



PHILOSOPHY AND ETHICS DRAFT SAMPLE EXAMINATION

Section 7 of the *WACE Manual: 2008 Revised Edition* outlines the policy on WACE examinations.

Further information about the WACE Examinations policy can be accessed from the Curriculum Council website at <http://curriculum.wa.edu.au/>

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 2008 by the examination panel following consultation with teachers, measurement specialists and advice from the Assessment, Review and Moderation (ARM) panel.

Draft



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

**PHILOSOPHY AND
ETHICS**
WRITTEN PAPER
STAGE 3

Please place your student identification label in this box

Student Number: In figures

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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, 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]				100

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

[30 marks]

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

Suggested working time: 50 minutes

Question 1

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

It is obvious that money doesn't make people happy, since it is well-known that wealthy people are not made happier by their wealth than other people.

[2 marks]

Question 2

In the following argument:

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

Spectator sport is the religion of the modern world. The proof of this is seen in the way people idolise sports stars. Also, people today identify with sports clubs in the way they once identified with their churches.

[4 marks]

Question 3

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

A malfunction occurred at the customer interface.

[2 marks]

Question 4

In the following argument:

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

Snow very rarely falls in this part of the world, which is why there are no shops selling skiing equipment here. So if you want to buy skiing gear you will need to go to some other city.

[4 marks]



Question 5

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

Students who go to expensive schools tend to get better academic results than other students. This shows that an expensive education produces good academic results.

[2 marks]

Question 6

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

It is impossible to spin a coin in the air and have it land heads fifty times in a row.

[2 marks]

Question 7

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

Either you support our cause or you oppose it. You clearly don't support us, so you must be one of our opponents.

[2 marks]

Question 8

In the following argument:

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

If life is to be possible, then phosphorus must be present. But there is no phosphorus on Mars.
It follows that there is no life on Mars.

[4 marks]



A large empty rectangular box with a thin black border, intended for the student to draw a logic diagram of the argument. A large, light grey watermark reading 'Draft' is diagonally overlaid across the box.

Question 9

In the following argument:

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

Most fatal car accidents are caused by young drivers in high-powered cars at night. Clearly, this shows that we allow people to drive before they are ready and able to handle dangerous vehicles. Therefore, the law should require that young drivers only use low-powered vehicles and only during daylight hours. It follows from this that we should start a campaign to lobby for a change in the laws.

[4 marks]



Question 10

Construct an argument with **AT LEAST FIVE (5)** propositions and:

- (a) circle the inference indicators
- (b) number the statements in order of their appearance
- (c) diagram the argument correctly in terms of the premises and the conclusion/s.

[4 marks]



END OF SECTION ONE

SEE NEXT PAGE

SECTION TWO—PHILOSOPHICAL ANALYSIS**[40 marks]**

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

Suggested working time: 80 minutes

PART A**Question 11**

Read the following transcript. Analyse the contribution made by TWO participants 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]

He held the old photo in his hand and said softly, "I can see her now. She turned to me with that mysterious smile and said, 'Time changes nothing.'"

Photo by kind permission Felicity Haynes

MARY: I don't understand. My Mum says that time IS change. I think that is right. We measure its passing by how things alter.

BARBARA: Well I guess it depends what she meant by "is." Is time exactly the same as change, or is it a part of it, or is it a cause of it? The statement that "Time changes nothing" contradicts only the last meaning.

JILL: You mean that Time could be equal to change, but still be unable to change anything else?

DAVID: I think Aristotle was right. He said time was like length. It is the measurement of something else. Just as length is the measure of distance; time is the measure of change.

JILL: I think the girl in the picture isn't really talking about time, or what it is. She's talking about how her love for the person she's looking at won't change over time.

TOM: Why is the word 'mysterious' there? I think that she is talking about her love but she's also saying that time can't change her feelings, so that means that both Bob and Jill are right. What did your Mum mean when she said that time was change, Mary?

MARY: Anyway, even if she is saying that her love hasn't changed, she has, so she's wrong. Time changes your shape, your skin, your memory.

SEE NEXT PAGE

PAUL: I'm still thinking about your Mum's statement that "Time is change." I thought I'd read that somewhere else, in my physics class. In the Universe one can observe physical time only as a stream of material change. It is not that change runs in physical time, change itself is physical time. I interpret that to mean that because time is an imaginary quantity it cannot have any effect on physical things.

DAVID: Well no theoretical entity can be observed, so what's the point? Time doesn't matter if it's not material. All that we can observe is the change that marks time passing.

MARY: I don't see how that can be true. The girl in the photo is talking about love, and that can't be observed. So maybe it's only things that can be observed that can change and therefore can be used as a measure of time.

TOM: Can we find an example of physical time being observed in something that doesn't change?

MARY: Well, I think the girl in the picture is saying that in a world where she sees things changing, even the days on a calendar being different, she knows time is passing, but she wouldn't know it if all she knew was her love. Time is something that changes that is not physical.

JILL: No I don't understand that. Can you say it another way?

BARBARA: Can we go back to what Paul said? It seems there is a difference between theoretical time and physical time. If we think time is change, then space-time is only a mathematical model and does not exist in the universe itself.

MARY: No, I don't see how that can be true. It goes back to your earlier point that time makes things change, but it doesn't change itself. It isn't change, and it doesn't change.

PAUL: Did you know that Karl Marx actually wrote about the links between time and change? I can't understand everything he says, because he says a whole lot of stuff about human sensuousness being about embodied time, but maybe it does have something to do with love after all. He was comparing the attitudes of Democritus and Epicurus to physics way before Einstein thought up relativity. But apparently Democritus said that if time is absolute or essential then it cannot be temporal so it cancels itself out. I think that means it has to be connected to physical objects and is marked by change.

JILL: I don't understand that all that Greek stuff. Can you show me how time cancels itself out?

BARBARA: I guess it all depends what he meant by absolute or essential.

DAVID: But if he meant that time was something outside a changing physical universe, that it was an ideal, or a concept that had no material existence, like a mathematical number, then it existed outside time. But time couldn't exist outside time, so it cancels itself out.

BARBARA: I think somehow that begs the question. I think it makes more sense to talk about the interdependence of space and time. Time cannot exist without space. Space might conceivably exist without time, but it would be unchanging and therefore rather uninteresting.

PAUL: I think scientists need a concept of time and space to help them map reality. We can't build theories without such an idea. So they're important. But they don't apply to immaterial things like God whom we can experience but don't have to have a theory about.

MARY: That's why they say God is timeless. He doesn't change.

JILL: I've got it. That's why the girl in the picture says, time changes nothing. It's just that time can't change love because love doesn't exist in the material world, and it doesn't need explanation. It just is.

DAVID: I don't think that moves us on. Think about being in the present. It assumes there is a past and future that makes it different. Where does now end?

JILL: Oh boy, here we go again.....

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) Aiming at the Good

For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at <http://classics.mit.edu/Aristotle/nicomachaen.html>.

[Aristotle, 350BCE]

(ii) Consequences of reflection

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[Kant, 1983]

(iii) The Beetle Box Game

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[Cohen, 2005]

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END OF SECTION TWO

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SECTION THREE—EXTENDED ARGUMENT

[30 marks]

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

Suggested working time: 50 minutes

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

Discuss the contention that I am therefore I think.

OR

Question 14

Define murder and explain why murder is wrong?

OR

Question 15

What is liberty, in the political sense of the word? How much liberty should we have?

OR

Question 16

Does life have a meaning?

OR

Question 17

A number of animal species in Western Australia are facing extinction. Given Darwin's law of natural selection, is it right for mankind to intervene and try to stop this process? Discuss.

END OF PAPER

END OF PAPER

ACKNOWLEDGEMENTS

SECTION TWO

PART A

Question 11 Photo by kind permission Felicity Haynes.

PART B

Question 12(i) Aristotle, & Ross, W.D (Trans.). (n.d.). *Nicomachean ethics* (Book 1). Retrieved February, 2008, from Internet Classics Archive website: <http://classics.mit.edu/Aristotle/nicomachaen.html>.

Question 12(ii) Kant, I., & Humphrey, T. (Trans.). (1983). *Perpetual peace and other essays* (Speculative beginning of human history). Indianapolis, IN: Hackett Publishing.

Question 12(iii) Cohen, M. (2005). *Wittgenstein's beetle and other classic thought experiments*. Oxford, UK: Blackwell Publishing, p.87.