



National
Qualifications
2016

2016 Philosophy

Higher

Finalised Marking Instructions

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Part One: 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 for each question. The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer.

Marks should always be assigned in accordance with these marking instructions. In problematic cases advice should be sought from your Team Leader or Principal Assessor.

Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.

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.

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.

In their giving their responses, candidates will show the following skills, knowledge and understanding.

Knowledge: One mark should be awarded for each relevant, developed point of knowledge and understanding which is used to respond to the question. Not all related information will be relevant. For example, it is unlikely that biographical information will be relevant.

Analysis: This is the breakdown of something into its constituent parts and detection of the relationships of those parts and the way they are organised. This might, for example, involve identifying the component parts of an argument and showing how they are related, explaining how an argument develops or identifying key features of a philosophical position.

Evaluation: This occurs when a judgement is made on the basis of certain criteria. The judgement may be based on internal criteria such as consistency and logical accuracy or on external criteria such as whether a philosophical position accords with widely held moral intuitions.

Reasoned view: This is the ability to develop and sustain an argument that leads to and supports a clear conclusion.

Marking principles for each question type

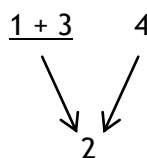
The following provides an overview of marking principles for each question type.

Questions requiring candidates to represent an argument using an argument diagram.

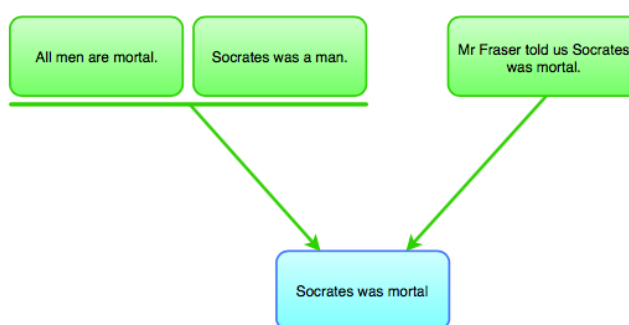
There is more than one way of constructing an argument diagram but it is expected that candidates will be familiar with those using numbers and an accompanying legend, e.g.

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

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



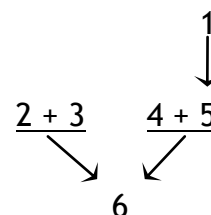
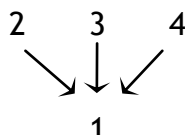
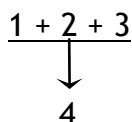
and those where the statements are written directly into boxes, e.g.



It is usual for those with numbers to be written such that the **final conclusion** is at the bottom of the diagram; it is common for those with boxes to be written such that the **final conclusion** is at the top of the diagram. Diagrams of either type and written in either direction are acceptable. It is common for the statements in the legend to be arranged in standard form with the final conclusion at the end rather than have the statements listed in the order in which they occur in the passage. Either option is acceptable.

If a candidate includes an unstated premise or conclusion in their diagram it should be clearly indicated as such. When using a legend, some people choose to indicate unstated premises and conclusions by using letters rather than numbers. This is acceptable.

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



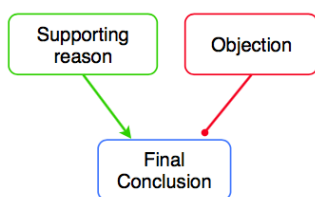
In dealing with a source it is expected that candidates will be able to recognise and appropriately interpret **inference indicators**, i.e. **premise indicators** (e.g. since, because, etc.) and **conclusion indicators** (e.g. therefore, so, etc.). It is expected that candidates will be able to distinguish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

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

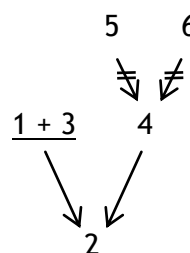
When writing the legend or placing the argument into boxes it is expected that the candidate will 'tidy up' the wording of the argument so that each part of the argument can be read as a stand-alone statement, e.g. rhetorical questions should be rewritten as statements, some commands might be interpreted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

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

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



or



Section 1 - Arguments in Action

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Question		Specific Marking Instructions for this question	Max mark
2.	(a)	eg. I prayed that I would not have to struggle financially and then I won the lottery. So I won the lottery because my prayers were answered. Any example of a post hoc ergo propter hoc argument will be credited.	1
	(b)	This kind of argument makes the mistaken assumption that because event A occurred before event B, event A caused event B. One mark for a correct explanation.	1
3.		- This is an example of denying the antecedent. - It is a formal fallacy, which means the structure of the argument is invalid. - It is possible that the person will live a long and healthy life even if they do not exercise regularly.	2
4.		- Any argument of the form, if P then Q, Q, therefore P. - eg. If it is raining, then the ground is wet. The ground is wet, therefore it is raining. (It is not sufficient to just say it is a formal fallacy as this does not explain what is meant by affirming the consequent.)	2
5.		- This is a fallacy in which the same word has more than one meaning and different meanings are used in different parts of the argument. - There is an ambiguity in the use of the word 'found'. It might refer to difficulty in sourcing the ore; it might refer to finding something that has been lost. - The only meaningful interpretation of 'found' in the premise is sourcing the ore whereas the conclusion seems to be drawn on the assumption that the word refers to finding something that has been lost. - It is possible that there is no ambiguity if the writer meant that people shouldn't lose something if it is difficult to replace because, in terms of sourcing the ore, it is rarely found. A maximum of 2 marks may be awarded for simply describing different types of ambiguity; 1 mark can be awarded for any appropriate statement about how ambiguity affects the argument given in the source; up to 2 marks may be awarded for clarifying each part of any plausible ambiguity identified in the source.	3

Section 2 - Knowledge and Doubt

Question	Specific Marking Instructions for this question	Max mark
6.	Candidates may answer this question in a variety of ways. For example, they may concentrate on the strategy used by Descartes to establish the <i>Cogito</i> and discuss whether this strategy is successful or they may focus on the nature of the <i>Cogito</i> and discuss whether Descartes has established the certainty he believes he has established. <u>This question will be marked holistically according to the criteria given below.</u> An answer gaining 0-4 marks will typically • Be a poor answer with mainly irrelevant KU. • Fail to show any understanding of Descartes' method of doubt or the <i>cogito</i>. An answer gaining 5-9 marks will typically • Be a weak answer that will contain some relevant KU and limited, analysis/evaluation. • Contain an attempt at explaining Descartes' method of doubt and the <i>cogito</i> but which has significant omissions and/or confusions. • Tend to have a lot of description, some of it irrelevant. An answer gaining 10 - 12 marks will typically • Be a satisfactory response that makes some attempt at addressing the issue raised by the question by referring to mainly relevant KU on aspects of Descartes' claim. • Identify some appropriate arguments pertaining to the convincingness or otherwise of Descartes' claim. • Contain evaluative statements that are supported by some reasons. An answer gaining 13 - 15 marks will typically • Be a good answer that clearly addresses the issue raised by the question by referring to mainly relevant, accurate and detailed KU on aspects of Descartes' claim. • Describe and/or explain some appropriate arguments and counter-arguments pertaining to the convincingness or otherwise of Descartes' claim to have found something he can know for certain. • Contain evaluation points that are usually supported and take into account key issues arising from Descartes' arguments. • Include a personal judgement on the issue with a supporting reason on the certainty or otherwise of the <i>cogito</i>.	20

Question	Specific Marking Instructions for this question	Max mark
	An answer gaining 16 - 20 marks will typically • Be a persuasive, well-structured and full answer that clearly addresses the issue raised by the question by referring to relevant, accurate and detailed KU on aspects of Descartes' claim. • Explain key arguments and counter-arguments pertaining to the convincingness or otherwise of Descartes' claim to have found something he can know for certain. • Contain evaluation points that are well reasoned and take into account a variety of the issues arising from Descartes' arguments. • Include a clear and well supported personal judgement on the certainty or otherwise of the <i>cogito</i>, although this need not be in the form of a concluding paragraph	

Section 3 - Moral Philosophy

Question	Specific Marking Instructions for this question	Max mark
7.	Candidates may answer this question in a variety of ways. For example, they may concentrate on the way in which Mill introduces a qualitative measure of happiness or they may discuss whether Mill's use of rules mean he can be described as a rule utilitarian and, if so, how this differs from Bentham's use of rules. <u>This question will be marked holistically according to the criteria given below.</u> An answer gaining 0-4 marks will typically • Be a poor answer with mainly descriptive and/or irrelevant KU. • Fail to show any understanding of Bentham and Mill. An answer gaining 5-9 marks will typically • Be a weak answer that will contain some relevant KU but limited, if any, analysis/evaluation. • Contain an attempt at explaining both Bentham's and Mill's approaches but which has significant omissions and/or confusions. • Tend to have a lot of description, some of it irrelevant. An answer gaining 10-12 marks will typically • Be a satisfactory response that makes some attempt at addressing the comparison sought by the question by referring to mainly relevant KU on aspects of both Bentham's and Mill's utilitarianism (although it may focus more on one than the other), and which may include general points about classical utilitarianism. • Identify and explain some similarities and/or differences between Bentham's and Mill's approaches. • Contain evaluative statements. • Include a personal view on the issue that may not be supported. An answer gaining 13-15 marks will typically • Be a good answer that clearly addresses the comparison sought by the question by referring to mainly relevant, accurate and detailed KU on the key aspects of both Bentham's and Mill's utilitarianism, and which may include general points about classical utilitarianism. • Identify and/or explain similarities and differences between Bentham's and Mill's approaches. • Contain evaluation points that are well explained. • Include a personal judgement on the issue with a supporting reason or reasons.	20

Question	Specific Marking Instructions for this question	Max mark
	An answer gaining 16-20 marks will typically • Be a persuasive, well-structured and full answer that clearly addresses the comparison sought by the question by referring to relevant, accurate and detailed KU on the key aspects of both Bentham's and Mill's utilitarianism, and which may include general points about classical utilitarianism. • Explain similarities and differences between Bentham's and Mill's approaches. • Contain evaluation points that are well reasoned and take into account a variety of responses to the statement. Include a clear and well supported personal judgement on the issue, although this need not be in the form of a concluding paragraph.	

[END OF MARKING INSTRUCTIONS]