



National
Qualifications
2019

2019 Philosophy
Higher Paper 1
Finalised Marking Instructions

© Scottish Qualifications Authority 2019

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@sqa.org.uk.



General marking principles for Higher Philosophy

Always apply these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.

Knowledge and doubt holistic marking criteria

Mark essays holistically according to the criteria using a 'best fit' approach. These must be applied in conjunction with the detailed marking instructions for each question.

A response worth 26-30 marks will typically contain

- a detailed and clear and accurate understanding of the relevant information and textual material
- well-developed evaluative comments that are likely to be the basis of discussion rather than just being described
- either implicitly or explicitly, a clear, well-supported personal position on the issue that is fully consistent with the descriptive and evaluative material the candidate presents in their response.

A response worth 21-25 marks will typically contain

- relevant, accurate and detailed descriptive information and textual material that clearly addresses the question
- several well-explained and developed evaluative comments that may themselves be evaluated
- a clear and well-supported personal judgement on the issue (this need not be in the form of a concluding paragraph and may be implicit rather than explicit).

A response worth 18-20 marks will typically contain

- relevant, mainly accurate and detailed descriptive information and textual material that clearly addresses the question
- several well-explained evaluative comments
- a well-supported personal view on the issue, although this will vary in quality.

A response worth 15-17 marks will typically contain

- the essential descriptive and textual material, although this may be undeveloped and contain some inaccuracies
- at least one appropriate evaluative comment
- a personal view on the issue that is not necessarily well supported.

A response worth 12-14 marks will typically contain

- some relevant but basic descriptive material
- fragmented information
- no evaluative comment.

A response worth 9-11 marks will typically contain

- some relevant but poorly expressed material
- no evaluative comment
- a very fragmented structure.

A response worth 5-8 marks will typically contain

- occasionally relevant but very poorly expressed material
- no evaluative comment
- no structure.

A response worth 0-4 marks will typically contain

- little detail and/or accuracy
- little or no reference to the question.

In the 0-4 range, award 1 mark for each relevant point up to a maximum of 4 marks.

Marking instructions for each question

Section 1 – Knowledge and doubt

Question	Detailed marking instructions for this question	Max mark
1.	<p>These instructions must be applied in conjunction with the holistic marking criteria for the knowledge and doubt essay.</p> <p>The question requires candidates to demonstrate detailed knowledge, analysis and evaluation of Hume’s text. The following list contains content that is likely to be included in an appropriate answer. This list is not exhaustive. Candidates may respond to the question in different ways.</p> <p>To gain marks for knowledge and understanding, a candidate’s explanation is likely to include the following</p> <ul style="list-style-type: none"> • Hume’s use of the word ‘perceptions’ as the contents of the mind • Hume’s distinction between impressions and ideas is made on the basis of their force and vivacity (liveliness) • the distinction between simple and complex perceptions • simple ideas are copies of impressions • complex ideas can be formed by the imagination using one of four processes • they can combine (compound), transpose, enlarge (augment) or shrink (diminish) simple ideas copied from impressions • Hume’s two arguments to support the copy principle <ul style="list-style-type: none"> – 1 any idea that seems to lack relevant corresponding impressions can be traced back to simple ideas that have been worked using the processes of the imagination, for example the idea of God as a complex idea – 2 when the relevant impression has been denied through malfunctioning senses or the absence of relevant experiences or absence due to species limitations • the missing shade of blue as a counter-example to the copy principle • Hume says the counter-example should not undermine the theory as a whole because it is so singular that it is scarcely worth observing • Hume’s atomistic theory fits in with our scientific understanding of the world • without the simple/complex distinction Hume could not account for acts of the imagination and thus would have had to abandon empiricism • whether all ideas are really less lively and vivid than impressions • Hume defends his position against criticism by pointing out that the distinction between impressions and ideas is only confined to the healthy mind • by simply dividing the mind’s contents into impressions and ideas, is Hume presenting a naïve psychology? • Hume’s challenge to find an idea that does not derive from a sense impression • whether the operations of the imagination are sufficient to explain how we acquire complex ideas • the missing shade of blue is arguably not a singular example and candidates could comment on how significant this is 	30

Question			Detailed marking instructions for this question	Max mark
			<ul style="list-style-type: none"> • Hume should have accepted that any counter-example to an 'all' claim disproves the claim • Hume could have said that the missing shade of blue is a complex idea, and candidates could comment on why he didn't do this • arguably Hume's empiricism collapses into scepticism because it does not guarantee knowledge of an external world – our impressions may not correspond with reality. 	

Candidates can achieve marks in the following ranges

21-30 marks

Candidates accurately explain Hume's theory of perception as set out in the Enquiry II, examine what Hume means by terms such as 'force and liveliness', analyse his claim that our apparently free thought is really confined within very narrow limits and discuss criticisms of the theory in detail while fully engaging with the question. At the top end of this range candidates show depth to their discussion. For example, when discussing the missing shade of blue they might explain why it does/does not undermine Hume's empiricism.

18-20 marks

Candidates explain Hume's theory of perception, as set out in the Enquiry Section II, attempt some analysis of it and explain criticisms, while addressing the question. Their grasp of Hume's arguments for the Copy Principle will be mainly accurate. They might also discuss the missing shade of blue and explain Hume's position on it and how successfully it works as a counter example. Essays in this category are likely to contain mainly accurate references to Hume's textual material.

15-17 marks

Candidates accurately describe Hume's theory of perception and offer at least one appropriate criticism of it, but do not fully engage with the question or the textual material. Essays are likely to contain mainly descriptive material with insufficient analysis and evaluation.

0-14 marks

Please refer to the holistic marking criteria for essays in this range.

Moral philosophy situation holistic marking criteria

Mark essays holistically according to the criteria using a 'best fit' approach. Please read in conjunction with the detailed marking instructions for each question.

A response worth 26-30 marks will typically contain

- a detailed and clear and accurate understanding of the relevant information and the moral theory that clearly addresses the question
- a detailed, methodical and sophisticated response to the situation
- well-developed evaluative comments that are likely to be the basis of discussion rather than just being described
- either implicitly or explicitly, a clear, well-supported personal position on the issue that is fully consistent with the descriptive and evaluative material the candidate presents in their response.

A response worth 21-25 marks will typically contain

- relevant, accurate and detailed descriptive information in relation to the moral theory that clearly addresses the question
- a detailed and methodical response to the situation
- several well-explained and developed evaluative comments that may themselves be evaluated
- a clear and well-supported personal judgement on the issue (this need not be in the form of a concluding paragraph and may be implicit rather than explicit).

A response worth 18-20 marks will typically contain

- relevant, mainly accurate and detailed descriptive information in relation to the moral theory that clearly addresses the question
- a varied response to the situation in terms of detail and relevance
- several well-explained evaluative comments
- a well-supported personal view on the issue, although this will vary in quality.

A response worth 15-17 marks will typically contain

- the essential descriptive material, although this may be undeveloped and contain some inaccuracies
- reference to the situation but with little depth
- at least one appropriate evaluative comment
- a personal view on the issue that is not necessarily well supported.

A response worth 12-14 marks will typically contain

- some relevant but basic descriptive material
- fragmented information
- no evaluative comment.

A response worth 9-11 marks will typically contain

- some relevant but poorly expressed material
- no evaluative comment
- a very fragmented structure.

A response worth 5-8 marks will typically contain

- occasionally relevant but very poorly expressed material
- no evaluative comment
- no structure.

A response worth 0-4 marks will typically contain

- little detail and/or accuracy
- little or no reference to the question.

In the 0-4 range, award 1 mark for each relevant point up to a maximum of 4 marks.

Section 2 – Moral philosophy

Question	Detailed marking instructions for this question	Max mark
2.	<p>These instructions must be applied in conjunction with the holistic marking criteria for the moral philosophy situation essay.</p> <p>Candidates should discuss the given situation in the context of Kant’s moral theory. The following list contains content that is likely to be included in an appropriate answer. This list is not exhaustive. Candidates may respond to the question in different ways.</p> <p>To gain marks for knowledge and understanding, candidates are likely to explain</p> <ul style="list-style-type: none"> • that Kant’s moral theory is deontological • Kant’s claim that we have duties and certain things are right or wrong in themselves, regardless of consequences • Kant’s emphasis on the sovereignty of reason and how this relates to duty • the good will: to have a good will is to be motivated to do our duty • Kant’s claim that the good will is the only intrinsic good • the concept of perfect and imperfect duties • what Kant says about duty versus inclination: in determining our duty we must take no account of our inclinations because the demands of duty are categorical • the categorical imperative and its formulations. <p>To gain marks for analysis and evaluation, candidates are likely to discuss</p> <ul style="list-style-type: none"> • Kant’s focus on how rational beings behave in terms of perfect duties: duty to tell the truth, regardless of consequences • applying the categorical imperative test to the situation with discussion about formulations, potential maxims • discussion in relation to contradictions in conception ought to rule out lying as a possible action, that is recognising that Kant would say we have a perfect duty to tell the truth • discussion in relation to contradiction in the will ought to note that there may be a contradiction in the will to be disloyal to your friend and thus we have an imperfect duty to defend your friend • in accordance with the above points a good answer would recognise that there is no conflict of duty in this situation because we are dealing with a perfect duty versus an imperfect duty • the difficulty of discounting consequences: Kant arguably ignores the intuition that consequences of actions determine their moral value • the problem of disregarding inclinations and performing one’s duty: Kantian ethics can be seen as insensitive to individual circumstances and people’s feelings, and so may set unrealistic ideals of morality • Kant’s stipulation that we should never treat someone simply as a means supports the idea that human beings possess an inherent dignity which should be respected • how not considering consequences ‘frees us’ to do our duty • how not considering the way people feel, including ourselves, ‘frees us’ to do our duty. 	30

Candidates can achieve marks in the following ranges.

21-30 marks

Candidates explain the main features of Kantianism, analyse and discuss Kant's advice by referring to the given situation in the context of the categorical imperative, and discuss criticisms of Kantianism, while fully engaging with the question. Candidates give a very detailed account of Kantianism and are very clear on how Kant would offer advice in this situation. Evaluative comments are much more than a list of problems. For example while discussing consequences, candidates discuss Kant's position that the consequences we desire cannot be the determining ground of an action if it is to have moral worth, rather than simply saying he does not consider consequences.

18-20 marks

Candidates accurately describe the main features of Kantianism, analyse Kant's advice by referring to the given situation in the context of the categorical imperative, and explain criticisms of Kantianism with reference to the given situation, while addressing the question. Candidates show a clear understanding of the key features of Kantianism, for example they accurately demonstrate what Kant meant by 'So act as to treat humanity, both in your own person, and in the person of every other, always at the same time as an end, never simply as a means'.

15-17 marks

Candidates describe the main features of Kantianism, explain Kant's advice by responding to the given situation in the context of the categorical imperative, and offer at least one appropriate criticism of Kantianism, but do not fully engage with the question. Candidates show a basic understanding of Kantianism, for example they may mention contradiction in conception and contradiction in the will, but their comments lack development.

0-14 marks

Please refer to the holistic marking criteria for essays in this range.

Moral philosophy quotation holistic marking criteria

Mark essays holistically according to the criteria using a 'best fit' approach. These must be applied in conjunction with the detailed marking instructions for each question

A response worth 26-30 marks will typically contain

- a detailed and clear and accurate understanding of the relevant information and the moral theory
- a detailed, methodical and sophisticated response to the issues raised by the quotation
- well-developed evaluative comments that are likely to be the basis of discussion rather than just being described
- either implicitly or explicitly, a clear, well-supported personal position on the issues raised by the quotation that is fully consistent with the descriptive and evaluative material the candidate presents in their response.

A response worth 21-25 marks will typically contain

- relevant, accurate and detailed descriptive information in relation to the moral theory that clearly addresses the question
- a detailed and methodical response to the issues raised by the quotation
- several well-explained and developed evaluative comments that may themselves be evaluated
- a clear and well-supported personal judgement on the issues raised by the quotation (this need not be in the form of a concluding paragraph and may be implicit rather than explicit).

A response worth 18-20 marks will typically contain

- relevant, mainly accurate and detailed descriptive information in relation to the moral theory that clearly addresses the question
- a response to the issues raised by the quotation which, in the main, shows detail and relevance
- several well-explained evaluative comments
- a well-supported personal view on the issues raised by the quotation, although this will vary in quality.

A response worth 15-17 marks will typically contain

- the essential descriptive material, although this may be undeveloped and contain some inaccuracies
- reference to the issues raised by the quotation but with little depth
- at least one appropriate evaluative comment
- a personal view on the issues raised by the quotation that is not necessarily well supported.

A response worth 12-14 marks will typically contain

- some relevant but basic descriptive material
- fragmented information
- no evaluative comment.

A response worth 9-11 marks will typically contain

- some relevant but poorly expressed material
- the issues raised by the quotation
- a very fragmented structure.

A response worth 5-8 marks will typically contain

- occasionally relevant but very poorly expressed material
- the issues raised by the quotation
- no structure.

A response worth 0-4 marks will typically contain

- little detail and/or accuracy
- little or no reference to the question.

In the 0-4 range, **award 1 mark** for each relevant point up to a **maximum of 4 marks**.

Question	Detailed marking instructions for this question	Max mark
3.	<p>These instructions must be applied in conjunction with the holistic marking criteria for the moral philosophy quotation essay.</p> <p>The question requires candidates to engage with the given quotation in the context of Kant's moral theory. The following list contains content that is likely to be included in an appropriate answer. This list is not exhaustive. Candidates may respond to the question in different ways.</p> <p>To gain marks for knowledge and understanding candidates are likely to include.</p> <ul style="list-style-type: none"> • that Kant's moral theory is deontological • Kant's claim that we have duties and certain things are right or wrong in themselves, regardless of consequences • Kant's emphasis on the sovereignty of reason and how this relates to duty • the good will: to have a good will is to be motivated to do our duty • Kant's claim that the good will is the only intrinsic good • the concept of perfect and imperfect duties • what Kant says about duty versus inclination: in determining our duty we must take no account of our inclinations because the demands of duty are categorical • the categorical imperative and its formulations. <p>To gain marks for analysis and evaluation, candidates are likely to discuss the quotation as a fair and/or unfair criticism, for example</p> <ul style="list-style-type: none"> • It is a fair criticism Discussion may include <ul style="list-style-type: none"> – the problem of disregarding inclinations and performing one's duty: Kantian ethics can be seen as cold and detached from real life and therefore insensitive to individual circumstances and people's feelings, and so may set unrealistic ideals of morality – the difficulty of discounting consequences: Kant arguably ignores the common view that consequences of actions determine their moral value, giving rise to the criticism that Kantianism is cold and detached from real life – the interpretation of contradiction in the will as arguably an appeal to consequences. 	30

Question			Detailed marking instructions for this question	Max mark
			<ul style="list-style-type: none"> • It is an unfair criticism <p>Discussion may include</p> <ul style="list-style-type: none"> – Kant’s focus on respecting individual provides an objective foundation for human rights and is therefore not cold and detached – Kant’s stipulation that we should never treat someone simply as a means supports the idea that human beings possess an inherent dignity which should be respected and therefore his theory is not cold and detached from real life – Kant’s claim that some things are wrong in themselves fits with most people’s thinking – Kant’s theory offered impartiality and equality in the way he promoted reason above everything else – the observation that Kant never said that consequences, inclinations and emotions are unimportant, only that they cannot be the determining ground of an action if it is to have moral worth. 	

Candidates can achieve marks in the following ranges

21-30 marks

Candidates should explain the main features of Kantianism, focus on Kant's understanding of duty and discuss whether the criticism in the quotation is fair or unfair while also discussing in depth how Kant might respond to the criticism. Candidates should give a very detailed explanation of Kant's motive of duty, for example they will clearly explain Kant's view that in order to have moral worth an action must not merely accord with duty, but must be done for the sake of duty

18-20 marks

Candidates should accurately describe the main features of Kantianism, explain Kant's understanding of duty in the context of moral decision making and respond to the quotation by making comments about whether the criticism is fair, while also considering how Kant might respond to the criticism. Candidates should show a clear understanding of Kantian ethics, for example they will demonstrate that Kant's analysis of duty is that it is categorical.

15-17 marks

Candidates should describe the main features of Kantianism, make some reference to Kant's understanding of duty and respond to the quotation by making at least one comment about whether the criticism is fair. Candidates will tend to show a basic understanding of Kantianism as a deontological theory, for example they will explain how we know what our duty is, although the explanation may lack clarity.

0-14 marks

Please refer to the holistic marking criteria for essays in this range.

[END OF MARKING INSTRUCTIONS]



National
Qualifications
2019

2019 Philosophy
Higher Paper 2
Finalised Marking Instructions

© Scottish Qualifications Authority 2019

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

General marking principles for Higher Philosophy

Always apply these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) We use the term 'or any other acceptable answer' to allow for any possible variation in candidate responses. Award marks according to the accuracy and relevance of candidate responses. Candidates may gain marks where the answer is accurate but expressed in their own words.
- (d) Where candidates give points of knowledge without specifying the context, reward these unless it is clear that they do not refer to the context of the question.

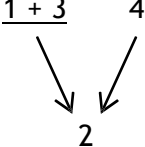
In giving their responses, candidates should demonstrate the following skills, knowledge and understanding.

- **Knowledge:** award 1 mark 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.
- **Analysis:** this 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, explaining how an argument develops or identifying key features of a philosophical position.
- **Evaluation:** this occurs when a judgement is made on the basis of certain criteria. The judgement may be based on internal criteria such as consistency and logical accuracy or on external criteria such as whether a philosophical position accords with widely held moral intuitions.

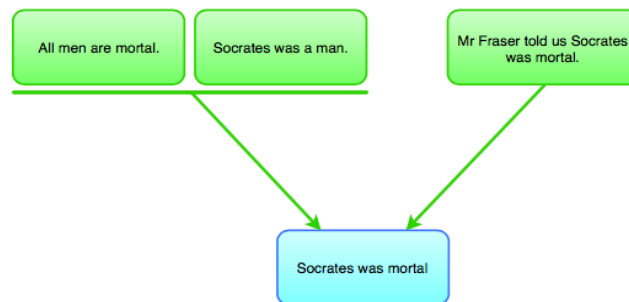
Questions requiring candidates to represent an argument using an argument diagram

There is more than one way of constructing an argument diagram but it is expected that candidates will be familiar with those using numbers and an accompanying legend, for example

All men are mortal so Socrates was mortal. After all, Socrates was a man. Anyway, Mr Fraser told us he was mortal, although quite why he thought we would be interested in that, I'm not sure.

1. All men are mortal
 2. Socrates was mortal
 3. Socrates was a man
 4. Mr Fraser told us Socrates was mortal.
- 

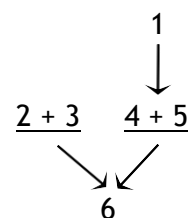
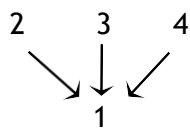
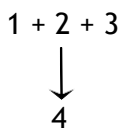
and those where the statements are written directly into boxes, for example



Those with numbers are usually written with the final conclusion at the bottom of the diagram; those with boxes are usually written with the final conclusion at the top of the diagram. Accept diagrams of either type and written in either direction. The statements in the legend are usually arranged in standard form with the final conclusion at the end, rather than having the statements listed in the order in which they occur in the passage. Accept either option.

If a candidate includes an unstated premise or conclusion in their diagram they must indicate this clearly. Accept either letters or numbers to indicate unstated premises or conclusions in legends.

Candidates should be able to recognise, explain and construct diagrams that represent **linked arguments** where the premises are **dependent**; **convergent arguments** where the premises give **independent** support to the conclusion; and **serial arguments** where there is at least one **intermediate conclusion**. These may also be combined to form a **complex argument**.



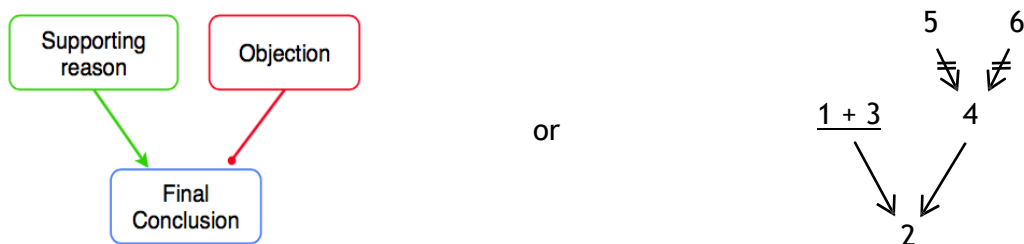
In dealing with a source it is expected that candidates will be able to recognise and appropriately interpret **inference indicators**, that is **premise indicators** (for example since, because, etc) and **conclusion indicators** (for example therefore, so, etc). It is expected that candidates will be able to distinguish the substance of an argument from any additional material that might be in the source such as

- **repetitions**
- **discounts** – words or phrases that indicate a possible objection has been considered and rejected, for example ‘While it may be true that...’
- **assurances** – words or phrases that indicate the confidence of the person presenting the argument, for example ‘Everyone will readily allow that...’
- **hedges** – words that indicate that the argument is being put forward tentatively, for example ‘It is reasonable to suppose that...’

When writing the legend or placing the argument into boxes it is expected that the candidate will ‘tidy up’ the wording of the argument so that each part of the argument can be read as a stand-alone statement, for example rhetorical questions should be rewritten as statements, some commands might be interpreted as ‘ought’ statements and pronouns should be replaced by the person or object to which it refers.

When reading a diagram to check an answer each arrow can be read as ‘therefore’ or ‘lends support to’.

Argument diagrams sometimes include objections and counter objections. At present this is not a requirement of the course but if for any reason a candidate includes an objection it must be diagrammed in such a way that the objection can be clearly distinguished from a supporting reason, for example



Questions requiring discussion of 'acceptability', 'relevance' and 'sufficiency'

'Acceptability', 'relevance' and 'sufficiency' primarily refer to the premises of the argument

- **acceptability** concerns whether the premises are true or, if not known to be true, can at least provisionally be taken as true
- **relevance** concerns whether the premises are relevant to the conclusion they are intended to support
- **sufficiency** concerns the degree of support they give to the conclusion and whether or not there is enough support to rationally accept the conclusion.

These issues are normally considered in the following order

- are the premises acceptable?
- if they are acceptable, are they relevant?
- if they are both acceptable and relevant, are they sufficient?

They are considered in this order because if the premises are unacceptable and/or irrelevant, they will also be insufficient. It only becomes an issue of sufficiency if the premises have already been deemed acceptable and relevant. However, candidates do not need to follow this procedure. Award marks for any accurate answer supported by appropriate reasons.

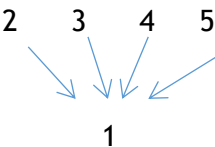
This procedure is not strictly necessary. If an argument is deductively valid it will have met the relevance and sufficiency criteria but the acceptability criterion may still need to be assessed on other grounds. Similarly, some arguments may be trying to establish what conclusion would follow *if* the premises were true and the *actual* truth of the premises might be a matter of concern.

Some textbooks use different terms and split the material in different ways. Although candidates should be familiar with the approach taken in this course as laid out in the course specification, there may be legitimate reasons for considering a topic in relation to more than one of the three criteria. Award marks for any accurate answer supported by appropriate reasons.

Marking instructions for each question

Section 1 – Arguments in action

Question		Detailed marking instructions for this question	Max mark
1.	(a)	Award 1 mark for saying either that a statement asserts or denies a claim or that statements have a truth value, whilst other types of sentences do not.	1
	(b)	Award 1 mark for ‘The zest from all waxed lemons is very bitter.’	1
	(c)	Award 1 mark for any appropriate counterexample, such as ‘this waxed lemon is not very bitter’.	1
2.	(a)	<p>Award 1 mark for saying one of the following</p> <ul style="list-style-type: none"> • it’s an a priori truth • it’s true by definition • it’s a necessary truth • it’s true • it’s common knowledge <p>It will not be accepted if the candidate says that it is unambiguous or plausible.</p>	1
	(b)	<p>Award 1 mark for saying the conclusion is established for certain or if the premises are true, the conclusion is true or any other appropriate answer.</p> <p>No marks should be awarded for saying that a deductive argument moves from a general to specific claim or any other formation of this point.</p>	1
3.		<p>If B is chosen: Award 1 mark for each appropriate explanation, such as... You would have to check the sink to establish whether or not there is still a spider in there. (1 mark)</p> <p>You would have to have seen many more than two spiders to know that the house is over-run by spiders. (1 mark)</p> <p>Because of ‘may be’, B is the weakest claim, and it would be reasonable to conclude that there may be two spiders if you have had two spider sightings. (1 mark)</p> <p>If C is chosen: Award a maximum of 1 mark if a reasonable explanation is given, for example the spider in the sink may have moved to the living room.</p> <p>No marks if A is chosen.</p>	2

Question	Detailed marking instructions for this question	Max mark
4.	<p>Award 1 mark for a convergent argument diagram.</p> <p>Award 1 mark for identifying the conclusion, ‘Sophie is the right candidate for the job’.</p> <p>Award 1 mark for providing an appropriate key, with statements labelled and omitting both ‘for goodness’ sake’ and ‘come on, she’s obviously the right candidate’.</p> <p>Candidates who do not use a convergent diagram can receive a maximum of 2 marks for this question.</p> <p>A correct diagram for this argument would be:</p> <p>Key</p> <ol style="list-style-type: none"> 1. Sophie is the right candidate for the job. 2. Sophie has got the necessary academic qualifications 3. Sophie has extensive relevant experience. 4. Sophie has lots of useful contacts. 5. Sophie has the best temperament for dealing with stress. <div style="text-align: center; margin-top: 20px;">  <pre> graph TD 2 --> 1 3 --> 1 4 --> 1 5 --> 1 </pre> </div>	3
5.	<p>Candidates may approach this question in different ways. Regardless of how they approach it, they should receive credit for the following</p> <ul style="list-style-type: none"> • 1 mark for putting it into standard form, that is, laying out premises and conclusion each taking a separate line and labeled accordingly. • 1 mark for recognising that ‘<i>By banning plastic straws we are not going to solve the problem of plastic in the ocean</i>’ is an <i>intermediate conclusion</i> • 1 mark for including an appropriate <i>premise</i> and <i>conclusion</i>. <p>A correct representation of this argument in standard form would be:</p> <p>P1: There are 150 million tonnes of plastic in the ocean. P2: There is a social media campaign to ban plastic straws. P3: Plastic straws are only a tiny fraction of the problem of plastic in the ocean.</p> <hr/> <p>IC: <i>By banning plastic straws we are not going to solve the problem of plastic in the ocean.</i></p> <hr/> <p>MC: <i>It’s simply not enough to ban plastic straws.</i></p>	3

Question		Detailed marking instructions for this question	Max mark
6.	(a)	Award 1 mark for pointing out that ‘the lamb is ready to eat’ can be understood in two different ways – either that the lamb is ready for its dinner or that the lamb is ready for your dinner.	1
	(b)	<p>Candidates may approach this question in different ways. To receive marks for their answer they must consider the relationship between the premise and the conclusion. 1 mark for an appropriate point and an additional mark for a development of that point. For example</p> <ul style="list-style-type: none"> the fact that the statement is ambiguous makes the premise ‘the lamb is ready for its dinner’ unacceptable (1 mark) because this makes it difficult to say whether the premise should convince us of the conclusion or not (1 mark) if the lamb is ready for its dinner then you don’t need to set the table (1 mark). That reading of the premise makes the premise irrelevant to the conclusion (1 mark) the conclusion can only be drawn on the reading that the lamb is ready for your dinner (1 mark) because you would have no reason to set the table if the lamb is ready for its dinner (1 mark) ambiguity doesn’t affect this argument because the context makes clear what the meaning is (1 mark) because it would only be appropriate to set the table if it is the lamb that is being eaten for dinner. (1 mark) 	2
7.	(a)	<p>Award 1 mark for confirmation bias involves seeking evidence that confirms what you already believe.</p> <p>Award 1 mark for confirmation bias involves ignoring evidence that would disprove what you already believe or point in another direction.</p>	2
	(b)	<p>There may be a number of ways that confirmation bias could affect a police investigation, 1 mark should be given for explanation of how evidence is sought to confirm a belief and 1 mark for explanation of how evidence is ignored that counters their belief, for example:</p> <p>Award 1 mark for an explanation of how a police investigation might look for evidence that would back up a hunch that someone is guilty of a crime.</p> <p>Award 1 mark for an explanation of how a police investigation might ignore evidence that might indicate someone else is guilty of that crime.</p>	2

Question		Detailed marking instructions for this question	Max mark
8.	(a)	Award 1 mark for stating that a fallacious appeal to emotion is when in an argument, instead of using relevant premises to persuade someone, emotion is used to manipulate people into accepting their conclusion.	1
	(b)	Award 1 mark for any appropriate example. Award 1 mark for explaining why that example is fallacious. Candidates should not be credited with any marks for examples that are not fallacious.	2
9.	(a)	Award 1 mark for 'If P then Q; Not P; Therefore not Q'. No mark for answers starting with a universal claim rather than a conditional statement.	1
	(b)	Award 1 mark for any example. No mark for stating the form.	1
	(c)	Award 1 mark each for any of the following points <ul style="list-style-type: none"> • denying the antecedent is invalid • the fact that P is false does not guarantee that Q is also false • with reference to the example, an explanation of circumstances in which the consequent could be true even when the antecedent is false • given the truth of 'If P then Q', the truth of P is a sufficient but not a necessary condition for the truth of Q • in the denying the antecedent fallacy it is assumed that P is a necessary as well as a sufficient condition for the truth of Q. Or any other appropriate answer	3
10.		Award 1 mark for noting that an attack on the person is not fallacious if it is relevant to the conclusion of the argument. Award 1 mark for an appropriate example. Candidates should not be credited with any marks for examples that are fallacious.	2
11.		Award 1 mark each for any relevant point and an additional mark for a development of that point, for example <ul style="list-style-type: none"> • it is a self-evident truth that cannot be denied • even if he is being deceived, he must exist to be deceived • it is impossible for him to doubt his own existence • 'I exist' is necessarily true every time one thinks or conceives it • it is contradictory to believe 'I don't exist'. 	2
12.		Award 1 mark for each of the following <ul style="list-style-type: none"> • a perception is 'clear' when it is present and accessible to the attentive mind • a perception is 'distinct' if, as well as being clear, it is separated from all other perceptions and contains only what is clear. Any answer that shows an understanding of these terms as used by Descartes should be credited.	2

Section 2 – Knowledge and doubt

Question	Detailed marking instructions for this question	Max mark
13.	<p>Award 1 mark each for any relevant point, for example</p> <ul style="list-style-type: none"> • the cogito is Descartes’ absolute certain truth and he sees this clearly and distinctly • if it were possible that he could have such a perception and it be false then he would not be able to trust in the cogito • a non-deceiving God guarantees the truth of clear and distinct perceptions. <p><i>Or</i></p> <p>Award 2 marks for presenting Descartes’ argument as follows</p> <ul style="list-style-type: none"> • P1 – If something I perceived clearly and distinctly could be false then perceiving ‘I exist’ clearly and distinctly would not be enough for me to be certain of it • P2 – I am certain that ‘I exist’ because I have a ‘clear and distinct perception of it • C – Everything I perceive clearly and distinctly is true. 	2
14.	<p>Award 1 mark for an appropriate point and an additional mark for a development of that point, for example</p> <ul style="list-style-type: none"> • how do we know Descartes is not mistaken about the claim that ‘whatever I perceive very clearly and distinctly is true’ (1 mark). He previously mistook the things he experienced from his senses to be real based on believing they were clear and distinct (1 mark) • some things that Descartes doubts in Meditation 1 for example truths of geometry are later claimed to be clear and distinct. (1 mark) How was it possible for these to be doubted if they are meant to be certain (1 mark) • Descartes claims often that man is ‘subject to error’. (1 mark) Therefore, could we be mistaken about having clear and distinct perceptions? (1 mark) • Descartes’ explanation of what he means by clear and distinct perceptions is vague (1 mark) – what is clear and distinct to Descartes may not be clear and distinct to someone else (1 mark) • the Cartesian Circle – In order to help guarantee that we can have knowledge based on the clear and distinct rule; Descartes brings in his proof for God (1 mark). His argument for God relies on clear and distinct perceptions. This is circular reasoning. (1 mark) No marks for just stating the Cartesian circle. <p>A superficial explanation of a criticism may only be awarded 1 mark.</p>	4

Section 3 – Moral philosophy

Question		Detailed marking instructions for this question	Max mark
15.		Higher pleasures appeal to higher faculties, lower pleasures are animalistic. (1 mark)	1
16.		Any of the following should be awarded 1 mark <ul style="list-style-type: none"> • Mill wanted to refute Bentham’s claim that all pleasures are equal • Mill thought that morality should focus on quality as well as quantity • Mill wanted to answer the criticism that Utilitarianism was a ‘swine philosophy’ 	2
17.		Candidates should be awarded 1 mark for any appropriate point. These are likely to include <ul style="list-style-type: none"> • competent judges have experienced both higher and lower pleasures • competent judges would consider the quality of pleasure, not just the quantity • competent judges would regard some pleasures as more valuable than others – Mill thought it was undeniable that human pleasures are superior to animalistic pleasures • Mill thinks no person would choose to become like an animal • consistently choosing lower pleasures would be for a person to become like an animal or for an educated person to become ignorant • to be happy is to exercise our minds/be involved in developing ourselves in some way • <i>‘it is better to be a human being dissatisfied than a pig satisfied; better to be Socrates dissatisfied than a fool satisfied. And if the fool, or the pig, is of a different opinion, it is only because they only know their own side of the question.’</i> 1 mark for any description of this quote. 	4
18.		Candidates should be awarded 1 mark for any appropriate point. These are likely to include <ul style="list-style-type: none"> • this criticism wrongly assumes that Mill’s distinction between higher and lower pleasures is based on his personal preferences • going to the opera is his example of the sort of thing that would, if it appealed to the higher faculties, count as a higher pleasure • going for a pizza is unlikely to ever be the kind of experience that would appeal to the higher faculties/exercise the mind/contribute to self-development • Mill doesn’t say that people would always choose the higher pleasures over the lower pleasures • Mill recognises that humanity is weak. 	3

[END OF MARKING INSTRUCTIONS]