mark) • there might be other reasons why the price of apples has fallen (1 mark) • any possible reason why the price of apples may have fallen. (1 mark) No mark should be awarded for saying that the conclusion does not follow from the premises.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(h)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	2	Candidates are asked to explain the fallacy of an illegitimate appeal to authority. EITHER - an illegitimate appeal to authority is when you use what someone else has said to establish your claim (1 mark) OR - candidates may be awarded a mark for correctly giving the form of the argument (1 mark) AND - the appeal to authority is illegitimate because that person is not an authority on the matter they are making the claim about. (1 mark)
	(i)		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.	2	Candidates are asked to give an example of an argument that contains an illegitimate appeal to authority. Candidates should be credited in the following way: 1 mark for using an example of a claim made by a person who we do not have reason to believe is an authority on the matter in question 1 mark for using their example as a premise in an argument. For example: - my dentist told me independence would lead to loads more jobs in Scotland. So independence would be good because it would lead to more jobs (2 marks) - my dentist told me independence would lead to loads more jobs in Scotland (1 mark – no argument) - my dentist told me I have a cold (0 marks – the authority is not illegitimate – it is reasonable to expect any adult to be an authority on whether or not someone has a cold) - my dentist told me I have a cold. Therefore, I have a cold. (1 mark – the claim is used in an argument)

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)	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.	1	Candidates are asked to state the three conditions of the tripartite theory of knowledge: justified, true belief (1 mark)
		(ii)	Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	2	Candidates are asked to explain how these conditions allow us to establish whether we do or do not have knowledge: - each aspect is individually necessary (1 mark) - the conditions are jointly sufficient. (1 mark)
		(iii)	Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	3	Candidates are asked to explain why the infinite regress of justification poses a problem for the tripartite theory of knowledge: - it is a sceptical argument/knowledge is impossible (1 mark) - there is a problem with the justification criterion, which can never be met (1 mark) - explanation of why the justification criterion can never be met (this may be through appropriate exemplification). (1 mark)
	(b)		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.	1	Candidates are asked what innate ideas are: - an idea or concept that is present in the mind from birth (1 mark) - an idea we can hold without specific experience. (1 mark)

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
3.	(a)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	10	Candidates are asked to explain Descartes' Method of Doubt. Candidates should be awarded up to 2 marks for a brief outline of Descartes' aims of his method of doubt. For example: • to find certainty (1 mark) • to find a foundation for knowledge (1 mark) • to examine his beliefs and keep only true beliefs. (1 mark) Award up to 6 marks for accurate explanation of the stages of the method of doubt. Award 1 mark for each accurate point. Candidates can gain a maximum of 3 marks for each argument; 5 marks if they only refer to two arguments; and a maximum of 3 marks if they only refer to one argument. Senses argument • his assertion that his senses have been shown to deceive him (1 mark) • his conclusion that it might be wise not to trust in them completely (1 mark) • his statement that he would be like a madman if he were to reject his senses entirely. (1 mark) Dreaming argument • his claim that there are no definitive signs by which he can distinguish wakefulness from sleep (1 mark) • Descartes cannot be sure that he is not dreaming right now (1 mark) • his conclusion that he cannot trust any knowledge gained from his sense experiences. (1 mark) • knowledge of maths survives the dreaming argument. (1 mark) Deceiving God argument • Descartes uses the deceiving God argument to cast doubt over knowledge based on reason (1 mark) • Descartes concludes that the foundations of all his knowledge are undermined. (1 mark) – but candidates should not be awarded this mark if they attribute the extent, rather than the maintenance, of the doubt to the demon)

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
					Candidates should be awarded up to 2 marks for their explanation of the Malicious Demon Hypothesis. • Descartes did not believe that God <i>would</i> deceive him (1 mark) so he pretends that the demon is deceiving him so that he can maintain his doubt (1 mark). – No mark should be awarded for saying that Descartes introduces the demon because he believes that God <i>would not</i> deceive him. • it helps to stop him from sliding back into his old beliefs. (1 mark)

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(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.	6	Candidates may choose to criticise Descartes' arguments and/or make general comments about his method of doubt. Candidates can gain a maximum of 3 marks for each criticism. Candidates should be awarded marks for the following points: • Descartes' approach is rigorous (1 mark) • The criteria of indubitability is too high a standard to maintain (1 mark) • Descartes' method is very successful in its destructive phase (1 mark) • Descartes assumes the truth of foundationalism. (1 mark) Deception of the senses argument: • it seems excessive not to trust something just because it has deceived us once (1 mark) • Descartes says that if he can find any reason for doubt then he is going to reject the foundation altogether. However, he finds reason to doubt the senses but he doesn't reject them entirely as unreliable (1 mark) • when we are deceived by one sense, the other senses usually correct it. (1 mark) This suggests that the senses are more reliable than Descartes believes. (1 mark) Dreaming argument: • Descartes' argument is asymmetric. (1 mark) 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 (1 mark) • candidates may disagree with Descartes' claim that we cannot tell the difference between dreaming and being awake. They should be awarded 1 mark for making that observation and 1 mark for any appropriate way of making the distinction (for example, that real life has a chronology to it that dreams lack). Deceiving God argument: • if he doubts the reliability of reason, then he has no way to argue himself out of hyperbolic doubt (1 mark) • candidates may question whether Descartes really can doubt reason (1 mark), for example, how could a square not have four sides? (1 mark) • by framing the deceiving God argument in terms of an all-powerful being, it is hard to argue with. (1 mark) No marks should be awarded for criticisms of the cogito.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		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.	4	Candidates are asked to describe the Cogito. Candidates should be awarded 1 mark for each of the following points: • Descartes considers the possibility that he is being deceived by the evil demon about his existence • he is doubting that he exists • he can't be deceived if he doesn't exist • he must exist if he is thinking • even if the evil demon is deceiving him, he must exist in order to be deceived • 'I am; I exist' is necessarily true every time it is said • Descartes' only certainty is that he exists • 'I exist' becomes Descartes' foundational belief.
	(d)		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.	3	Candidates are asked whether Descartes succeeds in establishing the Cogito as certain knowledge. Candidates may approach this question in different ways. They may choose to focus on one reason, in which case they should be awarded one mark for making an appropriate point, and up to two further marks for developing that point: such as: • there is a missing premise – 'thinking things exist' – so Descartes cannot establish his conclusion (3 marks) • it is logically impossible for any statement of 'I am; I exist' to be false, so Descartes has been successful in finding certain knowledge. (2 marks) Alternatively, they may list separate points and should be awarded one mark for each. For example: • Descartes assumes what he sets out to prove (1 mark) • the most Descartes should have said in his premise is that there is a thought/doubt (1 mark) • any utterance of 'I exist' proves itself to be true. (1 mark)

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
4.	(a)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	10	Candidates are asked to explain Hume's theory of knowledge. Candidates should be awarded up to 2 marks for a brief outline of Hume's descriptions of impressions and ideas. For example: • impressions are immediate and lively (1 mark) • ideas have less force and vivacity (1 mark) • all ideas come from experience. (1 mark) Candidates should be awarded up to 2 marks for their description of how Hume says we acquire complex ideas, for example: • complex ideas are formed by the operations of the imagination acting on one or more simple ideas (1 mark) • the operations of the imagination are: compounding, transposing, augmenting and diminishing (1 mark) • candidates may be awarded one mark for any appropriate example of a complex idea. Award up to 6 marks for accurate explanation of Hume's arguments that support the copy principle. Candidates can gain a maximum of 4 marks if they only refer to one argument. • Hume's first argument for the copy principle explains how the idea of God, which many people had taken to be innate, can be traced back to experience (1 mark) • the idea of God is reached by augmenting without limit the ideas of goodness and wisdom, which we have from experience (1 mark) • Hume challenges anyone who disagrees with him to come up with an idea that cannot be traced back to experience (1 mark) • Hume says that someone who lacks a particular sense cannot have the associated ideas (1 mark) (Candidates may be awarded a maximum of 1 mark for an appropriate example) • the ideas are lacking, in the case of the blind man and the deaf man, because they have defective organs. If the organs were restored to working order they would be able to have the associated ideas (2 marks) • Hume says a 'Laplander' can have no idea of the relish of wine, as he has never come into contact with wine (1 mark)

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
					- Hume says someone who lacks an impression of a particular emotion cannot have the associated ideas. (1 mark) (Candidates may be awarded a maximum of 1 mark for an appropriate example) - Hume says we can have no ideas of the perceptions of animals who have different senses than us. (1 mark)

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(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.	4	Candidates are asked to describe the missing shade of blue counter-example. Candidates should be awarded 1 mark for each of the following points: - the missing shade of blue concerns someone who has experienced every shade of blue except one - all the shades were lined up from the darkest to the lightest - the person would be able to imagine the missing shade - they have an idea they have never had a corresponding impression of - Hume says the example is so singular that it is scarcely worth observing - Hume does not think it is necessary to change his theory just because of this counter-example.
	(c)		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.	3	Candidates are asked whether the missing shade of blue is a problem for Hume. Candidates should be credited with 1 mark for making a point and a further mark for developing that point. For example: - some people may regard Hume's rejection of the counter-example as unreasonable. A counter-example disproves a universal claim (2 marks) - some people may believe that Hume was wrong to say the missing shade of blue is a one-off – the same principle might apply to a missing grade of sandpaper, a missing hotness of chilli, etc. (2 marks) However Hume intended the principle of the missing shade of blue to apply to anything on a scale/spectrum (1 mark) - some people might believe Hume was absolutely right to reject this counter-example as so singular that it's scarcely worth observing, as it is very rare indeed that we actually acquire ideas in this way (2 marks) - this opens the door to innate ideas, which undermine his theory. (1 mark)

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(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 it.	6	Candidates are asked to explain at least two criticisms of Hume's theory of knowledge. Candidates can gain a maximum of 3 marks for each criticism. Candidates may choose to criticise Hume's arguments and/or make general comments about his theory of the origin of ideas. Candidates should be credited with one mark for making a point and a further mark for developing that point. For example: • some people might point out that it does not always seem to be the case that impressions are livelier than ideas. Hume anticipates this objection by saying that the distinction doesn't apply to anyone whose mind is disordered by disease or madness (2 marks) • some people might argue that it is not possible to form the idea of God by augmenting without limit the ideas of wisdom and goodness. We cannot get an idea of something infinite from experience (2 marks) • Hume's overall theory ties in with a modern scientific view of the world, lots of tiny atoms that fit together to form larger things (2 marks) • Hume was not an over-ambitious philosopher. He pointed out the limits of his own theory by noting that the missing shade of blue is a counter-example to it (2 marks) • some people might argue that a mild-mannered person could form the idea of inveterate revenge or cruelty by observing the behaviors of others, or by reading books. So not all of Hume's examples actually do show that we need impressions to form ideas. (2 marks)

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
					Candidates should be awarded marks for the following points: - the simple/complex distinction allows Hume to account for acts of the imagination (1 mark) - it's not clear what Hume means by force and vivacity (1 mark) - arguably not all ideas are faint and not all impressions are vivid (1 mark), for example, nightmares, which are very vivid, might count as ideas; and when we are very tired our perceptions are not very forceful. (1 mark) Candidates should be credited for appropriate criticism of the arguments, such as: - some people might argue that the idea of God is not acquired through experience but is in fact innate. (1 mark) There may be other innate ideas too, which would show Hume's theory to be false (1 mark) - someone who is blind doesn't necessarily have <i>no</i> idea of colour. (1 mark) Blind people reportedly describe the colour red as being like the sound of a trumpet (1 mark) - it is conceivable that someone could form an idea of the taste of wine by forming a complex idea. (1 mark) This could be based on descriptions they have heard from other people who have tasted wine. (1 mark)

Section 3 – Moral philosophy

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
5.	(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.	6	Candidates are asked to describe the three key components of the greatest happiness principle. 1 mark for naming a feature of Utilitarianism and an additional mark for expanding on that feature. To gain full marks candidates should cover the areas below. • Consequentialist Principle (1 mark) – the consequences are the only relevant factor in judging the moral value of an action (1 mark) • Hedonic Principle – (1 mark) pleasure is the only good (1 mark) • Equity Principle – (1 mark) everyone's pleasure/happiness is of equal value. (1 mark) Any other appropriate description of the greatest happiness principle should be credited.
	(b)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	6	Candidates are asked to explain three common criticisms of Utilitarianism. 1 mark for stating a criticism and an additional mark for development of that criticism. Candidates can gain a maximum of 3 marks per criticism, but must refer to three different criticisms to gain full marks. Any appropriate criticism should be credited. For example: • utilitarianism might allow for the tyranny of the majority (1 mark), where the few suffer for the benefit of the many (1 mark). Critics claim that Utilitarianism is not concerned with fairness/justice (1 mark) • consequences are not all that matters when making moral decisions – (1 mark) people's motives are important too (1 mark) • we often don't find out what the consequences of an act are until long after the act has taken place, (1 mark) but we don't have the benefit of hindsight when we are making moral decisions. (1 mark) Only 1 mark can be awarded if a criticism is stated rather than explained. 6 marks can only be awarded if all three criticisms are given.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		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.	6	Candidates are asked to describe the key features of their other moral theory. A maximum of 1 mark can be awarded for simply naming a key feature. Additional marks should be awarded for naming and explaining key features. For candidates who have studied Kantianism any main features can be credited, such as: • Deontological theory. (1 mark) • the rightness or wrongness of an act depends on the extent to which we fulfil our moral duty (1 mark) • it is based on intentions, not consequences (1 mark) • reason is sovereign when making moral decisions. (1 mark) Rational beings all have the ability to use reason to determine the morally right thing to do (1 mark) • maxims are universalised using the Categorical Imperative. (1 mark) Further explanation of the Categorical Imperative – 1 mark can be awarded for each relevant point made. For candidates who have studied Virtue Ethics any main features can be credited, such as: • it is concerned with how to live a good life – (1 mark). Emphasis is on character rather than actions (1 mark) • in order to live a good life, we ought to strive for a virtuous character (1 mark) • an action is good if it is what a virtuous person would do (1 mark) • Virtues are what we need to live a good life – (1 mark) examples of virtues can be credited for a maximum of 1 mark.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(d)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	4	Candidates are asked to explain two criticisms of their other moral theory. 1 mark for stating and an additional mark for development of that criticism. Award a maximum of 3 marks for one criticism. No marks given for repeating KU points from previous question. Candidates who have studied Kantianism may identify the following criticisms: • Kant shouldn't ignore consequences. (1 mark) Yet human beings intuitively look at consequences when making moral decisions. (1 mark) Additional mark for explaining how an appropriate example demonstrates the problem • Kant shouldn't ignore motives other than duty. (1 mark) Yet sometimes it would seem more morally praiseworthy to do something out of love, for example, rather than because it is your duty. (1 mark) Additional mark for explaining how an appropriate example demonstrates the problem • duties often seem to conflict with each other – (1 mark) for example, we may have a duty to keep a promise and a duty to tell the truth. (1 mark) Candidates who have studied Virtue Ethics may identify the following criticisms: • Virtue Ethics might not help us figure out what we ought to do in a moral dilemma, (1 mark) as there is not a clear-cut list of virtues (1 mark) • Virtues can sometimes come into conflict with each other – (1 mark) for example, it is virtuous to be kind and to be honest, but it is sometimes not possible to be both (1 mark) • it seems that Virtue Ethics can be reduced to deontological moral theory – (1 mark) honesty being a virtue is very much like a moral law that says 'do not tell lies'. (1 mark)

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(e)	(i)	Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	3	Candidates are asked to explain why a utilitarian would advise returning the extra money. 1 mark should be awarded for each relevant point, which may include: - returning the £10 would be best for everyone in the long run as the short-term gain wouldn't outweigh the long-term consequences of guilt or punishment (1 mark). Keeping the money could lead to further wrongdoing in the future (1 mark) - the principle of equity means that you must consider the happiness of all the people involved. (1 mark) If you take account of this you must return the money because the shop assistant might be wrongly blamed for the theft of the money which would cause unhappiness, possibly loss of their job. (1 mark)
		(ii)	Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	3	Candidates are asked to explain why a follower of their other moral theory would advise returning the extra money. Examples of how candidates might respond and should be credited are Kantianism - Kant would not think it is acceptable to keep property which does not belong to you so you should return the money (1 mark) - Kant would say that you have a perfect duty not to steal (1 mark), and taking the property of the shop is equivalent to stealing, and so you should return the money (1 mark) - keeping the money is using the shop as a means to an end, which Kant would find unacceptable. (1 mark) Virtue Ethics - in returning the money, you would be demonstrating a virtuous character by showing honesty (1 mark). Stealing (even if you didn't intend to) is not virtuous (1 mark) - a virtuous person would be thinking about the shopkeeper getting into trouble (1 mark). By returning the money you would be demonstrating concern for others. (1 mark)

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
		(iii)	Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	2	Candidates are asked to explain which moral theory offers the most convincing reasons to return the extra money. No marks should be awarded if candidates repeat explanation from their response to 5ei and 5eii. It is necessary for candidates to demonstrate that they have considered at least two moral theories to get a mark. For example: utilitarianism offers a more convincing case, because it focusses on people's happiness, which is more important to people than just following rules. (1 mark). A morally good person would never blindly follow rules without thinking of the consequences. (1 mark) Candidate should not be awarded any marks if they simply express their own view.

[END OF MARKING INSTRUCTIONS]