



National  
Qualifications  
SPECIMEN ONLY

**S854/76/12**

**Philosophy  
Paper 2**

Date — Not applicable

Duration — 1 hour 45 minutes

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**Total marks — 50**

**SECTION 1 — ARGUMENTS IN ACTION — 30 marks**

Attempt ALL questions.

**SECTION 2 — KNOWLEDGE AND DOUBT — 10 marks**

Attempt ALL questions.

**SECTION 3 — MORAL PHILOSOPHY — 10 marks**

Attempt ALL questions.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* S 8 5 4 7 6 1 2 \*

## SECTION 1 — ARGUMENTS IN ACTION — 30 marks

Attempt ALL questions

1. What is a statement? Support your answer with an example. 2
2. Read the following passage and answer the question that follows.  
*'If someone knows in advance that their actions risk death, then when they voluntarily take those actions, they accept a risk of death. These conditions surely apply to rock climbers. Therefore, people who engage in rock climbing have accepted a risk of death.'*  
 Explain with reference to the above passage why it contains an argument. 2
3. (a) Read the following argument and answer the question that follows:  
*'Every kind of animal has some kind of reproductive system.  
 Dogs are animals.  
 Therefore, dogs have some kind of reproductive system.'*  
 Arguments are often evaluated in terms of acceptability, relevance and sufficiency.  
 Is the first premise in the above argument acceptable?  
 Support your answer with a reason. 1
- (b) What makes a premise in an argument relevant to the conclusion?  
 State **two** criteria. 2
4. Explain the essential differences between deductive arguments and inductive arguments.  
 Support your answer with **one** example of a deductive argument and **one** example of an inductive argument. 4
5. Read the passage below and answer the question that follows.  
*'I really don't want to hear any more of your weak arguments. You haven't convinced me at all. Decisions about free speech should be made in courts rather than in informal panel meetings. Examine the issues carefully. Consider that lawyers and judges are trained in legal argument, whereas lay people who are appointed to informal panels may not be. Furthermore, there are good facilities in court for questioning witnesses and examining all the evidence. It is also the case that people want to go to court if they have a serious case regarding free speech. Honestly, pull yourself together. If you are thinking logically, you will accept that crucial decisions about free speech should be made in court. End of the matter.'*  
 Present the above argument in an argument diagram. 3

6. What is a conductive argument? 1
7. (a) Explain the difference between an analogy used as part of an argument and an analogy used as an explanation. 2
- (b) Read the following passage and answer the question that follows.
- 'No-one objects to a doctor looking up a complicated case in medical books. So students sitting a complicated exam should be allowed to use their textbooks to help them in the exam.'*
- Is the use of analogy in the above passage effective?
- Explain your answer. 2
8. State **two** types of ambiguity. 4
- Support your answer with one example of each type of ambiguity.
9. (a) What is a post hoc fallacy? 1
- (b) Read the following argument.
- 'The child's arm started to swell after a bee stung her. Bee venom can cause pain and sometimes even more serious reactions. So the bee sting caused the swelling.'*
- Is the above argument an example of a post hoc fallacy?
- Support your answer with an explanation. 1
10. Name and explain the fallacy in the following argument. 3
- 'I've been working very hard and I'm exhausted. There's been illness in the family and I've had to help with my sister's children. Also I'm having really overwhelming headaches. Life is treating me badly right now. I need that promotion at work so you should give it to me.'*
11. Give an example of denying the antecedent. 1
12. Give an example of affirming the consequent. 1

[Turn over

## SECTION 2 — KNOWLEDGE AND DOUBT — 10 marks

Attempt ALL questions

13. How does Hume distinguish between impressions and ideas? 2
14. How does Hume explain our ability to have ideas of things we have never experienced?  
Support your answer with **two** of Hume's examples. 4
15. How does Hume use the idea of God to support his argument for the 'copy principle'? 2
16. State **two** other examples which Hume gives to support the 'copy principle'. 2

## SECTION 3 — MORAL PHILOSOPHY — 10 marks

Attempt ALL questions

- |   |   |
|---|---|
| 17. What does Bentham mean by ‘the principle of utility’?   | 1 |
| 18. Why does Mill believe that higher pleasures are better in quality than lower pleasures?           | 4 |
| 19. According to Mill, what qualifies someone to be a ‘competent judge’?                              | 1 |
| 20. What is the essential difference between act and rule utilitarianism when making moral decisions? | 2 |
| 21. Explain <b>one</b> criticism of rule utilitarianism.  | 2 |

[END OF SPECIMEN QUESTION PAPER]



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## Marking Instructions

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These marking instructions have been provided to show how SQA would mark this specimen question paper.

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\* S 8 5 4 7 6 1 2 \*

## 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.

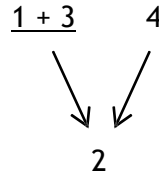
- **Knowledge:** award 1 mark for each relevant, developed point of knowledge and understanding which is used to respond to the question. Not all related information will be relevant. For example, it is unlikely that biographical information will be relevant.
- **Analysis:** this is the breakdown of 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

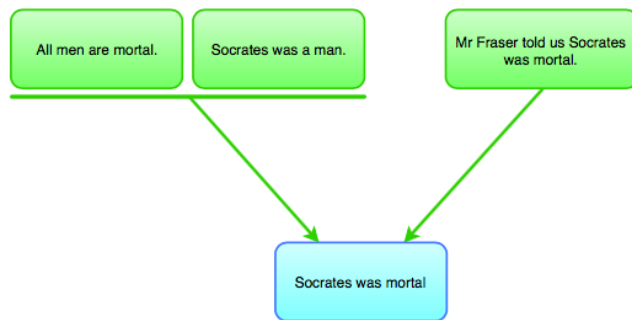
There is more than one way of constructing an argument diagram but it is expected that candidates will be familiar with those using numbers and an accompanying legend, eg

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.



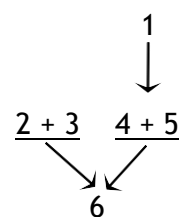
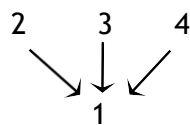
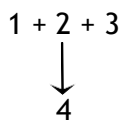
and those where the statements are written directly into boxes, eg



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**.





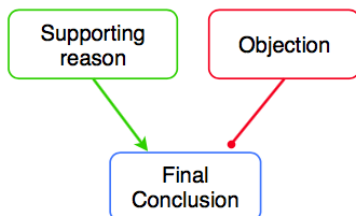
In dealing with a source it is expected that candidates will be able to recognise and appropriately interpret **inference indicators**, ie **premise indicators** (eg since, because, etc.) and **conclusion indicators** (eg therefore, so, etc). It is expected that candidates will be able to distinguish 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, eg ‘While it may be true that...’
- **assurances** – words or phrases that indicate the confidence of the person presenting the argument, eg ‘Everyone will readily allow that...’
- **hedges** – words that indicate that the argument is being put forward tentatively, eg ‘It is reasonable to suppose that...’

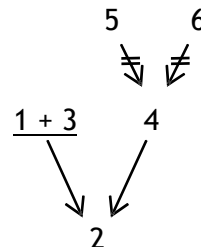
When writing the legend or placing the argument into boxes it is expected that the candidate will ‘tidy up’ the wording of the argument so that each part of the argument can be read as a stand-alone statement, eg rhetorical questions should be rewritten as statements, some commands might be interpreted 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, eg



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.

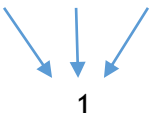
This procedure is not strictly necessary. If an argument is deductively valid it will have met the relevance and sufficiency criteria but the acceptability criterion may still need to be assessed on other grounds. Similarly, some arguments may be trying to establish what conclusion would follow *if* 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.		<p>Award <b>1 mark</b> for definition of a statement, and <b>1 mark</b> for any correct example.</p> <ul style="list-style-type: none"> <li>A statement is a sentence or part of a sentence which makes a claim. <b>(1 mark)</b></li> </ul> <p><i>Or</i></p> <ul style="list-style-type: none"> <li>A statement is a sentence or part of a sentence with a truth value. <b>(1 mark)</b></li> <li>Any correct example. <b>(1 mark)</b></li> </ul>	<b>2</b>
2.		<p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>reasons are given to provide support for the claim that ‘rock climbers have accepted a risk of death</li> <li>there is a clue in the indicator word ‘therefore’, leading to the conclusion that rock climbers have accepted a risk of death.</li> </ul>	<b>2</b>
3.	(a)	<p>Award <b>1 mark</b> for any appropriate comments, such as:</p> <ul style="list-style-type: none"> <li>This claim is acceptable because it is a matter of common knowledge that a reproductive system is necessary for the survival of species.</li> </ul>	<b>1</b>
	(b)	<p>Award <b>1 mark</b> each for any two from the following:</p> <p>The premise:</p> <ul style="list-style-type: none"> <li>provides some justification to support the conclusion</li> <li>gives support to another relevant premise</li> <li>contains an appropriate analogy</li> <li>attacks the claim rather than the person putting forward the claim.</li> </ul>	<b>2</b>
4.		<p>Award <b>2 marks</b> for explaining the essential differences between deductive and inductive arguments, and <b>1 mark</b> for an example of a deductive argument and <b>1 mark</b> for an example of an inductive argument.</p> <ul style="list-style-type: none"> <li>Deductive reasoning attempts to draw certain conclusions from a given set of premises: in a valid deductive argument with true premises there is no way in which the conclusion can be false. <b>(1 mark)</b></li> <li>Inductive reasoning attempts to draw probable conclusions from a set of premises: in an inductive argument, even if there is a lot of high-quality supporting evidence, it is still possible for the conclusion to be false. <b>(1 mark)</b></li> </ul>	<b>4</b>

Question	Detailed marking instructions for this question	Max mark
5.	<p>Candidates must provide an appropriate key for their answer so that it is clear which statements the numbers in the argument diagram refer to. One way of doing this is:</p> <p><i>I really don't want to hear any more of your weak arguments. You haven't convinced me at all. <sup>1</sup>(Decisions about free speech should be made in courts rather than in informal panel meetings.) Examine the issues carefully. Consider that <sup>2</sup>(lawyers and judges are trained in legal argument, whereas lay people who are appointed to informal panels may not be.) Furthermore, <sup>3</sup>(there are good facilities in court for questioning witnesses and examining all the evidence.) It is also the case that <sup>4</sup>(people want to go to court if they have a serious case regarding free speech.) Honestly, pull yourself together. If you are thinking logically, you will accept that <sup>1</sup>(crucial decisions about free speech should be made in court.) End of the matter!</i></p> <ul style="list-style-type: none"> <li>• Award <b>1 mark</b> for identifying the premises as stand-alone statements.</li> <li>• Award <b>1 mark</b> for identifying the conclusion as a stand-alone statement.</li> <li>• Award <b>1 mark</b> for showing in the diagram that the premises are convergent.</li> </ul> <p>2    3    4</p> 	3
6.	<p>Award <b>1 mark</b> for stating that:</p> <ul style="list-style-type: none"> <li>• a conductive argument is one where each individual premise gives independent support to the conclusion.</li> </ul>	1

Question		Detailed marking instructions for this question	Max mark
7.	(a)	<p>Award <b>1 mark</b> for each of the following points:</p> <ul style="list-style-type: none"> <li>• an account of how analogies are used in arguments, for example analogical arguments work by saying that x is true of A so x is probably also true of B because B is relevantly similar to A</li> <li>• an account of how analogies are used as explanations, for example analogical explanations work by comparing something familiar or easy to imagine with something that is difficult to understand.</li> </ul>	2
	(b)	<p>Award <b>1 mark</b> for any of the following points:</p> <ul style="list-style-type: none"> <li>• this is a weak analogy because there is very little similarity between the two cases</li> <li>• the only point of similarity would seem to be the act of consulting a book for information</li> <li>• very different purposes are served by consulting a book in the two situations – one situation is about testing someone’s knowledge; the other is about a doctor diagnosing a patient’s problem. The doctor has already sat exams to prove their competency as a doctor.</li> </ul> <p>Award marks for any other appropriate comment.</p> <p>Do not award marks for saying this is a weak analogy without any accompanying explanation.</p>	2
8.		<p>Award <b>2 marks</b> for stating two types of ambiguity, and <b>1 mark</b> for each example of each type of ambiguity.</p> <ul style="list-style-type: none"> <li>• Lexical ambiguity or equivocation. <b>(1 mark)</b></li> <li>• Syntactic ambiguity or amphiboly. <b>(1 mark)</b></li> </ul> <p>It is not acceptable to merely say that ambiguity makes the premise ‘vague’ or ‘unclear’.</p> <ul style="list-style-type: none"> <li>• An example of lexical ambiguity or equivocation. <b>(1 mark)</b></li> <li>• An example of syntactic ambiguity or amphiboly. <b>(1 mark)</b></li> </ul>	4

Question		Detailed marking instructions for this question	Max mark
9.	(a)	<p>Award <b>1 mark</b> for a correct definition such as one of the following:</p> <ul style="list-style-type: none"> <li>• this fallacy is committed if it is assumed in the course of an argument that, because x and y occur one after the other, x causes y</li> <li>• the fallacy lies in a conclusion based only on the order of events, rather than taking into account other potentially relevant factors that might rule out the connection.</li> </ul>	1
	(b)	<p>Do not award marks for just saying it is not an example of a <i>post hoc</i> fallacy. Candidates must give a reason for their answer.</p> <p>1 mark for either of the following:</p> <ul style="list-style-type: none"> <li>• in this case it is reasonable to take the order of events as a basis for confidence in a causal link – this is because it is known that bee venom can cause serious reactions including swelling</li> <li>• in this case it is reasonable to take the order of events as a basis for confidence in a causal link – it is likely that the swelling of the arm is directly related to the bee sting.</li> </ul> <p>Award a marks for any other appropriate comment.</p>	1
10.		<p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>• this is a fallacious appeal to emotion</li> <li>• a fallacious appeal to emotion is an attempt to gain acceptance of a claim by appealing to some emotion rather than a reasoned appraisal of the facts</li> <li>• in this case, the premises stated by the arguer are not relevant to his conclusion that he deserves the promotion.</li> </ul>	3
11.		<p>Award <b>1 mark</b> for any appropriate example of denying the antecedent. For example:</p> <ul style="list-style-type: none"> <li>• If you are a doctor, then you have a job. You are not a doctor. So you do not have a job.</li> </ul>	1
12.		<p>Award <b>1 mark</b> for an appropriate example of affirming the consequent. For example:</p> <ul style="list-style-type: none"> <li>• If the mortgage rate falls, then I will have extra money to spend. I have extra money to spend. So the mortgage rate must have fallen.</li> </ul>	1

Section 2 – Knowledge and doubt

Question	Detailed marking instructions for this question	Max mark
13.	<p>Award <b>2 marks</b> for any of the following points:</p> <ul style="list-style-type: none"> <li>• there is a difference of degree: impressions have more force and vivacity than ideas</li> <li>• the liveliest idea has less force and vivacity than the dulllest impression</li> <li>• impressions are the immediate experiences and ideas are memories of these sensations.</li> </ul>	2
14.	<p>Award <b>2 marks</b> for explaining how Hume explains our ability to have ideas of things we have never experienced. Candidates may respond in different ways, such as:</p> <ul style="list-style-type: none"> <li>• Hume says that when we carefully examine the creative powers of the mind we become aware that all ideas are formed from materials supplied to us by the senses and our feelings <b>(2 marks)</b></li> </ul> <p><i>Or</i></p> <ul style="list-style-type: none"> <li>• we can create complex ideas in our minds because of our ability to combine (compound), transpose, enlarge (augment) and shrink (diminish) the materials provided to us by the senses and experience. <b>(2 marks)</b></li> </ul> <p>Award <b>1 mark</b> each for two of Hume’s examples:</p> <ul style="list-style-type: none"> <li>• we can imagine a ‘golden mountain’ because our imagination can compound two things known to us – ‘gold’ and ‘mountain’ <b>(1 mark)</b></li> <li>• we can imagine a ‘virtuous horse’ because our imagination can compound two things known to us – ‘virtue’ and ‘horse’. <b>(1 mark)</b></li> </ul> <p>To gain full marks, candidates must show that they understand what is meant by complex ideas.</p>	4
15.	<p>Award <b>1 mark</b> for each of the following points:</p> <ul style="list-style-type: none"> <li>• the idea of God can be traced back to preceding impression(s)</li> <li>• this idea of God is derived from extending beyond all limits the qualities of goodness and wisdom which we find in our own minds.</li> </ul>	2
16	<p>Award <b>1 mark</b> each for any two examples from the following:</p> <ul style="list-style-type: none"> <li>• a blind man cannot form a notion of colours and a deaf man cannot form a notion of sounds</li> <li>• a Laplander has no notion of the taste of wine</li> <li>• a gentle person cannot form the idea of determined revenge or cruelty, and a selfish person cannot easily conceive the heights of friendship and generosity</li> <li>• non-humans have senses we cannot be aware of because we have not experienced them.</li> </ul>	2

### Section 3 – Moral philosophy

Question	Detailed marking instructions for this question	Max mark
17.	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>the principle that tells us an action is right or wrong according to whether it promotes happiness.</li> </ul>	1
18.	<p>Award <b>1 mark</b> for any of the following, up to a maximum of <b>4 marks</b>:</p> <ul style="list-style-type: none"> <li>because those acquainted with both give a consistent preference for one over the other (<b>1 mark</b>) even if it is accompanied by more discontent (<b>1 mark</b>)</li> <li>those who have experienced pleasures that use their higher faculties do not want to lose them for any amount of the lower pleasures (<b>1 mark</b>) because no intelligent human being would consent to be a fool (<b>1 mark</b>)</li> <li>it is better to be a human being dissatisfied than a pig satisfied; better to be Socrates dissatisfied than a fool satisfied. (<b>1 mark</b>)</li> </ul> <p>Award marks for any appropriate answer.</p>	4
19.	<p>Award <b>1 mark</b> for the following:</p> <ul style="list-style-type: none"> <li>someone who has had experience of both types of pleasure: higher and lower.</li> </ul>	1
20.	<p>Award <b>1 mark</b> for each of the following:</p> <ul style="list-style-type: none"> <li>for act utilitarians, an action is right if it maximises happiness</li> <li>for rule utilitarians, an action is right if it conforms to a rule that maximises happiness.</li> </ul> <p>To gain marks, candidates must show understanding of both positions in terms of the greatest happiness principle. It is not sufficient to say rule utilitarians follow rules and act utilitarians don't follow rules.</p>	2
21.	<p>Award <b>1 mark</b> for stating a criticism and <b>1 mark</b> for developing that point. Award marks for any appropriate criticism such as:</p> <ul style="list-style-type: none"> <li>it is difficult to construct objective rules that work for every situation</li> <li>as with deontological ethical theories, there may be a problem with conflicting rules.</li> </ul>	2

[END OF SPECIMEN MARKING INSTRUCTIONS]