

FOR OFFICIAL USE



National  
Qualifications  
SPECIMEN ONLY

Mark

**S854/75/01**

**Philosophy**

Date — Not applicable

Duration — 2 hours 20 minutes



\* S 8 5 4 7 5 0 1 \*

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

**Total marks — 80**

**SECTION 1 — ARGUMENTS IN ACTION — 20 marks**

Attempt ALL questions.

**SECTION 2 — KNOWLEDGE AND DOUBT — 30 marks**

Attempt ALL questions.

**SECTION 3 — MORAL PHILOSOPHY — 30 marks**

Attempt ALL questions.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

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

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



\* S 8 5 4 7 5 0 1 0 1 \*

SECTION 1 — ARGUMENTS IN ACTION — 20 marks

Attempt ALL questions.

1. (a) The following list contains both arguments and statements.  
Tick (✓) the four arguments.

4

- I haven't practised much, so I won't pass my driving test.
- Sam is a cat and has four legs and a tail.
- I've been running and I am tired.
- John was not at the concert, so he cannot have stolen your bag.
- My friend was not at school today.
- He was breathing and therefore alive.
- You shouldn't put the water in first because, if you do, it spoils the taste.
- If you want to get healthy, eat more fruit.

- (b) (i) What does it mean to put an argument in standard form?

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## 1. (b) (continued)

- (ii) Put the following argument into standard form.

3

Don't you know that people have been looking for the Loch Ness monster since 1933. In all this time they have not found any conclusive evidence that there is a Loch Ness monster. The Loch Ness monster is a hoax.

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## 2. (a) Which of the following three arguments is valid?

Tick (✓) the correct argument.

1

- All dogs have four legs. Fido has four legs. So he is a dog.
- All crocodiles are reptiles. All snakes are reptiles. So all crocodiles are snakes.
- All dogs have four legs. Fido is a dog. So he has four legs.

[Turn over



2. (continued)

- (b) Explain, with reference to the argument you have identified above, what makes an argument valid.

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- (c) Give an example of a valid argument relating to cruelty to animals.

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3. (a) Add the missing premise or conclusion to form a valid argument.

1

Premise 1 — All countries have a flag.

Premise 2 — Scotland is a country.

Conclusion — \_\_\_\_\_

- (b) Add the missing premise or conclusion to form a valid argument.

1

Premise 1 — If I am in the philosophy class, I am in school.

Premise 2 — \_\_\_\_\_

Conclusion — Therefore, I am in school.



4. (a) What is a false dilemma?

2

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(b) Since there is nothing good on TV tonight, I will just have to go to the party.

2

Explain the false dilemma in the above argument.

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(c) Give an example of an argument which contains an attacking the person fallacy.

1

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[Turn over



\* S 8 5 4 7 5 0 1 0 5 \*

SECTION 2 — KNOWLEDGE AND DOUBT — 30 marks

Attempt ALL questions.

5. (a) What is rationalism?

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(b). Locke uses a blank sheet and Leibniz a block of veined marble to show their beliefs about knowledge.

Explain how they use the blank sheet and the veined marble.

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5. (continued)

(c) Describe the stages of Descartes' method of doubt.

8

Lined writing area for student response.

MARKS

DO NOT  
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6. (a) What is empiricism?

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(b) Describe Hume’s missing shade of blue example.

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6. (continued)

(c) Why might the “missing shade of blue” be considered a problem for Hume’s theory of impressions and ideas?

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[Turn over



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SECTION 3 — MORAL PHILOSOPHY — 30 marks

Attempt ALL questions.

7. (a) Explain **three** main features of Utilitarianism.

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Feature 1 \_\_\_\_\_

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\_\_\_\_\_

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Feature 2 \_\_\_\_\_

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Feature 3 \_\_\_\_\_

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7. (continued)

(b). Describe **three** criticisms of Utilitarianism.

6

Criticism 1 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Criticism 2 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Criticism 3 \_\_\_\_\_

\_\_\_\_\_  
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8. (a) You have studied another moral theory as well as Utilitarianism.  
Explain the main features of your **other moral theory**.

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8. (continued)

(b) Describe **three** criticisms of your **other** moral theory.

6

Criticism 1 \_\_\_\_\_

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\_\_\_\_\_

Criticism 2 \_\_\_\_\_

\_\_\_\_\_

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Criticism 3 \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

[Turn over



9. (continued)

- (c) Your friend has fallen behind with an important essay and is in danger of failing. You have finished and could easily write it for them.

Explain how a follower of your **other moral theory** might respond to the situation.

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[END OF SPECIMEN QUESTION PAPER]



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MARKS

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MARGIN

ADDITIONAL SPACE FOR ANSWERS



\* S 8 5 4 7 5 0 1 1 5 \*

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS



\* S 8 5 4 7 5 0 1 1 6 \*





National  
Qualifications  
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S854/75/11

Philosophy

## Marking Instructions

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These marking instructions have been provided to show how SQA would mark this specimen question paper.

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## General marking principles for National 5 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, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of 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) The term “or any other acceptable answer” allows for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidates’ answers. The skill of using appropriate philosophical terminology is reflected in exemplar responses, however at this level, candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (e) Refer to the glossary of terms provided in the course support notes. Different text books may use terms in different ways, and should candidates use a definition or explanation, or use language that is different from that given in the glossary, their response will be positively marked provided that the information given is correct.
- (f) Questions that ask the candidate to ‘name’, ‘give’, ‘state’ or ask ‘what is’ or ‘what are’ are straightforward questions requiring candidates to recall key points of knowledge or to give examples. Marks available for these questions reflect the number of points the candidate needs to make. For example, if **one mark** is available, the candidate needs to give one correct point. If **three marks** are available, the candidate needs to make three correct key points in their response.
- (g) Questions that ask the candidate to ‘describe’ require the candidate to make a point and then develop this point by giving further information about it. For example, if two marks are available, the candidate should get a mark for making the main point and a further mark for developing the point by giving additional or related information.
- (h) Questions that ask the candidate to ‘explain’ or ‘use’ require the candidate to give reasons or show connections. This may include giving reasons why an argument is valid. For example, if **three marks** are available for an ‘explain’ question, the candidate should get **one mark** for making a key point of explanation and a further mark for each additional correct key point of explanation.
- (i) Questions that ask the candidate to ‘evaluate’ or ‘apply’ require the candidate to use their knowledge and understanding of a theory or argument to examine its validity or its usefulness in a given situation. For example, if a scenario is provided, candidates need to apply their knowledge and understanding of a theory or argument to a given situation. Evaluation can occur when asked to give information about strengths and weaknesses of a theory.

Marking instructions for each question

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a)		4	<p>Each correct answer should be given, (1 mark)</p> <p>The correct answers are:</p> <p>I haven't practised much, so I won't pass my driving test.</p> <p>John was not at the concert, so he cannot have stolen your bag.</p> <p>He was breathing and therefore alive.</p> <p>You shouldn't put the water in first because, if you do, it spoils the taste.</p>
	(b)	i	2	<p>Listing the premises (written as statements) followed by the conclusion (written as a statement) and labelling them correctly. (1 mark)</p> <p>Writing premises as stand – alone meaningful claims. (1 mark)</p> <p>Drawing an inference bar between the premises and the conclusion. (1 mark)</p>
	(b)	ii	3	<p>Premise 1 People have been looking for the Loch Ness monster since 1933.</p> <p>Premise 2 In all this time people have not found any conclusive evidence that there is a Loch Ness monster.</p> <p>Conclusion, the Loch Ness monster is a hoax.</p> <p>Do not award a mark if premise 1 is written as, "Don't you know that people have been looking for the Loch Ness monster since 1933."</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)			1	One mark for correctly identifying argument (✓) All dogs have four legs. Fido is a dog. So he has four legs.
	(b)			2	The explanation should contain an accurate definition of validity - eg, if the premises are true, then the conclusion must be true (1 mark) and make appropriate reference to the argument. Eg because all dogs have four legs and Fido is a dog. It follows that he must have four legs. (1 mark)
	(c)			1	One mark for providing a correct example of a valid argument.
3.	(a)			1	One mark for adding the correct conclusion - Scotland has a flag.
	(b)			1	One mark for adding the correct premise 2 - I am in the philosophy class.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	(a)			2	A false dilemma is where something is claimed to be an either/or choice <b>(1 mark)</b> but where there is in reality at least one other option that is not mentioned <b>(1 mark)</b> .
	(b)			2	The explanation should make appropriate reference to argument above and demonstrate understanding of the false dilemma fallacy. Eg just because there's nothing good on TV, it doesn't follow that you have to go to the party <b>(1 mark)</b> - you could read a book, or have a friend around or any one of several other possibilities. <b>(1 mark)</b>
	(c)			1	<b>One mark</b> for providing a correct example of an attacking the person fallacy.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	(a)		2	<p>Any two points from below or any other relevant points.</p> <p>Knowledge is acquired through reason.</p> <p>Emphasis is on a priori truths.</p> <p>We have innate ideas.</p> <p>Examples of innate ideas such as knowledge of God and mathematics.</p>
	(b)		6	<p>Candidates must show understanding of what both metaphors mean to gain full marks.</p> <p><b>One mark</b> for a point and an additional mark for a developed point.</p> <p>Candidates are expected to make points such as:</p> <p>Locke rejects the existence of innate ideas.</p> <p>He uses his metaphor of a blank sheet to represent the human mind before it acquires knowledge.</p> <p>He claims that we start from a position of no knowledge and gain knowledge gradually through our experiences.</p> <p>Leibniz doesn't think experience alone is enough to explain the way we understand the world.</p> <p>A block of marble might be veined in such a way as to have a sculpture of Hercules ready to be shaped from it.</p> <p>Leibniz uses this metaphor to suggest that we have some pre-existing potential for knowledge.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)		8	<p>To gain <b>8 marks</b>:  Candidates must describe the senses argument, dream argument, deceiving God and malicious demon hypothesis.  To gain full marks candidates should show awareness of how Descartes' arguments progress.  <b>One mark</b> for a point and an additional mark for a developed point.</p> <p>Credit accurate descriptions such as:</p> <p>The senses are occasionally deceptive so we should not trust them.</p> <p>Some candidates may give examples from Descartes, eg a square tower can appear to be round when viewed from a distance.</p> <p>The senses initially seem to be reliable for things that are very near, eg he sometimes believes he is sitting by the fire when in fact he is in bed, dreaming that he is awake.</p> <p>There are no definitive signs to distinguish wakefulness from the dreaming state.</p> <p>Yet whether he is asleep or awake, mathematical truths remain the same. But he considers that he is being deceived by God who has it in his power to deceive us not only about the external world but also about mathematical truths.</p> <p>He then shifts from the deceiving God argument to introduce a malicious demon who might be deceiving him about external things.</p> <p>Some candidates may say that ultimately the malicious demon allows Descartes to say that he has found a certain piece of knowledge that is beyond doubt. Credit should be given for this.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	(a)		2	<p>Any two points from below or any other correct points.</p> <p>An approach to philosophy which claims that knowledge is based on sense experience.</p> <p>Knowledge is not innate.</p> <p>Knowledge cannot be discovered by reason alone.</p> <p>If there is no mention of experience a maximum of <b>one mark</b> can be awarded.</p>
	(b)		6	<p><b>One mark</b> for a point and an <b>additional mark</b> for a developed point.</p> <p>To gain full marks candidates must show understanding of the example by giving a sufficiently detailed account of the missing shade of blue and by saying that Hume presents it as a counter example.</p> <p>Key points are:</p> <p>An example that shows there is at least one idea that is not based on an impression.</p> <p>Argues that each shade results from a distinct impression just as different colours result from different impressions.</p> <p>Imagines someone who has seen every shade except one.</p> <p>All the shades seen by the man are arranged in order from darkest to lightest.</p> <p>Questions whether such a man could imagine the missing shade.</p> <p>Hume claims that such a man can imagine the missing shade.</p> <p>Hume claims that the example is 'singular'.</p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)		6	<p>One mark for a point and an <b>additional mark</b> for a developed point.</p> <p>Any standard criticisms are acceptable such as:</p> <p>Hume is an empiricist and the missing shade of blue would seem to go against this.</p> <p>Hume does not believe in innate ideas but this example would seem to suggest the existence of innate ideas.</p> <p>Hume's theory claims that all ideas are based on prior impressions. The example should be impossible if his theory is true.</p> <p>Some critics think that this example is not singular as it can be applied to all other sensations such as sounds.</p> <p>The example arguably opens the door to rationalism.</p> <p>Candidates may argue that the 'missing shade of blue' is not a problem for Hume's theory of impressions and ideas and credit should be given for this.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(a)		6	<p>It is likely that candidates will focus on the Greatest Happiness Principle and components - consequentialism; equity; hedonism.</p> <p><b>One mark</b> will be awarded for naming a component and a further mark given for expanding on that.</p> <p>Any other approach to answering the question will receive <b>marks on merit</b>.</p>
	(b)		6	<p><b>One mark</b> will be awarded for stating a criticism and a further mark given for expanding on that.</p> <p>Candidates are likely to refer to the criticisms listed in the Course Specification but any relevant criticisms are acceptable.</p> <p>Difficulty of predicting consequences - short term/long term/how far ahead do we consider?</p> <p>Evil pleasures may be justified - expansion by way of an example or fuller explanation.</p> <p>Pleasure and pain difficult to measure objectively - expansion on why.</p> <p>Problem with equity - tyranny of the majority with an example to illustrate the point.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)		6	<p><b>One mark</b> for a correct point and a further mark for development of that point. To gain full marks, candidates must cover the main features of their chosen moral theory.</p> <p>Any moral theory other than Utilitarianism is acceptable. Two examples are:</p> <p><b>Kantianism:</b> Focus on duty/intention rather than consequences Categorical Imperative: Universalisation - Act only on that maxim through which you can at the same time will that it should become a universal law.</p> <p>Explanation of a maxim - an underlying principle of behaviour Categorical Imperative: Act in such a way that you always treat humanity, whether in your own person or in the person of any other, never merely as a means, but always at the same time as an end.</p> <p>An action is right if it is considered a duty to do it.</p> <p>Any other relevant points.</p> <p><b>Virtue ethics:</b> Focus on the individual person rather than individual course of action. It looks at the virtue or moral character of the person carrying out an action, rather than at ethical duties and rules, or the consequences of particular actions.</p> <p>An action is good if it builds moral character and develops virtues. Virtue ethics not only deals with the rightness or wrongness of individual actions, it provides guidance as to the sort of characteristics and behaviours a good person will seek to achieve.</p> <p>Any other relevant points.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)		6	<p>One mark will be awarded for stating a criticism and a further mark given for expanding on that. Any moral theory other than utilitarianism is acceptable. Two examples are:</p> <p><b>Kantianism:</b> The problem of ignoring consequences when it is the instinctive thing to do. The problem of a conflict of duties with an example. There are other relevant motives apart from duty, eg love. Creating maxims for each situation is not always practicable with an example.</p> <p>Any other relevant criticism.</p> <p><b>Virtue Ethics:</b> If our actions are shaped by our essential nature and factors over which we have no control, we cannot necessarily be held responsible for our actions. If there are different ways of expressing the same virtue it is hard to choose between them and you will have to fall back on another ethical theory, eg out of love one person may choose euthanasia, another to prolong life. Virtue Ethics doesn't give clear guidance on how to act in specific circumstances.</p> <p>Any other relevant criticism.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)		6	<p><b>To gain full marks</b>, candidates must show clear understanding of how their chosen moral theory would be applied to the given scenario. No marks will be awarded for simple description of the moral theory. (These marks are already awarded in 8(a))</p> <p>Any moral theory other than utilitarianism is acceptable. Two examples are:</p> <p><b>Kantianism:</b>  Use of the categorical imperative.  Construct a maxim, eg always help a friend in trouble; never lie; always follow school rules.  Show whether the maxim passes or fails the categorical imperative test.  Explain that this situation creates a conflict of duty.  Come to a conclusion about how a Kantian may resolve this dilemma.  Role of perfect duty.</p> <p>Any other relevant point</p> <p><b>Virtue Ethics:</b>  Conflict arises for a virtuous person who may wish to help a friend, but would need to lie and cheat in order to do so.  Cheating in this case also involves justice as it is unfair to the friend to pretend they can do something which perhaps they cannot in the long run, and unfair to others taking the course who have not had help.  A virtuous person would neither lie nor cheat, because they are honest.  Lying and cheating are not virtuous.  In some cases, a virtuous person may break a rule to help a friend in need.  The student would not carry out this action in accordance with Virtue Ethics.</p> <p>Any other relevant point.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]