2022 Philosophy

National 5

Finalised Marking Instructions

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. E.g., 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. E.g., 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. E.g., 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. E.g., 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	Specific 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.	4	**Conclusion**: Exercise is good for your physical and mental health. **(1 mark)** **Conclusion**: Students should not have to pay fees to go to university. **(1 mark)** **Conclusion**: Fireworks should not be let off late at night. **(1 mark)** **Conclusion**: I'll manage the trip from John O' Groats to Land's End. **(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	**Give an example of an argument** **1 mark** for any appropriate example.
	(c)	(i)	Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	3	Candidates should be awarded **1 mark** for any of the following points: • arguments involve an attempt to persuade (or any other defining feature of an argument) **(1 mark)** • no attempt is made to persuade or support a claim **(1 mark)** • it is a disagreement, not a philosophical argument **(1 mark)** • there are no premises or conclusion **(1 mark)** • it is made up entirely of questions and exclamations. **(1 mark)**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
		(ii)		2	• Premise 1 — all participation in sports is banned for people with a sprained ankle. • Premise 2 — mum has a sprained ankle. • Conclusion — mum is banned from trampolining on her birthday tomorrow. In order to correctly set out the premises and conclusion in standard form candidates must remove 'so' from the conclusion and omit 'such a shame'. **(1 mark)** In order to present the argument in standalone statements candidates must reconstruct the conclusion with 'mum' rather than 'she'. **(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	**1 mark** for any of the following: • label the premises and conclusion **(1 mark)** • put each premise and conclusion on a separate line **(1 mark)** • reconstruct premises as standalone statements **(1 mark)** • omit any unnecessary words or phrases. **(1 mark)**
		(iv)	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	**1 mark** for any of the following: • a valid argument is one which would guarantee a true conclusion if the premises were true **(1 mark)** • the conclusion necessarily follows from the premises **(1 mark)** • the conclusion follows logically from the premises **(1 mark)** • it is impossible for the premises to be true and the conclusion false. **(1 mark)** Candidates must demonstrate an understanding of the fact that if you accept the premises then you are **compelled** to accept the conclusion. Answers that simply say the conclusion follows on from the premises or that the premises link to the conclusion should not be credited.
		(v)	Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	1	Any appropriate explanation, such as: If all participation in sports is banned for people with a sprained ankle, and mum has a sprained ankle, then it would be logically impossible for mum not to be banned from trampolining on her birthday tomorrow. **(1 mark)**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(d)	(i)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	1	A fallacy is a common error or flaw in reasoning. **(1 mark)**
	(ii)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	2	A fallacy in which a person **appeals** to an authority as justification for their claim **(1 mark)** when the person appealed to **is not an authority on the facts relevant** to the claim they are trying to justify. **(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	Any appropriate example. **(1 mark)** Examples in which the claim made is common knowledge are **not** appropriate examples (eg "My geography teacher said sweets are bad for your teeth, so sweets are bad for your teeth". It's common knowledge that sweets are bad for your teeth, so your geography teacher is likely to know that they are). Appropriate examples involve claims where a degree of specialist expertise could reasonably be expected, but the authority appealed to would not reasonably be expected to have expertise in that area (eg "My geography teacher said that there will be no questions on sugary sweets in the Health & Food Technology exam this year, so there will be no questions on sugary sweets in the HFT exam this year." Your geography teacher is not someone you would reasonably expect to know what is going to be in this year's HFT exam).
(e)			Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	3	A false dilemma is when a person presents two options when there are in fact more than two options available. **(1 mark)** Any appropriate comment, such as: There are only two options — to slow down climate change or for humanity to face extinction. **(1 mark)** This is a genuine dilemma. **(1 mark)** To gain **3 marks** candidates must demonstrate that they understand what a false dilemma is.

Section 2 — Knowledge and doubt

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	**2**	Candidates should be awarded **1 mark** for either of the following points: • knowing how to make a chocolate cake is an ability • 'knowing how' cannot be true or false. Candidates should be awarded **1 mark** for either of the following points: • knowing that the recipe is on the website of a famous cookery writer is knowledge of a fact • 'knowing that' is propositional knowledge.
	(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.	**6**	• sceptics claim that (at least some types of) knowledge is impossible **(1 mark)** • tripartite theory of knowledge **(1 mark)** • to know something, it must be a true, justified belief **(1 mark)** • sceptics claim that the justification criterion can never be met **(1 mark)** • the infinite regress of justification **(1 mark)** • this is a problem because any claim to knowledge must be justified, and the justification for the justification must also be justified, and so on **(1 mark)** • sceptics might also believe that we can't be sure when we can totally trust our senses **(1 mark)** • sceptics might claim we can't be certain we're not dreaming **(1 mark)** • sceptics might claim that we might be fooled into experiencing an external world when in fact we are not **(1 mark)** • candidates should be credited for mentioning examples of whole-scale deception (e.g., deceiving God, malicious demon, brain in a vat, etc).

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(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.	1	Experience. **(1 mark)**
	(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.	3	• Locke says the mind at birth is like a blank piece of paper **(1 mark)** • he thinks we have no innate ideas **(1 mark)** • the only way we can have knowledge in our minds is to acquire it through experience. **(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.	1	Reason. **(1 mark)**
	(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.	3	• Leibniz says the mind at birth is like a veined piece of marble **(1 mark)** • Leibniz thinks we have some innate ideas **(1 mark)** • just as the sculptor uses the veins in the marble to discover the sculpture, we use our innate ideas to discover knowledge. **(1 mark)**

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 '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 should be awarded **1 mark** for any of the following points: • Descartes wants to find out how much he can doubt/establish the limits of scepticism • he wants to demolish his former opinions so that he can start again from firm foundations • he wants to withhold his assent from any belief about which he can find the slightest doubt • he wants to test the foundations of his beliefs • he wants to find a certain foundation for knowledge. Candidates should not be credited for stating the aims of Descartes' Meditations in general but must state **specific aims of the Method of Doubt**.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	6	Candidates should be awarded **1 mark** for mentioning an argument and **2 marks** for explaining it, **up to a maximum of 3 marks** per argument and **a maximum of 2 marks** for merely naming arguments**.**

Deception of the senses argument: (1 mark)
- Descartes points out that his senses have sometimes deceived him **(1 mark)**, and that it is better not to trust entirely anything that has deceived you **(1 mark)**
- examples of sense deception **(1 mark)**
- he thinks we can doubt the senses about things that are far away or very small **(1 mark)** but that it is impossible to doubt that the senses give us knowledge of the world immediately around us. **(1 mark)** He says that if he was to doubt his immediate surroundings he would be a madman. **(1 mark)**

Dreaming argument: (1 mark)
- Descartes points out that there have been times when he's thought he's been sitting in his winter dressing gown by the fire when he's woken up to find himself asleep in his bed **(1 mark)**
- he thinks this shows there are no certain signs by which he can tell the difference between dreaming and being awake **(1 mark)**
- that means he can't be certain he's not dreaming right now **(1 mark)**
- so his senses are not a reliable source of knowledge. **(1 mark)**

Deceiving God argument: (1 mark)
- God is so powerful that he could trick Descartes into believing there is an external world when in fact there is not **(1 mark)**
- God is so powerful that he could make Descartes be certain of mathematical 'truths' like '2+3=5' and 'squares have four sides' even if such things were not true **(1 mark)**
- Descartes is therefore in the position of being able to doubt all knowledge based on the senses and all knowledge based on reason **(1 mark)**
- there is not a single belief about which Descartes cannot raise a doubt. **(1 mark)**

Question	General marking instructions for this type of question	Max mark	Specific 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 may choose to criticise Descartes' arguments and / or make general comments about his method of doubt.** **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 **one mark** for making that observation and **one mark** for any appropriate way of making the distinction (e.g., 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)**, e.g., 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)**

Question			General marking instructions for this type of question	Max mark	Specific 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.	**2**	Hume says impressions are our more lively perceptions **(1 mark)**; and that ideas have less force and vivacity. **(1 mark)**
					Candidates should be credited for using examples that frame the distinction in terms of (e.g.) heat − impressions are the perceptions we have when we actually feel the heat **(1 mark)** and ideas are those we have when we anticipate or remember feeling heat. **(1 mark)**
	(b)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	**6**	Candidates should be awarded **1 mark** for identifying an argument and **2 marks** for explaining it, up to **a maximum of 3 marks** per argument:
					• in Hume's first argument he says that all ideas can be traced back to impressions **(1 mark)**
					• he gives the example of the complex idea of God **(1 mark)**
					• complex ideas are arrived at through the operations of the imagination **(1 mark)**
					• the imagination augments without limit our ideas of goodness and wisdom which we get from experience **(1 mark)**
					• Hume challenges us to come up with an idea that cannot be traced back to experience. **(1 mark)**
					In Hume's second argument he says that anyone who lacks a particular experience will not be able to form the related idea. **(1 mark)**
					Hume gives several examples:
					• someone who is blind will never have an idea of colour **(1 mark)** unless their sight is restored **(1 mark)**
					• someone who has never tasted wine will never form an idea of the taste of wine **(1 mark)**
					• someone with a cruel and selfish heart will never form an idea of friendship **(1 mark)**
					• we can imagine that animals with different sense organs will have ideas that we cannot form. **(1 mark)**

Question			General marking instructions for this type of question	Max mark	Specific 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 may choose to criticise Hume's arguments and/or make general comments about his theory of the origin of ideas.** Candidates should be awarded marks for the following points: • Hume's atomistic theory fits in with our scientific understanding of the world **(1 mark)** • the simple/complex distinction allows Hume to account for acts of the imagination **(1 mark)** • Hume defends his position against criticism by pointing out that his distinction between impressions and ideas applies only to the healthy mind **(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),** e.g., 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 *no* 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	Specific marking instructions for this question
5.	(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	A moral theory stating that consequences are the only relevant factor when deciding if in action is morally right. **(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	Everyone's pleasure/happiness is of equal value. **(1 mark)**
	(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.	1	The view that all human beings naturally seek pleasure and avoid pain. **(1 mark)** Candidates may also receive **1 mark** for stating the hedonic principle.
	(d)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	2	**1 mark for each point**: • according to the greatest happiness principle an action is morally right if it brings about the greatest happiness for the greatest number **(1 mark)** • the greatest happiness principle is the foundation of Utilitarianism **(1 mark)** • the greatest happiness principle is the only thing Utilitarians consider when making a moral decision **(1 mark)** • it tells us what is relevant in determining what makes an action morally good **(1 mark)** • Utilitarians believe that happiness is an end in itself: they seek to maximise happiness and avoid pain **(1 mark)** • Utilitarians believe that the individual's happiness is morally irrelevant — the aggregate happiness is the basis of morality. **(1 mark)**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(e)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	3	**1 mark for each point:** • it is a way to measure pleasure and pain **(1 mark)** • it aims to quantify happiness in terms of numerical values **(1 mark)** • mentioning at least one of the components from the Hedonic Calculus − intensity, duration, certainty, propinquity, fecundity, purity, extent **(1 mark)** • it is a method of determining the correct moral decision. **(1 mark)**
	(f)		Questions that ask the candidate to 'explain' or 'use' require the candidate to give reasons or show connections.	6	Candidates should be awarded **2 marks** for a developed explanation of a problem: • the difficulty of predicting consequences means Utilitarians don't know whether their action is right until after the event • the actual vs intended vs reasonably foreseeable consequences issue is a problem because it is not obvious which should carry the most weight • local vs global consequences, an action that could have good consequences locally may be disastrous globally and vice versa • long-term vs short-term consequences, an action that could have good consequences long-term may be disastrous short-term and vice versa • if consequences are your total focus then you have a very demanding moral theory with unlimited personal responsibility • the focus on consequences may mean that we overlook issues relating to individual rights, e.g., the interests of an individual can be sacrificed for the greater good. Candidates will receive **1 mark** only for stating a problem. Candidates can achieve **a maximum of 3 marks** for explaining one problem. No marks should be awarded for general criticisms of Utilitarianism that do not explicitly reference problems with consequences.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(g)	(i)		Questions that ask the candidate to 'evaluate' or 'apply' require the candidate to use their knowledge and understanding of a theory or argument to examine its validity or its usefulness in a given situation.	6	**1 mark** for each point. **2 marks** for a developed point. • Utilitarians would state that the right course of action is that which maximises aggregate happiness **(1 mark)** • Utilitarians would state that everyone's happiness ought to be considered equally. Here, the happiness of Lynne and Elaine needs to be balanced with that of Lynne's parents, who would not be happy about being lied to **(2 marks)** • for the Utilitarian, consequences are all that matters when deciding if an action is morally right. **(1 mark)** The short-term consequences would be that Lynne and Elaine experience pleasure from attending the concert. **(1 mark)** The possible long-term consequences of Elaine's lie could be that Lynne will lose her parents' trust and her happiness will be diminished when she is punished for going along with Elaine's lie **(1 mark)** • some people might claim that Utilitarians believe that lying is not a morally wrong action if it results in greater aggregate happiness. However, both Bentham and Mill would say lying is wrong because of its negative consequences, regardless of whether a particular lie is found out. **(2 marks)** Candidates may be credited up to **a maximum of 3 marks** for application of the Hedonic Calculus to specific aspects of the scenario. **Candidates should be awarded a maximum of 5 marks if they say Utilitarians would approve of Elaine's decision.**
	(ii)		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.	10	Candidates should be awarded **(1 mark)** for each feature of the other moral theory, up to **a maximum of 6 marks.** 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 Elaine's decision. **The chosen moral theory must be applied.** **Kantianism:** • deontological theory which focuses on duty **(1 mark)** • the theory is based on motives rather than consequences **(1 mark)** • reason is sovereign when making moral decisions **(1 mark)** • maxims are universalised using the Categorical Imperative **(1 mark)** • you must always treat people as ends in themselves. **(1 mark)**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Kantianism points related to the scenario: • Kant condemns all lies **(1 mark)** • lying involves treating other people as a means to an end **(1 mark)** • Elaine is failing to respect Lynne's parents' humanity by lying to them **(1 mark)** • Elaine and Lynne are thinking about the consequences rather than their duty **(1 mark)** • regardless of whether Lynne's parents uncover the lie, the lie itself is morally wrong **(1 mark)** • the maxim 'Always tell lies' cannot be universalised to a moral law, as it contains a contradiction in conception: if everybody lied all the time, then it would be impossible to have a concept of deception. **(2 marks)** **Virtue Ethics:** • it is concerned with how to live a good life — emphasis is on character rather than action **(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)** **Virtue Ethics points related to the scenario:** • Virtue Ethicists would condemn lying in this scenario because it is not for a virtuous purpose **(1 mark)** • 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 **(2 marks)** • a virtuous person may wish to be loyal to their friend but despite this Elaine should not have lied to Lynne's parents **(1 mark)** • a follower of Virtue Ethics would also argue that Elaine may think she is being kind by helping Lynne go to the concert but lying is not justified in this scenario **(1 mark)** • Elaine is failing to show the virtue of respect towards Lynne's parents by lying to them **(1 mark)** • this seems not to be a case where conflicting virtues might justify dishonesty, because Elaine is only thinking about going to the concert rather than developing her virtuous character. **(2 marks)**

END OF MARKING INSTRUCTIONS]