

2005 Philosophy

Advanced Higher

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

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Marking Instructions

Important Note:

These marking instructions are no more than guidance and are intended to be used in the context of central marking where there can be discussion between the markers about the merits of individual scripts.

All questions are marked out of 30, and the full range of marks is used. In the logic options, the marks allocated to each component of the question are indicated. For other questions, candidates are rewarded according to the quality of the thought revealed in their answers, and not solely – or even mainly – for their knowledge about the topic. In particular, this requires that candidates' answers

- relate explicitly to the terms of the question asked
- argue a case when requested to do so
- make distinctions which are requested by or relevant to the question
- explain, analyse, discuss, contrast and assess, rather than merely narrating or describing
- are clear, fluent and well-expressed
- use appropriate philosophical terminology
- support a clearly expressed conclusion which answers the question set.

There is usually so single standard answer to philosophical questions, and an excellent answer may use entirely unexpected material from other parts of the subject. However, it will still have to meet the above criteria.

The following are general indications of the characteristics of essays in grades C, B and A respectively. Clearly not every essay in each grade will show each of these characteristics equally strongly, and these are intended only as general guidance. As noted above, markers are able to discuss the specific strengths and weaknesses of every essay at central marking.

Grade C:

The candidate demonstrates competent knowledge and understanding of the subject area, and a grasp of the relevant tasks or theories. Albeit with some omission or inaccuracy, with basic analysis of relevant issues and positions, and some limited evaluation.

Grade B:

In addition, the answer engages coherently with the question, accurately describes and analyses the relevant texts or theories, and uses the rest of the essay to support an evaluative conclusion which answers the question asked.

Grade A:

In addition, the answer covers most of the main points relating to the question, with clear and cogent exposition and analysis of relevant texts or theories, and accurate and effective use of philosophical terminology and techniques. Taken as a whole, the essay will be a closely-argued and sustained response to the question asked.

Marks reflect what can be expected of candidates at this level within the constraints of the examination, and full marks can be awarded for an outstandingly accurate and well-argued answer, even although this will never amount to a complete consideration of the question.

The comments below on individual questions indicate points that a good candidate is likely to make in answering the question. However this list is not exhaustive, and candidates may also write excellent essays which mention relatively few of the points listed. Such answers would be subject to discussion by the markers.

SECTION A: EPISTEMOLOGY

1. Whenever Susie is introduced to someone she has not previously met, she is instantly able to identify their star sign. What might be thought to be grounds for denying that Susie knows what it is? (30)

Although there is in principle no unique correct way of approaching this question, the following bullet points will serve as a guide to markers:

- Candidates must relate the example in the question to the tripartite definition of knowledge and the Gettier problem – Susie may be able to offer **justification** for her **belief** and it may be **true**. However, her ability to identify star signs may be merely a matter of chance
- Candidates may illustrate this problem with further Gettier-style examples. The point is that the three conditions of the tripartite definition are **necessary** but **not sufficient** for knowledge
- Candidates will discuss this problem, drawing on alternative accounts of knowledge, such as the indefeasibility theory and the causal theory:
The indefeasibility theory – A justification for a belief is indefeasible if it survives intact despite the discovery of new information
The causal theory – a subject *knows* something when there is a causal connection between the state of affairs and the subject's belief
- The essay should conclude with a clear statement of the conclusion of the candidate's argument indicating how this answers the actual question set.

2. Is Indirect Realism a convincing theory of perception? Explain your answer. (30)

Although there is in principle no unique correct way of approaching this question, the following bullet points will serve as a guide to markers:

- A clear statement of Indirect Realism, in contrast with Direct Realism
- Direct Realism:
 - subject in direct contact with the world – there are no mediating objects
 - the world exists independently of our thoughts
 - often called 'naïve realism'
- Indirect Realism:
 - subject aware of world *indirectly*
 - the world exists independently of our thoughts
 - subject is immediately aware of private mental items (*ideas or sense data*)
 - these mental items represent (or stand for) external objects
 - distinction between primary and secondary qualities
- Discussion of the arguments for and against indirect realism
Arguments for:
Problems of 'direct realism': eg, different perceptual states; hallucinations, dreams and illusions; the time lag argument; arguments from science
Arguments against:
eg, difficult to explain our knowledge of the external world and avoid scepticism regarding this knowledge or solipsism
- The essay should conclude with a clear statement of the conclusion of the candidate's argument indicating how this answers the actual question set.

SECTION B: PHILOSOPHY OF MIND

3. Are there good reasons to think that one's mind is located in the space between one's ears? (30)

An acceptable answer is likely to begin by indicating that the topic of the question is the mind-body problem, and that the issue it raises is the relationship between the mind and the brain (or, alternatively, the relationship between one's mental states and one's internal states or brain states).

Although there is in principle no unique correct way of approaching this question, candidates are likely to mention the following:

- A recognition of those theories that could be taken to claim that the mind is located within the subject's head
- The identity theorists claim that mental states are identical with brain states (or that the mind is identical with the brain)
- The functionalists claim that mental states are internal, causally efficacious functional states, where these functional states can be realised by states of the subject's brain. This is consistent with the claim that one's mind is located in the space between one's ears, although it will not be consistent with the claim that all minds are located in just this way
- Substance dualist theories will deny that the mind could be so located.

Candidates should then proceed to an analysis and evaluation of these theories, which could be expected to draw upon the following points:

- The reasons for holding an identity theory:
 - the apparent dependence of the mind on the brain (or of mental states on brain states)
 - succeeds in providing an account of causal interaction
- The problems with such a theory:
 - qualia/issue of whether it can account for subjectivity
 - multiple realisability
- The reasons for holding a functionalist theory:
 - the apparent dependence of the mind on the brain (or of mental states on brain states)
 - succeeds in providing an account of causal interaction
 - can accommodate multiple realisability
- The problems with such a theory:
 - qualia/issue of whether it can account for subjectivity
 - liberalism (the ascription of mentality to things that plausibly do not possess mental states)
- Arguments for substance dualism may also constitute arguments against the claim in the question.

It is unlikely that the candidate will have good reason to discuss arguments against substance dualist theories.

The essay should conclude with a clear statement of the conclusion of the candidate's argument indicating how this answers the actual question set.

4. Could the same human body belong to two different persons either at the same time or at different times? (30)

An acceptable answer is likely to begin by indicating that the topic of the question is personal identity and that the issue it raises is the connection between bodily identity and personal identity.

Although there is in principle no unique correct way of approaching this question, candidates are likely to mention the following:

- A statement of the problem of personal identity:
 - what is it that makes person p1 at time t1 the same person as p2 at t2?
- An initial statement concerning which theories would give a positive answer to the question and which would not
- A clear statement of the same soul theory:
 - p1 at t1 is identical to p2 at t2 if and only if p1 and p2 possess one and the same immaterial soul (ie the same soul is associated with p1 and p2)
 - some discussion of whether it is consistent with this theory that different souls be connected to one body at either the same time or different times
 - cases of radical personality change with respect to which we might be inclined to say that p1 and p2 are different people might be taken to support either this theory or the psychological continuity theory over the body/brain theory
 - a recognition of the difficulty in determining which person it is that one encounters if the person is distinct from the body in front of one
- A clear statement of the Psychological Continuity Theory:
 - p1 at t1 is identical to p2 at t2 if and only if p1 is psychologically continuous with p2
 - some discussion of whether it is consistent with this theory that different sets of psychologically continuous properties be associated with one body at either the same time or different times
 - Reid's objection to Locke's theory of personal identity can be taken to show that it is consistent with the psychological continuity theory that different persons can be associated with the same body at different times
 - split personality cases might also provide evidence for this claim
 - cases of radical personality change with respect to which we might be inclined to say that p1 and p2 are different people might be taken to support either this theory or the same soul continuity theory over the body/brain theory

- A clear statement of the Body/Brain Theory:
 - p1 at t1 is identical to p2 at t2 if and only if p1 and p2 possess one and the same body/brain
 - some discussion of whether it is consistent with this theory that different persons be associated with one body at either the same time or different times
 - apparent relevance of the Brown/Robinson case (this is relevant only if same body is taken as consistent with significant neurological changes, etc)
 - recognition of the fact that the plausibility of a theory's answer to the question will depend upon the coherence of that theory
 - some discussion of the problems faced by the relevant theories.

Candidates should then proceed to an analysis of the answers to the question, which should then be used to support an evaluation of the theory/ies.

The essay should conclude with a clear statement of the conclusion of the candidate's argument indicating how this answers the actual question set.

SECTION C: (i) SOCIAL PHILOSOPHY

5. What is the role of the ‘original position’ in Rawls’ theory of justice? Is this aspect of his theory plausible? (30)

Although there is in principle no unique correct way of approaching this question, the following bullet points will serve as a guide to markers:

- Candidates will explain the importance of the “original position” and the “veil of ignorance” in Rawls’ theory of justice – they serve as a guarantee of impartiality and fairness
- Discussion of those principles which Rawls believes would be chosen from the “original position”:
 - (i) Principle 1: equal right to equal basis liberties (liberty principle)
 - (ii) Principle 2: social and economic principles to benefit the least advantaged (the different principle).
- Evaluation of Rawls’ theory (candidates may refer to Nozick here)
For example:
 - might it be reasonable to gamble?
 - why not choose a “safety net” option?
 - Rawls’ approach impinges upon people’s freedom – people have a right to possess whatever they have acquired without injustice (Nozick’s Entitlement Theory)
- A critical evaluation of Rawls’ theory taking into account the above points

The essay should conclude with a clear statement of the conclusion of the candidate’s argument indicating how this answers the actual question set.

6. Critically assess Bentham’s claim that “rights are nonsense, and natural rights are nonsense on stilts”. (30)

Although there is in principle no unique correct way of approaching this question, the following bullet points will serve as a guide to markers:

- Candidates must explain the idea of “natural rights”
eg
 - possessed by virtue of being human
 - laws of nature versus human laws
 - inalienable / irrevocable
 - reference to John Locke – laws of nature (equality, freedom [as against slavery], peace, property, the right to punish wrong-doers)
 - God-given rights
- Explanation and evaluation of Bentham’s claim that “rights are nonsense, and natural rights nonsense on stilts”
 - legal rights are grounded in fact (legislation) – “right is the child of law”
 - Bentham’s linguistic argument
- A critical evaluation of Bentham’s claim.

The essay should conclude with a clear statement of the conclusion of the candidate’s argument indicating how this answers the actual question set.

SECTION C: (ii) LOGIC

7. (a) **In what circumstances can a valid argument have a false conclusion?
In what circumstances can an invalid argument have a true conclusion?** (2)

In a valid argument, if the premises are true the conclusion can't be false, so if the conclusion is false one of the premises must be false.

An invalid argument can have a true conclusion in any circumstances (1 mark each)

- (b) **Explain whether the following argument is valid or invalid:**

$$2 + 2 = 4$$

$$2 + 2 \neq 4$$

Therefore Bush will be re-elected President.

If it is valid, what is the point of holding an election?

If it is invalid, what can be validly concluded from these premises? (4)

The argument is valid: because its premises can't both be true, they certainly can't both be true at the same time as the conclusion is false. However, the argument is not convincing ("sound") since its premises are not (cannot be!) true at the same time. Thus the argument gives no support for the conclusion, and the presidency hangs on an election, not an argument!

(2 marks for distinguishing validity from soundness and definitions; one for explaining why argument is valid; one for explaining why not convincing.)

- (c) **Construct a truth-table for the following statement:**

$$(p \vee q) \rightarrow \neg (q \ \& \ \neg p) \quad (4)$$

p	q	(p ∨ q)	¬p	q & ¬p	¬(q & ¬p)	(p ∨ q) → ¬(q & ¬p)
T	T	T	F	F	T	T
T	F	T	F	F	T	T
F	T	T	T	T	F	F
F	F	F	T	F	T	T

(1 mark off for each error)

(d) Consider the truth-function $p \Delta q$ defined by:

p	q	$p \Delta q$
T	T	T
T	F	F
F	T	F
F	F	T

Construct the truth-table for $(p \Delta q) \Delta (q \Delta r)$ (4)

p	q	r	$(p \Delta q)$	$(q \Delta r)$	$(p \Delta q) \Delta (q \Delta r)$
T	T	T	T	T	T
T	T	F	T	F	F
T	F	T	F	F	T
T	F	F	F	T	F
F	T	T	F	T	F
F	T	F	F	F	T
F	F	T	T	F	F
F	F	F	T	T	T

(1 mark off for each error)

(e) Using the same definition, use a truth-table test to show the equivalence of: $p \Delta q$ and $((p \rightarrow q) \& (q \rightarrow p))$ (5)

p	q	$(p \rightarrow q)$	$(q \rightarrow p)$	$(p \rightarrow q) \& (q \rightarrow p)$
T	T	T	T	T
T	F	F	T	F
F	T	T	F	F
F	F	T	T	T

This has the same table as $p \Delta q$ – ie the two expressions have the same truth-value in every circumstance, so the two are equivalent.

(2 marks for truth-table (with 1 mark off for each error) 1 for recognising the tables are identical; 1 for definition of equivalence; 1 for drawing conclusion.)

- (f) Use truth-functions to show the logical form of the following argument:

If there were no border controls, then more people would import cigarettes from the Continent, in which case the Government's income from tax will fall dramatically. So, since that would seriously undermine the funding of public services, customs controls will remain. (3)

If not B, then C; if C then F. If F then U. So B
(or in symbols: $\neg B \rightarrow C$; $C \rightarrow F$. $F \rightarrow U$; So B

where B = there are border controls
 C = people would import cigarettes from the Continent
 F = the Government's income from tax will fall dramatically
 U = funding of public services is seriously undermined
 (clearly other letters might be used as abbreviations)

Identify three aspects of this argument that could not be formalised in sentence logic. (3)

“more people”, “in which case”, “remain”
border controls are identified with customs controls
unstated premise that “that won't be allowed to happen”

(NB: since this is so clearly **not** a truth-functional argument, alternative formalisations might be acceptable, provided they are justified in terms of the candidate's account of the elements that resist formalisation.)

- (g) **Construct a proof using rules of inference for the following argument:**
 $p \rightarrow r \vdash (p \ \& \ q) \rightarrow (q \vee r)$ (5)

1	(1)	$p \rightarrow r$	A
2	(2)	$p \ \& \ q$	A
2	(3)	p	2, & E
1,2	(4)	r	1, 3, MPP
1,2	(5)	$q \vee r$	4, \vee I
1	(6)	$(p \ \& \ q) \rightarrow (q \vee r)$	2, 5, CP

(One mark off for each error)

8. Answer all parts of this question.

- (a) **Give an example of an argument which is valid in sentence logic but not in predicate (set) logic, and one which is valid in set logic but not in sentence logic, or else explain why this is not possible.** (3)

Any argument whatsoever which is valid in sentence logic is valid in predicate logic, so any argument will do – provided it is a sentential argument, and is valid!

The converse is not true:
All A are B; all B are C; so all A are C
Is valid in predicate logic, but its sentence form is
 $P, Q, \text{ So } R$
Which is not a valid form.

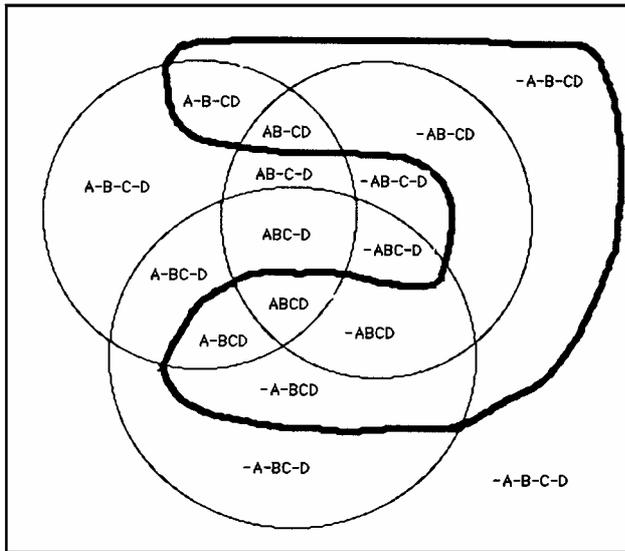
(b) How many distinct regions are there in a Venn diagram representing a single statement concerning the relationship between two sets?

4 (if the given sets are the As and the Bs, then the 4 sets are A-and-B, A-and-not-B, not-A-and-B, and not-A-and-not-B)

How many distinct regions are there in a Venn diagram representing the relationships between three sets?

8 (ABC, AB-C, A-BC, A-B-C, -ABC, -AB-C, -A-BC, -A-B-C)

Draw the Venn diagram representing the relationships between four sets. (5)

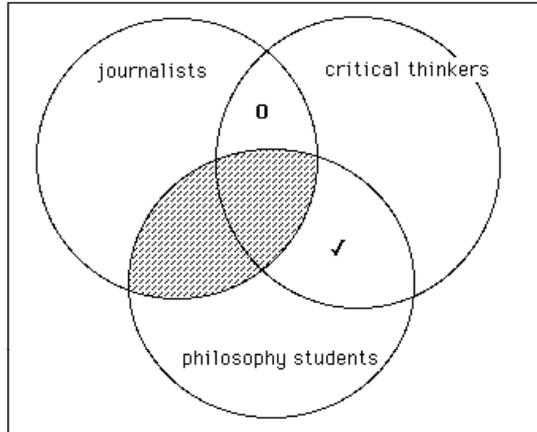


The diagram must show 16 distinct areas, including $\neg A \neg B \neg C \neg D$ – the area outside the interlocking areas.

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

- (i) **No journalists have studied philosophy.
Philosophy students learn to think critically.
So no journalist is really a critical thinker.**

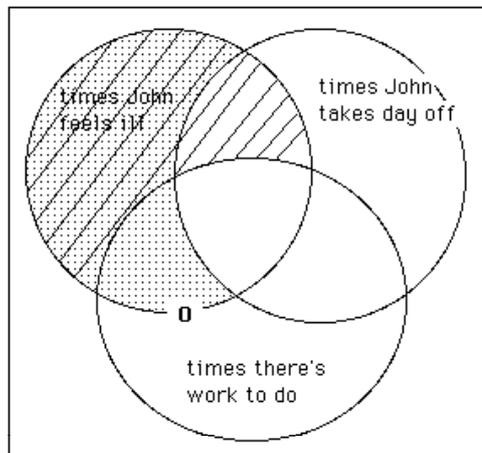
(4)



The shaded area represents the first premise, and the tick the second. The conclusion would require the area O to be shaded; as it is not, the argument is invalid.

- (ii) **Whenever John feels ill he takes the day off.
He only feels sick when there's work to do.
So he'll take the day off whenever you give him work.**

(4)



The dotted area represents the first premise, and the shaded area the second. The conclusion would require the area O to be shaded; as it is only partly shaded, the argument is invalid.

(d) For each of the arguments A and B below:

- (i) Say which logical system is appropriate to test its validity.
- (ii) Make explicit any missing premises.
- (iii) Comment also on any aspects of the argument which cannot be represented logically.
- (iv) If it is best analysed using predicate logic, use a Venn diagram to show whether or not it is valid.
- (v) Comment also on any aspects of the argument which cannot be represented logically.

A If cannabis is legalised, then the Government will want to tax it. But if it is taxed young people will not be able to afford to buy it legally, so it will go on being available on the black market. (7)

Sentence logic:

If L then T; if T then if L then not A, so not L (with obvious translations)

$L \rightarrow T$; $T \rightarrow (L \rightarrow \neg A)$; So $\neg L$ (1)

(NB: Because of difficulties with formalisation, others may be possible, but must be justified by the answer to the next part of the question). (2)

There are difficulties formalising “will want to”, “afford to buy it legally”
“available on black market” is taken to mean “is not legalised”. (Candidates may say $\neg A$ is a missing premise, but it does not make the argument valid) (2)

Truth will depend on formalisation. (2)

B Our teachers mostly have classics degrees, and no-one has taught classics for years. So if we want an up-to-date syllabus we will have to make most of the staff redundant. (7)

This is a complex argument relying on a number of unstated premises, and presumed equivalences between expressions used.

No-one has taught classics for years

what isn't taught is out of date (assumed)

therefore classics is out of date

what's out of date has no place in an up-to-date syllabus (assumed)

therefore classics has no place in an up-to-date syllabus.

Teachers with classics degrees teach classics (assumed)

Teachers who teach classics can't teach an up-to-date syllabus (assumed)

Therefore if we want an up-to-date syllabus, we need rid of the classics teachers

therefore we need to get rid of (= make redundant?) The classicists

and since “most” (?) of the teachers are classicists,

most of the teachers (= most of the staff?) need to be made redundant.

(Marks for any sensible attempt to identify the elements and structure of the argument, supply missing premises, and test any appropriate subarguments, and also for commenting on difficulties marked “(?)” above).

[END OF MARKING INSTRUCTIONS]