

FOR OFFICIAL USE

National Qualifications SPECIMEN ONLY									
									Mark

SQ34/N5/01

Philosophy

Date — Not applicable

Duration — 1 hour and 30 minutes



Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

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Total marks — 50

Attempt ALL parts of ALL questions.

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

Before leaving the examination room you must give this booklet to the Invigilator.

If you do not, you may lose all the marks for this paper.



* S Q 3 4 N 5 0 1 0 1 *

Question 1 — Arguments in Action

MARKS

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- (a) Give one example of a statement.

1

- (b) Describe one difference between statements and arguments.

2

- (c) Read the following argument.

Descartes was a Rationalist. Rationalists believe that we get knowledge through our reason. Descartes believed that we get knowledge through our reason.

The above argument has two premises and a conclusion.

- (i) What are the premises?

2



* S Q 3 4 N 5 0 1 0 2 *

Question 1 (c) (continued)

MARKS

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(ii) What is the conclusion?

1

(iii) Explain whether this argument is valid or not.

4

Total marks 10



* S Q 3 4 N 5 0 1 0 3 *

Question 2— Knowledge and Doubt

MARKS

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- (a) Rationalists believe that we gain knowledge through our reason.
Give two examples that describe what Rationalists believe.

2

- (b) Describe two of the arguments Descartes uses in his Method of Doubt.

4



* S Q 3 4 N 5 0 1 0 4 *

Question 2 (continued)

MARKS

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(c) Evaluate two of the arguments Descartes uses in his Method of Doubt by explaining either one strength or one weakness of each argument.

6



* S Q 3 4 N 5 0 1 0 5 *

Question 2 (continued)

MARKS

DO NOT
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(d) Describe what is meant by Empiricism.

2



Question 2 (continued)

(e) Explain two criticisms of Empiricism.

6

MARKS
DO NOT
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Total marks 20



* S Q 3 4 N 5 0 1 0 7 *

Question 3 — Moral Philosophy

MARKS

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(a) State three main features of Utilitarianism.

3

(b) Describe the difference between Act and Rule Utilitarianism.

4



* S Q 3 4 N 5 0 1 0 8 *

Question 3 (continued)

MARKS

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(c) Read the scenario below.

Your friend shows you how to download music illegally from the Internet. You are not sure whether or not you should do it.

Explain a possible Rule Utilitarian response to this scenario.

3



* S Q 3 4 N 5 0 1 0 9 *

Question 3 (continued)

MARKS

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(d) Read the scenario below.

You have no credit on your mobile phone but you want to make a telephone call. A teacher's mobile phone is lying on his desk. You take it without his permission so that you can make your call.

Choose a moral theory other than Utilitarianism.

(i) Describe the moral theory you have chosen.

4



* S Q 3 4 N 5 0 1 1 0 *

Question 3 (d) (continued)

MARKS

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MARGIN

(ii) Explain how this moral theory would respond to this action.

6

Total marks 20

[END OF SPECIMEN QUESTION PAPER]



* S Q 3 4 N 5 0 1 1 1 *



National
Qualifications
SPECIMEN ONLY

SQ34/N5/01

Philosophy

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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Part One: General Marking Principles for National 5 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 specific 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.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) 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. The skill of using appropriate philosophical terminology is reflected in exemplar responses, however at this level candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (d) A glossary of terminology is provided in the Course and Unit Support Notes to show teachers and lecturers how these terms are used in SQA documentation. Different text books may use terms in different ways and should candidates use a definition or explanation or use language that is different from that given in the glossary, their response will be positively marked provided that the information given is correct.
- (e) Questions that ask the candidate to ‘name’, ‘give’, ‘state’ or ask ‘what is’ or ‘what are’ are straightforward questions requiring candidates to recall key points of knowledge or to give examples. Marks available for these questions reflect the number of points the candidate needs to make. For example, if one mark is available, the candidate needs to give one correct point. If three marks are available the candidate needs to make three correct key points in their response.
- (f) Questions that ask the candidate to ‘describe’ require the candidate to make a point and then develop this point by giving further information about this. For example, if two marks are available, the candidate should get a mark for making the main point and a further mark for developing the point by giving additional or related information.
- (g) Questions that ask the candidate to ‘explain’ or ‘use’ require the candidate to give reasons or show connections. This may include giving reasons why an argument is valid. For example, if three marks are available for an ‘explain’ question, the candidate should get one mark for making a key point of explanation and a further mark for each additional correct key point of explanation.
- (h) Questions that ask the candidate to ‘evaluate’ or ‘apply’ require the candidate to use their knowledge and understanding of a theory or argument to examine its validity or its usefulness in a given situation. For example, if a scenario is provided, candidates will be required to apply their knowledge and understanding of a theory or argument to a given situation. Evaluation can occur when asked to give information about strengths and weaknesses of a theory.

- (i) For credit to be given, points must relate to the questions asked. Within a structured question of, for example, two or three parts, a candidate may give more information in the first part than is required and inadvertently give the answer to the second part. In this case, although the candidate has given the answer for part b) in part a), marks should be awarded if the answer is relevant and correct.
- (j) There are three questions in this paper. Each question is structured to assess the candidate's breadth of philosophical knowledge and understanding and their skill in using this. Within the structure of each question, short stimulus pieces or scenarios are used requiring the candidate to use their skills knowledge and understanding in unfamiliar contexts. In some questions, the candidate can respond by drawing on learning where personalisation and choice has been exercised. If the marker is not familiar with the theory chosen, guidance should be sought.

Part Two: Marking Instructions for each question

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1	a	Questions that ask the candidate to 'give' are straightforward questions requiring the candidate to recall key points of knowledge. For this question that means to recall a statement.	1	<p>Any correct answer should be given 1 mark.</p> <p>For example:</p> <ul style="list-style-type: none"> • That table is blue. • Tomorrow is Monday. <p>The answer must show that candidates can identify statements. These should simply be grammatically correct as statements, ie everyday examples and not necessarily philosophical examples.</p>
1	b	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information about this. For this question the candidate must describe the purpose of statements and arguments.	2	<p>For two marks candidates should give correct information about one difference.</p> <p>For example:</p> <p>Statements assert whereas arguments prove. or Statements deny whereas arguments refute.</p> <p>If a difference is explained then 2 marks would be allocated. If the candidate said "Statements assert but arguments develop" then 1 mark could be allocated for the correct part.</p>

1	c	i	<p>This question combines two command words—“What is/are” and “explain”. It has three parts.</p> <p>The first two parts ask the candidate to identify the premises and conclusion in the given argument.</p> <p>The third part asks the candidate to arrive at a conclusion about the argument and to explain why they arrived at that conclusion.</p>	2	<p>1 mark for each premise correctly identified:</p> <ul style="list-style-type: none"> • Descartes was a rationalist. • Rationalists believe we get knowledge through reason.
		ii		1	<p>1 mark for correctly identifying the conclusion:</p> <ul style="list-style-type: none"> • Therefore, Descartes believes we get knowledge through reason.
		iii		4	<p>Candidates should make a judgement about the argument, ie that it is valid (1 mark).</p> <p>The explanation should then contain accurate information about validity.</p> <p>For example:</p> <p>A valid argument is one which has a number of premises (1) within a logical structure (1) with the conclusion necessarily inferred by the premises. (1)</p> <p>Candidates may also include in their answer that premises may include a hidden premise but this is not essential.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question								
2	a	Questions that ask the candidate to 'give' are straightforward questions requiring the candidate to recall key points of knowledge. For this question, the candidate is required to recall two examples of rationalist belief.	2	<p>2 marks for each correct example of rationalist belief of knowledge.</p> <p>Rationalists believe</p> <ul style="list-style-type: none"> • that we are born with some knowledge (1)—the innate truths of knowledge of God and knowledge of mathematics (1) • we gain knowledge through reason (1) and a process of deduction (1) • knowledge is not gained through the sense (1) but through our intellect (1) • in necessary truths—truths which could not be otherwise (1), eg the internal angles of a triangle add up to 180 degrees (1) 								
2	b	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information about this. For this question the candidate should state an argument then follow this up with a description of the argument.	4	<p>For 4 marks the response must describe two arguments. If a candidate uses only one argument, 2 marks may be awarded or in a well-developed description, a maximum of 3 marks may be given.</p> <p>Candidates may choose to respond using any of the arguments Descartes uses in his Method of Doubt—from senses, dream and evil genius arguments.</p> <p>Each argument should be stated and then described.</p> <table border="1"> <thead> <tr> <th>Argument—1 mark</th> <th>Description—1 mark</th> </tr> </thead> <tbody> <tr> <td>The senses sometimes deceive us</td> <td>as such cannot be trusted to give us certain knowledge— an example can be given.</td> </tr> <tr> <td>Dreams are very vivid and sometimes it is impossible to distinguish between the waking and dreaming experience.</td> <td>It is therefore difficult to know what is reality.</td> </tr> <tr> <td>Descartes introduces the idea of the evil genius to suggest his power to reason may be flawed</td> <td>thus casting doubt on everything including mathematical truths.</td> </tr> </tbody> </table>	Argument—1 mark	Description—1 mark	The senses sometimes deceive us	as such cannot be trusted to give us certain knowledge— an example can be given.	Dreams are very vivid and sometimes it is impossible to distinguish between the waking and dreaming experience.	It is therefore difficult to know what is reality.	Descartes introduces the idea of the evil genius to suggest his power to reason may be flawed	thus casting doubt on everything including mathematical truths.
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				<p>This fuller example below would gain 3 marks:</p> <p>Descartes says that the senses sometimes deceive us (1)—for example, a tower may appear round at a distance but close up it is square. (1) Senses are by their nature subject to change and may seem to cause us to interpret things differently every time we use them. (1)</p>
2	c	<p>Questions that ask the candidate to ‘evaluate’ require the candidate to use their knowledge and understanding of a theory to examine its validity. For this question the candidate must evaluate arguments by explaining strengths and/or weaknesses of the argument.</p>	6	<p>Candidates may use the same two arguments described above or they may use a different combination.</p> <p>Candidates should be awarded:</p> <ul style="list-style-type: none"> • 1 mark for stating what the strength or weakness is • 1 mark explaining why it is a strength or a weakness <p>For six marks candidates must explain either a strength or a weakness for each argument. A candidate may explain two strengths or two weaknesses or a strength and a weakness.</p> <ul style="list-style-type: none"> • Overall, Descartes doesn’t doubt logic, memory, language. This point is a general overall comment on Descartes’ overall strategy and is a weakness. A candidate who makes this point should be awarded 1 mark. <p>Senses</p> <p>Strength</p> <ul style="list-style-type: none"> • Descartes never claims that the senses always deceive us (1 mark). The fact that it is their occasional deceptiveness that renders them unreliable, gives the argument strength. (1 mark) <p>Weakness</p> <ul style="list-style-type: none"> • How can Descartes know that the senses are sometimes wrong? (1 mark) This would require him to know that they are sometimes correct (1 mark)—eg, you can mistake a stranger for a friend but as you get closer your eyes tell you it is a stranger. (1 mark)

				<p>Dreams</p> <p>Strength</p> <ul style="list-style-type: none"> • Dreams do not follow the laws of nature (1 mark) and have no logical sense of time so they are different from the waking world (1 mark) but when you wake up suddenly from a dream you may not know the difference between dreaming and reality. (1 mark) If a candidate gives an appropriate example here then 2 of the points made plus an example would achieve 3 marks. An appropriate example could be when a child wakes up they start to cry because their dream has been so vivid; or an elderly dementia patient is convinced that events in his dream really did happen. <p>Weakness</p> <ul style="list-style-type: none"> • Descartes says we cannot know when we are dreaming (1 mark)—yet to consider that we might be dreaming must mean we are aware of a waking state and a dreaming state (1 mark)—in the same way you understand the concept of counterfeit money because you know about real money. (1 mark) <p>Evil genius</p> <p>Strength</p> <ul style="list-style-type: none"> • The evil genius is an effective device at maintaining the previous doubts (1 mark) because it calls into question our whole ability to reason. (1 mark) This makes it almost impossible to defeat. (1 mark) <p>Weakness</p> <ul style="list-style-type: none"> • The Cogito (I think, therefore I am) would seem to defeat the Evil Genius argument (1 mark) because you have to exist in order to be deceived (1 mark)—you can't deceive something that doesn't exist. (1 mark)
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2	d	<p>Questions that ask the candidate to ‘describe’ require the candidate to make a point and then develop this point by giving further information about this. For this question the candidate should give two of the main beliefs that describe what is meant by empiricism.</p>	<p>2</p> <p>The following point is worth only 1 mark as it does not give the meaning of empiricism but simply states what it is:</p> <ul style="list-style-type: none"> • Empiricism is a theory of knowledge <p>The following responses would be awarded 2 marks:</p> <ul style="list-style-type: none"> • Empiricism asserts that knowledge is gained through experience (1) that is gained through the five senses. (1) • Empiricism does not accept the possibility of innate knowledge (1) but promotes the idea that we are born with a <i>tabula rasa</i>—blank slate (1) • Empiricism is a theory that challenges rationalist beliefs (1) that knowledge can be established by reasoning. (1) • Or any other acceptable answer that clearly shows the meaning of empiricism.
2	e	<p>Questions that ask the candidate to ‘explain’ require the candidate to give reasons or show connections. For this question the criticism stated must be developed to show how it is a criticism.</p>	<p>6</p> <p>For 6 marks the response must contain two criticisms. If one criticism is fully explained a maximum of 4 marks should be awarded. Any of the following criticisms may form part of a response:</p> <ul style="list-style-type: none"> • The senses can deceive us (1)— for example, optical illusions deceive the sense of sight (1) or a howling wind can deceive the sense of hearing. (1) (A correct example of any of the other senses would be acceptable.) • Experiences (1) gained through the senses can be misleading (1)—eg, our perception can be altered by alcohol or drugs. (1) or Dementia in the elderly can lead to hallucinations. (1) (Note: only one example should be credited.) • The knowledge the senses gives us is very subjective (1)—eg red may look orange to some people or in different lights. (1) This therefore renders them unreliable. (1) • Modern science casts doubt on the theory that the newborn mind is a <i>tabula rasa</i>. (1) Genetic research would seem to show that newborn minds already have some form of “knowledge”. (1) <p>An example of a fuller answer that would gain 4 marks could be:</p> <p>Empiricists believe that all knowledge comes from experience (1) and that we are born with blank minds. (1) Modern science casts doubt on the theory that the newborn mind is born blank waiting for knowledge. (1) Genetic research</p>

				<p>would seem to show that newborn minds already have at least the structures for knowledge. (1) Candidates may quote Chomsky who thinks that newborns already have the structure in their brains for learning language. (1)</p> <p>Or any other acceptable answer which clearly shows that the candidate is able to explain empiricism.</p>
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Question		General marking instructions for this type of question	Max Mark	Specific marking instructions for this question
3	a	<p>Questions that ask the candidate to, 'state' are straightforward questions requiring candidates to recall key points of knowledge or to give examples. Marks available for these questions reflect the number of points the candidate needs to make. For this question three marks are available and the candidate needs to make three correct key points.</p>	3	<p>For 3 marks, three features should be stated. Any three from the following would be acceptable. Candidates are not being asked for a description or an explanation but simply stating three of the key features.</p> <p>The Greatest Happiness Principle is the overarching principle and its three component parts are Equity, Hedonism and Consequences. 1 mark awarded for each main feature. No mark is given for stating that GHP is a main feature.</p> <ul style="list-style-type: none"> • Equity • Hedonism • Consequences
3	b	<p>Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information about this.</p> <p>Candidates are not asked to give examples but some may find it easier to exemplify to show the difference.</p> <p>Candidates may express these ideas differently but marks should be awarded provided the information given is correct.</p>	4	<p>For four marks the response must include information about both Act and Rule Utilitarianism.</p> <p>Act Utilitarianism focuses on individual acts taking account of the three parts of the Greatest Happiness Principle (GHP). (1) This means that similar acts carried out in different circumstances have to be judged according to the specific situation. (1) From this it could be judged that in one case the act was correct but in the other the act is considered to be wrong. (1)</p> <p>Rule Utilitarianism constructs general rules to apply which are built on the three parts of the GHP. (1) Rules are formed, to apply to similar situations, taking into account benefit for society as a whole. (1) The Rule Utilitarian can adopt rules which are based on the central utilitarian principles. (1)</p> <p>If a candidate is only able to describe either Act or Rule Utilitarianism then either of the above examples would be full enough to be awarded 3 marks.</p> <p>If candidates choose to describe the difference by giving an example they could be awarded 4 marks.</p> <p>Example:</p> <p>If we take the example of lying (1), Act Utilitarianism would say that a brother lying to his parents about how much his younger brother drank at a party is an</p>

				acceptable action (since that would bring about happiness for everyone concerned) (1) whereas lying in those circumstances for the Rule Utilitarian would be considered to be wrong (1) as the Rule Utilitarian would say that stealing is always wrong. (1)
3	c	<p>Questions that ask the candidate to explain a possible response to a scenario require the candidate to use their knowledge and understanding of a theory and to apply this in a given situation.</p> <p>Candidates are likely to express these ideas differently but marks should be awarded as long as they are expressed clearly and are correct.</p>	3	<p>The Rule Utilitarian would most likely have a rule which prohibits this (1) as such a rule—following the terms of the GHP— would promote more happiness in the world than a rule which allowed this kind of action. (1) If everyone downloaded music illegally then the artists and the record companies would suffer. (1) This could lead to them going out of business, and then everyone would suffer. (1) In any case if downloading music was acceptable where would we draw the line? (1)</p> <p>A candidate would only achieve 1 mark if they said that Rule Utilitarians would want to have a rule that would prohibit this in accordance with the GHP. For a further mark they should develop this by showing how the rule would promote more happiness. The idea of where this would stop or how others might suffer would gain a further mark.</p> <p>A candidate may also say that they would arrive at their decision through applying the GHP and not because downloading is against the law. This should be awarded with 1 mark.</p>

3	d	i	<p>Questions that ask the candidate to ‘describe’ require the candidate to make a point and then develop this point by giving further information about this.</p> <p>For this question a description of the chosen theory should include 4 points.</p>	4	<p>It is likely that candidates will write about either Kantianism or Virtue Ethics but other moral theories are acceptable.</p> <p>For 4 marks candidates would be expected to describe their chosen theory.</p> <p>Kantianism</p> <ul style="list-style-type: none"> • Kant constructed the Categorical Imperative (1) as a framework to test the moral worth of an action. (1) • Deontological theory with a focus on duty and pure motive (1) rather than consequences. (1) • Having a Good Will is the desire to do the right thing (1) and Kant said it was the most important thing. (1) • Reference to maxims (1) and universalisation. (1) <p>A candidate would be awarded 2 marks for the following answer: “Kantianism is a theory which focuses on duty and does not concern itself with consequences.”</p> <p>A candidate would be awarded 4 marks for any of the 4 points made in the following answer.</p> <p>Kantianism is a theory which focuses on duty (1) rather than consequences. (1) Kant constructed the Categorical Imperative (1) as a framework to test the moral worth of an action. (1) He said we should make up a maxim (1) and put it through the Categorical Imperative to decide if an action is moral. (1)</p> <p>Virtue ethics</p> <ul style="list-style-type: none"> • Virtue ethics focuses on the individual person (1) rather than an individual course of action. (1) • An action is only right (1) if it is an action that a virtuous person would carry out in the same circumstances. (1) • An action is good if it builds moral character (1) and develops virtues such as justice (1) • A virtue is a moral attribute (1) that a person needs to live well (1) • Traditional virtues include bravery, (1) temperance, (1) prudence. (1)
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				<p>A candidate would be awarded 2 marks for the following answer: Virtue ethics focuses on the person carrying out the action (1) rather than the action itself. (1)</p> <p>A candidate would be awarded 4 marks for any of the 4 points made in the following answer:</p> <p>Virtue ethics focuses on the virtues of the person carrying out the action (1) rather than the action itself. (1) An action is only right (1) if it is an action that a virtuous person would carry out in the same circumstances (1) and it builds moral character such as the virtue of justice. (1)</p>
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3	d	ii	<p>While this question uses the command word “explain” in their explanation, candidates are being asked to apply the principles of their chosen theory to a given situation.</p> <p>Candidates at National 5 are likely to express these ideas using simpler language.</p>	6	<p>Kantianism</p> <ul style="list-style-type: none"> • Would use the Categorical Imperative. (1) • Make up a maxim (1)—eg whenever you have the opportunity, use your teacher’s mobile phone without his permission to make a phone call. (1) • This maxim can’t be universalised (1) as everyone doing that would negate the idea of people owning their own property. (1) • This maxim fails the Categorical Imperative test (1) as it is using the teacher as a means to an end rather than an end in himself. (1) • Rational beings make moral decisions based on reasons (1)—it is not a rational act to use someone’s mobile phone without their permission. (1) • Rational beings do their duty (1)—this action is in effect stealing and is failing in one’s duty. (1) <p>A candidate would be awarded 4 marks for any of the 4 points made in the following answer:</p> <p>Kantians believe that it is your duty not to steal so they would say this action is wrong. (1) They would make up a maxim (1) and put it through the Categorical Imperative. (1) The result of this would be that the action can’t be universalised (1) because if everyone did this there would be no concept of people owning their own property. (1)</p> <p>Virtue ethics</p> <ul style="list-style-type: none"> • Virtue ethics encourages us to develop our characters (1) so we become just, honest etc. (1) • Qualities such as justice and honesty contribute (1) to the moral judgements we make. (1) • In this case, stealing cannot be a virtue (1) because it is a dishonourable act which cannot build moral character. (1) • A virtuous person does not steal (1) because he has a disposition towards honesty. (1) • In some cases, however, such as stealing to provide food for a starving child, Virtue ethics may allow that (1) as the virtue of compassion will be most important. (1) • This case is clear cut—there is no flexibility (1)—the student would be condemned for this act. (1)
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				<p>A candidate would be awarded 4 marks for the following answer:</p> <p>In this case, stealing cannot be a virtue because it is a dishonourable act (1) which cannot build moral character. (1) A virtuous person does not steal because he wants to be honest. (1) The action is therefore wrong. (1)</p>
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[END OF SPECIMEN MARKING INSTRUCTIONS]