



National 5 Philosophy: model questions

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This edition: February 2024 (version 1.1)

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Introduction

This resource provides model questions for National 5 Philosophy. It covers the three course sections, and questions are referenced against the mandatory content specified in the course specification. This resource is not mandatory and is intended as an additional support for teachers and lecturers delivering the course. Teachers and lecturers can use this resource to support delivery and understanding of the course.

These questions and marking instructions are illustrative; questions in course assessments may have different wordings and/or different mark allocations.

Note that these questions are not exhaustive and are intended to exemplify ways in which areas of course content may be asked about in a course assessment. Question papers may contain questions about different aspects of a content area or may use different command words when assessing an aspect of content. For full information on course content, please refer to the National 5 Philosophy Course Specification on the [National 5 Philosophy subject page](#).

Teachers and lecturers should take care if using questions from this resource to support assessment activity, as these are in the public domain and may not have strong predictive value. Teachers and lecturers should ensure that any assessment samples appropriately from the skills, knowledge and understanding in the course specification.

Arguments in action model questions

Area of course content	Question	Mark	Marking instructions
Statement	What is a statement?	1	A statement is a sentence that is capable of being true or false. (1 mark)
Statement	Give an example of a statement.	1	The example must be capable of being true or false. (1 mark)
Statement	Is the following sentence a statement? Give a reason for your answer. Shut the door!	1	This sentence is not a statement. It is a command and therefore is not capable of being true or false. (1 mark) No marks for just stating that the sentence is not a statement.
Statement	Name two types of sentences other than statements.	2	Any two for 1 mark each from questions, commands and exclamations.
Distinguishing statements from questions, commands, exclamations, and arguments	There are four sentences in the passage below. Which of these are not statements? Global warming is a scientific fact. How could you possibly think otherwise? We must campaign to reduce global warming. Stop global warming now!	2	<ul style="list-style-type: none"> ♦ How could you possibly think otherwise? (1 mark) ♦ Stop global warming now! (1 mark)

Area of course content	Question	Mark	Marking instructions
Argument	What is an argument?	1	A collection of statements (the premises) put forward to support a central claim (the conclusion). (1 mark) or An argument aims to establish or refute that something is the case. (1 mark)
Argument	Give an example of an argument.	1	The example must have at least one premise that supports a conclusion. (1 mark)
Argument	Is the following conversation an argument in the philosophical sense? Give two reasons for your answer. 'There's no way you're going to win the race today.' 'I definitely will!' 'No chance.' 'Thanks for that vote of confidence.'	2	There is no argument here because: ♦ no attempt is made to persuade or support a claim (1 mark) ♦ it is a disagreement, not a philosophical argument (1 mark)
Argument and statement	State the difference between arguments and statements.	2	♦ statements assert or deny that something is the case (1 mark) ♦ arguments prove or refute that something is the case (1 mark)
Premise	What is a premise?	1	A premise is a reason given in support of an argument's conclusion. (1 mark)

Area of course content	Question	Mark	Marking instructions
Identifying premises and conclusions in an argument	<p>Identify the two premises in the following argument.</p> <p>The Loch Ness monster doesn't exist. All of the recorded sightings have been reported by unreliable people. Also, no one has ever captured it.</p>	2	<ul style="list-style-type: none"> ♦ All of the recorded sightings have been reported by unreliable people. (1 mark) ♦ No one has ever captured the Loch Ness monster. (1 mark)
Identifying premises and conclusions in an argument	<p>Suggest two premises for the following argument:</p> <p>Premise one: Premise two: Conclusion: Socrates is mortal.</p>	2	<ul style="list-style-type: none"> ♦ All men are mortal. (1 mark) ♦ Socrates is a man. (1 mark)
Conclusion	What is the conclusion in an argument?	2	The conclusion in an argument is the claim the argument aims to establish. (1 mark)

Area of course content	Question	Mark	Marking instructions
Conclusion	<p>Identify the conclusion in the following argument:</p> <p>Andy Murray is the best Scottish tennis player ever. He has won three grand slams and two Olympic gold medals. He has also been world number one.</p>	1	Andy Murray is the best Scottish tennis player ever. (1 mark)
Valid	What makes an argument valid?	1	<p>Any one of the following:</p> <ul style="list-style-type: none"> ♦ one that would guarantee a true conclusion if the premises were true (1 mark) ♦ the conclusion necessarily follows from the premises (1 mark) ♦ the truth of the premises guarantees the truth of the conclusion (1 mark) ♦ it is impossible for the conclusion to be false if the premises are true (1 mark)
Invalid	What makes an argument invalid?		<p>Any one of the following:</p> <ul style="list-style-type: none"> ♦ an invalid argument does not guarantee a true conclusion if the premises are true (1 mark) ♦ the conclusion does not follow from the premises (1 mark) ♦ it is possible for the conclusion to be false and the premises true (1 mark)

Area of course content	Question	Mark	Marking instructions
Identifying valid and invalid arguments	<p>My dog has been bitten by a tick. All ticks carry disease.</p> <p>Therefore, my dog has been bitten by a tick which carries disease.</p> <p>Explain why the argument above is valid.</p>	2	<ul style="list-style-type: none"> ♦ definition of a valid argument, such as ‘the conclusion necessarily follows from the premises’ (1 mark) ♦ any appropriate explanation, such as ‘if all ticks carry disease and my dog has been bitten by a tick, then it would be logically impossible for my dog not to have been bitten by a tick which carries disease’ (1 mark)
Identifying valid and invalid arguments	<p>If I work for two hours, then I will get twenty pounds. I have not worked for two hours, so I will not get twenty pounds.</p> <p>Explain why the argument above is invalid.</p>	2	<ul style="list-style-type: none"> ♦ explanation of what would make an argument invalid — such as ‘the conclusion does not necessarily follow from the premises’ (1 mark) ♦ any appropriate explanation that suggests there are other ways of getting twenty pounds — for example, as a gift (1 mark)
Presenting an argument in standard form	What does it mean to put an argument into standard form?	2	<p>Any two of the following:</p> <ul style="list-style-type: none"> ♦ listing and labelling the premises followed by the conclusion (1 mark) ♦ writing premises and conclusion as stand-alone meaningful statements (1 mark) ♦ omitting any unnecessary words or phrases (1 mark)

Area of course content	Question	Mark	Marking instructions
Analysing simple arguments	What is a fallacy?	1	A fallacy is a common error or flaw in reasoning. (1 mark)
Analysing simple arguments	What is meant by the fallacy of attacking the person?	2	A fallacy in which a person attacks an irrelevant personal characteristic of their opponent (1 mark) as a justification for rejecting a claim the opponent makes. (1 mark)
Analysing simple arguments	What is meant by the fallacy of false dilemma?	2	A fallacy in which a person presents two options, rejects one, and concludes that the other must be accepted (1 mark) when there are in fact more than two options available. (1 mark)
Analysing simple arguments	What is meant by the fallacy of illegitimate appeal to authority?	2	A fallacy in which a person appeals to an authority as justification for their claim in an argument (1 mark) when the person appealed to is not an authority on the facts relevant to the argument. (1 mark)
Analysing simple arguments	What is meant by the fallacy of slippery slope?	2	A fallacy in which a person asserts that an undesirable event or commitment will inevitably follow on from an initial first step (1 mark) without providing sufficient justification or showing any necessary connection between them. (1 mark)
Identifying attacking the person fallacy	<p>He might well have given a detailed description of the attacker, but he's never done a day's work in his life and he doesn't get out of bed until lunchtime! There's no way we can rely on his description.</p> <p>Name the fallacy in the above passage.</p>	1	attacking the person (1 mark)

Area of course content	Question	Mark	Marking instructions
Explaining attacking the person fallacy	Explain the fallacy you have named with reference to the passage above.	3	<p>2 marks for explaining the fallacy and 1 mark for relating it to the passage.</p> <ul style="list-style-type: none"> ♦ A fallacy in which a person attacks an irrelevant personal characteristic of his opponent (1 mark) as a justification for rejecting a claim their opponent makes. (1 mark) ♦ In this case, not accepting the person's description because of irrelevant personal details — 'he's never done a day's work and doesn't get out of bed until lunchtime'. (1 mark)
Giving an example of attacking the person fallacy	State an example of the fallacy of attacking the person.	1	Any example of an argument in which an irrelevant attack is presented as a reason to discredit a claim someone makes. (1 mark)
Identifying the false dilemma fallacy	<p>Either you agree to increase spending on defence, or we have to conclude that you don't want our country to be safe. Since you are refusing to increase defence spending, you obviously don't care about the safety of our country.</p> <p>Name the fallacy in the above passage.</p>	1	false dilemma (1 mark)

Area of course content	Question	Mark	Marking instructions
Explaining the false dilemma fallacy	Explain the fallacy you have named with reference to the passage above.	3	<p>2 marks for explaining the fallacy and 1 mark for relating it to the passage.</p> <p>An informal fallacy in which a person presents two options, rejects one and concludes that the other must be accepted (1 mark) when there are in fact more than two options available. (1 mark)</p> <p>It doesn't follow that you don't want our country to be safe because you don't support increasing defence spending. There are other options. (1 mark)</p> <p>or</p> <p>You might support co-operating with other countries and persuading them to reduce spending on defence. (1 mark)</p>
Giving an example of the false dilemma fallacy	State an example of the false dilemma fallacy.	1	Any example in which the conclusion of the argument is reached by rejecting one of only two options presented when in fact more than two options are available (or accepting one and concluding that the other must be rejected). (1 mark)
Identifying the illegitimate appeal to authority fallacy	<p>My best friend told me that the police never check the CCTV cameras on the main street, so I'll drive at whatever speed I like.</p> <p>Name the fallacy in the above passage.</p>	1	illegitimate appeal to authority (1 mark)

Area of course content	Question	Mark	Marking instructions
Explaining the illegitimate appeal to authority fallacy	Explain the fallacy you have named with reference to the passage above.	3	<p>2 marks for explaining the fallacy and 1 mark for relating it to the passage.</p> <ul style="list-style-type: none"> ♦ An informal fallacy in which a person appeals to an authority as justification for their claim in an argument (1 mark) when the person appealed to is not an authority on the facts relevant to the argument. (1 mark) ♦ In this case, someone's best friend is not an appropriate authority on this matter. They may have information from other sources not mentioned in this argument but just going on their opinion here is not acceptable. (1 mark)
Giving an example of the illegitimate appeal to authority fallacy	State an example of the illegitimate appeal to authority fallacy.	1	any correct example (1 mark)

Area of course content	Question	Mark	Marking instructions
Identifying the slippery slope fallacy	<p>The Great British Bake Off might seem like a bit of harmless fun, but once you start watching that, it's a small step to Celebrity Masterchef, and then all sorts of mindless cooking shows will seem like entertainment. No one wants to end up spending their afternoons watching Come Dine With Me. You should give The Bake Off a body swerve.</p> <p>Name the fallacy in the above passage.</p>	1	slippery slope (1 mark)
Explaining the slippery slope fallacy	<p>Explain the fallacy you have named with reference to the passage above.</p>	3	<p>2 marks for explaining the fallacy and 1 mark for relating it to the passage.</p> <ul style="list-style-type: none"> ♦ An informal fallacy when a person asserts that an undesirable event or commitment will inevitably follow from an initial first step (1 mark) without providing sufficient justification or showing any necessary connection between them. (1 mark) ♦ Just because you watch the Great British Bake Off does not mean you're going to end up watching Celebrity Masterchef or Come Dine With Me. There is no support for this claim. (1 mark)

Area of course content	Question	Mark	Marking instructions
Giving an example of the slippery slope fallacy	State an example of the slippery slope fallacy.	1	Any example in which it is asserted that an undesirable event or commitment will inevitably follow on from an initial first step without providing sufficient justification or showing any necessary connection between them. (1 mark)

Knowledge and doubt model questions

Area of course content	Question	Mark	Marking instructions
The distinction between 'knowing how' and 'knowing that'	<p>My friend knows how to drive her car and she knows that the school is at the end of the street.</p> <p>Explain the difference between the two types of knowledge mentioned in the above passage.</p>	2	<p>Candidates may word their response in a variety of ways, but it is important that they explain both 'knowing how' and 'knowing that'. The following are acceptable:</p> <ul style="list-style-type: none"> ♦ 'knowing how' refers to knowing how to do something or having an ability (1 mark) ♦ 'knowing that' refers to propositional knowledge or knowledge of facts (1 mark) ♦ 'knowing that' concerns truth (1 mark) ♦ 'knowing how' concerns ability or skill (1 mark)
Knowledge as 'justified, true belief' (the tripartite theory of knowledge)	<p>Explain the tripartite theory of knowledge.</p> <p>Your answer should include a description of each of the conditions for knowledge.</p>	3	<p>1 mark for each description:</p> <ul style="list-style-type: none"> ♦ justified — there must be support for the knowledge claim (1 mark) ♦ true — the claim must be true (1 mark) ♦ belief — the claim must be accepted (1 mark) <p>1 mark for only stating 'justified true belief'.</p> <p>Candidates may say that each condition is individually necessary (1 mark) and that all three together are jointly sufficient. (1 mark)</p>

Area of course content	Question	Mark	Marking instructions
Empiricism — all knowledge of the world ultimately depends on experience	State one feature of empiricism.	1	1 mark for any of the following: <ul style="list-style-type: none"> ♦ knowledge is based on experience (1 mark) ♦ knowledge is acquired through the senses (1 mark)
Empiricism — all knowledge of the world ultimately depends on experience (Locke's blank sheet of paper)	Explain how Locke uses a blank sheet of paper to demonstrate how we acquire knowledge.	4	1 mark for any of the following: <ul style="list-style-type: none"> ♦ Locke rejects the existence of innate ideas — says we are born without knowledge (1 mark) ♦ he uses his metaphor of a blank sheet of paper to represent the human mind before it acquires knowledge (1 mark) ♦ he claims that we gain knowledge gradually through our experiences (a-posteriori) (1 mark) ♦ any of Locke's criticisms of innate ideas (1 mark)
Rationalism — at least some knowledge of the world can be gained through reason and innate ideas	State one feature of rationalism.	1	1 mark for any of the following: <ul style="list-style-type: none"> ♦ knowledge of the world is founded on reason (1 mark) ♦ we have innate ideas (1 mark)

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Rationalism — at least some knowledge of the world can be gained through reason and innate ideas (Leibniz' block of marble)	Explain how Leibniz uses a block of veined marble to demonstrate how we acquire knowledge.	4	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> ◆ Leibniz claims that we have some innate ideas — says we are born with some knowledge. (1 mark) ◆ He uses his metaphor of veined marble to represent the human mind prior to experience. (1 mark) ◆ The veins in the marble guide the sculptor towards the sculpture in the same way that innate ideas guide the thinker towards knowledge. (1 mark) ◆ Any appropriate example of ideas that Leibniz considered innate. (1 mark)
Scepticism — the claim that knowledge (perhaps in just some cases; perhaps in all cases) is unattainable	What is scepticism?	1	<p>Either of the following two statements is acceptable:</p> <ul style="list-style-type: none"> ◆ Scepticism is the claim that knowledge (perhaps in just some cases; perhaps in all cases) is unattainable. (1 mark) ◆ The view that knowledge is impossible to attain because it is not possible for any knowledge claim to be properly justified. (1 mark)
Scepticism: sceptical arguments	Explain why sceptics claim that it is impossible to know anything for certain.	4	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> ◆ Sceptics are concerned about the justification criterion of the tripartite theory of knowledge. (1 mark) ◆ All justification or evidence for knowledge can be doubted. (1 mark) ◆ Sceptics argue that our senses might be deceiving us. (1 mark) ◆ Sceptics argue that we can't know for sure if we are dreaming. (1 mark) ◆ Sceptics argue that maybe we are being deceived about the existence of the external world. (1 mark)

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Scepticism: infinite regress of justifications	What do sceptics mean by 'the infinite regress of justification'?	3	<p>Candidates will answer this question in different ways, but should cover the following points — 1 mark for each point:</p> <ul style="list-style-type: none"> ◆ Knowledge is defined as 'justified true belief'. (1 mark) ◆ Sceptics argue that each proposition of knowledge requires justification. (1 mark) ◆ This means that the justification for any proposition used to justify a claim to knowledge must itself be justified. (1 mark) ◆ This leads to an infinite regress because the process of producing evidence to justify our beliefs has no end. (1 mark) <p>1 mark for an appropriate example.</p>
Descartes — method of doubt: senses, dreaming, and deceiving God argument	<p>Explain the different stages of Descartes' method of doubt.</p> <p>In your answer you must describe:</p> <ul style="list-style-type: none"> ◆ Descartes' aims ◆ Descartes' senses argument ◆ Descartes' dreaming argument ◆ Descartes' deceiving God argument 	10	<p>Up to 2 marks for a statement of Descartes' aims — any of the following is acceptable:</p> <ul style="list-style-type: none"> ◆ to find certainty (1 mark) ◆ to find a foundation for knowledge (1 mark) ◆ to examine his beliefs and keep only true beliefs (1 mark) ◆ to establish the limits of scepticism (1 mark) <p>8 marks are available for description of the arguments.</p> <p>A maximum of 6 marks if candidates do not cover all three arguments.</p>

Area of course content	Question	Mark	Marking instructions
			<p>Candidates should gain marks for any of the following points:</p> <p>Senses argument</p> <ul style="list-style-type: none"> ◆ Descartes' claim that many of the beliefs he has taken to be completely reliable come from his sense experience. (1 mark) ◆ His assertion that his senses have been shown to deceive him. (1 mark) ◆ His conclusion that it might be wise not to trust in them completely. (1 mark) ◆ His examples of the kinds of things our senses deceive us about — things that are very small or very far away. (1 mark) ◆ We can't doubt all knowledge from our senses, otherwise we would be insane. (1 mark) <p>Dreaming argument</p> <ul style="list-style-type: none"> ◆ His belief that he sometimes thinks he is sitting by the fire when in fact he is in bed, dreaming that he is awake. (1 mark) ◆ His view that, in dreams, we can have the experience of seeing things yet these things are not there in reality. (1 mark) ◆ His suggestion that perhaps all his supposed experiences of the external world are, similarly, a product of his mind. (1 mark) ◆ His claim that there are no definitive signs by which he can distinguish wakefulness from sleep. (1 mark) ◆ His conclusion that, as he could be dreaming, he cannot trust any knowledge gained from his sense experiences. (1 mark) ◆ Certain kinds of knowledge are retained, for example, knowledge of mathematical truths. (1 mark)

Area of course content	Question	Mark	Marking instructions
			<p>Deceiving God argument</p> <ul style="list-style-type: none"> ◆ Descartes uses the deceiving God to cast doubt over knowledge based on reason (1 mark) for example, God may even be deceiving him about mathematical truths. (1 mark) ◆ He also speculates that God is deceiving him about the existence of the entire world. (1 mark) ◆ Descartes concludes that the foundations for all of his knowledge are undermined by the possibility that God might be deceiving him. (1 mark)
Descartes — method of doubt: senses argument	Explain Descartes' senses argument.	3	<p>Candidates should demonstrate that they have understood the senses argument to gain 3 marks.</p> <p>Senses argument</p> <ul style="list-style-type: none"> ◆ Descartes' claim that many of the beliefs he has taken to be completely reliable come from his sense experience. (1 mark) ◆ His assertion that his senses have been shown to deceive him. (1 mark) ◆ His conclusion that it might be wise not to trust in them completely. (1 mark) ◆ His examples of the kinds of things our senses deceive us about — things that are very small or very far away. (1 mark) ◆ We can't doubt all knowledge from our senses, otherwise we would be insane. (1 mark)

Area of course content	Question	Mark	Marking instructions
Descartes — method of doubt: dreaming argument	Explain Descartes' dreaming argument.	3	<p>Candidates should demonstrate that they have understood the dreaming argument to gain 3 marks.</p> <p>Dreaming argument</p> <ul style="list-style-type: none"> ◆ His belief that he sometimes thinks he is sitting by the fire when in fact he is in bed, dreaming that he is awake. (1 mark) ◆ His view that, in dreams, we can have the experience of seeing things, yet these things are not there in reality. (1 mark) ◆ His suggestion that perhaps all his supposed experiences of the external world are, similarly, a product of his mind. (1 mark) ◆ His claim that there are no definitive signs by which he can distinguish wakefulness from sleep. (1 mark) ◆ His conclusion that, as he could be dreaming, he cannot trust any knowledge gained from his sense experiences. (1 mark) ◆ Certain kinds of knowledge are retained, for example, mathematical. (1 mark)
Descartes — method of doubt: deceiving God argument	Explain Descartes' deceiving God argument.	3	<p>Candidates should demonstrate that they have understood the deceiving God argument to gain 3 marks.</p> <p>Deceiving God</p> <ul style="list-style-type: none"> ◆ Descartes uses the deceiving God to cast doubt over knowledge based on reason. (1 mark) For example, God may even be deceiving him about mathematical truths. (1 mark) ◆ He also speculates that God is deceiving him about the existence of the entire world. (1 mark) ◆ Descartes concludes that the foundations for all of his knowledge are undermined by the possibility that God might be deceiving him. (1 mark)

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Malicious demon	Explain how Descartes uses the malicious demon in his search for a foundation for knowledge.	4	<p>1 mark for each correct point:</p> <ul style="list-style-type: none"> ◆ By the end of the method of doubt, Descartes can raise a doubt about every single one of his former beliefs without exception. (1 mark) ◆ He remains concerned about his tendency to keep falling back into his old beliefs. (1 mark) ◆ He therefore adopts the malicious demon as a device he can use to deceive himself that his previous beliefs are actually false. (1 mark) ◆ Descartes' uses the malicious demon to maintain his most extreme sceptical position. (1 mark) ◆ The malicious demon eventually allows Descartes to say that he has found a certain piece of knowledge that is beyond doubt. (1 mark)
Explaining the cogito	Why does Descartes consider his cogito to be a certain truth?	4	<p>1 mark for any four of the following points:</p> <ul style="list-style-type: none"> ◆ It is necessarily true, every time that he thinks it. (1 mark) ◆ Even if the malicious demon is deceiving him, he thinks, and therefore he exists. (1 mark) ◆ He cannot doubt that he thinks because doubting is a form of thinking. (1 mark) ◆ If he were to doubt that he exists, that would prove he does exist — as something that thinks must exist. (1 mark) ◆ It is a self-authenticating statement (1 mark)

Area of course content	Question	Mark	Marking instructions
<p>Explain criticisms (strengths and weaknesses) of Descartes's positions and theories</p> <p>Criticisms of the cogito</p>	<p>Descartes' cogito is sometimes criticised. Describe four of these criticisms.</p>	4	<p>1 mark for any of the following criticisms:</p> <ul style="list-style-type: none"> ◆ The cogito shows that there is a thought, not necessarily that there is a thinker. (1 mark) ◆ There is an unjustified jump in reasoning from 'I think' to 'I am'. (1 mark) ◆ A hidden premise ('thinking things exist') needs to be inserted to allow the conclusion. (1 mark) ◆ Any relevant accusation of circularity — the cogito is circular since it assumes what it is setting out to prove. (1 mark) ◆ Descartes does not doubt reason in his cogito argument, despite his doubt in the malicious demon argument about the laws of logic. (1 mark) ◆ The cogito stands up to Descartes' sceptical challenge. (1 mark) ◆ The possibility that Descartes did not present the cogito as an argument. (1 mark) ◆ Descartes discovered a unique type of statement that, whenever it is stated, can never be false. (1 mark)
<p>Hume's distinction between impressions and ideas, including his distinction between simple and complex ideas</p>	<p>Explain how Hume distinguishes between impressions and ideas. Give an example of an impression and an idea to support your answer.</p>	4	<ul style="list-style-type: none"> ◆ an impression is a more lively perception (1 mark) ◆ an idea is a less lively perception (1 mark) ◆ correct example of an impression (1 mark) ◆ correct example of an idea (1 mark)

Area of course content	Question	Mark	Marking instructions
Explain criticisms (strengths and weaknesses) of Hume's positions and theories	Describe four criticisms of Hume's theory of impressions and ideas.	4	<p>Candidates should gain marks for any of the following criticisms:</p> <ul style="list-style-type: none"> ◆ Hume's theory is atomistic, and so it fits in with our scientific understanding of the world. (2 marks) ◆ The simple/complex distinction allows Hume to account for acts of the imagination. (1 mark) ◆ Hume's view that all ideas can be derived from impressions gives us reason to reject the theory that some ideas are innate. (1 mark) ◆ Some people might say that there are exceptions to Hume's distinction between impressions and ideas (1 mark), but Hume defends his view against this criticism by pointing out that it applies only to the healthy mind. (1 mark) ◆ It is not clear what Hume means by force and vivacity. (1 mark) ◆ It is questionable whether all impressions have more force and vivacity than all ideas. (1 mark) ◆ Not all ideas are faint (1 mark), for example nightmares might count as ideas and can be vivid. (1 mark)
<p>Hume's two arguments concerning the origin of ideas</p> <p>Argument 1: all ideas can be traced back to earlier impressions</p>	Hume puts forward two arguments about the origin of ideas. Explain his two arguments.	8	<p>Award 3 marks for the first argument and 5 marks for the second argument.</p> <ul style="list-style-type: none"> ◆ Hume's first argument is that all ideas can be traced back to earlier impressions. (1 mark) ◆ For example, we form a complex idea of God using simple ideas we acquire from experience. (1 mark) ◆ We augment (or increase or enlarge) the qualities of goodness and wisdom without limit to form the idea of God. (1 mark)

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Argument 2: if I don't have the impression, then I don't have the corresponding idea			<ul style="list-style-type: none"> ◆ Hume's second argument claims that if I don't have the impression, then I don't have the corresponding idea. (1 mark) ◆ He claims that they will lack the corresponding idea as they have not gained the impression to derive the idea from. (1 mark) <p>Hume's three examples to support his claim that if I don't have the impression, then I don't have the corresponding idea:</p> <ul style="list-style-type: none"> ◆ malfunctioning senses (1 mark) ◆ absence of relevant experience (1 mark) ◆ absence due to species limitation (1 mark)
Hume's explanation of the distinction between impressions and ideas with illustrative examples; heat, anger and love	What does Hume say about the distinction between impressions and ideas? You should refer to his examples of heat, anger and love in your answer.	3	<ul style="list-style-type: none"> ◆ Hume says impressions are our more lively perceptions and ideas are less lively. (1 mark) ◆ Anger, love and heat all have more force and vivacity when we experience them (have impressions) (1 mark) than when we remember experiencing them (have ideas). (1 mark)

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Hume's explanation of the distinction between simple and complex ideas with the examples of the 'golden mountain' and 'virtuous horse'	Explain how Hume distinguishes between simple and complex ideas. You should refer to his example of the 'golden mountain' in your answer.	4	<p>Candidates should cover the following areas:</p> <ul style="list-style-type: none"> ♦ a simple idea is a single idea based on one impression (1 mark) ♦ a complex idea is an idea that is built up from simple ideas (1 mark) ♦ an explanation of how the operations of the imagination might be used to arrive at the idea of a 'golden mountain' including reference to 'compound' or 'transpose', showing understanding of the meaning (2 marks) <p>Candidates should gain marks for appropriate reference to 'virtuous horse'.</p>
Hume's response to the belief that we can imagine things we have never experienced	According to Hume, how is it possible for us to form in our imagination ideas which we have never experienced, such as the idea of a unicorn?	4	<p>Candidates should cover the following:</p> <ul style="list-style-type: none"> ♦ we can form complex ideas by combining simple ideas (1 mark) ♦ simple ideas as copies of impressions (1 mark) ♦ an explanation of how the operations of the imagination might be used to arrive at the idea of a unicorn, including reference to 'compound' or 'transpose', showing understanding of the meaning (2 marks)

Area of course content	Question	Mark	Marking instructions
Hume's explanation of how the imagination works in the ways we compound, transpose, augment and diminish simple ideas	Describe how Hume thinks the operations of the imagination allow us to come up with ideas of things we have never experienced. In your answer you should explain one of the operations of the imagination.	5	<p>Candidates should be awarded 2 marks for a description of how Hume thinks the operations of the imagination allow us to come up with ideas of things we have never experienced.</p> <ul style="list-style-type: none"> ◆ we get simple ideas from experience (1 mark) <p>or</p> <ul style="list-style-type: none"> ◆ simple ideas are copies of expressions (1 mark) ◆ we make complex ideas by combining simple ideas, using the operations of the imagination (1 mark) <p>Candidates should gain 3 marks for any correct explanation of one of the operations of the imagination.</p> <ul style="list-style-type: none"> ◆ Ideas can be compounded (1 mark) — the imagination can combine ideas and put them together to form a new idea (1 mark), for example, a golden mountain. (1 mark) ◆ Ideas can be transposed (1 mark) — the imagination can change the position of ideas (1 mark), for example, we can take the head of one animal and put it on the body of a different animal. (1 mark) ◆ Ideas can be augmented (1 mark) — we can make things bigger in our imagination (1 mark), for example, we can make a butterfly huge. (1 mark) ◆ Ideas can be diminished (1 mark) — we can make things smaller in our imagination (1 mark), for example, we can imagine an elephant the size of a mouse. (1 mark) <p>Candidates should show that they understand that the operations of the imagination enable us to come up with ideas of things we've never experienced.</p>

Area of course content	Question	Mark	Marking instructions
Missing shade of blue	Describe Hume's missing shade of blue.	6	<p>To get full marks, candidates must make it clear that the missing shade of blue could be imagined.</p> <p>1 mark for each correct and relevant point:</p> <ul style="list-style-type: none"> ◆ a counter example that shows there is at least one idea that is not based on an impression (1 mark) ◆ imagines someone who has seen every shade except one (1 mark) ◆ all the shades are arranged in order from darkest to lightest (1 mark) ◆ Hume claims that such a person could identify where there is a missing shade (1 mark) ◆ Hume claims that such a person could also imagine the missing shade (1 mark) ◆ the person can therefore have an idea of the missing shade of blue without ever having had an associated impression (1 mark) ◆ this is a singularity and can be ignored (1 mark)

Moral philosophy model questions

Area of course content	Question	Mark	Marking instructions
Explanation of two moral theories: utilitarianism and one other	Describe the main aspects of utilitarianism.	6	<p>To get full marks candidates must cover the following areas. 1 mark for stating a point and 1 mark for expanding on that point:</p> <ul style="list-style-type: none"> ◆ consequentialist principle (1 mark) — the consequences are the only relevant factor in judging the moral value of an action (1 mark) ◆ hedonic principle (1 mark) — pleasure is the only good, so good consequences must involve the maximisation of pleasure (or at least the minimisation of pain) (1 mark) ◆ equity principle (1 mark) — everyone's pleasure or happiness is of equal value (1 mark) ◆ greatest happiness principle (1 mark) — the right action is the one that brings about the greatest happiness for the greatest number (1 mark) <p>Candidates can gain marks for any suitable example.</p>
Explanation of two moral theories: utilitarianism and one other	Describe the main aspects of your other moral theory.	6	<p>For candidates who have studied Kantianism. Any main features, such as:</p> <ul style="list-style-type: none"> ◆ deontological theory (1 mark) — duty based (1 mark) ◆ it is based on intentions (1 mark), not consequences (1 mark) ◆ reason is sovereign when making moral decisions (1 mark) ◆ maxims are universalised using the categorical imperative (2 marks) ◆ no one should be used 'merely as a means to an end but at the same time as an end in themselves' (1 mark)

Area of course content	Question	Mark	Marking instructions
			<p>For candidates who have studied Virtue Ethics. Any main features, such as:</p> <ul style="list-style-type: none"> ◆ it is concerned with how to live a good life (1 mark) — to live a good life we ought to strive for a virtuous character (1 mark) ◆ emphasis is on character (1 mark) rather than actions (1 mark) ◆ an action is good if it is what a virtuous person would do (1 mark) ◆ virtues are what we need to live a good life (1 mark) <p>Any moral theory other than Kantianism and Virtue Ethics should be marked on merit.</p>
Application of two moral theories to a scenario: utilitarianism and one other	You work in a shop and your brother has asked you to steal a camera for him. How would followers of utilitarianism advise you about this situation?	6	<p>Candidates must apply utilitarianism to the given scenario. Candidates achieve no marks for simply recounting their personal views.</p> <p>1 mark for each relevant point, which may include:</p> <ul style="list-style-type: none"> ◆ The right thing to do will be the thing that leads to the best consequences (1 mark) — consideration of realistic consequences of stealing or not stealing the camera. (1 mark) Discussion of short-term versus long-term consequences would be appropriate. (1 mark) ◆ Discussion of who would benefit or suffer from the theft of the camera. (1 mark) ◆ Principle of equity — everyone's happiness ought to be equal (1 mark) — how does this influence the decision to steal or not steal the camera? Weighing up the comparative pain and pleasure caused by the theft to everyone involved. (1 mark) <p>Candidates should gain marks for making relevant reference to the hedonic calculus. Candidates should make clear that followers of utilitarianism would say that stealing the camera is wrong.</p>

Area of course content	Question	Mark	Marking instructions
Application of two moral theories to a scenario: utilitarianism and one other	You work in a shop and your brother has asked you to steal a camera for him. How would followers of your other moral theory advise you about this situation?	6	<p>Candidates must apply the chosen moral theory to the given scenario. Candidates achieve no marks for simply recounting their personal views.</p> <p>1 mark for each relevant point, which may include:</p> <p>Kantianism:</p> <ul style="list-style-type: none"> ◆ Kant would advise you that the right thing to do is to act in accordance with your moral duty. (1 mark) ◆ Kant would think it is not acceptable to steal because not stealing is a perfect duty (1 mark). This means stealing is never permissible. (1 mark) ◆ Even if the camera brought your brother pleasure, considering consequences is not part of Kant's moral decision making so this would be irrelevant. (2 marks) ◆ Explanation of the categorical imperative and the construction of a maxim. (2 marks) ◆ Your brother is treating you, and you would be treating the owner of the shop, solely as a means to an end, which Kant would find unacceptable. (1 mark) <p>Virtue Ethics:</p> <ul style="list-style-type: none"> ◆ Stealing is wrong because it deprives a person of what is rightfully their property. (1 mark) <p>Conflict arises for a virtuous person who may wish to help a brother but would need to steal in order to do so. (1 mark) In not stealing, you are demonstrating a virtuous character (1 mark), for example bravery, compassion and kindness. (1 mark)</p> <ul style="list-style-type: none"> ◆ Followers of virtue ethics might discuss if any virtues could possibly underlie individual acts of stealing — such as stealing to feed the hungry. (1 mark)

Area of course content	Question	Mark	Marking instructions
			<p>♦ In this case, stealing a luxury item (a camera) is not virtuous (1 mark) — it would be better to be honest. (1 mark)</p> <p>Any moral theory other than Kantianism and Virtue Ethics should be marked on merit.</p>
Utilitarianism: the greatest happiness principle	What is the greatest happiness principle?	1	The principle that the more happiness and the less unhappiness an action produces, the more morally praiseworthy it will be. (1 mark)
Utilitarianism: consequentialism	What do utilitarians mean by the term 'consequentialism'?	1	The greater the consequences an action produces the more morally right the action is. (1 mark)
Utilitarianism: equity	Why is the term 'equity' important for utilitarians?	1	Because utilitarians believe everyone's happiness counts equally in our moral decision making. (1 mark)
Utilitarianism: hedonism	Why is the term 'hedonism' important for utilitarians?	1	Because utilitarians believe pleasure is the only good; pleasure or happiness is the only thing worth valuing. (1 mark)
Utilitarianism: calculating potential happiness: Bentham's hedonic calculus	Describe Bentham's hedonic calculus.	4	<p>♦ Description of the hedonic calculus as a way to measure pleasure and pain (1 mark) to find out the morally right action. (1 mark)</p> <p>♦ Stating that the hedonic calculus is to do with the quantity of happiness in terms of numerical values. (1 mark)</p> <p>♦ Mentioning at least one of the components from the hedonic calculus — intensity, duration, certainty, propinquity, fecundity, purity, extent. (2 marks)</p>

Area of course content	Question	Mark	Marking instructions
Criticisms of Bentham's hedonic calculus	Explain two criticisms of Bentham's hedonic calculus.	4	<p>Any two of the following criticisms should gain marks:</p> <ul style="list-style-type: none"> ♦ The problem of calculation of quantity of pleasure is not necessarily solved simply by the existence of the hedonic calculus (1 mark) because it is time consuming to carry out the calculations. (1 mark) ♦ It is not clear how the hedonic calculus resolves the problem of assessing the quantity of pleasure. (1 mark) For example, how is it possible to quantify and compare intensity of pleasure with duration of pleasure? (1 mark) ♦ The calculus does not prioritise or rank aspects of pleasure and so can lead to confusion. (1 mark) An effect of this could be that Bentham's hedonic calculus could justify immoral acts such as the case of the sadistic guards. (1 mark) ♦ Different people may come up with different assessments of the amount of pleasure or pain an action will lead to (1 mark), depending on how good they are at anticipating how people might feel and predicting how events might unfold. (1 mark)
Utilitarianism: calculating potential happiness: Mill's distinction between higher and lower pleasures	Explain how Mill distinguishes between higher and lower pleasures. Give examples of a higher and a lower pleasure to support your answer.	6	<ul style="list-style-type: none"> ♦ Mill developed his 'position' on higher and lower pleasures to address the criticism that utilitarianism is a 'swine' philosophy. (1 mark) ♦ His focus was on the quality of pleasure rather than the quantity of pleasure. (1 mark) ♦ Higher pleasures appeal to higher faculties. (1 mark) ♦ Any suitable example such as literature, art or music. (1 mark) ♦ Lower pleasures are animalistic. (1 mark) ♦ Any suitable example such as food, drink or sex. (1 mark) <p>Candidates should gain marks for correct reference to competent judges.</p>

Area of course content	Question	Mark	Marking instructions
Criticisms of Mill's position on higher and lower pleasures	Give two criticisms of Mill's position on higher and lower pleasures.	2	<ul style="list-style-type: none"> ◆ There may be a difficulty in determining if a given experience counts as a higher or lower pleasure. (1 mark) ◆ It is arguably difficult to agree on what constitutes a higher or lower pleasure. (1 mark) <p>Any other appropriate comment. (1 mark)</p> <p>Candidates achieve no marks for saying 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>
Three common criticisms of utilitarianism: evil pleasures	Why might the notion of 'evil pleasures' be problematic for the followers of utilitarianism?	4	<p>1 mark for each point. Additional mark for a developed point:</p> <ul style="list-style-type: none"> ◆ Evil pleasures refer to the criticism that not all pleasures are good. (1 mark) ◆ Because someone may derive great pleasure from the suffering of others (1 mark), in order to maximise happiness it seems we may sometimes need to condone evil pleasures. (1 mark) ◆ This is a problem for utilitarianism because most people would view inflicting suffering on others as morally wrong. (1 mark) <p>1 mark out of the 4 marks for an example of 'evil pleasures'.</p>

Area of course content	Question	Mark	Marking instructions
Three common criticisms of utilitarianism: difficulty of predicting consequences	Explain why the difficulty of predicting consequences might be a problem for followers of utilitarianism?	4	<p>1 mark for each point. Additional mark for a developed point:</p> <ul style="list-style-type: none"> ◆ It is difficult to predict consequences — the unexpected can happen. (1 mark) ◆ Sometimes actual consequences are not the intended consequences. (1 mark) ◆ Even reasonably foreseeable consequences can turn out to be something quite different. (1 mark) ◆ There is sometimes an issue with balancing long-term versus short-term consequences. (1 mark) ◆ How far should we take account of global versus local consequences? (1 mark) <p>1 mark out of the 4 marks for an example of the 'difficulty of predicting consequences'.</p>
Three common criticisms of utilitarianism: tyranny of the majority	Explain why the tyranny of the majority might be a problem for followers of utilitarianism?	4	<p>1 mark for each point. Additional mark for a developed point.</p> <ul style="list-style-type: none"> ◆ Tyranny of the majority refers to the possibility of the majority exploiting a minority when maximising happiness. (1 mark) ◆ This is to do with the problem of justice for the minority. (1 mark) ◆ In order to bring about the greatest aggregate happiness, particularly in the short-term, it seems that the happiness of the minority must sometimes be sacrificed. (1 mark) ◆ This problem shows that justice can be a problem for followers of utilitarianism because what maximises happiness does not always coincide with what is just. (1 mark) ◆ What the majority want may seem to ignore justice and/or rights of the minority. (1 mark) <p>1 mark out of the 4 marks for an example of the 'tyranny of the majority'.</p>

Area of course content	Question	Mark	Marking instructions
For the other moral theory: three common criticisms: candidates should be able to write about these in a similar level of detail to the criticisms of utilitarianism as explained in the course specification	Explain three criticisms of your other moral theory.	6	<p>1 mark for identifying a criticism and an additional mark for explaining the criticism.</p> <p>No marks for statements that are just a fact about the theory — for example, stating that Kantianism does not consider consequences is not, in itself, a criticism.</p> <p>Candidates who have studied Kantianism may identify the following criticisms:</p> <ul style="list-style-type: none"> ◆ According to Kantianism, we should completely ignore consequences. (0 marks, because this is just a fact about the theory, not a criticism of it). Yet human beings intuitively look at consequences when making moral decisions. (1 mark) We would tend to regard someone who ignored the consequences of their actions when making moral decisions as quite reckless. (1 mark) This would suggest that consequences are in fact relevant. (1 mark) ◆ Kantianism ignores motives other than duty. (0 marks, because this is a fact about the theory, not a criticism of it.) Yet we tend to regard people who act out of kindness, love or a desire to do good things to be deserving of moral praise. (1 mark) Kant's theory therefore runs against our intuitions about what makes someone morally good. (1 mark) ◆ Duties often seem to conflict with each other (1 mark) for example, we may have a duty to keep a promise and a duty to tell the truth. (1 mark) <p>Candidates who have studied Virtue Ethics may identify the following criticisms:</p> <ul style="list-style-type: none"> ◆ Virtue Ethics might not offer an obvious way to figure out what we ought to do (1 mark), as there is not a clear-cut list of virtues. (1 mark) ◆ Virtues can sometimes come into conflict with each other (1 mark) for example, it is virtuous to be kind and to be honest, but it is sometimes not possible to be both. (1 mark)

Area of course content	Question	Mark	Marking instructions
			<p>♦ It seems that Virtue Ethics can be reduced to a deontological moral theory (1 mark). Honesty being a virtue is very much like a moral law that says 'do not tell lies'. (1 mark)</p> <p>Any moral theory other than Kantianism and Virtue Ethics should be marked on merit.</p>

Administrative information

Published: February 2024 (version 1.1)

History of changes

Version	Description of change	Date
1.1	Previously published on Understanding Standards website as a resource for session 2021–22. Style updated for publication on subject page.	February 2024

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