National Qualifications 2019

2019 Philosophy

Higher Paper 2

Finalised Marking Instructions

General marking principles for Higher Philosophy

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

(a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

(b) If a candidate response does not seem to be covered by either the principles or specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.

(c) We use the term 'or any other acceptable answer' to allow for any possible variation in candidate responses. Award marks according to the accuracy and relevance of candidate responses. Candidates may gain marks where the answer is accurate but expressed in their own words.

(d) Where candidates give points of knowledge without specifying the context, reward these unless it is clear that they do not refer to the context of the question.
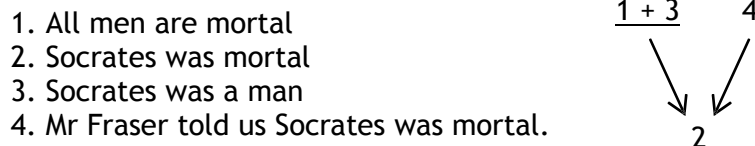
In giving their responses, candidates should demonstrate the following skills, knowledge and understanding.

- **Knowledge:** award 1 mark for each relevant, developed point of knowledge and understanding which is used to respond to the question. Not all related information will be relevant. For example, it is unlikely that biographical information will be relevant.
- **Analysis:** this is the breakdown of something into its constituent parts and detection of the relationships of those parts and the way they are organised. This might, for example, involve identifying the component parts of an argument and showing how they are related, explaining how an argument develops or identifying key features of a philosophical position.
- **Evaluation:** this occurs when a judgement is made on the basis of certain criteria. The judgement may be based on internal criteria such as consistency and logical accuracy or on external criteria such as whether a philosophical position accords with widely held moral intuitions.

Questions requiring candidates to represent an argument using an argument diagram

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

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

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

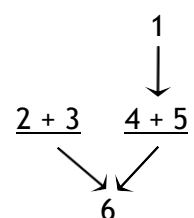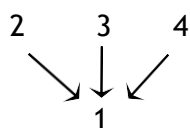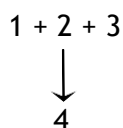$$\begin{array}{cc} 1+3 & 4 \\ \searrow & \swarrow \\ & 2 \end{array}$$

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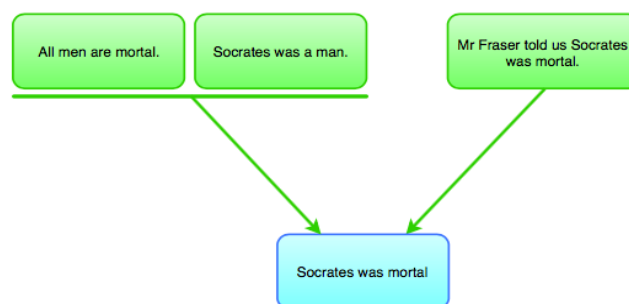
Those with numbers are usually written with the final conclusion at the bottom of the diagram; those with boxes are usually written with the final conclusion at the top of the diagram. Accept diagrams of either type and written in either direction. The statements in the legend are usually arranged in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

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

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

$$\begin{array}{c} 1+2+3 \\ \downarrow \\ 4 \end{array} \qquad \begin{array}{ccc} 2 & 3 & 4 \\ \searrow & \downarrow & \swarrow \\ & 1 & \end{array} \qquad \begin{array}{c} 1 \\ \downarrow \\ 2 \\ \downarrow \\ 3 \end{array} \qquad \begin{array}{c} 1 \\ \downarrow \\ 2+3 \quad 4+5 \\ \searrow \quad \swarrow \\ 6 \end{array}$$

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

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

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

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

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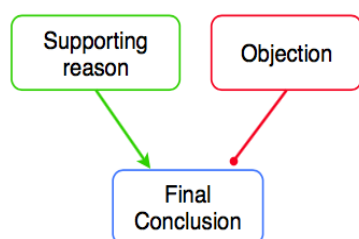
or
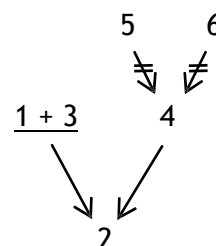
Questions requiring discussion of 'acceptability', 'relevance' and 'sufficiency'

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

These issues are normally considered in the following order
- are the premises acceptable?
- if they are acceptable, are they relevant?
- if they are both acceptable and relevant, are they sufficient?

They are considered in this order because if the premises are unacceptable and/or irrelevant, they will also be insufficient. It only becomes an issue of sufficiency if the premises have already been deemed acceptable and relevant. However, candidates do not need to follow this procedure. Award marks for any accurate answer supported by appropriate reasons.
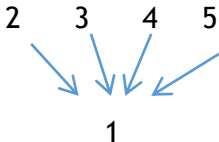
This procedure is not strictly necessary. If an argument is deductively valid it will have met the relevance and sufficiency criteria but the acceptability criterion may still need to be assessed on other grounds. Similarly, some arguments may be trying to establish what conclusion would follow *if* the premises were true and the *actual* truth of the premises might be a matter of concern.

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

Marking instructions for each question

Section 1 — Arguments in action

Question			Detailed marking instructions for this question	Max mark
1.	(a)		Award **1 mark** for saying either that a statement asserts or denies a claim or that statements have a truth value, whilst other types of sentences do not.	**1**
	(b)		Award **1 mark** for 'The zest from all waxed lemons is very bitter.'	**1**
	(c)		Award **1 mark** for any appropriate counterexample, such as 'this waxed lemon is not very bitter'.	**1**
2.	(a)		Award **1 mark** for saying one of the following • it's an a priori truth • it's true by definition • it's a necessary truth • it's true • it's common knowledge **It will not be accepted if the candidate says that it is unambiguous or plausible.**	**1**
	(b)		Award **1 mark** for saying the conclusion is established for certain or if the premises are true, the conclusion is true or any other appropriate answer. No marks should be awarded for saying that a deductive argument moves from a general to specific claim or any other formation of this point.	**1**
3.			If B is chosen: Award **1 mark** for each appropriate explanation, such as… You would have to check the sink to establish whether or not there is still a spider in there. **(1 mark)** You would have to have seen many more than two spiders to know that the house is over-run by spiders. **(1 mark)** Because of 'may be', B is the weakest claim, and it would be reasonable to conclude that there may be two spiders if you have had two spider sightings. **(1 mark)** If C is chosen: Award a **maximum of 1 mark** if a reasonable explanation is given, for example the spider in the sink may have moved to the living room. No marks if A is chosen.	**2**

Question			Detailed marking instructions for this question	Max mark

4.			Award **1 mark** for a convergent argument diagram.
			
			Award **1 mark** for identifying the conclusion, 'Sophie is the right candidate for the job'.
			
			Award **1 mark** for providing an appropriate key, with statements labelled and omitting both 'for goodness' sake' and 'come on, she's obviously the right candidate'.
			
			Candidates who do not use a convergent diagram can receive a maximum of **2 marks** for this question.
			
			A correct diagram for this argument would be:
			
			Key
			    1. Sophie is the right candidate for the job.
			    2. Sophie has got the necessary academic qualifications
			    3. Sophie has extensive relevant experience.
			    4. Sophie has lots of useful contacts.
			    5. Sophie has the best temperament for dealing with stress.
			
			2 3 4 5
			
			1
				3

5.			Candidates may approach this question in different ways. Regardless of how they approach it, they should receive credit for the following • 1 mark for putting it into standard form, that is, laying out premises and conclusion each taking a separate line and labeled accordingly. • 1 mark for recognising that *'By banning plastic straws we are not going to solve the problem of plastic in the ocean'* is an *intermediate conclusion* • 1 mark for including an appropriate *premise* and *conclusion*. A correct representation of this argument in standard form would be: P1: There are 150 million tonnes of plastic in the ocean. P2: Plastic straws are only a tiny fraction of the problem of plastic in the ocean. _____ IC: By banning plastic straws we are not going to solve the problem of plastic in the ocean. _____ MC: It's simply not enough to ban plastic straws.	3

Question			Detailed marking instructions for this question	Max mark
6.	(a)		Award **1 mark** for pointing out that 'the lamb is ready to eat' can be understood in two different ways − either that the lamb is ready for its dinner or that the lamb is ready for your dinner.	**1**
	(b)		Candidates may approach this question in different ways. To receive marks for their answer they must consider the relationship between the premise and the conclusion. 1 mark for an appropriate point and an additional mark for a development of that point. For example • the fact that the statement is ambiguous makes the premise 'the lamb is ready for its dinner' unacceptable **(1 mark)** because this makes it difficult to say whether the premise should convince us of the conclusion or not **(1 mark)** • if the lamb is ready for its dinner then you don't need to set the table **(1 mark)**. That reading of the premise makes the premise irrelevant to the conclusion **(1 mark)** • the conclusion can only be drawn on the reading that the lamb is ready for your dinner **(1 mark)** because you would have no reason to set the table if the lamb is ready for its dinner **(1 mark)** • ambiguity doesn't affect this argument because the context makes clear what the meaning is **(1 mark)** because it would only be appropriate to set the table if it is the lamb that is being eaten for dinner. **(1 mark)**	**2**
7.	(a)		Award **1 mark** for confirmation bias involves seeking evidence that confirms what you already believe. Award **1 mark** for confirmation bias involves ignoring evidence that would disprove what you already believe or point in another direction.	**2**
	(b)		There may be a number of ways that confirmation bias could affect a police investigation, **1 mark** should be given for explanation of how evidence is sought to confirm a belief and **1 mark** for explanation of how evidence is ignored that counters their belief, for example: Award **1 mark** for an explanation of how a police investigation might look for evidence that would back up a hunch that someone is guilty of a crime. Award **1 mark** for an explanation of how a police investigation might ignore evidence that might indicate someone else is guilty of that crime.	**2**

Question			Detailed marking instructions for this question	Max mark
8.	(a)		Award **1 mark** for stating that a fallacious appeal to emotion is when in an argument, instead of using **relevant** premises to persuade someone, emotion is used to **manipulate** people into accepting their conclusion.	**1**
	(b)		Award **1 mark** for any appropriate example. Award **1 mark** for explaining why that example is fallacious. Candidates should not be credited with any marks for examples that are not fallacious.	**2**
9.	(a)		Award **1 mark** for 'If P then Q; Not P; Therefore not Q'. No mark for answers starting with a universal claim rather than a conditional statement.	**1**
	(b)		Award **1 mark** for any example. No mark for stating the form.	**1**
	(c)		Award **1 mark** each for any of the following points • denying the antecedent is invalid • the fact that P is false does not guarantee that Q is also false • with reference to the example, an explanation of circumstances in which the consequent could be true even when the antecedent is false • given the truth of 'If P then Q', the truth of P is a sufficient but not a necessary condition for the truth of Q • in the denying the antecedent fallacy it is assumed that P is a necessary as well as a sufficient condition for the truth of Q. Or any other appropriate answer	**3**
10.			Award **1 mark** for noting that an attack on the person is not fallacious if it is relevant to the conclusion of the argument. Award **1 mark** for an appropriate example. Candidates should not be credited with any marks for examples that are fallacious.	**2**
11.			Award **1 mark** each for any relevant point and an additional mark for a development of that point, for example • it is a self-evident truth that cannot be denied • even if he is being deceived, he must exist to be deceived • it is impossible for him to doubt his own existence • 'I exist' is necessarily true every time one thinks or conceives it • it is contradictory to believe 'I don't exist'.	**2**
12.			Award **1 mark** for each of the following • a perception is 'clear' when it is present and accessible to the attentive mind • a perception is 'distinct' if, as well as being clear, it is separated from all other perceptions and contains only what is clear. Any answer that shows an understanding of these terms as used by Descartes should be credited.	**2**

Section 2 — Knowledge and doubt

Question	Detailed marking instructions for this question	Max mark
13.	Award **1 mark** each for any relevant point, for example • the cogito is Descartes' absolute certain truth and he sees this clearly and distinctly • if it were possible that he could have such a perception and it be false then he would not be able to trust in the cogito • a non-deceiving God guarantees the truth of clear and distinct perceptions. *Or* Award **2 marks** for presenting Descartes' argument as follows • P1 — If something I perceived clearly and distinctly could be false then perceiving 'I exist' clearly and distinctly would not be enough for me to be certain of it • P2 — I am certain that 'I exist' because I have a 'clear and distinct perception of it • C — Everything I perceive clearly and distinctly is true.	2
14.	Award **1 mark** for an appropriate point and an additional mark for a development of that point, for example • how do we know Descartes is not mistaken about the claim that 'whatever I perceive very clearly and distinctly is true' **(1 mark)**. He previously mistook the things he experienced from his senses to be real based on believing they were clear and distinct **(1 mark)** • some things that Descartes doubts in Meditation 1 for example truths of geometry are later claimed to be clear and distinct. **(1 mark)** How was it possible for these to be doubted if they are meant to be certain **(1 mark)** • Descartes claims often that man is 'subject to error'. **(1 mark)** Therefore, could we be mistaken about having clear and distinct perceptions? **(1 mark)** • Descartes' explanation of what he means by clear and distinct perceptions is vague **(1 mark)** — what is clear and distinct to Descartes may not be clear and distinct to someone else **(1 mark)** • the Cartesian Circle — In order to help guarantee that we can have knowledge based on the clear and distinct rule; Descartes brings in his proof for God **(1 mark)**. His argument for God relies on clear and distinct perceptions. This is circular reasoning. **(1 mark)** No marks for just stating the Cartiesan circle. A superficial explanation of a criticism may only be awarded 1 mark.	4

Section 3 — Moral philosophy

Question			Detailed marking instructions for this question	Max mark
15.			Higher pleasures appeal to higher faculties, lower pleasures are animalistic. **(1 mark)**	**1**
16.			Any of the following should be awarded **1 mark** • Mill wanted to refute Bentham's claim that all pleasures are equal • Mill thought that morality should focus on quality as well as quantity • Mill wanted to answer the criticism that Utilitarianism **w**as a 'swine philosophy'	**2**
17.			Candidates should be awarded **1 mark** for any appropriate point. These are likely to include • competent judges have experienced both higher and lower pleasures • competent judges would consider the quality of pleasure, not just the quantity • competent judges would regard some pleasures as more valuable than others — Mill thought it was undeniable that human pleasures are superior to animalistic pleasures • Mill thinks no person would choose to become like an animal • consistently choosing lower pleasures would be for a person to become like an animal or for an educated person to become ignorant • to be happy is to exercise our minds/be involved in developing ourselves in some way • *'it is better to be a human being dissatisfied than a pig satisfied; better to be Socrates dissatisfied than a fool satisfied. And if the fool, or the pig, is of a different opinion, it is only because they only know their own side of the question.'* **1 mark** for any description of this quote.	**4**
18.			Candidates should be awarded **1 mark** for any appropriate point. These are likely to include • this criticism wrongly assumes that Mill's distinction between higher and lower pleasures is based on his personal preferences • going to the opera is his example of the sort of thing that would, if it appealed to the higher faculties, count as a higher pleasure • going for a pizza is unlikely to ever be the kind of experience that would appeal to the higher faculties/exercise the mind/contribute to self-development • Mill doesn't say that people would always choose the higher pleasures over the lower pleasures • Mill recognises that humanity is weak.	**3**

[END OF MARKING INSTRUCTIONS]