[CO73/SQP189]

Advanced Higher Philosophy

Specimen Question Paper

Time: 3 hours

NATIONAL QUALIFICATIONS

Answer **three** questions, **one** from Section A, one from Section B, and **one** question from Section C.

All questions are assigned 30 marks.

SCOTTISH QUALIFICATIONS AUTHORITY

SECTION A

EPISTEMOLOGY

Candidates must answer ONE question.

Marks

1. How is the traditional philosophical definition of knowledge challenged by Gettier's counter-examples? Should we abandon or modify our definition of knowledge in the light of Gettier's challenge? Give reasons for your answer. **(30)**

2. Does the theory of sense-data provide a satisfactory solution to the problem of perception? Give reasons for your answer. **(30)**

SECTION B

PHILOSOPHY OF MIND

Candidates must answer ONE question.

3. "All mental events are nothing but brain events, and are therefore nothing but physical events." To what extent is this statement philosophically justified? **(30)**

4. "One person, one brain; one brain, one person." How would you defend or attack this theory of personal identity? **(30)**

SECTION C

Candidates must answer ONE question, from
EITHER (i) Logic
OR from (ii) Social Philosophy

Marks

(i) LOGIC

Answer EITHER Question 5 OR Question 6 (on *Page four*)

5. Answer all parts of this question.

(*a*) What is a truth-function?

Give **two** examples of statements containing truth-functional connectives, and **two** of statements containing connectives that are not truth-functional. **5**

(*b*) Construct a truth-table for the following statement.

$(p \rightarrow q) \vee -(q \& p)$ **3**

(*c*) Explain why it is that a truth-table test enables you to determine whether or not some arguments are valid.

(NB: you are not being asked to describe **how** the test works, but **why**.) **4**

(*d*) Use truth-functions to show the logical form of the following argument.

If Rangers win this match they'll win the Cup, so if Rangers win this match then, if they continue to score well, they'll win the Cup. **3**

(*e*) Use truth-tables to show whether or not the following arguments are valid.

(i) $p \rightarrow q,\ q \rightarrow r \vdash -r \rightarrow -p$ **4**

(ii) $(p \vee q) \rightarrow r,\ p \& -r \vdash q \vee -r$ **6**

(*f*) Construct a proof using rules of inference for the following argument.

$(p \& q) \rightarrow (r \& s),\ p \vdash q \rightarrow s$ **5**

(30)

Marks

6. Answer all parts of this question.

(*a*) Give an example of an argument which is valid, but whose validity cannot be explained using sentence logic only. **2**

(*b*) Explain why it is that a Venn diagram enables you to determine whether or not some arguments are valid.

(NB: you are not being asked to describe **how** the test works, but **why**.) **4**

(*c*) Use Venn diagrams to determine whether or not the following are valid.

(i) Some students receive a grant.
No-one who receives a grant is a graduate.
Therefore no students are graduates. **5**

(ii) All philosophers study logic.
No-one who studies logic isn't a mathematician.
Therefore some mathematicians are not philosophers. **5**

(*d*) Consider the following arguments. For each one say which logical system is appropriate to test its validity.

If it is best analysed using statement logic, construct a truth-table to show whether or not it is valid.

If it is best analysed using predicate logic, use a Venn diagram to show whether or not it is valid.

(i) If all teachers present are deputy heads, then there are no head teachers present. So if there is a head teacher present, it is not the case that all teachers present are deputy heads. **7**

(ii) If all teachers present are deputy heads, then there are no head teachers present. There is a head teacher present, so all teachers present are not deputy heads. **7**

(30)

Questions 7 and 8 for Social Philosophy are on *Page five*.

(ii) SOCIAL PHILOSOPHY

Marks

7. Give a full account of the differences between Rawls's and Nozick's ideas of what a just distribution of goods would be like. In your opinion, does either capture the requirements of justice? **(30)**

8. Can there ever be said to be such a thing as an absolute right to anything? **(30)**

[*END OF SPECIMEN QUESTION PAPER*]

[CO73/SQP189]

Advanced Higher Philosophy

Specimen Marking Instructions

NATIONAL QUALIFICATIONS

SCOTTISH QUALIFICATIONS AUTHORITY

General Instructions

All essay answers are marked out of 30.

The logic option is also marked out of 30.

In their essays, candidates are rewarded according to the quality of thought revealed in their answers. They are not rewarded solely or even mainly for the quantity of knowledge conveyed. "Quality of thought" is taken as including the extent to which the candidate:

- gives an answer which is relevant to the question and relates explicitly to the terms of the question
- indicates an understanding of the terms used in the question
- makes the various distinctions required by the question
- argues a case when requested to do so
- where required, explains, analyses, discusses and assesses rather than simply describes or narrates
- responds to all the elements in the question
- answers with clarity and fluency and uses appropriate philosophical language
- presents and supports a conclusion which answers the question asked.

The following descriptions provide some additional guidance on the features of essays categorised as bands C, B and A respectively. Clearly, many essays will exhibit some though not all of the features listed in any one category. Others will be stronger in one area than another. These characteristics do however, provide a general indication of aspects to be expected in an essay at a particular marks band.

Band C: total 15–17 marks

Knowledge and understanding

A reasonable quantity of descriptive information related to the issue will have been presented and the style may be largely narrative.

Some irrelevance is likely.

Analysis and evaluation

There will be basic analysis of the argument or issue and limited evaluation.

There will be a conclusion although not particularly clear or well-supported.

Band B: total 18–20 marks

Knowledge and understanding

There will be a more substantial body of clearly relevant descriptive information.

The amount of irrelevance will be limited.

Analysis and evaluation

There will be some coherence to the candidate's analysis of the philosophical argument or issue and appropriate evaluation.

A clear well-structured conclusion will have been presented, supported by appropriate reasons.

Band A: 21–30

Knowledge and understanding

There will be a comprehensive body of relevant descriptive information.

The line of argument will be well-developed, clear and coherent.

Analysis and evaluation

There will be awareness of possible alternative approaches to the argument or issue.

The candidate will evaluate arguments showing awareness of their strengths and weaknesses.

There will be a fluent presentation of the conclusion which shows a sophisticated understanding of the argument or issue.

In marking essays, the full range of marks is available to be awarded. Most candidates will have had a reasonably extensive exposure to philosophy before, and this should be reflected in the quality of the answers given. Markers should have regard to the level of the course and the time constraints, and be prepared to award full marks (30/30) for an excellent answer, even though it can never be a fully comprehensive analysis of the arguments or issue.

Detailed Instructions

The marking instructions below provide points that might be expected in candidates' essay answers.

SECTION A

EPISTEMOLOGY

1. *How is the traditional philosophical definition of knowledge challenged by Gettier's counter-examples? Should we abandon or modify our definition of knowledge in the light of Gettier's challenge? Give reasons for your answer.*

- account of knowledge as true, justified belief
- explanation of perceived inadequacy of this traditional definition
- illustration and explanation of Gettier's counter-example(s)
- some true, justified beliefs apparently not knowledge
- consideration of how well justified a true belief must be to count as knowledge
- causal theory of knowledge and reliabilism considered as responses to Gettier's challenge and inadequacy of traditional definition
- conclusion as to consequences for traditional theory

2. *Does the theory of sense-data provide a satisfactory solution to the problem of perception? Give reasons for your answer.*

- account of direct realism
- problem(s) associated with direct realism:
  - no direct acquaintance with external reality
  - things not always as they appear in perception
- sense-data considered as immediate objects of perception
- indirect acquaintance with reality through sense-data
- susceptibility of sense-data theory to scepticism about external world
- consideration of whether causal theory of perception is a satisfactory alternative
- conclusion as to adequacy of sense-data theory

SECTION B

PHILOSOPHY OF MIND

3. *"All mental events are nothing but brain events, and are therefore nothing but physical events". To what extent is this statement philosophically justified?*

- recognition of statement as expression of identity theory
- comparison of merits of identity theory over various forms of substance dualism:
  - no problem of interaction or pre-established harmony
- problems of consciousness as perceived as entirely physical:
  - conscious states *seem* so different from brain states
  - propositions about one translate poorly into propositions about other
  - qualia/"what-it-is-like-ness" left unaccounted for
- comparison with functionalism or dualism and their associated problems
- conclusion as to adequacy of identity theory

4. *"One person, one brain; one brain, one person." How would you defend or attack this theory of personal identity?*

- recognition and explanation of statement as expression of brain criterion of personal identity
- recognition and explanation of prima facie plausibility of statement:
  - appeals to informed common-sense and modern scientific thought
- problems for theory in accounting for fusion and fission cases
- evaluation of theory's ability to survive such criticism
- demonstration of awareness of and comparison with rival theories of personal identity
- evaluation of theory's claims in comparison with rivals
- conclusion as to adequacy of brain criterion

SECTION C

(i) LOGIC

5. Answer all parts of this question. **(total 30)**

(*a*) *What is a truth-function?*

A truth-function is a **sentence connector** (conjunction) which has the property that the truth-value of the complex sentence **is a function of** (dependent solely on) the truth-values of the component sentences.

[**Two marks** only if both features in bold type are mentioned] **2**

*Give **two** examples of statements containing truth-functional connectives, and **two** of statements containing connectives that are not truth-functional.*

Truth-functional connectives are "not", "and", "or", "if . . ., then . . .", "if and only if", and their synonyms. However, the marker needs to be alert for possible non-TF uses (eg "and" meaning "and then").

[**One mark** if **both** examples are correct] **1**

Non-TF connectives include "John said that", "obviously", "perhaps", "it must be true that", "because", "although", "and then", "after", etc, etc.

[**One mark** for **each** correct example] **2**

(*b*) *Construct a truth-table for the following statement.*

(p → q) v – (q & p)

p	q	(p → q)	(q & p)	– (q & p)	(p → q) v – (q & p)
T	T	T	T	F	T
F	T	T	F	T	T
T	F	F	F	T	T
F	F	T	F	T	T

[**One mark off** for each error] **3**

(*c*) *Explain why it is that a truth-table test enables you to determine whether or not some arguments are valid.*

*(**NB**: you are not being asked to describe **how** the test works, but **why**.)*

(i) An argument is valid precisely if the combination of true premises and false conclusion is not possible.

(ii) Each line in a truth-table corresponds to a different combination of the truth-values of the component sentences.

(iii) Together they list every possible combination.

(iv) Consequently, if there is no line in which all the premises are true and the conclusion false, that combination cannot occur and the argument is valid.

[**One mark** for **each** of these points] **4**

(*d*) *Use truth-functions to show the logical form of the following argument.*

If Rangers win this match they'll win the Cup, so if Rangers win this match then, if they continue to score well, they'll win the Cup.

Using m = Rangers win this match
c = Rangers win the Cup
s = Rangers continue to score well

The form is: $m \rightarrow c \vdash m \rightarrow (s \rightarrow c)$

[**One mark** for the translation scheme (any letters will do); one for recognising this is an ***argument***, not a statement; one for correct formula] **3**

(*e*) *Use truth-tables to show whether or not the following arguments are valid.*

(i) $p \rightarrow q, q \rightarrow r \vdash -r \rightarrow -p$

p	q	r	–r	–p	(p → q)	(q → r)	(–r → –p)	valid?
T	T	T	F	F	**T**	**T**	T	✓
F	T	T	F	T	**T**	**T**	T	✓
T	F	T	F	F	F	T	T	
F	F	T	F	T	**T**	**T**	T	✓
T	T	F	T	F	T	F	F	
F	T	F	T	T	T	F	T	
T	F	F	T	F	F	T	F	
F	F	F	T	T	**T**	**T**	T	✓

Argument is **valid**.

[**Two marks** for truth-table—**one mark off** for each error

one mark for identifying the **four** lines in which premises are true

one mark for noting that in none of these is conclusion false, and so that argument is valid — **NB**: **no mark** for merely saying that argument is valid without explanation] **4**

(ii) $(p \vee q) \rightarrow r, p \& -r \vdash q \vee -r$

p	q	r	–r	(p ∨ q)	(p ∨ q) → r	p & –r	q ∨ –r	valid?
T	T	T	F	T	T	F	T	
F	T	T	F	T	T	F	T	
T	F	T	F	T	T	F	F	
F	F	T	F	F	T	F	F	
T	T	F	T	T	F	T	T	
F	T	F	T	T	F	F	T	
T	F	F	T	T	F	T	T	
F	F	F	T	F	T	F	T	

Argument is **valid**.

[**Three marks** for truth-table—**one mark off** for each error

one mark for stating that there are **no** lines in which premises are all true

one mark for noting that **therefore** there are no lines in which the premises are true and the conclusion false

one mark for saying that therefore that argument is valid — **NB**: **no mark** for merely saying that argument is valid without explanation] **6**

(*f*) *Construct a proof using rules of inference for the following argument.*

$(p \& q) \rightarrow (r \& s), p \vdash q \rightarrow s$

(i)	(p & q) → (r & s)	A	
(ii)	p	A	
(iii)	q	A	
(iv)	p & q	2, 3 & intro	
(v)	r & s	1, 4 MPP	(or → E)
(vi)	s	5 & elim	
(vii)	q → s	3, 6 CP	(or → I)

[**One mark off** for each error] **5**

6. Answer all parts of this question. **(total 30)**

(*a*) *Give an example of an argument which is valid, but whose validity cannot be explained using sentence logic only.*

Any valid predicate-logic argument will do
(eg all A are B; all B are C; so all A are C).

NB: other examples are possible
NB: **NO marks** if the example is a statement rather than an argument **2**

(*b*) *Explain why it is that a Venn diagram enables you to determine whether or not some arguments are valid.*

*(**NB**: you are not being asked to describe **how** the test works, but **why**.)*

(i) Each of the areas formed by the overlapping circles corresponds to a different combination of the given sets (and their complements).

(ii) Together they list every possible combination.

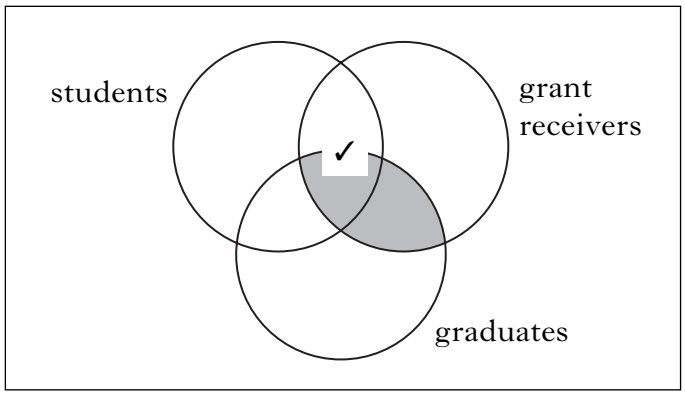
(iii) The diagram therefore combines the information given in the premises.

(iv) If this shows the conclusion to be false, then the argument can have true premises and a false conclusion and so is invalid.

[**One mark** for each of these points] **4**

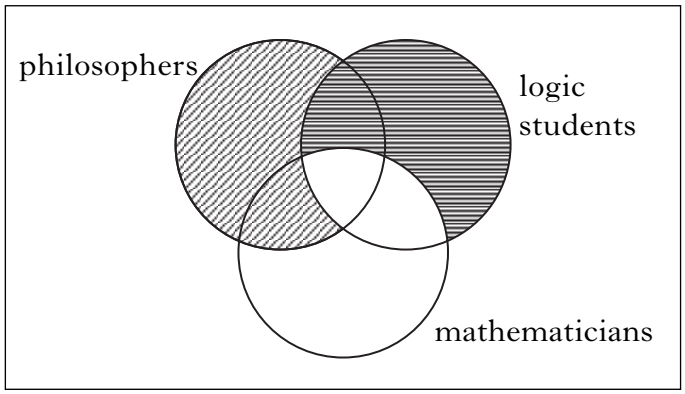
(*c*) *Use Venn diagrams to determine whether or not the following are valid.*

(i) *Some students receive a grant.*
No-one who receives a grant is a graduate.
Therefore no students are graduates.



[**One mark** for labelling diagram correctly
One for shading overlap of graduates and grant receivers (second premise)
One for putting tick in overlap of students and grant receivers (first premise)
One for saying this tells us nothing about overlap of students and graduates (conclusion)
One for saying that therefore (conclusion could be false and so) argument is invalid] **5**

(ii) *All philosophers study logic.*
No-one who studies logic isn't a mathematician.
Therefore some mathematicians are not philosophers.



[**One mark** for labelling diagram correctly
One for shading area of philosophers outside logic students (first premise)
One for shading area of logic students outside mathematicians (second premise)
One for saying this tells us nothing about whether or not the area of mathematicians outside philosophers is empty or not (conclusion)
One for saying that therefore (conclusion could be false and so) argument is invalid] **5**

(*d*) *Consider the following arguments. For each one say which logical system is appropriate to test its validity.*

If it is best analysed using statement logic, construct a truth-table to show whether or not it is valid.

If it is best analysed using predicate logic, use a Venn diagram to show whether or not it is valid.

(i) *If all teachers present are deputy heads, then there are no head teachers present. So if there is a head teacher present, it is not the case that all teachers present are deputy heads.*

Sentence logic:

$d \rightarrow \neg h \vdash h \rightarrow \neg d$

where d = all teachers present are deputy heads
h = there is a head teacher present

d	h	–h	–d	d → –h	h → –d	valid?
T	T	F	F	F	F	
F	T	F	T	T	T	✓
T	F	T	F	T	T	✓
F	F	T	T	T	T	✓

[**One mark** for recognising sentence logic
one for abbreviation key
one for correct formula
two for correct truth-table [**one off** for each error]
one for identifying the lines in which premise is true
one for noting that conclusion is also true in these lines, so argument is valid] **7**

(ii) *If all teachers present are deputy heads, then there are no head teachers present. There is a head teacher present, so all teachers present are not deputy heads.*

Sentence logic:

$d \rightarrow -h,\ h \vdash -d$

where d = all teachers present are deputy heads
h = there is a head teacher present

d	h	–h	d → –h	–d	valid?
T	T	F	F	F	
F	T	F	T	T	✓
T	F	T	T	F	
F	F	T	T	T	

[**One mark** for recognising sentence logic
one for abbreviation key
one for correct formula
two for correct truth-table (**one off** for each error)
one for identifying the line in which premises are true
one for noting that conclusion is also true in this line, so argument is valid] **7**

NOTE ON TRUTH-TABLES
No marks should be deducted if lines are not in the order shown, but they must be systematic. In general truth-tables of two variables may begin

either	T	T	**or**	T	T
	F	T		T	F
	T	F		F	T
	F	F		F	F

and truth-tables of three variables

either	T	T	T	**or**	T	T	T
	F	T	T		T	T	F
	T	F	T		T	F	T
	F	F	T		T	F	F
	T	T	F		F	T	T
	F	T	F		F	T	F
	T	F	F		F	F	T
	F	F	F		F	F	F

(ii) SOCIAL PHILOSOPHY

7. *Give a full account of the differences between Rawls's and Nozick's ideas of what a just distribution of goods would be like. In your opinion, does either capture the requirements of justice?*

- main elements of Rawls's theory of justice:
  - objectivity, fairness and "veil of ignorance"
  - liberty and difference principles
  - rational self-interest in fair and equal society
- Nozick's notion of fundamental entitlement to property reasonably acquired (Locke, historical right, etc) as criticism of Rawls's redistributivism (Wilt Chamberlain case)
- tension between liberty and equality raised by the theories
- comparison and contrasts (for both, liberty is paramount, but they differ in opinion over how much liberty may be compromised for quality) and evaluation of both theories
- conclusion as to whether either theory gives adequate account of justice

8. *Can there ever be said to be such a thing as an absolute right to anything?*

- explanation of differing accounts of human rights by various philosophers (eg Locke, Bentham, Marx)
- rights as constituting reasons for action and obligations upon others
- conditional or prima facie rights vs absolute rights
- difficulty of establishing to precisely what things there might be rights (property, life, freedom, happiness, etc)
- possible origins of rights (social contract, objective fact, God, etc)
- problem of potential conflict between different "absolute" rights
- conclusion as to whether there can be absolute rights

[*END OF SPECIMEN MARKING INSTRUCTIONS*]