



National  
Qualifications  
2019

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**2019 Philosophy**

**National 5**

**Finalised Marking Instructions**

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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 the candidate’s 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 **1 mark** is available, the candidate needs to give **one** correct point. If **3 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 **2 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 **3 marks** are available for an ‘explain’ question, the candidate should get **1 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

### Section 1 – Arguments in action

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 <b>1 mark</b>.</p> <p>The correct answers are</p> <ul style="list-style-type: none"> <li>• Those biscuits were in the oven for too long.</li> <li>• My friend was not at school today.</li> <li>• I can't wait for the summer holidays!</li> <li>• Either we go to Paris or we go to Rome.</li> </ul>
	(b)		2	<p>Premise 1 – Convenience food is damaging our health.            Premise 2 – The health benefits of a nutritious diet are well documented in medical journals.            Conclusion – Supermarkets should do more to promote healthy eating.</p> <p><b>1 mark</b> for at least <b>one</b> premise which supports their conclusion.</p> <p><b>1 mark</b> for the conclusion.</p> <p>A maximum of <b>1 mark</b> can be awarded if 'Cut down on junk food now!' is included.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c) (i)		3	<p>Candidates should be awarded <b>1 mark</b> for each of the following points</p> <ul style="list-style-type: none"> <li>• no attempt is made to persuade or support a claim</li> <li>• it is a disagreement, not a philosophical argument</li> <li>• there are no premises or conclusion</li> <li>• it is made up entirely of commands, questions and exclamations. <b>(at least two of these should be named for 1 mark)</b></li> </ul> <p>A maximum of <b>1 mark</b> can be awarded if the answer is not linked to the actual example.</p>
	(ii)		2	<p><b>1 mark</b> should be awarded for the premise and <b>1 mark</b> should be awarded for the conclusion.</p> <p>Premise – Kirsty won't be happy if we make lemon drizzle cake. Conclusion – We have to make chocolate cake.</p>
	(iii)		3	<p><b>1 mark</b> should be awarded for each of the following points</p> <ul style="list-style-type: none"> <li>• a clear and accurate definition of validity, that is, a valid argument is one which would guarantee a true conclusion if the premises were true or the conclusion necessarily follows from the premises or the conclusion logically follows from the premises <b>(1 mark)</b></li> <li>• any appropriate demonstration of the invalidity of Alexander's argument – for example, noting that chocolate cake is not the only alternative to lemon drizzle cake <b>(1 mark)</b></li> <li>• the fact that Kirsty does not like lemon drizzle cake does not actually rule out lemon drizzle cake. <b>(1 mark)</b></li> </ul> <p><b>No marks for examples of valid arguments.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(d)		2	2 marks for a correct valid argument.
	(e)		1	Any suitable definition such as <ul style="list-style-type: none"> <li>• a fallacy is an error in reasoning.</li> </ul> <b>No marks for bad argument, invalid or unsound.</b>
	(f)		2	A fallacy when a person irrelevantly attacks a personal characteristic of his opponent ( <b>1 mark</b> ) as a justification for rejecting what the opponent claims in an argument. ( <b>1 mark</b> )
	(g)		1	1 mark for any appropriate example. It must be fallacious.

## Section 2 – Knowledge and doubt

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	This is a straightforward question that asks the candidate to recognise key points of knowledge.	3	Rationalism – B, C Empiricism – D, E Scepticism – A, F  <b>1 mark for only one of each.</b>
	(b)	Questions that ask to explain differences require the candidate to identify differences and support their answer with examples. For this question the candidate must demonstrate an understanding of Hume’s theory of impressions and ideas.	4	Candidates should be awarded up to <b>2 marks</b> for describing what impressions and ideas are and up to <b>2 marks</b> for their examples. Maximum <b>3 marks</b> if both concepts are not described.  Appropriate description might include the following points <ul style="list-style-type: none"> <li>• impressions have more force and vivacity than ideas (<b>1 mark</b>)</li> <li>• ideas are copies of impressions, (<b>1 mark</b>) and may be simple or complex (<b>1 mark</b>)</li> <li>• appropriate examples. (<b>1 mark for each</b>)</li> </ul>
	(c)	Questions that ask ‘explain how’ require the candidate to demonstrate understanding of arguments. For this question the candidate must demonstrate an understanding of Hume’s theory of how we get the idea of God.	3	Appropriate explanations will include points such as <ul style="list-style-type: none"> <li>• Hume completely rejects the notion that there can be innate ideas, such as the idea of God (<b>1 mark</b>)</li> <li>• our idea of God is a complex one (<b>1 mark</b>) (<b>no extra marks for compounded</b>)</li> <li>• we form an idea of God using simple ideas which are based on impressions</li> <li>• we augment (increase/enlarge) (<b>1 mark</b>) the qualities of goodness and wisdom to form the idea of God (<b>1 mark</b>)</li> <li>• mention of any other quality associated with God will be credited.</li> </ul>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(d)	Questions that ask ‘explain how’ require the candidate to demonstrate understanding of arguments. For this question the candidate must demonstrate an understanding of how Hume uses arguments to show that all ideas are copies of impressions.	4	<p>Candidates should be awarded <b>1 mark</b> for the general point that</p> <ul style="list-style-type: none"> <li>• we cannot know things that we have not experienced/no ideas without impressions – he uses different types of examples to support this claim.</li> </ul> <p>Candidates should be awarded <b>1 mark</b> each for any of the following points</p> <ul style="list-style-type: none"> <li>• if we have defective sense organs we will not be able to form impressions of certain things <b>(1 mark)</b></li> <li>• if we have no impression of colour, then we can have no idea of it <b>(1 mark)</b></li> <li>• Laplanders can’t imagine the taste of wine because they have had no prior impressions <b>(1 mark)</b></li> <li>• a selfish heart can’t imagine generosity <b>(1 mark)</b></li> <li>• animals may have ideas that we don’t have because they have access to different impressions. <b>(1 mark)</b></li> </ul> <p>Candidates should also be credited for appropriate reference to Hume’s examples of the golden mountain and the virtuous horse but candidates must refer to impressions/experiences in their answer.</p> <p>A maximum of <b>2 marks</b> is awarded for only talking about complex ideas. An example must be given.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(e)	Questions that ask the candidate to describe strengths and weaknesses require the candidate to evaluate theory/idea. For this question the candidate must describe the strengths and weaknesses of Hume's theory of knowledge.	6	<p>Candidates should be awarded marks for the following points</p> <ul style="list-style-type: none"> <li>• Hume's atomistic theory fits in with our scientific understanding of the world (1 mark)</li> <li>• the simple/complex distinction allows Hume to account for acts of the imagination (1 mark)</li> <li>• Hume defends his position against criticism by pointing out that his distinction between impressions and ideas applies only to the healthy mind (1 mark)</li> <li>• Hume's theory gives strong arguments against innate ideas (1 mark)</li> <li>• not all impressions are vivid (1 mark), for example, sleeping and drunk (1 mark)</li> <li>• it's not clear what Hume means by force and vivacity (1 mark)</li> <li>• it's questionable whether all impressions have more force and vivacity than all ideas. (1 mark)</li> <li>• not all ideas are faint (1 mark), for example, nightmares might counts as ideas (1 mark)</li> </ul> <p>Appropriate criticisms of the missing shade of blue will be credited such as, if there can be a missing shade of blue, there can be other missing sensations which may cause a problem for Hume's empiricism. (2 marks)</p> <p><b>No marks will be given for describing the missing shade of blue.</b></p> <p><b>A maximum of 2 marks will be awarded for criticisms of the missing shade of blue.</b></p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(f)		4	<ul style="list-style-type: none"> <li>the senses initially seem to be reliable for things that are very obvious <b>(1 mark)</b></li> <li>however, he sometimes believes he is sitting by the fire when in fact he is in bed, dreaming that he is awake <b>(1 mark)</b></li> <li>thus, in dreams, we can have the experience of seeing things yet these things are not there in reality <b>(1 mark)</b></li> <li>perhaps all his supposed experiences of the external world are, similarly, a product of his mind <b>(1 mark)</b></li> <li>there are no definitive signs by which he can distinguish wakefulness from sleep. <b>(1 mark)</b></li> </ul>
	(g)		1	<ul style="list-style-type: none"> <li>Descartes concludes that as he could be dreaming, he cannot trust any knowledge gained from his sense experiences. <b>(1 mark)</b></li> </ul>
	(h)		2	<ul style="list-style-type: none"> <li>the waking world has an order that dreams do not have <b>(1 mark)</b></li> <li>even if we can't tell when we are dreaming, it does not follow that we can't tell when we're awake. <b>(1 mark)</b></li> </ul> <p>Any other appropriate point will be credited.</p>
	(i)		3	<ul style="list-style-type: none"> <li>Descartes uses the deceiving God to cast doubt over knowledge based on reason <b>(1 mark)</b></li> <li>for example, God may even be deceiving him about mathematical truths <b>(1 mark)</b></li> <li>he also speculates that God is deceiving him about the existence of the entire world <b>(1 mark)</b></li> <li>Descartes concludes that the foundations for all of his knowledge are undermined by the possibility that God might be deceiving him. <b>(1 mark)</b></li> </ul>

### Section 3 – Moral philosophy

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	This is a straightforward question that asks the candidate to give a definition	1	<ul style="list-style-type: none"> <li>everyone's pleasure/happiness is of equal value. <b>(1 mark)</b></li> </ul>
	(b)	This is a straightforward question that asks the candidate to give a definition.	1	<ul style="list-style-type: none"> <li>pleasure is the only good. <b>(1 mark)</b></li> </ul>
	(c)	This is a straightforward question in which candidates are required to recall key points of knowledge. In this question, that means to show understanding of the Hedonic Calculus.	3	<ul style="list-style-type: none"> <li>description of the Hedonic Calculus as a way to measure pleasure and pain <b>(1 mark)</b> to find out the morally right action <b>(1 mark)</b></li> <li>stating that the Hedonic Calculus is to with do the quantity of happiness in terms of numerical values <b>(1 mark)</b></li> <li>mentioning at least one of the components from the Hedonic Calculus – intensity, duration, certainty, propinquity, fecundity, purity, extent <b>(1 mark)</b></li> <li>stating that the Hedonic Calculus is a quantitative tool of measurement <b>(1 mark)</b></li> </ul>
	(d)	Questions that ask the candidate to explain a possible response to a scenario require the candidate to use their knowledge and understanding of a theory and to apply this in a given situation.	3	<p>Candidates should refer to at least one of the components of the Hedonic Calculus in their answer and demonstrate why the right thing to do would be to return the wallet. For example</p> <p>Returning the wallet would give you and the owner immediate and certain pleasure. <b>(1 mark)</b></p> <p>If you were to keep the wallet you may experience a lot of pleasure in the short term (duration) but ultimately you may be found out and badly thought of <b>(1 mark)</b></p> <p>If you were to keep the wallet you are likely to experience pain (low purity score) because of guilt. <b>(1 mark)</b></p> <p>No marks will be awarded if there is no reference to the hedonic calculus. <b>(1 mark)</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(e)	This question requires the candidates to identify and then explain higher and lower pleasures.	4	<p><b>Higher pleasures</b></p> <ul style="list-style-type: none"> <li>• higher pleasures appeal to higher faculties (1 mark)</li> <li>• examples are literature, art or music. (1 mark)</li> </ul> <p><b>Lower pleasures</b></p> <ul style="list-style-type: none"> <li>• lower pleasures are animalistic (1 mark)</li> <li>• examples are food, drink and sex. (1 mark)</li> </ul>
	(f)	This type of question asks the candidate to state a criticism of a theory.	1	<p>Responses may include the following</p> <ul style="list-style-type: none"> <li>• it is arguably difficult to agree on what constitutes a higher or lower pleasure (1 mark)</li> <li>• any other appropriate comment. (1 mark)</li> </ul> <p><b>No marks</b> for saying Mill is elitist or that someone may get more pleasure from eating a burger than going to the opera because Mill's point was that higher pleasures are to do with improving oneself.</p>
	(g)	This is a straightforward question that asks the candidate to give a definition.		<ul style="list-style-type: none"> <li>• Competent judges have experienced higher and lower pleasures and prefer higher pleasures. (1 mark)</li> </ul>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(h)	Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidate must demonstrate an understanding of the problems of predicting consequences within Utilitarianism.	6	<p>Candidates will be credited for making appropriate points about any of the following</p> <ul style="list-style-type: none"> <li>• long-term vs short-term consequences</li> <li>• difficulty of predicting consequences</li> <li>• actual vs intended vs reasonably foreseeable consequences</li> <li>• local vs global consequences</li> <li>• moral responsibility, punishment and fairness</li> </ul> <p>1 mark for each point. <b>2 marks for a developed point</b></p>
	(i)	Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidate must demonstrate an understanding of the use of happiness in making moral decisions with regard to Utilitarianism.	4	<p><b>1 mark for each point. 2 marks for a developed point.</b></p> <p><b>Utilitarianism (Maximum of 4 marks)</b></p> <ul style="list-style-type: none"> <li>• for Utilitarians happiness is the basis of morality (1 mark)</li> <li>• the right thing to do is what maximises happiness (1 mark)</li> <li>• the Greatest Happiness Principle: Consequences; Hedonism; Equity (1 mark)</li> <li>• for Utilitarians, happiness is an end in itself: we seek to maximise happiness and avoid pain (1 mark)</li> <li>• the individual's happiness is morally irrelevant - the aggregate happiness is the basis of morality. (1 mark)</li> </ul>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(j)	This question requires the candidates to identify and then explain criticisms.	6	<p>1 mark for identifying a criticism and 1 mark for explaining the criticism.</p> <p>Maximum of 3 marks for simply stating criticisms without explanation.</p> <p>Candidates who have studied Kantianism may identify the following criticisms</p> <ul style="list-style-type: none"> <li>• Kantianism completely ignores consequences. Yet human beings intuitively look at consequences when making moral decisions (2 marks)</li> <li>• Kantianism ignores motives other than duty. Yet sometimes it would seem more morally praiseworthy to do something out of love, for example, rather than because it is your duty (2 marks)</li> <li>• duties often seem to conflict with each other – for example, we may have a duty to keep a promise and a duty to tell the truth. It is difficult in such cases to know what is the right thing to do. (2 marks)</li> </ul> <p>Candidates who have studied Virtue Ethics may identify the following criticisms</p> <ul style="list-style-type: none"> <li>• Virtue Ethics might not help us figure out what we ought to do in a moral dilemma, as there is not a clear cut list of virtues (2 marks)</li> <li>• Virtues can sometimes come into conflict with each other – for example, it is virtuous to be kind and to be honest, but it is sometimes not possible to be both. It is difficult in such cases to know what to do (2 marks)</li> <li>• it seems that Virtue Ethics can be reduced to deontological moral theory – honesty being a virtue is very much like a moral law that says ‘do not tell lies’. (2 marks)</li> </ul>

[END OF MARKING INSTRUCTIONS]