



National
Qualifications
SPECIMEN ONLY

SQ35/H/01

Philosophy

Date — Not applicable

Duration — 2 hours 15 minutes

Total marks — 60

SECTION 1 — ARGUMENTS IN ACTION — 20 marks

Attempt ALL questions.

SECTION 2 — KNOWLEDGE AND DOUBT — 20 marks

Attempt the question.

SECTION 3 — MORAL PHILOSOPHY — 20 marks

Attempt ALL questions.

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.



* S Q 3 5 H 0 1 *

SECTION 1 — ARGUMENTS IN ACTION — 20 marks

Attempt ALL questions

Read the following passage.

Some companies offer short-term loans to people who are unable to borrow money from banks, for example because they are unemployed. The companies charge very high rates of interest on these loans. These loans are immoral because people that use them end up taking on yet more debt just to pay back what they borrowed originally. It is wrong to deliberately lend money to people who you know can't pay it back quickly.

1. Present an argument in this passage using an argument diagram. 4

Read the following passage.

These companies argue that although their interest rates are high they aren't as high as borrowing money from criminals, which may be the only alternative. People who do resort to borrowing money from criminals often suffer intimidation, harassment, or violence when they can't pay them back. This can lead to a general decline of the areas where they live. This is a compelling point in defence of companies offering short-term loans.

2. Discuss whether this passage contains a slippery slope. 4
3. Explain how philosophers use thought experiments, with reference to an example. 4
4. Explain the features of analogical arguments, with reference to an example. 4
5. Explain the fallacy of affirming the consequent, with reference to an example. 4

SECTION 2 — KNOWLEDGE AND DOUBT — 20 marks

Attempt the question

6. To what extent is Hume's view of causation convincing?

SECTION 3 — MORAL PHILOSOPHY — 20 marks

Attempt ALL questions

- | | |
|--|----|
| 7. Analyse the ways in which ideal and preference-satisfaction utilitarianism differ from classical utilitarianism. | 10 |
| 8. Evaluate whether ideal or preference-satisfaction utilitarianism give an adequate account of moral decision-making. | 10 |

[END OF SPECIMEN QUESTION PAPER]



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Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen 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.

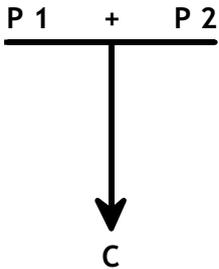
5. Questions that require analysis, knowledge and understanding, evaluation and reasoned views (eg “How successful is ... }”?)

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	<p>An argument being made in this source is as follows:</p> <p>Premise 1 – It is immoral to lend money to people who you know can't pay it back quickly.</p> <p>Premise 2 – These companies deliberately lend money to people who they know can't pay it back quickly.</p> <p>Conclusion – These loans are immoral.</p> <p>Candidates should be awarded marks for identifying these premises and conclusion, even if they have been described differently, for example:</p> <p>1 (Premise) – It is wrong to lend money to people who you know can't pay it back quickly.</p> <p>2 (Premise) – These loans are targeted at people who can't pay them back quickly.</p> <p>3 (Conclusion) – These loans are wrong.</p> <p>Candidates may present this argument in any appropriate diagrammatic form such as, for example:</p> <div style="text-align: center;">  </div> <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>	4
2	<p>A possible response could include, for example:</p> <ul style="list-style-type: none"> • Accurate basic description of the “slippery slope” form of argument, eg “A ‘slippery slope’ argument is one which tries to persuade you not to take the first step even though it may be appealing because it will inevitably lead to an unacceptable situation”. • Identification of a possible slippery slope argument in the source, eg “If people don't use loan companies they will use loan sharks. If they use loan sharks then the loan sharks will use intimidation and violence. If the loan sharks use intimidation and violence then this will cause a decline in the area. This is something nobody wants so people should not be prevented from using loan companies.” • Reasons for saying the source does not contain a “slippery slope” argument, eg In a slippery slope argument the unacceptable consequences are separated in some way from the initial choice and the purpose of the argument is show how they are connected. In this case the possibility of being a victim of violence is a direct consequence of getting a loan from the only other source. No “slope” argument is required to make this connection. 	4

Question	Specific Marking Instructions for this question	Max mark
	<ul style="list-style-type: none"> Any other appropriate point, eg a slippery slope argument may or may not spell out the incremental steps that lead from the initial choice to the undesirable outcome; slippery slope arguments are effective when, for whatever reason, people find the outcome inevitable even when this isn't so. 	
3	<p>A possible response could include, for example:</p> <p>A thought experiment is an imagined or hypothetical scenario which is devised with one of a number of possible purposes in mind. These might be to help explore how a theory works or to test the plausibility of a theory or to identify the consequences of an idea if it were made real. An example of a thought experiment is Nozick's "experience machine". Nozick imagines an "experience machine" which, like a virtual reality interface, can mimic any social or physical pleasures we wish. In such a machine we could emulate winning an Olympic gold medal or writing a novel. Nozick asks us whether we would plug into such a machine if we could and he concludes that we wouldn't because we want our actions to be authentic and make a difference in the real world. This thought experiment suggests that the experience of pleasure isn't the only thing that matters to us and so this thought experiment has helped expose a problem with hedonism.</p>	4
4	<p>A possible response could include, for example:</p> <p>Analogical arguments work by drawing parallels between two different but related things. Usually they work by pointing out that A resembles B and go on to point out that if A has a particular quality or qualities, then B therefore has the same or similar quality or qualities. An example might be Hume's claim that human beings resemble animals with regard to the way that they pump blood around the body. He then makes an analogical argument that because they resemble each other in physical respects, they might also resemble each other in psychological respects.</p> <p>Other relevant points could include, for example:</p> <ul style="list-style-type: none"> Negative features of analogical arguments: eg they may draw parallels that don't exist or they may wrongly infer that because some qualities are shared then other qualities must also be shared. Positive aspects of analogical arguments: eg they may provide insights into areas which would otherwise be difficult to draw conclusions about; they may strengthen the support of a philosophical position or they may help illuminate a complex idea in a simple way. 	4
5	<p>A possible response could include, for example:</p> <p>The fallacy of affirming the consequent is a formal fallacy, ie it is caused by the structure of an argument rather than by its content. It applies to any argument of the form: if P then Q, Q therefore P. For example: "If you live in Glasgow then you live in Scotland. Hamish lives in Scotland therefore Hamish lives in Glasgow".</p>	4

Question	Specific Marking Instructions for this question	Max mark
	<p>This is a fallacy because it's not obvious that Hamish lives in Glasgow just because he lives in Scotland. It is possible for the premises to be true and the conclusion still to be false. Thus, it's an invalid argument, as is any argument of this form.</p> <p>Other relevant points could include, for example:</p> <ul style="list-style-type: none"> • If the premise had said "Only people who live in Glasgow live in Scotland" then the conclusion would have been valid because living in Scotland would then be sufficient proof that Hamish lived in Glasgow. 	

SECTION 2: Knowledge and Doubt

Question	Specific Marking Instructions for this question	Max mark
6	<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 Hume’s view of causation and its perceived strengths/weaknesses. • show a detailed and accurate knowledge of Hume’s position, explaining his illustrations and arguments, e.g. the importance of Hume’s view of causation as the only relation that can take us beyond memory and senses; that knowledge of causes is always a posteriori and based on the observation of constant conjunctions; that knowledge of cause and effect cannot be a priori; and Hume’s rejection of the claim that applied mathematics is a counter-example • contain quotations from and/or accurate paraphrasing of Hume’s text • identify and explain key arguments and counter-arguments pertaining to the convincingness or otherwise of Hume’s view of causation • 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 issue • 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 Hume’s view of causation and some identified strengths/weaknesses • show an accurate knowledge of Hume’s position, making appropriate reference to the illustrations and arguments he uses to claim that knowledge of causes is always a posteriori and based on the observation of constant conjunctions • contain simple quotations from and/or mainly accurate paraphrasing of Hume’s text • identify and explain some appropriate arguments and counter-arguments relating to the convincingness or otherwise of Hume’s view of causation • 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 Hume’s view of causation • relate Hume’s view of causation to his empiricist position that all knowledge of the world is based on experience 	20

Question	Specific Marking Instructions for this question	Max mark
	<ul style="list-style-type: none"> • indicate that the candidate has some knowledge of Hume’s text • identify some strengths and weaknesses of Hume’s view of causation • 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 Hume’s account of how we come to have knowledge about the world and beliefs about cause and effect , 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 • indicate that the candidate has little awareness of the original text • make an attempt at addressing the issue of how convincing Hume’s view of causation 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 real understanding of Hume’s view of causation • indicate that the candidate has no awareness of the original text • contain little or no analysis or evaluation • lack focus • fail to address the issue of how convincing Hume’s view of causation is 	

SECTION 3: Moral Philosophy

Question	Specific Marking Instructions for this question	Max mark
7	<p>Relevant points of knowledge and understanding could include, for example:</p> <ul style="list-style-type: none"> • According to utilitarianism the moral worth of an action depends entirely upon its consequences. • A key element of utilitarianism is the Greatest Happiness Principle, according to which the right action is the action that brings the greatest happiness to the greatest number of people. • According to utilitarianism, aggregate happiness is more important than the number of people made happy. • Utilitarianism was developed by the English philosopher, Jeremy Bentham, who came up with the hedonic calculus as a means of working out what was the right course of action in any situation. • Bentham believed that all pleasures are of equal value, which led to his theory being described as “swine ethics”, because the happiness of a pig is of no greater value than that of a cultured human being. • John Stuart Mill disagreed with Bentham that all pleasures are of equal value but developed a distinction between higher and lower pleasures, which gave priority to the pleasures of the mind. • More recent forms of utilitarianism (ideal utilitarianism and preference satisfaction utilitarianism) have rejected the Hedonic principle because they hold that humans do not in fact value pleasure above all else. • Utilitarianism is distinct from other moral theories in using consequences as the basis for morality. For example, Kant’s moral theory uses the “Categorical Imperative” principle to provide a way of acting in any situation, regardless of consequences. <p>Relevant points of analysis could include, for example:</p> <ul style="list-style-type: none"> • The Greatest Happiness Principle is made up of three sub-principles – the Hedonic principle (pleasure is the only thing that matters); the Consequentialist principle (actions are to be judged by their consequences); and the Equity principle (everyone’s happiness is of equal value). • The principle of Hedonism is one that has been disputed for a number of reasons, eg because there are evil pleasures, like those of sadists. This has led to the development of other forms of the theory which still believe in equity and consequences but dispute that the only consequence of value is hedonistic in nature. • Singer’s preference satisfaction utilitarianism, in contrast to hedonistic utilitarianism, argues that you should aim for consequences which satisfy preferences, even if these don’t directly lead to the greatest pleasure. • G.E. Moore’s ideal utilitarianism claims that there are what he calls <i>prima facie</i> goods and evils which we can know intuitively, eg the appreciation of beautiful objects, or love. <i>Prima facie</i> evils include the appreciation of anything that is ugly. He claims that the guiding principle of morality should be whether your actions promote these goods and minimise evils. This approach, if true, avoids the problem of evil pleasures. 	10

Question	Specific Marking Instructions for this question	Max mark
8	<p>Candidates may make evaluative comments about ideal utilitarianism, preference-satisfaction utilitarianism, or both. Any of these approaches is acceptable as a route to full marks.</p> <p>Relevant points of knowledge and understanding could include, for example:</p> <ul style="list-style-type: none"> • In order for a normative moral theory to provide an adequate account of moral decision-making we would want it to reflect the kinds of choices most people would want to make (ie it should not force us to take a course of action which seems intuitively wrong). • To be successful, a moral theory has to be practically applicable in real-life situations – eg it has to give a clear direction on how to act and not rely on consulting learned experts each time we have to make a decision. • The various different variations of utilitarianism have been developed in order to deal with problems, or improve the original theory. For example ideal utilitarianism was developed as a response to the criticism that utilitarianism valued things like family or art no more highly than things like enjoying being drunk. <p>Relevant points of evaluation could include, for example:</p> <p><i>Strengths of hedonistic utilitarianism:</i></p> <ul style="list-style-type: none"> • More sophisticated forms can include a distinction between higher pleasures and lower pleasures, and so discriminate between some things being better than others, even if both cause pleasure. • Hedonistic utilitarianism can avoid the accusation of being an animalistic creed because uniquely human pleasures like art or literature might be valued more highly than purely physical pleasure like eating and sleeping. <p><i>Weaknesses of hedonistic utilitarianism:</i></p> <ul style="list-style-type: none"> • It appears to offer a simple way of understanding whether something is good or not, which seems to reflect what we would normally want: to increase pleasure and avoid pain. • Anything can be good if it produces enough pleasure, eg prank TV programmes such as Jackass where millions of people enjoy watching people hurt themselves and others. • There are some things which most people agree are good which seem to involve something other than just pleasure, eg telling the truth even though it could cause us pain. • Nozick’s experience machine is a thought experiment which has been widely used to point out a problem with hedonistic utilitarianism – we seem to value authentic pleasures more highly than fake pleasures, even if they are more intense. <p><i>Strengths of ideal utilitarianism:</i></p> <ul style="list-style-type: none"> • Recognises that the pleasure caused by some acts is not as valuable as the pleasure caused by others, because some pleasure comes from following the ideals of aestheticism and friendship and some does not. For example the pleasure a drunk man experiences from breaking crockery is not as valuable as the pleasure the same man gets from watching Shakespeare when he’s sober. • Recognises what many of us would intuitively accept, that a world 	10

Question	Specific Marking Instructions for this question	Max mark
	<p>without beauty or love would not be good, even if all the people in it were happy.</p> <p><i>Weaknesses of ideal utilitarianism:</i></p> <ul style="list-style-type: none"> • It cannot offer any proof or evidence to support the claim that a world without artistic beauty, friendship or love would be less good than our own. It is just offered as a claim that most people seem to accept. Therefore, there is no secure basis for the claim that these things are more important than hedonistic pleasures. • It claims that we can intuitively know what is good and evil, however this reliance on intuitionism is a potential problem since what's intuitively obvious to one person is not intuitively obvious to another. <p><i>Strengths of preference-satisfaction utilitarianism:</i></p> <ul style="list-style-type: none"> • Arguably this theory embodies a more complex human psychology – happiness or pleasure doesn't exhaust the things we want, eg a good education, a healthy body, political freedom, meaningful relationships, etc. • Recognises that each person's experience of satisfaction is unique, therefore explains why different people have different ideas about what is good and bad. • Actions are good or bad depending on whether they promote the interests of the people involved so it doesn't involve the opinions of unaffected parties, only those that matter in that situation. <p><i>Weaknesses of preference-satisfaction utilitarianism:</i></p> <ul style="list-style-type: none"> • Some people or beings may not be able to express or act on their preferences, eg animals, young children or people with mental illness. In these cases the theory may prioritise the choices of others, even if these choices go against the rights of people or beings who cannot express their preferences (eg an unborn child's right to life, or the rights of an animal not to be treated cruelly). • If acting in accordance with our preferences never actually causes adverse consequences for other people then according to preference utilitarianism this is not a problem. However, it doesn't seem right to allow people to act irresponsibly, even if their actions do not actually harm anyone else. For example, even if you were independently wealthy, there is something wrong with choosing to watch TV or taking drugs all day instead of developing your talents. • Seems to turn utilitarianism from an objective moral theory into a subjective one. Classical utilitarians can claim that morality is objective because everyone shares the same desire to seek pleasure and avoid pain. However this version seems to conclude that everyone's preferences are different, which seems to make morality just a subjective matter of personal opinions. <p>Relevant evaluative points about all forms of utilitarianism could include, for example:</p> <ul style="list-style-type: none"> • Candidates might focus on aspects common to all forms of utilitarianism and criticise those. For example, all forms of the theory are consequentialist in nature and consequentialism might be flawed. It's difficult to predict consequences; it's difficult to calculate consequences; there are problems prioritising long-term over short- 	

Question	Specific Marking Instructions for this question	Max mark
	<p>term consequences; it seems to ignore good intentions or motives; it seems to make good ends justify evil means, etc.</p> <ul style="list-style-type: none"><li data-bbox="352 315 1310 383">• Candidates might emphasise strengths of alternative approaches, eg Kant or Aristotle.	

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Change to question paper (Questions 1 and 2)

Change to format of marking instruction and detail of marking instruction
(Questions 1, 2, 6 and 7)