



National
Qualifications
2024

2024 Philosophy

Paper 2

Higher

Question Paper Finalised Marking Instructions

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General marking principles for Higher Philosophy

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

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

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

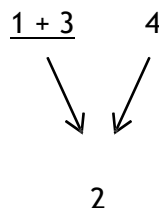
- **Knowledge:** award 1 mark for each relevant, developed point of knowledge and understanding which is used to respond to the question. Not all related information will be relevant. For example, it is unlikely that biographical information will be relevant.
- **Analysis:** this is the breakdown of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

Questions requiring candidates to represent an argument using an argument diagram

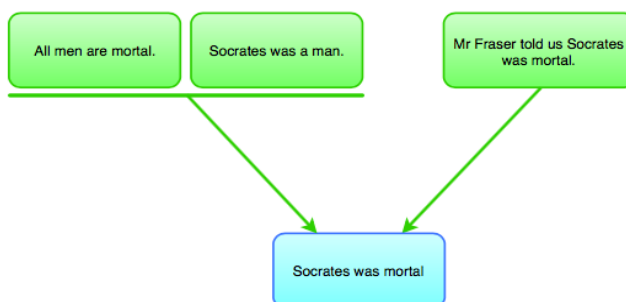
There is more than one way of constructing an argument diagram but it is expected that candidates will be familiar with those using numbers and an accompanying legend, for example

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

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



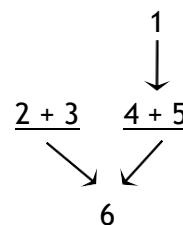
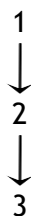
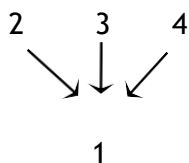
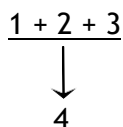
and those where the statements are written directly into boxes, for example



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

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

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



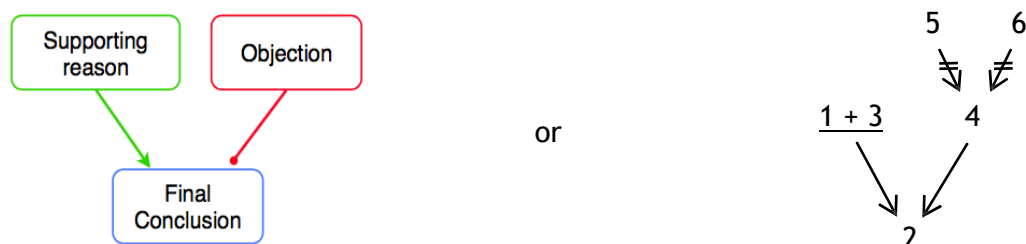
In dealing with a source it is expected that candidates will be able to recognise and appropriately interpret **inference indicators**, that is **premise indicators** (for example since, because, etc) and **conclusion indicators** (for example therefore, so, etc). It is expected that candidates will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

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

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

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

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



Questions requiring discussion of ‘acceptability’, ‘relevance’ and ‘sufficiency’

Acceptability’, ‘relevance’ and ‘sufficiency’ primarily refer to the premises of the argument:

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

These issues are normally considered in the following order:

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

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

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

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

Marking instructions for each question

Section 1 – ARGUMENTS IN ACTION

Question			Detailed marking instructions for this question	Max mark
1.			<p><i>Give an example of a word that acts as a conclusion indicator.</i></p> <p>Any appropriate response, such as ‘so’, ‘therefore’, ‘thus’. (1 mark)</p>	1
2.			<p><i>A student claims in an exam that the above passage is an argument, as it contains a premise indicator and reasons why they don’t enjoy going to the funfair.</i></p> <p><i>Why are they wrong to say this is an argument?</i></p> <p>Arguments attempt to persuade and in this passage there is no attempt to persuade. (1 mark)</p> <p>The person is giving reasons for why they do not enjoy something – this is an explanation. (1 mark)</p> <p>In this passage, ‘because’ indicates an explanation, rather than reasons for a conclusion. (1 mark)</p> <p>‘Because’ only indicates a premise if there is also a conclusion in the passage. (1 mark)</p>	2
3.	(a)		<i>Convergent.</i>	1
	(b)		<i>Linked.</i>	1
	(c)		<i>Serial.</i>	1
	(d)	(i)	<p><i>Give an example of a linked argument.</i></p> <p>Award a mark for any appropriate response, for example: All dogs have tails, Milo is a dog, therefore Milo has a tail.</p>	1
		(ii)	<p><i>Give an example of a convergent argument.</i></p> <p>Award a mark for any appropriate response, for example: Dogs are great companions, dogs are cute, dogs are fun, therefore dogs are good pets.</p>	1
		(iii)	<p><i>Give an example of a serial argument.</i></p> <p>Award a mark for any appropriate response, for example: Lassie is a dog, therefore Lassie is a mammal, so Lassie is an animal.</p>	1

Question			Detailed marking instructions for this question	Max mark
4.	(a)		<p><i>What is meant by ‘conductive strength’?</i></p> <p>A strong conductive argument has multiple premises that lend independent support to the conclusion. (1 mark)</p>	1
	(b)		<p><i>Discuss whether the premises of this argument are sufficient to establish the truth of the conclusion. (3 marks)</i></p> <p>For the premises of an argument to be sufficient they need to be enough to give confidence in the conclusion. (1 mark)</p> <p>The premises are not sufficient because the conclusion of a conductive argument can never be established for certain. (1 mark)</p> <p>From the fact that someone has touched a gun from which bullets were fired that match bullets in their drawer we cannot conclude with confidence that they own that gun. (1 mark)</p> <p>The gun may belong to someone else, and they just happened to touch it (1 mark) and it could be a total coincidence that the bullets are the same type. (1 mark)</p> <p>The fact that the defendant was on CCTV holding a gun the other week does not prove anything. (1 mark)</p> <p>The premises could be seen as sufficient because the cumulative strength of this evidence makes the conclusion convincing. (1 mark) In a court case it may be reasonable to argue that if the fingerprints are all over the gun, with the right type of bullets found at the crime scene, that is pretty strong evidence to prove that it was the defendant’s gun. (1 mark)</p>	3

Question			Detailed marking instructions for this question	Max mark
5.	(a)		<p>Name the fallacy.</p> <p>Slippery Slope.</p>	1
	(b)		<p>Describe the fallacy.</p> <p>Candidates should be awarded one mark for each of the following points: In slippery slope arguments a claim is made that some initial first step must be avoided because it will inevitably lead to an undesirable outcome. (1 mark)</p> <p>In slippery slope fallacies insufficient reason is given to establish the inevitability of the outcome if the first step is taken. (1 mark)</p> <p>OR</p> <p>Slippery slope arguments can be of the form ‘If P then Q, if Q then R, if R then S, S is undesirable, so not P’. (1 mark)</p> <p>In this kind of slippery slope fallacy at least one of the statements is false. (1 mark)</p> <p>OR</p> <p>Slippery slope arguments can be of the form ‘P increases the chances of Q, Q increases the chances of R, R increases the chances of S, S is undesirable, so not P’. (1 mark)</p> <p>In this kind of slippery slope fallacy S is just a possible – at best likely, and certainly not inevitable – consequence of P. (1 mark)</p>	2
	(c)		<p>Explain whether you think the argument does contain this fallacy, giving reasons for your answer.</p> <p>Candidates should be awarded one mark for each appropriate point and an additional mark for appropriate development of that point. For example:</p> <p>Lots of children leave their toys lying around and do not end up in trouble with the police (1 mark) so, there is no inevitability between the first step and the final outcome. (1 mark)</p> <p>The individual premises in the argument are not plausible. (1 mark) For example, children leaving toys lying around in their room does not usually result in them disrespecting their parents. (1 mark)</p> <p>Candidates should be awarded a maximum of 1 mark if they say the slippery slope is not fallacious.</p>	2

Question		Detailed marking instructions for this question	Max mark
6.	(a)	<p><i>Explain the ad hominem circumstantial fallacy.</i></p> <p>This is a form of an attacking the person fallacy in which a person's claim is rejected based on an irrelevant fact/claim about the person. (1 mark)</p> <p>In the <i>ad hominem</i> circumstantial fallacy, the arguer's claim is rejected because it is argued they are making the claim because they are likely to gain from it being accepted (1 mark) or it is rejected because it is argued they are making the claim because of their personal circumstances. (1 mark)</p>	2
	(b)	<p><i>What kind of ad hominem fallacy is this?</i></p> <p>Tu quoque/hypocrisy.</p>	1
7.	(a)	<p><i>What is an analogical argument?</i></p> <p>To argue by analogy is to argue that because two things are similar in some respect, something else that is true of one thing is also probably true of the other. (1 mark)</p> <p>OR</p> <p>Analogical arguments usually take the following form:</p> <p>Object X and object Y are similar in that they both have property A.</p> <p>Object X also has property B.</p> <p>Object Y probably has property B. (1 mark)</p>	1
	(b)	<p><i>How strong is the analogy in this argument?</i></p> <p>Evaluation of the significance or relevance of the similarities or dissimilarities to make a judgement on the quality of the analogy. (1 mark)</p> <p>A maximum of two marks for any of the following:</p> <p>It is true that driving cars and taking drugs are similar in that both can be dangerous. (1 mark)</p> <p>Examples of other relevant similarities between taking drugs and driving. (1 mark)</p> <p>Driving and taking drugs also have significant dissimilarities. (1 mark)</p> <p>Examples of significant dissimilarities. (1 mark)</p>	3

Question			Detailed marking instructions for this question	Max mark
8.	(a)		<p><i>Describe lexical ambiguity.</i></p> <p>Lexical ambiguity – occurs when a single word or phrase has more than one meaning.</p>	1
	(b)		<p><i>Describe syntactic ambiguity.</i></p> <p>Syntactic ambiguity – (also called amphiboly) is where a sentence may be interpreted in more than one way due to its ambiguous sentence structure, or grammar.</p>	1
9.	(a)		<p><i>Give an example of an argument that contains the denying the antecedent fallacy. (It is acceptable to simply state the form of the argument)</i></p> <p>If P then Q. Not P. So not Q.</p>	1
	(b)		<p><i>Why are the premises of a denying the antecedent fallacy not sufficient to establish the truth of the conclusion?</i></p> <p><i>In your answer you must refer to your example given in response to question 9a.</i></p> <p>The consequent (Q) can be true regardless of whether the antecedent (P) is true (1 mark), so it cannot follow from the antecedent (P) being denied that the consequent (Q) must also be false. (1 mark)</p>	2

HUME

Question	Detailed marking instructions for this question	Max mark
10.	<p><i>Hume's copy principle is the claim that 'All our ideas or more feeble perceptions are copies of our impressions or more lively ones.'</i></p> <p><i>Describe the arguments Hume uses to support the copy principle.</i></p> <ul style="list-style-type: none"> any idea that seems to lack relevant corresponding impressions can be traced back to simple ideas that have been worked upon using the operations of the imagination, (1 mark) for example the idea of God as a complex idea (1 mark) when the relevant impression has been denied through malfunctioning senses (1 mark), the blind man has no idea of colour (1 mark), or the absence of relevant experiences (1 mark), or absence due to species limitations. (1 mark) <p>Candidates may be awarded a maximum of 3 marks if only one argument is described.</p> <p>No marks to be awarded for description of the difference between impressions and ideas.</p>	4
11.	<p><i>Evaluate Hume's copy principle.</i></p> <p>Award 1 mark for a relevant point and additional marks for appropriate development of that point, for example:</p> <ul style="list-style-type: none"> is Hume right to say that we cannot find an idea that does not derive from a sense impression? Can't we have innate ideas? Descartes' argument that we cannot arrive at the idea of God ourselves because we are less perfect than God and something more perfect cannot arise from something that is less perfect it seems very plausible that a person who has been blind from birth would not have an understanding, or idea of colour the missing shade of blue is a counterexample to the copy principle <ul style="list-style-type: none"> is Hume right to say that it is scarcely worth observing? Should he have accepted that any counterexample to a universal claim disproves the claim? why didn't Hume say that the missing shade of blue is a complex idea? <p>No marks to be awarded for irrelevant evaluation in relation to the difference in vivacity and liveliness of the impressions and ideas.</p>	6

Section 3 – MORAL PHILOSOPHY

Question			Detailed marking instructions for this question	Max mark
12.			<p><i>What does Kant mean when he says we ought to always ‘treat humanity, both in your own person and in the person of every other, always at the same time as an end, never simply as a means’?</i></p> <p>Award 1 mark for a relevant point and additional marks for appropriate development of that point.</p> <p>These are likely to include the following:</p> <ul style="list-style-type: none"> to treat someone simply as a means is to regard your own ends, and possibly also to manipulate them into regarding your own ends, as more important than theirs (1 mark) and to ignore the fact that they have their own interests, plans and goals (1 mark) to treat someone as an end in themselves is to respect their dignity as a free and autonomous being (1 mark) example of treating someone simply as a means (1 mark) example of treating someone also as an end in themselves. (1 mark) 	4
13.			<p><i>What is meant by the term ‘perfect duty’?</i></p> <p>A duty that you must always follow. (1 mark)</p> <p>The duty you have to never act in accordance with a maxim that, when universalised, generates a contradiction in conception. (1 mark)</p>	1
14.			<p><i>What is meant by the term ‘imperfect duty’?</i></p> <p>A duty that allows for exceptions. (1 mark)</p> <p>A duty that arises when universalising a maxim leads to a contradiction in the will. (1 mark)</p>	1
15.			<p>Evaluate Kant’s inclusion of imperfect duties in his moral theory.</p> <p>Award 1 mark for a relevant point and additional marks for appropriate development of that point.</p> <p>These are likely to include the following:</p> <ul style="list-style-type: none"> Kant’s inclusion of imperfect duties is useful because most of our moral decisions are out with the scope of perfect duties and without it his theory would be entirely negative (1 mark) imperfect duties are the only ones that relate to us doing good actions rather than refraining from bad ones and this is a key aspect of our moral lives. (1 mark) We are more often required to make decisions about when and how we include these duties in our day to day lives (1 mark) the duties we have to ourselves to develop our talents make Kantian ethics a more selfless philosophy because this is required to benefit society more widely (1 mark) Kant’s inclusion of imperfect duties is unhelpful as he does not give clear guidelines as to how we are supposed to decide when to follow them (1 mark) 	4

Question			Detailed marking instructions for this question	Max mark
			<ul style="list-style-type: none"> • our decisions about when to follow our imperfect duties seem to come down to the things Kant says should not come into moral decision-making, such as consequences, inclination, etc. (1 mark) So the inclusion of imperfect duties in Kant's moral theory points towards the limitations of his absolutist approach/the sovereignty of reason (1 mark) • the element of choice promotes the autonomy and dignity of individuals in their moral decision making (1 mark) • examples of imperfect duties to oneself or others. (max 1 mark) 	

[END OF MARKING INSTRUCTIONS]