

2006 Philosophy

Advanced Higher

Finalised Marking Instructions

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Philosophy 2006

Advanced Higher

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.

Although there is no separate allocation of marks to Knowledge, Understanding, Analysis and Evaluation, at Advanced Higher level there is expected to be an emphasis on the higher level skills. The mark awarded to an answer will therefore require a judgement by the marker of the quality of the understanding, analysis and evaluation contained in the answer. In particular it should be noted that a candidate can be penalized for writing too much as it may become clear that he or she fails to discriminate between relevant and irrelevant material. Thus candidates are likely to be awarded a higher mark for an answer which mentions a few facts and uses them well to construct a cogent argument for a particular answer to the question asked, than for one which regurgitates a long list of factual statements without regard to their relevance to the question.

There is usually no single standard answer to philosophical questions, and there is no check-list of facts for mention of which marks are awarded. 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 texts 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. Is justified true belief the same as knowledge?

(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 may explain that it is *propositional* knowledge that is at issue (as opposed to practical knowledge or knowledge by acquaintance)
- they should identify “justified true belief” as the traditional tripartite definition of knowledge
- there should be a brief statement concerning the significance of justification, truth and belief
- the three conditions (justification, truth and belief) are said to be *individually necessary* and *jointly sufficient* for saying “S **knows** that p”
- answers will focus on the Gettier challenge (ie whether the three conditions are jointly sufficient). However, students may discuss whether the three conditions are individually necessary
- there should be a clear statement of the Gettier challenge, including a Gettier-style example (either the candidate’s own or one from the literature), making clear that the belief in question is both true and justified but is not knowledge
- a discussion of the way in which the example undermines the traditional definition by demonstrating that justified true belief does not amount to knowledge
- there is likely to be discussion of attempts to avoid the Gettier problem (eg the indefeasibility theory and the causal theory) and whether these attempts are successful
- 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
- a clear conclusion will be reached, indicating how the argument of the essay answers the question set, and the absence of such a conclusion is likely to be penalised.

2. **If indirect realism is true, can we know anything?**

(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.
-
- students must address the question at issue rather than simply reciting arguments for and against indirect realism. In particular, if indirect realism is correct, we cannot know whether the world we perceive is an accurate representation of the world as it really is
 - indirect realism has created a gap between the world as it appears and the world as it really is – a veil of perception
 - indirect realism can lead to solipsism. The solipsist denies that anything exists other than his/her own sense experience
 - a clear conclusion will be reached, indicating how the argument of the essay answers the question set, and the absence of such a conclusion is likely to be penalized.

SECTION B: PHILOSOPHY OF MIND

3. Can any of the major theories of mind adequately explain qualia?

(30)

An acceptable answer is likely to begin by indicating that the topic of the question is the existence of qualia, the phenomenal character of mental states, and that the issue it raises is the ability of some of the major theories of the mental to give an adequate account of this aspect of mentality.

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

- recognition of the apparent difference between the kinds of properties physical substances can uncontroversially realize (eg mass, size, location) on the one hand and qualia on the other
- an explanation of qualia, possibly in terms of subjectivity
- the relevance of the distinction between substance dualism, which admits the existence of mental substances and properties, and those theories available to physicalists, including the type identity theory and functionalism
- details of each of these theories.

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

- the idea that substance dualism can allow the existence of qualitative character by claiming that it is a property of mental states only (or: an irreducible mental property). On this view, there is no need to give an account of qualia in terms of standard physical properties
- objections to this claim that this is uninformative/not an adequate account, in that the mental is defined only negatively (ie it is *not* physical, or extended, etc)
- the claim that type identity theories cannot give us an adequate account of qualia since they can only appeal to scientifically recognisable physical properties. Candidates might refer to the apparent possibility of physical systems identical to humans that lack qualia to support their claims
- Candidates might also discuss Frank Jackson's 'Mary' argument in which he attempts to demonstrate that the physical facts do not exhaust all of the facts
- the claim that functionalism cannot give us an adequate account of qualia since they can only appeal to scientifically recognisable functional or relational properties. Candidates might refer to the apparent possibility of systems functionally identical to humans that have inverted or absent qualia to support their claims.

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. **You are kidnapped and told by your captors that your memories will be swapped with those of another prisoner. They tell you to choose whether they will torture the person with your body or the person with your memories. What would you decide, and why?**

(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 concerns which theory provides the best account of 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 how the question relates to the problem of personal identity
- 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
 - a statement explaining which option a proponent of this theory would choose (the former option)
- 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
 - a statement explaining which option a proponent of this theory would choose (the latter option)
- 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)
 - a statement explaining which option a proponent of this theory would choose (the latter option, unless the memories are swapped by means of a transfer of souls).

Candidates should then proceed to an analysis of the answers to the question, which should then be used to support the answer given to the question. This evaluation should involve a consideration of the merits of each theory, which may include discussion of the following points:

The Psychological Continuity Theory

- 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.

The Same Soul Theory

- 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.
- 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.

The Body/Brain Theory

- 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.
- 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. Discuss Nozick's argument for "a minimal state and a minimal state only". (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 detailed explanation of Nozick's theory of justice
- Libertarian/Entitlement theory
- Libertarians are the strongest proponents of untrammelled **negative freedom**
- they hold that we need only a **minimal state**. The state only has the role of defending the right to liberty and property; everything else is left to effort and luck
- patterned versus procedural theories. According to Nozick, just distribution consists in everyone acquiring their goods through accepted procedures
- patterned theories of justice cannot respect liberty
- Nozick's three main principles:
 - (i) The Principle of Transfer
 - (ii) The Principle of Acquisition
 - (iii) The Principle of Rectification
- coercive taxation does not constitute free transfer
- evaluation of Nozick's theory. This is likely to include discussion of alternative theories, such as that of John Rawls. Ideas may include the following:
 - (i) The libertarian community may be particularly productive and economically efficient
 - (ii) However, its individualism can seem unacceptably harsh in its consequences for losers. Justice in a libertarian community emphasizes merit rather than need – merit understood as successful effort
 - (iii) Unequal access to medical care and education limits freedom
 - (iv) The stress on the individual erodes community life. Inequality is tolerated at the price of freedom
- a clear conclusion will be reached, indicating how the argument of the essay answers the question set, and the absence of such a conclusion is likely to be penalized.

6. If there are no natural rights, then why is there an International Court of Human Rights?

(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 appreciate that the question is probing the basis and authority of claims to human rights
- candidates must explain the idea of “natural rights” eg:
 - fundamental justified claims
 - possessed by virtue of being human
 - human law is to be derived from natural law
 - inalienable/irrevocable
 - rights imply duties
 - God-given rights
 - positive and negative rights
 - reference to famous declarations, eg Abraham Lincoln’s Declaration of Independence, the UN Declaration of Human Rights
- there may be reference to Thomas Aquinas. For example, according to Aquinas, to live, to learn, to reproduce, to live in an ordered society and to worship God are the ultimate purposes of human beings. For these to be achieved, good health, education, the permission to make free choices etc are required. This means that it will be wrong to damage someone’s health, to deprive people of education or freedom
- There may be reference to John Locke. For example:
 - (i) According to Locke the state of nature would be one of peace because of a special kind of law, one that needs no government to legislate it.
 - (ii) He thought the law to be self-evident to any rational person.
 - (iii) He refers to the law of nature as the “will of God”.
 - (iv) Since God created all people as equal, it is wrong to attempt to dominate or exploit another person.
 - (v) Everyone is free to do what they like, so long as they do not interfere with others.
 - (vi) People ought to pursue peace and the preservation of all mankind.
 - (vii) Transgressions of the Law of Nature should be punished.
 - (viii) When natural laws and the laws of a particular government are in conflict, the artificial laws of the government must give way.
- the evaluation should focus on the issue of the basis and authority of claims to human rights
- students may discuss Bentham’s claim that “Right...is the child of law” – rights are legal rather than natural
- does the idea of human rights make sense without a teleological understanding of human beings or a belief in the existence of God?
- some argue that if rights are a human construction, they do not have the force and authority we usually attribute to them. Without such moral absolutes is there a defence against relativism and subjectivism?
- it would be possible to consider utilitarian conceptions of rights – ie it may be useful to grant people certain rights in order to increase happiness and decrease misery. Rights do not represent anything fundamental or inviolable – they are a mechanism used to achieve the general happiness
- there may be discussion of Marx’s view that natural rights are the products of a capitalist mindset – individualistic and separatist
- how do we account for disagreements over the character and range of human rights or whether they exist at all?
- it could be argued that descriptions of human rights are socially conditioned
- a clear conclusion will be reached, indicating how the argument of the essay answers the question set, and the absence of such a conclusion is likely to be penalized.

SECTION C (ii) LOGIC

7. (a) **What is a truth-function?** (2)

A truth-function is an operator that forms a complex sentence (statement) out of one or more given statements in such a way that the truth-value (truth or falsity) of the new statement depends only on the truth-values of the given statements (eg “not”, “and”, “if ... then ...”).

- (b) **Give two examples of statements containing connectives that are not truth-functional.**

Explain why each is not truth-functional. (4)

“X because Y”, “P said that X”, “X will be true”, “X is necessarily true”, eg

In each case candidate should be able to show that the truth-value of the new statement does not depend only on the truth-values of X and Y by constructing examples in one of which it is true and the other false despite X and Y having same truth-values.

(one mark each for examples; one each for explanations)

- (c) **Premises can be true or false. Arguments can be valid or invalid. Explain what combinations cannot occur and why not?** (3)

The only impossible combination is true premises and a false conclusion in a valid argument. The reason is the definition of validity as truth-preservingness: ie a valid argument is by definition one that delivers a true conclusion from true premises.

(alternative formulations are possible, but they must be absolutely precise (even pedantic!) to gain all 3 marks)

- (d) **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)

The lines of a truth table set out all possible combinations of truth-values of the component sentences, from which (assuming all the connectives are truth-functional) the truth-values of the premises and conclusion can be worked out. It therefore shows whether there is any situation in which the premises could be true and the conclusion false at the same time – in which case the argument is invalid. We know that all possible cases are included, so if there is no such case, that argument-form never leads from truth to falsehood, so is valid.

(again alternative formulations are possible, but they must be absolutely precise to gain 4 marks)

- (e) Use truth-functions to explain clearly the difference between

The pupils will be happy if the exam is cancelled.

and

The pupils will be happy only if the exam is cancelled.

(4)

Using $H =$ **The pupils will be happy**; $C =$ **the exam is cancelled**

The former can be formalized as If C then H

and the latter as if H then C.

(NB: the connective here is not “if and only if”)

The difference can be illustrated by truth tables (TFTT and TTFT in standard order, or directly by explaining that:

In the former case, the children can be happy for some other reason, even if the exam is not cancelled (H can be true even if C is false), but not in the latter.

In the latter, the children can be unhappy for some other reason, even if the exam is cancelled (C can be true even if H is false), but not in the former.

(2 marks for formalisation; 2 for explanation)

- (f) **A set of statements is said to be inconsistent if they cannot all be true at the same time in any circumstances. Explain how a truth-table test could be used to determine whether or not a set of statements is inconsistent.**

(3)

Since a truth table sets out all the possible combinations of truth-values of the simple sentences, we can work out the truth-values of each of the given set of sentences in each of these cases and simply check whether there is any line in which they all come out true.

(again has to be precise to get 3 marks)

- (g) **Use a truth-table to show whether the following set of statements is inconsistent:**

$(p \ \& \ \neg q), \ \neg(q \vee p), \ \neg(p \rightarrow q)$

(5)

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

There is no row in the table in which the 3 given formulae are all true, so since the rows represent all possible combinations of truth-values, there can be no situation in which all three are true at once, so they are inconsistent.

(3 marks for table (one mark off for each error) 2 marks for explanation)

(h) Construct a proof using rules of inference for the following argument:

$$p \rightarrow r, \quad \neg r \quad \vdash \quad \neg(p \ \& \ q) \quad (5)$$

1	(1)	$p \rightarrow r$	A
2	(2)	$\neg r$	A
1,2	(3)	$\neg p$	1,2,MTT
4	(4)	$p \ \& \ q$	A
4	(5)	p	4, &E
1,2,4	(6)	$p \ \& \ \neg p$	5,3,&I
1,2	(7)	$\neg(p \ \& \ q)$	4,6,RAA

(one mark off for each error)

8. (a) Is it possible for an argument to be valid in sentence logic, but not in predicate logic (set logic)?

Is it possible for an argument to be valid in predicate logic, but not in sentence logic?

No; yes. (one mark each)

An argument can be valid in predicate logic but not sentence logic, but not vice versa.

If either is possible, give an example; otherwise explain why not. (5)

All As are Bs; all Bs are Cs; so all As are Cs is valid in predicate logic, but in sentence logic its form would just be *P, Q, therefore R*, which is not valid.

However, if an argument is sententially valid, then any replacement of its component sentences must be valid, even if these contain quantifiers. For example, since

If P then Q, P; so Q

is valid, replacing *P* with *All As are Bs*, and *Q* with *No Ds are Es* yields the valid argument

If All As are Bs then No Ds are Es, All As are Bs; so No Ds are Es.

(1 mark for example; 2 for explanation)

(b) Define “contradictory”.

A pair of statements [or any a set of statements] are contradictory if they can neither both be true nor both be false at the same time.

Which of the statements “No kangaroos are marsupials”, “Some kangaroos are marsupials”, and “Some kangaroos are not marsupials”, are contradictory?

The pair of statements “No kangaroos are marsupials” and “Some kangaroos are marsupials” are contradictory.

(NB: NO marks for only identifying one of these!)

Explain how Venn diagrams demonstrate this.

(5)

The circles in a Venn Diagram represent the named sets, and the shading etc indicate the relationships between the sets. So in this case the overlap of the circles representing kangaroos and marsupials would be shaded to show it is empty (“No kangaroos are marsupials”) but would also have to have a tick to show it has at least one member (“some kangaroos are marsupials”) – and obviously both are not possible.

- (c) Can you use Venn diagrams to determine whether or not the following are valid?

If so, draw the diagram and explain how it shows validity or invalidity.

If not, explain why not.

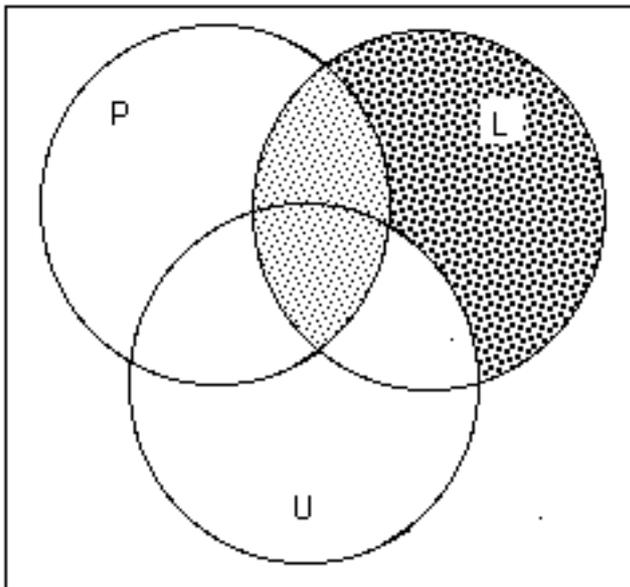
- (i) No politician can afford to tell lies.
 People who tell lies are unpopular.
 So no politician is unpopular.

(4)

Candidates may say there are FOUR sets here: politicians, people who can afford to tell lies, people who do tell lies, and unpopular people. If they then draw a Venn diagram, it needs to have FOUR intersecting areas inside the box, with a total of 16 distinct subsets, and would show that the argument is invalid because the conclusion could not be read off the diagram of the premises.

However, they are more likely to say that the argument cannot be analysed using Venn Diagrams since no relationship is stated between the set of people who tell lies and those who can afford to tell lies.

Candidates may wish to illustrate this by first drawing the following diagram:



P = Politicians
 L = Liars
 U = Unpopular people

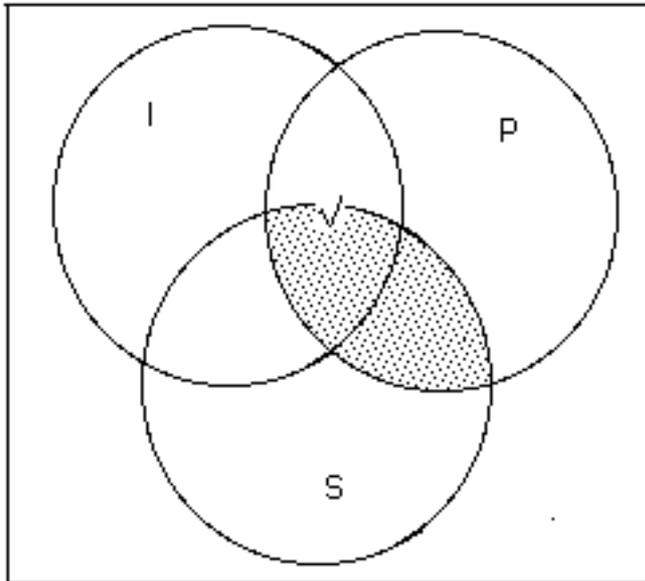
This however represents the argument:
 No politician tells lies.
 People who tell lies are unpopular.
 So no politician is unpopular.

and then explaining how the given argument differs.
 (note: the argument as represented is also invalid)

(Note: Candidates do not need to draw the diagram or say the argument is invalid. They do need to identify the given argument as one that cannot be analysed using Venn Diagrams and explain why not. If they draw a diagram (including that shown) but do not explain how it differs from the given argument, give a maximum of 2 marks, and deduct marks for errors.)

- (ii) Some intelligent people are philosophers.
No brain surgeons are philosophers.
So no intelligent people are brain surgeons.

(4)



I = Intelligent people
P = Philosophers
S = Brain Surgeons

The diagram represents the premises:
the tick represents an intelligent philosopher (first premise)
the shaded area represents the second premise (overlap of P and S is empty)
But this tells us nothing about the relationship between I and S (whether or not there are intelligent surgeons)
So the argument is invalid.

(2 marks for diagram, translation scheme, and premises. (Deduct marks if no universal set, or no translation scheme.) 2 marks for identifying as invalid, and explaining.)

(d) Consider the following arguments. For each one:

- say which logical system is appropriate to test its validity
- make explicit any missing premises
- 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
- comment also on any aspects of the argument which cannot be represented logically.

(i) **If you study Science you'll make a good living, but if you study the Arts you'll enjoy a good life. Only the prospect of a good living or a good life can compensate for all those years of study. But nothing can make up for all Susan's years in the library. So she can't have studied either Arts or Science.**

(7)

Some steps in the argument seem to use sentential logic and others use predicate logic, but the whole argument is too complex to be handled simply in either.

Problems include how to represent

“you” in the first premise

“the prospect of X”

the relationship between “years of study” and “years in the library”

the change of tense between premise and conclusion.

There don't seem to be any missing premises (though that may depend on how some of these issues are handled).

One possible representation is:

(1) If you study science you will have the prospect of a good living

(2) If you study Arts you will have the prospect of a good life.

SO: (A) If you study Arts or Science you will have a good living or a good life.

(3) Only the prospect of a good living or a good life compensates for study.

(4) But nothing compensates for Susan's study.

SO: (B) Susan doesn't have the prospect of a good living or a good life.

(C) So she can't have studied either Arts or Science

(A) follows from (1) and (2) by sentence logic

[If P then Q; If R then S; so If (P or R) then (Q or S)]

(B) follows from (3) and (4) in predicate logic:

[only X is Y; Susan isn't Y; so she's not X]

(C) follows from (A) and (B) in predicate logic:

[All Z are X; Susan isn't X so she's not Z]

Some candidates might represent the argument entirely in Predicate Logic:

- (1) Everyone who studies science will have the prospect of a good living
 - (2) Everyone who studies Arts will have the prospect of a good life.
 - (B) Susan doesn't have the prospect of a good living or a good life.
- SO: Susan can't have studied either Arts or Science.

Alternatively some candidates might represent the argument in Sentence Logic as
 $P \rightarrow Q, R \rightarrow S, (S \rightarrow Q) \supset T, \neg T; \text{ So } \neg(R \vee P)$

Either answer ignores the difference between the general premises and the statement about Susan, but should be given credit so long as the candidate shows awareness of the difficulty.

- (ii) **Only a really good team will win the cup, and a good team has to have good players. Smith and Jones in our team have had a really bad season. So no matter how hard they try, there's almost no chance we'll win.** (5)

Sentence logic:

Only if we're a good team can we win the cup
if we're a good team we have to have good players
Smith and Jones are not good players
so we won't win.

Or Predicate Logic:

Only a good team can win the cup
any good team has to have good players
we don't have good players
so we won't win.

Missing premise: players who have a bad season are bad players

Difficulties:

"really"
does having good players mean "has to have some good players"
or "all good players"?
"no matter how hard they try" can be omitted without loss.
"almost no chance"

(There are no unique correct answers to these questions, so marks should be given for any sensible attempts to identify the elements and structure of the argument, and test any appropriate subarguments.)

[END OF MARKING INSTRUCTIONS]