



PHILOSOPHY AND ETHICS SAMPLE EXAMINATION

Section 7 of the *New WACE Manual: General Information 2006–2009* outlines the policy on WACE examinations.

Further information about the WACE Examinations policy can be accessed from the Curriculum Council website at http://newwace.curriculum.wa.edu.au/pages/about_wace_manual.asp.

The purpose for providing a sample examination is to provide teachers with an example of how the course will be examined. Further finetuning will be made to this sample in 2007 by the examination panel following consultation with teachers, measurement specialists and advice from the Assessment, Review and Moderation (ARM) panel.

DRAFT (WEB VERSION ONLY)



Western Australian Certificate of Education, Sample External Examination Question/Answer Booklet

PHILOSOPHY AND ETHICS WRITTEN PAPER STAGE 3

Please place your student identification label in this box

Student Number: In figures

Grid for student number in figures

In words

Lines for student number in words

Time allowed for this paper

Reading/planning time before commencing work: Ten minutes
Working time for paper: Three hours

Material required/recommended for this paper

To be provided by the supervisor
Question/Answer Booklet (Section 1)
Answer Booklet (Sections 2 and 3)

To be provided by the candidate

Standard items: Pens, pencil, eraser or correction fluid, highlighter and ruler.

Special items: Nil

Important note to candidates

No other items may be taken into the examination room. It is your responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor before reading any further.

Structure of this paper

Section	Suggested working time	Number of questions available	Number of questions to be attempted	Marks available
Section One	50 minutes	10	10	30
Section Two	80 minutes	2	2	40
Section Three	50 minutes	5	1	30
[Total marks]				

Instructions to candidates

1. The rules for the conduct of Curriculum Council examinations are detailed in the *Student Information Handbook*. Sitting this examination implies that you agree to abide by these rules.
2. For Section One you are to answer the questions in the space provided immediately after each question in this Question/Answer Booklet.
3. For Sections Two and Three write your answers in a separate Answer Booklet. A blue or black ballpoint or ink pen should be used.
4. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
5. Spare answer pages may be found at the end of this booklet. If you need to use them, indicate in the original answer space where the answer is continued (i.e. give the page number).

SECTION ONE—REASONING AND INQUIRY SKILLS

In this section there are **TEN (10)** questions. Complete **ALL** questions and **ALL** parts.

Allow approximately 50 minutes for this section [30 marks].

Question 1

Explain why this is a fallacious argument. In your explanation, name the fallacy.

Either you're an Eagles supporter or a Dockers supporter. You are not a Dockers supporter, therefore you are an Eagles supporter.

[2 marks]

Question 2

In the following simple argument:

- (a) circle the inference indicators
- (b) number the statements in order of their appearance
- (c) diagram the argument

Houses contribute to global warming. We must all do our share to reduce greenhouse gases. Therefore it is our responsibility to make our homes environmentally friendly.

[4 marks]



Question 3

Discuss the persuasive force of the weasel words in the following statement.

We are sorry to inform you that your son was killed by friendly fire.

[2 marks]

Question 4

In the following simple argument:

- (a) circle the inference indicators
- (b) number the statements in order of their appearance
- (c) diagram the argument

Exams are a test of high intelligence. Therefore, exams need to be difficult. That is the reason why this exam is so difficult.

[5 marks]



Question 5

Explain why this is a fallacious argument. In your explanation, name the fallacy.

Last year I stopped doing any exercise and I lost weight. Therefore, not doing any exercise caused me to lose weight.

[2 marks]

Question 6

Explain whether the following statement is analytic or synthetic. Give reasons.

Rabbits breed rapidly.

[2 marks]

Question 7

Explain why this is a fallacious argument. In your explanation, name the fallacy.

Whenever the cherry trees blossom, the weather begins to get warmer. So cherry blossoms cause the weather to get warmer.

[2 marks]

Question 8

In the following simple argument:

- (a) circle the inference indicators
- (b) number the statements in order of their appearance
- (c) diagram the argument

If films are entertaining, then they are educational. Harry Potter is not educational. Therefore Harry Potter is not entertaining.

[4 marks]

Question 9

Explain whether the following statement is analytic or synthetic. Give reasons.

A bald man is a man with no hair on his head.

[2 marks]

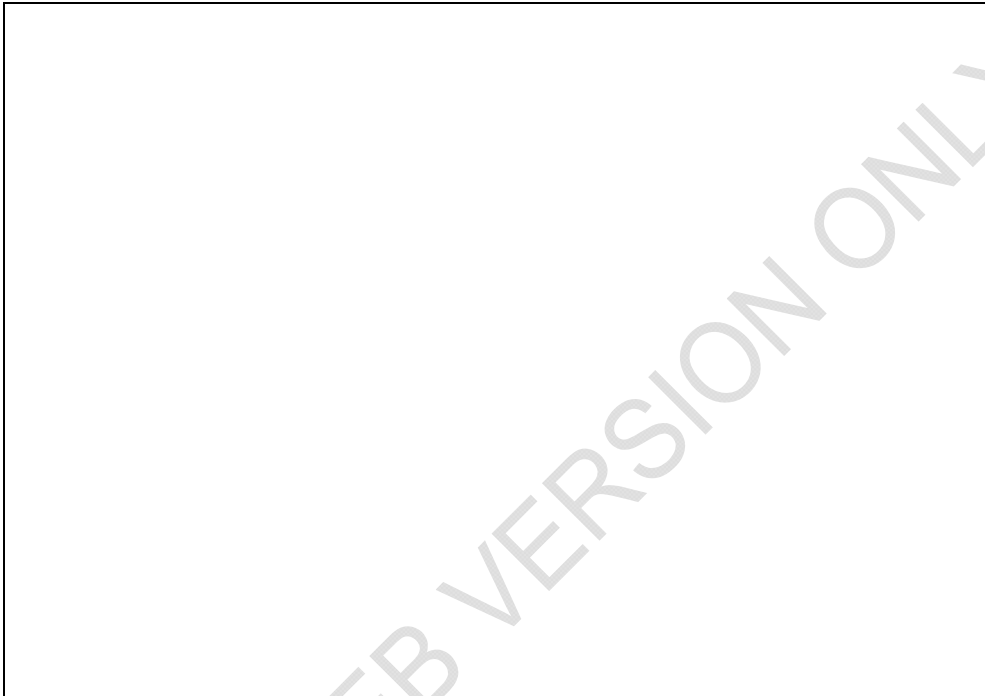
Question 10

In the following complex argument:

- (a) circle the inference indicators
- (b) number the statements in order of their appearance
- (c) diagram the argument

Body is by nature divisible. If body is divisible and if mind and body are one and the same, then mind is also divisible. However, the mind is entirely indivisible. It follows that mind and body are not the same.

[5 marks]



END OF SECTION ONE

SEE NEXT PAGE

SECTION TWO—PHILOSOPHICAL ANALYSIS

This section contains **TWO (2)** parts. Each part has **ONE (1)** question. Answer **ALL** questions. Write your response in the separate answer booklet.

Allow approximately 80 minutes for this section [40 marks].

PART A**Question 11**

Read the following transcript. Analyse the contribution made by each participant in the following community of inquiry. In your evaluation consider the following:

- relevance
- respect for persons and ideas
- clarity of thought
- cogency of argument

[20 marks]

SARA: How can you enjoy eating *foie gras*¹. Don't you know that it is produced by force-feeding geese so that their livers become fatty and unhealthy?

JANE: But farmers need to force-feed them to make a product. It's no crueler to force-feed hens in small cages and feed them hormones so that they get fatter more quickly. It's to make them more attractive to sell.

MARIA: It is crueler! There's evidence that the pipes they use to force-feed them puncture their throats, causing some geese to bleed to death. Their livers become diseased and swell to 10 times their normal size. Many birds become too sick to stand up. It's horrific. It's unnecessary harm just to give a few people pleasure!

JACK: But there's no intention to harm the geese. If they die, that's just an accident. If they suffer a little, it's in order that people can eat good meat.

DAVID: I agree. The geese don't seem to mind. Many of Australia's farm animals suffer from inhumane treatment and cruelty that most people would consider unacceptable. But they're not pets. They're bred for our purposes.

JANE: I wouldn't mind being raised on a farm, even if I was being fed for slaughter. When I think of a farm, I think of animals grazing in wide open paddocks, sheepdogs, tractors and drovers on horseback. Even geese are given water, food, and large yards to run in. I think it is an exaggeration to speak of harm.

DAVID: What a sentimental and old-fashioned view of farming! Typical girl! Farming these days is big business, and farmers have a right to maximize profits. These methods of preparing geese are designed to promote high yields for low cost and greater profits.

ALEX: I think you've got a valid point there! The end justifies the means.

SARA: But the end doesn't always justify the means. We can't justify cruelty on economic grounds! Hens kept in battery cages with their beaks cut, live sheep exported in smelly containers to the Middle East. Money has become our God at the expense of compassion. It's just not right!

¹ Goose liver pâté

- DAVID: Some of the animals may die, but not much more than die in an open paddock anyway. That's life! Grow up!
- MARIA: I agree with Sara. This is not just about economic food production. Only last year there was a law passed in Chicago banning the sale of *foie gras* and you're not allowed to produce it in many European countries. I don't think you can use profit as an excuse to harm animals! You can't make money out of harming other animals!
- MR NEWMAN: We use rats, rabbits, pigs, dogs, even monkeys, to test the effects of cleaners, pesticides, weed killers, cosmetics, food additives, chemicals for industry, and drugs for use against Alzheimer's, Parkinson's, diabetes, multiple sclerosis, and cancer. We can't test these things on humans. Do you think that that is good or bad when those test animals are hurt? We try to avoid harming them, but it's necessary for our own good, a bit like the greatest good for the greatest number.
- SIMON: I hate those laboratories. I think they're wrong. I want to burn them down!
- MR NEWMAN: I don't think one wrong is overcome by another. What good would it do to burn the laboratory down?
- JACK: It would show them that we disapprove of their actions, even if they are legal.
- SARA: Would it be okay to burn their laboratories if they were breaking the law?
- JANE: No, because we'd call the police. So why is it alright to take action if they are being unethical?
- SIMON: Because animals can't speak up for themselves. We have to defend their rights, just like the RSPCA² protects the basic rights of animals who are badly treated.
- SARA: That seems to me to be a contradiction. If people break the law, we don't take the law into our own hands. We call the police. If people act meanly to animals we shouldn't take action ourselves, we should call the RSPCA.
- JACK: What rights do animals have anyway? I don't think they'd be the same as human rights! I don't think they have a right to freedom or happiness.
- MARIA: The Geneva Conventions³ give humans the right to three basic things: the right to life, the protection of individual liberty, and the prohibition of torture. I think these should apply to animals too.
- MR NEWMAN: Their basic needs are the same as those of children. They need adequate space, food, and water; veterinary treatment when required; shelter from the elements; and the freedom to express some essential natural behaviours.

² Royal Society for the Protection and Care of Animals

³ Four treaties which deal with the treatment of civilians and soldiers in times of war

PART B—Analysing, clarifying and evaluating concepts**Question 12**

Choose ONE passage and analyse, clarify, and evaluate its concepts, argument and assumptions.

[20 marks]

(i)

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[Nagel, 1987]

- (ii) *Crime and Punishment is a novel about a poor Russian student, Rodion Romanovich Raskolnikov, who plans to kill an elderly woman for her money and justifies the intended act as morally good on utilitarian grounds. In the following scene, Raskolnikov overhears another student talking in a bar about the moneylender, Alena Ivanovna, describing her as a very wealthy and mean old woman.*

And he began describing how spiteful and uncertain she was, how if you were only a day late with your interest the pledge [*or security for the loan*] was lost; how she gave a quarter of the value of an article and took five and even seven percent a month on it and so on. The student chattered on, saying that she had a sister Lizaveta, whom the wretched little creature was continually beating, and kept in complete bondage [*or control*] like a small child, though Lizaveta was at least six feet high.

The student confesses that he likes Lisaveta because she's odd:

"No, I'll tell you what. I could kill that damned old woman and make off with her money, I assure you, without the faintest conscience-prick [*or feeling of guilt*]," the student added with warmth. The officer laughed again while Raskolnikov shuddered. How strange it was!

"Listen, I want to ask you a serious question," the student said hotly. "I was joking of course, but look here; on one side we have a stupid, senseless, worthless, spiteful, ailing, horrid old woman, not simply useless but doing actual mischief, who has not an idea what she is living for herself, and who will die in a day or two in any case. You understand? You understand?"

"Yes, yes, I understand," answered the officer, watching his excited companion attentively.

"Well, listen then. On the other side, fresh young lives thrown away for want of help and by thousands, on every side! A hundred thousand good deeds could be done and helped, on that old woman's money which will be buried in a monastery! Hundreds, thousands perhaps, might be set on the right path; dozens of families saved from destitution, from ruin, from vice, from the Lock hospitals--and all with her money. Kill her, take her money and with the help of it devote oneself to the service of humanity and the good of all. What do you think, would not one tiny crime be wiped out by thousands of good deeds? For one life thousands would be saved from corruption and decay. One death, and a hundred lives in exchange--it's simple arithmetic! Besides, what value has the life of that sickly, stupid, ill-natured old woman in the balance of existence! No more than the life of a louse, of a black-beetle, less in fact because the old woman is doing harm. She is wearing out the lives of others; the other day she bit Lizaveta's finger out of spite; it almost had to be amputated."

"Of course she does not deserve to live," remarked the officer, "but there it is, it's nature."

Raskolnikov eventually kills the old woman and her sister, justifying the act initially, though eventually succumbing to doubt.

[Dostoevsky, 2006]

(iii)

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[McInerney, 1992]

END OF SECTION TWO

SEE NEXT PAGE

SECTION THREE—EXTENDED ARGUMENT

This section contains **FIVE (5)** questions. Answer **ONE (1)** question only. Write your response in the separate answer booklet.

Allow approximately 50 minutes for this section *[30 marks]*.

Choose **ONE (1)** question from the following five questions. Argue for or against the question with clear definitions, examples and reasons.

[30 marks]

Question 13

Are there limits to what human beings can know? What are these limits?

OR

Question 14

Is the existence of evil a good reason for not believing in God?

OR

Question 15

What are the differences, if any, between a person and a personality?

OR

Question 16

Democracy is the fairest form of government. Discuss.

OR

Question 17

If vegetables could feel pain, should it make a difference to our eating habits?

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ACKNOWLEDGEMENTS

- Section 2B(i):** Nagel, T. (1987). *What does it all mean? A very short introduction to philosophy*. New York: Oxford University Press, pp. 88–90.
- Section 2B(ii):** Dostoevsky, F. (2006, March 28). *Crime and Punishment: a Project Gutenberg EBook*. Constance Garnett (trans). Retrieved June, 2007, from <http://ftp.it.net.au/gutenberg/2/5/5/2554/2554-8.txt>
- Section 2B(iii):** McInerney, P.K. (1992). *Introduction to philosophy*. New York: HarperPerennial, p. 57.

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