Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

negative liberty: freedom from interference, e.g. no law stops you speaking; positive liberty: the real ability to act, e.g. free education gives you the ability to choose a career

2.2

Rawls chooses Y, because its least advantaged group (35) is better off than in X (25) or Z (30); Nozick would accept any of them if the holdings arose by fair acquisition and free transfer; he looks at history, not the pattern

2.3

Hobbes: the state of nature is a war of all against all, so people should accept a powerful sovereign for safety; Locke: people have natural rights even without government, but no fair judge, so government should be limited and can be resisted if it violates rights

2.4

people choose principles without knowing their own position, talents or beliefs; so they choose fairly, without bias to their own interests; they would protect the worst-off position: equal liberties and the difference principle; objection, e.g. Nozick: it ignores how goods were fairly earned / people might gamble rather than play safe / real people cannot ignore their identity (communitarians); explanation of the objection; evaluation of how strong it is

3.1

Mark with the markbands: [13-15] clearly focused on the question, clear explanation of the philosophical issue, relevant philosophers and arguments used accurately, counter-arguments evaluated, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: explains justice and the claim of equal outcomes; arguments for equality of outcome, e.g. luck in birth and talents is undeserved; Rawls: not equal outcomes, but the difference principle; worked example of the difference principle; Nozick: entitlement theory; liberty upsets patterns (Wilt Chamberlain example); utilitarian view of justice as maximum welfare; positive and negative liberty in the debate; a real case, e.g. progressive taxation or a universal basic income; evaluation of the strongest view; a reasoned conclusion

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