

# X268/12/01

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NATIONAL  
QUALIFICATIONS  
2014

THURSDAY, 5 JUNE  
9.00 AM – 11.40 AM

PHILOSOPHY  
HIGHER

**You should answer**

Section 1 – Question 1

Section 2 – **Either** Question 2  
**OR** Question 3

Section 3 – Question 4 **AND**  
**Either** Question 5  
**OR** Question 6

Section 4 – Question 7 **AND**  
Question 8



## Section 1 – Critical Thinking in Philosophy

Marks Code

### Question 1

(You should answer all parts, (a–g), of this question.)

- |     |   |   |    |
|-----|---|---|----|
| (a) | Why can't commands like "Don't touch my car!" be statements?  | 2 | KU |
| (b) | What is the difference between proving and asserting a claim? Give examples to support your answer. | 2 | KU |
| (c) | Why can't arguments be described as "true"?   | 2 | KU |
| (d) | Give <b>two</b> common features of inductive arguments.   | 2 | KU |
| (e) | Give <b>two</b> reasons why an inductive argument could be unreliable.                              | 2 | KU |
| (f) | Read the following passage then answer the questions that follow.                                   |   |    |

*Young male drivers have much higher crash rates than young female drivers. Furthermore, in the UK, young male drivers aged 17-20 are seven times more at risk than all male drivers. Between the hours of 2 and 5 am their risk is 17 times higher<sup>1</sup>. This therefore means that Paul, who is 19, is much more likely to have an accident than his sister or his dad. Moreover, his sister and dad never drive between 2 and 5 am.*

<sup>1</sup>Source: Night-time Accidents, (Centre for Transport Studies, University College London, 2005).

- |       |   |   |    |
|-------|---|---|----|
| (i)   | What is the conclusion of this argument?  | 1 | AE |
| (ii)  | Is this argument inductive or deductive? Explain your answer with reference to the passage.                                   | 2 | AE |
| (iii) | What role does the statement "Moreover, his sister and dad never drive between 2 am and 5 am" play in the argument?           | 1 | AE |
| (iv)  | Comment on the reliability of this argument.  | 2 | AE |
| (g)   | Explain the difference between "denying the antecedent" and "affirming the consequent". Give examples to support your answer. | 4 | AE |

(20)

## Section 2 – Metaphysics

Marks Code

**Either**

### Question 2

(You should only answer this question if you have studied the debate “**Is there a rational basis for belief in God?**”. If not, go to Question 3.)

How successful is the cosmological argument in proving the existence of God?

**10** **KU**  
**10** **AE**  
**(20)**

**Or**

### Question 3

(You should only answer this question if you have studied the debate “**Do we have free will?**”.)

*“One and the same action can both be free and determined.”*

- (a) Identify and explain the philosophical position described in the above statement.
- (b) Explain the difference between Libertarianism and Compatibilism.
- (c) Why have philosophers disagreed with the Compatibilist position?

**4** **KU**  
**6** **KU**  
**10** **AE**  
**(20)**

**[Turn over**

### Section 3 – Epistemology

*Marks*    *Code*

#### Question 4

(You should answer **all** parts of this question and **either** Question 5 **or** Question 6.)

- |  |             |    |
|--|-------------|----|
| (a) What is meant by saying something is a foundationalist response to the problem of infinite regress? Give <b>two</b> examples in your answer. | 4           | KU |
| (b) Give a coherentist response to the problem of an infinite regress.   | 2           | KU |
| (c) Which of these accounts is more successful?  | 4           | AE |
|  | <b>(10)</b> |    |

**Either**

Marks Code

**Question 5**

- (a) Explain how Descartes establishes his “Clear and Distinct” rule. Give examples of “clear and distinct” perceptions to help explain your answer. 6 KU
- (b) Explain **two** problems with the “Clear and Distinct” rule. 4 AE
- (c) Read the extract below taken from Meditation 3.

*Now it is indeed evident by the light of nature that there must be at least as much [reality] in the efficient and total cause as there is in the effect of that same cause. For whence, I ask, could an effect get its reality, if not from its cause? And how could the cause give that reality to the effect, unless it also possessed that reality? Hence it follows that something cannot come into being out of nothing, and also that what is more perfect (that is, what contains in itself more reality) cannot come into being from what is less perfect.*

- Explain how Descartes uses these ideas to show that God exists. 8 KU
- (d) Explain why it is important that Descartes successfully proves that God exists. 4 AE
- (e) Is Descartes justified in his use of God? 8 AE

(30)

**Or**

**Question 6**

(You should only answer this question if you have studied **Hume’s Empiricism** in the Epistemology Unit.)

Read the passage below and answer the questions that follow.

*“Animals, therefore are not guided in these inferences by reasoning; neither are children; neither are the generality of mankind, in their ordinary actions and conclusions: neither are philosophers themselves, . . . Nature must have provided some other principle, of more ready, and more general use and application; nor can an operation of such immense consequence in life, as that of inferring effects from causes, be trusted to the uncertain process of reasoning and argumentation.”*

Hume’s Enquiries, Section IX

- (a) Why does Hume conclude that our belief in causal connections is not rationally justified? 8 KU
- (b) How does Hume’s discussion of animals in Section IX of the Enquiries support his view that causal connections are not rationally justified? 8 KU
- (c) Do you think that Hume’s discussion of animals is successful in strengthening his position on the nature of causal reasoning? 14 AE

(30)

## Section 4 – Moral Philosophy

Marks Code

(You should answer **both** questions – Question 7 **and** Question 8.)

### Question 7

Read the short case study then answer the question that follows.

*Jack works for a government agency which defends the security of his country. He and a colleague are pursuing a group of terrorists who are threatening to blow up a major city, when his mobile phone rings. It is one of the terrorists. They have kidnapped his child, and now claim they will kill the child unless Jack carries out their instructions precisely. He listens as his child weeps hysterically in the background.*

*Their first instruction is that he should kill his colleague as they are aware that Jack's colleague is the only person who knows the precise location of the bomb, and is able to disable it. Jack has been given five minutes to carry out their instruction.*

Critically examine possible Utilitarian responses to Jack's predicament.

**15** **KU**  
**15** **AE**

**(30)**

### Question 8

(a) In Kantian ethics there are two reasons why you might not be able to universalise a maxim. Explain these two reasons and state why in each case it is not possible to universalise the maxim?

**4** **KU**

(b) In an exam a student wrote the following:

*"If what Kant said was correct then my neighbour should not have called the fire brigade when his house went on fire. He used the firemen as a means to put the fire out and Kant said, 'you should never use someone as a means to an end.'"*

Critically evaluate what the student has written.

**6** **AE**  
**(10)**

[END OF QUESTION PAPER]

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