



EP35/H/01

Philosophy

Date — Not applicable

Duration — 2 hours and 15 minutes

Total marks — 60

SECTION 1 — ARGUMENTS IN ACTION — 20 marks

Attempt ALL questions.

SECTION 2 — KNOWLEDGE AND DOUBT — 20 marks

Attempt ALL questions.

SECTION 3 — MORAL PHILOSOPHY — 20 marks

Attempt the question.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



SECTION 1 — ARGUMENTS IN ACTION — 20 marks

Attempt ALL questions

Read the following passage.

I simply don't understand! As parents we're being told that school uniform improves behaviour and discipline in the school. So we're now expected to go out and pay for even more clothes than we already buy our kids? The head teacher sent a letter to all of us saying that if any of the kids show up to school wearing something other than what they've told us we're allowed, then they'll be sent home. Have you seen what he wears to work? He's got some cheek telling us how to dress our kids when he can barely dress himself in the morning. I like our kids' school but this is a step too far. My kids will be going to school tomorrow wearing exactly what they have done for 4 years; they'll be sent home but so be it.

1. (a) Analyse an argument in this passage using an argument diagram. 4
- (b) Evaluate the impact of a fallacy on an argument in this passage. 4

Read the following conversation.

Theist: Scientists are suggesting that they have proven that God doesn't exist.

Atheist: You're surprised by this? The evidence they have, that he doesn't exist, is good. I don't understand most of it but it sounds good to me.

Theist: I just think that scientists are blinded by their own arrogance. How can I explain to my kids that everything they believe is wrong? How can I take that away from them? My daughter cried for weeks when she found out about Santa Claus. Would you want me to do that to her again?

2. Explain *Confirmation Bias* with reference to an example in this conversation. 4
3. Explain *appeals to emotion* with reference to an example. 4
4. Explain, with reference to an example, how *inductive reasoning* differs from *deductive reasoning*. 4

SECTION 2 — KNOWLEDGE AND DOUBT — 20 marks

Attempt ALL questions

- | | |
|--|----|
| 5. Analyse Descartes' response to the challenge of scepticism. | 10 |
| 6. Evaluate the success of Descartes' claims about clear and distinct ideas. | 10 |

SECTION 3 — MORAL PHILOSOPHY — 20 marks

Attempt the question

7. To what extent do Kantian ethics offer a convincing theory of morality?

[END OF EXEMPLAR QUESTION PAPER]



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EP35/H/01

Philosophy

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

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General Marking Principles for Higher Philosophy

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed Marking Instructions for each question. The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of learner’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (e) For credit to be given, points must relate to the questions asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question.
- (f) The marking instructions that follow have been written in such a way as to accommodate a range of responses.

Marking principles for each question type

The following provides an overview of marking principles for each question type.

1. **Questions that require knowledge and understanding (eg “*Explain ...*”)**
One mark should be awarded for each relevant, developed point of knowledge and understanding which is used to respond to the question. Not all related information will be relevant. For example, it is unlikely that biographical information will be relevant. Developed points will involve the candidate providing, for example:
 - additional detail
 - reasons
 - evidence
 - drawing out the implications of a question or idea
2. **Questions that require analysis (eg “*Analyse...*”, or “*In what ways ...*”)**
Analysis is the breakdown of something into its constituent parts and detection of the relationships of those parts and the way they are organised. This might, for example, involve identifying the component parts of an argument and showing how they are related, explain how an argument develops or identifying key features of a philosophical position. An analysis mark should be awarded where a candidate identifies at least one of the following:
 - links between different components
 - links between component(s) and the whole
 - links between component(s) and related concepts
 - similarities and contradictions
 - consistency and inconsistency
 - different views/interpretations

- possible consequences/implications
- the relative importance of components
- understanding of underlying order or structure
- or makes any other relevant analytical comment.

One mark should be awarded for each relevant analytical point. In more extended responses 4 marks may be reserved for analysis. Additional marks may be awarded for developed points of understanding used to respond to the question.

3. Questions requiring candidates to analyse, using an argument diagram

Depending on the wording of the question an answer would normally be awarded one mark for each feature of the argument or argument diagram that is identified, eg

- 1 mark for identifying at least one premise
- 1 mark for identifying the final conclusion
- 1 mark for identifying an intermediate conclusion
- 1 mark for identifying any relevant hidden premises
- 1 mark for identifying the relationship between at least **two** premises and a conclusion

Where candidates provide a different set of premises/conclusions, and/or different argument diagram to those identified in the Marking Instructions, they should be awarded marks provided these accurately relate to an argument made in the source.

4. Questions that require evaluation (eg “Evaluate ...

Evaluation occurs when a judgement is made on the basis of certain criteria. the judgement may be based in internal criteria such as consistency and logical accuracy or on external criteria such as whether a philosophical position accords with widely held moral intuitions. Candidates may make reasoned evaluative comments relating to, for example:

- the relevance/importance/usefulness
- positive and negative aspects
- strengths and weaknesses
- any other relevant evaluative comment

One mark should be awarded for each relevant evaluative point. In more extended responses 4 marks may be reserved for evaluation. Additional marks may be awarded for developed points of understanding used to respond to the question.

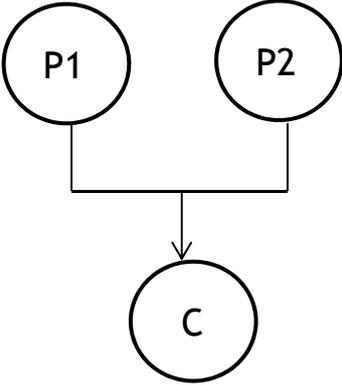
5. Questions that require analysis, knowledge and understanding, evaluation and reasoned views (eg “How successful is ... }”?)

Questions of this sort will be worth 20 marks and will be marked holistically using the specific marking instructions. A candidate will be expected to demonstrate

- Knowledge and understanding – up to a maximum of **10 marks**. One mark should be awarded for each relevant developed point of knowledge and understanding.
- Analysis – a minimum of 4 marks are reserved for analysis, One mark should be awarded for each relevant analytical point.
- Evaluation – a minimum of 4 marks are reserved for evaluation. One mark should be awarded for each relevant analytical point.
- Expressing a reasoned view – 2 marks are reserved for “reasoned view”. Two marks to be awarded if there is a very clear, coherent line of argument throughout; one mark if there is a line of argument but which lacks coherence at times; and zero marks if there is no obvious line of argument present.

Marking Instructions for each question

SECTION 1: Arguments in Action

Question	Specific Marking Instructions for this question	Max mark
1 (a)	<p>Candidates should also be awarded marks for any other identification of premises and conclusion in the source and any other argument diagram that accurately shows the relationship between these.</p> <p>One possible reconstruction is as follows:</p> <div style="text-align: center;">  <pre> graph TD P1((P1)) --- J[] P2((P2)) --- J J --- C((C)) </pre> </div> <p>P1 If you don't wear uniform you'll be sent home P2 My kids aren't wearing uniform C My kids will be sent home</p>	4
1 (b)	<p>Possible evaluative points could include, for example:</p> <ul style="list-style-type: none"> • The passage contains an ad hominen fallacy because it is an attack on the character of the person. • This is an example of ad hominen tu quoque – an informal fallacy that affects the reliability of the argument based on the content and not the structure. • This fallacy attempts to persuade you to agree or disagree with what is being said based on an irrelevant point. • In the passage the arguer remarks “He’s got some cheek telling us how to dress our kids when he can barely dress himself in the morning”. This is an attack on the headmaster and is irrelevant to the main point of the argument. • The impact of this fallacy is to invalidate the argument, and so make us much less likely to accept it. • This fallacy may make the argument more convincing if it seems to have discredited the Headteacher’s authority. • This fallacy attempts to make us question the headmaster’s ability based on his own dress. This, in the above reconstruction, has no place in the argument and, as a form of rhetoric, is trying to distract the reader. <p>NB Candidates may argue that the passage contains a different fallacy and should be awarded marks if they give an adequate justification for this, in line with the general marking principles.</p>	4

Question	Specific Marking Instructions for this question	Max mark
2	<p>A possible response could include, for example:</p> <ul style="list-style-type: none"> • A confirmation bias is where you interpret what is being presented to you in a way that aligns with your existing beliefs. • It is an unreliable approach to knowledge as it does not seek adequate justification for the belief. • The person is less inclined to critically analyse the fact meaning it is a weaker knowledge claim. • In the above conversation the atheist is more inclined to believe that scientists have disproven God as it fits in with their existing beliefs. • In the above conversation the theist could be more inclined to reject or doubt the evidence based on their existing beliefs. • However, each new piece of information should still be appraised regardless of your own prejudice. 	4
3	<p>A possible response could include, for example:</p> <ul style="list-style-type: none"> • This fallacy uses appeals to emotion rather than logic as the basis for establishing a conclusion. • This is an informal fallacy which focuses on a general error in reasoning rather than a formal fallacy which is a specific logical error. • An example of an appeal to emotion would be, for example “you can’t say that prisoners should be educated in prison. How would you feel if someone burgled your house and then was able to do Highers for free while they were in prison?”. This is an appeal to emotion because, although I might react badly to the idea of a burglar being educated rather than punished, there may be good reasons why it’s a good idea. My emotional reaction to it, good or bad, does not prove or disprove the claim that prisoners should be educated. <p>In their answer candidates may refer to the conversation in question 2. For example:</p> <ul style="list-style-type: none"> • The theist is trying to challenge the atheist’s position by making him or her think of the theist’s daughter being upset. • This detracts from the argument. Neither the child’s emotions, nor the parent’s emotions, have any bearing on evidence for God’s existence. 	4
4	<p>A possible response could include, for example:</p> <ul style="list-style-type: none"> • Inductive arguments, generally, take a specific piece of information and apply this to a larger group. • An example of an inductive argument could be “<i>my cat has a tail, all cats have tails</i>”. • Deductive arguments argue from general information to a specific case. • An example of a deductive argument could be “<i>all bachelors are unmarried; John is a bachelor so John is unmarried</i>”. 	4

Question	Specific Marking Instructions for this question	Max mark
	<p>Other points could include, for example:</p> <ul style="list-style-type: none"><li data-bbox="352 297 1359 365">• Inductive arguments can be strong, that is probable or convincing, as well as cogent, that is convincing with true premises.<li data-bbox="352 365 1359 432">• Deductive arguments can be valid, in regards to its structure, and sound, that is valid structure and true premises.	

SECTION 2: Knowledge and Doubt

Question	Specific Marking Instructions for this question	Max mark
5	<p>Relevant points of knowledge can include, for example:</p> <ul style="list-style-type: none"> • Descartes’ method of doubt is his strategy for searching after certain, indubitable truths. If he is successful then he has overcome the challenge of scepticism. • He identified different categories of knowledge and then attempted to undermine them using sceptical arguments. • Descartes asks whether it is possible to know whether you are awake or you are dreaming. He wants to know what knowledge claims survive this scenario. • Descartes also suggests that it’s a possibility that we could be being tricked by an all-powerful evil genius. <p>Other relevant knowledge could include, for example:</p> <ul style="list-style-type: none"> • Cogito as the foundation of knowledge. • God as the guarantor of clear and distinct perceptions. <p>Relevant points of analysis could include, for example:</p> <ul style="list-style-type: none"> • Descartes’ method of doubt is important because he was attempting to find a certain piece of knowledge that survives even the most extreme argument. If there is knowledge that survives this then we can be sure it is true. • Descartes deliberately undermines a posteriori truths by raising the possibility that our senses have tricked us in the past. He then completely undermines a posteriori truths by pointing out that if we can’t tell whether we’re awake or we’re dreaming then we can’t know for sure whether what we’re seeing now is reality or not. • A priori truths though survive the dream argument because he argues that whether you’re awake or asleep, for example, mathematical truths are still true. <p>Other relevant points of analysis could include, for example:</p> <ul style="list-style-type: none"> • The importance of the “evil genius” thought experiment as an attempt to undermine a priori truths. • Understanding the importance of God in Descartes’ attempt to overcome scepticism. • Recognising the links and the underlying order of the stages of the Meditations to show that reason should take priority over the senses. 	10
6	<p>Relevant points of knowledge could include, for example:</p> <ul style="list-style-type: none"> • Descartes established the cogito as a certain, foundational truth. A characteristic of the cogito is that it is perceived clearly and distinctly. • Descartes claims that whatever else is perceived clearly and distinctly can also be called knowledge. • The clear and distinct rule is a truth rule that allows Descartes to build upon his foundation of knowledge. 	10

Question	Specific Marking Instructions for this question	Max mark
	<p>Other relevant knowledge could include, for example:</p> <ul style="list-style-type: none"> • “Clear” meaning – present to the attentive mind an idea of which we can’t help being aware. • “Distinct” meaning – an idea which can’t be confused with anything else. • Descartes said that an idea can be clear without being distinct but cannot be distinct without first being clear. • Examples of clear and distinct perceptions, eg mathematical concepts. <p>Relevant points of evaluation could include, for example:</p> <ul style="list-style-type: none"> • A problem of Descartes’ claims is that he appears to use circular logic. This is known as the Cartesian circle. • He argues that God is a guarantor of clear and distinct perceptions. However, he also argues that we know that God exists because we have a clear and distinct understanding of a perfect being. • It could also be argued that there are obvious problems agreeing which knowledge claims are in fact clear and distinct. • For example, Descartes has a clear and distinct understanding of God, whereas many other philosophers challenge this. • These criticisms would suggest that Descartes’ claims about clear and distinct ideas are not successful because we can doubt them. <p>Other relevant points of evaluation could include, for example:</p> <ul style="list-style-type: none"> • Maybe Descartes’ clear and distinct rule is an invalid generalisation? • Criticisms of the trademark argument that undermine his knowledge about God’s existence. • Criticisms of the cogito used to undermine the basis of the clear and distinct rule. 	

SECTION 3: Moral Philosophy

Question	Specific Marking Instructions for this question	Max mark
7	<p>Typical characteristics:</p> <p>An answer gaining 16-20 marks will typically</p> <ul style="list-style-type: none"> • be a well-structured and full answer that clearly addresses the issue raised by the question by referring to relevant, accurate and detailed KU on aspects of Kantian ethics and its application • contain a detailed and accurate explanation of the categorical imperative including such details as the process of “universalising the maxim”, the distinction between treating someone as “an end” and treating someone as “a means only”, contradiction in conception, contradiction in the will, and the distinction between perfect duties and imperfect duties • give appropriate examples of situations where Kantian ethics might be applied and provide sophisticated comment on its effectiveness in these situations • identify and explain key arguments supporting the view that Kantian ethics is a convincing theory of morality (eg it is objective and rational, it ignores subjective and unpredictable factors such as emotions and consequences) • identify and explain key counter-arguments supporting the view that Kantian ethics is not a convincing theory of morality (eg emotions and consequences do matter, conflicts of duty) • include comments that are well considered and well supported and may be insightful • contain evaluation points that are well reasoned and take into account a variety of responses to the statement • include a clear and well supported personal judgement on the issue <p>An answer gaining 13-15 marks will typically</p> <ul style="list-style-type: none"> • be a good answer that clearly addresses the issue raised by the question by referring to mainly relevant, accurate and detailed KU on aspects of Kantian ethics and its application • contain an accurate account of what is meant by “universalising the maxim” and the distinction between treating someone as “an end” and treating someone as “a means only” • give examples of situations where Kantian ethics might be applied and provide general comment on its effectiveness in these situations • identify and explain some appropriate arguments and counter-arguments relating pertaining to how convincing Kantian ethics is as a theory of morality • include comments that are appropriate and mainly well supported • contain evaluation points that are usually supported and take into account different aspects of the issue • include a personal judgement on the issue with a supporting reason or reasons <p>An answer gaining 10-12 marks will typically</p> <ul style="list-style-type: none"> • be a satisfactory response that makes some attempt at addressing the issue raised by the question by referring in some detail to mainly relevant KU on aspects of Kantian ethics and its application 	20

Question	Specific Marking Instructions for this question	Max mark
	<ul style="list-style-type: none"> • contain a basic but largely accurate account of what is meant by “maxim” and the principle of “universalising the maxim” • give simple examples of a situation or situations where Kantian ethics might be applied and provide general comment on its effectiveness • identify some strengths and weaknesses of Kantian ethics as an approach to moral decision-making • include comments that are appropriate but not always fully developed or supported • contain evaluative statements that are supported by some reasons • include a personal view on the issue that may not be supported <p>An answer gaining 5-9 marks will typically</p> <ul style="list-style-type: none"> • be a weak answer that will contain some relevant KU and/or appropriate, but limited, analysis/evaluation • contain an attempt at explaining the categorical imperative but which has significant omissions and/or confusions • tend to have a lot of description, some of it irrelevant, but this will not always be followed by analytical or evaluative comment • identify a strength or a weakness of Kantian ethics as an approach to moral decision-making, but this will tend to be one-sided • make an attempt at addressing the issue of how convincing Kantian ethics is, but this will tend to be basic and/or general • personal views may be stated but not supported and may not specifically address the issue <p>An answer gaining 0-4 marks will typically</p> <ul style="list-style-type: none"> • be a poor answer with mainly descriptive and/or irrelevant KU • fail to show any understanding of the categorical imperative • contain little or no analysis or evaluation • lack focus • fail to address the issue of the of how convincing Kantian ethics is as a theory of morality 	

[END OF EXEMPLAR MARKING INSTRUCTIONS]

Published: February 2016

Change since last published:

Change to format of marking instruction and detail of marking instruction (Question 7)