



## **2008 Philosophy**

### **Higher**

## **Finalised Marking Instructions**

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Marking a philosophy exam is not a purely mechanical exercise and it is important for markers to use their professional judgment within the framework laid down by these guidelines. In particular it is important to note the following:

1. The information in these guidelines that indicates the expected points a candidate might make in response to a question are not necessarily the only points that can be made; nor is it necessarily the case that a candidate will have to cover all the listed points to gain the available marks.
2. Marking is positive not negative. That is to say marks are not deducted when an error is made. If a candidate makes an incorrect statement that does not impinge on anything else they have written then that statement can be ignored. However, it can often be the case, especially in the longer answers, that the marker will have to make a judgment about what a candidate means by a particular statement and how this illustrates their understanding of the material. Making these kinds of judgments requires the marker to consider the wider context. In these cases it can be legitimate to consider the incorrect statements when trying to form a judgment about what the candidate has written.
3. Each question (or sub-question) is marked holistically. That is to say the marker is not required to identify separate marks for KU and AE. The allocation of marks to KU or AE is there as a guide and a help to students; the distribution of KU and AE was never intended to be 'followed slavishly'. Similarly, the marker should use the distribution of marks as a guide when assessing an answer. In particular, markers should be aware that if a question is allocated AE marks then there must be evidence of analysis and/or evaluation in the candidate's answer. On the other hand, markers should also be aware that analysis and evaluation depends upon knowledge and understanding. For this reason credit should be given when additional KU points contribute to a candidate's AE answer.
4. Markers should be aware that the final mark awarded to a question does not necessarily have to correspond exactly to the number of substantive points that have been made. A fewer number of points that are developed, show insight or demonstrate a more sophisticated understanding of the material may carry more weight than a greater number of points that are superficial or are inaccurately or ambiguously expressed. This consideration is likely to be more relevant when marking questions that attract a higher number of marks.
5. If a candidate writes more in answer to one part of a question than is necessary to gain full marks and the additional content is relevant to the next part of that question then credit for what the candidate has written can be carried forward.
6. The following procedure should be used for marking:
  - a. As the answer is read all points relevantly made in accordance with the marking instructions for that question and the marker's own professional judgment will be ticked. (Markers must **not** write any comments on the scripts but may use ticks, crosses, question marks or underlining to assist with their marking.)
  - b. At the same time, or through a re-reading of the answer, an impression should be formed about the quality of an answer as indicated by the Grade Descriptions for an A and C. This is particularly relevant for questions that attract a higher number of marks.
  - c. Taking into account both a and b the total mark for that question is to be written at the end of the question and circled.

To assist with the final allocation of marks the following table should be consulted.

	Indicative of a grade C	Indicative of a grade A
30 mark question	15-17	21-30
20 mark question	10-11	14-20

## GRADE DESCRIPTIONS AT A AND C

Skills	Grade C	Grade A
<p><b><i>Knowledge and Understanding</i></b></p>	<p>candidates have described some (but not all) of the features of argument, and the philosophical issues, theories and positions in relation to each Unit</p> <p>the descriptions are mainly clear and largely accurate</p>	<p>candidates have described the main features of argument, and the philosophical issues, theories and positions in relation to each Unit</p> <p>the descriptions are clear, accurate and presented in a well-structured manner</p> <p>the descriptions may provide evidence of the integration of knowledge and understanding across the Units of the Course</p>
<p><b><i>Critical Analysis and Evaluation</i></b></p>	<p>candidates have explained some (but not all) of the stages of reasoning and the assumptions on which ordinary language arguments and philosophical positions, theories and accounts of knowledge are based</p> <p>candidates have explained some (but not all) of the following: deductive and inductive reasoning; sound and unsound arguments; examples of fallacious reasoning when these are present (CTU)</p> <p>candidates have explained some (but not all) of the implications, strengths and weaknesses of positions adopted in relation to a metaphysical debate and normative moral theories, the meta-ethical position of emotivism and an account of knowledge</p> <p>candidates have made attempts to assess, or reach conclusions on, the soundness of ordinary language arguments and the relative merits of normative moral theories, the meta-ethical position of emotivism and an account of knowledge</p>	<p>candidates have explained the main stages of reasoning and the assumptions on which ordinary language arguments and philosophical positions, theories and accounts of knowledge are based</p> <p>candidates have explained the following: deductive and inductive reasoning; sound and unsound arguments; examples of fallacious reasoning when these are present (CTU)</p> <p>candidates have explained the main implications, strengths and weaknesses of positions adopted in relation to a metaphysical debate and normative moral theories, the meta-ethical position of emotivism and an account of knowledge</p> <p>candidates have made assessments or reached conclusions on the soundness of ordinary language arguments and the relative merits of normative moral theories, the meta-ethical position of emotivism and an account of knowledge</p>

**GRADE DESCRIPTIONS AT A AND C (continued)**

<b>Skills</b>	<b>Grade C</b>	<b>Grade A</b>
<p><b><i>Critical Analysis and Evaluation (continued)</i></b></p>	<p>candidates have given at least one reason which supports the assessments or conclusions they have reached</p> <p>the points made are mainly clear and largely free from inaccuracy</p> <p>the points made relate to the question asked</p>	<p>candidates have given 2 or more developed reasons – based on evidence, aspects and, or sources previously discussed – which support the assessments or conclusions reached</p> <p>the points made are clear and free from inaccuracy</p> <p>the points made are presented in a well-structured manner and are used to support a conclusion that answers the question asked</p> <p>there may be evidence that the candidate is aware of the wider implications and/or relevance of the skills, theories, positions and issues they have studied</p> <p>there may be evidence of the integration of knowledge and skills across the Units of the Course</p>

## SECTION 1 – CRITICAL THINKING IN PHILOSOPHY

### Section 1 – Total Marks 20

- This section examines the mandatory content of the Unit ‘*Critical Thinking in Philosophy*’.
- It has **one** structured question with **4-10** related parts
- Each related part has a possible mark range of **1-6** and requires either a short-answer or restricted response
- Candidates answer **all** related parts of this question

**There is no choice in Section 1 of the Question Paper.**

### Question 1

- (a) **Explain the difference between a statement and an argument. Support your answer with a clear example of each.** **3KU**

- 1 mark for clearly stating that a statement asserts (or denies) something and that an argument seeks to establish (or refute) something.
- 1 mark for each appropriate example.

Note: candidates may express the differences in other ways, eg arguments can be valid or invalid, statements can be true or false, etc.

- (b) **Which of the following is not an essential feature of any argument?**

1. **A conclusion that is true if the premises are true.**
2. **A conclusion that is intended to follow from the premises.**
3. **At least one premise that is intended as support for the conclusion.**
4. **The intention that the premise or premises imply the conclusion.** **1 KU**

Answer: 1

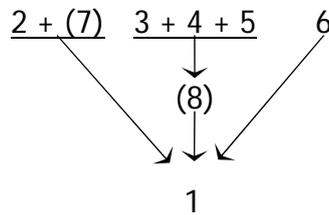
Whilst candidates are **not** required to produce an argument diagram the following is provided for markers to clarify the structures of the argument.

Really, it’s quite simple. {<sup>1</sup> Pirate Jack cannot have stolen the treasure} for {<sup>2</sup> if he had stolen it he would still have had some of it with him when he landed at Paradise Cove}. I know {<sup>3</sup> Toothless Mary said she saw Jack that morning coming out of the cave where the treasure had been hidden} but {<sup>4</sup> everyone knows Mary is a ‘nasty piece of work’}. {<sup>5</sup> Apart from Mary no one else came forward to say anything against him}. Besides, {<sup>6</sup> Jack was no thief}. Sure he was a bit of a rogue but that’s why people liked him so much.

Implied premises.

{<sup>7</sup> Jack didn't have the treasure with him when he landed at Paradise Cove}

{<sup>8</sup> The evidence against Jack is unreliable}



(c) **What is the conclusion of this argument?** 1 AE

- 1 mark for saying, 'Pirate Jack cannot have stolen the treasure'.

(d) **Identify three premises in this argument.** 3 AE

- 1 mark for each correct answer.

(e) **Suggest one hidden premise that might be at work in this argument and explain its role in the argument.** 2 AE

1 mark for an appropriate suggestion, eg

- 'Jack didn't have any treasure when he landed at Paradise Cove.'
- 'The evidence against Jack is unreliable.'
- 'Mary is lying'
- 'People who hold grudges are unreliable witnesses.'

1 mark for explaining how the suggested hidden premise contributes to the argument, eg

- the claim that 'if he had stolen it he would still have had some of it with him when he landed at Paradise Cove' only leads to the conclusion if it is assumed that in fact he didn't have any treasure when he landed.

(f) **What is meant by the fallacy of 'attacking the person'? Support your answer with an appropriate example of your own.** 3 KU

2 marks (KU) for correctly describing the fallacy of 'attacking the person'

1 mark (KU) for an appropriate example.

(g) **From the passage above identify a fallacy of 'attacking the person'.** 2 AE

- 2 marks (AE) for everyone knows Mary is a 'nasty piece of work'.

**(h) What is meant by a circular argument? Support your answer with an appropriate example of your own. 3 KU**

2 marks (KU) for correctly describing circular arguments  
1 mark (KU) for an appropriate example.

**(i) Discuss whether or not this passage contains a circular argument. 2 AE**

- 2 marks (AE) for a discussion of whether the claim that ‘Jack was no thief’ is the same as saying he didn’t steal the treasure. A candidate may argue that the premise ‘Jack was not a thief’ implies the conclusion that he did not steal the treasure; or they may argue that before someone can be described as a ‘thief’ they have to steal habitually and therefore there is no circularity. The two marks are to be awarded for the appropriateness of their supporting reasons not solely on their judgement as to whether there is or is not circularity.

**(20)**

## SECTION 2 – METAPHYSICS

### Section 2 – Total Marks 20

- This section examines the mandatory content of the Unit ‘*Metaphysics*’.
- It has **two** structured questions, each with **1-5** related parts.
- Each structured question samples across the mandatory content of **one** of the options in this Unit and may contain a stimulus.
- Each related part has a possible mark range of **4-20** and requires either a restricted or extended response.

Candidates answer **all** parts of the **one** structured question which relates to the option they have studied.

### Question 2 – God

‘... As to the gods, I have no means of knowing either that they exist or do not exist.’

*Protagoras*

**Do you consider agnosticism to be a reasonable response to the question of God’s existence?** **10 KU**  
**10 AE**

Students may approach this question in a number of different ways depending on what definition of agnosticism they are using and which philosophers they may have studied. For example, some may take agnosticism to equate with the lack of proof, others may take agnosticism to equate with the lack of sufficient evidence but with no requirement that sufficient evidence equates to proof. Some may limit agnosticism to a non-religious position; others may include the possibility of religious agnosticism.

Given the range of possibilities the bullet points below largely mirror those given in one of the NABs. However, it is certainly not required that students produce essays along these lines.

**Markers should be guided by the chart below to ensure that the correct number of marks are allocated to the student’s response.**

### Description of agnostic’s position

- Agnostics believe that it is impossible to say one way or the other whether God exists.
- Agnosticism combines two claims:
  - both the existence and the non-existence of God are undetermined by the available evidence
  - no-one ought to hold a belief if there is insufficient evidence in support of that belief.
- Agnosticism may be:
  - a strictly personal position (‘I have no firm belief regarding existence of God’)
  - it may be general (‘No-one ought to have a firm belief either that God exists or that God does not exist’).

- Strictly speaking, only the second bullet point invites an argument from the theist and the atheist.

Candidates may consider particular philosophers who have discussed agnosticism, eg Huxley, Russell (proof of the non-existence of God is not obtainable), Hume (a wise man proportions his belief to the evidence), Ayer (all sentences about God are unverifiable), Clifford (beliefs in God should be formed responsibly and the current evidence does not enable us to form a responsible view on the matter), etc.

**Strengths of the agnostic position may include:**

- knowledge is justified true belief, and there is no uncontroversial procedure by which the claims ‘God exists’ or ‘God does not exist’ may be justified
- the theist is apt to claim that we must be content with faith; this is a *de facto* concession that the justification condition cannot be met
- agnosticism is a non-dogmatic position: the agnostic remains open-minded, as opposed to being hostile to a position in the absence of sufficient evidence. (Some agnostics may assert that knowledge of God is intrinsically impossible and this may be a dogmatic position).

**The main philosophical objections to the agnostic position.**

The agnostic’s position may be rejected from the standpoint of theism:

- belief in God is a matter of faith, and not (mere) knowledge – so that the sceptical approach of the agnostic is not warranted in the case of religious conviction
- reference may be made to Pascal’s wager and the idea that belief in God is prudent and not just a matter of relying on the evidence
- God’s existence may be demonstrated – via the ontological, cosmological or design arguments for the existence of God
- there is evidence of God’s existence in reports of miracles – these being attested to frequently by adherents of various religions.

The agnostic may also be rebutted from the atheist’s perspective:

- the paradox of omnipotence demonstrates the logical impossibility of the existence of an all-powerful God – so that we do have evidence of God’s non-existence
- the problem of natural evil (God’s omnipotence, omniscience and perfect goodness cannot be reconciled with events such as the tsunami of 2004) provides logical evidence of God’s non-existence
- belief in God is attributable to social, political, or psychological determinants, rather than to antecedent evidence
- belief in the non-existence of God and belief in the existence of God do not have the same status – the onus of proof lies with those who would argue for the existence of something.

(20)

<b>Focus:</b> >>>>>	<b>An essay that essentially uses agnosticism as a wrapper for discussing various arguments for the existence of God.</b>	<b>An essay that majors on Pascal's Wager.</b>	<b>An essay that concentrates on Agnosticism, what it is and what arguments might be used to defend and attack it as a reasonable position.</b>
14-20	It is highly unlikely that an essay of this kind can attract high marks. To do so there would have to be a clear and sophisticated justification for the approach as well as an explanation of why the arguments against the existence of God did not merit the same attention.	This essay will clearly explain how agnosticism is arrived at through evaluating evidence whereas PW is non-evidential. There will be an accurate and detailed account of Pascal's Wager, with detailed analysis and several criticisms. It will also make it clear that PW is only viable if there are no proofs for the non-existence of God.	An essay that maintains a clear focus on the issue of agnosticism without getting sidetracked. Shows familiarity with and understanding of the relevant positions and is able to distinguish different notions of agnosticism. Arrives at a cogent and well-supported conclusion.
12-13	A slightly more thoughtful description of agnosticism making several points but still being used as a wrapper for mini essays on the existence of God.	To achieve this level an essay would not only demonstrate a clear understanding of PW and possible criticisms, but must also show more than a simplistic understanding of agnosticism.	An essay at this level would likely reveal some understanding of the complexity of the issue, eg whether it is possible to be agnostic and atheist at the same time.
10-11	Achievable by mentioning four arguments either for or against the existence of God and giving at least one reason why each fails as well as wrapping the essay in an appropriate definition of agnosticism and arriving at an appropriate conclusion.	An essay that gives a perfunctory account of agnosticism and then moves onto a reasonably accurate account of PW. There will be at least one appropriate criticism of PW and an appropriate conclusion.	An essay that goes beyond the non-philosophical person-in-the-street's understanding of agnosticism. Makes at least one evaluative comment. The answer is likely to include some confusion and sometimes wander from the specific topic.
00-10	<b>A discussion of specific arguments for the existence of God would normally merit a max. of two marks per argument.</b>		

### Question 3 – Free Will

*‘Liberty and necessity are consistent ...’*

Hobbes, Leviathan XXXI

**Do you agree with this compatibilist claim? Give reasons for your answer.**

**10 KU  
10 AE**

Explanation of what is meant by determinism

- Explanation of necessity – causal determinism.
- Every event, including human actions, has a sufficient set of causes.

Discussion of what is meant by ‘Liberty’

- Libertarian and Hard Determinist definition of freedom
  - the power to originate decisions.
- Compatibilist definition of freedom
  - the lack of coercion/constraint
  - the freedom to do what you desire
  - we have free will when we can bring our will into line with our second-order volitions.
- whether or not they are compatible depends on what is meant by freedom
  - evaluation of libertarian definition
    - incoherent; difficult to distinguish from chance
    - makes sense of our feeling of freedom
    - needed to make sense of rational thought
  - evaluation of compatibilist definition
    - guilty of shifting the goalposts by using a different definition of freedom
    - makes morality baseless
    - difficult to justify the distinction between external and internal constraints
    - if desires are caused then it collapses into determinism.

**In marking this question reference should be made to the grade descriptions and the general instructions at the start of this document.**

**(20)**

## SECTION 3 – EPISTEMOLOGY

### Section 3 – Total Marks 40

- This section examines the content of the Unit ‘*Epistemology*’.
- It has **two** parts.
- Candidates answer **one** structured question in **both parts** of this section.

The nature of each question is outlined below:

#### *Part 1 – total marks 10*

- This part of Section 3 samples across the mandatory content of Section One of the Epistemology Unit.
- It has **one** structured question with **2-4** related parts.
- Each related part has a possible mark range of **2-6** and requires a restricted response (**KU only**).

Candidates answer **all** related parts of this question.

### Question 4 – Epistemology

- (a) **Give an example of a knowledge claim and state how it satisfies the ‘tripartite theory of knowledge’** **4 KU**

1 mark to be awarded for the example and one mark for each criterion being applied to that example. The mark for the example should not be awarded if the example is clearly false or unjustifiable.

- (b) **What difficulty does the problem of accidental correctness pose for the tripartite theory of knowledge? Give an example to support your answer.** **6KU**

- up to 2 marks for appropriate example
- up to 4 marks for an appropriate explanation

For full marks the candidate must show that they understand that the criteria may be fulfilled but the claim fails to be an example of knowledge.

**(10)**

*Part 2 – total marks 30*

- This part of Section 3 samples across the mandatory content of Section Two of the Epistemology Unit.
- It has **two** structured questions, each of which samples across the mandatory content of one of the options in the Unit.
- Each structured question contains an extract from the relevant prescribed text and has 2-8 related parts.
- Each related part has a possible mark range of 3-20 and requires either a restricted or extended response.
- Candidates answer all related parts of the one structured question which examines the option they have studied.

**Question 5 – Descartes**

- (a) *Thus, after everything has been most carefully weighed, it must finally be established that this pronouncement ‘I am, I exist’ is necessarily true every time I utter it or conceive it in my mind.*

**Why does Descartes believe the statement ‘I am, I exist’ to be ‘necessarily true’? 10 KU**

- Appropriate contextualisation within the method of doubt – explanation of ‘after everything has been most carefully weighed’.
- Other a priori and a posteriori beliefs are questionable.
- Descartes is adopting a very high standard of certainty.
- Self-affirming statement.
- Doubting is species of thinking and thinking requires a thinker.
- If the demon deceives me this confirms my existence.

- (b) **Does the statement ‘I am, I exist’ provide a certain foundation for knowledge? 20 AE**

- Assumes a clear notion of personhood (eg Hume’s bundle theory).
- Assumes thoughts require a thinker and our only evidence for this is evidential which has already been ruled out.
- Arguably dependent on a circular argument.
- Arguably assumes the truth of the laws of logic.
- Assumes the reliability of memory.
- Assumes the truth of dualism since Descartes has already accepted that the existence of the body can be doubted.
- At best the cogito only confirms existence when it is being conceived and does not support existence over time which is necessary for the notion of personhood.
- Assumes the reliability and consistency of our use of language.
- Clear explication of the relationship between the cogito and Descartes’ foundationalism.
- Relevant discussion of God as a guarantor of the cogito.

**NB the bullet points above assume that the student will focus on specific criticisms of the Cogito. However, if a student tackles the question by discussing whether or not Descartes can successfully build on the Cogito then they should be rewarded for any appropriate comments made.**

**In marking this question reference should be made to the grade descriptions and the general instructions at the start of this document.**

**(30)**

## Question 6 – Hume

*Every one will readily allow, that there is a considerable difference between the perceptions of the mind, when a man feels the pain of excessive heat, or the pleasure of moderate warmth, and when he afterwards recalls to his memory this sensation, or anticipates it by his imagination.*

(a) **Describe Hume’s theory of the ‘perceptions of the mind’.** **10 KU**

- Impressions and ideas
  - clear explanation of the relationship between the two.
- Simple and complex impressions and ideas, including appropriate examples.
- Hume’s arguments supporting his claim.
- Appropriate comments on the role of the distinction in Hume’s empiricism.

(b) **How adequate is Hume’s theory of perception?** **20 AE**

- Rules out innate ideas.
- No guarantee that the external world is responsible for impression.
- Appropriate criticisms of his theory of perceptions.
- Standard criticisms of vivacity, etc.
- Missing shade of blue.
- Hume’s own sceptical conclusions about God, external world, etc.

**In marking this question reference should be made to the grade descriptions and the general instructions at the start of this document.**

**(30)**

## SECTION 4 – MORAL PHILOSOPHY

### Section 4 – Total Marks 40

- This section examines the content of the Unit ‘*Moral Philosophy*’.
- It has **two** parts.
- Candidates answer **one** structured question in **both parts** of this section.

The nature of each question is outlined below:

#### *Part 1 – total marks 30*

- This part of Section 4 samples across the mandatory content of Section One of the Unit.
- It has **one** essay question which may be divided into **two** related parts.
- It may contain a short case study or stimulus

The question requires an extended response of **500-600** words.

### Question 7 – Normative Ethics

**Discuss the contribution of Bentham and of Mill to Utilitarianism.**

**15 KU  
15AE**

Appropriately detailed outline of Bentham and Mill’s Utilitarianism.

Similarities that might be identified and explained:

- consequentialist
- hedonist
- empiricist
- subscribe to the principle of utility
- both egalitarians.

Differences that might be identified:

- Mill’s emphasis on higher and lower pleasures as a response to the accusation that Bentham’s utilitarianism was a ‘pig’ philosophy
- appropriate discussion as to whether Mill is or is not a rule utilitarian.

Candidates should be given credit for appropriate illustrative examples.

NB candidates need not engage in a ‘compare and contrast’ exercise and different approaches are possible. Discussion may concentrate on the standard objections to Utilitarianism, eg the inability to measure happiness, the inability to predict consequences with the required accuracy, the lack of clarity as to how far into the future consequences need to be predicted, whether or not the ‘higher’ pleasures really would be preferred, etc.

**In marking this question it is essential that reference be made to the grade descriptions and the general instructions at the start of this document. If there is an adequate amount of description and an appropriate evaluative comment then a candidate will be awarded a minimum of 15 marks; if the answer is indicative of a ‘B’ then a candidate will be awarded a minimum of 18 marks; if the answer is indicative of an ‘A’ then a candidate will be awarded a minimum of 21 marks.**

**(30)**

*Part 2 – total marks 10*

- This part of Section 4 samples across the mandatory content of Section Two of the Unit.
- It has **one** structured question with **1-4** related parts.
- It may contain a short stimulus.
- The related parts have a possible mark range of **2-10** and require either a restricted or extended response.
- Candidates answer **all** related parts of this question.

There is no choice of questions in Section 4 of the Question Paper.

**Question 8 – Metaethics**

(a) **What is meant by Emotivism?** **5 KU**

(b) **What criticisms can be made of this position?** **5 AE**

Candidates may answer this with particular reference to a philosopher they have studied or they may simply address the main claims of Emotivism.

**Ayer**

- Explanation of Ayer's view of meaningfulness
- Possible reference to 'Language, Truth and Logic'
- Meaningful putative propositions are either analytic or capable of empirical verification
- According to Ayer, 4 types of moral statements:
  1. definitions of ethical terms
  2. descriptions of moral phenomena
  3. 'exhortations to moral virtue'
  4. 'actual ethical judgements'1 and 2 pass his criteria but not 3 and 4 therefore meaningless – simply expressions of emotion.

**C L Stevenson's approach**

- Possible reference to 'The Emotive Meaning of Ethical Terms'.
- Explanation of descriptive and dynamic use of language.
- Moral statements have emotive meaning.
- Moral statements to persuade others.

**Evaluative comments that may be made:**

- to reduce morality to a question of emotion trivialises it. Our revulsion at genocide and similar crimes indicates something much deeper than emotional preference. It leads to a tolerance of the intolerable. It leads to moral relativism where there is no right or wrong
- as Wittgenstein pointed out, we use language, in many ways other than making descriptive statements about the world. People make religious, emotional, moral, and aesthetic statements and believe they are saying something meaningful
- Logical Positivism fails its own test of meaningfulness since the statement 'A statement is only meaningful if it can be empirically verified' can't itself be empirically verified
- makes a mockery of the legal system since what I might say, 'Boo' to, the criminal is saying 'hurrah' to
- makes a mockery of moral debate – we don't evaluate moral issues on the basis of the degree of emotion involved but on rational analysis. If someone says something is right or wrong then we expect them to be able to give a valid reason. Moral judgements are not mere statements of personal preference
- our view of right and wrong would become completely arbitrary as it altered with our moods
- notion of moral progress becomes meaningless.

**(10)**

[END OF MARKING INSTRUCTIONS]