



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. Analyse 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. Evaluate 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 in philosophy, 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

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

20

SECTION 3 — MORAL PHILOSOPHY — 20 marks

Attempt ALL questions

- | | |
|--|-----------|
| 1. Analyse the ways in which ideal and preference-satisfaction utilitarianism differ from classical utilitarianism. | 10 |
| 2. 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, 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) 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.
- (d) 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.
- (e) 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 ...*”)

1 mark should be awarded for each relevant, developed point of knowledge and understanding which is used to respond to the question. 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 involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.

An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly show 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

Up to a maximum of **4 marks**, 1 mark should be awarded for each relevant analytical point used to respond to the question. Each of the remaining marks should be awarded for each relevant developed point of understanding used to respond to the question.

Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited with knowledge and understanding marks provided they meet the criteria for this (see 1. above).

3. Questions requiring candidates to analyse, *using an argument diagram*

Questions assessing the ability to analyse an argument using an argument diagram will be worth between 3 and 5 marks, depending on the demands of the argument concerned. Marks will be awarded as follows:

- 1 mark for identifying at least one premise in the argument in the passage
- 1 mark for identifying a conclusion in the argument in the passage
- 1 mark for identifying an intermediate conclusion in the argument in the passage (if relevant)
- 1 mark for identifying any relevant hidden premises or dependent premises in the argument in the passage
- 1 mark for drawing a diagram in any form which shows the relationship between at least **two** premises and a conclusion in the argument in the passage

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 ... [a given argument, criticism or claim]*”)

Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:

- the relevance/importance/usefulness, eg of a viewpoint or source
- positive and negative aspects
- strengths and weaknesses
- any other relevant evaluative comment

Up to a maximum of **4 marks**, 1 mark should be awarded for each relevant evaluative point used to respond to the question. Each of the remaining marks should be awarded for each relevant developed point of understanding used to respond to the question.

Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited with knowledge and understanding marks provided they meet the criteria for this (see 1. above).

5. Questions that require analysis, knowledge and understanding, evaluation and reasoned views (eg “*How successful is ... [a given idea, criticism or claim]?*”?)

(Other question stems/command words to be used, as appropriate)

Questions of this sort will be worth 20 marks. Marks will be available for:

- relevant knowledge/understanding
- analysis
- evaluation
- expressing a reasoned view

Knowledge and understanding

Up to a maximum of **10 marks**, 1 mark should be awarded for each relevant developed point of knowledge and understanding which is used to respond to the question. Developed points will involve the candidate providing, for example:

- additional detail
- reasons
- evidence
- drawing out the implications of a question or idea

Analysis

Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.

An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) **and** clearly show 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

Up to a maximum of **4 marks**, 1 mark should be awarded for each relevant analytical point used to respond to the question.

Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, these can be credited with knowledge and understanding marks provided they meet the criteria for this (see 1. above).

Evaluation

Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:

- the relevance/importance/usefulness, eg of a viewpoint or source
- positive and negative aspects
- strengths and weaknesses
- any other relevant evaluative comment

Up to a maximum of **4 marks**, 1 mark should be awarded for each relevant evaluative point used to respond to the question.

Where a candidate makes more evaluative points than are required to gain the maximum allocation of 4 marks, these can be credited with knowledge and understanding marks provided they meet the criteria for this (see 1. above).

Reasoned views

Marks for a reasoned view should be awarded where a candidate answers the question in a way that progressively connects throughout their response the knowledge/understanding, analytical and evaluative points they have made in their answer.

1 mark should be awarded where the candidate organises their overall response into a coherent and sustained line of argument in response to the question.

A further **1 mark** should be awarded where the candidate also provides at least one of the following:

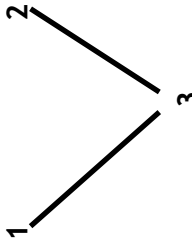
- a weighing up of the key analytical/evaluative points made in their answer
- an explanation or response to an opposing view/different conclusion

Overview of general marking principles for 20-mark questions

Criteria	Mark	0 marks	0 marks
Use of knowledge	10	No developed points of knowledge are made in response to the question, or points made do not relate to the question	Up to a maximum of 10 marks, 1 mark will be awarded for each developed point of knowledge made in response to the question.
	Mark	0 marks	1 mark
Analysis	4	No identification of relevant aspects/components <i>or</i> No demonstration of relevant connections/similarities/contradictions/relative importance, etc (see definition of analysis provide above)	Up to 4 marks, 1 mark can be awarded for each relevant analytical comment made.
Evaluation	4	No relevant evaluative points, or no reasons given for evaluative points	Up to 4 marks, 1 mark can be awarded for each reasoned evaluative point made.
	Mark	0 marks	1 mark
Reasoned view	2	No connection of the knowledge/understanding, analytical and evaluative statements into a coherent and sustained line of argument in response to the question	<p>Up to 2 marks</p> <p>A further 1 mark should be awarded where the candidate also provides at least one of the following:</p> <ul style="list-style-type: none"> a weighing up of the key analytical/evaluative points made in their answer an explanation or response to an opposing view/different conclusion

Marking Instructions for each question

SECTION 1: Arguments in Action

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Questions assessing the ability to analyse an argument using an argument diagram will be worth between 3 and 5 marks, depending on the demands of the argument concerned. Marks will be awarded as follows:</p> <ul style="list-style-type: none"> • 1 mark for identifying at least one premise in the argument in the passage • 1 mark for identifying a conclusion in the argument in the passage • 1 mark for identifying an intermediate conclusion in the argument in the passage (if relevant) • 1 mark for identifying any relevant hidden premises or dependent premises in the argument in the passage • 1 mark for drawing a diagram in any form which shows the relationship between at least two premises and a conclusion in the argument in the passage <p>Where candidates provide a different set of premises/conclusions, and/or a different argument diagram to those</p>	4	<p>The 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. Premise 2 – These companies deliberately lend money to people who they know can't pay it back quickly. 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 – It is wrong to lend money to people who you know can't pay it back quickly. 2 – These loans are targeted at people who can't pay them back quickly. 3 – These loans are wrong.</p> <p>Candidates may present this argument in any appropriate diagrammatic form such as, for example:</p>  <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>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
2	<p>identified in the Marking Instructions, they should be awarded marks provided these accurately relate to an argument made in the source.</p> <p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> • the relevance/importance/ usefulness, eg of a viewpoint or source • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment <p>Up to a maximum of 4 marks, 1 mark should be awarded for each relevant evaluative point used to respond to the question.</p>	4	<p>A possible response could include, for example:</p> <p>The slippery slope in this argument moves from statements about criminal loan sharks having a negative impact on an area to the conclusion that there's nothing wrong with offering high-interest loans to vulnerable people.</p> <p>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. Thus, if people don't use loan companies, their areas will decline.</p> <p>In this case, the slippery slope makes the argument seem more credible than it really is. Although slippery slopes are often guilty of fallacious reasoning, the premises in this case seem inductively justified. If loan companies offer a different and cheaper route to people who wouldn't be able to borrow money any other way, then this is a point in their defence.</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
			<p>Other relevant points could include, for example:</p> <ul style="list-style-type: none"> • Slippery slopes are fallacious when the individual premises are either false or have a low probability which will make the conclusion even more improbable. • Some legitimate arguments might have the form of a slippery slope but not be fallacious. • Candidates may refer to other examples to highlight features of a slippery slope. <p>NB Candidates may argue that in this case the premises/statements seem plausible, so the argument is not a slippery slope. This should be rewarded in line with the general marking principles.</p>
3	<p>Questions that ask candidates to “Explain” assess knowledge and understanding.</p> <p>1 mark should be awarded for each relevant, developed point of knowledge and understanding which is used to respond to the question. Developed points will involve the candidate providing, for example:</p> <ul style="list-style-type: none"> • additional detail • reasons • evidence • drawing out the implications of a question or idea 	4	<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>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
4	<p>Questions that ask candidates to “Explain” assess knowledge and understanding.</p> <p>1 mark should be awarded for each relevant, developed point of knowledge and understanding which is used to respond to the question. Developed points will involve the candidate providing, for example:</p> <ul style="list-style-type: none"> • additional detail • reasons • evidence • drawing out the implications of a question or idea 	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.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
5	<p>Questions that ask candidates to “Explain” assess knowledge and understanding.</p> <p>1 mark should be awarded for each relevant, developed point of knowledge and understanding which is used to respond to the question. Developed points will involve the candidate providing, for example:</p> <ul style="list-style-type: none"> • additional detail • reasons • evidence • drawing out the implications of a question or idea 	4	<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> <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	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Questions of this sort will be worth 20 marks. Marks will be available for:</p> <ul style="list-style-type: none"> • relevant knowledge/ understanding • analysis • evaluation • expressing a reasoned view <p>Knowledge and understanding Up to a maximum of 10 marks, 1 mark should be awarded for each relevant developed point of understanding used to respond to the question.</p> <p>Analysis Analysis involves identifying parts, the relationships between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p>	20	<p>Relevant points of knowledge and understanding could include, for example:</p> <ul style="list-style-type: none"> • Hume was an empiricist so did not believe that reason alone could provide the basis for knowledge. • Hume believed that all of our ideas are ultimately founded on sensory experience, including our idea of cause and effect. • Hume needed to explain the basis for our belief in causation because it's not obvious that we can get it through experience. • Hume claims we don't observe the power or force connecting these events which make one necessarily follow on from the other, for example a snooker ball striking another or paracetamol curing a headache. • Hume claims that our idea of causation comes from frequently observing similar causes being followed by similar effects. • Hume claims that we have an instinctive tendency to see a necessary link between things that are constantly conjoined.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> • 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 <p>Up to a maximum of 4 marks, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p>		<p>Relevant points of analysis could include, for example:</p> <ul style="list-style-type: none"> • Hume asks where we get the idea of necessity from. According to empiricism, all ideas are grounded in sense experience but we do not have any sensory experience of necessity. • Hume suggests a number of possible sources for this idea, all of which fail, eg (each of the following would count as a separate analytical point): <ul style="list-style-type: none"> ○ We cannot deduce <i>a priori</i> that effects will follow their causes because causes don't resemble their effects. We couldn't deduce <i>a priori</i> that a match would burst into flame if we had never seen matches before. ○ We do not derive this idea from <i>a posteriori</i> sources either: when we observe a cause and effect such as one billiard ball hitting another we only gain impressions of the first event followed by the second. We have no impression of the force or power linking the two. ○ We also can't say that we get the idea of necessary connection by reflecting on the ability of our mind to move our body since the mechanism by which we can will our arm to move is just as hidden and mysterious as that which moves anything in the external world.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>Evaluation Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> • the relevance/importance/ usefulness, eg of a viewpoint or source • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment <p>Up to a maximum of 4 marks, 1 mark should be awarded for each relevant evaluative point used to respond to the question.</p> <p>Reasoned views Marks for a reasoned view should be awarded where a candidate answers the question in a way that builds on the knowledge and understanding, analytical and evaluative points they have made in their answer.</p>		<ul style="list-style-type: none"> • Hume’s answer to where our idea of necessity comes from is that it is a combination of instinct and observation. While we don’t observe necessary connections we do observe “constant conjunctions”. This means that we see similar causes being followed by effects which are in turn similar to each other. Once we have seen enough examples of these constant conjunctions we have an instinctive tendency to link the two and regard them as necessary. • Thus our belief in causes in the natural world is not founded in reason but is simply a psychological habit we can’t help but fall into. For all we know, there might be no necessary connections in nature. <p>Relevant points of evaluation could include, for example:</p> <ul style="list-style-type: none"> • Hume seems to depict causation as being no different from correlation. However, two events may be correlated without our assuming that they are causally connected, eg everyone who drinks milk dies (because everyone dies and everyone starts out in life drinking milk), but we do not assume that drinking milk kills us. • If Hume is right, he is claiming that all inductive reasoning is technically an irrational process. This means that all sciences, such as physics chemistry and biology, are founded on a process of judgement which bypasses reason. • Not only are these sciences deemed irrational but so too is the “science of man” that Hume himself is engaged in. How can Hume uncover psychological “laws of man” if, according to his own theory, there might be no necessary laws in nature at all?

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>1 mark should be awarded where the candidate organises their overall response into a coherent and sustained line of argument in response to the question.</p> <p>A further 1 mark should be awarded where the candidate also provides at least one of the following:</p> <ul style="list-style-type: none"> • a weighing up of the key analytical/evaluative points made in their answer • an explanation or response to an opposing view/different conclusion 		<ul style="list-style-type: none"> • If Hume’s account of causation is psychological in nature then it could be argued that it is an insufficiently sophisticated psychology. There are many examples of people who are exposed to constant conjunctions but who fail to make the instinctive judgement that these conjoined events are necessarily connected, eg the compulsive gambler who fails to connect her addiction to her misery despite them being constantly conjoined. • There are also examples of the opposite: where people infer the existence of necessary connections when they have only been exposed to a single instance, eg the refusal to eat lobster after a single occasion of food poisoning. <p>Relevant overall points of evaluation could include, for example:</p> <ul style="list-style-type: none"> • There does seem to be a number of difficulties with Hume’s account of causation. However, many of these criticisms hang on an issue of interpretation. It is not completely clear whether Hume is saying that there are no necessary connections in the world, or that those that exist are necessarily unknown to us because of the limitations of our sense experience. • Hume seems to claim that there are some necessary connections of cause and effect, but that we can’t fully know them because of the limitations of inductive reasoning. This is a very plausible claim and so his view is completely justified. • An alternative position is that Hume’s view is not justified because he has taken the wrong approach from the start. Hume argues that all human knowledge is grounded in sensory experience. Possibly, causation is an innate idea but Hume’s empirical stance means he cannot accept the existence of innate ideas.

SECTION 3: Moral Philosophy

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Questions of this sort will be worth 10 marks. Marks will be available for:</p> <ul style="list-style-type: none"> • relevant knowledge/ understanding • analysis • evaluation • expressing a reasoned view <p>Knowledge and understanding Up to a maximum of 6 marks, 1 mark should be awarded for each relevant developed point of understanding used to respond to the question.</p> <p>Analysis Analysis involves identifying parts, the relationships between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source to identify relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p>	10	<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.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<ul style="list-style-type: none"> • 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 <p>Up to a maximum of 4 marks, 1 mark should be awarded for each relevant analytical point used to respond to the question.</p>		<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. For example, you should carry out mass vaccination programmes which might cause discomfort for many but it is still preferable that they are carried out to avoid a few cases of a very serious disease. • 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.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
2	<p>For questions that ask candidates to evaluate a given argument, criticism or claim:</p> <p>Knowledge and understanding Up to a maximum of 6 marks, 1 mark should be awarded for each relevant developed point of understanding used to respond to the question.</p> <p>Evaluation Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> • the relevance/importance/ usefulness, eg of a viewpoint or source • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment <p>Up to a maximum of 4 marks, 1 mark should be awarded for each relevant evaluative point used to respond to the question.</p>	10	<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.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
			<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 without beauty or love would not be good, even if all the people in it were happy.

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
			<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).

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

[END OF SPECIMEN MARKING INSTRUCTIONS]